



Public Board Meeting AGENDA

Wednesday, October 9, 2019

1:00 PM

Central Services Board Room

4747 53 Street

Red Deer, AB

Vision: A culture of respect, inclusion, caring and excellence, where every student succeeds.

Mission: Striving for excellence by inspiring learning and nurturing hope in every student.

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Public Board Meeting

Minutes

Date: Wednesday, September 11, 2019

Time: 1:02 PM

Trustees

Nicole Buchanan, Chair
Laurette Woodward, Vice Chair
Bill Christie, Trustee
Dianne Macaulay, Trustee
Bev Manning, Trustee
Bill Stuebing, Trustee
Cathy Peacocke, Trustee

Senior Administration

Stu Henry, Superintendent of Schools
Bruce Buruma, Corporate Secretary
Colin Cairney, Corporate Treasurer
Ron Eberts, Associate Superintendent
Chad Erickson, Associate Superintendent
Nicola Golby, Associate Superintendent
Rob Moltzahn, Associate Superintendent
Della Ruston, Associate Superintendent

Call to Order

The public meeting of the Board of Trustees was called to order at 12:04 p.m..

Motion to Meet in Private

Moved By: Dianne Macaulay, Trustee

THAT the Board meet in private, the time being 12:04 p.m..

Carried

Revert to Public Meeting

The meeting reverted to a public meeting, the time being 1:02 p.m..

O Canada

O Canada was sung.

Land Acknowledgement

The land recognition statement recognizing Treaty 6 and Treaty 7 territory was read by Chair Buchanan.

Approval of Minutes

Moved By: Cathy Peacocke, Trustee

THAT the minutes for Board Meeting June 12, 2019 be adopted as amended.

Carried

Approval of Agenda

Moved By: Bill Stuebing, Trustee

THAT the agenda for Board Meeting September 11, 2019 be approved.

Carried

Governance Agenda

9.1 Enrolment Summary Report

Student Enrolment at the end of June 2019 was 11,068 students.

Moved By: Bill Christie, Trustee

THAT the Board of Trustees accept the Enrolment Summary Report for ending June 30, 2019 as information.

Carried

9.2 Satisfaction Surveys for 2018-2019

Associate Superintendent Eberts shared results of the Division and Alberta Education satisfaction surveys completed by students, parents and staff during the 2018/19 school year. Each year the Division determines measures for the outcomes and strategies within our Education Plan and its focus on Division priority areas of Literacy & Numeracy, Equity, and Student Success & Completion. Satisfaction surveys are one of the tools we utilize to gather data for these measures. Results from the surveys are used to support the Divisions planning and are included in results reporting. Further, results are provided to each individual school for use in school-based planning and results reports.

Moved By: Bev Manning, Trustee

THAT the Board of Trustees receive the results of the 2018-2019 Division Satisfaction Surveys and the 2018-2019 Alberta Education Accountability Pillar Surveys as information.

Carried

9.3 Changes to Bank Signing Authority

As a result of changes from the Board Organizational Meeting held on June 12, 2019, it was necessary to change banking documents to reflect the new appointment of the Board Chair, Nicole Buchanan and Vice Chair, Laurette Woodward.

Moved By: Bill Christie, Trustee

THAT the Board of Trustees approve the Banking resolution regarding signing authorities for the Board's general account.

Carried

Moved By: Bill Christie, Trustee

THAT the Board of Trustees approve the Banking resolution regarding signing authorities for the Board's US dollar account.

Carried

Moved By: Bill Christie, Trustee

THAT the Board of Trustees approve the Banking resolution regarding signing authorities for the Board's Scholarship Trust account.

Carried

9.4 Summer Facility Improvements

Associate Superintendent Ruston reported on the summer work for maintenance staff with the completion of numerous work orders. Many of these were Infrastructure Maintenance and Renewal (IMR) projects. Staff also assisted with helping to ensure the readiness of the new West Park Middle School for occupancy by the end of August and the moving of millwork and furniture from the old West Park Middle School to the replacement school.

Projects included work on heating and ventilation systems. Solenoids, pumps, valves, furnace motors, etc. were replaced. Plumbing system upgrades included bathroom conversions and the updating of older fixtures allowing for more LED lighting. Flooring, ceiling tiles, and millwork were replaced in several schools and some gymnasium floors were refurbished according to a needs assessment. Other projects included the replacement of a fire alarm panel, kindergarten room renovation, air quality and mold testing, fencing, and washroom conversions.

Moved By: Bill Stuebing, Trustee

THAT the Board of Trustees accepts the Summer Facility Improvements Report for September 2019 as information.

Carried

9.5 Staffing Report

Associate Superintendent Moltzahn provided an overview of staffing information for the past three years including total employees, teaching FTEs, and the number of Educational Assistants. Additional Human Resources information was also shared with the Board.

Moved By: Laurette Woodward, Vice Chair

THAT the Board of Trustees accept the Staffing Report as information.

Carried

9.6 Lindsay Thurber Comprehensive High School Field Study Trip to Japan August 2020

The Board of Trustees reviewed a field study request for students from Lindsay Thurber Comprehensive High School to travel to Japan from July 10 - 23, 2021. Superintendent Henry confirmed that these were the decided on dates of travel. The trip purpose is to apply the Japanese language the students have learned in class to real life situations in Japan. As well as, host a Japanese student in Canada during the summer of 2020.

Moved By: Bill Stuebing, Trustee

THAT the Board of Trustees approve the Lindsay Thurber Comprehensive High School trip to Japan from July 10 - 23, 2021.

Carried

9.7 PBSAA Report

Chair Buchanan provided a PSBAA report along with a highlights report provided by Executive Director Brian Callaghan.

A Student Voice Program will run concurrently with our Fall Events. As the grant money from the former government for the Student Voice Program has run its course, Council members passed a motion at the August PSBC meeting to allocate funding from unrestricted reserves as seed money, in order to support the continuation of this program.

Trustees discussed the Ministerial Order that requires the changing of the legal name "Red Deer Public School District No. 104" to "Red Deer School Division".

Moved By: Bill Stuebing, Trustee

THAT the Board of Trustees authorize Chair and Vice Chair to take appropriate action to defend the legal naming of the jurisdiction to maintain our Public School identity as discussed at the September 11, 2019 meeting and keep the Board advice of those actions.

Carried

Moved By: Bev Manning, Trustee

THAT Red Deer Public Schools continue to brand themselves as Red Deer Public Schools.

Carried

Moved By: Laurette Woodward, Trustee

THAT Red Deer Public Schools naming and branding be sent to Advocacy Committee for discussion of recommendations.

Carried

9.8 2019-20 Trustee Work Plan

Trustees reviewed and approved their Annual Work Plan, with amendments. The document includes agenda topics for Board meetings.

Moved By: Bev Manning, Trustee

THAT Board of Trustee accepts the amended 2019-20 Trustee Work Plan as information.

Carried

9.9 Changes to Administrative Procedures

Trustees reviewed changes to Administrative Procedure 422, 422 – Appendix A, 430, 432, 432 – Appendix. These changes were made to reflect the changes made to the Teachers and Leadership Quality Standard.

Moved By: Bev Manning, Trustee

THAT the Board of Trustees receive the changes to Admin Procedures as information.

Carried

9.10 Board Policy Review

Trustees reviewed Board Policy #1 – Foundational Statements. Discussion resulted in a request for Superintendent Henry to draft suggested changes for the review of the policy at a future board meeting.

Moved By: Bev Manning, Trustee

THAT the Board of Trustees receive the Board Policy review of Policy #1 as information and refer to Superintendent Henry with reflective changes for review.

Carried

9.11 Statement of Pecuniary Interest

Corporate Secretary Buruma provided Trustees with a copy of the Education Act that outlines situations in which a trustee may be in a conflict of interest. These are limited to matters of pecuniary interest and are aligned in the Act.

Matters of particular relevance to trustees are as follows:

- The pecuniary interest of the spouse (or adult interdependent partner) are the pecuniary interest of the trustee
- Trustees must declare any pecuniary interest in the matter before the Board, must absent themselves from any discussion surrounding the issue, and must not vote on such issues
- Trustees must file a statement of pecuniary interest with the Corporate Secretary of the Board and then report to the Board.

Trustees will prepare a Statement of Pecuniary Interest as per the attached form and return it to the Corporate Secretary by September 15, 2019. A report of pecuniary interests of members of the Board of Trustees will be compiled and copies of the list provided to all Trustees of the Board and key officials and employees of the Board as needed.

Moved By: Laurette Woodward, Vice Chair

THAT the Board of Trustees receive the Statement of Pecuniary Interest as information.

Carried

9.12 Superintendent's Report

Superintendent Stu Henry highlighted a number of activities he was involved in during the months of June, July, August and September.

Moved By: Bill Stuebing, Trustee

THAT the Board of Trustees accepts the Superintendent's Report as information.

Carried

9.13 Board Chair's Report

Chair Buchanan provided highlights of a number of activities and events she was involved in during the months of June, July, August and September.

Moved By: Laurette Woodward, Vice Chair

THAT the Board of Trustees accepts the Board Chair's Report as information.

Carried

9.14 Magic Square

Trustee Christie presented the Magic Square demonstration.

Moved By: Laurette Woodward, Vice Chair

THAT the Board of Trustees accepts the presentation on the Magic Square as information.

Carried

Adjournment

Chair Buchanan declared the meeting adjournment at 3:03 p.m..

Chair

Corporate Treasurer

Board Agenda Item



Topic: Aspen Heights – MicroSociety Recognition

Presenter: Bruce Buruma
Meeting Date: October 9, 2019

Background

Aspen Heights Elementary School has once again received Four Stars Excellence Award from MicroSociety International, the highest recognition of excellence awarded.

In addition, teachers Melisa McIntosh and Sian Milner were recognized as outstanding facilitators. Allan Baile received the HEART Award for his commitment to the continual growth of his school's MicroSociety; and six students — Gemma Gould, Raylin Jones, Addyson Higgins, Fatama Fadlalah, Stephanie Paje, and Brielle Brattston — were awarded for student leadership for their initiatives to care for the natural environment to the benefit of their school and surrounding community.

MicroSociety International created its STAR System to recognize member schools/programs that demonstrate a high commitment to academic standards, student empowerment and leadership, innovation and community engagement. Results are compiled from a lengthy survey, telephone interviews and on-site observations and assessment. Acknowledged by peers, parents and students for their exemplary contributions to the field of innovative education, STAR schools are recognized and celebrated at the MicroSociety Conference annually.

Aspen Heights stands as a beacon of leadership and accomplishment for Red Deer Public Schools and has established an international reputation. Congratulations to Aspen Heights for creating a learning environment that motivates students to learn by engaging them in the connections between the classroom and real life.

Quality Indicators:

Communications and Community Relations:

QI 9.7 Improves the District's public image.

Recommendation:

The Superintendent of Schools recommends that Aspen Heights Elementary, their staff and students be recognized for exemplary leadership and accomplishments for its MicroSociety Program.

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Topic: Enrolment Summary Report

Presenter: Ron Eberts
Meeting Date: October 9, 2019

Background

The enrolment summary for September 30, 2019 is provided as information.

Recommendation:

The Superintendent of Schools recommends that the Board of Trustees accepts the enrolment Summary Report for September 30, 2019 as information.

RED DEER PUBLIC SCHOOL DISTRICT #104

ENROLMENT - September, 2019

	PreK	ECS	1	2	3	4	5	6	7	8	9	10	11	12	CCE*	FTE	TOTAL
36 A.L. GAETZ		31	42	43	41	50	54									245.5	261
47 ASPEN HEIGHTS		42	48	42	35	33	32									211.0	232
34 BARRIE WILSON - Eng.		59	53	56	75	53	54									320.5	350
34 BARRIE WILSON - F.I.		34	33	30	38	33	28									179.0	196
44 DON CAMPBELL		76	78	88	58	73	48									383.0	421
49 ESCUELA VISTA GRANDE - S.B.		38	42	34	30	33	23	8	11							200.0	219
40 FAIRVIEW	30	26	38	21	29	45	30									191.0	219
42 G.W. SMITH	31	33	41	41	43	51	51									259.0	291
43 JOSEPH WELSH	29	37	41	41	57	57	43									272.0	305
54 MATTIE MCCULLOUGH	16	74	62	79	74	77	79									416.0	461
45 MOUNTVIEW - Eng.		29	31	37	25	25	33									165.5	180
45 MOUNTVIEW - F.I.		32	41	40	42	25	30									194.0	210
48 ORIOLE PARK - Eng.		39	37	35	37	45	32									205.5	225
48 ORIOLE PARK - F.I.		35	29	30	21	22	30									149.5	167
52 WEST PARK ELEM.	30	47	40	57	52	45	46									278.5	317
32 G.H. DAWE	29	27	42	41	36	38	42	47	41	34						349.0	377
69 GLENDALE		22	45	45	34	41	47	56	62	49						390.0	401
55 NORMANDEAU	32	33	35	40	34	41	45	61	70	59						417.5	450
137 GATEWAY CHRISTIAN SCHOOL		72	74	77	73	76	80	83	82	60				1	160	642.0	678
62 C.M.S. - Eng.								123	102	111						336.0	336
62 C.M.S. - F.I.								73	90	88						251.0	251
65 EASTVIEW								188	195	214						597.0	597
68 W.M.S.								183	181	165						529.0	529
75 L.T.C.H.S. - Eng.											377	358	388	490		1613.0	1613
75 L.T.C.H.S. - F.I.											69	75	62	48		254.0	254
90 H.H.H.S.											353	308	370	366		1397.0	1397
30 NORTH COTTAGE												3	8	10		21.0	21
124 HOSPITAL EDUCATION PROG										1		1	4		2	6.0	6
127 DIREWOOD										1		1				2.0	2
128 YOUTH ASSES. CENTRE.										1	1	3	1	1		7.0	7
129 PARKLAND YOUTH HOMES									1	1	1	2	1			6.0	6
131 OSKAYAK TREATMENT CENTRE																0.0	0
133 OUTREACH SCHOOL CENTRE												36	46	94	68	176.0	176
136 QUEST HIGH SCHOOL									2	4	16	17	20	10		69.0	69
132 SCHOOL WITHIN A COLLEGE														5	8	5.0	5
DISTRICT TOTALS	197	786	852	877	834	863	827	822	837	788	817	804	900	1025	230	10737.5	11229

	ENGLISH	FRENCH IMMERSION	SPANISH BILINGUAL	DISTRICT TOTALS	Sept 2018 TOTALS	DIFF
PreK	197	0	0	197	190	7
E.C.S.	647	101	38	786	790	-4
ELEMENTARY	3619	472	162	4253	4206	47
MIDDLE SCHOOLS	2177	251	19	2447	2394	53
SENIOR HIGH	3292	254	0	3546	3538	8
TOTALS - Sep.2019	9932	1078	219	11229	11118	111
TOTALS - Sep.2018	9867	1047	204	11118		

*CCE - Concurrent Enrolments - informational only, not included in the total for the school

Board Agenda Item



Topic: AP&IB Exam Results Board Report – October 2019

Presenter: Nicola Golby
Meeting Date: October 9, 2019

Background

Advanced Placement, offered at Hunting Hills, is a rigorous academic program that provides students with the opportunity to experience post-secondary level studies while they are in high school. Scores on AP exams range from one to five. In 2018/2019, 111 students wrote 172 AP exams in Biology, Calculus, Chemistry, Chinese Language and Culture, English Language and Composition, English Literature and Composition, Physics 1, Physics 2, Psychology, and Studio Art. The mean score was 3.66 out of 5. The global mean last year was 2.74, the Canadian mean was 3.36. 86.5% of the AP students at Hunting Hills received passing marks of 3 or higher on these exams. This is the highest we have had as a school in the last 5 years. 59.9% of the students achieved marks of 4 or 5 on these exams. 40 students received a 5 on this year's exams. The 4s and 5s are the marks that most universities accept in giving credit for university courses.

Last year, HHHS had 2 AP Scholars, 6 AP Scholars with Honors, 5 AP Scholars with Distinction, and 3 National AP Scholars. Some of these students are taking as many as 8 exams while in high school and scoring a 4 or 5 on all of them. This is a remarkable achievement when one considers that these are all university-level exams that they completed in high school.

The International Baccalaureate program, established at Lindsay Thurber over 25 years ago, continues to thrive. The IB program offers an academically challenging school experience designed to better prepare students for post-secondary schooling. The program also offers post-secondary level courses, and students may receive up to a full year of university credit for courses completed at high school. In May, 61 students wrote 139 exams in English and World Literature, Japanese, Spanish, French, Biology, Chemistry, History, Mathematics and Visual Arts. We currently have 10 students in the process of completing the Full IB Diploma. Seven students completed the full diploma in May 2019. The cumulative non-weighted average for the IB exams written by LTCHS students was 4.8 out of a possible score of 7.0. The worldwide average for the same subjects was 4.5. The International Baccalaureate Organization considers scores of 4.5 and above to be commendable.

Quality Indicators:

Educational Leadership

- QI 1.2 The Superintendent identifies trends and issues related to student achievement to inform the Three-Year Planning process, including recommendations for innovative means to improve measurable student achievement.

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Personnel Management

- QI 4.4 Fosters high standards of instruction and professional improvement (Quality Teaching Standard).

Recommendation:

The Superintendent of Schools recommends that the Board of Trustees accepts the AB & IB Exam Results Report as information.

Board Agenda Item



Topic: Technology and Information Services Report

Presenter: Ron Eberts
Meeting Date: October 9, 2019

Background

Periodically, the various departments at Central Services provide the Board of Trustees with a review of projects, initiatives, and activities that support the achievement of goals outlined in the Division's Education Plan. Mr. Ron Eberts will be in attendance to update the Board of Trustees with the progress made in the past twelve months, as well as provide an indication as to the direction the department is moving towards in the future.

Mr. Eberts' presentation will include several topics, categorized under the following Learning and Technology Policy Framework directions:

1. Student-Centred Learning (Technology is used to support student-centred, personalized, authentic learning for all students)
 - a. Division supported instructional software.
 - i. Language Arts:
 1. Raz Kids (19 schools)
 2. Reading A-Z (9 schools)
 - ii. Mathematics
 1. iXL Math (13 schools)
 - iii. General
 1. WeVideo (4112 students with active accounts)
 2. FreshGrade Next (8 schools participating)
 3. Read-Write for Google (Over 500 students)
 - b. Monitoring Learning / Informing Practice through Data & Evidence-Based Reasoning
 - i. Increased use of Dossier product:
 1. Provincial Achievement Test and Diploma Exam results and analysis
 2. Fountas & Pinnell reading level tracking
 3. Mathematics Intervention / Programming Instrument (MIPI) analysis and tracking
 4. English Language Learners Benchmark tracking
 5. Instructional Support Plans (ISP) and Behaviour Support Plans (BSP)
 6. High School "At Risk" identification (Course mark and attendance relation).
 - ii. RDPSPD-Developed modules:
 1. "Accommodations" (Indicator for teacher for students who benefit from a variety of accommodations)

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2. “Transitions” (Indicator for teacher for students who may have specific strategy suggestions/recommendations)
 3. Digital Backpack on PowerSchool. Access to Attendance, Medical Alerts, FOIP, Exception Codes, Transition Plans, Dossier Results, Course Work and High School Completion in a “one-stop-shop”.
2. Research and Innovation (Teachers, administrators and other educational professionals read, review, participate in, share and apply research and evidenced-based practices to sustain and advance innovation in education)
 - a. Three teachers (Fairview, Mountview, Oriole Park) piloted “Chrome Suites” during the 2018-2019 school year. This year we opened the new Westpark Middle School with 100% of classrooms equipped with Chrome Suites, as well as an additional 33 classrooms throughout the division.
 - b. Research: Trevor Pikkert joined the Technology and Information Services team in September, 2018, and quickly took his background and knowledge on the brain and combined it with his expertise in technology, and became the leader in our district for how technology has changed our society and our brains. Mr. Pikkert shared this with schools, and to school councils, through well-received presentations.
 - i. Digital citizenship work at all school levels. Small class presentations and large group presentations while working with principals to find a plan that fits their school.
 - c. Working with Staff to help increase the use of technology FOR learning rather than only a teaching tool. Increasing the use of technology to produce and create rather than just consume.
3. Professional Learning (Teachers, administrators and other educational professionals develop, maintain and apply the knowledge, skills and attributes that enable them to use technology effectively, efficiently and innovatively in support of learning and teaching)
 - a. REdTech Cohort Replacement
 - i. After a year of transition, we are resurrecting the REdTech Cohort model for building teacher capacity with instructional technology. Educational Technology Coordinator, Trevor Pikkert, will be leading this initiative with our first session in late October.
4. Leadership (Education leaders establish policy and governance structures, cultivate innovation and build capacity within the system to leverage technology in support of student-centred learning and system efficiencies)
 - a. We continue to enhance the offerings available through our PowerSchool student information system. Through collaboration with commercial vendors, such as Intellimedia, we have been able to more closely align instructional data available through our Dossier system, with PowerSchool. Teachers and administrators have much more efficient access to student information with minimal navigation.

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- b. With Alberta Education’s implementation of Digital Student Records, by September 2020, we are currently investigating a number of solutions and processes to ensure that we are compliant by the launch date.
- 5. Access, Infrastructure and Digital Learning Environments (All students, teachers, administrators and other educational professionals have access to appropriate devices, reliable infrastructure, high-speed networks and digital learning environments)
 - a. Through the work of our new Network Administrator, wireless frequency surveys were conducted at a majority of our schools, and a number of schools (notably the two high schools) received significant wireless access point upgrades.
 - b. Through our new Technology Refresh schedule, we deployed the following hardware throughout the division:
 - i. 700 - Chromebooks
 - ii. 38 - Chromebases
 - iii. 128 - Computers
 - iv. 137 - Wireless Access Points
 - v. 40 - Wall-Mounted Projectors
 - vi. 37 - 75” Wall-Mounted Displays
 - c. Our Technical Services team started the transition from “on-premise” server technology to “cloud-based” technology. This is a multi-year initiative, and our first year involved primarily reducing our server capacity, and deploying a small number of test servers in the new environment. Work towards this transition will continue throughout the year.

Quality Indicators:

Organizational Management:

- QI 8.2 Effectively manages time and resources.

Leadership Practices:

- QI 10.1 Provides clear direction.
- QI 10.2 Provides effective educational leadership.
- QI 10.6 Demonstrates a high commitment to education and to the needs of students.
- QI 10.7 Empowers others.

Recommendation:

The Superintendent of Schools recommends that the Board of Trustees accepts this report as information.

Board Agenda Item



Topic: Report from Learning Services, Curriculum

Presenter: Nicola Golby
Meeting Date: October 9, 2019

Background

The Learning Services Department supports teaching and learning across the curriculum with a focus on student achievement and the provision of equitable learning opportunities. While there are a number of initiatives currently occurring, the following items may be of particular interest to the Board of Trustees.

Excellence in Instruction

Excellence in instruction is a major focus across the Learning Services department, and it was also the theme for the fall retreat for RDPSD administration. Multiple principals and vice-principals presented ideas and strategies to improve teacher's skills in regard to planning, assessment, and instruction. Follow up from the Learning Services Department will include visits with school administrators to discuss achievement and the analysis of provincial achievement tests and diploma exams. Additionally, Learning Services Coordinators will continue to work in all Red Deer Public Schools to provide professional development and teacher training. Professional development for teachers covers numerous topics, but the majority of presentations center around literacy, numeracy, and achievement in the core subject areas.

Literacy

Elementary and Middle School teachers continue to gather reading benchmarking data on each student to inform instruction. All new teachers will receive training on the Fountas and Pinnell Benchmarking system. As a district, we have improved from 80% of students reading at grade level in June 2018 to 82% of students reading at grade level in June 2019. The most significant improvement in reading skills was observed at the middle school level. While reading continues to be a priority, Learning Services will continue to increase the focus on the writing component of the Language Arts curriculum. In 2019-20, nine elementary schools will be taking part in a K - 5 writing pilot program. Additionally, there will be an increased opportunity for schools to utilize the Highest Level of Achievement Test (HLAT) writing assessment coupled with professional development on collaborative marking to achieve common writing expectations. In addition, all K-5 teachers will be receiving professional development on writing instruction in November 2019 in grade-level cohorts.

Numeracy

Red Deer Public Schools will continue the focus on improving achievement in math during the 2019-20 school year. Strategies for improving math achievement at the elementary level include three professional development sessions, focused on math pedagogy, for each teacher in kindergarten through grade five. Additionally, the Learning Services Numeracy Coordinator will continue to present to staff throughout the year and assist with analyzing data from the MIPI and other school-based assessments. At the middle and high school levels, there will be an increased emphasis on provincial achievement test and diploma exam analysis coupled with

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opportunities for focused collaboration. The focus on effective planning, assessment and instruction will continue district-wide.

High School Collaboration

Red Deer Public High Schools have committed to an initiative on working collectively in the 2019-20 school year to impact high school achievement. Each of the four high school principals has committed collaborative time for departments from each school to work together. A focus will be placed on building relationships, sharing of best practices, and using data to improve achievement.

Early Learning

The focus for early learning will be placed on building common practices to improve learning opportunities in literacy and numeracy. Four sessions are planned for kindergarten teachers. Three sessions will focus on early numeracy skills, and the fourth will focus on effective universal programming for developing oral language. Additionally, the Early Learning Coordinator will meet with schools to discuss programming and best practices to identify and address achievement gaps.

New Curriculum Update

Red Deer Public Schools continues to wait for confirmation from the Alberta Government in regard to the implementation of a new curriculum.

Quality Indicators:

Educational Leadership

- QI 1.2 The Superintendent identifies trends and issues related to student achievement to inform the Three-Year Planning process, including recommendations for innovative means to improve measurable student achievement.
- QI 4.4 Fosters high standards of instruction and professional improvement (Quality Teaching Standard).
- QI 10.2 Provides effective educational leadership.

Recommendation:

The Superintendent of Schools recommends that the Board of Trustees receives this report as information.

Board Agenda Item



Topic: Public Engagement Strategy 2019-20

Presenter: Bruce Buruma

Meeting Date: October 9, 2019

Background

Public engagement has always been a priority for the Board of Trustees in developing the Division Education Plan as well as other strategic directions for the division.

Last year, we utilized this process to develop the values we aspire students to achieve for learning and life.

A generative dialogue among the Board of Trustees, identifying potential focus areas for public engagement, will help provide direction to Senior Administration in developing plans and processes for the 2019-20 school year.

Quality Indicators:

Strategic Planning and Reporting:

- QI 7.1 The three-year planning process involves appropriate stakeholder input and results in high stakeholder satisfaction.
- QI 7.5 The budget and three-year plan are developed according to a timeline which ensures the Board's ability to provide direction, revise priorities and is approved within Alberta Education deadlines.

Recommendation:

The Superintendent of Schools recommends that the Board of Trustees identify specific topics for its public engagement process for the 2019-20 school year.

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Topic: Revision to Board Policy #1

Presenter: Stu Henry
Meeting Date: October 9, 2019

Background

The Board of Trustees will review the proposed changes to Board Policy #1.

Quality Indicators:

Policy/Administrative Procedures

- QI 5.1 Appropriately involves individuals and groups in the administrative procedure development process.
- QI 5.2 Takes leadership in bringing policies to Board for review.
- QI 5.4 Ensures timeliness of policy/administrative procedure revision.
- QI 5.5 Demonstrates a knowledge of and respect for the role of the Board in policy processes.

Recommendation:

The Superintendent of Schools recommends that the Board of Trustee accept the proposed changes to Board Policy #1.

FOUNDATIONAL STATEMENTS

Our Vision

A culture of respect, inclusion, caring and excellence, where every student succeeds.

Our Mission

Striving for excellence by inspiring learning and nurturing hope in every student.

Our Mandate

The Red Deer Public School District is responsible for ensuring our students acquire the knowledge and skills necessary to become self-reliant, responsible, caring and contributing members of society.

Our first obligation is to provide a solid core program consisting of language arts, mathematics, science and social studies. We have a responsibility to provide instructional programs that ensure students have opportunities to meet provincial graduation requirements and become prepared for entry into the workplace or post-secondary studies. We have a further responsibility to ensure that our students understand the rights and responsibilities of citizenship, and have the skills and disposition to pursue learning throughout life.

Core Values

The following core values shall be embraced, honoured and protected by the Red Deer Public School District and shall guide the discussion, decisions and actions of all who work and serve in the District:

1. **Public School Education -**
 - 1.1. We believe that public school education is unique, valuable and distinct.
 - 1.2. Our schools belongs to and benefit our entire community.
 - 1.3. Our schools are inclusive and universally accessible welcoming and celebrating the uniqueness and diversity of every student.
 - 1.4. We play a vitally important role for the long-term well-being of our society.
2. **Inclusion -** We celebrate diversity and ensure that our schools are open and accessible to every student.

3. Democracy - We acknowledge that our schools belong to the community. We believe that they are models of civil democracy, demonstrating the importance of interdependent relationships in developing healthy communities. We practice democratic principles in our actions and decision-making.
4. Local Autonomy - We represent the unique beliefs, values and aspirations of the local community, thus balancing local interests with the direction provided by the provincial government.
5. Integrity - We model integrity, as well as trust and transparency, in our actions.
6. Respect - We demonstrate respect toward all.
7. Care - We care for the needs of others, especially the least advantaged.
8. Service - We display an attitude of service in our interactions with others.
9. Collaboration - We collaborate with one another and with many partners in meeting the needs of students.
10. Commitment to Improvement - We are committed to continuous improvement.

Values for Learning and Life:

We are guiding students through the journey of learning and life with the following values:

- **Respectful**
 - Treating someone, including yourself, with respect means to interact with them in a way that shows you care about their well-being and how they feel. It is important that we see the value in everyone and celebrate our differences.
 - *Throw kindness around like confetti*
- **Curious**
 - Being curious is having an eagerness to learn more, exploring possibilities, and making the whole world your classroom.
 - *Imagine the possibilities.*
- **Responsible**
 - Being responsible means doing what you think is right and always accepting responsibility for your actions.
 - *Doing the right thing, even when no one is looking*
- **Collaborative**
 - Working together allows us to find the best solution to any problem. Collaborating with others is how you create friendships, see things from other perspectives, and come up with bright new ideas.
 - *Together, we can do the impossible*
- **Resilient**
 - Resilient is being able to bounce back from challenges, disappointments or

adversity.

- *Life is tough, so are you.*

- **Healthy**

- Healthy means your mind, body, and spirit all working well together - so you can be the best you.

- *Power your body, brain and soul.*

Beliefs

The Board has adopted the following beliefs:

Beliefs Regarding Education

The Board believes:

1. Education is a key contributor to the future prosperity and individual fulfillment of each student and our society in general.
2. Students must acquire basic skills in literacy, numeracy, communication skills, problem solving skills and other basic education skills essential to compete in a technological global community.
3. Education is critical to the enhancement of tolerance and understanding and the quality of opportunity in society.
4. Education must provide challenges and opportunities for each student to acquire knowledge, skills and attitudes, to the highest level of achievement possible.

Beliefs About Learning

The Board believes:

1. It is very important that all schools have a culture based on guiding principles that create an orderly and safe learning environment. Only in a safe and orderly environment can effective learning take place.
2. Change and continuous improvement are the surest signs of a healthy school system as these are evidence of continuous learning.
3. Improvement in learning is not achieved by focusing solely on results, but by focusing on improving the system that creates the results. To want to improve is a commitment to getting better over time.
4. The aim of assessment is to improve performance in student learning, not merely to audit it.
5. It is important to concentrate on what students learn rather than what teachers teach.
6. We cannot teach ideas in a vacuum - it is critical to provide students with a context and application for their learning.
7. The use of technology in our schools must be primarily to enhance and facilitate learning.

8. It is important to work closely with all our partners (parents, business, community) to provide the best learning opportunities possible for the children we serve.
9. It is important to recognize that students learn in a variety of ways.

Beliefs Regarding Students

The Board believes:

1. Students have a right to acquire the best possible education and they have the responsibilities to take advantage of the opportunities provided by the schools and to observe the rules established by the schools.
2. Students are entitled to learn in a safe, orderly, and positive environment.
3. Each student is a unique individual.
4. Students are accountable for their actions and for their academic progress.

Beliefs Regarding Parents and the Community

The Board believes:

1. Parents are the first and principal teachers of their children.
2. Parents must be involved in the education of their children.
3. Parents are responsible for ensuring students come to school ready to learn.
4. Public education is a community responsibility.

Beliefs Regarding Teachers and Other Staff

The Board believes:

1. All staff must hold the highest expectations for their own job performance, and for the performance of the students.
2. All staff are expected to model the highest moral and ethical values.
3. Teachers are expected to provide instruction in the approved curriculum and they are accountable for the educational progress of the students assigned to them.
4. Teachers are expected to know and use the most effective learning and teaching strategies available and they are accountable for the lessons they prepare for their students.

Beliefs Regarding the School District

The Board believes:

1. The primary focus of the District must be to ensure the highest possible level of achievement is attained by each and every student.
2. The District is accountable to the students, parents, and community for the achievement of the students.
3. The District must promote the health and well-being of the students, the staff and the environment in which we live.

- Administration is expected to provide support for staff and students in achieving the mission and goals, and beliefs and values of the District.

The Logo Design



Any of these versions are authorized for use. The Red Deer Public school logo may only be used by external organizations with prior approval of the Superintendent.

The story behind the logo...

Red Deer Public Schools – – we create an academic environment that produces students “stars.” The image focuses on the process which draws you visually on the left side from the “open books” of learning to the right edge of the logo where the complete process yields a student star! In between you have the staff helping the student with hands downward – – the students hands held up reaching towards the staff. Significant is the graphic shape of the child, that of a “star” suggesting that the emphasis of Red Deer Public Schools is to create academic excellence! The colour red, for our student, was chosen for its connection with excellence as well as our city’s name.

Our word mark...

- *Your Children...*
 - Stresses the important relationship we have with parents and families.
- *Our Students...*
 - Students are the priority of Red Deer Public Schools.
- *Everyone’s Future...*
 - Demonstrates a commitment that children are our future and that education benefits the entire community.

Legal Name: Red Deer Public School Division

Operational Name: Red Deer Public Schools

Board Agenda Item



Topic: Board Policy Review

Presenter: Stu Henry
Meeting Date: October 9, 2019

Background

At the Spring 2019 Organizational Meeting the Board of Trustees decided that they would benefit from a review of Board Policy. Every month beginning in September 2019 the Board of Trustees will review one board policy. This month the Board of Trustees will review Board Policy #2 – The Role of the Board. The Board of Trustees will find a copy of Board Policy #2 attached.

Quality Indicators:

Policy/Administrative Procedures

 QI 5.2 Takes leadership in bringing policies to Board for review.

Superintendent/Board Relations (“The First Team”)

 QI 6.1 Implements Board directions with integrity in a timely fashion.

Recommendation:

The Superintendent of Schools recommends that the Board of Trustees accepts the review of Board Policy #2 as information.

ROLE OF THE BOARD

As the corporate entity established by provincial legislation and given authority by the School Act and attendant Regulations and the corporate body elected by the electors that support Red Deer Public School District No. 104, the Board shall provide overall direction and leadership to the District. It is accountable for the provision of appropriate educational programs and services to resident students of the District to enable their success, in keeping with the requirements of government legislation and the values of the electorate.

The Board is therefore charged with the responsibility of providing an education system that is organized and operated in the best interests of the students it serves. It exercises this responsibility through setting of clear strategic direction and the wise use of resources.

Specific Areas of Responsibility

1. Accountability for Student Learning

- 1.1 Provide overall direction for the District by establishing vision, mission and values.
- 1.2 Support the establishment of a welcoming, caring, respectful and safe learning environment.
- 1.3 Annually approve the process and timelines for the refinement of the Three-Year Education Plan.
- 1.4 Identify Board priorities at the outset of the annual Three-Year Education planning process.
- 1.5 Initiate school and program reviews as necessary to monitor the achievement of outcomes.
- 1.6 Monitor the effectiveness of the District in achieving established priorities, desired results and key performance indicators.
- 1.7 Annually approve the “rolling” Three-Year Education Plan/Annual Education Results Report for submission to Alberta Education and for distribution to the public.

2. Community Assurance

- 2.1 Make informed decisions that consider community values and represent the interests of the entire District.
- 2.2 Engage the community in a dialogue about District programs, needs and desires.
- 2.3 Establish processes and provide opportunities for community engagement.
- 2.4 Report District outcomes to the community at least annually.
- 2.5 Meet five times per year with the City-wide school councils committee.

- 2.6 Develop appeal procedures and hold hearings as required by statute and/or Board policy.
- 2.7 Model a culture of respect and integrity.
- 2.8 Maintain transparency in all fiduciary aspects.

3. Accountability to Provincial Government

- 3.1 Act in accordance with all statutory requirements to implement provincial standards and policies.
- 3.2 Perform Board functions required by governing legislation and existing Board policy.
- 3.3 Ensure all students, teachers and District leaders learn about First Nations, Métis and Inuit perspectives, experiences and contribution throughout history; treaties, and the history and legacy of residential schools.

4. Fiscal Accountability

- 4.1 Within the context of results-based budgeting, approve budget assumptions/principles and establish priorities at the outset of the budget process.
- 4.2 Approve the annual budget and allocation of resources to achieve desired results.
- 4.3 Approve annual fees for instructional resources, transportation and tuition. See [AP505](#) and [AP506](#) for details regarding annual fees, waivers and refunds.
- 4.4 Approve expense reimbursement rates.
- 4.5 Approve substantive budget adjustments when necessary.
- 4.6 Monitor the fiscal management of the District through receipt of at minimum quarterly variance analyses and year-end projections.
- 4.7 Receive the Audit Report and ensure the management letter recommendations are addressed.
- 4.8 Approve annually the Three-Year Capital Plan for submission to Alberta Education.
- 4.9 Approve borrowing for capital expenditures within provincial restrictions.
- 4.10 Set the parameters for negotiations after soliciting advice from the Superintendent and others.
- 4.11 At its discretion, ratify Memorandum of Agreement with bargaining units.
- 4.12 Approve the Superintendent's contract.
- 4.13 Approve annually signing authorities for the District.
- 4.14 Approve transfer of funds to/from reserves.
- 4.15 Approve investment parameters.
- 4.16 Ensure all programs are regularly reviewed to test the relevancy, effectiveness and efficiency of the programs against desired outcomes.

5. Board/Superintendent Relations (“First Team”)

- 5.1 Select the Superintendent; provide for succession planning as required.
- 5.2 Provide the Superintendent with clear corporate direction.
- 5.3 Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the School Act.
- 5.4 Respect the authority of the Superintendent to carry out executive action and support the Superintendent’s actions which are exercised within the delegated discretionary powers of the position.
- 5.5 Demonstrate respect, integrity and support, which is then conveyed to the staff and the community.
- 5.6 Annually evaluate the Superintendent, in accordance with a pre-established performance appraisal mechanism.
- 5.7 Annually review compensation of the Superintendent.

6. Board Development

- 6.1 Develop a plan for governance excellence in fiduciary, strategic and generative engagement modes.
- 6.2 Annually evaluate Board effectiveness in meeting performance indicators and determine a positive path forward.

7. Policy

- 7.1 Identify how the Board is to function.
- 7.2 Develop/revise policies using a generative engagement process.
- 7.3 Monitor policy currency and relevancy.

8. Political Advocacy

- 8.1 Act as an advocate for public education and the District.
- 8.2 Identify issues for advocacy on an ongoing basis.
- 8.3 Develop a plan for advocacy including focus, key messages, relationships and mechanisms.
- 8.4 Promote regular meetings and maintain timely, frank and constructive communication with locally elected officials.
- 8.5 Arrange meetings with elected provincial and federal government officials to communicate and garner support for education.

Selected Responsibilities

The Board shall:

1. Acquire and dispose of land and buildings; ensure titles to or enforceable long-term interests in land are in place prior to capital project construction.
2. Approve any purchases, acquisitions or leases in excess of \$500,000.
3. Approve school attendance areas.
4. Name schools and other District-owned facilities.
5. Approve the District school-year calendar(s).
6. Provide for recognition of students, staff and community.
7. Make a recommendation to the Minister for dissolution of a School Council.
8. Approve joint-use agreements.
9. Support and encourage the functioning of a City-wide school council committee.
 - 9.1 The primary purpose shall be to enhance communications among the School Councils, the Board, the Superintendent and the community.
 - 9.2 Parents with concerns are encouraged to present their concerns directly to the teacher/principal. School personnel or individual student concerns are not to be discussed at City-wide school council meetings.
10. Approve locally developed courses.
11. Hear unresolved student or staff complaints of discrimination or harassment.
12. Approve all international field trips.
13. Approve the Signing Authorities.
14. Approve contracts and any amendments thereto for Superintendent and Associate Superintendents.
15. Approve Trustee remuneration and expense reimbursement rates.
16. Monitor the fiscal management of the District through receipt of at minimum quarterly fiscal accountability reports including variance analyses and year-end projections.
17. Review the external Audit Report and management letter and ensure any deficiencies are remediated.

18. Act on behalf of the Superintendent in his/her inability to act due to conflict of interest.

Legal Reference: Section 45, 45.1, 56, 60, 61, 62, 63, 78, 113, 147 School Act
Local Authorities Elections Act
Fiscal Planning and Transparency Act
Results-Based Budgeting Act
Disposition of Property Regulation
Early Childhood Services Regulation
School Council Regulation

Board Agenda Item



Topic: ASBA Report
Presenter: Laurette Woodward
Meeting Date: October 9, 2019

Background

Vice Chair Laurette Woodward like to share the following highlights from the September 23, 2019 ASBA Zone 4 meeting held at Wolf Creek Schools:

- ASBA is charging 50% less for the FGM and SGM this year to make it easier for boards to participate in CSBA to be held in Banff in July 2020
- Addressed concerns about ASBA website and access for superintendents and their assistants. Proposed solution: to leave the material behind the wall, but give staff an access code that will allow them access to specific material.
- ASCA has asked ASBA to meet with individual zones.
- ASCA, ASBA, ASBOA, CASS and the provincial government has agreed to a retreat for executive committees.
- ASBA's meeting with the education minister in early September, the minister said "there will be no fewer school boards in Alberta" in her term of office.
- Boards can expect questions about the funding formula. The education pie in Alberta is \$7.2 billion for public, separate, private and charter schools. Funding formula needs to fit within that.
- ASBA asking for feedback regarding the youth summit held at the ASBA SGM. Would boards like to see that summit continue to be attached to SGM or be held somewhere else?
- Conversation at ASBA Zone 4 about the ministerial order on naming of school jurisdictions, and whether the 33 public boards would choose to agree to add the word public to their name. Concerns expressed over the cost of a name change, and what is behind the change. Also questions about the explanation from the ministry about 'consistency' - what does this really mean? Wolf Creek expressed they are willing to add public to their name. Several comments about ensuring this discussion does not divide our zone, or other school jurisdictions.
- ASBA is concerned about McKinnon report. Didn't feel it compared apples with apples. Specifically, the 24% admin costs that took in not just administration costs, but also infrastructure and transportation costs. Concern from a trustee that this was intentional to make the conversation go a certain way.
- Report from Alberta Education representative. October 5 deadline for seclusion rooms change. Jurisdiction's don't have to decommission seclusion rooms. Even if you don't have one - just say you don't have one. If you add one - then there is a reporting requirement.
- PUFF funding. AB Ed will engage with staff in our jurisdictions. What is working and not working. In the past, staff have had to get pre-approval for furniture and specialized equipment. This year they don't need pre-approval on those items. There will be usual reporting requirements under the funding manual.

Board Agenda Item



- Discussion about grade 3 PATS. There was a mixed opinion in the zone about the value of these exams being reinstated. Because of that, it was decided it would be left up to boards to respond to this individually, as they see fit.
- ASBA presentation about “Choice in Education”. At the Zone they collected feedback using a “poll everywhere” platform. Our responses will be reported to the government. Questions included:
 - What are the potential impacts of the *Choice in Education Act* on your school board and in your community?
 - What are the key areas to focus ASBA advocacy efforts?
 - How can your zone/board engage locally to advocate?
- ASBA leadership encouraged trustees to consult with their secretary treasurer about the input on the assurance review, inclusive education, and comparing ASBOA and CASS reports, etc. As trustees we need to understand the details so we can work in alignment with these groups.
- ASBA considering a new strategic plan. They asked trustees about current statements: values, mission, vision, etc. We were also asked about what ASBA needs to do in the areas of 1) people, 2) governance, and 3) services in order to be a world class organization.
- Board showcase - Dual credit opportunities. Started in Wolf Creek in response to student and parent interest. Over the past 5.5 years the program has grown significantly and is seeing, as a result of the program: dropout rate lowered, high school completion rates up, work preparation on the accountability pillar is up.

Recommendation:

The Superintendent of Schools recommends that the Board of Trustees accepts the ASBA Report as information.

Board Agenda Item



Topic: Advocacy Committee Update

Presenter: Nicole Buchanan

Meeting Date: October 9, 2019

Background

Board Chair Nicole Buchanan will provide a verbal update regarding the Advocacy Committee.

Trustees will find attached a letter from the PSBA regarding the removal of "Public" from the name of school divisions addressed to all Alberta School Board Chairs.

Recommendation:

The Superintendent of Schools recommends that the Board of Trustee accept the update from the Advocacy Committee as information.



PUBLIC SCHOOL BOARDS'
ASSOCIATION OF ALBERTA

September 20, 2019

Via email

To: All Alberta Public School Board Chairs

Dear Board Chair:

Re: Ministerial Order #34: Continuance of School Divisions and Board of Trustees Order (August 15, 2019)

Dear Colleagues,

Over the course of the past few weeks the education system in the province has been reacting to the naming of school divisions. In a briefing note sent to the field in June, issued by the civil service, the following was presented:

*Proposed for September 1, 2019:
Education Act with proposed amendments in Bill 8*

"Distinctions between school districts, divisions, and regional divisions will be removed. All school authorities will be identified as a Public School Division or a Separate School Division. All numbers in school authority names will be removed." (p. 3, [School Act to Education Act: What is Changing](#))

What was delivered in the Ministerial Order a few weeks later did not fulfil the expectations set out above. All existing school boards with the name "Public" in their legal name saw the word "Public" deleted. All separate school boards had the word(s) "Catholic" or "Roman Catholic" added to their legal name. We have all been informed that jurisdictions are free to "brand" their division in any manner they choose. We consider "branding" as not the legal equivalent to one's legal name. Please note that there was no prior consultation on this matter during meetings with the civil service nor the Minister.

More recent comments by the Minister of Education suggest that she may be prepared to add "Public" to school division names if "all" Public boards made such a request.

PSBAA strongly advocates that every public school division write to the Minister requesting the inclusion of the word "Public" in their legal name. Please be advised that PSBAA sent a letter of concern on this matter to the Minister on September 5, 2019.

Our position on the inclusion of the word "Public" is this: In the same manner that the Minister has the authority to add wording to the legal name of our Catholic colleagues, the Minister can easily resolve this matter by adding "Public" to our school division names at the legal level. While we would hope that all 41 public boards would be in agreement, the requirement of a 100% compliance from all individual boards is problematic, as it has the potential to cause disharmony among public school boards.

DIVERSITY IS A LESSON PLAN FOR LIFE.™

PHONE: 780.479.8080 ADDRESS: #12, 10227 - 118 STREET, EDMONTON AB T5K 2V4 WEB: PUBLIC-SCHOOLS.AB.CA



PUBLIC SCHOOL BOARDS'
ASSOCIATION OF ALBERTA

By adding "Public" to our legal names, all school divisions would be equal before the law, and this would accomplish the same outcome for the Minister regarding all school divisions having equal rights under the MO and reduce red tape. All boards would still enjoy the right to "brand" their school division name according to their local mandate.

To conclude, the word "Public" is as important to our identity as the words "Catholic" and "Roman Catholic" are to our colleagues. We are challenged to accept the non-streamlined name delineation afforded to them as it was not offered to us.

On behalf of all Public School Divisions, we seek equality in our legal identity and the right to identify, by name, who we represent in the collective society. We will make every effort to reach out to the Minister in the hope of finding a satisfactory resolution.

Sincerely,

Cathy Hogg
President
Public School Boards' Association of Alberta

- c. Executive Committee, Public School Boards' Association of Alberta
- Member Board Chairs, Public School Boards' Association of Alberta
- Non Member Board Chairs
- Public School Board Council Representatives, Public School Boards' Association of Alberta

Board Agenda Item



Topic: Superintendent's Report

Presenter: Stu Henry

Meeting Date: October 9, 2019

Background

While there are a number of activities currently occurring in the District the items that follow may be of particular interest to the Board of Trustees:

- September 12 - Met with High School Admin regarding increasing collaboration between the schools
- September 12 - System Leadership Team Meeting
- September 13 - Met with Brian Bieber regarding Executive Search planning
- September 16 - Media Visits regarding Smile Cookie Campaign
- September 16 - Advocacy Committee
- September 17 - Smile Cookie Campaign Kickoff
- September 18 - Weekly Senior Admin Meeting
- September 18 - Cookie Drops to Community Partners
- September 19 - City U Masters of Ed Advisory Board Meeting
- September 19 - met with Karen Romero of YMCA re student exchanges
- September 20 - SOUPer Day – Don Campbell Elementary
- September 24 - Dawe Run
- September 25 - Weekly Senior Admin Meeting
- September 26 - Values Steering Committee
- October 1 - Principal Mentorship Meeting
- October 2 - Weekly Senior Admin Meeting
- October 2 - Agenda Review
- October 3 - Admin Council
- October 4 - WPMS Grand Opening
- October 7 - Equity Steering Committee
- Admin Growth Meetings with 13 schools
- **Coached 13 Vice Principals in September
- **Visited all 22 schools in September

Recommendation:

The Superintendent of Schools recommends that the Board of Trustees accepts the Superintendent's Report as information.

Board Agenda Item



Topic: Board Chair's Report

Presenter: Nicole Buchanan

Meeting Date: October 9, 2019

Background

Board Chair Nicole Buchanan will provide a verbal report on the following three items:

- recent ASBA meeting with all board chairs
- request form the Alberta School Councils Association regarding a letter of support for funding
- a recent media inquiry regarding vaping.