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, December 17, 2013

Start time 9:30 AM

Boardroom of the Golden Hills School Division No. 75

AGENDA

1. **ATTENDANCE**
2. **CALL TO ORDER**
3. **IN CAMERA**
4. **APPROVAL OF AGENDA**
5. **WELCOME AND OPENING PRAYER**
6. **PRESENTATION OF MINUTES**
   - 6.1 **REGULAR MEETING OF THE BOARD OF TRUSTEES (2013/11/26)**
   - 6.2 **SPECIAL MEETING OF THE BOARD OF TRUSTEES (2013/11/28)**
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. **INFORMATION ITEMS**
     - 8.1.1. **ENROLMENT MONITORING REPORT (OCTOBER 2013)** — T. Sabir
     - 8.1.2. **SYSTEM IMPROVEMENT MONITORING REPORT** — K. Jordan

8.1.3.	**CLASS SIZE INITIATIVE**	K. Jordan
8.1.4.	**TECHNOLOGY SERVICES MONITORING REPORT (EVERGREENING PLAN)**	K. Jordan
8.1.5.	**SCHOOL SUMMARIES MONITORING REPORT**	T. Sabir
8.1.6.	**ADMINISTRATIVE PROCEDURE 552, TRANSPORTATION MAINTENANCE, INSPECTION AND SAFETY PROGRAM**	T. Sabir

9. **ADJOURNMENT**

MINUTES

Golden Hills School Division No. 75

Regular Meeting Of The Board Of Trustees

Meeting Type : REGULAR BOARD MEETING
Date : Tuesday, November 26, 2013
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
- Alan Larsen
- Joyce Bazant
- Barry Kletke
- Sherri Nielsen

d) Superintendent of Schools
- Bevan Daverne

e) Associate Superintendent
- Kandace Jordan
- Wes Miskiman

f) Secretary/Treasurer
- Tahra Sabir

g) Recording Secretary
- Brenda Scott

Chair Price called the meeting to order at 9:53 a.m.

Resolution #BD20131126.1001
MOVED by Trustee that the Board of Trustees go in camera at 9:33 a.m. to discuss land, personnel and legal matters.

CARRIED

Resolution #BD20131126.1002
MOVED by Trustee Tucker that the Board of Trustees rise from in-camera at 11:10 a.m.

CARRIED

APPROVAL OF AGENDA

Resolution #BD20131126.1003
MOVED by Trustee Larsen that the Board of Trustees approves the agenda as

presented.

CARRIED

WELCOME AND OPENING PRAYER

Trustee Kletke offered the opening prayer.

PRESENTATION OF MINUTES

Resolution #BD20131126.1004
MOVED by Trustee Bazant that the Board of Trustees approves the minutes of the November 5, 2013 Organizational Meeting as presented.

CARRIED

Resolution #BD20131126.1005
MOVED by Trustee Nielsen that the Board of Trustees approves the minutes of the November 5, 2013 Regular Meeting as amended.

CARRIED

CHAIR'S REPORT
(REPORTS)

Chair Price reported on the following items:

- Attended Alberta School Boards Association Fall Annual General Meeting, November 16-18, 2013
- Alberta School Boards Association Task Force re: update on applicant selection

BOARD REPRESENTATIVES TO EXTERNAL ORGANIZATIONS - ASBA ZONE 5, NOV 4, 2013
(REPORTS)

Trustee Tucker reported that the ASBA Zone 5 meeting of November 4 was cancelled due to inclement weather.

Trustee Tucker reported on the Public School Boards Association meeting of November 14-15, 2013.

Trustees reported on sessions attended at the Alberta School Boards Association Fall General Meeting, November 16-18, 2013.

ADMINISTRATION REPORTS
(REPORTS)

Superintendent Daverne reported on the following items:

- Prairie Christian Academy purchase, looking for opportunities for potential partnerships
- Request from Christ the Redeemer to meet February 27, 2014
- Board sponsored lunch for Golden Hills employees - December 17, 2013
- Announcement: C. Gerodo has been appointed Acting Associate Principal at Greentree School

Associate Superintendent Jordan reported on the following items:

- Grant approval for $300,000 for FNMI students affected by the flood for parent and student support

Associate Superintendent Miskiman reported on the following items:

- Teacher Bargaining upcoming meeting dates - November 27, 2013 and December 5, 2013
- Work with C2 Committee upcoming meeting date - January 23, 2014
- Process of working on Human Resources procedures

BREAK

Recessed at 12:14 p.m.

Reconvened at 1:05 p.m.

AUDITED FINANCIAL STATEMENTS FOR THE YEAR ENDING AUGUST 31, 2013
(ACTION ITEMS)

Collins Barrow, auditors were in attendance to present the Audited Financial Statements for the year ending August 31, 2013 and to answer Trustee questions.

Resolution #BD20131126.1006
MOVED by Trustee Kletke that the Board of Trustees approves the Audited Financial Statements for the year ending August 31, 2013 in the new provincially mandated Public Standards format, for submission to Alberta Education by November 30, 2013 subject to the Board being advised of any minor adjusts which may be necessary before the budget is submitted to Alberta Education November 30, 2013.

CARRIED

Resolution #BD20131126.1007
Moved by Trustee Larsen that the Board of Trustees approves the 2012-13 amount on the Audited Financial Statements for the year ending August 31, 2013 to be transferred to Capital Reserves - in the amount of $1,000,000

CARRIED

BUDGET FALL UPDATE TO THE 2013/2014 BUDGET
(ACTION ITEMS)

Secretary-Treasurer presented information on the fall update to the 2013-2014 Budget.

Resolution #BD20131126.1008
MOVED by Trustee Tucker that the Board of Trustees approves Budget 2013-14 for submission to Alberta Education by November 30, 2013 as required subject to the Board being advised of any minor adjustments which may be necessary before the budget is submitted to Alberta Education November 30, 2013.

CARRIED

MODULARS REQUEST
(ACTION ITEMS)

Secretary-Treasurer Sabir presented information on the modulars request for 2014/2015.

Resolution #BD20131126.1009
MOVED by Trustee Bazant that the Board of Trustees approves the recommended modular request for the 2014/2015 school year.

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

CARRIED

THREE YEAR EDUCATION PLAN AND AERR
(ACTION ITEMS)

Superintendent Daverne presented information of the Three Year Education Plan and Annual Education Results Report.

Resolution #BD20131126.1010
MOVED by Trustee Nielsen that the Board of Trustees receives, reviews and provides input on the draft combined Three Year Education Plan and Annual Results Report for 2013/2014-2015/2016.

CARRIED

DIPLOMA AND PROVINCIAL EXAM RESULTS
(ACTION ITEMS)

Associate Superintendent Miskiman presented information on the 2012-2013 Provincial Testing Results for Diploma Exams and Provincial Achievement Tests.

FRIENDS OF EAST WHEATLAND
(ACTION ITEMS)

Superintendent Daverne presented information on the Friends of East Wheatland request to fund enhancements to the school project.

Resolution #BD20131126.1011
MOVED by Trustee Kletke that the Board of Trustees accepts a letter of commitment and support for $500,000 from the *Friends of East Wheatland* and approves the planned expansion and design of the footprint for East Wheatland School to the extent that this funding will accommodate.

CARRIED

ENROLMENT MONITORING REPORT
(INFORMATION ITEMS)

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

HUMAN RESOURCES STAFFING REPORT
(INFORMATION ITEMS)

Associate Superintendent Miskiman presented information on the Human Resources Staffing Report.

CALENDAR INFORMATION REQUEST
(INFORMATION ITEMS)

Superintendent Daverne presented information on the process to develop school year calendars for information and the record.

ADJOURNMENT

Resolution #BD20131126.1012
MOVED by Trustee Kletke that the Board of Trustees extend the meeting to 5:30 p.m.

CARRIED

Resolution #BD20131126.1013
MOVED by Trustee Tucker that the Board go in-camera at 5:15 p.m. to discuss a legal matter.

Resolution #BD20131126.1014
MOVED by Trustee Kletke that the Board of Trustees rise from in-camera at 5:25 p.m.

CARRIED

Resolution #BD20131126.1015
Moved by Trustee Tucker that the meeting adjourn at 5:30 p.m.

CARRIED

_____
Chair

_____
Secretary-Treasurer

Chair Initials _____ Secretary Treasurer Initials: _____

MINUTES

Golden Hills School Division No. 75

Special Meeting Of The Board Of Trustees

Meeting Type : SPECIAL BOARD MEETING
Date : Thursday, November 28, 2013
Start time : 3:00 PM
Location : Superintendent's Office Golden Hills School Division No. 75

MINUTES

ATTENDANCE

Present were: The meeting was held by telephone conference call in the Superintendent's office

a) Chair

- David Price (by conference call)

b) Vice-Chair

- Larry Tucker (Trustee Tucker excused himself from the meeting)

c) Trustee

- Joyce Bazant (physically attended)
- Barry Kletke (attended by conference call)
- Alan Larsen (physically attended)
- Sherri Nielsen (attended by conference call)

d) Superintendent of Schools

- Bevan Daverne (physically attended)

e) Associate Superintendent

- Wes Miskiman (physically attended)

f) Secretary/Treasurer

- Tahra Sabir (physically attended)

CALL TO ORDER

Chair Price called the meeting to order at 3:06 p.m.

IN CAMERA

Resolution #SM20131128.1001
MOVED by Trustee Kletke that the board go in-camera at 3:07 p.m. to discuss negotiations.

CARRIED

Resolution #SM20131128.1002
MOVED by Trustee Larsen that the Board of Trustees rise from in-camera at 3:45 p.m.

CARRIED

ADJOURNMENT **Resolution #SM20131128.1003**
MOVED by Trustee Larsen that the meeting adjourn at 3:46 p.m.

CARRIED

_____
Chair

_____
Secretary-Treasurer

ENROLMENT BACKGROUNDER

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

December 17, 2013

Background:

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

As per the attached monitoring report, information is provided on November 30, 2013 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.

Bevan Daverne
Superintendent

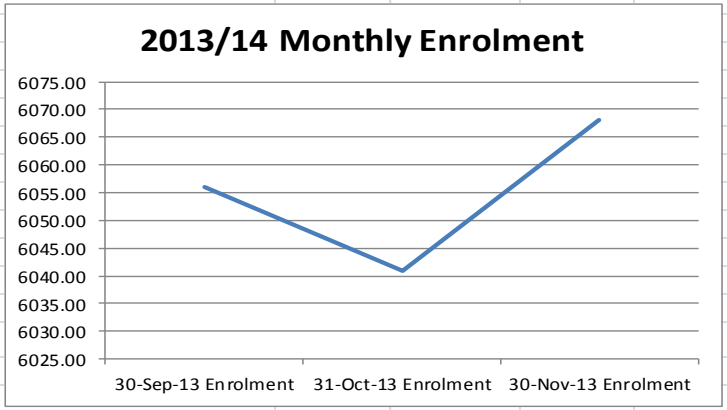
Tahra Sabir
Secretary-Treasurer

Golden Hills School Division No. 75 Enrolment

Summary of Totals

October 31, 2013 - November 30, 2013 Comparison

Funded Total Enrolment	30-Nov-13 Enrolment	31-Oct-13 Enrolment	Difference	% Change
Provincially Funded Students	5,768.00	5,741.00	27.00	0.47%
Siksika Students	155.00	155.00	0.00	0.0%
International Students	145.00	145.00	0.00	0.0%
Total	**6,068.00**	**6,041.00**	**27.00**	**0.4%**



Grade Figure Analysis

	30-Sep-13 Provincially Funded Enrolment	30-Sep-12 Provincially Funded Enrolment	Difference	% Change
Kindergarten	216.00	204.50	11.50	5.6%
Grades 1-3	1,385.00	1,430.00	-45.00	-3.1%
Grades 4-6	1,361.00	1,312.00	49.00	3.7%
Grades 7-9	1,311.00	1,322.00	-11.00	-0.8%
Grades 10-12	1,483.00	1,430.00	53.00	3.7%
Total	**5,756.00**	**5,698.50**	**57.50**	**1.0%**

*Kindergarten expressed at 1/2 FTE

	Last Year	This Year
Funded Total Enrolment	**30-Sep-12 Funded Enrolment**	**30-Sep-13 Funded Enrolment**
Provincially Funded Students	5,698.50	5,756.00
Siksika Students	178.00	155.00
International Students	158.00	145.00
Total	**6,034.50**	**6,056.00**

Schools

Configuration	SCHOOL	November 30, 2013 Provincially Funded	October 31, 2013 Provincially Funded	Difference	% Change
K-6, 10-12	Acme School	171.50	171.50	0.00	0.0%
K-6	Brentwood Elementary School	337.00	336.50	0.50	0.1%
K-9	Carbon School	89.00	90.00	-1.00	-1.1%
K-6	Carseland School	72.50	71.00	1.50	2.1%
K-8	Central Bow Valley School	26.00	26.50	-0.50	-1.9%
7-9	Crowther Memorial Jr. High School	548.00	537.00	11.00	2.0%
K-9	Dr. Elliott Community School	174.00	174.00	0.00	0.0%
7-12	Drumheller Valley Secondary School	354.00	353.00	1.00	0.3%
K-6	Greentree School	421.00	419.00	2.00	0.5%
K-6	Hussar School	48.50	48.50	0.00	0.0%
K-12	Prairie Christian Academy School	261.50	258.50	3.00	1.2%
K-6	Rockyford School	31.00	31.00	0.00	0.0%
K-12	Standard School	209.50	207.50	2.00	1.0%
10-12	Strathmore High School	633.00	634.00	-1.00	-0.2%
K-12	Three Hills School	450.00	449.00	1.00	0.2%
K-9	Trinity Christian Academy	115.50	110.00	5.50	5.0%
K-12	Trochu Valley School	315.50	314.00	1.50	0.5%
K-6	Westmount School	426.50	423.00	3.50	0.8%
K-6	Wheatland Elementary School	356.50	358.00	-1.50	-0.4%
	Totals	**5,040.50**	**5,012.00**	**28.50**	**0.6%**

Configuration	SCHOOL	Provincially Funded	Provincially Funded	Difference	% Change
7-9	Anchors II Outreach	10.00	10.00	0.00	0.0%
7-12	Drumheller Outreach	22.00	22.00	0.00	0.0%
1-12	Golden Hills Learning Academy	89.00	89.00	0.00	0.0%
1-12	NorthStar Academy	204.00	204.00	0.00	0.0%
7-12	Sequoia Outreach	0.00	0.00	0.00	0.0%
7-12	Strathmore StoreFront	38.00	38.00	0.00	0.0%
10-12	Trochu Valley Outreach	25.00	25.00	0.00	0.0%
	Totals	388.00	388.00	0.00	0.0%

Configuration		Provincially Funded	Provincially Funded	Difference	% Change
K-9	Colonies	339.50	341.00	-1.50	-0.4%

SYSTEM IMPROVEMENT (formerly funded by Alberta Education under AISI) MONITORING REPORT

Presented to the Board of Trustees by Bevan Daverne, Superintendent of Schools
Resource Persons: Sue Humphry, Jeff Grimsdale

December 17, 2013

REPORTING PERIOD: 2012-2013

OVERVIEW

The 2012-2013 school year was the first of a three year AISI cycle focused on Powerful Learning. Powerful Learning incorporates all aspects of system improvement work in Golden Hills School Division (GHSD), with every school team focused on improving student achievement through designing powerful learning experiences that engage students and build 21st century competencies. Research-based instructional strategies and assessment for learning strategies provide the foundation of the initiative. The system improvement work is aligned with other initiatives within the division, including rethinking high school (High School Redesign), high school English and social studies cross jurisdictional project, Grade 7-9 language arts project, various system literacy and math initiatives, and FNMI programming and supports. The AISI work encompassed the Alberta Education's Inspiring Education statement that "All students are inspired to achieve success and fulfilment as *engaged thinkers* and *ethical citizens* with an *entrepreneurial spirit*."

The AISI funding was discontinued in March, 2013 however, Golden Hills has chosen to continue the school improvement work. During the 2009-2010 to 2011-2012 school term GHSD received $894,878 annually. In 2012-2013 we were to receive $433,917 but after the mid-year cut it became $329,987. For the 2013-2014 term Alberta Education provided zero dollars for school improvement. The school division is now using reserve dollars to fund the full cost of school improvement.

SUMMARY & IMPLICATIONS

Instructional Coaching

- GHSD has continued to increase teacher practice and student learning in a number of ways. System instructional coaches have been instrumental in supporting teachers as they learn about new strategies and reflect on practice. During the 2012-2013 school year, teachers continued to access the support of system coaches to improve practice in the classroom in a variety of ways. 30% of teachers accessed the coach four or more times. Most teachers accessed support in assessment for learning strategies and strategic instruction.

80% of the teachers:

- rated the impact of the collaboration with the instructional coach on their teaching practice as "high or very high"
- stated that the work with the coach helped them achieve their goals, rating it as "effective or very effective".

Assessment for Learning (AFL) and Prioritizing Curriculum

- Administrators report that the strategies implemented through System Improvement (Assessment for Learning strategies such as stating clear targets, providing exemplars, use of effective feedback etc. and designing authentic, meaningful tasks) has resulted in improved teacher practice and student learning.
- Teachers report using a variety of Assessment for Learning strategies . For example in May, 2013, 82% of teachers report that they use criteria and exemplars with their students in detail, so the student knows what to do in order to move their work to the next level. This number is up from baseline data collected four years ago in which only 30% of our teachers reported using this strategy.
- Teachers in Golden Hills School Division continue to grow in their understanding of how to give feedback to move learning forward, and have increased the use of peer and self-evaluation as a tool for learning. 69% of teachers report that they use self and peer assessment that is clearly defined, with specific expectations for students to examine their work and improve on it. A balance of both "assessment of and for learning" is evident in the majority of classrooms in GHSD.

Report Card

- As the board is aware, GHSD teachers have spent numerous hours on changing assessment practices to improve student learning. Our next step in the assessment process was to provide a more accurate and reflective communication to parents in a new report card. The new report card has two parts: the learner profile and the parent portal.
- Last year grades 1-6 teachers prioritized and developed the health, physical education and music outcomes. The kindergarten learner profile was developed and will be implemented for the 2013-2014 school year. Junior high teachers met several times working on prioritizing the curriculum in all the core subjects for grades 7-9. The junior high learner profile template was developed by the report card committee.
- Instructional coaches have worked with many schools providing support in the area of curriculum and outcomes based reporting as well as using the StudentsAchieve program. New webpages have been developed for teacher resources and support as well as a parent information site.

Collaborative Learning

- Administrators and teachers report that common PLC (Professional Learning Collaborative) time for teachers to meet, and system collaboration time for all grade or subject teachers to meet, has been effective in building teacher capacity throughout the division and has resulted in implementation of best practices in the classroom. Teachers in GHSD regularly reflect on their practices in the classroom and together in teacher teams, to work to improve the learning experience for students.

Strategic Instruction

- All schools focused on explicitly teaching academic vocabulary using highly engaging and brain based strategies to teach the words. For example, concept cards were used in the high school to deepen student understanding of vocabulary related to a subject area. Other students were encouraged to

explain or describe the term in their own words and draw a picture, symbol or graphic to represent the meaning of the term. Teams of grade level teachers created a set of core academic vocabulary words for each grade level and these were taught using a variety of methods.

- The Leveled Literacy Intervention Program was implemented as a pilot project in five schools. In this program teachers provide targeted intervention to improve the literacy skills of "at risk" students through small group guided reading lessons. Specific instruction in word study supports these learners.
- The Daily Five student-driven management structure used to teach reading and writing was implemented in many classrooms throughout the division. Approximately 70 elementary teachers participated in division training. This work has been followed up through the Literacy Coach and System Instructional Coaches. The Daily Five involves students in five literacy tasks daily "Read to Yourself", "Read to Someone", "Work on Writing", "Listen to Reading" and "Word Work". Teachers view the structure as highly effective.
- "Words Their Way" (Bear et. Al) 2012, is a developmentally driven, practical instructional approach to word study. Through hands-on activities such as word sorts students explore and construct knowledge about words. Teachers have been provided training and support through coaches.

Cross-jurisdictional work

- Golden Hills School Division has partnered in a cross jurisdictional project with the Calgary Catholic Board to improve student results in high school. High school English and social studies teachers participated in this project to increase student's ability to write critical essays. Dynamic models, annotated rubrics and use of peer and self-assessment are elements of this project. This work is facilitated by the researcher who developed it and feedback from teachers indicates that they want to collaborate, and find the process to be effective in their classrooms.
- Junior high language arts teachers worked with teachers from Foothills School Division to create learning tasks and assessments in language arts.

Powerful Learning Design and Student Engagement

- Teachers are deliberate in their instruction design in order to engage students. In May, 2013 75% of teachers reported that they design learning tasks incorporating a real world application through authentic investigations. The lesson design component evolved over time to incorporate 21st century learning principles.

Building Digital Literacy and Using Technology Tools for Powerful Learning

Golden Hills School Division is dedicated to creating a 21st Century learning environment that supports innovative thinkers and doers. As part of this endeavour, GHSD has enhanced its 21st Century Learning Model of powerful learning design, global citizenship, strategic instruction and student engagement with a technology for learning initiative. Ultimately, the purpose is to provide coaching and technical support so teachers and students can seamlessly use technology to support learning collaboratively and individually throughout the school day. Technology such as netbooks, laptops, ipads, ipods, speech to

text (SpeakQ), text to speech (WordQ), digital textbooks and access to the tools within the Learning Commons such as Moodle and Mahara, have been introduced to the classroom teachers through the Technology for Learning with the ultimate goal of providing coaching and technical support to the teachers so that students can seamlessly use the technology to support learning collaboratively and individually throughout the school day.

NEXT STEPS

System Improvement efforts are having a positive impact on enhancing teacher practice and student learning, and we will continue our professional efforts in facilitating powerful learning opportunities for students. Best practices and proven instructional strategies will continue to be identified as a division and promoted throughout all schools.

Next steps in the area of AFL and report card enhancements include:

- to review and prioritize the junior high core subjects,
- to receive feedback and make any necessary changes to StudentsAchieve,
- to increase parent access on the parent portal,
- to have junior high teachers practicing with outcomes based reporting and StudentsAchieve,
- to closely examine and implement the roll out plan for junior high school.

RECOMMENDATION:

That the Board of Trustees receives the Alberta Initiative for School Improvement (System Improvement) Report for information and for the record and, when there is an opportunity, advocates for a return to full funding for SYSTEM IMPROVEMENT.

Bevan Daverne
Superintendent

Dr. Kandace Jordan
Associate Superintendent of Schools

CLASS SIZE INITIATIVE

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

December 17, 2013

Background:

The Class Size Initiative was implemented during the 2004-2005 school term and the associated extra funding has been much appreciated by teachers, students and parents. The original goal of the funding was to achieve the following averages by the fall of the 2006-2007 school term:

K - 3:	17 students
4 - 6:	23 students
7 - 9:	25 students
10 -12:	27 students

The grant remains but is now part of the base per student grant. This was done in order to allow for a more strategic and flexible approach at the school level. Guidelines are not expected to be met in each and every classroom and class composition is one of the factors considered when principals make decisions. Local decision-making allows the needed flexibility to organize classes in ways that best meet learning needs of students.

Alberta Education reporting requirements have changed. Class size results are reported in the Annual Education Results Report (AERR) rather than directly to the ministry.

As will be noted from the chart below, Golden Hills School Division has met all the guidelines except at the Kindergarten to Grade 3 level which is somewhat higher. The Grade 10-12 is significantly lower than the recommended level as schools try to provide a wide range of course options for their students. Each school principal makes decisions about how to best allocate their resources to serve students. For further information reference can be made at:
http://education.alberta.ca/department/ipr/classsize.aspx

Golden Hills School Division Results 2013-2014			
Grade	**Target**	**Range**	**Actual Average**
K - 3	17	9.0-23.1	19.3
4 – 6	23	11.0-25.4	21.7
7 – 9	25	10.3-25.3	22.6
10-12	27	13.8-20.9	19.1

Recommendation:

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

Bevan Daverne
Superintendent

Dr. Kandace Jordan
Associate Superintendent of Schools

Technology Services Evergreening Plan

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

December 17, 2013

Background:

Golden Hills School Division has made a priority of enhancing technology in our schools. Significant progress has been made over the last number of years and we are much closer to meeting our goals of anywhere, anytime, anyplace access that allows teachers and students to meet Information Communication Technology outcomes and engage students in rich real-world learning experiences. In addition, noteworthy efficiencies have been achieved in terms of system administration.

Recommendation:

That the Board of Trustees receives the Technology Services Report for information and for the record.

Bevan Daverne
Superintendent

Dr. Kandace Jordan
Associate Superintendent of Schools

TECHNOLOGY SERVICES MONITORING REPORT

Presented to the Board of Trustees by Kandace Jordan
Associate Superintendent of Schools
Resource Person: Todd Kennedy

December 17, 2013

Overview

Technology Services has three main functions:

1. **Maintain infrastructure**. The Technology (Tech) team manages and modifies the infrastructure, the nuts and bolts that make all of the computers work. This includes servers, switches, cabling, battery backups, telephones, video conferencing, Internet, and wireless networks. All kinds of services that work behind the scenes to allow us to deliver technology into the hands of teachers.

2. **Support Technology.** The Tech team maintains and fixes all computers, mobile devices, printers, and technology that staff and students use on a daily basis. This involves technicians visiting schools and classrooms every day. Our students and teachers use virtually every piece of computer equipment that we own, virtually every day.

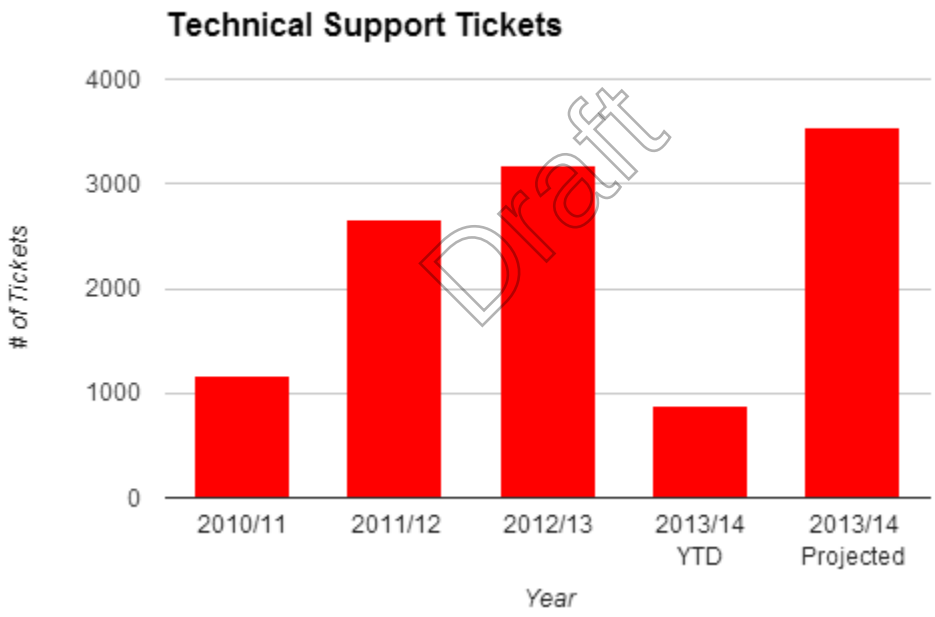
3. **Staff Training.** The Tech team works alongside the instructional coaches to support teachers and school staff in all locations and train them on how to use technology like Moodle, Google Docs, iPads, web-based tools, ActivBoards, ActivExpressions. This at-elbow, and classroom-led sessions happen every day.

The rest of this monitoring report details some of the projects and efforts that have been made throughout 2012/13. A substantial amount of change was implemented this past year.

Help Desk Ticketing

As the number of computers and technology has grown within Golden Hills so has our need to be able to track the ongoing support issues and requirements of teachers. In 2010/2011 a new system called WebHelpDesk was implemented. This is an online web-based support system that staff can enter "tickets" needing technology help - 24 hours a day, from the comfort of their computer. There are numerous levels of support, and methods for communicating with our department, including e-mail, telephone, in-person, as well as online. One of the great features of this system is that issues are tracked, assigned to technicians, and managed on a daily basis. Staff can check in at any time to see the status of their request and items rarely get lost in the shuffle. It also provides some rudimentary metrics on the number of requests made of the Tech department.

The chart below illustrates the number of tickets that have been opened on an annual basis and the current year-to-date requests:



This chart shows that the number of tickets has risen dramatically from 2010/11 to 2011/12, and then backed off a bit for 2012/13 and 2013/14. This is a reflection of the increased usage of the system, and why the increase has tapered off in recent years, however, still increasing. The usage from 2011/12 to 2012/13 increased by 515 tickets and should the trend YTD continue; we could see as many as 3,544 tickets for the 2013/14 year (which is still an increase of approximately 375).

During 2012/2013 the Facilities department was added to the WebHelpDesk Ticketing System. Previously Facilities had been using paper copies of work orders and faxing them back and forth between schools. Now schools can submit work orders for Facilities online with the same system Technology uses. This has many benefits including:

- Schools using only one system to access both Technology and Facilities.
- Facilities and Tech staff receive text alerts as tickets are entered or approved and are able to respond and make changes directly from their smartphones.
- Response time has improved dramatically for Facilities as they are not waiting for paper to move.
- Additional functionality has been added so that Principals receive notification and are able to approve requests for facilities projects by school staff - BEFORE the request is given to facilities staff.
- Staff can now e-mail help requests directly to the ticketing system and technicians are alerted automatically.

Inventory

The overall computer inventory is staying relatively stable this year. Some computers have been added but some have also been removed from service. Inventory currently sits at about 3,800 computers. This includes Netbooks, Notebooks, workstations, and over 400 Apple iPad tablets. For comparison sake, this inventory was approximately 1,500 computers in May 2011.

These are the computers that Golden Hills owns and manages. On any given day there are hundreds of additional computers, smartphones, tablets, and other devices that are brought into our schools and used by students on our wireless networks.

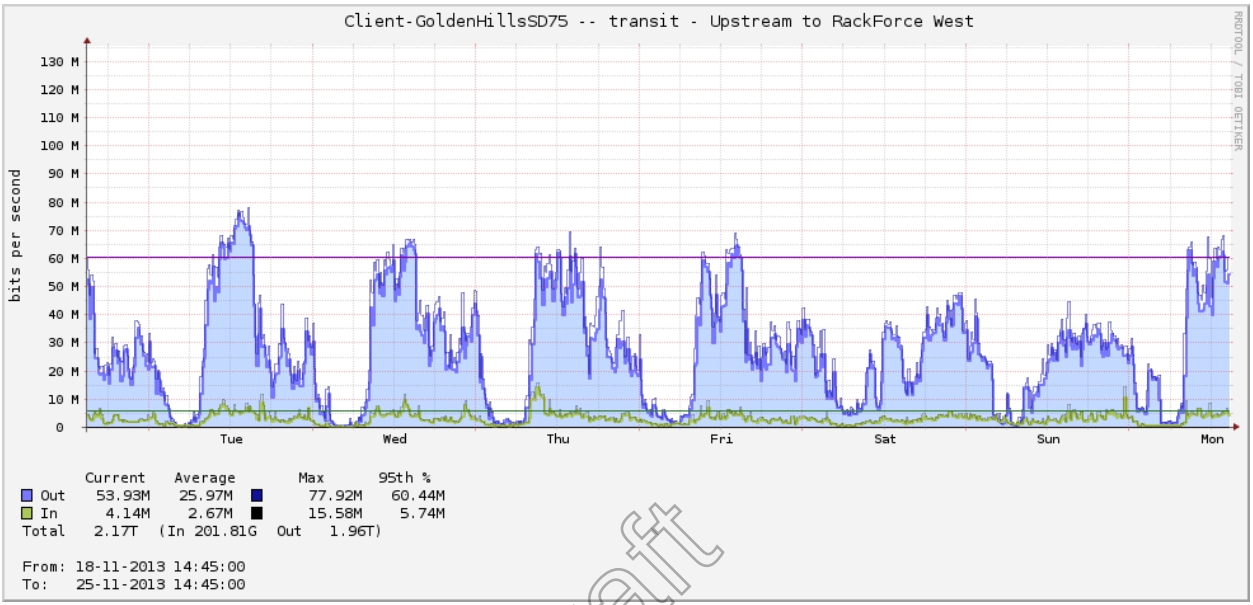
Bandwidth

Internet

Each year the amount of network traffic generated by GHSD devices and those belonging to staff and students continues to expand. During the 2012/2013 school year SuperNet connections were expanded and internet access enhanced in many of schools, but the need in this area continues to increase. Staff and students turn to online resources including Learning Commons, YouTube, and many others on a daily basis.

The Tech team successfully migrated GHSD Internet over to the Cybera purchasing group during 2012/2013. This is resulting in substantial savings, and increased access to online resources. The previous service was costing $47 per Mb of access each month. At 50 Mb this was reflecting a cost of approximately $2,350 per month. The new system gives us a rate of $14 per Mb. So even though more bandwidth (60 Mb) is being purchased, the cost is less - $840 per month. Further upgrades are expected in this area in December 2013.

The chart below shows “Transit” bandwidth representing actual Internet usage. As you can see from the chart, although GHSD pays for 60 Mb of access, GHSD is exceeding capacity each school day. As there is increased technology use and more SuperNet bandwidth in schools this will continue to rise.

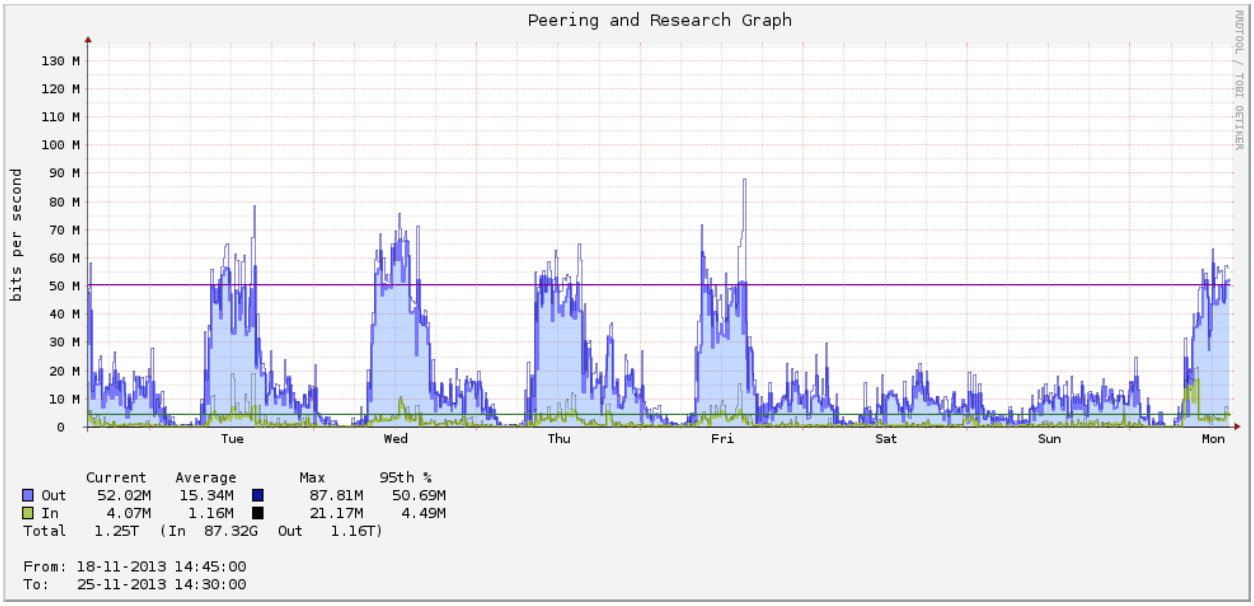


One of the new things started last year, was bandwidth to what is called “Peering”. Peering is like Internet but for specific items. One of the biggest users of Peering is YouTube. By setting up this different connection we’re able to send traffic here instead of the Internet.

In layman’s terms it’s like having a separate Internet connection just for specific websites. This in essence gives much more bandwidth.

Therefore if 60 Mb of “Transit” and 50 Mb of “Peering” is being used, GHSD is effectively getting 110 Mb of traffic over the Internet. Is there any cost to Peering? Yes, but it’s an annual cost based on a per student amount, and is substantially less than Transit traffic. Unfortunately Peering is only available for very specific sites, like Microsoft, Google, and YouTube, so it’s not an effective resource for general Internet access. However the combination of Transit and Peering is an incredible asset.

This next chart is the “Peering” chart for the same time frame as the “Transit” above.



SuperNet

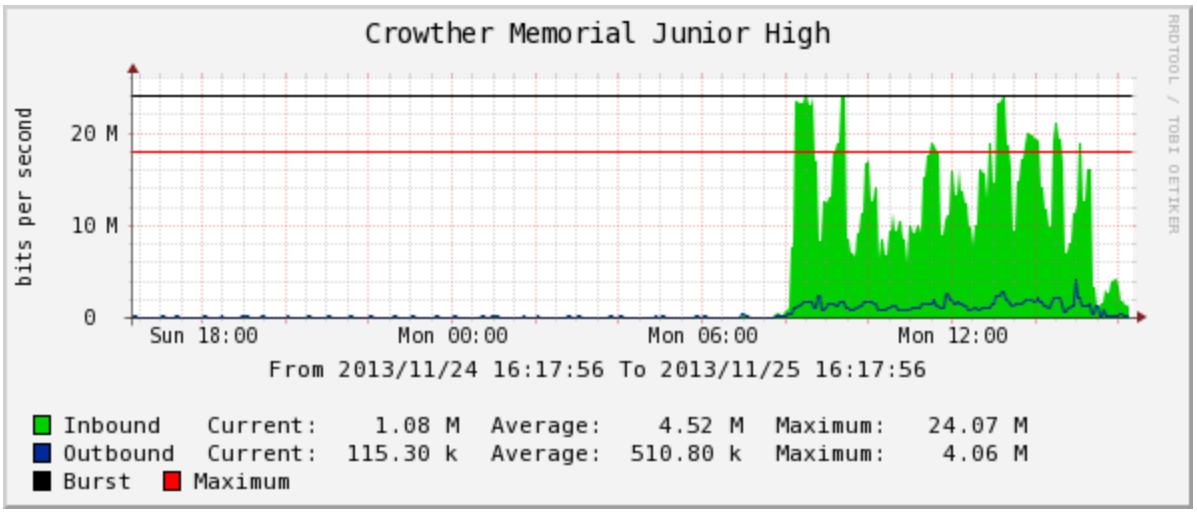
We are fortunate to have access to the Alberta SuperNet for GHSD network traffic between schools. This fibre network has become the lifeblood of GHSD computer networks allowing the bandwidth needed in all of our schools.

Recently the Province announced funding upgrades to allow improved SuperNet connections again. Most schools are connecting via 26 Mb connections. Upgrades are planned to take each school to 100 Mb, a 4x increase in capacity. Currently Axia (the manager of SuperNet) is doing capacity checks in schools to ensure capability of 100 Mb. As those are completed, site upgrades are expected in the very near future, hopefully many of them will be complete prior to Christmas). This bandwidth can't come soon enough, and traffic will continue to be saturated until it happens.

It is interesting to note that the 26 Mb was plenty for most schools during the 2012/2013 school year. However the influx of students bringing their own devices, and usage of our wireless network has completely saturated this bandwidth during the first couple of months of 2013/2014.

A bandwidth monitoring tool has been implemented which is internally referred to as Sentinel. Schools can click on a single link and get a real-time graph of what their bandwidth usage is. A shortened version of this link is: http://bit.ly/ghbw

An example of the graph is below. This graph is from Crowther Memorial Junior High bandwidth usage. The red line is the maximum amount allocated to the school, but they are able to "burst" through to the black line when needed. The graph shows that during school hours, CMJH is using a lot of their bandwidth during the day, and will easily use more when it becomes available.



Learning Commons (http://lc.myghsd.ca)

Golden Hills launched an exciting new project during 2012/2013. The Tech team had been looking for a tool to replace our Sharepoint portal. Through the hard work of the Tech Core committee a solution using Moodle was put into place. Moodle is an open-source (meaning free from licensing costs) learning management system. It is a place where teachers can build online course materials for students to work through at their own pace, or through guided instruction. Teachers have the ability to create assignments, accept submissions, give tests and quizzes (having them marked automatically), and integrate with a host of other products. Golden Hills Learning Academy and NorthStar Academy have being using various flavours of this tool for a bit of time now, and it has become the place where all online instruction is accessed.

One of the goals of the new Learning Commons was to create a central place for all staff and students. The plan was that they would go to Learning Commons, and then quickly move through to GHLA or NSA, or access their schools' courses directly. It was integrated with our Active Directory system, thereby staff and students can use the same login information that they use for their e-mail and computers at school to get in.

Much time and effort were put into building this very robust system. There were a number of growing pains as staff and students began to access the service, and all kinds of additional resources have been tied to Learning Commons. There is an ongoing need to provide instruction and in-service as people get used to working with this tool. It does have a level of complexity that has proven challenging for some. However those who are working with it on a daily basis are finding some incredible value.

GHSD Staff Room

An integral part of the Learning Commons is the GHSD Staff Room. The Tech Core team has placed numerous resources including:

- links/shortcuts to various services including School Logic, Teacher Logic, Students Achieve, Learn 360
- Technology Information, "How To's" and links to various services like the computer purchase program, and Microsoft Office Home Use program.
- Human Resources information including handbooks and Payroll and Benefit Information
- Finance links including mybudgetfile, SRB, Purchase Card Reconciliation
- School forms including permission slips, staffing information
- Institute Day Handouts
- CORE
- Webmail
- and much more.

Throughout this year Learning Commons has become the one-stop source for all internal Golden Hills information. It has become almost as critically used as e-mail, and if it has any bumps or starts, we hear about it right away.

This year there will be an increased focus by the Tech Core committee to find ways to make the Learning Commons easier to use, and place additional instructional resources to support our teachers in using this platform and in extending it to other areas.

Infrastructure

One of the pillars of Technology Services is provide base infrastructure upon which everything else is built. This area is not always the most exciting nor is the inner details something that is seen by staff and students on a daily basis. However its function provides the foundation for which all technology services are supported. Every time a teacher or a student uses a computer, mobile device, or their own device, it requires this very strong foundation to function. Our infrastructure has not always kept up with the pace we've needed for the growth in the use of technology in our schools.

Technology Services spent a lot of time and effort replacing, rebuilding, and improving the infrastructure, and here's a brief summary of the work done this past year.

Switch Upgrades

Data switches are part of the core network that connects all of the pieces together. Every computer, telephone, printer, video conferencing codec, security system, wireless access point depends on a connection to a local data switch, and these switches all communicate with each other to keep everything operational. Our switches have become quite old, and during 2012/13 and carrying through to 2013/14 we are replacing all switches. As they are replaced we are noticing tremendous speed increases (10 x increase in capacity) and we are reducing the complexity of how they are configured. Previous switches had a very complicated configuration and therefore were not as flexible as schools needed. The current installation removes all the complexity which has dramatically reduced the time needed to troubleshoot problems. To date Division Office, Acme, Dr. Elliott, Carbon, and some small parts of other schools have been upgraded. The rest of the schools will be completed throughout the 2013/14 year.

Firewall Upgrades

The previous firewall was barely keeping up, and numerous failures were being experienced. The firewall is a device that acts as our doorkeeper between Golden Hills and the Internet. It allows the traffic that is wanted to come in, and keeps the traffic not wanted out. It also takes care of filtering to help prevent accidental access into portions of the Internet that are not appropriate for students.

The aging firewall was replaced with a pair of new firewalls. The reason for a pair is so that if one does have a problem or stops working for any reason, the second one immediately takes over and service continues. These new firewalls have the capacity for planned and unplanned growth in bandwidth requirements over the next 3-5 years. They have been working rock-solid since they were implemented with many benefits to GHSD.

Servers

GHSD has many servers that provide different resources for staff and students. Some servers are as simple as allowing printing from computers, and storing files. While others take care of complicated needs like library software for managing book collections. Still others manage complicated financial systems, e-mail, Learning Commons, directories, Student Information Systems, backups, blogs, telephones, etc.

Schools will typically have two servers: a file/print server and a telephone server, while at Division Office there will be upwards of 50 servers to manage the infrastructure on a day-to-day basis. During the evergreen program of 2011/12 all school file/print servers were replaced with new technology, and during 2012/13 the servers in Division Office have started to be upgraded.

One interesting upgrade was migrating the majority of servers to VMWare virtual servers. Virtual servers allow GHSD to run multiple servers on a single hardware. For example instead of running 10 physical servers all needing space, power, and care, one slightly larger physical server is installed and 10 virtual servers are created within. This allows tremendous flexibility in managing, upgrading, and modifying these virtual servers on an ongoing basis, while adding or removing resources as necessary without having to completely replace the hardware. It reduces power consumption and wasted processing. Part of the fundamentals of virtualizing servers is that many physical servers have a lot of excess capacity that is not used and virtualizing will let us use all of that capacity for other services.

This has provided some additional benefits in terms of backup capacity. The VMWare system we installed allows GHSD servers to be virtualized on multiple servers, meaning if one has a problem another one takes over immediately. This helps ensure our online resources are available all the time for staff and students.

During the 2013/14 year online services will continue to be migrated to this system with added capacity.

Electrical Power

Some substantial power upgrades have also been implemented. While the electrical service to Division Office has not changed, how it is used has. Previously there were many smaller uninterruptable power supplies (UPS) that maintain electricity to servers in the event of a brown-out or power failure. However they did not have much capacity providing only 5-10 minutes of additional service before everything would shut down.

In July 2013 a much higher end UPS was implemented to manage the bulk of Division Office server room, increasing running power to between 70-90 minutes without electrical service. This has resulted in much less down time from power failures.

Additionally a natural gas electrical generator was purchased and Facilities is assisting in having it installed at Central Office. This will allow for full power during longer electrical failures. It is expected to be online during winter.

Power does not seem like a really interesting facet of technology operations, however it is critical with the growth of GHSD online schools where students are working from a distance and need access to GHSD systems. In the past small/short brown-outs would cause major disruption and extra work by the Tech department to bring things back up. As we need the infrastructure to be running 24/7 these upgrades have made a world of difference.

Budget / Evergreen

Budget continues to be a challenge. The Technology department hired an additional staff member during 2012/13, but as the amount of technology grows so does the need for support. The Tech team

will continue to find efficiencies in all areas but the sheer volume of technology in use is becoming overwhelming.

Technology Services has also taken on some budget items that were the responsibility of the schools. Some examples include the Student Information System. Previously the cost of running School Logic or the licensing was charged out to schools on a per-pupil basis. Now the entire cost of licensing is covered through Technology. Schools used to purchase their own website services but this has also been brought back in-house and schools are not charged for it.

Inventory is aging as well. There are currently over 950 Dell Optiplex GX 520's in service in classrooms in schools that are in their **eighth** year of service. They will no longer be viable at the end of the 2013/14 school year.

The Tech department did absorb a $100,000 reduction for the 2012/13 school year and there was no increase for the 2013/14 school year.

The Tech Core team and our schools over the next few months will be looking at planning an evergreen strategy that may require a very unique solution. There is a very small amount of money currently available for technology Evergreen, but not enough to sustain a forklift upgrade.

Student Information Systems - SIS (SchoolLogic, StudentsAchieve, PASI)

Schools are nearing the middle of their third year of full implementation of SchoolLogic, and second year of StudentsAchieve. StudentsAchieve is our assessment FOR learning based SIS for K-6 students.

SchoolLogic consists of three products: SchoolLogic - office staff, TeacherLogic - teachers, and HomeLogic - parents. This is the third year we have been using these products fully and schools have begun to establish a rhythm of usage. Overall things continue to progress. There are still some challenges with the 'Logic' products as the company that owns and maintains the software is still grappling with their antiquated SIRS product, and has not yet brought all of the features GHSD needs to the 'Logic' line. A custom report generator is still missing which really makes it hard for schools to generate reports and specific report cards that they would like to.

In January 2014 the TeacherLogic 4 platform will be rolled out and this will make substantial improvements to the interface for junior and senior high teachers. There is a large remnant of teachers who continue to use legacy products like GradeBook and have yet to transition over to TeacherLogic. This is a school-based decision and hopefully over time all users will migrate to this common platform.

StudentsAchieve continues to improve on a monthly basis and K-6 schools are diligently using it for all of their reporting. Currently it is relatively seamlessly linking with SchoolLogic for attendance and demographics and teachers are reporting a lot of success. One challenge is a surprising lackluster response by parents to viewing their child's progress online. It was expected there would be very high

interest, at least 80%, but in many schools 50% or less parents actually follow on-line. There is still more interested in the traditional paper report card.

A great thing that happened this past year is the parent company for both SchoolLogic and StudentsAchieve joined teams. In the past when an issue would occur both teams would point fingers at each other and now they resolve it together.

StudentsAchieve is currently under development for junior high and the understanding is that throughout the second semester of 2013/14 junior high teachers can start using it on a test basis with full implementation in the Fall of 2014.

Netbooks

For the 2011/12 school year as part of our evergreen plan and the need to improve student to computer ratio, just over 1,200 netbook computers were rolled out. Since then close to 1,000 more computers have been rolled out, bringing the total to just over 2,200. This project has met the goal of improving student to computer ratio, but it's been discovered that the model chosen has not stood up to the constant student-use as well as hoped. More than 50% of the keyboards have been replaced and there are constant repairs needed.

It is hoped they will make it through the current school year and it is expected that approximately 40% of them will be in some working order by the end of their three year usage. It was hoped that they might be used for four or more years however that is not expected at this time.

A key part of the next evergreen strategy will be determining how to replace these machines while keeping a good student to computer ratio, while finding something that will match the budget.

There has been some promise with the Chrome Books that have been brought in to test, and the Tech team will continue to research a good student-use computer.

iPads

iPads are popping up everywhere in Golden Hills. As of this report we are rolling out another 60 to Drumheller Valley Secondary School. The iPad has proven to be excellent for student and teacher use in a variety of circumstances. Teachers are using them to monitor student progress, demonstrate concepts and content in their classes. Students are using them in just about every way imaginable especially for students with some special needs and as part of the assistive technology programs. There is a challenge in having them as a multiple user product, but are starting to see examples of students using them not just to consume information but also in creating new ways of sharing information.

AirServer

One area that is flourishing is teachers using iPads to demonstrate within their classrooms. One constant question is “How can I project my iPad onto my ActivBoard?” Acting on a tip from friends at Lethbridge Public Schools a product called AirServer was incorporated. This $5 application is installed on the teacher’s computer and with the press of a button on the iPad everything is projected from the iPad onto the ActivBoard - including sound. By pressing one button again everything returns to normal. This product has been a wonderful addition to teachers’ technology tool belts and those schools who don’t have it yet are anxious to get it installed. It’s fantastic to see teachers so excited about using these new technologies in their classrooms.

VoIP

Schools continue to be migrated from legacy “key” telephone systems into advanced VoIP phones. This continues to save schools money on their telephone bills and is providing enhanced services to all classrooms. For example teachers are now receiving their voicemail directly to their e-mail as an attachment and this is being met with a lot of enthusiasm. The VoIP system allows staff in all schools to make calls to other schools over the SuperNet at no cost and without using any telephone lines. This has resulted in substantial savings in line costs while at the same time increasing the number of people who could be using a telephone at once. At Acme school there were only two phone lines and only two people could be making a phone call simultaneously. After installing the VoIP system all 26 telephones can be used at once.

VoIP telephones have been rolled out to Brentwood, Acme, and Dr. Elliott schools and shortly to Carbon. This leaves Trinity Christian Academy, NorthStar Academy and the Strathmore maintenance shop which will be completed over the coming months.

As Technology Services becomes more and more proficient with VoIP technologies, some significant improvements have been made. Historically a VoIP server was needed in each school whereas now extensions can be added to the centrally managed server, saving a huge amount of time and reducing costs of implementation.

SIP trunking vs. Primary Rate Interface (PRI)

In 2012/13 a new technology called SIP trunking began to be implemented. Historically PRI services from Telus had to be used to connect GHSD phone systems to the outside world. Because of GHSD geography and the number of calling zones that schools are part of three PRI lines have been needed. One was in Strathmore, one in Three Hills, and one in Drumheller. These three centres had 48 telephone lines between them. Without the PRI lines all calls would be long distance and Telus refused to do anything to help us manage this issue.

SIP trunking is a new technology where phone lines are bought over the SuperNet to connect to the outside world and it is not geographically dependent. No matter where the phone line is, local numbers for schools can be used, thereby reducing the number of PRI's. In fact over 2013/14 it is hoped to completely remove GHSD PRI lines and use SIP trunks for 100% of outside calling lines. There are a number of advantages to this system including:

- Routing calls wherever necessary - if a school has no power we can have calls routed to another school or Division Office
- Easy Upgrades - if more phone lines are needed a simple online form is filled out and the new lines are made available within a day or so
- Easy management of long distance
- Easy management of telephone servers

They are substantially more cost effective, with an estimated conservative savings of $20,000 per year over our PRI costs .

RICOH

In late Spring 2012, Golden Hills entered into an agreement with RICOH to provide photocopiers and software to all GHSD schools. This project was implemented throughout summer 2012. Overall the photocopiers provided have worked very well, but there have been a number of cases where the machine wasn't the right size for the school. Part of this is a result of the data provided to the Tech department when back in 2011 Xerox was asked to review our data and usage. This is what provided the foundation for our RFP. Some of that data has turned out to be inaccurate and was actually a little more usage than we had overall and missing a lot of information in some of our schools.

In summer 2013 a number of copiers were moved around the jurisdiction to better match the needs of the schools. However this move was poorly executed by the moving company and ended up causing chaos for schools just as they were getting started in a new school year. These movement issues have been resolved.

There has also been much concern over the cost of the new equipment. While the pricing seemed very good as the committee reviewed all the options, many schools did not have a good idea of their actual volumes and as the year progressed, there were many alarms raised as to the ongoing costs. The new model is completely based on a cost-per-copy concept so schools are billed for the actual number of copies. While this made sense in theory there were many cases where the estimated usage was under-estimated and schools received some surprises.

Outside of the costs and some machine size issues there have been some fantastic improvements. A new technology called “Follow You Print” was implemented. This enables teachers to print their documents and go whatever copier they prefer to receive them from. This has saved reams of paper as jobs aren’t printed to a printer and forgotten, rather they are only printed when the teacher is present at the machine. Further, if a machine is busy or being serviced, teachers only have to walk to the next copier and get their jobs rather than return to their classroom, select a new printer and come back. Finally all print jobs are secured so confidential documents are not left sitting on the printer.

Another area of great improvement is scanning. Teachers are now able to scan from hardcopy documents into an electronic format that they can use with their ActivBoards, or using software like SpeakQ, having the text read out loud to students who need some extra help.

Ongoing service is continually monitored and the Tech department is working with our partner RICOH to improve their service across Golden Hills.

School Modernizations / New Builds

Trochu Valley School

Trochu is in the second year at their temporary facilities, and after having a very difficult school year startup in September 2012, they have transitioned nicely into a technologically functioning building. Certainly there are some challenges providing network, wireless, and printing access in seven disparate buildings, but it’s been working well so far. The Tech department is doing everything possible to keep them running until the move to the renovated Trochu Valley School in summer 2014.

Along with maintaining the temporary facility the Tech department is also very involved in planning the construction of the data infrastructure in the new school, and working with school staff to consider potential new technologies available for the new school.

It is also a privilege to work with other schools and the facilities team on the Prairie Christian Academy modernization and planning for the new East Wheatland School. These projects will be a substantial impact on the Tech department over the next couple of school years and the summers that follow.

Bring Your Own Device (BYOD)

This is very quickly becoming much more than just a buzzword. BYOD is where students bring their own technology into GHSD schools and use it in their daily classes. Historically all computers were provided by the school and everyone had to do a lot of sharing. Under the BYOD model virtually every student will have their own computer. This has fundamentally altered a number of classroom dynamics. This coupled with web-based software, has made it possible for students to work from all kinds of devices including smartphones.

As every student has access to technology it has changed some of the teaching methods. Students are now able to hand in assignments online and teachers can distribute information electronically. Students always have access to the information they need and aren't as reliant on bringing all kinds of books and paper with them everywhere.

There have been a couple of surprising side effects as well. Students generally provide their own technical support and therefore the Tech department is less involved in the day to day operation of student computers, and as the students take pride and ownership in their computers they take better care of them than the school-owned computers. This also reduces school expense they no longer have to purchase as many computers for student use.

This also brings challenges including the requirement of having a very robust wireless network and capacity for many devices as many staff and students have two devices each on the GHSD network. While only two years ago there may have been 90 networked computers in a school like Crowther Memorial Jr. High School, there are now upwards of 1,000 devices on the CJMHS wireless network. This has wreaked havoc on capacity planning and only now is Technology Services starting to catch up on ensuring the bandwidth CMJHS needs is available to them.

This is a simplified description of BYOD but it does help demonstrate some of the great potential that full implementation may bring, along with some very needed budget relief.

CORE

A couple of years ago the Tech team initiated the CORE project in partnership with the Calgary Board of Education, Calgary Catholic Schools, Rockyview and Canadian Rockies. The goal of the CORE project is to build a central repository of video and other online resources that is shared with all of the partners, and ultimately, the entire province. Together incredible progress has been made in a seamless system where all teachers and students can use their school credentials to access a wealth of resources that are pulled from many different places.

Some great things are resulting from this project including some unintended learning. A system of identity management has been forked out for the five partnering jurisdictions, so that all authentication happens at the local jurisdiction as opposed to passing along student and teacher names and passwords to outside sources.

There are also some great economies of scale in licensing the resources and purchasing moving forward. At this point adoption within Golden Hills has taken some time and some of the delay has been reflected in bandwidth concerns. However it is expected this will be minimal in the short term.

Wireless

The wireless network and commitment to an open and easily accessible network continues to make a difference. All schools have wireless networks throughout their buildings which are open to all staff and students. Many schools consistently comment on how staff and students use the wireless network all the time and how well it works.

There have been a handful of upgrades this past year. A couple of additional access points (this is the device that allows staff and students to see the wireless network) have been added, upgraded the capacity of some of them, and their use continues to be monitored. For 2012/13 some additional access points in Crowther Memorial Jr. High School were added to support their 1:1 computer project, ensuring good coverage in the school. Interestingly when one access point stopped working the school didn't even notice, as the others sufficiently overlapped giving continuous coverage. Strathmore High School and Trochu Valley Campus 1 and 2 both saw some additional access points installed, not due to coverage but due to the sheer volume of staff and student devices. On a typical school day at any given moment, approximately 2,200 wireless devices are on the GHSD network. Usually half of these are student or staff owned. At times there have been over 400 devices live at Strathmore High or Crowther Memorial Jr. High School.

Various staff and students at the schools let us know when they find locations that have poor wireless coverage and they've helped tremendously as positions of our access points are adjusted to provide better services.

Password Policy

In the early spring under the direction of Alberta Education, a new password policy was implemented. This policy required all staff to have a password that is at least eight characters long and meets three of the four criteria:

- lowercase letters
- UPPERCASE letters
- numbers
- special characters like !@#$%

Passwords also need to be changed at least every six months. After a lot of work and research, the Tech team implemented the password policy and all staff was required to change their passwords. Near the six month mark staff begin to get alerts as reminders that their password will expire, and they will need to change it.

There have been some difficulties with this process. Although it is necessary, it is a new system for staff to get used to, and the reminder to change their passwords isn't always as obvious as one would like.

For most staff this wasn't a problem but for others the reminder either didn't come up, or it wasn't noticed in time, and their password actually expired leaving them unable to access GHSD systems.

This continues to be a work in progress, and school staff have been incredibly patient and helpful in implementing this Alberta Education directive.

Inet HVAC

Many schools use digital controls for their heating, ventilation, and air conditioning systems (HVAC). 17 of them used a version based on an older version of Inet that required a computer directly connected to the controls. Facilities staff would work at this computer to make changes. During the spring of 2013 a new version of Inet was installed that required different hardware and connected directly to the network better. Now facilities staff can configure and manage the HVAC systems from any computer in the jurisdiction or from home by simply going to a web page. No special software is required and they can quickly and easily make any the changes required quickly.

The look and feel changed a bit for staff and there was a "web-router" that needed to be installed at each location and connected to our network.

Student Account Creation Automation

An area of major improvement this year is in student account creation. In order to use computers within GHSD schools, students need to login with a username and password. In the past, each year every student account was manually created which took a number of weeks of technician time, and meant delays for students using the computers. In some cases a new student might come to school, but it may have been up to two weeks before they could actually use a computer. This system was fraught with errors as sometimes school staff misspelled names, sometimes typos would be introduced, and sometimes names would be missed.

This year the account creation process has been automated, and tied directly to SchoolLogic. As school staff registers students in SchoolLogic their account is automatically created that evening based on the information entered. There is no manual input whatsoever. As long as the student is registered in SchoolLogic they will automatically have an account the next day. This new process has freed up much technician time and it has removed the delays and errors in the old manual system. In some schools like Golden Hills Learning Academy, the system creates accounts every 15-30 minutes so students can get to work right away.

This was taken a step further with as much as possible being integrated into the account process. Once the initial account is created students can access Learning Commons, Golden Hills Learning Academy Moodle, NorthStar Academy Moodle, Mahara, and Google Docs among many other services, using the same account credentials without any manual intervention.

As a result there have had to be some process changes for many departments, but substantial time savings have been experienced along with fewer errors.

Text Alert System

An area of continual improvement is letting staff know when there are problems. Historically when something like a power outage, hardware failure or software event happened, the Tech team would send an e-mail out. But if the issue affected e-mail notification would not occur. Also, many people do not check e-mail as frequently as was assumed. This caused frustration as staff were not able to do the work they needed and didn't understand why.

In September 2013 the Tech team implemented a Text Alert system. Staff can use their cell phone and by sending in a text they can be subscribed to Tech department alerts. When a problem occurs that impacts a particular site or service, Technology staff will send out a text alert that immediately goes to all of the cell phones. When the outage has been resolved a second alert is sent out indicating the resolution.

This service has been received with enthusiasm and staff appreciate the heads up, knowing that not only is there a problem but that it is being rectified. Frustration levels among school staff have been dramatically reduced with this simple communication method.

Summary and Implications

Many accomplishments have occurred in the past 12 months and the Tech team are beginning to reap the benefits of the improved infrastructure, systems, processes and training that have been put into place. These benefits make using technology more reliable and efficient for teachers and students.

Recommendation: That the Board of Trustees receives the Technology Report for information and for the record.

SCHOOL SUMMARIES MONITORING REPORT

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

December 17, 2013

Background:

Annually administration reviews schools and provides information to assist the board in decisions related to the annual budget and capital planning. The School Summaries Report summarizes key information for each school and the jurisdiction including enrolment trends, facilities information and budget data.

The information informs the allocation of resources to support the vision (*Inspiring confident, connected, caring citizens of the world*) and mission (*Engaging all learners in achieving their highest levels of academic and personal competence within a caring, innovative environment).*

Recommendation:

It is recommended that the Board of Trustees receives and reviews the School Summaries Report as information.

Bevan Daverne
Superintendent

Tahra Sabir
Secretary-Treasurer

ADMINISTRATIVE PROCEDURE 552,
Transportation Maintenance, Inspection and Safety Program

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

December 17, 2013

Background:

Administrative Procedure 552, *Transportation Maintenance, Inspection and Safety Program* was developed by the Transportation Department in response to Alberta Government Carrier Services.

As we have met Alberta Government Carrier Service criteria we do not require an audit by National Safety Code (NSC) this year.

The procedure will provide Transportation with a guideline and assist in the administrative decision-making related to the maintenance, inspection and safety of our transportation program.

Recommendation:

That the Board of Trustees receives Administrative Procedure 552, *Transportation Maintenance, Inspection and Safety Program* for information and the record.

Bevan Daverne
Superintendent

Tahra Sabir
Secretary-Treasurer

Administrative Procedure 552

TRANSPORTATION MAINTENANCE, INSPECTION and SAFETY PROGRAM

Scope
Regulation AR/121/2009, Section 6(1). This applies to all commercial vehicles that are designed for carrying 11 or more persons, including the driver.

Background
It is the goal of the Division to operate a transportation system that ensures the vehicles are maintained and inspected to the level required by the Alberta Government.

Definitions

Vehicle	A vehicle is a car, truck, van or school bus used to transport students and is licensed under the Traffic Safety Act.
Driver	Unless otherwise stated, the term driver applies to drivers of both Division owned and Contractor owned vehicles.
Division Bus Driver:	Those drivers hired by and are employees of the Division.
Incident:	Where an event occurs that interrupts normal procedure or precipitates an action.
Accident:	Collision of a Division or Contract vehicle which causes property damage, injury or death, regardless of the extent of the injury or damage caused.

Procedures

1. Inspection
   1.1 The *Trip Inspection Report* must include the following information *[AR121/2009, Section 12(4)(a)-(h)]*:
   - License plate number
   - Commercial vehicle identification number or unit number of the commercial vehicle
   - Record of the odometer or hubometer reading of the commercial vehicle at the time of the inspection
   - Name of the carrier operating the commercial vehicle
   - Name of the municipality or location on the highway where the commercial vehicle was inspected
   - Each defect in the operation of every item required to be inspected in accordance with Section 10 or that no defect was detected
   - The time and date the report was made
   - The name of the person who inspected the commercial vehicle and a statement the vehicle has been inspected in accordance with the applicable requirements under Section 10
   - The name and signature of the driver or person making the report

   1.2 Drivers shall perform a **DAILY INSPECTION**, using the written *Trip Inspection Report* covering all relevant components listed below *(AR121/2009, Schedule 2)*
   - Body and Seats
   - Chassis Frame
   - Sliding Subframe

- Underbody
- Drive Shaft
- Windows and Mirrors
- Fuel
- Exhaust
- Friction Components
- Hydraulic and Vacuum-assist Brake Components
- Mechanical Components
- Brake Pedal
- Air Brake System
- Park Brake
- Brake System
- Engine Controls
- Steering Column and Box
- Wheel Alignment
- C-Dolly Steering
- Steering Linkage
- Suspension
- General Requirements
- Windshield Wipers and Washers
- Heating and Defrosting System
- Starting Switch
- Lamps and Reflectors
- Tires
- Wheels
- Lubrication
- Fifth Wheel Coupling Device
- Trailer Hitch, Trailer Mount and Connecting Device
- Rear Impact Guards

1.3 If the vehicle is equipped with a ramp or lift for the purpose of transporting persons with physical disabilities, the vehicle must meet the following requirements as outlined in *(AR121/2009 Schedule 3):*

- Mobility Aid Securement Devices
- Ramps and Lifts General Requirements
- Ramp and Lift Controls
- Lift Capacity
- Lift Platform Requirements
- Warning Notices
- Symbol

2. Vehicles

2.1 If the vehicle is equipped for the purpose of transporting persons with physical disabilities, the vehicle must meet the following requirements as outlined in*(AR121/2009 Schedule43):*

- Masor System Required
- Masor System Requirements
- Mobility Aid and Occupant Restraint Requirements
- Protective Materials
- Exhaust System
- Rear Bumper
- Doors
- Steps
- Additional Lighting
- Floor Covering
- Seats
- Emergency Equipment
- Signs

2.2 A periodic maintenance inspection of the vehicle will be done at the time of one of the Semi-annual inspections and must comply with Schedule 5 (School Bus Maintenance Standards) as follows: *(AR121/2009 Schedule 5)*

- Colour
- Exhaust
- Instruct and Instrument Panel
- Steering Gear and Linkage
- Tires
- Rear Bumper
- Service Door
- Emergency Exit – General Requirements
- Emergency Doors
- Safety Equipment
- Floor Covering
- Heater
- Signage
- Inside Height
- Alternate Flashing Warning Lamps
- Floor Level Marker Lamps
- Interior Lamps
- Exterior Lamps
- Mirrors
- Body Mounting
- Noise Suppression
- Rub Rails
- Steps
- Stirrup Steps
- Stop Arm
- Sun Visor
- Undercoating
- Ventilation

3. Each commercial vehicle shall contain a copy of Schedule 2 or 3 as required for that vehicle. *(AR121/2009 Clause 1.2 and 1.3)*

4. Mandatory semi-annual inspections under the Commercial Vehicle Inspection Program shall be completed on time and a copy of the valid inspection must accompany all vehicles.

5. Reporting of Defects

5.1 The person completing a trip inspection must document all defects detected and notify the carrier without delay if it is a "major" defect or in a timely manner, no later than the next required inspection in all other cases.

5.2 If defects are detected during the operation of the vehicle the person operating the vehicle must notify the carrier without delay if it is a "major" defect or in a timely manner, no later than the next required inspection in all other cases.

5.3 No person shall operate a vehicle with a "major" defect until the defects have been corrected and the trip report is amended to certify that the defect has been repaired or corrected.

5.4 The driver shall, within 20 days after completion of a trip inspection report, forward the original to the home terminal of the carrier.

6. Retention of Records

6.1 Carrier shall maintain a vehicle file for each regulated vehicle. The vehicle file shall contain:

- Identification of the vehicle including:
  -unit number
  -manufacturer's serial number
  -make of the vehicle
  -year of manufacture
- Record of CVIP inspections
- Repairs completed
- Lubrication and maintenance of vehicle including nature of work performed
- The date the inspection took place
- Odometer or hubometer reading at time of inspection
- Notice of defects from the manufacturer

Records shall be retained at the carrier's principle place of business.

6.2 Trip inspection reports shall be retained for the current month the inspection was completed and for the following 6 months. All other maintenance and inspection records shall be retained for at least the current calendar year and 4 years immediately following.

References:

Alberta Regulation 121/2009 Commercial Vehicle Safety Regulation
Canadian Safety Association Standards
Commercial Vehicle Inspection
Society of Automotive Engineers J602 Standard (Headlamp Aiming Device for Mechanically Aimable Headlamp Units
Traffic Safety Act Revised Statutes of Alberta 2000 Chapter T-6

Appendices(s):

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B: Detailed Information on Safety Program

Forms:

Vehicle Pre-Trip Inspection (Daily)

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19. Instruments, Gauges and Instrument Lights
20. Interior Heaters, Heater Motors and Defrosters
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Inspection Stations

Location	Inspection Station
Trochu	Inspection Station #10221
Carbon	Inspection Station #11555
Strathmore	Not available until bus shop is completed

Retention of Vehicle Files
All vehicle files are to be retained in proper, up to date condition as a paper file to be retained within named station for a period of five years.

All vehicle inspections are to be conducted at Golden Hills School Division No. 75 us shops which are approved facilities and all inspections are to conducted by or supervised by an appropriately licensed mechanic.

Preventative Maintenance Schedule
The following is a schedule for performed maintenance.

Preventative Maintenance	Performed at
V* Diesel, both oil and grease	Every 6,000 km
Grease service on 6 cycle diesel	Every 5,000 km
Oil change on diesel units	Every 10,000 km
Grease and oil service on gas units	Every 4,000 km
Semi-annual inspection	Every 6 months
Propane inspection	Every 5 years
Adjust valve lash is performed to manufactures specifications and these specifications accompany each unit	
Automatic transmission	Every 2 years
Oil Change – manual transmissions and differentials	Every 2 years

All buses to be maintained to a minimum of the above criteria unless manufacturers specifications are higher, in which case the higher specifications to be followed.

Bus Inspection Criteria

	Area	Inspection Criteria
1	**INTERIOR, BODY, DOOR AND SEATS**	• Bumpers are securely mounted and have no broken, bent or sharp edges. • Fender is in place and moldings or other sheet metal parts have no broken, bent or sharp protruding edges. • Main and emergency doors operate easily and close securely. • Emergency door is unobstructed and opens easily from inside and outside. • Door controls operate smoothly and the seals are in good condition. • The hood latch holds the hood securely in the case of front opening hood the safety catch is operative. • Each seat is securely mounted and retains its position in accordance with CSA Standards. • All floor coverings are good condition, with no loose edges.

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	Area	Inspection Criteria
		• Where applicable, baggage racks shall be securely mounted. • Inside sun visor on the driver's side, and where applicable the inside visor on the passenger's side shall be firmly mounted and not shake out of position. • Bus registered as a School Bus is yellow chrome and black in accordance with CSA Standard. • All bus signs are clean and legible. • The seating capacity of the bus is in accordance with the manufacturer's recommendation.
2	**FRAME**	• Chassis frame rails or members shall not be cracked nor have loose missing connecting fasteners or rivets. • Body munts are in place and secure. • The floor pan shall not be perforated by rust or other damage.
3	**WINDSHIELD AND WINDOWS**	• The windshield and all windows of a bus shall be inspected for material damage, discoloration and clarity of the glazing and the condition and security of mounting of each mirror on a bus shall be inspected. • Opaque material or any other material is not used in place of glazing in the windshield or in the front 2 side windows to the left of the driver's seat. • Glazing material is not cracked, crazed, discolored, fogged, and does not have exposed sharp edges and does not have any parts missing. • The windshield does not have any star or crack running from edge to edge in the area swept by the wiper blades or in an area which partly impairs the operator's field of vision. • The emergency window and roof hatch release operates smoothly and the seals are in place and in good condition. • The inside rear view mirror, left outside mirror, right outside mirror and cross over mirror where applicable is securely mounted and give the operator an unobstructed view. • No mirror is cracked or broken or have a reduction in its reflective surface.
4	**FUEL SYSTEM**	• The fuel system of a bus shall be inspected, the complete accelerator linkage system and carburetor or injection pump controls and links are to be inspected while the engine is running and the vehicle is stationary. • The mounting and the attachments of the fuel tank and fuel lines are secure. • The filler neck and cap are secure. • The fuel system does not leak. • All fuel line hose clamps are in position and secure. • The return spring is in place and not damaged. • No component is missing, damaged, worn or out of adjustment so as to prevent the engine speed returning to idle while the transmission is in neutral and the accelerator pedal is released.
5	**EXHAUST SYSTEM**	• The exhaust system including the muffler, tail pipes, exhaust pipes, heat shields and support hardware shall be inspected. • No component of the exhaust system shall be missing, perforated, patched or insecurely mounted. • The bus has a muffler. • No joint or seam is leaking. • No component is causing charring or other heat damage to wiring, brake line, fuel line or combustible material of the bus. • All exhaust connections except flange type shall have exhaust clamps.

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	Area	Inspection Criteria
		• The tail pipe extends to but not protrude beyond the rear bumper. • Check to standards in CVIP Manual.
6	**BRAKE FRICTION**	• Once a year the brake friction components of a bus shall be inspected by removing all the wheels and the drums or calipers. • Once a year the brake linings are to be inspected and the condition and thickness of the brake linings are to be determined. • A period of 6 months must expire between the rime that an inspected takes place pursuant to the inspecting the condition and thickness of the brake linings. • A drum or disc shall not have any external crack on the friction surface, other than a normal heat check crack which may reach the edge of the drum or periphery of the disc. • A drum or disc shall not have any mechanical damage to the friction surface other than normal wear. • Bonded lining shall not be thinner than 2 millimeters to any rivet head or bolt. • Wire backing shall not be visible in a friction surface. • A disc pad shall not be less than 2 millimeters in thickness when measured at its thinnest point to a rivet head or to a backing plate of a bonded lining and wear indicator shall not be in contact with a disc. • No rivet shall be loose or missing. • The brake lining shall not be broken, cracked or loose on the shoe or pad not so worn as to indicate a defective drum, disc or warped shoe. • Oil or grease shall not be present in a lining or pad friction surface. • A ventilated disc shall not have broken or visible cracked cooling fins. • A drum disc must not be worn out or round or machined beyond the limits as stamped on the drum or disc by the manufacturer. • Each automatic adjuster must be functional and perform in accordance with its design specifications.
7	**HYDRAULIC COMPONENTS OF THE BRAKE SYSTEM**	• The master cylinder or wheel cylinder shall not leak and the brake cylinder piston must move when moderate pressure is applied to the brake pedal. • Each wheel cylinder piston must be connected to the brake shoes in accordance with the manufacturer's design. • The hydraulic hose and tube must not be abraded, restricted, crimped, cracked, broken, leak, rub against the bus structure, nor have contact with moving components during the operation of the vehicle, or have missing clamps or supports. • No connection should leak. • The fluid level in a reservoir must be up to the fill level specified by the manufacturer. • The master cylinder push rod must be adjusted in accordance with the manufacturer's specifications. • All mechanical components of the brake system of a bus must be inspected. • All mechanical parts must not be misaligned, badly worn, bent, broken or missing.
8	**SERVICE BRAKE PEDAL**	• The pad of anti-skid surface of the service brake pedal must be inspected. • The pedal position must be observed while the pedal is depressed and released. • The pedal travel of the hydraulic mechanical or power assisted hydraulic service brake must be tested and in the case of a power assisted hydraulic service brake it shall be tested while the engine is running. • The service brake pedal pad must be present, secure and not badly worn.

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		• When firm foot pressure is maintained on the service brake pedal for one minute, it shall hold its position. • No pedal or other component shall bind or cause high friction. • The pedal lever assembly shall be aligned and positioned in accordance with the manufacturer's specifications. • The service brake pedal functions in accordance with good shop practice.
9	**BRAKE FAILURE WARNING LIGHTS**	• On a motor vehicle with dual braking, the brake failure warning light must function in accordance with the manufacturer's specifications. • The brake failure warning light must not turn on when maximum manual force is applied while the engine is running. • Air brake light or warning device must not come on when the air pressure is reduced to 345 kilopascals to 485 kilopascals gauge reading. • Hydro-boost warning light must function in accordance with the manufacturer's specifications.
10	**EMERGENCY OR PARKING BRAKE**	• The parking brake while set but not held by hand in the fully applied position must hold the bus from being moved by the bus engine and power train when the engine is at a light throttle setting. • The mechanism in the off position must fully release the brake. • Pull cables must not be worn, stretched or frayed and must operate freely. • Parking brake drum disc or facing must not be broken, nor worn thinner than 2 millimeters in thickness when measured at its thinnest point in the rivet head or shoe.
11	**BUS VACUUM SYSTEM COMPONENTS**	• Bus vacuum system components which include hoses, tubes, supports, hose clamps and brake booster breather filters must be inspected and tested by exhausting the vacuum system by applying the brakes several times while the engine is sopped, then starting the engine while normal foot force is applied to the brake system and after the engine has built up a vacuum the brake pedal must be applied and released several times. • Hoses, tubes or connections must not leak nor be restricted, abrades, crimped, cracked, broken or rub against any structure nor have damaged or missing clamps or supports. • The brake booster or hydro-vac breather filter must be clean. • If a bus is equipped with a vacuum pump, the drive belet must be adjusted to the tension specified by the manufacturer and not be worn or frayed. • The vacuum pump air cleaner must be clean. • The vacuum tank reserve system must be capable of holding 38 centimeters of vacuum for 15 minutes. • The vacuum reserve shall be sufficient to permit 2 full applications of the service brake after the engine is stopped. • The brake pedal when depressed under a foot pressure of 187 Newton's to 267 Newton's must have 30% or more of the total available pedal travel remain. • The brake pedal must move towards the applied position when the engine is started while foot force is maintained on the brake pedal in the vacuum system test. • A hard pedal condition must not be present. • The brake vacuum booster piston seal, valves or diaphragms must not leak.
12	**AIR BRAKES (Air system**	• The maximum air system pressure by first obtaining a zero gauge pressure by opening all drain cocks in reservoirs, traps and filters then closing the drain cocks

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	Area	Inspection Criteria
	components, hoses, tubes, supports, safety valves, drive belts and air cleaners.	and running the engine at a fast idle. • The air system pressure by building it up to 860 kilopascals per gauge or as recommended by the manufacturer. • The operation of the low-pressure warning light or buzzer. • The governor cut out pressure and cut in pressure. • The air system pressure drop per minute with the engine stopped. • The reservoir pressure drop with brake fully applied and engine not running. • Push rod travel is to be measured and recorded on bus inspection certificate.
13	**AIR SYSTEM**	• Hoses, tubes or connections shall not leak or be restricted, abraded, crimped, cracked, broken nor rub against any bus structure nor have damaged or missing clamps or supports. • The air safety valve shall operate in accordance with the manufacturer's specifications. • The compressor drive belt where applicable must be adjusted to the tension specified by the manufacturer and shall not be cracked or frayed. • The air compressor air cleaner shall be clean. • The time required to build up air pressure for 482 kilopascals gauge to 758 kilopascals gauge shall not exceed 3 minutes when the engine is running at a steady fast idle. • The low pressure warning light or buzzer shall operate when the air pressure is reduced to 345 kilopascals to 414 kilopascals gauge range. • The governor cut in pressure shall not be lower than 552 kilopascals gauge and the cut out pressure shall not be higher than 862 kilopascals gauge unless the manufacturer recommends other pressure. • The brake pressure shall not exceed: -14 kilopascals gauge in one minute for a single axle bus while engine is stopped and service brake is released or 20 kilopascals gauge in one minute for each single rear axle bus while the engine is stopped and the service brake is fully applied. • The compressed air reserve shall be sufficient to permit: -2 full service brake applications from governor cut in pressure or 1 full service brake application after the engine is stopped from the fully charged system without lowering reservoir pressure more than 20%.
14	**SERVICE BRAKE SYSTEM**	• To assure compliance with service brake system standards the bus must be inspected and tested on a substantially level surface by stopping the bus when maximum service brake pressure is applied at a speed of no less than 8 kilometers per hour and no more than 30 kilometers per hour or by the use of a brake dynamometer or meter. • At a speed of between 8 and 30 kilometers per hour when maximum service brake pressure is applied, the wheels lock. • No component of the service brake system should fail. • The bus shall not pull to the right or left when the brake is applied. • The bus must release immediately when pressure is released from the pedal. • Braking efficiency must be within the recommendation of the dynamometer or meter manufacturer.
15	**LAMPS AND REFLECTORS**	• A headlamp alignment inspection must be done on one beam after the wheel alignment has been visually inspected and found not to be out of line and the tracking of the rear axle is found to comply with the standards prescribed in this schedule and a screen must be 152 centimeters high and 365 centimeters wide

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		with a matte white surface well shaded from extraneous light and properly adjusted to the floor on which the vehicle stands and the screen shall be moveable in order that it can be aligned parallel with the rear axle so that a horizontal line drawn perpendicularly from the center line of the screen will pass midway between the 2 headlamps. • Every filament to every bulb or unit must light when switched to the "on" position. • A circuit must not interfere with another circuit. • All lenses and reflectors must be in place, unbroken and correctly mounted. • Every lamp must be securely mounted. • A lamp must not be coated with a colored lacquer. • A lamp must not be modified by the attachment of any device to lamp or to the bus that reduces the effective area of the lens of the brightness of the light. • The turn signal lamp switch and the flasher shall operate in accordance with the manufacturer's specifications and the indicator lamp must flash. • The high and low beam switching must operate in accordance with the manufacturer's specifications. • Where applicable the alternate flashing lamps must operate correctly from both front and rear lights on the 4 lamp or the 8 lamp systems, as the case may be. • Where applicable stop arm lamps must flash when activated. • The hazard warning lamps unit shall operate in accordance with the manufacturer's specifications and the indicator lamp must flash. • The engine, headlight, stop and taillight, and hazard warning lamp wiring harness must not be damaged by abrasion or deterioration. • The battery cables must be in good condition, free of corrosion and firmly attached to the battery, starter and engine. • The battery must be free of corrosion and in good condition and securely attached to the bus. • The alternator belts must be adjusted in accordance with the manufacturer's recommendations and must not be cracked or frayed. • Where a mechanical aimer is used the headlamp aim must be in accordance with the manufacturer's specifications. • The center of a headlamp on the high beam high intensity zone must not be more than 10 centimeters below the horizontal center line of the lamp and not more than 10 centimeters to the left or right of the vertical center line of the lamp when measured on an aiming screen in accordance with the *Society of Automotive Engineers J602 Standards* or the manufacturer's specifications. • The top edge of a head lamp on the low beam high intensity zone shall not be more than 5 centimeters above or below the horizontal center line of the lamp and the left edge of the low beam high intensity zone must not be to the left or more than 15 centimeters to the right of the vertical center line of the lamp, when measured on an aiming screen in accordance with the *Society of Automotive Engineers J602 Standards* or the manufacturer's specifications.
16	**HORN**	• Must be tested to assure compliance with standards. • The horn must be secure on its mounting. • The horn operation mechanism must function in accordance with the manufacturer's specifications.
17	**NEUTRAL SAFETY STARTING SWITCH**	• Must be tested to assure compliance with standards. • Neutral staring safety switch must operate only when the gear selector is in "P" or

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	Area	Inspection Criteria
		"N" positions.
18	**WINDSHIELD WIPERS**	• Each part of the windshield wiper system must be in place an not work nor in such condition that its effectiveness is impaired. • Each wiper blade must move over its full designed range of travel. • The windshield washer system must function in accordance with the manufacturer's specifications.
19	**INSTRUMENTS, GAUGES AND INSTRUMENT LIGHTS**	• All instruments must be functional and clearly visible to the operator. • A lens must not be scratched or cracked or impair the legibility for the operator. • All gauges must be functional and clearly visible to the operator.
20	**INTERIOR HEATERS AND HEATER MOTORS AND DEFROSTERS**	• Interior heaters must function in accordance with the manufacturer's specifications. • Heater motors and fans must function in accordance with the manufacturer's specifications. • The windshield defroster system must deliver air to the windshield, the driver's side window and the door glass panels unless the bus is equipped with frost resistant glass panels. • Roof ventilation must function as designed by the manufacturer. • All heater hoses and radiator hoses must be in good condition.
21	**STEERING MAST JACKET, STEERING SHAFT, COUPLING AND SPLINE**	• The steering mechanisms must be inspected when the front wheels are off the ground by manipulating the wheels from full left travel to full right travel and in the case of a vehicle having power steering the inspection must be carried out while the engine is running and if there is power steering with a belt driven power steering pump the belt must be inspected. • The steering column and steering box must be securely mounted to the body and frame. • The steering mast jacket bearings and bearing adjustment must meet manufacturer's specifications. • The steering shaft coupling and spline must be secure with no visible separation of flex couplings or visible sign of wear at the splines or U joints. • The steering column and shaft energy absorbing section must not be damaged and sheer fasteners must be in position in accordance with the manufacturer's specifications. • Free movement of the steering wheel must not exceed 7 centimeters at the steering wheel rim when the front wheels are stationary and in the straight ahead position. • There must be no endplay in the worm or sector of the steering box. • Sector busing wear must not exceed 0.381 millimeters. • The front wheels must run from full right to full left and back again without interference, jamming or roughness in the mechanism. • The rod ends and drag linkage ends must not have vertical or lateral play beyond good acceptable shop practice. • The king pins, at the front wheels must not have a rocking play about a horizontal axis in excess of: -6 millimeters for a wheel diameter of 42 centimeters or less -9 millimeters for a wheel diameter greater than 42 centimeters but less than 46 centimeters or -13 millimeters for a wheel diameter 46 centimeters or greater when measured at

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		the tire face • The axle king pin eyes must not be out of round. • The steering linkage must not be damaged or repaired. • The steering linkage must not be modified so as to adversely affect the steering so that the vehicle's steering is no longer in accordance with manufacturer's alignment specifications. • The power steering drive belt must not be cut, frayed, cracked and must have the tension set in accordance with the manufacturer's specifications. • A host must not have cracks, peeling, exterior damage or expansion at crimping points. • The power steering cylinder must not be damaged. • The cylinder ball joints must be adjusted and aligned in accordance with the manufacturer's specifications. • The power steering cylinder seal must not leak.
22	**FRONT SUSPENSION AND REAR SUSPENSION**	• The front suspension must be inspected for alignment and for wear and damage while the front wheels of the vehicle are off the ground and the front suspension joints are not under load and the rear suspension must be inspected for tracking wear and damage. • A non-load carrying ball joint must not show visible movement. • A load carrying ball joint must not have wear in excess of the manufacturer's specifications. • The rear axle must rack in accordance with the manufacturer's specifications. • Springs, shackles, U bolts, center bolts, shock absorbers, radius rods or stabilizer links must not be loose, bent, broken, disconnected or missing. • Shackle pins and bushing must not have a combined wear of more than 4.75 millimeters. • A shock absorber must not leak nor shall it be loose. • Nuts, bolts and cotter pins must not be loose, worn or missing.
23	**DRIVE SHAFT AND UNIVERSAL JOINTS**	• The drive shaft and the universal joint must not be damaged nor have any loose, missing or damaged bolts or retainers. • The drive shaft slip yokes and stub shaft splines must not be worn more than 20% of the original spline width. • The driver shaft guards must be undamaged and securely fastened to the chassis.
24	**WHEEL STUBS, RIMS AND WHEEL BEARINGS**	• A wheel must not be bent, cracked or damaged so that it does not operate in accordance with good shop practice. • Bolts, lugs, spacers, lock rings and nuts must not be defective or missing. • Rims must not be bent, cracked or damaged so that they do not operate in accordance with good shop practice. • Wheel bearings, cones and cups must not be pitted or worn, beyond the manufacturer's specifications. • Wheel bearings must be adjusted in accordance with the manufacturer's specifications.
25	**TIRE**	• A tire must not be worn so that: -the tread wear indicators contact the road or -less than 2 millimeters of the tread remains on 2 adjacent treads • On vehicles of 4,500 kilograms gross vehicle width or more, the front tire tread depth must not be less than 2 millimeters. • Snow lug grip tire must not be smooth for over 30% of its center.

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	Area	Inspection Criteria
		• A tire must not have exposed cord at worn spots. • A tire must not have cuts or snags deep enough to expose the cored, or affect the safety of the tire. • A tire must not have any abnormal visible lump, bulge or knot related to tread or sidewall separation, failure or partial failure of the tire structure including the bead areas. • A tire must not have been re-grooved or re-cut below the original new tire groove depth except a tire designed for re-cutting and having been marked as being so designed. • A tire must not be a smaller size than is marked on the vehicle placard or so oversized that it contacts the bus body structure. • A studded tire must not have less than one half the number of studs that are on the corresponding tire on the same axle. • A bus not be fitted with both radial ply and bias ply tires unless it is in accordance with the tire manufacturer's specifications. • Dual tires must not be in contact with each other or differ from each other by more than 13 millimeters in diameter. • A tire must have the correct air pressure. • The load capacity of the tires must be equal to or greater than the gross vehicle weight-rating limit of the bus. • Every tire valve and valve stem must function in accordance with the manufacturer's specifications and must not be worn or damaged. • A recap tire must not be used on front wheels.
26	**CLEANLINESS – INSIDE AND OUTSIDE**	• The bus must be clean inside and outside. • All loose items in bus must be tied down or stored in attached container. • Windows must be clean inside and outside. • The bus engine compartment must be free of excess oil and grease, • The inspection certificate must be visibly located at the header panel.
27	**FIRE EXTINGUISHER INSPECTION**	• The fire extinguisher must meet the requirements of the CSA Standard, • The fire extinguisher must be securely mounted in a suitable bracket in the forward end of the bus, easily accessible to the driver or near the entrance door. • If the fire extinguisher is not in view, its location must be plainly marked and if it is in a locked compartment the key must be readily available to the driver and the compartment must buzz if it locked when the bus is running. • The fire extinguisher must have a gauge to read the state of charge and it must read in the designated zone for full charge. • The inspection mechanic must remove the fire extinguisher from its bracket, and tip upside down and shake it at the time of the bus inspection. • The fire extinguisher must be re-certified every year.
28	**FIRST AID KIT**	
29	**FLARE AND FLAGS OR TRIANGLES**	• Triangles must meet the requirements of CSA Standard and be securely mounted or stored on the bus.

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		Criteria
1	**STAFF AUHORIZED TO OPERATE COMPANY VEHICLES**	**Authorized Drivers** All staff authorized by Golden Hills and/or the safety officer to operate company vehicles are required to comply with the safety program policies and procedures such as: • Part-time or occasional drivers; • Golden Hills mechanics who test drive or drive part-time; • Safety staff who train drivers; • Managers who drive; • Lease operators who have their vehicles registered to the company; • Anyone else authorized to operate a company vehicle. **Designation of Safety Officer** The person responsible for maintaining and implementing the safety program and ensuring compliance with safety laws if the Transportation Supervisor.
2	**SAFE USE AND OPERATION OF NATIONAL SAFETY CODE VEHICLES**	**Speed Limits** Obey all posted speed limits and reduce speed according to road, weather, visibility conditions and vehicle type. **Seat Belt Use** Anyone, while operating or travelling as a passenger in Golden Hills vehicles, in a seating position equipped with a seat belt must use their belt(s) (it's the law) at all times. **Drug and Alcohol Use** Strictly prohibited are the possession of and/or consumption of alcohol, illegal drugs, or the misuse of prescription drugs while operating vehicles and other equipment. **Defensive Driving** Be a professional and courteous driver by driving in a defensive manner. Be prepared to avoid accident producing situations by practicing and by promoting sage defensive driving skills. Note: For example, be aware of surroundings and look ahead. Leave a safe distance between vehicles, keep the vehicle under control at all times and be prepared for changes in road, weather and traffic conditions. **"S" Endorsement Certification** All school bus drivers are required to have "S" Endorsement certification (*Administrative Procedure 550).* **Cell Phone and Device Use** The Province of Alberta has "driver distraction legislation" that prohibits the use of all hand-held devices. All school bus drivers are prohibited to use hand held devices while operating vehicles. **Load Security** • The carrier and driver must ensure that all applicable cargo is contained, immobilized or secured in accordance with National Safety Code Standard 10, Cargo Securement as it relates to the particular type of commercial vehicle. • The carrier or drive shall ensure that all cargo transported on a commercial vehicle is contained, immobilized or secured so that it cannot: -leak, spill, blow off, fall from, fall through or otherwise dislodge from the commercial vehicle or, -shift upon or within the commercial vehicle to such an extent that the commercial vehicle's stability or maneuverability is adversely affected. • Drivers must inspect the cargo and its securing devices within the first 80 kilometers after beginning a trip. Drivers must re-inspect when any of the

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		following occurs: -change of duty status (e.g. from "driving" to "on duty, not driving" -after driving 3 hours or -after driving 240 kilometers • An employee or driver will not use any vehicle to transport goods unless; -the vehicle is constructed to carry the goods, and -there is equipment on the vehicle or attached to the vehicle that is capable of securing the goods to ensure the vehicle can be operated safety when loaded without danger of turning over the vehicle or the load shifting, swaying, blowing off, falling off, leaking or otherwise escaping. • A person shall not operate the vehicle transporting goods unless the equipment is properly used to secure the goods. The equipment may be permanently or temporarily attached to the vehicle for the purpose of transporting the goods. **Fuelling** Before fuelling the driver must: • Shut off engine; • Not smoke; • Check for fuel leaks; • Not overfill the tank; • Not leave nozzle unattached; • Replace filler cap when finished refuelling; and • Do not use cell phone while fuelling.
3	**PROPER RECORD COMPLETION**	Golden Hills will education staff in hours of service, bill of lading/manifests, dangerous goods and weigh slips as required. A record will be maintained on each driver's file showing that the employee has this knowledge or any training received. Golden Hills will evaluate each type of record for proper completion. The following are options for written instructions on how to properly complete records relevant to the operation. Hours of Service: Time Records for Radius Operation: • Driver/vehicle does not operate beyond 160 kilometer radius of the home terminal; • Record accurate work shift start and end times; • Return to home terminal (start and end at the same location); • Released from work within 15 hours from the start of the work shift; • For each driver employed, Golden Hills will maintain and retain for a period of 6 months accurate time records showing the time that the driver commences the work shift (start time) and the time the driver is released from work (end time). **Retention and Distribution of Log Books** The driver must forward the original copy of the daily log and supporting documents to the home terminal of the drive of the principal place of business of the carrier within 20 days of the completion of the daily log. The driver shall also keep copies of the daily log at the driver's residence for 6 months after the day on which the log is completed. The carrier shall retain all daily logs, supporting documents and hours of service records at the carrier's principal place of business for 6 months after the day on which the daily log is completed.

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4	**COMPLIANCE WITH THE LAW**	**Safety Laws** Drivers operating Golden Hills vehicles will comply with all transportation safety laws as required. *Commercial Vehicle Certificate and Insurance Regulation* (AR314/2002) identifies that: "Safety laws" means, as the context requires, i) the Act (*Traffic Safety Act)* and regulations made under the Act; ii) the *Dangerous Goods Transportation and Handling Act* and the regulations made under that Act; iii) the laws of a jurisdiction outside Alberta, respecting the same, similar or equivalent subjects as those regulated or controlled by the laws referred to in sub clauses (i) and (ii).
5	**USE OF WARNING DEVICES**	**Use of Warning Devices** As instructed in the "S" Endorsement Program (AP550); During the night time a person will not permit a commercial vehicle to be stationary on a highway outside the limits of an urban area unless; • The hazard lights are functional, and • Advanced warning triangles are placed without delay on the highway in line with the commercial vehicle at a distance of approximately 30 metres behind and in front of the commercial vehicle. A person will not permit a commercial vehicle to be stationary outside of the limits of an urban area when due to insufficient light or atmospheric conditions objects are not clearly discernible at 150 metres unless: • The hazard lights are alight if functional, and • Advanced warning triangles are placed without delay on the highway in line with the commercial vehicle at a distance of approximately 75 metres behind and in front of the commercial vehicle. The following policy regarding the use of warning triangles during day time may help parked commercial vehicle visible to other traffic. During the day time a person will not permit a commercial vehicle to be stationary on a highway outside the limits of an urban area unless: • The hazard lights are alight if functional, and • Advance warning triangles are placed without delay on the highway in line with the commercial vehicle at a distance of approximately 75 metres behind and in front of the commercial vehicle. **Use of Fire Extinguisher (as applicable)** **OPTION 1:** Instructions will be given on the use of approved fire extinguishers to be in each registered vehicle as part of the "S" Endorsement Program (AP550) • A record of the training given and the date the training was provided will be retained on the drivers file. • Report use of fire extinguisher to supervisor. **Personal Protective Equipment (PPE): (as applicable)**

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		Criteria
		Employees will be educated on the proper use of all issued PPE (e.g. goggles, hard hats, breathing apparatus, etc.) Any education or training must be documented and placed on the driver's file. Note; Reference *Occupational and Health Safety Act,* for specific instructions and use of PPE. This legislation may also require additional components to be covered in the safety program. To consult the *Occupational and Health Safety Act.*
6	**DRIVER CONDUCT AND DISCIPLINE**	Conduct has been addressed in other procedures. Refer to *Administrative Procedure 402, Personnel Evaluation and Administrative Procedure 492, Employee Code of Conduct and Fiduciary Obligation*
7	**EVALUATION DRIVER SKILLS**	*Administrative Procedure 550, Transportation of Students* requires drivers to recertify their "S" Endorsement at least once every 5 years, or as directed by the Transportation Supervisor.
8	**DRIVER RECORDS AND RECORD RETENTION**	**Driver Records** Driver records shall contain at a minimum: • The driver's completed application form for employment with the registered owner, • The driver's employment history for the three years immediately preceding the time the driver started working for the carrier, • A copy of the driver's abstract in a form satisfactory to the Registrar when the driver is first hired or employed, dated within 30 days of the date of employment or hire, • Annual updated copies of the driver's abstract in a form satisfactory to the Registrar, • A record of the driver's convictions of safety laws in the current year and in each of the 4 preceding years, • A record of any administrative penalty imposed on the driver under safety laws, • A record of all collisions involving a motor vehicle operated by the driver that are required to be reported to a peace officer under any enactment of Alberta or a jurisdiction outside Alberta, • A record of all training undertaken by a driver related to the operation of a commercial vehicle and compliance with safety laws, • A copy of any training certificate issued to the driver, in electronic or paper form, for the period starting on the date the training certificate is issued and continuing until 2 years after it expires, in accordance with part 6.6 of the *Transportation of Dangerous Goods Regulations* under the *Transportation of Dangerous Goods Act,* 1992 and • A copy of a current medical certificate for all Class 1,2 or 4 licences and Class 3 or 5 with a licence endorsement code "C" requiring a periodic medical. Alternatively, retain a copy of valid driver licence or a note from the medical doctor in lieu of the medical certificate. **Driver Record Retention** The company will retain these records at the carrier's principal place of business in Alberta (i.e Carrier's address shown on their Safety Fitness Certificate) or at a location prescribed by the companies Divided Record Authority. • Retained for at least five years from the date they are created, established or received (unless specified otherwise by specific legislation); and • Available for inspection by a peace officer during the carrier's regular business

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		Criteria
		hours.
9	**DRIVER QUALIFICATION**	Company will ensure all operators have the correct and valid Class of licence related to type of vehicle being operated. Drivers must immediately report changes of this status to their employer. Driver qualifications are specified in *Administrative Procedure 550, Transportation of Students*
10	**SAFE VEHICLES**	A person shall not operate or permit another person to operate a commercial vehicle if the vehicle or any equipment related to the commercial vehicle is in a condition likely to cause danger to persons of property.
11	**EMPLOYEE TRAINING**	**Training** Training will cover the following subjects (as applicable): • Company safety program, • Safe vehicle operation, • Company maintenance program • *Traffic Safety Act* and regulations, -hours of service, -daily trip inspection, -weights and dimensions, -load securement, -other regulations, as applicable to company operations • The *Dangerous Goods Transportation and Handling Act* and regulations made under that Act, • Any other laws (e.g. Occupational Health and Safety) or laws of another jurisdiction if operating outside of Alberta. Note: Records of all employees training must be documented in the employee file as required by Alberta's *Commercial Vehicle Certificate and Insurance Regulation* (AR 314/2002) Section 41(1)(h). A copy of applicable legislation should be made available to staff. "S" Endorsement is required as per *Administrative Procedure 550, Transportation of Students.* **Orientation** The carrier's safety and maintenance policies will be covered on initial hire. In addition, include a documented road test, knowledge of hours of service (logbooks and/or time records), weights and dimension, permits, cargo securement, and dangerous goods (if applicable) and how to conduct effective Daily Trip Inspections as part of the orientation process. **Ongoing Training** Should cover at least the following: • Hours of service (logbooks and/or time records) – Assess the need for additional training by conducting daily and periodic internal audits of: -driver's hours of service records to ensure documents are not falsified, -daily log completion to ensure they meet the legislated requirements (form and manner), -other fatigue related issues, such as, operating beyond the legislated hours of service limits, inadequate rest or off duty periods, etc. • Daily trip inspection – ongoing training provided through spot checks and monitoring of vehicle defect.

		Criteria
		• Weights and dimension – ongoing training and monitoring provided on legal weights and dimension, permit weights and dimensions, shipping weights, etc. Loads to be scaled and dimensions and permits checked before leaving the yard. • Load securement – ongoing training and monitoring of compliance with Cargo Standard #10 through direct spot checks and monitoring the Carrier Profile. • Other regulations, as applicable to company operations.

References:

Administrative Procedure 401, Personnel Records
Administrative Procedure 403, Personnel Evaluation
Administrative Procedure 492, Employee Code of Conduct and Fiduciary Obligation
Administrative Procedure 550, Transportation of Students
Commercial Vehicle Certificate and Insurance Regulation (AR314/2002)
Traffic Safety Act, revised statutes of Alberta 2000 Chapter T-6
Dangerous Goods Transportation and Handling Regulation Chapter/Regulation 157/1997
Occupational Health and Safety Act
Commercial Vehicle Safety Regulation Alberta Regulation 121/2009, Schedules 1-17

FORM VEHICLE INSPECTION

VEHICLE PRE-TRIP INSPECTION

The vehicle identified on this report has inspected In accordance with NSC Standard, 13, Schedule 2 requirements. A Daily Trip Inspection is valid for 24 hours and must be produced to a Peace Officer upon demand.

Driver's Name _____

Unit # ____ Week Ending _____

Odometer Reading _____

√ OK	X Needs Attention	N/A Not Equipped

		Mon	Tues	Wed	Thurs	Fri
Under the Hood	Oil level					
	Coolant level					
	Fan belt					
	Hoses					
	Wire connectors					
	Battery					
	General appearance (no undue oil, grease, coolant, etc.)					
Exterior inspection	Windshield, mirrors, front windows					
	Exhaust tailpipe clear?					
	Bump tires – OK?					
	Lug nuts in place					
	General outside appearance clean?					
	Under the vehicle					
Interior inspection	Seats, floor, housekeeping					
	Emergency equipment					
	Fire extinguisher – check pressure					
	First Aid Kit intact					
	Driver's area- windshield, windows clean?					
Engine Start-up	Oil pressure warning light					
	Oil pressure gauge					
	Service brake warning light					
	Alternator/generator warning light					
	Fuel gauge					
	Interior and stepwell lights working					
	Steering – feel OK?					
	Horn, defroster and heater blower					
	Windshield wipers					
	Brakes – pedal height and feel					
	Parking brakes (reset and release)					
Outside Light & Signal Check: (Turn on all lights before leaving vehicle)	Turn signals					
	4-way emergency flashers					
	Headlights					
	Stoplights/tail lights/brake lights					
On the road check	Parking brake					
	Brakes					
	Transmission					
	Clutch					
	Steering					
	Suspension					

_____

Driver's Signature