



GOLDEN HILLS

SCHOOL DIVISION

AGENDA

TYPE: Regular Board Meeting

DATE: 1/25/2022 **TIME:** 9:30 AM

LOCATION: Boardroom of the Golden Hills School Division

DETAILS:

"Powering Hope and Possibilities" Vision: Inspiring confident, connected, caring citizens of the world

Mission: Intentionally maximizing learning for all

1.0 Attendance

2.0 Call to Order

3.0 Acknowledgment

4.0 In Camera

4.1 In Camera

Action

4.2 Out of In Camera

Action

5.0 Approval of Agenda

5.1 Approval of Agenda

Action

6.0 Welcome Public, Vision and Mission Statements

7.0 Presentation of Minutes

7.1 Regular Minutes of December 14, 2021

Action

8.0 REPORTS

A) Chair's Report

B) Board Committees

C) Board Representatives to External Organizations

D) Administration Reports

9.0 NEW BUSINESS

A) Information Items

9.1 Inclusive Education Report (2020-21 Results and 2021-22 Plans)
(J.Grimsdale)

Info

9.2 First Quarter Financial Report (Sept/Oct/Nov 2021) (T. Sabir)

Info

9.3 Monthly Enrolment Monitoring Report (T. Sabir)

Info

9.4 School Summaries Monitoring Report 2021 (T. Sabir)

Info

9.5 Administrative Procedure - 131 Emergency Closing of Schools Inclement Weather
(B. Daverne)

Info

10.0 ADJOURNMENT



MINUTES

Golden Hills School Division No. 75

Regular Meeting of the Board of Trustees

Location: Boardroom of the Golden Hills School Division

Start Time: 9:30 AM

Tuesday, December 14, 2021 (9:30 AM)

1.0 Attendance

Present:

a) Chair

- Laurie Huntley

b) Vice Chair

- Barry Kletke

c) Trustees

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

d) Superintendent

- Bevan Daverne

e) Secretary Treasurer

- Tahra Sabir

f) Associate Superintendent

- Wes Miskiman

g) Deputy Superintendent

- Jeff Grimsdale

2.0 Call to Order

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

3.0 Acknowledgment

In the spirit of reconciliation, we acknowledge that we live, work and play on the traditional territories of the Blackfoot Confederacy (Siksika, Kainai, Piikani), the Tsuut'ina, the Îyâxe Nakoda Nations, the Métis Nation (Region 3), and all people who make their homes in the Treaty 7 region of Southern Alberta.

4.0 In Camera

4.1 In Camera

Recommendation: BD#20211214.1001

MOVED by Trustee Northcott that the Board of Trustees go In Camera at 9:36 a.m.

Chair Initials _____ Secretary Treasurer Initials _____

4.2 Out of In Camera

Recommendation: BD#20211214.1002

MOVED by Trustee Pirie that the Board of Trustees rise from In Camera at 10:29 a.m.

Recessed at 10:29 a.m.

Reconvened at 10:38 a.m.

5.0 Approval of Agenda

5.1 Approval of Agenda

Recommendation: BD#20211214.1003

MOVED by Trustee Bolin that the Board of Trustees approve the December 14, 2021 agenda as presented.

6.0 Welcome Public, Vision and Mission Statements

7.0 Presentation of Minutes

7.1 Regular Minutes of November 23, 2021

Recommendation: BD#20211214.1004

MOVED by Trustee Northcott that the Board of Trustees approve the November 23, 2021 Regular Minutes.

8.0 REPORTS

A) Chair's Report

Chair Huntley presented information on the following topics:

- Attended the Alberta School Boards Association (ASBA) Chair Orientation on November 26, 2021.
- Attended the ASBA Board Chair Curriculum summary meeting, discussion around the resolution passed at the Annual General Meeting, another meeting to be scheduled.
- Received invitation for all Trustees from the Alberta Teachers Association (ATA) to attend a Trustees Summit being held January 13, 2022.
- Received request from the Rural School Board Caucus (RSBC) to forward them issues that divisions are encountering.
- Letter received regarding Bill 70 - COVID Liability.
- December 13, 2021, media release and Board Chairs meeting regarding Curriculum.

B) Board Committees

Trustee Northcott had no new information to report on for the Alberta School Boards Association (ASBA) Zone 5.

Trustee Pirie reported that the ASBA Zone 5 January 7, 2022 meeting will be held at Golden Hills School Division.

C) Board Representatives to External Organizations

No new information to report on at this time.

Chair Initials _____ Secretary Treasurer Initials _____

D) Administration Reports

Secretary Treasurer Sabir presented information on the following topics:

- Received information from Alberta Treasure board that they will no longer be giving school divisions discounted loan rates.
- Provincial Trustee Election information, 427 in total, 189 newly elected, 209 acclaimed and 4 vacant.
- Alberta Education posted the 2021-22 Enrolment Verification Audit list, less this year with 111 students being audited.
- Alberta Risk Managed Insurance Consortium (ARMIC) held its Subscribers meeting December 7-9, 2021, will be hiring an Executive Director.
- Transportation - Inclement weather meetings, received excellent feedback from drivers, discussed installing Webasto and Proheat engine for buses. Numerous other inclement weather supports are also underway.
- Modularity - Trinity Christian Academy Modularity are delayed due to supply chain issues.
- Summer Projects - will be posting tenders earlier due to the shortage in supplies.
- Alberta Rural Education Symposium (ARES) - will be hosting their Conference March 6-8, 2022. The Theme for the 2022 symposium is Flourishing Rural School Communities: Learning and leading through appreciative inquiry.

Associate Superintendent Grimsdale presented information on the following topics:

- The Drumheller Institution donated a Teepee to Drumheller Valley Secondary School and Greentree Elementary.

Superintendent Daverne presented information on the following topics:

- Alberta Teachers Association (ATA) - discussed retirement session held for southern Alberta through the ATA, Golden Hills School Division hosts their own retirement sessions.
- The Early Literacy and Numeracy Intervention Programs are a provincially funded program that have proven success within GHSD schools. Effective January 3, 2022, Michelle Silver Rushford, Associate Principal of Wheatland Elementary, will be the full-time Numeracy Support. She will be expanding the numeracy support program to all elementary schools in the district.
- Kurt Ratzlaff, Principal of Acme, Carbon and Dr. Elliott schools, will be retiring at the end of February 2022.
- Administrative Procedure 493 - *COVID-19 Staff Vaccination and Rapid Testing Assurance*, 70 % attestations have been complete, reviewing exemption requests. Community use of our facilities will be required to fill out the attestation.
- School year has been challenging, push back of masks and vaccinations within our schools.
- Administrators' meetings will hopefully be held in person starting in January 2022.
- Technology is revamping the staff portal, looking at Microsoft Teams.
- Reviewing the 2022-2023 Calendar with Administrators before it comes to the Board of Trustees.
- 2022 Honouring Spirit: Indigenous Student Awards - nomination packages due by February 1, 2022, GHSD has lots of representation.
- School sports - spectators allowed, specific protocol must be followed, has caused challenges.

Chair Initials _____ Secretary Treasurer Initials _____

9.0 NEW BUSINESS

A) Information Items

9.1 Monthly Enrolment Monitoring Report (November 2021) (T. Sabir)

Recommendation:

Secretary Treasurer Sabir presented the November 30, 2021 Monthly Enrolment to the Board of Trustees for information.

9.2 Technology Services Report (J. Grimsdale)

Recommendation:

Associate Superintendent Grimsdale presented information on the primary role of the Technology Services that supports the teachers, staff and students throughout Golden Hills School Division. Technology infrastructure is a key piece to supporting Powerful Learning whether in school or at home.

9.3 International Program Report (B. Daverne)

Recommendation:

Dr. Kandace Jordan, Director of International and Innovation Services, presented information on Golden Hills International Program, which provides opportunity for our resident students to experience global competencies by interacting with students around the world. Our international students have the opportunity to learn English and benefit from quality academic programming.

9.4 Administrative Procedure 260 - Form 260-2 International Travel Consent Form (B. Daverne)

Recommendation:

Administrative Procedure 260-Form 260-2 International Travel Consent Form was reviewed by the Board of Trustees. The new procedure is to support necessary changes in administrative best practices.

9.5 Wheatland Crossing - Fitness Facility Update (B. Daverne)

Superintendent Daverne presented information on preliminary draft designs for the Wheatland Crossing community and school use fitness facility.

10.0 ADJOURNMENT

10.1 Adjournment

Recommendation: BD#20211214.1005

The Board of Trustees adjourned at 1:24 p.m.

Chair

Secretary Treasurer

Chair Initials _____ Secretary Treasurer Initials _____



Inclusive Education

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

January 25, 2022

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

Recommendation:

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

Bevan Daverne
Superintendent

Jeff Grimsdale
Associate Superintendent of Schools



Inclusive Education

Presented to Board of Trustees by Jeff Grimsdale
Associate Superintendent of Schools

Resource Persons: Deborah Hinds-Nunziata, Christina Hoover

January 25, 2022

Overview

Alberta's education system is built upon a values-based approach that accepts responsibility for the important contribution schools play in the academic, social, emotional, behavioral and ethical development of ALL children and youth. Golden Hills School Division strives to provide a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging for staff and students that enables them to experience success across domains.

Challenges and Response

Never before have schools been tasked with the need to be so responsive to an uncertain and rapidly changing world. During the 2020-2021 school year, three key factors resulted in unprecedented challenges for the way we best support children and their families through the education system:

1. The continued impact of the pandemic on schools and society as a whole.
2. Significant changes to service delivery from our primary government partners (AHS, Children's Services and Family Supports for Children with Disabilities)
3. Continued growth in the number and complexity of students with diverse learning needs.

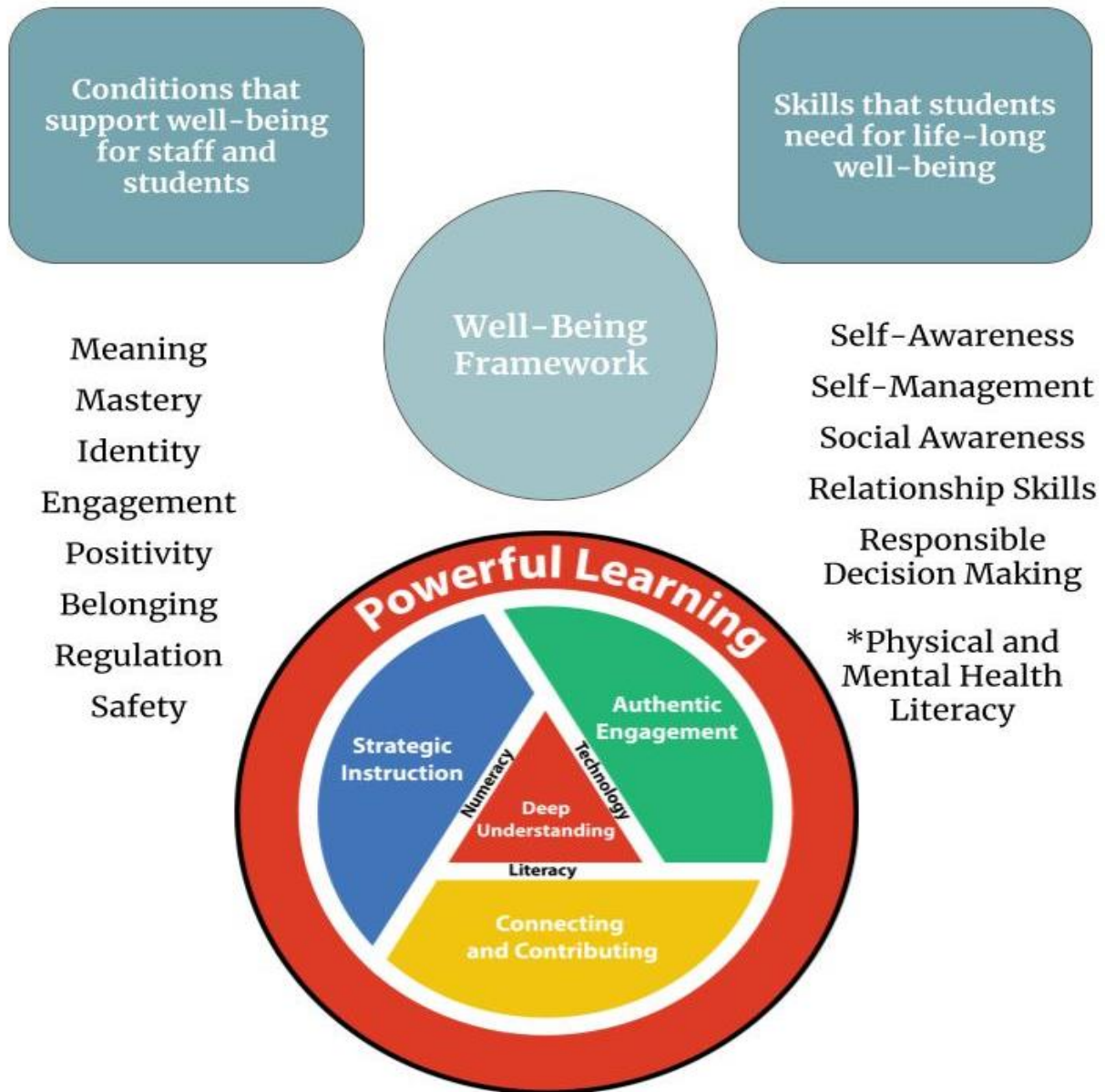
GHSD Coding Profile

	2011-2012	2015-2016	2020-2021
Mild/Moderate	639	718	978
Severe (including PUF)	226	327	362
ELL	747	724	886

As Darwin discovered more than 150 years ago, *ADAPTABILITY* is the sustaining feature of those who not only survive, but thrive, and in Golden Hills School Division we did just that. Administrators, Educational Consultants, Learning Coaches, Family School Community Resource Counsellors, Specialized Learning Teachers, Classroom Teachers, Instructional Coaches and Educational Assistants collaborated to assess the needs of staff and students and develop a *RESPONSIVE, THOUGHTFUL* and *EVIDENCE-BASED* plan of action. Building on our experiences through learning at home, parents and guardians were also considered to be essential partners in the decision-making process.

It was quickly recognized that the government restrictions implemented to slow down the spread of COVID 19 had significant impact on our overall well-being and that many mental health problems like anxiety and addictions were on the rise. These observations have been substantiated in the recent publication of the Alberta Child and Youth Well-Being Review Final Report (2021). During the 2020-2021 school year, we responded through the continued development of the GHSD Well-Being Strategy. An important addition to the strategy was the inclusion of staff wellness. Dr. David Tranter and colleagues in their book, The Third Path-A Relationship based Approach to Student Well-Being and Achievement, emphasized the importance of creating an environment that includes the conditions needed for optimal

learning. GHSD staff, along with Edmonton Catholic and the CRC offered presentations for school boards across the province on this topic. Most importantly, GHSD walks the talk and thanks to our School Board and Senior Administration our staff have benefited from a variety of opportunities to focus on their wellness.



The Third Path: A Relationship Based Approach to Students' Well-Being and Achievement
www.thirdpath.ca

CASEL 5 (Collaborative for Academic Social Emotional Learning)

The Student Services Team members contribute significantly to a quality inclusive education environment and changes to the role of the educational consultant were required in order to “provide the right resource, at the right time, in the right way” (Dr. Michael Ungar). All of our government service delivery partners that support education have been working remotely throughout the pandemic and most continue to do so which has resulted in diminished services for children and families. The needs of children and their families have increased, and currently, the task of providing specialized and mental health supports has fallen primarily on the education system. Educational Consultants have responded by shifting from a focus on individual, comprehensive psychoeducational assessments to a greater number of informal assessments, which includes increased time spent in classrooms, consulting with teachers and caregivers, and advocating for students and their families so that they can access the community resources that they need to experience success.

In addition, changes to the provincial service delivery model has put more pressure on schools to deliver allied health services (SLP, OT, PT). GHSD has contracted SLPs, OTs and a PT to provide assessments and therapy to students and practice time with trained educational assistants is provided between therapy sessions. Educational Consultants, Teachers and Administrators collaborate with therapists to identify and plan for students who require support.

Educational consultants adapted to the changed government requirements in early learning (PUF and Kinder Severe) and supported teachers based on the new funding requirements. Teachers were provided with professional development in how to write effective IPPs (individual program plans) and also received ongoing follow up support.

During the 2020-2021 school year, GHSD staff implemented many creative solutions to support teachers in the area of Professional Development using an online format. For example, Behavior Think Tanks were held after school with administrators, the school based Educational Consultant, FSCRC, School Counsellors, teachers, educational assistants and the Student Services Coordinator to problem solve around challenging students and/or difficult situations. The use of technology allowed for groups of GHSD professionals to come together more easily and collaborate, particularly in more remote areas. Other online inclusive education and PD opportunities and resources were also made accessible to school staff on topics such as Supporting Executive Functioning, Differentiation, ESL and Emotional/Behavioral Regulation. Supportive consultation and counselling was available through the Student Services team for staff in their schools.

GHSD continues to be committed to providing a continuum of evidence-based programs and services to support the diverse needs of learners. This includes specialized learning environments such as the Anchor Program, Green Zone, and Strive classrooms, access to timely psychological services (Educational Consultants, FSCRC and Psychiatry) and Instructional Coaching.

GHSD staff have been involved in many exciting initiatives such as the creation and implementation of a provincial protocol for a school-based response to suicidal ideation and the development of a national elementary mental health literacy program. They have also been involved in local initiatives such as the Wheatland Youth Network, Kneehill Child and Youth working group and interagency committees in our various communities.

Recommendations

- Continue to provide a range of programs and services in Inclusive Education that are evidence-based, outcome focused and that adhere to a continuous improvement model.
- Explore appropriate data collection and outcome measurement that reflects the changing role of the Educational Consultant.
- Advocate at a government level for clarity as to the mandate of Education and Alberta Health Services in the provision of allied health services to school age children with a focus on what differentiates learning and health needs. Work on reducing barriers to accessing allied health services in the community as it has resulted in more administrative duties for educational consultants, which means less time in classrooms and fewer opportunities to build teacher capacity in the area of inclusive education.
- Strongly support Recommendation #4 from the Alberta Child and Youth Well-being Review Final Report (2021) *Recognize and enhance the role of schools in interdisciplinary wrap around services and supports for mental health and well-being of children*. As discussed in the report, schools have long acted as “hubs” or access points to identify support opportunities, assess need and connect youth to appropriate interventions. Yet, when Children’s Services developed its current model for resourcing interventions that support children and families, proposals from schools were largely overlooked. The report recommends stronger partnerships between provincial ministries. In order to have the recommended better and more consistent service connections in the community, this needs to be supported first at a leadership level.

- Given that the report suggests healthy school communities can also strengthen promotive and protective factors for students, we should advocate for the province to better support our school divisions to build upon the effective work we are already doing to facilitate student well-being, and for which we have measurable outcomes.

In summary, as cited in the Child and Youth Well-Being Report (2021), “Schools are not just institutions of learning, as well-being and learning are inextricably linked. Schools serve as hubs for social and community connection, and as a critical resource for both prevention and early intervention.” The current school board and senior administration have demonstrated a strong commitment to both the learning and well-being of GHSD staff, students and their families. As such, we have been able to be remarkably resilient in the face of adversity and continue to offer high quality programs and services in the area of Inclusive Education. A future focus needs to be in the area of advocacy at a government level to recognize, support and grow the excellent work that we do.



FIRST QUARTERLY FINANCIAL REPORT

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

January 25, 2022

Background:

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

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

The Quarterly Financial Report for September 2021 – November 2021 will be discussed at the Board Meeting.

Recommendation:

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

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

Bevan Daverne
Superintendent

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

Tahra Sabir
Secretary Treasurer

The Golden Hills School Division



1st Quarterly Report – 2021-22

September 2021 – November 2021

Prepared by the Finance Department for the January 25, 2022 Board Meeting

Purpose of Quarterly Report

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

I CONTEXT

The first quarterly financial report lists revenues and expenditures recorded to **November 30, 2021**, representing the first **three** months of the fiscal year. As there are three (3) months expended in the 1st quarter, the normal benchmark for comparison is 25% (3/12 months); however, for some categories 30% (3/10 months) is used.

The **2021-22 Budget** was submitted to Alberta Education May 25, 2021 and budget points of reference are from this May 25, 2021 Spring budget submission.

II. ACTUALS AND COMPARISON TO BUDGET

A.

Golden Hills School Division						
Statement of Revenue and Expenses						
Budget vs. Actual Variance						
Period - September 1, 2021 - November 30, 2021						
	Annual 2021/22 Annual Budget submitted May 25, 2021	Prorated Budget (25%) for Q1	YTD Actuals 2021/2022 -Q1	YTD Budget Variance-Q1	% Budget Rec'd/Used	Management Benchmark %
Revenues						
Alberta Education/Infrastructure	74,368,568	18,592,142	18,507,227	-84,915	25%	25%
Federal Government and/or First Nations	1,526,050	381,513	435,206	53,694	29%	30%
Other Government of Alberta	149,200	37,300	239,733	202,433	161%	100%
Fees	6,793,537	1,698,384	2,004,909	306,525	30%	30%
Other Revenues	3,846,978	961,745	1,114,453	152,708	29%	25%
Amortization	4,223,683	1,055,921	1,088,185	32,264	26%	25%
Total Revenues	90,908,016	22,727,004	23,389,713	662,709	26%	26%
EXPENSES						
Certificated Salaries and Benefits	48,977,311	12,244,328	11,245,906	998,422	23%	24%
Non-Certificated Salaries and Benefits	17,655,901	4,413,975	4,618,400	-204,425	26%	26%
Sub-Total	66,633,212	16,658,303	15,864,306	793,997	24%	25%
Supplies and Services	21,109,021	5,277,255	6,677,225	-1,399,969	32%	30%
Amortization	5,915,616	1,478,904	1,458,595	20,309	25%	25%
Interest Charges	32,065	8,016	10,663	-2,647	33%	25%
Total Expenses	93,689,914	23,422,479	24,010,788	-588,310	26%	26%
Surplus/(Deficit)	-2,781,898	-695,475	-621,075			
POSITIVE/(NEGATIVE) BUDGET VARIANCE				74,399		

Notes: Overall, a deficit of \$-621K for the first quarter is due primarily to the recording of insurance expense for the entire year in this quarter. Approximately \$700K of insurance expense covers Q2 through to Q4.

B. NOTES ON COMPARISON TO BUDGET – REVENUES

The overall **-\$621K** year-to-date **excess of expenses over revenues**, along with the small positive budget variance are due, in part, to the skewing effect of the irregular payments received.

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

2021-22	Alberta Education non-monthly Grant Revenues Received in Q1		
	Name of Grant	Amount Received	% of Grant Received
	Alberta School Council Engagement Grant	\$ 8,500	100%
	Conditional Grant Classroom Piloting	\$ 40,433	33%
	French Language Grant	\$ 9,551	100%
	School Nutrition Grant	\$ 68,723	25%
	Supernet Grant	\$ 52,779	25%
	Learning Disruption	\$ 171,010	100%
Total		\$ 350,955	

- Revenues from Alberta Education, as per above, have contributed to the overall revenue variance by \$+152K (\$351K less a 3-month calculated equivalent of \$199K), primarily due to certain grants being received in lump amounts covering more than 3 months of revenues.
- Included in the first quarters' operations are the following:

SGF Revenues	\$1,302,450
SGF Expenses	<u>\$1,082,092</u>
Unexpended	\$ 220,356

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

C Notes on Comparison to Budget - Expenses

Certificated Salaries and Benefits

Total Certificated Salaries and Benefits for the 1st quarter were **\$11,245,906** (23% of a \$48.9M budget) which is less than what the budget would permit by the 1st quarter primarily because benefit costs are lower in the 1st quarter and higher in January then drop off as maximums on premiums are reached. As well, hiring of staff occurs throughout the 1st quarter so labour costs are typically lower than budget at the start of the fiscal year.

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

Non-Certificated Salaries and Benefits

Total Non-Certificated Salaries and Benefits for the 1st quarter were **\$4,618,400** (26% of a \$17.6M budget) which is somewhat above the budget; however, a significant portion of non-certificated staff is paid over 10 months and not 12 months; therefore the expenditure is higher for first 10 months but decreases in the last two months.

The overall labour variance is positive (+794K) for the first quarter and will fluctuate over the next three quarters. Because administrators tend to wait until enrollment numbers are finalized before hiring in the fall in addition to payroll costs trending lower over the summer months, we anticipate this cost to balance itself at year-end.

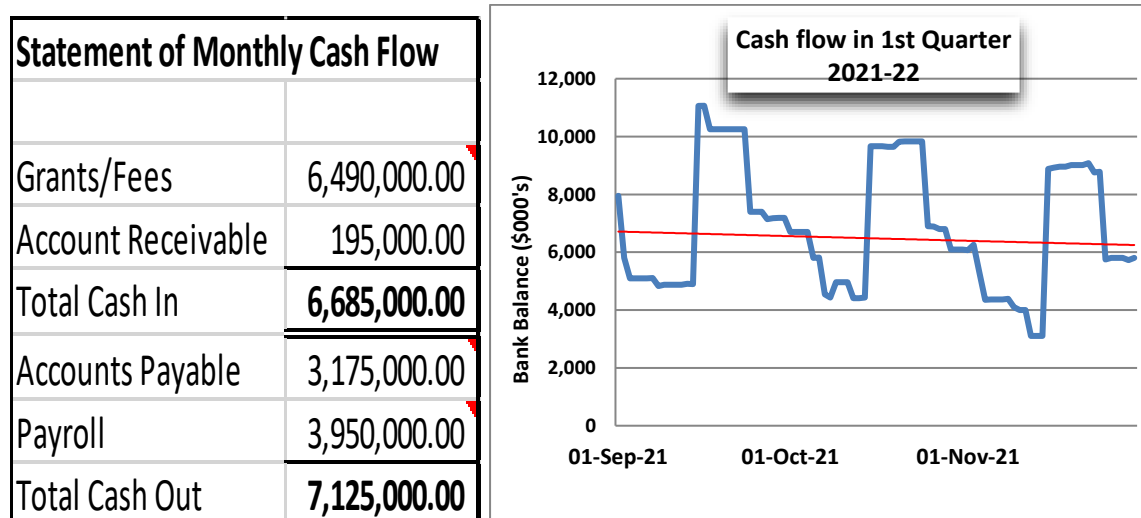
Supplies and Services

Supplies and services year-to-date are **\$6,677,225** (32% of \$21.1M budget). Typically, many of these costs occur over a 10-month school year and not the 12-month fiscal year, resulting in higher costs in the first 3 quarters and lower costs in the 4th quarter. Department managers will continue to carefully monitor their budgets throughout the year to ensure they stay within their spending limits.

- *Overall, supply costs year-to-date at November 30th are higher compared to the same time period last year due primarily because this year the entire annual insurance expense was posted in Q1 while in the prior year, the insurance was not posted until Q2.*

III AVERAGE SOURCE AND USE OF CASH

A. Approximate average monthly cash flow values as at November 30, 2021:



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

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

Cash is critical for short-term operations as it pays the salaries and vendors, which comprises the largest part of the budget. Note: as of November 30, 2021, **\$10.75M** of the cash balance has been invested into 12-18 month GIC's to obtain more favourable investment returns, of which \$3.25M are cashable within 90 days.

Currently, we are utilizing the services of an Institutional Cash Management Financial Advisory Team – **Canaccord Genuity Corp.** As at November 30th, we had **\$10.75M** invested in GIC's with maturing dates ranging from February 5th, 2022 to May 23rd, 2023, earning yields ranging from 0.80% - 1.90%.

C. **Note on Amortization:**

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

IV. REVENUE AND EXPENSES BY ENVELOPE

SEPTEMBER 1, 2021 – NOVEMBER 30, 2021

A.

Revenue and Expenses by Envelope									
From September 1, 2021 - November 30, 2021									
REVENUE FROM	SGF	ECS -Grade 12	Operations and Maintenance	Transportation	Board and System Admin	External Services	Total	% Budget Rec'd / Used	Management Benchmark %
ALBERTA EDUCATION/ INFRASTRUCTURE		15,092,523.87	1,652,996.02	1,064,145.51	697,562.00	0.00	18,507,227.40	25%	25%
OTHER - GOVERNMENT OF ALBERTA		239,732.50	0.00	0.00	0.00	0.00	239,732.50	161%	100%
FEDERAL GOV'T AND/OR FIRST NATIONS		372,706.44	62,499.99	0.00	0.00	0.00	435,206.43	29%	25%
ALBERTA MUNICIPALITIES/SCHOOL AUTH.		0.00	0.00	0.00	0.00	0.00	0.00	0%	0%
INSTRUCTIONAL RESOURCE FEES		18,200.00		0.00	0.00	0.00	18,200.00	182%	25%
FEES	484,734.27	0.00				1,501,974.56	1,986,708.83	28%	25%
FUNDRAISING REVENUES -SGF	63,767.07					0.00	63,767.07	22%	25%
OTHER SALES AND SERVICES	614,136.66	-15,006.53	0.00	74,377.08	0.00	55,371.42	728,878.63	22%	25%
INVESTMENT INCOME	0.00	0.00		0.00	4,608.96	0.00	4,608.96	5%	25%
GIFTS AND DONATIONS -SGF	139,812.40	9,311.03	0.00	0.00	0.00	0.00	149,123.43	41%	25%
RENTAL OF FACILITIES		1,200.00	20,478.64	0.00	0.00	4,000.00	25,678.64	23%	25%
OTHER REVENUES		33,000.00	300.00	6,480.00	102,615.96	0.00	142,395.96	34%	30%
AMORTIZATION OF CAPITAL ALLOCATIONS		87,021.90	1,001,163.13	0.00	0.00	0.00	1,088,185.03	26%	25%
TOTAL REVENUES	1,302,450.40	15,838,689.21	2,737,437.78	1,145,002.59	804,786.92	1,561,345.98	23,389,712.88	26%	25%
EXPENDITURES									
CERTIFICATED SALARIES		9,157,489.32	0.00	0.00	151,412.01	65,645.97	9,374,547.30	23%	25%
CERTIFICATED BENEFITS		1,848,053.78	0.00	0.00	17,791.92	5,512.83	1,871,358.53	21%	25%
NON-CERTIFICATED SALARIES & WAGES		2,141,018.25	515,551.30	477,027.88	307,587.09	293,984.43	3,735,168.95	26%	26%
NON-CERTIFICATED BENEFITS		568,011.06	132,163.70	49,160.58	69,678.10	64,217.72	883,231.16	25%	26%
SERVICE, CONTRACTS AND SUPPLIES	1,082,092.23	2,167,856.01	1,475,763.59	538,152.96	247,926.56	1,165,433.20	6,677,224.55	33%	25%
AMORTIZATION		121,952.01	1,062,281.80	171,424.64	64,369.80	38,566.75	1,458,595.00	25%	25%
INTEREST / BANK CHARGES		97.93	0.00	0.00	3,750.00	6,814.82	10,662.75	11%	25%
TOTAL EXPENSES	1,082,092.23	16,004,478.36	3,185,760.39	1,235,766.06	862,515.48	1,640,175.72	24,010,788.24	27%	26%
POSITIVE/-NEGATIVE VARIANCE TO DATE	220,358.17	-165,789.15	-448,322.61	-90,763.47	-57,728.56	-78,829.74	-621,075.36		
ECS -Grade 12 labor cost analysis									
	2020-21 Q1	2021-22 Q1	change						
CERTIFICATED SALARIES	9,131,894	9,157,489	25,595	0.3%					
CERTIFICATED BENEFITS	1,857,338	1,848,054	-9,284	-0.5%					
NON-CERTIFICATED SALARIES & WAGES	1,928,342	2,141,018	212,676	11.0%					
NON-CERTIFICATED BENEFITS	557,947	568,011	10,064	1.8%					
	13,475,521	13,714,572	239,051	1.8%					

B. ANALYSIS OF REVENUE/ EXPENSES BY ENVELOPE

1. Instruction

- Instructional Resource Fees are no longer permitted; however, fees associated with non-curricular supplies and travel as well as other fees to enhance education are allowed.

2. Plant Operations and Maintenance (PO&M)

The deficit shown below of approximately **-\$448K** at the end of the 1st quarter, when taken with the full annual insurance expense recognized in this quarter (\$936K), results in a bottom line that is fully in line with our estimated balanced budget at fiscal year end:

Golden Hills School Division					
Statement of Revenue and Expenses - Comparison to Budget					
Plant Operations and Maintenance					
Period - September 2021 - November 2021					
Revenues	Total Budget	YTD Actuals	Budget	% Budget	Management
	Yr 2021/2022	Yr 2021/2022	Remaining	Used	Benchmark %
Alberta Education	6,488,973.00	1,652,996.02	4,835,976.98	25%	25%
Other Revenues	1,099,180.00	83,278.63	1,015,901.37	8%	25%
Amortization	4,223,683.00	1,001,163.13	3,222,519.87	24%	25%
Total Revenues	11,811,836.00	2,737,437.78	9,074,398.22	23%	25%
EXPENSES					
Non-Certificated Salaries and Benefits	2,640,061.00	647,715.00	1,992,346.00	25%	25%
Sub-Total	2,640,061.00	647,715.00	1,992,346.00	25%	25%
Supplies and Services	4,711,097.00	1,475,763.59	3,235,333.41	31%	25%
Amortization	4,460,678.00	1,062,281.80	3,398,396.20	24%	25%
Total Expenses	11,811,836.00	3,185,760.39	8,626,075.61	27%	25%
POSITIVE/(NEGATIVE) VARIANCE	0.00	-448,322.61			
	Current Q1	Prior Year Q1			
YTD Actuals breakdown	YTD @ Nov. 30, 2021	YTD @ Nov. 30, 2020	% increase		
NON-CERTIFICATED SALARIES & WAGES	515,551.30	505,009.55	2.1%		
NON-CERTIFICATED BENEFITS	132,163.70	121,944.70	8.4%		
TOTAL LABOUR EXPENSE	647,715.00	626,954.25	3.3%		
SERVICE, CONTRACTS AND SUPPLIES	1,475,763.59	991,091.94	48.9%		
INTEREST CHARGES	-	-			
AMORTIZATION	1,062,281.80	1,056,009.22	0.6%		
TOTAL SERVICE & SUPPLIES	2,538,045.39	2,047,101.16	24.0%		
TOTAL EXPENSES	3,185,760.39	2,674,055.41	19.1%		

The deficit is due to the recording of the full year's insurance expense in Q1. Approximately, \$700K of insurance expense relates to Q2 through Q4.

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

3. Transportation

Golden Hills School Division					
Statement of Revenue and Expenses - Comparison to Budget					
Transportation					
Period - September 1, 2021 - November 30, 2021					
Revenues	Total 2021-22 Budget	YTD Actuals	Budget Remaining	% Budget Used	Management Benchmark %
Alberta Education	4,258,285	1,064,146	3,194,139	25.0%	25.0%
Other Revenues	57,548	80,857	-23,309	140.5%	50.0%
Total Revenues	4,315,833	1,145,003	3,170,830	26.5%	26.0%
EXPENSES					
Non-Certificated Salaries and Benefits	1,894,548	526,188	1,368,360	27.8%	28.0%
Sub-Total	1,894,548	526,188	1,368,360	27.8%	28.0%
Services and Supplies	1,735,989	538,153	1,197,836	31.0%	27.0%
Amortization	685,296	171,425	513,871	25.0%	25.0%
Total Expenses	4,315,833	1,235,766	3,080,067	28.6%	27.0%
POSITIVE/(NEGATIVE) VARIANCE	0	-90,763			
Variations in Services and Supplies	Budget	Actual	% of Budget Used	Management Benchmark %	
Contracted Bus Services	81,000.00	40,169.31	50%	30%	
Fuel	720,000.00	160,697.04	22%	30%	
Other supplies & services	934,989.00	337,286.61	36%	25%	
Total	1,735,989.00	538,152.96	31%	27%	

a. For the first quarter, a negative YTD variance of **-\$90K** can be attributed in part to the following:

- Transportation expends its budget over a **10 month period** vs. a 12 month period. Both salaries and supplies expenses are higher for 10 months than the projected July and August expenditures while revenues are recorded over a 12 month period.
- The vehicle insurance for the entire year (\$162K) has been recorded in Q1.

It is anticipated there will be a balanced budget in transportation, at year-end. Overall, with careful monitoring of expenses throughout the year, we anticipate Transportation to meet its budget target by year-end.

4. Board and System Administration

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

Overall System administration currently has a negative variance of **-\$57K** for the first quarter. It is anticipated that this will reach a breakeven point at year end.

Alberta Education makes a provision for a separate System Administration Targeted Grant. This grant is effectively calculated to be 3.15% of our total operating expenditures. The 3.15% is the funding tier determined by the WMA (weighted moving average) of FTE enrolment. Note: amounts spent over the limit may be subject to claw back.

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

<i>SUMMARY STATEMENT OF REVENUES AND EXPENSES</i>						
<i>BOARD OF TRUSTEES</i>						
<i>BUDGET vs. ACTUAL</i>						
<i>FOR THE PERIOD OF SEPTEMBER 1, 2021 TO NOVEMBER 30, 2021</i>						
Expense		ANNUAL BUDGET	YTD ACTUALS	BUDGET REMAINING	% BUDGET USED	
Budgeted Revenues		274,200.00	274,200.00	-	100%	
TOTAL REVENUES		\$ 274,200.00	\$ 274,200.00	\$ -	100%	
Trustee Earnings and Benefits		201,700.00	45,806.40	155,893.60	23%	
Trustee Travel & Supplies		72,500.00	13,748.40	58,751.60	19%	
TOTAL EXPENSES		\$ 274,200.00	\$ 59,554.80	\$ 214,645.20	22%	

- To date, Board expenses are inline with the range of projected expenditure amounts.

5. External Services

For the first quarter, External Services has a negative variance of -\$79K, which is, in part, due to the timing of the revenue recognition.

External Services includes International Services, joint-use agreements and external contract service agreements. Included within this period is the recognition of **\$1,558,064** of **ISS tuition fees** revenue, of which **\$1,253,571** was originally recorded as Unearned Revenue at the prior year end. ISS Revenues are received in unequal amounts throughout the year, much of it in the first few months. As a result, this tuition revenue is pro-rated to each quarter based on an estimation of related expenses (35/30/25/10), while expenses are recognized when they occur.

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

QUARTERLY SUMMARY

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

Overall, GHSD is keeping expenditures within the parameters of the Board's May 25, 2021 approved and submitted 2021-22 budget (\$2,782K deficit). Any planned deficit that should occur will be covered by our operating reserves.



MONTHLY ENROLMENT MONITORING REPORT

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

January 25, 2022

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 the September 30, 2021 enrolment of provincially funded students, Siksika funded students and International funded students. Enrolment information has been adjusted for the New Funding Model.

Recommendation:

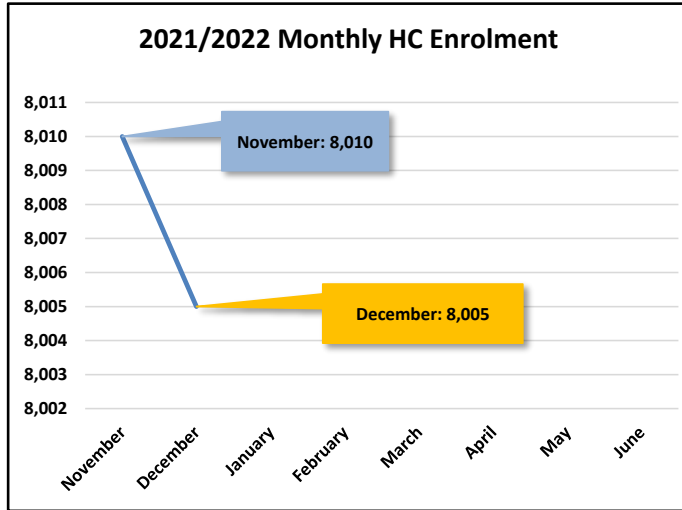
That the Board of Trustees receives the Enrolment Monitoring Report for information and for the record.

Bevan Daverne
Superintendent

Tahra Sabir
Secretary Treasurer

Golden Hills School Division Enrolment

* Enrolment information has been adjusted for the New Funding Model



Schools - Month to Month Comparison Nov 30 to Dec 31, 2021

*Please note
kindergarten adjusted
to 1.0

Configuration	School	December 31, 2021	November 30, 2021	Difference
K-6, 10-12	Acme School	195.00	195.00	0.00
K-9	Carbon School	57.00	60.00	-3.00
K-6	Carseland School	70.00	69.00	1.00
7-9	Crowther Memorial Jr. High School	470.00	469.00	1.00
K-9	Dr. Elliott Community School	194.00	193.00	1.00
7-12	Drumheller Valley Secondary School	395.00	395.00	0.00
K-6	École Brentwood Elementary School	222.00	219.00	3.00
K-12	George Freeman	434.00	436.00	-2.00
K-6	Greentree School	349.00	350.00	-1.00
K-12	Prairie Christian Academy School	286.00	288.00	-2.00
10-12	Strathmore High School	641.00	641.00	0.00
K-12	Three Hills School	473.00	472.00	1.00
K-9	Trinity Christian Academy	203.00	200.00	3.00
K-12	Trochu Valley School	251.00	251.00	0.00
K-6	Westmount School	370.00	370.00	0.00
K-12	Wheatland Crossing	334.00	337.00	-3.00
K-6	Wheatland Elementary School	315.00	318.00	-3.00
	Sub Total	5,259.00	5,263.00	-4.00
7-9	Colonies	364.00	364.00	0.00
7-12	Drumheller Outreach	21.00	21.00	0.00
1-12	Golden Hills Learning Academy	250.00	253.00	-3.00
1-12	NorthStar Academy	505.00	503.00	2.00
7-12	Strathmore StoreFront	82.00	84.00	-2.00
	Sub Total	1,222.00	1,225.00	(3.00)
	Homeschool	931.00	929.00	2.00
	Shared Responsibility	241.00	241.00	0.00
	Sub Total	1,172.00	1,170.00	2.00
	Provincial Total	7,653.00	7,658.00	-5.00
	Siksika	153.00	153.00	0.00
	International (Incl. Online)	199.00	199.00	0.00
	Sub Total	352.00	352.00	0.00
	Total HEADCOUNT	8,005.00	8,010.00	-5.00



SCHOOL SUMMARIES MONITORING REPORT

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

January 25, 2022

Background:

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

The information informs the allocation of resources to support the vision (*Inspiring confident, connected, caring citizens of the world*) and mission (*Intentionally maximizing learning for all*).

- School Summaries Report will be handed out at Board Meeting.

Recommendation:

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

Bevan Daverne
Superintendent

Tahra Sabir
Secretary Treasurer



ADMINISTRATIVE PROCEDURES

"Inspiring confident, caring citizens of the world"

January 25, 2022

Background:

Administrative Procedures (AP) are regularly reviewed and new procedures are drafted to support necessary changes in administrative best practices. This process of review and development, with opportunity for input by the appropriate stakeholders, leads to effective operations within the school system. The following APs have been reviewed by appropriate stakeholders and are recommended for implementation:

- AP 131 Emergency Closing of Schools Inclement Weather
- AP 131 Appendix A

The above AP and Appendix are attached for review.

Recommendation:

That the Board of Trustees receives the attached information around the development of *AP 131 Emergency Closing of Schools Inclement Weather and AP 131 Appendix A* as information.

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

Bevan Daverne
Superintendent



EMERGENCY CLOSING OF SCHOOLS / INCLEMENT WEATHER

Background

Every reasonable effort is to be made to hold school on the days stipulated in the annual school calendar. When the weather poses a significant safety concern for the welfare of students, bus route service may be cancelled and or schools may be closed. The Division supports the decision of parents who choose not to send their children to school, or to ride a school bus, because of safety concerns during severe weather.

Procedures

These procedures apply across Golden Hills. In the case of Strathmore and Carseland Schools, a group of three administrators will be designated annually to coordinate some processes. They will be referenced as the "Coordinating Administrator" or "CA"

1. When severe or inclement weather exists, the bus driver shall make a decision, as outlined in the bus driver's handbook, about whether or not it is safe to transport students. If the bus driver deems it unsafe to operate his bus, the driver shall:
 - 1.1. Notify by 6:30 a.m. the Principal(s) of schools on your route or Coordinating Administrator (CA) and the Supervisor of Transportation.
 - 1.2. Notify the parents of all students on the bus route. Options to accomplish this include school website and social media, text messaging or direct phone calls to parents.
 - 1.3. If all bus drivers who serve a particular school cancel the routes, one driver acting on behalf of all drivers may contact the Principal or CA and Transportation Supervisor.
2. If road conditions and visibility are not of concern, bus routes will continue regular operation unless ambient temperatures drop below -35C. Below these temperatures, bus drivers of rural routes may make a decision not to operate based on temperatures and other factors along their route.
3. If some or all buses are not running, there are three possible options for school status:
 - 3.1.1. Green Level – Due to weather and travel conditions, some busses may not be running.
School is open and regular classes will be offered
 - 3.1.2. *Yellow Level – Due to severe weather and travel conditions, no busses are running.
School is open but regular classes are not being offered.
We encourage parents and students to stay home and avoid the risks of travel.
 - 3.1.3. *Red Level – Due to the severe weather and travel conditions the school is closed. Do not send students to school. Due to the severe weather we are unable to ensure the school doors will be unlocked, or any staff will be in the building
4. Require Superintendent approval.
5. When weather conditions warrant it, a Principal or CA may recommend a Yellow or Red status. Both Yellow and Red status require the approval of the Superintendent.
6. Schools with a Green or Yellow status are expected to remain open with staff in attendance for those students who are able to attend even if a bus route, several routes, or all routes affecting the school, do not run.
7. If school staff are unable to reach the school because of severe, inclement weather resulting in impassable or dangerous road conditions, the staff member will incur no loss of pay. The staff member must notify the

Principal. When the Principal is aware of severe weather which may pose a significant danger to staff, he/she may contact staff to advise them of the dangerous conditions and that travel to school is not required.

8. If the Superintendent authorizes the Principal or CA to announce a school status of yellow or red due to severe weather, the inability of most or all buses to serve the students, and the inability of staff to reach the school in reasonably safe traveling conditions, provision shall be made by the Principal to ensure that students who arrive at the school have access to the facility and supervision until alternative arrangements can be made with the parent(s). If more than one school in an area is affected by the severe weather, the Principals in the area may consult with one another regarding the closure of schools within the affected area. One Principal, acting on behalf of the group of Principals, may contact the Superintendent for authorization for yellow status or closure (red status) for the affected schools.
9. In situations where severe weather conditions occur or weather conditions have deteriorated after the students have been transported to school, no school bus shall transport students home until the regular dismissal time.
10. If the conditions are such that it is not safe for the buses to take rural students home, it is the responsibility of the Principal and staff to alert parents to the situation, and where necessary, to arrange for local billeting of students and /or their accommodation at the school. Schools are to obtain emergency contact numbers and alternative emergency contacts and billets for students at the time of registration.
11. In the event of a school plant emergency which may be related or unrelated to weather conditions, a school closure may be announced. This decision must be approved by the Superintendent.
12. Each Principal shall have a communication plan to inform parents, students, and staff in the event of a emergent change in school status or school closure. The communication plan must include provisions for communicating with those who are normally transported by school bus services and those who are not. The communication plan shall communicate the school status or closure with all stakeholders. The use of Social Media, School websites, e-mail and direct contact with parents through phone and text is recommended.
13. Principals are advised to communicate this Administrative Procedure and procedures to parents and other stakeholders in advance of inclement weather or other emergency school closure situation.

Summary Responsibilities

Role	Responsibility
Bus Driver	<ol style="list-style-type: none"> 1. Make decision to run their route or not based on the conditions and their judgment of student safety as per the bus driver handbook 2. Contact the Principal(s) of schools on your route or Coordinating Administrator and Transportation Supervisor to inform them if they do not run 3. Contact all parents on their route to inform them if they do not run
Principal or Coordinating Administrator (CA)	<ol style="list-style-type: none"> 1. Communicate with local Bus Drivers 2. Consider information and conditions 3. CA also coordinates communication with local Administrators 4. Communicate with Superintendent to recommend closure, or yellow or red status if warranted
Principal	The Principal is responsible for all stake holder communication within their school community including students, parents and school staff and transportation supervisor in the event of a school status announcement or closure for other reason.

Reference: *Section 59, 60, 62, Education Act*

GOLDEN HILLS SCHOOL DIVISION

REPLACING PROCEDURE DATED: November 2016

PROCEDURE DATED: January 2022



FREQUENTLY ASKED QUESTIONS AND ANSWERS

1. Who decides if the buses will run?

Each bus driver decides for his/her route and/or the school division decides in consultation with drivers. The decision is based on a risk assessment. The driver is responsible to notify the Manager of Transportation services, the school principals affected by the route closure. Parents will then be notified by school website and social media, text messaging or direct phone calls in regards to the bus route cancellation.

2. If one bus doesn't run, are all buses cancelled?

No. The decision is route - by - route. The Division is over 3000 square miles and conditions vary a great deal on the same day. Usually the buses in a general area are all affected. For example, if there is a storm in Three Hills some of those buses may not run while the buses in Strathmore area may run.

3. What conditions result in a bus route cancellation for the day?

If the conditions appear to pose a significant risk to students, then the route will be cancelled. Risks include conditions like fog, snow-blocked roads, extreme cold, icy conditions, and impassable roads due to wash-outs. In Alberta winter driving conditions occur from September - May so the buses are equipped for normal winter driving. Cancellations occur only in extreme circumstances. Often the first inclement weather of the season causes the most difficulty.

4. What if you believe, as a parent, that conditions pose a risk, but buses are still running?

As a parent, you can always make the decision to keep your students off the bus. You can choose to drive them to school yourself or keep them home if you believe road conditions are not safe for you to drive.

5. During very cold days, how warm are buses in the winter? What happens if there is a mechanical problem?

All our school buses are professional maintained and have equipment installed to help keep riders warm on cold winter days. However, if there is a mechanical problem, depending on the route location, it may take some time for a replacement bus or other help to arrive. **It is a parent responsibility to ensure all your children are dressed for the weather when riding the bus. While mechanical problems are rare, students should all have warm coats, hats, mitts and boots when riding on cold days.**

6. How many times do bus route cancellations occur?

This depends entirely on weather conditions. Based on past experience, on average, a particular bus route might be cancelled 2-3 times per year. This varies from year to year.

7. Are schools open when buses aren't running?

Mostly, that depends in the severity of the weather. Parents will be notified as to the school status. Schools are open to receive children who are able to get to school. Remember that one or two route closures may impact only a few students. Many times a bus route or two is closed but school carries on in the normal way because the vast majority of students are able to attend.

8. If some or all buses are not running, there are three possible options for school status:
- a. **Green Level – Due to weather and travel conditions, some busses may not be running.**
 - 1. **School is open and regular classes will be offered**
 - b. ***Yellow Level – Due to severe weather and travel conditions, no busses are running.**
 - 1. **School is open but regular classes are not being offered.**
 - 2. **We encourage parents and students to stay home and avoid the risks of travel.**
 - c. ***Red Level – Due to the severe weather and travel conditions the school is closed. Do not send students to school. Due to the severe weather we are unable to ensure the school doors will be unlocked, or any staff will be in the building**
 - * Require Superintendent approval.

9. If the school is officially closed, will someone be in the building to receive students who may not know about the closure?

If the school status is yellow, then yes, there will be somebody in the building. If the school status is red, we cannot guarantee any staff at school or the school doors will be unlocked. Do not send students to school when the status is red.

10. How will I know if the bus route is cancelled or the school is closed?

You will be notified by school website and social media, text messaging or direct phone call that the school bus route is not running. If the school is closed, buses won't be running. Announcements about school closures will be through school website and social media, text messaging and direct phone calls, school social media and websites will also be updated with this information.

11. Why don't the schools close every time the bus routes are cancelled?

Bus route closures may not affect the majority of the students and many parents are able to make other arrangements for their children to attend school, the schools don't automatically close because of bus route closures. The school closes only when the route closures are pervasive and staff, too, cannot safely drive to work.

12. What if the school is open, the buses aren't running, and I feel compelled to have my child at school?

Please don't take unnecessary risks. If your child attends school regularly, then missing a day or two over the course of the year, due to travel conditions will not affect his/her achievement. Missed assignments due to weather can be rescheduled to accommodate your child.

13. How soon will I know about bus route closures or a school closure?

The people who make the decisions about route closures will consult and a decision will be made no later than 6:30 a.m.

14. Most of the bus information applies to bus routes for students who live out of town. What about students who live in town?

Bus drivers in town can often drive their routes when closures are necessary for out-of-town routes. If the town buses won't be running, you will be notified by school website and social media, text messaging or direct phone calls. Town buses usually run in all weather conditions UNLESS the school is closed. If the school is closed, please do not send or transport your child to the school. In the event of a school closure announcements about school closures will be by school website and social media, text messaging or direct phone calls.

15. If a bus route is cancelled in the morning, will the bus run at the end of the school day to take students home who were able to find other transportation to school?

This depends. If a bus does not run in the morning due to inclement weather, the driver will do the same evaluation to determine if it is safe to run their route.

If it is determined to be safe, the bus will run in the afternoon.

If it is not safe afternoon (ie. Inclement weather) the bus WILL NOT run in the afternoon. The bus driver will contact administrators and parents will then be notified by school website and social media, text messaging or direct phone calls no later than noon that day.

For parents choosing to drive their children in the morning when the bus does not run, we cannot guarantee the bus will run to transport student's home from school. Parents choosing to drive should plan to pick their children