



REGULAR MEETING OF THE BOARD OF TRUSTEES

RVS EDUCATION CENTRE
2651 CHINOOK WINDS DR. SW
AIRDRIE, AB

ZOOM LINK: <https://rockyview.zoom.us/my/rvsboard>

JANUARY 26, 2023

10:00 a.m. Regular Board Meeting

AGENDA

1. Call to Order
2. Approval of Agenda
3. Land Acknowledgement
Trustee Fred Burley
Rocky View Schools would like to acknowledge the land and recognize all the Indigenous Peoples whose footprints have marked these lands from time immemorial. Together, we can learn and honour the ways of knowing of Indigenous Peoples for all future generations.
4. Approval of Minutes
 - a) Regular Board Meeting – January 12, 2023
5. Exemplary Practice/ Student Showcase
 - a) Langdon School – SIM Settlements
6. Superintendent's Report
7. Chair's Report/Correspondence
8. Committee Reports
 - a) Transportation (w/motion)
 - b) Policy (w/motion)
 - c) Planning
9. Trustee Reports
10. New Business
 - a) Before and After School Programs continued
11. Adjournment

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



STUDENT SHOWCASE

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Date of Meeting: Jan. 26, 2023

Showcase Name: Langdon School – Grade 7 SIM Settlement Project

Teachers: Leah Ficaccio, Chelsey Bird

Student Presenter: Scarlett Harris, Talia Elson, Kaelyn Campbell, Emily Brunelle, Logan Baker, Edikan Godwin

Project Description

Grade 7 students from Langdon School will share about their recent SIM settlement project. This is an inquiry-based simulation project that teaches students about the origins of culture. The project was designed by teachers Leah Ficaccio and Chelsey Bird to be cross-curricular with outcomes in math, science, social studies and English language arts.

The students assumed roles and identities of settlers to New France in the late 1600s. Through exploration and collaboration, they had to build a settlement using the traditional seigneurial system design that was common along the St. Lawrence River at the time. They then imagined living there for a year, facing different challenges and working together to overcome obstacles. The students had to build relationships with Indigenous peoples in the area and contribute to the economy through farming and fur trading. They also had to use scientific concepts to design and build structures, which were tested to withstand different forces.

Through this project, students learned literacy and numeracy skills and acquired core competencies aligned with outcomes of RVS' Four-Year Education Plan.



SUPERINTENDENT'S REPORT
REGULAR MEETING OF THE BOARD OF TRUSTEES

JANUARY 26, 2023

AGENDA

1. Locally Developed Course Approval
2. Mid-year Enrollment Update
3. Langdon Schools Field Development

ACTION

Directive
Information
Directive

A handwritten signature in black ink, appearing to read "Greg Luterbach", with a small star-like mark above the final letter.

Greg Luterbach
Superintendent of Schools

DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Item: Authorization of creation of new Locally Developed Courses

Date of Meeting: January 26, 2023

Background:

Locally developed courses (LDCs) are developed, acquired and authorized by school authorities to provide students with unique opportunities to explore a range of interests in subject areas that complement provincial programs of study.

LDCs allow school authorities to be innovative and responsive at the local level. LDCs accommodate the special interests and abilities of students and address local, community and/or parental interests. LDCs may be used to:

- accommodate student needs and interests
- encourage and support innovative learning and teaching practices
- address unique community priorities; e.g., language, culture, labour market needs
- engage students who may be at risk of leaving school early

New Locally Developed Course

FSL Expository French 15

This newly developed course is currently pending final authorization from Alberta Education. This course is intended for French language learners who need to build and broaden their communicative competencies within all aspects of literacy. It is designed to be an extension of the FLA 10-20-30 Program of Studies. The primary goal of this course is to provide learners with the time and opportunity to improve their competence with the French language while developing and extending their listening, speaking, reading and writing skills through the exploration and creation of expository French texts. The texts used for this course will include leveled materials based on the Common European Framework of Reference for Languages (CEFR) and the Diplome d'etudes en langue francaise (DELFR).

Rocky View Schools is seeking approval to create and offer FSL Expository French 15-3, for the authorization periods indicated below.

Course Title	Credits	Developing Board	Authorization Period
FSL Expository French 15	3	Rockyview Schools	Jan 30, 2023 – Aug 31, 2027

Alternatives:

Alternative I

That the Board of Trustees approves the above course for use in Rocky View Schools pending final authorization from Alberta Education.

Alternative II

That the Board of Trustees directs Administration to pursue an alternate course of action.



DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Recommendation

That the Board of Trustees approves the above course for use in Rocky View Schools pending final authorization from Alberta Education.

INFORMATION ITEM



TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Item: Mid-Year Enrolment Update

Date of Meeting: January 26, 2023

Background:

As of September 30, 2022, RVS had 27,612 students enrolled in our schools. This was 990 students more than in September 2021 or 3.72% growth from the previous year. The September count is important for government funding, but the reality was that all the new 990 students did not just join RVS over the summer of 2022. We have students joining and departing RVS all throughout the year.

Current Status:

With the significant growth across most of the communities we serve, students join RVS throughout the year. Most new students throughout the year are joining RVS because of their family moving into our communities.

As of January 20, 2023, the current student enrolment in RVS is 27,825 students. This means that a net of 213 additional students are now part of RVS since September 30th.

Schools welcome these students into classrooms. When the students are spread out over many schools it reduces the impact on classes. In rare cases we must adjust the configuration of homerooms if a single school gets a large influx of new students, and they are primarily in a single grade.

Recommendation:

The Board of Trustees acknowledges receipt of the Mid-Year Enrolment Update as presented.

DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Item: New Langdon School Field Development

Date of Meeting: January 26, 2023

Background:

- 46.8 acres was purchased in coordination with the County of Rocky View. Currently, the entire area being subdivided with RVS remaining with 13 acres.
- Currently the fields are not developed and is basically dirt and weeds. The development of the fields at Langdon High School site is the responsibility of RVS and is part of the development agreement with RVC.
- \$1.32 million is currently left in the RVS cash-in-lieu fund.

Current Status:

- School portion will be maintained by the P3 consortium. The playfields continue to be the responsibility of RVS. See attachment A for map.
- Cash-in-lieu has been used to for the development
- There are three ways in which RVS could develop the fields. See attachment B for cost comparison.

Basic level of Play (initial cost \$700,000)

- Provides a basic level of fields and play. This would involve ensuring proper drainage etc.
- Lowest upfront capital cost.
- Field will have minimal use. For school use only and cannot be used by community groups. In the case of Chestermere High, the field was only used for games and not for practices. Football practices were held on other school play field spaces. Chestermere High soccer team does not play or practice on the current field due to unsafe conditions.
- Existing soil conditions in the Langdon area will make it very difficult to maintain a field to safe playing conditions for High School athletes without irrigation.

Irrigated Field (initial cost \$1,100,000)

- An irrigated field allows for more hours of play, though has higher maintenance costs.
- A pump station may be required to ensure adequate pressure for irrigation.

Artificial Turf Field (initial cost \$1,840,000)

- High capital cost. Lower maintenance costs. Much higher hours of use.
- Able to lease fields to community groups to help pay for the capital costs. Turf fields are rented at a rate of up to \$150/hr.
- Could attempt to get grants to help defray the costs.



DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Alternatives:

Alternative I

The Board direct administration to provide a basic grass play field for the new school in Langdon with funds coming from cash in-lieu.

Alternative II

The Board direct administration to provide an irrigated grass play field for the new school in Langdon with funds coming from cash in-lieu.

Alternative III

The Board direct administration to provide an artificial turf play field for the new school in Langdon with funds coming from grants, cash in-lieu and/or reserves.

Alternative IV

The Board refer the matter back to the Planning Committee for further review.

Recommendation:

The Board direct administration to provide an artificial turf play field for the new school in Langdon with funds coming from grants, cash in-lieu and/or reserves.

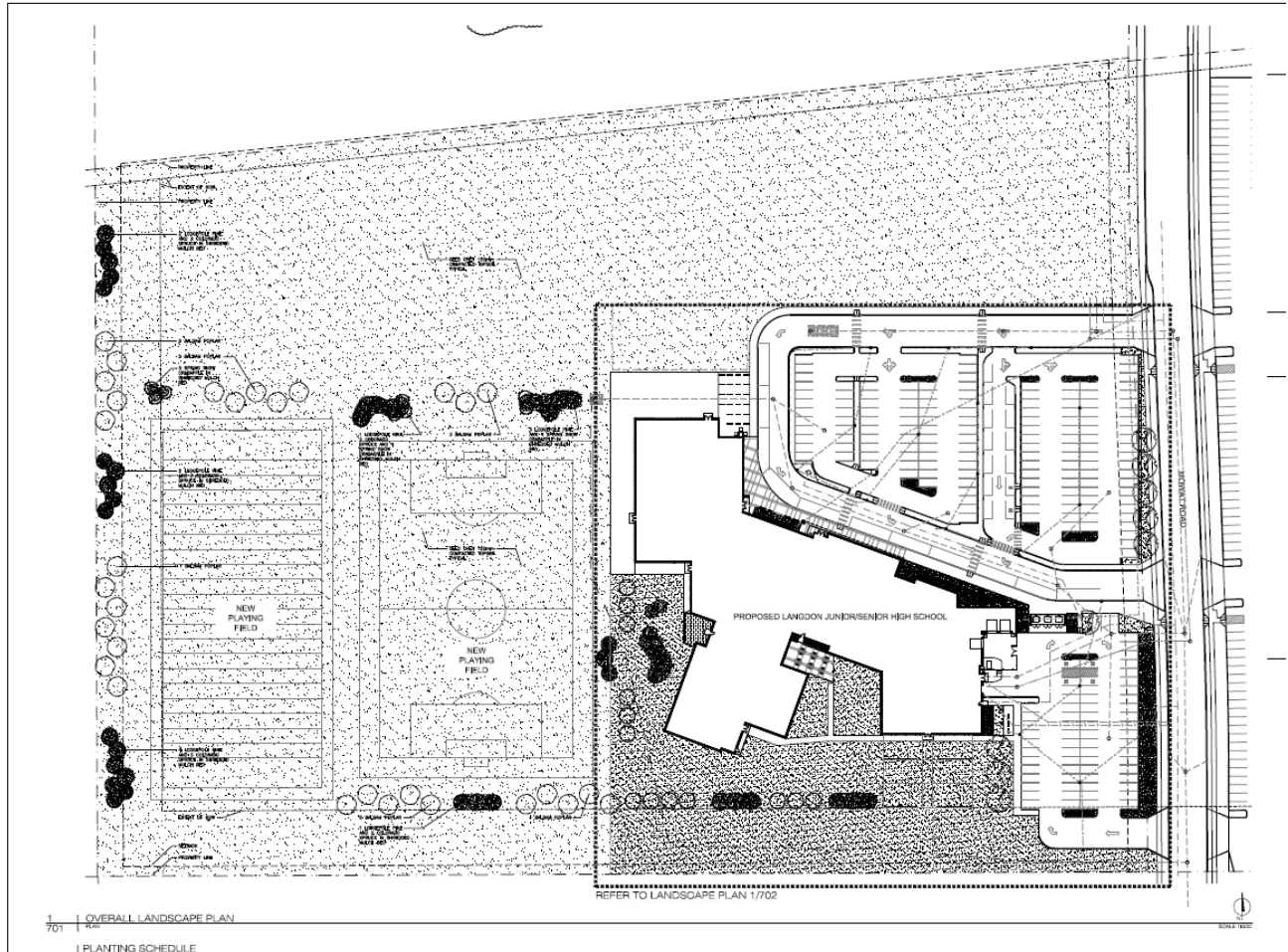
DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS



Attachment A



DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Attachment B

Field Type	Initial Cost	Annual Maintenance Cost	Total Cost after 10 years	Play hours / year
Basic	\$700,000	\$25,000	\$950,000	<100 hours
Irrigated	\$1,100,000	\$35,000	\$1,450,000	600 (30 weeks/year 20hrs/wk)
Artificial Turf Field	\$1,840,000	\$5,000	\$1,890,000	1800 if it had lighs (36 weeks/yr 50 hrs/wk)

***Lighting, scoreboard, and bleachers not included in the above figures and would cost an additional \$400,000*

Field Type	Maintenance
Basic Grass Field	<ul style="list-style-type: none"> • Ongoing mowing, fertilizing, painting, topdressing costs. • Fields painted once per week during season
Irrigated Grass Field	<ul style="list-style-type: none"> • Ongoing mowing, fertilizing, painting, topdressing costs. • Water consumption charges ongoing. • Irrigation heads in field of play. • Fields painted once per week during season
Artificial Turf Field	<ul style="list-style-type: none"> • Field requires sweeping several times a year, basic drag procedure. Field groomed and aerated twice a year.



DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: TRANSPORTATION COMMITTEE

Item: Transportation Committee Terms of Reference

Date of Meeting: January 26, 2023

Background:

All Board committees have Board approved Terms of Reference highlighting purpose, membership, authority, and areas of focus.

Current Status:

The Transportation Committee reviewed its Terms of Reference and recommend the attached amendments related to removing focus and authority related to bus contractor mandates and adjusted where recommendations from the committee should go to. Changes are proposed to the expected number of meetings for the committee.

Alternatives:

Alternative I

The Board of Trustees approves the Transportation Committee Terms of Reference as presented.

Alternative II

The Board of Trustees approves the Transportation Committee Terms of Reference as further amended.

Alternative III

The Board of Trustees refers the Transportation Committee Terms of Reference back to the committee for further review.

Recommendation:

The Board of Trustees approves the Transportation Committee Terms of Reference as presented.



Student Transportation Committee

Terms of Reference

Purpose:

To hear and provide input and feedback on emerging issues related to student transportation matters.

Membership:

- a) Two Trustees from rural wards
- b) Two Trustees from urban wards
- c) Associate Superintendent of Business and Operations
- d) Senior Manager of Transportation
- e) Executive Assistant of Business and Operations as Recorder

The committee chair will be a trustee elected by members of the committee.

Authority:

- a) Review and make recommendations to the Board on student transportation fees
- b) Provide and make recommendations to the Board on student transportation services
- c) Review and make recommendations to the Board on student transportation policy
- d) Recommend to the Board potential stakeholder engagements related to transportation matters

Areas of Focus:

Areas of focus include:

- a) Reviewing need for and level of transportation fees
- b) Provide input and feedback on emerging student transportation matters
- c) Review student transportation policy annually and suggest changes to the Board
- d) Discuss and put forward potential advocacy positions related to student transportation for the Board to consider

Meetings:

Minimum of 2 meetings to be scheduled throughout the school year, first of which to be held by the end of October.

Minutes:

A meeting summary will be drafted by recording secretary and approved by committee at next meeting.

Remuneration:

Trustees will be remunerated as per Board Policy 27 – Trustee Compensation and Development.

Budget:

To be established during the Board's annual budget process.

Deleted: Review

Deleted: operations

Deleted: Policy Committee

Deleted: <#>Recommend a mandate for the Board to consider in relation to contract terms with school bus contractors

Deleted: <#>issues

Deleted: Policy Committee

Deleted: <#>Draft a mandate for Board's consideration for school bus contractors

Deleted: <#>Advocacy Committee

Deleted: Typically, six meetings will be scheduled throughout the school year.

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DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: POLICY COMMITTEE

Item: Rescinding Board Policy 21 – Resolution of Public Concerns

Date of Meeting: January 26, 2023

Background:

As part of the Policy Committee reviewing all policies per term, the committee reviewed BP21 – Resolution of Public Concerns in the spring of 2022. At that time, the committee recommended that the policy be rescinded and that the associated administrative procedure (AP152 – Dispute Resolution) be enhanced to be the “one-stop” source of information for parents and stakeholders who have concerns. Upon reviewing other Alberta school divisions, this was how almost all other boards handled this issue – an admin procedure defines the process and not a policy.

The recommendation was provided as an update from the Policy Committee to the Board Planning Committee on June 9, 2022. The meeting’s summary noted:

“Policy 21 will be coming forward for discussion at the Board Planning Committee. Only one other Board has a policy similar. Most Boards address resolution of public concerns through Administrative Procedure.”

Current Status:

In light of the Policy Committee discussion in May 2022 and the Board Planning Committee feedback in June 2022, the Superintendent revised AP152 to reflect the discussions. In November 2022, the Policy Committee reviewed the enhanced AP152 and provided some suggestions. In December 2022, the further enhanced AP152 was taken to the Administrative Procedure Advisory Committee (which includes ATA representatives and school administrators), and they provided additional suggestions which have been incorporated.

One suggestion from the Policy committee was to add a link to AP152 directly on the RVS homepage. This would provide increased transparency to the process for individuals with concerns rather than them having to dig through pages of policies and even more pages of procedures.

Attached is the proposed enhanced AP152 which would replace Policy 21 and the current AP152.

Alternatives:

Alternative I

The Board rescind the existing Board Policy 21 Resolution of Public Concerns and directs the Superintendent to enhance Administrative Procedure 152.

Alternative II

The Board refer the matter back to the Board Planning Committee for further review.



DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: POLICY COMMITTEE

Alternative III

The Board refer the matter back to the Policy Committee for further review.

Recommendation:

The Board rescind the existing Board Policy 21 Resolution of Public Concerns and directs the Superintendent to enhance Administrative Procedure 152.

BACKGROUND

The Board of Trustees believes that concerns of the public should be addressed and encourages stakeholders to bring them forward so that they can be resolved as close to their origin as possible.

The steps to be followed by stakeholders to address concerns should be in the following order:

- The classroom teacher (parent concern)
- The school Principal (unresolved parent concern/school-wide concern)
- The Area Director (appeal of decision by principal)
- The Associate Superintendent of Schools (appeal of decision by Area Director)
- The Superintendent of Schools (appeal of decision by Associate Superintendent)
- The Board of Trustees (appeal of decision by Superintendent)
- The Minister of Education (appeal of decision by Board)

The Board wishes to resolve concerns fairly and expects that interested persons will be given the opportunity to express their complaints expeditiously. In the interests of fairness, members of staff will be informed about the nature and source of the complaint.

GUIDELINES

1. Stakeholder concerns must be expressed in person or in writing to the person or persons involved.
2. Normally parental complaints concerning school operations are resolved locally at the school with parties involved. On occasion, however, the Superintendent, or a Trustee, may receive a request from parents to intervene in school affairs. In this event the complaint will be resolved according to the following:
 - 2.1 The Superintendent will, as appropriate in the circumstance, refer a complaint or request for intervention to the local school, engage in mediation, or conduct an inquiry.
 - 2.2 The Superintendent will ensure, in cooperation with the local schools, that parents are provided with the opportunity to express their complaints and be heard fairly by school-based administrators and/or by Divisional Administration.
 - 2.3 The Trustee, upon receiving a complaint, will refer the parent to the school, and will either inform the Superintendent or the school. The Trustee will receive confirmation that the concern has been addressed.

Legal Reference:

- Section 33,40,41 42,43,52,53,196,197,222 Education Act

Purpose/Background

In the interests of open communication, the Superintendent believes that inquiries must first be directed to the staff members most directly involved in the operations in question. If the parent, member of the public, or school council is not satisfied with the response at that level, she/he is to be encouraged to follow the channels of communication as outlined.

Procedures

1. The Area Director, upon receiving a concern in writing, will contact the individual(s) to ascertain if all local avenues have been considered. If not, the individual(s)/school council will be advised to do so as the first means of achieving resolution.
2. If all local avenues have been exhausted, the Area Director will meet with the individual/school council and school-based administrators in an attempt to resolve the issue.
3. If, in the stakeholder's opinion, resolution of the issue has not been achieved by the Area Director then the individual(s)/school council shall be notified of their right to appeal to the Superintendent or designate.
4. If, in the stakeholder's opinion, resolution of the issue has not been achieved by the Superintendent, or designate then the individual(s)/school council shall be notified of their right to appeal to the Board if the matter significantly affects the education of a student of the Board.

Reference:

- Section 33, 40, 41, 42, 43, 52, 53, 55, 196, 197, 222 Education Act

Purpose/Background

RVS is committed to the establishment of productive relationships between parents/guardians and school staff members in support of student learning. The *Education Act* clearly outlines responsibilities of students, parents, and employees of the Board in ensuring that each member of the school communities conduct contributes to a welcoming, caring, respectful and safe learning environment.

RVS believes that concerns of the public should be addressed and encourages stakeholders to bring them forward so that they can be resolved as close to their origin as possible. In the interests of open communication and resolving issues, inquiries must first be directed to the staff members most directly involved in the operations in question. RVS wishes to resolve concerns fairly and expects that interested persons will be given the opportunity to express their complaints expeditiously. If the parent/guardian, member of the public, or school council is not satisfied with the response at that level, they are to be encouraged to follow the channels of communication as outlined.

Definitions

Stakeholder

A parent / guardian, a student over the age of 16 years old, member of the community services by the specific school

Divisional leader

A management role in RVS that supports schools for a specific area of responsibility (e.g., senior manager of transportation, director of inclusive education, area director, associate superintendent of learning)

Area Director

Individual assigned to be a support to a select group of stakeholders and school administrators for a geographic region of RVS.

Procedures

1. Concerns must be expressed in person, over the telephone or in writing/email to the person or persons involved. Concerns and complaints must be made in a respectful manner, at a mutually agreeable appropriate time and space and should not be in the presence of students; during instructional time; or in the presence of an employee's co-workers.
2. Concerns about teaching, instruction, programming, supports and services, learning that occurred with their child in class or while at school should be directed to the classroom teacher or if unable to be resolved after discussing the matter with the teacher, then to the principal.
3. Should the concern be a school-wide concern, then the discussion should be with the school principal.
4. If the matter cannot be resolved at the school level, then the stakeholder should contact the appropriate divisional leader responsible for the area of concern. If a parent/stakeholder is unsure, call the Education Centre at 403-945-4000 and ask to speak to the Area Director for their school and they can help navigate to the appropriate divisional leader at the Education Centre.
5. The divisional leader, upon receiving a concern, will contact the individual(s) to ascertain if all local avenues have been considered. If not, the individual(s) will be advised to do so as the first means of achieving resolution.

6. If all local avenues have been exhausted, the divisional leader will work with the individual(s) and school-based administrators in an attempt to resolve the issue.
7. If, in the stakeholder's opinion, resolution of the issue has not been achieved by the divisional leader then the individual(s) shall be notified of their right to appeal to the appropriate Associate Superintendent.
8. If, in the stakeholder's opinion, resolution of the issue has not been achieved by the Associate Superintendent then the individual(s) shall be notified of their right to appeal to the Superintendent.
9. If, in the stakeholder's opinion, resolution of the issue has not been achieved by the Superintendent, then the individual(s) shall be notified of their right to appeal to the Board if the matter significantly affects the education of a student of the Board. Appeals of Superintendent decisions are guided by [Board Policy 13 – Appeals and Hearings Regarding Student Matters](#).
10. If, in the stakeholder's opinion, resolution of the issue has not been achieved by the Board, in select circumstances (see *Education Act* sections 43 and 44) a review by the Minister of Education could be requested by the stakeholder.

Overview of Process

Stakeholder expresses their concern to:

The classroom teacher (stakeholder concern on matters related to teaching, instruction, programming, supports and services, learning)



The school Principal (unresolved parent concern/school-wide concerns)



The divisional leader or Area Director (appeal of decision by principal or bring forward concerns on transportation matters, finance, technology, school operations, inclusive education)



The Associate Superintendent of Schools (appeal of decision by divisional leader or Area Director)



The Superintendent of Schools (appeal of decision by Associate Superintendent)



The Board of Trustees (appeal of decision by Superintendent on matters significantly affecting the education of a student)



The Minister of Education (in select circumstances review a decision of the Board – see *Education Act* 43 & 44)

Reference:

- Section 33, 40, 41, 42, 43, 44, 52, 53, 55, 196, 197, 222 Education Act



COMMITTEE REPORT

TO: THE BOARD OF TRUSTEES

FROM: THE BOARD PLANNING COMMITTEE

Report Date: January 26th, 2023

Committee Members Present:

All Trustees

Greg Luterbach, Superintendent

Larry Paul, Associate Superintendent of Business & Operations

Tara De Weerd, Director of Communications

Ashley Maroukian, Recording Secretary

Meeting Date: January 12th, 2023

Key Meeting Points:

- Presentation on Rescinding Policy 21 – Resolution of Public Concern.
- Presentation by Administration for Before and After School Information.
- Presentation of Transportation Committee Terms of Reference
- Presentation by Administration on Policy for Parents driving students on field trips and to extracurricular activities.
- Discussion and direction provided for Superintendent and Board Evaluation Planning.
- Debrief on Inclement Weather Policy and Process from December 2022.

Future Considerations:

- Transportation Terms of Reference to next Board Meeting
- Before and After School to next Board Meeting
- Rescinding Board Policy 21 to next Board Meeting

Committee Recommendations/Decisions:

- Superintendent Evaluation – Superintendent to present to Board and gather Board feedback – June 8th, 2023.
- Board Evaluation – connect with a consultant and align Board Evaluation with Strategic Plan Priorities – June 8th, 2023.



COMMITTEE REPORT

TO: THE BOARD OF TRUSTEES

FROM: THE BOARD PLANNING COMMITTEE

Report Date: January 26th, 2023

Committee Members Present:

All Trustees

(Todd Brand absent)

Greg Luterbach, Superintendent

Larry Paul, Associate Superintendent of Business & Operations

Tara De Weerd, Director of Communications

Ashley Maroukian, Recording Secretary

Meeting Date: January 19th, 2023

Key Meeting Points:

- Presentation on Langdon School Fields Development field options
- Presentation regarding 2024-2027 Capital plan along with preliminary discussion on prioritizations.
- Tracking results for Strategic Plan Priority: Connecting with our community, Goal: Engage and communicate actively to build relationships. Generative discussion on how to measure, track and engage meaningfully with our communities.

Future Considerations:

- Principal Hiring Process moved to January 26th – Planning Meeting

Committee Recommendations/Decisions:



DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: TRUSTEE GILBERT

Item: Before and After School Care in RVS Schools

Date of Meeting: October 20, 2022

Background:

Before and After School (BAS) programs have a long history in RVS dating back to 2008 when a pilot project was initiated to support the goals of the 4YP of the day. In September 2012, the Board of Trustees passed the following motion:

The Board of Trustees directs the Superintendent of Schools to remove the pilot status on before and after school care programs for Langdon School, Prairie Waters Elementary School and Rainbow Creek Elementary School. Further, the Superintendent will continue to establish before and after school care programs where needed, provided there is support for and space within the school housing the program, and supports the establishment of day care programs at select school locations provided there is school support for and long-term space within/on the school property to accommodate.

BAS programs continue to align well with the Board's priority and intention of school facilities being available to and utilized by the community in support of families and students. As new schools have been designed and built in RVS, and modernizations in older schools approved, a priority has been to design with community use and "off-hours" access in mind.

Current Status:

Over the last several months, community members have reached out to trustees for information and direction on how to start a new, or expand a current, BAS program in an RVS school. Inquiries to schools and the division have been met with confusion and challenges and it has become evident that clarity is needed as to what process to follow and where the approval authority lands.

Currently, there is no defined procedure or guidance available to providers, community members, school administrators, or divisional staff regarding start up or operational parameters of these programs in our schools. Demand for these programs is increasing tremendously as families are desperate to find affordable licensed out of school care, particularly in our urban communities and communities with limited services. There is also increased demand and pressure on our school facilities because of enrolment growth in our communities.

Recommendation:

To provide accurate and consistent information to providers, community members, school and divisional staff, the Board needs to clarify and provide updated direction to the Superintendent regarding the establishment of BAS programs in RVS schools. This can be done most effectively by rescinding the non-enacted parts of Motion #193-12 (the latter half) and updating the direction through a new Board motion.

DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: TRUSTEE GILBERT

Motion #1:

The Board of Trustees rescind the unenacted portion of Motion #193-12, adopted by the Board on Sep. 20, 2012, that directed the Superintendent to establish before and after school and day care programs in schools.

Motion #2:

The Board of Trustees directs the Superintendent to support the establishment and/or expansion of third-party Before and After School programs in RVS schools where community need has been identified and space is available within the school. Furthermore, the Board directs the Superintendent to implement an administrative procedure, by April 30, 2023, that clearly outlines the process, operational parameters, and divisional approvals needed for the establishment of these programs.

INFORMATION ITEM



TO: THE BOARD OF TRUSTEES

FROM: SUPERINTENDENT OF SCHOOLS

Discussion Item: Before and After School (B&AS) Programs

Date of Meeting: January 26, 2023

Background:

Before and After School (B&AS) programs are offered by various third-party providers (aka operators or license holder) in select schools across the division for students between the ages of 5 and 12. B&AS programs have a long history in RVS dating back to 2008 when a pilot project was initiated. RVS provides space for these programs, however, they are operated independently from RVS. All new schools opened by RVS in recent history have had B&AS programs.

Programs typically open between 6 and 7am until the morning starting bell and the ending bell and 5 to 6pm on instructional days only. All three B&AS programs in standalone government provided modulars operate on school professional learning days while all programs that operate within our building are closed on PL days. The Operator shall ensure safe operation of the designated space as required under Occupational Health and Safety, as well as Alberta Health Services requirements and guidelines. The Operator will conduct its business as an independent contractor in relation to RVS and the schools. RVS does not provide any type of student or demographic information to the Operator. The Operator shall always make it known that the Operator's operations are independent of and not part of the programs offered by RVS/host school. The Operator is responsible to ensure that its employees, abide by a Code of Conduct described in their contract.

Licensing requirements for Before and After School programs is guided by Alberta's *Early Learning and Child Care Act*. Before and After School programs are called "Out-of-school care" in that system. Key points in the Act and regulation include:

- "a facility-based licence holder must provide a minimum net floor area of 2.5 square metres of primary play space multiplied by the licensed capacity for out-of-school care, if the licence holder provides out-of-school care."
- "A licence holder that provides out-of-school care must provide outdoor play space that is within easy and safe walking distance from the program premises."
- "Licence holders must ensure they have the minimum primary staff member to children ratio and no more than the maximum number of children who may be included in a group for daycare, out-of-school care, and preschool care, as well as meet minimum staffing and general supervision requirements and staff qualifications outlined in the Early Learning and Child Care Regulation."
- "A program supervisor who is certified as a Level 3 early childhood educator must be employed by the program at all times and is on duty at all times when children receiving daycare or out-of-school care are on the program premises. A program supervisor can designate a staff member to assume their responsibilities in their absence." "At least one of every four staff members involved in providing out-of-school care or preschool is certified at minimum as a Level 2 early childhood educator and the remaining staff members are certified at minimum as Level 1 early childhood educators."



INFORMATION ITEM

TO: THE BOARD OF TRUSTEES

FROM: SUPERINTENDENT OF SCHOOLS

- “A licence holder that provides out of school care must ensure that, for children receiving out of school care, the following requirements are met at all times with respect to (a) the minimum primary staff member to children ratio (1:15 for out of school care), and (b) the maximum number of children who may be included in a group (30 for out of school care” but it goes on to say that “a minimum of 2 adult staff members, at least one of whom is a primary staff member, are on duty for any children in the group who are receiving out of school care,”
- “Inspection visits ensure all licensed child care programs adhere to the Act and Regulation. Licensed child care programs will generally receive a minimum of two licensing inspections during a 12-month period”
- “Licence holders must follow all applicable zoning, health and safety requirements. You are required to submit a copy of your permits and/or approvals from the appropriate zoning, health and safety authorities.”

In September 2012, the Board of Trustees passed the following motion:

The Board of Trustees directs the Superintendent of Schools to remove the pilot status on before and after school care programs for Langdon School, Prairie Waters Elementary School and Rainbow Creek Elementary School. Further, the Superintendent will continue to establish before and after school care programs where needed, provided there is support for and space within the school housing the program, and supports the establishment of day care programs at select school locations provided there is school support for and long-term space within/on the school property to accommodate. Motion #193-12

On October 20, 2022, the Board rescinded the unenacted portion of Motion #193-12, adopted by the Board on Sep. 20, 2012, that directed the Superintendent to establish before and after school and day care programs in schools.

A trustee put forward a motion for the Board’s consideration directing the Superintendent to support the establishment and/or expansion of third-party Before and After School programs in RVS schools where community need has been identified and space is available within the school. Furthermore, the Board directs the Superintendent to implement an administrative procedure, by April 30, 2023, that clearly outlines the process, operational parameters, and divisional approvals needed for the establishment of these programs.

An amendment was put forward by Trustee Bowen to add an additional criterion to the establishment or expansion criteria. The additional consideration would be “where there will not be a negative impact to learning”.

The Board then referred the consideration of the amendment and original motion to administration “so that the Board be provided information on insurance implications, how Before and After School programs could affect student learning and cost implications to Rocky View Schools and that administration provides recommendation on this matter and that administration report back to the Board January 26, 2023.”



INFORMATION ITEM

TO: THE BOARD OF TRUSTEES

FROM: SUPERINTENDENT OF SCHOOLS

Current Status:

Currently, the following schools have third-party B&AS programs in them.

	School	Provider / Operator / License Holder	Approx. Number of Students
1	A. E. Bowers	Community Child Care Inc	40
2	Hérons Crossing	Community Child Care Inc	10-12 AM / 30 PM
3	Cooper's Crossing	Community Child Care Inc	29
4	Northcott Prairie	Community Child Care Inc	25
5	Windsong Heights	Community Child Care Inc	20
6	Nose Creek	BGC Airdrie	28
7	R. J. Hawkey	BGC Airdrie	30
8	Heloise Lorimer	BGC Airdrie	30 AM / 27 PM
9	Ralph McCall	Child's Play	30
10	Prairie Waters	Little Leaders	30-35
11	East Lake	Little Leaders	30
12	Rainbow Creek	Community Child Care Inc	22
13	Glenbow	BGC Cochrane	70
14	RancheView	Child's Play	7 AM / 26 PM
15	Fireside	Child's Play	25
16	Banded Peak	Bragg Creek Out of School Care	45

Insurance

The Operator must maintain:

- a General Liability Insurance policy covering all risks, errors and omissions, associated with the Services for an amount NOT LESS THAN Five Million (\$5,000,000.00) Dollars per occurrence; and
- Contents Insurance including glass and vandalism in an amount of not less than Two Million (\$2,000,000.00); and
- a special risk/abuse insurance policy, with insurers approved by the School Division, of NOT LESS THAN Two-Hundred Fifty Thousand (\$250,000) Dollars per occurrence.

RVS is named as additional insureds and the policy or policies shall have a cross liability and severability of interest endorsement in favour of RVS with RVS' insurance only be considered excess insurance. The Operator indemnifies and saves RVS harmless, from and against, all claims, actions,



INFORMATION ITEM

TO: THE BOARD OF TRUSTEES

FROM: SUPERINTENDENT OF SCHOOLS

suits, causes of action, demands, and accounts, of every nature brought against RVS based on the B&AS program.

Affect student learning

Schools across RVS are required to give “students the opportunity to meet the standards of education set by the Minister” - *Education Act 11(2)*. A very small portion of our overall student population attend a Before and After School program at a RVS site. While attendance in such programs is incredibly helpful to these families, it is our responsibility to support all students to achieve their best.

B&AS programs require dedicated spaces, including washrooms and outdoor play spaces, when in operation. The specific spaces are identified and approved as part of the licensing process so they cannot be altered easily and certainly not on an ad hoc basis. Short term alternates spaces can be used if identified in the contract with RVS and approved by the licencing agency. A few programs have dedicated modular spaces provided by the Government of Alberta a number of years ago. The remaining programs use either an auxiliary gym, the main gym, or a dedicated classroom.

As our communities continue to grow, so does our student population. This puts pressure on schools but also pressure on families to find before and after school care for their younger school aged children. By 2026, we project our overall system utilization will be over 100%. This means that we will not have empty classrooms in our urban centres to dedicate for B&AS programs. More flexible spaces like drama rooms, learning commons and auxiliary gyms may have to be repurposed as classroom spaces in order to accommodate our students. These are the very same spaces that are currently being used by many of the Before and After School programs. Additionally, B&AS programs need access to those spaces up until the starting bell and immediately after the ending bell (and often they request setup time). This puts pressure on RVS staff as they also need time to transition students into and out of these flexible spaces, put materials away, etc. Some schools are already limiting access for programming in those flexible spaces the first block of the day and the last block of the day in order to support the B&AS program.

Moving B&AS programs into classrooms that house homerooms is not practical. While the space may not be in use by students before the morning bell or after the school ending bell, the spaces are used by staff to prepare, for students to do extra work, and they contain countless personal items of the students in that class.

The main gyms, and in many schools the only gym, in elementary schools are highly utilized during the day. Some periods during the year require a large scale equipment setup (e.g., concerts, weeklong performing arts residencies, gymnastics setups) that cannot be setup and taken down daily to facilitate a B&AS program. While the gym may be able to be used most weeks, not all weeks which is a challenge to find alternate spaces when their regular space is unavailable. Main gyms in middle and multi-level schools are used after schools to support various sport teams throughout the year. This means these spaces are not available for B&AS programs.

INFORMATION ITEM



TO: THE BOARD OF TRUSTEES

FROM: SUPERINTENDENT OF SCHOOLS

In a survey of principals with B&AS programs in the school, the overwhelming success of the programs was noted as the convenience and efficiency for families. Where relationships and consistency in approaches are strong between the program staff and the school, it benefits students. The major challenge with the program identified was space as some schools are challenged to provided dedicated space including storage space. Three of the 16 existing programs have inquired about expanding.

Our primary responsibility must remain focused on the education of students. Where flexible space that meets licensing requirements is available and practical then a B&AS program should be considered. Where space is not available or practical then the priority must be on learning. Given our space pressures, we are going to face pressure on even maintaining the programs we have in some schools.

Cost implications

The current operator fee is:

Full-Time Children (Before or After School)	Rate per Month (+GST)
0-15	\$400
16-25	\$600
26-35	\$900
>35	\$1100

RVS undertakes all required repairs, and all daily cleaning and other caretaking services as part of its normal cleaning of the overall school.

Administration recommendations for any motions

Administration supports the portion of the motion that “directs the Superintendent to implement an administrative procedure, by April 30, 2023, that clearly outlines the process, operational parameters, and divisional approvals needed for the establishment of these programs.” The creation of such an administrative procedure will provide clarity and transparency on the processes used and key considerations in our existing service contracts. It can also provide consistent direction for such programs across RVS. Moving the approval to the divisional level should help provide consistent consideration.

As schools across RVS face utilization challenges, a blanket approval for every elementary/middle school to have a third-party operated Before and After School program is not supported by administration. Any motion must empower divisional administration to look at the unique situation, discuss the matter with school administration, and decide whether a program can be added, expanded or even maintained.