



Public Board Meeting AGENDA

Wednesday, November 13, 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.

			Pages
1.	Call to Order		
2.	Motion to Meet in Private		
3.	Revert to Public Meeting		
4.	O Canada		
5.	Land Acknowledgement		
6.	Approval of Minutes		3
7.	Approval of Agenda		
8.	Recognition		
8.1	2019 Alberta Technology Leaders in Education Award	Bruce Buruma	9
9.	Governance Agenda		
9.1	Audited Financial Statements	Colin Cairney	11
9.2	Budget Update	Colin Cairney	53
9.3	ASBA Policies Bulletin	Colin Cairney	60
9.4	Proposed AERR Report	Ron Eberts	140
9.5	ASBA Report	Cathy Peacocke	160

9.6	PBSAA Report	Bill Stuebing	163
9.7	Enrolment Summary Report	Ron Eberts	164
9.8	Naloxone Update	Bruce Buruma	166
9.9	December Board Meeting Proposal	Stu Henry	168
9.10	Superintendent's Report	Stu Henry	169
9.11	Board Chair's Report	Nicole Buchanan	170
10.	Correspondence		
10.1	Correspondence Sent	Nicole Buchanan	171
10.2	Correspondence Received	Nicole Buchanan	175
11.	Celebrations		
12.	Adjournment		



Public Board Meeting

Minutes

Date: Wednesday, October 9, 2019

Time: 1:07 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

1. Call to Order

The public meeting of the Board of Trustees was called to order at 12:10 p.m.

2. Motion to Meet in Private

Moved By: Bev Manning, Trustee

That the Board meet in private, the time being 12:10 p.m.

Carried

3. Revert to Public Meeting

The meeting reverted to a public meeting, the time being 1:07 p.m.

4. O Canada

O Canada was sung.

5. Land Acknowledgement

The land recognition statement recognizing Treaty 6 and Treaty 7 territory was read by Trustee Christie.

6. Approval of Minutes

Moved By: Bill Christie, Trustee

That the minutes for Board Meeting (September 11, 2019) be approved as presented.

Carried

7. Approval of Agenda

Moved By: Bev Manning, Trustee

That the agenda for Board Meeting (October 9, 2019) be approved with the following additions:

9.12 CUPE Negotiations

9.13 Equity Steering Committee

Carried

8. Recognition

Aspen Heights – MicroSociety Recognition

Aspen Heights Elementary School received the 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 Brattson — were awarded for student leadership for their initiatives to care for the natural environment to the benefit of their school and surrounding community.

Moved By: Bev Manning, Trustee

THAT the Board of Trustees receive the Aspen Heights - MicroSociety Recognition as information as well as a great appreciation of the staff and students at the school.

Carried

9. Governance Agenda

9.1 Enrolment Summary Report

Student Enrolment at the end of September 2019 was 11,229 students.

Moved By: Laurette Woodward, Vice Chair

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

Carried

9.2 AP & IB Exam Results

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.

The International Baccalaureate program, offered at Lindsay Thurber, 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.

Associate Superintendent Golby shared results showing that Red Deer Public students in both programs did exceptionally well on final exams in comparison to other students in Alberta, Canada and globally.

Moved By: Laurette Woodward, Vice Chair

THAT the Board of Trustees receive the AP & IB Exam Results as information.

Carried

9.3 Information and Technology Services Report

Associate Superintendent, Eberts and Coordinator, Trevor Pikkert reported on projects, initiatives and activities in the Information and Technology Services department. The presentation included several topics, categorized under the following Learning and Technology Policy Framework directions:

1. Student-Centered Learning
2. Research and Innovation
3. Professional Learning
4. Leadership
5. Access, Infrastructure and Digital Learning Environments

Also provided was an indication as to the direction the department is moving towards in the future, which included Cloud-based technology and Digital Student Records.

Moved By: Laurette Woodward, Vice Chair

THAT the Board of Trustees receive Technology and Information Services Report as information.

Carried

9.4 Report from Learning Services

The Learning Services Department supports teaching and learning across the curriculum with a focus on student achievement and the provision of equitable learning opportunities.

Associate Superintendent Golby along with the department team shared work being done in Curriculum to enhance teaching and learning in the following areas:

1. Excellence in Instruction
2. Literacy
3. Numeracy
4. High School Collaboration
5. Early Learning
6. New Curriculum Update

Moved By: Bill Christie, Trustee

THAT the Board of Trustees receive Learning Services Report as information.

Carried

9.5 Public Engagement Strategy 2020

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

Mr. Buruma will revisit the focus areas at the November 2019 board meeting.

Moved By: Bill Christie, Trustee

THAT the Board of Trustees receive the Public Engagement Strategy 2020 as information.

Carried

9.6 Revisions to Board Policy #1

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

Moved By: Bev Manning, Trustee

THAT the Board of Trustees accepted the proposed revisions to Board Policy #1.

Carried

9.7 Policy Review: Policy #2: Role of the Board

The Board of Trustees reviewed the proposed changes to Board Policy #2

Moved By: Bill Christie, Trustee

THAT the Board of Trustees receive Board Policy #2 as information.

Carried

9.8 ASBA Report

Vice Chair Woodward provided a report from the Alberta School Boards Association September 23, 2019 Zone 4 meeting.

Moved By: Laurette Woodward, Vice Chair

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

Carried

9.9 Advocacy Committee Update

Chair Buchanan provided a verbal report from the Advocacy Committee along with a letter from the Public School Boards Association regarding the removal of the "Public" from the name of school divisions addressed to all Alberta School Board Chairs.

Moved By: Bill Christie, Trustee

THAT the Board of Trustees receive the update from the Advocacy Committee as information and further write a letter to the Minister to strongly support the use of the name "Public" in our legal name and to copy all school boards, MLA's, media, PSBA and ASBA.

Carried

9.10 Superintendent's Report

Superintendent Stu Henry highlighted a number of activities he was involved in during the month of September.

Moved By: Laurette Woodward, Vice Chair

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

Carried

9.11 Board Chair's Report

Chair Buchanan provided a verbal report on the following three items:

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

Moved By: Laurette Woodward, Vice Chair

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

Carried

Moved By: Cathy Peacocke, Trustee

THAT the Board of Trustees write a letter to the Minister in support of ASCA to continue to receive the current level of funding and that Red Deer Public Schools supports the work that ASCA does.

Carried

9.12 CUPE Negotiations

Trustee Stuebing provided an update on the status of the CUPE Negotiations.

Moved By: Bill Stuebing, Trustee

THAT the Board of Trustees ratify the Memorandum of Agreement reached between the Division and the Canadian Union of Public Employees Local 1012 effective for the dates September 1, 2019 to August 31, 2021 and further ratify the six letters of understanding authorized to sign the agreement.

Carried

9.13 Equity Steering Committee

Trustee Stuebing provided a verbal report on the Equity Steering Committee.

Moved By: Bill Stuebing, Trustee

THAT the Board of Trustees receive the report as information.

Carried

Adjournment

Chair Buchanan declared the meeting adjournment at 4:20 p.m.

Chair

Corporate Treasurer

Board Agenda Item



Topic: Staff Recognition: Alberta Technology Leaders in Education – Pillar Award

Presenter: Bruce Buruma
Meeting Date: November 13, 2019

Background

Each year, the Alberta Technology Leaders in Education (ATLE) presents the Pillar Award at their annual conference to acknowledge an outstanding contribution supporting education through the convergence of learning, leadership and technology.

This year, Dave Lorensen, Systems Analyst with our Technology and Information Services Department, was recognized by his peers across the province. It should be noted that the nomination was made from outside our district by Ian Macialek, the Manager of Information Services, Edmonton Catholic School Division, recognizing the impact of Dave's work across the province. At the organizations recent conference, Ian commented, "Anyone in this room that is using PowerSchool, and has needed a customization, a report, or even some advice on a problem has heard of Dave Lorensen!"

Dave's nomination was supported noting the following accomplishments

- Working tirelessly to solve problems related to student information in Alberta. This includes participation on provincial committees, as well as sharing and presenting at provincial conferences and PowerSchool user group meetings throughout Alberta.
- Dave is also known around the province for his willingness to collaborate and assist school jurisdictions in improving their student information system processes.
- Some of the applications/customizations shared with his provincial colleagues include:
 - CTS Prerequisite Checker - Giving the ability to CTS Teacher to check that their students have the correct prerequisites before enrolling them into additional modules.
 - SCM Tools - A step-by-step tool that allows schools to efficiently and effectively go through the process of submitting high school course marks

Within Red Deer Public, Dave strives to make the work of teachers, administrators, secretaries, student records staff, and many of the senior administrators around this table easier and more effective, including:

- The **Red Deer Student Verification Process** (RSVP) and New Student Registration Process
- The integration of Dossier data directly into PowerSchool as part of the "Virtual Student Backpack".
- Creating numerous custom reports to make the process of compiling and presenting data easy and efficient.
- And the list goes on and on!

Board Agenda Item



Dave truly is a pillar in the field of education technology both within Red Deer Public Schools and recognized as such across the province. He is most deserving of this recognition.

Quality Indicators:

Communications and Community Relations:

QI 9.7 Improves the District's public image.

Recommendation:

The Superintendent of Schools recommends that the Board of Trustees recognize Dave Lorenson as a technology leader both within the Division and across the province.

Board Agenda Item



Topic: Audited Financial Statements as of August 31, 2019

Presenter: Colin Cairney

Meeting Date: November 13, 2019

Background

Our audited financial statements are attached to this agenda. Our auditors have provided us with an unqualified opinion on our financial statements.

The actual surplus for the year was **\$1,724,835**. The fall update to the budget discussed in November 2018 had a deficit of **(\$1,505,052)** budget. The original spring budget from May 2018 had projected deficit budget of **(\$557,621)** (and it is spring budget figures that must be used for comparative purposes in the audited financial statements.).

The surplus consists of the following:

1. Increase in reserves at schools	\$858,602
2. Transportation	(\$128,559)
3. Operations and Maintenance	\$109,234
4. Unspent central services budget funds	\$584,737
5. Purchase of unbudgeted capital assets	\$206,215
6. Other additional revenue	\$ 83,740
7. School Generated Funds surplus	<u>\$ 10,866</u>
	\$1,724,835

1. The increase in school reserves is at the discretion of individual schools.
2. The deficit in Transportation relates largely to the fact that transportation grants do not cover our full costs of operation.
3. The surplus in Operations and Maintenance was a result of the sale of Division assets.
4. The central services unspent budgeted funds are due to budgets being developed with projected figures to anticipate support needs at the school level. Historical data is used from previous years. Some expenses are difficult to predict, mostly in the Human Resources and Student Services.
5. The projected capital asset budget is determined using historical data from previous years. In 2018/19 year there were more capital assets purchased than in previous years. This creates surplus funds in the year that will be expensed over 5 or 10 years through amortization expenses in future budget years.
6. This is consolidating various other revenues received above budget.
7. School Generated Funds are consolidated with the district operations surplus or deficit.

Board & System Administration costs were 3.09%, well under the cap of 3.6% of total expenses.

Board Agenda Item



School & Instruction related operating reserves at the end of August 31, 2019 are **\$1,691,735**. \$860,000 was rolled into the 2019-20 budget to support schools needs through the HR and Student Services departments.

The state of our operating reserves and Unrestricted Surplus is now as follows:

School & Instruction related	\$1,691,000
Operations and Maintenance	\$518,000
Board & System Administration	\$2,760,000
Transportation	\$0
Unrestricted Surplus	<u>\$4,460,000</u>
Total	\$9,428,000

** The Unrestricted Surplus includes the unexpended portion of School Generated Funds (SGF) of **\$1,847,000**.

Total Operating and Unrestricted Reserves (not including SGF) are now at **7.61%** of current operating revenue. The Board Reserves policy states that they should be between **2.5% and 4.0%**.

The statements will be presented in detail during the meeting.

Quality Indicators:

Fiscal Responsibility

- QI 3.1 Public Sector Accounting Board (PSAB) rules are being followed.
- QI 3.2 Adequate internal financial controls exist and are being followed.
- QI 3.3 School based funds are expended as per approved budgets.
- QI 3.4 The Board is informed annually about incurred liabilities.
- QI 3.5 The Board is informed immediately regarding pending litigation.
- QI 3.6 The deficiencies identified in the previous audit report and management letter have been remediated.

Recommendation:

The Superintendent of Schools recommends THAT the Board approve the audited financial statements for the year ended August 31, 2019

**AUDITED
FINANCIAL STATEMENTS
FOR THE YEAR ENDED AUGUST 31, 2019**
[Education Act (formerly School Act), Sections 139, 140, 244]

Red Deer Public School District No. 104

Legal Name of School Jurisdiction

4747 - 53 Street Red Deer AB T4N 2E6

Mailing Address

(403) 343-1405 (403) 347-8190 colin.cairney@rdpsd.ab.ca

Contact Numbers and Email Address

SCHOOL JURISDICTION MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

The financial statements of Red Deer Public School District No. 104 presented to Alberta Education have been prepared by school jurisdiction management which has responsibility for their preparation, integrity and objectivity. The financial statements, including notes, have been prepared in accordance with Canadian Public Sector Accounting Standards and follow format prescribed by Alberta Education.

In fulfilling its reporting responsibilities, management has maintained internal control systems and procedures designed to provide reasonable assurance that the school jurisdiction's assets are safeguarded, that transactions are executed in accordance with appropriate authorization and that accounting records may be relied upon to properly reflect the school jurisdiction's transactions. The effectiveness of the control systems is supported by the selection and training of qualified personnel, an organizational structure that provides an appropriate division of responsibility and a strong system of budgetary control.

Board of Trustees Responsibility

The ultimate responsibility for the financial statements lies with the Board of Trustees. The Board reviewed the audited financial statements with management in detail and approved the financial statements for release.

External Auditors

The Board appoints external auditors to audit the financial statements and meets with the auditors to review their findings. The external auditors were given full access to school jurisdiction records.

Declaration of Management and Board Chair

To the best of our knowledge and belief, these financial statements reflect, in all material respects, the financial position, results of operations, remeasurement gains and losses, changes in net financial assets (debt), and cash flows for the year in accordance with Canadian Public Sector Accounting Standards.

BOARD CHAIR

Nicole Buchanan

Name

Signature

SUPERINTENDENT

Stuart Henry

Name

Signature

SECRETARY-TREASURER OR TREASURER

Colin Cairney

Name

Signature

Board-approved Release Date

c.c. ALBERTA EDUCATION, Financial Reporting & Accountability Branch
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5
EMAIL: EDC.FRA@gov.ab.ca
PHONE: Ash: (780) 415-8940; Jianan: (780) 427-3855 FAX: (780) 422-6996

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TABLE OF CONTENTS

	Page
INDEPENDENT AUDITOR'S REPORT	3
STATEMENT OF FINANCIAL POSITION	4
STATEMENT OF OPERATIONS	5
STATEMENT OF CASH FLOWS	6
STATEMENT OF CHANGE IN NET DEBT	7
STATEMENT OF REMEASUREMENT GAINS AND LOSSES	8
SCHEDULE 1: SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS	9
SCHEDULE 2: SCHEDULE OF DEFERRED CONTRIBUTIONS	11
SCHEDULE 3: SCHEDULE OF PROGRAM OPERATIONS	12
SCHEDULE 4: SCHEDULE OF PLANT OPERATIONS AND MAINTENANCE	13
SCHEDULE 5: SCHEDULE OF CASH, CASH EQUIVALENTS, AND PORTFOLIO INVESTMENTS	14
SCHEDULE 6: SCHEDULE OF TANGIBLE CAPITAL ASSETS	15
SCHEDULE 7: SCHEDULE OF REMUNERATION AND MONETARY INCENTIVES	16
NOTES TO THE FINANCIAL STATEMENTS	17
SCHEDULE 8: UNAUDITED SCHEDULE OF FEES	30
SCHEDULE 9: UNAUDITED SCHEDULE OF DIFFERENTIAL FUNDING	31
SCHEDULE 10: UNAUDITED SCHEDULE OF CENTRAL ADMINISTRATION EXPENSES	32
SCHEDULE 11: UNAUDITED SCHEDULE OF NUTRITION PROGRAM EXPENDITURES	33

Independent Auditor's Report

To the Board of Trustees of Red Deer Public School District No. 104

Opinion

We have audited the financial statements of Red Deer Public School District No. 104 (the Entity), which comprise the statement of financial position as at August 31, 2019 and the statements of operations, change in net debt, cash flows and statement of remeasurement gains and losses for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Entity as at August 31, 2019, and its the statements of operations, change in net debt, cash flows and statement of remeasurement gains and losses for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of our report. We are independent of the Entity in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Other Matters

The Schedule of Fee Revenues, Schedule of Differential Funding, Schedule of Central Administration Expenses and Schedule of Nutrition Program Expenditures reflect additional information required by Alberta Education that is not required under Canadian public sector accounting standards. We were not engaged to audit this information and accordingly it is considered unaudited.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian public sector accounting standards and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Entity's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Entity or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Entity's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

Independent Auditor's Report

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Entity to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Chartered Professional Accountants

Red Deer, Alberta
November 13, 2019

STATEMENT OF FINANCIAL POSITION
As at August 31, 2019 (in dollars)

	2019	2018
FINANCIAL ASSETS		
Cash and cash equivalents (Schedule 5; Note 3)	\$ 15,342,566	\$ 11,976,817
Accounts receivable (net after allowances) (Note 4)	\$ 2,169,785	\$ 2,976,945
Portfolio investments		
Operating (Schedule 5)	\$ 4,177,794	\$ 501,908
Endowments (Schedules 1 & 5)	\$ -	
Inventories for resale	\$ -	\$ -
Other financial assets	\$ -	\$ -
Total financial assets	\$ 21,690,146	\$ 15,455,671
LIABILITIES		
Bank indebtedness	\$ -	\$ -
Accounts payable and accrued liabilities (Note 6)	\$ 4,842,334	\$ 3,792,011
Deferred contributions (Note 7)	\$ 104,736,281	\$ 93,122,383
Employee future benefits liabilities (Note 8)	\$ 976,600	\$ 917,000
Liability for contaminated sites	\$ -	\$ -
Other liabilities (Note 9)	\$ 43,169	\$ 45,971
Debt		
Supported: Debentures	\$ -	\$ -
Unsupported: Debentures	\$ -	\$ -
Mortgages and capital loans	\$ -	\$ -
Capital leases	\$ -	\$ -
Total liabilities	\$ 110,598,384	\$ 97,877,364
Net debt	\$ (88,908,238)	\$ (82,421,693)
NON-FINANCIAL ASSETS		
Tangible capital assets (Schedule 6)	\$ 103,630,756	\$ 95,555,226
Inventory of supplies (Note 10)	\$ 627,955	\$ 605,745
Prepaid expenses	\$ 688,399	\$ 578,760
Other non-financial assets	\$ -	\$ -
Total non-financial assets	\$ 104,947,110	\$ 96,739,731
Accumulated surplus (Schedule 1; Note 11)	\$ 16,038,872	\$ 14,318,038
Accumulating surplus / (deficit) is comprised of:		
Accumulated operating surplus (deficit)	\$ 16,038,872	\$ 14,318,038
Accumulated remeasurement gains (losses)	\$ -	\$ -
	\$ 16,038,872	\$ 14,318,038
Contractual rights		
Contingent assets		
Contractual obligations (Note 12)		
Contingent liabilities (Note 13)		

The accompanying notes and schedules are part of these financial statements.

STATEMENT OF OPERATIONS
For the Year Ended August 31, 2019 (in dollars)

	Budget 2019	Actual 2019	Actual 2018
REVENUES			
Government of Alberta	\$ 118,724,615	\$ 116,936,224	\$ 116,202,712
Federal Government and First Nations	\$ 160,233	\$ 132,603	\$ 101,166
Out of province authorities	\$ -	\$ -	\$ -
Alberta municipalities-special tax levies	\$ -	\$ -	\$ -
Property taxes	\$ -	\$ -	\$ -
Fees (Schedule 8)	\$ 1,963,846	\$ 1,620,293	\$ 1,848,284
Other sales and services	\$ 2,257,204	\$ 3,564,043	\$ 3,031,444
Investment income	\$ 101,296	\$ 287,966	\$ 190,851
Gifts and donations	\$ 364,479	\$ 605,828	\$ 644,312
Rental of facilities	\$ 215,000	\$ 291,975	\$ 215,452
Fundraising	\$ 19,425	\$ 193,837	\$ 196,719
Gains on disposal of capital assets	\$ -	\$ 52,733	\$ -
Other revenue	\$ 240,574	\$ 218,434	\$ 260,957
Total revenues	\$ 124,046,672	\$ 123,903,935	\$ 122,691,897
EXPENSES			
Instruction - ECS	\$ 5,628,843	\$ 5,000,315	\$ 4,918,137
Instruction - Grades 1 - 12	\$ 96,109,949	\$ 97,163,692	\$ 95,190,206
Plant operations and maintenance (Schedule 4)	\$ 16,075,020	\$ 13,386,926	\$ 14,478,915
Transportation	\$ 2,885,342	\$ 2,855,948	\$ 2,978,477
Board & system administration	\$ 3,905,138	\$ 3,772,219	\$ 3,954,024
External services	\$ -	\$ -	\$ -
Total expenses	\$ 124,604,292	\$ 122,179,101	\$ 121,519,760
Operating surplus (deficit)	\$ (557,621)	\$ 1,724,835	\$ 1,172,138
Accumulated operating surplus (deficit) at beginning of year		\$ 14,318,038	\$ 13,145,900
Accumulated operating surplus (deficit) at end of year	\$ (557,621)	\$ 16,042,872	\$ 14,318,038

The accompanying notes and schedules are part of these financial statements.

STATEMENT OF CASH FLOWS
For the Year Ended August 31, 2019 (in dollars)

	2019	2018
CASH FLOWS FROM:		
A. OPERATING TRANSACTIONS		
Operating surplus (deficit)	\$ 1,724,835	\$ 1,172,138
Add (Deduct) items not affecting cash:		
Amortization of tangible capital assets	\$ 5,799,196	\$ 5,938,369
Net (gain)/loss on disposal of tangible capital assets	\$ (52,733)	\$ 3,884
Transfer of tangible capital assets (from)/to other entities	\$ -	\$ -
(Gain)/Loss on sale of portfolio investments	\$ -	\$ -
Expended deferred capital revenue recognition	\$ (4,519,617)	\$ (4,776,065)
Deferred capital revenue write-down / adjustment	\$ -	\$ -
Donations in kind	\$ -	\$ -
	\$ 2,951,681	\$ 2,338,325
(Increase)/Decrease in accounts receivable	\$ 807,160	\$ (2,219,232)
(Increase)/Decrease in inventories for resale	\$ -	
(Increase)/Decrease in other financial assets	\$ -	\$ -
(Increase)/Decrease in inventory of supplies	\$ (22,210)	
(Increase)/Decrease in prepaid expenses	\$ (109,639)	\$ (184,708)
(Increase)/Decrease in other non-financial assets	\$ -	\$ (1,928)
Increase/(Decrease) in accounts payable, accrued and other liabilities	\$ 1,047,522	\$ (1,352,156)
Increase/(Decrease) in deferred revenue (excluding EDCC)	\$ 16,133,515	\$ 7,592,483
Increase/(Decrease) in employee future benefit liabilities	\$ 59,600	\$ 39,200
Capital transactions included above	\$ -	\$ -
Total cash flows from operating transactions	\$ 20,867,629	\$ 6,211,984
B. CAPITAL TRANSACTIONS		
Acquisition of tangible capital assets	\$ (13,884,480)	\$ (7,554,895)
Net proceeds from disposal of unsupported capital assets	\$ 62,486	\$ 45,796
Capital transactions included above	\$ -	\$ -
Total cash flows from capital transactions	\$ (13,821,994)	\$ (7,509,099)
C. INVESTING TRANSACTIONS		
Purchases of portfolio investments	\$ (3,675,886)	\$ (92,409)
Proceeds on sale of portfolio investments	\$ -	\$ -
Other (Describe)	\$ (4,000)	\$ (86,796)
Change in endowment	\$ -	\$ -
Total cash flows from investing transactions	\$ (3,679,886)	\$ (179,206)
D. FINANCING TRANSACTIONS		
Debt issuances	\$ -	\$ -
Debt repayments	\$ -	\$ -
Other factors affecting debt (describe)	\$ -	\$ -
Capital lease issuances	\$ -	\$ -
Capital lease payments	\$ -	\$ -
Other (describe)	\$ -	\$ -
Other (describe)	\$ -	\$ -
Total cash flows from financing transactions	\$ -	\$ -
Increase (decrease) in cash and cash equivalents	\$ 3,365,749	\$ (1,476,320)
Cash and cash equivalents, at beginning of year	\$ 11,976,817	\$ 13,453,138
Cash and cash equivalents, at end of year	\$ 15,342,566	\$ 11,976,817

The accompanying notes and schedules are part of these financial statements.

STATEMENT OF CHANGE IN NET DEBT
For the Year Ended August 31, 2019 (in dollars)

	Budget 2019	2019	2018
Operating surplus (deficit)	\$ -	\$ 1,724,835	\$ 1,172,138
Effect of changes in tangible capital assets			
Acquisition of tangible capital assets	\$ -	\$ (13,884,480)	\$ (7,554,895)
Amortization of tangible capital assets	\$ -	\$ 5,799,196	\$ 5,938,369
Net (gain)/loss on disposal of tangible capital assets	\$ -	\$ (52,733)	\$ 3,884
Net proceeds from disposal of unsupported capital assets	\$ -	\$ 62,486	\$ 45,796
Write-down carrying value of tangible capital assets	\$ -	\$ -	\$ -
Transfer of tangible capital assets (from)/to other entities	\$ -	\$ -	\$ -
Other changes	\$ -	\$ -	\$ -
Total effect of changes in tangible capital assets	\$ -	\$ (8,075,530)	\$ (1,566,846)
Acquisition of inventory of supplies	\$ -	\$ (22,210)	
Consumption of inventory of supplies	\$ -	\$ -	
(Increase)/Decrease in prepaid expenses	\$ -	\$ (109,639)	\$ (184,708)
(Increase)/Decrease in other non-financial assets	\$ -	\$ -	\$ (1,928)
Net remeasurement gains and (losses)	\$ -	\$ -	\$ -
Other changes	\$ -	\$ (4,000)	\$ (86,796)
Decrease (increase) in net debt	\$ -	\$ (6,486,545)	\$ (668,141)
Net debt at beginning of year	\$ -	\$ (82,421,693)	\$ (81,753,552)
Net debt at end of year	\$ -	\$ (88,908,238)	\$ (82,421,693)

The accompanying notes and schedules are part of these financial statements.

STATEMENT OF CHANGE IN NET DEBT
For the Year Ended August 31, 2019 (in dollars)

	2019	2018
Operating surplus (deficit)	\$ 1,724,835	\$ 1,172,138
Effect of changes in tangible capital assets		
Acquisition of tangible capital assets	\$ (13,884,480)	\$ (7,554,895)
Amortization of tangible capital assets	\$ 5,799,196	\$ 5,938,369
Net (gain)/loss on disposal of tangible capital assets	\$ (52,733)	\$ 3,884
Net proceeds from disposal of unsupported capital assets	\$ 62,486	\$ 45,796
Write-down carrying value of tangible capital assets	\$ -	\$ -
Transfer of tangible capital assets (from)/to other entities	\$ -	\$ -
Other changes	\$ -	\$ -
Total effect of changes in tangible capital assets	\$ (8,075,530)	\$ (1,566,846)
Acquisition of inventory of supplies	\$ (22,210)	\$ -
Consumption of inventory of supplies	\$ -	\$ -
(Increase)/Decrease in prepaid expenses	\$ (109,639)	\$ (184,708)
(Increase)/Decrease in other non-financial assets	\$ -	\$ (1,928)
Net remeasurement gains and (losses)	\$ -	\$ -
Other changes	\$ (4,000)	\$ (86,796)
Decrease (increase) in net debt	\$ (6,486,545)	\$ (668,141)
Net debt at beginning of year	\$ (82,421,693)	\$ (81,753,552)
Net debt at end of year	\$ (88,908,238)	\$ (82,421,693)

The accompanying notes and schedules are part of these financial statements.

STATEMENT OF REMEASUREMENT GAINS AND LOSSES

For the Year Ended August 31, 2019 (in dollars)

	2019	2018
Unrealized gains (losses) attributable to:		
Portfolio investments	\$ -	\$ -
Derivatives	\$ -	\$ -
Other	\$ -	\$ -
Amounts reclassified to the statement of operations:		
Portfolio investments	\$ -	\$ -
Derivatives	\$ -	
Other	\$ -	\$ -
Other Adjustment (Describe)	\$ -	\$ -
Net remeasurement gains (losses) for the year	\$ -	\$ -
Accumulated remeasurement gains (losses) at beginning of year	\$ -	\$ -
Accumulated remeasurement gains (losses) at end of year	\$ -	\$ -

The accompanying notes and schedules are part of these financial statements.

SCHEDULE 1

School Jurisdiction Code:

3070

SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS
for the Year Ended August 31, 2019 (in dollars)

	ACCUMULATED SURPLUS	ACCUMULATED RE MEASUREMENT GAINS (LOSSES)	ACCUMULATED OPERATING SURPLUS	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
							TOTAL OPERATING RESERVES	TOTAL CAPITAL RESERVES
Balance at August 31, 2018	\$ 14,318,038	\$ -	\$ 14,318,038	\$ 6,566,802	\$ 39,367	\$ 3,315,034	\$ 4,197,884	\$ 198,951
Prior period adjustments:								
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted Balance, August 31, 2018	\$ 14,318,038	\$ -	\$ 14,318,038	\$ 6,566,802	\$ 39,367	\$ 3,315,034	\$ 4,197,884	\$ 198,951
Operating surplus (deficit)	\$ 1,724,835		\$ 1,724,835			\$ 1,724,835		
Board funded tangible capital asset additions				\$ 1,035,884		\$ (1,035,884)	\$ -	\$ -
Disposal of unsupported tangible capital assets or board funded portion of supported	\$ 0		\$ 0	\$ (9,754)		\$ (52,733)		\$ 62,486
Write-down of unsupported tangible capital assets or board funded portion of supported	\$ -		\$ -	\$ -		\$ -		\$ -
Net remeasurement gains (losses) for the year	\$ -	\$ -						
Endowment expenses & disbursements	\$ (4,000)		\$ (4,000)		\$ (4,000)	\$ -		
Endowment contributions	\$ -		\$ -		\$ -	\$ -		
Reinvested endowment income	\$ -		\$ -		\$ -	\$ -		
Direct credits to accumulated surplus (Describe)	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets	\$ -			\$ (5,799,196)		\$ 5,799,196		
Capital revenue recognized	\$ -			\$ 4,519,617		\$ (4,519,617)		
Debt principal repayments (unsupported)	\$ -			\$ -		\$ -		
Additional capital debt or capital leases	\$ -			\$ -		\$ -		
Net transfers to operating reserves	\$ -					\$ (4,451,453)	\$ 4,451,453	
Net transfers from operating reserves	\$ -					\$ 3,680,209	\$ (3,680,209)	
Net transfers to capital reserves	\$ -					\$ -		\$ -
Net transfers from capital reserves	\$ -					\$ -		\$ -
Other Changes	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Changes	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Balance at August 31, 2019	\$ 16,038,872	\$ -	\$ 16,038,872	\$ 6,313,354	\$ 35,367	\$ 4,459,587	\$ 4,969,128	\$ 261,437

SCHEDULE 1

School Jurisdiction Code: 3070

**SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS
for the Year Ended August 31, 2019 (in dollars)**

	INTERNALLY RESTRICTED RESERVES BY PROGRAM									
	School & Instruction Related		Operations & Maintenance		Board & System Administration		Transportation		External Services	
	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves
Balance at August 31, 2018	\$ 1,691,736	\$ -	\$ 517,675	\$ 46,951	\$ 1,988,473	\$ -	\$ -	\$ 152,000	\$ -	\$ -
Prior period adjustments:										
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted Balance, August 31, 2018	\$ 1,691,736	\$ -	\$ 517,675	\$ 46,951	\$ 1,988,473	\$ -	\$ -	\$ 152,000	\$ -	\$ -
Operating surplus (deficit)										
Board funded tangible capital asset additions	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Disposal of unsupported tangible capital assets or board funded portion of supported assets		\$ -		\$ 62,486		\$ -		\$ -		\$ -
Write-down of unsupported tangible capital assets or board funded portion of supported assets	\$ -	\$ -		\$ -		\$ -		\$ -		\$ -
Net remeasurement gains (losses) for the year										
Endowment expenses & disbursements										
Endowment contributions										
Reinvested endowment income										
Direct credits to accumulated surplus (Describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets										
Capital revenue recognized										
Debt principal repayments (unsupported)										
Additional capital debt or capital leases										
Net transfers to operating reserves	\$ 1,691,736		\$ -		\$ 2,759,717		\$ -		\$ -	
Net transfers from operating reserves	\$ (1,691,736)		\$ -		\$ (1,988,473)		\$ -		\$ -	
Net transfers to capital reserves		\$ -		\$ -		\$ -		\$ -		\$ -
Net transfers from capital reserves		\$ -		\$ -		\$ -		\$ -		\$ -
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Balance at August 31, 2019	\$ 1,691,736	\$ -	\$ 517,675	\$ 109,437	\$ 2,759,717	\$ -	\$ -	\$ 152,000	\$ -	\$ -

SCHEDULE 2
SCHEDULE OF DEFERRED CONTRIBUTIONS
(EXTERNALLY RESTRICTED CONTRIBUTIONS ONLY)
for the Year Ended August 31, 2019 (in dollars)

	Other GoA Ministries excluding Infrastructure									
	Alberta Education	Alberta Infrastructure	Description 1	Description 2	Description 3	Total Other GoA Ministries	Gov't of Canada	Donations and grants from others	Other	Total other sources
Balance at Aug 31, 2018	\$ 1,777,217	\$ -	\$ 185,272	\$ -	\$ -	\$ 185,272	\$ -	\$ 160,069	\$ 1,813,175	\$ 1,973,244
Prior period adjustments - please explain:	-	-	-	-	-	-	-	-	-	-
Adjusted ending balance Aug. 31, 2018	\$ 1,777,217	\$ -	\$ 185,272	\$ -	\$ -	\$ 185,272	\$ -	\$ 160,069	\$ 1,813,175	\$ 1,973,244
Received during the year (excluding investment income)	3,580,902	-	-	-	-	-	-	33,867	3,657,309	3,691,176
transfer (to) grant/donation revenue (excluding investment income)	(1,254,252)	-	(185,272)	-	-	-	-	(24,426)	(3,446,586)	-
Investment earnings	-	-	-	-	-	-	-	-	-	-
Received during the year	77,891	-	-	-	-	-	-	-	-	-
Transferred to investment income	-	-	-	-	-	-	-	-	-	-
Transferred (to) from UDCC	-	-	-	-	-	-	-	-	-	-
Transferred directly (to) EDCC	(572,807)	-	-	-	-	-	-	-	-	-
Transferred (to) from others - please explain:	-	-	-	-	-	-	-	-	-	-
DC Closing balance at Aug 31, 2019	\$ 3,606,950	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 169,509	\$ 2,023,898	\$ 2,193,408

Unspent Deferred Capital Contributions (UDCC)

Balance at Aug 31, 2018	\$ -	\$ 198,224	\$ -	\$ -	\$ -	\$ 198,224.31	\$ -	\$ -	\$ -	\$ -
Prior period adjustments - please explain:	-	-	-	-	-	-	-	-	-	-
Adjusted ending balance Aug. 31, 2018	\$ -	\$ 198,224	\$ -	\$ -	\$ -	\$ 198,224	\$ -	\$ -	\$ -	\$ -
Received during the year (excluding investment income)	225,000	11,973,107	-	-	-	11,973,107	-	-	-	-
UDCC Receivable	25,000	1,470,977	-	-	-	1,470,977	-	-	-	-
transfer (to) grant/donation revenue (excluding investment income)	-	-	-	-	-	-	-	-	-	-
Investment earnings	-	-	-	-	-	-	-	-	-	-
Received during the year	-	-	-	-	-	-	-	-	-	-
Transferred to investment income	-	-	-	-	-	-	-	-	-	-
Proceeds on disposition of supported capital/ Insurance proceeds (and related interest)	-	-	-	-	-	-	-	-	-	-
Transferred from (to) DC	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from (to) EDCC	(250,000)	(12,025,791)	-	-	-	12,025,791	-	-	-	-
Transferred (to) from others- please explain:	-	-	-	-	-	-	-	-	-	-
UDCC Closing balance at Aug 31, 2019	\$ -	\$ 1,616,517	\$ -	\$ -	\$ -	\$ 1,616,517	\$ -	\$ -	\$ -	\$ -

Expended Deferred Capital Contributions (EDCC)

Balance at Aug 31, 2018	\$ -	\$ 88,988,425	\$ -	\$ -	\$ -	\$ 88,988,425	\$ -	\$ -	\$ -	\$ -
Prior period adjustments - please explain:	-	-	-	-	-	-	-	-	-	-
Adjusted ending balance Aug. 31, 2018	\$ -	\$ 88,988,425	\$ -	\$ -	\$ -	\$ 88,988,425	\$ -	\$ -	\$ -	\$ -
Donated tangible capital assets	-	-	-	-	-	-	-	-	-	-
Alberta Infrastructure managed projects	-	-	-	-	-	-	-	-	-	-
Transferred from DC	572,807	-	-	-	-	-	-	-	-	-
Transferred from UDCC	250,000	12,025,791	-	-	-	12,025,791	-	-	-	-
Amounts recognized as revenue (Amortization of EDCC)	(371,017)	(4,148,600)	-	-	-	4,148,600	-	-	-	-
Disposal of supported capital assets	-	-	-	-	-	-	-	-	-	-
Transferred (to) from others - please explain:	-	-	-	-	-	-	-	-	-	-
EDCC Closing balance at Aug 31, 2019	\$ 451,790	\$ 96,865,616	\$ -	\$ -	\$ -	\$ 96,865,616	\$ -	\$ -	\$ -	\$ -

SCHEDULE OF PROGRAM OPERATIONS
for the Year Ended August 31, 2019 (in dollars)

REVENUES	2019							2018	
	Instruction		Plant Operations and Maintenance	Transportation	Board & System Administration	External Services	TOTAL	TOTAL	TOTAL
	ECS	Grades 1 - 12							
(1) Alberta Education	\$ 5,000,315	\$ 91,614,652	\$ 9,254,067	\$ 2,480,791	\$ 3,775,149	\$ -	\$ 112,124,974	\$ 111,147,631	\$ 111,147,631
(2) Alberta Infrastructure	-	-	\$ 4,148,600	-	-	-	\$ 4,148,600	\$ 4,405,048	\$ 4,405,048
(3) Other - Government of Alberta	-	\$ 387,460	-	-	-	-	\$ 387,460	\$ 362,710	\$ 362,710
(4) Federal Government and First Nations	-	\$ 132,603	-	-	-	-	\$ 132,603	\$ 101,166	\$ 101,166
(5) Other Alberta school authorities	-	\$ 275,189	-	-	-	-	\$ 275,189	\$ 287,324	\$ 287,324
(6) Out of province authorities	-	-	-	-	-	-	-	-	-
(7) Alberta municipalities-special tax levies	-	-	-	-	-	-	-	-	-
(8) Property taxes	-	-	-	-	-	-	-	-	-
(9) Fees	-	\$ 1,373,653	-	-	-	-	-	-	-
(10) Other sales and services	-	\$ 3,560,827	\$ 3,216	\$ 246,639	-	-	\$ 1,620,293	\$ 1,848,284	\$ 1,848,284
(11) Investment income	-	\$ 287,966	-	-	-	-	\$ 287,966	\$ 3,031,444	\$ 3,031,444
(12) Gifts and donations	-	\$ 605,828	-	-	-	-	\$ 605,828	\$ 190,851	\$ 190,851
(13) Rental of facilities	-	\$ 254,431	\$ 37,544	-	-	-	\$ 291,975	\$ 644,312	\$ 644,312
(14) Fundraising	-	\$ 193,837	-	-	-	-	\$ 193,837	\$ 215,452	\$ 215,452
(15) Gains on disposal of tangible capital assets	-	-	\$ 52,733	-	-	-	\$ 52,733	\$ 196,719	\$ 196,719
(16) Other revenue	-	\$ 218,434	-	-	-	-	\$ 218,434	\$ -	\$ -
(17) TOTAL REVENUES	\$ 5,000,315	\$ 98,904,881	\$ 13,496,160	\$ 2,727,430	\$ 3,775,149	\$ -	\$ 123,903,935	\$ 122,691,897	\$ 122,691,897
EXPENSES									
(18) Certificated salaries	\$ 2,863,419	\$ 55,040,386	-	-	\$ 1,214,836	\$ -	\$ 59,118,641	\$ 57,398,831	\$ 57,398,831
(19) Certificated benefits	\$ 4,501	\$ 13,325,384	-	-	\$ 258,313	\$ -	\$ 13,588,198	\$ 13,727,072	\$ 13,727,072
(20) Non-certificated salaries and wages	\$ 1,464,859	\$ 12,188,493	\$ 3,666,246	\$ 124,625	\$ 1,330,680	\$ -	\$ 18,774,903	\$ 18,162,861	\$ 18,162,861
(21) Non-certificated benefits	\$ 7,669	\$ 3,884,138	\$ 951,695	\$ 28,972	\$ 446,816	\$ -	\$ 5,319,290	\$ 5,223,281	\$ 5,223,281
(22) SUB - TOTAL	\$ 4,340,447	\$ 84,438,401	\$ 4,617,941	\$ 153,597	\$ 3,250,645	\$ -	\$ 96,801,031	\$ 94,512,046	\$ 94,512,046
(23) Services, contracts and supplies	\$ 659,868	\$ 11,684,740	\$ 3,977,196	\$ 2,702,350	\$ 512,111	\$ -	\$ 19,536,265	\$ 21,017,739	\$ 21,017,739
(24) Amortization of supported tangible capital assets	-	-	\$ 4,519,617	-	-	-	\$ 4,519,617	\$ 4,776,065	\$ 4,776,065
(25) Amortization of unsupported tangible capital assets	-	\$ 1,007,407	\$ 272,172	-	-	-	\$ 1,279,579	\$ 1,162,304	\$ 1,162,304
(26) Supported interest on capital debt	-	-	-	-	-	-	-	-	-
(27) Unsupported interest on capital debt	-	-	-	-	-	-	-	-	-
(28) Other interest and finance charges	-	\$ 33,145	-	-	\$ 9,463	-	\$ 42,608	\$ 47,722	\$ 47,722
(29) Losses on disposal of tangible capital assets	-	-	-	-	-	-	-	\$ 3,884	\$ 3,884
(30) Other expense	-	-	-	-	-	-	-	-	-
(31) TOTAL EXPENSES	\$ 5,000,315	\$ 97,163,692	\$ 13,386,926	\$ 2,855,948	\$ 3,772,219	\$ -	\$ 122,179,101	\$ 121,519,760	\$ 121,519,760
(32) OPERATING SURPLUS (DEFICIT)	\$ -	\$ 1,741,188	\$ 109,234	\$ (128,517)	\$ 2,930	\$ -	\$ 1,724,835	\$ 1,172,138	\$ 1,172,138

SCHEDULE OF PLANT OPERATIONS AND MAINTENANCE
for the Year Ended August 31, 2019 (in dollars)

EXPENSES	Custodial	Maintenance	Utilities and Telecomm.	Expensed IMR, Modular Unit Relocations & Lease Payments	Facility Planning & Operations Administration	Unsupported Amortization & Other Expenses	Supported Capital & Debt Services	2019 TOTAL Operations and Maintenance	2018 TOTAL Operations and Maintenance
Uncertificated salaries and wages	\$ 2,692,988	\$ 631,072	\$ -	\$ -	\$ 342,186			\$ 3,666,246	\$ 3,619,088
Uncertificated benefits	\$ 699,053	\$ 163,816	\$ -	\$ -	\$ 88,826			\$ 951,695	\$ 941,534
Sub-total Remuneration	\$ 3,392,041	\$ 794,888	\$ -	\$ -	\$ 431,012			\$ 4,617,941	\$ 4,560,622
Supplies and services	\$ 373,625	\$ 289,326	\$ 28,600	\$ 693,496	\$ 11,161			\$ 1,396,208	\$ 2,291,713
Electricity			\$ 1,401,240					\$ 1,401,240	\$ 1,404,344
Natural gas/heating fuel			\$ 576,510					\$ 576,510	\$ 650,369
Sewer and water			\$ 279,109					\$ 279,109	\$ 251,700
Telecommunications			\$ 6,566					\$ 6,566	\$ 4,735
Insurance					\$ 317,563			\$ 317,563	\$ 307,354
ASAP maintenance & renewal payments							\$ -	\$ -	\$ -
Amortization of tangible capital assets									
Supported									
Unsupported							\$ 4,520,492	\$ 4,520,492	\$ 4,776,065
Total Amortization						\$ 271,297	\$ 271,297	\$ 271,297	\$ 228,129
Interest on capital debt						\$ 271,297	\$ 4,520,492	\$ 4,791,789	\$ 5,004,194
Supported							\$ -	\$ -	\$ -
Unsupported						\$ -	\$ -	\$ -	\$ -
Lease payments for facilities				\$ -		\$ -		\$ -	\$ -
Other interest charges						\$ -		\$ -	\$ -
Losses on disposal of capital assets						\$ -		\$ -	\$ 3,884
TOTAL EXPENSES	\$ 3,765,666	\$ 1,084,214	\$ 2,292,025	\$ 693,496	\$ 759,736	\$ 271,297	\$ 4,520,492	\$ 13,386,926	\$ 14,478,915
SQUARE METRES									
School buildings								129,874.0	124,697.0
Non school buildings								4,162.0	4,162.0

Note:

Custodial: All expenses related to activities undertaken to keep the school environment and maintenance shops clean and safe.

Maintenance: All expenses associated with the repair, replacement, enhancement and minor construction of buildings, grounds and equipment components. This includes regular and preventative maintenance undertaken to ensure components reach or exceed their life cycle and the repair of broken components. Maintenance expenses exclude operational costs related to expensed IMR & Modular Unit relocations, as they are reported on separately.

Utilities & Telecommunications: All expenses related to electricity, natural gas and other heating fuels, sewer and water and all forms of telecommunications.

Expensed IMR & Modular Unit Relocation & Lease Pmts: All operational expenses associated with non-capitalized Infrastructure Maintenance Renewal projects, modular unit (portable) relocation, and payments on leased facilities.

Facility Planning & Operations Administration: All expenses related to the administration of operations and maintenance including (but not limited to) contract administration, clerical functions, negotiations, supervision of employees & contractors, school facility planning & project 'administration', administration of joint-use agreements, and all expenses related to ensuring compliance with health and safety standards, codes and government regulations.

Unsupported Amortization & Other Expenses: All expenses related to unsupported capital assets amortization and interest on unsupported capital debt.

Supported Capital & Debt Services: All expenses related to supported capital assets amortization and interest on supported capital debt.

SCHEDULE OF CASH, CASH EQUIVALENTS, AND PORTFOLIO INVESTMENTS
for the Year Ended August 31, 2019 (in dollars)

Cash & Cash Equivalents	2019			2018
	Average Effective (Market) Yield	Cost	Amortized Cost	Amortized Cost
Cash		\$ -	\$ 15,342,566	\$ 11,976,817
Cash equivalents				
Government of Canada, direct and guaranteed	0.00%	-	-	-
Provincial, direct and guaranteed	0.00%	-	-	-
Corporate	0.00%	-	-	-
Other, including GIC's	0.00%	-	-	-
Total cash and cash equivalents	0.00%	\$ -	\$ 15,342,566	\$ 11,976,817

See Note 3 for additional detail.

Portfolio Investments	2019			2018	
	Average Effective (Market) Yield	Cost	Fair Value	Balance	Balance
Interest-bearing securities					
Deposits and short-term securities	0.00%	\$ -	\$ -	\$ -	\$ -
Bonds and mortgages	0.00%	-	-	-	-
	0.00%	-	-	-	-
Equities					
Canadian equities	0.00%	\$ -	\$ 4,177,794	\$ 4,177,794	\$ 501,908
Global developed equities	0.00%	-	-	-	-
Emerging markets equities	0.00%	-	-	-	-
Private equities	0.00%	-	-	-	-
Pooled investment funds	0.00%	-	-	-	-
Total fixed income securities	0.00%	-	4,177,794	4,177,794	501,908
Other					
Other (Specify)	0.00%	\$ -	\$ -	\$ -	\$ -
Other (Specify)	0.00%	-	-	-	-
Other (Specify)	0.00%	-	-	-	-
Other (Specify)	0.00%	-	-	-	-
Total equities	0.00%	-	-	-	-
Total portfolio investments	0.00%	\$ -	\$ 4,177,794	\$ 4,177,794	\$ 501,908

See Note 5 for additional detail.

Portfolio investments**Operating**

Cost

Unrealized gains and losses

Endowments

Cost

Unrealized gains and losses

Deferred revenue

Total portfolio investments

2019	2018
\$ 4,177,794	\$ 501,908
-	-
4,177,794	501,908
\$ -	\$ -
-	-
-	-
-	-
\$ 4,177,794	\$ 501,908

The following represents the maturity structure for portfolio investments based on principal amount:

	2019	2018
Under 1 year	14.0%	100.0%
1 to 5 years	86.0%	0.0%
6 to 10 years	0.0%	0.0%
11 to 20 years	0.0%	0.0%
Over 20 years	0.0%	0.0%
	100.0%	100.0%

SCHEDULE 6School Jurisdiction Code: **3070**

SCHEDULE OF TANGIBLE CAPITAL ASSETS
for the Year Ended August 31, 2019 (in dollars)

	2019						2018
	Land	Work In Progress*	Buildings**	Equipment	Vehicles	Computer Hardware & Software	Total
Estimated useful life							
Historical cost							
Beginning of year	\$ 1,416,015	\$ 6,384,179	\$ 168,229,615	\$ 9,503,998	\$ 1,954,264	\$ 14,794,795	\$ 202,282,866
Prior period adjustments	-	-	-	-	-	-	-
Additions	-	-	11,978,219	815,478	157,716	933,067	13,884,480
Transfers in (out)	-	(6,384,179)	6,384,179	-	-	-	-
Less disposals including write-offs	-	-	-	(6,785,518)	(360,505)	(4,475,574)	(11,621,597)
Historical cost, August 31, 2019	\$ 1,416,015	\$ -	\$ 186,592,013	\$ 3,533,958	\$ 1,751,475	\$ 11,252,288	\$ 204,545,749
Accumulated amortization							
Beginning of year	\$ -	\$ -	\$ 84,889,186	\$ 8,390,662	\$ 1,318,869	\$ 12,128,924	\$ 106,727,640
Prior period adjustments	-	-	-	-	-	-	-
Amortization	-	-	4,363,059	401,916	116,356	917,865	5,799,196
Other additions	-	-	-	-	-	-	-
Transfers in (out)	-	-	-	-	-	-	-
Less disposals including write-offs	-	-	-	(6,785,518)	(350,751)	(4,475,574)	(11,611,844)
Accumulated amortization, August 31, 2019	\$ -	\$ -	\$ 89,252,245	\$ 2,007,059	\$ 1,084,473	\$ 8,571,215	\$ 100,914,993
Net Book Value at August 31, 2019	\$ 1,416,015	\$ -	\$ 97,339,768	\$ 1,526,899	\$ 667,002	\$ 2,681,073	\$ 103,630,756
Net Book Value at August 31, 2018	\$ 1,416,015	\$ 6,384,179	\$ 83,340,429	\$ 1,113,336	\$ 635,395	\$ 2,665,871	\$ 95,555,226

	2019	2018
Total cost of assets under capital lease	\$ -	\$ -
Total amortization of assets under capital lease	\$ -	\$ -

SCHEDULE 7

School Jurisdiction Code: 3070

**SCHEDULE OF REMUNERATION AND MONETARY INCENTIVES
for the Year Ended August 31, 2019 (in dollars)**

Board Members:	FTE	Remuneration	Benefits	Allowances	Performance Bonuses	ERIP's / Other Paid	Other Accrued Unpaid Benefits	Expenses
Bev Manning, Chair	1.00	\$24,258	\$6,154	\$1,000			\$0	\$5,431
Cathy Peacocke, Vice Chair	1.00	\$21,173	\$3,100	\$1,000			\$0	\$4,886
Bill Christie	1.00	\$22,079	\$5,005	\$2,000			\$0	\$6,029
Dianne Macaulay	1.00	\$23,387	\$4,777	\$0			\$0	\$6,795
Bill Stuebing	1.00	\$20,771	\$5,014	\$0			\$0	\$7,077
Nicole Buchanan	1.00	\$22,594	\$5,914	\$0			\$0	\$6,721
Laurett Woodward	1.00	\$23,427	\$6,028	\$0			\$0	\$6,420
-	-	\$0	\$0	\$0			\$0	\$0
-	-	\$0	\$0	\$0			\$0	\$0
-	-	\$0	\$0	\$0			\$0	\$0
-	-	\$0	\$0	\$0			\$0	\$0
-	-	\$0	\$0	\$0			\$0	\$0
Subtotal	7.00	\$157,688	\$35,992	\$4,000			\$0	\$43,359
Stu Henry, Superintendent	1.00	\$216,300	\$20,330	\$3,600	\$0	\$0	\$0	\$7,884
Colin Cairney, Corporate Treasurer	1.00	\$146,000	\$29,936	\$3,000	\$0	\$0	\$0	\$4,757
Bruce Buruma, Corporate Secretary	1.00	\$142,290	\$13,747	\$3,509	\$0	\$0	\$0	\$4,284
		\$0	\$0	\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0	\$0	\$0
Certified		\$58,760,051	\$13,432,778	\$114,235	\$0	\$0	\$0	
School based	590.94							
Non-School based	10.80							
Non-certificated		\$18,471,215	\$5,214,728	\$31,635	\$0	\$0	\$0	
Instructional	234.86							
Plant Operations & Maintenance	69.66							
Transportation	2.00							
Other	127.46							
TOTALS	1,045.72	\$77,893,544	\$18,747,510	\$159,978	\$0	\$0	\$0	\$60,284

RED DEER PUBLIC SCHOOL DISTRICT NO. 104

Notes to the Financial Statements

August 31, 2019

1. AUTHORITY AND PURPOSE

The Red Deer Public School District No. 104 (the "jurisdiction") delivers education programs under the authority of the School Act and is a registered charitable organization entitled to issue charitable donation receipts and is exempt from income tax in accordance with the Income Tax Act., Revised Statutes of Alberta 2000, Chapter S-3.

The jurisdiction receives instruction and support allocations under Education Grants Regulations (AR 120/2008). The regulation allows for the settling of conditions and use of grant monies. The jurisdiction is limited on certain funding allocations and administration expenses.

2. SIGNIFICANT ACCOUNTING POLICIES

These financial statements have been prepared in accordance with Canadian public sector accounting standards ("PSAS"). The financial statements have, in management's opinion, been properly prepared within reasonable limits of materiality and within the framework of the accounting policies summarized below.

Reporting Entity

These financial statements reflect the assets, liabilities, revenues, expenses and changes in net debt of the jurisdiction and the Red Deer Public Schools Scholarship Trust (Scholarship Trust). The Scholarship Trust is controlled by the management of the jurisdiction.

The Scholarship Trust was incorporated under the Societies Act of the Province of Alberta to assemble and administer a pool of capital, the income from which is to provide annual awards for academic achievement to students of the jurisdiction. The Scholarship Trust is a registered charitable organization and is entitled to issue charitable donation receipts and is exempt from income tax in accordance with the Income Tax Act.

Revenue Recognition

Revenues are recorded on an accrual basis. Instruction and support allocations are recognized in the year to which they relate. Fees for services related to courses and programs are recognized as revenue when such courses and programs are delivered.

Eligibility criteria are criteria that the jurisdiction has to meet in order to receive certain contributions. Stipulations describe what the jurisdiction must perform in order to keep the contributions. Contributions without eligibility criteria or stipulations are recognized as revenue when the contributions are authorized by the transferring government or entity and all eligibility criteria have been met.

Contributions with stipulations are recognized as revenue in the period the stipulations are met, except when and to the extent that the contributions give rise to an obligation that meets the definition of a liability (Per PSAS 3200). Such liabilities are recorded as deferred revenue. The following items fall under this category:

- Non-capital contributions for specific purposes are recorded as deferred revenue and recognized as revenue in the year the stipulated expenses are incurred;
- Unexpended Deferred Capital Revenue; or Expended Deferred Capital Revenue

RED DEER PUBLIC SCHOOL DISTRICT NO. 104
Notes to the Financial Statements
August 31, 2019

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

Measurement Uncertainty

The preparation of financial statements in accordance with Canadian public sector accounting standards requires management to make estimates and assumptions that affect the reported amount of assets and liability as the date of the financial statements, and the reported amounts of revenues and expenses during the period. Significant areas requiring the use of estimates include: obligations under the Supplemental Executive Retirement Plan (SERP), employee benefit obligations, sick time accrual, amortization of tangible assets and expended deferred revenue capital revenue. Actual results may differ from management's best estimates as additional information becomes available in the future.

Cash and Cash Equivalents

Cash and cash equivalents includes cash and temporary investments with maturities of twelve months or less and bank indebtedness that is utilized periodically for day to day operations

Portfolio Investments

The jurisdiction has investments in bonds. Bonds quoted in an active market are recorded at market value all other bonds are recorded at cost.

Inventories (included in other financial assets)

Inventories are valued at the lower of cost and net realizable value. Cost is determined on a standard cost basis.

Vacation Pay (included in accounts payable and accrued liabilities)

Vacation pay is recorded in the period in which the employee earns the benefit.

Employee Future Benefits

The jurisdiction participates in the Local Authorities Pension Plan (LAPP). This pension plan is a multi-employer defined benefit pension plan that provides pensions for the jurisdictions of participating employees, based on years of service and earnings. The jurisdiction portion of the LAPP's deficit is not recorded.

The jurisdiction also participates in a Supplemental Executive Retirement Plan (SERP) for certain employees of the jurisdiction. The plan supplements the benefits received under the LAPP in Alberta. The plan is defined benefit plan, and consists of a registered and non-registered component. Both components provide benefits based on years of service and earnings. The registered component of the plan is responsible for any plan deficits. The unregistered component is unfunded and the liability is determined by an actuarial valuation using estimates described in note 8.

Pension costs are disclosed as part of the certified and uncertified benefits and are comprised of the amount of employer contributions required for its employees during the year, based on rates which are expected to provide for benefits payable under the LAPP and SERP.

RED DEER PUBLIC SCHOOL DISTRICT NO. 104
Notes to the Financial Statements
August 31, 2019

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

Teachers Retirement Fund Contributions by the Province of Alberta

Teachers Retirement Fund (TRF) contributions by the Province for current service are a component part of education system costs and are formally recognized in the accounts of the school jurisdictions, even though the jurisdiction has no legal obligation to pay these costs. The amount of current service contributions are recognized as revenue from the Province and as certificated benefits expense.

For the school year ended August 31, 2019, the amount contributed to the Teachers' Retirement Fund by the Province was \$6,241,748 (2018 - \$6,530,036).

Deferred Revenue

Deferred revenue includes contributions received for operations which have stipulations that meet the definition of a liability (per PSAS 3200). These contributions are recognized by the jurisdiction once it has met all eligibility criteria to receive contributions. When stipulations are met, deferred revenue is recognized as revenue in the fiscal year in a manner consistent with the circumstances and evidence used to support the initial recognition of the contributions received as a liability.

Deferred revenue also includes contributions for capital expenditures, unexpended and expended:

Unexpended Deferred Capital Revenue

Unexpended Deferred Capital Revenue represents externally restricted supported capital funds provided for a specific capital purpose received or receivable by the jurisdiction, but the related expenditure has not been made at year-end. These contributions must also have stipulations that meet the definition of a liability until expended

Expended Deferred Capital Revenue

Expended Deferred Capital Revenue represents externally restricted supported capital funds that have been expended but have yet to be amortized over the useful life of the related tangible capital asset. Amortization over the useful life of the related tangible capital is due to certain stipulations related to the contributions that require that the school jurisdiction to use the asset in a prescribed manner over the life of the associated asset.

Tangible Capital Assets

Tangible capital assets acquired or constructed are recorded at cost which includes amounts that are directly related to the acquisition, design, construction, development, improvement or betterment of the asset. Cost also includes overhead directly attributable to construction as well interest costs that are directly attributable to the acquisition or construction of the asset.

Buildings include land, site and leasehold improvements as well as assets under capital lease.

RED DEER PUBLIC SCHOOL DISTRICT NO. 104
Notes to the Financial Statements
August 31, 2019

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

Tangible Capital Assets (continued)

Sites and buildings are written down to residual value when conditions indicate that they no longer contribute to the ability of the jurisdiction to provide services or when the value of future economic benefits associated with the sites and buildings are less than their net book value. For supported assets, the write-downs are accounted for as reductions to Expended Deferred Capital Revenue.

Tangible capital assets are recorded at cost and amortized over their estimated useful lives on a straight-line basis at the following rates:

Buildings	2% to 10%
Equipment	10% to 20%
Vehicles	10% to 20%

Tangible capital assets with costs in excess of \$5,000 are capitalized.

Work-in-progress is recorded as a transfer to the applicable asset class at substantial completion.

Prepaid Expenses

Certain expenditures incurred and paid before the close of the school year are for specified school supplies, which will be consumed subsequent to the year-end and are accordingly recorded as prepaid expense. Certain insurance expenses fall into this category.

Expenses

Expenses are reported on accrual basis. The cost of all goods consumed and services received during the year are expensed.

Allocation of costs:

Actual salaries of personnel assigned to two or more programs are allocated based on the time spent in each program.

Employee benefits and allowances are allocated to the same programs, and in the same proportions, as the individual's salary.

Supplies and services are allocated based on actual program identification.

Program Reporting

The jurisdiction's operations have been segmented as follows:

ECS Instruction: The provision of Early Childhood Services education instructional services that fall under the basic public education mandate.

Grande 12 Instruction: The provision of instructional services for grades 1-12 that fall under the basic public education mandate.

Plant Operations and Maintenance: The operation and maintenance of all school buildings and maintenance of shop facilities.

RED DEER PUBLIC SCHOOL DISTRICT NO. 104
Notes to the Financial Statements
August 31, 2019

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

Program Reporting (continued)

Transportation: The provision of regular and special education bus services (to and from school), whether contracted or board operated, including transportation facilities.

Board & System Administration: The provision of board governance and system-based/central office administration.

External Services: All projects, activities, and services offered outside the public education mandate for ECS children and students in grades 1 – 12. Services offered beyond the mandate for public education are to be self-supporting, and Alberta Education funding may not be utilized to support these programs.

The allocation of revenues and expenses are reported by program, source and object on the Schedule of Program Operations. Respective instruction expenses include the cost of the certificated teachers, non-certificated teaching assistants as well as a proportionate share of supplies & services, school administration & instruction support, and System Instructional Support.

Operation and Capital Reserve

Reserves are established at the discretion of the Board of Trustees of the jurisdiction to set aside funds for operating and for future capital expenditures. Capital reserves are restricted to capital purposes and may only be used for operating purposes with approval by the Minister of Education.

Scholarship Endowment Funds

Contributions to scholarship endowment funds must be held in perpetuity in accordance with the agreement with the donor. Investment income is allocated proportionately to the funds. Awards and scholarships are funded from this income. The principal portion must be maintained and the distributable portion can be used as directed by the donors.

Reinvestment of the endowment principal represents a direct increase to the accumulated surplus. The remaining income earned on the endowment principal is recognized as deferred revenue or as revenue in the year to the extent that stipulations have been met.

Unrealized gains and losses associated with the endowment are recorded in the Statement of Remeasurement Gains and Losses.

Trust Under Administration

The jurisdiction has property that has been transferred or assigned to it to be administered or directed by a trust agreement or a statute. The Division holds title to the property for the benefit of the beneficiary. These funds have not been reflected in the jurisdictions financial statements.

Contributed Services

Volunteers assist schools operated by the jurisdiction in carrying out certain activities. Because of the difficulty in determining the fair value and the fact, such assistance is not otherwise purchase; contributed services are not recognized in the financial statements.

RED DEER PUBLIC SCHOOL DISTRICT NO. 104
Notes to the Financial Statements
August 31, 2019

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

Financial Instruments

The jurisdiction measures its financial instruments initially at fair value and subsequently measures them at amortized cost, except for portfolio investments, which continue to be measured at, fair value.

3. CASH AND CASH EQUIVALENTS

Included in cash and cash equivalents are the following restricted funds:

	2019	2018
Alberta Infrastructure Maintenance Renewal (IMR) Funding	\$0	\$0
Red Deer Public School Scholarship Trust	\$34,374	\$41,115
	<u>\$34,374</u>	<u>\$41,115</u>

4. ACCOUNTS RECEIVABLE

	2019			2018
	Gross Amount	Allowance for Doubtful Accounts	Net Realizable Value	Net Realizable Value
Alberta Education - Grants	\$ -	\$ -	\$ -	\$ -
Alberta Education - Capital	1,495,977	-	1,495,977	2,063,361
Alberta Education - IMR	-	-	-	-
Alberta Education - (Specify)	1,428	-	1,428	15,311
Other Alberta school jurisdictions	59,653	-	59,653	58,578
Treasury Board and Finance - Supported debenture principal	-	-	-	-
Treasury Board and Finance - Accrued interest on supported debentures	-	-	-	-
Alberta Health	-	-	-	-
Alberta Health Services	-	-	-	-
Advanced Education	-	-	-	-
Post-secondary institutions	-	-	-	-
Government of Alberta Ministry (Specify)	-	-	-	-
Government of Alberta Ministry (Specify)	-	-	-	-
Government of Alberta Ministries	-	-	-	-
Federal government	267,687	-	267,687	368,950
Municipalities	-	-	-	-
First Nations	-	-	-	-
Foundations	-	-	-	-
Other	345,040	-	345,040	470,745
Total	<u>\$ 2,169,785</u>	<u>\$</u>	<u>\$ 2,169,785</u>	<u>2,976,945</u>

RED DEER PUBLIC SCHOOL DISTRICT NO. 104
Notes to the Financial Statements
August 31, 2019

5. BANK INDEBTEDNESS

The School District maintains an undrawn revolving facility with an authorized limit of \$4,000,000 bearing interest at bank prime rate (currently 3.95%) plus 0.25%. Collateral is provided by a general assignment of book debts. The facility was not utilized during the year.

6. ACCOUNTS PAYABLE

	2019	2018
Alberta Education	\$ 223,129	\$ 103,260
Other Alberta school jurisdictions	-	5,744
Alberta Capital Finance Authority (Interest on long-term debt - Supported)	-	-
Alberta Capital Finance Authority (Interest on long-term debt - Unsupported)	-	-
Alberta Health	-	-
Alberta Health Services	-	187,935
Advanced Education	-	-
Post-secondary institutions	-	-
Other Government of Alberta ministries (Specify)	-	-
Other Government of Alberta ministries (Specify)	-	-
Other Government of Alberta ministries	-	-
Federal government	49,652	47,159
First Nations	-	-
Other interest on long-term debt	-	-
Other bank charges, fees, and interest	-	-
Accrued vacation pay liability	747,935	756,810
Other salaries & benefit costs	-	-
Other trade payables and accrued liabilities	3,821,618	2,691,103
Total	<u>\$ 4,842,334</u>	<u>\$ 3,792,011</u>

RED DEER PUBLIC SCHOOL DISTRICT NO. 104
Notes to the Financial Statements
August 31, 2019

7. DEFERRED REVENUE

SOURCE AND GRANT OR FUND TYPE	DEFERRED REVENUE as at Aug. 31, 2018	ADD: 2018/2019 Restricted Funds Received/ Receivable	DEDUCT: 2018/2019 Restricted Funds Expended (Paid / Payable)	ADD (DEDUCT): 2018/2019 Adjustments for Returned Funds	DEFERRED REVENUE as at Aug. 31, 2019
Unexpended deferred operating revenue					
Alberta Education:					
Regional Collaborative Service Delivery	\$ -	\$ 85,607	\$ (85,607)	\$ -	\$ -
Student Health Initiative (School Authorities)	-	-	-	-	-
Infrastructure Maintenance Renewal	1,777,217	3,039,776	(1,208,043)	-	3,608,950
Alberta Initiative for School Improvement	-	-	-	-	-
SuperNet Service	-	278,400	(278,400)	-	-
School Nutrition Project	-	340,617	(340,617)	-	-
Other Alberta Education def'd revenue (specify)	-	-	-	-	-
Other Government of Alberta:					
Alberta Health Services	185,272	-	(185,272)	-	-
(Specify)	-	-	-	-	-
Other Deferred Revenue:					
School Generated Funds	316,169	414,981	(335,534)	-	395,616
Fees / Other Sales and Services	1,497,007	3,242,328	(3,111,052)	-	1,628,283
Donations	-	-	-	-	-
Other (Scholarships)	-	-	-	-	-
Other (awards)	160,069	33,867	(24,426)	-	169,509
Other	-	-	-	-	-
Total unexpended deferred operating revenue	\$ 3,935,733	\$ 7,435,035	\$ (5,568,411)	\$ -	\$ 5,802,358
Unexpended deferred capital revenue (Schedule 2)	198,224	14,266,891	(12,848,598)	-	1,616,517
Expended deferred capital revenue (Schedule 2)	88,988,425	12,848,598	(4,519,617)	-	97,317,406
Total	\$ 93,122,383	\$ 34,550,525	\$ (22,936,627)	\$ -	\$ 104,736,281

Infrastructure Maintenance Renewal includes funding received in the current year relating to the uncompleted projects at year-end.

Included in other deferred revenue are funds received for instructional, school and other students fees related to the next fiscal year.

RED DEER PUBLIC SCHOOL DISTRICT NO. 104
Notes to the Financial Statements
August 31, 2019

8. EMPLOYEE FUTURE BENEFITS

Employee future benefit liabilities consist of the following:

	2019	2018
Defined benefit pension plan liability	\$ -	\$ -
Accumulating sick pay liability (vested)	510,000	480,000
Accumulating sick pay liability (non-vested)		
Other compensated absences	-	-
Post-employment benefits	-	-
Retirement allowances	-	-
Other termination benefits	-	-
Other employee future benefits	466,600	437,000
Total	<u>\$ 976,600</u>	<u>\$ 917,000</u>

LAPP Pension Plan

The pension expense recorded in these financial statements for the Local Authorities Pension Plan is equivalent to the jurisdictions annual contributions of \$1,729,864 for the year ended August 31, 2019 (2018 - \$1,831,186).

At December 31, 2018 the Local Authorities Pension Plan reported an actuarial surplus (2018 - surplus) of \$3,469,347,000 (2017 - \$4,835,515,000).

The jurisdiction is required to make current service contributions to the plan of 11.39% of the pensionable earnings up to the Canada Pension Plan Year's Maximum Pensionable Earnings and 15.84% for the excess. Employees of the jurisdiction are required to make current service contributions of 10.39% of pensionable salary up to the year's maximum pensionable salary and 14.84% on pensionable salary above this amount.

Alberta Teacher Retirement Fund

The current service and past service costs of the Alberta Teacher Retirement Fund are met by contributions by active members and the Government of Alberta. Under the terms of the Teachers' Pension Plan Act, the jurisdiction does not make pension contributions for certificated staff.

Supplemental Executive Retirement Plan (SERP)

The pension expense recorded in these financial statements for the Supplemental Executive Retirement Plan (SERP) is \$118,300 (2018 - \$127,900).

RED DEER PUBLIC SCHOOL DISTRICT NO. 104
Notes to the Financial Statements
August 31, 2019

8. EMPLOYEE FUTURE BENEFITS (continued)

The accrued benefit obligation for the non-registered component of the SERP at August 31, 2019 is \$466,600 (2018 - \$437,000). The obligation has been recorded in these financial statements as part of employee future benefits liability. The benefit was calculated using the projected accrued benefit cost method with pro-rata on service.

The actuarial assumptions used in calculating this benefit are as follows:

Expected average remaining service life	6 years
Assumed discount rate on liabilities	5.00%
Weighted average expected increase in salaries	3.50%
Retirement age	60 years

Yearly Maximum Pensionable Earnings of \$57,400 for 2019 (2018 - \$55,900) is estimated to increase by 1% per year.

The plan is a defined benefit plan. Yearly benefits will be calculated at 1.4% of the participant's final average earnings up to the average yearly maximum pensionable earnings, plus 2.0% of participant's final average earnings in excess of average yearly maximum pensionable earnings adjusted for early retirement and pensionable service time.

The retirement benefit liability to the district for 2019 is \$NIL (2018 - \$69,342).

9. OTHER LIABILITIES

Other liabilities consists of the distributable portion of endowment funds held by the Scholarship Trust to provide annual awards for academic achievement to students of the jurisdiction.

	2019	2018
Asset retirement obligation*	\$ -	\$ -
Other (Scholarship)	43,169	45,971
Other (Please specify)	-	-
Other	-	-
Total	<u>\$ 43,169</u>	<u>\$ 45,971</u>

10. OTHER FINANCIAL ASSETS:

Other financial assets consist of the following:

	2019	2018
Inventory	\$ 627,955	\$ 605,745
Other (specify if significant)	-	-
Other	-	-
Total	<u>\$ 627,955</u>	<u>\$ 605,745</u>

RED DEER PUBLIC SCHOOL DISTRICT NO. 104
Notes to the Financial Statements
August 31, 2019

11. ACCUMULATED SURPLUS

Detailed information related to accumulated surplus is available on the Schedule of Changes in Accumulated Surplus. Accumulated Surplus may be summarized as follows:

	2019	2018
Unrestricted surplus	\$ 4,459,585	\$ 3,315,035
Operating reserves	4,969,129	4,197,883
Accumulated surplus (deficit) from operations	9,428,714	7,512,918
Investment in tangible capital assets	6,313,354	6,566,802
Capital reserves	261,437	198,951
Endowments	35,367	39,367
Accumulated remeasurement gains (losses)	-	-
Accumulated surplus (deficit)	<u>\$ 16,038,872</u>	<u>\$ 14,318,038</u>

The school district has recorded a provision for employee future benefits. Since this provision reflects estimated future obligations, it is not required to be funded from current operations. Included in Accumulated surplus from operations are school-generated funds to which the Division has no claim. Accumulated surplus (deficit) may be adjusted as follows:

	2019	2018
Accumulated surplus (deficit) from operations	\$ 9,428,714	\$ 7,512,918
Deduct: School generated funds included in accumulated surplus (Note 15)	<u>1,846,869</u>	<u>1,836,003</u>
Adjusted accumulated surplus (deficit) from operations ⁽¹⁾	<u>\$ 7,581,845</u>	<u>\$ 5,676,915</u>

- (1) Adjusted accumulated surplus represents funding available to support the school jurisdiction's operations for the 2019/2020 year.

RED DEER PUBLIC SCHOOL DISTRICT NO. 104
Notes to the Financial Statements
August 31, 2019

12. CONTRACTUAL OBLIGATIONS

	2019	2018
Building projects	\$ -	\$ 9,766,476
Building leases ⁽¹⁾	588,646	846,196
Service providers ⁽²⁾	104,918	209,836
Other (Specify)	-	-
Other	-	-
Total	\$ 693,564	\$ 10,822,508

(1) Building Leases: The jurisdiction is committed to lease office space on behalf of an affiliated organization to November 30, 2021.

(2) Service Providers: As at August 31, 2019, the jurisdiction has \$104,918 (2018 - \$209,836) in commitments relating to service and grant contracts.

Estimated payment requirements are as follows:

	Building Projects	Building Leases	Service Providers	Other (Specify)	Other
2018-2019	\$ -	\$ 282,550	\$ 104,918	\$ -	\$ -
2019-2020	-	306,096	-	-	-
2020-2021	-	-	-	-	-
2021-2022	-	-	-	-	-
2022-2023	-	-	-	-	-
Thereafter	-	-	-	-	-
Total	\$ -	\$ 588,646	\$ 104,918	\$ -	\$ -

Transportation Commitments

The jurisdiction has entered into a transportation contract to transport students on small capacity buses at a flat rate of \$288.00 per route and urban transportation at a flat rate of \$278.82 per route until June 2022. These rates are adjusted for early dismissals, extra kilometers and a nominal increase each fiscal year.

RED DEER PUBLIC SCHOOL DISTRICT NO. 104
Notes to the Financial Statements
August 31, 2019

12. CONTRACTUAL OBLIGATIONS (continued)

Utility Commitments

The jurisdiction has entered into an electrical contract in order to manage its exposure to volatility in the electrical industry. Under the contract, the jurisdiction is paying a fixed rate of 4.75 cents per kilowatt-hour until May 2023.

13. CONTINGENT LIABILITIES

The district is a member of The Urban Schools Insurance Consortium ("USIC"), a licensed reciprocal insurance exchange under Alberta's Insurance Act, which facilitates the placement of property and liability insurance coverage for 14 jurisdictions throughout the province of Alberta. Member contributions pay for premiums on insurance policies and self-insure a portion of each member's risk exposure. Also, premium rebates received by the reciprocal from the insurer's favorable claims experience. Each member could become liable for its proportionate share of any claim losses in excess of the funds held by the reciprocal. The district's share of the accumulated USIC funds as at August 31, 2019 was \$220,537 (2018 - \$248,078). This amount has not been recognized in the district's financial statements as the accumulated funds are payable only upon membership termination or dissolution of the reciprocal.

14. TRUSTS UNDER ADMINISTRATION

These balances represent assets that are held in trust by the jurisdiction. They are not recorded in the statements of the jurisdiction.

	2019	2018
Deferred salary leave plan	\$ 76,234	\$ 127,029
Scholarship trusts	-	-
Regional Collaborative Service Delivery (Banker board)	-	-
Regional Learning Consortium (Banker board)	1,497,833	1,110,929
Other foundations (please specify)	-	-
Other trusts (please specify)	-	-
Total	\$ 1,574,117	\$ 1,237,958

RED DEER PUBLIC SCHOOL DISTRICT NO. 104
Notes to the Financial Statements
August 31, 2019

15. SCHOOL GENERATED FUNDS

	2019	2018
School Generated Funds, Beginning of Year	\$ 1,836,003	\$ 2,073,625
Gross Receipts:		
Fees	951,254	1,160,312
Fundraising	193,990	193,719
Gifts and donations	453,752	378,632
Grants to schools	23,751	23,279
Other sales and services	1,526,232	1,242,735
Total gross receipts	3,148,979	2,998,677
Total Related Expenses and Uses of Funds	3,138,114	3,236,298
Total Direct Costs Including Cost of Goods Sold to Raise Funds	-	-
School Generated Funds, End of Year	<u>\$ 1,846,869</u>	<u>\$ 1,836,003</u>
Balance included in Deferred Revenue*	\$ 395,616	\$ 316,169
Balance included in Accumulated Surplus (Operating Reserves)**	\$ 1,451,254	\$ 1,519,835

RED DEER PUBLIC SCHOOL DISTRICT NO. 104
Notes to the Financial Statements
August 31, 2019

16. RELATED PARTY TRANSACTIONS AND BALANCES

School jurisdictions are related with the Government of Alberta. All transactions and balances between the jurisdiction and the Government of Alberta are disclosed in these financial statements as follows:

	Balances		Transactions	
	Financial Assets (at cost or net realizable value)	Liabilities (at amortized cost)	Revenues	Expenses
Government of Alberta (GOA):				
Alberta Education				
Accounts receivable / Accounts payable	\$ 26,428	\$ 223,129		
Prepaid expenses / Deferred operating revenue	-	-		
Unexpended deferred capital revenue		451,790		
Expended deferred capital revenue		-		
Grant revenue & expenses			-	
ATRF payments made on behalf of district				
Other revenues & expenses			-	4,916
Other Alberta school jurisdictions	59,653	-	247,258	145,874
Transfer of schools to / from other school jurisdictions				
Alberta Treasury Board and Finance (Principal)				
Alberta Treasury Board and Finance (Accrued interest)			-	
Alberta Health	-	-	-	-
Alberta Health Services	-	-	354,012	326,407
Enterprise and Advanced Education	-	-	-	-
Post-secondary institutions	-	-	-	66,487
Alberta Infrastructure	-	-	-	-
Alberta Infrastructure	1,470,977	96,865,616	-	-
Unexpended deferred capital revenue		1,616,517		
Expended deferred capital revenue		-	-	
Human Services	-	-	313,350	303
Culture & Tourism	-	-	-	-
Other GOA ministry (Specify)	-	-	-	-
Other GOA ministry (Specify)	-	-	-	-
Other GOA ministries	-	-	-	-
Other:				
Alberta Capital Financing Authority		-		-
Other Related Parties (Specify)	-	-	-	-
Other Related Parties (Specify)	-	-	-	-
Other Related Parties	-	-	-	-
TOTAL 2018/2019	\$ 1,557,058	\$ 99,157,052	\$ 914,620	\$ 543,987
TOTAL 2017/2018	\$ 2,137,250	\$ 89,483,588	\$ 541,796	\$ 947,186

RED DEER PUBLIC SCHOOL DISTRICT NO. 104
Notes to the Financial Statements
August 31, 2019

Revenue and expense transactions were incurred in the normal course of operations and are recorded at the exchange amount which is the amount agreed to and paid by the related parties.

17. ECONOMIC DEPENDENCE ON RELATED THIRD PARTY

The Red Deer Public School District's primary source of income is from the Alberta Government. The District's ability to continue viable operations is dependent on this funding.

18. BUDGET

The Board of Trustees approved the final 2018/2019 budget on May 9, 2018. It is presented for information purposes only and has not been audited.

19. FINANCIAL INSTRUMENTS

Financial instruments consist of cash and cash equivalents, accounts receivable, portfolio investments, accounts payable and accrued liabilities, employee future benefit liabilities and other liabilities. It is management's opinion that the District is not exposed to significant credit risk, interest rate, currency, market or liquidity risks arising from these financial instruments except as follows:

Credit Risk

The District is exposed to credit risk as it grants credit to parents, students, and other customers in the normal course of business. To mitigate this risk, the District regularly reviews its accounts receivable list and follows up on past due accounts.

Market Risk

The District is exposed to market risk as the portfolio investments consist of mutual funds that are traded in the active market. This risk is mitigated by the District following the jurisdictions investment guidelines.

The carrying values of the above financial instruments approximate their fair value due to the relatively short periods to maturity of the instruments.

RED DEER PUBLIC SCHOOL DISTRICT NO. 104
Notes to the Financial Statements
August 31, 2019

20. APPROVAL OF FINANCIAL STATEMENTS

The Board of Trustees approved these financial statements on November 13, 2019.

SCHEDULE 8							School Jurisdiction Code: 3070	
UNAUDITED SCHEDULE OF FEES for the Year Ending August 31, 2019 (in dollars)								
	Actual Fees Collected 2017/2018	Budgeted Fee Revenue 2018/2019	(A) Actual Fees Collected 2018/2019	(B) Unexpended September 1, 2018*	(C) Funds Raised to Defray Fees 2018/2019	(D) Expenditures 2018/2019	(A) + (B) + (C) - (D) Unexpended Balance at August 31, 2019*	
Transportation Fees	\$242,419	\$165,300	\$246,639	\$0	\$0	\$246,639	\$0	
Basic Instruction Fees								
Basic instruction supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Fees to Enhance Basic Instruction								
Technology user fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Alternative program fees	\$176,643	\$224,850	\$198,014	\$0	\$0	\$198,014	\$0	
Fees for optional courses	\$129,913	\$88,404	\$165,163	\$27,080	\$0	\$172,457	\$19,786	
Activity fees	\$234,767	\$293,569	\$248,862	\$48,082	\$0	\$281,544	\$15,400	
Early childhood services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Other fees to enhance education	\$107,682	\$122,250	\$146,498	\$0	\$0	\$146,498	\$0	
Non-Curricular fees								
Extracurricular fees	\$173,389	\$351,247	\$361,306	\$0	\$0	\$354,778	\$6,528	
Non-curricular travel	\$686,663	\$458,250	\$138,164	\$0	\$0	\$138,164	\$0	
Lunch supervision and noon hour activity fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Non-curricular goods and services	\$96,807	\$211,526	\$115,646	\$0	\$0	\$115,646	\$0	
Other Fees	\$0	\$48,450	\$0	\$0	\$0	\$0	\$0	
TOTAL FEES	\$1,848,284	\$1,963,846	\$1,620,293	\$75,162	\$0	\$1,653,742	\$41,713	
							*Unexpended balances cannot be less than \$0	
Please disclose amounts paid by parents of students that are recorded as "Other sales and services", "Fundraising", or "Other revenue" (rather than fee revenue):							Actual 2019	Actual 2018
Cafeteria sales, hot lunch, milk programs							\$410,592	\$296,595
Special events, graduation, tickets							\$106,113	\$148,982
International and out of province student revenue							\$1,939,619	\$1,493,139
Sales or rentals of other supplies/services (clothing, agendas, yearbooks)							\$31,855	\$38,639
Adult education revenue							\$0	\$0
Preschool							\$0	\$0
Child care & before and after school care							\$0	\$0
Lost item replacement fee							\$0	\$0
Extracurricular fees (sports teams and clubs)							\$215,849	\$154,660
Locker rental							\$0	\$0
Textbooks, including lost or replacement fees, course materials							\$25,374	\$26,167
TOTAL							\$2,729,402	\$2,158,182

UNAUDITED SCHEDULE OF DIFFERENTIAL FUNDING for the Year Ended August 31, 2019 (in dollars)					
	PROGRAM AREA				
	First Nations, Metis & Inuit (FNMI)	ECS Program Unit Funding (PUF)	English as a Second Language (ESL)	Inclusive Education	Small Schools by Necessity (Revenue only)
Funded Students in Program	966	168	834		
Federally Funded Students					
REVENUES					
Alberta Education allocated funding	\$ 1,103,291	\$ 2,772,787	\$ 966,042	\$ 9,156,523	\$ 56,531
Other funding allocated by the board to the program	\$ -	\$ -	\$ -	\$ 4,861,118	\$ -
TOTAL REVENUES	\$ 1,103,291	\$ 2,772,787	\$ 966,042	\$ 14,017,641	\$ 56,531
EXPENSES (Not allocated from BASE, Transportation, or other funding)					
Instructional certificated salaries & benefits	\$ 301,480	\$ 775,907	\$ 697,680	\$ 5,322,217	
Instructional non-certificated salaries & benefits	\$ 791,554	\$ 1,579,946	\$ 201,757	\$ 7,759,751	
SUB TOTAL	\$ 1,093,034	\$ 2,355,853	\$ 899,437	\$ 13,081,968	
Supplies, contracts and services	\$ 10,257	\$ 76,555	\$ 66,605	\$ 935,673	
Program planning, monitoring & evaluation	\$ -	\$ -	\$ -	\$ -	
Facilities (required specifically for program area)	\$ -	\$ -	\$ -	\$ -	
Administration (administrative salaries & services)	\$ -	\$ 199,739	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	
TOTAL EXPENSES	\$ 1,103,291	\$ 2,632,147	\$ 966,042	\$ 14,017,641	
NET FUNDING SURPLUS (SHORTFALL)	\$ -	\$ 140,640	\$ -	\$ -	

UNAUDITED SCHEDULE OF CENTRAL ADMINISTRATION EXPENSES for the Year Ended August 31, 2019 (in dollars)									
EXPENSES	Allocated to Board & System Administration			Allocated to Other Programs			TOTAL		
	Salaries & Benefits	Supplies & Services	Other	Salaries & Benefits	Supplies & Services	Other	Salaries & Benefits	Supplies & Services	Other
Office of the superintendent	\$ 397,048	\$ 26,704	\$ -	\$ 423,752	\$ -	\$ -	\$ 423,752	\$ -	\$ -
Educational administration (excluding superintendent)	\$ 611,469	\$ 40,343	\$ -	\$ 651,812	\$ -	\$ -	\$ 651,812	\$ -	\$ -
Business administration	\$ 719,049	\$ 114,478	\$ -	\$ 833,527	\$ -	\$ -	\$ 833,527	\$ -	\$ -
Board governance (Board of Trustees)	\$ 197,680	\$ 183,631	\$ -	\$ 381,311	\$ -	\$ -	\$ 381,311	\$ -	\$ -
Information technology	\$ 205,163	\$ 10,573	\$ -	\$ 215,736	\$ -	\$ -	\$ 215,736	\$ -	\$ -
Human resources	\$ 565,003	\$ 22,669	\$ -	\$ 587,672	\$ -	\$ -	\$ 587,672	\$ -	\$ -
Central purchasing, communications, marketing	\$ 277,650	\$ 37,232	\$ -	\$ 314,882	\$ -	\$ -	\$ 314,882	\$ -	\$ -
Payroll	\$ 277,584	\$ -	\$ -	\$ 277,584	\$ -	\$ -	\$ 277,584	\$ -	\$ -
Administration - insurance			\$ -	\$ -		\$ -	\$ -		\$ -
Administration - amortization			\$ -	\$ -		\$ -	\$ -		\$ -
Administration - other (admin building, interest)			\$ 85,944	\$ 85,944		\$ -	\$ 85,944	\$ -	\$ -
Other (describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENSES	\$ 3,250,645	\$ 435,630	\$ 85,944	\$ 3,772,219	\$ -	\$ -	\$ 3,772,219	\$ -	\$ -

School Jurisdiction Code:		3070	
SCHEDULE 11	Average Estimated # of Students Served Per Meal:	657.00	
UNAUDITED SCHEDULE OF NUTRITION PROGRAM EXPENDITURES for the Year Ending August 31, 2019			
	Budget 2019	2019	
REVENUES			
Alberta Education - current	\$ 340,617	\$ 340,617	
Alberta Education - prior year	\$ 33,848	\$ 33,848	
Other Funding	\$ -	\$ -	
TOTAL REVENUES	\$ 374,465	\$ 374,465	
EXPENSES			
Salaries & Benefits			
Meal Supervisor/Cook/support Worker	\$ 76,227	\$ 72,528	
Other (please describe)	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	
Subtotal: Salaries & Benefits	\$ 76,227	\$ 72,528	
Food Supplies	\$ 94,465	\$ 78,710	
\$2/meal x 55 Students x 183 days			
Small Kitchenware			
Measuring cups & measuring spoons	\$ 100	\$ 63	
Plates, bowls & cups	\$ 300	\$ 202	
Utensils	\$ 1,000	\$ 807	
Other (please describe)	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	
Subtotal: Small Kitchenware	\$ 1,400	\$ 1,071	
Non-Capitalized Assets			
Microwave	\$ -	\$ 809	
Refrigerator	\$ -	\$ -	
Toaster	\$ -	\$ 385	
Stove	\$ -	\$ -	
Tables	\$ -	\$ -	
Dishwasher	\$ -	\$ -	
Carts to move food	\$ -	\$ -	
Garden tower	\$ -	\$ -	
Salad bar	\$ -	\$ -	
Other (Blender, water dispenser, delivery)	\$ -	\$ -	
Subtotal: Non-capitalized Assets	\$ -	\$ 1,194	
Training (e.g. food safety training, food prep courses, workshops, training materials)	\$ -	\$ -	
Contracted Services (please describe)			
Vendor / Company	\$ 196,500	\$ 184,857	
Food Delivery	\$ 3,500	\$ -	
Vendor Profit	\$ -	\$ -	
Subtotal: Contracted Services	\$ 200,000	\$ 184,857	
Other Expenses			
Kitchen aprons	\$ -	\$ -	
Family / Nutritional education nights	\$ -	\$ -	
Cleaning and sanitation supplies	\$ 1,173	\$ 1,296	
Travel & accommodation for Cohort B meetings	\$ 1,200	\$ 117	
Other (please describe)	\$ -	\$ -	
Subtotal: Other Expenses	\$ 2,373	\$ 1,413	
TOTAL EXPENSES	\$ 374,465	\$ 339,774	
ANNUAL SURPLUS/DEFICIT			
	\$ -	\$ 34,691	

BOARD AND SYSTEM ADMINISTRATION (FOR INFORMATION ONLY - NOT PART OF FINANCIAL STATEMENTS)	
2018/2019 EXPENSES UNDER (OVER) MAXIMUM LIMIT	
TOTAL EXPENSES (Net of rental revenue from central administration building)	\$122,179,101
Enter Number of Net Enrolled Students (adjusted for adult & underage students):	10,118
Enter Number of Funded (ECS) Children (headcount):	986
"C" if Charter School	
STEP 1	
Calculation of maximum expense limit percentage for Board and System Administration expenses If "Total Net Enrolled Students" are 6,000 and over = 3.6% 3.60% If "Total Net Enrolled Students" are 2,000 and less = 5.4% The Maximum Expense Limit for Board and System Administration is based on an arithmetical proration for the TOTAL FTE count for grades 1 -12, net of Home Education AND Adult students, between 2,000 to 6,000 at .00045 per FTE (Example: 4,500 FTE count grades 1-12 = 6,000 - 4,500 = 1,500 X .00045 = 0.675% plus 3.6% = maximum expense limit of 4.275%).	
STEP 2	
A. Calculate maximum expense limit amounts for Board and System Administration expenses	
Maximum Expense Limit percentage (Step 1) x TOTAL EXPENSES	\$4,398,448
B. Considerations for Charter Schools and Small School Boards:	
If charter schools and small school boards,	
The amount of Small Board Administration funding (<i>Funding Manual</i> Section 1.13)	\$0
2018/2019 MAXIMUM EXPENSE LIMIT (the greater of A or B above)	\$4,398,448
Actual Board & System Administration from Line 30 of "Schedule of Program Operations"	
net of rental income (Board & System Administration Column)	\$3,772,219
Amount Overspent	\$0
(Explain reason(s) for over-expenditure if amount overspent in cell "138" is greater than zero).	

Board Agenda Item



Topic: 2019/20 Fall Budget Update

Presenter: Colin Cairney

Meeting Date: November 13, 2019

Background

Background:

Alberta Education requires that a budget update be prepared in the fall of each year and be submitted by November 30. The update takes into account the actual enrolments as of the September 30 count date and potential budget changes from the spring budget submission.

The budget update is indicating a deficit budget of **\$3,000,000 for 2019/20**.

Reserves

The state of our operating reserves at August 31, 2019 is as follows:

School & Instruction related	\$1,691,000 (1% school reserve)
Operations and Maintenance	\$ 518,000
Board & System Administration	\$2,760,000
Transportation	\$ 0
Unrestricted Surplus	<u>\$2,613,000</u>
Total	\$7,582,000

2019/20 Spring Budget

The board approved a \$475,000 deficit in the spring that would draw down our reserves. To achieve this deficit, we anticipated finding \$500,000 in administrative efficiencies. This deficit didn't include school surpluses from the end of August. The school surpluses (reserves) for 2018/19 were \$860,000 and have been re-allocated to schools. This would bring the planned spring budget deficit to **\$1,335,000**.

Provincial Budget

Budget 2019 was released on October 24, 2019. The following highlights impact education:

- Overall Provincial education expenses is maintained at \$8.2 billion in the 2019/20 fiscal year. This will remain frozen as the budget for the next 4 years. Therefore any enrolment growth across the province will pull funds down per student.
- Transition year from the current Kindergarten to Grade 12 funding framework to a new funding and assurance model being developed as part of Budget 2020
- Funding for enrolment growth but by drawing down existing grants

Board Agenda Item



- Following grants will be reallocated:
 - Classroom Improvement Funding (not planned in our budget) **\$1,282,000**
 - School / Transportation Fee Reduction Funding **\$ 936,594**
 - Class Size Funding **\$4,935,763**
- These reallocations will support enrollment growth funding (already in fall budget) of **\$853,000** (111 new students) and,
- A one-time Transition Grant for the 2019/20 school year of **\$2,130,348**. The Transition Grant will be allocated using a per-student rate and will be based on enrolment in 2019/20. Metro, urban and charter school jurisdictions will receive a rate of **\$203** per funded student while rural school jurisdictions will receive a rate of **\$356** per funded student.

Net Funding loss is \$3,742,009

- Commitment to continue funding Nutrition Program
- Inclusive Education and FNMI funding

Enrolment 2019/20 – September 30, 2019

An increase of 111 students from the 2018-2019 school year. Baragar is projecting that we will have enrolment growth of approximately 100 students per year for the next 3 years.

Update to Fall Budget

- Continue current Division priorities
- All school budgets balanced
- School reserves from past school year were directed to Division surplus. Funds were accessed by Human Resources and Student Services to address emergent needs in late August and September.
- Increase of insurance premiums of approximately **\$275,000**
- Increase in Human Resources staffing benefit costs of approximately **\$200,000** (substitute teacher and Health Spending Account)

Board Agenda Item



Bottom line:

2019/20 fall budget update deficit (with enrolment growth)	\$1,810,000
Admin Efficiencies	\$ 500,000
Less:	
Reallocation Class Size Grant	\$4,935,763
Reallocation of School Fees Grant	\$ 936,594
Add:	
Transition Grant	<u>\$2,130,348</u>

Updated 2019/20 Fall budget after provincial budget release \$6,052,009

Allocations to School budgets

All allocations to school budgets will remain the same. Schools will not be required to make any changes to their submitted fall budgets.

Historical per pupil allocation:

<u>2016/17</u>	<u>2017/18</u>	<u>2018/19</u>	<u>2019/20</u>
\$5,382	\$5,382	\$5,382	\$5,382

Central Services Budgets

The following changes were made to reduce the deficit:

- Reduction of Tech Refresh budget in Technology Services \$430,000
 - Reduction of Contingency EA's in Student Services \$204,000
 - Reduction of grade level meetings in Learning Services \$ 25,000
 - Maintaining planned expenditures in Operations and Maintenance to 2018/19 levels \$154,000
- Total Reductions of: \$813,000**
- Administrative Efficiencies of **\$2,000,000**. This will come from Central Services and school budgets.

2019/20 Fall Budget Update Submission

We will be submitting our Division budget with a projected deficit of **\$3,000,000**.

Board Agenda Item



Quality Indicators:

Strategic Planning and Reporting:

- 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 approve the fall 2019 Update to the 2019/20 Budget with a deficit of \$3,000,000 be accepted as information.

3070 Red Deer Public School District No. 104

School Jurisdiction Code and Name

FALL 2019 UPDATE TO THE 2019/2020 BUDGET: Page 1

	Fall 2019 Update to the Budget 2019/2020	Spring 2019 Budget Report 2019/2020	Variance	% Variance
OPERATIONS (SUMMARY)				
Revenues				
Alberta Education	\$110,859,855	\$113,701,423	(\$2,841,568)	-2.5%
Alberta Infrastructure	\$4,703,817	\$4,695,068	\$8,749	0.2%
Other - Government of Alberta	\$403,717	\$403,717	\$0	0.0%
Federal Government and First Nations	\$144,267	\$137,485	\$6,782	4.9%
Other Alberta school authorities	\$247,000	\$247,000	\$0	0.0%
Out of province authorities	\$0	\$0	\$0	0.0%
Alberta municipalities - special tax levies	\$0	\$0	\$0	0.0%
Property taxes	\$0	\$0	\$0	0.0%
Fees	\$3,093,216	\$3,042,315	\$50,901	1.7%
Other sales and services	\$2,555,395	\$2,488,062	\$67,333	2.7%
Investment income	\$100,000	\$100,000	\$0	0.0%
Gifts and donation	\$378,632	\$378,632	\$0	0.0%
Rental of facilities	\$230,629	\$224,290	\$6,339	2.8%
Fundraising	\$19,425	\$19,425	\$0	0.0%
Gain on disposal of capital assets	\$0	\$0	\$0	0.0%
Other revenue	\$240,738	\$240,738	\$0	0.0%
Total revenues	\$122,976,691	\$125,678,155	(\$2,701,464)	-2.1%
Expenses By Program				
Instruction - Early Childhood Services	\$5,554,612	\$5,582,111	(\$27,499)	-0.5%
Instruction - Grades 1 - 12	\$96,597,512	\$97,202,474	(\$604,962)	-0.6%
Plant operations and maintenance	\$16,841,830	\$16,450,077	\$391,753	2.4%
Transportation	\$2,904,207	\$2,856,665	\$47,542	1.7%
Board & system administration	\$4,078,530	\$4,061,838	\$16,692	0.4%
External services	\$0	\$0	\$0	0.0%
Total Expenses	\$125,976,691	\$126,153,165	(\$176,474)	-0.1%
Annual Surplus (Deficit)	(\$3,000,000)	(\$475,010)	(\$2,524,990)	-531.6%
Expenses by Object				
Certificated salaries & wages	\$58,746,239	\$58,761,048	(\$14,809)	0.0%
Certificated benefits	\$14,512,745	\$14,514,834	(\$2,089)	0.0%
Non-certificated salaries & wages	\$18,853,602	\$18,534,725	\$318,877	1.7%
Non-certificated benefits	\$4,867,060	\$4,802,014	\$65,046	1.4%
Services, contracts and supplies	\$22,754,058	\$23,128,071	(\$374,013)	-1.6%
Amortization expense - supported	\$5,101,507	\$5,120,903	(\$19,396)	-0.4%
Amortization expense - unsupported	\$1,136,230	\$1,286,055	(\$149,825)	-11.6%
Interest on capital debt - supported	\$0	\$0	\$0	0.0%
Interest on capital debt - unsupported	\$0	\$0	\$0	0.0%
Other interest and finance charges	\$5,250	\$5,515	(\$265)	-4.8%
Losses on disposal of tangible capital assets	\$0	\$0	\$0	0.0%
Other expenses	\$0	\$0	\$0	0.0%
Total Expenses	\$125,976,691	\$126,153,165	(\$176,474)	-0.1%
Accumulated Surplus from Operations (Projected)				
Accumulated Surplus from Operations - August 31, 2019	\$6,428,715	\$8,298,973	(\$1,870,258)	-22.5%
Accumulated Surplus from Operations - August 31, 2020	\$5,428,715	\$8,110,018	(\$2,681,303)	-33.1%
Capital Reserves - August 31, 2019	\$261,437	\$198,951	\$62,486	31.4%
Capital Reserves - August 31, 2020	\$261,437	\$198,951	\$62,486	31.4%
Certificated Staff FTE's				
School based	597.3	597.4	(0.1)	0.0%
Non-school based	12.0	12.0	-	0.0%
Total Certificated Staff FTE's	609.3	609.4	(0.1)	0.0%
Non-Certificated Staff FTE's				
Instructional	227.6	221.0	6.6	3.0%
Plant operations & maintenance	71.5	71.5	-	0.0%
Transportation	2.0	2.0	-	0.0%
Other non-instructional	130.0	130.0	-	0.0%
Total Non-Certificated Staff FTE's	431.1	424.5	6.6	1.6%

Attestation of Secretary-Treasurer/Treasurer:

This information was formally received by the Board of Trustees at the meeting held on : _____

****Please complete the attached Comment Sheet to provide information regarding any material (>5% for revenues, expenses, fees, reserves, and surpluses, or >3% for staffing & enrolment) changes from the Spring Budget to the Fall forecast as identified in yellow above as well as any other pertinent information.**

3070 Red Deer Public School District No. 104

School Jurisdiction Code and Name

FALL 2019 UPDATE TO THE 2019/2020 BUDGET: Page 2

	Fall 2019 Update to the Budget 2019/2020	Spring 2019 Budget Report 2019/2020	Variance	% Variance
FEE & SALES TO PARENTS & STUDENTS				
Fees				
Transportation	\$252,400	\$201,500	\$50,900	25.3%
Basic instruction supplies	\$0	\$0	\$0	0.0%
Lunchroom Supervision & Activity Fees	\$0	\$0	\$0	0.0%
Technology user-fees	\$0	\$0	\$0	0.0%
Alternative program fees	\$226,600	\$226,600	\$0	0.0%
Fees for optional courses	\$58,000	\$58,000	\$0	0.0%
ECS enhanced program fees	\$0	\$0	\$0	0.0%
Activity fees	\$616,446	\$616,446	\$1	0.0%
Other fees to enhance education	\$122,250	\$122,250	\$0	0.0%
Extra-curricular fees	\$415,804	\$415,804	\$1	0.0%
Non-curricular supplies, materials, and services	\$219,366	\$219,366	\$0	0.0%
Non-curricular travel	\$1,125,400	\$1,125,400	\$0	0.0%
Other fees	\$56,950	\$56,950	\$0	0.0%
Total fees	\$3,093,216	\$3,042,315	\$50,901	1.7%
Other Sales to Parents & Students				
Cafeteria sales, hot lunch, milk programs	\$366,585	\$366,585	\$0	0.0%
Special events	\$45,000	\$45,000	\$0	0.0%
Sales or rentals of other supplies / services	\$35,000	\$35,000	\$0	0.0%
Out of district student revenue	\$0	\$0	\$0	0.0%
International and out of province student revenue	\$1,488,210	\$1,488,210	\$0	0.0%
Adult education revenue	\$0	\$0	\$0	0.0%
Preschool	\$25,000	\$25,000	\$0	0.0%
Child care & before and after school care	\$0	\$0	\$0	0.0%
Lost item replacement fees	\$0	\$0	\$0	0.0%
Bulk Supply Sales	\$0	\$0	\$0	0.0%
Extracurricular fees (sports teams and clubs)	\$30,000	\$30,000	\$0	0.0%
Locker rental	\$0	\$0	\$0	0.0%
Textbooks, including lost or replacement fees, course materials	\$0	\$0	\$0	0.0%
Other sales (describe here)	\$0	\$0	\$0	0.0%
Other sales (describe here)	\$0	\$0	\$0	0.0%
Total other sales	\$1,989,795	\$1,989,795	\$0	0.0%
Grades 1 - 12				
Eligible funded students - Grades 1 to 9	7,494.0	7,478.0	16.0	0.2%
Eligible funded students - Grades 10 to 12	2,533.0	2,595.0	(62.0)	-2.4%
Other students	-	-	-	0.0%
Home ed and blended program students	-	-	-	0.0%
Total Enrolled Students, Grades 1-12	10,027.0	10,073.0	(46.0)	-0.5%
Early Childhood Services (ECS)				
Eligible funded children - ECS	795.0	810.0	(15.0)	-1.9%
Other children	-	-	-	0.0%
Program hours	475.0	475.0	-	0.0%
ECS FTE's Enrolled	397.5	405.0	(7.5)	-1.9%

Attestation of Secretary-Treasurer/Treasurer:

This information was formally received by the Board of Trustees at the meeting held on :

****Please complete the attached Comment Sheet to provide information regarding any material (>5% for revenues, expenses, fees, reserves, and surpluses, or >3% for staffing & enrolment) changes from the Spring Budget to the Fall forecast as identified in yellow above as well as any other pertinent information.**

3070 Red Deer Public School District No. 104

School Jurisdiction Code and Name

FALL 2019 UPDATE TO THE 2019/2020 BUDGET

Comments/Explanations of changes from original Spring 2019/2020 Budget Report:

Explain any changes in revenue or fee items >5% (any highlighted items in cells S10-S25 on Page 1 or cells S10 - S22 and S26 - S40 on Page 2):

Capturing actual 2018-19 transportation fees collected from students attending our two Alternative schools.

Explain any changes in program expenses >5% (any highlighted items in cells S28 - S33 on Page 1):

Explain any changes in expenses by object >5% (any highlighted items in cells S38 - S49 of Page 1):

Reduction of amortization expense - unsupported - capital assets that have fully amortized but still in use

Explain any changes in projected Accumulated Operating Surplus and Capital Reserves as at August 31, 2019 or August 31, 2020 by >5% (any highlighted items in cells S53 - S56 on Page 1):

Accumulated Operating Surplus projected to decrease by August 31, 2019 and August 31, 2020 due to the reallocation of Class Size funding and School/Transportation Fee Reduction funding grants. The one-time Transition grant funding resulted in a shortfall in anticipated funding for the 2019/20 school year.

This is actual Capital Reserves for August 31, 2019 due to the sale of capital assets

Explain change in total certificated staff >3% (if cell S59 or S60 on Page 1 is highlighted) or non-certificated staff >3% (any highlighted items in cells S64 - S67 on Page 1):

Explain change in enrolment >3% (if cell S48 or cell S54 on Page 2 is highlighted):

Attestation of Secretary-Treasurer/Treasurer:

This information was formally received by the Board of Trustees at the meeting held on : _____

Board Agenda Item



Topic: ASBA Policies Bulletin

Presenter: Colin Cairney

Meeting Date: November 13, 2019

Background

In preparation for the Alberta School Boards Association's 2019 Fall General Meeting, which will be held November 17-18, 2019 at the Westin Hotel in Edmonton, attached is the ASBA Policies Bulletin which has been provided for review in advance.

There are several policy resolutions up for debate and approval. The Board of Trustees may wish to look through these in advance of the General Meeting to determine its positions.

Reference Source:

2019-10-19 FGM 2019 Policies Bulletin - REVISED

Recommendation:

The Superintendent of Schools recommends THAT the Board of Trustees accept the report on ASBA Proposed Policies Bulletin as information.



Policies Bulletin Fall General Meeting 2019

Please bring this bulletin with you to the business session of the ASBA Fall General Meeting on November 18, 2019, at the Westin Hotel, Edmonton. Please review the Rules of Procedure in advance of the meeting. An electronic copy of this document is available on the ASBA website.

This Policies Bulletin was prepared by the 2019 ASBA Policy Development Advisory Committee:

Trina Boymook, ASBA Vice-President, Chair
Lorrie Jess, ASBA President
Cheryl Dumont, Zone 2/3 Director
Daryl Scott, Zone 4 Director
Brad Toone, Zone 6 Director

For more information contact:
Alberta School Boards Association
Suite 1200, 9925 – 109 Street
Edmonton, AB T5K 2J8
Telephone: 780.451-7311
www.asba.ab.ca

Table of Contents

<u>Executive Summary</u>	4
<u>Draft Order Paper – November 18, 2019 FGM</u>	5
<u>Rules of Procedure</u>	7
<u>Procedural Steps</u>	7
<u>Amendments</u>	7
<u>Voting</u>	8
<u>Executive Elections</u>	9
<u>Emergent and Extraordinary Resolutions</u>	9
<u>Disposition of Outstanding Policy Positions</u>	10
<u>Other Motion Proceedings</u>	10
<u>SGM 2019 Draft Minutes</u>	11
Proposed Position Statement Motions	
Sponsored by ASBA Board of Directors	
<u>5/FGM2019: Charter Schools</u>	23
<u>6/FGM2019: Choice in Education</u>	26
<u>7/FGM2019: School Fees</u>	35
<u>8/FGM2019: Language Learning</u>	37
<u>9/FGM2019: Naming of Public School Boards</u>	41
Sponsored by the Membership	
<u>10/FGM2019: Vaping</u>	43
<u>11/FGM2019: Mandatory Vaccinations</u>	49
<u>12/FGM2019: Inclusive Education</u>	56
<u>13/FGM2019: Inclusion Practices</u>	59
<u>14/FGM2019: School Bus Speed Limits</u>	61
<u>15/FGM2019: Board Governance and System Admin. Allowance</u>	74
<u>16/FGM2019: FTE for ECS in School Boards' Utilization of Schools</u>	75
<u>17/FGM2019: Superintendent of Schools Regulation</u>	76
<u>Appendix A: Disposition of Motions</u>	78
<u>Appendix B: Amendment Form</u>	79

Executive Summary

This Policies Bulletin outlines the information required for the Business Session of the ASBA Fall General Meeting on November 18, 2019.

There are three types of motions that may take place during the Business Session: procedural, substantive, and emergent or extraordinary.

Procedural Motions

Procedural motions require a simple majority of voting Full Member Boards to pass (i.e. >50%). These motions address how the business meeting will be conducted (Rules of Procedure); set the Order Paper; approve the draft minutes; and appoint the Ballot Counting Committee.

Secret Ballot: Elections for the President and Vice-President shall be conducted by secret ballot on the basis of one vote per Full Member Board in attendance (Bylaw 5.3.3). The candidate receiving a simple majority of votes (i.e. >50%) will be the successful candidate (Bylaw 5.3.4).

- The Executive Elections are time specific, other business will be recessed at 1:15 pm and will reconvene after the announcement of the successful candidate for Vice-President.

Substantive Motions

Substantive motions require a double majority of voting members to pass (Bylaw 12.3.2.1). All Position Statements for consideration before the assembly are Substantive Motions. The draft Order Paper includes two classifications of proposed position statements: Motions sponsored by ASBA Board of Directors and Motions sponsored by Boards/Zones.

Emergent and Extraordinary Motions

Emergent and Extraordinary motions require a two-thirds majority of voting Full Member Boards to pass. They are required solely to allow new business to be put before the assembly. At General Meetings, this may occur through two scenarios:

- 1) If a Full Member Board would like the assembly to consider an emergent position statement, which has either been rejected as emergent by PDAC or was not provided to PDAC in advance of the General Meeting (Governance Policy 10.4.4); or
- 2) If a Full Member Board would like the assembly to consider a position that arose out of the business of the General Meeting (Governance Policy 10.5).

If an Emergent or Extraordinary motion is passed, it is put before the assembly for consideration. Once before the assembly, it becomes a substantive motion and requires a double majority for approval.



ASBA Fall General Meeting
DRAFT ORDER PAPER
November 18, 2019, 8:30 am – 5:30 pm
The Westin Edmonton
10135 100 Street NW, Edmonton, AB

Agenda Item	Time
1.0 Welcome and Opening Activities	8:30 am
2.0 Call to Order	9:00 am
3.0 President's Message	
4.0 CEO's Message	
5.0 Invited Speakers	
6.0 Approval of Rules of Procedure (Procedural)	
7.0 Appointment of Ballot Counting Committee (Procedural)	
8.0 Consideration of Emergent Issues from PDAC – as required (Procedural)	
9.0 Consideration of Emergent Issues from Members – as required (Emergent)	
10.0 Adoption of Order Paper (Procedural)	
11.0 Approval of Minutes: June 2019 Spring General Meeting (Procedural)	
12.0 Business Arising from SGM 2019 Minutes	
13.0 Position Statements Sponsored by ASBA Board of Directors (Substantive)	
13.1 Charter Schools (Motion No. 5/FGM2019)	
13.2 Choice in Education Act (Motion No. 6/FGM2019)	
13.3 School Fees (Motion No. 7/FGM2019)	
13.4 Language Learning (Motion No. 8/FGM2019)	
13.5 Naming of Public School Boards (Motion No. 9/FGM2019)	

Agenda Item	Time
14.0 Executive Nominations and Speeches 14.1 Nominations for President – first, second, and third calls 14.2 Nominations for Vice President – first and second calls 14.3 Nominators’ Speeches (3 minutes per nominator) 14.4 Presidential Candidates’ Speeches (5 minutes per candidate) 14.5 Vice President Candidates’ Speeches (3 minutes per candidate) 14.6 Candidates’ Question and Answer (Questions may be submitted at registration desk)	11:00 am
Lunch	12:00 pm
15.0 Executive Elections (Secret Ballot) 15.1 Balloting for President 15.2 Announcement of Successful Candidate for President 15.3 Nominations for Vice-President – third call (only candidates for President who were not the declared winner are eligible in the third call) 15.4 Balloting for Vice President 15.5 Announcement of Successful Candidate for Vice President	1:15 pm
16.0 Position Statements Sponsored by Boards/Zones (Substantive) 16.1 Vaping (Zone 2/3, and 4) (Motion No. 10/FGM2019) 16.2 Mandatory Vaccinations (Zone 1) (Motion No. 11/FGM2019) 16.3 Inclusive Education (Zone 2/3) (Motion No. 12/FGM2019) 16.4 Inclusion Practices (Zone 5) (Motion No. 13/FGM2019) 16.5 School Bus Speed Limits (Zone 2/3) (Motion No. 14/FGM2019) 16.6 Board Governance and System Admin. Allowance (Zone 2/3) (Motion No. 15/FGM2019) 16.7 FTE for Early Childhood Services (Zone 2/3) (Motion No. 16/FGM2019) 16.8 Superintendent Regulation (Zone 2/3) (Motion No. 17/FGM2019)	
17.0 SGM 2020 Summit Vote (Procedural)	
18.0 Adjournment	

Rules of Procedure

In order to expedite the resolutions process at general meetings, it is necessary to approve certain rules of procedure. Some of these may be specific parliamentary procedures, as in *Robert's Rules of Order*, while others are less formal and reside with each individual in the interests of courtesy, cooperation, and respect for all concerned as well as for the business at hand.

Procedural Steps

1. The proposed motion shall be read by the Chair who will immediately ask for a mover and a seconder.
2. As soon as the proposed motion has been moved and seconded, the Chair shall call upon the mover to speak to the motion. The mover shall have three minutes to speak.
3. The Chair shall ask if any delegate wishes to speak against the proposed motion. If no delegate so wishes, the question will be immediately called.
4. If there is evidence of opposition, debate shall subsequently continue until the question is called in the usual manner. The mover will have the right to be the final speaker in the debate and shall have three minutes to close.
5. A delegate wishing to speak to a motion shall first obtain recognition by the Chair and clearly announce his/her name and school jurisdiction represented.
6. A delegate wishing to speak to a motion shall limit remarks to a maximum of two minutes.
7. Any delegate speaking to a motion shall be allowed to speak as often as the Chair, in his or her discretion, will permit.
8. Guests shall be permitted to speak at the discretion of the general meeting delegates, but not be permitted to move or second a motion, or vote.

Amendments

9. A delegate may, at any time during the debate on a motion, move an amendment to the motion, providing it is relevant to, and deals with, the same subject matter as the original

motion. A motion to amend must be seconded. The mover shall have three minutes to introduce the amendment.

10. An amendment of a substantive nature to a motion shall be submitted in writing on a specific form requiring the number of the resolution it is proposed to amend, the amendment, the motion as it will read when amended, the mover and seconder's names, and their respective school jurisdictions.
11. Amendments of a minor editorial nature may be handled by the process of unanimous consent outlined in *Robert's Rules of Order*.

Voting

12. Eligibility for voting shall be in accordance with Bylaw 12.3.1:

12.3.1. The Chair of each Full Member Board has the power to cast the vote to which each Full Member is entitled, unless another Trustee for that Board is designated, in writing, to the Executive Director, prior to the General Meeting, or in an emergency situation, by the Full Member Board at the General Meeting.

13. Voting on Substantive Motions shall be conducted according to the Alberta School Boards Association Bylaw 12.3.2 – 12.3.4:

12.3.2. Unless otherwise required by these Bylaws or the approved rules of procedure governing disposal of resolutions, all Substantive Motions will be determined under the double majority voting method, as follows:

12.3.2.1. Sixty percent or more of Full Member Boards who are in attendance, who cast a vote, and who vote in the affirmative, based upon one vote per Full Member Board; and

12.3.2.2. Full Member Boards who are in attendance, who cast a vote, and who vote in the affirmative, represent 60 percent or more of the Students registered for the most recently reported period with Full Member Boards who voted in the affirmative.

12.3.3. For the purposes of Section 12.3.2.2, the percentage of Students enrolled in a Full Member Board shall be determined by:

12.3.3.1. Utilizing the total student enrollment figures for the most recent reporting period, as published by Alberta Education; and

12.3.3.2. Dividing the number of students enrolled in each Full Member Board by the total number of students enrolled in all Full Member Boards in

attendance, who cast a vote, resulting in a percentage (rounded to the nearest 0.1 percent).

12.3.4. Results of the voting on Substantive Motions shall indicate how each Board cast its ballot.

14. Voting on Procedural Motions shall be conducted by a Majority Vote according to Robert's Rules of Order Newly Revised 11th Edition, as follows:

S44. Line 10 Majority... means more than half of the votes cast by persons entitled to vote, excluding blanks or abstentions, at a regularly or properly called meeting.

Executive Elections

15. President and Vice-President elections shall be governed by Governance Policy 5.3:

5.3.1. Election of the President and the Vice-President shall take place at a General Meeting of the Association, normally at the Fall General Meeting immediately following a General Election, and two years following (i.e. November of odd-numbered years).

5.3.2. Nominations shall be made from the floor and shall require a seconder.

5.3.3. Voting shall be by secret ballot on the basis of one vote per Full Member Board in attendance.

5.3.4. The candidate receiving a simple majority of votes will be the successful candidate. Announcement of results shall be limited to identifying the successful candidate.

5.3.5. The President and Vice-President shall take office at the conclusion of the General Meeting at which they are elected.

Emergent and Extraordinary Resolutions

16. Adoption of emergent or extraordinary resolutions shall be governed by Governance Policy 10:

10.4.4 If the criteria defining an emergent position is not met, the matter may still be considered as an emergent position by the assembly at a General Meeting if:

10.4.4.1 Consideration of the proposed position is supported by a two-thirds majority of voting Full Member Boards, and

10.4.4.2 The Mover makes available the wording of the position statement to all delegates.

10.5 A position shall be accepted for consideration as an Extraordinary Position if:

10.5.1 The position arises out of the business of the General Meeting;

10.5.2 Consideration of the position is supported by a two-thirds majority of voting Full member Boards, and

10.5.3 The mover makes available the wording of the position to all delegates.

Disposition of Outstanding Policy Positions

17. Disposition of outstanding policy positions shall be as outlined in Board of Directors' Governance Policy 10.6:

10.6.1. Resolutions for proposed position statements not addressed by the scheduled time of adjournment of the business session of a General Meeting shall be referred automatically to the Board of Directors for such action as the Board is at liberty to take in accordance with Bylaw 8.2.7.

10.6.2. These outstanding items must be included on the order paper of the business session of the next General Meeting.

Other Motion Proceedings

18. Other motion proceedings will be governed by *Robert's Rules of Order* and the Alberta School Boards Association Bylaws and Governance Policies



Spring General Meeting

June 3, 2019

Cambridge Red Deer Hotel & Conference Centre
3310 – 50 Avenue, Red Deer, Alberta

Draft Minutes

The quorum was present.

President L. Jess called the meeting to order at 10:01 a.m.

President L. Jess welcomed Trina Boymook, Vice-President and Chair of the Policy Development Advisory Committee (PDAC). T. Boymook assumed the Chair position at 10:02 a.m. The Chair welcomed everyone to the business portion of the SGM and introduced the working party:

- Lorrie Jess, ASBA President
- Cheryl Dumont, Director for Zone 2/3, member of PDAC
- Daryl Scott, Director for Zone 4, member of PDAC
- Brad Toone, Director for Zone 6, member of PDAC
- Dr. Vivian Abboud, CEO
- Becky Kallal, Parliamentarian

The Chair reminded the membership of the meeting rules and procedures. A voting test was performed.

PROCEDURAL MOTIONS

Note: Procedural motions required a simple majority, i.e. 50%+1.

MOTION

Moved by D. Scott, ASBA Director

Seconded by D. Velichka, ASBA Director

BE IT RESOLVED THAT

“The Rules of Procedure be adopted as presented in the Budget and Bylaws Bulletin SGM 2019.”

CARRIED
(Y: 100%)

According to the Bylaw 12.4, a balloting committee had to be appointed at an opening of every general meeting. The Chair read the list of the proposed members of the Balloting Committee as follows:

Nieta World, Balloting Committee Chair

Ruth Andres, Associate Superintendent, Business & Finance, Black Gold Regional Schools

Drew Chipman, Secretary Treasurer, Foothills School Division

Ed Latka, Secretary Treasurer, STAR Catholic

Tracy Meunier, Secretary Treasurer, Pembina Hills Public Schools

Tahra Sabir, Secretary Treasurer, Golden Hills School Division

Rhian Schroeder, Assistant Superintendent, Business, Grasslands Regional Division

Sherri Senger, Associate Superintendent, Business, Wetaskiwin Regional Public Schools

MOTION

Moved by B. Toone, ASBA Director

Seconded by D. Engel, ASBA Director

BE IT RESOLVED THAT

“In accordance with Bylaw 12, Section 12.4, the Balloting Committee be appointed as read.”

CARRIED

(Y: 100%)

Determination of adding Emergent/Extraordinary Issues to the Order Paper

Parliamentarian B. Kallal spoke on the definition of emergent or extraordinary resolutions, their deadlines of April 29, 2019. Emergent positions are defined by Governance Policy 10. She informed the assembly that the PDAC received five emergent and/or extraordinary resolutions after the deadline. B. Kallal advised that four emergent and/or extraordinary resolutions deemed by the PDAC to have met the criteria of an emergent issue would require a simple majority to be added to the Order Paper. Those that did not meet the criteria would require a 2/3 majority vote to be added.

Cheryl Dumont assumed the Chair position at 10:26 a.m.

The Chair informed the assembly that Motion 8/SGM2019 met the PDAC's requirement of an emergent and/or extraordinary issue. Therefore, a simple majority vote of 50%+1 was required to add this item to the Order Paper.

MOTION – simple majority

Moved by T. Boymook, ASBA Director

Seconded by A. Hrynyk, ASBA Director

BE IT RESOLVED THAT

“Motion 8/SGM2019 (delaying of the proclamation of the *Education Act*) be added to the Order Paper as an Emergent Issue.”

CARRIED

(Y: 92%/N: 8%)

The Chair informed the assembly that Motion 9/SGM2019 met the PDAC's requirement of an emergent and/or extraordinary issue. Therefore, a simple majority vote of 50%+1 was required to add this item to the Order Paper.

MOTION – simple majority

Moved by T. Boymook, ASBA Director

Seconded by T. Hurdman, ASBA Director

BE IT RESOLVED THAT

“Motion 9/SGM2019 (student residency) be added to the Order Paper as an Emergent Issue.”

CARRIED

(Y: 90%/N: 10%)

The Chair informed the assembly that Motion 10/SGM2019 met the PDAC's requirement of an emergent and/or extraordinary issue. Therefore, a simple majority vote of 50%+1 was required to add this item to the Order Paper.

MOTION – simple majority

Moved by T. Boymook, ASBA Director

Seconded by T. Hurdman, ASBA Director

BE IT RESOLVED THAT

“Motion 10/SGM2019 (upper age limit) be added to the Order Paper as an Emergent Issue.”

CARRIED

(Y: 95%/N: 5%)

The Chair informed the assembly that Motion 11/SGM2019 met the PDAC's requirement of an emergent and/or extraordinary issue. Therefore, a simple majority vote of 50%+1 was required to add this item to the Order Paper.

MOTION – simple majority

Moved by T. Boymook, ASBA Director

Seconded by A. Hrynyk, ASBA Director

BE IT RESOLVED THAT

“Motion 11/SGM2019 (amendment of Position Statement 12.1 Superintendents of Schools/CEO Selection, Terms of Employment and Benefits) be added to the Order Paper as an Emergent Issue.”

CARRIED

(Y: 88%/N: 12%)

Trina Boymook resumed the Chair position at 10:50 a.m.

The Chair informed the assembly that the next resolution did not meet the PDAC's requirement of an emergent and/or extraordinary issue. Therefore, two thirds majority was required to add this item to the Order Paper.

MOTION – 2/3 majority

Moved by High Prairie School Division No. 48

Seconded by Grande Prairie School Division

BE IT RESOLVED THAT

“Resolution 12/SGM2019 (exemption of school bus drivers from MELT) be added to the Order Paper as an Emergent Issue.”

CARRIED

(Y: 87%/N: 13%)

The Chair advised the assembly that Chinook's Edge School Division No. 73 withdrew the earlier proposed Resolution 7/SGM 2019 Amendments to Bylaws 3, 5, and 15 to establish Zone 10: Rural Caucus of Alberta School Boards (RCASB). Therefore, the numbering of resolutions was adjusted in the minutes.

Adoption of Order Paper

MOTION – simple majority

Moved by D. Scott, ASBA Director

Seconded by A. Hrynyk, ASBA Director

BE IT RESOLVED THAT

“The Order Paper be accepted as amended.”

CARRIED

(Y: 100%)

Approval of minutes of the FGM 2019

MOTION – simple majority

Moved by C. Dumont, ASBA Director

Seconded by B. Toone, ASBA Director

BE IT RESOLVED THAT

“The Minutes of the Fall General Meeting 2019 be approved as circulated.”

CARRIED

(Y: 100%)

PROPOSED BUDGET

President L. Jess and CEO Dr. Abboud presented the budget to the assembly.

Note: the Budget vote required a double majority of 60% of boards voting, representing 60% of students. Amendments required a simple majority.

MOTION 1/SGM2019– double majority

Moved by L. Jess, ASBA President

Seconded by B. Toone, ASBA Director

WHEREAS the ASBA Proposed Budget 2019-2020 was circulated to Member Boards on April 4, 2019, within the sixty (60) days notification requirement described in ASBA Bylaw 13.4.; and

WHEREAS ASBA Bylaw 13.2. provides that the Association budget shall be adopted at the Spring General Meeting of the year prior to the fiscal year for which it is established; and

WHEREAS ASBA Bylaw 13.3. provides that notwithstanding any provisions to the contrary in these Bylaws, or in the approved rules of procedure governing disposal of resolutions, the budget shall be open to amendment until adopted;

THEREFORE, BE IT RESOLVED THAT

“The Alberta School Boards Association adopts the budget for the period September 1, 2019, to August 31, 2020, as presented.”

CARRIED

(100% of Boards/ 100% of students)

ACTION ITEM: based on an informal request from Medicine Hat Catholic Board of Education No. 20, with the consent of the assembly, a report on Building Fund (Reserve) to be provided to the members at FGM 2019.

ACTION ITEM: based on an informal request from Elk Island CS Regional Division No. 41, with the consent of the assembly, to amend the Strategic Plan Goal 4, specifically 4.2A, “Nurture a stronger relationship with Alberta Education.” by adding other ministries pertinent to students and youth.

HOUSEKEEPING BYLAW AMENDMENTS

Note: Proposed Bylaw amendments required a double majority of 60% of boards voting representing 60% of students. Amendments required a simple majority.

MOTION 2/SGM2019 – double majority

Moved by C. Dumont, ASBA Director

Seconded by S. Basiuk, ASBA Alternate Director

WHEREAS Governance Policy 8.3.2.11. requires that the PDAC reviews the ASBA Bylaws and makes recommended housekeeping amendments to ensure currency; and

WHEREAS amendments to ASBA Bylaws are addressed through a Substantive Motion, requiring a double majority of the membership for approval; and

WHEREAS this proposed bylaw amendment has been circulated to ASBA members as required in ASBA Bylaw 14: Amendments to the Bylaws;

THEREFORE BE IT RESOLVED THAT

“Bylaw 5 Board of Directors Members, clause 5.6.2 be struck in its entirety and replaced with the following:

5.6.2. If a vacancy occurs in the office of Vice-President, notwithstanding any provisions in these Bylaws governing the election of a Vice-President, the Board of Directors shall fill the vacancy from among its members until a by-election can be held at a General Meeting.”

CARRIED

(100% of Boards/100% of students)

MOTION 3/SGM2019 – double majority

Moved by B. Toone, ASBA Director

Seconded by T. Hurdman, ASBA Director

WHEREAS Governance Policy 8.3.2.11. requires that the Policy Development Advisory Committee reviews the ASBA Bylaws and makes recommended housekeeping amendments to ensure currency; and

WHEREAS amendments to ASBA Bylaws are addressed through a Substantive Motion, requiring a double majority of the membership for approval; and

WHEREAS this proposed bylaw amendment has been circulated to ASBA members as required in Bylaw 14: Amendments to the Bylaws;

THEREFORE BE IT RESOLVED THAT

“Bylaw 15: Zones of the Association, clause 15.2.5. Zone 6, the bullet containing Medicine Hat School District No. 76 be struck in its entirety and replaced with the following:

Medicine Hat Public School District No. 76”

CARRIED

(100% of Boards/100% of students)

MOTION 4/SGM2019 – double majority

Moved by D. Scott, ASBA Director

Seconded by D. Engel, ASBA Director

WHEREAS Governance Policy 8.3.2.11. requires that the PDAC reviews the ASBA Bylaws and make recommended housekeeping amendments to ensure currency; and

WHEREAS amendments to ASBA Bylaws are addressed through a Substantive Motion, requiring a double majority of the membership for approval; and

WHEREAS this proposed bylaw amendment has been circulated to ASBA members as required in Bylaw 14: Amendments to the Bylaws;

THEREFORE BE IT RESOLVED THAT

“Bylaw 15: Zones of the Association, clause 15.4. be struck in its entirety and replaced with the following:

15.4. The objects of the geographic Zones shall be to:

15.4.1. Work in cooperation for the mutual benefit of all members of the Alberta School Boards Association;

15.4.2. Consider matters relating to education and school administration which are of particular interest to their areas;

15.4.3. Encourage better understanding between Boards and the public;

15.4.4. Work for continued improvement in the educational system; and

15.4.5. Make recommendations to the Alberta School Boards Association.

CARRIED

(100% of Boards/100% of students)

The assembly recessed for lunch from 11:57 a.m. until 1:22 p.m.

MEMBER SPONSORED BYLAW AMENDMENTS

MOTION 5/SGM2019 – double majority

Moved by Edmonton Catholic Separate School District No. 7

Seconded by Livingstone Range School Division No. 68

WHEREAS the purpose of the ASBA is to effectively represent the interests of its members including public, separate and francophone boards of education, for the betterment of students and the educational system of Alberta; and

WHEREAS the vision of the ASBA is excellence in education through exceptional board governance; and

WHEREAS ASBA values public education governed by locally elected public, separate and francophone school boards, its work being informed by its core values, including;

- Building understanding by:
 - Respecting and reflecting diverse interests in the common goal of governing for excellence
 - Creating opportunities for unique perspectives to be shared and common interests to be explored
- Collaboration by:
 - Engaging school boards, shareholders, and partners
 - Encouraging teamwork and cooperation; and

WHEREAS the Directors and officers of the ASBA have a fiduciary responsibility to effectively represent the interest of all member and associate member boards at all times so as to avoid any position that may benefit the interests of any one or more full or associate members to the detriment of others;

THEREFORE BE IT RESOLVED THAT

“Bylaw 2: Entitlement of Full and Associate Members be amended by replacing section 2.1. with the following:

2.1. Full Members are entitled to:

- 2.1.1. Fair, effective, and respectful representation of their interests by the Association, Board of Directors, Directors, Alternate Directors, President, Vice-President, Executive Director and officers of the Association. The Association, Board of Directors, Directors, Alternate Directors, President, Vice-President, Executive Director and officers of the Association recognize and acknowledge the diverse nature of interests of all Members and shall, at all times, represent those interests so as to avoid any position that may benefit the interest of any one or more Full Members to the detriment of others.
- 2.2.2. Association communications materials except those designated as confidential to specific audiences;
- 2.2.3. Direct services from Association personnel at fees established annually by the Association;
- 2.2.4. Access to Association conferences and workshops at a conference rate established by the Association; and
- 2.2.5. Unrestricted participation in the business affairs of the Association.”

BE IT FURTHER RESOLVED THAT

“Bylaw 7: Executive Duties be amended by replacing section 7.1.1. with the following:

- 7.1.1. Provide leadership to the Association, Board of Directors, and Executive Committee in such a manner as to effectively represent the interests of all Full Members, including Public, Separate and Francophone Boards.”

BE IT FINALLY RESOLVED THAT

“Bylaw 8: Board of Directors Powers and Duties be amended by replacing section 8.1. with the following:

- 8.1 The business and affairs of the Association shall be under the direction and control of the Board of Directors, which may exercise all the powers of the Association which are not required by the Alberta School Boards Association Act, or by these Bylaws, to be exercised by the Association in a General Meeting in such a manner as to effectively represent the interests of all Full Members, including Public, Separate and Francophone Boards.”

DEFEATED
(44% of Boards)

MOTION 6/SGM2019 – double majority

Moved by Grande Prairie Public School District No. 2357

Seconded by Peace Wapiti School Division No. 76

WHEREAS the constructive approval of the annual ASBA Budget is important and plays a large role in the governance of our organization and while it is still important to balance the need for input from the Assembly as it is important and critical to good democracy; and

WHEREAS these proposed bylaw amendments have been circulated to ASBA members as required in Bylaw 14: Amendments to the Bylaws

THEREFORE BE IT RESOLVED THAT

“Bylaw 13: Association Budget and Membership Fees be amended by adding the following after 13.2.:

- 13.2.1. A budget that proposes an increase or decrease to the ASBA budget from the prior year, which is the same or less percentage as that of any increase or decrease made to the Provincial Education budget related to operational dollars in that year’s budget, shall be presented for information only to the Assembly and is not subject to debate and does not require a vote of the Assembly for its adoption.
- 13.2.2. A proposed budget that does not meet the requirements of 13.2.1 shall be open to amendment until adopted by a vote of the Assembly.”

DEFEATED
(10% of Boards)

Cheryl Dumont assumed the Chair position at 2:09 p.m.

PROPOSED EMERGENT POSITION STATEMENTS

Note: Position Statement required a double majority of 60% of boards voting representing 60% of students. Amendments required a simple majority.

MOTION 7/SGM2019 – double majority

Moved by T. Boymook, ASBA Director

Seconded by A. Hrynyk, ASBA Director

BE IT RESOLVED THAT

“The Alberta School Boards Association urges the provincial government to delay proclaiming the *Education Act* in force to allow adequate time for further consultation between local school boards and the new government on issues of concern and collaborate with the Alberta School Boards Association on all Regulations pursuant to the *Education Act*.”

CARRIED

(82% of Boards/81.3% of students)

MOTION 8/SGM2019 – double majority

Moved by T. Boymook, ASBA Director

Seconded by T. Hurdman, ASBA Director

BE IT RESOLVED THAT

“Student residency should continue to be based on where the student’s parent resides, not where the student resides during the school year.”

CARRIED

(79% of Boards/83.24% of students)

MOTION 9/SGM2019 – double majority

Moved by T. Boymook, ASBA Director

Seconded by T. Hurdman, ASBA Director

BE IT RESOLVED THAT

“The upper age limit for the right of access to an education program in that school year should continue to be younger than 19 years of age as of September 1.”

CARRIED

(90% of Boards/90.41% of students)

MOTION 10/SGM2019 – double majority

Moved by T. Boymook, ASBA Director

Seconded by A. Hrynyk, ASBA Director

BE IT RESOLVED THAT

“Position statement 12. PERSONNEL AND EMPLOYEE RELATIONS be amended by adding the underlined text to Superintendent of Schools/CEO selection so that the policy statement reads as follows:

12.1 Superintendent of Schools/CEO Selection, Terms of Employment and Benefits
Superintendents of Schools should continue to be hired by their local boards. The requirement that the Minister of Education approve the appointment or renewal of contract of the Superintendent should be discontinued. In addition, school boards should have full access to the salary bands immediately while further discussions can take place with school boards on additional revisions that will empower school boards to recruit and retain the best individual to serve as Superintendent.”

CARRIED

(90% of Boards/87.16% of students)

Trina Boymook resumed the Chair position at 3:15 p.m.

MOTION 11/SGM2019 – double majority

Moved by High Prairie School Division No. 48

Seconded by Grande Prairie Public School District No. 2357

BE IT RESOLVED THAT

“The Alberta School Boards Association advocates to the provincial government for the exemption of all school bus drivers from the increased requirements of Mandatory Entry Level Training (MELT).”

SUBSTITUTE MOTION – simple majority

Moved by Edmonton School District No. 7

Seconded by Aspen View Public Schools No. 78

BE IT RESOLVED THAT

“The Alberta School Boards Association advocates for an extension to MELT implementation.

The province establishes a task force comprised of ASBA, Student Transportation Association of Alberta, Alberta School Bus Contractors’ Association, CASS, ASCA and other educational stakeholders to determine common training standards for school bus drivers across the province.”

DEFEATED

(Y: 38%/N: 62%)

The vote on Motion 11/SGM2019 was taken. The motion was **CARRIED** with the following result:

(82% of Boards/68.96% of students)

ADJOURNMENT

President L. Jess resumed the Chair position at 4:10 p.m. She thanked PDAC and Advocacy Committee for their work in preparation for SGM. The ASBA Board of Directors was introduced to the assembly.

With no additional business, the Association Business Meeting was adjourned at 4:13 p.m.

DRAFT

Charter Schools

Sponsored by ASBA Board of Directors
Prepared by ASBA Governance Office

Proposed Resolution

RESOLVED, That the Provincial Government more rigorously enforce the regulations on Charter Schools and wind down Charter Schools once their learning style, working style, or pedagogy have been achieved.

Background

Charter schools were legally established in 1994, as a way to provide more choice in education for Albertans. The first charter school established in Alberta was New Horizons Charter School Society (1995), and the last charter school established was the Valhalla School Foundation (2008). Currently, there are 13 charter schools with specialized mandates, approaches, and philosophies to education.

Charter schools are held accountable and must demonstrate their ability to meet student achievement, educational goals, and compliance with applicable legislation and regulations. With the changes to regulations and the *Education Amendment Act*, any number of charter schools may operate in Alberta. Charter schools may be granted long-term renewals up to 15 years¹, with an initial term of five years and regular renewals of five years.² The Minister must conduct an evaluation at least once during the term of a charter school. A long-term renewal of 15 years must have an evaluation in the twelfth year of the term.³ The lengthy amount of time between Ministerial evaluations provides minimal analysis as to whether charter schools are meeting their established mandates, and complying with requirements established in legislation and regulations. Charter schools are obligated to submit documentation such as three year education plans, a budget, annual reports and financial statements.

Charter schools are renewed on a term to term basis, and many have been in operation since the mid-1990s. Only three charter schools have been dissolved since the mid-1990s. The Global

¹ Province of Alberta (2019) Long-term renewal, s.8. Charter School Regulation. Alberta Queen's Printer. Pg. 8.
http://www.qp.alberta.ca/documents/Regs/2019_085.pdf

² Province of Alberta (2019), pg. 6

³ Province of Alberta (2019), pg. 8

Learning Academy was closed in 1996 due to mismanagement, governance, legal, and financial issues.⁴ Moberly Hall Charter School closed in 2007 due to declining enrolment and rising costs for operations. Similarly, the Mundare Charter School closed in 1998 due to low enrolment; it was absorbed into the public school system.⁵ There are no instances of charter schools being transitioned to public, separate or francophone school boards after achieving their mandates. The mandates established tend to be ongoing goals and services to their school community. While they demonstrate that they are meeting their charter requirements and the standards established in the legislation, they may continue to operate.⁶

Attachment A

[Charter Schools and Mandate](#)

⁴ Sheppard, R. (1998) "A School Failure" Maclean's. pg. 52-53. <https://archive.macleans.ca/issue/19980706/print>

⁵ Ritchie, S. (2010) Innovation in Action: An examination of charter schools in Alberta. Canada West. Pg. 10. http://cwf.ca/wp-content/uploads/2015/11/CWF_Innovation_Action_CharterSchools_JAN2010.pdf

⁶ Province of Alberta (2019), pg. 10.

Charter School	Charter Granted	Focus	Revenue – Alberta Education (2017-18)	Student Enrolment (2018-19)
Almadina School Society	1996	Emphasis on English language learning for students who's second or third language at home is English	11,286,836	1141
Aurora School	1996	Focus on an orderly and structured environment to help student succeed academically	7,978,542	875
Boyle Street Education Center	1995	Focus on students between the ages of 14-19 who have experienced interruptions in education due to trauma, addiction, precarious housing, racism, and poverty.	3,896,096	135
Calgary Arts Academy Society	2003	Focus on educating children through the Arts and self-directed learning	4,502,130	487
Calgary Girls School Society	2003	Inquiry-based learning; learning environment tailored for girls	5,297,170	502
Centre for Academic and Personal Excellence	1995(?)	Focus on academic excellence through: Integrated Setting for Enrichment (ISEE), integration via projects, second language programs	2,262,918	200
Connect Charter School Society	1999	Focus on inquiry-based learning; enhanced learning using technology; going beyond the classroom through environmental, outdoor and global education.	5,614,223	621
Foundations for the Future Charter School Society	1997	Guided by "Character Development Framework" – a focus on leadership development	31,932,067	3480
Mother Earth's Children's Charter School Society	2003(?)	Focus on traditional Indigenous teachings	600,744	68
New Horizons Charter School Society	1995	Focus on academically gifted students	3,657,441	353
Suzuki Charter School Society	1995	Dr. Shinichi Suzuki method and philosophy of teaching a musical instrument within an academic setting – intensive music education, academic program designed to reflect the Suzuki Approach	3,228,084	324
Valhalla School Foundation	2008	Not much information on their website – rural school with a focus on direct instruction, second language	1,367,658	88
Westmount Charter School Society	1996	Gifted students – modified curriculum to reflect more advanced students	14,341,031	1299

Revenue - Alberta Education data from: 2017-2018 school authorities audited financial statements. Schedule 3, line 1 Total <https://open.alberta.ca/publications> Publication 2828632-2017-2018

Student Enrolment data from: Student population statistics. 2018/2019 Authority Enrolment Data (xlsx)
<https://www.alberta.ca/student-population-statistics.aspx>

Choice in Education Act

Sponsored by ASBA Board of Directors
Prepared by ASBA Governance Office

Proposed Resolution

RESOLVED, That the Choice in Education Act not be to the detriment of the 61 Public, Separate, and Francophone School Boards.

Background

The current Alberta government has promised to make a number of changes to education in Alberta. Following the *Education Amendment Act*, it is anticipated that the *Choice in Education Act* will follow. The Act will address independent school status, charter school creation and operations, alternative programs, and transportation.¹ Many of the promises are focused on promoting choice in education by supporting and promoting independent and charter schools. While the government pursues these changes, they must also ensure that public, separate, and francophone schools are maintained.

The United Conservative Party campaigned, and was elected, on a campaign that included the introduction of the *Choice in Education Act*. In their platform, the specific items mentioned under this section regarding choice included:

- Affirm parents have the primary responsibility for the education of their children;
- Add to the preamble of the *Education Act*, recognition of the Section 26.3 of the Universal Declaration of Human Rights, which states that “*parents have a prior right to choose the kind of education that shall be given to their children*”;
- Protect the status and funding of independent schools in legislation given that they save the public education system \$168 million annually;
- Facilitate the creation and operation of new charter schools by:
 - Lifting the cap on the number of charter schools
 - Lifting the charter school enrolment caps
 - Allowing charter schools to own property
 - Treating charter schools as priority above other possible uses for surplus public-school infrastructure
- Support and encourage an expansion of alternative programs in the public system;
- Respect the constitutional right to separate schools;
- Maintain funding for independent schools and home schoolers at current levels; and

¹ United Conservatives (2019) Better Education, Brighter Future. <https://www.albertastrongandfree.ca/better-education-brighter-future/>

- Ensure that requests from parents for blended homeschool programs are facilitated.

ASBA Position Statements

- 7.8. Public funding of private schools in order to build a viable, sustainable, equitable public education system, public funding currently provided to private schools should be reallocated to public education.
- 13.1. Alternative programs The Alberta School Boards Association encourages member boards to take steps, where feasible, to accommodate the diversity of needs and interests of students and parents through alternative programs within public education.

Attachment A

[Public, Charter, and Private School Comparison](#)

Public, Charter, and Private School Comparison

Introduction

The Alberta *Education Act* (2019) allows for three types of schooling within the province: public, charter, and private. Within the public system there are a number of choices for education: francophone, separate, and public. These are education choices which are publicly funded, have been established as per the *Education Act*, and have publicly elected representation and governance.

The following report compares key differences amongst public, charter, and private schools within seven broad categories: governing legislation; establishment; governance structure; programming; funding; fees; and, monitoring/reporting.

ASBA Key Messages

Amendments to *Education Act* regulations, in particular the *Charter School Regulation*, have removed the limit on the number of charter schools permitted in Alberta. ASBA has previously used a number of key messages that could apply to the government's approach to education:

- ASBA believes every child deserves the opportunity to achieve their full potential, and this potential is best achieved within a strong public education system.
- In order to build a viable, sustainable, equitable public education system, public funding should only be spent on public education.
- ASBA strongly believes public, separate and francophone schools offer an abundance of program choices for Alberta students.
- Publicly-funded education in Alberta is widely recognized as being among the best in Canada – and the world – because of this abundance.
- Redirecting dollars from private schools to the public system could help address issues like class size, more supports for complex needs students, transportation, and nutrition programs.

Definitions

The following definitions are applicable to schooling type in Alberta:

Term	Definition (<i>Education Act</i>)
Public School Division	A public school division established under Section 112, <i>Education Act</i> .
Private School ¹	A school registered under Section 29, <i>Education Act</i> .
Charter School	A school established under section 25, <i>Education Act</i> .

In Alberta there are 61 public, separate, and francophone school authorities; 13 charter school authorities; and 151 private school authorities.

¹ Private schools may also be referred to as independent schools. This report will refer to these schools as “private” as this is the term used in the legislation.

School Type Comparison

Table 1: School Type Comparison

	Public Schools	Charter Schools	Private Schools
Governing Legislation	Public schools are governed under the <i>Education Act</i> and applicable regulations.	In addition to the requirements in the <i>Education Act</i> , charter schools must also comply with the <i>Charter School Regulation</i> and other applicable legislation.	In addition to the requirements in the <i>Education Act</i> , private schools must also comply with the <i>Private School Regulation</i> and other application regulations. There are three types of private schools: registered; accredited-non-funded; and accredited-funded. Private schools of all three types are obligated to meet all legislated and regulated requirements.
Establishment	Public school divisions are established through a ministerial order as per s. 112 of the <i>Education Act</i> .	<p>Charter schools are established as per s. 25 of the <i>Education Act</i>, in order to provide a needed alternative program if a school board is unable to establish an alternative program. The information required to establish a charter school includes but is not limited to: independent research on the viability of the program; parental intention of enrolling students in the school; and projected enrollment.</p> <p>The initial term of a charter is five years.² Charters may apply to renew their term. The Minister may renew the term for a five year period (or fewer than five</p>	<p>Private schools must be registered and approved by the Minister as per s. 29 of the <i>Education Act</i>. This process is completed via an application to register a private school; applicants must meet the requirements in the <i>Education Act</i> and regulations.</p> <p>The information required for the establishment of a private school includes, but is not limited to: the qualification of instructional staff; description of provincial achievement tests or alternative assessments; and, proposed program of study.</p>

² Province of Alberta (2000) Charter School Regulation. Alberta Queen's Printer.
http://www.qp.alberta.ca/documents/Regs/2002_212.pdf

		years), or a longer period of time (15 years), if the Minister is satisfied that the charter is fulfilling its obligations.	
Governance Structure	<p>Operated by public school boards, trustees are locally elected within wards, trustees may receive remuneration.</p> <p>Permanent status in legislation.</p>	<p>Operated by a not-for-profit (<i>Societies Act</i>) or company (Part 9 of the <i>Companies Act</i>), board is not publicly elected, but is elected from the membership. Board members do not receive remuneration; only expenses for travel and subsistence.</p> <p>Charter schools must also have a school council.</p>	<p>A private school is “owned or operated under a society registered under the <i>Societies Act</i>, a non-profit company incorporated under Part 9 of the <i>Companies Act</i>, or a non-profit corporation incorporated by or under an Act of the Legislature that receives a grant under the Education Grant Regulation.”³</p> <p>Private schools are run like businesses or non-profits; depending on how they are structured; they may have a board of directors comprised of parents and/or community members elected from members of the associated society or foundations; they may be run by a company, and/or may include a school council.</p>
Programming	Public schools are obliged to follow the Alberta program of study; they may also provide alternative programs; home education programs; early childhood services programs; off-campus education programs; and continuing education if there is a need within the school district.	Charter schools may be established by ministerial order if there is focus on a pedagogical approach or philosophy not offered through a public school. Charter schools may offer the established Alberta program of study, and may offer early childhood services and off-campus education programs.	<i>Registered private schools</i> are not required to use certified teachers; may offer any Alberta program of study, but if different from the Alberta program of study, the private school must provide a list of subjects, skills, and knowledge areas to be learned by students at the time of the application to the minister.

³ Province of Alberta (2000) Private School Regulation. Alberta Queen’s Printer.
http://www.qp.alberta.ca/documents/Regs/2000_190.pdf

	Must employ certified teachers.	Must employ certified teachers.	<p><i>Non-funded accredited private</i> schools must use certified teachers, and may offer any Alberta program of study, but if different from the Alberta program of study, the private school must provide a list of subjects, skills, and knowledge areas to be learned by students at the time of the application to the minister.</p> <p><i>Funded accredited private schools</i> must teach the Alberta program of study, use certified teachers, and have a principal who is a certified teacher.</p> <p>Private schools are not required to supervise a home education program, but they are authorized to do so if they can meet the needs of the students.</p>
Funding	Public schools are typically funded through two revenue sources: Alberta School Foundation Fund (ASFF); and provincial general revenue.	<p>“Charter schools are eligible for the same provincial funding per student as any other public school.”⁴</p> <p>“The funding formula and rates under Part 1, Part 4, Part 5, Part 6, Part 7, Part 8 and Part 9... also apply to charter schools. However, charter schools are not eligible to claim funding under Section 1.3 (Home Education), 1.12</p>	<p>Funding is provided through general revenue rather than the Alberta School Foundation Fund (which is derived from education property taxes).⁶</p> <p><i>Registered private schools</i> are not eligible for government funding, while <i>accredited private schools</i> are eligible to apply for grant funding after one full year of operation (non-</p>

⁴ Alberta Education (2015) Charter Schools Handbook. <https://education.alberta.ca/media/3227599/charter-schools-handbook-september-2015.pdf>

⁶ Alberta Education (2018) Establishing a Private School: Application Process and Requirements. https://education.alberta.ca/media/3795520/establishing_a_private_school.pdf

		(Small Schools by Necessity), and 7.4 (Debt Retirement if applicable).” ⁵ Currently, do not own their school buildings; are not eligible for capital funding; and do not have access to reserve lands.	funded vs funded private schools). Funding for accredited private schools is 70 per cent of public education funding per student. Under accredited private schools there are: Designated Special Education Private Schools (DSEPS) and Heritage Language Schools.
Fees	Public schools are obligated to follow requirements in the <i>Education Act</i> and associated regulations.	Charter schools are now obliged to follow the requirements in the <i>Education Act</i> and associated regulations. Charter schools do not charge tuition fees.	Private schools may charge transportation fees, and can charge any tuition amount on a per-student basis. ⁷
Monitoring/ Reporting	Must submit annual audited financials, AERR data, and three-year operation plan, amongst other reporting obligations.	There must be one evaluation done within the operation term, this is a condition of renewal.	Private schools are monitored on a regular cycle by field service managers to ensure alignment with legislation. Privates schools are to submit a three-year education plan, and an annual operating plan

Funding Comparison

Table 2 displays the different funds for which each school type is eligible. Charter schools are treated similarly to public, separate, and francophone jurisdictions in regards to what funding they receive. Charter schools are excluded from Home School, Small Schools by Necessity, and School Nutrition Programs funding; they are also not eligible for some allocation criteria within some funds. For example, charter schools are only eligible for the additional per student allocation of the Inclusive Education Funding, and the Density and Small Schools by Necessity Differential allocations under the Equity of Opportunity Funding.

⁵ Alberta Education (2018) Funding Manual For School Authorities 2018/19 School Year. Open Alberta <https://open.alberta.ca/dataset/8f3b4972-4c47-4009-a090-5b470e68d633/resource/d576580c-009f-41a1-bb6a-ecaefa5ef40e/download/2018-19-funding-manual-march-2019-update.pdf>

⁷ Alberta Education (2019) Frequently asked questions: Private Schools. <https://www.alberta.ca/assets/documents/ed-faq-private-schools.pdf>

Accredited, funded private schools receive 70 per cent of public school funding per student. Accredited private schools are eligible for grants after one year of operation. They are not eligible for a number of grants or funding including: ECS and 1-12 Class Size Funding; Inclusive Education Funding; Density or Distance allocation for the Equity of Opportunity Funding; and Start-up allocation for Dual Credit Programming. *An Act to Reduce School Fees* does not apply to private schools. According to Alberta Education's 2018/19 Consolidated Budget Breakdown, operating support for private schools and private ECS operators accounts for \$274 million or 3 per cent of the overall budget.⁸

Table 2: Funding Comparison

Eligible Funding ⁹		
Public, Separate, Francophone	Charter Schools	Accredited Funded Private Schools
Base Instruction Funding	Base Instruction Funding	Base Instruction Funding
ECS Program Unit Funding	ECS Program Unit Funding	Early Literacy
Education Program in an Institution	Education Program in an Institution	Education Program in an Institute
English as a Second Language	English as a Second Language	English as a Second Language
Equity of Opportunity	Equity of Opportunity (Charters do not get Density Allocation, and are not eligible for the Small Schools by Necessity Differential)	Equity of Opportunity (Level 1 = 60%; Level 2 = 70% of school jurisdiction rate – private schools do not get minimum)
First Nations ,Métis, and Inuit Education	First Nations ,Métis, and Inuit Education	First Nations ,Métis, and Inuit Education
Fort McMurray Allowance	Fort McMurray Allowance	Home Education
Francisation	Francisation	Northern Allowance (Level 2 only)
Francophone Equivalency Access	Francophone Equivalency Access	Plant Operations & Maintenance (Level 2 only)
Francophone Regional Collaborative Service Delivery	Francophone Regional Collaborative Service Delivery	Regional Collaborative Service Delivery
Home Education	Hutterite Colony Schools	Severe Disabilities Funding

⁸ Alberta Education (2018) Education Funding in Alberta: Kindergarten to Grade 12 2018/19 School Year. Pg. 2. Open Alberta <https://open.alberta.ca/dataset/0a85b38c-cccb-4de4-b8f5-078452b3ad4a/resource/e29c9016-0232-47ce-ae2b-088b53ee5f27/download/education-funding-in-alberta-handbook-2018-19-online.pdf>

⁹ Alberta Education (2019) K to 12 education funding framework. https://www.alberta.ca/k-12-education-funding-framework.aspx?utm_source=redirector

Hutterite Colony Schools	Inclusive Education (Charters only eligible for additional per student allocation)	SuperNet Service Funding (Level 1 = 60%; Level 2 = 70%)
Inclusive Education	Innovation in First Nation Education	
Innovation in First Nation Education	Northern Allowance	
Northern Allowance	Outreach	
Outreach	Plant Operations & Maintenance	
Plant Operations & Maintenance	Regional Collaborative Service Delivery	
Regional Collaborative Service Delivery	Regional Consortium – Maintenance & Infrastructure	
Regional Consortium – Maintenance & Infrastructure	Regional Consortium – Curriculum Implementation Support	
Regional Consortium – Curriculum Implementation Support	School Transportation Fees	
School Nutrition Program	Small Board Administration (Charters as per formula)	
School Transportation Fees	Socio Economic Status	
Small Board Administration (Charters as per formula)	SuperNet Services	
Small Schools by Necessity – Base and Variable Allocations	Transportation Funding	
Socio Economic Status	Severe Disabilities Funding	
SuperNet Services		
Transportation Funding		
School Facilities		
Infrastructure Maintenance and Renewal (IMR)		
School Fees Fund		

Conclusion

- Public, Separate, and Francophone school boards represent the public, rather than the exclusive membership of a society, foundation, or company.
- Public, Separate, and Francophone school authorities may offer all and more of the programming that charters and private schools offer if their constituencies request it, and if there are resources available to accommodate.
- Although charter schools receive similar funding opportunities as Public, Separate, and Francophone schools, charter schools have more autonomy in meeting their mandates.
- The funding of private schools with provincial revenue takes away opportunities for funding programs in the public education system.

School Fees

Sponsored by ASBA Board of Directors
Prepared by ASBA Governance Office

Proposed Resolution

RESOLVED, That ASBA believes that school boards need the autonomy and flexibility to determine the process for establishing and collecting fees. School boards are in the best position to determine the individual needs of their communities.

Background

- Under previous NDP government, the education minister had to approve all boards' fee schedules, and any hikes larger than five per cent. The task at the administration level was onerous.

Education Act School Fees Regulations

- In effect September 1, 2019. Expires August 31, 2022.
- A board can choose to charge school fees pursuant to *Section 57 of Education Act*:
 - 57(1) A board may charge a parent of a student fees in accordance with the regulations. (2) The Minister may make regulations respecting school fees.
- A board shall not charge fees for textbooks, workbooks, copies, printing, paper supplies.
- A board must establish policies and procedures related to school fees and make all information public.
- A board must consult with parents prior to setting, increasing and decreasing school fees.
- A board must outline circumstances of when and how school fees may be waived.
- Prior to school year, a board must establish a school fee schedule listing all fees.
- A board must maintain financial records that demonstrate school fees collected were used for the purpose for which they were collected.

Government Statements

- Respect the autonomy of school boards in their day to day decision making including the establishment of school fees.
- School boards are required to provide transportation for eligible students. They are now allowed to charge fees for busing for both eligible and ineligible students.
- School boards will remain accountable to the parents of their students for any fees they choose to establish.

Implications of School Fees Regulations

- School fees for the 2019-20 school year are in place. Boards are hopeful that the pending budget will adequately fund transportation. If there are shortfalls in the budget, boards may have to increase fees midway through the year.
- School boards are best positioned to determine transportation fee structures and service levels that work for the communities they serve. A one size fits all model does not work in transportation.

Attachments

N/A

Language Learning

Sponsored by ASBA Board of Directors
Prepared by ASBA Zone Languages Committee

Proposed Resolution

WHEREAS, The world has always been multilingual, and the ways that we develop language learning and teaching success must take the multilingual realities of the world into account.

WHEREAS, Multilingualism has always been the default context for human beings. Children in most parts of the world grow up with two or more languages available to them, and increasingly young people in their studies and work move to locations where languages other than their mother tongue are the norm.

WHEREAS, Business, employment and scholarship are increasingly global and multilingual, and citizens of the 21st century need a new range of skills and strategies to supplement their core language learning skills.

RESOLVED, That Alberta Education supports students learning in multiple languages, where the demand exists, whether in English language learning, Indigenous language learning, French language learning or the introduction of other global languages, with adequate funding and resources.

Background

“One language sets you in a corridor for life. Two languages open every door along the way.”
Frank Smith

Problem: Being monolingual in a global world: Those with one language have less opportunities for economic, political and social benefits when it comes to employment opportunities, wages, competitive corporate business advantages, understanding of diverse cultures, travelling abroad and brain development.

Benefits of Knowing More Than One Language:

- Better problem-solving skills
- Improved career and earnings prospects
- Enhanced creativity
- Improved focus
- Boosted brain function
- Delayed aging
- Better understanding and appreciation of other cultures

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Supporting Language Acquisition

Cambridge Assessment English Perspectives. The Impact of Multilingualism on Global Education and Language Learning by Dr. Lid King. The Languages Company

“We live in a multilingual world. English serves as the lingua franca for education, trade and employment, and is an essential skill for anyone wanting to succeed professionally or academically in the 21st century. English offers enormous opportunities, and language policy rightly focuses on how to give more equitable access to high levels of English language proficiency so that these opportunities can be inclusive rather than exclusive, open to all socioeconomic groups. **But English is not enough.**

Properly managed language policy can help to ensure that English can be taught effectively and incorporated into society without having a negative effect on the first language, culture and local identity of the learners of English. An understanding of English **and multilingualism is especially important in an age of increased and rapidly growing international migration.**

People migrate for many reasons – escaping oppression and war, searching for better opportunities – but it is clear that the languages that they have access to or aspire to use can greatly influence the pattern of migration and the success with which migrants are able to integrate and contribute to their host societies. This underlines the need for a language policy worldwide which **provides people with the languages and the language skills that they need both at home and in future global destinations.**

Education should provide a varied language repertoire and an understanding of which languages we should learn for what purpose. This suggests a **language policy that improves the quality of curriculum, teaching, and learning in education**, as well as a policy that helps to position the role of the multiple languages in a more positive and protected context. The reality of the multilingual and multicultural society is that languages overlap and collide. The work on translanguaging and code-switching demonstrates the often, messy practice in our multilingual families, schools and cities. From this lived experience **we need to learn how to prepare people with the language skills they need for a multilingual society, and how to train people to develop the necessary sensitivity towards the cultural and linguistic needs of their fellow citizens.**

The role of compulsory education is critical and we need a language education policy which both respects mother tongue heritage and also prepares young people for a globalised world with English as a lingua franca. This has implications for teacher education and curriculum design for education at both primary and secondary levels, and it is clear that more research is needed to discover how to accelerate the development of high-level language proficiency in young people.”

“You can never understand one language until you understand at least two.” Geoffrey Willans

World Population:

*"Faced with such issues as what a language is as opposed to a dialect, what knowing language means, how to define bilingualism, etc., it is not surprising that the results of language surveys do not give, a ready answer as to who is monolingual, bilingual, or multilingual. **Researchers have no choice but to continue stating that probably more than half of the world's population uses two or more languages (or dialects) in everyday life—some even go up to 65% in the hope that they can have a definite figure one day.**"*

Reference: Grosjean, Francois. The extent of bilingualism. In Grosjean, F. (2010). *Bilingual: Life and Reality*. Cambridge, MA: Harvard University Press.

According to Statistics Canada, 2011 Census Population:

	<u>English Speaking</u>	<u>French Speaking</u>	<u>Other Languages</u>	<u>Two/more Languages</u>
Canada:	64.78%	20.61%	11.09%	17.5%
Alberta:	85.73%	00.68%	10.51%	N/A

Definitions:

Monolingual: A person knowing only one language (40% of world population)

Bilingual: A person using or able to use **two languages especially with equal fluency (43% of world population)**

Trilingual: A person speaking **three languages fluently (13% of world population)**

Multilingual: A person who speaks more than two languages, but used often for four languages or more (3% of world population speak more than 4 languages)

Polyglot: Someone with a high degree of proficiency in several languages (less than 1% of world population speak 5 languages fluently)

<http://ilanguages.org/bilingual.php>

Multilingualism – the normal human condition. 'Speaking two or more languages is the natural way of life for three-quarters of the human race. [This] principle ... has been obscured in parts of Europe as a consequence of colonial history. We urgently need to reassert it, and to implement it in practical ways, for, **in the modern world, monolingualism is not a strength but a handicap.**' (David Crystal 2006:409)

Inspiring Education Document - "Inspiring action on Education" June, 2010

- Opportunity: Learners are **exposed to rich learning experiences** that enable them to discover their passions and achieve their highest potential.
- Fairness: **Learners have access to the programs, support services, and instructional excellence needed to achieve desired outcomes.**
- Citizenship: Learners have pride in their community and culture. They have a sense of belonging and work to **improve both the community and the world.**
- Choice: Learners have a **choice of both programs** and methods of learning.
- Diversity: **Learners' differing needs, cultures, and abilities are respected and valued within inclusive learning environments.**
- Excellence: Learners, teachers, and governors achieve high standards.

“Learn everything you can, anytime you can, from anyone you can; there will always come a time when you will be grateful you did.” Sarah Caldwell

References:

<http://www.studycountry.com/guide/CA-language.htm>

<http://ilanguages.org/bilingual.php>

<http://livingbilingual.com>

<http://www12.statcan.gc.ca/census-recensement/2011/as-sa/98-314-x/98-314-x2011001-eng.cfm>

https://en.wikipedia.org/wiki/Languages_of_Canada

learn.vifprogram.com/programimmersion

Reference: Grosjean, Francois. The extent of bilingualism. In Grosjean, F. (2010). Bilingual: Life and Reality. Cambridge, MA: Harvard University Press.

Stats Canada 2011 census data

Inspiring Education Steering Committee Report, Government of Alberta, 2010, Pg. 7

Support Documents:

[Alberta Education \(2017\). Programming Information: Understanding the acquisition of English as an additional language.](#)

[Alberta Education \(2009\). Supporting English as a Second Language Students: Promising ESL strategies in Alberta.](#)

[Government of Alberta \(2016\). Making a difference: Meeting diverse learning needs with differentiated instruction.](#)

Attachments

N/A

Naming of Public School Boards

Sponsored by ASBA Board of Directors
Prepared by ASBA Governance Office

Proposed Resolution

RESOLVED, That the Minister support public school boards in altering their division name under section 116 of the Education Act to include the word “public” in their name.

Background

- Ministerial Order (effective August 15, 2019) *The Continuance of the School Division and The Board of Trustees Order* declared all boards as “divisions” (replacing those called district) and removed “regional” and “public” from division names. Separate boards can retain “Catholic” in division names. All numbers associated with boards are eliminated.
- The removal of the word “public” will affect eight school divisions:
 - St. Albert School Division
 - Red Deer School Division
 - Fort McMurray School Division
 - Elk Island School Division
 - Medicine Hat School Division
 - Grande Yellowhead School Division
 - Buffalo Trail School Division
 - Aspen View School Division

Government Rationale:

- Changes were made to simplify naming conventions across Alberta, to eliminate distinctions and different abilities between school divisions. This name standardization was first introduced in 2011 and passed in 2012.
- New naming creates a level playing field. School boards have more flexibility, the red tape of “regional” which required ward/trustee representation has been eliminated.
- 8 school divisions included 'public' in their title.
- School boards can continue to use 'Public' or 'Catholic' as part of branding. Signs and letterhead do not need to be changed.
- If divisions choose to change their name, they can adjust the signage on buildings and other items at the same intervals they would regularly.

Board Concerns:

- Separate school boards can keep ‘Catholic’ which is perceived by public boards as an inequity or preferential treatment by the government.
- Boards were not consulted, and mandated name changes do not respect the local autonomy of school boards.

Attachments

N/A

Vaping

Submitted by Zone 2/3 and 4

Prepared by St. Albert Public and Red Deer Public

Proposed Resolution

RESOLVED, That Alberta's Ministries of Education and Health collaborate to conduct and share research about the health effects of vaping and implications (strategies) for how to avoid negative health impacts on our communities through the infrastructure (programs, grants, curricula, Regional Collaborative Service Delivery (RCSD) tables) of education and health systems in our province; and

RESOLVED, That all levels of government (municipal, provincial, federal), expeditiously amend statutes such as the *Tobacco and Smoking Reduction Act (Alberta)* and *Tobacco and Vaping Products Act (Canada)* and regulations to align the restrictions on the consumption, promotion, marketing and sale of vaping products to Alberta's youth with those on tobacco products.

Background

Vaping Is the "New" Smoking

Much like cigarette smoking involves inhaling and exhaling a burning substance, vaping is the act of inhaling and exhaling an aerosol produced by a vaping product such as an ecigarette. Vaping is therefore often referred to as 'the new smoking.'

Vaping devices heat liquids into vapor which then turn into an aerosol. Some vaping devices are *open* (can be re-filled) and others are *closed* (one use only). The aerosol contained in vaping products typically contain nicotine. Nicotine is highly addictive and associated with increased likelihood of smoking for non- smokers. Nicotine also has negative health effects (i.e., related to poor memory and concentration, impulsivity and hyperactivity). If absorbed through the skin or swallowed, nicotine is fatal (Health Canada, 2018).

Vaping aerosols expose the user to harmful chemicals like formaldehyde and acrolein, and metals and contaminants like nickel, tin, and aluminum. While the effects of inhaling such chemicals is only partly known, what is known is that such contaminants when inhaled cause nausea, vomiting, and possibly death (Health Canada, 2018).

Vaping Is Rapidly Increasing Amongst Youth

Hammond et. al (2019) recently released their international study of vaping and reported that Canadian youth (16-19 years) are most at risk internationally for experiencing harmful effects of vaping because Canadian youth:

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- increased vaping by 74% compared to 2017 (8.4%) and 2018 (14.6%);
- sustained vaping over 30 days, which means that Canadian youth are susceptible to addiction to nicotine;
- increased cigarette smoking for the first time since 2008.

Vaping Causes Serious Harm

On August 23, 2019, the Illinois Department of Public Health confirmed that a recent patient death was connected to vaping. Simultaneously, the U.S. Center for Disease Control and Prevention (CDC) investigated 153 cases of severe lung illness across 22 states and found that these illnesses were caused by youth who regularly vaped.

Yourex-West (2019), a Global reporter, profiled two Alberta youths' emergency experiences caused by vaping. One patient was in a coma for months and his father explained that his son's lungs "...were completely cloudy all the way through his lungs." The second youth described his medical emergency while vaping as feeling like a "heart attack." Both youths reported that they had thought vaping seemed "harmless" and "not that bad for you", and they also emphasized that they had started vaping in junior high and not much was known about the effects of vaping. These two youth were not unlike more than 20,000 youth (16-19 years old) surveyed by Hammond et. al (2019) who found that most youth reported not knowing about higher concentration of nicotine in the popular JUUL and finding the sweet, candy-like taste and smell to make vaping seem "harmless."

Dr. Carlsten (2019), a UBC Respiratory Specialist and medical doctor, recorded by Yourex-West explained that the "cloudiness of the lungs" was connected to the inhalation of nicotine at high concentrations over extended periods. He confirmed that vaping compromises lung capacity and increases "toxicity" producing effects of "feeling like a heart attack."

While health reports have not conclusively connected vaping to the cause of death in the recently reported case in Illinois, the negative impacts of nicotine and vaping aerosols are clear.

Vaping: Advocate to Research-Educate-Regulate

Hagen (2019) emphasized that decreases in youth and adult smoking are related to "concerted and sustained action from health organizations and professionals at all three levels of government, employers, the education sector and others." The problem with educating youth, according to The House of Commons Standing Committee on Health Studies (2018), is that while much is known and has been effectively shared through research on the negative effects of smoking, little has been studied systematically about the effects of vaping on youth health and wellbeing.

Therefore, continued research on the effects of vaping and sharing that research through three levels of government, including health and education ministries, is part of the solution.

While research and sharing such research is important, Hammond et. al (2019) confirmed that “the vaping market in North America has evolved rapidly over the past two years owing to the growth of the JUUL [flavored vaping products]”. They found that the marketplace is flooding youth on all fronts (paper, posted ads, social media) with attractive messaging about vaping and relying on the discreet design (USB, key fobs) and candy like flavors and smells to entice youth to vape.

They reinforced that while educating youth, there needs to be a tightening of legislative and regulatory controls on the vaping industry.

Such regulatory controls are lacking especially in Alberta—Alberta is only one of two provinces in Canada that has not implemented legislation to deal with vaping among youth (Neufeld, 2018). Even though nine provinces have put forward regulations since 2013, all of them remain in “legislative limbo” as “bills” waiting for evidence of the health effects of vaping before they become laws. Part of the slowness of provincial governments is due to the slow pace of the federal government to move forward with their *Tobacco and Vaping Products Act*, which was conceived in 2015.

Since 2015, the federal government has taken a clear step forward on May 23, 2018 by making the Tobacco and Vaping Products Act (TVPA) law, which sets limits on industries—how they promote, label, produce, and to whom they sell vaping products.

On February 6, 2019, Health Minister Ginette Petitpas Taylor took this legislation further and announced new measures on vaping including:

- advertising restrictions on vaping;
- limits on places where advertisements can be placed, such as no signs at shopping malls, parks, public transit vehicles and stations where youth have access;
- limits to the content of advertisements.
- limits on the display of vaping products in certain retail locations;
- a new public education campaign targeted at young people.

Given that vaping is increasing in Canada, proven to be harmful, possibly even deadly for youth, and the solution is three-pronged—research, education, and regulation—the Alberta School Board Association requests that:

- Alberta government's Ministries of Education and Health collaborate to conduct and share research about the health effects of vaping and implications (strategies) for how to avoid negative health impacts on our communities through infrastructure (programs, grants, curricula, RCSD tables) of education and health systems in our province.
- All levels of government (municipal, provincial, federal), expeditiously amend statutes such as the Tobacco and Smoking Reduction Act (Alberta) and Tobacco and Vaping Products Act (Canada) and regulations to align the restrictions on the consumption, promotion, marketing and sale of vaping products to Alberta's youth with those on tobacco products.

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- Health Canada (2018, May 23). *New Tobacco and Vaping Products Legislation Receives Royal Assent*. Government of Canada. Retrieved from [link](#).
- Health Canada (2018). Summary of results for the Canadian Student Tobacco, Alcohol and Drugs Survey 2016-17. Retrieved from [link](#).
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- Neufeld, B. (2018, October). Coalition demands Alberta proclaim anti-smoking legislation as youth vaping soars. Global News Report. Retrieved at [link](#).
- Yorex-West (August 23, 2019). Canadian health officials watching situation closely. Global News Network. Retrieved from <https://globalnews.ca/news/5806783/respiratory-illness-vaping-deathhealth/> on August 24, 2019.

Tobacco ‘back in a growth industry’

When the tobacco industry tells their investors that it is ‘back in a growth industry’ and can attribute much of that ‘success’ to new nicotine products which target youth to become a new generation of smokers, school boards need to stand up and urge all levels of government to restrict the consumption, promotion, marketing and sale of vaping products to protect our students.

Vaping is ‘cool’ with flavours of products and marketing specifically targeting youth. After years of real progress in creating a smoke-free generation, we are slipping back with the real risk of significant numbers of youth being addicted to nicotine and becoming smokers.

Previously tobacco users were a “fringe” group of students--now we are seeing students from all grade levels and profiles vaping including athletes, artistic, and academic students. Not only have our schools seen a significant increase in students using vaping products, it now ranks as the number one reason for student suspensions. The high concentrations of nicotine in vaping products are making young people addicted to these products in a very short time. As a result of the strong addiction to nicotine, students aren’t just vaping outside, they are using these products in bathrooms, hallways and even in classrooms.

Beyond the nicotine and like other tobacco products, vaping includes a cocktail of other dangerous and toxic chemicals and flavouring causing other significant and dangerous health issues including lung damage, cancer as well as impacting brain development.

Authorities are raising significant warning signs:

- Health Canada recently issued a national plea for help in what is become a runaway public health problem.
- Canada’s Chief Medical Officer is concerned about the seismic shifts in the nicotine market in a short period of time and the alarming number of youth vaping in Canada.
- The Council of Chief Medical Officer’s of Health have called for aggressive steps to protect our youth from using these products.
- In the United States, the Food and Drug Administration has declared youth vaping an epidemic noting dramatic increase of youth using vaping products.

Legislation is not keeping up with the new realities of vaping and specifically, their targeting of youth. Strict legislation restricting the marketing of tobacco products to youth and others, which have supported a decline in tobacco use, do not apply to vaping. As a result, vaping products and marketing are focused on young people. The numbers show

that youth vaping has risen dramatically and may be linked to an increase in youth smoking. Cigarette smoking in teenagers appears to be rising for the first time in 30 years.

- 35,500 junior and senior high school students have used vaping devices in 2017 in Alberta. Since then, those numbers have grown.
- Alberta and Saskatchewan have no provincial vaping laws and there is very limited federal restrictions on vaping products.
- Youth are being targeted with alluring nicotine flavoured devices like Juul and Vype.
- Vaping can result in very quick nicotine addictions which may lead to smoking.
- We may start to see a potential renormalization of smoking.
- There are regulatory inconsistencies between tobacco and vaping products.

Federal, provincial and municipal governments need to be responsive to a growing health crisis. With the increase in vaping and the high addiction of nicotine, vaping has become a fast growing issue in schools.

Attachments

N/A

Mandatory Vaccinations

Submitted by Zone 1

Prepared by Holy Family Catholic Regional Division

Proposed Resolution

WHEREAS, Due to medical reasons, there are students and staff in Alberta's publicly funded schools that cannot receive protective vaccines against communicable diseases;

WHEREAS, Vaccine rates in Alberta have declined in recent years to below the level required for 'herd immunity'; and

WHEREAS, Vaccination rates in provinces that mandate vaccination of students meet or exceed most 'herd immunity' levels; therefore, be it

RESOLVED, That the Provincial Government enact legislation requiring mandatory vaccination of students attending publicly funded schools in Alberta, that allows medical exemptions and objections based on religious grounds of parents; and

RESOLVED, That in cases of religious objection, parents shall be required to attend an information session regarding vaccination prior to signing an affidavit of objection to ensure informed consent and a no fault compensation program for adverse reactions; and

RESOLVED, That the list of diseases included in vaccination protocol shall include: diphtheria, tetanus, polio, pertussis, measles, mumps, rubella, and meningococcal disease; and

RESOLVED, That an electronic vaccine registry be created and accessible to schools to protect unvaccinated children during a disease outbreak.

Background

From the worldwide eradication of smallpox and the near-eradication of polio; to the reduction in Canada of measles cases and deaths from 300,000 and 300 per year to less than 50 and zero respectively; and pertussis cases and deaths from 50,000 and 100 to 3000 and 5, respectively, the evidence of the benefits of vaccination is abundantly clear.

The concept of herd immunity is described as the protection against infectious disease, inferred to all individuals, most importantly, even those who are not immune, when a large proportion of the population is vaccinated. The Herd Immunity Threshold (HIT) of a certain disease is the proportion of the population that must be vaccinated to prevent the disease from being endemic or persistent in a population. It is dependent on how contagious a disease is (it's R_0 or basic reproduction number). [This table](https://en.wikipedia.org/wiki/Herd_immunity) (from https://en.wikipedia.org/wiki/Herd_immunity) lists the HIT values for common human diseases:

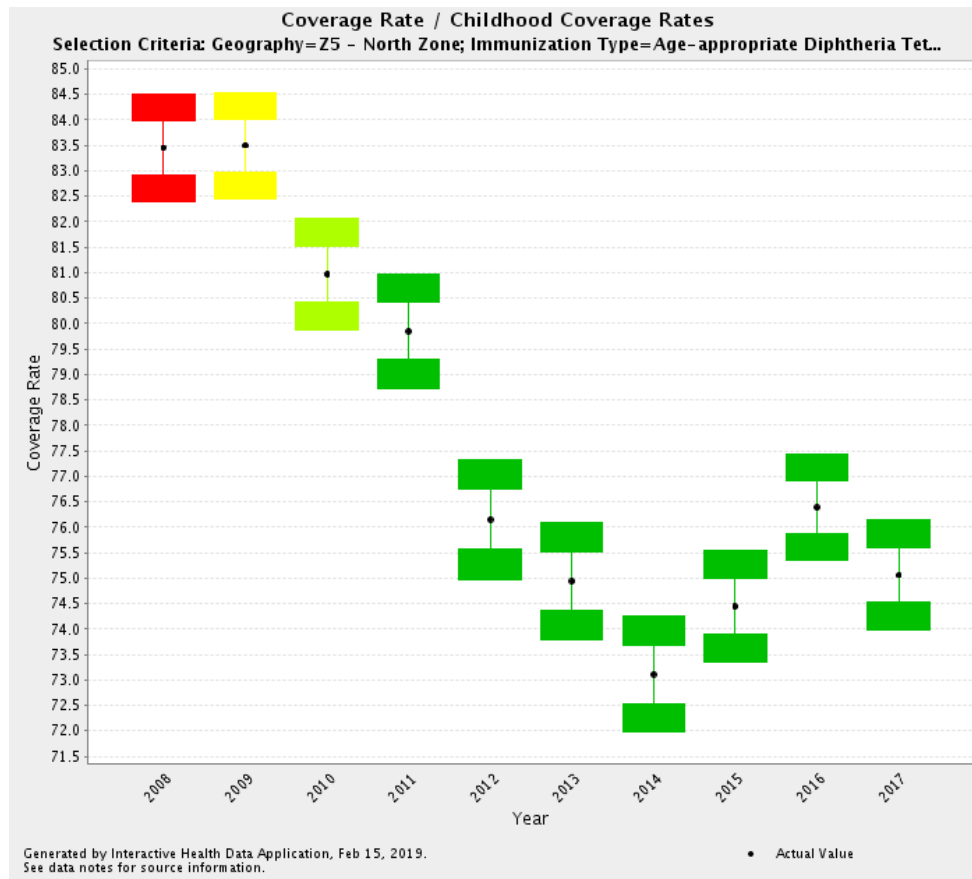
Disease	Transmission	R_0	HIT
Measles	Airborne	12–18	92–95%
Pertussis	Airborne droplet	12–17	92–94%
Diphtheria	Saliva	6–7	83–86%
Rubella	Airborne droplet		
Smallpox		5–7	80–86%
Polio	Fecal-oral route		
Mumps	Airborne droplet	4–7	75–86%
SARS		2–5	50–80%
Ebola (Ebola virus epidemic in West Africa)	Bodily fluids	1.5–2.5	33–60%
Influenza (influenza pandemics)	Airborne droplet	1.5–1.8	33–44%

The internet has made available an abundance of negative misinformation, posed as credible, regarding vaccination. This has led to increased ambivalence, ‘fence-sitting,’ and hesitation by parents regarding vaccination which serve as the most significant threat to maintaining vaccination rates (<https://www.cdhowe.org/public-policy-research/need-boosterhow-improve-childhood-vaccination-coverage-canada>).

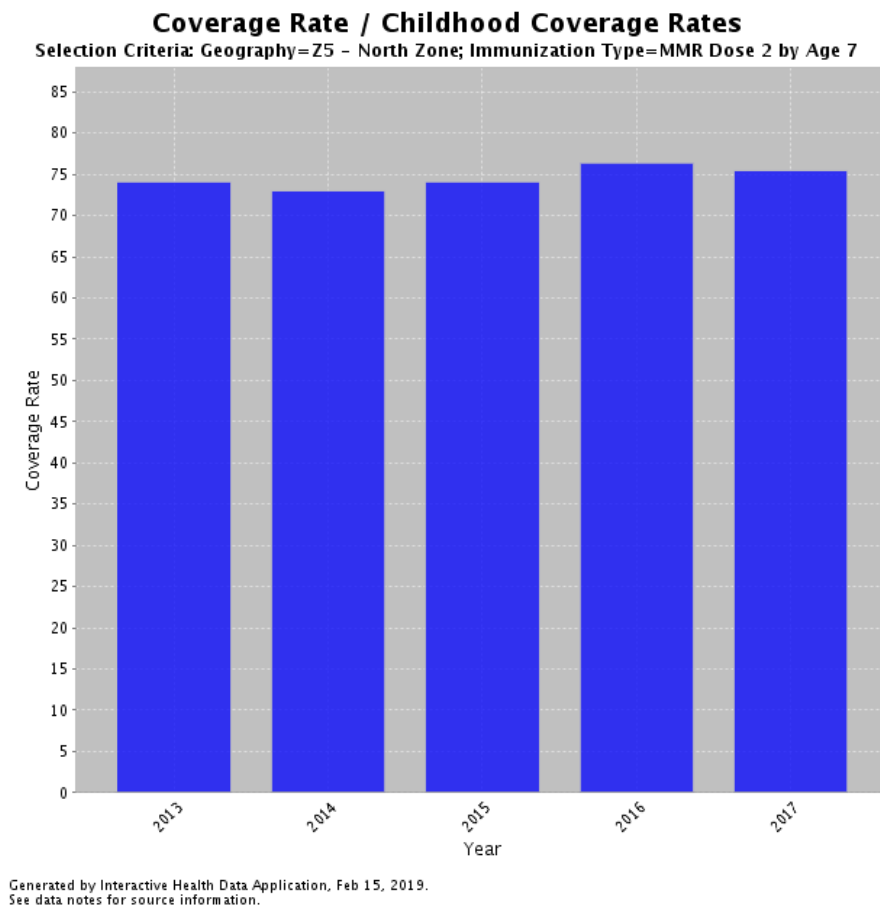
Vaccination rates in Alberta school aged children, particularly those in the North Zone have declined in recent years to well below the levels required for herd immunity. [These charts](#), taken directly from Alberta Health’s online Interactive Health Data Application (http://www.ahw.gov.ab.ca/IHDA_Retrieval/selectCategory.do), demonstrate this trend:

Attachments

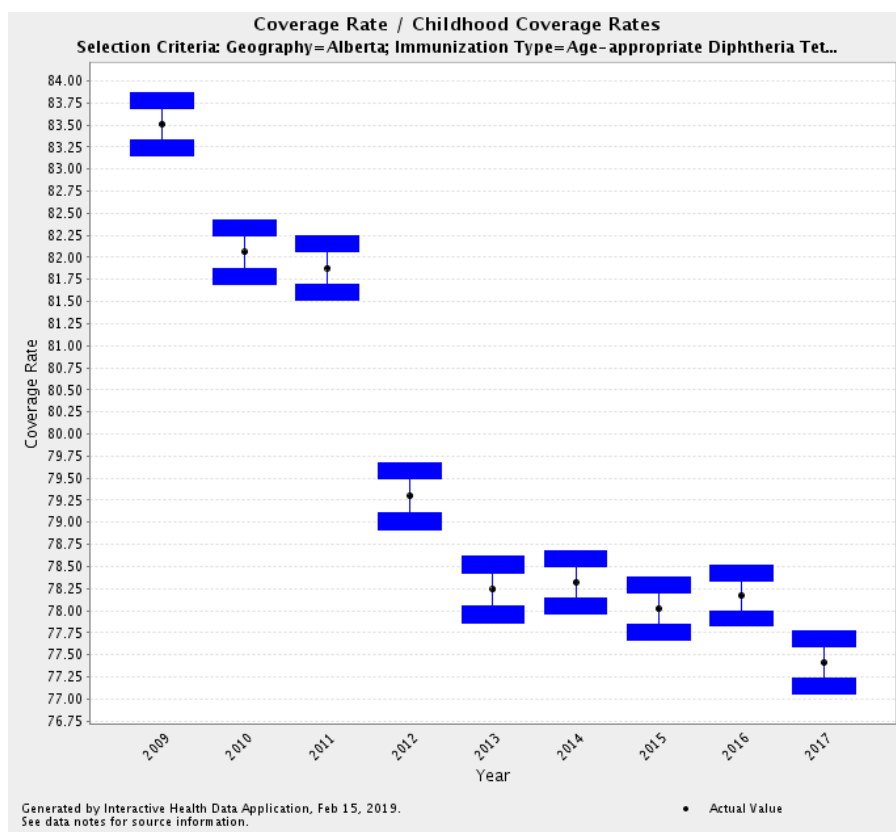
- 1) [16.2A Mandatory Vaccinations Charts](#)



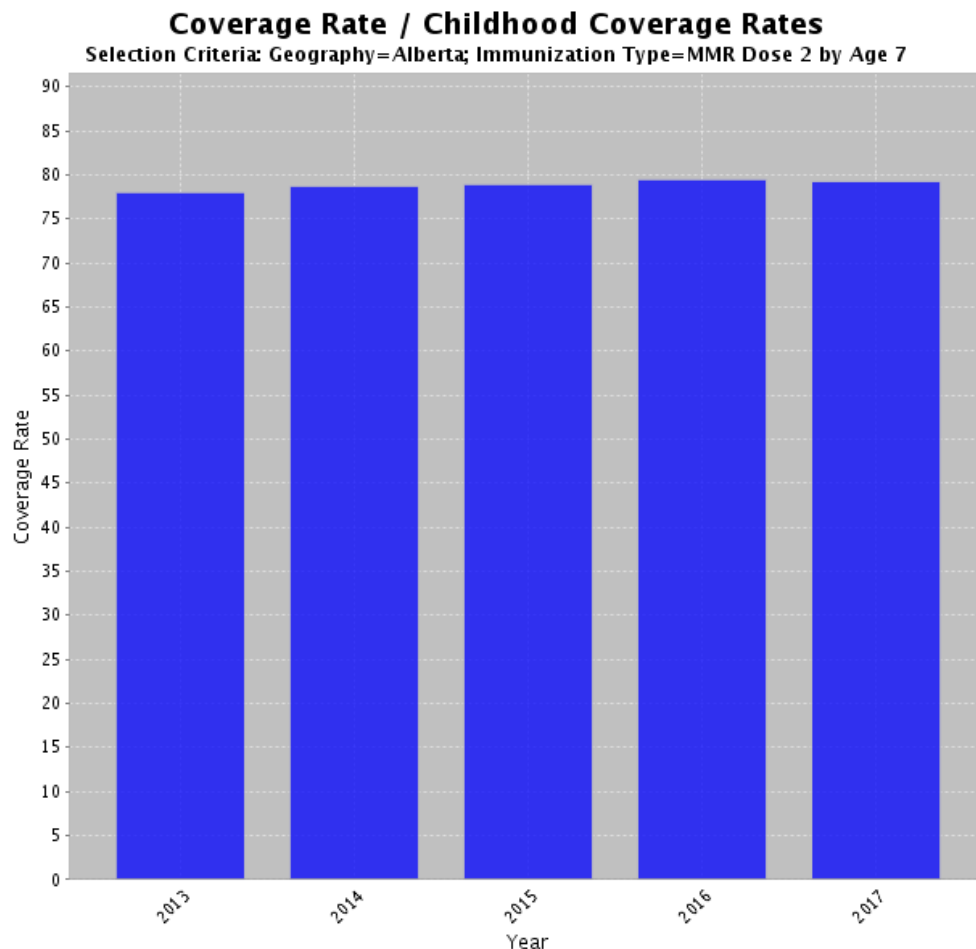
Alberta North Zone Age Appropriate Diphtheria/Tetanus/Polio/ Pertussis vaccine rate by age 7



Alberta North Zone Measles/Mumps/Rubella Vaccine Dose 2 by age 7



Alberta Age Appropriate Diphtheria/Tetanus/Polio/Pertussis vaccine by age 7

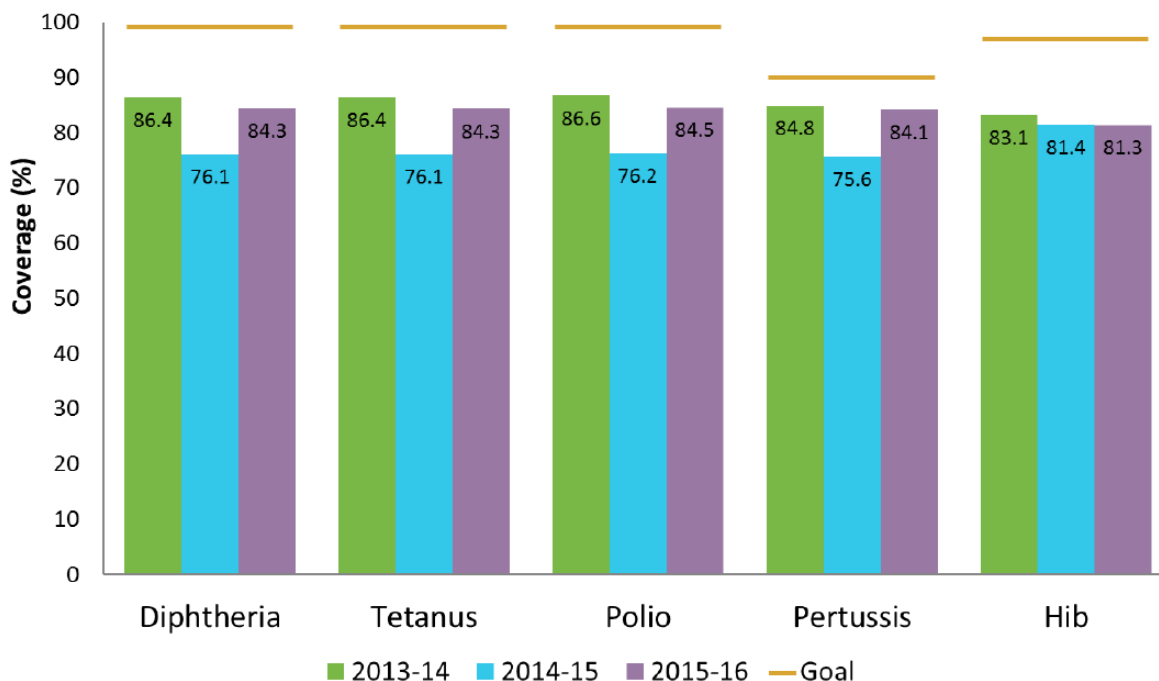


Generated by Interactive Health Data Application, Feb 15, 2019.
 See data notes for source information.

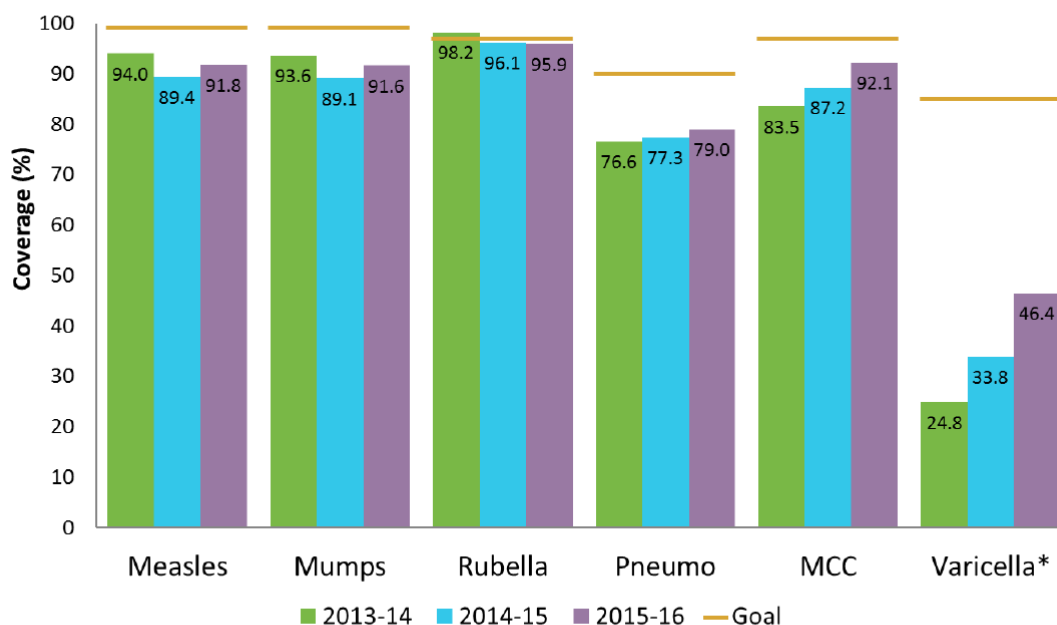
Alberta Measles/Mumps/Rubella Vaccine Dose 2 by age 7

These vaccination rates are significantly lower than those in most other provinces in Canada, including those in Ontario and New Brunswick, two provinces which legislate mandatory vaccination of school children. [The following charts](https://www.publichealthontario.ca/en/LearningAndDevelopment/EventPresentations/Immunization_Coverage_Ontario_since_implementation_Panorama_Bunko_Wilson_2017.pdf), taken from a report on vaccination rates on the Ontario Health website (https://www.publichealthontario.ca/en/LearningAndDevelopment/EventPresentations/Immunization_Coverage_Ontario_since_implementation_Panorama_Bunko_Wilson_2017.pdf) demonstrate the much higher rates of vaccination. The rates have not shown the decline seen in Alberta and are much closer to protective Herd Immunity Thresholds.

Immunization coverage among children 7 years old in Ontario



Immunization coverage among children 7 years old in Ontario



PROVINCE/ TERRITORY	7 YEARS OF AGE - COVERAGE % (95% CI)*		
	MEASLES (≥ 2 DOSES)	MUMPS (≥ 2 DOSES)	RUBELLA (≥ 1 DOSE)
Newfoundland and Labrador	84.3 (79.9-87.9)	84.3 (79.9-87.9)	97.8 (95.4-98.9)
Prince Edward Island	84.2 (77.4-89.3)	83.4 (76.5-88.6)	96.5 (94.0-98.0)
Nova Scotia	71.7 (66.1-76.7)	71.6 (66.0-76.7)	93.6 (90.0-96.0)
New Brunswick	92.3 (88.3-95.0)	92.3 (88.3-95.0)	96.4 (92.9-98.2)
Québec	91.1 (88.2-93.3)	90.5 (87.7-92.8)	96.2 (94.1-97.6)
Ontario	88.7 (85.0-91.6)	88.3 (84.5-91.2)	96.1 (93.5-97.7)
Manitoba	76.6 (71.4-81.2)	75.4 (70.0-80.1)	93.2 (89.6-95.5)
Saskatchewan	78.9 (73.4-83.5)	78.2 (72.7-82.8)	90.7 (86.2-93.8)
Alberta	75.2 (70.2-79.7)	74.1 (69.0-78.7)	90.9 (87.4-93.5)
British Columbia	83.5 (79.2-87.0)	82.5 (78.1-86.1)	93.1 (89.9-95.3)
Yukon	77.5 (73.7-80.9)	73.4 (69.3-77.2)	86.7 (83.3-89.5)
Northwest Territories	88.4 (83.8-91.8)	88.4 (83.8-91.8)	95.6 (92.2-97.6)
Nunavut	64.8 (55.4-73.3)	63.5 (54.1-72.1)	75.7 (66.1-83.3)
Canada	85.7 (83.9-87.3)	85.1 (83.3-86.7)	94.8 (93.6-95.7)

TABLE 8: Estimated vaccination coverage for measles, mumps, and rubella by seven years of age across provinces and territories—childhood National Immunization Coverage Survey, 2013 **Source:** http://publications.gc.ca/collections/collection_2018/aspc-phac/HP40-156-2018-eng.pdf (page 13)

While exemption clauses would not make vaccination 100% mandatory, the principles and compelled education associated with such legislation would make vaccination a mandatory choice by an informed citizenry. Most importantly, it would ensure that those vulnerable students and staff who don't have the choice to receive vaccines, are properly protected.

Inclusive Education

Submitted by Zone 2/3

Prepared by Parkland School Division

Proposed Resolution

RESOLVED, That Alberta Education develop a Standard for Inclusive Education in Alberta and rescind the Standards for Special Education, Amended June 2004.

Background

The *Standards for Special Education, Amended June 2004* is a ministerial order that applies to public and separate school boards and designated special education private schools. It outlines program delivery requirements and expectations that support Alberta's objective of providing consistent direction while supporting flexibility and discretion at the local level.

In order to meet the needs of students, programming:

- is based on an individualized program plan (IPP) or instructional support plan (ISP); all students with special needs, including students who are gifted and talented, require IPPs/ISPs
- may be provided in a variety of settings
- is based on information gathered, including the results of ongoing assessment, observation and evaluation
- provides access to an educational program that is relevant, meaningful and age-appropriate, using the programs of study as a starting point of instruction.

Guide to Education, ECS to Grade 12, 2018-2019 (p38).

School boards are still expected to comply with this fifteen-year old ministerial order that outlines the requirements regarding the delivery of education programming and services to students with special education needs in Grade 1 to Grade 12.

As a result of the Alberta government's *Setting the Direction: Government of Alberta Response* in 2010, Alberta Education and school authorities have moved to the creation of a new paradigm of inclusive learning environments where all students, including those with special education needs, are valued, recognized and supported.

Alberta Education developed an Inclusive Education Policy: *Alberta's education system is built on a values-based approach to accepting responsibility for all children and students. Inclusion is a way of thinking and acting that demonstrates universal acceptance of, and belonging for, all children and students. To support children and students in attaining the goals as stated in the Ministerial Order on Student Learning, school authorities must ensure that all children and students (Kindergarten to Grade 12), regardless of race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status or sexual orientation, or any other factor(s), have access to meaningful and relevant learning experiences*

that include appropriate instructional supports (Guide to Education, ECS to Grade 12, 2018-2019, p31).

Alberta Education also provided school authorities with further detail, direction and resources regarding inclusion: *Inclusion is not just about learners with disabilities or exceptionalities. It is an attitude and approach that embraces diversity and learner differences and promotes genuine equality of opportunities for all learners in Alberta. Every learner has unique needs. Some learners have profound and ongoing needs; others have short-term and/or situation-based needs. This calls for flexible and responsive learning environments. An inclusive education system that responds to the needs of all learners addresses factors that contribute to the achievement gap and other negative impacts that result from poverty, social exclusion, marginalization, underachievement and mental health issues. Alberta Education has produced a number of resources that include information and strategies for addressing the diverse learning needs of children and students and that support the implementation of the Inclusive Education Policy (Guide to Education, ECS to Grade 12, 2018-2019, p37).*

In addition, in 2012, Alberta Education replaced the Special Education Funding Model with an Inclusive Education Funding Model providing funding to support student needs, including, but not limited to, those students with special education needs.

At the school authority level, changes were also occurring. Many divisions reconfigured their division offices to align with the direction of Setting the Direction: Inclusive Education departments replaced Special Education departments and a continuum of supports and services was implemented to support all learners. Significant strides were made in Alberta school authorities to ensure that all students are meaningfully included in school life and the practice of integrating students into typical learning environments is prevalent.

It is clear that there is a focus in the Alberta government and schools on inclusive education - valuing all students regardless of their diverse or special learning need. However, the *Standards for Special Education, Amended June 2004*, continues to put the focus on specific requirements for school boards related to students identified with special education needs.

As a result of this focus, school boards face an awkward dilemma: how to enhance and support all learners when boards are held to a standard specifically for students with special education needs? In other words, we feel that the *Standards for Special Education, Amended June 2004* is a barrier to the promotion of inclusive education environments, supports and programming for all students. School boards are still required to comply with the *Standards for Special Education, Amended June 2004*, which results in the reinforcement of difference through a special education lens versus diversity through an inclusive education lens.

The *Standards for Special Education, Amended June 2004* requires boards to identify those students with special education needs and provide appropriate and relevant programming, where boards really need to identify all student needs and provide appropriate and relevant programming for all. However, school boards are required to provide appropriate and relevant

educational opportunities to all their resident students. To support school boards in their endeavor, a *Standards for Inclusive Education in Alberta* would outline requirements for school boards regarding the provisions of supports and services for all learners consistent with Alberta Education's Inclusive Education Policy.

A draft *Standards for an Inclusive Education in Alberta* was developed by a sub-committee of the College of Alberta School Superintendents and presented to Alberta Education's Building an Inclusive Education Advisory Committee in the spring of 2017. The draft follows the format of the *Standards for Special Education, Amended June 2004*; however, it outlines the requirements for school boards regarding the provision of a continuum of specialized supports and services to students that is consistent with the principles of inclusive education. The College of Alberta School Superintendents has not received notification of the status of the draft. We believe there is strong support for an inclusive education system in which all learning environments effectively support diverse learners, and the Standards for an Inclusive Education in Alberta would provide guidance and direction to school boards to achieve that goal.

References:

[Guide to Education, ECS to Grade 12, 2018-2019 Standards for Special Education, Amended June 2004](#) Draft Standards for an Inclusive Education in Alberta

Attachments

N/A

Inclusion Practices

Submitted by Zone 5

Prepared by Rocky View Schools

Proposed Resolution

RESOLVED, That Alberta Education review current inclusion practices, with involvement from all stakeholders, to assess the strengths and challenges of these inclusion practices, report findings, and provide the necessary funding to implement evidence-based practices that support the diverse learning needs of Alberta students.

Background

Since Alberta moved to an inclusive education system in 2010, as called for in Setting the Direction Framework: Government of Alberta Response, the complexity of today's classrooms has dramatically changed.

While being supportive of inclusion, Boards believe the additional pressure placed on today's inclusive classroom has made program planning and instruction more complex; in fact, without corresponding increases in supports and services, students with complex needs are at-risk of falling through the cracks.

Given that Alberta Education has not formally reviewed the success of its inclusive education system to-date, nor have funding increases strategically kept pace with the increased demands placed on teachers, the ministry should launch a formal review process in consultation with school authorities and other stakeholders to ensure adequate funding and supports are in place for these vulnerable students.

Additionally, a review could involve:

- Ensuring evidenced-based practices are identified and published.
- Assessing the training of pre-service teachers and educational assistants related to meeting the needs of a diverse student population including those with complex needs.
- Identifying the necessary infrastructure required to effectively support all learners in an inclusive environment including the medically fragile.
- Addressing the shortage of trained education assistants.
- Evaluating the effectiveness of partnerships with Alberta Health Services and other agencies to support inclusion and transition beyond K-12 education.
- Studying effective means for transportation of students who are unable to ride traditional school buses for a wide variety of reasons.

Related ASBA Policy Statements:

- 7.3 Funding
- 7.7 Standards for Special Education
- 10.1 Integrated Service Delivery Model
- 10.2 Coordination of Services
- 10.4 School Support Therapists
- 17.2 Learner Assessment

School Bus Speed Limits

Submitted by Zone 2/3

Prepared by Pembina Hills School Division

Proposed Resolution

RESOLVED, That the Minister of Transportation establish that school buses may operate at the same speed as the posted speed limit, as prescribed by law.

Background

School boards are to provide transportation to eligible students. Transportation to and from school shall be provided in a safe, effective and efficient manner consistent with provincial guidelines. In the 2017-2018 school year, there were 96,589 rural students transported daily by school bus in this province. Safety of students is a priority and school bus drivers have an excellent safety record with many procedures to follow. The Student Transportation Association of Alberta (STAA) has been advocating for the Ministry of Transportation to review the speed limits that school buses can travel since 2002. They have written letters to government ministers and collected observational reports from bus drivers. This is an opportunity for locally elected boards to advocate politician to politician for an issue that has been brought forward by our transportation staff partners.

Canadian speed limits differ depending on the level of government under which the jurisdiction of the road falls. School bus drivers monitor road and weather conditions, and adhere to signs just as any other driver. Alberta Transportation determines school bus operating requirements. Alberta is the only province that has a transportation regulation that guides the speed of school buses. The regulation can be found in the *Use of Highway Rules of the Road Regulation – Section 70*. It states that school buses can only travel 90km/h or the posted speed limit, whichever is less. This means that school buses that travel on major highways in the province could be travelling 10-20km/h slower than the moving traffic around them. Earlier references to regulations on a speed limit for school buses date back as early as 1979 which is forty years ago. Over forty years we have seen road improvements, an increasing number of vehicles on the road, and further safety measures on buses including strobe lights, and GPS. How many Albertans are aware that buses must travel at this slower speed limit due to a regulation, and are not allowed to travel the posted speed limit? This slower rate of speed can frustrate other drivers on the road.

There is no reason from a mechanical standpoint why school buses cannot travel at the posted speed limit, unless they have been manufactured with a speed governor. The provided chart contains evidence from every other province/territory and states that school buses may travel the posted speed limit. In Prince Edward Island the maximum posted highway speed limit is 90km/h, but in the majority of provinces and territories it is 100km/h. In fact, the Alberta

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regulation about speed only applies when the vehicle displays the word 'School Bus', if that is covered/removed they can travel the posted speed limit just like the rest of traffic. [Please see the chart on Canadian Highway Speed Limits for School Buses.](#)

When school buses are on roads with faster moving traffic, bus drivers report that motorists perform unsafe passing maneuvers, inappropriate hand gestures, honking and expletives. Bus drivers are made to feel they are impeding traffic due to the slower speed they must travel and this creates hazards, such as tailgating. [Please see the Pembina Hills Public Schools 'thoughtexchange' – bus driver observational reports.](#)

If the province was to establish that school buses could operate at the posted speed limit, an added benefit would be a reduction in ride times. Students can spend over three hours a day on a bus traveling back and forth to school. Students and their families want to spend less time on the bus, preferring to be at home or involved in other activities. Rural divisions have school bus meeting/access points where students get on a different bus to bring them to the central junior/senior high school. These transfer buses often travel direct routes which include highway driving. Provincial highway posted speed limits range from 100-110km/h. A change in regulation to allow buses to travel the posted speed limit would address safety concerns, and have a positive impact on bus ride times.

For example, in Pembina Hills Schools when looking at data that compared what our bus ride times might look like if our buses could travel the posted speed limit, we could save approximately seven hours off our ride times every day. If you multiply 7 hours x 184 school days, that is equal to 1,288 hours in a school year! That seven hours per day takes into consideration all of our seventy bus routes. Our buses travel 10,331.44 kilometres per day. Being allowed to travel at the posted speed limit would affect many of our routes because most drivers need to take the highway at some point to enter any other towns. This is significant time that students can spend in other ways and in other environments. Having buses travel at the posted speed limit would shorten the bus ride times of students leaving them more time for other activities. In addition, traveling the posted speed limit would also cut down on the time our students have to spend on bus when traveling to field trip experiences that are not available in our rural communities.

There is currently no other ASBA policy position statement that speaks to this item. There is no cost to the government for this change, but potential savings in time and money for school divisions and families. As demonstrated by the research gathered from other provinces and territories, as well as supported by bus driver observations, we encourage you to support this ASBA policy position statement that keeps our students safe and gets them to their destination sooner.

Attachment A

[Traffic Safety Act – Use of Highway and Rules of the Road Regulation](#)

[Chart – Canadian Highway Speed Limits for School Buses](#)

[Pembina Hills Public Schools “thoughtexchange” – bus driver observational reports Letters of support](#)



Province of Alberta

TRAFFIC SAFETY ACT

USE OF HIGHWAY AND RULES OF THE ROAD REGULATION

Alberta Regulation 304/2002

With amendments up to and including Alberta Regulation 241/2018

Current as of December 12, 2018

Office Consolidation

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Alberta Queen's Printer
Suite 700, Park Plaza
10611 - 98 Avenue
Edmonton, AB T5K 2P7
Phone: 780-427-4952
Fax: 780-452-0668

E-mail: qp@gov.ab.ca
Shop on-line at www.qp.alberta.ca

Negligence

68 Nothing in this Part shall be construed so as to permit

- (a) a person driving an emergency vehicle or a vehicle referred to in section 66 or 67 to drive, operate or park the motor vehicle in a manner that, considering the circumstances, is negligent, or
- (b) a person controlling or directing traffic to control or direct the traffic in a manner that, considering the circumstances, is negligent.

**Division 3
School Buses**

Definition

69 In this Division, "school bus" means a vehicle on which are displayed the words "school bus".

Speed

70 No person shall operate a school bus at a speed greater than

- (a) 90 kilometres per hour, or
- (b) the speed limit prescribed by law,

whichever is the slower speed.

Alternately flashing amber lights

71 Where a school bus is operating alternately flashing amber lamps, a person driving a vehicle that is approaching the school bus shall,

- (a) when approaching the school bus from the rear, if the school bus is on a highway that is divided by a median into 2 separate roadways, or
- (b) when approaching the school bus from the front or rear, if the school bus is on a highway that is not divided by a median into 2 separate roadways,

reduce the speed of the approaching vehicle so that if the approaching vehicle passes the school bus it does so in a cautious manner.

Canadian Highway Speed Limits for School Buses

Province or Territory	Speed Limit for School Buses	Maximum Posted Provincial Speed Limit
British Columbia	Posted speed limit	120km/h
Alberta Alberta Regulation 301/2002, Section 70	90 km/h	110km/h
Saskatchewan	Posted speed limit	110km/h
Manitoba This speed limit is not set by regulation or statutory provision, but instead reflects the operating limits of most models. So in areas of Manitoba where the posted speed limit is 110 km/h, the maximum speed that a bus would travel would be 100 km/h.	Posted speed limit, up to a maximum of 100km/h	110km/h
Ontario	Posted speed limit	100km/h
Quebec No regulation for buses, manufacturers sometimes set speed governors on buses	Posted speed limit	100km/h
New Brunswick	Posted speed limit	110km/h
Prince Edward Island All highways in PEI are 90km/h, (which is the slowest in Canada)	Posted speed limit	90km/h
Nova Scotia	Posted speed limit	110km/h
Newfoundland and Labrador	Posted speed limit	100km/h
Northwest Territories Buses travel within towns or cities	Posted speed limit	100km/h
Yukon	Posted speed limit	100km/h, most are 90km/h
Nunavut No highway network, some communities are isolated with transportation just by air -have 25 municipalities and almost every one has bus service within their local district of education	Posted speed limit	90km/h

What are your thoughts regarding the current Alberta law that limits school buses to a maximum of 90 km/h on the highway?

15 March 2019

 49 People  38 Thoughts  410 Ratings

"These are the thoughts from our bus drivers regarding the school bus speed limit law."

- Shantelle Haitel, Director of Transportation, Pembina Hills Public Schools

Here are the 20 thoughts that received the highest star ratings

I think that drivers should be able to do the posted speed limit

it would prevent other drivers from getting frustrated and trying to pass unsafely.

4.4 ★★★★★ (19 👤)

Ranked #1 of 20



We seem to be creating a hazard on the highways at 90KM. Everyone is lined up to pass

I have seen a lot of passing when it is not safe to do so caused by our slow speed

4.4 ★★★★★ (12 👤)

Ranked #2 of 20



The limit should be raised to 100 km/hr to avoid being a hazard. Vehicles stack up behind me doing 90 and then someone gets impatient.

To avoid collisions and avoid endangering the safety of the students, myself and others on the road

4.3 ★★★★★ (17 👤)

Ranked #3 of 20



The speed limit should be higher, because a large vehicle traveling this slow on a highway can be a hazard.

4.3 ★★★★★ (15 👤)

Ranked #4 of 20



In order for drivers to be good at driving... They need to watch for hazards. Being the slow moving hazard on the highway can frustrate other

motorists ...cause entourage of vehicles that back up behind buses. Putting a higher risk, of more travelers being at risk. Most don't want to be

4.3 ★★★★★ (13 👤)

Ranked #5 of 20



I think changing the speed to 100km/hr is a good idea.

I find that other drivers have a tendency to be aggressive with bus drivers as we are not driving the speed limit.

4.2 ★★★★★ (21 👤)

Ranked #6 of 20



I think that school buses should be able to travel the same speed as regular traffic.

I think that drivers are able to use judgement on what speeds are appropriate. Some highways that we drive on are twinned with clear flat land.

4.2 ★★★★★ (21 👤)
Ranked #7 of 20



I feel we should drive the posted speed limits on highways

I feel that we are a hazard as we are 10km slower and the other vehicles are passing buses because we are slower

4.2 ★★★★★ (19 👤)
Ranked #8 of 20



I think it should be changed! I think it is far more dangerous going 90 kph! Drivers especially big truck drivers get annoyed when we drive too slow!

We are always getting passed cause we drive too slow! I've tried doing 90kph and 100kph and it's safer doing the limit everyone does!

4.2 ★★★★★ (14 👤)
Ranked #9 of 20



Buses should travel at the same speed as highway vehicles. 100km

To keep traffic at the same speeds. Less Backup.

4.1 ★★★★★ (18 👤)
Ranked #10 of 20



I feel buses should do the posted highway speed 100km

I say this because I see frustration and aggression of drivers towards buses as they are slower and tying up the road

4.1 ★★★★★ (18 👤)
Ranked #11 of 20



I firmly believe that school buses should travel at the posted speed limit because they are a safety hazard/concern when they are traveling so much

slower than the rest of the traffic- 20 kmh slower than everybody else if you are on some 4 lane highways

4.1 ★★★★★ (17 👤)
Ranked #12 of 20



I think that the speed limit should be 100km an hr to keep up with the traffic flow

Vehicles get lined up behind you and are passing to get around you and most of the time they are just about causing accidents.

4.1 ★★★★★ (13 🧑)

Ranked #13 of 20



Allow to drive at posted speed limit on Highway.

At 90 we are a hazard. Semi's all doing 100 + passing us.

4.1 ★★★★★ (9 🧑)

Ranked #14 of 20



We are trained to be professional drivers. Part of that is defensive driving. Being restricted to 90 kms creates potential bottlenecking on highways.

Being stuck behind a vehicle as large as a bus reduces the visibility of that driver which could result in poor passing choices.

4.1 ★★★★★ (8 🧑)

Ranked #15 of 20



Vehicles passing buses when unsafe to do so Creates a very high accident risk

4.0 ★★★★★ (14 🧑)

Ranked #16 of 20



I believe school buses are causing traffic problems, as we only travel at 90km other vehicles go out of their way to pass 1-2-3 buses at a time.

Some vehicles don't even slow to pass or take their cruise control off, Or they pass with oncoming traffic coming because of our speed.

3.9 ★★★★★ (9 🧑)

Ranked #17 of 20



With the impatience of drivers today they will pass when it is not safe
Safety

3.8 ★★★★★ (10 🧑)

Ranked #18 of 20



I think the limit should be raised to 100km/hr. I believe it to be more dangerous to have vehicles passing recklessly due to impatience. More opportunity for accidents.

3.8 ★★★★★ (8 👤)

Ranked #19 of 20



Driving at 100 km/hr seems to keep the traffic spread out a little more and reduces back-up.

3.8 ★★★★★ (6 👤)

Ranked #20 of 20





Alberta Student
Transportation
Advisory Council

ASTAC
Alberta Student Transportation Advisory Council

April 24, 2019

Re: Review of the maximum school bus speed limit in Alberta

The Alberta Student Transportation Advisory Council is in full support of the department of Transportation reviewing the maximum school bus speed limit in Alberta.

ASTAC believes that student safety is always the most important aspect of our business and as such a review of current policies, procedures and legislation should be an ongoing process.

Whether the school bus is travelling on a regular route or a charter trip, the maximum speed limit established needs to take into account passenger safety and should be consistent. The current variation creates confusion for the general motoring public as well as professional drivers.

A review of the current legislation would certainly be beneficial.

Sincerely,

Scott Hucal
Chair, ASTAC



**"SAFETY IS OUR
COMMITMENT"**

STUDENT TRANSPORTATION ASSOCIATION OF ALBERTA

Lisa Weder, President
683 Wye Road
Sherwood Park, AB T8B 1N2
Phone: 780-417-8153
lisa.weder@eips.ca

Dianne Harkness, Executive Director
c/o Box 1136
Redwater, AB T0A 2W0
Phone: 587-920-7755
staaalberta@gmail.com

May 13, 2019

To whom it may concern:


Re: Request for review of current legislation with respect to the speed limit of 90 km/hr on Alberta Highways for school buses

The Student Transportation Association of Alberta (STAA) is comprised of Directors and/or Supervisors of Student Transportation departments for school boards across the province of Alberta. The mandate of the association is to review and collaborate with school boards and associated ministries for best practices related to the safe transportation of students relative to school buses.

Pembina Hills Public School district recently contacted our organization in consideration of support for the review of the current legislation with regard to the speed limit on Alberta highways for school buses. The current highway speed limit for a school bus whether it is transporting students or traveling empty is 90 km/hr., whereas, the speed for other motorists traveling most highways is either 100 or 110 km/hr. In looking at best practices and to ensure the safest practices are used in the transportation of students, the STAA has expressed support in the past to have an impact study conducted by the provincial government with respect to this matter. We feel this review is essential to ensure student safety is supported to its fullest potential on a school bus. The STAA would be in full agreement of the initiative to review the speed limit as suggested by Pembina Hills Public Schools.

Student safety is paramount to the STAA, and as such, review policy and procedures regularly to ensure that school boards across the province follow safety initiatives that promote the highest level of student safety on school buses. We would be happy to provide any assistance or information if needed in the review process. Should you require any further information please do not hesitate to contact me.

Regards,


Lisa-Marie Weder
President, STAA

Cc. Scott Hucal, Chair, ASTAC

Board Governance and System Administration Allowance

Submitted by Zone 2/3

Prepared by Northern Lights School Division

Proposed Resolution

RESOLVED, That the Provincial Government reinstate the full 4%-6% Board Governance and System Administration allowance noted in the 2012-13 funding manual for school boards, without deduction from school board payments.

Background

Over the past several years, governments have been exercising accountability and transparency in spending of public funds. Much has been done in this regard to ensure the public is experiencing good value for their tax dollars. This reach even extended to charitable organizations when Canada Revenue Agency proposed guidelines for administrative costs for any charitable organization operating within Canada. These guidelines recommended a range for administrative expenditures of 8-12%, but many charities continued (and still do today) to spend close to 15% or more of funds received on administration.

For many years school boards in Alberta had a spending limit on administrative expenditures of 4-6% of total expenditures for the school board in any given year. By charitable standards noted above, this was a prudent limit. In 2013-14 Alberta Education further instituted a spending reduction measure for school board's administration expenses that resulted in a 10% claw back of administrative funds. To further explain, administrative funding is derived from the Alberta Education grants, and the reduction to the spending cap was then deducted from school board payments of those grants. Simply put, the result was not only a limitation on the allowable spending for administration, funds were actually deducted.

This reduction (and deduction) has come at a time when school boards are experiencing increased demands on administrative time. Unfortunately, the reduction in funding is in an inverse relationship with reporting. Since the introduction of the claw back, school boards have been required to provide monthly reporting to Alberta Education. Prior to this measure, many school boards only reported on a quarterly basis to their boards, let alone to Alberta Education. While the new requirement was an improvement, once coupled with reduced funding for administration, it seems unreasonable. Along came the introduction of more schedules in the Audited Financial Statements and the School Fees Regulation and reporting. Now, there will be new measures for Superintendent Compensation that require additional monitoring and reporting that is placing another burden on school boards.

Attachments

N/A

FOR ASBA MEMBER USE ONLY

Full-Time Equivalent for Early Childhood Services When Determining School Boards' Utilization of Schools

Submitted by Zone 2/3

Prepared by Northern Lights School Division

Proposed Resolution

RESOLVED, That the Provincial Government utilize the actual full time equivalent for Early Childhood Services when determining school boards' utilization of schools.

Background

Early Childhood Services (ECS) provided in school divisions and districts across the province generally include the delivery of a kindergarten program that is funded by Alberta Education at 0.5 FTE for each child. This half time calculation is often directly related to the type of program being offered. However, in some divisions, a full time program is offered, sometimes at an additional cost or at no cost at all. There are many reasons for this, including transportation and childcare issues. But, many are done for social and academic reasons.

In 2018, the CBE announced that it was considering making changes to program offerings for full time kindergarten in an effort to balance its budget. This was met with a response from then Minister Eggen stating his expectations to balance their budget without cutting services to students. Many school divisions are finding themselves in this same quandary. With greater scrutiny on all grants and increased program expenditures, it becomes difficult to offer these program enhancements.

When it comes to the capital planning aspect, these students remain a 0.5 FTE calculation, even for something as simple as determining capacity and utilization. This means that when asking for a modernization, or a new or replacement build for a school, that boards who offer full time programs are expected to squish twice as many kindergarten students into the same space as those offering a half time program. Or, contribute school board capital to provide additional space for these programs.

Alberta's Commission on Learning (ACOL) in 2003 recommended that full time kindergarten programming be instituted. It is 2019 and children who are in a full time program are not yet recognized as requiring the same space as a student in any other grade. At a minimum, a full time program should warrant the recognition of one bum per seat when determining space considerations. In the 16 years since the ACOL recommendation, this, as a minimum is overdue.

Attachments

N/A

FOR ASBA MEMBER USE ONLY

Superintendent of Schools Regulation

Submitted by Zone 2/3

Prepared by St. Thomas Aquinas Roman Catholic Schools No. 38

Proposed Resolution

WHEREAS system leadership at all levels of Education is imperative to the success of Alberta's Education system; and

WHEREAS the Superintendent of Schools / CEO has tremendous impact on the success of Alberta students; and

WHEREAS School Boards have demonstrated their continued commitment to transparency and accountability through their prudent oversight and allocation of resources, while meeting the growing needs of students and the best interests of the students and families that they serve;

RESOLVED, That the Provincial Government restore the local autonomy of School Boards, by rescinding the current Superintendent of Schools Regulation (ALBERTA REGULATION 98/2019) and replacing it with a Regulation that requires School Boards to seek Ministerial approval for the appointment and re-appointment of the Superintendent of Schools / CEO only.

Background

School Boards respect and model the compliance required from the statutory requirements under which School Boards operate.

School boards are legislated under the Education Act and are required to submit budgets/actuals, 3 Year Ed Planning, yearly audit as part of the accountability to government and the public.

Under the Regulation 94/2018(which is now repealed) School boards lost local autonomy and with that the ability to provide a competitive compensation package for their candidate of choice, for position of Superintendent of Schools / CEO. The unilateral imposition of the Regulation created a number of significant impediments for School Boards, including but not limited to:

- a. Potential school administrators may not wish move into a central office position due to increased responsibility and accountability of the CEO position, for compensation that is not commensurate with this position. As a result, there is a potential trend in the depletion of system leadership.
- b. Salary compression is occurring as Associate Superintendents are receiving the same or similar remuneration as a Superintendent of Schools / CEO. This compression is a direct result of Superintendent of Schools Regulation and the prescriptive limits of the regulation.
- c. Over time, School Boards have demonstrated their respect for the Administrative Cap and have negotiated Senior Executive contracts within the central office operating cap consistently.
- d. School Boards are governed by the Education Act to ensure fiscal responsibility is practiced and reported to the Minister through the audit process.

Regulation 98/2019 has improved the range of compensation that School Boards can now offer but is still restrictive and infringes on School board's decision-making to offer compensation that fulfills their local need. ASBA is in the best position to support school boards and resume its role in gathering Superintendent and central office compensation data to assist boards in aligning salaries that meets the needs of their school division appropriately.

References:

Education Act, Part 6, Finance
Fiscal Planning and Transparency Act, Section 10
Policy and Requirements for School Board Planning and Results Reporting

Attachments

N/A

Appendix A: Disposition of Motions

2019 FALL GENERAL MEETING MOTIONS

Motion No.	Motion Title	Carried (✓)	Defeated (✓)	Other: Amended, Postponed Referred, Withdrawn, etc.
1/FGM2019	Approval of Rules of Procedure			
2/FGM2019	Appointment of Ballot Counting Committee			
3/FGM2019	Adoption of Order Paper			
4/FGM2019	Approval of Minutes: June 2019 SGM			
5/FGM2019	Charter Schools			
6/FGM2019	Choice in Education Act			
7/FGM2019	School Fees			
8/FGM2019	Language Learning			
9/FGM2019	Naming of Public School Boards			
10/FGM2019	Vaping			
11/FGM2019	Mandatory Vaccinations			
12/FGM2019	Inclusive Education			
13/FGM2019	Inclusion Practices			
14/FGM2019	School Bus Speed Limits			
15/FGM2019	Governance and Administration Funding			
16/FGM2019	FTE for Early Childhood Services			
17/FGM2019	Superintendent Regulation			
18/FGM2019	SGM 2020 Summit Vote			

Appendix B: Amendment Form

Amendment to Motion No. _____

Moved by:

School Jurisdiction:

Seconded by:

School Jurisdiction:

Board Agenda Item



Topic: Proposed Annual Education Results Report (AERR) for 2018-2019

Presenter: Ron Eberts
Meeting Date: November 13, 2019

Background

The proposed 2018-2019 Annual Education Results Report (AERR) presents a summary of the programs and accomplishments of our school jurisdiction for the last school year.

Our AERR focuses on the three priority areas for Red Deer Public Schools:

- Literacy & Numeracy
- Equity
- Student Success & Completion

It also aligns with the goals and outcomes of Alberta Education and meets their reporting requirements for school jurisdictions.

Reflecting on the 2018-2019 school year, there were many significant and important accomplishments, as outlined in the report. We continue to be responsive to the needs of students and committed to student success. We are committed to the values and priorities of our learning community and our community at large. This year's AERR speaks to the continuous improvement in our district and the emphasis we place on our three priority areas. We continue to be committed to providing engaging and relevant learning experiences for all of our students.

A few areas of interest in our 2018-2019 AERR include:

- Our Alberta Education Accountability Pillar Overall Summary includes seven (7) areas representing "High" Achievement, and another two (2) areas representing "Very High" Achievement. Red Deer Public Schools did not have any areas of issue or concern under the category of Achievement.
- Red Deer Public teachers benchmarked almost 6000 students using the Fountas & Pinnell assessment for reading, and for the fourth year in a row we demonstrated an increase in the number of students reading within one year of grade level (82%).
- Red Deer Public teachers administered the Math Intervention/Programming Instrument (MIPI) to over 5200 Grade 2 to 8 students, and for the second year in a row we demonstrated an increase in the number of students considered numerate within one year of grade level (71.3%).
- Red Deer Public Schools saw its highest level of high school completion in the past seven years, with over 76% of students graduating within three years of entering Grade 10.
- Significant work was undertaken with our "Valuing Mental Health" initiative this past year, and this work will continue in the current school year as well.

Board Agenda Item



Thanks are extended to all who share in the progress and accomplishments of the District—the more than 11,100 students who attend our schools; their families who are essential partners in the learning process; our caring and dedicated staff of 1426; as well as the community who we serve and who rely on the outcomes of our system. Thanks are also extended to all those who assisted in the gathering and reporting of data and information for this report, including senior administration and our school principals.

Reference Source:

Annual_Education_Results_Report_2018-2019.pdf

Quality Indicators:

Educational Leadership

- QI 1.3 Parents and students are satisfied with levels of achievement.
- QI 1.4 There is measurable improved student achievement over time.
- QI 1.5 The Superintendent meets Alberta Education's expectations re: AERR format and process and content.
- QI 1.6 The Superintendent meets all timelines with provision for appropriate Board input relative to the AERR.
- QI 1.7 The Superintendent ensures the District's academic results are published.

Student Welfare

- QI 2.1 Develops measurements and monitors progress relative to providing a welcoming, caring, respectful and safe learning environment.

Organizational Management:

- QI 8.1 Ensures District compliance with all Alberta Education and Board mandates (timelines and quality).

Leadership Practices:

- QI 10.6 Demonstrates a high commitment to education and to the needs of students.

Recommendation:

The Superintendent of Schools recommends that the Board of Trustees approve the proposed Annual Education Results Report for 2019-2019.



Annual Education Results Report

2018 - 2019

Red Deer Public Schools



Board of Trustees - 2018-2019

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

Senior Administration - 2018-2019

Stu Henry, Superintendent of Schools
Bruce Buruma, Corporate Secretary / Director of Community Relations
Colin Cairney, Corporate Treasurer
Ron Eberts, Associate Superintendent - Technology & Information Services
Chad Erickson, Associate Superintendent - Student Services
Nicola Golby, Associate Superintendent - Learning Services
Robert Moltzahn, Associate Superintendent - Human Resources
Della Ruston, Associate Superintendent - System Services

*For further information on the
Annual Education Results Report for 2017-2018
for Red Deer Public Schools, please contact*

*Stu Henry
Superintendent of Schools*

*Red Deer Public Schools
4747 53 Street
Red Deer, Alberta T4N 2E6
Direct Phone Line: 403-342-3710
Email: Stu.Henry@rdpsd.ab.ca*

The Year in Review

Fast Facts:

- 11,118 students
 - 980 ECS students
 - 4206 elementary students
 - 2394 middle school students
 - 3538 high school students
 - Students included in the above:
 - 1047 French Immersion
 - 1069 English Language Learners
 - 986 self-identified FNMI
 - 190 Pre-kindergarten children
- 1426 staff members
 - 661 Teachers
 - 288 Substitute Teachers
 - 389 Classified Staff
 - 88 Facility Services Staff
- 28 schools including
 - 12 Elementary Schools (Pre K to grade 5)
 - 3 Pre K to 8 Schools
 - 3 Middle Schools (grades 6 to 8)
 - 2 High Schools (grades 9 to 12)
 - 1 Christian Alternative School (K to grade 12)
 - 8 alternative school programs
- \$122.1 million budget

Moving Forward:

The 2018-2019 District Education Plan reflected the needs and priorities of our community. While the plan aligns with Alberta Education requirements, three focus areas were identified that drove our plans for the district and our schools:

- Literacy and Numeracy
- Equity
- Student Success and Completion

You will note in this report that both provincial and district performance measures are used to report on our results. We continue to work on the development of local measures to provide focus and show the outcomes of our work.

Assurance Model:

Red Deer Public Schools is one of five school jurisdictions that had continued to pilot the Assurance Model for Alberta Education. In this model, school jurisdictions have greater flexibility in responding to the needs and priorities of their local community while still maintaining provincial standards. Jurisdictions are expected to have a strong stakeholder engagement process to inform local priorities and use this to shape their planning and reporting. Local system priorities are balanced with accountability requirements of the department. In the past, Red Deer Public Schools has utilized a varied approach to engage stakeholders. This includes large-scale Town Hall Meetings, with over 250 participants, as well as electronic surveys reaching thousands of stakeholders. During the 2018-2019 school year Red Deer Public Schools utilized a twofold method of online engagement, as well as face-to-face focus group meetings with a variety of stakeholders. The primary focus of our public engagement campaign was to develop a common core set of values and character traits we believe best represent Red Deer Public Schools. Over the course of four months we gathered and compiled data that helped guide and shape what character traits and values Red Deer Public will launch during the 2019-2020 school year.

Opportunities and Challenges:

As is reflected throughout the Annual Education Results Report, there is a high level of satisfaction among students, parents and staff with the quality of education provided to our students. In addition to this, through a commitment to continuous improvement, the district and our schools continue to demonstrate strong results and achievement.

The increasing diversity of students presents new opportunities for the district to meet the individual and unique needs of all learners.

Construction of a replacement school for Westpark Middle School continued during the 2018-2019 school year, with completion expected to coincide with the beginning of the 2019-2020 school year. The new Westpark Middle School is being constructed beside the existing structure, which will be demolished once the new building is occupied.

The success of First Nations, Métis and Inuit Learners continues to be both a challenge and priority of our schools. FNMI Learning Services is providing valuable support to schools in addressing this priority.

We believe strongly in our “Support for Students” model and during the 2018-2019 school year we expanded our initiative with Alberta Health Services to place Mental Health Workers in many of our schools. We hope to expand this project to all schools in the coming years.

A year of success:

Red Deer Public Schools continues to provide high quality learning opportunities for our students. We are proud of the achievements of our students and of the learning opportunities provided for them, reflecting both our vision: "A culture of respect, inclusion, caring and excellence, where every student succeeds" and the mission of the Red Deer Public Schools: "Striving for excellence by inspiring learning and nurturing hope in every student."

Accountability Statement

The Annual Education Results Report for Red Deer Public Schools, for the 2018-2019 school year, was prepared under the direction of the Board in accordance with the responsibilities under the School Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the jurisdiction can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

This Annual Education Results Report for 2018-2019 was approved by the Board on November 13, 2019.



Bev Manning
Chair of the Board of Trustees



Stu Henry
Superintendent of Schools

Alberta Education Accountability Pillar Overall Summary

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2019
Authority: 3070 The Red Deer School Division



Measure Category	Measure	Red Deer School Division			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	87.5	87.2	87.9	89.0	89.0	89.3	High	Maintained	Good
Student Learning Opportunities	Program of Studies	84.5	83.0	83.5	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	90.2	90.0	90.0	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	2.9	2.4	3.2	2.6	2.3	2.9	High	Maintained	Good
	High School Completion Rate (3 yr)	76.2	70.0	71.1	79.1	78.0	77.5	High	Improved Significantly	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	73.3	74.1	72.6	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	15.7	17.0	15.6	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	81.5	81.9	81.4	83.6	83.7	83.1	Intermediate	Maintained	Acceptable
	Diploma: Excellence	20.1	20.4	19.0	24.0	24.2	22.5	High	Maintained	Good
	Diploma Exam Participation Rate (4+ Exams)	54.6	46.4	49.0	56.3	55.7	55.1	Intermediate	Improved Significantly	Good
	Rutherford Scholarship Eligibility Rate	62.3	54.5	57.2	64.8	63.4	62.2	Intermediate	Improved Significantly	Good
	Transition Rate (6 yr)	47.9	58.5	56.0	59.0	58.7	58.7	Intermediate	Declined Significantly	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	77.9	80.8	81.0	83.0	82.4	82.6	High	Declined	Acceptable
	Citizenship	79.9	79.5	80.8	82.9	83.0	83.5	High	Maintained	Good
Parental Involvement	Parental Involvement	77.8	78.5	78.2	81.3	81.2	81.1	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	80.4	80.0	81.9	81.0	80.3	81.0	High	Declined	Acceptable

Alberta Education Accountability Pillar F.N.M.I. Summary

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2019
Authority: 3070 The Red Deer School Division (FNMI)



Measure Category	Measure	Red Deer School Division (FNMI)			Alberta (FNMI)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	4.8	4.6	6.8	5.4	4.8	5.6	Intermediate	Maintained	Acceptable
	High School Completion Rate (3 yr)	55.6	50.1	44.9	56.6	53.3	52.4	Very Low	Improved	Issue
Student Learning Achievement (Grades K-9)	PAT: Acceptable	66.0	57.3	58.9	54.0	51.7	51.9	Very Low	Improved	Issue
	PAT: Excellence	7.3	7.7	6.5	7.4	6.6	6.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	72.2	74.8	78.2	77.2	77.1	76.7	Low	Maintained	Issue
	Diploma: Excellence	8.9	15.1	11.6	11.4	11.0	10.6	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	34.0	22.8	18.4	24.6	24.4	22.3	Low	Improved Significantly	Good
	Rutherford Scholarship Eligibility Rate	34.9	36.4	32.9	37.1	35.9	34.0	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	29.5	30.0	29.6	34.2	33.0	32.8	Very Low	Maintained	Concern
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

District Goal

Literacy and Numeracy

Literacy refers to the ability of students to effectively and confidently work with words and numbers.

Outcomes

- Each learner is proficient in the areas of reading, writing, speaking and listening.
- Each learner has the ability to proficiently reason and apply numerical concepts.

Alberta Education Performance Measures

- Percentage of students who achieved the acceptable standard and the standard of excellence on the Grade 6 Language Arts Provincial Achievement Tests (Target: 83% / 13%):**

Performance Measure	Results (in percentages)				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall percentage of students who achieved the acceptable standard on Grade 6 English Language Arts Provincial Achievement Tests.	83.0	83.1	82.2	85.5	85.3
Overall percentage of students who achieved the standard of excellence on Grade 6 English Language Arts Provincial Achievement Tests.	11.4	11.8	12.2	11.2	9.5

- Percentage of students who achieved the acceptable standard and the standard of excellence on the Grade 9 Language Arts Provincial Achievement Tests (Target 80% / 12%):**

Performance Measure	Results (in percentages)				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall percentage of students who achieved the acceptable standard on Grade 9 English Language Arts Provincial Achievement Tests.	75.5	76.9	79.0	75.9	74.3
Overall percentage of students who achieved the standard of excellence on Grade 9 English Language Arts Provincial Achievement Tests.	12.0	12.4	11.0	12.5	11.9

- Percentage of students who achieved the acceptable standard and the standard of excellence on the English 30-1 Diploma Examinations (Target: 87% / 11%)**

Performance Measure	Results (in percentages)				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall percentage of students who achieved the acceptable standard on the English 30-1 diploma examinations.	91.0	90.9	90.3	92.7	87.7
Overall percentage of students who achieved the standard of excellence on the English 30-1 diploma examinations.	10.0	9.5	12.4	16.5	11.6

- Percentage of students who achieved the acceptable standard and the standard of excellence on the English 30-2 Diploma Examinations (Target: 90% / 12%)**

Performance Measure	Results (in percentages)				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall percentage of students who achieved the acceptable standard on the English 30-2 diploma examinations.	94.1	95.0	95.5	93.9	90.4
Overall percentage of students who achieved the standard of excellence on the English 30-2 diploma examinations.	18.1	17.9	15.6	21.3	15.7

- **Percentage of students who achieved the acceptable standard and the standard of excellence on the Grade 6 Mathematics Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall percentage of students who achieved the acceptable standard on Grade 6 Mathematics Provincial Achievement Tests.	66.7	66.8	61.8	70.3	67.0
Overall percentage of students who achieved the standard of excellence on Grade 6 Mathematics Provincial Achievement Tests.	5.8	8.2	6.7	9.2	7.3

- **Percentage of students who achieved the acceptable standard and the standard of excellence on the Grade 9 Mathematics Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall percentage of students who achieved the acceptable standard on Grade 9 Mathematics Provincial Achievement Tests.	65.6	67.6	67.0	56.8	54.6
Overall percentage of students who achieved the standard of excellence on Grade 9 Mathematics Provincial Achievement Tests.	16.5	15.0	16.8	15.1	16.6

- **Percentage of students who achieved the acceptable standard and the standard of excellence on the Mathematics 30-1 Diploma Examinations**

Performance Measure	Results (in percentages)				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall percentage of students who achieved the acceptable standard on the Mathematics 30-1 diploma examinations.	72.9	62.2	66.7	69.2	73.0
Overall percentage of students who achieved the standard of excellence on the Mathematics 30-1 diploma examinations.	24.1	22.3	26.3	23.1	28.0

- **Percentage of students who achieved the acceptable standard and the standard of excellence on the Mathematics 30-2 Diploma Examinations**

Performance Measure	Results (in percentages)				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall percentage of students who achieved the acceptable standard on the Mathematics 30-2 diploma examinations.	79.1	75.4	62.7	63.6	64.2
Overall percentage of students who achieved the standard of excellence on the Mathematics 30-2 diploma examinations.	15.9	12.3	6.7	10.3	15.1

District Performance Measures

- **Percentage of students in grades 1 to 8 who are reading/literate within 1 year of grade level, utilizing Fountas & Pinnell Benchmark. (Target: 80%)**

Number of Students	Students reading within one year of Grade Level	Percentage
5986	4906	82.0

• **Survey result scores for literacy measurements by students, parents, and staff. (Target: 90%)**

Performance Measure	Results (in percentages)			
	2015-2016	2016-2017	2017-2018	2018-2019
Overall percentage of parents who feel their children are able to read and write what is expected in school.	88.9	89.1	84.5	84.1
Overall percentage of students who feel they are able to read and write what is expected of them in school.	89.1	88.9	91.3	90.2
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	92.9	93.3	96.8	94.9

• **Survey result scores for numeracy measurements by students, parents, and staff**

Performance Measure	Results (in percentages)			
	2015-2016	2016-2017	2017-2018	2018-2019
Overall percentage of parents who feel their children are able to understand and work with numbers in school.	88.4	87.6	86.9	84.0
Overall percentage of students who feel they are able to understand and work with numbers in school.	87.7	87.4	87.7	86.1
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	90.5	93.2	94.3	95.4

• **Percentage of students in Grades 2-8 who are numerate within one year of grade level, as reported through the Math Intervention / Programming Instrument (MIPI). (Target: 80%)**

Number of Students	Students numerate within one year of Grade Level	Percentage
5255 students administered the MIPI	3747	71.3

Comment on Results: Analysis and Action

- The District continued to provide universal training on the implementation of the Fountas and Pinnell Benchmarking system. Opportunities for training were provided to all new teachers.
- Learning Services continued to provide professional development to schools across the district to assist teachers with responding to identified gaps in student learning in the area of literacy.
- Literacy coaches have been placed at Normandeau School, GH Dawe School, Aspen Heights Elementary School, and Fairview Elementary School. Glendale School also had a literacy coach for the 2018-19 school year using Classroom Improvement Funds. Literacy measures at these schools would indicate the strategy was quite successful.
- During the 2018-19 school year Learning Services Coordinators set up booths (as requested) during parent-teacher interview nights in order to interact with parents. Families at each event received free literacy resources.
- Throughout the year, Learning Services provided tips and information to parents through social media.
- 17 out of our 19 elementary and middle schools are using, or have increased the use of guided reading materials.
- The Learning Services Coordinator for Numeracy met teachers throughout the year in a wide variety of schools. The total number of teachers impacted by these professional learning opportunities exceeded 1000 teachers by the end of the year. The recommendations from the previous year's Steering Committee were shared in these meetings including planning, assessment, a concrete - pictorial - abstract progression to teaching new concepts, and teaching for deep understanding to build number sense.
- All schools completed the MIPI in Grades 2-9. The Learning Services Numeracy Coordinator was available to assist teachers in analyzing data and planning for future success. The MIPI is guiding interventions in the District and highlighting areas where teachers should focus instruction.

- Learning Services Coordinators set up booths (as requested) during parent-teacher interview nights in order to interact with parents and give families free literacy resources.
- Throughout the year, Learning Services provided tips and information to parents through social media.
- Numeracy related information went home through school newsletters.
- Many schools had Parent Literacy/Numeracy Game Nights.

District Goal

Equity

***Equity is fairness for all students through:
excellence in instruction, support for students, and a reduction of barriers..***

Outcomes

- All staff have the ability to meet the diverse needs of all students through excellent instruction.
- Students are supported in their academic, behavioural, social and emotional well-being.
- Students are able to access the supports and services they need to achieve success through the reduction of barriers.

Alberta Education Performance Measures

- **Overall agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school. (Target: 90%)**

Performance Measure	Results (in percentages)				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	88.7	88.5	88.2	87.2	87.5

- **Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. (Target: 83%)**

Performance Measure	Results (in percentages)				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	81.9	83.4	82.2	80.0	80.4

District Performance Measures

- **Survey result scores for equity measurements by students, parents, and staff. (Targets: 90%)**

Performance Measure	Results (in percentages)			
	2015-2016	2016-2017	2017-2018	
Overall percentage of parents who feel their children are learning in ways that are meaningful and appropriate.	93.3	93.1	94.9	92.1
Overall percentage of students who feel they are learning in ways that are meaningful and appropriate.	92.8	91.9	93.7	91.2
Overall percentage of teachers who feel they have the skills to support the learning needs of students.	89.0	89.0	91.6	93.2

Performance Measure	Results (in percentages)			
	2015-2016	2016-2017	2017-2018	
Overall percentage of parents who feel their children are cared for, accepted, and usually happy and healthy at school.	91.8	90.3	94.2	90.1
Overall percentage of students who feel they are cared for, accepted, and usually happy and healthy at school.	86.8	85.6	86.7	84.7
Overall percentage of teachers who feel students are cared for, accepted, and usually happy and healthy at school.	96.0	96.7	97.1	97.3

Performance Measure	Results (in percentages)			
	2015-2016	2016-2017	2017-2018	
Overall percentage of parents who feel their children are connected and feel a sense of belonging at school.	89.5	88.0	91.2	87.7
Overall percentage of students who feel they are connected and feel a sense of belonging at school.	86.4	86.1	87.7	83.3
Overall percentage of teachers who believe students have a sense of belonging through their involvement in school activities and the people they connect with.	96.0	92.1	94.5	94.7

Comment on Results: Analysis and Action

- Learning Services completed the third year of the elementary report card pilot. All elementary schools received professional learning on assessment during this pilot.
- The planning, assessment and response cycle was addressed through the work in literacy and numeracy.
- Professional learning opportunities were provided for all new teachers to the district. There was a focus on unit and year planning, as well as outcome based reporting.
- FNMI Learning Services completed classroom presentations linked to the curriculum throughout the school year. These presentations were designed to build teacher capacity in line with the TQS.
- FNMI Learning Services continued to focus on working “shoulder to shoulder” with teachers regarding the infusion of FNMI content into their lessons in preparation for the new TQS.
- In addition to classroom presentations, FNMI Learning Services Staff also delivered side-by-side teaching opportunities with infusion of culture in the curriculum. This professional learning included topics such as: Residential Schools; the Blanket Exercise; More than Bead, Bannock and Buffalo; Elder Protocols; Learning Pebbles; Orange Shirt Day; and Networking Circles.
- In regard to English Language Learners, each school designated and sent representatives to professional learning opportunities that took place throughout the year. The District continued to use our Google Shared Drive technology to share information with our teaching staff.
- The District’s “Valuing Mental Health” initiative continued to be one of our top priorities during the 2018-2019 school year, with our goal being to enable our entire Red Deer Public community to feel, think and act in ways that enhance their ability to enjoy life and deal with challenges. The Valuing Mental Health initiative provides an array of supports and services that promote positive school climate, social and emotional learning, and mental health and well-being, while reducing the prevalence and severity of mental illness. Our initiative focuses on the needs of students, staff and families in four key areas:
 - Promotion and Prevention
 - Early Intervention
 - Treatment
 - Follow up.
- Ultimately, our hope is that this initiative leads to improved student and school outcomes, including greater academic success.

- Under the umbrella of our Valuing Mental Health initiative, our District continued to implement the Grade K to 5 universal approach to the delivery of the Health and Life Skills curriculum, and will add the Grade 6 - 8 Mental Health curriculum in the fall of 2019.
- A key development in this approach is the addition of a new strategy in our 2019-2020 District Education Plan that will have all staff trained as "Go-To Educators" using the materials from teenmentalhealth.org as the basis for enhancing basic mental health literacy for all staff. This enhanced mental health literacy is the foundation for mental health promotion, prevention and treatment. It consists of four separate but related components: understanding how to obtain and maintain good mental health; understanding mental disorders and their treatments; decreasing stigma; and improving help-seeking efficacy. By training all staff in this way, we have helped to ensure that the delivery of curricular materials to students will be consistent, and based in evidence based, best practices.
- After sharing curricular materials with students our intention will be to do the same with parents. We anticipate this type of sharing in the Spring of 2020.
- This past school year we continued our partnership with Alberta Health Services in a couple different initiatives. The first being the deployment of mental health therapists, in our schools, as a complement to the work of our Community Liaison Workers & school-based counsellors. We also used Alberta Health Services to promote the Comprehensive School Health framework.
- We also continued our partnership with ASEBP, as a key supporter of staff wellness.
- We continued our partnerships with local businesses to promote staff, student and family wellness.
- Finally, we continued our collaboration with other school jurisdictions, and national and international leaders, in supporting comprehensive health, wellness and well-being strategies.

District Goal

Student Success And Completion

Student success and completion is the successful journey students experience from early learning, through all grades, to high school completion, and beyond..

Outcomes

- Children have an excellent start to their learning journey in Pre-K and Kindergarten.
- Students at elementary and middle schools have a strong foundation in literacy and numeracy.
- Students experience effective transitions between grades and between schools.
- Students experience character education programming in Grades 1-9.
- Students in high school will be engaged in personalized and flexible learning environments while being supported by meaningful relationships in the school.

Alberta Education Performance Measures

- **Percentage of students who achieved the acceptable standard and the standard of excellence on the cumulative composite scores of all Provincial Achievement Tests. (Target: 85% / 15.5%)**

Performance Measure	Results (in percentages)				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall percentage of students who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	70.6	71.0	72.8	74.1	73.3
Overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	13.8	14.6	15.0	17	15.7

- **Percentage of students who achieved the acceptable standard and the standard of excellence on the cumulative composite scores of all Diploma Examinations. (Target: 85% / 19%)**

Performance Measure	Results (in percentages)				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	84.8	82.0	80.3	81.9	81.5
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	20.3	18.2	18.5	20.4	20.1

- **High school completion rate of students within three years of entering Grade 10. (Target: 75%)**

Performance Measure	Results (in percentages)				
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	74.0	69.5	73.9	70.0	76.2

- **High school to post-secondary transition rate of students within six years of entering Grade 10. (Target: 55%)**

Performance Measure	Results (in percentages)				
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
High school to post-secondary transition rate of students within six years of entering Grade 10.	53.3	55.0	54.4	58.5	47.9

- **Overall satisfaction with the quality of basic education. (Target: 90%)**

Performance Measure	Results (in percentages)				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Percentage of teachers, parents and students who are satisfied with the overall quality of basic education.	89.7	90.1	89.8	90.0	90.2

- **Overall agreement that students model the characteristics of active citizenship. (Target: 82%)**

Performance Measure	Results (in percentages)				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	82.2	81.7	81.1	79.5	79.9

- **Overall agreement that students are taught attitudes & behaviour that make them successful when they finish school. (Target: 82%)**

Performance Measure	Results (in percentages)				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	83.7	82.0	80.1	80.8	77.9

- **Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology and health and physical education. (Target: 85%)**

Performance Measure	Results (in percentages)				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	85.1	85.1	82.4	83.0	84.5

District Performance Measures

- Students identified with attendance issues.**

Number of students whose attendance has been identified as an issue and attendance is impacting their academic achievement (Less than 80% attendance, and less than 50% achievement level).
 *Note: Grades 6-12 only, as academic progress in Grades 1-5 is not collected in a fashion that can be reported in this way.

***398/5932**

- Survey result scores for completion and transition measurements by students, parents, and staff. (Targets: 90%)**

Performance Measure	Results (in percentages)			
	2015-2016	2016-2017	2017-2018	2018-2019
Overall percentage of parents who feel their children will be prepared for the next grade level.	88.8	89.9	91.0	88.9
Overall percentage of students who feel they will be prepared for the next grade level.	92.2	92.6	92.9	91.7
Overall percentage of teachers who feel the students will be prepared for the next grade level.	85.5	87.3	89.4	87.7

Performance Measure	Results (in percentages)			
	2015-2016	2016-2017	2017-2018	2018-2019
Overall percentage of parents who feel their children will complete high school.	93.3	93.1	97.9	97.0
Overall percentage of students who feel they will complete high school.	98.6	98.7	97.3	96.2
Overall percentage of teachers who feel that students are supported in the goal of finishing high school.	93.7	95.8	97.5	97.7

Comment on Results: Analysis and Action

- The District continued to use the Early Years Evaluation Teacher Assessment in Kindergarten to determine each child's base in a number of areas, and then use the information from this assessment to help drive programming for all children in Kindergarten.
- Our Transitions Task Force met on a regular basis during the 2018-2019 school year, and developed an electronic transition tool for teachers/administrators. This tool accesses data from a number of sources and displays the results in one location, allowing all educators efficient access to significant information for all students, thereby enhancing transitions for all students. All schools and grade levels are using the tool.
- Several schools adopted a "Soft Start" approach to the school year to create connections with students. Looking forward to the 2019-2020 school year the District will be focusing on ensuring that students are developing a plan for after high school, and learning the knowledge and skills that are necessary for their success.
- Better processes for students to communicate their progress from the "My Blueprint" software with their parents are being developed. Also curriculum mapping was undertaken which will eventually allow students to earn credits towards graduation through the completion of My Blueprint activities.

District Goal

Success for First Nations, Métis and Inuit students

Outcome

- FNMI Students are engaged in learning.

Comment on Results: Analysis and Action

- Classroom cultural awareness presentations facilitated by the First Nations, Métis and Inuit Learning Services continue to be in very high demand from all 22 schools. This year we had 420 presentations. This is an increase of 35% from the previous year.
- We continue to develop new classroom presentations. New presentations include Breakout EDU activities on various topics related to Indigenous content in the curriculum, Math and Aboriginal Games, Literacy, Sharing Circles, cross curricular lessons and Literacy.
- Curriculum resources continue to be updated and created electronically, increasing online access and opportunities to build teacher capacity.
- Worked with Star Catholic School Division and other districts in Zone 4 to develop Curriculum Kits in Science, Math and Social Studies.
- Four Networking Support Meetings were held for school First Nations, Métis and Inuit Point People. Each school sends one or more delegates to every Networking Circle. Professional Learning at the Network Circle include: Residential Schools and the Sixties Scoop; Sharing between feeder schools, Supporting student transitions between schools, and the Circle of Courage implementation within classrooms and schools.
- Provide inservices on Residential Schools and the Blanket Exercise (contextualized with local information and scrolls), including a talking circle to all new staff, current staff who had not yet participated in the inservices, City-Wide School Council and hundreds of students in Elementary, Middle and High school classes.
- Additional professional development presented or facilitated by First Nations, Métis and Inuit Learning Services for school staff include: Tipi Teachings, Sharing Circle and Sharing Sticks; Residential Schools; Reconciliation; Aboriginal Games; Aboriginal Games to teach Math; Teaching Smudge; Choosing Authentic and Appropriate Resources;
- First Nations, Métis and Inuit Learning Services participated in the Alberta Zone Four FNMI Advisory Group, Urban Aboriginal Voices and Remembering the Children Society.
- The continuation of the formal collaborative partnership with the Red Deer Native Friendship Society took place. The Alternative School Program's continued to bring in an Elder and the cultural resource connector to support the student Talking Circles. This is one of the many tangible outcomes of this partnership.
- The "Cultural Resource Connector" from the Red Deer Native Friendship Society worked closely with schools to create ties and build relationships between schools, Elders and other community members.
- First Nations, Métis and Inuit Learning Services worked in collaboration with the Red Deer Native Friendship Society, Red Deer Catholic Schools and The city of Red Deer to host a National Indigenous People's Day Pow Wow in June. This had excellent attendance from the schools and the community. Over 200 Red Deer Public students attended in the afternoon. A group of elementary students from our school district performed along with the Hoop Dancer for the blanket dance to raise money for two local youth organizations.
- Elders from the community attended multiple school-based events over the course of the year at several schools including the Don Campbell School, Annie L. Gaetz, Central Middle School, Glendale Science & Technology School, Westpark Middle School, Lindsay Thurber High School Alternative School Program, . Elder support included the following activities:
 - Smudge and blessing of the courtyard medicine garden
 - Smudge and blessing of the new Learning Commons
 - Storytelling presentations with students
 - Prayer & Smudge for Orange Shirt Day and the visit from the Education minister

- Prayer and harvesting at school medicine gardens
- Participation in the community Pow Wow
- Sharing teachings for Aboriginal Studies at two Middle Schools
- Participating in “Kindergarten Here I Come”
- There was participation in 19 of 19 elementary, middle and K-8 schools in Academic-Cultural Groups, where the FNMI Lead Teacher spent time with hundreds of First Nations, Metis and Inuit students taking part in various Indigenous teachings and activities.
- Schools continue to enhance the Indigenous content in their school library. Some have also dedicated space specifically showcasing First Nations, Métis and Inuit resources. Three middle schools enhanced their Learning Commons this year to better showcase Indigenous culture and literature.
- Schools (17/19) focused on increasing guided reading books with Indigenous content.
- First Nations, Métis and Inuit Learning Services connected with the Red Deer College to support pre-service teachers and to support the transition of Red Deer Public Students who have gone on to post-secondary education. We presented at their student’s Indigenous Education conference and we attended special ceremonies celebrating student success and achievement, such as the year end Tea Dance.
- Orange Shirt Day was commemorated at all 22 schools through a variety of learning activities at each school. This is an increase from only fifteen schools participating in the previous year.
- Members of the FNMI Learning Services team attended several professional learning activities:
 - Soaring with Knowledge, FNMI Education Council Annual Conference
 - Zone 4 Culture Camp on Treaty 6, 7 and Metis Nation
 - Walking Together Facilitators training
 - Royal Alberta Museum and the Legislature Building in Edmonton
 - Think Indigenous Conference in Edmonton
 - Indspire Conference in Edmonton
 - First Nations, Métis and Inuit Perspective Through Literature workshop
 - Leading Curriculum Learning In-service

Summary of Financial Results

Detailed budget and expenditure information may be obtained from the offices of the Red Deer Public Schools

Statement of Operations

For the Year Ended August 31, 2019

Revenue

Alberta Education	116,661,035.00	94%
Other Revenue	7,137,435.00	6%
Total Revenue	123,798,470.00	100%

Expenses

Instruction - ECS	5,000,315.00	4%
Instruction - Grades 1 - 12	97,162,856.00	80%
Plant operations and maintenance	13,387,783.00	11%
Transportation	2,855,948.00	2%
Administration	3,772,219.00	3%
External services	0.00	0%
Total Expenses	122,179,121.00	100%

Operating surplus (deficit)	1,619,349.00
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Audited Financial Statements for the year ended August 31, 2019 are available on the District website at: <http://www.rdpsd.ab.ca/documents/general/AuditedFinancialStatement.pdf>. Comparative information is available in a provincial report at <https://www.alberta.ca/k-12-education-financial-statements.aspx/>. Summaries for all School Generated Funds for the year ended August 31, 2019 can be found on our District website at: http://www.rdpsd.ab.ca/documents/general/SGF_Year_End_2018-19.pdf. For further information regarding the financial information for Red Deer Public Schools please contact Colin Cairney, Corporate Treasurer, at 403-343-1405.

Sharing Our Results

The Annual Education Results Report (AERR) presents a summary of the progress and accomplishments of Red Deer Public Schools. Information is shared with our parents and the greater community through a variety of means:

- the Annual Education Results Report was approved at the November 13, 2019 meeting of the Board of Trustees
- the Annual Education Results Report is posted on the district website at: <http://www.rdpsd.ab.ca/documents/general/AERR.pdf> and copies of the Annual Education Results Report are available for the public at Central Services and each of our schools
- The Class size Report is located at: <http://www.rdpsd.ab.ca/documents/general/ClassSizeReport.pdf>

School Results Reports: Each school prepares its own School Results Report. As required under Section 13 of the School Councils Regulation, schools provided opportunities for their School Councils and stakeholders to be involved in the development of School Education Plans, and were involved in the explanations of their respective School Results Reports. A review and interpretation of Accountability Pillar measures are also communicated and shared with School Councils and are available at individual schools. School Results Reports are posted on each school's website, as well as at: <http://www.rdpsd.ab.ca/view.php?action=documents&id=1429>

Whistleblower Protection

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their AERR. Red Deer Public Schools did not have any disclosures this year, therefore, there is nothing to report.



Red Deer Public School District No. 104
4747-53 street
Red Deer, Alberta T4N 2E6
Phone: 403-343-1405
Fax: 403-347-8190
E-mail: info@rdpsd.ab.ca
Website: www.rdpsd.ab.ca

Board Agenda Item



Topic: ASBA Report

Presenter: Cathy Peacocke

Meeting Date: November 13, 2019

Background

The Board of Trustees will find an overview of the October 28, 2019 ASBA Zone 4 Meeting attached.

Recommendation:

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

**ASBA Zone 4 Meeting
October 28, 2019**

The October Zone meeting was hosted by the Red Deer Catholic Regional Board.

The annual organizational meeting was called to order at 10:00 AM.

The next year's Zone meetings will be: December 2 is Wetaskiwin, January 27 is Clearview, February 24 is Battle River, March 23 is Red Deer Public, April 27 is Wild Rose, May 25 is Chinook's Edge and that will be the Edwin Parr awards, September 28 will be Wolf Creek. Note that the meeting months were switched between Red Deer Public and Battle River from previous years.

The Zone thanked Connie Huelsman for her four years serving as Zone Chair and Bonnie Milman, staff member in Chinook's Edge, for her four years serving in the secretary position to Zone 4.

The following Executive members were elected or acclaimed:

- Zone Chair- Laurette Woodward
- Zone Vice Chair- Luci Henry from Wolf Creek
- Zone Director remains as Daryl Scott in two year term
- Zone Alternate Director remains as Murray Hollman in two year term

The following were elected/acclaimed to Committee positions:

- Labor Relations rep- Trudy Bratland from Wolf Creek
- Zone CARC Rep- Cynthia Leyson from Red Deer Catholic
- Zone 4 Awards Committee-Erica Grice from Clearview and Holly Bilton from Chinook's Edge
- Zone 4 & Friends Student Wellness Initiative- Kim Smyth from Clearview
- Zone Language rep- Nicole Buchanan will continue in the position as no-one else stepped forward
- Annual Review of Zone Highlights recorder and alternate- Jane Pettifor from Wetaskiwin and Becky Scott from Clearview
- ASBA Edwin Parr Taskforce Rep (review of Edwin Parr program)-Kim Smyth from Clearview
- 2020 Edwin Parr selection committee rotates yearly, this year trustee reps will be from Chinook's Edge, Clearview and Wild Rose

Appointment of Secretary Treasurer- Colin Cairney

Appointment of Auditor- Rod Steeves from Red Deer Catholic

A motion was made to approve the signing authorities as the Chair, Vice Chair and Secretary Treasurer.

Adjournment at 11:14

+++++

The regular Zone meeting was called to order at 11:20.

The meeting included:

- Brief report from Alberta Education Representative Patricia Rijavec. Trustees spoke about the impact of the Education budget on their Districts. The ASBA is reviewing the budget and will be releasing a statement on the impact. The AB Ed rep will take these comments back to AB Ed.
- The Zone discussed whether to do a media release about the budget. ASBA will be issuing a statement on the budget impact and if Zone 4 members feel that statement is not strong enough then the Zone will issue its own media release. The Chair will poll Board reps to see if they are satisfied with the ASBA statement.

ACTION ITEM:

- *The Chair discussed the preparation of future Zone media releases and her plans to run draft versions media releases by the Executive prior to sending any out. Discussion on whether our media releases should identify us as ASBA Zone 4 instead of as the eight Central Alberta School Boards. ASBA does not agree with us issuing media releases that connect us to ASBA for the possible situations where our statement conflicts with ASBA or when ASBA does not have a position on a particular issue. Board Reps are requested to seek input from their Boards as to whether they believe we should be identified specifically as Zone 4.*
- The Zone Executive met to discuss the new term, and whether there was interest in having monthly Executive meetings during Zone meetings. It was determined they will be held only as needed as everyone felt there was value in having most discussions with the full group.
- Showcase presentation on Poverty Simulation from Red Deer Catholic.

The meeting adjourned at 2:50 pm.

Next meeting will be hosted by Wetaskiwin Board on December 2.

Submitted by Cathy Peacocke Zone 4 Board Alternate

Board Agenda Item



Topic: PSBAA Report

Presenter: Bill Stuebing

Meeting Date: November 13, 2019

Background

Trustee Dianne Macaulay will provide a verbal report

Recommendation:

The Superintendent of School recommends that the Board of Trustees accepts the PSBAA Report as information.

Board Agenda Item



Topic: Enrolment Summary Report

Presenter: Ron Eberts
Meeting Date: November 13, 2019

Background

The enrolment summary for October 31, 2019 is provided as information.

Recommendation:

The Superintendent of Schools recommends that the Board of Trustees accepts the enrolment Summary Report for October 31, 2019 as information.

RED DEER PUBLIC SCHOOL DISTRICT #104
ENROLMENT - October, 2019

	PreK	ECS	1	2	3	4	5	6	7	8	9	10	11	12	CCE*	FTE	TOTAL	DIFF
36 A.L. GAETZ		31	43	44	40	50	54									246.5	262	1
47 ASPEN HEIGHTS		42	48	43	34	33	32									211	232	0
34 BARRIE WILSON - Eng.		59	53	56	76	55	54									323.5	353	3
34 BARRIE WILSON - F.I.		34	32	30	37	33	27									176	193	-3
44 DON CAMPBELL		76	77	87	57	73	48									380	418	-3
49 ESCUELA VISTA GRANDE - S.B.		36	42	33	29	33	23	8	11							197	215	-4
40 FAIRVIEW	28	26	38	22	31	45	30									180.4	220	1
42 G.W. SMITH	31	32	41	41	43	51	50									243.55	289	-2
43 JOSEPH WELSH	29	39	40	41	57	58	42									258.95	306	1
54 MATTIE MCCULLOUGH	16	73	62	80	72	77	78									406.3	458	-3
45 MOUNTVIEW - Eng.		27	31	37	25	25	33									164.5	178	-2
45 MOUNTVIEW - F.I.		32	41	40	42	25	30									194	210	0
48 ORIOLE PARK - Eng.		38	37	35	38	45	33									207	226	1
48 ORIOLE PARK - F.I.		35	29	30	21	22	30									149.5	167	0
52 WEST PARK ELEM.	31	46	39	57	51	45	45									261.55	314	-3
32 G.H. DAWE	29	25	42	40	36	36	42	47	42	34						332.95	373	-4
69 GLENDALE		23	45	44	35	40	48	56	62	49						390.5	402	1
55 NORMANDEAU	32	33	35	40	34	42	45	62	69	59						404.1	451	1
137 GATEWAY CHRISTIAN SCHOOL		71	74	77	73	76	79	82	82	60			1		159	639.5	675	-3
62 C.M.S. - Eng.								122	103	112						337	337	1
62 C.M.S. - F.I.								73	88	87						248	248	-3
65 E.M.S.								188	195	214						597	597	0
68 W.M.S.								181	181	164	1					527	527	-2
75 L.T.C.H.S. - Eng.											377	356	386	482	1	1601	1601	-12
75 L.T.C.H.S. - F.I.											69	75	62	47		253	253	-1
90 H.H.H.S.											352	305	364	364		1385	1385	-12
30 NORTH COTTAGE											2	7	10			19	19	-2
124 R.D. REG. HOSPITAL EDUC.PROG.													2		6	2	2	-4
127 DIREWOOD									1	1	1	1		1		5	5	3
128 YOUTH ASSES. CENTRE.										1		3	3			7	7	0
129 PARKLAND YOUTH HOMES									1	1	1	2	1			6	6	0
131 OSKAYAK TREATMENT CENTRE																0	0	0
133 OUTREACH SCHOOL CENTRE											46	59	109	68		214	214	38
136 QUEST HIGH SCHOOL									2	4	18	19	21	10		74	74	5
132 SCHOOL WITHIN A COLLEGE														4	8	4	4	-1
DISTRICT TOTALS	196	778	849	877	831	864	823	819	837	786	819	809	906	1027	242	10645.8	11221	-8

	ENGLISH	FRENCH IMMERSION	SPANISH BILINGUAL	DISTRICT TOTALS	PREV MONTH	DIFF	SEPT TOTALS	DIFF
PreK	196	0	0	196	197	-1	197	-1
E.C.S.	641	101	36	778	786	-8	786	-8
ELEMENTARY	3615	469	160	4244	4253	-9	4253	-9
MIDDLE SCHOOLS	2175	248	19	2442	2447	-5	2447	-5
SENIOR HIGH	3308	253	0	3561	3546	15	3546	15
TOTALS - Oct.2019	9935	1071	215	11221	11229	-8	11229	-8
TOTALS - Oct.2018	9889	1043	205	11137	11118	19	11118	-9

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

Revised 11/01/2019:15:49

Board Agenda Item



Topic: Naloxone Update

Presenter: Bruce Buruma

Meeting Date: November 13, 2019

Background

At their October 9th meeting, the Board of Trustees requested an update in regards to the use of Naloxone kits within our schools.

We surveyed our schools seeking their responses to the following questions:

- Did they have naloxone kits and where they are located:
 - 15 schools responded No
 - 1 school had 3 kits at the Front desk
 - 1 school had 4 kits at the Front desk
 - 1 school had 20 kits in 8 locations
- For those schools with kits, how was training provided and how many staff are trained:
 - 1-15 staff have been trained with training provided by Street Ties, Safe Harbour and Turning Points
- If schools do not have naloxone kits, do they believe it would be good for their school, including the rationale for their choice:
 - 5 schools had not considered having kits but thought they might be good to have, more for use with individuals in the neighbourhood, not within the school
 - 7 schools felt it was not necessary
 - 1 shared they would like one due to the incidents of needles found on the premises and the individuals that are in our area
 - 1 requested further information
- Additional comments included:
 - The spray kits would be preferred but were cost prohibitive at the school level.
 - We just felt it was better to be prepared, rather than not. We hope we never have to use them, but they are available if needed.
 - When we have them, we would like proper instruction on their use as a staff.
 - No background or information on this.
 - I do not have any training in the use of these kits, so am uncomfortable having one here.
 - Very important at our Middle and High Schools

District Administration will use this information to have additional discussions on best practices and appropriate implementation of kits, including training.

Board Agenda Item



Quality Indicators:

Superintendent/Board Relations ("The First Team")

QI 6.4 Keeps the Board informed about District operations.

Recommendation:

The Superintendent of Schools recommends that the Board of Trustees receive the Naloxone Update as information.

Board Agenda Item



Topic: December Board Meeting Proposal

Presenter: Stu Henry
Meeting Date: November 13, 2019

Background

The Board of Trustees decided to accelerate the executive search for the new Superintendent of Schools at the October 9, 2019 Executive Administrative Staffing Committee meeting. In order to meet the deadline of December 20, 2019 it is recommended that the regularly scheduled Board Meeting for December 11, 2019 be cancelled to allow the Committee to conduct interviews with selected candidates.

Quality Indicators:

Superintendent/Board Relations ("The First Team")

- QI 6.4 Keeps the Board informed about District operations.
- QI 6.5 Provides the Board with balanced, sufficient, concise information and clear recommendations in agendas.

Strategic Planning and Reporting:

- QI 7.3 Develops short and long-range plans to meet the needs of the District and provide for continuous improvement.

Organizational Management:

- QI 8.2 Effectively manages time and resources.

Recommendation:

The Superintendent of Schools recommends that the Board of Trustees cancel the Board Meeting that was scheduled for December 11, 2019 to allow the Board to focus on the Executive Search.

Board Agenda Item



Topic: Superintendent's Report

Presenter: Stu Henry
Meeting Date: November 13, 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:

- October 10 - Foundation Board Meeting
- October 11 - CASS Zone 4 Meeting
- October 11 - Participated in High School Collaboration Kickoff
- October 15 - High School Principals Meeting
- October 16 - Weekly Senior Admin Meeting
- October 16 -18 - PSBAA Fall Conference
- October 22 - Systems Leadership Team
- October 22 - Teacher Voice Meeting
- October 23 - Weekly Senior Admin Meeting
- October 23 - Meeting with Parks and Rec (City of Red Deer)
- October 24 - Values Steering Committee
- October 24 - Provincial Budget Release
- October 29 - High School Principals Meeting
- October 30 - Weekly Senior Admin Meeting
- October 30 - Central Services Staff Meeting
- October 30 - met with new RDC President
- October 31 - Admin Council
- November 1 - Agenda Review
- November 12 - Admin Meeting
- November 12 - CWSC: EBWS
- November 13 - Weekly Senior Admin Meeting
- Coached 14 Vice-Principals in October

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: November 13, 2019

Background

Board Chair Nicole Buchanan will provide a verbal report.

Recommendation

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

Board Agenda Item



Topic: Correspondence Sent

Presenter: Nicole Buchanan
Meeting Date: November 12, 2019

Background

The Board of Trustees will find attached two letters sent to the Minister of Education regarding:

- the removal of "Public" from our legal name
- support for the continued funding for the Alberta School Council Association.

Recommendation:

The Superintendent of Schools recommends that the Board of Trustees accept these letters as information.

October 21, 2019

Honourable Adriana LaGrange
Minister of Education
228 Legislature Building
10800 - 97 Avenue
Edmonton, AB T5K 2B6

SENT VIA EMAIL: education.minister@gov.ab.ca

Dear Minister LaGrange:

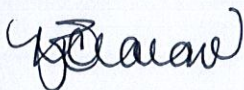
With pride in the belief that Public school education is unique, valuable and distinct, there were strong feelings amongst our trustees, but also across our district and community, when your government removed Public from the legal name of Red Deer Public Schools. As our MLA for Red Deer North, we want you to know that Public is just as important to our identity as it is for Catholic, Francophone, Charter and Private schools, who use those identities to distinguish their jurisdictions. As such, we are seeking equality in our legal identity.

We take tremendous pride in being a Public school jurisdiction that is inclusive and universally accessible, welcoming the uniqueness and diversity of every student. Our schools belong to and benefit our entire community, playing a vitally important role for the long-term well being of our society. If you had consulted prior to these changes you would have heard how Public is a valued and respected part of our identity that needs to be maintained, now more than ever. Had Catholic, Francophone, Charter and Private schools faced a similar fate, there would have been an outcry.

It falls short to indicate that jurisdictions can brand themselves to reflect their true identity. Public is more than just a brand; it is an integral part of our identity. If this is a valid argument, why do the separate school divisions have unique monikers in their legal names?

While much has been said that there were only eight jurisdictions that had Public as part of their legal name, the reality is there are 41 Public jurisdictions in Alberta who are proud of their Public identity. Every Public school division should have the opportunity to amend their names accordingly. Furthermore, it should not require the unanimous consent of every Public school jurisdiction for you to make this change. We ask that you understand and respect this by ensuring that Public is fully reflected in our identity.

Sincerely,

A handwritten signature in black ink, appearing to read "Nicole Buchanan", written in a cursive style.

Nicole Buchanan
Board Chair

October 21, 2019

Honourable Adriana LaGrange
Minister of Education
228 Legislature Building
10800 - 97 Avenue
Edmonton, AB T5K 2B6

SENT VIA EMAIL: education.minister@gov.ab.ca

Dear Minister LaGrange:

While we recognize that uncertainty over the provincial budget brings its challenges, one thing we are certain of, is that the Alberta School Council Association (ASCA) deserves to maintain its funding from the provincial government. This funding is essential to support the important work that School Councils play to involve and engage parents in schools and jurisdictions across Alberta. In turn, this promotes stronger school communities, enhances school improvement and promotes excellence in public education.

Provincial governments have been very deliberate in valuing and honouring the voice and perspectives of parents through the ASCA. We also believe this is important to the new government you represent. While we understand there are other groups representing selected voices of parents, ASCA has a proud and valued history as the recognized voice of parents across the province. They are included and trusted advocates and one of the key provincial stakeholder groups for education including school boards, superintendents, school business officials and teachers.

Government legislated School Councils through the *Education Act* recognizing parent perspectives as a necessary and important role to enhance education locally and across Alberta. The voice of parents and community matter. ASCA provides many services that support and build capacity for School Councils to be effective and valued.

Red Deer Public Schools sees great value in our school councils. On a school-by-school basis, as well as through our City Wide School Councils Committee, we seek and value the perspectives and input from parents in making key decisions for our system. We are not alone--school jurisdictions across Alberta recognize the value of ASCA and support the membership costs allowing councils to participate in the development and advocacy activities the association provide.

It is unfortunate that the Alberta School Councils Association has faced uncertainty in its funding from your department to the point where they have had to provide layoff notices to staff. Please show your respect and confidence in the Association and parents of this province by maintaining provincial



funding for the Alberta School Councils Association to enhance the role of School Councils across Alberta.

Sincerely,

Nicole Buchanan
Board Chair

Board Agenda Item



Topic: Correspondence Received

Presenter: Nicole Buchanan
Meeting Date: November 20, 2019

Background

The Board of Trustee will find attached a copy of the letter received from Sturgeon Public Schools to Cathy Hogg, President of the Public School Boards Association, in regards to regulation 88/2019.

Recommendation:

The Superintendent of Schools recommends that the letter from Sturgeon Public School be taken as information.



Cathy Hogg, President
Public School Boards Association of Alberta
#12, 10227 - 118 Street NW
Edmonton, AB T5K 2V4

October 11, 2019

Dear President Hogg

RE: REGULATION 88/2019

Sturgeon Public Schools was pleased to see the Education Act proclaimed on 01 September 2019. We believe that the intention and spirit of the Act is to empower School Boards to be responsive to and reflective of the vibrant and diverse communities that we are proud to represent. The Minister's often articulated commitment to the local autonomy and authority of Boards aligns with our belief that locally elected Trustees reflect the voices of the students, staff, parents and communities that we serve.

When Alberta Education released the document identifying changes between the new Act and the previous iteration of the School Act, the proposed Establishment of Separate School Districts Regulation, reflected that which was confirmed as acceptable, by representatives, from Alberta's Trustee Associations and Government of Alberta in September 2017. However, when Regulation 88/2019 was issued in September 2019, the voices of Public School Boards were silenced.

Sturgeon Public Schools respects the Constitutional rights of minority faith ratepayers, both Roman Catholic and Protestant Separate. Further, we believe that the draft Establishment of Separate School Districts Regulation supported by all 61 Boards publicly funded Boards, reflected and respected these rights.

We are gravely concerned that the removal of the provision for a representative of the Public Division to make a presentation at the Community Meeting (section 6 (3)(a)), negatively affects the rights of Public Boards.

Public School Boards had a legitimate expectation that we would be consulted, before such a significant change to the Regulation was made.

This change appears to be in conflict with the Minister's comments regarding the intention and spirit of the **Education Act**. The Minister of Education has often **stated** that changes within the **Education Act** were intended to create a level playing field.

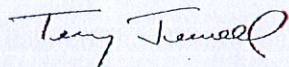
The exclusion of **Public School Boards**, at what is intended to be a Community Meeting, open to the **public**, **calls into question** the principle of procedural fairness, or natural justice.

Public School Boards **should have a voice**, at a Community Meeting that may **result in** a decision that adversely affects the educational programming we provide for our students. The Regulation **must be revised** to reflect the historic agreement of Alberta's **publicly funded Boards**.

The Public School Boards Association of Alberta is *"the only association representing and advocating for Alberta's public school boards and public school education in Alberta."*

Given the mandate of the Association, we urge you Madam President, to bring this urgent matter forward to the **Minister of Education** and further demand that the Minister and Government **respect and restore** the voice of Alberta's Public School Boards within the **Establishment of Separate School Districts Regulation (88/2019)**.

Sincerely,



Terry Jewell, Board Chair
Sturgeon Public Schools

cc. Honourable Dale Nally, Associate Minister of Natural Gas
Shane Getson, **MLA, Lac Ste. Anne-Parkland**
Member Board Chairs, PSBAA
Brian Callaghan, Executive Director, PSBAA