



REGULAR MEETING OF THE BOARD OF TRUSTEES

RVS EDUCATION CENTRE
2651 CHINOOK WINDS DR. SW

AIRDRIE, AB

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

SEPTEMBER 5, 2024

10:00 a.m. Regular Board Meeting

AGENDA

1. Call to Order
2. Approval of Agenda
3. In-Camera Session
4. Land Acknowledgement
Trustee Fred Burley
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 Session
6. Approval of Minutes
 - a) Regular Board Meeting – June 13, 2024
7. Exemplary Practice/ Student Showcase
 - a) Literacy Initiative Using Word Walls, Bow Valley High School
8. Superintendent's Report
9. Chair's Report/Correspondence
10. Trustee Reports
11. Notice of Motion
12. Other Business
 - a) Notice of Organizational Meeting
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

Date of Meeting: Sept. 3, 2024

Showcase Name: Bow Valley High School – Literacy Initiative Using Word Walls

Teachers: Shane Dempster, Sara Douglas, Jenisse Galloway

Project Description

Teachers at Bow Valley High School (BVHS) in Cochrane have implemented a new approach to increase student literacy skills by providing a practical and consistent school-wide strategy for vocabulary instruction.

Word Walls have been created throughout the school and provide staff across all disciplines with an accessible strategy to engage in literacy instruction that can easily be implemented in all learning spaces. The strategy models the importance of vocabulary acquisition, and the strategies used to decode and make meaning. A school-wide focus on common vocabulary increases students' abilities to comprehend what they are reading in all subject areas.

During this presentation, Principal Shane Dempster and English teachers Sara Douglas and Jenisse Galloway will talk about how the program improved students' literacy skills and how they believe partnering with other high schools to create and compare shared vocabulary and best practices in strategic and specific instruction in reading with adolescents would be beneficial to both teaching staff and students.

This innovative initiative aligns with Goal 1 of RVS' Education Plan, advancing students' numeracy and literacy skills.



SUPERINTENDENT'S REPORT
REGULAR MEETING OF THE BOARD OF TRUSTEES

SEPTEMBER 5, 2024

AGENDA

ACTION

- | | |
|---|-------------|
| 1. Year 2 Annual Report of the 2022-2026 RVS Strategic Plan | Directive |
| 2. Personal Mobile Devices and Social Media AP Update | Information |
| 3. IMR Projects Updates | Information |
| 4. Enrollment Update | Information |

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

Greg Luterbach
Superintendent of Schools



DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: SUPERINTENDENT OF SCHOOLS

Item: RVS 2022-2026 Strategic Plan Year Two – September 2024 Annual Report

Date of Meeting: September 5, 2024

Background:

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

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

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

The Board reviewed the Strategic Plan in December 2023 and opted to continue with its priorities, goals and outcomes for year two of the plan (2024).

Current Status:

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

This is the second year of the strategic plan report. With most baselines established in 2023, we have a clearer picture of the measures this year.

Observations:

- Literacy and numeracy results showed similar or slightly lower results in 2023/24. We expect these results to improve as staff and students become used to the new curriculum and practices are adjusted.
- Middle schools have recently focused on math skills through their School Education Plan work. Although Math Intervention/Programming Instrument (MIPI) assessment shows similar results to the previous fall, we expect to see results of this focused work result in higher scores in the coming years.



DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: SUPERINTENDENT OF SCHOOLS

- The number of schools implementing Positive Behavioral Interventions and Supports (PBIS) at a high level of fidelity continues to grow across the division.
- RVS saw an increase in students participating in unique school opportunities and dual credit/work experience/registered apprenticeship programs. We expect this trend to continue to grow as students take advantage of the many opportunities offered outside of a traditional classroom.
- Fewer staff completed the employee survey in 2023/24. The previous year saw a high completion rate as it was the first year in several years it had been offered; subsequent year survey participation rates normally decline.
- RVS' retention rate remains strong; however, fewer staff departing opted to complete exit surveys in 2023/24, resulting in fewer actions being taken.
- Staff continue to be interested in internal leadership opportunities, with a similar number of internal candidates filling leadership opportunities year-over-year, and a similar number of staff taking part in capacity building training.
- A high percentage of staff continue to find value in centrally organized professional learning.
- Strengthening our workforce through wellness was strong in 2023/24, with more meetings of the wellness working group along with the creation of the wellness plan and 14 actions taken because of the plan. Leaders also showed great interest in wellness training.
- Executive team virtual meetings were discontinued after low attendance and interest from staff.
- Executive team members continued to log many visits to schools along with several communications to staff.
- Three new schools were approved for construction in 2023/24, along with many modular units which will assist with RVS' rapid student enrolment growth. It is encouraging that the province has taken note of the Boards' advocacy work in space for students.
- Maintenance requests increased 10 per cent in 2023/24, with 30% of requests resolved within one week. Almost all of RVS' infrastructure maintenance and renewal (IMR) funding was spent, with significantly less going toward high priority deferred maintenance projects than in the previous year.
- Core IT infrastructure again had tremendous availability across the organization.
- Connections with our communities grew even stronger, with an increase in the percentage of teachers who engaged with local businesses, organizations, or individuals from the community to contribute to student learning.
- Over 365 new partnerships were created to enhance student learning, a slight increase from the year prior.
- Trustees participated in 564 community and school events over the year and posted/reposted to social media 564 times, both increases from 2022/23.
- The number of responses from members of the community in engagements more than doubled, largely due to the high participation rate of the Building Airdrie Student Spaces engagement.



DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: SUPERINTENDENT OF SCHOOLS

Data collection came easier this year as the process was improved from the first year; we expect this to continue as staff are more aware of the importance of collecting data for these performance measures.

The strategic plan will be reviewed with the Board this fall to update priorities, goals, outcomes and/or performance measures where necessary. A few performance measures will likely need to change.

The strategic plan, with priorities of improving our students' learning, strengthening our workforce, bolstering our infrastructure and connecting with our community continues to be valuable to the organization as a part of RVS' guiding documents. It aligns well to the Education Plan and its goals of advancing students' numeracy and literacy skills, building future-ready students and creating inclusive, engaging, healthy learning opportunities for all students. This helps create a template for success for RVS staff and students alike.

Alternative I:

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

Alternative II:

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

Alternative III:

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

Recommendation:

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



2022 – 2026 STRATEGIC PLAN REPORT – YEAR TWO

Priorities



Improving our students' learning



Strengthening our workforce



Bolstering our infrastructure



Connecting with our community



Improving Our Students’ Learning

Rocky View Schools (RVS) continues to focus on literacy and numeracy while providing an education that is safe, supportive and student-centered.

Year two of our strategic plan showed similar or lower results to year one in literacy and numeracy. In the lower grades, these results may be attributed to adjusting to curriculum changes. We expect results will improve as schools become used to the new curriculum.

We continue to see a large amount of students taking part in unique, dual credit, work experience and registered apprenticeship programs. It is also positive to see more of our schools implementing Positive Behavioral Interventions and Supports (PBIS), which promotes a positive school culture and improved student outcomes.

Our schools continue to use innovative ways to engage students in their learning and set them up for success both in and out of the classroom.

Goals

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

Outcomes

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

Performance Measures

Standardized Assessment Tools	Grades	2023/24	2022/23
Benchmark Assessment System (BAS) The BAS is a tool that is used individually with students to determine their reading skills. The student reads a short book (about 100 words) out loud to the teacher who makes note of any errors or challenges. It can allow teachers to better understand the child’s reading skills and behaviors and allow for follow up to take place.	1	56%	66%
	2	64%	60%
	3	57%	61%
	4	67%	66%
	Average	61%	63%

RVS Reflections

These results indicate a slight reduction from the previous year. Results may be impacted by the new curriculum and/or timing of testing. In 2023/24 the BAS was measured at different times to reduce assessment pressure points. Although results are lower than preferred we believe our students are on the right path.



Improving Our Students’ Learning – Continued

Standardized Assessment Tools	Grades	2023/24	2022/23
Math Intervention/Programming Instrument (MIPI) The MIPI is a math assessment students take each fall to determine their math strengths and challenges. Students write the assessment as a class and individual results are used to help with math instruction and intervention. It was developed by Edmonton Public Schools and is based on grade level expectations from the former Alberta Program of Studies.	2	N/I*	64%
	3	N/I*	40%
	4	27%	29%
	5	24%	24%
	6	31%	32%
	7	27%	27%
	8	19%	18%
	9	16%	17%
	Average	24%	31%
	RVS Reflections This assessment was completed in Sept. 2023 with similar results to the previous fall. During the 2023/24 school year many middle schools focused on math skills through their school education plan work, with hopes to improve overall numeracy skills. We anticipate seeing the results of this work with higher scores in the coming years.		
Letter Name-Sound (LeNS) The LeNS is used with individual Grade 1 and 2 students to find out more about the letters and sounds of the alphabet they are familiar with. The LeNS assessments help teachers plan to ensure all students know all of the letters and sounds by the end of Grade 2 to support their early reading skills.	1	72%	80%
	2	71%	83%
	Average	72%	82%
	RVS Reflections This is a reduction in results from last year. Implementation of new curriculum, adjustment of practices and resources may have had an impact on results. Further exploration into this dip and adjustments will be made to improve results for 2024/25.		
Castles and Coltheart 3 (CC3) The CC3 is used with individual students in Grades 2 and 3 to determine how many words they know in three different categories. This allows teachers to plan instruction to increase the number of words students know and to develop early reading skills.	2	88%	84%
	3	74%	78%
	Average	81%	81%
	RVS Reflections Results are similar to last year indicating students’ skills in identifying nonsense words, regular words and irregular words are stable. Implementation of new curriculum may be impacting the results.		

* Not included this year



Improving Our Students’ Learning – Continued

Standardized Assessment Tools	Grades	2023/24	2022/23
Alberta Numeracy Assessment Students demonstrate their understanding of their math skills based on the new Alberta math curriculum. Students complete the assessment as a class and teachers can use the results to understand student math needs, planning their instruction to support missing skills.	1	80%	60%
	2	78%	80%
	3	85%	81%
	4	N/I*	90%
	Average	81%	84%
RVS Reflections Both Grade 1 and Grade 3 results indicate an increase in students’ numeracy skills as measured by this screener, with Grade 2 students’ results remaining consistent. Grade 4 assessment with this tool was not required in 2023/24.			
RVS Writing Assessment Number of students whose writing skills are at or above grade level based on Alberta English Language Arts curricular outcomes.	3	49%	
	7	56%	
	10	58%	
	Average	54%	
RVS Reflections This is the first year of implementation of this locally created tool that reflects new curriculum for Grade 3. Grade levels for this assessment will be expanded next year.			
Other Important Measures		2023/24	2022/23
Number of in class presentations/work from Education Centre staff regarding student mental health**:		747	1,207
Number of schools implementing Positive Behavioral Interventions and Supports (PBIS) at 80 per cent fidelity on tiered survey:		17	10
Percentage of teachers, parents and students who agree their learning environments are welcoming, caring, respectful and safe on the Alberta Education Assurance Measures (AEAM) survey:		79%	85%
Number of students engaged in unique school opportunities/divisional programs**:		653	469
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education on AEAM survey:		81%	81%
Number of students engaging in dual credit/work experience/registered apprenticeship program**:		746	653

* Not included this year

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



Strengthening Our Workforce

RVS continues to develop and strengthen our workforce.

Our leadership positions are most often filled by internal candidates, supported by developing strong candidates in the Administrative Leadership Pool program as well as the Education Centre Leadership Development and Support Program. All staff are supported in capacity building with over 100 professional learning opportunities available each year.

In 2023/24 the wellness working group found its stride, positively impacting employee health and wellness through 14 new actions taken and 130 leaders attending wellness training.

As our division grows, so does our workforce and the need to support our staff. We look forward to continuing to offer training and supports for a strong workforce.

Please see RVS Reflections at the end of this section for explanations of statistics that differ significantly year over year.

Goals

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

Outcomes

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

Performance Measures

	2023/24	2022/23
Percentage of teaching positions filled using pool hiring process:	1% ¹	66%
Percentage of staff who complete an exit interview:	39% ²	64%
Number of actions undertaken as a direct result of exit interview results:	5	15
Percentage of staff who complete employee survey:	20% ³	61%
Number of actions undertaken as a direct result of survey results:	12	8
Number of administrators who complete diversity training:	97	104
Percentage of positions with job description updated within the last three years and posted on myRVS:	100%	100%

^{1, 2, 3} See RVS Reflections at the end of this section for notes.



Strengthening Our Workforce – Continued

		2023/24	2022/23
Percentage of staff who remain in RVS from previous year:		88%	89%
Number of changes to employment practices:		40 ⁴	12
Number of participants in Administrative Leadership Pool (ALP) 1, 2, 3, 4:	ALP 1	19	44
	ALP 2	32	18
	ALP 3	8	6
	ALP 4	9	8
Number of participants in Education Centre Leadership Development and Support Program:		23	35
Number of leadership positions filled by internal candidates:	Education Centre positions	3	3
	Principal positions	8	10
	Assistant Principal positions	7	9
	Total	18	22
Number of focused capacity building opportunities for school leaders:		37	35
Number of participants in the Learning Support Teacher Development Program:		27	32
Number of professional learning offerings:		101	187
Number of participants in Learning Department professional learning sessions:		2,858	4,360
<i>Due to the nature of these measures, participants may have been counted more than once if participating in more than one opportunity.</i>			
Percentage of exit slips at centrally organized professional learning who found capacity building value in the session:		95%	90%
Number of meetings throughout the year of the wellness working group:		6	4
Creation of wellness plan and number of actions undertaken as a direct result of plan:		14	*
Number of leaders who attended wellness training session:		130	85
Number of superintendent, Board letters/messages to all staff per school year:		13	11
Number of visits by executive members to schools per school year:		317	334

⁴ See RVS Reflections at the end of this section for notes.

* Information was not available in 2022/23



Strengthening Our Workforce – Continued

	2023/24	2022/23
Percentage of readership of RVS staff newsletters (The Narrative):	44%	53%
Number of executive team virtual staff meetings held per school year:	1 ⁵	1
Number of attendees participating in executive team virtual staff meetings:	Live attendees 91 Watched the recording within two weeks 182	145 198
Number of meetings between Education Centre leaders with ATA representatives or support staff representatives per school year:	36	24

⁵ See RVS Reflections below for notes.

RVS Reflections:

1. Pool hiring was trialed in 2022/23 and deemed ineffective. The practice was stopped in fall 2024. This will no longer be a measure on the strategic plan.
2. Historically the number of people choosing to complete an exit interview varies greatly from year to year.
3. The 2022/23 survey was the first survey in nine years and saw high completion rates due to its launch.
4. A higher number of changes to employment practices can be attributed to various bargaining initiatives as well as the creation of the exempt staff terms of employment.
5. The executive team virtual staff meetings were discontinued in winter 2023/24 due to low participation and interest from staff. This will no longer be a measure on the strategic plan.



Bolstering Our Infrastructure

RVS urgently needs more spaces for our growing student population and appreciates receiving funding for five new schools in Alberta’s Budget 2024. These long-awaited student spaces will be crucial in our rapidly expanding communities.

The new schools will not be open and ready for students for several years; we will continue to need new school build and modular approvals each year to meet our space needs.

In the meantime, RVS has worked to take care of our current spaces and infrastructure. An underutilized mezzanine space at George McDougall High School became a multi-use career and technology studies space and classroom, while new outdoor learning spaces were also created by the RVS grounds team.

Staff and students remain supported in technology needs, with IT services continually adapting to growing student and staff populations with bolstered technological infrastructure.

Please see RVS Reflections at the end of this section for explanations of statistics where necessary.

Goals

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

Outcomes

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

Performance Measures

		2023/24	2022/23
Number of new schools requested in the Capital Plan:		7	15
Number of new schools approved for construction by government:		3	0
Number of modular units requested:	New Units	22	32
	Relocations	12	2
	Wet Units	1	0
Number of modular units approved:	New Units	21	10
	Relocations	17	2
	Wet Units	1	0
Number of innovative spaces created to support learning:		0 ¹	5
Number of renovations to modernize school facilities (over \$200,000 projects excluding roof replacements):		3	4

¹ See RVS Reflections at the end of this section for notes.



Bolstering Our Infrastructure – Continued

	2023/24	2022/23
Number of spaces re-designed to maximize flexibility of learning spaces:	2	2
Number of facility service requests completed annually:	6,380	5,784
Percentage of facility service requests resolved within one week:	30%	34%
Percentage of infrastructure maintenance and renewal (IMR) allocation spent annually:	99%	94%
Percentage of IMR dollars spent on high priority deferred maintenance projects:	32%	59%
Percentage of facilities meeting RVS' building cleanliness standard when audited:	81%	98%
Percentage of IT service requests resolved within 48 hours:	71%	*
Number of devices replaced annually (infrastructure hardware and end user devices):	Infrastructure 10 End user 892	*
Annual uptime for internet service, student information system, financial/HR enterprise system, telephones:	100%	100%

RVS Reflections:

1. RVS intensified two spaces for the maximizing of flexibility. However, while these are both innovative spaces, they required the loss of fitness areas/classrooms which were previously used for instruction.

* Information not available in 2022/23



Connecting With Our Community

With several public engagement opportunities in 2023/24, RVS connected with local communities more than ever both in person and online. We heard from interested community members and staff nearly 5,000 times through these engagements, more than doubling responses from the previous year.

RVS also exhibited its connection to the community with the launch of a new division website along with new school websites in spring 2024; families can now find the information they need quickly and easily thanks to the clean, integrated format of the sites.

Our students found more opportunities to engage with post-secondaries, new partnerships were formed to boost learning opportunities and more community members and organizations were able to collaborate with teachers. Dual credit opportunities increased with more schools participating, although participants decreased. Schools are working hard to increase this number in the future.

Our Board of Trustees continues to participate widely in events and school council meetings, working hard to stay connected with our community.

Goals

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

Outcomes

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

Performance Measures

	2023/24	2022/23
Number of schools involved in dual credit programs:	10	8
Number of students participating in dual credit programs:	49	85
Number of opportunities schools make available for students to engage/attend programs offered by/at post-secondary institutions:	91	70
Percentage of teachers who had local businesses, organizations or individuals from the community contribute to student learning:	61%	54%
Number of new partnerships established to enhance student learning:	365	356
Number of events trustees participate in such as school council meetings, community consultations, public meetings, etc.:	564	543
Number of trustee social media posts/reposts highlighting events happening in RVS schools:	565	332



Connecting With Our Community – Continued

	2023/24	2022/23
Number of community use events that took place, helping to make the public more connected to schools in their community:	3,246	3,257
Number of formal Board-sponsored engagements with the community and number of responses from stakeholders:		
	Engagements Responses	5 2,268

INFORMATION ITEM



TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Item: AP148 Responsible Use of Personal Mobile Devices and Social Media in Schools

Date of Meeting: September 5, 2024

Background:

In the spring of 2024, the Government of Alberta consulted with parents, teachers and the public regarding their beliefs on the use of personal mobile devices and social media in schools. The results of the survey, with the highest number of responses of any government survey in history, indicated agreement among respondents that use of cell phones should be reduced or eliminated in schools. Research they shared indicates that by reducing the use of cell phones and social media among youth, mental wellness may be restored as well as reducing the incidents of cyberbullying and importantly increasing the amount of instructional time available for learning.

As a result, Ministerial Order #014/2024 was released on June 20th, 2024, requiring schools to develop and implement policies that saw the elimination of the use of social media in schools as well as standards regarding the use of personal mobile devices. Personal mobile devices are defined as 'any personal electronic device that can be used to communicate with or access the internet, such as a cellphone, tablet, laptop or smartwatch.

RVS' process to develop AP148:

- A committee consisting of the Senior Communications and Engagement Officer, Communications and Engagement Officer, an Area Director, two Technology for Learning Specialists, Senior Manager of Technology for Learning and the Associate Superintendent of Learning met to examine practices and policies from other jurisdictions within North America and globally, and to draft an Administrative Procedure for RVS.
- A survey was sent to all school administrators seeking their input as well as asking what practices they already have in place.
- Draft AP148 and a set of Frequently Asked Questions (FAQs) was sent to the Superintendent and Legal Counsel for review and revisions in early July.
- The draft and FAQ were discussed at an Executive Meeting in August and revisions made.
- The draft and FAQ were shared and discussed at the Administrative Procedure Advisory Committee in August and revisions made.
- The draft and FAQ were shared with all school administrators on August 26th with a focus on the value of instructional time.
- Form AF148A was developed which provides parents an opportunity to request an exemption made for medical or health reasons.

AP148 meets all government requirements including:

- General restrictions on the use of personal mobile devices and access to social media are addressed.
- Limited use exceptions are set out.

INFORMATION ITEM



TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

- The designated location(s) and/or method(s) for storing personal mobile devices out of view are specified.
- What constitutes 'social media' is addressed. Platforms considered social media are listed and restricted.
- A progressive discipline approach is established.
- A method for notifying parents if their child or student is found to be non-compliant with expectations is addressed.
- Roles and responsibilities are set out for staff, children/students, parents, and other members of the school community to ensure compliance.
- The process the school authority will use to communicate annually the procedure to staff, children and students, parents and other members of the community is outlined.
- The procedure is readily accessible to the school community and/or public.

Current Status:

AP148 and the FAQs:

- are now posted on the RVS website and is on the RVS website front page with more information
- has been shared with all staff via email from the Superintendent
- parent communication has been sent out centrally
- shared on social media, media release

The required form (AF148A) to request a medical exemption is available to parents via the website.

School administrators discussed the implementation of AP148 with staff before school started and with students during the first days of school.

RVS' Communications and Engagement team have developed, and shared with administrators, a 'toolkit' of resources and shared it with schools that included talking points for front office staff, newsletter items, website items and a poster to hang around the school reminding everyone of the expectations.

We are continuing to respond to questions from school administrators as they share it with staff and begin to bring it to life in their schools with a goal to have relative consistency in implementation across schools considering the various grade configurations and community contexts.

Recommendation:

The Board of Trustees acknowledges receipt of the AP148 Responsible Use of Personal Mobile Devices and Social Media in Schools Update as information.

Purpose/Background

Rocky View Schools is committed to fostering a focused learning environment and engagement during instructional time by establishing clear guidelines for the responsible use of cell phones and personal mobile devices.

Definitions:

Personal Mobile Devices: Any personal electronic device that can be used to communicate with or access the internet, such as a cellphone, tablet, laptop, or smartwatch.

Social media: Platforms and applications that enable users to create and share content or participate in social networking. The RVS digital educational suite (DES) products are not part of the definition of social media for the purposes of this administrative procedure.

Instructional Time – Includes time scheduled for the purposes of instruction, examination/testing, and other student activities where direct student-teacher interaction and supervision are maintained whether on-campus or off-campus.

Procedures

1. This procedure applies to all students within Rocky View Schools.
2. Students are not to use their personal mobile device in school during instructional time, at school events during the school day (e.g., assembly, homerooms, clubs) unless specially authorized by their school's administrator or their teacher.
 - 2.1 Administrators or teachers may permit the use of personal mobile digital devices for specific educational activities on a case-by-case basis. These activities should be planned and structured to enhance learning outcomes.
 - 2.2 The use of school devices is permitted for specific educational activities. These activities should be planned and structured to enhance learning outcomes.
 - 2.3 In the event of an emergency, the principal or designate will communicate acceptable use of personal mobile devices.
 - 2.4 Students with health or medical reasons or special learning needs may be granted permission to use personal mobile devices during instructional time, upon completion of Form AF148A or as indicated in the student's Individualized Program Plan.
 - 2.4.1 Final decisions on medical or health exceptions will be made by school administration.

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3. If students choose to bring personal mobile device(s) to school, they are expected to keep personal mobile devices turned off or on silent and stored during class time unless explicitly permitted for use by a teacher for educational purposes.
 4. Schools, after consulting with school council, may ban the use of personal mobile devices during class breaks, recess, lunch break or while on campus. This decision will be made by the school administrators after consulting with parents via the school council and will be communicated with the students and families annually.
 5. Students are not to use their personal mobile device in school during instructional time unless specially authorized by their school's administrator or their teacher.
 6. Students are strongly recommended to leave personal mobile devices at home. The safest place for storage of personal mobile device is at home. Students who choose to bring personal mobile devices to school do so at their own risk.
 - 6.1 The school assumes no liability for lost, stolen or damaged personal mobile devices.
 - 6.2 Parents/guardians and students assume full responsibility if their device is lost, stolen or damaged.
 - 6.3 Any devices that are brought to school are to be stored in designated places as defined by the school and out of view. All personal mobile devices are to be powered off or placed on silent mode.
 7. Student access to social media platforms on personal mobile devices or school provided devices during instructional/class time is not permitted to ensure students remain focused on educational tasks.
 - 7.1 If an educational outcome requires access to social media site, then the teacher must consult with the principal before considering access to such a site.
 - 7.2 The principal will need to put in a service request to grant temporary access via the school's Wi-Fi network.
 - 7.3 For the purpose of this administrative procedure, platforms and applications that enable users to create and share content or participate in social networking are prohibited. This includes, but not limited to, social media sites include: Facebook, Pinterest, Instagram, Twitter/X, reddit, LinkedIn, Telegram, WhatsApp, Snapchat, TikTok, Twitch, BeReal, ClubHouse, Flickr, Tumblr, Yelp, Foursquare, WeChat, MeWe, Kuaishou, Weibo, QQ, LINE, Discord, Threads, Mastodon, Blue Social, Quora, Tencent, Yahoo Groups, Yammer and others as determined by the school division as part of routine social media monitoring.
 8. Personal mobile devices are not to be used in settings such as change rooms, washrooms, private counseling rooms, that have the potential to violate a person's reasonable expectation of privacy.

9. Consequences for Non-Compliance:

9.1 First Incident:

Action: Verbal Warning

Description: Student is reminded of the expectations regarding responsible use of Personal Mobile Devices and/or social media.

Follow-Up: The teacher will notify the student of the potential consequences for repeated offenses.

9.2 Second Incident:

Action: Confiscation and Parent/Guardian Informed

Description: The student will turn in the Personal Mobile Device to the teacher, and it will be returned to the student at the end of class.

Follow-Up: The teacher will record the incident and inform the student that subsequent offenses may result in more significant consequences. Parent/guardian is informed by the teacher.

9.3 Third Incident:

Action: Confiscation and Parent/Guardian Involvement

Description: The student will turn in the Personal Mobile Device to the office and can retrieve the device at the end of the school day from the office. School administration will document the incident.

Follow-Up: An Administrator will contact the parents/guardians to inform them of the repeated infractions to discuss the issue and reinforce the procedure and to notify of next step.

9.4 Fourth Incident:

Action: Loss of Privileges

Description: For a period of one school week the child will not bring the mobile device to school or will turn it into the office at the beginning of day and retrieve it when they leave for the day.

Follow-Up: A formal letter will be sent home to the parents/guardians from administration outlining the repeated offenses and the disciplinary actions taken. School administration will document the incident.

9.5 Further incident(s) may result in other actions as determined by the administration in consultation with parent/guardian in line with Administrative Procedure 350 – Student Code of Conduct. Further incidents are documented.

9.6 Personal Mobile Devices that are taken temporarily from students by teachers or administrators must be securely stored.

9.7 In all cases, if cyberbullying is evident, a student may be subject to in-school suspension, out of school suspension or other corrective consequences at any point as per Administrative Procedure 350 – Student Code of Conduct.

10. This procedure will be communicated to students, staff, and parents/guardians at the beginning of each school year and reinforced through regular reminders.

10.1 Information on responsible personal mobile device use will be made available through school / student handbooks, the school website, and other appropriate channels.

11. This procedure will be reviewed annually to ensure compliance with provincial regulations and to address any emerging issues related to the use of digital devices in schools.

References:

- Ministerial Order (#014/2024) - Standards for the Use of Personal Mobile Devices and Social Media in Schools
- Use of Personal Mobile Devices and Social Media in Schools Frequently Asked Questions. Alberta Education.
- AP350 Student Code of Conduct
- Education Act Sections 11, 31, 32, 33, 36, 37, 52, 53, 196, 197, 222, 257

APPENDIX A – FREQUENTLY ASKED QUESTIONS

What does Rocky View Schools believe about the use of personal mobile devices (PMD) in schools?

RVS believes that technology can enhance instruction and learning when supporting curricular outcomes and not being a distraction. RVS teachers will continue to utilize technology when it benefits or enhances the achievement of learning outcomes.

What does Rocky View Schools consider a personal mobile device?

As per the Ministry of Education FAQ “personal mobile device means any personal electronic device that can be used to communicate with or access the internet, such as a cellphone, tablet, laptop, or smartwatch”.

Can my child bring their personal laptop/tablet to school?

Yes. Learners can bring their personal laptop/tablet to school if it is being used for instructional purposes as directed by the teacher. Any misuse of a personal laptop/tablet is subject to the procedures outlined in AP148.

How can parents/guardians contact their child at school?

Allowing your child to text or call during instructional time is a distraction to their learning and the learning of others. Please call the main office and schools will ensure that important messages are passed along.

What if my child has high anxiety and needs to be able to contact parents?

Confidential phone calls can be made from the administration office or the school counsellor's or child development advisor's office. Allowing your child to text or call during instructional time is a distraction to their learning and the learning of others.

Can my child use their PMD during lunch/recess/spares/in the hallway or during non- instructional time or while on the school bus?

Students are strongly encouraged to leave their personal mobile device at home. If they bring it to school, they must leave it in their locker, backpack, or other designated space during instructional time. Personal mobile devices should be powered off or on silent and stored out of view.

During non-instructional times such as lunch, recess, breaks between classes, spares, on the bus students can use their personal mobile devices unless the school has specifically prohibited that usage after consulting parents via the school council. However, if students are cyberbullying or otherwise using their personal mobile devices inappropriately, school staff or administration will investigate and respond appropriately, and consequences may be applied regardless of where or when the device is in use.

Can my child use their PMD while in the washroom?

No.

Can my child use their PMD during extracurricular activities?

Personal mobile device usage during extracurricular events is at the discretion of the teacher or coach and should be made clear to students at the outset of the event. Examples of extracurricular events might include sports, clubs, band concerts, practices, etc.

Can my child use their PMD during WeConnect classes?

Yes, a laptop or tablet can be used for instructional purposes while engaging in the WeConnect online course.

Why are teachers and staff allowed to use their personal mobile devices?

To support instruction and for security/authentication purposes, staff may need to access PMDs. All staff will model good digital citizenship practices and refrain from personal usage during instructional time. Staff may also use social media to make learning visible as per AP144.

Can a teacher take a student's phone?

AP148 outlines the circumstances in which a student's PMD may be confiscated by any staff member.

Can my child use their PMD in an emergency? In the case of an emergency can I contact my child on their PMD during instructional time?

Your child's PMD will be turned off or stored during instructional time. Urgent information is best communicated to your child through the school office. School administration will ensure that school contact numbers are shared with parents and that urgent messages are passed along in a timely and private manner. School Administration are aware that urgent information is best shared in a private and supportive environment.

How do I request an exception for my child who has a health or medical reason that requires the use of their PMD?

Exceptions may be made to address students' individual needs, such as when required for health or medical purposes or as required for the student to meet curricular expectations. For these exceptions, consultation will occur with the school-based team and include the parent/guardian and student.

Final decisions on exceptions will be made by the school administration. If the student has an IPP exceptions will be documented in the IPP. If the student does not have an IPP it will be documented in the medical considerations section of the student's profile within PowerSchool and form AF148A will be completed by the school-based team.

Our school does not have a PMD problem. Why do we have to follow this?

This is a province wide decision made by the provincial government that has been established to ensure that all schools are consistent in addressing unnecessary distractions to learning and pro-social interactions in schools. The Ministerial Order applies to all public schools in Alberta.

What if my child's PMD is lost, stolen or damaged while in the care of a teacher or other staff member?

Students are strongly encouraged to leave their PMD at home. If they choose to bring it to school, the school is not responsible for any loss, theft, or damage.



Infrastructure Maintenance and Renewal Update

Sept 2024 – Operations Department

Glenbow Elementary Washroom Upgrade

- Upgraded the washroom to meet current barrier-free codes
- Replaced all in-floor and in-wall plumbing
- Added two fully accessible barrier-free stalls



Modular Classroom Projects

- G. McDougall, added one modular
- Chestermere Lake Middle School, added one modular
- Cochrane High School, added two modulars and constructed a link
- Northcott Prairie, added two modulars
- Fireside, added 3 modulars



Meadowbrook Mechanical Upgrade

- Replaced all Air Handling Units (AHUs), boilers, expansion tanks, and circ pumps
- Roughed in a coil for future cooling capabilities. A condenser can be added to achieve A/C in the facility
- Replaced the main switchgear and transformer



Roofing Projects

- Replaced 2 sections of SBS roofing at Kathryn
- Replaced a hallway and 8 modular classroom roofs at Ecole Edwards
- Coated and resealed the skylights, and sealed the valley flashing at Mitford School



Electrical Projects

- Installed front door cameras at 20 locations
- Upgraded lighting to LED and replaced all ceiling tile at Chestermere Lake Middle School
- Installed A/C condensing units in 18 modular classrooms



Plumbing/ Mechanical Projects

- Replaced the entire recirc line at Nose Creek
- Replaced the generator at Glenbow School
- Replaced various hot water tanks
- Replaced expansion tanks at Ecole Edwards



Miscellaneous Projects

- Cochrane High elevator repair, power unit and oil replacement
- Installed ceiling tracks in 4 barrier-free washrooms
- Replaced 236 lineal feet of sidewalk at Chestermere High School
- Installed an automatic operator and new handrails at Beiseker for a new student in need. Installed a new operator at Cochrane High
- Replaced flooring in 7 classrooms at Banded Peak, and the office area at George McDougall
- Relocated the washer and dryer into the Home Economics room, created a gym office in the kiosk, and redesigned the boys' changeroom and gym office into 2 changerooms

Grounds Department- Parking Lot Upgrades

- Added 16 stalls as a parking lot expansion at Northcott Prairie
- WG Murdoch parking lot, removed, regraded, and replaced asphalt. Replaced curbs



Meadowbrook Site Upgrades

- As a joint venture with the City of Airdrie, A new basketball court was added as a joint-use space.
- Stairs were added for easier and safer accessibility to and from the playground at the school



Chestermere High Discus circle and Indus Pathway upgrades



A Look Ahead

- 30 modulars are in the initiation phase of the project, completion date of September 1st, 2025
- 3 washroom upgrades including Beiseker, WG Murdoch, and a barrier-free washroom at Muriel Clayton
- Regrading of the school site at Elbow Valley
- Replace the mechanical system at Muriel Clayton
- George McDougall lighting and ceiling upgrade
- Chestermere High lift station
- Various roofing, flooring, and painting projects



INFORMATION ITEM

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Item: Enrolment Update

Date of Meeting: September 5, 2024

Background:

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

At the end of September 2023 RVS had 28,602 students that we served. This was an increase of 990 from September 2022. By June 2024, RVS had just under 29,000 students attending our schools. These numbers are headcount and is not the full-time equivalent (FTE) which would be lower as Kindergarten students only count as 0.5FTE.

Current Status:

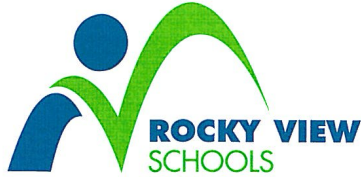
In January 2024, RVS submitted to government our projected enrolment for the 2024/25 school year. Projecting a division's enrolment is a complicated art which looks at community growth, grade to grade growth, historical trends, and census and birth rate data. The projection for the 2024/25 school was 29,350 students. This would be an increase of 748 students from last year (2.6% growth compared to fall 2023). General community population growth is driving the enrolment increases.

As of Wednesday September 4, 2024, our enrolments are at 29,307 students. Enrolments fluctuate almost daily with students entering and exiting RVS.

It is critical to know that the 2024/25 enrolment numbers will continue to fluctuate daily, and these are ONLY preliminary numbers. Final enrolments will be determined as of end of September.

Recommendation:

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



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www.rockyview.ab.ca

September 5, 2024

The Rocky View School Division
Attn: All RVS Trustees
2651 Chinook Winds Drive SW
Airdrie, AB T4B 0B4

Hand Delivered

Re: Notice of Organizational Meeting: The Board of Trustees of Rocky View Schools

To All Rocky View School Division Trustees:

The appendix of the Education Act (Regulation 82/2019) outlines in article 1(2) that “The secretary of the board must give notice of the organizational meeting to each trustee as if it were a special meeting”. This letter serves as notice for the 2024-2025 organizational meeting.

The meeting is schedule for 9:30 a.m. on September 19, 2024, in the Wildrose meeting room at the Education Centre. A board meeting will immediately follow the organizational meeting.

If you have questions or concerns, please do not hesitate to call me at 403.945.4005, or e-mail me at mguindon@rockyview.ab.ca.

Yours very truly,

Michel (Mike) Guindon
Associate Superintendent of
Business and Operations

MG/am

CC Greg Luterbach, Superintendent of Schools