



Public Board Meeting AGENDA

Wednesday, April 10, 2019

1:00 PM

Central Services Board Room

4747 53 Street

Red Deer, AB

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

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

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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
 7. Approval of Agenda
 8. Recognition
 - 8.1 Edwin Parr Nominee Recognition Bruce Buruma
 9. Governance Agenda
 - 9.1 Radon Report Della Ruston
 - 9.2 Three Year Education Plan Ron Eberts
 - 9.3 Second Quarter Financial Statements Colin Cairney
 - 9.4 International Student Tuition 2019-20 Nicola Golby

9.5	Proposed 2020 WPM Field Study to Orlando, Florida	Stu Henry
9.6	Proposed 2020 HHHS Field Study to France	Stu Henry
9.7	Enrolment Summary Report	Ron Eberts
9.8	ASBA Policy Resolutions	Bruce Buruma
9.9	ASBA Report	Laurette Woodward
9.10	PBSAA Report	Bill Stuebing
9.11	District Values	Bruce Buruma
9.12	Superintendent's Report	Stu Henry
9.13	Board Chair's Report	Bev Manning
9.14	Correspondence Received	Stu Henry
10.	Trustee Questions	
11.	Celebrations	
12.	Adjournment	



Public Board Meeting

Minutes

Date: Wednesday, March 13, 2019

Time: 1:00 PM

Trustees	Bev Manning, Chair Nicole Buchanan, Vice Chair Bill Christie, Trustee Dianne Macaulay, Trustee Bill Stuebing, Trustee Cathy Peacocke, Trustee Laurette Woodward, Trustee
Senior Administration	Stu Henry, Superintendent of Schools Bruce Buruma, Corporate Secretary Colin Cairney, Corporate Treasurer Ron Eberts, Associate Superintendent Chad Erickson, Associate Superintendent Nicola Golby, Associate Superintendent Della Ruston, Associate Superintendent

Call to Order

The public meeting of the Board of Trustees was called to order at 12:11 p.m.

Motion to Meet in Private

Moved By: Bill Christie, Trustee

That the Board meet in private, the time being 12:11 p.m.

Carried

Revert to Public Meeting

The meeting reverted to a public meeting, the time being 1:00 p.m.

O Canada

O Canada was sung.

Land Acknowledgement

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

Approval of Minutes

Moved By: Cathy Peacocke, Trustee

That the minutes for Board Meeting February 13, 2019 be approved as presented.

Carried

Approval of Agenda

Moved By: Laurette Woodward, Trustee

That the agenda for Board Meeting March 13, 2019 be approved with the following additions:

1. Modular Move from Westpark Middle to Normandeau
2. Awarding of Bussing Contracts

Carried

Recognition

Governance Agenda

Report from the Foundation for Red Deer Public Schools

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 such as Bright Start, Reading College, Finish Line and STEP up program.

Foundation Board Chair, Andy Metzger along with Executive Director, Bruce Buruma, shared information on the Foundations successes as well as future directions for the Foundation.

Moved By: Bill Christie, Trustee

THAT the Board of Trustees receive the Report from the Foundation for Red Deer Public Schools as information.

Carried

Three Year Capital Plan

The District's Three Year Capital Plan for 2019-22 must be submitted to Alberta Education by April 1, 2019, 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: Nicole Buchanan, Vice Chair

THAT the Board of Trustees identify their priorities for the new Three Year Capital Plan 2020 – 23 as follows:

1. The modernization with addition of Hunting Hills (building envelope, mechanical, electrical, and functional)

2. New 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 Red Deer, 1000 spaces
7. The modernization of Eastview Middle School (architectural, mechanical, electrical, and functional)

Carried

Update on Westpark Middle School

Associate Superintendent Ruston provided an update on the Westpark Middle School rebuild. At this stage the project is approximately 65% completed with turnover scheduled for June 2019 with classes beginning in September 2019. In the spring, a request for proposals will be sent out to invite bids for the demolition of the old school. It is anticipated that the project will qualify for for Leed Gold Certification (Leadership in Energy and Environmental Design).

Moved By: Nicole Buchanan, Vice Chair

THAT the Board of Trustees receive the update on Westpark Middle School as information.

Carried

School Council Insurance

Corporate Treasurer Cairney provided information on Insurance for Councils and Societies. The district carries a general liability policy to cover bodily injury and property damage claims against the district, its employees and school councils, while they are performing their duties. The School Act indemnifies school councils from liability.

In order for the districts insurance to respond to any potential claims or lawsuits, the principal needs to be actively involved in the planning, organizing and supervising of the activity rather than merely supporting or attending the parent group/society's activity.

Registered Societies are separate legal entities from the district and are therefore not provided with insurance coverage by the district for any activities.

Moved By: Laurette Woodward, Trustee

THAT the Board of Trustees receive the report on School Council Insurance as information.

Carried

Inclusive Education Funding

Associate Superintendent Erickson provided information relative to Inclusive Education Funding and Coding.

Beginning in 2012/2013, the funding allocations for the severe disabilities funding profile and for ECS mild/moderate and gifted/talented were included in a new Inclusive Education funding allocation. When introduced, the model represented a first step to implementing a funding model that supported inclusive practices across the province.

The move from Severe Disabilities Profile Funding to the New Inclusive Education Funding did not result in a net gain or loss for the district.

While coding is no longer directly related to funding on a year by year basis, it continues to be the responsibility of school authority staff to assign a special education code to a child's/student's registration in Provincial Approach to Student Information (PASI).

Moved By: Dianne Macaulay, Trustee

THAT the Board of Trustees receive the report on Inclusive Education Funding as information.

Carried

Enrolment Summary Report

Student enrolment at the end of February 2019 was 11,180 students.

Moved By: Cathy Peacocke, Trustee

THAT the Board of Trustees accept the Enrolment Summary Report for February 28, 2019 as information.

Carried

ASBA Report

Trustee Woodward reported on the February 25, 2019 ASBA Zone 4 meeting. Trustee Woodward brought forward a question that will be discussed at the next ASBA meeting around jurisdictions experience with vaping. Is it an issue and what is the board policy regarding vaping? ASBA is also wondering if any jurisdiction is willing to do a workshop at the June ASBA spring meeting for the student summit, called Head Strong.

Moved By: Laurette Woodward, Trustee

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

Carried

PBSAA Report

Trustee Stuebing reported on the recent PSBAA meeting. The meeting included key messages regarding Provincial Budget and the Together for Student campaign.

Moved By: Bill Stuebing, Trustee

THAT the Board of Trustees accepts the PSBAA Report as information.

Carried

Review Trustee Professional Development Plans

Trustees were provided with their current year-to-date expenditures along with potential future costs to attend ASBA and PSBAA conferences. There was a discussion around any additional professional development opportunities to participate in.

Moved By: Bev Manning, Chair

THAT the Board of Trustees receive this report as information.

Carried

Modular Move from Westpark Middle to Normandeau School

A request to Alberta Education to have the modular currently located at Westpark Middle School be relocated to Normandeau School has been denied.

Superintendent Henry proposed that the district continue to move forward with the move. The first step would be to request, from Alberta Education, to use general reserve funds to support the cost involved in moving the modular to the new site.

Trustee Woodward excused herself due to a conflict of interest.

Moved By: Nicole Buchanan, Vice Chair

Move the Westpark Middle School modular to Normandeau K-8 School and use reserve funds to support the cost involved in moving the modular to the new site.

Carried

Awarding of Busing Contracts

Associate Superintendent Ruston provided a report on the Busing Contract Request for Proposals (RFP) to be awarded for Regular Urban Busing Services and the Small Capacity Urban Busing Services. The RFP's closed on Wednesday, March 6, 2019.

The Board of Trustees is required to approve the awarding of Regular Urban Busing Services and Small Capacity Urban Busing Services contracts for the next three years beginning on July 1, 2019 and ending on June 30, 2022, with the option of a two year renewal option to June, 2024. Prairie Bus Lines met or exceeded all of the evaluation criteria for both Regular Urban Busing Services and Small Capacity Urban Busing Services, outscoring the other applicants. It is recommended that the contracts are awarded to them.

Moved By: Bill Christie, Trustee

That the Board of Trustees approve the awarding of the Regular Urban Busing Services Contract and the Small Capacity Urban Busing Services Contract for

the next three years, beginning on July 1, 2019 and ending on June 30, 2022, with the option of a two-year renewal to June, 2024 to the recommended transportation service provider.

Carried

Superintendent's Report

Superintendent Henry reported on a number of meetings and activities he was involved in during the months of February and March.

Moved By: Bev Manning, Chair

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

Carried

Board Chair's Report

Moved By: Bev Manning, Chair

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

Carried

Trustee Questions

Celebrations

The Board of Trustees and Senior Administration shared celebrations of events and activities taking place in the District over the last month:

Adjournment

Chair Manning declared the meeting adjournment at 2:56 p.m.

Chair

Corporate Secretary

Board Agenda Item



Topic: Edwin Parr Award Nominee

Presenter: Bruce Buruma

Meeting Date: April 10, 2019

Background

The Edwin Parr Award recognizes excellence in those entering the first year of the teaching profession. An initiative of the Alberta School Boards Association, school jurisdictions nominate teachers who deserve to be recognized for their outstanding efforts. The ASBA recognizes award winners at the zone level with those individuals then recognized at the provincial level.

The award, named in honor of a former president of the Alberta School Trustees' Association, is presented each year to a first-year teacher who demonstrates outstanding performance with respect to the following criteria:

- Knowledge of Student Learning Styles?
- Skill in Utilizing a Variety of Instructional Methodologies
- Skill in Utilizing a Variety of Student Evaluation Methods
- Skill in Diagnosing Students' Knowledge and/or
- Skills Skill in Assisting Students to Develop a Positive Self-Concept
- Involvement in Professional Development
- Involvement in Extra-Curricular and Community Activities
- Interpersonal Skills with Students

Our principals suggest potential candidates with three individuals identified this year. Associate Superintendents Moltzahn and Golby review teaching reports, meet with candidates and visit their classrooms to determine who will be the District nominee for the award.

Randi Cummerford, a grade 3 teacher at École Barrie Wilson School, is Red Deer Public Schools' 2018 nominee for the Zone 4 ASBA Edwin Parr Teacher Award. Mrs. Cummerford is a graduate of the Red Deer College - University of Alberta Bachelor of Education Collaborative Middle Years Program. Last summer, she was one of the graduate teachers working with the Reading College program.

In supporting her nomination, Chris Good, Principal at École Barrie Wilson School shared that Mrs. Cummerford goes the extra mile to ensure that her students are engaged in their work and connected to why they are learning the curriculum. In her first year, she has worked long hours to ensure that her classroom is ready to welcome students. She has also developed strong professional connections with her colleagues at the school.

Her work in the classroom is exemplary where she uses diagnostic assessments to get to know her students as learners and then uses that information to plan each student's individual success. Mrs. Cummerford uses a variety of different pedagogical tools, ranging from traditional to more hands-on learning and her students are adept at using technology. Mr. Good is impressed mostly about her ability to build relationships with the students in her classrooms as

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well as their families. These relationships result in students believing in themselves as she instills confidence in them.

In this, her first year of teaching, Mrs. Cummerford has a diverse and challenging group of students. She has handled this challenge exceedingly well and found ways for all of her students to succeed on an individual level and adjusts her teaching to meet the learning needs of students in her class.

Randi Cummerford is a compassionate and caring teacher who ensures the very best of her students. She exemplifies excellence each day in her classroom and is an outstanding nominee for this important and prestigious award.

Randi Cummerford, along with her principal Chris Good, will attend at the April 10, 2019 meeting of the Board of Trustees to be recognized as Red Deer Public's nominee for the Edwin Parr Award.

Quality Indicators:

Personnel Management

- QI 4.2 Develops and effectively implements quality recruitment, orientation, staff development, disciplinary, evaluation and supervisor processes.
- QI 4.4 Fosters high standards of instruction and professional improvement (Quality Teaching Standard).

Recommendation:

The Superintendent of Schools recommends that the Board of Trustees recognize Randi Cummerford as Red Deer Public's nominee for the Edwin Parr Award and for demonstrating excellence as a first year teacher.

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Topic: Radon Testing

Presenter: Della Ruston

Meeting Date: April 10, 2019

Background

Radon is a radioactive gas that is found in rock, soil, water, some building materials, and natural gas. It comes from the breakdown of uranium in the ground. Radon travels up through cracks in the earth's surface and through spaces in soil. It can enter houses or schools through cracks in foundation walls and basement floors, through openings around drain pipes and sump pumps, or through any other unsealed opening near soil and rocks around a building. People are unable to see, smell, or taste Radon so the only way to discover the level of Radon is through testing.

Radon can build up over time and lead to high concentrations. When the gas decays into radioactive particles they can become trapped in lungs when people breathe. If there are high levels of Radon, lungs can become damaged and increase someone's risk of developing lung cancer. Smokers are more at risk.

The District will put out a Request for Proposals (RFP) this spring/summer and will award radon testing to a contractor. Testing will occur next winter, as the best time to test for radon is over the winter when windows and doors aren't open as much, allowing radon levels to build up and provide more accurate readings. We will use Infrastructure Maintenance and Renewal (IMR) funds to pay for the testing. Fortunately, most of our buildings do not have basements or crawl spaces, decreasing the likelihood that there will be high concentrations of radon gas.

Before testing, staff, students, and parents would be notified, followed by a notification of the findings and/or remediation that would be occurring if necessary.

Due to changes in building codes in Canada, newly constructed government buildings, including schools, are built with a radon mitigation system roughed in so that if necessary, a system can be activated. The current Canadian guideline for radon in schools is 200 becquerels per cubic metre (200 Bq/m³). Remediation would occur for any schools with testing results over 100 Bq/m³.

There are many mitigation strategies if higher levels of radon are discovered. Some of these are maintenance related solutions such as sub-slab depressurization. Other solutions would be more specialized and may include radon mitigation systems. Following remediation work, follow-up radon measurements would occur to ensure that the mitigation had been successful.

Reference Source:

Radiation Safety Institute of Canada. Retrieved March 26, 2019 from <https://radiationsafety.ca/>

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Carex Canada. Radon in schools: A summary of testing efforts across Canada. (Nov.27, 2017). Retrieved March 26, 2019 from <https://www.carexcanada.ca/en/radon/>

B.C. Centre for Disease Control. Radon Testing in BC Schools Protocol. Retrieved March 26, 2019 from <http://www.bccdc.ca/resource-gallery/Documents/Guidelines%20and%20Forms/Guidelines%20and%20Manuals/EH/RPS/RadoninSchoolsTestProtocolNov2012final.pdf>

CBC. Radon testing not a priority for Calgary public school board after initial test of 10 buildings. (Feb. 8, 2019). Retrieved March 26, 2019 from <https://www.cbc.ca/news/canada/calgary/calgary-radon-school-public-1.5009704>

United States Environmental Protection Agency. Radon in Schools. (Jan.19, 2017). Retrieved March 26, 2019 from <https://www.epa.gov/radon/radon-schools>

Quality Indicators:

Student Welfare

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

Superintendent/Board Relations (“The First Team”)

- QI 6.4 Keeps the Board informed about District operations.
- QI 6.6 Interacts with the Board in an open, honest, pro-active and professional manner.

Strategic Planning and Reporting:

- QI 7.3 Develops short and long-range plans to meet the needs of the District and provide for continuous improvement.

Organizational Management:

- QI 8.2 Effectively manages time and resources.
- QI 8.3 Ensures contracted services (e.g., labour and legal) meet quality expectations of the Board.

Recommendation:

The Superintendent of Schools recommends that the Board of Trustees receive the Radon Testing Update as information.

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Topic: District Three-Year Education Plan (2019-2020 to 2021-2022)

Presenter: Ron Eberts
Meeting Date: April 10, 2019

Background

The Three-Year District Education Plan sets the strategic direction for Red Deer Public Schools, with the ultimate goal of success for every student. The plan includes outcomes, strategies, and performance measures the district and our schools will follow to achieve this. While guided by Alberta Education in the development of the plan, and as a pilot jurisdiction for the Assurance Model, our plan truly reflects the needs and priorities for Red Deer Public Schools and our community. The plan is based on significant consultations with our stakeholders through both an online feedback gathering process, as well as a number of face-to-face focus group meetings with various stakeholders. We continue to look at a wide range of data, research and trends to ensure the plan is focused on key priorities. As a result, we believe our education plan is a valuable and compelling document.

The draft of our Three-Year District Education Plan follows the same three main priority areas as our plan from last year. These priority areas are:

- Literacy and Numeracy
- Equity
- Student Success and Completion

We believe through these three priority areas we have the greatest opportunity for the district, and our schools, to have a significant impact on student success. By more closely aligning our priority outcomes to their respective strategies, and then to the most relevant performance measures, our plan becomes increasingly more relevant and strategic. As our plan reflects a three-year planning cycle several of our strategies remain from last year's plan. Some of the changes to our plan include:

- a shift in our literacy emphasis towards the writing process;
- the inclusion of Financial Literacy as a component of our numeracy priority;
- increasing staff capacity in the area of mental health literacy through the implementation of an Alberta Education training program entitled, "Go-To" Educator;
- the development of mental health lessons for students in Grades 6-8; and
- the communication of the five core character traits identified during our 2018-2019 engagement process, as well as the process our schools will undertake to ensure these core character traits are reflected in their respective learning environments.

The outcomes and strategies contained in this document represents an ambitious plan that we believe will inspire learning and nurture hope in every student.

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Reference Source:

Draft Three-Year Education Plan (2019-2020 to 2021-2022) Outcomes & Strategies Document

Note: The full District Three-Year Education Plan (2019-2020 to 2021-2022), including all mandatory components, will be presented at the June Board of Trustees Meeting for approval.

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.

Strategic Planning and Reporting:

- QI 7.1 The three-year planning process involves appropriate stakeholder input and results in high stakeholder satisfaction.
- QI 7.3 Develops short and long-range plans to meet the needs of the District and provide for continuous improvement.
- QI 7.5 The budget and three-year plan are developed according to a timeline which ensures the Board's ability to provide direction, revise priorities and is approved within Alberta Education deadlines.

Organizational Management:

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

Leadership Practices:

- QI 10.1 Provides clear direction.
- QI 10.2 Provides effective educational leadership.

Recommendation:

The Superintendent of Schools recommends that the Board of Trustees receive this report as information, and offer suggestions for revision, where necessary. Once the 2019-2020 District Budget has been approved, and any required revisions to the draft document are made, the complete District Three-Year Education Plan (2019-2020 to 2021-2022) will return to the Board of Trustees for final approval, in June.

GREEN: No change to the existing strategy.

BLUE: A revision has been made to the existing strategy.

RED: The existing strategy has been removed.

Literacy And Numeracy

Each learner is proficient in the areas of reading, writing, speaking and listening.

- ~~● Continue implementation of the District's Literacy Framework, with a focus on Fountas & Pinnell Benchmarking and responding appropriately through strategies involving: fluency, vocabulary, background knowledge, word recognition, and comprehension.~~
- Continue the enactment of the District's Literacy Framework, with a focus on Fountas & Pinnell benchmarking and the ongoing improvement of reading and writing skills.
- Continue the use of Literacy Coaches in targeted schools.
- ~~● Implement opportunities for increased parental involvement to support literacy in the home.~~
- ~~● Expand the use of guided reading resources containing local First Nations and Métis perspectives.~~

Each learner is proficient in the areas of reasoning and applying numerical concepts.

- Implement recommendations from the Math Steering Committee, and sub-committees, to improve teacher efficacy and instruction of Mathematics.
- ~~● Implement common expectations for a numeracy-rich classroom, including: effective formative assessment that includes a focus on essential outcomes; engagement with numeracy in relevant and meaningful contexts, and a focus on a Mathematical Mindset.~~
- ~~● Continue the use of the Math Intervention/Programming Instrument (MIPI) ensuring students in Grades 2-9 are benchmarked and the data is individually recorded for instructional planning purposes.~~
- Emphasize concepts dealing with Financial Literacy across the curriculum.
- Explore and implement opportunities for increased parental involvement to support numeracy in the home.

Equity

All staff have the ability to meet the diverse needs of all students through excellent instruction.

- ~~Continue implementation of the Pyramid of Support and REFRESH model in order to build more specific teacher capacity in the areas of planning, assessment and the response cycle.~~
- Focus on **excellence in instruction** in order to build more specific teacher capacity in the areas of planning, assessment and instruction.
- Build capacity with Teachers in regard to the indicators within the Teaching Quality Standard as they apply to First Nations, Métis, and Inuit learners.
- ~~Build capacity with staff to incorporate First Nations, Métis, and Inuit perspectives into their practice.~~
- Build capacity with staff to incorporate First Nations, Métis, and Inuit content and perspectives into the delivery of curriculum content.
- ~~Build capacity with staff in the areas of social and academic language for students with English as a Second Language.~~
- Continue to build capacity with staff in order to effectively support English Language Learners.

Students are supported in their academic, behavioural, social and emotional well-being.

- ~~Implement the “Valuing Mental Health” plan, focusing on: Prevention and Promotion; Early Intervention; Treatment; and Follow Up for students, staff and families to address mental health and wellness in the District.~~
- ~~Continue to implement the Supports for Students model. School-based Learning Teams may include: Administrators, Teachers, Learning Assistance Teachers, Educational Assistants, Community Liaison Workers, FNMI “Point People”, Mental Health Therapists, School Counsellors, and Parents.~~
- Continue to enact the “Valuing Mental Health” initiative, focusing on:
 - **Promotion and Prevention:**
 - Develop mental health literacy amongst staff through training in the “Go-To Educator” workshop.
 - Provide Parent Mental Health Literacy training for RDPsD throughout the year.
 - Continue to develop and deliver Mental Health lessons for students.

- Create a Staff Wellness Steering Committee, with a focus towards creating a culture of wellness in RDPDSD communicated through Administrators and Health Champions in schools.
- **Early Intervention:**
 - Continue utilizing Learning Support Teams at each school. Learning Support Teams may include: Administrators, Teachers, Learning Assistance Teachers, Educational Assistants, Community Liaison Workers, FNMI “Point People”, Mental Health Therapists, School Counsellors, and Parents.
- **Treatment and Follow Up:**
 - Continue and enhance our partnership with Alberta Health Services and external partners.
- ~~Implement the Grade K to 5 universal approach to the delivery of the Health and Life Skills curriculum, and develop the Grade 6 to 8 curriculum.~~
- ~~Expand the district-wide Comprehensive School Health model, with an emphasis on mental health and wellness.~~

Students are able to access the supports and services they need to achieve success through the reduction of barriers.

- ~~Equitably allocate staff and resources.~~
- Allocate appropriate staff and resources to schools based on needs, and clearly communicate allocations to stakeholders.
- Enhance and support ease of access for families.
- Enhance and promote STEP UP, the student equity fund developed by the Foundation for Red Deer Public Schools.
- ~~Continue to examine fundraising in the district.~~

Student Success And Completion

Children have an excellent start to their learning journey in Pre-K and Kindergarten.

- ~~Develop common practices across the district to create a literacy-rich environment that includes: strong emphasis on oral language, phonological awareness, alphabet knowledge, and print awareness.~~
- Develop common practices across the district to ensure effective universal programming in early learning.
- Develop common practices across the district to create learning environments that focus on exploration, play, and inquiry.

Students at elementary and middle schools have a strong foundation in literacy and numeracy.

- Strategies as outlined in the priority of Literacy & Numeracy.
- Implement universal training in the areas of literacy and numeracy at the elementary level.

Students experience effective transitions between grades and between schools.

- Utilizing the Transitions Task Force, as well as community resources, develop and implement strategies for successful transitions ~~(by grade and school).~~
- ~~Monitor and respond to student progress throughout each reporting period.~~
- Utilize the Pyramid of Support model to focus on improving attendance for identified students.
- Provide additional transition support for First Nations, Métis, and Inuit students.

Students experience character education programming in Grades 1-9.

- ~~Define and communicate the critical principles from which schools will build their respective character education programming.~~
- Unveil and communicate the five character traits identified as core for all staff and students of Red Deer Public Schools. These five core character traits will be reflected in all school's respective learning environments.

Students in high school will be engaged in personalized and flexible learning environments while being supported by meaningful relationships in the school.

- Continue to infuse the principles of Mastery Learning; Rigorous and Relevant Curriculum; Personalization; Flexible Learning Environments; Meaningful Relationships; Home and Community Involvement; Assessment; and a Caring, Respectful and Safe Learning Environment in our high schools.

- ~~Increase the use of *My Blueprint* at all high schools to support career exploration and development activities.~~
- Continue the use of MyBlueprint at all high schools to support career exploration and development activities.
- Continue to monitor student academic progress and respond appropriately.

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Topic: Second Quarter Financial Report

Presenter: Colin Cairney

Meeting Date: April 10, 2019

Background

The financial statement for the second quarter of the year ending February 28, 2019 are attached.

Revenues and expenditures are currently in line with budget projections as well are in line with revenues and expenditures when compared to the previous years second quarter.

School Generated Funds have a current surplus of \$150,821. This is usually the case for this time of year as schools collect these funds at the beginning of the year to support school activities throughout the year. The current surplus is less then the \$295,145 surplus that was showing at this time last year.

Salaries and Benefits expenditures are in line when compared to the previous year. This is due to the continuation of additional funding for the Classroom Improvement Funding of \$1,282,000. It is not clear if this funding support will continue beyond this school year.

In the 2017/18 school year it was decided that any school reserves remaining in that school year would be earmarked for contingency to support needs in Human Resources and Student Services. A surplus of \$700,000 from school budgets has allowed these funds to be directed back into the schools to support the staffing needs of certain schools. This is in line with the use of surpluses from school budgets in the previous year.

Services, contracts and supplies are lower when compared to the previous year. Planned expenditures in Infrastructure Maintenance and Renewal funding are planned to be completed later in the year during the spring and summer months.

Quality Indicators:

Fiscal Responsibility

R.E 3.4 Ensures the Board has current and relevant financial information.

Recommendation:

The Superintendent of Schools recommends that the Board of Trustees accept the quarterly financial statements for the period ending February 28, 2019 as information.

STATEMENT OF OPERATIONS

for the Period Ending February 28, 2019

for the Period Ending February 28, 2018

for the Period Ending August 31, 2018

	Actual February 2019	Budget 2019	% YTD
REVENUES			
Alberta Education	\$57,721,279	\$118,565,959	48.7%
Other - Government of Alberta	\$224,772	\$403,717	55.7%
Federal Government and First Nations	\$36,975	\$137,904	26.8%
Other Alberta school authorities	\$20,925	\$270,280	7.7%
Out of province authorities	\$0	\$0	0.0%
Alberta Municipalities-special tax levies	\$0	\$0	0.0%
Property taxes	\$0	\$0	0.0%
Fees	\$1,048,231	\$1,963,846	53.4%
Other sales and services	\$2,790,263	\$2,582,784	108.0%
Investment income	\$130,618	\$101,296	128.9%
Gifts and donations	\$418,509	\$378,632	110.5%
Rental of facilities	\$194,483	\$213,736	91.0%
Fundraising	\$130,977	\$19,425	674.3%
Gains (losses) on disposal of capital assets	(\$1,010)	\$0	0.0%
Other revenue	\$132,971	\$240,738	55.2%
Total Revenues	\$62,848,993	\$124,878,317	50.3%
EXPENSES			
Salaries and Benefits			
Certificated salaries (Note x)	\$29,557,768	\$58,326,705	50.7%
Certificated benefits (Note x)	\$6,231,075	\$14,450,820	43.1%
Non-certificated salaries and wages (Note x)	\$10,316,653	\$19,648,152	52.5%
Non-certificated benefits (Note x)	\$2,810,392	\$5,088,702	55.2%
Total Salaries and Benefits	\$48,915,888	\$97,514,379	50.2%
Services, contracts and supplies	\$10,803,602	\$23,056,867	46.9%
Capital and debt services			
Amortization of capital assets			
Supported	\$2,259,809	\$4,520,903	50.0%
Unsupported	\$639,781	\$1,286,055	49.7%
Total Amortization of capital assets	\$2,899,590	\$5,806,958	49.9%
Interest on capital debt			
Supported	\$0	\$0	0.0%
Unsupported	\$0	\$0	0.0%
Total interest on capital debt	\$0	\$0	0.0%
Other interest and charges	\$18,162	\$5,165	351.6%
Losses on disposal of capital assets	\$0	\$0	0.0%
Other expense	\$0	\$0	0.0%
Total Expenses	\$62,637,242	\$126,383,369	49.6%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE EXTRAORDINARY ITEM	\$211,751	(\$1,505,052)	
Extraordinary Item	\$0	\$0	
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES	\$211,751	(\$1,505,052)	

Actual February 2018	Fall Budget 2018	% YTD
\$58,142,121	\$117,026,883	49.7%
\$225,121	\$403,717	55.8%
\$19,500	\$162,249	12.0%
\$195,000	\$272,757	71.5%
\$0	\$0	0.0%
\$0	\$0	0.0%
\$0	\$0	0.0%
\$743,666	\$1,379,270	53.9%
\$2,874,831	\$2,758,178	104.2%
\$87,982	\$103,223	85.2%
\$451,384	\$346,007	130.5%
\$169,369	\$170,870	99.1%
\$137,121	\$19,529	702.1%
\$0	\$0	0.0%
\$216,105	\$248,980	86.8%
\$63,262,200	\$122,891,663	51.5%
\$28,617,173	\$57,015,221	50.2%
\$6,314,091	\$14,285,520	44.2%
\$10,066,443	\$18,785,959	53.6%
\$2,745,359	\$4,870,321	56.4%
\$47,743,066	\$94,957,021	50.3%
\$12,150,637	\$23,337,091	52.1%
\$2,393,868	\$4,774,582	50.1%
\$574,575	\$1,162,304	49.4%
\$2,968,443	\$5,936,886	50.0%
\$0	\$0	0.0%
\$0	\$0	0.0%
\$0	\$0	0.0%
\$28,763	\$10,665	269.7%
\$8,184	\$0	0.0%
\$0	\$0	0.0%
\$62,899,093	\$124,241,663	50.6%
\$363,107	(\$1,350,000)	
\$0	\$0	
\$363,107	(\$1,350,000)	

Actual 2018	Spring Budget 2018	% YTD
\$115,552,679	\$114,613,915	100.8%
\$362,710	\$403,717	89.8%
\$101,166	\$161,495	62.6%
\$287,324	\$275,233	104.4%
\$0	\$0	0.0%
\$0	\$0	0.0%
\$0	\$0	0.0%
\$1,848,284	\$2,096,820	88.1%
\$3,031,444	\$1,695,964	178.7%
\$190,851	\$104,469	182.7%
\$644,312	\$347,235	185.6%
\$215,452	\$166,425	129.5%
\$196,719	\$20,144	976.6%
\$0	\$0	0.0%
\$260,957	\$260,000	100.4%
\$122,691,897	\$120,145,417	102.1%
\$57,398,831	\$55,642,232	103.2%
\$13,727,072	\$14,613,530	93.9%
\$18,162,861	\$17,758,674	102.3%
\$5,223,281	\$4,609,473	113.3%
\$94,512,046	\$92,623,909	102.0%
\$21,017,739	\$22,288,301	94.3%
\$4,776,065	\$4,274,639	111.7%
\$1,162,304	\$1,248,903	93.1%
\$5,938,369	\$5,523,542	107.5%
\$0	\$0	0.0%
\$0	\$0	0.0%
\$0	\$0	0.0%
\$47,722	\$9,665	493.8%
\$3,884	\$0	0.0%
\$0	\$0	0.0%
\$121,519,760	\$120,445,417	100.9%
\$1,172,138	(\$300,000)	
\$0	\$0	
\$1,172,138	(\$300,000)	

* Current IMR surplus as of February 28, 2019 of \$2,996,533 has been removed from revenue

* Current School Generated Funds surplus as of February 28, 2019 of \$150,821 is included

* School Generated Funds surplus as of February 28, 2018 was \$295,145 is included

Board Agenda Item



Topic: International Student Tuition Increase

Presenter: Nicola Golby

Meeting Date: April 10, 2019

Background

The International Student Program is requesting a tuition increase of up to \$400 dollars beginning in the 2020-2021 school year. This amount was agreed upon in collaboration with the Red Deer Catholic Schools International Student Program. Traditionally, Red Deer Public's International Student Program has increased its tuition every two years. The last increase was in 2017-2018. At that time, the increase was \$210.00 dollars per year.

Transportation Costs have increased, affecting student transfers to and from airports (currently \$190.00 one way), student activities, and recruitment missions. The International Student Program also anticipates a slight increase in local student travel costs. In 2018/19, the International Education Student Program spent \$17 000.00 to subsidize student bus passes. Additionally, if host parents pick up or drop off students at the airport, they are currently not compensated. The International Student Program would like to offset those costs in the future.

In the fall of 2018, the International Student Program added an administrative assistant to manage the increased flow of paperwork generate by an increased number of international students. Increased tuition costs would support the continuation of this position.

The International Student Program is committed to providing international students with the best possible experience while they are here. To do so, they have increased and improved the activities and services provided. An increase in tuition will allow them to continue to provide this level of service.

International Student Program's overall tuition costs will remain competitive. With this increase, total tuition would cost \$11 500.00, \$1 000.00 less than Calgary or Edmonton Public's programs which are currently advertised for 2020-21 at \$12 500.00. At \$11 500.00, Red Deer would be slightly higher than Lethbridge's program (\$11 000.00) and well below the \$14 000.00 charged by the lower mainland of British Columbia.

Finally, the International Education Student Program anticipates an increase in homestay charges for students. The International Student Program will absorb the increased homestay costs within the \$400.00 amount of increased tuition. The International Education Student Program is committed to not raising the total price by more than \$400/year, including the increased homestay costs which are yet to be provided.

Recommendation:

The Superintendent of Schools recommends that The Board of Trustees accepts the tuition increase for International Students effective 2020-2021.

Board Agenda Item



Topic: Field Study Request

Presenter: Stu Henry
Meeting Date: April 10, 2019

Background

Westpark Middle School has submitted an application to undertake a field trip to Orlando, Florida for February 12 – February 20, 2020 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 Dean Pasiuk, principal, Westpark Middle 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 Westpark Middle School trip to Orlando, Florida from February 12 – February 20, 2020.



FIELD STUDY

CATEGORY 3 PROPOSAL TO THE RDPSPD BOARD OF TRUSTEES

Westpark Middle School

Ultimate Science Trip 2020

Created January 23, 2019

CATEGORY 3: FIELD STUDY FOR DESTINATION OUTSIDE CANADA



Destination: Central Florida, United States of America

Departure date: February 12, 2020 (approx.)

Return Date: February 19, 2020 (approx.)

Estimated Distance to Travel: 4500 km

Estimated Cost Per Student: 3590

Number of Students Participating: 100 (approx.)

Number of Supervisors: 27 (approx.)

PURPOSE:

Purpose, Objectives, Curriculum linkages to core and optional programs

The purpose of this trip is to offer many educational experiences to a wide cross-section of middle school students in the Red Deer Public School District over eight days of programming. Students will travel to an exotic location, and move within a safe environment, getting to experience many different areas of science, generating a great deal of interest beyond the classroom walls. This trip will offer life-learning opportunities that a student will never experience in the regular science classroom or any other classroom for that matter! Many of our students may never get to travel to Florida with their family due to the expense of a family traveling together. However, on their own and in a safe and chaperoned group, they will realize this dream. We are hopeful that the students will come out of this trip with an appreciation for seeing science and other subjects in a unique way, as well as in ways they will never experience in Alberta. For example, at The Kennedy Space Centre, the students will see space travel and space travel preparation as it really happens including all of the technology and history of space science. The 2016 UST edition saw the launch of an Atlas V rocket from The Cape Canaveral Air Force Station carrying a Cygnus cargo vessel OA-6 – to the International Space Station. The 2020 edition plans on attending a possible launching of Space X's Falcon Heavy Rocket sometime during our trip in February.

EDUCATIONAL VALUE and CURRICULUM RELEVANCE:

As all students going will be in grade eight, this trip will have educational value with the following grade six, grade seven, grade eight and even grade 9 learning outcomes from the science curriculum.

Grade 6 Outcomes reinforced

Air and Aerodynamics - Kennedy Space Center and Apollo/Saturn V Center.

Sky Science - Kennedy Space Center

Evidence and Investigation - Disney YES Program, EPCOT.

Trees and Forests - Everglades, St. John's River, EPCOT.

Grade 7 Outcomes reinforced

Interactions and Ecosystems - Plants and Animals. – to observe animal species and vegetation in the Florida region and how humans have an effect on their ecosystems. Mid-Way Airboats, Clearwater Beach and Tampa Bay water region.

Heat and Temperature - Energy from Heat - Kennedy Space Center

Structures and Forces - Structural forms, material strength and stiffness, joints, forces on and within structures (loads and stresses), direction of forces, deformation, structural stability, modes of failure, performance requirements, margin of safety. Magic Kingdom, Busch Gardens and Islands of Adventure.

Physics and Technology - Observe for physical concepts of mechanics. Hollywood Studios (YES Program - Gravity!)

Planet Earth - Different landscapes encountered in Florida region. Clearwater Beach, Tampa Bay water region, Everglades, Kennedy Space Center and views and observations from our airplane over six different North American biomes.

Plants for Food and Fiber - EPCOT, Everglades and St. John's River.

Grade 8 Outcomes

Mix and Flow of Matter Density and Buoyancy - Salt Water Systems (ocean, SeaWorld)

Cells and Systems - diversity of life and environmental factors - Everglades, Mid-Way Airboats, St. John's River, Kennedy Space Center Park Reserve.

Light and Optical Systems - Haunted Mansion (Magic Kingdom) Fireworks shows.

Mechanical Systems - Hydraulics and Pneumatics on the different rides at Universal Studios and Islands of Adventure..

Fresh and Salt Water Systems - Discovery Cove and Cocoa Beach.

Water Quality and Water Management - SeaWorld

Grade 9 Outcomes

Biological Diversity - Effects on species and diversification - Urban crawl in Florida and effects of habitats and their animals.

Matter and Chemical Change - Properties of matter - chemical changes - Rocket fuel mixtures at Kennedy Space Center.

Environmental Chemistry - human-produced chemical substances that enter and interact with environments - such as the nuclear, coal and natural gas power plants observed in central Florida.

Space Exploration (Science and Technology Emphasis) - Kennedy Space Center, Astronaut Hall of Fame, Lunch with an Astronaut and Apollo/Saturn V Center.

Multi-Curricular and Extra-Curricular Outcomes:

Research - Busch Gardens Animal Hospital and SeaWorld Manatee Rehabilitation Area - Rescue Facility.

Movie Making and Television - Hollywood Studios and Universal Studios.

Middle School Class exchange - diversity, equity.

Skills and Processes (Social Studies)

Engage in active inquiry and critical and creative thinking.

Communicate ideas in an informed, organized and persuasive manner (portfolios) .

Core Concepts of Citizenship and Identity (Social Studies).

Respect the dignity and support the equality of all human beings.

Pluralism: Diversity and Cohesion (Social Studies)

A commitment to respecting differences and fostering inclusiveness.

An understanding and appreciation for shared values.

RISKS:

There is no nationwide advisory in effect for the United States (U.S.). Exercise normal security precautions is advised at this point. (<http://www.voyage.gc.ca/index-eng.asp>) The website will be monitored for any changes. To minimize the risks involved in a trip to the United States in the Orlando area, we learn and consider the participants' individual needs such as; physical, dietary, medical and behavioral. Monthly meetings, at Westpark, with all the participants allow us to review expectations for behaviour, manners, getting lost protocols, safety standards for swimming, personal safety, ride safety, privacy, personal spaces, cellular phone use, traveling/coach safety, airport routines, hotel routines and safety. Some examples of our preparation include ensuring that we have security hired at the hotel during the night just for our group, coaches used for transportation are new and well maintained and a chaperone protocol in place if a student becomes lost. Furthermore, all of our students will receive an "In Case of Emergency (ICE) wristband" that has all the emergency information embossed on it. We use behaviour contracts with the students and the chaperones have Vulnerable Sector Searches. We also ensure that any watercraft is Coast Guard certified and up to date. At Discovery Cove, there are lifeguards on duty. In addition, we make sure we talk about water safety in our pre-trip meetings and on the coach the day of the event. Other considerations include familiarization of all Theme Park's rules. To help minimize any complications at U.S. Customs we have a Commissioner of Oaths brought in who witnesses and signs our travel documents. This year in Toronto some chaperones had their travel documents checked and verified by United States Customs officials, before allowing our students to pass.

Relevancy to District Priorities:

Literacy & Numeracy: The Ultimate Science Trip offers many opportunities for the students to use, grow and enhance their literacy and numeracy skills while experiencing the various formal and informal settings. From educational classes where calculations are made to presentations where new terms and definitions are learned, the students return from their trip enlightened, rejuvenated and motivated to continue learning and challenging themselves back in their classes at school.

In addition, on our trip we provide the students with memory work books that they are encouraged to complete on a daily basis. These memory work booklets help organise both the students' learning and other experiences that they can cherish and reflect on in the future.

Student Success & Completion: The Ultimate Science Trip is often the first school trip that RDPSD students participate in, before moving on to high school trips. We have found that once students experience international travel with fellow minded students they become more appreciative and look forward to further travel opportunities in high school to such locales as Africa, Europe, Asia and Central America.

We hope that we are instilling many of the positive characteristics of citizenship and others such as the appreciation for languages, culture awareness, goal planning and other life skills. These skills and more will only help our RDPSD students gain meaningful employment and career choices.

Equity: The Ultimate Science Trip takes many steps to ensure equity is a big piece of their planning and is given a great deal of consideration for the benefit of the students and their families. Here are a few of our initiatives for keeping The Ultimate Science Trip at the forefront of affordable and equitable school travel.

1. We offer smaller payments over a longer period of time.
2. The staff and parents create a significant amount of opportunities to fundraise.
3. Many students are aware of our trip and often begin saving for the trip in grade five or six.
4. We take as many students as possible on our trip who qualify. This year we have 128 participants.
5. We do not require participation in language or skill classes. All students are considered equally with preference to behaviour and enthusiasm to STEM. Recently, we have had Alternative and Foundation students participate in our trip.
6. Parents are allowed to accompany their son or daughter on the trip.
7. Finally, we are proud of the fact that we have created an opportunity of a lifetime for TWO students to experience The Ultimate Science Trip at NO charge. We call this special scholarship, the Inspiration Award. Similar to Dreams Take Flight, these students, are secretly nominated from the staff at their school. The students who are nominated, qualify for the trip, based on a set criteria and have financial challenges. Sometimes the student's have further barriers and some have had to overcome further personal obstacles such as serious health problems or loss of a loved one..

EDUCATIONAL VALUE:

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

We currently hold ten meetings, held on a monthly basis, that prepare the students and the parents for the trip. In the first meeting, the UST staff introduce the staff and trip, allow time for parents and new participants to ask questions to former trip participants, we discuss everyone's role in the trip, and discuss other topics like fundraising, forms, trip policies, payment plans and future meeting dates. The second meeting involves separating the parents and participants part way through so that the students can ask more questions and the UST staff lead them through icebreaker activities. Meanwhile, the parents discuss and plan fundraising ideas and other initiatives for the upcoming months. In meetings #3 to #8, the students confirm their small group members, work on their team building skills, learn about the itinerary, research the uniqueness and special opportunities that each place that we will visit offers and discuss expectations for safety and routines for each of the days. As well as discussing the itinerary, the UST staff provide background knowledge of the various areas of science (and other significant experiences) that we will encounter each day. We often highlight the many examples of possible lessons we might encounter on the trip relating to such topics as space science, physics and motion, living organisms and ecosystems native to the Florida region to name a few. This year we have chosen to include an additional meeting time. This meeting will involve the students volunteering in the community as a large group. Potential volunteer experiences could include Green Deer, the River Valley Clean-up or Arbor Day in May. During the trip each evening we will spend approximately half an hour on these evenings talking about group dynamics, trip preparation, experiences they may encounter and discussing fund raising projects. Once we establish a relationship with another school, we can then move forward with exchanging information and short informative presentations to our twin school. We also have our own Ultimate Science Trip website that provides parents a plethora of Florida trip information including fundraising tips, payment information, school insurance information, a chaperone guide, and much, much more. Following the trip, we hold a reunion meeting / party that includes large group sharing of stories to each other, displaying any students' scrapbooks, plus sharing their Memory Workbooks and UST staff prepare and show an hour long movie that all parents, guests and students can watch and reminisce. Some schools also include pictures of the trip in their School Yearbook.

CROSS CULTURAL ENGAGEMENT:

It is our intent to pair-up with another middle school from the south Orlando area who share the same interests of science, technology, engineering and even math (STEM for short) as our students. On one of our days we will meet with the other school for part of an afternoon and evening. We plan to share and exchange our unique life stories and experiences of our country, province, community, background, heritage, history, home, interests, and geography. Both groups would have plenty to say and even show. We currently have enlisted a contact in the Kissimmee area to assist us and is actively seeking a middle school.

On a more worldly scale, another cultural opportunity is too fully experience is the EPCOT Center. Twelve pavilions represent a different country in the world. This experience is even more special because the staff working at each pavilion are actually from the original country. In addition, there is food, music, dance, architecture, products, clothing, performances and recorded educational shows at each of the pavilions.

In our Memory Workbooks, we encourage the students to engage in a conversation with someone from a different country and ask them questions.

Other experiences, settings and locations add more value to the trip too. Such air boating in the St. Johns National Wildlife Refuge, visiting Clearwater Beach which is home to the Clearwater Marine Aquarium and Rehabilitation Center. It all adds up to a fulfilling cultural and geographical experience not found anywhere but Central Florida.

GLOBAL CITIZENSHIP:

Learning about travel is certainly a life-long skill. Giving students the opportunity to travel when they are young, especially if they have not traveled much before is awesome. Students get an opportunity to obtain legal documentation, travel through airports, fly, travel from venue to venue, stay in hotels, and experience a variety of parks and events. The clientele of the attractions and parks are also varied, as people from all over the world come to Florida to experience some of these same things. This gives students exposure to a variety of different people, languages and experiences. Everyday the students on our trip act as ambassadors to Red Deer and of course, Canada to all the people they meet. They wear their Canada pins proudly and enjoy giving them away to some very appreciative young girl or boy during the trip. While doing this the students are often explaining what it is like to live in Red Deer and what they do there. During the 2019 trip many students took turns presenting gifts from Red Deer and Canada to our program teachers, our guest astronaut, our bus drivers and the hotel cafeteria staff numbering about twelve.

Our students are good citizens and represent not only Red Deer but Canada as well. Every year, we get compliments by restaurant managers, class leaders, program supervisors, hotel staff, coach drivers and tourists on how polite, well behaved and smart our students are. A credit to their parents, themselves and our pre-trip planning.

When and if we pair up with our "twin" school we would like to make sure we have the opportunity to share and teach them about the history of our cultural differences and what we have learned from our past. Red Deer's residential school or Red Deer Provincial Training School have taught us a great deal about equality, equity, and cultural diversity. Sharing these stories with young students from Florida is an important part of global acceptance and modeling.

SHARED EXPERIENCE:

Students are incredibly keen to share and promote the trip with family and friends, since they are often involved in their activities and fundraising leading up to the trip. For many families, the trip is fondly remembered and talked about by the students. As well, younger siblings often become involved in the trip because of the excellent experiences their older brother or sister had.

Past students often will present experiences and highlights of the trip to the next year's students going on the trip. They also answer questions from the new parents and students.

A reflection video highlighting the students' favorite memories is produced every year. It is usually about 80 minutes long and is often replayed in the students' homes when guests come to visit.

The Ultimate Science Trip video coincides with a reunion celebration where all the families are invited back to a school gymnasium where the students gather again to be re-acquainted, share their photo albums and to watch the video together.

When students do bottle drives, they send out letters to their community and those friendly neighbors are always happy to support the students, and they often stop and ask about the trip. The community members have been a huge support and love to hear about the trip.

ITINERARY:

Previous Sample Itinerary (Working Draft 2020. Days may not be in this order Subject to availability/price/substitutions/exchange rate/scheduling)

Day 1 February 12

Early morning flight (12:05am) connecting through Toronto to Orlando or direct flight. Potential trip to Cocoa Beach and program opportunities at Hollywood Studios in late afternoon and/or evening. The Hollywood Studios YES Program "Imagineering: Gravity" (pending). Students will join an Imagineering Teacher to explore how Walt Disney Imagineering uses Newton's Laws of Motion to create multi-sensory experiences within the Disney Parks. In this 3 hour, academic adventure hands-on experiments challenge students to test the force of gravity and study how combining it with technology can create an enhanced effect. Students will uncover how our Imagineers are able to turn ordinary spaces into immersive spaces that challenge their perception of reality. Exploration time. Coach to hotel for check-in. Security check-in. Chaperone meeting.

Day 2 February 13

Breakfast at Resort. Bus to Disney's Magic Kingdom. Classes begin at 7:00am. YES Program: Properties of Motion 201 (7:00-10:30)(pending) In this 3.5-hour academic adventure student teams will act as Disney attraction engineers as they learn about and test Newton's First Law of Motion, centripetal force, hydraulics and pneumatics.

Following The Properties of Motion class, the students will have exploration time. (about 1.0 hours)

Groups will transfer to Epcot to continue their learning and exploration of different cultures. Each country has amazing exhibits that reflect their unique culture.

Now you are ready to choose from a long list of displays, demonstrations, exhibits, labs, shows, activities, rides and performances as it relates to all things science. Know that there are countless themes represented at EPCOT. Return to resort. Security check-in. Chaperone meeting.

Day 3 February 14

Breakfast at Resort. Coach to Kennedy Space Centre. Leave to Kennedy Space Center.

Arrive at the Kennedy Space Center Visitor Complex. Go to the new Atlantis Space Shuttle exhibit. Your journey begins in the Atlantis theater where we bring to life the story of the people who dared to do the impossible. Gaze in wonder at a close-up view of The Space Shuttle Atlantis, displayed in mid-flight glory. With more than 60 interactive exhibits, it is a moving celebration of humankind's greatest achievements. Next, checkout the Visitors' Complex, maybe go reflect at the Astronaut Memorial, go to the rocket garden or get an update at the Launch Status Centre, if enough time go watch a 3D I-max Movie.

Meet for Lunch at the Debus Conference Facility (near the front entrance) with an Astronaut like Bob Springer! (2018 trip) What would YOU ask a real astronaut? After lunch, take Shuttle Bus Tour all together past the launch pads, support buildings, the crawler and the vehicle assembly building to the Apollo/Saturn V Centre where you see a real 363 foot moon rocket, a recreation of the launching of the Apollo 8 mission and a lunar landing, plus so much more! Meet outside gift shop and Transfer to Midway Airboats. There should be time to purchase unique items in their gift shop. Try some Gator Jerky. Then get ready to enjoy a ride of a lifetime! In addition, there will be some hands on education about some of the native animals of Florida. You will carefully travel through and witness a biome and ecosystem found nowhere else in the world. Your tour guide on your airboat will explain everything from the different vegetation to the water life to the weather and birds in the air. You will see how seasonal flooding affects the biome and adaptations the plants and animals have to deal with the changing weather. Dinner provided. Return to hotel. Security check-in. Chaperone meeting.

Day 4 February 15

Breakfast at Resort. Bus to Discovery Cove. Group picture, learning and exploration time will include lazy river, an aviary with assistant, ray pool with assistant and salt-water snorkeling using self-guided identification cards of the animal water life. Lunch provided at Discovery Cove. Dolphin experience (1 hour in length) Featured sites at Discovery Cove are The Grand Reef. Surprises abound. Students can seek discoveries along the water's edge or cross a bridge to see sharks swimming below. Learn about dolphin behavior and communication. Wade into the

dolphin lagoon. Come nose to bottlenose with one of these fascinating and intelligent animals, take hold of its dorsal fin and learn about its uniqueness and how it is used for identification. In another habitat called the Explorers' Aviary, enter a hidden treasure, called the Explorer's Aviary, where an inspiring natural habitat holds several different species of birds. Park staff are often there to help you see the animals close up and to answer any of your questions. Transfer to Disney Springs. Possible Cirque Du Soleil show. Shopping. Return to hotel. Security check-in. Chaperone meeting.

Day 5 February 16

Breakfast at Resort. Bus to SeaWorld. Visit the Rescue and Rehabilitation Centre. Here, manatees and sea turtles are highlighted on this unique behind-the-scenes look designed to share Sea World's efforts to help preserve and protect endangered and threatened species through its rescue, rehabilitation and release program. Following this behind the scene program there is much more to see and experience. Transport to Disney Springs for dinner and shopping. Return to resort. Security check-in. Chaperone meeting.

Day 6 February 17

Breakfast at Resort. Bus to Islands of Adventure/Universal Studios. First is Behind the Adventure Class (8:00 -11am)(pending), an opportunity to discover the science involved in creating the world's most technologically advanced theme park. Behind The Adventure displays the physics, technology, horticulture and general sciences that went into designing and building this state-of-the-art theme park. The sciences come to life as your tour guide answers such questions as How is The Incredible Hulk Coaster launched? How do we choose and care for the foliage throughout the park? What technologies are utilized to make The Amazing Adventures of Spider-Man so amazing?

This three-hour facilitated tour begins 1 hour before the theme park even opens and allows students to access the areas of the theme park unavailable to the public. Students will then participate in their own learning and exploration while at the park following the class. Lunch and dinner voucher provided. Security check-in. Chaperone meeting.

Day 7 February 18

Breakfast at Resort. Coach to Busch Gardens in Tampa, which is a 335-acre African-themed zoo. The Association of Zoos and Aquariums currently accredit Busch Gardens. Once we arrive, the students will attend Serengeti School. Step outside the classroom and explore Busch Garden's Serengeti Plain to experience the ultimate in learning adventure! Come face to face with giraffes, zebras, antelopes, ostriches and more. Participate in an interactive activity on board a safari truck. There are several shows and other attractions to see along the way too. Lunch provided (meal voucher). Return to resort to pack. Security check-in. Chaperone meeting.

Day 8 February 19

Travel Day. Breakfast at Resort. Load coach with suitcases. Bus to Animal Kingdom. Priority here is the Kilimanjaro Safaris Tour. Disney has dedicated a huge amount of land to recreate an African Savannah called The Harambe Wildlife Reserve. Here, the animals roam free while your vehicle safely drives by allowing you to have close encounters with your camera while your guide teaches you about each of the animals. Another stop could be "The Affection- Section" Here the students can meet and greet friendly animals at a petting zoo. They can pet, brush and feed domesticated creatures at this expansive, outdoor petting zoo, designed for Guests looking to connect with the animal kingdom. Adorable animal friends on hand may include goats, sheep, donkeys, cows and pig to name a few. Meet at front gate. Coach to airport. Return to Red Deer.

SUPERVISION:

RDPSD staff are Tania Dilezoy, Nathan Good, Keenan Anderton, Kimberly Streit, Corey Hunter and Scott Cline.

ACCOMMODATION:

To be determined. Often we stay at Holiday Inn Resorts.

FUNDRAISING:

We offer many fundraising activities for our families. In fact quite a few families pay off their trip solely by these fundraising activities alone!

Here are just a few of the examples of our 20 or more fundraising activities; many UST families work most of the catering events at the Westerner. Plus they are also involved in selling products (soaps, candles, pizza, plants...etc). The families volunteer at many community events and receive honorariums (Highland Games, Canada Day Celebrations at Bower Ponds, Parade Banner escorts, Baseball tournaments...etc). Plus the families organise bottle drives, highway clean -up, car washes at Sobey's, community yard sales, hot dog stands...etc.

EXPENDITURE GUIDELINES:

Tender is still to be determined.

Board Agenda Item



Topic: Field Study Request

Presenter: Stu Henry
Meeting Date: April 10, 2019

Background

Hunting Hills High School has submitted an application to undertake a field trip to France and Belgium from April 7, 2020 to April 17, 2020 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 Hill High School trip to France and Belgium from April 7, 2020 to April 17, 2020.



FIELD STUDY

CATEGORY 3 PROPOSAL TO THE RDPSD BOARD OF TRUSTEES

Hunting Hills High School

February 6, 2019

CATEGORY 3: FIELD STUDY FOR DESTINATION OUTSIDE CANADA



Destination: France and Belgium

Departure date: April 7, 2020

Return Date: April 17, 2020

Estimated Distance to Travel: Western Europe

Estimated Cost Per Student: \$3900.

Number of Students Participating: 30-40

Number of Supervisors: 4

PURPOSE:

Purpose, Objectives, Curriculum linkages to core and optional programs

Students will experience French and Belgian art and culture while applying language skills (listening, speaking, reading) and artistic competencies for evaluating works of art that they have learned in school.

Students will gain further knowledge and appreciation for the Canadian involvement of our soldiers in World Wars I and II in France and Belgium.

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 French and Belgian cultures, 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.

French

* Based on their life experiences, learners will be able to:

1. Understand and/or express spoken messages in French
2. Understand and express a variety of messages in French related to a range of personal, educational, public and occupational contexts
3. Develop knowledge related to a range of vocabulary items

4. Build a repertoire of understandings and skills related to sociocultural interactions and sociolinguistic awareness
5. Build a repertoire of cultural knowledge to access and share factual knowledge about the Francophone world
6. Identify, develop and reflect on a range of language learning strategies, using English where necessary

* Taken from the FSL Guide to Implementation, Grades 10 to 12 (Three Year program), 2008

Art

Students will experience first-hand great works of art from very influential movements throughout art history through visits to the Louvre, Musée d'Orsay, Arc de Triomphe, Musée Rodin, Eiffel Tower, Centre Pompidou, and Notre Dame Cathedral as well as an immersive experience into the French history and culture of these two countries.

1. Students will be able to be conscious of the emotional impact that is caused and shaped by a work of art. * Art 10 Program of Studies
2. Students will learn how works of art contain themes and images that reflect various personal and social conditions. * Art 10 Program of Studies
3. Students will learn how different cultures exhibit different preferences for forms, colours and materials in their artifacts. * Art 20 Program of Studies
4. Students will recognize that while the sources of images are universal the formation of an image is influenced by the artists' choice of medium, the time and the culture. * Art 20 Program of Studies
5. Students will develop an understanding of major 20th-century artists and movements adds to the ability to evaluate one's own work. * Art 30 Program of Studies
6. Students will analyze the factors that generate a work of art, or an artistic movement, the experiences of the artist and the impact of the culture.* Art 30 Program of Studies
7. Students will learn how a specific artistic movement and its works of art are influenced by the members' philosophic theme, stylistic identity, and relationship to the community in which they exist. * Art 30 Program of Studies

Cross-Curriculum Relevance by Topics

The French Revolution, Social 20 - tours of Versailles, Le Louvre, Le Musée des Invalides

Global Interactions, Social 10

Political / Ideological Perspectives, Social 30

Art History - Art 10, 20, 30, AP

Setting Goals / Overcoming Obstacles – CALM 20

Money Management – CALM 20

Relationship Building – CALM 20

RISKS:

RISK REDUCTION:

Please refer to the potential risks and extensive responses in this link provided by Ellison Travel & Tours Ltd.:

<https://ellisontravel.sharepoint.com/:b/s/everyone/EScxf8BrVAVeGcJlzouJg3EBFnHela7ps0o6H39W55bb1Q?e=oJ5mOy>

Many travel companies have similar policies and procedures in place and it is something we would seriously consider prior to choosing our travel company during the tendering process.

What we are doing to reduce the risk(s).

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.

The current travel advisories for France and Belgium by the Government of Canada advise travelers to exercise a high degree of caution. Our group would make every effort to avoid areas known for higher crime rates (example: below the Eiffel Tower). 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. Families and students will be

	<p>informed of this possibility in meetings leading up to departure. If this advisory should change before or during our travel modifications or cancellations can be made. Parents will be informed of potential financial risks in the case of cancellations.</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 other3. Find their way to the Canadian Embassy <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</p>
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	<p>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, Shannon has organized eight previous student excursions, two to Québec and six to France. Carrie has helped organize and supervise trips to New York and Spain. 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>
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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 French terminology) and behaviour.

During the trip:

Paris attractions would include several or all of the following:

Eiffel Tower
Notre Dame cathedral
Montmartre: artists' corner and Sacré Coeur cathedral
Le Louvre, world famous museum
Le Musée d'Orsay - art museum
Le Musée Rodin - art museum
L'Arc de Triomphe; les Champs-Élysées
Le Centre Pompidou - modern art museum
Les Invalides - war museum
Tour on the Seine on a bateau mouche
Le Palais Garnier
Le Marché Mouffetard - open air market
Attend a theatre event

Northern France and Belgium attractions would include several or all of the following:

Guided tour of Brussels, including a chocolate making workshop and visiting historic sites
Museum of Ixelles
The Belgian Comic Strip Center and Mural walking tour
Essex Farm Cemetery, including the monument of Colonel John McCrae
Langemark Studentenfriedhof
St. Julien Memorial Monument
Memorial Museum Passchendaele
Tyne Cot Cemetery and Memorial
Menin Gate in Ypres for the Last Post ceremony
Vimy Ridge
Rouen - L'église Jeanne d'Arc and tour of the city; *school visit with twin school of HHHS*
Beny-sur-Mer - visit the Canadian Military Cemetery
Juno Beach Centre
Monet's garden in Giverny

Post-trip:
Follow up with students and parents regarding feedback of excursion

CROSS CULTURAL ENGAGEMENT:

Visit with our twin school in Rouen; participation in tours and ceremonies; speaking with French and Belgian people; appreciating Canada's role in wars on foreign soil

GLOBAL CITIZENSHIP:

Learning about, understanding and appreciating Canada's role in World Wars I and II; making personal connections with students and teachers in Rouen; representing Canada in a positive manner during travel abroad

SHARED EXPERIENCE:

School visit in Rouen; discussing activities with HHHS classmates; sharing a personal appreciation of excursion with parents upon return

ITINERARY:

Preliminary Itinerary - December 18, 2018

Day 1 - Tuesday April 7 - DEPARTURE DAY

M

- meet your locally chartered motor coach at Hunting Hills High School to load passengers and
- luggage
- transfer to Calgary International Airport
- arrive and check in at the airline counter
- scheduled departure time on your flights (connections) from Calgary, AB to Brussels, Belgium - inflight meal served at the discretion of the airline.

Day 2 - Wednesday April 8 - ARRIVE BRUSSELS & TO YPRES

M/L/D

- Inflight meal served prior to landing
- 8:00 am - scheduled arrival time at Brussels International Airport, clear customs and collect your luggage
- 9:00am - take the elevator to level "1", Ground Transportation, walk outside and you will meet your 1-49 passenger motor coach & driver who will be with you until Paris for loading
- 9:30am - board your coach and transfer into the city centre
- 10:00am - arrive at Cathedral St. Goedele where you will meet a local professional English speaking guide for a panoramic tour of Brussels which serves as both the National Capital as well as the Capital of the European Union
- 12:00pm - following your tour, time to purchase your lunch (meal allowance) at Grande Place from one of the restaurants or cafés - once the pride of the Hapsburg Empire, Grand-Place has always been considered the heart of Brussels, Jean Cocteau called it "*a splendid stage*".
- 1:30pm - after lunch re-board your coach and transfer to Concept Chocolate
- 2:00pm - enjoy for a 1 hour guided Classic tour including 2 tastings and live demonstration of making pralines
- 3:00pm - following your tour, board your coach for the drive south to Ypres (*est. travel time 1.75 hrs.*)
- 5:00pm - arrive Ypres and check into the Hotel for 2 nights' accommodation
- 6:00pm - group dinner
- retire for the evening after 2 long travel days

Day 3 - Thursday April 9 - YPRES SALIENT SIGHTSEEING

B/L/D 8:30am - breakfast included at the hotel

9:30am - meet your full day local war tour guide from Salient Tours in the lobby of your hotel and transfer to Essex Farm Cemetery (*located just 2 kms. outside of Ypres*)

- *please note: your tour guide will have the wreath with them to give to you for this evening's ceremony*

- with the expertise of your guide, view the monument to Lieutenant Colonel John McCrae, author of the famous poem, "In Flanders Fields." McCrae wrote his poem here, inspired by the death of a friend, while working at a medical station in 1915

- board coach and transfer to Langemark Studentenfriedhof, which is a stark contrast to the Commonwealth cemeteries you will visit board coach and transfer to nearby St. Julien standing like a sentinel, the poignant St. Julien Memorial Monument remembers the Canadians who died during the heroic stand of the young soldiers during the first gas attacks of the First World War

- continue on to Crest Farm Memorial

11:45am - board your coach and transfer to Memorial Museum Passchendaele 1917, devoted to the 1917 Battle of Passchendaele, where in only 100 days, almost 500,000 men were killed for only 8 kms, gain of ground

12:00pm - arrive for self-guided visit

1:15pm - walk next door to the Koklikoo restaurant

1:30pm - enjoy a group lunch

2:30pm - re-board your coach and proceed to Tyne Cot Cemetery and Memorial
- this cemetery is the burial ground for the allied soldiers who perished at the Ypres Salient and is the largest Commonwealth cemetery, containing the graves of 11,953 soldiers of various nationalities, including Canadians. During your visit be sure to examine the surrounding stone wall which is the memorial to the missing Commonwealth soldiers who were unable to be inscribed on the Menin Gate.

- return to Ypres to your hotel to freshen up

- group dinner

- after dinner walk to Menin Gate where you will be met by a member of the Last Post Association

7:30pm - those that are laying the wreath are to report to the representative under Menin Gate

8:00pm - participate in the Last Post Ceremony at Menin Gate - This ceremony takes

place every night, rain or shine, at 8:00pm SHARP in honour of the thousands of soldiers who went to the front, never to return. The gate is inscribed with the names of 54,896 Commonwealth soldiers who perished during World War I and have no known final resting place.

- a member of your group will lay a commemorative wreath during tonight's ceremony (*ceremony lasts est. 20 minutes*)
- 8:30pm - after the ceremony take a leisurely stroll back to your hotel, where you will retire for the evening

Day 4 – Friday April 10 - TO VIMY & ROUEN

B/L/D 7:00am - breakfast included at the hotel, followed by check out

7:45am - board your coach and transfer to Vimy Ridge (*travel time est. 1.25 hrs*)

- 9:00am - arrive and check in for your self-guided tour of the trenches and visit the famous Vimy Monument. Of all the sites on your tour, Vimy needs the least introduction as this is where many believe Canada became a country. There are student guide-interpreters located throughout the site and available to provide interpretive information. Interpretation to various parts of the site including the tunnel will be based on a first come first serve basis.
- depart to Arras with time to purchase lunch (meal allowance) - transfer into Rouen where you will check into the hotel for 2 nights accommodation enjoy a group dinner

Day 5 - Saturday April 11 - ROUEN SIGHTSEEING

B/L/D 8:00am - breakfast included at the hotel

9:00am - school visit (as arranged by your group leader) (*if we go the dates above then it won't work*)

12:00pm - after your visit purchase lunch(meal allowance)

- 1:00pm - meet your local guide and embark on a walking tour including the Eglise Ste-Jeanne d'Arc
- *an idea would be to embark on a treasure hunt' The Ring of Joan of Arc - Participants conduct a treasure hunt in search of Joan of Arc's ring. Throughout this quest they have to move in Rouen with different riddles to collect clues and find the precious jewel. They will have to demonstrate observation, insight, and team spirit.*
- group dinner
- retire to your rooms for the evening

Day 6 - Sunday April 12 - TO JUNO BEACH & PARIS

B/L/D

- breakfast included at the hotel followed by check out
- 8:00am - load your coach and depart to Revers (travel time est. 2 hours)
- 10:00am - arrive Revers stopping at Beny-sur-Mer, Highway D35, Revers, Calvados, France, home of the Canadian Military Cemetery where you will find 2,049 graves of the men who fell on the beaches on D-Day and in the bitter battles that followed
- 10:30am - continue to Juno Beach Centre 10:45am - arrive at the Juno Beach Centre where you will be met by a young Canadian guide who will introduce you to the Centre and allow you time for a self-guided tour of the moving displays (est. 90 minutes in the centre). Then your guide will take you on a tour of the beach and bunker.
- 1:00pm - travel to the town of Arromanches with time to purchase lunch (meal allowance)
 - as a result of the disastrous failure of the Dieppe raids in August 1942, Allied leaders determined that the Coastal Ports of France were too highly fortified to be used for landing military equipment and supplies, so the idea of floating roadways and pier heads which went up and down with the tide was developed to fruition; the staggeringly big concrete blocks remaining from the Mulberry Harbour towed over from Britain in June 1944 can still be seen today
 - an idea would be to visit Arromanches 360 or the Landings Museum
- board your coach and depart for Paris (travel time est. 4 hours) - arrive at the hotel in the area and check in for 5 nights
- group dinner
- retire to your rooms for the evening

*****Note: your coach & driver will now leave your group and return to Belgium. A local coach company will complete the airport transfer for you on departure day. *****

*****1% Carnet per person (15 Paris Metro tickets per person) are included for transportation in Paris*****

Day 7 - Monday April 13 - PARIS (no coach service today)

B/L/D

- breakfast included at the hotel
- transfer via the Paris Metro to the Musée du Louvre (nearest metro: Palais Royal-Musee de Louvre)
- arrive and check in for your timed entry for a self-guided visit
- highlights of the museum include Leonardo's *Mona Lisa*, and *Madonna of the Rocks*, the sculptures *Winged Victory* and *Venus di Milo*, and the famous works of such artists as Gericault, Delacroix, David and many others
- purchase your lunch (meal allowance) at the Louvre cafeteria, or in the area
- after lunch walk with your group leaders through the Tuileries Gardens to Place de la Concorde, site of many beheadings during the Revolution; continue to the Champs Elysees and stroll up the wide boulevards to the Arc de Triomphe
- confirmed reservation time: arrive at Place Charles de Gaulle - Etoile and ascend to the top of the Arc de Triomphe, for the 2nd best view of the city from the Observation Platform (although some will dispute that it is actually the BEST view of Paris) France's "Unknown Soldier" is interned at the base of the Arc
- from the Arc de Triomphe, walk in chaperoned groups along Avenue Kleber to Place du Trocadero where you see a beautiful view of the Eiffel Tower (subject to availability you may be able to ascend the Tower with pre-booked tickets)
- walk to the Bateaux Parisiens dock
- arrive to check in for your cruise
- enjoy this evening's 1 hour narrated sightseeing cruise on the Seine River
- return to the dock, disembark and travel to the restaurant
- group dinner
- take the Metro back to your accommodation

Day 8 - Tuesday April 14 - PARIS (no coach service today)

B/L/D

- breakfast included at the hotel
- take the metro to Montmartre district
- rising high above Paris, this area with its myriad of small streets has served as both home and studio to many great 19th and 20th century artists, like Degas, Monet, Picasso and Dali who would come up here to paint the city scape
- upon arrival in Montmartre proceed to the Basilica de Sacre Coeur, for a self-guided visit - one of Paris most famous landmarks, known for its characteristic white domes (admission to the dome is not included but can be purchased on site)
- after your visit walk to the nearby Place du Tertre to purchase lunch (meal allowance)

- make your way to the Ile de la Cite and la Sainte Chapelle
- arrive for your self-guided visit; the magnificent Gothic chapel is known for its stained glass windows which are considered the best of their type in the world; known as the Holy Chapel, erected by Louis IX, this magnificent chapel was originally designed to house precious religious treasures. At the time known as the stairway to heaven, the chapel is one of the masterpieces of medieval architecture
- continue to Notre Dame Cathedral
- enjoy a self-guided visit inside the stunning cathedral and marvel at the magnificent stained glass window. Some may wish to climb the 387 steps up the towers for a wonderful view of the gargoyles of the cathedral and of Paris. Be sure to stand on Point Zero, the absolute centre of Paris, to ensure your return to the city (so they say)
- depart to Flams Restaurant
- group dinner
- dinner ends; make your way to the theatre
- evening performance (Opera Garnier, Opera Bastille, or similar) - performance ends
- return to your hotel via metro

Day 9 - Wednesday April 15 - PARIS (no coach service today)

B/L/D

- breakfast included at the hotel
- transfer by metro to Palais Garnier (Paris Opera House)
- confirmed reservation time: enjoy a 75 minute guided tour of The Opera Garnier - aside from being the haunt of the mythical "Phantom," it is also the premier venue for dance and opera in Paris... Charles Garnier designed this 1875 rococo wonder during the heyday of the French Empire; the façade is adorned with marble and sculpture, including "The Dance" by Carpeaux...
- after your tour walk to nearby Paris Story and check your group in for your visit
- the Paris Story film is a loving tribute to France's beautiful capital city; this is a private tour of the City of Lights that has no equal in its imagery and the accompanying music; you will find yourself transported through the centuries of history that have created the amazing city that we love so much today - from its founding by the Celtic Parisii tribe to contemporary Paris and the ultra-modern architecture of the Louis Vuitton Foundation, you will experience it all
- transfer via Paris Metro to Les Halles, the marketplace of Paris for over 800 years, now an underground shopping centre where you can purchase your lunch (meal allowance)
- make your way to the nearby Centre Pompidou
- renowned for its radical architectural statement, the 1977-opened Centre Pompidou brings together galleries and cutting-edge exhibitions, hands-on workshops, dance performances, cinemas and other entertainment venues, with street performers and fanciful fountains outside.

- arrive and check in for your self-guided visit
- visit ends; make your way to the restaurant
- group dinner at Dans Le Noir
- dinner ends; return to your hotel

Day 10 - Thursday April 16 - PARIS (no coach service today)

B/L/D

- breakfast included at the hotel
- transfer to Musee d'Orsay by metro
- arrive at Musee d'Orsay and check in for your self-guided visit to see works by such Impressionist painters as Millet, Monet, Delacroix, Pissaro, Renoir, Degas, Van Gogh, Cezanne and Toulouse Lautrec
- make your way to Les Invalides for a self-guided visit
- Louis XIV ordered the facility built in 1670 to house disabled soldiers (hence the name), and at one time 4,000 military men lived here. Today, a portion of it still serves as a veterans' residence and hospital. As well as the Musée de l'Armée, it comprises the Musée des Plans Reliefs and the Musée de l'Ordre de la Libération as two churches: the Eglise du Dôme, which houses the tomb of Napoleon Bonaparte designed by Visconti in 1843, and the Eglise Saint Louis des Invalides.
- purchase lunch (meal allowance)
- near Les Invalides is the Musee Rodin
- arrive and check in for your self guided visit
- "Young people, you who wish to be the celebrants of beauty, it may please you to find the essence of long experience here." These words - the opening line of Rodin's artistic testament - could also feature on the pediment of his museum; it was essentially with young artists in mind that the sculptor, idolized throughout Europe, determinedly pursued his project for a museum dedicated to his work. Rodin was not given to making speeches or lecturing; his aim was to exhibit. Rather than offering to teach the young sculptors who flocked to his studio around 1900, he gave them an opportunity to work with him. Exhibiting sculpture, giving it its rightful place, allowing the public to fully appreciate this particular way of apprehending the world was, and still is, the goal of the Musée Rodin, of its scientific and cultural policy, and even of its business model.
- enjoy your farewell group dinner at Nos Ancetres les Gaulois
- dinner ends
- return to your hotel
- be sure to pack your suitcases for your flight home to Canada tomorrow

Day 11 - Friday April 17 - DEPARTURE HOME

B/M

- breakfast included at the hotel, followed by check out
- locally hired motor coach arrives at your hotel for loading
board your coach for the transfer to Charles de Gaulle International Airport
- arrive and check in at the airline ticket counter (*it is recommended that groups travelling internationally allow 3 hours for check in prior to their scheduled departure*)
- scheduled departure time on your flight(s) (connections) from Paris to Calgary - inflight meal served at the discretion of the airline
- arrive Calgary International Airport, clear customs and collect your luggage
- proceed to the Arrivals Area and go to the Commissionaires Desk and your coach will be called
up from the holding area
- meet your motor coach for loading
depart to the school
- Welcome Home!

*B - Breakfast / PB - Packed Breakfast / L - Lunch / PL - Packed Lunch / D - Dinner /
M-Airline Meal / S-Snack - denote meals included in tour cost*

SUPERVISION:

Shannon Aleman and Carrie Waldo, and two additional teacher chaperones from HHHS

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 at the first parent meeting. Students may raise their own money through personal jobs, savings, and/or support from their families. We will apply for the \$10 000. Alberta Lotteries Grant.

EXPENDITURE GUIDELINES:

No tender has yet been chosen.

Board Agenda Item



Topic: Enrolment Summary Report

Presenter: Ron Eberts

Meeting Date: April 10, 2019

Background

The enrolment summary for March 31, 2019 is provided as information.

Recommendation:

The Superintendent of Schools recommends that the Board of Trustees accepts the Enrolment Summary Report for March 31, 2019 as information.

RED DEER PUBLIC SCHOOL DISTRICT #104
ENROLMENT - March, 2019

	PreK	ECS	1	2	3	4	5	6	7	8	9	10	11	12	CCE*	FTE	TOTAL	DIFF
36 A.L. GAETZ		35	49	44	55	55	53									273.5	291	3
47 ASPEN HEIGHTS		42	40	33	34	39	39									206	227	0
34 BARRIE WILSON - ENG.		55	59	69	46	50	41									292.5	320	1
34 BARRIE WILSON - F.I.		23	28	36	34	27	13									149.5	161	-1
44 DON CAMPBELL		81	85	50	67	49	62									353.5	394	1
49 ESCUELA VISTA GRANDE - S.B.		39	39	31	34	27	23	12								185.5	205	0
40 FAIRVIEW	30	37	24	27	47	35	39									205.5	239	-5
42 G.W. SMITH	27	35	41	43	50	54	46									265	296	0
43 JOSEPH WELSH	31	34	47	50	55	46	53									283.5	316	3
54 MATTIE MCCULLOUGH	19	54	73	73	73	77	63									395.5	432	1
45 MOUNTVIEW - ENG.		25	33	29	26	29	22									151.5	164	-1
45 MOUNTVIEW - F.I.		37	41	43	27	31	41									201.5	220	0
48 ORIOLE PARK - ENG.		35	37	40	48	36	44									222.5	240	3
48 ORIOLE PARK - F.I.		30	32	22	23	31	20									143	158	0
52 WEST PARK ELEM.	28	36	49	50	48	39	60									278	310	-6
32 G.H.DAWE	31	44	44	42	39	41	41	42	40	31						357.5	395	3
69 GLENDALE		37	46	33	42	40	46	61	54	61						401.5	420	-2
55 NORMANDEAU	26	41	41	37	39	42	35	73	57	60						417.5	451	2
137 GATEWAY CHRISTIAN SCHOOL		76	79	71	74	79	80	84	60	62			1		156	628	666	0
62 C.M.S. - Eng.								120	106	90						316	316	4
62 C.M.S. - F.I.								73	89	78						240	240	0
65 EASTVIEW								203	216	212						631	631	1
68 W.M.S.								177	168	152	1					498	498	2
75 L.T.C.H.S. - Eng.											326	350	384	413	6	1473	1473	0
75 L.T.C.H.S. - F.I.											82	78	60	30		250	250	-4
90 H.H.H.S.											312	391	359	361		1423	1423	-4
30 NORTH COTTAGE												5	6	10		21	21	-1
124 R.D. REG. HOSPITAL EDUC. PROG.										1	2	2	2			7	7	1
127 DIREWOOD								1	1	1	2					5	5	2
128 YOUTH ASSES. CENTRE.								1	1		2	1				5	5	-1
129 PARKLAND YOUTH HOMES												2	1			3	3	0
131 OSKAYAK TREATMENT CENTRE												1				1	1	0
133 OUTREACH SCHOOL CENTRE												37	66	174	142	277	277	6
136 QUEST HIGH SCHOOL								2	4	15	33	24	17	20		115	115	5
132 SCHOOL WITHIN A COLLEGE														23		23	23	0
DISTRICT TOTALS	192	796	887	823	861	827	821	849	796	763	760	891	896	1031	304	10699	11193	13

	ENGLISH	FRENCH IMMERSION	SPANISH BILINGUAL	DISTRICT TOTALS	PREV MONTH	DIFF	SEPT TOTALS	DIFF
PreK	192	0	0	192	191	1	190	2
E.C.S.	667	90	39	796	798	-2	790	6
ELEMENTARY	3616	449	154	4219	4219	0	4206	13
MIDDLE SCHOOLS	2156	240	12	2408	2397	11	2394	14
SENIOR HIGH	3328	250	0	3578	3575	3	3538	40
TOTALS - Mar.2019	9959	1029	205	11193	11180	13	11118	75
TOTALS - Mar.2018	9781	1023	185	10989	10972	17	10874	115

Revised 04/02/2019:9:37

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

Board Agenda Item



Topic: ASBA Policy Resolutions

Presenter: Bruce Buruma

Meeting Date: April 10, 2019

Background

The Alberta School Boards Association is driven by policies developed by its member boards.

The Board of Trustees for the Red Deer Public Schools has utilized the policy development process to advocate for issues and priorities they feel are important to public school education and school board governance.

The Alberta School Boards Association has shared, per the attached schedule, the following information regarding the policy development process:

- Policies are normally addressed at the Fall General Meeting; Budget and Bylaws at the Spring General Meeting.
- The regular policy process culminates at the FGM, and is the process that should be utilized for all non-emergent proposals. The 2019 deadline for zones to submit their proposals is May 17. The process for selecting the proposals, which will ultimately be advanced, to the Association is at the discretion of the zone. The emergent policy deadline for SGM is April 29.
- The emergent process should be utilized only for those positions that cannot be advanced through the regular process, and are truly emergent in nature.

There are also processes allowing individual school boards to advance policy resolutions on their own.

There may be other issues and priorities the Board wishes to advance at either the Spring or Fall General Meetings.

It is requested that Trustees consider any issues that could be brought forward through the policy development process. Should there be a resolution to be advanced, it is suggested that assigned trustees, with support from district administration, develop resolutions for consideration by the Alberta School Boards Association.

Reference Source:

- ASBA 2019 Spring and Fall General Meeting Timeline

Board Agenda Item



Quality Indicators:

Policy/Administrative Procedures

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

Superintendent/Board Relations ("The First Team")

QI 6.2 Provides support to the Board re: lobby efforts on behalf of the District.

Recommendation:

The Superintendent of Schools recommends that the Board of Trustees determine if there are potential resolutions to be brought forward to the upcoming General Meetings of the Alberta School Boards Association.

ASBA 2019 Spring and Fall General Meeting Timeline

Spring General Meeting		Fall General Meeting	
January 2019	ASBA call for bylaw amendments sent to all Board Chairs, Zone Chairs	January 2019	ASBA call for proposed position statements sent to all Board Chairs, Zone Chairs
March 4, 2019	Deadline to submit proposed bylaw amendments to ASBA	March - May 2019	Boards submit proposed position statements to zones; timelines and process at zones' discretion.
April 4, 2019	Budget and Bylaws Bulletin sent to all member boards <i>As per bylaw requirement of 60 days prior to SGM</i>		Zones identify a maximum of 3 proposed position statements to be considered at FGM (Zone 2/3 – maximum of six)
April-May 2019	ASBA budget presented to zones	May 17, 2019	Deadline for Zones to submit proposed position statements to ASBA (Zone 2/3 – maximum of six)
April 29, 2019	Deadline for Boards to submit any proposed emergent policies to ASBA for the SGM.	June 2019	Policy Development Advisory Committee (PDAC) reviews proposed position statements according to development principles in GP10.
June 3, 2019	SGM: ASBA business session	Summer 2019	As directed by PDAC, ASBA staff works on wording with sponsoring boards/zones to ensure intent is reflected and background is sufficient and clear.
Notification to Boards <ul style="list-style-type: none"> The Budget and Bylaws Bulletin is sent to all member boards 60 days prior to the Spring General Meeting. The Policies Bulletin is sent to all member boards 30 days prior to the Fall General Meeting. <p>Please submit proposed bylaws and/or position statements via e-mail to: kanderson@asba.ab.ca</p>		Fall 2019	Sponsoring boards/zones refine proposed position statements and provide to PDAC any suggested wording changes or further background information required
		October 2019	PDAC finalizes proposed position statements and presents final wording to Board of Directors for approval.
		Oct. 15, 2019	Deadline for Boards to submit proposed emergent policies to ASBA for the FGM.
		Oct. 18, 2019	Policies Bulletin sent to all member boards
		Nov. 18, 2019	FGM: ASBA business session

Board Agenda Item



Topic: ASBA Report

Presenter: Laurette Woodward

Meeting Date: April 10, 2019

Background

ASBA Zone 4 meeting notes:

March 25, 2019 in Camrose (Battle River)

- Next ASBA Zone 4 meeting will be after the provincial election. Are there items our boards would like to be advocating for with whoever has formed government?
- ASBA Spring General Meeting. Student summit on mental health. Costs will be covered for one student delegate per board. Up to three student delegates can attend. Supervision provided by Headstrong. Is Red Deer Public sending anyone?
- ASBA is hosting Canadian School Boards Association conference in 2020. Likely the first week of July.
- ASBA is moving its FGM to Delta South in Edmonton starting in 2020. This should reduce costs.
- ASBA Zone 4 "Healthy Schools" conversation. May 7, 2019. 9:30 am to 3:15 pm. Theme "Intentional Connection Building". Keynote: Keith Hansen (Red Deer College).
- ASBA Zone 4 is compiling a list of awards and scholarships for local students, teachers and staff members. If there are any that we would like added, please forward these to Laurette, so she can share them with the Zone 4 committee.
- Bring banners to next ASBA Zone 4 meeting for Career Expo event.
- Do we have suggestions for speakers that could present at the Zone 4 level, or at the ASBA provincial level? In other words, is there someone we'd like to hear from that is more economical/appropriate when costs are shared by boards?
- ASBA Zone 4 is asking for feedback about the Edwin Parr process in 2019 from school jurisdictions. Were there challenges? If so, what were they?
- Discussion: There are varying levels of involvement for trustees in the process of determining a school jurisdiction's candidate. Half of the eight boards are involved in deciding. The other four are not (administration makes the choice completely).
- Lorie Jess, ASBA President, said ASBA budget would be sent out on April 4, 2019. No additional fees will be asked for, according to Murray Holman who went to the last Board

Board Agenda Item



of Director's meeting. ASBA is asking for feedback on its strategic plan by April 6, 2019. Lorie will be presenting the budget to Zone 4 at its meeting on April 29, 2019.

- ASBA is asking for feedback regarding the toolkits provided by the newly formed ASBA Advocacy committee.
- There will not be a management compensation report this year. Not enough boards responded to ASBA's survey.
- Zone 4 meeting in May. The same day as the Edwin Parr event. Is there an interest in having Becky Kalal present about Roberts / Bourinot's rules of order in the morning?
- Connie Huelsman announced that Bonnie Milman, who supports ASBA Zone 4 for minutes and other responsibilities will be retiring in September 2019. Also, Connie's term as Zone 4 Chair will be ending. Connie asked the membership to consider who might put their name forward. Whoever is elected as Zone 4 chair will need to have the support of their own board, with a recording secretary who comes to Zone 4 meetings, takes care of records, etc. Also, we will need Secretary / Treasurer support.
- World Cafe Discussion about the value of ASBA Zones in the work of individual trustees and school boards. Also, the value of Zones for ASBA, and how ASBA should/could be working with Zones. Highlights from these notes were in the document sent from Holly Bilton summarizing the meeting. Summary - there were many comments made about the value of boards working together in zones.
- Recommendation from trustees that Zone 4 issue a media release following each Zone 4 meeting, to profile the work of trustees. Laurette was asked to write this each meeting, and to come to next meeting with a proposed template and process.

Recommendation:

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

Board Agenda Item



Topic: PSBAA Report

Presenter: Bill Stuebing

Meeting Date: April 10, 2019

Background

Trustee Bill Stuebing will provide a verbal report

Recommendation:

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

Board Agenda Item



Topic: District Values

Presenter: Bruce Buruma

Meeting Date: April 10, 2019

Background

As part of its commitment to community engagement, the Board of Trustees undertook a series of activities to help identify values and character attributes that our schools and the community wish students to develop.

The process included an online engagement using Thoughtexchange where 1471 participants shared 2,602 thoughts that were then prioritized.

Using this information, a series of Town Hall Meetings/Focus Groups for parents, staff, school administrators, students, community representatives and City Wide School Council provided further input.

During its Board Retreat on March 11 and 12, 2019 the Board of Trustees reviewed all of the information and a prioritized several district values it felt were important. Using this information, we have attached suggested District Values for consideration and approval by the Board of Trustees.

As we move towards finalizing the District Education Plan 2019/20 to 2021/22, we would like the Board of Trustees to confirm the district values. Once these are finalized, we can further strategize how to implement and highlight these values across our community.

Reference Source:

District Values (DRAFT)

Quality Indicators:

Superintendent/Board Relations ("The First Team")

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

Strategic Planning and Reporting:

QI 7.1 The three-year planning process involves appropriate stakeholder input and results in high stakeholder satisfaction.

Communications and Community Relations:

QI 9.5 Promotes positive public engagement in the District.

QI 9.7 Improves the District's public image.

Board Agenda Item



Recommendation:

The Superintendent of Schools recommends:

1. That the Board of Trustees approve the District Values as presented.
2. That the Board of Trustees approve the District Values as modified.
3. That the Board of Trustees requests Administration review the District Values as discussed and present recommendations at the next meeting of the Board.

Character Attributes - Board Retreat

Main Word	Subsequent words	Definition
Respectful	Empathy, Kind, Caring , Humanism	Caring for yourself and others; valuing other's thoughts and feelings.
Healthy	Balance , Health/Healthy , Wellness	Being healthy... mentally, physically, emotionally, spiritually and intellectually.
Responsible	Integrity	Having integrity, being accountable for your actions.
Resilient	Perseverance, Grit, Determined, Confidence	Being confident, knowing how to pull yourself up when times get tough.
Curious	Skilled for life, Lifelong learning	Showing an interest in learning new things and being open to new ideas.
Collaborative	Cooperative	Working together for one goal.

Board Agenda Item



Topic: Superintendent's Report (Public)

Presenter: Stu Henry
Meeting Date: April 10, 2019

Background

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

- March 15 - TEBA teleconference
- March 18 - Admin Growth: Gateway
- March 18 - Admin Growth: DCE
- March 19 - Admin Growth: GWS
- March 21 - Admin Growth: CMS
- March 22 - Principals Spring Budget Meeting
- March 22 - Meet with Scott Builders re: potential CTS project
- March 25 - Admin Growth: MV
- March 26 - Admin Growth: WPE
- March 26 - HS Principals Meeting
- March 26 - Systems Leadership Team meeting
- March 27 - Senior Admin Meeting
- March 27 - Admin Growth: WPMS
- March 27 - Bright Start Luncheon
- March 27 - Admin Growth: LTCHS
- March 28 - Advocacy Committee meeting
- March 29 - SOUPer Day at OP
- April 1 - Meet with reps from ACA re: proposed resolutions
- April 2 - Teacher Voice Committee
- April 3 - Senior Admin Meeting
- April 3 - Agenda Review
- April 4 - Agenda Review
- April 9 - Admin Meeting
- April 9 - Substitute Teacher Appreciation event

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: Bev Manning

Meeting Date: April 10, 2019

Background

Board Chair Bev Manning will provide a verbal report

Recommendation:

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

Board Agenda Item



Topic: Correspondence Received

Presenter:

Stu Henry

Meeting Date:

April 10, 2019

Background

The Board of Trustees will find attached correspondence received from Alberta Education regarding the meeting between the Superintendent of Schools and Alberta Education regarding the 2018/19-2017/18 Annual Education Plan and 2017/18 Annual Education Results report.

February 22, 2019

Stu Henry
Superintendent of Schools
Red Deer Public Schools
4747- 53 Street
Red Deer, Alberta T4N 2E6

Dear Stu:

Thank you for meeting to discuss Red Deer Public School's **2018/19 - 2020/21 Three-Year Education Plan and 2017/18 Annual Education Results Report**. We valued the dialogue focused on your plan, results for continuous improvement in your school authority and the insights you have shared from your participation in the Assurance Model Pilot.

From our review, the plan and report submitted by your school authority are aligned with the planning and reporting requirements established by Alberta Education in the **Policy and Requirements for School Board Planning and Results Reporting – Assurance Model Pilot, May 2018**.

We appreciated the information that you provided and our discussion of the planning activities underway, highlights of significant accomplishments, and the challenges within your school authority. There is strong coherence between your local measures and the many strategies and your district priorities reflect.

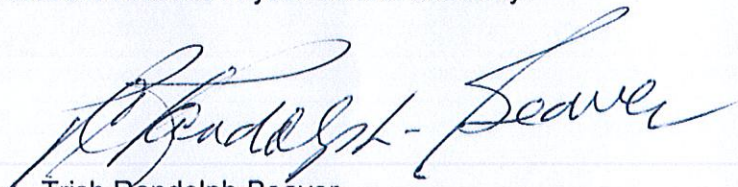
If we can be of further assistance in your planning or reporting process or any other matter, please contact either Patricia Rijavec, Field Services Manager, Central Services Branch at Patricia.Rijavec@gov.ab.ca or (780) 427-5392 or Trish Randolph-Beaver, Field Services Manager, First Nations, Métis and Inuit Services Branch at Trish.Randolph-Beaver@gov.ab.ca or (780) 415-1347 (toll-free by first dialing 310-0000).

We trust ongoing dialogue will support your efforts to address the outcomes for your First Nations, Metis and Inuit students and continue to explore an assurance model that supports your local context and culture to enhance student success in your school authority.

Sincerely,



Patricia Rijavec
Field Services Manager
Central Services Branch



Trish Randolph-Beaver
Field Services Manager
First Nations, Métis and Inuit Services Branch

cc: Bev Manning, Board Chair, Red Deer Public Schools
Garret Doll, Acting Director, Central Services Branch
Ronald Taylor, Director, First Nations, Métis and Inuit Services Branch

Board Agenda Item



Topic: Trustee Questions

Presenter:

Stu Henry

Meeting Date:

January 9, 2019

Background

During this portion of the Board Meeting trustees will have an opportunity to raise questions. Where possible, an immediate response will be provided. In the event that research is necessary before a response can be provided the response will be postponed to a date after research is completed.