



## 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>

**NOVEMBER 14, 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 Shali Baziuk**  
*Rocky View Schools would like to acknowledge the land and recognize all the Indigenous Peoples whose footprints have marked these lands from time immemorial. Together, we can learn and honour the ways of knowing of Indigenous Peoples for all future generations.*
5. Motions Arising from In-Camera Session
6. Approval of Minutes
  - a) Regular Board Meeting – October 31, 2024
7. Exemplary Practice/ Student Showcase
  - a) 100% Diploma Exam
8. Superintendent's Report
9. Chair's Report/Correspondence
10. Committee Reports
  - a) Policy (w/motions)
  - b) Labour Relations (w/motion)
11. Trustee Reports
12. New Business
  - a) Trustee Bowen Notice of Motion from October 17, 2024.  
That the Board of Trustees directs the Superintendent to provide a class size report to the Board of Trustees by February 13, 2025, detailing class size averages for each grade and school in the 2021-2022, 2022-2023, and 2023-2024 school years.
13. Notice of Motion
14. 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:** Nov. 14, 2024

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

## **Project Description**

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

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

### **Sofia Abad Chisholm, Cochrane High School**

Biology 30

Sofia credits her perfect Diploma mark in biology to a passion for the subject. In preparing for the exam, she also spent time on lots and lots of practice questions. Sofia is currently in the first year of her undergraduate studies at the University of Alberta, where she is studying ecology, evolution and environmental biology. After her undergraduate degree, she hopes to continue on to graduate studies and a career in research.

### **Pavneet Gill, Chestermere High School**

Biology 30

On her way to achieving 100 per cent on her Biology 30 Diploma, Pavneet used a key strategy – she studied with cue cards every day for the full semester. Pavneet is currently completing her Grade 12 year at Chestermere High School. After she graduates, she plans to study nursing at either the University of Alberta or the University of Calgary. She hopes to work eventually as a nurse practitioner.

### **Sophie Mullin, Cochrane High School**

Math 30-1

Determination, strong work ethic, plenty of studying and a keen interest in the subject were the ingredients that helped Sophie attain 100 per cent on her Math 30-1 Diploma exam. Sophie is currently taking a gap year to travel, enjoy life and work to save money for further university. When she begins post-secondary education, she plans to study math or science and hopes to work in astrophysics.



# EXEMPLARY PRACTICE

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

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## **Isabel Pedersen, Cochrane High School**

Biology 30

To achieve 100 per cent on her Diploma exam, Isabel says she regularly attended class, paid attention and asked questions. If she had to miss a class, she made sure to get the material ahead of time. She also took advantage of extra opportunities to improve her grade and sought help outside of class hours. After graduating this year, she plans to study biology or medicine at the University of Calgary.

## **Ruoxi Qu, Bow Valley High School**

Physics 30

Ruoxi worked incredibly hard to achieve a perfect score on her Physics 30 Diploma, paying special attention to detail during the exam. She credits her achievement to her perseverance and resilience, and also to learning to think for herself. Ruoxi is currently studying science at the University of British Columbia, with the goal of entering the medical field.

## **Gobind Singh Jaswal, Bert Church High School**

Biology 30

Gobind says the support and guidance of his parents and teachers, as well as a strong desire for a perfect mark and a dedication to study and practice, were critical to acing his Diploma. He was previously recognized for achieving 100 per cent on his Chemistry 30 and Math 30-1 Diplomas in January 2024. Gobind is currently studying biochemistry and pharmacy at the University of Calgary, with the goal of becoming a pharmacist.

## **Alyssa Tai, Springbank Community High School**

Biology 30, Chemistry 30

Alyssa worked diligently to achieve 100 per cent on her Biology 30 and Chemistry 30 Diploma exams, demonstrating determination and excellent work ethic in the process. She was previously recognized for achieving 100 per cent on her Math 30-1 and Physics 30 Diplomas in January 2024. Now graduated, Alyssa is studying mechanical engineering at the University of Waterloo.



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

**NOVEMBER 14, 2024**

**AGENDA**

1. Ward Boundary Review By-Law
2. Annual Education Results Report

**ACTION**

- Directive
- Directive

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

Greg Luterbach  
Superintendent of Schools

# DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

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**Item:** By-Law 2024-01 Amendments to Ward Boundaries

**Date of Meeting:** November 14, 2024

**Background:**

In November of 2023, the Board of Trustees passed the following motion:

The Board authorizes a review of RVS' ward boundaries and instructs the Superintendent to retain a consultant and legal advisors, as deemed necessary, to complete the review. Parameters to guide the ward boundary review will be consistent with Policy 29 – Ward Structure with the format and level of public consultation to be determined by the Board Planning Committee. The consultant shall report to the Board findings and recommendations

Early in 2024 RVS retained the services of a consultant, Brian Callaghan, to assist the Board in undertaking a comprehensive review of its ward boundaries. Given the considerable urban growth in the jurisdiction over the past decade, the Board's intent was to achieve "fair representation" and to ensure the rural and urban balance was maintained at its Board table. Various options were developed and discussed, with options (Options A to C) being taken forward for public consultation. Four public meetings were held throughout RVS in the spring of 2024. As well, an online questionnaire was posted on RVS website to seek broad public feedback. The feedback was shared with trustees and the public.

**Current Status:**

The following motion was made and approved at the October 17, 2024, Board meeting:

**#1411-2024 MOTION BY TRUSTEE FIONA GILBERT:**

The Board of Trustees approves the proposed Option B as presented in the Ward Boundary Review report.

Chair Fiona Gilbert requested a recorded vote for all Motions regarding the Ward Boundary Review.

**CARRIED**  
In Favour  
Fiona Gilbert  
Judi Hunter  
Shali Baziuk  
Todd Brand  
Fred Burley



# DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

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Opposed  
Norma Lang  
Shelley Kinley  
Melyssa Bowen

As defined by Section 6 of the Board Procedures Regulation, moving forward the Board must give three readings to a by-law for it to pass. Section is provided below outlining the process.

### **Readings of bylaws**

**6(1)** Every bylaw of a board must have 3 distinct separate readings before the bylaw is passed.

**(2)** Not more than 2 readings of a bylaw must be given at any one meeting unless the trustees present at the meeting unanimously agree to give the bylaw a 3rd reading.

**(3)** The first reading of a bylaw must be in full and, if each board member has in the member's possession a written, printed or electronic copy of the bylaw, the 2nd and 3rd readings may be by title and description only.

On October 31, 2024, The Board passed the first two readings of the attached by-law.

### **Recommendations:**

Third reading:

The Board of Trustees gives third reading to By-law 2024-01 - A By-Law of Rocky View School Division in the Province of Alberta, relating to the number of trustees that sit on the Board and the rearrangement of the electoral wards read in part this 14<sup>th</sup> day of November, 2024.

**BY-LAW NO. 2024-01**

**OF THE**

**ROCKY VIEW SCHOOL DIVISION**

A By-Law of The Rocky View School Division in the Province of Alberta, relating to the number of trustees that sit on the Board and the rearrangement of the electoral wards.

WHEREAS the Board of Trustees of Rocky View School Division (the "Board") requests the Minister, by Ministerial Order pursuant to Section 76(3) of the *Education Act*, to reaffirm the number of trustees on the Board to be EIGHT (8).

AND WHEREAS the Board requests the Minister, by Ministerial Order pursuant to Section 76(1) of the *Education Act* to rearrange the wards of the School Division as outlined in attached "Schedule A".

Subject to the Minister completing the Ministerial Order as requested herein and subject to the Minister's approval of this Bylaw, the Board hereby resolves:

Pursuant to Section 76(3), the number of trustees to be elected for each ward is as follows:

- a. Ward 1 – ONE (1) Trustee
- b. Ward 2 – ONE (1) Trustee
- c. Ward 3 – THREE (3) Trustees
- d. Ward 4 – ONE (1) Trustee
- e. Ward 5 – TWO (2) Trustees

As set out in Section 76(2.2) of the Education Act, this bylaw shall take effect on the date of the next general election for the Board.

**READ A FIRST TIME THIS \_\_\_\_ DAY OF \_\_\_\_\_, 2024.**

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Secretary-Treasurer

**READ A SECOND TIME THIS \_\_\_\_ DAY OF \_\_\_\_\_, 2024.**

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Secretary-Treasurer

**READ A THIRD TIME THIS \_\_\_\_ DAY OF \_\_\_\_\_, 2024.**

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Secretary-Treasurer

## SCHEDULE A

The boundaries of the wards referred to in By-Law 2024-01 are described as follows:

- (a) Ward 1 (City of Chestermere) shall be comprised of the following lands:

The lands comprising the City of Chestermere.

- (b) Ward 2 (Crossfield, Irricana, Beiseker, Kathyryn, Langdon, Indus, rural Airdrie, rural Chestermere and surrounding rural lands) shall be comprised of the following lands:

Township 21, Range 27, West of the 4<sup>th</sup> Meridian

Sections 25 to 27 inclusive; Sections 31 to 36 inclusive; Those portions of Section 22, 23, 24, 28, 29 and 30 lying north of the Bow River.

Township 21, Range 28, West of the 4<sup>th</sup> Meridian

Those portions of Sections 25, 26, 34, 35, and 36 lying East and North of the Bow River.

Township 22, Range 27, West of the 4<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 22, Range 28, West of the 4<sup>th</sup> Meridian

Sections 1 and 2; Sections 9 to 36 inclusive; Those portions of Sections 3, 4, 5, 7 and 8 lying North and East of the Bow River.

Township 22, Range 29, West of the 4<sup>th</sup> Meridian

Sections 13, 24 and 25; That portion of Section 12 lying North of the Bow River.

Township 23, Range 27, West of the 4<sup>th</sup> Meridian

Sections 1 to 36 inclusive including the Hamlet of Langdon.

Township 23, Range 28, West of the 4<sup>th</sup> Meridian

Sections 1 to 36 inclusive, excluding any lands located within the City of Chestermere.

Township 24, Range 27, West of the 4<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 24, Range 28, West of the 4<sup>th</sup> Meridian

Sections 1 to 36 inclusive, excluding any lands located within the City of Chestermere.

Township 25, Range 26, West of the 4<sup>th</sup> Meridian

Sections 18 and 19; Sections 29 to 32 inclusive.

Township 25, Range 27, West of the 4<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 25, Range 28, West of the 4<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 26, Range 1, West of the 5<sup>th</sup> Meridian

Sections 1 to 36 inclusive, excluding any lands located within the City of Airdrie.

Township 26, Range 2, West of the 5<sup>th</sup> Meridian

Sections 10 to 16 inclusive; Sections 21 to 28 inclusive; Sections 32 to 36 inclusive; Northeast quarter of Section 8; North half of Section 9; East half of Section 17 and 20; North half and Southeast quarter of Section 29; Northeast quarter of Section 30; East half of Section 31.

Township 26, Range 25, West of the 4<sup>th</sup> Meridian

Sections 26 to 35 inclusive.



Township 26, Range 26, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 26, Range 27, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 26, Range 28, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 26, Range 29, West of the 4<sup>th</sup> Meridian  
Section 1 to 4 inclusive; Sections 9-16 inclusive; Section 21 to 28 inclusive; Sections 33 to 36. Excluding any lands located within the City of Airdrie

Township 27, Range 1, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive, excluding any lands in Section 13 included in road Plan 4209 E.Z and excluding any lands located within the City of Airdrie.

Township 27, Range 2, West of the 5<sup>th</sup> Meridian  
Sections 1 to 5 inclusive; Sections 8 to 17 inclusive; Sections 20 to 29 inclusive; Sections 32 to 36 inclusive; East halves of Sections 6, 7, 18, 19, 30, and 31.

Township 27, Range 25, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 27, Range 26, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive, including the Village of Irricana.

Township 27, Range 27, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 27, Range 28, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 27, Range 29, West of the 4<sup>th</sup> Meridian  
Sections 25 and 26; Sections 35 and 36; East half of Section 24; Northeast quarter of Section 13; Fractional Sections 27 and 34.

Township 28, Range 1, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive, including the Town of Crossfield.

Township 28, Range 2, West of the 5<sup>th</sup> Meridian  
Sections 1 to 5 inclusive; Sections 7 to 36 inclusive, East half of Section 6.

Township 28, Range 3, West of the 5<sup>th</sup> Meridian  
Sections 13 and 14; Sections 23 to 28 inclusive; Sections 33 to 36 inclusive; East halves of Sections 15, 29, and 32; Northeast quarters of Sections 10 and 20; North halves of Sections 11 and 21; North halves and Southeast quarters of Sections 12 and 22.

Township 28, Range 25, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 28, Range 26, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive, including the Village of Beiseker.

Township 28, Range 27, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 28, Range 28, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 28, Range 29, West of the 4<sup>th</sup> Meridian  
Sections 1 and 3; Sections 10 to 15 inclusive; Sections 22 to 27 inclusive; Sections 34 to 36 inclusive.

Township 29, Range 1, West of the 5<sup>th</sup> Meridian  
Sections 1 to 15 inclusive.

Township 29, Range 2, West of the 5<sup>th</sup> Meridian  
Sections 1, 2, 11, and 12.

Township 29, Range 28, West of the 4<sup>th</sup> Meridian  
Sections 1 to 8 inclusive; Sections 17 and 18.

Township 29, Range 29, West of the 4<sup>th</sup> Meridian  
Sections 1 and 2; Sections 11 to 14 inclusive; Fractional Sections 3, 10, and 15.

- (c) Ward 3 (City of Airdrie) shall be comprised of the following lands:

The lands comprising the City of Airdrie.

- (d) Ward 4 (Springbank, Bearspaw, Bragg Creek, Westbrook, rural Cochrane and surrounding rural lands) shall be comprised of the following lands:

Township 23, Range 4, West of the 5<sup>th</sup> Meridian  
Portions of Sections 18, 19, 20, 28, 29, 33, and 34 contained within Lots 6, 7, and 8: Plan 57814 CLS not included in the Sarcee Indian Reserve No. 145.

Township 23, Range 5, West of the 5<sup>th</sup> Meridian  
Sections 1 to 4 inclusive; Sections 8 to 36 inclusive.

Township 24, Range 2, West of the 5<sup>th</sup> Meridian  
Sections 5 to 8 inclusive; Sections 17 to 20 inclusive; Sections 29 and 30; Section 31 excluding pre-2007 annexed lands located within the City of Calgary.

Township 24, Range 3, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 24, Range 4, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 24, Range 5, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 25, Range 2, West of the 5<sup>th</sup> Meridian  
Sections 6, 7, 18, 19, 29, 30, 31 and 32 excluding pre-2007 annexed lands located within the City of Calgary.

Township 25, Range 3, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 25, Range 4, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive, excluding any lands located within the Town of Cochrane.

Township 25, Range 5, West of the 5<sup>th</sup> Meridian  
Sections 1 to 30 inclusive, excluding any lands located within the Stoney Indian Reserve; Southeast quarter of Section 34.

Township 24, Range 6, West of the 5<sup>th</sup> Meridian  
Sections 1, 12, and 13; Sections 24 to 28 inclusive; Sections 33 to 36 inclusive.

Township 25, Range 6, West of the 5<sup>th</sup> Meridian  
Sections 1 to 5 inclusive; Sections 9 to 14 inclusive; those portions of Sections 7, 8, 15, 16, 23, and 24 excluding any lands located within the Stoney Indian Reserve.

Township 26, Range 2, West of the 5<sup>th</sup> Meridian  
Sections 4 to 7 inclusive; Sections 18 and 19; West half of Section 31; South half and Northwest quarter of Section 30; Southwest quarter of Section 29; West halves of Sections 17 and 20; South half and Northwest quarter of Section 8; South half of Section 9.

Township 26, Range 3, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 26, Range 4, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive, excluding any lands located within the Town of Cochrane or the Stoney Indian Reserve.

Township 26, Range 5, West of the 5<sup>th</sup> Meridian  
Sections 13 to 36 inclusive, excluding any lands located within the Stoney Indian Reserve; Northeast quarter of Section 8.

Township 26, Range 6, West of the 5<sup>th</sup> Meridian  
Sections 4 to 36 inclusive excluding any lands located within the Stoney Indian Reserve.

Township 26, Range 7, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive excluding any lands located within the Stoney Indian Reserve.

Township 27, Range 2, West of the 5<sup>th</sup> Meridian  
West halves of Sections 6, 7, 18, 19, 30, and 31.

Township 27, Range 3, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 27, Range 4, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 27, Range 5, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 27, Range 6, West of the 5<sup>th</sup> Meridian  
Sections 1 to 12 inclusive; Sections 17 and 18.

Township 27, Range 7, West of the 5<sup>th</sup> Meridian  
Sections 1 to 5 inclusive; Sections 8 to 12 inclusive.

Township 28, Range 2, West of the 5<sup>th</sup> Meridian  
West half of Section 6.

Township 28, Range 3, West of the 5<sup>th</sup> Meridian  
Sections 1 to 9 inclusive; Sections 16 to 19 inclusive; Sections 30 and 31; West halves of Sections 15, 29, and 32; South halves and Northwest quarters of Sections 10 and 20; South halves of Sections 11 and 21; Southwest quarters of Sections 12 and 22.

Township 28, Range 4, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 28, Range 5, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 28, Range 6, West of the 5<sup>th</sup> Meridian  
Sections 1 to 30 inclusive.

(e) Ward 5 (Town of Cochrane) shall be comprised of the following lands:

The lands comprising the Town of Cochrane.

# DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: SUPERINTENDENT OF SCHOOLS

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**Item:** 2023/24 Annual Education Results Report

**Date of Meeting:** November 14, 2024

**Background:**

RVS' Education Plan 2023-2027 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 2023-2027 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: SUPERINTENDENT OF SCHOOLS

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## **Current Status:**

The AERR highlights accomplishments and initiatives designed to help students connect to passions, interests, and people; achieve their potential; and navigate successfully as global citizens throughout their learning with RVS.

The format of the AERR continues our approach of a blend of storytelling and data. We attempt to highlight numerous efforts from the year which are related to the specific goals/outcomes. We follow those stories with the specific performance measures from our Division Education Plan. While the document is lengthy, these stories help make our learning visible and puts faces to the data we see throughout the report. The AERR contains all the necessary Alberta Education requirements. All pictures contained within the AERR come from RVS classrooms and activities.

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.

Highlights from the data include:

Goal 1 – Advancing students’ numeracy and literacy skills:

- Data collection indicates positive growth in both literacy and numeracy skills.
- Grade 6 PAT results have improved specifically in the number of students achieving acceptable standards.
- Just over 15,000 students from grades 4-12 completed the OurSCHOOL survey for the first time in the spring. Results provide rich data for the schools in goal setting and measuring progress.

Goal 2 – Building future-ready students:

- Rocky View staff engagement with our Indigenous team, Elders, Knowledge Keepers indicates strong endorsement of our commitment to Truth and Reconciliation.
- RVS high school completion rates continue to exceed provincial averages in all demographics. Our drop out rates continue to be below provincial averages.
- The Diploma exam results indicate either growth or maintenance overall in the percent of students achieving on par with the provincial results. Math 30-1 results have seen a significant increase from 49-73 percent over the last three years.

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

- The number of schools who have consistently reached 80% fidelity on the Tiered Fidelity Inventory scale continues to grow. Last school year 17 schools were able to maintain their adherence to the key features of PBIS.
- The RVS referral system indicates that schools are reaching out for supports for students at an appropriate rate.
- Requests from staff, students and parents regarding self regulation indicate a desire to learn and understand how self regulation impacts learning.

# DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: SUPERINTENDENT OF SCHOOLS

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The AERR reports back on the progress of specific actions taken the year before and identifies new actions to be taken in 2024/25. Of the 6 items identified for 2023/24, 3 were completed, and 3 are ongoing.

Based on what we learned from 2023/24, we are endeavouring to:

- Complete the RVS Writing Assessment tools and rubrics for grades 1,2, 4 and 5. (Goal 1 Outcome 1).
- Implementation of a professional learning system for interested learning assistants. (Goal 1 Outcome 1)
- Implementation of the Elk Island Catholic Schools (EICS) math assessment in grades 4-10. (Goal 1 Outcome 1)
- Pilot the Early Years Evaluation (EYE) in Kindergarten in 9 schools and continuation in two schools. (Goal 1 Outcome 1)
- Ongoing and meaningful integration of career learning for students from Grade 1-12 (Goal 2 Outcome 2)
- Continue to review student accommodations to optimize limited spaces while supporting high quality instruction. (System Assurance)

Thanks to the many hands that produced the Annual Education Results Report. It will be posted on our website for anyone to review, shared with Alberta Education (including a review of the document), and help guide further actions in the months ahead.

### **Alternative I:**

The Board of Trustees approves the 2023/24 Annual Education Results Report as presented and directs administration to make any technical edits to reflect the final approved audited financial statements on page 32 of the report and then submit the report to Alberta Education by Dec. 1, 2024.

### **Alternative II:**

The Board of Trustees approves the 2023/24 Annual Education Results Report as amended and directs administration to make any technical edits to reflect the final approved audited financial statements on page 32 of the report and then submit the report to Alberta Education by Dec. 1, 2024.

### **Alternative III:**

The Board of Trustees tables the 2023/24 Annual Education Results Report and directs administration to bring it back to the Board for consideration at a later date.

### **Recommendation:**

The Board of Trustees approves the 2023/24 Annual Education Results Report as presented and directs administration to make any technical edits to reflect the final approved audited financial statements on page 32 of the report and then submit the report to Alberta Education by Dec. 1, 2024.



# RVS 2023/24 Annual Education Results Report (AERR)

November 14, 2024

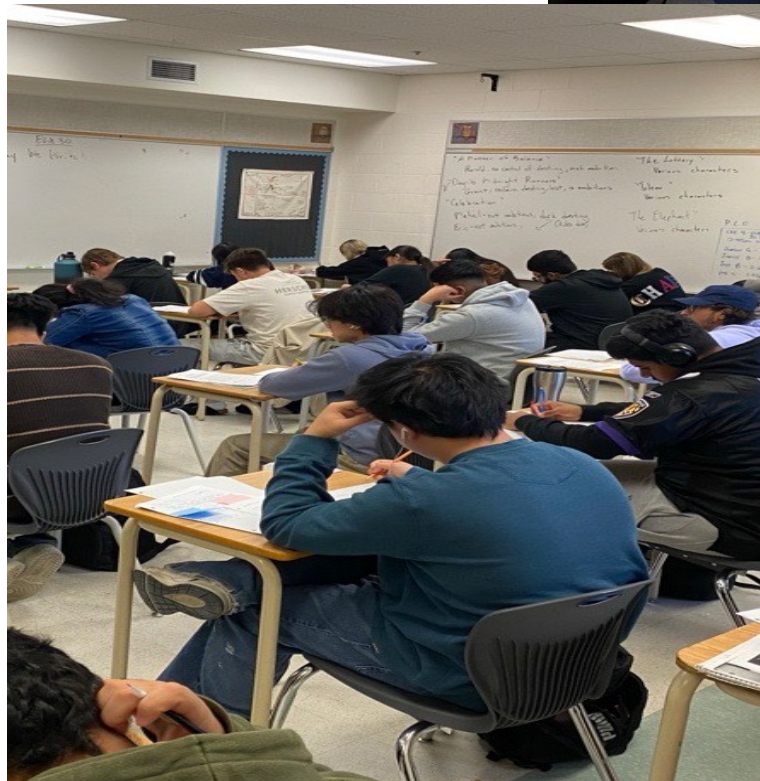
## What is the AERR?

- The AERR highlights accomplishments and initiatives designed to help students connect to passions, interests and people; achieve their potential; and navigate successfully as global citizens throughout their learning with RVS (linked to Four-Year Plan)
- Key component of Assurance Framework established by government (along with Four-Year Plan)
  - “school authorities are expected to assess and interpret the results arising from implementing their Education Plan and report on their progress toward achieving the priorities and outcomes in their plan in their Annual Education Results Report (AERR) ”
  - “Through the AERR, school authorities share their results, situating them in their local context, and help stakeholders understand them.”
  - “The AERR should provide stakeholders with accurate, accessible and easy to understand information about the progress and performance of the school authority in relation to priorities and key domains.”
- Document for our public and our staff
- All school divisions in Alberta are required to produce and share these by the end of November of each year



# AERR approach

- Approachable document
- Blend of storytelling and data
- Our stories followed by both local and provincial data
- All images are RVS students/classrooms



# Goal 1 Advancing students' numeracy and literacy skills

Fall/Winter 2023

Spring 2024

Gr 1 LeNS – 28% at risk → Gr 1 LeNS – 18 % at risk

Gr 2 CC3 – 12% at risk → Gr 2 CC3 – 1% at risk

Gr 3 BAS – 48% at risk → Gr 3 BAS – 42% at risk

Gr 3 ANSA – 18% at risk → Gr 3 ANSA – 14% at risk

# Provincial Achievement Tests

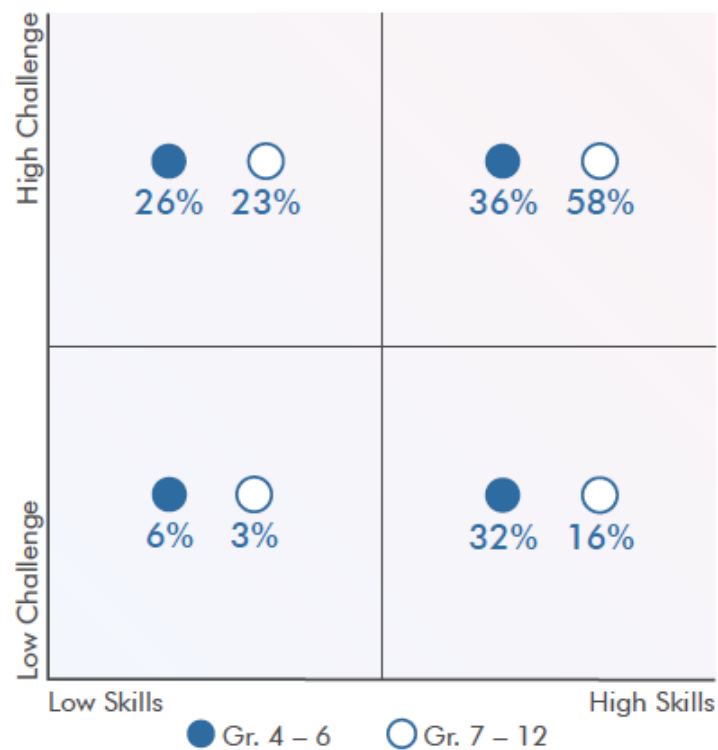
- Grade 6 students demonstrated strong skills in Social Studies
- Grade 6 LA and Math were not measured due to new curriculum implementation
- Overall room for growth in all subjects measured for our grade 6 and 9 students, particularly in French Immersion

Overall percentage of students who achieve the acceptable standard and standard of excellence on Provincial Achievement Tests (PAT)\*\*.

Provincial Achievement Tests	Acceptable						Excellence					
	RVS	Prov.	RVS Ind.*	Prov. Ind.*	RVS ELL*	Prov. ELL*	RVS	Prov.	RVS Ind.*	Prov. Ind.*	RVS ELL*	Prov. ELL*
<b>Grade 6 Overall</b>	67.2	68.5	51.7	48.7	62.2	64.6	11.9	19.8	6.9	7.3	7.6	16.5
LA												
LA (FI)	54.7	79.8	***	70.7	***	85.4	1.3	10.6	***	3.7	***	14.6
Math												
Science	73.0	81.2	61.3	66.8	62.2	73.4	18	29.3	16.0	15.9	10.8	21.2
Social	72.7	79.2	57.7	60.9	66.1	73.3	12.8	22.8	7.7	9.1	8.0	18.7
<b>Grade 9 Overall</b>	55.4	62.5	43.2	41.4	46.6	52.7	9.3	15.4	4.3	6.1	4.8	10.1
LA	76.5	83.8	65.9	70.3	62.5	69.3	7.6	14.2	3.5	6.6	3.2	6.5
LA (FI)	66.7	81.5	55.6	72.3	66.7	73.3	1.2	11.3	0.0	6.4	0.0	9.9
Math	51.0	62.0	48.7	39.0	40.7	54.9	8.7	16.5	3.9	6.5	6.2	13.5
Science	73.8	79.2	67	62.5	58.4	67.9	18.5	24.4	11.0	11.6	7.8	16.7
Social	62.7	70.9	59.8	52.7	50.5	58.3	10.4	18.5	4.6	8.5	4.7	11.3

# Skills and Challenge

The following skills challenge grid indicates that 36% of Grade 4 – 6 students and 58% of Grade 7 – 12 students feel challenged in language arts, math and science classes and feel confident in their skills in these subject areas.



Elementary students are asked to:

Please tell us how much you agree or disagree:

- Language Arts classes are hard.
- Math classes are hard.
- I feel challenged at school.
- I do well on tests.
- I am among the top students in Language Arts.
- I am among the top students in Math.

## Goal 2 Building Future Ready Students

Each of these engagements and requests supports students directly as well as their teachers in achieving the Alberta student competencies



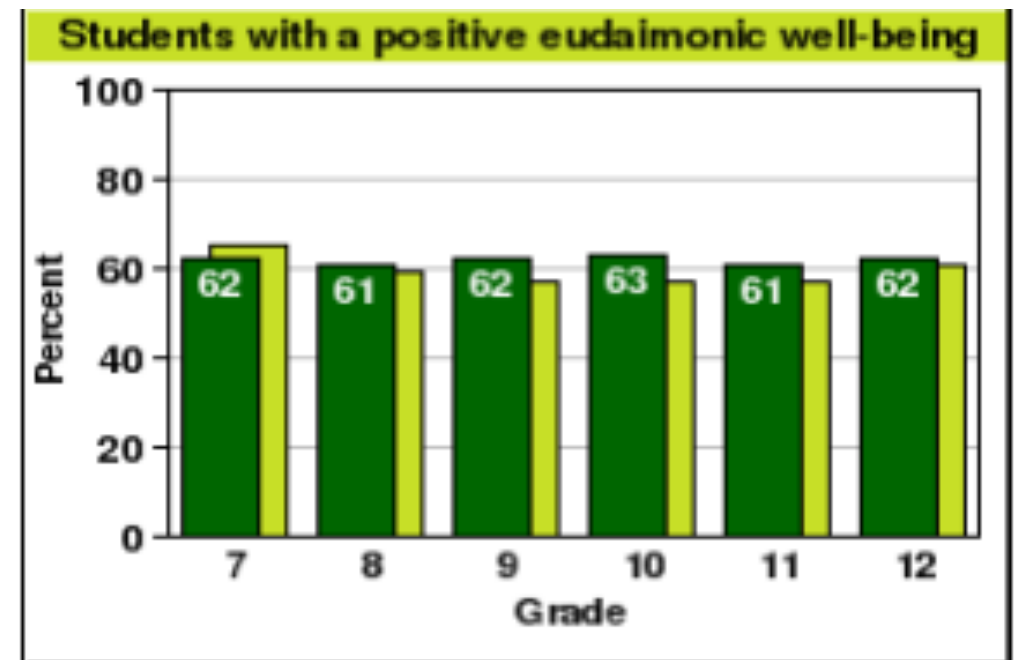
### Number of...

classroom and staff engagements with RVS Indigenous specialists, Knowledge Keepers, Cultural Liaisons and Elders requested through the RVS Indigenous branch.	<b>118</b>
classroom and school requests to Learning staff for support that expands understanding of cultural diversity.	<b>485</b>
RVS was pleased to see 415 participants in 17 related professional learning opportunities.	
classroom requests to Learning staff to explore new technology, software, Artificial Intelligence (AI), robotics and coding.	<b>57</b>
credits earned by RVS students through dual-credit opportunities.	<b>360</b>
students participating in RVS supported dual-credit opportunities.	<b>49</b>

## Positive Eudaimonia

Please indicate how much you agree or disagree with each of the following statements:

- I have a clear sense of purpose for my life.
- I spend time developing skills that will further my goals.
- I feel I know who I really am.
- I try to be the best that I can be.
- My actions are guided by a core set of beliefs.
- I can help make the world a better place.
- I spend a lot of time on activities that help other people.
- I prefer to spend my time doing things I believe in.



# Diploma Results

- RVS remains on par with the provincial average in overall diploma results.
- Math 30-1 results continue to increase.
- Slight increases in Science, Physics and Biology
- Overall positive growth

Diploma Exams	Acceptable						Excellence					
	RVS	Prov.	RVS Ind.*	Prov. Ind.*	RVS ELL*	Prov. ELL*	RVS	Prov.	RVS Ind.*	Prov. Ind.*	RVS ELL*	Prov. ELL*
Overall results	80.2	81.5	76.7	76.9	68.5	66.3	18.1	22.6	17.2	11.8	16.8	14.0

- Many school education plans are addressing these items.
- Leadership from Assistant Director of Schools focused on career exploration and development will bring focus and support to grow these numbers.

**Percentage of students planning to finish high school and pursue a trade, apprenticeship, college or university program.**

	<b>Grades 7 – 12</b>
I plan to finish high school.	73
After high school, I plan to pursue a trade or apprenticeship program.	15
After high school, I plan to go to a college or university.	53



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

- Significant number of in class and in school presentations by LD staff – mostly Stepping Stones team.
- Learning about self regulation and how it impacts learning – beginning stages.
- Students' self perception of self regulation is telling.



## Number of..

**classroom, school and parent presentations on mental health and wellness provided by Learning Department staff.**

**747**  
classroom presentations

\* school and parent presentation data unavailable for 2023/24

**classroom, school and parent presentations on self-regulation provided by Learning Department staff.**

Classroom: **43**  
School: **19**  
Parent: **13**

**Percentage of students who report they are able to control their emotions and behaviors and maintain focus on a task.**

	Grades 4 – 6	Grades 7 – 12
Self Regulation	68	54

- Students with IPPs are generally achieving their goals.
- All schools engaged in Tier 1 PBIS, some at Tier 2 and a couple now at Tier 3.
- Absenteeism is a concern and additional area of attention in schools.

Percentage of students with Individual Program Plans (IPPs) who are achieving their learning goals.

**80.3**

School-wide score on Positive Behaviour Intervention Strategy (PBIS) Tiered Fidelity Inventory.

**17 schools** have consistently reached **80%** or more

Percentage of students who are absent less than 10 per cent during the school year.

**66.4**

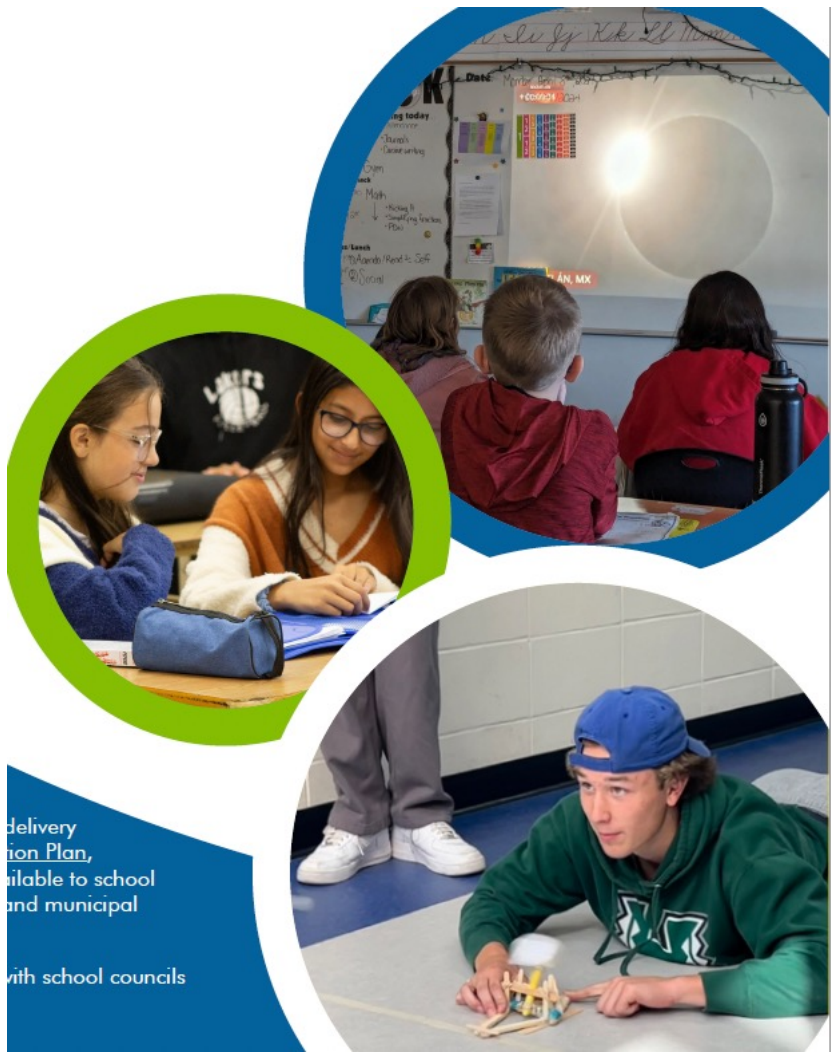


## 2023/24 Year in Review

In the [2022/23 AERR](#), RVS committed to the following actions in 2023/24. We have completed several and made significant progress on others.

Actions in 2023/24	Status	Comments
Revise school education plan development process to ensure coherence with divisional plan across schools.	✓	Completed with a group of administrators and well received across schools.
Expand English as an Additional Language supports available for students, teachers and schools.	Ongoing	RVS has increased supports at the division level, providing over the phone interpretation services and including specialists in classrooms to provide modelling and mentoring to support teacher practices.
Engage stakeholders in a comprehensive student accommodation consultation to help make the best decisions related to optimizing limited student spaces in Airdrie.	✓	The Building Airdrie Student Spaces engagement took place in 2023/24. Feedback received led the Board to make several changes for 2025/26.
Grow our own internal team of learning support staff to respond to the increase in students presenting with complex learning challenges.	✓	The Learning Support Teacher Development Program is successfully running and had 27 participants in 2023/24.
Implement a writing assessment tool in Grades 3, 7 and 10 and further expand to incorporate more grades in the following year.	Ongoing	Teacher teams worked together to develop this for Grades 6, 8, 9 and 11 for upcoming implementation. Remainder of grades to follow.
Expand career pathways opportunities for students, focusing on building future ready students.	Ongoing	Schools are integrating career learning and continue to look for opportunities for students to explore careers. RVS' Career Learning Practice Guide will be published this fall.

2023/24 Year in Review



Delivery  
ion Plan,  
available to school  
and municipal

with school councils

# 2024/25 Year Ahead

Based on what we learned in 2023/24, here are some of the actions RVS will take in the 2024/25 school year:

## Actions to be Taken in 2024/25

Further development of the RVS writing assessment for Grades 1, 2, 4 and 5.

Implementation of a professional learning program for interested learning assistants.

Move from the Math Intervention/Programming Instrument (MIPI) assessment to the Elk Island Catholic Schools (EICS) math assessment to reflect changes to curriculum.

Pilot of Early Years Evaluation (EYE) in Kindergarten in nine schools and continuation in two schools.

Ongoing and meaningful integration of career learning for students from Grades 1 – 12.

Continue to review student accommodations to optimize limited spaces while supporting high quality instruction.



# 2023/24 Annual Education Results Report





# **Land Acknowledgment**

**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.**

# Annual Education Results Report 2023/24

Rocky View Schools (RVS) is pleased to share with the public our 2023/24 Annual Education Results Report (AERR) reflecting the first year of [RVS' 2023 – 2027 Education Plan](#). The AERR includes audited financials and our forward-looking capital plan. It also highlights accomplishments and initiatives designed to advance students' numeracy and literacy skills; build future-ready students; and create inclusive, engaging, healthy learning opportunities for all students in RVS.

Following its approval by the Board of Trustees in May 2023, RVS was pleased to roll out our new Education Plan this school year. The creation of this plan built upon the foundation of previous plans and features new goals and updated measures to reflect the future direction of our school division. To ensure schools, staff, students and families see themselves in the Education Plan, we collected feedback through surveys and in-person sessions, garnering more than 30,000 comments and 400 pages of feedback.

The new Education Plan was then rolled out division-wide, along with the template for our school education plans (SEP), which bring learning to life at each of our schools. By aligning the SEPs with our Education Plan, every school staff member can see how their work directly connects to the goals and outcomes we aim to achieve.

## Welcoming Horseshoe Crossing High School

After two years of construction, we are excited about the completion of a major capital project: [Horseshoe Crossing High School](#) in Langdon. The school welcomed Grade 9 – 11 students in September, with Grade 12 being added in 2025/26. To prepare for the school's opening, many departments of our division worked together to procure equipment, hire staff, plan grade levels and attendance areas, and engage with the community to name the school. We are excited to celebrate Horseshoe Crossing High School with an official grand opening this year and look forward to watching its unique school culture come to life.

## Advocating For and Communicating with Our Communities

As the public school division serving three of Alberta's fastest growing communities, RVS urgently needs more space for our growing student population. After years of advocacy efforts, we were pleased and appreciative to receive funding for five new schools in Alberta's Budget 2024. These spaces will be crucial as we work to provide students the space they need to learn.

We were also happy to complete a full-scale website project, launching 49 new websites for all our schools and division. The websites help us connect with our community by presenting important information about our schools and division on a clean, mobile-friendly, easily searchable platform.

We welcome all feedback as we work together with our students, families, staff and community partners to provide a safe and caring environment where children can learn and grow.

# Bringing the RVS 2023 – 2027 Education Plan to life

Look for these icons throughout the report to see how we tie everything we do to our Education Plan.



## Goal 1:

Advancing students' numeracy and literacy skills



## Goal 2:

Building future-ready students



## Goal 3:

Creating inclusive, engaging, healthy learning opportunities for all students



Indigenous Learning



Professional Learning



Community Engagement



Partnerships

## Our Commitment

Rocky View Schools (RVS) is committed to providing its communities with access to information regarding its students' achievements, as well as its operational successes and challenges. Information contained in the 2023/24 Annual Education Results Report (AERR) is accessible through [RVS' public website](#).

Pursuant to section 32 of the *Public Interest Disclosure Act (2013)*, seven disclosures were received during the 2023/24 school year – two related to perceived personnel matters, one perceived conflict of interest and four perceived management concerns. All seven were reviewed, two disclosures were directed to follow an alternate process so it could be appropriately investigated, and the others were directed to an appropriate supervisor to follow-up, investigate and address concerns if they were validated through the investigation process.

## Accountability Statement

The AERR for Rocky View Schools for the 2023/2024 school year was prepared under the direction of the Board in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2023/2024 was approved by the Board on Nov. 28, 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)

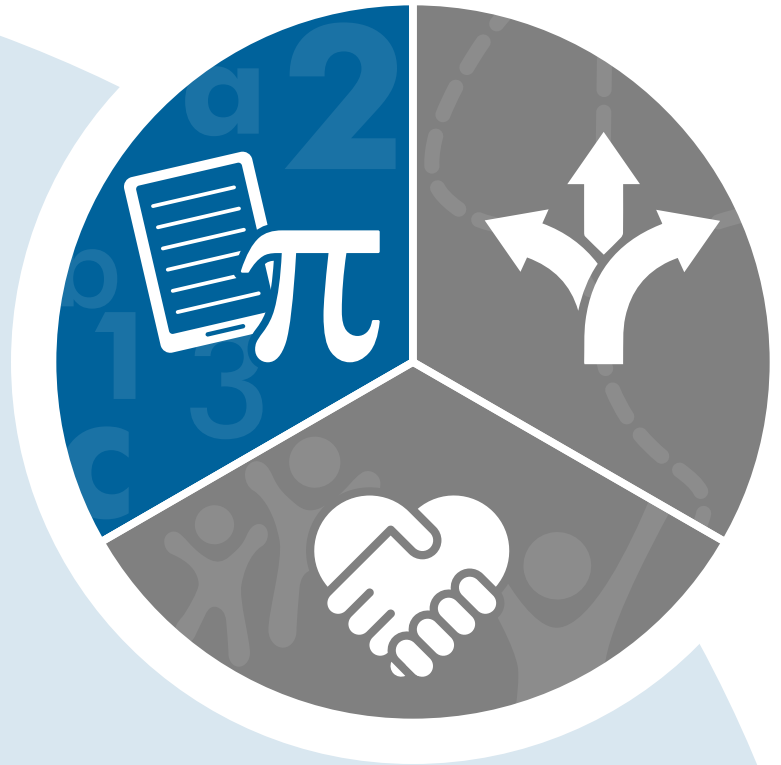


# About RVS



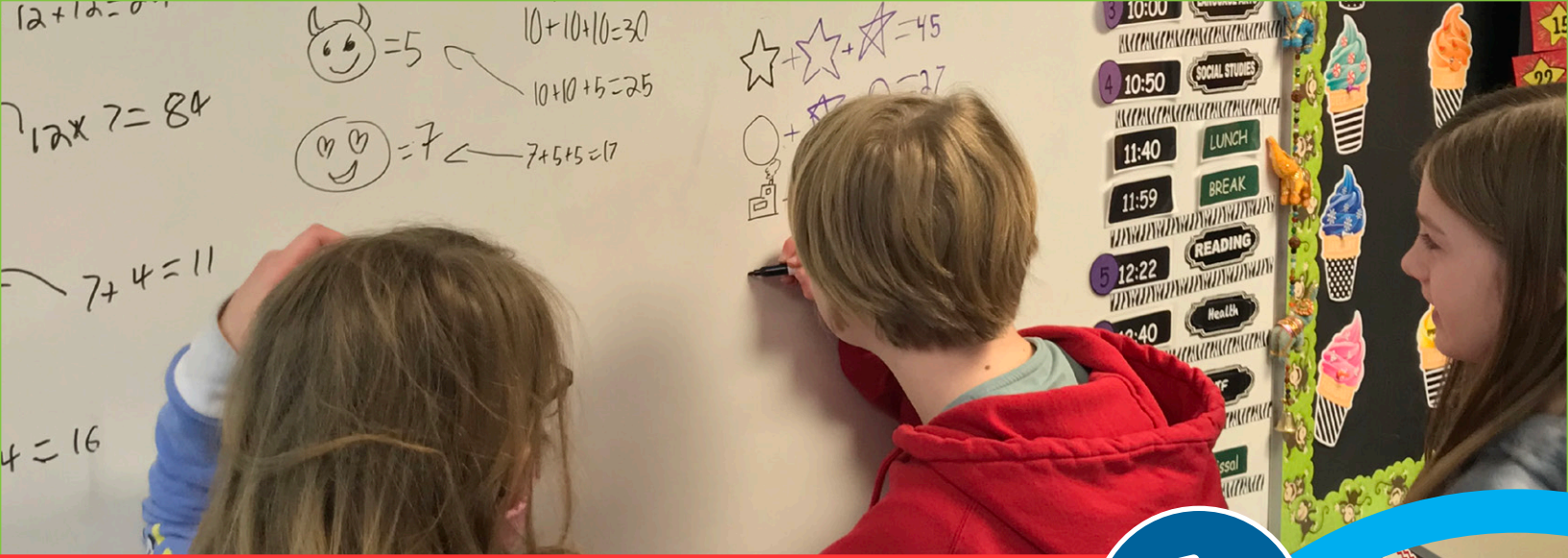
**Vision**  
Rocky View Schools is a world-class learning organization where all students achieve their absolute best.

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



## **Goal One: 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.



## Mitford Students Advance Literacy and Numeracy Through Focus Blocks

Numeracy and literacy have taken a new focus at Cochrane's [Mitford School](#), with time devoted each day for students and staff alike to participate in dedicated learning. These 18-minute literacy and numeracy focus blocks take place after lunch and all students and teachers in the school participate.

Principal Peter Fultz said the focus blocks allow the students and teachers to work on specific outcomes of RVS' Education Plan. After identifying where there are gaps in learning, teachers work individually or collaboratively to develop topics and activities for upcoming focus blocks. Each home room teacher develops and oversees four focus blocks throughout the year, but every teacher and administrator at Mitford is involved at some point. Literacy is the focus of the project students take part in on Mondays, Wednesdays and Fridays, and Tuesdays and Thursdays are dedicated to numeracy.

A recent literacy focus block used vocabulary projects and included exercises intended to improve word work gaps. The numeracy activities or focus time encourage the students to improve their problem-solving skills. Recently students focused on place value, helping them to understand the value represented by a digit in a number according to its position such as ones, tens, hundreds and so on.

For many of the focus blocks, teachers at Mitford encouraged students to work collaboratively using whiteboards or wipe books. Fultz said the school uses the Thinking Classrooms model developed by author Peter Liljedahl to facilitate mini teaching moments during the focus blocks. These often include opportunities for students to stand, as research indicates students may learn better and collaborate more than they do while seated.

Previously the school had used these short blocks for silent reading but Fultz said administration and teaching staff wanted to find a more meaningful way to use the time for literacy and numeracy that was tied to the Education Plan. The focus blocks have had a positive impact on students' numeracy and literacy and the school has achieved increasingly better results. Photos are included weekly in the school's newsletter highlighting what the students are doing.

Fultz said the students love the focus blocks because they are very engaging. He hopes to showcase the focus blocks for parents and guardians in 2024/25 and demonstrate how collaborative and engaging learning can be.





## Everyone is a Literacy Teacher at Chestermere High

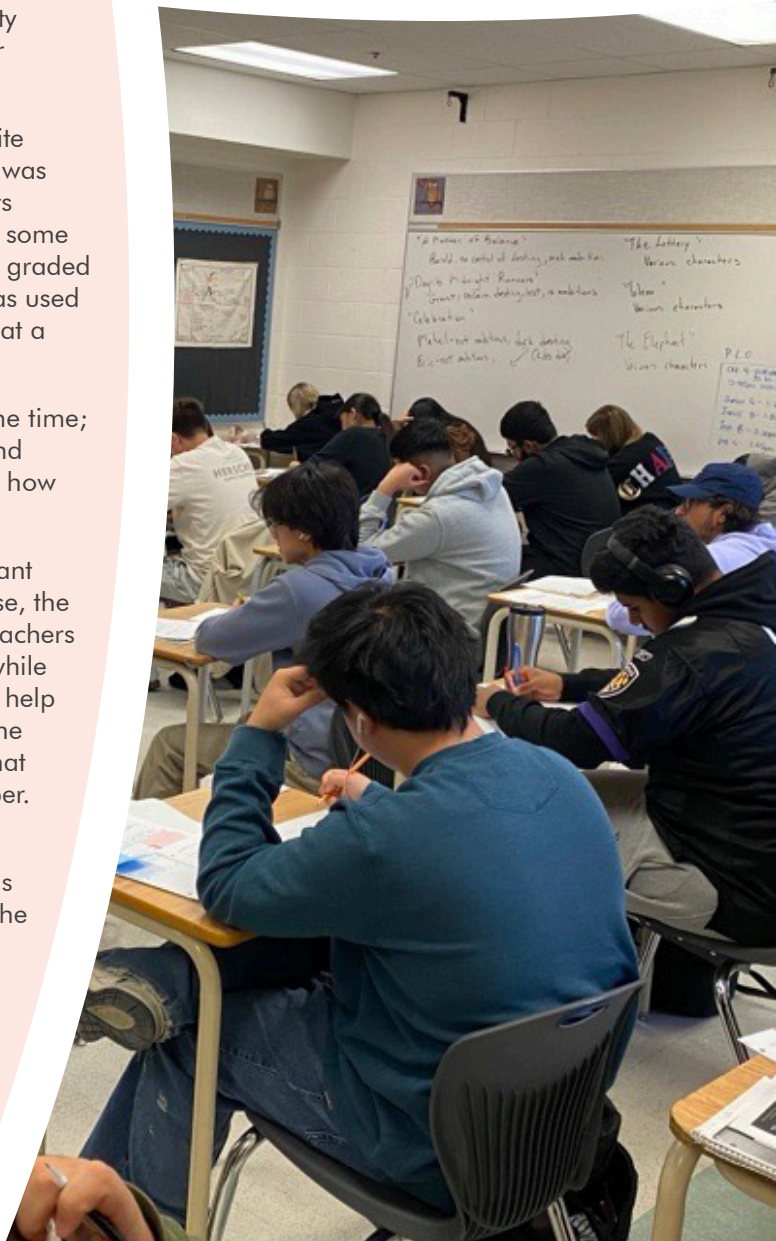
Literacy strategies do not just belong with English teachers at [Chestermere High School](#); they live within every classroom. Teaching staff have taken ownership of completing reading and writing assessments with their Grade 10 students and developing literacy strategies within their classes. From the shop teacher who needs students to be able to read and understand the shop safety manual to the foods teacher who wants students to practice their menu planning, every teacher at the school took part.

To assess students, they were asked to respond to a visual and write about how the image made them feel. The prompt that was used was intended to reflect Chestermere High's student body. Most students understood the writing prompt supported their learning, although some were a bit reluctant to do the exercise since it was not going to be graded and represented within their course grades. Instead, the school has used the results to determine what percentage of students were writing at a level appropriate for their grade.

All Grade 10 students completed their writing prompt at the same time; meanwhile, teaching staff used an organizational day to plan and determine benchmarks. Staff then worked in groups to compare how they would have scored the exercise to ensure accuracy.

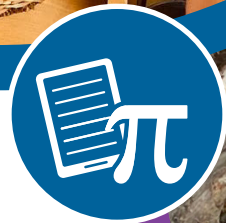
Assistant principal, Mitchell Bates said teachers were initially hesitant but after doing the training and scoring the writing prompt exercise, the feedback was overwhelmingly positive. The process has helped teachers understand where their students are at and to be mindful of this while teaching. In some cases, additional supports have been added to help students who are reading or writing below the Grade 10 level. One of the benefits of the project is the school had a good sense of what supports might be required before school even began in September.

The data collected has proven to be invaluable, particularly in courses where teachers are not necessarily evaluating literacy skills and for the many English as an Additional Language students in the school. For the 2024/25 school year, the project has expanded to include both Grades 10 and 11.





## Play-based Learning Approach Makes Learning Fun



Play-based learning has made a difference to how students learn in Cindy Hodges' Grade 1 classroom at Airdrie's [A.E. Bowers Elementary School](#). Hodges started to investigate how to incorporate play into learning after the pandemic, when students returned in-person to school. After watching her young students, Hodges said she was struck by how much more learning took place when it was encompassed in play.

For the past three years, Hodges has been a valued participant in the [Playful\(!\) Literacies project](#) – a research initiative out of the University of Calgary's Werklund School of Education, conducted by Dr. Kimberly Lenters (Canada Research Chair in Language and Literacy Education) and Dr. Ronna Mosher (Assistant Professor in Curriculum and Learning).

Every afternoon is set aside for play-based learning. During this time, students are encouraged to interact with the teaching tools through play, bringing a fun element to the classroom. On Thursdays, the learning and play move outdoors. Using literature as a prompt for outdoor learning and referencing books about nature, animals and the physical environment, help to encourage her students to improve their literacy and science skills.

All this is intended to teach her students without them realizing they are learning. Each student has a play journal where they document who they played with each day, what they did and what they learned – and they are encouraged to record all this in French, as A.E. Bowers is a French Immersion school. This helps them practice their French literacy skills.

This approach also ensures students learn in the way they learn best, not in a one-size-fits-all model. Hodges said she believes teachers should be adapting how they teach to their students' learning style, not the other way around.

Her students have taught her a lot about what they want to learn and how they learn best while discovering so much about themselves, the world and their potential in it.





# Outcome 1: Students are numerate and literate

## Alberta Education Assessments

Grades	Letter Name-Sound (LeNS)				Castles and Coltheart 3 (CC3)				Alberta Numeracy Assessment			
	1	2	3	4	1	2	3	4	1	2	3	4
The total number of students assessed at the beginning of the school year	2,014	2,208	*	*	*	2,236	2,156	19	1,988	2,175	2,082	*
The total number of students identified as being at risk at the beginning of the school year	558	645	*	*	*	270	568	5	450	582	375	*
The total number of students identified as being at risk at the end of the school year	360	362	*	*	*	93	161	1	336	424	284	*
The average number of months (m) behind grade level after the administration of the initial assessments for at risk students	4 m	4 m	*	*	*	9 m	5 m	0 m	5 m	5 m	5 m	*
The average number of months gained at grade level after the administration of the final assessments for at risk students	3 m	0 m	*	**	*	9 m	5 m	**	4 m	2 m	3 m	**

\* Assessment not administered at this level

\*\* Not enough data

The most effective strategies for addressing learning gaps in literacy were a continuation of the work from the 2023/24 school year.

A combination of small group targeted intervention through guided reading and direct instruction, along with full class instruction proved to be the most successful. Some students benefited from one-to-one support while others met with success in small group instruction. The use of supporting resources such as Heggerty’s, Phonics Companion, Secret Stories, Words Their Way and resources through University of Florida Literacy Institute (UFLI) continue to provide teachers with knowledge to deepen their literacy instruction to better support students. Literacy interactions through games also proved to be very effective.

Professional learning for both teachers and learning assistants was extremely helpful in broadening their knowledge and skillset in literacy instruction. Including professionals such as learning specialists, speech language pathologists and occupational therapists to assist teachers with their practices also proved to be beneficial with instructional practices.

Hiring of additional staff to support one-to-one and small group targeted interventions was also successful in some schools. Purchasing resources for classroom teachers to use in the classrooms with students ensured adequate resources and supplies to implement the necessary literacy interventions.

Much like our approach to literacy interventions, hiring new teachers and/or learning assistants and/or increasing their current FTEs was a priority for addressing learning gaps in numeracy in the 2023/24 school year.

Some purchasing of resources to support numeracy instruction in classrooms continued to be instrumental in supporting teaching and learning. Ensuring access to math manipulatives in every classroom, purchasing numeracy-rich literature for students and the use of digital platforms such as Mathology all added to the repertoire of resources for student and teacher access.

Professional learning around Thinking Classroom strategies continued to increase and has proven to be engaging students more directly and authentically in their numeracy learning. Teachers have been working directly with learning specialists to expand their understanding of numeracy instructional practices, while focusing on implementing new curriculum. The focus on push-in interventions continued to be the overall practice within schools.

Centre-based approaches following full class instruction has allowed for increased targeted interventions. Included in the instructional practices is also small group instruction, guided math and one-to-one supports where most appropriate. With ongoing supports in building teacher efficacy with numeracy instructional practices, we remain confident that our students will see greater success.



### Percentage of students not at risk on these assessments.

Grades	1	2	3
Percentage of students not at risk on the LeNS assessment Grade 1 and 2	72	71	
Percentage of students not at risk on the CC3 assessment Grade 2 and 3		88	74
Percentage of students not at risk on the Alberta Numeracy Assessment Grades 1 – 3	80	78	85

### RVS Assessments

Grades	1	2	3	4	5	6	7	8	9	10
Percentage of students performing math at or above grade level on the Math Intervention/Programming Instrument (MIPI) Grades 4 – 9				27	24	31	27	19	16	
Percentage of French Immersion students reading at or above grade level on the Groupe Beauchemin+ (GB+) Grades 3 – 9			25	45	*	*	*	*	*	
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grades 1 – 8	56	64	57	67	*	*	*	*		
Percentage of students meeting expected grade level outcomes on the RVS writing assessment Grades 3, 7 and 10			49				57			56

\* In RVS’ 2023 – 2027 Education Plan Year 1 we outlined a goal that required us to assess and report on students reading below grade level. However, due to the very small sample size, we determined that including these results would not provide a reliable representation. As a result, we decided to exclude the results in this report.



**Overall percentage of students who achieve the acceptable standard and standard of excellence on Provincial Achievement Tests (PAT)\*\*.**

Provincial Achievement Tests	Acceptable						Excellence					
	RVS	Prov.	RVS Ind.*	Prov. Ind.*	RVS ELL*	Prov. ELL*	RVS	Prov.	RVS Ind.*	Prov. Ind.*	RVS ELL*	Prov. ELL*
<b>Grade 6 Overall</b>	67.2	68.5	51.7	48.7	62.2	64.6	11.9	19.8	6.9	7.3	7.6	16.5
LA												
LA (Fl)	54.7	79.8	***	70.7	***	85.4	1.3	10.6	***	3.7	***	14.6
Math												
Science	73.0	81.2	61.3	66.8	62.2	73.4	18	29.3	16.0	15.9	10.8	21.2
Social	72.7	79.2	57.7	60.9	66.1	73.3	12.8	22.8	7.7	9.1	8.0	18.7
<b>Grade 9 Overall</b>	55.4	62.5	43.2	41.4	46.6	52.7	9.3	15.4	4.3	6.1	4.8	10.1
LA	76.5	83.8	65.9	70.3	62.5	69.3	7.6	14.2	3.5	6.6	3.2	6.5
LA (Fl)	66.7	81.5	55.6	72.3	66.7	73.3	1.2	11.3	0.0	6.4	0.0	9.9
Math	51.0	62.0	48.7	39.0	40.7	54.9	8.7	16.5	3.9	6.5	6.2	13.5
Science	73.8	79.2	67	62.5	58.4	67.9	18.5	24.4	11.0	11.6	7.8	16.7
Social	62.7	70.9	59.8	52.7	50.5	58.3	10.4	18.5	4.6	8.5	4.7	11.3

Notes:

- \* Indigenous students (Ind.), English Language Learners (ELL)
- \*\* PAT course results are summarized by number of students who wrote the assessments rather than those who were enrolled in the course.
- \*\*\* Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with (\*\*\*).
- Grade 6 English language arts and literature and math PATs were not administered in the 2023/2024 school year.

[Historical Data](#)

We have seen significant improvement in students achieving acceptable standards on the Grade 6 PAT, helping to close the gap identified last year between RVS and the province. Much of that improvement can be seen in Grade 6 social studies.

Overall Grade 9 results declined by nearly four per cent whereas the province held steady. This decline can be linked to math, English and science results.

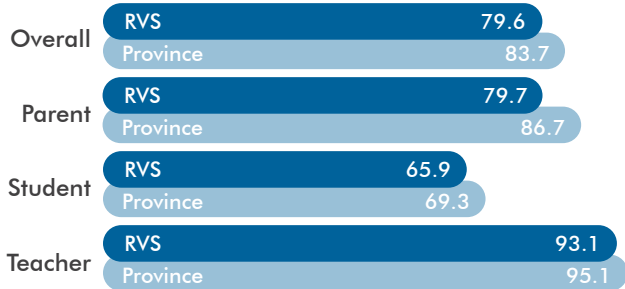
Results for English as an Additional Language learners mirrored overall results, while results for Indigenous learners were lower than overall results and mirrored provincial results.





## Outcome 2: Students are actively engaged in meaningful and relevant learning.

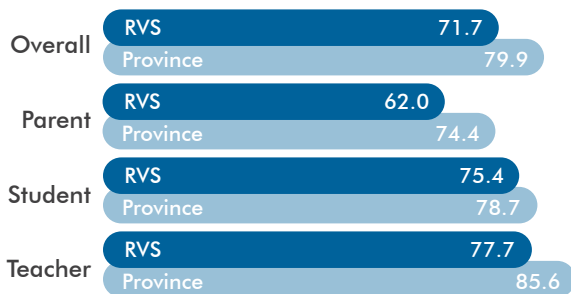
The percentage of teachers, parents and students who agree that students are engaged in their learning at school.



[Historical Data](#)

Overall a slight increase was seen in results on this measure. A higher percentage of parents of Grade 4 – 6 students feel their child is learning what they need to know compared to Grade 7 – 12 parents.

Teacher, parent and student agreement that students have access to the appropriate supports and services at school.



[Historical Data](#)

This measure saw a slight decrease again with parents indicating that easy access for their children to get help with both school work and problems not related to school are areas of challenge. Students at all levels indicated their teachers are available to support them when needed (83%).

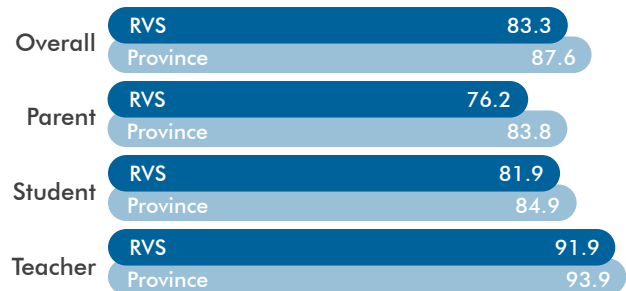
Teacher and parent satisfaction with parental involvement in decisions about their child’s education.



[Historical Data](#)

When looking at the survey results that make up this measure we can see that parents feel involved in their child’s overall education (78%) however they do not feel involved in decisions about their child’s school (49%).

Overall teacher, parent, student satisfaction with the overall quality of basic education.



[Historical Data](#)

Parents/guardians indicated they are satisfied with the quality of education their child is receiving (83%) and the quality of teaching at their school (83%), however they are less confident that their children are learning what they need to know (68%). Students at all levels indicate they feel the quality of their education is strong (91%).



## RVS transitions to OurSCHOOL

The 2023/24 AERR features results from the OurSCHOOL survey, following a successful launch of the survey in spring 2024.

More than 15,000 students completed the survey, which features 18 – 26 indicators (depending on grade level) based on the most recent research on school and classroom effectiveness.

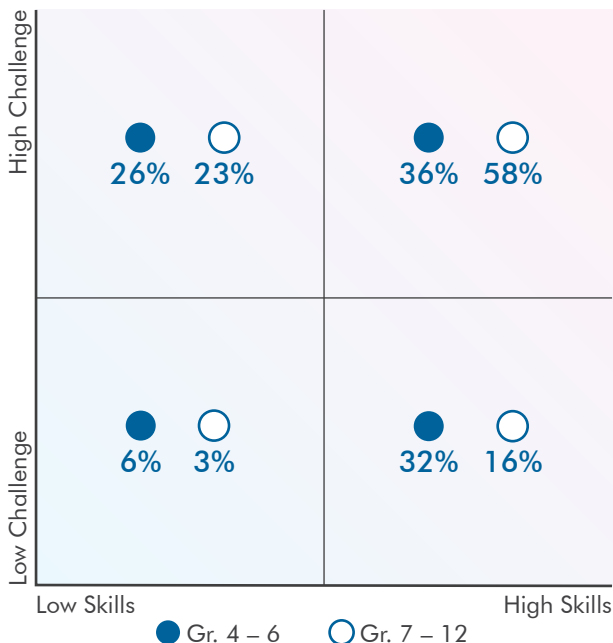
The student voice heard through the survey is used to inform the creation of the divisional Education Plan as well as school education plans. This valuable insight helps schools learn more about their students and their needs while helping advise administrators and school councils on the school’s focus for the upcoming year.

RVS looks forward to the continued use of the OurSCHOOL survey and its valuable insights into student health and wellbeing.

### Percentage of students who are interested and motivated, trying hard to succeed and feel challenged and confident in their learning related skills.

	Grades 4 – 6	Grades 7 – 12
Interest and Motivation	66	27
Effort	84	60

The following skills challenge grid indicates that 36% of Grade 4 – 6 students and 58% of Grade 7 – 12 students feel challenged in language arts, math and science classes and feel confident in their skills in these subject areas.



### Percentage of students who value school outcomes and have positive homework and studying behaviours.

	Grades 4 – 6	Grades 7 – 12
Value School Outcomes	83	54
Homework Behaviours	41	35

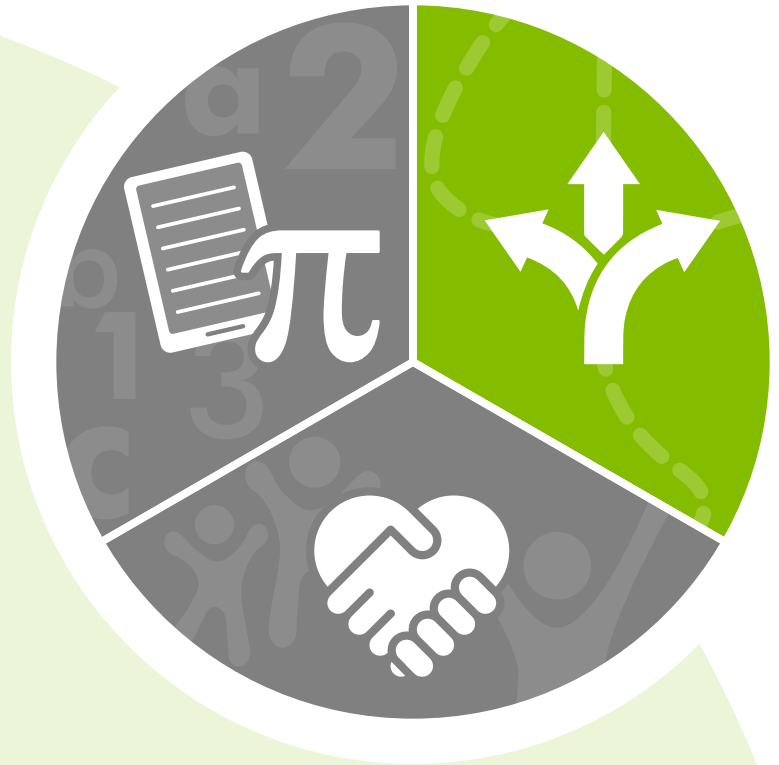
### Average score for relevance, rigor and effective learning time.

	Grades 4 – 6 10 Point Scale	Grades 7 – 12 10 Point Scale
Effective Learning Time	7.3	6.4
Relevance	6.7	5.3
Rigor	7.5	6.0

### Percentage of school councils who were in agreement with the school education plan.



All school education plans were signed by chairs indicating support for the plans.



## **Goal Two: 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.



## Chestermere High School Powers Up at Welding Rodeo

In February, students from Chestermere High School took part in the Eighth Annual Welding Rodeo in Calgary, hosted by the Boilermakers Union #146. Using welding skills developed in Chestermere High's Career and Technology Studies (CTS) program, these students welded sculptures by both following a blueprint designed by Red Seal welders and by using their creativity to improvise a design. The theme for 2024 was Super Welding Bros., and the students were tasked with assembling a "mystery box" from the Super Mario video games. Using spare pieces of metal, the students also designed and created a Mario Kart vehicle. Chestermere High placed second at the competition.

The Welding Rodeo is just one example of how Chestermere High is using experiential learning and CTS education to prepare students for their future. Students from the school who have participated in the event in the past have since gone on to successful careers in the trades, returning to mentor current CTS students as they prepare to take part in the Welding Rodeo.

CTS programs like this are important, as they provide an avenue for students to find success outside the classroom – which can be transformative for students. For those who do not plan to pursue a post-secondary education, these programs also open doors to other paths and careers. One Grade 12 student who participated in this year's Welding Rodeo, and has already found work as a welder, praised Chestermere High's CTS program, saying it has introduced him to all sorts of people whom he has been able to learn from as he embarks on his career.



We Built the Path, Make Your Journey



## Students Experience Trades Through TEPF Partnership

During the summer of 2024, RVS was proud to partner with The Educational Partnership Foundation (TEPF) to allow our students to participate in the [High School Trades Program](#). Offering a limited number of spots, RVS had 11 students take part in a three-week program which saw them work with Red Seal instructors in state-of-the-art facilities for full days of trades education in carpentry, ironwork, boiler making, electrical and pipe trades. This program is offered at no cost to RVS or our students, who earn work experience credits for participating.

This partnership is one way RVS is building future-ready students. By taking part in TEPF's programming, students can explore their interests and aptitudes and discover how they might translate to a career path. High school students have the chance to make an informed decision about what kinds of knowledge and skills are required to succeed in trades after high school. By working alongside tradespeople, students can determine if they fit in the type of work environment they may be considering, and they get to see if they are a fit for the trades.

This program also allows students to practice competencies in the real world and connects students to the purpose of their education. Finally, working in these real-world environments helps young people build confidence in themselves through lived experience. Sometimes, students realize they do not have an interest in a certain trade and are able to turn their efforts to pursuing a different career path while they are still in high school.

RVS is eager to continue this partnership with TEPF. We have reserved a number of spaces for our students to take part in TEPF programming in the second semester of 2024/25. We are also working to expand the number of opportunities available for RVS students to participate in TEPF's summer programming.



## A.E. Bowers Students Work to Keep Banff Clean

Some of RVS' youngest students took steps this year to address what they saw as an important environmental issue in our province.

After securing a grant through the Environmental Student Challenge, 45 students in Grade 1 and 2 at A.E. Bowers Elementary School worked together to raise awareness and make a device to reduce litter in Banff National Park. This project emerged after the students, under the direction of teachers Caitlin Cornell and Elyse Schlichter, discussed how people can positively and negatively affect the environment. The students noticed the amount of litter in their own community, and learned from experts that a specific area of Banff also contends with the same problem.

Under their teachers' guidance, the students used design thinking to brainstorm solutions. They arrived at the idea to make a garbage receptacle that can attach to picnic tables and, with help from Grade 9 students at nearby [George McDougall High School](#), came up with a design. The students then used 3D printing technology to manufacture the receptacles.

The students also took part in a Parks Canada music video that reminds people, in English and French, not to litter. The project culminated in a field trip to Banff where students unveiled their picnic table garbage receptacle, helped clean the park and filmed their part of the music video.

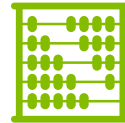
This project gave the elementary students the opportunity to take part in engaging and authentic learning, helping them develop critical skills for the future. The students were especially intrigued by the 3D printing technology. They also developed strong collaboration skills, working not only with each other but with older students and Parks Canada staff.



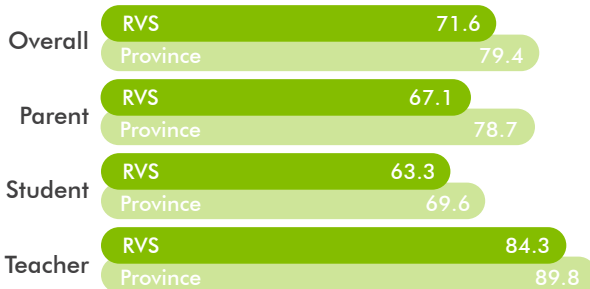


# Outcome 1: Students demonstrate strong abilities in critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being (Alberta Education student competencies).

The percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.



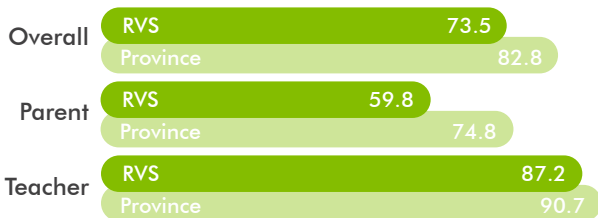
## Number of...



[Historical Data](#)

This measure saw a slight increase over last year. Following the rules and respecting each other continue to be areas for growth as indicated by both parents and students. All groups agreed students are encouraged to try their best.

### Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.



[Historical Data](#)

This measure contains a significant number of parental responses of “I don’t know” (14%), indicating parents may be unaware of what attitudes and behaviors are taught that are directly related to what post-secondary success looks like.

classroom and staff engagements with RVS Indigenous specialists, Knowledge Keepers, Cultural Liaisons and Elders requested through the RVS Indigenous branch. **118**

classroom and school requests to Learning staff for support that expands understanding of cultural diversity. **485**

RVS was pleased to see 415 participants in 17 related professional learning opportunities.

classroom requests to Learning staff to explore new technology, software, Artificial Intelligence (AI), robotics and coding. **57**

credits earned by RVS students through dual-credit opportunities. **360**

students participating in RVS supported dual-credit opportunities. **49**



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.

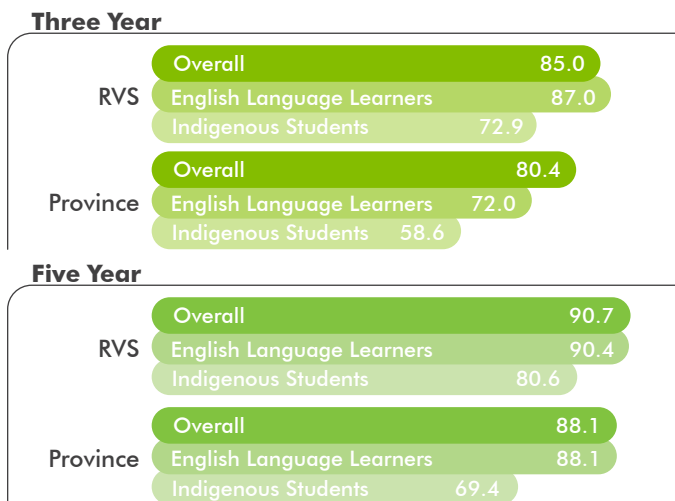
	Grades 4 – 6	Grades 7 – 12
Orientation to well-being at school	76	62
Orientation to well-being in life	95	92

Percentage of students planning to finish high school and pursue a trade, apprenticeship, college or university program.

	Grades 7 – 12
I plan to finish high school.	73
After high school, I plan to pursue a trade or apprenticeship program.	15
After high school, I plan to go to a college or university.	53

## Outcome 2: Students graduate high school prepared to be successful for any path they choose.

High school completion rate of students within five years of entering Grade 10.



[Historical Data](#)

RVS student success rates regarding completion of high school remains high. While the completion rate for Indigenous students is higher than the provincial average, we may want to address Indigenous completion rates as a system to examine what additional supports may be needed.

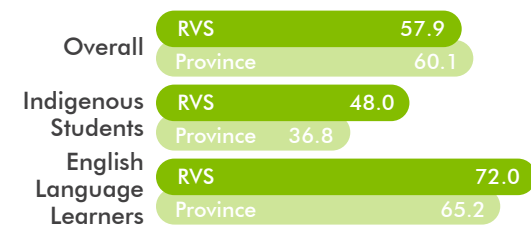
Annual drop-out rate of students ages 14 to 18.



[Historical Data](#)

This continues to be an area of strength across all groups in RVS. We are proud of the programming we provide to help students find a meaningful place in their school.

High school to post-secondary transition rate of students within six years of entering Grade 10.



[Historical Data](#)

Overall RVS students are closely aligned to their provincial peers. Indigenous and English as an Additional Language learners are transitioning into post secondary at higher rates than their provincial peers.





**Percentage of students who achieve the acceptable standard and standard of excellence on Diploma Exams based on cohort (Indigenous students and English language learners).**

Diploma Exams	Acceptable						Excellence					
	RVS	Prov.	RVS Ind.*	Prov. Ind.*	RVS ELL*	Prov. ELL*	RVS	Prov.	RVS Ind.*	Prov. Ind.*	RVS ELL*	Prov. ELL*
<b>Overall results</b>	80.2	81.5	76.7	76.9	68.5	66.3	18.1	22.6	17.2	11.8	16.8	14.0
Eng. 30-1 (D*)	82.3	84.2	82.1	81.7	61.8	61.3	6.9	10.1	12.5	6.9	5.1	2.7
Eng. 30-1 (SA*)	98.9	98.6	98.2	98.0	97.8	95.8	44.5	42.1	41.1	33.0	32.4	30.3
Eng. 30-2 (D)	88.1	85.7	87.0	86.0	76.2	70.0	12.4	12.9	4.3	10.8	7.9	5.2
Eng. 30-2 (SA)	97.5	96.7	93.5	95.1	98.4	96.7	18.4	19.1	8.7	15.5	11.1	16.5
French 30-1 (D)	**	99.4	**	**	**	85.7	**	26.3	**	**	**	19.0
French 30-1 (SA)	**	N/A	**	N/A	**	90.5	**	N/A	**	N/A	**	71.4
Math 30-1 (D)	73.2	75.4	88.0	64.4	65.8	64.0	26.9	34.9	32.0	17.0	26.3	27.6
Math 30-1 (SA)	96.2	96.4	100.0	97.0	88.2	91.6	51.2	54.8	64.0	41.8	40.8	47.8
Math 30-2 (D)	70.5	70.9	60.9	64.8	69.2	57.7	15.2	15.4	4.3	10.1	17.3	9.0
Math 30-2 (SA)	88.9	94.3	78.3	93.8	84.6	89.4	25.3	30.9	8.7	24.6	17.3	20.9
Soc. 30-1 (D)	83.7	85.2	65.5	79.1	65.0	70.5	13.4	18.7	13.8	10.6	13.8	10.7
Soc. 30-1 (SA)	100	99.3	100	98.8	100	98.2	49.0	50.1	48.3	38.1	36.3	39.6
Soc. 30-2 (D)	79.7	77.6	76.9	72.9	69.6	63.2	13.4	12.7	15.4	6.6	13.0	8.3
Soc. 30-2 (SA)	98.5	96.9	95.4	95.2	95.7	95.1	28.6	23.9	24.6	14.5	20.0	21.0
Bio. 30 (D)	82.3	83.1	65.5	72.8	71.4	69.7	31.0	33.7	13.8	17.0	24.7	23.6
Bio. 30 (SA)	98.2	97.3	93.1	94.7	97.4	94.2	51.3	51.3	31.0	34.9	36.4	38.4
Chem. 30 (D)	79.5	82.9	81.5	78.2	68.2	73.2	31.7	38.0	55.6	23.5	30.3	29.6
Chem. 30 (SA)	97.2	97.4	96.3	97.2	98.5	94.9	55.3	57.4	63.0	42.5	47.0	45.7
Physics 30 (D)	79.4	85.1	78.6	80.4	74.4	71.3	32.7	43.1	35.7	23.2	32.6	32.9
Physics 30 (SA)	94.4	97.8	92.9	97.1	90.7	95.0	51.7	60.9	71.4	44.6	39.5	49.3
Science 30 (D)	75.4	81.3	44.4	78.1	81.3	69.0	15.5	24.6	0.0	18.5	12.5	16.2
Science 30 (SA)	96.8	96.7	100.0	95.0	87.5	93.2	34.8	36.0	11.1	27.3	25.0	25.4

Notes:

- \* Indigenous students (Ind.), English Language Learners (ELL), School-Awarded (SA), Diploma (D)
- \*\* Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with asterisks (\*\*).
- N/A Not Available

RVS students are on par overall with their provincial peers for achieving the acceptable standard on Diploma Exams.

Students have sustained improvement in English language arts, and see continued improvement in math 30-1, moving from 49 to 73 per cent over the last three years. We also have small positive momentum in Social 30-1.

In biology, physics and chemistry we have maintained our significant growth gained two years ago.



## **Goal Three: 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.



## Changing the Approach to Dysregulation

Two RVS occupational/physical therapists (OT/PT) are flipping the script on how dysregulation is defined.

Kelsey Mountain and Kate Brooke are helping teachers and learning specialists understand the underlying causes of dysregulation and how it manifests for our students, from Kindergarten to Grade 12.

After finding many teachers were unaware of the many physiological issues that can lead students to become dysregulated, including pain and fatigue, Mountain and Brooke developed a professional learning presentation they offered to eight schools in 2023/24.

Brooke said teachers often find the material provided during the training to be full of information they had not considered or were not aware of. She added that understanding what has caused a student to become dysregulated can immensely help a teacher determine what interventions or tools they will recommend.

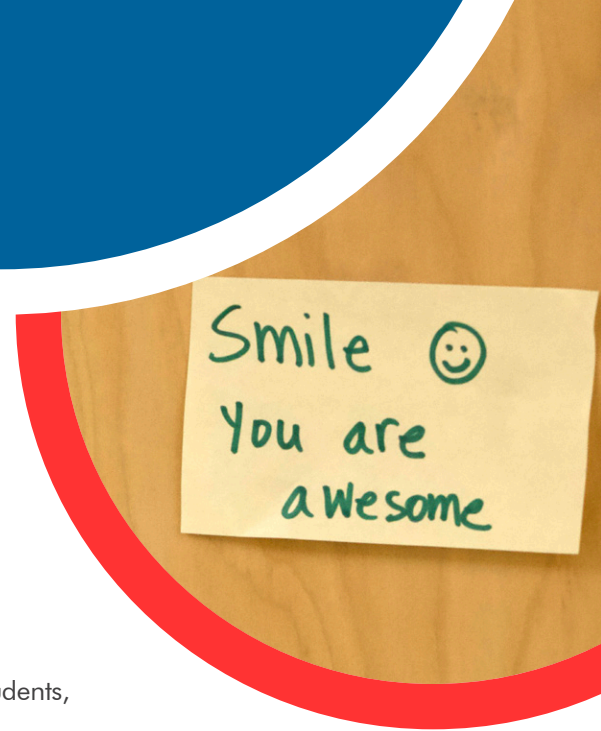
Providing classroom staff with this information has led to teachers being more likely to request specific help with students they previously would have characterized as disruptive. The aim of the interventions provided by the OTs and PTs is more towards providing the right tools in the correct circumstance, and less towards simply preserving calm in the classroom. In some cases, the teacher has requested an official assessment of a particular student through the lens of what is causing the dysregulation.

[RancheView School](#) Grade 3 teacher, Morgan Wood-Lane said she has used the information to introduce a mindfulness time after recess for the entire class to help students regulate instead of asking students to come from a high-energy activity like recess to sitting down quietly without any bridge between those two activities.

Wood-Lane said she had a student during the 2023/24 school year who struggled with dysregulation and was often labelled as lazy or distracted. By really looking at his behaviours and the patterns she noticed in these behaviours, she realized his physical needs were not being met. Having this knowledge allowed Wood-Lane to advocate for the student and make changes in her teaching practice and classroom environment to better support his needs.

This approach has also helped to identify the students requiring some sort of help or support who may have been missed using a more traditional model. Understanding that dysregulation is not just about students acting out but can also include students who shut down or avoid a stressful situation by skipping school means more of those students are being helped. Taking a zoomed-out approach is of the greatest benefit to the student and to the classroom.

Since they began giving the presentation in fall of 2023, Mountain said the response from teachers and learning specialists has been very good. Everyone speaking a common language, in terms of defining the physiological cause and then finding the correct intervention, is a win-win situation for both students and staff.





## Relationship Building Across Alberta with Indigenous Learning

RVS' Indigenous Learning department continues to build on its successes, showcasing another year of positively impacting the RVS community.

A major achievement for the department was the creation of an Education Service Agreement with Tsuut'ina Nation. This agreement serves as a commitment to specific academic and cultural supports that will be offered to students who are citizens of the Tsuut'ina Nation and who attend a school in RVS, while specifying the responsibilities of RVS and Tsuut'ina Education. RVS and Tsuut'ina Nation began by focusing on building trusting relationships that kept students at the forefront, which paved the way for a positive development process distinguished by relationship building.

This achievement led to further opportunities for the department: Indigenous Learning has been working with the College of Alberta School Superintendents (CASS) and other school divisions in the Treaty 7 area to create a best-practice guide on using positive relationships to develop Education Service Agreements, which will benefit other school divisions in Alberta as they work with First Nations to develop their own agreements.

In our schools, Indigenous Learning has led the way in creating cultural groups focused on Indigenous topics by providing support in a group setting for six to eight weeks. Students in these groups learn about land-based learning and medicines and participate in activities like beading and smudging. Indigenous students in these groups are able to celebrate their culture in a safe and positive environment, while non-Indigenous students experience a culture they may not be familiar with.

Team members from this department also support schools in a variety of activities and events. One example is a Pow Wow at Mitford School, which originated with a student who wanted to display her dancing at her school after she won a pageant in 2022. Over the course of the following years, this has evolved into a full Pow Wow for students from Mitford and neighbouring Glenbow Elementary School, featuring drummers and different types of dance, which concludes with a round dance for all to participate in. The department also supported a group of Indigenous students and their families with sessions where they shared traditional teachings, such as making ribbon skirts to wear in ceremonies and celebrations.

The department continues to grow, and based on requests from schools for further learning and engagement, the team has increased from four to seven staff members for the 2024/25 school year.





## Supporting Students with Medical Care Plans

Understanding and responding to students' medical needs is the goal of an innovative program led by RVS in collaboration with an Alberta Health Services pediatric care nurse educator, exemplifying a strong commitment to addressing students' medical needs and creating supportive educational environments.

Launched in 2020 and formalized with significant expansion in 2023/24, the program has proven highly successful and is set to continue its growth into the 2024/25 school year.

The nurse educator plays a crucial role in this initiative by working closely with schools and families to develop or refine individualized care plans. They also provide essential training for school staff on how to effectively implement these plans and understand their roles in executing them. The training covers a broad spectrum of medical conditions, including gastrostomy tubes, seizure disorders, adrenal insufficiency, diabetes and more. This comprehensive approach ensures staff are well-prepared to respond to a variety of medical needs in the classroom.

In addition to personalized care plans, school staff participate in emergency medical planning seminars. These professional learning opportunities feature simulations and role-playing scenarios relevant to students' medical conditions.

The program's emphasis on connecting training with students' care plans has led to increased staff confidence and clarity. Educators now feel more assured in their roles, knowing they have a solid plan and a clear understanding of how to manage medical situations effectively.

By supporting students' medical needs, the program helps RVS create inclusive educational environments where teachers, students, and families are well-supported. This proactive approach to integrating medical care within the educational setting benefits the entire school community, promoting better learning outcomes and stronger relationships.



# Learning Specialists Find New Opportunities to Lend Support

Learning specialists are an important support for RVS teachers, assisting teachers in their overall instructional practice with the goal of improving student learning always at the forefront. These teachers have been given additional responsibilities to offer support via professional learning, team teaching, co-planning, modelling, one-to-one conversations about overall practice, and small group work with department or grade teams – all to explore different approaches to teaching and to build teacher capacity.

During the 2023/24 school year, the Learning Department began embedding learning specialists in specific schools for four- to six-week cycles, making them available to work directly with teachers on their instruction. The practice was the solution to a problem as substitute teacher shortages post-pandemic meant teachers are less able to participate in professional learning opportunities away from their schools.

Learning Specialist, Jane Roberts has embraced the opportunity to be placed at a school for five to six weeks. She feels she has benefited from the experience and it has made her more successful in her role. The practice allows her to have a greater impact on both teachers and students.

It is an opportunity for learning specialists to demonstrate a teaching tactic, co-teach with the classroom teacher or simply observe the students and provide the teacher with a better understanding of where some of the behavioural issues impacting learning are coming from. It is a more “elbow-to-elbow” approach and an extra set of hands and eyes in very busy classrooms with the aim of improving the learning of each and every student.

Feedback from teachers has been overwhelmingly positive and most say they prefer this embedded approach to large-scale professional learning sessions. Teachers who have had the assistance of an embedded learning specialist say having them in the classroom has improved their teaching and supplemented the skills they already practice every day.

By the end of the 2023/24 school year, six learning cycles at a total of 30 schools were completed. Learning specialists also worked with other schools during each learning cycle so any school requesting support received the help they need.





## Outcome 1: 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.

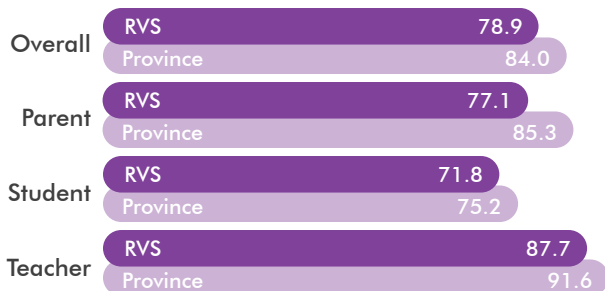
**Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.**



[Historical Data](#)

Both RVS and the province report very small decreases in these results year over year. Schools will continue to include Positive Behaviour Interventions and Supports (PBIS) as part of their school education plans.

**Overall teacher, parent and student agreement that learning environments are welcoming, caring, respectful and safe.**



[Historical Data](#)

There is general agreement among all respondents that students could show more care and respect for each other and treat each other better. All respondents also agree students are cared for by teachers, are safe at school as well as on the way to and from school and they are treated fairly by adults at school.

**Students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.**

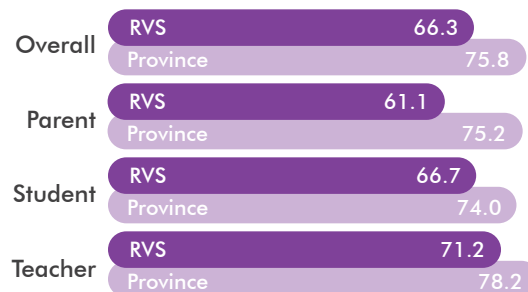
RVS has fully implemented a referral system that invites school-based teams to request specific supports and services for students.

In the 2023/24 school year, five per cent of all RVS students were referred for supports beyond the school-based team. This included requests for services by psychologists, occupational therapists, speech language pathologists, physical therapists, addictions and mental health workers, family school liaisons and learning support specialists as the most requested supports.

The highest number of requests for service fell into the category of social emotional supports, specifically self-regulation – with communication, specifically expressive language, as the second most requested support.

Supports provided may be short-term or continue and evolve throughout the student’s experience in RVS. In all cases, divisional-based teams would work to build the capacity of the school-based time as they collaboratively supported the student’s needs.

**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.**



[Historical Data](#)

Space pressures continue to negatively impact satisfaction and the experience of all groups.



Average score for positive teacher-student relationships, positive learning climate, and expectations for success.

	Grades 4 – 6 10 Point Scale	Grades 7 – 12 10 Point Scale
Positive Teacher-Student Relations	7.7	5.9
Positive Learning Climate	6.0	5.7
Expectations for Success	8	7.1

Outcome 2: Students are self-aware, focused and demonstrate perseverance and resilience.



Number of..

classroom, school and parent presentations on mental health and wellness provided by Learning Department staff.

**747**  
classroom presentations

\* school and parent presentation data unavailable for 2023/24

classroom, school and parent presentations on self-regulation provided by Learning Department staff.

Classroom: **43**  
School: **19**  
Parent: **13**

Percentage of students with Individual Program Plans (IPPs) who are achieving their learning goals.

**80.3**

School-wide score on Positive Behaviour Intervention Strategy (PBIS) Tiered Fidelity Inventory.

**17 schools** have consistently reached **80%** or more

Percentage of students who are absent less than 10 per cent during the school year.

**66.4**

Percentage of students who report they are able to control their emotions and behaviors and maintain focus on a task.

	Grades 4 – 6	Grades 7 – 12
Self Regulation	68	54



# Indigenous Learning Focuses on Expanding Foundational Knowledge

To expand the foundational knowledge of RVS' staff and educators around the province, the Indigenous Learning team has focused on developing and providing professional learning opportunities and courses both inside and outside our division.

School-based staff at [Banded Peak School](#) in Bragg Creek and divisional staff from the RVS Education Centre have had the opportunity to participate in traditional Sweat Lodge ceremonies. During this professional learning, staff members experience the protocols and take part in teachings that are involved throughout the ceremony. Experiential learning is the strongest way to build knowledge, and these opportunities have allowed staff to experience what it is like to be involved in Indigenous ceremonies.

Other key professional learning opportunities offered in 2023/24 were presentations by Knowledge Keeper Florence Kelly, the mother of an Indigenous Learning team member. These presentations – which were made to a cohort for foundational knowledge, four of our schools, Education Centre staff and our Indigenous Inclusion Council – began with protocols including smudge, an offering of tobacco and traditional parts of relationship building and storytelling such as having tea and visiting. Participants sat in a circle as Florence shared about her life, including her experience in the residential school system. She described her life before and after the residential school, contrasting the richness and vibrancy of the culture she experienced and the love of her family with her negative experience at the school. She also highlighted how she overcame the impacts of that time in her life, and staff had an opportunity to ask her questions and to understand how resilient Indigenous Peoples are for being able to overcome that type of experience.

RVS' Indigenous Learning team has also been partnering with the College of Alberta School Superintendents (CASS) to develop a course for system leaders to support Indigenous students. The Ensuring Indigenous Student Success course is part of CASS' Continuing Education program. The course focuses on using data such as high school completion rates, post-secondary attendance rates, school attendance rates and funding data to allow educators to support Indigenous students in culturally appropriate ways. The course will launch in the 2024/25 school year.



# Community Engagement Plays Important Role at RVS

Public engagement is integral to building strong schools and strong school communities. RVS' online engagement platform, [RVSEngage.com](https://RVSEngage.com), launched in October 2022, and since then we have asked our communities for their feedback to help make some very big decisions.

It is no secret schools in some of our larger communities are facing high enrolment numbers as those communities continue to grow. In Airdrie, the overall utilization of RVS' schools reached 96 per cent in 2023/24. Despite the good news in March 2024 that three new schools had been approved by the provincial government for the city, something had to be done to manage overcrowding in Airdrie's existing schools until those new facilities could be built and opened.

When the [Balancing Airdrie Student Spaces](#) community engagement launched in November 2024, parents/guardians, students, teachers, staff and community members were asked to provide their input on three possible solutions – or provide their own idea – for easing the crowding at schools with higher utilizations. Over the space of five months, we provided the community with a variety of tools and opportunities to engage with us, online and in-person.

RVSEngage served as an information hub about the options being considered. Interested community members could access information about current and projected utilization numbers on a school-by-school basis and access an interactive map tool to learn how each option would impact them and their families. They could also engage with us online. Two online surveys collected feedback from 1,299 people on the three possible solutions and solicited suggestions for options we may not have already considered.

RVS also held four in-person information sessions where people could explore each of the options and ask questions of staff in attendance. Approximately 500 people attended one of these engagement sessions. Community feedback was invaluable and helped inform the Board's decision to approach the challenges created by rising student enrolment on a school-by-school basis. When these changes are implemented in September 2025, enrolment numbers will be better balanced across all of RVS' Airdrie schools.

Whether it is determining the grade configuration for the new Horseshoe Crossing High School in Langdon, the school calendars for 2025/26 and 2026/27 or trustee ward boundaries, community engagement in 2023/24 provided RVS with priceless feedback from those most impacted by our decisions.





# Our Partnerships

RVS values our partnerships with other school authorities, municipalities and community agencies. In these partnerships we learn from each other, expand our offerings to students and families and gain efficiencies in costs for services and programs. Partnerships include:

**Food banks:** supporting children and families in need through Airdrie, Cochrane and Chestermere food banks.

**Before and after school providers:** RVS leases space to providers to help our families find convenient childcare.

**Local businesses:** providing support and opportunities for students and schools to engage in real-world, hands-on learning experiences.

**School authorities:** we share information, best practices and learn from each other's experiences as well as find opportunities to reduce costs.

**Post-secondary institutions:** partnerships provide research, knowledge sharing and hands-on learning experiences for teacher candidates.

**Career pathways:** student placement opportunities for dual credit including Olds College, SAIT and TEPF.

**Transportation:** RVS provides transportation services to Calgary Catholic School District in communities where we share boundaries.


**Government:** RVS regularly engages municipal and regional governments as well as local Members of the Legislative Assembly. We value the important contributions they have made within our schools and in the communities they serve.



# 2023/24 Year in Review

In the [2022/23 AERR](#), RVS committed to the following actions in 2023/24. We have completed several and made significant progress on others.

Actions in 2023/24	Status	Comments
Revise school education plan development process to ensure coherence with divisional plan across schools.	✓	Completed with a group of administrators and well received across schools.
Expand English as an Additional Language supports available for students, teachers and schools.	Ongoing	RVS has increased supports at the division level, providing over the phone interpretation services and including specialists in classrooms to provide modelling and mentoring to support teacher practices.
Engage stakeholders in a comprehensive student accommodation consultation to help make the best decisions related to optimizing limited student spaces in Airdrie.	✓	The Balancing Airdrie Student Spaces engagement took place in 2023/24. Feedback received led the Board to make several changes for 2025/26.
Grow our own internal team of learning support staff to respond to the increase in students presenting with complex learning challenges.	✓	The Learning Support Teacher Development Program is successfully running and had 27 participants in 2023/24.
Implement a writing assessment tool in Grades 3, 7 and 10 and further expand to incorporate more grades in the following year.	Ongoing	Teacher teams worked together to develop this for Grades 6, 8, 9 and 11 for upcoming implementation. Remainder of grades to follow.
Expand career pathways opportunities for students, focusing on building future ready students.	Ongoing	Schools are integrating career learning and continue to look for opportunities for students to explore careers. RVS' Career Learning Practice Guide will be published this fall.



# 2024/25 Year Ahead

Based on what we learned in 2023/24, here are some of the actions RVS will take in the 2024/25 school year:

## Actions to be Taken in 2024/25

Further development of the RVS writing assessment for Grades 1, 2, 4 and 5.

Implementation of a professional learning program for interested learning assistants.

Move from the Math Intervention/Programming Instrument (MIPI) assessment to the Elk Island Catholic Schools (EICS) math assessment to reflect changes to curriculum.

Pilot of Early Years Evaluation (EYE) in Kindergarten in nine schools and continuation in two schools.

Ongoing and meaningful integration of career learning for students from Grades 1 – 12.

Continue to review student accommodations to optimize limited spaces while supporting high quality instruction.



# Financial Statement 2023/24

## Collection and Use of School Fees

Fees	Actual Fees Collected	Actual Fee Expenditures
<b>Transportation Fees</b>	\$2,870,407	\$2,870,407
<b>Basic Instruction Fees</b>		
• Basic Instruction Supplies	–	–
<b>Fees to Enhance Basic Instruction</b>		
• Technology user fees	–	–
• Alternative program fees	–	–
• Fees for optional courses	\$1,549,789	\$1,249,359
• Activity fees	\$2,361,543	\$2,375,109
• Early childhood services	–	–
• Other fees to enhance basic instruction	\$71,165	\$49,850

## 2023/24 Numbers not yet available

Transportation	\$18,406,769	6.2%	\$17,684,574	5.7%
System administration	\$8,442,351	2.8%	\$8,797,586	2.9%
External services	\$175,968	0.1%	\$175,968	0.1%
<b>Total</b>	<b>\$298,254,573</b>	<b>100.0%</b>	<b>\$307,626,631</b>	<b>100.0%</b>
2023 Budget	\$291,687,018		\$300,858,668	
Variance to budget	\$6,567,555		\$6,767,963	
Variance percentage	2.3%		2.2%	

is based on the Public Sector Accounting Standards, as required by the Government of Alberta beginning 2013.

- [RVS' 2023/24 Budget and Audited Financial Statement are accessible on the jurisdiction's website under Publications/Capital/Budget.](#)
- For comparative financial information, see Alberta Education's Provincial [Audited Finance Statement Roll-up.](#)



# 2025 – 2028 Capital Plan

RVS communities continue to grow at a rapid rate, with Airdrie, Cochrane and Chestermere schools at nearly 100 per cent utilization in 2023.

RVS' [2025-2028 Capital Plan](#) includes requests for four new schools in 2025 to help accommodate this growth: a high school in Airdrie, a Kindergarten – Grade 9 school in Chestermere, a high school in Chestermere and a Kindergarten – Grade 8 school in Airdrie. RVS will continue to need new schools and additional modulars approved every year in our rapidly growing communities.

RVS staff have worked hard to maximize existing space while the Board has advocated strongly for full construction funding and modular classrooms from the government to accommodate our growth.

## 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



## Learn More About RVS

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

School education plans are built and shared with school councils and are available on each school's website.

[Meet our Board of Trustees](#)

[View our Strategic Plan](#)



## Connect With Us

[Rocky View Schools Education Centre](#)  
2651 Chinook Winds Drive, SW  
Airdrie, Alberta T4B 0B4  
403-945-4000

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

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 [@RVS\\_ed](#), [#RVSed](#)

 [@RVSed](#), [#RVSed](#)





# DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: THE POLICY COMMITTEE

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**Item:** Policy Committee Terms of Reference

**Date of Meeting:** November 14, 2024

**Background:**

All Board committees have Board approved Terms of Reference (TOR) highlighting purpose, membership, authority, and areas of focus. Typically, committee terms of reference are reviewed annually.

The Terms of Reference for the Policy Committee was last updated in October 2018.

**Current Status:**

The Policy Committee reviewed the current TOR at their October 9, 2024 meeting.

The Committee is recommending some minor updates to the TOR including:

- Rewriting the Purpose to reflect the “why” of the committee and not the “how”
- As Minutes are not taken, section title changed to be Summaries

**Alternative I**

The Board approves the proposed terms of reference for the Policy Committee as presented.

**Alternative II**

The Board approves the proposed terms of reference for the Policy Committee as amended.

**Alternative III**

The Board refers terms of reference for the Policy Committee to the Board Planning Committee for further review.

**Alternative IV**

The Board refers terms of reference for the Policy Committee to the Policy Committee for further review.

**Recommendation:**

The Board approves the proposed terms of reference for the Policy Committee as presented.



# Policy Committee

## Terms of Reference

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**Purpose:**

To review, propose amendments and draft new policies for Rocky View Schools which will be presented to the Board for consideration.

**Membership:**

- a) Three trustees
- b) Superintendent of Schools
- c) Other Education Centre staff as required

**Authority:**

Recommend revisions, deletions and creation of new policies to the Board of Trustees.

**Areas of Focus:**

- a) Review each Board policy at least once during the term of the elected trustees
- b) Develop or revise policy as directed by the Board including as a result of legislated changes
- c) Adhere to Board Policy 10: Policy Making processes

**Meetings:**

Bi-monthly.

**Minutes:**

The Superintendent of Schools shall act as recording secretary for the Committee.

**Remuneration of Trustees:**

Trustees will be remunerated according to Board Policy.

**Budget:**

To be established by the Board.



## Policy Committee Terms of Reference

**Purpose:**

Help the Board fulfill its policy role by monitoring and developing current and emerging policy.

**Deleted:** To review, propose amendments and draft new policies for Rocky View Schools which will be presented to the Board for consideration.

**Membership:**

- a) Three trustees
- b) Superintendent of Schools
- c) Other Education Centre staff as required

**Authority:**

Recommend revisions, deletions and creation of new policies to the Board of Trustees.

**Areas of Focus:**

- a) Review each Board policy at least once during the term of the elected trustees
- b) Develop or revise policy as directed by the Board including as a result of legislated changes
- c) Adhere to Board Policy 10, Policy Making processes

**Deleted:** :

**Meetings:**

Bi-monthly.

**Summaries:**

The Superintendent of Schools shall act as recording secretary for the Committee.

**Deleted:** Minutes

**Remuneration of Trustees:**

Trustees will be remunerated according to Board Policy.

**Budget:**

To be established by the Board.



# DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: THE POLICY COMMITTEE

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**Item:** Policy 11 Board Delegation of Authority

**Date of Meeting:** November 14, 2024

**Background:**

As part of the Policy Committee's mandate to review each policy at least once during the term of the elected trustees, Policy 11 Board Delegation of Authority was recently reviewed by the committee. This policy was last edited in October 2018.

**Current Status:**

In alignment with the Education Act, the Board authorizes the Superintendent to do any act or thing or to exercise any power that the Board may do, or is required to do, or may exercise, except those matters which, in accordance with section 52(4) of the Education Act, cannot be delegated. Items that cannot be delegated include: making a bylaw; the power to close a school under section 62; the power to requisition from a municipality that the Board may have; the power to hold a hearing under section 212 (teacher transfer hearing).

Highlights of edits include:

- Moved a statement from the background to the guidelines section about Superintendent bringing significant provincial new mandates or requirements to the Board for discussion and determination if the Board will delegate or create policy.
- Added a guideline delegating to the Superintendent the authority to make technical edits and update references in Board policy and committee terms of references and inform the Board of such changes.
- Removed a list of topics that previously existed in guideline #3 as all administrative procedures need to be consistent with legislation, and government policies and procedures.

**Alternative I**

The Board approves the proposed Policy 11 Board Delegation of Authority as presented.

**Alternative II**

The Board approves the proposed Policy 11 Board Delegation of Authority as amended.

**Alternative III**

The Board refers Policy 11 Board Delegation of Authority to the Board Planning Committee for further review.

**Alternative IV**

The Board refers Policy 11 Board Delegation of Authority to the Policy Committee for further review.

**Recommendation:**

The Board approves the proposed Policy 11 Board Delegation of Authority as presented.

## **BACKGROUND**

The Education Act allows for the Board to delegate certain of its responsibilities and powers to others.

The Board authorizes the Superintendent to do any act or thing or to exercise any power that the Board may do, or is required to do, or may exercise, except those matters which, in accordance with section 52(4) of the Education Act, cannot be delegated. This delegation of authority to the Superintendent specifically:

- Includes any authority or responsibility set out in the Education Act and Regulations as well as authority or responsibility set out in other legislation or Regulations;
- Includes the ability to enact Administrative Procedures, in alignment with Board policies, which are required to carry out this authority; and also
- Includes the ability to sub-delegate this authority and responsibility as required.

Notwithstanding the above, the Board reserves to itself the authority to make decisions on specific matters requiring Board approval. This reserved authority of the Board is set out in Board policies, as amended from time to time.

Further, the Board requires that any significant new provincial, regional or local initiatives must be initially brought to the Board for discussion and determination of decision-making authority.

### **Specifically**

1. The Superintendent is authorized to suspend from the performance of the teacher's duties or to terminate the services of a teacher. The suspension or termination shall be conducted in accordance with the requirements of the Education Act, and the decision shall not be appealable to the Board.
2. The Superintendent is authorized to suspend from the performance of duties or to terminate the services of any non-certificated staff member. The suspension or termination shall be in accordance with all relevant legislation, and the decision shall not be appealable to the Board.
3. The Superintendent is directed to develop Administrative Procedures that are consistent with the Education Act, Regulations and Alberta Education policies and procedures relative to:
  - 3.1 Student code of conduct.
  - 3.2 Student Evaluation.
  - 3.3 Teacher Growth, Supervision and Evaluation.
  - 3.4 Surplus Land and Buildings.
  - 3.5 Early Childhood Services.

4. In the absence of Board policy, the Superintendent is directed to develop an Administrative Procedure to fulfill Board obligations created by any federal or provincial legislation.

CURRENT

**Legal Reference:**

- Section 33, 51, 52, 202, 203, 204, 206, 209, 210, 213, 214, 215, 217, 218, 219, 222  
Education Act





# DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: THE POLICY COMMITTEE

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**Item:** Policy 15 School Closures

**Date of Meeting:** November 14, 2024

**Background:**

As part of the Policy Committee's mandate to review each policy at least once during the term of the elected trustees, Policy 15 School Closures was recently reviewed by the committee. This policy was last reviewed in November 2020.

**Current Status:**

Highlights of edits include:

- Rewrote the Background section to be a higher-level position.
- Added under section 4 two additional considerations that the Board must do as stated in legislation.

**Alternative I**

The Board approves the proposed Policy 15 School Closures as presented.

**Alternative II**

The Board approves the proposed Policy 15 School Closures as amended.

**Alternative III**

The Board refers Policy 15 School Closures to the Board Planning Committee for further review.

**Alternative IV**

The Board refers Policy 15 School Closures to the Policy Committee for further review.

**Recommendation:**

The Board approves the proposed Policy 15 School Closures as presented.



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## **BACKGROUND**

The Board recognizes that due to changes in enrollment, shifts in demographics, or fiscal constraints, it may be necessary to close a school or modify the programs offered in a school or schools under its jurisdiction.

## **GUIDELINES**

1. The authority of the Board is derived from and must comply with section 62 of the Education Act and the Disposition of Property Regulation, which provides that a board may, only by resolution, permanently or temporarily:
  - 1.1. close a school; or
  - 1.2. transfer students from one school building to another school building.
2. The Board may review school programs and school operations to determine the future of such schools when:
  - 2.1. the Board believes such a review will improve the availability of programs or efficiency of operations;
  - 2.2. the school determines enrolments and consequent funding threaten the viability of the school program;
  - 2.3. operating/maintenance/renovation/transportation costs place excessive demands on the Division's budget; or
  - 2.4. recommended by the Superintendent.
3. Where the Board is considering the closure of a school, or transfer of students from one school building to another school building, the Board shall:
  - 3.1. notify in writing the parents of every student enrolled in the school that may be affected; and
  - 3.2. notify in writing any other person, municipality or community organization who may be significantly affected.
4. For the purpose of school closure only, the Board shall:
  - 4.1. provide adequate opportunity for the public to respond to the Board's proposal to close the school;
  - 4.2. establish a process for the Board to consider public feedback; and
  - 4.3. request of administration a report which shall be presented at a public board meeting which sets out the following:

- 4.3.1. how the closure would affect the attendance area defined for that school;
  - 4.3.2. how the closure would affect the attendance at other schools;
  - 4.3.3. information on the Board's long-range capital plan;
  - 4.3.4. the number of students who would need to be relocated as a result of the closure;
  - 4.3.5. the need for, and extent of, busing;
  - 4.3.6. program implications for other schools and for the students when they are attending other schools;
  - 4.3.7. the educational and financial impact of closing the school, including the effect on operational costs and capital implications; and
  - 4.3.8. the educational and financial impact if the school were to remain open.
5. The Board shall use the following process and criteria to determine whether it has use for a school building that has been closed:
- 5.1. The Board shall direct the administration to prepare a recommendation report that shall contain the following contents:
    - 5.1.1. a review of demographic factors relating to the school in context of the overall Division;
    - 5.1.2. the length of time that the school building has been closed;
    - 5.1.3. consideration of the potential for other levels of government or private entities to take ownership and operate the building for the public good; and
    - 5.1.4. any other criteria or issues that the administration considers relevant to the Board's decision.
6. When, in the opinion of the Minister, space is available in a school building, the Minister may direct the Board to make space available to another board.
7. The Board shall use the following process and criteria to determine, for the purposes of the Municipal Government Act, whether its interest in school reserve, municipal and school reserve, or municipal reserve is surplus to the Boards needs:
- 7.1. The Board shall direct the administration to prepare a recommendation report that shall contain the following contents:
    - 7.1.1. review of enrolment trends within the area intended to be served by the school reserve, municipal and school reserve or municipal reserve;
    - 7.1.2. consideration of student accommodation and transportation issues;

- 7.1.3. whether a school on the school reserve, municipal and school reserve or municipal reserve is included in the Board's capital plan;
- 7.1.4. the length of time the school reserve, municipal and school reserve or municipal reserve has existed and has not been needed by the Board;
- 7.1.5. a summary of the consultation, if any, with other boards with respect to their needs for the school reserve, municipal and school reserve or municipal reserve; and
- 7.1.6. any other criteria or issues that the administration considers relevant to the Board's decision.

CURRENT

**Legal Reference:**

- Section 11, 33, 53, 62, 192, 194, 222, 248, 249 Education Act



## POLICY 15 SCHOOL CLOSURES

Approved: 2020 11 05

### BACKGROUND

The Board recognizes that the facility planning processes are designed to ensure the provision of well maintained and highly utilized school facilities that effectively accommodate student learning needs. Changes in enrolment, shifts in demographics, or fiscal constraints, may necessitate a closure of a school under its jurisdiction. When considering the possible closure of a school, the Board will engage with parents, staff and the broader community.

**Deleted:** The Board recognizes that due to changes in enrollment, shifts in demographics, or fiscal constraints, it may be necessary to close a school or modify the programs offered in a school or schools under its jurisdiction.

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### GUIDELINES

1. The authority of the Board is derived from and must comply with section 62 of the Education Act and the Disposition of Property Regulation, which provides that a board may, only by resolution, permanently or temporarily:
  - 1.1. close a school; or
  - 1.2. transfer students from one school building to another school building.
2. The Board may review school programs and school operations to determine the future of such schools when:
  - 2.1. the Board believes such a review will improve the availability of programs or efficiency of operations;
  - 2.2. the school determines enrolments and consequent funding threaten the viability of the school program;
  - 2.3. operating/maintenance/renovation/transportation costs place excessive demands on the Division's budget; or
  - 2.4. recommended by the Superintendent.
3. Where the Board is considering the closure of a school, or transfer of students from one school building to another school building, the Board shall:
  - 3.1. notify in writing the parents of every student enrolled in the school that may be affected; and
  - 3.2. notify in writing any other person, municipality or community organization who may be significantly affected.
4. For the purpose of school closure only, the Board shall:
  - 4.1. provide adequate opportunity for the public to respond to the Board's proposal to close the school;
  - 4.2. establish a process for the Board to consider public feedback;

- 4.3. consider future growth or decline in student enrolment;
- 4.4. consider possible alternative educational or community uses for all or part of the school building; and
- 4.5. request of administration a report which shall be presented at a public board meeting which sets out the following:
  - 4.5.1. how the closure would affect the attendance area defined for that school;
  - 4.5.2. how the closure would affect the attendance at other schools;
  - 4.5.3. information on the Board's long-range capital plan;
  - 4.5.4. the number of students who would need to be relocated as a result of the closure;
  - 4.5.5. the need for, and extent of, busing;
  - 4.5.6. program implications for other schools and for the students when they are attending other schools;
  - 4.5.7. the educational and financial impact of closing the school, including the effect on operational costs and capital implications; and
  - 4.5.8. the educational and financial impact if the school were to remain open.
5. The Board shall use the following process and criteria to determine whether it has use for a school building that has been closed:
  - 5.1. The Board shall direct the administration to prepare a recommendation report that shall contain the following contents:
    - 5.1.1. a review of demographic factors relating to the school in context of the overall Division;
    - 5.1.2. the length of time that the school building has been closed;
    - 5.1.3. consideration of the potential for other levels of government or private entities to take ownership and operate the building for the public good; and
    - 5.1.4. any other criteria or issues that the administration considers relevant to the Board's decision.
6. When, in the opinion of the Minister, space is available in a school building, the Minister may direct the Board to make space available to another board.
7. The Board shall use the following process and criteria to determine, for the purposes of the Municipal Government Act, whether its interest in school reserve, municipal and school reserve, or municipal reserve is surplus to the Boards needs:



## POLICY 15 SCHOOL CLOSURES

Approved: 2020 11 05

- 7.1. The Board shall direct the administration to prepare a recommendation report that shall contain the following contents:
  - 7.1.1. review of enrolment trends within the area intended to be served by the school reserve, municipal and school reserve or municipal reserve;
  - 7.1.2. consideration of student accommodation and transportation issues;
  - 7.1.3. whether a school on the school reserve, municipal and school reserve or municipal reserve is included in the Board's capital plan;
  - 7.1.4. the length of time the school reserve, municipal and school reserve or municipal reserve has existed and has not been needed by the Board;
  - 7.1.5. a summary of the consultation, if any, with other boards with respect to their needs for the school reserve, municipal and school reserve or municipal reserve; and
  - 7.1.6. any other criteria or issues that the administration considers relevant to the Board's decision.

DRAFT

### Legal Reference:

- Section 11, 33, 53, 62, 192, 194, 222, 248, 249 Education Act



# DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: THE LABOUR RELATIONS COMMITTEE

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**Item:** Labour Relations Committee Terms of Reference

**Date of Meeting:** November 14, 2024

**Background:**

All Board committees have Board approved Terms of Reference (TOR) highlighting purpose, membership, authority, and areas of focus. Typically, committee terms of reference are reviewed annually.

The Terms of Reference for the Labour Relations Committee was last updated in February 2024.

**Current Status:**

The Labour Relations Committee reviewed the current TOR at their October 4, 2024 meeting.

The Committee is recommending some updates to the TOR including:

- Simplifying the Purpose statement
- Adding Director of Finance to committee as they have been attending for quite some time and a valuable member
- Update authority to reflect what is currently occurring – committee building proposals for ATA local bargaining consistent with Board provided mandate and seeks to negotiate a memorandum of agreement for the Board’s approval or rejection
- Committee looks at support and exempt employees terms and establishes executive salary grids for the Board’s consideration
- Removed authority about benefit plans as with change to ASEBP, this is no longer within RVS’ control
- As Minutes are not taken, section title changed to be Summaries
- Updated recording secretary role

**Alternative I**

The Board approves the proposed terms of reference for the Labour Relations Committee as presented.

**Alternative II**

The Board approves the proposed terms of reference for the Labour Relations Committee as amended.

**Alternative III**

The Board refers terms of reference for the Labour Relations Committee to the Board Planning Committee for further review.

**Alternative IV**

The Board refers terms of reference for the Labour Relations Committee to the Labour Relations Committee for further review.



# DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: THE LABOUR RELATIONS COMMITTEE

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**Recommendation:**

The Board approves the proposed terms of reference for the Labour Relations Committee as presented.





# Labour Relations Committee

## Terms of Reference

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### **Purpose:**

To represent the Board in Labour Relations matters with the ATA Local #35 and RVS Support staff, review recommendations on executive and exempt staff salary grids and group benefit plans.

### **Membership**

- a) Three trustees – one of whom must be the board TEBA 61 representative
- b) Superintendent of Schools
- c) Associate Superintendent of Business and Operations
- d) Associate Superintendent of Human Resources

### **Authority**

The Committee has the authority to:

- a) Develop parameters for local labour negotiations with ATA Local #35 for the Board's approval, rejection or amendment.
- b) Meet with the Alberta Teachers' Association Local #35 with a view to negotiate a Memorandum of Agreement on local matters, which shall subsequently be presented to the Board of Trustees for approval or rejection.
- c) Review recommendations on the Support Staff Terms of Employment for the Board of Trustees' approval, rejection or amendment.
- d) Review and make recommendations on executive and exempt staff salary grids for the Board of Trustees' approval, rejection or amendment.
- e) Review and make recommendations on the division's group benefits plans for the Board of Trustees' approval, rejection, or amendment.

### **Meetings:**

Meetings as required may be called by either the Committee Chair or the Associate Superintendent of Business and Operations. A meeting agenda, if required, will be sent to members prior to each meeting by the Associate Superintendent of Business and Operations.

### **Minutes:**

A member of the committee will act as recording secretary.

### **Remuneration of Trustees:**

Trustees will be remunerated according to Board Policy.

### **Budget:**

None required.



# Labour Relations Committee Terms of Reference

### Purpose:

To represent the Board in delegated Labour Relations matters with RVS employees.

**Deleted:** the ATA Local #35 and RVS Support staff, review recommendations on executive and exempt staff salary grids and group benefit plans.

### Membership

- a) Three trustees – one of whom must be the board TEBA 61 representative
- b) Superintendent of Schools
- c) Associate Superintendent of Business and Operations
- d) Associate Superintendent of Human Resources
- e) Director of Finance

### Authority

The Committee has the authority to:

- a) Develop proposals for local labour negotiations with ATA Local #35 consistent with the Board's established mandate.
- b) Negotiate a Memorandum of Agreement on local matters with the Alberta Teachers' Association Local #35, which shall subsequently be presented to the Board of Trustees for approval or rejection.
- c) Review and make recommendations on the Support Employees and Exempt Employees Terms of Employment for the Board's consideration.
- d) Review and make recommendations on executive salary grids for the Board's consideration.

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**Deleted:** or the Board's approval, rejection or amendment.

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**Deleted:** Staff

**Deleted:** of Trustees' approval, rejection or amendment.

**Deleted:** and exempt staff

**Deleted:** of Trustees' approval, rejection or amendment.¶  
Review and make recommendations on the division's group benefits plans for the Board of Trustees' approval, rejection, or amendment.

### Meetings:

Meetings as required may be called by either the Committee Chair or the Associate Superintendent of Human Resources. A meeting agenda, if required, will be sent to members prior to each meeting by the Associate Superintendent of Human Resources.

### Summaries:

The Executive Assistant for Human Resources will act as the recording secretary.

**Deleted:** Business and Operations

**Deleted:** Business and Operations

**Deleted:** Minutes

**Deleted:** A member of the committee

### Remuneration of Trustees:

Trustees will be remunerated according to Board Policy.

### Budget:

None required.