



Public Board Meeting AGENDA

Wednesday, March 11, 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.

	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 Recognition of Community Engagement	Bruce Buruma 9
9. Governance Agenda	
9.1 Admin Staffing Committee	Stu Henry 10
9.2 The Foundation for Red Deer Public Schools Report	Bruce Buruma 11
9.3 Student Services Report	Chad Erickson 16
9.4 Update on Board Policy #3 - The Role of the Board	Colin Cairney 26

9.5	Review Policy #4 Appendix: Trustee Code of Conduct and Sanctions	Stu Henry	27
9.6	Field Study Request from HHHS	Stu Henry	31
9.7	ASBA Report	Cathy Peacocke	61
9.8	Enrolment Summary Report	Ron Eberts	63
9.9	Superintendent's Report	Stu Henry	65
9.10	Board Chair's Report	Nicole Buchanan	66
9.11	Correspondence	Nicole Buchanan	67
10.	Celebrations		
11.	Adjournment		



Public Board Meeting

Minutes

Date: Wednesday, February 12, 2020

Time: 1:08 PM

Trustees

Nicole Buchanan, Chair (absent)
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 11:58 p.m.

2. Motion to Meet in Private

Moved By: Bill Stuebing, Trustee

THAT the Board meet in private, the time being 11:58 p.m.

Carried

3. Revert to Public Meeting

The meeting reverted to a public meeting, the time being 1:08 pm.

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 Peacocke.

6. Approval of Minutes

Moved By: Bill Stuebing, Trustee

THAT the minutes for Board Meeting December 12, 2019 be approved as presented.

Carried

Moved By: Dianne Macaulay, Trustee

THAT the minutes for Board Meeting January 8, 2020 be approved as presented.

Carried

7. Approval of Agenda

Moved By: Bev Manning, Trustee

THAT the agenda for Board Meeting February 12, 2020 be approved with the following additions:

9.12 ATA Negotiations Update

Carried

8. Recognition

9. Governance Agenda

9.1 Admin Staffing Recommendation

Superintendent of Schools Henry brought forward a recommendation from the Administrative Hiring Committee for the hiring of the next Associate Superintendent.

Moved By: Cathy Peacocke, Trustee

THAT the Board of Trustees approve the Administrative Staffing Committee hiring of the Associate Superintendent, as recommended.

Carried

9.2 Report from Learning Services - FNMI

Associate Superintendent Golby was joined by Hayley Christen, Coordinator and Terry Lakey, Lead Teacher of First Nations, Métis, and Inuit (FNMI) Learning Services to provide an update on progress made across the District. Success for FNMI students and creating greater understanding and awareness across the district continues to be a high priority for the Red Deer Public and Alberta Education. The presentation focused on:

- Foundational Knowledge
- Building Teacher Capacity
- Accountability Pillar
- Transitions
- Community Involvement

- Annual Waskasoo Seepee Pow Woo
- Ongoing Programming and Student Supports

Moved By: Bev Manning, Trustee

THAT the Board of Trustees accepts the First Nations Metis and Inuit Report from Learning Services as information.

Carried

9.3 Policy 4 Review: Trustee Code of Conduct

The Board of Trustees reviewed Board Policy #4 – Trustee Code of Conduct.

Moved By: Dianne Macaulay, Trustee

THAT the Board of Trustees accept Policy 4 Review: Trustee Code of Conduct as information.

Carried

9.4 Three Year Capital Plan

The District's Three Year Capital Plan for 2020-2024 must be submitted to Alberta Education by April 1, 2020, identifying the top priorities of the Board. Following review of existing facilities and demographic data, recommendations were shared with the Board of Trustees for review and approval.

Moved By: Bill Christie, Trustee

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)

Carried

9.5 Field Study Request from LTCHS

The Board of Trustees reviewed a field study request for students from Lindsay Thurber Comprehensive High School to travel to France, Belgium, Germany, Switzerland and the United Kingdom for March 28, 2021 until April 14, 2021.

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.

Moved By: Bev Manning, Trustee

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

Carried

9.6 ASBA Report

Trustee Peacocke provided a report from the Alberta School Boards Association from the January 27, 2020 Zone 4 meeting.

ASBA Zone 4 reps were asked to go back to their Boards to ask what professional development suggestions they may wish to see at Zone meetings.

Moved By: Cathy Peacocke, Trustee

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

Carried

9.7 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

9.8 Review Trustee Professional Development Plans

Trustees were provided with their current year-to-date expenditures. There was a discussion around plans for additional professional development opportunities to participate in.

Moved By: Bill Christie, Trustee

THAT the Board of Trustees receive the Trustees PD Plans as information.

Carried

9.9 Enrolment Summary Report

Student Enrolment at the end of January 2020 was 11,224 students.

Moved By: Bill Christie, Trustee

THAT the Board of Trustees accept the Enrolment Summary Report for January 31, 2020 as information.

Carried

9.10 Superintendent's Report

Superintendent of Schools Henry provided a review of activities he has been involved in the past month.

The Board of Trustees provided direction for a request for a legal opinion on Board Policy #3. The results of the opinion will be presented at a future meeting.

Moved By: Bev Manning, Trustee

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

9.11 Board Chair's Report

Board Chair Buchanan was absent from the meeting. No report was provided.

9.12 ATA Negotiations Update

Trustee Christie provided an update on the status of the Alberta Teachers' Association Local 60 Negotiations.

Moved By: Bill Christie, Trustee

That the Board of Trustees ratify the Memorandum of Agreement with the Alberta Teachers' Association Local 60 that was reached on January 10, 2020

Carried

10. Correspondence Received

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.

11. Celebrations

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

Motion to Meet in Private

Moved By: Bev Manning, Trustee

That the Board meet in private, the time being 2:48 p.m.

Carried

Revert to Public Meeting

The meeting reverted to a public meeting, the time being 3:37 p.m.

12. Adjournment

Vice Chair Woodward declared the meeting adjournment at 3:37 p.m.

Chair

Corporate Treasurer

Board Agenda Item



Topic: Quilts of Valour: Elizabella Mackenzie from Mountview Elementary

Presenter: Bruce Buruma

Meeting Date: March 11, 2020

Background

Elizabella Mackenzie, a Grade 5 student at Ecole Mountview Elementary School, is making a positive impact on the lives of hundreds of Canadian veterans.

It all started when Elizabella questioned why veterans were only honoured one day a year on Remembrance Day. She contacted Veterans Affairs Canada and received 560 blank Postcards of Peace, which she took to school. Elizabella and her fellow classmates wrote a message of hope and encouragement on each postcard, which were then mailed to veterans across Canada and overseas.

Ten of those postcards ended up in the hands of veterans at Extendicare Michener in Red Deer.

Because of this, Elizabella took part in a celebration at Extendicare Michener last month where 10 veterans were honoured with a quilt provided by Quilts of Valour-Canada. The organization's mission is to ensure veterans and injured Canadian Forces members are recognized for their service and commitment to their country. Since 2006, nearly 15,000 quilts have been presented to Canadian veterans.

Had Elizabella not sent the postcards, Quilts of Valour-Canada may not have known these veterans were there and it may have been a missed opportunity to honour them.

Thanks to the dedication and efforts of Elizabella, these local veterans were honoured and received their prestigious quilts.

Quality Indicators:

Communications and Community Relations:

QI 9.7 Improves the District's public image.

Recommendation:

The Superintendent of Schools recommends THAT student Elizabella Mackenzie be recognized for leadership and community building.

Board Agenda Item



Topic: Administrative Staffing Committee Recommendation

Presenter: Stu Henry
Meeting Date: March 11, 2020

Background

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

Background

The Superintendent of Schools recommends THAT the Board of Trustees approves the Administrative Staffing Committee's recommendations.

Board Agenda Item



Topic: Report from the Foundation for Red Deer Public Schools

Presenter: Bruce Buruma

Meeting Date: March 11, 2020

Background

The Foundation for Red Deer Public Schools plays an important role in providing opportunities that enhance and enrich learning for students in Red Deer Public Schools. Aligned with the district's priorities of Literacy and Numeracy; Equity; and Student Success and Completion, the Foundation supports programs that have a significant impact on the lives of students across the District.

Key to the Foundation's success is how the programs it supports create life chances for the students it serves—we make a real difference for students. We help students get the right start to school, support students who are struggling, fill in gaps for students who come to school without basic needs and connecting with students to achieve their high school diplomas.

The attached Foundation Focus profiles the important and valued work of the Foundation. Our community plays a key role in the success of the Foundation. Foundation Board Chair, Dave Tilstra, will attend at the March 11, 2020 meeting of the Board of Trustees to share more information on our successes as well as future directions for the Foundation.

Reference Source:

Foundation Focus

Quality Indicators:

Educational Leadership

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

Communications and Community Relations:

- QI 9.5 Promotes positive public engagement in the District.

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 report from the Foundation for Red Deer Public Schools be receive as information.



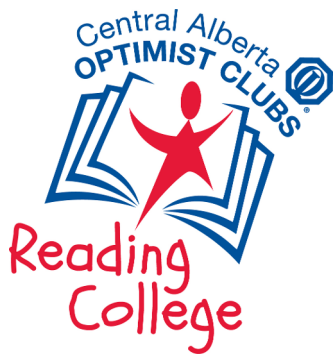
The Foundation for Red Deer Public Schools

PROJECTS WE SUPPORT

The Foundation for Red Deer Public Schools provides programming that supports its three priority areas of Literacy and Numeracy, Equity, and Student Success and Completion, these mirror the priorities of Red Deer Public Schools.

Our projects are not funded through public education dollars and are considered *Above and Beyond for Children* initiatives that can only be provided through strong support from our community.

Major Projects



Reading College inspires kids to read! Literacy is the foundation for all learning. Each summer, Reading College is making a real difference for 60 students who are struggling readers. Elementary schools identify struggling readers at the end of grade 2 and Reading College provides intense literacy supports for the students for the month of July in an active and fun filled environment. Not only do students increase their skills in reading and writing, their interest and motivation improves as well. The program includes experienced mentor teachers as well as recent graduates from the Bachelor of Education program at Red Deer College.

Priority Areas: Literacy, Equity & Student Success and Completion



students who are not eligible for pre-kindergarten funding but absolutely need these important supports.

Priority Areas: Equity & Student Success and Completion

Bright Start is giving kids a bright start to school. Regardless of a child's background, equity ensures that children start school, ready to learn. This initiative provides access to quality pre-kindergarten programming for 12 to 18 children each year who we already know will struggle when they begin school. By responding early and providing these children and their families with the right supports and interventions they need, they have a bright start to school. The Foundation provides funding for those





The Foundation for Red Deer Public Schools
www.rdpsd.ab.ca
403.342.3751



Finish Line reconnects with students so they graduate. Now more than ever, a high school diploma is essential for future success. There are many reasons why students do not finish high school and once they are gone, it is a real challenge to get them back. The reality is that many students are within reach of completing high school graduation requirements. Finish Line has had great success reaching out to students and ensuring they graduate. We reconnect, let them know high school graduation is still possible, develop a plan, encourage, motivate and provide the supports they need so they graduate. To date over 200 students have graduated from high school because of the Finish Line program.



Priority Areas: Equity & Student Success and Completion



Music Plus is a project to provide musical instruments to students, whose families are not able to afford them, thus limiting their opportunities for music education. To date over 120 instruments have been acquired. The program is also working with the Red Deer Symphony Orchestra to provide exploration and enrichment programming for aspiring new musicians.



Priority Areas: Equity & Student Success and Completion



Step Up is about reducing barriers for students in Red Deer Public Schools. Financial challenges should not limit educational opportunities. Many families face hardship's that affects the educational opportunities their children can receive. To reduce these barriers, an equity fund has been established to cover the costs of basic needs including food, clothing, transportation and medical needs. These are significant needs for students and have a definite impact on their learning and future success.



Priority Areas: Equity



Open Doors is a project that provides a home cooked and nutritious meal for students...who oftentimes go without. Getting a good meal during the day can make all the difference in a student's ability to concentrate, maintain a positive attitude and most importantly, remove the worry of where their next meal will come from. Just as important, relationships are also built and staff can begin to understand the challenges that each



student faces and work towards supporting them with the ultimate goal of graduation.

Priority Areas: Equity & Student Success and Completion



GENERAL PROJECTS

The Foundation for Red Deer Public Schools is a funder for several projects and programs across the District that effect many students and schools:

- **Body Image Play:** Targeting grade 7 students by using social action drama, this play delivers important messages and raises awareness about healthy self-esteem and lifestyle choices before negative behaviours take root.
- **Choir Kids:** Hundreds of elementary students have the opportunity to sing with their choirs to highlight their talents and love for singing in a concert performance accompanied by the Red Deer Symphony Orchestra.
- **Cross Country Ski Loppet:** Sponsorship of the District Ski Loppet for more than 500 students supporting and encouraging this great winter activity.
- **Dawe Run:** A cross-country run involving more than 3000 students from grades 4 to 12.
- **Go Girls:** A full-day program for more than 350 grade 5 girls to experience and explore a variety of physical activities to promote health, wellness and continued involvement in recreation and sports.
- **Grow Boys:** A full-day program for more than 350 grade 5 boys to develop the characteristics and attributes of becoming a good young man through a variety of community projects that promote good citizenship and character.
- **Healing Through the Arts:** High school art students work with patients in the hospital rehabilitation unit using art as a form of therapy to improve motor skills and develop new talents.
- **Young Writers Conference:** More than 100 grade 5 students who love to read and write have the opportunity to connect with guest authors, illustrators, news reporters and writers that inspire kids to write.
- **Youth Citizen of the Year:** Each year a youth or young adult is recognized for exemplary service and citizenship in our community. We are pleased to partner with the Rotary Club of Red Deer as well as the Red Deer Catholic Education Foundation in sponsoring this prestigious award.





The Foundation for Red Deer Public Schools
www.rdpsd.ab.ca
403.342.3751

COMMUNITY SUPPORT

The projects the Foundation supports are *Above and Beyond for Children*. These take place outside regular programming and rely on support from our community. Each of these opportunities impact many students and enhance the 'life chances for students'. Our community recognizes this through their support which makes these opportunities possible. We are grateful for the outstanding financial support provided by individuals, service clubs, business and sponsors. Each year we raise over \$250,000 to make this possible... and we believe there is far greater potential. We are grateful for partners who include:

Berry Architecture & Associates	Nova Chemicals	Red Deer Rebels
Border Paving	Optimist Club of Red Deer	Scottsville Group
Chapman Literacy Endowment	Prairie Bus Lines	Servus Credit Union
Chartwells	Primary Care Network	Stantec
John & Diana Dyck	Red Deer College	Tim Hortons
Kiwanis Club of Red Deer	Red Deer Co-Op	Triangle Supply
Peter & Kathy Lacey	Red Deer Public Schools	Turple Family Fund
	Red Deer Public Staff – 50/50 Fund	Warren Sinclair
	Other Individual Supporters	

FOUNDATION BOARD AND OFFICE

The Foundation has an arm's length relationship with Red Deer Public Schools and is governed by its own Board of Directors consisting of community and District representatives. They are:

- **Dave Tilstra, Chair**
- **Kristine Plastow, Vice Chair**
- **Chris Woods, Treasurer**
- **Morris Flewwelling**
- **Stu Henry, Superintendent of Schools**
- **Bev Manning, Trustee for Red Deer Public Schools**
- **Andy Metzger**
- **Diane Roberts, Principal from Red Deer Public Schools**
- **Jaelene Tweedle**
- **Barrie Wilson**

The Foundation Board meets minimum three times a year during the months of February, May and October and as needed to provide oversight and direction. The work of the Foundation connects with the community to ensure we are able to achieve our goals and objectives.

The work of the Foundation is supported by Bruce Buruma, Executive Director and Larissa Spendiff, Administrative Assistant. The Foundation office supports fund development work as well as supports charitable giving to schools and the District through the Red Deer Public Schools registered charity. Operations of the Foundation office are supported through a \$30,000 grant from Red Deer Public Schools. This ensures that 100% of donor contributions go towards the projects they support.

**For more
information, please
contact:**

Bruce Buruma, Executive Director
The Foundation for Red Deer Public Schools
4747 – 53 Street Red Deer Alberta, T4N 2E6
Bus: 403-342-3708 Cell: 403-352-2827
Email: bruce.buruma@rdpsd.ab.ca

Board Agenda Item



Topic: Student Services Report

Presenter: Chad Erickson

Meeting Date: March 11, 2020

Background

The Student Services Department continues to work on several initiatives that support inclusion of all students in the most enabling environment.

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

- Student Services Structure
- Comprehensive Student Support
- Planning For Inclusion
- Valuing Mental Health
- Student Support Rooms
- District Programs and Enrollment
- Early Learning

Student Services Structure

This year we have restructured our services in order to better serve our schools. Here is the team for the 2019/2020 school year:

Chad Erickson – Associate Superintendent, Student Services
Denise Skelding – Administrative Assistant, Student Services
Cathy Mottus-Landry – 1.0 FTE Coordinator (Behaviour and Elementary Liaison)
Cindy Matheson – 1.0 FTE Coordinator (Complex Needs and Middle School Liaison)
Brian Madill – 1.0 FTE Coordinator (Valuing Mental Health)
Susan Parkins – 1.0 FTE Coordinator (Early Learning)
Mark Jones – 0.1 FTE – Director Community Liaison Workers
Trevor Pikkert – 0.2 FTE Assistive Technology

Comprehensive Student Support Model

Red Deer Public Schools continues to be committed to a Comprehensive Student Support Model in all areas of child and youth development. This includes academic, social-emotional and family supports. We believe students do best with the support of staff, families, and the greater community working together. To demonstrate our belief, we have successfully established many partnerships with other community and government agencies that work with youth to create a truly collaborative approach.

One part of the comprehensive model is the school based Learning Support Teams that have been created at each school. Each team meets weekly to plan ways to best meet the needs of

Board Agenda Item



students that are experiencing difficulty in one or more of the areas indicated above. Team members may include:

- School Administrator
- Classroom Teacher
- Learning Assistance Teacher
- Counselor (Middle and High Schools)
- Community Liaison Worker
- Educational Assistant
- Student Services Coordinator
- Cultural Resource Connector (contracted through Red Deer Native Friendship Centre)
- Mental Health Therapist (as available through partnership with Alberta Health Services)

We continue to engage in conversations with all stakeholders as we refine the ways we can best support inclusion in our schools.

Planning For Inclusion

This year, our Student Services team has focused on supporting teachers by sharing the framework of using access points to support inclusive planning and meet diverse classroom needs. This framework is designed by the University of B.C.'s Inclusion Specialist, Shelley Moore. Using access points ensures that all students receive the appropriate scaffolding of concepts, access to built in adaptations and modifications, and creates a positive classroom environment that builds confidence and success of all learners within the lesson or unit.

Teachers use access points to design lessons where all students can experience success. The concept is that all students start from this point and teachers provide built in necessary supports. This provides universal strategies that all learners utilize, not only those that have been identified as requiring targeted supports.

Valuing Mental Health

The Valuing Mental Health initiative is still very much in the early stages, we have taken many steps and accomplished a lot as we have worked collaboratively with many school, community, provincial and national partners to support the following five areas:

- Mental health and wellness
- Physical health and wellness
- Staff wellness,
- Staff training
- Parent education.

Having all five of these strands under one umbrella is challenging, but essential as we consider the interconnectedness of these elements.

Board Agenda Item



Emphasizing the benefits of the promotion and prevention end of the spectrum, we have focused on healthy lifestyle and health-promoting practices that enhance overall wellness for students, staff and families. Please see examples of this work listed in the attached pages: “Valuing Mental Health.”

In year one we began to work through a series of steps informed by the teenmentalhealth.org materials we are currently using to guide a portion of our Valuing Mental Health initiative. The background and rationale for this work is provided in the attached pages: “Go - To Educator.”

In October, 2018, we completed step one of the suggested teenmentalhealth.org approach, as we trained 11 Core Trainers (all school-based counsellors) from within our school division. Their job has been to provide the Go - To Educator training for all staff who work with or encounter students in their normal daily jobs. These Core Trainers are our people, they work in our schools, and they can be easily contacted for further support or to answer questions from our staff. In the end, this helps our schools provide the right support to the right students at the right time.

In September, 2020, we completed step two of the suggested teenmentalhealth.org approach, by using our 11 Core Trainers to train all RDPsD staff. The Go - To Educator training required a full day to go through. We used 3 school-based professional development days to accomplish this task. This training was meant to provide training in mental health knowledge, literacy, identification and support, and strategies for working with students, parents, families and health providers. We also addressed questions about applying the Go - To Educator model and training throughout RDPsD, including specific information on the “Pathway to Support” in our District.

We are in varying places in our approach to step three of the suggested teenmentalhealth.org sequence which involves providing instruction to our students in mental health literacy. Our K - 5 Mental Health Curriculum is in year two of its implementation. Our 6 - 9 Mental Health Literacy Curriculum was recently completed by a combination of teachers and school-based counsellors. It will be classroom ready by March 2020, and our High School Mental Health Literacy Curriculum now has a scope and sequence with lesson writing to follow. Implementation of the high school curriculum is set for September 2020.

The final step four of the suggested teenmentalhealth.org process involves the enhancement of mental health literacy for parents, by offering parent information sessions. There is a training module that is ready to go and we will do this after we begin teaching our students. We felt we would be putting kids under pressure if we gave the materials to their parents before we gave the curriculum to them. This way, the parents will be supported in their acquisition of new knowledge by their children who are learning the material in class.

Student Support Rooms

It is becoming more and more apparent, that students entering our schools are presenting with increased complex and diverse needs. Following the success of our pilot in six schools during the 2018/2019 school year, we have added Student Support Rooms to an additional four schools for the 2019/2020 school year.

Board Agenda Item



Vision/Goals/Philosophy of RDPSPD Student Support Rooms:

1. To provide inclusive education programming for all students.
2. To proactively and effectively respond when a student is not successful in meeting the typical social, emotional and behavioural expectations in the classroom.
3. To implement an intervention program that enhances the student's opportunities to receive targeted intervention support (space for expression of big emotional upsets, addressing development and attachment needs, anxiety strategies, etc.) from the staff involved with the Student Support Room. The frequency and duration of these targeted supports will be determined by the student's learning team.
4. To provide the supports needed in a timely and effective manner with the intention of helping the student transition their learning so success can be experienced in the classroom.
5. To work with partners and parents to address unresolved problems and mental health issues.
6. To build the capacity, skills, and knowledge of our staff in responding to students who are struggling with typical social, emotional and behavioural expectations.

Adults who are with the child in the Student Support Room will be trained in the attachment-based developmental approach and how to accompany a child in emotional distress (Dr. Gordon Neufeld, Neufeld Institute).

District Programs 2018-2019

Program Name	School	Grades	Number of Students
Pathways	École Oriole Park School	1-5	10
	Westpark Middle School	6-10	7
	Lindsay Thurber High School	10-12	13
Foundations	G. H. Dawe School	6-8	13
	Westpark Middle School	6-8	12
	Hunting Hills High School	9-12	16
	Lindsay Thurber High School	9-12	31
Journeys Program	Alternative School Centre	7-11	7 (2 from RDPSPD)
Parkland School	Private School	3-12	11
Total Number of Students			120

Pathways: Designed to deliver a living skills program to students with severe to profound developmental delays who may also have physical, sensory or medical conditions.

Board Agenda Item



Foundations: Designed to provide academic, vocational, and independent living skill instruction for students with moderate developmental delays who are functioning well below grade level.

Journeys Learning Program: A partnership that offers daily treatment and education to youth with complex mental health needs.

Parkland School: Serves students with severe to profound developmental disabilities and complex medical needs.

Knowledge and Employability: Designed to align with grade-level programs of study. They are intended to maximize opportunities for student success and to support high school completion. Students in our Knowledge and Employability Programs are working towards completion of a Certificate of Achievement (80 credits). This is done through adaptations to academic expectations and the addition of an occupational skill focus.

Knowledge and Employability courses assist students in:

- transitioning from school to the workplace and community,
- preparing for ethical citizenship, and
- gaining recognition, respect, and value from employers.

Early Learning

This year we have 13 Pre-Kindergarten programs in 8 elementary schools. We also continue partnerships with Noah's Ark Playschool, and Helping Me Grow Aboriginal Playschool to provide programming for children with severe delays within a community based setting. Classroom configurations include a rich blend of children identified with severe delays, mild moderate delays, English Language Learners, community children who are typically developing, as well as children supported through the Foundation's "Bright Start" program. In total, we are serving 195 children and their families through our Pre-Kindergarten programs.

Total PUF:	159		Total Mild/Moderate:	71
Kindergarten	86		Kindergarten	13
Pre-Kindergarten	73		Pre-Kindergarten	58

The Early Learning Coordinator position provides greater efficiency and consistency of messaging for Pre-Kindergarten and Kindergarten teachers. In the role, the Student Services Coordinator:

- Supports universal programming in Pre-Kindergarten and Kindergarten (Literacy and Numeracy)
- Facilitates professional development for Pre-Kindergarten and Kindergarten
- Provides access to recommended resources
- Hosts collaborative meetings

Board Agenda Item



- Collaborates with external service providers

Quality Indicators:

Educational Leadership

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

Personnel Management

- QI 4.4 Fosters high standards of instruction and professional improvement (Quality Teaching Standard).
- QI 4.5 Provides for training of administrators and the development of leadership capacity within the District.

Organizational Management:

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

Leadership Practices:

- QI 10.2 Provides effective educational leadership.

Recommendation:

It is recommended that the Board receive the report from Student Services as information.

Valuing Mental Health...

A PRIORITY FOR RED DEER PUBLIC SCHOOLS



We recognize the importance of mental health and wellness for students, staff and families across our community. Mental Health is a state of emotional, behavioural and social well-being that enables us to feel, think and act in ways that enhance our ability to enjoy life and deal with challenges. It does not mean a lack of distress, emotion or bad moods, or a lack of mental or behavioural disorder. (teenmentalhealth.org)

Through discussions within the District, as well as engagement with our community, Red Deer Public Schools has developed and is implementing its **VALUING MENTAL HEALTH** initiative. This initiative supports mental health & wellness, physical health & wellness, staff well being, staff training and parent education.

Our initiative focuses on the needs of students, staff and families in four key areas:

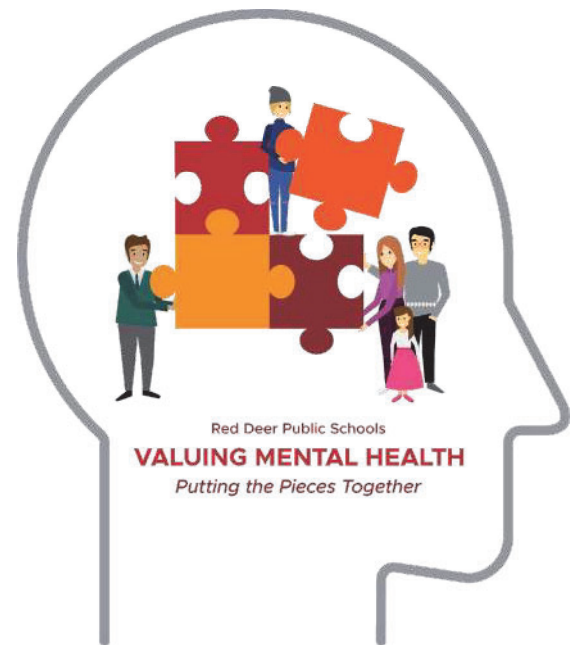
- **Promotion and Prevention**
- **Early Intervention**
- **Treatment**
- **Follow up**

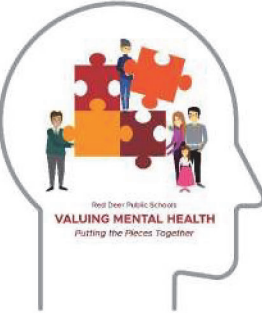



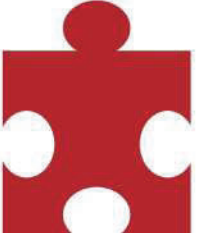

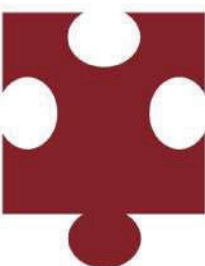
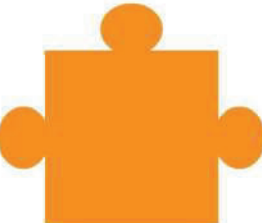
Our District will continue to reflect on current practices, leverage current initiatives and consider how the promotion of mental health and well being can be more effectively embedded in whole-school practices and services. New initiatives that support mental health will be research-backed, best practices.

We will work to:

- Use common language related to mental health - to ensure clarity of communication at all times.
- Enhance mental health literacy for all staff, all students and our families.
- Understand the connection between brain development and mental health.
- Shift to a more strength-based approach by building resiliency, social-emotional literacy & skills, and by promoting healthy lifestyle and health-promoting practices.
- Ensure that our staff know the pathways through mental health services & support, while clearly identifying roles of key partners in supporting mental health in schools.
- Continue our partnership with Alberta Health Services' mental health therapists, in our schools, as a complement to the work of our Community Liaison Workers & school-based counsellors.

VALUING MENTAL HEALTH will be an important focus for Red Deer Public in 2019/20 school year.



	 <p>Students</p>	 <p>Staff</p>	 <p>Families</p>
 <p>Promotion and Prevention</p>	<ul style="list-style-type: none"> • Universal mental health literacy curriculum; K-5 continuing; 6-9 pilot, 10-12 development • K-12 physical literacy and health promotion • Promoting positive connections with staff and peers • Wellness Champions - Comprehensive School Health approach • Health Action Teams in each school • Eg. <i>Move Your Mood</i> - School Challenge; Energy Cubes Challenge; <i>ParticipACTION Community Better Challenge</i>; R.I.S.E. 	<ul style="list-style-type: none"> • Staff Wellness - mental & physical wellbeing in a framework of wellness at RDPSD • Wellness Champions promoting staff wellness in all schools • Utilizing RDPSD's Core Trainers to foster universal mental health literacy for all staff teenmentalhealth.org • <i>Go-To Educator</i> • Ensure staff understand <i>Pathway to Care</i> for student/staff mental health support • RESPECT in Schools Training - all staff • ASEBP/EFAP 	<ul style="list-style-type: none"> • Initiate universal mental health literacy training for interested parents: teenmentalhealth.org • Parent Nights to provide information on other pertinent topics by RDPSD staff & outside agencies • Eg. <i>Move Your Mood</i> - School & Family Challenge; Energy Cubes Challenge; <i>ParticipACTION Community Better Challenge</i>; etc. • Newsletter information
 <p>Early Intervention</p>	<ul style="list-style-type: none"> • Learning Support Teams - collaboration by school-based teams and outside agency personnel to support individual students as required • School-based counselling • <i>School based referrals</i> (eg R.I.S.E. Initiative) 	<ul style="list-style-type: none"> • Staff Wellness - Promoting mental & physical wellbeing in a framework of wellness at RDPSD • Targeted training as per school-based priorities • Facilitated staff presentations eg. self-care, dimension of wellness, etc. • ASEBP/EFAP 	<ul style="list-style-type: none"> • Learning Support Teams - collaboration by school-based teams, outside agency personnel and parents or guardians to support individual families as required
 <p>Treatment</p>	<ul style="list-style-type: none"> • Collaboration and coordination between schools and community services to ensure consistent, wrap-around support • School-based counselling support • Mental health therapists providing long-term support • Targeted Support (eg <i>Move Your Mood</i>) • Crisis intervention 	<ul style="list-style-type: none"> • ASEBP Resources • Homewood Health - Employee and Family Assistance Program 	<ul style="list-style-type: none"> • Connecting to community services for long-term support • Communication between family, school and outside agencies - up and down the pyramid of support
 <p>Follow up</p>	<ul style="list-style-type: none"> • Follow up after treatment or intervention • Assessment of treatment effectiveness • Further treatment requirements, if necessary • Transition support plans for exit and/or re-entry • Continued monitoring and support, as required 		

Go - To Educator

Valuing Mental Health

Brian Madill: brian.madill@rdpsd.ab.ca

Approximately **1 in 5 youth** worldwide will experience a mental illness before they turn 25. Many will experience significant and substantial life challenges that may require help. This makes adolescence a critical time for mental health **promotion, prevention, early identification, and intervention**. Not addressing these issues early and effectively may lead to negative short and long term outcomes. Evidence-based mental health literacy is a scientifically- established effective foundation for all mental health improvements.



Caring about and maintaining our mental health is as important as our physical health. We only have one brain and one body, so it's our job to keep it running in the best way we can by paying attention to and working to improve our mental and physical health.

We seem to know more about our bodies than we do our minds. **Go - To Educator** is designed to share information about mental health and provide our staff with resources that can help you understand mental health and assist those you care about.

There are resources and tools to improve mental health literacy in our schools and help change the conversation. We will strive to use common language related to mental health to ensure clarity of communication at all times.

Our goal for school mental health is to improve mental health literacy among students, educators and school staff. Mental health literacy is defined as:

- **Understanding how to foster and maintain good mental health**
- **Understanding mental disorders and their treatments**
- **Decreasing stigma**
- **Understanding how to seek help effectively**

This approach has five goals:

- Promote mental health and reduce stigma by enhancing mental health literacy of students, educators and parents;
- Promote appropriate and timely access to mental health care through early identification, support, triage and referral from schools to health services, or through site-based mental health interventions;
- Enhance effective linkages between schools and health care providers;
- Provide a framework in which students receiving mental health care can be seamlessly supported in their educational needs within usual school settings;
- Involve parents and the wider community in addressing the mental health needs of youth.

This approach is comprised of interrelated sectors that when linked together create this integrated pathway. They include:

- Mental health promotion through mental health literacy for youth, educators, and families;
- Training for teachers, student services providers, and primary care providers, with knowledge upgrading for mental health professionals, to facilitate early identification, prevention and intervention;
- Processes for coordination and collaboration between schools and their communities.

Go - To Educator

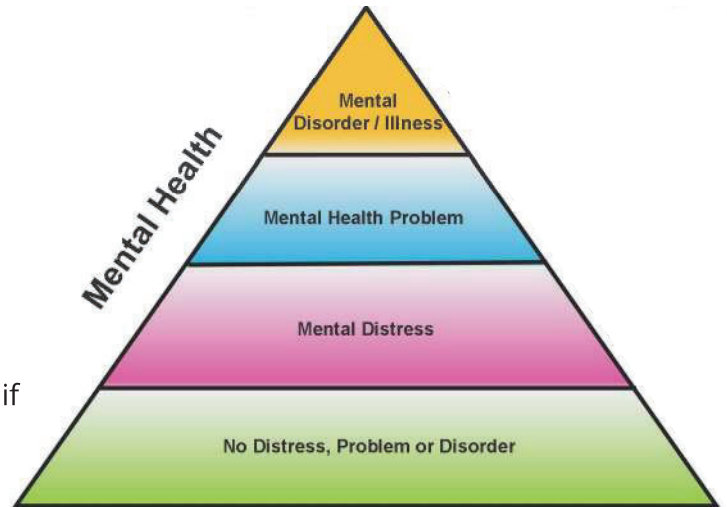
Valuing Mental Health

WE ALL HAVE MENTAL HEALTH...

There are four separate, but related components that help us understand and act on it.

- No Distress, Problem or Disorder
- Mental Distress
- Mental Health Problem
- Mental Disorder / Illness

Understanding the differences between these components is crucial to getting the right kind of help if needed, to avoid seeking treatment when it is not needed and to be clear about the language we use to tell others how we are feeling.



Our Red Deer Public Schools' **Go To Educator** sessions build capacity for staff to take care of students in the bottom two tiers of the pyramid, while understanding the differences between all four tiers.

Mental Disorder/Illness	<p>Refers to clinically diagnosed illnesses. Mental illnesses require evidence-based treatments provided by properly trained health care providers.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Major Depressive Disorder • Panic Disorder • Bipolar Disorder
Mental Health Problem	<p>Refers to the reactions we have to huge life challenges that may task our ability to adapt. Mental health problems may be substantial and prolonged but they are not mental health disorders and they do not require medical treatments.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Dealing with the death of a loved one • Loss of a relationship, such as divorce • Moving to a new country
Mental Distress	<p>Refers to the common, expected and normal response to the stresses of everyday life. Mental distress is normal, expected, and happens to everyone. It is necessary for adaptation and building resilience.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Writing an examination • Having an argument with a friend or family member • Failing at a task
	No Distress, Problem or Disorder

Board Agenda Item



Topic: Update on Board Policy #3 – The Role of the Board

Presenter: Colin Cairney
Meeting Date: March 11, 2020

Background

At the January 8, 2020 Public Board Meeting it was requested that Administration review Board Policy #3 – Role of the Trustee, specifically the section on Indemnification that listed certain exclusions. The Board's legal and insurance broker were contacted to provide an opinion and direction.

Our legal recommendation was to refer to indemnification to the extent that the Board's insurance policy of officers and directors provides coverage and to the extent the insurer agrees to provide coverage. Along with this recommendation legal suggested that we contact our insurance broker for this to be confirmed.

After contacting the Board's insurance broker, their recommendation is for the Board Policy #3 – Role of the Trustee, to remain status quo of the original wording listing the following exclusions:

- a. Fraud or dishonesty
- b. Knowingly breaching a statutory duty or obligation
- c. Assault or battery
- d. False imprisonment
- e. Intentional infringement of copyright, patents or other intellectual property rights
- f. Trustee misconduct

While the New wording – No exclusions has been proposed to be fairly broad, it is not much different from the old wordings as the legal suggestion has included "PROVIDED THAT the Board's insurer has agreed to defend the Claim" which they believe should be narrowed by including the existing exclusions.

These exclusions in the Board Policy were provided by the board's insurance group, Urban School Insurance Consortium (USIC) a number of years ago to include within the Board Policy. The insurance broker recommended to request to have a review of the list of exclusions by the USIC group to consider updating these exclusions to better align with the wording within the insurance liability policy.

Recommendation:

The Superintendent of Schools recommends THAT the Board of Trustees accepts the update on review of Board Policy #3 – the Role of the Board as information.

Board Agenda Item



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.

Policy 4 - Appendix

TRUSTEE CODE OF CONDUCT AND SANCTIONS

Violations by trustees of the Code of Conduct are serious and may affect the actual or perceived effectiveness and legitimacy of the Board's operations as a whole. Responses to such violations must be commensurate with the violation and take into account its severity, the actual or potential consequences of the violation, the experience of the trustee, and prior violations (if any) by the trustee. Trustees are encouraged to attempt to resolve any concerns about potential minor breaches of the Code of Conduct informally with the Trustee.

1. Trustees shall conduct themselves in an ethical and prudent manner in compliance with the Trustee Code of Conduct, Policy 4. The failure by trustees to conduct themselves in compliance with this policy may result in the Board instituting sanctions.
2. A trustee who believes that a fellow trustee has violated the Code of Conduct may seek resolution of the matter through appropriate conciliatory measures prior to commencing an official complaint under the Code of Conduct.
3. Conciliatory measures may include but not be restricted to: a one on one meeting of the complaining and the responding trustee, a meeting involving the Board chair and the aggrieved and offending trustee as per policy 5, a meeting involving a mediator the aggrieved and offending trustees if the use of such a mediator is approved by the chair.
4. A trustee who wishes to commence an official complaint, under the Code of Conduct shall file a letter of complaint with the Board Chair within thirty (30) days of the alleged event occurring and indicate the nature of the complaint and the section or sections of the Code of Conduct that are alleged to have been violated by the trustee. The trustee who is alleged to have violated the Code of Conduct and all other trustees shall be forwarded a copy of the letter of complaint by the Board Chair, or where otherwise applicable in what follows, by the Vice-Chair, within five (5) days of receipt by the Board Chair of the letter of complaint. If the complaint is with respect to the conduct of the Board Chair, the letter of complaint shall be filed with the Vice-Chair.
5. When a trustee files a letter of complaint, and a copy of that letter of complaint is forwarded to all trustees; the filing, notification, content and nature of the complaint shall be deemed to be strictly confidential, the public disclosure of which shall be deemed to be a violation of the Code of Conduct. Public disclosure of the complaint and any resulting decision taken by the Board may be disclosed by the Board Chair only at the direction of the Board, following the disposition of the complaint by the Board at a Code of Conduct hearing.
6. To ensure that the complaint has merit to be considered and reviewed, at least one (1) other trustee must provide to the Board Chair within three (3) days of the notice in writing of the

complaint being forwarded to all trustees, a letter indicating support for having the complaint be heard at a Code of Conduct hearing. Any trustee who forwards such a letter of support shall not be disqualified from attending at and deliberating upon, the complaint at a Code of Conduct hearing convened to hear the matter, solely for having issued such a letter.

7. Where no letter supporting a hearing is received by the Board Chair in the three (3) day period referred to in section 5 above, the complaint shall not be heard. The Board Chair shall notify all other trustees in writing that no further action of the Board shall occur.
8. Where a letter supporting a hearing is received by the Board Chair in the three (3) day period referred to in section 5 above, the Board Chair shall convene, as soon as is reasonable, a special meeting of the Board to allow the complaining trustee to present his/her views of the alleged violation of the Code of Conduct.
9. At the special meeting of the Board, the Board Chair shall indicate, at the commencement of the meeting, the nature of the business to be transacted and that the complaint shall be heard in an in-private session of the special meeting.
Without limiting what appears below, the Board Chair shall ensure fairness in dealing with the complaint by adhering to the following procedures.
 - 9.1 The Code of Conduct complaint shall be conducted at an in-private session, Code of Conduct hearing, of a special Board meeting convened for that purpose. All preliminary matters, including whether one (1) or more trustees may have a conflict of interest in hearing the presentations regarding the complaint, shall be dealt with prior to the presentation of the complaint on behalf of the complaining trustee.
 - 9.2 The sequence of the Code of Conduct hearing shall be:
 - 9.2.1 The complaining trustee shall provide a presentation which may be written or oral or both;
 - 9.2.2 The respondent trustee shall provide a presentation which may be written or oral or both;
 - 9.2.3 The complaining trustee shall then be given an opportunity to reply to the respondent trustee's presentation;
 - 9.2.4 The respondent trustee shall then be provided a further opportunity to respond to the complaining trustee's presentation and subsequent remarks;
 - 9.2.5 The remaining trustees of the Board shall be given the opportunity to ask questions of both parties;
 - 9.2.6 The complaining trustee shall be given the opportunity to make final comments; and
 - 9.2.7 The respondent trustee shall be given the opportunity to make final comments.
 - 9.3 Following the presentation of the respective positions of the parties, the parties and all persons other than the remaining trustees who do not have a conflict of interest shall be required to leave the room, and the remaining trustees shall deliberate in private, without assistance from administration. The Board may, however, in its

discretion, call upon legal advisors to assist them on points of law or the drafting of a possible resolution.

- 9.4 If the remaining trustees in deliberation require further information or clarification, the parties shall be reconvened and the requests made in the presence of both parties. If the information is not readily available, the presiding Chair may request a recess or, if necessary, an adjournment of the Code of Conduct hearing to a later date.
 - 9.5 In the case of an adjournment, no discussion by trustees whatsoever of the matters heard at the Code of Conduct hearing may take place until the meeting is reconvened.
 - 9.6 The remaining trustees in deliberation may draft a resolution indicating what action, if any, may be taken regarding the respondent trustee.
 - 9.7 The presiding Chair shall reconvene the parties to the Code of Conduct hearing and request a motion to revert to the open meeting in order to pass the resolution.
 - 9.8 All documentation that is related to the Code of Conduct hearing shall be returned to the Superintendent immediately upon conclusion of the Code of Conduct hearing and shall be retained in accordance with legal requirements.
 - 9.9 The presiding Chair shall declare the special Board meeting adjourned.
10. A violation of the Code of Conduct may result in the Board instituting, without limiting what follows, any or all of the following sanctions:
- 10.1 Having the Board Chair write a letter of censure marked “personal and confidential” to the offending trustee, on the approval of a majority of those trustees present and allowed to vote at the special meeting of the Board;
 - 10.2 Having a motion of censure passed by a majority of those trustees present and allowed to vote at the special meeting of the Board;
 - 10.3 Having a motion to remove the offending trustee from one (1), some or all Board committees or other appointments of the Board passed by a majority of those trustees present and allowed to vote at the special meeting of the Board, for a time not to exceed the trustee’s term as trustee.
11. The Board may, in its discretion, make public its findings at the special meeting or at a regular meeting of the Board where the Board has not upheld the complaint alleging a violation of the Board’s Code of Conduct or where there has been a withdrawal of the complaint or under any other circumstances that the Board deems reasonable and appropriate to indicate publicly its disposition of the complaint.

Legal Reference: Section 60, 61, 68, 72, 80, 81, 82, 83, 84, 246 School Act

Board Agenda Item



Topic: Field Study Request

Presenter: Stu Henry
Meeting Date: March 11, 2020

Background

Hunting Hills High School has submitted an application to undertake a field trip to Spain from March 29, 2021 to April 10, 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 Darwin Roscoe, Principal, Hunting Hills 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 Hunting Hills High School trip to Spain from March 29, 2021 to April 10, 2021.



FIELD STUDY

CATEGORY 3 PROPOSAL TO THE RDPSD BOARD OF TRUSTEES

<<Hunting Hills High School>>

January 30, 2021

CATEGORY 3: FIELD STUDY FOR DESTINATION OUTSIDE CANADA

Destination: Spain

Departure date: March 29, 2021

Return Date: April 10, 2021

Estimated Distance to Travel: Western Europe 7800km (12 hr flight depending on connecting flights)

Estimated Cost Per Student: \$3950

Number of Students Participating: 40-45

Number of Supervisors: 6+

PURPOSE:

Purpose, Objectives, Curriculum linkages to core and optional programs

Students will gain a further appreciation and tolerance for differences between cultures.

An excursion of this kind is a highly educational experience for students. They would be able to experience Spanish culture, including their languages, history and historical landmarks, customs and traditions, art, geography, food, music, architecture, and people. A trip abroad brings to life and develops a further appreciation for the concepts and skills taught in our classrooms; it provides purpose and practice for learning and teaching. Travel is a key building block to achieve global understanding and tolerance.

The best way to help students gain new perspectives and build skills for the future is through experiential learning. This tour is designed to increase awareness of global perspectives, foster appreciation for different cultures, and see curriculum come to life.

Students who participate in educational travel develop the necessary 21st-century skills to become effective communicators, reflective thinkers, lifelong learners, and responsible global citizens. Furthermore, educational travel allows students to develop leadership skills and successfully navigate new experiences with confidence.

The following information highlights some of the ways in which this educational tour can develop competencies in our students and bring lessons from the classroom to life.

CROSS-CURRICULAR COMPETENCIES	ON-TOUR COMPETENCY CONNECTIONS
Know how to learn To gain knowledge, understanding or skills through experience, study, and interaction with others.	Ø Students will learn from and contribute to the learning of others as they ask questions and participate in discussions, hone social networking skills, and gain empathy in working with diverse others
Think Critically Conceptualize, apply, analyze, synthesize, and evaluate to construct knowledge.	Ø Students will develop their critical thinking as they reflect on the destination's rich history and how it has influenced its modern society

Identify and Solve Complex Problems Have the confidence and capacity to solve a range of problems, from simple to complex.	Ø Travelling presents students with new situations that push them to problem solve and strategize (i.e. deciding how to spend their free time, how to fundraise, budget their money on lunches and souvenirs)
Manage Information Access, interpret, evaluate and use information effectively, efficiently, and ethically	Ø Students will be given the opportunity to process information effectively for a range of purposes while interacting with locals and listening for historical facts while on guided tours
Innovate Create, generate and apply new ideas or concepts.	Ø Students will develop self-confidence as they are placed outside of their comfort zone – making decisions while away from their families, and trying new foods and activities
Create Opportunities Though play, imagination, reflection, negotiation, and competition, with an entrepreneurial spirit.	Ø Students will develop motivation and self-reliance as they need to take responsibility for their belongings and actions while travelling to a foreign country
Apply Multiple Literacies Reading, writing, mathematics, technology, languages, media, and personal finance.	Ø Students have the opportunity to foster their digital communication skills pre-tour through weShare
Communication Demonstrate good communication skills and the ability to work cooperatively with others.	Ø Students practice effective oral communication & listening skills while on tour as they interact with peers, their tour director, locals, guides, etc.
Global and Cultural Understanding Demonstrate global and cultural understanding considering the economy and sustainable development.	Ø Students will develop global knowledge, a deeper sense of self, and sensitivity to and respect for others as they are immersed in a new culture.

Career and Life Skills Identify and apply career and life skills through personal growth and well-being.	Ø Students will develop empathy for diverse others, and develop valuable life skills		
------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------	--	--

COURSE: Spanish Language Arts 10–20–30			
General Outcomes	10	20	30
<i>General Outcome 1: Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.</i>	1.1 demonstrate confidence in personal language learning and use in a variety of formal and informal contexts	1.1 demonstrate self-direction, selfappraisal and openmindedness in language learning and use	1.1 recognize themselves as lifelong learners
<i>General Outcome 6: Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.</i>	6.1 use basic discourse features correctly and effectively	6.1 expand their repertoire of discourse features and experiment with using a wide variety of discourse features for effect	6.1 use a variety of discourse features correctly and select and use specific discourse features for appropriate effect
	6.2 understand the main points and supporting details of oral lectures, presentations and media on familiar topics	6.2 understand the main points and supporting details of oral lectures, presentations and media on familiar and unfamiliar topics	6.2 understand the main points and supporting details of oral lectures, presentations and media on familiar and unfamiliar topics

	6.5 select and use a variety of interactive strategies in a variety of situations; e.g., summarize the point reached in a discussion to help focus the talk	6.5. use appropriate interactive strategies effectively in a variety of situations; e.g., ask follow-up questions to check for understanding	6.5 use appropriate interactive strategies effectively in a variety of contexts; e.g., use suitable phrases to intervene in a discussion, self-correct if errors lead to misunderstandings
General Outcome 7: Students will explore, understand and appreciate the cultures of the Spanishspeaking world for personal growth and satisfaction and for participating in, and contributing to, our	7.1 participate in and contribute to communitybased activities reflecting Spanish-speaking cultures, using knowledge and skills related to language and culture participate in and contribute to communitybased activities, using multilingual/multicultural knowledge and skills	7.1 participate in and contribute to intercultural interactions with members of Spanish speaking language and culture communities participate in and contribute to intercultural interactions	7.1 engage in and appreciate activities that will promote their own lifelong Spanish language and cultural development engage in and appreciate activities that will promote their own lifelong multilingual/multicultural development
multicultural Canadian society and the world.	7.2 recognize and appreciate the influence and contributions of major historical events, figures and developments in the Spanish-speaking world	7.2 compare interpretations and perspectives of the influence and contributions of major historical events, figures and developments in the Spanish-speaking world	7.2 identify and analyze how historical experiences have shaped the contemporary cultures of the Spanish speaking world in local, Canadian and international contexts

	7.3 participate in various school and community events to promote intercultural understanding	7.3 participate in various school, community and Canadian events to promote intercultural understanding	7.3 participate in, and contribute to, individual, group, school and community activities, using their language and cultural knowledge and skills
	7.4 examine attitudes and values that contribute to crosscultural understanding	7.4 identify how intercultural and multicultural organizations have influenced the development of global citizenship	7.4 demonstrate cultural sensitivity and awareness of cultural diversity in everyday situations through appropriate behaviour and language
<p>On Tour Connections:</p> <p><i>Students should seize opportunities to practice their conversational Spanish as they explore local markets, participate in a cooking class, and visit historic sites and museums. They will be able to practice their oral speaking skills and ask questions about Spanish traditions, culture, and language as they engage with a wide variety of native speakers throughout their tour experience.</i></p> <p><i>As students interact with their Tour Director and local guides, they will discuss and reflect on what they have learned about Spanish history, language and culture during their tour experience.</i></p>			
<p>COURSE: Social Studies 10-1 Perspectives on Globalization</p>			
Key Issue	General Outcomes	Specific Outcomes	

<p>To what extent should we embrace globalism?</p>	<p>Students will explore the impacts of globalization on their lives.</p>	<p>1.1 Acknowledge and appreciate the existence of multiple perspectives in a globalizing world;</p> <p>1.4 Explore ways in which individuals and collectives express identities;</p> <p>1.7 Analyze opportunities presented by globalization to identities and cultures;</p>
		<p>1.8 Analyze challenges presented by globalization to identities and cultures;</p> <p>1.9 Evaluate efforts to promote languages and cultures in a globalizing world.</p>

<p>On Tour Connections:</p> <p><i>While on tour, students will interact with their Tour Director who will lead them through Spain highlighting the sights, sounds and smells that are unique to each city. Students can learn how cultures from around the world have influenced life in Spain and what aspects of local culture have spread to other regions.</i></p> <p><i>Students will have the opportunity to experience the difference in identities between multiple cities in Spain through experiences such as the Moroccan teahouse, a flamenco show and lesson, tunes and tapas and a cooking class in Madrid!</i></p>		
<p>COURSE: Social Studies 20-1 Perspectives on Nationalism</p>		
Key Issue	General Outcomes	Specific Outcomes

<p>To what extent should we embrace nationalism?</p>	<p>Students will explore the relationships among identity, nation and nationalism.</p>	<p>1.2 appreciate the existence of alternative views on the meaning of nation</p> <p>1.6 develop understandings of nation and nationalism</p> <p>1.9 analyze nationalism as an identity, internalized feeling and/or collective consciousness shared by a people</p>
<p>On Tour Connections:</p> <p><i>While on tour, students will be able to discuss with guides, locals, and their Tour Director the Spanish meaning of nation and their views on the importance of national identity.</i></p> <p><i>Students may be prompted to reflect on their own definition of nation and nationalism and compare it to what locals believe. Are there differences? Why or why not?</i></p>		

COURSE: Social Studies 30-1 Perspective on Ideology		
Key Issue	General Outcomes	Specific Outcomes
To what extent should ideology be the foundation of identity?	Students will explore the relationship between identity and ideology.	1.1 appreciate various perspectives regarding identity and ideology
		1.3 explore factors that may influence individual and collective beliefs and values 1.9 analyze the dynamic between individualism and common good in contemporary societies 1.10 evaluate the extent to which personal identity should be shaped by ideologies

<p>On Tour Connections:</p> <p><i>As students explore each city, they will learn about the relationship between culture, language and identity. They will both see and experience how this is represented in architecture, language, art, and food in each destination.</i></p> <p><i>Students will have the opportunity to interact with locals and can compare how this sense of identity has changed over time and its influence on individual and national belief systems and values.</i></p>		

COURSE: General Art Courses 10-20-30			
General Outcomes	10	20	30
Encounters: Art making articulates thought and imagination. Through images, we communicate with one another within our communities and across time and cultures. Encounters with the sources, transformations and impact of images are essential for understanding art.			
Transformations Through Time: Students will understand that the role and form of art differs through time and across cultures.	compare the image content of certain period	investigate the impact of technology on the intentions and productions of the artist	analyze the factors that generate a work of art, or an artistic movement: the experiences of the artists and the impact of the culture

Impact of Images: Students will understand that art reflects and affects cultural character.	become aware of the relationship between function and form in artistic productions	acquire a repertoire of visual skills useful for the comprehension of different art forms question sources of images that are personally relevant or significant to them in contemporary culture	question sources of images that are personally relevant or significant to them in contemporary culture
-------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------

<i>COURSE: Art Studies 11–21–31</i>		
Function	Creation	Appreciation
1. The student will understand that art serves various symbolic, descriptive and decorative purposes in society. 2. The student will understand that the role, form and value of art differs through time and across cultures. 3. The student will understand that art reflects and affects cultural character.	2. The student will understand the role of culture in the creation of artifacts. 3. The student will investigate the concept of style as it affects the creation of artifacts.	The student will develop a personal approach to the appreciation of artifacts. The student will analyze the affective power of artifacts over time and across cultures. The student will analyze personal responses to visual imagery.

On Tour Connections for Art 10,20,20,11,21,31

Throughout your Experience Spain tour, your group will be exposed to a variety of artwork including visits to the Prado, Park Guell, the Reina Sofia Museum, and the Sagrada Familia, Students will be able to compare various styles of art and experience how artists have expressed themselves throughout the centuries.

Before their departure, students can research Spanish works of art. During this process, they should reflect on their initial response to the style. They may wish to compare this style of art to other styles that they have previously studied. What differences do they notice? What similarities do they see? Do the works of art evoke similar emotions?

Students may wish to choose a work of art or a Spanish artist prior to departure and research its history. While touring the country, students can investigate what historical and cultural context has influenced that work or that artist. Students may be prompted to answer such questions as: What specific historical events influenced your artist? Has the political landscape of the country shaped your specific work of art? Do you see the values of the Spanish people reflected in that work of art?

Students will be able to reflect on the evolution of art and how it has reflected society over different periods. From classical renaissance paintings to Picasso's mid-20th century works, student will be able to compare and contrast the effect society has had on art, and vice-versa.

RISKS:**RISK REDUCTION:**

<p>Please see the attached risk assessment sheet provided by EF Educational Tours at the end of this document.</p> <p>Many travel companies have similar policies and procedures in place and it is something we seriously consider prior to choosing our travel company during the tendering process.</p>	<p>There will be several mandatory chaperone - student meetings prior to departure, beginning one month following approval of this proposal and ending one week prior to departure. During each meeting, we will be discussing individual itinerary items, safety concerns and how to mitigate them, practices for educational, rewarding travel and important getting-to-know each other activities.</p> <p>We will register each participant's passport number with the Canadian Embassy prior to departure so that our whereabouts will be known to our government. We will rely on the experience of our chosen travel company to include the safest possible locations on our itinerary.</p> <p>In the event of an emergency, students will be prepared prior to departure to:</p> <ol style="list-style-type: none">1. Find their way back to the hotel to meet up with the rest of the group2. Seek shelter in a home or business and use an internet-based email system to message each other

	<p>3. Find their way to the Canadian Embassy</p> <p>Head of trip will:</p> <ol style="list-style-type: none">1. Use the internet to contact parents2. Contact Senior Admin. and school principal in Red Deer3. Maintain regular contact with parents <p>We are collecting and making paper as well as electronic copies of each traveler's passport. This way we can check the expiry date long before travelling and have copies should a document be lost or stolen. Students will be presented with information on how to behave in an airport and how to go through security before departure. We will review what can be placed in a carry-on bag and what must be packed. 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 prior to departure. This will include how to carry and handle cash, and the use of credit and debit cards. Students will always be in groups to limit exposure to these events.</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>Students will carry with them all information about emergency contact numbers, hotel address and phone numbers, and teacher supervisors' numbers. They will also be taught what to do if they become separated from the group in a variety of circumstances.</p> <p>In addition, Leah has organized three previous student excursions, one to Costa Rica, one to Peru and one to Spain. She has also chaperoned the Spanish Exchange students who travel from Alberta to Spain through Alberta Education on three different occasions. Several months prior to departure, students and parents meet with the chaperones to discuss safe travel, as well as the expectations and parameters associated with such travel.</p>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

EDUCATIONAL VALUE:

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

Pre-trip:

Meet monthly with students from May to December; meet bi-weekly from January to March; meet weekly in April: discuss the significance of the activities in the itinerary; discuss safe travel practices; prepare students for common international travel practices (such as currency conversion or Spanish terminology) and behaviour.

During Trip:

Students will be required to journal their experiences, learnings and highlights throughout their trip. Starting with their wait at the airport at the beginning of the trip to when the return. They will be focusing on highlights, problems they encountered, things they learned and overall documentation of the events and places they experience.

Post-trip:

Follow up with students and parents regarding feedback of excursion. Sharing of their journals or some of their highlights.

CROSS CULTURAL ENGAGEMENT:

This tour provides numerous opportunities for cultural enrichment through experiential learning.

History and Culture

Granada:

Travel to Granada, one of the eight provinces in Andalusia. Located at the foothills of the Sierra Nevada, it was the last bastion of Moorish rule in Spain. Recall both *The Arabian Nights* and the works of Washington Irving as you tour Spain's most celebrated building: Granada's 14th-century Alhambra, a UNESCO World Heritage Site. See the exotic mosaics and richly ornamented courtyards of the country's last Moorish stronghold. Here, Christopher Columbus discussed with the king his plans for sailing to India. Then walk in the footsteps of sultans as you tour the Generalife—a 14th-century palace surrounded by magnificent rose gardens—where they often spent their summers.

Take in the sights and scents of a teteria, a traditional Moroccan tea house, where the décor and aromatic teas will delight the senses.

Get an inside look at an industry that has been thriving in Córdoba for centuries when you visit an olive oil farm

Seville:

Stop in Seville, capital of Andalusia, birthplace of Velázquez, and host of the 1992 World's Fair. If you're lucky enough to arrive in spring, Seville will greet you with the sweet fragrance of orange blossoms. As you enter Seville, drive past the area where the Iberia - American Expo was held in 1929 to have a look at some of the Pavilions, the river Guadalquivir and the Maria Luisa Park. See the Plaza de Espana, also built for the Expo to showcase Spain's industry and technology exhibits. Today the Plaza de España mainly consists of Government buildings. The Seville Town Hall is also located within it.

Imagine the spectacle of a traditional Spanish bullfight at the Plaza de Toros bullring, celebrated for its Baroque architecture and historical significance.

Madrid:

Your sightseeing adventure begins with a panoramic tour of Spain's capital city. At the Puerta del Sol, the center of Madrid, pass through one of the nine arched gateways leading to the Plaza Mayor, the Renaissance hub of the city. This grand square has witnessed events ranging from bullfights to royal weddings to public executions. Continue to the Plaza de Oriente, Madrid's largest square.

Next, you will explore this magnificent royal palace, built by Bourbon King Philip V. Once the seat of the most powerful court in the world, it was here that Spain officially joined the

European Community in 1986. The palace boasts more than 2,000 rooms, including one with extravagant ceramic walls. Marvel at the splendid marble staircase, the golden Throne Room and the incredible variety of priceless frescoes and chandeliers.

Your tour director will continue to show you Madrid. Travel back in time to Spain's Golden Age, when painters like Goya and Velázquez ruled and the Royal Court reigned. Get acquainted with the center of Iberia and its biggest draw—the friendly madrileños who inhabit the cafés, tascas and flea markets that pack the city. And discover what makes Pedro Almodóvar want to immortalize the Madrid scene in his films.

Optional Cooking Class: Spanish cuisine is as diverse as the country's geography, climate and culture. Since being established as the capital of Spain by King Felipe II in the 16th century, Madrid has been a true melting pot of the country's regional cuisines. This mouth-watering optional excursion gives your group a chance to prepare—and savour!—a Spanish specialty of your own.

Barcelona:

Barcelona is Spain's second-largest city and the capital of Cataluña. Queen Isabella and King Ferdinand V received Columbus in Barcelona upon his return from the Americas in 1493. Barcelona played a prominent role in the overthrow of Spain's monarchy in 1931, and was also the last city in Spain to surrender to Franco in 1939.

Marvel at the Monumento a Colon, built in honor of Christopher Columbus ("Columbus" is Colon in Spanish). Located at the site where Columbus returned to Spain after his first voyage to the Americas, it is a commonly held belief that instead of pointing to the west towards the New World, the statue points east towards Columbus's supposed home city of Genoa. This, however, is not true, as the statue points south-southeast. It is more likely that the statue is situated in the current way simply to have Columbus point out to sea underscoring his achievements in naval exploration.

Stroll down Las Ramblas, the tree-lined pedestrian boulevard that W. Somerset Maugham called "the most beautiful street in the world." Wander among the newspaper kiosks, flower and bird stalls, performers, and local shops. Restaurants, cafés and hotels abound, as do tourists and locals alike.

The Arts

Seville:

Designed by Anibal Gonzalez, the Plaza de Espana combines a mix of 1920s Art Deco and 'mock Mudejar' and Neo-Mudéjar styles. The Plaza de España complex is a huge half-circle with buildings continually running around the edge accessible over the moat by numerous beautiful bridges. In the centre is a large fountain. By the walls of the Plaza are many tiled alcoves, each representing a different province of Spain.

Born of Indian, Moorish, Arabian and gypsy influences, flamenco is a passionate display of dramatic poses and colorful costumes, accompanied by song and guitar. This evening, feel the beat as you experience a fiery taste of the soul of Spain. A beverage is included during the 2-hour flamenco performance.

Madrid:

Visit the world-renowned Prado, filled with works collected by the Spanish monarchy. One of the museum's most famous paintings is Las Meninas by Velázquez. You'll also find Goya's paired canvases The Clothed Maja and The Naked Maja, along with works by Bosch, El Greco and many others.

Barcelona:

Barcelona, known as "La Gran Encisera" (the Great Enchantress) has inspired countless artists—Miró, Picasso and Dalí all lived or studied here at the beginning of their careers.

Gaudí's Parque Guell, a UNESCO World Heritage Site, is a beautifully landscaped park is decorated with playful Modernist mosaics. Visit the Room of a Hundred Columns, a covered market with 84 pillars, and see the Casa-Museu, where Gaudí lived from 1906 to 1926.

World Religions

Seville:

At the Roman Catholic Seville Cathedral, walk into the Patio de los Naranjos, an orange tree courtyard meant for relaxation and prayer. The Cathedral has 10 major doors on its four facades and contains 80 chapels. It is the largest Gothic cathedral and the third-largest church in the world. Finish at the bottom of the Giralda bell tower, a former minaret (an architectural feature of Islamic mosques). The cathedral is also the burial site of Christopher Columbus.

Cordoba:

Explore the spectacular Mezquita, whose building originally served as a medieval Islamic mosque but is now a Catholic cathedral. It is considered to be one of the best examples of Renaissance and Moorish architecture.

Barcelona:

Your guided tour takes you past the controversial and still unfinished La Sagrada Familia (the Church of the Holy Family). This masterpiece of twisting spires and colorful mosaics was designed by Gaudí, who estimated it would take 200 years to complete. Christian symbolism can be found in all of Gaudí's work, but the most evident example of its application is this church, which tells the life of Jesus and the history of the faith. To that end the church has been built over the years according to Gaudí's original idea, which expresses the Catholic faith in the architecture: Jesus and the faithful, represented by Mary, the apostles and the saints. This can be seen in the eighteen bell towers, which symbolize Jesus, the Virgin Mary, the four evangelists and the twelve apostles; on the three facades, which represent the human life of Jesus (from birth to death); and in the interior, which suggests the celestial Jerusalem, where a set of columns, dedicated to Christian cities and continents, represent the apostles. Although incomplete, the church is a UNESCO World Heritage Site, and in November 2010 was consecrated and proclaimed a minor basilica by Pope Benedict XVI.

In addition, the 14th-century Barri Gòtic is the oldest surviving part of Barcelona and is home to the stunning Barcelona Cathedral, built in the Mediterranean Gothic style.

Spanish

Enjoy opportunities to practice your conversational Spanish as you explore local boutiques, historic sites or even try to order lunch at a local restaurant. Listen to the sounds of the Madrileño dialect and compare and contrast it with the sounds of the Catalan language while strolling through the streets where famous artists and architects such as Francisco Goya, Salvador Dali, Miguel de Cervantes, and even Ernest Hemingway once lived.

GLOBAL CITIZENSHIP:

This trip is designed to inspire global citizens and bring education out of the classroom and into the world. It is our goal to empower students through travel. Participation in this tour and speaking Spanish and being immersed in an authentic environment will push students to look beyond their current world and open their eyes to a bigger world full of opportunity.

SHARED EXPERIENCE:

As mentioned above, students will be journaling their experiences throughout the trip and be asked to share what they are willing in a follow up gathering with students, parents and any staff who would like to attend.

I will be discussing the possibility of a potential school visit with the tour company. This all depends on the company chosen after tender. I also have personal contacts with schools in Spain and I am currently in contact with them to see the possibility of doing a combined activity.

ITINERARY:

A sample itinerary has been developed between Leah Stella and EF Educational Tours prior to the tendering process. Below is a sample itinerary of daily activities. Subject to change, depending on time and cost factors. No official tender has yet been chosen.

Experience Spain**Day 1: Fly overnight to Spain****Day 2: Málaga • Granada**

Meet your Tour Director at the airport

Day 3: Granada

Take a guided tour of the Alhambra

With your expert local guide, you will see:

- Gardens of Generalife
- Summer Palace
- Alcazaba Fortress
- Medina Arab baths
- Charles' V (5th) Palace
- Partal Palace

Compete in a "City Challenge" scavenger hunt

Visit a Moroccan tea house

Day 4: Granada • Seville

Visit an Olive Oil Farm

Take a walking tour of Seville

With your Tour Director you will see:

- La Giralda bell tower
- Torre del Oro
- Plaza de Toros de Maestranza

Visit Las Setas de Sevilla, the largest wooden structure in the world

Day 5: Seville

Take a guided tour of Seville

With your expert local guide, you will see:

- Maria Luisa Park
- Barrio de Santa Cruz

See the Plaza de España

Visit the Seville Cathedral

Explore Seville on your own

Take a Flamenco dance lesson

See a flamenco show

Day 6: Seville • Córdoba • Madrid

Tour Córdoba with an expert local guide

Visit the Mezquita

Day 7: Madrid

Tour Madrid with an expert local guide

Visit the Royal Palace

Enjoy an authentic Spanish lunch

Take a walking tour of Madrid

With your Tour Director you will see:

- Puerta del Sol
- Plaza Mayor
- Market of San Miguel

Visit the Prado Museum

Tapas & Tunes Evening (tapas dinner + live music)

Day 8: Madrid

Visit the Reina Sofia Museum

Enjoy a picnic lunch in Madrid

Free time in Retiro Park

Day 9: Madrid • Barcelona

Travel by AVE train to Barcelona

Take a guided tour of Barcelona

Guided visit of Park Güell

Day 10: Barcelona

Take a walking tour of Las Ramblas

Visit la Boqueria market

Guided visit of Sagrada Familia

Take the Montjuic Funicular (cable car)

Day 11: Barcelona • Figueres

Half-day excursion to Figueres

Visit the Salvador Dali Museum

Art workshop: paint Gaudi dragon figurines or Picasso art class

Day 12: Depart for home

SUPERVISION:

Leah Stella - organizing chaperone. Plus at least 5 additional teacher chaperones to be chosen.

ACCOMMODATION:

3-star and/or budget hotels

FUNDRAISING:

Fundraising is optional and depends on family time and need; the opportunity to form a parent fundraising committee will be introduced in the first parent meeting. Students may raise their own money through personal jobs, savings, and/or support from their families.

EXPENDITURE GUIDELINES:

No tender has yet been chosen. However, the funds will go towards airline tickets, accommodations, meals, district insurance, activities, land travel (trains, busses, public transportation), entrances into events and museums, etc.

Board Agenda Item



Topic: ASBA Report

Presenter: Cathy Peacocke

Meeting Date: February 12, 2020

Background

The Board of Trustees will find a written report provided by Trustee Cathy Peacocke.

Recommendation:

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

Zone 4 Report for the Board

February 24, 2020

The February 24, 2020 Zone 4 meeting was hosted by Battle River School Division at the Norsemen Inn in Camrose. Lorrie Jess, Vivian Abboud and Chelsea McNaughton, who is Manager, Board Governance, attended the meeting electronically via Zoom. The meeting included:

- ASBA held a day long strategic planning meeting earlier this month to which Zone Chairs and Alternate Directors were invited. ASBA Reps will attend Zone meetings in March to share input on the draft strategic plan and to seek feedback. ASBA will be sending out a digital poll to Boards seeking input on their Mission, Vision and Values.
- Trustees from Clearview attended the EverActive conference and the Zone Student Wellness Initiative Zone Rep spoke very highly of the learning opportunity.
- A professional development session was given by Dr Cindy Vaselenak, ASBA Consultant, entitled: A Tour De France A Model for Good Governance. She spoke to the need to work from a 30,000 foot perspective and addressed role clarification, working together, trust and respect, and shared team goals. To note for future opportunities to attend a session with Cindy, she is a former Superintendent and used her experience to give real life examples of her role as Superintendent, adding additional interest to her discussions and making for a very engaging presentation.
- Career Expo is seeking continued sponsorship from the Zone to support the 2020 Career Expo. Last year the Zone gave \$1250, and a motion was put forward to fund this amount again and an additional \$150 for supplies. This amount gives the Zone a booth at the Expo and a few trustees have manned to booth to raise awareness of the role of Boards. The motion was defeated.
- Discussion was held that there will be a review of the Zone bylaws. A proposal has been made by the Executive that Board Zone Reps hold a separate meeting, along with Chelsea McNaughton, ASBA Manager of Board Governance, to draft amendments to the bylaws. This draft would then be sent to PDAC, for their consideration as our Zone bylaws must align with ASBA bylaws. The draft would then be sent to Boards in time for consideration before our Zone October Organizational meeting. **Trustees, please let your Board Rep know if you have any suggestions for amendments to the Zone bylaws.**
- World Cafe discussion on the role and work of Zones. What is going well, are we getting it right, are there things we should be doing that we aren't.

The next Zone meeting will be Monday, March 23 at Red Deer Public Central Office.

Submitted by Cathy Peacocke, Zone Rep

Board Agenda Item



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 - February, 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	43	39	51	53									245	261	-1
47 ASPEN HEIGHTS		42	48	42	34	35	33									213	234	-2
45 BARRIE WILSON - ENG.		60	53	56	75	58	56									328	358	4
45 BARRIE WILSON - F.I.		34	33	30	37	32	27									176	193	1
44 DON CAMPBELL		77	77	88	56	71	48									379	417	-1
49 ESCUELA VISTA GRANDE - S.B.		36	42	33	29	33	23	8	11							197	215	0
40 FAIRVIEW	28	27	35	23	32	46	30									194	221	-2
42 G.W. SMITH	31	34	42	41	44	52	49									261	293	2
43 JOSEPH WELSH	30	40	42	43	58	56	45									279	314	-1
54 MATTIE MCCULLOUGH	16	73	61	80	76	76	79									417	461	-1
45 MOUNTVIEW - ENG.		28	34	35	25	27	31									166	180	8
45 MOUNTVIEW - F.I.		32	40	38	41	25	30									190	206	-1
48 ORIOLE PARK - ENG.		38	40	37	39	47	35									217	236	3
48 ORIOLE PARK - F.I.		33	28	30	21	21	30									147	163	-1
52 WEST PARK ELEM.	32	45	43	54	51	45	44									276	314	0
32 G.H. DAWE	27	28	45	42	39	35	44	50	41	37						361	388	9
69 GLENDALE		25	47	46	34	39	46	54	61	49						389	401	-1
55 NORMANDEAU	32	31	35	42	33	43	47	66	70	57						425	456	0
137 GATEWAY CHRISTIAN SCHOOL		72	71	76	73	76	79	81	82	60					158	634	670	-1
62 C.M.S. - Eng.								132	103	108						343	343	1
62 C.M.S. - F.I.								73	88	86						247	247	0
65 EASTVIEW								189	195	212						596	596	-1
68 W.M.S.								180	177	162						520	520	0
75 L.T.C.H.S. - Eng.											376	351	370	470	5	1567	1567	19
75 L.T.C.H.S. - F.I.											69	75	61	47		252	252	0
90 H.H.H.S.											344	302	359	371	3	1376	1376	25
30 NORTH COTTAGE												2	9	9		20	20	1
124 R.D. REG. HOSPITAL EDUC. PROG.											3	2				5	5	2
127 DIREWOOD										1						1	1	-1
128 YOUTH ASSES. CENTRE.										1	1	1	2	1		6	6	1
129 PARKLAND YOUTH HOMES									1	1		2	2			6	6	-2
131 OSKAYAK TREATMENT CENTRE																0	0	0
133 OUTREACH SCHOOL CENTRE											56	79	138	200		273	273	19
136 QUEST HIGH SCHOOL							1		4	12	33	20	20	17	2	107	107	5
132 SCHOOL WITHIN A COLLEGE													1	13	17	14	14	6
DISTRICT TOTALS	196	788	858	879	836	868	830	833	833	786	827	811	903	1066	385	10822	11314	90

	ENGLISH	FRENCH IMMERSION	SPANISH BILINGUAL	DISTRICT TOTALS	PREV MONTH	DIFF	SEPT TOTALS	DIFF
PreK	196	0	0	196	196	0	197	-1
E.C.S.	653	99	36	788	789	-1	786	2
ELEMENTARY	3648	463	160	4271	4255	16	4253	18
MIDDLE SCHOOLS	2186	247	19	2452	2453	-1	2447	5
SENIOR HIGH	3355	252	0	3607	3531	76	3546	61
TOTALS - Feb.2020	10038	1061	215	11314	11224	90	11229	85
TOTALS - Feb.2019	9941	1034	205	11180	11085	95	11118	62

Revised 03/03/2020:12:18

*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: March 11, 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:

- February 26 - Senior Admin Meeting
- February 27 - Provincial Budget
- February 28 - Central Services Staff Meeting
- March 3 - Elementary Principals Meeting
- March 4 - Senior Admin Meeting
- March 4 - Foundation Bright Start Luncheon
- March 4 - Agenda Review
- March 5 and 6 - Annual Board Retreat
- March 9 and 10 -Principalship Interviews
- March 10 - Admin Meeting
- March 10 - City Wide School Councils Meeting
- Coached 26 Vice-Principals in February & March

Recommendation:

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

Board Agenda Item



Topic: Board Chair's Report

Presenter: Nicole Buchanan

Meeting Date: March 11, 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



Topic: Correspondence Sent

Presenter: Nicole Buchanan

Meeting Date: March 11, 2020

Background

The Board of Trustees will find a copy of the letter that was sent to Honourable Minister Adriana LaGrange regarding the request to add the word “Public” to Red Deer School Division’s school division and corporate names.

Recommendation:

The Superintendent of Schools recommends THAT the Board accept the letter as information.



Nicole Buchanan
Board Chair
Phone: 403-596-4611

February 13, 2020

Honourable Adriana LaGrange
Minister of Education
228 Legislature Building
10800 - 97 Avenue NW
Edmonton, AB
Canada T5K 2B6

Dear Minister LaGrange:

Thank you for your November 19, 2019 letter regarding our request to add the word "Public" to Red Deer School Division's school division and corporate names.

As we shared, public school education is unique, valuable and distinct and we believe Public needs to be maintained as a valued and respected part of our identity.

In your response, you noted that under Section 79 of the *Education Act*, "a Board of Trustees may, by resolution, change its corporate name to another name that is approved by the Minister."

At the January 8, 2020 meeting of the Board of Trustees, the Board unanimously approved the following resolution:

THAT the Board of Trustees requests under Section 79 of the Education Act, 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

We were pleased to see that Elk Island Public Schools recently received your approval to retain its identity as a public school board following a similar request under Section 79 of the *Act*.

We appreciate your consideration of our request and hope for a favourable response and approval.

Sincerely,

Nicole Buchanan, Chair
Red Deer Public Schools

Attachment: Board Resolution and Approved Minutes – January 8, 2020

