



Public Board Meeting AGENDA

Wednesday, December 12, 2018

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.

-
1. Call to Order
 2. Motion to Meet in Private
 3. Revert to Public Meeting
 4. O Canada
 5. Land Acknowledgement
 6. Approval of Minutes
 7. Approval of Agenda
 8. Recognition
 - 8.1 Lindsay Thurber Comprehensive High School Senior Women's Volleyball Team Bruce Buruma
 9. Governance Agenda
 - 9.1 Approve Locally Development Courses for February Nicola Golby
 - 9.2 Numeracy Initiative Nicola Golby
 - 9.3 Enrolment Summary Ron Eberts

| | | |
|------|-------------------------------------|-------------------|
| 9.4 | Review Class Size Report | Ron Eberts |
| 9.5 | ASBA Report | Laurette Woodward |
| 9.6 | PSBAA Report | Bill Stuebing |
| 9.7 | Lindsay Thurber Field Study Request | Stu Henry |
| 9.8 | Community Engagement Update | Bruce Buruma |
| 9.9 | Superintendent's Report | Stu Henry |
| 9.10 | Board Chair's Report | Bev Manning |
| 10. | Trustee Questions | Stu Henry |
| 11. | Celebrations | |
| 12. | Adjournment | |



Board Meeting Minutes

Date: Wednesday, November 14, 2018
Time: 1:00 PM

Presiding
Trustees

Bev Manning, Chair
Nicole Buchanan, Vice Chair
Bill Christie, Trustee
Dianne Macaulay, Trustee
Cathy Peacocke, Trustee
Bill Stuebing, Trustee
Laurette Woodward, Trustee

Administration

Stu Henry, Superintendent of Schools
Bruce Buruma, Corporate Secretary
Colin Cairney, Corporate Treasurer
Ron Eberts, Associate Superintendent
Chad Erickson, Associate Superintendent
Della Ruston, Associate Superintendent

Call to Order

The public meeting of the Board of Trustees was called to order at 12:05 p.m.

Motion to Meet in Private

Moved By: Bill Christie, Trustee

That the Board meet in private, the time being 12:05 p.m.

Carried

Revert to Public Meeting

The meeting reverted to a public meeting, the time being 1:05 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 Stuebing.

Approval of Minutes

Moved By: Bill Christie, Trustee

That the minutes for Board Meeting (2018/10/10) be approved as presented.

Carried

Approval of Agenda

Moved By: Nicole Buchanan, Vice Chair

That the agenda for meeting Board Meeting (2018/11/14) be approved as presented.

Carried

Recognition

Mac Kryzanowski Award

Susan Parkins, Early Learning Coordinator for the district was honoured at the recent Inclusive Education Conference as recipient of the Mac Kryzanowski Award. Susan is a tireless advocate of early learning and the importance of inclusive settings from an early age so students with complex needs have a great start to their education.

Red Deer Public Schools is proud to have Susan serving as a strong advocate for inclusive education. She has had a very positive impact on student's families and colleagues and is most deserving of this special recognition.

Moved By: Cathy Peacocke, Trustee

The Superintendent recommends that the Board of Trustees recognizes Susan Parkins as recipient of the Mac Kryzanowski Award for her commitment to inclusive education and her positive impact on students, families, and colleagues.

Carried

Elkhorn Band Director of the Year Award

The Alberta Band Association presents The Elkhorn Band Director of the Year Award annually to an outstanding band director nominated by the membership who has exemplified dedication and outstanding commitment and contribution to band music in Alberta.

Jennifer Mann, Director of Bands at Lindsay Thurber Comprehensive High School received this most prestigious award on October 27, 2018. Mrs. Mann has been the Band director and teacher of Instrumental Music at Lindsay Thurber for the past 15 years. Her passion for music and students is evident by the quality of band that she conducts year after year, as well as the dedication that her students show towards her and our program. She is truly deserving of this honour.

Moved By: Bill Stuebing, Trustee

The Superintendent recommends that the Board of Trustees recognizes Jennifer Mann as recipient of the Elkhorn Band Director of the Year recognizing her outstanding commitment and contribution to band music in Alberta.

Carried

Governance Agenda

Audited Financial Statements

The Audited Financial Statements for the year ended August 31, 2018 were shared with the Board of Trustees. The auditors provided an unqualified opinion of the financial statements. The statements were reviewed at a recent meeting of the Audit Committee who recommended approval by the Board of Trustees.

Moved By: Bill Christie, Trustee

That the Board approve the Audited Financial Statements for the year ended August 31, 2018.

Carried

2018/19 Budget Update

The Board of Trustees reviewed the updated Fall Budget, which is to be submitted to Alberta Education by November 30. The update takes into account the actual enrolments as of the September 30 count date and potential budget changes from the spring budget submission. Highlights in the report include:

- a deficit budget of \$1,505,052 for 2018/19.
- an increase of enrolment of 63.5 FTE students from the spring budget resulting in an increase to revenue of \$459,978 from student enrolment base funding.
- Classroom Improvement Funding of \$1,282,700 with expenditures of \$877,200 of teacher time and \$367,587 of Educational Assistant time.
- a decision was made that any school reserves remaining in that school year would be earmarked for contingency to support needs in Human Resources and Student Services. A surplus of \$700,000 from school budgets last year

has allowed these funds to be directed back into the schools to support the staffing needs of certain schools.

Moved By: Bill Christie, Trustee

That the Board approve the fall 2018 Update to the 2018/19 Budget with a deficit of \$1,505,052 be accepted as information.

Carried

Enrolment Summary

October 30 enrollment totaled 11,137 students attending Red Deer Public Schools.

Moved By: Nicole Buchanan, Vice Chair

That the Board of Trustees receive the Enrollment Summary for October 2018 as information.

Carried

ASBA Zone 4 Report

Trustee Woodward provided a verbal update on ASBA Zone activities.

Moved By: Laurette Woodward, Trustee

That the Board of Trustees receive ASBA Zone Report as information.

Carried

ASBA Policies Bulletin

The Alberta School Boards Association's 2018 Fall General Meeting will be held November 18-20, 2018 in Edmonton. Trustees reviewed ASBA Policies Bulletin and established positions to be considered during the meeting.

Moved By: Laurette Woodward, Trustee

That the Board of Trustees accept the report on ASBA Proposed Policies Bulletin as information.

Carried

PSBC Report

Trustee Stuebing provided a verbal report on the Public School Association Council.

Moved By: Bill Stuebing, Trustee

That the Board of Trustees receive Public School Association Council Report as information.

Carried

Proposed Annual Education Results Report (AERR) for 2017-18

The Board of Trustees reviewed the 2017-2018 Annual Education Results Report (AERR) presents a summary of the programs and accomplishments of the district and its schools. The report reflects the District Education Plan and focuses on the three priority areas for Red Deer Public Schools:

- Literacy & Numeracy
- Equity
- Student Success & Completion

It also aligns with the goals and outcomes of Alberta Education and meets their reporting requirements for school jurisdictions.

Many significant and important accomplishments were outlined in the report by Associate Superintendent Eberts. The District continues to be responsive to the needs of students and committed to student success. The report also demonstrates a commitment to continuous improvement across the district.

Moved By: Nicole Buchanan, Vice Chair

That the Board of Trustees approve the proposed Annual Education Results Report for 2017-2018.

Carried

Advocacy Committee Update

The Advocacy Committee reported on the following items:

- Video News feature following Board meetings providing and overview on the work and decisions of the Board
- Discussion on the potential to live stream or audio record Board meetings
- Assessing the social media needs of Trustees and the Board collectively
- Attendance at events to connect with community and profile the work of the Board

Moved By: Bill Stuebing, Trustee

That the Board of Trustees receive the Advocacy Committee Report as information.

Carried

Superintendent's Report

Superintendent Henry reviewed the Superintendent's Report.

Moved By: Bev Manning, Chair

That the Board of Trustees receive Superintendent's Report as information.

Carried

Celebrations

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

Motion to Meet in Private

Moved By: Bev Manning, Chair

That the Board meet in private, the time being 3:20 p.m.

Carried

Adjournment

Chair Manning declared the meeting adjournment at 3:53 p.m.

Carried

Chair

Corporate Secretary

Board Agenda Item



Topic: Lindsay Thurber Senior Women Volleyball Champions

Presenter: Bruce Buruma
Meeting Date: December 12, 2018

Background

The Lindsay Thurber Senior Women's Volleyball Team won the gold medal last month at the ASAA 4A Provincial Volleyball Championships in Grande Prairie. The ladies went 1 and 2 in the power pool of the round robin on Nov. 22nd. On Nov. 23rd, the ladies defeated St. Francis (3-0) in the quarter final, and on Nov. 24th, the ladies defeated Charles Spencer (3-0) in the semi-final and Western in the final (3-0).

The members of the team include:

- Kirsten De Zutter, Head Coach
- Kate Archer, Assistant Coach
- Robyn Froese, Assistant Coach
- Madelyn De Zutter, Team Manager
- Elyssa Leedahl
- Kyra Rawlusyk
- Chenee Lehman
- Megan Kelley
- Kira Weddell
- Jaiden Ferguson
- Edyn Aasman
- Riley de Wit
- Joelle Laforce
- Jamie Lalor
- Lauren Bettenson
- Natalie Vega

Tryouts began during the first week of school and the newly formed team was off to their first tournament at the University of Alberta. The team attended six tournaments where they received a silver and five gold medals.

Recommendation:

It is recommended by the Superintendent of Schools that the Board of Trustees recognizes the Lindsay Thurber Women's Volleyball Team for their impressive athletic achievements.

Board Agenda Item



Topic: Locally Developed Sr. High Courses

Presenter: Nicola Golby
Meeting Date: December 12, 2018

Background

Administrative Procedure 219 allows for the approval of locally developed courses to be taught in District schools. Locally developed courses are those which do not follow specific provincial curriculum, but which the Board of Trustees wishes to offer as an alternative to students and parents. All locally developed courses taught in grades 10 – 12 must be approved by the Board of Trustees and Alberta Education. Following is the list of courses which require authorization.

| NEW COURSES | Credits | Acquired/Developed | PERMISSION FROM |
|--------------------------------|---------|--------------------|--------------------------------|
| Advanced Physics 35 -5 | 5 | Developed | RDPSP |
| Design Thinking for Innovation | 3 & 5 | Acquired | Calgary School District No. 19 |

Quality Indicators:

Organizational Management

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

Recommendation:

It is recommended by the Superintendent of Schools that the Board of Trustees approve the above courses for the period of February 1, 2019 – August 31, 2022.

Board Agenda Item



Topic: Numeracy Initiative

Presenter: Nicola Golby
Meeting Date: December 12, 2018

Background

Red Deer Public Schools has added numeracy to its list of priorities. Our goal is to ensure each learner has the ability to proficiently reason and apply numerical concepts. To facilitate this, it is our goal to increase the efficacy of teachers. The district Math Steering Committee identified the following research-based practices to guide this process:

1. Refresh our math practice through the Pyramid of Support Model with a focus on planning, assessment and instruction.
2. Build capacity through positive mathematical mindset.
3. Analyze student achievement data and respond accordingly.
4. Support families through the provision of strategies and evening sessions.

Please see the attached document, outlining the above in greater detail, which was provided to all Red Deer Public staff.

Reference Source:

Numeracy ... A Priority for Red Deer Public Schools

Quality Indicators:

Leadership Practices:

- | | |
|---------|---|
| QI 10.1 | Provides clear direction. |
| QI 10.2 | Provides effective educational leadership. |
| QI 10.4 | Unites people toward common goals. |
| QI 10.6 | Demonstrates a high commitment to education and to the needs of students. |
| QI 10.7 | Empowers others. |

Recommendation:

It is recommended by the Superintendent of Schools that the Board of Trustees accept the Numeracy Initiative report as information.

Numeracy ...

A PRIORITY FOR RED DEER PUBLIC SCHOOLS



Red Deer Public Schools Education Plan

Red Deer Public Schools has added numeracy to its list of priorities. We want to ensure each learner has the ability to proficiently reason and apply numerical concepts. To help facilitate this, it's our goal to increase the efficacy of teachers. We will do this through these strategies...

- Establish a Math Steering Committee.
- Apply the District Numeracy Framework with a focus on increasing the efficacy of Math Teachers.
- Implement common expectations for a numeracy-rich classroom, including: effective formative assessment that includes a focus on essential outcomes, engagement with numeracy in relevant and meaningful contexts, and a focus on a Mathematical Mindset.
- Refine the use of the Math Intervention/Programming Instrument (MIPI) ensuring students in Grades 2-9 are benchmarked and the data is individually recorded for instructional planning purposes.
- Explore and implement opportunities for increased parental involvement to support numeracy in the home.



"In Red Deer Public, we want our students to have the best opportunities they can. When they leave our District, we want them to be ready. Part of that is having good literacy skills, but another balance to that is having good numeracy skills. All of this work is to help our students complete school with the best skills to be ready to take on a job and to take on the world."

Nicola Golby, Associate Superintendent, Learning Services

"Numeracy is working in our classrooms. Everyone is yearning to refresh their math practice - everyone wants to improve. It comes down to collaboration and support. What is someone doing that you can use? What are you doing that others can use? All we have to do is communicate with each other, support each other and move forward together."

Shari Jensen, Learning Services Coordinator



How we will get there

1

Refreshing our math practice through the Pyramid of Support Model

- Planning
 - Yearly planning around essential outcomes
 - Ordering **units and pacing for highest yield learning** with retention
 - Daily planning using lesson plan templates with **varied instructional practices**
- Assessment
 - Ongoing, varied **formative assessment and provide feedback** to support learning
 - Summative assessment focused on **essential outcomes**
 - Assessment - **then what?**
- Instruction - Balanced Approach
 - Concrete → Pictorial → Abstract**
 - Deep understanding is achieved through **hands on, visual, and verbal learning**. There is a natural progression in brain function from the concrete to the abstract. In mathematics students must be able to manipulate information in a variety of experiences from hands on to symbolic representations. The most effective learning will follow this progression resulting in a deep and thorough understanding of the concepts learned
 - Relevant and **meaningful problem solving**
 - Frequent opportunities for **communication between students to demonstrate understanding**
 - Strong **foundation of basic facts** (K - 5 and beyond)
 - Small group approach to support all types of learners and to provide **timely interventions**



"Sprints are five minute tasks that we ask the students to start with that are done collaboratively. We want sprints to be engaging for students and reduce anxiety about math. I've definitely seen an increase in confidence with their exams. They are very confident with their basic facts."

Andreanne Tremblay, Teacher



"I try to create activities in order to work on a concept. The kids are able to talk it over and dive deeper. It works with the growth mindset model where students with their peers are willing to take those chances, make mistakes and provide feedback to each other."

Katrina Brown, Teacher

2 Building Capacity through Mathematical Mindset

- Everyone **CAN** do math - there is no such thing as a "math person"
- Speed **does not equal smart**
 - Not everyone starts at the same place or learns at the same pace
- We learn from our mistakes. **Mistakes are key to learning**
- Math classrooms must be **engaging**

3 Students Achievement/Data Analysis

- How can we **avoid "surprises"** for unit assessments and year end results?
- MIPI - Math Intervention/Programming Instrument
 - Math benchmark to **guide instructional practice** - (Grades 2-9)
 - Meetings within schools to analyze data
- PAT/DIPLOMA analysis
 - What can we **learn from trends** and how can it guide our practice?
 - How can we include other grades and feeder schools?
- School-Wide Common Formative and Summative assessments
 - Teacher **collaboration** to support learning



4 Support for Families

Ongoing communication

- **Classroom ↔ Home**
 - **Communication** to families using agendas, newsletters, teacher websites, Powerschool etc.
 - Sharing of a positive mathematical mindset
- Take home bags and games (K - 5)

"Math Matters: Tips for Parents"

- K-5 District Newsletter (Oct/Feb)



"After not putting worksheets in front of kids, it opened up an avenue for me and I started to want to re-learn some math. I was more engaged in what I was teaching and it made me want to find new ways to teach kids how to do it."

Mitch Irvine, Teacher



NUMERACY SUPPORT

Support from Learning Services

Shari Jensen

shari.jensen@rdpsd.ab.ca

1 Planning Effectively for the Math Classroom

Yearly Planning Using the Essential Outcomes

Unit Planning Using the Essential Outcomes

Creating an Engaging Math Lesson

2 Assessment in the Math Classroom

Formative Assessment Strategies in the Math Classroom

Creating Summative Assessments Focused on Essential Outcomes

3 Math Instruction

Number Sense - Additive Thinking (K - 3)

Number Sense - Multiplication (3 - 5)

Mathematical Mindset/Hands-On

Learning (K - 12)

Math Talks (K - 12)

Problem Solving - 3 Act Task (K - 12)

Middle School Math Cohort

4 Math Achievement Support

MIPI Analysis (3 - 9)

PAT PartA Preparation (4 -6)

PAT PartA Preparation (7 - 9)

PAT Analysis (6 & 9)

Math Diploma Analysis (12)

Board Agenda Item



Topic: Enrolment Summary Report

Presenter: Ron Eberts
Meeting Date: December 12, 2018

Background

The enrolment summary for November 30, 2018 is provided as information.

Recommendation:

It is recommended by the Superintendent of Schools that the Board of Trustees accepts the Enrolment Summary Report for November 30, 2018 as information.

RED DEER PUBLIC SCHOOL DISTRICT #104

ENROLMENT - November, 2018

| | PreK | ECS | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | CCE* | FTE | TOTAL | DIFF |
|-----------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|------------|----------------|--------------|-----------|
| 36 A.L. GAETZ | | 35 | 46 | 42 | 55 | 55 | 53 | | | | | | | | | 268.5 | 286 | 2 |
| 47 ASPEN HEIGHTS | | 41 | 39 | 34 | 35 | 40 | 40 | | | | | | | | | 208.5 | 229 | -4 |
| 34 BARRIE WILSON - Eng. | | 52 | 57 | 69 | 47 | 50 | 42 | | | | | | | | | 291 | 317 | 3 |
| 34 BARRIE WILSON - F.I. | | 24 | 29 | 36 | 34 | 27 | 13 | | | | | | | | | 151 | 163 | -1 |
| 44 DON CAMPBELL | | 79 | 84 | 49 | 68 | 49 | 60 | | | | | | | | | 349.5 | 389 | 0 |
| 49 ESCUELA VISTA GRANDE - S.B. | | 38 | 39 | 31 | 34 | 26 | 24 | 12 | | | | | | | | 185 | 204 | 1 |
| 40 FAIRVIEW | 30 | 38 | 29 | 28 | 45 | 36 | 39 | | | | | | | | | 197.5 | 245 | 1 |
| 42 G.W. SMITH | 27 | 37 | 41 | 43 | 50 | 54 | 44 | | | | | | | | | 251.85 | 296 | -3 |
| 43 JOSEPH WELSH | 31 | 37 | 47 | 50 | 55 | 47 | 54 | | | | | | | | | 273.05 | 321 | 0 |
| 54 MATTIE MCCULLOUGH | 19 | 53 | 70 | 73 | 75 | 77 | 62 | | | | | | | | | 384.45 | 429 | 5 |
| 45 MOUNTVIEW - Eng. | | 24 | 32 | 31 | 25 | 32 | 21 | | | | | | | | | 153 | 165 | -2 |
| 45 MOUNTVIEW - F.I. | | 36 | 40 | 44 | 26 | 31 | 41 | | | | | | | | | 200 | 218 | 2 |
| 48 ORIOLE PARK - Eng. | | 34 | 37 | 37 | 48 | 35 | 43 | | | | | | | | | 217 | 234 | 0 |
| 48 ORIOLE PARK - F.I. | | 29 | 32 | 22 | 23 | 31 | 22 | | | | | | | | | 144.5 | 159 | -1 |
| 52 WEST PARK ELEM. | 27 | 34 | 50 | 48 | 49 | 40 | 57 | | | | | | | | | 262.35 | 305 | -2 |
| 32 G.H. DAWE | 31 | 43 | 41 | 39 | 39 | 38 | 40 | 44 | 44 | 34 | | | | | | 342.05 | 393 | 3 |
| 69 GLENDALE | | 36 | 47 | 38 | 42 | 39 | 45 | 63 | 52 | 62 | | | | | | 406 | 424 | -3 |
| 55 NORMANDEAU | 28 | 41 | 42 | 35 | 39 | 42 | 35 | 72 | 53 | 61 | | | | | | 400.9 | 448 | 4 |
| 137 GATEWAY CHRISTIAN SCHOOL | | 76 | 79 | 71 | 75 | 79 | 80 | 84 | 60 | 61 | | | 1 | | 157 | 628 | 666 | 1 |
| 62 C.M.S. - Eng. | | | | | | | | 116 | 104 | 85 | | | | | | 305 | 305 | 3 |
| 62 C.M.S. - F.I. | | | | | | | | 75 | 93 | 80 | | | | | | 248 | 248 | -2 |
| 65 EASTVIEW | | | | | | | | 200 | 214 | 212 | | | | | | 626 | 626 | 2 |
| 68 W.M.S. | | | | | | | | 177 | 166 | 148 | 1 | | | | | 492 | 492 | -4 |
| 75 L.T.C.H.S. - Eng. | | | | | | | | | | | 323 | 341 | 394 | 422 | | 1480 | 1480 | -18 |
| 75 L.T.C.H.S. - F.I. | | | | | | | | | | | 83 | 78 | 63 | 31 | | 255 | 255 | -2 |
| 90 H.H.H.S. | | | | | | | | | | | 317 | 396 | 369 | 375 | | 1457 | 1457 | -5 |
| 30 NORTH COTTAGE | | | | | | | | | | | | 4 | 7 | 13 | | 24 | 24 | 0 |
| 124 R.D. REG. HOSPITAL EDUC.PROG. | | | | | | | | | 1 | | | 2 | | | 5 | 3 | 3 | -3 |
| 127 DIREWOOD | | | | | | | | | 1 | 1 | | 1 | | 1 | | 4 | 4 | 1 |
| 128 YOUTH ASSES. CENTRE. | | | | | | | | 1 | | 3 | 1 | 1 | | | | 6 | 6 | -1 |
| 129 PARKLAND YOUTH HOMES | | | | | | | | | | 1 | 2 | 2 | | | | 5 | 5 | 0 |
| 131 OSKAYAK TREATMENT CENTRE | | | | | | | | 1 | | | | 1 | | 1 | | 3 | 3 | 0 |
| 133 OUTREACH SCHOOL CENTRE | | | | | | | | | | | | 28 | 50 | 132 | 102 | 210 | 210 | 31 |
| 136 QUEST HIGH SCHOOL | | | | | | | | 1 | 3 | 10 | 24 | 25 | 17 | 20 | | 100 | 100 | 11 |
| 132 SCHOOL WITHIN A COLLEGE | | | | | | | | | | | | | | 19 | 2 | 19 | 19 | 0 |
| DISTRICT TOTALS | 193 | 787 | 881 | 820 | 864 | 828 | 815 | 846 | 791 | 758 | 751 | 879 | 901 | 1014 | 266 | 10551.2 | 11128 | -9 |

| | ENGLISH | FRENCH IMMERSION | SPANISH BILINGUAL | DISTRICT TOTALS | PREV MONTH | DIFF | SEPT TOTALS | DIFF |
|--------------------------|-------------|---------------------|----------------------|--------------------|---------------|-----------|----------------|-----------|
| PreK | 193 | 0 | 0 | 193 | 191 | 2 | 190 | 3 |
| E.C.S. | 660 | 89 | 38 | 787 | 787 | 0 | 790 | -3 |
| ELEMENTARY | 3603 | 451 | 154 | 4208 | 4213 | -5 | 4206 | 2 |
| MIDDLE SCHOOLS | 2135 | 248 | 12 | 2395 | 2394 | 1 | 2394 | 1 |
| SENIOR HIGH | 3290 | 255 | 0 | 3545 | 3552 | -7 | 3538 | 7 |
| TOTALS - Nov.2018 | 9881 | 1043 | 204 | 11128 | 11137 | -9 | 11118 | 10 |
| TOTALS - Nov.2017 | 9685 | 1024 | 193 | 10902 | 10890 | 12 | 10874 | 28 |

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

Revised 12/03/2018:14:58

Board Agenda Item



Topic: 2018-2019 Class Size Report

Presenter: Ron Eberts

Meeting Date: December 12, 2018

Background

Each year Alberta Education provides school jurisdictions with funding to address class sizes, under the Class Size Initiative. Funding is allocated to jurisdictions based on the number of children in Kindergarten, as well as the number of students in Grades 1 through 3. There is also an allotment for High School CTS courses. Red Deer Public Schools, over the entire period we have received Class Size Initiative funding, has consistently allocated a vast majority of the funds we receive in the same manner that Alberta Education has allocated the funds to us, namely for K - 3 class size, and CTS courses.

Although Alberta Education assigns a January 15th date for the submission of class size data, Red Deer Public Schools completed our report in conjunction with our Annual Education Results Report, and we have submitted to Alberta Education for verification. Unofficial class size comparisons for the current year and for each of the previous two years, are shown below.

Table 1 presents average class sizes, in the District as a whole, for all subjects and Table 2 presents average class sizes, again for the District as a whole, for core academic subjects only. Targeted class size averages, as established by Alberta Education, are shown in parentheses. Additional details are provided in the attached documents.

As per Ministry requirements, the information will be posted on the District website once we have received the verified reports from Alberta Education.

| Grades | 2016-2017 | 2017-2018 | 2018-2019 |
|---------|-----------|-----------|-----------|
| K - 3 | 19.7 (17) | 20.1 (17) | 20.0 (17) |
| 4 - 6 | 25.2 (23) | 24.8 (23) | 25.0 (23) |
| 7 - 9 | 24.8 (25) | 25.0 (25) | 27.1 (25) |
| 10 - 12 | 25.9 (27) | 23.9 (27) | 25.1 (27) |

Table 1: Average Class Sizes (with targets in parentheses) for All Subjects

| Grades | 2016-2017 | 2017-2018 | 2018-2019 |
|---------|-----------|-----------|-----------|
| K - 3 | 19.7 (17) | 20.1 (17) | 20.0 (17) |
| 4 - 6 | 25.6 (23) | 25.2 (23) | 25.2 (23) |
| 7 - 9 | 26.2 (25) | 26.6 (25) | 27.7 (25) |
| 10 - 12 | 27.2 (27) | 25.3 (27) | 25.3 (27) |

Table 2: Average Class Sizes (with targets in parentheses) for Core Academic Subjects

Board Agenda Item



Reference Source:

Attached, for the information of the Board of Trustees, are the following documents:

1. All Subjects - Overall Jurisdiction Summary
2. Core Subjects - Overall Jurisdiction Summary
3. All Subjects - Detailed Analysis Report
4. Core Subjects - Detailed Analysis Report

Quality Indicators:

Superintendent/Board Relations ("The First Team")

QI 6.4 Keeps the Board informed about District operations.

Organizational Management:

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

Recommendation:

It is recommended by the Superintendent of Schools that the Board of Trustees accept the unofficial 2018-2019 Class Size Report as information.

Jurisdiction Summary

ALL SUBJECTS

Jurisdiction:

Red Deer Public School District No. 104 [A.3070]

Number of Schools Reported:

24

Total Number of Schools:

24

| | K to 3 | | | 4 to 6 | | | 7 to 9 | | | 10 to 12 | | |
|---|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|---------|---------|
| | 2016/17 | 2017/18 | 2018/19 | 2016/17 | 2017/18 | 2018/19 | 2016/17 | 2017/18 | 2018/19 | 2016/17 | 2017/18 | 2018/19 |
| Annie L Gaetz School | 20.0 | 21.3 | 21.5 | 28.8 | 25.5 | 26.3 | | | | | | |
| Aspen Heights Elementary School | 20.6 | 19.9 | 21.4 | 25.3 | 26.3 | 27.0 | | | | | | |
| Central Middle School | | | | 24.9 | 25.4 | 23.2 | 22.9 | 23.5 | 25.0 | | | |
| Don Campbell Elementary School | | 21.2 | 21.5 | | 25.0 | 27.3 | | | | | | |
| Eastview Middle School | | | | 26.7 | 27.2 | 26.7 | 26.1 | 25.7 | 28.2 | | | |
| Ecole Barrie Wilson Elementary School | 18.3 | 19.4 | 21.1 | 25.8 | 23.4 | 24.0 | | | | | | |
| Escuela Vista Grande | 21.1 | 18.5 | 18.4 | 19.0 | 22.0 | 19.8 | | | | | | |
| Fairview School | 17.4 | 18.4 | 18.5 | 26.0 | 23.1 | 25.7 | | | | | | |
| G H Dawe Community School | 19.6 | 19.1 | 19.3 | 25.6 | 24.4 | 23.5 | 22.1 | 15.0 | 21.8 | | | |
| Gateway Christian School | 22.3 | 23.2 | 22.4 | 27.3 | 25.6 | 26.6 | 21.4 | 22.5 | 29.7 | 15.4 | 16.1 | 19.5 |
| George Wilbert Smith School | 20.1 | 19.6 | 19.8 | 25.4 | 22.8 | 24.3 | | | | | | |
| Glendale Sciences and Technology School | 20.4 | 18.9 | 20.4 | 27.1 | 26.0 | 25.2 | 21.9 | 23.8 | 28.0 | | | |
| Hunting Hills High School | | | | | | | 27.0 | 29.7 | 28.2 | 27.0 | 23.6 | 27.0 |
| Joseph Welsh School | 18.6 | 17.5 | 18.7 | 23.4 | 30.8 | 25.8 | | | | | | |
| Lindsay Thurber Comprehensive High School | | | | | | | 28.3 | 28.9 | 28.7 | 26.3 | 25.1 | 24.5 |
| Mattie McCullough Elementary School | 21.2 | 20.9 | 21.2 | 24.8 | 22.0 | 24.7 | | | | | | |
| Mountview School | 20.7 | 16.1 | 20.0 | 22.8 | 25.5 | 25.2 | | | | | | |
| Normandeau School | 19.8 | 20.3 | 18.6 | 23.8 | 22.0 | 26.6 | 23.9 | 25.8 | 27.6 | | | |
| North Cottage High School | | | | | | | | | | 16.0 | 15.3 | 24.0 |
| Oriole Park School | 18.7 | 19.4 | 18.3 | 22.3 | 23.2 | 22.7 | | | | | | |
| Quest High School | | | | | | | | 10.0 | 15.0 | 0.0 | 17.0 | 10.6 |
| School Within a College | | | | | | | | | | 0.0 | 27.0 | 19.0 |
| West Park Elementary School | 18.8 | 20.0 | 19.1 | 22.6 | 22.6 | 24.3 | | | | | | |
| Westpark Middle School | | | | 26.1 | 27.2 | 26.7 | 24.9 | 23.2 | 28.2 | | | |
| Total for Jurisdiction 3070 | 19.7 | 19.4 | 20.0 | 25.2 | 24.8 | 25.0 | 24.8 | 25.0 | 27.1 | 25.9 | 23.9 | 25.1 |

Note:

3/4 combined classes are included in the Gr. 4 to 6 average
6/7 combined classes are included in the Gr. 7 to 9 average
9/10 combined classes are included in the Gr. 10 to 12 average
Special Education classes are included
Team taught classes are reflected as an instructional PTR size (i.e., a class of 50 with two teachers would be reported as two classes of 25).
Colony/Hutterite schools have been excluded
Outreach/alternative schools have been excluded
Virtual/Home Ed/Distance Ed programs have been excluded
Core Classes: Math, Language Arts, Sciences, Social Studies, Special Education

Jurisdiction Summary

CORE SUBJECTS ONLY

Jurisdiction:

Red Deer Public School District No. 104 [A.3070]

Number of Schools Reported:

24

Total Number of Schools:

24

| | K to 3 | | | 4 to 6 | | | 7 to 9 | | | 10 to 12 | | |
|---|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|---------|---------|
| | 2016/17 | 2017/18 | 2018/19 | 2016/17 | 2017/18 | 2018/19 | 2016/17 | 2017/18 | 2018/19 | 2016/17 | 2017/18 | 2018/19 |
| Annie L Gaetz School | 20.0 | 21.3 | 21.5 | 28.8 | 25.5 | 26.3 | | | | | | |
| Aspen Heights Elementary School | 20.6 | 19.9 | 21.4 | 25.3 | 26.3 | 27.0 | | | | | | |
| Central Middle School | | | | 27.5 | 27.3 | 24.7 | 23.4 | 27.6 | 26.2 | | | |
| Don Campbell Elementary School | | 21.2 | 21.5 | | 25.0 | 27.3 | | | | | | |
| Eastview Middle School | | | | 30.5 | 28.9 | 28.3 | 29.7 | 29.1 | 30.2 | | | |
| Ecole Barrie Wilson Elementary School | 18.4 | 19.4 | 21.1 | 25.8 | 23.4 | 24.0 | | | | | | |
| Escuela Vista Grande | 21.1 | 18.5 | 18.4 | 19.0 | 22.0 | 19.8 | | | | | | |
| Fairview School | 17.4 | 18.4 | 18.4 | 26.0 | 23.1 | 25.7 | | | | | | |
| G H Dawe Community School | 19.6 | 19.1 | 19.3 | 25.8 | 24.6 | 23.6 | 24.0 | 13.6 | 18.6 | | | |
| Gateway Christian School | 22.3 | 23.2 | 22.4 | 27.3 | 25.5 | 26.6 | 28.5 | 28.2 | 27.4 | 14.3 | 15.0 | 19.5 |
| George Wilbert Smith School | 20.1 | 19.6 | 19.8 | 25.4 | 22.8 | 24.3 | | | | | | |
| Glendale Sciences and Technology School | 20.4 | 19.0 | 20.4 | 27.0 | 26.0 | 24.7 | 22.6 | 25.0 | 28.8 | | | |
| Hunting Hills High School | | | | | | | 27.3 | 28.9 | 28.9 | 28.3 | 26.5 | 28.0 |
| Joseph Welsh School | 18.6 | 17.5 | 18.7 | 23.4 | 30.8 | 25.8 | | | | | | |
| Lindsay Thurber Comprehensive High School | | | | | | | 28.0 | 27.6 | 30.0 | 28.2 | 25.6 | 24.7 |
| Mattie McCullough Elementary School | 21.2 | 20.9 | 21.2 | 24.8 | 22.0 | 24.7 | | | | | | |
| Mountview School | 20.7 | 16.1 | 20.0 | 22.8 | 25.6 | 25.2 | | | | | | |
| Normandeau School | 19.8 | 20.3 | 18.6 | 24.2 | 21.6 | 25.5 | 24.3 | 24.2 | 28.4 | | | |
| North Cottage High School | | | | | | | | | | 17.7 | 15.8 | 24.0 |
| Oriole Park School | 18.7 | 19.5 | 18.3 | 21.2 | 23.2 | 22.7 | | | | | | |
| Quest High School | | | | | | | | | 15.0 | 0.0 | | 9.0 |
| School Within a College | | | | | | | | | | 0.0 | 27.0 | 19.0 |
| West Park Elementary School | 18.8 | 20.0 | 19.1 | 22.6 | 22.6 | 24.3 | | | | | | |
| Westpark Middle School | | | | 27.4 | 29.0 | 28.3 | 25.0 | 25.3 | 30.2 | | | |
| Total for Jurisdiction 3070 | 19.7 | 19.5 | 20.0 | 25.6 | 25.2 | 25.2 | 26.2 | 26.6 | 27.7 | 27.2 | 25.3 | 25.3 |

Note: 3/4 combined classes are included in the Gr. 4 to 6 average
6/7 combined classes are included in the Gr. 7 to 9 average
9/10 combined classes are included in the Gr. 10 to 12 average
Special Education classes are included
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Core Classes: Math, Language Arts, Sciences, Social Studies, Special Education

Jurisdiction Summary

CORE SUBJECTS ONLY

| | |
|--|---|
| Jurisdiction: | Red Deer Public School District No. 104 [A.3070] |
| Number of Schools Reported: | 24 |
| Total Number of Schools: | 24 |
| Total Number of FTE Teacher Assistants: | 198.5 |
| Number of FTE Teacher Assistants assigned to students with special needs: | 94.9 |

| | K to 3 | | | 4 to 6 | | | 7 to 9 | | | 10 to 12 | | |
|--|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|---------|---------|
| | 2016/17 | 2017/18 | 2018/19 | 2016/17 | 2017/18 | 2018/19 | 2016/17 | 2017/18 | 2018/19 | 2016/17 | 2017/18 | 2018/19 |
| Average Class Size | 19.7 | 19.5 | 20.0 | 25.6 | 25.2 | 25.2 | 26.2 | 26.6 | 27.7 | 27.2 | 25.3 | 25.3 |
| Number of Students with Severe Disabilities per cl | 0.9 | 0.9 | 0.9 | 0.8 | 0.7 | 0.9 | 0.4 | 0.5 | 0.6 | 0.5 | 0.4 | 0.5 |
| Number of Mild/Moderate Students per class | 0.9 | 0.5 | 0.6 | 1.1 | 0.9 | 1.2 | 1.3 | 1.4 | 1.6 | 1.4 | 1.2 | 1.0 |
| Number of Gifted/Talented Students per class | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.3 | 0.1 | 0.1 |
| Number of ESL Students per class | 2.0 | 2.1 | 2.1 | 2.4 | 2.7 | 2.9 | 1.5 | 1.7 | 2.6 | 1.7 | 1.8 | 2.4 |
| Smallest Class | 7.0 | 8.0 | 12.0 | 4.0 | 6.0 | 6.0 | 7.0 | 8.0 | 7.0 | 3.0 | 2.0 | 4.0 |
| Largest Class | 27.0 | 32.0 | 27.0 | 35.0 | 34.0 | 34.0 | 37.0 | 39.0 | 70.0 | 39.0 | 40.0 | 47.0 |

| Distribution of Class Sizes - % | K to 3 | | | 4 to 6 | | | 7 to 9 | | | 10 to 12 | | |
|---------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|---------|---------|
| | 2016/17 | 2017/18 | 2018/19 | 2016/17 | 2017/18 | 2018/19 | 2016/17 | 2017/18 | 2018/19 | 2016/17 | 2017/18 | 2018/19 |
| 1 to 5 | | | | 1.3 | | | | | | 2.0 | 2.5 | 0.9 |
| 6 to 10 | 1.1 | 2.5 | | 1.0 | 2.2 | 1.3 | 0.6 | 2.3 | 0.7 | 3.5 | 4.2 | 9.0 |
| 11 to 15 | 11.8 | 9.2 | 9.9 | 0.8 | 1.2 | 1.0 | 4.2 | 4.9 | 3.5 | 5.1 | 6.3 | 1.4 |
| 16 to 20 | 41.7 | 47.6 | 45.6 | 3.6 | 6.7 | 5.4 | 8.6 | 4.5 | 5.2 | 11.6 | 12.1 | 13.6 |
| 21 to 25 | 40.6 | 38.9 | 42.7 | 36.5 | 40.3 | 40.8 | 30.0 | 23.3 | 18.8 | 16.7 | 15.1 | 20.4 |
| 26 to 30 | 4.7 | 1.7 | 1.8 | 40.9 | 37.1 | 48.7 | 33.5 | 46.0 | 44.6 | 14.1 | 29.7 | 25.8 |
| 31 to 35 | | 0.1 | | 15.8 | 12.4 | 2.8 | 22.0 | 18.1 | 24.4 | 31.3 | 25.1 | 24.9 |
| 36 to 40 | | | | | | | 1.0 | 1.0 | 2.1 | 15.7 | 5.0 | 3.6 |
| Over 40 | | | | | | | | | 0.7 | | | 0.5 |

| Distribution of Class Sizes - # | K to 3 | | | 4 to 6 | | | 7 to 9 | | | 10 to 12 | | |
|---------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|---------|---------|
| | 2016/17 | 2017/18 | 2018/19 | 2016/17 | 2017/18 | 2018/19 | 2016/17 | 2017/18 | 2018/19 | 2016/17 | 2017/18 | 2018/19 |
| 1 to 5 | | | | 5 | | | | | | 4 | 6 | 2 |
| 6 to 10 | 8 | 18 | | 4 | 9 | 5 | 2 | 7 | 2 | 7 | 10 | 20 |
| 11 to 15 | 84 | 66 | 68 | 3 | 5 | 4 | 13 | 15 | 10 | 10 | 15 | 3 |
| 16 to 20 | 296 | 340 | 312 | 14 | 27 | 21 | 27 | 14 | 15 | 23 | 29 | 30 |
| 21 to 25 | 288 | 278 | 292 | 141 | 162 | 159 | 94 | 72 | 54 | 33 | 36 | 45 |
| 26 to 30 | 33 | 12 | 12 | 158 | 149 | 190 | 105 | 142 | 128 | 28 | 71 | 57 |
| 31 to 35 | | 1 | | 61 | 50 | 11 | 69 | 56 | 70 | 62 | 60 | 55 |
| 36 to 40 | | | | | | | 3 | 3 | 6 | 31 | 12 | 8 |
| Over 40 | | | | | | | | | 2 | | | 1 |

Note: 3/4 combined classes are included in the Gr. 4 to 6 average
6/7 combined classes are included in the Gr. 7 to 9 average
9/10 combined classes are included in the Gr. 10 to 12 average
Special Education classes are included
Team taught classes are reflected as an instructional PTR size (i.e., a class of 50 with two teachers would be reported as two classes of 25).
Colony/Hutterite schools have been excluded
Outreach/alternative schools have been excluded
Virtual/Home Ed/Distance Ed programs have been excluded
Core Classes: Math, Language Arts, Sciences, Social Studies, Special Education

Jurisdiction Summary

CORE SUBJECTS ONLY

| | |
|--|---|
| Jurisdiction: | Red Deer Public School District No. 104 [A.3070] |
| Number of Schools Reported: | 24 |
| Total Number of Schools: | 24 |
| Total Number of FTE Teacher Assistants: | 198.5 |
| Number of FTE Teacher Assistants assigned to students with special needs: | 94.9 |

| Average by Subject Category | K to 3 | | | 4 to 6 | | | 7 to 9 | | | 10 to 12 | | |
|-------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|---------|---------|
| | 2016/17 | 2017/18 | 2018/19 | 2016/17 | 2017/18 | 2018/19 | 2016/17 | 2017/18 | 2018/19 | 2016/17 | 2017/18 | 2018/19 |
| Language Arts English/French | 19.7 | 19.5 | 20.0 | 25.4 | 25.1 | 25.4 | 25.2 | 25.4 | 27.6 | 26.5 | 24.2 | 24.8 |
| Mathematics | 19.7 | 19.4 | 20.0 | 25.7 | 25.2 | 25.4 | 26.3 | 27.0 | 28.0 | 28.1 | 27.6 | 27.8 |
| Science | 19.7 | 19.4 | 20.0 | 25.6 | 25.2 | 25.3 | 27.1 | 27.0 | 28.4 | 28.6 | 26.8 | 26.4 |
| Social Studies | 19.7 | 19.4 | 20.0 | 25.9 | 25.2 | 24.6 | 26.9 | 27.1 | 24.4 | 27.0 | 25.8 | 25.5 |
| Health | 19.7 | 19.4 | 20.0 | 25.0 | 24.5 | 24.8 | 30.8 | 29.5 | 38.8 | | | 18.4 |
| Physical Education | 19.7 | 19.4 | 20.0 | 25.7 | 24.8 | 25.4 | 28.3 | 27.4 | 28.7 | 27.8 | 26.6 | 26.3 |
| Art | 19.7 | 19.4 | 20.0 | 25.2 | 24.3 | 24.7 | 24.5 | 25.7 | 23.9 | 25.6 | 20.0 | 25.3 |
| Music | 19.7 | 19.4 | 20.0 | 24.0 | 24.3 | 24.0 | 18.8 | 16.7 | 19.6 | 26.3 | 17.1 | 25.4 |
| Drama | | | | 20.7 | 24.3 | 25.0 | 16.3 | 25.1 | 25.8 | 23.3 | 18.1 | 23.2 |
| Second Languages | 18.5 | | 18.4 | 24.7 | | 21.9 | 31.8 | 32.3 | 23.9 | 20.9 | 24.8 | 20.6 |
| Environmental and Outdoor Education | | | | | | | 26.2 | 24.9 | | 15.5 | 18.0 | |
| Social Science | | | | 26.0 | 26.0 | 27.5 | | | 28.5 | 32.8 | 27.0 | 30.0 |
| Career and Technology Studies | | | | 22.9 | 23.4 | 23.1 | 20.7 | 20.3 | 22.4 | 23.9 | 24.8 | 24.2 |
| Knowledge and Employability | | | | | | | | 10.0 | 28.3 | | 15.0 | 20.2 |
| Special Education | | | | | | | 15.0 | | | 13.0 | 12.0 | 9.5 |
| Local Developed Course | | | | 20.8 | 27.8 | 27.7 | 21.3 | 23.4 | 26.2 | 16.4 | 17.7 | 20.0 |
| Other | | | | 23.5 | 23.5 | | 24.2 | 21.8 | | 26.9 | 10.0 | 28.0 |
| Career and Life Management | | | | | | | | | 24.0 | 30.5 | 26.6 | 27.0 |
| Biology | | | | | | | | | | 32.2 | 26.0 | 27.0 |
| Chemistry | | | | | | | | | | 28.6 | 25.4 | |
| Physics | | | | | | | | | | 25.6 | 24.3 | |

Note: 3/4 combined classes are included in the Gr. 4 to 6 average
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Special Education classes are included
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Core Classes: Math, Language Arts, Sciences, Social Studies, Special Education

Jurisdiction Summary

CORE SUBJECTS ONLY

| | |
|--|---|
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| Total Number of Schools: | 24 |
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| Number of FTE Teacher Assistants assigned to students with special needs: | 94.9 |

| | K to 3 | | | 4 to 6 | | | 7 to 9 | | | 10 to 12 | | |
|--|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|---------|---------|
| | 2016/17 | 2017/18 | 2018/19 | 2016/17 | 2017/18 | 2018/19 | 2016/17 | 2017/18 | 2018/19 | 2016/17 | 2017/18 | 2018/19 |
| Average Class Size | 19.7 | 19.5 | 20.0 | 25.6 | 25.2 | 25.2 | 26.2 | 26.6 | 27.7 | 27.2 | 25.3 | 25.3 |
| Number of Students with Severe Disabilities per cl | 0.9 | 0.9 | 0.9 | 0.8 | 0.7 | 0.9 | 0.4 | 0.5 | 0.6 | 0.5 | 0.4 | 0.5 |
| Number of Mild/Moderate Students per class | 0.9 | 0.5 | 0.6 | 1.1 | 0.9 | 1.2 | 1.3 | 1.4 | 1.6 | 1.4 | 1.2 | 1.0 |
| Number of Gifted/Talented Students per class | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.3 | 0.1 | 0.1 |
| Number of ESL Students per class | 2.0 | 2.1 | 2.1 | 2.4 | 2.7 | 2.9 | 1.5 | 1.7 | 2.6 | 1.7 | 1.8 | 2.4 |
| Smallest Class | 7.0 | 8.0 | 12.0 | 4.0 | 6.0 | 6.0 | 7.0 | 8.0 | 7.0 | 3.0 | 2.0 | 4.0 |
| Largest Class | 27.0 | 32.0 | 27.0 | 35.0 | 34.0 | 34.0 | 37.0 | 39.0 | 70.0 | 39.0 | 40.0 | 47.0 |

| Distribution of Class Sizes - % | K to 3 | | | 4 to 6 | | | 7 to 9 | | | 10 to 12 | | |
|---------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|---------|---------|
| | 2016/17 | 2017/18 | 2018/19 | 2016/17 | 2017/18 | 2018/19 | 2016/17 | 2017/18 | 2018/19 | 2016/17 | 2017/18 | 2018/19 |
| 1 to 5 | | | | 1.3 | | | | | | 2.0 | 2.5 | 0.9 |
| 6 to 10 | 1.1 | 2.5 | | 1.0 | 2.2 | 1.3 | 0.6 | 2.3 | 0.7 | 3.5 | 4.2 | 9.0 |
| 11 to 15 | 11.8 | 9.2 | 9.9 | 0.8 | 1.2 | 1.0 | 4.2 | 4.9 | 3.5 | 5.1 | 6.3 | 1.4 |
| 16 to 20 | 41.7 | 47.6 | 45.6 | 3.6 | 6.7 | 5.4 | 8.6 | 4.5 | 5.2 | 11.6 | 12.1 | 13.6 |
| 21 to 25 | 40.6 | 38.9 | 42.7 | 36.5 | 40.3 | 40.8 | 30.0 | 23.3 | 18.8 | 16.7 | 15.1 | 20.4 |
| 26 to 30 | 4.7 | 1.7 | 1.8 | 40.9 | 37.1 | 48.7 | 33.5 | 46.0 | 44.6 | 14.1 | 29.7 | 25.8 |
| 31 to 35 | | 0.1 | | 15.8 | 12.4 | 2.8 | 22.0 | 18.1 | 24.4 | 31.3 | 25.1 | 24.9 |
| 36 to 40 | | | | | | | 1.0 | 1.0 | 2.1 | 15.7 | 5.0 | 3.6 |
| Over 40 | | | | | | | | | 0.7 | | | 0.5 |

| Distribution of Class Sizes - # | K to 3 | | | 4 to 6 | | | 7 to 9 | | | 10 to 12 | | |
|---------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|---------|---------|
| | 2016/17 | 2017/18 | 2018/19 | 2016/17 | 2017/18 | 2018/19 | 2016/17 | 2017/18 | 2018/19 | 2016/17 | 2017/18 | 2018/19 |
| 1 to 5 | | | | 5 | | | | | | 4 | 6 | 2 |
| 6 to 10 | 8 | 18 | | 4 | 9 | 5 | 2 | 7 | 2 | 7 | 10 | 20 |
| 11 to 15 | 84 | 66 | 68 | 3 | 5 | 4 | 13 | 15 | 10 | 10 | 15 | 3 |
| 16 to 20 | 296 | 340 | 312 | 14 | 27 | 21 | 27 | 14 | 15 | 23 | 29 | 30 |
| 21 to 25 | 288 | 278 | 292 | 141 | 162 | 159 | 94 | 72 | 54 | 33 | 36 | 45 |
| 26 to 30 | 33 | 12 | 12 | 158 | 149 | 190 | 105 | 142 | 128 | 28 | 71 | 57 |
| 31 to 35 | | 1 | | 61 | 50 | 11 | 69 | 56 | 70 | 62 | 60 | 55 |
| 36 to 40 | | | | | | | 3 | 3 | 6 | 31 | 12 | 8 |
| Over 40 | | | | | | | | | 2 | | | 1 |

Note: 3/4 combined classes are included in the Gr. 4 to 6 average
6/7 combined classes are included in the Gr. 7 to 9 average
9/10 combined classes are included in the Gr. 10 to 12 average
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Core Classes: Math, Language Arts, Sciences, Social Studies, Special Education

Jurisdiction Summary

CORE SUBJECTS ONLY

| | |
|--|---|
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| Average by Subject Category | K to 3 | | | 4 to 6 | | | 7 to 9 | | | 10 to 12 | | |
|-------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|---------|---------|
| | 2016/17 | 2017/18 | 2018/19 | 2016/17 | 2017/18 | 2018/19 | 2016/17 | 2017/18 | 2018/19 | 2016/17 | 2017/18 | 2018/19 |
| Language Arts English/French | 19.7 | 19.5 | 20.0 | 25.4 | 25.1 | 25.4 | 25.2 | 25.4 | 27.6 | 26.5 | 24.2 | 24.8 |
| Mathematics | 19.7 | 19.4 | 20.0 | 25.7 | 25.2 | 25.4 | 26.3 | 27.0 | 28.0 | 28.1 | 27.6 | 27.8 |
| Science | 19.7 | 19.4 | 20.0 | 25.6 | 25.2 | 25.3 | 27.1 | 27.0 | 28.4 | 28.6 | 26.8 | 26.4 |
| Social Studies | 19.7 | 19.4 | 20.0 | 25.9 | 25.2 | 24.6 | 26.9 | 27.1 | 24.4 | 27.0 | 25.8 | 25.5 |
| Health | 19.7 | 19.4 | 20.0 | 25.0 | 24.5 | 24.8 | 30.8 | 29.5 | 38.8 | | | 18.4 |
| Physical Education | 19.7 | 19.4 | 20.0 | 25.7 | 24.8 | 25.4 | 28.3 | 27.4 | 28.7 | 27.8 | 26.6 | 26.3 |
| Art | 19.7 | 19.4 | 20.0 | 25.2 | 24.3 | 24.7 | 24.5 | 25.7 | 23.9 | 25.6 | 20.0 | 25.3 |
| Music | 19.7 | 19.4 | 20.0 | 24.0 | 24.3 | 24.0 | 18.8 | 16.7 | 19.6 | 26.3 | 17.1 | 25.4 |
| Drama | | | | 20.7 | 24.3 | 25.0 | 16.3 | 25.1 | 25.8 | 23.3 | 18.1 | 23.2 |
| Second Languages | 18.5 | | 18.4 | 24.7 | | 21.9 | 31.8 | 32.3 | 23.9 | 20.9 | 24.8 | 20.6 |
| Environmental and Outdoor Education | | | | | | | 26.2 | 24.9 | | 15.5 | 18.0 | |
| Social Science | | | | 26.0 | 26.0 | 27.5 | | | 28.5 | 32.8 | 27.0 | 30.0 |
| Career and Technology Studies | | | | 22.9 | 23.4 | 23.1 | 20.7 | 20.3 | 22.4 | 23.9 | 24.8 | 24.2 |
| Career and Life Management | | | | | | | | | 24.0 | 30.5 | 26.6 | 27.0 |
| Biology | | | | | | | | | | 32.2 | 26.0 | 27.0 |
| Chemistry | | | | | | | | | | 28.6 | 25.4 | |
| Physics | | | | | | | | | | 25.6 | 24.3 | |
| Knowledge and Employability | | | | | | | | 10.0 | 28.3 | | 15.0 | 20.2 |
| Special Education | | | | | | | 15.0 | | | 13.0 | 12.0 | 9.5 |
| Local Developed Course | | | | 20.8 | 27.8 | 27.7 | 21.3 | 23.4 | 26.2 | 16.4 | 17.7 | 20.0 |
| Other | | | | 23.5 | 23.5 | | 24.2 | 21.8 | | 26.9 | 10.0 | 28.0 |

Note: 3/4 combined classes are included in the Gr. 4 to 6 average
6/7 combined classes are included in the Gr. 7 to 9 average
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Core Classes: Math, Language Arts, Sciences, Social Studies, Special Education

Board Agenda Item



Topic: ASBA Report

Presenter: Laurette Woodward

Meeting Date: December 12, 2018

Background

Trustee Laurette Woodward will provide a verbal report

Recommendation:

It is recommended by the Superintendent of Schools that the Board of Trustees accepts the ASBA Report as information.

Board Agenda Item



Topic: PSBAA Report

Presenter: Bill Stuebing

Meeting Date: December 12, 2018

Background

Trustee Bill Stuebing will provide a verbal report

Recommendation:

It is recommended by the Superintendent of Schools that the Board of Trustees accepts the PSBAA Report as information.

Board Agenda Item



Topic: Field Study Request

Presenter: Stu Henry
Meeting Date: December 12, 2018

Background

Lindsay Thurber Comprehensive High School has submitted an application to undertake a field trip to Cuba from February 15, 2020 until February 22, 2020 under AP 260, the proposed field trip is classified as a Category 3 Field Trip and therefore requires Board consent in order to proceed.

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

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

Attached is correspondence from 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

It is recommended by the Superintendent of Schools that the Board of Trustees approve the proposed Lindsay Thurber Comprehensive High School to Cuba from February 15, 2020 to February 22, 2020.



FIELD STUDY

CATEGORY 3 PROPOSAL TO THE RDPSD BOARD OF TRUSTEES



<<Lindsay Thurber Music Programs>>

<<July 4, 2018>>

CATEGORY 3: FIELD STUDY FOR DESTINATION OUTSIDE CANADA

Destination: Cuba

Departure date: Feb. 15, 2020

Return Date: Feb. 22, 2020

Estimated Distance to Travel: 4600 km

Estimated Cost Per Student: \$3000

Number of Students Participating: 75

Number of Supervisors: 8

PURPOSE:

Purpose, Objectives, Curriculum linkages to core and optional programs

Purpose & Objectives:

This program is specifically designed for music students to experience a comprehensive overview of Cuban culture and history from Columbus to Castro, with a focus on the study of the Afro-Cuban contribution to Music, Dance, and Visual Art in Cuba. Beginning in Havana, founded in 1519, participants will meet and perform with Cuban students and teachers at local arts schools. Additional performances will take place at public venues arranged by the Cuban Ministry of Culture. We will then travel by bus and explore the climates and topography of tropical rainforests, mountain terrain and caves systems, while observing the life ways of rural communities in the

Cuban countryside in the capital of Pinar del Rio Province.

Curricular Linkages:

Instrumental 10-20-30

PERFORMING

- To discover, develop and evaluate their talents and abilities in musical performance through establishing, extending and reinforcing correct technical skills.
- To recognize, interpret and perform rhythm, melody, harmony, form and expression as they appear in musical notation.
- To develop and perform a repertoire of quality Literature.

RESEARCHING: To develop a knowledge of music history and literature and its relationship to world history. To make students aware of the applications of music in our society with respect to music careers, and avocational and leisure uses.

VALUING: To grow in the appreciation, understanding and enjoyment of music as a source of personal fulfillment.

Choral 15, 25, 35

- 1 Apply musical skills to choral ensemble performance of diverse repertoire
 - 1.3 Understand and participate in the interpretation of ensemble repertoire
- 2 Demonstrate the personal practice and rehearsal skills necessary to participate as a choral musician within an ensemble
 - 2.2 Demonstrate individual responsibility and collaboration as part of the rehearsal process
- 3 Critically reflect upon and respond to the performance of choral music as self, ensemble and audience
 - 3.3 Demonstrate an understanding of the variables of performing in a variety of circumstances

RISKS:

RISK REDUCTION:

| | What we are doing to reduce the risk(s). |
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| | <p>will be on site as well. The weather forecast will be checked prior to the activity and water will be provided.</p> <p>Pinar del Rio Cave Excursion: The boat trip takes place in an underground river, which is not very deep (about 3 feet deep in some areas and up to about 6 feet deep in other areas). The students go on small rowing boats that hold 10 passengers and each boat has a Cuban guide doing the rowing. They all have life jackets, and since the river is not very deep and the current is gentle, the risk of drowning is extremely low, but there is a doctor and nurse on site in case of any emergencies. Swim tests will be completed prior to departure, and any student who does not meet swim test requirements will not be allowed to participate in this activity. Canada Cuba Cultural Sports and Cultural Festivals have never had any incidents in the over 25 years they have been in business.</p> <p>Swimming/Beach Time: There is a fully certified lifeguard at the beach and pool. Students are not expected to wear lifejackets to go in the water. Santa Maria beach is a smaller beach with gentle tides and shallow waters, you can go in fairly deep and the water is still only up to your waist. There is a lifeguard on the beach full time and there is also a flag system to warn people if it is safe or not to use the beach. Our bilingual guides are also with the group 24/7. Swim tests will be completed prior to departure, and any student who does not meet swim test requirements will not be allowed to</p> |
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| <p><u>Personal Safety</u></p> <p>Pickpocketing</p> <p>Theft</p> | <p>participate in this activity. We will work with NLS Guidelines to ensure the swim test requirements are appropriate for this activity.</p> <p>Lifeguards in Cuba receive rigorous full-time training by the Red Cross for a whole year at the National School of Lifeguards in Havana. They receive professional training that takes place in the ocean, not just in pools, and it is recognized worldwide.</p> <p><u>Personal Safety</u></p> <p>Pickpocketing, purse snatching and assault occur. Increasingly, Canadians are victims of these crimes, especially in Havana. Theft generally occurs in crowded places such as tourist areas, markets and beaches. The tour company's experienced guides are with the group 24/7 and only take groups to safe areas. They take every precaution when taking the group to public areas to keep the group together and any strangers away. We will give safety information and advice to the students before heading out. Be aware of theft from hotel rooms, particularly in private accommodations (<i>casas particulares</i>). A session for students and parents will cover the following: Carry only small amounts of money and avoid showing signs of affluence, such as flashy jewelry and watches. Never carry purses and bags loosely over one shoulder. Keep electronic devices like cell phones, tablets, laptops and cameras out of sight, as they are particularly attractive to thieves. Never leave personal belongings unattended on the beach. Lock your valuables, passport and other travel documents in your hotel</p> |
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| <p>Cell Phone Coverage</p> | <p>safe. Carry a photocopy of your passport's identification page at all times.</p> <p>Students will be encouraged to lock bags before check-in. Theft from suitcases is common throughout the world; not just in Cuba. Students should ensure that all valuables such as jewelry, camera equipment, cell phones, money, etc. are carried in their hand luggage where risk of theft is minimal.</p> <p>Cell phones compatible with North American standards can be used in Cuba. Canadian cell phones generally function, however Internet access is limited. There is no high-speed internet and mobile data and Wi-Fi networks are scarce and very slow. Students may arrange for cell phone service by contacting Cubacel at +53 05 264 2266 or we recommend contacting your carrier to find out if they offer data plans for Cuba and the costs if students plan to use electronic devices. All chaperones will have 24/7 cell phone access. Chaperones will provide daily updates to parents/families via email/Google Classroom.</p> <p>Havana has a Canadian Embassy which can offer assistance should the need occur.</p> |
| <p>Emergency Assistance</p> | <p>Students will be told to bring Canadian dollars and then exchange them for CUC at the Cuban airport. Credit cards are not accepted everywhere, and ATM machines and bank/debit cards are not used in Cuba, so cash is the students' best option.</p> |
| <p>Currency Exchange/Handling</p> | |

Medical Concerns

Zika Virus

Zika Virus: The Public Health Agency of Canada has issued advice for travellers on the Zika virus, recommending that Canadians practice special health precautions while travelling in affected countries. Pregnant women and those considering becoming pregnant should avoid travel to Cuba. There is a level 2 risk label for Cuba regarding the Zika virus on some websites. The latest update from the Cuban government is that they have intensified their Zika virus prevention measures, which include widespread fumigation, medical tests at all airports for suspected cases, quarantine of people infected, and an extensive prevention campaign being broadcasted by all media outlets in the country, aimed at informing the entire population about the risks, transmission, and prevention measures. Cuba has an excellent track record in controlling the spread of infectious diseases. They have the most doctors per capita, and healthcare workers from community health clinics are going door-to-door teaching about prevention, hygiene, and factors that create mosquito breeding grounds and how to avoid them. They have made a lot of resources available to combat the spread of the Zika virus and are confident that the risk will remain low for tourists.

No vaccinations are required for Cuba.

Cuba has a great health care system and there are many hospitals and clinics all over Havana. The hotels have a doctor and nurse on site, as do the schools that will be

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| <p>Other Potential Diseases</p> <p>Access to Health Care</p> <p><u>Insurance</u></p> | <p>visited in Havana so there is always help nearby. Bring any medicines you are likely to need. Chaperones will collect copies of names of medications students require should it be necessary to replace any medications while on the tour. Students will be coached to have prescription medication in their carry-on. While there is an excellent health care system in Cuba it will be extremely difficult to find certain medicines in the countryside. The plan is to include a chaperone with medical background on the trip.</p> <p><u>Insurance</u></p> <p>All students are covered under the RDPSD travel insurance policy. Please note that the Cuban government now requires all visitors to show proof of medical insurance.</p> |
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EDUCATIONAL VALUE:

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| <p>EDUCATIONAL ACTIVITIES (pre-trip, during trip & post-trip):</p> <p>Historical Tours</p> <p>Workshops with instrumental and vocal clinicians</p> <p>Instrumental and Vocal Performances</p> <p>Percussion and Latin Rhythms Workshop</p> <p>Collaboration with students at Cuban High Schools</p> <p>Topography, Climate, Plant, and Animal study</p> <p>Humanitarian Work at a Local Community Centre</p> |
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Professional Development for Teacher Supervisors in Afro-Cuban culture & musical style, Spanish language and customs.

CROSS CULTURAL ENGAGEMENT:

LT students will prepare repertoire sent to us by Cuban schools and in return Cuban schools will prepare repertoire sent to them by LTCHS.

Canadian/Cuban students will perform for each other.

Canadian students will participate in joint concerts for the public with Cuban students.

LT students will learn about Afro-Cuban music via Latin Percussion/Rhythm workshops, Afro-Cuban musical/dance groups, performances by Novel Voz, an a cappella vocal jazz ensemble, and jazz band performances at the famous Jazz Cafe.

GLOBAL CITIZENSHIP:

Participants will volunteer at a local community centre that provides assistance to low-income families doing humanitarian work and presenting a donation of various goods.

SHARED EXPERIENCE:

Visits to Cuban schools

Joint Concerts with Cuban schools and performers

Interacting with citizens at a local community centre

Teacher interactions will provide much professional development

ITINERARY:

DAY 1: **Flight to Cuba.** On arrival in Cuba we will be met by our hosts at the airport and transferred to our hotel in Havana (approximately 140 kms) for check-in. Dinner at the hotel. Optional rehearsal time available at the hotel.

DAY 2: The morning will be spent at Santa Maria beach to enjoy the sun, white sand and swim in the Caribbean Sea. Lunch (\$8-\$10) at a local restaurant. This afternoon we will take an orientation tour by bus, followed by a walking tour to Old Town Havana, Spain's gateway to the conquest of Latin America. Havana, founded in 1519 became the capital of Cuba in 1553 and in 1982 UNESCO declared Old Havana a World Heritage Site, where 144 buildings from the 16th and 17th centuries are preserved. Our guide will lead a walking tour of the Old City. We then travel by air-conditioned coach to the harbour entrance to visit the *Parque Historico del Morro* and see fortifications built in the 17th century to guard the city from attack by pirates. Dinner at the hotel. This evening we will have a clinician work with us to polish the Cuban pieces that will be sent in advance for Canadian students to learn.

DAY 3: After breakfast we will attend an interactive Percussion and Latin Rhythms workshop. A performance by Novel Voz, an excellent cappella vocal jazz ensemble will follow. Lunch (\$8-\$10) at a local restaurant together with members of Novel Voz. This afternoon all students will attend an Arts High School. We will learn about the school and Canadian and Cuban band and choir students will perform for each other. A jam session with Cuban and Canadian students will follow. Dinner at the hotel. This evening we will dance to popular Cuban music at the hotel and receive informal Salsa dance classes.

DAY 4: This morning we have been invited to attend a presentation by an Afro-Cuban musical/dance group. Members of the group will endeavour to share Afro-Cuban song and dance with the students. Lunch (\$8-\$10) at a local restaurant. The afternoon will be spent at Santa Maria beach. Dinner at the hotel. This evening we will have the option of visiting the famous Jazz Café and enjoy performances by top Cuban musicians (\$10 entrance fee not included). Our jazz band may be the opening act that night!

DAY 5: This morning we will visit the Provincial Junior Arts High School. We will attend a performance presented by choir and band students at the school. A performance by the Canadian students will follow. Lunch (\$8-\$10) at a local restaurant. This afternoon we will visit shopping areas in the city including the artisans market and a collection of boutiques housed in a restored 18th century colonial palace. Dinner at the hotel. This evening Canadian students perform a joint

program with other Cuban performing artists at a venue arranged with the Ministry of Culture.

DAY 6: Havana/Pinar del Rio/Havana. On our bus trip through Western Cuba we will explore the climate, topography, plant and animal life of tropical rainforests and mountain terrain. This morning we visit the nearby Viñales Valley. Your guide will explain the significance of the formations here called "mogotes", odd hillocks considered mineral fossils because they were created during the Upper Jurassic period. Beneath the valley floor are subterranean rivers and one of the most extensive cave systems in the Americas. Later, in small groups we will explore one of the most accessible of these subterranean rivers by boat (admission fee included). Speak with your guide for recommendations on where to stop for lunch (\$8-\$10). In the afternoon, we will continue hiking along a mountain river to a lookout point (380 meters above sea level). There will be an optional modest charge (\$3) for the descent to the waterfall and natural pool safe for wading. Portions of this hike are rigorous and we suggest closed walking or sports shoes. Return to Havana. Dinner at the hotel. This evening you will perform for international and Cuban guests at the hotel.

DAY 7: The morning will be spent at Santa Maria beach. Lunch (\$8-\$10) at a local restaurant. This afternoon we will visit a local community centre that provides assistance to low income families and do some humanitarian work, and we will present a donation of goods to the community centre. This evening we will have a farewell dinner and dance party with our Cuban friends.

DAY 8: Cuba to Canada. We now leave the hotel and return to the airport. Time permitting other points of interest may be visited en route to the airport.

SUPERVISION:

Jennifer Mann, Andrew Snyder, plus 6 adult chaperones

ACCOMMODATION:

Hotel

FUNDRAISING:

LT Music Parents' Society will provide various fundraising opportunities including the sale of Admazing Ticket Pack Coupon Books, 59-Minute Fundraiser, Concert Tickets, etc. School fundraising opportunities (Bingo, Casino) are also available.

EXPENDITURE GUIDELINES:

PRICING: The price of **\$2,100 + \$395 taxes = \$2,495.00** per person includes all Canadian and Cuban taxes, the services described in the attached itinerary with departure from Calgary, and one free chaperone for every 10 students. Hotel accommodation is air-conditioned with satellite TV and en-suite bathroom based on 2 per room.

SUNDRIES: Participants should budget for sundry expenses at approximately \$200 CAD per person for the week to cover lunches, tips and personal expenses. Please note that a valid passport is required for entry into Cuba.

TRAVEL INSURANCE: Optional Youth/Student Deluxe cancellation/medical/baggage insurance is available for purchase through our website at a cost of \$113 per person for ages 0 – 17, or \$119 per person for ages 18 – 65 (one chaperone for every 5 students also qualifies for this rate. Current rates subject to change). NOTE: Participants will be charged the district insurance rate.

PAYMENT DATES: To allow us to schedule your visit and begin to make the necessary

arrangements with the various Cuban institutions involved, and reserve the air plane seats and hotel rooms, a deposit of \$300 per person is required by **April 15, 2019** (without deposits no air seats or hotel rooms are being held and the quoted price can only be guaranteed until this date). A second deposit of \$500 per person will be due on September 30, 2019. Final balance is due 60 days prior to departure.

ADDITIONAL COSTS: Substitute costs for supervising teachers.

Board Agenda Item



Topic: Community Engagement Update

Presenter: Bruce Buruma

Meeting Date: December 12, 2018

Background

As part of the Board's priority to connecting with our community, we recently undertook an online engagement using Thought exchange to help our stakeholders identify:

- What makes a successful Red Deer Public Schools student?

We asked participants two questions:

- What are your hopes for students to be successful in learning, work and life?
- What opportunities should students have in our schools to be successful in life?

The process was a success with 1,470 participants providing 2,602 separate thoughts. In reviewing and rating priorities, 57,043 stars were allocated to the thoughts. This stakeholder input will provide rich information to support our planning process.

As part of our engagement process we have gone through the process of... ***we asked, you said.*** The next step in the process is to determining the... ***we did*** or how we use the information to develop priorities and strategies for the District Education Plan. We know that one of our goals is to articulate the character attributes we want to instill in students to be successful.

To support that, we will be hosting focus groups/town hall meetings to identify what the next steps should be in the process. These meetings are scheduled as follows:

- | | | |
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| • Student Town Hall | Thursday, January 10 - Central Services | 4:15 PM |
| • Community Round Table | Thursday, January 17 - Central Services | 1:00 PM |
| • City Wide School Council | Tuesday, January 22 - Joseph Welsh | 7:00 PM |
| • Staff Town Hall | Tuesday, February 5 - Central Services | 4:00 PM |
| • School Admin Meeting | Tuesday, February 12 – Central Services | 1:00 PM |

We look forward to digging deeper and finding directions that support the Board in its planning process through the sessions. Trustees as well as Senior Administration are invited to participate in the sessions to gain a deeper understanding of our stakeholder's perspectives.

Quality Indicators:

Educational Leadership

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

Board Agenda Item



QI 4.7 Models high ethical standards of conduct.

Policy/Administrative Procedures

QI 5.5 Demonstrates a knowledge of and respect for the role of the Board in policy processes.

Superintendent/Board Relations ("The First Team")

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

Strategic Planning and Reporting:

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

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

QI 7.5 The budget and three-year plan are developed according to a timeline which ensures the Board's ability to provide direction, revise priorities and is approved within Alberta Education deadlines.

Organizational Management:

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

Communications and Community Relations:

QI 9.5 Promotes positive public engagement in the District.

QI 9.7 Improves the District's public image.

Leadership Practices:

QI 10.2 Provides effective educational leadership.

QI 10.3 Establishes and maintains positive, professional working relationships with staff.

QI 10.4 Unites people toward common goals.

QI 10.6 Demonstrates a high commitment to education and to the needs of students.

Recommendation:

The Superintendent of Schools recommends that the Board of Trustees receives the Community Engagement Update report as information.

Board Agenda Item



Topic: Superintendent's Report (Public)

Presenter: Stu Henry
Meeting Date: December 12, 2018

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:

- November 15 - Admin Growth: CMS
- November 15 - Community Safety Strategy Meeting
- November 15 - Recognition Night
- November 16 - School Visit: Alternative School Centre
- November 16 - Admin Growth: ALG
- November 18-20 - ASBA Fall Event
- November 21 - Senior Admin Meeting
- November 21 - School Visit: CMS
- November 22 - School Visit: EV
- November 22 - School Visit: GWS
- November 23 - School Visit: NOR
- November 26 - School Visit: AH
- November 27 - School Visit: GHD
- November 28 - Senior Admin Meeting
- November 28 - Hour Zero Table Top Exercise
- November 28 - School Visit: ALG
- November 29 - Lunch with Paul Mason
- November 29 - School Visit: VG
- November 30 - School Visit: LTCHS
- December 3 - School Visit: WPMS
- December 4 - Teacher Voice Meeting
- December 4 - Equity Steering Committee
- December 5 - Senior Admin Meeting
- December 5 - Agenda Review
- December 10 - School Visit: DCES
- December 10 - School Visit: Gateway
- December 11 - Admin Meeting
- December 12 - Senior Admin Meeting
- December 12 - Board Meeting
- December 12 - GW Smith Xmas Concert

Board Agenda Item



- Coached 27 vice-principals one time each this month

Recommendation:

It is recommended by the Superintendent of Schools that the Board of Trustees accepts the Superintendent's Report as information.

Board Agenda Item



Topic: Board Chair's Report

Presenter: Bev Manning
Meeting Date: December 12, 2018

Background

Board Chair Bev Manning will provide a verbal report

Recommendation:

It is recommended by the Superintendent of Schools that the Board of Trustees accepts the Board Chair's Report as information.

Board Agenda Item



Topic: **Trustee Questions**

Presenter: Stu Henry
Meeting Date: December 12, 2018

Background

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