



REGULAR MEETING OF THE BOARD OF TRUSTEES

RVS EDUCATION CENTRE
2651 CHINOOK WINDS DR. SW

AIRDRIE, AB

NOVEMBER 25, 2021

10:00 a.m. Regular Board Meeting

AGENDA

1. Call to Order
2. Approval of Agenda
3. Approval of Minutes
 - a) Regular Board Meeting – November 4, 2021
4. Superintendent's Report
5. Chair's Report/Correspondence
6. Committee Reports
 - a) Planning
 - b) Other
7. Trustee Reports
8. New Business
 - a) ASBA Authorizations
9. Adjournment

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



SUPERINTENDENT'S REPORT
REGULAR MEETING OF THE BOARD OF TRUSTEES

NOVEMBER 25, 2021

AGENDA

ACTION

- | | | |
|----|---|-----------|
| 1. | 2020/21 Annual Education Results Report | Directive |
| 2. | 2020/21 Audited Financial Statements | Directive |
| 3. | Board Representatives for Two Online School Naming Committees | Directive |

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

Greg Luterbach
Superintendent of Schools

DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: SUPERINTENDENT OF SCHOOLS

Item: 2020/21 Annual Education Results Report

Date of Meeting: November 25, 2021

Background:

On November 28, 2019, the Board approved RVS' 2019-2023 Four Year Plan (4YP), Innovators by Design, as presented. In Rocky View Schools (RVS), we design learning so innovators...

Connect to passions, interests and people

RVS teachers understand students have an innate curiosity and eagerness to learn. By intentionally designing learning activities that connect students to what and who they care about, teachers expand learning beyond the classroom and support students in understanding why their learning matters and how it can make a difference. Along the way, students develop creative confidence, communication and social skills, and agency in their lives.

Achieve their potential

RVS teachers understand that not all students learn in the same way, at the same age, to the same performance level, in all areas of study. By designing classroom instruction to address students' personal learning styles and capabilities, students develop foundational skills and core competencies to acquire, create, connect, and communicate knowledge in a variety of contexts. In partnership with parents, teachers communicate high expectations, motivating students to expand their individual potential, pursue excellence and overcome challenges.

Navigate successfully as global citizens

RVS teachers understand students thrive in schools that care about the development of the whole child – physically, emotionally, socially, and intellectually. Fostering learning environments that value student voice, opportunity, fairness, compassion, citizenship, choice and diversity, teachers instill a sense of belonging, building empathy, resilience, and the desire in students to take an active role in their community, and work with others to make the planet more equal, fair, vibrant, and sustainable.

In our Four-Year Plan we established performance measures to help drive continuous improvement. These measures are a blend of local measures and provincial assurance measures. The 4YP is a living document and updated each spring. It is the performance measures in the 4YP that we report on in the Annual Education Results Report.

All public, separate and francophone school jurisdictions across province are now on the 'new' Assurance Framework. This was not overly impactful in RVS as we had been a pilot jurisdiction shaping the new framework since 2014/15. The framework highlights the role of the AERR "as part of a continuous improvement cycle, school authorities are expected to assess and interpret the results arising from implementing their Education Plan and report on their progress toward achieving the priorities and outcomes in their plan in their Annual Education Results Report (AERR)." The framework goes on to say, "Through the AERR, school authorities share their results, situating them in their local context, and help stakeholders understand them. The AERR should provide stakeholders with accurate,

DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: SUPERINTENDENT OF SCHOOLS

accessible and easy to understand information about the progress and performance of the school authority in relation to priorities and key domains.”

In 2021, all boards must submit their Annual Education Results Report to Alberta Education by November 30.

Current Status:

The AERR highlights accomplishments and initiatives designed to help students connect to passions, interests and people; achieve their potential; and navigate successfully as global citizens throughout their learning with RVS.

As the first full school year during the COVID-19 pandemic, 2020/21 presented unique challenges as well as unique successes, and RVS is proud of the resilience shown by students, teachers, staff, and families. In the face of constantly shifting circumstances – including two pivots to government mandated at-home learning – we remained committed to advancing literacy and numeracy in schools, while also addressing the increased mental health needs associated with the pandemic. Diploma exams became optional with only a handful of students writing them and provincial achievement tests were put on hold for the school year.

A major accomplishment was the successful delivery of online learning. Before the beginning of the school year, families were given the opportunity to choose between in-person or online learning for their children, with an opportunity to switch learning methods halfway through the year. During the year, approximately 3,000 students took part in RVS Online Learning spanning Grades 1 to 12. Delivering this learning required a select group of teachers, learning assistants and other staff to develop a new toolbox of teaching approaches to keep students engaged. While most RVS students and families prefer an in-class setting, the offering was well received and a good fit for some learners.

RVS implemented a new, completely customized Education Plan Survey for students, staff, and parents/guardians to complete in the spring of 2021. The questions were developed by a local committee of educators and tied specifically to the outcomes in the 4YP. We received over 10,000 responses and each school received their school-based data in late June 2021. School use the survey responses, along with many of the local and provincial performance measures/assurance data included in the AERR, to shape their local school education plan (School Workbook). While the AERR only contains survey results from students, there is a link to see parent and staff feedback as well (pg. 10). As this was the first year with the new survey, there is no multi-year data to compare these results to.

For latest 4YP, we included many new performance measures. With this being the second AERR, we are beginning to have some comparison data for these new measures which is helpful. These local data sources are important as we tell our story and assure the public about our progress towards our goals. We continue to look for additional local sources of meaningful data to help shape future efforts. We also review provincial assurance measures to ensure we are not duplicating efforts.



DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: SUPERINTENDENT OF SCHOOLS

The format of the AERR continues our approach of a blend of storytelling and data. Where available, we include links to rich media resources to enhance the opportunity for readers to learn more. We attempt to highlight numerous efforts from the year which are related to the specific goals/outcomes. We follow those stories with the specific performance measures from our 4YP. While the document is lengthy, these stories help make our learning visible and puts faces to the data we see throughout the report. These AERR contains all of the necessary Alberta Education requirements. All pictures contained within the AERR come from RVS classrooms and activities.

Highlights from the data include:

- Students indicate that they feel that they are learning skills that they will need to be successful in the next grade/when they leave RVS. They shared that they know how they learn best and expect to succeed at school.
- Not overly surprising, attendance was negatively impacted by the pandemic.
- Use of a digital portfolio to help make learning visible and share with families saw a significant increase of usage (from 64% to 84%) over the year.
- RVS continues to have a very strong high school completion rate (5% points higher than provincial average) including Indigenous learners (17% points higher than provincial average). We saw a significant jump both locally and provincially on high school completion rates which we speculate could be attributed in part to the lack of diploma exams.
- We are proud of our track record of maintaining one of the lowest dropout rates in the province (1.7%). RVS students are right there with their provincial peers (around 60%) for attending post-secondary schools within six years of entering grade 10.
- We heard from students they feel they can more easily access help about learning matters than when dealing with interpersonal matters. This will be an area for further investigation.
- Class based marks showed that students are meeting the expected outcomes from the Alberta curriculum across all demographics and all grades in RVS.
- When looking at all students with an Individual Program Plan, 87% achieved all of their learning goals last year. This is to be commended especially given the trying circumstances due to the pandemic.
- Students, parents, and teachers continue to indicate that students feel safe at school and are strongly satisfied with the overall quality of schooling received in RVS.

In the 2019/20 year we added a new section called “The Year Ahead” which highlighted some of the actions we were targeting based on the specific results we identified based on the AERR. The current AERR reports (pg. 38-39) back on those specific actions and identifies new actions to be taken in 2021/22. Of the eight items identified for 2020/21, five were completed, two remain in progress and one was paused due to pending curriculum changes. Based on what we learned from 2020/21, we are endeavouring to:

- Improve foundational knowledge of Indigenous ways of knowing across the system and enhance relationships with local Indigenous groups (Goal 3/Outcome 1)
- Finalize instruction and assessment practice guide to build a more consistent RVS approach (Four-Year Education Plan key strategies)
- Begin to gather multi-year data on our customized Four-Year Education Plan survey

DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: SUPERINTENDENT OF SCHOOLS

- Support the Board in the development of a system wide strategic plan which will springboard into a new Four-Year Education Plan
- Provide targeted supports to schools related to pandemic recovery and mental health supports
- Improve capacity to review and reflect on school and system data to help achieve goals of the Four-Year Education Plan

While the pandemic may negatively impact our ability to address all of these items, it is important that along with the specific goals, outcomes, and strategies of our 4YP, we continue to look to improve and provide assurance to our communities.

Thanks to the many hands that produced the Annual Education Results Report. It will be posted on our website for anyone to review, shared with Alberta Education (including a review of the document), and help guide further actions in the months ahead.

Alternatives:

Alternative I:

The Board of Trustees approves the 2020/21 Annual Education Results Report as presented and directs administration to make any technical edits to reflect the final approved audited financial statements on page 37 of the report and then submit the report to Alberta Education by Nov. 30, 2021.

Alternative II:

The Board of Trustees approves the 2020/21 Annual Education Results Report as amended and directs administration to make any technical edits to reflect the final approved audited financial statements on page 37 of the report and then submit the report to Alberta Education by Nov. 30, 2021.

Alternative III:

The Board of Trustees tables the 2020/21 Annual Education Results Report and directs administration to bring it back to the Board for consideration at a later date.

Recommendation:

The Board of Trustees approves the 2020/21 Annual Education Results Report as presented and directs administration to make any technical edits to reflect the final approved audited financial statements on page 37 of the report and then submit the report to Alberta Education by Nov. 30, 2021.

I CAN

CONNECT • ACHIEVE • NAVIGATE

ANNUAL EDUCATION RESULTS REPORT 2020/21

ROCKY VIEW SCHOOLS



OUR COMMITMENT

Rocky View Schools (RVS) is committed to providing its communities with access to information regarding its students' achievements, as well as its operational successes and challenges. Information contained in the 2020/21 Annual Education Results Report (AERR) is accessible through RVS' public website. Due to the COVID-19 pandemic disruption to the 2020/21 school year including the government making Diploma Exams optional and cancelling Provincial Achievement Tests, some data is unavailable and omitted in the Three-Year Trend Data for [Alberta Education Assurance Measures 2020/21 Pillar Results](#) available on our website. Pursuant to section 32 of the *Public Interest Disclosure Act* (2013), three disclosures related to personnel matters were received during the 2020/21 school year. All three were reviewed with two having sufficient information to be fully investigated and acted upon.

ACCOUNTABILITY STATEMENT

The AERR for Rocky View Schools for the 2020/21 school year was prepared under the direction of the Board in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This AERR for 2020/21 was approved by the Board on Nov. 25, 2021.

Fiona Gilbert, Board Chair
fgilbert@rockyview.ab.ca

Greg Luterbach, Superintendent of Schools
gluterbach@rockyview.ab.ca

ANNUAL EDUCATION RESULTS REPORT 2020/21


Rocky View Schools (RVS) is pleased to share with the public our 2020/21 Annual Education Results Report (AERR) reflecting [year two of RVS' 2019-2023 Four-Year Plan](#). The AERR includes audited financials and our forward-looking capital plan; it also highlights accomplishments and initiatives designed to help students connect to passions, interests and people; achieve their potential; and navigate successfully as global citizens throughout their learning with RVS.

As the first full school year during the COVID-19 pandemic, 2020/21 presented unique challenges but also unique successes, and RVS is proud of the resilience shown by students, teachers, staff and families. In the face of constantly shifting circumstances – including two pivots to government mandated at-home learning – we remained committed to advancing literacy and numeracy in schools, while also addressing the increased mental health needs associated with the pandemic.

A major accomplishment was the successful delivery of online learning. Before the beginning of the school year, families were given the opportunity to choose between in-person or online learning for their children, with an opportunity to switch learning methods halfway through the year. During the year, approximately 3,000 students took part in RVS Online Learning spanning Grades 1 to 12. Delivering this learning required a select group of teachers, learning assistants and other staff to develop a new toolbox of teaching approaches to keep students engaged. While most RVS students and families prefer an in-class setting, the offering was well received and a good fit for some learners. To continue to meet this need, RVS began creating two new online schools (elementary/middle and high school), which launched in 2021/22.

In a year of disruptions, schools also found innovative ways to cultivate community and keep long-standing traditions alive. Following the first emergency transition to at-home learning in late November, several schools held virtual holiday programs. Schools transitioned to at-home learning again in the spring, resulting in high schools' Class of 2021 as well as other school/grade milestone celebrations to be commemorated in creative ways.

RVS also continued to respond to continued pressure related to growth and highly utilized facilities. In the midst of the pandemic, we successfully constructed a new building for Westbrook School to replace a building at the end of its lifetime and fully renovated Indus School with an entirely new interior. With no new RVS schools approved by Alberta Education last year, RVS will continue to rely on modular units and other creative ways of utilizing common-area space to accommodate the increasing population growth and enrolment in some of our communities.

 [We welcome all feedback](#) as we work together with our students, families, staff and community partners to provide a safe and caring environment where children can learn and grow.

Bringing Learning to Life

The 2020/21 school year saw learning across many platforms, both in-person and virtually. Our AERR is a reflection of this, with stories and photos from both in-person and online learning. Many of our photographs are provided by our teachers through our [#rvsed Twitter hashtag community](#). To help bring our students' learning to life, we have linked to the teacher's Twitter where possible. Thank you to our RVS staff and families who have provided these photographs.

ABOUT ROCKY VIEW SCHOOLS

Vision Rocky View Schools is a world-class learning organization where all students achieve their absolute best.

Purpose Rocky View Schools connects with all students to ensure that everyone learns, belongs, and succeeds.

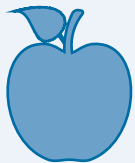
2021/22 By The Numbers



26,625
Students



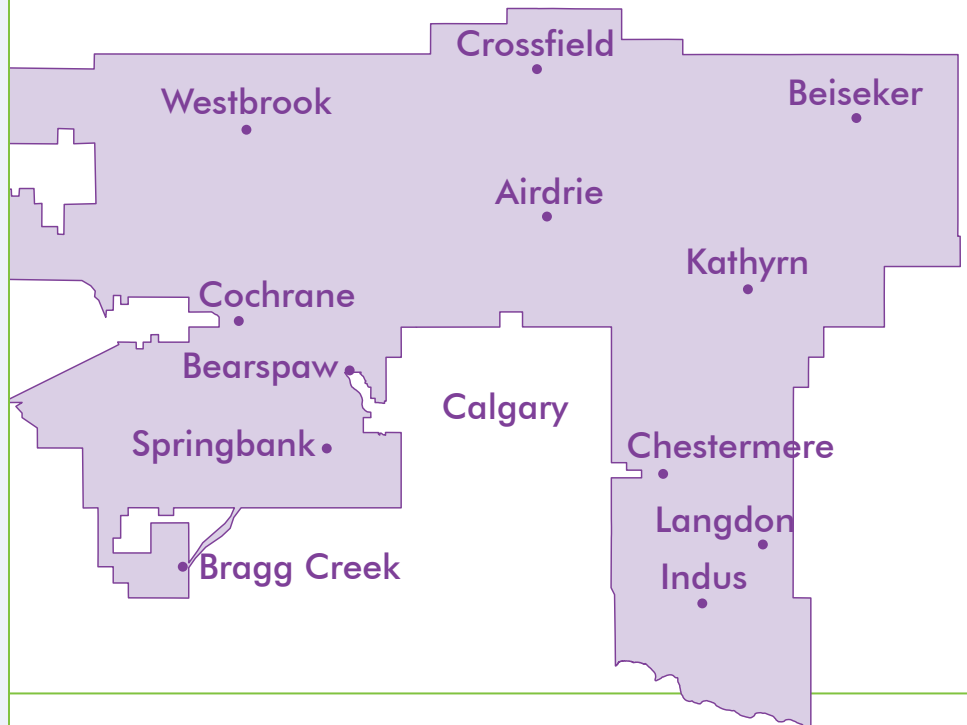
2,600
Staff



53
Schools

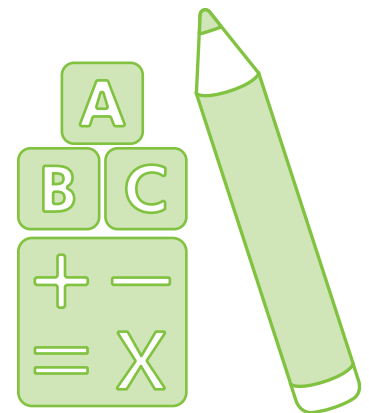
- 16** K – 6/7/8/9
- 12** Elementary Schools
- 8** Middle Schools
- 8** High Schools
- 3** Colony Schools
- 3** RVS Community Learning Centres
- 1** Online High School
- 1** Online K – Gr. 8 School
- 1** K – 12

Where Our Schools Are Located



What we offer*

- Building Futures
- Christian Programming
- Community Learning Centres
- English Language Learning
- French Immersion
- Home Education
- Kindergarten
- Locally Developed Courses
- Mechanics Training Centre
- Off-campus Education
- Online Learning (Gr. 1 – 12)
- Preschool Intervention Program
- Sports Academies
- The Farm



* not all programs/courses are offered in all schools.



CHAMPIONS OF PUBLIC EDUCATION

Rocky View Schools' (RVS) Board of Trustees are community members from all walks of life, elected by the community to provide thoughtful oversight of the public education system.

The community entrusts them with creating the conditions in which students and teachers can do their best work. They are asked to chart ambitious education and capital plans and to create budgets, then hold the superintendent responsible for turning their vision into reality.

As leaders, trustees also are asked to model the type of real-world, problem-solving learning that permeates RVS. In other words, they model collaboration, teamwork and an innovator mindset.

Like RVS students do in their own work, trustees begin with big questions: What learning outcomes are most important to students, parents, teachers, our local communities and provincial government? What conditions are required to foster innovation? What stands in the way of students achieving their potential and how can we move beyond these barriers?

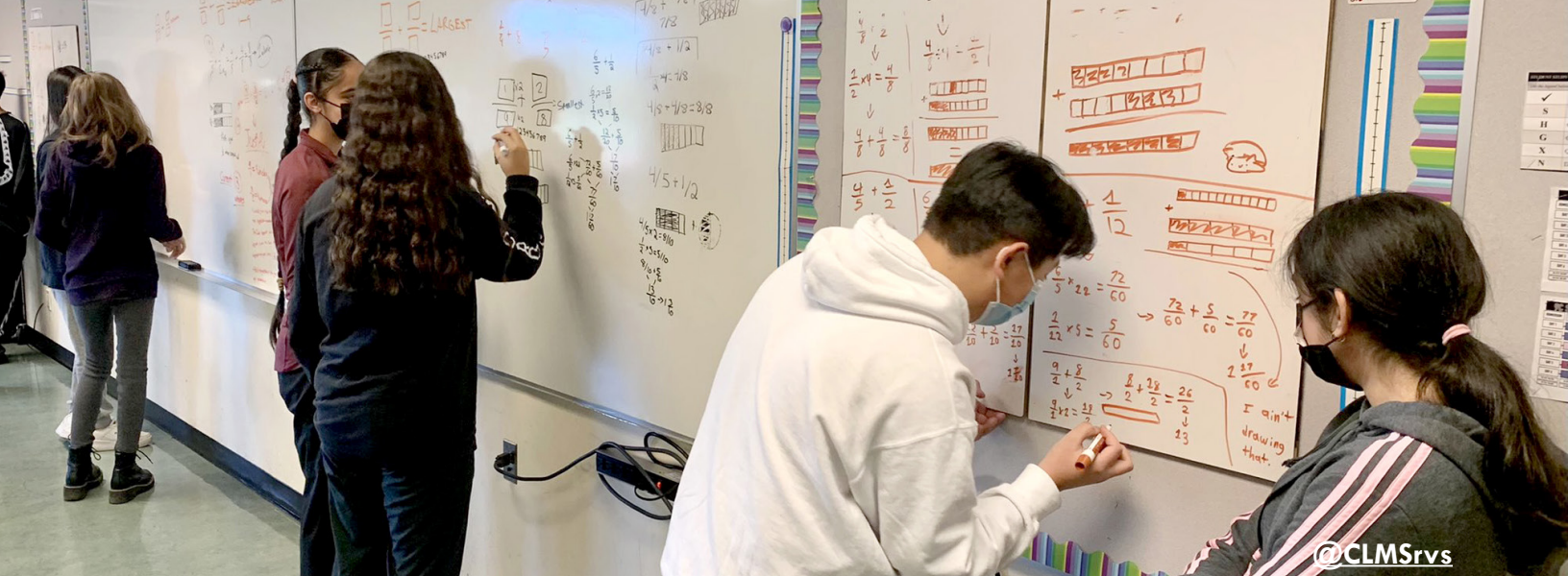
To answer such questions, trustees keep open doors and open minds, engaging in deliberate consultations and actively listening to a wide variety of stakeholder groups.

In crafting solutions, trustees collaborate as they review and consider information from expert multiple sources. Exercising critical thinking, creativity and innovation, trustees align direction, identify priorities, allocate resources and review performance, unifying efforts across the system towards achieving its goals. It is a tall order and few citizens put their names forward for the challenge.

What unites trustees is a passion for community and a deeply held belief that the key to a bright future is to provide the best supports possible to the development and growth of our youngest citizens.

Trustees are champions of education willing to roll up their sleeves and work with all who share their commitment to providing the best possible education for every student in RVS.

[See the Video!](#)



INNOVATORS BY DESIGN

In Rocky View Schools, we believe...

Children are born innovators.

It's how they learn the tough stuff, like walking and talking, feeding themselves and tying shoes. They try a lot and fail a lot. Once they've learned to say the word why, they just won't stop – and at Rocky View Schools, we don't want them to.

Innovators ask a lot of questions and tackle problems that matter, to them, their families and their communities. They consult with expert sources and people, far beyond the classroom. They bounce possibilities off fellow students and teachers and spark ideas that just might work. They test their ideas in the real world. Trying, failing, asking more questions, redesigning, until they've earned success.

In the process, we work with families and communities to ensure students' basic needs are met and guide them to acquire and practice fundamental math, reading and science skills. They learn to value diversity, and build cultural understanding and the foundation for healthy relationships. They grow as critical thinkers, communicators and collaborators. And they develop self-reliance, empathy, resilience and perseverance.

In short, innovators accept the challenge of reaching their full potential. They are in demand

in every sector of society and most likely to succeed at any endeavour.

That's why at Rocky View Schools, the development of innovators happens by design.

- A design that engages students as co-designers of their learning, empowering them to follow their passions and challenging them to new heights.
- A design that moves beyond classroom walls to the natural world, building sites, farms, engineering firms, hospitals, zoos, museums and theatres.
- A design where students share what they learn, so when one learns, we all learn.
- A design that meets students where they are and supports them in the journey to where they need to and want to be.
- A design that supports and encourages teachers, administrators and support staff to be innovators themselves.

At Rocky View Schools, we know our students go on to change the world. As contributing adults, they'll bring their personal best to that important work.

[See the Video!](#)



INNOVATORS CAN

In Rocky View Schools (RVS), we design learning so innovators...



Connect to passions, interests and people

RVS teachers understand students have an innate curiosity and eagerness to learn. By intentionally designing learning activities that connect students to what and who they care about, teachers expand learning beyond the classroom and support students in understanding why their learning matters and how it can make a difference. Along the way, students develop creative confidence, communication and social skills, and agency in their lives.



Achieve their potential

RVS teachers understand that not all students learn in the same way, at the same age, to the same performance level, in all areas of study. By designing classroom instruction to address students' personal learning styles and capabilities, students develop foundational skills and core competencies to acquire, create, connect, and communicate knowledge in a variety of contexts. In partnership with parents, teachers communicate high expectations, motivating students to expand their individual potential, pursue excellence and overcome challenges.



Navigate successfully as global citizens

RVS teachers understand students thrive in schools that care about the development of the whole child – physically, emotionally, socially and intellectually. Fostering learning environments that value student voice, opportunity, fairness, compassion, citizenship, choice and diversity, teachers instill a sense of belonging, building empathy, resilience and the desire in students to take an active role in their community, and work with others to make the planet more equal, fair, vibrant and sustainable.

GOAL ONE

Connect to passions, interests and people

Outcomes:


- Students engage in real-world, hands-on learning experiences that matter to them.
- Students demonstrate ownership of their learning.

When our students are connected to their passions, interests and people, they understand why learning matters. RVS offer opportunities for our students in both traditional classrooms and in the community, helping all students achieve their potential.

 [What Learning Looks Like in RVS](#)

From the 'Net to Nature, RVS Schools Offer Hands-on Learning to its Students


With a district spanning mountain peaks and prairies, big skies and cyber skies, RVS schools embrace every opportunity for hands-on learning.

Cochrane High School added the innovative  [Rivers, Oceans and Mountains School \(ROAMS\)](#) program in 2021, launching learning in an outdoor setting. ROAMS is a one-semester outdoor education academy, and began with a cohort of 26 Grade 10 students.

During the program, students fulfill the curriculum for English language arts, social studies, physical education, career and life management, environmental and outdoor education, and photography. Students spend every day together, usually completing their work in an outdoor setting, with frequent day trips to natural areas in Alberta.

Getting students out of the classroom and into the outdoors helps them view course content through a new lens and provides the opportunity to develop rich connections with their peers and the subject matter. This learning approach also prepares students for life, work and leisure in the world by developing

essential skills like critical thinking, problem solving, communication, teamwork and adaptability.

Outdoor opportunities abound in RVS schools, with schools such as  [Banded Peak School](#) taking full advantage of its location nestled at the foot of the Rocky Mountains. From its kilometers of nearby trails to its wetland pond, students have ample opportunity to embrace nature while learning.

Physical education classes can often be seen snowshoeing or cross-country skiing; classroom lessons are transported to the forest no matter the season; and nearby Elders from Tsuut'ina Nation teach the school community the importance of and respect for the land on which the school is situated.

Teachers at Banded Peak are encouraged to find ways to transform lessons normally taught within the walls of a classroom to the outdoors, where a limitless sky awaits RVS learners.

Students at Sarah Thompson School also discovered ways to take their learning to the limitless heights of cyberspace.



Reaching Beyond the Classroom

We know students learn in different ways so RVS offers several full-time and optional programs that deliver the curriculum outside of the classroom and connect students to their interests.

With locations in Airdrie and Cochrane, [Building Futures](#) helps students further their interest in hands-on skills and working with tools by teaching them how to build a house from the ground up through elbow-to-elbow work with tradespeople while they complete their Grade 10 education. Meanwhile, our newest program, [The Farm](#) helps Grade 9 – 11 students explore a wide spectrum of agricultural practices while they complete their courses on a farm site.

Part-time programs in RVS include the Mechanics Training Centre, where students learn automotive mechanic skills; the [Leadership Academy](#), where students engage in experiential learning to deepen their sense of self and broaden their network of connections; and two sports academies, where excellence in sports is pursued alongside academics.

See our [Reach Beyond Your Classroom](#) tip sheet to learn more!

To make the social studies curriculum more engaging for their students, three teachers introduced [Survive and Thrive](#): a game that encourages learners to use a wide range of competencies.

Through Survive and Thrive, students are highly engaged and enjoy the gaming experience, while learning key concepts of the curriculum.

The authentic experiences in the game allow students to apply their learning to real-life situations, with experiences that matter to them.

Online to offline, in both real forests and digital forests, RVS students are connecting to passions, interests and people.



RVS Education Plan Survey

In the spring of 2021 over 10,000 students, staff and parents responded to the RVS Education Plan Survey. Results from this survey provide excellent feedback to RVS schools in their efforts towards achieving the goals set out in the Four-Year Education Plan and also help give students in Grade 3 – 12 a voice in their education experience.

There is no historical data listed for two reasons: the survey was not administered in the 2019/20 school year because of COVID-19-related learning interruptions, and the survey has recently been updated to reflect updated goals in the Four-Year Plan. The update included a review, validation from a consultant who specializes in this work, and a student pilot.

Thank you to our stakeholders for participating in the Education Plan Survey; we value your feedback and time! Some student results are incorporated in the AERR, but we also heard from parents and staff. Full survey results are available on our [website](#).



RVS Education Plan Survey Results: Goal One

Results of the Education Plan Survey for these outcomes show that students feel they are often connecting to passions, interests and people. We are pleased to see high numbers of students always or often engaged in their learning. Strong results were also returned for students feeling that they are learning the skills needed to be successful.

Students indicated that they know how they learn best; this can be shared with their teachers to maximize learning opportunities and create conditions for all students to experience success. Students went on to say they have high expectations for themselves and expect to succeed.



Outcome 1.1 – Students engage in real-world, hands-on learning experiences that matter to them.

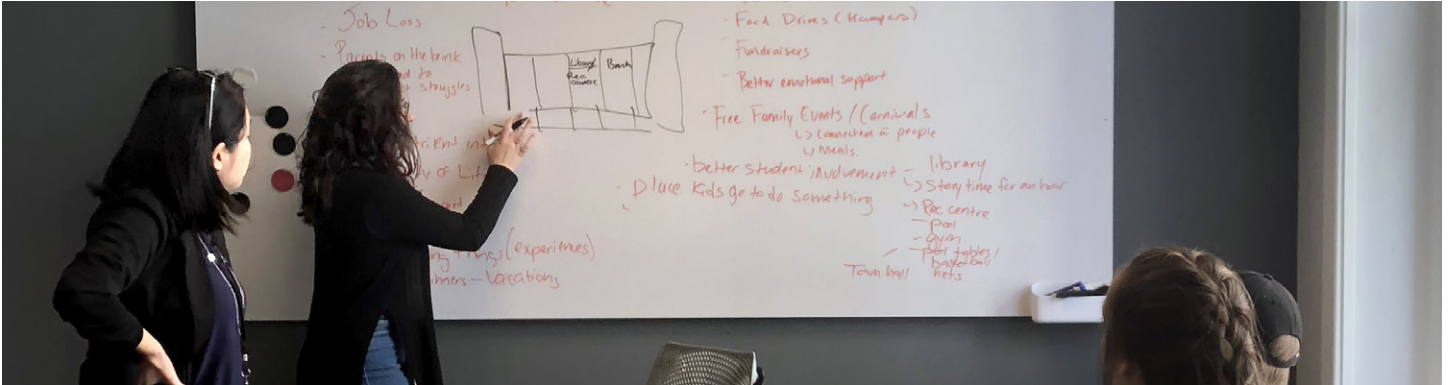
RVS: Percentage of students who state they have had opportunities to engage in real-world, hands-on learning experiences.

Grades	Question	Always	Often	Sometimes	Never	No Answer
3 – 5	I create things to show what I know					
6 – 9	I create things to show my learning	17.4	43.1	35.0	4.0	0.5
10 – 12	I create things to show my learning					
3 – 5	I like the way we learn at school					
6 – 9	I am engaged in what I am learning	29.5	41.0	25.8	2.7	0.9
10 – 12	I am engaged in what I am learning					
3 – 5	I get to learn about things that are important in the real world					
6 – 9	I am provided real-world, meaningful examples to help me learn	31.1	37.7	26.4	3.9	0.8
10 – 12	I am provided real-world, meaningful examples to help me learn					

Table values have an acceptable variance of 0.1%.

RVS: Percentage of students who state that student’s voice counts in their school.

Grades	Question	Always	Often	Sometimes	Never	No Answer
3 – 5	My ideas are listened to by adults at my school					
6 – 9	My ideas are valued by adults at my school	31.5	36.6	25.9	5.3	0.7
10 – 12	My ideas are valued by adults at my school					
3 – 5	I have choices in how I learn					
6 – 9	I have opportunities to make choices in my learning	24.7	36.9	29.9	5.9	2.5
10 – 12	I have opportunities to make choices in my learning					



RVS: Percentage of students who indicate their schoolwork is meaningful.

Grades	Question	Always	Often	Sometimes	Never	No Answer
3 – 5	I am learning useful things in my school					
6 – 9	I am learning things that I can use in my life	32.0	33.6	28.2	5.7	0.5
10 – 12	I can apply what I've learned in school to my life					
3 – 5	I am learning what I need to be successful					
6 – 9	I am learning skills I will need to be successful in the next grade	44.4	32.7	18.6	3.6	0.8
10 – 12	I am learning skills I will need when I leave school					
3 – 5	Learning is fun					
6 – 9	My learning experiences are meaningful	29.2	35.1	29.3	5.5	0.9
10 – 12	My learning experiences are meaningful					

RVS: Percentage of students who are absent less than 10 per cent during the school year.

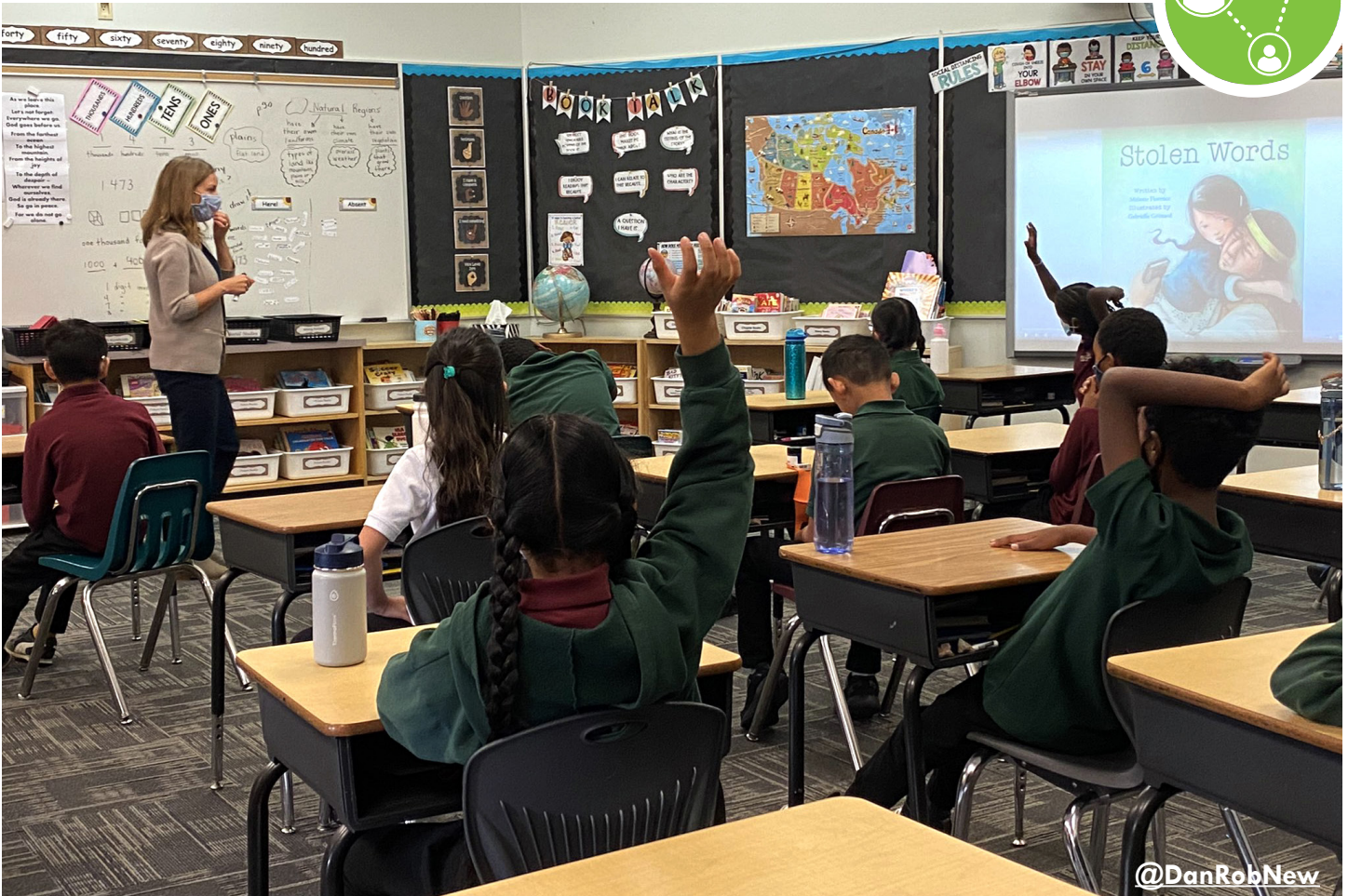


Results are a significant decline from the previous year, which saw 77 per cent of students absent less than 10 per cent of the school year. Given the pandemic, lower attendance rates were to be expected as students were required to or chose to stay home during COVID-19.

RVS: The percentage of teachers enrolled in two or more of RVS' professional learning offerings.



Total attendance at RVS professional learning offerings in 2020/21 was 6,926; this is above and beyond school-based professional learning opportunities. This significant number was most likely due to the offerings being moved to an online platform for the year. While not ideal, it made it more accessible and affordable. This delivery method will be retained for professional learning opportunities where deemed appropriate.



ABED*: The percentage of teachers reporting that in the past three to five years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.



Performance remains high and consistent over the last number of years. Room for growth exists by examining the types of offerings and the times of year when the uptake was higher. [Historical Data](#)

ABED: Overall teachers, parents, students satisfied with the opportunity for students to receive a broad program of studies, including fine arts, careers, technology and health and physical education.

Overall	RVS	80.8
	Province	81.9
Teachers	RVS	88.7
	Province	89.2
Parents	RVS	80.1
	Province	81.7
Students	RVS	73.7
	Province	74.9

RVS has consistent results aligned with overall provincial results in all four categories. [Historical Data](#)

*Alberta Education (ABED)

Outcome 1.2: Students demonstrate ownership of their learning.

RVS: Percentage of students who understand how they learn best.

Grades	Question	Always	Often	Sometimes	Never	No Answer
3 – 5	I think about the different ways I can learn					
6 – 9	I think about the different ways I can learn	19.6	41.4	28.7	7.2	3.1
10 – 12	I reflect on my learning in a variety of ways					
3 – 5	I understand how I learn best					
6 – 9	I understand how I learn best	38.1	36.8	18.4	3.3	3.4
10 – 12	I understand how I learn best					
3 – 5	I can show what I know					
6 – 9	I have the opportunity to demonstrate my learning in different ways	27.7	39.5	25.7	3.3	3.8
10 – 12	I have the opportunity to demonstrate my learning in different ways					

RVS: Percentage of students who expect to succeed in school.

Grades	Question	Always	Often	Sometimes	Never	No Answer
3 – 5	People help me to do my best					
6 – 9	I am supported to do my best	45.4	32.5	16.6	2.2	3.3
10 – 12	I am supported to do my best					
3 – 5	I know I can do well in school					
6 – 9	I expect to succeed in school	52.6	28.9	12.6	2.1	3.9
10 – 12	I expect to succeed in school					



RVS: Percentage of students who document and reflect on their learning through a portfolio.

84%

The myBlueprint tool saw increased usage across RVS to document and reflect on students' learning in 2020/21, with 84 per cent of RVS students actively using it to examine and reflect on their learning, up from 64 per cent in 2019/20. At-home learning contributed to the increased usage as a valuable tool for families to connect on their students' learning.



ABED*: High school completion rate of students/First Nations, Métis and Inuit (FNMI) students within three years of entering Gr. 10.



This is an area of strength for RVS; most students complete high school within three years. Diploma Exams were not required in 2020/21 which may have contributed to higher high school completion rates.

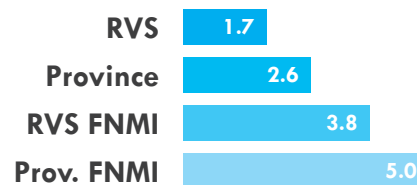
While our completion rates for Indigenous students is significantly higher than the provincial average, we still see a difference between Indigenous students and their non-Indigenous peers. [Historical Data](#)

ABED: High school completion rate of students/First Nations, Métis and Inuit students within five years of entering Gr. 10.



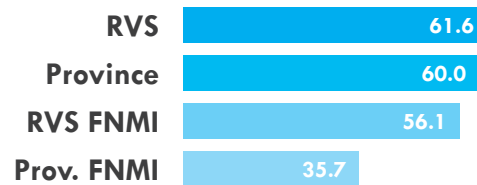
This continues to be an area of strength for RVS; the increase in the RVS rate is in line with the increase provincially. [Historical Data](#)

ABED: Annual drop-out rate of students/First Nations, Métis and Inuit students ages 14 to 18.



When compared to the province this measure continues to be an area of strength. While RVS continues to see fewer dropouts when compared to the province, we continue to remain committed to keeping students in school. [Historical Data](#)

ABED: High school to post-secondary transition rate of students/First Nations, Métis and Inuit students within six years of entering Gr. 10.



RVS overall rates significantly improved this year. RVS continues to be at or above provincial rates for students transitioning to post-secondary.

The Indigenous transition rate jumped from 48.9 per cent in 2019. While this is positive growth, the number of students who self-identify as Indigenous at RVS is low and thus one or two students either way can shift the per cent dramatically. [Historical Data](#)

*Alberta Education (ABED)

GOAL TWO

Achieve their potential

Outcomes:

- Students are literate, numerate and acquire core competencies.
- Students meet high expectations and learning outcomes, tailored to their individual capabilities.

RVS students are innovators; and to achieve the challenge of reaching their full potential, those surrounding them must also be fully supported in their learning.

In 2020/21 RVS dedicated over \$1 million to professional learning for our staff, with total attendance at events almost 7,000. This is in addition to regularly scheduled professional learning opportunities within schools. The variety of topics and choices assisted certificated staff in reaching their professional learning goals as well as meeting criteria in various areas of the Teaching Quality Standard.

The COVID-19 pandemic meant most professional learning events moved online, which also offered unique opportunities for more choices and involvement. RVS teachers, support staff and administrators had access to hundreds of courses to grow in their profession.

New teachers continue to be supported with dedicated professional learning and mentorship, and aspiring leaders are supported through leadership training and cohorts.

When teachers, administrators and support staff are supported in their own learning, students can better achieve their potential.

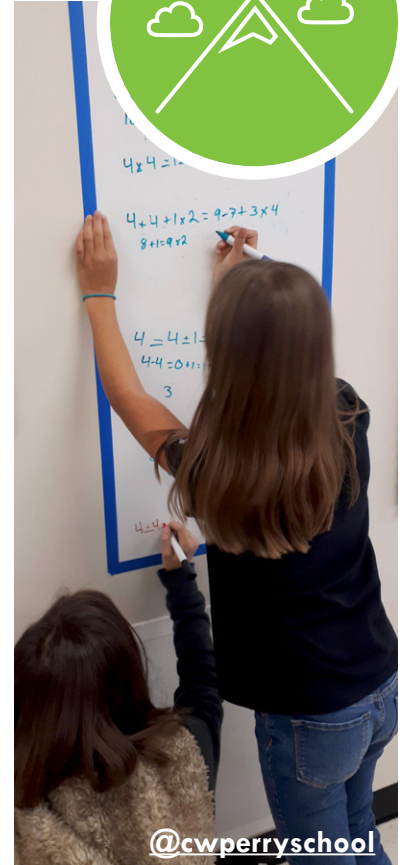
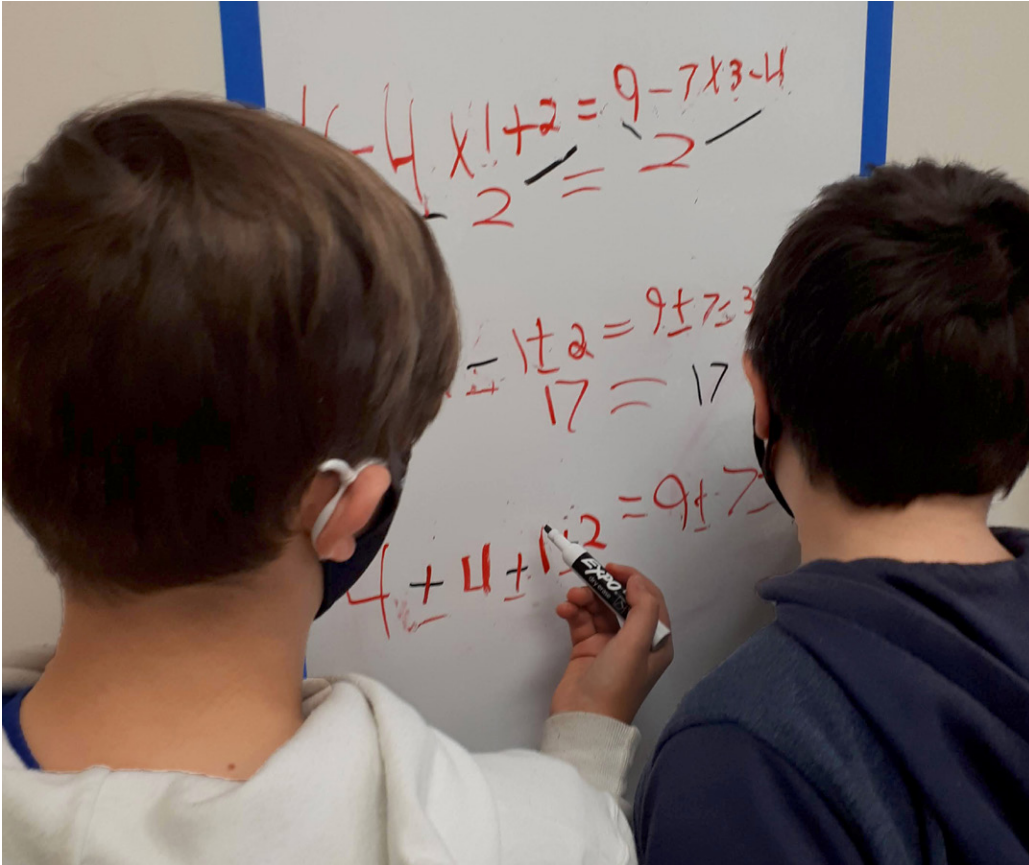
Building Understanding of Learner Needs Through Research

In a school year that saw an increased use of technology with many students learning online, RVS partnered with Dr. Martine Pellerin from the Campus St. Jean, University of Alberta for a year-long research project to build knowledge and understanding on meeting the needs of all learners in a French Immersion online setting. The goal of the project was to use the findings to leverage technology and better meet the needs of students whether in school or online.

Through the research project, French Immersion teachers who taught online in 2020/21 explored ways to design instruction that aligned with students' personal learning styles and capabilities. Students developed foundational skills and core competencies

to acquire, create, connect and communicate knowledge both online and in-person. Teachers also developed a partnership with the parent community through their work.

The project focused on a unique university-school partnership as a model for teachers' professional development to impact connection, learning and engagement for students, parents and teachers. The teachers involved with the research projects are sharing the knowledge they gained with their colleagues through drop-in idea and strategy discussions, and disseminating their new knowledge through articles in professional journals and through presentations in university courses and professional conferences.



Middle School Students Meet Numeracy Goals as a Team

Across RVS, teachers and numeracy leads (teachers supporting their colleagues) work daily to make math understandable, relatable and clear to students.

At C.W. Perry School, staff set aside regular instruction time to work with numeracy leads who provide resources and suggest activities to help engage students.

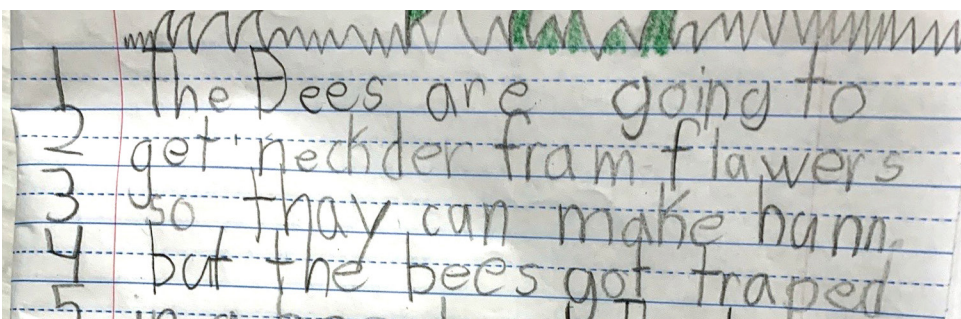
Students play games with math manipulatives and quickly learn that a deck of playing cards and pair of dice lead to math lessons they can carry forward in life.

Students also learn math can be a group event. Teams can often be seen working on white boards contemplating math questions and working together to solve open-ended questions before discussing with the class.

Teachers have found working on the white boards often leads to a different level of learning; students do not feel the pressure of permanence of paper and are not afraid to try different methods to solve questions. By working with a partner, they can discuss the question, leading to deeper understanding all around.

The learnings of group work in math translated well when students learned online at various times in 2020/21. RVS teachers embraced the opportunity with new ways to engage students in math, using websites to collaborate and breakout rooms to help students learn math together virtually.

Using many methods, manipulatives and teamwork, RVS teachers and students were able to meet math outcomes in 2021/21 – in both physical and online classrooms.



Story Workshop Explores Connection Between Literacy and the Arts

To support literacy among elementary school students, some schools have incorporated [Story Workshop](#) into their classrooms. Story Workshop is an approach to supporting literacy built upon four pillars: the sharing of stories, immersion in the arts, time for play and a focus on meaning-making. This approach started at Opal School in Portland, Ore. and began with a simple question: What is the connection between literacy and the arts?

In RVS, Story Workshop has been successfully used to develop writing and reading skills like vocabulary, letter recognition, spelling, parts of the sentence and parts of a story. Story Workshop aims to provoke students' thinking and inspire their imagination to tell stories, first by introducing them to existing texts before having the students create illustrations and writing.

To develop a story, students enter a cycle of creating, writing and drawing. Stories are imagined through play with toys or discovery in nature, then written down and drawn. This cycle repeats, and students are helped when they get stuck. Story Workshop also includes times for discussion, where peers provide feedback to one another, and students receive feedback from teachers.

Story Workshop's success in pilot classrooms in 2020/21 has led to an expansion in 2021/22. By joining arts and literacy through programs like this, RVS learners experience literacy in new, engaging ways.

Preschool Intervention Program

Even the littlest learners are supported at RVS, with supports starting at the pre-Kindergarten level.

These supports are provided for young children (2.5 to 5 years) with a variety of learning needs, who will benefit from enhanced educational placements and programming support.

The four division-based programs provide the opportunity for exceptional programming promoting a play-based approach. Families partner with teachers and specialists to best support these young learners, helping the students grow and thrive within the classroom setting.

In pre-Kindergarten children interact with others and explore their interests through play in ways that are interesting and engaging for them. A strong foundation for later learning is built while children learn, practice, and apply new skills.

Cognitive, social and emotional skills are fostered in pre-Kindergarten. Students work with their imagination while learning independent problem solving; co-operation and sharing are learned while trying new things and learning to manage emotions.

[See the Video!](#)



RVS Education Plan Survey Results: Goal Two

The majority of RVS students indicate they often or always agree they are literate and numerate. These survey results help us recognize where students may need assistance in areas, especially in instances of understanding their reading. Student confidence in numeracy was strong. They felt more comfortable communicating than reading for understanding.

Goal setting is an area students indicated they were not routinely doing. Increased emphasis on goal setting would be valuable to help students take ownership and reflect on their learning.

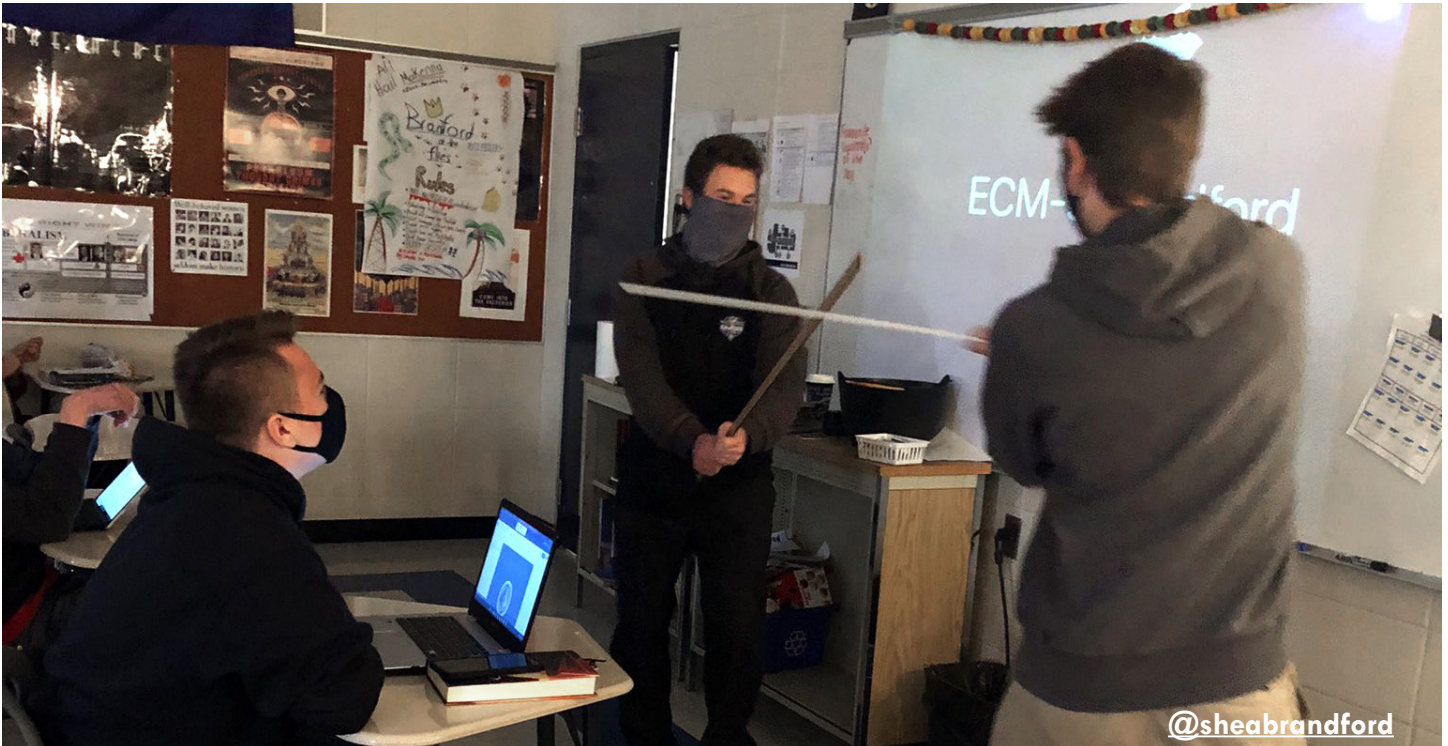
Significantly lower results are noted by students about the availability of getting help at their school when dealing with other people (54 per cent always/often) as compared to getting help with their learning (73 per cent always/often).



Outcome 2.1: Students are literate, numerate and acquire core competencies.

RVS: Percentage of students who agree they are literate and numerate.

Grades	Question	Always	Often	Sometimes	Never	No Answer
3 – 5	I understand what I read					
6 – 9	I learn through reading	27.9	38.2	24.6	4.9	4.4
10 – 12	I can build my understanding through reading					
3 – 5	I can share my thoughts in a variety of ways					
6 – 9	I can communicate effectively in a variety of ways	29.0	41.4	22.3	2.8	4.4
10 – 12	I can communicate effectively in a variety of ways					
3 – 5	I can use my numeracy/math skills to solve problems in a variety of ways					
6 – 9	I can use my numeracy/math skills to solve problems in a variety of ways	35.4	35.7	20.6	4.0	4.4
10 – 12	I can use my numeracy/math skills to solve problems in a variety of ways					



RVS: Percentage of Gr. 1 – 12 students who met or exceeded expected learning outcomes in English language arts and mathematics.

		English Language Arts	Mathematics
All RVS	Gr. 1 – 3: Emerging to Mastering	99	100
	Gr. 4 – 6: Emerging to Mastering	100	99
	Gr. 7 – 9: Emerging to Mastering	97	97
	Gr. 10 – 12: 50%+	91	88
First Nations, Métis and Inuit (FNMI) (Data for FNMI & ELL combined grades last year)	Gr. 1 – 3: Emerging to Mastering	96	100
	Gr. 4 – 6: Emerging to Mastering	100	97
	Gr. 7 – 9: Emerging to Mastering	96	94
	Gr. 10 – 12: 50%+	87	78
English Language Learners (ELL)	Gr. 1 – 3: Emerging to Mastering	98	100
	Gr. 4 – 6: Emerging to Mastering	99	99
	Gr. 7 – 9: Emerging to Mastering	98	97
	Gr. 10 – 12: 50%+	88	87

Elementary grade data is very promising. There is room for growth at the high school level. Overall students are meeting the expected outcomes across all demographics and all grades in RVS. We are in the process of implementing district-wide reading, writing and numeracy assessments and it will be interesting to compare these report card marks to other measures.



ABED*: Overall percentage of students/First Nations, Métis and Inuit students who achieve the acceptable standard and standard of excellence on Provincial Achievement Tests and Diploma Exams.

Provincial Achievement Tests	ACCEPTABLE				EXCELLENCE			
	RVS	Prov.	RVS FNMI	Prov. FNMI	RVS	Prov.	RVS FNMI	Prov. FNMI
Grade 6								
LA								
LA (FI)								
Math								
Science	Not available. PATs were cancelled across the province due to COVID-19.							
Social								
Grade 9								
LA								
LA (FI)								
Math								
Science								
Social								

Continued on next page.

*Alberta Education (ABED)



Diploma Exams	ACCEPTABLE				EXCELLENCE			
	RVS	Prov.	RVS FNMI	Prov. FNMI	RVS	Prov.	RVS FNMI	Prov. FNMI
Eng. 30-1 (School-Awarded)								
Eng. 30-1 (Diploma)								
Eng. 30-2 (School-Awarded)								
Eng. 30-2 (Diploma)								
French 30-1 (School-Awarded)								
French 30-1 (Diploma)								
Soc. 30-1 (School-Awarded)								
Soc. 30-1 (Diploma)								
Soc. 30-2 (School-Awarded)								
Soc. 30-2 (Diploma)								
Math 30-1 (School-Awarded)								
Math 30-1 (Diploma)								
Math 30-2 (School-Awarded)								
Math 30-2 (Diploma)								
Bio. 30 (School-Awarded)								
Bio. 30 (Diploma)								
Chem. 30 (School-Awarded)								
Chem. 30 (Diploma)								
Physics 30 (School-Awarded)								
Physics 30 (Diploma)								
Science 30 (School-Awarded)								
Science 30 (Diploma)								

Not available. Diploma Exams were cancelled across the province due to COVID-19.

No data is available. Participation in the Provincial Achievement Tests (PATs) and Diploma Exams was impacted by COVID-19. PATs were cancelled and Diploma Exams were optional. [Historical Data](#)



ABED*: Percentage of students/First Nations, Métis and Inuit students writing four or more Diploma Exams within three years of entering Gr. 10.

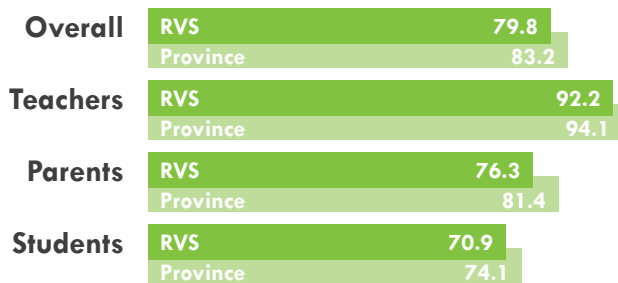
No data is available. Participation in the Provincial Achievement Tests (PATs) and Diploma Exams was impacted by COVID-19. PATs were cancelled and Diploma Exams were optional. [Historical Data](#)

ABED: Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.



While RVS numbers show improvement, parents continue to show lower levels of agreement. [Historical Data](#)

ABED: Overall teacher, parent and student agreement that students model the characteristics of active citizenship.



After a one-year drop for student satisfaction, results were more in line with previous trends in 2020/21. Pandemic restrictions limited opportunities for growth in this area. [Historical Data](#)



*Alberta Education (ABED)



Outcome 2.2: Students meet high expectations and learning outcomes, tailored to their individual capabilities.

RVS: Percentage of students who report setting learning goals with their teacher.

Grades	Question	Always	Often	Sometimes	Never	No Answer
3 – 5	I work with my teacher to set goals for my learning					
6 – 9	I work with my teacher to set goals for my learning	19.0	31.2	33.9	9.9	5.9
10 – 12	I set goals for my learning at school					

RVS: Percentage of students who get the help they need in school.

Grades	Question	Always	Often	Sometimes	Never	No Answer
3 – 5	I get help with my learning when I need it					
6 – 9	I receive help with my learning from the school when I need it	40.5	32.2	18.8	2.9	5.6
10 – 12	I receive help with my learning from the school when I need it					
3 – 5	I receive help with my learning from the school when I need it					
6 – 9	I have an adult at school that I can talk to about how I am doing	36.0	26.8	20.7	10.6	5.9
10 – 12	I have an adult at school that I can talk to about my life					
3 – 5	I am learning how to solve problems I have with other people					
6 – 9	At school, I can get help when I'm having problems with others	31.8	31.4	22.4	8.4	6.0
10 – 12	At school, I can get help when I'm having problems with others					



RVS: Percentage of students with Individual Program Plans who are achieving their learning goals.

87%

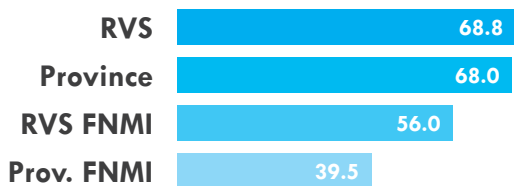
Validity of this year’s results has increased as RVS moved from using a representative sample to all students with an IPP. Given the ongoing challenges related to the pandemic, 87 per cent of IPP students achieving their learning goals is to be commended.

RVS: Percentage of school councils who report they were actively involved in the development of their school’s workbook

100%

All RVS school councils agreed that their involvement in the school workbook (school improvement plan) was active or very active.

ABED*: Percentage of Gr. 12/First Nations, Métis and Inuit (FNMI) Gr. 12 students eligible for a Rutherford Scholarship.



Our eligibility amongst Indigenous students continues to exceed the provincial eligibility by a significant margin. After a significant increase in 2019 we have maintained it for two years.

We maintain eligibility consistent with the province when considering all students. [Historical Data](#)

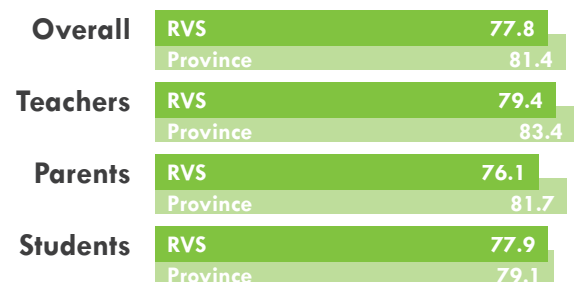


ABED: Overall teacher and parent satisfaction with parental involvement in decisions about their child’s education.



We have increased the involvement of school councils in school planning to facilitate the growth of parent involvement in the years ahead. Results continue to hold steady. [Historical Data](#)

ABED: Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same within the last three years.



We have seen growth in student satisfaction with this metric this year, returning it to previous levels after a brief decline. [Historical Data](#)

*Alberta Education (ABED)

GOAL THREE

Navigate successfully as global citizens

Outcomes:

- Students are healthy, safe, resilient and value diversity, cultures and traditions.
- Students make a positive difference in their life, school, community and the world.

RVS believes students' mental wellness is a critical component of their growth and learning development. Always an important topic, mental health took an even more pronounced focus during the pandemic. We are committed to offering resources to support students with mental health concerns, and undertook several initiatives at both a divisional and school level to address the mental health challenges posed by the COVID-19 pandemic. Some initiatives included:

- Traumatic Events Systems Training for staff: this training provides staff with necessary tools to intervene, prepare and support communities in the aftermath of a traumatic event.
- Incremental implementation of Positive Behaviour Interventions and Supports (PBIS) division wide. PBIS supports the mental health and wellness of adults and children through social emotional learning and multi-tiered responses to learning and behavioural challenges. The training helps support safe, positive and predictable learning communities.
- Work with experts and Elders to support teachers and leaders to engage in conversations and provide education in classrooms and staffrooms about racism and our continued work on Truth and Reconciliation. This work helps create safe spaces for teachers and students and increase our knowledge and understanding of each other.

Students Work to Make a Positive Difference

In a school year marked by frequent separation and isolation, our students still found ways to bridge physical divides to come together and make a positive difference in their communities. Throughout the year, students took part in initiatives to better their communities, and in many cases initiated these efforts.

Early in the school year, students from Windsong Heights School banded together to fundraise for Cochrane's [Yamnuska Wolfdog Sanctuary](#), which rescues and rehabilitates wolfdogs. Students recycled bottles and cans to raise money for the sanctuary, and in so doing lived up to the school's creed that encourages students to think and act like wolves by learning to be true to themselves

and demonstrate leadership while working collaboratively like a wolf pack.

Two students were inspired to take their efforts further and [wrote a book](#) about Horton, an Irish wolfhound in the sanctuary's care. They enlisted students from various grades to help illustrate and publish the book, *Horton Hears a Howl*. The book was sold for \$10 each, with proceeds going towards Horton's continued care. By the end of the year, approximately \$1,300 was raised through the book sales.

In December, two Chestermere elementary schools challenged each other to [support their local](#)



Mental Health Awareness at Mitford School

With an increase of social/emotional and mental health concerns stemming from the COVID-19 pandemic, the administration of Mitford School took steps to support students who might be in distress by partnering with the University of Calgary's HOPElab. The goal of this partnership was to equip staff to identify at-risk students and increase suicide prevention efforts.

All staff, regardless of position, took part in Question, Persuade, Refer (QPR) training – a suicide intervention technique where staff directly question a student to see if they are experiencing suicidal ideation or mental distress, persuade them to get help and then refer them to a professional who can help them.

Additionally, key staff members were identified to take an extra step and participate in Natural Leader training with three sessions to provide additional tools beyond QPR to assist and support students who may be in mental distress.

The school also began offering Alberta Health Service's Community Helpers program, which trains students to be a listening ear for peers. While students do not replace counsellors, they are able to provide some peer support and refer other students to the school's Child Development Advisor.

These programs have helped create a culture of openness in the school where it is safe to discuss topics like mental health and suicide, which are sometimes otherwise stigmatized. The school continues to put these strategies into practice to further develop that culture. Staff are using the tools they have accumulated to engage students in important mental health conversations, identify situations that could be serious and get students the help they need.



[food bank](#). Rainbow Creek Elementary School and East Lake School turned their annual food drives into a friendly competition to see who could collect the most donations, with the school that raised fewer donations having to wear the other school's colours for a day. Combined, the two schools collected approximately 12,000 food items. The competition was timely, with food bank usage increasing due to the COVID-19 pandemic.

Grade 5 students at C.W. Perry also got in the giving spirit in December, participating in their annual "Santa Shuffle." The initiative started several years ago when C.W. Perry opened to give back to the school's neighboring community and spread some holiday cheer. The students distribute handmade cards throughout the neighborhood, shovel sidewalks and driveways, and let neighbors know they are appreciated.

Whether together in person or online, both students and staff found ways to connect with each other and their communities to make a positive difference in the world.



RVS Commitment to Truth and Reconciliation

RVS continues to acknowledge, reflect, and observe Truth and Reconciliation, the impact of residential schools, and to honour the survivors, their families and communities.

Each September RVS schools acknowledge Orange Shirt Day with activities and lessons discussing the residential school experience and honouring the legacy of survivors. The day is an opportunity to remind students of the tragic history and discuss ways to work toward reconciliation.

Through the work of the Directors Inclusion Council in 2020/21, RVS staff learned and grew through professional learning opportunities such as trips to Nose Hill with a local Elder; Indigenous readings and discussions; and the opportunity to share these learnings with their staff.

Students were encouraged to take deeper dives into Indigenous learnings during their courses, with important readings and discussions in classrooms across the division. School libraries now have access to more diverse content, with Indigenous-authored books.

Schools also work with their local Indigenous Elders and communities where possible to deepen students' education and understandings. Some RVS classrooms took their learning to the land, exploring local traditional grounds with the support of Elders and teachers.

The history and traditions of Canada's Indigenous peoples is an important focus in RVS schools; and there continues to be much work to do. RVS is committed to this work and is expanding opportunities for administrators, staff and students to learn and grow in 2021/22.

 [Elder, Stories & Circles](#)

 [Learning with the Land featuring the RVS Land Acknowledgment](#)



Partnership with Airdrie Pride Society

RVS is committed to providing educational opportunities and supports to ensure students with diverse sexual orientations, gender identities and gender expressions are successful in school. To create more welcoming and inclusive environments, we partnered with the Airdrie Pride Society in May and June to offer its LGBTQ2S+ 101 course to all school leaders.

The course aimed to empower administrators with the information, language and understanding required to create safer and more inclusive environments for both students and staff. They also served as a safe space for conversation and questions.

The sessions were well attended, and Airdrie Pride Society has since received additional requests from teachers and other school-based staff who would like to participate.

RVS Education Plan Survey Results: Goal Three

Results of the Education Plan Survey for these outcomes show our students value diversity and the contributions of cultures across the world, but we can do more in helping them learn. Our students often or always feel they are active, but numbers indicate we can assist them further in caring for their mental health.

Students rated themselves quite strong when it comes to overcoming obstacles and challenges which is very promising.

Students identified a knowing/doing gap when it comes to making a positive difference. They responded that they know how make a positive difference but rated themselves lower on actually making a difference.

Students rated themselves very high as being strong digital citizens. Given the number of concerns schools have to manage with some online behaviours, there is a perception versus actualization gap here.



Outcome 3.1: Students are healthy, safe, resilient and value diversity, cultures and traditions.

RVS: Percentage of students who report they have been provided with opportunities to learn about other cultures and people.

Grades	Question	Always	Often	Sometimes	Never	No Answer
3 – 5	I learn about cultures					
6 – 9	I learn about a variety of cultures					
10 – 12	I learn about multiple cultures and their contributions	30.0	37.8	20.8	3.9	7.6
3 – 5	I learn about similarities and differences among people					
6 – 9	I learn about diversity among people	32.4	37.6	18.9	3.5	7.6
10 – 12	I learn about diversity among people					
3 – 5	I appreciate all cultures and ways of living					
6 – 9	I value the contributions all people make to society	51.6	27.9	11.1	1.8	7.6
10 – 12	I value the contributions all people make to society					

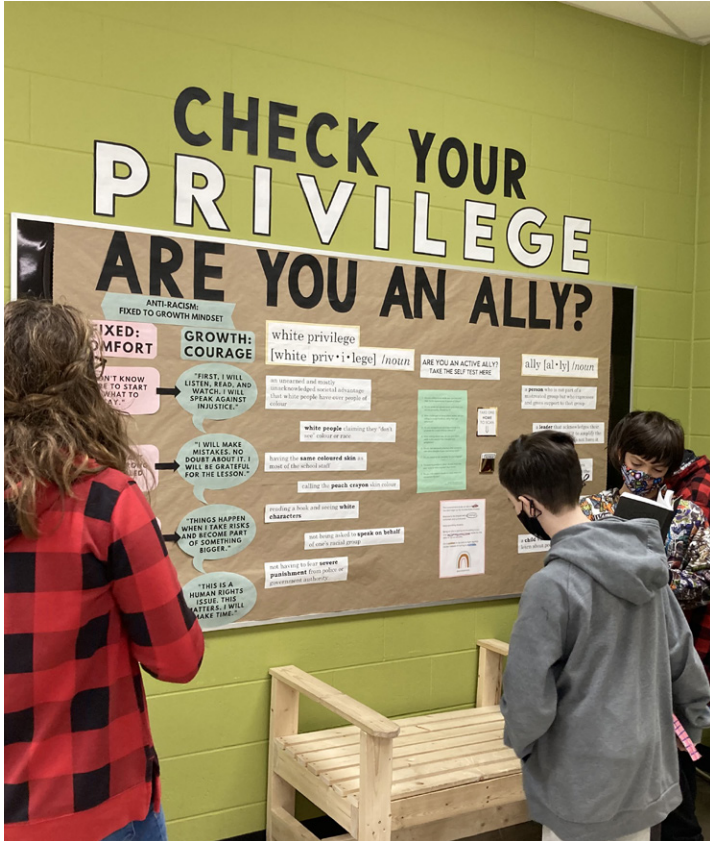


RVS: Percentage of students who feel they can overcome obstacles.

Grades	Question	Always	Often	Sometimes	Never	No Answer
3 – 5	I can make good choices when things don't go my way					
6 – 9	I can overcome obstacles and challenges	30.8	40.9	18.9	2.0	7.4
10 – 12	I can overcome obstacles and challenges					

RVS: Percentage of students who report they live a healthy lifestyle.

Grades	Question	Always	Often	Sometimes	Never	No Answer
3 – 5	I know what food is healthy for me					
6 – 9	I know how to make healthy food choices	48.6	30.2	11.7	2.3	7.2
10 – 12	I know how to make healthy food choices					
3 – 5	I am physically active					
6 – 9	I participate in regular physical activity	50.5	27.7	12.0	2.0	7.7
10 – 12	I participate in regular physical activity					
3 – 5	I am learning how to care for my mental health					
6 – 9	I am learning how to care for my mental health	36.1	31.0	19.2	6.3	7.4
10 – 12	I am learning how to care for my mental health					
3 – 5	I make choices that keep me safe					
6 – 9	I make choices that keep me safe	43.1	31.7	14.6	3.0	7.6
10 – 12	I make choices that keep me safe					



RVS: Percentage of students excessively absent due to health matters.



In 2020/21, 5.8 per cent of students were absent more than 15 per cent of days due to health matters, whereas only 2 per cent of students were absent more than 15 per cent of days in 2019/20 due to health matters. This is expected due to health issues related to the pandemic as well as isolation/quarantine requirements.

RVS: Percentage of student conflict incidents reported.

This measure has been removed as a measure as a system has not yet been created to track due to competing resources.

RVS: The percentage of schools who have implemented school-wide Tier 1 Positive Behaviour Intervention Strategy at 80 per cent fidelity as measured by the Tiered Fidelity Inventory.

No data is available. The 2020/21 school year was due to be the first year of RVS' full implementation of the Positive Behaviour Intervention Strategy (PBIS). Unfortunately, due to COVID-19-related absences and interruptions it was impossible to implement in full. Eleven schools began implementation in 2020/21 despite disruptions, and four in 2019/20.





@mrlafleur4

ABED*: Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.

Overall	RVS	88.0
	Province	90.0
Teachers	RVS	94.1
	Province	95.4
Parents	RVS	88.7
	Province	90.5
Students	RVS	83.6
	Province	84.0

All groups continue to indicate students are feeling safe in schools. Overall results were slightly higher across RVS schools than the previous year, with a significant improvement in student satisfaction.

[Historical Data](#)

ABED: Overall teacher, parent, student satisfaction with the overall quality of basic education.

Overall	RVS	87.9
	Province	89.6
Teachers	RVS	95.0
	Province	95.7
Parents	RVS	83.9
	Province	86.7
Students	RVS	84.8
	Province	86.3

Results are consistent across all groups from year to year, remaining high and reflecting strong satisfaction. [Historical Data](#)

*Alberta Education (ABED)

Outcome 3.2: Students make a positive difference in their life, school, community and the world.

RVS: Percentage of students who understand how to make a positive difference in their school and in their community.

Grades	Question	Always	Often	Sometimes	Never	No Answer
3 – 5	I know how to make a positive impact on others					
6 – 9	I know how to make a positive impact on others	38.0	40.0	11.6	1.4	8.9
10 – 12	I know how to make a positive impact on others					
3 – 5	I am making a positive difference in my school or community					
6 – 9	I am making a positive difference in my school or community	25.2	36.9	23.5	5.1	9.3
10 – 12	I am making a positive difference in my school or community					

RVS: Percentage of students who report they participated in fundraising, volunteer activities and community service projects.

Grades	Question	Always	Often	Sometimes	Never	No Answer
3 – 5	I participate in fundraising activities					
6 – 9	I participate in fundraising activities	19.2	24.6	32.7	14.3	9.2
10 – 12	I participate in fundraising activities					
3 – 5	I volunteer in school or the community					
6 – 9	I volunteer in school or the community	14.2	22.7	34.8	18.7	9.6
10 – 12	I volunteer in school or the community					

RVS: Percentage of students who understand the importance of digital citizenship.

Grades	Question	Always	Often	Sometimes	Never	No Answer
3 – 5	I know how to be safe when using technology					
6 – 9	I know how to be safe when using technology	61.7	22.4	5.8	1.1	9.0
10 – 12	I know how to be safe when using technology					
3 – 5	I am respectful in my use of technology					
6 – 9	I am respectful in digital environments, including social media	61.9	21.9	5.6	1.2	9.4
10 – 12	I am respectful in digital environments, including social media					



OUR PARTNERSHIPS

RVS values our partnerships with other school authorities, municipalities and community agencies. In these partnerships we learn from each other, expand our offerings to students and families, and gain efficiencies in costs for services and programs.

Partnerships include:

- Food banks: supporting children and families in need through Airdrie, Cochrane and Chestermere food banks.
- Before and after school providers: RVS leases space to reputable providers to help our families find convenient childcare.
- Adult learning: RVS continues to be the only school jurisdiction in the province to run our own community adult learning program.
- School authorities: we share information, best practices, and learn from each other's experiences as well as find opportunities to reduce costs.
- Post-secondary institutions: research, knowledge sharing and hands-on learning experiences for teacher candidates.
- Transportation: RVS provides transportation services to Calgary Catholic School Division in communities where we share boundaries.
- Government: RVS regularly engages municipal and regional governments as well as local Members of the Legislative Assembly. We value the important contributions they have made within our schools and in the communities they serve.

Read on for a selection of 2020/21 partnership stories.



Building Futures Supports APARC

In addition to building a house, students in the Airdrie Building Futures program [renovated the space belonging to the Alberta Pound and Rescue Centre](#), (APARC) an animal shelter which opened in April 2020. Beginning in February, students and community partners McKee Homes and other contractors/suppliers converted APARC's 4,000 square foot warehouse into several rooms which are now used as animal habitats.

The renovation project originated from a brainstorming session the students had early in the school year where they tried to choose local community organizations to support. While students originally envisioned holding a fundraiser for APARC, they realized they could meet a need for the shelter by putting the construction skills they had been learning to use in sectioning off APARC's space.

Materials for the renovation were provided by local builders, and students worked to frame, drywall, install windows and doors, and paint the new rooms. Students also used leftover materials to build a donation bin and dog houses for APARC

Food for Thought Donations

Throughout the COVID-19 pandemic, RVS supported students and families by reallocating Food For Thought funding to help those in need.

Food For Thought is a program that partners RVS with local groups to promote healthy eating and provide food to students. The program is funded through grants, donations and in-kind services from national, provincial and local groups. During the pandemic, with schools periodically and repeatedly closed, the funding was not able to be used to provide nutritious breakfasts at school, as it normally would. Instead, RVS redistributed the funds to ensure they did not sit idle.

RVS made sizable donations to community food banks in Airdrie, Cochrane and Chestermere to support local families. Funds were also used to purchase a new commercial refrigerator to replace an ageing fridge at the Airdrie Food Bank.

In the spring RVS students in the Cochrane Building Futures program partnered with the Helping Hands Society of Cochrane and Area, Kingsmith Builders and Big Hill Electrical Services to construct the [Cochrane Community Food Shed](#), where residents can take what they want and give what they can. Following the completion of the shed, Food For Thought funds were used to stock it with items.

FINANCIAL STATEMENT 2020/21

Collection and Use of School Fees

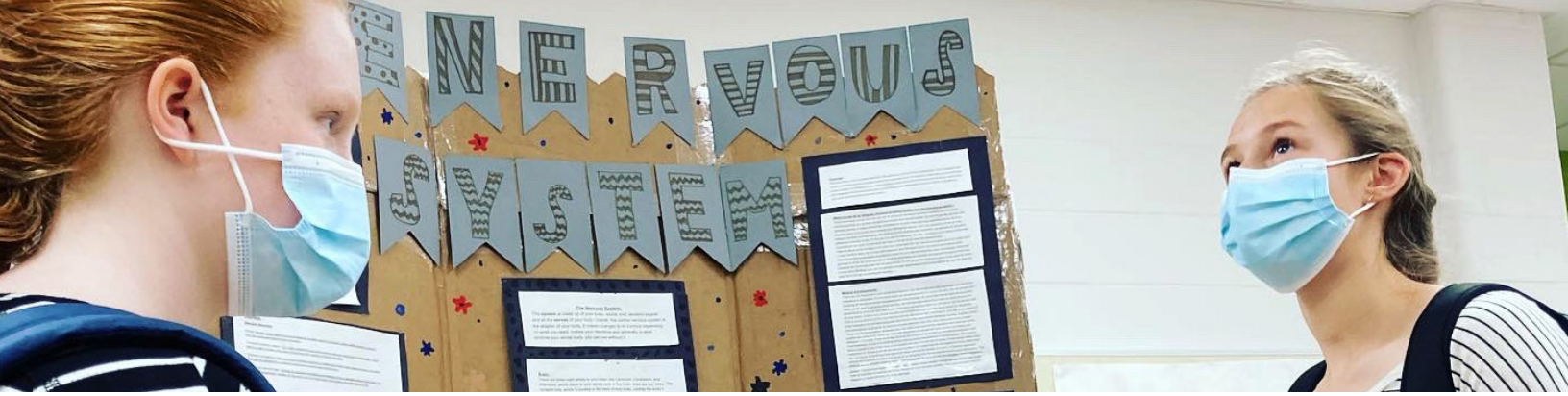
Fees	Actual Fees Collected	Actual Fee Expenditures
Transportation Fees	\$2,408,200	\$2,408,200
Basic Instruction Fees		
• Basic Instruction Supplies	-	-
Fees to Enhance Basic Instruction		
• Technology user fees	-	-
• Alternative program fees	\$128,917	\$128,917
• Fees for optional courses	\$805,196	\$805,196
• Activity fees	\$253,773	\$59,082
• Early childhood services	-	-
• Other fees to enhance education	\$70,010	\$0
Non-Curricular Fees		
• Extracurricular fees	\$121,425	\$139,031
• Non-curricular travel	\$0	\$7,104
• Lunch supervision and noon-hour activity fees	\$6,322	\$22,710
• Non-curricular goods and services	\$148,310	\$133,944
• Other fees (student farewell and grad, loss/ replacement/sales/rentals)	\$15	\$85,162
Total Fees	\$3,942,168	\$3,789,346

Revenues		
Instruction	\$ 212,699,806	74.67%
Administration	\$ 8,418,033	2.96%
Plant Operations & Maintenance	\$ 46,273,513	16.24%
Transportation	\$ 17,329,945	6.08%
External Services	\$ 149,992	0.05%
Total	\$ 284,871,289	100.00%

Expenditures		
Instruction	\$ 212,916,270	76.17%
Administration	\$ 7,731,790	2.77%
Operations & Maintenance	\$ 42,818,924	15.32%
Transportation	\$ 15,902,302	5.69%
External Services	\$ 149,992	0.05%
Total	\$ 279,519,278	100.00%

Notes:

- RVS' Audited Financial Statement is based on the Public Sector Accounting Standards, as required by the Government of Alberta beginning 2013.
- RVS' 2020/21 Budget and Audited Financial Statement are accessible on the jurisdiction's website under Publications/Capital/Budget.
- For comparative financial information, see Alberta Education's Provincial Audited Finance Statement Roll-up.



2020/21 YEAR IN REVIEW

In the [2019/20 AERR](#) RVS committed to the following actions. We have completed several and made significant progress on others.

Actions Taken in 2020/21	Status	Comments
Pilot, validate and implement the new student satisfaction survey focused specially on Four-Year Plan goals (System Assurance)	✓	Completed
Adjust and implement parent/staff satisfaction survey to focus on Four-Year Plan and other Alberta Education targets (System Assurance)	✓	Completed
Refine the School Playbook (school education plans) process and documentation (System Assurance)	✓	Revisions to the process were made based on school's feedback.
Continue to involve school administrators on various design teams and/or working groups to ensure school input and perspectives are considered in initiatives (System Assurance)	✓	Continue to find ways to gather input from school administrators.
Work to implement recommendations for math instruction across the jurisdiction (Goal 2/Outcome 1)	Paused	Awaiting new curriculum to blend feedback from task force into our implementation efforts.
Improve foundational knowledge of Indigenous ways of knowing and being across the system (Goal 3/Outcome 1)	In Progress	Emphasis was on knowledge building for school administrators last year but many schools engaged in activities throughout the year. See page 28 for some examples of these projects. See page 39 for further actions to be taken in 2021/22.
Finalize Professional Learning (PL) and Instructional Design practice guides to build a more consistent RVS approach (Four-Year Plan key strategies)	In Progress	Finalized PL practice guide in 20/21. Instructional Design practice guide paused until 2021/22 due to impact of the pandemic.
Continue to support and increase implementation of items in the Inclusive Education Practice Guide (Four-Year Plan key strategies)	✓	Continue to support.



2021/22 YEAR AHEAD

Based on what we learned from 2020/21, here are some of the actions RVS will take in the 2021/22 school year:

Actions to be Taken in 2021/222

Improve foundational knowledge of Indigenous ways of knowing across the system and enhance relationships with local Indigenous groups (Goal 3/Outcome 1)

Finalize instruction and assessment practice guide to build a more consistent RVS approach (Four-Year Education Plan key strategies)

Begin to gather multi-year data on our customized Four-Year Education Plan survey

Support the Board in the development of a system wide strategic plan which will springboard into a new Four-Year Education Plan

Provide targeted supports to schools related to pandemic recovery and mental health supports

Improve capacity to review and reflect on school and system data to help achieve goals of the Four-Year Education Plan



Westbrook School – Learning Commons
Completed September 2020

2022-2025 CAPITAL PLAN

Rocky View Schools (RVS) continues to request capital additions on a priority basis. For 2021/22 there is an urgent need for a school expansion and a new school in Cochrane and a new school in Airdrie. Nine additional school builds across the district are anticipated to be needed by 2025 as part of our three-year capital plan. Schools take several years to plan, gain government approval for funding and build. While the COVID-19 pandemic impacted enrolment in 2020/21, this provided only temporary relief. It does not address the longer-term need for more space as our student population increases.

2021/22 School Year

Capital Priorities

Location	Type	Capacity
Bow Valley High School	Addition	1 400 (+700 addition)
Airdrie K – 8	New School	900
Cochrane K – 5	New School	600

Infrastructure, Maintenance and Renewal Projects

- Two student washroom upgrades
- Two new assisted barrier free washrooms
- Foods room
- Minor mechanical upgrades
- Flooring updates
- Light fixtures transition to LED
- Roofing projects throughout RVS schools



@encounterwonder

LEARN MORE ABOUT RVS

RVS is committed to working collaboratively with its stakeholders in the planning and delivery of educational services.

Copies of RVS' Four-Year Plan, AERR, Capital Plan, and Budget are made available to school councils, the public, staff, and/or educational and municipal partners through:

- Rocky View Schools' public website
- Rocky View Schools' Education Centre at 2651 Chinook Winds Drive, SW, Airdrie, Alta.
- Members of the Board of Trustees

School workbooks are built and shared with school councils and are available on each school's website.

Connect With Us



www.rockyview.ab.ca



[@rvsed](#), [#rvsed](#), [#InnovatorsCAN](#)



[@RockyViewSchools](#)

Funding Manual for School Authorities 2021/22 School Year



For school jurisdictions, accredited funded private schools and private ECS operators with children/students in ECS to grade 12

Annual Education Results Report (AERR) 2020 – 2021

Note: School authorities that chose to align their education plans, posted November 30, 2020, to the previous Accountability Framework, can opt to develop their 2020-21 AERRs according to those requirements or the requirements below. Regardless of the option chosen, all AERRs must be posted by November 30, 2021.

Overview

As part of a continuous improvement cycle, school authorities are expected to assess and interpret the results arising from implementing their education plan and report on their progress toward achieving the priorities and **outcomes** in their plan in their AERR. In addition, school authorities must also report on their performance and the actions taken to meet their responsibilities in key **assurance domains**.

In preparing their AERRs, school authorities compile and assess their results pertaining to the Alberta Education **Assurance Measures (AEAMs)** and local **performance measures** used in their education plans, as well as, the results from the required AEAMs for each **domain**. The use of both provincial and local measures provides a more balanced and complete assessment of progress on priorities and **outcomes**.

School authorities analyze their data, considering their local context, and develop insights, draw conclusions and determine implications arising from the results. These results are used to report on school authority performance and to determine where improvements are needed. In addition to AEAM results, school authorities must identify and report results from local measures that yield useful data related to key **outcomes** or elements of the **domain**, and/or provide a succinct description of the processes, programs/services and strategies that demonstrate how and to what extent, they are meeting their responsibilities in each **domain** (See “Required Local Component”) below. This also helps demonstrate that school authorities are considering and responding to their local context. Taken together, the combination of standard and context-specific information, help provide a balanced and holistic account of school authority performance.

Through the AERR, school authorities share their results, situating them in their local context, and help stakeholders understand them. The AERR should provide stakeholders with accurate, accessible and easy to understand information about the progress and performance of the school authority in relation to priorities and key **domains**. School authorities are expected to actively engage with stakeholders to share results and report on progress toward achieving local priorities and meeting their responsibilities.

The AERR is prepared and approved by the school authority **board**. The report informs stakeholders about the progress the school authority is making in relation to achieving its priorities and meeting core responsibilities and is a key document for providing public **assurance**.

School authorities must post their approved AERR for 2020/2021 on their website in a publicly accessible format by **November 30, 2021** consistent with submission of their Audited Financial Statements. School authorities must **notify the appropriate Field Services Branch Director** by email of the posting.

Requirements

Note: Due to optional participation in provincial assessments during 2020-21, the reporting requirements for the Student Growth & Achievement **domain** have been modified to provide flexibility.

School authorities have considerable flexibility to determine the form and content of their AERR however, the following requirements apply:

- School authorities must report the results for all required AEAMs and describe the actions taken to provide **assurance** in each **domain** (see table below). They are not, however, required to organize their report according to the **domains**.
- School authorities must report the results for performance measure identified in their education plan to assess their priorities and **outcomes**. These measures include AEAMs (required or supplemental) and locally developed/selected measures.

For all measures:

- Report the school authority's most recent results (including footnotes for AEAMs, where applicable).
- Include historical or **trend** results/analysis, at least 3 years of comparable data, where available and appropriate.
- For all required AEAMs, include achievement and improvement evaluations, where available.
- For all measures, provide a commentary on the results to put them in context and help stakeholders understand them.
 - This can include key insights from results analysis, contextual information, factors affecting performance, or actions taken by the school authority, particularly those related to plan implementation, that may have contributed to results.
 - Implications for planning arising from the results analysis should be clearly identified.
 - While specific results for required measures are reported, the results analysis should include a thorough investigation of all results for the measure and key insights arising from that analysis should be provided in the commentary.
 - School authorities may provide more detailed measures results if available and deemed appropriate based on their analysis
- **Charter schools** are required to report on the results pertaining to their charter goals, **outcomes**, and measures as referred to in the *Charter Schools Regulation* section 4(a.1) and (b).

Domain: Student Growth & Achievement

Required AEAMs

- **Student Learning:** School authorities have the choice to provide data and/or a succinct description of processes and strategies to demonstrate progress in student learning relative to identified provincial learning **outcomes**. This includes, but is not limited to:
 - PAT results by writers as provided by Alberta Education;
 - DIP results by writers as provided by Alberta Education; and/or
 - Data from local measures of student learning achievement

Where possible, data and descriptions should be provided for:

- All students;
- First Nations, Métis and Inuit students;
- English as Second Language students.
- **High School Completion:** High school completion rate of students within three **and** five years of entering Grade 10.
 - Results and evaluations for all students **and** for self-identified First Nations, Métis and Inuit **and** English Second Language students
- **Citizenship:** Teacher, parent and student agreement that students model the characteristics of active citizenship.
 - Results and evaluations for each respondent group: teachers, parents, and students

- **Student Learning Engagement:** Teacher, parent and **student** agreement that students are engaged in their learning at school.
 - Results and evaluations for each respondent group: teachers, parents, and students

Domain: Teaching & Leading

Required AEAMs

- **Education Quality:** Teacher, parent and student satisfaction with the overall quality of basic education.
 - Results and evaluations for each respondent group: teachers, parents, and students

Required Local Component

- The school authority must identify and report results from local measures that yield useful data related to key **outcomes** or elements of the **domain**, and/or provide a succinct description of the processes and strategies to demonstrate that the school authority supports teaching and leadership quality through professional learning, supervision and evaluation processes.
 - This includes demonstrating how the school authority met its responsibility as outlined in *Teacher Growth, Supervision, and Evaluation Policy*, Section 1 (e), to provide information summarizing implementation of their local policy.

Domain: Learning Supports

Required AEAMs

- **Welcoming, Caring, Respectful, and Safe Learning Environment:** Teacher, parent and **student** agreement that learning environments are welcoming, caring, respectful and safe.
 - Results and evaluations for each respondent group: teachers, parents and students.
- **Access to Support & Services:** Teacher, parent and student agreement that students have access to the appropriate supports and services at school.
 - Results and evaluations for each respondent group: teachers, parents and students.

Required Local Component

- The school authority must identify and report results from local measures that yield useful data related to key **outcomes** or elements of the **domain**, and/or provide a succinct description of the programs, services and strategies to demonstrate that:
 - they are improving First Nations, Métis and Inuit student success and ensuring all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools; and
 - all students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.

Domain: Governance

Required AEAMs

- **Parental Involvement:** Teacher and parent satisfaction with parental involvement in decisions about their child's education.
 - Results and evaluations for each respondent group: teachers and parents.
- **Budget-Actual Comparison:** School authorities (**school boards & charter schools** only) report the "Total Expenses" line from the Variance Analysis schedule comparing and explaining the difference in the amount budgeted for 2020/2021, the actual spent and the variance (in both amount and %).

Required Local Component

Summary of Financial Results:

- The school authority must identify and report results from local measures that yield useful data and/or provide a succinct description of the processes and strategies to demonstrate that the school authority has effectively managed its resources including how it collaborated with other school authorities, municipalities and community agencies.
- **School boards** and **charter schools** must include a web link to the Audited Financial Statements (AFS) and related unaudited schedules **and** a web link to the provincial roll up of AFS information: <https://www.alberta.ca/k-12-education-financial-statements.aspx>.
- Accredited funded private school authorities may include a web link to the Audited Financial Statements (AFS) and related unaudited scheduled or provide a financial results summary that:
 - Provides key financial information about the **school year**, including information on how the authority spent its funding, significant changes over the prior year (if any) and whether spending was within budget and if not, indicate why and how deficits will be addressed.
 - Includes program expenditure information in a table or graph format, complete with amounts, for the primary audience – parents and other members of the school's community.
- Indicate where more information can be obtained (e.g. contact at central office).

Stakeholder Engagement: Processes, strategies and local measures/data to demonstrate that stakeholders were engaged to progress and results. This must include:

- What stakeholders were involved?
- How were they engaged?
- How results and related information were shared?
- How the school authority met its obligations under the *School Councils Regulation* to provide school councils the opportunity to provide advice on the development of school AERRs and to share results from provincial assessments and information from its reporting and **accountability** system (**school boards** and **charter schools** only).

Accountability/Assurance System: School authorities must outline the features of their **accountability/assurance** system for schools (or provide a link to the information) that includes:

- how the school authority is ensuring schools are providing **assurance** to their communities that they are meeting their responsibilities
- how the school authority is supporting continuous improvement and **evidence-informed** decision making
- the requirements for the process, content and format for school education plans and results reports.

Domain: Local & Societal Context

Local Reporting Component

- **Contextual Information:** Provide information about the school authority, students, staff and communities served (such as demographic or socio-economic data) that provide context for their education plan/AERR. Relevant contextual information may be also integrated into “Local Reporting Component” for specific **domains**.

Other Reporting Requirements

- An **Accountability Statement** signed by the **board** chair and placed at the beginning of the report (see **Section N** for suggested wording to the **Accountability** Statements for AERRs.
- **Whistleblower Protection:** Section 32 of the *Public Interest Disclosure Act (2013)* requires that school authorities include their annual report of disclosures in their AERR. For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner’s website at www.yourvoiceprotected.ca

Reviewing Education Plans and Annual Education Results Reports

As part of providing public **assurance**, Alberta Education staff monitor and support school authorities through a range of processes to ensure they are fulfilling their responsibilities and meeting expectations for performance. This includes reviewing school authorities’ education plans and annual education results reports (AERRs) and meeting with them to review the plans/reports and to support their continuous improvement process.

Department staff review education plans and results report for evidence that school authorities are meeting their key responsibilities; positively impacting student growth and achievement; and engaging in a robust planning and reporting cycle that reflects the guiding principles, **domains** and enabling processes outlined in the **Assurance** Framework. More specifically, **key elements** include:

- The school authority has collected, analyzed and evaluated key performance data arising from the implementation of their previous education plan and the actions taken to meet their responsibilities in each **domain**. They have developed insights, drawn conclusions and determined implications arising from the results.
- The insights arising from the results analysis are used to identify strengths and areas for improvement, which in turn provide a basis for establishing priorities in the education plan. Areas that are clearly identified as needing improvement are reflected in the priorities, **outcomes**, and strategies in the education plan.
- School authorities have actively engaged their stakeholders (students, parents, staff, community members) in the development of the plan and it is clear how their input has informed the priorities and other components of the plan, as appropriate. They communicate and engage with stakeholders to share results and report on progress toward achieving priorities and meeting their responsibilities
- The plan is realistic and identifies the priorities and **outcomes** to be achieved, measures to assess progress, and evidence-based strategies that will be implemented to address local goals and system priorities.
- The school authority develops its budget according to its priorities and key responsibilities and demonstrates effective stewardship for resources. Appropriate resources are allocated to implement and achieve the education plan.
- The school authority has established a system of **accountability** and **assurance** for its schools that enable continuous improvement and **evidence-informed** decision making. There are clear

connections between the school and authority plans and the priorities in the authority plan provide strategic direction to schools.

Beyond this, reviewing the education plan and AERR and engaging with school authorities in professional conversation about them:

- Enhances the department's understanding and knowledge of the school authority's local context and priorities;
- Stimulates data-driven dialogue and discussion toward continuous improvement;
- Encourages school authority improvement efforts; and
- Identifies implications for provincial planning.

Requirements for School Education Plans and Results Reports

Each school within the school authority must develop an education plan that reflects and aligns with the school authority's education plan. Schools must also prepare a report of the school's results for 2021/2022.

As part of its **accountability** system and consistent with the *School Authority Accountability Policy*, each school authority outlines its own requirements for the process, content and format for school education plans and results reports. These requirements should support continuous improvement and **evidence-informed** decision making in schools while ensuring schools fulfill their responsibilities and provide **assurance** to their school communities. School authorities must outline the features of their **accountability** system for schools in their annual education results reports or provide a link to this information.

Note that Section 12 of the *School Councils Regulation* requires **school boards** to give school councils the opportunity to provide advice on the development of school education plans and results reports.

Alberta Education does not routinely collect or review individual school plans or results reports. It is the responsibility of **school boards**, as part of its **accountability** system, to ensure the following:

- Each school updates its education plan and prepares its results report annually;
- Each school involves the school council in updating the plan and preparing the report; and
- Each school posts its plan and report on the school's or school authority's website.

DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Item: 2020/21 Audited Financial Statements

Date of Meeting: November 25, 2021

Background:

The Education Act (section 139(2)(b)) outlines the financial reporting requirements for School Divisions in Alberta. The following documents, for the fiscal year that ended on Aug. 31, are to be submitted to the Minister of Education no later than Nov. 30 of each year:

- Annual Financial Statements;
- Auditor's report on the Board's financial statements; and
- Written communication from the auditor, and any corresponding response from the Board, respecting the systems of internal control and accounting procedures of the Board.

Current Status:

For the second consecutive year, RVS experienced an atypical year. This was due to the continuing challenges of the COVID-19 pandemic. From additional revenues for targeted pandemic expenses, to lower than normal operational spending on school activities, professional learning, and general administrative costs, the year-end surplus results were higher than originally expected. The original spring budget was based on the new weighted moving average (WMA) funding model with the expectation that there would be no in-year funding adjustments due to enrolment.

In September 2020, Alberta Education announced the Safe Return to Class funding from the Federal Government. Following that announcement RVS received \$10.3 Million of additional funding under this Federal allocation.

In August 2021, Alberta Education announced that school divisions would be required to defer funding received based on the projected 2020/21 student enrollment that was not realized. This resulted in a \$7.2 Million reduction in Alberta Education revenue to be recognized in future years. This is referred to as the WMA funding adjustment throughout this directive.

The final results for the year included revenues of \$284.9 Million, expenses of 279.5 Million, and a net surplus of \$5.4 Million.

Below are the highlights of the 2020-2021 school year.

Statement of Financial Position:

Total financial assets (cash, receivables, and investments) increased a total of \$9.6 Million compared to last year's balance. Cash and investments increased by \$11.5 Million, along with the WMA funding adjustment, contributed to the net operating surplus of \$5.4 Million. Accounts Receivables decreased \$1.9 Million, due in part to the funds received from Alberta Infrastructure and Rocky View County for capital projects completed.

DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Total Liabilities increased \$4.2 Million compared to last year. Accounts Payable and Accrued Liabilities increased a total of \$5.6 Million, driven in a large part due to the \$7.2 Million payable set up for the WMA funding adjustment, and offset by general reductions in regular vendor payables.

Statement of Operations/Schedule of Program Operations:

Total revenue for the year was \$284.9 Million, an increase of \$12.5 Million over last year. Revenue was originally budgeted to be \$9.1 Million higher because of the new WMA funding model and normal levels of other revenues.

- Government of Alberta revenue was budgeted to be \$6.4 Million higher than last year. Additional revenues received in year included \$10.3 Million for the federal safe return to class funding, \$1.3 Million from Alberta Education for the critical worker benefit program, an overall increase in base funding from Alberta Education of \$3.5 Million, and increased funding from Alberta Infrastructure for prior year completed modular projects. Total increased revenues were \$23.6 Million; however, this was further reduced by \$7.2 Million for the WMA funding adjustment for a net \$16.4 Million increase from the Government of Alberta.
- All other revenues for fees, sales & services, donations, and investment income were budgeted to be \$11.8 Million, representing an increase of \$2.6 Million compared to last year; however, the final totals were only \$7.4 Million representing a reduction of \$3.8 Million from prior year and \$6.4 Million from original budget. These reductions were driven from the lower revenues collected at schools for school generated funds given the drastically reduced activity levels due to the COVID-19 pandemic.

Total expenses for the year reached \$279.5 Million, representing an increase of \$8.1 Million from last year. The expenses were originally budgeted to be \$11.2 Million higher based in part on the anticipated increased government funding and in part from the fact the final expenses for the prior year were lower than expected due to the impact of school closures as a result of COVID-19 pandemic.

- Total Instruction (Pre-K and K-12) expenses were \$212.9 Million, representing an increase of \$4.6 Million from last year. Budgeted expenses were expected to reflect an increase of \$8.3 Million, plus the additional \$8.0 Million of federal safe return to class funding that was provided in year to cover COVID-19 pandemic expenses. The incremental planned spending this year was offset by lower than anticipated spending in the following areas due to the pandemic effect on school operations:
 - Spending on school generated fund (SGF) activities were \$6.8 Million lower,
 - General operating supplies were \$3.0 Million lower, and
 - Salaries and benefits cost were \$2.0 Million lower.
- Operations and Maintenance expenses totalled \$42.8 Million. This is an increase of \$1.9 Million over last year. Budgeted expenses were expected to be a decrease of \$1.2 Million, representing the change in accounting treatment of modular projects where prior to this current year all costs were expensed. However, moving forward these project costs are now

DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

capitalized, and will be amortized over future years. The overall increase in spending for operations and maintenance in the current year can be attributable to the following areas:

- Increase to benefit costs for caretaking staff. This is a result of changing employment status for Caretaking staff from temporary to permanent; and
 - Additional spending of \$2.5 Million, funded by the federal safe return to class, to hire more caretaking staff, caretaking contractors and general pandemic supplies and protective equipment (PPE).
- Total Transportation expenses were \$15.9 Million representing an increase of \$1.6 Million from last year. Budgeted expenses were expected to be \$4 Million more this year, representing the full cost of transportation routes following the prior year reduction in costs resulting from schools moving to online, an increase for additional routes and the procurement and installation of cameras on buses. The overall decrease in spending for transportation in the current year is attributable to the following areas:
 - Expenses for transportation routes, while higher than last year due to schools moving online, were \$2 Million lower than expected because fewer routes were needed than expected;
 - Expenses for the specialized learning routes was much lower than anticipated; and
 - Expenses for the camera installation project was \$0.3 Million lower than expected, and general operating expenses of the department were also \$0.1 Million lower than expected.
 - System Administration expenses totalled \$7.7 Million, representing a slight increase from the last years total of \$7.6 Million. The budget for system administration which includes all governance and administration functions (Superintendent Office, Board of Trustees, Business Operations, Communications, Human Resources and School & Learning Administration) was expected to be \$7.8 Million. The reduced expenditures can be attributed to the COVID-19 pandemic which resulted in reduced spending on professional learning, travel and general supplies.

Net Assets/Reserves

Total net assets as of Aug. 31, 2021 equalled \$63.9 Million. This represents an increase of \$5.4 Million over last year's balance of \$58.5 Million. This net increase represents the operating surplus recorded for RVS in 2020/21. The net assets are comprised of the following component reserve accounts:

- \$32.9 Million – Investment in Tangible Capital Assets (\$32.1 Million Last Year)
- \$25.6 Million – Operating Reserves (\$19.8 Million Last Year)
- \$5.2 Million – Capital Reserves (\$6.5 Million Last Year)

The operating reserves can be further broken down into the following balances:

- \$3.6 Million – School Generated Funds (\$3.9 Million Last Year)
- \$5.2 Million – School Carry Forwards (\$4.1 Million Last Year)
- \$9.2 Million – Instructional and Administration Reserves (\$9.0 Million Last Year)
- \$6.0 Million – Operations and Maintenance Reserves (\$2.6 Million Last Year)
- \$1.6 Million – Transportation Reserves (\$0.1 Million Last Year)

DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Alternatives:

Alternative I

The Board of Trustees approve the 2020/21 Audited Financial Statements and direct the Superintendent to submit to Alberta Education by Nov. 30, 2021, the 2020/21 Audited Financial Statements, the auditor's report, and the written communications between the auditor and the board respecting the systems of internal control and accounting procedures of the Board as presented.

Alternative II

The Board of Trustees directs the matter to the Board Planning Committee for further discussion and calls a special Board meeting prior to Nov. 30, 2021.

Recommendation:

The Board of Trustees approve the 2020/21 Audited Financial Statements and direct the Superintendent to submit to Alberta Education by Nov. 30, 2021, the 2020/21 Audited Financial Statements, the auditor's report, and the written communications between the auditor and the board respecting the systems of internal control and accounting procedures of the Board as presented.

**AUDITED
FINANCIAL STATEMENTS
FOR THE YEAR ENDED AUGUST 31, 2021**
[Education Act, Sections 139, 140, 244]

1190 The Rocky View School Division

Legal Name of School Jurisdiction

2651 Chinook Winds Drive SW Airdrie, AB T4B 0B4

Mailing Address

403-945-4008 lpaul@rockyview.ab.ca

Contact Numbers and Email Address

SCHOOL JURISDICTION MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

The financial statements of 1190 The Rocky View School Division presented to Alberta Education have been prepared by school jurisdiction management which has responsibility for their preparation, integrity and objectivity. The financial statements, including notes, have been prepared in accordance with Canadian Public Sector Accounting Standards and follow format prescribed by Alberta Education.

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

Board of Trustees Responsibility

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

External Auditors

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

Declaration of Management and Board Chair

To the best of our knowledge and belief, these financial statements reflect, in all material respects, the financial position, results of operations, remeasurement gains and losses, changes in net financial assets (debt), and cash flows for the year in accordance with Canadian Public Sector Accounting Standards.

BOARD CHAIR

Ms. Fiona Gilbert
Name

Signature

SUPERINTENDENT

Mr. Gregory Luterbach
Name

Signature

SECRETARY-TREASURER OR TREASURER

Mr. Larry Paul
Name

Signature

Board-approved Release Date

c.c. ALBERTA EDUCATION, Financial Reporting & Accountability Branch
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5
EMAIL: EDC.FRA@gov.ab.ca
PHONE: Ash Bhasin: (780) 415-8940; Jianan Wang: (780) 427-3855 FAX: (780) 422-6996

TABLE OF CONTENTS

	Page
INDEPENDENT AUDITOR'S REPORT	3
STATEMENT OF FINANCIAL POSITION	6
STATEMENT OF OPERATIONS	7
STATEMENT OF CASH FLOWS	8
STATEMENT OF CHANGE IN NET FINANCIAL ASSETS	9
STATEMENT OF REMEASUREMENT GAINS AND LOSSES	10
SCHEDULE 1: SCHEDULE OF NET ASSETS	11
SCHEDULE 2: SCHEDULE OF DEFERRED CONTRIBUTIONS	13
SCHEDULE 3: SCHEDULE OF PROGRAM OPERATIONS	15
SCHEDULE 4: SCHEDULE OF OPERATIONS AND MAINTENANCE	16
SCHEDULE 5: SCHEDULE OF CASH, CASH EQUIVALENTS, AND PORTFOLIO INVESTMENTS	17
SCHEDULE 6: SCHEDULE OF TANGIBLE CAPITAL ASSETS	18
SCHEDULE 7: SCHEDULE OF REMUNERATION AND MONETARY INCENTIVES	19
NOTES TO THE FINANCIAL STATEMENTS	20
SCHEDULE 8: UNAUDITED SCHEDULE OF FEES	37
SCHEDULE 9: UNAUDITED SCHEDULE OF SYSTEM ADMINISTRATION	38

Page Left Intentionally Blank. Hold for Auditors Letter/Report.

DRAFT

Page Left Intentionally Blank. Hold for Auditors Letter/Report.

DRAFT

Page Left Intentionally Blank. Hold for Auditors Letter/Report.

DRAFT

STATEMENT OF FINANCIAL POSITION
As at August 31, 2021 (in dollars)

		2021	2020
FINANCIAL ASSETS			
Cash and cash equivalents	(Schedule 5; Note 3)	\$ 38,393,621	\$ 30,226,867
Accounts receivable (net after allowances)	(Note 4)	\$ 3,255,637	\$ 5,142,104
Portfolio investments			
Operating	(Schedule 5; Note 5)	\$ 23,419,385	\$ 20,171,377
Endowments	(Schedules 1 & 5)	\$ 90,941	\$ 45,030
Inventories for resale		\$ -	\$ -
Other financial assets	(Note 6)	\$ 41,000	\$ -
Total financial assets		\$ 65,200,584	\$ 55,585,378
LIABILITIES			
Bank indebtedness	(Note 9)	\$ -	\$ -
Accounts payable and accrued liabilities	(Note 10)	\$ 30,854,931	\$ 25,249,736
Unspent deferred contributions	(Schedule 2)	\$ 4,823,734	\$ 5,906,725
Employee future benefits liabilities	(Note 11)	\$ -	\$ -
Environmental liabilities		\$ -	\$ -
Other liabilities		\$ -	\$ -
Debt			
Supported: Debentures		\$ -	\$ -
Unsupported: Debentures	(Note 12)	\$ 1,186,989	\$ 1,490,639
Mortgages and capital loans		\$ -	\$ -
Capital leases		\$ -	\$ -
Total liabilities		\$ 36,865,654	\$ 32,647,100
Net financial assets		\$ 28,334,930	\$ 22,938,278
NON-FINANCIAL ASSETS			
Tangible capital assets	(Schedule 6)	\$ 353,664,900	\$ 355,241,637
Inventory of supplies		\$ 131,467	\$ 367,105
Prepaid expenses	(Note 13)	\$ 1,301,191	\$ 1,602,341
Other non-financial assets		\$ -	\$ -
Total non-financial assets		\$ 355,097,558	\$ 357,211,083
Net assets before spent deferred capital contributions		\$ 383,432,488	\$ 380,149,361
Spent deferred capital contributions	(Schedule 2)	\$ 319,548,945	\$ 321,617,829
Net assets		\$ 63,883,543	\$ 58,531,532
Net assets	(Note 14)		
Accumulated surplus (deficit)	(Schedule 1)	\$ 63,883,543	\$ 58,531,532
Accumulated remeasurement gains (losses)		\$ -	\$ -
		\$ 63,883,543	\$ 58,531,532
Contractual rights	(Note 7)		
Contingent assets	(Note 8)		
Contractual obligations	(Note 15)		
Contingent liabilities	(Note 16)		

The accompanying notes and schedules are part of these financial statements.

STATEMENT OF OPERATIONS
For the Year Ended August 31, 2021 (in dollars)

	Budget 2021	Actual 2021	Actual 2020
REVENUES			
Government of Alberta	\$ 267,026,737	\$ 276,945,128	\$ 260,583,314
Federal Government and other government grants	\$ 611,332	\$ 570,062	\$ 585,390
Property taxes	\$ -	\$ -	\$ -
Fees (Schedule 8)	\$ 9,961,075	\$ 3,942,168	\$ 5,264,972
Sales of services and products	\$ 1,331,000	\$ 1,439,821	\$ 1,575,733
Investment income	\$ 230,000	\$ 756,021	\$ 1,980,580
Donations and other contributions	\$ 2,050,000	\$ 1,023,089	\$ 2,043,206
Other revenue	\$ 180,800	\$ 195,000	\$ 305,637
Total revenues	\$ 281,390,944	\$ 284,871,289	\$ 272,338,832
EXPENSES			
Instruction - Pre Kindergarten	\$ 1,376,253	\$ 1,634,217	\$ 11,894,094
Instruction - Kindergarten to Grade 12	\$ 215,187,856	\$ 211,282,053	\$ 196,408,772
Operations and maintenance (Schedule 4)	\$ 39,766,548	\$ 42,818,924	\$ 40,953,666
Transportation	\$ 18,279,525	\$ 15,902,302	\$ 14,303,866
System administration	\$ 7,848,979	\$ 7,731,790	\$ 7,654,130
External services	\$ 190,785	\$ 149,992	\$ 191,970
Total expenses	\$ 282,649,946	\$ 279,519,278	\$ 271,406,498
Annual operating surplus (deficit)	\$ (1,259,002)	\$ 5,352,011	\$ 932,334
Endowment contributions and reinvested income	\$ -	\$ -	\$ -
Annual surplus (deficit)	\$ (1,259,002)	\$ 5,352,011	\$ 932,334
Accumulated surplus (deficit) at beginning of year	\$ 58,531,532	\$ 58,531,532	\$ 57,599,198
Accumulated surplus (deficit) at end of year	\$ 57,272,530	\$ 63,883,543	\$ 58,531,532

The accompanying notes and schedules are part of these financial statements.

STATEMENT OF CASH FLOWS
For the Year Ended August 31, 2021 (in dollars)

	2021	2020
CASH FLOWS FROM:		
A. OPERATING TRANSACTIONS		
Annual surplus (deficit)	\$ 5,352,011	\$ 932,334
Add (Deduct) items not affecting cash:		
Amortization of tangible capital assets	\$ 16,226,384	\$ 15,895,201
Net (gain)/loss on disposal of tangible capital assets	\$ (33,095)	\$ 81,879
Transfer of tangible capital assets (from)/to other entities	\$ -	\$ -
(Gain)/Loss on sale of portfolio investments	\$ -	\$ -
Spent deferred capital recognized as revenue	\$ (14,428,988)	\$ (13,718,242)
Deferred capital revenue write-down / adjustment	\$ 35,905	\$ -
Increase/(Decrease) in employee future benefit liabilities	\$ -	\$ -
Donations in kind	\$ -	\$ -
	\$ -	\$ -
	\$ 7,152,217	\$ 3,191,172
(Increase)/Decrease in accounts receivable	\$ 1,886,467	\$ 1,506,377
(Increase)/Decrease in inventories for resale	\$ -	\$ -
(Increase)/Decrease in other financial assets	\$ (41,000)	\$ -
(Increase)/Decrease in inventory of supplies	\$ 235,638	\$ (278,839)
(Increase)/Decrease in prepaid expenses	\$ 301,150	\$ (307,794)
(Increase)/Decrease in other non-financial assets	\$ -	\$ -
Increase/(Decrease) in accounts payable, accrued and other liabilities	\$ 5,605,195	\$ 2,280,425
Increase/(Decrease) in unspent deferred contributions	\$ (1,082,991)	\$ (4,733,391)
Increase/(Decrease) in environmental liabilities	\$ -	\$ -
	\$ -	\$ -
Total cash flows from operating transactions	\$ 14,056,676	\$ 1,657,950
B. CAPITAL TRANSACTIONS		
Acquisition of tangible capital assets	\$ (12,856,485)	\$ (23,723,569)
Net proceeds from disposal of unsupported capital assets	\$ 33,096	\$ -
	\$ -	\$ -
Total cash flows from capital transactions	\$ (12,823,389)	\$ (23,723,569)
C. INVESTING TRANSACTIONS		
Purchases of portfolio investments	\$ (30,414,373)	\$ (25,107,442)
Proceeds on sale of portfolio investments	\$ 27,120,454	\$ 23,590,941
	\$ -	\$ -
	\$ -	\$ -
Total cash flows from investing transactions	\$ (3,293,919)	\$ (1,516,501)
D. FINANCING TRANSACTIONS		
Debt issuances	\$ -	\$ -
Debt repayments	\$ (303,650)	\$ (289,236)
Increase (decrease) in spent deferred capital contributions	\$ 10,531,036	\$ 22,175,533
Capital lease issuances	\$ -	\$ -
Capital lease payments	\$ -	\$ -
Other (describe)	\$ -	\$ -
Other (describe)	\$ -	\$ -
Total cash flows from financing transactions	\$ 10,227,386	\$ 21,886,297
Increase (decrease) in cash and cash equivalents	\$ 8,166,754	\$ (1,695,823)
Cash and cash equivalents, at beginning of year	\$ 30,226,867	\$ 31,922,690
Cash and cash equivalents, at end of year	\$ 38,393,621	\$ 30,226,867

The accompanying notes and schedules are part of these financial statements.

STATEMENT OF CHANGE IN NET FINANCIAL ASSETS
For the Year Ended August 31, 2021 (in dollars)

	2021	2020
Annual surplus (deficit)	\$ 5,352,011	\$ 932,334
Effect of changes in tangible capital assets		
Acquisition of tangible capital assets	\$ (12,856,485)	\$ (23,723,569)
Amortization of tangible capital assets	\$ 16,226,384	\$ 15,895,201
Net (gain)/loss on disposal of tangible capital assets	\$ (33,095)	\$ 81,879
Net proceeds from disposal of unsupported capital assets	\$ 69,001	\$ -
Write-down carrying value of tangible capital assets	\$ -	\$ -
Transfer of tangible capital assets (from)/to other entities	\$ (1,829,068)	\$ (2,489,454)
Other changes	\$ -	\$ -
Total effect of changes in tangible capital assets	\$ 1,576,737	\$ (10,235,943)
Acquisition of inventory of supplies	\$ (267,289)	\$ (474,394)
Consumption of inventory of supplies	\$ 502,927	\$ 195,555
(Increase)/Decrease in prepaid expenses	\$ 301,150	\$ (307,795)
(Increase)/Decrease in other non-financial assets	\$ -	\$ -
Net remeasurement gains and (losses)	\$ -	\$ (366,200)
Change in spent deferred capital contributions (Schedule 2)	\$ (2,068,884)	\$ 10,946,745
Other changes	\$ -	\$ -
Increase (decrease) in net financial assets	\$ 5,396,652	\$ 690,302
Net financial assets at beginning of year	\$ 22,938,278	\$ 22,247,976
Net financial assets at end of year	\$ 28,334,930	\$ 22,938,278

The accompanying notes and schedules are part of these financial statements.

STATEMENT OF REMEASUREMENT GAINS AND LOSSES
For the Year Ended August 31, 2021 (in dollars)

	2021	2020
Unrealized gains (losses) attributable to:		
Portfolio investments	\$ -	\$ (366,200)
	\$ -	\$ -
	\$ -	\$ -
Amounts reclassified to the statement of operations:		
Portfolio investments	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
Net remeasurement gains (losses) for the year	\$ -	\$ (366,200)
Accumulated remeasurement gains (losses) at beginning of year	\$ -	\$ 366,200
Accumulated remeasurement gains (losses) at end of year	\$ -	\$ -

The accompanying notes and schedules are part of these financial statements.

SCHEDULE 1

SCHEDULE OF NET ASSETS
For the Year Ended August 31, 2021 (in dollars)

	NET ASSETS	ACCUMULATED REMEASUREMENT GAINS (LOSSES)	ACCUMULATED SURPLUS (DEFICIT)	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
							TOTAL OPERATING RESERVES	TOTAL CAPITAL RESERVES
Balance at August 31, 2020	\$ 58,531,532	\$ -	\$ 58,531,532	\$ 32,133,170	\$ 90,941	\$ -	\$ 19,798,082	\$ 6,509,339
Prior period adjustments:								
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted Balance, August 31, 2020	\$ 58,531,532	\$ -	\$ 58,531,532	\$ 32,133,170	\$ 90,941	\$ -	\$ 19,798,082	\$ 6,509,339
Operating surplus (deficit)	\$ 5,352,011		\$ 5,352,011			\$ 5,352,011		
Board funded tangible capital asset additions				\$ 2,289,540		\$ -	\$ (989,123)	\$ (1,300,417)
Disposal of unsupported tangible capital assets or board funded portion of supported	\$ -		\$ -	\$ -		\$ -		\$ -
Write-down of unsupported tangible capital assets or board funded portion of supported	\$ -		\$ -	\$ -		\$ -		\$ -
Net remeasurement gains (losses) for the year	\$ -	\$ -						
Endowment expenses & disbursements	\$ -		\$ -		\$ -	\$ -		
Endowment contributions	\$ -		\$ -		\$ -	\$ -		
Reinvested endowment income	\$ -		\$ -		\$ -	\$ -		
Direct credits to accumulated surplus (Describe)	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets	\$ -			\$ (16,226,384)		\$ 16,226,384		
Capital revenue recognized	\$ -			\$ 14,428,988		\$ (14,428,988)		
Debt principal repayments (unsupported)	\$ -			\$ 303,650		\$ (303,650)		
Additional capital debt or capital leases	\$ -			\$ -		\$ -		
Net transfers to operating reserves	\$ -					\$ (6,845,757)	\$ 6,845,757	
Net transfers from operating reserves	\$ -					\$ 29,388	\$ (29,388)	
Net transfers to capital reserves	\$ -					\$ (29,388)		\$ 29,388
Net transfers from capital reserves	\$ -					\$ -		\$ -
Transfers within capital reserves	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Changes	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Balance at August 31, 2021	\$ 63,883,543	\$ -	\$ 63,883,543	\$ 32,928,964	\$ 90,941	\$ -	\$ 25,625,328	\$ 5,238,310

SCHEDULE 1

**SCHEDULE OF NET ASSETS
For the Year Ended August 31, 2021 (in dollars)**

	INTERNALLY RESTRICTED RESERVES BY PROGRAM									
	School & Instruction Related		Operations & Maintenance		System Administration		Transportation		External Services	
	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves
Balance at August 31, 2020	\$ 17,085,424	\$ 3,100,533	\$ 2,575,281	\$ 2,631,948	\$ -	\$ 776,858	\$ 137,377	\$ -	\$ -	\$ -
Prior period adjustments:										
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted Balance, August 31, 2020	\$ 17,085,424	\$ 3,100,533	\$ 2,575,281	\$ 2,631,948	\$ -	\$ 776,858	\$ 137,377	\$ -	\$ -	\$ -
Operating surplus (deficit)										
Board funded tangible capital asset additions	\$ (812,215)	\$ (309,734)	\$ (176,908)	\$ (58,767)	\$ -	\$ (931,916)	\$ -	\$ -	\$ -	\$ -
Disposal of unsupported tangible capital assets or board funded portion of supported		\$ -		\$ -		\$ -		\$ -		\$ -
Write-down of unsupported tangible capital assets or board funded portion of supported		\$ -						\$ -		\$ -
Net remeasurement gains (losses) for the year										
Endowment expenses & disbursements										
Endowment contributions										
Reinvested endowment income										
Direct credits to accumulated surplus (Describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets										
Capital revenue recognized										
Debt principal repayments (unsupported)										
Additional capital debt or capital leases										
Net transfers to operating reserves	\$ 980,654		\$ 3,674,954		\$ 762,506		\$ 1,427,643		\$ -	
Net transfers from operating reserves			\$ (29,388)		\$ -		\$ -		\$ -	
Net transfers to capital reserves		\$ -		\$ 29,388		\$ -		\$ -		\$ -
Net transfers from capital reserves		\$ -		\$ -		\$ -		\$ -		\$ -
Transfers within capital reserves	\$ -	\$ -	\$ -	\$ (155,058)	\$ -	\$ 155,058	\$ -	\$ -	\$ -	\$ -
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Balance at August 31, 2021	\$ 17,253,863	\$ 2,790,799	\$ 6,043,939	\$ 2,447,511	\$ 762,506	\$ -	\$ 1,565,020	\$ -	\$ -	\$ -

**SCHEDULE OF DEFERRED CONTRIBUTIONS
(EXTERNALLY RESTRICTED CONTRIBUTIONS ONLY)
For the Year Ended August 31, 2021 (in dollars)**

	Alberta Education					Other GoA Ministries				
	IMR	CMR	Safe Return to Class	Others	Total Education	Alberta Infrastructure	Children's Services	Health	Other GOA Ministries	Total Other GoA Ministries
Deferred Operating Contributions (DOC)										
Balance at August 31, 2020	\$ 2,608,852	\$ -	\$ 292,380	\$ 220,542	\$ 3,121,774	\$ 11,445	\$ -	\$ 14,456	\$ 194,446	\$ 220,347
Prior period adjustments - please explain:	\$ -	\$ -	\$ (292,380)	\$ 292,380	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance August 31, 2020	\$ 2,608,852	\$ -	\$ -	\$ 512,922	\$ 3,121,774	\$ 11,445	\$ -	\$ 14,456	\$ 194,446	\$ 220,347
Received during the year (excluding investment income)	\$ 7,344,262	\$ -	\$ 10,285,850	\$ 579,994	\$ 18,210,106	\$ -	\$ -	\$ 2,102	\$ 165,486	\$ 167,588
Transfer (to) grant/donation revenue (excluding investment income)	\$ (3,819,128)	\$ -	\$ (10,285,850)	\$ (684,743)	\$ (14,789,721)	\$ (11,445)	\$ -	\$ (6,439)	\$ (205,672)	\$ (223,556)
Investment earnings	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Received during the year	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from UDCC	\$ (4,958,883)	\$ -	\$ -	\$ -	\$ (4,958,883)	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred directly (to) SDCC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
DOC closing balance at August 31, 2021	\$ 1,175,103	\$ -	\$ -	\$ 408,172	\$ 1,583,275	\$ 0	\$ -	\$ 10,119	\$ 154,260	\$ 164,379
Unspent Deferred Capital Contributions (UDCC)										
Balance at August 31, 2020	\$ -	\$ 1,003,100	\$ -	\$ 59,200	\$ 1,062,300	\$ 906,742	\$ -	\$ -	\$ -	\$ 906,742
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance August 31, 2020	\$ -	\$ 1,003,100	\$ -	\$ 59,200	\$ 1,062,300	\$ 906,742	\$ -	\$ -	\$ -	\$ 906,742
Received during the year (excluding investment income)	\$ -	\$ 2,010,000	\$ -	\$ -	\$ 2,010,000	\$ 636,172	\$ -	\$ -	\$ -	\$ 636,172
UDCC Receivable	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,129,283	\$ -	\$ -	\$ -	\$ 1,129,283
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Investment earnings	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Received during the year	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Proceeds on disposition of supported capital/ Insurance proceeds (and related interest)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from (to) DOC	\$ 4,958,883	\$ -	\$ -	\$ -	\$ 4,958,883	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from (to) SDCC	\$ (4,958,883)	\$ (3,013,100)	\$ -	\$ -	\$ (7,971,983)	\$ (1,911,825)	\$ -	\$ -	\$ -	\$ (1,911,825)
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
UDCC closing balance at August 31, 2021	\$ (0)	\$ -	\$ -	\$ 59,200	\$ 59,200	\$ 760,372	\$ -	\$ -	\$ -	\$ 760,372
Total Unspent Deferred Contributions at August 31, 2021	\$ 1,175,103	\$ -	\$ -	\$ 467,372	\$ 1,642,475	\$ 760,372	\$ -	\$ 10,119	\$ 154,260	\$ 924,751
Spent Deferred Capital Contributions (SDCC)										
Balance at August 31, 2020	\$ 3,460,627	\$ 3,686,900	\$ -	\$ 4,177,919	\$ 11,325,446	\$ 301,430,011	\$ -	\$ -	\$ -	\$ 301,430,011
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance August 31, 2020	\$ 3,460,627	\$ 3,686,900	\$ -	\$ 4,177,919	\$ 11,325,446	\$ 301,430,011	\$ -	\$ -	\$ -	\$ 301,430,011
Donated tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Alberta Infrastructure managed projects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,829,068	\$ -	\$ -	\$ -	\$ 1,829,068
Transferred from DOC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from UDCC	\$ 4,958,883	\$ 3,013,100	\$ -	\$ -	\$ 7,971,983	\$ 1,911,825	\$ -	\$ -	\$ -	\$ 1,911,825
Amounts recognized as revenue (Amortization of SDCC)	\$ -	\$ (386,768)	\$ -	\$ -	\$ (386,768)	\$ (13,941,816)	\$ -	\$ -	\$ -	\$ (13,941,816)
Disposal of supported capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (35,905)	\$ -	\$ -	\$ -	\$ (35,905)
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
SDCC closing balance at August 31, 2021	\$ 8,419,510	\$ 6,313,232	\$ -	\$ 4,177,919	\$ 18,910,661	\$ 291,193,183	\$ -	\$ -	\$ -	\$ 291,193,183

SCHEDULE 2

School Jurisdiction Code:

1190

	Other Sources				Total
	Gov't of Canada	Donations and grants from others	Other	Total other sources	
Deferred Operating Contributions (DOC)					
Balance at August 31, 2020	\$ 101,280	\$ 446,344	\$ 890	\$ 548,514	\$ 3,890,635
Prior period adjustments - please explain:	-	-	-	-	-
Adjusted ending balance August 31, 2020	\$ 101,280	\$ 446,344	\$ 890	\$ 548,514	\$ 3,890,635
Received during the year (excluding investment income)	\$ 560	\$ 288,607	\$ -	\$ 289,167	\$ 18,666,861
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ (213,039)	\$ (890)	\$ (213,929)	\$ (15,227,206)
Investment earnings	\$ -	\$ -	\$ -	\$ -	\$ -
Received during the year	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from UDCC	\$ -	\$ -	\$ -	\$ -	\$ (4,958,883)
Transferred directly (to) SDCC	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -
DOC closing balance at August 31, 2021	\$ 101,840	\$ 521,912	\$ -	\$ 623,752	\$ 2,371,407
Unspent Deferred Capital Contributions (UDCC)					
Balance at August 31, 2020	\$ -	\$ -	\$ 47,048	\$ 47,048	\$ 2,016,090
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance August 31, 2020	\$ -	\$ -	\$ 47,048	\$ 47,048	\$ 2,016,090
Received during the year (excluding investment income)	\$ -	\$ -	\$ 2,268,841	\$ 2,268,841	\$ 4,915,013
UDCC Receivable	\$ -	\$ -	\$ -	\$ -	\$ 1,129,283
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ -
Investment earnings	\$ -	\$ -	\$ -	\$ -	\$ -
Received during the year	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -
Proceeds on disposition of supported capital/ Insurance proceeds (and related interest)	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from (to) DOC	\$ -	\$ -	\$ -	\$ -	\$ 4,958,883
Transferred from (to) SDCC	\$ -	\$ -	\$ (683,133)	\$ (683,133)	\$ (10,566,941)
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -
UDCC closing balance at August 31, 2021	\$ -	\$ -	\$ 1,632,756	\$ 1,632,756	\$ 2,452,328
Total Unspent Deferred Contributions at August 31, 2021	\$ 101,840	\$ 521,912	\$ 1,632,756	\$ 2,256,508	\$ 4,823,734
Spent Deferred Capital Contributions (SDCC)					
Balance at August 31, 2020	\$ -	\$ 1,213,422	\$ 7,648,950	\$ 8,862,372	\$ 321,617,829
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance August 31, 2020	\$ -	\$ 1,213,422	\$ 7,648,950	\$ 8,862,372	\$ 321,617,829
Donated tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -
Alberta Infrastructure managed projects	\$ -	\$ -	\$ -	\$ -	\$ 1,829,068
Transferred from DOC	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from UDCC	\$ -	\$ -	\$ 683,133	\$ 683,133	\$ 10,566,941
Amounts recognized as revenue (Amortization of SDCC)	\$ -	\$ (53,703)	\$ (46,701)	\$ (100,404)	\$ (14,428,988)
Disposal of supported capital assets	\$ -	\$ -	\$ -	\$ -	\$ (35,905)
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -
SDCC closing balance at August 31, 2021	\$ -	\$ 1,159,719	\$ 8,285,382	\$ 9,445,101	\$ 319,548,945

SCHEDULE OF PROGRAM OPERATIONS
for the Year Ended August 31, 2021 (in dollars)

REVENUES	2021							2020
	Instruction		Operations and Maintenance	Transportation	System Administration	External Services	TOTAL	TOTAL
	Pre Kindergarten	Kindergarten to Grade 12						
(1) Alberta Education	\$ 1,634,217	\$ 206,521,310	\$ 28,478,931	\$ 13,332,154	\$ 8,332,289	\$ -	\$ 258,298,901	\$ 242,200,751
(2) Alberta Infrastructure	\$ -	\$ -	\$ 16,603,759	\$ -	\$ -	\$ -	\$ 16,603,759	\$ 16,077,133
(3) Other - Government of Alberta	\$ -	\$ 382,739	\$ -	\$ -	\$ -	\$ 134,925	\$ 517,664	\$ 549,912
(4) Federal Government and First Nations	\$ -	\$ 501,653	\$ 68,409	\$ -	\$ -	\$ -	\$ 570,062	\$ 585,390
(5) Other Alberta school authorities	\$ -	\$ -	\$ -	\$ 1,524,804	\$ -	\$ -	\$ 1,524,804	\$ 1,755,518
(6) Out of province authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(7) Alberta municipalities-special tax levies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(8) Property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(9) Fees	\$ -	\$ 1,533,968	\$ -	\$ 2,408,200	\$ -	\$ -	\$ 3,942,168	\$ 5,264,972
(10) Sales of services and products	\$ -	\$ 539,378	\$ 815,718	\$ 15,076	\$ 54,582	\$ 15,067	\$ 1,439,821	\$ 1,575,733
(11) Investment income	\$ -	\$ 617,155	\$ 57,993	\$ 49,711	\$ 31,162	\$ -	\$ 756,021	\$ 1,980,580
(12) Gifts and donations	\$ -	\$ 745,946	\$ 53,703	\$ -	\$ -	\$ -	\$ 799,649	\$ 931,226
(13) Rental of facilities	\$ -	\$ -	\$ 161,905	\$ -	\$ -	\$ -	\$ 161,905	\$ 305,637
(14) Fundraising	\$ -	\$ 223,440	\$ -	\$ -	\$ -	\$ -	\$ 223,440	\$ 1,111,980
(15) Gains on disposal of tangible capital assets	\$ -	\$ -	\$ 33,095	\$ -	\$ -	\$ -	\$ 33,095	\$ -
(16) Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(17) TOTAL REVENUES	\$ 1,634,217	\$ 211,065,589	\$ 46,273,513	\$ 17,329,945	\$ 8,418,033	\$ 149,992	\$ 284,871,289	\$ 272,338,832
EXPENSES								
(18) Certificated salaries	\$ 553,207	\$ 131,133,534	\$ -	\$ -	\$ 1,200,281	\$ -	\$ 132,887,022	\$ 127,210,926
(19) Certificated benefits	\$ 66,225	\$ 31,068,509	\$ -	\$ -	\$ 121,857	\$ -	\$ 31,256,591	\$ 30,167,975
(20) Non-certificated salaries and wages	\$ 765,460	\$ 26,524,842	\$ 10,972,700	\$ 777,293	\$ 4,087,623	\$ 84,254	\$ 43,212,172	\$ 39,513,862
(21) Non-certificated benefits	\$ 218,151	\$ 7,108,550	\$ 2,568,137	\$ 167,568	\$ 976,519	\$ 16,142	\$ 11,055,067	\$ 10,251,762
(22) SUB - TOTAL	\$ 1,603,043	\$ 195,835,435	\$ 13,540,837	\$ 944,861	\$ 6,386,280	\$ 100,396	\$ 218,410,852	\$ 207,144,525
(23) Services, contracts and supplies	\$ 31,174	\$ 14,286,646	\$ 14,576,847	\$ 14,861,523	\$ 850,123	\$ 49,596	\$ 44,655,909	\$ 47,999,210
(24) Amortization of supported tangible capital assets	\$ -	\$ -	\$ 14,428,988	\$ -	\$ -	\$ -	\$ 14,428,988	\$ 13,718,242
(25) Amortization of unsupported tangible capital assets	\$ -	\$ 1,104,446	\$ 267,768	\$ -	\$ 425,182	\$ -	\$ 1,797,396	\$ 2,176,959
(26) Supported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(27) Unsupported interest on capital debt	\$ -	\$ 55,526	\$ 4,484	\$ 95,918	\$ 70,205	\$ -	\$ 226,133	\$ 92,812
(28) Other interest and finance charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 192,871
(29) Losses on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 81,879
(30) Other expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(31) TOTAL EXPENSES	\$ 1,634,217	\$ 211,282,053	\$ 42,818,924	\$ 15,902,302	\$ 7,731,790	\$ 149,992	\$ 279,519,278	\$ 271,406,498
(32) OPERATING SURPLUS (DEFICIT)	\$ -	\$ (216,464)	\$ 3,454,589	\$ 1,427,643	\$ 686,243	\$ -	\$ 5,352,011	\$ 932,334

SCHEDULE OF OPERATIONS AND MAINTENANCE
for the Year Ended August 31, 2021 (in dollars)

EXPENSES	Custodial	Maintenance	Utilities and Telecomm.	Expensed IMR/CMR, Modular Unit Relocations & Lease Payments	Facility Planning & Operations Administration	Unsupported Amortization & Other Expenses	Supported Capital & Debt Services	2021 TOTAL Operations and Maintenance	2020 TOTAL Operations and Maintenance
Non-certificated salaries and wages	\$ 7,974,520	\$ 2,807,588	\$ -	\$ -	\$ 190,591			\$ 10,972,699	\$ 9,018,235
Non-certificated benefits	\$ 1,880,562	\$ 646,475	\$ -	\$ -	\$ 41,101			\$ 2,568,138	\$ 1,896,557
SUB-TOTAL REMUNERATION	\$ 9,855,082	\$ 3,454,063	\$ -	\$ -	\$ 231,692			\$ 13,540,837	\$ 10,914,792
Supplies and services	\$ 2,186,873	\$ 1,830,135	\$ -	\$ 3,375,642	\$ 97,729			\$ 7,490,379	\$ 10,133,796
Electricity			\$ 2,474,283					\$ 2,474,283	\$ 2,353,568
Natural gas/heating fuel			\$ 1,018,026					\$ 1,018,026	\$ 928,977
Sewer and water			\$ 656,913					\$ 656,913	\$ 587,516
Telecommunications			\$ 10,050					\$ 10,050	\$ 27,997
Insurance					\$ 1,230,277			\$ 1,230,277	\$ 857,716
ASAP maintenance & renewal payments							\$ 1,402,452	\$ 1,402,452	\$ 1,224,837
Amortization of tangible capital assets									
Supported							\$ 14,428,988	\$ 14,428,988	\$ 13,718,242
Unsupported						\$ 267,768		\$ 267,768	\$ 196,332
TOTAL AMORTIZATION						\$ 267,768	\$ 14,428,988	\$ 14,696,756	\$ 13,914,574
Interest on capital debt									
Supported							\$ -	\$ -	\$ -
Unsupported						\$ 4,484		\$ 4,484	\$ 9,893
Lease payments for facilities				\$ 294,467				\$ 294,467	\$ -
Other interest charges						\$ -		\$ -	\$ -
Losses on disposal of capital assets						\$ -		\$ -	\$ -
TOTAL EXPENSES	\$ 12,041,955	\$ 5,284,198	\$ 4,159,272	\$ 3,670,109	\$ 1,559,698	\$ 272,252	\$ 15,831,440	\$ 42,818,924	\$ 40,953,666

SQUARE METRES									
School buildings								268,262.1	268,317.0
Non school buildings								5,984.3	5,851.0

Notes:

Custodial: All expenses related to activities undertaken to keep the school environment and maintenance shops clean and safe.

Maintenance: All expenses associated with the repair, replacement, enhancement and minor construction of buildings, grounds and equipment components. This includes regular and preventative maintenance undertaken to ensure components reach or exceed their life cycle and the repair of broken components. Maintenance expenses exclude operational costs related to expensed Infrastructure Maintenance Renewal (IMR), CMR & Modular Unit relocations, as they are reported on separately.

Utilities & Telecommunications: All expenses related to electricity, natural gas and other heating fuels, sewer and water and all forms of telecommunications.

Expensed IMR, CMR & Modular Unit Relocation & Lease Payments: All operational expenses associated with non-capitalized IMR and CMR projects, modular unit (portable) relocation, and payments on leased facilities.

Facility Planning & Operations Administration: All expenses related to the administration of operations and maintenance including (but not limited to) contract administration, clerical functions, negotiations, supervision of employees & contractors, school facility planning & project 'administration', administration of joint-use agreements, and all expenses related to ensuring compliance with health and safety standards, codes and government regulations.

Unsupported Amortization & Other Expenses: All expenses related to unsupported capital assets amortization and interest on unsupported capital debt.

Supported Capital & Debt Services: All expenses related to supported capital assets amortization and interest on supported capital debt.

**SCHEDULE OF CASH, CASH EQUIVALENTS, AND PORTFOLIO INVESTMENTS
for the Year Ended August 31, 2021 (in dollars)**

Cash & Cash Equivalents

	2021			2020
	Average Effective (Market) Yield	Cost	Amortized Cost	Amortized Cost
Cash	1%	\$ 38,392,793	\$ 38,392,793	\$ 27,575,973
Cash equivalents				
Government of Canada, direct and guaranteed		-	-	-
Provincial, direct and guaranteed		-	-	-
Corporate		-	-	-
Other, including GIC's	0.25%	828	828	2,650,894
Total cash and cash equivalents		\$ 38,393,621	\$ 38,393,621	\$ 30,226,867

See Note 3 for additional detail.

Portfolio Investments

	2021			2020	
	Average Effective (Market) Yield	Cost	Fair Value	Balance	Balance
Interest-bearing securities					
Deposits and short-term securities	0.26%	\$ 125,719	\$ 125,719	\$ 125,719	\$ 45,030
Bonds and mortgages		-	-	-	-
	0.26%	125,719	125,719	125,719	45,030
Equities					
Canadian equities		\$ -	\$ -	\$ -	\$ -
Global developed equities		-	-	-	-
Emerging markets equities		-	-	-	-
Private equities		-	-	-	-
Pooled investment funds		-	-	-	-
Total fixed income securities		-	-	-	-
Other					
Principal Protected Notes	2.83%	\$ 23,246,200	\$ 23,246,200	\$ 23,246,200	\$ 20,087,200
SERP		138,407	138,407	138,407	84,177
		-	-	-	-
		-	-	-	-
Total equities	2.81%	23,384,607	23,384,607	23,384,607	20,171,377
Total portfolio investments	2.80%	\$ 23,510,326	\$ 23,510,326	\$ 23,510,326	\$ 20,216,407

See Note 5 for additional detail.

Portfolio investments

Operating

Cost
Unrealized gains and losses

Endowments

Cost
Unrealized gains and losses
Deferred revenue

Total portfolio investments

	2021	2020
Operating		
Cost	\$ 23,419,385	\$ 20,171,377
Unrealized gains and losses	-	-
	23,419,385	20,171,377
Endowments		
Cost	\$ 90,941	\$ 45,030
Unrealized gains and losses	-	-
Deferred revenue	-	-
	90,941	45,030
Total portfolio investments	\$ 23,510,326	\$ 20,216,407

The following represents the maturity structure for portfolio investments based on principal amount:

	2021	2020
Under 1 year	0.0%	0.2%
1 to 5 years	0.5%	0.0%
6 to 10 years	65.9%	99.8%
11 to 20 years	33.6%	0.0%
Over 20 years	0.0%	0.0%
	<u>100.0%</u>	<u>100.0%</u>

SCHEDULE 6

School Jurisdiction Code: 1190

**SCHEDULE OF TANGIBLE CAPITAL ASSETS
For the Year Ended August 31, 2021 (in dollars)**

Tangible Capital Assets	2021							2020
	Land	Work In Progress*	Buildings**	Equipment	Vehicles	Computer Hardware & Software	Total	Total
Estimated useful life			25-50 Years	5-10 Years	5-10 Years	3-5 Years		
Historical cost								
Beginning of year	\$ 14,329,440	\$ 5,587,262	\$ 481,985,178	\$ 41,447,102	\$ 1,626,118	\$ 6,411,912	\$ 551,387,012	525,637,604
Prior period adjustments	-	-	-	-	-	-	-	-
Additions	-	13,292,485	-	1,002,888	198,356	191,824	14,685,553	26,213,023
Transfers in (out)	-	(11,356,985)	11,356,985	-	-	-	-	-
Less disposals including write-offs	(35,905)	-	-	-	(35,671)	-	(71,576)	(463,615)
Historical cost, August 31, 2021	\$ 14,293,535	\$ 7,522,762	\$ 493,342,163	\$ 42,449,990	\$ 1,788,803	\$ 6,603,736	\$ 566,000,989	\$ 551,387,012
Accumulated amortization								
Beginning of year	\$ -	\$ -	\$ 158,120,287	\$ 31,419,558	\$ 1,182,080	\$ 5,423,450	\$ 196,145,375	180,631,911
Prior period adjustments	-	-	-	-	-	-	-	-
Amortization	-	-	11,457,717	4,419,824	174,406	174,438	16,226,385	15,895,200
Other additions	-	-	-	-	-	-	-	-
Transfers in (out)	-	-	-	-	-	-	-	-
Less disposals including write-offs	-	-	-	-	(35,671)	-	(35,671)	(381,736)
Accumulated amortization, August 31, 2021	\$ -	\$ -	\$ 169,578,004	\$ 35,839,382	\$ 1,320,815	\$ 5,597,888	\$ 212,336,089	\$ 196,145,375
Net Book Value at August 31, 2021	\$ 14,293,535	\$ 7,522,762	\$ 323,764,159	\$ 6,610,608	\$ 467,988	\$ 1,005,848	\$ 353,664,900	
Net Book Value at August 31, 2020	\$ 14,329,440	\$ 5,587,262	\$ 323,864,891	\$ 10,027,544	\$ 444,038	\$ 988,462		\$ 355,241,637

	2021	2020
Total cost of assets under capital lease	\$ -	\$ -
Total amortization of assets under capital lease	\$ -	\$ -

*Work in Progress includes various building, capital IMR and CMR projects that are expected to be completed in the 2021-2022 year.

SCHEDULE 7

School Jurisdiction Code: 1190

**SCHEDULE OF REMUNERATION AND MONETARY INCENTIVES
For the Year Ended August 31, 2021 (in dollars)**

Board Members:	FTE	Remuneration	Benefits	Allowances	Performance Bonuses	ERIP's / Other Paid	Other Accrued Unpaid Benefits	Expenses
Chair - Gilbert, F	1.00	\$54,107	\$8,099	\$0			\$0	\$1,078
Other members	-	\$0	\$0	\$0			\$0	
Baziuk, S	1.00	\$44,236	\$7,570	\$0			\$0	\$1,129
Bowen, M	1.00	\$42,432	\$7,472	\$0			\$0	\$1,267
Brand, T	1.00	\$38,354	\$7,252	\$0			\$0	\$1,267
Forrest, J	1.00	\$39,024	\$5,502	\$0			\$0	\$1,315
Hunter, J	1.00	\$39,809	\$3,579	\$0			\$0	\$1,362
Lang, N	1.00	\$40,024	\$7,341	\$0			\$0	\$1,346
Sproule, P	1.00	\$39,335	\$5,519	\$0			\$0	\$1,078
	-	\$0	\$0	\$0			\$0	\$0
	-	\$0	\$0	\$0			\$0	\$0
	-	\$0	\$0	\$0			\$0	\$0
	-	\$0	\$0	\$0			\$0	\$0
Subtotal	8.00	\$337,321	\$52,334	\$0			\$0	\$9,842
Superintendent - Luterbach, G.	1.00	\$227,724	\$25,635	\$10,454	\$0	\$0	\$0	\$2,166
Secretary/Treasurer - Paul, L.	1.00	\$181,563	\$45,089	\$0	\$0	\$0	\$0	\$2,499
	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Certificated		\$132,659,298	\$31,194,093	\$26,409	\$0	\$0	\$0	
School based	1,352.00							
Non-School based	37.00							
Non-certificated		\$42,693,288	\$10,957,644	\$0	\$0	\$0	\$0	
Instructional	691.40							
Plant Operations & Maintenance	214.10							
Transportation	12.90							
Other	46.10							
TOTALS	2,363.50	\$176,099,194	\$42,274,795	\$36,863	\$0	\$0	\$0	\$14,507

1. Authority / Purpose

The Rocky View School Division (the "Division") delivers education programs under the authority of the Education Act, 2019, Chapter E-0.3.

The Division receives funding for instruction and support under Education Grants Regulation (AR 120/2008). The regulation allows for the setting of conditions and use of grant monies. The Division is limited on certain funding allocations and administration expenses.

2. Summary Significant Accounting Policies

These financial statements have been prepared in accordance with Canadian Public Sector Accounting Standards (PSAS). The financial statements have, in management's opinion, been properly prepared within reasonable limits of materiality and within the framework of the accounting policies summarized below:

Basis of Financial Reporting

The Division's financial assets and liabilities are generally measured as follows:

Financial Statement Component	Measurement
Cash and cash equivalents	Cost
Accounts receivable	Lower of cost or net recoverable value
Portfolio investments	Fair value and amortized cost
Accounts payable and other accrued liabilities	Cost
Debt	Amortized cost

Financial Assets

Financial assets are assets that could be used to discharge existing liabilities or finance future operations and are not for consumption in the normal course of operations.

Financial assets include the Division's financial claims on external organizations and individuals, inventories for resale, and cash and cash equivalents.

Cash and cash equivalents

Cash is comprised of cash on hand and demand deposits. Cash equivalents are short-term, highly liquid, investments that are readily convertible to known amounts of cash and that are subject to an insignificant risk of change in value. Cash equivalents have a maturity of three months or less at acquisition and are held for the purpose of meeting short-term commitments rather than for investment purposes.

Accounts receivable

Accounts receivable are recognized at the lower of cost or net recoverable value. A valuation allowance is recognized when recovery is uncertain.

Portfolio investments

The Division's portfolio investments include Guaranteed Investment Certificates (GICs) and fixed income instruments that have a maturity date of greater than three months. Investments not quoted in an active market are reported at cost or amortized cost. A write-down of a portfolio investment to reflect a loss in value is not reversed for a subsequent increase in value. Discounts and premiums arising on the purchase of fixed income securities are amortized over the term of the investments.

2. Summary Significant Accounting Policies

Derivatives and portfolio investments in equity instruments that are quoted in an active market are recorded at fair value and the associated transaction costs are expensed upon initial recognition. The change in the fair value is recognized in the Statement of Remeasurement Gains and Losses as a remeasurement gain or loss until the portfolio investments are derecognized. Upon derecognition, the accumulated re-measurement gains or losses associated with the derecognized portfolio investments are reversed and reclassified to the Statement of Operations.

Impairment is defined as a loss in value of a portfolio investment that is other than a temporary decline and is included in the Statement of Operations. In the case of an item in the fair value category, a reversal of any net remeasurement gains recognized in previous reporting periods up to the amount of the write-down is reported in the Statement of Remeasurement Gains and Losses. A subsequent increase in value would be recognized on the Statement of Remeasurement Gains and Losses and realized on the Statement of Operations only when sold.

Endowment funds are invested in GICs in accordance with existing third-party agreements that establish the criteria and mandate for the endowment funds. Donors have placed restrictions on their contributions to endowments, for example capital preservation. The principal restriction is that the original contribution should be maintained intact in perpetuity. Other restrictions may include spending investment income earned by endowments for specific operational or capital purpose or capitalizing a certain amount of investment income to maintain and grow the real value of endowments. Invested endowment funds are included in Portfolio Investments in the Statement of Financial Position. Contributions to endowment funds are recognized on the Statement of Operations and must be held in perpetuity in accordance with the agreement with the donor. Interest earned on endowments is disbursed for the purposes of the fund. Undisbursed funds earned on endowment principal are recognized as deferred operating contributions or as revenue in the year to the extent that stipulations have been met.

Detailed information regarding portfolio investments is disclosed in the Schedule 5: Schedule of Cash, Cash Equivalents, and Portfolio Investments.

Liabilities

Liabilities are present obligations of the Division to external organizations and individuals arising from past transactions or events occurring before the year end, the settlement of which is expected to result in the future sacrifice of economic benefits. They are recognized when there is an appropriate basis of measurement and management can reasonably estimate the amounts.

Accounts payable and other accrued liabilities

Accounts payable and accrued liabilities include unearned revenue collected from external organizations and individuals for which goods and services have yet to be provided.

2. Summary Significant Accounting Policies

Deferred contributions

Deferred contributions include contributions received for operations which have stipulations that meet the definition of a liability per Public Sector Accounting Standard (PSAS) 3200. These contributions are recognized by the Division once it has met all eligibility criteria to receive the contributions. When stipulations are met, deferred operating contributions are recognized as revenue in the fiscal year in a manner consistent with the circumstances and evidence used to support the initial recognition of the contributions received as a liability.

Deferred contributions also include contributions for capital expenditures, unspent and spent. Unspent Deferred Capital Contributions (UDCC) represent externally restricted supported capital funds provided for a specific capital purpose received or receivable by the Division, but the related expenditure has not been made at year-end. These contributions must also have stipulations that meet the definition of a liability per PSAS 3200 when spent.

Spent Deferred Capital Contributions (SDCC) represent externally restricted supported capital funds that have been spent but have yet to be amortized over the useful life of the related tangible capital asset. Amortization over the useful life of the related tangible capital asset is due to certain stipulations related to the contributions that require that the Division use the asset in a prescribed manner over the life of the associated asset.

Employee future benefits

The Division provides pension benefits for certain employees pursuant to contracts and union agreements through three multi-employer pension plans; Alberta Teacher Retirement Fund (ATRF), Local Authorities Pension Plan (LAPP) and Supplemental Integrated Pension Plan (SIPP), and one defined benefit plan; Supplemental Executive Retirement Program (SERP).

Liability for contaminated sites

Contaminated sites are a result of contamination of a chemical, organic or radioactive material or live organism that exceeds an environmental standard, being introduced into soil, water or sediment.

A liability for remediation of a contaminated site may arise from an operation that is either in productive use or no longer in productive use and may also arise from an unexpected event resulting in contamination. The resulting liability is recognized net of any expected recoveries, when all of the following criteria are met:

- an environmental standard exists;
- contamination exceeds the environmental standard;
- the Division is directly responsible or accepts responsibility;
- it is expected that future economic benefits will be given up; and
- a reasonable estimate of the amount can be made.

Other environmental liabilities

Other environmental liabilities [which are not liabilities for contaminated sites under PS 3260 or asset retirement obligations under PS 3280] are recognized when all of the following criteria are met:

- the Division has a duty or responsibility to others, leaving little or no discretion to avoid the obligation;
- the duty or responsibility to others entails settlement by future transfer or use of assets, or a provision of services at a specified or determinable date, or on demand;
- the transaction or events obligating the school Division have already occurred; and
- a reasonable estimate of the amount can be made.

2. Summary Significant Accounting Policies

Management has determined there is no contamination or other environmental liabilities as at August 31, 2021 (2020 – \$Nil).

Debt

Credit notes and debentures are recognized at their face amount less unamortized discount, which includes issue expenses.

Non-Financial Assets

Non-financial assets are acquired, constructed, or developed assets that do not normally provide resources to discharge existing liabilities, but instead:

- are normally employed to deliver government services;
- may be consumed in the normal course of operations; and
- are not for sale in the normal course of operations.

Tangible capital assets

The following criteria apply:

- Tangible capital assets acquired or constructed are recorded at cost, including amounts directly related to the acquisition, design, construction, development, or betterment of the asset. Cost also includes overhead directly attributable to construction as well as interest costs that are directly attributable to the acquisition or construction of the asset.
- Donated tangible capital assets are recorded at their fair market value at the date of donation, except in circumstances where fair value cannot be reasonably determined, when they are then recognized at nominal value. Transfers of tangible capital assets from related parties are recorded at original cost less accumulated amortization.
- Work-in-progress is recorded as a transfer to the applicable asset class at substantial completion.
- Buildings include site and leasehold improvements as well as assets under capital lease.
- Sites and buildings are written down to residual value when conditions indicate they no longer contribute to the ability of the Division to provide services or when the value of future economic benefits associated with the sites and buildings are less than their net book value. For supported assets, the write-downs are accounted for as reductions to Spent Deferred Capital Contributions (SDCC).
- Buildings that are demolished or destroyed are written-off.
- Tangible capital assets with costs in excess of \$5,000 are capitalized.
- Tangible capital assets are amortized over their estimated useful lives on a straight-line basis, at the following rates:
 - Buildings 2% to 4%
 - Vehicles & Buses 10% to 20%
 - Computer Hardware & Software 20% to 25%
 - Other Equipment & Furnishings 10% to 20%

2. Summary Significant Accounting Policies

Inventories of supplies

Inventories of supplies are valued at the lower of cost and replacement cost. Cost is determined on a first-in, first-out basis.

Prepaid expenses

Prepaid expenses are recognized at cost and amortized based on the terms of the agreement or using a methodology that reflects use of the resource.

Other assets

Intangible assets, assets acquired by right, works of art, historical treasures, collections, certain land, and cash-in-lieu balances held by 3rd parties are not recognized in these financial statements. At August 31, 2021, the Division does not control these economic resources and is not exposed to the risks and rewards of ownership therefore not meeting the requirement for recognition.

Operating and Capital Reserves

Certain amounts are internally or externally restricted for future operating or capital purposes. Transfers to and from reserves are recorded when approved by the Board of Trustees. Capital reserves are restricted to capital purposes and may only be used for operating purposes with approval by the Minister of Education. Reserves are disclosed in the Schedule of Net Assets.

Revenue Recognition

All revenues are reported on the accrual basis of accounting. Cash received for which goods or services have not been provided by year end is recognized as unearned revenue and recorded in accounts payable and other accrued liabilities.

Endowment contributions, matching contributions, and associated investment income allocated for preservation of endowment capital purchasing power are recognized in the Statement of Operations in the period in which they are received.

Government transfers

Transfers from all governments are referred to as government transfers.

Government transfers and associated externally restricted investment income are recognized as unspent deferred contributions and spent deferred capital contributions if the eligibility criteria for use of the transfer, or the stipulations together with the Division's actions and communications as to the use of the transfer, create a liability. These transfers are recognized as revenue as the stipulations are met and, when applicable, the Division complies with its communicated use of these transfers.

All other government transfers, without stipulations for the use of the transfer, are recognized as revenue when the transfer is authorized and the the Division meets the eligibility criteria (if any).

2. Summary Significant Accounting Policies

Donations and non-government contributions

Donations and non-government contributions are received from individuals, corporations, and private sector not-for-profit organizations. Donations and non-government contributions may be unrestricted or externally restricted for operating or capital purposes.

Unrestricted donations and non-government contributions are recognized as revenue in the year received or in the year the funds are committed to the Division if the amount can be reasonably estimated, and collection is reasonably assured.

Externally restricted donations, non-government contributions and realized and unrealized gains and losses for the associated externally restricted investment income are recognized as deferred contributions if the terms for their use, or the terms along with the Division's actions and communications as to the use, create a liability. These resources are recognized as revenue as the terms are met and, when applicable, the Division complies with its communicated use.

In-kind donations of services and materials are recognized at fair value when such value can reasonably be determined. While volunteers contribute a significant amount of time each year to assist the Division, the value of their services are not recognized as revenue and expenses in the financial statements because fair value cannot be reasonably determined.

Grants and donations for land

The Division records transfers and donations for the purchase of the land as a liability when received and as revenue when the Division purchases the land. The Division records in-kind contributions of land as revenue at the fair value of the land. When the Division cannot determine the fair value, it records such in-kind contributions at nominal value.

Investment income

Investment income includes dividend and interest income and realized gains or losses on the sale of portfolio investments. Unrealized gains and losses on portfolio investments that are not from restricted transfers, donations or contributions are recognized in the Statement of Accumulated Remeasurement Gains and Losses until the related investments are sold. Once realized, these gains or losses are recognized in the Statement of Operations.

Expenses

Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expensed.

Allocation of Costs:

- Actual salaries of personnel assigned to two or more programs are allocated based on the time spent in each program.
- Employee benefits and allowances are allocated to the same programs, and in the same proportions, as the individual's salary.
- Supplies and services are allocated based on actual program identification.

2. Summary Significant Accounting Policies

Program Reporting

The Division's operations have been segmented as follows:

- Pre-K Instruction: The provision of Pre-Kindergarten education instructional services that fall under the basic public education mandate.
- K to Grade 12 Instruction: The provision of instructional services for Kindergarten to Grade 12 that fall under the basic public education mandate.
- Operations and Maintenance: The operation and maintenance of all school buildings and maintenance shop facilities.
- Transportation: The provision of regular and special education bus services (to and from school), whether contracted or board operated, including transportation facility expenses.
- Board & System Administration: The provision of board governance and system-based / central office administration.
- External Services: All projects, activities, and services offered outside the public education mandate for ECS children and students in grades 1-12. Services offered beyond the mandate for public education must be self-supporting, and Alberta Education funding may not be utilized to support these programs.

The allocation of revenues and expenses are reported by program, source, and object on the Schedule of Program Operations. Respective instruction expenses include the cost of certificated teachers, non-certificated teaching assistants as well as a proportionate share of supplies & services, school administration & instruction support, and system instructional support.

Trusts Under Administration

The Division has property that has been transferred or assigned to it to be administered or directed by a trust agreement or statute. The Division holds title to the property for the benefit of the beneficiary. Trusts under administration have been excluded from the financial reporting of the Division.

Financial Instruments

A contract establishing a financial instrument creates, at its inception, rights and obligations to receive or deliver economic benefits. The financial assets and financial liabilities portray these rights and obligations in the financial statements. The Division recognizes a financial instrument when it becomes a party to a financial instrument contract.

Management is of the opinion that the Division is not exposed to significant credit and liquidity risks, or market risk, which includes currency, interest rate and other price risks.

The Division does not enter into any derivative financial instrument arrangements.

Measurement Uncertainty

Measurement uncertainty exists when there is a variance between the recognized or disclosed amount and another reasonably possible amount. The preparation of financial statements for a period involves the use of estimates and approximations, which have been made using careful judgment. Actual results could differ from those estimates. Significant areas requiring the use of management estimates relate to the potential impairment of assets, rates for amortization of tangible capital assets, recognition of deferred contributions related to restricted grants and donations, and estimated employee future benefits.

2. Summary Significant Accounting Policies

Future Accounting Changes

The Public Sector Accounting Board has issued the following accounting standards:

PS 3280 Asset Retirement Obligations (effective September 1, 2022)

This standard provides guidance on how to account for and report liabilities for retirement of tangible capital assets.

PS 3400 Revenue (effective September 1, 2023)

This standard provides guidance on how to account for and report on revenue, and specifically, it addresses revenue arising from exchange transactions and unilateral transactions.

Management is currently assessing the impact of these standards on the financial statements.

3. Cash and Cash Equivalents

Cash equivalents represent fixed income investments with maturity dates up to three months as of the acquisition date.

	2021	2020
Cash	\$ 38,392,793	\$ 27,575,973
Cash Equivalents	\$ 828	\$ 2,650,894
Total	\$ 38,393,621	\$ 30,226,867

4. Accounts Receivable

	2021			2020
	Gross Amount	Allowance for Doubtful Accounts	Net Realizable Value	Net Realizable Value
Alberta Education - Interchange Agreement	\$ 11,791	\$ -	\$ 11,791	\$ 231,585
Alberta Education - Sub Costs Invoices	\$ 967	\$ -	\$ 967	\$ 21,090
Other Alberta School Jurisdictions	\$ 1,379,257	\$ -	\$ 1,379,257	\$ 1,173,726
Alberta Health Services	\$ 37,784	\$ -	\$ 37,784	\$ -
Post-secondary Institutions	\$ 121	\$ -	\$ 121	\$ -
Federal Government GST	\$ 192,128	\$ -	\$ 192,128	\$ 383,089
Municipalities	\$ 6,262	\$ -	\$ 6,262	\$ 1,423,312
Government of Alberta Ministry - Infrastructure	\$ -	\$ -	\$ -	\$ 1,550,097
Government of Alberta Ministry - Agriculture	\$ 1,494	\$ -	\$ 1,494	\$ -
Government of Alberta Ministry - Provincial Court	\$ 16,737	\$ -	\$ 16,737	\$ -
First Nations	\$ -	\$ -	\$ -	\$ 34,530
Other	\$ 85,759	\$ -	\$ 85,759	\$ 324,675
Total	\$ 1,732,299	\$ -	\$ 1,732,299	\$ 5,142,104

5. Portfolio Investments

At August 31, 2021, the Division's portfolio investments are comprised of principal protected notes and GICs with original terms at maturity greater than 3 months. Total investment cost is \$23,510,326 (2020 - \$20,216,407) and carrying value is \$23,510,326 (2020 - \$20,216,407) with any cost to carrying value difference being recorded as a remeasurement gain or loss.

Endowment funds are invested in GICs in accordance with existing third-party agreements that establish the criteria and mandate for the endowment funds.

6. Other Financial Assets

	2021	2020
Refundable Vendor Deposit	\$ 41,000	\$ -

7. Contractual Rights

Contractual rights are rights of the Division to economic resources arising from contracts or agreements that will result in both assets and revenues in the future when the terms of those contracts or agreements are met. At August 31, 2021 the following contractual rights were in existence:

	2021	2020
Contractual rights from operating leases	\$ 876,079	\$ 582,944
Contractual rights from service agreements ¹	\$ 2,417,804	\$ 2,265,737
Other ²	\$ -	\$ 275,000
Total	\$ 3,293,883	\$ 3,123,681

¹ Contractual rights from service agreements include \$1,524,804 (2020 - \$1,360,286) with other school divisions.

² Other contractual rights include government grants related to the Northcott playground and building Tipis.

Estimated amounts that will be received or receivable for each of the next five years and thereafter are as follows:

	Operating Leases	Service Agreements	Other
2021-2022	\$ 463,359	\$ 1,992,804	\$ -
2022-2023	\$ 130,824	\$ 85,000	\$ -
2023-2024	\$ 97,624	\$ 85,000	\$ -
2024-2025	\$ 62,424	\$ 85,000	\$ -
2025-2026	\$ 60,924	\$ 85,000	\$ -
Thereafter	\$ 60,924	\$ 85,000	\$ -
Total	\$ 876,079	\$ 2,417,804	\$ -

8. Contingent Assets

The Division is involved in several insurance claims at August 31, 2021 which could reasonably give rise to the recovery of assets. At the date of these financial statements, an estimate of the potential recovery could not be determined as the claims have not progressed to the point where a determination could reasonably be made.

These amounts have not been recognized in the financial statements.

9. Bank Indebtedness

The Division has negotiated a line of credit in the amount of \$10,000,000 which is due on demand and incurs interest at the bank's prime rate minus 0.25% per annum. The line of credit is secured by a borrowing bylaw and a security agreement, covering all revenue of the Division. There was no balance outstanding on the line of credit as at August 31, 2021 (August 31, 2020 - \$Nil). The Division has letters of guarantee outstanding as at August 31, 2021 aggregating \$314,567 (August 31, 2020 - \$364,567).

10. Accounts Payable and Accrued Liabilities

	2021	2020
Alberta Education - WMA ¹	\$ 7,183,674	-
Alberta Capital Financing - Interest on Unsupported Debentures ²	\$ 9,739	\$ 12,231
Other Government of Alberta - Advanced Education	\$ 24,189	\$ 126,409
Federal Government	\$ -	\$ 81
Accrued Vacation Pay Liability	\$ 435,216	\$ 253,571
Other Salaries & Benefit Costs ³	\$ 15,389,664	\$ 16,541,578
Other Trade Payables and Accrued Liabilities ⁴	\$ 6,114,460	\$ 8,000,392
Unearned Revenue		
Transportation Fees	\$ 1,691,739	\$ 264,534
International Student Fees	\$ 6,250	\$ 50,940
Total	\$ 30,854,931	\$ 25,249,736

¹ WMA (Weighted Moving Average)

In the past, school divisions recorded the full base instruction grant directly to revenue in the year received. With the new funding model that started in the 2020/21 school year, the base instruction grant is allocated using the three-year WMA enrolment of school authorities. For the 2020/21 school year, the WMA calculation used the projected enrolment count for 2020/21 to determine the grant funding. The WMA payable is the calculated 2020/21 projected and actual enrollment difference that was received in 2020/21 but relates to the Division's 2021/22 revenue.

² Government of Alberta

Prior to November 2020, was Alberta Capital Finance Authority.

³ Other salaries and benefit liabilities

Other salaries and benefit costs represent certificated and support staff salaries that were earned but not paid as of August 31, 2021 along with corresponding payroll taxes. Benefit reserves, held for future obligations associated with employee health, dental, disability and life benefits, are also included in this amount.

⁴ Other trade payables and accrued liabilities

Trade payables are goods or services that were delivered or received on or before August 31, 2021 for which the Division had not paid at year-end.

11. Benefit Plans

Pension costs included in these statements, for multi-employer plans are comprised of the cost of employer contributions for current service of employees during the year.

ATRF

The current and past service costs of the Alberta Teachers' Retirement Fund (ATRF) are met by contributions by active members and the Government of Alberta. Under the terms of the Teachers' Pension Plan Act, the Division does not make pension contributions for certificated staff and has no legal obligation to pay these costs. However, expenditures are reflected as "Certificated Benefits" based on the Division's proportionate share, and the Government portion of the current service contribution to the ATRF are included as revenue in "Revenue from the Government of Alberta". For the school year ended August 31, 2021, the amount contributed by the Government was \$13,922,619 (2020 - \$14,014,533).

LAPP

The Division participates in the Local Authorities Pension Plan (LAPP) and does not report on any unfunded liabilities since the plan is a multi-employer pension plan. The expense for this pension plan is equivalent to the annual contributions of \$6,309,569 for the year ended August 31, 2021 (2020 - \$5,932,969). At December 31, 2020, the Local Authorities Pension Plan (LAPP) reported a surplus of \$4,961,337,000 (2019 - surplus of \$7,913,261,000).

SIPP

The Division participates in the multi-employer SIPP pension plan for members of senior administration. The plan provides a supplement to the LAPP or ATRF pension to a full 2% of pensionable earnings multiplied by pensionable service, limited by the Income Tax Act. The annual expenditures for this pension plan are equivalent to the annual contributions of \$48,072. for the year ended August 31, 2021 (2020 - \$30,700).

SERP

The non-registered SERP is administered by the Division and provides an annual retirement benefit of 2% of total employee earnings. The cost of SERP is sponsored by the Division and is actuarially determined using the projected accrued benefit cost method with proration of service costs. Actuarial valuations of this plan occur annually on August 31.

SERP Benefit Cost

	2021	2020
Accrual for Services		
Interest on accrued benefits	\$ 13,200	\$ 16,600
Actuarial losses (gains) on accrued benefit obligation	\$ 4,200	\$ 10,200
Elements of benefit costs recognizing its long term nature	\$ 17,400	\$ 26,800
Benefit Cost	\$ 17,400	\$ 26,800

11. Benefit Plans

SERP Accrued Benefit Liability

	2021	2020
Accrued benefit liability, beginning of year	\$ 333,500	\$ 358,300
Benefit Cost	\$ 17,400	\$ 26,800
Funding Contributions	\$ (51,600)	\$ (51,600)
Accrued benefit liability, end of year	\$ 299,300	\$ 333,500

SERP Reconciliation

	2021	2020
Pension fund assets at the end of the period	\$ 437,707	\$ 417,676
Accrued benefit obligation at the end of the period	\$ 299,300	\$ 333,500
Surplus	\$ 138,407	\$ 84,176
Pension fund asset, end of year	\$ 138,407	\$ 84,176

SERP Significant Actuarial Assumptions

	2021	2020
Discount rate	4.00%	4.30%
Inflation	2.10%	2.10%
Salary increases	3.50%	3.50%
YMPE increases	3.10%	3.10%
Remaining service life	0 years	0 years

12. Debt - Unsupported Debentures

The unsupported capital loan bears interest at 4.923% per annum with bi-annual payments of \$186,671. It is secured by a general security agreement and matures on December 15, 2024. Debenture payments due over the next four years are:

	Principal	Interest	Total
2021-2022	\$ 318,783	\$ 54,560	\$ 373,343
2022-2023	\$ 334,670	\$ 38,673	\$ 373,343
2023-2024	\$ 351,349	\$ 21,994	\$ 373,343
2024 to 2025	\$ 182,187	\$ 4,483	\$ 186,670
Total	\$ 1,186,989	\$ 119,710	\$ 1,306,699

13. Prepaid Expenses

Prepaid expenses consist of the following:

	2021	2020
Prepaid insurance	\$ 297,809	\$ 210,935
Prepaid Software & Technical Services	\$ 902,071	\$ 826,020
Other	\$ 101,311	\$ 565,386
Total	\$ 1,301,191	\$ 1,602,341

14 - Net Assets

Detailed information related to net assets is available on the Schedule of Net Assets. Net Assets are summarized as follows:

	2021	2020
Operating reserves		
Accumulated surplus from operations (ASO)	\$ 25,625,328	\$ 19,798,082
Investment in tangible capital assets	\$ 32,928,964	\$ 32,133,170
Capital reserves	\$ 5,238,310	\$ 6,509,339
Endowments	\$ 90,941	\$ 90,941
Net Assets	\$ 63,883,543	\$ 58,531,532

ASO includes school generated funds that are raised at the school level that are not available to spend at the Division level. The Division's adjusted surplus from operations is calculated as follows:

	2021	2020
Accumulated surplus from operations (ASO)	\$ 25,625,328	\$ 19,798,082
Deduct: School generated funds included in ASO (Note 18)	\$ 3,605,578	\$ 3,851,320
Adjusted ASO	\$ 22,019,750	\$ 15,946,762

DRAFT

15 - Contractual Obligations

	2021	2020
Building projects ¹	\$ 2,138,058	\$ 3,828,700
Building leases ²	\$ 723,451	\$ 1,605,811
Service providers ³	\$ 122,141,940	\$ 109,054,351
Total	\$ 125,003,448	\$ 114,488,862

1 - Building Projects: Contractual commitments related to building projects that are known at August 31, 2021 include the Indus School modernization and the Education Centre renovation, which are substantially complete, and various supported Capital Maintenance Renewal projects at various locations that are expected to be completed throughout 2021/2022.

2 - Building Leases: The Division has committed to leasing space at the Prince of Peace Lutheran School in the County of Rocky View. The annual lease payments are \$285,817 and the lease agreement in place extends until August 5, 2022. The Division also leases space in Airdrie for its Community Learning Program. The annual lease payment is \$61,315 and the lease term is for ten years, extending to July 31, 2026.

3 - Service Providers: The Division is committed to agreements with various service providers through purchase order requisitions and contracts for goods or services such as equipment and contracted services required to maintain schools, technology equipment and licensing agreements as well as consumable supplies that are outstanding as of August 31, 2021.

Estimated payment requirements for each of the next five years and thereafter are as follows:

	Building Projects	Building Leases	Service Providers	Total
2021-2022	\$ 2,138,058	\$ 357,633	\$ 23,242,808	\$ 25,738,499
2022-2023	\$ -	\$ 71,815	\$ 19,954,633	\$ 20,026,448
2023-2024	\$ -	\$ 72,170	\$ 19,806,600	\$ 19,878,770
2024-2025	\$ -	\$ 73,944	\$ 19,712,633	\$ 19,786,577
2025-2026	\$ -	\$ 73,944	\$ 19,712,633	\$ 19,786,577
Thereafter	\$ -	\$ 73,944	\$ 19,712,633	\$ 19,786,577
Total	\$ 2,138,058	\$ 723,451	\$ 122,141,940	\$ 125,003,448

16 - Contingent Liabilities

- a) The Division is a member of Urban Schools Insurance Consortium (USIC), which facilitates the placement of property and liability insurance coverage for fourteen divisions throughout the province of Alberta. Premium rebates are received from the insurer's favorable claims experience and accumulated by the consortium to self-insure a portion of the members' risk exposure. Under the terms of its membership, the Division could become liable for its proportionate share of any claim losses in excess of the funds held by the exchange. The Division's share of accumulated consortium funds as at August 31, 2021 is \$1,011,439 (2020 - \$534,909).
- b) At August 31, 2021 the Division is named in six liability lawsuits, four of which were initiated in the current fiscal period. The outcome of the liability claims is unknown as proceedings have not progressed to the point where an estimate of the obligation can be made. The Division's liability insurance is expected to cover any actual losses associated with half the claims. Three of the claims are non-insured losses.
- c) At August 31, 2021 the Division is named in three Human Rights commission complaints. The outcome of the Human Rights complaint cannot be estimated at this time as proceedings in the case have not progressed to the point where a determination of the outcome can be made. Accordingly, no accrual for damages has been made in the financial statements.
- d) None of these contingent liabilities involves related parties.

17 - Trusts Under Administration

These balances represent assets that are held in trust by the Division and are not recorded in these financial statements.

	2021	2020
Deferred salary leave plan	\$ 64,795	\$ 82,052
Scholarship trusts	\$ 129,470	\$ 152,314
Total	\$ 194,265	\$ 234,366

18 - School Generated Funds

	2021	2020
School Generated Funds, Beginning of Year	\$ 3,851,320	\$ 3,634,319
Gross Receipts:		
Fees	\$ 599,845	\$ 2,567,055
Fundraising	\$ 150,971	\$ 1,085,990
Gifts and donations	\$ 454,819	\$ 462,605
Other sales and services	\$ 219,250	\$ 692,100
Total gross receipts	\$ 1,424,885	\$ 4,807,750
Total Related Expenses and Uses of Funds	\$ 1,271,383	\$ 3,602,825
Total Direct Costs Including Cost of Goods Sold to Raise Funds	\$ 399,244	\$ 987,924
School Generated Funds, End of Year	\$ 3,605,578	\$ 3,851,320
Balance included in accumulated surplus from operations (Note 14)	\$ 3,605,578	\$ 3,851,320

19 - Related Party Transactions (RPT)

Related parties are those entities consolidated or accounted for on the modified equity basis in the Government of Alberta Consolidated Financial Statements. Related parties also include key management personnel within the Division and their close family members.

All entities that are consolidated in the accounts of the Government of Alberta are related parties of school divisions. These include government departments, health authorities, post-secondary institutions and other school divisions in Alberta.

	Balances		Transactions	
	Financial Assets (at cost or net realizable value)	Liabilities (at amortized cost)	Revenues	Expenses
Government of Alberta (GOA):				
Alberta Education				
Accounts receivable / Accounts payable	\$ 12,758	\$ 7,183,674		
Prepaid expenses / Deferred operating contributions	\$	\$ 1,583,276		
Unspent deferred capital contributions		\$ 59,200		
Spent deferred capital contributions / revenue		\$ 18,910,661	\$ 386,768	
Grant revenue & expenses			\$ 243,989,514	
ATRF payments made on behalf of district			\$ 13,922,619	
Other Alberta school	\$ 1,379,257	\$	\$ 1,524,804	\$ 3,730
Post-secondary institutions	\$ 121	\$	\$ 2,371	\$ 39,363
Alberta Health Services	\$ 37,784	\$ 10,119	\$ 382,739	\$ 9,886
Advanced Education	\$	\$ 178,450	\$ 134,925	
Alberta Infrastructure				
Alberta Infrastructure	\$	\$	\$ 2,661,943	\$ 35,808
Unspent deferred capital contributions		\$ 760,372		\$
Spent deferred capital contributions / revenue		\$ 291,193,183	\$ 13,941,816	
Other GOA ministries	\$ 18,230	\$	\$	\$
Other:				
Alberta Capital Financing		\$ 9,739		\$ 67,201
TOTAL 2020/2021	\$ 1,448,151	\$ 319,888,673	\$ 276,947,499	\$ 155,987
TOTAL 2019/2020	\$ 2,976,498	\$ 318,128,602	\$ 260,583,314	\$ 272,366

The Division and its employees paid or collected certain taxes and amounts set by regulation or local policy. These amounts were incurred in the normal course of business, reflect charges applicable to all users and have been excluded from this schedule.

20 - COVID-19

In response to the COVID-19 pandemic, Alberta Education provided additional resources to school jurisdictions. In 2019/20, the Division received \$292,380 of personal protective equipment that was consumed and recognized as an expense and revenue in 2020/21. The Division received and utilized \$10,285,850 Safe Return to Class funding in 2020/21. Alberta Education also provided an additional \$7,183,674 COVID Mitigation Support funding to the Division that is included as a liability as at August 31, 2021 and will be utilized in the 2021/22 school year to support safe learning.

Management has assessed the financial impact of COVID-19 as at August 31, 2021 including the impact on grants and contributions, recoverability of accounts receivable, value of investments, availability of liquidity in order to allow the Jurisdiction to support its operations for the foreseeable future. No significant financial impact has been noted for the Division.

21 - Economic Dependence on Related Third Party

The Division's primary source of income is from the Alberta Government. The Division's ability to continue viable operations is dependent on this funding.

22 - Budget Amounts

The budget was prepared by the school jurisdiction and approved by the Board of Trustees on May 20, 2021. The budget has been presented for information purposes only and has not been audited.

23 - Comparative Figures

The comparative figures have been reclassified where necessary to conform to the 2020/2021 presentation.

SCHEDULE 8

UNAUDITED SCHEDULE OF FEES
For the Year Ended August 31, 2021 (in dollars)

	Actual Fees Collected 2019/2020	Budgeted Fee Revenue 2020/2021	(A) Actual Fees Collected 2020/2021	(B) Unspent September 1, 2020*	(C) Funds Raised to Defray Fees 2020/2021	(D) Expenditures 2020/2021	(A) + (B) + (C) - (D) Unspent Balance at August 31, 2021*
Transportation Fees	\$1,626,288	\$3,492,125	\$2,408,200	\$0	\$0	\$2,408,200	\$0
Basic Instruction Fees							
Basic instruction supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Fees to Enhance Basic Instruction							
Technology user fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Alternative program fees	\$54,115	\$256,058	\$128,917	\$0	\$0	\$128,917	\$0
Fees for optional courses	\$825,387	\$1,324,065	\$805,196	\$0	\$0	\$805,196	\$0
Activity fees	\$470,757	\$2,276,855	\$253,773	\$334,809	\$0	\$59,082	\$529,500
Early childhood services	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other fees to enhance education	\$21,137	\$5,432	\$70,010	\$0	\$0	\$0	\$70,010
Non-Curricular fees							
Extracurricular fees	\$868,873	\$1,089,573	\$121,425	\$235,638	\$0	\$139,031	\$218,032
Non-curricular travel	\$678,798	\$405,272	\$0	\$44,334	\$0	\$7,104	\$37,230
Lunch supervision and noon hour activity fees	\$327,650	\$62,000	\$6,322	\$95,638	\$0	\$22,710	\$79,250
Non-curricular goods and services	\$295,048	\$1,049,695	\$148,310	\$133,839	\$0	\$133,944	\$148,205
Other Fees	\$96,919	\$0	\$15	\$3,102	\$0	\$85,162	\$0
TOTAL FEES	\$5,264,972	\$9,961,075	\$3,942,168	\$847,360	\$0	\$3,789,346	\$1,082,227

*Unspent balances cannot be less than \$0

Please disclose amounts paid by parents of students that are recorded as "Sales of services and products", "Fundraising", or "Other revenue" (rather than fee revenue):	Actual 2021	Actual 2020
Cafeteria sales, hot lunch, milk programs	\$259,081	\$442,796
Special events, graduation, tickets	\$2,590	\$90,410
International and out of province student revenue	\$25,539	\$0
Sales or rentals of other supplies/services (clothing, agendas, yearbooks)	\$852,124	\$807,892
Adult education revenue	\$15,067	\$19,345
Preschool	\$0	\$0
Child care & before and after school care	\$0	\$0
Lost item replacement fee	\$0	\$0
Other (Describe)	\$0	\$0
Other (Describe)	\$0	\$0
Other (Describe)	\$0	\$0
TOTAL	\$1,154,401	\$1,360,443

SCHEDULE 9

UNAUDITED SCHEDULE OF SYSTEM ADMINISTRATION
For the Year Ended August 31, 2021 (in dollars)

EXPENSES	Allocated to System Administration 2021			
	Salaries & Benefits	Supplies & Services	Other	TOTAL
Office of the superintendent	\$ 353,327	\$ 39,682	\$ -	\$ 393,009
Educational administration (excluding superintendent)	1,143,260	36,580	-	1,179,840
Business administration	1,317,231	361,847	-	1,679,078
Board governance (Board of Trustees)	401,487	155,514	-	557,001
Information technology		-	-	-
Human resources	1,478,490	253,152	-	1,731,642
Central purchasing, communications, marketing	973,391	24,935	-	998,326
Payroll	368,435	7,000	-	375,435
Administration - insurance			322,072	322,072
Administration - amortization			425,182	425,182
Administration - other (admin building, interest)			70,205	70,205
			-	-
			-	-
			-	-
TOTAL EXPENSES	\$ 6,035,621	\$ 878,710	\$ 817,459	\$ 7,731,790
Less: Amortization of unsupported tangible capital assets				(\$425,182)
TOTAL FUNDED SYSTEM ADMINISTRATION EXPENSES				7,306,608

REVENUES	2021
System Administration grant from Alberta Education	8,332,289
System Administration other funding/revenue from Alberta Education (ATRF, secondment revenue, etc)	
System Administration funding from others	85,744
TOTAL SYSTEM ADMINISTRATION REVENUES	8,418,033
Transfers (to)/from System Administration reserves	-
Transfers to other programs	-
SUBTOTAL	8,418,033
2020 - 21 System Administration expense (over) under spent	\$1,111,425



DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: SUPERINTENDENT OF SCHOOLS

Item: Board Representatives for Two Online School Naming Committees

Date of Meeting: November 25, 2021

Background:

In August 2020, in response to the pandemic, RVS decided to provide a fully online grade 1 to 12 option to RVS families. RVS had approximately 3,000 students in our RVS Online Learning option in 2020/21. On April 1, 2021, the Board directed the superintendent to continue offering a Grade 1 to 12 online option for RVS students. On June 17, 2021, the Board approved a temporary name for the new grade 1 to 9 school of RVS Elementary / Middle Online School with our grade 10-12 online offering using the previously approved RVS Online School name and school code.

In June, we stated that “the school will engage in a process involving the community (families, students, and staff) and bring forward, for the Board’s consideration, any potential new name for use in the 2022/23 school year and beyond.”

Current Status:

RVSO (high school with approximately 200 students) and RVSEMO (grades 1 to 9 with approximately 440 students) started operations in the fall of 2021 under these temporary school names. Part of their building of a school culture and identity is the name of the school. Each school is engaging the school community to propose some options for the Board’s consideration in the spring of 2022.

Because our existing Administrative Procedure related to Naming of Facilities (AP5402) was written for traditional brick-and-mortar facilities (referencing communities and developers), we have needed to be a bit creative with these namings. School principals have formed committees and soliciting potential names. The committees will ultimately recommend at least two options for the Board of Trustees to decide in the spring of 2022.

Each of these committees should have a designated trustee to sit on them.

Alternative I:

The Board of Trustees designate Trustee Baziuk to represent the Board on the RVS Online School naming committee and Vice-Chair Lang on the RVS Elementary/Middle Online School naming committee.

Alternative II:

The Board of Trustees designate Trustee _____ to represent the Board on the RVS Online School naming committee and Trustee _____ on the RVS Elementary/Middle Online School naming committee.



DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: SUPERINTENDENT OF SCHOOLS

Recommendation:

The Board of Trustees designate Trustee Baziuk to represent the Board on the RVS Online School naming committee and Vice-Chair Lang on the RVS Elementary/Middle Online School naming committee.



COMMITTEE REPORT

TO: THE BOARD OF TRUSTEES

FROM: THE BOARD PLANNING COMMITTEE

Date: November 25, 2021

Committee Members Present:

All Trustees (excluding Trustee Gilbert)
Greg Luterbach, Superintendent
Larry Paul, Associate Superintendent Business & Ops
Tara De Weerd, Director of Communications
Stephanie Dove, Recording Secretary

Meeting Date: November 4, 2021

Key Meeting Points:

- Received information from administration regarding progress and implementation of RVS' Real Time Reporting initiative
- Provided feedback to School Councils Committee on their draft plan for the upcoming Joint Board & School Council meeting
- Reviewed proposed policy statements for upcoming Alberta School Boards Association Fall General Meeting
- Reviewed recent announcement from Minister LaGrange regarding 2021/2022 Diploma exams
- Discussed draft K-6 curriculum implementation and potential Board feedback

Committee Recommendation(s):

- Send follow up letter to Minister LaGrange restating the Boards position that 2021/2022 Diploma exams should be optional for students



DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: THE BOARD CHAIR

Item: ASBA Zone 5 Representation

Date of Meeting: November 25, 2021

Background:

The Board of Trustees is an active member of the Alberta School Boards Association (ASBA) both provincially and locally through ASBA Zone 5. At the Board Organizational Meeting on October 28, Trustees Bowen and Hunter were appointed to represent RVS Board of Trustees at ASBA Zone 5.

Current Status:

On November 12, 2021, ASBA Zone 5 held its Annual General Meeting where the following elections were made:

Vice Chair

Trustee Melyssa Bowen has been elected to the role of Vice Chair, ASBA Zone 5. The duties of the Vice Chair include:

- Assuming position of Chair in their absence
- Attending to any responsibilities as requested/directed by the Chair
- Liaising with Banker Board to ensure accurate accounting of Zone revenue and expenses and prepare financial report twice a year for review at Zone meeting
- Act as signing authority for Zone expenses

Alternate Director

Trustee Judi Hunter has been elected to the role of Alternate Director, ASBA Zone 5. The duties of the Alternate Director include:

- In the absence of the Zone 5 Director, fulfilling their duties which includes:
 - attending ASBA Board of Directors (BOD) meetings
 - acting as the communication/information link between Zone 5 and ASBA BOD
 - report relevant information from ASBA to Zone 5
 - attend and report at all Zone 5 meetings and all Zone Executive meetings.
- Attending Field Experiences Policy Advisory Committee meetings as the Zone 5 representative

Alternatives:

Alternative 1

The Board of Trustees recognizes and authorizes additional honoraria, net of monies received from ASBA, for Trustee Melyssa Bowen to be Vice Chair, ASBA Zone 5 and Trustee Judi Hunter to be Alternate Director, ASBA Zone 5.

DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: THE BOARD CHAIR

Alternative II

The Board of Trustees does not authorize additional honoraria, net of monies received from ASBA, for Trustee Melyssa Bowen to be Vice Chair, ASBA Zone 5 and Trustee Judi Hunter to be Alternate Director, ASBA Zone 5.

Recommendation:

The Board of Trustees recognizes and authorizes additional honoraria, net of monies received from ASBA, for Trustee Melyssa Bowen to be Vice Chair, ASBA Zone 5 and Trustee Judi Hunter to be Alternate Director, ASBA Zone 5.