



# AGENDA

## Golden Hills School Division No. 75

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

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

### Regular Meeting of The Board of Trustees

Tuesday, January 24, 2017

Start time 9:30 AM

Boardroom of the Golden Hills School Division No. 75

### AGENDA

1. **Attendance**
2. **Call to Order**
3. **In Camera**
4. **Approval Of Agenda**
5. **Welcome Public, Vision and Mission Statements**
6. **Presentation of Minutes**
  - 6.1 **Regular Meeting of The Board of Trustees (2016/12/13)**
7. **REPORTS**
  - 7.1. **Chair's Report**
  - 7.2. **Board Committees**
  - 7.3. **Board Representatives to External Organizations**
  - 7.4. **Administration Reports**
8. **NEW BUSINESS**
  - 8.1. **Action Items**
    - 8.1.1. **Field Studies Excursion Los Angeles, California (Prairie Christian Academy)** B. Daverne
    - 8.1.2. **Trochu Outreach Building** B. Daverne
  - 8.2. **Information Items**

- |   |            |
|---|------------|
| 8.2.1. <b>Field Studies Excursion Eastern Canada (Crowther Mem. Jr. High)</b> | B. Daverne |
| 8.2.2. <b>First Quarter Financial Report (Sept/Oct/Nov 2016)</b>              | T. Sabir   |
| 8.2.3. <b>Regional Collaborative Service Delivery (RCSD)</b>                  | K. Jordan  |
| 8.2.4. <b>Inclusive Education Monitoring Report</b>                           | K. Jordan  |
| 8.2.5. <b>International Services Monitoring Report</b>                        | K. Jordan  |
| 8.2.6. <b>Monthly Enrolment Monitoring Report (December 2016)</b>             | T. Sabir   |

9. **School Monitoring Reports**

- 9.1. **Crowther Memorial Jr. High (L. Tucker/R. Hunter/C. Lenox)**
- 9.2. **Drumheller Valley Secondary School (C. LaPierre/B. Teske)**

10. **ADJOURNMENT**

Draft



# MINUTES

## Golden Hills School Division No. 75

### Regular Meeting of The Board of Trustees

Meeting Type : REGULAR BOARD MEETING

Date : Tuesday, December 13, 2016

Start time : 9:30 AM

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

### Minutes

#### Attendance

Present were:

**a) Chair**

- David Price

**b) Vice-Chair**

- Larry Tucker

**c) Trustee**

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

**d) Superintendent**

- Bevan Daverne

**e) Associate Superintendent**

- Wes Miskiman

**f) Deputy Superintendent**

- Dr. Kandace Jordan

**g) Secretary Treasurer**

- Tahra Sabir

**h) Recording Secretary**

- Kristy Polet

#### Call to Order

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

**Resolution #BD20161213.1001**

**MOVED by Trustee Nielsen** that the Board of Trustees go *In Camera* at 9:30 a.m. to discuss legal matters.

**Carried**

**Resolution #BD20161213.1002**

**MOVED by Trustee Kletke** that the Board of Trustees rise from *In Camera* at 11:17 a.m.

**Carried**

**BREAK**

**Recessed at 11:17 a.m.**

**Reconvene at 11:28 a.m.**

**Approval Of Agenda**

**Resolution #BD20161213.1003**

**MOVED by Trustee Kletke** that The Board of Trustees approve the agenda with the exception of presenting Action Item 8.1.1 Advocacy Planning under Information Item to follow 8.2.5.

**Carried**

**Presentation of Minutes**

**Resolution #BD20161213.1004**

**MOVED by Trustee Nielsen** that the Board of Trustees approve minutes of November 30, 2016 as presented.

**Carried**

**Chair's Report**  
(REPORTS)

Chair Price reported on the following items:

- Discussed emails that he received and forwarded to Trustees.
- Discussed arranging meeting with Education Minister, David Eggen.

**Board Committees**  
(REPORTS)

No information to present at this time.

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

Trustee Nielsen presented information on the Alberta School Boards Association (ASBA) Zone 5 Meeting held on December 2, 2016.

- All Zone 5 Representatives brought in non perishable foods to donate to the Food Hamper for the Morley First Nations.
- Ron Taylor, Alberta Education Representative, informed the group that they are reviewing the communication tools used to connect with our education partners.
- Future Meeting Dates - January 6, February 3, March 3, April 7 and May 5, 2017

**Administration Reports**  
(REPORTS)

Assistant Superintendent Miskiman presented information on the following:

- HR Report:
  - Teacher Career Fairs - attended in November 18 and 19, December 5, 9 and next one to attend is on December 16, 2016. More fairs to follow in January, February and April 2017.
  - Staff Wellness - District Staff meeting being held Wednesday, December 14, 2016 and implementation will begin January 2017.
  - Alberta Teachers Association (ATA) - GHSD planning to host Retirement workshops this year.

Deputy Superintendent Jordan presented information on the following:

- The appreciation for all the hard work that's happening with in our schools.

Secretary Treasurer Sabir presented information on the following:

- Discussed busing and facilities issues that were affected by the cold weather.

Superintendent Daverne presented information on the following:

- Potential for student "bus passes" which allows us to have electronic passenger lists for every bus route on a daily basis.
- Updated Board on the progress of Golden Hills School Divisions', Vision and Mission Statement. The process has been a great journey!
- Conference - Rural Symposium being held in Edmonton on March 5-7, 2017.
- C2 Committee has become a Liaison Committee that includes membership.
- Public School Boards' Association of Alberta (PSBAA) has sent a formal request to present Golden Hills School Divisions' story on Wheatland Crossing.

**BREAK**

**Recessed at 12:00 p.m.**

**Reconvene at 1:15 p.m.**

**Resolution #BD20161213.1005**

**MOVED by Trustee Kletke** that the Board of Trustees approve the annual compensation review as per Schedule D for the period September 1, 2016 to August 31, 2017.

**Carried**

**Field Studies  
Excursion Colombia  
(Prairie Christian  
Academy)**  
(Action Items)

**Resolution #BD20161213.1006**

**MOVED by Trustee Kletke** that the Board of Trustees approves the proposed high school field studies/excursion for Prairie Christian Academy to Bogota, Colombia from February 10 - February 21, 2017 subject to advisory notices from Foreign Affairs and International Trade Canada website [http://www.voyage.gc.ca/countries\\_pays/updates\\_mise-a-jour-eng.asp](http://www.voyage.gc.ca/countries_pays/updates_mise-a-jour-eng.asp) such that if a travel warning is issued prior to the trip and not rescinded before the departure date, the trip will be canceled and parents must be advised that this will be the case.

**Carried**

**Enrolment  
Monitoring Report  
(November 2016)**  
(Information Items)

Secretary Treasurer Sabir presented information on the Monthly Enrolment Report for November 2016.

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

Secretary Treasurer Sabir presented information on the School Summaries Report.

**Class Size Initiative**  
(Information Items)

Deputy Superintendent Jordan presented information on Class Size Initiative for the record.

**Technology Services  
Plan**  
(Information Items)

Deputy Superintendent Jordan and Todd Kennedy, Manager of Technology, presented information on the Technology Services Plan.

**Assessment and  
Reporting**  
(Information Items)

Jeff Grimsdale, Director of Student Assessment and Curriculum Support, presented information around the revision of Administrative Procedure 360 - *Student Assessment, Evaluation and Reporting*.

**Advocacy Planning**  
(Information Items)

Superintendent Daverne discussed the Advocacy Priorities for the 2016/2017 school year.

**Crowther Memorial  
Jr. High (L.  
Tucker/R. Hunter/C.  
Lenox)**  
(School Monitoring  
Reports)

L. Tucker, Principal, R. Hunter and C. Lenox, Associate Principals (Crowther Memorial Jr. High) were not able to present at this time. They will be re-scheduled for a later date.

**Strathmore High School (K. Larson/D. Raycroft/A. Barwacz-Riou)**  
(School Monitoring Reports)

Superintendent Daverne welcomed K. Larson, Principal, D. Raycroft and A. Barwacz-Riou, Associate Principals (Strathmore High School), whom presented the Schools' Education Plan, results achieved and schools involvement with the community. Superintendent Daverne and Chair Price thanked them for their presentation.

**Wheatland Elementary (A. Van Vliet/M. Silver-Rushford)**  
(School Monitoring Reports)

Superintendent Daverne welcomed A. Van Vliet, Principal and M. Silver-Rushford, Associate Principal (Wheatland Elementary School), whom presented the Schools' Education Plan, results achieved and schools involvement with the community. Superintendent Daverne and Chair Price thanked them for their presentation.

**ADJOURNMENT**

**Resolution #BD20161213.1007**  
**MOVED by Trustee Bazant** that the meeting adjourn at 3:32 p.m.

**Carried**

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Secretary-Treasurer

Draft



**FIELD TRIP STUDIES/STUDENT EXCURSION**  
**Prairie Christian Academy**

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

**January 24, 2017**

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**Background:**

Prairie Christian Academy requests permission, in accordance with Administrative Procedure 260 and Board Policy 2, for an international high school field trip to Disneyland, Los Angeles/Anaheim California from April 19, 2017 to April 23, 2017. The trip will involve 14 Prairie Christian Academy Sr. High Band students, and no school will be missed due to spring break.

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

**Statement of Educational Purpose:**

*The purpose of this the International trip to Disneyland Los Angeles and Anaheim California is for Sr. High Band Students to perform in the Disney Canadian/American Band Festival. The Students will take part in a recording workshop, an adjudicated performance on the Disneyland Stage and will collaborate with many other students and teachers in a mass band performance at Disneyland. These performances will take a significant amount of time and preparation.*

**Recommendation:**

That the Board of Trustees approves the proposed high school field studies/excursion for Prairie Christian Academy to Disneyland, Los Angeles/Anaheim California from April 19, 2017 to April 23, 2017 subject to advisory notices from Foreign Affairs and International Trade Canada website [http://www.voyage.gc.ca/countries\\_pays/updates\\_mise-a-jour-eng.asp](http://www.voyage.gc.ca/countries_pays/updates_mise-a-jour-eng.asp) such that if a travel warning is issued prior to the trip and not rescinded before the departure date, the trip will be cancelled and parents must be advised that this will be the case.

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Bevan Daverne  
Superintendent of Schools



**ITINERARY  
PRAIRIE CHRISTIAN ACADEMY  
CANADIAN ANAHEIM MUSIC FESTIVAL  
April 19-23, 2017**

Wed  
April 19

**CALGARY, AB | ANAHEIM, CA**

This morning, make your way to the Calgary International Airport in time to check-in for your flight to **Los Angeles**. Upon arrival at LAX Airport you will be met by an **Affinity Group Tours Representative** who will help you collect your luggage and then escort you to your hotel.

**4 nights' moderate accommodation in Anaheim at:**

**SpringHill Suites by Marriott**

**Address: 1801 S Harbor Blvd, Anaheim, CA 92802, United States**

**Phone: +1 714-533-2101**

Each student will receive a **3-Day "Park Hopper Pass"** which allows admission into both the Disneyland and the California Adventure Park on **three days**. This afternoon walk to Disneyland and start using your 3 day pass!

Thurs  
April 20

**LOS ANGELES**

**Breakfast is included.** After breakfast depart for a visit to the **Grammy Museum**, once here you will have hands on learning on the four floors of the amazing museum, with its interactive exhibits from music's past. Afterwards your **LA step on guide** will take you on a tour of famous **Hollywood Boulevard** and with the Walk of Fame, Mans Chinese Theatre and views of the Hollywood Sign. After your brief stop on Hollywood BLVD, depart to the **LA Farmers Market and the Grove for lunch** (own expense) with a surprise stop along the way. After lunch your motor coach will take you the **Santa Monica Pier** where you will have free time to explore the famous pier and the beach. Tonight have a **group dinner at Bubba Gump Shrimp Co.** (included) on the pier before returning to your Anaheim hotel.

Fri  
April 21

**ANAHEIM**

**Breakfast is included.** After breakfast, students walk to the Main Gate Entrance at Disneyland. Meet your "**Canadian Anaheim Music Festival**" Representative for your scheduled event. Today, each of your ensembles Band and Choir will participate in a **90-minute Recording Workshops** along with students from the other schools. Here you will perform pieces of Disney music to the corresponding Disney animated film. This afternoon, be an **audience member** for another school as they perform their 20-minute Adjudicated Performance. Afterwards, spend the evening enjoying the arts and entertainment that Disney is famous for.

Sat  
April 22

**ANAHEIM, CA**

**Breakfast is included.** Today, each of your ensembles Band will enjoy a **20-minute Adjudicated Performance on stage in either Disneyland or California Adventure Park**, followed by a 20 minute **Mini-Clinic** with a professional Disney Musician. During the afternoon **Canadian Anaheim Music Festival** participants will take part in **Mass Band and Choir** with a very special guest **Disney Conductor!** Enjoy a few hours in the parks before attending this evenings **Closing Ceremonies Dinner!** Afterwards there will be time to return to the parks to take in **World of Color** or the famous **Disney Fireworks!**

Sun  
April 23

**ANAHEIM, CA | CALGARY, AB**

**Breakfast is included.** This morning, transfer to the Los Angeles Airport for your flight back to Calgary. Upon arrival collect your luggage and your trip to the **Canadian Anaheim Music Festival** at the Disneyland Resort has come to a close.



## TROCHU OUTREACH BUILDING

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

**January 24, 2017**

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### **Background:**

The Town of Trochu has provided Golden Hills with a letter indicating their interest in the transfer of property of Trochu Valley Outreach School.

At the September 19, 2016 Board of Trustees meeting the Board of Trustees passed a motion to deem the Trochu Outreach building and land a surplus to Golden Hills School Board's needs as per BD20160919.1007.

At the September 19, 2016 the Board of Trustees passed a motion to consider selling the Trochu Outreach building and land to the Town of Trochu for one dollar, pending ministerial approval as per BD20160919.1008.

On December 22, 2016 Ministerial approval for the transfer of the Trochu Outreach Building and property was granted.

### **Recommendation:**

That the Board of Trustees moves to approve the transfer of land of the Trochu Outreach building to the Town of Trochu.

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Bevan Daverne  
Superintendent of Schools



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

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

January 24, 2017

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### **Background:**

Crowther Memorial Junior High School requests permission, in accordance with Administrative Procedure 260 and Board Policy 2, for a school field trip to Eastern Canada from Saturday, May 13 and return on Friday, May 19, 2017. The trip offers students the opportunity to travel to Niagara Falls, Toronto, Ottawa, Montreal and Quebec City. The trip will involve 110 students and adult chaperones. Both male and female teaching staff members are included in the chaperone numbers. Students will miss 5 days of schools.

Educational purpose will cover items such as:

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

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

### **Recommendation:**

That the Board of Trustees receives this as information.

A handwritten signature in blue ink, appearing to read "Bevan Daverne", is written over a horizontal line.

Bevan Daverne  
Superintendent of Schools

## EASTERN CANADA ITINERARY SAMPLE

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

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

Monday	
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<u>Time</u>	<u>Activity</u>
6:45 am	Depart Symmes Jr. High
7:00 am	Breakfast- Chez Cora, Rue Gamelin

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**BUS ONE**

8:35 am	Parliament Tour
10:00 – 12:00	War Museum

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**BUS TWO**

8:45 am	Parliament Tour
10:00-12:00 pm	Bike Tour

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12:15-1:00 pm	Lunch with MP's – West Bloc 200
1:30 pm	Question Period Security Check In
2:00-3:00 pm	Question Period
3:30-5:30 pm	Dow's Lake
5:30pm	Hard Rock Café – Byward Market – Burger Buffet
7:30-9:00 pm	Swim/Shower University of Carleton
9:30pm	Symmes Junior High School

Tuesday	
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<u>Time</u>	<u>Activity</u>
7:15 am	Depart Symmes Jr. High
7:30 am	Breakfast-Chez Cora - Gatineau

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**BUS ONE**

9:00-11:00 am	Museum of Civilization
11:30-1:00	National Art Gallery
1:00 – 2:00 pm	Lunch Rideau Centre
2:00 – 4:00 pm	Bike Tour

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**BUS TWO**

9:00-11:00 am National Art Gallery  
 11:30-1:00 pm Museum of Civilization  
 1:00 – 2:00 pm Lunch Rideau Centre  
 2:30 - 4:30 pm War Museum

4:30-5:30 Major's Hill Park  
 5:30 pm Dinner – Hard Rock  
 7:00 pm Ghost Walk  
 9:00 pm Accommodation, Symmes Junior High School  
 Aylmer, Quebec

**Wednesday**

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

**Thursday**

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

**Friday**

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



## FIRST QUARTERLY FINANCIAL REPORT

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

**January 24, 2017**

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### **Background:**

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

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

The Quarterly Financial Report for September 2016 – November 2016 will be discussed at the Board Meeting.

### **Recommendation:**

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

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

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Bevan Daverne  
Superintendent

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

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Tahra Sabir  
Secretary-Treasurer

Golden Hills School Division No.75



# 1st Quarterly Report - DRAFT

**September 2016 – November 2016**

Prepared by the Finance Department for the January 24, 2016 Board Meeting

## **Purpose of Quarterly Report**

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

## I CONTEXT

The first quarterly financial report lists revenues and expenditures recorded to **November 30, 2016**, which represent the first **three** months of the fiscal year. The number of months expended in the 1<sup>st</sup> quarter are three (3); therefore the normal benchmark for comparison is 25% (3/12 months) or 30% (3/10) months for some categories.

The updated 2016-17 Budget was submitted to Alberta Education November 23, 2016 and budget points of reference are from the November 30, 2016 fall budget submitted.

## II. ACTUALS AND COMPARISON TO BUDGET

### A.

Golden Hills School Division No.75							
Statement of Revenue and Expenses							
Budget vs. Actual Variance							
Period - September 1, 2016 - November 30, 2016							
	Initial 2016/17 Annual Budget submitted June 30, 2016	Revised 2016/17 Annual Budget submitted Nov 30, 2016	Prorated Budget for Q1	YTD Actuals 2016/2017 -Q1	YTD Budget Variance-Q1	% Budget Rec'd/Used	Management Benchmark %
<b>Revenues</b>							
Alberta Education	71,877,143	70,917,593	17,729,398	17,542,213	(187,185)	25%	25%
Federal Government and/or First Nations	1,415,106	1,418,092	354,523	438,650	84,127	31%	25%
Alberta Municipalities	40,000	40,000	10,000	17,200	7,200	43%	85%
Fees	6,104,013	5,328,950	1,332,238	1,968,765	636,528	37%	35%
Other Revenues	300,017	1,362,264	340,566	1,211,124	870,558	89%	25%
Amortization	2,057,182	2,913,297	728,324	781,532	53,208	27%	25%
<b>Total Revenues</b>	<b>81,793,461</b>	<b>81,980,196</b>	<b>20,495,049</b>	<b>21,959,484</b>	<b>1,464,435</b>	<b>27%</b>	<b>26%</b>
<b>EXPENSES</b>							
Certificated Salaries and Benefits	47,238,227	48,119,379	12,029,845	11,202,335	827,510	23%	24%
Non-Certificated Salaries and Benefits	15,461,170	15,914,839	3,978,710	4,183,094	(204,384)	26%	27%
<b>Sub-Total</b>	<b>62,699,397</b>	<b>64,034,218</b>	<b>16,008,555</b>	<b>15,385,429</b>	<b>623,125</b>	<b>24%</b>	<b>25%</b>
Supplies and Services	17,230,453	15,690,358	3,922,590	5,973,137	(2,050,548)	38%	30%
Amortization	4,244,598	4,255,559	1,063,890	1,141,045	(77,156)	27%	25%
Interest Charges	90,000	90,000	22,500	19,962	2,538	22%	25%
<b>Total Expenses</b>	<b>84,264,448</b>	<b>84,070,135</b>	<b>21,017,534</b>	<b>22,519,574</b>	<b>(1,502,040)</b>	<b>27%</b>	<b>26%</b>
<b>Surplus/(Deficit)</b>	<b>(2,470,987)</b>	<b>(2,089,939)</b>	<b>(522,485)</b>	<b>(560,089)</b>			
<b>POSITIVE/(NEGATIVE) BUDGET VARIANCE</b>					<b>(37,605)</b>		

*Notes: Overall, a Deficit of -\$560K for the first quarter is well within the expected range for the projected deficit budget planned for the 2016-17 fiscal year.*

**B. NOTES ON COMPARISON TO BUDGET – REVENUES**

The overall **\$560 K** year-to-date excess of expenses over revenues along with the minor negative budget variance of approximately **\$38 K** are, in part, the result of the following:

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

Alberta Education non-monthly Grant Revenues Received in Q1		
Name of Grant	Amount Received	% of Grant Received
Building Collaboration/Capacity in Education	\$ 51,925	100%
Regional Collaborative Service Delivery	\$ 642,088	58%
RCSD - Other Provincial Allocation	\$ 135,996	100%
Supernet grant	\$ 139,992	58%
Family School Resource Counseling	\$ 57,941	25%
Total	<u>\$ 1,027,942</u>	

- Revenues from Alberta Education have contributed to the overall revenue variance by \$588K (1,028K less a 3-month calculated equivalent of 440K), primarily due to certain grants being received in lump amounts covering more than 3 months of revenues.
- Included in the first quarters' operations are the following:
 

SGF Revenues	\$1,401,924
SGF Expenses	<u>-\$1,296,432</u>
Unexpended	\$ 105,492

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

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

Total Certificated Salaries and Benefits for the 1<sup>st</sup> quarter were **\$11,202,335** (23% of a \$47.2M budget) which is less than what the budget would permit by the 1<sup>st</sup> quarter primarily because benefit costs are lower in the 1<sup>st</sup> quarter and higher in January then drop off as maximums on premiums are reached. As well, hiring of staff occurs throughout the 1<sup>st</sup> quarter so labour costs are typically lower than budget at the start of the fiscal year.

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

**Non-Certificated Salaries and Benefits**

Total Non-Certificated Salaries and Benefits for the 1<sup>st</sup> quarter were **\$4,183,094** (26% of a \$15.5M budget) which is slightly above the budget; however, a significant portion of non-certificated staff is paid over 10 months and not 12 months; therefore the expenditure is higher for first 10 months but decreases in the last TWO months.

*The variance of -\$204K will be monitored over the next quarter; however, because of the decreased payroll costs over the summer months, we anticipate this cost to balance itself at year-end.*

**Supplies and Services**

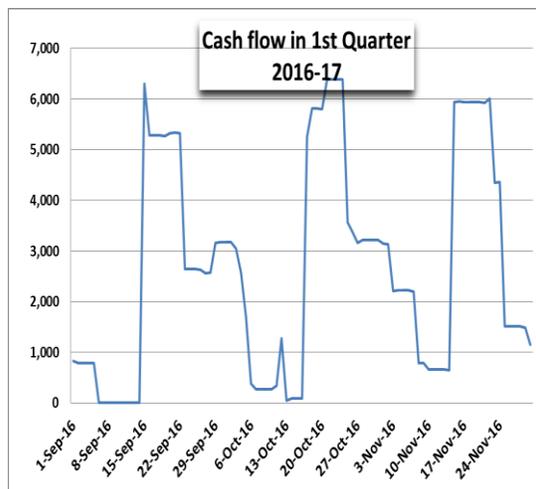
Supplies and services year-to-date are **\$5,973,137** (38% of \$17.2M budget). Because many of these costs occur over a 10-month school year and not the 12-month fiscal year, this results in higher costs in the first 3 quarters and lower costs in the 4<sup>th</sup> quarter. Department managers will continue to carefully monitor their budgets throughout the year to ensure they stay within their spending limits.

- Overall, supply costs year-to-date at November 30<sup>th</sup> is slightly less compared to the same time period last year by \$47K. However, because the supply & services budget was reduced at the fall update, these expenses will need to be carefully monitored and brought to a level which each budget will support.*

**III AVERAGE SOURCE AND USE OF CASH**

A. Approximate average monthly cash flow values as at November 30, 2016:

Statement of Cash Flow	
Grants	6,475,000.00
Account Receivable	525,000.00
<b>Total Cash In</b>	<b>7,000,000.00</b>
Accounts Payable	4,200,000.00
Payroll	3,900,000.00
<b>Total Cash Out</b>	<b>8,100,000.00</b>



Included in the Grants as well as the Accounts Payable are monthly operating grants and monthly grant amounts for capital projects.

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

Cash is critical for short-term operations as it pays the salaries and vendors, which comprises the largest part of the budget. Note: as of November 30, 2016, **\$5.25M** of the cash balance has been invested into 6-12 month GIC's to obtain more favourable investment returns, of which \$2.75M will mature within 30 days of quarter end.

We continue to enlist the services of two Institutional Cash Management Financial Advisory Teams – Raymond James Ltd. as well as RBC Dominion Securities. As at November 30<sup>th</sup>, we had **\$4.5M** invested in GIC's with Raymond James and **\$0.75M** with RBC Dominion, with maturing dates ranging from December 8'2016 to April 19'2017, earning yields ranging from 1.40%-1.77%.

C. **Other Notes:**

Depreciation is a method of recovering the cost of a *tangible asset* over its useful life for example a building. Amortization is the same process as depreciation, only for *intangible* assets - items that have value, but that you can't touch. For example, a patent or a trademark has value, as does goodwill. In addition, amortization also has a meaning in paying off a debt, like a mortgage, but in the current context it has to do with business assets. Overall, amortization is a more general term which may apply to both tangible and intangible assets and/or liabilities, whereas, depreciation is a term restricted to tangible assets only.

#### IV. REVENUE AND EXPENSES BY ENVELOPE

##### SEPTEMBER 1, 2016 – NOVEMBER 30, 2016

#### A.

GOLDEN HILLS SCHOOL DIVISION #75									
Revenue and Expenses by Envelope									
From September 1, 2016 - November 30, 2016									
REVENUE FROM	SGF	ECS -Grade 12	Operations and Maintenance	Transportation	Board and System Admin	External Services	Total	% Budget Rec'd / Used	Management Benchmark %
ALBERTA EDUCATION		14,607,397.71	1,325,001.66	902,914.36	641,308.02	0.00	17,476,621.75	25%	25%
OTHER - GOVERNMENT OF ALBERTA		57,941.00	7,650.02	0.00	0.00	0.00	65,591.02	25%	25%
FEDERAL GOV'T AND/OR FIRST NATIONS		376,149.80	62,500.00	0.00	0.00	0.00	438,649.80	31%	25%
ALBERTA MUNICIPALITIES/SCHOOL AUTH.		17,200.00	0.00	0.00	0.00	0.00	17,200.00	43%	50%
INSTRUCTIONAL RESOURCE FEES		297,479.00		0.00	0.00	0.00	297,479.00	77%	75%
FEES	411,796.02	0.00				1,259,490.45	1,671,286.47	28%	25%
FUNDRAISING REVENUES -SGF	257,112.49						257,112.49	34%	30%
OTHER SALES AND SERVICES	724,667.46	0.00	0.00	6,685.15	4.00	31,981.92	763,338.53	30%	30%
INVESTMENT INCOME		0.00		0.00	55,427.78	0.00	55,427.78	100%	100%
GIFTS AND DONATIONS -SGF	8,348.07	54,178.28	0.00	0.00	0.00	0.00	62,526.35	36%	30%
RENTAL OF FACILITIES		240.50	27,778.27	0.00	0.00	0.00	28,018.77	26%	30%
OTHER REVENUES		34,700.00	2,500.00	7,500.00	0.00	0.00	44,700.00	35%	30%
AMORTIZATION OF CAPITAL ALLOCATIONS		33,971.76	747,560.46				781,532.22	38%	25%
<b>TOTAL REVENUES</b>	<b>1,401,924.04</b>	<b>15,479,258.05</b>	<b>2,172,990.41</b>	<b>917,099.51</b>	<b>696,739.80</b>	<b>1,291,472.37</b>	<b>21,959,484.18</b>	<b>27%</b>	<b>26%</b>
<b>EXPENDITURES</b>									
CERTIFICATED SALARIES		9,271,721.51	0.00	0.00	97,287.47	0.00	9,369,008.98	25%	25%
CERTIFICATED BENEFITS		1,826,151.72	0.00	0.00	7,174.19	0.00	1,833,325.91	21%	25%
NON-CERTIFICATED SALARIES & WAGES		1,900,802.27	554,936.29	521,630.14	256,712.93	114,137.99	3,348,219.62	28%	26%
NON-CERTIFICATED BENEFITS		558,451.83	143,022.03	54,655.79	55,243.13	23,501.72	834,874.50	27%	26%
SERVICE, CONTRACTS AND SUPPLIES	1,296,431.99	2,150,039.15	836,904.04	353,163.15	271,612.50	1,064,986.53	5,973,137.36	35%	30%
AMORTIZATION		55,461.12	822,032.91	207,715.50	21,030.63	34,805.31	1,141,045.47	33%	25%
INTEREST CHARGES		518.50	0.00	0.00	6,750.00	12,693.23	19,961.73	21%	25%
<b>TOTAL EXPENSES</b>	<b>1,296,431.99</b>	<b>15,763,146.10</b>	<b>2,356,895.27</b>	<b>1,137,164.58</b>	<b>715,810.85</b>	<b>1,250,124.78</b>	<b>22,519,573.57</b>	<b>27%</b>	<b>26%</b>
<b>POSITIVE/-NEGATIVE VARIANCE TO DATE</b>	<b>105,492.05</b>	<b>(283,888.05)</b>	<b>(183,904.86)</b>	<b>(220,065.07)</b>	<b>(19,071.05)</b>	<b>41,347.59</b>	<b>(560,089.39)</b>		

#### B. ANALYSIS OF REVENUE/ EXPENSES BY ENVELOPE

##### 1. Instruction

- A negative variance within the Instruction envelope occurred primarily because of the non-certified benefit cost is higher than budgeted.
- Instructional Resource Fees are collected at the schools and a process is in place for monthly submission by the schools to include in the quarterly reports.

- Analysis of collection of Instructional Resources Fees (current year) as at November 30, 2016 is as follows:

Invoiced	Collected	Waived
\$296,919	\$172,293 (58.0%)	\$1,767 (0.6%)

- Note: Resource fees for 2016-17 have remained the same as 2015-16, which had been reduced by 50% from the 2011-12 rates. In the previous year, collections of Resource Fees were 55.9% at November 30, 2015.

*Year-to-date collections have been roughly the same as the previous year. Collections have improved with the introduction of KEV with roughly 50% of all parents utilizing the payment-on-line option for school fees.*

## 2. Plant Operations and Maintenance (POM)

Golden Hills School Division No.75					
Statement of Revenue and Expenses - Comparison to Budget					
Plant Operations and Maintenance					
Period - September 2016 - November 2016					
Revenues	Total Budget Yr 2016/2017	YTD Actuals Yr 2016/2017	Budget Remaining	% Budget Used	Management Benchmark %
Alberta Education	6,549,114.00	1,325,001.66	5,224,112.34	20%	25%
Other Revenues	560,917.00	100,428.29	460,488.71	18%	25%
Amortization	2,913,297.00	747,560.46	2,165,736.54	26%	25%
<b>Total Revenues</b>	<b>10,023,328.00</b>	<b>2,172,990.41</b>	<b>7,850,337.59</b>	<b>22%</b>	<b>25%</b>
<b>EXPENSES</b>					
Non-Certificated Salaries and Benefits	2,766,708.00	697,958.32	2,068,749.68	25%	25%
<b>Sub-Total</b>	<b>2,766,708.00</b>	<b>697,958.32</b>	<b>2,068,749.68</b>	<b>25%</b>	<b>25%</b>
Supplies and Services	4,861,081.00	836,904.04	4,024,176.96	17%	25%
Amortization	3,106,910.00	822,032.91	2,284,877.09	26%	25%
<b>Total Expenses</b>	<b>10,734,699.00</b>	<b>2,356,895.27</b>	<b>8,377,803.73</b>	<b>22%</b>	<b>25%</b>
<b>POSITIVE/(NEGATIVE) VARIANCE</b>	<b>-711,371.00</b>	<b>-183,904.86</b>			
<b>YTD Actuals breakdown</b>	<b>YTD @ Nov. 30, 2016</b>				
NON-CERTIFICATED SALARIES & WAGES	554,936.29				
NON-CERTIFICATED BENEFITS	143,022.03				
TOTAL LABOUR EXPENSE	<b>697,958.32</b>				
SERVICE, CONTRACTS AND SUPPLIES	836,904.04				
INTEREST CHARGES	-				
AMORTIZATION	822,032.91				
TOTAL SERVICE & SUPPLIES	1,658,936.95				
<b>TOTAL EXPENSES</b>	<b>2,356,895.27</b>				

A negative variance of approximately \$184 K at the end of the 1<sup>st</sup> quarter is primarily the result of the higher spending (\$250K) on Building Repairs & Maintenance, including IMR project spending. However, there is a insurance refund of \$124.5K from the TCA flooding which has not been recorded until its receipt in December.

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

### 3. Transportation

Golden Hills School Division No.75					
Statement of Revenue and Expenses - Comparison to Budget					
Transportation					
Period - September 1, 2016 - November 30, 2016					
Revenues	Total 2016-17 Budget	YTD Actuals	Budget Remaining	% Budget Used	Management Benchmark %
Alberta Education	3,744,000	902,914	2,841,086	24.1%	25.0%
Other Revenues	50,000	14,185	35,815	28.4%	25.0%
<b>Total Revenues</b>	<b>3,794,000</b>	<b>917,100</b>	<b>2,876,900</b>	<b>24.2%</b>	<b>25.0%</b>
<b>EXPENSES</b>					
Non-Certificated Salaries and Benefits	2,116,657	576,286	1,540,371	27.2%	27.0%
<b>Sub-Total</b>	<b>2,116,657</b>	<b>576,286</b>	<b>1,540,371</b>	<b>27.2%</b>	<b>27.0%</b>
Services and Supplies	1,320,653	353,163	967,490	26.7%	27.6%
Amortization	735,258	207,716	527,543	28.3%	25.0%
<b>Total Expenses</b>	<b>4,172,568</b>	<b>1,137,165</b>	<b>3,035,403</b>	<b>27.3%</b>	<b>26.0%</b>
<b>POSITIVE/(NEGATIVE) VARIANCE</b>	<b>(378,568)</b>	<b>(220,065)</b>			
<b>Variations in Services and Supplies</b>					
	Budget	Actual	% of Budget Used	Management Benchmark %	
Contracted Bus Services	190,000.00	45,540.24	24%	30%	
Fuel	640,000.00	139,191.14	22%	30%	
Other supplies	490,653.00	168,431.77	34%	25%	
Total	1,320,653.00	<b>353,163.15</b>	27%	28%	

- a. For the first quarter, a negative YTD variance of **-\$220 K** can be attributed to the following:
- Transportation expends its budget over a **10 month period** vs. a 12 month period. Both salaries and supplies expenses are higher for 10 months than the projected July and August expenditures while revenues are recorded over a 12 month period.

- b. No transportation fees were charged nor will be charged in fiscal 2016-17, as was the case in the previous three fiscal years.

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

*Due to reduced funding, it is anticipated there will be a deficit in transportation, at year-end, of approximately \$-380K which will be covered by operating reserves. Overall, with careful monitoring of expenses throughout the year, we anticipate Transportation to meet its budget target by year-end.*

#### 4. Board and System Administration

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

System administration is on target with only a small negative variance of **\$-19K** for the first quarter. This is not enveloped funding, rather systems are permitted to spend to a maximum of 3.6% of their expenditures, where the total net enrolment of students is over 6,000. Amounts spent over the limit may be subject to claw back. In effect, the formula has a built in mechanism for reducing Board and System Administration when overall expenses decrease. As system expenditures decrease, the formula for Board and System Administration automatically decrease. Historically, this envelope is under 3.6%.

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

<b>SUMMARY STATEMENT OF REVENUES AND EXPENSES</b>						
<b>BOARD OF TRUSTEES</b>						
<b>BUDGET vs. ACTUAL</b>						
<b>FOR THE PERIOD OF SEPTEMBER 1, 2016 TO NOVEMBER 30, 2016</b>						
<b>Expense</b>		<b>ANNUAL BUDGET</b>	<b>YTD ACTUALS</b>	<b>BUDGET REMAINING</b>	<b>% BUDGET USED</b>	
Budgeted Revenues		177,600.00	177,600.00	-	100%	
<b>TOTAL REVENUES</b>		<b>\$ 177,600.00</b>	<b>\$ 177,600.00</b>	<b>\$ -</b>	<b>100%</b>	
Trustee Earnings and Benefits		127,900.00	28,611.88	99,288.12	22%	
Trustee Travel & Supplies		49,700.00	6,070.86	43,629.14	12%	
<b>TOTAL EXPENSES</b>		<b>\$ 177,600.00</b>	<b>\$ 34,682.74</b>	<b>\$ 142,917.26</b>	<b>20%</b>	

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

## 5. External Services

For the first quarter, External Services has a positive variance of **+\$41K**.

External Services includes International Services, joint use agreements and external contract service agreements. Included within this period is the recognition of **\$1,259,490** of ISS tuition fee revenues of which **\$990,199** was originally recorded as Deferred Revenue at prior year end. ISS Revenues are received in unequal amounts throughout the year, much of it in the first few months. As a result, this revenue is pro-rated to each quarter based on an estimation of related expenses (35/30/25/10), while expenses are recognized when they occur.

*A break-even for External Services is anticipated for year-end.*

### *QUARTERLY SUMMARY*

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

*Overall, GHSD appears to be on track and is aligned with meeting the Board's November 30, 2016 approved and submitted budget (\$2.1 deficit). A planned deficit budget will be covered by our operating reserves.*



**REGIONAL COLLABORATIVE SERVICE DELIVERY (RCSD)**  
*"Inspiring confident, connected, caring citizens of the world"*

**January 24, 2017**

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**Background:**

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

**Recommendation:**

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

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

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Bevan Daverne  
Superintendent

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

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Dr. Kandace Jordan  
Associate Superintendent of Schools



## REGIONAL COLLABORATIVE SERVICE DELIVERY (RCSD) MONITORING REPORT

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

Resource Person: Deborah Nunziata

January 24, 2017

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### REPORTING PERIOD: 2015-2016

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

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

Provincially, the two main objectives of the RCSD are:

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

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

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

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

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

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

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

Key events of 2015-2016:

- Regional trauma and higher brain functioning training to over 125 participants.
- 2015-2016 funding allocations to regions for First Nations funding.
- Agreement and consensus of core services within the Region and a commitment to maintain this focus for the next year.
- Continued mutual respect and collaboration within Regional Leadership Team.
- Development of more engagement with the Regional Executive Team
- Improved referral processes with the Region.

#### **SUMMARY and IMPLICATIONS:**

In Golden Hills School Division, the RCSD continues to support five fully or partly-funded programs within the three broad support areas of emotional/behavioural, speech/language, and medical. The majority of the funding is allocated to the emotional/behavioural programs (65%), followed by speech/language (30%), and then medical (5%). Below is a description of each program along with numbers of users where appropriate.

**Anchors Treatment Program:** Children who's mental health needs and behavioural difficulties interfere significantly with their learning can benefit greatly from the educational programming and therapeutic support provided by the Anchors Program. RCSD funding supports educational assistants and psychological consultants who work together to develop Individualized Program Plans (IPPs) for every student. IPPs are crucial to student success because they outline the specific goals, strategies and accommodations necessary to meet student needs. Educational assistants play a vital role in supporting students in their regular classroom environment where they can practise their skills and work toward full reintegration – a model which supports the Inclusive Education philosophy encouraged by Alberta Education. Thirty extremely complex students were served by programs at the elementary and junior high levels in 2015-2016. This corroborates the necessity of a program such as Anchors being critical not only for the development and nurturing of these complex children, but it also serves a broader purpose in that it supports the school climate as a whole. If a program such as this were not offered, the impact on the student body and the influence to overall wellness of the school would be in jeopardy.

**Communication Assistants:** Prior to the RCSD, student speech needs were primarily addressed through consultation services from Speech Language Pathologists (SLP) with limited resources available for direct treatment. RCSD funds continue to be allocated to enhance the amount of speech treatment support for children in the classroom through the funding of Communication Assistants. Under the supervision of SLPs, Communication Assistants provide direct treatment to children diagnosed with speech language disorders. Communication Assistants work primarily with elementary-aged children and older children dependent upon the needs and the resources available.

**Connections:** The Connections program creates a much-needed link to providing local access to a Child/Adolescent Psychiatrist (Dr. Besant) for students with complex health and/or mental health needs. Teachers, Student Services consultants, Family School Community Resource counsellors, Mental Health workers and families all have the opportunity to team with medical professionals to provide multi-disciplinary assessment and intervention for student health/mental health needs. The clinic is held in Strathmore 1-2 times a month to meet as team to develop a multidisciplinary plan to support the student. In turn, families receive support without travelling to a major centre or enduring a long wait list. During the 2015-2016 operating year, 68 children and youth were serviced through the Connections program.

**Family School Community Resource Counselling Program (FSCRC):** Partly funded through RCSD in the Wheatland area, FSCRC provides counselling support to children and their families and, when appropriate, access to community services. In 2015-2016, approximately 878 students and their families were served through this program. Individualized Intervention Plans are developed for each student, outlining specific parent/guardian, teacher and student goals. There were approximately 65 targeted intervention groups and close to 200 classroom presentations. Many of the groups were co-facilitated with other service providers such as AHS – Additions and Mental Health. The primary reasons for referral to the program include challenges with behaviour, emotional regulation, peer relationships, family issues, and addictions. The program was also instrumental in helping over 235 students and their families connect with agencies and service providers in the community.

**Psychological Services:** Thanks to RCSD funding, Golden Hills was able to support partial funding towards our psychological services in Golden Hills for 2015-2016. As a district, accessing this kind of support is essential in the programming for children and youth with unique emotional, behavioural and academic needs. The psychologist provided consultation and support services including, psycho-educational assessments, and capacity building with staff and students, consultation in program planning and support in student individual program plans.

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

**CEC RCSD DATA COLLECTION**  
**[as per RCSD 2015-2016 Annual Report]**

<b>1. Number of supports and services requested</b>	<b>1840</b>
<b>2. Number of individualized plans delivered</b>	<b>1840</b>
<i>An Individualized Plan in this context is one plan per child receiving services from RCSD service providers.</i>	

**FINANCIAL IMPLEMENTATIONS**

Overall CEC RCSD funding for 2014-2015 was \$1,182,086.17 (that includes RCSD regional manager allocation of \$100,000.00) Golden Hills School Division’s allocation was 60% of the three school allocations or approximately 40% of the total Partnership’s funding with total expenditures of \$1,150,593.92, with a net revenue over expenses of \$31,492.25.

**CONCERNS/ISSUES**

RCSD funding levels remained fairly consistent with no substantial increase in consideration of yearly increases to operating costs (wages, travel, economy) and issues of staff retention in rural areas. A concern is the pending loss of Hold Harmless funding in June 2017.

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

The CEC RCSD challenge remains working with low incidence children and adolescents. As these needs tend to be very specialized, providing the right resources and interventions at the right time is difficult. For example, after an assessment by the Vision Consultant, CEC RCSD approached the Calgary Board of Education to provide some specialized Speech Language Support to school staff, the local AHS practitioners, and the parents of a student in our Region. The request for assistance was turned down with minimal options. The Vision Consultant and AHS Care Manager were able to discuss a viable option to support the needs of the child. To manage this challenge, the RCSD was able to consider other private consultants that were outside the CEC Region.

An inherent challenge within RCSD is continuously meeting the various needs of children and youth; and meeting the skillset needs of school staff and service providers. The challenge is providing the right service or resource to a child, youth, or family at the right time. Having a small amount of unallocated budget provides at least some flexibility to address a current and identified need.



## SPECIAL/INCLUSIVE EDUCATION

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

January 24, 2017

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### **Background:**

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

### **Recommendation:**

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

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

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Bevan Daverne  
Superintendent

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

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Dr. Kandace Jordan  
Associate Superintendent of Schools



## SPECIAL/INCLUSIVE EDUCATION MONITORING REPORT

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

Resource Person: Deborah Hinds-Nunziata

January 24, 2017

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**REPORTING PERIOD: 2015-2016**

### OVERVIEW

The province of Alberta has a philosophy of *inclusion to meet the needs of diverse learners*. Inclusion is a way of thinking and acting that demonstrates universal acceptance and promotes a sense of belonging for all learners. Golden Hills School Division facilitates an evolving and systemic model of inclusive education to support all students in reaching their full learning potential. The division is committed to the provision of a high quality continuum of support using a tiered approach to prevention and intervention, which began with evidence-based assessment and instructional practice.

### WHO DO WE SERVE?

All students within GHSD demonstrate differences in their interests, aptitudes and competencies and teachers provide the appropriate level of support needed for them to be successful in learning. Many of these students meet criteria for an Alberta Education Special Needs designation because of the developmental disability, learning difficulty and social-emotional (Behavioral) challenges. In 2015-2016 under the existing coding criteria, 679 students were designated mild-moderate learning needs and 298 students were identified as having severe needs (including ECS). In addition, 152 students were coded as English Language Learners.

### SUMMARY & IMPLICATIONS

The principles of inclusive education as outlined by Alberta Education are used to inform and guide GHSD policies, and practices related to meeting the needs of diverse learners.

1. ***Anticipate, Value and Support Diversity and Learner Differences.*** Welcoming, caring, respectful and safe learning environments create a sense of belonging for all learners and their families. Educational staff are aware of the importance of school connectedness and are continually exploring creative ways to promote belonging and meaningful inclusion with their community schools. For example, students in the Anchor and Strive program at Crowther Memorial Jr. High work with staff to run the school canteen. At Strathmore High School Strive students are members of student council and participate in a variety of school clubs and teams. Students in the specialized STRIVE program at Three Hills School are active participants in all aspects of

school life. They have representation on the school's student council, spearhead fundraising for children less fortunate, and are active leaders in the school's recycling program.

2. **High Expectations for All Learners.** Creating a culture of high expectations begins with an accessible curriculum and meaningful and relevant learning experience. All students with the exceptional needs codes and many others are provided with Individualized Program Support Plans that reflect the goals of students, their families and teachers, and document the supports that will be provided to meet their goals. IPP/ISP's are monitored regularly to ensure students are experiencing success. Educators and their families act on the idea that with the right instructional supports every student can be successful.
3. **Understand Learners' Strengths and Needs.** Meaningful data is gathered and shared at all levels of the system by teachers, families, Educational Assistants, Family Community Support Counsellors, Alberta Health professionals and other community agencies, to understand and respond to the strengths and areas of need for individualized learners. In 2015-2016 over 130 psychoeducational assessments were administered by the Student Services team.
4. **Reduce Barriers Within Learning Environments.** All education partners work together to identify and reduce barriers within the curriculum, the learning environment and for instructions that are interfering with students' ability to be successful learners and to participate in the school community. Teachers/Educational Assistants are provided with ongoing support by Learning Coaches and Educational Consultants to be able to differentiate curriculum so it is accessible for all students in their classroom. GHSD provides a continuum of learning supports, including targeted groups, early literacy, numeracy, Learning to Learn, Resource Room i.e. Math Boost and Specialized Instructional Setting (Strive, Anchor, Learning Assistance). The GHSD maintenance team does an excellent job in ensuring physical spaces are accessible by all. In 2015-2016 in partnership with RCSD and Flood Recovery program, a state of the art multisensory environment was built at Three Hills school, Strathmore High School and Crowther Memorial Jr. High school. Multisensory environments at Westmount and Greentree schools were upgraded with new equipment. Students in Golden Hills School Division are fortunate to have access to innovative assistive technology, and students, educators and parents provide support in how to best use this technology.
5. **Capacity Building.** School leaders, teachers, educational professionals and community partners have ongoing opportunities, relationships and resources that develop, strengthen and renew their understanding, skills and ability to create flexible and responsive learning environments. Golden Hills School Division is a model for its emphasis on capacity building through collaborative days, instructional coaches, professional development opportunities, and often the topic/theme being focused on is related to Inclusive Education. In 2015-2016 the Inclusive Education Administrative Procedure 214 was revised to ensure principals understood the responsibility in this model.
6. **Shared Responsibility.** Golden Hills School Division staff collaborate with families, community service providers, post-secondary institutions, and other government agencies to ensure the success of all learners. Collaborative initiatives supported by GHSD staff in 2015-2016 include:
  - Project Hope
  - Regional Collaborative Service Delivery (complex kids)

- Success in Schools
- PUF/Common Approach

## **FINANCIAL IMPLEMENTATIONS**

The funding received from Alberta Education to support Special/Inclusive Education was \$3,899,616.00 for 2015-2016.

## **CONTINUED ACTION**

Key areas of focus for 2015-2016 as GHSD continues to build on its Inclusive Education service delivery are as follows:

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



## INTERNATIONAL PROGRAM

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

January 24, 2017

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### **Background:**

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

### **Recommendation:**

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

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

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Bevan Daverne  
Superintendent

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

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Dr. Kandace Jordan  
Associate Superintendent of Schools



## INTERNATIONAL PROGRAM MONITORING REPORT

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

Resource Persons:

Jennifer Bertsch, Trish Popel, Joann Natalini, Geoff Ball, Yukie Oe, Jane Gallacher

**January 24, 2017**

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**REPORTING PERIOD: September 2015- August 2016**

### OVERVIEW:

- **Context/ Background**

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

Golden Hills is doing their part to develop 21<sup>st</sup> century competencies and encourage a global perspective and cross cultural understanding among GHSD students. In addition, international dollars support increased numbers of teaching staff and program options for all GHSD students. More than 58% of Golden Hills schools had international students in the 2015-16 school year, with a total of 193 international students taking part in Golden Hills School Division programming (including short-term programming), the majority of which were enrolled in our junior and senior high programs.

Now in its 12<sup>th</sup> year of operation, the International program is a unique and integral part of Golden Hills School Division (GHSD) that since its inception has accommodated more than 2900 students from more than 45 countries.

### SUMMARY & IMPLICATIONS:

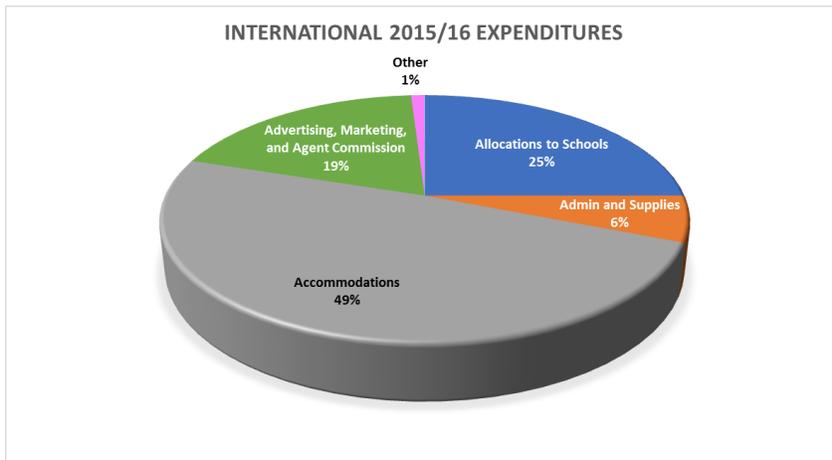
Golden Hills School Division offered these international programs in the 2015-16 school year:

- **Elementary School Programs:** International students continue to thrive in many of our elementary schools, in both short and long-term programs. These students reside in home-stays, or in dormitories.
- **Junior and Senior High School Programs:** Long-term study at the junior and senior high level continues to be our strongest area of interest for international students.
- **Short-Term Programs:** International students enrolled in short-term programs help offset decreases in long-term students. Our short-term programs are important because they contribute financially to our program and allow us to develop new international partnerships

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

**Budget Financial Implications 2015-16:**

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



**Goals, Priorities and Planning for the Future:** Last year \$853,344 in payment transfers was allocated to schools, who in turn decided how best to disperse these funds. This was a decrease over the previous year, due to a decrease in enrollment. In the 2015-16 school year, approximately 90% of this money was used towards certificated staff (approximately 7 certificated teachers).

Global changes such as world health issues, world financial crises and increasing marketplace competition, continue to impact our international programs. For this reason it is imperative that we continue to cultivate quality programs and effective recruitment strategies. During the 2015-16 school year Golden Hills International built upon well-developed existing programs in response to the changing global market. Through regular team meetings, the International Program strives to meet our long-term goals by monitoring progress and developing new ways to improve and nurture the program. Outlined below is a brief summary of the key focus areas and goals and priorities.

Key Focus Area	Goals and Priorities
<p>English Language Learning (ELL)</p>	<p>The ELL/ESL team is a collaborative group consisting of an Instructional Coach, Educational Consultant, ELL program developer, and ELL Learning Academy teacher.</p> <p>Goals and priorities of the team:</p> <ul style="list-style-type: none"> <li>• Continue to provide quality, consistent ELL testing in schools using formal and informal assessments.</li> <li>• Continue enhanced tracking and reporting of ELL English language acquisition.</li> <li>• Provide professional development to staff involved with ELL students: a Moodle website will be available through the Learning Academy early January 2017 to provide GHSD teachers with online access to the Benchmarks, Specific Learning Strategies, Current Research, Professional Development opportunities, and advances in supportive technology for ELL students among other resources.</li> <li>• Continue to provide grading based on Alberta Education Benchmarks to determine each student's English language proficiency using research based strategies.</li> <li>• Continue to support the ELL English proficiency report card (report cards will be issued twice a year). The report cards will be imbedded into the new electronic reporting system that will be piloted during the 2017 school year.</li> <li>• Participate in the Rural ESL collaborative: bi-yearly collaborative meetings with surrounding rural school divisions to discuss ESL needs and supports.</li> <li>• Support professional development opportunities for the ELL team.</li> <li>• Provide support for the successful integration of refugee students entering GHSD schools including resources, strategies, benchmarking and cultural awareness.</li> <li>• Develop an intake document that can be used for students first arriving in a GHSD school.</li> <li>• Support Colony teachers in implementing the Benchmarks and using the results to further support the students English Language Development.</li> <li>• Continue to support Yellow Dragonfly English K-6 ESL program training for students in China.</li> <li>• Develop online ESL programs for Junior High and High school grade levels to be offered through the Golden Hills Learning Academy.</li> </ul>
<p>Specialized Student Programs (i.e. Elite, Global Leader program)</p>	<p>These programs provide:</p> <ul style="list-style-type: none"> <li>• increased choice for parents thereby improving our marketing potential as well as providing extra services and programming to increase the opportunities for success in our program</li> <li>• practicum placement opportunities that encourage unique community/business partnerships and allow students to become important members of a welcoming school and community.</li> <li>• enhanced personalized ELL support, attention and frequent reporting to parents</li> <li>• development of specialized short term programs to accommodate students from other countries (i.e. Colombia).</li> </ul>

Key Focus Area	Goals and Priorities
Homestay/Dormitory Programs	<ul style="list-style-type: none"> <li>• continue to provide information on standards and communication protocols through meetings and handbooks</li> <li>• ensure staffing/supervision models are clearly communicated and modeled</li> <li>• review processes and procedures based on changes with Immigration Canada for student acceptance and placement, and adjust procedures accordingly</li> </ul>
Recruitment and Marketing	<ul style="list-style-type: none"> <li>• Continue to customize short and long-term programs.</li> <li>• Continue to provide agents with orientation materials.</li> <li>• The number of core agents continues to grow (last year contracts were increased to 443).</li> <li>• Continue to improve responsiveness to agent requests (the goal is a 48 hour response time).</li> <li>• Increased active recruitment in multiple markets.</li> <li>• Strengthen relationships in key markets and establish a strong presence in new viable markets.</li> <li>• Reduced dependence on Alberta Education events for recruitment by establishing our own market connections.</li> <li>• Provide orientation to GHSD administration in order for them to participate in recruitment where that is appropriate.</li> <li>• increased ownership by local administrators and schools</li> <li>• Build relationships with North American colleges and universities to provide letters of agreement, and to support the transition of international students to post-secondary studies.</li> <li>• Continue communication strategies in international print and online advertising e.g. Study Travel Magazine.</li> <li>• Continue to partner with CAPS-I (the Canadian Association of Public Schools-International) in joint advertising opportunities with, ICEF, CBIE, The Pie Review and BELTA.</li> <li>• Continue to engage with and train GHI agents in being ambassadors for our program by expanding their knowledge of our schools, programs, activities, student experiences and life in Canada.</li> <li>• Engaged with agents and representatives by increasing webmail ads about students and events in GHSD.</li> </ul>
Student Orientation	<ul style="list-style-type: none"> <li>• provide orientation for students and families when they arrive in Canada, allowing for clear communication, expectations and information about Canada, Alberta and Golden Hills, in turn ensuring a greater readiness for learning within a Canadian context</li> <li>• continue to provide online pre-arrival orientation to assist students before they arrive in Canada</li> <li>• continue to update the mobile app of the pre-arrival and the online orientation</li> <li>• continue refining a student orientation handbook that reviews relevant</li> </ul>

Key Focus Area	Goals and Priorities
	pre-arrival information (e.g. weather and money) as well as information specific to the GHSD International Program (e.g. school expectations and medical information/insurance)
Powerful Learning for all students through Citizenship	<ul style="list-style-type: none"> <li>• exposure of global and cultural understanding through celebrations and international awareness events in our schools</li> <li>• celebration and acknowledgement of the entrepreneurial skills that our International students bring to our schools</li> <li>• offering leadership, entrepreneurial and special project credits for any high school students who work locally or abroad</li> <li>• supporting community organizations and businesses that offer scholarships for academic and citizenship achievement</li> </ul>



## ENROLMENT BACKGROUNDER

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**January 24, 2017**

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### **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 September 30, 2016 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, 2016. 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.

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

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Bevan Daverne  
Superintendent

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

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Tahra Sabir  
Secretary-Treasurer

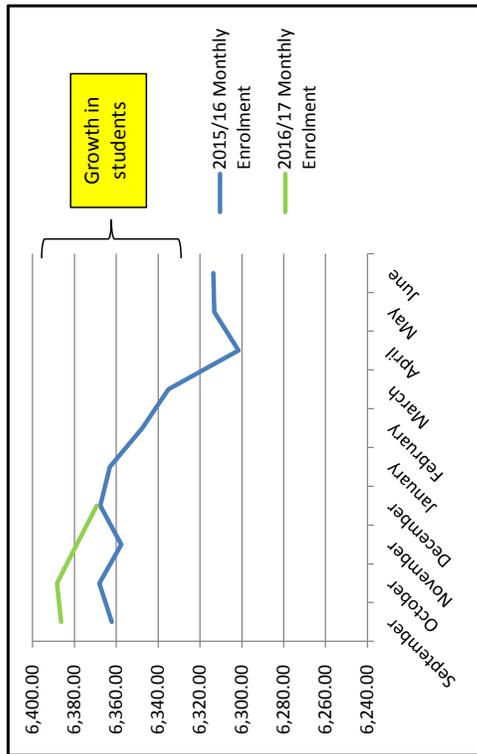
# Golden Hills School Division No. 75 Enrolment

## Summary of Totals - Year to Year Comparison

November 30, 2016 & December 31, 2016

Funded Total Enrolment	31-Dec-16 Enrolment	30-Nov-16 Enrolment	Difference	% Change
Provincially Funded Students	6,039.75	6,049.25	-9.50	-0.16%
Siksika Students	155.00	155.00	0.00	0.0%
International Students	174.65	174.65	0.00	0.0%
<b>Total</b>	<b>6,369.40</b>	<b>6,378.90</b>	<b>-9.50</b>	<b>-0.1%</b>

## Last Year Monthly Enrolment & Comparison to September 2016



## Grade Figure Analysis Comparison of Sept 2016 and Sept 2015

Provincially Funded	30-Sep-15	30-Sep-16	Difference	% Change
Kindergarten	215.50	203.50	-12.00	-5.9%
Grades 1-3	1,414.00	1,435.00	21.00	1.5%
Grades 4-6	1,445.00	1,431.00	-14.00	-1.0%
Grades 7-9	1,453.00	1,448.00	-5.00	-0.3%
Grades 10-12	1,503.00	1,539.25	36.25	2.4%
<b>Total</b>	<b>6,030.50</b>	<b>6,056.75</b>	<b>26.25</b>	<b>0.4%</b>

## Schools - Year to Year Comparison

Configuration	SCHOOL	December 31, 2016			November 30, 2016		
		Provincially Funded	Difference	% Change	Provincially Funded	Difference	% Change
K-6, 10-12	Acme School	195.00	0.00	0.0%	195.00	0.00	0.0%
K-6	Brentwood Elementary School	345.00	0.00	0.0%	345.00	0.00	0.0%
K-9	Carbon School	102.00	0.00	0.0%	102.00	0.00	0.0%
K-6	Carseland School	69.00	-1.00	-1.4%	70.00	-1.00	-1.4%
7-9	Crowther Memorial Jr. High School	561.00	0.00	0.0%	561.00	0.00	0.0%
K-9	Dr. Elliott Community School	167.50	-4.00	-2.3%	171.50	-4.00	-2.3%
7-12	Drumheller Valley Secondary School	393.00	-3.00	-0.8%	396.00	-3.00	-0.8%
K-6	Greentree School	392.00	1.50	0.4%	390.50	1.50	0.4%
K-12	Prairie Christian Academy School	269.00	0.00	0.0%	269.00	0.00	0.0%
10-12	Strathmore High School	614.00	-1.00	-0.2%	615.00	-1.00	-0.2%
K-12	Three Hills School	450.50	1.00	0.2%	449.50	1.00	0.2%
K-9	Trinity Christian Academy	167.00	1.00	0.6%	166.00	1.00	0.6%
K-12	Trochu Valley School	276.50	-1.00	-0.4%	277.50	-1.00	-0.4%
K-6	Westmount School	439.50	-0.50	-0.1%	440.00	-0.50	-0.1%
K-6	Wheatland Elementary School	358.00	-0.50	-0.1%	358.50	-0.50	-0.1%
K-12	Wheatland Crossing	333.50	-1.00	-0.3%	334.50	-1.00	-0.3%
	<b>Totals</b>	<b>5,132.50</b>	<b>-8.50</b>	<b>-0.2%</b>	<b>5,141.00</b>	<b>-8.50</b>	<b>-0.2%</b>
Configuration	SCHOOL	Provincially Funded	Difference	% Change	Provincially Funded	Difference	% Change
7-9	Anchors II Outreach	14.00	0.00	0.0%	14.00	0.00	0.0%
7-12	Drumheller Outreach	18.00	0.00	0.0%	18.00	0.00	0.0%
1-12	Golden Hills Learning Academy	122.50	0.00	0.0%	122.50	0.00	0.0%
1-12	NorthStar Academy	377.25	0.00	0.0%	377.25	0.00	0.0%
7-12	Strathmore StoreFront	34.00	0.00	0.0%	34.00	0.00	0.0%
	<b>Totals</b>	<b>565.75</b>	<b>0.00</b>	<b>0.0%</b>	<b>565.75</b>	<b>0.00</b>	<b>0.0%</b>
Configuration	COLONY SCHOOLS	Provincially Funded	Difference	% Change	Provincially Funded	Difference	% Change
K-9	Colonies	341.50	-1.00	-0.3%	342.50	-1.00	-0.3%