



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

Thursday, October 26, 2017

Start time 10:30 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 (2017/09/26)**
 - 6.2 **Special Meeting of The Board of Trustees (2017/10/10)**
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. **Annular Modular Request Submission**
 - 8.1.2. **Field Trip Studies - Strathmore High School (New York City)**

T. Sabir
B. Daverne

8.1.3. **Field Trip Studies - Wheatland Crossing (Kenya)** B. Daverne

8.1.4. **Field Trip Studies - Crowther Memorial Jr. High (China)** B. Daverne

8.2. **Information Items**

8.2.1. **Enrolment Monitoring Report (September 2017)** T. Sabir

8.2.2. **Human Resources Monitoring Report** W.Miskiman

8.2.3. **Provincial Exam Results (Annual and Five Year Trends)** W.Miskiman

8.2.4. **Three Year Education Plan 2017-2020 and Annual Education Results Report 2016-2017** B. Daverne

8.2.5. **Family School Community Resource Program** K. Jordan

8.2.6. **Elections Review 2017** T. Sabir

9. **ADJOURNMENT**

10. **Governance Session**

Draft



MINUTES

Golden Hills School Division No. 75

Regular Meeting of the Board of Trustees

Meeting Type : REGULAR BOARD MEETING

Date : Tuesday, September 26, 2017

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

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

Absent:

c) Trustee

- Joyce Bazant

Call to Order

Chair Price called the meeting to order at 9:35 a.m.

In Camera

Resolution #BD20170926.1001

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

Carried

Resolution #BD20170926.1002

MOVED by Trustee Kletke that the Board of Trustees rise from In Camera at 10 :15 a.m.

Carried

BREAK

Recessed at 10:15 a.m.

Reconvene at 10:25 a.m.

Approval Of Agenda

Resolution #BD20170926.1003

MOVED by Trustee Nielsen that the Board of Trustees approve the agenda as amended:

- Addition to Action Item - Special Meeting required

Carried

Welcome Public, Vision and Mission Statements

The Board of Trustees welcomed James Northcott (Acclaimed Trustee Ward #2) to observe the September 26, 2017 Board Meeting.

Presentation of Minutes

Resolution #BD20170926.1004

MOVED by Trustee Nielsen that the Board of Trustees approve minutes of August 29, 2017 as presented.

Carried

Chair's Report
(REPORTS)

Chair Price reported on the following items:

- Chair Price introduced James Northcott, Ward #2 Acclaimed Trustee.
- Gave recognition to Board of Trustee colleagues, Superintendent, Associate Superintendent, Deputy Superintendent and Secretary Treasurer. It was a pleasure working with everyone.

Board Committees
(REPORTS)

No information to present at this time.

Board Representatives to External Organizations
(REPORTS)

Trustee Tucker presented information on the Alberta School Boards Association (ASBA) Zone 5 meeting on behalf of Trustee Bazant as she wasn't able to attend. Trustee Kletke and Larsen presented information to the Board on the Invitation to discuss Education Legislation conference they attended held September 21 and 22, 2017. Throughout September, Alberta Education will host engagement sessions in Red Deer, Grande Prairie, Lethbridge, Calgary and Edmonton.

Administration Reports
(REPORTS)

Superintendent Daverne presented information on the following items:

- Discussed letter received from High Prairie School Division No. 48, Chair Tammy Henkel.
- Invitation to discuss Education Legislation Conference was held September 21-22, 2017 at the McDougall Centre in Calgary, AB. School Act consultation with Alberta Education, discussion around several policy issues.
- Storefront/Learning Academy - renovations are being done to the old Saan building (116 3rd Ave Strathmore, AB), significant cost savings for Golden Hills School Division to own.
- Linden Land Transfer - completed.
- Motto - Powering hope and possibilities added to agenda header, collaborating on the design of a new logo.
- Collaboration Day (Aug 30), New Teacher Orientation (Sept 19) and Instructional Day (Sept 22) was well attended.

- Wheatland Crossing School Grand Opening being held today, September 26, 2017 at 1:30 pm.
- Wheatland Crossing School Principal, Karen Smith has stepped down to accept a position with the Fort Vermillion School Division. Her last day will be October 20, 2017.

Deputy Superintendent Dr. Jordan presented information on the following items:

- "Thanked" the Board of Trustees for the years of service with Golden Hills School Division.
- Discussed New Teacher Orientation that was held September 19, 2017 at Division Office.
- Discussed Instructional Day held September 22, 2017.

Secretary Treasurer Sabir presented information on the following items:

- "Thanked" the Board of Trustees and also presented a "Numbers Fun Fact Trustee Sheet" for everything they accomplished over the past four years.
- New K to 9 Recreation Facility and school - rendered drawing (showed).
- Presented a powerpoint on Facilities update.

Special Meeting
(Action Items)

Resolution #BD20170926.1005

MOVED by Trustee Tucker that the Board of Trustees approves a Special Meeting to discuss Academics via conference call on Tuesday, October 10, 2017 at 8:30 am.

Carried

**Field Trip Studies -
Strathmore High School**
(Action Items)

Resolution #BD20170926.1006

MOVED by Trustee Tucker that the Board of Trustees approves the proposed high school field studies/excursion for Strathmore High School to Europe from March 28-April 8, 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.

Carried

**Joint Elections and
Advance Poll**
(Action Items)

Resolution #BD20170926.1007

MOVED by Trustee Kletke that the Board of Trustees considers a Joint Election Agreement with the Town of Drumheller.

Carried

Resolution #BD20170926.1008

MOVED by Trustee Nielsen that the Board of Trustees establish Thursday, October 5, 2017 between the hours of 4:00 pm and 8:00 pm and Saturday, October 14, 2017 between the hours of 10:00 am and 2:00 pm for the Advance Poll for the 2017 Elections.

Carried

**Preliminary Enrolment
Monitoring Report
(September)**
(Information Items)

Secretary Treasurer Sabir and Superintendent Daverne presented information to the Board of Trustees on the September Preliminary Enrolment Monitoring Report.

System Enhancement
(Information Items)

Deputy Superintendent Jordan presented information to the Board of Trustees on System Enhancement Monitoring Report for 2016-2017.

IMR and Capital Projects

Secretary Treasurer Sabir presented a PowerPoint on Infrastructure and Maintenance

Report (Summer Update)

(Information Items)

Renewal (IMR) and Capital Projects, completed and ongoing, over the summer.

Information/Suggestions for New Board

(Information Items)

Trustees provided information on current issues and potential challenges for the new board.

ADJOURNMENT

Resolution #BD20170926.1009

MOVED by Trustee Larsen that the meeting adjourn at 12:17 pm.

Carried

Wheatland Crossing Grand Opening Ceremony - 1:30 PM

Wheatland Crossing Grand Opening begins at 1:30 pm.

Chair

Secretary Treasurer

Draft



MINUTES

Golden Hills School Division No. 75

Special Meeting of The Board of Trustees

Meeting Type : REGULAR BOARD MEETING

Date : Tuesday, October 10, 2017

Start time : 8:30 AM

Location : Conference Call Golden Hills School Division No. 75

Minutes

Attendance

Present were:

a) Chair

- David Price (via conference call)

c) Trustee

- Barry Kletke (via conference call)
- Sherri Nielsen (via conference call)
- Alan Larsen (via conference call)
- Joyce Bazant (via conference call)

d) Superintendent

- Bevan Daverne

l) Director of Learning

- Jeff Grimsdale

Absent:

b) Vice-Chair

- Larry Tucker

e) Associate Superintendent

- Wes Miskiman

f) Deputy Superintendent

- Dr. Kandace Jordan

g) Secretary - Treasurer

- Tahra Sabir

h) Recording Secretary

- Kristy Polet

In Camera

Resolution #BD20171010.1001

MOVED by Trustee Nielsen that the Board of Trustees go *In Camera* at 8:35 a.m. to discuss legal matters.

Carried

Resolution #BD20171010.1002

MOVED by Trustee Bazant that the Board of Trustees rise from In Camera at 8:45 a.m.

Carried

ADJOURNMENT

Resolution #BD20171010.1003

MOVED by Trustee Kletke that the meeting adjourn at 8:45 a.m.

Carried

Chair

Secretary Treasurer

Draft



MODULARS REQUEST - DRAFT 2018/2019 SCHOOL YEAR

“Inspiring confident, connected, caring citizens of the world”

October 26, 2017

Background:

Alberta Education’s submission date for requesting new modular classrooms for the 2018/19 school year has been changed. School boards are now being asked to provide **draft versions** of their requests to Education by **November 1, 2017** and **final versions** on or before **December 1, 2017**.

Reasons for this change:

- To provide time for your division to consult with your schools, review enrolment data from the September 30 count and allow newly elected school board trustees time to adapt to their new roles and responsibilities.
- To ensure there is sufficient time for Education’s review of submission and for the Deputy Minister to review and approve recommendations before the end of this year.

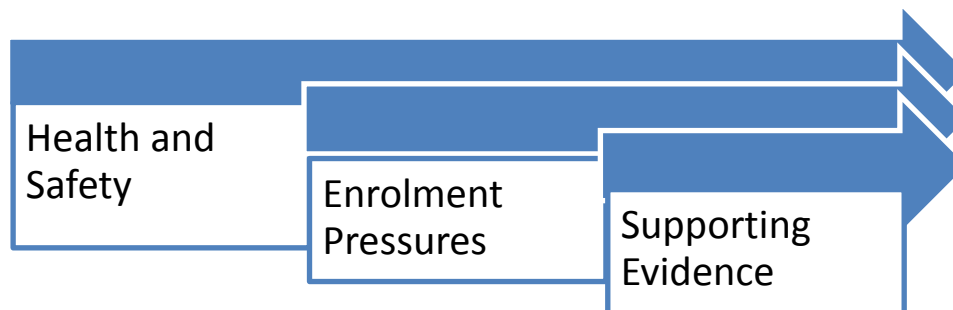
New this year, Capital Planning will accept and consider requests from school boards for the demolition of portable/modular classrooms and the reclamation of the affected school sites. In order to submit a request, information verifying the condition of the portable/modular classroom must accompany the submission.

Over the past few years, Capital Planning has been able to redeploy a number of existing modular/portable classrooms between jurisdictions. In doing this, they are asking Divisions to identify units in good condition that may be surplus to our needs. In order to be considered for reallocation, we must:

- Ensure that the condition of the units being redeployed is “good”
- And third –party verification has been finalized

Capital Planning has requested that school jurisdictions identify; in priority order, emergent modular classroom needs and portable/modular classroom move requests for 2018/2019. As in previous years, Alberta Education will use the following criteria to determine the priority order for the allocation of modular classrooms to school jurisdictions:

Criteria to Determine Priority Order for Modular Classrooms



As previously mentioned, the first deadline date for submission to Alberta Education is **November 1, 2017**. Alberta Education had advised this deadline will allow the approved units to be ordered, constructed, delivered and set up in time for the start of the 2018/19 school year. Approval decisions will be communicated to school jurisdictions in early 2018.

It is recommended that Golden Hills request modular classrooms for the following schools:

Strathmore High School (SHS) Strathmore - Grades 10-12	
Utilization Rate from 2016/2017	72%
Enrolment Headcount	730 students; projections indicate growth of over 36 students in the 15 years
Issue	Every classroom is fully utilized Exhausted all other approaches to increase usage & efficiency of existing space Growth in students and programs have created the need for more classroom space
Request	Funding for 2 modular classrooms
Proposed Placement	See attached

Trinity Christian Academy Strathmore – Grades 1-9	
Utilization Rate from 2016/2017	81%
Enrolment Headcount	178 students – Projections indicate growth of over 65 students in the next 15 years.
Issue	Program Continues to grow and all the TCA classrooms are full. For the past 5 years enrolment has grown over 75%. We anticipate future growth to continue at a similar rate.
Request	Funding for 3 modular classrooms
Proposed Placement	See attached

Wheatland Crossing – Grades K-12	
Utilization Rate from 2016/2017	83%
Enrolment Headcount	384 – Anticipate continue growth due to location of the school and magnet programs offered at the school.
Issue	Program continues to grow as a result of rural based options including: agriculture focused courses, dual credit opportunities and other farm based options.
Request	Funding for 1 modular classrooms
Proposed Placement	See attached

Prairie Christian Academy – Grades K-12	
Utilization Rate from 2016/2017	77%
Enrolment Headcount	318 – projections show this program to increase by over 120 students in the next 15 years.
Issue	Program continues to grow and classroom space is fully utilized with science lab and art classroom sharing space. Current CTS room is used as a classroom. Large grade 1 class that needs to be split next year and for the next 11 years.
Request	Funding for 1 modular classroom
Proposed Placement	See attached

Recommendation:

That the Board of Trustees approves the recommended modular requests for the 2018/2019 school year.

School	Request
Strathmore High School (Strathmore)	2 modulars
Trinity Christian Academy (Strathmore)	3 modulars
Wheatland Crossing (East Wheatland)	1 modulars
Prairie Christian Academy (Three Hills)	1 modular

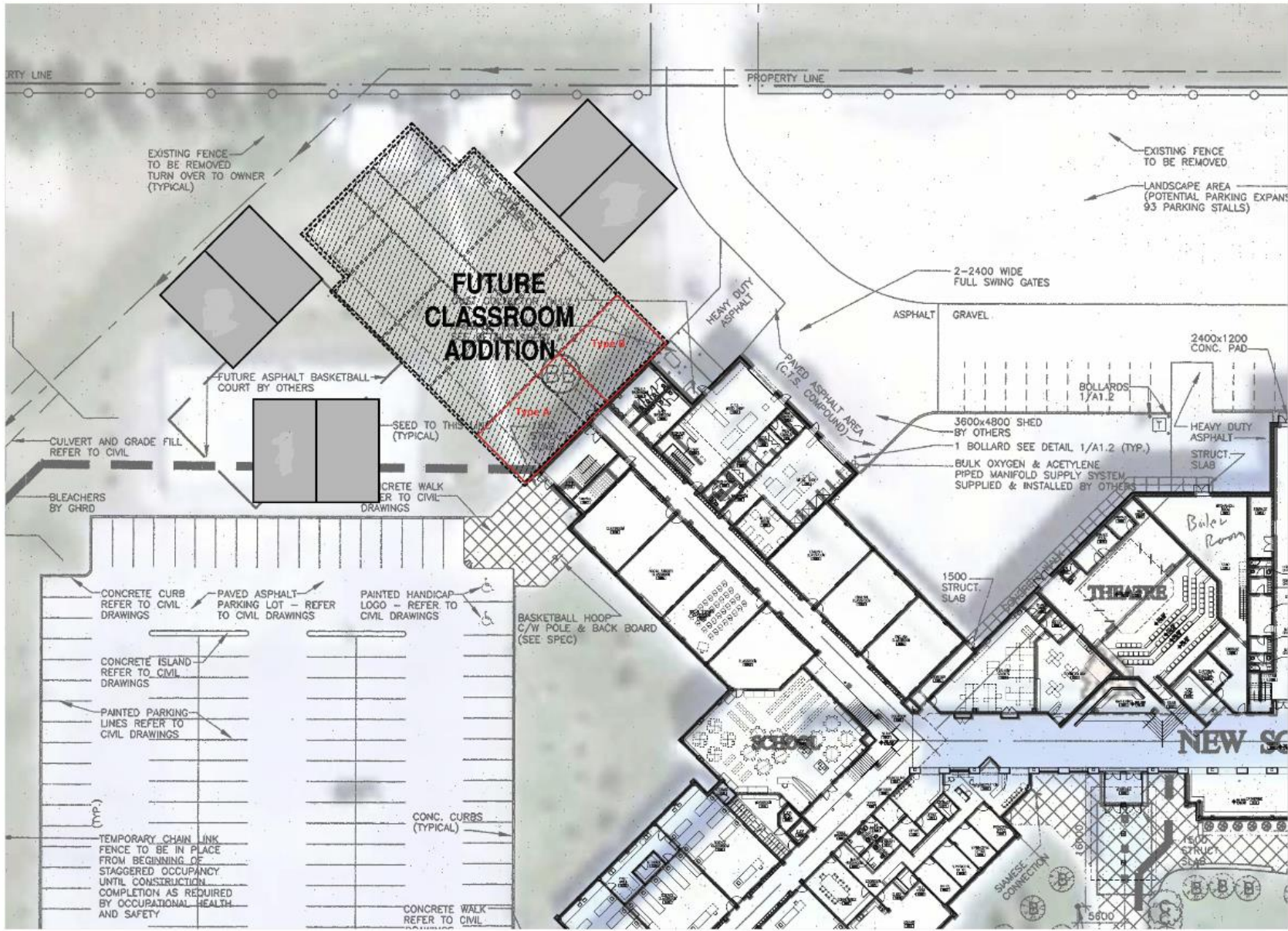


Bevan Daverne
Superintendent



Tahra Sabir
Secretary Treasurer

Strathmore High School



NOTES

1. S.I.C. MAY 2010. SEE FOR CURRENT PERMITS

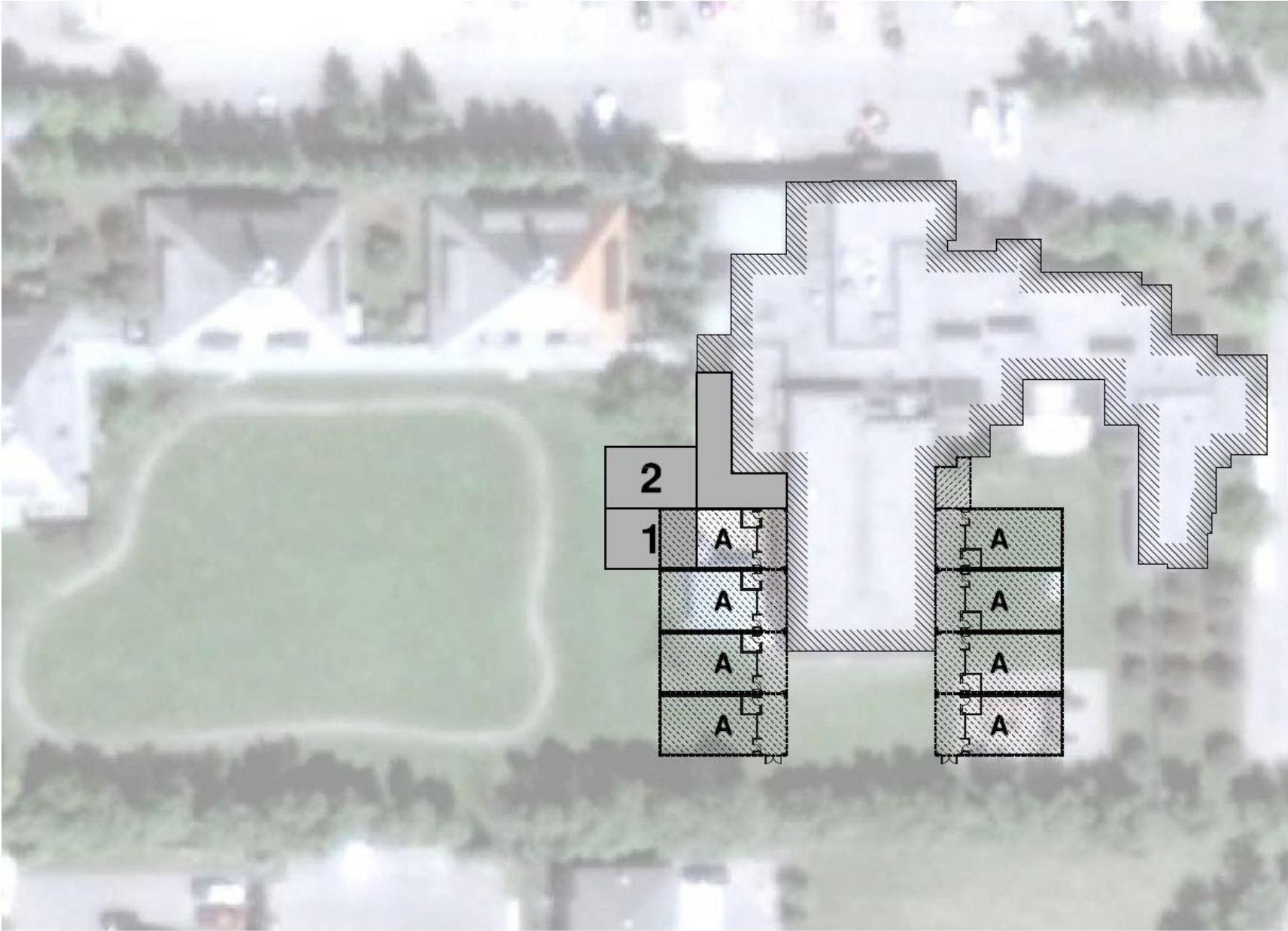
DATE: MAY 20, 2010
 SCALE: 1" = 50'
 PROJECT: MODULAR CLASSROOM RELOCATION - STRATHMORE HIGH
 CLIENT: GOLDEN HILLS SCHOOL DIVISION No.75

STING OPTIONS

A2-1P

FOR INFORMATION ONLY. THIS IS A PRELIMINARY DRAWING. IT IS NOT TO BE USED FOR CONSTRUCTION. ANY CHANGES TO THIS DRAWING MUST BE APPROVED BY THE ARCHITECT. ALL DIMENSIONS SHALL BE TO FACE UNLESS OTHERWISE NOTED.

Trinity Christian Academy School



NOTES

NO.	DATE	REVISION	DRAWN FOR CLIENT REVIEW

FWBA ARCHITECTS
 ARCHITECTS • PLANNERS • INTERIORS • EXTERIORS • SITES
 100 W. 10th Street, Suite 100 • Denver, CO 80202 • www.fwba.com

MODULAR CLASSROOM RELOCATION - TRINITY CHRISTIAN
 1/17/2018

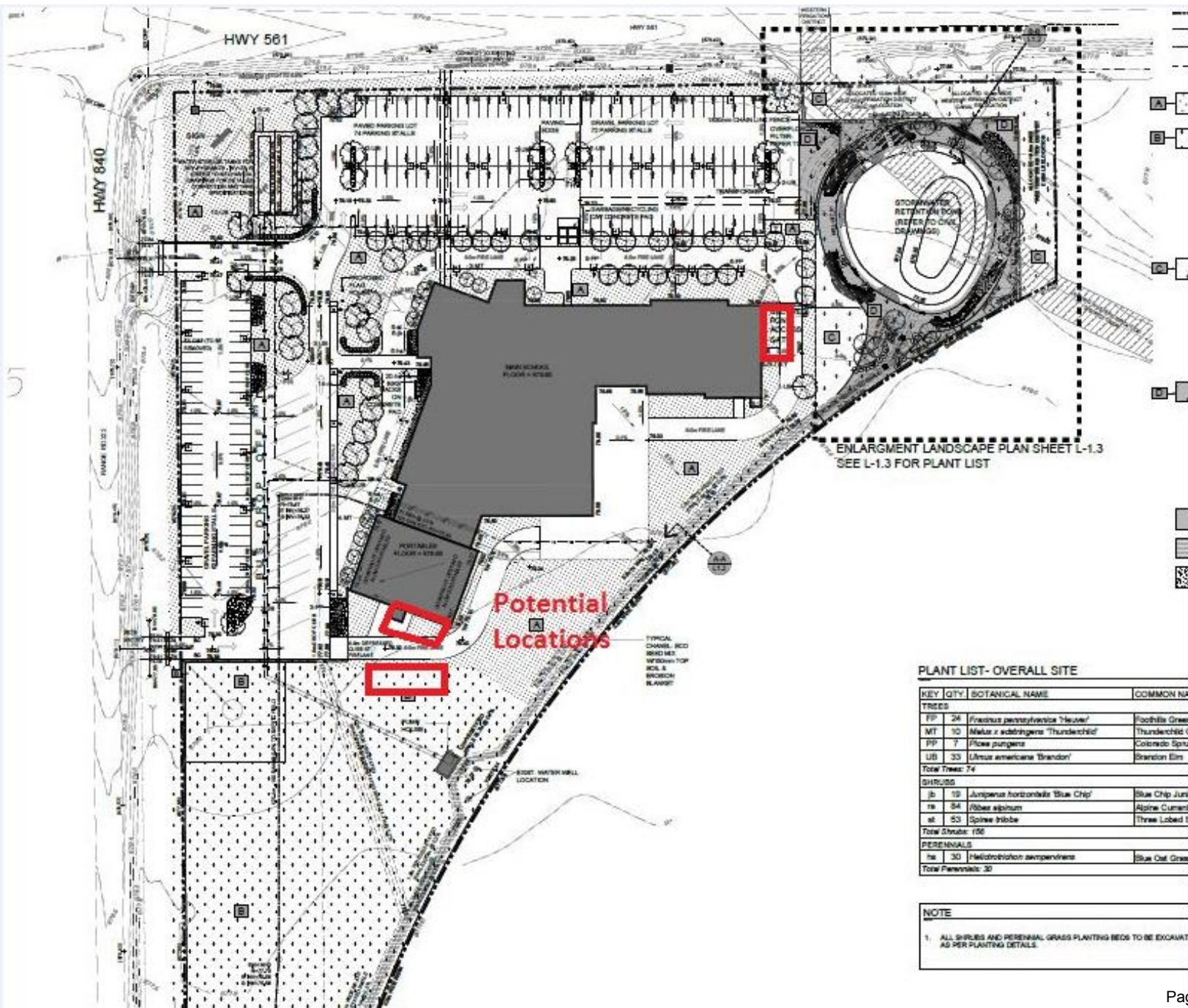
GOLDEN HILLS SCHOOL DIVISION No. 75

PROPOSED SITING - OPTION 2

A2-1P

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Wheatland Crossing School



PLANT LIST- OVERALL SITE

KEY	QTY	BOTANICAL NAME	COMMON NAME
TREES			
FF	24	<i>Fragaria pennsylvanica</i> 'Hester'	FootHills Grass
MT	10	<i>Malus x adbringens</i> 'Thunderchild'	Thunderchild C
PF	7	<i>Picea pungens</i>	Colorado Spru
UB	33	<i>Ulmus americana</i> 'Brandon'	Brandon Elm
Total Trees: 74			
SHRUBS			
jb	10	<i>Juniperus horizontalis</i> 'Blue Chip'	Blue Chip Jun
rh	84	<i>Ribes alpinum</i>	Alpine Currant
st	83	<i>Spirea triloba</i>	Three Lobed S
Total Shrubs: 196			
PERENNIALS			
he	30	<i>Helleboroidon asperiflorus</i>	Blue Owl Grass
Total Perennials: 30			

NOTE

1. ALL SHRUBS AND PERENNIAL GRASS PLANTING BEDS TO BE EXCAVATED PER PLANTING DETAILS.



FIELD TRIP STUDIES/STUDENT EXCURSION Strathmore High School

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

October 26, 2017

Background:

Strathmore High School requests permission, in accordance with Administrative Procedure 260 and Board Policy 2, for an international high school field trip to New York city, USA from April 25, 2018 to April 30, 2018. The trip will involve high school concert band students.

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 trip is for the band to participate in the Rhythms International Festival as well as other musical tourism opportunities.

Recommendation:

That the Board of Trustees approves the proposed high school field studies/excursion for Strathmore High School to New York from April 25 to April 30, 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



**STRATHMORE BAND
NEW YORK CITY TOUR
SPRING 2018
4 NIGHTS/5 DAYS**

- Wed April 25 **CALGARY / NEW YORK CITY**
7:00am group arrives at Calgary International Airport
9:55am Lv. Calgary on WestJet 1680*
4:29pm Ar. New York/JFK airport
Upon arrival, you will be met and transferred to your hotel by private coach.
5 nights at **Hampton Inn Times Square South 337 W 39th St. Tel 212-967-2344**
- Thu April 26 **NEW YORK CITY**
7:00am breakfast at your hotel.
8:00am Meet guide in the lobby. This morning you will take a **guided coach tour of Manhattan**. The tour will pass by many famous New York landmarks including Central Park, Lincoln Center, Grand Central Station, Empire State Building and the Fifth Avenue shopping area.
12:00 noon Group will be dropped off at Times Square for lunch (not included).
This afternoon group will have a guided tour of **Radio City Music Hall**, New York's premier entertainment venue and home to the world-famous dance group, The Rockettes.
Tonight, dinner on own near hotel and afterwards walk to your **Broadway Musical, Wicked**.
6:30pm Meet at the Gershwin Theatre 222 West 51st Street (between 8th and Broadway).
Show runs from **7:00-9:45pm** with one intermission. Walk back to the hotel. Half day coach
- Fri April 27 **NEW YORK CITY**
Breakfast at your hotel.
Load coach and depart for your **first school performance** in the Manhattan area.
Continue onto your **second performance** in the early afternoon at a nearby school.
Later this afternoon the group will participate in a 90 minute **Broadway Classroom Instrumental Workshop**. Broadway Classroom workshops provide professional level training in the arts for promising young artists by affording them the opportunity to study with current Broadway performers. Transfer back to the hotel.
Tonight, group will visit **Dizzy's Club** at Lincoln Centre (or similar such as Jazz Standard) for an evening jazz concert with dinner included. Return to your hotel by foot. Full day coach
- Sat April 28 **NEW YORK CITY**
7:30am Breakfast at your hotel.
8:30am depart by subway/foot to the **Metropolitan Museum of Art** for a self-guided tour- enjoy the visit to the 2nd floor exhibits of the ancient musical instruments.
11:30am lunch at the museum (own expense).
1:00pm Your guide will meet you at the Museum and take you via subway to **Lower Manhattan** for your **walking tour**. Sights will include Wall Street and the Financial District, and the location of the 9/11 attacks on the World Trade Centre. Visit the **9-11 memorial**, and St. Paul's Chapel.
5:00pm Guide will drop you off at **Greenwich Village** for some time to shop at the outside markets. Return to your hotel by subway.
Tonight, after dinner (not included) walk to David Geffen Hall at **Lincoln Center** for an 8pm* performance with the **New York Philharmonic** featuring Debussy and Bartók's Concerto for Orchestra. *please plan to be at Lincoln Center by 7:30pm Subway+ Foot
- Sun April 29 **NEW YORK CITY Rhythms International Festival**
Breakfast at your hotel.
Today you will participate in the **Rhythms International Festival** which includes a **performance**, adjudication and master class and the opportunity to watch other bands perform.
This evening attend the Rhythms International **Festival Awards Presentation & Banquet Dinner** (semi formal).
Board your coach and return to your hotel. Coach transfers

Mon Apr 30

NEW YORK CITY CALGARY

Breakfast at your hotel. Check out and store luggage.

Walk to **Top of the Rock Observation Centre** at **Rockefeller Centre** for breathtaking views of New York from 70 stories above the street. Meet back at hotel by 2:00pm to collect luggage.

2:30pm Load coach and depart for airport

6:00pm Depart New York/JFK Airport on WestJet 1681

9:24pm Arrive Calgary. Clear customs.

*flights subject to change

QUOTATION: \$2415.00 CAD, based on 25 paying students, 4 paying adults and 1 non-paying adult

INCLUDES:

- ✓ Airfare from Calgary to New York return including taxes
- ✓ \$50.00 per person total luggage allowance (1 piece standard luggage each direction)
- ✓ 5 nights Hotel Accommodation (students sharing 4 to a room, chaperones sharing 2 to a room)
- ✓ Daily breakfasts
- ✓ Coach transportation as per the above itinerary
- ✓ 1 x single day subway pass
- ✓ 1 concert band workshop - 90 minutes
- ✓ 1-2 performances
- ✓ Guided city tour and guided walking tour of Lower Manhattan
- ✓ Gratuities for tour guides and coach drivers
- ✓ 1 Broadway Musical and NY Philharmonic performance
- ✓ Jazz Club admission and dinner
- ✓ Festival Fees including 3 course dinner
- ✓ Entrance into Metropolitan Museum of Art, Tour of Radio City Music Hall, Entrance into Top of the Rock
- ✓ Out of Province Emergency Medical Insurance (coverage for all Canadian residents up to age 59 who have valid provincial health coverage)
- ✓ Taxes and service charges
- ✓ Services of Affinity Group Tours

NOT INCLUDED:

- Expenses of a personal nature
- Calgary airport transfers.
- Passport and/or Visa fees (if necessary)
- Meals other than breakfast and 2 included dinners
- Optional tours, activities and excursions
- Upgrade to Student Youth Insurance Package includes: Emergency out of Province Medical, Trip Cancellation, Trip Interruption, Flight & Travel Accident and Baggage Insurance (based on a minimum of 10 purchasing the cost is \$110.00 CAD Per person)
- Baggage fees/charges which may be levied by the airline for excess or oversize baggage/instruments

Deposit and Payment requirements:

\$300.00 + \$110.00 optional insurance and booking form due to proceed with the tour

\$750.00 per person deposit and copy of passport is due November 1, 2017

A Rooming List is required by January 21, 2018 *at which time a final invoice will be issued*

Balance of Payment is then due in our office Feb 15, 2018

All monies are non-refundable and there are no refunds for unused services. Services are subject to availability at time of booking. Another important note is that your final price is dependent on your final numbers. Therefore, if your numbers fluctuate then so will your tour price. Tour package subject to fuel price increases and currency fluctuations.

Important: All participants must be in possession of a valid Passport to enter the United States. If any persons are not Canadian citizens, they may require special paperwork or a US Visa. It will be the individual's responsibility to ensure they have the correct documentation to enter the US and to re-enter Canada following the tour.



FIELD TRIP STUDIES/STUDENT EXCURSION Wheatland Crossing School

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

October 26, 2017

Background:

Wheatland Crossing School requests permission, in accordance with Administrative Procedure 260 and Board Policy 2, for an international high school field trip to the Maasai Mara region of Kenya from February 15, 2018 to February 25, 2018. The trip will involve eight high school students and 4 chaperones. Students on the trip will not miss any days of school.

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

The tour provider, EF Educational Tours, has completed a detailed Risk Assessment. EF Educational Tours will also provide a Me to We facilitator and 24-hour security personnel for the group at all times.

Statement of Educational Purpose:

The purpose of the trip is for the students to work with the Me to We charity to better understand the needs of a community in the Maasai Mara region of Kenya.

Recommendation:

That the Board of Trustees reviews the proposed high school field studies/excursion for Wheatland Crossing School to the Maasai Mara region of Kenya from February 15 to February 25, 2018 and request additional information and a detailed review of risks and itinerary for parents, in keeping with Form 260-2.

Bevan Daverne
Superintendent of Schools

Your service project themes

We work with the award-winning charity Free the Children to better understand the needs of each community and then focus projects on those issues. Themes include:

- Education
- Health
- Clean Water and Sanitation
- Alternative Income and Livelihood
- Agriculture and Food Security

Day 1: Fly overnight to Kenya

Day 2: Arrive in Nairobi

Meet your Field Director at the airport and transfer to your accommodations in a small suburb of Nairobi.

Day 3: Free the Children Community

Travel to the Free the Children community where your service project will take place.

Participate in a community orientation, attend a Build Site Safety101 module and learn about Free the Children's holistic and sustainable community development model. Spend the night camping under the stars.

Days 4-7: Service Project—Maasai Mara Region

As communities evolve so do their needs. That's why we work closely with Free The Children to better understand the challenges in the Maasai Mara Region. Since projects are determined closer to your actual tour date, here's a glimpse at what a typical day might look like.

- Working side-by-side with locals, you'll help address challenges with projects like restoring schools, building libraries, and digging latrines and hand-washing stations.
- Participate in daily Swahili lessons and enjoy cultural activities as you're immersed in the language and heritage of the community
- Evenings are spent reflecting, discussing events as a group, and drawing connections between the day's work and relevant global issues.

Day 8: Free the Children Community

Explore Kenya's animal kingdom on a wild safari. You'll tour the Maasai Mara Region, a portion of the Serengeti known for its wildebeest and zebra migration, and excellent game-viewing year-round.

Day 9: Free the Children Community

Practice ancient survival techniques like animal tracking and identification, learn how to build shelter and celebrate traditional customs during your Maasai Mara Warrior Training. Put your leadership skills to the test as you work with your group to build an action plan for global change.

Day 10: Transfer to Nairobi

Transfer back to Nairobi and board an evening flight for home.

Day 11: Depart for home

Arrive home.



Educational Tours



MEANINGFUL. SUSTAINABLE. UNFORGETTABLE.

Witness the breathtaking terrain of East Africa as you learn about the challenges faced by rural communities. From sandy coastline to sky-piercing mountains, you'll explore Kenya's scenic beauty on guided nature hikes and safaris. With a spectacular African landscape as your backdrop, you'll go inside the Maasai Mara community, working side-by-side with locals to address challenges in education, agriculture and more. As you collaborate with community members on service projects, you'll be immersed in the Maasai culture, learning from local elders and participating in traditional customs.

15

Estimated service hours

YOUR SERVICE PROJECT THEMES

We work with the award-winning charity Free The Children to better understand the needs of each community and then focus projects on those issues. Themes include:

- Clean Water and Sanitation
- Education
- Health
- Alternative Income
- Agriculture and Food Security

COMMUNITY DEVELOPMENT IN KENYA'S MAASAI MARA

11 days, estimated 15 service hours

What to expect on this Service Learning Tour

MEANINGFUL SERVICE

Working side-by-side with locals, you'll gain insight into the challenges they face and build lasting solutions to help empower the community.

Projects include:

- Helping to build a new school for students
- Digging wells for closer access to clean water
- Building latrines and hand washing stations near the school

CULTURAL IMMERSION

Live near the communities you serve—celebrating customs and forming lasting connections with locals.

Activities include:

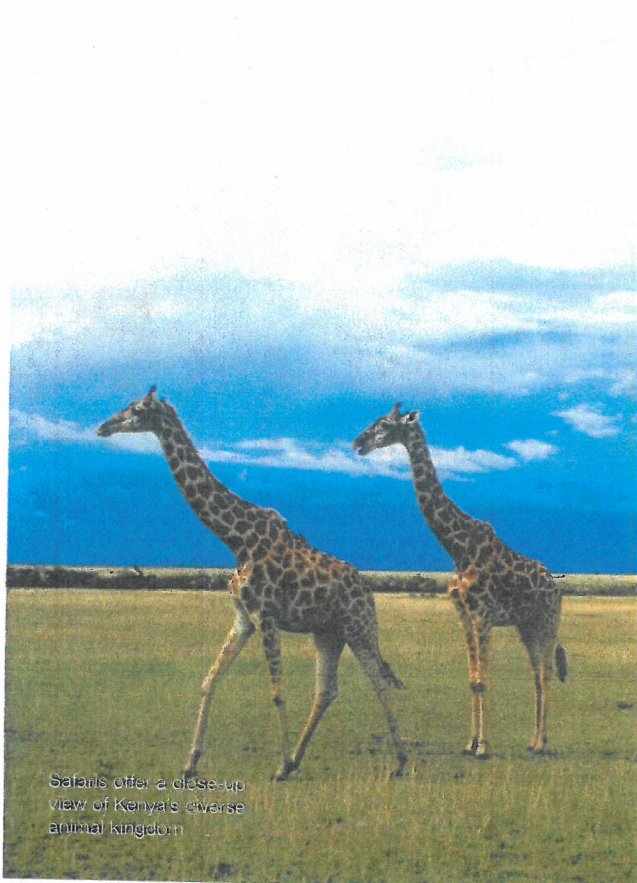
- Learn about different plants the Maasai use for healing and hygiene
- Learning Swahili so you can communicate and practice with locals
- Walking in the footsteps of a local Maasai Mama and collecting water for her family

LEADERSHIP DEVELOPMENT

Your Field Director takes your global service experience even further, developing and strengthening leadership skills through activities and workshops.

Exercises include:

- Investigating global issues, exploring social justice and building leadership skills
- Contextualizing the day's events through thoughtful discussion and group dialogue
- Reflective journaling to deepen the service experience





Students gather for a group discussion to reflect on the day's events.



A group of children gather around a student to teach her a popular game.



A student working side-by-side with a local.

Your partners in global education

EF EDUCATIONAL TOURS

For over 50 years, EF has worked with educators across the world to help millions of students become global citizens by breaking down barriers of language, culture and geography. With more than 500 schools and offices in over 50 countries, our staff can respond in person wherever you are, 24 hours a day.

ME TO WE

ME to WE is an innovative social enterprise that provides people with better choices for a better world. It measures the bottom line—not by annual dollars earned, but by the number of lives changed and the positive social and environmental impact made. Half of ME to WE's annual net profit is donated to the Free The Children charity, and the remainder is reinvested to further the social mission of their enterprise.

START PLANNING
To enroll on this tour, ask your teacher for the tour number and visit eftours.ca/enroll or call 1-800-263-2806

11-DAY ITINERARY

Day 1: Fly overnight to Kenya

Day 2: Arrive in Nairobi

Meet your Field Director at the airport and transfer to your accommodations in a small suburb of Nairobi.

Day 3: Free The Children Community

Travel to the Free The Children community where your service project will take place.

- Participate in a community orientation, attend a Build Site Safety101 module and learn about Free The Children's holistic and sustainable community development model.

Days 4-7: Service Project—Maasai Mara Region

As communities evolve so do their needs. That's why we work closely with Free The Children to better understand the challenges in the Maasai Mara Region. Since projects are determined closer to your actual tour date, here's a glimpse at what a typical day might look like.

- Working side-by-side with locals, you'll help address challenges with projects like restoring schools, building libraries, and digging latrines and hand-washing stations.
- Participate in daily Swahili lessons and enjoy cultural activities as you're immersed in the language and heritage of the community.
- Evenings are spent reflecting, discussing events as a group, and drawing connections between the day's work and relevant global issues.

Day 8: Free The Children Community

- Explore Kenya's animal kingdom on a wild safari. You'll tour the Maasai Mara Region, a portion of the Serengeti known for its wildebeest and zebra migration, and excellent game-viewing year round.

Day 9: Free The Children Community

- Take a medicinal hike and learn about different plants the Maasai use for healing and hygiene.
- Put your leadership skills to the test as you work with your group to build an action plan for global change.

Day 10: Transfer to Nairobi

- Transfer back to Nairobi and board an evening flight for home.

Day 11: Depart for home

- Arrive home.

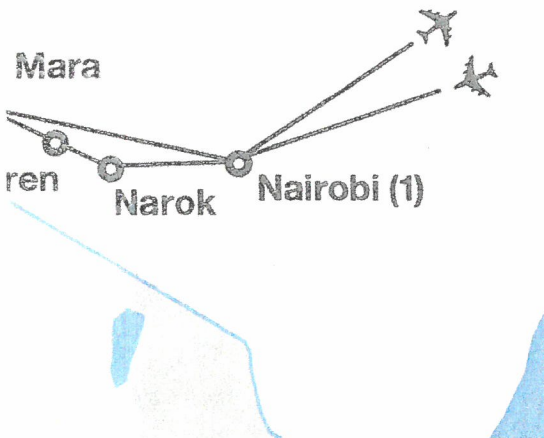
➦ Add days 11-13: Service Project
Maasai Mara Region



LOCAL INSIGHT AND SUPPORT

Your Field Director deepens your connection to the land, people and culture. With local perspective on community challenges and skilled training in service leadership, they'll provide insight and global context, as they:

- Lead skill-building workshops and meaningful group reflections
- Facilitate group orientation and safety training
- Handle all on-tour details, from meals to transportation



The Maasai people share stories and traditions with a student as she holds one of the newest tribe members



Your experience includes: 1 night stay in Nairobi, 2 with extension; 8 night stay in a Free The Children community, 9 with extension; Round-trip flights on major carriers; Daily breakfast, lunch and dinner plus filtered water, tea and snacks; Local ground transportation; Full-time Field Director; Sustainable service projects with Free The Children; Service hours; Language lessons; Sightseeing tours led by expert guides; Entrance fees

KENYA RISK ASSESSMENT

Me To We Trips		Country: Kenya	Reviewed by: Julie Creen	Department Head, Client Experience & Global Trip Operations	Date: Spring 2016
Phase: Transport to and from Kenya			Risk Management Employed	Incident Management Employed	
Hazard	Likelihood	Consequence			
Missed Plane	LOW	LOW	<ul style="list-style-type: none"> ▶ Participants are advised to arrive at the airport four hours before flight departure ▶ Flights booked through Me to We utilize valid connecting times as determined by the airlines and our flights partner 	<ul style="list-style-type: none"> ▶ Work with airline officials to rebook ticket(s) ▶ Contact Toronto office to inform them of the delay to ensure proper communication with country team ▶ If more than one facilitator is traveling with the group, one can stay behind to meet the delayed participant (if necessary) ▶ If the whole group is delayed and it is necessary for travelers to take different flights, the group will be divided into smaller groups and each assigned a leader ▶ If the delay is significant, the Toronto office will assist the group with checking into a hotel so that participants can rest 	
Lost Luggage	MEDIUM	LOW	<ul style="list-style-type: none"> ▶ Participants are instructed to pack all essential items for two days in their carry-on bag including; a change of clothes, medications, glasses/contacts and a toothbrush ▶ Participants are reminded to always keep an eye on their bags while in transit ▶ All bags are to be labeled clearly with participants' name, address and telephone number before departure 	<ul style="list-style-type: none"> ▶ When all participants have received their luggage, have them wait in a central location ▶ Take luggage tags to the counter to track missing bag ▶ Arrange with country office staff to assist with pick up of bag once it arrives in country ▶ If not possible to pick it up, provide an address where the bag can be sent ▶ Participants should be covered by their insurance policy, which allows them to purchase items needed due to delayed or lost baggage 	
Unable to cross border due to improper documentation	LOW	MEDIUM	<ul style="list-style-type: none"> ▶ Copies of passports are collected by the Toronto office well in advance of the trip and copies of all passports are carried by a facilitator at all times ▶ Participants are reminded to check for their passport when they arrive at the airport and again at pertinent points during transit ▶ Once in-country, participants' passports are collected and secured together in a safe place for the duration of the trip ▶ Participants are required to obtain their tourist Visa before entering Kenya and are given appropriate 	<ul style="list-style-type: none"> ▶ If more than one facilitator is traveling with the group, one facilitator goes ahead with the group and the other stays with the person dealing with issue and makes arrangements with Embassy/Consulate, or for travel if necessary ▶ If the issue is identified before leaving Canada, call the parents and leave participant with a staff member who can help make arrangements with them and their parents ▶ If the issue is identified after leaving Canada, the Toronto office communicates with the school/parents and aids in making alternative travel arrangements once documentation is obtained 	

			documentation and resources to assist them to do so well in advance of their trip departure	
Group separation	LOW	MEDIUM	<ul style="list-style-type: none"> ▶ Rules for travelling with the group are discussed with participants before departure ▶ Participants may only leave the immediate vicinity of a facilitator in groups of three (or more), with a designated meeting time and place. ▶ When separating to use the washroom, participants must accompany one another ▶ Facilitators assign each participant a number and a buddy to ensure group accountability. They also do regular counts throughout the trip 	<ul style="list-style-type: none"> ▶ Facilitator secures group in one central location or asks them to return to the main meeting area ▶ Facilitator will engage airport authority to search for missing participant as well as airline team to delay flight ▶ Facilitator informs the Me to We Toronto office ▶ Me to We Toronto office communicates with school/parents as necessary

Phase: Transportation In-Country			Risk Management Employed	Incident Management Employed
Hazard	Likelihood	Consequence		
Broken vehicle in transport	LOW	LOW	<ul style="list-style-type: none"> ▶ Participants only travel in vehicles owned by Me to We ▶ All Me to We drivers are also trained mechanics ▶ A facilitator is always in the vehicle with the participants ▶ When possible, vehicles only travel by day and are off the road by sunset ▶ Facilitators carry a cell phone and an extra phone card at all times ▶ Me to We drivers are familiar with chosen route ▶ If a vehicle seems unsafe, the vehicle will not be used 	<ul style="list-style-type: none"> ▶ Everyone stays in the vehicle, or if staying inside the vehicle is a safety concern then everyone moves to a safe location on the side of the road ▶ Facilitator always refers to driver regarding the type and length of repairs ▶ Facilitator contacts country office for support in making alternative transportation arrangements
Motor vehicle collision or general vehicle accident	LOW	HIGH	<ul style="list-style-type: none"> ▶ Participants only travel in vehicles owned by Me to We ▶ A facilitator is always in the vehicle with the participants ▶ All participants must wear their seatbelts at all times ▶ When possible, vehicles only travel by day and are off the road by sunset 	<ul style="list-style-type: none"> ▶ Country office is notified immediately and kept up to date on the status of the emergency ▶ If there are serious injuries, participants will be taken to hospital by the trail vehicle or an emergency response vehicle will be called (liaising with AMREF Flying Doctors if necessary) ▶ Facilitators will keep a detailed report of the emergency situation on Me to We incident reports ▶ Me to We Toronto office communicates with school/parents as necessary

			<ul style="list-style-type: none"> ▶ Facilitators carry a cell phone and an extra phone card at all times ▶ Me to We drivers are familiar with chosen route ▶ Facilitators make sure that the drivers are not being distracted by passengers ▶ If a vehicle seems unsafe, the vehicle will not be used ▶ Me to We facilitators are first aid qualified and carry a comprehensive first aid kit with them at all times 	
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Phase: Nairobi			Risk Management Employed	Incident Management Employed
Hazard	Likelihood	Consequence		
Culture shock and home sickness	HIGH	LOW	<ul style="list-style-type: none"> ▶ Culture shock is regularly discussed pre-trip and on-trip, ensuring participants are well prepared. ▶ Participants are provided with guidelines on how to ensure cultural sensitivity throughout the trip: (ie. conservative dress: shorts are to be no shorter than knee length, no tank tops, halter tops or yoga pants in addition to behavioral norms) ▶ Only respectful behavior is tolerated by all participants and staff 	<ul style="list-style-type: none"> ▶ Participants are regularly briefed to discuss any issues that may arise ▶ If home sickness escalates significantly, the Toronto office and/or the participant's parents are contacted
Group Separation	MEDIUM	MEDIUM	<ul style="list-style-type: none"> ▶ Rules for travelling with the group are discussed with participants before departure ▶ In Nairobi, participants may not leave the immediate vicinity of a facilitator except to use the washroom, when participants must accompany one another ▶ Facilitators assign each participant a number and a buddy to ensure group accountability. They also do regular counts throughout the trip ▶ No trip activities take place in Nairobi 	<ul style="list-style-type: none"> ▶ One facilitator secures group in one central location or asks them to return to the main meeting area ▶ Other facilitator retraces steps in search of participant and informs country office ▶ Local law enforcement and consulate staff to be utilized as required ▶ Me to We Toronto office communicates with school/parents as necessary
Kidnapping	LOW	HIGH	<ul style="list-style-type: none"> ▶ Participants travel as a group, with facilitators, at all times ▶ In Nairobi, participants may not leave the immediate vicinity of a facilitator except to use the washroom, when participants must accompany one another 	<ul style="list-style-type: none"> ▶ Situation is treated as if someone is lost, unless someone witnessed kidnapping ▶ Authorities are contacted immediately (law enforcement, embassy and consulates) on all sides of borders immediately ▶ The rest of the group is kept in a locked down area

			<ul style="list-style-type: none"> ▶ Travel only occurs in unmarked vehicles for all trips and never on public transport ▶ 24-hour security personnel present at all facilities 	<ul style="list-style-type: none"> ▶ Me to We Toronto office contacts parents/school to keep them informed ▶ Me to We keeps embassy and other authorities up to date on the situation ▶ Me to We Toronto office is consulted in deciding whether trip will return home
Theft	LOW	MEDIUM	<ul style="list-style-type: none"> ▶ 24-hour security personnel present at all of our facilities ▶ Participants are advised to leave any valuables at home ▶ Upon arrival, participants are briefed on how to avoid theft ▶ All valuables and passports are collected and secured before heading to the Mara ▶ If valuables are brought to the Mara, they are to be stored out of sight 	<ul style="list-style-type: none"> ▶ Facilitator contacts country office and explain the situation ▶ Police are notified and facilitator ensures that a police report is completed, retains police report for insurance purposes ▶ Me to We Toronto office will open an insurance file with the insurance provider if necessary ▶ Me to We Toronto office communicates with school/parents as necessary ▶ Facilitators confirm that the participant has everything they need to continue with the trip and make arrangements if necessary for missing items
Assault	LOW	HIGH	<ul style="list-style-type: none"> ▶ Participants travel as a group, with facilitators, at all times ▶ Participants travel in private, unmarked vehicles ▶ 24-hour security personnel travel with the group at all times 	<ul style="list-style-type: none"> ▶ Facilitator ensures participant is assessed and first aid is administered ▶ A facilitator will accompany participants to the hospital if necessary ▶ Facilitator to keep a detailed record of the incident and contact country office ▶ Contact local police if necessary ▶ Me to We Toronto office communicates with school/parents as necessary
Food/water contamination	LOW	MEDIUM	<ul style="list-style-type: none"> ▶ All food prepared by Me to We cooks who are trained in proper food preparation ▶ Facilitators ensure that food is being prepared in a sanitary way ▶ Food is prepared with purified water ▶ Purified water is available for drinking at all times ▶ Facilitators check in with participants on a daily basis ▶ The country office and facilitators do a thorough inspection of the kitchen and speak with cooks prior to the trip regarding any food allergies or dietary needs 	<ul style="list-style-type: none"> ▶ Facilitator ensures participant is assessed and first aid is administered ▶ A facilitator will accompany participants to the hospital if necessary ▶ Facilitator to keep a detailed record of the incident and contact country office ▶ If three or more participants become ill and show the same or similar symptoms, a complete inspection of the kitchen and re-training of the staff is done ▶ Me to We Toronto office communicates with school/parents as necessary

			<ul style="list-style-type: none"> ▶ The facilitators ensure that water bottles are thoroughly cleaned with boiling water regularly 	
Illness	LOW	HIGH	<ul style="list-style-type: none"> ▶ Participants are advised to consult a travel doctor for any necessary vaccines, immunizations or medications prior to travel ▶ Participants are asked to disclose medication being taken and medical background before departure ▶ Facilitators are provided with a list of disclosed medications for each participant prior to departure, and on trips without any group leader or chaperones, they collect and dispense medication to participants according to directions ▶ On trips without any group leader or chaperones, facilitators review participants' health information privately within 24 hours of arrival ▶ Facilitators have regular health check-ins with each participant ▶ Treated bug nets are provided at accommodations 	<ul style="list-style-type: none"> ▶ Facilitator ensures participant is assessed and first aid is administered ▶ A facilitator will accompany participant to a local hospital if necessary ▶ Facilitator to keep a detailed record of the incident and contacts country office ▶ Me to We Toronto office communicates with school/parents as necessary
Injury crossing the street	LOW	HIGH	<ul style="list-style-type: none"> ▶ Participants travel as a group, with facilitators, at all times who are risk adverse ▶ Participants are reminded to remain vigilant when on or near roads either boarding or departing vehicles 	<ul style="list-style-type: none"> ▶ Facilitators secure the group and get them out of traffic ▶ One facilitator will assess the situation, ensure first aid is administered and remove participant from the street, if possible ▶ One facilitator accompanies participant to the hospital, if necessary ▶ Facilitator to keep a detailed record of the incident and contact country office ▶ Second facilitator contacts authorities and exchanges information with the person responsible ▶ Me to We Toronto office communicates with school/parents as necessary
Minor medical emergency	MEDIUM	LOW	<ul style="list-style-type: none"> ▶ All facilitators are first aid qualified ▶ Participants are encouraged to manage their health by eating enough, drinking enough, applying sunscreen and take their prescribed medication ▶ Facilitators always carry first aid kit that includes two or more EpiPens based on group medical background 	<ul style="list-style-type: none"> ▶ Facilitator ensures participant is assessed and first aid is administered ▶ Facilitator to keep a detailed record of the incident and contact country office ▶ Facilitator accompanies participant to a local hospital, if necessary ▶ Facilitator carries copies of health form and allergies

			<ul style="list-style-type: none"> ▶ Each trip participant is required to have comprehensive out-of-country medical insurance ▶ Me to We has an on-site Canadian Registered Nurse, Michelle Hambly, who can assist with medical situations in person or remotely from Nairobi ▶ Participants' applications are screened for any pre-existing conditions that have potential to increase risk for medical issues while on trip and informed on how to mitigate risk 	<ul style="list-style-type: none"> ▶ Country office communicates details to the Me to We Toronto office ▶ Toronto office contacts travel insurance provider and opens an insurance file if necessary ▶ Me to We Toronto office communicates with parents/school if necessary
Major medical emergency	LOW	HIGH	<ul style="list-style-type: none"> ▶ All facilitators are first aid qualified ▶ Facilitators always carry first aid kit that includes two or more EpiPens based on group medical background ▶ Each trip participant is required to have comprehensive out-of-country medical insurance ▶ Me to We purchases AMREF Flying Doctors Insurance for each trip participant in Kenya ▶ Participants' insurance should provide full medical accompaniment back to North America in the event of a major medical emergency ▶ Participants' applications are screened for any pre-existing conditions that have potential to increase risk for medical issues while on trip and informed on how to mitigate risk 	<ul style="list-style-type: none"> ▶ Facilitator ensures participant is assessed and first aid is administered ▶ Facilitator accompanies participant to a local hospital, if necessary ▶ Liaise with AMREF Flying Doctors Insurance as needed ▶ Facilitator carries copies of health form and allergies ▶ Facilitators and staff will communicate constantly with Me to We's country office and the Toronto office (24-hour emergency line) ▶ Facilitators will keep a detailed report of the incident ▶ Me to We Toronto office communicates with school/parents ▶ Toronto office contacts travel insurance provider and opens an insurance file ▶ Me to We continues to keep school/parents regularly informed until the situation is resolved or symptoms are gone
Fire	LOW	HIGH	<ul style="list-style-type: none"> ▶ Facilitators and in-country staff discuss emergency routes/exits in all buildings in which participants stay ▶ A central meeting place is arranged with participants ▶ Facilitators know how to use fire extinguishers and know the locations of extinguishers ▶ No candles or smoking permitted anywhere ▶ No gas lanterns permitted inside tents 	<ul style="list-style-type: none"> ▶ Everyone is evacuated from the area and gathered together to be accounted for ▶ When appropriate, facilitators and staff will employ fire extinguishers ▶ The appropriate authorities and Me to We offices will be contacted ▶ Me to We Toronto office communicates with school/parents as necessary
Civil unrest	LOW	HIGH	<ul style="list-style-type: none"> ▶ Me to We Trips abides by the Canadian Department of Foreign Affairs travel advisories and monitors these updates prior to and during travel ▶ Me to We is in contact with local authorities including the Canadian High Commissioner in 	<ul style="list-style-type: none"> ▶ If the group is in an area affected by the civil unrest, they are transported to a safe location immediately ▶ Toronto office arranges for participants to return home from the trip if travel warnings and advisories issued by the Department of Foreign Affairs indicate potential dangers

			Kenya, who provide proactive advice and notification for any potential civil unrest	<ul style="list-style-type: none"> ▶ Participants' insurance should provide Trip Interruption coverage if a formal travel warning is issued advising Canadians not to travel to this country, region or city ▶ Country office communicates with groups on the ground to brief them on the situation ▶ Me to We Toronto office communicates with school/parents as necessary
Threat of terrorism	LOW	HIGH	<ul style="list-style-type: none"> ▶ Me to We Trips abides by the Canadian Department of Foreign Affairs travel advisories and monitors these updates prior to and during travel ▶ Me to We is in contact with local authorities including the Canadian High Commissioner in Kenya, who provide proactive advice and notification for any potential civil unrest 	<ul style="list-style-type: none"> ▶ If the group is in an area affected by terrorism, they are transported to a safe location immediately ▶ Toronto office arranges for participants to return home from the trip if travel warnings and advisories issued by the Department of Foreign Affairs indicate potential dangers ▶ Participants' insurance should provide Trip Interruption coverage if a formal travel warning is issued advising Canadians not to travel to this country, region or city ▶ Country office communicates with groups on the ground to brief them on the situation ▶ Me to We Toronto office communicates with school/parents as necessary
Death	LOW	HIGH	<ul style="list-style-type: none"> ▶ Me to We advises all trip participants' health to be cleared by their doctor prior to trip departure ▶ Canadian and American participants are registered with their respective embassy prior to departure. For all other nationalities, Me to We strongly recommends participants register with their embassy prior to travel. ▶ Standard Operating Procedures are in place for this scenario and reviewed with facilitators during pre-trip training ▶ Participants' applications are screened for any pre-existing conditions that have potential to increase risk for medical issues while on trip and informed on how to mitigate risk 	<ul style="list-style-type: none"> ▶ Facilitators are in constant communication with in-country team and Toronto office ▶ One facilitator stays with group: try to offer grief support for participants; allow them to contact home if desired ▶ One facilitator stays with the body: makes necessary arrangements for transport ▶ Me to We Toronto office communicates with school/parents as necessary ▶ Me to We works within the parameters and guidelines of the Canadian Embassy who in turn would report to Ottawa ▶ Travel Insurance company is notified and assists with further on-the-ground details ▶ Me to We Toronto office arranges for participants to return home as soon as possible, or when appropriate

Phase: Maasai Mara			Risk Management Employed	Incident Management Employed
Hazard	Likelihood	Consequence		
Culture shock and home sickness	HIGH	LOW	<ul style="list-style-type: none"> ▶ Culture shock is regularly discussed pre-trip and on-trip, ensuring participants are well prepared. ▶ Participants are provided with guidelines on how to ensure cultural sensitivity throughout the trip: (ie. conservative dress: shorts are to be no shorter than knee length, no tank tops, halter tops or yoga pants in addition to behavioral norms) ▶ Only respectful behavior is tolerated by all participants and staff 	<ul style="list-style-type: none"> ▶ Participants are regularly briefed to discuss any issues that may arise ▶ If home sickness escalates significantly, the Toronto office and/or the participant's parents are contacted
Group Separation	LOW	MEDIUM	<ul style="list-style-type: none"> ▶ Rules for travelling with the group are discussed with participants before departure ▶ Participants may not leave the immediate vicinity of a facilitator except to use the washroom, when participants must accompany one another ▶ Facilitators assign each participant a number and a buddy to ensure group accountability. They also do regular counts throughout the trip 	<ul style="list-style-type: none"> ▶ One facilitator secures group in one central location or asks them to return to the main meeting area ▶ Other facilitator retraces steps in search of participant and informs country office ▶ Local law enforcement and consulate staff to be utilized as required ▶ Me to We Toronto office communicates with school/parents as necessary
Kidnapping	LOW	HIGH	<ul style="list-style-type: none"> ▶ Participants travel as a group, with facilitators, at all times ▶ Travel only occurs in unmarked vehicles for all trips and never on public transport ▶ 24-hour security personnel present at all facilities 	<ul style="list-style-type: none"> ▶ Situation is treated as if someone is lost, unless someone witnessed kidnapping ▶ Authorities are contacted immediately (law enforcement, embassy and consulates) on all sides of borders immediately ▶ The rest of the group is kept in a locked down area ▶ Me to We Toronto office contacts parents/school to keep them informed ▶ Me to We keeps embassy and other authorities up to date on the situation ▶ Me to We Toronto office is consulted in deciding whether trip will return home
Theft	LOW	MEDIUM	<ul style="list-style-type: none"> ▶ 24-hour security personnel present at all of our facilities ▶ Participants are advised to leave any valuables at home ▶ Upon arrival, participants are briefed on how to avoid theft ▶ All valuables and passports are collected and secured before heading to the Mara 	<ul style="list-style-type: none"> ▶ Facilitator contacts country office and explain the situation ▶ Police are notified and facilitator ensures that a police report is completed, retains police report for insurance purposes ▶ Me to We Toronto office will open an insurance file with the insurance provider if necessary ▶ Me to We Toronto office communicates with school/parents as necessary

			<ul style="list-style-type: none"> ▶ If valuables are brought to the Mara, they are to be stored out of sight 	<ul style="list-style-type: none"> ▶ Facilitators confirm that the participant has everything they need to continue with the trip and make arrangements if necessary for missing items
Assault	LOW	HIGH	<ul style="list-style-type: none"> ▶ Participants travel as a group, with facilitators, at all times ▶ Participants travel in private, unmarked vehicles ▶ 24-hour security personnel travel with the group at all times 	<ul style="list-style-type: none"> ▶ Facilitator ensures participant is assessed and first aid is administered ▶ A facilitator will accompany participants to the hospital if necessary ▶ Facilitator to keep a detailed record of the incident and contact country office ▶ Contact local police if necessary ▶ Me to We Toronto office communicates with school/parents as necessary
Food/water contamination	LOW	MEDIUM	<ul style="list-style-type: none"> ▶ All food prepared by Me to We cooks who are trained in proper food preparation ▶ Facilitators ensure that food is being prepared in a sanitary way ▶ Food is prepared with purified water ▶ Purified water is available for drinking at all times ▶ Facilitators check in with participants on a daily basis ▶ The country office and facilitators do a thorough inspection of the kitchen and speak with cooks prior to the trip regarding any food allergies or dietary needs ▶ The facilitators ensure that water bottles are thoroughly cleaned with boiling water regularly 	<ul style="list-style-type: none"> ▶ Facilitator ensures participant is assessed and first aid is administered ▶ A facilitator will accompany participants to the hospital if necessary ▶ Facilitator to keep a detailed record of the incident and contact country office ▶ If three or more participants become ill and show the same or similar symptoms, a complete inspection of the kitchen and re-training of the staff is done ▶ Me to We Toronto office communicates with school/parents as necessary
Illness	LOW	HIGH	<ul style="list-style-type: none"> ▶ Participants are advised to consult a travel doctor for any necessary vaccines, immunizations or medications prior to travel ▶ Participants are asked to disclose medication being taken and medical background before departure ▶ Facilitators are provided with a list of disclosed medications for each participant prior to departure, and on trips without any group leader or chaperones, they collect and dispense medication to participants according to directions ▶ On trips without any group leader or chaperones, facilitators review participants health information privately within 24 hours of arrival 	<ul style="list-style-type: none"> ▶ Facilitator ensures participant is assessed and first aid is administered ▶ A facilitator will accompany participant to a local hospital if necessary ▶ Facilitator to keep a detailed record of the incident and contacts country office ▶ Me to We Toronto office communicates with school/parents as necessary

			<ul style="list-style-type: none"> ▶ Facilitators have regular health check-ins with each participant ▶ Treated bug nets are provided at accommodations 	
Wild animal/Insect bites	LOW	HIGH	<ul style="list-style-type: none"> ▶ Electric fencing surrounds all sites (equipped with a siren if cut) ▶ 24-hour security personnel present at all of our facilities ▶ Facilitators are first aid qualified, carry a comprehensive first aid kit at all times and are briefed on any anti-venom procedures ▶ Participants are encouraged to wear long sleeves and long pants in the early morning or evening as well as using insect repellent as needed ▶ Participants are briefed on local wildlife and insects and the importance of avoiding them 	<ul style="list-style-type: none"> ▶ Facilitator ensures participant is assessed and first aid is administered ▶ Facilitator accompanies participant to a local hospital if necessary ▶ Liaise with Flying Doctors if necessary ▶ Facilitators keep a detailed report of the emergency situation ▶ Toronto office communicates with school/parents as necessary
Minor medical emergency	MEDIUM	LOW	<ul style="list-style-type: none"> ▶ All facilitators are first aid qualified ▶ Participants are encouraged to manage their health by eating enough, drinking enough, applying sunscreen and take their prescribed medication ▶ Facilitators always carry first aid kit that includes two or more EpiPens based on group medical background ▶ Each trip participant is required to have comprehensive out-of-country medical insurance ▶ Participants have access to two Free The Children Medical Clinics (Baraka Medical Clinic, Kishon Medical Clinic) ▶ Me to We has an on-site Canadian Registered Nurse, Michelle Hambly, who can assist with medical situations in person or remotely from Nairobi ▶ Participants applications are screened for any pre-existing conditions that have potential to increase risk for medical issues while on trip and informed on how to mitigate risk 	<ul style="list-style-type: none"> ▶ Facilitator ensures participant is assessed and first aid is administered ▶ Facilitator to keep a detailed record of the incident and contact country office ▶ Facilitator accompanies participant to the Free The Children clinic or a local hospital, if necessary ▶ Facilitator carries copies of health form and allergies ▶ Country office communicates details to the Me to We Toronto office ▶ Toronto office contacts travel insurance provider and opens an insurance file if necessary ▶ Me to We Toronto office communicates with parents/school if necessary
Major medical emergency	LOW	HIGH	<ul style="list-style-type: none"> ▶ All facilitators are first aid qualified ▶ Facilitators always carry first aid kit that includes two or more EpiPens based on group medical background 	<ul style="list-style-type: none"> ▶ Facilitator ensures participant is assessed and first aid is administered ▶ Facilitator accompanies participant to a local hospital, if necessary

			<ul style="list-style-type: none"> ▶ Each trip participant is required to have comprehensive out-of-country medical insurance ▶ Me to We purchases AMREF Flying Doctors Insurance for each trip participant in Kenya ▶ Participants' insurance should provide full medical accompaniment back to North America in the event of a major medical emergency ▶ Participants applications are screened for any pre-existing conditions that have potential to increase risk for medical issues while on trip and informed on how to mitigate risk 	<ul style="list-style-type: none"> ▶ Liaise with AMREF Flying Doctors Insurance as needed ▶ Facilitator carries copies of health form and allergies ▶ Facilitators and staff will communicate constantly with Me to We's country office and the Toronto office (24-hour emergency line) ▶ Facilitators will keep a detailed report of the incident ▶ Me to We Toronto office communicates with school/parents ▶ Toronto office contacts travel insurance provider and opens an insurance file ▶ Me to We continues to keep school/parents regularly informed until the situation is resolved or symptoms are gone
Fire	LOW	HIGH	<ul style="list-style-type: none"> ▶ Facilitators and in-country staff discuss emergency routes/exits in all buildings in which participants stay ▶ A central meeting place is arranged with participants ▶ Facilitators know how to use fire extinguishers and know the locations of extinguishers ▶ No candles or smoking permitted anywhere ▶ No gas lanterns permitted inside tents 	<ul style="list-style-type: none"> ▶ Everyone is evacuated from the area and gathered together to be accounted for ▶ When appropriate, facilitators and staff will employ fire extinguishers ▶ The appropriate authorities and Me to We offices will be contacted ▶ Me to We Toronto office communicates with school/parents as necessary
Near Drowning	LOW	HIGH	<ul style="list-style-type: none"> ▶ No water based activities are undertaken on the trip ▶ All facilitators are first aid qualified 	<ul style="list-style-type: none"> ▶ Facilitator ensures participant is assessed and first aid is administered ▶ One facilitator will travel with participant to a hospital to seek medical care ▶ Facilitators and staff will communicate constantly with Me to We's country office and the Toronto office (24-hour emergency line) ▶ Toronto office contacts travel insurance provider and opens an insurance file ▶ Facilitators will keep a detailed report of the emergency situation ▶ Me to We Toronto office communicates with school/parents ▶ Me to We continues to keep school/parents regularly informed until the situation is resolved or symptoms are gone
Civil unrest	LOW	HIGH	<ul style="list-style-type: none"> ▶ Me to We Trips abides by the Canadian Department of Foreign Affairs travel advisories and monitors these updates prior to and during travel ▶ Me to We is in contact with local authorities including the Canadian High Commissioner in 	<ul style="list-style-type: none"> ▶ If the group is in an area affected by the civil unrest, they are transported to a safe location immediately ▶ Toronto office arranges for participants to return home from the trip if travel warnings and advisories issued by the Department of Foreign Affairs indicate potential dangers

			<p>Kenya, who provide proactive advice and notification for any potential civil unrest</p>	<ul style="list-style-type: none"> ▶ Participants' insurance should provide Trip Interruption coverage if a formal travel warning is issued advising Canadians not to travel to this country, region or city ▶ Country office communicates with groups on the ground to brief them on the situation ▶ Me to We Toronto office communicates with school/parents as necessary
Threat of terrorism	LOW	HIGH	<ul style="list-style-type: none"> ▶ Me to We Trips abides by the Canadian Department of Foreign Affairs travel advisories and monitors these updates prior to and during travel ▶ Me to We is in contact with local authorities including the Canadian High Commissioner in Kenya, who provide proactive advice and notification for any potential civil unrest 	<ul style="list-style-type: none"> ▶ If the group is in an area affected by terrorism, they are transported to a safe location immediately ▶ Toronto office arranges for participants to return home from the trip if travel warnings and advisories issued by the Department of Foreign Affairs indicate potential dangers ▶ Participants' insurance should provide Trip Interruption coverage if a formal travel warning is issued advising Canadians not to travel to this country, region or city ▶ Country office communicates with groups on the ground to brief them on the situation ▶ Me to We Toronto office communicates with school/parents as necessary
Death	LOW	HIGH	<ul style="list-style-type: none"> ▶ Me to We advises all trip participants' health to be cleared by their doctor prior to trip departure ▶ Canadian and American participants are registered with their respective embassy prior to departure. For all other nationalities, Me to We strongly recommends participants register with their embassy prior to travel. ▶ Standard Operating Procedures are in place for this scenario and reviewed with facilitators during pre-trip training ▶ Participants' applications are screened for any pre-existing conditions that have potential to increase risk for medical issues while on trip and informed on how to mitigate risk 	<ul style="list-style-type: none"> ▶ Facilitators are in constant communication with in-country team and Toronto office ▶ One facilitator stays with group: try to offer grief support for participants; allow them to contact home if desired ▶ One facilitator stays with the body: makes necessary arrangements for transport ▶ Me to We Toronto office communicates with school/parents as necessary ▶ Me to We works within the parameters and guidelines of the Canadian Embassy who in turn would report to Ottawa ▶ Travel Insurance company is notified and assists with further on-the-ground details ▶ Me to We Toronto office arranges for participants to return home as soon as possible, or when appropriate

Phase: Build Site			Risk Management Employed	Incident Management Employed
Hazard	Likelihood	Consequence		
Heat exhaustion/dehydration	MEDIUM	LOW	<ul style="list-style-type: none"> ▶ Purified water always available for drinking ▶ Participants are encouraged to wear hats and sunscreen ▶ Participants are encouraged to take breaks as needed 	<ul style="list-style-type: none"> ▶ Facilitator ensures participant is assessed and first aid is administered ▶ Facilitator accompanies participant(s) back to accommodation and monitors progress ▶ Facilitator accompanies participant to the Free The Children clinic or a local hospital, if necessary ▶ Country office communicates details to the Me to We Toronto office
Minor medical emergency	MEDIUM	LOW	<ul style="list-style-type: none"> ▶ Facilitators receive extensive training on build site safety ▶ Local contractors will be at the build site to guide the participants through the building process ▶ During building activities, all participants are given thorough instructions on the use of simple equipment and wear protective equipment including hard hats, safety goggles and gloves ▶ Facilitators will make sure the participants have a clear understanding of safety expectations ▶ Facilitators and contractors will ensure that participants are using good, solid tools 	<ul style="list-style-type: none"> ▶ Facilitator ensures participant is assessed and first aid is administered ▶ Facilitator to keep a detailed record of the incident and contact country office ▶ Facilitators accompany participant to a local hospital, if necessary ▶ Facilitators carry copies of health form and allergies ▶ Country office communicates details to the Me to We Toronto office ▶ Toronto office contacts travel insurance provider and opens an insurance file if necessary ▶ Me to We Toronto office communicates with parents/school if necessary
Major medical emergency	LOW	HIGH	<ul style="list-style-type: none"> ▶ Facilitators receive extensive training on build site safety ▶ During building activities, all participants are given thorough instructions on the use of simple equipment and wear protective equipment including hard hats, safety goggles and gloves ▶ Facilitators ensure participants have a clear understanding of safety expectations ▶ Participants do not be taking part in roof construction or using ladders 	<ul style="list-style-type: none"> ▶ Facilitator ensures participant is assessed and first aid is administered ▶ Facilitator accompanies participant to a local hospital, if necessary ▶ Liaise with AMREF Flying Doctors Insurance if needed ▶ Facilitator carries copies of health form and allergies ▶ Facilitators and staff will communicate constantly with Me to We's country office and the Toronto office (24-hour emergency line) ▶ Facilitators will keep a detailed report of the incident ▶ Me to We Toronto office communicates with school/parents ▶ Toronto office contacts travel insurance provider and opens an insurance file ▶ Me to We continues to keep school/parents regularly informed until the situation is resolved or symptoms are gone

Wild animals/Insect bites	LOW	HIGH	<ul style="list-style-type: none"> ▶ Facilitators are first aid qualified, carry a comprehensive first aid kit at all times and are briefed on any anti-venom procedures ▶ Participants are encouraged to wear long sleeves and long pants in the early morning or evening as well as using insect repellent as needed ▶ Participants are briefed on local wildlife and insects and the importance of avoiding them 	<ul style="list-style-type: none"> ▶ Facilitator ensures participant is assessed and first aid is administered ▶ Facilitator accompanies participant to a local hospital if required ▶ Liaise with Flying Doctors if necessary ▶ Facilitators keep a detailed report of the emergency situation and inform country office ▶ Me to We Toronto office communicates with school/parents as necessary
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Phase: Day Trips and Safari			Risk Management Employed	Incident Management Employed
Hazard	Likelihood	Consequence		
Broken vehicle in transport	LOW	LOW	<ul style="list-style-type: none"> ▶ Participants only travel in vehicles owned by Me to We ▶ All Me to We drivers are also trained mechanics ▶ A facilitator is always in the vehicle with the participants ▶ When possible, vehicles only travel by day and are off the road by sunset every night ▶ Facilitators carry a cell phone and an extra phone card at all times ▶ Me to We drivers are familiar with chosen route ▶ If a vehicle seems unsafe, the vehicle will not be used 	<ul style="list-style-type: none"> ▶ Everyone stays in the vehicle, or if staying inside the vehicle is a safety concern then everyone moves to a safe location on the side of the road ▶ Facilitator always refers to driver regarding the type and length of repairs ▶ Facilitator contacts country office for support in making alternative transportation arrangements
Motor vehicle collision or general vehicle accident	LOW	HIGH	<ul style="list-style-type: none"> ▶ Participants only travel in vehicles owned by Me to We ▶ A facilitator is always in the vehicle with the participants ▶ All participants must wear their seatbelts at all times ▶ When possible, vehicles only travel by day and are off the road by sunset every night ▶ Facilitators carry a cell phone and an extra phone card at all times ▶ Me to We drivers are familiar with chosen route ▶ Facilitators make sure that the drivers are not being distracted by passengers 	<ul style="list-style-type: none"> ▶ Country office is notified immediately and kept up to date on the status of the emergency ▶ If there are serious injuries, participants will be taken to hospital by the trail vehicle or an emergency response vehicle will be called (liaising with AMREF Flying Doctors if necessary) ▶ Facilitators will keep a detailed report of the emergency situation on Me to We incident reports ▶ Me to We Toronto office communicates with school/parents as necessary

			<ul style="list-style-type: none"> ▶ If a vehicle seems unsafe, the vehicle will not be used ▶ Me to We facilitators are first aid qualified and carry a comprehensive first aid kit with them at all times 	
Group Separation	MEDIUM	MEDIUM	<ul style="list-style-type: none"> ▶ Rules for travelling with the group are discussed with participants before departure ▶ Participants may not leave the immediate vicinity of a facilitator except to use the washroom, when participants must accompany one another ▶ Facilitators assign each participant a number and a buddy to ensure group accountability. They also do regular counts throughout the trip 	<ul style="list-style-type: none"> ▶ One facilitator secures group in one central location or asks them to return to the main meeting area ▶ Other facilitator retraces steps in search of participant and informs country office ▶ Local law enforcement and consulate staff to be utilized as required ▶ Me to We Toronto office communicates with school/parents as necessary
Minor medical emergency	MEDIUM	LOW	<ul style="list-style-type: none"> ▶ All facilitators are first aid qualified ▶ Participants are encouraged to manage their health by eating enough, drinking enough, applying sunscreen and take their prescribed medication ▶ Facilitators always carry first aid kit that includes two or more EpiPens based on group medical background ▶ Each trip participant is required to have comprehensive out-of-country medical insurance ▶ Participants have access to two Free The Children Medical Clinics (Baraka Medical Clinic, Kishon Medical Clinic) ▶ Me to We has an on-site Canadian Registered Nurse, Michelle Hambly, who can assist with medical situations in person or remotely from Nairobi ▶ Participants' applications are screened for any pre-existing conditions that have potential to increase risk for medical issues while on trip and informed on how to mitigate risk 	<ul style="list-style-type: none"> ▶ Facilitator ensures participant is assessed and first aid is administered ▶ Facilitator to keep a detailed record of the incident and contact country office ▶ Facilitator accompanies participant to the Free The Children clinic or a local hospital, if necessary ▶ Facilitator carries copies of health form and allergies ▶ Country office communicates details to the Me to We Toronto office ▶ Toronto office contacts travel insurance provider and opens an insurance file if necessary ▶ Me to We Toronto office communicates with parents/school if necessary
Major medical emergency	LOW	HIGH	<ul style="list-style-type: none"> ▶ All facilitators are first aid qualified ▶ Facilitators always carry first aid kit that includes two or more EpiPens based on group medical background ▶ Each trip participant is required to have comprehensive out-of-country medical insurance 	<ul style="list-style-type: none"> ▶ Facilitator ensures participant is assessed and first aid is administered ▶ Facilitator accompanies participant to a local hospital, if necessary ▶ Liaise with AMREF Flying Doctors Insurance as needed ▶ Facilitator carries copies of health form and allergies

			<ul style="list-style-type: none"> ▶ Me to We purchases AMREF Flying Doctors Insurance for each trip participant in Kenya ▶ Participants' insurance should provide full medical accompaniment back to North America in the event of a major medical emergency ▶ Participants' applications are screened for any pre-existing conditions that have potential to increase risk for medical issues while on trip and informed on how to mitigate risk 	<ul style="list-style-type: none"> ▶ Facilitators and staff will communicate constantly with Me to We's country office and the Toronto office (24-hour emergency line) ▶ Facilitators will keep a detailed report of the incident ▶ Me to We Toronto office communicates with school/parents ▶ Toronto office contacts travel insurance provider and opens an insurance file ▶ Me to We continues to keep school/parents regularly informed until the situation is resolved or symptoms are gone
Wild animals/Insect bites	LOW	HIGH	<ul style="list-style-type: none"> ▶ Facilitators are first aid qualified, carry a comprehensive first aid kit at all times and are briefed on any anti-venom procedures ▶ Participants are encouraged to wear long sleeves and long pants in the early morning or evening as well as using insect repellent as needed ▶ Participants are briefed on local wildlife and insects and the importance of avoiding them 	<ul style="list-style-type: none"> ▶ Facilitator ensures participant is assessed and first aid is administered ▶ Facilitator accompanies participant to a local hospital if required ▶ Liaise with Flying Doctors if necessary ▶ Facilitators keep a detailed report of the emergency situation and inform country office ▶ Me to We Toronto office communicates with school/parents as necessary



FIELD TRIP STUDIES/STUDENT EXCURSION Crowther Memorial Jr. High School

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

October 26, 2017

Background:

Crowther Memorial Jr. High School requests permission, in accordance with Administrative Procedure 260 and Board Policy 2, for an international high school field trip to Zhenjiang City, China from April 1, 2018 to April 8, 2018. The trip will involve Student Council members (maximum 20 students).

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 trip is to develop students leadership capacities, global citizenships and international education awareness.

Recommendation:

That the Board of Trustees approves the proposed high school field studies/excursion for Crowther Memorial Jr. High School to Zhenjiang City, China from April 1 to April 8, 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.

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Bevan Daverne
Superintendent of Schools

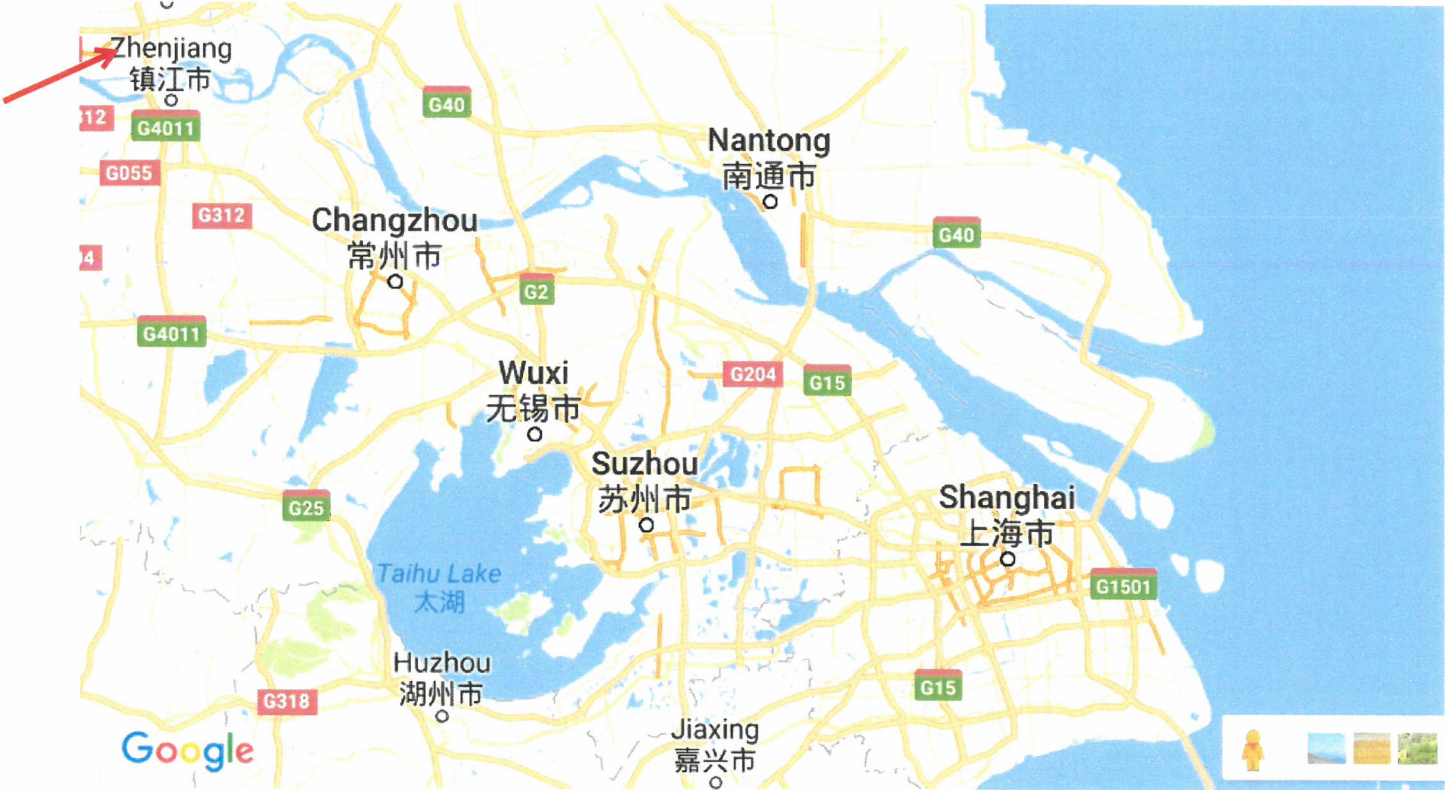
CROWTHER MEMORIAL JUNIOR HIGH SCHOOL

Request for Authorization for International Travel to Zhenjiang City, China

To: Golden Hills School Division No. 75
435A Highway #1
Strathmore, AB T1P 1J4

From: Crowther Memorial Junior High School

(Specific location) Zhenjiang city



Itinerary for GHSD's students (Zhenjiang Trip)

Day	Location	Activities	Meals
Day 1	Zhenjiang Youth Activity Base	1. Airport pick up Shanghai International-Bus to Youth Activity Base in Zhenjiang City。	Dinner : Youth Activity Base。
Day 2	Morning at : Zhenjiang Youth Palace	1)7:30 Get up and morning exercise ; 8:00 Breakfast ; 8:50 getting on bus to Zhenjiang Youth Palace 2) 9:30 arrive at Zhenjiang Youth Palace, Visit Chinese Guqing Performance at Building ; Guzheng and erhu performance on the third floor ; Watch and experience Chinese Kungfu ; Watch and experience Chinese Calligraphy ; 3) 11:00 Exchanging students gifts ; 4)11:20 show end and back to center 。	Breakfast : Youth Activity Base Lunch : Youth Center
	Afternoon : Zhenjiang Youth Center	1)12:40—14:30 Break at Youth center 2)14:40-16:40 Experience Core course of Youth center : Seal cutting 。	Dinner : Xijindu Guogai Noodles Museum
	Evening : Xijindu	1)17:00 bus to Old street Xijingdu 2) 17:20 arrive at Xijindu, Tasting Zhenjiang Special noodles。 3) 18:20 Evening tour at Xijingdu, Experience over thousands years history and Zhenjiang Local traditions 。 4)20:00 Bus back Youth Base	
Day 3	Zhenjiang Youth Activity Base	1)7:30 get up and morning exercise ; 8:30 Breakfast 2)9:00-10:00 Experience Base Culture Course : Iron Painting 3)10:20-11:30 Experience Base Culture Course : Making Dumplings 4)12:30—13:30 Lunch break 5)14:00-15:00 Experience Base Culture Course : Tea Art 6)15:20-16:30 Experience Base Culture	Breakfast : Youth Base Lunch : Youth Base Dinner : Youth Base

		Course : Paper Cutting	
Day 4	Yangzhou Slim Westlake、 Dongguan Street、 Geyuan Garden	1)7:30 get up and morning exercise ; 8:30 Breakfast ; 2)8:50 bus to Slim West Lake in Yangzhou。 3)16:30 Back to Youth Base	Breakfast : Youth Base Lunch : Yangzhou Dinner : Youth Base
Day 5	Morning : Zhenjiang Experimental School Afternoon : Chongshi Girls School	1)7:30 get up and morning exercise ; 8:30 Breakfast ; 2) 8:50 Bus to Zhenjiang Experimental School 3) 9:20 Arrive at Zhenjiang Experimental School, 4)9:30——10:30 Watch Peking Opera and special show from Runzhou Youth Palace 5)10:40——11:20 Activities with Chinese students 6)11:30 Lunch at Zhenjiang Experimental School。 7)12:30 Bus to Chongshi Girls School 8)13:00 Arrive at Chongshi Girls School 9)13:20——14:20 Visit Pearl Buck Memorial ; 10)14:30——15:30 Interact in Learning Chinese at Chinese Language International Promotional Base ; 11)15:40——16:40 Participate in Calligraphy etiquette and other societies group activities 12)17:00 back to Youth Base	Breakfast : Youth Base Lunch : Zhenjiang Experimental School Dinner : Youth Base

Day 6	Morning : Beigu Hill	1)7:30 get up and morning exercise ; 8:30 Breakfast ; 2)8:50 Ganlu Temple of Beigu Hill 3)9:20 Arrival at Ganlu Temple, Experience the culture of Three Kingdom	Breakfast : Youth Base Lunch : Jinshan Yanchun restaurant Dinner : Jinshan Yanchun restaurant
	Afternoon : Jinshan	4)11:20 Bus towards Jinshan Park。 5)11:40 Lunch at Yanchun restaurant。 6)12:30 Tour Jinshan Park	
	Evening : Jinshan Lake Park	7)17:00 Dinner at Jinshan Yanchun Restaurant。 8)18:30 Large Waterscape Show 《The Legend of White Snake》 9) Return to youth base	
Day 7	Youth Activity Base	1)7:30 get up and morning exercise ; 8:30 Breakfast 2)9:00-11:00 Experience Agricultural course at Base。 3)14:00 say farewell and drop off at Shanghai Airport	Breakfast : Youth Base Lunch : Youth Base

(7) Supervision: 5 adults and 20 students (maximum). Supervision ratio of 1:5

This trip is being coordinated through one of our GHSD International Agents **Sally Tang**. Ms. Tang's role is to liaise with us in the planning, finalize the itinerary, and oversee the day-to-day operations of the trip while being the chaperone for us. The school District we are coordinating with is the **Zhenjiang School District**. GHSD has a strong partnership with this agency/ school division.

The Youth Activity Base in Zhenjiang city is operated by the **Zhenjiang School District**. The key contact during our trip is **Ms. Tang** in addition the key contact at the Youth base is Mr. Chen Jinpin..

Traveling as chaperones will be:

Linda Tucker (Principal)
Melissa Dionisio (Teacher)
3 additional adult chaperones TBD

(8) Transportation:



ENROLMENT BACKGROUNDER

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

October 26, 2017

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, 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.

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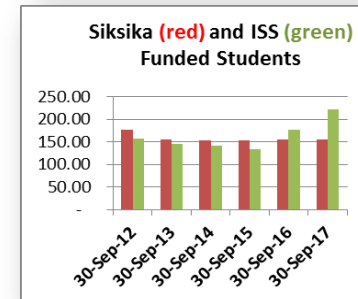
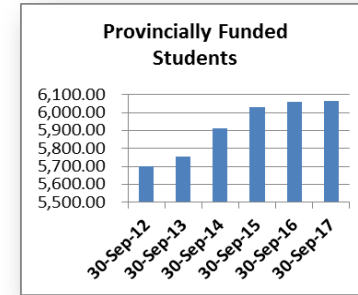
Bevan Daverne
Superintendent

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

Tahra Sabir
Secretary-Treasurer

Golden Hills School Division No. 75
Enrolments September 30, 2017

Provincial							
School	Last Year Sept 2016	Projected for 2017	Difference from last Year and Projected	Actual - September 30th - 2017/2018	Difference from Actual to Projected	Difference from this Year to Last Year	% Difference from Last Year - September 2016
Acme School (Gr. K-6, 10-12)	195.00	196.00	1.00	198.50	2.50	3.50	2%
Brentwood Elementary School (Gr. K-6)	346.00	324.50	-21.50	329.50	5.00	-16.50	-5%
Carbon School (Gr. K-9)	103.00	96.00	-7.00	96.00	0.00	-7.00	-7%
Carseland School (Gr. K-6)	70.00	59.50	-10.50	59.50	0.00	-10.50	-15%
Crowther Memorial Junior High (Gr. 7-9)	547.00	560.00	13.00	555.00	-5.00	8.00	1%
Dr. Elliott Community School (Gr. K-9)	172.50	177.00	4.50	180.50	3.50	8.00	5%
Drumheller Valley Secondary School (Gr. 7-12)	398.00	382.00	-16.00	427.00	45.00	29.00	7%
Greentree Elementary School (Gr. K-6)	396.00	351.00	-45.00	378.00	27.00	-18.00	-5%
Prairie Christian Academy (Gr. K-12)	266.50	258.50	-8.00	279.00	20.50	12.50	5%
Strathmore High School (Gr. 10-12)	633.00	607.00	-26.00	608.00	1.00	-25.00	-4%
Three Hills School (Gr. K-12)	443.00	434.50	-8.50	442.50	8.00	-0.50	0%
Trinity Christian Academy (Gr. K-9)	164.00	186.50	22.50	166.00	-20.50	2.00	1%
Trochu Valley School (Gr. K-12)	275.00	258.50	-16.50	255.50	-3.00	-19.50	-7%
Westmount Elementary School (Gr. K-6)	438.00	445.50	7.50	448.00	2.50	10.00	2%
Wheatland Crossing School (Gr. K-12)	337.00	340.50	3.50	338.50	-2.00	1.50	0%
Wheatland Elementary School (Gr. K-6)	363.50	361.00	-2.50	349.00	-12.00	-14.50	-4%
Colonies (18)	341.00	344.00	3.00	347.50	3.50	6.50	2%
Anchors II Outreach	14.00	10.00	-4.00	10.00	0.00	-4.00	-29%
Drumheller Outreach	18.00	24.00	6.00	18.00	-6.00	0.00	0%
Golden Hills Learning Academy	122.50	127.00	4.50	146.75	19.75	24.25	20%
Northstar Academy	377.25	326.00	-51.25	390.50	64.50	13.25	4%
Strathmore Storefront	41.00	43.00	2.00	43.00	0.00	2.00	5%
Provincial Total FTE	6,061.25	5,912.00	-149.25	6,066.25	154.25	5.00	0.08%



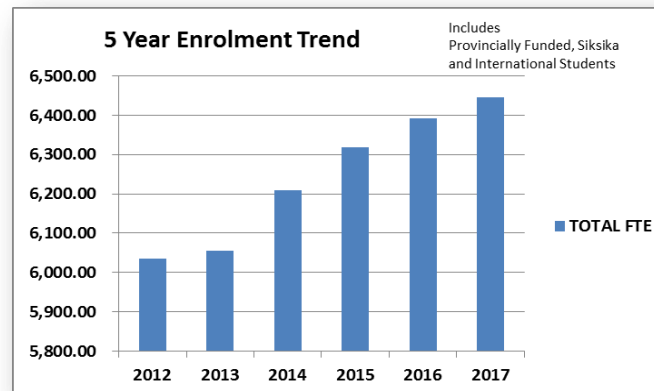
Siksika Students	# Students
Carseland School	20
Crowther Memorial Junior High	39
Strathmore High School	36
Westmount Elementary School	30
Wheatland Crossing	31
Wheatland Elementary	0
Siksika Total FTE	156

International Students (ISS)	# Students
Crowther Memorial Junior High	19.00
Drumheller Valley Secondary School	65.80
Prairie Christian Academy	27.50
Strathmore High School	90.50
Three Hills School	19.00
Westmount Elementary School	0.80
Carseland School	-
Greentree Elementary School	-
ISS Total FTE	222.60
ISS Total Headcount	257.00

Includes Provincial, Siksika, ISS
Total Headcount
 K @ full and ISS at full
7,028.00

Total FTE
 K @ 1/2
6,444.85

Total Increase 0.8%





HUMAN RESOURCES BACKGROUNDER

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

October 26, 2017

Background:

The information presented in the attached Human Resources Monitoring Report illustrates information on staffing demographics, levels and costs to assist the Board in fulfilling its governance role.

Powerful Learning provides an overall framework for system improvement in Golden Hills. In order to achieve the proposed shifts, Human Resources is focussing on staffing decisions that support this framework. This supports a comprehensive approach to facilitate a competency based system to achieve the desired outcomes.

As we strive to be an employer of choice, we are focussed on supporting and growing our staff with specialized supports, programs, and benefits so that we can not only recruit but retain the very best teachers and support staff for our students.

Recommendation:

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

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Bevan Daverne
Superintendent

A handwritten signature in blue ink, appearing to read "Wes Miskiman".

Wes Miskiman
Associate Superintendent



HUMAN RESOURCES MONITORING REPORT

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

Resource Persons:

Wes Miskiman, Associate Superintendent of Schools

Tahra Sabir, Secretary-Treasurer

October 26, 2017

REPORTING PERIOD: (Actuals 2016-2017 & Estimates to current 2017-2018)

OVERVIEW:

- Information presented assists the Board in fulfilling its governance role.
- Local decision-making is facilitated by “site-based management” (eighth year of operation)
 - Local decision-making helps address the unique circumstances in each school.
 - Staffing levels are based on the number of students and the local needs.

SECTION I: Overview of Staffing (Based on Data as of October 10, 2017)

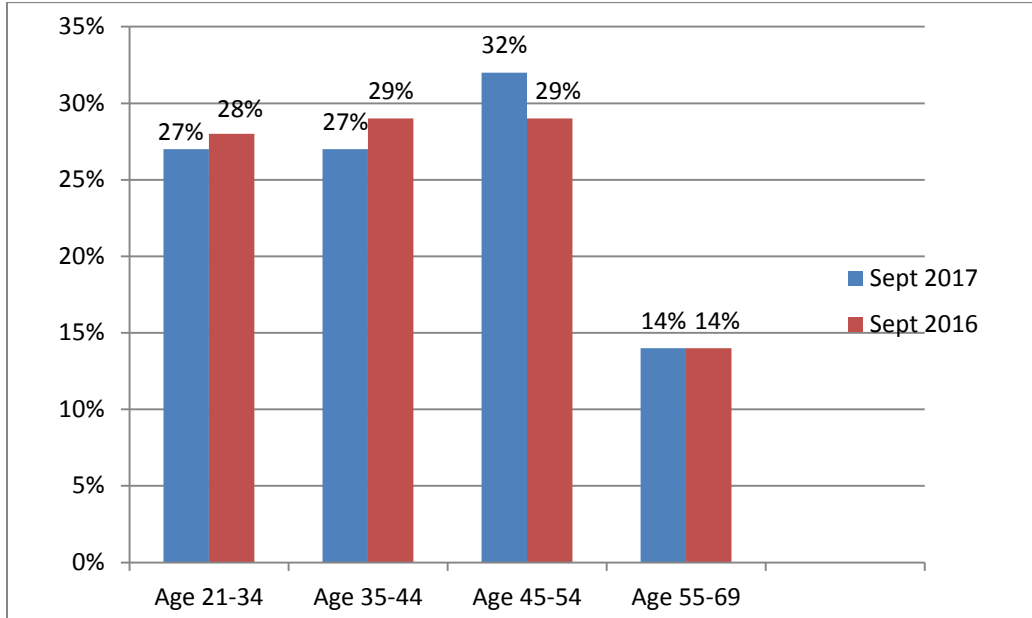
- **Total Certificated Staff (Teachers)** – Head Count is in black and the **FTE is in blue** and in brackets

Role of Certificated Staff	2017-2018	2016-2017
School Based Certificated Staff	397 (370.5)	396 (370.1)
Educational Consultants (Certificated)	4 (3.3)	4 (3.3)
Instructional Coaches	7 (5.4)	8 (6.2)
Early Intervention - Literacy/Numeracy Teachers	9 (7.7)	10 (7.4)
Director of Learning	2 (2.0)	1 (1.0)
Superintendent/Associate Superintendents	3 (3.0)	3 (3.0)
Total	422 (391.9)	422 (391.0)

- **Gender Breakdown of Certificated Staff**

Gender	2017-2018		2016-2017	
	Number	Percentage	Number	Percentage
Female	302	72%	300	71%
Male	120	28%	122	29%
Total	422	100%	422	100%

- **Age Percent of Total Certificated Staff by Head Count**



The goal is to increase the percentages of younger staff through a process of succession planning and retirements.

- **Total Support Staff** – Head Count is in black and FTE is in blue as of October 10, 2017

Job Classification	2017-2018	2016-2017
Educational Assistants	159* (129.8)	165 (132.3)
Secretaries	40 (33.3)	40 (36.5)
Caretakers	27 (23.5)	35 (31.8)
Family Resource Workers	10 (8.2)	9 (8.9)
Maintenance	12 (10.8)	13 (11.2)
Transportation	76 (75.5)	82 (82.0)
International	11 (10.2)	9 (8.1)
Division Office Support	26 (24.7)	26 (24.3)
Total	361 (316.0)	379 (335.1)

***Note:** We generally start the new school year down in EA numbers and add additional EA's throughout the year as students are designated or student need increases.

- **Certificated vs. Non-Certificated Educational Assistants**

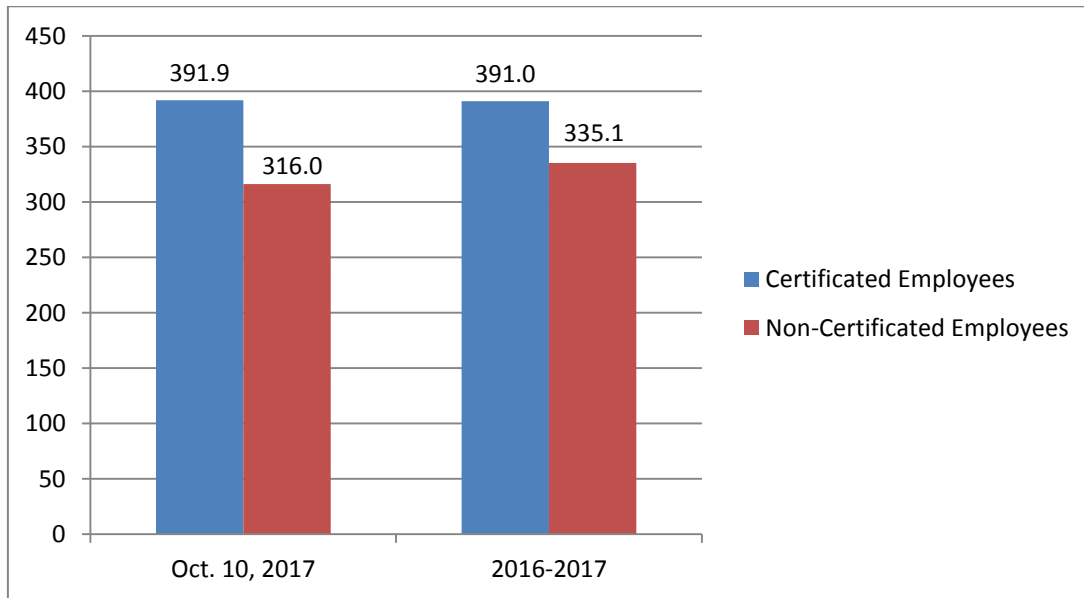
	2017-2018		2016-2017	
	Number	Percentage	Number	Percentage
Certificated	66	42%	71	43%
Non-Certificated	93	58%	94	57%
Total	159	100%	165	100%

- **Retirees, Resignations and New Hires** – (Numbers are based on headcount not FTE)

	Retirees		Resignations		New Hires	
	2016/2017	2015/2016	2016/2017	2015/2016	2017/2018	2016/2017
Certificated Staff	11	13	12	11	42	36
Non-Certificated Staff	8	16	20	13	49	43
Total Staff	19	26	32	24	91	79

- New hires are a result of position replacements and program needs.
- Enrolment changes and/or increases in student need and the subsequent staffing adjustments may result in an increase in new hires during November.

SECTION II: Staffing Levels (Based on FTE)



- Certified Employees includes Superintendents, Directors of Learning, Principals, Associate Principals, Instructional Coaches, Consultants, and Teachers.
- Staffing levels fluctuate throughout the year and more hiring is anticipated in the second semester. Total FTE for 2017/2018 will end up being a little higher than what is reported above.

Calculation of Pupil Teacher Ratio (PTR)	
Enrolment Count as of September 30, 2017	2017/2018
Provincially Funded Students	6066.25
Siksika Funded Students	156
International Funded Students*	222.6
Total Students	6444.85
Total Professional Employees (<i>Does not include centrally-based certificated staff</i>)	370.5
PTR Calculation (e.g. 6,444.85/370.5)	17.40

*International Student Services fluctuates in FTE during the year due to short and long-term student enrolment.

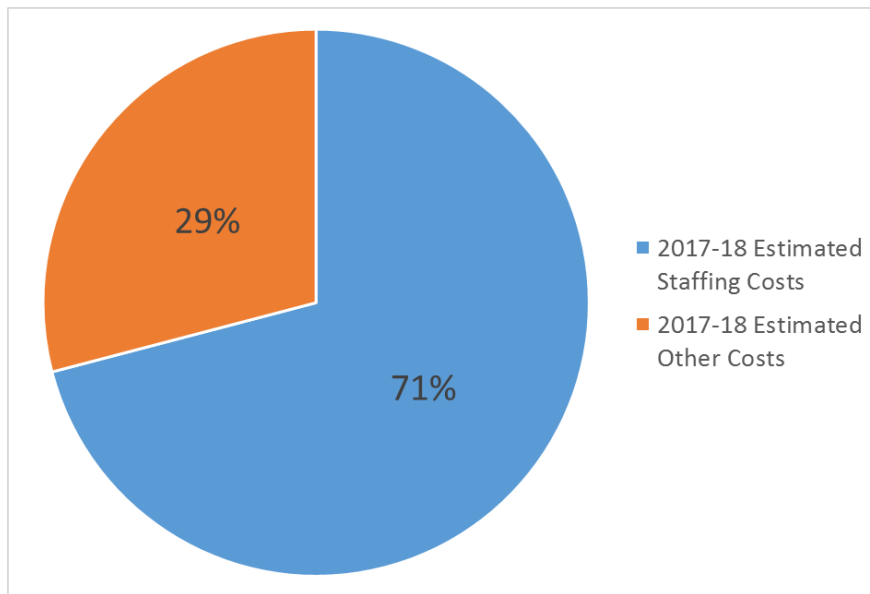
- Golden Hills strives to keep PTR low and sustainable with the support of school reserves.
- The actual PTR has been under 18.0 for the last number of years:
 - 2016-2017 - 17.25
 - 2015-2016 - 17.42
 - 2014-2015 - 17.76
 - 2013-2014 - 17.42
 - 2012-2013 - 17.74
 - 2011-2012 - 17.42
- The PTR does not include centrally-based certificated staff.

SECTION III: Direct Staffing Costs

- **Weighted Average Teaching Experience**
 - Due to the late release of the ASBA Report, the Golden Hills weighted average teaching experience (years) as compared to the Province of Alberta is based on September 2016 Data.
 - The Weighted Average Teaching Experience (WATE) is the sum of (the number of teachers at each teaching experience step multiplied by their years of teaching experience) divided by total number of teachers.
 - In Alberta school divisions, the WATE ranges from a low of 5.93 years of experience to a high of 9.55 years of experience. (Last year low was 5.77 to high of 9.47.)

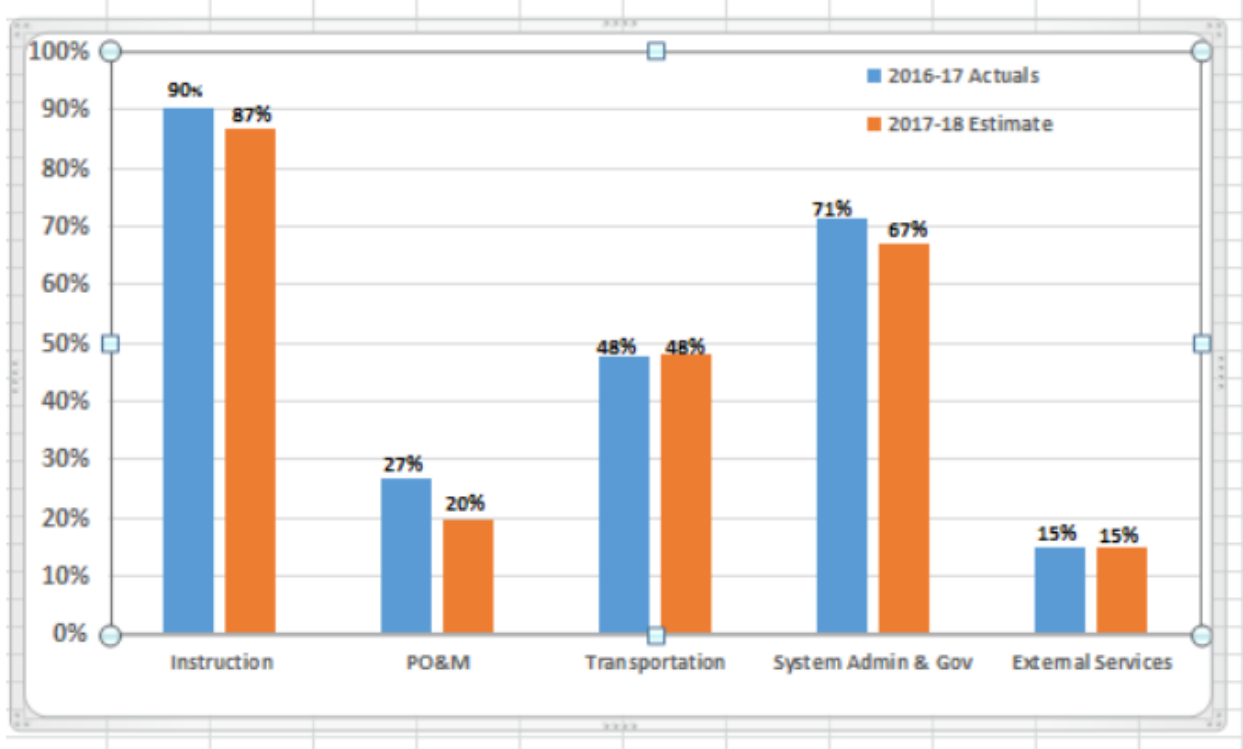
- The average weighted teaching experience for the 61 school divisions in Alberta in September 2016 was 7.97 years. (Last year – 7.86)
- Golden Hills had a weighted average teaching experience of 7.59 years. (Last year – 7.65.) Golden Hills is 17th out of the 61 school divisions with the least weighted average teacher experience in Alberta. (Last year, Golden Hills had the 24th least weighted average teaching experience out of the 61 school divisions.)

Total Staffing Costs in Relation to Total Expenses (Estimated) for 2017-18



- Staffing costs are the largest portion of total expenses.
- Indirect staffing costs are not included in the above information - for example, services provided by contractors have staffing embedded in contracted services. It is anticipated that it will be closer to 80% by year-end.

Staffing in Relation to Total Department Expenses



SECTION IV: Recruitment of Certificated Staff (School-Based Administrators/Teachers)

Golden Hills appointed 5 new school-based administrators for the 2017-2018 school year (1 Principal, 2 Associate Principals, 1 Acting Principal, 1 Acting Associate Principal) and a new Director of Learning.

- Teacher recruitment strategies, including participation at twelve career fairs, during the 2016-2017 school year facilitated an adequate number of teacher applications which has helped the district work towards a balanced workforce. The school division responded to a strong interest shown by the graduating teachers at the following career fairs; University of St. Mary's, Mount Royal College, University of Calgary, University of Alberta, Concordia University, Simon Fraser University, University of British Columbia, University of Victoria, University of Regina, University of Saskatchewan, OISE – University of Toronto and the Education Talent Job Fair hosted by *ApplytoEducation* in Toronto. The teacher applicant pools during the spring staffing season were strong but a little smaller than previous years.
- The new teachers in Golden Hills were recruited from across the country:
 - 59% from Alberta
 - 14% from British Columbia or Saskatchewan
 - 19% from Ontario
 - 8% from Maritimes or elsewhere

- There are currently 284 approved substitute teachers in the district. (Last year – 269 substitute teachers.) Supply for substitute teachers is adequate most of the time; however, at peak times substitute teachers are hard to book. We actively recruit all teacher applicants for substitute teaching and advertise when required. All substitute teachers are interviewed and referenced prior to being approved for the substitute list.

SECTION V: Other Highlights/Initiatives

- Teacher Growth, Supervision and Evaluation
 - The Teacher Growth, Supervision and Evaluation Administrative Procedure is in the fifth year of implementation in the district.
 - A database is used to track the teacher summative evaluations. Principals, associate principals and the associate superintendent complete and submit summative evaluation reports for teachers as per the administrative procedure.
 - Nearly 95 teacher evaluation reports were completed during the 2016-2017 school year.
- Supervision and Evaluation of Support Staff
 - A renewed supervision and evaluation administrative procedure for support staff is in the third year of implementation. One quarter of all support staff and all new support staff to the district will be evaluated this school year. A database is used to track the support staff evaluations within the district.
- Job Descriptions
 - Job descriptions for all Golden Hills staff have been developed. We are currently finalizing the physical demands analysis for all positions in the district.
- Staff Wellness Program
 - A District Staff Wellness Program was developed by a committee of staff and was implemented during the 2016-2017 school year. The District Staff Wellness Program distributes resources and funding to the different sites so as to support local staff wellness initiatives. Each site has a designated Wellness Champion to lead the local staff wellness initiatives. The feedback from staff and the District Staff Wellness Steering Committee has been extremely positive. The Staff Wellness Program is continuing into the 2017-2018 school year.
- Occupational Health and Safety
 - During the 2015 – 2016 school year, the school division completed the renewed Golden Hills Occupational Health and Safety Manual and contracted the Alberta Association for Safety Partnerships (AASP) to serve as our external auditor for COR Certification. After two years of implementation, with the support of a district working committee, we are reviewing and revising our administrative procedures, protocols, reporting and auditing functions so as to ensure that they are administratively efficient and that they meet the new legislative requirements.
- Status of Collective Agreements
 - The term of the Collective Agreement Between the Golden Hills School Division and the Alberta Teachers Association is September 1, 2012 to August 31, 2016. Provincial Negotiations concluded in late spring of 2017. We met with the local teacher bargaining committee so as to start negotiations toward a new Local Collective Agreement on October 3, 2017.

- The term of the Collective Agreement Between the Golden Hills School Division and CUPE Local 2347 is September 1, 2014 to August 31, 2017. We are scheduled to begin negotiations with CUPE Local 2347 toward a new Collective Agreement on the evening of November 22, 2017.
- Return to Work Program
 - During the 2016-2017 school year, the school division worked with staff and the ASEBP to support the gradual return to work for a number of staff. The focus was and continues to be on identifying and assigning doctor recommended modified work duties so as to support the staff member's safe and supportive return to work.

SECTION VI: Concluding Comments

- An increase in student enrolment assists Golden Hills in being an employer of choice, implementing the Powerful Learning Framework, building teacher competencies, and providing a broad range of high quality supports and programs for students.
- Always striving to be an employer of choice, the school division focusses on providing a range of competitive benefits and supports for all staff which are sustainable within the current financial context. The renewed supervision/evaluation, safety, wellness, return to work programs and the Employee Family Assistance Program are samples of recently implemented enhanced human resources supports provided to all staff.
- The addition of 42 new teachers (includes new Principals/Associates) (*as of Oct. 10 /2017*), has had a positive impact on teacher profile.



**2016-2017 PROVINCIAL TESTING RESULTS FOR DIPLOMA
EXAMS
AND PROVINCIAL ACHIEVEMENT TESTS**
"Inspiring confident, connected, caring citizens of the world"

October 26, 2017

Background:

The 2016/2017 Provincial Testing results for the Diploma Exams and for the Grade 6 and 9 Provincial Achievement Tests were released on August 25, 2017 to school divisions. The Board of Education in an in-camera session, reviewed the jurisdiction results at their September Board Meeting, in accordance with the Provincial Protocols (attached). According to the provincial protocols the results are first presented in-camera to the board, and then made public after the Minister released the results on October 17, 2017. Additional information is available at <http://www.education.alberta.ca>.

Attached is a monitoring report for Diploma Examinations and the Provincial Achievement Tests for the 2016-2017 school year.

Recommendation:

That the Board of Trustees receives the Provincial Achievement Test and Diploma Examination Results 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 "Wes Miskiman".

Wes Miskiman
Associate Superintendent

A handwritten signature in blue ink, appearing to read "Jeff Grimsdale".

Jeff Grimsdale
Director of Learning



2016-2017 Provincial Testing Results for Diploma Exams and Provincial Achievement Tests – Monitoring Report

Presented to the Board of Trustees by
Wes Miskiman, Associate Superintendent of Schools &
Jeff Grimsdale, Director of Learning

October 26, 2017

REPORTING PERIOD: 2016-2017 School Year

OVERVIEW:

Alberta Education's Provincial Achievement Tests (PAT) and Diploma Exams help schools and jurisdictions monitor student performance in relation to provincial standards for a wide variety of skills and competencies as outlined in the Ministry's Programs of Study. For teachers, these assessments provide valuable feedback on program strengths and weaknesses, the effectiveness of instructional techniques and student comprehension levels. For post-secondary institutions, diploma marks serve as an entry-measurement for accepting potential students.

Alberta Education set a target of at least 85 percent of students to meet an acceptable standard on both Achievement Tests and Diploma Exams. This indicates that students are achieving the basic standards for passing the course. The province further expects 15 percent of students will achieve a standard of excellence. This measure indicates that students are achieving an excellent level of competency in the respective area of study.

It should be noted that these assessments provide only part of the overall picture concerning the performance of a school jurisdiction. Although provincial assessments are designed to assess the achievement of provincial standards, many important learning outcomes cannot be measured by time-limited paper-and-pencil tests. In addition, many factors contribute to student achievement.

Information about particular school results will be presented as part of each school's report to the Board or can be obtained from each school.

The following report provides an overview of Golden Hills' 2016-2017 students who wrote provincial achievement tests in Language Arts, Math, Science and Social Studies and Diploma Exams in English, Social, Math, Biology, Physics and Chemistry. Although it is not possible to directly compare the average scores on these provincial assessments across years, results for the past five years are provided as a means of identifying trends both in Golden Hills' results and as compared with provincial standards.

Actual results for these tests and exams can be found in Appendix A.

SUMMARY & IMPLICATIONS:

Diploma Exams

- **Summary**
Golden Hills' students improved in 5 out of 9 diploma exams. Seeing significant gains in Math 30-1, Physics 30 and Chemistry 30. Our students are near, at or above Provincial average in all but two diploma examinations.
- **Acceptable Standard**
In 3 out of 9 diploma exams (English 30-1, English 30-2 and Physics 30) Golden Hills' students met the provincial expectation of 85% or better for acceptable standard. There were significant improvements over the past year in Math 30-1, Chemistry 30, and Physics 30 and improvements in English 30-1 and Math 30-2.
- **Standard of Excellence**
In 4 out of 9 diploma exams (Math 30-1, Biology 30, Chemistry 30, and Physics 30) Golden Hills' students met or exceeded the provincial standards at the excellence level. There have also been improvements in the number of students achieving a standard of excellence in English 30-1, Math 30-1, Math 30-2, Social 30-1 and Physics 30.
- **Participation Rate**
The number of students participating in diploma exam settings has exceeded the provincial average in 2 out of 9 subject areas. This is quite high when you consider the number of courses that are cycled in our small schools where students take grade 12 courses in grade 11.

Provincial Achievement Tests

- **Summary**
Golden Hills' students improved in 3 out of the 8 provincial achievement tests (Grade 6 Science, Grade 9 Math and Grade 9 Social). Our students are near or at Provincial average in all but two Provincial Achievement Tests.
- **Acceptable Standard**
In 2 out of 8 Provincial Achievement Tests (Grade 6 Language Arts and Grade 9 Language Arts) Golden Hills' students met or exceeded the provincial expectation of 85% or better for acceptable standard.
- **Standard of Excellence**
Golden Hills' students met or exceeded the provincial standard of excellence in 6 out of 8 subjects (Grade 6 Language Arts, Grade 6 Science, Grade 6 Social, Gr. 9 Math, Grade 9 Science and Grade 9 Social).
- **Participation Rate**
The number of students participating in the 2016-2017 provincial achievement tests exceeded the provincial average in 5 of 8 subjects.

Knowledge & Employability Program (Grade 9)

Golden Hills' students improved in all 4 of the Grade 9 K & E Provincial Achievement Tests and met the acceptable expectation of 85% or better in Language Arts and Science. Golden Hills' students met or exceeded the provincial standard of excellence in 3 of the 4 subjects (Math, Science and Social). Our students surpassed their provincial counterparts in all subject areas in both acceptable standard and the standard of excellence.

Actions Moving Forward

1. Maintain System Focus on Powerful Learning :

- Support our foundational frameworks with a focus on identifying and providing targeted interventions for at risk learners – Literacy and Numeracy.
- Sustain the Collaboration of grade and subject level teachers. These successful division wide Collaboration days are designed to improve student learning and enhance teaching practice.
- Continue Powerful Learning proposals for schools and focus groups.
- Strategic Instruction: Powerful learning is enhanced by the thoughtful and intentional use of research-based strategies, tactics and practices that are appropriate for the learner and the discipline.
- Maintain “Assessment for Learning” strategies to further improve student achievement.
- Continue our consultation with external experts.
- Support access to instructional coaches for teachers wanting to enhance teaching practices.
- Maintain the Inclusive education supports.
- Continue training: providing targeted professional learning opportunities to staff. Including specific days designed for new staff.
- Support the integration of technology as an effective learning tool.

2. Data Analysis and Planning

- Continue to monitor achievement levels of individual schools and support school based level administration with the process of data gathering, data analysis, target setting and implementation of school improvement plans.
- Support Teacher Growth, Supervision and Evaluation at the school level.
- Data dashboard

RECOMMENDATION:

That the Board of Trustees receives the 2016-2017 Provincial Achievement Test and Diploma Examination Results Monitoring Report for information and for the record.

APPENDIX A:

GRADE 12 DIPLOMA EXAMS

The charts below show Golden Hills School Division’s student achievement levels at both the “acceptable standard” and the “standard of excellence” based on the number of students writing. The participation rate represents the percentage of students who wrote the exam compared to the total number of students in their third year of senior high programming. The ‘target’ reflects the jurisdiction’s desired student performance across the jurisdiction.

Exam Standards

Percentage of students Meeting the standard is:	Significantly Above	
	Not Significantly Different From	
	Significantly Below	

*A difference is reported as significant when there is a five percent or smaller probability that a difference of that size could occur by chance. The fewer the number of students, the larger the difference must be from the expectation before it is considered significant.

	2012/2013		2013/2014		2014/2015		2015/2016		2016/2017	
	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov
	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)
ENGLISH 30-1										
Acceptable Standard	80.6	85.9	87.7	87.6	81.9	86.5	84.5=	86.8=	85.4=	86.5=
Standard of Excellence	7.3	10.5	9.6	11.8	7.6	11.5	8.5=	10.7=	10.6=	11.7=
Participation Rate	49.6	54.0	44.9	54.1	47.8	53.4	45.1	53.9	48.4	55.0
ENGLISH 30-2										
Acceptable Standard	86.1	89.5	92.9	89.7	86.7	88.7	92.3=	89.1=	89.3=	89.5=
Standard of Excellence	9.4	11.1	14.3	13.1	14.2	11.3	15.0=	12.3=	13.2=	11.4=
Participation Rate	25.4	27.1	37.5	28.0	32.1	28.7	33.7	28.6	30.6	28.8
SOCIAL 30-1										
Acceptable Standard	77.3	85.3	75.4	85.5	83.3	87.1	86.4+	84.9-	80.4=	86.0=
Standard of Excellence	11.7	15.2	8.2	14.2	9.6	16.2	8.2=	14.3-	12.3=	14.8=
Participation Rate	42.5	45.9	41.6	45.2	37.8	43.6	38.7	45.0	43.5	44.9
SOCIAL 30-2										
Acceptable Standard	75.0	82.4	80.8	83.9	80.7	81.3	82.0=	81.1-	78.6=	80.6=
Standard of Excellence	7.6	13.9	8.8	14.8	7.4	12.5	7.3=	13.1=	6.6=	12.6-
Participation Rate	31.0	33.7	37.5	35.3	37.4	36.7	37.1	35.8	30.2	36.4
MATH 30-1										
Acceptable Standard	79.6	80.3	64.7	74.6	65.7	76.2	57.5	70.7	62.6	73.1
Standard of Excellence	37.7	35.4	17.4	27.2	22.4	31.7	16.6	25.9	18.7	30.7
Participation Rate	29.0	29.8	29.1	37.4	27.6	37.2	25.5	36.4	26.9	35.5
MATH 30-2										
Acceptable Standard	59.9	68.7	55.9	71.3	66.4	73.9	69.6	75.4	73.8	74.7
Standard of Excellence	2.9	9.6	7.4	15.0	7.5	15.5	6.8	16.8	14.9	15.9
Participation Rate	19.4	16.7	21.9	21.4	22.8	22.4	22.7	23.6	22.3	25.1
BIOLOGY 30										
Acceptable Standard	78.7	84.3	79.4	85.2	80.9	85.9	83.3=	85.1=	82.6=	84.2-
Standard of Excellence	30.0	32.4	28.0	31.7	24.	33.0	31.7=	32.4=	26.8=	32.3=
Participation Rate	45.8	42.2	38.3	41.5	39.8	40.7	36.2	40.6	44.4	41.7
CHEMISTRY 30										
Acceptable Standard	76.2	78.8	71.1	81.3	70.5	82.2	75.8=	81.5=	81.7+	83.1+
Standard of Excellence	27.5	31.8	25.4	35.0	18.9	34.2	30.8=	34.5=	25.8=	38.6+
Participation Rate	31.5	31.5	28.7	34.8	32.3	35.8	27.8	35.5	30.8	35.1
PHYSICS 30										
Acceptable Standard	84.2	81.1	71.6	83.0	75.5	83.9	83.0=	85.7+	88.0+	85.7+
Standard of Excellence	32.9	30.3	21.1	34.1	23.4	35.8	35.0=	39.8+	45.7+	41.8+
Participation Rate	11.7	17.3	14.1	20.1	13.0	19.9	13.3	19.3	11.6	18.6

**2016/2017 Diploma Examination Participation Rates are preliminary and will be finalized when the*

*Accountability Pillar results are released in May 2018**

The 2015/2016 results do not include students who were exempted from writing the exam because of the Fort McMurray wildfires

PROVINCIAL ACHIEVEMENT TEST RESULTS – 2016 - 2017

The charts below show the jurisdiction’s results for student achievement at both the “acceptable standard” and the “standard of excellence” based on all students writing (cohort). The “target” reflects the jurisdiction’s desired student performance across the jurisdiction.

All Students

LANGUAGE ARTS - ALL STUDENTS WRITING:											
	2012/2013		2013/2014		2014/2015		2015/2016		2016/2017		GHSD Target
	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	
	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	
L.A. GRADE 3											
Acceptable Standard	85.9	81.5	82.2	78.0	N/A	N/A	N/A	N/A	N/A	N/A	
Standard of Excellence	11.3	17.8	13.5	15.3	N/A	N/A	N/A	N/A	N/A	N/A	
Participation Rate	95.8	91.3	92.1	91.6	N/A	N/A	N/A	N/A	N/A	N/A	
L.A. GRADE 6											
Acceptable Standard	85.7	90.9	83.9	90.6	91.2	91.3	92.0	91.5	91.0	91.5	85
Standard of Excellence	16.6	18.0	11.6	19.5	18.2	21.5	15.1	22.6	16.1	20.9	15
Participation Rate	96.6	90.8	93.4	90.4	93.9	90.6	92.2	90.6	92.3	90.2	
L.A. GRADE 9											
Acceptable Standard	83.7	87.2	81.3	86.4	84.3	85.5	86.9	86.7	85.4	86.4	85
Standard of Excellence	14.6	16.8	17.9	17.0	13.7	16.3	18.1	17.1	14.6	16.8	15
Participation Rate	87.3	87.5	89.5	88.3	87.9	88.5	87.6	88.8	87.8	88.8	

MATHEMATICS - ALL STUDENTS WRITING:											
	2012/2013		2013/2014		2014/2015		2015/2016		2016/2017		GHSD Target
	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	
	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	
MATH GRADE 3											
Acceptable Standard	79.8	76.5	77.4	74.0	N/A	N/A	N/A	N/A	N/A	N/A	
Standard of Excellence	24.6	25.5	20.1	25.1	N/A	N/A	N/A	N/A	N/A	N/A	
Participation Rate	96.0	92.0	92.5	92.4	N/A	N/A	N/A	N/A	N/A	N/A	
MATH GRADE 6											
Acceptable Standard	76.5	80.3	74.1	81.0	79.1	80.7	80.2	79.3	69.7	76.7	85
Standard of Excellence	16.1	18.1	12.2	17.0	10.5	15.5	12.7	15.4	9.0	13.9	15
Participation Rate	96.8	90.9	93.6	90.7	93.0	90.8	92.2	90.9	92.7	90.5	
MATH GRADE 9											
Acceptable Standard	65.7	75.3	68.6	75.2	71.0	73.0	73.4	75.8	73.9	75.5	85
Standard of Excellence	13.5	20.6	14.4	19.4	15.6	20.1	14.2	19.5	18.0	21.3	15
Participation Rate	90.3	88.3	91.4	89.2	89.7	89.4	88.8	89.5	89.1	89.0	

SCIENCE - ALL STUDENTS WRITING:											
	2012/2013		2013/2014		2014/2015		2015/2016		2016/2017		GHSD Target
	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	
	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	
SCIENCE GRADE 6											
Acceptable Standard	78.0	85.3	73.0	84.2	85.4	84.5	82.9	86.1	84.1	85.7	85
Standard of Excellence	23.0	28.5	17.8	27.6	23.4	28.0	24.4	29.9	26.7	32.3	20
Participation Rate	96.8	90.9	92.8	90.2	93.5	90.3	92.4	90.6	92.3	89.7	
SCIENCE GRADE 9											
Acceptable Standard	73.4	81.7	74.8	81.7	79.4	82.4	83.2	82.6	77.8	82.8	85
Standard of Excellence	12.6	22.4	17.2	24.6	19.8	25.4	17.3	24.9	18.1	23.9	20
Participation Rate	89.7	88.8	91.7	89.6	90.2	89.9	88.8	89.9	88.0	89.3	

SOCIAL - ALL STUDENTS WRITING:											
	2012/2013		2013/2014		2014/2015		2015/2016		2016/2017		GHSD Target
	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	
	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	
SOCIAL GRADE 6											
Acceptable Standard	74.2	80.7	65.6	78.6	77.7	77.7	76.4	79.2	72.9	81.0	85
Standard of Excellence	18.4	21.1	10.4	18.6	20.5	20.1	16.2	24.4	19.4	24.1	20
Participation Rate	96.1	90.1	91.9	89.6	93.0	89.8	92.4	90.2	92.5	90.0	
SOCIAL GRADE 9											
Acceptable Standard	69.2	74.0	65.5	73.9	72.4	73.4	70.2	72.7	74.8	75.0	85
Standard of Excellence	18.3	21.2	17.2	22.4	16.7	22.3	15.4	20.3	20.5	22.6	20
Participation Rate	87.5	88.3	90.2	88.7	89.9	88.7	89.2	89.1	88.9	89.4	

KNOWLEDGE & EMPLOYABILITY - ALL STUDENTS WRITING:											
	2012/2013		2013/2014		2014/2015		2015/2016		2016/2017		GHSD Target
	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	GHSD	Prov	
	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	
K&E L.A. GRADE 9											
Acceptable Standard	78.9	77.5	77.1	78.4	85.4	77.1	81.5	74.7	87.1	73.7	85.0
Standard of Excellence	5.3	5.4	8.6	4.4	12.2	5.6	11.1	7.8	12.9	7.4	15.0
Participation Rate	90.5	80.5	85.4	80.2	82.0	81.6	90.0	80.0	75.6	79.7	
K&E MATH GRADE 9											
Acceptable Standard	78.3	74.9	66.7	73.6	65.6	70.9	63.6	70.6	83.3	67.6	85.0
Standard of Excellence	13.0	16.7	13.9	16.8	28.1	16.8	27.3	15.0	44.4	15.6	15.0
Participation Rate	95.8	87.9	87.8	86.3	82.1	85.8	94.8	86.8	85.7	85.1	
K&E SS GRADE 9											
Acceptable Standard	81.8	74.3	64.9	73.1	66.7	67.2	61.8	69.4	75.0	67.5	80.0
Standard of Excellence	13.6	15.0	13.5	12.7	9.1	13.1	9.1	13.9	15.6	15.2	15.0
Participation Rate	91.7	86.9	90.2	84.6	82.5	85.3	94.8	83.5	78.0	83.3	
K&E SCI GRADE 9											
Acceptable Standard	75.0	78.7	64.5	74.8	66.7	74.2	75.9	74.7	96.7	76.4	85.0
Standard of Excellence	20.0	19.7	16.1	17.4	13.3	17.4	11.1	16.8	26.7	15.9	15.0
Participation Rate	90.9	86.9	88.6	85.7	78.9	87.0	93.1	85.4	76.9	83.6	

* The 2012/2013 results do not include students who were exempted from the test because of the flooding in Calgary and southern Alberta*

** The 2015/2016 results do not include students who were exempted from writing the test because of the Fort McMurray wildfires**



SCHOOL DIVISION THREE YEAR EDUCATION 2017-2020 PLAN and ANNUAL EDUCATION RESULTS REPORT 2016-2017

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

October 26, 2017

School boards must have an updated three-year education plan (3YEP) in place before the start of the school year, but plans are finalized after the new year of provincial achievement results become available in the fall. The combined three-year education plan (3YEP) and annual education results report (AERR) must be approved by the board, posted to the website, and sent to Alberta Education by November 30. Planning and reporting on results achieved provide assurance to the public and the provincial government on the quality of education in the school system.

The board approved the interim 3YEP (draft) June 20, 2017. The achievement results for 2016-17 will be presented in the regular meeting on October 26, 2017.

The combined 3YEP and AERR, in draft, will be presented at the Regular Meeting, October 26, 2017 for information and to solicit any further input from the board. The financial information will not be available until the audit is finalized in November. That portion of the document will be updated at that time.

The 3YEP and AERR meets the Boards fiduciary obligations for planning and reporting as outlined by Alberta Education <https://education.alberta.ca/school-authority-planning-resources/current-requirements/>

Strategically, the board needs to consider how the goals, outcomes, priorities and strategies align with and promote Alberta Education's and the division's mission and vision for student learning. Does the plan promote *learning for all students*?

Generative governance looks for ways to provoke discussion that "generates" ideas, not necessarily immediate action, but to practice ways to reframe issues and gain new insights. Thinking about, "what external factors/forces will most affect the school division in the coming year(s);" or, "What are we overlooking;" or "What are the most attractive, least attractive, most worrisome aspects of the plan?" are possible questions to generate thinking about the "whys" of planning and reporting. The Board may also wish to spend some time considering opportunities for engagement with stakeholders to identify issues and priorities in promoting *learning for all students*.

Recommendation:

That the Board of Trustees reviews the draft Three Year Education Plan 2017-2020 and Annual Education Results Report 2016-2017 for submission to Alberta Education November 30, 2017.

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

Bevan Daverne
Superintendent of Schools



FAMILY SCHOOL COMMUNITY RESOURCE PROGRAM

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

October 26, 2017

Background: Golden Hills School Division continues provide partner with other agencies to support and services to ensure optimal functioning of children and their families in the social-emotional/behavioural domain, in order that students can fully benefit from the learning opportunities afforded to them.

Recommendation:

That the Board of Trustees receives the Family School Community Resource Program Report for information and for the record.

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

Bevan Daverne
Superintendent

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

Dr. Kandace Jordan
Associate Superintendent of Schools



**Golden Hills School Division No. 75
Report to the Regular Meeting of the Board of Trustees
Regular Agenda
October 26, 2017**

To: Bevan Daverne
Superintendent

From: Dr. Kandace Jordan
Deputy Superintendent of Schools

Re: Family School Community Resource Program

Purpose: Information for the Board of Trustees and for the Record

Resource Persons: Deborah Hinds-Nunziata

History

The Family School Community Resource (FSCR) Program has been available in Drumheller (1985), Kneehill County (1987) and Wheatland Country (1990) for almost three decades and continues to provide invaluable support to students and their families. Key Funding partners include Golden Hills School Division, Drumheller/Kneehill/Wheatland Regional Family and Community Support Services and the Central East Collaborative Regional Collaborative Service Delivery Initiative. Despite some operational differences all three programs strive to support the optimal functioning of children and their families in the social-emotional/behavioral domain so that students arrive at school ready to benefit from the learning opportunities afforded to them in Golden Hills School Division.

What does a Family/School/Community Resource Counsellor do?

These professionals work collaboratively with the student, their parents/caregivers, school-based team members, and when appropriate, other community services to set meaningful goals and create supportive intervention plans. The plan may include providing preventative education, developing specific strategies/skills and arranging resources that will help the student to experience increased success in school, at home and in the community. Supports may include individual counselling, group counselling, parenting support and liaison/referral with other service providers. Student success is monitored regularly and is based on the observable, measurable outcomes established by the student's support team.

This program focuses on a strength-based model that builds the capacity of the student and their parents/caregivers.

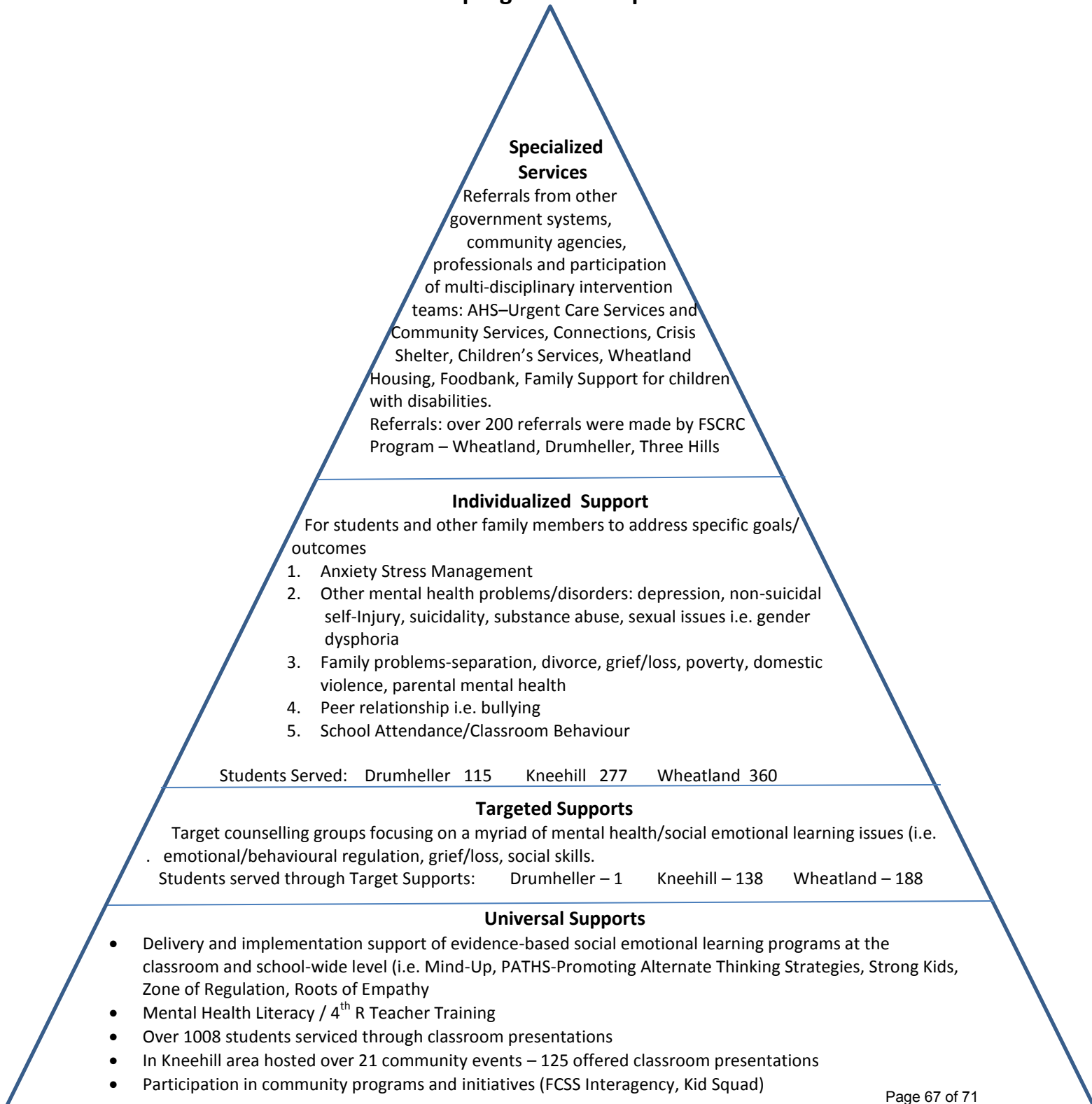
The program also provides whole class presentations on psychosocial issues, and works with school and community to organize prevention programs on a broader scale. Many of the team members are active with a variety of community groups such as Interagency and JumpStart.

The Family School Community Resource Program strives to assist students in developing the social-emotional learning (SEL) competencies that they will need to be successful in school and in later life. Understanding and promoting positive

mental health in schools is a shared responsibility of parents, educators and community partners. Working together we can:

- Enhance student academic achievement and school attendance.
- Increase student academic confidence and engagement in learning and community life.
- Decrease student involvement in high-risk behavior.
- Create welcoming, caring, respectful and safe learning environments that value diversity and build student citizenship skills.

What did the FSCRC program accomplish in 2016-2017?



How does the Program Work?

As an evidence-based program, outcomes are required to be measured and reported to our stakeholders. Counselling Trac has been a valuable tool to assist in data collection in the Drumheller and Wheatland areas. In all three areas, Drumheller, Kneehill and Wheatland, Student, Colleague and Parent surveys are an essential source of quality assurance feedback.

According to 2016 – 2017 Counselling Trac data in the Drumheller and Wheatland areas, over 85% of clients improved (made progress toward) or attained the goals specified in their intervention plan. In Kneehill, survey data suggested that 98% of clients reported being better able to deal with their problems after meeting with the FSCRC.

The Student Voice

Over 90% of the students who completed surveys indicated that the FSCRC helped them be more successful and take responsibility for themselves.

“I wish we could do a girls group again because I feel safe there and can work through my problems.”

“Thank-you for talking about mental health with the class. Especially about stigma and language. Our class needs to learn how much they can affect people.”

“My counsellor taught me new strategies to deal with my anxiety so I have had a great school year.”

“Because I would get angry so quickly I learned how to calm down and be respectful.”

“I was able to set a school goal that would help me feel better about myself and my family.”

The Parent Voice

According to parent surveys received over 85% of the respondents felt they were involved in developing clear goals for their child, and that as a result of the work with the FSCR Counsellor their child had better coping skills.

“The FSCRC provided great care and attention – she gave me clear, consistent feed back and communication throughout the school year.”

“It was a huge help for me to understand the issues my daughter was having and I was always informed of the strategies she was learning.”

The Colleague Voice

Ninety percent of Colleague Survey respondents reported the FSCRC program services very good to excellent.

“We absolutely love the program as it is available to our students who greatly benefit from the strategy they learn to promote positive mental health.”

“Social-emotional learning programs offered in the classroom are a tremendous positive support for teaching all students.”

“I wish we could afford to have more resource counsellor time in our schools as we have many students needing the service.”

Summary comments

The demand for the program has remained high over the past year, but at the same time, funding has decreased. Removal of the Hold Harmless funding from the Central East Collaborative has meant a modest reduction in services instead of a much needed increase. Other funding partner allocations have remained relatively stable this past year, but FCSS funding for Drumheller/Wheatland area has significantly decreased over the past five years. (Funding sources include GHSD, Kneehill, FCSS, Drumheller FCSS Wheatland FCSS , CFSA, RCSD). Program leadership will continue to play an advocacy role in helping community stakeholders understand the value of this program.

The FSCRC program has seen a trend towards increasing referrals at the elementary age level. Given the importance of the family system at this developmental stage, the program will need to focus on offering evidence-based interventions not only for students, but also for parents/caregivers.

Given the continued complexity of students and their families referred to the FSCRC Program, on-going clinical supervision, professional development and collaboration with other government systems and community service providers will be essential to providing appropriate supports and interventions.

Recommendation: That the Board of Trustees receives the FSCR Program report for information and the record.



ELECTIONS REVIEW 2017

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

October 26, 2017

Background:

Golden Hills School Division consists of six Trustees who serve a four year term. Citizens elect school board trustees to ensure the decisions are made closest to the people being governed.

The new election term commenced October 2017 and the term ends 2021. Golden Hills received five acclamations, including one incumbent and one election in Drumheller on October 16, 2017. The results of the Election and Acclamations are as follows:

Results

Ward 3 (Drumheller)				
Polling Station	Justin Bolin	Lehn Lund	Spoiled	Total
Advance Poll	261	115		376
Institution	24	11		35
North	179	56	1	236
Newcastle	141	49		190
West	65	21		86
Central	250	100	1	351
South	133	55		188
Rosedale	79	46		125
East Coulee	34	22	1	57
Total	1166	475	3	1644

Ward Representatives 2017-2021

GOLDEN HILLS SCHOOL DIVISION NO. 75 TRUSTEES 2017-2021			
TRUSTEE(s)	WARD	WARD DESCRIPTION	STATUS
BARRY KLETKE	WARD ONE	Three Hills, Torrington, Huxley and area	ACCLAIMED
JAMES NORTHCOTT	WARD TWO	Acme, Carbon, Linden and area	ACCLAIMED
JUSTIN BOLIN	WARD THREE	Drumheller	ELECTED
JENNIFER MERTZ, ROB PIRIE	WARD FOUR	Strathmore	ACCLAIMED
LAURIE HUNTLEY	WARD FIVE	Carseland, Gleichen, Cluny, Hussar, Rockyford, Standard and area	ACCLAIMED

Advance Polling Stations

Golden Hills had one advance polling station held on November 5 and 14, 2017 at the following location:

- Badlands Community Centre Activity Room, 80 Veterans Way, Drumheller, AB

Election Day Polling Stations

Golden Hills, in conjunction with Town of Drumheller, had 24 polling stations held October 16, 2017 in the following locations:

- Institutional (Care Facilities)
- Nacmine Community Hall (West Area)

- Midland Hall (North Area)
- Badlands Community Facility (Central Area)
- Church of the Nazarene (South Area)
- Newcastle Hall (Newcastle Area)
- Rosedale Community Hall (Rosedale/Cambria/Wayne Area)
- East Coulee Community Hall (East Coulee/Lehigh Area)

As per Board motion made on September 26, 2017, Golden Hills and the Town of Drumheller and Christ the Redeemer entered into a joint election. As a result, constituents were able to do a “one stop vote” to elect their council and/or their school board trustee. This process was efficient and effective for all parties and voters.

Golden Hills estimated costs were approximately \$4,500.00

Recommendation:

That the Board of Trustees receives as information.



Bevan Daverne
Superintendent



Tahra Sabir
Secretary Treasurer