

# REGULAR MEETING OF THE BOARD OF TRUSTEES

THURSDAY, MAY 21, 2009

## Public Agenda

1:00 p.m.



This unofficial agenda is subject to change and is not *official* until approved at the Board meeting.



**REGULAR MEETING OF THE BOARD OF TRUSTEES**  
**EDUCATION CENTRE**  
**2651 CHINOOK WINDS DRIVE S. W.**  
**AIRDRIE, AB**

**MAY 21, 2009**  
**12:30 P.M.**

## **AGENDA**

1. **Call to Order - In Camera Meeting 12:30 p.m.**
2. **Call to Order - Public Meeting 1:00 p.m.**
3. Approval of Agenda
4. Approval of Minutes
  - Regular Board Meeting – May 7, 2009
5. Superintendent's Report
6. Chairman's Report/Correspondence
7. Board and Committee Reports
8. Professional Development/Conferences
9. New Business
10. Adjournment

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# SUPERINTENDENT'S REPORT

REGULAR BOARD MEETING  
MAY 21, 2009

## REPORTS AND RECOMMENDATIONS:

1. School Names and Identification of School Programs

## INFORMATION ITEMS:

1. Community Partners

A handwritten signature in black ink, appearing to read "G. Bass", is positioned above a horizontal line.

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Greg Bass, Superintendent of Schools



To: THE BOARD OF TRUSTEES  
From: The Superintendent of Schools

## Issue Sheet

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**ISSUE:** School Names and Identification of Resident School Programs

**AUTHOR:** John Wheatley, Director of Facility Planning

**DATE of MEETING:** May 21, 2009

### ISSUE

The naming of schools that offer existing or future programs in addition to or instead of the English Regular program in a way that facilitates public recognition.

### BACKGROUND

#### 1. Applicable policies

- .1 The process for naming RVS schools is outlined in Policy FF. This policy was intended to apply to naming new schools and there is no discussion of conventions for naming schools that offer the English Regular Program and other programs.
- .2 The Early French Immersion Program is discussed in Policy HGBFB, There is no discussion of conventions for identifying the program with the school name.
- .3 Policy IC outlines the relationship between attendance areas, programs and parental choice. A request to have access to a program affects how an out of attendance area application is reviewed. Programs are different from courses or options.

#### 2. RVS background:

- .1 RVS school names are created in an English language format.
- .2 These names are registered with the province when we apply for a school id.
- .3 RVS has three programs, Knowledge and Employability, French Immersion and the Cochrane Christian Program that are offered in conjunction with the English Regular program. RVS has a single track alternate program at Prince of Peace Lutheran School.
- .4 Two schools offering FI have formally adopted a bilingual version (École/School) of their English school name (École Airdrie Middle School, École Edwards Elementary). Submissions were made to the province to request these name changes.
- .5 Other RVS schools offering FI have informally adopted the bilingual naming convention for their school newsletter, on the school website, or on non-sanctioned signage around the school building. The name on the school building is still the original English name.
- .6 Some schools are now requesting 'pylon signage' for their facilities. This introduces a larger degree of permanence and therefore a need to be consistent with provincial files or conform to a RVS standard. The schools are requesting that their name changes to the École/School format. Pylon signs are being requested for identity and marketing reasons.

3. Concerns:

- .1 If all FI schools in RVS adopted the École/School format we would have to formally change these names with the province (just another request for attention from RVS) as well as change RVS files, update phone book entries, etc... .
- .2 If all schools in RVS adopted the École/School format we would have ten schools that will sort alphabetically (or seven if high schools don't adopt the convention) under 'École', which has the same significance as sorting all schools under 'school'.
- .3 Even though Canada is officially a bilingual country 'École' is not automatically recognized as a translation of 'school' by everyone. This may be the reason some people do not know that a school offers FI even though the formal or informal name is in the École/School format (one of the reasons for requests for 'pylon signage').
- .4 Does this name change revert to the English format if FI moves to another facility or becomes a single track facility (which requires another submission to the province)?
- .5 This process of changing names requires Board, RVS and provincial staff time.
- .6 Is the École/School format the most suitable way to identify the facilities that offer the French Immersion program?
- .7 What is the appropriate way to identify an alternate program that is offered in any RVS facility (Christian, Sports, Spanish Immersion, Native Studies, PIP, etc...)?

4. Precedence:

- .1 CBE: of 27 language program schools (5 single FI, 13 FI/Eng, 2 Mandarin/Eng, 6 Spanish/Eng, 1 Germ/Eng),
  - one single track FI and two dual track FI/Eng are designated École/School and one dual track school is designated with both English and French individually (*École Bishop Pinkham, Bishop Pinkham School*) on the school's website.
  - One of the single track schools is recognized by the province (*Banff Trail (Bilingual) School*), another dual track FI/ Eng school is designated *Highwood Bilingual School* by the province but has no distinction on the website.
  - Some programs (*Alice Jamieson Girls' Academy* – operating out of *Stanley Jones School*, or *Juno Beach Academy of Canadian Studies* – operating out of *Lord Shaughnessy School*) have their own website. Other programs do not affect the school name, but they are flagged on the host school's website and/or have a cross linked website with their host school.
- .2 CRCSSD: of 14 FI/Eng language program schools, (3 of these are dual FI/Eng for 7-9 but single Eng for K-6):
  - One is not designated 'École/School' on the website
  - Two are only designated 'École' on the website
  - One is designated '*École St Luke Immersion Francaise*' on the website
  - The province recognizes six as 'Bilingual' and one as *École St Pius X*
- .3 Foothills School Division: of 28 schools, five offer a FI/Eng program
  - Three are designated École/School on their website
  - Two are designated with the full English name along with '*École Elementaire Percy Pegler*' or '*École Okotoks Junior High*' on their website
  - One is recognized as 'École/School' by the province.



To: THE BOARD OF TRUSTEES  
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## Issue Sheet

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- .4 A cursory examination of other school jurisdictions (Winnipeg, Montreal, Quebec City and Ottawa) indicates that there is no overwhelming dominant standard.
5. Discussion:
  - .1 Regardless of the formal name of the school there will be a persistent conversational reference to the school, which most likely will default to either the English version or the name reference with no 'school' or grade qualifiers.
  - .2 Being able to connect a program with a school is an important part of school identity, parental choice and school marketing.

### ALTERNATIVES

#### Alternative I

That the formal name of the school, as registered with the province and signed on the building, remain the English version of the school name and that schools are allowed to incorporate variations to suit specific language programs or other programs on their website and newsletter. Only readily changeable text on exterior signage will incorporate identification of the alternate programs (directional signs, pylon signs with electronic text lines, or interchangeable lettering).

Discussion:

- signage changes would not require sign permit applications to the municipality
- school administration and parent councils could implement their own identity changes
- minimal cost implications to signage changes, these costs would be from school funds
- central administration or Board input or review is not required for text
- may not adequately identify programs offered by a school

#### Alternative II

That the formal name of the school, as registered with the province and signed on the building, remain the English version of the school name and that RVS adds to the sign mounted on the exterior face of the building on a separate line below the English version:

- "École \*\*\*\* (Primaire / Secondaire as suited)' for schools offering an FI program,
- 'English Language Regular Program' plus the name of the program for other programs (Cochrane Christian Program)
- School administration shall implement similar identification on their website and newsletter
- Signage changes would also initiate the addition of 'Rocky View Schools' to the exterior of the school.
- Pylon signs shall incorporate similar guidelines.

Discussion:

- signage changes would require sign permit applications to the municipality
- cost implications to signage changes (in the range of \$5,000 per line of text mounted to the exterior face of the building)
- once the alternate program is approved by the Board central administration implements the procedure without further Board review
- provides good clarity regarding programs offered within the school



To: THE BOARD OF TRUSTEES  
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### Alternative III

That the formal name of the school (as registered with the province and signed on the building) remain the English version of the school name and that RVS adds to the sign mounted on the exterior face of the building on a separate line below the English version:

- 'English Language Regular Program' plus the name of the alternate school program (French Immersion Program or L'immersion francaise, Cochrane Christian Program, etc...)
- A single track school, other than one offering the English Regular Program, would only indicate the name of the single track program.
- School administration shall implement similar identification on their website and newsletter
- Signage changes would also initiate the addition of 'Rocky View Schools' to the exterior of the school.
- Pylon signs should incorporate similar guidelines

Discussion:

- signage changes would require sign permit applications to the municipality
- cost implications to signage changes (in the range of \$5,000 per line of text mounted to the exterior face of the building)
- once the alternate program is approved by the Board central administration implements the procedure without further Board review
- provides good clarity regarding programs offered within the school
- space on the face of the building for signage may be an issue

### Alternative IV

For schools that offer French Immersion and the English Regular program the formal name of the school, as registered with the province and signed on the building will become École/School. Other programs will not be identified on the exterior of the building. The school will incorporate this change on their website and in newsletters and shall include references to other alternate programs. Only readily changeable text on exterior signage will incorporate identification of other alternate programs (directional signs, pylon signs with electronic text lines, or interchangeable lettering).

Discussion:

- signage changes would require sign permit applications to the municipality
- name change will require notification to the province
- cost implications to signage changes (in the range of \$5,000 per line of text mounted to the exterior face of the building)
- once an alternate program is approved by the Board central administration would implement the procedure without further Board review.

### RECOMMENDATION

That the Board of Trustees recommends the Policy Review Committee develop revisions to Policy FF based on Alternate III.



## Community Partners Accountability Reporting

Presented to Board of Trustees May 21, 2009  
By: Dr. David Peat Associate Superintendent of Learning  
Resource Persons: Gloria Wells, Director of Collaborative Initiatives,  
Don Noble, Director of Learning, Heather John, Specialist, FNMI

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### REPORTING PERIOD

August 30, 2008 - present

### RECOMMENDATION

“That the Board of Trustees receives as information Rocky View’s Accountability Progress Report concerning Community Partners.”

#### SUMMARY

**Goal 1:** Learners have their basic and diverse needs met.

**Outcome 1.1**– Non-academic barriers to learning are recognized & addressed.

#### Strategies

- Review jurisdictional supports available to address non-academic barriers to learning.
- Expand delivery of Family School Liaison Program.
- Facilitate Alberta Mental Health School-Based Capacity Building & Systemic Mental Health Continuum initiatives.
- Facilitate Calgary Health Region/RVSD Healthy Eating & Health Promoting Schools initiatives.

#### WORK COMPLETED

1. *Student Health Partnership:* [Partners: Alberta Health Services, Calgary Region, CBE, CCSD, Child and Family Services Authority, Independent Schools](#). In year 10, continue to work across the sectors in this region to develop and improve school-based health supports (Speech, Mental Health, some FSL, COPE, Transitions, UCAPES) to students.
2. *Town of Cochrane Community Family School Liaison Project:* [Partner-Town of Cochrane FCSS](#). In year 9, continue to provide support to the work of the Family Resource Center through staff sharing, and strong linkages for community resource support to families in RVS schools.
3. *Stepping Stones:* [Partners-Alberta Mental Health Board, Airdrie Boys and Girls Club, Chestermere FCSS, AADAC](#). Year 1 of 2.5 to design and implement enhanced prevention/mental health promotion programming in Bert Church, George MacDougall and Chestermere High Schools.
4. *Healthy Eating Initiative:* [Partner- Alberta Health Services Healthy Communities Division, Calgary](#). Year 3 of 3 of the Healthy Eating Initiative.

**Goal 6:** Learning environments enable the acquisition of 21st Century skills.

**Outcome 6.4** – Community partners provide expertise and support.

**Strategy** - Liaise with Alberta Education, service providers, curriculum developers and publishers

#### WORK COMPLETED

1. *Enhanced Access to School Facilities Initiative:* [Partners- United Way of Calgary, Airdrie Boys and Girls Club, Cochrane FCSS, Cochrane Recreation, Cochrane Youth Society, Chestermere FCSS, Chestermere Recreation, Langdon Community, Government of Alberta via](#)

**Minister Lindsay Hackett.** Initial planning with partners and proposal development within 3 major RVS areas (north, west, east).

2. *Enhanced Mental Health Service Delivery Model:* **Partners-Calgary Rocky View Student Health Partnership, Alberta Health Services, Calgary Child and Adolescent Mental Health Division.** Planning underway for September/09 implementation.
3. *"The Fourth R" Health Curriculum Enhancement Project:* **Partners- University of Waterloo, Canadian Mental Health Association, CBE Health Curriculum Specialist.** Planning underway for September/09 implementation.
4. *Wellness Curriculum Development Advisory Committee:* **Partners- Alberta Education, CASS (Gloria Wells CASS representative), and representatives from other school divisions and organizations.**
5. *Centre for Youth Leadership:* **Partners- University of Calgary Faculty of Education, Anonymous Foundation.** Development and planning underway for beginning implementation in the Fall/09
6. *UCAPES Psychologists:* **Partner- University of Calgary Faculty of Education Applied Psychology Dept.** Completing first year of implementation of this initiative.
7. *Airdrie Community Resource Officer School Support model:* **Partner- City of Airdrie.** Beginning dialogue for fall implementation of school component of this community initiative.

**Goal 1:** Learners have their basic and diverse needs met.

**Outcome** 1.3 – Students accessing specialized programming and community supports experience success.

**Strategies -**

- Build awareness among schools and extend use of community support partnerships, initiatives and services i.e. United Way, Big Brothers & Sisters, QUEST.
- Further develop partnerships to increase student access to speech-language pathology, occupational therapy and physical therapy.

#### **WORK COMPLETED**

1. *MPower Mentoring:* **Partner-Big Brothers/Big Sisters, Calgary.** Year 1 of new organization, development of new agreements, processes and programming arising from merger between BBBS and AMFY (Alberta Foundation for Youth) to provide mentorship programs in middle and high schools in Airdrie and Cochrane.
2. *Continued placement of students with severe physical, intellectual and social/emotional need:* **Partners - QUEST, Calgary Board of Education.**
3. *Continued collaboration to access cross-ministry expertise for planning, intervention and funding purposes:* **Partner- Children with Complex Needs (CYCN).**
4. *Students with Autism:* **Partner- Autism Treatment Services of Canada.** Planning has begun for the implementation of *Autism Pro* as a pilot school/parent support approach using computer-based professional learning and information access.
5. *FNMI Students Social/Emotional Support:* **Partners – Cochrane Mental Health Services, Boys & Girls Club.**
6. *DIAND Students:* **Partners – Cochrane Karate Club/Cochrane Eagle** provided free Karate for 20 weeks at Glenbow Elementary School; **Morley Community School** provided video conferencing of the Stoney/Nakoda language classes for Glenbow Elementary School DIAND students.
7. *Aboriginal Parent Group:* **Partners- Cochrane Parent Link** supported the group with space, facilitator, and baby-sitting; Starbucks Coffee supported with refreshments.
8. *Student Health Partnership:* Due to an overall reduction in funding for Student Health partnerships, school-based occupational therapy and physical therapy services have been reduced; Speech-language Pathologist services were maintained.

## **WORK REMAINING**

Ongoing planning, development and implementation of the initiatives undertaken through these partnerships.

## **SIGNIFICANT ACHIEVEMENTS**

1. Provision of a range of enhanced supports to RVS students.
2. Development of new partnerships with the potential to provide ongoing innovative, supportive opportunities for the students, schools and division in the future.
3. Significant profile provincially and nationally as a result of the success of the Healthy Eating Initiative.

## **CHALLENGES AHEAD**

1. Maintaining the momentum established by some of the programs notwithstanding reduction of partner involvement/contributions.
2. Maintaining levels of service previously established due to net losses in funding.
3. Continuing the service delivery models established for enhanced services in the wake of significant changes in program and resourcing of baseline and school-based services.

## **EVALUATION OF WORK**

For most of the initiatives, the partners, in collaboration with RVS, have developed a built-in evaluation process, some being undertaken by staff provided through the partnership (e.g., *Student Health Partnership*, *Stepping Stones*, *Healthy Eating Initiative*, *The Fourth R*). The evaluation of services provided via the Collaborative Initiatives and/or Learning Branches is undertaken through departmental processes (e.g., satisfaction surveys, focus groups, or via divisional surveys).