



Public Board Meeting AGENDA

Wednesday, September 11, 2019

1:00 PM

Central Services Board Room

4747 53 Street

Red Deer, AB

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

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

	Pages
1. Call to Order	
2. Motion to Meet in Private	
3. Revert to Public Meeting	
4. O Canada	
5. Land Acknowledgement	
6. Approval of Minutes	3
7. Approval of Agenda	
8. Recognition	
9. Governance Agenda	
9.1 Enrolment Summary Report	Ron Eberts 15
9.2 Satisfaction Surveys for 2018-2019	Ron Eberts 17
9.3 Changes to Bank Signing Authority	Colin Cairney 25
9.4 Summer Facility Improvements	Della Ruston 26
9.5 Staffing Report	Rob Moltzahn 34

9.6	Lindsay Thurber Comprehensive High School Field Study Trip to Japan August 2020	Stu Henry	36
9.7	PBSAA Report	Bill Stuebing	46
9.8	2019-20 Trustee Work Plan	Stu Henry	52
9.9	Changes to Administrative Procedures	Stu Henry	61
9.10	Board Policy Review	Stu Henry	91
9.11	Statement of Pecuniary Interest	Bruce Buruma	96
9.12	Superintendent's Report	Stu Henry	110
9.13	Board Chair's Report	Nicole Buchanan	111
9.14	Magic Square	Bill Christie	113
10.	Correspondence Received	Nicole Buchanan	114
11.	Correspondence Sent	Nicole Buchanan	119
12.	Celebrations		
13.	Adjournment		



Public Board Meeting

Minutes

Date: Wednesday, June 12, 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 Rob Moltzahn, Associate Superintendent Della Ruston, Associate Superintendent

Governance Agenda

Call to Order

The public meeting of the Board of Trustees was called to order at 1:00.

Recognition

Honouring Spirit: Indigenous Student Awards 2019

Red Deer Public Schools nominated the following students who are recipients of Honourable Mentions as part of the Honouring Spirit Awards.

- Peraius Autmn Desjarlais – Westpark Middle School
- Jill Hawkins – Central Middle School
- Eliza Roan – Normandeau School

The Board of Trustees recognized these students and invited staff from their respective schools to the meeting.

Moved By: Bev Manning, Chair

THAT the Board of Trustees recognize Peraius Autumn Clara Desjarlais, Jill Hawkins, and Eliza Roan for their impressive accomplishment.

Carried

Motion to Meet in Private

That the Board meet in private, the time being (insert time).

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 Woodward.

Approval of Minutes

Moved By: Laurette Woodward, Trustee

That the minutes for Board Meeting (insert date) be approved as presented.

Carried

Approval of Agenda

Moved By: Bill Christie, Trustee

That the agenda for Board Meeting (insert date) be approved with the following additions:

Carried

Recognition

Provincial Athletic Championships

The Board of Trustees recognized several Ecole Lindsay Thurber and Hunting Hills High School students earned medals at the recent Alberta Schools' Athletic provincial competition held in Red Deer on June 8 and 9, 2019.

Moved By: Laurette Woodward, Trustee

THAT the Board of Trustees recognize Hunting Hills High School and Lindsay Thurber Comprehensive Track and Field medal winners, along with the Lindsay Thurber Comprehensive High School Rugby team for their impressive accomplishments.

Amendment:

Moved By: Cathy Peacocke, Trustee

That the Board of Trustees recognize the Lindsay Thurber Comprehensive High School Rugby team for their impressive accomplishments.

Skills Canada – Alberta Medalists

The Board of Trustees recognized the following students for their success at the Provincial Skills Competition:

Lindsay Thurber Comprehensive High School

- Hairstyling Intermediate - Bronze – Ashley McGill

Hunting Hills High School:

- IT Software Solutions Level 2 - Bronze - Kaitlynn Morfitt
- IT Software Solutions Level 1 - Gold - Nathan Anderson
- 2D Animation - Gold - Emma Kulaway and Margaryta Lvova - Competing at Nationals this week.

As gold medal winners, Emma and Margaryta competed at the Skills Canada National Competition in Halifax, Nova Scotia on May 28 and 29.

Moved By: Bill Christie, Trustee

THAT the Board of Trustees recognize Ashley McGill, Kaitlyn Morfitt, Nathan Anderson, Emma Kulaway and Margaryta Lvova for their impressive accomplishments.

Carried

Young Citizen of the Year

The Board of Trustees recognized the following student as Red Deer's Young Citizen of the Year:

- Praveen Gladstone for his volunteer time to support causes including Ronald McDonald House, homeless shelters, breast cancer research, and the annual Bike-a-thon and Veterans' Dinner events at Hunting Hills. He's also a multisport athlete having competed in track and field, soccer, cross-country running and swimming.

Praveen Gladstone, as well as staff from Hunting Hills High School, were invited to the meeting to be acknowledged by the Board of Trustees.

Moved By: Bev Manning, Chair

THAT the Board of Trustees recognize Praveen Gladstone for his impressive accomplishment.

Carried

Canadian Improv Games – Alberta Champions

The Board of Trustees recognized the following students for their excellent achievement Improv Theatre:

Students and staff who make up the team include:

- Felicity Arndt

- Lucas Deary
- Vivien Hawryszko
- Matthew Houghton
- Alex Jones
- Katherine Jones
- Tanner Robinson
- Sam Sieben
- ALTERNATES: John Daily and Rhiannon Evans
- STAFF: Sue Merry - Coach and Kiel Fredrickson- Assistant coach

Moved By: Dianne Macaulay, Trustee

THAT the Board of Trustees recognize the Hunting Hills Improv Team for their impressive accomplishment.

Carried

Governance Agenda

Annual City Wide School Council Report

City Wide School Council Chair, Jaelene Tweedle provided a review of the activities that have taken place at City wide School Council over the 2018-19 school year.

Moved By: Bev Manning, Chair

THAT the Board of Trustees receive the Annual City Wide School Council Report as information.

Report from International Education

Mr. Brian Plastow, Director of International Education, provided an update to the Board of Trustees on the following:

1. RDSPD International Students Program:
 - a. Update on International Student Numbers (128 students in 2018/19)
 - b. Sharing the Impact of International Students on Red Deer Public Schools
2. RDPSD International Languages Programming:
 - a. Update on French Immersion in RDPSD
 - b. Support for Second Language programming
 - c. Update on Newcomers to Red Deer Public Schools
 - d. International Field Studies

Moved By: Bill Christie, Trustee

THAT the Board of Trustees receive the report from International Education as information.

Carried

Final Approval of District Plan

The Three-Year District Education Plan sets the strategic direction for Red Deer Public Schools. The plan includes outcomes, strategies, and performance measures the District and its schools will follow to achieve this. The three main priorities continue to be:

- Literacy and Numeracy
- Equity
- Student Success and Completion

The plan also includes the approved Spring Budget and Facility and Capital Plan for 2019/20 school year.

Moved By: Bev Manning, Chair

THAT the Board of Trustees accept the District Plan as presented.

Administrator Professional Growth Report

Della Ruston, Associate Superintendent of System Services provided a report on the Administrator Professional Growth for the District. This included the implementation of a coaching model with the complementary goal of building shared accountability and commitment.

Yearly feedback from administrators, regarding this process has been overwhelmingly positive with a desire to continue to use these practices as a process for successful implementation of district priorities.

Moved By: Laurette Woodward, Trustee

THAT the Board of Trustees receive the Administrator Professional Regrowth Report as information.

Carried

Trustee Work Plan

The Board Work Plan for 2018/19 was reviewed and discussed by Trustees.

Moved By: Dianne Macaulay, Trustee

THAT the Board of Trustees accept the Trustee Work Plan as presented.

Carried

2020-21 Calendar Approval

The proposed calendar for the 2020-2021 school year was reviewed and accepted by the Board of Trustees.

Moved By: Bev Manning, Chair

THAT the Board of Trustees accept the 2020-21 Calendar as presented.

Carried

2019-20 Budget with School & Transportation Fees Schedule

Colin Cairney, Corporate Treasurer shared the Red Deer Public Schools - 2019/20 Spring Budget totaling expenditures of \$126,153,165 along with background notes on the development of the budget.

The District Audit Committee also reviewed the budget and has recommended its approval by the Board of Trustees.

The report included the School and Transportation Fees Schedule.

Once approved by the Board, the budget will be submitted to Alberta Education by June 30, 2019.

Moved By: Bill Christie, Trustee

That the Board of Trustees approve the 2019/20 Spring Budget report with revenues of \$125,678,155 and expenses of \$126,153,165 resulting in a \$475,010 deficit budget.

That the Board of Trustees approve the 2019/20 School and Transportation Fees Schedule.

Carried

Trustee Remuneration

Board Policy 7 - Board Operations outlines provisions for Trustee Remuneration. Adjustments and review of honorarium and per diem rates are to be done on an annual basis through a comparison of remuneration of Red Deer Public trustees to those like-sized board and that of boards operating in close proximity. Any adjustments to remuneration are to be made prior to June 30th of that year. A report with comparative information was reviewed by the Board of Trustees.

Board Policy 10.1.2 - that one-third of the annual total honorarium paid to trustees shall be paid as a non-taxable general expense allowance. With the recent changes to the Income Tax Act, this no longer applies and the Board of Trustees reviewed and adjusted honorariums this time last year to consider these changes. Therefore, it was recommended that Section 10.1.2 in the Board Policy Manual be deleted.

Moved By: Bev Manning, Chair

That the Board of Trustees maintain honorarium and per diem rates at their current levels.

Carried

Amendment:

Moved By: Cathy Peacocke, Trustee

That the Board of Trustees review comparable trustee remuneration to determine rates for the 2019/20 school year and amend Board Policy 7 Board Operations to reflect these changes.

Carried

Third Quarter Financial Statements

The financial statements for the third quarter ending May 31, 2019 were reviewed with revenues and expenditures in line with budget projections.

Moved By: Bill Stuebing, Trustee

THAT the Board of Trustees receive the Third Quarter Financial Statements ending May 31, 2019 as information.

Carried

Enrolment Summary Report

Student Enrolment at the end of May 2019 was 11,104 students.

Moved By: Bev Manning, Chair

THAT the Board of Trustees accept the Enrolment Summary Report for May 31, 2019 as information.

Carried

ASBA Report

Trustee Woodward provided a report from the Alberta School Boards Association - Zone 4.

Moved By: Laurette Woodward, Trustee

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

Carried

Superintendent's Report

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

Moved By: Bev Manning, Chair

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

Carried

Education Act

The Board of Trustees had a discussion on the information that has recently been provided on the Education Act.

- Charter Schools
- Gay/Straight Alliance
- Natural Persons Powers
- School Fees
- Trustee running for Separate or Public if Catholic faith
- Superintendents salary
- Age of access, residency access

Moved By: Bill Stuebing, Trustee

The Board of Trustees wishes to write a letter to the Minister of Education providing comments on the amendments to the Education Act.

Carried

Sexual Orientation and Gender Identity Policy Update

Mr. Jason Moline, Coordinator, Learning Services, attended the meeting to update the Trustees on Policy 19 - Sexual Orientation and Gender Identity. He discussed the progress made toward the goal of providing a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

Moved By: Bill Stuebing, Trustee

The Board of Trustees recommends to receive the report on SOGI update as information

Carried

Board Chair's Report

Board Chair Manning provided a verbal report.

The Board conducted a Superintendent and staff evaluation and was completed with exemplary review as well as the Board completed annual self-evaluation.

Moved By: Bev Manning, Chair

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

Carried

Amendment:

Moved By: Cathy Peacocke, Trustee

The Board of Trustees conducted a Superintendent and staff evaluation that was completed with exemplary review as well as the Board completed their annual self-evaluation.

Carried

Trustee Questions

Trustee Stuebing asked for the agenda number items to be included in the agenda as well as the page number of the item in the index.

Trustee Woodward asked for the public meeting time and organizational meeting times be held together to allow for easier access for the public to attend. Also, that the public organizational meeting be advertised.

Trustee Buchanan asked for a review of the structure of the organizational, private and public meeting times. It was suggested to change the structure to be private then public and followed by the organizational meeting.

Moved By: Cathy Peacocke, Trustee

The Board of Trustees reorganize the structure of the meetings to be the private, public and then followed by the organizational meeting.

Carried

Chair

Corporate Treasurer



Public Board Meeting

Minutes

Date: Wednesday, June 12, 2019

Time: 11:11 AM

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
Rob Moltzahn, Associate Superintendent
Della Ruston, Associate Superintendent

Attendance

Call to Order

The public organizational meeting of the Board of Trustees was called to order at (11:11 a.m.).

Approval of Agenda

Moved By: Dianne Macaulay, Trustee

That the agenda for Board Meeting - Organizational (June 12, 2019) be approved as presented.

Carried

Governance Agenda

Organizational Meeting

Superintendent Henry assumed the Chair to start the Organizational Meeting.

- Nominations for Election of Chairperson:
 - Trustee Stuebing nominated Trustee Manning for Chair who accepted the nomination.
 - Trustee Christie nominated Trustee Buchanan for Chair who accepted the nomination.

- Nominations were called three times and closed.
- A secret ballot was distributed among Trustees.
- Trustee Buchanan was acclaimed Board Chair.
Chair Buchanan assumed the role of Chair.
- Nominations for Election of Vice-Chairperson:
 - Trustee Peacocke nominated Trustee Woodward who accepted the nomination.
 - Trustee Stuebing nominated Trustee Manning who accepted the nomination.
 - Nominations were called three times and closed.
 - A secret ballot was distributed among Trustees.
 - Trustee Woodward was elected Board Vice-Chairperson.
 - Trustee Christie moved that the ballots be destroyed. CARRIED
- Date & Time of Regular Board Meetings
 - A schedule of proposed Board Meeting dates and times were reviewed. Meetings will take place the second Wednesday of each month with the Private Meeting starting at 12:00 PM. and the Public Meeting starting at 1:00 PM.
 - Moved by Trustee Peacocke that the Board Meeting Schedule for the 2019/20 school year be approved as presented. CARRIED
- Committee Appointments
 - A schedule of Committee Appointments were reviewed.
 - Moved by Trustee Woodward that the Committee Appointments for the 2019/20 school year be approved as presented. CARRIED
- School Liaisons
 - A schedule of Trustee School Liaison was reviewed.
 - Moved by Trustee Stuebing that the Trustee Liaison Appointments for the 2019/20 school year be approved as presented. CARRIED

Adjournment

Chair Manning declared the meeting adjournment at (11:45 a.m.).

Chair

Corporate Treasurer

Board Agenda Item



Topic: Enrolment Summary Report

Presenter: Ron Eberts

Meeting Date: September 11, 2019

Background

The enrolment summary for June 30, 2019 is provided as information.

Recommendation:

The Superintendent of Schools recommends that the Board of Trustees accepts the enrolment Summary Report for June 30, 2019 as information.

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

	PreK	ECS	1	2	3	4	5	6	7	8	9	10	11	12	CCE	FTE	TOTAL	DIFF
36 A.L. GAETZ		37	50	46	55	55	54									278.5	297	5
47 ASPEN HEIGHTS		41	40	34	35	39	39									207.5	228	0
34 BARRIE WILSON - ENG.		56	57	68	45	50	41									289	317	3
34 BARRIE WILSON - F.I.		23	28	36	34	27	13									149.5	161	0
44 DON CAMPBELL		78	85	48	68	51	62									353	392	-1
49 ESCEULA VISTA GRANDE - S.B.		40	38	31	34	27	23	12								185	205	0
40 FAIRVIEW	30	37	24	29	47	33	39									205.5	239	0
42 G.W. SMITH	26	35	42	42	49	54	45									262.5	293	0
43 JOSEPH WELSH	30	34	47	50	56	46	53									284	316	0
54 MATTIE MCCULLOUGH	19	55	73	73	72	77	63									395	432	-2
45 MOUNTVIEW - ENG.		25	32	29	26	31	22									152.5	165	0
45 MOUNTVIEW - F.I.		37	41	42	27	31	41									200.5	219	0
48 ORIOLE PARK - ENG.		34	39	39	49	36	44									224	241	-1
48 ORIOLE PARK - F.I.		30	32	22	23	31	20									143	158	0
52 WEST PARK ELEM.	28	38	50	49	49	40	60									281	314	1
32 G.H. DAWE	31	44	41	41	39	39	41	41	38	33						350.5	388	-5
69 GLENDALE		37	47	32	43	41	46	59	54	58						398.5	417	-2
55 NORMANDEAU	26	42	41	38	36	43	35	72	60	59						418	452	3
137 GATEWAY CHRISTIAN SCHOOL		75	78	71	73	79	80	83	60	61					153	622.5	660	-1
62 C.M.S. - Eng.								121	106	88						315	315	-2
62 C.M.S. - F.I.								73	89	78						240	240	0
65 EASTVIEW								202	216	210						628	628	-2
68 W.M.S.								177	168	151	3					499	499	1
75 L.T.C.H.S. - Eng.											318	343	385	396	3	1442	1442	-3
75 L.T.C.H.S. - F.I.											81	78	60	30		249	249	-1
90 H.H.H.S.											309	382	353	352	5	1396	1396	-7
30 NORTH COTTAGE												6	6	10		22	22	0
124 R.D. REG. HOSPITAL PROG.								1				1	1		1	3	3	0
127 DIREWOOD										1	1				2	2	2	-1
128 YOUTH ASSES. CENTRE.										1	2	1				4	4	1
129 PARKLAND YOUTH HOMES												2	1			3	3	0
131 OSKAYAK TREATMENT CENTRE												1				1	1	0
133 OUTREACH SCHOOL CENTRE												37	59	134	116	230	230	-18
136 QUEST HIGH SCHOOL								2	4	15	34	24	16	21		116	116	-4
132 SCHOOL WITHIN A COLLEGE														24	2	24	24	0
DISTRICT TOTALS	190	798	885	820	860	830	821	843	795	755	748	875	881	967	282	10574	11068	-36

	ENGLISH	FRENCH IMMERSION	SPANISH BILINGUAL	DISTRICT TOTALS	PREV MONTH	DIFF	SEPT TOTALS	DIFF
PreK	190	0	0	190	190	0	190	0
E.C.S.	668	90	40	798	796	2	790	8
ELEMENTARY	3615	448	153	4216	4217	-1	4206	10
MIDDLE SCHOOLS	2141	240	12	2393	2398	-5	2394	-1
SENIOR HIGH	3222	249	0	3471	3503	-32	3538	-67
TOTALS - Jun.2019	9646	1027	205	10878	10914	-36	10928	-50
TOTALS - Jun.2018	9516	1023	184	10723	10768	-45	10675	48

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

Revised

07/22/2019:10:47

Board Agenda Item



Topic: Satisfaction Surveys (2018-2019)

Presenter: Ron Eberts

Meeting Date: September 11, 2019

Background

Each year the District determines measures for the outcomes and strategies within our Education Plan. Satisfaction surveys are one of the tools we utilize to gather data for these measures, and during the 2018-2019 school year the District participated in two rounds of satisfaction surveys of our students, parents and staff. The first round of satisfaction surveys were from Alberta Education as part of the Accountability Pillar survey process, and were administered in January and February, 2019. The second round of satisfaction surveys were our own locally developed surveys, which were administered in late April and early May.

Administration of both surveys are completed electronically, although parents do have the option of completing the Alberta Education Accountability Pillar Survey using traditional paper surveys. Participation in the survey process is as follows:

Red Deer Public Satisfaction Survey:

- Students in Grades 3, 5, 6, 8, 9, and 12
- All Parents
- All Staff

Alberta Education Accountability Pillar Survey:

- Students in Grades 4, 7, and 10
- Parents of Students in Grades 4, 7, and 10
- Teaching Staff

Results from the surveys are used to support district planning and are included in results reporting. Further, results are provided to each individual school for use in school-based planning and in school-based results reports. Included in this report are four years of satisfaction survey results related to our district's priority areas of Literacy & Numeracy, Equity, and Student Success & Completion for staff, students, and parents. Additionally, aggregate results from the Alberta Education Accountability Pillar Survey, from 2014-2015 to 2018-2019, are included.

Some observations to note from the survey results include:

- 7 out of 8 Accountability Pillar Survey Questions were at or above our results from 2017-2018.
- 5 out of 8 Accountability Pillar Survey Questions were at or above the Provincial comparison numbers.
- 25 out of 33 District Survey Questions asked to Parents, Students, and Staff, were within 3% of our results from the 2017-2018 school year.

Board Agenda Item



Upon review of the data Trustees may wish to discuss any observations made regarding the results.

Reference Source:

Accountability Pillar Satisfaction Survey Results (2018-2019).pdf
District Satisfaction Survey Results (2018-2019).pdf

Quality Indicators:

Educational Leadership

- QI 1.1 The Superintendent conducts an analysis of student success and ensures school principals develop action plans to address concerns.
- QI 1.2 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.
- QI 1.3 Parents and students are satisfied with levels of achievement.
- QI 1.4 There is measurable improved student achievement over time.

Recommendation:

The Superintendent of Schools recommends that the Board of Trustees accepts the report on the 2018-2019 Accountability Pillar Survey Results, and the 2018-2019 District Satisfaction Survey Results, as information.

	Red Deer Public Schools					Alberta				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Percentage of teacher, parent and student agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	88.7	88.5	88.2	87.2	87.5	89.2	89.5	89.5	89.0	89.0
Parent	88.0	87.9	86.9	87.1	87.1	89.3	89.8	89.9	89.4	89.7
Student	83.0	83.5	82.6	80.5	81.0	83.0	83.4	83.3	82.5	82.3
Teacher	95.1	94.1	95.0	94.0	94.4	95.4	95.4	95.3	95.0	95.1
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	85.1	85.1	82.4	83.0	84.5	81.3	81.9	81.9	81.8	82.2
Parent	84.5	82.8	80.1	82.4	81.9	79.9	80.1	80.1	79.9	80.1
Student	81.0	81.3	77.7	75.9	79.7	76.9	77.5	77.7	77.2	77.4
Teacher	89.8	91.3	89.5	90.6	91.8	87.2	88.1	88.0	88.4	89.1
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	89.7	90.1	89.8	90.0	90.2	89.5	90.1	90.1	90.0	90.2
Parent	85.5	86.9	83.4	85.8	85.9	85.4	86.1	86.4	86.0	86.4
Student	88.1	87.9	89.4	87.8	88.3	87.4	88.0	88.1	88.2	88.1
Teacher	95.6	95.6	96.6	96.4	96.4	95.9	96.0	95.9	95.8	96.1
Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.	84.5	84.3	83.9	83.2	86.6	84.2	84.6	84.9	84.2	84.7
Parent	74.9	76.9	73.3	74.2	80.0	75.5	76.6	77.2	77.0	77.8
Student	84.1	82.6	82.9	81.6	83.6	83.6	83.1	83.4	81.7	81.9
Teacher	94.7	93.4	95.5	93.9	96.2	93.5	94.0	94.1	94.0	94.5
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	83.7	82.0	80.1	80.8	77.9	82.0	82.6	82.7	82.4	83.0
Parent	74.9	72.2	68.3	71.0	67.2	74.2	74.8	75.1	74.6	75.2
Teacher	92.6	91.8	91.9	90.6	88.6	89.7	90.5	90.4	90.3	90.8
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	82.2	81.7	81.1	79.5	79.9	83.5	83.9	83.7	83.0	82.9
Parent	77.7	79.0	76.5	76.6	76.2	82.1	82.9	82.7	81.7	81.9
Student	73.8	72.5	72.9	69.3	70.9	74.2	74.5	74.4	73.9	73.5
Teacher	95.0	93.6	94.0	92.5	92.6	94.2	94.5	94.0	93.4	93.2

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.		79.7	78.8	77.3	78.5	77.8	80.7	80.9	81.2	81.2	81.3
Parent		72.7	72.1	67.1	68.0	68.3	73.4	73.5	73.9	73.4	73.6
Teacher		86.7	85.4	87.6	89.0	87.3	88.1	88.4	88.5	88.9	89.0

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.		81.9	83.4	82.2	80.0	80.4	79.6	81.2	81.4	80.3	81.0
Parent		80.3	85.0	79.3	79.2	80.0	78.5	79.7	80.8	79.3	80.3
Student		84.3	84.5	84.5	82.1	81.7	80.7	81.5	81.1	80.2	79.4
Teacher		81.2	80.7	82.6	78.8	79.4	79.8	82.3	82.2	81.5	83.4

		Red Deer Public Schools			
		2016	2017	2018	2019
1	Overall percentage of parents who feel their children are learning in ways that are meaningful and appropriate.	93.3	93.1	94.9	92.1
	Overall percentage of students who feel they are learning in ways that are meaningful and appropriate.	92.8	91.9	93.7	91.2
	Overall percentage of staff who feel they have the skills to support the learning needs of students	89.0	89.0	91.6	93.2
2	Overall percentage of parents who feel their children are learning the knowledge and skills necessary for success.	84.0	85.2	87.9	83.3
	Overall percentage of students who feel they are learning the knowledge and skills necessary for success.	91.4	91.2	92.9	89.3
	Overall percentage of staff who feel students are learning the knowledge and skills necessary for success.	89.9	86.1	93.6	90.5
3	Overall percentage of parents who feel their children are able to read and write what is expected in school.	88.9	89.1	84.5	84.1
	Overall percentage of students who feel they are able to read and write what is expected in school.	89.1	88.9	91.3	90.2
	Overall percentage of staff who feel students are provided with appropriate programming and levels of instruction in literacy.	92.9	93.3	96.8	94.9

4

Overall percentage of parents who feel they are able to understand and work with numbers in class.	88.4	87.6	86.9	84.0
Overall percentage of students who feel their children are able to understand and work with numbers in school.	87.7	87.4	87.7	86.1
Overall percentage of staff who feel students are provided with appropriate programming and levels of instruction in numeracy.	90.5	93.2	94.3	95.4

5

Overall percentage of parents who feel their children confidently use reading, writing, and numbers in their daily life.	89.1	90.2	88.2	85.3
Overall percentage of students who feel they confidently use reading, writing, and numbers in their daily life.	86.1	85.1	87.0	83.4
Overall percentage of staff who are confident in their skills to support students in their use of reading, writing, and numeracy across the curriculum.	92.7	92.4	96.5	96.8

6

Overall percentage of parents who feel their children receive the help and support they need.	90.3	90.4	90.6	89.1
Overall percentage of students who feel they receive the help and support they need.	89.5	89.9	91.0	88.6
Overall percentage of staff who feel they have access to the necessary resources to provide the help and support students need.	89.9	94.0	92.8	92.0

7

Overall percentage of parents who feel their children will be prepared for the next grade level.	88.8	89.9	91.0	88.9
Overall percentage of students who feel they will be prepared for the next grade level.	92.2	92.6	92.9	91.7
Overall percentage of staff who feel the students will be prepared for the next grade level.	85.5	87.3	89.4	87.7

8

Overall percentage of parents who feel their children will complete high school.	93.3	93.1	97.9	97.0
Overall percentage of students who feel they will complete high school.	98.6	98.7	97.3	96.2
Overall percentage of staff who feel that students are supported in the goal of finishing high school.	93.7	95.8	97.5	97.7

9

Overall percentage of parents who feel the school has significantly helped their children develop a specific plan for after high school. (Career, further education, travel)	53.9	50.6	57.3	56.2
Overall percentage of students who feel the school has significantly helped them develop a specific plan for after high school. (Career, further education, travel)	73.0	73.2	70.9	66.5
Overall percentage of staff who feel the school has significantly helped students develop a specific plan for after high school. (Career, further education, travel)	80.9	75.6	87.2	81.8

10

Overall percentage of parents who feel their children are cared for, accepted, and usually happy and healthy at school.	91.8	90.3	94.2	90.1
Overall percentage of students who feel they are cared for, accepted, and usually happy and healthy at school.	86.8	85.6	86.7	84.7
Overall percentage of staff who feel students are cared for, accepted, and usually happy and healthy at school.	96.0	96.7	97.1	97.3

11

Overall percentage of parents who feel their children are connected and feel a sense of belonging at school.	89.5	88.0	91.2	87.7
Overall percentage of students who feel they are connected and feel a sense of belonging at school.	86.4	86.1	87.7	83.3
Overall percentage of staff who believe students have a sense of belonging through their involvement in school activities and the people they connect with.	96.0	92.1	94.5	94.7

Board Agenda Item



Topic: Change in Bank Signing Authority

Presenter: Colin Cairney

Meeting Date: September 11, 2019

Background

As a result of changes from the Board Organizational Meeting held on June 12, 2019, it is necessary to change our banking documents to reflect the new appointment of the Board Chair and Vice Chair. Three banking resolutions will be presented at the meeting, covering the general account, the US dollar account and the Scholarship Trust.

It is recommended that all three resolutions be adopted to amend the signing authorities.

Quality Indicators:

QI 5.3 Ensures system adheres to policy/administrative procedures.

Recommendation:

The Superintendent of Schools recommends that trustees approve the Banking resolution regarding signing authorities for the Board's general account.

The Superintendent of Schools recommends that trustees approve the Banking resolution regarding signing authorities for the Board's US dollar account.

The Superintendent of Schools recommends that trustees approve the Banking resolution regarding signing authorities for the Board's Scholarship Trust account.

Board Agenda Item



Topic: Summer Facility Improvements

Presenter: Della Ruston

Meeting Date: September 11, 2019

Background

The summer of 2019 was busy for maintenance staff with the completion of numerous work orders. Many of these were Infrastructure Maintenance and Renewal (IMR) projects. Staff also assisted with helping to ensure the readiness of the new Westpark Middle School for occupancy by the end of August and the moving of millwork and furniture from the old Westpark Middle School to the replacement school.

All schools received support from the IMR program this summer. Projects included work on heating and ventilation systems. Solenoids, pumps, valves, furnace motors, etc. were replaced. Plumbing system upgrades included bathroom conversions and the updating of older fixtures allowing for more LED lighting.

Flooring, ceiling tiles, and millwork were replaced in several schools and some gymnasium floors were refurbished according to a needs assessment.

Many IMR funded projects involve a tendering process and entering into agreements with contractors for service. Some of these are major projects that involve investigation, design, and construction. These included new roof sections at Lindsay Thurber and Eastview Middle School, sewer line replacement at G.H. Dawe and driveway paving at Eastview Middle School.

Other projects included the replacement of a fire alarm panel, kindergarten room renovation, air quality and mold testing, fencing, and washroom conversions.

A listing of the projects undertaken and in progress is attached to this memo.

Quality Indicators:

Strategic Planning and Reporting:

- QI 7.2 Facility project budgets and construction schedules are followed or timely variance reports are provided to the Board.

Organizational Management:

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

Board Agenda Item



Recommendation:

The Superintendent of Schools recommends that the Board of Trustees accepts the Summer Facility Improvements Report for September 2019 as information.

2018/19 SUMMER IMR PROJECTS, as of September 1, 2019

FACILITY	DESCRIPTION	STATUS OF PROJECT
Annie L. Gaetz Elem.	Installation of automatic door lock swith	Completed
Aspen Heights Elem.	Replace flush valves and handle assemblies	Completed
	Replace toilet	Completed
	Replace damper actuator	Completed
Barrie Wilson	Outdoor speakers on north side of school	Completed
Central Middle	Replace freezestat in gym	Completed
	Replace 6 floor receptacles in gym	Completed
	Replace pressure relief valves on boilers	Completed
	Replace flush valve	Completed
	Fabricate long jump	Completed
	Mold Detection and Air Quality Testing	Completed
	Faucet Replacements	Completed
	Replace gate upright and repair damaged fencing around bus compoumd	Completed
Don Campbell Elem.	Replace solenoid valve in boiler	Completed
Eastview Middle	Replace HP controlboard room 213	Completed
	Install additional electrical receptacles in 18 classrooms	Completed
	Install security blinds in Library	Completed
	Asbestos Abatement Admin Area	Completed
	2019 Roofing Program (investigation, design, construction)	70% complete
	Replace float, solenoid valve and coil on Cooling Tower	Completed
	Install timer and pump on Cooling Tower	Completed
	Flooring Replacement - Admin area	Completed
	Driveway resurfacing (engineering & construction)	Completed
	Gym Ceiling Replacement	80% complete
	Replace pump #1 on boiler 1	Completed
Escuela Vista Grande	Replace unit heater motor NE Mechanical Room	Completed
	Replace ceiling tiles (hallways and rooms 101 & 108)	Completed
	Replace DJT controller, pilot lights, etc	Completed
	Replace water fountain to accommodate middle school children	Completed
	Design study for front entryway	Completed
Fairview Elem.	Replace Kantech KT-400 Four Door Controller	Completed
	Replace toilet	Completed
	Replace flooring in Room 4	Completed
	Upgrade paging system to announce outside	Completed
	Replace belt, burner plates, electrode, in MUA return	Completed
	Design study for front entryway	Completed
	Replace toilet and cartridges	Completed

Gateway Christian	Replace CTS air handler motor (D3041.01)	Completed
	Replace Heat Pump #13	Completed
	Replace furnace motor for upstairs area	Completed
	Replace blower motor HP #7, and fixed compressor	Completed
	Replace blower motor, capacitor and mounting frame	Completed
	Replace toilet in Girls K-Gr3 washroom	Completed
	Replace blower motor in HP 46	Completed
	Replace fire alarm panel	Completed
	Install shutoff ball valve on mainline	Completed
	Replace light fixtures in change room	Completed
	Replace pulley, belts and blower motor on failed roof MU-1	Completed
	Replace furnaces in gyms and mech room upstairs	Completed
	Replace burner plates on MUA 1 & 2	Completed
GH Dawe K-8	Repaving of GH Dawe parking lot -Consultant	Unknown
	Replace 2 roof skylights	Completed
	Install automatic door lock switch	Completed
	Replace sink solenoids in boys bathroom by HUB	Completed
	Replace actuator on HP 25	Completed
	Replace 2 solenoid valves and sensor boys wshrm by office	Completed
	Repair sewer line under library	Completed
Glendale K-8	Replace vinyl tiles various areas of school	Completed
	Upgrade library	Completed
	Remove old countertops and install new countertops in Home Ec Room	Completed
	Install benches and tables at Glendale	Completed
	Replace parking lot rails	90% complete
	Sidewalk replacement	Completed
	Install new light pole	Completed
GW Smith Elem.	Reno kindergarten washroom, flooring, replace toilet and sink, vanity, mirror, painting and lighting	Completed
	Replace flooring north portable entrance	Completed
	Replace millwork c/w countertop, new baseboard and removal of old cabinets, painting	Completed

Hunting Hills High School	Repair gym flooring	Completed
	Install fire alarm bell in cosmetology room	Completed
	Replace Low Water Cutoff on Boiler 2	Completed
	Replace Kantech KT-400 Four Door Controller	Completed
	Safety issue - replaced belts on basketball nets	Completed
	Replace 4 flush valves	Completed
	Replace motor for room 1329 air exchanger	Completed
	Replace exhaust motor on fan #3	Completed
	Repair refractory lining on boiler	Completed
	Replace interlocking contactors and transformer for return air unit	Completed
	Mold Detection and Air Quality Testing	Completed
	Replace fan parts on Unit 5 SF side	Completed
	Replace locking post for sliding grille	Completed
	Install bell strobe in Drama Room	Completed
Joseph Welsh	Supply and install new ignitor in combustion fan	Completed
	Replace automatic flush valves	Completed
	Design study for front entryway	Completed
Lindsay Thurber High School	Repairs to paging system	Completed
	Gym Lighting Upgrade - Phase II	Completed
	Thresholds for band room (1704) and choir room (1700)	Completed
	Replace HP relay module in room 1704	Completed
	Roof repair and flashing replacement	Completed
	Replace 2 stage fire alarm pull station	Completed
	Floor tile replacement	Completed
	Replace lightpod in gymnasium and fabricate cages	Completed
	Replace HP in room 2513	Completed
	Replace flush valves	Completed
	Replace ANCLR cylinder main entrance	Completed
	Repairs to overhead exterior door Bay 1	Completed
	Install Fire Bell/Strobe in Cosmetology room	Completed
	Replace solenoid valve in fabrication shop	Completed
	Replace bottle filler outside drama room	Completed
	Replace boiler tube 11, possibly tubes 7 & 8	Completed
	Replace missing vinyl tiles in Foundations area	Completed
	2019 Roofing Program (investigation, design, construction)	80% complete
	Replace glycol pump for MU 3 and RT 6	Completed
	Replace exhaust fan #10 motor	Completed
	Replace motors, actuators and capacitors in 1700, 1800 and 3300 areas	Completed
	Replace exhaust fan #31 motor	Completed
	Replace control ignition and pilot valve on RT 2 Auto Bay	Completed

	Replace failed amp zones 8 and 9	Completed
	Replace failed 2 stage fire pull station in Mechanic Bay	Completed
	Replace exhaust fan #15 motor	Completed
	Remodel SS Room 2100	Completed
	2019 Methane Gas Monitoring	Completed
	Renovation International Hall	Completed
	Replace Smoke Detector and Relay	Completed
	Install conduit & cabling for 42 data drops Int'l Hall and Student Ass't Centre	Completed
Mattie McCullough Elem.	Install automatic door lock switch	Completed
	Carpet replacement SW boot room	Completed
	Replace unit 4 fan motor west boot room	Completed
	Replace furnace blower motor and capacitor rm 193	Completed
	Replace deck faucet and supply lines	Completed
	Design study for front entryway	Completed
	Repaired check valve on 4" Fire Backflow Preventer	Completed
Mountview Elem.	Run power and plumbing for washer & dryer install in new room	Completed
	Replace drinking fountain parts	Completed
	Install chain link fence NW side kindergarten play area	Completed
	Convert washroom to handicap washroom	Completed
	Repair recirc pump 5 motor	Completed
Normandeau K-8	Install new heatfan motor room 111v	Completed
	Heating zone valve replaced	Completed
	Consulting CTS Modular move	Completed
Oriole Park Elem.	Replace roof skylight	Completed
	Investigation roof failure	Moving to 2019/2020 IMR
	Replace contactor in AMU room 16	Completed
	Replace solenoid valve in north boys washroom	Completed

	Replace pneumatic actuator and valve body	Completed
West Park Elementary	Replace flush valve sensor	Completed
	Replace flush valve sensor	Completed
	Replace motor in cabinet heater at rear entrance by gym	Completed
	Replace pressure relief valves on boiler as required by ABSA	Completed
Westpark Middle	Replace blower motor furnace 3	Completed
	Replace ignition control on Furnace 3	Completed
	Roof monitoring consultant	Completed

2018/19 SUMMER IMR PROJECTS for Instructional Technology, as of September 1, 2019			
FACILITY	DESCRIPTION	NET BUDGET AMT.	STATUS OF PROJECT
Escuela Vista Grande	Install 1 WAP in classroom 11	\$780.00	Completed
LTCHS	Install conduit and cabling for 42 data drops	\$10,855.00	Completed
Aspen Heights	Rm 3: add 2 data drops	\$478.08	Completed
Aspen Heights	Rm 4: add 2 data drops	\$465.92	Completed
Aspen Heights	Rm 5: add 2 data drops	\$406.76	Completed
Aspen Heights	Rm 7: add 2 data drops	\$341.52	Completed
Aspen Heights	Rm 9: add 2 data drops	\$353.68	Completed
Normandeau	Rm 10 and 11: add 1 data outlet with surface conduit	\$1,383.55	Completed
Normandeau	Rm 14: add 1 data outlet with surface conduit	\$751.85	Completed
Normandeau	Rm 16: add 1 data outlet with surface conduit	\$860.45	Completed
Normandeau	Rm 17: add 1 data outlet with surface conduit	\$860.45	Completed
Normandeau	Rm 18: add 1 data outlet with surface conduit	\$860.45	Completed
Normandeau	Rm 1: add 1 data outlet with surface conduit	\$542.67	Completed
Normandeau	Rm 2: add 1 data outlet with surface conduit	\$542.67	Completed
Gateway	Rm 135E and 135D: add WAP data drops	\$669.39	Amount is from quote, awaiting invoice
Escuela Vista Grande	Gym Office: add 2 data drops	\$436.26	Amount is from quote, awaiting invoice
	TOTAL 2018/19 IMR Technology Spent	\$22,131.23	
	Total 2018/19 IMR Technology Funding	\$30,000.00	
	Net Technology Funds Remaining	\$7,868.77	

Board Agenda Item



Topic: Staffing Report

Presenter: Rob Moltzahn

Meeting Date: September 11, 2019

Background

The total numbers of Red Deer Public District employees for the current year and previous two years are as follows:

District Staff September 1, 2019	1179
District Staff September 1, 2018	1170
District Staff September 1, 2017	1107

Teacher FTE staffing totals as of September 1, 2019 indicate an increase from one year ago.

Teacher FTE: September 1, 2019	600
Teacher FTE: September 1, 2018	595
Teacher FTE: September 1, 2017	578

The current number of Educational Assistant positions is less than one year ago.

Educational Assistants: September 1, 2019	224
Educational Assistants: September 1, 2018	232
Educational Assistants: September 1, 2017	216

1. We currently have 39 individuals on EDB, this includes Teachers, Classified Staff and CUPE Employees
2. During the 2018-2019 school year, 23 Employees took a Personal Leave. This includes one Professional Improvement Leave and one deferred Salary Leave.
3. We were able to accommodate 50 employee transfers for the 2019-2020 school year.
4. During the 2018-2019 school year, there were 213 New Hires added to our roster. This includes 24 new RDPSP teachers, in addition to Classified Staff, Casuals and CUPE employees.

Quality Indicators:

Personnel Management

- | | |
|--------|--|
| QI 4.1 | All collective agreements and contracts are being administered and interpreted so staff and contracted personnel are being paid appropriately and appropriate deductions are being made. |
| QI 4.2 | Develops and effectively implements quality recruitment, orientation, staff development, disciplinary, evaluation and supervisor processes. |
| QI 4.3 | Models commitment to personal and professional growth. |

Board Agenda Item



- QI 4.4 Fosters high standards of instruction and professional improvement (Quality Teaching Standard).
- QI 4.5 Provides for training of administrators and the development of leadership capacity within the District.
- QI 4.6 Follows Board personnel policies.
- QI 4.7 Models high ethical standards of conduct.

Organizational Management:

- QI 8.1 Ensures District compliance with all Alberta Education and Board mandates (timelines and quality).
- 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 Trusting accept the Staff Report as information.

Board Agenda Item



Topic: Field Study Request

Presenter: Stu Henry
Meeting Date: September 11, 2019

Background

Lindsay Thurber Comprehensive High School has submitted an application to undertake a field trip to Japan from July 10, 2021 – July 23, 2021, or alternately March 31, 2021 – April 13, 2021 under AP 260, the proposed field trip is classified as a Category 3 Field Trip and therefore requires Board consent in order to proceed.

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

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

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

Recommendation

The Superintendent of Schools recommends that the Board of Trustees approve the proposed Lindsay Thurber Comprehensive High School trip to Japan from July 10, 2021 – July 23, 2021, or alternately March 31, 2021 – April 13, 2021.



FIELD STUDY

CATEGORY 3 PROPOSAL TO THE RDPSD BOARD OF TRUSTEES

<<Lindsay Thurber Comprehensive High School>>

May 6, 2019



CATEGORY 3: FIELD STUDY FOR DESTINATION OUTSIDE CANADA

Hosting in Red Deer mid-August 2020 for 12 days, then going to Japan.

Destination: Japan

Departure date: Summer July 10, 2021 or Spring Break 2021 (being negotiated with twin school right now March 31 to April 13, 2021)

Return Date: July 23, 2021 or April 13, 2021

Estimated Distance to Travel: 8,333 km

Estimated Cost Per Student: \$3150.00

Number of Students Participating: 15 to 20 students

Number of Supervisors: two

PURPOSE:

Purpose, Objectives, Curriculum linkages to core and optional programs

To apply the Japanese language they have learned in class to real life situations in Japan. To host a Japanese student in Canada during the summer of 2020.

RISKS:

RISK REDUCTION:

We will be checking the Government of Canada website to make sure it is safe to be in Japan.	What we are doing to reduce the risk(s). Students will receive emergency language phrases and emergency contact numbers that can be used in emergency situations (flashcards with Japanese and English phrases and relevant contact information etc.). Teachers will have cell phones that students can call in case of emergencies.
Earthquakes/other natural disasters	Students will be supplied with appropriate emergency training for natural disasters in Japan - i.e. what to do during an earthquake etc.

Floods	Students will be informed if they need to evacuate due to flood to their local evacuation center.
Typhoons	Students will stay at home with their host family in case of severe typhoon as per the host school's principal's instructions.
Dehydration/Other medical concerns	Students will be coached and reminded to hydrate repeatedly and required to bring a water bottle or other medications as required.
Motor Transport	All motorized transport will be handled by licensed and insured drivers.
- Flights	Students will be advised of reasonable/common concerns regarding international travel via plane.
- City Bus/public transportation	Students will be supplied with written instructions as well as verbal instructions regarding the use of public transportation in Japan. All drivers/operators will be nationally registered.
- School bus	The bus driver will be a fully licensed professional driver certified by the school, the prefecture and the country.
- Trains	Common issues with safety will be discussed with students. Students will be instructed on how to report any concerns and problems directly to their chaperones and to the police. A common emergency protocol will be put in place for train travel in the event that a student misses a train or gets off the train early.

<ul style="list-style-type: none"> - Private Vehicle 	<p>Students will be shuttled briefly by the homestay family from their residence to the host school. All drivers will be certified and will carry significant insurance.</p>
<ul style="list-style-type: none"> - Ferry 	<p>Students will receive information regarding the location of, and use of, emergency flotation devices and other safety protocols. Life jackets and lifeboats will be readily available.</p>
<p>Foot Travel</p>	<p>Students will travel on foot in areas that are pedestrian friendly or automotive free. Students will be escorted by local citizens as frequently as possible to make them aware of relevant traffic concerns.</p>
<p>Medical Concerns</p>	<p>All students will be required to bring copies of any prescriptions or medication that they require. These copies will be stored with the Chaperones along with other relevant medical information.</p>
<p>Travel Delays or obstacles</p>	<p>Students will be coached on how to address possible travel delays and obstacles common to international travel (including lost luggage etc.) All student passports must be valid for a minimum of 6 months after our date of entry to Japan.</p>
<p>Theme park</p>	<p>Students will spend one day at a theme park in Japan (Universal Studios Japan). There are the usual risks associated with attending a theme park.</p>

EDUCATIONAL VALUE:

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

<https://education.alberta.ca/media/381131/japanese-language-and-culture-10-3y-20-3y-30-3y.pdf>

This whole exchange would require students to interact in Japanese while they are in Japan. So, the Applications: General Outcomes sections will all apply. A1 -A6. As well, Language Competence L1 to L6 would also be needed as they are needing to speak in Japanese in Japan. Global Citizenship outcomes GC 1 to 3 would be applicable as well since students will see with their own eyes historical and contemporary elements of Japanese culture.

Students will be required to be in the Japanese language and culture classes before departure and after they return to Canada, if they have not already completed Japanese 30. We will have monthly meetings to get ourselves ready regarding their Japanese language speech, transport, and safety. We will have monthly assignments so students can act as tour guides to the places they want to visit.

CROSS CULTURAL ENGAGEMENT:

Students will experience life and the culture of Japan through the eyes and lifestyle of Japanese school children of the same age group.

Students will actively engage in and use the Japanese language to communicate and share in the experience. They will experience the day to day life of a Japanese student and participate in Japanese cultural activities.

GLOBAL CITIZENSHIP:

Students will develop an appreciation for the distinct differences and unique aspects of a separate culture in turn developing a greater appreciation for the values and distinct aspects of Canadian culture.

SHARED EXPERIENCE:

Students will share this experience with Japanese school children from the same age range. This will allow them to compare and experience the Japanese education model to the Canadian model and come to appreciate the similarities and differences in how to educate children.

ITINERARY:See below

This is a tentative itinerary with our partner school in Okayama Japan. The name of the school we will be exchanging with is Okayama Gakugeikan. This is our second exchange with this school. Note that at the moment, we have one Japanese student studying at Lindsay Thurber for one year as a result of their happy experience doing this exchange.

http://www.gakugeikan.ed.jp/introduction/guide_en.html

Gakugei is a private junior high/high school located in central Japan. This will be the second time we will be doing an exchange with them. They are sending a group of Okayama students in August 2020 to visit us and in the summer of 2021 we will go to visit them. They have strong recommendations as to where we should go to visit and their school program of Japanese language classes and activities that we together with the Japanese students. Bearing this in mind, this is what the itinerary will probably look like.

2021 summer or spring break

Day 1: Departure from Calgary. Non-stop flight from Calgary to Narita

Day 2: Arrival in Narita, Japan, check into the Yoyogi Youth Olympic Centre, travel by chartered bus

Dinner: Yoyogi Youth Olympic Centre Cafeteria

Day 3: AM: Go to the teamLab Borderless Museum: <https://borderless.teamlab.art/>
PM: Go to Harajuku

Dinner: Yoyogi Youth Olympic Centre Cafeteria

Day 4: AM: Send luggage to homestay family by special delivery service
Disaster Prevention Centre

PM: Tokyo National Museum and Ueno Area

Dinner: Ueno Area Restaurant

Day 5: AM to PM: travel to Hiroshima by Bullet train. JR Pass day 1
PM: Hiroshima Peace Park

Day 6: AM: Mazda Car Factory JR Pass day 2
AM to PM: Miyajima
PM: Dinner in Hiroshima downtown

Day 7: AM: Himeji Castle JR Pass day 3
PM: Okayama Arrival and homestay begins

Day 8 AM & PM: Universal Studios Japan with Japanese students if possible.
JR Pass day 4

Day 9: AM & PM: School Classes JR Pass day 5

Day 10: AM School Classes & PM: Manabeshima Island of Cats JR Pass day 6

Day 11: AM & PM: School Classes

Day 12: AM Bizen Osafune Sword Museum and World's largest Japanese Candy Store

PM: School Class visits

Day 13 AM: Okayama Castle and garden

PM: Participate in classes with Japanese high school students, Farewell Speeches, and Party

Day 14 Depart/return to Canada.

SUPERVISION:

Students will be actively supervised by the RDPSPD school teachers that are on the trip. When children are not present with one of their assigned teachers, they will have regular check-ins with that teacher and be supervised by a vetted adult supplied by the partner host school in Japan.

ACCOMMODATION:

Tokyo: Yoyogi Youth Olympic Centre
Hiroshima: YH Aster Plaza Hotel
Okayama: Homestay

FUNDRAISING:

Bingo with the booster club

EXPENDITURE GUIDELINES:

Budget

Per student: \$3150.00

Breakfast, dinner, accomodation, transport included.

Board Agenda Item



Topic: PSBAA Report

Presenter: Nicole Buchanan
Meeting Date: September 11, 2019

Background

The PSBC last PSBC meeting took place August 14th – August 17th in St. Albert, AB. Attached you will find the highlights provided by Executive Director Brian Callaghan. All emails have been forwarded with regards to PSBAA for your information.

If you have any further questions beyond the highlights, please let me know.

Please let Mandy know by September 12, 2019 if you would like to be registered for the PBSAA Fall Meeting October 16-18, 2019.

Program:

Wednesday, October 16, 2019

5:30 p.m. President's Reception

6:30 p.m. Lieutenant Governor Lois E. Hole Dinner & Lecture with Senator Paula Simons

Thursday, October 17, 2019,

8:00 a.m. - 3:30 p.m. Governance Seminar with David Irvine

5:30 p.m. Meet & Mingle (cash bar)

6:30 p.m. Public Education Legacy Panel

7:30 p.m. MLA Reception

Friday, October 18, 2019,

8:00 a.m. - 3:00 p.m. PSBAA Annual General Meeting

A Student Voice Program will run concurrently with our Fall Events. As the grant money from the former government for the Student Voice Program has run its course, Council members passed a motion at the August PSBC meeting to allocate funding from unrestricted reserves as seed money, in order to support the continuation of this program. Boards may need to offset some of their student chaperone expenses as the funds allocated by Council will not cover the full cost of hosting this event.

Recommendation:

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



PUBLIC SCHOOL BOARDS COUNCIL MEETING HIGHLIGHTS AUGUST 2019

From: Brian Callaghan, Executive Director
To: PSBC Representatives, Member Board Chairs
Copy: Executive Committee, Superintendents

Re: August 2019 Public School Boards Council Meeting Highlights

The Public School Boards Council met in St Albert at the offices of St Albert Public School District.

We are pleased to offer the following highlights from the August 15, 2019 Council Meeting:

1. President C. Hogg's Report

President Hogg has provided a written copy of her verbal update (attached) which she delivered during the meeting. The President's *in camera* remarks (embargoed) will be emailed to you separately.

2. Draft 2020 Budget

First Vice President Gerry Steinke has provided an addendum to his meeting report (attached). He presented the draft 2020 budget. Members passed the following motion:

THAT the 2020 Membership Fee Schedule and 2020 Draft Budget be approved in principle as presented at the August 2019 meeting of the Public School Board Council,

AND FURTHER THAT the 2020 Membership Fee Schedule and Updated 2020 Draft Budget be presented to the Members at the 2019 Annual General Meeting of the Public School Boards' Association of Alberta.

Members were reminded that that any proposed amendments to the proposed 2020 budget must be received by the Executive Director in writing *by no later than September 3, 2019.*

3. Executive Director's Report

A written report by the Executive Director was provided in your agenda packages regarding work undertaken for the period of March 28, 2019 – July 31, 2019.

4. Letters to the Associate Minister of Red Tape Reduction

To follow up on the letter to the Hon. Grant Hunter, Associate Minister of Red Tape Reduction, from the Board of Wetaskiwin Regional Public Schools, members agreed that a letter from PSBAA should be



created. All boards that have sent letters to the Associate Minister of Red Tape Reduction were asked to submit their letters to the Executive Director by the day after Labour Day for compilation into one letter to the Associate Minister from PSBAA.

Research Documents

Last Spring the Association commissioned two research papers to be prepared in support of the *Together for Students* campaign. Former Superintendent David Steele authored *One Public K-12 System for Alberta*. It provided a historical overview of the development of education policy and jurisprudence of the past 100 years. A second document was authored by retired Secretary-Treasurer Gordon Majeran entitled *School Division Expenditures*. It provided a compilation of all school board expenditures including Public, Separate, Francophone and Charter boards in the province. The Executive Committee has voted to lift the embargoed status. These documents are being prepared to be shared with public boards and the Government of Alberta.

5. PSBC PD Planning Committee

First Director Carol Picard asked for volunteers to serve on a small committee that would help plan PD for PSBC meetings during the 2019-20 school year. This committee would meet via Zoom to plan for presenters, speakers and governance sessions based on the input gathered from the members a few months ago. Michael Janz (Edmonton Public Schools), Tasha Oatway-McLay (Sturgeon Public Schools), Steve Adams (High Prairie School Division), and Kim Armstrong (St. Albert Public Schools) volunteered for the committee.

6. Federal government elimination of one-third tax exemption

The concept of gathering information from member Boards came from Tim O'Hara, Fort McMurray Public Schools, in response to the federal government's actions related to the removing the tax-free portion of the honorarium for elected officials. The Executive Committee directed the ED to conduct a survey on the matter. In the August PSBC meeting agenda package, members received the compiled results of the survey, which asked, "What action did your Board take in response to the federal government's elimination of the one-third tax exemption?"

7. SOGI 123 Memorandum of Understanding

A decision on this issue was referred to either a special meeting of Council or the November PSBC meeting, whichever comes first. Members wanted time to consult with their Boards on this matter.

8. Work Plan Amendments

Members passed a motion to amend PSBAA Work Plan Priority Two, Goal One, sub. 4 as follows:

The Association will research, create and distribute document(s) outlining the benefits of being a Public School Boards' Association member.



AND further, amend Priority Two, Goal Three of the PSBAA Work Plan with the addition of sub. 4 as follows:

The Association will continue to research areas of vital interest to the Association.

The amended Work Plan is attached.

9. Work Plan - Research

Members passed a motion to move \$20,000 from unallocated reserves be allocated towards research on the following topics, with PSBC to determine the final menu:

- Breadth of alternate programs available within public schools;
- Shared space or transportation agreements;
- Capital funding distribution over the past 20 years;
- Charter schools and their impact on public schools;
- The impact of unstructured home schooling;
- Operational budgets;
- Post-September migration of students between Boards.

10. Bylaw Amendments

The following proposed amendments to the PSBAA Bylaws were brought forward by the Executive Committee as a Notice of Motion for the 2019 PSBAA Annual General Meeting.

Proposed Amendment: Bylaw 48.1 - Budget

THAT Bylaw 48.1 – Budget – be amended to include 48.2 as follows:

During the fiscal year, Council may approve the expenditure of unrestricted reserves to a maximum of \$20,000 for each emergent, irregular, or discretionary expense that is recommended for action by the Executive Committee.

Proposed Amendment: Bylaw 52.1 - Financial Reviews and Statements

THAT Bylaw 52.1 - Financial Reviews and Statements – be amended as follows:

The Executive Committee shall each year:

- (a) prior to the Annual General Meeting, cause an **audit of the financial books, records and accounts of the Association**, to be completed by an **independent third-party** auditor named by the Association at the preceding Annual General Meeting; and,
- (b) present to the Annual General Meeting a copy of the **audited** financial statements for the fiscal year which ended prior to the said meeting.

Any further proposed bylaw amendments must be submitted to the Executive Director in writing *by no later than August 27, 2019.*

11. Student Voice

As our grant money from the former government for the Student Voice Program has run its course, Council members passed a motion to allocate \$10,000 from unrestricted reserves as seed money to support a Fall 2019 Student Voice Program. **Boards may need to offset some of their student and chaperone expenses as the funds allocated by the Council will not cover the full cost of hosting the event.**

12. Celebrating Board Sharing

I want to thank each Board rep that offered small vignettes of life in their district. Each and every one of you is doing valuable and dedicated work on behalf of your communities and students. I would like to take this opportunity to recount an offering from Prairie Land Regional Division.

Trustees Barry Davis and Marsha Tkach informed the Council that their district had approved the construction of a working barn to support students wishing to take courses related to pursuing their interest in agriculture. This past year, Prairie Land's *Altario School of Agriculture* initiative included four focus days on agricultural education for students, a large community garden, and the raising of two beef cows, one of which sold for \$39,585 at the grand opening of the Agricultural Learning Centre. The vision for this learning centre is for students to work with different farm animals so that they understand "What's on Your Plate." Further to this, the school is creating a residency for students throughout the Prairie Land Regional Division – and eventually the entire province – to come to Altario for a period of days, to camp in the hills surrounding their town, to tour agricultural facilities, and to also work in the Agricultural Learning Centre with the different animals.





13. Future Consultation on Choice in Education Act

As mentioned in the Council meeting, this proposed legislation has been postponed until the Spring. A consultation protocol will be announced shortly. At such time the Association may call a Special Meeting under Bylaw 19.1 for the purpose of developing key messages for PSBAA and trustees.

14. Local Voices Local Choices

You may remember Cathy referenced in her report the above-named campaign created by Manitoba trustees. For further information on the campaign, please visit www.localvoices.ca which includes many links to other pieces that the Manitoba School Boards Association (MSBA) has developed related to this campaign.

If you visit all of the links on the www.localvoices.ca webpage, it will provide you with a good overview of the many avenues MSBA has pursued in promoting *Local Voices Local Choices* in Manitoba.

Please also visit the Facebook page www.facebook.com/mbschoolboards - you can also start from the earliest post (from last September) and follow your way through to present time to see the messages MSBA has sent out at each step of the way as they have promoted this campaign.

If you follow the hashtag #LocalVoicesLocalChoices on various social media sites (such as Twitter and Deskgram) you can also get a sense of the content MSBA has promoted as part of the campaign.

15. Online Evaluation

The Executive Committee invites your feedback regarding our August 2019 Council Meeting. Your comments, suggestions and insights inform the Association's professional development planning and programs and meeting format. Please provide your feedback by clicking on the following link:

https://www.surveymonkey.com/r/August_2019_PSBC_Meeting

As always, if you have any questions regarding the August 2019 Highlights or the Council Meeting, please feel welcome to contact the Association Office (780.479.8080) or Brian Callaghan (403.707.8180).

Brian Callaghan
Executive Director

Board Agenda Item



Topic: 2019-20 Trustee Work Plan

Presenter: Stu Henry
Meeting Date: September 11, 2019

Background

The Board of Trustees will find attached the Board Work Plan for 2019-20. The trustees are invited to review the work plan and provide commentary.

Recommendation:

The Superintendent of Schools recommends that Board of Trustee accepts the 2019-20 Trustee Work Plan as presented.

Board Meeting Agenda Items - 2019/20

SEPTEMBER

Private

Note: Invite new Administrators to Board Meet & Greet (lunch at 11:30) Board Meeting to start at 12:00 noon

- ❖ Trustee Questions
- ❖ PSBA Report
- ❖ TEBA Update
- ❖ Superintendent's Report
- ❖ Board Chair's Report
- ❖ Correspondence

Public

- Enrollment Report
- Changes in Bank Signing Authority
- Summer Facility Improvements
- Staffing Report
- PSBAA Report
- ASBA Report
- Approve Trustee Work Plan
- Policy Review: Policy #1
- Annual Evaluation of the Superintendent
- Superintendent's Report
- Board Chair's Report
- Trustee Questions
- Correspondence

OCTOBER

Private

- ❖ Trustee Questions
- ❖ Provincial Achievement Test and Diploma Exam Results
- ❖ TEBA Report
- ❖ ASBA Report
- ❖ Superintendent's Report
- ❖ Board Chair's Report
- ❖ Correspondence

Public

- Enrolment Summary
- AP & IB Exam Results
- ASBA Report
- Information and Technology Services Report
- Fall Mini Retreat Topics
- PSBAA Report
- Report from Learning Services, Curriculum
- 2018-19 Survey Results
- Review Trustee PD Plans
- Community Engagement
- Public Engagement Strategy
- Policy Review: Policy #2
- Superintendent's Report
- Board Chair's Report
- Trustee Questions
- Correspondence

NOVEMBER

Private

- ❖ Trustee Questions
- ❖ Christmas Cards
- ❖ Board Mini-Retreat Planning
- ❖ TEBA Report
- ❖ Student Welfare Report
- ❖ Superintendent's Report
- ❖ Board Chair's Report
- ❖ Correspondence

Public

- Enrolment Summary
- Audited Financial Statements
- ASBA Policies Bulletin
- ASBA Report
- PSBAA Report
- Topic for District Public Engagement Strategy
- Proposed AERR Report
- Budget Update
- Policy Review: Policy #3
- Superintendent's Report
- Board Chair's Report
- Trustee Questions
- Correspondence

DECEMBER

Private

- ❖ Trustee Questions
- ❖ TEBA Report
- ❖ Superintendent's Report
- ❖ Board Chair's Report
- ❖ Correspondence

Public

- Enrolment Summary
- Class Size Summary
- Focus for Public Engagement and Board Retreat
- Approve Locally Development Courses for February
- Numeracy Initiative
- ASBA Report
- PSBAA Report
- Community Engagement Update
- Policy Review: Policy #4
- Superintendent's Report
- Board Chair's Report
- Trustee Questions
- Correspondence

JANUARY

Private

- ❖ Trustee Questions
- ❖ Senior Admin Remuneration
- ❖ TEBA Report
- ❖ Superintendent's Report
- ❖ Board Chair's Report
- ❖ Correspondence

Public

- Enrolment Summary
- Resubmission of three year Capital Plan
- Facility Maintenance Plan
- Quarterly Financial Report
- ASBA Report
- PSBA Report

- PSBAA Awards
- Receive Report from Student Services -add Funding Explanation
- Review Trustee Professional Development Plans
- Policy Review: Policy #5
- Superintendent's Report
- Board Chair's Report
- Trustee Questions
- Correspondence

FEBRUARY

Private

- ❖ Trustee Questions
- ❖ Long Term Capital Plan
- ❖ Facility Master Plan
- ❖ Trustee Expenses
- ❖ Superintendent's Report
- ❖ Board Chair's Report
- ❖ Correspondence

Public

- Enrolment Summary
- FNMI Report from Learning Services
- Integrated School Support Program
- ASBA Awards
- ASBA Report
- PSBAA Report
- Facility Master Plan
- Policy Review: Policy #6
- Superintendent's Report
- Board Chair's Report
- Trustee Questions
- Correspondence

MARCH

Private

- ❖ Trustee Questions
- ❖ PSBAA Bylaw Amendments
- ❖ Classified Staff Remuneration
- ❖ TEBA Report

- ❖ Superintendent's Report
- ❖ Board Chair's Report
- ❖ Correspondence

Public

- Enrolment Summary
- Inclusive Ed Funding
- Consider Priorities for Three Year Capital Plan
- Report from the Foundation of RDPSP
- Consider ASBA Awards/bylaws/Issues
- Review Trustee PD Plans
- ASBA Report
- PSBAA Report
- Policy Review: Policy #7
- Superintendent's Report
- Board Chair's Report
- Trustee Questions
- Correspondence

APRIL

Private

- ❖ Trustee Questions
- ❖ Advocacy Committee Update
- ❖ 2020/21 Spring Budget Schedule and Framework
- ❖ TEBA Report
- ❖ Professional Improvement Leave
- ❖ Superintendent's Report
- ❖ Board Chair's Report
- ❖ Correspondence

Public

- Enrolment Summary
- International Students
- 2nd Quarter Financial Statements
- Consider Proposed Policies/Directives for Action from ASBA Zone 4
- Approve Capital Plan for 2020/21 - 2023/24
- ASBA Budget and Bylaw Bulletin
- Prepare Budget Assumptions and Spring Budget Schedule
- Review Draft of District Three Year Education Plan
- District Values
- ASBA Report
- PSBAA Report
- Policy Review: Policy #8
- Superintendent's Report
- Board Chair's Report
- Trustee Questions
- Correspondence

MAY

Private

- ❖ Trustee Questions
- ❖ Administrative Reappointments
- ❖ Plan Summer Events (Parade Participation, etc.)
- ❖ TEBA Report
- ❖ Superintendent's Report
- ❖ Board Chair's Report
- ❖ Correspondence

Public

- Enrolment Summary
- Edwin Parr Award
- Administrative Reappointments
- Approve Spring Budget
- Locally Developed Jr. High Courses
- Locally Developed Sr. High Courses
- ASBA Budget and Bylaws Bulletin
- ASBA Report
- PBSAA Report
- Tracking Trustee Expenses
- Policy Review: Policy #9
- Superintendent's Report
- Board Chair's Report
- Trustee Questions
- Correspondence

JUNE

Private

- ❖ Trustee Questions
- ❖ Sexual Orientation and Gender Identity Policy Update
- ❖ Superintendent's Evaluation
- ❖ Review Trustee Expenses
- ❖ Superintendent's Report
- ❖ Board Chair's Report
- ❖ Correspondence

Public

- Enrolment Summary
- Final Approval of District Three Year Education Plan
- Organizational Meeting - Board meeting schedule/structure
- Trustee Work Plan
- Fee Waiver Report
- School Fees Report
- 3rd Quarter Financial Statements
- Receive International Education Report
- Trustee Remuneration
- ASBA Report
- PBSA Report
- 2021/22 Calendar Approval
- Policy Review: Policy #10
- Superintendent's Report
- Board Chair's Report

- Trustee Questions
- Correspondence

Future Year: Recognize the student design team for WPMS

Board Agenda Item



Topic: Changes to Administrative Procedures

Presenter: Stu Henry
Meeting Date: September 11, 2019

Background

The Board of Trustees will find attached current copies of Administrative Procedure 422, 422 – Appendix A, 430, 432, 432 – Appendix. These changes were made to reflect the changes made to the Teachers and Leadership Quality Standard.

Quality Indicators:

Student Welfare

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

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).
- QI 4.5 Provides for training of administrators and the development of leadership capacity within the District.
- QI 4.6 Follows Board personnel policies.

Policy/Administrative Procedures

- QI 5.1 Appropriately involves individuals and groups in the administrative procedure development process.
- QI 5.2 Takes leadership in bringing policies to Board for review.
- QI 5.3 Ensures system adheres to policy/administrative procedures.
- QI 5.4 Ensures timeliness of policy/administrative procedure revision.
- QI 5.5 Demonstrates a knowledge of and respect for the role of the Board in policy processes.

Organizational Management:

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

Board Agenda Item



Leadership Practices:

QI 10.7 Empowers others.

Recommendation:

The Superintendent of Schools recommends that the Board of Trustee accepts the changes to Administrative Procedures 422, 422 – Appendix A, 430, 432, and 432 – Appendix as information.

Administrative Procedure 422

TEACHER GROWTH, SUPERVISION, AND EVALUATION

Background

The District is committed to a learning culture within its schools and the school jurisdiction. Knowledgeable, skilled and dedicated teachers are key to students meeting or exceeding expected learning outcomes. The District expects all of the participants in the school system to focus on continuous learning. Therefore, the District requires teaching staff to engage in a process of developing their knowledge, skills and attributes to ensure that the quality of each teacher's professional practice meets the requirements of the Teaching Quality Standard (TQS). The primary purpose for the supervision and evaluation of teachers is to enhance student learning and facilitate the professional growth and development of teachers.

The Superintendent shall ensure:

- That there are procedures in place to determine whether each teacher's practice meets the Teaching Quality Standard.
- That teachers are evaluated in accordance with Alberta Education policy regarding Teacher Growth, Supervision and Evaluation.
- That there is a procedure in place requiring all teachers under contract to develop a professional growth plan in accordance with Alberta Education policy regarding Teacher Growth, Supervision, and Evaluation. Teachers under short-term temporary contract may be exempted.
- That teacher evaluation practices are applied fairly, reasonably and in a manner that is consistent with the principles of fundamental justice and due process.

Definitions

Evaluation means the formal process of gathering and recording information or evidence over a period of time and the application of reasoned professional judgment by a principal in determining whether one or more aspects of the teaching of a teacher meets or does not meet the Teaching Quality Standard.

Notice of remediation means the written statement issued by a principal to a teacher where the principal has determined that a teacher's teaching does not meet the Teaching Quality Standard.

Supervision means the on-going process by which a principal carries out duties in respect to teachers and teaching required under section 20 of the School Act and exercises educational leadership.

Procedures

1. Professional Growth Plan

- 1.1 The teacher will develop an annual professional growth plan which reflects goals based on an assessment of learning needs by the individual teacher. A teacher's professional growth plan may be a component of a long-term multi-year plan, and may consist of a planned program of supervising a student teacher or mentoring a teacher.
- 1.2 This plan will take into consideration the education plans of the school, the District and Alberta Education.
- 1.3 This plan will show a demonstrable relationship to the Teaching Quality Standard.
- 1.4 Early in the school year, the teacher will review the plan with the Principal, or a group of teachers delegated by the Principal, and provide a copy. The teacher and Principal or delegated teachers may meet throughout the school year to review the progress. The teacher shall provide a final progress report to the Principal, or delegated teachers prior to the end of the school year.
- 1.5 Unless a teacher agrees, the content of an annual professional growth plan must not be part of the evaluation process of a teacher. However, a Principal may identify behaviors or practices that require an evaluation, provided that the information identified is based on a source other than the information in the annual professional growth plan of the teacher.

2. Supervision

- 2.1 The supervision of teachers shall include:
 - 2.1.1 Providing support and guidance to teachers;
 - 2.1.2 Observing and obtaining information from any source about the quality of teaching a teacher provides to students;
 - 2.1.3 Identifying behaviors or practices of a teacher that may require an evaluation.

3. Evaluation

- 3.1 Evaluation of teachers shall occur in the following situations:
 - 3.1.1 Upon written request by a teacher;
 - 3.1.2 For purposes of gathering information related to a specific employment decision concerning a teacher who does not hold a continuing contract (report to be completed by May 1);
 - 3.1.3 For purposes of assessing the growth of a teacher in specific areas of practice;
 - 3.1.4 When, on the basis of information received through supervision, the

Principal has reason to believe that the teaching of the teacher may not meet the Teaching Quality Standard; or

- 3.1.5 For purposes of assessing the practice of a teacher relative to a recommendation for a permanent professional teaching certificate.

A recommendation by the Superintendent that a teacher be issued a permanent professional teaching certificate or be offered employment under a continuing contract shall be supported by the results of two (2) or more evaluations of the teacher's performance.

- 3.2 On initiating an evaluation, the Principal must communicate explicitly to the teacher:

- 3.2.1 The reasons for and purposes of the evaluation;
- 3.2.2 The process, criteria and standards to be used;
- 3.2.3 The timelines to be applied; and
- 3.2.4 The possible outcomes of the evaluation.

- 3.3 The following may be used in teacher evaluations:

- 3.3.1 Multiple observations based upon TQS criteria;
- 3.3.2 Additional data related to the teacher's teaching practice which may include:
 - 3.3.2.1. Planning documents;
 - 3.3.2.2. Student evaluation records;
 - 3.3.2.3. A variety of student performance and teaching artifacts; and
 - 3.3.2.4. Other sources of information.

- 3.4 Teacher evaluation reports must bear the signature of the Principal. A Vice Principal's signature may be included if the vice principal has contributed to the process.

- 3.5 The Principal must provide the teacher with a copy of the evaluation report. A teacher may add written comments to the evaluation report. A copy of the evaluation report must be provided to the Associate Superintendent – Human Resources for inclusion in the teacher's personnel file.

4. Remediation

- 4.1 Where evidence obtained through evaluation substantiates that a teacher's practice does not meet the Teaching Quality Standard, the Principal shall provide the teacher with a written notice of remediation.

- 4.2 The written notice of remediation will advise the teacher regarding:

- 4.2.1 Behaviours or practices that do not meet the teaching quality standard and the changes required;
- 4.2.2 Remediation strategies the teacher is advised to pursue;
- 4.2.3 The means by which it will be determined if the required changes in

behavior or practice have taken place;

4.2.4 Applicable timelines;

4.2.5 Possible outcomes of a failure to successfully address the areas identified for remediation.

4.3 A notice of remediation may stipulate that the remediation strategies replace the obligation of the teacher to develop and implement the annual teacher professional growth plan.

5. Discipline or Other Action

5.1 These procedures do not restrict:

5.1.1 Principal from taking disciplinary or other action, as appropriate, where the Principal has reasonable grounds for believing that the actions or practices of a teacher endanger the safety of students, constitute a neglect of duty, a breach of trust or a refusal to obey a lawful order of the school authority, or

5.1.2 The District or Superintendent from taking any action or exercising any right or power under the School Act.

6. Performance Criteria for Teachers who hold a certificate of qualification as a teacher issued under the School Act

Descriptors of knowledge, skills, and attributes from the Teaching Quality Standard, listed under the following performance area headings, constitute the basis for the evaluation of teaching. Reasoned judgment must be used to determine whether the Teaching Quality Standard is being met in a given context.

6.1 Teaching Dimension - Fostering Effective Relationships

6.1.1 A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning. Achievement of this competency is demonstrated by indicators such as:

6.1.1.1 acting consistently with fairness, respect and integrity;

6.1.1.2 demonstrating empathy and a genuine caring for others;

6.1.1.3 providing culturally appropriate and meaningful opportunities for students and for parents/guardians, as partners in education, to support student learning;

6.1.1.4 inviting First Nations, Metis and Inuit parents/guardians, Elders/knowledge keepers, cultural advisors and local community members into the school and classroom;

6.1.1.5 collaborating with community service professionals, including mental health, social services, justice, health and law enforcement; and

6.1.1.6 honouring cultural diversity and promoting intercultural understanding.

6.2 Teaching Dimension - Engaging in Career-Long Learning

6.2.1 A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning. Achievement of this competency is demonstrated by indicators such as:

- 6.2.1.1 collaborating with other teachers to build personal and collective professional capacities and expertise;
- 6.2.1.2 actively seeking our feedback to enhance teaching practice;
- 6.2.1.3 building capacity to support student success in inclusive, welcoming, caring, respectful and safe learning environments;
- 6.2.1.4 seeking, critically reviewing and applying educational research to improve practice;
- 6.2.1.5 enhancing understanding of First Nations, Metis and Inuit worldviews, cultural beliefs, languages and values; and
- 6.2.1.6 maintaining an awareness of emerging technologies to enhance knowledge and inform practice.

6.3 Teaching Dimension - Demonstrating a Professional Body of Knowledge

6.3.1 A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student. Achievement of this competency is demonstrated by indicators such as:

- 6.3.1.1 planning and designing learning activities that:
 - 6.3.1.1.1 address the learning outcomes outlined in programs of study;
 - 6.1.1.1.2 reflect short, medium and long range planning;
 - 6.1.1.1.3 incorporate a range of instructional strategies, including the appropriate use(s) of digital technology, according to the context, content, desired outcomes and the learning needs of students;
 - 6.1.1.1.4 ensure that all students continuously develop skills in literacy and numeracy;
 - 6.1.1.1.5 communicate high expectations for all students;
 - 6.1.1.1.6 foster student understanding of the link between the activity and the intended learning outcomes;
 - 6.1.1.1.7 consider relevant local, provincial, national and

international contexts and issues;

6.1.1.1.8 are varied, engaging and relevant to students;

6.1.1.1.9 build student capacity for collaboration;

6.1.1.1.10 incorporate digital technology and resources, as appropriate, to build student capacity for:

- acquiring, applying and creating new knowledge
- communicating and collaborating with others,
- critical-thinking; and
- accessing, interpreting and evaluating information from diverse sources;
- consider student variable, including:
 - demographics, eg: age, gender, ethnicity, religion;
 - social and economic factors;
 - maturity;
 - relationships amongst students;
 - prior knowledge and learning;
 - cultural and linguistic background;
 - second language learning
 - health and well-being
 - emotional and mental health; and
 - physical, social and cognitive ability;

6.3.2 using instructional strategies to engage students in meaningful learning activities, based on:

6.3.2.1 specialized knowledge of the subject areas they teach

6.3.2.2 an understanding of students' backgrounds, prior knowledge and experiences;

6.3.2.3 a knowledge of how students develop as learners;

6.3.3 applying student assessment and evaluation practices that:

6.3.3.1 accurately reflect the learner outcomes within the programs of study;

6.3.3.2 generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences;

6.3.3.3 provide a variety of methods through which students can demonstrate their achievement of the learning outcomes;

6.3.3.4 provide accurate, constructive and timely feedback on student learning; and

6.3.3.5 support the use of reasoned judgment about the evidence used to determine and report the level of student learning

6.4 Teaching Dimension - Establishing Inclusive Learning Environments

6.4.1 A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe. Achievement of this competency is demonstrated by indicators such as:

- 6.4.1.1 fostering in the school community equality and respect with regard to rights as provided for in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms;
- 6.4.1.2 using appropriate universal and targeted strategies and supports to address students; strengths, learning challenges and areas for growth;
- 6.4.1.3 communicating a philosophy of education affirming that every student can learn and be successful;
- 6.4.1.4 being aware of and facilitating responses to the emotional and mental health needs of students;
- 6.4.1.5 recognizing and responding to specific learning needs of individual or small groups of students and, when needed, collaborating with service providers and other specialists to design and provide targeted and specialized supports to enable achievement of the learning outcomes;
- 6.4.1.6 employing classroom management strategies that promote positive, engaging learning environments;
- 6.4.1.7 incorporating students' personal and cultural strengths into teaching and learning; and
- 6.4.1.8 providing opportunities for student leadership

6.5 Teaching Dimension - Applying Foundational Knowledge about First Nations, Metis and Inuit

6.5.1 A teacher develops and applies foundational knowledge about First Nations, Metis and Inuit for the benefit of all students. Achievement of this competency is demonstrated by indicators such as:

- 6.5.1.1 understanding the historical, social, economic, and political implications of:
 - 6.5.1.1.1 treaties and agreements with First Nations;
 - 6.5.1.1.2 legislation and agreements negotiated with Metis; and
 - 6.5.1.1.3 residential schools and their legacy

- 6.5.1.2 supporting student achievement by engaging in collaborative, whole school approaches to capacity building in First Nations, Metis and Inuit education;
- 6.5.1.3 using the programs of study to provide opportunities for all students to develop a knowledge and understanding of, and respect for the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Metis and Inuit; and
- 6.5.1.4 supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Metis and Inuit.

6.6 Teaching Dimension - Adhering to Legal Frameworks and Policies

- 6.6.1 A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system. Achievement of this competency is demonstrated by indicators such as:
 - 6.6.1.1 maintaining an awareness of, and responding in accordance with, requirements authorized under the School Act and other relevant legislation;
 - 6.6.1.2 engaging in practices consistent with policies and procedures established by the school authority; and
 - 6.6.1.3 recognizing that the professional practice of a teacher is bound by standards of conduct expected of a caring, knowledge and reasonable adult with the custody, care or education of students.

Approved: May 5, 2017

Reviewed/Revised: June 18, 2019

Reference: Section 18, 20, 22, 39, 60, 61, 105, 106, 107, 109.1, 113 School Act
Freedom of Information and Protection of Privacy Act
Personal Information Protection Act
Teaching Profession Act
Certification of Teachers Regulation 3/99 (Amended A.R. 206/2001)
Practice Review of Teachers Regulation 4/99
Ministerial Order 016/97 - Teaching Quality Standard
Ministerial Order 001/2013 - Student Learning
Guide to Education ECS to Grade 12
Practice Review of Teachers Information Bulletin 3.3.2

Administrative Procedure 422 - Appendix A

TEACHER EVALUATION REPORT TEMPLATE

Date:

Teacher:

School:

Evaluator:

Teacher's Assignment:

Dates of Observations:

Introduction

- Basis for evaluation
 - “This evaluation has been conducted in compliance with Administrative Procedure 422 - Teacher Growth, Supervision, and Evaluation for the purpose of...”
 - identify rationale (teacher request, employment decision, assessing growth, supervisory concern, recommendation for certification)
- Additional elements which were considered during the evaluation process (walkthrough visits, documents, records, artifacts, and other data sources)
- Other pertinent information as appropriate
 - profile of school
 - unique composition of classes

Teaching Dimension - Fostering Effective Relationships

Relevant Descriptors from the Teaching Quality Standard:

- acting consistently with fairness, respect and integrity;
- demonstrating empathy and a genuine caring for others;
- providing culturally appropriate and meaningful opportunities for students and for parents/guardians, as partners in education, to support student learning;
- inviting First Nations, Metis and Inuit parents/guardians, Elders/knowledge keepers, cultural advisors and local community members into the school and classroom;
- collaborating with community service professionals, including mental health, social services, justice, health and law enforcement; and
- honouring cultural diversity and promoting intercultural understanding.

Incorporate a balance between:

- Claims – generalizations about the teacher's behavior (e.g. He has worked hard to create a positive classroom environment.)
- Evidence – literal descriptions (e.g. She has developed a wiki that allows students to post comments and questions.)
- Interpretation – describe what was accomplished as a result of evidence cited

(e.g. Her skillful use of the Smartboard has been effective in appealing to students' varied learning styles.)

- Judgments – describe the evaluator's impression (e.g. The classroom is a student-friendly place, where all individuals feel comfortable.)

Teaching Dimension - Engaging in Career-Long Learning

Relevant Descriptors from the Teaching Quality Standard:

- collaborating with other teachers to build personal and collective professional capacities and expertise;
- actively seeking out feedback to enhance teaching practice;
- building capacity to support student success in inclusive, welcoming, caring, respectful and safe learning environments;
- seeking, critically reviewing and applying educational research to improve practice;
- enhancing understanding of First Nations, Metis and Inuit worldviews, cultural beliefs, languages and values; and
- maintaining an awareness of emerging technologies to enhance knowledge and inform practice.

Incorporate a balance between:

- Claims – generalizations about the teacher's behavior (e.g. He has worked hard to create a positive classroom environment.)
- Evidence – literal descriptions (e.g. She has developed a wiki that allows students to post comments and questions.)
- Interpretation – describe what was accomplished as a result of evidence cited (e.g. Her skillful use of the Smartboard has been effective in appealing to students' varied learning styles.)
- Judgments – describe the evaluator's impression (e.g. The classroom is a student-friendly place, where all individuals feel comfortable.)

Teaching Dimension - Demonstrating a Professional Body of Knowledge

Relevant Descriptors from the Teaching Quality Standard:

- planning and designing learning activities
- using instructional strategies to engage students in meaningful learning activities
- applying student assessment and evaluation practices

Incorporate a balance between:

- Claims – generalizations about the teacher's behavior (e.g. He has worked hard to create a positive classroom environment.)
- Evidence – literal descriptions (e.g. She has developed a wiki that allows students to post comments and questions.)
- Interpretation – describe what was accomplished as a result of evidence cited (e.g. Her skillful use of the Smartboard has been effective in appealing to students' varied learning styles.)
- Judgments – describe the evaluator's impression (e.g. The classroom is a student-friendly place, where all individuals feel comfortable.)

Teaching Dimension - Establishing Inclusive Learning Environments

Relevant Descriptors from the Teaching Quality Standard:

- fostering in the school community equality and respect with regard to rights as provided for in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms;
- using appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth;
- communicating a philosophy of education affirming that every student can learn and be successful;
- being aware of and facilitating responses to the emotional and mental health needs of students;
- recognizing and responding to specific learning needs of individual or small groups of students and, when needed, collaborating with service providers and other specialists to design and provide targeted and specialized supports to enable achievement of the learning outcomes;
- employing classroom management strategies that promote positive, engaging learning environments;
- incorporating students' personal and cultural strengths into teaching and learning; and
- providing opportunities for student leadership.

Incorporate a balance between:

- Claims – generalizations about the teacher's behavior (e.g. He has worked hard to create a positive classroom environment.)
- Evidence – literal descriptions (e.g. She has developed a wiki that allows

- students to post comments and questions.)
- Interpretation – describe what was accomplished as a result of evidence cited (e.g. Her skillful use of the Smartboard has been effective in appealing to students' varied learning styles.)
- Judgments – describe the evaluator's impression (e.g. The classroom is a student-friendly place, where all individuals feel comfortable.)

Teaching Dimension - Applying Foundational Knowledge about First Nations, Metis and Inuit

Relevant Descriptors from the Teaching Quality Standard:

- understanding the historical, social, economic, and political implications of:
 - treaties and agreements with First Nations;
 - legislation and agreements negotiated with Metis; and
 - residential schools and their legacy;
- supporting student achievement by engaging in collaborative, whole school approaches to capacity building in First Nations, Metis and Inuit education;
- using the programs of study to provide opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary context of First Nations, Metis and Inuit; and
- supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Metis and Inuit.

Incorporate a balance between:

- Claims – generalizations about the teacher's behavior (e.g. He has worked hard to create a positive classroom environment.)
- Evidence – literal descriptions (e.g. She has developed a wiki that allows students to post comments and questions.)
- Interpretation – describe what was accomplished as a result of evidence cited (e.g. Her skillful use of the Smartboard has been effective in appealing to students' varied learning styles.)
- Judgments – describe the evaluator's impression (e.g. The classroom is a student-friendly place, where all individuals feel comfortable.)

Teaching Dimension - Adhering to Legal Frameworks and Policies

Relevant Descriptors from the Teaching Quality Standard:

- maintaining an awareness of, and responding in accordance with, requirements authorized under the School Act and other relevant legislation;
- engaging in practices consistent with policies and procedures established by the school authority;

- recognizing that the professional practice of a teacher is bound by standards of conduct expected of a caring, knowledgeable and reasonable adult entrusted with the custody, care or education of students.

Incorporate a balance between:

- Claims - generalizations about the teacher's behavior (e.g. He has worked hard to create a positive classroom environment.)
- Evidence - literal descriptions (e.g. She has developed a wiki that allows students to post comments and questions.)
- Interpretation - describe what was accomplished as a result of evidence cited (e.g. Her skillful use of the Smartboard has been effective in appealing to students' varied learning styles.)
- Judgments - describe the evaluator's impression (e.g. The classroom is a student-friendly place, where all individuals feel comfortable.)

Conclusion

- Summarize the teacher's overall performance.
- Provide a concluding statement:
e.g.
 - It is my determination that this teacher's practice meets the Teaching Quality Standard.
- Additional comments may be included, as appropriate:
e.g.
 - On the basis of my evaluation, I propose that this teacher be recommended for a permanent professional teaching certificate.
 - I recommend that this teacher be offered further employment with the Red Deer Public School District, should a suitable opportunity be available.
- Refrain from making recommendations concerning contractual matters.

Administrator's Signature

Principal's Signature (if not primary evaluator)

I have read this evaluation report:

Teacher's Signature

Teacher's Comments:

Approved: ?

Reviewed/Revised: June 18, 2019
May 5, 2017

Reference: Section 18, 20, 22, 39, 60, 61, 105, 106, 107, 109.1, 113 School Act
Freedom of Information and Protection of Privacy Act
Personal Information Protection Act
Teaching Profession Act
Certification of Teachers Regulation 3/99 (Amended A.R. 206/2001)
Practice Review of Teachers Regulation 4/99
Ministerial Order 016/97 - Teaching Quality Standard
Ministerial Order 001/2013 - Student Learning
Guide to Education ECS to Grade 12
Practice Review of Teachers Information Bulletin 3.3.2

Administrative Procedure 430

ROLE OF THE PRINCIPAL AND VICE PRINCIPAL

Background

Principals are responsible for the total operation of the schools to which they are assigned. The enhancement of teaching and learning is the foremost function of the Principal. Vice Principals are appointed to assist the principal in the performance of the duties assigned to the Principal. Vice Principals are accountable to the principal for the performance of their assigned duties.

Procedures

1. As directed by the School Act, the Principal shall:
 - 1.1 Provide instructional leadership in the school;
 - 1.2 Ensure that the instruction provided by the teachers employed in the school is consistent with the courses of study and education programs prescribed, approved or authorized;
 - 1.3 Evaluate or provide for the evaluation of programs offered in the school;
 - 1.4 Ensure that students have the opportunity to meet the standards of education set by the Minister;
 - 1.5 Direct the efficient management of the school;
 - 1.6 Maintain order and discipline in the school and on the school grounds and during activities sponsored or approved by the District;
 - 1.7 Promote cooperation between the school and the community that it serves;
 - 1.8 Supervise the evaluation and advancement of students;
 - 1.9 Evaluate the teachers employed in the school;
 - 1.10 Carry out those duties that are assigned to the Principal by the District through the Superintendent.
2. It is further expected that the Principal will fulfil the leadership dimensions which are included in the Alberta Education Leadership Quality Standard (LQS).
3. Leadership Dimension - Fostering Effective Relationships
A leader builds positive working relationships with members of the school community and local community. Achievement of this competency is demonstrated by indicators such as:
 - a. acting with fairness, respect and integrity;
 - b. demonstrating empathy and genuine concern for others;
 - c. creating a welcoming, caring, respectful and safe learning environment;

- d. creating opportunities for parents/guardians, as partners in education, to take an active role in their children's education;
- e. establishing relationships with First Nations, Metis and Inuit parents/guardians, Elders/knowledge keepers, local leaders and community members;
- f. demonstrating a commitment to the health and well-being of all teachers, staff and students;
- g. acting consistently in the best interests of students;
- h. engaging in collegial relationships while modeling and promoting open, collaborative dialogue;
- i. communicating, facilitating and solving problems effectively; and
- j. implementing processes for improving working relationships and dealing with conflict within the school community.

4. Leadership Dimension - Modeling Commitment to Professional Learning

A leader engages in career-long professional learning and ongoing critical reflection to identify opportunities for improving leadership, teaching, and learning. Achievement of this competency is demonstrated by indicators such as:

- a. engaging with others such as teachers, principals, and other leaders to build personal and collective professional capacities and expertise;
- b. actively seeking out feedback and information from a variety of sources to enhance leadership practice;
- c. seeking, critically reviewing and applying educational research to inform effective practice;
- d. engaging members of the school community to build and share understanding of current trends and priorities in the Education system.

5. Leadership Dimension - Embodying Visionary Leadership

A leader collaborates with the school community to create and implement a shared vision for student success, engagement, learning and well-being. Achievement of this competency is demonstrated by indicators such as:

- a. communicating a philosophy of education that is student-centred and based on sound principles of effective teaching and leadership;
- b. recognizing the school community's values and aspirations and demonstrating an appreciation for diversity;
- c. collaborating with other leaders and superintendents to address challenges and priorities;
- d. supporting school community members, including school councils, in fulfilling their roles and responsibilities;
- e. promoting innovation, enabling positive change, and fostering commitment to continuous improvement; and
- f. accessing, sharing and using a range of data to determine progress towards achieving goals.

6. Leadership Dimension i Leading a Learning Community

A leader nurtures and sustains a culture that supports evidence-informed teaching and learning.

Achievement of this competency is demonstrated by indicators such as:

- a. fostering in the school community equaling and respect with regard to rights as provided for in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms;
- b. creating an inclusive learning environment in which diversity is embraced, a sense of belonging is emphasized, and all students and staff are welcomed, cared for, respected, and safe;
- c. developing a shared responsibility for the success of all students;
- d. cultivating a culture of high expectations for all students and staff;
- e. creating meaningful, collaborative learning opportunities for teachers and support staff;
- f. establishing opportunities and expectations for the positive involvement of parents/guardians in supporting student learning;
- g. creating an environment for the safe and ethical use of technology;
- h. collaborating with community service agencies to provide wrap-around supports for all students who may require them, including those with mental health needs; and
- i. recognizing student and staff accomplishments.

7. Leadership Dimension - Supporting the Application of Foundational Knowledge about First Nations, Metis and Inuit

A leader supports the school community in acquiring and applying foundational knowledge about First Nations, Metis and Inuit for the benefit of all students. Achievement of this competency is demonstrated by indicators such as:

- a. understanding the historical, social, economic, and political implications of:
 - i. treaties and agreements with First Nations;
 - ii. legislation and agreements negotiated with Metis; and
 - iii. residential schools and their legacy;
- b. aligning resources and building the capacity of the school community to support First Nations, Metis and Inuit student achievement;
- c. enabling all school staff and students to gain a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Metis, and Inuit; and
- d. pursuing opportunities and engaging in practices to facilitate reconciliation within the school community.

8. Leadership Dimension - Providing Instructional Leadership

A leader ensures that every student has access to quality teaching and optimum learning experiences. Achievement of this competency is demonstrated by indicators such as:

- a. building the capacity of teachers to respond to the learning needs of all students;
- b. implementing professional growth, supervision and evaluation processes to ensure that all teachers meet the Teaching Quality Standard;
- c. ensuring that student instruction addresses learning outcomes outlined in programs of study;
- d. facilitating mentorship and induction supports for teachers and principals, as

required;

- e. demonstrating a strong understanding of effective pedagogy and curriculum;
- f. facilitating the use of a variety of technologies to support learning for all students;
- g. ensuring that student assessment and evaluation practices are fair, appropriate, and evidence informed;
- h. interpreting a wide range of data to inform school practices and enable success for all students; and
- i. facilitating access to resources, agencies and experts within and outside the school community to enhance student learning and development.

9. Leadership Dimension - Managing School Operations and Resources

A Leader effectively directs operations and manages resources. Achievement of this competency is demonstrated by indicators such as:

- a. identifying and planning for areas of need;
- b. applying principles of effective teaching and learning, child development, and ethical leadership to all decisions;
- c. aligning practices, procedures, policies, decisions, and resources with school and school authority visions, goals and priorities
- d. following through on decisions made by allocating resources (human, physical, technological and financial) to provide the learning environments and supports needed to enable and/or improve learning for all students;
- e. facilitating access to appropriate technology and digital learning environments; and
- f. ensuring operations align with provincial legislation, regulations and policies, and the policies and processes of the school authority.

10. Leadership Dimension - Understanding and Responding to the Larger Societal Context

A leader understands and appropriately responds to the political, social, economic, legal and cultural contexts impacting schools and the school authority. Achievement of this competency is demonstrated by indicators such as:

- a. supporting the school community in understanding the legal frameworks and policies that provide the foundations for the Alberta education system;
- b. representing the needs of students at the community, school authority and provincial levels;
- c. engaging local community partners to understand local contexts;
- d. demonstrating an understanding of local, provincial, national, and international issues and trends and their implications for education; and
- e. facilitating school community members' understanding of local, provincial, national, and international issues and trends related to education.

11. As the representative of the District in the school, and working under the direction of the Superintendent, the Principal shall:

- a. Be knowledgeable about Board policies, District administrative procedures, and other District notices and bulletins; and make these documents available to the appropriate members of staff;

- b. Comply with the provisions of the School Act, Board policies, District administrative procedures, and other appropriate statutes and regulations;
 - c. Interpret Board policy to staff, students, and the community as necessary;
 - d. Demonstrate a general knowledge of the organizational structure of the District and its various programs and services;
 - e. Advise the Superintendent regarding the existence of conditions that adversely affect the operation of the school or the instructional program;
 - f. Complete and submit required reports;
 - g. Attend meetings as required;
 - h. Undertake other responsibilities as assigned by the Superintendent.
12. The role of the Vice Principal shall be defined by the Principal and shall include elements in the role of the Principal as noted in sections 1 and 2. Each year the Principal shall review the role of the Vice Principal for the purpose of delegating responsibilities and expanding the experience of the Vice Principal, recognizing the need to use individual strengths appropriately to ensure effective school administration.
13. In the absence of the Principal, the Vice Principal is designated as the Acting Principal. When a school has more than one Vice Principal, the Principal shall determine which of the Vice Principals is designated as Acting Principal in the absence of the Principal.
14. Over time, it is expected that the Vice Principal will demonstrate the capabilities and competencies expected of a Principal.
15. A Vice Principal may assist the Principal in the supervision and evaluation of teachers, except when a teacher evaluation is undertaken because the Principal has reason to believe that the performance of the teacher may not be meeting the Teaching Quality Standard, in which case the evaluation must be undertaken solely by the Principal.
16. Teacher evaluation reports must bear the signature of the Principal. A Vice Principal's signature may be included if the Vice Principal has contributed to the process.

Approved: August 27, 2009

Reviewed/Revised: June 19, 2019

May 5, 2017

Reference: Section 12, 16.2, 19, 20, 22, 60, 61, 95, 96, 113 School Act

Administrative Procedure 432

SUPERVISION AND EVALUATION OF ADMINISTRATORS

Background

The purpose of the supervision and evaluation of administrators (ie, principals, vice principals, and team leaders) is as follows:

- To enhance and improve student learning;
- To support, nurture, encourage, and improve administrative performance;
- To facilitate professional growth and development among administrators;
- To recognize the performance and contribution of administrators;
- To ensure that highly effective administrative practices are employed in the District;
- To ensure the appropriateness of administrative assignments.

Definitions

Evaluation is a formal process of gathering and recording information or evidence over a period of time and the application of reasoned professional judgment by a supervising administrator in determining whether or not one or more aspects of the subordinate administrator's performance exceeds, meets, or does not meet the requirements of Administrative Procedure 430 and/or the School Act.

Remediation is a formal process by which a subordinate administrator, whose performance has been determined to be unsatisfactory, is given opportunity to improve his or her performance so as to bring his or her performance to a satisfactory level.

Supervision is an on-going process by which a supervising administrator exercises educational leadership in overseeing the performance of a subordinate administrator.

Procedures

1. The Superintendent shall ensure that:
 - 1.1 Procedures exist which will assist in determining whether or not the performance of each administrator is acceptable or unacceptable, and which will ensure a prompt and effective response to either determination.
 - 1.2 Administrators are evaluated in accordance with the performance criteria identified in the School Act, and the policies and procedures of the District.
 - 1.3 A District Guide for the Supervision and Evaluation of Administrators is developed and utilized.

- 1.4 Procedures exist which will require all administrators to:
 - 1.4.1 Develop an annual professional growth plan.
 - 1.4.2 Review this plan with an immediate supervisor.
 - 1.4.3 Provide an annual report which indicates the extent to which the goals of the plan have been met.
 - 1.5 The practices of supervision and evaluation of administrators are applied fairly, reasonably, and consistently, giving due consideration to that which is in the best educational interests of students and to the principles of fundamental justice and due process.
2. Professional Growth Plans:
 - 2.1 Each administrator shall prepare and implement an annual professional growth plan which
 - 2.1.1 Reflects goals and objectives based on an assessment of learning needs by the administrator,
 - 2.1.2 Shows a demonstrable relationship to *the Leadership Quality Standard*, and
 - 2.1.3 Takes into account the education plans of the school, the District and Alberta Education.
 - 2.2 Early in the school year, each administrator will review this plan with his or her immediate supervisor.
 - 2.3 Prior to the end of the school year, each administrator will provide his or her supervisor, with a report which indicates the extent to which the goals of the plan have been met.
 3. Supervision:
 - 3.1 The immediate supervisor of each administrator is responsible to provide ongoing supervision including
 - 3.1.1 Providing support and guidance to the administrator
 - 3.1.2 Observing and obtaining information from any source about the quality of leadership an administrator provides
 - 3.1.3 Identifying behaviours or practices of an administrator that may require an evaluation.
 4. Evaluations:
 - 4.1 An evaluation shall occur in the following situations:
 - 4.1.1 When an administrator is assigned to a position on a probationary or temporary basis.
 - 4.1.2 When an administrator nears the end of a term appointment.

- 4.1.3 When an administrator requests it.
- 4.1.4 When a supervisor of an administrator believes that an evaluation is necessary to assess the growth or performance of the administrator.
- 4.2 Upon completion of an evaluation, the supervisor of the administrator must provide the administrator with a copy of the completed evaluation report.

Approved: June 9, 2010

Reviewed/Revised: June 19, 2019
May 5, 2017

Reference: Section 19, 20, 60, 61, 95, 96, 113 School Act
Principal Quality Practice Guideline
School Leadership Framework
Collective Agreement
Appendix, Quality Practice Standards for School Administrators

Administrative Procedure 432 – Appendix

GUIDE FOR THE PROFESSIONAL GROWTH, SUPERVISION, AND EVALUATION OF SCHOOL ADMINISTRATORS

1. Professional Growth and Supervision

- 1.1 Professional growth and supervision are ongoing processes which form the basis for the development of leadership abilities.
- 1.2 Each administrator shall prepare and implement an annual professional growth plan which
 - 1.2.1 Reflects goals and objectives based on an assessment of learning needs by the administrator,
 - 1.2.2 Shows a demonstrable relationship to the leadership quality standard,
 - 1.2.3 Takes into account the education plans of the school, the District and Alberta Education.
- 1.3 The professional growth plan shall be reviewed with the administrator's immediate supervisor early in the school year, and a progress report shall be provided prior to the end of the school year.
- 1.4 The immediate supervisor of each administrator is responsible to provide ongoing supervision including
 - 1.4.1 providing support and guidance to the administrator
 - 1.4.2 Observing and obtaining information from any source about the quality of leadership an administrator provides
 - 1.4.3 Identifying behaviours or practices of an administrator that may require an evaluation

2. Evaluation

2.1 Purpose of Evaluation

- 2.1.1 Effective administrator evaluation is an essential component in the maintenance and improvement of the quality of education being provided for the students in the District.
- 2.1.2 In accordance with Administrative Procedure 432, evaluations of administrators shall occur in the following situations:
 - 2.1.2.1 When an administrator is assigned to a position on a probationary or temporary basis
 - 2.1.2.2 When an administrator nears the end of a term appointment

2.1.2.3 When an administrator requests it

2.1.2.4 When a supervisor of an administrator believes that an evaluation is necessary to assess the growth or performance of the administrator

2.2 Evaluation Criteria

The District holds high expectations for the performance of the administrative staff of the District. While it is recognized that administrators will have individual areas of strength, it is expected that proficiency will be demonstrated in all performance areas. Performance expectations and criteria are specified in Administrative Procedure 430 Role of the Principal and Vice Principal and Administrative Procedure 432, Supervision and Evaluation of Administrators

2.3 Evaluation Process

The following procedures will be applied when evaluations are conducted for the position of Principal. Evaluations conducted for other administrative positions are to follow a similar model but may be adapted to suit individual circumstances.

2.3.1 Principal Evaluation Process – Level A

Application: Any Principal who is completing a probationary portion of an administrative assignment

2.3.1.1 Components:

- A comprehensive self-evaluation report (3 – 5 pages in length) which is to be completed by the Principal and which is reflective of Administrative Procedure 430
- An interview with the Principal to gather evidence pertaining to the expectations outlined in Administrative Procedure 430
- A review of the Principal's Professional Growth Plan
- A review of the School Education Plan and Annual Education Results Report
- A review of other pertinent documents provided by the Principal
- Direct observation of the Principal through guided visits, attendance at staff meetings, faculty meetings, or school events, and other occasions during which the performance of the Principal may be in evidence
- Examination of school achievement data
- Examination of school survey results or comparable measures

2.3.1.2 Additional components may be included at the discretion of the evaluator through consultation with the Principal. Examples may include:

- Use of external survey instruments to gather data relative to administrative and leadership capabilities
- Review of school organizational procedures and management structures (e.g. timetable, budget, staffing assignments, facility utilization)
- Review of progress toward goals identified by the Principal or evaluator
- Other processes to be determined by the parties involved in the evaluation

2.3.1.3 Approximate Timeline:

- October – November:
 - o Review School Education Plan, School Education Results Report, and Professional Growth Plan
 - o Discuss the evaluation process and expectations
- April – May:
 - o Evaluator will receive the self-evaluation report prepared by the Principal and conduct an interview with the Principal
 - o Evaluator will prepare and discuss the evaluation report with the Principal
- May – June:
 - o Superintendent will make determination of extension of administrative designation

2.3.2 Principal Evaluation Process – Level B

Application: Any Principal who has completed the probationary portion of their administrative assignment

2.3.2.1 Components:

- A comprehensive portfolio, prepared by the Principal, that includes evidence of the administrator's progress in fulfilling each of the leadership dimensions contained in the Leadership Quality Standard (these leadership dimensions are identified in Administrative Procedure 430)
- An interview with the Principal to gather evidence pertaining to the expectations outlined in Administrative

Procedure 430

- A review of the Principal's Professional Growth Plan
- A review of the School Education Plan and Annual Education Results Report
- Direct observation of the Principal through guided visits, attendance at staff meetings, faculty meetings, or school events, and other occasions during which the performance of the Principal may be in evidence
- Examination of school achievement data
- Examination of school survey results or comparable measures

2.3.2.2 Additional components may be included at the discretion of the evaluator through consultation with the Principal. Examples may include:

- Use of external survey instruments to gather data relative to administrative and leadership capabilities
- Review of school organizational procedures and management structures (e.g. timetable, budget, staffing assignments, facility utilization)
- Review of progress toward goals identified by the Principal or evaluator
- Other processes to be determined by the parties involved in the evaluation

2.3.2.3 Approximate Timeline:

- October – November:
 - o Review School Education Plan, School Education Results Report, and Professional Growth Plan
 - o Discuss the evaluation process and expectations
- March – April:
 - o Evaluator will receive the portfolio prepared by the Principal and conduct an interview with the Principal
 - o Evaluator will prepare and discuss the evaluation report with the Principal
- May – June:
 - o Superintendent will make a determination regarding renewal of administrative designation

2.4 Considerations Concerning the Evaluation Process

2.4.1 School Visits

2.4.1.1 Communication which is frequent and transparent is a desirable component of the evaluation process. It may be helpful for an evaluator to identify specific aspects of school operations that the evaluator wishes to observe as a reflection of the administrator's work.

2.4.1.2 Scheduled and unscheduled school visits provide opportunities to discuss situations that may arise throughout the year, and allow the evaluator to obtain authentic data on a periodic basis. Consideration may be given to observing the performance of the administrator during the course of staff meetings or school council meetings.

2.4.2 Document Review

2.4.2.1 Many significant documents are prepared by administrators. A review of such documents may offer appropriate insights into the professional performance of the administrator. In addition to School Education Plans and Annual Results Reports, documents that may be considered in such a review include:

- School/parent/student handbooks
- Newsletters
- Staff memos
- Staff meeting agendas and minutes
- School Council agendas and minutes
- School policies
- Staff development plans
- Curriculum documents
- Teacher evaluation reports

2.4.3 Surveys and Interviews

2.4.3.1 An administrator may choose to solicit feedback from others to inform practice and provide evidence of leadership effectiveness. The ATA Code of Professional Conduct will serve as a guide in conducting interviews or surveys involving professional staff.

Approved: June 9, 2010

Reviewed/Revised: June 19, 2019

May 5, 2017

Reference: Section 19, 20, 60, 61, 95, 96, 113 School Act

Principal Quality Practice Guideline

School Leadership Framework

Collective Agreement

Appendix, Quality Practice Standards for School Administrators

Board Agenda Item



Topic: Board Policy Review

Presenter: Stu Henry
Meeting Date: September 11, 2019

Background

At the Spring 2019 Organizational Meeting the Board of Trustees decided that they would benefit from a review of Board Policy. Every month beginning in September 2019 the Board of Trustees will review one board policy. This month the Board of Trustees will review Board Policy #1 – Foundational Statements. The Board of Trustees will find a copy of Board Policy #1 attached.

Quality Indicators:

Policy/Administrative Procedures

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

Superintendent/Board Relations ("The First Team")

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

Recommendation:

The Superintendent of Schools recommends that the Board of Trustees accepts the review of Board Policy #1 as information.

FOUNDATIONAL STATEMENTS

Our Vision

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

Our Mission

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

Our Mandate

The Red Deer Public School District is responsible for ensuring our students acquire the knowledge and skills necessary to become self-reliant, responsible, caring and contributing members of society.

Our first obligation is to provide a solid core program consisting of language arts, mathematics, science and social studies. We have a responsibility to provide instructional programs that ensure students have opportunities to meet provincial graduation requirements and become prepared for entry into the workplace or post-secondary studies. We have a further responsibility to ensure that our students understand the rights and responsibilities of citizenship, and have the skills and disposition to pursue learning throughout life.

Core Values

The following core values shall be embraced, honoured and protected by the Red Deer Public School District and shall guide the discussion, decisions and actions of all who work and serve in the District:

1. Inclusion - We celebrate diversity and ensure that our schools are open and accessible to every student.
2. Democracy - We acknowledge that our schools belong to the community. We believe that they are models of civil democracy, demonstrating the importance of interdependent relationships in developing healthy communities. We practice democratic principles in our actions and decision-making.
3. Local Autonomy - We represent the unique beliefs, values and aspirations of the local community, thus balancing local interests with the direction provided by the provincial government.
4. Integrity - We model integrity, as well as trust and transparency, in our actions.

5. Respect - We demonstrate respect toward all.
6. Care - We care for the needs of others, especially the least advantaged.
7. Service - We display an attitude of service in our interactions with others.
8. Collaboration - We collaborate with one another and with many partners in meeting the needs of students.

Commitment to Improvement - We are committed to continuous improvement.

Beliefs

The Board has adopted the following beliefs:

Beliefs Regarding Education

The Board believes:

1. Education is a key contributor to the future prosperity and individual fulfillment of each student and our society in general.
2. Students must acquire basic skills in literacy, numeracy, communication skills, problem solving skills and other basic education skills essential to compete in a technological global community.
3. Education is critical to the enhancement of tolerance and understanding and the quality of opportunity in society.
4. Education must provide challenges and opportunities for each student to acquire knowledge, skills and attitudes, to the highest level of achievement possible.

Beliefs About Learning

The Board believes:

1. It is very important that all schools have a culture based on guiding principles that create an orderly and safe learning environment. Only in a safe and orderly environment can effective learning take place.
2. Change and continuous improvement are the surest signs of a healthy school system as these are evidence of continuous learning.
3. Improvement in learning is not achieved by focusing solely on results, but by focusing on improving the system that creates the results. To want to improve is a commitment to getting better over time.
4. The aim of assessment is to improve performance in student learning, not merely to audit it.
5. It is important to concentrate on what students learn rather than what teachers teach.
6. We cannot teach ideas in a vacuum - it is critical to provide students with a context and application for their learning.
7. The use of technology in our schools must be primarily to enhance and facilitate learning.

8. It is important to work closely with all our partners (parents, business, community) to provide the best learning opportunities possible for the children we serve.
9. It is important to recognize that students learn in a variety of ways.

Beliefs Regarding Students

The Board believes:

1. Students have a right to acquire the best possible education and they have the responsibilities to take advantage of the opportunities provided by the schools and to observe the rules established by the schools.
2. Students are entitled to learn in a safe, orderly, and positive environment.
3. Each student is a unique individual.
4. Students are accountable for their actions and for their academic progress.

Beliefs Regarding Parents and the Community

The Board believes:

1. Parents are the first and principal teachers of their children.
2. Parents must be involved in the education of their children.
3. Parents are responsible for ensuring students come to school ready to learn.
4. Public education is a community responsibility.

Beliefs Regarding Teachers and Other Staff

The Board believes:

1. All staff must hold the highest expectations for their own job performance, and for the performance of the students.
2. All staff are expected to model the highest moral and ethical values.
3. Teachers are expected to provide instruction in the approved curriculum and they are accountable for the educational progress of the students assigned to them.
4. Teachers are expected to know and use the most effective learning and teaching strategies available and they are accountable for the lessons they prepare for their students.

Beliefs Regarding the School District

The Board believes:

1. The primary focus of the District must be to ensure the highest possible level of achievement is attained by each and every student.
2. The District is accountable to the students, parents, and community for the achievement of the students.
3. The District must promote the health and well-being of the students, the staff and the environment in which we live.

4. Administration is expected to provide support for staff and students in achieving the mission and goals, and beliefs and values of the District.

The Logo Design



Any of these versions are authorized for use. The Red Deer Public school logo may only be used by external organizations with prior approval of the Superintendent.

The story behind the logo...

Red Deer Public Schools – – we create an academic environment that produces students “stars.” The image focuses on the process which draws you visually on the left side from the “open books” of learning to the right edge of the logo where the complete process yields a student star! In between you have the staff helping the student with hands downward – – the students hands held up reaching towards the staff. Significant is the graphic shape of the child, that of a “star” suggesting that the emphasis of Red Deer Public Schools is to create academic excellence! The colour red, for our student, was chosen for its connection with excellence as well as our city’s name.

Our word mark...

- *Your Children...*
 - Stresses the important relationship we have with parents and families.
- *Our Students...*
 - Students are the priority of Red Deer Public Schools.
- *Everyone’s Future...*
 - Demonstrates a commitment that children are our future and that education benefits the entire community.

Legal Name: Red Deer Public School District No. 104

Operational Name: Red Deer Public Schools

Board Agenda Item



Topic: Statement of Pecuniary Interest

Presenter: Bruce Buruma

Meeting Date: September 11, 2019

Background

The Education Act outlines situations in which a trustee may be in a conflict of interest. There are limited to matters of pecuniary interest and are aligned in the Act. A copy of the relevant section of the Act is attached for your reference and review.

In addition to this, Board Policy 7: Board Operations also provides information on conflict of interests and is attached for your reference and review.

Matters of particular relevance to trustees are as follows:

- The pecuniary interest of the spouse (or adult interdependent partner) are the pecuniary interest of the trustee
- Trustees must declare any pecuniary interest in the matter before the Board, must absent themselves from any discussion surrounding the issue, and must not vote on such issues
- Trustees must file a statement of pecuniary interest with the Corporate Secretary of the Board and then report to the Board.

Reference Source:

Education Act

Board Policy 7: Board Operations

Statement of Pecuniary Interests

Quality Indicators:

Fiscal Responsibility

QI 3.2 Adequate internal financial controls exist and are being followed.

Policy/Administrative Procedures

QI 5.3 Ensures system adheres to policy/administrative procedures.

Organizational Management:

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

Board Agenda Item



Recommendation:

The Superintendent of Schools recommends that the members of the Board of Trustees acquaint themselves with the appropriate legislation policies related to conflict of interest, as this is their responsibility.

Trustees will prepare a Statement of Pecuniary Interest as per the attached form and return it to the Corporate Secretary by September 15, 2019. A report of pecuniary interests of members of the Board of Trustees will be compiled and copies of the list provided to all Trustees of the Board and key officials and employees of the Board as needed.

- (b) the Minister considers that the official trustee has completed the official trustee's duties,

the Minister may direct the official trustee to hold a by-election to fill the vacancies on the board.

Appointment of First Nations trustee

84(1) Where a board has entered into one or more education services agreements pursuant to section 63,

- (a) the board, by resolution, or
- (b) the Minister, at the request of the board or in consultation with the board and the band,

may appoint a trustee to represent First Nations students and parents on the board.

(2) A person appointed by the board or the Minister under subsection (1) is in the same position as the person would have been had the person been elected under any other provision of this Act.

(3) Notwithstanding subsection (2), where a trustee appointed under this section resigns or is disqualified under section 87, the board is not required to comply with the obligations set out in section 81.

(4) A person appointed by the board or the Minister under subsection (1) is in addition to the number of trustees specified by the Minister under section 78.

(5) The number of trustees appointed to a board under this section may not exceed 1/3 of the number of trustees specified by the Minister under section 78 for that board.

Division 5 Conflict of Interest and Disqualification

Pecuniary interest

85(1) In this Division,

- (a) "corporation", "distributing corporation", "shareholder", "voting shares", "voting rights", "director" and "officer" have the meanings given to them in the *Business Corporations Act*;
- (b) "pecuniary interest" means, with respect to a person, an interest in a matter that could monetarily affect

- (i) the person,
 - (ii) a corporation, other than a distributing corporation, in which the person is a shareholder, director or officer,
 - (iii) a distributing corporation in which the person beneficially owns voting shares carrying at least 10% of the voting rights attached to the voting shares of the corporation or of which the person is a director or officer,
 - (iv) a partnership or firm of which the person is a member, or
 - (v) a corporation, partnership, firm, government or person that employs the person;
- (c) “spouse” means the spouse of a married person but does not include a spouse who is living separate and apart from the person if the person and spouse have separated pursuant to a written separation agreement or if their support obligations and family property have been dealt with by a court order.

(2) For the purposes of this Division except section 86(1), the pecuniary interests of the spouse or adult interdependent partner of a person that are known to the person or of which the person reasonably should know are deemed to be the pecuniary interests of the person.

(3) For the purposes of this Division, a person does not have a pecuniary interest by reason only of any interest that the person may have

- (a) as an elector or taxpayer of the school division,
- (b) as a parent of a student or a child enrolled in an early childhood services program in the school divisions,
- (c) by reason of
 - (i) the person’s appointment by the board as a director of a company incorporated for the purpose of carrying on business for and on behalf of the board, or
 - (ii) the person’s appointment as the representative of the board on any commission, committee or other body,
- (d) with respect to any allowance, honorarium, remuneration or benefit to which the person may be entitled by reason of being a trustee or an employee of a board or by reason of

having been appointed by the board to a position described in clause (c),

- (e) by reason of the person's employment by the Government of Canada, the Government of Alberta or a federal or provincial Crown corporation or agency, except with respect to a matter directly affecting the department, corporation or agency of which the person is an employee,
- (f) by reason of the person's being a member of a credit union, a cooperative or a non-profit organization formed under an Act of the Legislature or of the Parliament of Canada,
- (g) by reason of the person's having an interest that is an interest in common
 - (i) with the majority of electors of the school division, or
 - (ii) in respect of a matter that affects only part of the school division, with the majority of electors in that part,

or

- (h) by reason of an interest that is so remote or insignificant that it cannot reasonably be regarded as likely to influence the person.

(4) Subsection (3)(f) does not apply to a person who is an employee or director of a credit union or cooperative or an employee of a non-profit organization referred to in that clause.

2012 cE-0.3 s85;2014 c8 s17

Disclosure of information

86(1) Each trustee of a board shall file with the board's secretary a statement showing

- (a) the names and employment information of the trustee and the trustee's spouse or adult interdependent partner,
- (b) the names of the corporations, partnerships, firms, governments or persons in which the trustee has a pecuniary interest, and
- (c) the names of the corporations, partnerships, firms, governments or persons in which the trustee's spouse or adult interdependent partner or children under 18 years of age have a pecuniary interest.

(2) The board's secretary shall

- (a) compile a list of all the names reported on the statements filed with the secretary, and
- (b) provide a copy of the list to
 - (i) all the trustees of the board, and
 - (ii) the officials and employees of the board that the board directs shall receive a copy.

Disqualification of trustees

87(1) A person is disqualified from remaining as a trustee of a board if that person

- (a) other than a person appointed under section 84(1), ceases to be qualified for nomination as a trustee under the *Local Authorities Election Act*;
- (b) is an auditor or employee of the board for which the person is a trustee;
- (c) has breached the code of conduct of the board established under section 33, where the sanction for the breach under the code of conduct may be determined by the board to be disqualification;
- (d) is a party to a subsisting contract for the construction, maintenance or repair of real property over which the board has administration other than a contract for the provision of goods or services in an emergency;
- (e) beneficially owns more than 10% of the issued shares of a corporation that has a pecuniary interest in a subsisting contract for the construction, maintenance or repair of real property over which the board has administration other than a contract for the provision of goods or services in an emergency;
- (f) has a pecuniary interest in a contract with the board, other than
 - (i) a contract for the provision of goods or services in an emergency,
 - (ii) a contract for the sale of goods or services to the board at competitive prices by a dealer in those goods or services incidental to and in the ordinary course of the dealer's business,

- (iii) a contract of employment with the trustee's spouse or adult interdependent partner, child, parent or spouse's or adult interdependent partner's parent, or
- (iv) a contract approved by the board pursuant to disclosure;
- (g) uses information gained through the person's position as a trustee of the board to gain a pecuniary benefit in respect of any matter in which the person has a pecuniary interest;
- (h) is a judge of a court or a member of the Senate or House of Commons of Canada or of the Legislative Assembly of Alberta;
- (i) is absent without being authorized by a resolution of the board from 3 consecutive regular meetings of the board, unless the person's absence is due to illness and the person provides evidence of that illness in the form of a medical certificate respecting the period of the person's absence;
- (j) is convicted of
 - (i) an indictable offence punishable by imprisonment for 5 or more years, or
 - (ii) an offence under section 123 of the *Criminal Code* (Canada)for which an absolute discharge or pardon has not been granted.

(2) Notwithstanding section 24 of the *Local Authorities Election Act*, a trustee of the board who is disqualified under this section is eligible to be elected at the next general election of trustees to the board if that person is qualified for nomination as a trustee under the *Local Authorities Election Act*.

Disclosure of pecuniary interest

88(1) When a trustee has a pecuniary interest in a matter before the board, any committee of the board or any commission, committee or agency to which the trustee is appointed as a representative of the board, the trustee shall, if present,

- (a) disclose the general nature of the pecuniary interest prior to any discussion of the matter,
- (b) abstain from voting on any question relating to the matter,

- (c) subject to subsection (3), abstain from discussing the matter, and
- (d) subject to subsections (2) and (3), leave the room in which the meeting is being held until the discussion and voting on the matter are concluded.

(2) If the matter with respect to which the trustee has a pecuniary interest is the payment of an account for which funds have previously been committed, it is not necessary for the trustee to leave the room.

(3) If a trustee is temporarily absent from a meeting when a matter in which the trustee has a pecuniary interest is introduced, the trustee shall, immediately on the trustee's return to the meeting or as soon afterwards as the trustee becomes aware that the matter has been considered, disclose the general nature of the trustee's pecuniary interest in the matter.

(4) The abstention of a trustee under subsection (1) and the disclosure of a trustee's pecuniary interest under subsection (1) or (3) must be recorded in the minutes of the meeting.

(5) If a trustee

- (a) has a pecuniary interest in a matter before the board, any committee of the board or any commission, committee or agency to which the trustee is appointed as a representative of the board, and
- (b) makes a disclosure of that pecuniary interest in accordance with this section,

that trustee is not disqualified from being a trustee by reason of having that pecuniary interest.

(6) Subsection (5) does not apply to an interest referred to in section 87(1)(d) or (e).

(7) A trustee who contravenes this section is disqualified from remaining as a trustee of the board.

Effect of interest on contract

89 No contract with a board under which a trustee of the board has an interest referred to in section 87(1)(d), (e) or (f) is binding on the board unless

- (a) the contract is for the provision of goods or services in the case of an emergency,

- (b) the contract is for the sale of goods or services to the board or to persons contracting with the board at competitive prices by a dealer in those goods or services incidental to and in the ordinary course of the dealer's business,
- (c) the contract has been approved by the board pursuant to disclosure, or
- (d) the contract is a contract of employment with the trustee's spouse or adult interdependent partner.

Resignation on disqualification

90 If a person is disqualified under section 87 or 88 from remaining as a trustee of the board, the person shall immediately resign.

Refusal to resign on disqualification

91 If the person does not resign as required under section 90,

- (a) the board may by resolution declare that person to be disqualified from remaining as a trustee and the seat on the board to be vacant,
- (b) the board may apply to the Court of Queen's Bench for
 - (i) an order determining whether the person is qualified to remain as a trustee, or
 - (ii) an order declaring the person to be disqualified from remaining as a trustee and the seat on the board to be vacant,

or

- (c) an elector of the school division in respect of which the person was elected may apply to the Court of Queen's Bench for an order declaring the person to be disqualified from remaining as a trustee and the seat on the board to be vacant, by
 - (i) filing an affidavit showing reasonable grounds for believing that the person never was or has ceased to be qualified as a trustee of the board, and
 - (ii) paying into court the sum of \$250 as security for costs.

Appeal of board's resolution

92(1) Where a person is declared under section 91(a) to be disqualified from remaining as a trustee, that person may apply to the Court of Queen's Bench for an order declaring the person to be qualified to remain as a trustee.

(2) Where a person

(a) is declared under section 91(a) to be disqualified from remaining as a trustee, and

(b) makes an application to the Court under subsection (1),

that person remains disqualified unless the Court otherwise orders.

(3) An application under this section must be made within 30 days from the date that the resolution was passed under section 91(a).

(4) On hearing an application and any evidence, whether oral or by affidavit, that the Court requires, the Court may make an order, with or without costs,

(a) declaring the person to be qualified to be a trustee, and

(i) reinstating the person as a trustee for any unexpired portion of the term of office for which the person was elected,

(ii) requiring any person who has been elected to serve the balance of that term to vacate the office, and

(iii) requiring the repayment to the reinstated person of any honorarium, salary or entitlement that was not paid to the person during the period of disqualification,

or

(b) declaring the person to be disqualified from remaining as a trustee and requiring the person to vacate the person's seat on the board.

Hearing of application

93(1) On hearing an application under section 91(b) or (c) and any evidence, whether oral or by affidavit, that the Court requires, the Court of Queen's Bench may make an order, with or without costs,

(a) declaring the person to be disqualified from remaining as a trustee and the seat on the board to be vacant,

(b) declaring the person to be qualified to remain as a trustee, or

(c) dismissing the application.

(2) If the Court declares a person disqualified for a contravention of section 87(1)(d), (e), (f) or (g), it may order the person to pay to the board the total amount of any profit attributable to the contravention.

(3) An application under section 91(b) or (c)

- (a) must be made within 4 years from the date on which the contravention is alleged to have occurred, and
- (b) may be commenced or continued notwithstanding that an election has been held between the time at which the disqualification is alleged to have arisen and the time at which the application is or was commenced, and whether or not the person in respect of whom the application is being brought
 - (i) resigns before or after the election,
 - (ii) was re-elected in the election,
 - (iii) was not re-elected or did not run in the election, or
 - (iv) has completed a term of office.

2012 cE-0.3 s93;2015 c6 s19

Dismissal of application for disqualification

94 Where the Court of Queen's Bench hears an application under section 91(b) or (c) or 92 and finds that the person is disqualified, the Court may nevertheless declare the person to be qualified to be a trustee if it is of the opinion that the disqualification arose inadvertently or by reason of a bona fide error in judgment.

Appeal of declaration of disqualification

95(1) A person who is declared disqualified by the Court of Queen's Bench and appeals that declaration to the Court of Appeal remains disqualified until the final determination of the appeal.

(2) If, on the final determination of the appeal, the disqualification is set aside, the Court of Appeal

- (a) shall
 - (i) reinstate the person as a trustee for any unexpired portion of the term of office for which the person was elected,

- (ii) require any person who has been elected to serve the balance of that term to vacate the office, and
- (iii) require the repayment to the reinstated person of any honorarium, salary or entitlement that was not paid to the person during the period of disqualification,

and

- (b) may order that any money paid to the board pursuant to section 93(2) be paid back to the trustee together with any interest.

(3) If, on the final disposition of the appeal, the disqualification is set aside but the term of office for which the person was elected has expired, the person shall not be reinstated, but the person is eligible to be elected at the next general election for the election of trustees to the board, if otherwise qualified.

Reimbursement

96(1) If

- (a) an application made under section 91(b) or (c) is dismissed, or
- (b) an order is made declaring that the person is qualified to remain as a trustee of the board,

the board may reimburse the trustee in respect of whom the application was made for any of the trustee's costs and expenses that the board considers reasonable other than costs that have already been awarded to the trustee by the Court.

(2) A board may contract for insurance in respect of payments under subsection (1).

Part 5

Structure of School Authorities

Division 1

Creation of Public School Districts

Establishment of public school district

97(1) The Minister may, by order, establish any portion of Alberta as a public school district.

- 10.9.1. A report on trustee honorarium and expenses is provided to the Board at the end of each fiscal year.
- 10.9.2. Each trustee will receive monthly financial reports on their individual expenditures.

11. Trustee Conflict of Interest

The trustee is directly responsible to the electorate of the District and to the Board.

Upon election to office and annually thereafter, the trustee must complete a disclosure of personal interest statement and accept a position of public trust. The trustee is directed to act in a manner which will enhance the trust accorded the trustee, and through the trustee, the trust accorded to the Board.

The Board is of the firm conviction that its ability to discharge its obligations is dependent upon the trust and confidence of the electorate in its Board and in its trustee members. Therefore, the Board believes in the requirement to declare conflict of interest.

- 11.1. The trustee shall be conversant with the relevant sections (80 to 91) of the School Act regarding conflict of interest.
- 11.2. The trustee is responsible for declaring him/herself to be in possible conflict of interest.
 - 11.2.1. The trustee shall make such declaration in open meeting prior to Board or committee discussion of the subject matter which may place the trustee in conflict of interest.
 - 11.2.2. Following the declaration of conflict of interest by a trustee, all debate and action shall cease until the trustee has left the room.
- 11.3. It shall be the responsibility of the trustee in conflict to absent him/herself from the meeting in accordance with the requirements of the School Act and ensure that his/her declaration and absence is properly recorded within the minutes.
- 11.4. The recording will record in the minutes:
 - 11.4.1. The trustee's declaration;
 - 11.4.2. The trustee's abstention from the debate and the vote; and
 - 11.4.3. That the trustee left the room in which the meeting was held.

Legal Reference: Section 60, 64, 65, 66, 67, 68, 70, 71, 72, 73, 74, 75, 76, 80, 81, 82, 83, 145, 208, 210, 261, 262
School Act
Local Authorities Elections Act
Income Tax Act (Canada)
Board Procedures Regulation
Petitions and Public Notices Regulation



STATEMENT OF PECUNIARY INTEREST
Red Deer Public Schools
Board of Trustees

POSITION	NAME	EMPLOYMENT
Trustee		
Spouse or AIP*		
Child		
Child		
Child		
Child		

* Adult Interdependent Partner

The names of the corporation, partnerships, firms, governments or persons in which the Trustee has a pecuniary interest.

The names of the corporations, partnerships, firms, governments or persons in which the Trustee's spouse or AIP or children under 18 years of age have a pecuniary interest.

Signature

Date

Board Agenda Item



Topic: Superintendent's Report

Presenter: Stu Henry
Meeting Date: September 11, 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:

- June 13 - Thurber Choir Concert
- June 14- CASS Teleconference
- June 14 - Community Safety meeting
- June 20 - RCMP Service Review
- June 20 ASC Grad
- June 21 - Meeting with MLAs and Board
- June 26 - Education Act Teleconference
- June 28 - Gateway Grad
- July 31 - Reading College Grad
- August 8 - Met with Reaction Marketing re: District Values
- August 12-15 - Senior Admin Start Sup Meetings and Retreat
- August 22 - Board Mini-Retreat
- August 23 - Education Act Telecast
- August 28 - District Kickoff
- September 4 - Agenda Review
- September 5 - Admin Council
- September 10 - Meeting with City Council/Board of Trustees
- **Coached 5 Vice Principals in June
- **Visited all 22 schools in June
- **Attended 11 retirement functions in June
- *Met with new administrators in June

Recommendation:

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

Board Agenda Item



Topic: Board Chair's Report

Presenter: Nicole Buchanan

Meeting Date: September 11, 2019

Background

Board Chair attended many events since the last board meeting in June. The following events may be of particular interest to the Board of Trustees:

- June 14th ▪ Meeting with Bev and Stu
- Lindsay Thurber Pathways Program with R.J. Willms
- June 18th ▪ College - President Announcement
- Meeting with Lawrence Lee with regards to RIP & REC program
- Westpark Middle School Closing Celebration
- June 19th ▪ Safety Summit (SLT) - Westerner Park
- Women of Excellence - Trustee Manning
- June 20th ▪ Assembly Fairview
- 2nd Annual Traditional Pow Wow
- Alternative School Center Graduation
- June 21st ▪ Meeting with Education Minister Adriana Lagrange and MLA Jason Stephan
- Call with Media regarding new Board Chair position
- Annie L Gaetz Assembly
- June 24th ▪ Trustee Self Evaluation
- June 25th ▪ Tour of Westpark Middle School and Facility Services
- United Way AGM
- June 26th ▪ Super Stu - Twitter Account
- Don Campbell Drive Thru
- Normandeau Celebration of Learning
- Mountview Grade 5 Farewell
- Central Services Birthday Celebrations
- Central Middle School Talent Show
- Gateway Grad Walk
- Trustee BBQ - Woodward Residence
- June 27th ▪ Mountview Assembly
- Staff Year End BBQ - Central Services
- June 28th ▪ Gateway Graduation
- July 5th ▪ Reading College - Board Games
- July 11th ▪ Reading College - Media Day
- July 17th ▪ Westerner Parade
- July 18th ▪ Design Lab - Community Housing & Homelessness Integrated Plan
- July 24th ▪ YMCA North Community Center Grand Opening
- July 25th ▪ Design Lab - Early Identification and Prevention Homelessness Integrated Plan
- Meet and Greet - City Hall for City Manager Allan Seabrooke
- July 30th ▪ Reaction Stakeholder Interview (Values Project)

Board Agenda Item



- July 31st
 - August 12th media
 - August 13th – 17th
 - August 17th
 - August 20th
 - August 22nd
 - August 28th
 - August 29th
 - August 30th
 - September 4th
 - September 5th
 - September 6th
 - September 10th
 - September 11th
- Reading College Graduation
 - Bruce Buruma - phone conversation about district kick-off and relations
 - PSBC - Report provided
 - Sunnybrook Farm Open House
 - Bruce Buruma & Erin Black - Values Video at Mountview
 - Special Board Meeting
 - District Kick – Off -Received Superintendent Retirement letter. Taken to HR and email sent out to trustees
 - Barrie Wilson Playground Grand Opening
 - Dr. Jody Carrington PD with 7 schools; hosted at Don Campbell, Barrie Wilson, Annie L. Gaetz, Westpark Elementary, Joseph Welsh, Fairview, Mountview
 - Mountview Meet the Teacher BBQ
 - Agenda Review
 - Minister Lagrange Visit to Westpark Middle School
 - Alternative Schools - Bowling & BBQ
 - Trustees making lunches at Mustard Seed
 - Meeting with City of Red Deer - Cultural Arts Center
 - Executive Search Meeting
 - Meet and Greet New Administration
 - Board Meeting

Recommendation

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

Board Agenda Item



Topic: Magic Square

Presenter: Bill Christie

Meeting Date: September 11, 2019

Background

Trustee Bill Christie would like to share the magic square with the Board of Trustees.

Recommendation:

The Superintendent of Schools recommends that the Board of Trustees accepts the presentation of the Magic Square as information.

Board Agenda Item



Topic: Correspondence Received

Presenter: Nicole Buchanan
Meeting Date: September 11, 2019

Background

The Board of Trustees will find attached the following letters received:

- Saint Thomas Aquinas Catholic Schools from July 18, 2018 regarding provincial announcements of new schools in Alberta
- Minister of Alberta Health regarding the Mental Health Capacity Building Enhancement funding.



July 18, 2019

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

Dear Minister LaGrange,

I am writing to you on behalf of the St. Thomas Aquinas Roman (STAR) Catholic Schools Board of Trustees regarding provincial announcements of new schools in Alberta. I felt it was important to share our experience with the process as it currently exists, and express concerns I'm certain are felt not only by the STAR Catholic Board, but by many others in our province as well.

The issues begin when new school announcements are made quite suddenly and without notice to the impacted boards and municipalities. In these instances, school divisions are asked to confirm the existence of a serviced, construction-ready site within the designated municipality, often without a significant amount of time allotted between the announcement and the projected start of construction.

As a former board trustee, you can appreciate the difficulties the timing of these announcements can pose. In an ideal world, every jurisdiction would have multiple sites ready for the construction of schools. The reality, however, is municipalities will often be reluctant to service a site based solely on the possibility of a future announcement of school construction. Hesitancy is heightened in times of economic challenges; scrutiny and prioritization of resources often means new sites are left unserved in favour of work on existing developments.

Greater transparency and improved communication at every stage of decision-making leading up to the announcement of new schools would allow for more preparedness and efficiency at the jurisdiction level. It would also help mitigate the risk of a division losing the opportunity for a new school based on lack of site services, which could be implemented in a timely manner given a more significant amount of notice before construction.

With this said, we would greatly appreciate the opportunity to meet with you to discuss ways in which we could improve the process as it exists between the Government of Alberta, municipal governments, and school boards across the province. We look forward to sharing our experiences so that you may determine ways in which fairness and efficiency are maximized for all parties involved, and help establish a process that is as beneficial as possible for the growing — and deserving — student population of Alberta.

Sincerely,

A handwritten signature in black ink, appearing to read "MLamer".

Michelle Lamer
Board Chair

CC: Kaycee Madu, Minister of Municipal Affairs
Prasad Panda, Minister of Infrastructure
Ronald Orr, M.L.A. for Lacombe-Ponoka
Brad Rutherford, M.L.A. for Leduc-Beaumont
Mark Smith, M.L.A. for Drayton Valley-Devon
Rick Wilson, M.L.A. for Maskwacis-Wetaskiwin
Lorrie Jess, President of the Alberta School Boards Association
Alberta School Board of Trustees Chairs



ALBERTA
HEALTH

*Office of the Minister
MLA, Calgary - Acadia*

July 23, 2019

AR 161538

Bev Manning
Board Chair
Red Deer Public School District
4747 53 St
Red Deer AB T4N 2E6

Anne Marie Watson
Board Chair
Red Deer Catholic Regional Schools
Montford Centre, 5210 61 St
Red Deer AB T4N 6N8

Dear Bev Manning and Anne Marie Watson:

Thank you for your letter regarding the Mental Health Capacity Building Enhancement funding. I understand your disappointment that Red Deer Public School District and Red Deer Catholic Regional Schools were not successful applicants in the Call for Applications process for this initiative. Due to the overwhelming response to the Call for Applications, Alberta Health Services (AHS) was not able to award contracts to all applicants.

The decisions were made using a rigorous evaluation process based on set criteria and the applicants that were selected best fit this criteria. As this was a competitive process, which is now closed, your applications cannot be reassessed.

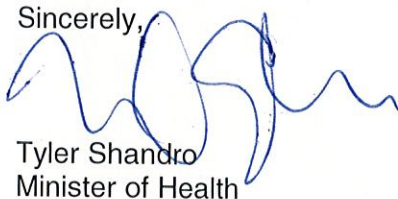
I appreciate your dedication to the promotion of positive mental health in children, youth, and families and your desire to build staff capacity to support this endeavour. I encourage you to connect with your local Regional Collaborative Service Delivery (RCSD) regional table, where regional partners work collaboratively to share available resources that support a continuum of care to address the identified needs of children, youth, and their families. The RCSD contact for Central Alberta is Cathy Gukert, Regional Manager, and she can be reached at 403-227-7065 or cgukert@aesd73.ca.

.../2

You also expressed concerns in your letter regarding the lack of access to adequate mental health supports in your community. AHS reports indicate that more than 1,200 children and youth accessed mental health services in Red Deer in 2018/2019. The average wait time to see a therapist was 13 days. In addition, there is a Psychiatric Crisis Response Team on site at the Red Deer Regional Hospital that supports the needs of youth in crisis. Should you wish to further discuss mental health services and support to meet the needs of students in Red Deer, I encourage you to contact Dwight Hunks, Executive Director, Addiction and Mental Health, AHS Central Zone, at dwight.hunks@ahs.ca.

Thank you again for writing.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Tyler Shandro', with a stylized, flowing script.

Tyler Shandro
Minister of Health

cc: Dwight Hunks, Executive Director, Addiction and Mental Health, Central Zone, AHS

Board Agenda Item



Topic: Correspondence Sent

Presenter: Nicole Buchanan
Meeting Date: September 11, 2019

Background

Trustees will find two attached a letters sent on behalf of the Board of Trustees:

- addressed to Stu Henry on June 18, 2019 regarding his most recent evaluation, and
- addressed the Minister of Education, Honourable Adriana LaGrange, on June 21, 2019 regarding the Education Amendment Act.



June 18, 2019

Mr. Stu Henry
Red Deer Public Schools
4747 53 Street
Red Deer, AB T4N 2E6

Dear Stu,

On behalf of the Board of Trustees, it is my pleasure to congratulate you on another very successful evaluation.

On June 6, 2019 the Board of Trustees had the opportunity to meet with you and discuss matters pertaining to this recent evaluation. The process once again involved a series of survey questions which were distributed to various members of your staff, including Principals, Senior Administrators, and Trustees.

During our retreat we discussed your leadership in a variety of areas. Your coaching ability, your leadership of the administration team, as well as your relationships with Trustees were highlighted as areas of great strength. It was stated over and over again that you lead our school district with a strong sense of vision, coupled with a great sense of responsibility. You are seen as a servant leader who is extremely ethical and honest in your decision making.

The Board recognizes that when you evaluate the C.E.O. of an organization, it is parallel to evaluating the organization itself. Your leadership is clearly reflected in how our school district runs on a day to day basis. When we have a healthy and highly effective leader, we also have a healthy and highly effective school district, where students are learning and achieving.

We would also like to commend your senior administration, the team that you work very closely with. You have cited them as contributing greatly to your success as superintendent. We appreciate the many things that your "team" brings to our district and value all of their leadership.

The Board wishes to commend you on your service to our students, staff and community. You lead with integrity and are held in high regard not only by this School District, but across the province of Alberta and throughout Western Canada.

Thank you for continuing to serve us with a continued focus on excellence.

Sincerely,

Bev Manning, Trustee
on behalf of the Board of Trustees

June 21, 2019

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

Dear Minister LaGrange:

Like many school boards, we were anxiously awaiting your government's introduction of the *Education Amendment Act* as locally elected school boards play a significant role in achieving the desired direction and outcomes of the *Act*.

To begin with, we are pleased that amendments to the *Act* were responsive to some significant concerns raised by school boards. These include residency requirements and age of access to education.

We are pleased that your government acknowledges and understands the importance of autonomy for locally elected school boards to be responsive to the needs of their local communities. This was a significant concern with the previous government. As a former School Board Chair, you know this better than most and we welcome this perspective that you bring as Minister of Education.

Overall, we believe the *Education Amendment Act* does provide a positive direction. Our board already has an Audit Committee, Dispute Resolution Process and a Trustee Code of Conduct in place that align with the new *Act*. We welcome provisions for natural person powers for school boards.

We do want to identify some areas of concern for our Board of Trustees:

- We believe the local autonomy includes the important relationship we have with our one employee, the Superintendent of Schools. The *Superintendent Salary Regulation* was a significant erosion of local autonomy by the previous government taking away the ability for local school boards to establish salaries and contracts with superintendents. We believe returning this to locally elected school boards, with an understanding of guidelines for these decisions, would be a valued gesture supporting local autonomy.
- We are concerned about the expansion of charter schools and the impact this will have on the overall education system. A key feature of public school education is that

we “welcome all” where other systems can be more selective of the students they accept. Related to this, we are anxious for details regarding the new *Choice in Education Act* and its implications

- As one of the first school boards to establish a Sexual Orientation and Gender Identity policy, we are concerned, as are many Albertans, about the direction your government is taking regarding Gay Straight Alliances. We support the benefits these alliances create and the impact they have made for the safety and well being of our students. Any erosion of these protections cause us great concern.
- We are seeking a better understanding on the rationale allowing separate school electors the choice in which school board they vote for or run as a trustee. We question why this unique privilege is not available for all citizens.

Amendments to the *Act* however do remain silent on a number of areas that have been an ongoing concern for school boards. These include transportation eligibility and school fees. We welcome opportunities to share insights for moving forward on these.

We believe and welcome opportunities for meaningful engagement of stakeholders on important decisions as we believe these are foundations to building trust and supporting moving forward in a common direction.

As you are aware, the *Regulations* associated with the new *Act* play a significant role in the successful implementation. While we understand your government is ambitious to make important changes for Alberta, we do have concerns over the tight timeline of putting this in place. We believe that strong engagement with stakeholders, particularly locally elected school boards is an essential element for sound decision-making. Development of *Regulations* over the summer while Senior Administration and trustees have limited availability is a concern.

Having said that, we welcome the opportunity for the reduction of “red tape” which is a significant concern for many school boards. We are hopeful that the regulations will make it easier for our limited resources to focus on what is best for teaching and learning.

As Minister of Education, we wish you the very best with the significant responsibilities that you have. We value having the Minister of Education as our local MLA and look forward to a positive and productive relationship allowing every one of our students to succeed.

Sincerely,



Nicole Buchanan, Chair
Red Deer Public Schools