

Regular Meeting
BOARD OF TRUSTEES
THURSDAY, MARCH 19, 2009

PUBLIC AGENDA
1:00 P.M.





REGULAR MEETING OF THE BOARD OF TRUSTEES

EDUCATION CENTRE
2651 CHINOOK WINDS DRIVE S. W.
AIRDRIE, AB

March 19, 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
 - a. Regular Board Meeting – March 5, 2009
5. Superintendent's Report
6. Chairman's Report/Correspondence
7. Board and Committee Reports
8. Professional Development/Conferences
9. New Business
10. Adjournment



SUPERINTENDENT'S REPORT

REGULAR BOARD MEETING
MARCH 19, 2009

REPORTS AND RECOMMENDATIONS:

1. RVS 2008/2009 Edwin Parr Nomination
2. Beiseker Grade Configuration
3. Attendance Area for Chestermere French Immersion
4. Tender of Langdon Portables

INFORMATION ITEMS: N/A

1. 21st Century Instructional Practices
2. 21st Century Learning Culture

A handwritten signature in black ink, appearing to read "Greg Bass", is written in a cursive style.

Greg Bass, Superintendent of Schools



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

Issue Sheet

ISSUE: Nomination for Edwin Parr Award
AUTHOR: Susan Williams, Associate Superintendent of Human Resources
DATE of MEETING: March 19, 2009

ISSUE

To nominate a first year teacher to receive the Alberta School Boards' Association's Edwin Parr Award.

BACKGROUND

Edwin Parr homesteaded in the Meanook area near Athabasca in 1920. Prior to 1925 he began his long career in educational affairs as a member of the board with the George Lake School District. He served as Chair of the Board with the Athabasca School Division and was on the Council of the County of Athabasca from its formation in 1959 until his death in January, 1963. Edwin Parr was president of the Alberta School Trustees' Association from 1956 to 1962. Ed Parr, as he was known to all, instituted an "Annual Teacher Award" in his school system. Each year a member of the teaching staff was chosen to receive a gold watch and an appropriate certificate for long and meritorious service.

In searching for a way in which his memory might be perpetuated and to honor the profession he so dearly respected, the Alberta School Trustees' Association established the Edwin Parr Teacher Award in 1964.

Criteria

- Any first year K-12 teacher is eligible for nomination.
- A minimum of 100 full-time equivalent days of teaching within the current school year is required (ie) September 2008 to June 2009.
- May have up to 120 days of teaching service prior to signing a full-time contract
- An intern teacher is not eligible during his or her internship period but may be eligible in a subsequent year.

Selection Process

In February 2009 schools were asked to nominate a first year teacher for consideration as the Board of Trustees 2009 Edwin Parr nomination, by completing the ASBA's Edwin Parr Awards package. Human Resources received three nominations, which were reviewed by the Board's Edwin Parr Award Committee the first week of March. Representatives of the Committee, Trustees Jennifer Avery and Colleen Munro, reviewed the nominations and selected a teacher from Bearspaw School to be nominated by the Board of Trustees.

ALTERNATIVES

Alternative I

That the Board of Trustees nominates Nancy Espetveidt, a Grade 4 teacher at Bearspaw School, to receive the 2009 Edwin Parr Award and forwards her nomination to the Chair of the Alberta School Boards' Association Zone 5 by **March 27, 2009**.

Alternative II

That the Board of Trustees defer any nominations for the Edwin Parr Award until the 2010 school year.

RECOMMENDATION

That the Board of Trustees nominates Nancy Espetveidt, a Grade 4 teacher at Bearspaw School, to receive the 2009 Edwin Parr Award and forwards her nomination to the Chair of the Alberta School Boards' Association Zone 5 by **March 27, 2009**.



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Issue Sheet

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DATE: March 19, 2009
TO: Board of Trustees
FROM: Greg Bass, Superintendent of Schools
ORIGINATOR: Murray Besenski, Associate Superintendent of Schools

ISSUE

Proposal is to change Beiseker Community School from the current grade configuration of Kindergarten - Grade 5, Grade 9 – Grade 12 to a grade configuration of Kindergarten – Grade 12.

Background

Educational Impact

Alberta's Early Childhood Services (ECS) to Grade 12 curriculum is outlined in provincial programs of study, which identify what students are expected to learn and do in all subjects and grades. The curriculum is designed to help students achieve their individual potential and create a positive future for themselves, their families and their communities. In Alberta the program of study has been designed to meet the needs of students at three specific levels; elementary (Kindergarten to Grade 6), junior high school (Grade 7 to Grade 9) and high school (Grade 10 to Grade 12).

Provincial achievement tests are administered annually in English and Français/French language arts and mathematics in Grade 3, and in English and Français/French language arts, mathematics, science and social studies in grades 6 and 9. The purpose of the Achievement Testing Program is to:

- determine if students are learning what they are expected to learn,
- report to school community members how well students have achieved provincial standards at given points in their schooling,
- assist schools, authorities, and the province in monitoring and improving student learning.

There is growing research that demonstrates a statistical relationship between grade span configuration and school transitions. The more grade levels a school services, the better students perform (some studies suggest a K-12 structure has the most benefit). The evidence does seem to indicate that the longer students remain in their first school before the transition into the next one, the more successful they will be in learning.

Howely, C.

Grade Span Configurations

Source: *School Administrator*, V59n3 24, March 2002

Summary: Discusses research on the influence of grade-span configuration on student achievement. Implications for practice are discussed. Research indicates: bigger schools are not necessarily better; transitions disrupt the social structure in which learning takes place; large, narrowly configured schools appear to have a poor return for the investment; one-size fits all solutions do not work in grade-span decisions; middle-school learners may be better served in K-8 configurations; and K-12 structures have positive benefits.

Wren, Stephanie D

The Effect of Grade Span Configuration and School-to-School Transition on Student Achievement.

Summary: The effect of grade span configuration (grouping of grades in schools) and school-to-school transition on student achievement was investigated. The results indicate that grade span configuration and school-to-school transition had significant positive and negative effects on student achievement respectively. The more grade levels a school services the better students perform. The more transitions students makes the worse they perform as evidenced by the negative correlation between transitions and performance.

The provincial Program of Studies requires Achievement Tests to be written at the grade six level. The proposed grade span configuration of Beiseker Community School would be in alignment with research that indicates that the more grade levels the school services, the potential for better student performance.

Community Concern

Program Offerings

Concern has been raised regarding Kathryn School's ability to offer programs, specifically option programs, with the removal of the Beiseker Grade 6 – 8 students (and equivalent number of staff). Currently Kathryn School offers Grade 7 and 8 options in 3 complementary blocks:

- Comp. 1 - Grade 7 French/Art Grade 8 French/Art
- Comp. 2 - Grade 7/8 = 4 classrooms are combined to create 3 groups:
 - Outdoor Education
 - Drama
 - Digital Photography
- Comp. 3 - Grade 7/8 = 4 classrooms are combined to create 3 groups:
 - Rocketry/Robotics
 - Art/Drama
 - Desk Top Publishing

If approved, the removal of the Beiseker Grade 6 – 8 students, would require a change in how option programs are offered. By combining Grade 7/8 students no change would be required to be made to Comp. 1. Comp. 2 & 3 could still be offered by combining Grade 7/8 students but



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Issue Sheet

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may require the deletion of one group from each. The Alberta Education recommendation for allocation of time for Grade 3 through Grade 6 has 15% time available for other subjects. As a result Grade 6 students have minimal time available for options regardless of where the Grade 6 students are educated.

Transportation Impact

This proposed change will take three years to completely implement. To show the effects of this change to transportation for the area, the data below is based on a completed change as of today's date.

Beiseker

Route 17 Currently 13 students, 46 live kms, total time 70 minutes

Changes – 4 students

Final Result –17 students no time or distance change

Route 58 Currently 20 student passengers, 50 live kms, total time 70 minutes

Changes – 9 students

Final Result – 29 students, 2.89 additional kms and time increase of 5mins

Route 57 Currently 11 student passengers, 50 live kms, total time 72 mins

High School bus to Beiseker, from Kathryn attendance boundary – no changes expected

Final Result – no change to this route

Route 92 Currently 35 students (25 from Irricana), 41 live kms, time 59 minutes

Changes – 3 students

Final result – 39 students no time or distance change

Route 167 Currently 13 student passengers (w/c), 53 live kms, time 75 minutes

Irricana service and High School service to Beiseker, from Kathryn attendance boundary – no changes expected

Final result – no change to this route

Route 107 Currently 37 passengers (29 from Irricana), 43 live kms, time 57 minutes

Irricana service and High School service to Beiseker, from Kathryn attendance boundary – no changes expected

Final result – no change to this route

Kathryn

Route 56 Currently 42 student passengers, 52.9 live kms, 60 minutes

Changes – 5 students

“We engage all learners through meaningful and challenging experiences, preparing them to understand, adapt and successfully contribute to our changing global community.”

35 Beiseker students become walkers

Remaining Students on Route Emma and Cole Reinhart 13 kms

Final Result – Total length of route reduced by 39 kms and 40 students. Route can be combined with routes 50, 82 and 206 to develop two new routes.

Route 45 Currently 24 student passengers, 46 live kms, 55 minutes

Kathryn attendance route – no changes expected

Final Result – no changes to this route

Route 48 Currently 31 student passengers 44 live kms 55 minutes

Kathryn attendance route – no changes expected

Final Result – no changes to this route

Route 43 Currently 31 student passengers 42.8 live km 65 minutes

17 students are from special attendance area

Kathryn attendance route – no changes expected

Final Result – no changes to this route

Route 206 Currently 23 student passengers 59 live kms 63 minutes

Changes – 3 students

All other student remain on route distance reduced by 10km

Final Result – Total length of route reduces by 6 minutes. The route can be combined with routes 50, 82, and 56 to develop two new routes.

Route 77 Currently 25 student passengers 43 live kms 53 minutes

No change to this route, all students for Kathryn

Final Result – no changes to this route

Route 82 Currently 45 student passengers 46 live kms 75 minutes

Changes – 4 students

Remaining students on route 36 students from Irricana

Final Result – this route will be much shorter approximately 40 minutes and a reduction of 25kms. The route can be combined with routes 50, 56 and 206 to develop two new routes.

Route 50 currently 40 student passengers, 40 live kms, 57 minutes

Changes – 2 students

Final Result – this route will be somewhat shorter approximately 52 minutes total time and a reduction of 5kms. The route can be combined with routes 82, 56 and 206 to develop two new routes.

Over a three year period this process leaves routes 50, 82, 56 and 206 with a reduced number of student and reduced distance. As the remnants of these routes cover the same general area to deliver students to Kathryn school. These four routes can be combined into two routes that are each approximately 60 minutes long. *The grade reconfiguration change will eventually lead to a reduction of two bus routes while leaving the service level unchanged at between 55 and 75 minute per bus routes.*

This change will also result in a reduction in grant amounts as the students who live in Beiseker will not be eligible for grants if they are assigned to their local school.



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Issue Sheet

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Based on average rural grant of approximately \$800.00 per student this change will reduce the grant by about \$28,000, making for a net saving of about \$52,000 (\$80,000 – \$28,000).

The intent of the savings is to reduce all student ride times in the Kathryn/Beiseker attendance area to 1 hour or less.

Human Resources Impact

If approved, the Beiseker Grade 6 – 8 students would be moved to Beiseker Community School over a three year transition. This would require one teaching position to be surplusd at Kathryn School for each of the three years and one teaching position to be added to Beiseker Community School for each of the three years.

Facility Impact

If approved, space does exist at Beiseker Community School to accommodate the Grade 6 students. The current utilization rate of Beiseker Community School is approximately 60%, if the Beiseker Grade 6 – 8 students (approximately 65 students) were moved to Beiseker Community School the utilization rate would move to approximately 80%. Reviewing this utilization rate it would be possible to accommodate the Grades 6 – 8 students at Beiseker Community School.

School Attendance for Irricana Residents

	K	1	2	3	4	5	6	7	8	9	10	11	12	total
Kathryn														
2007/08		15	8	9	10	12	10	13	8					85
2008/09		18	16	10	14	11	13	10	13					105
Beiseker														
2007/08	6	2	7	6	5	2				9	9	9	8	63
2008/09	0	10	2	3	2	6				7	10	7	9	56

Growth in these communities includes:
 approved and under construction:

- a small subdivision in Beiseker
- a 66 unit subdivision in Irricana

in approval stages

- 567 units, Irricana (phased over several years)
- 500 units Kathryn (first phase 162 units in subdivision approval stages)

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Financial Impact

Summary of Kathryn Beiseker data for three years of change

year	Kathryn			Beiseker			base HS	ceu's
	enrolment	deficit	base	enrolment	deficit	base		
2008-9	271	-15046	109920	249	-27940	151500	308054	3741
2009-10	255	397	117600	273	-12259	161040	290487	4086
2010-11*	234	101187	121067	305	4998	152640	275160	4387
2011-12	205	66657	123000	340	28929	138060	259171	4701

NO changes

year	Kathryn			Beiseker			base HS	ceu's
	enrolment	deficit	base	enrolment	deficit	base		
2008-9	271	-15046	109920	249	-27940	151500	308054	3741
2009-10	279	5303	106080	249	-39800	151500	290487	4086
2010-11*	277	80440	107040	262	-5127	150417	275160	4387
2011-12	264	43155	113280	281	47538	141600	259171	4701

Assumptions: Grade 1 and K continues at 2008-9 numbers, AISI, resource, ESL, native, EL budgets balances, 1.07 added or subtracted for each classes added or subtracted. No change to support staff or other teaching staff.

no carryover or HR contingency entered

* one less class as 1-2 split eliminated in Kathryn

Note loss in Beiseker can be avoided with a split class in 2,3,4, in 2009-10 and on

Proposed	Kathryn			Beiseker		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
K				17	17	17
1	25	25	25	17	17	17
2	27	25	25	16	17	17
3	25	27	25	14	16	17
4	25	25	27	16	14	16
5	24	25	25	19	16	14
6	29	24	25	24	19	16
7	54	29	24		24	19
8	46	54	29			24
9				41	46	54
10				42	41	46
11				36	42	41
12				31	36	42
tot	255	234	205	273	305	340

K				17	17	17
1	25	25	25	17	17	17
2	27	25	25	16	17	17
3	25	27	27	14	16	17
4	25	25	25	16	14	16
5	24	25	25	19	16	14



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6	53	43	41			
7	54	53	43			
8	46	54	53			
9				41	46	54
10				42	41	46
11				36	42	41
12				31	36	42
tot	279	277	264	249	262	281

Community Concern

Financial Impact to Kathryn School

Concern has been stated regarding the financial impact of removing Grade 6 – 8 Beiseker students will have on the Kathryn School budget. Using an average number of 65 Grade 6 – 8 Beiseker students (actual number can fluctuate greatly) attending Kathryn School this would generate approximately \$302,000 towards Kathryn School’s budget based on the 2008-2009 Rocky View Schools School Allocation Formula per student funding. If the three classes of Grade 6 – 8 students were removed from Kathryn School this would require three teachers to be surplus (cost of teachers 3.2247 prep. time x \$85,000 = \$274,000). By removing the Beiseker Grade 6 – 8 students the Kathryn School Rocky View Schools School Allocation Formula base funding allotment funding would change (increase by approximately \$8000). The net difference to Kathryn School’s budget without the Beiseker Grade 6 – 8 students would be approximately \$20,000.

Public Participation

In order to gather more information regarding the grade configuration of Beiseker Community School the Board of Trustees initiated a Public Participation Process. The purpose of the Public Participation Process is to gather publics’ perceptions, opinions and advice so they may be utilized by the Board of Trustees in the decision making process.

As part of the Public Participation Process an evening meeting was held on Wednesday, February 4, 2009 at Kathryn School. There were approximately 160 individuals in attendance. Feedback received from community members in attendance is attached for Board consideration. An additional evening meeting was held on Tuesday, February 10, 2009 at Beiseker Community School. There were approximately 70 individuals in attendance. Feedback received from community members in attendance is attached for Board consideration. In addition to the opportunity to provide feedback at the evening meeting community members were provided with an online survey.

Survey Results

- 269 surveys were completed (survey sample included: parents with children at Beiseker Community School, parents with children at Kathryn School, parents with children at both schools, Beiseker Community School students, Kathryn School students, Beiseker Community School staff, Kathryn School staff, community members)

Question 1: The reduction of school-to-school and grade-to-grade transitions is desirable.

Results	Agree/Strongly Agree	Disagree/Strongly Disagree	Not a Concern
Parent with Child(ren) @ Beiseker Comm. School	70%	30%	
Parent with Child(ren) @ Kathryn School	13.5%	81.1%	5.4%
Parent with Child(ren) @ both schools	44.4%	44.4%	11.1%
Staff member Beiseker Comm. School	100%		
Staff member Kathryn School		95%	5%
Student Beiseker Comm. School	40%	60%	
Student Kathryn School	17.1%	78.9%	3.95%
Community member no children in school	21.4%	78.6%	

Question 2: A K - 12 and a Grade 1 – 8 school would benefit and best serve the needs of students.

Results	Agree/Strongly Agree	Disagree/Strongly Disagree	Not a Concern
Parent with Child(ren) @ Beiseker Comm. School	77.8%	22.2%	
Parent with Child(ren) @ Kathryn School	8.1%	91.9%	
Parent with Child(ren) @ both schools	33.3%	61.1%	5.6%
Staff member Beiseker Comm. School	100%		
Staff member Kathryn School		100%	
Student Beiseker Comm. School	60%	40%	
Student Kathryn School	18.5%	77.5%	4%



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Community member no children in school	7.1%	92.9%	
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Question 3: PAT scores (Gr. 6) would be positively impacted by the reconfiguration of Beiseker Community School to a K – 12 school and maintaining Kathryn as a Gr. 1 – 8 School.

Results	Agree/Strongly Agree	Disagree/Strongly Disagree	Not a Concern
Parent with Child(ren) @ Beiseker Comm. School	70%	25%	5%
Parent with Child(ren) @ Kathryn School	5.4%	89.2%	5.4%
Parent with Child(ren) @ both schools	27.8%	50%	22.2%
Staff member Beiseker Comm. School	100%		
Staff member Kathryn School		95%	5%
Student Beiseker Comm. School	40%	60%	
Student Kathryn School	16.5%	62.4%	21.1%
Community member no children in school		100%	

Question 4: The grade configuration of Beiseker Community School should align with the Alberta Education Program of Studies (Div. 1: Gr. 1-3, Div. 2: Gr. 4-6, Div. 3: 7-9, Div. 4: 10-12).

Results	Agree/Strongly Agree	Disagree/Strongly Disagree	Not a Concern
Parent with Child(ren) @ Beiseker Comm. School	73.7%	26.3%	
Parent with Child(ren) @ Kathryn School	14.3%	68.6%	17.1%
Parent with Child(ren) @ both schools	33.3%	44.5%	22.2%
Staff member Beiseker Comm. School	66.7%	33.3%	
Staff member Kathryn School	5.3%	68.4%	26.3%

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Student Beiseker Comm. School	40%	40%	20%
Student Kathryn School	16.5%	71.7%	11.8%
Community member no children in school	7.2%	85.6%	7.2%

Question 5: I support the re-configuration of Beiseker Community School to a K-12 span over a three year implementation period and maintain Kathryn School as a Gr. 1-8 school.

Results	Agree/Strongly Agree	Disagree/Strongly Disagree	Not a Concern
Parent with Child(ren) @ Beiseker Comm. School	70%	30%	
Parent with Child(ren) @ Kathryn School	8.1%	91.9%	
Parent with Child(ren) @ both schools	33.4%	61.1%	5.5%
Staff member Beiseker Comm. School	100%		
Staff member Kathryn School		100%	
Student Beiseker Comm. School	40%	60%	
Student Kathryn School	17.8%	76.3%	5.9%
Community member no children in school		100%	

Survey summary results attached.

Survey Comments:

- In addition to completion of the online survey questions, respondents were able to submit comments. Of the 200 comments received only 19 comments were supportive of the Beiseker Community School grade re-configuration.

Survey comments attached.

At the March 5, 2009 Regular Meeting of the Board of Trustees both the Beiseker Community School Council and the Kathryn School Council made presentations to the Board of Trustees.

ALTERNATIVES

Alternative I

Further study the issue of re-configuring Beiseker Community High School.

1. Educational Implications



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The grade configuration would remain the same for the upcoming school year.

2. Financial Implications

None

Alternative II

Leave grade configuration as it currently exists.

1. Educational Implications

The grade configuration would remain the same for the foreseeable future.

2. Financial Implications

None

Alternative III

Change the grade configuration of Beiseker Community School to Kindergarten to Grade 12.

1. Educational Implications

After a three year implementation phase Beiseker Community School would have a Kindergarten to Grade 12 grade configuration.

2. Financial Implications

The cost of making Beiseker Community School a Kindergarten to Grade 12 school.

Alternative IV

Change the grade configuration of Beiseker Community School to Kindergarten - Grade 12 and Kathryn School to Grade 1 – 9.

1. Educational Implications

After a three year implementation phase Beiseker Community School would have a Kindergarten to Grade 12 grade configuration and Kathryn School

a Grade 1 – 9 grade configuration.

2. Financial Implications

The cost of making Beiseker Community School a Kindergarten to Grade 12 school and Kathryn School Grade 1 – 9.

RECOMMENDATION

That the Board of Trustees directs the Superintendent of Schools to re-configure Beiseker Community School to a Kindergarten to Grade 12 grade configuration over a three year period, that being Grade 6 in the fall of 2009; Grade 7 in the fall of 2010, and Grade 8 in the fall of 2011.



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

Issue Sheet

ISSUE: Definition of the regional attendance area for the Chestermere French Immersion Program

AUTHOR: John Wheatley, Director of Facility Planning

DATE of MEETING: March 19, 2009

BACKGROUND

1. Policy IC states that:
The Board will establish school attendance area boundaries which identify the school that a resident student is designated to attend. The Board recognizes that parents may wish to take the opportunity to enroll their child at a school elsewhere in Rocky View Schools subject to available facility space, personnel, and other resources, provided the parent provides for the transportation of the student. The Board gives authority to the Superintendent to direct a resident student of the Board to enroll in a particular school.
2. Guidelines within this policy indicate
 5. *Students will normally be expected to attend the designated school within their attendance area except for those eligible to attend:*
 - 5.1 *A French Immersion program in the school offering the program for their particular area,*
3. RVS is required to transport children and students within an attendance area or regional attendance area to the designated school or program.
4. RVS currently has three regional French Immersion attendance areas:
 - .1 The attendance area for Cochrane High School is the regional French Immersion attendance area for the NW part of the division and children and students are directed to Elizabeth Barrett, Manachaban, and Cochrane High.
 - .2 The attendance area for Springbank High School is the regional French Immersion attendance area for the SW part of the division and children and students are directed to Elbow Valley, Springbank Middle and Springbank Community High.
 - .3 The combined attendance areas for George McDougall High School, Chestermere High School, WG Murdoch and Beiseker is the regional French Immersion attendance area for the north central and east parts of the division and children and students are directed to Edwards, Airdrie Middle and George McDougall High.
5. On February 5, 2009 the Board of Trustees approved the following motion:
#26 - 09 - *That the Board of Trustees directs the Superintendent of Schools to develop a Kindergarten and Grade 1 French Immersion Program at Prairie Waters Elementary School for the 2009/2010 school year provided there is sufficient student enrolment to afford program success.*
6. It is assumed that this program may expand to K-2 for 2010/2011, K-3 for 2011/2012 and so on.



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

Issue Sheet

ALTERNATIVES

Alternative I

That the Board of Trustees directs the Superintendent to align the regional French Immersion attendance area for the SE portion of the division with the attendance area of Chestermere High School for those grades that offer a French Immersion Program within this attendance area. Students in this regional attendance area enrolled in French Immersion in other grades will continue to attend the French Immersion schools in Airdrie.

Alternative II

That the Board of Trustees directs the Superintendent to define the regional French Immersion attendance area for the SE portion of the division as follows:....

RECOMMENDATION

That the Board of Trustees directs the Superintendent to align the regional French Immersion attendance area for the SE portion of the division with the attendance area of Chestermere High School for those grades that offer a French Immersion Program within this attendance area. Students in this regional attendance area enrolled in French Immersion in other grades will continue to attend the French Immersion schools in Airdrie.



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

Issue Sheet

ISSUE: Approval of the Tender for the Langdon School Modular Classroom and Connecting Corridor Link

AUTHOR: John Wheatley, Director of Facility Planning

DATE of MEETING: March 19, 2009

ISSUE

The approval of the tender for the Langdon School Modular.

BACKGROUND

1. Applicable regulations and procedures:
 - .1 All construction projects over \$100,000 must be tendered in accordance with the *School Buildings and Tendering Regulations 383/88*.
 - .2 Appendix 15 of the *Alberta Infrastructure School Infrastructure Manual* requires the following (for projects over \$100,000 construction value):
 - .1 'Upon receipt of a tender acceptable to a school board, a resolution shall be passed in a timely manner by the board indicating its intent to accept the lowest compliant bid.'
 - .3 The board shall then forward the resolution with the additional documentation specified in Appendix 15 to the Infrastructure Regional Director, South Region, for tender review by the Capital Projects Tender Review Committee.
 - .4 If the Capital Projects Tender Review Committee is satisfied with the submission it will recommend approval by the Minister.
 - .5 The board shall not authorize a contractor to proceed with any work on the project until the Minister's letter of approval is received.
2. RVS background:
 - .1 RVS received approval for the addition of two modular classrooms and connecting link to Langdon School on July 29, 2008. Total funding approved was \$674,147 including non-refundable GST.
 - .2 Tenders for this work were received at 2:00 PM on March 16, 2009 at the RVS Education Centre. One alternate price was requested for the work to transport and install the two modular classrooms. This would allow this portion of the work to be deducted from the bid received so that RVS could manage the installation of the units if time and other work load allowed.
 - .3 Five bids were received; see summary of bids received outlined below.



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

Issue Sheet

Bidder	Base Bid	Alternate Price	Compliant tender
Integrated Commercial Interiors	\$ 472,000.00	\$ 51,500.00	yes
Lear Construcion Management Ltd	\$ 489,800.00	\$ 50,000.00	yes
UFA Construction / Stiridon Betker	\$ 496,780.00	\$ 20,000.00	yes
Conco Contracting Corp	\$ 628,000.00	n/a	no (no alternate price provided)
DCI Construction Inc	\$ 407,591.00	\$ 13,500.00	no (received late)

- .4 The bid received from Conco Contracting Corp did not identify the cost of the Alternate Price. The bid received from DCI Construction Inc was received at 2:02 PM. Both these tenders were considered non-compliant with the bid documents.
- .5 Based on the lowest compliant tender submitted by Integrated Commercial Interiors the total projected project cost, including construction, consultant fees, permitting fees, furniture and equipment, and non-refundable GST is \$567,592.48 (15.82% below the approved funding).
- .6 The acceptance of the Alternate Price is not recommended.

ALTERNATIVES

Alternative I

That the Board of Trustees accepts the tender submitted by Integrated Commercial Interiors and authorizes the Superintendent to enter into a construction contract upon receiving approval of the tender from Alberta Infrastructure.

Alternative II

That the Board of Trustees does not accept the tender submitted by Integrated Commercial Interiors.

RECOMMENDATION

That the Board of Trustees approves the tender submitted by Integrated Commercial Interiors and authorizes the Superintendent to enter into a construction contract upon receiving approval of the tender from Alberta Infrastructure.



21st Century Instructional Practices

Presented to Board of Trustees March 19, 2009

By: Dave Morris, Acting Associate Superintendent of Learning

REPORTING PERIOD

August 30 – March 19, 2009

RECOMMENDATION

“That the Board of Trustees receives as information Rocky View’s Accountability Progress Report concerning 21st Century instructional practices.”

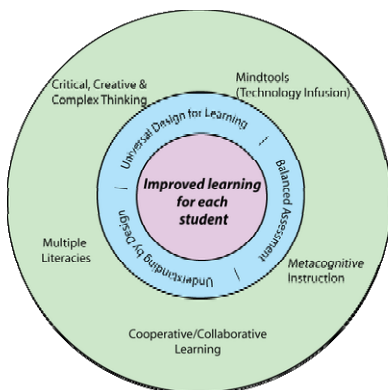
SUMMARY

Rocky View Schools believes that there needs to be a significant shift in teacher practice to enable teachers, schools and classrooms to prepare students for the 21st century. In addition we recognize that the students of today are quite different as learners than even a few years ago. Further that advances in technology and digital resources have the potential to provide schools with the most current and highly interactive resources. We believe that the students must access these resources through their instruction or that they will utilize them for their own learning at another time and place.

Rocky View Schools takes the position that teachers must use digital resources in their planning and instruction.

WORK COMPLETED

A Learning Model has been adopted by the Learning Department



The Learning Department has re-organized the Professional Learning supports in RVS. This includes a three pronged approach that includes, Communities of Practice, Embedded Coaching and Learning Specialists support.

The three centrally planned professional learning days have seen the development of over 190 communities of practice. Topics for these communities include curriculum, social emotional support, 21st century learning, ESL, technology, administration and many more. These groups have posted over 400 items to the plones sites for these communities.

Two rounds of embedded coaching have taken place involving a number of schools. The embedded coaching is a vehicle to support teachers through a coaching and mentoring format as they begin to shift their practice.

RVS knowledge experts continue to work in schools providing curriculum implementation support, FNMI support, Gifted Education support and support for infusing technology into the curriculum.

Three sites have been identified as locations to collect, publish and celebrate instructional practices. Off the main web page Engaging 21st Century Learners, The Learning Web portal and the Technology Web portal. The Learning web portal, as an example, has samples of 21st century teaching and learning practices, Assessment practices, the learning model, assistive technologies, links to resources and links to digital resources such as learnalberta.

There is a great deal of discussion that has been generated surrounding the three year plan and its aggressive priorities and goals in the area of 21st century learning. Schools have taken p these discussions and incorporated them into their School Educational and professional leaning plans.

WORK REMAINING

Continue to build awareness in the schools and parent communities of the learning model. Many schools are far behind with understanding and recognizing how practices must shift and in the utilization of digital resources. We need to continue to provide authentic examples of 21st century leaning that is occurring in RVS. In addition, we need to in-service our school based administrators so that they are 21st century instructional leaders. This means that they can recognize what this looks like in the classroom.

SIGNIFICANT ACHIEVEMENTS

Development of the Learning model
Acquisition of digital resources and links to resources
Communities of Practice launch
Implementation of embedded coaching

CHALLENGES AHEAD

I believe that this is a critical strategy in demonstrating to schools the shift in practice that is required. Some schools and teachers are very far behind. I believe that the key is through education the school based administrators.



21st Century Learning Culture

*Presented to Board of Trustees March 19th, 2009
By: Greg Bass Superintendent of Schools*

REPORTING PERIOD

August 30 – March 19th, 2009

RECOMMENDATION

“That the Board of Trustees receives as information Rocky View’s Accountability Progress Report concerning 21st Century Learning Culture.”

SUMMARY

Much work has been initiated in 21st Century instructional practices that is beginning to shape the culture of RVS to become a 21st Century learning organization.

WORK COMPLETED

In addition to the 21st Century Instructional practice work, RVS has established a focus upon reworking policy and procedure to support a 21st Century Learning culture. As policy is reviewed, it is done so in the context of our collective vision. A new accountability framework has been developed and implemented.

WORK REMAINING

The build-out of infrastructure needs to incorporate 21st Century Learning spaces that is consistent with our vision. Discussions need to continue about what it looks, sounds, and feels like so we deliver on spaces that provide for the transformation of teaching and learning in Rocky View Schools.

SIGNIFICANT ACHIEVEMENTS

- Before and After School Care Implementation
- Policy and procedural emphasis on 21st Century Learning
- Accountability framework developed

CHALLENGES AHEAD

The challenge moving forward is to maintain our focus on our exciting vision that will serve our learners well into the future. RVS needs to be insulated from further change to allow for this focus to seed and begin to transform learning experiences. Consistent focus and dedication toward our learning culture shift is required for several years to come by all stakeholders.