



## 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 30, 2024**

10:00 a.m. Regular Board Meeting

### AGENDA

1. Call to Order
2. Approval of Agenda
3. In Camera Meeting
4. Return to Public Portion of the 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.*
5. Motions Arising from In Camera
6. Approval of Minutes
  - a) Regular Board Meeting – May 9, 2024
7. Exemplary Practice/ Student Showcase
  - a) Recognition of Staff Academic Achievement
8. Superintendent's Report
9. Chair's Report/Correspondence
10. Committee Reports
  - a) Advocacy (w/motion)
  - b) Policy (w/motion)
11. Trustee Reports
12. New Business
13. 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

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**Date of Meeting:** May 30, 2024

**Showcase Name:** Recognition of Staff Academic Achievement

## **Project Description**

Each year, the Board of Trustees recognizes staff members who demonstrate leadership in learning by obtaining post-secondary degrees or professional certificates. The Board extends its congratulations to 33 RVS team members who have upheld the principle that continual growth helps create a world-class learning organization where all students achieve their absolute best. Please see the attached Staff Academic Achievement brochure for details on their accomplishments.

RVS values lifelong learning for all staff. Through ongoing learning, collaboration and research, staff gain valuable knowledge, skills and experiences to enhance their role, innovate and share with their colleagues. Many can use these new learnings to make a difference in the lives of students.

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“Rocky View Schools is a world-class learning organization where all students achieve their absolute best. RVS connects with all students to ensure everyone learns, belongs, and succeeds”



# Board of Trustees' **Recognition of Staff Academic Achievement**

May 30, 2024



Rocky View Schools (RVS) promotes life-long learning for our students and our staff. This continual growth helps create a world-class learning organization where all students achieve their absolute best.

The Board of Trustees is proud to recognize the accomplishments of 33 staff members who not only exemplify RVS' vision that we are all learners, but who also demonstrate leadership in learning.

### **Omolola Alawiye**

Child Development Advisor, W.H. Croxford High School

**Bachelor of Education – University of Calgary**

*"Omolola has brought energy and joy to her role as a CDA for five years at W.H. Croxford. Previously, she excelled in roles at Windsong Heights School and Chestermere High School. She has had a massive impact on students in our school in the role of CDA and we are excited for her to start a new journey in teaching! Congratulations Omolola!"*

Derek Keenan, Principal

### **Breanna Baxter**

Teacher, Prairie Waters Elementary School

**Master of Education – University of Calgary**

*"Breanna is a highly engaged, professional and enthusiastic educator. As a teacher, she is dedicated to the learning and development of her students. As a PYP coordinator, she is passionate about curriculum development and instruction. And as a leader, she focuses on ensuring all staff are supported and given the tools they need to be the best they can be."*

Michelle Doz, Principal

### **Shali Baziuk**

Trustee, Education Centre

**Trustee Governance Program Certificate – University of Calgary**

*"Shali's dedication to her role as trustee inspires us all. Her innovative perspective and insightful discourse contribute significantly to the work of the Board, while her commitment to educational excellence is unwavering. Shali's dedication to advocating for student success sets a remarkable standard. Congratulations Shali!"*

Fiona Gilbert, Board Chair

### **Melyssa Bowen**

Trustee, Education Centre

**Trustee Governance Program Certificate – University of Calgary**

*"Melyssa's passion for learning and natural curiosity come to life as she undertakes new opportunities to expand her professional knowledge and master the practice of leadership and governance. Melyssa is not afraid to ask tough questions, and her commitment to excellence and meaningful contributions to advance the work of the Board sets a high standard for others to follow. Congratulations Melyssa!"*

Fiona Gilbert, Board Chair

### **Jo–El Buerlen**

Administrative Assistant III, Education Centre

**Advanced Administrative Certificate – Mount Royal University**

*"Jo-El eagerly brings her new learning to her work each day. She shares her enthusiasm for learning with her colleagues and strives to use her learning to improve and elevate practices. Her positivity and commitment to lifelong learning will continue to serve her well within and beyond her work at RVS."*

Sherri Black, Director of Learning Supports

### **Nicole Couillard**

Teacher, Glenbow Elementary School

**Master of Arts: Counselling Psychology – Yorkville University**

*"Nicole has worked hard to pursue this degree while continuing to do an excellent job as a classroom and literacy teacher. Nicole is passionate about student success and works to ensure all students are supported, cared for and successful. Congratulations Nicole!"*

Jason Billings, Principal

## **Jim Cove**

Teacher, Sarah Thompson School

**Master of Education: Educational Studies – University of Alberta**

*“Jim has been an excellent teacher for many years at Sarah Thompson School. His pursuit of professional improvement is intentional and ongoing. He is always looking to grow his practise to better serve his students. Jim is an instrumental leader in building a positive culture at our school and he has successfully led several initiatives that have resulted in a more inclusive space for all learners.”*

Ryan Siemens, Principal

## **Vicky Coverdale**

Teacher, Cochrane Christian Academy

**Master of Education – University of Calgary**

*“Vicky is a collaborative team player, actively contributing to the leadership team of educators at CCA. She prioritizes building strong relationships with her students and fosters a supportive and inclusive learning environment. Completing her degree deepened her empathy for the challenges learners face. Her new learning will help her foster perseverance in her students by emphasizing continuous reflection, which strengthens their journey toward success and personal growth.”*

Allan Elkin, Principal

## **Trish Cull**

Divisional Supervisor of Learning Supports, Education Centre

**Master of Education – University of Calgary**

*“Trish’s passion for student-centered inclusive education has been enhanced by her new learning. Her thoughtful, steady commitment to her work, through the lens of an educational leader, has benefited every member of the Learning Supports leadership team, as well as everyone she works with and serves. Trish’s dedication to excellence and lifelong learning will continue to serve her well as she continues her work advocating for children, youth and families.”*

Sherri Black, Director of Learning Supports

## **Rahna Dad Mohammad**

Teacher, Chestermere High School

**Graduate Diploma: Inclusive Education – University of Calgary**

*“Rahna’s achievements exemplify her dedication to advancing inclusive education. Throughout her studies, she demonstrated an exceptional ability to blend theoretical knowledge with practical application, focusing on creating inclusive Kindergarten – Grade 12 environments. Rhana is committed to supporting diversity and understanding learner needs; this has enabled her to craft informed educational practices and policies. Her work is characterized by critical analysis and collaborative efforts, and addresses complex educational challenges, promoting high expectations and reducing barriers for all learners.”*

Aaron Hiebert, Assistant Principal

## **Chloe De Bokx**

Transportation Coordinator, Education Centre

**Administrative Assistant Certificate – Bow Valley College**

*“Chloe solidified her role with Transportation by completing her Administrative Assistant Certificate in 2023. Demonstrating impeccable organizational skills, she vaulted quickly from Transportation’s Administrative Assistant II to her current role. She has used those exceptional organizational skills and administrative knowledge into a model of customer service excellence.”*

Morley Kostecky, Senior Manager of Transportation

## **Whitney Edworthy**

Teacher, RancheView School

**Master of Counselling Psychology – Yorkville University**

*“Whitney is a wonderful teacher who cares deeply about all students. She applies her understanding of school counselling to help support students both in and out of the classroom. Whitney provides a safe and caring environment where students are able to be their best selves.”*

Lynette LePan-Smith, Principal

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## **Adrienne Fossheim**

Teacher, Bow Valley High School

**Graduate Certificate: Master of Education – University of Calgary**

*“Adrienne is a caring and passionate educator. She brings energy and love to our school, and cares deeply for students and staff. Adrienne creates an amazing drama and performing experience for students each and every year. Bow Valley staff are so proud of Adrienne!”*

Shane Dempster, Principal

## **Gerry Gaudet**

Principal, Elizabeth Barrett Elementary School

**Certificate in Human Resources Management – University of Calgary**

*“Gerry began his certification in Human Resource Management in August 2021. He demonstrates a keen interest in Human Resources and strives to integrate his learning in his day-to-day work at his school. He genuinely strives to ensure his people are cared for and supported. Congratulations Gerry!”*

Sandy McDuffe, Area Director

## **Fiona Gilbert**

Board Chair, Education Centre

**Trustee Governance Program Certificate – University of Calgary**

*“Congratulations to our esteemed Board Chair! Fiona’s unwavering commitment to excellence has been truly remarkable and benefits us all. Leadership in today’s uncertain and changing world requires tenacity, intelligence and grit. Her dedication and commitment to Rocky View Schools and its staff and students is an inspiration to us all! Well done, Fiona.”*

Judi Hunter, Vice Chair

## **Tiffany Harris**

Teacher, École Edwards Elementary School

**Master of Education – University of Victoria**

*“Tiffany’s completion of her degree is an example of her commitment to lifelong learning. With over a decade of teaching experience, she infuses her classes with enthusiasm, making learning a joyous journey for her students.”*

Rachelle Prud’Homme, Principal

## **Trista Harrison**

Learning Support Specialist, Education Centre

**Diploma: Education of Deaf and Hard-of-Hearing Students – York University**

*“Trista’s passion and enthusiasm for her work with all students – particularly those who are deaf – is felt by all who have the privilege of working with her. Trista’s perseverance and dedication to the students, families and colleagues she serves is further enhanced by her new learning, which will continue to serve her well and will benefit and increase quality of life for those she works with.”*

Sherri Black, Director of Learning Supports

## **Shelley Kinley**

Trustee, Education Centre

**Trustee Governance Program Certificate – University of Calgary**

*“Always a learner, Shelley is committed to expanding her professional knowledge of effective governance in her role as a school board trustee. Always a teacher, she shares this new knowledge and understanding with her colleagues, making invaluable contributions in support of student, staff and organizational success. Well done Shelley!”*

Fiona Gilbert, Board Chair

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## **Jillian Knoblauch**

Learning Support Specialist, Education Centre

**Master of Education – University of Calgary**

*“Jillian’s enthusiasm and passion is evident in her work as a learning support specialist. Her advocacy for children and youth and her support of colleagues has been enhanced by her new learning and the ever-growing experiences she shares in her day-to-day work. Jillian’s dedication to lifelong learning and sharing that learning within her work will continue to serve her well as she continues her journey in education and beyond.”*

Sherri Black, Director of Learning Supports

## **Lindsay Leptich**

Teacher, Elbow Valley Elementary School

**Master of Education: Curriculum and Pedagogy –  
St. Francis Xavier University**

*“Lindsay is eager to bring her new learning to her classroom and share with her colleagues. Her enthusiasm for working with curriculum and understanding the scope and sequence, while supporting others is an incredible asset to Elbow Valley. Her dedication to education and lifelong learning will continue to serve our community and her students. She is an exceptional educator with a deep understanding of curriculum. Congrats Lindsay! We couldn’t be happier for you.”*

Alanna Berger, Assistant Principal

## **Carolynn Martin**

Learning Assistant, Cooper’s Crossing School

**Bachelor of Education – University of Calgary**

*“Carolynn has been a learning assistant at Cooper’s Crossing since 2016. In the past few years, as well as working full time and supporting a busy family, she has pursued her Bachelor of Education. Carolynn is always effervescent, positive, and contributes her energy and love for learning to the work she does in our school with all students and staff she encounters. We are so proud of Carolynn’s accomplishment and know she will excel in her new role as a teacher.”*

Diana Logan, Principal

## **Denice McKinnon**

Benefits Administrator – Education Centre

**Certificate: Psychological Health & Safety in the Workplace –  
University of Fredericton**

*“Denice’s latest academic achievement signifies yet another milestone in a distinguished career with RVS that has spanned almost two decades. Her certificate in psychological health and safety has paved her way to a third successful RVS career change as a benefits administrator.”*

Morley Kostecky, Senior Manager of Transportation

**Certificate: Fundamentals in Group Benefits –  
International Foundation of Employee Benefit Plans**

*“Denice started her education in group benefit plans prior to becoming a benefits administrator – a true testament to her passion for benefits. This certification builds on her knowledge of benefits and expertise. She supports RVS’ employee benefit needs through all life events with empathy and exemplary customer service. She consistently demonstrates her ability to ensure our benefit remittances are reconciled and accurate.”*

Melanie Watt, Manager of Payroll

## **Jody Moore**

Assistant Principal, Windsong Heights School

**Superintendent Leadership Certificate – University of Calgary**

*“In the fall, Jody completed the Superintendent Leadership Certificate program. She has been an instrumental leader at Windsong Heights in her time at the school. Her dedication to student and staff learning through her leadership and exemplary practice is remarkable in all areas, particularly in literacy. Jody cares deeply about each and every student she comes into contact with, always going above and beyond what is expected to ensure their success. This achievement is evidence of her commitment to learning, both for herself and across our system.”*

Scott Woodward, Principal

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## **Brian Morgotch**

Learning Support Teacher, Bow Valley High School

**Master of Counselling – University of Lethbridge**

*“Brian is a kind and caring professional with experience in many areas that make him a strong staff member. His experience in middle school and now high school gives him a great vision of student development and a unique lens for school improvement. Bow Valley is so proud of Brian for this amazing accomplishment.”*

Shane Dempster, Principal

## **Caitlyn Pezderic**

Learning Support Teacher, RancheView School

**Master of Education: Interdisciplinary Studies – University of Calgary**

*“Caitlyn is an amazing teacher and leader. She meets students where they are in their academic, social and emotional journey. Caitlyn uses the knowledge she has gained in her degree to help support teachers, learning assistants and families. She creates a kind and safe learning environment for all to flourish.”*

Lynette LePan-Smith, Principal

## **Adam Pratt**

Teacher, Heloise Lorimer School

**Master of Education: Elementary Education, Curriculum and Pedagogy – University of Alberta**

*“Adam is a dedicated wellness champion who is driven by a desire to continue to learn and grow as an educator. His recent learning will be used to better his pedagogy in all things physical education, health and wellness, as well as to pursue leadership opportunities in RVS in the near future. Congratulations on your accomplishment!”*

Terry Lewis, Principal

## **Jennifer Raitz**

Learning Support Specialist, Education Centre

**Master of Education - University of Calgary**

*“Jennifer completed a Master of Education in Educational Research, with specialization in fostering transformative change in education, blending Universal Design for Learning with a focus on children’s mental health. Her research focused on how effective school leaders empower challenging change through school-wide frameworks. Her advocacy for children, youth and for supporting colleagues has been further enhanced by her new learning and the ever-growing experiences she brings and shares in her day-to-day work. Jen’s dedication to lifelong learning and sharing that learning in her work will continue to serve her, her colleagues and RVS well as she continues her journey within education and beyond.”*

Sherri Black, Director of Learning Supports

## **Kim Ridley**

Learning Specialist, Education Centre

**Master of Education: Interdisciplinary Studies – University of Calgary**

*“Kim exemplifies extraordinary leadership through her unwavering commitment, dedication and genuine care for our English as an Additional Language learners and their families. Her passion to make a meaningful difference resonates in every interaction, as she wholeheartedly supports students and fosters an inclusive environment. Kim’s thoughtful approach underscores her deep concern for people, extending her support to teachers, empowering them to better serve our students. Her profound care and dedication are the cornerstones of our community’s success. Her learning has helped deepen her overall commitment and dedication. She is an asset to the Learning Services team and to RVS in general.”*

Sharon Cronin, Director of Instructional Leadership

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## **Chelsey Schubert**

Learning Specialist, Education Centre

**Graduate Diploma: Educational Neuroscience – University of Calgary**

*“Chelsey is a beacon of creativity and innovation in education. Approachable and passionate, she constantly seeks fresh ways to captivate both students and teachers alike. Fondly describing herself as ‘nerdy,’ she delves into the intricacies of the brain, leveraging this fascination to craft dynamic learning experiences. Her exemplary leadership inspires and motivates colleagues to reach new heights, fostering a culture of enthusiasm and growth within our division. She continues to be an amazing leader in Learning Services and RVS!”*

Sharon Cronin, Director of Instructional Leadership

## **Shauna Simpson**

Learning Assistant, Cooper’s Crossing School

**Graduate Certificate in Education: Decolonizing and Indigenizing Teaching and Learning – Yorkville University**

*“Shauna is a champion of Indigenous learning and knowledge at Cooper’s Crossing School. She teaches staff and students many ways we can be thoughtful and intentional about decolonizing our practices and instruction. Most of all, Shauna is a champion for all students and helps to support the students she works closely with by being kind, caring, patient and honouring their unique skills and spirit. Well done, Shauna!”*

Diana Logan, Principal

## **Tiffany Speers**

Teacher, Rainbow Creek Elementary School

**Master of Education: Educational Leadership – Yorkville University**

*“Tiffany embraces the opportunity to bring her learning into practice. She is the acting administrator at the school and spearheads the PBIS Committee. She is an enthusiastic learner who shares her knowledge with staff. Tiffany’s love of learning and the teaching profession will continue to be an asset to RVS.”*

Tammy Rahn, Principal

## **Holly Srayko**

Teacher, Heloise Lorimer School

**Graduate Certificate in Educational Studies: Early Childhood Education – University of Alberta**

*“With unwavering commitment and passion for early childhood education, Holly has made a significant impact on our students’ learning journeys. Her positive influence continues to shape young minds and is noticeable to all who work with her. Holly’s commitment to the profession and her willingness to invest in her career growth will continue to open opportunities for leadership roles within the education system. Congratulations, Holly, on this well-deserved recognition!”*

Terry Lewis, Principal

## **Famya Virk**

Teacher, Windsong Heights School

**Master of Education: Interdisciplinary Studies – University of Calgary**

*“Famya is a valuable member of the Grade 8 teaching team at Windsong Heights. She provides a strong learning environment built first and foremost on care, compassion and respect for her students. Beyond her classroom, she is an integral member of our Wolf Pack through her work with our staff and community. Her graduate coursework specializing in mental health and wellbeing in schools is well suited for education at the middle school level. We are all very proud of Famya’s accomplishment and contribution to our school and RVS.”*

Scott Woodward, Principal

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**SUPERINTENDENT'S REPORT**  
REGULAR MEETING OF THE BOARD OF TRUSTEES

**MAY 30, 2024**

**AGENDA**

1. 2024/25 School Calendar Exceptions
2. 2024/25 Budget
3. Year 2 Education Plan

**ACTION**

- Directive
- Directive
- Directive

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

Greg Luterbach  
Superintendent of Schools



# INFORMATION ITEM

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

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**Information Item:** School Calendar Change Requests

**Date of Meeting:** May 30, 2024

## **Background:**

The calendar for the 2024 – 2025 school year was approved by the Rocky View Schools' Board of Trustees at a regularly scheduled Board of Trustees Meeting on Thursday, June 22, 2022. It was distributed to Rocky View Schools' stakeholders shortly thereafter.

## **Current Status:**

All schools within Rocky View Schools follow the approved RVS calendar but some schools may have days where not all students are in attendance. These days are generally for one of two reasons, to decrease student anxiety at the start of the school year through "staggered entry" or for Kindergarten students. The Alberta Education *Guide to Education* states that for Kindergarten,

Instructional time activities may include

- visits to the child's home to coach parents and caregivers on specific skill/strategies related to the child's learning
- demonstration of child learning in child-parent-teacher conferences as a means of reporting the results of the teacher's evaluation of the child.

## **Calendar Change Requests:**

- Schools being able to start the school year with staggered student start days – a portion of the school body starts school on Tuesday, September 3<sup>rd</sup> with the remaining students first day being Wednesday, September 4<sup>th</sup>. This process, which has been in place for the last few school years, has dramatically decreased the stress that usually accompanies the start of the school year.
- Kindergarten 3-way (child-parent-teacher) conference days – day in the fall and day in the spring where there is no school for Kindergarten students.
- Schools requesting full day Kindergarten – Cochrane Christian Academy, Indus School, Langdon School, Kathryn School, Westbrook School.
- Colony schools – October 11<sup>th</sup> which is currently a RVS Professional Learning Day would be a school day and October 25<sup>th</sup> would become a Professional Learning Day – this would allow the colony school teachers to attend the Alberta Colony Educators Conference which is being held in Calgary on October 25<sup>th</sup>. This change would have no impact on any other RVS school or any department within RVS Education Centre.



# INFORMATION ITEM

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

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**Recommendation:**

**Alternative I:**

The Board of Trustees approves for the 2024 – 2025 school year the school calendar change requests as presented by administration.

**Alternative II:**

The Board of Trustees amends and approves for the 2024 – 2025 school year the school calendar change requests as presented by administration.

**Alternative III:**

The Board of Trustees does not approve for the 2024 – 2025 school year the school calendar change requests as presented by administration.

**Recommendation:**

The Board of Trustees approves for the 2024 – 2025 school year the school calendar change requests as presented by administration.

*Reference to Policy/Administrative Procedure:  
Administrative Procedure 130: School Year Calendar Development*



# INFORMATION ITEM

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

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# DIRECTIVE FOR ACTION

TO: BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

**Item:** 2024/25 Budget

**Date of Meeting:** May 30, 2024

## Background:

### Board Budget Priorities for 2024/25

Annually, the Board of Trustees has set specific budget priorities to help guide the development of the budget. To advance the priorities and goals of the 2022-2026 strategic plan, the Board established the following 2024/25 budget priorities:



The following directive provides an outline of the key budget highlights as well as detailed budget initiatives for each of the four priorities supported by budgeted spending. A summary of the budget and impact on operating reserves is also provided.

### Highlights of the 2024/25 Budget include:

- Overall revenue is projected to be \$323.8 million, while expenditures total \$326.6 million.
- Total government funding for 2024/25 increased by \$8.8 million (+3.3%) to \$277.4 million.
- Base K-12 instruction funding increased by \$6.3 million (+3.5%) to \$184.5 million. The per student funding rates remain status quo and the increase is driven by the projected enrolment increase.
- Supports and Services grants funding increased by \$1.2 million (+4.6%) to \$27.9 million. Specialized learning grants increased 3.5% in line with projected enrolment increase.

# DIRECTIVE FOR ACTION



TO: BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

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Funding for students identified as English as Additional Language and Indigenous increased 13.5% and 9.4% respectively, in line with projected enrolment changes.

- School grants for Operations and Maintenance increased by \$863,000 (+3.8%) mainly driven by the addition of the Cochrane Christian Academy facility and new Horseshoe Crossing school opening in Langdon. Funding for Infrastructure Maintenance Renewal (IMR) increased by \$73,000 (+2.6%).
- School grants for Transportation increased by \$524,000 (+3.0%) based on anticipated increase in the number of bus riders.
- Jurisdiction grants had a net decrease of \$138,000 (-0.8%). System Administration increased \$170,000 (+1.8%); teacher wage settlement remains status quo at \$5.5 million; and the supplemental growth grant decreased by \$309,000 (-16.2%).
- To balance the budget for 24/25, the net anticipated operating reserve utilization will be \$1.8 million representing \$200,000 for use of school carry forward reserves and \$2.1 million to balance transportation. System administration spending will be \$500,000 less than the available funding with goal of addressing the Board budget priority to grow operating reserves.
- The projected ending balance for operating reserves as of August 31, 2025 will be \$6.2 million or 2.0% of the total operating budget. Excluding transportation reserves, the operating reserve is anticipated to be 0.9% of the total operating budget which is between the range set by the board priorities.
- Total head count enrolment for 2024/25 is projected to increase by 2.6% over current year to 29,350 students.
- RVS continues to be negatively impacted by the provincial funding model of using a Weighted Moving Average (WMA) resulting in RVS needing to educate 29,350 students while only receiving funding for 28,725 students resulting in 625 students being unfunded representing \$3.3 million of funding shortfall net of the supplemental growth grant.
- At the K-8/9 grade levels, the class sizes have been maintained.
- High schools will receive funding for student growth based on enrolment projections with funding rates per student increased by 1%.
- Supports for inclusion directed to schools have been increased to \$15.6 million plus a further \$7.7 million for central divisional staff to support all schools.

## **Budget Summary:**

Administration has used the guidance provided by the 2022-2026 Strategic Plan and the specific 2024/25 budget priorities to allocate funds across the system. Below are the specific ways that each key priority has been addressed in the proposed 2024/25 budget.



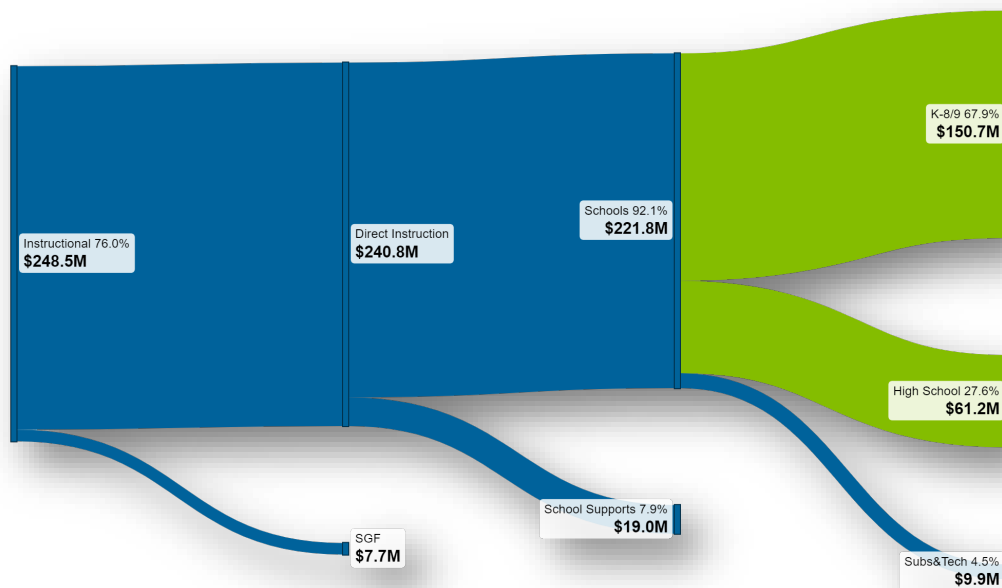
# DIRECTIVE FOR ACTION

TO: BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

**PRIORITY: PROVIDE DIRECT RESOURCES TO SCHOOLS TO SUPPORT STUDENT LEARNING WITH A FOCUS ON NUMERACY AND LITERACY**

To ensure RVS provided direct resources to schools to support student learning, divisional allocation formula provides to schools \$221.8 million plus an additional amount of \$9.9 million managed centrally to provide additional support for school needs such as substitute teacher costs, technology staffing, equipment purchases and repairs and other supplies. This total school allocation of \$221.8 million represents 92.1% of total direct instructional budget. Direct classroom instruction includes all funds distributed to schools through the allocation formulas for high school and K-8/9, excluding School Generated Fund (SGF) revenues.



Highlights related to school allocations include:

- Teachers are allocated to K-8/9 schools based on the same class size guidelines as have existed in RVS for the past few years. Total number of classes allocated was equal to the current year since the reduction in kindergarten classes due to projected lower enrolments at kindergarten offset increased classes from grades 1 through 9. Total allocation for staffing and resources was \$150.7 million representing 67.9% of the direct to school allocation.
- High school per student allocations were increased by 1% and with the projected enrolments, \$61.2 million was allocated to high schools representing 27.6% of the direct to school allocation.
- Total number of classroom teachers at K-8/9 schools is budgeted to be 871.5 representing an increase of 5.5 FTE.
- Total number of classroom teachers at high schools is budgeted to be 339.5 representing an increase of 5.25 FTE.



# DIRECTIVE FOR ACTION



TO: BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

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- Learners with complex needs receive support from 75.9 learning support teachers that are located directly in schools. Each K-8/9 school receives at least one learning support teacher and additional support is allocated based on the school's student population with a total of 56.9 FTE budgeted. High schools are staffed based on student needs with 19 FTE budgeted.
- A total of 11.0 FTE is budgeted for dedicated literacy support teachers within the K-8/9 schools.
- Providing schools direct access to seven learning specialists to support numeracy and literacy along with 3 learning specialists focused on supporting teachers and schools related to English as an Additional Language and 3 learning specialists in our Indigenous Learning branch which provide direct support to schools.
- Overall total certificated teacher FTE at all schools is 1,314 representing an increase of 11 FTE from the current year. Including school administrators, the total FTE budgeted is 1,416.

Divisional allocation to maintain diverse learning opportunities for students include:

- Direct classroom supports for learners with complex needs are delivered primarily through the school Inclusive Education Services (IES) allocation. A total of \$15.6 million is allocated directly to schools to address school specific needs and further \$7.7 million is used to for divisional staff that work directly in schools to support all schools.
- Support for three Community Learning Centres (CLC) located in Airdrie, Cochrane, and Chestermere with an allocation of \$4.1 million including support for innovative programs such as Building Futures and the RVS Mechanics Training Centre.
- Support for two online schools providing students and parents a choice in how they obtain their education with an allocation of \$3.4 million. Allocation includes continued support for the high school We-Connect program which provides all high school students the ability to take some courses online while attending school in person.
- Supports are in place for students with complex needs and schools through a specialized divisional program. Dedicated team of 8.4 speech language pathologists, 8.6 psychologists, 7.8 occupational therapists, 2 physical therapists, 7 family school liaisons and 8 learning specialists continue to be deployed across the division working directly in schools assisting classroom teachers. A total of 41.8 FTE supporting schools. Total budget for central school-based supports plus the allocated IES funds allocated directly to school equals the direct funding provided by the government including the new complex classroom grant.
- Pre-Kindergarten Programs (Pre-K) will be continued with two and half classrooms with a teacher and two learning assistants in each classroom supported by a central team of speech language pathologist, occupational therapist, psychologist and learning specialist.



# DIRECTIVE FOR ACTION

TO: BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

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## **PRIORITY: SUPPORT STUDENT AND STAFF WELLNESS**

The budget for 2024/25 has directly or indirectly supported this priority and goals by the following allocations:

- Increased student enrolment is supported by an expected increase of 11 FTE for teachers at schools.
- Increased student enrolment is supported by an expected increase of 10 FTE for learning assistants at schools.
- Dedicated mental health team focused on supporting student wellness. 1 addictions and mental health worker, 1 family/school liaison worker, 1 positive behaviour coach, and 2 success coaches. Additional 2.4 FTE of success coaches will support students until December 2024 through the remain mental health grant funding that is set to expire as of December 2024.
- Additional staff for Human Resources to enhance recruitment and retention efforts by adding 0.8 FTE to move the fourth team part-time team to full-time.
- Maintaining the Wellness Coordinator position within Human Resources and increasing the focus on wellness initiatives with funding of \$50,000.
- Providing \$1.2 million of budget for staff to participate in professional learning opportunities in addition to the designated professional learning days for school-based staff.
- Transitioning to ASEBP for benefits bringing benefits in line with most other school divisions in Alberta. Benefits provided by RVS total \$18.9 million representing 7.6% of compensation budget and 5.8% of total RVS budget.
- \$6.9 million of funding for sick leave and medical appointment coverage for teachers across all schools representing 2.8% of compensation budget and 2.1% of total RVS budget.

## **PRIORITY: ENHANCE FACILITIES AND TECHNOLOGY INFRASTRUCTURE**

Operations & Maintenance (OM) departments will have the most direct impact on this priority. Focusing the limited budget on ensuring schools are well maintained and have appropriate spaces to learn and work will require some balancing. The overall budget for OM is \$42.7 million however given \$16.0 million represents non-cash expenses related to amortization and flowthroughs for the P3 schools, the net funding available within the division is \$26.7 million. This funding has increased by \$863,000 over last year mainly due to the addition of two school facilities (Cochrane Christian Academy and Horseshoe Crossing High School).

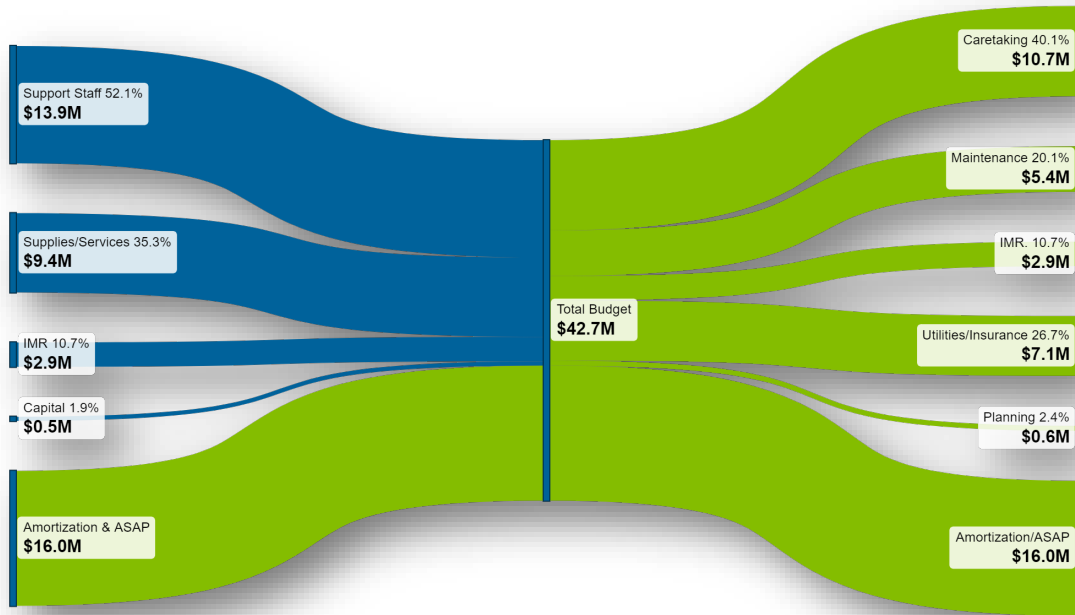
Funding for Infrastructure Maintenance Renewal (IMR) increased by \$73,000 to just under \$2.9 million representing 10.7% of total funding and equating to approximately \$68,000 per school. The remaining \$23.8 million of funding has been allocated to support overall fixed operating expenses (26.7%) of the schools plus the caretaking (40.1%) and maintenance needs (20.1%).



# DIRECTIVE FOR ACTION

TO: BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS



2024/25 budget year will experience a decrease in central fixed costs by \$550,00 mainly driven from an exceptional insurance renewal. These savings will be re-invested back into supporting caretaking needs at schools. Caretaking will receive \$10.7 million or 40.1% of the available funding representing an increase of \$1.1 million from current year. This increase will cover the increase in costs of employee benefits, supplies and expenses, and an overall increase in staffing of 3.8 FTE. Maintenance, including grounds, will receive \$5.4 million or 20.1% of the available funding. Additional allocation to supplies and expenses of \$300,000 to support repairs and maintenance at schools has been added.

Technology equipment, software licenses and technical support budgets will increase by \$875,000 in 2024/25. A sustainable plan for the replacement of teacher computers, increase in internet bandwidth for schools, and enhanced cybersecurity support make up the need for the increase.

**TRANSPORTATION:**

Transportation indirectly supports multiple priorities since ensuring students arrive to school on time and safely allows them to be available for learning.

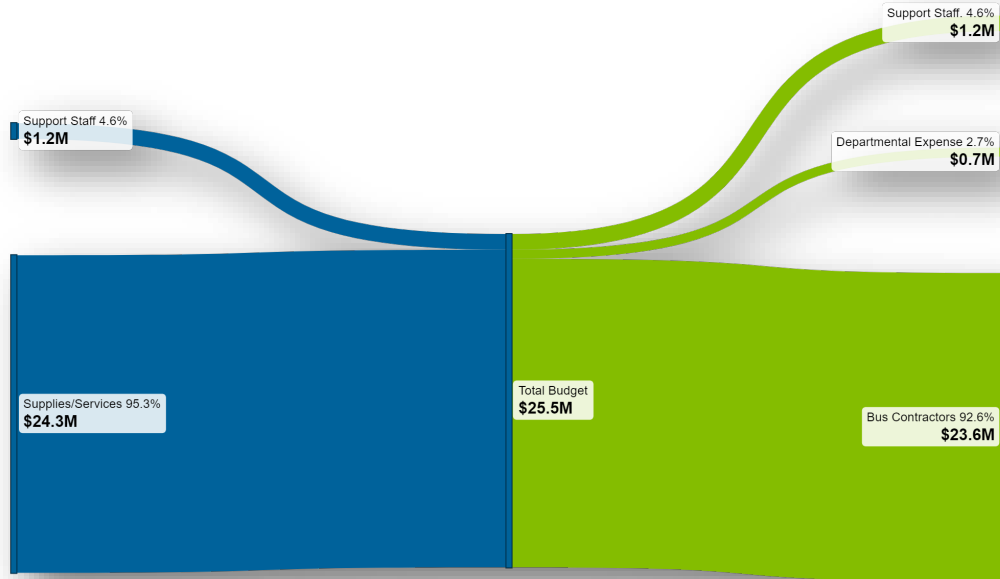
Transportation expenditures will increase to \$25.5 million for the 2024/25 school year based on increased student enrolment with an expected need for an additional 30 bus routes. Operating expenses are expected to increase \$5.3 million to cover the increased number of routes and the increasing bus contractor costs with the average route cost expected to increase to \$73,000 from \$57,000. Departmental expenses and support staff cost which make up 7.3% of the overall budget remains status quo with the current year’s budget.



# DIRECTIVE FOR ACTION

TO: BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS



These increased expenses will be offset by an additional \$500,000 of funding and an expected increase in bussing fees with incremental riders however in order to balance the transportation budget for 2024/25 an anticipated draw on operating reserves of \$2.1 million will be required. The increase in bussing fees will be based on incremental riders only as base bus fee for 2024/25 will remain unchanged at \$325 per student along with the early registration discount of \$40 per student.

## SYSTEM ADMINISTRATION

Similar to Transportation, System Administration indirectly supports all of the budget priorities.

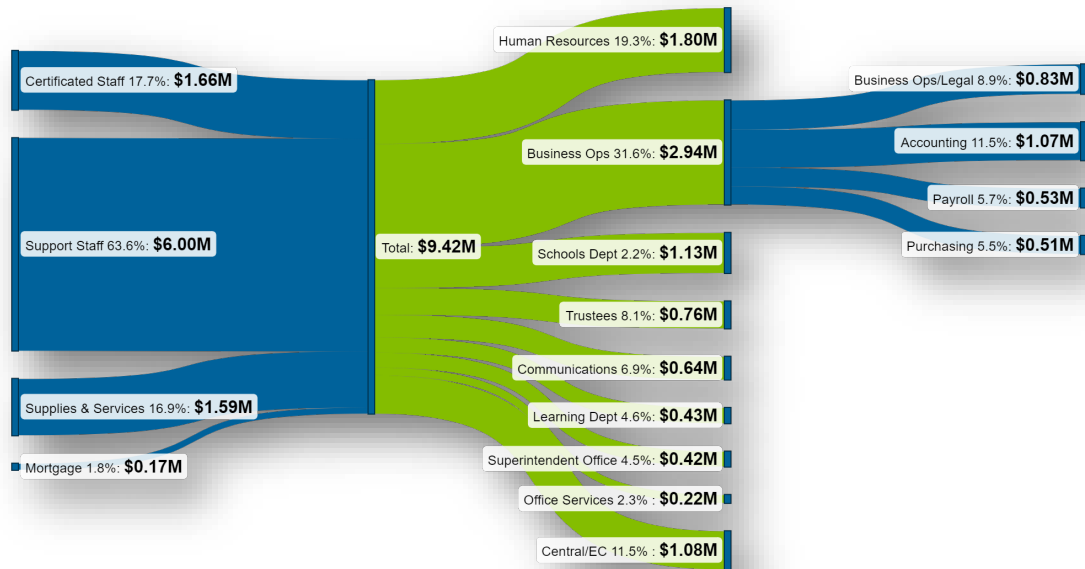
System Administration expenditures will total \$9.7 million for 2024/25 however before amortization the total cash spending is \$9.4 million representing 2.8% of total operating budget which continues to be below the grant funding cap of 3.2%. As a growing division, additional staff 0.8 FTE will be added in human resources along with \$100,000 allocated to support an attendance management program. All other budget areas of system administration remain status quo or slight below the current year's allocation. A total of \$500,000 was not allocated from the system administration funding of \$9.9 million in order to support a replenishment of the operating reserves.



# DIRECTIVE FOR ACTION

TO: BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS



## Reserve Funding Summary

The operating reserves are projected to be at \$8.3 million at the end of the 2023/24 school year representing 2.55% of RVS' operating budget. Of the total projected deficit of \$2.7 million in 2024/25, \$1.8 million of operating reserves will be required once adjusted for non-cash amortization and capital purchases. The majority of this reserve utilization will come from transportation requiring \$2.1 million. Additionally, schools anticipate using \$200,000 of their school carry forward balance. These two amounts will be offset by surplus in system administration of \$500,000. This projected draw on reserves will leave a net balance of \$6.6 million as of August 31, 2025 representing 2.01% of RVS' operating budget. As of September 1, 2023, the government began capping divisional operating reserves to the system administration cap which for RVS will be 3.2% of its operating budget however in the 2024 provincial budget, it was announced that this cap would increase to 6% moving forward. The minimum reserve amount of 1% remains and while RVS is projected to remain above this cap, the current operating reserves excluding transportation is projected to be 0.89% which is between the target of 0.5% to 1.0% set by the board in the budget priorities.



# DIRECTIVE FOR ACTION

TO: BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

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**Alternatives:**

**Alternative I:**

The Board of Trustees approves the 2024/25 Budget as presented and directs the Superintendent to submit the budget to Alberta Education by May 31, 2024.

**Alternative II:**

The Board of Trustees approves an amended 2024/25 Budget and directs the Superintendent to submit the budget to Alberta Education by May 31, 2024.

**Alternative III:**

The Board of Trustees request an extension to the deadline for submitting the budget from Alberta Education and schedule a special Board Meeting to consider the 2024/25 Budget.

**Recommendation:**

The Board of Trustees approves the 2024/25 Budget as presented and directs the Superintendent to submit the budget to Alberta Education by May 31, 2024.



# DIRECTIVE FOR ACTION

TO: BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

## ROCKY VIEW SCHOOLS 2024/25 BUDGET AND OPERATING RESERVE SUMMARY

Budget 2024/25	INSTRUCTIONAL	MAINTENANCE	TRANSPORTATION	SYSTEM ADMIN	SPRING BUDGET
Government AB Revenue	\$ 224,207,804	\$ 26,241,563	\$ 18,010,311	\$ 9,844,052	\$ 278,303,730
ATRF & Amortization	\$ 13,490,000	\$ 15,250,000			\$ 28,740,000
SGF/Activity Fees/Fundraising/Donations	\$ 7,734,528	\$ 189,130			\$ 7,923,658
Optional Course Fees	\$ 1,206,287				\$ 1,206,287
Other Grants	\$ 447,821	\$ 12,654			\$ 460,475
Transportation Fees			\$ 3,675,850		\$ 3,675,850
Transportation Catholic			\$ 1,760,000	\$ 75,000	\$ 1,835,000
Rental and Other	\$ 470,000	\$ 470,000			\$ 940,000
Interest	\$ 750,000				\$ 750,000
<b>Total Revenue</b>	<b>\$ 248,306,440</b>	<b>\$ 42,163,347</b>	<b>\$ 23,446,161</b>	<b>\$ 9,919,052</b>	<b>\$ 323,835,000</b>
	35.3%	23.5%	38.6%	2.5%	
Certificated Salaries & Benefits	\$ 186,193,938	\$ -	\$ -	\$ 1,663,963	\$ 187,857,901
Non-Certificated Salaries & Benefits	\$ 39,720,788	\$ 13,927,541	\$ 1,177,918	\$ 5,994,058	\$ 60,820,305
Services,Contracts,Supplies,Interest	\$ 22,202,909	\$ 14,792,014	\$ 24,303,243	\$ 1,591,031	\$ 62,889,197
Amortization	\$ 1,000,000	\$ 13,544,130	\$ -	\$ 450,000	\$ 14,994,130
<b>Total Expenses</b>	<b>\$ 249,117,635</b>	<b>\$ 42,263,685</b>	<b>\$ 25,481,161</b>	<b>\$ 9,699,052</b>	<b>\$ 326,561,533</b>
<b>Net Surplus/(Deficit)</b>	<b>\$ (811,195)</b>	<b>\$ (100,338)</b>	<b>\$ (2,035,000)</b>	<b>\$ 220,000</b>	<b>\$ (2,726,533)</b>
Less Capital Purchases	\$ (388,805)	\$ (504,662)	\$ (30,000)	\$ (170,000)	(1,093,467)
Remove non-cash amortization	\$ 1,000,000	\$ 605,000	\$ -	\$ 450,000	2,055,000
<b>Net Cash Surplus/(Deficit)</b>	<b>\$ (200,000)</b>	<b>\$ -</b>	<b>\$ (2,065,000)</b>	<b>\$ 500,000</b>	<b>\$ (1,765,000)</b>

Reserve Balance	INSTRUCTIONAL	MAINTENANCE	TRANSPORTATION	SYSTEM ADMIN	SPRING BUDGET
<b>Opening Reserve Balance Sep 2023</b>	<b>\$ 653,022</b>	<b>\$ (409,608)</b>	<b>\$ 3,286,431</b>	<b>\$ 413,917</b>	<b>\$ 3,943,762</b>
2023/24 Budgeted Net Cash Surplus/(Deficit)	\$ (1,326,724)	\$ 484,997	\$ -	\$ 1,391,727	\$ 550,000
Projected 2023/24 variances	\$ 900,000	\$ 240,000	\$ 2,645,000	\$ 40,000	\$ 3,825,000
<b>Net 2023/24 surplus/(deficit)</b>	<b>\$ (426,724)</b>	<b>\$ 724,997</b>	<b>\$ 2,645,000</b>	<b>\$ 1,431,727</b>	<b>\$ 4,375,000</b>
Transfer SAS to Instruction	\$ 1,391,727			\$ (1,391,727)	\$ -
<b>Projected Reserve Balance Aug 2024</b>	<b>\$ 1,618,025</b>	<b>\$ 315,389</b>	<b>\$ 5,931,431</b>	<b>\$ 453,917</b>	<b>\$ 8,318,762</b>
School Carry Forwards	\$ (200,000)	\$ -	\$ -	\$ -	\$ (200,000)
Net Cash Surplus/(Deficit)	\$ -	\$ -	\$ (2,065,000)	\$ 500,000	\$ (1,565,000)
<b>Net Reserve Draw 2024/25</b>	<b>\$ (200,000)</b>	<b>\$ -</b>	<b>\$ (2,065,000)</b>	<b>\$ 500,000</b>	<b>\$ (1,765,000)</b>
<b>Expected Reserve Balance Aug 2025</b>	<b>\$ 1,418,025</b>	<b>\$ 315,389</b>	<b>\$ 3,866,431</b>	<b>\$ 953,917</b>	<b>\$ 6,553,762</b>

Reserve % of Budget **2.01%**  
Excluding Transportation **0.89%**

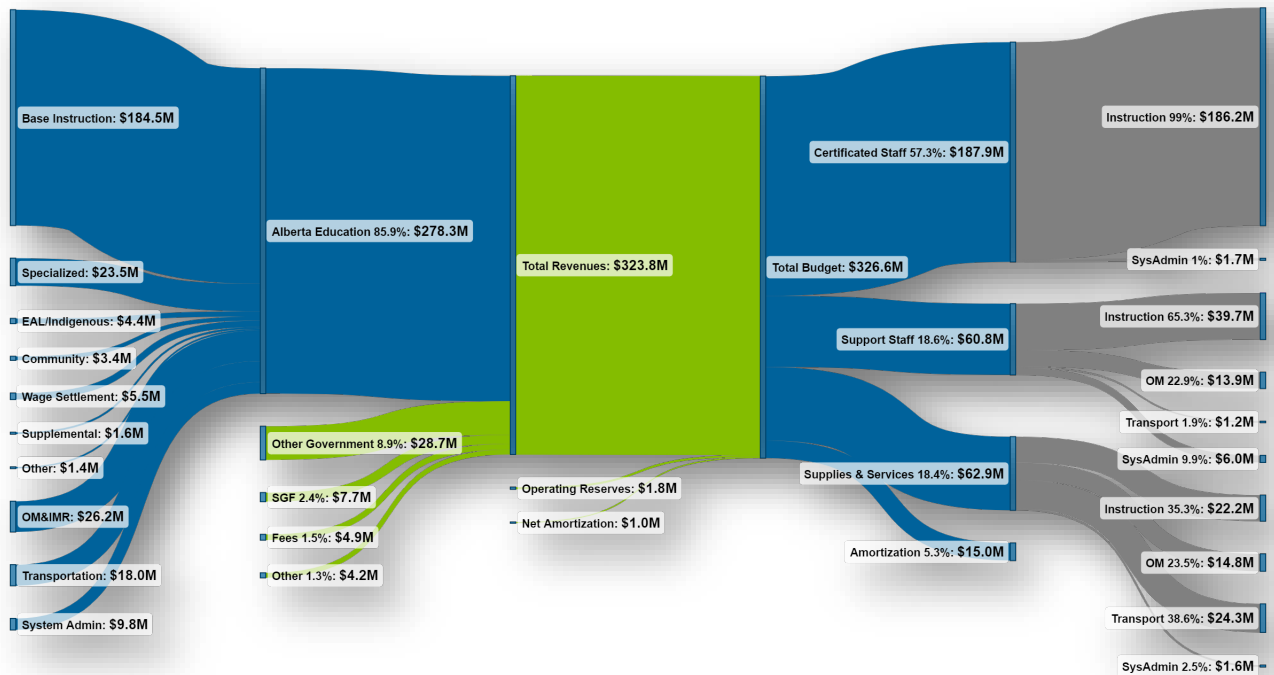


# DIRECTIVE FOR ACTION

TO: BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

## ROCKY VIEW SCHOOLS 2024/25 BUDGET SUMMARY



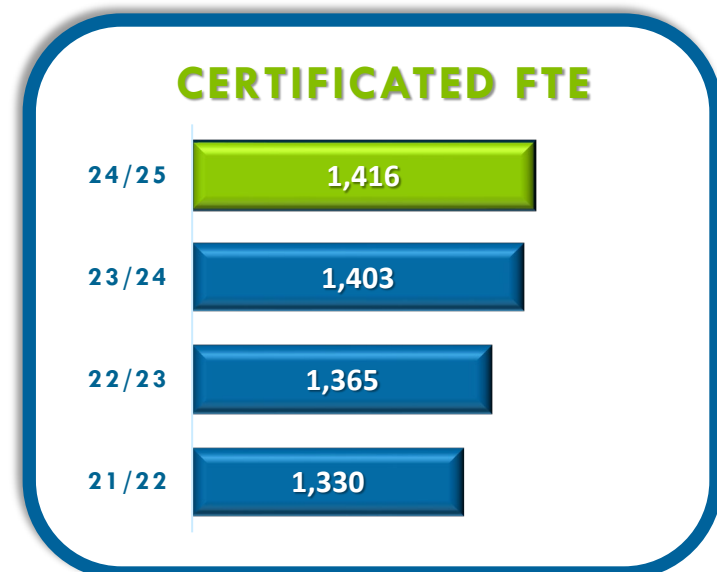
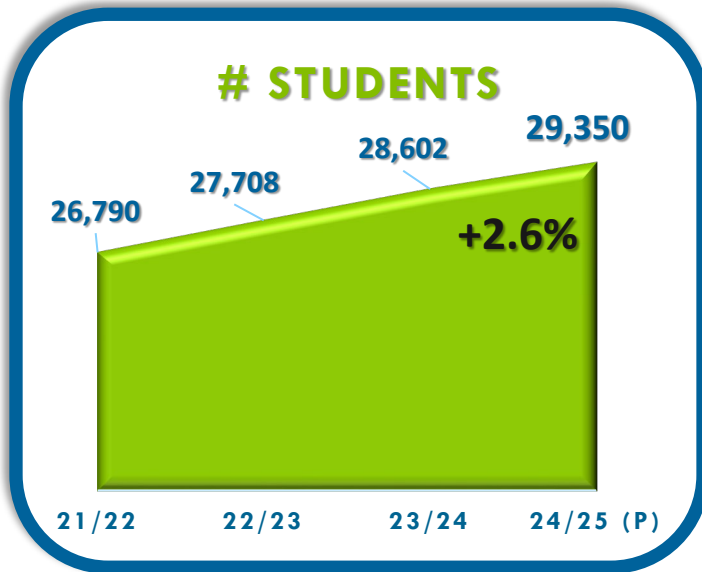
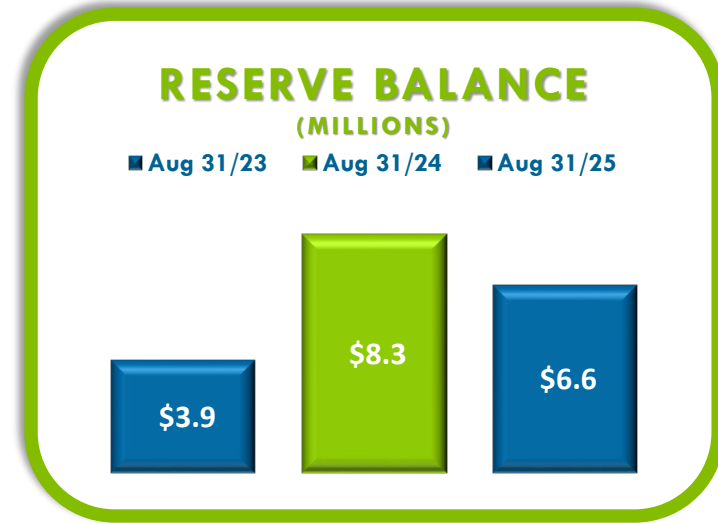
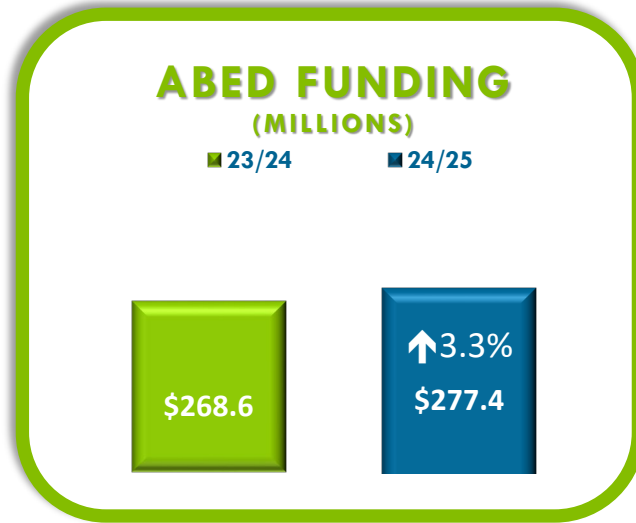
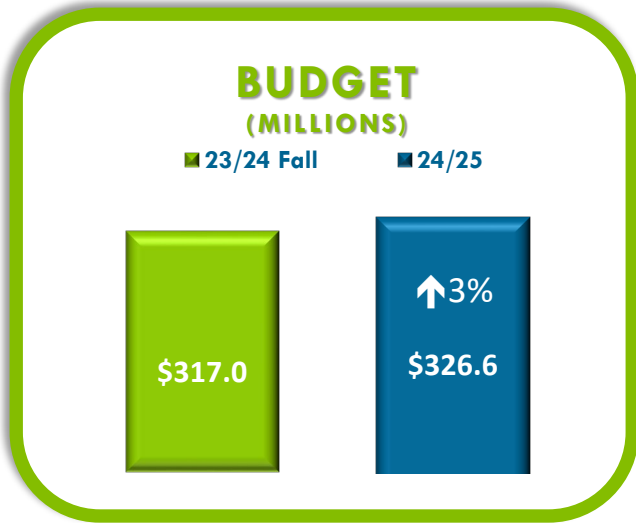




# **2024/25 Budget Rocky View Schools**

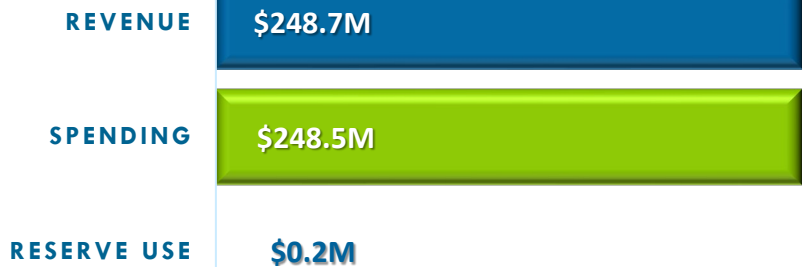
Board Meeting  
May 30, 2024

# Budget Highlights

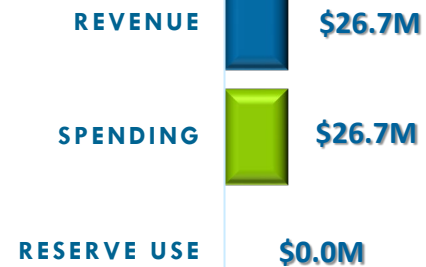


# Budget Highlights

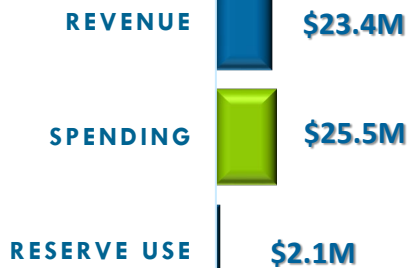
## INSTRUCTION BUDGET



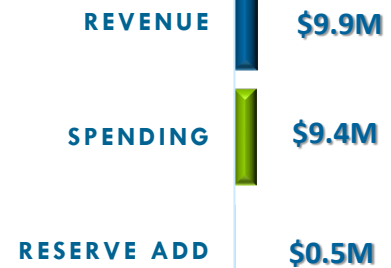
## MAINTENANCE (OM) BUDGET



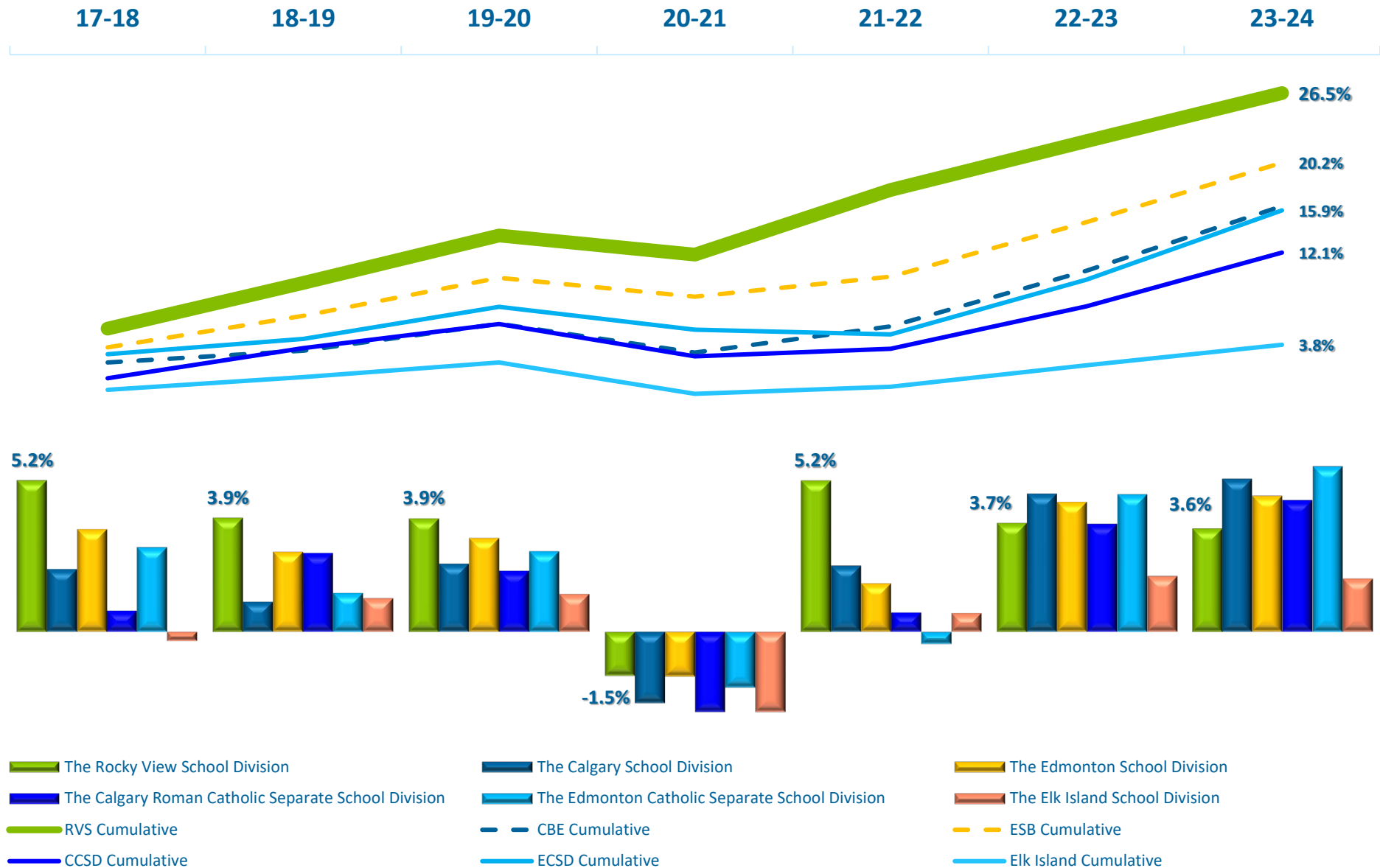
## TRANSPORTATION BUDGET



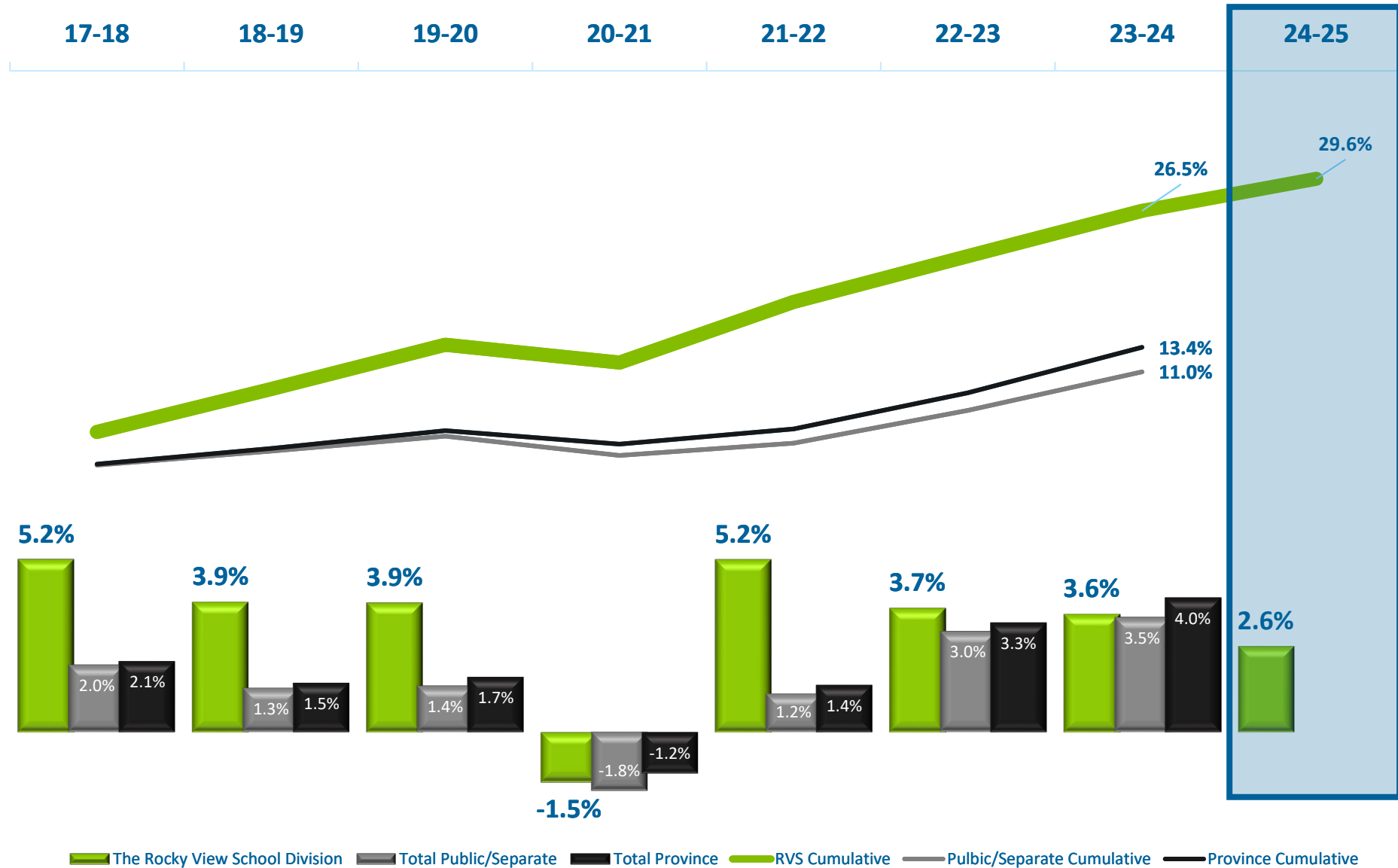
## SYSTEM ADMIN BUDGET



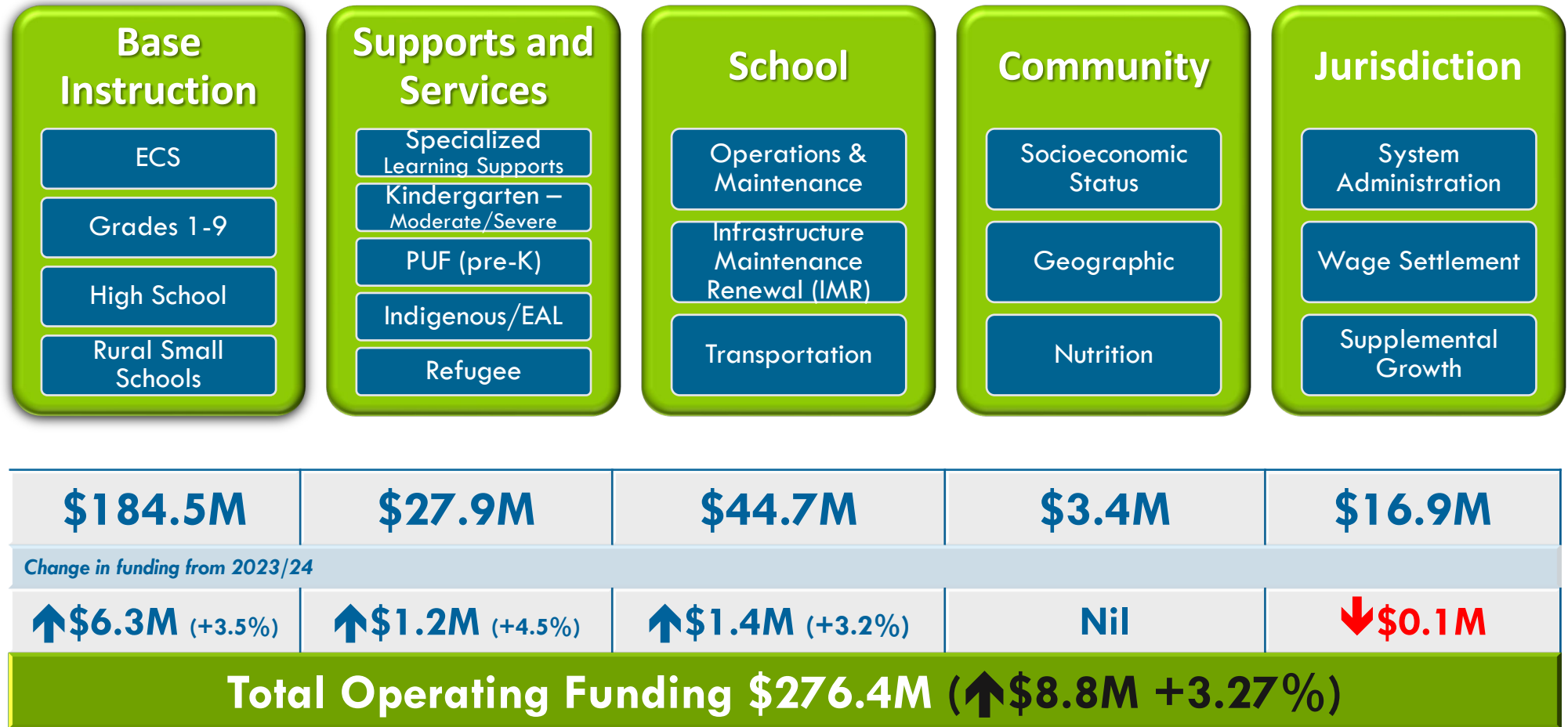
# Student Enrolment 2017-2024



# Student Enrolment 2017-2025

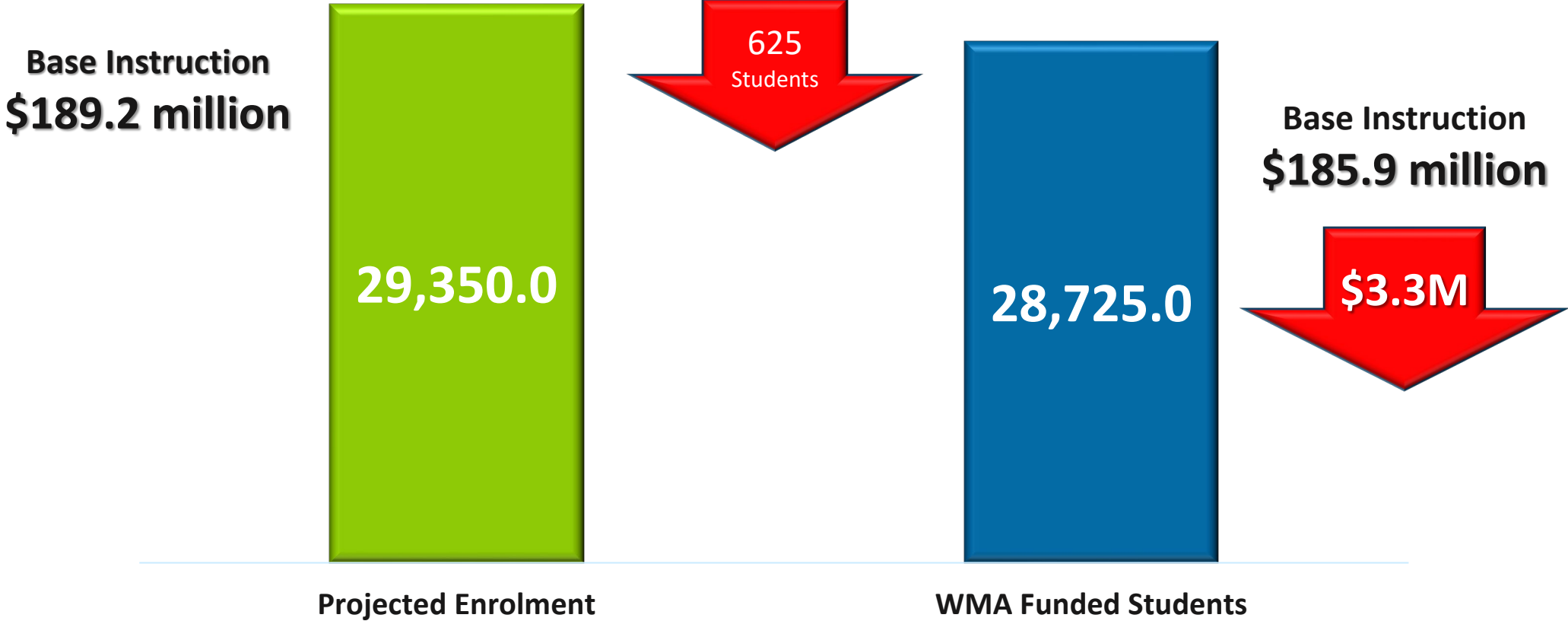


# Operating Revenue from Government

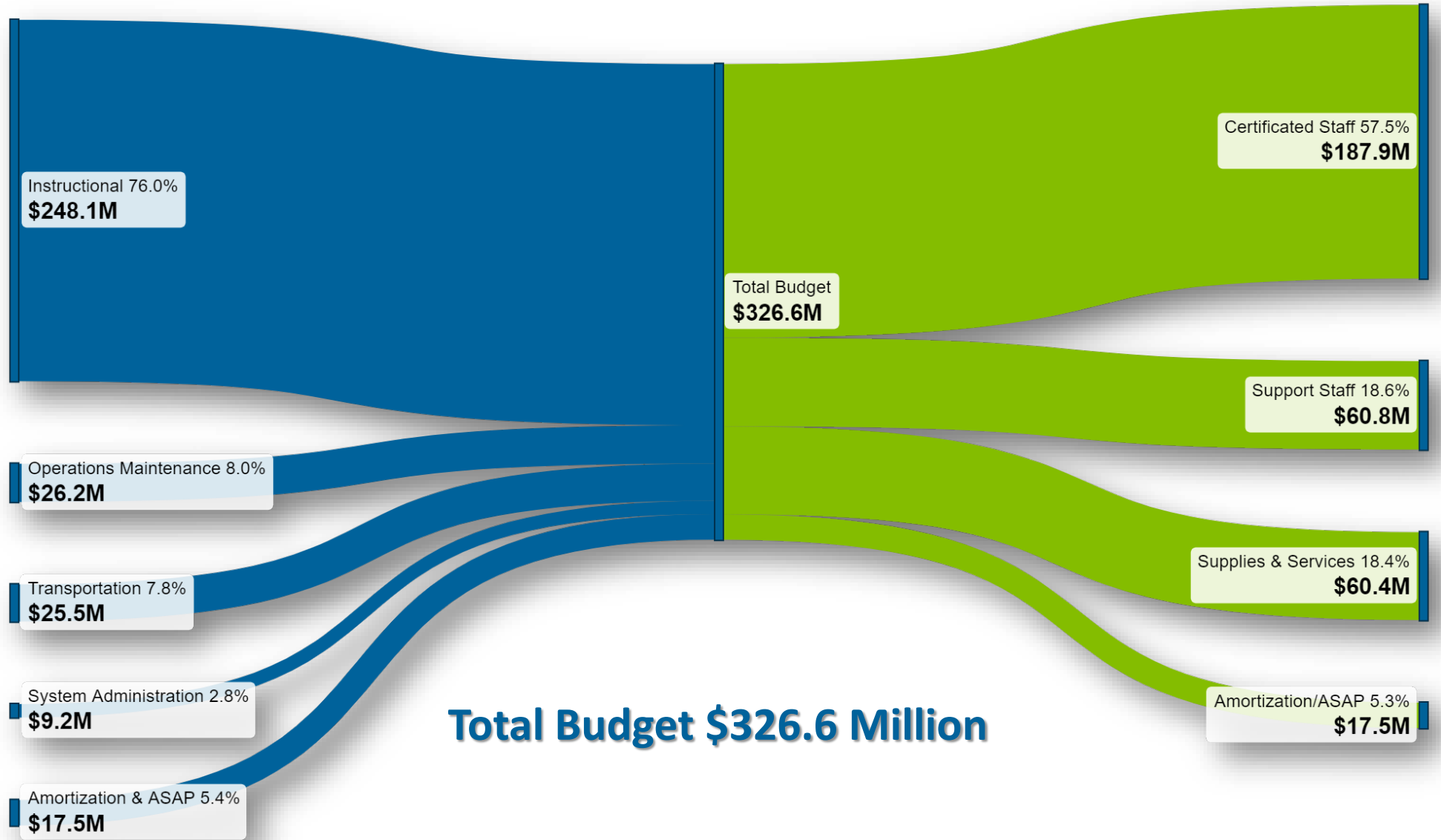


# Funding Shortfall - WMA

Actual number of Students vs Funded number of Students



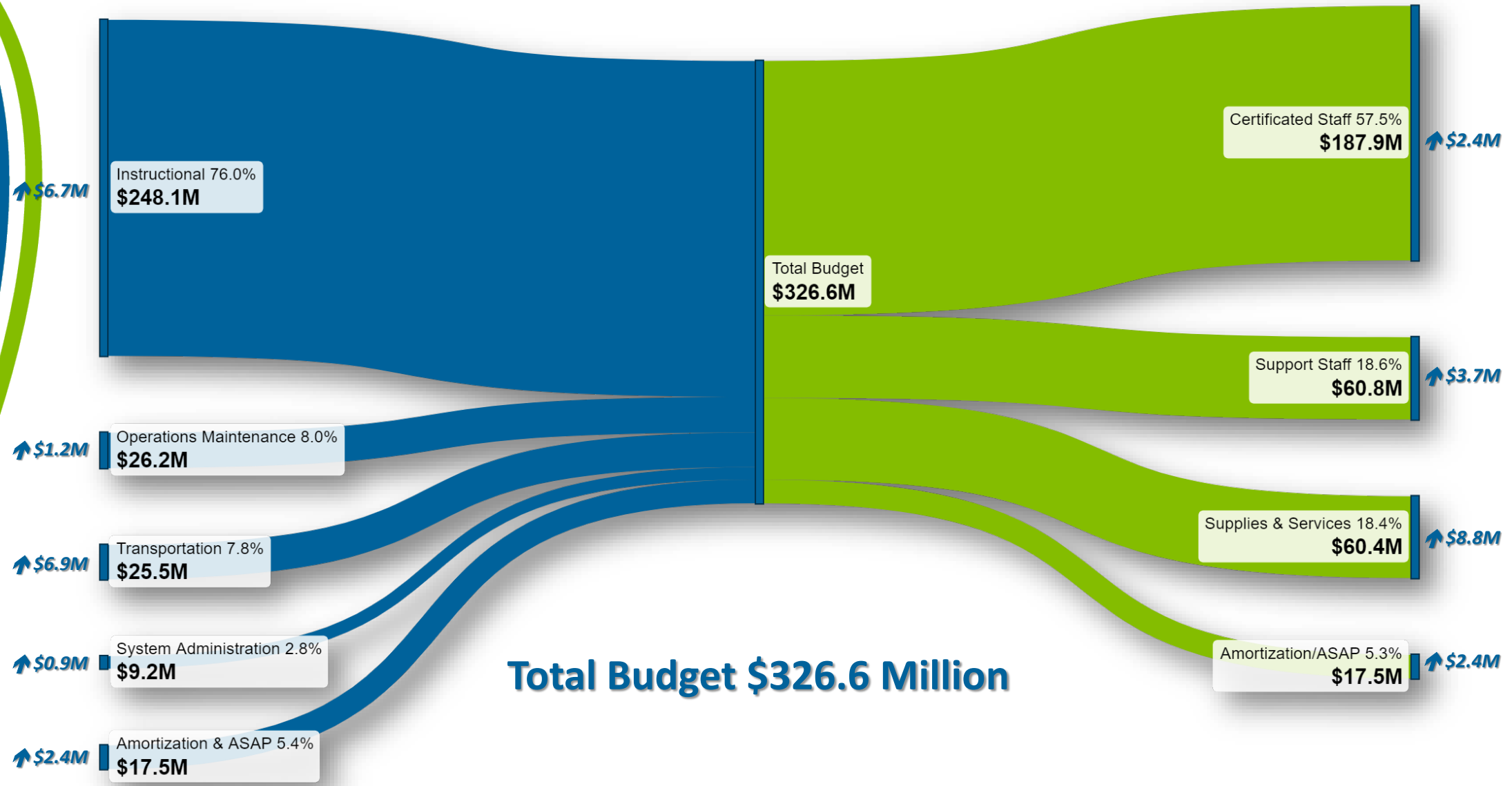
# Summary of Budget



**Total Budget \$326.6 Million**

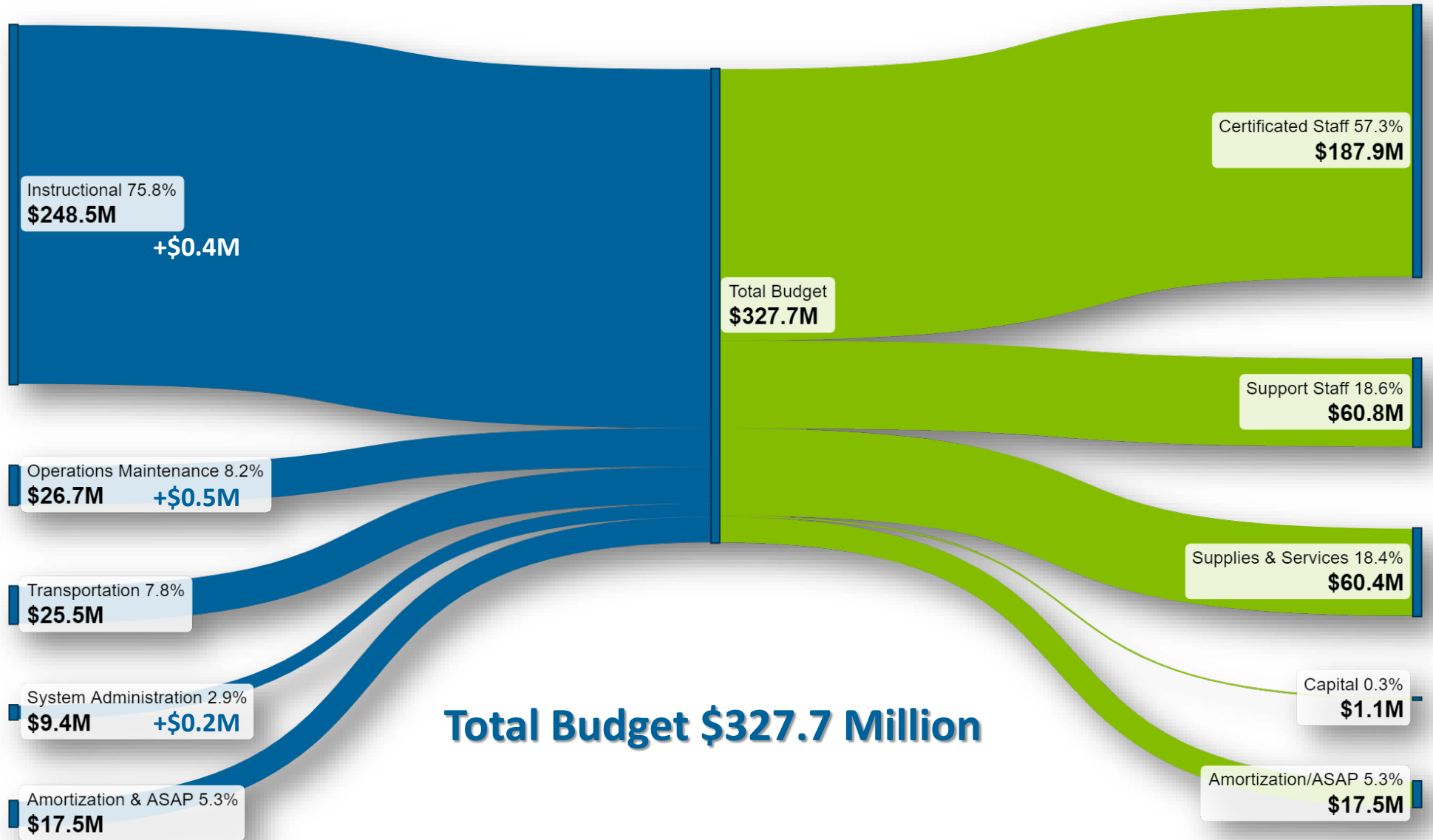


# Summary of Budget vs Current Year



**Total Budget \$326.6 Million**

# Summary of Budget with Capital



**Total Budget \$327.7 Million**

# Board Strategic & Budget Priorities



Provide direct resources to schools to support student learning with a focus on numeracy and literacy



Support student wellness



Support 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 1.0%

← Improving our student's learning | Strengthening our workforce | Bolstering our infrastructure →

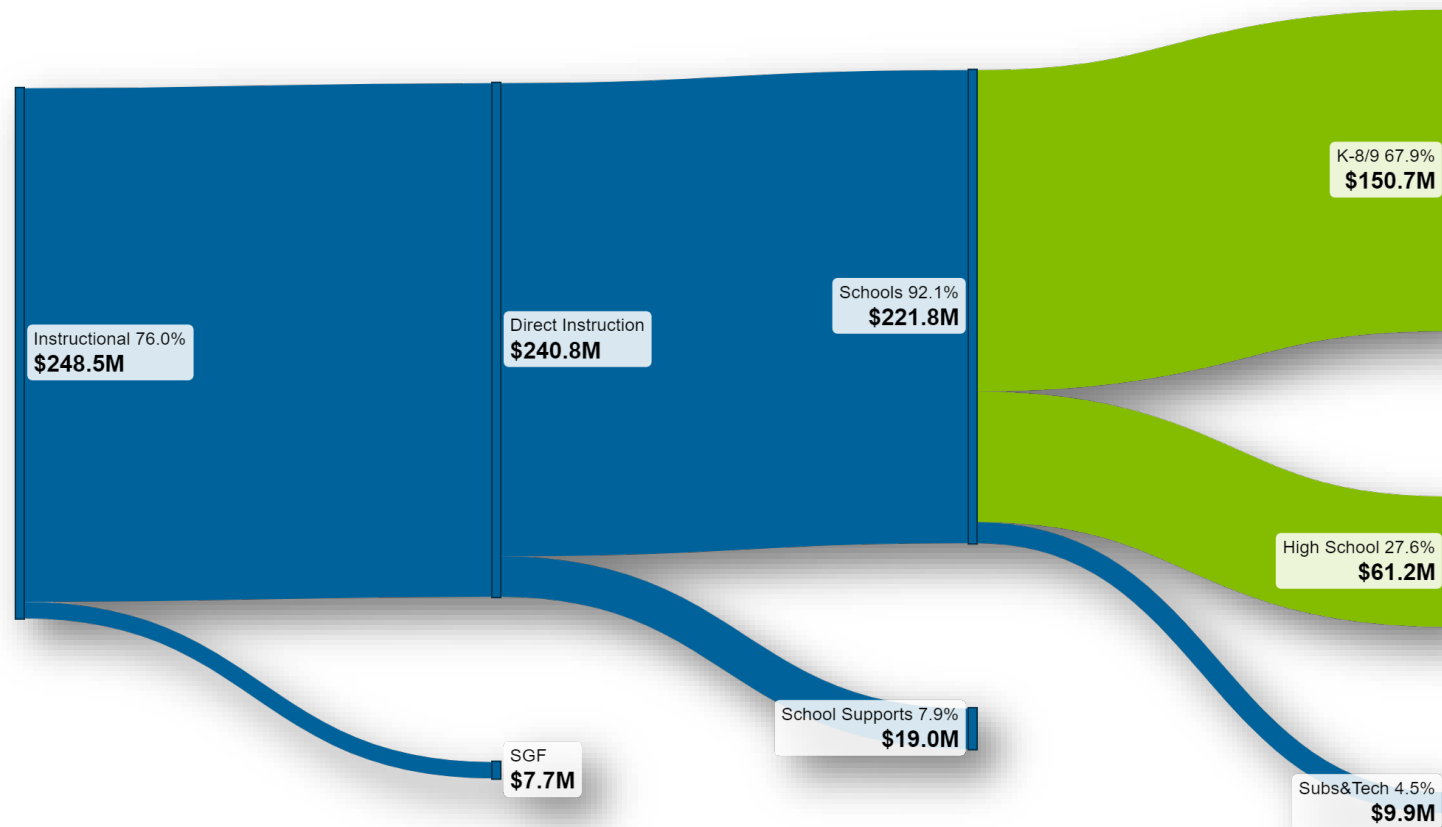


# Priority: Provide direct resources to schools to support student learning

## Maximizing budget to focus on student learning

### Instructional Budget Summary

- 76% of RVS budget (\$248.5M) is targeted to instruction
- 92% of direct instruction budget (\$221.8M) is directly part of the school budgets



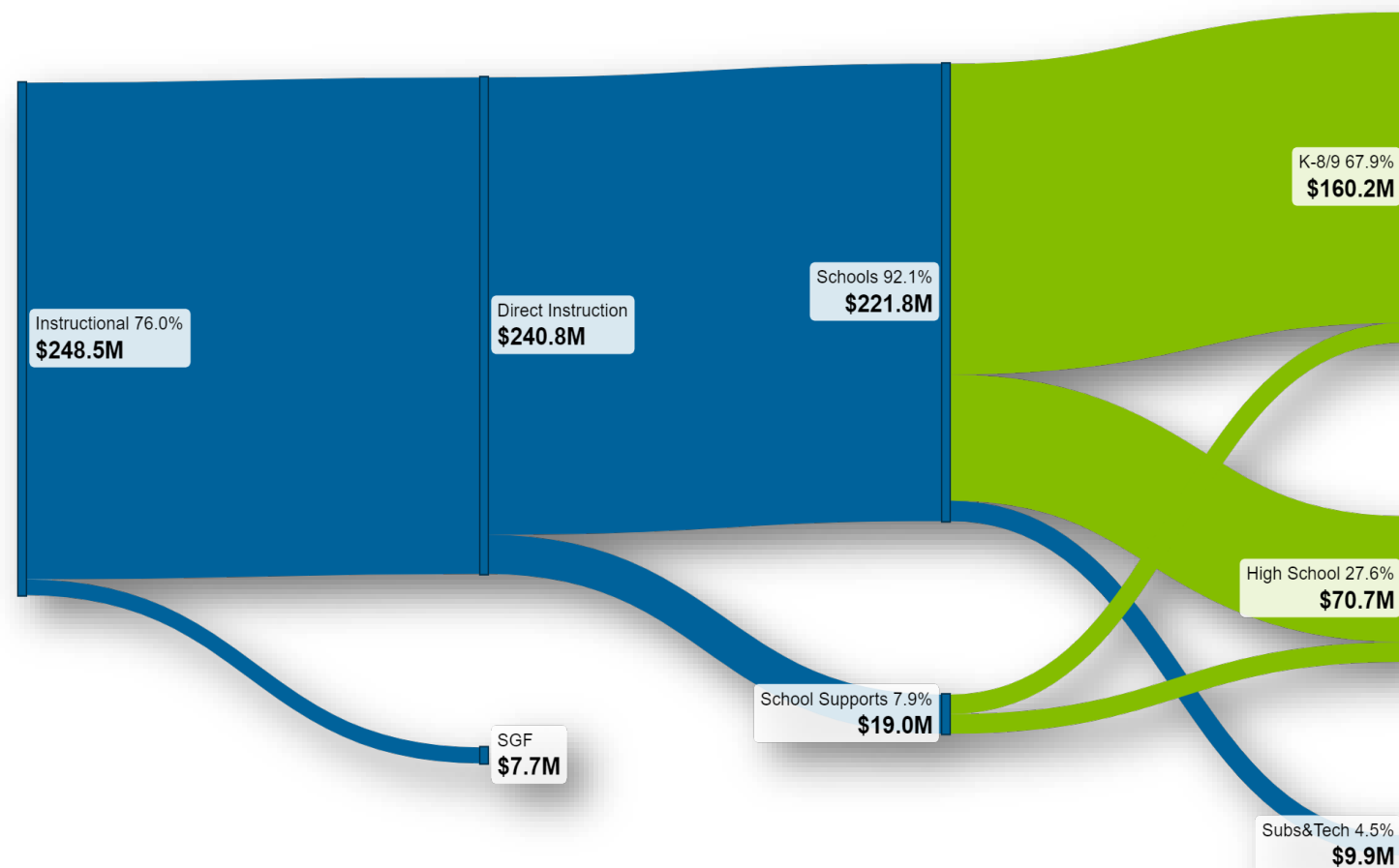


# Priority: Provide direct resources to schools to support student learning

## Maximizing budget to focus on student learning

### Instructional Budget Summary

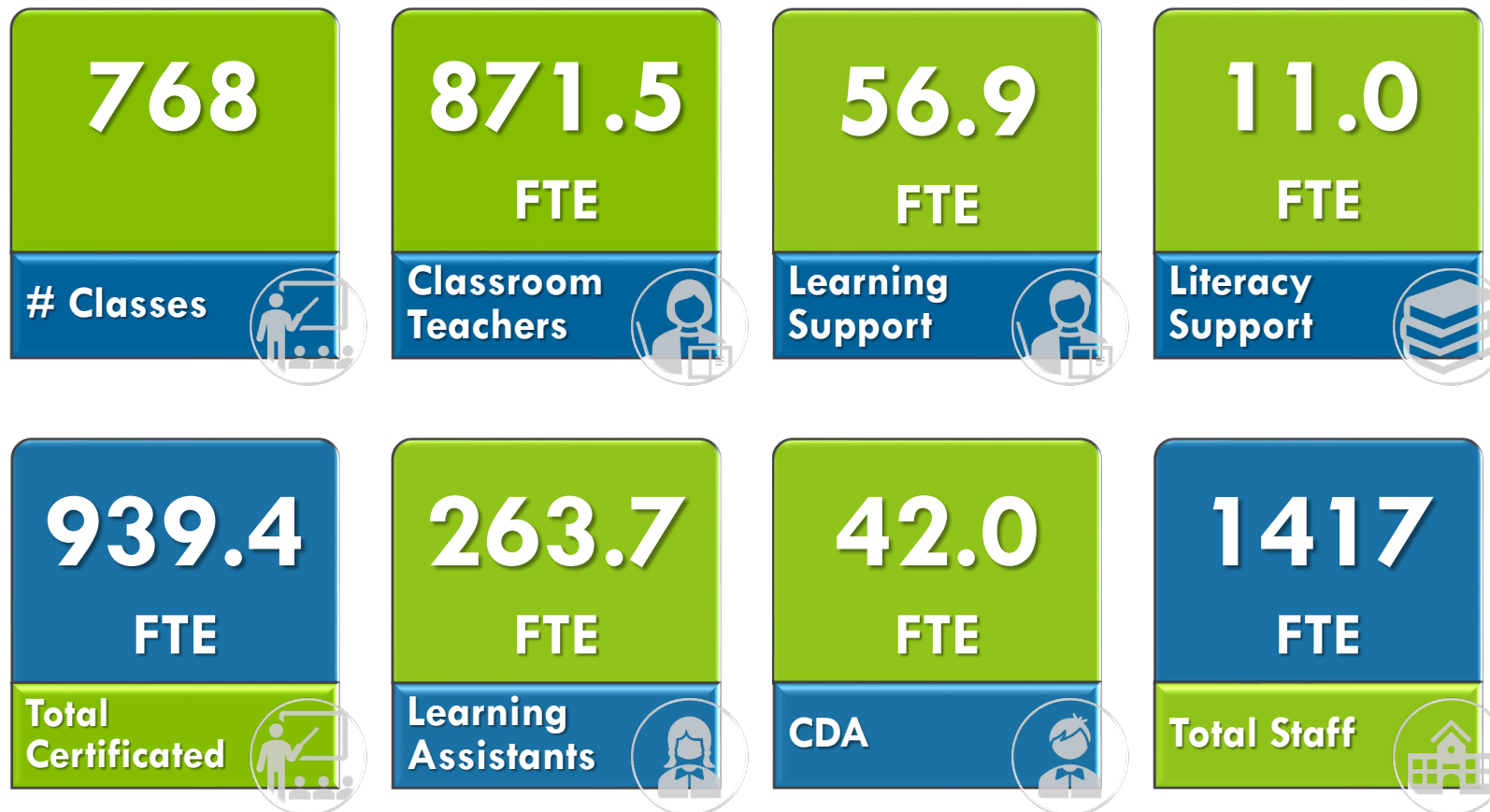
- 76% of RVS budget (\$248.5M) is targeted to student learning
- 92% of direct instruction budget (\$221.8M) is directly part of the school budgets
- 7.9% of instruction budget represent central staff working in schools through dedicated teams as well as the central technology costs to support the schools and student learning





# Priority: Provide direct resources to schools to support student learning

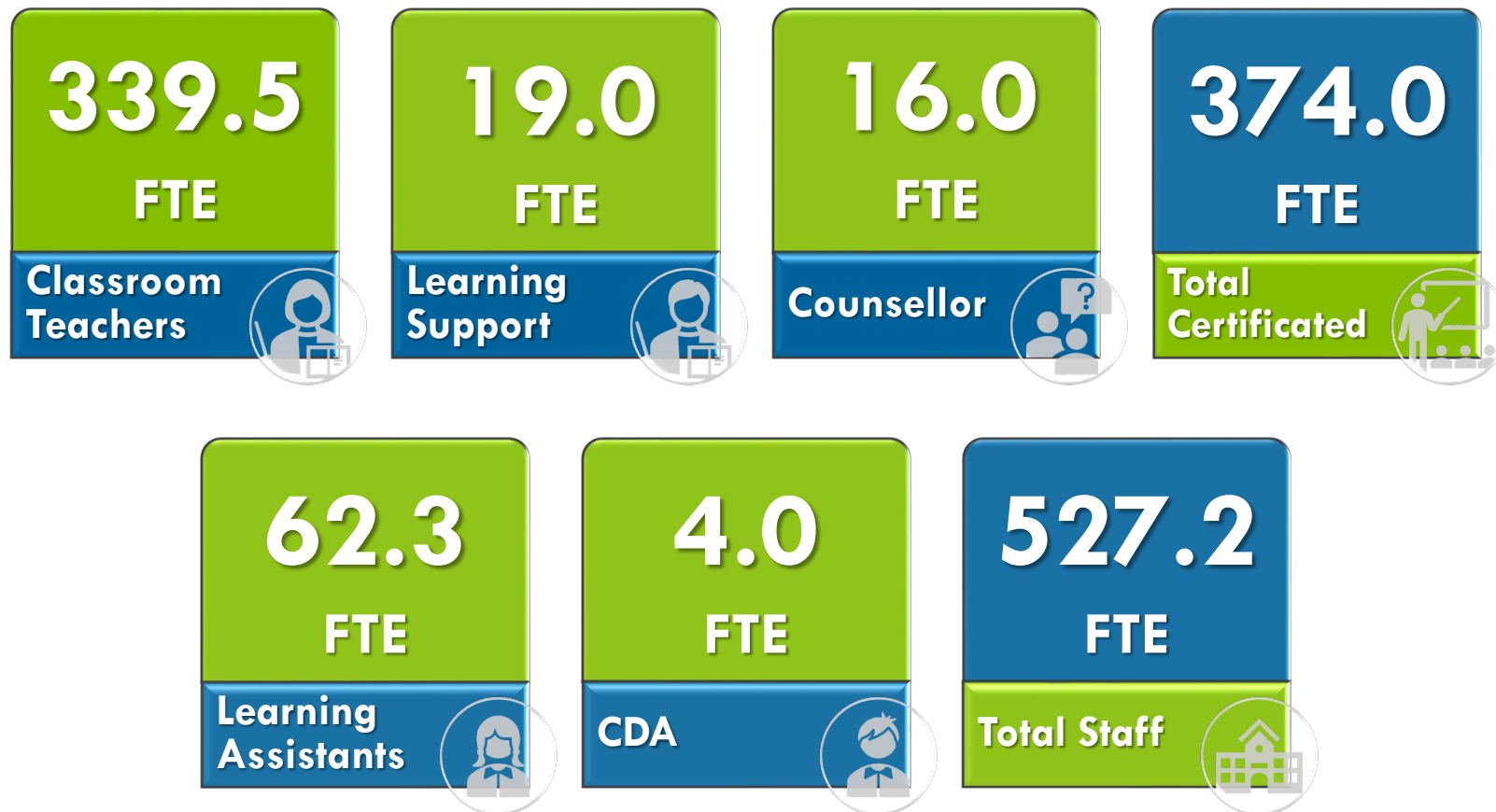
## K-8/9 School Staffing





# Priority: Provide direct resources to schools to support student learning

## High School Staffing



## Priority: Provide direct resources to schools to support student learning



### Dedicated Learning Team

Dedicated team of 7 learning specialist working directly with school staff on literacy, numeracy and instructional practices

### Dedicated Indigenous Team

Dedicated team of 3 Learning Specialists, 1 Indigenous Connectors and 2 Indigenous Cultural Liaisons to support Indigenous learners and families, as well as all students and schools

### Dedicated EAL Team

Dedicated team of 3 Learning Specialists to support schools that need assistance with students where English is an additional language



## Priority: Provide direct resources to schools to support student learning



### IES

\$15.6M allocated to schools for Inclusive Education Services (IES) plus \$7.7M of central supports deployed to work directly in schools to address complex needs

### CLC

\$4.1M to support for three Community Learning Centres located in Airdrie, Cochrane and Chestermere

### Online Schools

\$3.4M to support for two online schools (including high school We Connect)



## Priority: Support student and staff wellness

### Additional Teachers

Increased total number of certificated teachers in schools by 11 FTE from the current year

### Additional Learning Assistants

Increased total number of learning assistants in schools by 10 FTE from current year

### Mental Health Team

Dedicated mental health team of 5 FTE focused on supporting student wellness. Positions include an addictions and mental health worker, a family/school liaison worker, a positive behaviour coach, and 2 success coaches.



## Priority: Support student and staff wellness

<b>Additional Support Staff</b>	Addition of 0.8 FTE on the Human Resources team to enhance recruitment and retention efforts
<b>Employee Wellness</b>	Continued focus on wellness by increasing funding to support staff wellness initiatives to \$50,000
<b>Professional Learning</b>	Investing in staff's professional learning with \$1.2 million allocated to provide all staff with learning opportunities
<b>Transition to ASEBP</b>	Aligning benefits with most other school divisions in Alberta. Total cost of employee benefit package offered to all employees is \$18.9 million (5.8% of total budget)
<b>Sick Leave Support</b>	Increased budget to cover teacher sick leave and medical appointments to \$6.9 million (2.1% of total budget)

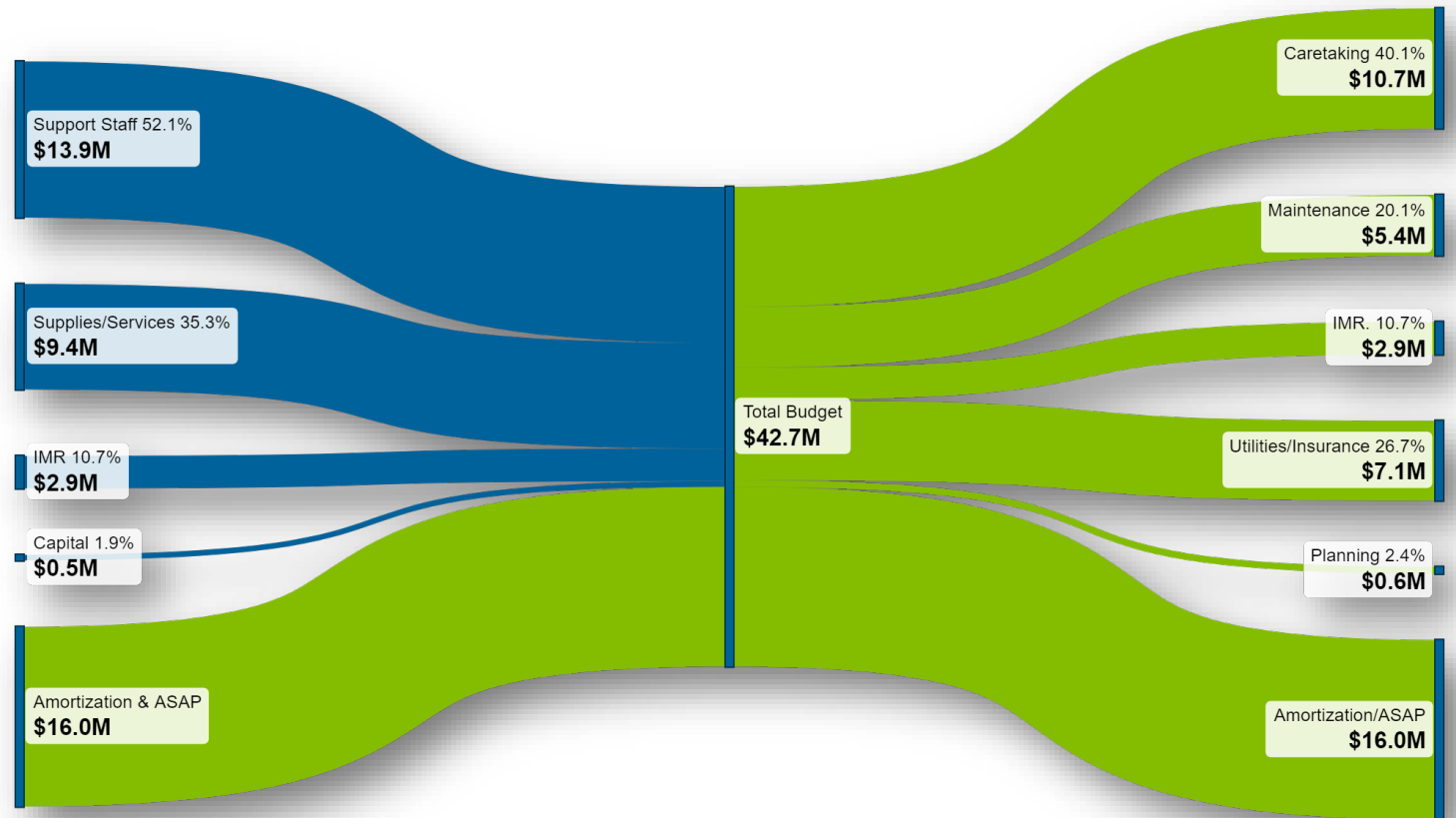


# Priority: Enhance facilities

## Maximizing budget to enhance facilities

- 62.5% of OM budget (\$26.7M) is the actual cash budget to support RVS infrastructure.
- 37.5% represents non-cash amortization and costs recognized for P3 schools for costs incurred by third parties.
- Balanced spending budget with 40% for keeping schools clean; 31% to maintain and improve schools; 27% to operate the schools.

## Operations and Maintenance Budget Summary





## Priority: Enhance facilities

### OM Grant Funding

Grant funding increased by \$863,000 mainly due to the addition of two school facilities (Cochrane Christian Academy and Horseshoe Crossing).

### IMR Funding

IMR funding increased by \$73,000 to just under \$2.9M (average of \$68,000 per school)

### CMR Funding

Received \$3.9M for capital improvement projects representing an increase of \$2.5M and a return to pre COVID funding levels.



## Priority: Enhance facilities

### Fixed Operating

Almost a third of the OM budget (\$7.1M) is required for utilities and insurance. Realized savings on insurance and utilities for 24/25 have been invested back into caretaking

### Caretaking

Total budget for caretaking is \$10.8M representing an increase of \$1.1M. Additional spending on 3.8FTE, increase salary and benefit costs, and caretaking supplies

### Maintenance

Total budget is \$5.4M for maintenance and grounds departments representing an increase of \$560,000. Additional spending on school maintenance and capital items

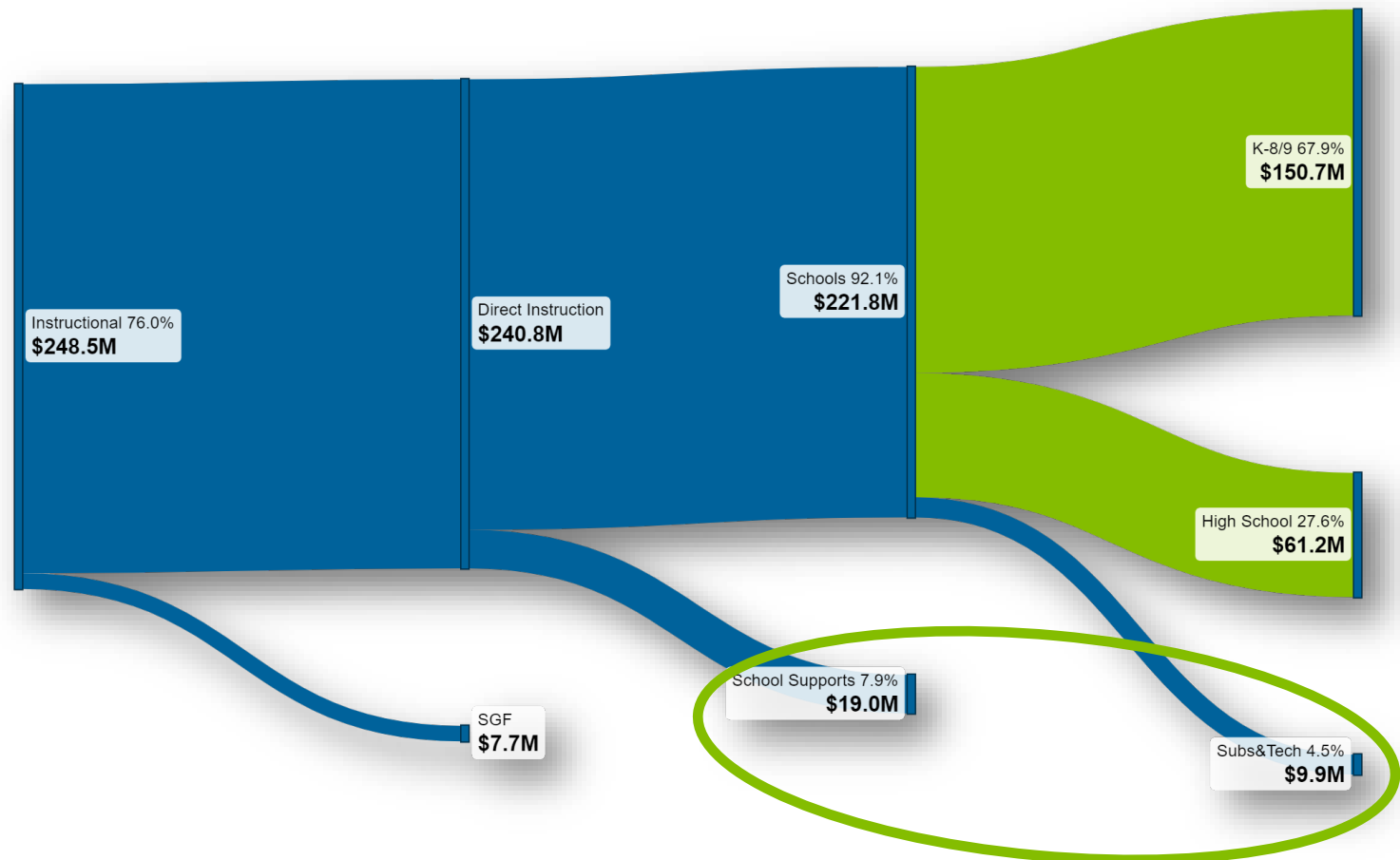


# Priority: Enhance technology infrastructure

## Maximizing technology budget to address changing needs of students and staff

- \$6M within schools is directed to maintaining and improving RVS' technology capacities
- Increase of \$700,000 to support teacher device replacement
- Increase of \$122,000 from one time government grant fund
- A further \$2M within schools is directed to providing schools with staff to address their technology needs

## Instructional Budget Summary



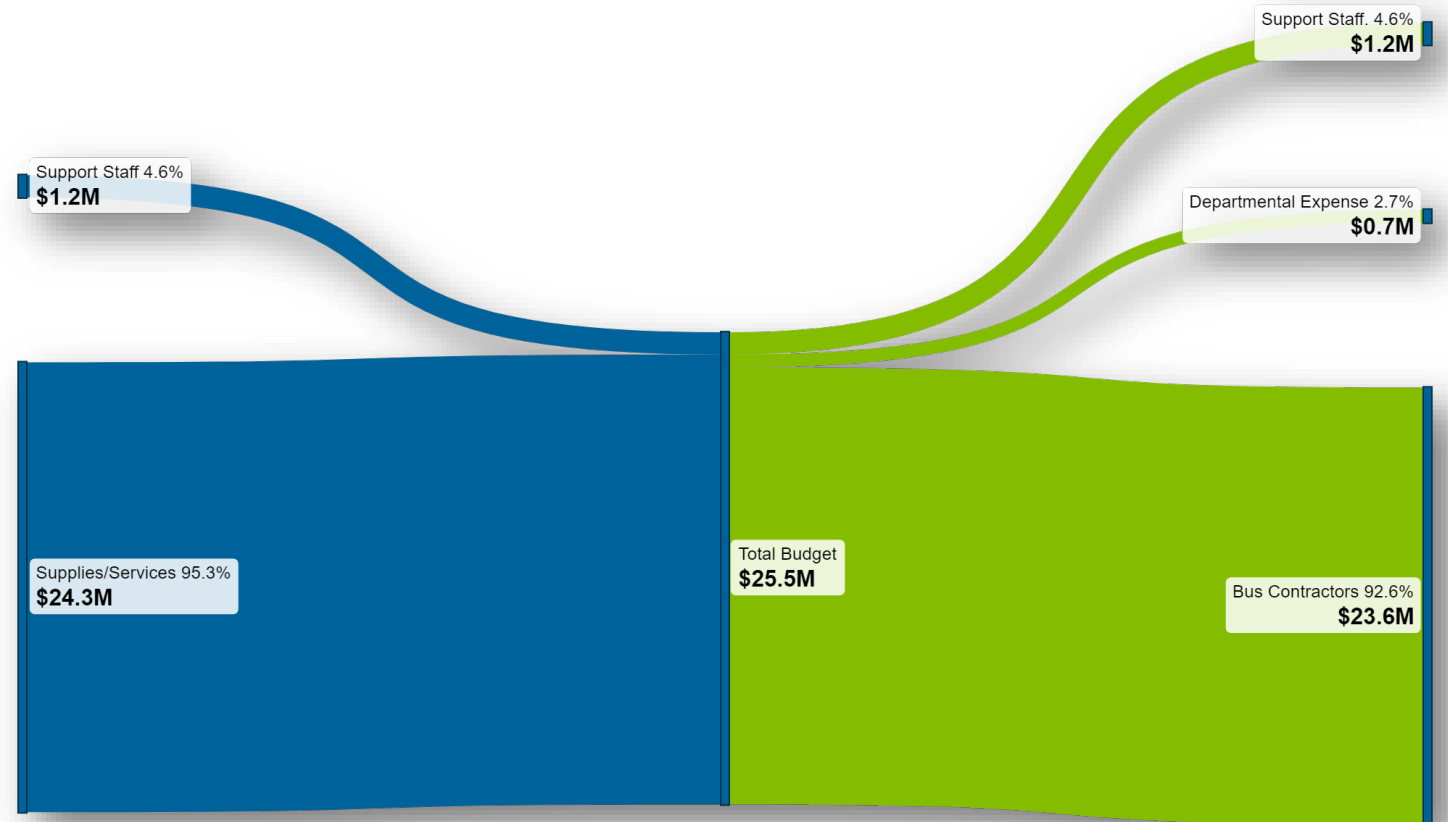
# Transportation



Maximizing budget to ensure students arrive at school safely and on time

- 92.6% of budget (\$23.6M) covers the cost of transportation
- 7.3% of budget represents departmental costs to manage the bus contractors and route planning
- Expected revenue of \$23.4M resulting in a reserve draw of \$2.1M

## Transportation Budget Summary





# Transportation



<b>Bus Fees</b>	Fees are maintained at \$325. The early registration discount is also maintained at \$40. Total fee revenue is budgeted to be \$3.7M based on increased riders.
<b>Grant Funding</b>	Grant funding from the government will be \$18.0M representing a 4% increase over 23/24. This increase is driven from the anticipated new riders.
<b>Bus Routes</b>	Additional 30 routes have been budgeted to meet the anticipated demand with new riders and the reduction of walk distances.
<b>Bus Contractor Cost</b>	Contractor cost have been budgeted to increase 30% with average route cost increasing from \$57,000 to \$73,000
<b>Transfer from Operating Reserves</b>	Transportation budget will be balanced by utilizing \$2.1M of the transportation's operating reserves

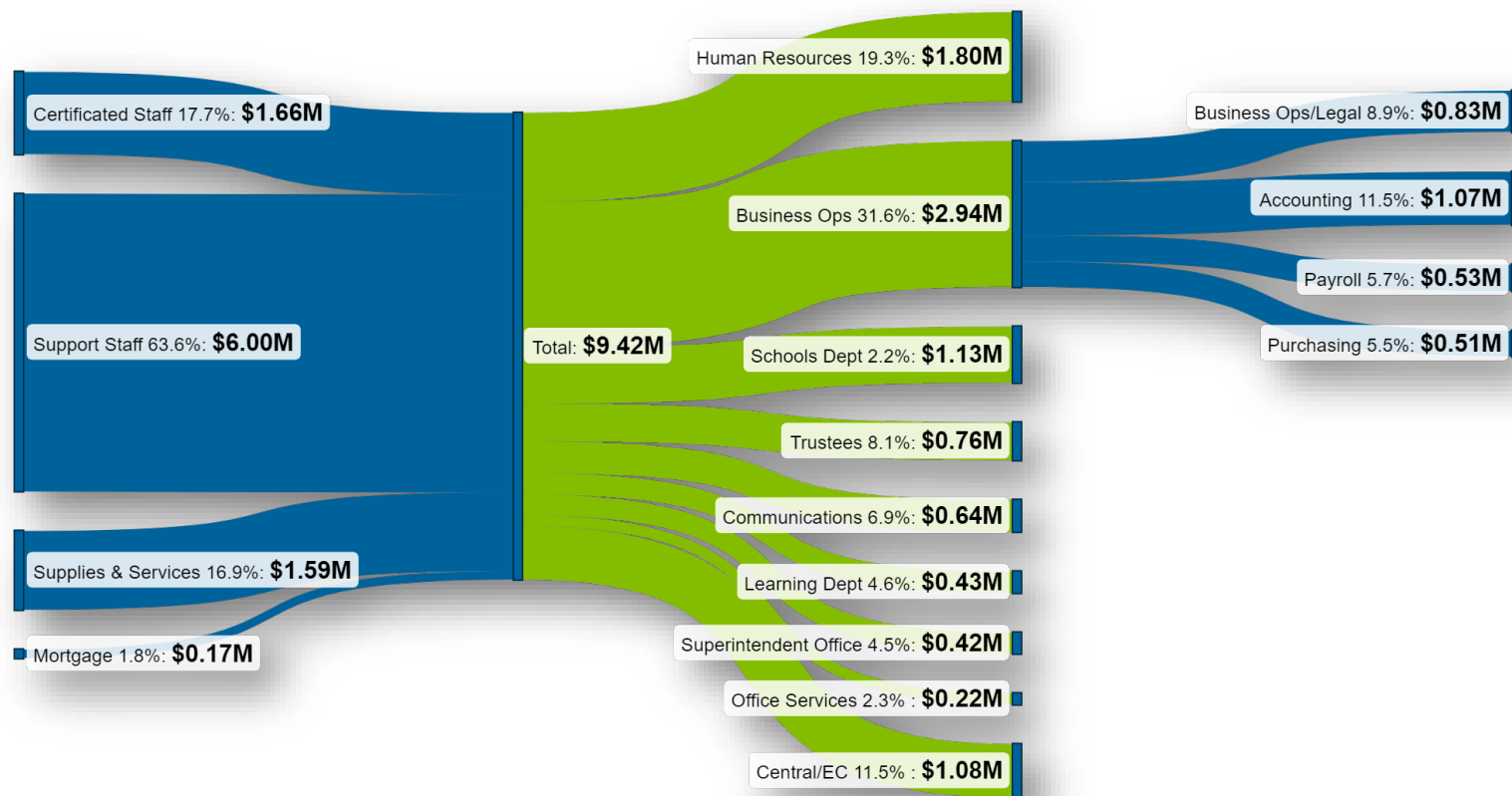


# System Administration

Maximizing budget to support students, schools and staff

- Increase grant funding for system admin by \$170,000 however spending remains at 2.8% of total RVS budget
- Increase staffing and spending within HR
- Remaining departments are either status quo or below last year budgets

## System Administration Budget Summary





# System Administration

<b>Grant Funding</b>	Grant funding increased by \$170,000 to \$9.9M
<b>Additional Supports</b>	Additional 0.8 FTE in human resources plus \$100,000 to develop an absence management program
<b>Percent of Budget</b>	Total spending represents 2.8% of total operating budget for division compared to the government cap of 3.2%
<b>Transfer to Operating Reserve</b>	\$500,000 of unallocated system administration funding will generate a surplus to be allocated to operating reserve to support the board's operating reserve priority

# Proposed Budget 2024/25

Revenues	2024/25 Amounts	
Government AB Revenue	\$ 278,303,730	85.9%
Supported amortization/P3/ATRF pension	\$ 28,740,000	8.9%
SGF/Activity Fees/Fundraising/Donations	\$ 7,923,658	2.4%
Optional Course Fees	\$ 1,206,287	0.4%
Other Grants	\$ 460,475	0.1%
Transportation Fees	\$ 3,675,850	1.1%
Transportation Catholic	\$ 1,835,000	0.6%
Rental and Other	\$ 940,000	0.3%
Interest	\$ 750,000	0.2%
<b>Total Revenue</b>	<b>\$ 323,835,000</b>	

Expenses	2024/25 Amounts	
Certificated Salaries & Benefits	\$ 187,857,901	57.5%
Noncertificated Salaries Wages & Benefits	\$ 60,820,305	18.6%
Supplies, Services & Interest	\$ 62,889,197	19.3%
Supported Amortization	\$ 12,939,130	4.0%
Unsupported Amortization	\$ 2,055,000	0.6%
<b>Total Expenses</b>	<b>\$ 326,561,533</b>	

**Proposed Total Deficit** \$ (2,726,533)

Remove Unsupported Amortization \$ 2,055,000

Capital Purchases \$ (1,093,467)

**Deficit requiring Reserve Funds** \$ (1,765,000)

# Budget Summary by Program

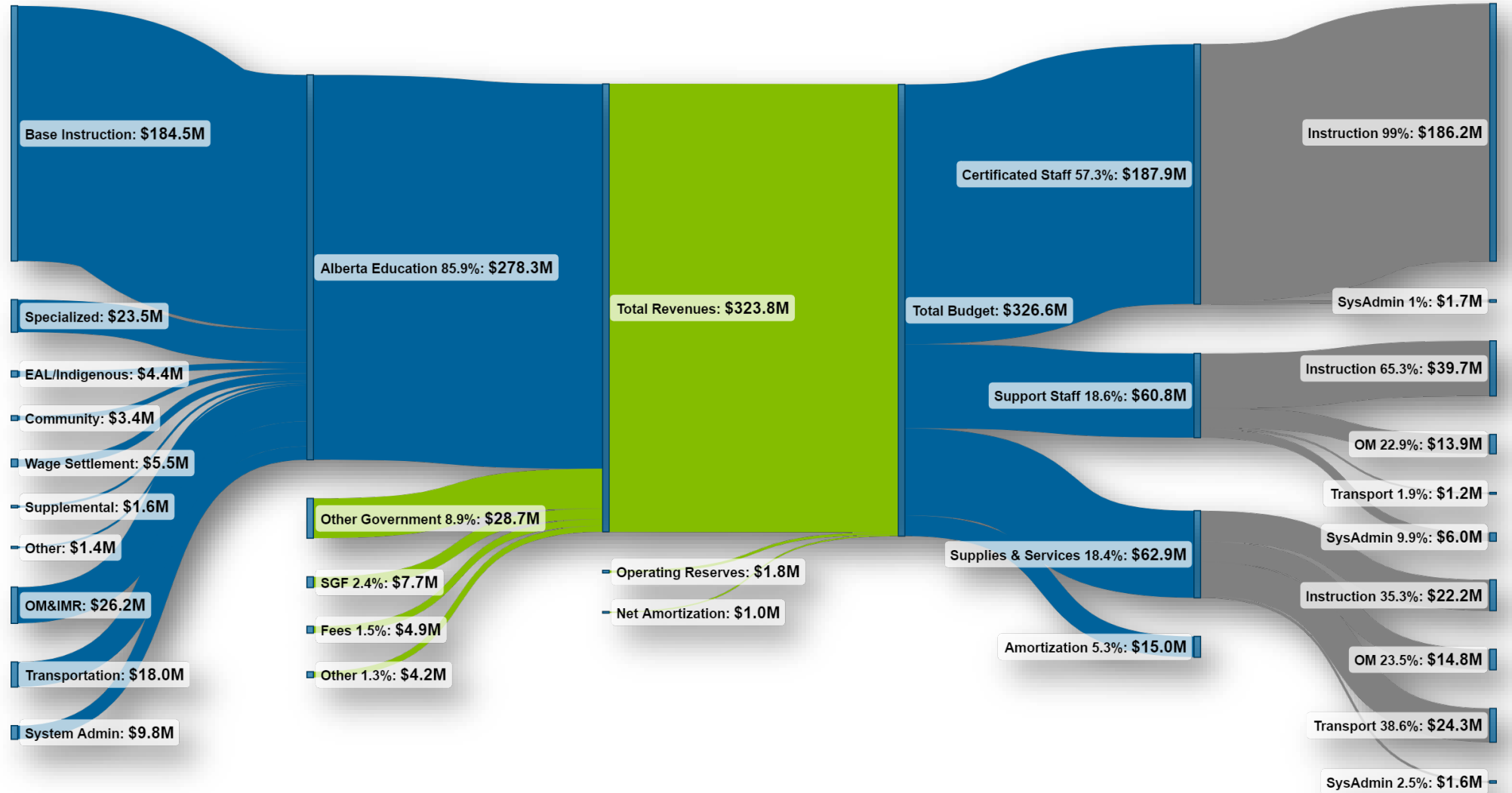
Budget 2024/25	INSTRUCTIONAL	MAINTENANCE	TRANSPORTATION	SYSTEM ADMIN	SPRING BUDGET
Government AB Revenue	\$ 224,207,804	\$ 26,241,563	\$ 18,010,311	\$ 9,844,052	\$ 278,303,730
ATRF & Amortization	\$ 13,490,000	\$ 15,250,000			\$ 28,740,000
SGF/Activity Fees/Fundraising/Donations	\$ 7,734,528	\$ 189,130			\$ 7,923,658
Optional Course Fees	\$ 1,206,287				\$ 1,206,287
Other Grants	\$ 447,821	\$ 12,654			\$ 460,475
Transportation Fees			\$ 3,675,850		\$ 3,675,850
Transportation Catholic			\$ 1,760,000	\$ 75,000	\$ 1,835,000
Rental and Other	\$ 470,000	\$ 470,000			\$ 940,000
Interest	\$ 750,000				\$ 750,000
<b>Total Revenue</b>	<b>\$ 248,306,440</b>	<b>\$ 42,163,347</b>	<b>\$ 23,446,161</b>	<b>\$ 9,919,052</b>	<b>\$ 323,835,000</b>
Certificated Salaries & Benefits	\$ 186,193,938	\$ -	\$ -	\$ 1,663,963	\$ 187,857,901
Non-Certificated Salaries & Benefits	\$ 39,720,788	\$ 13,927,541	\$ 1,177,918	\$ 5,994,058	\$ 60,820,305
Services,Contracts,Supplies,Interest	\$ 22,202,909	\$ 14,792,014	\$ 24,303,243	\$ 1,591,031	\$ 62,889,197
Amortization	\$ 1,000,000	\$ 13,544,130	\$ -	\$ 450,000	\$ 14,994,130
<b>Total Expenses</b>	<b>\$ 249,117,635</b>	<b>\$ 42,263,685</b>	<b>\$ 25,481,161</b>	<b>\$ 9,699,052</b>	<b>\$ 326,561,533</b>
<b>Net Surplus/(Deficit)</b>	<b>\$ (811,195)</b>	<b>\$ (100,338)</b>	<b>\$ (2,035,000)</b>	<b>\$ 220,000</b>	<b>\$ (2,726,533)</b>
Less Capital Purchases	\$ (388,805)	\$ (504,662)	\$ (30,000)	\$ (170,000)	(1,093,467)
Remove non-cash amortization	\$ 1,000,000	\$ 605,000	\$ -	\$ 450,000	2,055,000
<b>Net Cash Surplus/(Deficit)</b>	<b>\$ (200,000)</b>	<b>\$ -</b>	<b>\$ (2,065,000)</b>	<b>\$ 500,000</b>	<b>\$ (1,765,000)</b>

# Funding the Deficit/Reserve Utilization

Reserve Balance	INSTRUCTIONAL	MAINTENANCE	TRANSPORTATION	SYSTEM ADMIN	SPRING BUDGET
<b>Opening Reserve Balance Sep 2023</b>	\$ 653,022	\$ (409,608)	\$ 3,286,431	\$ 413,917	\$ 3,943,762
2023/24 Budgeted Net Cash Surplus/(Deficit)	\$ (1,326,724)	\$ 484,997	\$ -	\$ 1,391,727	\$ 550,000
Projected 2023/24 variances	\$ 900,000	\$ 240,000	\$ 2,645,000	\$ 40,000	\$ 3,825,000
<b>Net 2023/24 surplus/(deficit)</b>	\$ (426,724)	\$ 724,997	\$ 2,645,000	\$ 1,431,727	\$ 4,375,000
Transfer SAS to Instruction	\$ 1,391,727			\$ (1,391,727)	\$ -
<b>Projected Reserve Balance Aug 2024</b>	\$ 1,618,025	\$ 315,389	\$ 5,931,431	\$ 453,917	\$ 8,318,762
School Carry Forwards	\$ (200,000)	\$ -	\$ -	\$ -	\$ (200,000)
Net Cash Surplus/(Deficit)	\$ -	\$ -	\$ (2,065,000)	\$ 500,000	\$ (1,565,000)
<b>Net Reserve Draw 2024/25</b>	\$ (200,000)	\$ -	\$ (2,065,000)	\$ 500,000	\$ (1,765,000)
<b>Expected Reserve Balance Aug 2025</b>	\$ 1,418,025	\$ 315,389	\$ 3,866,431	\$ 953,917	\$ 6,553,762

Reserve % of Budget                   **2.01%**  
 Excluding Transportation           **0.89%**

# 2024/25 Budget Summary





# **2024/25 Budget Rocky View Schools**

Board Meeting  
May 30, 2023



# BUDGET REPORT FOR THE YEAR ENDING AUGUST 31, 2025

[Education Act, Sections 139(2)(a) and 244]

**1190 The Rocky View School Division**

**Legal Name of School Jurisdiction**

2651 Chinook Winds Drive SW Airdrie, AB AB T4B 0B4; 403-945-4008; mguindon@rockyview.ab.ca

**Contact Address, Telephone & Email Address**

**BOARD CHAIR**

Ms. Fiona Gilbert

\_\_\_\_\_  
Name

\_\_\_\_\_  
Signature

**SUPERINTENDENT**

Mr. Gregory Luterbach

\_\_\_\_\_  
Name

\_\_\_\_\_  
Signature

**SECRETARY TREASURER or TREASURER**

Mike Guindon

\_\_\_\_\_  
Name

\_\_\_\_\_  
Signature

**Certified as an accurate summary of the year's budget as approved by the Board  
of Trustees at its meeting held on** May 30, 2024 .

Date

c.c. Alberta Education  
Financial Reporting & Accountability Branch  
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5  
E-MAIL: EDC.FRA@gov.ab.ca

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**Legend:**

Blue	Data input is <b>required</b> .	Grey	No entry required - the cell is protected.
Pink	Populated from data entered in this template (i.e. other tabs)	White	Calculation cells. These are protected and cannot be changed.
Green	Populated based on information previously submitted to Alberta Education	Yellow	Flags to draw attention to sections requiring entry depending on other parts of the subr

**HIGHLIGHTS, PLANS, ASSUMPTIONS AND RISKS SUMMARY- 2024/2025 BUDGET REPORT**

The following were presented to the Board and approved as underlying the budget. These key points and assumptions used in development of the budget take into consideration the economic environment of the jurisdiction, focus on anticipated changes from current year, and are realistic and consistent with the three year Education Plan. At a minimum, they disclose key budget assumptions, financial & business risks, and specific strategies explaining how this budget will support the jurisdiction's plans.

**Budget Highlights, Plans & Assumptions:**

- Overall revenue is projected to be \$323.8 million, while expenditures total \$326.6 million.
- Total anticipated operating reserve utilization will be \$1.8 million
- The projected ending balance for operating reserves as of August 31, 2025 will be \$6.6 million or 2.0% of the total operating budget.
- Enrolments for 2024/25 are projected to increase of 2.6% over current year to 29,350 students.
- Base operating funding from the government increased \$8.8 million with 100% of that increase related to increased enrolment projections.
- At the K-8/9 grade levels, the class sizes have been maintained and the number of classes are expected to remain at 768.
- High schools will receive funding for student growth based on enrolment projections with a 1% increase in their per student allocation.
- Supports for inclusion directed to schools has been increased based on increased funding due to enrolment however most of the increased budget is covering increases to salaries and benefits for staffing of learning assistants.
- Transportation funding will be \$18.0 million however with an expected increase of 30 routes and increasing contractor costs, transportation will require \$2.1 million from reserves in order to balance the budget.
- Operations and maintenance (OM) funding from the government was increased by \$863,000 and with savings realized on utilities and insurance, additional budget was
- Governance and system administration funding increased \$170,000. While costs are increasing to provide additional staffing in human resources, the total costs remain below the grant funding and \$500,000 of this funding will be directed to increasing operating reserves.
- Schools are planning to spend an additional \$200,000 from their school carry forward reserves to further support local school initiatives.

**Significant Business and Financial Risks:**

- As a growing school board, weighted moving average enrolment funding creates resource constraints for the education of students since RVS is not funded fully for all new students immediately. For 2024/25 it is expected that RVS will need to educate 625 students without receiving full funding for. Total WMA student count is 28,725 whereas the total number of students will be 29,350. This creates an anticipated shortfall of \$3.3 million net of the supplemental grant funding.
- There is a capital deficit as enrolments have surpassed new approvals for schools in RVS communities, and applications for portable modulars do not accommodate all new enrolments resulting in 70% of students being housed in over-utilized schools (73% (33) of RVS schools are over 80% capacity with 58% (26) of RVS schools are above 85% capacity including 27% (12) over 100% with 37% of students). Fewer number of schools for the number of students means less OM funding is being received than if all schools were being used closer to the 85% utilization.
- Continued funding of collective agreement settlement for teachers is welcomed and will need to be built into future funding rates. Any further collective agreement settlements/wage increases will need to be funded for both teachers and support staff.
- Recruitment and retention of staff becoming a serious concern for RVS creating for continual compensation review resulting in increased cost pressures on wages and benefits in order to stay competitive in the Calgary metro area.

**BUDGETED STATEMENT OF OPERATIONS**  
for the Year Ending August 31

	Approved Budget 2024/2025	Approved Budget 2023/2024	Actual Audited 2022/2023
<b>REVENUES</b>			
Government of Alberta	\$ 309,278,730	\$303,082,665	\$284,661,808
Federal Government and First Nations	\$ 460,475	\$415,599	\$509,282
Property taxes	\$ -	\$0	\$0
Fees	\$ 9,786,665	\$7,768,646	\$8,195,934
Sales of services and products	\$ 1,000,000	\$912,690	\$1,480,236
Investment income	\$ 750,000	\$750,000	\$745,940
Donations and other contributions	\$ 2,089,130	\$1,750,400	\$2,177,413
Other revenue	\$ 470,000	\$520,000	\$483,960
<b>TOTAL REVENUES</b>	\$323,835,000	\$315,200,000	\$298,254,573
<b>EXPENSES</b>			
Instruction - ECS	\$ 7,476,636	\$7,488,802	\$7,736,232
Instruction - Grade 1 to 12	\$ 241,640,998	\$237,729,161	\$228,342,545
Operations & maintenance	\$ 42,263,686	\$43,765,668	\$44,889,726
Transportation	\$ 25,481,161	\$20,016,150	\$17,684,574
System Administration	\$ 9,699,052	\$9,288,619	\$8,797,586
External Services	\$ -	\$0	\$175,968
<b>TOTAL EXPENSES</b>	\$326,561,533	\$318,288,400	\$307,626,631
<b>ANNUAL SURPLUS (DEFICIT)</b>	(\$2,726,533)	(\$3,088,400)	(\$9,372,058)

**BUDGETED ALLOCATION OF EXPENSES (BY OBJECT)**  
for the Year Ending August 31

	Approved Budget 2024/2025	Approved Budget 2023/2024	Actual Audited 2022/2023
<b>EXPENSES</b>			
Certificated salaries	\$ 151,227,808	\$150,340,459	\$143,630,784
Certificated benefits	\$ 36,630,093	\$37,076,310	\$32,768,285
Non-certificated salaries and wages	\$ 44,899,926	\$44,043,824	\$45,249,522
Non-certificated benefits	\$ 15,920,379	\$13,287,056	\$12,283,073
Services, contracts, and supplies	\$ 62,672,547	\$55,594,651	\$57,165,336
Capital and debt services			
Amortization of capital assets			
Supported	\$ 12,939,130	\$15,600,400	\$14,050,604
Unsupported	\$ 2,055,000	\$2,085,000	\$2,160,670
Interest on capital debt			
Supported	\$ -	\$0	\$0
Unsupported	\$ -	\$0	\$35,926
Other interest and finance charges	\$ 216,650	\$260,700	\$282,431
Losses on disposal of capital assets	\$ -	\$0	\$0
Other expenses	\$ -	\$0	\$0
<b>TOTAL EXPENSES</b>	\$326,561,533	\$318,288,400	\$307,626,631

**BUDGETED SCHEDULE OF PROGRAM OPERATIONS**  
for the Year Ending August 31

REVENUES	Approved Budget 2024/2025							Actual Audited
	Instruction		Operations and Maintenance	Transportation	System Administration	External Services	TOTAL	TOTAL
	ECS	Grade 1 to 12						
(1) Alberta Education	\$ 6,967,595	\$ 230,730,209	\$ 27,361,563	\$ 18,010,311	\$ 9,844,052	\$ -	\$ 292,913,730	\$ 268,036,768
(2) Alberta Infrastructure - non remediation	\$ -	\$ -	\$ 14,130,000	\$ -	\$ -	\$ -	\$ 14,130,000	\$ 14,943,755
(3) Alberta Infrastructure - remediation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(4) Other - Government of Alberta	\$ -	\$ 400,000	\$ -	\$ -	\$ -	\$ -	\$ 400,000	\$ 467,754
(5) Federal Government and First Nations	\$ -	\$ 447,821	\$ 12,654	\$ -	\$ -	\$ -	\$ 460,475	\$ 509,282
(6) Other Alberta school authorities	\$ -	\$ -	\$ -	\$ 1,760,000	\$ 75,000	\$ -	\$ 1,835,000	\$ 1,213,531
(7) Out of province authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(8) Alberta municipalities-special tax levies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(9) Property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(10) Fees	\$ -	\$ 6,110,815	\$ -	\$ 3,675,850	\$ -	\$ -	\$ 9,786,665	\$ 8,195,934
(11) Sales of services and products	\$ -	\$ 1,000,000	\$ -	\$ -	\$ -	\$ -	\$ 1,000,000	\$ 1,480,236
(12) Investment income	\$ -	\$ 750,000	\$ -	\$ -	\$ -	\$ -	\$ 750,000	\$ 745,940
(13) Gifts and donations	\$ -	\$ 1,000,000	\$ 189,130	\$ -	\$ -	\$ -	\$ 1,189,130	\$ 1,339,194
(14) Rental of facilities	\$ -	\$ -	\$ 470,000	\$ -	\$ -	\$ -	\$ 470,000	\$ 466,685
(15) Fundraising	\$ -	\$ 900,000	\$ -	\$ -	\$ -	\$ -	\$ 900,000	\$ 838,219
(16) Gains on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 17,275
(17) Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>(18) TOTAL REVENUES</b>	<b>\$ 6,967,595</b>	<b>\$ 241,338,845</b>	<b>\$ 42,163,347</b>	<b>\$ 23,446,161</b>	<b>\$ 9,919,052</b>	<b>\$ -</b>	<b>\$ 323,835,000</b>	<b>\$ 298,254,573</b>
<b>EXPENSES</b>								
(19) Certificated salaries	\$ 4,975,445	\$ 144,782,005	\$ -	\$ -	\$ 1,470,358	\$ -	\$ 151,227,808	\$ 143,630,784
(20) Certificated benefits	\$ 824,343	\$ 35,612,145	\$ -	\$ -	\$ 193,605	\$ -	\$ 36,630,093	\$ 32,768,285
(21) Non-certificated salaries and wages	\$ 1,165,423	\$ 27,649,248	\$ 10,619,508	\$ 919,916	\$ 4,545,831	\$ -	\$ 44,899,926	\$ 45,249,522
(22) Non-certificated benefits	\$ 485,198	\$ 10,420,918	\$ 3,308,034	\$ 258,002	\$ 1,448,227	\$ -	\$ 15,920,379	\$ 12,283,073
(23) SUB - TOTAL	\$ 7,450,409	\$ 218,464,316	\$ 13,927,542	\$ 1,177,918	\$ 7,658,021	\$ -	\$ 248,678,206	\$ 233,931,664
(24) Services, contracts and supplies	\$ 26,227	\$ 22,086,682	\$ 14,792,014	\$ 24,193,243	\$ 1,574,381	\$ -	\$ 62,672,547	\$ 57,165,336
(25) Amortization of supported tangible capital assets	\$ -	\$ -	\$ 12,939,130	\$ -	\$ -	\$ -	\$ 12,939,130	\$ 14,050,604
(26) Amortization of unsupported tangible capital assets	\$ -	\$ 1,000,000	\$ 250,000	\$ -	\$ 450,000	\$ -	\$ 1,700,000	\$ 1,755,942
(27) Amortization of supported ARO tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(28) Amortization of unsupported ARO tangible capital assets	\$ -	\$ -	\$ 355,000	\$ -	\$ -	\$ -	\$ 355,000	\$ 404,728
(29) Accretion expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(30) Supported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(31) Unsupported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 35,926
(32) Other interest and finance charges	\$ -	\$ 90,000	\$ -	\$ 110,000	\$ 16,650	\$ -	\$ 216,650	\$ 282,431
(33) Losses on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(34) Other expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>(35) TOTAL EXPENSES</b>	<b>\$ 7,476,636</b>	<b>\$ 241,640,998</b>	<b>\$ 42,263,686</b>	<b>\$ 25,481,161</b>	<b>\$ 9,699,052</b>	<b>\$ -</b>	<b>\$ 326,561,533</b>	<b>\$ 307,626,631</b>
<b>(36) OPERATING SURPLUS (DEFICIT)</b>	<b>\$ (509,041)</b>	<b>\$ (302,153)</b>	<b>\$ (100,339)</b>	<b>\$ (2,035,000)</b>	<b>\$ 220,000</b>	<b>\$ -</b>	<b>\$ (2,726,533)</b>	<b>\$ (9,372,058)</b>

**BUDGETED SCHEDULE OF FEE REVENUE  
for the Year Ending August 31**

	<b>Approved Budget 2024/2025</b>	<b>Approved Budget 2023/2024</b>	<b>Actual 2022/2023</b>
<b>FEES</b>			
TRANSPORTATION	\$3,675,850	\$2,501,150	\$2,870,407
BASIC INSTRUCTION SUPPLIES (Instructional supplies, & materials)	\$0	\$0	\$0
LUNCHROOM SUPERVISION & NOON HOUR ACTIVITY FEES	\$0	\$0	\$750
<b>FEES TO ENHANCE BASIC INSTRUCTION</b>			
Technology user fees	\$0	\$0	\$0
Alternative program fees	\$0	\$150,000	\$0
Fees for optional courses	\$1,206,287	\$1,118,128	\$1,549,789
ECS enhanced program fees	\$0	\$0	\$0
Activity fees	\$3,179,528	\$2,249,368	\$2,361,543
Other fees to enhance education (Describe here)	\$0	\$0	\$74,165
<b>NON-CURRICULAR FEES</b>			
Extra-curricular fees	\$1,300,000	\$1,000,000	\$1,042,495
Non-curricular goods and services	\$350,000	\$500,000	\$253,299
Non-curricular travel	\$75,000	\$250,000	\$43,486
OTHER FEES (Describe here)	\$0	\$0	\$0
<b>TOTAL FEES</b>	<b>\$9,786,665</b>	<b>\$7,768,646</b>	<b>\$8,195,934</b>

*PLEASE DO NOT USE "SCHOOL GENERATED FUNDS" AS A CATEGORY*

<b>Please disclose amounts paid by parents of students that are recorded as "Sales of services and products" (rather than fee revenue). Note that this schedule should include only amounts collected from parents and so it may not agree with the Statement of Operations.</b>	<b>Approved Budget 2024/2025</b>	<b>Approved Budget 2023/2024</b>	<b>Actual 2022/2023</b>
Cafeteria sales, hot lunch, milk programs	\$390,000	\$200,960	\$340,492
Special events	\$50,000	\$100,000	\$44,476
Sales or rentals of other supplies/services	\$550,000	\$611,730	\$409,285
International and out of province student revenue	\$0	\$0	\$0
Adult education revenue	\$0	\$0	\$12,301
Preschool	\$10,000	\$0	\$0
Child care & before and after school care	\$0	\$0	\$0
Lost item replacement fees	\$0	\$0	\$0
Other (describe) Other (Describe)	\$0	\$0	\$0
Other (describe) Other (Describe)	\$0	\$0	\$0
Other (describe) Other (Describe)	\$0	\$0	\$0
Other (describe) Other sales (describe here)	\$0	\$0	\$0
Other (describe) Other sales (describe here)	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$1,000,000</b>	<b>\$912,690</b>	<b>\$806,554</b>

PROJECTED SCHEDULE OF CHANGES IN ACCUMULATED OPERATING SURPLUS (SUMMARY)

for the Year Ending August 31

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	ACCUMULATED OPERATING SURPLUS/DEFICITS  (2+3+4+7)	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	ACCUMULATED SURPLUS FROM OPERATIONS  (5+6)	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
						OPERATING RESERVES	CAPITAL RESERVES
<b>Actual balances per AFS at August 31, 2023</b>	\$30,146,189	\$40,924,532	\$90,941	(\$10,908,788)	\$0	(\$10,908,788)	\$39,504
<b>2023/2024 Estimated impact to AOS for:</b>							
Prior period adjustment	\$0	(\$18,297,871)	\$0	\$18,297,871	\$0	\$18,297,871	\$0
Estimated surplus(deficit)	\$3,715,000			\$3,715,000	\$3,715,000		
Estimated board funded capital asset additions		\$1,625,000		(\$1,625,000)	(\$1,625,000)	\$0	\$0
Projected board funded ARO tangible capital asset additions		\$0		\$0	\$0	\$0	\$0
Estimated disposal of unsupported tangible capital assets	\$0	\$0		\$0			\$0
Budgeted disposal of unsupported ARO tangible capital assets	\$0	\$0		\$0	\$0		\$0
Estimated amortization of capital assets (expense)		(\$12,730,000)		\$12,730,000	\$12,730,000		
Estimated capital revenue recognized - Alberta Education		\$1,000,000		(\$1,000,000)	(\$1,000,000)		
Estimated capital revenue recognized - Alberta Infrastructure		\$10,000,000		(\$10,000,000)	(\$10,000,000)		
Estimated capital revenue recognized - Other GOA		\$0		\$0	\$0		
Estimated capital revenue recognized - Other sources		\$0		\$0	\$0		
Budgeted amortization of ARO tangible capital assets		(\$355,000)		\$355,000	\$355,000		
Budgeted amortization of supported ARO tangible capital assets		\$0		\$0			
Budgeted board funded ARO liabilities - recognition		\$0		\$0	\$0		
Budgeted board funded ARO liabilities - remediation		\$0		\$0	\$0		
Estimated changes in Endowments	\$0		\$0	\$0	\$0		
Estimated unsupported debt principal repayment		\$295,000		(\$295,000)	(\$295,000)	\$0	\$0
Estimated reserve transfers (net)				\$0	(\$3,880,000)	\$3,880,000	\$0
Estimated assumptions/transfers of operations - capital lease addition	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Estimated Balances for August 31, 2024</b>	<b>\$33,861,189</b>	<b>\$22,461,661</b>	<b>\$90,941</b>	<b>\$11,269,083</b>	<b>\$0</b>	<b>\$11,269,083</b>	<b>\$39,504</b>
<b>2024/25 Budget projections for:</b>							
Budgeted surplus(deficit)	(\$2,726,533)			(\$2,726,533)	(\$2,726,533)		
Projected board funded tangible capital asset additions		\$0		\$0	\$0	\$0	\$0
Projected board funded ARO tangible capital asset additions		\$923,467		(\$923,467)	(\$923,467)		\$0
Budgeted disposal of unsupported tangible capital assets	\$0	\$0		\$0	\$0		\$0
Budgeted disposal of unsupported ARO tangible capital assets	\$0	\$0		\$0	\$0		\$0
Budgeted amortization of capital assets (expense)		(\$14,639,130)		\$14,639,130	\$14,639,130		
Budgeted capital revenue recognized - Alberta Education		\$1,120,000		(\$1,120,000)	(\$1,120,000)		
Budgeted capital revenue recognized - Alberta Infrastructure		\$11,819,130		(\$11,819,130)	(\$11,819,130)		
Budgeted capital revenue recognized - Other GOA		\$0		\$0	\$0		
Budgeted capital revenue recognized - Other sources		\$0		\$0	\$0		
Budgeted amortization of ARO tangible capital assets		(\$355,000)		\$355,000	\$355,000		
Budgeted amortization of supported ARO tangible capital assets		\$0		\$0	\$0		
Budgeted board funded ARO liabilities - recognition		\$0		\$0	\$0		
Budgeted board funded ARO liabilities - remediation		\$0		\$0	\$0		
Budgeted changes in Endowments	\$0		\$0	\$0	\$0		
Budgeted unsupported debt principal repayment		\$170,000		(\$170,000)	(\$170,000)		
Projected reserve transfers (net)				\$0	\$1,765,000	(\$1,765,000)	\$0
Projected assumptions/transfers of operations - capital lease addition	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Projected Balances for August 31, 2025</b>	<b>\$31,134,656</b>	<b>\$21,500,128</b>	<b>\$90,941</b>	<b>\$9,504,083</b>	<b>\$0</b>	<b>\$9,504,083</b>	<b>\$39,504</b>

**SCHEDULE OF USES FOR ACCUMULATED SURPLUSES AND RESERVES  
for the Year Ending August 31**

	Unrestricted Surplus Usage			Operating Reserves Usage			Capital Reserves Usage			
	Year Ended			Year Ended			Year Ended			
	31-Aug-2025	31-Aug-2026	31-Aug-2027	31-Aug-2025	31-Aug-2026	31-Aug-2027	31-Aug-2025	31-Aug-2026	31-Aug-2027	
<b>Projected opening balance</b>	\$0	\$0	\$0	\$11,269,083	\$9,504,083	\$9,504,083	\$39,504	\$39,504	\$39,504	
Projected excess of revenues over expenses (surplus only)	Explanation	\$0	\$0	\$0						
Budgeted disposal of board funded TCA and ARO TCA	Explanation	\$0	\$0	\$0			\$0	\$0	\$0	
Budgeted amortization of capital assets (expense)	supported assets	\$14,994,130	\$0	\$0			\$0	\$0		
Budgeted capital revenue recognized, including ARO assets amortization	supported assets	(\$12,939,130)	\$0	\$0			\$0	\$0		
Budgeted changes in Endowments	Explanation	\$0	\$0	\$0			\$0	\$0		
Budgeted board funded ARO liabilities - recognition	Explanation	\$0	\$0	\$0			\$0	\$0		
Budgeted board funded ARO liabilities - remediation	Explanation	\$0	\$0	\$0			\$0	\$0		
Budgeted unsupported debt principal repayment	mortgage payment on education centre	(\$170,000)	\$0	\$0			\$0	\$0		
Projected reserves transfers (net)	Unsupported amortization to capital reserves	\$1,765,000	\$0	\$0	(\$1,765,000)		\$0	\$0	\$0	
Projected assumptions/transfers of operations	Technology asset renewal	\$0	\$0	\$0	\$0		\$0	\$0	\$0	
Increase in (use of) school generated funds	Explanation	\$0	\$0	\$0			\$0	\$0	\$0	
New school start-up costs	Explanation	\$0	\$0	\$0			\$0	\$0	\$0	
Decentralized school reserves	School expenses greater than funds allocated	(\$200,000)	\$0	\$0			\$0	\$0	\$0	
Non-recurring certificated remuneration	Grid creep, net salary increases	(\$611,195)	\$0	\$0			\$0	\$0		
Non-recurring non-certificated remuneration	Explanation	\$0	\$0	\$0			\$0	\$0		
Non-recurring contracts, supplies & services	Explanation	\$0	\$0	\$0			\$0	\$0		
Professional development, training & support	Explanation	\$0	\$0	\$0			\$0	\$0		
Transportation Expenses	higher bus contractor costs and increased routes	(\$2,035,000)	\$0	\$0			\$0	\$0		
Operations & maintenance	Increased insurance costs - unsupported	\$0	\$0	\$0			\$0	\$0		
English language learners	Explanation	\$0	\$0	\$0			\$0	\$0		
System Administration	not spending full system admin grant to grow reserves	\$220,000	\$0	\$0			\$0	\$0		
OH&S / wellness programs	Explanation	\$0	\$0	\$0			\$0	\$0		
B & S administration organization / reorganization	Explanation	\$0	\$0	\$0			\$0	\$0		
Debt repayment	Explanation	\$0	\$0	\$0			\$0	\$0		
POM expenses	unsupported amortization expense creating deficit	(\$100,338)	\$0	\$0			\$0	\$0	\$0	
Non-salary related programming costs (explain)	Explanation	\$0	\$0	\$0			\$0	\$0		
Repairs & maintenance - School building & land	Explanation	\$0	\$0	\$0			\$0	\$0		
Repairs & maintenance - Technology	Explanation	\$0	\$0	\$0			\$0	\$0		
Repairs & maintenance - Vehicle & transportation	Explanation	\$0	\$0	\$0			\$0	\$0		
Repairs & maintenance - Administration building	Explanation	\$0	\$0	\$0			\$0	\$0		
Repairs & maintenance - POM building & equipment	Explanation	\$0	\$0	\$0			\$0	\$0		
Repairs & maintenance - Other (explain)	Explanation	\$0	\$0	\$0			\$0	\$0		
Capital costs - School land & building	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Capital costs - School modernization	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Capital costs - School modular & additions	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Capital costs - School building partnership projects	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Capital costs - Technology	Technology asset renewal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Capital costs - Vehicle & transportation	OM capital purchases	(\$225,000)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Capital costs - Administration building	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Capital costs - POM building & equipment	general equipment replacement	(\$279,662)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Capital Costs - Furniture & Equipment	general equipment replacement	(\$418,805)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Capital costs - Other	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Building leases	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Other 1 - please use this row only if no other row is appropriate	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Other 2 - please use this row only if no other row is appropriate	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Other 3 - please use this row only if no other row is appropriate	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Other 4 - please use this row only if no other row is appropriate	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
<b>Estimated closing balance for operating contingency</b>		\$0	\$0	\$0	\$9,504,083	\$9,504,083	\$9,504,083	\$39,504	\$39,504	\$39,504

Total surplus as a percentage of 2025 Expenses	2.92%	2.92%	2.92%
ASO as a percentage of 2025 Expenses	2.91%	2.91%	2.91%

## DETAILS OF RESERVES AND MAXIMUM OPERATING RESERVE LIMIT EXEMPTION CRITERIA for the Year Ending August 31, 2024

This template is designed to provide information about your school jurisdiction's reserves and to assist you in determining if you need to submit a letter requesting an exemption to exceed the maximum limit of Operating Reserves to the Minister. It has been split in to two parts, exemptions (Row 20 - 45) and transfers between operating and capital reserves (Row 46 - 61).

As per the 2023/24 Funding Manual, a formal request for an exemption to exceed the 2023/24 maximum operating reserve must be approved by the board and submitted to the Minister. If a reserve request to exceed the limit is required, please submit your formal letter by November 30, 2024. This tab should be attached as a supplement to your formal request. School jurisdictions who are projecting their 2023/24 operating reserves to be over their 2023/24 maximum limit, which is based on the school jurisdiction's 2023/24 system administration percentage (3.2% to 5%), must complete Section A. These school jurisdictions will only require an exemption for the 2023/24 school year and not in the 2024/25 school year, assuming the balance is still below 6% in 2024/25. School jurisdictions projecting 2023/24 operating reserves to be over their maximum limit for 2023/24 AND the new 2024/25 limit of 6% of total expenses must complete **both** Section A and B, as they will need to demonstrate when operating reserves will be drawn down below 6% over the subsequent school years. School jurisdictions who are projecting to be below their maximum limit in 2023/24 are not required to complete Section A or B.

If your school jurisdiction is projecting to transfer between operating and capital reserves for the 2023/24 and/or 2024/25 school year, please complete the section under Row 46. The transfer amounts reported should agree with the 'AOS' tab. Please note that a letter requesting Ministerial approval is required to transfer from Capital to Operating Reserves.

**PART 1: EXEMPTIONS**

		Amount
Estimated Accumulated Surplus/(Deficit) from Operations as at Aug. 31, 2024		\$ 11,269,083
Less: School Generated Funds in Operating Reserves (from 2022/23 AFS)		\$ 3,455,042
<b>Estimated 2023/24 Operating Reserves</b>	<b>2.54%</b>	<b>\$ 7,814,041</b>
Maximum 2023/24 Operating Reserve Limit	<b>3.20%</b>	<b>\$ 9,844,052</b>
<b>Estimated 2023/24 Operating Reserves Over Maximum Limit</b>		<b>\$ (2,030,011)</b>

**SECTION A: (MAX LIMIT EXEMPTION CRITERIA)**

Please provide **detailed rationale** and planned usage for operating reserves in excess of the 2023/24 maximum: \$ (2,030,011)

Please note that this does not constitute as a Ministerial request for approval. An exemption request letter submitted to the Minister is still required for an exemption for the 2023/24 school year.

**SECTION B: (MAX LIMIT EXEMPTION CRITERIA)**

If estimated 2023/24 operating reserves are greater than 6.0%, provide a detailed drawdown plan to illustrate how and when the reserve balance will be below 6.0%. However, if your 2023/24 operating reserve balance is 6.0% or greater, but you anticipate that the 2024/25 balance will be less than 6.0% or you do not plan to request an exemption, you are not required to complete Section B. Please indicate this in the response under Section A.

	2024/25	2025/26	2026/27	Additional Comments
<b>Opening operating reserve balance</b>	\$ 7,814,041	\$ 7,814,041	\$ 7,814,041	
[Itemized description for increase/(decrease) to reserves]				
[Itemized description for increase/(decrease) to reserves]				
[Itemized description for increase/(decrease) to reserves]				
[Itemized description for increase/(decrease) to reserves]				
[Itemized description for increase/(decrease) to reserves]				
[Itemized description for increase/(decrease) to reserves]				
	<b>\$ 7,814,041</b>	<b>\$ 7,814,041</b>	<b>\$ 7,814,041</b>	
	<b>2.54%</b>	<b>2.54%</b>	<b>2.54%</b>	

**PART 2: TRANSFERS BETWEEN OPERATING AND CAPITAL RESERVES**

Please report the projected amounts and detailed rationale for transfers between operating reserves and capital reserves for the 2023/24 and 2024/25 school year. The net transfer between operating and capital reserves should agree the amounts reported in the 'AOS' tab. (Note: Ministerial approval is required to transfer from Capital to Operating Reserves):

	2023-24	Detailed Rationale
Projected Transfer from Operating to Capital Reserves (Please enter a negative amount)	\$ -	
Projected Transfer from Capital to Operating Reserves (Please enter a positive amount)	\$ -	
<b>Net Transfer Between Operating and Capital Reserves</b>	<b>\$ -</b>	

	2024-25	Detailed Rationale
Projected Transfer from Operating to Capital Reserves (Please enter a negative amount)	\$ -	
Projected Transfer from Capital to Operating Reserves (Please enter a positive amount)	\$ -	
<b>Net Transfer Between Operating and Capital Reserves</b>	<b>\$ -</b>	



**PROJECTED STUDENT STATISTICS**  
**FULL TIME EQUIVALENT (FTE) ENROLLED STUDENTS**

**Budgeted**      **Actual**      **Actual**  
**2024/2025**      **2023/2024**      **2022/2023**  
(Note 2)

**Grades 1 to 12**Eligible Funded Students:

Grades 1 to 9	20,276	19,770	19,456	Head count
Grades 10 to 12	7,069	6,761	6,164	Head count
Total	27,345	26,531	25,620	Grade 1 to 12 students eligible for base instruction funding from Alberta Education.
Percentage Change	3.1%	3.6%		Enrolment each grade based on prior year enrolment and 3 year avg growth per grade

Other Students:

Total	45	45	-	Note 3
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Total Net Enrolled Students	27,390	26,576	25,620	
Home Ed Students	68	69	79	Note 4
Total Enrolled Students, Grades 1-12	27,458	26,645	25,699	
Percentage Change	3.1%	3.7%		

## Of the Eligible Funded Students:

Students with Severe Disabilities	517	517	484	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	3,881	3,881	3,672	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.

**EARLY CHILDHOOD SERVICES (ECS)**

Eligible Funded Children	1,744	1,787	1,775	ECS children eligible for ECS base instruction funding from Alberta Education.
Other Children	25	37	-	ECS children not eligible for ECS base instruction funding from Alberta Education.
Total Enrolled Children - ECS	1,769	1,824	1,775	
Program Hours	475	475	475	Minimum program hours is 475 Hours
FTE Ratio	0.500	0.500	0.500	Actual hours divided by 950
FTE's Enrolled, ECS	885	912	888	
Percentage Change	-3.0%	2.8%		Lower number of Kindergarten students expected based on the demographic data available.

Home Ed Students	-	-	-	Note 4
Total Enrolled Students, ECS	1,769	1,824	1,775	
Percentage Change	-3.0%	2.8%		

## Of the Eligible Funded Children:

Students with Severe Disabilities (PUF)	18	16	20	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	69	82	7	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.

**NOTES:**

- 1) Enrolment is to be completed WHEREVER APPLICABLE and are 'as at September 30th' for each year.
- 2) Budgeted enrolment is to be based on best information available at time of the 2024/2025 budget report preparation.
- 3) Other Grade 1 to 12 students that are not eligible for base instruction funding from Alberta Education include First Nations students living on reserves for which tuition fee payments are made from Band or AANDC (Code 330), students younger than 5 1/2 or older than 20, and out-of-province and foreign students.
- 4) Because they are funded separately, Home Education students are not included with total net enrolled students. Home Education Kindergartens, under ECS, do not apply to charter schools.

**PROJECTED STAFFING STATISTICS  
FULL TIME EQUIVALENT (FTE) PERSONNEL**

	Budget 2024/25		Actual 2023/24		Actual 2022/23		Notes
	Total	Union Staff	Total	Union Staff	Total	Union Staff	
School Based	1,418	1,418	1,393	1,393	1,352	1,352	Teacher certification required for performing functions at the school level.
Non-School Based	47	33	46	35	39	29	Teacher certification required for performing functions at the system/central office level.
<b>Total Certificated Staff FTE</b>	<b>1,465.0</b>	<b>1,451.0</b>	<b>1,439.0</b>	<b>1,427.9</b>	<b>1,391.0</b>	<b>1,381.0</b>	FTE for personnel possessing a valid Alberta teaching certificate or equivalency.
Percentage Change	1.8%		3.4%		5.3%		If +/- 3% variance change from 2024/25 budget, please provide explanation here.
If an average standard cost is used, please disclose rate:	110,791		109,626		105,780		
Student F.T.E. per certificated Staff	19.95017065		1978%		1975%		

**Certificated Staffing Change due to:**

Please Allocate Below	26.0						If there is a negative change impact, the small class size initiative is to include any/all teachers retained.
Enrolment Change	11	11					increase in FTE base on enrolment
Other Factors	15	15					23/24 actuals not full year FTE based on timing of hiring
<b>Total Change</b>	<b>26.0</b>	<b>26.0</b>					Year-over-year change in Certificated FTE

**Breakdown, where total change is Negative:**

Continuous contracts terminated	-	-					FTEs
Non-permanent contracts not being renewed	-	-					FTEs
Other (retirement, attrition, etc.)	-	-					
<b>Total Negative Change in Certificated FTEs</b>	<b>-</b>	<b>-</b>					Breakdown required where year-over-year total change in Certificated FTE is 'negative' only.

**Please note that the information in the section below only includes Certificated Number of Teachers (not FTEs):**

**Certificated Number of Teachers**

Permanent - Full time	1,206	1,192	1,162	1,151	1,091	-
Permanent - Part time	73	73	73	73	77	-
Probationary - Full time	99	99	100	100	106	-
Probationary - Part time	7	7	6	6	29	-
Temporary - Full time	165	165	136	136	144	-
Temporary - Part time	33	33	17	17	19	-

**NON-CERTIFICATED STAFF**

Instructional - Education Assistants	330	-	299	-	314	-	Personnel support students as part of a multidisciplinary team with teachers and other other support personnel to provide meaningful instruction
Instructional - Other non-certificated instruction	299	-	296	-	286	-	Personnel providing instruction support for schools under 'Instruction' program areas other than EAs
Operations & Maintenance	171	-	148	-	187	-	Personnel providing support to maintain school facilities
Transportation - Bus Drivers Employed	-	-	-	-	-	-	Bus drivers employed, but not contracted
Transportation - Other Staff	13	-	13	-	11	-	Other personnel providing direct support to the transportation of students to and from school other than bus drivers employed
Other	60	-	59	-	52	-	Personnel in System Admin. and External service areas.
<b>Total Non-Certificated Staff FTE</b>	<b>873.0</b>	<b>-</b>	<b>816.2</b>	<b>-</b>	<b>850.0</b>	<b>-</b>	FTE for personnel not possessing a valid Alberta teaching certificate or equivalency.
Percentage Change	7.0%		-4.0%		2.7%		

**Explanation of Changes to Non-Certificated Staff:**

Net increase in 24/25 over 23/24 is not 7%. The actuals reported for 23/24 were based on actual staffing FTE as of October 2023 and was not reflective of final year staffing FTE. Total number of budgeted learning assistants and caretak

**Additional Information**

Are non-certificated staff subject to a collective agreement? 

NO
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Please provide terms of contract for 2023/24 and future years for non-certificated staff subject to a collective agreement along with the number of qualifying staff FTE's.

School Jurisdiction Code:

1190

System Admin Expense Limit %	
1190 The Rocky View School Division	3.20%

# DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

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**Item:** Education Plan 2023-2027 Year Two

**Date of Meeting:** May 30, 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

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## **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

### **Summary of Changes for Division Education Plan Year 2:**

- RVS writing assessment will now include grades 3-4 and 7-11.
- BAS reading assessment will now include grades 1-6.
- GB+ FI reading assessment will now include grades 3-6.
- Escalire FI reading assessment will include grades 1-2.
- Math Assessment will include grades 4-10.

## **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 reflecting the approved budget and directs administration to forward it to Alberta Education by May 31, 2024.

# DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

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**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 reflecting the approved budget 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.

**Recommendation:**

The Board of Trustees approves RVS' 2023-2027 Division Education Plan, Year 2, as presented, directs the Superintendent to make any technical edits reflecting the approved budget 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](mailto:fgilbert@rockyview.ab.ca)

Greg Luterbach, Superintendent of Schools  
[gluterbach@rockyview.ab.ca](mailto:gluterbach@rockyview.ab.ca)

# Our Division



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

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



# 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
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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 Coltheart 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 Assessment Grade 4 – 10.
- (RVS) Percentage of French Immersion students reading at or above grade level on the Escalire Grade 1 – 2.
- (RVS) Percentage of French Immersion students reading at or above grade level on the Groupe Beauchemin+ (GB+) Grade 3 – 6.
- (RVS) Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 6.
- (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)



## 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:

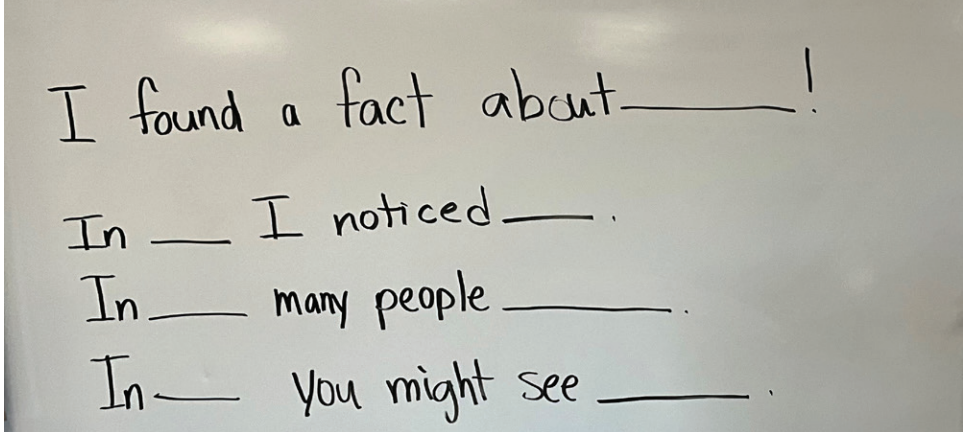
- (ABEd) The percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- (ABEd) Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- (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.

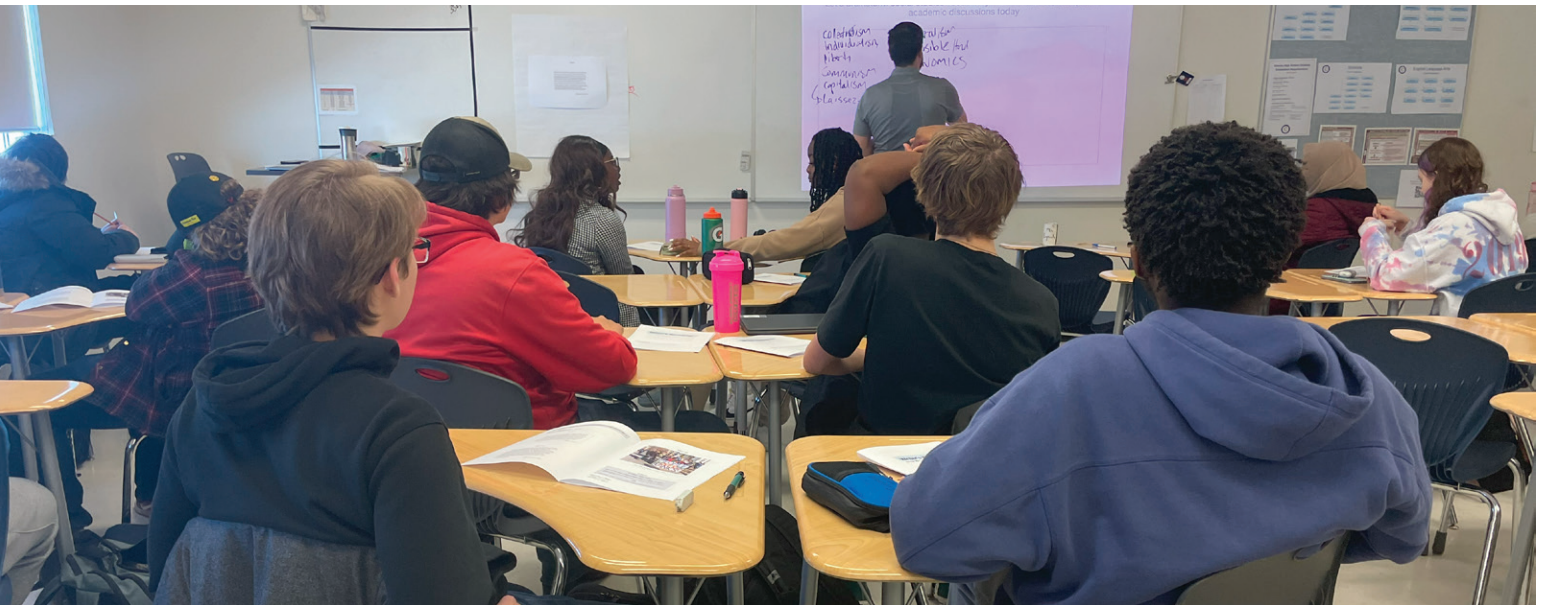
## Professional Learning Practice Guide [🔗](#)

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
<b>2025 Budget Year</b>	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
<b>2026 Budget Year</b>	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

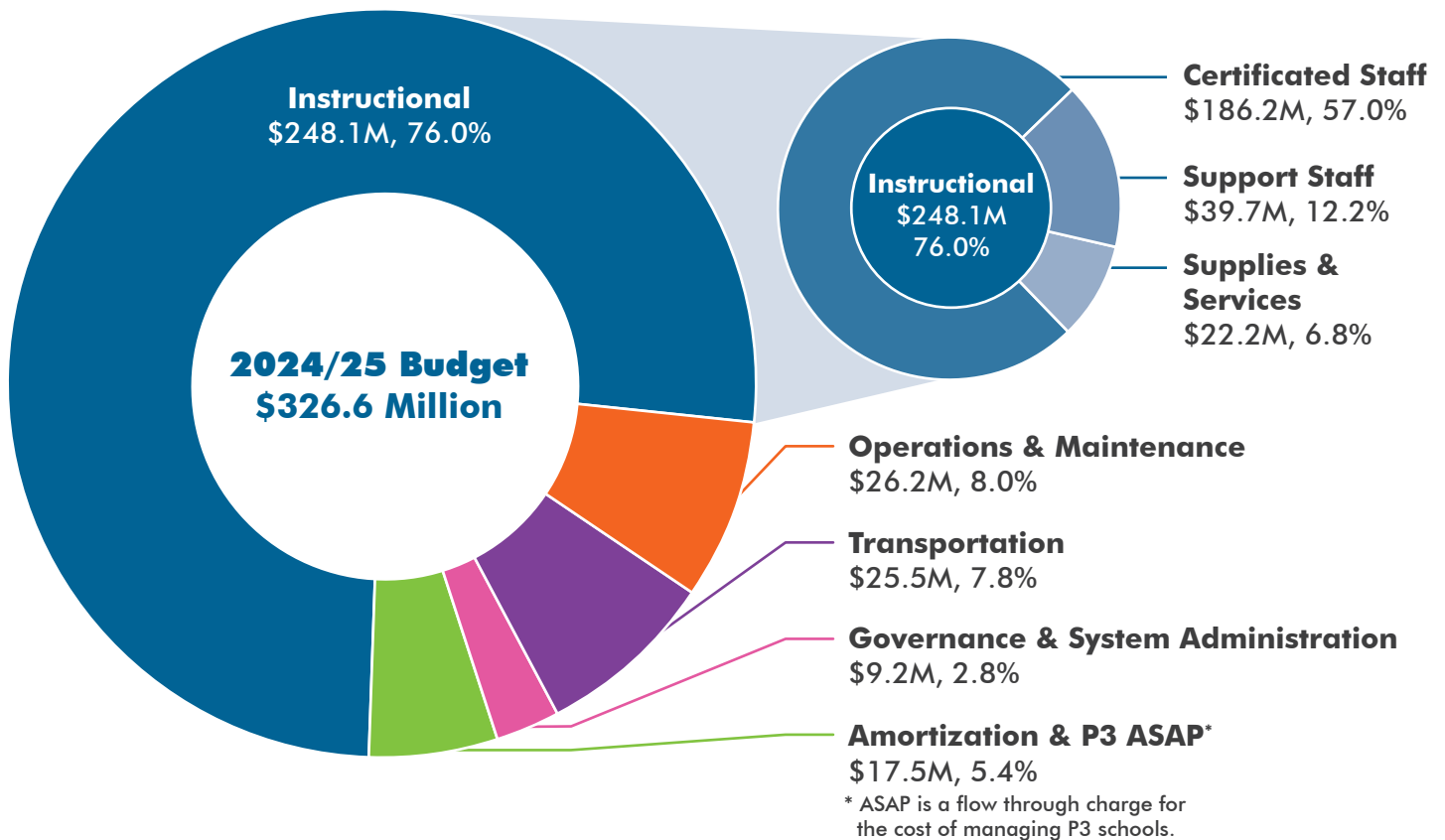
# Budget

## 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.



The RVS 2024/25 Budget will fund 53 schools, 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

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



[enquiries@rockyview.ab.ca](mailto:enquiries@rockyview.ab.ca)



[www.rockyview.ab.ca](http://www.rockyview.ab.ca)



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# DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: THE ADVOCACY COMMITTEE

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**Item:** Advocacy Priorities

**Date of Meeting:** May 30, 2024

**Background:**

The Advocacy Committee (the Committee) is tasked with annually reviewing the Board advocacy priorities and making recommendations for revisions to the Board.

The current Board Advocacy Priorities were originally approved in September 2020 and are attached.

**Current Status:**

The existing advocacy priorities document was created before the Board had a Strategic Plan. Typically, advocacy priorities flow out of a Strategic Plan. For this reason, the Committee believes that this is a good time to revisit and revise the advocacy priorities with an aim of having one advocacy priorities document that can flex to meet the advocacy needs of the Board while maintaining focus on the core principles of the Strategic Plan.

The Committee has spent time going over both the current advocacy priorities and the 2022-2026 Strategic Plan to look for alignment and overarching ideas and themes between the two documents. With all the great advocacy work that the Board and RVS has done over the last couple of years, especially related to Space for Students, the Committee felt that it was important to hold onto some of the language of the current advocacy priorities while trying to integrate it with some of the language from the strategic plan.

In the end, the draft revised advocacy priorities being proposed for the Board's consideration two advocacy priorities – Space for Students and Support for Students – each with an overarching key message and several targeted asks.

The revised advocacy priorities recommended from the Advocacy Committee are:

## **Board of Trustees – Advocacy Priorities**

RVS continues to experience pressures from significant year-over-year growth. As elected representatives of our communities, we call on governments to provide funding and resources to ensure all students can learn, belong and succeed.

To support the Board's vision of RVS as a world-class learning organization where all students achieve their absolute best, we advocate for:



# DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: THE ADVOCACY COMMITTEE

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## Space for Students

**Municipal and provincial governments must support growing school divisions in bolstering infrastructure where students and staff can thrive.**

- **New Schools** – the provincial government must build new schools equal to the pace of increasing student populations.
- **School Sites** – municipalities must prioritize right-sized, shovel-ready sites for new schools in early phases of any development plans.
- **Modulars** – provincial government must fund modulars and relocations as necessary to provide needed classroom space.
- **Innovative and Well-maintained Schools** – provincial government must dedicate sufficient resources to address technology evolution and aging buildings.

## Support for Students

**Government must invest in the success of every student to ensure all students experience an education that is inclusive, safe and supportive.**

- **Equitable Funding** - every student must be fully funded every year.
- **Classroom Complexity** – provincial government must invest significantly to support student success in increasingly complex classrooms.
- **Prioritize Public Education** – provincial government funding for public education must be prioritized and strengthened.
- **Mental Health** – services and resources for mental health and wellbeing must be increased to meet the evolving needs of our students and staff.

If approved by the Board, the Communications Department will format the above text and begin drafting an advocacy plan for 2024/25 school year in alignment with these priorities. As per the terms of reference of the Advocacy Committee, this draft plan will be brought to the Advocacy Committee for feedback before it comes to the Board Planning Committee for approval.

### **Alternatives:**

#### **Alternative I:**

The Board of Trustees approves the proposed Advocacy Priorities as presented.

#### **Alternative II:**

The Board of Trustees approves the proposed Advocacy Priorities as amended.

#### **Alternative III:**

The Board of Trustees refers matter to the Board Planning Committee.





# DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: THE ADVOCACY COMMITTEE

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**Alternative IV:**

The Board of Trustees refers matter to the Advocacy Committee.

**Recommendation:**

The Board of Trustees approves the proposed Advocacy Priorities as presented.



# Board of Trustees Advocacy Priorities

We believe that **student success** requires:



## Space for Students

**New Schools** – as one of Alberta’s fastest growing school jurisdictions, government must provide new schools in alignment with the needs of growing communities with increasing student populations.

**School Sites** – municipalities should prioritize right-sized, shovel-ready sites for new schools in early phases of any land development plans.

**Modulars** – government must provide modular classroom approvals and funding to address student enrolment growth while new schools are being built.



## Funding for Students

**Prioritize Public Education** – government funding for public education must be prioritized and strengthened recognizing the societal benefits of this critical investment.

**Equitable Funding** – all students need government funding every year. The current funding model (weighted moving average method) considers an enrolment average for the previous, current and projected school year. For a growing district like RVS, funding does not keep up with the number of new students.



## Support for Students

**Student Health and Wellness** – additional supports need to be provided both provincially across ministerial departments and locally through community policing, Family and Community Support Services and not-for-profit organizations, to support the increasing number, complexity and diversity of student needs.

**Local Decision Making** – as representatives of the community, locally-elected school board trustees, empowered with the flexibility and autonomy to make local decisions, are in the best position to understand and reflect the values and priorities of our students and families.

## Contact Us

**Ward One – Shali Baziuk**  
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sbaziuk@rockyview.ab.ca  
Represents: Chestermere

**Ward Two – Shelley Kinley**  
403-371-7860  
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Represents: Langdon, Indus and SE Rocky View County

**Ward Three – Melyssa Bowen**  
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Represents: Airdrie

**Ward Three – Todd Brand**  
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Represents: Airdrie

**Ward Three – Fred Burley**  
403-874-9062  
fburley@rockyview.ab.ca  
Represents: Airdrie

**Ward Four – Norma Lang**  
403-921-0303  
nlang@rockyview.ab.ca  
Represents: Crossfield, Irricana, Beiseker, Kathryn and NE Rocky View County

**Ward Five – Judi Hunter**  
403-888-1831  
jhunter@rockyview.ab.ca  
Represents: Redwood Meadows and West Rocky View County, including Springbank, Bragg Creek, Bearspaw and the eastern edges of the MD of Bighorn

**Ward Six – Fiona Gilbert**  
403-200-8968  
fgilbert@rockyview.ab.ca  
Represents: Cochrane



@RockyViewSchools



@RVSeD, #rvsed



RVSchools



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# DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: THE POLICY COMMITTEE

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**Item:** Policy 7 Board Operations

**Date of Meeting:** May 30, 2024

**Background:**

Policy 7 Board Operations is a critical document for the Board as it details how Board meetings operate and describes the current ward structures.

**Current Status:**

As part of the Policy Committee's mandate, they have reviewed the policy and are making a series of proposed adjustments to reflect current practice, address issues identified in the policy and modernize the policy. Highlights of these edits include:

- Updating the Background section.
- Adding reference to BP29 Ward Structure in the Wards section and updating the schools list in the wards.
- Removing reference to Board meetings typically occurring on first and third Thursdays. The Board establishes the meeting scheduled based on many factors.
- Updated section about how agendas are created.
- Added requirement for a notice of motion should a trustee want to add a new matter for the Boards consideration. Described the notice of motion process. Intent is to provide clarity about how to add an item on an agenda that is not advancing from a committee or Board work plan. Giving notice provides colleagues an opportunity to prepare for the matter to come forward. Given the agenda is always open to amendment, an item could come forward without a notice of motion if the majority of trustees wanted it to come forward.
- Updated the listing of the regular order of business to reflect current practice with Land Acknowledgment and added Notice of Motion section.
- Attempting to use the phrase pecuniary interest as much as possible rather than conflict of interest for clarity. Pecuniary interest is the language from the *Education Act*.
- Rewrote delegation section based on sample language from ASBA.
  - Delegation must be local stakeholders.
  - Added detail to the policy about the application process.
  - Clarify that matters clearly within the practice and mandate of the Board will come forward with the Agenda Planning Committee determining where and when the delegation would be heard.
  - For everyone's clarity, highlight issues that would not be heard as a delegation.
  - Describe the process for the delegation to submit their presentation in advance.
  - Remove requirement to formally respond or act on the request made by the delegation. A trustee could advance the topic if they choose to, but the Board is not required to add the topic to their work plan/future meetings.
- Board self-evaluation components section was updated to reflect a continuous improvement approach and focus on the Board's accomplishment of the work plan and the roles as described in Board Policy 2 Role of the Board.
- Standard meeting safety operating plan was added based on a sample from ASBA.



# DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: THE POLICY COMMITTEE

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**Alternatives:**

**Alternative I**

The Board approves the proposed Policy 7 Board Operations as presented.

**Alternative II**

The Board approves the proposed Policy 7 Board Operations as amended.

**Alternative III**

The Board refer Policy 7 Board Operations to the Board Planning Committee for further review.

**Alternative IV**

The Board refer Policy 7 Board Operations to the Policy Committee for further review.

**Recommendation:**

The Board approves the proposed Policy 7 Board Operations as presented.

## **BACKGROUND**

The Board's ability to discharge its obligations in an efficient and effective manner is dependent upon the development and implementation of a sound organization design. In order to discharge its responsibilities to the electorate of the Division, the Board shall hold meetings as often as necessary. A quorum, which is a simple majority of the number of trustees, must be present for every duly constituted meeting. The Board has adopted policies so the business of the Board can be conducted in an orderly and efficient manner.

The Board's fundamental obligation is to preserve and enhance the public trust in education, generally, and in the affairs of its operations in particular. Consistent with its objective to encourage the general public to contribute to the educational process, Board meetings will be open to the public. Towards this end, the Board believes its affairs must be conducted in public to the greatest extent possible.

There are times when public interest is best served by private discussion of specific issues in "in-camera" sessions. The Board believes it is necessary to protect individual privacy and the Board's own position in negotiating either collective agreements or contracts and therefore expects to go in-camera for issues dealing with individual students, individual employees, land, labour, litigation or negotiation.

Having members of the public make presentations at Board meetings can enhance public interest.

Public forums dealing with specific educational topics and held in various communities within the Division can enhance communications and the effectiveness of the Board.

## **GUIDELINES**

### 1. Wards

- 1.1 Trustees are elected as per the provisions of the Local Authorities Election Act from six wards as follows:
  - 1.1.1 Ward 1: One trustee represents the City of Chestermere. Schools in this ward include Chestermere Lake Middle School, East Lake School, Prairie Waters Elementary School, Rainbow Creek Elementary School, and RVSCLC – Chestermere Campus.
  - 1.1.2 Ward 2: One trustee represents Langdon, Indus and Chestermere rural areas. Schools in this ward include Chestermere High School, Indus School, Langdon School, Prince of Peace Lutheran School, Sarah Thompson School, and all rural students bussed to Chestermere Schools.
  - 1.1.3 Ward 3: Three trustees represent the City of Airdrie. Schools in this ward include A.E. Bowers Elementary School, Bert Church High School, C.W. Perry School, Cooper's Crossing School, École Airdrie Middle School, École Edwards Elementary School, George McDougall High School, Heloise Lorimer School, Herons Crossing School, Meadowbrook School, Muriel Clayton Middle School, Northcott Prairie School, Nose Creek Elementary School, R.J. Hawkey Elementary School, Ralph McCall School, RVSCLC – Airdrie Campus, Windsong Heights School, and W.H. Croxford High School.
  - 1.1.4 Ward 4: One trustee represents Crossfield, Beiseker, Irricana, Kathryn, and Airdrie rural areas. Schools in this ward include Beiseker Colony, Beiseker Community School, Crossfield Elementary School, Fairview Colony, Kathryn

- School, Tschetter Colony, W.G. Murdoch School, and all rural students bussed to Ward 1 or Ward 3.
- 1.1.5 Ward 5: One trustee represents Bragg Creek, Springbank, Bearspaw, Westbrook and Cochrane rural areas. Schools in this ward include Banded Peak School, Bearspaw School, Elbow Valley Elementary School, Springbank Community High School, Springbank Middle School, Westbrook School, and all rural students bussed to Cochrane Schools.
  - 1.1.6 Ward 6: One trustee represents the Town of Cochrane. Schools in this ward include Bow Valley High School, Cochrane Christian Academy, Cochrane High School, Elizabeth Barrett Elementary School, Fireside School, Glenbow Elementary School, Manachaban Middle School, Mitford School, RancheView School, and RVSCLC – Cochrane Campus.
- 1.2 Wards may be revised from time to time as determined by the Board as per Education Act section 76.
2. Board Meetings (Regular, Organizational, and Special)
- 2.1 All Regular, Organizational and Special meetings of the Board shall be open to the public recognizing that specific agenda matters may be held in-camera.
  - 2.2 The Board may convene an in-camera session by recorded resolution to discuss matters of a sensitive nature, including: individual students, individual employees, negotiations; acquisition/disposal of real property; litigation; other topics that a majority of the trustees present feel should be held in private, in the public interest.
    - 2.2.1 Such sessions shall be closed to the public and press. The Board shall only discuss the matter(s) that gave rise to the in-camera session. Board members and other persons attending the session shall maintain confidentiality and shall not disclose the details of the discussion at such sessions.
    - 2.2.2 The Board shall, during the in-camera session, adopt only such resolution as is required to re-convene the Board in an open, public meeting.
  - 2.3 All meetings will ordinarily be held in the Education Centre of Rocky View Schools, unless the Board passes a motion to hold the meeting at another place.
  - 2.4 A trustee may participate in a meeting of the board by electronic means or other communication facilities if the electronic means or other communication facilities enable the trustees participating in the meeting and members of the public attending the meeting to hear each other. Trustees participating in a meeting of the board by electronic means or other communication facilities are deemed to be present at the meeting.
  - 2.5 No act or proceeding of the Board shall be deemed valid or binding on any party, which is not adopted at a regular or special meeting at which a quorum of the Board is present.
  - 2.6 Whenever the Education Act or specific procedures adopted by the Board are silent regarding the rules and practices governing how meetings of the Board are conducted, the current edition of Robert's Rules of Order Newly Revised will be used to govern procedures at Board meetings. If this is inadequate, procedure may be determined by motion supported by the majority of trustees in attendance.



## POLICY 7 BOARD OPERATIONS

Approved: 2023 09 21

- 2.7 The Superintendent shall ensure that sufficient data and recommendations be given to trustees in a timely manner to assist them in making informed decisions.
- 2.8 The meeting package, containing the draft agenda and supporting information, will be provided to each trustee three (3) calendar days prior to the Board meeting. Subsequently, information may be provided at the meeting; and further, the Superintendent shall advise the Board Chair regarding the emergent nature of such information.
- 2.9 All trustees shall notify the Board Chair if they are unable to attend a Board meeting.
- 2.10 If both the Board Chair and Vice-Chair are absent, the Board shall appoint from among its members an acting Board Chair, to preside over that specific meeting.
- 2.11 Regular meetings of the Board will not be held without the Superintendent and/or designate(s) in attendance, unless the Superintendent's contract is being discussed.
- 2.12 As part of its ongoing effort to keep staff and the public fully informed concerning its affairs and actions, the Board expects the Superintendent to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all Board meetings.
- 2.13 Additional Considerations for Regular Board Meetings
  - 2.13.1 Regular meetings of the Board will be scheduled and approved by the Board each May but typically occur the first and third Thursdays of each month except July and August.
  - 2.13.2 Notwithstanding the approved schedule, the Board may, by resolution, alter the schedule.
  - 2.13.3 Public portions of regular meetings will ordinarily be held starting at 10:00 a.m., unless the Board passes a motion to hold the meeting at another time.
  - 2.13.4 All trustees who are absent from three (3) consecutive regular meetings shall:
    - 2.13.4.1 Obtain authorization by resolution of the Board to do so; or
    - 2.13.4.2 Provide to the Board Chair evidence of illness in the form of a medical certificate respecting the period of absence; or
    - 2.13.4.3 Be disqualified.
- 2.14 Additional Considerations for Organizational Meetings
  - 2.14.1 An Organizational Meeting of the Board shall be held annually. In a non-general election year, an Organizational Meeting will be held at the second scheduled regular meeting in September. In a general election year, an Organizational Meeting shall be held no later than two (2) weeks following Election Day.
  - 2.14.2 Each trustee will take the oath of office immediately following the call to order of the Organizational Meeting after a general election. Special provisions will be made for a trustee taking office following a by-election.
  - 2.14.3 The Superintendent or designate will give notice of the Organizational Meeting to each trustee as if it were a special meeting. The Superintendent or designate shall call the meeting to order and act as Chair of the meeting for the purpose of the election of the Board Chair.

- 2.14.4 Upon election as Chair, the Board Chair shall preside over the remainder of the Organizational Meeting.
- 2.14.5 At the organizational meeting the Board shall, in addition:
  - 2.14.5.1 Elect a Vice-Chair;
  - 2.14.5.2 Appoint members to standing or ad hoc committees of the Board as deemed appropriate;
  - 2.14.5.3 Appoint Board representation to collective agreement committees, external committees, agencies and organizations where the Board has regular representation, as appropriate; and
  - 2.14.5.4 Address other organizational items as required.
- 2.14.6 For appointments to all Board elected positions, the successful candidate will be the individual with the most votes cast in their favour by trustees in attendance at the time of the vote.
  - 2.14.6.1 In the event of a tie vote for any of the elected or appointed positions, the vote will be repeated up to an additional two times. If after three rounds of voting there is still a tie, the name of each candidate tied for the most votes for the position will be entered into a draw and the successful candidate will be chosen randomly by a member of the ballot committee selecting a ballot from the names in the draw.
- 2.15 Additional Considerations for Special Meetings
  - 2.15.1 Special meetings of the Board can only be called by the Board Chair, a majority of trustees, or the Minister of Education.
  - 2.15.2 A written notice of the special meeting including date, time, place and nature of business shall be issued to all trustees at least 2 days before the special meeting by recorded mail, hand delivered or by fax, email or other electronic means. A special meeting can be held without notice being given if every trustee agrees to waive the notice requirements.
  - 2.15.3 The nature of the business to be transacted must be clearly specified in the notice of the meeting. Unless all trustees are present at the special meeting, no other business may be transacted. Items can be added to the agenda only by the unanimous consent of the entire Board.
- 3. Agenda for Regular Meetings
  - 3.1 The agenda is prepared by the Agenda Planning Committee. Items may be placed on the agenda in one (1) of the following ways:
    - 3.1.1 By notifying a member of the Agenda Planning Committee prior to the Board meeting.
    - 3.1.2 By notice of motion at the previous meeting of the Board.
    - 3.1.3 As a request from a committee of the Board.
    - 3.1.4 The Board Chair, prior to proposing the adoption of the agenda, shall ask Trustees for changes/additions to the agenda which are subject to approval of the majority.



- 3.1.5 During the course of the Board meeting, a majority of trustees present may amend the agenda and place items before the Board for discussion.
  - 3.2 The order of business at a regular meeting shall generally be as follows:
    - 3.2.1 Call to Order
    - 3.2.2 Approval of Agenda
    - 3.2.3 In-Camera Session (if necessary)
    - 3.2.4 Motions arising from In-Camera Session (if any)
    - 3.2.5 Approval of Minutes
    - 3.2.6 Exemplary Practice/Student Showcase
    - 3.2.7 Superintendent's Report
    - 3.2.8 Chair's Report/ Correspondence
    - 3.2.9 Committee Reports
    - 3.2.10 Trustee Reports
    - 3.2.11 New Business
    - 3.2.12 Adjournment
  - 3.3 Items scheduled for a specific time shall be clearly identified on the agenda.
  - 3.4 The draft agenda shall be posted on the Division website and be available in the Division Office.
  - 3.5 The draft agenda becomes official when it is approved at the board meeting.
4. Minutes for Regular or Special Meetings
- 4.1 The Board shall maintain and preserve by means of minutes a record of its proceedings and resolutions. The minutes shall record:
    - 4.1.1 Date, time, and place of meeting
    - 4.1.2 Type of meeting (regular, organizational or special);
    - 4.1.3 Name of presiding officer;
    - 4.1.4 Names of those participating in the meeting;
    - 4.1.5 Approval of preceding minutes;
    - 4.1.6 All main motions, whether carried or defeated, shall be entered in full;
    - 4.1.7 Names of person making the motion;
    - 4.1.8 Subsidiary motions related to the conduct of the meeting;
    - 4.1.9 Points of order and appeals and their disposition;
    - 4.1.10 Appointments;
    - 4.1.11 Reference to oral reports of committees by committee name and presenter's name;
    - 4.1.12 Recording of the vote on a motion (when requested in the Education Act);
    - 4.1.13 Trustee declaration pursuant to the Education Act; and
    - 4.1.14 Time of adjournment
  - 4.2 Regarding preparation and distribution, the minutes shall:

- 4.2.1 Be prepared as directed by the Superintendent;
  - 4.2.2 Be reviewed by the Superintendent or designate prior to submission to the Board;
  - 4.2.3 Be considered an unofficial record of proceedings until such time as adopted by a resolution of the Board;
  - 4.2.4 Upon adoption by the Board, be deemed to be the official and sole record of the Board's business; and
  - 4.2.5 Be available to all trustees and other stakeholders as soon as is practicable.
  - 4.3 The Chair and Associate Superintendent/Secretary-Treasurer shall, upon acceptance by the Board, affix their initials to each page of the minutes and their signatures to the concluding page of the minutes.
  - 4.4 The Associate Superintendent/Secretary-Treasurer shall establish a codification system for resolutions determined by the Board which will:
    - 4.4.1 Provide for ready identification as to the meeting at which it was considered.
    - 4.4.2 Provide for cross-referencing with resolutions of similar nature adopted by the Board at previous meetings; and
    - 4.4.3 Establish and maintain a file of all Board minutes.
  - 4.5 Upon adoption by the Board, the minutes of public meetings shall be open to public scrutiny at the Board office.
  - 4.6 The approved minutes of a Board meeting shall be posted to the website as soon as possible following approval. The Superintendent or designate is responsible to distribute and post the approved minutes.
5. Motions
- 5.1 Making a Motion
    - 5.1.1 During the course of business any trustee can put forward a motion related to the business at hand.
    - 5.1.2 A Board motion must generally be placed before the Board prior to any debate taking place on an issue.
    - 5.1.3 Motions do not require a second.
  - 5.2 Speaking to the Motion
    - 5.2.1 The mover of a motion speaks first and every trustee shall have an opportunity to speak to the motion.
    - 5.2.2 The Board Chair will normally speak just prior to the last speaker who will be the mover of the motion.
    - 5.2.3 The mover of the motion is permitted to close debate on the motion.
    - 5.2.4 Once a motion is before the Board and until it is passed or defeated, all speakers shall confine their remarks to the motion or to the information pertinent to the motion.
    - 5.2.5 The custom of addressing comments to the Board Chair is to be followed by all persons in attendance.

- 5.2.6 As a general guide, a trustee is not to speak longer than five (5) minutes on any motion.
- 5.2.7 The Board Chair has the responsibility to limit the discussion by a trustee where discussion takes place prior to the Chair's stating of a motion or when such a discussion is repetitive or digresses from the topic at hand.
- 5.2.8 When a trustee arrives at the meeting after a motion has been made and prior to taking a vote, the trustee may request further discussion prior to the vote. The Board Chair shall rule on further discussion.
- 5.2.9 A trustee may require the motion under discussion to be read at any time during the debate, except when a trustee is speaking.
- 5.3 Voting on the Motion
  - 5.3.1 All trustees present including the meeting Chair, unless excused by resolution of the Board or pecuniary interest, shall vote on each question.
  - 5.3.2 A vote on a question shall be taken by open vote, expressed by show of hands, except the vote to elect the Board Chair or Vice-Chair, which is by secret ballot when requested.
  - 5.3.3 Each question shall be decided by a majority of the votes of those trustees present. In the case of a tie vote, the question is defeated.
- 5.4 Notice of Motion
  - 5.4.1 The notice of motion serves the purpose of officially putting an item on the agenda of the next regular meeting and gives notice to all trustees of the item to be discussed. A notice of motion is not debatable and may not be voted on.
- 6. Conflict of Interest
  - 6.1 It shall be the responsibility of the trustee in conflict to declare their conflict along with the nature of the conflict and leave the meeting in accordance with the requirements of the Education Act.
    - 6.1.1 The trustee shall make such declaration in open meeting prior to Board debate of the subject matter, which may place the trustee in conflict of interest.
    - 6.1.2 Following the declaration of conflict of interest by a trustee, all debate and action shall cease until the trustee has left the room.
  - 6.2 The recording secretary will record in the minutes:
    - 6.2.1 The trustee's declaration;
    - 6.2.2 The trustee's abstention from the debate and the vote; and
    - 6.2.3 That the trustee left the room in which the meeting was held.
- 7. Delegations at Board Meetings
  - 7.1 The Board provides opportunity for members of the general public to make presentations to the Board.

- 7.2 Individuals or group requests to make presentations to the Board must be submitted in writing, using the appropriate form which provides background and recommendation for action, to the Superintendent or designate, no less than ten (10) calendar days prior to the scheduled Board meeting at which the individual or group wishes to present.
  - 7.3 The delegation will maintain decorum and be respectful throughout their presentation.
  - 7.4 The Agenda Planning Committee shall determine if the presentation to the Board shall proceed and, if so, at what Board meeting, at what time, and whether the presentation will be heard in an in-camera session or in public.
  - 7.5 In emergent situations where the regular procedure cannot be followed, the delegation, Superintendent or designate shall justify the emergency, then outline the subject and background prior to the delegation appearing before the Board.
  - 7.6 Relevant background information to the delegation's presentation shall be prepared by the Superintendent and is to accompany the agenda.
  - 7.7 The spokesperson for the delegation shall be identified by the individual or group requesting to make a presentation to the Board.
  - 7.8 The spokesperson shall be notified of the time and date when the presentation will be made.
  - 7.9 The Board will ask questions of the delegation only for clarification purposes.
  - 7.10 Where a delegation requests action from the Board, the response will be provided at a future meeting unless the Board, by resolution, agrees to respond immediately. The spokesperson shall be advised of the date of the meeting at which the Board's response is to be determined.
  - 7.11 The Board Chair shall acknowledge the presentation in writing.
8. Any petitions to the Board must follow Petitions and Public Notices Regulation (Alberta Regulations 91/2019).
  9. Board Self-Evaluation
    - 9.1 The Board shall complete an annual Board self-evaluation process.
    - 9.2 The principles upon which the Board self-evaluation is based are as follows:
      - 9.2.1 A learning organization or a professional learning community is focused on the improvement of practice.
      - 9.2.2 A pre-determined process for evaluation strengthens the governance functions and builds credibility for the Board.
      - 9.2.3 In evidence-based approach provides objectivity.
    - 9.3 The components of the Board self-evaluation may include:
      - 9.3.1 Review of Board Role Performance
      - 9.3.2 Monitoring Interpersonal Working Relationships
      - 9.3.3 Monitoring Board Representation/Communication
      - 9.3.4 Review of Annual Work Plan Completion
      - 9.3.5 Monitoring Board-Superintendent Relations



## POLICY 7 BOARD OPERATIONS

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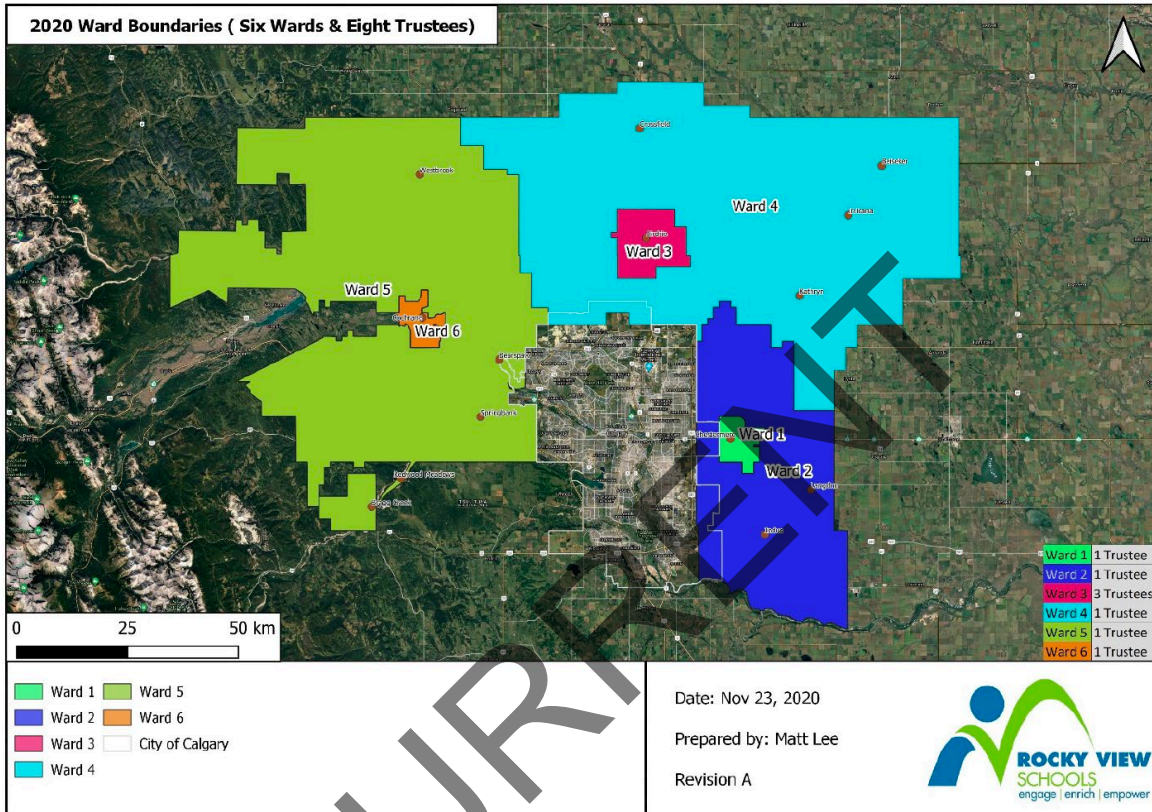
### 9.3.6 Creating a Positive Path Forward

#### **Legal Reference:**

- Education Act Section 33, 34, 51, 52, 53, 64, 65, 66, 67, 69, 73, 75, 81, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 112, 114, 138, 139, 222
- Local Authorities Elections Act
- Board Procedures Regulation
- Petitions and Public Notices Regulation

CURRENT

**POLICY 7 – APPENDIX A – WARD MAP**



## **BACKGROUND**

The Board's ability to discharge its obligations in an efficient and effective manner is dependent upon the development and implementation of a solid governance framework and sound organization design. The Board has adopted policies to ensure the business of the Board is conducted in an orderly and efficient manner. All points of procedure not provided for in policy shall be decided in accordance with the current edition of Robert's Rules of Order Newly Revised or by resolution of the Board.

The Board believes its business must be conducted in public to the greatest extent possible and that it is the Board's obligation to preserve and enhance public trust in education and in the Division. As such, Board meetings will be open to the public. To mitigate any safety risks to those attending and/or participating in public Board meetings, considerations for a standard operating safety plan will be put in place.

The Board recognizes there are times when public interest is best served by private deliberation of specific matters at in-camera sessions of the Board. The Board believes this is necessary to protect individual privacy and the Division's fiduciary and strategic interests.

In order to discharge its responsibilities to the electorate of the Division, the Board shall hold meetings as often as necessary.

## **GUIDELINES**

### **1. Wards**

- 1.1 Trustees are elected as per the provisions of the Local Authorities Election Act from six wards as determined by a bylaw constructed in alignment with Board Policy 29 – Ward Structure.
  - 1.1.1 Ward 1: One trustee represents the City of Chestermere
  - 1.1.2 Ward 2: One trustee represents Langdon, Indus and Chestermere rural areas.
  - 1.1.3 Ward 3: Three trustees represent the City of Airdrie.
  - 1.1.4 Ward 4: One trustee represents Crossfield, Beiseker, Irricana, Kathryn, and Airdrie rural areas.
  - 1.1.5 Ward 5: One trustee represents Bragg Creek, Springbank, Bearspaw, Westbrook and Cochrane rural areas.
  - 1.1.6 Ward 6: One trustee represents the Town of Cochrane.
- 1.2 Schools represented by each trustee are
  - 1.2.1 Schools in Ward 1 include Chestermere Lake Middle School, East Lake School, Prairie Waters Elementary School, Rainbow Creek Elementary School, and RVSLC – Chestermere Campus.
  - 1.2.2 Schools in Ward 2 include Chestermere High School, Horseshoe Crossing High School, Indus School, Langdon School, Sarah Thompson School, and all rural students bussed to Chestermere Schools.
  - 1.2.3 Schools in Ward 3 include A.E. Bowers Elementary School, Bert Church High School, C.W. Perry School, Cooper's Crossing School, École Airdrie Middle School, École Edwards Elementary School, George McDougall High School, Heloise Lorimer School, Herons Crossing School, Meadowbrook School, Muriel

- Clayton Middle School, Northcott Prairie School, Nose Creek Elementary School, R.J. Hawkey Elementary School, Ralph McCall School, RVSCLC – Airdrie Campus, Windsong Heights School, and W.H. Croxford High School.
- 1.2.4 Schools in Ward 4 include Beiseker Colony, Beiseker Community School, Crossfield Elementary School, Fairview Colony, Kathryn School, Tschetter Colony, W.G. Murdoch School, and all rural students bussed to Ward 1 or Ward 3.
- 1.2.5 Schools in Ward 5 include Banded Peak School, Bearspaw School, Elbow Valley Elementary School, Springbank Community High School, Springbank Middle School, Westbrook School, and all rural students bussed to Cochrane Schools.
- 1.2.6 Schools in Ward 6 include Bow Valley High School, Cochrane Christian Academy, Cochrane High School, Elizabeth Barrett Elementary School, Fireside School, Glenbow Elementary School, Manachaban Middle School, Mitford School, RancheView School, and RVSCLC – Cochrane Campus.
- 1.3 Wards may be revised from time to time as determined by the Board as per Board Policy 29.
2. Board Meetings (Regular, Organizational, and Special)
- 2.1 All Regular, Organizational and Special meetings of the Board shall be open to the public recognizing that specific agenda matters may be held in-camera.
- 2.2 The Board may convene an in-camera session by recorded resolution to discuss matters of a sensitive nature, including: individual students, individual employees, negotiations; acquisition/disposal of real property; litigation; other topics that a majority of the trustees present feel should be held in private, in the public interest.
- 2.2.1 Such sessions shall be closed to the public and press. The Board shall only discuss the matter(s) that gave rise to the in-camera session. Board members and other persons attending the session shall maintain confidentiality and shall not disclose the details of the discussion at such sessions.
- 2.2.2 The Board shall, during the in-camera session, adopt only such resolution as is required to re-convene the Board in an open, public meeting.
- 2.3 All meetings will ordinarily be held in the Education Centre of Rocky View Schools, unless the Board passes a motion to hold the meeting at another place.
- 2.4 A trustee may participate in a meeting of the board by electronic means or other communication facilities if the electronic means or other communication facilities enable the trustees participating in the meeting and members of the public attending the meeting to hear each other. Trustees participating in a meeting of the board by electronic means or other communication facilities are deemed to be present at the meeting.
- 2.5 No act or proceeding of the Board shall be deemed valid or binding on any party, which is not adopted at a regular or special meeting at which a quorum of the Board is present.
- 2.6 Whenever the Education Act or specific procedures adopted by the Board are silent regarding the rules and practices governing how meetings of the Board are conducted, the current edition of Robert's Rules of Order Newly Revised will be used to govern





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- procedures at Board meetings. If this is inadequate, procedure may be determined by motion supported by the majority of trustees in attendance.
- 2.7 The Superintendent shall ensure that sufficient data and recommendations be given to trustees in a timely manner to assist them in making informed decisions.
  - 2.8 The meeting package, containing the draft agenda and supporting information, will be provided to each trustee three (3) calendar days prior to the Board meeting. Subsequently, information may be provided at the meeting; and further, the Superintendent shall advise the Board Chair regarding the emergent nature of such information.
  - 2.9 All trustees shall notify the Board Chair if they are unable to attend a Board meeting.
  - 2.10 If both the Board Chair and Vice-Chair are absent, the Board shall appoint from among its members an acting Board Chair, to preside over that specific meeting.
  - 2.11 Regular meetings of the Board will not be held without the Superintendent and/or designate(s) in attendance, unless the Superintendent's contract is being discussed.
  - 2.12 As part of its ongoing effort to keep staff and the public fully informed concerning its affairs and actions, the Board expects the Superintendent to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all Board meetings.
  - 2.13 Additional Considerations for Regular Board Meetings
    - 2.13.1 Regular meetings of the Board will be scheduled and approved by the Board each May. The schedule of these meetings will be posted on the Division's website.
    - 2.13.2 Notwithstanding the approved schedule, the Board may, by resolution, alter the schedule.
    - 2.13.3 Public portions of regular meetings will ordinarily be held starting at 10:00 a.m., unless the Board passes a motion to hold the meeting at another time.
    - 2.13.4 All trustees who are absent from three (3) consecutive regular meetings shall:
      - 2.13.4.1 Obtain authorization by resolution of the Board to do so; or
      - 2.13.4.2 Provide to the Board Chair evidence of illness in the form of a medical certificate respecting the period of absence; or
      - 2.13.4.3 Be disqualified.
  - 2.14 Additional Considerations for Organizational Meetings
    - 2.14.1 An Organizational Meeting of the Board shall be held annually. In a non-general election year, an Organizational Meeting will be held at the second scheduled regular meeting in September. In a general election year, an Organizational Meeting shall be held no later than two (2) weeks following Election Day.
    - 2.14.2 Each trustee will take the oath of office immediately following the call to order of the first Organizational Meeting held after a general election. Special provisions will be made for a trustee taking office following a by-election.
    - 2.14.3 The Superintendent or designate will give notice of the Organizational Meeting to each trustee as if it were a special meeting. The Superintendent or

- designate shall call the meeting to order and act as Chair of the meeting for the purpose of the election of the Board Chair.
- 2.14.4 Upon election as Chair, the Board Chair shall preside over the remainder of the Organizational Meeting.
- 2.14.5 At the organizational meeting the Board shall, in addition:
- 2.14.5.1 Elect a Vice-Chair;
  - 2.14.5.2 Appoint members to standing or ad hoc committees of the Board as deemed appropriate;
  - 2.14.5.3 Appoint Board representation to collective agreement committees, external committees, agencies and organizations where the Board has regular representation, as appropriate; and
  - 2.14.5.4 Address other organizational items as required.
- 2.14.6 For appointments to all Board elected positions, the successful candidate will be the individual with the most votes cast in their favour by trustees in attendance at the time of the vote.
- 2.14.6.1 In the event of a tie vote for any of the elected or appointed positions, the vote will be repeated up to an additional two times. If after three rounds of voting there is still a tie, the name of each candidate tied for the most votes for the position will be entered into a draw and the successful candidate will be chosen randomly by a member of the ballot committee selecting a ballot from the names in the draw.
- 2.15 Additional Considerations for Special Meetings
- 2.15.1 Special meetings of the Board can only be called by the Board Chair, a majority of trustees, or the Minister of Education.
  - 2.15.2 A written notice of the special meeting including date, time, place and nature of business shall be issued to all trustees at least 2 days before the special meeting by recorded mail, hand delivered or by fax, email or other electronic means. A special meeting can be held without notice being given if every trustee agrees to waive the notice requirements.
  - 2.15.3 The nature of the business to be transacted must be clearly specified in the notice of the meeting. Unless all trustees are present at the special meeting, no other business may be transacted. Items can be added to the agenda only by the unanimous consent of the entire Board.
3. Meeting Agendas
- 3.1 The Agenda Planning Committee is responsible for preparing the draft agenda for all Board meetings, which is subject to adoption by the Board at the beginning of each meeting.
  - 3.2 Prior to proposing the adoption of the agenda, the Board Chair will ask if there are any changes or additions to the meeting agenda which are subject to approval of the Board.
  - 3.3 At any time during the Board meeting, the agenda may be amended by the majority of trustees present.

- 3.4 If a trustee wishes to introduce a new matter for the Boards consideration, a written or oral Notice of Motion must be given at the previous Regular Board meeting. A Notice of Motion:
    - 3.4.1 Is not debatable and may not be voted on.
    - 3.4.2 Serves to notify the Board that the matter described will appear on the agenda of the next Regular meeting and cannot be removed from the proposed agenda.
    - 3.4.3 May be withdrawn or edited by the trustee prior to the resolution being put on the floor for the Boards consideration as long as any changes are editorial and not substantive in nature.
  - 3.5 The order of business at a regular meeting shall generally be as follows:
    - 3.5.1 Call to Order
    - 3.5.2 Approval of Agenda
    - 3.5.3 In-Camera Session (if necessary)
    - 3.5.4 Land Acknowledgment
    - 3.5.5 Motions arising from In-Camera Session (if any)
    - 3.5.6 Approval of Minutes
    - 3.5.7 Exemplary Practice/Student Showcase
    - 3.5.8 Superintendent's Report
    - 3.5.9 Chair's Report/ Correspondence
    - 3.5.10 Committee Reports (if any)
    - 3.5.11 Trustee Reports
    - 3.5.12 Notices of Motion
    - 3.5.13 Other Business
    - 3.5.14 Adjournment
  - 3.6 Items scheduled for a specific time shall be clearly identified on the agenda.
  - 3.7 The draft agenda shall be posted on the Division website and be available in the Division Office.
  - 3.8 The draft agenda becomes official when it is approved at the board meeting.
4. Minutes for Regular or Special Meetings
- 4.1 The Board shall maintain and preserve by means of minutes a record of its proceedings and resolutions. The minutes shall record:
    - 4.1.1 Date, time, and place of meeting;
    - 4.1.2 Type of meeting (regular, organizational or special);
    - 4.1.3 Name of presiding officer;
    - 4.1.4 Names of those participating in the meeting;
    - 4.1.5 Approval of preceding minutes;
    - 4.1.6 All main motions, whether carried or defeated, shall be entered in full;
    - 4.1.7 Names of person making the motion;
    - 4.1.8 Subsidiary motions related to the conduct of the meeting;

- 4.1.9 Points of order and appeals stemming from a ruling from the chair and their disposition;
- 4.1.10 Appointments;
- 4.1.11 Reference to oral/written reports of committees by committee name and presenter's name;
- 4.1.12 Recording of the vote on a motion (when requested in the Education Act);
- 4.1.13 Trustee declaration pursuant to the Education Act; and
- 4.1.14 Time of adjournment
- 4.2 Regarding preparation and distribution, the minutes shall:
  - 4.2.1 Be prepared as directed by the Superintendent or designate;
  - 4.2.2 Be reviewed by the Superintendent or designate prior to submission to the Board;
  - 4.2.3 Be considered an unofficial record of proceedings until such time as adopted by a resolution of the Board;
  - 4.2.4 Upon adoption by the Board, be deemed to be the official and sole record of the Board's business; and
  - 4.2.5 Be available to all trustees and other stakeholders as soon as is practicable.
- 4.3 The Chair and Associate Superintendent/Secretary-Treasurer shall, upon acceptance by the Board, affix their initials to each page of the minutes and their signatures to the concluding page of the minutes.
- 4.4 The Associate Superintendent/Secretary-Treasurer shall establish a codification system for resolutions determined by the Board which will:
  - 4.4.1 Provide for ready identification as to the meeting at which it was considered.
  - 4.4.2 Provide for cross-referencing with resolutions of similar nature adopted by the Board at previous meetings; and
  - 4.4.3 Establish and maintain a file of all Board minutes.
- 4.5 Upon adoption by the Board, the minutes of public meetings shall be open to public scrutiny at the Board office.
- 4.6 The approved minutes of a Board meeting shall be posted to the website as soon as possible following approval. The Superintendent or designate is responsible to distribute and post the approved minutes.
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  - 5.1 Making a Motion
    - 5.1.1 A motion made by a trustee must generally be placed before the Board prior to any debate taking place on an issue.
    - 5.1.2 Motions do not require a second.
  - 5.2 Speaking to the Motion
    - 5.2.1 The mover of a motion speaks first and every trustee shall have an opportunity to speak to the motion.
    - 5.2.2 The Board Chair will normally speak just prior to the last speaker who will be the mover of the motion.

- 5.2.3 The mover of the motion is permitted to close debate on the motion.
- 5.2.4 Once a motion is before the Board and until it is passed or defeated, all speakers shall confine their remarks to the motion or to the information pertinent to the motion.
- 5.2.5 The custom of addressing comments to the Board Chair is to be followed by all persons in attendance.
- 5.2.6 As a general guide, a trustee is not to speak longer than five (5) minutes on any motion.
- 5.2.7 The Board Chair has the responsibility to limit the discussion by a trustee where discussion takes place prior to the Chair's stating of a motion or when such a discussion is repetitive or digresses from the topic at hand.
- 5.2.8 When a trustee arrives at the meeting after a motion has been made and prior to taking a vote, the trustee may request further discussion prior to the vote. The Board Chair shall rule on further discussion.
- 5.2.9 A trustee may require the motion under discussion to be read at any time during the debate, except when a trustee is speaking.
- 5.3 Voting on the Motion
  - 5.3.1 All trustees present, including the meeting Chair, shall vote on each question unless excused by resolution of the Board in a specific case, or pecuniary interest.
  - 5.3.2 A vote on a question shall be taken by open vote, expressed by show of hands, except the vote to elect the Board Chair or Vice-Chair, which is by secret ballot when requested by a trustee.
  - 5.3.3 Each question shall be decided by a majority of the votes of those trustees present. In the case of a tie vote, the question is defeated.
- 6. Conflict of Interest
  - 6.1 It shall be the responsibility of the trustee in conflict to declare their pecuniary interest along with the nature of the interest and leave the meeting in accordance with the requirements of the Education Act.
    - 6.1.1 The trustee shall make such declaration in the meeting prior to Board debate of the subject matter.
    - 6.1.2 Following the declaration of pecuniary interest by a trustee, all debate and action shall cease until the trustee has left the room.
  - 6.2 The recording secretary will record in the minutes:
    - 6.2.1 The trustee's declaration;
    - 6.2.2 The trustee's abstention from the debate and the vote; and
    - 6.2.3 That the trustee left the room in which the meeting was held.

7. Delegations at Board Meetings

- 7.1 Having members of the public make presentations at Board meetings can enhance public interest and trust and as such, the Board provides opportunity for local stakeholders to make presentations to the Board.
- 7.2 Individual or group requests to make presentations to the Board must be submitted in writing to the Superintendent, using the appropriate form which provides the nature and purpose of the delegation.
- 7.3 The Superintendent will conduct an initial review and seek necessary clarification from the individual/group before submitting the request to the Agenda Planning Committee.
- 7.4 Upon receipt of the written submission from the Superintendent, the Agenda Planning Committee will determine whether the delegation will be heard and at which meeting.
- 7.5 The Board Chair will provide the Board Planning Committee with copies of all requests to present to the Board at the next Board Planning Committee meeting.
- 7.6 For matters clearly within the practice and mandate of the Board, the Agenda Planning Committee will place the delegation on an upcoming agenda.
- 7.7 Delegations with respect to the following matters will not be heard:
  - 7.7.1 the security of the property of the School Division,
  - 7.7.2 personal information of an individual, including but not limited to a student or an employee of the School Division,
  - 7.7.3 a proposed or pending acquisition or disposition of property by or for the School Division,
  - 7.7.4 labour relations or employee negotiations,
  - 7.7.5 election campaigning,
  - 7.7.6 a law enforcement matter, litigation, or potential litigation, including matters before administrative tribunals affecting the School Division, or
  - 7.7.7 the consideration of a request for access for information under the *Freedom of Information and Protection of Privacy Act* (FOIPP)
- 7.8 The spokesperson(s) for the delegation shall be identified by the individual or group requesting to make a presentation to the Board who shall be notified of the date and approximate time when the presentation will be made.
- 7.9 The presentation by the delegation may be up to 10 minutes in length.
- 7.10 A copy of the delegation's presentation must be provided to the Superintendent by noon on the Friday prior to the date of the delegation or the delegation may be cancelled. The Superintendent can require the delegation to make edits to the presentation to address elements described in sections 7.7 and 7.13.
- 7.11 The presentation provided will be copied and distributed to trustees as part of their meeting package. No other materials may be distributed or presented during the meeting.
- 7.12 The delegation will be advised that Board meetings are streamed and therefore presentations must follow legislative requirements such as Freedom of Information and Protection of Privacy Act (FOIPP).

- 7.13 Only the assigned spokesperson(s) is invited to speak during the presentation. Throughout the presentation, the spokesperson(s) is expected to:
- 7.13.1 Maintain decorum and use language that demonstrates civility and politeness that contributes to a welcoming, caring, respectful and safe learning and working environment.
  - 7.13.2 Be respectful of diversity and refrain from demonstrating any form of discrimination as set out in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms.
- 7.14 The Board Chair may end the presentation if the delegation does not maintain decorum at any time throughout their presentation.
- 7.15 At the conclusion of the presentation, the Board may ask questions of the delegation for clarification purposes only and will not provide feedback or comments on the presentation.
8. Any petitions to the Board must follow Petitions and Public Notices Regulation (Alberta Regulations 91/2019).
9. Board Self-Evaluation
- 9.1 The Board shall complete an annual Board self-evaluation typically in June.
  - 9.2 The principles upon which the Board self-evaluation is based are as follows:
    - 9.2.1 A learning organization or a professional learning community is focused on the improvement of practice.
    - 9.2.2 An evaluation strengthens the governance functions and builds credibility for the Board.
    - 9.2.3 An evidence-based approach provides objectivity.
  - 9.3 The components of the Board self-evaluation typically will include:
    - 9.3.1 Reflecting on previous year's goals
    - 9.3.2 Reviewing Board Role Performance compared to Board Policy 2
    - 9.3.3 Monitoring Annual Work Plan completion
    - 9.3.4 Setting goals for continuous Board improvement
10. Standard Meeting Safety Operating Plan
- 10.1 While open Board meetings are important to ensure the public can be part of the democratic process, the Board must also be able to conduct its meeting efficiently and with minimal disruption.
  - 10.2 These safety measures will be put in place by administration:
    - 10.2.1 Establish security processes for trustees coming into and leaving Board meeting sites.
    - 10.2.2 Establish and practice emergency exit routes for trustees.
    - 10.2.3 Ensure security and lighting in building access points are adequate.
    - 10.2.4 Ensure public attendance does not exceed the room's maximum capacity limit.
    - 10.2.5 Ensure visitor sign-in and sign-out processes are in place.
    - 10.2.6 Apprise public attendees of the rules of conduct prior to meeting commencement.



## POLICY 7 BOARD OPERATIONS

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- 10.2.7 Ensure security personnel are on site, when deemed necessary, to address violations to meeting order when directed by the Board chair.
- 10.2.8 When deemed necessary, consider holding a Board meeting solely via live streaming.
- 10.2.9 Ensure the proper processes for enabling delegations to be heard at Board meetings.

### Legal Reference:

- Education Act Section 33, 34, 51, 52, 53, 64, 65, 66, 67, 69, 73, 75, 81, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 112, 114, 138, 139, 222
- Local Authorities Elections Act
- Board Procedures Regulation
- Petitions and Public Notices Regulation

PROPOSED



**POLICY 7 – APPENDIX A – WARD MAP**

