



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>

MAY 9, 2024

10:00 a.m. Regular Board Meeting

AGENDA

1. Call to Order
2. Approval of Agenda
3. Land Acknowledgement

Trustee Shali Baziuk

Rocky View Schools would like to acknowledge the land and recognize all the Indigenous Peoples whose footprints have marked these lands from time immemorial. Together, we can learn and honour the ways of knowing of Indigenous Peoples for all future generations.

4. Approval of Minutes
 - a) Regular Board Meeting – April 25, 2024
5. Exemplary Practice/ Student Showcase
 - a) 100 per cent Achievement on January 2024 Provincial Diploma Exams
6. Superintendent's Report
7. Chair's Report/Correspondence
8. Committee Reports
 - a) Policy (w/motion)
9. Trustee Reports
10. New Business
11. 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: May 9, 2024

Showcase Name: 100 per cent Achievement on January 2024 Provincial Diploma Exams

Project Description

Twice a year, the Board of Trustees recognizes outstanding student achievement in Rocky View Schools by acknowledging students who obtain a perfect mark of 100 per cent on a provincial diploma exam.

Congratulations to the following students for their accomplishments on the January 2024 exam sitting:

Marcella Charlton, Springbank Community High School

Biology 30

Besides taking detailed notes, studying and working on practice questions, Marcella says a "Rock the Diploma" prep course she completed was a key factor in achieving 100 per cent. Marcella will study molecular biology at the University of Alberta after graduating this year, and she hopes to become a geneticist.

Devin Corti, Springbank Community High School

Chemistry 30, Physics 30

Devin says it was important to have good study habits and rely on study groups when he had questions while preparing to ace not one but two diplomas. He says you also shouldn't overlook taking breaks and going for a walk before getting back to work. Devin plans to study mechatronic engineering at the University of Waterloo so that he can work with robotics.

Inga Dale, George McDougall High School

Math 30-1

Studying, staying on top of assignments and asking for help – these were Inga's ingredients to achieving a perfect diploma mark. After graduating this spring, Inga plans to attend the University of Alberta to earn a bachelor of science, majoring in neuroscience. She wants to be a doctor and possibly get into psychiatry.



EXEMPLARY PRACTICE

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Amanvir Dhaliwal, Chestermere High School

Math 30-1, Chemistry 30

Amanvir's strategy to achieve a perfect mark on both his Math 30-1 and Chemistry 30 diploma exams boiled down to one simple thing: studying. After he graduates from Chestermere High School later this year, Amanvir plans to attend the University of Calgary to study engineering.

Nicholas Edstrom, W.H. Croxford High School

Physics 30

Achieving 100 per cent on your diploma exam takes confidence, says Nicholas – you don't want to second guess yourself. Practicing, ample study time and taking your time are also keys to success. After graduation, Nicholas plans to study software engineering at the University of Alberta.

Kooper Hornung, Springbank Community High School

Physics 30

Leading up to his Physics 30 exam, Kooper took advantage of resources like Quest A+ and the "Rock the Diploma" prep course. He made sure to get a good sleep and ate eggs for breakfast on exam day, then took his time to write the test and review his answers. Kooper will attend the University of Alberta to study mechanical engineering.

Asher Hunter, Springbank Community High School

Math 30-1

Asher credits his perfect mark to the detailed notes he took throughout his Math 30-1 course. He also worked in a study group with friends throughout the semester. Asher plans to study electrical engineering and is currently looking at a number of American universities. He would like to work in Silicon Valley eventually.

Gaurav Singh Jaswal, Bert Church High School

Chemistry 30, Math 30-1

To achieve 100 per cent on two diploma exams, Gaurav said guidance and support from his parents and teachers was crucial. It helped that his teachers were organized and communicated well. Gaurav plans to study biochemistry at the University of Calgary, with the goal of being a pharmacist in Airdrie.



EXEMPLARY PRACTICE

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Gobind Singh Jaswal, Bert Church High School

Chemistry 30, Math 30-1

Like his sibling, Gobind also says the support and guidance of his parents and teachers was critical to acing his two diplomas. He dedicated time to using practice diplomas to review before his exams. He will also attend the University of Calgary to study biochemistry so he can become a pharmacist in Airdrie.

Christian Labonte, George McDougall High School

Math 30-1

Christian made sure to keep up on his Math 30-1 assignments and ask for help when he needed it. He also invested plenty of time into studying. Currently in Grade 11, Christian has not decided which post-secondary institution he will attend in the future, but ultimately wants to work in finance – ideally as an investment banker on Wall Street.

Brady MacKenzie, Bert Church High School

Physics 30

Brady's achievement is a testament to his excellent work ethic. He used several strategies in his quest for a perfect diploma, including studying with peer groups, reviewing notes and assignments, writing practice diplomas and asking questions of his teachers. Brady plans to study health and society at the University of Calgary to become a dermatologist.

Reese Ochitwa, Bert Church High School

Chemistry 30

Reese studied using diploma resources including Quest A+ in order to get 100 per cent on her diploma exam. She hopes to one day study computer science at the University of Calgary. Eventually, she would like to attain a Ph. D but is not yet sure in what area; as a Grade 11 student, she has lots of time to make that decision.

Brigitte Simpson, Bert Church High School

Chemistry 30

Plenty of studying and a consistent effort in Chemistry 30 paid off for Brigitte, who finished the course with a perfect diploma score. After graduating this spring, Brigitte will attend the University of Calgary to study chemistry. She is still deciding on her future career goals.



EXEMPLARY PRACTICE

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Alyssa Tai, Springbank Community High School

Math 30-1, Physics 30

To ace her two diplomas, Alyssa spent time redoing problems she found particularly challenging from her textbooks and workbooks. This made the problems on the exam slightly easier. Alyssa plans to study mechanical engineering at either the University of Waterloo or the University of Toronto. She hopes to move to Ontario and work in the tech industry.

Taya Vlietstra, Bow Valley High School

Math 30-1

Taya says she worked diligently in class while studying outside of it, which helped her attain 100 per cent on her Math 30-1 diploma exam. After she graduates later this year, Taya plans to attend the University of Alberta, where she will study biological sciences on her way to becoming a radiation therapist.

Alice Zeng, Springbank Community High School

Math 30-1

Alice says her success comes from making sure she thoroughly understood the concepts throughout the course by answering practice questions, reviewing previous units and completing practice diplomas with written response questions. Currently in Grade 11, she has not made a decision on a post-secondary institution but is interested in studying something related to health science.



SUPERINTENDENT'S REPORT
REGULAR MEETING OF THE BOARD OF TRUSTEES

MAY 9, 2024

AGENDA

1. Education Plan Year 2
2. 2024/25 Budget Update
3. Accountability Report: Transportation

ACTION

Directive
Information
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

DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Item: Education Plan 2023-2027 Year Two

Date of Meeting: May 9, 2024

Background:

RVS' new Education Plan builds on the strength of our previous plan and intensifies our focus in some specific areas where students demonstrate increasing need for support. This was further emphasized through the stakeholder feedback received.

The plan is in alignment with the Board's strategic plan which has as priority number one to improve our student's learning with goals specifically about: delivering excellent instruction with a focus on numeracy and literacy; providing student-centered education that is inclusive, safe, and supportive; and offering diverse learning opportunities for students. This Education Plan details the how staff will work to achieve this strategic plan priority.

Goals of the new plan:

Advancing students' numeracy and literacy skills

Numeracy and literacy skills remain the cornerstone of learning; building these skills in students is critical. RVS is committed to using proven, research-based, effective strategies to help students read, write and perform math. Our AERR will showcase the results of this focus.

Building future-ready students

RVS students will be ready for the future, in any path they choose. This will be accomplished through the achievement of Alberta student competencies: critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being.

Creating inclusive, engaging, healthy learning opportunities for all students

While focusing on numeracy, literacy and critical student competencies, RVS students will also find joy and engagement in their learning. Consistent teaching practices help to create positive and inclusive learning experiences for everyone; RVS will use division practice guides to assist with this to help create inclusive, engaging and healthy learning opportunities for all.

RVS will achieve the goals in the Education Plan by focusing on these priorities:

- Providing active learning
- Effective instruction and assessment practices
- Creating communities of inclusivity
- Promoting healthy, safe environments

DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Current Status:

Year One 2023-2027 Division Education Plan was well received by school administrators as they are tasked with connecting their School Education Plan to the Division Plan. Feedback indicates that the goals are easily understood and certainly applicable to the work that is happening in schools.

Goal 1 – Advancing students’ numeracy and literacy skills:

- Data collection indicates some growth in both literacy and numeracy skills. Final measures to be taken in early June
- Development is underway for the RVS Writing Assessment to include grades 3, 4, 8, 9 and 11 for the coming year.
- Development is underway to offer a curriculum aligned math measure for grades 5 and 6 with development next year for other grades.
- Aside from the writing and math measure changes noted by the asterisk on page 6 there are no other changes planned for this goal for Year 2.
- Alberta Education Assurance Measures Survey took place recently and the OurSCHOOL survey occurred for the first time and closed May 3. Results will be available to schools within a couple of days of closing the survey.

Goal 2 – Building future-ready students:

- The outcome related to the Alberta Student Competencies provided the most challenge for schools to develop a strong measurable goal.
- Many schools are excited and momentum is building with the outcome related to career pathways.
- No proposed changes to this goal or measures for Year 2

Goal 3 – Creating inclusive, engaging, healthy learning opportunities for all students:

- Schools are currently undergoing their Tiered Fidelity Inventory (TFI) and are excited about growth from this year.
- No proposed changes to this goal or measure for Year 2

Alternative I:

The Board of Trustees approves RVS’ 2023-2027 Division Education Plan, Year 2, as presented, directs the Superintendent to make any technical edits after the budget and IMR list is approved and directs administration to forward it to Alberta Education by May 31, 2024.

Alternative II:

The Board of Trustees approves RVS’ 2023-2027 Division Education Plan, Year 2, as amended, directs the Superintendent to make any technical edits after the budget and IMR list is approved and directs administration to forward it to Alberta Education by May 31, 2024.

Alternative III:

The Board of Trustees tables RVS’ 2023-2027 Division Education Plan and directs administration to bring it back to the Board for consideration at a later date.



DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Recommendation:

The Board of Trustees approves RVS' 2023-2027 Division Education Plan, Year 2, as presented, directs the Superintendent to make any technical edits after the budget and IMR list is approved and directs administration to forward it to Alberta Education by May 31, 2024.

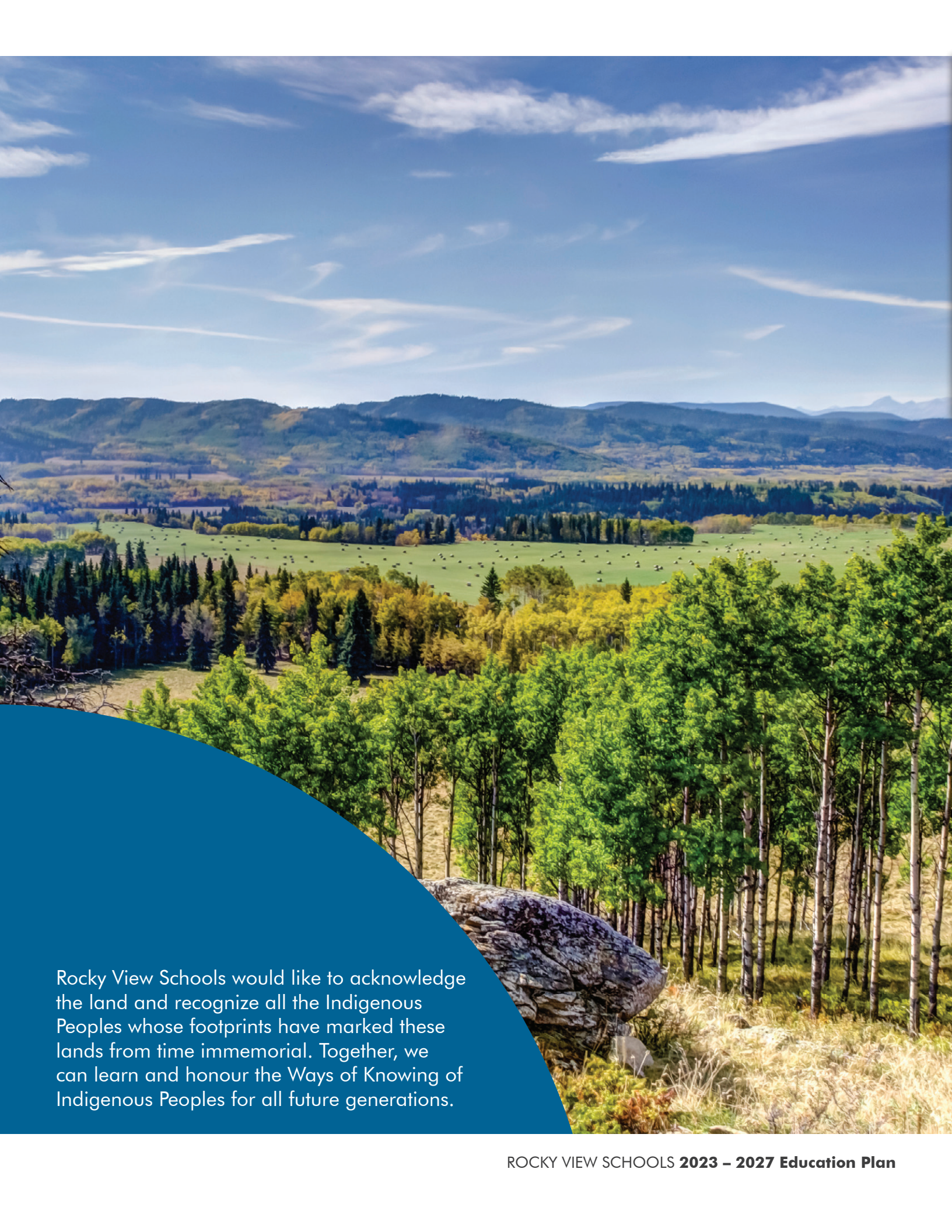


2023 – 2027

Education Plan

Year Two: 2024/25





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.



Rocky View Schools (RVS) is proud to present our 2023 – 2027 Education Plan, Year Two.

The second year of our Education Plan brings the opportunity to build on the progress made in year one, while continuing to focus on areas where students may need more support.

The plan was guided by the [Board of Trustees' Strategic Plan](#), which launched in late 2022 with input from our communities.

RVS' Education Plan guides the work we do every day to help students achieve strong learning results while ensuring a positive learning environment for all students. We look forward to continuing this work in the year ahead, focusing on the goals and outcomes that help us achieve our mission of being a world-class learning organization where all students achieve their absolute best.

Year one of the 2023 – 2027 Education Plan will be reported on in fall 2024 via the Annual Education Results Report (AERR).

Accountability Statement

The Education Plan for Rocky View Schools commencing Sept. 1, 2024, was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act*. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board reviewed and approved the 2023 – 2027 Education Plan, Year Two on May 9, 2024.

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

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

Our Division



<p>Vision Rocky View Schools is a world-class learning organization where all students achieve their absolute best.</p>	<p>Purpose Rocky View Schools connects with all students to ensure everyone learns, belongs and succeeds.</p>
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Working Together

RVS is proud of the work we do to engage schools, staff, families and students on the goals and measures of our Education Plan.

The 2023 – 2027 Education Plan, now in its second year, was developed with the help of our community. Feedback collected through both in-person and online engagements helped shape the Board’s Strategic Plan, forming the basis for the Education Plan. The draft plan was then distributed to the community for feedback and engagement, with the plan being finalized by the Board of Trustees in May 2023.

The 2022/23 AERR indicated RVS is on the path to success; we remain confident in the goals, outcomes and measures in the 2023 – 2027 Education Plan and are excited to continue with its strategies in year two of the plan. Keeping our measures the same will allow for comparable results and consistency with implementation.

The second year will mark a change in our engagement process as we launch the OurSCHOOL survey with students in spring 2024. RVS has previously conducted a made-in-RVS Education Plan Survey each spring to engage students, families and teachers and provide feedback needed for the measures in the Annual Education Results Report (AERR). The OurSCHOOL survey asks students in Grades 4 – 12 thoughts about themselves, their

peers, their teachers, their school and their learning while allowing students to be involved and contribute to their experience of school in a positive way. In the future we will look at opportunities to use this tool for engagement with teachers and parents/guardians.

RVS relies on feedback from our families for many integral decisions each year, one of which is the development of each school’s education plan. School administration and school councils will analyze OurSCHOOL data, assessment data and other local information in forming school education plans. These plans help highlight the collaborative efforts of the division and schools while celebrating the unique identities of each school and their students. Schools also use the formation of their school education plan as an opportunity to discuss what professional learning and other tools are needed to achieve the plan’s goals and find ways to improve where necessary. Each school’s education plan must accurately reflect the goals of the division’s Education Plan, with both plans working together to support students. Please visit our school websites to view each school’s education plan.

We look forward to working together and engaging with our communities in 2024/25 to support students and staff in the goals of the divisional and school education plans.



BANDED PEAK SCHOOL WELCOMES YOU!

Daniil ada	Abe Wuttlach
Paul Ina	Nakoda
Way	Cia Westlich
Wesleyan	Dorey
Wesleyan	Socahoo
Tania	Ashinaabemowin
Chae	(Q)way
Okil	Townsh
Rockford	AMR
Wellcom	Benvenidas
Dutch	Benvenidas
Wilkommen	Spanish
German	Welcome
Savagata hai	English
Punjabi	Yokoso
Benvenuto	Japanese
Benvenuto	Dobro
Italian	pozhelovaf
Benvenuto	Russian
Benvenuto	Benvenuto

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2023 – 2027 Education Plan

Focus on the Future

The 2023 – 2027 Education Plan was shaped around goals important to our community of parents/guardians, students and staff: advancing students' numeracy and literacy skills; building future-ready students; and creating inclusive, engaging, healthy learning opportunities for all students. Collectively, these goals build a foundation on which our students can grow and flourish in life.



Advancing students' numeracy and literacy skills

Numeracy and literacy skills remain the cornerstone of learning; building these skills in students is critical for all our teachers. RVS is committed to using proven, research-based, effective strategies to help students read, write and perform math. Our AERR will showcase the results of this focus.



Building future-ready students

RVS students will be ready for the future, in any path they choose. This will be accomplished through the achievement of Alberta student competencies: critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being.



Creating inclusive, engaging, healthy learning opportunities for all students

While focusing on numeracy, literacy and critical student competencies, RVS students will also find joy and engagement in their learning. Consistent teaching practices help to create positive and inclusive learning experiences for everyone; RVS will use division practice guides to assist with this to help create inclusive, engaging and healthy learning opportunities for all.



Goals, Outcomes and Measures



Goal 1: Advancing students' numeracy and literacy skills

Outcome Students are numerate and literate.

Performance Measures:

- (ABEd*) Percentage of students not at risk on the Letter Name-Sound (LeNS) assessment Grade 1 and 2.
- (ABEd) Percentage of students not at risk on the Castles and Colheart 3 (CC3) assessment Grade 2 and 3.
- (ABEd) Percentage of students not at risk on the Alberta Numeracy Assessment Grade 1 – 3.
- (ABEd) Overall percentage of students who achieve the acceptable standard and standard of excellence on Provincial Achievement Tests.
- (ABEd) Percentage of students who achieve the acceptable standard and standard of excellence on Provincial Achievement Tests based on cohort (Indigenous students and English language learners).
- (RVS) Percentage of students performing math at or above grade level on the Math Intervention/ Programming Instrument (MIPI) Grade 4 – 9.**
- (RVS) Percentage of French Immersion students reading at or above grade level on the Groupe Beauchemin+ (GB+) Grade 3 – 9.
- (RVS) Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 8.
- (RVS) expected grade level outcomes on the RVS writing assessment Grades 3 – 4 and 7 – 11. *Expanded from Year One.*

Outcome Students are actively engaged in meaningful and relevant learning.

Performance Measures:

- (ABEd) The percentage of teachers, parents and students who agree that students are engaged in their learning at school.
- (ABEd) Teacher, parent and student agreement that students have access to the appropriate supports and services at school.
- (ABEd) Teacher and parent satisfaction with parental involvement in decisions about their child's education.
- (ABEd) Overall teacher, parent, student satisfaction with the overall quality of basic education.
- (RVS) Percentage of students who are interested and motivated, trying hard to succeed and feel challenged and confident in their learning related skills.
- (RVS) Percentage of students who value school outcomes and have positive homework and studying behaviors.
- (RVS) Average score for relevance, rigor and effective learning time.

* Alberta Education (ABEd)
** To be decided June 2024



Goal 2: Building future-ready students

Outcome

Students demonstrate strong abilities in critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being (Alberta Education student competencies).

Performance Measures:

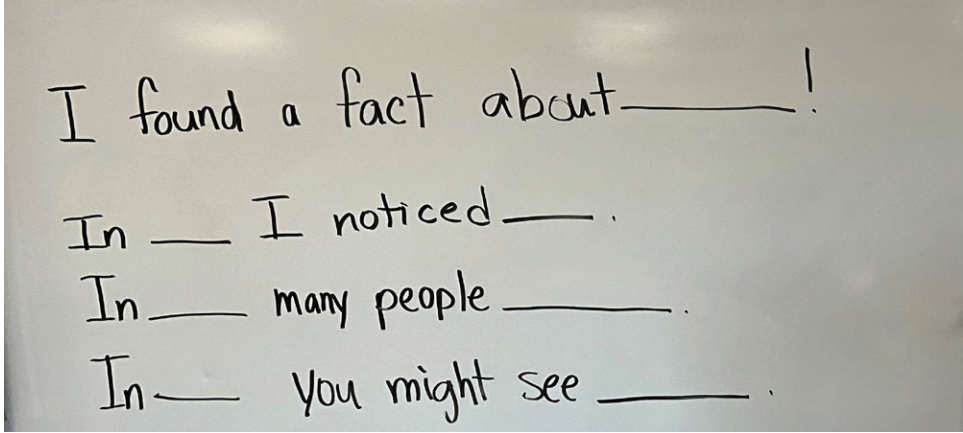
- (ABEd) The percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- (ABEd) Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- (RVS) Number of classroom and staff engagements with RVS Indigenous specialists, Knowledge Keepers, Cultural Liaisons and Elders requested through the RVS Indigenous branch.
- (RVS) Number of classroom and school requests to Learning staff for support that expands understanding of cultural diversity.
- (RVS) Number of classroom requests to Learning staff to explore new technology, software, Artificial Intelligence (AI), robotics and coding.
- (RVS) Percentage of students who report a sense of purpose in life, who devote time to pleasurable activities, who have an understanding of their own and other cultures, and who have positive health and are goal oriented.

Outcome

Students graduate high school prepared to be successful for any path they choose.

Performance Measures:

- (ABEd) High school completion rate of students within five years of entering Grade 10.
- (ABEd) Annual drop-out rate of students ages 14 to 18.
- (ABEd) High school to post-secondary transition rate of students within six years of entering Grade 10.
- (ABEd) Overall percentage of students who achieve the acceptable standard and standard of excellence on Diploma Exams.
- (ABEd) Percentage of students who achieve the acceptable standard and standard of excellence on Diploma Exams based on cohort (Indigenous students and English language learners).
- (RVS) Number of credits earned by RVS students through dual-credit opportunities.
- (RVS) Number of students participating in RVS supported dual-credit opportunities.
- (RVS) The percentage of students planning to finish high school and pursue a trade, apprenticeship, college or university program.



Goal 3: Creating inclusive, engaging, healthy learning opportunities for all students

Outcome

Students are happy, healthy, feel they belong and are safe, and experience success in learning environments that are inclusive of every learner and celebrate diversity.

Performance Measures:

- (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.
- (ABEd) Overall teacher, parent and student agreement that learning environments are welcoming, caring, respectful and safe.
- (ABEd) Students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.
- (RVS) Percentage of students with Individual Program Plans (IPPs) who are achieving their learning goals.
- (ABEd) Overall percentage of teachers, parents and students indicating their school and schools in their jurisdiction have improved or stayed the same within the last three years.
- (RVS) School-wide score on Positive Behaviour Intervention Strategy (PBIS) Tiered Fidelity Inventory.
- (RVS) Percentage of students who are absent less than 10 per cent during the school year.
- (RVS) Average score for positive teacher-student relationships, positive learning climate, and expectations for success.

Outcome

Students are self-aware, focused and demonstrate perseverance and resilience.

Performance Measures:

- (RVS) Number of classroom, school and parent presentations on mental health and wellness provided by Learning Department staff.
- (RVS) Number of classroom, school and parent presentations on self-regulation provided by Learning Department staff.
- (RVS) Percentage of students who report they are able to control their emotions and behaviors and maintain focus on a task.





Priorities

RVS will achieve the goals in the Education Plan by...

Providing active learning

Students have an authentic voice in their learning while being provided choice in the best ways to demonstrate their understanding.

Effective instruction and assessment practices

Meaningful, relevant teaching and assessment opportunities will be delivered while integrating Indigenous Ways of Knowing.

Creating communities of inclusivity

All students are connected to each other and their larger communities, creating thriving, positive students who belong.

Promoting healthy, safe environments

Students learn best when they are well and feel secure and respected.

When reviewing the Education Plan annually, RVS tracks its progress, looks for opportunities to improve and identifies any changes necessary to outcomes or performance measures.

RVS looks forward to reporting on student, parent and staff satisfaction in the 2024/25 AERR.



Strategies

To help guide our work and provide direction to our schools, we have created the Instruction and Assessment Practice Guide, Inclusive Education Practice Guide, Professional Learning Practice Guide, and English as an Additional Language (EAL) Practice Guide. Our practice guides were developed collaboratively with teachers, school administrators and divisional leaders. Educators are expected to implement the practices in these guides, which are reviewed and revised as needed.

Instruction and Assessment Practice Guide [🔗](#)

RVS' Instruction and Assessment Practice Guide is a tool for teachers to support instructional practices. This document sets the criteria for what is expected of our teachers to ensure students from Kindergarten – Grade 12 have the greatest opportunity for success while ensuring foundational commonality in instruction and assessment across the division.

This practice guide includes direction on building relationships with students and understanding them as learners; incorporating Indigenous Ways of Knowing, designing authentic, relevant experiences for all; assessment and communication of student learning; and exploring foundational documents imperative to instruction and assessment.

Inclusive Education Practice Guide [🔗](#)

RVS is committed to a holistic approach of designing an inclusive education system where all students feel welcome, valued, respected and heard without discrimination.

The Inclusive Education Practice Guide includes direction on building teacher and leader efficacy; designing multi-tiered systems of teaching, learning, supports and services to meet the diverse needs of all students; and informing decisions, practice and pedagogy with the use of triangulated data sources.

Approaches used include Positive Behavioural Interventions and Supports (PBIS), Collaborative Problem Solving (CPS), Multi-Tiered System of Supports (MTSS) and classroom and school-wide reviews.



English as an Additional Language (EAL) Practice Guide [🔗](#)

RVS emphasizes effective, empathetic instruction to inspire and reward not only English as an Additional Language learners but also their peers and the educational community. The EAL Practice Guide serves as a starting point for an equitable and multifaceted approach, integrating best practices in language acquisition, language learning, and technology.

The vision for EAL learning in RVS is centered on empowering students to be confident communicators in English while valuing their cultural backgrounds.

All teachers are considered educators of English language and literacy, ensuring that instruction is tailored to meet individual needs while equipping students to meet Alberta's rigorous curriculum.

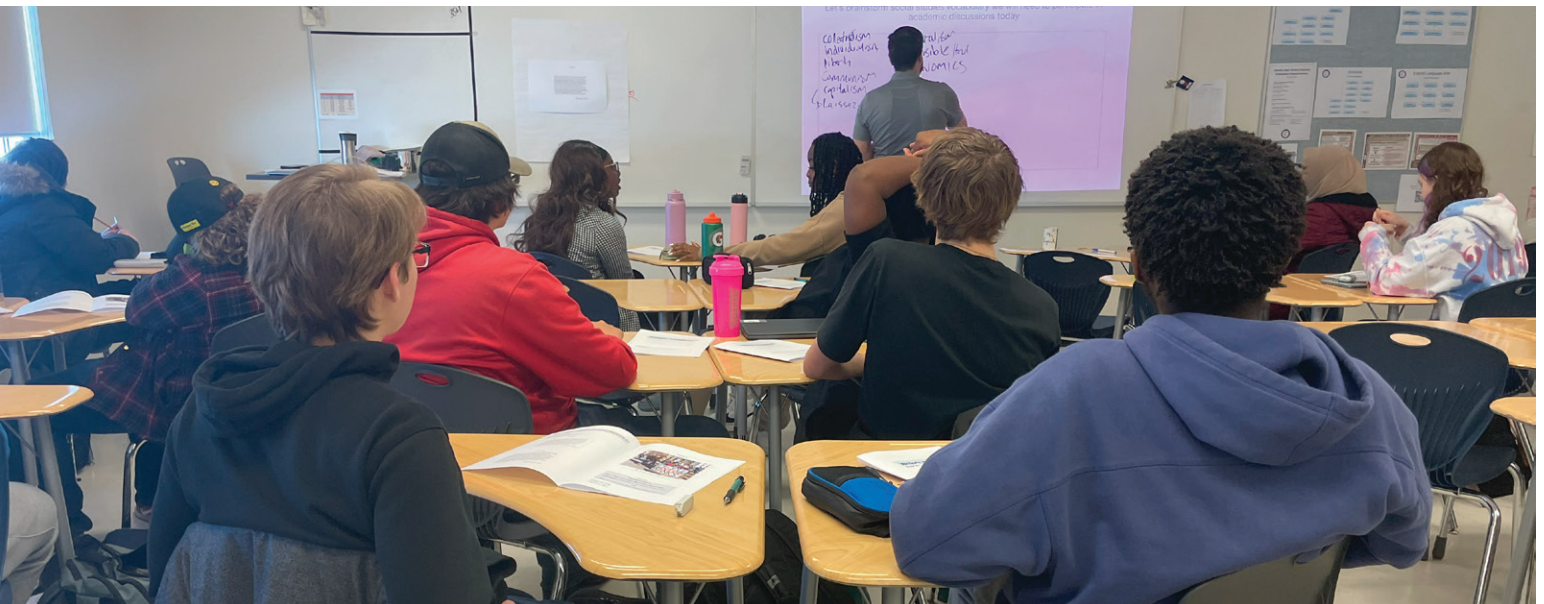
Professional Learning Practice Guide [🔗](#)

Designed for leaders, educators and staff, the Professional Learning Practice Guide serves to build a shared understanding of professional learning to support the reflective practice of each member of the RVS community. Staff are asked to make key connections between individual learning plans and the RVS professional learning model, philosophies and guiding documents.

Professional learning in RVS is a blend of school-based and self-directed professional learning days built into our school calendars with content related to school education plans and individual professional learning plans.

RVS uses embedded specialists in schools and a train the trainer model where possible, enabling us to use our own staff skills and expertise. This is cost effective while using approaches and language that are consistent across the division.

Feedback is collected after every professional learning session to learn more about the effectiveness of the session; adjustments are made accordingly.



Capital Plan

RVS' [2025 – 2028 Capital Plan](#) includes requests for 10 projects over the next three years. For the 2025 budget year, this includes two schools in Airdrie and two in Chestermere, with requests for Cochrane and more in 2026.

RVS welcomes 750 – 1,000 new students each year, enough to fill one to two new schools. Overall utilization is expected to rise to 98 per cent in Sept. 2027, even with the addition of the new Horseshoe Crossing High School in Langdon, the

expansion of Bow Valley High School in Cochrane, the two new Kindergarten – Grade 8 schools in Airdrie and one new Kindergarten – Grade 8 school in Cochrane.

RVS is years behind in government approval for new schools, additions and modulars to accommodate our growth. We require new schools and significant modular approvals each year to meet students' space needs.

2025/26 School Year Capital Priorities

	Capital Project	Build Out Capacity	Project Classification
2025 Budget Year	Airdrie High School	1,810	New School <i>Approved for design funding in March 2024</i>
	Chestermere K – 9	950	New School <i>Approved for design funding in March 2024</i>
	Chestermere High School	950	New School
	Airdrie K – 8	950	New School
2026 Budget Year	Cochrane K – 8	950	New School
	Cochrane High School	1,230	New School
	Chestermere K – 9	950	New School
	Crossfield K – 8	680	New school

Budget

Budget Principles

In planning for its annual budget, RVS considers its vision, purpose and values, the goals and strategies of its Education Plan, and the Board's strategic plan. Taken together, these statements and documents guide Administration and the Board in developing a budget that supports learners in achieving their best.

The key budget priorities for 2024/25 align with the priorities of the strategic plan:

- Provide direct resources to schools to support student learning with a focus on numeracy and literacy;
- Support student and staff wellness;
- Enhance facilities and technology infrastructure; and
- Target an operating reserve balance at the end of 2024/25 fiscal year – excluding Transportation – at 0.5 per cent to 1 per cent.

[Placeholder for budget info.](#)

The RVS budget funds 52 schools each year, with each school having autonomy over portions of their own budget. Principals work with school councils to choose budget priorities, enabling parents and guardians to be engaged in decisions across the division.

Thank you to the RVS schools and students featured in the Education Plan:
Banded Peak School,
Chestermere High School,
Cochrane High School,
Crossfield Elementary School,
École Airdrie Middle School,
Meadowbrook Middle School,
Prairie Waters Elementary School,
RancheView School,
Ralph McCall School,
W.H. Croxford High School



Learn More About RVS

RVS is committed to working collaboratively with its stakeholders in the planning and delivery to educational services. Copies of RVS' [Education Plan](#), [AERR](#), [Capital Plan](#), and [Budget](#) are made available to school councils, the public, staff, and/or educational and municipal partners through RVS' public website.

School education plans are built and shared with school councils and are available on each [school's website](#).


[Meet our Board of Trustees](#)
[View our Strategic Plan](#)

Connect With Us

[Rocky View Schools Education Centre](#)
2651 Chinook Winds Drive, SW Airdrie, Alberta

Phone: [403-945-4000](tel:403-945-4000)

 enquiries@rockyview.ab.ca

 www.rockyview.ab.ca

 [@RVsed](#), [#RVsed](#)

 [@RockyViewSchools](#)

 [@RVS_ed](#), [#RVsed](#)





INFORMATION ITEM

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Item: 2024/25 Budget Update

Date of Meeting: May 9, 2024

Background:

By the end of May, Alberta Education required Boards across the province to submit their approved budget on the required template. On February 16, 2024 the Board approved the budget development process.

Current Status:

The Board's Budget Committee has met four times since February 1st to assist the Board in fulfilling their fiduciary responsibilities in the development and oversight of the annual divisional budget. Along the way they have reviewed key budget assumptions – enrolment projections, revenue projections and staff unit costs. They drafted budget priorities and school fee parameters which were ultimately approved by the Board. The budget priorities for 2024/25 are:

To advance the priorities and goals of the 2022-2026 strategic plan, the Board establish as the 2024/25 budget priorities:

- Provide direct resources to schools to support student learning with a focus on numeracy and literacy.
- Support student and staff wellness.
- Enhance facilities and technology infrastructure.
- Target an operating reserve balance at the end of 2024/25 fiscal year, excluding transportation, at 0.5% to 1%.

On March 14th the Budget Committee met to learn about and review the provincial budget announcement and begin developmental of the Board departmental budget. Administration provided a public update on the provincial budget to the Board on March 21st and later provided a public update on April 11th about the funding profile provided to Rocky View Schools by Alberta Education.

The Budget Committee discussed school fees, transportation fees and community fees in April and they were considered by the Board on April 25th and passed.

School allocation formula is the primary mechanism of providing direct resources to schools to support student learning with a focus on numeracy and literacy. The formula drives 92% of all instruction funding directly to schools. It was finalized by the Superintendent on April 8th. The school allocation formula was almost identical to that from the past couple of years. The only change for 2024/25 was a 1% increase to the high school per student allocations. For K-8/9 schools, class sizes guidelines remained identical as did administrator and office support time allocations, student emotional support allocations, learning support teacher time allocations, literacy support allocations, resource and equipment support, and learning commons support. High school allocations for French immersion, resources and equipment, learning coordinators all were kept identical to 2023/24.

INFORMATION ITEM



TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

English as an Additional Language (EAL) allocation is set at \$775 per identified and funded student and Indigenous allocation for self-declared students was set at \$630 per student. As per the practice from 2023/24, a portion of the EAL and Indigenous grants are managed centrally to provide central support.

On April 11th, the Learning Supports Department provided each school their Inclusive Education Services (IES) allocation. \$15.1 million was allocated directly to schools to enhance the delivery of a continuum of supports and services within inclusive learning environments. Kindergarten through Grade 12 IES Allocation is a weighted allocation formula based upon 2024-2025 student projections and specifically looks at kindergarten students, the student population at each school identified with severe, intensive medical, behavioural needs, and children in care as well as an allocation to support mild/moderate/undiagnosed needs. Approximately \$500,000 remains to be allocated directly to schools for inclusion support in the fall.

The remaining 8% of instruction funding is managed centrally to provide support directly to schools and students in the form of literacy and numeracy supports, supports for school staff to help meet the needs of learners with complex needs, English as an Additional Language support for schools, Indigenous learning branch with funds supporting schools and providing supports to schools, family supports, student mental health supports, and school technology software, hardware and technical support. While managed centrally, these teams provide direct support and services to schools.

On April 18th Administration walked the Budget Committee through the details for the school allocations. As per the terms of reference for the Budget Committee, they developed the Board departmental budget which has been embedded within the overall divisional budget.

Education Centre budgets were opened on April 8th and closed on April 19th. Direction to budget holders related to the Board's budget priorities. Most of these budget centres detail how the government provided System Administration grant is spent on system supports including superintendent office, trustees, schools department, associate superintendent of business and operations office, finance, payroll, supply management, warehouse, human resources, associate superintendent of learning office, communications, and office services. \$500,000 will be unspent from System Administration to help the division achieve the reserve target (allowing all instruction funds to be used to support instruction). Other costs centres within the Education Centre allocate the grants specifically provided by the province for the operations and maintenance of our division (caretaking, utilities and insurance, maintenance, planning, grounds, and community use) and our transportation service.

On May 2nd, the Budget Committee reviewed each Education Centre based budget and learned about reserve projections for 2024/25.

Future Direction:

On May 30, 2024, Administration will be bringing forward the 2024/25 budget for the Board's consideration.



INFORMATION ITEM

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Recommendation:

The Board of Trustees acknowledges receipt of the 2024/25 Budget Update as information.

DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Item: Accountability Report: Transportation

Date of Meeting: May 9, 2024

Background:

The Transportation Department prepares accountability reports to inform the Board of the activities of the Transportation Department. The last Transportation Accountability report was generated in November 2023 and presented to the Board in January 2024 by Morley Kostecky, Senior Manager of Transportation. In accordance with the direction of the Board of Trustees via the Associate Superintendent of Business and Operations, a condensed summary of the Department's performance and outlook for next year's school year is presented below.

Current Status:

Ridership and route statistics are provided in Table 1 below.

Table 1 Ridership and Route Statistics			
	Status at November 1, 2023	Status at April 30, 2024	Notes
Total Passengers	12,566 (approximately 11,700 at September start up)	12,886	—
RVS Passengers	10,477	10,734	—
CCSD Passengers	2079	2152	
Total Bus Routes	296 (September route count was 293)	301	51 routes are operated solely for CCSD, 21 routes are shared between RVS and CCSD
Regular Bus Routes	266	269	—
Specialized Routes	30	32	RVS also established 10 parent-provided transportation contracts
Average Ridership on Regular Buses	47	48.5	—

Due to the chronic shortage of bus drivers this school year, RVS had one or more bus routes that did not have an assigned driver as late as February 23rd. Our contractors have recruited more drivers than our current route total since early 2024, but there are currently no more available buses to deploy for the remainder of the school term.

DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Fees and Payment Summary

Fee revenues and waiver information is summarized in Table 2 below:

Total fees collected	\$3.09M	Includes secondary stops, second semester fees and out-of-division fees.
Fees outstanding	\$44,917.75	
Fees waived	\$398,125	853 families approved for waivers

Key Issues for Transportation

Availability of Busing Resources:

RVS expects that the shortage of both drivers and buses may extend into the new school year. The factors that impact our busing resources include:

- **Student population growth and increased accessibility to busing:** Airdrie, Chestermere and Cochrane will continue to grow as new communities develop in these municipalities. Increased demand for busing may also be exacerbated by the eventual adoption of new busing eligibility rules that observe decreased walk distances to schools. Current RVS policies already accommodate the 2 km limit for most Grade 7 to 12 eligible students. Grades K to 6 within our service boundaries are currently eligible for busing at walking distances exceeding a 1.5 km threshold. The new eligibility rules (based on drive distances from home to school) will be reduced to 1 km for K to 6. Planning estimates for next year suggest that as many as 2400 new riders could become eligible as a result of community growth and the new busing eligibility requirements. However, Alberta Education has pushed the mandatory adoption of the new eligibility rules back one year to September 2025. RVS will continue to use its current service model for September 2024 and endeavor to extend busing service to more families eligible under the new rules as busing resources become available through the 2024/25 school year.
- **Increasing Transportation Costs:** Both major fleet contractors are facing increased financial pressures to maintain busing service at the current contract rates. Costs for new buses and replacement parts have increased significantly since the post-Covid resumption of school operation. Furthermore, bus driver compensation rates available from the metro Calgary districts are known to be higher than compensation available under RVS contracts. Wages offered by other full and part-time occupations are also compete for the local driver pool.
- **Compliance to CSA D250 School Bus Standard:** Alberta Commercial Vehicle Safety Regulation specifies that only vehicles compliant to the CSA D250 standard may be engaged for transporting students from home to school and back home from school. RVS contractors currently utilize 11 non-compliant vehicles. Long-standing transportation contracts that

DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

acknowledge the use of non-compliant vehicles will be terminated by mutual agreement with the contractors at the end of the current school term, and a competitive bid will be released this May to address the shortfall in specialized transportation school buses.

Charter Service Procurement

In a recent transportation service review survey conducted with our schools, administrators frequently commented about the challenges to arrange field trips and charters. They often mentioned frustration from just trying to elicit a response from the current list of approved busing operators. Our contractors commented that their resources are fully committed to running regular daily school routes, and thus they were often unable to provide services outside the window from 9 am to 3 pm.

Our department has recently heard of additional costs and schedule changes to school trips that were triggered by incomplete understanding of the limitations of the charter service providers or errors made by service providers. These unexpected costs and delays could have been avoided by better communication.

At the request of Business and Operations, Transportation will consider processes to support schools with charter service procurement. Our department will seek to add more transportation service providers to the list of authorized charter service providers through a Request for Qualifications (RFQ) to be released in May. The Department will also introduce a web-based procurement system to enhance schools' access to qualified contractors.

Key Transportation Department Initiatives

BusPlanner Route Management System Transition:

RVS retired its Edulog route management system at the end of the 2022/23 school year and has fully implemented the route development and management functionality of BusPlanner.

WheresTheBus Route Tracking System:

We are continuing to implement the full capabilities of our tablet-based route tracking system. The Department has completed initial pilot testing of the parent portal app with RVS staff as participants and has recently extended the pilot program to families at Banded Peak School. We will also introduce the parent portal to families at select Cochrane schools to confirm that parent accounts can be securely created and operated prior to full release of the app across the school district and CCSD transportation subscribers.

Early Busing Registration Program:

The advanced features of BusPlanner have expedited our roll-over process, and the Department has scheduled the Early Registration Program to commence by May 9th.

Student Management Update Program:

Transportation Department has collaborated with Learning Supports and our Positive Behavior and Intervention Supports (PBIS) Coaches to generate a matrix of expected behaviours for display on school buses, produce an introductory training guide for bus drivers, and introduce an upgraded "Bus

DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Communication Form” to replace the old Student Management Form. These new tools are anticipated to be rolled out to our busing contractors prior to the new school year’s start.

Stop Arm Camera Deployment:

In response to numerous reports of vehicles passing school buses illegally, the Department has deployed stop arm video camera arrays on seven contracted regular school buses. The systems are capable of recording under low light conditions, the license plates of vehicles that pass buses that have their 8-way warning systems deployed. The specially equipped buses are intended to be rotated through bus routes that have experienced “fly-bys.”

Customer Service Communication Improvement Initiative:

In an effort to address the large volumes of service subscriber email, particularly from late August to the end of October, the Department has commissioned RVS IT Services to develop a customer service ticket system based on the Team Dynamix platform. The new system will help to collect complete information to categorize inquiries that can be sorted and prioritized, then assigned to a Department staff member. It is anticipated that the new system will reduce the amount of email by facilitating access to knowledge base links, allowing the inquirer to observe the status of their inquiries, and flag aging requests to the Senior Manager or a designate.

Recommendation:

The Board of Trustees acknowledges receipt of the Transportation Accountability Report as presented.



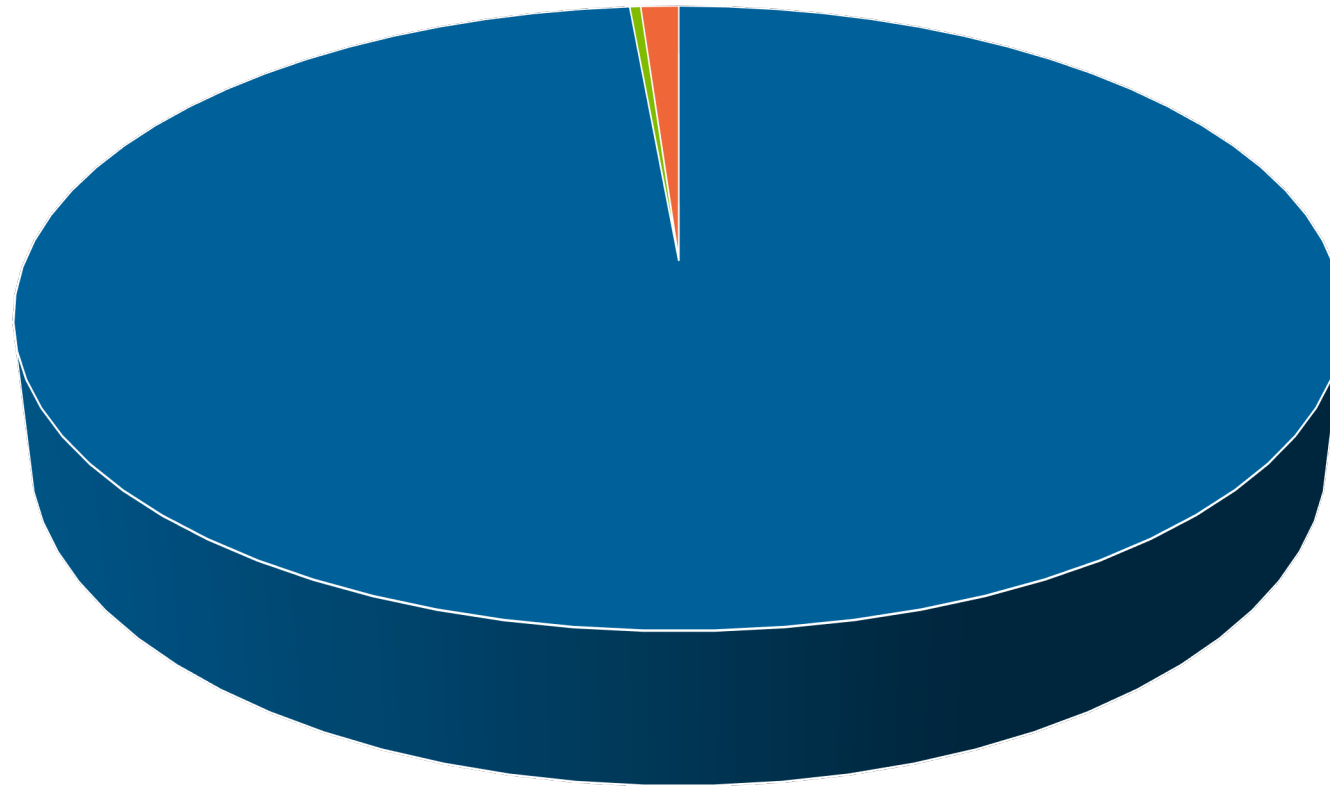
Accountability Overview

May 2024

Transportation Department

By the Numbers...

Number of Passengers

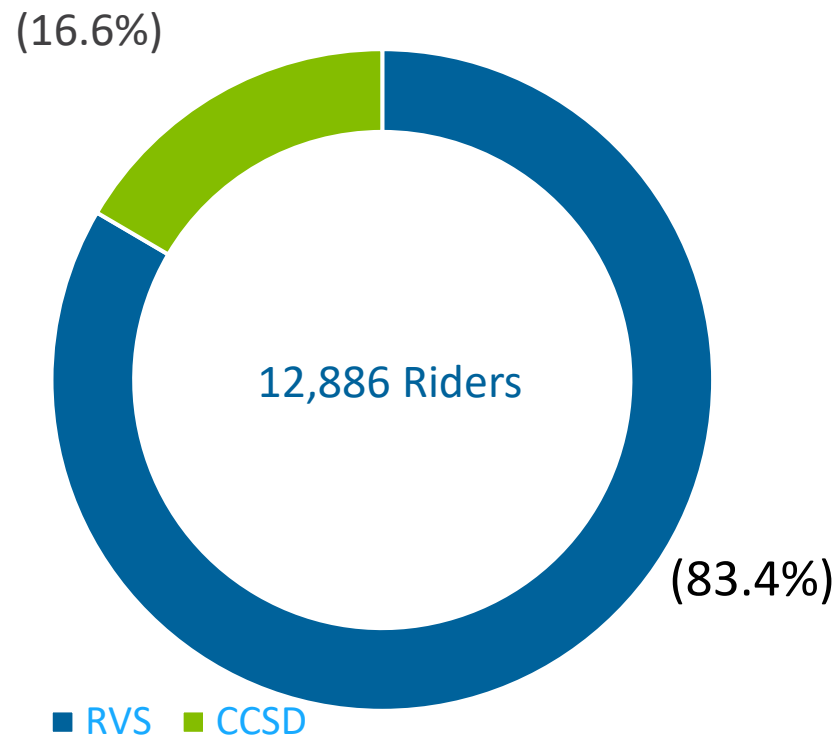


- Regular
- Regular Buses with students with Special Needs
- Specialized Transport for students with Special Needs

As of 8 May 2024:

- Total Ridership of 12,894 passengers
- 304 Routes
- 270 regular bus routes
- Average regular bus load: 48.5 passengers.
- 34 routes for special needs riders

RVS vs Calgary Catholic Ridership



Fees and Payments Summary

Total fees collected	\$3.09M	Includes secondary stops, second semester fees and out-of-division fees.
Fees outstanding	\$44,917.75	
Fees waived	\$398,125	853 families approved for waivers

Key Issues for Transportation Availability of Busing Resources

- Factors impacting busing resources:
 - Student population growth, increased accessibility to busing.
 - Increasing transportation costs
 - Compliance to CSA D250 School Bus Standard

Key Issues for Transportation Charter Services Procurement

- Schools are seeking greater access to charters and field trip opportunities.
- Current pool of service providers is unable to respond to field trip requests.
- Transportation Department to provide support to schools for 2024/25 school year.
 - Implement BusPlanner Trips
 - Review charter requirements.
 - Add charter service provider capacity.

Key Transportation Department Initiatives

- BusPlanner Transition Complete with some training still occurring
- WhereTheBus Tracking System
 - Deployed “School View” to all RVS and CCSD schools.
 - Commenced expanded parent portal app pilot to Banded Peak School and will extend the pilot to select Cochrane area schools.

Key Transportation Department Initiatives – cont'd

- Early Busing Registration Program
 - Expedited rollover compared to previous years
 - Early registration anticipated to start May 9th
- Student Management Update Program
 - Implementing changes to align with school-based Positive Behaviours and Intervention Supports (PBIS)
 - Produced PBIS-based matrix of expected behaviours on school buses
 - Developed draft “Bus Communication Form”
 - Guidance for introductory training to school bus drivers

Key Transportation Department Initiatives – cont'd

- Stop Arm Camera Deployment
 - Added 2 more stop arm camera equipped buses for a total of 7.
 - Video footage has been shared with law enforcement to identify “flyby” vehicles.
- Customer Service Communication Improvement:
 - Ticket-based customer inquiry system intended to reduce email volume during peak season
 - Improvements to customer service anticipated to include:
 - Access to knowledge base links, RVS websites.
 - Service subscriber access to inquiry status updates.
 - Flagged inquiry notifications to staff and supervisor for aged and/or stalled requests.

• Questions?



DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: THE POLICY COMMITTEE

Discussion Item: Policy 8 Board Committees and Representatives

Date of Meeting: May 9, 2024

Background:

Policy 8 Board Committees and Representatives creates the structure that allows for the delegation of specific powers and duties to committees of the Board. It describes the roles of standing and ad hoc committees and prescribes the requirement for terms of reference for each committee. It also highlights how the Board may appoint trustees to represent the Board on various collective agreement committees, external committees, agencies and organizations. Such representation is established either in a collective agreement or at the discretion of the Board to facilitate the exchange of information on matters of mutual concern and/or to discuss possible agreements between the Division and other organizations.

Current Status:

On April 11, 2024 the Board passed a motion:

#1344-2024 MOTION BY TRUSTEE FIONA GILBERT:

The Board of Trustees directs the Superintendent to update all current Board Committee Terms of Reference to include a Voting Members section that aligns with Board Policy 8 – Board Committees and Representatives (BP8) and current practice related to voting members on Audit Committee and Indigenous Advisory Circle. Furthermore, the Board of Trustees directs the Policy Committee to draft revisions to BP8 to reflect this new section and bring to the Board for consideration prior to the end of June 2024.

In addition, the Policy Committee is recommending other adjustments to the policy:

- Clarify that all committee meetings are private and not open to the public (current practice).
- Add a provision about notice for committee meetings – a minimum of 48 hours notice of a committee meeting unless the committee’s terms of reference specifically require a longer notice period. A committee meeting can be held without notice being given if every voting member of the committee agrees to waive the notice requirements.
- Update listing of sections of term of reference in section 11 to reflect above motion and current practice.
- Clarify quorum requirements and voting members.

Alternatives:

Alternative I

The Board approves the proposed Policy 8 Board Committees and Representatives as presented.

Alternative II

The Board approves the proposed Policy 8 Board Committees and Representatives as amended.



DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: THE POLICY COMMITTEE

Alternative III

The Board refer Policy 8 Board Committees and Representatives to the Board Planning Committee for further review.

Alternative IV

The Board refer Policy 8 Board Committees and Representatives to the Policy Committee for further review.

Recommendation:

The Board approves the proposed Policy 8 Board Committees and Representatives as presented.



POLICY 8 BOARD COMMITTEES & REPRESENTATIVES

Approved: 2023 06 15

BACKGROUND

The Board may delegate specific powers and duties to committees of the Board that are established by the Board, subject to the restrictions on delegation in the Education Act.

The Board may appoint Standing Committees and Ad Hoc Committees and shall prescribe their powers and duties.

Standing committees are established to assist the Board with work of an ongoing or recurring nature. Standing committees are usually appointed annually at the Organizational Meeting.

Ad hoc committees are established to assist the Board on a specific project for a specific period of time.

The Board may appoint trustees to **represent the Board** on various collective agreement committees, external committees, agencies and organizations. Such representation is established either in a collective agreement or at the discretion of the Board to facilitate the exchange of information on matters of mutual concern and/or to discuss possible agreements between the Division and other organizations.

GUIDELINES

1. Committee membership and Board representation is identified at the annual Organizational Meeting and updated throughout the year by Board motion at a special or regular Board meeting.
2. Committees will typically meet within the first 60 days after the annual Organizational Meeting with a member of administration calling the first meeting and serving as the acting Committee Chair until a trustee is elected as Chair at the initial meeting. The Committee will review its terms of reference at the initial meeting and recommend any proposed changes to the Board for their consideration.
3. The Board Chair, when not specifically appointed to the committee, shall act as an ex-officio member, without voting privileges, of all committees appointed by the Board.
4. The Superintendent may appoint resource personnel to work with committees and/or representatives and shall determine the roles, responsibilities and reporting requirements of the resource personnel.
5. Committees shall only exercise such powers as are specifically delegated by the Board.
6. Quorum for committee meetings is a majority of the trustees appointed to the committee.
7. With the exception of the Audit Committee and Indigenous Advisory Circle, only trustees appointed to standing committees are voting members.
8. The Committee chair or representative shall provide reports to the Board concerning the proceedings of committee meetings and recommendations for Board consideration.

9. The terms of reference for each committee will be established by Board motion at the time of the formation and include:
 - 9.1. Name
 - 9.2. Purpose
 - 9.3. Membership
 - 9.4. Authority
 - 9.5. Remuneration
 - 9.6. Budget
 - 9.7. Meetings
10. The terms of reference for each committee shall only be changed by Board motion.

STANDING COMMITTEES

- a. Advocacy Committee
- b. Agenda Planning Committee
- c. Appeals Committee
- d. ASBA Committee
- e. Audit Committee
- f. Board Planning Committee
- g. Budget Committee
- h. Student Expulsion Hearing Committee
- i. Indigenous Advisory Circle
- j. Labour Relations Committee
- k. Policy Committee
- l. School Councils Committee
- m. Student Transportation Committee

Legal Reference:

- Section 33, 34, 37, 51, 52, 53, 64, 67, 222 Education Act
- Collective Agreement with ATA Local #35



POLICY 8 BOARD COMMITTEES & REPRESENTATIVES

Approved: 2024 05 09

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**POLICY 8
BOARD COMMITTEES &
REPRESENTATIVES**

Approved: 2024 05 09

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Moved down [1]: <#>Student Expulsion Hearing Committee

Proposed - track changes



**POLICY 8
BOARD COMMITTEES &
REPRESENTATIVES**

Approved: 2024 05 09

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k. School Councils Committee

l. Student Expulsion Hearing Committee

m. Student Transportation Committee

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POLICY 8

BOARD COMMITTEES & REPRESENTATIVES

Approved: 2024 05 09

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- j. Policy Committee



POLICY 8 BOARD COMMITTEES & REPRESENTATIVES

Approved: 2024 05 09

- k. School Councils Committee
- l. Student Expulsion Hearing Committee
- m. Student Transportation Committee

Legal Reference:

- Section 33, 34, 37, 51, 52, 53, 64, 67, 222 Education Act
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Proposed