



**APPROVED MINUTES OF THE BOARD OF TRUSTEES**  
**REGULAR BOARD MEETING**  
**HELD AT THE EDUCATION CENTRE**  
2651 CHINOOK WINDS DRIVE S. W.  
AIRDRIE, ALBERTA

**THURSDAY, FEBRUARY 4, 2010**

**TRUSTEES PRESENT:**

Chair, Ward 3	Sylvia Eggerer
Vice-Chair, Ward 2	Bev LaPeare
Ward 4	Helen Clease
Ward 5	Colleen Munro
Ward 7	Don Thomas
Ward 6	Dr. Bruce Pettigrew

**TRUSTEES ABSENT WITH NOTICE:**

**ADMINISTRATION PRESENT:**

Ward 1	Jennifer Avery
Superintendent of Schools	Greg Bass
Associate Superintendent of Business and Operations	Darrell Couture
Associate Superintendent of Schools	Murray Besenski
Associate Superintendent of Human Resources	Susan Williams
Director of Communications	Angela Spanier
Executive Assistant	Karen Dolynny

**CALL TO ORDER:**

Chair Sylvia Eggerer called the meeting to order at 1:00 p.m.

**REGULAR BOARD MEETING AGENDA:**

**#31-10 MOTION BY TRUSTEE BEV LAPEARE:**

That the Board of Trustees approves the February 4, 2010, Regular Board meeting agenda as circulated with the following additions:

- Grande Prairie Public School District/Edge School
- Superintendent's Report

**CARRIED**

**MINUTES OF THE BOARD MEETING:**

**#32-10 MOTION BY TRUSTEE COLLEEN MUNRO:**

That the Board of Trustees approves the minutes of the Regular Board Meeting of January 21, 2010, as presented.

**CARRIED**

## **STUDENT SHOWCASE: DRUM-LINE SPRINGBANK HIGH SCHOOL**

*Staff:* Lael Johnston, Teacher, Chestermere High

Sharon Rhodes, Principal, Chestermere High

*Student(s):*

Derek Lonsdale

Reg Eddy

Luke Breiteneder

Jason Morden

Ashley North

Brandon Ha

Tyler Homonko

Jordan East

Heather Hunter

Moises Mendoza

Melissa Holmes

Vanessa Bruss

Katherine Lingwood

Connor Heuver

Moritz Glauner

Jesse Teare

Jennifer Stratischuk

Jonathan Smith

Rob Rooke

Jerad Munro

**Project Description:** Chestermere High's Drum Line program consists of grades 9 through 12 students enrolled in Instrumental Music 15 – 35. This J-Block music program offers students the opportunity to engage in an advanced exploration of percussion skills as outlined in the music curriculum and serves as a more engaging activity for percussionists than the standard concert band repertoire. Drum line, in particular, also serves as a cross-over in support of Athletics and other school spirit activities.

**Provincial Recognition:** This group of students performed at the Alberta Band Association Convention in November 2009. They have also been invited to the University of Lethbridge Percussion Festival as featured performers, which will include clinics with Dr. Adam Mason, a profession of percussion with the University of Lethbridge.

Board Chair Sylvia Eggerer invited the Board, Media and visitors to the foyer for the Drumline performance at 1:08 p.m.

Board Chair Sylvia Eggerer reconvened the Regular Board meeting at 1:27 p.m.

## **GRANDE PRAIRIE PUBLIC SCHOOL DISTRICT/EDGE SCHOOL**

### Background

On January 26, 2010, Grande Prairie Public School District approved a motion to incorporate the Edge School, a private school located in Springbank, Rockyview County, into Grande Prairie's public education system.

This is of great concern to our Board as we have policies in place that support alternative programs within our jurisdiction, yet we were never approached by either the Edge School or Grande Prairie School Division. Had our Board known of the Edge's desire to become a public school, Rocky View's Board certainly would have considered a proposal to bring the school into its fold.

From a provincial perspective, we are concerned that this motion may well affect the future of public education in terms of trustee representation, school board relations, and lack of public policy.

### **#33-10 MOTION BY TRUSTEE HELEN CLEASE:**

That the Board of Trustees of Rocky View Schools put forward resolutions to the Alberta School Boards' Association (ASBA) and Public School Boards' Association of Alberta (PSBAA) to address the issue of jurisdictions assuming the operation of schools in jurisdictions other than their own. Further, that the Board of Trustees approve

requesting the ASBA and PSBAA to ask the Minister to develop policy and legislation in regard to School Boards assuming the operation of schools in jurisdictions other than their own.

**CARRIED**

## **SUPERINTENDENT'S REPORT**

### **POLICY DLD HONORARIA AND EXPENSES FOR OUTSIDE PERSONNEL SECOND READ**

**#34-10 MOTION BY TRUSTEE BEV LAPEARE:**

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

**CARRIED**

### **NEW POLICY ECB PESTICIDE/CHEMICAL FREE SCHOOL GROUNDS SECOND READ**

**#35-10 MOTION BY TRUSTEE HELEN CLEASE:**

That the Board of Trustees approves second read of amended policy ECB Pesticide/Chemical Free School Grounds as presented.

**CARRIED**

### **POLICY EBC EMERGENCY PREPAREDNESS SECOND READ**

**#36-10 MOTION BY TRUSTEE BEV LAPEARE:**

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

**CARRIED**

### **POLICY EBCB FIRE DRILLS AND FIRE PROTECTION - RESCIND**

**#37-10 MOTION BY TRUSTEE HELEN CLEASE :**

That the Board of Trustees approves rescinding Policy EBCB Fire Drills and Fire Protection.

Trustee Bev LaPeare proposed a friendly amendment; That the Board of Trustees approves rescinding Policy EBCB Fire Drills and Fire Protection as fire drills and fire protection measures are included in Policy EBC Emergency Preparedness.

Trustee Helen Clease agreed the amendment was friendly.

Voting on motion #37-10 as amended:

**CARRIED**

## 2010-2011 INTERNATIONAL STUDENT TRANSITION FEES

### **#38-10 MOTION BY TRUSTEE DON THOMAS :**

That the Board of Trustees approves the 2010-2011 student fees for international students as outlined below.

#### 2010 – 11 Student Fees for International Students

<b>Tuition Fee *a</b>	<b>Registration Fee *b</b>	<b>Home Stay Placement Fee</b>	<b>Home Stay Fees</b>
\$10,500 per year or \$5,500 per semester	\$250	\$500 *b,*c	\$700 per month*c \$950 per month *d
\$6,000 per year for part-time students (less than 60% time for students enrolled in grades 1-9 or for students enrolled in grades 10-12 taking courses that account for 20 or less credits	\$250	\$500*b,*c \$500 (Initial application) *b,*d \$250 (Re-enrolment *b,*d )	\$700 per month*c \$950 per month *d
\$1,500 per month for those students enrolled in a Rocky View School for less than two months	\$250	\$500 *b,*c *d	\$700 per month*c \$950 per month *d

\*a Student Placement Agents 1 – 4 full-time students 100% of tuition fees outlined above; 5 – 7 full-time students 95% of tuition fee outlined above; 8 + full-time students 90% of tuition fee outlined above.

\*b Non-refundable

\*c If arranged by Rocky View Schools

\*d **Maximum (includes insurance cost)** - Currently a 'full-service partnership' is being negotiated between RVS and *International Student Homestay Program (See Attachments)*.

Refund of tuition fees: No refund provided except if full year tuition fee has been paid and notice of withdrawal by December 31 of the school year has been provided that the student will not attend after January 31<sup>st</sup> for students registered in grades 1-9 or for the 2<sup>nd</sup> semester for students registered in grades 10- 12 then a refund of 45% of the full year tuition fee shall be provided.

**CARRIED**

Vice Chair Bev LaPeare took over as Chair at 2:15 p.m.

## Ward Boundary Amendment Bylaw

### **#39-10 MOTION BY TRUSTEE DON THOMAS :**

That the Board of Trustees gives first reading to By-law 2010-1 read in full this 4<sup>th</sup> day of February, 2010.

**CARRIED**

### **#40-10 MOTION BY TRUSTEE COLLEEN MUNRO :**

That the Board of Trustees gives second reading to By-law 2010-1 as read in part this 4<sup>th</sup> day of February, 2010.

**CARRIED**

The position of Chair was handed back to Chair Sylvia Eggerer at 2:31 p.m.

## **ACCOUNTABILITY FRAMEWORK SPECIALIZED PROGRAMS**

### **REPORTING PERIOD**

SEPTEMBER 2009 – FEBRUARY 2010

### **SUMMARY**

RVS' inclusive education model means that the needs of all students, as much as possible, are met within the regular classroom. This does not preclude that services to distinct populations of students are not emphasized for periods of time in order to ensure that their unique needs are being met. Based on the strategies described in the *Three-Year Education Plan*, this report will summarize the work that has been, and continues to be done, to enhance the process of meeting the needs of the following student groups:

- a) Children registered in the Pre-school Intervention Program (PIP);
- b) Students who are 'Gifted'; and
- c) Students from First Nations, Inuit and Metis (FNMI) cultural backgrounds.

In addition, the Students in Transition Divisional Program is described to illustrate how this identified cluster of students needs are being met at Bow Valley High School, Cochrane, and how the knowledge and experience gained is now informing the establishment of a similar approach at Bert Church High School, Airdrie.

### **WORK COMPLETED**

#### **A. Pre-School Intervention Program (PIP)**

- For the 2009/10 school year, RVS operated a PIP, in both Airdrie (RJ Hawkey Elementary School) and Cochrane (Glenbow Elementary School). The PIP provides a developmentally appropriate preschool environment that supports young children with identified learning needs ranging from 'mild' to 'severe'. For children with 'severe' special needs, the Program serves those from 2 ½ to 5 years of age; for those with 'mild/moderate' needs, the ages served are from 3 ½ to 5.
- In Airdrie there are presently 22 children enrolled (11 in the am & 11 in the pm); in Cochrane PIP, there are 19 children (9 in the am & 10 in the pm).

#### **B. Students who are Gifted**

- The initial phase of developing a comprehensive framework for meeting the needs of students' that are intellectually, academically and/or creatively able in RVS is complete. Key understandings regarding the identification of students who meet the criteria for giftedness, their programming needs and teaching and learning strategies best suited to meeting their individual needs, have been conceptualized and initiated across the division
- A compendium of suggestions and approaches for meeting the needs of this distinct group of students has been compiled; mechanisms for communication with and between schools and the public are being established (e. g. enhanced web-site, communication with RVAGC, identification of 'lead' at the EC Center to work with the schools).
- Renzulli web site licensing has been obtained for about 200 students, doubling last year's access.

#### **C. Students from First Nations, Inuit and Metis (FNMI) Cultural Backgrounds**

- Students from First Nations, Métis, and Inuit cultural backgrounds receive enhanced support through the services of an FNMI Program Specialist and an FNMI Program Assistant. A previously funded .5 FTE FNMI Family School Liaison position was lost due to a reduction in funding in the Collaborative Initiatives Branch which funded this position. Because of this, service to the families of the Stoney/Nakoda Nation has been reduced.
- The continued development and an enhanced awareness of the FNMI program throughout Rocky View Schools.

- FNMI Advisory Committee meetings, scheduled every 5-6 weeks, have division-wide and Trustee representation (Trustee Colleen Munro). An elder occasionally serves on the committee providing guidance.

Meeting accomplishments to date:

- Review of the Terms of Reference
- A division of the committee into two sub-committees- i) an INAC group to meet to discuss the unique needs of the Stoney/Nakoda First Nation students, and to discuss the Indian and Northern Affairs Canada agreement currently outdated and requiring revision; and, ii) the FNMI Advisory committee.
- Langdon Elementary continues to lead the way with the programs they have “infused” into their day-to-day programming. In the coming months a ceremony by the Langdon and FNMI staff to honour the “Elder in Residence” will take place.
- Glenbow, Mitford & Bow Valley Schools continue expanding and exploring ways to support their FNMI and INAC students.
- Bert Church High School and Ralph McCall Elementary School will soon begin a weekly Aboriginal focus program, to enhance support for their FNMI students are to ensure that they are recognized as representative of a unique, diverse population.

#### **D. Students in Transition Divisional Program at Bow Valley High School**

- The Students in Transition Program at Bow Valley High School was established to serve students with a history of significant academic/social difficulties disengagement from learning. These students require additional supports beyond those provided in classrooms and K&E courses throughout Rocky View Schools.
- The following program parameters have been explicitly defined and implemented over the last 3 years at BVHS:
  - Program mandate
  - Intake and admission process
  - Student acceptance procedure
  - Case management review
  - Exit process

### **WORK REMAINING**

#### **A. Pre-School Intervention Program (PIP)**

- Continue to examine the need for a PIP program in the Chestermere or Langdon communities (e.g., based on children’s need; availability of space and resources).

#### **B. Students who are ‘Gifted’**

- Gifted Education Advisory Committee to continue to review research and best practices regarding assessment, identification and teaching/learning strategies within the context of Setting the Direction and the 21<sup>st</sup> Century Classroom.
- Population of the Gifted Education Website providing access to current, up to date information for all RVS students, employees and parents.
- Incorporation of the *Rocky View Action for Gifted Children* (RVAGC) link in the RVS Gifted Education Website providing access to up to date information from this advocacy group.
- Inclusion of best practice programming into 21<sup>st</sup> Century Classrooms for **all** students who are intellectually, academically and/or creatively able.

#### **C. Students from First Nations, Inuit and Metis (FNMI) Cultural Backgrounds**

- Continue to strengthen the partnership with Parent Link in Cochrane supporting the parent group for mothers. This group supports parents with information about nutrition, health and well being for families within the context of emphasizing Aboriginal teachings.
- Continue to develop a close working relationship with the Stoney Education Authority, Aboriginal Branch, FNMI Branch, and INAC.

#### **D. Students in Transition Divisional Program at Bow Valley High School**

- Program review with possible expansion opportunities for community partnerships (e.g. job shadowing, Work Experience, RAP) with businesses in the town of Cochrane. This would allow for the creation of real world/real life experiences for these students. The new collaborative relationship between the two Cochrane High Schools could greatly enhance this expansion.

#### **SIGNIFICANT ACHIEVEMENTS**

##### **A. Pre-School Intervention Program (PIP)**

- A permanent setting at Glenbow Elementary School was finalized for the Cochrane PIP in the spring of 2009. As a result, the program moved to their full-sized classroom at Glenbow prior to school beginning in August 2009.

##### **B. Students who are Gifted**

- Initiating and advancing a collaborative relationship with the *Rocky View Action for Gifted Children* advocacy group.

##### **C. Students from First Nations, Inuit and Metis (FNMI) Cultural Backgrounds**

- Several Cochrane schools have developed and implemented programming initiatives, student recognition, cultural components in curriculum development, and planning that will positively impact long-range support for our FNMI students.
- There is a strengthening in the understanding of the FNMI framework in schools as evidenced by the infusion of aboriginal culture into core Programs of Study.
- Professional learning and capacity building has increased in schools that did not previously have FNMI programs.

#### **D. Students in Transition Divisional Program at Bow Valley High School**

- Similar support services are being developed at Bert Church High School in Airdrie supported by the Learning and Schools Departments.
- School records indicate that most students attending the Students in Transitions program make notable changes in their attendance, participation and engagement. One student graduated, others moved on to their communities and became work place contributors. This program provides a significant link to meaningful engagement for those students who would otherwise not be successful.

#### **CHALLENGES AHEAD**

##### **A. Pre-School Intervention Program (PIP)**

- The number of children and the facility requirements in Airdrie for PIP, exceeds RVS capacity. This may necessitate additional resources to meet this need.

##### **B. Students who are Gifted**

- Meeting the learning needs of students identified as 'gifted' in the context of a continuum of supports provided by the 21<sup>st</sup> Century Classroom.

##### **C. Students from First Nations, Inuit and Metis (FNMI) Cultural Backgrounds**

- To increase FNMI student literacy & numeracy levels.
- To build external funding sources to supplement and increase programming to addresses issues and barriers that prohibit FNMI student success.
- To enhance relationships with FNMI parents leading to their increased involvement in their child's education.

#### **D. Students in Transition Divisional Program at Bow Valley High School**

- The geographic location of the *Students in Transition Program* at Bow Valley High School in Cochrane creates access issues for potential candidates from other RVS High Schools. The Schools and Learning Departments' perspective is that each RVS geographic/population center establish a similar type of program to meet the needs of their local community students; Bert Church High School is the first step in meeting this goal.

#### **EVALUATION OF WORK**

As Alberta Education moves to develop an Inclusive Education Model for Alberta students, Rocky

View Learning Department continues to lead the division in the attainment of this goal through the systematic implementation of 21<sup>st</sup> Century Learning structures. Therefore, *the RVS level of service model and 21<sup>st</sup> Century classroom pedagogy where every student's individual needs are met and every student succeeds will gradually replace distinct programs.*

## **RECOMMENDATION**

That the Board of Trustees receives as information Rocky View's Accountability Progress Report on Specialized Programs.

### **#41-10 MOTION BY TRUSTEE COLLEEN MUNRO:**

That the Board of Trustees accept as information Rocky View's Accountability Progress Report on Specialized Programs.

**CARRIED**

## **ACCOUNTABILITY FRAMEWORK PROFESSIONAL LEARNING**

### **REPORTING PERIOD**

SEPTEMBER 2009 – JANUARY 2010

### **SUMMARY**

- Three centrally coordinated days organized around a Community of Practice (CoP) model
- Seven Professional Learning Days throughout the calendar year to support, sustain and initiate on-going learning to improve 21<sup>st</sup> Century Excellence in teaching and learning at the school-based level.
- In collaboration with schools, the jurisdiction has sought alternative methods to enhance a professional learning vision and model that supports generative learning by teachers and staff. We continue to support and facilitate Rocky View Schools' Vision and Mission as a way to enrich, engage and empower all individuals to prepare them to understand, adapt and successfully contribute to our changing global community. The movement towards a multi-dimensional, job-embedded, and a cohesive professional learning model that is characterized by authentic and exemplary practice, a rethinking of our "service delivery" by Learning Services, and by greater utilization of educational technologies such as:
  - 1) the district Plone sites,
  - 2) use of learning management systems such as Moodle to promote the philosophy of 'any place, any time and any pace.'
  - 3) Webinars (Illuminate)
  - 4) Video-conferencing
- C of P continue to be established and maintain an qualitative, online presence to create meaningful networks and accelerate the trajectory of each individual's learning to achieve the outcomes, strategies and 21<sup>st</sup> Century learning goals as identified in Rocky View's 3-Year Plan. The communities have been created by professionals coming together around self-determined areas of growth and learning, and available for all staff throughout the jurisdiction.
- We continue to move towards systemic support, development and coordination of professional learning with jurisdictional, regional and provincial partners (i.e. AISI, 1 to 1 Laptop Research, Distributed Learning, High School Completion Initiative, Calgary Regional Consortium, and Provincial Committees).
- The jurisdiction's AISI Cycle 4 initiative seeks to enhance Excellence in 21<sup>st</sup> Century learning through an empowering model that is aligned with the goals and strategies of the Three Year Plan. Central to the initiative is a move whereby schools are empowered to be

innovative, creative and responsive to the needs of their communities, and thereby implementing professional learning that enhances excellence in professional practice.

### **WORK COMPLETED**

- Designed and implemented first series of online professional learning opportunities for high school staff (i.e. Moodle)
- Offered training workshops on Smart boards
- The Embedded/Enhanced Coaching has completed semester 1 and commencing semester 2 in supporting schools
- “A plus” programming for school technicians completed with individuals attaining certification.
- A Community of Practice Advisory Committee has been struck representing a cross-section of employees to provide feedback, suggestions and further planning. The committee has met twice and will continue as a mechanism to engage all members of Rocky View Schools.
- Embedded 21<sup>st</sup> century learning lens is a filter and guiding principle for all professional learning into sessions (i.e. AISI, RVAA, administrator sessions, workshop sessions, multi site video conferencing, etc.)
- The jurisdiction continues to work collaboratively with partners in supporting professional learning (i.e. CRC, AAC)
- The SWC on Professional Learning has been initiated, determined a terms of reference and begun a collaborative mandate to creating a systemic and cohesive model for professional learning.
- Representatives from RVS have (will) be presented (ing) at conferences such Emerge, NSDC, AISI, and ISTE.

### **WORK REMAINING**

- All of the items identified in the work completed section are on-going and evolving. Of significance, the development of a comprehensive professional learning model that is cohesive and aligned.

### **SIGNIFICANT ACHIEVEMENTS**

- The launch of AISI cycle 4 has been successful in aligning with and contributing towards with the 3 Year Plan.
- Continuous, on-going pursuit of professional learning that is focused on improvement and meeting the needs of learners.
- The evolution and implementation of the Communities of Practice throughout the division to improve practice.
- Evolution of an integrated and holistic model of Learning Services support with curriculum, technology and diversity working in an aligned manner.

### **CHALLENGES AHEAD**

- Working with various groups of staff continues to be a priority in terms of building capacity.
- Deploying a limited number of human resources to meet the increasing needs of the division.

### **EVALUATION OF WORK**

- Significant and steady growth in terms of professional practice to enrich, engage and empower all individuals to meet the needs of a 21<sup>st</sup> century learners.

### **RECOMMENDATION**

That the Board of Trustees accept as information the Accountability Framework Professional Learning for Information purposes.

**#42-10 MOTION BY TRUSTEE BEV LAPEARE:**

That the Board of Trustees accept as information Rocky View's Accountability Progress Report on Professional Learning.

**CARRIED**

**Accountability Framework Life Long Learning**

**REPORTING PERIOD:**

Life Long Learning update report for the 2008/2009 school year.

**SUMMARY**

Review and update on Rocky View Schools Three Year Education Plan;

- *Goal Two: Learners are competent, qualified and dedicated Outcome: Students and staff demonstrate life-long learning.*

*For students* this includes; high school to post-secondary transition rate within six years of entering Grade 10, percentage of Grade 12 students who meet the Rutherford Scholarship eligibility criteria.

Rocky View Schools Transition Rates (6 Year) Alberta Education Accountability Pillar Overall Summary report has a Measure Evaluation Achievement rate of high (green) and Improvement rate of improved (green). Rocky View Schools Rutherford Scholarship Eligibility Rate Alberta Education Accountability Pillar Overall Summary report has a Measure Evaluation Achievement rate of high (green) and as it is a revised reporting rate Improvement Rates will not be reported by Alberta Education until three years of data is available.

*For staff* this includes percentage of staff that identifies a professional learning goal that links to the school/Three Year Education Plan.

In the Rocky View Schools Satisfaction survey 99% of staff indicated that a least one of their professional learning goals linked to the School Education Plan.

**WORK COMPLETED**

School administrators and supervisors are working with staff in operational zing Individual Learning Plans with an identified goal linked to the school/department education plan. Staff, teachers and support staff, from across Rocky View Schools have become members of a Community of Practice based on their subject/grade assignment. In the Rocky View Schools Satisfaction Survey 92% of respondents were satisfied that their individual growth plans aligned to their individual Community of Practice goals and objectives.

**WORK REMAINING**

Formalizing policies and procedures for the development of individual student learning plans. Continued work on defining the attributes of 21st century learning, teaching and administration practice. The development of a web-based repository for Rocky View Schools best practices that will help facilitate the growth of all learners within Rocky View Schools.

**SIGNIFICANT ACHIEVEMENTS**

Expanded programming in career development initiatives to ensure all students leave high school with a life path. Research strongly supports that students with a defined life path have a higher degree of positive transition rates. Continuation and expansion of administrators and staff members of all schools working collaboratively to employ transition strategies, such as; site visits, program orientation sessions, individual student program reviews, for students transitioning from one school to another. School resource teams working with classroom teachers to identify students who are at risk socially, emotionally and academically, and developing and implementing individual program plans for these students.

Other initiatives and practices that have positively impacted Transition Rates and Rutherford Scholarship Eligibility Rates include;

- Career development centres at high schools to ensure students can access information about post-secondary opportunities and the world of work,
- Schools hosting scholarship and post-secondary information sessions for students and parents,
- High school administrators and staff counselling students and their parents on appropriate post-secondary program choices.

### **CHALLENGES AHEAD**

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

### **EVALUATION OF WORK**

Rocky View Schools demonstrates a high level of success with Rutherford Scholarship Eligibility Rates and High School to Post-Secondary Transition Rates.

### **RECOMMENDATION**

That the Board of Trustees receives as information Rocky View's Accountability Progress Report on Life Long Learning.

#### **#43-10 MOTION BY TRUSTEE COLLEEN MUNRO:**

That the Board of Trustees receives as information Rocky View's Accountability Progress Report on Life Long Learning.

**CARRIED**

### **BOARD AND COMMITTEE REPORTS:**

#### **Sylvia Eggerer:**

- January 21 – Attended Planning Committee and Regular Board meeting
- January 21 – Attended George McDougall High School Council meeting
- January 26 – Attended Board agenda review meeting
- January 26 – Attended Mayor's Excellence Awards Evening
- January 27 – Interview with the Calgary Herald
- January 27 – Attended Ecole Edwards School Council meeting
- January 28 – Attended Teleconference with David King, PSBAA
- February 2 – Lunch with Airdrie Mayor Bruce and Chestermere Mayor Matthews
- February 2 – Attended New Employee Orientation and brought greetings
- February 2 – Attended Parent Information session on the LENS program
- February 3 – Attended Teleconference with the Minister – reporting on arbitration
- February 3 – Attended Student Expulsion Hearing
- February 4 – Attended Planning Committee and Regular Board meetings

**Bev LaPeare:**

- January 7 - Attended Planning and Regular Board meeting
- January 8 – Attended Zone 5 meeting
- January 11 – Attended Professional Development Leave Committee meeting (PDLC)
- January 12 – Attended the Chestermere High School Council meeting
- January 13 – Attended the Langdon School Council meeting
- January 14 – Attended the Special Board meeting
- January 15 – Attended the Rainbow Creek School Council meeting
- January 16 – Attended the Chestermere Winter Festival
- January 18 – Attended the Calendar Committee meeting
- January 19 – Volunteered in the Chestermere Torch Relay
- January 20 – Attended the Prairie Waters School Council meeting
- January 22 – Attended the Rainbow Creek School Council meeting
- January 22 – Attended the Chestermere Lake Middle School Council meeting
- January 22 – Attended the Calendar Committee meeting
- January 25 – Attended the Chestermere Conrich Recreation Board meeting
- January 26 – Took part in the Superintendent Evaluation
- January 26 – Attended the Healthy Community Initiative Meeting at the Chestermere Town Hall
- January 26 – Attended the Mayor's Excellence Awards evening and banquet at the Fairmont Palliser Hotel
- January 27 – Attended the Indus School Council meeting
- January 28 – Attended the Bow North Recreation Board meeting
- February 1 – Attended the Prince of Peace School Council meeting
- February 3 – Attended a Student Expulsion Hearing at the Education Center
- Prince of Peace Lutheran School students have a set of personal responders which are being shared in class

**Bruce Pettigrew:**

- Glenbow Elementary School is giving consideration to partner with the Community Garden Project in Cochrane.
- Invited as a Trustee by a Cochrane consultant who is working with a Fine Arts Community group looking at the feasibility of building a Fine Arts Center in Cochrane.

**Helen Clouse:**

- Three students from Springbank Middle and Springbank High have been invited to be part of the Honour Band and will be performing February 10-12, 2010 at Bowness High School in Calgary.

**PROFESSIONAL DEVELOPMENT**

Trustee Helen Clouse and Sylvia Eggerer will be attending the Public School Boards Council meeting in Leduc, Alberta, from February 4-6, 2010.

**IN - CAMERA:**

**#44-10 MOTION BY TRUSTEE BEV LAPEARE:**

That the Board of Trustees moves into in-camera at 3:12 p.m.

**CARRIED**

**#45-10 MOTION BY TRUSTEE HELEN CLEASE:**

That the Board of Trustees moves out of in-camera at 3:42 p.m.

**CARRIED**

**Tirion Proposal to Extend Option on Cochrane Parcel**

**#46-10 MOTION BY TRUSTEE COLLEEN MUNRO:**

That the Board of Trustees approves the Option Amending Agreement between the Board and Tirion Properties Ltd. as outlined in the agreement.

**CARRIED**

**Appointment of Returning Officer**

**#47-10 MOTION BY TRUSTEE DON THOMAS:**

That the Board of Trustees appoints Ken Parker as Rocky View School's Returning Officer for the 2010 Trustee Election.

**CARRIED**

**Rocky View Schools Superintendent Performance Assessment**

**#48-10 MOTION BY TRUSTEE BEV LAPEARE:**

That the Board of Trustees approves the Rocky View Schools Superintendent Performance Assessment held on January 26, 2010, for the 2009 calendar year.

**CARRIED**

**ADJOURNMENT:**

**#49-10 MOTION BY TRUSTEE HELEN CLEASE:**

That the Regular Board meeting be adjourned at 3:46 p.m.

**CARRIED**

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**CHAIRMAN**

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**SECRETARY-TREASURER**