



ORGANIZATIONAL MEETING OF THE BOARD OF TRUSTEES

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

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

SEPTEMBER 21, 2023
9:30 a.m.

AGENDA

1. Call to Order by Mike Guindon, Associate Superintendent of Business and Operations
2. Approval of Agenda
3. Request for Secret Ballot for Chair and Vice Chair Positions
(Section 9(d) Board Procedures Regulation 82/2019 of the Education Act attached) – Does any Trustee desire a secret ballot?
4. Appointment of Ballot Committee (if required)
 - a. That the Board of Trustees appoints Steve Thomas and Jenelle Weisgarber to the Ballot Committee.
5. Election of Chair of the Board of Trustees
 - a. Nominations
 - b. Candidate Statements
6. Turn Over of Chair
7. Election of Vice-Chair of the Board of Trustees
 - a. Nominations
 - b. Candidate Statements
8. Destruction of Ballots (if required)
9. Appointments to Board Representatives and Committees

RVS Board Representatives		
A.	Teacher Employer Bargaining Association (TEBA)	Trustee (XXXX)
B.	Professional Development Leave (PDLC)	Two Trustees (XXXX)
C.	Alberta School Boards' Association (ASBA) Zone 5	Two Trustees (XXXX)
D.	Inclement Weather	One Trustee Representative Per Area Chestermere/Langdon/Indus (XXXX) Airdrie (XXXX) Crossfield / Kathryn / Beiseker (XXXX) Bragg Creek / Springbank (XXXX) Cochrane/Westbrook/Bearspaw (XXXX)
E.	School Council Meetings	One Trustee Representative Per Council (area specific, including two new online schools) Discovery Trails Online – XXXX Summit Trails Online High School – XXXX

F.	Springbank Park for All Seasons	Ward 5 Trustee (XXXX)
G.	Cochrane Parks and Recreation	Ward 6 Trustee (XXXX)
H.	Langdon Healthy Community Collaborative	Ward 2 Trustee (XXXX)
I.	Chamber of Commerce	One Trustee Representative Per Area Chestermere (XXXX) Langdon (XXXX) Airdrie (XXXX) Crossfield (XXXX) Bragg Creek (XXXX) Cochrane (XXXX)

RVS Board Committee Membership		
A.	Advocacy	Chair ASBA Zone 5 Rep (XXXX) Trustee (XXXX)
B.	Agenda Planning	Chair Vice Chair
C.	Appeals	Three Trustees (XXXX)
D.	ASBA	Three Trustees: Zone 5 Rep – (XXXX) Zone 5 Rep – (XXXX) Trustee (XXX)
E.	Audit	Trustee from previous year (XXXX) Trustee (XXXX)
F.	Board Planning	All Trustees
G.	Budget	All Trustees
H.	Indigenous Advisory Circle	Chair/Vice-chair Trustee (XXXX)
I.	Labour Relations	Three Trustees: TEBA Rep (XXXX) Two Trustees (XXXX)
J.	Policy	Three Trustees (XXXX)
K.	School Councils	Vice Chair Three Trustees (XXXX)
L.	Student Expulsion Hearing	Three Trustees (XXXX)
M.	Student Transportation	Four Trustees: Two Trustees – Rural (XXXX) Two Trustees – Urban (XXXX)

10. Adjournment

(4) Notwithstanding subsection (1), when the number of trustees at a meeting is less than a quorum because one or more trustees have declared a conflict of interest with respect to a matter before the board at the meeting, the Minister may order that the remaining trustees are deemed to be a quorum for the purpose of deciding that matter.

Voting on questions

8(1) All resolutions must be submitted to a board by the chair of the board or a trustee, and no seconder is required.

(2) The chair of the board and every trustee present at a meeting of the board must vote for or against every question unless

- (a) in a specific case, the chair or a trustee is excused by resolution of the board from voting, or
- (b) the chair of the board or a trustee has a pecuniary interest in the matter and abstains from voting as required by section 88(1) of the Act.

(3) The secretary of the board must, whenever a recorded vote is requested by a trustee, record in the minutes the name of each trustee present and whether the trustee voted for or against the matter.

(4) Notwithstanding subsection (3), the secretary of the board must, immediately after a vote is taken and on the request of a trustee, record in the minutes the name of that trustee and whether that trustee voted for or against the matter or abstained.

Required votes

9 At a meeting of a board the following applies:

- (a) each question must be decided by a majority of the votes of the trustees present;
- (b) in case of an equality of votes, the question must be decided in the negative;
- (c) a vote on a question must be taken by open vote;
- (d) notwithstanding clause (c), with respect to the election of a chair of the board or a vice-chair of the board, if one or more trustees request that the vote be by secret ballot, the vote must be by secret ballot.



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>

SEPTEMBER 21, 2023

Immediately following the Organizational Meeting

AGENDA

1. Call to Order
2. Approval of Agenda
Trustee Shelley Kinley
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.
3. Approval of Minutes
 - a) Regular Board Meeting – September 7, 2023
4. Superintendent's Report
5. Chair's Report/Correspondence
6. Committee Reports
 - a) Policy (w/motion)
 - b) Planning
7. Trustee Reports
8. New Business
 - a) ASBA VP nomination
The Board of Trustees of Rocky View Schools supports Trustee Shali Baziuk for the position of Vice President of the Alberta School Boards Association (ASBA) for the 2023-2025 term and directs the Board Chair to submit a letter of nomination to ASBA.
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

SEPTEMBER 21, 2023

AGENDA

1. Airdrie Accommodation Consultation
2. Strategic Plan Annual Report
3. Enrolment Update

ACTION

Directive
Directive
Information

A handwritten signature in black ink, appearing to read "Greg Luterbach", with a stylized flourish at the end.

Greg Luterbach
Superintendent of Schools

DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Item: Airdrie Accommodation Consultation

Date of Meeting: September 21, 2023

Background:

Airdrie, Cochrane and Chestermere's increasing population combined with government funding for new schools in Rocky View Schools not keeping pace with growth has resulted in many overutilized schools. RVS' situation is not sustainable and must be addressed immediately, beginning with Airdrie.

While timelines remain uncertain, optimistically if full construction funding is provided and RVS can move ahead with construction as soon as possible, the earliest opening for an elementary school in Airdrie is 2026 or 2027 and a high school in 2028. While they will be welcomed additions, even with these new schools, the ongoing rapid enrolment growth of 300 to 500 new students in Airdrie each year will continue to create space challenges in numerous existing schools.

To address this compounding issue, an RVS staff working group conducted a thorough review last school year that began with student accommodation challenges in our high schools and expanded to all grade levels. From the review, the group generated three potential options for consideration: converting one middle school into a high school; moving Grade 9 to middle schools; or reorganizing the grade structure across Airdrie. Each option could have a range of impacts for multiple schools, students, families, and staff.

In alignment with AP 171 – Student Accommodation Consultation, administration is bringing forward a recommendation to the Board on a student accommodation consultation plan and timeline.

Current Status:

RVS Administration has developed a proposed plan to engage the community to gather feedback and insights on student accommodation changes that would best serve all Airdrie students. The Balancing Airdrie Student Spaces engagement would begin in the fall and aims to conclude in April 2024. It consists of two phases: an information sharing phase in the fall to provide stakeholders with information, resources and an opportunity to ask questions, and a feedback phase early in 2024 which will offer options for feedback collection, information gathering and interactive discussions, both in-person and online.

RVS administration is committed to actively engaging the community and ensuring clear, consistent and open communication throughout the process.

It is recommended a decision aim to be made at the public Board meeting scheduled for April 25, 2024. This decision, once made, would come into effect at the start of the 2025/26 school year, allowing time for families and staff to transition. However, in situations where urgent action is required in specific schools, it is possible administration may recommend some transitions occur for the 2024/25 school year.

DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Proposed Balancing Airdrie Student Spaces Engagement Timeline:

Sept. 21 Board Meeting

- Board approval of engagement plan and division announcement to stakeholders

Fall 2023

- Information sharing phase to provide stakeholders with information, resources and an opportunity to ask questions (RVSEngage.com as central information and feedback hub throughout engagement)

Jan. – Feb. 2024

- In-person and online engagement

March 2024

- Public delegations to the Board

April 2024

- Summarize feedback, develop recommendation for the Board's consideration

April 25 Board Meeting

- Board decision
- Division announcement of decision including direct communication to Airdrie families and school staff

Alternatives:

Alternative I:

The Board of Trustees approves the Balancing Airdrie Student Spaces engagement plan, as presented, and directs administration to lead implementation beginning in fall 2023.

Alternative II:

The Board of Trustees approves the Balancing Airdrie Student Spaces engagement plan, as amended, and directs administration to lead implementation beginning in fall 2023.

Alternative III:

The Board of Trustees refers the Balancing Airdrie Student Spaces engagement plan to the Board Planning Committee for further discussion.

Recommendation:

The Board of Trustees approves the Balancing Airdrie Student Spaces engagement plan, as presented, and directs administration to lead implementation beginning in fall 2023.



DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: SUPERINTENDENT OF SCHOOLS

Item: RVS 2022-2026 Strategic Plan – September 2023 Annual Report

Date of Meeting: September 21, 2023

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.

In March 2022, in alignment with Board Policy 9 – Strategic Plan, the Board Planning Committee approved a plan to develop the board’s strategic plan. Highlights of the process included community engagements, connection to forthcoming education plan, trustees and senior executive members collaborating to draft a plan, sharing the draft with community for feedback, revise plan based on feedback, adopt the plan. Performance measures were created in connection with the priorities, goals and outcomes.

Nearly 30,000 pieces for input and feedback were collected from students, families, staff, and community. This helped inform and shape the plan that was approved on December 15, 2022.

Current Status:

Board Policy 9 – Strategic Plan (BP9) requires “The Superintendent will provide an accountability report to the Board on the strategic plan annually and note areas of success, opportunity, and continuous improvement.” Identified performance measures would be reported each September to the Board and public as a means of assurance and transparency.

Given this is the first year of strategic plan and many of these performance measures had not previously been collected, it is impossible to compare to previous years. This year will establish some baseline data to help for future year comparisons. In some cases, staff struggled to collect the data originally described in the performance measures. In other cases, the data provided in the report only contains a portion of the school year given the plan was approved in December.

Observations:

- A number of the literacy and numeracy measures are new across RVS, but staff are already using the data to help program for students.
- The Math Intervention/Programming Instrument (MIPI) was administered in early fall of 2022 showed significant number of students with math skills that were lower than what is expected at their grade level. This same assessment (MIPI) will be completed in the coming weeks and will provide an indication on how successfully students were able to grow their math skills over 2022/23 school year. The other math assessment completed closer to the end of the year was much more positive.



DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: SUPERINTENDENT OF SCHOOLS

- The implementation of Positive Behavioral Interventions and Supports (PBIS) at a high level of fidelity continues to grow across RVS.
- Baseline data was collected for number of students engaging in unique school opportunities, divisional programs and dual credit / work experience and registered apprenticeship programs has been collected.
- New teacher hiring pool process was implemented mid-year and continues to be refined.
- Collection of data from exit interviews and making changes as a result of that information is becoming standard practice. Same for annual staff survey where we received a high participation rate for a survey.
- Massive project to update all job descriptions across the organization was fully completed within the year.
- High staff retention rates are noted with a baseline now established.
- Have a significant number of staff engaged in internal leadership development programs and the new learning support teacher development program.
- Baseline data re: staff engaging in RVS Learning Department led professional learning sessions is now collected with high satisfaction seen for those who attended.
- See significant number of schools visits made by the superintendent and associate superintendents.
- Despite significant advocacy efforts by the Board for additional space for students, government provided no new construction approvals and very limited additional space in the form of new modulars (10 new modulars approved).
- Schools are making over 5,780 requests for maintenance on their facilities and a third of those requests are completed within a week. Limited infrastructure maintenance and renewal dollars are being spent with a majority of those on high priority deferred maintenance projects.
- Core IT infrastructure had tremendous availability across the organization.
- More than one half of all teachers engaged with local businesses, organizations, or individuals from the community to contribute to student learning.
- Over 350 new partnerships were created to enhance student learning.
- Trustees were at over 540 community and school events over the year.
- Over 3,200 community events/activities were held in our school buildings when school was not in session.

Data collection should become a bit easier this year as everyone has had one opportunity to find ways to improve data collection. Also, next year we will have some comparison data to begin looking for trends and/or growth.

This fall the Board will review the strategic plan and determine if any of the original priorities/goals/outcomes and/or performance measures need to change.



DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: SUPERINTENDENT OF SCHOOLS

Overall, the concept of a strategic plan to guide the direction of the entire organization has been positively received. The intentional connection of major initiatives like the budget and education plan to the strategic plan helped reinforce this document as a useful and meaningful document for the organization.

Alternative I:

The Board of Trustees approves the RVS 2022-2026 Strategic Plan Annual Report as presented.

Alternative II:

The Board of Trustees approves the RVS 2022-2026 Strategic Plan Annual Report as amended.

Alternative III:

The Board of Trustees refers the RVS 2022-2026 Strategic Plan Annual Report to the Board Planning Committee.

Recommendation:

The Board of Trustees approves the RVS 2022-2026 Strategic Plan Annual Report as presented.



2022 – 2026 STRATEGIC PLAN REPORT – YEAR ONE

Priorities



Improving our students' learning



Strengthening our workforce



Bolstering our infrastructure



Connecting with our community



Improving Our Students' Learning

Rocky View Schools (RVS) students have many opportunities to learn and grow both in and out of the classroom, in diverse settings that focus on numeracy and literacy. They will also be prepared to soar after graduation, with many dual credit, work experience or trades opportunities available in high school.

RVS' instructional practices and supports are data driven: RVS uses data from assessments to gain better information about student learning needs to drive instruction.

Increased access to mental health educators, information and supports such as presentations and interactive sessions help to make RVS a safe and supportive environment for students and staff to flourish.

Goals

- Deliver excellent instruction with a focus on numeracy and literacy.
- Provide student-centered education that is inclusive, safe, and supportive.
- Offer diverse learning opportunities for students.

Outcomes

- Improved student achievement.
- Increased student engagement.
- Increased sense of belonging.
- Parents/Guardians feel students are learning the skills needed to be successful.

Performance Measures

Standardized Assessment Tools	2022/23
Benchmark Assessment System (BAS)	Grade 166%
The Benchmark Assessment System is a tool that is used individually with students to determine their reading skills. The student reads a short book (about 100 words) out loud to the teacher who makes notes of any errors or challenges that the student makes. It can allow teachers to better understand the child's reading skills and behaviors and allow for follow up to take place.	Grade 260%
	Grade 361%
	Grade 466%
	Average63%

RVS Reflections

These results indicate reading at grade level expectations are within reach for many of our students. Some students will require further supports and practice before reaching grade level expectations.

Standardized Assessment Tools	2022/23
<p>Math Intervention/Programming Instrument (MIPI) The Math Intervention/Programming Instrument is a math assessment students take each fall to determine their math strengths and challenges. Students write the assessment as a class and individual results are used to help with math instruction and intervention. It was developed by Edmonton Public Schools and is based on grade level expectations from the Alberta Program of Studies.</p> <p><i>RVS Reflections</i> This assessment indicates that many students started the year with math skills that were below what is expected at their grade level.</p>	Grade 2 64% Grade 3 40% Grade 4 29% Grade 5 24% Grade 6 32% Grade 7 27% Grade 8 18% Grade 9 17% Average . . 31.4%
<p>Letter Name-Sound (LeNS) The LeNS is used with individual Grade 1 and 2 students to find out more about the letters and sounds of the alphabet they are familiar with. The LeNS assessments help teachers plan to ensure all students know all of the letters and sounds by the end of Grade 2 to support their early reading skills.</p> <p><i>RVS Reflections</i> Grade 1 and 2 students' skills in identifying letters and their sounds are evident.</p>	Grade 1 80% Grade 2 83% Average . . 81.5%
<p>Castles and Coltheart 3 (CC3) The CC3 is used with individual students in Grades 2 and 3 to determine how many words they know in three different categories. This allows teachers to plan instruction to increase the number of words students know and to develop early reading skills.</p> <p><i>RVS Reflections</i> Many students in Grades 2 and 3 are demonstrating grade appropriate knowledge of regular words, irregular words and nonsense words.</p>	Grade 2 84% Grade 3 78% Average 81%
<p>Alberta Numeracy Assessment Students demonstrate their understanding of their math skills based on the new Alberta math curriculum. Students complete the assessment as a class and teachers can use the results to understand student math needs, planning their instruction to support missing skills.</p> <p><i>RVS Reflections</i> End of year numeracy results indicate growth in math skills for students in each of these grades.</p>	Grade 1 60% Grade 2 80% Grade 3 81% Grade 4 90% Average 84%

Improving Our Students' Learning – Continued

Other Important Measures	2022/23
Number of in class presentations/work from Education Centre staff regarding student mental health*:	1,207
Number of schools implementing Positive Behavioral Interventions and Supports (PBIS) at 80 per cent fidelity on tiered survey:	10
Percentage of teachers, parents and students who agree their learning environments are welcoming, caring, respectful and safe on the Alberta Education Assurance Measures (AEAM) survey:	85%
Number of students engaged in unique school opportunities/divisional programs*:	469
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education on AEAM survey:	81%
Number of students engaging in dual credit/work experience/registered apprenticeship program*:	653

* Due to the nature of these measures, participants may have been counted more than once if participating in more than one opportunity.



Strengthening Our Workforce

RVS has prioritized actions to strengthen our workforce, including introducing a leadership development program to enhance the leadership skills of staff in the Education Centre, hosting the inaugural division-wide staff virtual meeting, and championing workplace wellness. Our existing staff continue to be strong candidates to fill our leadership positions.

In January a new pool hiring process was implemented to assist in the hiring of qualified teachers. Data for this measure is incomplete in 2022/23 as it was implemented mid-way through the year.

Data is also unavailable for the wellness plan and actions undertaken as this is slated for 2023/24.

We are proud of RVS staff across the division who continue to learn, grow and build with us.

Goals

- Develop and implement strategies to retain and attract a skilled and diverse workforce.
- Support professional learning opportunities that build expertise, increase capacity, and enhance leadership development.
- Foster an organizational culture supportive of workplace wellbeing.
- Cultivate a collaborative and inclusive team environment throughout RVS.

Outcomes

- A positive and healthy workplace where staff can contribute, feel valued and belong.
- Highly skilled and competent staff ready to meet the Division's needs.
- A diverse staff reflective of our communities.
- Internal candidates ready to fill leadership needs.
- High performing team.

Performance Measures

	2022/23
Percentage of teaching positions filled using pool hiring process:	66%
Percentage of staff who complete an exit interview:	64%
Number of actions undertaken as a direct result of exit interview results:	15
Percentage of staff who complete annual employee survey:	61%
Number of actions undertaken as a direct result of survey results:	8
Number of administrators who complete diversity training:	104

Strengthening Our Workforce – Continued

	2022/23
Percentage of positions with job description updated within the last three years and posted on myRVS:	100%
Percentage of staff who remain in RVS from previous year:	89%
Number of changes to employment practices:	12
Number of participants in Administrative Leadership Pool (ALP) 1, 2, 3, 4:	ALP 1 44 ALP 2 18 ALP 3 6 ALP 4 8
Number of participants in Education Centre Leadership Development and Support Program:	35
Number of leadership positions filled by internal candidates:	Education Centre positions . . 3 Principal positions 10 Assistant Principal positions . 9 Total 22
Number of focused capacity building opportunities for school leaders:	35
Number of participants in the Learning Support Teacher Development Program:	32
Number of professional learning offerings:	187
Number of participants in Learning Department professional learning sessions*:	4,360

* Due to the nature of these measures, participants may have been counted more than once if participating in more than one opportunity.

	2022/23
Percentage of exit slips at centrally organized professional learning who found capacity building value in the session:	90%
Number of meetings throughout the year of the wellness working group:	4
Creation of wellness plan and number of actions undertaken as a direct result of plan:	Unavailable
Number of leaders who attended wellness training session:	85
Number of superintendent, Board letters/messages to all staff per school year:	11
Number of visits by executive members to schools per school year:	334
Percentage of readership of RVS staff newsletters (The Narrative):	53%
Number of executive team virtual staff meetings held per school year:	1
Number of attendees participating in executive team virtual staff meetings:	Live attendees 145 Watched the recording within two weeks 198
Number of meetings between Education Centre leaders with ATA representatives or support staff representatives per school year:	24



Bolstering Our Infrastructure

RVS student spaces have not kept up with our [astronomical student growth](#). With no new schools currently approved for construction, we have focused on repurposing other student spaces to temporarily meet our learning space needs. While we are proud of the well-maintained, innovative spaces we offer, RVS needs new schools and modular classrooms as temporary solutions are not sustainable.

Clean, functional spaces remain a priority for RVS and we will continue to monitor infrastructure maintenance needs as well as facility service requests to maintain our high standards.

RVS technological infrastructure requests and needs are growing, and a new service request system was implemented mid-way through the year. The system allows for more staff to self-assist and enables tracking and reporting. Data is unavailable for 2022/23.

Goals

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

Outcomes

- Innovative and well-maintained environments that support staff and students.
- Structures and systems meet the demands of enrolment growth.
- New schools and modernizations that support enrolment growth.
- Students, staff and RVS will have their technological needs met.

Performance Measures

	2022/23
Number of new schools requested in the Capital Plan:	15
Number of new schools approved for construction by government:	0
Number of modular units requested:	New Units . . 32 Relocations . . 2
Number of modular units approved:	New Units . . 10 Relocations . . 2
Number of innovative spaces created to support learning:	5
Number of renovations to modernize school facilities (over \$200,000 projects excluding roof replacements):	4
Number of spaces re-designed to maximize flexibility of learning spaces:	2
Number of facility service requests completed annually:	5,784
Percentage of facility service requests resolved within one week:	33.5%
Percentage of infrastructure maintenance and renewal (IMR) allocation spent annually:	94%
Percentage of IMR dollars spent on high priority deferred maintenance projects:	59%
Percentage of facilities meeting RVS' building cleanliness standard when audited:	98%
Annual uptime for internet service, student information system, financial/HR enterprise system, telephones:	100%



Connecting With Our Community

RVS trustees, staff, schools and students fostered and strengthened many community relationships in 2022/23, from hundreds of new partnerships to many well-attended community engagement sessions. We collaborated with our communities, enhanced learning opportunities for students, and continued to build a strong educational network across the division.

In an effort to engage more stakeholders, RVS launched [RVSEngage](#) in fall 2022. This online community feedback platform ensures RVS is transparent in its engagement practices while providing opportunities for all stakeholders to have a voice in decisions that impact their children, students and broader community.

Goals

- Foster new partnerships and strengthen existing relationships that enhance learning.
- Engage and communicate actively to build relationships.

Outcomes

- Increased access to specialized expertise and skills.
- Enhanced learning opportunities.
- Greater allyship with stakeholders.
- Enhanced transparency and public trust.
- Strengthened reputation and brand.

Performance Measures

	2022/23
Number of schools involved in dual credit programs:	8
Number of students participating in dual credit programs:	85
Number of opportunities schools make available for students to engage/attend programs offered by/at post-secondary institutions:	70
Percentage of teachers who had local businesses, organizations or individuals from the community contribute to student learning:	54%
Number of new partnerships established to enhance student learning:	356
Number of events trustees participate in such as school council meetings, community consultations, public meetings, etc.:	543
Number of trustee social media posts/reposts highlighting events happening in RVS schools:	332
Number of community use events that took place, helping to make the public more connected to schools in their community:	3,257
Number of formal Board-sponsored engagements with the community and number of responses from stakeholders:	Engagements 5 Responses 2,268



INFORMATION ITEM

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Item: Preliminary Enrolment Update

Date of Meeting: September 21, 2023

Background:

Annually, Boards across Alberta submit to the Government of Alberta their student enrolment as of September 30. While enrolments fluctuate daily, these September 30th numbers are important for funding purposes and generally used to describe a school division’s student population.

At the end of September 2022 RVS had 27,612 students that we served. This was an increase of 950 from September 2021. By June 2022, RVS had just over 28,000 students attending our schools. These numbers are headcount and is not the full-time equivalent (FTE) which would be lower as Kindergarten students only count as 0.5FTE.

Current Status:

In January 2023, RVS submitted to government our projected enrolment for the 2023/24 school year. Projecting a division’s enrolment is a complicated art which looks at community growth, grade to grade growth, historical trends, and census and birth rate data. The projection for the 2023/24 school was 28,680 students. This would be an increase of 1,068 students from last year (3.8% growth compared to fall 2022). General community population growth in driving the enrolment increases.

Enrolments fluctuate almost daily with students entering and exiting RVS. As of Wednesday September 20, 2023, the following describes our current enrolment:

Grade level	2023/24 PROJECTION	2023/24 PRELIMINARY ACTUALS AS OF SEPT 20/23	Difference (Actual minus Projection)
K	1935	1835	-100
1	2135	2037	-98
2	2217	2234	17
3	2090	2144	54
4	2219	2200	-19
5	2214	2240	26
6	2297	2310	13
7	2273	2265	-8
8	2214	2188	-26
9	2331	2321	-10
10	2337	2373	36
11	2199	2228	29
12	2219	2211	-8
Total	28680	28586	-94



INFORMATION ITEM

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

It is critical to know that the 2023/24 enrolment numbers will continue to fluctuate, and these are ONLY preliminary numbers. Final enrolments will be determined as of end of September.

If we remain at 28,586 students, then our growth compared to 2022 will be 3.5%.

Future Direction:

Enrolments will be finalized for the purpose of Alberta Education reporting on September 28, 2023, and shortly thereafter administration will report to the Board the overall numbers, grade breakdowns, school breakdowns and comparisons vs projections and utilization rates as of September 28th.

Recommendation:

The Board of Trustees acknowledges receipt of the Preliminary Enrolment Update as information.



DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: THE POLICY COMMITTEE

Discussion Item: Policy 29 Ward Structure

Date of Meeting: September 21, 2023

Background:

Section 76 of the *Education Act* describes the establishment of wards. It empowers boards to determine how it will be governed in relation to election of trustees by ward or at large (general vote). This determination is made by bylaw. A bylaw with changes to ward structure/at large structure must be passed by December 31 in the year prior to the next trustee election. The next trustee (and municipal) election in Alberta is in the fall 2025 so a bylaw must be passed by the Board on or before December 31, 2024. When passed, the changes do not take effect until the next election date. A copy of the bylaw must be provided to the Minister but not for approval, just for information. The Act goes on to say that the bylaw “must, if practicable, provide that the number of trustees to be elected in each ward is in the same proportion to the total number of trustees of the board as the population of the ward is to the population of the school division.” This directs Boards that have wards to embrace the concept of representation by population which has been a long-standing principle.

Section 76 also states that “A board shall establish, implement and make publicly available a policy respecting the considerations and process used by the board to determine ward structures.”

Current Status:

To reflect the requirement of the *Education Act*, the Policy Committee recommends the creation of Policy 29 Ward Structure that:

- Addresses all the requirements of the *Education Act*.
- Is built on the belief that a key foundation of good governance and accountability is electoral representation.
- Affirms that while each trustee is elected to a ward or area, they represent all public school constituents of the Division and represents this electorate through the democratic process.
- Requires at least once per electoral term, and prior to mid-point of third year, the Board hold a discussion to determine the potential need to perform a ward boundary review.
- Reflects what the Policy Committee saw in some sample policies found elsewhere in Alberta.
- Lists key factors when reviewing ward boundaries including:
 - Attempting to ensure that the population served by each trustee is relatively equal (+/- 25%) - a figure that is used in Alberta (and elsewhere in Canada) by electoral commissions and which has been supported in legal challenges.
 - Considering the number of trustees required for effective governance keeping in mind the prudent use of resources, workload, and accessibility.
 - Developing ward boundaries that are clear and easily identifiable to avoid voter confusion. Roads, existing municipal boundaries, or geographical features should be used for boundaries.
 - Considering the rural/urban nature of the division and its associated communities.

DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: THE POLICY COMMITTEE

- While these key factors are listed, it does not preclude the Board for considering other factors. The *Education Act* does say that the wards “must, if practicable, provide that the number of trustees to be elected in each ward is in the same proportion to the total number of trustees of the board as the population of the ward is to the population of the school division.” So, representation by population must be considered.
- The policy highlights timelines/processes required for changes to be made in the number of trustees and/or the ward boundaries.

Alternatives:

Alternative I

The Board approves the proposed Policy 29 Ward Structure as presented.

Alternative II

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

Alternative III

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

Recommendation:

The Board approves the proposed Policy 29 Ward Structure as presented.



POLICY 29 WARD STRUCTURE

Approved: TBD

BACKGROUND

The Board believes that a key foundation of good governance and accountability is electoral representation. Each trustee is elected within a ward or area but represents all public school constituents of the Division and represents this electorate through the democratic process. Section 76(4) of the *Education Act* requires Boards to make publicly available a policy respecting the considerations and processes used to determine ward structures.

GUIDELINES

1. The Board may by bylaw
 - 1.1 provide for the nomination and election of trustees by wards and determine the boundaries of the wards, or
 - 1.2 provide for the election of trustees by the general vote of the electors.
2. In addressing the statutory requirements of the *Education Act*, the Board may from time to time undertake a review of electoral wards to ensure that effective and equitable representation is maintained. At least one time per electoral cycle and prior to the mid-point of the third year, the Board will discuss the potential need to perform a ward boundary review. Such a review shall consider both the number of trustees and the ward boundaries.
3. A review of ward boundaries shall include consultation with appropriate stakeholders.
4. When reviewing ward boundaries, the Board may take into consideration any factors it considers appropriate, but must take into consideration the following criteria:
 - 4.1 Population/Number of Electors: The primary factor in designing ward boundaries will be population within each ward; attempting to ensure that population is relatively equal (typically +/- 25%) between wards.
 - 4.2 Number of Trustees: Consideration shall be given as to the number of trustees required for effective governance keeping in mind the prudent use of resources, workload, and accessibility.
 - 4.3 Easily Identifiable Borders: Ward boundaries should be clear and easily identifiable so as to avoid voter confusion. Roads, existing municipal boundaries, or geographical features should be used for boundaries. In so far as it is possible, they should avoid having a voter required to vote at two different polling stations for municipal and school board elections.
 - 4.4 Consider the rural/urban nature of the division and its associated communities.



POLICY 29

WARD STRUCTURE

Approved: TBD

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5. When changes to ward structures are determined by the Board, the Board shall pass a bylaw before December 31 in the year prior to that general election being held and inform the Minister.
 6. Should the Board request a change in the number of trustees, a request must be made well in advance of December 31 in the year prior to that general election to the Minister of Education who can vary the number of trustees to be elected for the school division.

Legal Reference:

- Section 76, 78 Education Act



COMMITTEE REPORT

TO: THE BOARD OF TRUSTEES

FROM: THE BOARD PLANNING COMMITTEE

Report Date: September 21st, 2023

Committee Members Present:

All Trustees

Greg Luterbach, Superintendent

Larry Paul, Associate Superintendent of Business & Operations

Mike Guindon, Associate Superintendent of Business & Operations

Tara De Weerd, Director of Communications

Ashley Maroukian, Recording Secretary

Meeting Date: September 7th, 2023

Key Meeting Points:

- Information provided for Airdrie Accommodation Consultation
- Presentation on Strategic Plan Annual Report
- Langdon Consultation Extension Details presented
- Update on Advocacy efforts

Committee Recommendations/Decisions:

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