



REGULAR MEETING OF THE BOARD OF TRUSTEES

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

JANUARY 21, 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 – January 7, 2010
 - Special Board Meeting – January 14, 2010
4. **Exemplary Practice:** Canadian Student Leadership Conference 2009
5. Superintendent Report
6. Chairman's Report/Correspondence
7. Board Reports
8. Professional Development/Conferences
9. New Business
10. **In-Camera**
11. Adjournment

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



SUPERINTENDENT'S REPORT

REGULAR BOARD MEETING

January 21, 2010

1. Programs of Choice in Public Education
2. Programming for High School Students in Cochrane

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

Greg Bass, Superintendent of Schools



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

Directive for Action

Directive for Action Item: Programs/Schools of Choice

Author: Greg Bass, Superintendent of Schools

Date of Meeting: January 21, 2010

Background:

Policy HGBH was passed on June 15, 2006 by the Board of Trustees of Rocky View Schools. It was amended shortly thereafter in August, 2006. The policy preamble clearly articulates Board support for alternative program consideration. Upon a comprehensive feasibility analysis and Board approval, the program is implemented in an effort to provide choice within our public system. Implicit is the option to establish an alternative program within an existing school operation, assume operation of a formerly private operation, or create a public school operation with a specific alternative program focus. Section 21- Alternative Programs, of the Alberta School Act, provides for the establishment of programs for cultural, religious, language, teaching philosophy, or subject matter rationale.

Analysis of the learning opportunities for students, financial impact, facility availability, transportation viability, and human resources impact constitute the major implementation considerations. Other factors specific to the alternative, such as grade configuration and minimum enrolment numbers, are also considered. Once all factors are considered, a report to the Board is tabled with a recommendation to approve or reconsider at a future time.

Philosophically, choice within the public system provides parent options for their children and school cultures the opportunity to meet the demand of a specific interest. Our system has the human and technical infrastructure of professional learning, learning, finance, payroll, transportation, and maintenance staff that smaller educational operations simply cannot provide to the same degree.

RVS has very successfully operated Prince of Peace Lutheran School for four years as a program of choice and is one of our fastest growing school operations. Cochrane Christian program, operated in Mitford Middle School, is in its third full year of operation with slow yet stable growth. Both religious programs teach Alberta Education curriculum within a specific religious context and serve to illustrate the success of choice within our system.

Alternative I: That the Board of Trustees re-confirm the provision of Alternative Programs contained in Policy HGBH.

Alternative II: That the Board of Trustees direct the Superintendent to amend Policy HGBH via the Policy Development Committee and brought back to the Board in May, 2009.



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

Directive for Action

Alternative III: That the Board of Trustees rescind policy HGBH and therefore not authorize the continued operation and consideration of Alternative Programs.

Recommendation: That the Board of Trustees confirms the provision of Alternative Programs contained in Policy HGBH.



To: Board of Trustees
From: Superintendent of Schools

Directive for Action

Directive for Action Item: High School Programming in Cochrane

Author: Murray Besenski, Associate Superintendent of Schools

Date of Meeting: Thursday, January 21, 2010

Background:

During the 2004 – 2005 school year (as of September 30, 2004) there were 1373 students registered at the two high schools in Cochrane (Bow Valley High School and Cochrane High School). As of September 30, 2009 there were 1275 students registered at the two schools. Over the next four years this number is projected to decrease to below 1200 students. Traditionally a decrease in enrolment means a reduction in staff, both teachers and support staff. This reduction in students and staff can lead to successful programs being reduced in scope or completely eliminated.

In the fall of 2006 a study was conducted by Dr. Russ Wiebe titled “Providing Program Equity for Students in Cochrane’s Public High Schools”. The purpose of this study was to review Cochrane’s two public high schools to determine if they have equitable educational environments and if not, what actions are necessary to address inequalities. At the time of the study the enrolment of Cochrane High School was 795 students and the enrolment of Bow Valley High School was 524 students. The determination of this study was that while programming options were not exact at each school (facility differences, specific programs FI and K and E, etc.) program equity was consistent at both schools. Over the next three years the decrease in enrolment at Bow Valley High School increased the need for contingency funding in order for funding to be in place to address equitable educational environments between the two high schools in Cochrane.

Bow Valley High School	2007 - 2008	2008 - 2009	2009 - 2010
Enrolment (Sept. 30)	451	479	524
Contingency Funding	\$220,000	\$165,000	\$89,000

At the April 2, 2009 Board of Trustees Planning Meeting the use of Advisory Bodies/Committees as defined in the Rocky View Schools Public Participation Process was approved to address high school programming in Cochrane. Representation on the Cochrane Steering Committee consisted of: staff, student, school council and administrative representatives from Bow Valley High School and Cochrane High School; staff and school council representatives from each of Bow Valley High School’s and Cochrane High School’s feeder schools; Rocky View Schools Ward 5 Trustee and Rocky View Schools Ward 6 Trustee. The mandate of the Cochrane Steering Committee was to research and develop recommended alternative(s) to enhance high school programming in Cochrane.



To: **Board of Trustees**

From: Superintendent of Schools

Directive for Action

Over the period of five months (no meetings in July or August) the committee met and reviewed the mandate, reviewed previously considered options, researched options and finalized a recommendation for Board of Trustees consideration defined as a Collaborative Model. The Collaborative Model is designed to allow both Bow Valley High School and Cochrane High School to keep their identities/cultures that have been developed over time while increasing program options available to students. The Collaborative Model will provide programming in one of three formats;

- On-site school specific – students are transported in the morning via school bus to take programs that are offered at one of the two high schools (students would be transported back to their “home” school at lunch).
- Video Conferencing Courses – Bow Valley High School and Cochrane High School staff partnering to provide specific course offerings to students at their “home” school (these course offerings could be available to students in other RVS high schools).
- J-Block Courses – Similar to the aforementioned on-site school specific program, but course offerings would occur outside school hours (before or after school).

Impact Statements

- Learning Impact Statement

The Collaborative Model would enhance high school program offerings available to students in Cochrane.

- Finance Impact Statement

The Collaborative Model can create cost efficiencies as programs that traditionally have low enrolments would not need to be offered at both schools.

Cost of teacher for the Collaborative Model will be split between Bow Valley High School and Cochrane High School based on number of students from each school enrolled in each program. Each school will retain CEU's generated by their students enrolled in the Collaborative Model programs.

- Facility Impact Statement

The Collaborative Model could lead to more efficient facility utilization.



To: Board of Trustees
From: Superintendent of Schools

Directive for Action

- Transportation Impact Statement

In order to facilitate On-site Facility Specific programs school start/finish times for Bow Valley High School and Cochrane High School would need to be as close as possible. This would require a review, and possibly changing, school start/finish times for some or all of the schools in Cochrane.

Alberta Education's Funding Manual for School Authorities recognizes and supports Inter-school transportation for programming purposes (result minimal impact to Transportation Department budget).

- Human Resources Impact Statement

Minimal implications.

Implementation/Communication Plan Roll-out

Initial success of the Collaborative Model is dependent upon timely communication with the educational community of Cochrane to explain both the model and the benefits this programming model can have for high school students in Cochrane. For credibility purposes it would be important to have Cochrane Steering Committee members as part of the presentations (committee members have agreed to play a role in these presentations).

Presentations:

- School Council (of each high school and feeder schools)
- Staff (of each high school)
- Students (of each high school and feeder schools)
- Cochrane community (general open meetings)

Information Dissemination Techniques:

- Brochures
- Websites
- Fact Sheets/Backgrounders
- News Release
- Information kits
- Advertising



To: **Board of Trustees**
From: Superintendent of Schools

Directive for Action

Alternatives:

Alternative I:

That the Board of Trustees approves the Collaborative Model as presented and directs the Superintendent of Schools to proceed with implementation for the 2010 – 2011 school year.

Alternative II:

That the Board of Trustees amends and approves the Collaborative Model as presented and directs the Superintendent of Schools to proceed with implementation for the 2010 – 2011 school year.

Alternative III:

That the Board of Trustees directs the Superintendent of Schools to develop a different alternative for review by the Board of Trustees at a future Board Meeting.

Recommendation:

That the Board of Trustees approves the Collaborative Model as presented and directs the Superintendent of Schools to proceed with implementation for the 2010 – 2011 school year.



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

Directive for Action

Directive for Action Item: New Policy ECB Pesticide/Chemical-Free School Grounds
First Read

Author: Greg Bass, Superintendent of Schools

Date of Meeting: January 21, 2010

Background:

Since 1997, the Grounds department of RVS, which maintains over 450 acres, has used alternative methods to control weeds and insects. In 2001, under the leadership of Steve Repic, Supervisor of Grounds, RVS was awarded with an environmental leadership award for having pesticide-free grounds.

In April 2009, Steve Repic approached the PDC to consider creating a policy that demonstrates the Board's commitment to this important environmental goal. At the April 23, 2009, Board Planning Meeting the Superintendent was granted permission to develop a policy and received approval to circulate the draft for feedback at the June 18, 2009 Planning Meeting.

The feedback received has been incorporated into the policy which is tabled here for First Read.

Alternatives

- 1) That the Board of Trustees approves First Read of new policy ECB Pesticide/Chemical-Free School Grounds as presented.
- 2) That the Board of Trustees directs the Superintendent to take new Policy ECB Pesticide/Chemical-Free School Grounds back to the Policy Development Committee for further revision.

Recommendation

That the Board of Trustees approves First Read of new policy ECB Pesticide/Chemical-Free School Grounds as presented.



POLICY

Rocky View Schools views health, wellness and safety of students as the highest priority. To this end the Board will ban the use of chemical fertilizers and pesticides for non-essential purposes, where not otherwise authorized by law.

GUIDELINES

1. The Grounds Department is directed to use organic alternatives to control undesirable weeds and insects, although pesticides may be authorized for use against any insect or plant which is harmful to human health.
2. Grounds maintenance shall utilize a holistic approach, which uses organic methods in protecting the environment and promoting healthy soils and lawns.
3. Rocky View Schools will follow the directives set up in the House of Commons Standing Committee on Environment and Sustainable Development book entitled: *Pesticides – Making the Right Choice* (May 2002).
4. The Precautionary Principle will prevail:
“The precautionary principle means that appropriate preventative measures are to be taken where there is reason to believe that a pesticide is likely to cause harm, even when there is no conclusive evidence to prove a casual relation between the pesticide and its effects.”

Legal Reference: ⇒ *Municipal Government Act (2004)*

Cross Reference: RVS Policy:
⇒ GBE Occupational Health and Safety



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

Directive for Action

Directive for Action Item: Amended Policy EBC Emergency Preparedness - First Read

Author: Greg Bass, Superintendent of Schools

Date of Meeting: January 21, 2010

Background:

In the past, schools have developed emergency response plans using a template developed by Education Centre personnel. Each plan contained basic and essential information, including school and emergency service contacts, and response protocols for fire, threats, evacuations, lock-down procedures and intruders. School plans were amended annually by each school's administration and submitted to Student Services. Outside of a response plan to a fire alarm, no emergency response plan or protocol existed for the Education Centre or for the Education Centre's support of a school in crisis.

Given the traumatic school related crises that have transpired across North America over the past decade, on March 20, 2008 the Board of Trustees approved the implementation of a comprehensive emergency response plan developed for our school board through Hour Zero Incorporated. From January-March 2009, Hour-Zero met individually with schools to conduct risk assessments and customize individual response plans, with full implementation of the plan concluding in June 2009. As a result, Policy EBC Emergency Preparedness needed to be revised to reflect the implementation and framework of RVS' new response plan. The approval of amended Policy EBC Emergency Preparedness will necessitate the amendment and/or rescinding of other Board policies to ensure alignment with the new plan.

Learning Impact Statement

The comprehensive emergency response plan now in place in RVS provides for timely and consistent response in the event of a crisis in the best interest of the safety of students and staff. Reasonable adjustments to the policy have been made to minimize the potential negative impact on daily operations in schools.

Financial Impact Statement

The Board has, in its previous budget, fully funded the establishment of the program. An annual cost of \$12 000 needs to be budgeted for keeping all emergency contacts current.

Facility Impact Statement

All sites have electronic lock systems in place that can be set for time-specific periods within the day to both provide for efficient movement of people and safety during class operations.



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

Directive for Action

Alternatives

- 1) That the Board of Trustees approves First Read of amended policy EBC Emergency Preparedness as presented.
- 2) That the Board of Trustees directs the Superintendent to take amended policy EBC Emergency Preparedness back to the Policy Development Committee for further revision.

Recommendation

That the Board of Trustees approves First Read of amended policy EBC Emergency Preparedness as presented.



Approved: 1998 10 08

Amended: 2002 11 27

Reviewed: xxxx

2002 12 12

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POLICY STATEMENT

Rocky View Schools' primary concern is the safety of students and staff, and the preservation of property in the event of an emergency, crisis or disaster. The Board of Trustees delegates authority, through the Jurisdiction Emergency Response Plan, to specific employees who are expected to ensure the most effective and efficient use of resources for the maximum benefit and protection of students, staff, and facilities.

DEFINITIONS

An emergency is a serious, unexpected, and potentially dangerous situation, either present or imminent, requiring immediate action to protect the health, safety, or well-being of people or to limit property damage.

An emergency can range in scope and intensity from incidents directly or indirectly affecting a single student to ones impacting an entire school community. An emergency can happen before, during, or after school and on or off school property.

Level 1 – An unplanned occurrence that interrupts the normal course of business but to which standard internal response protocols apply.

Level 2 – An unplanned occurrence that interrupts the normal course of business, requires enhanced response protocols, has the potential to escalate to Level 3 and may require response from external agencies.

Level 3 – An unplanned occurrence that discontinues normal business functions, and requires a broad-based response by the Jurisdiction and/or a third party such as an emergency service or government agency. (As per the *Province of Alberta Emergency Services Act*).

GUIDELINES

1. The Superintendent shall appoint staff members to assume the Activated Command Team (ACT) positions, as described in the Division Emergency Response Plan.
 - 1.1 The Superintendent shall delegate an individual to serve as the Division's Emergency Operations Center Director.
2. Each school principal/site administrator is required to assume the role or assign someone the responsibility of Incident Commander. In the event that neither the Principal/site administrator nor his/her designate is able to perform the duties, as



Approved: 1998 10 08

Amended: 2002 11 27

Reviewed: xxxx

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described in this document, the Emergency Operations Center Director will take charge of the response upon notification of the situation.

3. In the event of an emergency at a school, the Board grants the Incident Commander authority to make immediate decisions regarding emergency response, as guided by the Division Emergency Response Plan. As soon as practical, the Incident Commander shall contact the Emergency Operations Center Director to report the situation and to seek further guidance.
4. The Board grants the Emergency Operations Center Director the authority to make final decisions regarding emergency response, as guided by the Division Emergency Response Plan.
 - 4.1 The Emergency Operations Center Director is responsible for ensuring the Superintendent is apprised of all details and decisions regarding the emergency.
 - 4.2 In turn, the Superintendent is responsible for informing the Board.
5. The Jurisdiction Emergency Response Plan establishes guidelines and a standard set of response protocols for dealing with a variety of emergency events to ensure that Jurisdiction personnel are familiar with roles and processes in the event of an emergency.
6. The Jurisdiction Emergency Response Plan will be reviewed annually by the Emergency Operations Centre Director.
7. Communications with all internal and external stakeholders will follow the lines of authority set out in the Plan. All questions or inquiries from the media or public shall be referred to Information Officer without further response or comment.
8. The Jurisdiction Emergency Response Plan shall enforce:
 - 8.1 An employee identification regulation, which requires all **visiting** employees to wear a Jurisdiction issued identification badge at all times while on a Jurisdiction school or administrative site.
 - 8.2 A visitor sign-in regulation, which requires all visitors to register in a school office and be locally issued visitor identification badge before accessing the school.
 - 8.3 A site door-lock policy, which requires schools and sites to keep all **exterior** doors in a locked-state with the exception of the main entrance to the building and the main office, **where practical**.



Approved: 1998 10 08

Amended: 2002 11 27
2002 12 12

Reviewed: xxxx

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9. When a state of emergency or disaster is proclaimed, the Jurisdiction Emergency Response Plan will be superseded by the local jurisdiction's disaster service agency from which all directions for emergency evacuation or other emergency actions shall be directed and coordinated. Pursuant to the Disasters Services Act, all employees of the Division may be considered disaster workers during a declared emergency, and as such, will remain on the job until released by their supervisors.

- Legal Reference:**
- ⇒ *School Act, Sections 45(8) and 57(1)*
 - ⇒ *Bill C-45 Criminal Liability of Organizations*
 - ⇒ *Bus Safety Regulation, Alberta*
 - ⇒ *Child, Youth and Family Enhancement Act*
 - ⇒ *Disaster Services Act*
 - ⇒ *Emergency Medical Aid Act*
 - ⇒ *Fire Code Regulation, National and Alberta*
 - ⇒ *First Aid Act, Alberta*
 - ⇒ *Freedom of Information and Protection of Privacy Act*
 - ⇒ *Government Emergency Planning Regulation, Alberta*
 - ⇒ *Occupational Health and Safety Act – OHS Code*
 - ⇒ *School Bus Operations Regulations, Alberta*
 - ⇒ *The Canadian Charter of Rights and Freedoms, as it applies to Freedom of the Press*
 - ⇒ *Youth Criminal Justice Act*
- Cross Reference:**
- ⇒ RVS Emergency Response Plan
 - ⇒ RVS Critical Incident Communication Protocol
 - ⇒ RVS Media Protocol



PROCEDURES

1. The School Principal shall:
 - 1.1 Prepare a site-specific school emergency response plan, which includes an annual risk assessment, and the development and implementation of associated mitigation strategies.
 - 1.2 Ensure the school fulfills its obligations related to the development, updating and filing of the School Emergency Response Plan on an annual basis.
 - 1.3 Ensure a School Emergency Response Team (SERT) is selected, assigned roles and receive appropriate training on an annual basis.
 - 1.4 Ensure all staff and students are trained, to the level of their responsibility, in the School Emergency Response Plan.
 - 1.5 Ensure resources are in place to maintain emergency equipment and supplies required to support an emergency response.
 - 1.6 Ensure all students and staff members are aware of the rationale, procedures, exit routes or appropriate areas for sheltering or locking-down in response to a specific emergency event.

2. Each School shall:
 - 2.1 Conduct a minimum of eight emergency drills per year, six of which must be related to the emergency evacuation procedures in accordance with the Alberta Fire Code. Drills should also include exercising the functional protocols of on-alert, lock-down, shelter-in-place, duck-cover-hold, stay put, emergency evacuation and Crisis Communication Network notification.
 - 2.2 Ensure that early childhood services (ECS) classes and out-of-school care programs participate in emergency drills conducted at an elementary school.
 - 2.3 Make alternate arrangements to shelter students due to a school evacuation. These arrangements are to be documented in the school emergency response plan.
 - 2.4 Keep a record of each drill the school emergency response plan.
 - 2.5 Post evacuation routes in each room in the school.
 - 2.6 Maintain and post classroom emergency folders in each instructional area (e.g. classroom, gym, library, counseling room) and office in the school, which contain emergency routes, procedures, status cards, and occupant attendance sheets.
 - 2.7 Ensure all classroom doors at their school can be locked and in a closed state to facilitate effective lock-down procedures.



Cross Reference: Policy EBC Emergency Preparedness
Policy GBE Occupational Health and Safety

DRAFT
Date: January 2010

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3. The Incident Commander for each administrative building shall:
 - 3.1 Ensure a site-specific emergency response plan is prepared, which includes an annual risk assessment and the development and implementation of associated mitigation strategies, for each Jurisdiction administrative building.
 - 3.2 Ensure a Site Emergency Response Team (SERT) is selected, assigned roles and receive appropriate training on an annual basis.
 - 3.3 Ensure all site staff members are trained, to the level of their responsibility, in the Site Emergency Response Plan.
 - 3.4 Hold a minimum of four emergency drills per year; of which at least two are fire drills. Drills should also cover one or more of the functional protocols: on-alert, lock-down, hit-the-floor, shelter-in-place, duck-cover-hold, stay put, and emergency evacuation. Drills may be held in combination with one another, using a scenario representing an evolving incident.
 - 3.5 Maintain a record of each drill conducted.
 - 3.6 Post evacuation routes in office areas and public spaces throughout the administrative building.
 - 3.7 Ensure the site fulfills its obligations related to the development, updating and filing of the Site Emergency Response Plan on an annual basis.
 - 3.8 Ensure resources are in place to maintain emergency equipment and supplies required to support an emergency response.
 - 3.9 Ensure all site staff members are aware of the rationale, procedures, exit routes or appropriate areas for sheltering or locking-down in response to a specific emergency event.



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

Directive for Action

Directive for Action Item: Amended Policy DLD Honoraria and Expenses for Outside Personnel - First Read

Author: Greg Bass, Superintendent of Schools

Date of Meeting: January 21, 2010

Background:

At the Regular Meeting of the Board of Trustees on November 5, 2009, the following motion was carried:

#253 – 09 MOTION BY TRUSTEE BRUCE PETTIGREW:

That the Board of Trustees directs the Superintendent to bring Policy DLD Honoraria and Expenses for Outside Personnel, to the Policy Development Committee to establish honorarium amounts.

The Policy Development Committee met on November 17, 2009, and drafted an amendment to Policy DLD, whereby the honorarium be made equivalent to the trustees' honorarium as outlined in Policy BHD Trustee Honoraria, Travel, General Expense Allowances and Benefits. A change to the dollar amount in Policy BHD would therefore automatically generate the same change in Policy DLD.

Financial Impact Statement

Impact is minimal as very few external individuals would qualify for honoraria under Policy DLD. Individuals must be appointed by the Board to facilitate a specific purpose, as in the case of the audit committee community representatives. In each case, a budget must be established that supports the cost of honoraria to outside personnel.

Alternatives

- 1) That the Board of Trustees approves First Read of amended policy DLD Honoraria and Expenses for Outside Personnel as presented.
- 2) That the Board of Trustees directs the Superintendent to take amended policy DLD Honoraria and Expenses for Outside Personnel back to the Policy Development Committee for further revision.

Recommendation

That the Board of Trustees approves First Read of amended policy DLD Honoraria and Expenses for Outside Personnel as presented.

**POLICY**

The Board is appreciative of the service that personnel from outside the Division provide on Appeal Committees, Evaluation Teams, In-Service Presentations, and the like. The Board, therefore, authorizes the payment of personal expenses and honoraria, according to the following guidelines.

GUIDELINES

1. Travel expenses will be paid according to the rate paid to Divisional employees.
2. The actual cost of food and lodging will be reimbursed.
3. The cost of substitute teachers, if required, will be reimbursed.
4. A per diem honorarium, as per the Board honorarium (Policy BHD Trustee Honoraria, Travel, General Expense Allowances and Benefits), may be paid for each day of service. Personnel providing service for one-half day or less will be paid one-half of the per diem rate.

Legal Reference: ⇒ *School Act*, Section 60

Cross Reference:

- ⇒ RVS Policy:
- ⇒ BHD Trustee Honoraria, Travel, General Expense Allowances and Benefits
- ⇒ DB Budgeting
- ⇒ DLC Claims for Payment of Travel and Out-Of-Pocket Expenses



MEMORANDUM

Education Centre

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

Date: January 21, 2010

To: Board of Trustees

Presenters: Bow Valley High Teacher - Dorothy Karlson
Student Co-Chairs: Ally Montgomery and Amy Barnett

Subject: **Exemplary Practice - Canadian Student Leadership Conference**

Project/Program Description - From September 27 to October 3, Rocky View Schools' Bow Valley High School and Chinook's Edge Olds High School co-hosted the 25th Canadian Student Leadership Conference. The event brought together over 900 active student leaders and 200 teacher advisors from all across the country for a week of exciting and inspiring learning activities.

The five day conference, entitled "Lead the Stampede", offered students the opportunity to gain from the wisdom of keynote speakers such as motivational speaker Ian Tyson, author of Bite-Sized Wisdom, Tyler Durman, and Executive Director and Artist, Me to We Music, Louise Kent. Students' appreciation of the West's progression and cultural diversity also were enhanced as they participated in a variety of student leadership activities at various venues throughout central Alberta, including Canmore, Banff, Calgary, Cochrane, Olds and Red Deer.

The entire conference was planned around building skills such as project management, team work, citizenship, time management, communication, public relations and promotion. Organizers believe students who attended the conference departed home having embraced the legacy of leadership and manned with the tools to take affirmative action in building strong communities.

How did the conference help to demonstrate 21st Century Learning?

Each and every student and staff involved in the planning of this spectacular event has experienced and truly 'lived' each of the 10 strands of a 21st Century Learner – no small feat! They also have been able to put into practise the theory of leadership and learning.

How can the learnings from the conference be embedded into Rocky View's efforts to build student leaders?

Rocky View has always been a strong advocate for student leadership. It will be imperative that students continue to get these outstanding opportunities to fulfill their leadership capacities through practical and real life experiences. It is hoped that all high schools in the jurisdiction is involved in student leadership, beginning with student council and then at a higher level such as with a jurisdiction-wide leadership academy.

Cochrane Steering Committee

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Summary
December
2009



DARE TO SOAR

YOUR ATTITUDE ALMOST ALWAYS DETERMINES
YOUR ALTITUDE IN LIFE.

Focus

Student enrolment and programming for students within Bow Valley High School and Cochrane High School.

Current Enrollment Data

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
BVHS	479	524*	482	470	463	451	495
CHS	769	752*	707	690	679	712	722

DARE TO SOAR

Update for 2009 School Year

Enrollment Change

Cochrane High School		Bow Valley High School	
Projected	Actual	Projected	Actual
733	769 (+36)	479	524 (+45)

Elements of a Preferred Future

- Quality education for public school students
- Shared strengths at both public high schools
- Increased programming for students
- Maximize resources at both schools
- Demonstrate openness and willingness to adapt
- Balanced enrollment
- Minimal disruption for students

Elements of a Preferred Future

- Students are competitive in opportunities beyond high school
- Creating career pathway possibilities that link to post-secondary
- Increased flexibility with timetabling and program choice

Alternatives Considered

Alternative	Follow-up
High schools students located at Manachaban and Cochrane High School (dual campus) with Bow Valley as the middle school	Not a viable option
Bow Valley becomes the junior high school (grades 9 – 10) and Cochrane High School becomes the senior high school (grades 11 – 12).	Not a viable option
One high school with two locations	Not a viable option
Congregated settings for specialized programs	Not a sole solution
Video conferencing	Not a sole solution
Arts and sports initiatives	Not a sole solution
Moving the French Immersion program to BVHS*	Not a solution in the short-term
Bow Valley and Cochrane High – dual campus	Not a viable option
Structured timetable	Not a sole solution
Status quo	Not an option

Implementing a Change Option

- Political realities resulting from competition between the schools as a result of change
- Student, staff, and parent relationships impacted by a change initiative
- Culture of the schools before and after implementing any change
- The organizational structure following the implementation of a change initiative

Change

Collaboration for student programming, as a strategy, is least invasive in respect to any of the areas (political, relationships, culture, or structural).

Update for 2009 School Year

A collaborative model may include elements of a preferred future including:

- Sharing strengths at both public high schools
- Increasing programming for students
- Maximizing resources at both schools

Update for 2009 School Year

Enrollment increases may signal little need for change and therefore acceptance of the status quo.

The existing competitive model between high schools may be limiting as stand-alone schools may:

- Force choice between academics, extra-curricular, and work
- Overload programs
- Limit flexibility
- Limit program offering

Expanding Collaboration

Collaboration as a solution for the short-term and long-term requires definition, guiding principles, and administrative procedures to answer the questions:

- What does collaboration look like?
- What are the parameters for collaboration?
- What are the potential outcomes of collaboration?
- Who is success of collaborative efforts measured?

Planning Principles and Potential Scenarios for Expanding Collaborate Efforts

1. Students Accessing Courses at Both Schools

- Students would spend a half-day at either school to limit the amount of transportation and limit confusion.
- Transportation for the embedded courses should be offered in the morning.

2. Accommodating half-day students

- Timetabling provide selection in both blocks
- At Cochrane High School (actual courses TBD)
 - First block - Construction 10, Mechanics 11/12, Fashion and Food
 - Second block – English-2 , Social -2 course, or K & E.

Potential Scenarios for Expanding Collaborate Efforts

- Cochrane High (cont)
 - First block - English 35 or Math 35 (second semester)
 - Second block - French 20/30 or Music 20/30.
 - For this option, BVHS students would need to complete Math 30 pure by the end of grade 11. Math 31 would need to be completed in the first semester of Grade 12.
- At Bow Valley High School (actual courses TBD)
 - First block - Sports Performance or PE (hockey is year long combined PE (3 or 5)and/or regular sports performance)
 - Second block - PE, Outdoor Ed. , CTS (video design)
 - First block - Jazz band (perhaps choir?)
 - Second block – perhaps Spanish and CTS options

Potential Scenarios for Expanding Collaborate Efforts

4. Video Conferencing DDL (actual courses TBD)

- Science 20 and 30
- One course being offered at BVHS one semester the other being offered at CHS the other semester to increase timetabling options.

5. J blocks continue

- Leadership
- Construction/Mechanics
- Choir
- Jazz Band (potential)

Outcomes of Action and Measures of Success

Outcome	Measure	Data
Increased programming opportunities for students	Number of collaborative courses scheduled and trend data	Timetabling data
	Student enrollment in collaboratively planned courses and trend data	School course data
	Student satisfaction with collaboratively planned courses	Exit survey
	Satisfaction of parents with collaboratively planned courses	Semester or year-end survey of student in these courses.
	Student success	Student marks

Outcomes of Action and Measures of Success

Outcome	Measure	Data
Maximizing use of resources	Balanced school budgets	Financial documents
	Class size for specialty courses such as Math 31, Physics 30, English 35 . . .	Course enrollment data
Cost of implementation	Transportation expenses	Financial documents
	Video suite expenses	Financial documents
Community support	Recognized support for collaborative model	<ul style="list-style-type: none"> • Informal comments to trustees • Feedback from school councils at information sessions • Feedback from school administrators