



REGULAR MEETING OF THE BOARD OF TRUSTEES

RVS EDUCATION CENTRE
2651 CHINOOK WINDS DR. SW

AIRDRIE, AB

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

OCTOBER 20, 2022

10:00 a.m. Regular Board Meeting

AGENDA

1. Call to Order
Rocky View Schools would like to acknowledge the land and recognize all the Indigenous Peoples whose footprints have marked these lands from time immemorial. Together, we can learn and honour the ways of knowing of Indigenous Peoples for all future generations.
2. Approval of Agenda
3. In Camera Meeting
4. Motions Arising from In Camera
5. Approval of Minutes
 - a) Regular Board Meeting – October 6, 2022
6. Exemplary Practice/ Student Showcase
 - a) Muslims of Croxford Student Group
7. Superintendent's Report
8. Chair's Report/Correspondence
9. Committee Reports
 - a) Planning
10. Trustee Reports
11. New Business
 - a) Before and After School Care in RVS
12. Adjournment

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



EXEMPLARY PRACTICE

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Date of Meeting: Oct. 20, 2022

Showcase Name: Muslims of Croxford Student Group

Teachers: Jeff Smith, John Everitt

Student Presenters: Bhatti Rabee, Ali Rayan, Shahzad Ramasa, Fareeha Sohail

Project Description

The Muslims of Croxford Student Group is a group of Muslim students at the high school who gather to pray and to create awareness about their faith in the broader school community. The group was started during the 2021/22 school year, and members undertook several activities to enrich the inclusion and diversity of W.H. Croxford. This group is an example of students valuing diversity, cultures and traditions – one of the outcomes of RVS' Four-Year Education Plan.

Students will showcase some of their activities from the group's inaugural year, including answering questions about Ramadan and organizing a culture day for the entire school around the time of Eid-ul-Fitr. They will also discuss plans for the group for this year.



SUPERINTENDENT'S REPORT
REGULAR MEETING OF THE BOARD OF TRUSTEES

OCTOBER 20, 2022

AGENDA

- | | ACTION |
|---|---------------|
| 1. Strategic Plan Development Update | Information |
| 2. School Messenger Text Messaging | Information |
| 3. New Dual Credit Startup Funding from Alberta Education | Information |

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

Greg Luterbach
Superintendent of Schools



INFORMATION ITEM

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Item: Strategic Plan Development Update

Date of Meeting: October 20, 2022

Background:

High-level strategic planning is an integral component of the Board’s leadership and governance function. Board Policy 9 – Strategic Plan (BP9) supports this role and provides the framework for the creation of a divisional strategic plan. The policy gives direction to the Board, the Planning Committee, and the Superintendent of their collaborative roles in developing and championing the division plan.

Current Status:

On October 3, 2022, the Board released the summary of the input collected in May 2022. Students, parents/guardians, staff, and the community were asked three open-ended questions designed to understand their hopes for children’s education and school experience and what RVS should focus on. We received over 27,920 responses to help inform a first draft of the 2023 – 2026 RVS Strategic Plan. A summary of the feedback received is attached.

Also on Oct. 3, 2022, the Board released the initial draft strategic plan priorities and goals (see attached). Parents and staff were asked to share “what do you strongly support or agree with?”, “what are we missing (if anything)?”, and “anything you think we should remove?”. This feedback opportunity remains open until 9am on Monday Oct 17th. In the first week we have had over 1,300 individuals respond to the questions.

Later in October the Board and senior executive team will review and consider the feedback gathered from this round. They will also see what (if any) edits should be made to the draft priorities and goals, review the outcomes to ensure they are still aligned with any changes made to priorities/goals, and review Board Policy 1 to see if anything needs to be adjusted to ensure alignment with the strategic plan.

In November, the group will meet again to develop performance measures with an intention that the final strategic plan come for the Board’s consideration in December.

Recommendation:

The Board of Trustees acknowledges receipt of the Strategic Plan Development Update as information.



2023 – 2026 STRATEGIC PLAN SUMMARY

Last May, along with our annual Education Plan survey, we asked for your feedback to help the Board of Trustees develop a Strategic Plan to guide the division’s focus over the next four years. Students, parents/guardians, staff and the community were asked three open-ended questions designed to understand your hopes for children’s education and school experience and what RVS should focus on. We received over 27,920 responses to help inform a first draft of the 2023 – 2026 RVS Strategic Plan. The Board of Trustees met in August with senior administration to review the feedback provided and draft a preliminary strategic plan. The draft strategic plan will be shared with our community and feedback will be requested.

This is what we heard:

The feedback we received covered a wide range of areas, topics and ideas. All comments were reviewed, and key themes were identified. These have been summarized below each question.



Question 1: What are your hopes for your children’s/your education and school experience?

<p>Students</p>	<ul style="list-style-type: none"> • A desire to learn, have fun and succeed. Success was described broadly (for example, in a specific class, subject or skill, with friendships, graduation, post-secondary, in adulthood, etc.). Having a positive relationship with teacher(s) where they feel they can learn and are supported is essential. Being prepared for life after Grade 12. • A need for more dedicated quiet space and fewer distractions to focus on schoolwork. • Aspirations to improve in math and recognition that math is an important subject.
<p>Parents/ Guardians</p>	<ul style="list-style-type: none"> • An overall desire for a positive, supportive educational experience for their child. Caring, skilled and invested teachers and staff with a personal connection to their students. • Having students experience success. How success is defined ranged, including: developing skills, graduating, attending post-secondary, feeling positive, belonging and feeling mentally well. • Increased focus and support for students in numeracy and literacy specifically referencing reading, writing and math. Other areas included social media, digital citizenship and financial literacy.
<p>Staff</p>	<ul style="list-style-type: none"> • Having greater supports for student physical, social, mental and intellectual development. Additional classroom support for students with complex needs and/or students who have been negatively impacted by the pandemic. • Enhanced focus on foundational skills in the classroom such as numeracy, literacy and writing. Prepare students for life after Grade 12 with hands-on learning, experiential opportunities, life skills and field trips. Instill a love of learning in students and make learning fun. • Increased supports to improve student and staff wellness and contribute to an overall positive environment.



Question 2: If you could make any changes at RVS/school, what would they be?

Students	<ul style="list-style-type: none"> • Improve school facilities, including: more space (more classrooms, larger hallways, quiet focus areas, outdoor classrooms, etc.), washrooms, play areas and areas to eat. • A desire for more free time during the school day (longer recess, lunch breaks, study breaks, later start and earlier dismissal) as well as additional outdoor play and gym time. • A need to feel safe and respected at school without bullying or negativity.
Parents/ Guardians	<ul style="list-style-type: none"> • A desire to maintain/build a positive connection and regular communication between parents/guardians and schools/teachers. More frequent and detailed communication about student progress. • More support in a variety of areas including classroom, teacher, space/ classroom size, individual learning needs and athletics.
Staff	<ul style="list-style-type: none"> • Greater supports in a wide range of areas including: learning support in general, classroom support and/or target supports for students with individualized needs, smaller class sizes, and student and staff wellness.

Question 3: What do your children/you need to be successful over the next four years?

Students	<ul style="list-style-type: none"> • Younger grades expressed they want to learn, make friends and have fun at school. Having a positive experience with teachers is important. They want help in subjects like math so they can improve and gain confidence. Having activities and spaces that make learning fun brings enjoyment. • Higher grades shared their desire to achieve academic results, be prepared for the realities of “real life” and to succeed. Success was often described as passing a test, course, grade, graduating and/or attending post-secondary. • Having positive relationships with teachers and peers. Mental health is important in success as well as having a network of support.
Parents/ Guardians	<ul style="list-style-type: none"> • For RVS to recognize the many impacts of the pandemic and have patience, compassion, understanding and a keen sense of the individual needs of students. Greater supports to meet various student needs. • A strong desire for consistency and a return to normal learning environment including activities such as field trips, outdoor activities and extracurricular activities.
Staff	<ul style="list-style-type: none"> • Greater supports to improve student and staff wellness. • Focus on teaching foundational subjects such as literacy and numeracy, while ensuring students gain the skills they need to help them to be successful as adults. Ensuring resources are in place to provide individualized support.



2023 – 2026 STRATEGIC PLAN

Once approved by the Board of Trustees, the Rocky View Schools (RVS) 2023 – 2026 Strategic Plan will guide the division's focus over the next four years. Thank you to our students, parents, staff and community members whose feedback helped to develop the following priorities and goals. RVS welcomes all additional comments and input into finalizing the strategic plan. Please share your thoughts with us in a three-question survey.

Priorities

Goals

Improving our students' learning

1

1. Ensure a focus on numeracy and literacy skills.
2. Provide student-centred education that is inclusive, safe and supportive.
3. Deliver excellent instruction.
4. Offer diverse learning opportunities.

Strengthening our workforce

2

1. Develop and implement strategies to retain and attract a skilled and diverse workforce.
2. Support professional learning opportunities that strengthen expertise and build capacity.
3. Enhance leadership development opportunities and programs.
4. Foster an organizational culture that supports workplace wellbeing.
5. Cultivate a collaborative and inclusive team environment throughout RVS.

Bolstering our infrastructure

3

1. Provide and plan for appropriate spaces to learn and work.
2. Operate well-maintained schools and facilities where students and staff can thrive.
3. Deliver a robust technological infrastructure that responds to the changing needs of students and staff.

Connecting with our community

4

1. Foster partnerships and connections in the community that enhance learning opportunities for students and staff.
2. Provide assurance that RVS is a responsible public steward.
3. Engage and communicate actively with our community.
4. Build and nurture relationships with stakeholders.

INFORMATION ITEM



TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Item: SchoolMessenger School Texting Update

Date of Meeting: October 20, 2022

Background:

RVS has used the product SchoolMessenger for many years to facilitate communication with families. This tool is integrated with PowerSchool and is used for mass emails to families and can be used to call home with absences.

Current Status:

Beginning on Oct. 11, Rocky View Schools is enabling SchoolMessenger's SMS/text messaging service to parents. This will be used for timely information (e.g., school closures) from both RVS and your child's school. It is not a replacement for information sent via email or posted to the school's website.

A subscription text was sent to the cell phone number(s) we have on file for parents on Oct. 11. Individuals who wish to utilize this service needed only to reply YES. Individuals who subscribed and now no longer wish to receive these texts can unsubscribe at any time by texting STOP to 978338. Individuals who do not want to get any text/SMS messages from the school or district, do not need to take any action.

Private student information will not be texted using this service. This service will only be used for timely group messages to the school or RVS community. The information is safe and will never be given or sold to anyone.

Recommendation:

The Board of Trustees acknowledges receipt of the SchoolMessenger Text Messaging Update as information.



INFORMATION ITEM

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Item: New Dual Credit Start-up Funding from Alberta Education

Date of Meeting: October 20, 2022

Background:

Dual credits can be earned by high school students in grades 10, 11 and 12. Students participate in a post-secondary course and receive instruction from a post-secondary employed instructor and are provided with both a high school credit that counts towards graduation as well as a post-secondary credit from that institution in course work, in apprenticeship or journey person certification. When students attend classes at a post-secondary institute, we are required to send a certificated teacher with the students.

Dual credit offerings began in the 2017-2018 school year when RVS received two separate government grants to start on this work with SAIT and with Bow Valley College. Initially students took part in management and marketing courses at SAIT, as well as childcare, medical terminology, and justice studies through BVC. The Bow Valley College grant was shifted to Olds College in the fall of 2019 when Bow Valley dropped their dual credit programming. Currently, RVS has dual credit partnership agreements with Olds College, SAIT and U of C.

Current Status:

RVS applied for and received further funding for the fall of 2022 through the Alberta Education Dual Credit Start Up Grant. We were considered under this grant as we were requesting funds to have students access the Veterinary Technician Assistant program through Olds College. The funding we received will allow for 10-12 students to attend Olds College and earn a certificate in the Veterinary Technician Assistant program. The funding includes transportation, tuition, materials, and supplies for the students as well as substitute costs to send a teacher along with the students for a total of \$50,000 which was the maximum amount that could be requested.

We have students taking part in Psychology 100, Agriculture Technology, Intro to Veterinary Profession, Veterinary Practice and Technology in Agriculture, Intro to Ag Mechanics, and Welding as well as the new offering of Veterinary Technician Assistant. Students from all RVS High Schools (including our CLCs) have access to the classes as well as students from The Farm and Building Futures and there are students from each of the high schools taking currently taking part.

Going beyond dual credit, the relationship with SAIT is expanding. Building Futures students will be spending 15 days on SAIT campus to explore trades with instructors at no cost to students, schools or the division. Students are also able to participate in a pre-employment program at SAIT. These types of opportunities are expected to grow over the coming years. Currently dual credit offerings are managed by the Principal of the CLC and supported by the Associate Superintendent of Learning.



INFORMATION ITEM

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Fall 2022 enrolment:

- 2 SAIT pre-employment
- 3 second year welding at Olds College
- 12 online at Olds College in various courses
- 11 online at SAIT in various courses
- 28 in Turning point which is a trades exploration course
- 32 in Tech for Ag at Olds College
- 5 in Vet Tech Assistant course at Olds College
- 40 females will be taking part in "Jill of All Trades" (planning still in progress)

Recommendation:

The Board of Trustees acknowledges receipt of the New Dual Credit Start-up Funding Update as information.



[Home](#) → [Education and training](#) → [Kindergarten to Grade 12 education](#) → [Curriculum and programs of study](#) → [Dual credit](#)

Dual credit – Start-up funding for schools

How school authorities apply for and report on the dual credit start-up grant.

On this page:

- [Important dates](#)
- [Apply for funding](#)
- [2022/2023 grant recipients](#)
- [Eligibility](#)
- [Reporting](#)
- [Contact](#)
- [Related](#)

Important dates

Start-up funding grant applications for 2022/2023 are now closed.

Apply for funding

Funding

Eligible school authorities were able to apply for one start-up funding grant up to \$50,000 for dual credit opportunities for the 2022/2023 school year.

School authorities can use the grant to create new dual credit programming at any school or support existing programming at a new school within their authority.

When two school authorities partner, they apply together and designate one school authority as the lead. The lead authority will receive the funding and be responsible for managing it and reporting on behalf of the partners.

2022/2023 grant recipients

The following school authorities will receive a start-up grant for the 2022/2023 school year:

- Battle River School Division
- Black Gold School Division
- Buffalo Trails Public Schools
- Calgary Board of Education
- Calvin Christian School
- Canadian Rockies Public Schools
- Clearview School Division
- Chinook's Edge School Division
- Chiniki College Private High School Independent
- East Central Alberta Catholic School Division
- Edmonton Catholic Schools
- Elk Island Public Schools
- Foothills School Division
- Fort Vermilion School Division
- Greater St. Albert Catholic Schools
- Golden Hills School Division
- Harvest Baptist Academy
- Horizon School Division
- Kee Tas Kee Now Tribal Council Education Authority
- Lakeland Catholic School Division
- Lethbridge School Division
- Living Truth Christian School
- Livingstone Range School Division
- Medicine Hat Public School Division
- Northern Lights Public Schools

- Palliser Regional Schools
- Red Deer Catholic Regional Schools
- Rocky View Schools
- St. Albert Public Schools
- St. Paul School Division
- Stoney Nakoda - Tsuut'ina Tribal Council
- Sturgeon Public School Division
- Summit West Independent School
- Sunchild First Nation School
- Westmount Charter School
- Westwind School Division
- Wild Rose School Division
- Wolf Creek Schools

Eligibility

The following school authorities and schools were eligible to apply:

- First Nations/First Nation Education Authority
- public
- separate
- Francophone
- public charter
- accredited funded independent (private)

Criteria

The dual credit opportunity must:

- be new to the school authority or new to a school within the school authority
- align with students' interests and needs
- connect to a local or provincial labour market need
- align with the dual credit description, guiding principles and criteria
- not be the same or similar to programming funded through other government grant funding
- not be connected to a high school upgrading course or post-secondary continuing education course or program

Reporting

Important dates

Start-up Grant Reporting Deadline: July 31 annually

School authorities must report on the dual credit start-up funding allocated for a school year. The report needs to identify:

- any partners who collaborated on the programming
- revenue and expenses for the school year
- a description of the learning opportunity
- promising practices that worked
- challenges that were addressed
- how many students participated
- next steps to sustain the programming

If school authorities have not spent the start-up grant funding they were allocated, it can be carried forward to the next school year. Once that school year ends, another report needs to be submitted for the reallocated amount.

The lead school authority is responsible for completing and submitting the report by using the interactive [Dual Credit Start-up Funding Grant Reporting Template](#) (PDF, 98 KB).

Contact

Connect with the Alberta Education Dual Credit program:

Hours: 8:15 am to 4:30 pm (open Monday to Friday, closed statutory holidays)

Email: edc.dct@gov.ab.ca

Related

[Dual credit – Enhancement funding for schools](#)

[Registered Apprenticeship Program](#)

[Career and Technology Studies](#)

[Off-campus Education](#)

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COMMITTEE REPORT

TO: THE BOARD OF TRUSTEES

FROM: THE BOARD PLANNING COMMITTEE

Report Date: October 20, 2022

Committee Members Present:

Fiona Gilbert, Todd Brand, Fred Burley, Melyssa Bowen, Judi Hunter
Greg Luterbach, Superintendent
Larry Paul, Associate Superintendent of Business & Operations
Tara De Weerd, Director of Communications
Ashley Maroukian, Recording Secretary

Absent: Shali Bazuik, Norma Lang

Meeting Date: October 6th, 2022

- The committee planned the next Long Service and Retiree Celebration to be held on October 21st
- The planning committee made a plan for future advocacy meetings with local area MLAs
- Alberta government required forms for all elected officials regarding public disclosure of interests were reviewed and signed by all.
-

Future Considerations:

- Before & After School Care practices in RVS Schools were presented and discussed as a future, potential action item



DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: TRUSTEE GILBERT

Item: Before and After School Care in RVS Schools

Date of Meeting: October 20, 2022

Background:

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

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

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

Current Status:

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

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

Recommendation:

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

DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: TRUSTEE GILBERT

Motion #1:

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

Motion #2:

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