



Public Board Meeting AGENDA

Wednesday, April 9, 2025

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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Nicole Buchanan

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12. Adjournment



Public Board Meeting

Minutes

Date: Wednesday, March 12, 2025

Time: 1:00 PM

Trustees	Nicole Buchanan, Chair Dianne Macaulay, Vice Chair – Not present Matt Gould, Trustee Bev Manning, Trustee Cathy Peacocke, Trustee Angela Sommers, Trustee Jim Watters, Trustee
Senior Administration	Chad Erickson, Superintendent of Schools Dan Lower, Deputy Superintendent Colin Cairney, Secretary Treasurer Erin Black, Communications Specialist

1. Call to Order

The public meeting of the Board of Trustees was called to order at 10:31 a.m.

2. Notice of Recording

3. Motion to Meet in Private

Moved By: Jim Watters, Trustee

THAT the Board meet in private, the time being 10:31 a.m.

For: Chair Buchanan, Trustee Gould, Trustee Manning, Trustee Peacocke, Trustee Sommers, Trustee Watters

Carried

4. Revert to Public Meeting

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

5. Land Acknowledgement

The land recognition statement recognizing Treaty 6 and Treaty 7 territory was read by a group of students from Central Middle School.

6. O Canada

O Canada was sung.

7. Approval of Minutes

Moved By: Jim Watters, Trustee

THAT the minutes for Board Meeting February 12, 2025 be approved as presented.

8. Approval of Agenda

Moved By: Bev Manning, Trustee

THAT the agenda for Board Meeting March 12, 2025 be approved as presented.

For: Chair Buchanan, Trustee Gould, Trustee Manning, Trustee Peacocke, Trustee Sommers, Trustee Watters

Carried

9. Recognition

9.1 Lindsay Thurber Comprehensive High School Improv Team

Two Lindsay Thurber Comprehensive High School Improv Teams took home medals at their prospective tournaments last month. The Nosebowl Team secured a silver medal at the Wildfire Festival, while the Canadian Improv Games Team earned a bronze medal, highlighting the dedication and creativity of these young performers.

10. Governance Agenda

10.1 Pines ASC Field Study Follow-Up

Students who participated in the Pines Alternative School field study to Los Angeles and Anaheim, California in January, shared their experiences with the Board.

10.2 Enrollment Summary Report

Superintendent Chad Erickson presented the February 28, 2025 enrollment summary, which totaled 11,532 students attending Red Deer Public Schools.

10.3 Second Quarter Financial Statements

Secretary Treasurer Colin Cairney presented the financial statement for the second quarter of the year ending February 28, 2025. The statement was reviewed and noted that revenues and expenditures are currently in line with budget projections from the spring 2024-2025 budget.

10.4 Three Year Capital Plan

The Division's Three Year Capital Plan for 2026-2028 must be submitted to Alberta Education by March 31, 2025, 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: Bev Manning, Trustee

THAT the Board of Trustees identify their priorities for the 2026-2028 Three Year Capital Plan as follows:

- *The modernization of Oriole Park Elementary School (full mechanical and electrical, architectural, and functional)*
- *New Grade 6-8 school in North East Red Deer, 600 spaces*

- *The modernization of Gateway Christian School (architectural, mechanical, electrical, and functional)*
- *The modernization of Eastview Middle School (architectural, mechanical, electrical, and functional)*
- *The modernization of Glendale School (partial mechanical, electrical, and functional)*
- *New Grade 9-12 High School, North East Red Deer, 1000 spaces*

For: Chair Buchanan, Trustee Gould, Trustee Manning, Trustee Peacocke, Trustee Sommers, Trustee Watters

Carried

10.5 PSBAA Report

Trustee Gould provided a verbal report.

10.6 Creation of Board Evaluation Policy

Trustee Gould proposed the creation of a Board Evaluation Policy.

Moved By: Matt Gould, Trustee

The Red Deer Public Schools Board of Trustees develops a Board Evaluation Framework that outlines a process for regularly assessing the effectiveness of the board, including but not limited to:

1. *The frequency and method of evaluation;*
2. *The criteria and benchmarks for assessment;*
3. *The involvement of trustees, administration, and relevant stakeholders;*
3. *A process for reviewing and implementing recommendations arising from evaluations.*

For: Chair Buchanan, Trustee Gould, Trustee Manning, Trustee Peacocke, Trustee Sommers, Trustee Watters

Carried

10.7 Trustee Community Engagement Report

Board Chair Nicole Buchanan highlighted a number of activities Trustees were involved in during the month of January and the first part of February.

10.8 Superintendent's Report

Superintendent Chad Erickson highlighted a number of activities he was involved in during the month of February and the first part of March.

10.9 Board Chair's Report

Chair Buchanan had nothing to report.

11. Celebrations

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

12. Adjournment

Chair Buchanan declared the meeting adjournment at 2:40 p.m.

Chair

Secretary Treasurer



Special Board Meeting

Minutes

Date: Wednesday, March 26, 2025

Time: 1:00 PM

Trustees
Nicole Buchanan, Chair
Dianne Macaulay, Vice-Chair
Matt Gould, Trustee
Bev Manning, Trustee
Cathy Peacocke, Trustee
Angela Sommers, Trustee
Jim Watters, Trustee

Senior Administration
Chad Erickson, Superintendent of Schools
Dan Lower, Deputy Superintendent
Colin Cairney, Secretary-Treasurer
Nicola Golby, Associate Superintendent

1. Call to Order

The public meeting of the Board of Trustees was called to order at 12:59 p.m.

2. Notice of Recording

3. Motion to Meeting in Private

Moved by: Trustee Watters

That the Board meet in private, the time being 1:01 p.m.

For: Chair Buchanan, Vice Chair Macaulay, Trustee Gould, Trustee Manning, Trustee Peacocke, Trustee Sommers, Trustee Watters

Carried

4. Revert to Public Meeting

The meeting reverted to a public meeting, the time being **1:23 p.m.**

5. Approval of Agenda

Moved By: Bev Manning, Trustee

That the agenda for Board Meeting (March 26, 2025) be approved as presented.

For: Chair Buchanan, Vice Chair Macaulay, Trustee Gould, Trustee Manning, Trustee Peacocke, Trustee Sommers, Trustee Watters

Carried

6. Governance Agenda

6.1 Administrative Staffing Committee

Superintendent of Schools, Chad Erickson provided the Board of Trustees with an update regarding the appointment of the Associate Superintendent – Student Services and principal positions.

Moved By: Bev Manning, Trustee

THAT the Board of Trustees approve the recommendation of the Administrative Staffing Committee for the position of Associate Superintendent - Student Services.

For: Chair Buchanan, Vice Chair Macaulay, Trustee Gould, Trustee Manning, Trustee Peacocke, Trustee Sommers, Trustee Watters

Carried

Moved By: Cathy Peacocke, Trustee

THAT the Board of Trustees approve the recommendation of the Administrative Staffing Committee for the principal positions.

For: Chair Buchanan, Vice Chair Macaulay, Trustee Gould, Trustee Manning, Trustee Peacocke, Trustee Sommers, Trustee Watters

Carried

7. Adjournment

Chair Buchanan declared the meeting adjournment at 1:24 p.m.

Chair

Secretary Treasurer



Special Board Meeting

Minutes

Date: Tuesday, March 18, 2025
Time: 10:00 AM

Trustees
Nicole Buchanan, Chair
Dianne Macaulay, Vice-Chair
Matt Gould, Trustee
Bev Manning, Trustee
Cathy Peacocke, Trustee
Angela Sommers, Trustee
Jim Watters, Trustee

Senior Administration
Chad Erickson, Superintendent of Schools

Call to Order

The public meeting of the Board of Trustees was called to order at 10:00 AM.

Approval of Agenda

Moved By: Cathy Peacocke, Trustee

That the agenda for Board Meeting March 18, 2025 be approved.

Carried

Motion to Meeting in Private

Moved By: Jim Watters, Trustee

THAT the meeting revert to private.

Carried

Revert to Public Meeting

The meeting reverted to public at 2:14 PM.

Adjournment

Chair Buchanan declared the meeting adjourned at 2:15 PM.

Chair

Secretary-Treasurer

Board Agenda Item



Topic: Enrollment Summary Report

Presenter: Dan Lower

Meeting Date: April 9, 2025

Background

The enrollment summary for March 31, 2025, is provided as information.

**RED DEER PUBLIC SCHOOL DISTRICT #104
ENROLMENT - March, 2025**

	PreK	ECS	1	2	3	4	5	6	7	8	9	10	11	12	13-15	CCE*	FTE	TOTAL	DIFF
36 A.L. GAETZ		33	32	37	43	50	37										215.5	232	-1
47 ASPEN HEIGHTS		41	41	44	34	41	38										218.5	239	1
34 BARRIE WILSON - ENG.		47	52	66	62	63	54										320.5	344	2
34 BARRIE WILSON - F.I.		23	24	32	21	28	28										144.5	156	-1
44 DON CAMPBELL		69	73	74	75	66	83										405.5	440	-2
40 FAIRVIEW		25	33	52	41	50	49										237.5	250	4
42 G.W. SMITH	13	31	36	41	41	40	37										217	239	-1
43 JOSEPH WELSH	28	35	45	25	46	37	53										237.5	269	1
54 MATTIE MCCULLOUGH		36	75	58	69	72	94										386	404	-1
45 MOUNTVIEW - ENG.	14	25	31	33	36	45	22										186.5	206	-2
45 MOUNTVIEW - F.I.		20	33	26	32	24	23										148	158	0
48 ORIOLE PARK - ENG.		34	46	45	29	48	42										227	244	1
48 ORIOLE PARK - F.I.		17	26	19	18	16	20										107.5	116	2
52 WEST PARK ELEM.	26	42	41	47	58	53	50										283	317	-1
48 ESCEULA VISTA GRANDE - S.B.		33	48	39	34	19	30	18	27	14							245.5	262	-1
32 G.H.DAWE		34	32	44	35	27	43	54	44	55							351	368	-7
69 GLENDALE		43	52	50	56	54	36	52	57	52							430.5	452	-4
55 NORMANDEAU	27	34	36	34	36	32	28	68	59	55							378.5	409	9
137 GATEWAY CHRISTIAN SCHOOL		50	49	54	52	74	70	85	75	83	57	43	37	35			739	764	0
62 C.M.S. - Eng.								139	133	130							402	402	-1
62 C.M.S. - F.I.								60	59	81							200	200	-1
65 EASTVIEW								196	233	215							644	644	0
68 W.M.S.								187	197	167							551	551	4
75 L.T.C.H.S. - Eng.											325	338	405	416	52	171	1536	1536	4
75 L.T.C.H.S. - F.I.											74	50	35	37			196	196	1
90 H.H.H.S.											374	364	377	341	21	2	1477	1477	-2
30 NORTH COTTAGE													1	4	239	64	244	244	7
124 R.D. REG. HOSPITAL EDUC. PROG. STEP UP STEP DOWN									2	1	3	3	2				11	11	-1
127 QUEST, ASSESSMENT										1						9	0	0	0
128 QUEST, STABILIZATION & SECURE									1		1	1	1				4	4	0
129 AURORA TREATMENT CENTRE																5	0	0	0
133 OUTREACH SCHOOL CENTRE										9	50	88	113	130	4	412	394	394	2
247 OFFSITE PRE-K	4																2	4	0
DISTRICT TOTALS	112	672	805	820	818	839	837	860	886	863	884	887	971	963	316		11141	11533	12

	ENGLISH	FRENCH IMMERSION	SPANISH BILINGUAL	DISTRICT TOTALS	PREV MONTH	DIFF	SEPT TOTALS	DIFF
PreK	112	0	0	112	112	0	105	7
E.C.S.	579	60	33	672	671	1	665	7
ELEMENTARY	3579	370	170	4119	4117	2	4086	33
MIDDLE SCHOOLS	2350	200	59	2609	2608	1	2582	27
SENIOR HIGH	3825	196	0	4021	4013	8	3976	45
TOTALS - Mar.2025	10445	826	262	11533	11521	12	11414	119
TOTALS - Mar.2024	10424	917	271	11612	11604	8	11409	203

Revised 04/03/2025:10:05

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

Topic: Proposed Strategies and Performance Measures for YEAR 2 of the Division Three Year Education Plan

Presenter: Ron Eberts
Meeting Date: April 9, 2025

Background

While the full Division Three-Year Education Plan will be presented next month, at the May Meeting of the Board of Trustees, in order to facilitate strategic planning at both the school and division levels we present the proposed Strategies and Performance Measures that will set the strategic direction for Red Deer Public Schools in the coming years.

The highest priority for the Division is the success of every student. While guided by Alberta Education in the development of the plan, our outcomes and strategies truly reflect the needs and priorities for Red Deer Public Schools, and our community. Our plan has been developed after significant consultation with several stakeholders. We continue to look at a wide range of data, research and trends to ensure the plan remains focused on key priorities. As a result, we believe our education plan will be a valuable and compelling document.

For the upcoming school year we have organized our strategic work around the following Alberta Education Assurance Domains:

- Student Growth & Achievement;
- Teaching and Leading;
- Learning Supports; and
- Governance.

The fourth Alberta Education Assurance Domain, Local and Societal Context, encompasses all of the aforementioned areas.

In order to experience the most success within each of these domains, we are proposing the following seven strategies guide our work over the course of the next two school years:

- Continue with the use of a comprehensive anti-bullying program for Kindergarten to Grade 3, implemented during the 2024-2025 school year, as well as expand this program to encompass Grades 4 through 6, to ensure that our students' safety and well-being are addressed.
- Continue to grow community, industry, and educational partnerships that provide student access to authentic, hands-on experiential learning in the fields of interest to support readiness for careers and future next steps. Beginning in 2025-2026 expand this initiative to include our Alternative Programs, specifically during Summer School.
- Continue to integrate Indigenous perspectives throughout the curriculum, providing specialized training for educators, fostering partnerships with Indigenous communities, and implementing ongoing evaluation in order to empower students to actively engage in

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Truth and Reconciliation efforts and promote empathy, mutual respect, and understanding among all members of the school community.

- Identify, develop, and implement high leverage strategies, such as those identified by John Hattie and Robert Marzano, so all teaching staff can infuse the most effective teaching strategies into their practice.
- Investigate and develop a systemic model of job-embedded teacher time for teachers in Middle School and High School to ensure they have the opportunity for meaningful and relevant collaboration time in order to develop, plan, and apply high quality instruction for student growth and achievement.
- Continue to leverage a variety of tools and strategies to ensure that all educational stakeholders have the opportunity to provide valuable and strategic input in order to move the division forward.
- Investigate, evaluate, and implement online tools to better communicate Division progress to all stakeholders.

Finally, to measure the success of our strategies, as well as meet the requirements set out from Alberta Education, we propose the list of Performance Measures that follows. In respect to the targets associated with our Alberta Education Performance Measures, our goal for **all** external measures is to be at, or above, the Provincial Averages. For our own local measures, given that we have just implemented new measures at the end of the last school year, we are still developing our base.

- The percentage of teachers, parents and students who agree that students are engaged in their learning at school.
- Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- Percentage of students who complete high school in three years, and in five years, after beginning Grade 10.
- Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 6 and Grade 9 Provincial Achievement Tests.
- Percentage of students who achieved the acceptable standard and the standard of excellence on the Diploma Exams.
- Number of Grade 1, 2, and 3 students who were identified as being at risk at the beginning of the school year, compared to the number identified at the end of the school year.
- Percentage of staff, parents and students who agree that innovative teaching strategies are practiced in our schools. (local measure)
- Percentage of staff, parents and students satisfied that Indigenous history, culture and perspectives are taught in our schools. (local measure)
- The percentage of staff, parents and students who are satisfied that our schools are preparing students for career readiness. (local measure)
- Percentage of teachers, parents and students satisfied with the overall quality of basic education.

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- The percentage of staff, parents and students who agree staff have opportunities for meaningful collaboration. (local measure)
- Percentage of staff, parents and students satisfied with PD occurring during Staff Learning Days. (local measure)
- The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.
- The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.
- Percentage of staff, parents and students satisfied that students are safe and included at school. (local measure)
- Percentage of staff, parent and student satisfaction that students with diverse needs receive the resources required for success. (local measure)
- Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- Percentage of staff, parents and students who would recommend their school to others based on their experience. (local measure)
- Percentage of staff, parents and students satisfied with the opportunities for parent involvement in our schools. (local measure)

Superintendent Leadership Quality Standard:

Building Effective Relationships

- Employing team-building strategies and using solution focused processes to resolve challenges.
- Building and sustaining relationships with First Nations, Métis and Inuit parents/guardians, Elders, local leaders and community members.
- Modeling ethical leadership practices, based on integrity and objectivity;
- Establishing constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations.
- Facilitating the meaningful participation of members of the school community and local community in decision-making.

Visionary Leadership

- Ensuring that the vision is informed by research on effective learning, teaching and leadership;
- Promoting innovation and continuous improvement by building structures and developing strategies to support staff in professional collaboration.
- Promoting in the school community a common understanding of and support for the school authority's goals, priorities and strategic initiatives.
- Ensuring that the vision expressed in the school authority's education plan is responsive to the ongoing review of the school authority's achievements, meets all requirements identified in provincial legislation and incorporates the school community's perspectives.

Board Agenda Item



School Authority Operations and Resources

- Ensuring effective alignment of the school authority's human resources to achieve the school authority's education plan.
- Establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts.

Supporting Effective Governance

- Ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities.

Recommendation:

The Superintendent of Schools recommends THAT the Board of Trustees approve the Strategies and Performance Measures presented.

Proposed Outcomes, Strategies, and Performance Measures (Division's Three Year Education Plan)

Student Growth and Achievement

Refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations.

Outcomes	<ul style="list-style-type: none"> ● Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals. ● Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy. ● Students are active, healthy and well. ● Students apply knowledge, understanding and skills in real life contexts and situations. ● Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences. ● Students demonstrate understanding and respect for the uniqueness of all learners.
Division Strategies	<ul style="list-style-type: none"> ● Continue with the use of a comprehensive anti-bullying program for Kindergarten to Grade 3, implemented during the 2024-2025 school year, as well as expand this program to encompass Grades 4 through 6, to ensure that our students' safety and well-being are addressed. ● Continue to grow community, industry, and educational partnerships that provide student access to authentic, hands-on experiential learning in the fields of interest to support readiness for careers and future next steps. Beginning in 2025-2026 expand this initiative to include our Alternative Programs, specifically during Summer School. ● Continue to integrate Indigenous perspectives throughout the curriculum, providing specialized training for educators, fostering partnerships with Indigenous communities, and implementing ongoing evaluation in order to empower students to actively engage in Truth and Reconciliation efforts and promote empathy, mutual respect, and understanding among all members of the school community.
Measures	<ul style="list-style-type: none"> ● The percentage of teachers, parents and students who agree that students are engaged in their learning at school. ● Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. ● Percentage of students who complete high school in three years, and in five years, after beginning Grade 10. ● Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 6 and Grade 9 Provincial Achievement Tests. ● Percentage of students who achieved the acceptable standard and the standard of excellence on the Diploma Exams. ● Number of Grade 1, 2, and 3 students who were identified as being at risk at the beginning of the school year, compared to the number identified at the end of the school year. ● Percentage of staff, parents and students who agree that innovative teaching strategies are practiced in our schools. (local measure) ● Percentage of staff, parents and students satisfied that Indigenous history, culture and perspectives are taught in our schools. (local measure) ● The percentage of staff, parents and students who are satisfied that our schools are preparing students for career readiness. (local measure)

Teaching and Leading

Refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all.

Outcomes	<ul style="list-style-type: none"> ● Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all. ● Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation. ● Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning. ● All teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice. ● University teacher education, university leadership education and ongoing professional learning programs prepare teachers and leaders to meet the standards for professional practice. ● Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous learning.
Division Strategies	<ul style="list-style-type: none"> ● Identify, develop, and implement high leverage strategies, such as those identified by John Hattie and Robert Marzano, so all teaching staff can infuse the most effective teaching strategies into their practice. ● Investigate and develop a systemic model of job-embedded teacher time for teachers in Middle School and High School to ensure they have the opportunity for meaningful and relevant collaboration time in order to develop, plan, and apply high quality instruction for student growth and achievement.
Measures	<ul style="list-style-type: none"> ● Percentage of teachers, parents and students satisfied with the overall quality of basic education. ● The percentage of staff, parents and students who agree staff have opportunities for meaningful collaboration. (local measure) ● Percentage of staff, parents and students satisfied with PD occurring during Staff Learning Days. (local measure)

Learning Supports

Refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all.

Outcomes	<ul style="list-style-type: none"> ● Learning environments are welcoming, caring, respectful and safe. ● Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. ● Education partners fulfil their respective roles with a shared understanding of an inclusive education system. ● Students and their families work in collaboration with education partners to support learning. ● The school community applies the resources needed to support First Nations, Métis and Inuit student achievement. ● Cross-ministry initiatives and wraparound services enhance conditions required for optimal learning. ● Infrastructure (e.g., technology and transportation services) supports learning and meets the needs of Alberta students and their families, staff and communities.
Division Strategies	<ul style="list-style-type: none"> ● Based on a comprehensive review of budgetary priorities in the area of student learning supports, undertaken during the 2024-2025 school year, develop a transition & implementation process to ensure that the initiatives deemed most essential are adequately resourced. ● Implement a comprehensive training program for staff that integrates restorative principles into discipline procedures in order to promote healthy relationships, reduce conflict, and enhance student well-being, and thereby creating a safer and more inclusive learning environment for all.
Measures	<ul style="list-style-type: none"> ● The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. ● The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school. ● Percentage of staff, parents and students satisfied that students are safe and included at school. (local measure) ● Percentage of staff, parent and student satisfaction that students with diverse needs receive the resources required for success. (local measure)

Governance

Refers to the processes by which policy leaders attend to local and societal context; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching and leading and optimum learning for all.

Outcomes	<ul style="list-style-type: none"> ● Governors engage students and their families, staff and community members in the creation and ongoing implementation of a shared vision for student success. ● Legislation, policy and regulation provides clarity regarding the roles and responsibilities of education partners in matters of governance. ● Fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements. ● Curriculum is relevant, clearly articulated and designed for implementation within local contexts. ● Governors in school authorities and in government employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity.
Division Strategies	<ul style="list-style-type: none"> ● Continue to leverage a variety of tools and strategies to ensure that all educational stakeholders have the opportunity to provide valuable and strategic input in order to move the division forward. ● Investigate, evaluate, and implement online tools to better communicate Division progress to all stakeholders.
Measures	<ul style="list-style-type: none"> ● Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. ● Percentage of staff, parents and students who would recommend their school to others based on their experience. (local measure) ● Percentage of staff, parents and students satisfied with the opportunities for parent involvement in our schools. (local measure)

Board Agenda Item



Topic: 2025/26 Budget Review and Schedule

Presenter: Colin Cairney

Meeting Date: April 9, 2025

Background

Attached is a copy of the Pre-budget Preparation Schedule and Framework for the 2025/26 spring budget. The time frames are split into two separate sections to allow for pre-budget announcement planning. This schedule has been developed after receiving the Provincial budget jurisdictional profile that was received on March 25, 2025.

The budget framework has been developed and will be presented to school Principals to assist them in preparing their budgets.

Trustees will note that we have made provision for an audit committee meeting. We expect to have a budget ready for final Board approval by May 14th.

Superintendent Leadership Quality Standard:

Building Effective Relationships

- Collaborating with community members and provincial agencies to address the needs of students and their families.
- Employing team-building strategies and using solution-focused processes to resolve challenges.
- Establishing constructive relationships with students, staff, school councils, parent/guardians, employee organizations, the education ministry and other stakeholder organizations.
- Facilitating the meaningful participation of members of the school community in decision-making.

Ensuring First Nations, Metis & Inuit Education for All Students

- Aligning school authority resources and building organizational capacity to support First Nations, Metis and Inuit student achievement.

School Authority Operations & Resources

- Providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements.
- Delegating responsibility to staff, where appropriate to enhance operational efficiency and effectiveness.
- Establishing data-informed strategic planning and decision-making processes that are responsive to change contexts.

2025/26 Budget Framework

Provincial Budget 2025 Communication

- Transition from the three-year weighted moving average to the new average adjusted enrolment methodology based on two years of enrolment data.
 - This shift will increase the amount of funding provided to growing school authorities while still shielding those with declining enrolment. This method will see 30% of the funding based on the current school year's enrolment and 70% based on upcoming year enrolment projections.
- The following Learning Support grants will receive a 2.32% grant rate increase.
 - Program Unit Funding (PUF);
 - Specialized Learning Support Grant (SLS);
 - Moderate Language Delay Grant;
 - English as an Additional Language allocation (EAL);
 - First Nations, Métis, and Inuit Education (FNMI);
 - Refugee Student Grant;
 - Socio-Economic Status Grant;
 - Geographic Grant; and
 - School Nutrition Grant.
- Student transportation will also receive a 2.32% grant rate increase.
- The Classroom Complexity Grant will receive a 20% grant rate increase. This increase in funding will further support the diverse needs of students by addressing classroom complexity and improving access to educational assistants.
- Operations and Maintenance will receive a 3% grant rate increase.
- A new School Technology Grant will provide funding for both SuperNet services and the cybersecurity needs of school authorities' IT systems.
 - Receiving \$150,000 for Tier 2 funding for FTE enrolment between 10,000 - 40,000 students.
 - This includes a 20% increase to the per-site funding rate for SuperNet – rising from \$800 to \$960 per site – the first adjustment in decades.
- Continue to support dual credit programming and new collegiate schools in start-up operating funding and to support the capital costs of new collegiate schools opening in the 2025/26 and 2026/27 school year.
- Alberta's government has decided to change the distance criteria for Grades 1 to 6 students to 1.6 kilometres instead of 1 kilometre, effective September 1, 2025. The criteria for Grades 7 to 12 students will remain unchanged at 2 kilometres.
- For school authorities who have already implemented the 1-kilometre criteria, Alberta Education will provide one-year transition funding for the 2025/26 school year to school authorities that continue to implement the 1-kilometre distance.

****The 2024/25 Funding Manual for School Authorities will be posted online by early April. School jurisdiction funding profiles for the 2025/25 school year were made available on extranet on March 25th.**

Reserves

The maximum operating reserve balance for the 2025/26 school year will be equal to six per cent of the Total Expenses reported in the August 31, 2025 Audited Financial Statement.

Any operating reserve balance in excess of the operating reserve maximum will be recovered by Alberta Education through an equivalent reduction from the remaining scheduled payments for the remainder of the 2026/27 school year.

School jurisdictions will be required to maintain a minimum 1 per cent operating reserve balance.

Red Deer Public Schools Budget - March 27 - 28, 2024 - Board Retreat made decisions on:

- Accessing Division operating reserves
- School Fees
- Specialized Services

At the Board Retreat the Board of Trustees established a plan and provided direction to Senior Administration for the 2025-26 school year.

Weighted Moving Average/Enrolment

Per-student funding is now allocated on a weighted moving average (WMA) system.

Under the WMA system, enrolment funding is now based on two years of enrolments: an estimate for the current year and a projection for the next year. The projection enrolment is the most heavily weighted element in the formula at 70%, followed by the current year at 30%.

School Allocations

<u>School Year</u>	<u>Weighted Factor</u>	<u>Enrolment Count (FTE)</u>
2024/25	30%	Estimated
2025/26	70%	Projection

2025/2026 Base Instruction (ECS - Grade 12) Estimates as of February 2025

- Actual Student Enrolment for 2024/2025 - 10,826.5 FTE students
- Estimated Student Enrolment for 2025/2026 - 10,826.5 FTE students (no student increase)

Staffing Costs

The ASEBP Trustees gave final approval (second reading) to September 1, 2025, premium rates for the Active Plan. Instead of a 5.3% increase (which, based on claims experience, would be break-even), the ASEBP Trustees have limited the base increase to 4.3% for 2025-26. Here are the premium rate changes by line of benefit:

- Life Insurance: no change
- Accidental Death & Dismemberment Insurance: no change
- Extended Disability Benefits: 5.2 increase
- Extended Health Care: 4.1% increase
- Dental Care: 5.1% increase
- Vision Care: no change
- Employee and Family Assistance Program: no change

Future premium rates will be dependent on claims experience, investment returns, plan design changes, etc.

This results in an increase of approximately \$532.70 in employer contributions for every employee.

For 2025, the CRA has held the CPP contribution rate at 5.95% in 2025. It has increased the maximum pensionable earnings to \$71,300 from \$68,500 in 2024.

This results in an increase of \$166.60 in employer contributions for every employee.

Beginning January 1, 2024, there is a second additional CPP contribution (CPP2) on earnings above the annual maximum pensionable earnings. In 2024, the maximum allowable amount is 4% of \$73,200, which totals \$188. In 2025, the maximum allowable amount increases to 4% of \$81,200, totaling \$396.

EI contributions have also increased by \$39.70 in employer contributions for every employee.

Total employer contribution increases of approximately \$769.00 for Classified/CUPE and \$947.00 for Certificated per employee.

Average Teacher Costs

Average Cost 2024/25 Budget	Projected Actual Costs 2024/25	Variance Amount	Average Cost 2025/26 Budget	Change
\$109,400	\$109,590	-\$190	\$110,250	0.78%

Average Classified Staff Costs

Position	Average Cost 2024/25 Budget	Projected Actual Costs 2024/25	Variance Amount	Average Cost 2025/26 Budget	Change
EA	\$51,700	\$52,357	-\$657	\$52,850	2.22%

Instructional Assistant	\$56,600	\$58,905	-\$2,305	\$59,400	4.95%
Transliterator	\$62,800	\$68,294	-\$5,494	\$69,000	9.87%
Secretary – 10 Month	\$56,700	\$57,625	-\$925	\$58,125	2.51%
Fin. Secretary – Elem. (10)	\$60,800	\$61,927	-\$1,127	\$62,425	2.67%
Fin. Secretary – Middle. (10)	\$,61,800	\$63,171	-\$1,371	\$63,700	3.07%

- Variance includes a 3% pay increase approved November 2024, after the standard cost was set.
- Average classified staff costs are more volatile than teacher costs, hence the greater variations.
- Other classified staff positions are budgeted at actual rates. These positions include:
 - Financial Secretary – High School – 12 month
 - Office Manager – 10 month
 - Office Manager 12 month
 - Other Classified positions (example - EA funded by school)

Central Services Budgets

- TBD

Reserves

The state of our operating reserves at August 31, 2024 is as follows:

School & Instruction related	\$2,749,057
Operations and Maintenance	\$510,480
Board & System Administration	\$1,718,436
Transportation	\$0.00
TOTAL	\$4,977,973

Unrestricted Surplus (School Generated Funds)	\$3,159,531
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With a current projected 2024-2025 budget deficit of \$700,000, the state of our reserves will be approximately \$4.2 million as of August 31, 2025 year end.

Allocations to Schools

The Per Pupil Allocation (PPA): TBD

Schools will not be required to update their Base Program Allocation (PPA) and ESL enrolment based on projected or actual student enrolment at their school. The school WMA enrolment is set to match the actual WMA that the Division will be receiving for funding.

Schools are still able to update their French language funding as it is received by the Federal Government and International Student enrolment as that is externally funded.

School Fees Allocation

No changes for the 2025/26 school year.

Budget Preparation and Submission

- Board Strategic Planning - **March 27th - 28th** - Board budget decisions
- Funding Profile available on **March 25th**
- Final School budgets will be open for schools to work on **March 31st**.
- Schools are to submit their Final budgets no later than **April 11th**.
- Principal one-on-one meetings held through in person meetings **April 8th - 11th**.
- The budget must be reviewed and approved by the board by **May 31st**.

School budgets must be submitted with a **zero** variance.

2025 PRE-BUDGET PREPARATION PROCESS

Step #	Activity	Date
1	BOARD meets to determine priorities for inclusion in the Division Education Plan.	Preliminary
2	SUPERINTENDENT and BUSINESS SERVICES reviews enrolment projections by Alberta Education	January 10
3	BUSINESS SERVICES finalizes standard salary costings for teachers and others.	Preliminary
4	CENTRAL SERVICES develop draft budgets	Preliminary
5	SENIOR ADMIN review preliminary Central Services budgets	Preliminary
6	SENIOR ADMIN sets preliminary Per Pupil Allocation	Preliminary
2	Budget brought down by Provincial Government	February 28
1	SENIOR ADMIN presents budget options to BOARD for direction. (at Board Retreat)	March 27 & 28
3	Budget funding calculation sheets received by Provincial Government	March 25
4	BUSINESS SERVICES loads grant rates into MyBudgetFile	March 25
5	SENIOR ADMIN review draft CENTRAL SERVICES budgets and Per Pupil Allocation to finalize .	March 26
6	SENIOR ADMIN presents budget options to BOARD .	March 27
7	SENIOR ADMIN presents budget framework to principals	March 31
8	SENIOR ADMIN opens final school budget to principals to update	March 31
9	SENIOR ADMIN opens preliminary school budget to principals to update	March 31 - April 11
10	PRINCIPALS submit balanced school budgets	April 11
11	PRINCIPALS meet with SENIOR ADMIN to review final budgets	April 8 - 11
12	BUSINESS SERVICES reviews, amends, develops and balances final presentation for the Audit Committee and Board Meeting	April 29
13	BUSINESS SERVICES provides final budget package for Board agenda	May 5
14	BUSINESS SERVICES presents draft budget to AUDIT COMMITTEE	May 12
15	BOARD gives final approval to budget and District Education Plan	May 13
16	BUSINESS SERVICES submits budget to Alberta Education.	May 31

Board Agenda Item



Topic: Gateway Field Study Request

Presenter: Dan Lower

Meeting Date: April 9, 2025

Background

Gateway Christian School has submitted a request to undertake a field trip to Dominican Republic for April 3 – 11, 2026, 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 Geannette Lehman, Principal, Gateway Christian 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 Gateway Christian School trip to Dominican Republic from April 3 – 11, 2026.



FIELD STUDY

CATEGORY 3 PROPOSAL TO THE RDPSD BOARD OF TRUSTEES

Gateway Christian School

February, 2025



CATEGORY 3: FIELD STUDY FOR DESTINATION OUTSIDE CANADA

Destination: Dominican Republic

Departure date: April 3, 2026 (*Proposed dates*)

Return Date: April 11, 2026

Estimated Distance to Travel: 5340 km (10, 680 km round trip)

Estimated Cost Per Student: Approx \$3,500 - \$3,700 (*no additional fees or expenses during the trip*)

Number of Students Participating: Approx 20-30

Number of Supervisors: 3-5

PURPOSE:

Purpose, Objectives

The Co-Impact Field Study Experience is directly connected to Intercultural Studies, which is a course offered at Gateway Christian School. Students participate in the trip as a culminating service activity to complete the learning provided in the course, as well as throughout their years at Gateway Christian School.

Part of the philosophy of the course is to inspire students to achieve success as an engaged thinker and ethical citizen. "Students who complete this course will learn skills that will help them become resilient and competent when interacting with different cultures. Students will have an increased understanding of themselves and the world" (*Intercultural Studies course introduction*).

We believe this experience exposes students to another culture where they learn empathy, broaden their understanding of the world around them, develop the attitudes and behaviours of global citizenship, and are equipped with skills and abilities that allow them to learn to solve problems that they may encounter.

- **ELA GO 5.1 Students will learn to respect others and strengthen community**

This opportunity exposes students to learning opportunities that are seamlessly interwoven with the Alberta Curriculum, and Gateway's Throughlines (i.e. Earth Keepers, Justice Seekers, God Worshipers, Faith Nurturers, Servant Workers, Order Discoverers, Beauty Creators, Creation Enjoyers, Image Bearers, Idolatry Discerners, and Community Builders.) These experiences assist students with their own self discovery when attempting to understand what types of issues motivate them to make a difference in the world. With repeated exposure to these types of learning opportunities, students will gradually discover what intrigues and moves them and will be able to ascertain with greater certainty the area of service they may pursue for their livelihood/faith life.

This opportunity aligns with many learning outcomes in Social 30-1 such as **exploring themes of ideologies (1.6), exhibiting a global consciousness with respect to the human condition and world issues (4.2), and exploring the relationship between personal and collective worldviews and ideology (4.4)**. It also aligns with learning outcomes from Social 30-2 such as **developing understandings of the roles and responsibilities associated with citizenship that will encourage students to respond to emergent global issues (Social 30-2 overview)**.

During these service learning experiences, our desire is to have students, along with the teacher, brainstorm needs that can be met in the community that are linked to the curriculum.

Finally, the unit is wrapped around a thematic approach that consistently points them back to an overarching throughline.

CURRICULAR CONNECTION:

Curriculum linkages to core and optional programs

Intercultural Studies, Social Studies and English Program of Studies Covered:

Throughout the duration of the course, pre-trip, trip and post-trip, a variety of ELA General Outcomes apply, such as:

- **ELA GO1: Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences as they consider new perspectives and expand their interests.**

The Intercultural Studies course provides students with opportunities to actively participate in listening, speaking, reading, writing, viewing, and representing activities. Through a wide variety of experiences, both at home and abroad, students will explore a wide range of thoughts, ideas, feelings, and experiences, facilitating the development of new perspectives and the expansion of their interests building their capacity as global citizens.

- **ELA GO3: Students will listen, speak, read, write, view, and represent to manage ideas and information as they research and discover more about a different culture and people, expressing their learning with each other, their school community, and the community at large.**
- **ELA GO5: Students will listen, speak, read, write, view, and represent to respect, support, and collaborate with others.**

PRE-TRIP:

Students learn about the legal challenges and requirements for international travel. Students research information about the host country, the Dominican Republic.

- **Intercultural Studies Learning Outcome 1.1**
Analyze history, geography, social norms, and customs, related to an intercultural experience.

Students research how Canadian cultural identity is different from Dominican identity, and the implications this has on travel.

- **Intercultural Studies Learning Outcome**
- **1.3 Describe cultural identities, specifically how Canada is viewed by other cultures, and how they view themselves to create intercultural awareness.**
- **1.4 Describe how a sense of self-awareness of communication styles, ambiguity, stereotypes and bias is impacted by culture**
- **1.5 Identify cultural similarities and differences between students' culture and an intercultural experience using the general context of culture such as protocols, body language, etc.**
- **1.6 Identify the causes of culture shock as part of the cultural adaptation process and analyze appropriate adaptation strategies.**

Students learn about EduDeo's mission and vision, and how they are impacting schools and communities around the world. EduDeo works to bring about change from the ground up, by providing education for families who cannot afford education. EduDeo works to build, renovate and repair schools in an effort to provide education for as many as possible.

Students participate in lessons including parts of a book called 'When Helping Hurts' - outlining the traditionally harmful approaches to intercultural experiences (providing handouts without sustainability) and how that approach is changing to include identifying areas of poverty locally: including emotional and spiritual poverty, as well as areas of inequity.

Students study simple Spanish and work at basic ways to communicate when they are in the Dominican Republic. Students prepare personal photo books and information books to exchange in Spanish and English, facilitating conversation and relationships between students at both schools.

Students prepare lessons, crafts, games, songs, skits and activities, to teach and share with the students when they are together in the Dominican.

- **ELA 4.1**

Students will listen, speak, read, write, view and represent to create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication.

Students connect with the students of their partner school, Colegio Cristiano Reformado La Esperanza in Santo Domingo, to begin to forge relationships before they go on the trip. Colegio Cristiano Reformado La Esperanza has approx 380 students in Kindergarten through Grade 12.

DURING THE TRIP:

Students experience international travel (flights, luggage protocols, transfers, layovers, ground transport).

Students are immersed in an intercultural experience: local food, languages (including translators), games, classes, visiting cultural and historical sites, and shopping at local markets. Students visit cultural areas (Old City) and learn about the previous and present governments and politics

- **Social Studies S.2 develop skills of historical thinking:
Understand diverse historical and contemporary perspectives within and across cultures**
- **Related Issue #3 General Outcome:
Students will assess economic, environmental and other contemporary impacts of Globalization.**
- **Values and Attitudes: 3.1
Recognize and appreciate multiple perspectives that exist concerning the relationships among politics, economics, the environment and globalization)**

Students connect to locals through engaging regularly with the school community, the church community, the work site, the cultural day, and visiting homes and families. Students lead discussions with same-age peers, lead lessons and crafts, songs, activities and games with younger students, and participate in discussions with teachers at the partner school, Colegio Cristiano Reformado La Esperanza.

- **Intercultural Studies Learning Outcomes**
- **2.1 Apply intercultural knowledge, skills, and understanding to an intercultural experience.**

Students present skits, songs, and sporting activities to present to the partner school community.

- **Intercultural Studies Learning Outcomes**
- **2.4 Apply linguistic and paralinguistic strategies to an intercultural experience.**

Students work on a work project or site, supporting the project they have raised funds for. Physical labour on the work sites usually entails simple jobs such as painting, raking or shoveling. Previously teams have completed such projects as: recovering a courtyard, painting classrooms, shoveling gravel and sand to be mixed for concrete for a new play area, etc.

- **Intercultural Studies Learning Outcomes**
- **2.3 Identify strategies for maintaining physical, emotional and psychological resilience and well-being during intercultural experiences.**

Students also engage in a community enhancement project, pairing with the partner school to impact the local community. Previously teams have completed such projects as: painting a mural at a playground, assisting with creating signs for the neighboring streets, helping to support the local school clear debris from a play area, and distributing grocery boxes to local families in need.

- **Social Studies Learning Outcomes:**
- **S.6 - Develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:
demonstrate leadership by engaging in actions that will enhance the well-being of self and others in the community,
promote and respect the contributions of team members when working as a team,
cooperate with others for the well-being of the community**

Students learn from NGOs working in the Dominican Republic through presentations, videos, and discussions. They learn the difference(s) between a charity and an NGO.

- **Social Studies 10-1 Related Issue 4.9**

Students learn about local business, economy, agriculture, politics, culture through a local field trip and interactions with local members of the community.

Students reflect on the many ways they can participate in active citizenship and see firsthand the meaning of global citizenship.

- **Social Studies 10-1 Related Issue 4.11**

POST TRIP:

Students spend time reflecting on the trip through journals (written before, during and after the trip experience).

Students share their experience with the Gateway parent/student/teacher community through presentations in classes and an assembly time.

Students share their experiences in a final personal, written response

- **Intercultural Studies Learning Outcomes**
- **3.1 Identify and share their key learnings of their personal growth**
- **3.2 Identify possible implications of the intercultural experience of interest for their future education, work, travel, international opportunities and/or personal growth**
- **3.3 Describe how increased intercultural awareness informs decision making with regards to an issue connected to the intercultural experience**
- **3.4 Explain how knowledge gained from intercultural awareness impacts their personal situations/contexts**

Students hand in culminating assignments that summarize their learning throughout Intercultural Studies.

RISK MITIGATION:

PRIOR TO THE TRIP:

- **Travel Advisory:**

Trip leaders, students, parents and administrators will review the most current Government of Canada Travel Advice and Advisories regularly leading up to the trip. <https://travel.gc.ca/destinations/dominican-republic>

- The current advisory indicates to [Exercise a high degree of caution](#) in the Dominican Republic due to a high crime rate (eg: pick-pockets in markets and theft in resorts).

- **Travel Health Notice - Zika virus:**

- While the Zika virus affects most people mildly, it poses the greatest risk to those who are pregnant. The risks will be discussed with students and parents. It will be clear that no one who is pregnant will be allowed to travel on the trip.
- All members of the team will bring insect repellent with Deet, to ensure maximum and safe coverage while in the Dominican Republic.

- **Vaccinations:**

- All travelers are encouraged to follow the [Government of Canada Travel Advice and Advisories for Dominican Republic](#) regarding vaccines.

- **Health and Safety:**

- Students are informed in advance that they need to bring the following items with them on the trip:
 - Sunscreen
 - Hand sanitizer
 - Insect repellent (preferably with Deet)
 - All prescription medications with a doctor's note indicating their full name, reason for prescription and dosage. Travelers are directed to keep prescriptions in original containers and are to pack them in their carryon luggage.

- **Crowds and Safety:**

- Students will be advised that during the trip they never walk alone, they always travel in a group, and they keep personal items (wallet, etc) in front pockets or in a backpack or fanny pack in the front (to avoid risk of pick-pockets) . Students always travel in groups with chaperones and in-country hosts guiding them and students are advised that they will never be left alone in public.
- Students are advised to use hand sanitizer regularly throughout the trip.
- Students are provided with an information card to carry at all times that is written in Spanish, that provides phone numbers, location of where they are staying and emergency contacts, should they ever need assistance. Students are informed about emergency procedures should they ever become separated from the group. Students will always have access to emergency information including all emergency contact numbers for team leaders and chaperones, in-country host, Canadian Embassy, and Canadian emergency contact information.
- Students are encouraged to purchase an international data plan for their phone, if possible, or travel with a teammate at all times who has an international data plan, in case of emergency.

- **Weather and Travel Needs:**

- Students are provided with a comprehensive packing list well in advance of the trip. This list covers the appropriate clothing to bring for the trip, including weather-appropriate clothing and culturally appropriate clothing to wear at the schools, churches and in the community.
- Students are also advised to bring proper walking shoes, closed-toed shoes and work clothes for on the work site, as well as sunglasses and hats for when students are in the direct sunshine.
- All students will carry a small backpack or cinch sac every day on the trip, allowing them to carry water, sunscreen, bug repellent, emergency contact information, a Spanish dictionary or translation app, money and snacks as needed.

- **Medical Insurance:**
 - Parents and students are informed of the insurance coverage that is provided through Red Deer Public School District as well as through EduDeo Ministries.
 - Parents and students are informed of the procedures that will be followed should a medical emergency occur while in the Dominican Republic.
 - Parents and students are informed that any additional Travel Insurance obtained would be at their own expense and is not required by EduDeo Ministries or RDSPD.

- **Student and Chaperone Phone Numbers:**
 - Students and chaperones will have each others' cell phone numbers on their cell phones in case they need to contact each other in case of an emergency. If a student is not able to bring a cell phone (with an international data plan) students will have a typed cell phone list in their backpack at all times.

DURING THE TRIP:

- **Flights to and from the Dominican Republic:**
 - Students will be advised of reasonable/common concerns regarding international travel via plane. Students will be presented with information on how to behave in an airport and how to go through security before departure. Any in-flight emergencies will be handled with the flight crew.

- **Daily transportation during the stay in the Dominican Republic:**
 - Daily transportation for all team members always occurs on a private bus throughout the trip- teams do not take public transportation.
 - The group is provided with a consistent bus driver, and the in-country host and interpreter(s) always travels with the group.
 - The bus driver stays on site and ready, in case we would need transportation for any reason.

- **Accommodations during the stay in the Dominican Republic:**
 - For all accommodations, teams stay at gated and guarded guest houses or facilities.

- Facilities have 24-hour security.
- The in-country host always stays at the same location as the team throughout the duration of their stay.
- Regular room checks will take place to ensure room safety and cleanliness.
- All valuables such as passports, etc are locked in a safe provided by EduDeo Ministries for safety throughout the duration of the team's stay.

- **Student Illness:**
 - In consultation with the in-country host and all chaperones, if a student is ill, a chaperone will stay back at the accommodations with them while they rest (a student is never left at the accommodations alone).
 - If needed, the student will be taken to a hospital to see a doctor. Chaperone(s) and a translator will accompany the student and assist with insurance transactions and payment as needed.
 - Chaperones will carry copies of all prescriptions in their information binders.
 - First Aid kits are taken at all times with the team.

- **Student Medical Concerns:**
 - All students and staff will be required to bring copies of any prescriptions or medication that they require. This information will be kept with the chaperones along with other relevant medical information in the binders that chaperones carry with them..
 - All team members are to bring their medications in the original container(s) for the trip and have them on them at all times.
 - This information will be available for doctors, if it is necessary to visit a doctor or a hospital.

- **Dehydration/Heat Stroke/Other Medical Concerns:**
 - All team members will be continuously coached throughout the trip to ensure they take in enough water and practice precautionary measures while in the sun.
 - Students have “accountability partners” and chaperones that check in with them regularly throughout each day to check on the welfare of all team members, leaders and chaperones included.

- Students are directed to immediately inform chaperones of medical issues including but not limited to diarrhea, constipation, nausea, headaches, dizziness, etc.
- **First Aid:**
 - Chaperones will carry a fully stocked First Aid kit with them throughout the duration of the trip.
 - Chaperones will carry all emergency medical information regarding all team members with them at all times.
 - All chaperones on the trip have completed / updated their First Aid Certification
- **Student and Chaperone Emergency Contact Information:**
 - Students will carry an information card with them that includes a message in Spanish and English, if they need to ask someone for help. The card also includes emergency contact information and Canadian Embassy information.
 - Students will be informed at a pre-trip meeting of how to use the emergency card and who to call, should they get separated from the group.
 - Students and chaperones will have each others' cell phone numbers on their cell phones in case they need to contact each other in case of an emergency. If a student is not able to bring a cell phone (with an international data plan) students will have a typed cell phone list in their backpack at all times.
 - Chaperones will each have a phone with them at all times, with an international data plan. Chaperones will have all local phone numbers needed including the in-country host and EduDeo Ministries, all chaperones on the trip, and the Canadian Embassy.
 - Chaperones will have all emergency contact information, medical information and emergency procedures with them in binders at all times.
- **Weather:**
 - Students will be advised that weather conditions can change drastically throughout the trip and that they should be prepared for all conditions including heavy rain and extreme temperatures. Chaperones may make a decision to cancel or change an activity if the weather makes it unsafe.

- **Animals:**
 - All travellers will be cautioned about the hazards associated with coming into contact with animals and to be vigilant in minimizing contact. (i.e. stray dogs, monkeys, snakes, lizards, etc...).

- **Falls and slips:**
 - Students will be made aware of uneven ground or things on the ground they could slip on. Students will be expected to bring decent walking shoes.

- **Safe Travel and Groups:**
 - Students will be instructed on safe travel at a pre-departure meeting. To minimize general travel risks, students will be in groups of two or more at all times. This includes when they are going to the washroom. Groups of students will always be in the vicinity of a chaperone.
 - Chaperones will be responsible for overseeing the same group of students each day throughout the duration of the trip. This includes all meals, departure times, and regular health and mental health check ins throughout each day. Students will connect with their predetermined chaperone if they have questions, or need help or support in any way!

- **Getting lost or separated from the group:**
 - Students are expected to be with an “accountability partner” or buddy at ALL TIMES.
 - At each site where students will be visiting, we will determine a meeting spot. If the student is not at the meeting spot at the prescribed time, the rest of the group will wait until the student is present.
 - Chaperones will have a list of students' cell phone numbers in their binder so students can be contacted. The student is also expected to contact the chaperone in the event they get separated from the group.

- **At the Partner School:**
 - Students will wear safe footwear and appropriate clothing for teaching, attending classes, interacting with and learning with students and teachers at the school.
 - Students will be sure to stay hydrated and cool, making sure to communicate with chaperones if they feel dizzy, sick or dehydrated.

- **Meals and Water:**
 - Team members will only drink filtered / bottled water provided for them, including any ice in drinks.
 - Team members will only eat meals that are made for them by cooks or are organized by the in-country host and EduDeo Ministries.
 - Team members have been advised to only eat fruits that can be peeled and never eat salads or food that is washed in water first, to ensure they do not get sick from the water.

- **Work Site:**
 - Workplace safety guidelines are followed on all work sites. Students are never asked to complete physical labour that is outside of their ability or comfort (work is often limited to tasks such as painting or shoveling, etc).
 - Gloves are always worn when shoveling, or carrying materials.
 - PPE will be provided and used when volunteering on worksites that would require the protection (safety glasses are purchased in Canada and taken with the team).
 - Closed-toed shoes are always worn on all work sites, regardless of the type of work or tasks being completed.
 - Where required, long sleeves and long pants will also be worn to protect skin.
 - Hats are worn to shade from sun and heat.
 - Ample water is always provided to ensure proper hydration.

- **Outdoor Risks:**
 - **Sun Protection:** Students will be expected to pack and wear sun screen for protection when outdoors, and to have a hat and sunglasses for added protection. Chaperones will also carry sunscreen.

- **Mosquito Repellent:**
 - Students will be expected to pack and wear mosquito repellent when outdoors (preferably repellent with Deet).
 - Chaperones will also carry repellent as well to provide when needed.

- **Pickpockets:**
 - Passports and spending money will be locked up throughout the duration of the trip in a locker provided at the accommodations.

- For shopping at the market, students will be presented with information on how to spot and avoid pickpockets, panhandlers and theft at a meeting before departure.
- Students will always shop in groups and will have an adult or translator available to help with bartering and purchasing.
- **Exhaustion:**
 - Chaperones will ensure that the group participates at a pace that is reasonable for all participants and breaks will be taken as needed to avoid exhaustion while working, playing, or participating in the extreme heat.

CROSS CULTURAL ENGAGEMENT:

Gateway Christian School worked diligently over a number of years to establish a working relationship with a partner school in Managua, Nicaragua through other (previously called “HANDS”) trips. Through the School-to-School program, Gateway and Bautista Libertad shared personal experiences when the Co-Impact (HANDS) teams were present in Nicaragua. This included classroom learning time, cultural experiences, shared community service projects, preparing crafts and cultural learning activities for elementary classrooms, walking through the local community and accepting invitations into students' homes.

Because of political unrest in Nicaragua, the start of a new partnership was established in 2019 in the Dominican Republic through the direction, expertise, and experience of our provider EduDeo, and the locals with whom they have developed working relationships ‘on the ground’ in the DR. For example, Franklin is a translator and guide who works with EduDeo and, as a local Dominican, has contacts with builders, suppliers, schools, and cultural opportunities. In the Dominican Republic, EduDeo partners with a School organization called COCREF (Colegios Cristianos Reformados).

Prior to the trip, students will research and be taught some of the culture, history, flora and fauna, politics, and economics of the Dominican Republic. Students are

encouraged to take Spanish 10/20/30 as an option at Lindsay Thurber (although this is not always possible, and is not mandatory). Students are challenged to connect learning from other courses to the learning that they are experiencing in Intercultural Studies. There are many ways that students can connect their own learning to the work that they are doing in Intercultural Studies class.

GLOBAL CITIZENSHIP:

The purpose of Intercultural Studies is to develop intercultural competencies created through awareness and becoming proficient with relationship skills that are imperative in today's globally connected world (**Intercultural Studies Learning Outcome 3.3**). There is a lot of work undertaken for students in preparation for the trip - so that they feel connected to each other and to their teacher chaperones before the trip takes place.

During the field study, students are learning about cultural norms, practices, and opportunities of the host country. In-country hosts are essential to the success of the team, and Gateway's team will develop relationships with our team hosts, our interpreters, and our bus driver throughout the duration of their stay.

Attempts are made at communicating with the partner classes before we travel to the Dominican Republic. This will be done through Zoom calls when technology allows as well as through letters of interest that students write to each other. We are developing a relationship with our partner school, Colegio Cristiano Reformado La Esperanza, and are working to establish long-term relationships and learning with each other, similar to what we had experienced previously in Nicaragua.

The work that occurs with a partner school goes a long way to developing global citizenship. Learning activities are planned that are essential in creating and developing lasting relationships. Most notably, these include creating groups of

students that research and present on issues in the two partner countries together. Students spend time discussing and presenting their findings as they learn about issues that affect the two countries differently, or equally. Such topics have included resources, recycling, education, and politics.

Reaching out to the wider community through a service project is another activity that the two schools strive to embark on together. This provides an opportunity for the students from both schools to work and serve alongside each other, experiencing the value of friendship and comradery that is forged while serving together, regardless of language or cultural differences.

Gateway students will also have the opportunity to travel with students from the Dominican on a cultural field trip. All of these activities enable students to communicate, connect, and learn about significant cultural ideas.

SHARED EXPERIENCE:

Students have an opportunity to share their experiences with the entire Gateway Christian School community by sharing presentations in classes and by sharing on a larger scale in a school assembly.

Prior to the trip, students and teacher-chaperones highlight the purpose of the trip to the entire school body. Upon their return, the group creates a slideshow to share in the presentations and the assembly, sharing personal anecdotes from the trip, highlighting experiences and showing photos to engage the student population in the activities that took place.

Students are responsible for a final written assignment, where they reflect on “The Personal Impact of Being a Part of the Co-Impact team.”

- **Intercultural Studies Learning Outcomes**
- **3.1 Identify and share their key learnings of their personal growth**

- **3.2 Identify possible implications of the intercultural experience of interest for their future education, work, travel, international opportunities and/or personal growth**
- **3.3 Describe how increased intercultural awareness informs decision making with regards to an issue connected to the intercultural experience**
- **3.4 Explain how knowledge gained from intercultural awareness impacts their personal situations/contexts**

In this reflection students respond to a variety of questions including but not limited to:

- Reflect on your intercultural experience and its impact upon your future as a global citizen.
- Does this experience have any possible implications for your future (education, work, travel, international opportunities and personal growth)?
- Has this experience caused you to reflect on global challenges and how we respond individually with the choices we make?
- How were you challenged in your values, attitudes and beliefs as a result of this experience?
- How did this experience provide you with an informed understanding of justice, human rights and our responsibilities as Christians or good citizens?
- How did this experience challenge and motivate you to continue to be “changed” as you move forward from this trip?

This course and trip are offered as a culminating Grade 12 experience at Gateway Christian School. While much of the experiences throughout the years at Gateway invite students to serve real people with real needs, this final opportunity allows them to deepen their response through this life-changing opportunity.

While in Central America, a blog documents the experiences, learning activities, and personal experiences of the students. Students take turns as bloggers to keep parents, teachers, and students informed of the activities that the group is engaged in while they are gone.

ITINERARY:

Students will attend this trip during their Spring Break in 2026, meaning they do not miss any classes or instructional time at school. While the course contributes credits towards High School completion and the trip provides an incredible learning opportunity, it is important to highlight that it does not require that students miss any school.

Participation requires students to commit to an early morning (period 0) class throughout the school year, complete all aspects of the Intercultural Studies course requirements, participate in team and individual fundraising efforts throughout the year to raise their individual funds needed, as well as giving up their Spring Break for this opportunity. While these factors seem like they could be barriers to students participating in this opportunity, year after year Gateway has had a team of committed students participate in this optional opportunity.

While we do not yet have an itinerary for the 2026 trip, a previous itinerary is attached (at the end) to provide an idea of what the trip could look like.

SUPERVISION:

Team Leader: Jim Driedger - Gateway Teacher (experienced in co-leading and leading HANDS/Co-Impact trips to Nicaragua and the Dominican Republic with Gateway on 6 previous occasions).

Chaperones:

A member of Gateway's Admin Team (TBD) is committed to going, along with 2-3 other leaders to be determined (staff members have voiced interest but have not yet been determined). We will be certain to have the appropriate number of staff-student ratio, once student numbers are finalized.

ACCOMMODATIONS:

Lodging in the Dominican Republic will be in a 'Guest House' or centre that is gated and guarded with 24-hour security. This is dormitory style lodging. Individual bathrooms in the dormitories are provided. Adult chaperones stay in separate rooms or area(s), with males/females in separate rooms. Breakfast and supper are provided at the Guest House, with lunch typically served at the school, worksite or while traveling. The exact guest house will be solidified once the exact number of participants on the team have been determined.

The Guest House has running water, electricity, WiFi, and 24-hour security. If WiFi is not available at the Guest House, EduDeo and Gateway provide a portable WiFi hotspot.

EQUITY

FUNDRAISING OPPORTUNITIES:

This opportunity is offered to all Grade 12 students at Gateway who are in good standing regarding attendance, behaviour and completing courses and graduation requirements at Gateway and Lindsay Thurber Comprehensive High School. Students are informed of their participation on the team a year in advance, allowing ample time to raise funds for the trip. A variety of fundraising opportunities are organized by parents, the team, and the school for all team members to participate in to support their individual fundraising efforts.

EXPENDITURE GUIDELINES:

The total individual cost is estimated to be between \$3600 and \$3700 for 2026 (the cost was \$3596 in 2025). While the costs with our trip provider have not increased much

over the last 7 years, the fluctuating cost of flights could impact the final costs for the team.

EduDeo Ministries is the organization that Gateway has partnered with for all of our Co-Impact (HANDS) trips; they make the trip possible. EduDeo looks for flights and compares flights from at least three providers to find the best possible price.

EduDeo's costs include in-country fees which include: translators, bus driver, bus rental, accommodations, food, tourist activities, flights, and tax. A large portion of the funds contribute to a work project that the team supports, whether it be the construction of a new school, a renovation on a current school, or an upgrade and addition to a current school. All projects support the provision of education, health and community services for needy students and families within a community in the Dominican Republic.

The Outbound Student Plan insurance through Study Insured / MSH International is purchased for all students through the District. We **require** this insurance coverage, in case an accident or injury occurs during the trip. Many families also purchase additional travel insurance, although it is not necessary.

Sample of a previous itinerary

GATEWAY 2024 CO-IMPACT TEAM
ITINERARY

Thursday/Friday

March 28/29, 2024:

<i>(Thursday night)</i>	9:45 pm	Arrive at Calgary Airport at Depart from Calgary Airport
	12:05 am	Depart for Punta Cana (<i>overnight flight</i>)
<i>(Friday morning)</i>	8:49 am	Arrive Punta Cana
		Drive to Santo Domingo to the Ministry Center <i>(accommodations)</i>
		Lunch(<i>Ministry Centre</i>)
		Free time
		Stop at the store for snacks and supplies
	6:00	Dinner (<i>Ministry Centre</i>)
		<i>Reparando</i> Movie and discussion
		Journal time

Saturday

March 30, 2024:

7:30	Breakfast (<i>Ministry Centre</i>)
	Intro to Sinergia
	Work on organizing crafts and activities for the school(s)
12:00	Lunch
	Walk to Colonial Zone / Explore Historical Area
6:00	Dinner
7:00?	Kids' Night at Franklin's Church
	Evening meeting and journal time

Sunday

March 31, 2024:

7:30	Breakfast
	Church - Easter service (at Keila's church - The Principal)
	- The team will sing a song at the service
	Lunch (<i>Ministry Centre</i>)
	Meet students from La Esperanza School
	- Games and interactions with the students
6:00	Dinner
	Evening meeting and journal time

Monday
April 1, 2024: 7:30 Breakfast
 School trip to La Esperanza School
 Introductions and activities
 Lunch (*at the school*)
 Student Interactions
 GCS students lead activities with young classes
 Group activities / Games
 Prepare grocery boxes for community?
 Community Walk
 Dinner (*Ministry Centre*)
 Evening meeting and journal time

Tuesday,
April 2, 2024: 7:30 Breakfast
 School trip to La Esperanza School
 Morning church service
 - The team will perform their skit
 GCS students lead activities/crafts with young classes
 Lunch (*at the school*)
 Student Interactions
 Deliver grocery boxes to the community members
 Dinner (*Ministry Centre*)
 Evening meeting and journal time

Wednesday
April 3, 2024: 7:15 Breakfast
 8:00 Travel to Juan Calvino Christian School
 Work day at JOBSITE: Juan Calvino Christian School
 Will help to paint the basketball court / plaster walls /
 possibly paint walls
 Lunch (*at the school*)
 Work in the afternoon
 Travel back to Sinergia FLT
 Dinner (*Ministry Centre*)
 Evening meeting and journal time

Thursday

April 4, 2024:

7:15

Breakfast

8:00

Travel to Juan Calvino Christian School

****Work day at JOBSITE: Juan Calvino Christian School****

Lunch (*at the school*)

Work in the afternoon

Travel to Salto Socoa Waterfall in afternoon (in jungle/more remote area)

Travel back to Ministry Center

Dinner (*Ministry Centre*)

Evening meeting and journal time

Friday

April 5, 2024:

7:30

Breakfast

Gift Shops and Market

Lunch at Bocachica

Farewell dinner at school w/ teachers and students

Pack to return home

Evening meeting and journal time

Saturday

April 6, 2024:

10:00 am

Early Morning Breakfast

Leave for Punta Cana Airport

3:51 pm

Depart for Calgary, Alberta

Arrive in Calgary, Alberta

Parents meet students at the airport and drive them home

Board Agenda Item



Topic: PSBAA Report

Presenter: Matt Gould

Meeting Date: April 9, 2025

Background

Trustee Matt Gould will provide a verbal report.

Board Agenda Item



Topic: Trustee Community Engagement Report

Presenter: Nicole Buchanan

Meeting Date: April 9, 2025

Background

Active community engagement by trustees is essential for the Board's effective governance and responsiveness. The Board of Trustees believes that maintaining transparency and accountability in trustees' activities and interactions fosters trust and strengthens communication with all stakeholders.

Last month, trustees attended the following events:

- Meeting with Red Deer North & South MLAs
- Administrative Staffing Committee Meetings
- City Wide School Council
- ASBA Zone 4 Meeting
- High School Musical Performances
- School Assemblies
- 2025-26 Strategic Planning
- School Open Houses
- Division Learning Day

Board Agenda Item



Topic: Superintendent's Report

Presenter: Chad Erickson

Meeting Date: April 9, 2025

Background

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

- March 13, 2025 -- Discussion with Inclusion Alberta
- March 14, 2025 – Meeting with Red Deer North & South MLAs with Trustees
- March 14, 2025 – Meeting with City Wide School Council Chair
- March 17, 2025 – Administrative Staffing
- March 18, 2025 – Elementary Principals' Meeting
- March 18, 2025 – City Wide School Council
- March 18 – 21, 2025 – College of Alberta Superintendents Annual Learning Conference
- March 24 – 25, 2025 – Administrative Staffing
- March 26, 2025 – Local ATA Diversity, Equity and Human Rights Meeting
- March 27 – 28, 2025 – 2025-26 Strategic Planning with Trustees
- March 31 – April 1, 2025 -- Administrative Staffing
- April 2, 2025 – Systems Leadership Teams Meeting
- April 2, 2025 – Central Alberta Collegiate Institute Ribbon Cutting
- April 2, 2025 – Meeting with City of Red Deer Counsellor
- April 3, 2025 – Admin Council
- April 3, 2025 – Aspiring Leaders
- April 7, 2025 – Inclusion Meeting
- April 8, 2025 – Administrators' Meeting
- April 8, 2025 – Meeting with ATA Executive
- Several School Open Houses

Board Agenda Item



Topic: **Board Chair's Report**

Presenter: Nicole Buchanan

Meeting Date: April 9, 2025

Background

Board Chair Nicole Buchanan will provide a verbal report.