



## 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>

**JANUARY 9, 2025**

*10:00 a.m. Regular Board Meeting*

### AGENDA

1. Call to Order
2. Approval of Agenda
3. In-Camera Session
4. Land Acknowledgement

**Trustee Todd Brand**

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

5. Motions Arising from In-Camera
6. Approval of Minutes
  - a) Regular Board Meeting – December 12, 2024
  - b) Special Board Meeting – December 17, 2024
7. Exemplary Practice/ Student Showcase
  - a) Rainbow Creek Elementary School – Prototype Project with Telus Spark
8. Delegations
  - a) Laurena Pollock & Suzanne MacAusland – Prairie Springs Community Members
9. Superintendent's Report
10. Chair's Report/Correspondence
11. Committee Reports
  - a) Policy Committee w/Motions
12. Trustee Reports
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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**Showcase Name:** Rainbow Creek Elementary School – TELUS Spark Prototype Project

**Date:** Jan. 9, 2025

**Teachers:** Kristi Muir

**Student Presenters:** Ivy Dingwall, Rachel Feng, Chloe Phillips, Chase McKinnon, Jake Ibach, Madyson Kasur, Steven Giang

## **Project Description**

Grade 6 students at Rainbow Creek Elementary School recently took part in TELUS Spark’s Prototype Project, where they built their own science centre experience prototypes. Guided by their teachers, staff at TELUS Spark and mentors from the science, technology, engineering, arts and math (STEAM) fields, the students had the opportunity to explore their STEAM passions and created games, models and other prototypes during this semester-long project. These prototypes are meant to inspire new Telus Spark exhibits. The students showed off their work at their school on Dec. 4, and then had the opportunity to present the prototypes they created at TELUS Spark in Calgary on Dec. 11.

This project helps build future-ready students – a goal of RVS’ Education Plan – by having students use critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being. By engaging their passions in STEAM topics, it also helps put them on a path early to prepare them to be successful for any future path they choose.

Prairie Springs Rezoning

# Balancing Airdrie Student Spaces



# Prairie Springs Zoning

## CURRENT

- **K-8** ~ Windsong Heights
- **9-12** ~ W.H. Croxford

## PROPOSED

*(September 2025)*

- **K-5** ~ Cooper's Crossing
- **6-9** ~ Muriel Clayton
- **10-12** ~ W.H. Croxford

## REQUESTING

*(September 2025)*

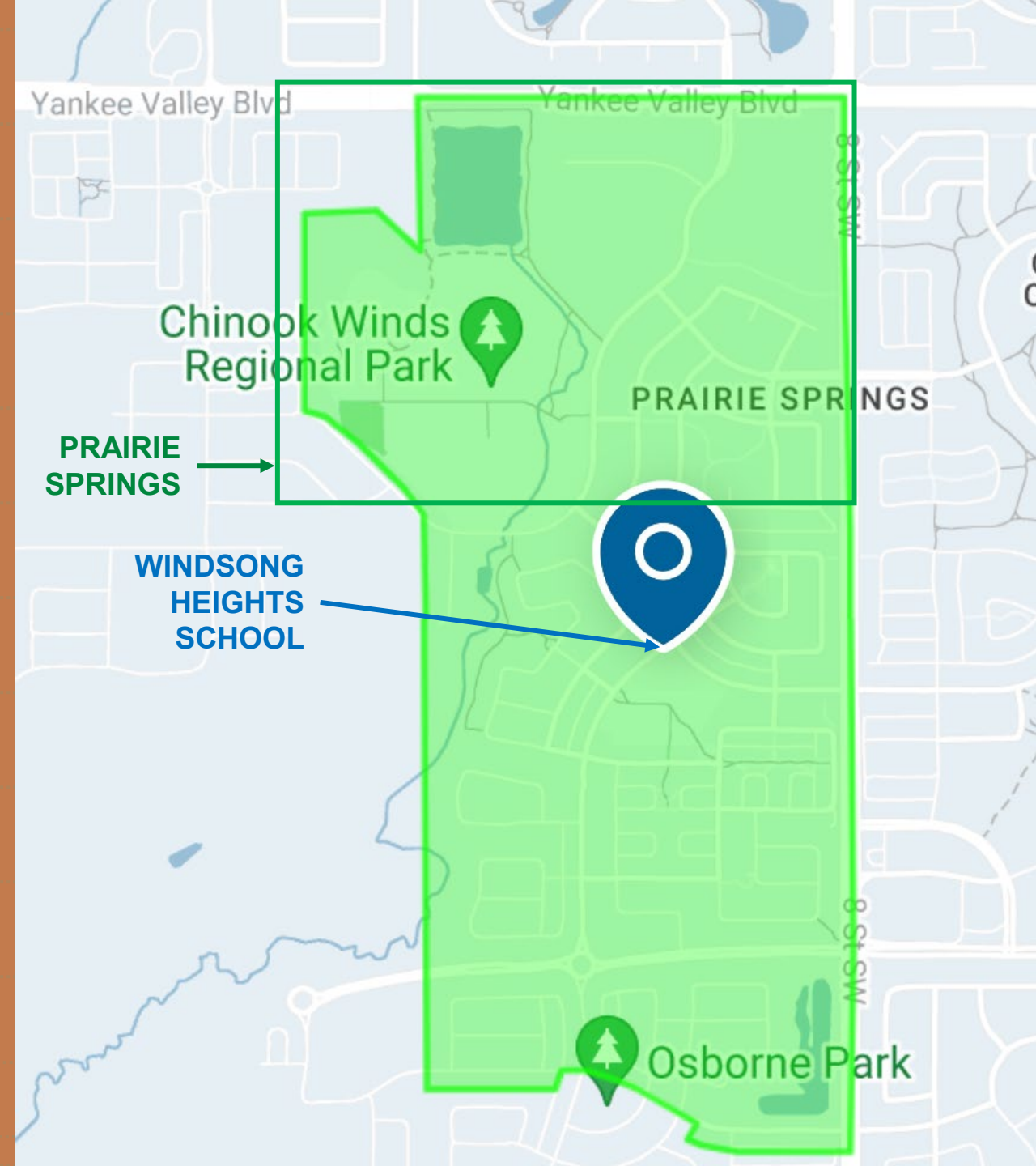
- **K-9** ~ Windsong Heights
- **10-12** ~ W.H. Croxford

# Windsong Heights School Current Zoning

## Prairie Springs Community

Distance Range: 350 m - 1.2 km

- Drive Time: 1-3 minutes
- Walk Time: 3-10 minutes



# Prairie Springs Displacement

- **6-9 ~ Muriel Clayton**

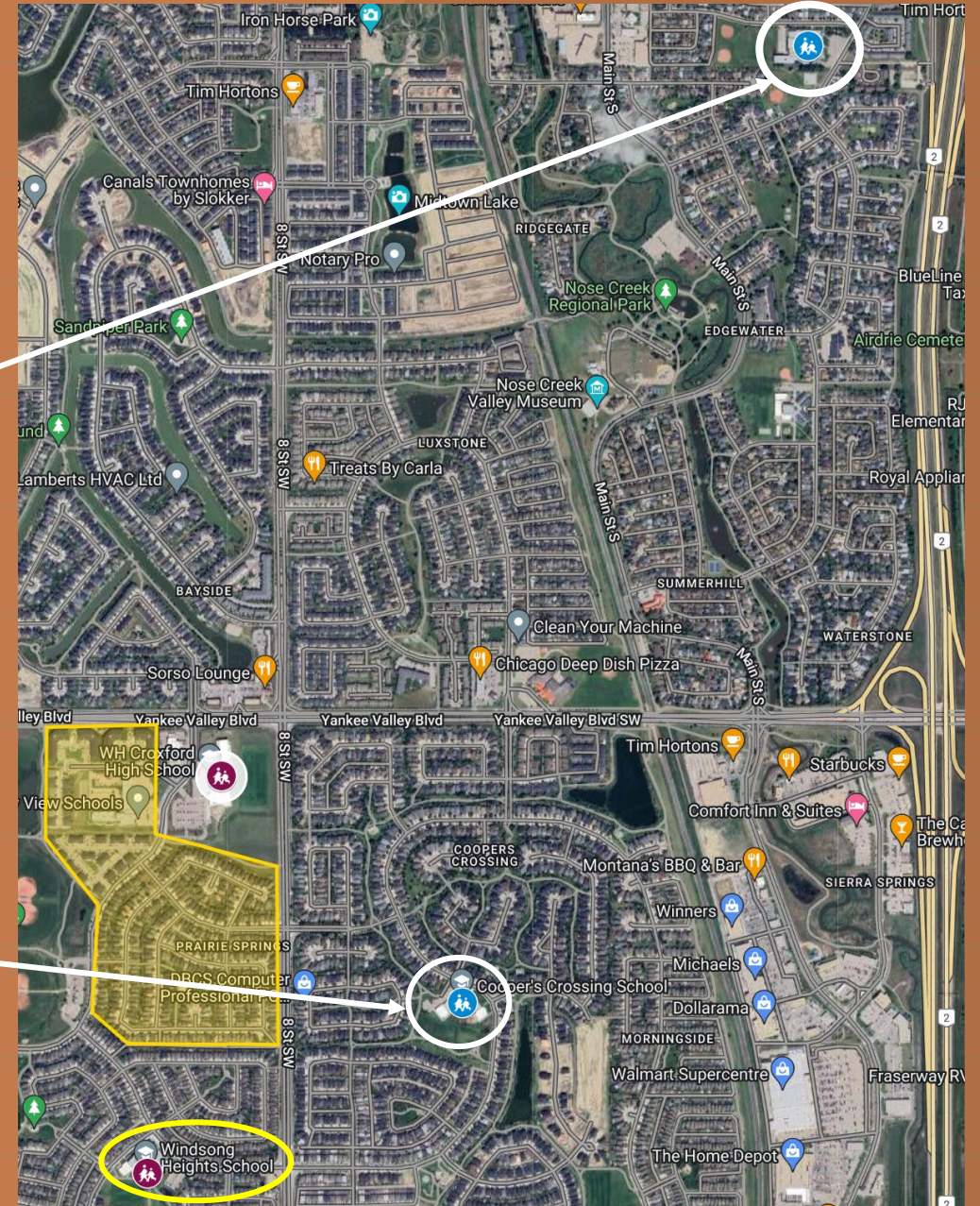
Distance: 4 km (average)

- Drive Time: 15-20 minutes
- Bus Time: ??  
*Currently, no stop in Prairie Springs exists.*
- Walk Time: 55+ minutes

- **K-5 ~ Cooper's Crossing**

Distance: 700 m (average)

- While distance may be comparable to existing, young students will now be forced to cross a major intersection.
- Current designation consists of only residential streets for those children who walk or ride bikes to school, to navigate.



# Petition Against Proposed Plan

[Link to  
Petition](#)

Launched  
May 4, 2024

242  
Supporters

# Prairie Springs Survey Results

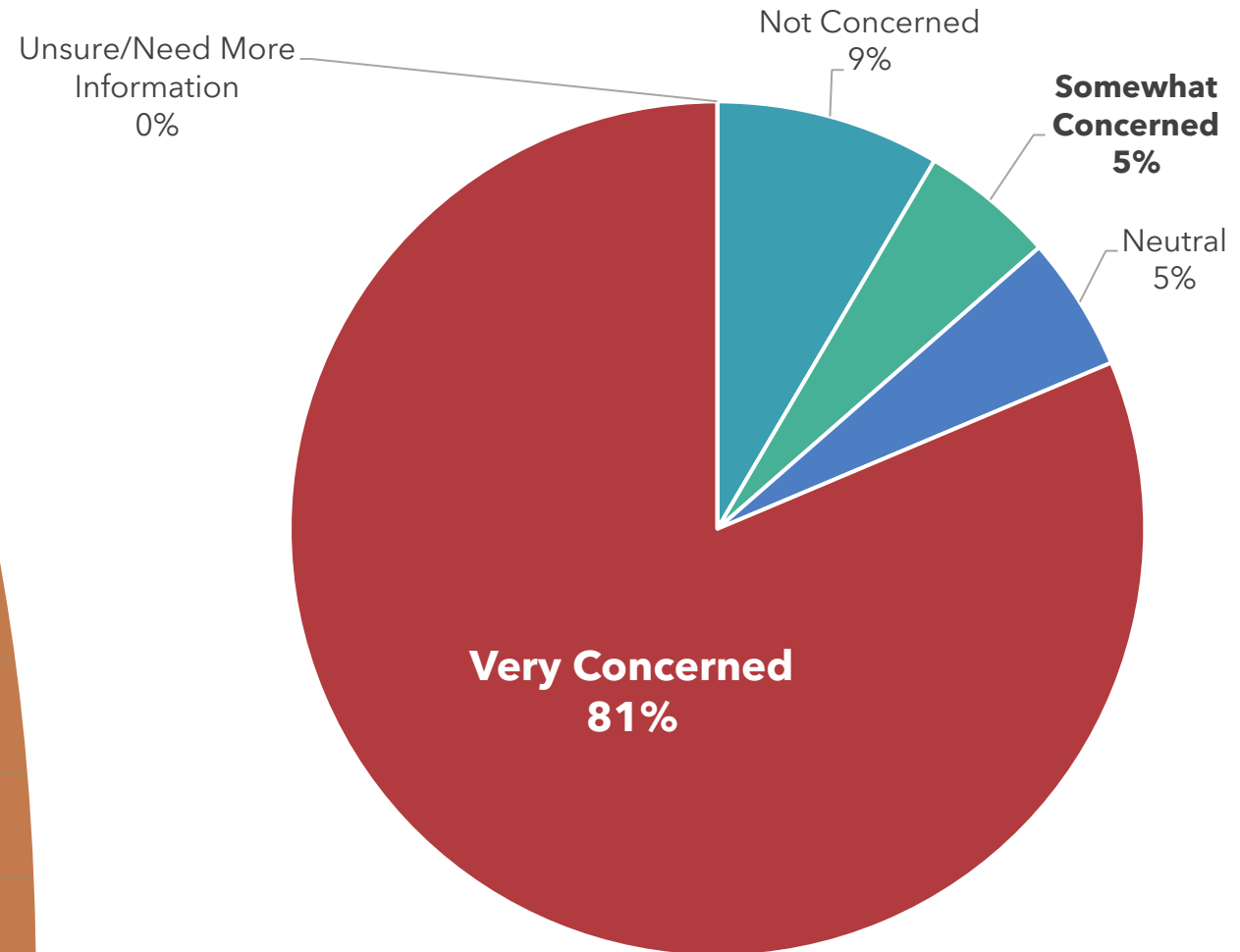
We produced and delivered a survey to all residents in the Prairie Springs community.

**We received 59 responses from individual households, representing 105 RVS students.**



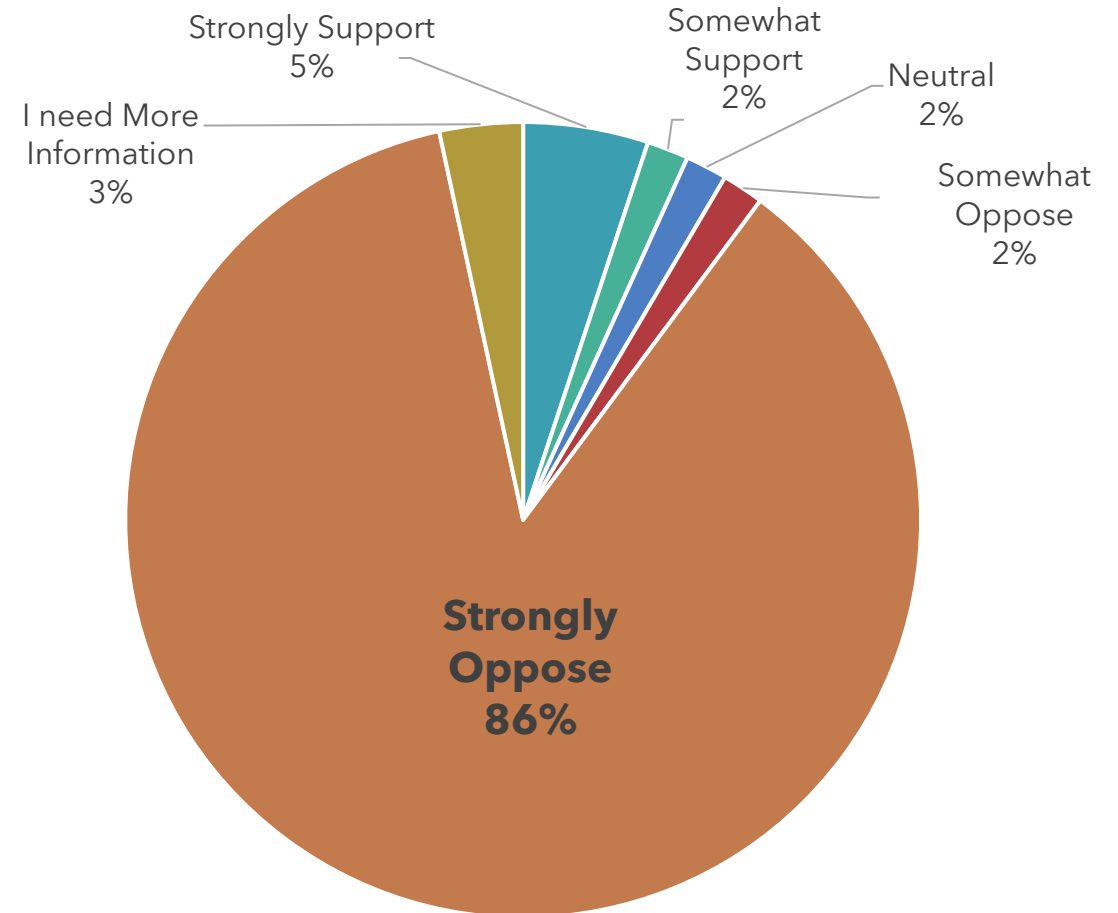
# Prairie Springs Survey Results

Q: How concerned are you about the potential impact of the school zone change on your family?



# Prairie Springs Survey Results

Q: Are you supportive or opposed to the school zone change?



# Key Displacement Concerns

Loss of stability, as many Prairie Springs children will now attend 4 schools between grades 1-12.

Multiple school designations will separate siblings, for families with multiple children; ***navigating multiple schedules***.

Taking our children away from their friends, due to the Windsong community remaining.

Strips opportunities for our children to participate in extra-curricular school activities.

Navigating After School Care Programs.

Being forced to pay bus fees, when we are within walking distance of our school. Concerns for those who can't afford these.

The effect this will have on our property values in Prairie Springs.

The impact on our children's mental health.

# Scheduling Changes

## Windsong Heights (Current)

Monday - Thursday		Friday	
Student Entry	7:55	Student Entry	7:55
Classes Begin	8:05	Classes Begin	8:05
Morning Break	10:17-10:32	Break 1*	10:17-10:41
Lunch*	12:00-12:50	Break 2*	10:41-11:05
Dismissal	2:45	Dismissal	1:00

## Cooper's Crossing (Proposed K-5)

Monday - Thursday		Friday	
Relaxed Entry	8:00	Relaxed Entry	8:00
Classes Begin	8:10	Classes Begin	8:10
Lunch Recess	11:50-12:20	Lunch	11:10-11:30
Lunch	12:20-12:40	Lunch Recess	11:30-12:00
Dismissal	2:50	Dismissal	1:00

## Muriel Clayton (Proposed 6-9)

Monday - Thursday		Friday	
Relaxed Entry	8:45-8:55	Relaxed Entry	8:45-8:55
Homeroom Start	8:55	Homeroom Start	8:55
Lunch A	11:55-12:25	Lunch A	n/a
Lunch B	12:25-12:55	Lunch B	
Dismissal	3:35	Dismissal	1:00

What is the expectation of (working) parents who are navigating children attending multiple schools?

Dayhomes in Prairie Springs will no longer be able to navigate caring for children in both communities of Windsong & Prairie Springs.

\*Inside/Outside time split, with Grades 1-4 & Grades 5-8 grouped.

# After School Care

- Have considerations been made regarding the needs of Prairie Springs students, currently enrolled in before & after school care at Windsong Heights?
- Alternatively, many Prairie Springs residents provide childcare to Windsong Heights students. The change in zoning will directly impact their ability to care for these children, as the families receiving care live in both communities, Prairie Springs & Windsong. Childcare providers are already considering if they will need to turn families away, due to the complexity of navigating multiple pick-ups with conflicting schedules.



# Instability

The majority of us thoughtfully chose to be members of this community, with some making sacrifices to fulfill that choice, all for the sole purpose of providing our children with stability.

***This redesignation removes the stability that we, as parents, have worked to provide for our children.***

## **Instability comes with the following consequences:**

- Creates stress, threatening children's (and parents') sense of security and control over their lives.
- Affects executive functioning and ability to make proactive future oriented decisions.
- Research indicates that youth who switch schools are more likely to demonstrate a wide array of negative behavioral and educational outcomes
- Loss of resources, due to removing them from the proximity of their known friends, teachers, and support systems.
- Added stress on both the students and parents, sending them to a community that they are unfamiliar with, combined with being forced into a new school environment.



# Sibling Separation

- Maintaining sibling relationships during schooling can significantly influence children's development and academic success.
- Having an academically successful older sibling can positively influence a younger sibling's test scores, particularly in middle school and within disadvantaged families. This suggests that siblings can contribute to each other's educational outcomes.
- Giving siblings a shared experience bonds them and creates a closer relationship.
- Siblings provide a sense of security in school environments.



# Our Children's Mental Health

The psychological effects of moving schools will result in the following:

- **Stress & Anxiety**

The outcome may be expressed by withdrawing, becoming irritable, have trouble sleeping, or physical symptoms such as stomachaches or headaches.

- **Loneliness & Homesickness**

Feelings of loneliness arise when a child feels disconnected from their surroundings. It will result in decreased self-esteem, damaging their ability to adapt and make new friends. Homesickness is the feeling of longing or nostalgia, causing sadness and confusion.

- **Loss & Grief**

This change will result in their loss of friends, teachers, familiar surroundings, and sense of belonging. The range of emotions they will journey through, such as denial, anger, depression, and acceptance will result in their belief that they lost part of their identity, struggling to acknowledge the change.



# Our Children's Mental Health

- Many Prairie Springs students will be losing their core friendship group, due to their friends living in Windsong Heights.
- This adjustment comes within a few short years of the world finding stability, since Covid. This adjustment is affecting students who are only just regaining their sense of stability, to now have it stripped away again - with both situations being out of their control and at no fault of their own.

*Experts advise parents to  
frame school changes positively  
to help children adjust.*

**~But how can we do that when this decision  
blindsided us?**

**This isn't what we wanted—and it's made it  
impossible for us to support our children through  
this upheaval.**

# Alberta Education Act

## Section 33

(c) the board's responsibilities are to ; provide engagement of parents, students, staff and the community, including municipalities and the local business community, in board matters, including the board's plans and the achievement of goals and targets within those plans.

***~The plans to rebalance spaces were not transparent online and have now been removed.***

(d ) ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,

***~This has not been upheld, as our students do not have a sense of belonging after being alienated from our local school.***

(l ) comply with all acts and regulations.

***~Lack of transparency in decision making for changes in school zones was deceiving to our community and a complete overreach in boards' final decision.***

# Alberta Mental Health in Schools Pilot

- “The education system plays an important role in contributing to enhanced positive mental health in children and youth. Promoting and supporting positive mental health and welcoming, caring, respectful, and safe learning environments is vital to ensuring children and youth are resilient better able to learn, achieve success and build healthy relationships. **This is the shared responsibility of parents, educators, community and government.**”
  - The decision made to re-zone our community the way that it has is counter-intuitive to this statement.
- The Alberta Government has increased funding from \$30M to \$50M, spanning 80 mental health pilot projects.
  - What mental health program is being offered to our children, as a result of the rezoning situation?

Cited from this Pilot Project.  
**The re-zoning of Prairie Springs contradicts the overarching goal of this program.**

**There is growing evidence on the long-term value of promoting the positive mental health of children and young people. This is done through shaping early childhood experiences, understanding brain development, positive parenting, early intervention and effective educational services and programs.**

# Wolfpack Creed

**This is who our children are.  
This is who our community is.**

**The proposed re-zoning  
is ripping apart our  
*community pack.***



## **I THINK like a wolf when I...**

- ...am true to myself.
- ...welcome all wolves; our uniqueness makes us stronger.
- ...hunt for success by being brave, unique, creative and hardworking.
- ...am positive and grateful.
- ...am responsible and do the right thing even if no one is looking.

## **I ACT like a wolf when I...**

- ...care and am part of our community pack.
- ...am a leader and support others who lead me.
- ...am brave and ask for support.
- ...persevere through challenges.
- ...appreciate differences in our pack.

## **I am part of our pack, so we...**

- ...encourage one another to be the best we can be.
- ...invite others to join us to learn and have fun.
- ...courageously accept new challenges.
- ...support one another and represent our school proudly.
- ...show respect in our thoughts, actions, and words.

**"For the strength of the pack is the wolf, and the strength of the wolf is the pack."  
- Rudyard Kipling**



**WE ARE ONE**



# Prairie Springs Impact at Windsong Heights

Impact does not factor potential new students entering the community for Sep 2024 school year.

## Total Impacted Students ~ 125

	2023	2025
Kindergarten	6	Impacted.
Grade 1	21	Impacted.
Grade 2	23	Impacted.
Grade 3	19	Unaffected. Will be given option to remain at Windsong Heights in Grade 5, moving to Muriel Clayton in Grade 6.
Grade 4	26	Impacted.
Grade 5	21	Impacted.
Grade 6	28	Impacted.
Grade 7	21	Unaffected. Will be given the option to remain at Windsong in Grade 9, moving to W.H. Croxford in Grade 10.
Grade 8	16	Unaffected. Will be attending W.H. Croxford in Grade 9 (2024 school year), remaining in Grade 10.

# Prairie Springs Impact at Windsong Heights

## Projections if Prairie Springs Remains without Infrastructure

6 Portables Suggested to Accommodate*	Cooper's Crossing			Windsong Heights			Muriel Clayton			
	Grade Structure - Current	Grades K-5 (Pre-K)			Grades K-8			Grades 5-8		
	Grade Structure - Proposed	Grades K-5 (Pre-K)			Grades K-9			Grades 6-9		
	School Year	Projected	Capacity		Projected	Capacity		Projected	Capacity	
	2020	452	69%	607	853	92%	888	610	84%	724
	2021	455	69%	607	816	87%	888	628	87%	724
	2022	448	68%	607	856	92%	888	673	92%	730
	2023	445	67%	607	864	94%	888	691	95%	730
	2024	428	64%	607	918	97%	888	706	97%	730
	2025	420	63%	607	1083	116%	888	726	92%	790
2026	423	63%	607	1156	123%	888	714	90%	790	
2027	420	63%	607	972	105%	888	565	72%	790	
2028	423	63%	607	997	107%	888	544	69%	790	
2029	417	63%	607	1032	111%	888	545	69%	790	
2030	414	62%	607	1065	115%	888	556	70%	790	

\*As per Regular Meeting of The Board of Trustees, April 25, 2024; PG 11.

# Numbers Recap

125

- The number of students negatively affected by this change.

242

- The number of signatures collected between May 4 - May 21, 2024, who are against the re-designation of the Prairie Springs Community.

+25.8%

- Difference in housing costs to live in Prairie Springs vs newly designated school community.
- Prairie Springs residents chose this community, considering these higher housing costs, with the expectation that their children would attend Windsong Heights.
- \*See Appendix for Reference.*

+68%

- Increased crime rate in the community surrounding Muriel Clayton vs Prairie Springs & Windsong Heights.
- \*See Appendix for Reference.*

86%

- The percentage of Prairie Springs' survey respondents who are strongly opposed to the zoning change.
- 59 Households responded, accounting for 105 RVS Students.
- +/- 89 of these students are affected by the zoning change, which accounts for 71% of the identified 125 affected students.



# Alternative Solutions

- **Option A:** Grade Changes but No Attendance Area Changes  
*Option E that was presented in RVS Regular Meeting of the Board of Trustees on April 25, 2024.*
- **Option B:** Stop new enrollment into Windsong Heights. (*Calgary Model*)  
*Allowing those of us from Prairie Springs who have been attending Windsong Heights to remain.*
- **Option C:** Grades K-5 move to Cooper's Crossing; Grades 6-9 to remain at Windsong Heights.  
*Keep our community strong, by allowing Prairie Springs to keep our children in the vicinity of home.*
- **Option D:** Determine who in Prairie Springs wants to stay & who wants to leave, approving submitted boundary change requests.
- **ADDITIONALLY:** Various Prairie Springs community members have voiced willingness to support funding initiatives through the following measures:
  - Willingness to apply proposed bus fees towards construction initiatives
  - Willingness to lead and/or support fundraising initiatives

# Thank You



Assembled By  
A Collective of Concerned Parents  
in the Community of  
Prairie Springs, Airdrie, AB

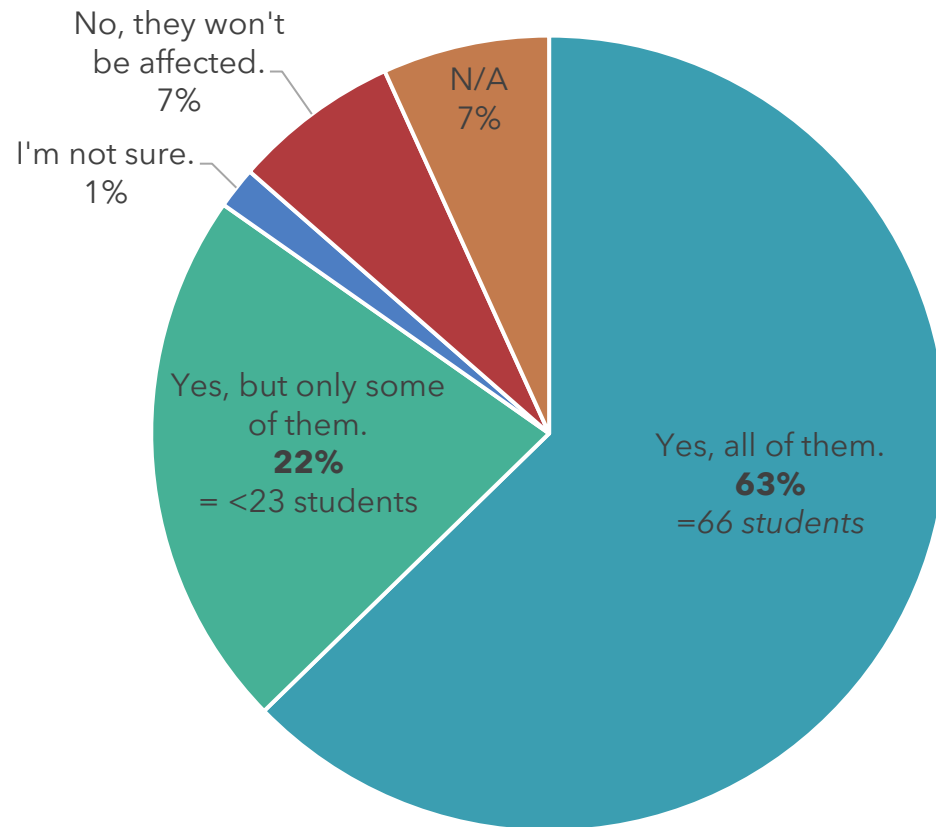
# Appendix

# Supporting Links & Articles

- [Link to Regular Meeting of The Board of Trustees, April 25, 2024](#)
- Ref Pages: 9-12; 99-108
- [Discover Airdrie](#) ~ Some Airdrie Parents Do Not See the Balance in Rocky View Schools' Decision
- Articles Citing Importance of Keeping Siblings Together for their Schooling: [Sibling Relationships and Influences in Childhood and Adolence](#); [Sibling Spillovers: Having an Academically Successful Older Sibling](#); [Sibling Relations and Their Impact on Children's Development](#).
- Articles Citing Consequences of Instability: [Predictors and Consequences of School Mobility in Middle Childhood](#); [Switching Schools: Reconsidering the Relationship Between School Mobility and High School Dropout](#); [The Academic Consequences of Changing Schools](#); [Moving Matters: The Causal Effect of Moving Schools on Student Performance](#)
- Our Children's Mental Health: [unishanoi.org](http://unishanoi.org)
- [Global News](#) ~ Students safe, suspect in custody after 'disturbance' at Airdrie school
- [Airdrie Demographics](#), as of 2022.

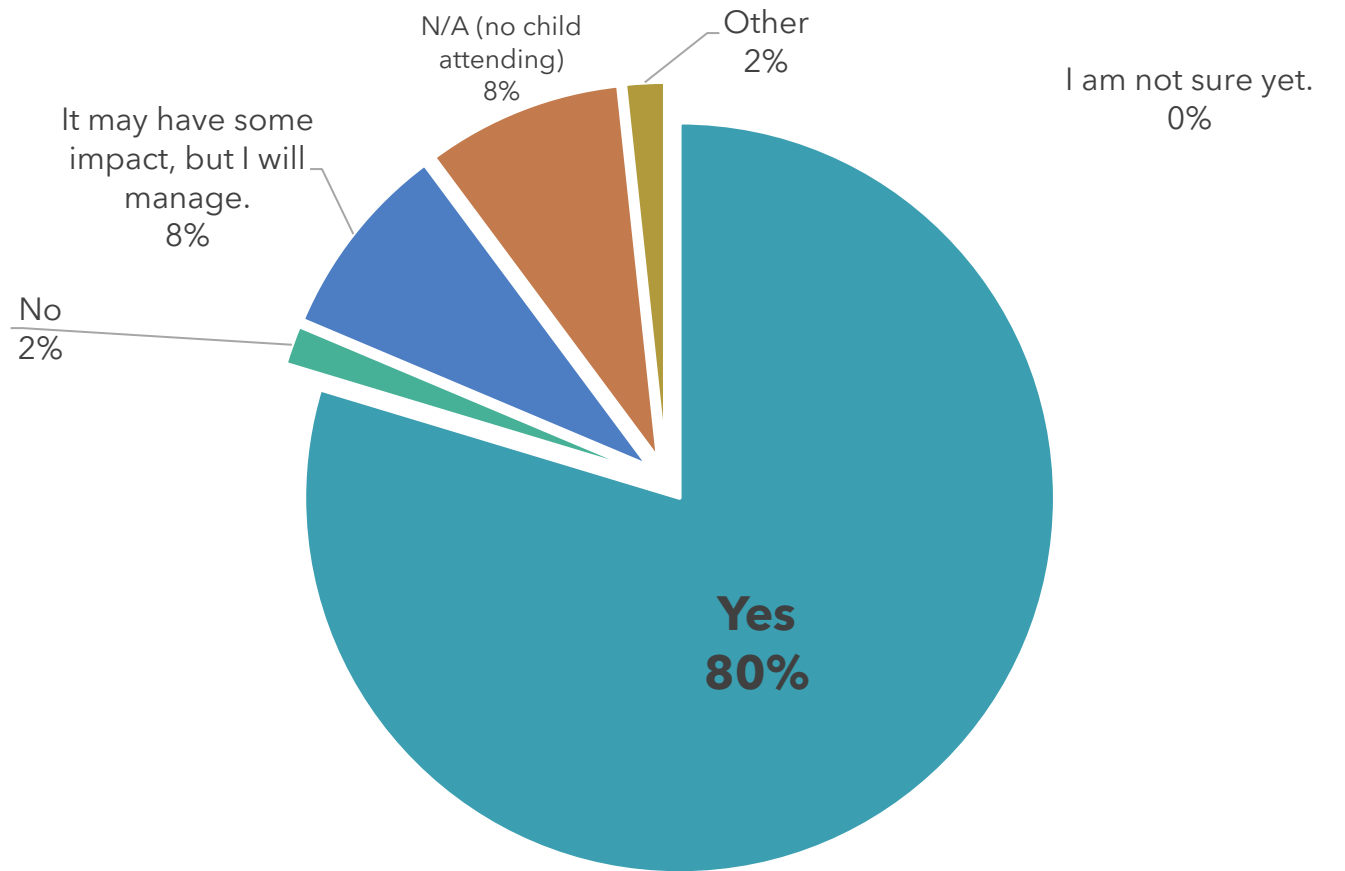
# Prairie Springs Survey Results

Q: Are any of these children currently attending Windsong Heights School, and will they be affected by the proposed school zone change taking effect in September 2025?



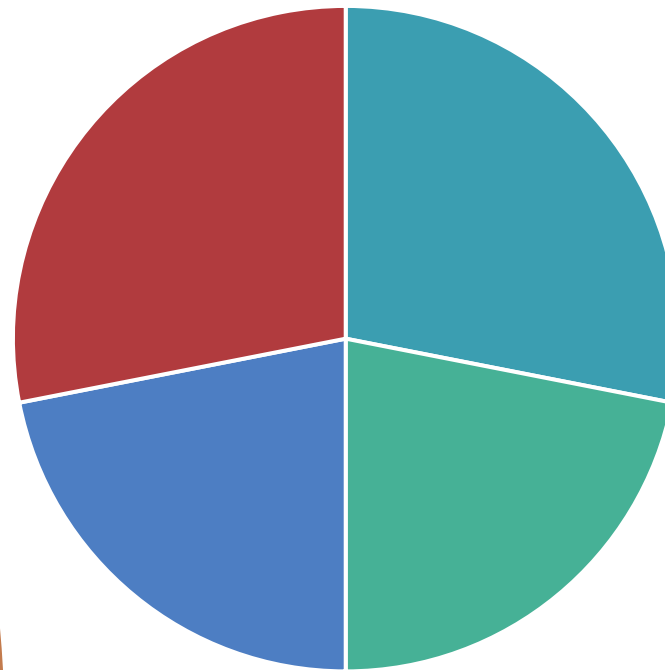
# Prairie Springs Survey Results

Q: Will the school zone change affect your ability to get your child(ren) to and from school?



# Prairie Springs Survey Results

Q: If the school zone change results in you child(ren) being rezoned to Muriel Clayton, how do you feel about sending them on the bus? *(select all that apply)*



- I'm frustrated that we're being forced to pay bus fees, when our (current) school is within walking distance.

**41 responses**

- I'm concerned because my child(ren) won't be able to participate in extra-curricular school activities. (Sports, Drama, Band - that require after-school commitments)

**32 responses**

- I'm concerned about how my child will get home from school if they miss the bus.

**32 responses**

- I'm concerned about the impact this will have on my work/life balance, due to the inability for my child to walk home from school.

**41 responses**

# School Support

- Windsong Heights has implanted fantastic programs to support community well-being, in turn counteract bullying.
- The Kindness Ninja program, introduced to the first Kindergarten class in 2017 has continued and expanded throughout the school, shaping the community feeling and overall safety our children feel in this school.
- Reading Buddy Program, for older students to support their younger classmates.
- Leadership & Coaching courses, offered as Options to Grade 7+ students, who then support the younger grades as their coursework.

***What measures are in place to pro-actively combat these issues at Muriel Clayton?***



# Our Children's Mental Health

## Supporting

### **Children May Experience Stress**

Children who change schools may be psychologically disturbed. This is because when children change their school they will encounter new things. New teachers, friends, rules, routines, school culture, and curriculum. It turned out that children who changed schools experienced significantly higher levels of psychosocial stress, including greater feelings of disorientation, a lower sense of belonging, less close relationships with teachers and peers, and a greater risk of being bullied by peers. So in terms of mental health, they tend to have problems with mental health.

Keep in mind, however, that children's bodily functions, brain development, capacity to cope with stress and changes in children's behavior will make them more vulnerable to the effects of school changes. So, parents will handle a child changing schools differently depending on their developmental age when they change schools.

### **Decline in Academic Achievement**

Children who have changed schools are likely to have decreased academic achievement. This will be supported if it turns out that the school is currently implementing a more advanced curriculum. Children must adapt the lessons that have been carried out at the school. In addition, the emergence of stress experienced by children due to environmental differences is also a factor in decreasing children's academic achievement.

One study conducted in America found an overall negative effect of changing schools on reading, but not math (Rumberger, 2015). Finally, another study in Texas also found that higher student mobility in schools had a dramatic negative impact on the academic achievement of all students in schools.

**Based on the statement of this research, changing schools has an influence on the decline in children's academic achievement.**

# Community Comparisons

## PROPERTY VALUES & TAXES

Prairie Springs housing costs are 25.8% higher than Old Town.

### Prairie Springs *(averaged)*

- 2024 Assessed Value
- \$642,000
- Parcel Area
- 360.9 m<sup>2</sup>

**2024 Tax Assessment**  
**\$4,189.05**

### Old Town *(averaged)*

- 2024 Assessed Value
- \$476,000
- Parcel Area
- 443.75 m<sup>2</sup>

**2024 Tax Assessment**  
**\$3,105.90**

Many Prairie Springs Residents chose this community, with the expectation that their children would attend Windsong Heights School.

Unexpected Bus Fees add an additional strain on families who chose this community, to be part of the Windsong Heights catchment.

# Community Comparisons

## CRIME RATES

### Prairie Springs

- Mischief to Property: 1
- Break & Enter: 0
- Theft from Motor Vehicle: 0
- Theft +/- \$5000: 4
- Theft of Motor Vehicle: 0

### Old Town

- Mischief to Property: 6
- Break & Enter: 0
- Theft from Motor Vehicle: 4
- Theft +/- \$5000: 3
- Theft of Motor Vehicle: 3

**+68%**  
**Incidents Reported**  
**in the same**  
**14-Day Window**

# Alberta Education Funding vs Airdrie Growth

What is Alberta Education doing to increase per student operating expenditures?  
What is RVS doing to advocate for the increased needs in our school district?

- In 2022 Airdrie's population was recorded at 80,222, growing from 69,959 in 2018.
- Most significant growth occurred from 2021-2022, growing 4.19%.
- 17,701 of Airdrie's residents are between the ages of 5-19, representing 22% of our population.
- Airdrie is the 7<sup>th</sup> fastest growing municipality in the province.

## Alberta ranks last in education spending

Figure 1. Per student operating expenditures 2020/21 (Statistics Canada 2024a)



Province	Per student*
<b>CANADA</b>	<b>\$13,332</b>
<b>Alberta</b>	<b>\$11,601</b>
New Brunswick	\$12,176
Saskatchewan	\$12,459
British Columbia	\$12,667
Ontario	\$13,242
Newfoundland & Labrador	\$13,607
Nova Scotia	\$13,623
Prince Edward Island	\$14,084
Manitoba	\$14,281
Québec	\$15,116

\*The per student amount for Canada excludes Yukon, NWT and Nunavut.



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

**JANUARY 9, 2025**

**AGENDA**

1. Q1 Financial Update
2. Airdrie Turf Field Project Funding Request

**ACTION**

Information  
Directive

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

Greg Luterbach  
Superintendent of Schools

# INFORMATION ITEM

TO: THE BOARD OF TRUSTEES



FROM: THE SUPERINTENDENT OF SCHOOLS

**Information Item:** 2024-2025 Q1 Financial Update

**Date of Meeting:** January 9, 2025

**Background:**

The purpose of this financial update is to provide the Board with an update on the budget for the 2024-2025 fiscal year. Outlined below are the changes to annual financial expectations and budget as a result of external environmental trends, stakeholder decisions and operational pressures.

**Current Status:**

**Revenues**

Based on the fall update of the 2024-2025 budget, RVS is projecting total revenues of \$328.5 million by August 31, 2025, compared to budgeted revenues of \$323.8 million expected in the spring budget. Additional net revenues of \$4.6 million is represented by the following changes:

- Increased funding of \$4.1 million for the increase in base grants announced in July 2024.
- Anticipated reduction of instructional funding by \$550,000 due to lower than projected enrolment.
- Increased funding for unused new curriculum and mental health grant dollars from 2023-2024 of \$1.1 million.

As of November 30, total revenue recorded is \$84.6 million representing 25.7% of budget. Alberta Education revenues which represents 91% of the overall budgeted revenue is \$70.9 million representing 25.0% of the budget. The other significant revenue source are school & transportation fees which are at \$5.6 million representing 57.6% of the budget, indicating the majority of optional school fees and transportation fees have already been collected.

Investment income is \$882,000 representing 117.6% of budget and significantly higher than the \$128,000 recorded in Q1 last year. During November there were two long term notes that were called and subsequently redeemed resulting in unplanned interest income of \$600,000 to be realized in Q1.

ROCKY VIEW SCHOOL DIVISION	2024-2025	2024-2025	2023-2024		2024-2025	% of
Statement of Financial Position	Spring Budget	Fall Budget	YTD Actuals LY	CY vs LY	YTD Actuals	Budget
Alberta Education	\$ 292,913,730	\$ 297,547,592	\$ 70,965,954	4.9%	\$ 74,463,419	25.0%
Alberta Infrastructure	\$ 14,130,000	\$ 14,130,000	\$ 2,895,949	-23.9%	\$ 2,204,870	15.6%
Other Gov Of Alberta	\$ 400,000	\$ 400,000	\$ 102,472	10.4%	\$ 113,155	28.3%
Federal Gov & First Nations	\$ 460,475	\$ 460,475	\$ 161,231	-14.0%	\$ 138,716	30.1%
Other Ab School Authorities	\$ 1,835,000	\$ 1,835,000	\$ 364,059	-18.2%	\$ 297,760	16.2%
Fees	\$ 9,786,665	\$ 9,777,803	\$ 4,982,608	13.1%	\$ 5,633,585	57.6%
Others Sales, Fundraising, Donations	\$ 3,089,130	\$ 3,089,130	\$ -	0.0%	\$ 597,947	19.4%
Rental Of Facilities	\$ 470,000	\$ 470,000	\$ 187,090	9.6%	\$ 205,091	43.6%
Investment Income	\$ 750,000	\$ 750,000	\$ 127,618	591.1%	\$ 881,920	117.6%
Gains On Disposal Of Cap Assets	\$ -	\$ -	\$ -	0.0%	\$ 40,085	0.0%
<b>Total Revenue</b>	<b>\$ 323,835,000</b>	<b>\$ 328,460,000</b>	<b>\$ 80,665,983</b>	<b>4.8%</b>	<b>\$ 84,576,547</b>	<b>25.7%</b>



# INFORMATION ITEM

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

## Expenditures

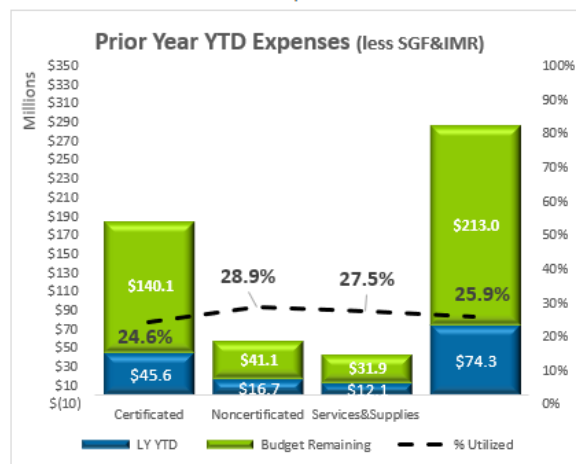
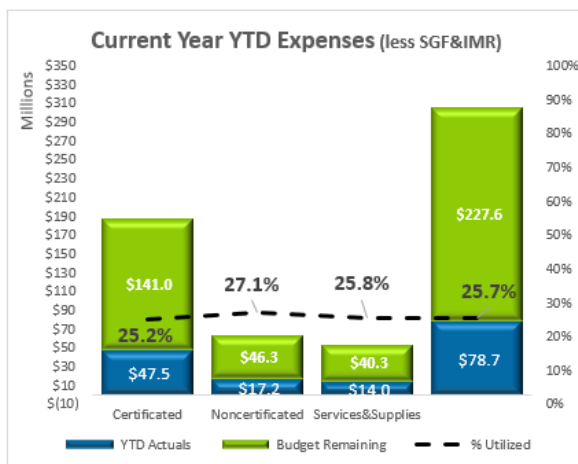
Based on the fall update of the 2024-2025 budget, RVS is projecting total expenses of \$332.1 million by August 31, 2025, compared to budgeted expenses of \$326.6 million expected in the spring budget. Total increase to expenses was \$5.6 million. Budget changes are summarized by the following adjustments:

- Increase in overall spending based on the \$4.1 million of funding announced in July 2024.
- Increase in school budgets utilizing school carryforward funds.
- Incremental spending related to unused grants from 2023-2024 for mental health and new curriculum.

ROCKY VIEW SCHOOL DIVISION	2024-2025	2024-2025	2023-2024		2024-2025	% of	Full Year 23/24
Statement of Financial Position	Spring Budget	Fall Budget	YTD Actuals LY	CY vs LY	YTD Actuals	Budget	Projection
Certificated Salaries & Benefits	\$ 187,857,901	\$ 188,492,614	\$ 45,594,924	4.2%	\$ 47,498,331	25.2%	\$ 185,673,341
Noncertificated Salaries&Benefits	\$ 60,820,305	\$ 63,482,838	\$ 16,664,565	3.3%	\$ 17,218,329	27.1%	\$ 57,741,988
Services,Contracts&Supplies	\$ 62,672,547	\$ 64,929,668	\$ 13,927,483	15.0%	\$ 16,019,799	24.7%	\$ 53,836,371
Interest & Charges	\$ 216,650	\$ 216,650	\$ 97,275	-39.4%	\$ 58,964	27.2%	\$ 323,476
Amortization Of Capital Assets	\$ 12,939,130	\$ 12,939,130	\$ 3,222,578	4.1%	\$ 3,354,419	25.9%	\$ 11,851,944
Unsupported Amortization	\$ 2,055,000	\$ 2,055,000	\$ 382,993	85.7%	\$ 711,368	34.6%	\$ 1,952,871
<b>Total Expense</b>	<b>\$ 326,561,533</b>	<b>\$ 332,115,900</b>	<b>\$ 79,889,818</b>	<b>6.2%</b>	<b>\$ 84,861,210</b>	<b>25.6%</b>	<b>\$ 311,379,991</b>

As of November 30, overall spending is \$84.9 million representing 25.6% of the overall budget. Removing variable spending for SGF, IMR and amortization, the total Q1 spending is \$78.7 million representing 25.7% of current budget projections. This compares to spending of \$74.3 million or 25.9% at this time last year.

- Certificated salaries and benefits are trending at a higher spend percentage of budget compared to last year at 25.2% vs 24.6% which is driven from the booking of the full costing of health spending account contributions in Q1 moving forward rather than proportionally through the year.
- Support staff salaries and benefits are trending at a lower spend percentage of budget compared to last year at 27.1% vs 28.9%. This lower year-to-date spend rate would be attributed to the budgeted wage increase for support employees that will become effective the beginning of Q2.
- Spending on services and supplies is trending at a lower spend percentage of budget compared to last year at 25.8% vs 27.5%. This lower year-to-date spend rate is attributed to lower spending for operations and maintenance in Q1 compared to last year.





# INFORMATION ITEM

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

## Teacher Leave Cost

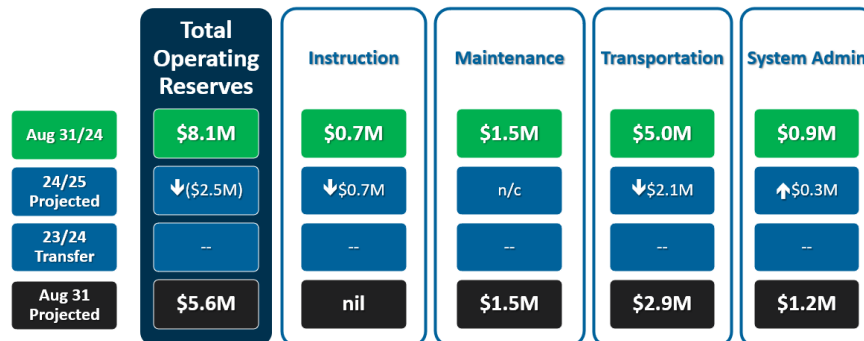
As of November 30, total leave cost is comparable to last year but trending slightly higher. Total substitute leave cost is \$1.48 million representing 104% of substitute leave cost of \$1.43 million at this time last year. The current full year projection for contracted long term replacements is \$992,000 compared to a full year cost of \$1.93 million last year.

	YTD Current Year	CY % of LY	YTD Last Year
Substitute Leave Cost YTD	\$1,483,230	104%	\$1,431,000
<b>Full year budget/expense</b>	<b>\$4,800,000</b>		<b>\$4,650,000</b>
Percent of Full Year	31%		31%

	FY Current Year	CY % of LY	FY Last Year
Long Term – Replacement Contract Cost	\$991,700	51%	\$1,935,365
<b>Full year budget/expense</b>	<b>\$2,050,000</b>		<b>\$2,000,000</b>
Percent of Full Year	48%		97%

**Surplus/Deficit/Reserves:** Based on the above modifications to expectations, RVS anticipates the operating deficit to be \$3.7 million compared to the budgeted deficit of \$2.7 million. After accounting for capital purchases and adjusting for amortization, it is expected that there will be a net draw on operating reserves by \$2.5 million compared to a net draw of \$1.8 million in the spring budget. The expected ending balance for operating reserves will be \$5.6 million representing 1.69 percent of RVS' operating budget. Excluding transportation reserves, the operating reserves balance is projected to be 0.9 percent of RVS' operating budget.

As of November 30, the current operating deficit is \$285,000 which is better than expected based on the full year budgeted deficit.





# INFORMATION ITEM



TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

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**Future Direction:**

RVS management will continue to monitor all aspects of the spending very close including teacher leave costs to ensure full year results meet or is better than budget. Management will also be examining ways to replenish the instructional reserves such as redirecting unplanned investment revenues and ensuring any non-classroom savings throughout the year are redirected.

**Recommendation:**

The Board of Trustees acknowledges receipt of the Q1 Financial update report.



# INFORMATION ITEM

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS



ROCKY VIEW SCHOOL DIVISION  
FINANCIAL ACCOUNTABILITY UPDATE

SCHOOL YEAR **2024-2025**  
YTD AS OF **Nov 30**  
% OF YEAR COMPLETED **25% / 30%**

INSTRUCTION		INSTRUCTION - SGF		OM		YTD TOTALS
Revenue	Expense	Revenue	Expense	Revenue	Expense	
\$62.2M	\$63.2M	\$2.3M	\$1.8M	\$9.6M	\$9M	Revenue \$84.6M
Percent of Budget 25.4%   25.6%		Percent of Budget 29.4%   23.9%		Percent of Budget 22.8%   21.2%		25.7%
Net (\$1M) Budget Net (\$1.5M)		Net \$0.4M Budget Net (nil)		Net \$0.7M Budget Net (\$0.2M)		Expenses \$84.9M
TRANSPORTATION		SYSTEM ADMIN		CAPITAL		NET YTD (\$0.3M)
Revenue	Expense	Revenue	Expense	Capital	Budget as Exp	
\$8M	\$7.9M	\$2.5M	\$3M	\$0.2M	\$0M	RESERVE \$0.2M
Percent of Budget 34.2%   31.0%		Percent of Budget 24.8%   30.2%		Percent of Budget 27.3%		
Net \$0.1M Budget Net (\$2.1M)		Net (\$0.5M) Budget Net \$0.1M		Net \$0.2M Budget Net \$0.9M		

### Summary of YTD Financials for 2024-2025 (as of November 30)

	A	B	C	D/C	D	D/B
ROCKY VIEW SCHOOL DIVISION	2024-2025	2024-2025	2023-2024		2024-2025	% of
Statement of Financial Position	Spring Budget	Fall Budget	YTD Actuals LY	CY vs LY	YTD Actuals	Budget
Alberta Education	\$ 292,913,730	\$ 297,547,592	\$ 70,965,954	4.9%	\$ 74,463,419	25.0%
Alberta Infrastructure	\$ 14,130,000	\$ 14,130,000	\$ 2,895,949	-23.9%	\$ 2,204,870	15.6%
Other Gov Of Alberta	\$ 400,000	\$ 400,000	\$ 102,472	10.4%	\$ 113,155	28.3%
Federal Gov & First Nations	\$ 460,475	\$ 460,475	\$ 161,231	-14.0%	\$ 138,716	30.1%
Other Ab School Authorities	\$ 1,835,000	\$ 1,835,000	\$ 364,059	-18.2%	\$ 297,760	16.2%
Fees	\$ 9,786,665	\$ 9,777,803	\$ 4,982,608	13.1%	\$ 5,633,585	57.6%
Others Sales, Fundraising, Donations	\$ 3,089,130	\$ 3,089,130	\$ -	0.0%	\$ 597,947	19.4%
Rental Of Facilities	\$ 470,000	\$ 470,000	\$ 187,090	9.6%	\$ 205,091	43.6%
Investment Income	\$ 750,000	\$ 750,000	\$ 127,618	591.1%	\$ 881,920	117.6%
Gains On Disposal Of Cap Assets	\$ -	\$ -	\$ -	0.0%	\$ 40,085	0.0%
<b>Total Revenue</b>	<b>\$ 323,835,000</b>	<b>\$ 328,460,000</b>	<b>\$ 80,665,983</b>	<b>4.8%</b>	<b>\$ 84,576,547</b>	<b>25.7%</b>
Certificated Salaries & Benefits	\$ 187,857,901	\$ 188,492,614	\$ 45,594,924	4.2%	\$ 47,498,331	25.2%
Noncertificated Salaries&Benefits	\$ 60,820,305	\$ 63,482,838	\$ 16,664,565	3.3%	\$ 17,218,329	27.1%
Services,Contracts&Supplies	\$ 62,672,547	\$ 64,929,668	\$ 13,927,483	15.0%	\$ 16,019,799	24.7%
Interest & Charges	\$ 216,650	\$ 216,650	\$ 97,275	-39.4%	\$ 58,964	27.2%
Amortization Of Capital Assets	\$ 12,939,130	\$ 12,939,130	\$ 3,222,578	4.1%	\$ 3,354,419	25.9%
Unsupported Amortization	\$ 2,055,000	\$ 2,055,000	\$ 382,993	85.7%	\$ 711,368	34.6%
<b>Total Expense</b>	<b>\$ 326,561,533</b>	<b>\$ 332,115,900</b>	<b>\$ 79,889,818</b>	<b>6.2%</b>	<b>\$ 84,861,210</b>	<b>25.6%</b>
<b>Surplus/(Deficit)</b>	<b>\$ (2,726,533)</b>	<b>\$ (3,655,900)</b>	<b>\$ 776,165</b>		<b>\$ (284,663)</b>	
Net impact of Amortization &Capital	\$ 961,533	\$ 1,191,538			\$ 475,548	
<b>Net Reserve Surplus/(Draw)</b>	<b>\$ (1,765,000)</b>	<b>\$ (2,464,362)</b>			<b>\$ 190,886</b>	



# 2024/25 Financial Update

as of November 30, 2024

January 9, 2025

# 2024/25 Budget Update

Budget 2024/25	INSTRUCTIONAL	MAINTENANCE	TRANSPORTATION	SYSTEM ADMIN	FALL BUDGET	SPRING BUDGET
Government AB Revenue	\$ 228,841,666	\$ 26,241,563	\$ 18,010,311	\$ 9,844,052	\$ 282,937,592	\$ 278,303,730
ATRF & Amortization	\$ 13,490,000	\$ 15,250,000			\$ 28,740,000	\$ 28,740,000
SGF/Activity Fees/Fundraising/Donations	\$ 7,736,869	\$ 189,130			\$ 7,925,999	\$ 7,923,658
Optional Course Fees	\$ 1,195,084				\$ 1,195,084	\$ 1,206,287
Other Grants	\$ 447,821	\$ 12,654			\$ 460,475	\$ 460,475
Transportation Fees			\$ 3,675,850		\$ 3,675,850	\$ 3,675,850
Transportation Catholic			\$ 1,760,000	\$ 75,000	\$ 1,835,000	\$ 1,835,000
Rental and Other	\$ 470,000	\$ 470,000			\$ 940,000	\$ 940,000
Interest	\$ 750,000				\$ 750,000	\$ 750,000
<b>Total Revenue</b>	<b>\$ 252,931,440</b>	<b>\$ 42,163,347</b>	<b>\$ 23,446,161</b>	<b>\$ 9,919,052</b>	<b>\$ 328,460,000</b>	<b>\$323,835,000</b>
Certificated Salaries & Benefits	\$ 186,784,651	\$ -	\$ -	\$ 1,707,963	\$ 188,492,614	\$ 187,857,901
Non-Certificated Salaries & Benefits	\$ 41,746,302	\$ 14,372,807	\$ 1,198,965	\$ 6,164,764	\$ 63,482,838	\$ 60,820,305
Services,Contracts,Supplies,Interest	\$ 24,903,707	\$ 14,406,748	\$ 24,302,196	\$ 1,533,667	\$ 65,146,318	\$ 62,889,197
Amortization	\$ 1,000,000	\$ 13,544,130	\$ -	\$ 450,000	\$ 14,994,130	\$ 14,994,130
<b>Total Expenses</b>	<b>\$ 254,434,660</b>	<b>\$ 42,323,685</b>	<b>\$ 25,501,161</b>	<b>\$ 9,856,394</b>	<b>\$ 332,115,900</b>	<b>\$326,561,533</b>
<b>Net Surplus/(Deficit)</b>	<b>\$ (1,503,220)</b>	<b>\$ (160,338)</b>	<b>\$ (2,055,000)</b>	<b>\$ 62,658</b>	<b>\$ (3,655,900)</b>	<b>\$ (2,726,533)</b>
Less Capital Purchases	\$ (214,800)	\$ (444,662)	\$ (30,000)	\$ (174,000)	(863,462)	(1,093,467)
Remove non-cash amortization	\$ 1,000,000	\$ 605,000	\$ -	\$ 450,000	2,055,000	2,055,000
<b>Net Cash Surplus/(Deficit)</b>	<b>\$ (718,020)</b>	<b>\$ -</b>	<b>\$ (2,085,000)</b>	<b>\$ 338,658</b>	<b>\$ (2,464,362)</b>	<b>\$ (1,765,000)</b>

# Financial Summary (Sep-Nov)

INSTRUCTION	
Revenue	Expense
\$62.2M	\$63.2M
Percent of Budget	
25.4%	25.6%
Net (\$1M)	
Budget Net (\$1.5M)	

INSTRUCTION - SGF	
Revenue	Expense
\$2.3M	\$1.8M
Percent of Budget	
29.4%	23.9%
Net \$0.4M	
Budget Net (nil)	

OM	
Revenue	Expense
\$9.6M	\$9M
Percent of Budget	
22.8%	21.2%
Net \$0.7M	
Budget Net (\$0.2M)	

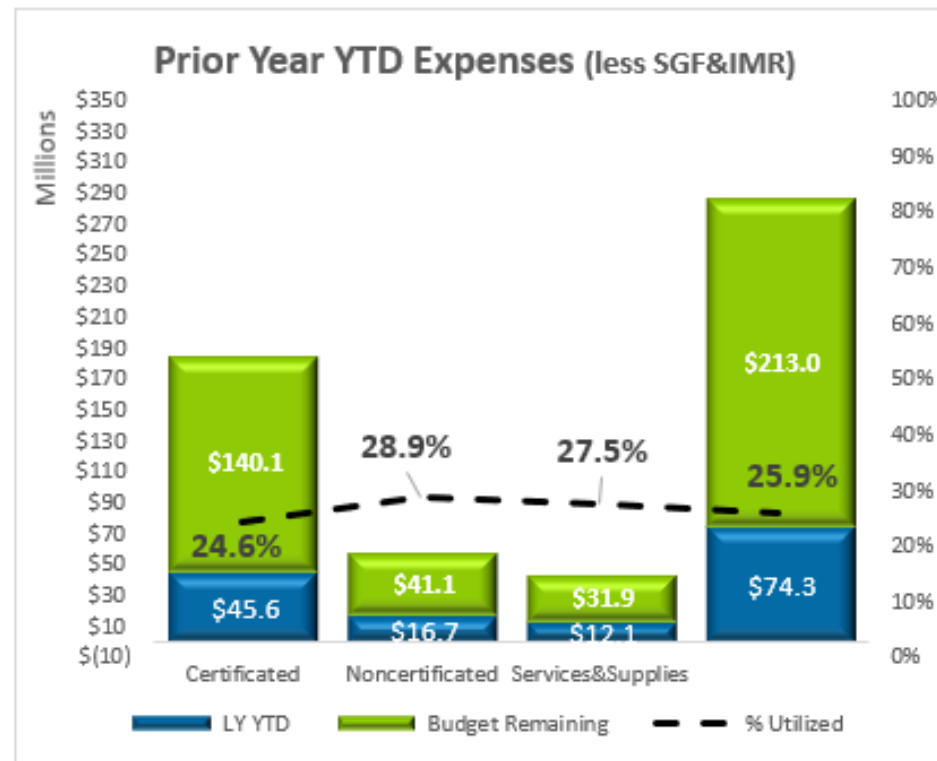
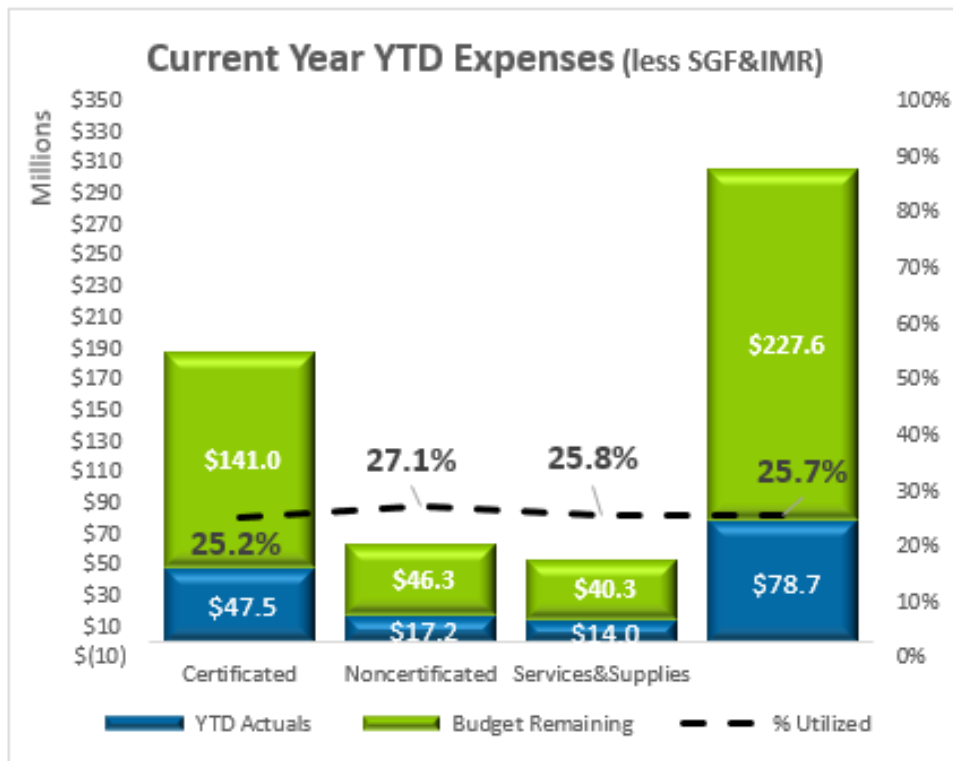
TRANSPORTATION	
Revenue	Expense
\$8M	\$7.9M
Percent of Budget	
34.2%	31.0%
Net \$0.1M	
Budget Net (\$2.1M)	

SYSTEM ADMIN	
Revenue	Expense
\$2.5M	\$3M
Percent of Budget	
24.8%	30.2%
Net (\$0.5M)	
Budget Net \$0.1M	

CAPITAL	
Capital	Budget as Exp
\$0.2M	\$0M
Percent of Budget	
27.3%	
Net \$0.2M	
Budget Net \$0.9M	

YTD TOTALS
Revenue
\$84.6M
25.7%
Expenses
\$84.9M
25.6%
NET YTD
(\$0.3M)
RESERVE
\$0.2M

# Summary of Spending (Sep-Nov)



## Certificated Staff Leave Cost – Q1

	YTD Current Year	CY % of LY	YTD Last Year
Substitute Leave Cost YTD	\$1,483,230	104%	\$1,431,000
<b>Full year budget/expense</b>	<b>\$4,800,000</b>		<b>\$4,650,000</b>
Percent of Full Year	31%		31%

	FY Current Year	CY % of LY	FY Last Year
Long Term – Replacement Contract Cost	\$991,700	51%	\$1,935,365
<b>Full year budget/expense</b>	<b>\$2,050,000</b>		<b>\$2,000,000</b>
Percent of Full Year	48%		97%

# Reserve Balances

	Total Operating Reserves	Instruction	Maintenance	Transportation	System Admin
Aug 31/24	\$8.1M	\$0.7M	\$1.5M	\$5.0M	\$0.9M
24/25 Projected	↓(\$2.5M)	↓\$0.7M	n/c	↓\$2.1M	↑\$0.3M
23/24 Transfer	--	--	--	--	--
Aug 31 Projected	\$5.6M	nil	\$1.5M	\$2.9M	\$1.2M



# DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

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**Item:** Airdrie Turf Field Project Funding Request

**Date of Meeting:** January 9, 2025

**Background:**

A delegation from the City of Airdrie attended the June 13, 2024, Board meeting to share details of the construction of a turf field located at the Ed Eggerer Athletic Park. Project expected costs are approximately 6.6 million. The project has an artificial turf, as well as sport field lighting to extend playable hours, an enhanced press/coach's box, and equipment storage facilities.

Bert Church High School and all other schools would receive daytime use under an expanded reciprocal agreement giving the high schools in Airdrie a similar experience and opportunity to those students in the Langdon area and Cochrane.

The City is seeking \$600,000 in financial support which equates to 13% of the projected cost. The County of Rocky View provided a \$277,000 contribution for the field through their Community Recreation and Culture Funding Grant.

**Current Status:**

The turf field project completed construction September 2024 and reopened for use.

Consideration on what type of contribution RVS can make to the Airdrie Turf field could take a couple of approaches.

First option would be a one-time capital contribution, the benefit of a one-time contribution is there would not be any potential future requirements to have schools access the turf field. There will most likely be the potential where the City of Airdrie will require a future commitment to replenish and resurface the turf field.

The second option could be a capital contribution that would be paid over a certain period, allowing the Board to spread the cost over a number of years. This would spread out the commitment and put less pressure on our cash flow and operating/capital reserves.

One for the first decisions the Board needs to make is whether it wants to contribute funds to the City of Airdrie project. No commitment was made by RVS in advance of the City of Airdrie undertaking the project.

If a contribution is to be made, the next decision is how much does the Board wish to contribute. The City of Airdrie requested \$600,000. During questioning of the delegation, it appeared that the City of Airdrie would appreciate any contribution from RVS including contributions spread out over time. When considering the amount of contribution, some may want to compare to the recent turf field project at Cochrane High where RVS contributed (including in-kind contributions) about \$230,000.

# DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

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Another comparison could be Horseshoe Crossing High School where RVS will be investing about \$1.3 million of cash-in-lieu from Rocky View County and \$500,000 of RVS funds into a turf field.

If the Board decided to contribute, potential sources of funds could include:

- 1) Contribution from Operations Departmental operating budget. The mortgage on the Education Centre payment terms is biannual in the amount of \$186,671. For 2024/25 school year there is only one payment remaining with the budget already committed. For 2025/26 school year we can utilize either the full annual amount of \$373,342 or the \$186,671 biannual amount if we propose paying over time. The Operations department is one department that operates quite lean with numerous projects that require attention including repairs to the Education Centre roof soon.
- 2) RVS operating reserves – projected operating reserve balance is \$5.6-5.9 million as of August 2025 (0.9% compared to operating budget not counting transportation). If these reserves are used, then the new balance would be projected to be as low as \$5.3 million as of August 2025. Funds would be from system administration reserve which would drop from the projected balance of \$1.4 million to as low as \$800,000 depending on the contribution.
- 3) Additional grant monies from Ab Ed announced in July 2024. After Board approved distribution of the additional funds, there remains approximately \$990,000 held in contingency and not committed for a specific purpose.
- 4) RVS capital reserves – current balance is nil but with the sale of lands in Horse Creek Recreation area to the Town of Cochrane should generate \$1.575 million in new capital funds some of which could be used for this turf field project minus the \$500,000 committed to Horseshoe Crossing High School turf project. There are future cash requirements to come from this fund to finalize the development of the Airdrie high school site at Southwinds which may not be sufficient based on the projected future cash flow requirements.
- 5) Employee benefit reserves – current balance is \$6.8 million. A portion of these operating funds will become available in the 2024/25 school year as we have fully transitioned to ASEBP for our benefits. The majority of these funds will need to be retained for future benefit costs but approximately \$1.6 million should become available to RVS to use as we see fit.
- 6) Use income generated annually from interest earned on investment to make 1/10<sup>th</sup> of the contribution annually for 10 years. These interest payments go into general revenue in most cases, but some is held for endowment payments. In the 2024/25 budget administration projected earning \$750,000.

Administration believes that a one-time contribution would be appropriate and would recommend that a \$300,000 contribution be made. First choice for funding source would be funds released from the benefits reserve with second choice being from system administration reserves.

# DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

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## **Alternatives:**

### **Alternative I:**

The Board of Trustees contributes a one-time contribution of \$300,000 to City of Airdrie for the Airdrie Turf Field with funds coming from employee benefit reserves.

### **Alternative II:**

The Board of Trustees contributes a one-time contribution of \$300,000 to City of Airdrie for the Airdrie Turf Field with funds coming from the system administration operating reserve.

### **Alternative III:**

The Board of Trustees contributes a one-time contribution of \$300,000 to City of Airdrie for the Airdrie Turf Field with funds coming from the Alberta Education funding adjustment from July 2024.

### **Alternative IV:**

The Board of Trustees contributes a one-time contribution of \$300,000 to City of Airdrie for the Airdrie Turf Field with funds coming from the sale of Horsecreek Sports Park lands in Cochrane.

### **Alternative V:**

The Board of Trustees contributes a one-time contribution of \$300,000 to City of Airdrie for the Airdrie Turf Field paid over multiple payments from funds formerly required to pay the Education Centre mortgage.

### **Alternative VI:**

The Board of Trustees contributes over 10 years a total of \$300,000 to City of Airdrie for the Airdrie Turf Field with funds coming from interest earned.

### **Alternative VII:**

The Board of Trustees contributes a one-time contribution of \$\_\_\_\_\_ to City of Airdrie for the Airdrie Turf Field with funds coming from \_\_\_\_\_.

### **Alternative VIII:**

The Board of Trustees refers Airdrie Turf Field Project Funding Request to the Board Planning Committee for further review.

### **Recommendation:**

The Board of Trustees contributes a one-time contribution of \$300,000 to City of Airdrie for the Airdrie Turf Field with funds coming from employee benefit reserves.

# Artificial Turf Sports Field

Partnering to support RVS students



Natural play surface at Ed Eggerer Athletic Park

**Project cost:** \$6.5MM

**Funding request:** \$600,000

**Status:** Construction has begun.  
Estimated completion Q3 2024.

## About the artificial turf field project

This project will see the construction of a much-needed artificial turf field for varsity sport teams and community use, offering a safer playing surface and increased opportunities for sport development. The turf field will be constructed at the Ed Eggerer Athletic Park near Bert Church High School in Airdrie and include an artificial turf field as well as, sport field lighting to extend playable hours, an enhanced press/coach's box, and equipment storage facilities.

The City of Airdrie has allocated funding to cover the majority of costs to deliver this amenity and is seeking contribution partnerships similar to other turf field projects recently completed in the region.

## Direct benefits for Rocky View Schools

- Significant cost savings compared with the other artificial turf sites (ex. \$1.1 million in Langdon) as the school board is required to invest less capital, does not need to budget for annual operations, maintenance, or lifecycle replacement.
- BCBS and all other schools would receive daytime use under an expanded reciprocal agreement – giving the high schools in Airdrie a similar experience and opportunity to those students in the Langdon area and Cochrane.
- Ed Eggerer Athletic Park with artificial turf would become the premier field of RVS varsity and playoff use as it includes seating of up to 1,000, night-time lighting, full press/coaches box, and connection to the larger Genesis Place for concessions, washrooms, etc.

## A partnership with good value for Rocky View Schools

COA assumes operational and life cycle responsibilities.



Fulfills a RVS varsity playoff requirement for a home artificial turf.

Increased and diverse sport opportunities for RVS students.



**12,904**

RVS student in Airdrie  
(350-500 new students/year)

**100k**

Population by 2030  
Fastest growing city in Alberta

**50%**

of all new RVS students  
are in Airdrie (2023/24)

Partnering to support RVS students



Turf field at Bow Valley High School

**Current use of Ed Eggerer Athletic Park by Rocky View Schools sees nearly 10,000 visits per season.**

Approximately 20 varsity games annually, practices, track and field events, and other special event activity days.

## Increased sport opportunities and safety for students

Airdrie is an active community with high participation rates in organized sports. This field will accommodate football, soccer, rugby, field hockey and other school activities.

An artificial turf field provides between 438 – 615 of additional prime time hours per year compared to a natural surface field. The addition of this facility significantly increases playable hours, allowing more students to participate in a larger number of recreation activities.

User preference for artificial turf is often related to consistency and reliability, but an artificial turf field could result in 43% fewer ACL injuries, 25% less long-term injuries, a 27% reduction in severe injuries, and 44% fewer concussion injuries within just the football community alone. Long term, increased safety for players is a critical component of this project.

## Community and connection

Up to 13,000 students in Airdrie stand to use the field through their varsity, intramural, and activity days at Genesis Place and Ed Eggerer Athletic Park. Varsity sporting events are well-attended by the school community and general public. An artificial turf field would provide local teams the opportunity to host and participate in larger tournaments and championship events, with a home field advantage. The artificial turf in Airdrie will be the only such field serving the north central school zone with use feeding in from Airdrie and area.



Turf field at Cochrane High School

# Artificial Turf – Contribution Request

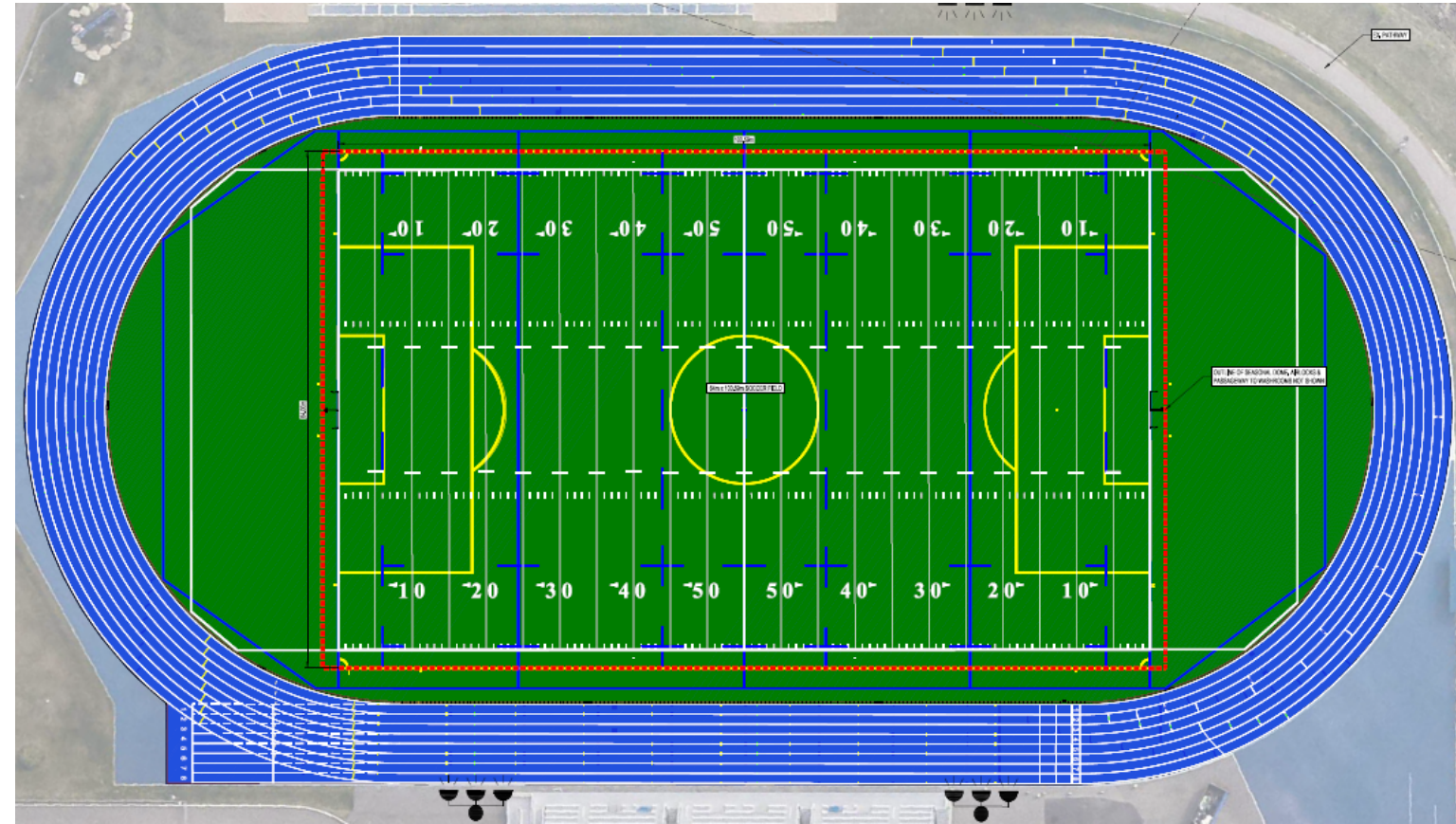
*Ed Eggerer Athletic Park*

# Background

CITY OF AIRDRIE

## ARTIFICIAL TURF SPORTSFIELD FEASIBILITY STUDY

JANUARY 2021



# Ed Eggerer Athletic Park

- Existing bleachers, parking, dressing rooms, and washrooms.
- Connection into Genesis Place with staffing support and other amenities.
- Ability to expand press box.
- Easy access and central to region.





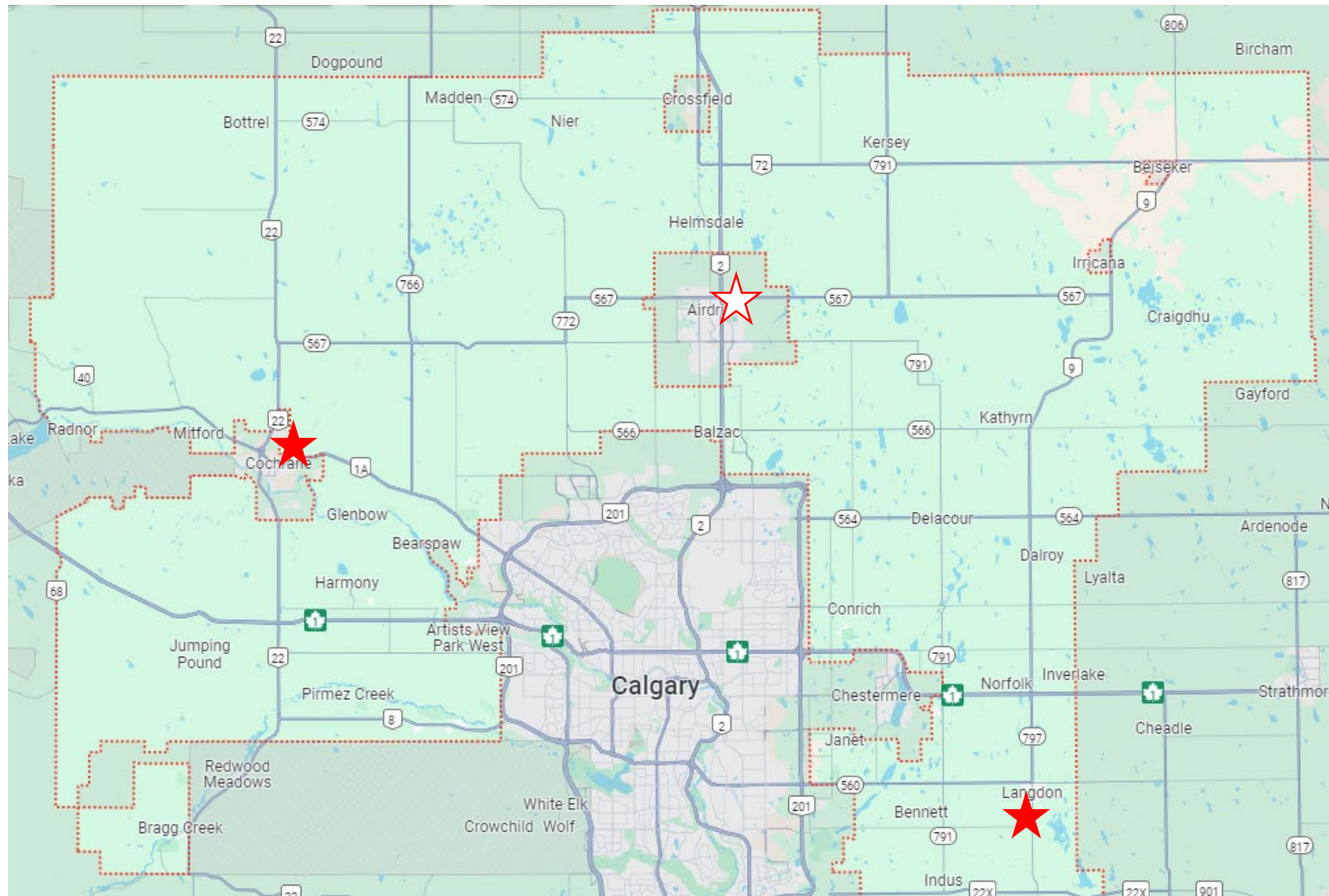
# Benefits

- Accommodates football, soccer, lacrosse, field hockey, and school activities.
- Up to 615 additional hours of prime-time use.
- 25% reduction in injuries and 44% fewer concussions.
- Lighting for evening and night games.
- Ability to host tournament and championship games.



# Direct RVS Benefit

- Capital savings compared with other artificial turf sites (~\$1.1 million in Langdon).
- COA assumes all operational and lifecycle responsibilities.
- Fulfills ASAA requirements for playoff games.
- BCHS and all other schools receive daytime use under expanded reciprocal agreement.
- ~13,000 students have access per year.

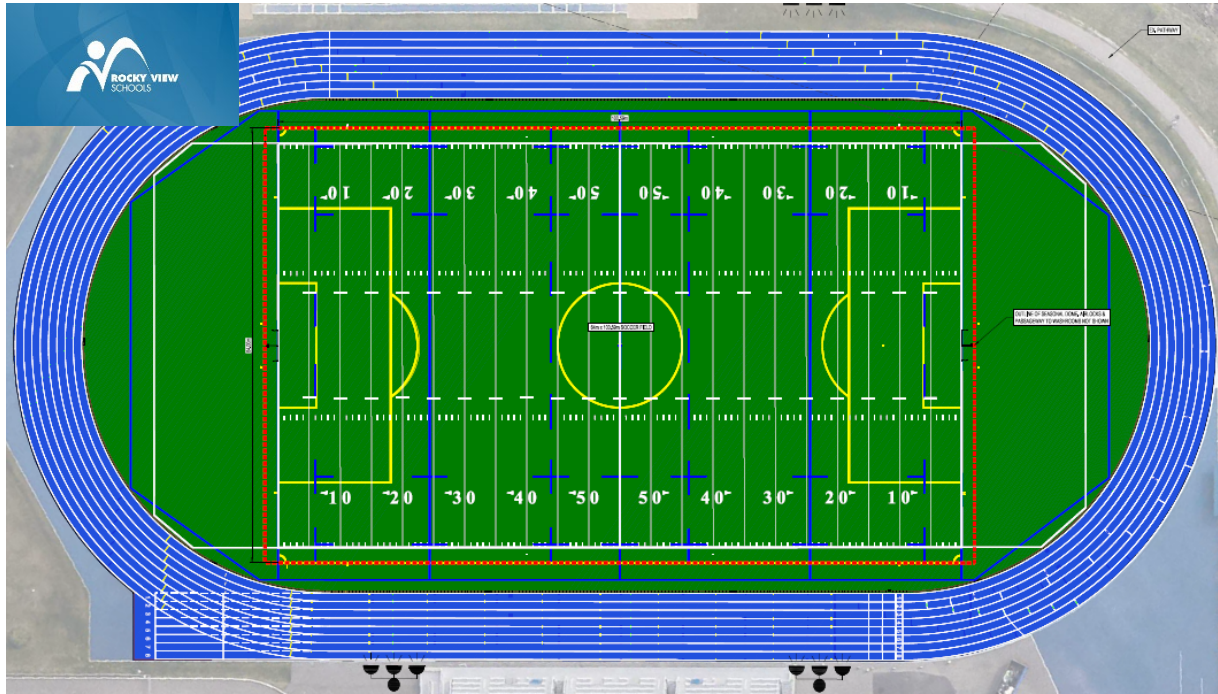


# Support:

- City of Airdrie currently supporting project with budget of \$4.6+ million for construction.
- Original infrastructure of Athletic Park carried fully by the City of Airdrie in 2008.
- Seeking \$600,000 (13%) as a contribution. Equal to contribution request of RVC (mirroring Cochrane project).

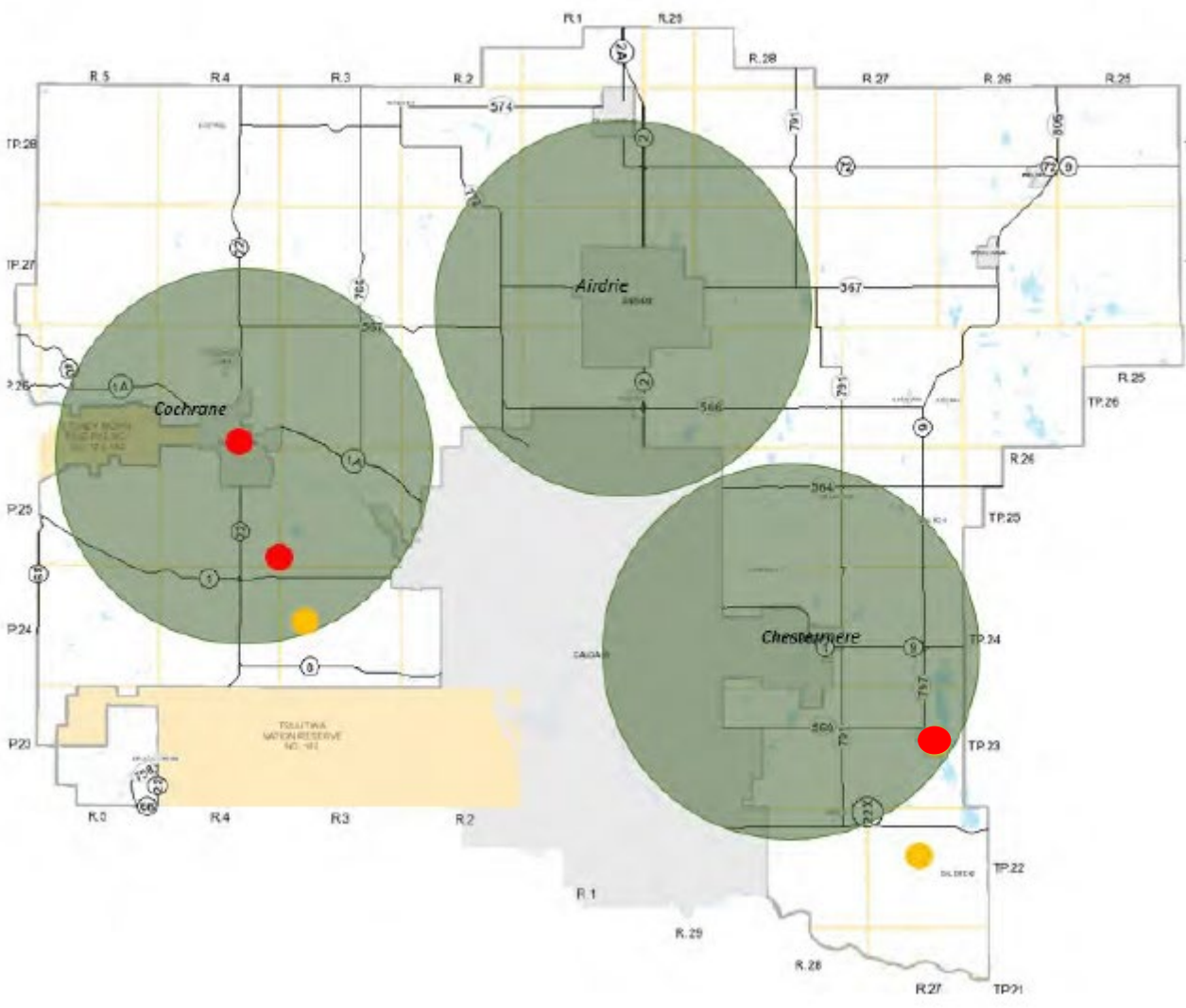


# City of Airdrie Request of Rocky View Schools



1. Rocky View Schools direct the contribution of \$600,000 to the City of Airdrie towards the Artificial Turf Project at the Ed Eggerer Athletic Park.

City of Airdrie to recognize contribution through prominent signage, stakeholder celebrations, and continued top priority allocation to RVC varsity and intramural uses.





# DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: THE POLICY COMMITTEE

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**Item:** Policy 20 Inclement Weather

**Date of Meeting:** January 9, 2025

**Background:**

As part of the Policy Committee's mandate to review each policy at least once during the term of the elected trustees, Policy 20 Inclement Weather was recently reviewed by the committee.

This policy was last reviewed in September 2020.

**Current Status:**

Highlights of edits include:

- Added the words "or adjusted" in item 2.1 which is current practice - School bus routes may be cancelled or adjusted due to inclement weather if the safety of students is at risk.
- Removed specific reference to Bus Status (by Box Clever) app which we are phasing out and replacing with a new product.

**Alternative I**

The Board approves the proposed Policy 20 Inclement Weather as presented.

**Alternative II**

The Board approves the proposed Policy 20 Inclement Weather as amended.

**Alternative III**

The Board refers Policy 20 Inclement Weather to the Board Planning Committee for further review.

**Alternative IV**

The Board refers Policy 20 Inclement Weather to the Policy Committee for further review.

**Recommendation:**

The Board approves the proposed Policy 20 Inclement Weather as presented.

## **BACKGROUND**

The Board believes that it is important for schools to remain open and in operation when at all possible. Closures of schools due to inclement weather are necessitated only when the safety and well-being of students and staff are threatened.

Parents/guardians have the responsibility of determining whether to send their student(s) to school on days when weather conditions are a factor.

## **GUIDELINES**

### **1. Schools**

- 1.1. Schools may be closed due to inclement weather if the safety of students and staff are at risk.
- 1.2. The decision to close schools due to inclement weather requires careful deliberation and is based on a thorough analysis of all relevant factors, including but not limited to:
  - 1.2.1. Current and forecasted temperature and wind chill;
  - 1.2.2. Information on road conditions from Alberta Transportation;
  - 1.2.3. Amount of snow and ice;
  - 1.2.4. Geographical location in the division; and
  - 1.2.5. School building constructions.
- 1.3. The decision to close one or more schools, will be made by 5:30 a.m. by the Superintendent or designate after consultation with designated Principals and Trustees.
- 1.4. Once students are being conveyed to school, the school will not close until regular dismissal time.

### **2. School Bus Transportation**

- 2.1. School bus routes may be cancelled due to inclement weather if the safety of students is at risk.
- 2.2. School buses do not typically run on mornings when the temperature in an area is at or lower than -40 degrees Celsius without the wind chill.
- 2.3. When weather conditions are so inclement, or road conditions so hazardous, as to constitute a risk to the students being transported, a bus route or routes may be cancelled by the Superintendent or designate.
- 2.4. The cancellation of school bus transportation does not necessarily mean that schools are closed.

### **3. Communication**

- 3.1. When schools are closed and/or buses are cancelled due to the above conditions, families and media will be informed by 6 a.m.
- 3.2. Any school closure and/or bus route cancellation will be available by 6 a.m. on the division's website or on the division's bus status app – Bus Status (by Box Clever).

- 3.3. Each school must communicate their emergency contingency plan related to inclement weather, with students, staff and parents/guardians on an annual basis.

CURRENT

**Legal Reference:**

- Section 11,33,52,53,60,196,197,222 Education Act





## POLICY 20 INCLEMENT WEATHER

Approved: 2020 09 24

### BACKGROUND

The Board believes that it is important for schools to remain open and in operation when at all possible. Closures of schools due to inclement weather are necessitated only when the safety and well-being of students and staff are threatened.

Parents/guardians have the responsibility of determining whether to send their student(s) to school on days when weather conditions are a factor.

### GUIDELINES

#### 1. Schools

- 1.1. Schools may be closed due to inclement weather if the safety of students and staff are at risk.
- 1.2. The decision to close schools due to inclement weather requires careful deliberation and is based on a thorough analysis of all relevant factors, including but not limited to:
  - 1.2.1. Current and forecasted temperature and wind chill;
  - 1.2.2. Information on road conditions from Alberta Transportation;
  - 1.2.3. Amount of snow and ice;
  - 1.2.4. Geographical location in the division; and
  - 1.2.5. School building constructions.
- 1.3. The decision to close one or more schools, will be made by 5:30 a.m. by the Superintendent or designate after consultation with designated Principals and Trustees.
- 1.4. Once students are being conveyed to school, the school will not close until regular dismissal time.

#### 2. School Bus Transportation

- 2.1. School bus routes may be cancelled or adjusted due to inclement weather if the safety of students is at risk.
- 2.2. School buses do not typically run on mornings when the temperature in an area is at or lower than -40 degrees Celsius without the wind chill.
- 2.3. When weather conditions are so inclement, or road conditions so hazardous, as to constitute a risk to the students being transported, a bus route or routes may be cancelled by the Superintendent or designate.
- 2.4. The cancellation of school bus transportation does not necessarily mean that schools are closed.

#### 3. Communication

- 3.1. When schools are closed and/or buses are cancelled due to the above conditions, families and media will be informed by 6 a.m.
- 3.2. Any school closure and/or bus route cancellation will be available by 6 a.m. on the division's website or on the division's bus status app.

Deleted: – Bus Status (by Box Clever)



**POLICY 20  
INCLEMENT WEATHER**

Approved: 2020 09 24

3.3. Each school must communicate their emergency contingency plan related to inclement weather, with students, staff and parents/guardians on an annual basis.

DRAFT

**Legal Reference:**

- Section 11,33,52,53,60,196,197,222 Education Act



# DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: THE POLICY COMMITTEE

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**Item:** Policy 25 Community Engagement and Assurance

**Date of Meeting:** January 9, 2025

**Background:**

As part of the Policy Committee's mandate to review each policy at least once during the term of the elected trustees, Policy 25 Community Engagement and Assurance was recently reviewed by the committee.

This policy was last reviewed in April 2021.

**Current Status:**

Highlights of edits include:

- Remove the term stakeholder as the phrase stakeholder has a colonial context and can have negative connotations to many Indigenous Peoples.
- Used previous description of who constitutes stakeholders in the policy rather than the term stakeholder.
- Removed definitions section as it was felt they were not required.

**Alternative I**

The Board approves the proposed Policy 25 Community Engagement and Assurance as presented.

**Alternative II**

The Board approves the proposed Policy 25 Community Engagement and Assurance as amended.

**Alternative III**

The Board refers Policy 25 Community Engagement and Assurance to the Board Planning Committee for further review.

**Alternative IV**

The Board refers Policy 25 Community Engagement and Assurance to the Policy Committee for further review.

**Recommendation:**

The Board approves the proposed Policy 25 Community Engagement and Assurance as presented.

## BACKGROUND

The Board believes education is a shared responsibility that requires engagement, collaboration, and strong partnerships with all stakeholders. This ensures a system that is responsive to the needs of the community in order to deliver the best outcomes for students.

The Board also believes that assurance is achieved through community engagement and by creating and sustaining a culture of continuous improvement and collective responsibility. Assurance occurs when stakeholders have trust and confidence that system leaders are responsive to meeting the needs of students and that they are fulfilling their responsibilities to achieve student success.

## DEFINITIONS

- Community:** All stakeholders who have an interest in student success.
- Engagement:** A process by which the values, needs and concerns of the community are considered in decision-making.
- Assurance:** Enhancing public trust and confidence that the education system is meeting the needs of students and that students are successful.
- Stakeholders:** Parents, students, staff, electors, and the community, including municipalities and the local business community.

## GUIDELINES

1. All stakeholders play a major role in fostering an atmosphere of collaboration and a shared vision for student success.
2. Engagement opportunities will be provided as appropriate to parents, students, staff school councils and the wider community.
3. Various engagement strategies will be deployed allowing for differing levels of public involvement and decision making – informing, consulting, involving, collaborating, and empowering (see Appendix A).
4. Information will be shared with parents, students, staff, and school councils, and made available to the wider community, to enable them to offer input into policies, process and actions of schools and the division.
5. Communication will be ongoing and will be respectful and collaborative in nature and action.
6. All consultations will have an emphasis on student success, transparency, and accountability.

**Legal Reference:**

- Sections 33, 53, 55 and 67 Education Act
- Funding Manual for School Authorities
- School Councils Regulation
- International Association of Public Participation

**APPENDIX A - COMMUNITY ENGAGEMENT**

There are five distinct levels of community participation in the engagement process. The Board will determine the level of engagement based on the following:

<b>Level</b>	<b>Aim</b>	<b>Pledge</b>
1. Inform	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	RVS will keep stakeholders informed.
2. Consult	To obtain public feedback on analysis, alternatives, and/or decisions.	RVS will keep stakeholders informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.
3. Involve	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	RVS will work with stakeholders to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.
4. Collaborate	To partner with the public in each aspect of the decision, including the development of alternatives and identification delegated to the public.	RVS will look to stakeholders for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.
5. Empower	To place final decision-making in the hands of the public.	RVS will implement what stakeholders decide.

\*\*Based on International Association of Public Participation (IAP2) model



## POLICY 25 COMMUNITY ENGAGEMENT AND ASSURANCE

Approved: 2021 04 01

### BACKGROUND

The Board believes education is a shared responsibility that requires engagement, collaboration, and strong partnerships. This ensures a system that is responsive to the needs of the community in order to deliver the best outcomes for students.

The Board also believes that assurance is achieved through community engagement and by creating and sustaining a culture of continuous improvement and collective responsibility. Assurance occurs when there is trust and confidence that system leaders are responsive to meeting the needs of students and that they are fulfilling their responsibilities to achieve student success.

### GUIDELINES

1. Parents, students, staff, electors, municipalities, businesses within the service area of Rocky View Schools play a role in fostering an atmosphere of collaboration and a shared vision for student success.
2. Board engagement opportunities will be provided as deemed appropriate,
3. Various engagement strategies will be deployed allowing for differing levels of public involvement and decision making – informing, consulting, involving, collaborating, and empowering (see Appendix A).
4. Information will be shared with parents, students, staff, and school councils, and made available to the wider community, to enable them to offer input into policies, process and actions of schools and the division.
5. Communication will be ongoing and will be respectful and collaborative in nature and action.
6. All consultations will have an emphasis on student success, transparency, and accountability.

#### Legal Reference:

- Sections 33, 53, 55 and 67 Education Act
- Funding Manual for School Authorities
- School Councils Regulation
- International Association of Public Participation

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**Community:** → All stakeholders who have an interest in student success.

**Engagement:** → A process by which the values, needs and concerns of the community are considered in decision-making.

**Assurance:** → Enhancing public trust and confidence that the education system is meeting the needs of students and that students are successful.

**Stakeholders:** → Parents, students, staff, electors, and the community, including municipalities and the local business community.

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**POLICY 25  
COMMUNITY ENGAGEMENT AND ASSURANCE**

Approved: 2021 04 01

**APPENDIX A - COMMUNITY ENGAGEMENT**

There are five distinct levels of community participation in the engagement process. The Board will determine the level of engagement based on the following:

Level	Aim	Pledge
1. Inform	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	RVS will keep <del>the community</del> , informed.
2. Consult	To obtain public feedback on analysis, alternatives, and/or decisions.	RVS will keep <del>the community</del> , informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.
3. Involve	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	RVS will work with <del>the community</del> , to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.
4. Collaborate	To partner with the public in each aspect of the decision, including the development of alternatives and identification delegated to the public.	RVS will look to <del>the community</del> , for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.
5. Empower	To place final decision-making in the hands of the public.	RVS will implement what <del>the community</del> decides.

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\*\*Based on International Association of Public Participation (IAP2) model



# DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: THE POLICY COMMITTEE

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**Item:** Policy 28 Trustee Communication with Stakeholders

**Date of Meeting:** January 9, 2025

**Background:**

As part of the Policy Committee's mandate to review each policy at least once during the term of the elected trustees, Policy 28 Trustee Communication with Stakeholders was recently reviewed by the committee.

This policy was last reviewed in June 2020.

**Current Status:**

Highlights of edits include:

- Remove the term stakeholder and replace throughout the document as the phrase stakeholder has a colonial context and can have negative connotations to many Indigenous Peoples. Use the phrase The public which the policy committee felt was the appropriate term for this specific policy.
- Renaming the policy from Policy 28 Trustee Communication with Stakeholders to Policy 28 Trustee Communication with The Public

**Alternative I**

The Board approves the proposed Policy 28 Trustee Communication with The Public as presented.

**Alternative II**

The Board approves the proposed Policy 28 Trustee Communication with The Public as amended.

**Alternative III**

The Board refers Policy 28 Trustee Communication with The Public to the Board Planning Committee for further review.

**Alternative IV**

The Board refers Policy 28 Trustee Communication with The Public to the Policy Committee for further review.

**Recommendation:**

The Board approves the proposed Policy 28 Trustee Communication with The Public as presented.



## **BACKGROUND**

The Board values the sharing of information to stakeholders in an effort to inform and support communities. To provide enhanced transparency, trustees are encouraged to reach out and engage stakeholders. Having well-developed communication guidelines support individual trustees to connect and engage with stakeholders.

## **GUIDELINES**

1. Trustees can engage the public through a variety of communication methods, understanding that all communications and interactions must reflect the principles of the Trustee Code of Conduct.
2. Trustees are encouraged to share divisional information, key messages, Board advocacy priorities, exemplary practices, and highlight student achievement and learning.
3. Trustees can provide facts and direct stakeholders to the best source of information. If sharing opinion, caution must be exercised as perception could be that the opinion shared is supported by the Board.
4. Where practical, Board positions will be established in advance and key messages will be developed to assist trustees when they engage with stakeholders.
5. Where matters are newly emerging, potentially harmful and / or involving other levels of government or elected officials, trustees will consult with the Board Chair.
6. Trustees will use discretion when sharing and/or promoting non-divisional events and organizations.
7. Trustees will adhere to all privacy and copyright legislation and regulations.

### **Legal Reference:**

- Section 33, 52, 53, 55, 67, 68, 196, 197, 204, 222, 225, 256 Education Act



# POLICY 28 TRUSTEE COMMUNICATION WITH THE PUBLIC

Approved: 2020 06 18

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## BACKGROUND

The Board values the sharing of information in an effort to inform and support communities. To provide enhanced transparency, accountability and assurance, trustees are encouraged to reach out and engage with the public. Well-developed communication guidelines support trustees to connect and engage with the public.

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## GUIDELINES

- Trustees can engage the public through a variety of communication methods, understanding that all communications and interactions must reflect the principles of the Trustee Code of Conduct.
- Trustees are encouraged to share divisional information, key messages, Board advocacy priorities, exemplary practices, and highlight student achievement and learning.
- Trustees can provide facts and direct the public to the best source of information. If sharing opinion, caution must be exercised as perception could be that the opinion shared is supported by the Board.
- Where practical, Board positions will be established in advance and key messages will be developed to assist trustees when they engage with the public.
- Where matters are newly emerging, potentially harmful and/or involving other levels of government or elected officials, trustees will consult with the Board Chair.
- Trustees will use discretion when sharing and/or promoting non-divisional events and organizations.
- Trustees will adhere to all privacy and copyright legislation and regulations.

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## Legal Reference:

- Section 33, 52, 53, 55, 67, 68, 196, 197, 204, 222, 225, 256 Education Act
- Board Policy 2 - Role of the Board
- Board Policy 3 - Role of the Trustee
- Board Policy 4 - Trustee Code of Conduct
- Board Policy 5 - Role of the Board Chair

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