



## REGULAR MEETING OF THE BOARD OF TRUSTEES

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

**OCTOBER 7, 2010**  
**1:00 P.M.**

### AGENDA

1. Call to Order 1:00 p.m.
2. Approval of Agenda
3. Approval of Minutes
  - Regular Board Meeting – September 16, 2010
4. Superintendent's Report
5. Chairman's Report/Correspondence
6. Board Reports
7. Professional Development/Conferences
8. In-Camera
9. New Business
10. Adjournment

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



# SUPERINTENDENT REPORT

## REGULAR BOARD MEETING

October 7, 2010

1. Non-Resident Canadian and Adult Student Fees 2010/2011
2. Accountability Report Student Completion Rates 2009/2010
3. ASBA Award Public Engagement Submission
4. RVS 2011 2014 Three Year Plan Process
5. ASBA Premier's Award for School Board Innovation and Excellence & Board Term 2007/2010 - Notable Accomplishments

A handwritten signature in black ink, appearing to read "G. Bass", is positioned above the printed name of the Superintendent.

Greg Bass, Superintendent of Schools



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

**Directive for Action**

**Directive for Action Item: Non-Resident Canadian and Adult Student Fees 2010-2011**

**Date of Meeting: October 7, 2010**

**Background:**

The Board at its May 20, 2010 meeting approved the following Non-Resident Canadian and Adult Student Fee schedule for 2010-11 school year.

	<b>20 Years as of September 1 or Older</b>	<b>Directed Alberta Students</b>	<b>Canadian Out of Province</b>
Kindergarten	Not Applicable	No Cost	\$4,900 per annum
Grades 1 - 9	Not Applicable	No Cost	Gr.1-3 - \$9,800 per annum Gr.4-6 - \$8,410 per annum Gr.7-9 - \$8,000 per annum
Rocky View Learning Connection Grades 1 – 9	Not Applicable	No Cost	\$860 per course
High School Grades 10 - 12	Registration Referred to Rocky View Learning Connection	N/A	\$175 per credit
K & E	Registration Referred to Rocky View Learning Connection	\$5,500 per annum	\$12,320 per annum
Rocky View Learning Connection Grades 10 - 12	\$75 per credit plus \$150 Instructional Supply Fee (\$50 refundable) per course	No Cost	\$75 per credit plus \$150 Instructional Supply Fee (\$50 refundable) per course
Special Education	Registration Referred to Rocky View Learning Connection	Full cost recovery – dependent on individual student requirements	Full cost recovery – dependent on individual student requirements

However the Rocky View Learning Connection Fee is incorrect (should have read \$175 per credit which was a rounding up of the previous grant rates) but now with the latest grant adjustment for 2010/11 should read \$177.56 per credit.



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

**Directive for Action**

**Alternatives:**

**Alternative I:**

That the Board of Trustees approves the amended Non Resident Canadian and Adult School Fees for the 2010/11 school year as outlined below:

	<b>20 Years as of September 1 or Older</b>	<b>Directed Alberta Students</b>	<b>Canadian Out of Province</b>
Kindergarten	Not Applicable	No Cost	\$4,900 per annum
Grades 1 - 9	Not Applicable	No Cost	Gr.1-3 - \$9,800 per annum Gr.4-6 - \$8,410 per annum Gr.7-9 - \$8,000 per annum
Rocky View Learning Connection Grades 1 – 9	Not Applicable	No Cost	\$860 per course
High School Grades 10 - 12	Registration Referred to Rocky View Learning Connection Fee is 176.56 per credit	No Cost	\$176.56 per credit
K & E	Registration Referred to Rocky View Learning Connection Fee is \$12,320 per annum	\$5,500 per annum	\$12,320 per annum
Rocky View Learning Connection Grades 10 - 12	\$176.56 per credit	No Cost	\$176.56 per credit
Special Education	Registration Referred to Rocky View Learning Connection Full cost recovery	Full cost recovery – dependent on individual student requirements	Full cost recovery – dependent on individual student requirements

Regularly charged instructional supplies and materials fees and student transportation fees shall also apply

**Alternative II:**

That the Board amend and then approves the amended Non Resident Canadian and Adult School Fees for the 2010/11 school year.



To: THE BOARD OF TRUSTEES  
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**Directive for Action**

**Recommendation:**

That the Board of Trustees approves the amended Non Resident Canadian and Adult School Fees for the 2010/11 school year as outlined below:

	<b>20 Years as of September 1 or Older</b>	<b>Directed Alberta Students</b>	<b>Canadian Out of Province</b>
Kindergarten	Not Applicable	No Cost	\$4,900 per annum
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To: THE BOARD OF TRUSTEES  
From: The Superintendent of Schools

## Information

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**Information Item:** ASBA Premier's Award for School Board Innovation and Excellence & Board Term 2007/2010 - Notable Accomplishments

**Date of Meeting:** October 7, 2010

### ASBA Premier's Award for School Board Innovation and Excellence

#### **Program Goal:**

To forge successful pathways for today's 21<sup>st</sup> Century learners by transforming the jurisdiction's instructional practices, programs, delivery models and organizational structures to engage all learners and to prepare them to understand, adapt and successfully contribute to a changing global community.

#### **Why do you think this program deserves recognition?**

In a ground breaking move, Rocky View Schools embarked on a transformational journey to tap into the needs of today's technologically astute learners. This approach emerged through discussions of 200 stakeholders, who attended three-year planning sessions during 2007-2008. Based on the guidance and wisdom of students, parents, teachers, administrators, trustees, political leaders, and business leaders, a jurisdiction-wide commitment was solidified to maximize every student's opportunity to learn by building stimulating, flexible instructional approaches, including unlocking the potential of technology as an accelerator. Details of this commitment were published in a "made-in Rocky View" Three Year Plan.

Over the past 28 months, stakeholders from all four corners of the jurisdiction have worked collectively to transform RVS into a 21<sup>st</sup> C learning organization. Teachers have begun to shift their instructional practice from knowledge disseminator to facilitator of knowledge construction. Administrators have modified and built structures to encourage risk taking and to champion a mental mode of system thinking and Trustees have redirected resources to support strategies in the jurisdiction's Three Year Plan.

With the end goal of improving all students' success, RVS already is witnessing marked improvement in stakeholder satisfaction levels, high school completion and drop-out rates, and in PAT and Diploma results. For example, RVS' May 2010 satisfaction survey affirmed a high degree of parents and staff felt schools are preparing their students for the 21<sup>st</sup> Century with 86 percent of parents and 92 percent of staff highly satisfied that students are learning to become critical, creative, and complex thinkers. Alberta Education's 2010 APORI revealed RVS' high school completion rate as 79.1 percent - 7.6 percent higher than the province and up 1.3 percent over the previous year. Similarly RVS' drop-out rate is 2.2 – down from 3.4 the previous year and 2.1 lower than the province. Diploma marks too have begun to have begun to climb with RVS students exceeding the province in 9 out of 11 tests at the excellence level and 10 out of 11 at the acceptable level, Marked improvements also have been witnessed in the subject areas of LA, Science, and Social on Provincial Achievement Tests.

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

## Information

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### **ROCKY VIEW SCHOOLS – Transforming into a 21<sup>st</sup> Century Learning Organization**

The 2008/09 school year marked a significant year of change for Rocky View Schools (RVS). In a ground-breaking move, RVS tapped into the needs of today's technologically astute learners by realigning its instructional practices, programs, delivery models, and organizational structures to meet the learning styles of the 21st Century learner.

This approach was seeded following the 2007 Trustee elections and the hiring of a new Superintendent of Schools. After collectively touring RVS' 37 school sites, it became apparent to Trustees and the Superintendent that the jurisdiction lacked a cohesive vision and road map forward. The jurisdiction's existing three-year plan mirrored the province's three goals and appeared to be more of a compliance exercise. Subsequently, schools were not adhering to school education plans, nor were they attentive to their annual results reports. As a result, RVS was operating as a community of schools, rather than a learning community.

On April 2, 2007, a comprehensive and collaborative planning process to develop a "made-in-Rocky View" 2008-11 three-year plan was approved by the Board of Trustees. The process saw 200 stakeholders meet for four full days over a 13 month period. In response to the research questions "What would a quality education for every student look like by the year 2011?" and "Based on RVS' current results, what would we need to do to ensure we arrived there?", students, parents, teachers, administrators, politicians, and business leaders replied: 1. Schools need to engage students by making what and how they learn relevant to their world. 2. Students need to be taught how to think critically and become self-directed learners. 3. Students need to learn how to understand, connect, and contribute to a global community.

The collaborative process concluded in May of 2008, with a three-year plan that featured six goals, 21 outcomes, and 79 strategies. Its theme, "Engaging 21st Century Learners", solidified a shared vision, whereby all members of RVS' school communities are considered "learners". The six goals are: 1. Learners have their basic and diverse needs met 2. Learners are competent, qualified, and dedicated. 3. Learners are civic, social, and environmental stewards. 4. Learning opportunities are distinct, continuous, and systematic. 5. Instruction challenges and engages the learner. 6. Learners work in 21st century learning environments.

Communicating a commitment to maintaining the plan for a full three-year window, the Board set in motion the conditions necessary for a successful transformation. To build a common understanding of the jurisdiction's new direction, Trustees directed Senior Executive to pictorialize the necessity for this change by releasing its "Portrait of a 21st Century Learner", along with white papers, to generate discussion and to serve as a daily reminder of students' needs and RVS' vision for the future. To further promote its new direction, the Board approved of a rebrand, resulting in a new logo, division colors, a mascot and new jurisdictional and school webportals to stimulate collaboration across the system. To champion a mental model of "system thinking", school education plans were aligned to RVS' goals, outcomes and measures. As well, a new RVS Accountability Framework was developed, outlining a series of reports and consultative activities that helped to demonstrate the jurisdiction's progress towards achieving its progressive outcomes. To measure its success quantitatively, RVS launched an annual satisfaction survey for students in



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Grades 4 – 12, all staff and parents. Efforts in this area led to the development of RVS' own Accountability Pillar- one that supplements Alberta Education's APORI pillar.

Available resources, too, were reallocated to support strategies in the plan and ultimately, the concerted efforts of RVS learning teams. For example, the Learning Department reorganized so it could afford to establish 21st C Learning Facilitators and Embedded Coaching teams. These teams, comprised of a technology specialist, a curriculum specialist, and a student services specialist, spent 12 to 18 weeks in schools, working with groups of teachers to develop units that pulled learning outcomes from multiple subject areas and strongly emphasized inquiry and project-based learning. Instead of evergreening computer labs, the Board equipped all teachers (1000) with a Macbook. Bandwidth, too, was enhanced from 30 Mbits to 450 and average daily usage shifted from 10 Mbits at peak to approximately 120 by the end of year, to 220 in year three. All environments were made wireless, and all classrooms received projectors, smartboards, mimeos, or promithians.

To ensure staff gained the necessary skills to support 21st C learning, the Board approved of a comprehensive calendar review, resulting in an adjustment from five to 10 professional learning days. Three of the 10 days are used for teachers to meet in Communities of Practice focused on areas of specialty. To respect the contribution of all members of its learning community, RVS also built the structures necessary for all support staff and school councils to develop annual professional learning plans and to access professional learning opportunities. Adult learning, too, was addressed with the launch of RVS' Community Learning Initiative.

Several new technology-based platforms also have been introduced to increase access to learning opportunities to reflect an "any time, any place, any pace" mantra. Google accounts, which provide for student email, have been launched along with Plone, Moodle, Apple Wiki, Podcast Producer, Mahara, ePEARL, and Video Conferencing. To maximize use of these technologies, a multi-tiered professional learning plan has been launched. As well, all nine high school timetables have been aligned to allow for distributed learning to take off. Middle schools are being brought into the distributed learning fold in 2011/12.

Fostering the belief that every person is a change agent, the potential of 21st Century lead teachers was unlocked with the Board's approval of mentoring time in each school. By the middle of year one, young teachers were being mentored by "masters" on the art of teaching, and masters were being mentored on how to unlock the potential of technology as an accelerator of innovation, creativity, critical thinking, and different ways for students to demonstrate competencies.

RVS' Leadership Team can say the jurisdiction is truly working as a learning community, rather than as a community of schools. In a little over two years, marked improvement has been witnessed in satisfaction levels, high school completion and drop-out rates, and in PAT and Diploma results. With the release of Alberta Education's Inspiring Action in 2010 and its alignment to the culture in RVS, RVS Trustees, Leadership Team and staff feel, together, we have forged the path for other boards to successfully transform their jurisdiction to a culture of 21st C learning.



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### **Board Term 2007-2010- Notable Accomplishments**

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

- Expanded the number of before and after school care programs
- Established a critical hours of use program to engage students
- Instituted a comprehensive jurisdictional Emergency Response Plan
- Expanded delivery of Family School Liaison Program.
- Reviewed jurisdictional supports available to address non-academic barriers to learning.
- Facilitated Alberta Mental Health School-Based Capacity Building & Systemic Mental Health Continuum Initiatives.
- Facilitated Calgary Health Region/RVS Healthy Eating & Health Promoting Schools' initiatives.
- Developed and employed a Staff Wellness program.
- Continued implementation of RVS' Occupational Health and Safety (OH&S) Program.
- Expanded access of Non-Violent Crisis Intervention training (or components thereof) to school-based staff and bus drivers.
- Developed and employed an Employee Orientation Program.
- Implemented electronic key program.
- Reviewed service delivery model for students with special needs.
- Introduced and supported the use of assistive technologies.

#### **Goal Two: Learners are competent, qualified and dedicated.**

- Further developed distributed learning approaches, i.e., Dynamic Distributed Learning Network Project.
- Continued to analyze and monitor Accountability Pillar results to identify appropriate interventions. (Outcome 2.1.4/2.2.4)
- Formalized policy and procedures for the development, monitoring and reporting of certificated and non-certificated professional growth plans.
- Researched and acquire educational resources that support 21st Century instructional practices and skill development.
- Instituted a school calendar to facilitate professional learning.
- Developed a jurisdictional accountability framework to assess and report the progress of the Three Year Plan's implementation. As well, instituted AERR/SEP reviews

#### **Goal Three: Learners are civic, social and environmental stewards.**

- Implemented Ameresco Energy Efficiency Program.

#### **Goal Four: Learning opportunities are distinct, continuous and systematic.**

- Further developed and articulate a comprehensive framework for Gifted Education.
- Restructured Learning Department into cross-branch, multi-disciplinary teams to support interventions and capacity building.
- Provided opportunities for enhancing and developing leadership capacities, i.e., Covey, RVS' Administrator Leadership Development Program, Value-Based Leadership, Working Committees.



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### **Goal Five: Instruction challenges and engages the learner.**

- Design a professional learning structure and coordinate jurisdictional Communities of Practice to assist school staff in developing the knowledge, skills and attributes necessary to succeed as 21st Century learners.
- Established a process of evidence-based growth portfolios for Executive, school administrators and teachers and professional learning plans for support staff
- Provide learning materials, resources and leadership for study and planning groups.

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

- Achieved three successive clean Board audits (2007,2008,2009) , and balance sheets within \$100 000 variance of approved budget on \$145M,\$155M,\$165M budgets
- Assigned budget lines for implementation of jurisdictional Three Year Plan strategies
- Defined divisional standards for contemporary technology, in terms of software, hardware and infrastructure.
- Developed a contemporary technology implementation plan aimed at ensuring all schools achieve divisional standards.
- Reviewed technical support model.
- Developed a comprehensive political advocacy action plan, part of which outlining the process of networking with all 12 elected bodies in our jurisdiction
- Developed a School Council Orientation and Professional Learning Plan.
- Implementation of Links to Learning Charity Golf Tourney, with proceeds directly back to schools and to fund awards in schools at awards evenings
- Approved a new brand, mission, motto, vision, and websites
- Introduced new internal and external communication vehicles, i.e., Online, BoardShorts, OnTrack, at your fingertips, brochures
- Established post-secondary partnerships & enhanced national profile through recruiting
- Approved and employed a Consultation/Community Engagement Process
- Introduced new alternative programs, i.e. Cochrane Christian and expanded French Immersion to Chestermere
- Hosted the Canadian Student Leadership Conference
- Developed a comprehensive policy development process
- Entertained monthly exemplary practice and student showcases
- Approved of a new 21 C Board awards
- Opened Rainbow Creek Elementary School/Planning for Sarah Thompson Elementary
- Approved the establishment of Community Learning Stewardship

### **Recommendation:**

That the Board of Trustees receives as information the ASBA Premier's Award for School Board Innovation and Excellence and the Board Term 2007-2010 notable accomplishments.



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## Information

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**Information Item:** ASBA Premier's Award for School Board Innovation and Excellence & Board Term 2007/2010 - Notable Accomplishments

**Date of Meeting:** October 7, 2010

### ASBA Premier's Award for School Board Innovation and Excellence

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#### **Why do you think this program deserves recognition?**

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The collaborative process concluded in May of 2008, with a three-year plan that featured six goals, 21 outcomes, and 79 strategies. Its theme, "Engaging 21st Century Learners", solidified a shared vision, whereby all members of RVS' school communities are considered "learners". The six goals are: 1. Learners have their basic and diverse needs met 2. Learners are competent, qualified, and dedicated. 3. Learners are civic, social, and environmental stewards. 4. Learning opportunities are distinct, continuous, and systematic. 5. Instruction challenges and engages the learner. 6. Learners work in 21st century learning environments.

Communicating a commitment to maintaining the plan for a full three-year window, the Board set in motion the conditions necessary for a successful transformation. To build a common understanding of the jurisdiction's new direction, Trustees directed Senior Executive to pictorialize the necessity for this change by releasing its "Portrait of a 21st Century Learner", along with white papers, to generate discussion and to serve as a daily reminder of students' needs and RVS' vision for the future. To further promote its new direction, the Board approved of a rebrand, resulting in a new logo, division colors, a mascot and new jurisdictional and school webportals to stimulate collaboration across the system. To champion a mental model of "system thinking", school education plans were aligned to RVS' goals, outcomes and measures. As well, a new RVS Accountability Framework was developed, outlining a series of reports and consultative activities that helped to demonstrate the jurisdiction's progress towards achieving its progressive outcomes. To measure its success quantitatively, RVS launched an annual satisfaction survey for students in

## Alberta School Board Association 2010 Public Engagement Award

1. *Describe the school board's particular public engagement initiative(s), outlining the process by which stakeholders and/or communities were brought together to discuss and provide input on an issue or topic. Did the initiative have a clear purpose or need? Was this a new approach? Attach additional pages as required.*

In Rocky View Schools public engagement is a way of bringing parents, students, staff members, community members, community non-profit organizations, local businesses and local politicians together to solve problems that affect people's lives. At the October 16, 2008 Rocky View Schools Board of Trustees Meeting a motion was passed approving a formalized Public Participation Procedure (appendix A). The process is a very inclusive problem-solving approach designed to deal with complex public issues or problems. The philosophy behind the procedure is that when everyone in a community is affected by a problem, everyone should take part in finding solutions to that problem. In this way, a partnership is formed where people work together to achieve a common goal.

The Rocky View Schools Public Participation Procedure (appendix B) has five levels of formalized public participation:

- Level 1: Inform – factual information is needed to describe a policy, program or process;
- Level 2: Input – the purpose is primarily to listen and gather information;
- Level 3: Consultation – the need for two-way information exchange;
- Level 4: Partnership – need for community members to dialogue with one another to discuss complex, value-laden issues;
- Level 5: Delegation – community members are empowered to determine solutions to a specific issue.

Since approval of the motion in October of 2008 the Board of Trustees has authorized the use of a variety of levels of the Public Participation Procedure. One example would be the Cochrane Steering Committee.

- High School Programming in Cochrane Steering Committee (fall 2010) – Utilized the Public Participation Procedure level 5 formalized process to address high school programming in Cochrane. The enrolment of students in the two high schools in Cochrane was decreasing which was leading to a reduction in staff causing successful programs to be reduced in scope or completely eliminated. The Board of Trustees delegated the responsibility of determining solutions to this issue to the Cochrane Steering Committee whose membership consisted of representatives from six schools. Representatives included students, teachers, school principals, school council members and community members. At the January 21, 2010 Board of Trustees Meeting the recommendations of the Cochrane Steering Committee were approved and administration was directed to implement the committee's recommendations.

As demonstrated by the aforementioned example, each time the Public Participation Procedure is utilized it is for a specific purpose. The formalized Public Participation Process adopted by the Rocky View Schools Board of Trustees ensures community members impacted by a decision have an opportunity to be engaged and provide input prior to the final decision being made.

2. *Cite any creative methods the school board used to encourage individuals, groups or communities to participate in the engagement.*

Choosing the appropriate method(s) depends on the context of the situation. More than one method may be needed to accommodate the range of interests in a community and enhance representativeness. Technical or knowledge-based decisions require lower levels of participation and value-based decisions higher levels of participation. There are also other considerations that will guide the choice of method(s), including the outcomes desired, the nature of the issue as well as constraints (time, resources).

*In order to encourage and support community member engagement the following involvement techniques have been utilized depending on the specific situation being addressed:*

- Advertising
- Call for Briefs/Request for Proposals
- Fact Sheets/Backgrounder
- Focus Groups
- Information Kits
- Mailouts
- Media Events
- Open House
- Press Releases
- Bilateral Meetings with Stakeholders
- Community or Public Meetings
- Polling
- Public Hearings and Seminars
- Questionnaires
- Surveys
- Advisory Committee

3. *Outline the process the school board used to follow up with participants after the public engagement initiative ended. Were participants clear on how their input would be used? Were they satisfied with the process?*

An integral piece of public engagement is the communication that occurs with participants throughout the initiative including once a decision is made. Participants are informed at the

onset of an initiative the communication process that will be implemented. Rocky View Schools facilitates communication through a variety of formats that includes:

- Letters to participants (paper and electronic) thanking them for their involvement and providing them with the outcome of the decision,
- Posting of decisions on the school division's website and on school's websites,
- Schools that are directly impacted are notified through the school principal and through the School Council chair,
- School division weekly newsletter, On-Line which includes decisions made by the Board of Trustees, is sent to teachers, support staff member, school council chairs and posted to the school division website,
- Information being posted in local newspapers

4. *Describe the outcomes and benefits gained as a result of the public engagement. What is different? What has been gained?*

In Rocky View Schools public engagement increases the level of transparency and helps to improve actualization of policies and procedures by:

- Informing and educating participants;
- Incorporating public values, assumptions and preferences into decision making;
- Increasing the substantive value of decisions;
- Bringing into the discussion the expertise, perspectives, and ideas for alternative actions of those directly affected;
- Helping administrators balance opposing interests;
- Identifying unintended effects and practical problems. Using pre-notification it is possible to foresee more easily the consequences of some planned policies, becoming one of the most productive ways to identify administrative burdens;
- Providing a quality check on the administration's assessment of costs and benefits.

Public engagement processes in Rocky View Schools have been instrumental in improving the knowledge and understanding of issues among stakeholders. Public engagement processes offer the opportunity to develop the skills of both the public and Board of Trustees/administration and enhance the credibility of both parties.

The High School Programming in Cochrane Steering Committee was able to brainstorm research and review a number of possible solutions and ultimately developed a collaborative model (appendix E) that was ratified by the Board of Trustees. This collaborative model is very innovative and the public engagement process utilized created ownership amongst committee members to ensure the model was implemented.

5. *Outline any efforts by the school board to keep the conversation going with participants and the community at large beyond this particular initiative.*

In the two years since the Rocky View Schools Board of Trustees adopted the Public Participation Process public engagement has been utilized for the following initiatives:

- Crossfield schools grade configurations – fall 2008  
Review of the grade configurations of the two schools in the community of Crossfield (Crossfield Elementary school K- Grade 5, George McDougall High School Grades 6 – 12) to better align with the Alberta Education Program of Studies K – Grade 6, Grades 7 – 12. Public engagement included:
  - Fact Sheets/Backgrounder
  - Mail outs
  - Open House
  - Press Releases
  - Community or Public Meetings
  - Questionnaires
  - Surveys of community membersBoard Decision: Leave grade configuration as existing
  
- Beiseker Community School grade configuration – winter 2009  
Review of the grade configuration of Beiseker Community School with the potential of changing grade configuration from K – Grade 5, Grades 9 – 12 to a grade configuration of K – Grade 12. Public engagement included:
  - Fact Sheets/Backgrounder
  - Mail outs
  - Open House
  - Press Releases
  - Community or Public Meetings
  - Questionnaires
  - Surveys of community membersBoard Decision: Change Beiseker Community School grade configuration to K – Grade 12.
  
- Kathryn School grade configuration – winter 2010  
Review of the grade configuration of Kathryn School with the potential of changing grade configuration from Grades 1 – Grade 8 to a Grades 1 – 9 to better align with the Alberta Education Program of Studies. Public engagement included:
  - Fact Sheets/Backgrounder
  - Mail outs
  - Open House
  - Press Releases
  - Community or Public Meetings
  - Questionnaires
  - Surveys of community membersBoard Decision: Leave grade configuration as existing.

- Westbrook School public Kindergarten program - spring 2009  
For decades Westbrook community had only a private Kindergarten program, request from parents for Rocky View Schools to establish a public Kindergarten program at Westbrook School. Public engagement included:
  - Request for Proposals
  - Fact Sheets/Backgrounder
  - Focus Groups
  - Information Kits
  - Mail outs to community members
  - Open House
  - Press Release
  - Bilateral Meetings with Stakeholders
  - Community or Public Meetings
  - Questionnaires
  - Surveys

Board decision: To establish a public Kindergarten program at Westbrook School.

- High School Programming in Cochrane Steering Committee – fall 2009 (see above)
- School Division Calendar Development for 2010 – 2011  
Utilized the Public Participation Procedure level 4 formalized process for calendar development (Partnership). The resulting Terms of Reference for calendar development, utilized for 2010-2011 school year, formalized community involvement, specifically teacher representatives, support staff representatives, school council representatives and Board of Trustees representatives.

Board Decision: Approved calendar developed by the Calendar Development Committee.

- W.G. Murdoch School school review  
This school review was requested by the Superintendent of Schools and welcomed by the administration at W.G. Murdoch School. The review was in response to areas of concern that had been identified by the School Council executive. Public engagement included:
  - Fact Sheets/Backgrounder
  - Focus Groups
  - Information Kits
  - Meeting with School Council
  - Surveys
  - Press Release

- **Ward Boundary Review – January 2010**

Uneven population growth within Rocky View Schools led to the decision of the Board of Trustees to undertake a review of the electoral ward boundaries. Public engagement included:

  - News release and article posted in all school newsletters
  - Information posted to school division website
  - A letter was sent to all of the municipal authorities located within the division advising them of the board's decision to conduct an electoral ward boundary review and providing them with the opportunity to participate.
  - Open house
  - Surveys
  - Questionnaires
  
- **Rocky View Schools Three year Plan**

The Rocky View Schools Three Year Plan is developed in a collaborative fashion utilizing public engagement. Stakeholders representing; teachers, support staff, school based administrators, school council chairs, local elected officials, business representatives, outside agency representatives and other community members meet to review the Rocky View Schools goals and outcomes and to determine the directional focus for the school division.



# High School Completion Rates Accountability Reporting

Presented to Board of Trustees October 7, 2010

By: Greg Bass – Superintendent of Schools

Resource Person: Murray Besenski – Associate Superintendent of Schools

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## **REPORTING PERIOD**

Report on results achieved during the 2009 – 2010 school year.

## **SUMMARY**

Rocky View Schools 3 Year, 4 Year and 5 Year High School Completion Rates continue to exceed the provincial average by approximately 7 percent. Alberta Education's Accountability Pillar Overall Summary report for Rocky View Schools has a measure evaluation for High School Completion Rates (3 year) as high (green).

## **WORK COMPLETED**

School administrators, teachers, guidance counsellors and support staff within Rocky View Schools do a tremendous job working with, and supporting the needs of, at-risk students.

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

Establishment of WeConnect centres in each of the high schools in Rocky View Schools. These individualized learning environments help schools address a broader segment of the student population who may face personal issues that make regular school attendance difficult. In the past offering programs through Rocky View Learning Connection have traditionally been utilized only by high schools with lower student population numbers as a way to address programming options. WeConnect centres provide the opportunity for at risk students to remain in their home school and work with the staff they may have established relationships with. Further, students in the WeConnect centres have access to the school supports available that will greatly increase the odds of the student successfully achieving their educational goals.

## **WORK REMAINING**

Continued attention to providing programming options that supports and engages all learners.

## **SIGNIFICANT ACHIEVEMENTS**

Rocky View Schools High School Completion Rates (3 year/4year/5year results) continue to exceed that of the province by approximately 7 percent. This in itself is a very significant achievement what is even more amazing is that every traditional high school in Rocky View Schools saw year over year improvements in at least two of the three categories (3 year/4year/5year results).



# High School Completion Rates Accountability Reporting

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## **CHALLENGES AHEAD**

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

## **EVALUATION OF WORK**

Rocky View Schools demonstrates a high level of success with High School Completion Rates.

## **RECOMMENDATION**

That the Board of Trustees accepts for information Rocky View School's accountability progress report on Student Completion Rates for the 2009-2010 school year.

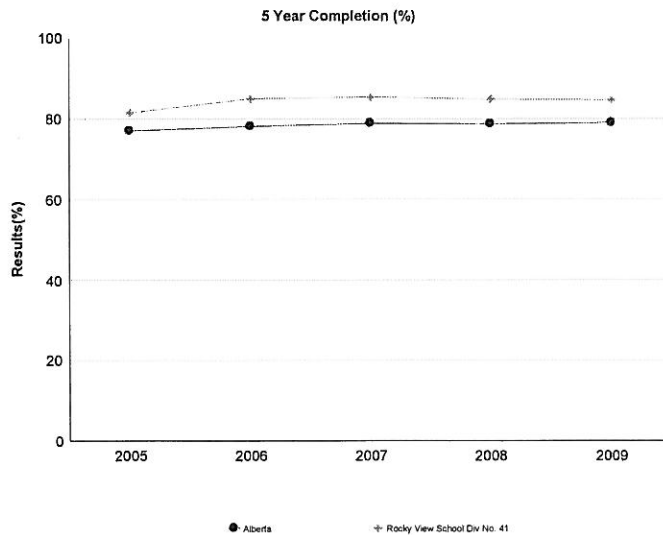
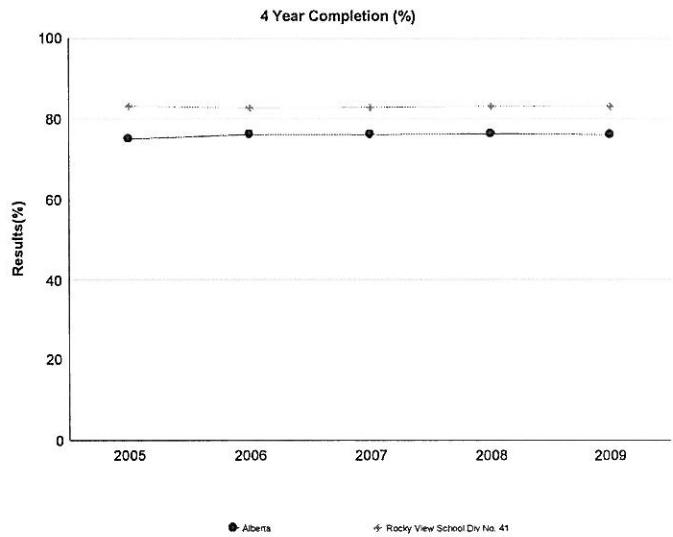
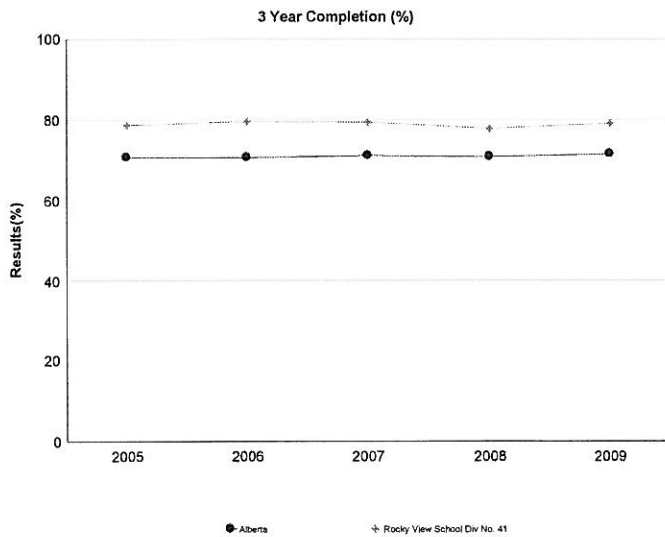
Student Learning Opportunities

High School Completion Rates - Measure History

Authority: 1190 Rocky View School Division No. 41

Province: Alberta

	Rocky View School Div No. 41										Alberta									
	2005		2006		2007		2008		2009		2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	1,236	78.7	1,330	79.6	1,330	79.4	1,278	77.8	1,258	79.1	42,952	70.7	43,876	70.6	44,620	71.1	45,381	70.8	45,286	71.5
4 Year Completion	1,292	83.2	1,242	82.7	1,332	82.9	1,326	83.2	1,277	83.1	43,119	75.0	42,935	76.1	43,856	76.1	44,600	76.3	45,369	76.1
5 Year Completion	1,187	81.5	1,306	85.0	1,234	85.4	1,330	84.9	1,327	84.7	43,235	77.0	43,098	78.1	42,900	78.9	43,845	78.7	44,565	79.0



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

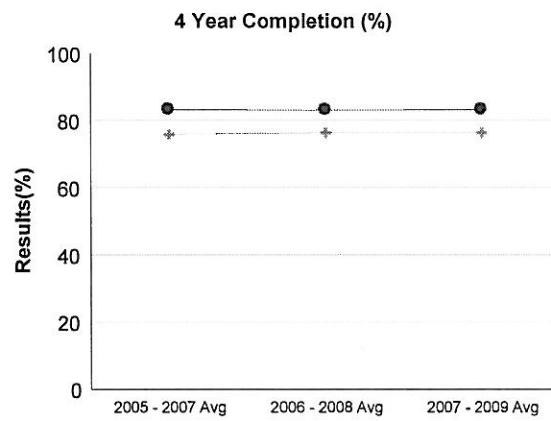
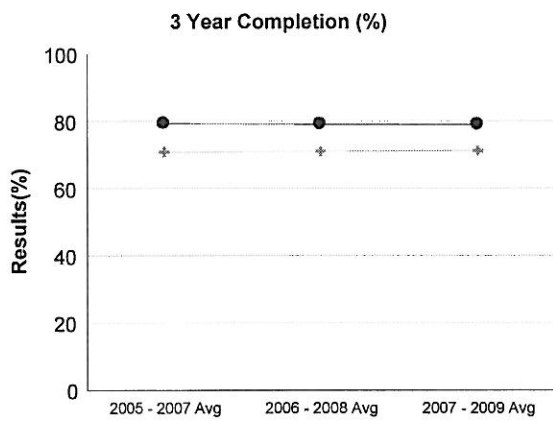
# Student Learning Opportunities

## High School Completion Rates - 3 Year Rolling Average

Authority: 1190 Rocky View School Division No. 41

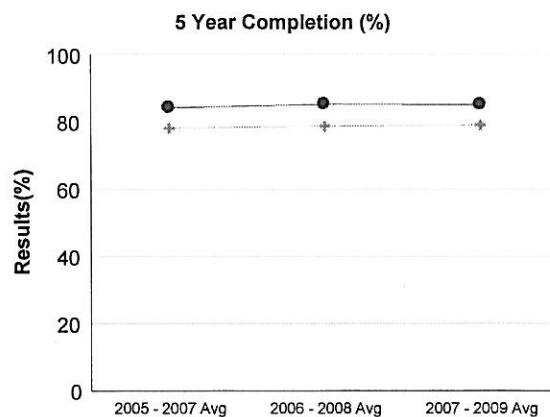
Province: Alberta

	Rocky View School Div No. 41						Alberta					
	2005 - 2007 Avg		2006 - 2008 Avg		2007 - 2009 Avg		2005 - 2007 Avg		2006 - 2008 Avg		2007 - 2009 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	1,299	79.2	1,313	78.9	1,289	78.8	43,816	70.8	44,626	70.9	45,096	71.1
4 Year Completion	1,289	83.0	1,300	82.9	1,312	83.0	43,303	75.7	43,797	76.2	44,608	76.2
5 Year Completion	1,242	84.0	1,290	85.1	1,297	85.0	43,078	78.0	43,281	78.6	43,770	78.9



● Rocky View School Div No. 41 + Alberta

● Rocky View School Div No. 41 + Alberta



● Rocky View School Div No. 41 + Alberta

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).



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

## Directive for Action

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**Action Item:** Three Year Education Planning Process – 2011/2014 Three Year Plan

**Date of Meeting:** October 7, 2010

**Background:**

On June 24th, 2010, the Board requested a consultative planning process for the development of RVS' 2011-2014 Three Year Plan be outlined and presented to the Board prior to Trustee Elections on October 18, 2010. As part of their legacy, Trustees requested the process reflect RVS' 2007 planning process, whereby 200 members of RVS' learning communities built a three year plan that defined RVS' transformation into a 21<sup>st</sup> Century learning organization.

The recent release of Alberta Education's Inspiring Action provides a tremendous opportunity to advance RVS' over-arching goal and to align some significant directional shifts. Specifically the document advocates for generative governance, including greater engagement of the public. Although RVS has been very committed to engaging the public, through a new 3YP planning process, RVS has the unique opportunity to involve its public through digital means (i.e. blogs, facebook, twitter) and through local political facilitation ( i.e. roundtable discussions, focus groups).

As demonstrated by the government through its Inspiring Education, Setting the Direction and Speak Out Forums, it is important to engage groups of stakeholders where they most appropriately can provide feedback. For example, classroom teachers and support staff are best involved in discussions to develop strategies focussed on student engagement, assessment, and learning in the classroom. Learning directors are best involved developing strategies for wrap-around child supports, support of learning models, and classroom pedagogical infrastructure. Trustees may engage local publics, political leaders, and business leaders to dialogue about strategic initiatives.

Given these recent events, it is recommended that an extensive, multi-faceted, collaborative and complex process be undertaken to develop RVS' next Three Year Education Plan. This collaborative process will commence in January 2011 and continue through to May 31st, 2011, for a June 30th, 2011 submission. Using digital means, it is anticipated the number of participants could be 10 000+. Cohorts will be established to discuss specific focuses within the plan commencing in January. Individuals will be identified, based upon an equitable representative process, but the majority of work will be completed by engaging many other stakeholders within that group. For example, a teacher representative committee will lead digital discussions around essential questions related to teaching and learning.



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

## Directive for Action

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### Alternatives

**Alternative I:** That the Board of Trustees approve the new process of developing our next three-year plan to commence January, 2011.

**Alternative II:** That the Board of Trustees approves the new process, as amended, of developing our next three-year plan to commence January, 2011.

**Alternative III:** That the Board of Trustees refers the process back to the Superintendent for further revision to be tabled at the November 4, 2010, Regular Board meeting.

### Recommendation:

That the Board of Trustees approve the new process of developing Rocky View School's next three-year plan to commence January, 2011.