

**Regular Meeting**  
**BOARD OF TRUSTEES**  
**THURSDAY, MARCH 5, 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 5, 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. Special Board Meeting – February 12, 2009
5. **Presentation:** Beiseker School Council 1:00 p.m.
6. **Student Showcase:** 100% Diploma Exam Recipients 1:30 p.m.
7. Superintendent's Report
8. **Presentation:** Kathryn School Council 3:00 p.m.
9. Chairman's Report/Correspondence
10. Board and Committee Reports
11. Professional Development/Conferences
12. New Business
13. Adjournment



# **SUPERINTENDENT'S REPORT**

**REGULAR BOARD MEETING**  
**MARCH 5, 2009**

## **REPORTS AND RECOMMENDATIONS:**

1. Third Airdrie High School Site Development
2. Chestermere High School Facility Issues
3. Policy HK and HKA Student Promotion Review
4. Tender for Chestermere High Lift Station
5. Charitable Funds Allocation Committee Terms of Reference

**INFORMATION ITEMS: N/A**

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

**Brief of the March 5/09  
Presentation to the Board  
By  
Kathyrn School Council  
Regarding the  
Proposed Beiseker Grade Reconfiguration**

- Introduction of presenters: Shauna Traub, Chair, Kathyrn School Council and Karen Ellefson, treasurer, Kathyrn School Council
- Implications for Kathyrn School: If the proposal is approved as currently stated there would be a severe negative impact on Kathyrn School. The presenters will outline to the Board the areas that will be negatively impacted at Kathyrn School. This will include, but not be limited to, a discussion of sports programs, staffing, parent volunteers, extracurricular activities, funding, the reduction in optional courses for students, student personality conflicts and facility utilization.
- Concerns with the rationale behind the proposal: The school Council representatives will present our concerns with the various reasons for the grade reconfiguration that were given to the Board by administration. Transportation, transitions, PATs /Alberta Ed. grade groupings, and Beiseker “attractiveness” will be discussed.
- Options to consider: Kathyrn School Council will present other options that the Board could consider as alternatives to the proposed grade reconfiguration.
- Concluding remarks/questions from the Board



# MEMORANDUM

## Education Centre

2651 Chinook Winds Drive S.W.  
Airdrie, AB T4B 0B4  
403.945.4000 p  
403.945.4001 f

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**Date:** March 5, 2009  
**To:** Board of Trustees  
**RE:** **Student Showcase - 100% on Diploma Exam Recipients**

### **Michelle Ah-Seng - Math 30 Pure, Cochrane High School**

Michelle's keys to achieving 100% on the Math 30 Pure Diploma Exam were "understanding the reasoning behind concepts, practice, practice, practice, and an amazingly dedicated teacher!" Her choice of post secondary institution is the University of British Columbia, and she is interested in Science. Her career goals are Cardiothoracic Surgery or Dentistry. Some activities she enjoyed in high school were music, acting, being Editor-in-Chief of the Student Newspaper, dancing and being the V.P. of the Student Council. Her community service involvement included serving as President of Cochrane Youth Council and as a reader at St. Mary's Catholic Church.

### **Claire Chappel - Math 30 Pure, Cochrane High School**

Claire's keys to achieving 100% on the Math 30 Pure Diploma Exam were "to organize her time, do more of the questions that she was bad at, and when she thought she was ready, she just kept studying!" Her choice of post secondary institution is McGill or the University of British Columbia and she is interested in studying science/medicine. Her career goal is to become a surgeon/doctor. She enjoyed dance in school and was involved in the Cochrane Youth Council.

### **Andrew Fletcher- Math 30 Pure, Cochrane High School**

Andrew's keys to achieving 100% on the Math 30 Pure Diploma Exam were "the support of a great school, especially the staff, Mr. Appleby preparing us a great deal, studying, hard work and eating my vegetables!" His choice of post secondary institution is the University of Calgary or Queens University and he is interested in studying commerce. His career goal is to become an entrepreneur, a musician and music producer. Andrew was involved in Student Council, Cochrane Youth Council, Student Newspaper, musical productions, Drama Department and Band. His community services included volunteering at the community kitchen and volunteering his time designing media for the Cochrane Youth Association.

**Bradley Melnyk - Math 30 Pure, Cochrane High School**

Bradley's keys to achieving 100% on the Math 30 Pure Diploma Exam were "going to class everyday, handing in all assignments, and striving to be the best". His choice of post secondary institution is the University of Calgary and his area of study is Engineering. Bradley has been involved in many sports, including hockey, football, cross-country skiing, badminton, curling, track and field, and working out.

**Matthew Tierney - Math 30 Pure and Physics 30, Cochrane High School**

Matthew's keys to achieving 100% on the Math 30 Pure Diploma Exam and 100% on the Physics 30 Diploma Exam were "asking teachers questions and establishing good relationships with them". His choice of post secondary institution is McMasters University and he is interested in studying Engineering. Matthew was actively involved in volleyball, basketball and badminton. His community service involvement included volunteering at the Cochrane Boys and Girls Club and Footstock 4 Kids of Steel Triathlon.

**Scott Woldum - Math 30 Pure, Cochrane High School**

Scott's keys to achieving 100% on the Math 30 Pure Diploma Exam were "doing many practice Diploma exams and finishing all homework in class". His choice of post secondary institution is the University of Calgary and his area of study is Engineering/Business. Scott's career goal is to eventually own his own engineering related company. Scott has been involved in various sports, including badminton, curling, snowboarding, golf and scuba diving. He has also participated in school music and the performing arts programs.

**Ryan Hassen - Social Studies 30, Cochrane High School**

Ryan's keys to achieving 100% on the Social Studies 30 Diploma Exam were "preparation, dedication, commitment and self-confidence." His choice of post secondary institution is the University of Calgary and his area of study is Engineering. Ryan's career goal is to own his own business. Ryan has been involved in badminton, band, producing musicals and in the Sustainable Development Committee. He has also participated in Operation Christmas Child.

**Renae Sinclair - Chemistry 30, Chestermere High School**

Congratulations Renae, 100% on the Chemistry 30 diploma exam is a fantastic achievement. Even more impressive than Renae's academic achievements is the amazing person that she has become. Her accomplishments at Chestermere High School were not confined to just the Chemistry lab. Renae excelled at Math, English, Social Studies, Fine Arts and many extra-curriculars. She made incredible charity and fundraising contributions through her work with Chestermere's Student 4 Change group and she acted in a number of plays and musicals. Renae is the type of person that makes everyone around her better. She is hard working, kind, modest, energetic, intelligent, compassionate, responsible and generous of spirit.

**Emily McKinnon - Physics 30, Chestermere High School**

Emily McKinnon is to be congratulated for her outstanding achievement in Physics 30. Emily's dedication to her studies did not wane despite her heavy involvement in the fine arts program and working two part-time jobs, on top of carrying an extremely academic course load. Exceptional in every sense of the word, Emily sets high goals for herself and strives to meet every challenge with hard work, perseverance, and confidence. There is no doubt that she will meet success in her future endeavors.

**Mark Sutherland - Chemistry 30, Cochrane High School**

Mark's keys to achieving 100% on the Chemistry 30 Diploma Exam were "keeping key concepts fresh in his mind through regular review, getting lots of rest the night before the exam, and checking his exam after completion, especially numeric responses." His choice of post secondary institution is the University of Calgary or the University of Toronto and his area of study is Engineering (environmental or chemical). Mark's career goal is to find a secure career and become the most involved and informed citizen in his community of residence. Mark has been involved in badminton, golf, guitar, reading, chess and movie-making. His community service involvement includes the Cochrane High School Sustainable Development Committee, the Local Youth Chess Club Coach and the Cochrane Alliance Church Youth Worship Band.

**Evan Trout - Math 30 Pure, Bert Church High School**

Evan Trout has consistently displayed tremendous aptitude in Mathematics since arriving at Bert Church in Grade 9. Evan has the knowledge and understanding of Mathematical concepts before they are even taught to him – his teacher says he could've taught the course! He continually seeks more in-depth reasoning and a higher level of every concept presented to him. Evan strives for perfection in his problem-solving techniques, and his desire to learn grows exponentially. Evan Trout demonstrates tremendous academic excellence combined with a character highly respected by everyone who knows him. Congratulations, Evan, on achieving a well-deserved 100% on your Pure Math 30 Diploma Exam!

**Carly More – Math 30 Pure, Springbank Community High School**

Working with kids, backpacking, and cross country skiing are among Carly's passions. She is a confident, kind, caring, and principled young woman who knows what she wants and works to make that a reality.

Although Carly had 100% in the Pure Math 30 diploma exam, her favourite courses are actually Biology and Social Studies. With her passion for kids and biology, Carly is on a career path to becoming a nurse and has already been accepted into the Bachelor of Nursing Program at Mount Royal College. Beyond her nursing degree, Carly pictures herself working on a humanitarian project in a remote exotic location. Carly is a determined young woman who strives to make a creative and lasting contribution to the world in which she lives.

Carly is an avid member of Springbank's Outdoor Club and the Marine Biology Club. She is looking forward to the Marine Biology's spring trip to the Gulf Islands to learn about the interactions of the different aquatic and terrestrial eco-systems.

**Thomas Dashwood – Physics 30, Springbank Community High School**

The descriptors eloquent, passionate and brilliant epitomize Thomas Dashwood. A grade 12 student at Springbank High School, Thomas has an impressive academic record. His records include top academic average in grades 9, 10 and 11. Last year, Thomas earned top marks in most of his courses, including 100% in Pure Mathematics 30 with an overall average of 97%.

Thomas' thirst for learning is demonstrated with his enrolment in AP Biology, AP Chemistry and AP Calculus. His passion for science has led to dreams of a career in medicine with plans underway to study biological sciences next year. Thomas is an excellent debater and has been a member of the Springbank Community High Debate Team for three years, ranking in the Top Ten for the Province. He is a formidable opponent, armed with excellent verbal and critical thinking skills, and the ability to think on his feet. With a passionate concern for global citizens, Thomas is a member of the core planning team for Springbank Free the Children, spending countless hours organizing events and supporting fundraising activities.

**Bryce Dorin – Math 30 Pure and Chemistry 30, W G Murdoch School**

Bryce is a man of many talents who is well-respected by both peers and teachers. He can best be described as a student willing to pitch in whenever and wherever help was needed in making W.G. Murdoch a great place to be and in which to learn. Not only did Bryce produce amazing results in his Chemistry 30 and Math 30 pure courses with exam marks of 100%; he also scored 97 % on his Physics 30 and 98% on his Biology 30 exams. Quite impressive!

Besides a strong engagement with his subjects, Bryce was able to make other contributions to W.G. Murdoch School. This past spring Bryce could be seen standing on his head, making valiant efforts tending goal for the school Boys' Soccer team. His efforts on the field kept his team in all the games that he played. It is also worth noting that immediately after his soccer games, Bryce would rush into the city to complete his Math 31 course. Bryce also served as student council president in his grade 12 year at W.G. Murdoch.



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

## Issue Sheet

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**ISSUE:** **Third Airdrie High School Site Development Plan**

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

**DATE of MEETING:** March 5, 2009

### ISSUE

The review of the subdivision of the lands around the RVS Education Centre in Airdrie.

### BACKGROUND

- Through 2007-09 RVS has been completing the subdivision and site development of the lands around the Education Centre in Airdrie.
- The total parcel being subdivided is 43.54 ac, of this 6.37 ac plus the area of future roads was developed to a finished state during the construction of the Education Centre in 2004-05.
- This subdivision and land development process includes the following :
  - The construction of an R5 parcel (6.23ac)
  - The construction of an R3 parcel (2.50ac)
  - The construction of an MR parcel south of the Education Centre (0.828ac)
  - The subdivision of a PS parcel (2ac) to be sold to the city (fill of this portion was undertaken by the City of Airdrie)
  - The construction of a site for a future RVS educational facility (16.43ac)
  - The construction of an MR parcel adjacent to the future educational facility site (3.16ac)
  - The construction of additional Education Centre parcel (1.66ac)
  - Construction of boulevards along 8<sup>th</sup> Street, Yankee Valley Boulevard, Chinook Winds Drive and along Chinook Winds Place.
- Stantec Consulting has been working on this process including:
  - Preparation of the revisions to the Chinook Winds Area Structure Plan
  - Preparation of documents for the approval of the proposed land uses
  - Preparation of the legal subdivision plan and documents for registration
  - Preparation of the engineering drawings required for the completion of the work
- Scatliff Murray Miller Landscape Architects have been engaged to develop a final landscape plan for the lands, considering the proposed final uses.
- Throughout this process RVS has been working with adjacent developers to construct the permanent storm water pond west of the RVS lands. Schickendanz constructed this facility and there are obligations to cost share the construction relative to the proportional share of land ownership.
- RVS acquired approximately 82,000cm of fill from the excavations for the pond, plus additional topsoil from developments south of Prairie Springs and stripping for the Sobey's site in central Airdrie.





**Proposed landscape development**

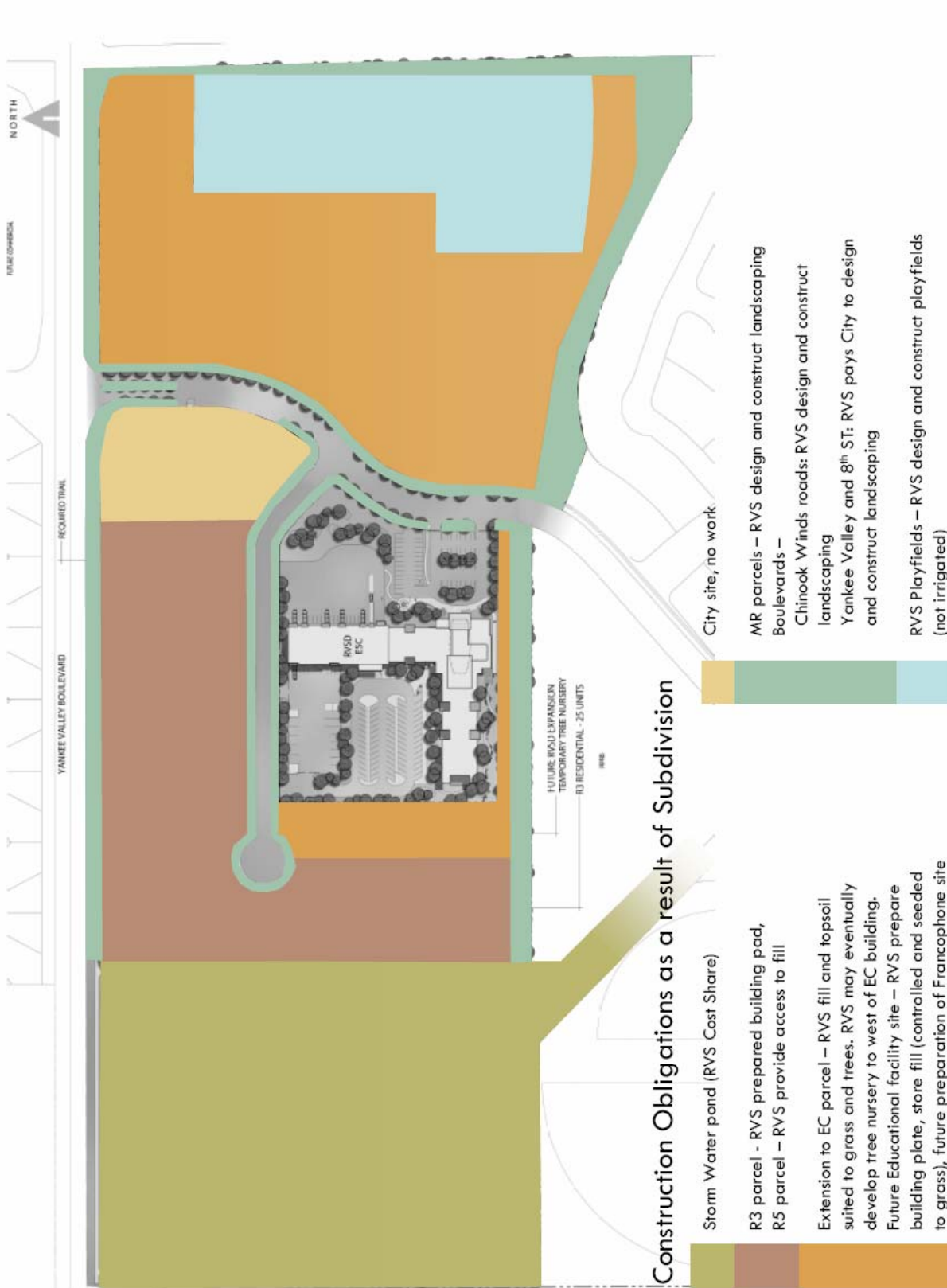


To: THE BOARD OF TRUSTEES  
From: The Superintendent of Schools

## Issue Sheet

- proposed 2008-09 work:
  - Complete roads, sidewalks and boulevards
  - Fill the R3 site
  - Fill the addition to the EC site
  - Construct the high school site, including seeding to two play fields, except for the portion currently occupied by the Francophone School, and stock pile excess fill
- Proposed 2009-10 work
  - Complete R5 site (depending on commitments within a future sale agreement), some stock piled fill may be available for a future purchaser
- The cost implications of proceeding with this work are:

item	amount	unit cost	extension	2008-09	2009-10	2010-11
<b>land sales</b>						
sale to city of airdrie	2 ac	\$ 425,000	\$ 850,000	\$ 850,000		
sale of R5 site	6.23 ac	\$ 642,055	\$ 4,000,000		\$ 4,000,000	
sale of R3 site	2.49 ac	\$ 481,928	\$ 1,200,000			\$ 1,200,000
<b>Cost recovery</b>						
this is still in discussion with the city and the adjacent developers			\$ 150,000	\$ 150,000		
<b>Airdrie payments</b>						
subdivision cost levies			-\$ 1,249,310			
Engineering cost recovery			-\$ 37,170			
Bulk water consumption during construction			-\$ 11,151			
cost recoveries to adjacent developers (storm water pond, CPR crossing, Genesis sanitary line)			-\$ 900,123			
cost for Airdrie to landscape regional paths along 8th and Yankee Valley Bv			-\$ 188,351			
<b>total Airdrie payments</b>			-\$ 2,386,106	-\$ 1,227,056	-\$ 579,525	-\$ 579,525
<b>construction costs to complete</b>						
road top lift			-\$ 330,000	-\$ 330,000		
complete sidewalk			-\$ 55,000	-\$ 55,000		
complete cu-de-sac			-\$ 55,000	-\$ 55,000		
fill to R3 site	15000 m <sup>3</sup>	\$ 8	-\$ 132,000	-\$ 132,000		
fill to EC expansion site	8500 m <sup>3</sup>	\$ 8	-\$ 74,800	-\$ 74,800		
construct high school site and play field	40000 m <sup>3</sup>	\$ 5	-\$ 220,000	-\$ 170,000	-\$ 50,000	
fill to R5 site (residual fill from high school site)	23900 m <sup>3</sup>	\$ 8	-\$ 210,320		-\$ 210,320	
storm water lines for playfields (allowance)			-\$ 55,000	-\$ 55,000		
construct regional paths and fencing, seed to play fields			-\$ 275,000	-\$ 225,000	-\$ 50,000	
<b>consultant fees</b>						
subdivision, area structure plan revisions			-\$ 99,330	-\$ 69,330	-\$ 30,000	
engineering for subdivision conditions			-\$ 23,000	-\$ 23,000		
engineering for site construction			-\$ 84,978	-\$ 84,978		
<b>total construction costs to complete</b>			-\$ 1,614,428	-\$ 1,274,108	-\$ 340,320	\$ -
<b>Airdrie payments plus construction costs</b>			-\$ 4,000,534	-\$ 2,501,164	-\$ 919,845	-\$ 579,525
<b>overall total cashflow</b>			\$ 2,199,466	-\$ 1,501,164	\$ 3,080,155	\$ 620,475
<b>land values retained</b>						
addition to the Education Centre site	1.66 ac	\$ 425,000.00	\$ 705,500			
original Education Centre site	6.37 ac	\$ 425,000.00	\$ 2,707,250			
future education facility site	16.43 ac	\$ 425,000.00	\$ 6,982,750			





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

## Issue Sheet

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- Options on the phasing of the construction:
  - City of Airdrie payments are due according to the schedule indicated which starts on signing the Subdivision and Development Agreement. They are also triggered by completion of 'Construction Completion Certificates' (CCC) and Final Completion Certificates (FCC) if they are earlier than the anniversary of the signing of the Agreement.
  - 'Asphalt toplift' is typically completed just prior to FCC or after all major 'pavement cuts' for service connections are completed. Toplift of asphalt could be delayed until after the completion of the City facility, which will require the removal of a portion of the median strip for the emergency services vehicle access.

### ALTERNATIVES

#### Alternative I

That the Board of Trustees authorize the Superintendent to proceed with the completion of the subdivision of the RVS lands around the Education Centre. This includes the construction of a 2.5 acre R3 parcel, a 6.23 acre R5 parcel, a 2 acre PS parcel, a 16.43 acre PS parcel, a 1.66 acre PS extension to the Education Centre site, two MR parcels and the boulevards adjoining the lands at an estimated cost of \$4,000,534. Although part of the total cost of \$4,000,534 the completion of the R5 parcel, based on the commitments defined in a future sale agreement, and a second payment of City of Airdrie development levies will occur in year two. A third payment of City of Airdrie development levies will occur in year three. All funding is to be drawn from reserves. Costs will eventually be recovered from the sale of the R3, R5 and the 2 acre PS parcels. One MR parcel will eventually become part of the 16.43 acre PS parcel to accommodate a future educational facility.

#### Alternative II

That the Board of Trustees authorizes the Superintendent to proceed with the completion of the subdivision and the construction of (a revised schedule of land parcels).

#### RECOMMENDATION (based on Alternative I)

That the Board of Trustees authorize the Superintendent to proceed with the completion of the subdivision of the RVS lands around the Education Centre. This includes the construction of a 2.5 acre R3 parcel, a 6.23 acre R5 parcel, a 2 acre PS parcel, a 16.43 acre PS parcel, a 1.66 acre PS extension to the Education Centre site, two MR parcels and the boulevards adjoining the lands at an estimated cost of \$4,000,534. Although part of the total cost of \$4,000,534 the completion of the R5 parcel, based on the commitments defined in a future sale agreement, and a second payment of City of Airdrie development levies will occur in year two. A third payment of City of Airdrie development levies will occur in year three. All funding is to be drawn from reserves. Costs will eventually be recovered from the sale of the R3, R5 and the 2 acre PS parcels. One MR parcel will eventually become part of the 16.43 acre PS parcel to accommodate a future educational facility.



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

## Issue Sheet

**ISSUE:** Approval of the Tender for the Chestermere High School Lift Station

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

**DATE of MEETING:** March 5, 2009

### ISSUE

The approval of the tender for the Chestermere High Sewage Lift Station

### 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 identified the installation of a sewage lift station for Chestermere High School on the 2007/08 IMR Block Funding Report. The budget amount was identified as \$450,000.
  - .2 Tenders for this work were received on February 12, 2009 in the offices of the consultant, BSEI Municipal Consulting Engineers.
  - .3 Six bids were received. Also see attached summary.

Bidder	Base Bid (inc GST)	Base Bid (excl GST)	Days to complete
SGC Construction	\$ 348,057.01	\$ 331,482.87	35
Volker Steven Contracting Ltd	\$ 428,600.87	\$ 408,191.30	112
Whissell Engineering Ltd	\$ 429,380.44	\$ 408,933.75	150
CDM Mechanical Ltd	\$ 457,508.20	\$ 435,722.10	210
Cannex Contracting 2000 Inc	\$ 549,296.06	\$ 523,139.10	164
Trevcon	\$ 518,932.27	\$ 494,221.21	45

- .4 The consultant judged the tenders to be compliant with the bid documents and recommends acceptance of the tender submitted by SGC Construction. (See attached recommendation).



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

## Issue Sheet

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### **ALTERNATIVES**

#### **Alternative I**

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

#### **Alternative II**

That Board of Trustees does not accept the tender submitted by SGC Contracting.

### **RECOMMENDATION**

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



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

**Issue Sheet**

**TENDER SUMMARY**

**BSEI**  
 Municipal Consulting Engineers

CLIENT: Rocky View Schools FILE No. MS12-066  
 PROJECT: Chapelton School Wastewater LRI Station TENDER CLOSING: February 12, 2009  
 ENGINEER: TBM 2:00 p.m.

NAME OF TENDERER	RED BOND CERTIFIED CHECK	COMMENT OF SUBMITTER	ABONDA RECEIVED	TENDER SIGNED & STAMPED	TENDER AS BIDD	DAYS TO COMPLETE	QUALIFIED BID	ACSA COMP	COMMENTS	CORRECTIONS TO TENDER	ADJUSTED TENDER
1. SCC Construction	✓	✓	✓	✓	\$340,067.01	35		✓			
2. Walker Steen Contracting Ltd.	✓	✓	✓	✓	\$438,600.07	112		✓			
3. Whitsett Engineering Ltd.	✓	✓	✓	✓	\$439,360.44	130		✓			
4. CDM Mechanical Ltd.	✓	✓	✓	✓	\$457,986.20	210		✓			
5. Canmax Contracting 2000 Inc.	✓	✓	✓	✓	\$549,296.06	164		✓			
6. Trevora	✓	✓	✓	✓	\$518,922.27	45		✓			
13											
14											

NOTES: Includes contingency of \$0.000.00 and GST.



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

## Issue Sheet

# BSEI

ESTABLISHED  
1977

Since 1977

Municipal Consulting Engineers

February 17, 2009

File: W312-086.15

FAX/MAIL  
(403) 945-4110  
18 Pages

Rocky View Schools  
2651 Chinook Winds Drive  
Airdrie, AB T4B 0B4

Attention: Greg MacNeil  
Director, Maintenance and Grounds

RE: Rocky View Schools  
Chestermere School  
Wastewater Lift Station

Tenders for the above noted project were opened in our office at 2:00 pm on February 12, 2009. 13 sets of plans and tender documents were taken out by contractors, and 6 tenders were received (refer to the attached Tender Summary sheet).

We checked the low tender submitted by SGC Construction relative to extensions, adjustments and bonding found same to be in order. We recommend acceptance of this tender and will issue the necessary "Notice of Award" and prepare and issue Contract Documents following confirmation by Rocky View Schools.

A copy of the Form of Tender submitted by SGC Construction Ltd. is enclosed with the mail copy of this letter.

If you have any further questions, please do not hesitate to contact the undersigned.

Yours truly,

Les W. Klein, C.E.T.  
Project Technologist

LWL/daf

Enclosures: as noted

Centre Eight Ten, Suite 110, 7777 - 10<sup>th</sup> Street NE, Calgary, Alberta, Canada, T2E 6X2  
Tel. (403) 247-2001 - Fax. (403) 247-2010 - e-mail: BSEI@BSEI.ca - www.BSEI.ca  
T3W312-11V5-D-7-41666 - Chestermere GuixuN15 Tender-A Wastewater Lift Station Admin/2009 02/17 Award  
R&E 002





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

## Issue Sheet

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**ISSUE:** Amend Policies HK Student Evaluation and HKA Student Promotion

**AUTHOR:** Greg Bass, Superintendent of Schools

**DATE of MEETING:** March 5, 2009

### BACKGROUND

A concern was brought to the attention of the Policy Development Committee that Guidelines 6.1 and 6.2 of Policy HK Student Evaluation were inconsistent with the practice of Rocky View Schools. At the Regular Meeting of the Board of Trustees on September 4, 2008, the following motion was passed.

# 168 - 08 Motion by Trustee Don Thomas:

That the RVSD Board of Trustees approves the abeyance of guidelines 6.1 and 6.2 of policy HK Student Evaluation until a review of the policy is complete and a subsequent amendment is tabled to Policy HK Student Evaluation, approximately May, 2009. Carried

Since that time, the Policy Development Committee has reviewed Policy HK Student Evaluation and Policy HKA Student Promotion, seeking input from the Superintendent's Working Committee on Learning for the procedures component. In compliance with a Board motion passed on Feb. 5, 2009, the procedures have been removed from the policies.

#28 - 09 Motion by Trustee Bev LaPeare:

That the Board of Trustees makes an omnibus motion to remove procedures from all policies pertaining to administrative functions in Rocky View Schools and the Board be notified of all changes to procedures. Carried.

In addition to the proposed revisions, the Policy Development Committee recommends changing the title of HK Student Evaluation to *HK Assessment and Communication of Student Learning* and the title of HKA Student Promotion to *HKA Promotion and Placement of Students*.

### ALTERNATIVE 1

That the Board of Trustees approves the Policy Development Committee's draft revisions to Policy HK Student Evaluation, including the change of title to *HK Assessment and Communication of Student Learning* and draft revisions to Policy HKA Student Promotion, including the change of title to *HKA Promotion and Placement of Students*, and authorizes



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

## Issue Sheet

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the Superintendent of Schools to send them out for feedback as outlined in the policy development process.

### **ALTERNATIVE 2**

That the Board of Trustees refers the drafts of Policy HK Student Evaluation (*HK Assessment and Communication of Student Learning*) and Policy HKA Student Promotion (*HKA Promotion and Placement of Students*) back to the Policy Development Committee for further changes before sending the policies out for feedback.

### **ALTERNATIVE 3**

That the Board of Trustees recommends no change to Policies HK Student Evaluation and HKA Student Promotion.

### **RECOMMENDATION**

That the Board of Trustees approves the Policy Development Committee's draft revisions to Policy HK Student Evaluation, including the change of title to *HK Assessment and Communication of Student Learning* and draft revisions to Policy HKA Student Promotion, including the change of title to *HKA Promotion and Placement of Students*, and authorizes the Superintendent of Schools to send them out for feedback as outlined in the policy development process.



## POLICY

The Board of Trustees of Rocky View Schools believes that the primary goal of assessment and communication of student learning is to inform teaching and to promote student learning. Assessment shall be ongoing, meaningful, consistent and accurate for all students, embracing multiple forms of assessment as significant processes for student success in the 21<sup>st</sup> century. Regular feedback to students and parents is expected.

## DEFINITIONS:

**Assessment:** Process of collecting information on student achievement and performance that includes a variety of assessment tasks designed to monitor and improve student learning (AAC Glossary). Throughout this document the term “assessment” encompasses assessment for learning, as learning and of learning.

**Formative Assessment:** (Assessment for Learning)

Assessment experiences that result in an on-going exchange of information between students and teachers about student progress toward clearly specified learner outcomes (not to be used for grading purposes (AAC Glossary))

**Assessment for learning** is designed to give teachers information to modify and differentiate teaching and learning activities. It requires careful design on the part of teachers so that they use the resulting information to determine not only what students know, but also to gain insights into how, when, and whether students apply what they know. Teachers can also use this information to streamline and target instruction and resources, and to provide feedback to students to help them advance their learning.

**Assessment as learning** is a process of developing and supporting metacognition for students. It focuses on the role of the student as the critical connector between assessment and learning. When students are active, engaged, and critical assessors, they make sense of information, relate it to prior knowledge, and use it for new learning. This is the regulatory process in metacognition. It occurs when students monitor their own learning and use the feedback from this monitoring to make adjustments, adaptations, and even major changes in what they understand.

**Summative Assessment:** (Assessment of Learning)

Assessment experiences designed to collect information about learning to make judgments about students performance and achievement at the end of a period of instruction. (AAC Glossary)



**Assessment of learning** is summative in nature and is used to confirm what students know and can do. Teachers concentrate on ensuring that they have used assessment evidence to provide accurate and sound statements of students' proficiency, so that recipients of the information can use it to make reasonable and defensible decisions.

**Communication of student learning (formerly reporting)** is an ongoing process that involves students, parents, and teachers in making sense of a student's learning.

**Descriptive Feedback:** part of an ongoing, specific and constructive conversation about learning that relates directly to the learner outcomes (AAC Glossary)

**Grade (mark or achievement standard):** a summary statement of student achievement relative to curriculum standards. (AAC Glossary)

**Grade Level of Achievement (GLA):** a teacher judgment based on the results from a variety of classroom assessments throughout the school year in relation to learner outcomes in a subject area after a course for a specific grade level has been completed. (AAC Glossary)

**Learning Outcomes (from Alberta Education Programs of Study):** what we expect students to learn; the provincially mandated knowledge skills and attitudes we expect students to demonstrate as a result of schooling. (AAC Glossary)

**Placement:** indicates that the student has not satisfied the program requirements or met the outcomes required for that grade or course, but has been placed into the next grade/course based on the decision made by the school in the best interest of the student.

**Promotion:** indicates that the student has satisfied the program requirements and met the outcomes for that grade or course. The student will advance to the next higher grade or course.



## GUIDELINES

A comprehensive assessment program provides relevant information about a learner. This information facilitates understanding of what the student knows, how he/she makes sense of that learning and accurately measures the achievement of desired outcomes. The assessment cycle: *learning for*, *learning as*, and *learning of* offers information to guide future programming and instructional differentiation. Assessment has the greatest impact when it is integrated into all learning activities and is aligned with the Programs of Study.

Classroom assessment methods must be fair and accurate – minimizing all possible bias and giving all students equal opportunities to demonstrate what they know and are able to do.

Classroom assessment refers to “all activities in the classroom that enable students to demonstrate what they understand, know and can do” (AAC)

### Sound assessment should:

1. reflect current research, be reviewed and updated regularly with supporting professional development and collaboration provided
2. have a clear purpose to: understand, promote, enhance or measure student learning
3. be balanced and reflect the principles of Understanding by Design and Universal Design for Learning.
4. focus on a broad range of outcomes, reflecting multiple dimensions of skill development
5. be an ongoing process with methods and instruments used in a variety of contexts *and approaches*, rather than a set of isolated, **summative** events,
6. communicate both the purpose of and the assessment method/s to the student/parent(s)
7. encourage meaningful dialogue and feedback between teacher and student/s that indicates how well the learner is moving toward the specific learner outcomes and provide supportive opportunities to improve or be further challenged
8. be part of instruction and should clearly reveal to students what is expected of them, and the learning outcomes they are working toward.
9. use methods that are consistent, equitable, accurate and take into account the student’s developmental and cultural background
10. provide diagnostic information to address recommendations for remediation and/or enrichment



11. consist of an appropriate body of evidence to support the judgement being made (ex. triangulation is a process which utilizes information from a variety of assessments to collect evidence of achievement)
12. use the results of assessment to improve teaching practice and learning activities
13. enable students and parents to understand the assessment results in plain language
14. support metacognitive thinking in students to help them gauge where they are in their learning, and to set direction for future learning to occur.
15. allow students to use feedback to improve upon and take responsibility for learning through a variety of assessment tools such as self-reflection and peer coaching, rubrics, and exemplars.

**Legal Reference:**

- ⇒ School Act – Alberta Sec. 12, 18, 20, 22, 23, 39, 47, 60, 61, 113, 123, 124
- ⇒ Alberta Regulation #71/99 Student Records
- ⇒ Alberta Regulation#177/2003 Student Records
- ⇒ Alberta Education Policies 2.1.2, 1.6.1, 1.6.2, 2.1.3
- ⇒ Principals for Fair Student Assessment Practices for Education in Canada (1993). Edmonton, Alberta: Joint Advisory Committee.
- ⇒ Student Evaluation Regulation 71/99
- ⇒ Ministerial Order 016/97 – Teaching Quality Standard *School Act*, Section 2, 45, 47, 48, 123 and 124
- ⇒ Alberta Education Policy 1.6.1, 1.6.2, and 1.1.3
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[http://www.education.ualberta.ca/educ/psych/crame/files/eng\\_prin.pdf](http://www.education.ualberta.ca/educ/psych/crame/files/eng_prin.pdf)
- ⇒ Alberta Assessment Consortium [www.aac.ab.ca](http://www.aac.ab.ca)



For students to be able to deepen their understanding and improve the quality of the work they produce and to reflect that understanding, they rely mainly on information from the teacher. Test scores and letter grades have traditionally played a dominant role in communication about assessment, but these symbols in themselves do not provide students with the feedback and guidance they need to learn (Wiggins). When students receive specific, descriptive feedback, they know what it is they need to do differently to improve their work.

## **ASSESSMENT**

### **All assessment must:**

1. be based on the appropriate program of studies
2. provide opportunities for students to use accommodations and/or assistive technology as appropriate
3. focus on a range of outcomes reflecting multiple dimensions of skill development (p.102 Guide to Education)
4. ensure that grades are based on an individual's performance rather than group achievement grades
5. separate effort, participation, attitude, attendance, and other behaviours that may not be curriculum-based, from academic achievement
6. use learning tasks, such as homework, as a source of formative assessment which are not be factored into a student's achievement grade.

No single assessment event will be considered as the main source of evidence when making professional judgment about student achievement toward the expected learning outcomes.

Teachers responsible for the same grade or course within a school should establish common expectations for levels of student achievement of learning outcomes, and should assess student learning in light of these expectations.

### **Teachers and principals will:**

1. be assessment literate and follow guiding principles about assessment outlined by board policy and procedures.
2. use a variety of strategies and tools for assessment in order to give students a range of opportunities and a variety of ways to demonstrate their knowledge, skills, and attitudes pertaining to the expected learning outcomes.
3. consider aboriginal and/or cultural background, language proficiency, and prior experiences, in order to give all students equitable opportunities to demonstrate their achievement of the expected learning outcomes.



4. adapt assessment tools and strategies for students with specific needs to ensure that all students have equitable opportunities to demonstrate their achievement of expected learning outcomes.

### **COMMUNICATION OF STUDENT LEARNING**

#### **Communication about student learning must:**

1. use formal and informal methods of communication that are timely, ongoing, clear, concise, accurate, embedded in the learning process and be meaningful for the student and parents.
2. clearly communicate the learning outcomes and the essential elements of the successful completion of the learning task to the student/parents.
3. describe what the student is able to do, and provide direction for next steps.
4. encourage the student to set and revise learning goals.
5. make reference to adaptations when communicating student learning.
6. help teachers, students and parents plan collaboratively for student success.
7. assist parents in supporting the student at home.
8. transparently outline procedures for the student's/parents' right to appeal.

#### **Teachers and principals will:**

1. strive to communicate in ways that encourage students to understand themselves as learners, to understand where they are in the progression of their learning and to understand the direction they need to take their learning or what they need to do differently in order to be more successful.
2. provide frequent opportunities within their instructional routines, for students to discuss their learning with others using a wide variety of strategies such as effective use of conferencing and portfolios, the collaborative identification of assessment criteria and the corresponding indicators of quality work, and the routine use of self-reflection and peer coaching to enable students to internalize the attributes of quality work and performance.
3. communicate frequently with students and parents about student learning, providing rich descriptions of student performance.
4. separate effort, behaviour and participation from achievement of outcomes in the Program of Studies.
5. ensure procedures are in place for assessment for learning and assessment as learning, in addition to assessment of learning and these are communicated annually to parents.



6. accurately represent a student's current grade level of achievement and performance in relation to the curriculum (e.g., GLA- student may be in grade 9 but completing grade 7 curriculum).

### **REPORTING STUDENT ACHIEVEMENT**

Assessment of learning (Summative Assessment) is concerned with examining and summarizing the critical evidence of student work that reflects achievement of the learning outcomes in a given grade and subject. Teachers use a variety of strategies to communicate student progress and achievement. At the K-12 level, communication about student achievement will include summary information about student achievement and behaviours, and narratives about their strengths, areas for improvement, and next steps. (Manitoba document)

#### **The Reporting of Student Achievement must include:**

1. School name, address and phone number
2. School Division logo and mission statement
3. Name of the school principal and the student's teacher(s)
4. Record of student attendance and punctuality
5. Alberta student identification number and legal name of student, or preferred alternative name, where both names are recorded in the Student Information System.
6. Grade or program placement level of student, including an indication where the program has been modified to meet individual needs
7. Year end program placement recommendation for K-9 students
8. Identification of the grade level of achievement (grades 1-9) demonstrated by the student for mathematics and language arts at the end of each school year.

#### **Teachers and principals will:**

1. establish at least three summative reporting periods per school year. A written progress report shall be provided for at least three of these reporting periods or two times per high school semester. Statements of final grades may constitute one of the written reports.
2. make provisions for at least two conferences (student involved or student-led) for the purpose of discussing student learning during each school year and one per high school semester.
3. make provisions for proficient interpreter services to facilitate effective conferencing or interviews with deaf parents and students, or where language differences hinder effective conferencing.



4. share and /or review the Board policy, philosophy, and procedures with parents and teachers annually as part of the review and revision of the School Education Plan.
5. ensure that information is effectively communicated to parents of Kindergarten to Grade 9 students about:
  - 5.1 What their child knows and can do in relation to learning outcomes
  - 5.2 The grade level(s) the child has achieved in relation to the grade level(s) of the provincial programs of study for language arts, mathematics, science, and social studies.
6. communicate learner attributes, student progress and effort separately from achievement, at all levels.
7. report, for every student, the Grade Level of Achievement (GLA) for Language Arts and Mathematics to Alberta Education in June of each school year.
8. use Grade 3 Provincial Achievement Tests results for no more than 10% of the student's final grade, if at all.
9. use Grade 6 Provincial Achievement Tests results for no more than 10% of the student's final grade, if at all.
10. use Grade 9 Provincial Achievement Tests results for no more than 10% of the student's final grade, if at all.
11. base the final assessment in all Grade 12 Diploma courses upon an equal weighting of the school-based assessment and the Diploma Exam result (Alberta Education Policy).
12. follow the guidelines below to ensure that grades in Rocky View Schools be meaningful, consistent, accurate and supportive of learning:
  - 12.1 Learning outcomes are the basis to record evidence and determine grades (not assessment methods, i.e., tests, projects, assignments).
  - 12.2 The meaning of grades comes from clear description of performance standards. Regardless of the symbol system used, it is the descriptions that make the level of performance meaningful to the teachers, students, and parents.
  - 12.3 Only individual achievement is reported in the grades; effort, attitude and other non-academic factors are reported separately.
  - 12.4 A variety of summative assessments are used to determine grades.
  - 12.5 The most consistent level of achievement is used with special consideration for more recent evidence of achievement; reassessment opportunities are provided if the student shows he/she has engaged in learning activities that increase likelihood of success.
  - 12.6 "Body of evidence" and professional judgment are used to determine grades; consider using median or mode when using number values.



- 12.7 Alternatives to zeros in grading are developed.
- 12.8 Quality assessments are used and characterized by clear targets, clear purpose, appropriate target-method match, appropriate sampling of learning outcomes, avoidance of bias and distortion.
- 12.9 Evidence of achievement and behaviour is carefully recorded and maintained.
- 12.10 Students are involved in assessment throughout the teaching/learning process.
13. ensure that a copy of the student's report card or a record of final levels of achievement be placed annually in the student's cumulative file.

**Individual Program Plan (IPP)**

1. All report cards shall include an explanation of cases in which a grading is not applicable to a particular student and/or an evaluation has not been made; e.g. a coding such as N.A. or N.E. might be used with an accompanying definition.
2. For students on a modified program, the following must be in place:
  - 2.1 parents need to be informed of the nature of the modifications, their impact on future educational programming and provide consent.
  - 2.2 the report card needs to clearly indicate if a student is on a Modified Program Plan
3. For students with a formal Individual Program Plan (IPP) the following must be in place:
  - 3.1 If a formal IPP has been prepared for a student in one or more subject areas his/her progress shall be reported on the IPP in relation to the IPP goals.
  - 3.2 For curriculum outcomes where the IPP is not relevant, the report card shall be used to communicate the student's achievement.
  - 3.3 Where graded curriculum is used as the basis for IPP learning, the IPP must communicate the student's grade level of achievement in each curriculum area.
  - 3.4 Students with special needs whose entire programs are directed by an IPP shall have their progress reported solely in an IPP. If student progress is not being measured against grade level curriculum standards, appropriate alternative descriptors may be used to describe student performance.
4. A copy of the student's IPP shall be placed in the student's confidential file.



## POLICY

Normal progress for each child is one grade each year. A retention, or any other alteration to normal progress, must be demonstrated to be in the best long-range interest of the child.

## DEFINITIONS

**Promotion:** indicates that the student has satisfied the program requirements and met the outcomes for that grade or course. The student will advance to the next higher grade or course.

**Placement:** indicates that the student has not satisfied the program requirements or met the outcomes required for that grade or course, but has been placed into the next grade/course based on the decision made by the school in the best interest of the student.

**Acceleration:** indicates that the student has moved ahead beyond one's normal grade progression, most often due to a student's high level of ability.

**Retention:** indicates that the student has been kept back to repeat some or all of the previous grade level program.

## GUIDELINES

1. Students must be provided with academic experiences which lead to success. One important means of providing these experiences is by making it possible for students to progress through the curricular outcomes according to their needs and their abilities.
2. Students, however, learn in different ways and at different rates. While a student is normally **promoted** from one grade to the next when he or she has been seen to have successfully completed the knowledge, skills, and attitudes required of those subject areas in a particular grade level program, there are times when a student is **placed** in a particular grade even though he or she may not have made regular progress in the previous year.
3. While the average time for a student to progress through the K-4 grades and middle school grades is five and four years, respectively, the Division believes that provision must be made for those students who may vary from the average. (acceleration/retention)



Approved: 1998 10 08

Amended: 2002 11 27

Reviewed: xxxx

Draft 2009 02 24

**Legal Reference:**

- ⇒ School Act – Alberta Sec. 12, 18, 20, 22, 23, 39, 47, 60, 61, 113, 123, 124
- ⇒ Alberta Regulation #71/99 Student Records
- ⇒ Alberta Regulation#177/2003 Student Records
- ⇒ Alberta Education Policies 2.1.2, 1.6.1, 1.6.2, 2.1.3
- ⇒ Principals for Fair Student Assessment Practices for Education in Canada (1993). Edmonton, Alberta: Joint Advisory Committee.
- ⇒ Student Evaluation Regulation 71/99
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[http://www.education.ualberta.ca/educ/psych/crame/files/eng\\_prin.pdf](http://www.education.ualberta.ca/educ/psych/crame/files/eng_prin.pdf)
- ⇒ Alberta Assessment Consortium [www.aac.ab.ca](http://www.aac.ab.ca)

**Cross Reference:**

- RVS Policy:
- ⇒ HK Assessment and Communication of Student Learning
- ⇒ HKAE Course Challenge
- ⇒ RVS Administrative Procedures - HKA Promotion and Placement of Students

**PROCEDURES**

1. School staff shall outline, for parents and students, the standards of achievement upon which decisions about student promotion from one grade to the next will be based.
2. In the event that a student is progressing at a rate significantly different from average, consultation with the student's parents shall occur as early in the school year as possible.
3. Wherever possible, teachers shall modify regular course content/school programs to accommodate students' individual learning needs, irrespective of their grade placement. These modifications must be clearly explained in writing to parents and a copy must be included as a part of the student's cumulative record file.
4. In elementary and middle school grades, notification of possible retention/acceleration shall be given to parents as early as possible, but not later than April 15.
5. The decision to "place" (placement need not be synonymous with promotion) a student in any grade or program shall be made by the Principal in consultation with staff, parents, and where possible, the student. The placement decision shall be guided primarily by where the most appropriate level of instruction can be offered by the school.
6. When deciding whether a student is to be promoted (moved ahead from one grade level to the next in more or less regular fashion), accelerated (moved ahead beyond one's normal grade progression, most often due to a student's high level of ability), or retained (kept back to repeat some or all of the previous grade level program), all factors shall be considered including the student's academic progress, learning disabilities, chronological age, mental age, social emotional development and physical maturity, attendance, attitude, and parental support for the intended placement.



# BOARD OF TRUSTEES

## Issue Sheet

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**DATE:** March 5, 2009  
**TO:** Board of Trustees  
**FROM:** Greg Bass, Superintendent of Schools  
**ORIGINATOR:** Murray Besenski, Associate Superintendent of Schools

### ISSUE

Rocky View Schools Charitable Funds Allocation Committee.

### BACKGROUND

At the October 2008 Board of Trustee Organizational Meeting the Rocky View Schools Charitable Funds Allocation Committee was formed. The committee was initially formed to disburse monies raised through *Links to Learning* – Rocky View Schools Annual Golf Tournament – as well as other non-descript donations. The Rocky View Schools Charitable Funds Allocation Committee has been working to finalize the committee's terms of reference. Committee terms of reference to be reviewed by the Board of Trustees at a future Board of Trustees meeting. The 1<sup>st</sup> Annual *Links to Learning* golf tournament created a fund of \$27,000.00 that is able to be distributed to projects throughout Rocky View Schools. A funding application process was developed and distributed to schools in the fall of 2008 (each school was eligible for \$500). Applications were received until January 31, 2009. A total of 15 school applications were received. In order for funds to be allocated to identified projects the following funding alternatives are presented.

### ALTERNATIVES

Alternative 1:

- Earmark \$5000 for Board of Trustees to use for student leadership/citizenship awards.
- Award each school in Rocky View Schools \$500

Alternative 2:

- Earmark \$5000 for Board of Trustees to use for student leadership/citizenship awards.
- Award each of the 15 schools who had applied \$1000

### RECOMMENDATION

That the Board of Trustees approve the distribution of the funds generated by the 2008 *Links to Learning* golf tournament in the following manner; \$5000 for Board of Trustees use for student leadership/citizenship awards and \$1000 to each of the 15 schools that applied for funding.

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