

REGULAR MEETING OF THE BOARD OF TRUSTEES

THURSDAY, APRIL 2, 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

APRIL 2, 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 19, 2009
5. Presentation:
 - a. Chestermere School Council
6. Superintendent's Report
7. Chairman's Report/Correspondence
8. Board and Committee Reports
9. Professional Development/Conferences
10. New Business
11. Adjournment

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SUPERINTENDENT'S REPORT

REGULAR BOARD MEETING

APRIL 2, 2009

REPORTS AND RECOMMENDATIONS:

1. Policy DJ Purchasing Authority – First Read
2. Policy JM Relations with Community Organizations – First Read
3. April 2009 Portable Requests

INFORMATION ITEMS:

1. Student Learning Transitions

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

Greg Bass, Superintendent of Schools

PARENT PRESENTATION REGARDING PROPOSED GRADE RE-CONFIGURATION FOR CHESTERMERE, INDUS AND LANGDON AREA SCHOOLS

Introduction:

- Where are we from?
 - Most of us are in schools which have a great influx of population—where resources are stretched and there are many new faces (children and parents) each year.
 - Indus School is different in that it has lower student numbers and would benefit from increased enrollment.

Why do we support the proposal to shift to K to 5, 6-9, (alternative K-9) and 10-12?

Who are the Grade 5s?

- As young as 9 and ½ years with Feb. 28 cut off date
- Quite variable in physical, social and emotional development
- Identified as “twens” because they are between the end of “middle childhood” and the beginning of adolescence and so have unique emotional, physical and academic needs
- A number of our students have English as a Second Language and special needs

Our concerns with Grade 5’s being in Middle School

- Decreased play time in recess breaks—in Middle School many spend more time being like the “big kids” rather than allowing themselves time to play as they need to at this age
- AB Education is based on K to 6 and 7-9 format and so opportunities (exploratory courses, school sports teams, age limits for competitions such as a debating club.) are limited in Grade 5 (and somewhat for Grade 6 as well) as opposed to Grade 7s and 8s
- Grade 5s (and even Grade 9s in High School) are exposed to social expectations that are more mature than they should be for their age groups

Why we prefer Grade 5 s in Elementary School

- Provides an opportunity for children to prepare for a transition in a familiar setting where their strengths and needs are well known
- Allows extra time in a more protected setting to further develop children’s ESL skills, and support learning for those who have challenges
- Gives more time to help link new parents in the larger community in a more involved, hands-on elementary school community.
- Offers more opportunity to develop leadership skills at a more appropriate Grade 5 age rather than Grade 4 level

Overall for the Grade 5s:

- Children will have a better foundation to meet the demands of Middle School with an extra year in an elementary school which has a well-developed transition program.
- This program would expand their organizational, social and emotional skills in a familiar setting where adults who know them well can support them in taking risks to develop further.

Grade 9 re-configuration

- Costs of correcting space issues at the high school, and possibly less than adequate facilities as a result
- Increased education time for Grade 9s (no need for exam breaks to be so long twice per year)
- Prepares them for the transition to high school during their last year in a familiar setting of their middle school (this should also include a shift in report card format at Grade 9 in preparation for Grade 10)
- Positive impact on Indus School population



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

Issue Sheet

ISSUE: Amend Policy DJ Purchasing Authority
AUTHOR: Greg Bass, Superintendent of Schools
DATE of MEETING: April 2, 2009

BACKGROUND

Director of Finance, Bob Willson, approached the Policy Development Committee in regards to amending Policy DJ Purchasing Authority in order to increase the limits of spending levels and update the policy to reflect current practice. The intent is to encourage more purchasing at the school level, thus reducing the work load of the Purchasing/Finance Dept.

Darrell Couture, Assoc. Supt. of Business and Operations, Bob Willson, Director of Finance, and Ron Gilbert, Manager of Materials Management, solicited input from school administrators and presented a draft policy to the Policy Development Committee on Feb. 24, 2009. The Committee separated the policy and procedures components, moving the chart that outlines assigned purchasing limits to the Administrative Procedures Manual.

Due to the nature of this policy, the Policy Development Committee recommends that it be sent for feedback through internal channels only.

ALTERNATIVE 1

That the Board of Trustees authorizes the Superintendent of Schools to send the draft of amended Policy DJ Purchasing Authority and corresponding amended Procedure D – Purchasing Authority, to school-based administrators for feedback.

ALTERNATIVE 2

That the Board of Trustees refers Policy DJ Purchasing Authority and corresponding Procedure D – Purchasing Authority, back to the Policy Development Committee for further revisions.

ALTERNATIVE 3

That the Board of Trustees recommends no change to Policy DJ Purchasing Authority.

RECOMMENDATION

That the Board of Trustees authorizes the Superintendent of Schools to send amended draft Policy DJ Purchasing Authority and corresponding amended Procedure D – Purchasing Authority, to school-based administrators for feedback.



GUIDELINES

1. All items purchased, including those purchased by parent groups, shall become the property of the Board of Trustees of Rocky View School Division No. 41.
2. All purchases, including those made by parent groups, on behalf of the Division must be made in accordance with the purchasing standards of the Division.
3. All purchases will be for supplies or services, which have been included in the annual budget as approved by the Board, except emergency repairs and maintenance, which shall be referred to the Associate Superintendent of Business and Operations or designate for approval.
4. There are Service and Supply Agreements in place to help the schools obtain goods efficiently. Goods and Services are to be purchased through these Agreements whenever the need arises. A list of these Agreements will be made available to the Schools at the beginning of each school year.
5. Goods and Services listed below are to be purchased through the Purchasing Department regardless of value. The reason for this is; a potential for penalty, contracts are in excess of one year, items are best handled centrally or there is an organizational standard for the product.

List of Goods and Services covered by the above paragraph:

- 5.1 cell phones and BlackBerry devices,
- 5.2 computers and peripherals, Software, Computer Switches,
- 5.3 telephone systems, PA systems,
- 5.4 school Furniture and Equipment,
- 5.5 shop equipment,
- 5.6 appliances for foods lab, "Healthy Eating Initiatives", staff rooms and all other appliances that may be required in a school or facility,
- 5.7 whiteboards and bulletin boards, display cases, and
- 5.8 services for repairs to equipment, appliances, furnishings and fixtures.



POLICY

The Board recognizes that purchasing of necessary supplies, equipment and services represents a significant expenditure of public funds. The Board believes economies in financial administration can be achieved through utilizing a central purchasing service. The Board believes in purchasing competitively and seeking maximum value for every dollar expended, consistent with good purchasing practices.

DEFINITIONS:

Competitive Purchase: (Formal and Informal)

Where more than one price was obtained for the purchase of items through either an informal or a formalized process. The dollar value of the purchase will determine the appropriate method of purchase. Purchases from \$5,000 to \$25,000 can follow an informal process and those greater than \$25,000 should follow a formal process.

Non-Competitive Purchase:

Where purchases are less than \$5,000 and;

Where there is only one supplier or a sole source of supply for the purchase.

Where the individual making the purchase is confident the source of the equipment, supplies or service is consistently the best price or value.

Where there is reason to believe that making a purchase elsewhere would be a more costly alternative, i.e. tradesman making a purchase at a local hardware store for an immediate need. (Cost of the time of a tradesman to drive elsewhere, lost productivity).

RVS Contracts:

Purchase contracts which have been established by the Purchasing Department for various users across the school division.



6. Qualified individuals possessing expertise in the following purchasing practices best perform effective and efficient purchasing of supplies and services by:
- 6.1 securing competitive prices;
 - 6.2 achieving savings through volume purchases;
 - 6.3 securing reliable sources of supply;
 - 6.4 standardizing equipment or supplies where appropriate;
 - 6.5 analysis of life cycle cost including acquisition, installation, repair and trade-in or disposal;
 - 6.6 coordination of purchasing effort and expertise;
 - 6.7 securing quality products;
 - 6.8 maintaining high ethical practices;
 - 6.9 having knowledge and abiding by the laws of Contract, Purchasing Law, National Agreements, Provincial Agreements and any other laws affecting purchasing of goods and services now and in the future
 - 6.10 promoting favourable supplier and end-user relationships; and
 - 6.11 protecting against waste.

Legal Reference:

- ⇒ School Act, Section 60
- ⇒ Internal Trade Agreement (Province of Alberta)
- ⇒ School Buildings and Tendering Regulation 383/88
- ⇒ Trade Investment Labour Mobility Agreement

Cross Reference:

RVS Policy:

- ⇒ DID Inventories of Instructional Equipment and Supplies
- ⇒ DJB Petty Cash

PROCEDURE

PURCHASING AUTHORITY

SECTION D - BUSINESS ADMINISTRATION



Cross Reference: Policy DJ Purchasing Authority

Date: 2009 02 24
DRAFT

The following chart outlines the purchasing limits assigned to designated staff, following the appropriate purchasing practices of Rocky View Schools:

AUTHORIZED PERSONNEL	TYPES OF GOODS AND SERVICES	PURCHASING METHOD	EXPENDITURE LIMITS
Principals and other school based personnel , as designated by the Principal	Educational Supplies or Materials	School Petty Cash or Purchase Card	Up to \$750 \$1500
		RVS Contracts	Budget Amount
Principal (K/1-8) Schools	Extra or co-curricular events	Written or Verbal Agreements Verbal Agreements are to be documented by the Principal	Up to \$10,000 \$20,000 Non-Competitive and no agreement to exceed one year. Verbal agreement up to \$2,000
Principal (9-12) Schools	Extra or co-curricular events	Written or Verbal Agreements Verbal Agreements are to be documented by the Principal	Up to \$25,000 \$65,000 Non-Competitive up to \$10,000 and no agreement to exceed one year Verbal agreements up to \$2,000
Education Centre Personnel as designated by the Superintendent or Associate Superintendent	Purchases of Equipment, Supplies and Services	Petty Cash or Purchasing Card	Up to \$2,500 \$5,000
		RVS Contracts	Department Budget
Media Services Coordinator	Purchases of Library Materials	RVS Contracts	Department Budget
		Competitive	Up to \$5,000 \$10,000
Junior Buyer	Purchases of Equipment, Supplies and Services	Non-Competitive	Up to \$2,500 \$5,000
		Competitive	Up to \$5,000 \$10,000
Buyer	Purchases of Equipment, Supplies and Services	Non-Competitive	Up to \$2,500 \$5,000
		Competitive	Up to \$20,000 \$40,000
Sr. Buyer	Purchases of Equipment, Supplies and Services	Non-Competitive	Up to \$5,000 \$10,000
		Competitive	Up to \$20,000 \$60,000

PROCEDURE

PURCHASING AUTHORITY

SECTION D - BUSINESS ADMINISTRATION



Cross Reference: Policy DJ Purchasing Authority

Date: 2009 02 24
DRAFT

AUTHORIZED PERSONNEL	TYPES OF GOODS AND SERVICES	PURCHASING METHOD	EXPENDITURE LIMITS
Purchasing Manager	Purchases of Equipment, Supplies and Services	Competitive	Up to \$50,000 \$100,000
		Non-Competitive	Up to \$5,000 \$10,000
Director of Finance	Purchases of Equipment, Supplies and Services	Competitive	Up to \$75,000 \$150,000
		Non-Competitive	Up to \$5,000 \$10,000
Associate Superintendent	Purchases of Equipment, Supplies and Services	RVS Contracts	Department Budget
		Non-Competitive	Up to \$5,000 \$10,000
Associate Superintendent / of Business and Operations	Purchases of Equipment, Supplies and Services	As appropriate Non competitive up to \$10,000; exceptions must be reported to the Board	No limit except new construction up to \$250,000
Superintendent	Purchases of Equipment, Supplies and Services	As appropriate Non competitive up to \$10,000; exceptions must be reported to the Board	No limit except new construction up to \$250,000



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

Issue Sheet

ISSUE: Policy JM Relations with Community Organizations

AUTHOR: Greg Bass, Superintendent of Schools

DATE of MEETING: April 2, 2009

BACKGROUND

In November, 2008, Supt. Greg Bass presented a request of the Board to grant permission to the Policy Development Committee to develop a new policy that would provide guidance to the system in regards to consistent responses to the multiple requests of schools to assist community groups. Approval was given to commence the process.

On January 22, 2009, a draft of policy JM: Relations with Community Organizations was tabled with the Board seeking permission to send it out for feedback through our regular channels. Some feedback was received and incorporated into the policy draft tabled with the Board today. All feedback essentially asked for the policy to be less prohibitive in regard to canvassing for funds and more enabling in regard to a principal's discretion relative to distribution (or making available) potentially controversial information. In the end, the policy directs the Superintendent to delegate the decision to the school principal vis a vis their local knowledge of the school community.

ALTERNATIVE 1

That the Board of Trustees approves first read of new policy JM: Relations with Community Organizations as presented.

ALTERNATIVE 2

That the Board of Trustees refers the draft of new policy JM Relations with Community Organizations back to the Policy Development Committee for revision.

RECOMMENDATION

That the Board of Trustees approves first read of new policy JM: Relations with Community Organizations as presented.



Proposed: NEW
DRAFT 2009 03 17

Amended: xxxx

Reviewed: xxxx

POLICY

The Board encourages the jurisdiction and schools to assist community organizations in the distribution of materials and information to students, parents, and teachers at no cost to the division. Such materials may be distributed, displayed, or made available at the discretion of the principal with consideration for the likely attitudes of the school community toward the material.

GUIDELINES

1. The Board encourages the participation of schools in community-sponsored programs designed to enhance student understanding and appreciation of the role, purposes and activities of charitable organizations. Further, the Board encourages schools to participate in activities intended to assist individuals and groups in need.
2. School group participation in the collection of goods and funds is permitted. Outside agencies may be provided the opportunity to canvass for funds from individual students and staff on school premises at the discretion of the principal.

Proposed Draft

Legal Reference: ⇒ *School Act, Section 27(2)*

Cross Reference: RVS Policy:
 ⇒



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

Issue Sheet

ISSUE: 2009-2010 Portable Planning

AUTHOR: John Wheatley, Director of Facility Planning

DATE of MEETING: April 2, 2009

ISSUE

The assessment of portable classroom additions and relocations needs for September, 2009, based on enrolment projections.

BACKGROUND

1. The outstanding portable classroom needs identified on February 5, 2009 and modified by subsequent program related decisions are:
 - .1 The relocation of 4 freestanding portable classrooms from Prairie Waters to Langdon.
 - .2 2 new modular classrooms for Nose Creek
 - .3 2 new modular classrooms for Muriel Clayton
 - .4 The relocation of 4 attached portable classrooms from Banded Peak to Indus
 - .5 The construction of a connecting link with washrooms and the connection of the 4 freestanding units onto Ralph McCall
2. Through the rest of the 2008-09 school year RVS will be installing two modular classrooms and a connecting link at Langdon and two modular classroom units at Nose Creek.
3. RVS has requested that residual block modernization money be used to fund the relocation of portable units from Banded Peak to Indus.
4. We are expecting the province to request a submission of our current portable classroom needs during the month of April.
5. We have been advised that portables will only be approved for facilities that exceed 95% utilization (using the provincial rated capacity) with no spaces dedicated to option courses or computer labs.
6. Based on projected September 2009 enrolments we have the following 'spare' capacity in the Division:

	Spare Capacity for 2009 (Classroom Units)	Notes
Banded Peak	4 + 2 attached units	Long term spare capacity
Bow Valley High	2 attached units	Long term spare capacity
Chestermere High	2 freestanding units	Units placed to accommodate renovation
Cochrane High	2 attached units	Long term spare capacity
Elbow Valley	2 attached units after partial renovation	Long term spare capacity
Meadowbrook	2 attached units	Short term spare capacity
Prairie Waters	4 freestanding units	Short term spare capacity
WG Murdoch	2 attached units	Long term spare capacity



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

Issue Sheet

7. Based on the projected enrolments for September, 2009, we have the following capacity needs in the Division:

	Required capacity for 2009 / 2010	Notes
Langdon	2 units	increased enrolment
Mitford (including CCP)	2 units	dual program
Muriel Clayton	2 units	increased enrolment
Nose Creek Elementary	2 units	increased enrolment
Prince of Peace	2 units	market demand, 21 students on waiting list
Ralph McCall	link and relocation of 4 units	attach freestanding units

8. The proposed donor schools are:

	Required capacity for 2009 / 2010	Donor Schools
Langdon	2 units	2 units from Chestermere High
Mitford (including CCP)	2 units	2 units from Bow Valley
Muriel Clayton	4 units	4 units from Banded Peak
Nose Creek Elementary	2 units	2 new units
Prince of Peace	2 units	2 units from Cochrane High
Ralph McCall	link and relocation of 4 units	attach existing units

ALTERNATIVES

Alternative I

That the Board of Trustees authorizes the Superintendent to request approval from the province for the following portable classrooms projects which are needed to accommodate students as of September, 2009, in priority order:

- .1 Two new modular classrooms for Nose Creek Elementary School
- .2 Two units relocated from Chestermere High School to Langdon School, and the construction of a connecting corridor.
- .3 Four units relocated from Banded Peak School to Muriel Clayton School
- .4 Two units relocated from Cochrane High School to Prince of Peace School
- .5 Two units relocated from Bow Valley High School to Mitford School
- .6 The construction of a connecting link and the attachment of four freestanding units at Ralph McCall

Alternative II

That the Board of Trustees authorizes the Superintendent to request approval from the province for the following portable classrooms projects (amended from Alternative 1) which are needed to accommodate students as of September, 2009:



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

Issue Sheet

RECOMMENDATION (based on Alternative I)

That the Board of Trustees authorizes the Superintendent to request approval from the province for the following portable classrooms projects which are needed to accommodate students as of September, 2009, in priority order:

- .1 Two new modular classrooms for Nose Creek Elementary School
- .2 Two units relocated from Chestermere High School to Langdon School, and the construction of a connecting corridor.
- .3 Four units relocated from Banded Peak School to Muriel Clayton School
- .4 Two units relocated from Cochrane High School to Prince of Peace School
- .5 Two units relocated from Bow Valley High School to Mitford School
- .6 The construction of a connecting link and the attachment of four freestanding units at Ralph McCall



Student Learning Transitions

*Presented to Board of Trustees (April 2/09)
By: Murray Besenski, Associate Superintendent of Schools*

REPORTING PERIOD:

Student Learning Transitions for the 2007-2008 school year.

SUMMARY

Rocky View Schools Transition Rates (6 year) results as detailed in Alberta Education's Accountability Pillar Online Reporting Initiative (APORI) has an Achievement result of high (green) and a year over year Improvement result of improved significantly (blue).

WORK COMPLETED

School administrators, teachers, guidance counselors and support staff within Rocky View Schools do a tremendous job working with, and supporting the needs of all learners.

Establishment of Outreach Schools in the communities of Airdrie, Chestermere and Cochrane. This provides a relatively convenient educational option for students whom the traditional high school program may not be a workable option.

High schools in Rocky View Schools have developed strong connections with local businesses that have been very supportive of students involved in Registered Apprenticeship Programs (RAP) and work experience. These programs provide valuable "real world" learning experiences for students interested in future careers in trades and technology industries.

WORK REMAINING

Continued attention directed to tracking, and providing programming options that engage all learners. The creation of Community Learning Centres will further support students in achieving their goals of gaining job skills and exploring future careers while they attend school.

SIGNIFICANT ACHIEVEMENTS

In the fall of 2008, Rocky View Schools Board of Trustees was awarded a Minister's Education Leadership Recognition Award by Minister of Education the Honourable Dave Hancock. This Certificate of Recognition was for Significant Improvement in student Transition Rates.

CHALLENGES AHEAD

Focused attention on the goals of Rocky View Schools Three Year Education Plan. As schools in Rocky View implement strategies to achieve the six goals, and outcomes of each goal, Rocky View Schools will more successfully engage learners and positively impact student Transition Rates.

EVALUATION OF WORK

Rocky View Schools demonstrates a high level of success with student Transition Rates.

RECOMMENDATION

“That the Board of Trustees receives as information Rocky View’s Accountability Progress Report on Student Learning Transitions”.