



## REGULAR MEETING OF THE BOARD OF TRUSTEES

RVS EDUCATION CENTRE  
2651 CHINOOK WINDS DR. SW

AIRDRIE, AB

**NOVEMBER 19, 2020**

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

### AGENDA

1. Call to Order
2. Approval of Agenda
3. In Camera Meeting
4. Motions Arising from In Camera
5. Approval of Minutes
  - a) Regular Board Meeting – November 5, 2020
6. Exemplary Practice/Student Showcase
7. Superintendent's Report
8. Chair's Report/Correspondence
9. Committee Reports
  - a) School Councils
  - b) Planning
  - c) Other
10. Trustee Reports
11. New Business
12. Adjournment

This unofficial agenda is subject to change and is not *official* until approved at the Board meeting.



# STUDENT SHOWCASE

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

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**Date of Meeting:** November 19, 2020

**Showcase Name:** Mental Health Out Loud Art Contest – Mental Health Capacity Building (AHS), Stepping Stones To Mental Health

**Teacher(s):** Jodi Neetz  
Allison Salazar

**Student Presenter(s) and Grade(s) (if applicable):** Mackenzie Cox, Grade 12 (graduated last year)

## **Project Description**

At Rocky View Schools (RVS), we believe that a child’s mental wellness is critical to their growth and learning development. This past spring, Gr. 9 – 12 students were invited to participate in the Mental Health Out Loud Art Contest aimed at reducing stigma around mental illness and encouraging people to maintain their own mental health and support others. Students were asked to submit an original piece of art that represented their vision and experience of mental health and mental illness. The winning artwork is made into posters in the fall and distributed throughout Rocky View County communities to help promote awareness and normalize mental illness.

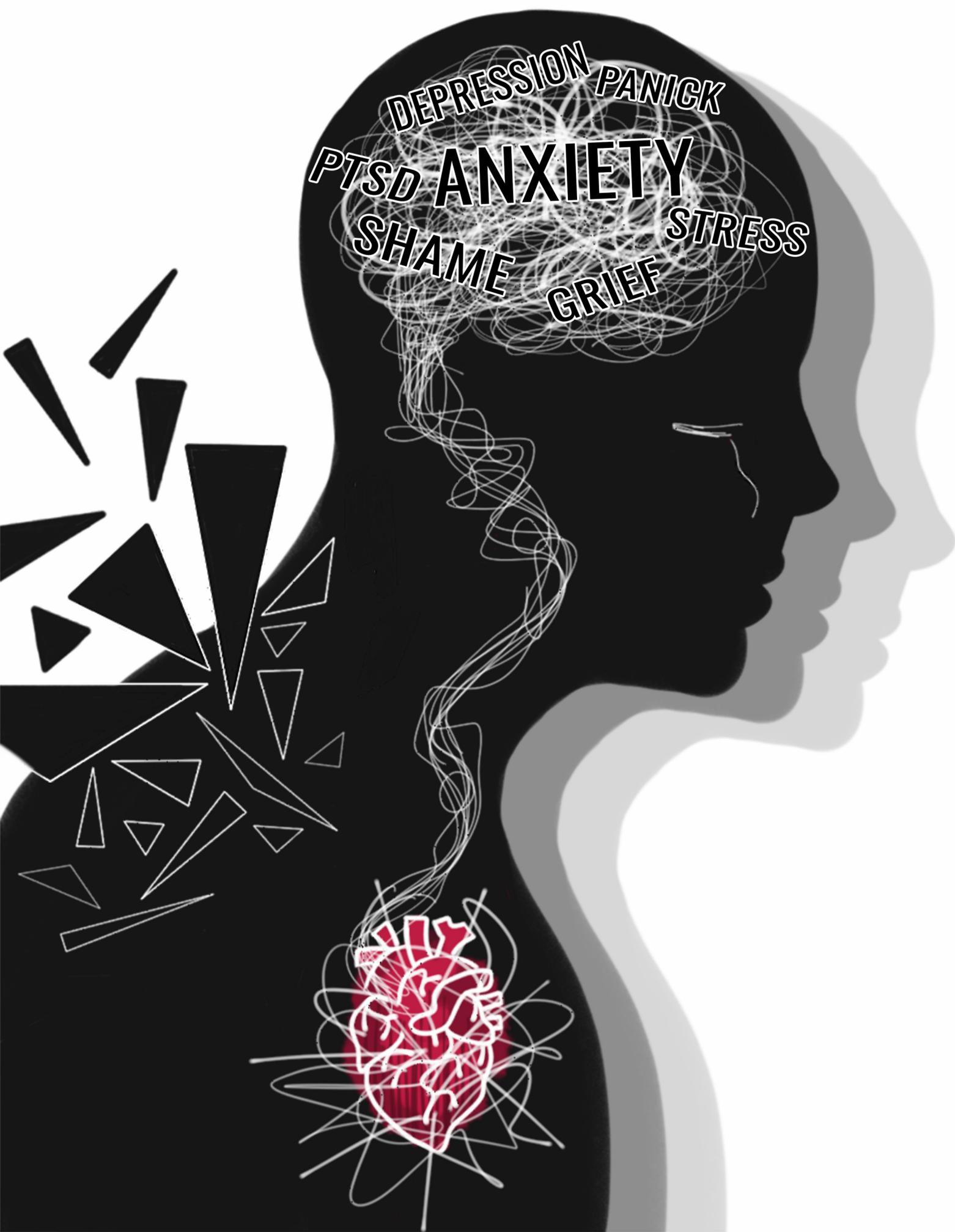
Through the contest, students explore personal resiliency skills and analyze the dimensions of health and their interrelatedness, the impact of the determinants of health and the dynamic nature of balance in life. Choosing to participate in the contest by taking the initiative and time to create pieces that visualize the impact of mental illness is a statement of the importance of mental health. The artwork sends clear messages about how students feel about mental health.

Grade 12 W.H. Croxford High student Mackenzie Cox was announced the official winner, with her entry “There is Hope.”

## **Student Quote:**

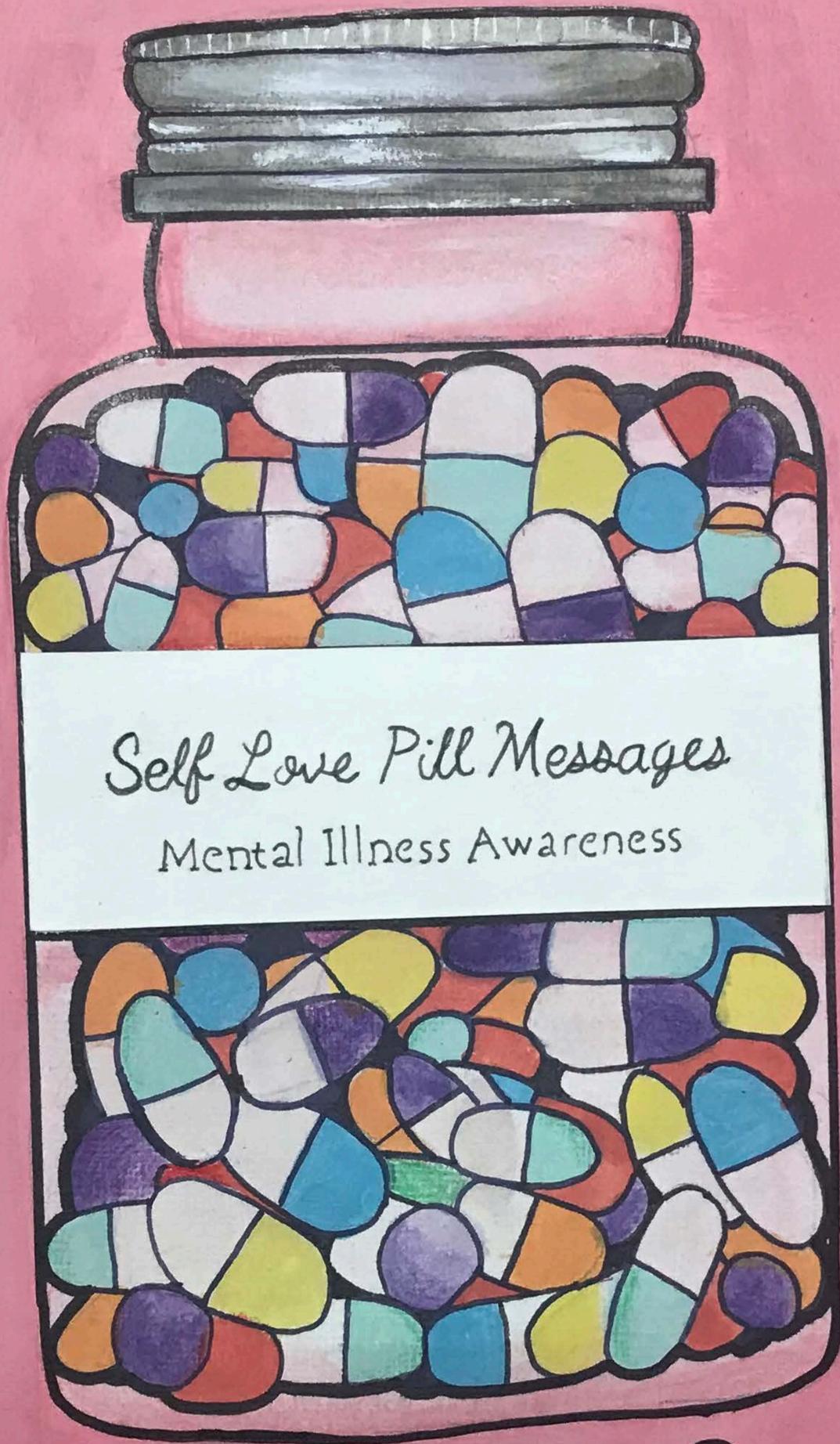
“Being given a label/diagnosis can sometimes force us to accept that there is no hope left for us to fight back against the stigmas associated with those labels. But even when our brain tells us there is no hope our hearts can. There is hope even when your brain tells you there isn’t. “

THERE IS HOPE  
EVEN WHEN YOUR  
BRAIN TELLS YOU  
THERE ISN'T



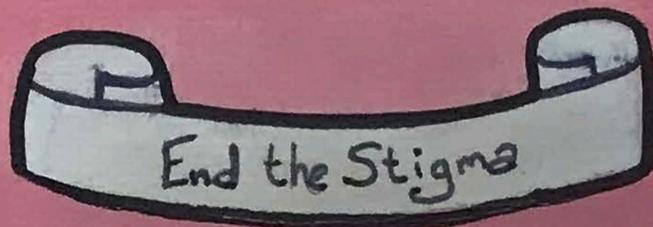
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9



Self Love Pill Messages

Mental Illness Awareness



End the Stigma



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

**NOVEMBER 19, 2020**

**AGENDA**

1. Annual Education Results Report
2. Four Year Plan Year 2 Approval

**ACTION**

Directive

Directive

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

Greg Luterbach  
Superintendent of Schools



# DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: SUPERINTENDENT OF SCHOOLS

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**Item:** 2019–2020 Annual Education Results Report

**Date of Meeting:** November 19, 2020

**Background:**

On November 28, 2019 the Board approved RVS' 2019-2023 Four Year Plan, Innovators by Design, as presented. In Rocky View Schools (RVS), we design learning so innovators...

**Connect to passions, interests and people**

RVS teachers understand students have an innate curiosity and eagerness to learn. By intentionally designing learning activities that connect students to what and who they care about, teachers expand learning beyond the classroom and support students in understanding why their learning matters and how it can make a difference. Along the way, students develop creative confidence, communication and social skills, and agency in their lives.

**Achieve their potential**

RVS teachers understand that not all students learn in the same way, at the same age, to the same performance level, in all areas of study. By designing classroom instruction to address students' personal learning styles and capabilities, students develop foundational skills and core competencies to acquire, create, connect, and communicate knowledge in a variety of contexts. In partnership with parents, teachers communicate high expectations, motivating students to expand their individual potential, pursue excellence and overcome challenges.

**Navigate successfully as global citizens**

RVS teachers understand students thrive in schools that care about the development of the whole child – physically, emotionally, socially and intellectually. Fostering learning environments that value student voice, opportunity, fairness, compassion, citizenship, choice and diversity, teachers instill a sense of belonging, building empathy, resilience and the desire in students to take an active role in their community, and work with others to make the planet more equal, fair, vibrant and sustainable.

In our Four Year Plan we established performance measures to help drive continuous improvement. These measures are a blend of local measures and provincial measures. It is these measures that we report on in the Annual Education Results Report.

In 2020, all boards must submit their Annual Education Results Report to Alberta Education by November 30.

**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.



# DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: SUPERINTENDENT OF SCHOOLS

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In the spring of 2020, the government announced a new Funding and Assurance Framework. While the funding aspects of the framework took centre stage in the report, the update from the former Accountability model to a new Assurance model across the province was important. RVS, since 2014/15, was working with a hand full of other jurisdictions as part of the pilot of the Assurance model and as the framework says, “The development of this model would not have been possible without the jurisdictions that participated in the Assurance Model Pilot, and I want to thank everyone who contributed to the foundational efforts upon which our current efforts are built.” The framework highlights the role of the AERR “as part of a continuous improvement cycle, 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).” The framework goes on to say, “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. School authorities are expected to actively engage with stakeholders to share results and report on progress toward achieving local priorities and meeting their responsibilities.”

The 2019/20 school year was impacted by the COVID-19 pandemic as jurisdictions across Alberta, the country, and globally navigated a unique and challenging time. The Government of Alberta mandated shifting to at-home learning on March 15, 2020, requiring RVS to quickly transition 25,000+ students and 2,500+ staff to learn and work remotely initiating emergency at-home learning across the jurisdiction. As a result, some data typically reported in the AERR is unavailable as noted throughout the report.

RVS believes students should have a voice in their education experience. We are committed to seeking feedback and input from our learners as demonstrated in the 16,000 student responses we received in the most recent survey reported in our 2018/19 AERR. To align with the jurisdiction’s updated goals in the Four-Year Plan, we felt it was appropriate to refresh the survey questions. The new survey was to be piloted with students last May. As a result of the impacts of COVID-19, the survey was not administered. The questions are included in the AERR for reference. RVS intends to proceed with the survey to measure student satisfaction in 2020/21.

Many new performance measures were included based on our new 4YP. We intentionally sought out data that not only is tied to the goals and outcomes but also is data that we already collect as part of our operations. Examples of some of these new measures include attendance data, use of digital portfolios, school-based achievement levels in English language arts and mathematics, and achievement of IPP goals. These additional local data sources are important as we tell our story and assure the public. We continue to look for additional local sources of meaningful data to help shape future efforts. We are excited to see the province indicate that they are building a tool to measure student engagement in their learning at school.

The format of the AERR continues our approach of a blend of storytelling and data. Where available, we include links to rich media resources to enhance the opportunity for readers to learn more. We attempt to highlight two or three efforts from the year which are related to the specific goals/outcomes. We follow those stories with the specific performance measures from our 4YP.

# DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: SUPERINTENDENT OF SCHOOLS

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Highlights from the data include:

- Very strong high school completion rates in RVS including indigenous learners. We need to continue to work to reduce the difference between completion rates of indigenous learners and their non-indigenous peers.
- We are proud of our track record of maintaining one of the lowest dropout rates in the province (1.6%). At 2.9%, RVS indigenous student drop-out rates are about half of the provincial average of 5.5%.
- A small representative sample of students with Individual Program Plans was reviewed to assess how successfully they met their overall goals. RVS was pleased that 94% of this student segment met 100% of their goals.
- Both parents and teachers expressed increased satisfaction with the level of parental involvement in decisions about their child's education. RVS is committed to engaging families and we are pleased with this upwards trend.
- Overall, stakeholders continue to express high levels of satisfaction with the quality of education RVS provides. This is especially evident among teachers as RVS is committed to offering quality professional learning opportunities within our various school communities.

One of the new requirements in AERs under the assurance model is a requirement to highlight partnerships. RVS values our partnerships with other school authorities, municipalities and community agencies to learn from each other, expand what we can offer students and families and to gain efficiencies in costs for those services and programs.

A new section we created this year is called "The Year Ahead". As the world around us evolves, RVS must keep pace to ensure our students are equipped with foundational knowledge, skills, experiences, and character traits they need to succeed as contributing adults. We are committed to continuous learning and finding opportunities to improve what we can offer our students, families, and staff. Based on what we learned from 2019/20, we are endeavouring to:

- Pilot, validate and implement the new student satisfaction survey focused specially on Four Year Plan goals (System Assurance)
- Adjust and implement parent/staff satisfaction survey to focus on Four Year Plan and other Alberta Education targets (System Assurance)
- Refine the School Playbook (school education plans) process and documentation (System Assurance)
- Continue to involve school administrators on various design teams and/or working groups to ensure school input and perspectives are considered in initiatives (System Assurance)
- Work to implement recommendations for math instruction across the jurisdiction (Goal 2/Outcome 1)
- Improve foundational knowledge of indigenous ways of knowing and being across the system (Goal 3/Outcome 1)
- Finalize Professional Learning and Instruction Design practice guides to build a more consistent RVS approach (Four Year Plan key strategies)
- Continue to support and increase implementation of items in the Inclusive Education Practice Guide (Four Year Plan key strategies)

# DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: SUPERINTENDENT OF SCHOOLS

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While the pandemic may negatively impact our ability to address all of these items, it is important that along with the specific goals, outcomes and strategies of our 4YP, we continue to look to improve and provide assurance to our communities.

**Alternative I:**

The Board of Trustees approves the 2019/20 Annual Education Results Report as presented and directs administration to make any technical edits to reflect the final approved audited financial statements on page 29 of the report and then submit the report to Alberta Education by Nov. 30, 2020.

**Alternative II:**

The Board of Trustees approves the 2019/20 Annual Education Results Report as amended and directs administration to make any technical edits to reflect the final approved audited financial statements on page 29 of the report and then submit the report to Alberta Education by Nov. 30, 2020.

**Alternative III:**

The Board of Trustees tables the 2019/20 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 2019/20 Annual Education Results Report as presented and directs administration to make any technical edits to reflect the final approved audited financial statements on page 29 of the report and then submit the report to Alberta Education by Nov. 30, 2020.

# I CAN

CONNECT • ACHIEVE • NAVIGATE

ANNUAL EDUCATION RESULTS REPORT 2019/20

ROCKY VIEW SCHOOLS

# ABOUT ROCKY VIEW SCHOOLS

**Mission** We engage all learners through meaningful and challenging experiences, preparing them to understand, adapt and successfully contribute to our changing global community.

**Vision** We inspire a love of learning and community, engaging learners for life.

## By the numbers



**25,300+**  
Students



**2,500+**  
Staff



**51**  
Schools

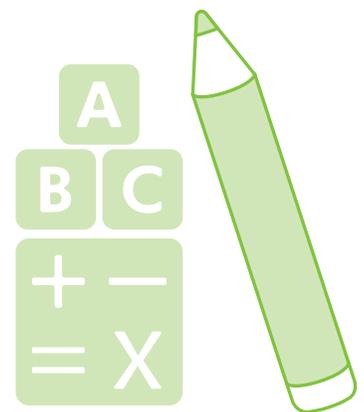
- 16** K – 6/7/8/9
- 12** Elementary Schools
- 8** Middle Schools
- 8** High Schools
- 3** Colony Schools
- 3** RVS Community Learning Centres
- 1** K – 12

## Where our schools are located



## What we offer\*

- Building Futures
- Christian Programming
- Community Learning Centres
- English Language Learning
- French Immersion
- Home Education
- Kindergarten
- Locally Developed Courses
- Mechanics Training Centre
- Off-campus Education
- Online Learning
- Preschool Intervention Programming
- Sports Academies
- The Farm



\* not all programs/courses are offered in all schools.



# ANNUAL EDUCATION RESULTS REPORT 2019/20

Rocky View Schools (RVS) is pleased to share with the public our 2019/20 Annual Education Results Report (AERR) reflecting [year one](#) of RVS' 2019-2023 Four-Year Plan. 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.

RVS is proud of the progress made to advance the practice of literacy and numeracy in schools last year. Essential to students' abilities to develop and grow as lifelong-learners, our literacy and numeracy leads worked closely with principals, teachers and specialists across the jurisdiction to provide tools and resources they can apply within their unique school setting.

Advancements were also made to support children, families, and school staff in the promotion of our students' mental wellbeing. RVS engages external and internal experts and resources to understand the most up-to-date research behind challenges to mental health. We apply this knowledge and devise strategies schools can use to support students experiencing a broad range of mental health concerns.

An exciting milestone was achieved last year. The Farm, designed to provide Gr. 9, 10 and 11 students with direct exposure to the agriculture industry as they achieve their curricular outcomes, successfully launched last September. This real-world experience expands on RVS' innovative programming by providing students a rare opportunity to learn about the business of agriculture on a fully functioning farm.

The 2019/20 school year was impacted by the COVID-19 pandemic as jurisdictions across Alberta, the country, and globally navigated a unique and challenging time. The Government of Alberta mandated shifting to at-home learning on March 15, 2020, requiring RVS to quickly transition 25,000+ students and 2,500+ staff to learn and work remotely initiating emergency at-home learning across the jurisdiction. As a result, some data typically reported in the AERR is unavailable as noted throughout the report.

As in previous AERRs, this report provides stakeholders with an overview of RVS' successes during the previous school year as well as audited financials and our forward-looking capital plan. 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. Questions and comments can be emailed to [rvs@rockyview.ab.ca](mailto:rvs@rockyview.ab.ca).

# 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 [2019/20 Annual Education Results Report](#) (AERR) is accessible through RVS' public website.

Due to the COVID-19 pandemic disruption to the 2019/20 school year including the government canceling Diploma Exams and Provincial Achievement Tests for the spring, some data is unavailable and omitted in the Three Year Trend Data for [APORI 2019/20 Pillar Results](#) available on our website.

Pursuant to section 32 of the *Public Interest Disclosure Act* (2013), no disclosures were received during the 2019/20 school year.

# ACCOUNTABILITY STATEMENT

The AERR for Rocky View Schools for the 2019/20 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 self-reliant, responsible, caring and contributing members of society.

This AERR for 2019/20 was approved by the Board on Nov. 19, 2020.



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)



Image taken prior to COVID-19

# CHAMPIONS OF PUBLIC EDUCATION

Rocky View Schools' (RVS) Board of Trustees are community members from all walks of life, elected by the community to provide thoughtful oversight of the public education system.

The community entrusts them with creating the conditions in which students and teachers can do their best work. They are asked to chart ambitious education and capital plans and to create budgets, then hold the superintendent responsible for turning their vision into reality.

As leaders, Trustees also are asked to model the type of real-world, problem-solving learning that permeates RVS. In other words, they model collaboration, teamwork and an innovator mindset.

Like RVS students do in their own work, Trustees begin with big questions: What learning outcomes are most important to students, parents, teachers, our local communities and provincial government? What conditions are required to foster innovation? What stands in the way of students achieving their potential and how can we move beyond these barriers?

To answer such questions, Trustees keep open doors and open minds, engaging in deliberate consultations and actively listening to a wide variety of stakeholder groups.

In crafting solutions, Trustees collaborate as they review and consider information from expert multiple sources. Exercising critical thinking, creativity and innovation, Trustees align direction, identify priorities, allocate resources and review performance, unifying efforts across the system towards achieving its goals. It is a tall order and few citizens put their names forward for the challenge.

What unites Trustees is a passion for community and a deeply held belief that the key to a bright future is to provide the best supports possible to the development and growth of our youngest citizens.

Trustees are champions of education willing to roll up their sleeves and work with all who share their commitment to providing the best possible education for every student in RVS.

 [See the Video!](#)



Image taken prior to COVID-19

# INNOVATORS BY DESIGN

## In Rocky View Schools, we believe...

Children are born innovators.

It's how they learn the tough stuff, like walking and talking, feeding themselves and tying shoes. They try a lot and fail a lot. Once they've learned to say the word why, they just won't stop – and at Rocky View Schools, we don't want them to.

Innovators ask a lot of questions and tackle problems that matter, to them, their families and their communities. They consult with expert sources and people, far beyond the classroom. They bounce possibilities off fellow students and teachers and spark ideas that just might work. They test their ideas in the real world. Trying, failing, asking more questions, redesigning, until they've earned success.

In the process, we work with families and communities to ensure students' basic needs are met and guide them to acquire and practice fundamental math, reading and science skills. They learn to value diversity, and build cultural understanding and the foundation for healthy relationships. They grow as critical thinkers, communicators and collaborators. And they develop self-reliance, empathy, resilience and perseverance.

In short, innovators accept the challenge of reaching their full potential. They are in demand

in every sector of society and most likely to succeed at any endeavour.

That's why at Rocky View Schools, the development of innovators happens by design.

- A design that engages students as co-designers of their learning, empowering them to follow their passions and challenging them to new heights.
- A design that moves beyond classroom walls to the natural world, building sites, farms, engineering firms, hospitals, zoos, museums and theatres.
- A design where students share what they learn, so when one learns, we all learn.
- A design that meets students where they are and supports them in the journey to where they need to and want to be.
- A design that supports and encourages teachers, administrators and support staff to be innovators themselves.

At Rocky View Schools, we know our students go on to change the world. As contributing adults, they'll bring their personal best to that important work.

 [See the Video!](#)



Image taken prior to COVID-19

# INNOVATORS CAN

## In Rocky View Schools (RVS), we design learning so innovators...

### **Connect** to passions, interests and people

RVS teachers understand students have an innate curiosity and eagerness to learn. By intentionally designing learning activities that connect students to what and who they care about, teachers expand learning beyond the classroom and support students in understanding why their learning matters and how it can make a difference. Along the way, students develop creative confidence, communication and social skills, and agency in their lives.

### **Achieve** their potential

RVS teachers understand that not all students learn in the same way, at the same age, to the same performance level, in all areas of study. By designing classroom instruction to address students' personal learning styles and capabilities, students develop foundational skills and core competencies to acquire, create, connect, and communicate knowledge in a variety of contexts. In partnership with parents, teachers communicate high expectations, motivating students to expand their individual potential, pursue excellence and overcome challenges.

### **Navigate** successfully as global citizens

RVS teachers understand students thrive in schools that care about the development of the whole child – physically, emotionally, socially and intellectually. Fostering learning environments that value student voice, opportunity, fairness, compassion, citizenship, choice and diversity, teachers instill a sense of belonging, building empathy, resilience and the desire in students to take an active role in their community, and work with others to make the planet more equal, fair, vibrant and sustainable.



# GOAL ONE

## Connect to passions, interests and people

### Outcomes:

- Students engage in real-world, hands-on learning experiences that matter to them.
- Students demonstrate ownership of their learning.

Rocky View Schools (RVS) believes students are more engaged and take greater ownership of their learning when they can connect it to their interests and experiences. For this reason, we are creative in our approach to teaching and seek new opportunities to help students explore their passions at school.

### The Farm

 [See the Video!](#)

Adding to the innovative programming offered through RVS, [The Farm](#) officially launched in [September of 2019](#) with classes held offsite until it was able to open its barn doors to students in February 2020. Similar in approach to the RVS [Building Futures](#) program, the Farm connects student interests directly to their studies while fostering innovation and entrepreneurship.

Students in Gr. 9, 10 and 11 achieve curricular outcomes through study and experiences on a fully functioning farm just outside of Airdrie. Throughout the school year, these students explore the world of agriculture through environmental research projects, raising small livestock and engaging in vegetable and grain production. Supported by community partners and teachers, students gain an understanding of how to operate, manage and market farm products, and an appreciation for the environmental impact and economic and social sustainability of agriculture.

While the school closures last March shortened the in-person experience, students stayed actively engaged with their teachers virtually and were eager to return to the Farm for the 2020/21 school year.



Image taken prior to COVID-19

## WILD Manachaban

 [See the Video!](#)

RVS is known for its innovative instructional practices that engage learners through meaningful and challenging experiences. Cochrane's Manachaban Middle School's [WILD Manachaban](#) is an excellent example of programming that prepares students to adapt and successfully contribute to a changing global community by taking them beyond the constraints of the traditional classroom and out into the WILD! An acronym for Wisdom, Inquiry, Learning and Doing, WILD Manachaban integrates the core curriculum with land-based learning and inquiry projects while re-connecting Gr. 8 students to nature and helping them get comfortable with living and being outside. The program aims to develop students' self-awareness, organizational skills and an appreciation for the wonders of nature and Indigenous aspects of nature preservation. Participants enjoyed many fun activities last year including a canoe trip and survival, winter, backpacking and climbing camps. Students also took day trips into the mountains to experience cross-country skiing, snowshoeing and climbing. Thanks to its innovative and impactful programming, WILD Manachaban was a [2020 Emerald Awards](#) recipient.

## Real-time Reporting (RTR)

For students to demonstrate ownership of their learning they need consistent feedback to be able to understand, reflect and devise strategies that will work best for them. RVS launched our [Real-time Reporting](#) (RTR) initiative a couple of years ago to support our students in improving their learning.

RTR is a transparent, ongoing assessment and feedback practice that ensures parents and students understand how they are progressing every step of the way throughout the school year. Rather than waiting 60 school days to receive a report card, RTR provides regular progress updates in all subjects as the students engage in their learning. Last year, RVS' initiative expanded to include over half of all K – 9 schools, with all K – 9 schools having transitioned to RTR for 2020/21.

Through RTR, parents receive real-time information on their child's progress in each subject, and more specifically, on their child's proficiency with the curricular learning outcomes within the subject. As learning is happening, teachers assess a student's level of understanding of curricular learning outcomes and enter the information in PowerSchool's Public Portal. This also promotes communication between parents and students about the learning as it happens.

RVS believes students should have a voice in their education experience. We are committed to seeking feedback and input from our learners as demonstrated in the 16,000 student responses we received in the most recent survey reported in our 2018/19 AERR. To align with the jurisdiction's updated goals in the Four-Year Plan, we felt it was appropriate to refresh the survey questions. The new survey was to be piloted with students last May. As a result of the impacts of COVID-19, the survey was not administered. The questions are included in the AERR for reference. RVS intends to proceed with the survey to measure student satisfaction in 2020/21.

## Outcome 1.1: Students engage in real-world, hands-on learning experiences that matter to them.

**RVS: Percentage of students who state they have had opportunities to engage in real-world, hands-on learning experiences.**

Grades	Question	Always	Often	Sometimes	Never
3 – 5	I create things to show what I know				
6 – 9	I create things to show my learning	%	%	%	%
10 – 12	I create things to show my learning				
3 – 5	I like the way we learn at school				
6 – 9	I am engaged in what I am learning	%	%	%	%
10 – 12	I am engaged in what I am learning				
3 – 5	I get to learn about things that are important in the real world				
6 – 9	I am provided real-world, meaningful examples to help me learn	%	%	%	%
10 – 12	I am provided real-world, meaningful examples to help me learn				

**RVS: Percentage of students who state that student's voice counts in their school.**

Grades	Question	Always	Often	Sometimes	Never
3 – 5	My ideas are listened to by adults at my school				
6 – 9	My ideas are valued by adults at my school	%	%	%	%
10 – 12	My ideas are valued by adults at my school				
3 – 5	I have choices in how I learn				
6 – 9	I have opportunities to make choices in my learning	%	%	%	%
10 – 12	I have opportunities to make choices in my learning				



**RVS: Percentage of students who indicate their schoolwork is meaningful.**

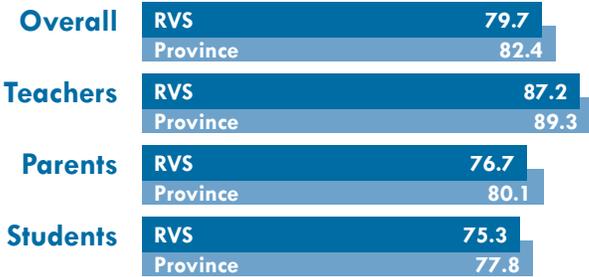
Grades	Question	Always	Often	Sometimes	Never
3 – 5	I am learning useful things in my school				
6 – 9	I am learning things that I can use in my life	%	%	%	%
10 – 12	I can apply what I've learned in school to my life				
3 – 5	I am learning what I need to be successful				
6 – 9	I am learning skills I will need to be successful in the next grade	%	%	%	%
10 – 12	I am learning skills I will need when I leave school				
3 – 5	Learning is fun				
6 – 9	My learning experiences are meaningful	%	%	%	%
10 – 12	My learning experiences are meaningful				

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



RVS believes that regular attendance at school has a positive impact on success. We aim to increase student attendance through data tracking, building awareness in school communities and timely interventions.

**ABED\*: Overall teachers, parents, students satisfied with the opportunity for students to receive a broad program of studies, including fine arts, careers, technology and health and physical education.**



Our growth has provided the opportunity to broaden the programming we can offer students and to include innovative spaces in the new schools we build.

\*Alberta Education (ABED)



Image taken prior to COVID-19

## Outcome 1.2: Students demonstrate ownership of their learning.

### RVS: Percentage of students who understand how they learn best.

Grades	Question	Always	Often	Sometimes	Never
3 – 5	I think about the different ways I can learn				
6 – 9	I think about the different ways I can learn	%	%	%	%
10 – 12	I reflect on my learning in a variety of ways				
3 – 5	I understand how I learn best				
6 – 9	I understand how I learn best	%	%	%	%
10 – 12	I understand how I learn best				
3 – 5	I can show what I know				
6 – 9	I have the opportunity to demonstrate my learning in different ways	%	%	%	%
10 – 12	I have the opportunity to demonstrate my learning in different ways				

### RVS: Percentage of students who expect to succeed in school.

Grades	Question	Always	Often	Sometimes	Never
3 – 5	People help me to do my best				
6 – 9	I am supported to do my best	%	%	%	%
10 – 12	I am supported to do my best				
3 – 5	I know I can do well in school				
6 – 9	I expect to succeed in school	%	%	%	%
10 – 12	I expect to succeed in school				



Image taken prior to COVID-19

**RVS: Percentage of students who document and reflect on their learning.**



A growing practice within RVS, we encourage students to create digital portfolios of their work to help them reflect on their learning and be proud of what they produce.

**ABED\*: High school completion rate of students/FNMI\*\* students within three years of entering Gr. 10.**



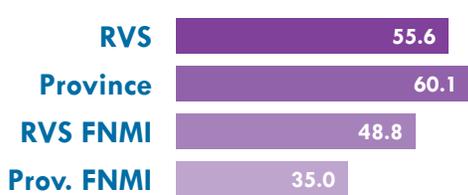
Consistent with our low dropout rates, high school completion numbers also exceed the provincial average. RVS FNMI students are especially high compared to other jurisdictions in Alberta.

**ABED: Annual drop-out rate of students/FNMI students ages 14 to 18.**



We are proud of our track record of maintaining one of the lowest dropout rates in the province. At 2.9%, RVS FNMI student drop-out rates are about half of the provincial average of 5.5%.

**ABED: High school to post-secondary transition rate of students/FNMI students within six years of entering high school.**



RVS remains committed to increasing the numbers of students that transition into a post-secondary institution each year. We are pleased the number of FNMI students in our jurisdiction moving on to post-secondary remain well above the provincial average.

\*Alberta Education (ABED)      \*\*First Nations, Metis and Inuit (FNMI)



Image taken prior to COVID-19

# GOAL TWO

## Achieve their potential

### Outcomes:

- Students are literate, numerate and acquire core competencies.
- Students meet high expectations and learning outcomes, tailored to their individual capabilities.

Rocky View Schools (RVS) believes for students to achieve their potential, teachers need to be well supported with quality professional learning opportunities.

Last year, \$1.8 million was budgeted for professional learning and substitute costs for teacher coverage. RVS led 230 professional learning offerings attended by 4,383 RVS staff (attendees by professional learning focus area: 509 in design; 709 in literacy; 843 in numeracy; 1,692 in learning supports; and 630 in technology).

Additionally, RVS invested in a learning specialist role dedicated to providing professional learning and instructional assistance across the jurisdiction. To support our newer teachers, RVS offers a teacher mentorship program.

In the fall of 2019, RVS updated teacher, administrator and support staff professional growth plans and evaluations to reflect goals in our Four Year Plan and competencies in the Teacher/Leadership/Superintendent Leadership Quality Standards.

These steps, among others, are designed to help teachers and other RVS staff further support students in achieving their learning outcomes.



## Literacy

Literacy is a foundational component to successful learning. RVS is committed to high-quality literacy instruction that promotes reading, writing and language skill development throughout K – 12.

The RVS Literacy Team collaborates with principals, teachers and learning support specialists across the jurisdiction to provide the tools, resources and support to elevate literacy for students.

In the 2019/20 school year, the Literacy Team worked with schools to build awareness of the research-based literacy teaching strategies and classroom routines and the impact it can have on students' ability to achieve their literacy goals. The team also helped schools to identify and apply practices that will meet the unique needs of each school and classroom.

Support was also provided to French Immersion schools tailored for students learning a second language.

## Numeracy

Similar to literacy, numeracy is another core focus of RVS with a team of lead learners committed to continuously advancing the practice within the jurisdiction and helping students reach their numeracy goals. RVS' Numeracy Framework continues to be implemented across the jurisdiction as one of RVS' strategies.

The RVS Numeracy Team worked with principals, specialists, lead teachers and RVS directors, as well as post-secondary professors, to assess the current practice of math instruction and learning throughout the jurisdiction and develop recommendations.

These recommendations included giving numeracy higher priority in school education plans/playbooks and improving student learning need identification and assessment practices, among others.

The Numeracy Team reported significant inroads with schools adopting the Numeracy Framework last year, specifically, K – 9. Over 90 per cent of these schools, along with a core group of high schools, worked closely with the Numeracy Team to incorporate the Framework and advance the practice within their classrooms. This was supported by professional learning aimed at building teachers' awareness of the foundational research behind the Framework and the tools to integrate it into their current practice. Schools are at various levels of adoption and will continue to work with the Numeracy Team in 2020/21.

RVS will expand adoption of the Framework across high schools and into the remaining K – 9 schools throughout 2020/21.

## Outcome 2.1: Students are literate, numerate and acquire core competencies.

**RVS: Percentage of students who agree they are literate and numerate.**

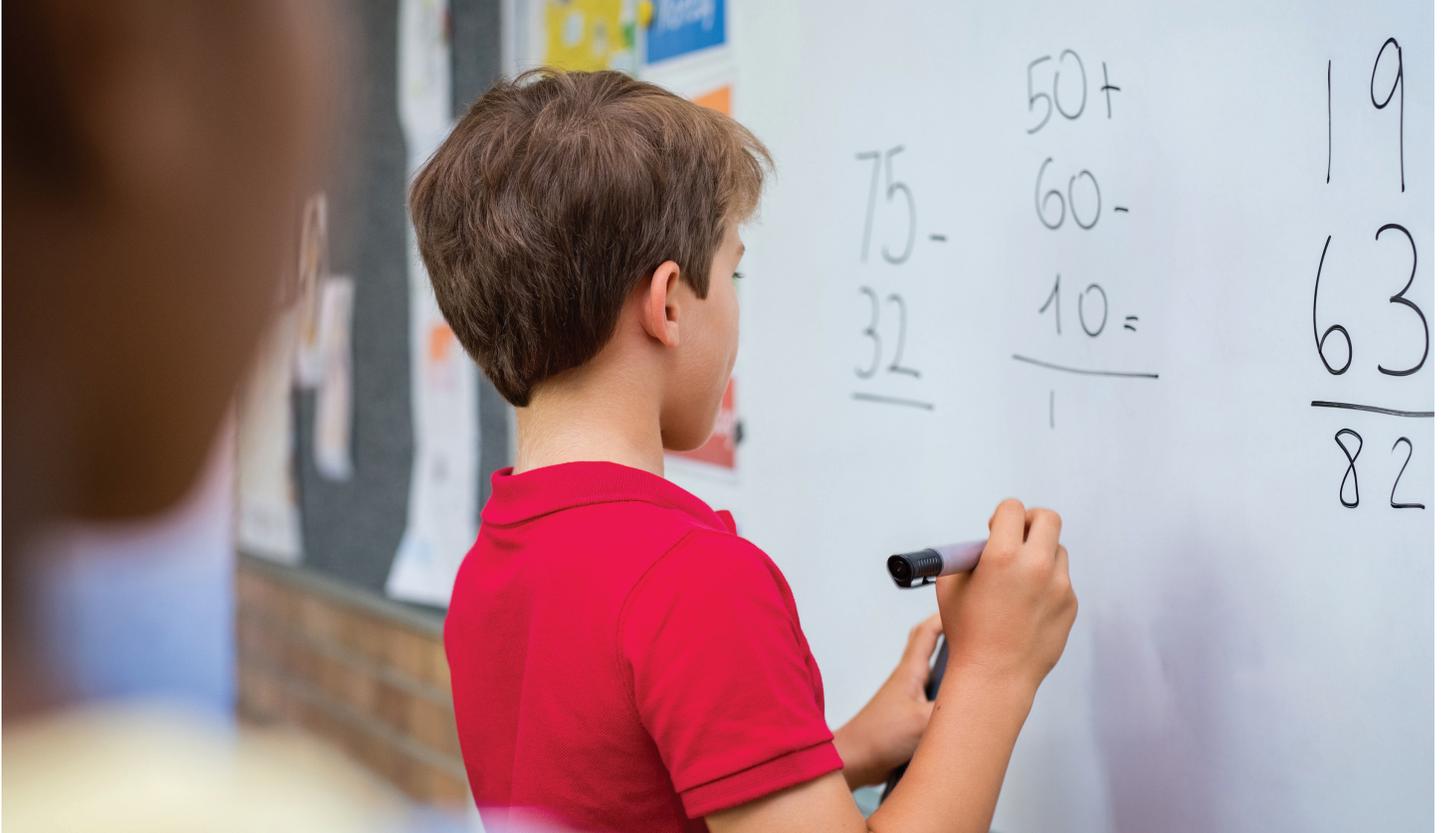
Grades	Question	Always	Often	Sometimes	Never
3 – 5	I understand what I read				
6 – 9	I learn through reading	%	%	%	%
10 – 12	I learn new things through reading				
3 – 5	I can share my thoughts in writing				
6 – 9	I can express myself through writing	%	%	%	%
10 – 12	I can express myself through writing				
3 – 5	I am successful in math				
6 – 9	I can complete my math assignments with confidence	%	%	%	%
10 – 12	I can complete my math assignments with confidence				
3 – 5	I use math outside of math class				
6 – 9	I use math in my life	%	%	%	%
10 – 12	I use math in my life				

**RVS: Percentage of Gr. 1 – 12 students who met or exceeded expected learning outcomes in English language arts and mathematics.**

	English Language Arts	Mathematics
<b>Gr. 1 – 3:</b> Emerging to Mastering	94%	97%
<b>Gr. 4 – 6:</b> Emerging to Mastering	97%	96%
<b>Gr. 7 – 9:</b> Emerging to Mastering	90%	88%
<b>Gr. 10 – 12:</b> 50 per cent +	97%	96%
<b>FNMI**:</b> Emerging to Mastering	91%	86%
<b>English Language Learners:</b> Emerging to Mastering	92%	93%

RVS is proud of the number of students who met or exceeded expected learning outcomes in English Language Arts and Mathematics. We somewhat attribute these results to a strong focus on outcomes-based assessment in K – 9.

\*\*First Nations, Metis and Inuit (FNMI)



As a result of the COVID-19, provincial achievement tests and diploma exams did not proceed. The tables provided for each are included as a placeholder for reference only to demonstrate what we would normally report on in the AERR.

**ABED\*:** Overall percentage of students/**FNMI\*\*** students who achieve the acceptable standard and standard of excellence on provincial achievement tests and diploma exams.

Provincial Achievement Tests	ACCEPTABLE				EXCELLENCE			
	RVS	Prov.	RVS FNMI**	Prov. FNMI	RVS	Prov.	RVS FNMI	Prov. FNMI
<b>Grade 6</b>								
LA	##	##	##	##	##	##	##	##
LA (FI)	##	##	##	##	##	##	##	##
Math	##	##	##	##	##	##	##	##
Science	##	##	##	##	##	##	##	##
Social	##	##	##	##	##	##	##	##
<b>Grade 9</b>								
LA	##	##	##	##	##	##	##	##
LA (FI)	##	##	##	##	##	##	##	##
Math	##	##	##	##	##	##	##	##
Science	##	##	##	##	##	##	##	##
Social	##	##	##	##	##	##	##	##

\*Alberta Education (ABED)      \*\*First Nations, Metis and Inuit (FNMI)



Image taken prior to COVID-19

Diploma Exams	ACCEPTABLE				EXCELLENCE			
	RVS	Prov.	RVS FNMI**	Prov. FNMI	RVS	Prov.	RVS FNMI	Prov. FNMI
Eng. 30-1 (School-Awarded)	##	##	##	##	##	##	##	##
Eng. 30-1 (Diploma)	##	##	##	##	##	##	##	##
Eng. 30-2 (School-Awarded)	##	##	##	##	##	##	##	##
Eng. 30-2 (Diploma)	##	##	##	##	##	##	##	##
French 30-1 (School-Awarded)	##	##	##	##	##	##	##	##
French 30-1 (Diploma)	##	##	##	##	##	##	##	##
Soc. 30-1 (School-Awarded)	##	##	##	##	##	##	##	##
Soc. 30-1 (Diploma)	##	##	##	##	##	##	##	##
Soc. 30-2 (School-Awarded)	##	##	##	##	##	##	##	##
Soc. 30-2 (Diploma)	##	##	##	##	##	##	##	##
Math 30-1 (School-Awarded)	##	##	##	##	##	##	##	##
Math 30-1 (Diploma)	##	##	##	##	##	##	##	##
Math 30-2 (School-Awarded)	##	##	##	##	##	##	##	##
Math 30-2 (Diploma)	##	##	##	##	##	##	##	##
Bio. 30 (School-Awarded)	##	##	##	##	##	##	##	##
Bio. 30 (Diploma)	##	##	##	##	##	##	##	##
Chem. 30 (School-Awarded)	##	##	##	##	##	##	##	##
Chem. 30 (Diploma)	##	##	##	##	##	##	##	##
Physics 30 (School-Awarded)	##	##	##	##	##	##	##	##
Physics 30 (Diploma)	##	##	##	##	##	##	##	##
Science 30 (School-Awarded)	##	##	##	##	##	##	##	##
Science 30 (Diploma)	##	##	##	##	##	##	##	##

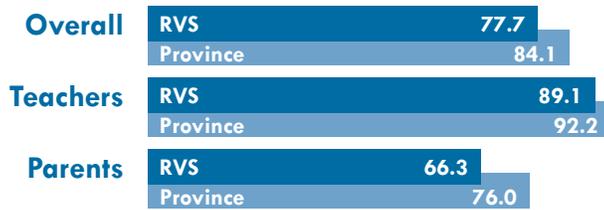
\*\*First Nations, Metis and Inuit (FNMI)

**ABED\*: Percentage of students/FNMI\*\* students writing four or more diploma exams within three years of entering Gr. 10.**



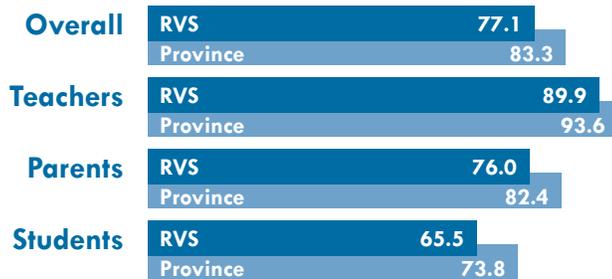
The number of RVS students completing four or more diploma exams within three years of Gr. 10 aligns with the provincial average.

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



These results are generally consistent each year in both parent and teacher perceptions. The gap between RVS parents and the provincial average needs further investigation.

**ABED: Overall teacher, parent and student agreement that students model the characteristics of active citizenship.**



While teachers and parents' results were consistent with prior years, an area for investigation lies in the students' perceptions, at 65.5%.



Image taken prior to COVID-19

\*Alberta Education (ABED)

\*\*First Nations, Metis and Inuit (FNMI)



**Outcome 2.2: Students meet high expectations and learning outcomes, tailored to their individual capabilities.**

**RVS: Percentage of students who report setting learning goals with their teacher.**

Grades	Question	Always	Often	Sometimes	Never
3 – 5	I work with my teacher to set goals for my learning				
6 – 9	I work with my teacher to set goals for my learning	%	%	%	%
10 – 12	I set goals for my learning at school				

**RVS: Percentage of students who get the help they need in school.**

Grades	Question	Always	Often	Sometimes	Never
3 – 5	I get help with my learning when I need it				
6 – 9	I receive help with my learning from the school when I need it	%	%	%	%
10 – 12	I receive help with my learning from the school when I need it				
3 – 5	I have an adult at school that I can talk to about how I am doing				
6 – 9	I have an adult at school that I can talk to about how I am doing	%	%	%	%
10 – 12	I have an adult at school that I can talk to about my life				
3 – 5	I am successful in math				
6 – 9	I can complete my math assignments with confidence	%	%	%	%
10 – 12	I can complete my math assignments with confidence				
3 – 5	I am learning how to solve problems I have with other people				
6 – 9	At school, I can get help when I'm having problems with others	%	%	%	%
10 – 12	At school, I can get help when I'm having problems with others				

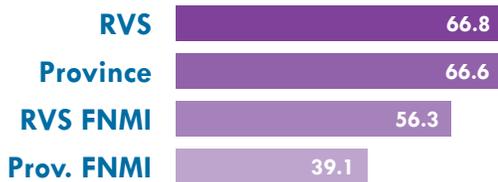


**RVS: Percentage of students with Individual Program Plans who are achieving their learning goals.**



The progress of a small representative sample of students with Individual Program Plans was reviewed to assess how successfully they met their overall goals. RVS was pleased that 94% of this student segment met 100% of their goals.

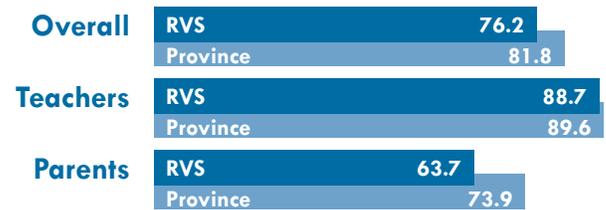
**ABED\*: Percentage of Gr. 12/FNMI\*\* Gr. 12 students eligible for a Rutherford Scholarship.**



This is an area where we are mostly aligned with provincial averages with the exception of FNMI students where RVS surpasses the province by more than 17%.

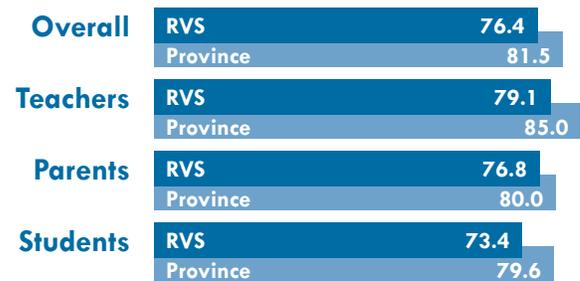


**ABED: Overall teacher and parent satisfaction with parental involvement in decisions about their child’s education.**



Both parents and teachers expressed increased satisfaction with the level of parental involvement in decisions about their child’s education. RVS is committed to engaging families and we are pleased with this upwards trend. This will continue to be an area of focus for us.

**ABED: Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same within the last three years.**



Schools in RVS work hard to ensure students, teachers and parents feel a sense of connection to the school and are in an environment that fosters a positive and safe learning space. Slight decreases in satisfaction levels over the years indicate ongoing efforts are needed.

\*Alberta Education (ABED)

\*\*First Nations, Metis and Inuit (FNMI)



# GOAL THREE

## Navigate successfully as global citizens

### Outcomes:

- Students are healthy, safe, resilient and value diversity, cultures and traditions.
- Students make a positive difference in their life, school, community and the world.

Rocky View Schools (RVS) believes that inspiring an understanding of and appreciation for diversity, cultures and traditions begins with school leadership and teachers.

First Nations, Métis and Inuit (FNMI) perspectives and history is an important focus in our schools. One of the ways we supported this in 2019/20, was to update our teacher, school administrator and senior leadership evaluations to assess competencies on their understanding and application of foundation knowledge about FNMI. As part of our hiring practices, we also ensure new teachers joining RVS have foundational knowledge about FNMI.

### Ripples of Change

 [See the Video!](#)

To develop an appreciation for the Indigenous perspective, A.E. Bowers Elementary School in Airdrie developed [Ripples of Change](#), an initiative that continues to positively impact the school community. Led by a teacher and supported through stories from an Elder, Ripples of Change began in one classroom and quickly inspired a school-wide movement. During the 2019/20 school year, students and teachers focused on learning from the land while connecting it to curriculum and increasing student engagement. Kindergarten students enjoyed discovering the Earth ('Na'a') through weekly outdoor school while Gr. 1 students tapped into Indigenous knowledge to deepen their understanding of the needs of plants and animals as well as to create colour. Through project-based studies such as Water is Life, Gr. 2 students learned the importance of water to survive while Gr. 5 students spent their time looking at learning through the lens of story guided by an Elder.

To demonstrate the jurisdiction's commitment to truth and reconciliation, the Indigenous Council for the 2020/21 school year was established.

## Emergency At-home Learning



At RVS, protecting the health, safety and well-being of our students is at the heart of everything we do. The global pandemic, officially declared by the World Health Organization in March of 2020, quickly led to the closure of all schools in the province as of March 16 and required a rapid pivot to emergency at-home learning.

Administrators, teachers and staff worked closely with the RVS Learning team to adapt learning plans originally geared for in-class participation into manageable weekly plans. Careful and thoughtful consideration of the pressures families would be unexpectedly facing and prioritizing the mental health and wellbeing of school communities was embedded into all planning efforts. To further support mental health in our jurisdiction during this difficult time, online resources and workshops were offered to RVS staff and parents on a variety of relevant topics.

Many lessons were learned along the way as the jurisdiction, Alberta and the world adjusted within days to a new online environment. These experiences along with student, parent, teacher and staff feedback were incorporated into the development of the RVS Online Learning offering for the 2020/21 school year.

## Mental Health



We believe that a child's mental wellness is just as critical to their growth and learning development as their physical wellness. A child experiencing anxiety, depression, substance abuse or other forms of mental distress, will also experience significant barriers to learning.

RVS is committed to offering resources aimed at supporting students with mental health concerns. Through our social-emotional learning strategy we train schools and individual staff to support students in a wide range of mental health concerns with our continued focus on inclusion.

Here are some of the key advancements RVS made towards supporting mental wellness last year:

- The RVS Learning Team collaborated with the University of Calgary to gain a comprehensive understanding of the current threat assessment process across the jurisdiction. From that research, additional processes and training were developed and provided in every school to support students in a mental health crisis. Staff and community partners participated in a wide variety of workshops that covered mental health concerns such as teen mental health, non-suicidal self-injury, mindfulness in the classroom and supporting students with Autism.
- Mental Health First Aid training continues to be provided to staff, parents and community partners designed to assist in the identification of mental health problems and appropriate first aid intervention strategies.
- MindUP (a social and emotional learning curriculum and framework) training has been consistently offered to educators to provide the principles and practices to help students self regulate, achieve greater focus, improve relationships and enhance their quality of life overall.
- RVS partners with universities to offer a student practicum program that allows RVS to provide additional supports for students in speech-pathology, occupational therapy, social work, and psychology practicum placements.
- RVS implements school-wide Positive Behaviour Interventions and Supports to design and nurture physically and emotionally safe, positive and predictable school-wide environments. Schools consistently report a decrease in discipline events within their schools and overall increased staff and student feelings of safety, wellness, and team atmosphere.



Image taken prior to COVID-19

### Outcome 3.1: Students are healthy, safe, resilient and value diversity, cultures and traditions.

**RVS: Percentage of students who report they have been provided with opportunities to learn about other cultures and people.**

Grades	Question	Always	Often	Sometimes	Never
3 – 5	I learn about cultures				
6 – 9	I learn about a variety of cultures	%	%	%	%
10 – 12	I learn about multiple cultures and their contributions				
3 – 5	I learn about similarities and differences among people				
6 – 9	I learn about diversity among people	%	%	%	%
10 – 12	I learn about diversity among people				
3 – 5	I appreciate all cultures and ways of living				
6 – 9	I value the contributions all people make to society	%	%	%	%
10 – 12	I value the contributions all people make to society				

**RVS: Percentage of students who report they have been provided with opportunities to learn about other cultures and people.**

Grades	Question	Always	Often	Sometimes	Never
3 – 5	I can make good choices when things don't go my way				
6 – 9	I can overcome obstacles and challenges	%	%	%	%
10 – 12	I can overcome obstacles and challenges				



Image taken prior to COVID-19

**RVS: Percentage of students who report they live a healthy lifestyle.**

Grades	Question	Always	Often	Sometimes	Never
3 – 5	I know what food is healthy for me				
6 – 9	I know how to make healthy food choices	%	%	%	%
10 – 12	I know how to make healthy food choices				
3 – 5	I am physically active				
6 – 9	I participate in regular physical activity	%	%	%	%
10 – 12	I participate in regular physical activity				
3 – 5	I am learning how to care for my mental health				
6 – 9	I am learning how to care for my mental health	%	%	%	%
10 – 12	I am learning how to care for my mental health				
3 – 5	I make choices that keep me safe				
6 – 9	I make choices that keep me safe	%	%	%	%
10 – 12	I make choices that keep me safe				



Image taken prior to COVID-19

**RVS: Percentage of students excessively absent due to health matters.**

**2%**

The health and wellness of our students is a number one priority at RVS. The baseline data for this new measure last year of 2% could be impacted in 2020/21 by the COVID-19 pandemic.

**RVS: Percentage of student conflict incidents reported.**

**Not Available**

RVS is developing a common and consistent methodology of tracking students conflict incidents. The tracking tool to provide data for this new measure is under development. No data is available for this AERR.



Image taken prior to COVID-19

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

<b>Overall</b>	<b>RVS</b>	<b>86.0</b>
	Province	89.4
<b>Teachers</b>	<b>RVS</b>	<b>93.0</b>
	Province	95.3
<b>Parents</b>	<b>RVS</b>	<b>87.0</b>
	Province	90.2
<b>Students</b>	<b>RVS</b>	<b>78.1</b>
	Province	82.6

RVS takes pride in providing a safe, respectful and caring learning environment for our students with generally positive results from students, parents and teachers in these areas.

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

<b>Overall</b>	<b>RVS</b>	<b>87.3</b>
	Province	90.3
<b>Teachers</b>	<b>RVS</b>	<b>95.4</b>
	Province	96.4
<b>Parents</b>	<b>RVS</b>	<b>82.3</b>
	Province	86.7
<b>Students</b>	<b>RVS</b>	<b>84.3</b>
	Province	87.8

Overall, stakeholders continue to express high levels of satisfaction with the quality of education RVS provides. This is especially evident among teachers as RVS is committed to offering quality professional learning opportunities within our various school communities.

\*Alberta Education (ABED)

## Outcome 3.2: Students make a positive difference in their life, school, community and the world.

**RVS: Percentage of students who understand how to make a positive difference in their school and in their community.**

Grades	Question	Always	Often	Sometimes	Never
3 – 5	I know how to make a positive impact on others				
6 – 9	I know how to make a positive impact on others	%	%	%	%
10 – 12	I know how to make a positive impact on others				
3 – 5	I am making a positive difference in my school or community				
6 – 9	I am making a positive difference in my school or community	%	%	%	%
10 – 12	I am making a positive difference in my school or community				

**RVS: Percentage of students who report they participated in fundraising, volunteer activities and community service projects.**

Grades	Question	Always	Often	Sometimes	Never
3 – 5	I participate in fundraising activities				
6 – 9	I participate in fundraising activities	%	%	%	%
10 – 12	I participate in fundraising activities				
3 – 5	I volunteer in school or the community				
6 – 9	I volunteer in school or the community	%	%	%	%
10 – 12	I volunteer in school or the community				

**RVS: Percentage of students who understand the importance of digital citizenship.**

Grades	Question	Always	Often	Sometimes	Never
3 – 5	I know how to be safe when using technology				
6 – 9	I know how to be safe when using technology	%	%	%	%
10 – 12	I know how to be safe when using technology				
3 – 5	I am respectful in my use of technology				
6 – 9	I am respectful in digital environments, including social media	%	%	%	%
10 – 12	I am respectful in digital environments, including social media				

\*Alberta Education (ABED)

\*\*First Nations, Metis and Inuit (FNMI)



## OUR PARTNERSHIPS

RVS values our partnerships with other school authorities, municipalities and community agencies to learn from each other, expand what we can offer students and families and to gain efficiencies in costs for those services and programs. Here are some highlights.

Supporting children and families in need is an important part of how we help our students to be successful. We work with Airdrie, Cochrane and Chestermere food banks to provide food and services to those students who would otherwise be hungry at school. Another challenge in many of our communities is childcare. To offer our families a convenient option, we lease out space in schools to reputable before and afterschool providers. We also support our families through our adult learning offering. RVS continues to be the only school jurisdiction in the province to run our own community adult learning program.

Through our school authority relationships, we share information, best practices and learn from each other's experiences as well as find opportunities to reduce costs. We successfully work with many divisions to share expertise and knowledge related to teaching and learning including opening our professional learning sessions to other jurisdictions (Tsuut'ina, Foothills, Grasslands, Calgary Board of Education, Calgary Academy, Calgary Girls School, and Calgary Regional Consortium). RVS also provides transportation services to Calgary Catholic School Division in communities where we share boundaries. In addition, we work with post-secondary institutions in several ways including research, knowledge sharing and to provide hands-on learning experiences for teacher candidates.

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

# FINANCIAL STATEMENT 2019/2020

## Collection and Use of School Fees

Fees	Actual Fees Collected	Actual Fee Expenditures
<b>Transportation Fees</b>	\$1,626,288	\$1,626,288
<b>Basic Instruction Fees</b>		
• Basic Instruction Supplies	-	-
<b>Fees to Enhance Basic Instruction</b>		
• Technology user fees	-	-
• Alternative program fees	\$54,115	\$54,115
• Fees for optional courses	\$825,387	\$825,387
• Activity fees	\$470,757	\$906,452
• Early childhood services	-	-
• Other fees to enhance education	\$21,137	\$20,011
<b>Non-Curricular Fees</b>		
• Extracurricular fees	\$868,873	\$661,421
• Non-curricular travel	\$678,798	\$652,845
• Lunch supervision and noon-hour activity fees	\$327,650	\$131,398
• Non-curricular goods and services	\$295,048	\$175,041
• Other fees (student farewell and grad, loss/ replacement/sales/rentals)	\$96,919	-
<b>Total Fees</b>	<b>\$5,264,972</b>	<b>\$5,052,958</b>

Revenues		
Instruction	\$ 209,217,091	76.82%
Administration	\$ 7,654,130	2.81%
Plant Operations & Maintenance	\$ 40,834,398	15.00%
Transportation	\$ 14,441,243	5.30%
External Services	\$ 191,970	0.07%
<b>Total</b>	<b>\$ 272,338,832</b>	<b>100.00%</b>

Expenditures		
Instruction	\$ 208,302,866	76.75%
Administration	\$ 7,654,130	2.82%
Plant Operations & Maintenance	\$ 40,953,666	15.09%
Transportation	\$ 14,303,866	5.27%
External Services	\$ 191,970	0.07%
<b>Total</b>	<b>\$ 271,406,498</b>	<b>100.00%</b>

### Notes:

- RVS' Audited Financial Statement is based on the new Public Sector Accounting Standards, as required by the Government of Alberta beginning 2013.
- RVS' 2020/21 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.



## THE YEAR AHEAD

As the world around us evolves, RVS must keep pace to ensure our students are equipped with foundational knowledge, skills, experiences, and character traits they need to succeed as contributing adults. We are committed to continuous learning and finding opportunities to improve what we can offer our students, families, and staff.

Based on what we learned from 2019/20, here are some of the actions RVS will take in the 2020/21 school year:

- Pilot, validate and implement the new student satisfaction survey focused specially on Four Year Plan goals (System Assurance)
- Adjust and implement parent/staff satisfaction survey to focus on Four Year Plan and other Alberta Education targets (System Assurance)
- Refine the School Playbook (school education plans) process and documentation (System Assurance)
- Continue to involve school administrators on various design teams and/or working groups to ensure school input and perspectives are considered in initiatives (System Assurance)
- Work to implement recommendations for math instruction across the jurisdiction (Goal 2/ Outcome 1)
- Improve foundational knowledge of indigenous ways of knowing and being across the system (Goal 3/Outcome 1)
- Finalize Professional Learning and Instruction Design practice guides to build a more consistent RVS approach (Four Year Plan key strategies)
- Continue to support and increase implementation of items in the Inclusive Education Practice Guide (Four Year Plan key strategies)



Northcott Prairie School – June 2020

# 2021-2024 CAPITAL PLAN

Nearly 1,000 new students enrol with Rocky View Schools (RVS) annually. Approval to build schools is required each year to keep pace with our increasing student population. While the COVID-19 pandemic impacted enrollment numbers for the 2020/21 school year, RVS needs to continue to plan for the longer-term recognizing schools are multi-year infrastructure projects. Our [three-year capital plan](#) includes 12 new facilities and one addition.

## 2020/21 SCHOOL YEAR

### Capital Priorities

Location	Type	Capacity
Bow Valley High School	Addition	1400 (+700 addition)
Airdrie K-9	New School	900
Cochrane K-5	New School	600

### Infrastructure, Maintenance and Renewal Projects

- Modernization of change rooms and washrooms at five schools
- Modernization of career and technology studies and mechanical upgrade at George McDougall High School
- Roof replacement at Glenbow Elementary School
- Mechanical upgrades at Elbow Valley Elementary School, Springbank Middle School, Manachaban Middle School and Chestermere High School
- Upgraded building management systems across RVS





# DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: SUPERINTENDENT OF SCHOOLS

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**Item:** 2019–2023 Four Year Plan, Innovators by Design – YEAR 2

**Date of Meeting:** November 19, 2020

**Background:**

Section 10 of the *Fiscal Planning and Transparency Act* requires organizations under the jurisdiction of government ministries to “prepare and give to the Minister responsible for the accountable organization a business plan and annual report for each fiscal year, in the form, at a time and containing the information, acceptable to the responsible Minister.” Section 67 of the *Education Act* requires school boards to use accountability information and report it to students, parents, electors or the Minister in the manner the Minister prescribes.

Rocky View’s 2019-2023 Four Year Plan, *Innovators by Design*, is based on what RVS heard from students, parents, staff, business/community leaders, and service providers who provided direct input into the development of a learning narrative and the plan’s new goals, outcomes, design principles and strategies during the Board’s extensive 15-month Four Year Plan Consultation Process, which commenced May 2018. Through a series of design thinking protocols, stakeholders voiced strong support for RVS’ I CAN goal and outcome statements and its strategic direction towards inclusion, instructional design and system redesign. Presented to the Board of Trustees, March 7, 2019, the goals, outcomes and design principles were approved in principle, with the understanding that the strategies and outcomes would be approved in the Fall 2019. On November 28, 2019 the Board approved RVS’ 2019-2023 Four Year Plan, *Innovators by Design*, as presented.

**Current Status:**

In the spring of 2020, the government announced a new Funding and Assurance Framework. While the funding aspects of the framework took centre stage in the report, the update from the former Accountability model to a new Assurance model across the province was important. RVS since 2014/15 was working with a handful of other jurisdictions as part of the pilot of the Assurance model and as the framework says, “The development of this model would not have been possible without the jurisdictions that participated in the Assurance Model Pilot, and I want to thank everyone who contributed to the foundational efforts upon which our current efforts are built.” The framework goes on to say, “The new Assurance Framework provides increased flexibility to school authorities to design Education Plans and Annual Education Results Reports, while requiring strong engagement processes with local stakeholders.” The framework states that, “The Education Plan clearly identifies the priorities and outcomes the school authority wants to achieve, the measures used to assess progress, and appropriate research and practice-informed strategies that will be implemented to achieve the priorities/outcomes. As part of the planning process, school authorities consider what needs to be done to successfully implement the plan including identifying and allocating resources; identifying those responsible for leading and implementing strategies; providing professional learning; and, establishing processes to monitor progress and make adjustments.”

# DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: SUPERINTENDENT OF SCHOOLS

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As we review the first year of implementation of this plan, we must recognize the impact of the COVID-19 pandemic on the actualization of the plan. Many initiatives and collaborations have been put on 'pause' while we shifted to emergency at-home learning. System design teams, school actions teams, prototypes were all impacted by the pandemic. Appropriately, focus shifted to ensuring our students had support and online learning opportunities from March right through the end of the year.

School education plans were transformed into school playbooks in 2019/20. This process mirrored the collaborative approach used to develop RVS' 4YP. Given it was a new process, there were challenges, but most appreciated the numerous opportunities for input into the school plan. Critical was the narrowing of focus as school playbooks had to target the identified priorities of student engagement, inclusion, instructional practices and making learning visible. This brought system coherence across our plans while allowing schools flexibility to reflect their local realities. Based on feedback from the schools, the process was refined and simplified for year 2 while maintaining staff, student and parent voice in the development.

As per the past number of RVS education plans, this is a multi-year plan with each year providing opportunities to adjust the plan based on results, research, and current realities. For year 2, the goals, outcomes and priorities remain consistent. New performance measures have been added for goals one, two and three. We also are looking to reinstate a parent and staff survey to help triangulate the data between what students, parents and staff are seeing. We are proud of the number of local performance measures included in the plan. 60% of the measures come from data collected here and go well beyond just satisfaction survey data (see 2019/20 Annual Education Results Report).

While the pandemic continues to influence learning opportunities each day in schools, we are returning focus to how we can ensure students connect to their passions, interests and people; achieve their potential and navigate as global citizens.

## **Alternative I:**

The Board of Trustees approves RVS' 2019-2023 Four Year Plan, Innovators by Design – YEAR 2, as presented and directs administration to forward it to Alberta Education by Nov. 30, 2020.

## **Alternative II:**

The Board of Trustees approves RVS' 2019-2023 Four Year Plan, Innovators by Design – YEAR 2, as amended and directs administration to forward it to Alberta Education by Nov. 30, 2020.

## **Alternative III:**

The Board of Trustees tables RVS' 2019-2023 Four Year Plan, Innovators by Design and directs administration to bring it back to the Board for consideration at a later date.

## **Recommendation:**

The Board of Trustees approves RVS' 2019-2023 Four Year Plan, Innovators by Design – YEAR 2, as presented and directs administration to forward it to Alberta Education by Nov. 30, 2020.

**YEAR TWO**

# **I CAN**

**CONNECT • ACHIEVE • NAVIGATE**





## Our Commitment

Rocky View Schools' (RVS) 2019-2023 *Four Year Plan, Innovators by Design*, is based on the hopes and desires of students, parents, staff, trustees, community leaders, and service providers who provided direct input into the development of a learning narrative and the plan's new goals, outcomes, performance measures, design principles and strategies during an extensive 15-month Four Year Plan consultation process, which commenced May 2018. Through a series of design thinking protocols, stakeholders voiced strong support for RVS' I CAN goal and outcome statements and its strategic direction towards inclusion, instructional design and system redesign. Follow the journey at [2023 By Design](#).

The Education Plan for Rocky View Schools for the four years commencing Sept. 1, 2019, was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board approved the Education Plan for 2019-2023 on Nov. 19, 2020.

# ABOUT ROCKY VIEW SCHOOLS

**Mission** We engage all learners through meaningful and challenging experiences, preparing them to understand, adapt and successfully contribute to our changing global community.

**Vision** We inspire a love of learning and community, engaging learners for life.

## By the numbers



**25,300+**  
Students



**2,500+**  
Staff



**51**  
Schools

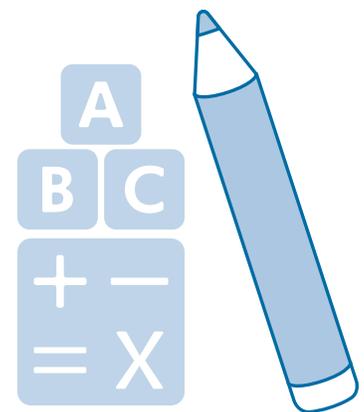
- 16** K – 6/7/8/9
- 12** Elementary Schools
- 8** Middle Schools
- 8** High Schools
- 3** Colony Schools
- 3** RVS Community Learning Centres
- 1** K – 12

## Where our schools are located



## What we offer\*

- Building Futures
- Christian Programming
- Community Learning Centres
- English Language Learning
- French Immersion
- Home Education
- Kindergarten
- Locally Developed Courses
- Mechanics Training Centre
- Off-campus Education
- Online Learning
- Preschool Intervention Programming
- Sports Academies
- The Farm



\* not all programs/courses are offered in all schools.



# INNOVATORS BY DESIGN

## In Rocky View Schools, we believe...

Children are born innovators.

It's how they learn the tough stuff, like walking and talking, feeding themselves and tying shoes. They try a lot and fail a lot. Once they've learned to say the word why, they just won't stop – and at Rocky View Schools, we don't want them to.

Innovators ask a lot of questions and tackle problems that matter, to them, their families and their communities. They consult with expert sources and people, far beyond the classroom. They bounce possibilities off fellow students and teachers and spark ideas that just might work. They test their ideas in the real world. Trying, failing, asking more questions, redesigning, until they've earned success.

In the process, we work with families and communities to ensure students' basic needs are met and guide them to acquire and practice fundamental math, reading and science skills. They learn to value diversity, and build cultural understanding and the foundation for healthy relationships. They grow as critical thinkers, communicators and collaborators. And they develop self-reliance, empathy, resilience and perseverance.

In short, innovators accept the challenge of reaching their full potential. They are in demand in

every sector of society and most likely to succeed at any endeavour.

That's why at Rocky View Schools, the development of innovators happens by design.

- A design that engages students as co-designers of their learning, empowering them to follow their passions and challenging them to new heights.
- A design that moves beyond classroom walls to the natural world, building sites, farms, engineering firms, hospitals, zoos, museums and theatres.
- A design where students share what they learn, so when one learns, we all learn.
- A design that meets students where they are and supports them in the journey to where they need to and want to be.
- A design that supports and encourages teachers, administrators and support staff to be innovators themselves.

At Rocky View Schools, we know our students go on to change the world. As contributing adults, they'll bring their personal best to that important work.

 [See the Video!](#)



Image taken prior to COVID-19

# INNOVATORS CAN

**In Rocky View Schools (RVS), we design learning so innovators...**



## **Connect** to passions, interests and people

RVS teachers understand students have an innate curiosity and eagerness to learn. By intentionally designing learning activities that connect students to what and who they care about, teachers expand learning beyond the classroom and support students in understanding why their learning matters and how it can make a difference. Along the way, students develop creative confidence, communication and social skills, and agency in their lives.



## **Achieve** their potential

RVS teachers understand that not all students learn in the same way, at the same age, to the same performance level, in all areas of study. By designing classroom instruction to address students' personal learning styles and capabilities, students develop foundational skills and core competencies to acquire, create, connect, and communicate knowledge in a variety of contexts. In partnership with parents, teachers communicate high expectations, motivating students to expand their individual potential, pursue excellence and overcome challenges.



## **Navigate** successfully as global citizens

RVS teachers understand students thrive in schools that care about the development of the whole child – physically, emotionally, socially and intellectually. Fostering learning environments that value student voice, opportunity, fairness, compassion, citizenship, choice and diversity, teachers instill a sense of belonging, building empathy, resilience and the desire in students to take an active role in their community, and work with others to make the planet more equal, fair, vibrant and sustainable.



Image taken prior to COVID-19

# PRIORITIES

**To achieve our Education Plan, we will focus on:**

## Schools

- **Student Engagement** – Enhance and measure student voice in the co-construction of their learning.
- **Inclusion** – Refine and implement an inclusive framework to ensure all students are equally valued, safe and have their diverse needs met.
- **Instructional Practices** – Align pedagogical approaches to ensure instruction is relevant and meaningful for all students.
- **Make Learning Visible** – Enhance the visibility of all students’ learning journey and growth.

## System

- **System Redesign** – Redesign RVS’ collaborative, organizational and planning structures to maximize resources, professional learning opportunities, teamwork and innovation.



Image taken prior to COVID-19



Image taken prior to COVID-19

# GOAL ONE

## Connect to passions, interests and people

### Outcome:

Students engage in real-world, hands-on learning experiences that matter to them.



### Performance Measures:

- (RVS) Percentage of students who state they have had opportunities to engage in real-world, hands-on learning experiences.
- (RVS) Percentage of students who state that students' voice counts in their school.
- (RVS) Percentage of students who indicate their schoolwork is meaningful.
- (RVS) Percentage of students who are absent less than 10 per cent during the school year.
- (RVS) **NEW** The percentage of teachers enrolled in two or more of RVS' Professional Learning offerings.
- (ACOL\*\*) **NEW** The percentage of teachers reporting that in the past three to five years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.
- (ABed\*) Overall teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies, including fine arts, careers, technology, and health and physical education.

### Outcome:

Students demonstrate ownership of their learning.

### Performance Measures:

- (RVS) Percentage of students who understand how they learn best.
- (RVS) Percentage of students who expect to succeed in school.
- (RVS) Percentage of students who document and reflect on their learning through a portfolio.
- (ABed) High school completion rate of students/First Nations, Métis and Inuit students within three years of entering Gr. 10.
- (ABed) Annual drop-out rate of students/First Nations, Métis and Inuit students ages 14 to 18.
- (ABed) High school to post-secondary transition rate of students/First Nations, Métis and Inuit students within six years of entering Gr. 10.

\*Alberta Education (ABed) \*\*Alberta Commission on Learning (ACOL)

# GOAL TWO

## Achieve their potential

### Outcome:

Students are literate, numerate and acquire core competencies.



### Performance Measures:

- (RVS) Percentage of students who agree they are literate and numerate.
- (RVS) Percentage of Gr. 1 – 12 students who met or exceeded expected learning outcomes in English language arts and mathematics.
- (ABed) Overall percentage of students/First Nations, Métis and Inuit students who achieved the acceptable standard and standard of excellence on Provincial Achievement Tests and Diploma Exams.
- (ABed) Percentage of students/ First Nations, Métis and Inuit students writing four or more diploma exams within three years of entering Gr. 10.
- (ABed) Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- (ABed) Overall teacher, parent and student agreement that students model the characteristics of active citizenship.

### Outcome:

Students meet high expectations and learning outcomes, tailored to their individual capabilities.

### Performance Measures:

- (RVS) Percentage of students who report setting learning goals with their teacher.
- (RVS) Percentage of students who get the help they need in school.
- (RVS) Percentage of students with Individual Program Plans who are achieving their learning goals.
- (RVS) **NEW** Percentage of school councils who report they were actively involved in the development of their school's workbook.
- (ABed) Percentage of Gr. 12/First Nations, Métis and Inuit Gr. 12 students eligible for a Rutherford Scholarship.
- (ABed) Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.
- (ABed) Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same within the last three years.

\*Alberta Education (ABed)

Additional local measures will be added for the 2020/21 school year including the voices of student, parent and staff through satisfaction survey results.



Image taken prior to COVID-19



Image taken prior to COVID-19

## GOAL THREE

### Navigate successfully as global citizens

#### Outcome:

Students are healthy, safe, resilient and value diversity, cultures and traditions.

#### Performance Measures:

- (RVS) Percentage of students who report they have been provided with opportunities to learn about other cultures and peoples.
- (RVS) Percentage of students who feel they can overcome obstacles.
- (RVS) Percentage of students who report they live a healthy lifestyle.
- (RVS) Percentage of students excessively absent due to health matters.
- (RVS) Percentage of student conflict incidents reported.
- (RVS) **NEW** The percentage of schools who have implemented school-wide Tier 1 Positive Behaviour Intervention Strategy at 80 per cent fidelity as measured by the Tiered Fidelity Inventory.
- (ABed) Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.
- (ABed) Overall teacher, parent, student satisfaction with the overall quality of basic education.

#### Outcome:

Students make a positive difference in their life, school, community and the world.

#### Performance Measures:

- (RVS) Percentage of students who understand how to make a positive difference in their school and in their community.
- (RVS) Percentage of students who report they participated in fundraising, volunteer activities and community service projects.
- (RVS) Percentage of students who understand the importance of digital citizenship.

\*Alberta Education (ABed)





Northcott Prairie School – June, 2020

# 2021-2024 CAPITAL PLAN

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# 2020/21 BUDGET

## Budget Principles

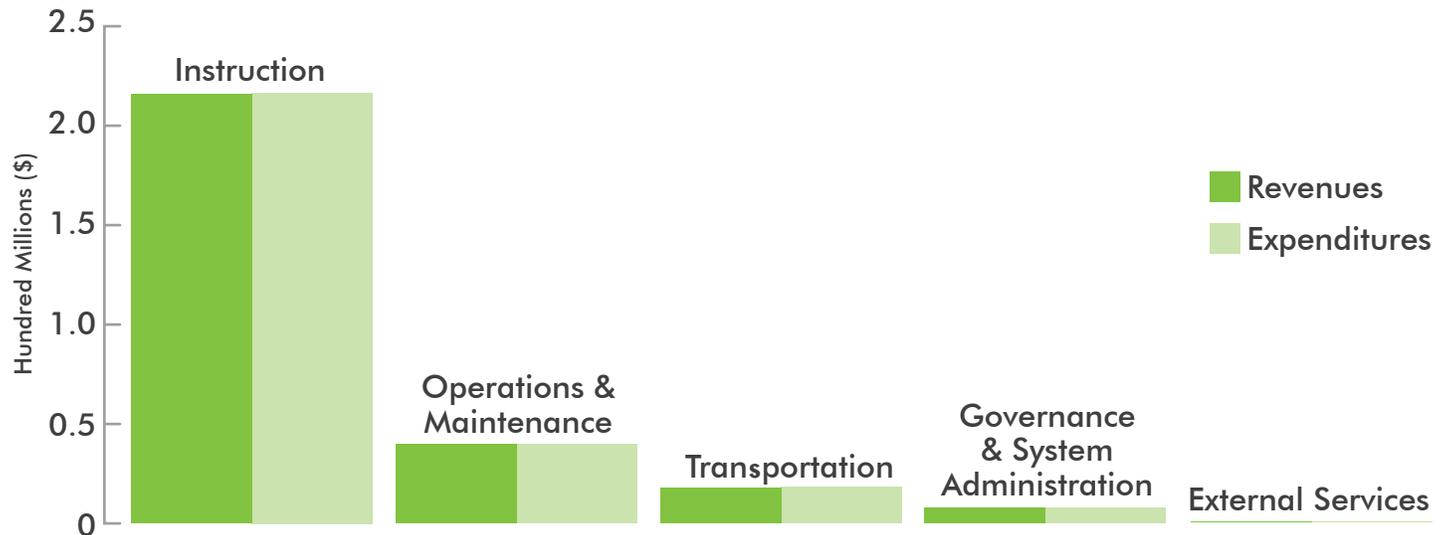
May 21, 2020

Rocky View Schools' annual budget is driven by the goals and strategies of its Four Year Plan to foster innovators in their learning journey, while addressing the operational needs of the jurisdiction. Recognizing that the superintendent will demonstrate fiscal responsibility by continuing to pursue efficient and effective services, the Board of Trustees has identified the following key priorities to guide the 2020/21 budget process:

- direct classroom funding to maximize student success;
- providing school-based supports for students with complex needs;
- wellness supports; and
- literacy and numeracy skill development.

Rocky View Schools is committed to providing the best education it can afford students. Annually, over 78 per cent of its budget is directed to instruction, providing school administrators the autonomy to address the needs of their school community.

## Revenues and Expenditures



	Revenues	Expenditures
Instruction	\$ 215,827,683	\$ 216,564,109
Governance & System Administration	\$ 7,848,979	\$ 7,848,979*
Operations & Maintenance	\$ 39,766,548	\$ 39,766,548
Transportation	\$ 17,764,949	\$ 18,279,525
External Services	\$ 190,875	\$ 190,785
<b>Total</b>	<b>\$ 281,398,944</b>	<b>\$ 282,649,946</b>

\* System administration and governance costs represent 2.9 per cent of budget and cannot exceed \$8.3 million according to the new funding formula.



Image taken prior to COVID-19

## LEARN MORE ABOUT RVS

Rocky View Schools is committed to working collaboratively with its stakeholders in the planning and delivery of educational services. In addition to copies of RVS' [Four Year Plan](#), [Capital Plan](#), and [Budget](#) being distributed to school councils, staff, and/or educational and municipal partners, these documents are accessible through:

- Rocky View Schools' [public website](#)
- Rocky View Schools' Education Centre at 2651 Chinook Winds Drive, SW, Airdrie, AB
- Members of the Board of Trustees

School plans are built and shared with school councils and are available at the school, on the school's website, or on the jurisdiction's website.

### Connect With Us



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



[@rvsed](#), [#InnovatorsCAN](#)



[@RockyViewSchools](#)



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