



AGENDA

Golden Hills School Division No. 75

"Powering Hope and Possibilities"

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

Mission: *Intentionally maximizing learning for all*

Regular Meeting of The Board of Trustees

Tuesday, January 23, 2018

Start time 9:30 AM

Boardroom of the Golden Hills School Division No. 75

AGENDA

1. **Attendance**
2. **Call to Order**
 - 2.1. **Acknowledgment**
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 (2017/12/12)**
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. **Naming for the Strathmore K to 9 School**
 - 8.1.2. **Field Trip Studies Excursion - Acme School**

B. Daverne

B. Daverne

8.1.3. **Field Trip Studies Excursion - Drumheller Valley Secondary School** B. Daverne

8.1.4. **Attendance Area for the Strathmore K to 9 School** B. Daverne

8.2. **Information Items**

8.2.1. **First Quarter Financial Report (Sept/Oct/Nov 2017)** T. Sabir

8.2.2. **Regional Collaboration Service Delivery Report** K. Jordan

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

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

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

8.2.6. **School Summaries Monitoring Report** T. Sabir

8.2.7. **Administrative Procedure 411 - Job Sharing - Teachers** B. Daverne

9. **ADJOURNMENT**

Draft



MINUTES

Golden Hills School Division No. 75

Regular Meeting of The Board of Trustees

Meeting Type : REGULAR BOARD MEETING

Date : Tuesday, December 12, 2017

Start time : 9:30 AM

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

Minutes

Attendance

Present were:

a) Chair

- Laurie Huntley

b) Vice Chair

- Barry Kletke

c) Trustee

- Jim Northcott
- Justin Bolin
- Rob Pirie
- Jennifer Mertz

d) Superintendent

- Bevan Daverne

f) Deputy Superintendent

- Dr. Kandace Jordan

g) Secretary - Treasurer

- Tahra Sabir

h) Recording Secretary

- Kristy Polet

Absent:

e) Associate Superintendent

- Wes Miskiman

Acknowledgment (Call to Order)

Chair Huntley called the meeting to order at 9:34 a.m.

We would like to acknowledge that we are on lands in the Treaty 7 area. We are making this acknowledgement to demonstrate our commitment to work together as a community in laying the foundation for reconciliation through education.

In Camera

Resolution #BD20171212.1001

MOVED by Trustee Mertz that the Board of Trustees go *In Camera* at 9:35 a.m. to discuss legal matters.

Carried

Resolution #BD20171212.1002

MOVED by Trustee Northcott that the Board of Trustees rise from In Camera at 10:00 a.m.

Carried

Approval Of Agenda

Resolution #BD20171212.1003

MOVED by Trustee Pirie that the Board of Trustees approve the agenda as amended.

- Addition: 8.2.4 Changes to IMR (Infrastructure, Maintenance, Renewal)

Carried

Presentation of Minutes

Resolution #BD20171212.1004

MOVED by Trustee Kletke that the Board of Trustees approve minutes of November 28, 2017 as presented.

Carried

Chair's Report

(REPORTS)

Chair Huntley did not have any information to report on at this time.

Board Committees

(REPORTS)

Trustee Pirie presented information on Alberta School Boards Association (ASBA) Zone 5 meeting held Friday, December 1, 2017.

- Discussion on extending an invitation to the Minister of Education, David Eggen to attend an ASBA Zone 5 meeting.
- Bill 28 - Modernizing Regional Governance Act, was discussed
- ASBA Budget - the financials recorded a surplus, would like suggestions on how to handle it.
- Trustee Pirie can not attend the February 2, 2018 Zone 5 meeting, will find replacement.
- Next Zone 5 Meetings: January 5, 2018, February 2, 2018, March 2, 2018, April 6, 2018, May 4, 2018, June 1, 2018.

Trustee Kletke presented information on battery operated buses being used in Montreal School Divisions.

Board Representatives to External Organizations

(REPORTS)

No information to report on from our External Organization Representatives.

Administration Reports

(REPORTS)

Deputy Superintendent Jordan presented information on the following items:

- Update on the Global Connections Certificate Program.

Superintendent Daverne presented information on behalf of Associate Superintendent Miskiman:

- Discussed the recruitment of Teachers across Canada for Golden Hills School Division.
- Continuing to recruit for substitute teachers.

Secretary Treasurer Sabir presented information on the following items:

- Facility update on the K to 9 school, showed pictures of construction progress, Superintendent Daverne discussed the design of the school with regards to natural lighting that is being installed (clear popup windows).
- Association of School Business Officials of Alberta (ASBOA) Issues Forum held in Calgary on December 6-8, 2017, attended by Secretary Treasurer Sabir. Discussion around Transportation and in hopes of

improving funding.

Superintendent Daverne presented information on the following items:

- Chair Huntley attended the Rural School Board Caucus (RSBC) meeting, discussion around the Credit Enrolment Unit (CEU) 45 cap for schools. The RSBC Chair is to be meeting with Education Minister Eggen on December 13, 2017.
- Christ The Redeemer meeting will be held Friday, January 19, 2018 at either 4:00 - 6:00 p.m. Location to be determined.
- SPEC Meeting on Friday, January 19, 2018 at Division Office (all day).
- Discussed New Alberta Employment Standards.
- Classroom Improvement Fund - reporting deadline met.
- Class Size Initiative Report has been moved to February 2018 due to Alberta Educations release date for information.
- Discussed the new look of report cards being introduced in Junior High and parent information rights.

Cornerstone Christian Academy

(Action Items)

Superintendent Daverne presented information to the Board of Trustees pertaining to Cornerstone Christian Academy. The Board of Trustees would like to thank them for their interest in Golden Hills School Division.

Resolution #BD20171212.1005

MOVED by Trustee Northcott that the Board of Trustees, after careful consideration, decline the option that was put forth by Cornerstone Christian Academy.

Carried

Naming for the Strathmore K to 9 School Presenttion

(Action Items)

Superintendent Daverne thanked Principal Funk for his time spent over the past couple months putting together a Naming Committee and meetings.

Resolution #BD20171212.1006

MOVED by Trustee Pirie that the Board of Trustees request further information pertaining to one of the naming options brought back to the Board at a later date.

Carried

Cornerstone Christian Academy

(Action Items)

BREAK

Recessed at 11:30 a.m.

Reconvene at 11:35 a.m.

Enrolment Monitoring Report (November 2017)

(Information Items)

Secretary Treasurer Sabir presented information to the Board of Trustees on the Monthly Enrolment Report for November 2017.

Technology Services Monitoring Report

(Information Items)

On behalf of Deputy Superintendent Jordan, Superintendent Daverne presented the Technology Services Monitoring Report to the Trustees for them to review.

BREAK

Recessed at 12:15 p.m.

Reconvene at 1:05 p.m.

**Administrative Procedures
- 121, 166, 305, 313, 352**
(Information Items)

Superintendent Daverne presented the following Administrative procedures for information to the Trustees.

- AP 121 - *Development and Review of Administrative Procedures*
- AP 166 - *Alcohol and Smoke Free Environment*
- AP 305 - *School Attendance Areas*
- AP 313 - *Emergency Medical Treatment*
- AP 352 - *Alcohol/Toxic Substance Free Environment*

Changes to IMR
(Information Items)

Secretary Treasurer Sabir presented information on the Changes to IMR (Infrastructure, Maintenance, Renewal) that Education Minister Eggen announced on December 10, 2017.

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

Superintendent Daverne and Trustees toured Trinity Christian Academy/Dorms as part of the School Monitoring Reports.

**Strathmore High School
(K.Larson/A.Barwacz
Riou/K.Mertz)**
(School Monitoring Reports)

Superintendent Daverne and Trustees toured Strathmore High School as part of the School Monitoring Reports.

ADJOURNMENT

Resolution #BD20171212.1007
MOVED by Trustee Mertz that the Board of Trustees adjourn at 1:40 p.m.

Carried

Chair

Secretary Treasurer



NAMING FOR THE STRATHMORE K TO 9 SCHOOL

"Inspiring confident, caring citizens of the world"

January 23, 2018

Background:

In October 2014, \$16 million dollars in funding from Alberta Education for a new K to 9 school was approved for the town of Strathmore. The vision and design for this project ultimately included a broader partnership and additional investment of \$8 million dollars from the Town of Strathmore and Wheatland County to develop an integrated school and community field house currently under construction in the community of Edgefield.

As per *Administrative Procedure 540 Naming/Renaming of Facilities*, Wayne Funk, Principal of the K to 9 school, has been appointed to form a naming committee that consists of community stakeholders to consider possibilities for school names to recommend for the Board's consideration.

In addition to Wayne, six community members were chosen to reflect a diverse cross section of the Strathmore and area community. Golden Hills is very appreciative of the work of this committee for their thoughtful work in developing some possible name for the Board's consideration. The Board would like to express their thanks to Wayne Funk and the committee members:

Bob Sobol
Joyce Bazant
Geoff Ball
Neil Kennedy
Sonny Warrack
Ashleigh DeJonge

Recommendation:

That the Board of Trustees considers the naming committee's recommendations and selects a name for the new Strathmore K to 9 School.

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

Bevan Daverne
Superintendent



**FIELD TRIP STUDIES/STUDENT EXCURSION
Acme School**

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

January 23, 2018

Background:

Acme School requests permission, in accordance with Administrative Procedure 260 and Board Policy 2, for an international high school field trip to Europe from March 28, 2018 to April 6, 2018. The trip will involve 7 students and 5 chaperones.

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 the 2018 Europe trip to Austria, Germany and Switzerland is to immerse students in other cultures and to foster a sense of tolerance toward others.

Recommendation:

That the Board of Trustees approves the proposed high school field studies/excursion for Acme School to Europe from March 28 to April 6, 2018 subject to advisory notices from Foreign Affairs and International Trade Canada website http://www.voyage.gc.ca/countries_pays/updates_mise-a-jour-eng.asp such that if a travel warning is issued prior to the trip and not rescinded before the departure date, the trip will be cancelled and parents must be advised that this will be the case.

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

Bevan Daverne
Superintendent of Schools

What you'll experience on your tour

Day 1: Fly overnight to Austria

Day 2: Vienna

- Meet your Tour Director at the airport in Vienna. Residence of the imperial court for six centuries, Vienna is marked with the seal of the powerful Habsburgs, a family who once ruled over half of Europe. While here you'll visit the Ring, a series of wide boulevards commissioned by Emperor Franz Josef in 1857. You'll see the Parliament, the flower-adorned City Hall, and the Hofburg, where the Habsburg dynasty prevailed. You'll also visit Schönbrunn Palace, where Marie Antoinette spent her childhood. When the 6-year-old Mozart performed here he told the future Queen of France, "I'll marry you when I'm grown up!" After viewing the elegant interior, stroll through the palace's beautifully landscaped gardens. Cap off your visit with a traditional chocolate cake at a Viennese café.
- Take a walking tour of Vienna: Opera House; Kärntnerstrasse
- Enjoy an authentic wiener schnitzel dinner

Day 3: Vienna

- Take an expertly guided tour of Vienna: Ringstrasse; Parliament; Rathaus
- Visit Schönbrunn Palace
- Time to see more of Vienna or
 - ⊕ Enjoy Viennese waltz dancing

Day 4: Salzburg | Munich

- Travel to Salzburg
- Take a walking tour of Salzburg: Old Town; Mozart's birthplace
- Continue on to Munich, where you'll experience the medieval to the modern. During your stay you'll see the Olympic Stadium, BMW headquarters, the fashionable Schwabing district and the Residenz, former home of the Wittelsbach dukes of Bavaria. Visit Dachau, a WWII Nazi concentration camp built in 1933 and liberated by the Allies in 1945. It now serves as a memorial museum. In Marienplatz, see the neo-Gothic New City Hall with its famous Glockenspiel. Then continue past the famous Hofbräuhaus, once the royal brewery of the Kingdom of Bavaria.

Day 5: Munich

- Take an expertly guided tour of Munich: Olympic Stadium; Marienplatz; Residenz
- Visit Dachau
- Take a walking tour of Munich

Day 6: Neuschwanstein | Tyrol

- Visit Neuschwanstein Castle
- Travel to Tyrol

Day 7: Liechtenstein | Lucerne

- Make a stop in Liechtenstein
- Continue to the Lucerne region, where the majestic Swiss Alps rise behind the shores of Lake Lucerne and provide the stunning backdrop to one of Switzerland's most picturesque cities. While here you'll see the moving Lion Monument, or Löwendenkmal, a sandstone statue commemorating the Swiss Guards slain in the 1792 Paris storming of the Tuileries. Follow Lucerne's winding cobbled streets past fairy-tale houses to the Chapel Bridge, or Kapellbrücke. Stroll along this covered bridge, which dates back to medieval days, and admire the colourful murals overhead.

Day 8: Lucerne

- Take a tour of Lucerne: Löwendenkmal; Kapellbrücke
- Time to see more of Lucerne or
 - ⊕ Visit Mount Pilatus
 - ⊕ Enjoy a Swiss Evening

Day 9: Heidelberg

- Travel via the Rhine Falls and the Black Forest to Heidelberg
- Take a tour of Heidelberg
- Visit Heidelberg Castle wine barrel

Day 10: Depart for home

⊕ 2-DAY TOUR EXTENSION

Day 10: Rhineland

- Travel to the Rhineland
- Take a Rhine River cruise (April-October)
- Take a tour of Koblenz: Mutter-Beethoven-Haus; Old Town

Day 11: Cologne | Bonn | Rhineland

- Visit Cologne Cathedral
- Travel to Bonn
- Visit Beethoven House
- Visit the Museum of German History

Day 12: Depart for home



My favorite European city; Lucerne Switzerland. #switzerland #lucerne #eftours

– ALYSSAA, TRAVELER



Via Instagram

As my second trip with EF tours I didn't think it could get any better. I easily fell in love with the German and Austrian culture. Whether it was trying hot chocolate made with sryup for the first time or ice skating in Vienna, the only part I didn't enjoy was leaving. I recommend this trip to anyone who wants to fall in love with Europe.

– LEAH, TRAVELER



Tour review

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

1. _____

2. _____

3. _____



FIELD TRIP STUDIES/STUDENT EXCURSION Drumheller Valley Secondary School

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

January 23, 2018

Background:

DVSS Fine Arts Class requests permission, in accordance with Administrative Procedure 260 and Board Policy 2, for an international high school field trip to Europe from April 18, 2019 to April 26, 2019. The trip will involve the students from the Fine Arts class and chaperones.

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 the 2019 Europe trip to Budapest Vienna and Prague is to immerse students in the history of Europe, observe theatrical and musical performances, and observe historical and famous art, sculptures and architecture.

Recommendation:

That the Board of Trustees approves the proposed high school field studies/excursion for DVSS to Europe from April 18 to April 26, 2019 subject to advisory notices from Foreign Affairs and International Trade Canada website http://www.voyage.gc.ca/countries_pays/updates_mise-a-jour-eng.asp such that if a travel warning is issued prior to the trip and not rescinded before the departure date, the trip will be cancelled and parents must be advised that this will be the case.

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

Bevan Daverne
Superintendent of Schools

What you'll experience on your tour

Day 1: Fly overnight to Hungary

Day 2: Budapest

- Meet your Tour Director at the airport in Budapest.
- Take a walking tour of Budapest.

Day 3: Budapest

- Take an expertly guided tour of Budapest.
- Visit Matthias Church, whose intricately tiled roof ornaments the cityscape.
- Cap your visit with an evening cruise along the Danube River, which divides the land into the old city, Buda, and the newer city, Pest. Absorb stories of Hungarian royalty before the Blue Danube Waltz ushers you into port.

Day 4: Vienna

- Travel to Vienna. Residence of the imperial court for six centuries, Vienna is marked with the seal of the powerful Habsburgs, a family who once ruled over half of Europe.
- As you get to know Vienna during an orientation tour, you'll spot the Opera House, whose history dates back to the mid 19th century.
- Enjoy an authentic *wiener schnitzel* dinner.

Day 5: Vienna

- Take an expertly guided tour of Vienna: Ringstrasse; Parliament; Rathaus; Hofburg.
- Visit Schönbrunn Palace, where Marie Antoinette spent her childhood. When the 6-year-old Mozart performed here he told the future Queen of France, "I'll marry you when I'm grown up!" After viewing the elegant interior, stroll through the palace's beautifully landscaped gardens.
- Time to see more of Vienna or
 - enjoy Viennese waltz dancing.

Day 6: Prague

- Travel to Prague and encounter the legendary beauty of the former capital of the Holy Roman Empire. Located on the Vltava River, Prague gracefully balances the classical features of old Europe with a lively, Bohemian spirit.
- Take a walking tour of Prague.

Day 7: Prague

- Take an expertly guided tour of Prague: Charles Bridge.
- Visit St. Vitus Cathedral.
- Visit the Golden Lane.
- Time to see more of Prague or
 - visit Theresienstadt, which was established by the SS in the city of Terezín. When the Red Cross visited it in 1944, the Nazis presented Theresienstadt as a model Jewish settlement, but in reality it was a deadly concentration camp.

Day 8: Dachau | Munich

- Visit Dachau, a WWII Nazi concentration camp built in 1933 and liberated by the Allies in 1945. It now serves as a memorial museum.
- Travel to Munich.

Day 9: Munich

- Take an expertly guided tour of Munich: Olympic Stadium; Residenz; Marienplatz.
- Time to see more of Munich or
 - visit Neuschwanstein.

Day 10: Depart for home

• 2-DAY TOUR EXTENSION

Day 10: Berlin

- Visit the Museum Mühlareuth.
- Continue on to Berlin.
- Take a walking tour of Berlin.

Day 11: Berlin

- Take an expertly guided tour of Berlin: Brandenburg Gate; Kurfürstendamm; remains of Berlin Wall.
- Take a photo stop at Checkpoint Charlie.
- Visit the Topography of Terror Museum.

Day 12: Depart for home



#prague #czechrepublic
#beautiful #eftours #view
fromthetownhall

– ANN, TRAVELLER



Via Instagram

I signed up for this trip because I wanted to experience European culture and also meet new people. When we arrived in Budapest on the first day, I knew it was going to be a great and fun trip. By the end of the trip, I felt like I made 2 new friends and made a better friendship with my teacher.

– TAYLOR, TRAVELLER



Tour review

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

1. _____
2. _____
3. _____



ATTENDANCE AREA FOR THE STRATHMORE K TO 9 SCHOOL

"Inspiring confident, caring citizens of the world"

January 23, 2018

Background:

Construction for the new school began in the fall of 2017 and is anticipated to be complete for the 2018/19 school year. Registration for the new school will begin in the early spring and transportation and attendance boundaries will need to be established.

Though Attendance boundaries are established, Golden Hills School Division supports parental choice and a transportation system has been developed for the Strathmore Schools to support those choices. Attendance boundaries are intended to encourage parents to support their local community school and to provide the necessary information to meet our obligations for transportation funding reporting to Alberta Education.

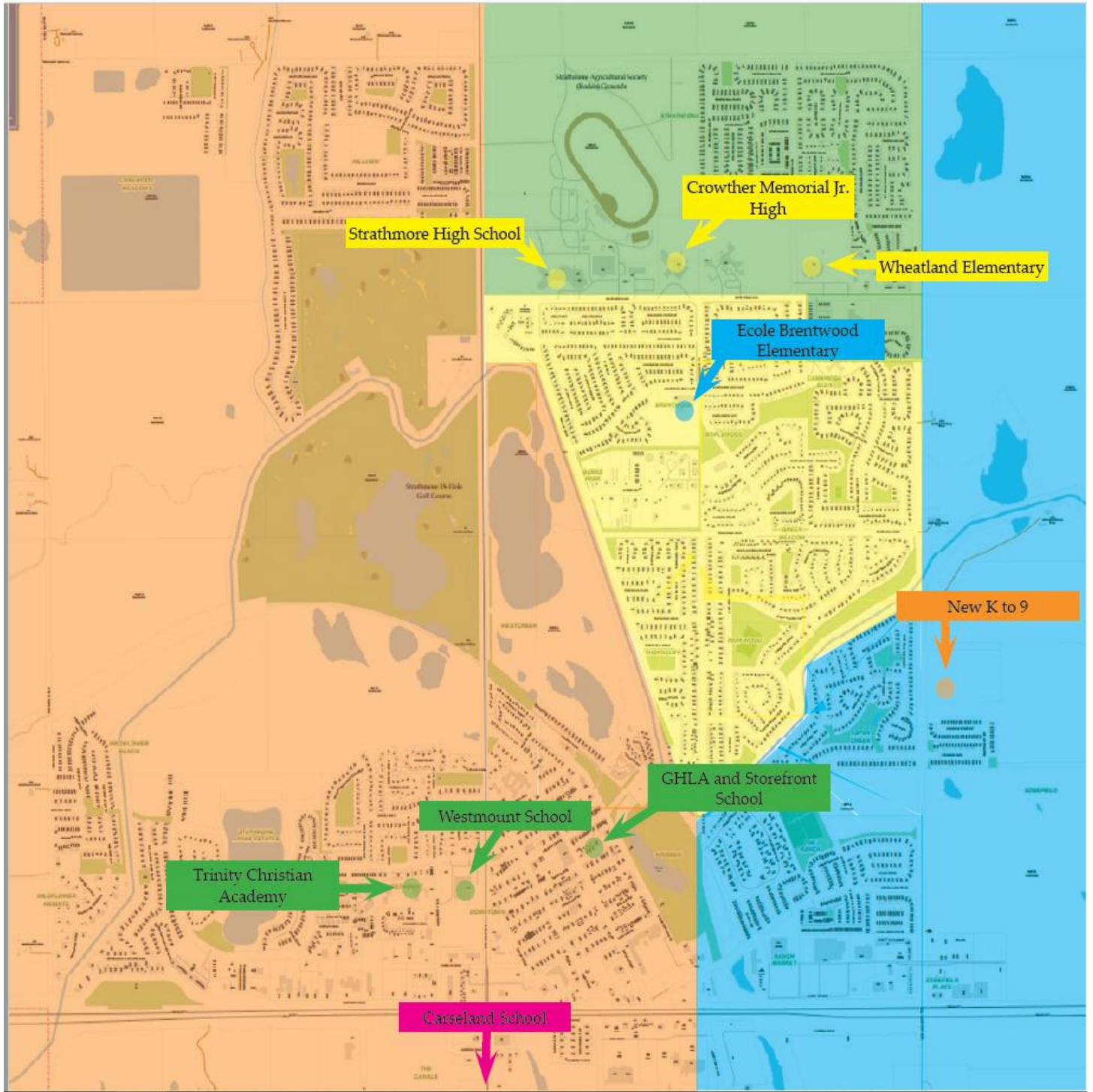
See Boundary Map attached

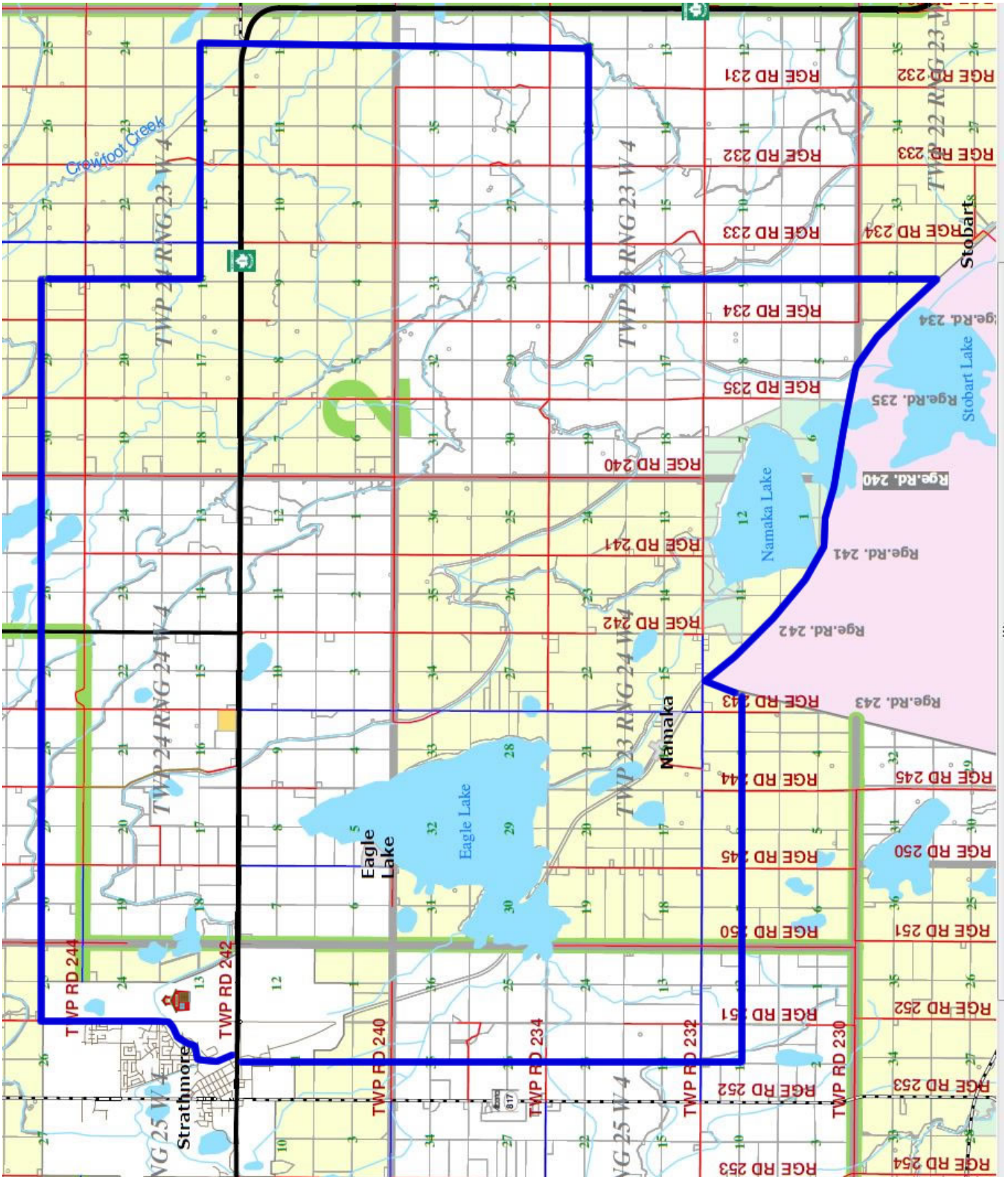
Recommendation:

That the Board of Trustees, as per the Board's Policy 2, 9.6, considers the recommended attendance and establishes attendance boundaries, for the new Strathmore K-9 school located in the Edgefield subdivision.

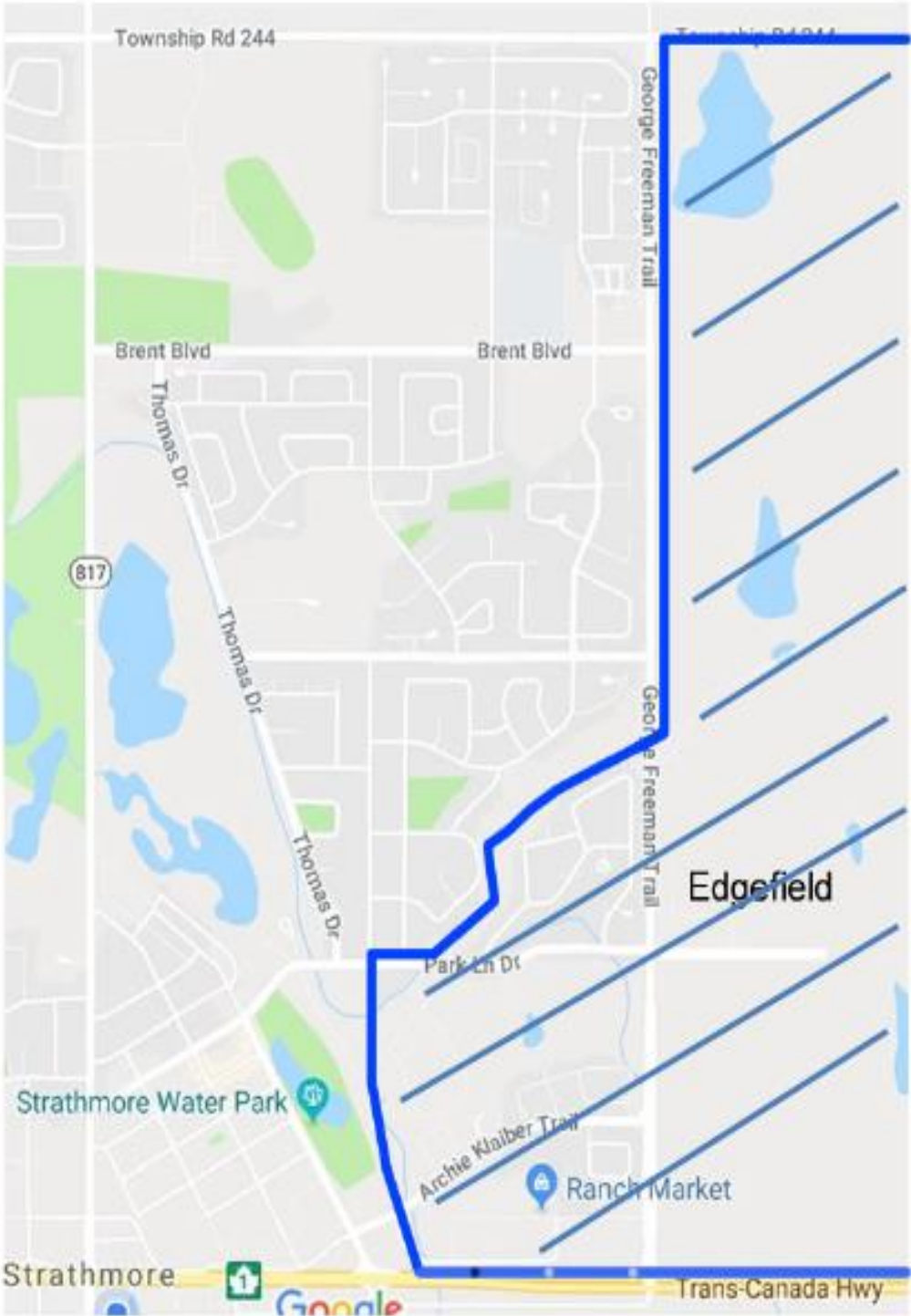
A handwritten signature in blue ink, appearing to read "Bevan Daverne", is written over a horizontal line.

Bevan Daverne
Superintendent





DRAFT





FIRST QUARTERLY FINANCIAL REPORT

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

January 23, 2018

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 2017 – November 2017 will be discussed at the Board Meeting.

Recommendation:

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

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

Bevan Daverne
Superintendent

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

Tahra Sabir
Secretary Treasurer

Golden Hills School Division No.75



1st Quarterly Report – draft V1.2

September 2017 – November 2017

Prepared by the Finance Department for the January 23, 2018
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, 2017**, which represent the first **three** months of the fiscal year. The number of months expended in the 1st 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 2017-18 Budget was submitted to Alberta Education November 28, 2017 and budget points of reference are from this November 30, 2017 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, 2017 - November 30, 2017 | | | | | | | |
| | Initial 2017/18 Annual Budget submitted June 20, 2018 | Revised 2017/18 Annual Budget submitted Nov 30, 2017 | Prorated Budget for Q1 | YTD Actuals 2017/2018 -Q1 | YTD Budget Variance-Q1 | % Budget Rec'd/Used | Management Benchmark % |
| Revenues | | | | | | | |
| Alberta Education | 69,507,360 | 70,428,981 | 17,607,245 | 17,258,078 | (349,168) | 25% | 25% |
| Federal Government and/or First Nations | 1,404,765 | 1,537,565 | 384,391 | 404,345 | 19,954 | 26% | 25% |
| Alberta Municipalities | 70,000 | 40,000 | 10,000 | 17,200 | 7,200 | 43% | 50% |
| Fees | 6,723,772 | 6,166,504 | 1,541,626 | 2,082,727 | 541,101 | 34% | 30% |
| Other Revenues | 1,321,500 | 3,372,761 | 843,190 | 1,275,702 | 432,512 | 38% | 25% |
| Amortization | 3,513,950 | 3,650,000 | 912,500 | 871,532 | (40,968) | 24% | 25% |
| Total Revenues | 82,541,347 | 85,195,811 | 21,298,953 | 21,909,584 | 610,631 | 26% | 26% |
| EXPENSES | | | | | | | |
| Certificated Salaries and Benefits | 46,046,673 | 47,164,507 | 11,791,127 | 11,195,500 | 595,626 | 24% | 24% |
| Non-Certificated Salaries and Benefits | 14,356,609 | 15,375,526 | 3,843,882 | 4,067,617 | (223,735) | 26% | 26% |
| Sub-Total | 60,403,282 | 62,540,033 | 15,635,008 | 15,263,117 | 371,891 | 24% | 24% |
| Supplies and Services | 18,075,016 | 18,339,388 | 4,584,847 | 5,867,870 | (1,283,023) | 32% | 30% |
| Amortization | 5,124,269 | 5,298,333 | 1,324,583 | 1,230,039 | 94,544 | 23% | 25% |
| Interest Charges | 70,000 | 70,000 | 17,500 | 3,853 | 13,647 | 6% | 25% |
| Total Expenses | 83,672,567 | 86,247,754 | 21,561,939 | 22,364,879 | (802,940) | 26% | 26% |
| Surplus/(Deficit) | (1,131,220) | (1,051,943) | (262,986) | (455,295) | | | |
| POSITIVE/(NEGATIVE) BUDGET VARIANCE | | | | | (192,309) | | |

Notes: Overall, a Deficit of -\$455K for the first quarter is within the expected range for the projected deficit budget planned for the 2017-18 fiscal year.

B. NOTES ON COMPARISON TO BUDGET – REVENUES

The overall **\$455 K** year-to-date excess of expenses over revenues along with the negative budget variance of approximately **-\$192 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 | \$ 53,265 | 100% |
| Regional Collaborative Service Delivery | \$ 629,951 | 58% |
| Infrastructure Maintenance & Repairs | \$ - | 0% |
| Supernet grant | \$ 145,592 | 59% |
| Family School Resource Counseling | \$ 57,941 | 25% |
| Total | \$ 886,749 | |

- Revenues from Alberta Education have contributed to the overall revenue variance by \$ 484K (887K less a 3-month calculated equivalent of 403K), 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 | \$1,228,115 |
| SGF Expenses | <u>-\$1,395,321</u> |
| Over expended | -\$ 167,206 |

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

C Notes on Comparison to Budget - Expenses

Certificated Salaries and Benefits

Total Certificated Salaries and Benefits for the 1st quarter were **\$11,195,500** (24% of a \$46.1M budget) which is less than what the budget would permit by the 1st quarter primarily because benefit costs are lower in the 1st quarter and higher in January then drop off as maximums on premiums are reached. As well, hiring of staff can occur throughout the 1st quarter so labour costs are typically lower than budget at the start of the fiscal year.

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

Non-Certificated Salaries and Benefits

Total Non-Certificated Salaries and Benefits for the 1st quarter were **\$4,067,617** (26% of a \$15.4M 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 -\$224K 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

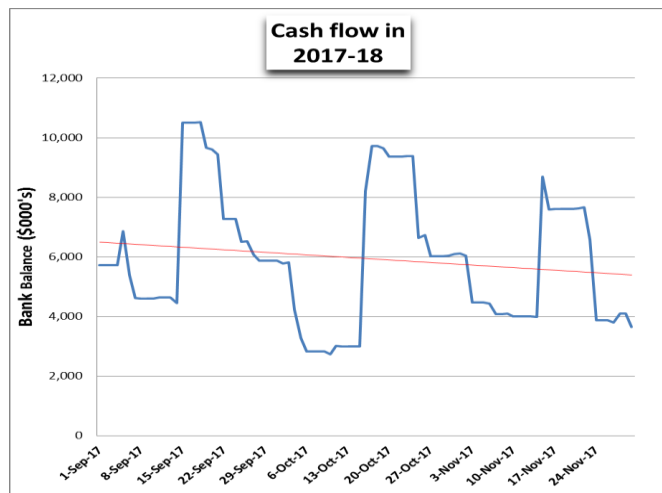
Supplies and services year-to-date are **\$5,867,870** (32% of \$18.3M budget). Because many of these costs occur over a 10-month school year and not the 12-month fiscal year, this results in higher costs in the first 3 quarters and lower costs in the 4th quarter. Department managers will continue to carefully monitor their budgets throughout the year to ensure they stay within their spending limits.

- Overall, supply costs year-to-date at November 30th is slightly less compared to the same time period last year by \$105K. However, because the supply & services budget was reduced compared to last year, 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, 2017:

| Statement of Cash Flow | |
|------------------------|---------------------|
| Grants/Fees | 6,500,000.00 |
| Account Receivable | 525,000.00 |
| Total Cash In | 7,025,000.00 |
| Accounts Payable | 3,500,000.00 |
| Payroll | 3,900,000.00 |
| Total Cash Out | 7,400,000.00 |



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, 2017, **\$5.5M** of the cash balance has been invested into 6-12 month GIC's to obtain more favourable investment returns, of which \$4M are cashable after 90 days of purchase.

We continue to utilize the services of two Institutional Cash Management Financial Advisory Teams – Raymond James Ltd. as well as RBC Dominion Securities. As at November 30th, we had **\$5.5M** invested in GIC's with Raymond James and **\$0** with RBC Dominion, with maturing dates ranging from February 26' 2018 to September 19' 2018, earning yields ranging from 1.50%-1.80%.

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, 2017 – NOVEMBER 30, 2017

A.

| GOLDEN HILLS SCHOOL DIVISION #75 | | | | | | | | | |
|--|---------------------|----------------------|-------------------------------|--------------------|---------------------------|----------------------|----------------------|--------------------------|---------------------------|
| Revenue and Expenses by Envelope | | | | | | | | | |
| From September 1, 2017 - November 30, 2017 | | | | | | | | | |
| 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 | | 14,224,962.70 | 1,303,531.23 | 920,832.84 | 609,882.89 | 0.00 | 17,059,209.66 | 24% | 25% |
| OTHER - GOVERNMENT OF ALBERTA | | 198,868.00 | 0.00 | 0.00 | 0.00 | 0.00 | 198,868.00 | 25% | 25% |
| FEDERAL GOV'T AND/OR FIRST NATIONS | | 341,845.04 | 62,500.00 | 0.00 | 0.00 | 0.00 | 404,345.04 | 26% | 25% |
| ALBERTA MUNICIPALITIES/SCHOOL AUTH. | | 17,200.00 | 0.00 | 0.00 | 0.00 | 0.00 | 17,200.00 | 43% | 50% |
| INSTRUCTIONAL RESOURCE FEES | | 28,900.00 | | 0.00 | 0.00 | 0.00 | 28,900.00 | 51% | 75% |
| FEES | 307,218.29 | 0.00 | | | | 1,746,608.73 | 2,053,827.02 | 34% | 25% |
| FUNDRAISING REVENUES -SGF | 179,051.77 | | | | | | 179,051.77 | 28% | 30% |
| OTHER SALES AND SERVICES | 730,234.22 | 8,000.00 | 75.00 | 51,037.44 | 59.00 | 56,994.63 | 846,400.29 | 68% | 30% |
| INVESTMENT INCOME | | 0.00 | | 0.00 | 35,007.24 | 0.00 | 35,007.24 | 100% | 100% |
| GIFTS AND DONATIONS -SGF | 11,611.14 | 81,588.80 | 0.00 | 0.00 | 0.00 | 0.00 | 93,199.94 | 22% | 30% |
| RENTAL OF FACILITIES | | (118.78) | 35,625.26 | 0.00 | 0.00 | 4,000.00 | 39,506.48 | 37% | 30% |
| OTHER REVENUES | | 76,008.60 | 5,482.66 | 486.96 | 557.87 | 0.00 | 82,536.09 | 14% | 30% |
| AMORTIZATION OF CAPITAL ALLOCATIONS | | 33,971.76 | 837,560.46 | 0.00 | 0.00 | 0.00 | 871,532.22 | 24% | 25% |
| TOTAL REVENUES | 1,228,115.42 | 15,011,226.12 | 2,244,774.61 | 972,357.24 | 645,507.00 | 1,807,603.36 | 21,909,583.75 | 26% | 26% |
| EXPENDITURES | | | | | | | | | |
| CERTIFICATED SALARIES | | 9,190,835.91 | 0.00 | 0.00 | 98,155.02 | 30,234.25 | 9,319,225.18 | 24% | 25% |
| CERTIFICATED BENEFITS | | 1,833,389.69 | 0.00 | 0.00 | 39,428.43 | 3,457.12 | 1,876,275.24 | 22% | 25% |
| NON-CERTIFICATED SALARIES & WAGES | | 1,919,032.42 | 465,553.75 | 480,120.22 | 274,652.84 | 120,535.55 | 3,259,894.78 | 27% | 26% |
| NON-CERTIFICATED BENEFITS | | 561,195.37 | 114,600.69 | 47,814.39 | 59,315.91 | 24,795.82 | 807,722.18 | 25% | 26% |
| SERVICE, CONTRACTS AND SUPPLIES | 1,395,321.50 | 1,627,398.24 | 786,871.76 | 261,723.10 | 266,943.74 | 1,529,611.33 | 5,867,869.67 | 32% | 30% |
| AMORTIZATION | | 71,931.12 | 895,562.91 | 207,715.50 | 21,030.63 | 33,798.81 | 1,230,038.97 | 23% | 25% |
| INTEREST CHARGES | | 374.00 | 0.00 | 0.00 | 0.00 | 3,478.65 | 3,852.65 | 6% | 25% |
| TOTAL EXPENSES | 1,395,321.50 | 15,204,156.75 | 2,262,589.11 | 997,373.21 | 759,526.57 | 1,745,911.53 | 22,364,878.67 | 26% | 26% |
| POSITIVE/-NEGATIVE VARIANCE TO DATE | (167,206.08) | (192,930.63) | (17,814.50) | (25,015.97) | (114,019.57) | 61,691.83 | (455,294.92) | | |
| ECS -Grade 12 labor cost analysis | | | | | | | | | |
| | 2016-17 Q1 | 2017-18 Q1 | change | | | | | | |
| CERTIFICATED SALARIES | 9,271,722 | 9,190,836 | -80,886 | -0.9% | | | | | |
| CERTIFICATED BENEFITS | 1,826,152 | 1,833,390 | 7,238 | 0.4% | | | | | |
| NON-CERTIFICATED SALARIES & WAGES | 1,900,802 | 1,919,032 | 18,230 | 1.0% | | | | | |
| NON-CERTIFICATED BENEFITS | 558,452 | 561,195 | 2,744 | 0.5% | | | | | |
| | 13,557,127 | 13,504,453 | -52,674 | -0.4% | | | | | |

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/prior year) as at November 30, 2017 is as follows:

| Invoiced | Collected –prior years | Waived |
|----------|------------------------|--------|
| \$ 0 | \$ 681 | \$ 0 |

- Note: As per the directive from Alberta Education, Resource fees and Transportation fees for 2017-18 have officially been eliminated. (see AP505) However, a balance of \$62,743 in resource fees remains outstanding from 2016-17 and prior years.

Internally, collections continue on outstanding non-curricular fees, enhanced course fees and alternative program fees. Collections have improved with the introduction of KEV with roughly 60% of all parents utilizing the payment-on-line option for school fees.

2. Plant Operations and Maintenance (PO&M)

A negative variance of approximately \$18 K at the end of the 1st quarter is primarily the result of the slightly higher spending on Building Repairs & Maintenance, including IMR project spending.

| Golden Hills School Division No.75 | | | | | |
|---|----------------------------|---------------------|---------------------|-----------------|--------------------|
| Statement of Revenue and Expenses - Comparison to Budget | | | | | |
| Plant Operations and Maintenance | | | | | |
| Period - September 2017 - November 2017 | | | | | |
| Revenues | Total Budget | YTD Actuals | Budget | % Budget | Management |
| | Yr 2017/2018 | Yr 2017/2018 | Remaining | Used | Benchmark % |
| Alberta Education | 6,796,567.00 | 1,303,531.23 | 5,493,035.77 | 19% | 25% |
| Other Revenues | 560,917.00 | 103,682.92 | 457,234.08 | 18% | 25% |
| Amortization | 3,650,000.00 | 837,560.46 | 2,812,439.54 | 23% | 25% |
| Total Revenues | 11,007,484.00 | 2,244,774.61 | 8,762,709.39 | 20% | 25% |
| EXPENSES | | | | | |
| Non-Certificated Salaries and Benefits | 2,293,984.00 | 580,154.44 | 1,713,829.56 | 25% | 25% |
| Sub-Total | 2,293,984.00 | 580,154.44 | 1,713,829.56 | 25% | 25% |
| Supplies and Services | 5,083,819.00 | 786,871.76 | 4,296,947.24 | 15% | 25% |
| Amortization | 3,898,478.00 | 895,562.91 | 3,002,915.09 | 23% | 25% |
| Total Expenses | 11,276,281.00 | 2,262,589.11 | 9,013,691.89 | 20% | 25% |
| POSITIVE/(NEGATIVE) VARIANCE | -268,797.00 | -17,814.50 | | | |
| YTD Actuals breakdown | | | | | |
| | YTD @ Nov. 30, 2017 | | | | |
| NON-CERTIFICATED SALARIES & WAGES | 465,553.75 | | | | |
| NON-CERTIFICATED BENEFITS | 114,600.69 | | | | |
| TOTAL LABOUR EXPENSE | 580,154.44 | | | | |
| SERVICE, CONTRACTS AND SUPPLIES | 786,871.76 | | | | |
| INTEREST CHARGES | - | | | | |
| AMORTIZATION | 895,562.91 | | | | |
| TOTAL SERVICE & SUPPLIES | 1,682,434.67 | | | | |
| TOTAL EXPENSES | 2,262,589.11 | | | | |

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, 2017 - November 30, 2017 | | | | | |
| Revenues | Total 2017-18 Budget | YTD Actuals | Budget Remaining | % Budget Used | Management Benchmark % |
| Alberta Education | 3,748,655 | 920,833 | 2,827,822 | 24.6% | 25.0% |
| Other Revenues | 70,000 | 51,524 | 18,476 | 73.6% | 25.0% |
| Total Revenues | 3,818,655 | 972,357 | 2,846,298 | 25.5% | 25.0% |
| EXPENSES | | | | | |
| Non-Certificated Salaries and Benefits | 1,860,610 | 527,935 | 1,332,675 | 28.4% | 27.0% |
| Sub-Total | 1,860,610 | 527,935 | 1,332,675 | 28.4% | 27.0% |
| Services and Supplies | 1,394,203 | 261,723 | 1,132,480 | 18.8% | 27.2% |
| Amortization | 789,874 | 207,716 | 582,159 | 26.3% | 25.0% |
| Total Expenses | 4,044,687 | 997,373 | 3,047,314 | 24.7% | 26.0% |
| POSITIVE/(NEGATIVE) VARIANCE | (226,032) | (25,016) | | | |
| Variations in Services and Supplies | Budget | Actual | % of Budget Used | Management Benchmark % | |
| Contracted Bus Services | 210,000.00 | 48,360.37 | 23% | 30% | |
| Fuel | 650,000.00 | 68,535.11 | 11% | 30% | |
| Other supplies | 534,203.00 | 144,827.52 | 27% | 25% | |
| Total | 1,394,203.00 | 261,723.00 | 19% | 27% | |

a. For the first quarter, a negative YTD variance of **-\$25 K** is well within the expected budgeted parameters and can be attributed in part 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 can be charged in fiscal 2017-18 per the new directive from Alberta Education. GHSD had already eliminated these fees five years ago.

Golden Hills has opted not to shift the financial shortfalls to parents.

It is anticipated there will be a deficit in transportation, at year-end, of approximately \$-171K 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 currently has a negative variance of **\$114K** for the first quarter. It is however, anticipated that this will reach a breakeven point at year end. This is not enveloped funding, rather systems are permitted to spend to a maximum of 3.6% of their expenditures, where the total net enrolment of students is over 6,000. Amounts spent over the limit may be subject to claw back. In effect, the formula has a built in mechanism for reducing Board and System Administration when overall expenses decrease. As system expenditures decrease, the formula for Board and System Administration automatically decrease. Historically, this envelope is under 3.6%.

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

| SUMMARY STATEMENT OF REVENUES AND EXPENSES | | | | | | |
|---|--|--|----------------------|----------------------|----------------------|--------------------|
| BOARD OF TRUSTEES | | | | | | |
| BUDGET vs. ACTUAL | | | | | | |
| FOR THE PERIOD OF SEPTEMBER 1, 2017 TO NOVEMBER 30, 2017 | | | | | | |
| | | | ANNUAL | YTD | BUDGET | % |
| Expense | | | BUDGET | ACTUALS | REMAINING | BUDGET USED |
| Budgeted Revenues | | | 172,200.00 | 172,200.00 | - | 100% |
| TOTAL REVENUES | | | \$ 172,200.00 | \$ 172,200.00 | \$ - | 100% |
| Trustee Earnings and Benefits | | | 126,200.00 | 27,605.60 | 98,594.40 | 22% |
| Trustee Travel & Supplies | | | 46,000.00 | 20,549.55 | 25,450.45 | 45% |
| TOTAL EXPENSES | | | \$ 172,200.00 | \$ 48,155.15 | \$ 124,044.85 | 28% |

- 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 **+\$62K**.

External Services includes International Services, joint use agreements and external contract service agreements. Included within this period is the recognition of **\$1,746,608** of ISS tuition fee revenues of which **\$1,401,616** 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, 2017 approved and submitted budget (\$1.05M deficit). A planned deficit budget will be covered by our operating reserves.



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, Christina Hoover

January 23, 2018

REPORTING PERIOD: 2016-2017

OVERVIEW

Having completed its third operational year, the *Regional Collaborative Service Delivery* (RCSD) is a provincially led approach by Alberta Education in partnership with Alberta Health (including Alberta Health Services), Alberta Children's Services and Alberta Community and Social Services whose purpose is to enable effective collaboration at local and regional levels. Funding for RCSD is provided by the Government of Alberta.

At the local and regional level, Alberta Health Services, Alberta Community and Social Services, school authorities, interested First Nations and other community partners work together to better meet the needs of children, youth and their families. There are 17 RCSD regions across the province; each of the regional partners work collaboratively and share available resources to:

- address regionally identified needs;
- coordinate and leverage systems;
- build system capacity; and
- plan for sustainability.

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.

Successes of 2016-2017:

- Continued mutual respect and collaboration within the Leadership Team;
- Development and collaboration within the Executive Team;
- Agreement and consensus of core services within the Region and a commitment to maintain the core priorities for the following year;
- A smooth transition from utilizing educational assistants (Education ministry) to Speech Language Pathologist Assistants (AHS ministry) as SLPA is able to follow through with more complex speech language needs, while also meeting the SLP supervision obligations of the Alberta College of Speech Language and Audiologists (ACSLPA) and maintaining protected practice under the Health Professions Act;
- Improved referral process for low incidence children within the Region (allocated 0.10 FTE, referral forms, and ongoing communication).
- With the development of the CONeX program, an increase in communication as well as transitions to and from acute care;
- Continued engagement and development of ongoing First Nation (Siksika Nation) partnerships;
- Coordination of Low Incidence supports through collaboration with Calgary and Area RCSD, which provides resources to children while building capacity with CEC practitioners, teachers and staff.

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.

Green Zone/Anchor Program: Children whose mental health needs and behavioural difficulties interfere significantly with their learning can benefit greatly from the educational programming and therapeutic support provided by the Green Zone Anchor 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. Over thirty extremely complex students were served by programs at the elementary and junior high levels in 2016-2017. This corroborates the necessity of a program such as Green Zone/Anchor 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 compromised.

Speech and Language: RCSD funds continue to be allocated to Alberta Health Services to enhance the amount of speech treatment support for students in our schools, through funding of a Speech Language Pathologist Assistant (SLPA) and Speech Language Pathologist (SLP). SLP's diagnose and plan programming for students with speech language disorders. Under the supervision of the SLP, the SLPA provides direct treatment to these students. SLPA's 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 2016-2017 operating year, 67 children and youth were serviced through the Connections program. Some of the youth required referrals to other specialized mental health programs which was facilitated by the psychiatrist when students required hospitalization. Both admission and discharge were more seamless due to the involvement of a psychiatrist at the local level.

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 2016-2017, approximately 360 Wheatland and 115 Drumheller 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 188 students from Wheatland and 165 Drumheller students who were part of an intervention group and 1008 students were serviced through classroom presentations. Many of the groups were co-facilitated with other service providers such as AHS – Addictions 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 400 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 2016-2017. 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. 165 students were provided a psychiatric assessment.

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. In 2016-2017, the Complex Needs Program established the CONeX Team (Collaboration, Outreach, Navigation and Exchange of Information) who support students aged 10-20 with dual diagnoses including at least one complex mental health concern. Through a family centered approach, CONeX works alongside families and caregivers to connect to the best supports for their child/youth across home, school and community settings. Families involved with the team are provided comprehensive, integrated time limited case management and collaborative support across systems. The team consists of one Registered Psychologist and three Registered Social Workers who although are employees of Alberta Health Services, are supervised by the Complex Case leadership team. A GHSD representative was involved in the hiring of all four team members. In 2016-2017, two students were seen for a Complex Needs System Review and four students and their families were supported by the CONeX team. Funding for a full-time licensed Practical Nurse was provided by the Complex Case Review Team for 2016-2017 to support a medically fragile student at Crowther Memorial Jr. High School.

FINANCIAL IMPLICATIONS

Overall CEC RCSD funding for 2016-2017 was \$1,333,935.00. Golden Hills School Division's allocation was 60% of the three school allocations or approximately 40% of the total Partnership's funding.

CHALLENGES

- Significant challenge with an upcoming decrease of 'hold harmless' funding that is approximately 30% of the CEC budget;
- Increased demands of resources on ministry partners with internal diminishing of resources with some limited flexibility in responding to needs;
- Increased referrals in the area of social, emotional, and behavioural (mental) supports for children, youth and their families;
- A trend of younger children requiring services and/or resources within the Region;
- Transitions from children to adult services and resources;
- Lack of representation of First Nation community in the RCSD approach;
- Complexity of needs are changing and more challenging that require multidisciplinary practitioners and/or a variety of ministry partners;
- Reached capacity with specialized services offered through Calgary Board of Education to support low incidence children and youth (over expenditure of resources due to the high mileage and travel time in our rural area).



SPECIAL/INCLUSIVE EDUCATION

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

January 23, 2018

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".

Bevan Daverne
Superintendent

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

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 23, 2018

Overview

Alberta’s education system is built on a values-based approach to accepting responsibility for all children and students. In accordance with the School Act, Golden Hills School Division strives to provide a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

Who do we serve?

All students within GHSD demonstrate differences in their interests, aptitudes and competencies and teachers are committed to meeting students’ individual needs. In every classroom there are students who by virtue of their behavior, communication, intellectual, learning or physical characteristics, may be deemed to be in need of specialized supports and services. Many of these students meet criteria for an Alberta Education Special Needs designation.

GHSD Coding Profile

| | 2015-2016 | 2016-2017 | |
|------------------------|------------------|------------------|-------------------------------------|
| Mild/Moderate | 679 | 685 | |
| Severe (including PUF) | 298 | 311 | |
| ELL | 152 | 674 | <u>Breakdown of 674:</u> |
| | | | 141 Foreign Born (International) |
| | | | 387 Canadian Born (Includes Colony) |
| | | | 146 Non-Funded (Other) |

In addition, many more students who do not meet coding criteria still receive appropriate specialized learning supports. Not only does the population of students with diverse needs continue to grow, but so does the complexity of needs that these students, and often their families, present with.

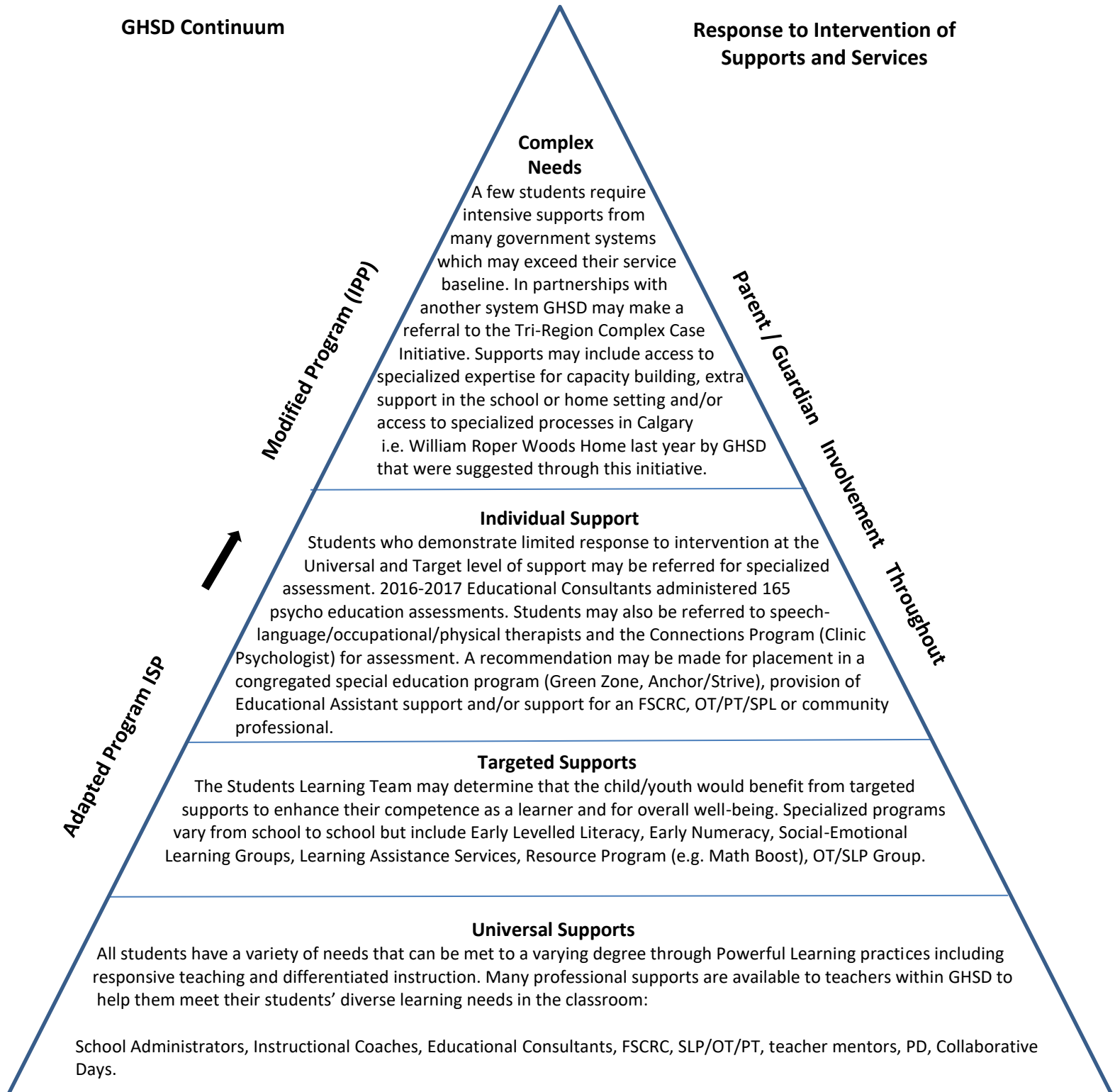
How do we meet the needs of diverse learners within GHSD?

In accordance with the Alberta Standards of Special Education, school principals within GHSD are responsible for ensuring that the school has processes, and a learning team in place to provide consultation, planning and problem solving. All schools within GHSD have an established process for considering how to best support students with diverse learning needs with the majority of the schools using a School Resource Team Model. In this model the Learning Team (i.e. Administrator, School Counsellor, Educational Consultant, Family School Resource Counsellor, Specialized Learning Teacher(s) and classroom teacher(s), collaborate on a regular basis to assess the need of identified students, and develop a plan of action. The students’ response to intervention is carefully monitored and changes to the plan are made as needed. The right of parent/guardian, to participate in the decision-making process affecting their child’s education is considered throughout the intervention planning process.

The Student Learning Team may also work closely with professionals from Health, Children’s Services, Community and Social Services and other community professionals from a wide variety of community agencies when a student requires specialized support outside of school-based resources. Regional Collaborative Service delivery is an important initiative in ensuring government, education systems, Health, Children’s Services, Community and Social Services are working

closely to meet the needs of children, youth and their families. GHSD has representatives at the Leadership (co-chair) and Executive Level and serves as the Banker Board.

Services to students are delivered using a Response to Intervention Model.



Financial Implications

2016-2017

| | |
|---------------------|-----|
| Grant amount | 90% |
| Subsidy Amount | 10% |
| Certificated Staff | 25% |
| Support Staff | 68% |
| Services & Supplies | 7% |

Recommendations

Inclusive Education 2017-2018 Continuum Improvement Focus:

- Continue to build capacity of teachers at a Universal level so teachers feel confident in supporting diverse learning needs. This has included expansion of Instructional Coaching services in the area of positive behavior supports and differentiated instruction.
- Develop and pilot Individualized Support Plan/Individual Program Play tools that enhance intervention planning for students with diverse needs.
- Provide access to the supports and services that are necessary for the success of all students (Educational Consultant, FSCRC, Specialized Program, Educational Assistant).
- Explore ways to maintain/increase service delivery options despite decrease in Finance (i.e. Student Services Team increasing use of Provisional Psychologists/Psychological Intern).
- Ensure active representation from GHSD at the provincial government level, in Central East RCSD, Tri-region Complex Case Initiative and Southern Calgary and Area Low Incidence Advisory and working groups.



INTERNATIONAL PROGRAM MONITORING REPORT

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

Resource Persons:

Jennifer Bertsch, Trish Popel, Adam Pirie, Michelle Wiley, Erin Corbin, Joann Natalini,
Andy Roberts, Yukie Oe, Geoff Ball

January 23, 2018

REPORTING PERIOD: September 2016 - August 2017

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 its part to develop 21st century competencies and encourage a global perspective and cross cultural understanding among GHSD students. In addition, international dollars support increased numbers of teaching staff and program options for all GHSD students. More than 58% of Golden Hills schools had international students in the 2016-17 school year, with a total of 270 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 13th 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 3200 students from more than 45 countries.

SUMMARY & IMPLICATIONS:

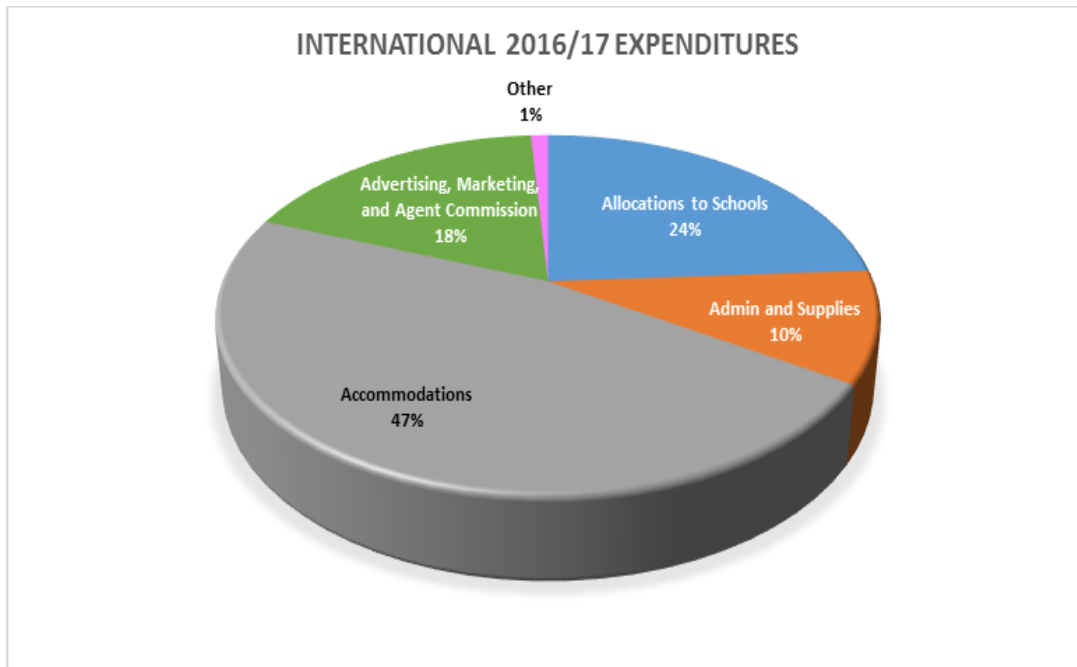
Golden Hills School Division offered these international programs in the 2016-17 school year:

- **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 2016-17:

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



Goals, Priorities and Planning for the Future: Last year \$985,236 in payment transfers was allocated to schools, who in turn decided how best to disperse these funds. This was an increase over the previous year, due to an increase in enrollment. In the 2016-17 school year, approximately 90% of this money was used towards certificated staff (approximately 8 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 2016-17 school year, Golden Hills International built upon well-developed existing programs in response to the changing global market. Through regular team meetings, the International Program strives to meet our long-term goals by monitoring progress and developing new ways to improve and nurture the program. Outlined below is a brief summary of the key focus areas and goals and priorities.

| Key Focus Area | Goals and Priorities |
|--|--|
| English Language Learning (ELL) | <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"> • Continue to provide quality, consistent ELL testing in schools using formal and informal assessments. • Continue enhanced tracking and reporting of ELL English language acquisition. • Provide mental health support from a Cross-Cultural perspective to ESL students through evidence based workshops, targeted presentations and individual and group counselling • In order to provide professional development to staff involved with ELL students a Moodle website was launched and is available through the Learning Academy. It provides 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. • Continue to provide grading based on Alberta Education Benchmarks to determine each student's English language proficiency using research based strategies. • 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 available September 2018 with piloting in the spring. • Participate in the Rural ESL collaborative: bi-yearly collaborative meetings with surrounding rural school divisions to discuss ESL needs and supports. • Support professional development opportunities for the ELL team. • Provide support for the successful integration of refugee students entering GHSD schools including resources, strategies, benchmarking and cultural awareness. • Continue to develop an intake document that can be used for students first arriving in a GHSD school and should be completed for the 2018/19 school year. • Support Colony teachers in implementing the Benchmarks and using the results to further support the students English Language Development. • Continue to support Yellow Dragonfly English K-6 ESL program training for students in China. • Continue to develop online ESL programs for Junior High and High school grade levels to be offered through the Golden Hills Learning Academy. |
| Specialized Student Programs (i.e. Elite, Global Leader program) | <p>These programs provide:</p> <ul style="list-style-type: none"> • Increased choice for parents thereby improving our marketing potential as well as providing extra services and programming to increase the opportunities for success in our program. • Practicum placement opportunities that encourage unique community/business partnerships and allow students to become important members of a welcoming school and community. • Enhanced personalized ELL support, attention and frequent reporting |

| Key Focus Area | Goals and Priorities |
|-----------------------------|---|
| | <p>to parents.</p> <ul style="list-style-type: none"> • Development of specialized short term programs to accommodate students from other countries (i.e. Colombia). |
| Homestay/Dormitory Programs | <ul style="list-style-type: none"> • Continued to provide information on standards and communication protocols through meetings and handbooks • Ensured staffing/supervision models are clearly communicated and modeled • Reviewed processes and procedures based on changes with Immigration Canada for student acceptance and placement, and adjust procedures accordingly |
| Recruitment and Marketing | <ul style="list-style-type: none"> • Continued to customize short and long-term programs. • Continued to provide agents with orientation materials. • Number of core agents continues to grow (last year, Golden Hills received international students from over 70 different agencies). • Continued to improve responsiveness to agent requests (the goal is a 48-hour response time). • Increased active recruitment in multiple markets. • Strengthened relationships in key markets and established a strong presence in new viable markets. • Reduced dependence on Alberta Education events for recruitment by establishing our own market connections. • Provided orientation to GHSD administration in order for them to participate in recruitment where that is appropriate. • Increased ownership by local administrators and schools • Built relationships with North American colleges and universities to provide letters of agreement, and to support the transition of international students to post-secondary studies. • Continued communication strategies in international print and online advertising e.g. Study Travel Magazine and various fairs • Continued to partner with CAPS-I (the Canadian Association of Public Schools-International) in joint advertising opportunities with, ICEF, CBIE, and BELTA. • Continued 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. • Engaged with agents and representatives by increasing webmail ads about students and events in GHSD. |
| Student Orientation | <ul style="list-style-type: none"> • Provided orientation for students and families when they arrived 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 • Continued to provide online pre-arrival details to assist students before |

| Key Focus Area | Goals and Priorities |
|---|--|
| | <p>they arrive in Canada</p> <ul style="list-style-type: none"> • Researched the iCent mobile app for international students for pre-arrival information, airport arrival and assistance, introduces places around town and other helpful information to make students' academic and social lives in Canada easier. |
| <p>Powerful Learning for all students through Citizenship</p> | <ul style="list-style-type: none"> • Exposure of global and cultural understanding through celebrations and international awareness events in our schools • Celebration and acknowledgement of the entrepreneurial skills that our International students bring to our schools • Offering leadership, entrepreneurial and special project credits for any high school students who work locally or abroad • Supporting community organizations and businesses that offer scholarships for academic and citizenship achievement |



ENROLMENT BACKGROUNDER

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

January 23, 2018

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, 2017 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, 2017. 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".

Bevan Daverne
Superintendent

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

Tahra Sabir
Secretary Treasurer

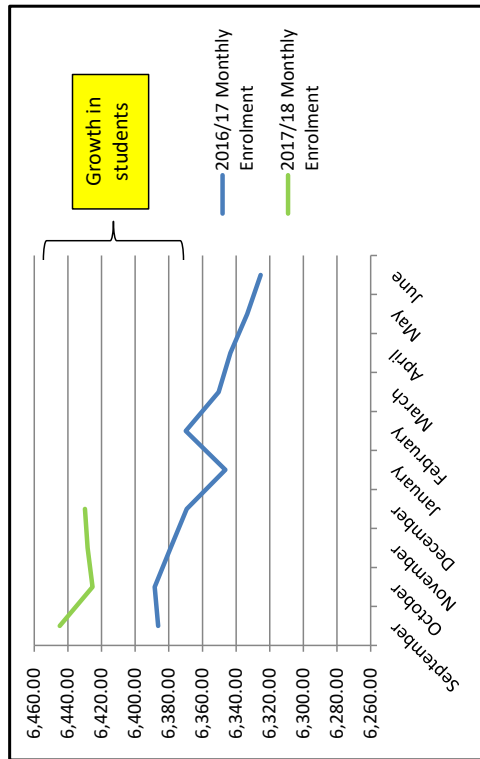
Golden Hills School Division No. 75 Enrolment

Summary of Totals - Year to Year Comparison

Nov 30, 2017 & Dec 31, 2017

| | 31-Dec-17 Enrolment | 30-Nov-17 Enrolment | Difference | % Change |
|------------------------------|------------------------|------------------------|-------------|-------------|
| Funded Total Enrolment | 6,051.25 | 6,049.75 | 1.50 | 0.02% |
| Provincially Funded Students | 156.00 | 156.00 | 0.00 | 0.0% |
| Siksika Students | 222.60 | 222.60 | 0.00 | 0.0% |
| International Students | 222.60 | 222.60 | 0.00 | 0.0% |
| Total | 6,429.85 | 6,428.35 | 1.50 | 0.0% |

Last Year Monthly Enrolment & Comparison to September 2017



Grade Figure Analysis Comparison of Sept 2017 and Sept 2016

| | 30-Sep-16 | 30-Sep-17 | Difference | % Change |
|---------------------|-----------|-----------|------------|----------|
| Provincially Funded | 203.50 | 213.00 | 9.50 | 4.5% |
| Kindergarten | 1,435.00 | 1,407.00 | -28.00 | -2.0% |
| Grades 1-3 | 1,431.00 | 1,381.00 | -50.00 | -3.6% |
| Grades 4-6 | 1,448.00 | 1,475.00 | 27.00 | 1.8% |
| Grades 7-9 | 1,539.25 | 1,504.00 | -35.25 | -2.3% |
| Grades 10-12 | 6,056.75 | 5,980.00 | -76.75 | -1.3% |
| Total | | | | |

Schools - Year to Year Comparison

| Configuration | SCHOOL | December 31, 2017 | | | November 30, 2017 | | |
|---------------|------------------------------------|---------------------|-------------|-------------|---------------------|-------------|-------------|
| | | Provincially Funded | Difference | % Change | Provincially Funded | Difference | % Change |
| K-6, 10-12 | Acme School | 198.50 | 0.00 | 0.0% | 198.50 | 0.00 | 0.0% |
| K-6 | Brentwood Elementary School | 336.00 | 2.00 | 0.6% | 334.00 | 2.00 | 0.6% |
| K-9 | Carbon School | 95.00 | 0.00 | 0.0% | 95.00 | 0.00 | 0.0% |
| K-6 | Carseland School | 61.50 | 0.00 | 0.0% | 61.50 | 0.00 | 0.0% |
| 7-9 | Crowther Memorial Jr. High School | 558.00 | 2.00 | 0.4% | 556.00 | 2.00 | 0.4% |
| K-9 | Dr. Elliott Community School | 180.50 | 0.00 | 0.0% | 180.50 | 0.00 | 0.0% |
| 7-12 | Drumheller Valley Secondary School | 421.00 | -1.00 | -0.2% | 422.00 | -1.00 | -0.2% |
| K-6 | Greentree School | 369.50 | 0.00 | 0.0% | 369.50 | 0.00 | 0.0% |
| K-12 | Prairie Christian Academy School | 278.50 | 0.00 | 0.0% | 278.50 | 0.00 | 0.0% |
| 10-12 | Strathmore High School | 597.00 | 1.00 | 0.2% | 596.00 | 1.00 | 0.2% |
| K-12 | Three Hills School | 440.50 | -1.00 | -0.2% | 441.50 | -1.00 | -0.2% |
| K-9 | Trinity Christian Academy | 167.00 | 0.00 | 0.0% | 167.00 | 0.00 | 0.0% |
| K-12 | Trochu Valley School | 254.50 | 0.50 | 0.2% | 254.00 | 0.50 | 0.2% |
| K-6 | Westmount School | 448.50 | -3.00 | -0.7% | 451.50 | -3.00 | -0.7% |
| K-6 | Wheatland Elementary School | 353.00 | 0.00 | 0.0% | 353.00 | 0.00 | 0.0% |
| K-12 | Wheatland Crossing | 339.50 | 1.00 | 0.3% | 338.50 | 1.00 | 0.3% |
| | Totals | 5,098.50 | 1.50 | 0.0% | 5,097.00 | 1.50 | 0.0% |
| Configuration | SCHOOL | Provincially Funded | Difference | % Change | Provincially Funded | Difference | % Change |
| 7-9 | Anchors II Outreach | 10.00 | 0.00 | 0.0% | 10.00 | 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 | 146.75 | 0.00 | 0.0% | 146.75 | 0.00 | 0.0% |
| 1-12 | NorthStar Academy | 390.50 | 0.00 | 0.0% | 390.50 | 0.00 | 0.0% |
| 7-12 | Strathmore StoreFront | 43.00 | 0.00 | 0.0% | 43.00 | 0.00 | 0.0% |
| | Totals | 608.25 | 0.00 | 0.0% | 608.25 | 0.00 | 0.0% |
| Configuration | COLONY SCHOOLS | Provincially Funded | Difference | % Change | Provincially Funded | Difference | % Change |
| K-9 | Colonies | 344.50 | 0.00 | 0.0% | 344.50 | 0.00 | 0.0% |



SCHOOL SUMMARIES MONITORING REPORT

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

January 23, 2017

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 (*Intentionally maximizing learning for all*).

Recommendation:

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

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

Bevan Daverne
Superintendent

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

Tahra Sabir
Secretary Treasurer



ADMINISTRATIVE PROCEDURE

411 - Job Sharing - Teachers

"Inspiring confident, caring citizens of the world"

January 23, 2018

Background:

The Bargaining Table and ATA have reviewed AP 411 Job Sharing – Teachers and recommend updates to the Administrative Procedure to align with the new assignable hours requirement.

AP 411 Job Sharing – Teachers is attached for review.

Recommendation:

That the Board of Trustees receives the attached information around the revision of AP 411 Job Sharing - Teachers as information.

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

Bevan Daverne
Superintendent

JOB SHARING - TEACHERS

Background

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

Procedures

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

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

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

1. Location of Position

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

2. Time Period

2.1 First Job Sharing Assignment (One Full Academic Year)

Date: _____ to date: _____

2.2 Subsequent Job Sharing Assignment

Date: _____ to date: _____

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

3. Shared Time

Name: _____ %

Name: _____ %

4. Conditions

4.1 Each teacher is expected to teach their respective percentage of instructional days and to attend ~~all~~ staff meetings, parent/teacher nights, parent –teacher interviews, school and district learning/collaborative days and other meetings as agreed to with the called by the Principal at the beginning of the year.

4.2 Each teacher is expected to participate in supervision schedules on a pro-rata basis.

4.3 Each teacher shall receive pro-rated assignable planning-time.

4.4 Each teacher is responsible for reporting progress of pupils to parents.

4.5 If, at any time during the year, one of the two teachers withdraws from the program, or accesses a leave of absence, the other teacher shall assume full-time duties, unless a satisfactory substitute can be found by the Principal.

4.6 Each teacher is bound by the Job Sharing Proposal, as developed and endorsed by the Principal and approved by the Associate Superintendent of Human Resources, including the timetable and defined set of responsibilities for each teacher.

4.7 Each teacher is entitled to salary, benefits, leaves and experience credit on a pro rata basis as per the Collective Agreement – Article 17 – Job Sharing. The teacher is responsible for the balance of the benefit premium so as to receive full benefits. The teacher’s share of the benefit premiums will be deducted through payroll.

4.8 Each teacher’s signature below indicates acceptance of this Job Sharing Agreement.

4.9 The principal’s signature below indicates his/her endorsement of the proposal for, and the conditions of, this Job Sharing Agreement.

4.10 Final approval of the Job Sharing Agreement is granted by the Associate Superintendent of Human Resources.

4.11 Teachers approved for a Job Sharing Agreement will return to their regular positions at the conclusion of the Job Sharing Arrangement.

Signatures:

Teacher: _____ Teacher: _____

Principal: _____

Associate Supt. of Human Resources: _____

Date of Approval: _____