



A.2.

Agenda of the Regular Public Board Meeting of
Grande Yellowhead Public School Division No. 77

Meeting Number 10

June 6, 2018 – 10:00 am
Education Services Centre, Edson, AB

- A. Call to Order
 - 1. Moment of Reflection
1000 – 1001 Hours
 - 2. Approval of Agenda
1001 - 1005 Hours
- B. Approval of Minutes
 - 1. Minutes of the Regular Public Board meeting of May 16, 2018
1005 – 1010 Hours
- C. Delegations
 - 1. Alberta Teachers' Association Representative
1010 - 1013 Hours
 - 2. Canadian Union of Public Employees Representative
1013 - 1015 Hours
 - 3. Parkland Composite High School Envirothon Team
1015 – 1030 Hours
- D. Action Items
 - 1. Old Business
 - 2. New Business
 - a. 2018-2019 Budget
1030 – 1100 Hours
 - b. Policy 16 – Recruitment and Selection of Personnel
1100 – 1115 Hours
 - c. Policy 17 – Student Transportation Services
1115 – 1130 Hours
 - d. Policy 21 – Sexual Orientation, Gender Identity and Gender Expression
1130 – 1145 Hours
- E. Public Question Period

- F. Trustee Committee/Conference Reports
1145 - 1200 Hours
 - 1. Trustee Zaporosky
 - a.
 - 2. Trustee Karpluk
 - a. School Visits in Lobstick Zone
 - b. Town Council Meeting – Presentation from CAT re swimming passes
 - c. Grade 6 Class presentation on the role of the Trustee
 - d. ASBA Zone 2/3 Meeting
 - e. ASBA Edwin Parr Banquet
 - f. Welcome Dinner for visiting agents for International Student Program
 - g. Tour of Palisades Center and Jasper Jr Sr High School
 - h. Jasper Jr Sr High graduation
 - 3. Trustee Aust
 - a.
 - 4. Trustee Caputo
 - a.
 - 5. Trustee Fowler
 - a.
 - 6. Trustee Fate
 - a.
 - 7. Chair Rosadiuk
 - a. Chapter 41-50 on 50 ways Video
- G. Monitoring Reports
 - 1. Board Annual Work Plan Review
1300 - 1310 Hours
 - 2. Transportation Community Consultation Action Plan (TCCAP) Update
1310 – 1330 Hours
 - 3. Transportation – Train Created Delays on School Buses
1330 – 1345 Hours
 - 4. Instructional Times: 2018 - 2019
1345 - 1400 Hours
- H. Superintendent's Reports
 - 1. Annual Accountability Pillar Survey Summary for 2017-2018
1400 – 1415 Hours
 - 2. BEST Program Update
1415 – 1430 Hours
 - 3. Technology Update
1430 – 1445 Hours

- 4. Edwin Parr Winner
1445 – 1500 Hours
- I. Public Question Period
- J. Future Business
 - 1. Meeting Dates
 - 2. Notice of Motion
 - 3. Topics for Future Agendas
- K. Adjournment

Minutes of the Regular Board of Trustees Meeting of
Grande Yellowhead Public School Division No. 77

Meeting Number 09

May 16, 2018 – 10:00 am
Education Services Centre, Edson, AB

TRUSTEE ATTENDANCE:

| | |
|--------------------------|---------|
| E. Aust | Present |
| S. Caputo | Present |
| K. Fate | Present |
| F. Fowler | Present |
| D. Karpluk | Present |
| B. Rosadiuk, Chair | Present |
| J. Zaporosky, Vice Chair | Present |

ADMINISTRATION ATTENDANCE:

C. Lewis, Superintendent of Schools
B. Froese, Executive Assistant, Recording Secretary

DELEGATIONS PRESENT:

ATA – B. Watt
CUPE – M. Auriat
Early Childhood Coalition – K. Gomuwka and A. Vander Haeghe

Chair Rosadiuk called the meeting to order at 1011 hours.

Moment of Reflection

- 2018-051** **Agenda**
Trustee Karpluk moved that the board approve the agenda, as amended. **Carried**
- B.1. should read Minutes of the Regular Public Board meeting of May 2, 2018.

- 2018-052** **Regular Board Meeting Minutes**
Trustee Caputo moved that the board approve the minutes of the Regular Public Board meeting of May 2, 2018, as presented. **Carried**

Delegations

- ATA, B. Watt
- Thank you to the board for your support to all of our students.
- CUPE, M. Auriat
- Nothing to report.

Early Childhood Coalition

- K. Gomułka and A. Vander Haeghe explained the work of the coalition and their desire to form a working partnership with Grande Yellowhead Public School Division. The Board of Trustees will review the information for further discussion.

2018-053 Canadian School Boards Association Annual Conference 2018

Trustee Fate moved that the Board approve those trustees wanting to attend the Canadian School Boards Association (CSBA) Annual Conference to be held in Halifax, Nova Scotia, on July 4-8, 2018, and submit their names to the board chair.

Carried

Trustee Committee / Conference Reports

Trustee Zaporosky

- Attended various education week activities
- Attended the Bus Driver Appreciation BBQ
- Attended a council meeting with Yellowhead County
- Attended school visits at all Edson zone schools
- Attended a council meeting with the Town of Edson
- Attended a presentation from the Edson Recycle Association

Trustee Karpluk

- Attended school council meeting
- Attended a school production of "Annie"
- Attended meetings with the ASBA Edwin Parr Committee

Trustee Aust

- Attended education week activities
- Attended the Bus Driver Appreciation BBQ
- Attended a transportation consultation meeting

Trustee Caputo

- Enjoyed the recent education week activities
- Attended the Bus Driver Appreciation BBQ
- Attended and participated in the Party Program

Trustee Fowler

- Attended the local chamber of commerce meeting
- Attended the Bus Driver Appreciation BBQ
- Attended school visits at all Edson zone schools
- Attended a council meeting with Yellowhead County
- Attended a council meeting with the Town of Edson
- Attended various education week activities

Trustee Fate

- Attended school visits in Grande Cache
- Attended a council meeting with Yellowhead County

Chair Rosadiuk

- Attended many government stakeholder meetings
- Attended a council meeting in Parkland County
- Attended a student production at Wildwood School
- Participated in numerous conversations regarding the value scoping in the Lobstick zone
- Requested that Chapter 41-50 on the 50 Ways Video be tabled until June 6, 2018

Monitoring Reports

Student Engagement

- Superintendent Lewis provided a list of student engagement activities that have occurred through the division.

Superintendent's Report

None to report

Meeting Dates

| | |
|----------------|---|
| May 17, 2018 | Lobstick School Visits |
| May 21, 2018 | Victoria Day – STAT |
| May 25, 2018 | ASBA Edwin Parr Awards Banquet |
| | Grande Cache Community High School Graduation |
| | Hinton TLC Graduation |
| June 1, 2018 | Jasper Jr Sr High School Graduation |
| June 1-3, 2018 | PSBAA Spring General Meeting |
| June 3, 2018 | Rural Caucus of Alberta School Board Meeting |
| June 4-5, 2018 | ASBA Spring General Meeting |
| June 6, 2018 | Public Board Meeting |
| June 13, 2018 | Meeting with MLA Rosendahl |
| June 15, 2018 | Retirement Celebration |
| June 20, 2018 | Organizational Meeting |
| | Public Board Meeting |
| June 22, 2018 | ASBA Zone 2/3 Meeting |

Topics for Future Agenda

- None to Report

2018-054 Adjournment

Trustee Caputo moved adjournment at 1128 hours.

Chair

Recording Secretary

C.3.

**Delegation
June 6, 2018**

To: Board Trustees
From: C. Lewis, Superintendent of Schools
Subject: Parkland Composite High School Envirothon Team
Originator: C. Lewis, Superintendent of Schools

RECOMMENDATION

That the Board of Trustees receive a presentation from the Parkland Composite High School (PCHS) Envirothon Team.

REPORT

Background Information:

Envirothon is an academic science competition based on natural resource management. Through the event, the students learn about forestry, wildlife, aquatic ecology, soils, and a current theme. This year's theme is rangeland management. At the competition students receive some on-site training, and have the opportunity to network with professionals in various fields of natural resource management. They are then tested on their understanding of the concepts through written and field tests. The final part of the competition involves a 20-minute presentation solving a hypothetical situation.

Context of the Recommendation:

In the past, PCHS has done very well at the provincial Envirothon. PCHS has participated in the provincial event for the past seven years, and has gone to the National Conservation Foundation (NCF) Envirothon five times. Only the winning team from the province, or state, moves on to the NCF Envirothon. This year it is being held in Pocatello, Idaho.

Parkland Composite High School has hosted the provincial Envirothon for the past two years and is planning on hosting another event next year.

Conclusion

PCHS Envirothon Team will update the board on the current program and activities and discuss the opportunity for financial support for the upcoming competition.

D.2.a.

**Action Item
June 6, 2018**

To: Board of Trustees

From: C. Lewis, Superintendent of Schools

Subject: 2018-2019 School Year Budget Report

Originator: C. Wang, Secretary Treasurer

RECOMMENDATION

It is recommended that the Board of Trustees approve the 2018-2019 School Year Budget Report.

REPORT

Background:

The budget is one of the most important decisions the Board will make, as it allocates resources to support their desired outcomes and priorities. A key component of making this decision is a clear understanding of the budget components and development processes.

The Budget Report is in a format prescribed by Alberta Education and summarizes the division's projected operations for the next school year. The Budget Report uses the projected enrolments and CEU's (Credit Enrolment Units) for the 2018-2019 school year, the best available information for 2017/2018, and the actual data for 2016-2017.

Page 2 of the Budget Report presents the budget highlights, guiding principles, assumptions used in budget development, and identifies financial and business risks.

Page 3 of the Budget Report summarized the Division's operating revenues and expenses of the division by revenue source and program respectively, as well as by the type of expenses (object). The operating result is projected to be an approximate deficit of \$1.4 million, which is covered through the Division's unrestricted and operating reserves.

Page 4 shows a breakdown of the school fee revenues. Page 5 provides supplementary details of the school fee revenues. Alberta Education prescribed 13 school fee categories: Transportation, Basic Instruction Supplies, Lunchroom Supervision & Activity Fees, Technology User Fees, Alternative Program fees, Fees for Optional Courses, ECS Enhanced Program Fees, Other Fees to Enhance Education, Extra-curricular Fees, Non-curricular Goods and Services, Non-curricular Travel, and Other Fees. Total projected school fees collected from parents is approximately \$765,000 in the 2018/2019 school year.

Page 6 is the projected Changes in Accumulated Operating Surplus (AOS). This statement outlines the transactions affecting the balances of school board reserves. Changes to this schedule reflect the purchase of capital assets, transfers to reserves for future obligations, and the impact of reserve balances due to capital asset amortization expenses. Page 7, 8 and 9 provides additional details of the changes in the reserves.

Page 10 summarizes enrolment information from the 2016/2017 school year to 2018/2019 school year. Student enrolment is projected to decrease slightly by 1.8% for Grades 1 to 12 and 3.6% for Early Childhood Services.

Page 11 summarizes staffing information. The Division is able to maintain the number of certificated employees by utilizing reserves. The number of uncertificated staff is projected to decrease based on student needs.

Page 12 presents the schedule of board and system administration limit calculation. The total projected board and system administration expense is budgeted below the maximum level of 4.45% of the total Division budget.

Conclusion:

Administration has developed the budget as outlined by the Budget Allocation Model approved by the Board of Trustees on April 18, 2018.

**BUDGET
REPORT
FOR THE YEAR ENDING AUGUST 31, 2019**

[School Act, Sections 147(2)(b) and 276]

1085 Grande Yellowhead Public School Division No. 77

Legal Name of School Jurisdiction

3656 - 1 Avenue Edson AB T7E 1S8; 780-723-4471 Ext. 102; johnbeat@gypsd.ca

Contact Address, Telephone & Email Address

BOARD CHAIR

Ms. Brenda Rosadiuk

Name

Signature

SUPERINTENDENT

Ms. Carolyn Lewis

Name

Signature

SECRETARY TREASURER or TREASURER

Ms. Cindy Wang

Name

Signature

**Certified as an accurate summary of the year's budget as approved by the Board
of Trustees at its meeting held on**

Date

Version: 170615

c.c. Alberta Education
c/o Robert Mah, Financial Reporting & Accountability Branch
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5
Phone: (780) 427-3855
E-MAIL: EDC.FRA@gov.ab.ca

D.2.b.

**Action Item
June 6, 2018**

To: Board Trustees
From: C. Lewis, Superintendent of Schools
Subject: Policy 16 – Recruitment and Selection of Personnel
Originator: C. Lewis, Superintendent of Schools

RECOMMENDATION

That the Board of Trustees approve the revised Policy 16 – Recruitment and Selection of Personnel.

REPORT

Background Information:

Revisions to Policy 16 – Recruitment and Selection of Personnel are necessary to ensure Board Policy aligns with current practices in the identification and selection of Personnel.

Context of the Recommendation:

Revisions to policy must be approved by the Board of Trustees, in accordance with Policy 10 – Policy Making.

Conclusion

Policy 16 – Recruitment and Selection of Personnel is attached, with revisions highlighted for approval.

RECRUITMENT AND SELECTION OF PERSONNEL

The Board believes that the recruitment and selection of Division personnel is a shared responsibility between the Board and the Superintendent.

The Board further believes strong leadership and administration at the Division and school levels are essential to the effective and efficient operation of the Division.

Specifically

1. The Board, ~~delegating authority to the Chief Superintendent of Schools, in the case of the Superintendent, or the Superintendent or designate, in all other instances,~~ will assume the sole responsibility for initiating the advertising process and will make every reasonable effort to ensure that all current Division employees are made aware of staff vacancies.
2. The Board has the sole authority to recruit and select an individual for the position of Superintendent.
3. The ~~following process~~ **processes to be followed** ~~will be followed~~ for Education Services Centre senior administrative staff positions, **as listed below, is:**
 - ~~3.1~~ ~~Senior Administration is defined as the following positions:~~
 - ~~3.1.1~~ ~~Deputy Superintendent – Leadership Services and Human Resources~~
 - ~~3.1.2~~ ~~Assistant Superintendent – Learning Services~~
 - ~~3.1.3~~ ~~Secretary-Treasurer~~
 - ~~3.1.4~~ ~~Director – Financial Services~~
 - ~~3.1.5~~ ~~Director – Transportation Services~~
 - ~~3.1.6~~ ~~Director – Facility Services~~
 - ~~3.1.7~~ ~~Director – Human Resources~~
 - ~~3.1.8~~ ~~Manager – Communication Services~~
 - ~~3.1.9~~ ~~Executive Assistant~~
 - ~~3.2~~
 - 3.1** The Superintendent ~~shall~~ **will** be responsible for the creation of a short list of candidates for these positions.
 - 3.2** **Representation from the** ~~The Board representatives and the Superintendent~~ **will** ~~shall~~ constitute the interview teams.
 - 3.2.1** All available Board members will be the representatives for Deputy Superintendent, Assistant Superintendent, and Secretary-Treasurer.

- 3.3.2 The Board Chair and up to three (3) Board members will be the representatives for all other positions.
- 3.3 The successful candidate must be supported by a clear majority of the interview team. The Superintendent must be one of the votes in the majority.
- 3.4 These positions shall have a role description and each person occupying ~~one of the positions~~ shall have a written contract of employment.
4. The Superintendent is delegated full authority to recruit and select staff for all Division Office positions, ~~not~~ including **but not limited to**, the senior administration level detailed ~~above~~ **below**:
- 4.1 **Deputy Superintendent – Leadership Services and Human Resources**
- 4.2 **Assistant Superintendent – Learning Services**
- 4.3 **Assistant Superintendent – Secondary Learning/Programming**
- 4.4 **Secretary-Treasurer**
5. The following process will be followed for the appointment of candidates to the position of Principal:
- 5.1 The Superintendent ~~shall~~ **will** form an interview team. The Board representative(s) will be the local trustee(s) where possible.
- 5.2 The final selection will be made by the Superintendent.
- 5.3 The Superintendent is delegated the authority to make all decisions regarding the term and/or continuing appointments of school-based administrators.
6. The Superintendent is delegated full authority to recruit and select staff for all school-based positions up to and including those of Assistant Principal.
7. In the event of an unexpected, short-term vacancy, or changes occurring in administration at the school level after June 1, **as per Section 19 and 95 of the School Act**, the Superintendent may appoint an “acting Principal” or “acting Assistant Principal” without ~~going through~~ a formal selection process **for a maximum of one (1) year**.
- ~~7.1 This will normally be done for a maximum of one (1) year; however, due to extenuating circumstances this may be extended for an additional one (1) year.~~
8. The Superintendent may initiate a procedure of transfers of Principals and Assistant Principals between schools without going through an advertising and competition process.
9. All offers of employment shall be conditional on the successful applicant providing a criminal records check and a child intervention record check that is acceptable to the Superintendent. Additionally, the Superintendent may require documentation certifying that the candidate is medically fit for the position.
10. For administration positions, a successful applicant may be required to take graduate level courses as a condition of employment until a Master’s Degree is completed.

Legal Reference: Section 19, 20, 60, 61, 96, 113, 114, 115, 116, 117 School Act
Freedom of Information and Protection of Privacy Act

Approved: November 2005

Amended: June 16, 2010, June 22, 2011, November 21, 2012, February 4, 2015, March 21, 2018, **June 6, 2018**

D.2.c.

**Action Item
June 6, 2018**

To: Board Trustees
From: C. Lewis, Superintendent of Schools
Subject: Policy 17 – Student Transportation Services
Originator: C. Wang, Secretary Treasurer

RECOMMENDATION

That the Board of Trustees approve the revised Policy 17 – Student Transportation.

REPORT

Background Information:

An adjusted increase in ineligible student transportation fees to \$350.00 would offset a portion of the \$812.00 per student cost for transportation of ineligible students.

An additional clause under section 2 would clarify when ineligibles will start to be transported as confirming eligible ridership may change as students register at the beginning of the school year.

Context of the Recommendation:

The Board approved a transportation cost reduction plan on March 1, 2017 and the slight increase of ineligible student transportation fees was included in the action plan.

With the additional clause in section 2, hopefully eliminates changes of ridership at the beginning of the school year.

Conclusion

To distribute the revised Policy 17 – Student Transportation Services and implement the fee increase.

STUDENT TRANSPORTATION SERVICES

In order to provide students with equal access to educational opportunities, the Board's aim is to provide a safe, effective and efficient transportation system for students.

Specifically

1. Eligible Students

- 1.1 Eligible students are defined as:
 - 1.1.1 A student who resides 2.4 kilometers or more from their designated school or;
 - 1.1.2 A student that has been assessed and identified as having a severe disability and requires transportation to and from school.
- 1.2 All distance measurements shall be made in accordance with Section 2 of the Student Transportation Regulation.
- 1.3 Instead of providing transportation for an eligible student, the Board may enter into an agreement with the parent(s) of the student(s) within the provisions of Section 52 of the School Act.

2. Ineligible Students

- 2.1 Ineligible students are students who reside less than 2.4 kilometers from their designated school.
- 2.2 Transportation for ineligible students will be provided only if the ineligible student:
 - 2.2.1 Meets the bus at an existing bus stop along the route; and
 - 2.2.2 There is no diversion of the bus from the regular route; and
 - 2.2.3 There is seat space available on the school bus; and
 - 2.2.4 The fee for transportation services has been paid.
- 2.3 If the Superintendent or designate determines that traffic conditions or other conditions impact the safety of ineligible students walking to and from school, the Board may enter into an agreement with the parent(s) of the student(s) to provide transportation.
- ~~2.4 The Division will transport students where the driving distance is 2.4 kilometers or more from their residence to their designated school.~~
- 2.4 Ineligible students will not be registered on a school bus until the fourth (4th) week of school as ridership is being confirmed during this time.

3. School of Choice

- 3.1 If a student is enrolled in a school pursuant to Student Transportation Regulation and does not reside within the attendance area for that school, the student or the parent of the student shall provide transportation of the student:
 - 3.1.1 To and from the site of the school; or
 - 3.1.2 To and from an existing stop, on a school bus route within the designated attendance area for that school.
- 3.2 Transportation may be provided for eligible students attending a school of choice in accordance with the requirements of the Superintendent or if:
 - 3.2.1 There is space available on the school bus; and
 - 3.2.2 There is no diversion of the bus from the regular route; and
 - 3.2.3 Parents agree to meet the bus on route, at an existing stop, each morning and afternoon at the pre-determined time of the student loading and unloading; and
 - 3.2.4 There is space in the receiving school and permission has been received from the Principal for the student to attend.

4. Cooperative Busing

- 4.1 The Board may enter into an agreement to provide transportation service for students who are eligible resident students of another Board or school authority.

5. Out-of-Jurisdiction Transportation

- 5.1 Out-of-jurisdiction transportation is transporting students outside of geographic boundaries of the Division.
- 5.2 This will only occur if there is a current agreement between the Division and the neighboring school authority.

6. After the accommodation of eligible students the allocation of available seat spaces for ineligible students will be made on a "first-come, first-served" basis.

- 6.1 To manage the number of seat spaces available on a route, ineligible students will not be registered on more than two (2) separate school bus routes, at any given time.
- 6.2 At the end of each school year, all ineligible students will be removed from the bus route and parents will be required to re-register each year, if the ineligible student requires school bus transportation for the upcoming school year.
- 6.3 If seating spaces held by ineligible students are required for eligible students, the ineligible students shall give up their seating space in the following sequence:
 - 6.3.1 The oldest ineligible student on the route who resides closest to the school he/she attends shall relinquish his/her seat first.

7. Students may occasionally use school buses for personal reasons within the conditions defined by the Superintendent or designate.

- 7.1 The request of a student wishing to ride a bus for personal reasons shall be considered only if space is available on the bus.

- 7.2 The parent(s) of a student wishing to ride a bus for personal reasons shall obtain permission from the driver, the Director - Transportation Services or school administration.
 - 7.3 The driver shall be assured of the consent of the parent(s) by a telephone call or signed note from the parent(s) or school administration.
 - 7.4 The bus shall not deviate from its normal route or time nor shall it make special stops for pick up or drop off.
8. All transportation fees are set annually by the Board to pay for the funding shortfall due to the difference between the budgeted costs incurred by the Board for regular route operations and Alberta Education transportation grants.
- 8.1 Transportation fees are determined each year by Board resolution.
 - 8.2 The student transportation fee is applicable to all regular students accessing Division transportation services at any time between September 1 and June 30.
 - 8.3 To support parents who encounter financial hardship, the Division can reduce the fee required.
 - 8.3.1 Transportation fees may be reduced upon confidential application (Form 560-1) to the Secretary-Treasurer, with documentation demonstrating financial difficulty.
 - 8.3.2 Reductions will be prorated based on the prior year's total taxable household income which falls within ten percent ($\pm 10\%$) of the Statistics Canada Low Income Cut-off for five (5) person households, in urban areas under thirty thousand (30,000) people.
 - 8.4 No refunds will be made except in cases where the student no longer rides the bus. The refund will be paid on a pro-rated basis until April 15, after which no refunds will be made.
 - 8.5 Transportation fees collection will be consistent with school fees. Transportation fees are as follows:
 - 8.5.1 Ineligible Student – ~~two hundred and fifty dollars (\$250.00)~~ **three hundred and fifty dollars (\$350.00)** per student, with a family maximum of ~~seven hundred and fifty dollars (\$750.00)~~ **one thousand fifty dollars (\$1050.00)**
9. The Superintendent or designate may establish rules and procedures for the issuance of bus passes for ineligible students.

Legal Reference: Section 13, 45, 45.1, 51, 52, 53, 60, 61, 113, 116, 117 School Act
 Traffic Safety Act
 Commercial Vehicle Safety Regulation 121/2009
 School Fees and Costs Regulation 101/2007
 Student Transportation Regulation 102/2017
 Use of Highway and Rules of the Road Regulation 304/2002
 Vehicle Equipment Regulation 122/2009
 Funding Manual for School Authorities

Approved: November 2005
 Amended: June 16, 2010, May 31, 2011, June 19, 2013, January 14, 2015, May 3, 2017, September 20, 2017
 March 21, 2018, **June 6, 2018**

D.2.d.

**Action Item
June 6, 2018**

To: Board Trustees

From: C. Lewis, Superintendent of Schools

Subject: Policy 21 – Sexual Orientation, Gender Identity and Gender Expression

Originator: C. Lewis, Superintendent of Schools

RECOMMENDATION

That the Board of Trustees approve the revised Policy 21 – Sexual Orientation, Gender Identity and Gender Expression.

REPORT

Background Information:

On January 13, 2016, the Province released *Guidelines for Best Practices: Creating Learning Environments that Respect Diverse Sexual Orientations, Gender Identities and Gender Expressions* as a resource document for all school boards to review to align their development of new policies and procedures. The Province requested that school boards complete LGBTQ+ policies by March 31, 2016. Grande Yellowhead Public School Division approved this policy on March 16, 2016.

Context of the Recommendation:

Changes to section 1.7 align with the wording in legislation.

Previous wording: The formation of Gay-Straight Alliances (GSAs) or Queer-Straight Alliances (QSAs) in our schools that promote welcoming, caring, respectful, safe and inclusive learning environments for students and their allies.

Revised wording: The formation of Gay-Straight Alliances (GSAs) or Queer-Straight Alliances (QSAs) in our schools that promote a welcoming, caring, respectful, and safe learning environment for students and their allies.

Conclusion

That the Board approve the revision to Policy 21 – Sexual Orientation, Gender Identity and Gender Expression.

SEXUAL ORIENTATION, GENDER IDENTITY AND GENDER EXPRESSION

The Board values the diversity found within its school communities. The Board recognizes that students, staff and school community members including, but not limited to, those identifying as lesbian, gay, bisexual, transgender and gender diverse, two-spirit, queer/questioning (LGBTQ+) encounter a unique set of challenges within our schools and communities.

All members of the school community have the right to learn and work in an environment free of discrimination, prejudice, and harassment. This right is protected under the Canadian Charter of Rights and Freedoms, Alberta Human Rights Act, and Alberta School Act. These rights will be valued, maintained and enforced so that all members work together in an atmosphere of mutual respect. The Division will not tolerate harassment, bullying, or discrimination on the basis of a person's actual or perceived sexual orientation, gender identity or gender expression.

Specifically

1. The Board believes that all students, staff and families with diverse sexual orientations, gender identities and gender expressions have the right to:
 - 1.1 Be fully included and represented in a positive, and respectful manner by all school personnel.
 - 1.2 Have equitable access to supports, services and protections.
 - 1.3 The assurance that all such discriminatory behaviors and complaints will be taken seriously, documented and dealt with expeditiously and effectively through consistently applied policy and procedures.
 - 1.4 Self-identification as the sole criteria for recognition and support.
 - 1.5 Promote and evaluate inclusive educational strategies and supports, create professional development opportunities and administrative procedures to ensure that students, staff and their families feel welcomed, valued and supported and are treated with respect and dignity in all aspects of the school community.
 - 1.6 Identify a staff member in each school to serve as a safe contact for students and staff with diverse sexual orientations, gender identities and gender expressions.
 - 1.7 The formation of Gay-Straight Alliances (GSAs) or Queer-Straight Alliances (QSAs) in our schools that promote a welcoming, caring, respectful, and safe and inclusive learning environments for students and their allies.
 - 1.7.1 The Principal will ensure that a caring adult (staff or community member) will be available to facilitate this group.
 - 1.7.2 Principals will inform students of this opportunity.
 - 1.8 The expressed confidentiality and privacy of all students, staff and families with diverse sexual orientations, gender identities and gender expressions.

- 1.9 Access at least one (1) single-occupancy gender-neutral washroom facility with appropriate signage for those not wishing to use facilities identified with their biological sex; this facility is available to all individuals.
2. The Division is committed to implementing measures that will:
 - 2.1 Promote a systemic response, using a whole school approach, which strives to identify and address educational practices, policies and procedures that perpetuates discrimination, harassment and exclusion based on sexual orientation, gender identity or gender expression.
 - 2.2 Ensure all students, including those with diverse sexual orientations, gender identities and gender expressions, are treated as unique individuals; therefore requests for supports must be addressed on a case by case basis.
 - 2.3 Provide effective supports and procedures to respond, in a timely manner, to complaints of behaviours that perpetuate discrimination, harassment and exclusion based on sexual orientation, gender identity or gender expression.
 - 2.4 Encourage staff to adapt and include current learning resources and strategies to provide opportunities to develop positive awareness with respect to human rights, anti-discrimination and cultural diversity related to sexual orientations, gender identities and gender expressions.

Legal Reference: Section 12, 16.1, 18, 20, 24, 25, 45, 45.1, 50, 60, 61, 105, 113 School Act
Alberta Bill of Rights
Alberta Human Rights Act
Occupational Health and Safety Act
Teaching Profession Act
Canadian Charter of Rights and Freedoms
Criminal Code

Approved: March 16, 2016
Amended: March 21, 2018, **June 6, 2018**

G.1.

**Monitoring Report
June 6, 2018**

To: Board of Trustees
From: C. Lewis, Superintendent of Schools
Subject: Policy 02, Appendix A – Board Annual Work Plan
Originator: Board of Trustees, GYPSD

RECOMMENDATION

That the Board review Policy 02, Appendix A - Board Annual Work Plan for any changes or updates required.

REPORT

Background Information:

Each year, the board develops an annual work plan that serves as a monthly guide for activities and events for trustees to attend.

Context of the Recommendation:

While the monthly list of activities in the Annual Work Plan is not all inclusive of the responsibilities that fall to the board, it serves as a guide for those activities or events that regularly occur in the months of September 1 through August 31.

Conclusion:

The board's annual work plan is a living document that adjusts as needs arise and therefore requires regular review by the board.

BOARD ANNUAL WORK PLAN

Monthly

- Attend Board Meetings.
- Attend assigned Committee Meetings, as required.
- Receive Superintendent's and Monitoring Reports.
- Attend School Council Meetings.
- On a monthly basis review Board Annual Work Plan.

September

- Discussion on Board's participation in World Teachers' Day, October 5.
- Review of Board / Superintendent Evaluation Feedback.
- Approve Auditors – on three-year cycle.
- Submit Alberta School Board Association (ASBA) Nominations for Awards, as warranted.
 - Friends of Education Award Nomination.
 - Honorary Life Member Award.
 - Long-Service Award Nominations.
 - Premier's Award (ASBA).
- Ensure representation at ASBA Zone 2/3 Meeting.
- Review draft schedule for Superintendent's and Monitoring Reports.
- Graduation – Grand Trunk High School and Harry Collinge High School.
- Review community engagement strategies for school year.
- ASBA Fall Issues Forum.
- Election nomination (2021, 2025).

October

- Ensure representation at:
 - ASBA Orientation Workshops by Zone (Election Year).
 - ASBA Zone 2/3 Meeting – Annual General Meeting.
- Participate in and support World Teachers' Day.
- Board Orientation (every 4th year, 2021, 2025).
- Preliminary Planning for attendance at National School Boards' Association (NSBA) Conference.

- Ensure representation at:
 - Public School Boards Association of Alberta (PSBAA) AGM.
- GYPSD Institute Day.
- Plan for Board Organizational Meeting when it is election year.
- Alberta Teachers' Association, Evergreen Local #11 Induction/Retirement.
- Elections (2021, 2025).

November

- Ensure representation at:
 - ASBA Fall General Meeting.
 - ASBA Zone 2/3 Meeting.
 - PSBAA Fall General Meeting.
- School Celebrations (Deputy Superintendent to set dates) – Define yearly protocol for 4-year term, e.g.:
 - Year 1 – visit all schools.
 - Year 2 – similar schools present at ESC.
 - Year 3 – zones present at ESC.
 - Year 4 - each school presents at a Board meeting.
- Encourage participation in Remembrance Day celebrations in local schools and in the community.
- Discuss Three-Year Education Plan (3YEP)/Annual Education Results Report (AERR) (combined report) – October/November. Post unapproved 3YEP/AERR document on Division website as a public document by Minister's deadline of November 30.
- Host the Leadership Symposium for Board and Senior Staff (bi-annual).
- Board Planning Seminar (annual event).

December

- Ensure representation at:
 - School Celebrations Presentations – November and December.
- Encourage representation at school Christmas events.
- Receive Audited Financial Statement Report.
- Board approval of 3YEP/AERR. Post approved document on Division website and advise Minister of approval and posting.
- Provide input into ASBA Strategic Plan.

January

- Meet annually with Town and Municipal Councils.
- Ensure representation at:
 - ASBA Zone 2/3 Meeting.
- Delivery of Appreciation Baskets to schools.

February

- Circulate School Calendar Plan for input by school councils, staff.
- Ensure representation at:
 - ASBA 2/3 Meeting.
 - Public School Board Council (PSBC) Meeting.
- Encourage representation at:
 - Teachers' Convention.
- ASBA Bylaws/Call for Issues.

March

- Submit ASBA Edwin Parr Teacher Award Nomination.
- Ensure representation at:
 - Volunteer Appreciation Activities in schools.
 - ASBA Zone 2/3 Meeting.
- Encourage representation at National Congress on Rural Education in Canada.
- Substitute Teacher Appreciation Week.
- Attend Rural Education Symposium.

April

- Review and approve the School Year Calendars.
- Review and approve Schedule of Board Meetings.
- Approve Three-Year Capital Plan/Ten-Year Facility Plan.
- Contribute to the PSBAA Three Year Plan.
- Ensure representation at:
 - ASBA Zone 2/3 Meeting.
 - Public School Board Council (PSBC) Meeting.
- Encourage representation at Alberta School Councils Association (ASCA) Conference and Annual General Meeting.
- NSBA Conference attendance.
- Preliminary Planning for attendance at Canadian School Boards' Association (CSBA) Conference.

May

- Approve Budget
- Review Board Policy Handbook – updates and changes (e.g. Goals and Objectives aligned to AB Ed Business Plan).
- Ensure representation at ASBA Zone 2/3 Meeting - Edwin Parr winners acknowledged.
- Discuss ASBA Bylaws and PSBAA Agenda.
- Acknowledge ASBA Zone 2/3 Edwin Parr Winner.
- School Bus Driver Appreciation Day.
- Participate in and support Education Week activities.
- Graduation – TLC Hinton, and Grande Cache Community High School.
- Host Joint School Council Meeting (bi-annual).

June

- Ensure representation at:
 - PSBAA Spring General Meeting.
 - ASBA Annual General Meeting.
 - ASBA Zone 2/3 Meeting.
- Graduation: Parkland Composite High School, Harry Collinge High School, Jasper Jr/Sr High School and TLC.
- Submit Zone Appreciation Award (ASBA & PSBAA) nominations.
- Receive/Approve Revisions to Policy Handbook.
- Attend Board Retirement Celebration – Overlander Lodge.
- Approve Annual Communications Plan.
- Participate in and support Environment Week Activities.
- Budget Approval.
- Ensure annual updates – ATA and CUPE Professional Growth.
- Conduct Superintendent Annual Evaluation.
- Evaluate Board Effectiveness.

July

- Encourage representation at Canadian School Boards' Association.

August

- Attend Welcome Back Celebrations.
- Ensure representation at PSBC.

Approved: March 21, 2018, April 18, 2018

To: Board of Trustees
From: C. Lewis, Superintendent of Schools
Subject: Transportation Community Consultation Action Plan (TCCAP) Update
Originator: C Halabi, Director – Transportation Services

RECOMMENDATION

That the Board receive the Transportation Community Consultation Action Plan (TCCAP) update as information.

REPORT

Background:

The Transportation Community Consultation Action Plan (TCCAP) provides the Board of Trustees with regular updates from Transportation Services on a number of topics including; the school bus registration progress, student ridership, information on the number of ineligible students transported, ridership waiting lists, and ride times.

At the time of preparing this report the division currently has 2,523 students registered on 53 school bus routes in the Lobstick zone, Edson, Fulham, Hinton, and Grande Cache, and includes the transportation of 304 ineligible students or 12 per cent of the total ridership. This is an overall decrease of 128 ineligible students being transported on the regular routes this year. In the October 2018 TCCAP report to the board, the total number of students transported was 2,611 of which 432 or 16 per cent were ineligible students.

In efforts to minimize the impact on ineligible riders, GYPSD introduced the interschool transportation option for students who reside within 600 m of a school in Hinton.

Jasper

School bus transportation is not provided in Jasper. GYPSD has a Parent Provided Transportation Contract with parents of eligible students.

Grande Cache

| | |
|-------------------------------|-----|
| Routes: | 2 |
| Schools: | 4 |
| Number of students picked up: | 109 |
| Students on the waiting list: | 1 |

The Cooperative Transportation Agreement with Northland School Division was in effect for the 2017-2018 school year. The Division currently operates two routes in Grande Cache which provide school bus transportation service for Susa Creek and Grande Cache Schools.

| Grande Cache | | January 9, 2018 | | | | | | | | | Percentage Distribution of Student Pick-up Times | | | | | | | | | |
|--------------|---------------|-----------------|-----------|-----------|-----------|-----------|-----------|-----------|-------|------------|--|--|--|--|--|--|--|--|--|--|
| # of Rts - 2 | Pick-up Times | <7:00 | 7:00-7:15 | 7:16-7:30 | 7:31-7:45 | 7:46-8:00 | 8:01-8:15 | 8:16-8:30 | 8:31+ | Total | | | | | | | | | | |
| | # of Students | 0 | 4 | 12 | 10 | 21 | 31 | 33 | 5 | 116 | | | | | | | | | | |
| | | 0.00% | 3.45% | 10.34% | 8.62% | 18.10% | 26.72% | 28.45% | 4.31% | 100.00% | | | | | | | | | | |

| Grande Cache | | May 22, 2018 | | | | | | | | | Percentage Distribution of Student Pick-up Times | | | | | | | | | |
|--------------|---------------|--------------|-----------|-----------|-----------|-----------|-----------|-----------|-------|------------|--|--|--|--|--|--|--|--|--|--|
| # of Rts - 2 | Pick-up Times | <7:00 | 7:00-7:15 | 7:16-7:30 | 7:31-7:45 | 7:46-8:00 | 8:01-8:15 | 8:16-8:30 | 8:31+ | Total | | | | | | | | | | |
| | # of Students | 0 | 4 | 8 | 12 | 17 | 30 | 35 | 3 | 109 | | | | | | | | | | |
| | | 0.00% | 3.67% | 7.34% | 11.01% | 15.60% | 27.52% | 32.11% | 2.75% | 100.00% | | | | | | | | | | |

Hinton

Routes: 10
 Schools: 4
 Number of students picked up: 619
 Student on the waiting list: 40

Route H12 operates with an aide on board who is responsible to load, unload and provide special assistance to identified student on the bus. The division currently transports six students to all four schools.

| Hinton | | January 9, 2018 | | | | | | | | | Percentage Distribution of Student Pick-up Times | | | | | | | | | |
|---------------|---------------|-----------------|-----------|-----------|-----------|-----------|-----------|-----------|-------|------------|--|--|--|--|--|--|--|--|--|--|
| # of Rts - 10 | Pick-up Times | <7:00 | 7:00-7:15 | 7:16-7:30 | 7:31-7:45 | 7:46-8:00 | 8:01-8:15 | 8:16-8:30 | 8:31+ | Total | | | | | | | | | | |
| | # of Students | 1 | 24 | 13 | 87 | 277 | 182 | 35 | 0 | 619 | | | | | | | | | | |
| | | 0.16% | 3.88% | 2.10% | 14.05% | 44.75% | 29.40% | 5.65% | 0.00% | 100.00% | | | | | | | | | | |

| Hinton | | May 22, 2018 | | | | | | | | | Percentage Distribution of Student Pick-up Times | | | | | | | | | |
|---------------|---------------|--------------|-----------|-----------|-----------|-----------|-----------|-----------|-------|------------|--|--|--|--|--|--|--|--|--|--|
| # of Rts - 10 | Pick-up Times | <7:00 | 7:00-7:15 | 7:16-7:30 | 7:31-7:45 | 7:46-8:00 | 8:01-8:15 | 8:16-8:30 | 8:31+ | Total | | | | | | | | | | |
| | # of Students | 1 | 24 | 13 | 87 | 277 | 182 | 35 | 0 | 619 | | | | | | | | | | |
| | | 0.16% | 3.88% | 2.10% | 14.05% | 44.75% | 29.40% | 5.65% | 0.00% | 100.00% | | | | | | | | | | |

Edson

Routes: 25
 Schools: 5
 Number of students picked up: 1,315
 Students on the waiting list: 30

Bus route E27 is operating with a full time aide/bus monitor on board. There are currently 29 students registered for school bus service on route E27.

| Edson | | January 9, 2018 | | Percentage Distribution of Student Pick-up Times | | | | | | |
|---------------|---------------|-----------------|-----------|--|-----------|-----------|-----------|-----------|-------|-------------|
| # of Rts - 25 | Pick-up Times | <7:00 | 7:00-7:15 | 7:16-7:30 | 7:31-7:45 | 7:46-8:00 | 8:01-8:15 | 8:16-8:30 | 8:31+ | Total |
| | # of Students | 22 | 103 | 185 | 362 | 314 | 344 | 1 | 0 | 1331 |
| | | 1.65% | 7.74% | 13.90% | 27.20% | 23.59% | 25.85% | 0.08% | 0.00% | 100.00% |

| Edson | | May 22, 2018 | | Percentage Distribution of Student Pick-up Times | | | | | | |
|---------------|---------------|--------------|-----------|--|-----------|-----------|-----------|-----------|-------|-------------|
| # of Rts - 25 | Pick-up Times | <7:00 | 7:00-7:15 | 7:16-7:30 | 7:31-7:45 | 7:46-8:00 | 8:01-8:15 | 8:16-8:30 | 8:31+ | Total |
| | # of Students | 22 | 101 | 183 | 358 | 309 | 341 | 1 | 0 | 1315 |
| | | 1.67% | 7.68% | 13.92% | 27.22% | 23.50% | 25.93% | 0.08% | 0.00% | 100.00% |

Fulham

Routes: 3
 Schools: 1
 Number of students picked up: 70
 Students on the waiting list: 0

| Fulham | | January 9, 2018 | | Percentage Distribution of Student Pick-up Times | | | | | | |
|--------------|---------------|-----------------|-----------|--|-----------|-----------|-----------|-----------|-------|-----------|
| # of Rts - 3 | Pick-up Times | <7:00 | 7:00-7:15 | 7:16-7:30 | 7:31-7:45 | 7:46-8:00 | 8:01-8:15 | 8:16-8:30 | 8:31+ | Total |
| | # of Students | 0 | 2 | 15 | 14 | 18 | 25 | 11 | 0 | 85 |
| | | 0.00% | 2.35% | 17.65% | 16.47% | 21.18% | 29.41% | 12.94% | 0.00% | 100.00% |

| Fulham | | May 22, 2018 | | Percentage Distribution of Student Pick-up Times | | | | | | |
|--------------|---------------|--------------|-----------|--|-----------|-----------|-----------|-----------|-------|-----------|
| # of Rts - 3 | Pick-up Times | <7:00 | 7:00-7:15 | 7:16-7:30 | 7:31-7:45 | 7:46-8:00 | 8:01-8:15 | 8:16-8:30 | 8:31+ | Total |
| | # of Students | 0 | 2 | 13 | 11 | 16 | 20 | 8 | 0 | 70 |
| | | 0.00% | 2.86% | 18.57% | 15.71% | 22.86% | 28.57% | 11.43% | 0.00% | 100.00% |

Niton

Routes: 6
 Schools: 1
 Number of students picked up: 176
 Students on the waiting list: 0

| Niton | | January 9, 2018 | | Percentage Distribution of Student Pick-up Times | | | | | | |
|--------------|---------------|-----------------|-----------|--|-----------|-----------|-----------|-----------|-------|------------|
| # of Rts - 6 | Pick-up Times | <7:00 | 7:00-7:15 | 7:16-7:30 | 7:31-7:45 | 7:46-8:00 | 8:01-8:15 | 8:16-8:30 | 8:31+ | Total |
| | # of Students | 1 | 15 | 21 | 24 | 32 | 33 | 34 | 17 | 177 |
| | | 0.56% | 8.47% | 11.86% | 13.56% | 18.08% | 18.64% | 19.21% | 9.60% | 100.00% |

| Niton | | May 22, 2018 | | Percentage Distribution of Student Pick-up Times | | | | | | |
|--------------|---------------|--------------|-----------|--|-----------|-----------|-----------|-----------|-------|------------|
| # of Rts - 6 | Pick-up Times | <7:00 | 7:00-7:15 | 7:16-7:30 | 7:31-7:45 | 7:46-8:00 | 8:01-8:15 | 8:16-8:30 | 8:31+ | Total |
| | # of Students | 1 | 15 | 21 | 24 | 32 | 33 | 33 | 17 | 176 |
| | | 0.57% | 8.52% | 11.93% | 13.64% | 18.18% | 18.75% | 18.75% | 9.66% | 100.00% |

Wildwood

Routes: 4
 Schools: 1
 Number of students picked up: 121
 Students on the waiting list: 0

| Wildwood | | January 9, 2018 | | | | | | | | | Percentage Distribution of Student Pick-up Times | | | | | | | | | |
|--------------|---------------|-----------------|-----------|-----------|-----------|-----------|-----------|-----------|-------|------------|--|--|--|--|--|--|--|--|--|--|
| # of Rts - 4 | Pick-up Times | <7:00 | 7:00-7:15 | 7:16-7:30 | 7:31-7:45 | 7:46-8:00 | 8:01-8:15 | 8:16-8:30 | 8:31+ | Total | | | | | | | | | | |
| | # of Students | 0 | 9 | 15 | 18 | 26 | 38 | 17 | 0 | 123 | | | | | | | | | | |
| | | 0.00% | 7.32% | 12.20% | 14.63% | 21.14% | 30.89% | 13.82% | 0.00% | 100.00% | | | | | | | | | | |

| Wildwood | | May 22, 2018 | | | | | | | | | Percentage Distribution of Student Pick-up Times | | | | | | | | | |
|--------------|---------------|--------------|-----------|-----------|-----------|-----------|-----------|-----------|-------|------------|--|--|--|--|--|--|--|--|--|--|
| # of Rts - 4 | Pick-up Times | <7:00 | 7:00-7:15 | 7:16-7:30 | 7:31-7:45 | 7:46-8:00 | 8:01-8:15 | 8:16-8:30 | 8:31+ | Total | | | | | | | | | | |
| | # of Students | 0 | 9 | 15 | 18 | 26 | 36 | 17 | 0 | 121 | | | | | | | | | | |
| | | 0.00% | 7.44% | 12.40% | 14.88% | 21.49% | 29.75% | 14.05% | 0.00% | 100.00% | | | | | | | | | | |

Evansburg

Routes: 3
 Schools: 2
 Number of students picked up: 113
 Students on the waiting list: 0

GYPSPD has a reciprocal agreement in place with Parkland School Division whereas we transport GYPSPD students to Entwistle School and Parkland School Division transports Entwistle students to GYPSPD schools

Currently we have ten students accessing a GYPSPD bus route for transportation to Entwistle School and 15 students accessing a Parkland School Division bus route in order to attend a GYPSPD school in Evansburg.

| Evansburg | | January 9, 2018 | | | | | | | | | Percentage Distribution of Student Pick-up Times | | | | | | | | | |
|--------------|---------------|-----------------|-----------|-----------|-----------|-----------|-----------|-----------|-------|------------|--|--|--|--|--|--|--|--|--|--|
| # of Rts - 3 | Pick-up Times | <7:00 | 7:00-7:15 | 7:16-7:30 | 7:31-7:45 | 7:46-8:00 | 8:01-8:15 | 8:16-8:30 | 8:31+ | Total | | | | | | | | | | |
| | # of Students | 0 | 6 | 18 | 10 | 20 | 28 | 28 | 5 | 115 | | | | | | | | | | |
| | | 0.00% | 5.22% | 15.65% | 8.70% | 17.39% | 24.35% | 24.35% | 4.35% | 100.00% | | | | | | | | | | |

| Evansburg | | May 22, 2018 | | | | | | | | | Percentage Distribution of Student Pick-up Times | | | | | | | | | |
|--------------|---------------|--------------|-----------|-----------|-----------|-----------|-----------|-----------|-------|------------|--|--|--|--|--|--|--|--|--|--|
| # of Rts - 3 | Pick-up Times | <7:00 | 7:00-7:15 | 7:16-7:30 | 7:31-7:45 | 7:46-8:00 | 8:01-8:15 | 8:16-8:30 | 8:31+ | Total | | | | | | | | | | |
| | # of Students | 0 | 6 | 18 | 8 | 20 | 28 | 28 | 5 | 113 | | | | | | | | | | |
| | | 0.00% | 5.31% | 15.93% | 7.08% | 17.70% | 24.78% | 24.78% | 4.42% | 100.00% | | | | | | | | | | |

Transportation Services

All stakeholder concerns reported to the Transportation Office are documented, reviewed and responded to in a prompt manner.

The TCCAP is released to communities on an ongoing basis using newspaper, radio and other promotional items distributed and communicated through Transportation Services and schools. Regular updates are available on the GYPSD website including current and historical school bus route information.

In order to provide GYPSD students with a safe environment, on and off the school bus, GYPSD believes that all concerns be addressed, documented and resolved in an ongoing manner. GYPSD also believes that safety and operational information for parents, schools, and bus operators is provided in a consistent ongoing manner, supporting a safe environment for all students and staff of the division.

Conclusion:

The information provided is to encourage community engagement and keep parents, stakeholder, community members and schools well-informed in the transportation department. The route review process helps the Transportation Department review all concerns and solve them in the best interest of our students, schools, community members, stakeholders, and parents.

G.3.

**Monitoring Report
June 6, 2018**

To: Board of Trustees

From: C. Lewis, Superintendent of Schools

Subject: Instructional Times: 2018 - 2019

Originator: E. Murray, Chief Deputy Superintendent – Leadership Services and Human Resources

Resource: Principals

RECOMMENDATION

That the Board receive a report on Instructional Time for the 2018-2019 School Year as information.

REPORT

Context of the Recommendation:

School Instructional times for East End and West End Zones are attached. School instructional hours have been developed in accordance with Policy 18 – School Calendar. With the Pilot Calendar implemented for 2018-2019 there are some changes from previous years.

| Lobstick Zone | | Grand Trunk | WW E | WWJ | Evansview | NCS E | NCSJ |
|--------------------------|-------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| | | <i>Regular Day</i> | <i>Regular Day</i> | <i>Regular Day</i> | <i>Regular Day</i> | <i>Regular Day</i> | <i>Regular Day</i> |
| School Day Start | | 8:45 AM | 8:40 AM | 8:40 AM | 8:35 AM | 8:40 AM | 8:40 AM |
| Classes Start | | 8:45 AM | 8:40 AM | 8:40 AM | 8:35 AM | 8:45 AM | 8:45 AM |
| Morning Recess | Start | 10:14 AM | 10:02 AM | 10:05 AM | 10:30 AM | 10:30 AM | |
| | End | 10:18 AM | 10:15 AM | 10:20 AM | 10:45 AM | 10:45 AM | |
| Lunch Break | Start | 11:42 AM | 11:40 AM | 11:57 AM | 12:00 PM | 12:10 PM | 12:30 PM |
| | End | 12:22 PM | 12:30 PM | 12:42 PM | 12:40 PM | 12:55 PM | 1:15 PM |
| Afternoon Recess | Start | 1:46 PM | 1:50 PM | | 2:00 PM | 2:10 PM | 2:15 PM |
| | End | 1:50 PM | 2:05 PM | | 2:15 PM | 2:25 PM | 2:18 PM |
| Other Breaks - Describe: | | | | | | | |
| | Start | | | | | | 9:45 AM |
| | End | | | | | | 9:48 AM |
| | Start | | | | | | 10:45 AM |
| | End | | | | | | 10:48 AM |
| | Start | | | | | | 11:45 AM |
| | End | | | | | | 11:48 AM |
| Afternoon Dismissal | | 3:14 PM | 3:26 PM | 3:26 PM | 3:05 PM | 3:17 PM | 3:17 PM |
| | | | | | | | |
| Total Time | | 5:41 | 5:28 | 5:46 | 5:20 | 5:17 | 5:35 |
| Total Minutes | | 341 | 328 | 346 | 320 | 317 | 335 |
| Instructional Days | | 182 | 182 | 182 | 182 | 182 | 182 |
| Instructional Hours | | 1034.4 | 994.9 | 1049.5 | 970.7 | 961.6 | 1016.2 |

| Hinton Zone | | HCHS | Crescent Valley | Mountain View |
|--------------------------|-------|--------------------|--------------------|--------------------|
| | | <i>Regular Day</i> | <i>Regular Day</i> | <i>Regular Day</i> |
| School Day Start | | 8:30 AM | 8:33 AM | 8:33 AM |
| Classes Start | | 8:30 AM | 8:33 AM | 8:33 AM |
| Morning Recess | Start | | 10:15 AM | 10:15 AM |
| | End | | 10:30 AM | 10:30 AM |
| Lunch Break | Start | 11:47 AM | 11:30 AM | 11:30 AM |
| | End | 12:32 PM | 12:15 PM | 12:10 PM |
| Afternoon Recess | Start | | 1:45 PM | 1:45 PM |
| | End | | 2:00 PM | 2:05 PM |
| Other Breaks - Describe: | | | | |
| | Start | 10:00 AM | | |
| | End | 10:08 AM | | |
| | Start | 1:50 PM | | |
| | End | 1:58 PM | | |
| | Start | | | |
| | End | | | |
| Afternoon Dismissal | | 3:10 PM | 3:10 PM | 3:10 PM |
| | | | | |
| Total Time | | 5:39 | 5:22 | 5:22 |
| Total Minutes | | 339 | 322 | 322 |
| Instructional Days | | 182 | 182 | 182 |
| Instructional Hours | | 1028.3 | 976.7 | 976.7 |

| Jasper Zone | | Jasper Elementary | Jasper JR/SR |
|--------------------------|-------|--------------------|--------------------|
| | | <i>Regular Day</i> | <i>Regular Day</i> |
| School Day Start | | 8:30 AM | 8:18 AM |
| Classes Start | | 8:35 AM | 8:18 AM |
| Morning Recess | Start | 10:25 AM | 10:10 AM |
| | End | 10:42 AM | 10:15 AM |
| Lunch Break | Start | 12:05 PM | 12:05 PM |
| | End | 1:05 PM | 1:00 PM |
| Afternoon Recess | Start | | |
| | End | | |
| Other Breaks - Describe: | | | |
| | Start | | |
| | End | | |
| | Start | | |
| | End | | |
| | Start | | |
| | End | | |
| Afternoon Dismissal | | 3:10 PM | 2:55 PM |
| | | | |
| Total Time | | 5:18 | 5:37 |
| Total Minutes | | 318 | 337 |
| Instructional Days | | 182 | 182 |
| Instructional Hours | | 964.6 | 1022.2 |

| Grande Cache Zone | | Summitview | GCCH | SonRise | Sheldon Coates |
|--------------------------|-------|--------------------|--------------------|--------------------|--------------------|
| | | <i>Regular Day</i> | <i>Regular Day</i> | <i>Regular Day</i> | <i>Regular Day</i> |
| School Day Start | | 8:20 AM | 8:27 AM | 8:00 AM | 8:30 AM |
| Classes Start | | 8:30 AM | 8:30 AM | 8:30 AM | 8:30 AM |
| Morning Recess | Start | 10:00 AM | | 10:10 AM | 10:20 AM |
| | End | 10:15 AM | | 10:25 AM | 10:35 AM |
| Lunch Break | Start | 11:45 AM | 11:57 AM | 11:45 AM | 11:45 AM |
| | End | 12:30 PM | 12:50 PM | 12:30 PM | 12:25 PM |
| Afternoon Recess | Start | 2:00 PM | | 1:50 PM | 1:40 PM |
| | End | 2:05 PM | | 2:00 PM | 1:55 PM |
| Other Breaks - Describe: | | | | | |
| | Start | | 9:37 AM | | |
| | End | | 9:40 AM | | |
| | Start | | 10:47 AM | | |
| | End | | 10:50 AM | | |
| | Start | | 2:18 PM | | |
| | End | | 2:21 PM | | |
| Afternoon Dismissal | | 3:00 PM | 3:10 PM | 3:00 PM | 3:00 PM |
| | | | | | |
| Total Time | | 5:25 | 5:38 | 5:20 | 5:20 |
| Total Minutes | | 325 | 338 | 320 | 320 |
| Instructional Days | | 182 | 182 | 182 | 182 |
| Instructional Hours | | 985.8 | 1025.3 | 970.7 | 970.7 |

| Edson Zone | | Pine Grove | Parkland | Mary Bergeron | Westhaven | Fulham |
|--------------------------|-------|--------------------|--------------------|--------------------|--------------------|--------------------|
| | | <i>Regular Day</i> | <i>Regular Day</i> | <i>Regular Day</i> | <i>Regular Day</i> | <i>Regular Day</i> |
| School Day Start | | 8:33 AM | 8:35 AM | 8:30 AM | 8:30 AM | 8:30 AM |
| Classes Start | | 8:38 AM | 8:35 AM | 8:34 AM | 8:35 AM | 8:35 AM |
| Morning Recess | Start | 10:11 AM | 9:50 AM | 9:45 AM | 10:30 AM | 10:30 AM |
| | End | 10:26 AM | 9:55 AM | 10:00 AM | 10:45 AM | 10:45 AM |
| Lunch Break | Start | 11:59 AM | 11:50 AM | 12:00 PM | 12:15 PM | 12:00 PM |
| | End | 12:44 PM | 12:40 PM | 12:50 PM | 1:04 PM | 12:50 PM |
| Afternoon Recess | Start | | 1:55 PM | 1:50 PM | 2:10 PM | 2:00 PM |
| | End | | 2:00 PM | 2:05 PM | 2:25 PM | 2:15 PM |
| Other Breaks - Describe: | | | | | | |
| | Start | 11:11 AM | 10:30 AM | | | |
| | End | 11:14 AM | 10:35 AM | | | |
| | Start | 1:21 PM | | | | |
| | End | 1:24 PM | | | | |
| | Start | 2:06 PM | | | | |
| | End | 2:12 PM | | | | |
| Afternoon Dismissal | | 3:15 PM | 3:15 PM | 3:15 PM | 3:11 PM | 3:11 PM |
| | | | | | | |
| Total Time | | 5:25 | 5:35 | 5:21 | 5:17 | 5:16 |
| Total Minutes | | 325 | 335 | 321 | 317 | 316 |
| Instructional Days | | 182 | 182 | 182 | 182 | 182 |
| Instructional Hours | | 985.8 | 1016.2 | 973.7 | 961.6 | 958.5 |

H.1.

**Superintendent's Report
June 6, 2018**

To: Board of Trustees
From: C. Lewis, Superintendent of Schools
Subject: Annual Accountability Pillar Survey Summary for 2017-2018
Originator: K. Shipka, Assistant Superintendent – Learning Services

RECOMMENDATION

That the Board receive information and results from the Annual Accountability Pillar Survey Summary.

REPORT

Background:

Every year Alberta Education conducts the Accountability Pillar Survey to all school divisions. The division uses this report to celebrate successes, identify trends, issues and areas of growth for Grande Yellowhead Public School Division.

Context of the Recommendation:

The Government of Alberta's Accountability Act, School Act and the regulations require that school divisions use the Annual Accountability Pillar Survey Summary to improve student programs and results.

The Accountability Pillar Survey Summary provides feedback from students, parents, and staff to the Trustees. The Accountability Pillar Survey consist of questions regarding:

- Safe and Caring Schools,
- Student Learning Opportunities,
- Student Learning Achievement,
- Preparation for Lifelong Learning, World of Work, Citizenship,
- Parental Involvement,
- Continuous Improvement

Number of Participants:

2017 – 3020
2018 - 2902

Conclusion:

The Annual Accountability Survey Summary is presented for review and as information. The Board and Administration will continue to support ongoing improvement in the Accountability Survey.

Accountability Pillar Overall Summary
 3-Year Plan - May 2017
 Authority: 1085 Grande Yellowhead Public School Division No. 77



| Measure Category | Measure Category Evaluation | Measure | Grande Yellowhead Public School | | | Alberta | | | Achievement | Measure Evaluation Improvement | Overall |
|---|-----------------------------|--|---------------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------|--------------------------------|------------|
| | | | Current Result | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | | | |
| Sale and Caring Schools | Good | Sale and Caring | 87.0 | 87.1 | 86.5 | 89.5 | 89.5 | 89.3 | Maintained | Good | |
| | | Program of Studies | 78.1 | 79.1 | 78.8 | 81.9 | 81.9 | 81.5 | Intermediate | Maintained | Acceptable |
| | | Education Quality | 87.0 | 87.9 | 86.7 | 90.1 | 90.1 | 89.6 | Intermediate | Maintained | Acceptable |
| Student Learning Opportunities | Acceptable | Drop Out Rate | 4.8 | 5.8 | 4.1 | 3.0 | 3.2 | 3.3 | Intermediate | Maintained | Acceptable |
| | | High School Completion Rate (3 yr) | 67.4 | 72.0 | 72.9 | 77.9 | 76.5 | 76.1 | Intermediate | Declined | Issue |
| Student Learning Achievement (Grades K-9) | Concern | PAT: Acceptable | 67.5 | 66.4 | 68.9 | 73.6 | 72.9 | 73.4 | Low | Maintained | Issue |
| | | PAT: Excellence | 9.4 | 11.2 | 11.4 | 19.4 | 18.8 | 18.6 | Very Low | Declined | Concern |
| | | Diploma: Acceptable | 77.1 | 80.0 | 79.2 | 85.0 | 85.2 | 85.1 | Low | Maintained | Issue |
| Student Learning Achievement (Grades 10-12) | n/a | Diploma: Excellence | 10.3 | 10.8 | 11.6 | 21.0 | 21.0 | 20.5 | Low | Maintained | Issue |
| | | Diploma Exam Participation Rate (4+ Exams) | 35.9 | 39.4 | 38.4 | 54.9 | 54.6 | 53.1 | Low | Maintained | Issue |
| | | Substandard Scholarship Eligibility Rate | 55.0 | 55.0 | 55.0 | 62.3 | 60.8 | 60.8 | n/a | Maintained | n/a |
| Preparation for Lifelong Learning, World of Work, Citizenship | Acceptable | Transition Rate (6 yr) | 40.6 | 44.7 | 48.6 | 57.9 | 59.4 | 59.3 | Low | Declined Significantly | Concern |
| | | Work Preparation | 77.3 | 80.8 | 79.7 | 82.7 | 82.6 | 81.9 | Intermediate | Maintained | Acceptable |
| | | Citizenship | 79.0 | 78.3 | 77.6 | 83.7 | 83.9 | 83.6 | High | Improving | Good |
| Parental Involvement | Good | Parental Involvement | 80.5 | 81.9 | 80.3 | 81.2 | 80.9 | 80.7 | High | Maintained | Good |
| | | School Improvement | 80.0 | 80.2 | 79.4 | 81.4 | 81.2 | 80.2 | High | Maintained | Good |

- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
 - Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
 - Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the QU-SCHOOL/TFM (Tell Them From Me) survey in 2014.
 - Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
 - Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 - Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
 - Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 - Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
 - Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

Accountability Pillar Overall Summary
3-Year Plan - May 2018
Authority: 1085 Grande Yellowhead Public School Division No. 77



| Measure Category | Measure | Grande Yellowhead Public School | | | Alberta | | | Measure Evaluation | | |
|---|--|---------------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|------------------------|------------|
| | | Current Result | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Safe and Caring Schools | Safe and Caring | 84.9 | 87.0 | 86.7 | 89.0 | 89.5 | 88.4 | High | Declined Significantly | Issue |
| | Program of Studies | 78.5 | 78.1 | 78.7 | 81.8 | 81.9 | 81.7 | High | Maintained | Good |
| | Education Quality | 88.6 | 87.0 | 87.2 | 90.0 | 90.1 | 89.9 | Intermediate | Maintained | Acceptable |
| | Drop Out Rate | 4.7 | 4.8 | 4.6 | 2.3 | 3.0 | 3.3 | Intermediate | Maintained | Acceptable |
| | High School Completion Rate (3 yr) | 72.2 | 67.4 | 70.4 | 78.0 | 78.0 | 77.0 | Intermediate | Maintained | Acceptable |
| Student Learning Achievement (Grades K-9) | PAT: Acceptable | 65.0 | 67.5 | 67.7 | 73.4 | 73.6 | 73.2 | Very Low | Declined | Concern |
| | PAT: Excellence | 11.3 | 9.4 | 10.5 | 19.5 | 19.4 | 18.8 | Low | Maintained | Issue |
| | Diploma: Acceptable | 77.1 | 75.4 | 77.4 | 83.0 | 82.7 | 83.1 | Low | Maintained | Issue |
| | Diploma: Excellence | 13.2 | 10.6 | 11.1 | 22.2 | 21.2 | 21.5 | Intermediate | Maintained | Acceptable |
| | Diploma Exam Participation Rate (4+ Exams) | 40.2 | 35.9 | 38.7 | 55.7 | 54.9 | 54.7 | Low | Maintained | Issue |
| Student Learning Achievement (Grades 10-12) | Rutherford Scholarship Eligibility Rate | 57.7 | 55.0 | 55.0 | 63.4 | 62.3 | 61.5 | n/a | Maintained | n/a |
| | Transition Rate (3 yr) | 42.0 | 40.6 | 45.6 | 56.7 | 57.9 | 59.0 | Low | Declined | Issue |
| | Work Preparation | 77.7 | 77.3 | 79.7 | 82.4 | 82.7 | 82.4 | Intermediate | Maintained | Acceptable |
| | Citizenship | 76.9 | 79.0 | 78.1 | 83.0 | 83.7 | 83.7 | Intermediate | Declined | Issue |
| | Parental Involvement | 81.9 | 80.5 | 81.0 | 81.2 | 81.2 | 81.0 | High | Maintained | Good |
| Continuous Improvement | Parental Involvement | 81.9 | 80.5 | 81.0 | 81.2 | 81.2 | 81.0 | High | Maintained | Good |
| | School Improvement | 78.5 | 80.0 | 79.8 | 80.3 | 81.4 | 80.7 | High | Declined | Acceptable |

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report, see "ACOL Measures" in the Table of Contents.
- Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 YAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9, 9 YAE), Science (Grades 6, 9, 9 YAE), Social Studies (Grades 6, 9, 9 YAE).
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Science 30, Social Studies 30-1, Social Studies 30-2. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
- 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

H.2.

Superintendent's Report June 6, 2018

To: Board of Trustees

From: C. Lewis, Superintendent of Schools

**Subject: Bringing Empowered Students Together (BEST)
Mental Health Capacity Building In-Schools Initiative (MHCB)**

Originator: K. Shipka, Assistant Superintendent – Learning Services

Resource: K. Gavin, B.E.S.T. Program Coordinator

RECOMMENDATION

That the Board of Trustees receive information on the Mental Health Capacity Building (MHCB) in School Initiative and Bringing Empowered Students Together (BEST), as information.

REPORT

Background:

Terri-Jean Baillie, Grande Yellowhead Public School Division's former BEST Program Coordinator, moved into the MHCB Team Lead position in Edson at Alberta Health Services as of January, 2018. A new Program Coordinator, Kristine Gavin, was hired and began her duties in March of 2018.

Currently, GYPSD has BEST Wellness Coaches positioned in Edson at École Pine Grove Middle School, in Jasper at Jasper Elementary and Jasper Middle/High School, in Hinton at École Mountain View and Harry Collinge High, in Grande Cache at Sheldon Coates, Summitview, Grande Cache Community High and SonRise Christian School. In addition, a Family School Liaison/Wellness Coach (shared position) for the Lobstick area is currently being advertised.

BEST continues to partner with GYPSD staff as the Division continues to focus on self-regulation for students, teachers and educational assistants.

BEST coaches offer student programming in classrooms, special events offered in schools and communities, presentations to students and staff members, parent information sessions and professional development opportunities. The objective of these activities has been on self-regulation, mindfulness, mental health stigma and awareness, anxiety, depression, empathy, social skills, online safety, bullying, random acts of kindness, resiliency, exam stress, self-expression and self-esteem.

BEST Survey for Teachers:

BEST sent out a survey for all teachers in the division at the end of April 2018. To date we have received **46 out of a possible 300 responses** (15 per cent response rate). A summary of results is provided below.

SURVEY RESPONSES:

- 70 per cent of the responding teachers have been teaching for 15 years or longer.
- 80 per cent are female.
- 91 per cent of responding teachers are familiar about the BEST program.
- 74 per cent of responding teachers have contacted a BEST coach.
- Those teachers who have not contacted a BEST coach identified that the reason for this was:
 - the principal made the arrangements;
 - they had never heard of the program;
 - the coach's role was not clearly understood;
 - they did not know anything about the program; and
 - there were no French-speaking coaches.
- 69 per cent of responding teachers have had a coach facilitate a program in their classroom.
- 89 per cent of responding teachers felt that the program positively affected their students. Reasons for why those who felt the program did not positively affect their students indicated it was not available in French and they were not sure of the positive outcomes.
- 77 per cent of responding teachers felt that they would facilitate the program themselves in the future. Of those who did not feel they could facilitate a program themselves indicated it was because they did not have a coach in their school and program materials were not in French.
- Teachers who responded to the survey, who had never had a BEST program facilitated in their classroom, indicated that the reasons for this was because they were not sure of the benefits of the program, that there was no coach at their school, there was no time left in the coach's schedule, they had never heard of the program, they were unaware of the programming opportunities, the program was not in French, and they were unsure of whom to contact.
- 57 per cent of responding teachers have contacted a coach for advice/support about their student's mental health.
- 16 per cent of responding teachers have contacted a coach for mental health support for themselves.
- 100 per cent of responding teachers felt they could apply self-regulate techniques to themselves within the classroom.
- 61 per cent of responding teachers were open to attending Mental Health Wellness Sessions.

Mental health topics teachers would like to learn more about included: anxiety, stress, interpersonal skills, depression, self-regulation, addiction, suicide, teacher burnout, mental health and nutrition, body awareness, resiliency, calming strategies, grief and loss, time management and peer conflict resolution.

Topics teachers liked the most about the BEST Program included: noon hour activities for students, support for students and teachers, fun activities, variety of programming, a new face delivering the same message, student involvement and leadership opportunities, strategies to help students manage conflict, real-life applications, and flexibility.

Aspects teachers did not like about the BEST Program included: Overwhelming to have several programs running at the same time as school-wide programs, not knowing specific details about what the program provides, not all schools have a coach, no contact information, nothing available in French, and limited availability of the coach. Eighteen per cent of responding teachers did not know that they could access the program even if there was no coach at their school.

Summer 2018:

BEST will be assisting the Town of Edson with their Boys' and Girls' Summer Camps.

The BEST program is also partnering with the Edson Boys' and Girls' Club to have the Edson Wellness Coach provide support with a new summer program that also includes professional development for staff.

Part of the summer work will also be spent developing promotional materials, establishing school year plans for specific events, creating Bathroom Readers, updating the BEST website, and planning and coordinating parent information sessions.

Moving forward:

BEST coaches are located in schools to provide maximum supports to our students, but are also available to schools who currently do not have a coach.

The intention is for the Wellness Coach role to evolve by being more visible within the schools and community agencies. The goals are for all staff at all schools and local community agencies to be well informed on the coach's role, to learn what services a coach can provide, increase collaboration and know how to contact the program coordinator and wellness coaches. This will be facilitated through BEST presentations at community agencies/interagency meetings, school-based staff meetings, posters, bulletin boards, booths at community trade fairs and other events, kindergarten open houses and information tables at parent nights. The goal is for more community, parent and teacher awareness about the BEST Program, even if a wellness coach is currently not based at their school.

The plan for the 2018-2019 school year is for the wellness coaches to be expanded into more schools. Currently Grande Cache has a coach who is in all of their schools. The same is for Jasper. The coach in Hinton is currently in two of the three schools, with the other school previously having had a coach. The Edson-based wellness coach is currently in one school. This coach's position will be moved into two new schools who have never had a school-based coach. BEST presentations will be held with other local schools who have never had a coach in the past to inform them on how they can still access the BEST program.

MHCB Expansion:

On May 7, 2018 Alberta Health announced additional funding of \$5 million dollars for the MHCB in Schools Initiative. The call for applications will be communicated by September 2018. The intention is that more funding will be available for the BEST program to increase coaches' hours and/or hire more coaches.

Conclusion:

GYPSED will continue to enhance counseling services to ensure students have the necessary supports to successfully transition from high school to a post-secondary institution and/or the world of work.

H.3.

Superintendent's Report June 6, 2018

To: Board of Trustees

From: C. Lewis, Superintendent of Schools

Subject: Technology Update

Originator: K. Shipka, Assistant Superintendent of Schools

Resources: K. Smith, Supervisor Learning Services - Technology

RECOMMENDATION

That the Board of Trustees receive an update regarding the implementation of the Digital Lending Library, PowerSchool Online Registration as well as equipment replacement at Edson Education Services Center and Hinton Learning Services Center, as information.

REPORT

Background:

The Technology Department is committed to providing innovative, reliable and timely technology tools, training and support to enhance student learning and staff productivity.

Context of the Recommendation:

Digital Lending Library

The GYPSD Digital Lending Library (DLL) has sparked excitement and induced engagement amongst students and teachers alike throughout our Division. The library boasts a variety of coding and robotics tools, 360 degree cameras, Virtual Reality Goggles, 3D printers, quadcopters, Chromebooks and ipads, just to name a few.

The Digital Lending Library was made possible by the 2017-2018 Classroom Improvement Fund (CIF) Grant, of which \$178,000.00 was designated for the creation of a central repository of digital tools that schools can borrow. The DLL is featured on the GYPSD website under Educational Technology, where teachers can book technology tools and training for use in their classroom to support curricular objectives.

Every school in the Division has accessed the Digital Lending Library in some capacity during the 2017-2018 school year. This year, with the help of these tools approximately:

- 800 students have had access to introductory robotics education
- 600 students have been provided with coding experience
- 300 students have benefitted from the makerspace tools available
- 1000 students have explored new digital tools with their teacher
- Nine schools have used the Google Expeditions Virtual Reality Kit to provide virtual field trips to locations studied in class

The 2018-2019 school year will see the addition of a MakerSpace classroom at HLSC, which is fully funded from the 2017-2018 CIF Grant. Maker Pedagogy is an approach that utilizes the principles of ethical hacking (deconstructing existing technology for the purpose of creating

knowledge), adapting (the freedom to use a technology for new purposes), designing (selecting components and ideas to solve problems), and creating (archiving contextual knowledge obtained through engaging in the process of making) as part of an overall way of working and learning (Bullock, 2014). The MakerSpace room will provide a unique environment for students and teachers to create, design, problem solve, learn and grow together. In order to maintain the integrity of the program, \$15,000.00 per year has been allocated to replenish supplies and purchase new tools as they are required.

PowerSchool Online Registration

Grande Yellowhead has moved to an online registration system that will allow parents and guardians to register their child using a secure digital interface. The Online Registration system is designed to remove inefficiencies related to paper based registration, increase data accuracy and improve security of student data all while improving communication between home and school.

The system will allow staff to collect and store a variety of documents digitally, without ever printing a form. Students will no longer be required to bring home several forms for parental signature at the beginning of each year, Instead, forms will be included in the online registration and parents will digitally sign and submit these forms to the school. Not only will this increase security and save valuable resources, staff will now have the ability to run reports detailing which students have returned forms without the hassle previously related to form tracking. In addition, a link is provided on the Online Registration form to the KEV program where families will have the ability to pay for fees online.

The “New Student Registration” form will be open to all families new to GYPSD who wish to enrol their child in our Division on June 1, 2018.

The “Returning Student” form will open on August 1, 2018 for all returning families.

The Technology Team is now in the process of working with the Transportation Team to integrate the process of transportation registration for families. The new software will have geographical logic that will allow the system to look at a students’ address and automatically determine if families are eligible or ineligible to ride the school bus. Completion of this project is expected in November 2018.

ESC/HLSC Equipment Replacement

The GYPSD evergreening schedule dictates that desktop computers are replaced on a cycle of every 6 years. Desktop computers at ESC/HLSC were last replaced in the 2011/12 school year. Computers in both locations were showing age and quickly becoming outdated and unable to handle many software applications.

The Technology Team replaced a total of 51 desktop computers between the two locations during the week of May 7-11, 2018. A total of 40 units were replaced at ESC and 11 at HLSC. Enhancements included faster processing speed, increased RAM and larger monitors.

Conclusion:

The GYPSD Technology Team continues to innovate, collaborate and research relevant technology with a strong focus on pedagogy to ensure staff and students access optimal learning environments at all times.