

REGULAR MEETING OF THE BOARD OF TRUSTEES

THURSDAY, MAY 7, 2009

Public Agenda

1:00 p.m.



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



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

MAY 7, 2009
1:00 P.M.

AGENDA

1. **Call to Order - Public Meeting 1:00 p.m.**
2. Approval of Agenda
3. Approval of Minutes
 - Regular Board Meeting – April 23, 2009
4. Exemplary Practice:
 - R.J. Hawkey – Airdrie Food Bank
5. Student Showcase:
 - RJ Hawkey Tree Huggers - Airdrie YES - Youth Environmental Stewardship Award
6. Chairman's Report/Correspondence
7. Board and Committee Reports
8. Professional Development/Conferences
9. New Business
10. Adjournment

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MEMORANDUM

Education Centre

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

Date: May 7, 2009

To: Board of Trustees

Presenters: Dan Hoch, Principal, R.J Hawkey
Lori McRitchie, Executive Director, Airdrie Food Bank

Subject: **Exemplary Practice – Get into G. E. A. R! (Gathering Edibles for Airdrie Residents)**

Project/Program Description – To support the Airdrie Food Bank’s dramatic increase in need by 100% over the previous year, 11 Airdrie schools have teamed up to ensure the Food Bank has a constant supply of food for the 2009-2010 school year.

As outlined on the schedule provided below, each school has selected one month in which its school community will collect food for the Food Bank. Each school will be responsible for promoting its drive in whatever manner chosen. Once the drive is complete, a call will be made to the Airdrie Food Bank to pick up the donation. The Airdrie Food Bank has indicated they will provide a Certificate of Participation for each school, if requested.

This is a change in practice for Airdrie schools. Currently, many schools host their own food drives over the course of the school year. While this does provide food for those in need, it does not provide a constant supply over the course of the year, resulting in periods of excess or shortage.

2009-2010 Schedule

| Sept. | Oct. | Nov. | Dec. | Jan. |
|--------------|---------------|----------------------|-------------|----------------|
| AE Bowers | Ecole Airdrie | GMHS | Edwards | Nose Creek |
| Feb. | Mar. | Apr. | May | June |
| Ralph McCall | RJ Hawkey | RVLC/ Meadowbrook | BCHS | Muriel Clayton |

What makes this project a best instructional practice?

Get into GEAR fits perfectly with the third goal in Rocky View School 2008-2011 Three Year Plan, which states “Learners are civic, social and environmental stewards”. In addition to engaging the entire Airdrie Learning community in a citizenship project, the Airdrie Food Bank will be able to help those Airdrie families in need.

Future implementation plans? Should this project find favour with all stakeholders and be continued past 2009-2010, a new schedule will be drawn up.



MEMORANDUM

Education Centre

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

Date: May 7, 2009

To: Board of Trustees

From: *Staff:* Dan Hoch, Principal, RJ Hawkey
Student(s): Angel Delorme, Hannah Stiff, Tyler Feser, Bobby Buckenham, Alysha Friesen, Taylor Williams, Mikayla Proskiw, and Bryton Webb.

Subject: **Student Showcase – Tree Huggers Program**

Project/Program Description – On April 25, 2009, R.J. Hawkey's "Tree Huggers" group was presented with the 2009 Youth Environmental Stewardship Award at Airdrie's Home and Garden Show.

Sponsored by the City of Airdrie, the Youth Environmental Stewardship Award challenged young people to take a proactive approach towards maintaining and enhancing the environment. Criteria for the award included projects positively affecting the environment within the past 12 months and could include participation in the Nose Creek Clean-up; recycling or composting initiatives; tree planting; energy efficiency or water conservation.

The City called the Tree Huggers "environmental leaders", for having set a goal of diverting 10,000 recyclable items such as juice boxes, water bottles and pop bottles from the landfill to the recycle depot. The group was further commended for providing important information on environmental issues to their fellow students and families.

Money raised from deposit recyclables will be used to support other programs within the school such as Healthy Snack Basket, tree planting, and school grounds beautification.

Outside of receiving recognition from the City of Airdrie, CTS Television was on site to film some segments of the Tree Huggers for use on their new local content show, New Week Weekly.



SUPERINTENDENT'S REPORT

REGULAR BOARD MEETING

MAY 7, 2009

REPORTS AND RECOMMENDATIONS:

1. Chestermere High School Facility Planning
2. Policy HK Assessment and Communication of Student Learning and HKA Promotion and Placement of Students – First Read
3. Policy JM Relations with Community Organizations – Second Read
4. 2009/2012 AISI Plan
5. Locally Developed Courses
6. Revised 2007/08 Audited Financial Statement
7. Community Learning Centre

INFORMATION ITEMS:

1. Contemporary Technology

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

Greg Bass, Superintendent of Schools



ISSUE: **Chestermere High School Facility Planning**

AUTHOR: John Wheatley, Director of Facility Planning

DATE of MEETING: May 7, 2009

ISSUE

Chestermere High School and long range planning.

BACKGROUND

.1 Policy FB Facilities Planning

The Board recognizes that it has a responsibility to provide students with a safe, healthy, secure, clean and comfortable learning environment, which:

- .1 Meets statutory requirements relating to health and safety, and maintains the quality of existing space at an adequate educational level; and
- .2 Meets the short-term and long-term accommodation needs of individual schools and student attendance areas within the Divisional Facilities Plan.

.2 Procedures outlined in Policy FB Facilities Planning:

When the projected enrolment for a school exceeds the 85% utilization factor for a prolonged period of time and/or program needs are not being met, the attached set of criteria will be considered in the following order.

- .1 Where non-resident students at a school (which is identified as being over utilized) impacts the requirement for additional student space significantly, then those students will not be accepted.
- .2 Where sustained growth is projected at a school which operates a Division E.C.S. program, the E.C.S. program will be accommodated in the core building until full capacity has been reached at which time freestanding portable(s) may be provided to accommodate the E.C.S. program.
- .3 All Special Purpose rooms are to be utilized to their maximum capacity wherever feasible.
- .4 Relocate existing free standing portables to meet short term or emergent situations. When existing portables are not available, new portables may be provided.
- .5 Reallocate grade levels in a manner consistent with both the educational philosophy of the Division and the overall facility plan for that community.
- .6 Alter school attendance boundaries and/or direct selected students to other Divisional schools in order to maximize the utilization of facilities within school and/or area attendance boundary.
- .7 Add relocatable classrooms to core building to accommodate students within the current school attendance boundary and/or to achieve (.6) above.
- .8 Alter area attendance boundary to maximize the use of existing facilities within the area attendance boundary.
- .9 Bus students out of their area attendance boundary.
- .10 Add relocatable classrooms to core building to accommodate students from out of area attendance boundary.
- .11 Alter attendance times (shifting) to maximize the use of existing high school facilities.



- .12 Build portable elementary school.
- .13 Bus students out of the Division.
- .14 Construct a new school or add to an existing school facility.
- .15 Proceed with a major modernization or addition to an existing school building to meet program needs.
- .3 The planning and implementation of plans for Chestermere High School are affected by:
 - .1 **Installation of Piped Services**
 - .1 Currently the site is not serviced:
 - 1. RVS trucks potable water to the school
 - 2. A sewage lagoon in the NE corner of the site treats sewage and receives storm run off from roof areas. A lift station also delivers storm water from the site to the pond.
 - .2 Under the current building codes a building of this size would be required to have a fire sprinkler system throughout. In 2001 the south portion of the school was renovated and a sprinkler system installed. The water storage on the site installed at that time cannot accommodate fire sprinklers for more than this amount of building.
 - .3 All buildings over 600sm are required to have access to a water supply for fire fighting. The sewage lagoon, in theory, provides water for firefighting. However this water supply is not guaranteed since the lagoon may be dry due to evaporation.
 - .4 In 2009 RVS will connect to the regional sanitary line that runs to the west of the school building. The lagoon will not be decommissioned but retained for the firefighting water storage and storm water collection capacity.
 - .5 The MD has been studying the installation of a water line along hwy 791, however there are problems with water licences from the Bow River and this is not expected to happen in the near future. Regional planning initiatives may change the licence assignments. There is also a study being undertaken by the MD to bring water from the Calgary line that serves Strathmore.
 - .6 Annexation of the for the town of Chestermere has been approved and the new boundary is 5 miles west of the school. Eventual development of these lands will bring water services closer to the school.

.2 Enrolment Growth

| Ches High | | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|----------------------|------------|------------|------------|------------|------------|------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------|
| 9 | 202 | 200 | 254 | 213 | 225 | 230 | 248 | 281 | 270 | 317 | 319 | 348 | 356 | 378 | 394 | |
| 10 | 192 | 196 | 206 | 264 | 217 | 229 | 234 | 252 | 285 | 274 | 321 | 323 | 352 | 360 | 382 | |
| 11 | 192 | 221 | 204 | 194 | 269 | 222 | 234 | 239 | 257 | 290 | 279 | 326 | 328 | 357 | 365 | |
| 12 | 197 | 205 | 222 | 199 | 199 | 274 | 227 | 239 | 244 | 262 | 295 | 284 | 331 | 333 | 362 | |
| 9-12 total | 783 | 822 | 886 | 870 | 910 | 955 | 943 | 1011 | 1056 | 1143 | 1214 | 1281 | 1367 | 1428 | 1503 | |
| code 40 allow | | 23 | 26 | 26 | 27 | 28 | 28 | 30 | 31 | 34 | 36 | 38 | 40 | 42 | 44 | |
| Total | 783 | 845 | 912 | 896 | 937 | 983 | 971 | 1041 | 1087 | 1177 | 1250 | 1319 | 1407 | 1470 | 1547 | |
| growth over previous | | 7.9% | 7.9% | -1.8% | 4.6% | 4.9% | -1.3% | 7.2% | 4.5% | 8.2% | 6.2% | 5.5% | 6.7% | 4.5% | 5.2% | |

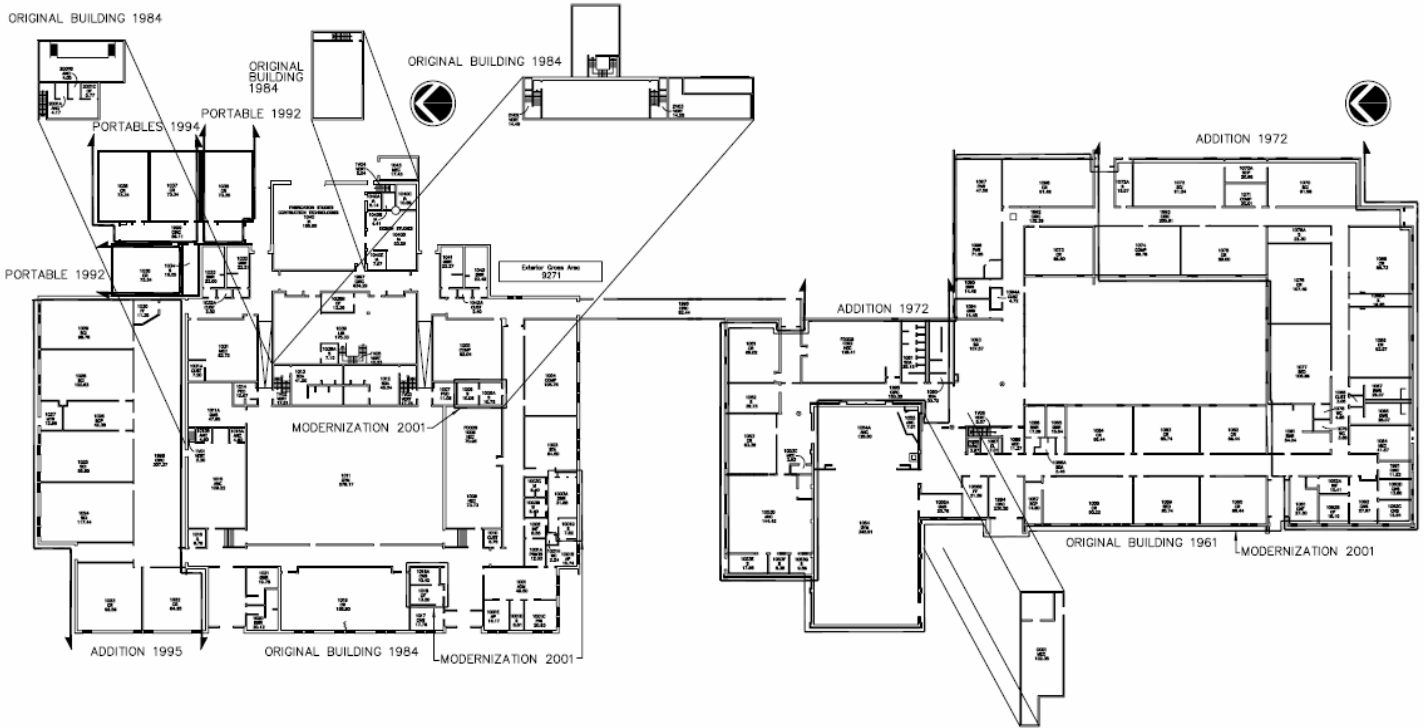
Ches High after Langdon High 2014

| | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|----------------------|------------|------------|------------|------------|------------|------------|------------|-------------|-------------|------------|------------|------------|------------|------------|------------|
| 9 | 202 | 200 | 254 | 213 | 225 | 230 | 248 | 281 | 270 | 199 | 198 | 223 | 225 | 239 | 251 |
| 10 | 192 | 196 | 206 | 264 | 217 | 229 | 234 | 252 | 285 | 182 | 202 | 202 | 227 | 229 | 243 |
| 11 | 192 | 221 | 204 | 194 | 269 | 222 | 234 | 239 | 257 | 187 | 185 | 207 | 207 | 232 | 234 |
| 12 | 197 | 205 | 222 | 199 | 199 | 274 | 227 | 239 | 244 | 177 | 190 | 190 | 212 | 212 | 237 |
| 9-12 total | 783 | 822 | 886 | 870 | 910 | 955 | 943 | 1011 | 1056 | 745 | 775 | 822 | 871 | 912 | 965 |
| code 40 allow | | 23 | 26 | 26 | 27 | 28 | 28 | 30 | 31 | 22 | 23 | 24 | 26 | 27 | 28 |
| Total | 783 | 845 | 912 | 896 | 937 | 983 | 971 | 1041 | 1087 | 767 | 798 | 846 | 897 | 939 | 993 |
| growth over previous | | 7.9% | 7.9% | -1.8% | 4.6% | 4.9% | -1.3% | 7.2% | 4.5% | -29.5% | 4.0% | 6.1% | 6.0% | 4.7% | 5.8% |

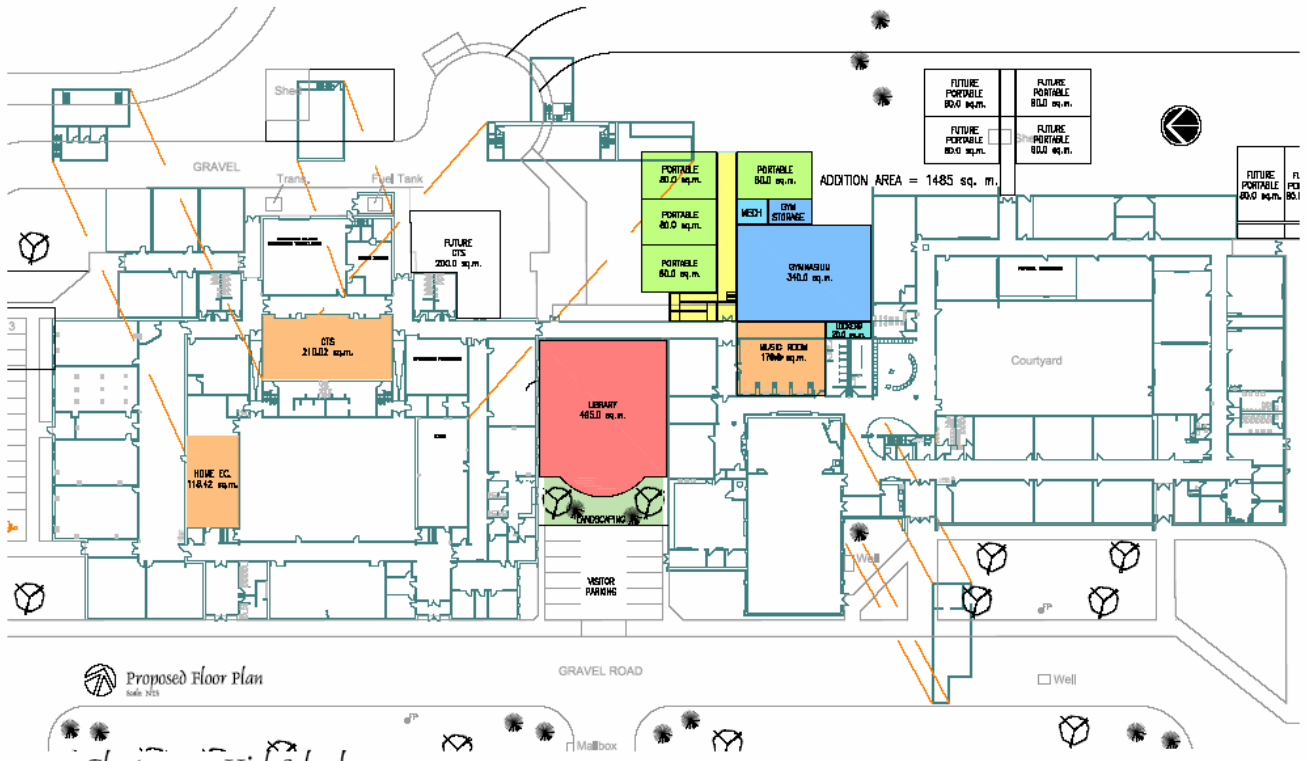
- .1 Chestermere High School with an FTE population of 896 is currently operating at 88.1% utilization (based on Provincial capacity rating)
- .2 At the end of the timeframe of the next Capital Plan (2010 – 2013) Chestermere High School is expected to have an enrolment of 1087 and be operating at 107% utilization.
- .3 Based on the gross area of the existing building and the types of spaces within the school the building has a functional capacity of approximately 847 (issues such as the physical education spaces, administration spaces, library size, ancillary spaces are considered to determine this functional capacity – see Appendix A)
- .4 In 2006 RVS completed a facility evaluation and accommodation strategy for up to 1100 students (with some consideration for temporary accommodation up to 1200 students). This study included several renovations and additions to the existing facility.



Aerial photo



Existing Floor Plan (does not include recent renovation / addition)



Proposed Floor Plan
Scale 1/8" = 1'-0"

Chestermere High School
Rocky View School Division #47

Proposed Expansion and renovation to 1100 student capacity



- .5 The proposed modernization phasing plan is:
- Phase 1: (Target School – 900 students) – **projects are complete and were funded through IMR grants.**
- Construct a new Music Room in the old Home Economics area.
 - Construct the shell for the Future Locker Room.
 - Relocate the Existing Home Economics classroom to the old music room to create a Food Services/ Commercial cooking teaching space coordinated with the Flex Space.
- Phase 2: (Target School – 900 students)
- Construct a New Gymnasium, Gym Storage, Corridor/Ramp, Mechanical and Locker room connection
 - Renovate the existing Locker rooms
- Phase 3: (Target School – 1100 students)
- Construct New Library space
 - Replace existing link
 - Add new Portables
 - Construct additional Parking (220 stalls)
 - Renovate existing Library for CTS or Information Processing use
- Phase 4: (Future – 1200 students)
- Add additional portables if additional teaching space is required
- .6 Any significant permanent additions to the building will require fire sprinklers, and any addition to the north part of the building will require this portion of the building to be sprinklered and the construction of additional storage for fire fighting water. (Portable classrooms are typically separated from the main building by a firewall and are considered a separate building.)
- .7 If there is no water service to the building the installation of fire sprinklers to the north part of the school will be very expensive relative to the cost of the proposed building project because of the additional infrastructure that would be required:
- .1 Construction of a water storage tank and fire pumping system is required.
Existing onsite storage tanks also provide potable water, which is trucked to the site. This does not provide a static water supply for fire fighting.
 - .2 Installation of the fire sprinkler system throughout the north portion of the building
- .8 If growth in the Chestermere High School attendance area continues there will be problems accommodating the anticipated 9-12 population in the Chestermere High School Building (regular classroom space may be possible with portable classroom additions). Deficiencies will include physical education space, library space, information services, ancillary option space. The facility will also have insufficient CTS space for the student population.
- .9 Growth at the school site will also affect traffic issues (the amount of student parking required, bus loading areas required and amount of traffic along 791).



.10 RVS carried the following projects that impact the Chestermere High School population on the previous Three Year Capital Plan:

| Item (of 48) | 2008/09 budget year | Anticipated opening date |
|--------------|--|--------------------------|
| 6 | Chestermere High School 4 portable classroom addition (RVSD units) | Spring 2009 |
| 12 | Chestermere High School renovate woods / fabrication area | Fall 2010 |
| | 2009-10 budget year | |
| 24 | Chestermere High School add 4 portables | Fall 2010 |
| 25 | Chestermere High School small gym and library addition | Fall 2012 |
| 29 | Langdon Senior High | Fall 2013 |

ALTERNATIVES

Alternative I

That the Board of Trustees authorizes the Superintendent to initiate a grade reconfiguration at Chestermere High School and its feeder schools for September 2010. This change will result in the following grade configurations:

1. Chestermere High School: 10-12,
2. Chestermere Lake Middle School: 6-9
3. Langdon School and Indus School: K-9
4. Prairie Waters and Rainbow Creek Elementary Schools: K-5

| | Pros | Cons |
|---------------------|---|---|
| Financial | | |
| transportation | neutral | |
| facility | facility utilization should remain high, operational costs should be neutral | |
| staff | | there are some costs to 'red circle' Chestermere High School administration at a higher enrolment level |
| Educational | | |
| program | science labs, cts and ancillary (art, music, drama) programs are more available to 10-12's | grade 9's do not have access to higher level option programs |
| | science labs, cts and ancillary (art, music, drama) programs are supported better by congregated 7-9's | |
| transitions | grade 9's do not transition just before their PAT year | grade 6's transition just before their PAT year |
| Student life | | |
| transitions | same number of transitions, different timing | |
| transportation | no change | |
| extra-curricular | Moving Grade 9 students from Chestermere High School to Chestermere Lake Middle School, Langdon School and Indus School may have an impact on the Grade 9 athletic program. The impact would be primarily with basketball and volleyball. In the other sports programs students compete by age rather than grade. In Rocky View Schools Grade 9 students currently participate in junior varsity athletics (Grades 9 and 10). Schools that have grade configurations that end at Grade 9 are not precluded from participating in Rocky View Sports Association athletic programs or from participating in Grade 9 | |



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

| | Pros | Cons |
|---|---|--|
| | volleyball/basketball tournaments that exist outside of Rocky View Schools. Schools with Grade 9 basketball/volleyball teams could also compete in zone competitions. | |
| | grade 9's will be grouped with 7's and 8's for extra-curricular | |
| social | There has been some discussion on the difficulty of managing the social skills of grade 9's when they are grouped with younger students. | |
| Facility | | |
| utilization | | the utilization of Chestermere High School will drop however it will return to 2009 enrolment levels by 2014 |
| growth & change | there is space to accommodate enrolment increases for 10-12's at the high school site | growth at K-5 level requires planning and may require additional facilities |
| | reinforces support for a new K-9 school in Chestermere earlier | there will be accommodation pressure at Langdon until the opening of the new P3 school |
| | facilities for K-9's are 15% less expensive to construct than a 10-12 facility | this will delay the need for a new 10-12 school in Langdon by a couple of years |
| HR | | |
| staff | | some high school staff will need to be re-assigned and will need to adjust to a new environment |
| specialized program staff | staff for science, cts and ancillary (art, music, drama) programs should still be fully timetabled with grade 10-12's | |
| | potential for better staffing for science, CTS and ancillary (art, music, drama) programs with larger 7-9 population | |
| Consequence Summary This alternative more appropriately accommodates all students in the Chestermere sector and minimizes stress on students, staff, and facilities. | | |

Alternative II

That the Board of Trustees authorizes the Superintendent to engage engineering consultants to design the infrastructure required to proceed with the projects listed in the current Three Year Capital Plan, including the fire suppression sprinkler system and the measures to accommodate the additional traffic generated. This will enable a permanent addition to accommodate the increased student enrolment.

| | Pros | Cons |
|----------------|--|---|
| Financial | | |
| transportation | neutral | |
| facility | facility utilization will remain high, operational costs should be neutral | |
| | | significant capital project support is required |
| Educational | | |
| program | infrastructure upgrades will allow | required capital projects may not get |



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

| | Pros | Cons |
|--|---|--|
| | construction of program spaces, subject to provincial approval | approval |
| | | programs for 7-9's will continue to be supported by 2/3 of the student population intended by the province |
| transitions | no change | |
| Student life | | |
| transitions | no change | |
| transportation | no change | |
| extra-curricular | new spaces could be constructed to increase availability of spaces for extracurricular activities | |
| social | no change | |
| Facility | | |
| utilization | | Chestermere High School will become more crowded and will depend on the approval of significant capital projects to provide appropriate program spaces |
| | | Chestermere High School will become permanently 'over-built', this will weaken the justification for a future Langdon High School |
| growth & change | infrastructure upgrades will be identified so costing for capital project will be better defined | accommodation of growth is difficult and costly (in addition to the cost of the building construction) |
| | facility will conform to current building code for fire suppression system | facilities for 10-12's are the most expensive to construct (15% more than 7-9 facilities), the province operates on a 'business case model' and they are not prepared to support a more costly solution to student accommodation |
| | | the high school site will become more congested |
| | | installation of fire suppression sprinkler system is disruptive to the north half of the building |
| HR | | |
| staff | no change | |
| specialized program staff | no change | |
| Consequence Summary Administration does not recommend this alternative. It will permanently over-build Chestermere High School and weaken the justification for a new high school in Langdon which will be a community of 5000 within 5 years and potentially remain a community with no high school. RVS will have to change the high school model (currently sized at 900-1000 students) to maintain the facility utilization levels required by the province. | | |

Alternative III

That the Board of Trustees authorizes the Superintendent to continue to add portable classrooms to Chestermere High School until a new High School is constructed in Langdon.

| | Pros | Cons |
|--|---|---|
| Financial | | |
| transportation | neutral | |
| facility | facility utilization should remain high, operational costs should be neutral | |
| Educational | | |
| program availability | | there will be no additional space for science, cts and ancillary (art, music, drama) programs, access will continue to be limited |
| | | existing science, cts and ancillary (art, music, drama) programs will continue to be over-subscribed |
| transitions | no change | |
| Student life | | |
| transitions | no change | |
| transportation | no change | |
| extra-curricular | | as the school becomes more crowded there will be less access to spaces for extracurricular activity participation |
| social | no change | |
| Facility | | |
| utilization | temporary additional portables can be relocated once Langdon High School is constructed | |
| growth & change | enrolment increases can be accommodated | program needs are not met |
| | lower risk of Chestermere High School becoming permanently over-built | the site will become more congested |
| | | increased parking areas required for the higher population cannot be undeveloped after the new high school in Langdon is opened |
| HR | | |
| staff | no change | |
| specialized program staff | no space for additional specialized program staff | |
| Consequence Summary | | |
| Administration does not recommend this alternative. It houses students but does not respect their program needs. | | |



RECOMMENDATION (based on Alternative I)

That the Board of Trustees authorizes the Superintendent to initiate a grade reconfiguration at Chestermere High School and its feeder schools for September 2010. This change will result in the following grade configurations:

1. Chestermere High School: 10-12,
2. Chestermere Lake Middle School: 6-9
3. Langdon School and Indus School: K-9
4. Prairie Waters and Rainbow Creek Elementary Schools: K-5

Appendix A

Chestermere High 9-12

897 Sept 2008 FTE enrolment Utilization
1016 Provincial Rated Capacity 88.3%
1027 RVS Rated Capacity 87.3%
847 approximate core capacity
1500 washroom capacity

School size by capacity and grade configuration

| Room Code | Room Type | Existing school | | Standard 9-12 @ 1010 capacity | | variance | Standard 9-12 @ 1185 capacity | | variance |
|----------------------------------|--|-----------------|----------------|-------------------------------|----------------|----------------|-------------------------------|-----------------|-----------------|
| | | Teaching spaces | | Teaching spaces | | | Teaching spaces | | |
| 1 | Permanent Classroom | 17 | 1393.38 | 25 | 2000 | -606.62 | 28 | 2240 | -846.62 |
| 1 | Permanent portable classroom | | | | | 0 | | | |
| 1 | Portable classroom | 6 | 453.37 | | | 453.37 | | | 453.37 |
| 1 | Freestanding portable | | | | | 0 | | | |
| 1 | Resource Room(s) equivalent teaching space | | | | | 0 | | | |
| 2 | Elem science @ 95 | | | | | 0 | | | |
| 2 | Jr / Sr science @ 120 | 6 | 662.94 | 4 | 480 | 182.94 | 6 | 720 | -57.06 |
| 3 | Ancillary space | 4 | 539.05 | | | 539.05 | | | 539.05 |
| | music | 159.04 | | | | | | | |
| | drama | 136.61 | | | | | | | |
| | art (two teaching stations) | 243.4 | | | | | | | |
| 3 | Ancillary space @ 130 | | | 2 | 260 | -260 | 2 | 260 | -260 |
| 4 | Ancillary space @ 90 | | | 4 | 360 | -360 | 5 | 450 | -450 |
| 5 | Information services | 4 | 377.55 | 3 | 345 | 32.55 | 4 | 460 | -82.45 |
| 6 | Gymnasium | | 1130.02 | | 1325 | -194.98 | | 1325 | -194.98 |
| 7 | Gym Storage | | 68.71 | | 133 | -64.29 | | 133 | -64.29 |
| 8 | Library | | 262 | | 428 | -166 | | 540 | -278 |
| 9 | CTS | 3 | 607.06 | 3 | 607.06 | 0 | 3 | 607.06 | 0 |
| | foods | 144.68 | | | | | | | |
| | foods | 128.41 | | | | | | | |
| | construction | 333.97 | | | | | | | |
| | Total instructional space | 40 | 5494.08 | 41 | 5938.06 | -443.98 | 48 | 6735.06 | -1240.98 |
| 10 | Admin & staff (summary below) | | 867.43 | | 632 | 235.43 | | 747 | 120.43 |
| 11 | Physical education | | 168.15 | | 240 | -71.85 | | 240 | -71.85 |
| 12 | Circulation | | 2059.65 | | 1333 | 726.65 | | 1592 | 467.65 |
| 13 | Wall area | | 374.05 | | 640 | -265.95 | | 764 | -389.95 |
| 14 | Storage area | | 147.04 | | 187 | -39.96 | | 223 | -75.96 |
| 15 | Student washrooms | | 248.02 | | 114 | 134.02 | | 144 | 104.02 |
| 16 | Flexible space | | 107.57 | | 228 | -120.43 | | 288 | -180.43 |
| 17 | Wiring / network | | 20.01 | | 45 | -24.99 | | 45 | -24.99 |
| | Total non-instructional space | | 3991.92 | | 3419 | 572.92 | | 4043 | -51.08 |
| | Total Gross area | | 9486 | | 9357.06 | 128.94 | | 10778.06 | -1292.06 |
| Admin & staff summary | | | | | | | | | |
| 10a | Principal office | | 20.63 | | 15 | 5.63 | | 15 | 5.63 |
| 10b | Vice Principal office | | 16.17 | | 12 | 4.17 | | 12 | 4.17 |
| 10c | Administration offices | | 41.66 | | 40 | 1.66 | | 50 | -8.34 |
| 10d | Counselling offices | | 99.77 | | 50 | 49.77 | | 60 | 39.77 |
| 10e | General administration | | 70.31 | | 70 | 0.31 | | 80 | -9.69 |
| 10f | Conference room | | 27.3 | | 50 | -22.7 | | 60 | -32.7 |
| 10g | Staff room | | 64.5 | | 65 | -0.5 | | 75 | -10.5 |
| 10h | Staff work room | | 85.92 | | 80 | 5.92 | | 90 | -4.08 |
| 10i | Male staff washrooms | | 8.4 | | 8 | 0.4 | | 8 | 0.4 |
| 10j | Female staff washrooms | | 12.28 | | 12 | 0.28 | | 12 | 0.28 |
| 10k | Infirmary | | 23.94 | | 40 | -16.06 | | 50 | -26.06 |
| 10l | Kitchen | | 33.24 | | 30 | 3.24 | | 35 | -1.76 |
| 10m | Mechanical | | 363.31 | | 160 | 203.31 | | 200 | 163.31 |
| 10 | Total Admin & staff area | | 867.43 | | 632 | 235.43 | | 747 | 120.43 |



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

Issue Sheet

ISSUE: Policies HK Student Evaluation and HKA Student Promotion
First Read

AUTHOR: Greg Bass, Superintendent of Schools

DATE of MEETING: May 7, 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, a motion was passed approving the abeyance of guidelines 6.1 and 6.2 of policy HK Student Evaluation until a review of the policy was conducted and a subsequent amendment tabled.

The Policy Development Committee 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 were removed from the policies, to be housed in the Procedures Manual. At the Regular Meeting of the Board of Trustees on March 5, 2009, the policies were renamed *HK Assessment and Communication of Student Learning* and *HKA Promotion and Placement of Students*, and approval given for them to be circulated to stakeholders for feedback.

The Policy Development Committee received extensive feedback which was reviewed and incorporated into revisions of Policies and Procedures HK and HKA for First Read at the Regular Meeting of the Board of Trustees on May 7, 2009.

ALTERNATIVE 1

That the Board of Trustees gives First Read to amended Policy *HK Assessment and Communication of Student Learning* and Policy *HKA Promotion and Placement of Students*, as presented.

ALTERNATIVE 2

That the Board of Trustees refers amended Policy *HK Assessment and Communication of Student Learning* and Policy *HKA Promotion and Placement of Students* back to the Policy Development Committee for further changes before final reading.

RECOMMENDATION

That the Board of Trustees gives First Read to amended Policy *HK Assessment and Communication of Student Learning* and Policy *HKA Promotion and Placement of Students*, as presented.



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 21st 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.

Accommodation: a change or alteration in the regular ways student is expected to learn, complete assignments or participate in classroom activities

Modified Programming: programming in which the learner outcomes are significantly different from the programs of study and are specifically selected to meet students' special education needs



Approved: 1998 10 08

Amended: 2002 11 27

Reviewed: xxxx

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Adapted Programming: programming that retains the learner outcomes of the programs of study and where adjustments to the instructional process are provided to address the special education needs of the student

DRAFT



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. **be balanced and** focus on a broad range of **the prescribed** 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. be part of instruction and should clearly reveal to students what is expected of them, and the learning outcomes they are working toward.
8. use methods that are consistent, equitable, accurate and take into account the student’s developmental and cultural background.
9. 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
10. provide diagnostic information to address recommendations for remediation and/or enrichment



11. consist of an appropriate body of evidence to support the judgment being made (e.g., Triangulation of assessment – conversation, observation and product - 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 easily 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. encourage 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
 - ⇒ Assessment Manifesto; A Call for the Development of Balanced Assessment Systems (Rick Stiggins, 2008)
 - ⇒ Communicating Student Learning Guidelines for Schools 2008
 - ⇒ Principles for Fair Student Assessment Practices for Education in Canada (1993).
http://www.education.ualberta.ca/educ/psych/crame/files/eng_prin.pdf
 - ⇒ Alberta Assessment Consortium www.aac.ab.ca
- Cross Reference**
- ⇒ RVS Administrative Procedures: HK – Assessment and Communication of Student Learning
 - ⇒ Grade Level of Achievement Reporting, 2006, Pp. 6-7, ABEd.



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, G., and J. McTighe, *Understanding by Design*, Alexandria, VA: ASCD, 1998). 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 to 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 are 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. (Reference: Communicating Student Learning: Guidelines for Schools 2008, Manitoba Education, Citizenship and Youth.)

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. a year end program promotion or 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. ~~A statement of final grades may constitute one of the written reports.~~ A written year-end progress report will be provided.
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. ~~work with the jurisdiction to~~ make provisions for proficient specialized interpreter services to facilitate effective conferencing or interviews with deaf parents and students where appropriate, ~~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% 25% 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; learning behaviours such as effort, attitude and other non-academic factors are reported separately. Each will be carefully recorded and maintained.
 - 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 **progress** report ~~card~~ or a record of final levels of achievement be placed annually in the student's cumulative file.

Individual Program Plan (IPP), ~~and Accommodated Program Plan (AP)~~ Modified Programming and Adapted Programming

1. All **progress** reports ~~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~~ **accommodated** **modified** program, the following must be in place:
 - 2.1 parents need to be informed of the nature of the ~~modifications~~ **modified learner outcomes**, their impact on future educational programming and provide consent.
 - 2.2 the **progress** report ~~card~~ needs to clearly indicate if ~~a student is on a Modified Accommodated Program Plan.~~ **a student's learning goals have been modified.**
 - 2.3 **assessment of a student's achievement, within the if receiving adapted programming, is relative to currently assigned grade placement or program.**
 - 2.4 **assessment of a student's achievement, if receiving modified programming, is relative to the modified learner outcomes.**
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 **progress** 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 04 21

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
- ⇒ Assessment Manifesto; A Call for the Development of Balanced Assessment Systems (Rick Stiggins, 2008)
- ⇒ Communicating Student Learning Guidelines for Schools 2008
- ⇒ Principles for Fair Student Assessment Practices for Education in Canada (1993).
http://www.education.ualberta.ca/educ/psych/crame/files/eng_prin.pdf
- ⇒ Alberta Assessment Consortium 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



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.

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 **accommodate** ~~modify~~ regular course content/school programs to **address** ~~accommodate~~ students' individual learning needs, irrespective of their grade placement. These ~~modifications~~ **changes** 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 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, accelerated, or retained, 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 **written** parental support for the intended placement.



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

Issue Sheet

ISSUE: Policy JM Relations with Community Organizations –
Second Read

AUTHOR: Greg Bass, Superintendent of Schools

DATE of MEETING: May 7, 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 the regular channels. All feedback 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. To that end, the policy directs the Superintendent to delegate the decision to the school principal vis a vis their local knowledge of the school community.

At the Regular Meeting of the Board of Trustees on April 2, 2009, Policy JM: Relations with Community Organizations received first read. Since that time, no further feedback has been received.

ALTERNATIVE 1

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

ALTERNATIVE 2

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

RECOMMENDATION

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



Proposed: New Policy
First Read 2009 04 02

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.

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

Cross Reference: RVS Policy:

⇒



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

Issue Sheet

ISSUE: **Excellence in 21st Century Learning: Rocky View Schools Alberta Initiative for School Improvement Cycle 4 Project Umbrella**

AUTHOR: Wesley Oginski, Director of Professional Learning

DATE of MEETING: May 7, 2009

Issue

Approve Excellence in 21st Century Learning as the Rocky View Schools (RVS) Alberta Initiative for School Improvement (AIS) project umbrella for Cycle 4 (2009-2012).

Background

“Engaging the 21st Century Learner” is a RVS AISI Cycle 4 project that works to “weave the threads of learner success.” That is this next project cycle will work towards consolidating and twining together the 3YP focus on 21st century learning through the 21st Century Learning Model in use by the Learning Department. This weaves together the elements of balanced assessment (A4L), understanding by design (UbD) and universal design for learning (UDL). To do so still relies upon teachers looking at and changing/improving their instructional practices to meet the needs of the learner in the 21st Century.

RVS’ Cycle 4 AISI project proposes schools continue to develop their assessment for learning practices in the context of meeting the needs of the 21st century learner. RVS’ learning model provides a framework for choice and delving deeper into a number of directions consistent with the skills needed by successful 21st century learners. Schools would choose to begin their journey based on the research-based practices of the three foundations of the learning model – UbD, A4L, or UDL. Schools would then form communities of practice with other schools implementing the same foundation and research practices over the three years of the AISI project. The focus on the learning model allows schools to look more at the current work they have been engaged in and weave together elements of the 3YP and 21st century learning.

Strategies will shift in Cycle 4 to continue reducing reliance upon substitute release as the only mechanism for professional learning and school improvement. Strategies to embed school improvement work will be explored and encouraged. One such strategy is by a stronger emphasis being placed upon building school-based expertise and resources through coaching and mentoring. This will still require a model that provides central support for curriculum and instructional practices, as well as school improvement and coaching resources. The level of support provided centrally is a critical issue. Some schools indicate they need the central support while others indicate they have the capacity on staff to move forward with new programs and changes.



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

Issue Sheet

With the Ministers' announcement of a fourth AISI cycle, RVS has engaged in the planning process. To date the following consultation activities have taken place:

- dialog with school-based AISI lead teachers regarding future directions (Oct-Nov/08);
- survey of school staff regarding AISI successes, challenges and suggested future directions (Nov-Dec/08);
- level 3 school and community consultation completed (Jan/09);
- school-based administrators consultation meeting (Mar/09); &
- Divisional AISI Review Team (DART) struck, met and made recommendations (Jan-Mar/09).

A Division AISI Review Team (DART) has been struck in the last two cycles as a method of engaging a focused and representational advisory committee. This process was engaged again for recommending a Cycle 4 framework. It was structured to provide feedback and assist assessing the impact of RVS' current AISI project, Excellence in Learning.

DART met six times in January through March 2009. They identified and have recommended essential elements from previous projects' learnings that RVS should work to sustain. DART's has assisted with a project proposal framework. These considerations as well as staff survey, lead teacher input, and a community consultation process informed a position paper. This paper reflected the three-year RVS directions, priorities & goals, and linking identified successes & challenges from previous AISI cycles, to develop a project framework that honoured where RVS has been, where it is and where it hopes to be. As well, DART recommended that AISI continue to blend curriculum and coaching support. Consultations with DART and with administrators could not reach consensus on the level of support that should be sustained.

An opportunity exists for three types of projects that school authorities may develop next cycle (*AISI Planning Handbook for Cycle 4, 2009*). The projects must encourage *innovation, sharing and collaboration*, through:

- a focus on themes *new* to school jurisdictions;
- going into *greater depth* on previous themes, with new research, strategies and measures; and/or
- developing *collaborative* initiatives across school authorities focusing on common goals.

The data clearly indicates a desire to dig deeper on our previous themes of assessment and excellence, but also look at a process that draws together the threads of engaging the 21st Century learner across the school system, as represented by RVS' 3YP.

- Learning Impact Statement

AISI is considered on of the most progressive school improvement initiatives in the world (Fullan, 2008). It provides a structured, research-based platform for improving student learning. RVS made a decision in Cycle 2 that all schools and all teachers should have the opportunity to be involved in school improvement study and research, with system guidance and support – what Fullan (2006) calls the tri-level support (school, jurisdiction &



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

Issue Sheet

government) needed for systemic and sustained school improvement. This is atypical of most projects in the province, where a select group of schools or teachers are involved in AISI. Rocky View is one of the few places in Alberta where all schools have staff involved in reviewing and refining their practices to improve student learning for all students.

RVS' AISI Cycle 4 project, "Engaging the 21st Century Learner," works to weave the threads of learner success by supporting staff in the development of 21st Century skills and practices. That is this next project cycle will work towards consolidating and twining together the 3YP focus on 21st century learning through the 21st Century Learning Model in use by the Learning Department. This weaves together the elements of balanced assessment (A4L), understanding by design (UbD) and universal design for learning (UDL). To do so still relies upon teachers looking at and changing/improving their instructional practices to meet the needs of the learner in the 21st Century.

- Finance Impact Statement

Schools are provided with base allocation for minimum lead teacher or leadership team structure to guide work at school and receive support and training from the central AISI specialists, as well as an enhancement based upon staffing equivalencies to accommodate school size.

- Human Resources Impact Statement

AISI provides approximately 12.25 positions across the system. With a movement towards a coaching/mentoring model to reduce the reliance upon substitute release for system and school-based professional learning, Cycle 4 may be providing up to 23.5 full-time equivalents across RVS. However, there will be a trade-off with a transition to a coaching/mentoring model, as the coaches will need to be identified, placed and trained. This may not occur before the start of the project.

There are several staffing alternatives that are being considered.

A. Alternative 1:

That the board direct the Superintendent of Schools to develop a project umbrella that will consolidate and twine together the 3YP focus on 21st century learning through the 21st Century Learning Model in use by the Learning Department, utilizing a model and allocation similar to the previous two cycles where a blend of central support (6.0 FTE) and school-based project work. This project will weave together the elements of balanced assessment (A4L), understanding by design (UbD) and universal design for learning (UDL), by supporting staff looking at and changing/improving their instructional practices to meet the needs of the learner in the 21st Century.



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

Issue Sheet

Funds that may be available from Cycle 3 will need to be applied for and a proposal will be developed that will provide a staffing enhancement (+0.1-0.3 FTE dependent on school size) to encourage up to 10 schools to engage in the coaching model with the learning department over the three tears of Cycle 4. If funds allow, other schools may join the pilot in subsequent years.

B. Alternative 2:

That the board direct the Superintendent of Schools to develop a modified project umbrella that will consolidate and twine together the 3YP focus on 21st century learning through the 21st Century Learning Model in use by the Learning Department by supporting the embedded coaching specialists at the Education Centre (reflecting a blend of curriculum/assessment/school improvement specialists and 21st century specialists → $4.0 + 3.6 = 7.6$ FTE), proving schools with an allocation to support their participation ion the initiative, but freeing instructional dollars to be utilized in the instructional block by schools.

Funds that may be available from Cycle 3 will need to be applied for and a proposal will be developed that will provide a staffing enhancement (+0.1-0.3 FTE dependent on school size) to encourage up to 10 schools to engage in the coaching model with the learning department over the three tears of Cycle 4. If funds allow, other schools may join the pilot in subsequent years.

Recommendation

That the Board of Trustees directs the Superintendent of Schools to develop a modified project umbrella that will consolidate and twine together the 3YP focus on 21st century learning through the 21st Century Learning Model in use by the Learning Department by supporting the embedded coaching specialists at the Education Centre (reflecting a blend of curriculum/assessment/school improvement specialists and 21st century specialists → $4.0 + 3.6 = 7.6$ FTE), proving schools with an allocation to support their participation ion the initiative, but freeing instructional dollars to be utilized in the instructional block by schools.

Funds that may be available from Cycle 3 will need to be applied for and a proposal will be developed that will provide a staffing enhancement (+0.1-0.3 FTE dependent on school size) to encourage up to 10 schools to engage in the coaching model with the learning department over the three tears of Cycle 4. If funds allow, other schools may join the pilot in subsequent years.



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

Issue Sheet

ISSUE: **Authorization of Locally Developed/Acquired and Authorized Senior High School, Optional / Complementary Courses**

AUTHOR: Kevin Wttewaall, Director of Technology for Learning

DATE of MEETING: May 7, 2009

Issue

- To authorize the following Locally Developed Courses pending authorization from Alberta Education, Curriculum Services.

| Senior High Course Name | Credits | Developing Board |
|---|----------------------------|---------------------------------------|
| Advanced Acting / Touring Theatre 15, 25, 35 | 5 | Calgary Board of Education |
| Biology 35 AP | 5 | St. Albert Protestant Schools |
| Coaching and Leadership 15, 25, 35 | 3 (15), 3 or 5 (25, 35) | Calgary Board of Education |
| Dance 15, 25, 35 | 3 or 5 | Edmonton Public Schools |
| French 35 AP | 5 | Rocky View Schools |
| Military History 15, 25 | 3 | Edmonton Public Schools |
| Musical Theatre 15, 25, 35 | 5 | Calgary Catholic School District |
| Outdoor Leadership 15, 25, 35 | 5 | Calgary Board of Education |
| Palaeontology 15 | 3 or 5 | Golden Hills School Division #75 |
| Performing Arts 15, 25, 35 | 3 or 5 | Grand Yellowhead Regional Division |
| Professional Development in the Arts 35 | 3 or 5 | Calgary Board of Education |
| Science Fiction / Fantasy 15 | 5 | Aspen View Regional Division #19 |
| Studio Art 35 AP | 5 | Rocky View Schools |
| T.E.A.M. Leadership 15, 25, 35 | 3 or 5 | Calgary Board of Education |

Background

- Principals have requested that these courses be available based upon student registration and interest in these subject areas. We are in receipt of letters of permission to use the high school courses developed by other boards. These courses are approved by Alberta Education and are awaiting Board Motion to finalize the authorization process and release course codes.

Recommendation

That the Board of Trustees authorizes the above listed courses for use in Rocky View Schools pending final authorization from Alberta Education, Curriculum Services.



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

Issue Sheet

ISSUE: 2007-2008 Amended Annual Financial Statement

AUTHOR: Bob Willson, Director of Finance

DATE of MEETING: May 7, 2009

Issue

Adjustments to the 2007-2008 Annual Financial Statement requested by Alberta Education.

Background

The Board of Trustees approved the 2007-2008 Annual Financial Statement on December 4, 2008. Subsequently Alberta Education has requested the following changes to the statement:

- Restore the Capital reserves, which had been removed from the statement when the Unrestricted Net Assets became less than zero.
- Reclassify the gain on sale of disposal of capital assets to Other Sales and Services as the option is non refundable.
- Change the classification of two ear marked special grants (Technology Infrastructure Grant and Technology in the Classroom Grant) that were received in 2007-2008 but had not been fully expended at August 31, 2008, (from Deferred Revenue to Income) as the grants were not considered Restricted.
- Reduce Accounts Payable for benefit premiums unspent by decreasing expenses and a Retrospective Restatement.

RVS Auditors have reviewed and approved the recommended adjustments. These adjustments will bring RVS Net Restricted Assets into a positive balance.

Recommendation

That the Board of Trustees approves the Rocky View Schools' amended 2007-2008 Annual Financial Statement as per the requested changes by Alberta Education.

**AUDITED
FINANCIAL STATEMENTS
FOR THE YEAR ENDED AUGUST 31, 2008**
[School Act, Sections 147(2)(a), 148, 151(1) and 276]

Rocky View School Division No.41

Legal Name of School Jurisdiction

2651 Chinook Winds Drive SW, Airdrie AB T4B 0B4

Mailing Address

403-945-4000 403-845-4001

Telephone and Fax Numbers

SCHOOL JURISDICTION MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

The financial statements of Rocky View School Division No.41 presented to Alberta Education have been prepared by school jurisdiction management which has responsibility for their preparation, integrity and objectivity. The financial statements, including notes, have been prepared in accordance with generally accepted accounting principles and follow format prescribed by Alberta Education.

In fulfilling its reporting responsibilities, management has maintained internal control systems and procedures designed to provide reasonable assurance that the school jurisdiction's assets are safeguarded, that transactions are executed in accordance with appropriate authorization and that accounting records may be relied upon to properly reflect the school jurisdiction's transactions. The effectiveness of the control systems is supported by the selection and training of qualified personnel, an organizational structure that provides an appropriate division of responsibility and a strong system of budgetary control.

Board of Trustees Responsibility

The ultimate responsibility for the financial statements lies with the Board of Trustees. The Board reviewed the audited financial statements with management in detail and approved the financial statements for release.

External Auditors

The Board appoints external auditors to audit the financial statements and meets with the auditors to review their findings. The external auditors were given full access to school jurisdiction records.

Declaration of Management and Board Chairman

To the best of our knowledge and belief, these financial statements reflect, in all material respects, the financial position and results of operations and cash flows for the year in accordance with generally accepted accounting principles and follow the financial reporting requirements prescribed by Alberta Education.

BOARD CHAIRMAN

Sylvia Eggerer

Name

Signature

SUPERINTENDENT

Greg Bass

Name

Signature

SECRETARY TREASURER OR TREASURER

Darrell Couture

Name

Signature

07-May-09

Board-approved Release Date

TABLE OF CONTENTS

| | Page |
|---|-------------|
| AUDITORS' REPORT INSERT | 3 |
| STATEMENT OF FINANCIAL POSITION | 4 |
| STATEMENT OF REVENUES AND EXPENSES | 5 |
| STATEMENT OF CASH FLOWS | 6 |
| STATEMENT OF CHANGES IN NET ASSETS | 7 |
| STATEMENT OF CAPITAL ALLOCATIONS | 8 |
| NOTES TO THE FINANCIAL STATEMENTS INSERT | 9 |

STATEMENT OF FINANCIAL POSITION
as at August 31, 2008

(in dollars)

| | 2008 | 2007 (Note) |
|--|----------------|----------------|
| ASSETS | | |
| Current assets | | |
| Cash and temporary investments | \$17,840,025 | \$11,450,080 |
| Accounts receivable (net after allowances) | \$3,160,992 | \$2,139,904 |
| Prepaid expenses | \$60,889 | \$589,434 |
| Other current assets | \$106,852 | \$104,084 |
| Total current assets | \$21,168,758 | \$14,283,502 |
| School generated assets | \$3,131,353 | \$2,769,856 |
| Trust assets | \$1,184,521 | \$1,730,906 |
| Long term accounts receivable | \$3,848 | \$5,741 |
| Long term investments | \$0 | \$0 |
| Capital assets | | |
| Land | \$8,013,286 | \$4,202,456 |
| Buildings | \$208,529,181 | |
| Less: accumulated amortization | (\$70,951,772) | \$133,606,148 |
| Equipment | \$16,080,290 | |
| Less: accumulated amortization | (\$12,914,980) | \$3,165,310 |
| Vehicles | \$923,322 | |
| Less: accumulated amortization | (\$437,157) | \$486,165 |
| Total capital assets | \$149,242,170 | \$141,521,020 |
| TOTAL ASSETS | \$174,730,650 | \$160,311,025 |
| LIABILITIES | | |
| Current liabilities | | |
| Bank indebtedness | \$913,027 | \$472,576 |
| Accounts payable and accrued liabilities | \$11,616,431 | \$5,986,300 |
| Deferred revenue | \$4,100,775 | \$3,923,328 |
| Deferred capital allocations | \$1,998,680 | \$985,572 |
| Current portion of all long term debt | \$2,524,318 | \$2,794,142 |
| Total current liabilities | \$21,153,231 | \$14,161,918 |
| School generated liabilities | \$3,131,353 | \$2,769,856 |
| Trust liabilities | \$1,184,521 | \$1,730,906 |
| Employee future benefits liability | \$0 | \$0 |
| Long term payables and accrued liabilities | \$0 | \$0 |
| Long term debt | | |
| Supported: Debentures and other supported debt | \$9,288,650 | \$11,919,539 |
| Less: Current portion of supported debt | (\$2,353,024) | (\$2,630,889) |
| Unsupported: Debentures and Capital Loans | \$4,190,140 | \$4,353,393 |
| Capital Leases | \$0 | \$0 |
| Mortgages | \$0 | \$0 |
| Less: Current portion of unsupported debt | (\$171,294) | (\$163,253) |
| Other long term liabilities | \$0 | \$0 |
| Unamortized capital allocations | \$115,215,192 | \$108,425,789 |
| Total long term liabilities | \$130,485,538 | \$126,405,341 |
| TOTAL LIABILITIES | \$151,638,769 | \$140,567,259 |
| NET ASSETS | | |
| Unrestricted net assets | \$0 | \$1,933,559 |
| Operating Reserves | \$1,871,519 | \$360,767 |
| Accumulated Operating Surplus (Deficit) | \$1,871,519 | \$2,294,326 |
| Investment in capital assets | \$20,548,187 | \$16,824,191 |
| Capital Reserves | \$672,175 | \$625,249 |
| Total Capital Funds | \$21,220,362 | \$17,449,440 |
| Total net assets | \$23,091,881 | \$19,743,766 |
| TOTAL LIABILITIES AND NET ASSETS | \$174,730,650 | \$160,311,025 |

Note: Input "(Restated)" in 2007 column heading where comparatives are not taken from the finalized 2006-2007 Audited Financial Statements filed with Alberta Education.

STATEMENT OF REVENUES AND EXPENSES
for the Year Ended August 31, 2008

(in dollars)

| | Actual 2008 | Budget 2008 (Note) | Actual 2007 (Note) |
|--|----------------------|--------------------------|--------------------------|
| REVENUES | | | |
| Government of Alberta | \$130,644,070 | \$124,990,619 | \$120,706,155 |
| Federal Government and/or First Nations | \$800,809 | \$761,800 | \$873,009 |
| Other Alberta school authorities | \$219,725 | \$50,000 | \$218,345 |
| Out of province authorities | \$0 | \$0 | |
| Alberta Municipalities-special tax levies | | \$0 | \$138,045 |
| Instruction resource fees | \$2,037,775 | \$1,977,000 | \$1,822,924 |
| Transportation fees | \$979,160 | \$1,000,000 | \$952,567 |
| Other sales and services | \$2,848,387 | \$189,659 | \$227,012 |
| Investment income | \$557,287 | \$50,000 | \$635,844 |
| Gifts and donations | | \$0 | \$0 |
| Rentals of facilities | \$406,570 | \$369,750 | \$384,213 |
| Net school generated funds | \$3,590,535 | \$3,000,000 | \$3,249,296 |
| Gains on disposal of capital assets | \$25,939 | \$0 | \$16,424 |
| Amortization of capital allocations | \$5,719,208 | \$9,000,000 | \$3,427,798 |
| Total Revenues | \$147,829,465 | \$141,388,828 | \$132,651,632 |
| EXPENSES | | | |
| Certificated salaries | \$67,219,596 | \$62,792,762 | \$64,341,148 |
| Certificated benefits | \$7,594,915 | \$6,976,974 | \$7,032,536 |
| Non-certificated salaries and wages | \$21,071,969 | \$19,555,773 | \$19,113,894 |
| Non-certificated benefits | \$4,940,895 | \$5,786,684 | \$4,326,228 |
| Services, contracts and supplies | \$31,919,409 | \$32,279,472 | \$28,297,287 |
| Net school generated funds | \$3,590,535 | \$3,000,000 | \$3,249,296 |
| Capital and debt services | | | |
| Amortization of capital assets | | | |
| Supported | \$5,719,208 | \$9,000,000 | \$3,427,798 |
| Unsupported | \$965,801 | \$1,000,000 | \$920,020 |
| Total Amortization of capital assets | \$6,685,009 | \$10,000,000 | \$4,347,818 |
| Interest on capital debt | | | |
| Supported | \$1,184,151 | \$1,185,413 | \$1,468,180 |
| Unsupported | \$255,638 | \$211,982 | \$220,566 |
| Total Interest on capital debt | \$1,439,789 | \$1,397,395 | \$1,688,746 |
| Other interest charges | \$18,679 | \$1,000 | \$1,280 |
| Losses on disposal of capital assets | \$554 | \$0 | \$0 |
| Total Expenses | \$144,481,350 | \$141,790,060 | \$132,398,233 |
| EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE EXTRAORDINARY ITEM | \$3,348,115 | (\$401,232) | \$253,399 |
| Extraordinary Item | \$0 | \$0 | \$0 |
| EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES | \$3,348,115 | (\$401,232) | \$253,399 |

Note: Input "(Restated)" where Actual 2007 comparatives are not as presented in the finalized 2006-2007 Audited Financial Statements filed with Alberta Education. Budget 2008 comparatives presented are "FINAL APPROVED" budget amounts formally adopted by the Board.

STATEMENT OF CASH FLOWS
for the Year Ended August 31, 2008

(in dollars)

| | 2008 | 2007 (Note) |
|--|-----------------------|----------------------|
| CASH FLOWS FROM: | | |
| A. OPERATIONS | | |
| Excess (deficiency) of revenues over expenses for the year | \$3,348,115 | (\$255,773) |
| Add (Deduct) items not affecting cash: | | |
| Amortization of capital allocations revenue | (\$5,719,208) | (\$3,427,798) |
| Total amortization expense | \$6,685,009 | \$4,347,818 |
| Gains on disposal of capital assets | (\$25,939) | (\$16,424) |
| Losses on disposal of capital assets | \$554 | \$0 |
| Changes in accrued accounts: | | |
| Accounts receivable | (\$1,021,088) | \$2,044,884 |
| Prepays and other current assets | \$525,777 | (\$442,942) |
| Long term accounts receivable | \$1,893 | \$1,894 |
| Long term investments | \$0 | \$0 |
| Payables and accrued liabilities | \$5,630,131 | (\$2,151,416) |
| Deferred revenue | \$177,447 | \$2,277,964 |
| Employee future benefit expense (recovery) | \$0 | \$0 |
| Other (describe) Retrospective Restatement Benefits | \$0 | (\$3) |
| Total sources (uses) of cash from Operations | \$9,602,691 | \$2,378,204 |
| B. INVESTING ACTIVITIES | | |
| Purchases of capital assets | | |
| Land | (\$3,810,830) | (\$16,737) |
| Buildings | (\$9,736,820) | (\$7,190,159) |
| Equipment | (\$671,594) | (\$1,220,202) |
| Vehicles | (\$187,469) | (\$209,216) |
| Net proceeds from disposal of capital assets | \$25,939 | \$16,424 |
| Other (describe) | \$0 | \$0 |
| Total sources (uses) of cash from Investing activities | (\$14,380,774) | (\$8,619,890) |
| C. FINANCING ACTIVITIES | | |
| Capital allocations | \$10,888,937 | \$4,698,918 |
| Issue of long term debt | \$0 | \$0 |
| Repayment of long term debt | (\$2,794,142) | (\$2,953,333) |
| Add back: supported portion | \$2,632,782 | \$2,799,633 |
| Other (describe) | \$0 | \$0 |
| Total sources (uses) of cash from Financing activities | \$10,727,577 | \$4,545,218 |
| Net sources (uses) of cash during year | \$5,949,494 | (\$1,696,468) |
| Cash and temporary investments, net of bank indebtedness, at Aug. 31/07 | \$10,977,504 | \$12,673,972 |
| Cash and temporary investments, net of bank indebtedness, at Aug. 31/08 | \$16,926,998 | \$10,977,504 |

Note: Input "(Restated)" where Actual 2007 comparatives are not as presented in the finalized 2006-2007 Audited Financial Statements filed with Alberta Education.

STATEMENT OF CHANGES IN NET ASSETS
for the Year Ended August 31, 2008
(in dollars)

| | TOTAL NET ASSETS | INVESTMENT IN CAPITAL ASSETS | UNRESTRICTED NET ASSETS | RESTRICTED NET ASSETS | |
|---|------------------------|------------------------------------|-------------------------------|--------------------------|---------------------|
| | | | | OPERATING RESERVES | CAPITAL RESERVES |
| Balance at August 31, 2007 | \$18,319,379 | \$16,824,191 | \$509,172 | \$360,767 | \$625,249 |
| <u>Retrospective Restatements (describe)</u> | | | | | |
| Benefit reserve adjustment | \$1,424,387 | \$0 | \$1,424,387 | \$0 | \$0 |
| | \$0 | \$0 | \$0 | \$0 | \$0 |
| | \$0 | \$0 | \$0 | \$0 | \$0 |
| Adjusted Balance, Aug. 31, 2007 | \$19,743,766 | \$16,824,191 | \$1,933,559 | \$360,767 | \$625,249 |
| Excess(def) of revenue over expenses | \$3,348,115 | | \$3,348,115 | | |
| Board funded capital transactions | | \$4,530,884 | (\$2,875,026) | (\$1,411,255) | (\$244,603) |
| Direct credits to net assets | \$0 | \$0 | | | |
| Amortization of capital assets | | (\$6,685,009) | \$6,685,009 | | |
| Amortization of capital allocations | | \$5,719,208 | (\$5,719,208) | | |
| Disposal of unsupported capital assets | \$0 | (\$553) | \$553 | | \$0 |
| Disposal of supported capital assets (board funded portion) | \$0 | \$0 | \$0 | | \$0 |
| Debt principal payments (unsupported) | | \$159,466 | (\$159,466) | | |
| Net transfers to operating reserves | | | (\$2,922,007) | \$2,922,007 | |
| Net transfers from operating reserves | | | \$0 | | |
| Net transfers to capital reserves | | | (\$291,529) | | \$291,529 |
| Net transfers from capital reserves | | | \$0 | | \$0 |
| Assumption/transfer of other operations's net assets | \$0 | \$0 | \$0 | | \$0 |
| Balance at August 31, 2008 | \$23,091,881 | \$20,548,187 | \$0 | \$1,871,519 | \$672,175 |

STATEMENT OF CAPITAL ALLOCATIONS
(EXTERNALLY RESTRICTED CAPITAL CONTRIBUTIONS ONLY)
for the Year Ended August 31, 2008
(in dollars)

| | Deferred Capital Allocations | Unamortized Capital Allocations |
|--|---|--|
| Balance at August 31, 2007 | \$985,572 | \$108,425,789 |
| Prior period adjustment | \$0 | \$0 |
| Adjusted balance, August 31, 2007 | \$985,572 | \$108,425,789 |
| Add: | | |
| Restricted capital allocations from: Alberta Education-School/Modular Project Capital * | \$10,792,581 | |
| Infrastructure & Transportation-School/Modular Project Capital * | \$0 | |
| Other Government of Alberta | \$0 | |
| Federal Government and/or First Nations | \$0 | |
| Other sources | \$0 | |
| Interest earned on provincial government capital allocations | \$96,356 | |
| Other capital grants and donations | \$0 | |
| Net Proceeds on disposal of supported capital assets | \$0 | |
| Insurance proceeds (and related interest) | \$0 | |
| Donated capital assets (amortizable, @ fair market value) | | \$0 |
| Transferred in capital assets (amortizable, @ net book value) | | \$0 |
| Current Year Debenture Principal Repayment | | \$2,632,782 |
| Expended capital allocations - current year | (\$9,875,829) | \$9,875,829 |
| Less: | | |
| Net book value of supported capital assets disposition, write-off, or transfer; Other | \$0 | \$0 |
| Capital allocations amortized to revenue | | \$5,719,208 |
| Balance at August 31, 2008 | \$1,998,680 | \$115,215,192 |

* Infrastructure Maintenance Renewal/Infrastructure Maintenance Program allocations are excluded from this Statement, since those contributions are not externally restricted to capital.

Financial Statements of

ROCKY VIEW SCHOOL DIVISION NO. 41

August 31, 2008

Deloitte & Touche LLP
3000 Scotia Centre
700 Second Street S.W.
Calgary AB T2P 0S7
Canada

Tel: (403) 267-1700
Fax: (403) 264-2871
www.deloitte.ca

Auditors' Report

To the Board of Trustees of
Rocky View School Division No. 41:

We have audited the statement of financial position of **Rocky View School Division No. 41** (the "Jurisdiction") as at August 31, 2008 and the statements of revenues and expenses, cash flows, changes in net assets and capital allocations for the year then ended. These financial statements are the responsibility of the Jurisdiction's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the Jurisdiction as at August 31, 2008 and the results of its operations, cash flows, changes in net assets and capital allocations for the year then ended in accordance with Canadian generally accepted accounting principles.

Our audit was conducted for the purpose of forming an opinion on the basic financial statements taken as a whole. The supplementary information included in Schedules A and B is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such supplementary information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

The previous report issued on these financial statements dated November 7, 2008 has been withdrawn and the financial statements have been revised, as described in Note 20.

Calgary, Alberta
November 7, 2008, except as to Note 20
which is as of May 4, 2009

Chartered Accountants

UNAUDITED SCHEDULES
TO THE
FINANCIAL STATEMENTS
FOR THE YEAR ENDED AUGUST 31, 2008
[School Act, Section 276]

Rocky View School Division No. 41

Legal Name of School Jurisdiction

2651 Chinook Winds Drive SW, Airdire AB T4B 0B4

Mailing Address

403-945-4000 403-945-4001

Telephone and Fax Numbers

Declaration of Secretary-Treasurer / Chief Financial Officer

To the best of my knowledge and belief, these unaudited schedules have been prepared following Alberta Education's reporting requirements for Alberta school jurisdictions. These schedules were submitted to the board for information purposes.

SECRETARY TREASURER OR TREASURER

Darrell Couture
Name

Signature

07-May-09

Dated

c.c. ALBERTA EDUCATION, Financial Reporting & Accountability Branch,
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5
EMAIL: TO COME
PHONE: (780) TO COME FAX: (780) 422-6996

TABLE OF CONTENTS

| | | Page |
|-------------------|--|-------------|
| SCHEDULE A | Allocation of Revenues and Expenses to Programs | 3 |
| SCHEDULE B | School Generated Funds (SGF) | 4 |

SCHEDULE A

School Jurisdiction Code: 1190

ALLOCATION OF REVENUES AND EXPENSES TO PROGRAMS - 2007-2008

| REVENUES | TOTAL | ECS Instruction | Grades 1-12 Instruction | Operations and Maintenance of Schools & Maintenance Shops | Transportation | Board & System Admin. | External Services |
|---|----------------------|--------------------|-------------------------|---|---------------------|-----------------------|--------------------|
| (1) Alberta Education | \$129,349,840 | \$4,632,606 | \$94,029,777 | \$15,013,547 | \$9,620,119 | \$4,853,309 | \$1,200,482 |
| (2) Other - Government of Alberta | \$1,294,230 | \$0 | \$2,090 | \$1,166,899 | \$1,811 | \$0 | \$123,430 |
| (3) Federal Government and/or First Nations | \$800,809 | \$13,338 | \$699,463 | \$88,008 | \$0 | \$0 | \$0 |
| (4) Alberta Municipalities-special tax levies | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| (5) Instruction resource fees | \$2,037,775 | \$29,264 | \$2,008,511 | | | | |
| (6) Transportation fees-ECS | \$0 | | | | \$0 | | |
| (7) Transportation fees-Grades 1-12 | \$979,160 | | | | \$979,160 | | |
| (8) Net school generated funds | \$3,590,535 | \$0 | \$3,590,535 | | | \$0 | |
| (9) Gains on disposal of capital assets | \$25,939 | \$0 | \$0 | \$22,862 | \$0 | \$3,077 | \$0 |
| (10) Amortization of capital allocations | \$5,719,208 | \$0 | \$0 | \$5,719,208 | \$0 | | \$0 |
| (11) Other revenues | \$4,031,969 | \$0 | \$919,641 | \$2,730,419 | \$315,255 | \$14,881 | \$51,773 |
| (12) TOTAL REVENUES | \$147,829,465 | \$4,675,208 | \$101,250,017 | \$24,740,943 | \$10,916,345 | \$4,871,267 | \$1,375,685 |
| EXPENSES | | | | | | | |
| (13) Certificated salaries | \$67,219,596 | \$2,896,877 | \$63,479,667 | | | \$843,052 | |
| (14) Certificated benefits | \$7,594,915 | \$43,444 | \$7,480,796 | | | \$70,675 | \$0 |
| (15) Non-certificated salaries and wages | \$21,071,969 | \$770,790 | \$12,359,141 | \$5,038,207 | \$333,975 | \$2,383,824 | \$186,032 |
| (16) Non-certificated benefits | \$4,940,895 | \$118,374 | \$3,037,145 | \$1,111,889 | \$72,772 | \$558,201 | \$42,514 |
| (17) SUB - TOTAL | \$100,827,375 | \$3,829,485 | \$86,356,749 | \$6,150,096 | \$406,747 | \$3,855,752 | \$228,546 |
| (18) Supplies and Services | \$31,919,409 | \$466,443 | \$9,510,433 | \$10,193,036 | \$10,331,012 | \$271,346 | \$1,147,139 |
| (19) Net school generated funds | \$3,590,535 | \$0 | \$3,590,535 | | | | |
| (20) Amortization of capital assets | \$6,685,009 | \$0 | \$244,339 | \$5,951,955 | \$0 | \$488,715 | \$0 |
| (21) Interest charges | \$1,458,468 | \$0 | \$15,121 | \$1,187,001 | \$1,446 | \$254,900 | \$0 |
| (22) Losses on disposal of capital assets | \$554 | \$0 | \$0 | \$0 | \$0 | \$554 | \$0 |
| (23) TOTAL EXPENSES | \$144,481,350 | \$4,295,928 | \$99,717,177 | \$23,482,088 | \$10,739,205 | \$4,871,267 | \$1,375,685 |
| (24) EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES | \$3,348,115 | \$379,280 | \$1,532,840 | \$1,258,855 | \$177,140 | \$0 | \$0 |

Note: The reporting of ECS transportation fees and ECS instruction program revenues and expenses separately from Grades 1-12 is optional for 2007-2008 ONLY.

**SCHEDULE B
SCHOOL GENERATED FUNDS (SGF) - 2007-2008**

| | | | |
|--|------------------|-------------------------|----------------|
| Unexpended SGF - Opening Balance August 31, 2007 | | | \$2,769,856 |
| Sources of School Generated Funds: | Gross SGF | Related Expenses | Net SGF |
| Fundraising activities | \$2,442,731 | \$1,980,908 | \$461,823 |
| Student fees (Non-Instructional) (Note 1) | \$3,019,072 | \$0 | \$3,019,072 |
| Donations and grants to schools | \$395,965 | \$0 | \$395,965 |
| Other (describe): | \$408,458 | \$333,286 | \$75,172 |
| Net Additions to SGF | \$6,266,226 | \$2,314,194 | \$3,952,032 |
| Net SGF Available | | | \$6,721,888 |
| Uses of Net School Generated Funds: | | | |
| Extra-curricular activities | | | \$1,961,334 |
| Field Trips | | | \$1,215,662 |
| Other (describe): School beautification, equipment | | | \$413,539 |
| Total Uses of Net SGF (Note 2) | | | \$3,590,535 |
| Unexpended SGF - Closing Balance August 31, 2008 (Note 3) | | | \$3,131,353 |

School Generated Funds (SGF) are funds raised in the community for student activities that come under the control and responsibility of school management. These funds are usually collected and retained at the school for expenditures paid at the school level. SGF does not include any other funds collected at the school but remitted to central office and accounted for by central office (facility rentals, capital assets purchases, etc.)

Notes:

- 1 Excludes fees collected pursuant to Section 60(2)(j) of the School Act (fees related to instructional supplies or materials - essentially textbooks, resource materials in lieu of textbooks, media, software, and materials for classrooms). Fees charged for CEU-related activities are recorded as instruction resource fees, not SGF.
- 2 Total uses of net SGF is reported as revenue and expense in the Statement of Revenues & Expenses of the Financial Statements.
- 3 Unexpended SGF is reported as SGF assets and SGF liabilities in the Statement of Financial Position.



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

Issue Sheet

ISSUE: Approval of Community Learning Centre Concept **Title:** **CLC Approval**

AUTHOR: **Greg Bass**

DATE of MEETING: **May 7, 2009**

Issue

An ad-hoc planning committee has been working for approximately 12 months on the concept of a learning centre that meets the learning needs of residents in our northern sector and potentially across the entire jurisdiction. The proposed site is across from the Education Centre here in Airdrie, AB., to be constructed in conjunction with our third high school in Airdrie. Before continued work on project design, governance and lease agreements, and building formal partnerships, the committee desires Board support of the project moving forward and agreement of next steps in the process.

Background

- Learning Impact Statement

Without question, the concept of a centre that facilitates learning opportunities for all residents of the communities of Airdrie, Beiseker, Kathryn, Irricana, Crossfield, and surrounding areas is exciting. Included as residents in all of the aforementioned areas are our K-12 students who will be presented with enhanced learning opportunities via various engagement sites distributed through the CLC "hub". Wrap-around services will be provided to all residents as facilitated through cross-ministerial partnerships.

- Finance Impact Statement

The estimated cost of the CLC construction, as stated in our RADF application, is \$23M. The high school component of the project is estimated at \$45M.

- Facility Impact Statement

Theoretically, schools around our Division should experience higher utilization as they are used as distribution centres-gateways to basic education, post-secondary education, and social services learning opportunities.



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

Issue Sheet

- Transportation Impact Statement

Transportation routes, E-W and N-S, to and from the proposed CLC/third high school site are being augmented over the next two years by the City of Airdrie.

- Human Resources Impact Statement

To be determined.

Alternative 1

That the Board of Trustees approves in principle the Community Learning Centre concept and authorizes the Superintendent to:

- A) Develop CLC program priorities
- B) Negotiate partnership agreements/letters of intent
- C) Develop draft governance and lease agreements
- D) Prepare and submit to GOA officials a feasibility analysis
- E) Develop conceptual building designs
- F) Expend up to \$75 000 from Superintendent contingency to hire consultants as needed

Alternative 2

That the Board of Trustees directs the Superintendent to continue working on the CLC project proposal and bring it back to the Board for approval at a later date.

Alternative 3

That the Board of Trustees directs the Superintendent to cease work on the CLC concept and begin exploring options on the use of the former ATB site in NE Airdrie.

Recommendation

That the Board of Trustees approves in principle the Community Learning Centre concept and authorizes the Superintendent to:

- A) Develop CLC program priorities
- B) Negotiate partnership agreements/letters of intent
- C) Develop draft governance and lease agreements
- D) Prepare and submit to GOA officials a feasibility analysis
- E) Develop conceptual building designs
- F) Expend up to \$75 000 from Superintendent contingency to hire consultants as needed



Contemporary Technology Accountability Reporting

Presented to Board of Trustees May 7, 2009

*By: Mr. Greg Bass, on behalf of Dr. David Peat Associate Superintendent of Learning
Resource Persons: Director Technology for Learning*

REPORTING PERIOD

August 30, 2008 - present

RECOMMENDATION

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

SUMMARY

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

Outcome – Contemporary Technology is accessible to all learners.

Strategies -

- Define divisional standards for contemporary technology in terms of software, hardware and infrastructure.
- Develop contemporary technology implementation plan aimed at ensuring all schools achieve divisional standards
- Review technical support model

WORK COMPLETED

Define divisional standards for contemporary technology in terms of software, hardware and infrastructure

- *The ISTE (International Society for Technology in Education) National Educational Technology Standards (NETS ●T) and Performance Indicators for Teachers recommended by Technology Branch to be adopted as the RVS standards (Posted on Technology for Learning Website)*
- All schools covered by wireless computing networks; 8 remain for Aruba
- All teachers now have a personal laptop; roll-out complete
- Improved bandwidth and reliability
- Plone, MonD, Premier Assistive Technology, Deepfreeze & Moodle identified, adopted and/or implemented as management systems and/or software for RVS

Student Technologies

- Safe, reliable internet access in RVS
- Allows personal devices to be used in schools
- Formative and summative Learning Feedback systems
- Collaborative learning technologies
- Media-rich learning resources
- Innovative learning projects

Staff Technologies

- Integrated communication systems
- Laptops and handhelds
- Engaging resources that create increased learning in less time
- Learning monitoring tools to track progress
- Increased lesson and progress information to parents

Develop contemporary technology implementation plan aimed at ensuring all school achieve divisional standards

- Five-year technology plan drafted for presentation to Executive
- Budget planning based on plan

Review technical support model

- Review complete; new technical support model presented to technicians for implementation in 2009-10 school year
- Aim of new technical support model is to improve service to schools through training and communication

WORK REMAINING

To continuously keep in mind the following broad strategies in all planning and implementation:

1. Shift from paper-based learning to digital resource learning
2. Reduce reliance on photo-copying and textbooks
3. To provide a robust infrastructure that will host student equipment
4. Continue to support and implement media rich learning environments
5. Improve reliability of all infrastructure

2009 – 2011 Infrastructure work

- Global Directory log-in system and personalized wireless login
- Expand classroom technologies
- Embedded Coaching and CofP support
- Centralized system of update downloads implemented
- SIS – Move to SIRS 4 centralized in Ed centre
- Infrastructure platform supports all Departments

SIGNIFICANT ACHIEVEMENTS

- All schools covered by wireless computing networks; 8 remain for Aruba
- Roll-out of laptops to all teachers
- Review and beginning implementation of technological support model

CHALLENGES AHEAD

To continue to enhance both the available technology and the accompanying professional learning of teachers in terms of interactive white-boards, LCD projectors, media-editing and presentation tools, power-learning technologies and assistive technologies.