

The Regular Meeting of the Board of Trustees of Pembina Hills Public Schools was held on April 4, 2019 at the Regional Services Office. In attendance were Trustees J. Carson, J. Comeau, J. Lefebvre, K. McElroy, W. Scinski and J. Tuininga. Also in attendance were Superintendent D. Garbutt and Secretary Treasurer T. Meunier.

- Call to Order Chair Tuininga called the meeting to order at 9:30 a.m.
- Acknowledgement Statement Chair Tuininga recited the acknowledgement statement from Administrative Procedure 60-20 Honoring First Nations, Métis and Inuit Culture.
- Amendments to the Agenda The following amendments were made to the Agenda:
 Committee Meetings attended from March 20, 2019 – April 3, 2019:
 Delete:
 2) École Barrhead Elementary School Council
 4) Jody Carrington – Relationships Know No Hierarchy
 Add:
 Westlock & District Health Advisory Council
- Adopting the Agenda – April 4, 2019 7470/04/19 Moved by Trustee Lefebvre that the agenda be adopted as submitted and amended. Carried
- Adopting the Minutes – March 20, 2019 7471/04/19 Moved by Trustee Scinski that the Minutes of the Regular Meeting of the Board of Trustees of Pembina Hills Regional Division No. 7 held on March 20, 2019 be adopted as circulated. Carried
- NEW BUSINESS
- 2019-2022 Three Year Education Plan - Priorities Assistant Superintendent of Education Services Mark Thiesen presented PHPS priorities of the Three-Year Education Plan, highlighting the following:
- Review of the education planning cycle and where the Division is at in the cycle
 - Review of the terms of the Foundation Statements as found in Policy 1, noting the mandate, purpose, mission, and motto are key elements of the Education Plan – they are the framework of principles that guide decision making
 - The value statements in the Education Plan are the bridge from policy to plan – they too are part of the framework of principles to guide decision making
 - Review of Alberta Education required terms – outcomes (goals), measures and strategies
 - o The Division has adopted an additional term to align our local focus – Priorities
 - o Priorities are areas that we have decided are most important to attend to, based on local analysis
 - o Priorities provide the bridge to Alberta Education Outcomes
 - No recommended changes to mandate, purpose or motto
 - Review of the strategy analysis matrix – low impact or temporary; high impact & enduring; high cost/effort; low cost/effort
 - Priorities recommended are:
 - o Planning for Diversity
Teaching our diverse student population requires strategic and purposeful inclusion
 - o Mental Health
The overall wellness of a learning community is the catalyst to the positive relationships necessary to develop resilient and confident students
 - o Literacy and Numeracy
Literacy and Numeracy are critical for Student Achievement in all areas of the curriculum
 - o Support for Professional Practice
An effective and collaborative staff is a foundation for achievement and for implementing changing expectations (such as but not limited to the Teacher Quality Standards, new curriculum, inclusive practices, and or concept based instruction)
- 7472/04/19 Moved by Trustee McElroy that the Board approve the 2019-2022 Education Plan priorities, as presented.

Carried

2019-2022 Three Year Education Plan – Strategies Assistant Superintendent of Education Services Mark Thiesen presented PHPS strategies of the Three-Year Education Plan. Due to the uncertainty of the provincial budget, the strategies as a result of focused supports were shown separately from the strategies not funded by the co-op pool operating reserve.

7473/04/19 Moved by Trustee Carson that the Board approve the 2019-2020 Education Plan strategies, as presented, postponing strategies funded by focused supports.

Carried

NEW BUSINESS

Swan Hills –
Early Learning
Program
(S-PREP)

Principal of Early Learning Programs Shirley Craig provided an overview of the proposed Early Learning Program at Swan Hills School, including the following:

The Swan Hills area preschool children have been served by the Swan Hills Preschool Society currently, and in the past.

In May of 2018, the Swan Hills Preschool Society President approached the Swan Hills School Principal, Slade Sekulich, and Principal of Early Learning, Shirley Craig, to inquire about the possibility of having the school/ division assume responsibility of the program.

The Swan Hills Preschool Society President wrote a letter to Mark Thiesen, Assistant Superintendent, on May 30, 2018. The letter cited difficulties continuing operations due to the substantial reliance on parent involvement and volunteerism required in the form of parent helpers, parent board members and fundraising. Mr. Thiesen responded to the letter and stated that Pembina Hills would investigate the possibility for the 2019 – 2020 school year.

Slade Sekulich and Shirley Craig met in January 2019 to discuss the possibilities of the school and/or Early Learning of Pembina Hills assuming the role of providing an Early Learning program at Swan Hills School.

In February 2019, Slade Sekulich and Shirley Craig met again to discuss enrollments, registration, fees, staffing, and bussing. Current and projected enrollments indicate some children who will qualify for PUF or Mild Moderate funding. Two different proposals are brought forward for consideration.

In March 2019, the Swan Hills Preschool Society voted to dissolve the Society at the end of June 2019 citing the reasons listed above.

Situation A: When there is a ‘critical mass’ of children for the program

The optimal proposal is to establish a school based Early Learning Program at Swan Hills School after the model of the existing School Based Early Learning Programs in Westlock Elementary School, Barrhead Elementary School, Pembina North Community School and Eleanor Hall School.

Like these programs, funded children (PUF and Mild Moderate) would receive services at the school site, and “typical” unfunded children could register and pay fees aligned with fees charged for typical children in the other School Based Early Learning programs.

The teacher and program assistant(s) for the Swan Hills Early Learning Program would be staffed through the Pembina Hills Early Learning department. Funding and fees would flow through the Early Learning operating budget to support the program.

The Swan Hills Early Learning Program would run on Tuesday to Thursday with ½ day programming. If numbers of registrants warranted an additional class, then Tuesday to Thursday ½ day programming would occur in the afternoon as well. The program would run on a similar calendar to the other Pembina Hills Early Learning sites (Family Oriented Programs - FOPs, etc.)

- The principal has consulted with the Swan Hills School Council and has its full support.
- The principal has consulted with school staff and has their full support.
- The proposal does not conflict or contravene the School Act or Child Care Licensing regulations.

This program would emulate the Early Learning programs established in other Pembina Hills Public Schools and will therefore benefit children and families with the same advantages demonstrated by those programs (implementation of the Early Learning Curriculum Framework, potential for consolidated services, early interventions, socialization, preparation for learning, professional learning opportunities, etc.)

Situation B: When there is less than a ‘critical mass’ of children for the program

If enrollments did not reach a critical mass of PUF or Mild Moderate funded levels, Swan Hills School would assume the primary responsibility for facilitating the program. The principal of Swan Hills School would collaborate and receive guidance and support from the Early Learning Principal and/or Early Learning Teacher but would not have an Early Learning teacher directly assigned to the program. Funding and fees would flow through Swan Hills School’s operating budget to support the program.

The Swan Hills Early Learning Program would run on Tuesday and Thursday mornings parallel to the kindergarten class. The needs of the K-6 students will be filled prior to determining the scheduling of the Early Learning program.

The kindergarten curriculum focuses on seven key areas of development:

- Early Literacy
- Early Numeracy
- Citizenship and Identity
- Environment and Community Awareness
- Personal and Social Responsibility
- Physical Skills and Well-being
- Creative Expression

The kindergarten classroom has a program assistant supporting student learning and programming in Swan Hills. The play based learning of the classroom environment can accommodate the preschool children two times per week should enrollment in preschool not warrant a stand-alone program.

In moving toward, the establishment of an Early Childhood Services Program in Swan Hills, we can continue to meet the needs of both preschool aged children and kindergarten students as well. St. Mary School in Westlock runs a Pre-K/K program much like what is being proposed in Option B.

Adopting the Early Learning Curriculum Framework would also ensure that the needs of our Pre-K students are being met. There are numerous parallels in vision and philosophy between the Early Learning Curriculum Framework and the kindergarten curriculum making the pairing of these two groups a natural fit.

- The principal has consulted with the Swan Hills School Council and has its full support.
- The principal has consulted with school staff and has their full support.
- The proposal does not conflict or contravene the School Act or Child Care Licensing regulations.

7474/04/19

Moved by Trustee Comeau that the Board establish a School Based Early Learning Program at Swan Hills School, under the administration of the Early Learning Principal, with the support of the Swan Hills School Principal.

Carried

2019-2020
Co-op Pool

The Co-op Pool is a central pool, funded by instructional funding plus interest earned from division-held operating reserves.

All schools within the geographic area of Pembina Hills Public Schools participate in the Co-op Pool.

The Co-op Pool funds identified common services to achieve efficiencies. It also acts as a risk management pool for those risks/uncertainties that all schools face, but if faced individually would have a detrimental effect on their ability to operate.

Operating surpluses from the Co-op Pool are placed in a designated reserve fund. Operating deficits are funded by the designated reserve. Recommendations regarding the planned use of the Co-op Pool operating reserve are made by principals, as part of the annual spring planning cycle.

In the past, the Board has approved withdrawal from operating reserves for identified focused supports for schools – centrally funded coordinators, discretionary release time for priority areas, mentor program assistants, services that support Response to Intervention (RTI), career expo, and the junior high reading program – approximately \$531,500.

Funding levels for 2019-2020 are not known at this time due to the provincial budget not being released. Therefore, it is recommended that the Board defer a decision on focused supports for 2019-2020, until the outcome of the provincial budget is known.

Attached is the recommended 2019-2020 Co-op Pool summary of net revenues, expenses and requirement. The net requirement of the Pool, \$2,135,505 remains at the same level as the past 2 years. Principals of community schools supported this recommendation during their 2019 planning sessions.

Adoption is required at this time in order to determine an allotment formula for schools to begin their planning for the next school year.

7475/04/19

Moved by Trustee McElroy that the Board approve the 2019-2020 Co-op Pool budget as presented and recommended.

Carried

2019-2020
Allocation
Formula

The Board allocates financial resources to schools and service areas to enable them to develop their individual site budgets for consideration of the Board on June 26, 2019.

Funding levels for 2019-2020 are not known at this time due to the provincial budget not being released. However, schools need to begin their planning in April in order to develop education plans and budgets. April 12, 2019 is designated as a school planning day for 2019-2020.

Therefore, the 2019-2020 allocation formula is developed assuming the same funding rates as 2018-2019, applied to the projected enrolments that schools have forecasted. If funding is projected to change substantially as a result of the provincial budget, an amendment to the allocation formula may be necessary.

Although the Division is projecting the same funding rates, financial resources are projected to decrease due to the following:

- Decline in inclusive education funding due to the reduction of the number of priority students at Vista Virtual School - \$470,000
- Projected enrolment decline at schools within the geographic area of Pembina Hills Public Schools - \$230,000

In order to maintain supports for the students with the highest needs, it is recommended that the unallocated Co-op Pool/Vista Virtual School contingency reserve of \$497,206 be utilized to subsidize the Response to Intervention (RTI) pool. This will enable the pool to be maintained at \$3.3 million. Given existing funding rates, there will continue to be a \$1.9 million projected shortfall in inclusive education funding.

In 2017-2018, the Board revamped the allocation formula to include an FTE allocation for Principals/Associate Principals, an equalization allocation, a response to intervention (RTI), and a per student allotment. The admin allocation represents approximately 5% of the funds available for distribution; the equalization allocation represents 3%; the RTI allocation represents 12%; and the per student allotment represents 80%.

During the 2019 planning sessions, Principals of community schools agreed with the recommendation to move the equalization allocation towards more of a pure equalization model.

Therefore, the recommended allocation formula contains five parts:

- Principal/Associate Principal FTE allocation - putting emphasis on the need for Principals to dedicate specific time to lead Division priorities (approximately 5% of the funds available for distribution).
- Block allocation – for small schools and colony schools, recognizing that the per student allotment is not sufficient for these schools, given their enrolment and number of divisions taught (approximately 1% of the funds available for distribution).
- Equalization allocation - intended to help balance the funding allocation to

schools for things that are not within the control of the school (approximately 2% of the funds available for distribution). To access these funds, schools will do their best effort to balance their operating budget within the allotted funds. If there is a shortfall, school will utilize their operating reserve, to the optimal range identified by Alberta Education (1% - 5%). If a shortfall remains, the Principal will contact the Superintendent for review. The Superintendent will report to the Board on how the allocation was provided to schools at the Board meeting following the decision.

- Response to intervention (RTI) distribution – allotment to schools for additional costs associated with Tier 2 and 3 students (PHPS level 3-6) (approximately 12% of the funds available for distribution).
- Per student allotments (approximately 80% of the funds available for distribution) – students in Kindergarten – Grade 3 receive 28.85% more funding to address class sizes; high schools will receive per student funding at the greater of 37 CEU's or their weighted CEU average under high school redesign

The recommended 2019-2020 per student allotment is \$24/student more due to utilizing the entire amount of the unallocated Co-op Pool/Vista Virtual School contingency reserve of \$497,206. However, the total distribution will decrease approximately \$204,000 considering the projected enrolment decline.

7476/04/19

Moved by Trustee Carson that the Board adopt the 2019-2020 Allocation Formula as presented and recommended.

Carried

2019-2020
Allocation
Formula – School
Fees Reduction
Grant

The enactment of Bill 1: An Act to Reduce School Fees in 2017 resulted in no Alberta family being required to pay mandatory instructional material fees. In addition, boards were unable to charge fees to transport eligible students traveling to their designated school. The latter did not apply to schools in the Division.

To compensate for the lost revenue, it is assumed that the province will continue to provide jurisdictions with a school fees reduction grant, equivalent to the amount recorded in the 2015-2016 audited financial statements.

Normally, the allocation formula would be recommended following the release of the provincial budget. However, given it is likely that a provincial budget will not be available until May, and schools will begin their planning in April, it is recommended that the Board consider adopting an allocation formula at the April 4, 2019 Regular Board Meeting.

Should a School Fees Reduction Grant not be available under the provincial budget, school budgets will need to adjust for the shortfall.

In 2018-2019, Pembina Hills Public Schools received a grant of \$405,651 under this program. It is recommended that the allocation formula remain the same for 2019-2020:

- school enrolment x former mandatory instructional material fee rate x 94%

7477/04/19

Moved by Trustee Lefebvre that the Board adopt the allocation formula for the school fees reduction grant as presented and recommended.

Carried

INFORMATION ITEMS

The following information items were presented:

- 2019-03 Alberta School Employee Benefit Plan (ASEBP) Trustee Report
- 2019-03-11 letter from Minister Eggen re: over 45 CEU cap
- The number of recipients of the PHPS relocation incentive as of March 13, 2019
- 2019-03 Yellowhead Regional Library Board Meeting Highlights

COMMITTEE MEETINGS ATTENDED

Committee Meetings attended from March 20, 2019 – April 3, 2019 (20 minutes)

- 1) Think Indigenous International Education (TIEC) Conference
- 2) Eleanor Hall School Council
- 3) Westlock & District Health Advisory Council

- Recess
7478/04/19
- Moved by Trustee Scinski that the meeting recess until 12:30 p.m.
- Chair Tuininga called the meeting back to order at 12:45 p.m.
- Carried
- In Camera Session
7479/04/19
12:45 p.m.
- Moved by Trustee McElroy that the meeting convene as an In Camera Session to discuss land, labour, legal matters.
- Carried
- 7480/04/19
1:03 p.m.
- Moved by Trustee Scinski that the meeting reconvene as a Regular Meeting.
- Carried
- Transportation
Services
Assurance Report
- Director of Transportation Shantelle Haitel presented the 2018-2019 Transportation Services Assurance Report, highlighting the following areas:
- Alignment to Education Plan Mission Statement – Goal: transport students to and from school on a daily basis while ensuring the safety of those students in a caring, responsible and structured environment
 - Strategies for Commercial Fleet Safety – to be compliant with Pembina Hills Public Schools (PHPS) Safety and Maintenance plan, Alberta’s Commercial Vehicle Safety Regulation, and the National Safety Code
 - All drivers who operate PHPS’ commercial regulated vehicles must have a driver’s file at the transportation office. This file must include:
 - The driver’s completed application form for employment, with employment history for at least the preceding 3 years
 - A copy of the driver’s abstract within 30 days of hire, and then annual abstracts following
 - A record of the driver’s convictions of safety laws relating to the operation of a motor vehicle in the current year and preceding 4 years
 - A record of any administrative penalty imposed on the driver
 - A record of all reportable collisions involving a motor vehicle operated by the driver
 - A record of all training taken by the driver in relation to the operation of a vehicle and compliance with safety laws
 - A copy of any training certificate issued to the driver
 - Monthly hours of service logs
 - All PHPS’ commercial regulated vehicles must have a vehicle file at the transportation office. This file must include:
 - Identification for each vehicle
 - Make and year of manufacture of the vehicle
 - Record of inspection of the vehicle and nature of work performed on the vehicle
 - Records of routing maintenance and lubrication performed on vehicle
 - Copy of semi-annual CVIP inspections
 - Copy of trip inspection reports without defects for the last 6 months
 - Copy of trip inspection reports with defects for the current calendar year and the 4 calendar years immediately preceding
 - Key Activities and Successes
 - Buses travel 10,331 regular route kilometres per day
 - Transport 2,639 students on our regular routes daily
 - Average distance between our student residences and school of attendance is 17.04 kms
 - 13.7% of our students’ one-way bus ride is more than 1 hour
 - Average amount of time that students ride our buses one way is 34 minutes, which is exactly the same as the Provincial average
 - Public Bus Safety Awareness
 - Continue to distribute our coffee sleeves in local businesses to encourage ongoing awareness concerning “Reds Flashing, No Passing”
 - Place information flyers in the registries offices in hopes of attracting the attention of drivers when they visit registries for various reasons
 - The PHPS communications department has helped us by highlighting bus safety awareness via our social media pages – including posting the videos created by the STAA
 - Student Bus Safety Awareness
 - “Safely on Board” was hired once again to conduct bus ridership programs in all of our schools
 - In the larger schools, the program was presented to students in the early

- education programs, kindergarten, and grades 2, 4, 6, & 8
- In smaller schools the program was offered to all ages
- In addition to this program, the students who regularly ride the bus must participate in two bus evacuations annually – 1 split door & 1 rear door evacuation
- Professional Development (PD) for Bus Drivers
 - Start up PD Session held in August, one week before school starts
 - Keynote Speaker: Shane Lynch from the Centre for Autism Services Alberta
 - Reviewed why students use problem behavior
 - Overview of basic support strategies
 - Two first aid courses were offered during this school year
 - Three S Endorsement courses were offered this school year
- Professional Development for Shop and Office Staff
 - Tire re-tread plant tour
 - Learned how tires are re-treaded
 - Learned how the company ensures that quality and safety is upheld
 - Freightliner Factory tour
 - Was able to see how our bus chassis are built from the engine up
 - Thomas Factory Tour
 - Was able to see how the rest of the bus gets built!
- Challenges
 - Driver Shortage
 - Many regular drivers on leave for various reasons
 - As soon as we can get people trained, they are on full time routes
 - MELT Implementation
- Strategic Plan/Goals
 - Continued driver education
 - WHMIS
 - Occupational Health & Safety
 - Implementation of Electronic Logs
 - Already mandated in the USA
 - Will be mandated for Federal carriers in Canada shortly
 - Only a matter of time before they will be mandated for Provincial carriers
 - More cost effective

7481/04/19	Moved by Trustee Comeau that the Board acknowledge receipt of the Transportation Services Assurance Report for information purposes.	Carried
In Camera Session 7482/04/19 2:00 p.m.	Moved by Trustee McElroy that the meeting convene as an In Camera Session to discuss land, labour, legal matters. Trustee Comeau left the meeting during the in camera session at 3:54 p.m. Superintendent Garbutt and Secretary Treasurer Meunier left the meeting during the in camera session at 4:14 p.m., returning at 4:25 p.m.	Carried
7483/04/19 4:26 p.m.	Moved by Trustee Lefebvre that the meeting reconvene as a Regular Meeting.	Carried
Adjournment 4:27 p.m.	Chair Tuininga declared the meeting adjourned at 4:27 p.m.	

 Board Chair

 Secretary Treasurer