



## Public Board Meeting AGENDA

Wednesday, February 12, 2020

1:00 PM

Central Services Board Room

4747 53 Street

Red Deer, AB

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

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

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## Public Board Meeting

### Minutes

Date: Thursday, December 12, 2019  
Time: 3:00 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
Others Present	Brian Bieber

#### 1. Call to Order

The meeting was called to order by Chair Nicole Buchanan at 4:46 pm.

#### 2. Approval of Agenda

Moved by: Dianne Macaulay that the agenda be approved as presented.

**Carried**

#### 3. Motion to Meet in Private

Moved by: Bill Christie that the meeting be moved into private.

**Carried.**

#### 4. Revert to Public Meeting

Moved by: Bev Manning that the meeting revert to public.

**Carried.**

#### 5. Governance Agenda

##### 5.1 Negotiation of Contract

The Board of Trustees entered into a conversation regarding the next steps in the process of hiring Chad Erickson as the Superintendent of Schools/CEO of Red Deer Public Schools.

The Board Chair and Vice-Chair will enter into contract negotiations with Chad Erickson.

Moved by: Bev Manning

*THAT the Board of Trustees designate our Board Chair and Vice Chair to conclude the negotiation of the contract with the preferred candidate with the assistance of the external consultant who may access any required staff support.*

**Carried**

## 5.2 Overview of Superintendent Contract

Superintendent of Schools, Stu Henry, lead the Board of Trustees through the contract that Red Deer Public Schools will bring to Chad Erickson for the position of Superintendent of Schools/CEO commencing on August 4, 2020 or a mutually agreed upon date.

Moved by: Dianne Macaulay

*THAT the Board of Trustees accept the contract overview for the new Superintendent of Schools/CEO as information.*

**Carried**

## 5.3 Superintendent Selection

The Board of Trustees received 15 applications for the role of Superintendent of Schools/CEO for Red Deer Public Schools commencing on August 4, 2020 or a mutually agreed upon date. On November 26, 2019 the Board of Trustees narrowed the search to 8 candidates, 4 internal candidates and 4 external candidates. Interviews were held on December 10 and 11, 2019 at the Cultural Services Centre. The Board of Trustees agreed that an offer of employment would be made to Chad Erickson for the position of Superintendent of Schools/CEO of Red Deer Public Schools.

Moved by: Nicole Buchanan

*THAT the Board of Trustees make an offer of employment for the position of Superintendent of Schools/CEO of Red Deer Public Schools to (the selected candidate), conditional on receipt of ministerial approval, mutual agreement of a contract of employment, and a criminal record check and child intervention record check both satisfactory to the Board.*

**Carried**

Moved by: Nicole Buchanan

*THAT the Board of Trustees authorizes the Board Chair to execute Form 4, Notice of Intent to Appoint the Superintendent of Schools, subject to acceptance by the successful candidate of the Employment Agreement for the Superintendent of Schools; and that the Board of Trustees authorizes the Board Chair to communicate with the Minister of Education, as required.*

**Carried**

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Chair

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Superintendent of Schools



## Public Board Meeting

### Minutes

Date: Wednesday, January 8, 2020

Time: 1:09 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  
Della Ruston, Associate Superintendent

#### 1. Call to Order

The public meeting of the Board of Trustees was called to order at 12:00 p.m.

#### 2. Motion to Meet in Private

Moved By: Bill Christie, Trustee

*THAT the Board meet in private, the time being 12:00 p.m.*

**Carried**

#### 3. Revert to Public Meeting

The meeting reverted to a public meeting, the time being 1:09 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 Manning.

#### 6. Approval of Minutes

Moved By: Cathy Peacocke, Trustee

*THAT the minutes for Board Meeting November 13, 2019 be approved as presented.*

**Carried**

## **7. Approval of Agenda**

Moved By: Bev Manning, Trustee

*That the agenda for the Board Meeting January 8, 2020 be approved.*

**Carried**

## **8. Recognition**

## **9. Governance Agenda**

### **9.1 Facility Maintenance Plan**

Associate Superintendent Della Ruston provided proposed projects for both the Infrastructure Maintenance and Renewal (IMR) program and the Facility Maintenance Program (FMP) for this year.

The IMR criteria are clear and reported annually to Alberta Education. This plan outlines the district's projected IMR expenditures. The FMP is funded out of Plant Operations and Maintenance (O & M) revenues and accumulated reserves.

A wide range of IMR projects that affect most schools in the district, total \$4,450,704 with an additional \$500,000 contingency to allow for projects not yet realized.

FMP funds continue to be used for staffing, contracted services, insurance, utilities, and supplies. Additionally, there are budgeted amounts totaling \$22,263 for specific items for the 2019/2020 school year.

Moved By: Bev Manning, Trustee

*THAT the Board of Trustees receive the Facility Maintenance Plan and Infrastructure Maintenance and Renewal Plan as information.*

**Carried**

### **9.2 Quarterly Financial Report**

Corporate Treasurer Cairney provided the first quarter financial statements for the period ending November 30, 2019. The total budget for the current school year amounts to \$122,976,691.

Difference from previous years is the reallocation of grants for this year that were previously funded in 2018-2019 year. The November 2018 first quarter report last year would have included the following grant amounts as of the end of November:

Class Size Initiative	\$1,233,913
School Fees Reduction Grant	\$ 194,789
Transportation Fees Reduction Grant	\$ 39,266
<b>Total</b>	<b>\$1,467,968</b>

This funding reduction is being offset by the 2019-2020 One-time Transition Grant amount received to-date of \$532,890. The net grant amount change as of the end of November 2019 being \$935,078 less than the previous year.

Moved By: Bill Christie, Trustee

*THAT the Board of Trustees accept the Quarterly Financial statement for the period ending November 30, 2019 as information.*

**Carried**

### **9.3 Board Policy #3**

The Board of Trustees reviewed Board Policy #3 - Role of the Trustee.

Moved By: Bev Manning, Trustee

*THAT the Board of Trustees receive Board Policy #3 as information.*

**Carried**

### **9.4 Enrolment Summary Report**

Student Enrolment at the end of November 2019 was 11,252 students and 11,257 students at the end of December 2019.

Moved By: Laurette Woodward, Vice Chair

*THAT the Board of Trustees accept the Enrolment Summary Report for November and December 2019 as information.*

**Carried**

### **9.5 ASBA Report**

Trustee Peacocke provided a report from the Alberta School Boards Association from the December 2, 2019 Zone 4 meeting.

ASBA Zone 4 reps were asked to go back to their Boards to ask how to identify the zone in media releases if not all eight boards agree on a particular issue that the majority of Boards want to send out as a media release. There was a discussion on this with direction being provided to Trustee Peacocke to take back to the next zone meeting. Direction being to identify as "Zone 4 Central Alberta School Boards" instead of ASBA and to identify who the boards were that were not in favor of the media release.

Moved By: Cathy Peacocke, Trustee

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

**Carried**

## **9.6 PSBAA Report**

Trustee Stuebing provided a written report.

Moved By: Bill Stuebing, Trustee

*THAT the Board of Trustees accepts the PBSA Report as information.*

**Carried**

## **9.7 PSBAA Awards**

The Public School Boards Association of Alberta recognizes those who have had a positive impact on public school education through their annual awards program. The Board of Trustees reviewed criteria for the awards and made recommendations on nominations that will be completed by district administration that include:

Mustard Seed of Alberta - Special Contribution to Public School Education

Moved By: Bill Christie, Trustee

*THAT the Board of Trustees recommend nominations to be submitted for the Public School Boards' Association of Alberta Awards Program.*

**Carried**

## **9.8 Superintendent's Report**

Superintendent Henry provided a review of activities he has been involved in over the last two months.

ASBA Zone 4 meeting being held at Central Services. The Board of Trustees recommended that Student Supports Rooms be showcased during the meeting.

Moved By: Bev Manning, Trustee

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

**Carried**

## **9.9 Board Chair's Report**

There was no report provided.

## **10. Correspondence**

### **10.1 Correspondence Received**

A letter from Minister Adriana LaGrange regarding the District's request to add the word "public" to the Red Deer School Division's school division and corporate names.

Moved By: Bev Manning, Trustee

*THAT the Board of Trustees recommends under Section 79 of the Education Act, request that the Minister of Education approve the change of our legal name to The Red Deer Public School Division and The Board of Trustees of the Red Deer Public School Division.*

**Carried**

## **11. Celebrations**

The Board of Trustees and Senior Administration commented on events and activities they participated in.

### **Motion to Meet in Private**

Moved By: Bill Stuebing, Trustee

*That the Board meet in private, the time being 2:49 p.m.*

**Carried**

### **Revert to Public Meeting**

The meeting reverted to a public meeting, the time being 3:10 p.m.

## **12. Adjournment**

Chair Buchanan declared the meeting adjournment at 3:10 p.m.

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Chair

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Corporate Treasurer

# Board Agenda Item



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## **Topic: Administrative Staffing Committee Recommendation**

**Presenter:** Stu Henry  
**Meeting Date:** February 12, 2020

### **Background**

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Superintendent of Schools, Stu Henry, will bring to the Board of Trustees the recommendation from the Administrative Staffing Committee.

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## **Topic: Report from FNMI Learning Services**

**Presenter: Nicola Golby**

**Meeting Date: February 12, 2020**

### **Background**

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Alberta Education continues to identify First Nations, Métis, and Inuit Education as being of high priority. Targeted supports and close collaboration are required to realize the vision that all First Nations, Métis, and Inuit students in Alberta achieve the educational standards set for all students in Alberta. Red Deer Public Schools is committed to ensuring that all students have equitable opportunities for success.

FNMI Learning Services works in collaboration with schools to systematically build First Nations, Métis, and Inuit content and perspectives into the daily operations of school communities. Personnel includes the department coordinator, Hayley Christen, and Lead Teacher, Terry Lakey (1.0 FTE). In each school, a point person is assigned and serves as a liaison between the school and FNMI Learning Services. In addition, there is a dedicated Instructional Assistant to support student achievement and graduation in both Hunting Hills High School and Lindsay Thurber High School.

### **Foundational Knowledge**

FNMI Learning Services strives to ensure that all staff have strong foundational knowledge of First Nations, Métis, and Inuit people in order to provide an environment where the learning aspirations and potential of First Nations, Métis, and Inuit students will be realized. For example, new district staff are provided with professional development on the Legacy of Residential Schools. FNMI Learning Services continues to build foundational knowledge with all staff through inservices at the school and district level.

### **Building Teacher Capacity**

The Teaching Quality Standard (TQS) requires teachers to have the capacity to infuse indigenous content into their daily teaching. FNMI Learning Services supports staff by providing professional learning on how to infuse indigenous content in all subjects and grade levels. One significant initiative to build teacher capacity was through the development of curriculum kits (K-12) for science, math and social studies. Professional development has been provided during the 2019-20 school year to every K - 5 teacher specific to teaching the contents of the math kits in their classrooms. Moving forward, professional learning for use of kits at other grade levels and in other content areas will be required.

Another area of significance has been the increased number of requests from secondary teachers to support curriculum infusion at the middle and high school levels. Terry Lakey has provided professional development and resources to infuse First Nations, Metis, and Inuit perspectives in secondary math, art, social studies, physical education, band and science.

### **Accountability Pillar**

The following are notable elements of the accountability pillar specific to the cohort of First Nations, Metis, and Inuit Students. In 2018-2019, this Red Deer Public cohort achieved 12%

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above the provincial average on provincial achievement tests (PATs). In terms of the Diploma Exam Participation Rate (students writing 4+ exams), there was significant improvement at a rate of 34% as compared to the previous three year average of 18.4%. Finally, in 2018-19 the dropout rate has improved from a previous three year average of 6.8% to 4.8%.

## Transitions

FNMI Learning Services, in consultation with School Point People and school administration, is developing comprehensive supports for students transitioning between schools and beyond high school. Currently, successful school practices are being reviewed. A proposal for system-wide transition procedures will be developed in conjunction with the District Transition Committee.

## Community Involvement

FNMI Learning Services connects with community partners including Red Deer College (to train pre-service teachers and support indigenous students attending the college), the Urban Aboriginal Voices Education domain, connection with community elders, the Red Deer Native Friendship Society, and through attendance at many community events throughout the year.

## Annual Waskasoo Seepee Pow Wow

Red Deer Public Schools works in partnership with the Red Deer Native Friendship Society and other community partners in planning and hosting an annual Pow Wow to support the celebration of culture and to promote reconciliation in our community. The 2019 Pow Wow was attended by over 2000 people including over 300 Red Deer Public students from 5 different schools. A highlight involved students from Fairview School who performed with a hoop dancer at the evening Pow Wow.

## Ongoing Programming and Student Supports

Some of the most unique and valuable aspects of the First Nations, Metis, and Inuit program in Red Deer Public Schools include universal cultural presentations for Kindergarten to grade 11 students. The presentations are linked to the curriculum and connect cross-curricular content. In the 2018-19 school year FNMI Learning Services held 74 consultations with teachers and delivered over 420 classroom presentations at schools (up from 300 last school year).

Programming that supports the success of FNMI students is in place at every school. Some examples include:

- high school graduation monitoring and support/academic tutoring;
- a focus on family engagement - family nights/potlucks, parent feedback;
- guest speakers and artists that highlight and celebrate FNMI culture;
- elder involvement with students and school events;
- quarterly Networking Circle for all Point People to attend; and
- student transitions support.

## Quality Indicators:

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### Educational Leadership

- |        |  |
|--------|--|
| QI 1.1 | The Superintendent conducts an analysis of student success and ensures school principals develop action plans to address concerns. |
| QI 1.4 | There is measurable improved student achievement over time.  |

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

**Recommendation:**

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The Superintendent of Schools recommends that the Board of Trustees accepts the report from FMNI Learning Services as information.

# Board Agenda Item



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## **Topic: Board Policy Review**

**Presenter:** Stu Henry  
**Meeting Date:** February 12, 2020

### **Background**

At the Spring 2019 Organizational Meeting the Board of Trustees decided that they would benefit from a review of Board Policy. Every month beginning in September 2019 the Board of Trustees will review one board policy. This month the Board of Trustees will review Board Policy #4 – Trustee Code of Conduct. The Board of Trustees will find a copy of Board Policy #4 attached.

### **Quality Indicators:**

Policy/Administrative Procedures

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

Superintendent/Board Relations (“The First Team”)

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

### **Recommendation:**

The Superintendent of Schools recommends that the Board of Trustees accepts the review of Board Policy #4 as information.

## **TRUSTEE CONDUCT**

The Board holds that the oath of office taken by each member when he or she assumes office binds that person to work diligently and faithfully in the cause of education. In view of the foregoing, the Board supports the following code of conduct for trustees.

As a member of the Board, representing all the citizens of the community and responsible to the electorate through the democratic process, I will:

1. Maintain the integrity, confidence and dignity of the office of school board trustee.
2. Perform my duties as Trustee in accordance with, and not in breach of, the Education Act, its Regulations, the Policies of the Board, and all other laws of Canada and Alberta.
3. Devote time, thought and study to the duties and responsibilities so that I may render effective and creditable service. I recognize that my duty as a trustee goes beyond attending school board meetings, and involves participation in a variety of school, district and community events.
4. Provide effective school board service to my community in a spirit of teamwork and devotion to public school education as the greatest instrument for the preservation and perpetuation of our representative democracy.
5. Engage in professional development opportunities in order to grow and improve in my role as trustee.
6. Work with my fellow trustees in a spirit of harmony and cooperation in spite of differences of opinion that may arise during debate. I will observe proper decorum and behavior, encourage full and open discussions in all matters with my fellow trustees, treat them with respect and consideration and will not withhold or conceal from them any information or matter with which they should be concerned.
7. Base my personal decisions upon all available facts in each situation, vote with honest conviction in every case, unswayed by partisan bias of any kind, and thereafter, abide by and uphold the final majority decision of the Board. Following a Board decision, I will respect the Board decision and if asked about the decision or issue, fairly reflect the discussion, demonstrate support for the Board, and focus on next steps.

8. Declare when I am in a conflict of interest and remove myself from the room while discussion and voting takes place on that issue.
9. Remember at all times that as an individual I have no legal authority outside the meeting of the Board and to conduct my relationships with the school staff, the community, and all media or communication on the basis of this fact.
10. Not communicate any matter designated as confidential to anyone who is not entitled to this information.
11. Not use my position as a school board member to benefit either myself or any other individual or agency apart from the total interest of the school jurisdiction.
12. Always bear in mind that the primary function of the Board is to establish the policies by which the District is to be administered, and that the daily administration of the educational program and conduct of school business shall be the responsibility of the Superintendent and his or her staff. I recognize that the superintendent is responsible for the day to day operations of the schools and that in my role as trustee I will not disrupt the educational environment of the school.
13. Advocate for students in our District and for public education.

Legal Reference: Education Act

# Board Agenda Item



## **Topic: Three Year Capital Plan**

**Presenter: Della Ruston**

**Meeting Date: February 12, 2020**

### **Background**

The Division's Three Year Capital Plan for 2021 - 2024 must be submitted to Alberta Education no later than April 1, 2020, and this plan must identify the top priorities of the Board of Trustees. The priorities planned in the new submission will be identical as those that were submitted on April 1, 2019.

The Board identified and approved the following priorities for the Three Year Capital Plan approved March 13, 2019:

1. The modernization with addition of Hunting Hills (building envelope, mechanical, electrical, and functional)
2. New Grade 6-8 school in North East Red Deer, 600 spaces
3. The modernization of Gateway Christian School (architectural, mechanical, electrical, and functional)
4. The modernization of Fairview Elementary School (full mechanical and electrical, architectural, and functional)
5. The modernization of Glendale School (CTS upgrade, partial mechanical, electrical, and functional)
6. New Grade 9-12 High School, North East Red Deer, 1000 spaces
7. The modernization of Eastview Middle School (architectural, mechanical, electrical, and functional)

This fall, the replacement for Westpark Middle School opened on schedule and showed an enrollment of 529 students. Capacity for the school is 474. The utilization rate for the school is 112%. A Request for Proposals (RFP) for consulting services for the demolition of the old Westpark Middle School has closed and a consultant has been chosen. Demolition will occur in the spring of this year.

Enrolment projections generated through Baragar demographic software, with additional local knowledge considerations, ensures accurate information for planning purposes. The Baragar enrollment projection data, along with building capacities has been used to create a 15 year projection of utilization rates.

Continued modest enrollment growth is indicated for Red Deer Public Schools until 2023/2024. In 2024/2025 a slight decline in enrollment begins and continues for the next 10 years. Enrollment is expected to grow by approximately 80 students for the 2020/2021 school year.

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Some of the factors helping to determine projections are birth rate and migration. Currently, Red Deer is impacted by a declining birth rate, as well as migration out of the city.

Baragar information has historically provided accurate information based on many different indicators from multiple sources, however, a change in economic growth in Central Alberta could impact demographic factors and change enrollment projections.

Steadily declining enrollment in elementary schools beginning in 2021/2022 will have an impact on middle schools that will also begin to decline in 2026/2027, followed by high schools in 2028/2029.

As trustees will note, the following projects are prioritized in the Capital Plan:

- 2023 Completion of Modernization and Addition at Hunting Hills High School
- 2025 Completion of Middle School, Grades 6 to 8, 600 spaces, North East Red Deer (Timber Ridge)
- 2027 Modernization of Gateway Christian School, Grades K to 12 (architectural, mechanical, electrical, and functional)

Modular classrooms help to address high utilization rates. Annual requests are made in the fall and are not part of the Three Year Capital Plan. This year a request was made for two modular classrooms at Hunting Hills High School to help address the high utilization rate.

A thorough analysis of Alberta Education building audit information, maintenance requests in the work order system, consultants' reports, and power, gas, and water consumption, have helped us determine the priorities for the Three Year Capital Plan submission.

The priorities to be submitted to Alberta Education are as follows:

1. The modernization with addition of Hunting Hills (building envelope, mechanical, electrical, and functional)
2. New Grade 6-8 school in North East Red Deer, 600 spaces
3. The modernization of Gateway Christian School (architectural, mechanical, electrical, and functional)
4. The modernization of Fairview Elementary School (full mechanical and electrical, architectural, and functional)
5. The modernization of Glendale School (CTS upgrade, partial mechanical, electrical, and functional)
6. New Grade 9-12 High School, North East Red Deer, 1000 spaces
7. The modernization of Eastview Middle School (architectural, mechanical, electrical, and functional)

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The Board of Trustees is required to establish the order of priorities among all of its projects. It is recommended that the modernization and addition for Hunting Hills High School remain as the highest priority, as planning will have to begin soon to allow for a 2023 completion date.

## **Quality Indicators:**

### Fiscal Responsibility

- QI 3.5      The Board is informed immediately regarding pending litigation.

### Strategic Planning and Reporting:

- QI 7.2      Facility project budgets and construction schedules are followed or timely variance reports are provided to the Board.
- QI 7.3      Develops short and long-range plans to meet the needs of the District and provide for continuous improvement.
- QI 7.4      “Key results” identified by the Board are achieved.
- QI 7.5      The budget and three-year plan are developed according to a timeline which ensures the Board’s ability to provide direction, revise priorities and is approved within Alberta Education deadlines.

## **Recommendation:**

The Superintendent of Schools recommends that the Board of Trustees identify their priorities for the 2021 - 2024 Three Year Capital Plan as follows:

1. The modernization with addition of Hunting Hills (building envelope, mechanical, electrical, and functional)
2. New Grade 6-8 school in North East Red Deer, 600 spaces
3. The modernization of Gateway Christian School (architectural, mechanical, electrical, and functional)
4. The modernization of Fairview Elementary School (full mechanical and electrical, architectural, and functional)
5. The modernization of Glendale School (CTS upgrade, partial mechanical, electrical, and functional)
6. New Grade 9-12 High School, North East Red Deer, 1000 spaces
7. The modernization of Eastview Middle School (architectural, mechanical, electrical, and functional)

# Board Agenda Item



## **Topic: Field Study Request**

**Presenter:** Stu Henry  
**Meeting Date:** February 12, 2020

### **Background**

Lindsay Thurber Comprehensive High School has submitted an application to undertake a field trip to France, Belgium, Germany, Switzerland and the United Kingdom for March 28, 2021 until April 14, 2021 under AP 260, the proposed field trip is classified as a Category 3 Field Trip and therefore requires Board consent in order to proceed.

In submitting requests for approval schools are required to provide information regarding the following components of the proposed trip:

- Purpose of the proposed field trip
- Destination
- Educational value and curriculum relevance
- Itinerary
- Supervision
- Transportation
- Accommodation
- Costs and funding arrangements
- Risks associated with the proposed field trip, particularly if the trip involves a degree of risk beyond that associated with normal day-to-day activities
- 

Attached is correspondence from Mr. Dan Lower, Principal, Lindsay Thurber Comprehensive High School that provides details regarding the proposed field trip. In accordance with the requirements of AP 260—Purchasing, competitive quotes have been obtained for the proposed field trip and a provisional vendor has been identified, subject to the approval of the field trip by the Board of Trustees.

### **Recommendation**

The Superintendent of Schools recommends that the Board of Trustees approve the proposed Lindsay Thurber Comprehensive High School trip to France, Belgium, Germany, Switzerland, and the United Kingdom from March 28, 2021 until April 14, 2021.



# FIELD STUDY

CATEGORY 3 PROPOSAL TO THE RDPSD BOARD OF TRUSTEES

École Lindsay Thurber Comprehensive High School

November 2019



## CATEGORY 3: FIELD STUDY FOR DESTINATION OUTSIDE CANADA


**Destination:** France, Belgium, Germany, Switzerland, United Kingdom  
**Departure date:** March 28, 2021  
**Return Date:** April 14, 2021  
 (18 days - Students miss seven days of school)

**Estimated Distance to Travel:** approximately 7600km

**Estimated Cost Per Student:** \$3300, no fees or expenses during trip

**Number of Students Participating:** 50-55

**Number of Supervisors:** 6

 **2020-2021 District Calendar**

Month	School Days & Holidays
August 2020	August 26-31: School Organization - Teachers & Staff Day September 1: First Day of School for Students September 7: Labour Day - No School September 18: No School K-12 - Staff Learning Day October 8: No School K-12 - Staff Learning Day October 12: Thanksgiving - No School November 4: No School K-12 - Staff Learning Day November 10: Fall Break November 11: Remembrance Day November 12: No School K-12 - Staff Learning Day November 13: No School K-12 - Staff Learning Day November 14: Christmas Break November 15: Christmas Day November 16: Next Day's Day November 17: School Year Christmas Break November 18: No School K-12 - Staff Learning Day November 19: Semester Break - No School K-12 November 20: No School K-12 - Staff Learning Day November 21: Martin Luther King Day November 22: Winter Break November 23: Teachers' Convention November 24: No School K-12 - Staff Learning Day November 25: No School K-12 - Staff Learning Day November 26: Good Friday November 27: Easter Monday November 28: Spring Break November 29: No School K-12 - Staff Learning Day November 30: No School K-12 - Staff Learning Day December 1: Winter Day December 2: No School K-12 - Staff Learning Day December 3: No School K-12 - Staff Learning Day December 4: No School K-12 - Staff Learning Day December 5: No School K-12 - Staff Learning Day December 6: No School K-12 - Staff Learning Day December 7: No School K-12 - Staff Learning Day December 8: No School K-12 - Staff Learning Day December 9: No School K-12 - Staff Learning Day December 10: No School K-12 - Staff Learning Day December 11: No School K-12 - Staff Learning Day December 12: No School K-12 - Staff Learning Day December 13: No School K-12 - Staff Learning Day December 14: No School K-12 - Staff Learning Day December 15: No School K-12 - Staff Learning Day December 16: No School K-12 - Staff Learning Day December 17: No School K-12 - Staff Learning Day December 18: No School K-12 - Staff Learning Day December 19: No School K-12 - Staff Learning Day December 20: No School K-12 - Staff Learning Day December 21: No School K-12 - Staff Learning Day December 22: No School K-12 - Staff Learning Day December 23: No School K-12 - Staff Learning Day December 24: No School K-12 - Staff Learning Day December 25: No School K-12 - Staff Learning Day December 26: No School K-12 - Staff Learning Day December 27: No School K-12 - Staff Learning Day December 28: No School K-12 - Staff Learning Day December 29: No School K-12 - Staff Learning Day December 30: No School K-12 - Staff Learning Day December 31: No School K-12 - Staff Learning Day

## PURPOSE:

**Purpose, Objectives, Curriculum linkages to core and optional programs**

The field study is open to any student registered in French Language Arts or French as a Second Language in the 2019/2020 and 2020/2021 school years.

The field study is an opportunity for students to be immersed in the French language and culture. Students will have the opportunity to and will be expected to use the French language skills they have learned in the classroom in real life, authentic and exciting settings.



<p>Personal safety</p> <ul style="list-style-type: none"> <li>• Pickpockets and panhandlers</li> <li>• Theft</li> <li>• Cell phone coverage</li> <li>• Emergency assistance</li> <li>• Currency exchange and handling</li> </ul> <p>Hostel safety</p>	<p>what can be in carry-on luggage and what must be packed in checked baggage. A packing list will be provided for both carry-on and checked bags. Any in flight emergencies will be handled with the flight crew.</p> <p>Students will be presented with information on how to spot and avoid pickpockets, panhandlers and theft at a FLEX meeting before departure. This will include how to carry and handle cash, use of credit and debit cards. Students will always be in groups to limit exposure to these events.</p> <p>Students will be taught what to do in the event of social conflicts (demonstrations and protests) as well as service strikes that may occur. The itinerary may be modified if unrest is deemed likely and poses a security threat to the group.</p> <p>Students will carry with them all information about emergency contact numbers, Canadian embassy information, hotel address and teacher supervisors' phone numbers. They will also be taught what to do if they become separated from the group in a variety of circumstances.</p> <p>All hostels are centrally located and therefore are close to medical centres should the need arise. Nightly bed checks will ensure kids are tucked in each night.</p>
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Coach bus travel	<p><i>*If during our travels the teacher supervisors question the safety of any vehicle the itinerary may be modified.</i></p> <p>All vehicles are equipped with a first aid kit.</p> <p>No bus travel is planned at night.</p> <p>Buses are inspected and are considered to be in perfect condition. The use of seatbelts is required and will be enforced by supervisors.</p>
Ferry travel	<p>The ferry is government operated and equipped with personal flotation devices for each passenger.</p> <p>All teacher supervisors will carry a first aid kit everywhere.</p> <p>The use of sunscreen, hats and sunglasses will be encouraged. Proper walking shoes are required of all travellers.</p> <p>Adventure Park - students are given an instructional course prior to taking part in ziplining activities. Equipment is inspected by the park staff and the activity is supervised by trained park staff.</p>
<p>Natural Hazards (associated with hiking &amp; walking)</p> <ul style="list-style-type: none"> <li>Risks of trips, falls, foot injuries, cuts, scrapes, sunburns and water</li> </ul>	<p>Students will be required to share any dietary concerns, health problems and allergies when signing up. The lead teacher will then have the opportunity to review what measures need to be in place</p>

<p>Food safety, allergies and dietary concerns</p> <p>Medical concerns</p> <ul style="list-style-type: none"> <li>• Vaccines</li> <li>• Animals</li> <li>• Person to person</li> </ul>	<p>to ensure safe travel. If the risks can not be appropriately managed the student may not be selected to participate in this field study.</p> <p>These medical and dietary concerns will be shared with host families and hostel staff to ensure they are prepared to meet the needs of the group.</p> <p>Routine vaccinations need to be up to date. Other vaccines may be recommended by family doctor.</p> <p>All travellers are will be cautioned against coming into direct contact with animals (dogs, rats...).</p> <p>Crowded conditions can increase risk of illness. Travellers will be cautioned to be very diligent in their hand washing and cough and sneeze etiquette.</p>
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## EDUCATIONAL VALUE:

### EDUCATIONAL ACTIVITIES (pre-trip, during trip & post-trip):

#### Pre travel activities

- Teacher-led travel safety meetings. Scams, common ailments, traveling through customs and borders (much of this will also be covered with the parents as well).
- Student-led exploration of the attractions, natural and cultural sites on itinerary.

#### During travel activities

- Photo journaling of natural and cultural sites
- Blogging or vlogging

- Immersion into French culture through a homestay with a local family and participation in a French school

Post travel activities

- Reflection on how travel augments language learning
- Reflection on how travel helps students become global citizens

**CROSS CULTURAL ENGAGEMENT:**

Comparing the historical and contemporary similarities and differences between Canadian and French cultures.

**GLOBAL CITIZENSHIP:**

Through this particular field study trip, students will be partaking in global citizenship by experiencing, and engaging with, authentic French language and culture. This will be accomplished through real life experiences, engaging and communicating in the target language, and experiencing French culture in a variety of ways.

There is also a direct connection with Canadian history and the Social Studies curriculums as students will visit historic locations that are studied in class. Other sites will be visited along with our partner school, Jeanne d'Arc School, and will provide experience in many aspects of European culture and history. During the first year, French students come and spend 2 weeks in Canada and then in the following year, students from Lindsay Thurber will travel to France in this reciprocal arrangement.

**French as a Second Language Three-year Program of Studies outcomes to be used :**

**C - Contexts for Language Experiences:**

*Students will understand and express in French, orally or in written form, a variety of messages related to ...*

- identifying, introducing and describing their family members (10 C 1.3)
- identifying, introducing and describing their friends (10 C 1.4)
- identifying and describing their hobbies, interests or collections (20 C 1.1)
- interacting with others at social outings (20 C 1.3)

*Public context :*

- participating in routine interactions related to purchase of food, clothing, school supplies (10 C 3.2)
- identifying and recommending leisure and recreation opportunities found in communities (20 C 3.1)
- identifying means of public transportation found in larger communities (20 C 3.3)
- participating in routine interactions with community members; e.g., using leisure and recreation facilities, purchasing prepared foods and using public transportation (20 C 3.4)
- identifying, describing and recommending tourist destinations within one's own community as well as in selected Francophone communities (30 C 3.1)
- participating in typical travel interactions; e.g., seeking and providing tourist information, navigating within a community, using foreign currency, seeking accommodations (30 C 3.3)

#### A - Language Skills and Functions

*Students will receive, process and/or express in French in familiar contexts, orally or in written form...*

- messages using known vocabulary and some variation in taught language structures related to personal needs, emotions and perspectives, involving familiar topics (20 A 1)
- messages using known vocabulary and some variation in taught language structures in order to form, sustain and/or change interpersonal relations (20 A 2)
- messages using known vocabulary and some variation in taught language structure in order to seek, gather, process and impart basic information on familiar topics (20 A 4)
- messages using known vocabulary and some variation in taught language structure, but still expressed one at a time, to direct, influence and manage their or another's actions (20 A 4)
- messages using familiar vocabulary and a variety of taught language structures related to personal needs, emotions and perspectives involving familiar topics (30 A 1)
- messages using familiar vocabulary and a variety of taught language structures in order to form, sustain and/or change interpersonal relations (30 A 2)
- messages using familiar vocabulary and a variety of taught language structures in order to seek, gather, process and impart information on mostly familiar topics, but sometimes on unfamiliar topics (30 A 3)
- messages using familiar vocabulary and a variety of taught language structures, expressed in a sequence, to direct, influence and manage their or another's actions (30 A 4)

#### R2 - Language Structures and Discourse Development

*Students will, orally or in written form...*

- apply knowledge or question patterns to formulate their own questions based on the context (20 R 2.14b)
- understand and use a repertoire of common social interaction patterns for a wider number or familiar social situations (20 R 1.5)
- apply knowledge of question patterns to formulate their own questions based on the context in guided and non-guided situations (30 R 2.14b)
- understand and use a repertoire of common social interaction patterns for a wide range of social interactions (30 R 2.15)
- understand and use knowledge of intonation, stress and rhythm appropriate in familiar situations (20 R 1.6) (30 R 1.6)

**R3 - Sociocultural Interactions and Sociolinguistic Awareness**

*Students will, orally or in written form...*

- recognize social conventions used by Francophone speakers when interacting with others in specific situations, e.g., acknowledging receipt of a gift, expressing sympathy, requesting assistance (20 R 3.1)
- understand and use appropriate formal and informal language in modelled, structured and guided situations (20 R 3.2)
- recognize social conventions used by Francophone speakers when interacting with others in specific situations, e.g., requesting information in a letter, handshaking, expressing gratitude or congratulations (30 R 3.1)
- understand and use appropriate formal and informal language in modelled, structured, guided and sometimes nonguided situations (30 R 3.2)

### **French Language Arts Program of Studies outcomes to be used :**

P02. L'élève sera capable de parler pour explorer le langage et pour divertir

- raconter une expérience personnelle dans laquelle il fait ressortir des éléments dramatiques humoristiques ou de suspense

P03. L'élève sera capable de parler clairement et correctement selon la situation de communication

- utiliser les temps verbaux nécessaires pour exprimer ses expériences passées, présentes et à venir
- utiliser des verbes et des expressions qui marquent clairement son point de vue
- utiliser des mots et des expressions qui expriment des nuances
- respecter les règles propres au registre de langue approprié à la situation de communication

P04. L'élève sera capable de planifier sa production orale, en analysant la situation de communication :

- déterminer le registre de langue approprié à la situation
- prévoir les questions du public pour y répondre

P05. L'élève sera capable de gérer sa production orale, en tenant compte de la situation de communication :

- tenir compte des réactions du public et s'ajuster en conséquence
- évaluer son utilisation des stratégies de communication orale dans une variété de contextes

V1. L'élève sera capable de valoriser son apprentissage du français comme un outil de développement personnel, intellectuel et social

- développer une compétence interculturelle
- reconnaître les avantages du bilinguisme dans sa vie culturelle, scolaire et professionnelle

### **Social Studies Program of Studies outcomes to be used:**

S.5 demonstrate skills of cooperation, conflict resolution and consensus building:

- participate in persuading, compromising and negotiating to resolve conflicts and differences
- demonstrate leadership during discussions and group work
- respect the needs and perspectives of others
- collaborate in groups to solve problems

S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:

- demonstrate leadership by engaging in actions that enhance personal and community well-being
- acknowledge the importance of multiple perspectives in a variety of situations

S.7 apply the research process:

- draw pertinent conclusions based on evidence derived from research
- demonstrate proficiency in the use of research tools and strategies to investigate issues
- develop, refine and apply questions to address an issue
- select and analyze relevant information when conducting research

S.2. develop skills of historical thinking:

- evaluate the impact of significant historical periods and patterns of change on the contemporary world

### **ENGLISH LANGUAGE ARTS**

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### General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

#### 1.1 Discover possibilities

##### 1.1.1 Form tentative understandings, interpretations and positions

#### 1.2 Extend awareness

##### 1.2.1 Consider new perspectives

##### 1.2.2 Express preferences, and expand interests

#### 2.1.3 Engage prior knowledge

##### 2.3.1 Connect self, text, culture and milieu

#### 3.1 Determine inquiry or research requirements

##### 3.1.1 Focus on purpose and presentation form

##### 3.1.2 Plan inquiry or research, and identify information needs and sources

#### 3.2 Follow a plan of inquiry

##### 3.2.1 Select, record and organize information

##### 3.2.2 Evaluate sources, and assess information

##### 3.2.3 Form generalizations and conclusions

##### 3.2.4 Review inquiry or research process and findings

#### 5.1 Respect others and strengthen community

##### 5.1.1 Use language and image to show respect and consideration

##### 5.1.2 Appreciate diversity of expression, opinion and perspective

##### 5.1.3 Recognize accomplishments and events

#### 5.2 Work within a group

##### 5.2.1 Cooperate with others, and contribute to group processes

##### 5.2.2 Understand and evaluate group processes

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## ITINERARY:

The following itinerary is from a previous exchange. We expect that it will be much the same when we depart in 2021 with slight modifications.

### **Day 1: Departure**

- Depart from LTCHS for Calgary
- Depart Calgary International Airport for London
- 10 hour flight (approximately)

### **Day 2**

- Arrive in London at Heathrow Airport
- Bus to pick up group - depart for the coast town of Douvres
- Take the Ferry to France
- Travel to Calvados Cemetery.  
Ceremony & Commemoration. Visit the Town of Arras for dinner
- Stay at the town of Albert-Hostel Poppies D'Albert

### **Day 3**

- Travel to Philosophe British Cemetery
- Vimy Ridge tour group visits
- Ceremony for Captain Alfred Ernest Morison & Private William Harold Morison (their names on Vimy Memorial)
- Neuville-Saint-Vasst German cemetery and the fraternizations memorial of Christmas 1914
- Travel to Ypres for a late lunch
- Visit the Flanders Fields museum and the town of Ypres in Belgium
- Find Memorial of Private Edward Martin & Corporal Desmond St. Claire George
- Menin Gate Ceremony - wreath ceremony
- Back to the town of Albert & the hostel

### **Day 4**

- Leave hostel by bus

- 
- Visit Beaumont-Hamel Canadian National War Cemetery
  - Visit Marcoing British Cemetery
  - Juno Beach
  - Courseulles-Sur-Mer
  - Visit Juno Beach museum
  - Travel to Bayeux
  - Stay at hostel in Bayeux: Centre de Séjour Touristique

**Day 5**

- Leave hostel by bus for Omaha Beach
- Omaha Beach
- Arromanches & lunch
- Cinema 360 Arromanches
- Visit Legoux family
- Visit the Canadian Cemetery at Beny-Sur-Mer
- Hostel in Bayeux
- Evening, dinner followed by packing to leave for Paris

**Day 6**

- Travel to Paris by bus
- Hostel - Auberge de Jeunesse Maubuisson
- Orientation of Paris
- Group activities
- Dinner at Fourcey Dining Room

**Day 7**

Visit Paris in small groups (each group will be planning their own itinerary and will visit some of these sites):

- Eiffel Tower
- Louvre
- Musée d'Orsay
- Sacré Coeur
- Champs Élysées
- Arc de Triomphe
- Catacombs

**Day 8**

Continue the visit of Paris (including some of these sites):

- Place de la Concorde
- Opéra Garnier
- Quartier Latin
- Le Printemps
- Montmartre
- Place des Vosges
- Bastille

**Day 9**

- Train departure from l'Auberge de Jeunesse to Jeanne D'Arc
- All French students will welcome their Canadian friends at Jeanne D'Arc.
  - Welcome in the "Salle Rouge"

**Day 10**

- Spend the day with host families

**Day 11**

- Spend the day with host families

**Day 12**

- Leave by bus to Strasbourg with French partners
- Visit Strasbourg
- Guided tour of le musée
- Bateaux Mouches (a look of "la petite France")

**Day 13**

- Bus to Struthof
- Tour of Struthof Concentration Camp
- Afternoon - visit Haut Koenigsbourg - Medieval Castle
- Visit Riquewihr if time permits

**Day 14**

- Canadians attend school with their French partner
- Guided tour of Mulhouse
- Welcome at the Mairie

- Afternoon free with French partners
- Visit Écomusée in Ungersheim
- Soirée de Gala
- Dinner at Écomusée

**Day 15**

- Visit Fribourg, Germany (visit town centre)
- Picnic lunch
- Leave by bus to Colmar (visit town centre)
- Guided tour of Colmar with “petit train”

**Day 16**

- Canadian students attend classes with French partners
- Trip to Basel, Switzerland by train

**Day 17**

- Day in the Alsatian Vosges
- Arrive at Chalet
- BBQ, outdoor activities

**Day 18**

- Departure from Frankfurt airport
- Arrival at Calgary airport

## **SUPERVISION:**

Megan Moore, Amanda Wilson, Geannette Lehman, Alan Towne, Aaron Monteleone, Amy Nye

## **ACCOMMODATION:**

Students will be in shared hostel rooms while during the battle field study and Paris portions of the Field Study.  
While in Mulhouse, students will stay in the home of their exchange partner.

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## FUNDRAISING:

LTCHS Booster club Events as organised and run by students and parents
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## EXPENDITURE GUIDELINES:

<p><b>Pricing</b> \$3300 (approximately) per student includes all Canadian and European taxes (with possible exception of 7€ <a href="#">ETIAS</a>, in effect January 2021), the services as described in the itinerary with departure from Red Deer and one chaperone for every 8 students (1:8 will be the highest ratio, if more students join, additional chaperones may be added). (Land portion, air, all meals and snacks, tips, substitute replacement of teacher supervisors, possible currency fluctuation and travel insurance).</p>
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<p><b>Sundries</b></p>
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<p>All participants will need a valid Canadian passport that expires after December 2021, the cost to apply for or renew a passport is the participant's responsibility. Any vaccinations suggested by participant's doctor are the participant's responsibility.</p>
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<p><b>Travel insurance:</b></p>
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<p>60\$ included in price for students to purchase school division travel insurance.</p>
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<p><b>Payment dates:</b></p>
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<p>TDB with Rachel Jenkins</p>
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# Board Agenda Item



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**Topic: ASBA Report**

**Presenter:** Cathy Peacocke

**Meeting Date:** February 12, 2020

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**Background**

The Board of Trustees will find attached the ASBA report submitted by Trustee Cathy Peacocke.

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**Recommendation:**

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

**ASBA Zone 4 meeting  
January 27, 2020**

Clearview School Division hosted the January Zone 4 meeting at their central office on January 27, 2020. President Lorrie Jess and CEO Vivian Abboud attended the meeting via Zoom teleconferencing. The meeting included:

- Maurice Fritz from ASBA gave a presentation on Lobbying Government Effectively-Tools for Advocacy.
  - How to further your interests as you negotiate with government
  - Eight steps to good advocacy: Define your schools, Know your audience, Craft your message, Identify the messenger, Identify delivery methods, Identify resources and gaps, Plan next steps, Evaluate effectiveness.
  - Remember: Communications are key. Build a coalition of voices. Planning is crucial. Positive messaging is important. Advocacy is about relationship building.
  - Four pillars of government relations: Information, Relationship, Pressure, Campaign. How solid is your ask, how well researched is your presentation? What are your compelling arguments to make it attractive to the government?
- Clearview showcased their Community Consultations and their success on their shared use recreational fields, a partnership with the County and Town municipal partners to refurbish the running track.
- There was a discussion regarding TEBA at a meeting held in Edmonton on January 24 and attended by ASBA Directors, Board Chairs, Vice Chairs and Zone Chairs. Boards are asked to follow up on that discussion to be prepared to provide input to ASBA when opportunity is provided by the government on potential changes to TEBA
- Of note, the Edwin Parr nominations are due to Zone Chair Woodward by March 16. The nominations package to use this year has been revised and is available on the public part of the ASBA website.
- Old Business -Seven of the eight Boards took the position that the central Alberta Boards will not send out media releases unless all eight Boards are in agreement on the issue. ASBA Board of Directors is bringing forward an amendment to Bylaw 15 at the SGM to address Zone media releases. ASBA will provide an update on this at the next Zone meeting.
- There was a difficulty with the bank in switching the Zone back account from Chinook's Edge operation to enable the new Zone signing authorities to control the account. This resulted in the Zone Executive voting, in accordance with Zone Bylaw 8(a), that as the Zone Chair is from Red Deer Public, the Zone funds will be managed and accounted for by the Red Deer Public District.

- Following up on one of the issues debated at the World Cafe discussions at the previous Zone meeting, the Zone has decided to cease having Board/District showcases at Zone meetings. Preference is to focus on providing trustee professional development.
- Ask your Board what professional development suggestions they may wish to see at Zone meetings.
- Discussion was held on transportation costs and operation and how Boards are managing this under the current financial reality and what policies Boards have regarding regional boundaries.
- The Executive was asked to review the Zone bylaws for the next meeting. Discussion was held during the meeting that the bylaws should reference confidentiality during in camera sessions when someone is participating in a Zone meeting from another location via technology.

The next meeting will be hosted by Battle River School Division on February 24, 2020.

Submitted by Cathy Peacocke, Board Zone 4 Representative

# Board Agenda Item



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## **Topic: PSBAA Report**

**Presenter:** Bill Stuebing

**Meeting Date:** February 12, 2020

### **Background**

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Trustee Bill Stuebing will provide a verbal report

### **Recommendation:**

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The Superintendent of School recommends that the Board of Trustees accepts the PSBAA Report as information.

# Board Agenda Item



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**Topic:**                      **Review Trustee Professional  
Development Plans**

**Presenter:**                **Stu Henry**  
**Meeting Date:**        **February 12, 2020**

**Background**

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The trustees will be asked to share any upcoming plans for Professional Development that may have implications for our Board Governance budget.

**Recommendation:**

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The Superintendent of Schools recommends THAT the Board of Trustees receive this report as information.

# Board Agenda Item



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## **Topic: Enrolment Summary Report**

**Presenter:** Ron Eberts  
**Meeting Date:** February 12, 2020

### **Background**

The enrolment summary for January 31, 2020 is provided as information.

### **Recommendation:**

The Superintendent of Schools recommends that the Board of Trustees accepts the enrolment Summary Report for January 31, 2020 as information.

**RED DEER PUBLIC SCHOOL DISTRICT #104**  
**ENROLMENT - January, 2020**

	PreK	ECS	1	2	3	4	5	6	7	8	9	10	11	12	CCE*	FTE	TOTAL	DIFF
36 A.L. GAETZ		33	42	44	40	50	53									245.5	262	1
47 ASPEN HEIGHTS		43	48	42	35	35	33									214.5	236	4
34 BARRIE WILSON - ENG.		60	53	54	75	57	55									324	354	-2
34 BARRIE WILSON - F.I.		34	32	30	37	32	27									175	192	0
44 DON CAMPBELL		77	77	89	56	71	48									379.5	418	5
49 ESCUELA VISTA GRANDE - S.B.		36	42	33	29	33	23	8	11							197	215	0
40 FAIRVIEW	28	27	36	22	33	47	30									195.5	223	1
42 G.W. SMITH	31	34	41	42	43	51	49									258.5	291	1
43 JOSEPH WELSH	30	41	42	43	58	57	44									279.5	315	1
54 MATTIE MCCULLOUGH	16	73	62	80	75	77	79									417.5	462	-1
45 MOUNTVIEW - ENG.		26	32	34	24	25	31									159	172	-1
45 MOUNTVIEW - F.I.		32	40	39	41	25	30									191	207	-4
48 ORIOLE PARK - ENG.		38	40	35	39	47	34									214	233	2
48 ORIOLE PARK - F.I.		33	29	30	21	21	30									147.5	164	0
52 WEST PARK ELEM.	32	46	42	54	49	45	46									275	314	-2
32 G.H. DAWE	27	27	43	41	39	35	42	49	40	36						352	379	4
69 GLENDALE		25	47	46	34	39	47	54	61	49						389.5	402	0
55 NORMANDEAU	32	32	35	41	34	42	45	66	71	58						424	456	3
137 GATEWAY CHRISTIAN SCHOOL		72	71	76	73	76	79	81	82	60				1	158	635	671	-4
62 C.M.S. - Eng.								132	102	108						342	342	0
62 C.M.S. - F.I.								73	88	86						247	247	-1
65 EASTVIEW								189	195	213						597	597	1
68 W.M.S.								180	177	162	1					520	520	-6
75 L.T.C.H.S. - Eng.											375	345	365	463	6	1548	1548	-37
75 L.T.C.H.S. - F.I.											69	75	61	47		252	252	0
90 H.H.H.S.											341	301	352	357	11	1351	1351	-19
30 NORTH COTTAGE											2	8	9	2		19	19	0
124 R.D. REG. HOSPITAL EDUC. PROG.									1		1		1		2	3	3	-3
127 DIREWOOD										1				1		2	2	-3
128 YOUTH ASSES. CENTRE.									1	1		1	1	1		5	5	-2
129 PARKLAND YOUTH HOMES									1	2	1	2	2		2	8	8	2
131 OSKAYAK TREATMENT CENTRE																0	0	0
133 OUTREACH SCHOOL CENTRE											52	73	129	104		254	254	17
136 QUEST HIGH SCHOOL							1		4	11	30	20	21	15	3	102	102	12
132 SCHOOL WITHIN A COLLEGE														8	7	8	8	-2
<b>DISTRICT TOTALS</b>	196	789	854	875	835	865	826	832	834	787	818	798	884	1031	295	10731.5	11224	-33

	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.	654	99	36	789	782	7	786	3
ELEMENTARY	3631	464	160	4255	4254	1	4253	2
MIDDLE SCHOOLS	2187	247	19	2453	2457	-4	2447	6
SENIOR HIGH	3279	252	0	3531	3567	-36	3546	-15
<b>TOTALS - Jan.2020</b>	9947	1062	215	11224	11257	-33	11229	-5
<b>TOTALS - Jan.2019</b>	9847	1034	204	11085	11126	-41	11118	-33

Revised 02/04/2020:12:56

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

# Board Agenda Item



## **Topic: Superintendent's Report**

**Presenter:** Stu Henry  
**Meeting Date:** February 12, 2020

### **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:

- January 9 - Meeting with Ab Ed regarding the Ed Plan and AERR
- January 14 - Admin Growth Gateway and WPMS
- January 14 - Elem Principals Meeting
- January 15 - Hour Zero Table Top Scenario
- January 16 - Admin Growth - ASC
- January 17 - LTCHS Choir and Pathways Concert
- January 17- SOUPer Day -WPES
- January 20 - Admin Growth- VG
- January 21 - SLT Meeting
- January 21 - Middle School Principal's Meeting
- January 21 - CWSC at WPMS
- January 22 - Foundation Finish Line Community Luncheon
- January 22 - Admin Growth with MV
- January 23 - Admin Growth with LT, WPES, and EBWS
- January 24 - Admin Growth with DCE and MMES
- January 27 - Admin Growth with AH
- January 28 - HS Principals Meeting
- January 30 - Shaping the Future Pre-Conference
- February 4 - Principal Mentorship Meeting
- February 5 - Foundation Step Up Fund Community Luncheon
- February 5 - Agenda Review
- February 6 - Admin Council meeting
- February 10 - Teacher Voice Meeting
- February 11 - Administrator's Meeting
- \*\*Coached 26 Vice-Principals in January/February

The Superintendent of Schools will also bring to the Board of Trustees:

- An update on the legal opinion of Board Policy #3

### **Recommendation:**

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

# Board Agenda Item



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## **Topic: Board Chair's Report**

**Presenter: Nicole Buchanan**

**Meeting Date: February 12, 2020**

### **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



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## **Topic: Correspondence Received**

**Presenter:** Nicole Buchanan  
**Meeting Date:** February 12, 2020

### **Background**

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The Board of Trustees will find attached a letter from the Minister of Education, Adriana Lagrange regarding the appointment of Mr. Chad Erickson as the next Superintendent of School for Red Deer Public.



ALBERTA  
EDUCATION

*Office of the Minister*

AR109102

JAN 09 2020

Ms. Nicole Buchanan  
Board Chair  
The Red Deer School Division  
4747 53 Street  
Red Deer AB T4N 2E6

Dear Ms. Buchanan:

Your request for approval of the appointment of Chad Erickson as Superintendent of Schools for The Red Deer School Division was forwarded to my office by the Registrar. Attached to the request was a completed *Notice of Intent to Appoint the Superintendent of Schools*, Form 4. Thank you for providing this information.

I hereby approve the appointment of Mr. Erickson as Superintendent of Schools for The Red Deer School Division effective August 4, 2020 to August 3, 2025, pursuant to Sections 222 and 223 of the *Education Act*.

In light of my approval of Mr. Erickson's appointment and pursuant to Section 66 of the *Education Act*, I require you to provide me with a copy of any amendments that may be made to the employment contract during this appointment term.

Thank you to the members of the board for their commitment to education. Please extend my congratulations to Mr. Erickson on his appointment.

Sincerely,

Adriana LaGrange  
Minister