



REGULAR MEETING OF THE BOARD OF TRUSTEES

HELD VIRTUALLY

JANUARY 21, 2021

10:00 a.m. Regular Board Meeting

AGENDA

1. Call to Order
2. Ratification to Proceed with Virtual Meeting
3. Approval of Agenda
4. Approval of Minutes
 - a) Regular Board Meeting – January 7, 2021
5. Exemplary Practice/ Student Showcase
 - a) Enhanced Supports for Mental Health Mobile Team
6. Superintendent's Report
7. Chair's Report/Correspondence
8. Committee Reports
 - a) Budget (w/motion)
 - b) Planning (w/motion)
 - c) Other
9. Trustee Reports
10. New Business
11. Adjournment

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



EXEMPLARY PRACTICE

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Date of Meeting: Jan. 21, 2021

Showcase Name: Enhanced Supports for Mental Health Mobile Team

Presenters: Brooke Quayle, Kerri Woods, Crystal Dittrick

Project Description

The Enhanced Supports for Mental Health (ESMH) mobile team works in collaboration with schools and families across the division to support students with significant mental health and complex trauma concerns. ESMH uses a holistic, strengths-based, student-centred approach to build a shared understanding of the student's strengths and facilitates the design of a multi-tiered support plan to improve mental health within inclusive, safe and caring learning environments.

This flexible and responsive mobile support team is accessed through a multi-tiered system of supports and services across the school district. It continues to grow through professional learning, Learning Support Teacher Network meetings, school counselor and CDA team meetings and intentional work of inclusive education. ESMH provides the place and space for colleagues, staff and school teams to engage in deep and meaningful conversations about mental health, mental illness, trauma, and complex trauma through consultation, coaching and collaboration.



SUPERINTENDENT'S REPORT
REGULAR MEETING OF THE BOARD OF TRUSTEES

JANUARY 21, 2021

AGENDA

- | | ACTION |
|---|---------------|
| 1. February Learning Mode Update | Information |
| 2. 4 Year Plan Implementation Update – School Playbooks | Information |
| 3. 2021-2022 Board Meeting Dates | Directive |

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

Greg Luterbach
Superintendent of Schools

INFORMATION ITEM



TO: THE BOARD OF TRUSTEES

FROM: SUPERINTENDENT OF SCHOOLS

Item: February Learning Mode Update

Date of Meeting: January 21, 2021

Background:

On June 10, 2020 government announced three potential scenarios that schools could operate under in 2020/21 and stated that the desire was for schools to open in the fall under scenario 1. On July 20, 2020 the Alberta Government announced that schools would re-open under scenario 1.

On Aug. 7, 2020 RVS announced that we will be offering a teacher-supported online learning program for Gr. 1 – 12. A week later we released a 4-page overview of the program along with a series of questions and answers. We also opened the online form for people to indicate their learning delivery mode choice (homeschooling, in-person or online) for the upcoming school year. We announced at that time that families would have a choice to change their mode as of Feb. 1st. We also indicated that it would be unlikely that individuals would be able to switch modes of delivery throughout the fall.

By the first day of school, RVS had just over 3,000 students in our RVS Online Learning option this fall (11% of projected enrolment). It was a massive logistical challenge to create these offerings, assign students, shift teaching staff. The trickle-down effect required schools to reschedule many of their in-person learners. At the grade 1-8/9 level, we had about 8 or 9 online homerooms for each grade. Given the number of student requests, we were able to offer French Immersion online at all grade levels (grade 1 – 12) and faith-based programming online for grades 1 – 9. Grade 9/10 to 12 timetables and staffing were shifted to reflect those requesting to go online.

Resources were developed for new online students and staff and have been added to throughout the fall.

Current Status:

By the end of October, planning began on how to best facilitate the choice being provided to families for the second half of the school year. In early November we started communicating that families should anticipate making that selection just prior to winter break in December and will need to stay with the choice made until the end of June. A letter was sent to all families providing the timeline for the decision being early December but after government announced on Nov. 24th that students would be moving to temporary at home learning, we decided to revisit the timeline.

On Nov. 30th we wrote families and informed them that:

Kindergarten

Families of children who are of eligible Kindergarten age this school year and did not send them to school in the fall, may choose to do so at any time before the end of the school year. Please contact your school's office for more information. Note, students that do not attend

INFORMATION ITEM



TO: THE BOARD OF TRUSTEES

FROM: SUPERINTENDENT OF SCHOOLS

Kindergarten in 2020/21 and are six years of age or older on Sept. 1, 2021, must start Grade 1 next fall as required by Alberta Education.

Grades 1 to 8/9*

Families of Grades 1 to 8/9* students will now have from Jan. 11 to 15, 2021, to decide if their student will attend school in-person or online.

Grades 9*/10 to 12

Due to the complexities of high school timetables and the higher number of course offerings, RVS requires more planning time for these grades. Families of students in Grades 9*/10 to 12 will have from Dec. 8 to 14, 2020, to decide if their student will attend school in-person or online.

*Grade 9s at Chestermere Lake Middle, Indus, Langdon, W.G. Murdoch, Prince of Peace and Beiseker will make their selection between Jan. 11 and 15 given how their timetable is arranged; Gr. 9s in Gr. 9 to 12 high schools will need to make their selection between Dec. 8 and 14 given how their timetable is arranged.

As of 5pm Friday January 15, 2021, we have now completed the grade 1 to 8/9 selection process. We have approximately 17,000 students who had their opportunity to select their learning delivery mode for the second half of the school year. We heard from just over one half of the families with most choosing to stay with their current mode. Those we did not hear from will remain in their current learning delivery mode until the end of the year. Based on these selections, we anticipate our grade 1 to 8/9 fully online population to remain almost identical to the first half of the year (2250 online). 371 students are moving from online to in-person and 377 moving from in-person to online. We will be reassigning the students that are shifting for the Feb. 8th start. It is important to remember that these selections will be carried right through to the end of June. There will not be an opportunity to change and flip back into the other mode.

High school changeover is now fully timetabled, and staffing has been assigned. We are in the process of finalizing the timetables in PowerSchool and getting the pieces ready for the high school switch over on Feb 1st. Professional learning is being made available to new online teachers on the Jan 29th PL day.

I would like to recognize the significant efforts made by schools and Education Centre supports to provide and facilitate this choice. Families shifting learning delivery modes will have further communications from their school just prior to the changeover.

Recommendation:

The Board of Trustees acknowledges receipt of the February Learning Mode Update as presented.



DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: SUPERINTENDENT OF SCHOOLS

Item: 2019–2023 Four Year Plan, Innovators by Design – Update

Date of Meeting: January 21, 2021

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. +Year 2 of the 4YP was approved by the Board of Trustees on November 19, 2020.

Current Status:

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.

School playbooks (see attached for a sample) describe the required series of collaborative process used to facilitate school improvement efforts. Due to COVID-19, some components have been put on hold as a result of either the source data not being available this year (e.g., PAT review) or due to time spent on other COVID-19 tasks (e.g., fall and winter HMW/prototype iterations). The intention is to resume the full playbook cycle starting in March of 2021. School workbooks (see attached for a sample) are the documentation of the plan and must be completed and submitted to the Superintendent by February 28, 2021. After a review, they will be posted on the school’s website.



DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: SUPERINTENDENT OF SCHOOLS

Recommendation:

The Board of Trustees acknowledges receipt of the 2019–2023 Four Year Plan, Innovators by Design – Update as information.



INNOVATORS BY DESIGN

SCHOOL PLAYBOOK



2020/21

ROCKY VIEW SCHOOLS

February

Table of Contents

THE BIG PICTURE	3
Four Year Plan – Innovators by Design.....	3
Goals & Outcomes	3
Planning Norms	4
To Inform Our Progress	4
About the School Playbook	5
Year At-A-Glance	6
2020/21 Year At-A-Glance (Modified)	6
GETTING STARTED.....	7
School Action Teams.....	7
Planning Design Protocols	7
Making Learning Visible	8
School Action Team Membership & Planning Dates	9
PROTOCOLS	10
Stakeholder Engagements	10
School Diversity Profile.....	10
Assurance Model	11
How Might We (HMW)/Prototype Iterations - Fall	12
Practice Guide Reviews – Winter	13
How Might We (HMW)/Prototype Iterations - Winter	13
Professional Learning Plan.....	14
School Profile/Budget Highlights/Principals Message.....	15
School Council Review	15
APPENDIX A: PROFESSIONAL RESOURCES	16
APPENDIX B: PEER CHECK-IN & REVIEW MEETINGS.....	16
Peer Check-In	16
Review Meetings.....	16

The Big Picture

Four Year Plan – Innovators by Design

In Rocky View Schools (RVS), our goal is to improve the educational experience for ALL students by inspiring a love of learning through meaningful and challenging experiences, preparing them to understand, adopt and successfully contribute to our changing global community.

To enact our vision and mission, RVS' 2019-2023 Four Year Plan, Innovators by Design, sets forth a strategic approach to ensure we design learning so innovators:

Goals & Outcomes

Connect to passions, interests and people.

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

Achieve their potential.

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

Navigate successfully as global citizens.

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

Strategies

To achieve our plan, we will:

- *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.

Planning Norms

- We will utilize RVS' school playbook and school workbook to engage our staff, school councils, parents and students in the jurisdiction's 2019 – 2023 Four Year Plan, Innovators by Design – Year Two.
- We will demonstrate a commitment towards achieving the plan by aligning to its goals, outcomes and strategies.
- We will employ the concept of design thinking to advance system and school improvement.
- We will align and support individual, school-wide and system professional learning opportunities to advance our work.
- We will prioritize budget expenditures to meet the plan's goals, outcomes and strategies and correspondingly the Board of Trustee's budget priorities.

To Inform Our Progress

Each school will form a 'school action team' responsible for guiding their staff through the school playbook and recording their findings in their respective school workbook found under the navigation on the left in the RVS - Administrative Leadership Meeting SharePoint site under [School Workbooks](#). Here a copy has been provided for each school. All workbooks are due **Feb. 28, 2021**. Schools requiring an extension must submit their request in writing to the [Superintendent of Schools](#).

When completing your school workbook, please:

- Replace the “red” text with “black” text and/or remove red text or shapes that provides schools with guidance on the information required to complete the template or to assist schools with formatting their plan.
- Remove templates not used.
- Upon completion add 'page numbers' to the plan and produce an Adobe Acrobat file of the plan for submission.
- Approach writing the school workbook with the knowledge that it is intended to be shared with various stakeholder groups and will be posted on the World Wide Web.
- Direct any questions or concerns with the completion of the school workbook to the Associate Superintendent of Learning.

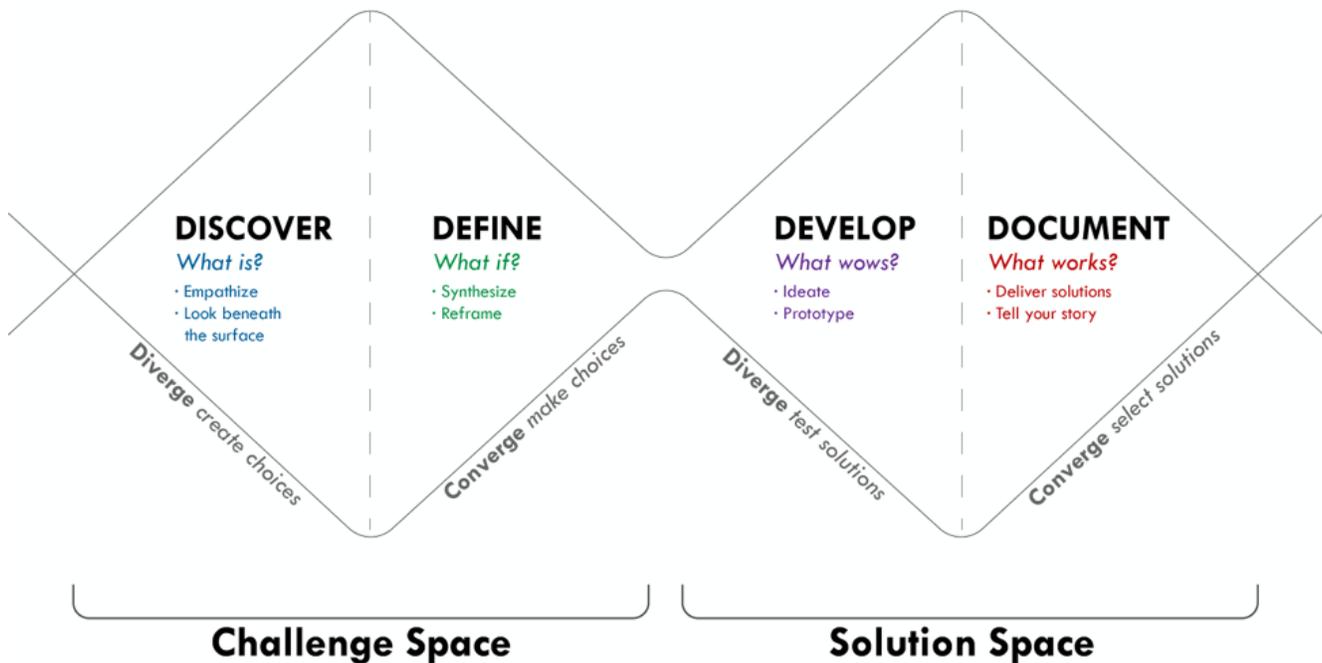
School workbooks are public documents. Schools are required to **download and post** their school workbook to their website following approval of the plan by the Superintendent at the review meeting. They also will have hard copies on display in their school administration suite. Schools also are encouraged to communicate their achievements and playbooks to their school community via school council meetings and highlights in their parent newsletters.

About the School Playbook

In Rocky View Schools (RVS) the development of innovators happens by design. Design thinking is a systematic and deliberate process to support our jurisdiction to develop viable solutions to specific challenges and needs, within diverse learning environments.

Over the last decade, ‘design’ in the jurisdiction has been central to its learning model. Building on this capacity, the enactment of RVS’ 2019-2023 Four Year Plan will be driven by a system-wide design thinking process. This process will be employed by school action teams to inform their work and the work of the superintendent design teams and education centre departments and branches.

As a team, your role will be to lead a design process to **Discover** insights and user needs; **Define** opportunities to focus on; **Develop** and test possible solutions; and **Document** and share stories.



Throughout the school playbook watch for “**Workbook Deliverable**” identified in red to prompt you where documentation is required for the completion of your school workbook.

Year At-A-Glance

Month	Phase	Protocols	Workbook Deliverable
March to April	Discover	Stakeholder Engagements	Student Insights Parent Insights Staff Insights
May to June	Define	Spring Practice Guide Review Spring HMW/Prototype Iteration Professional Learning Plan	Spring Practice Guide Review Spring HMW/Prototype Iteration Professional Learning Plan Budget Highlights
Peer Check-in			
August to January	Develop	School Diversity Profile Assurance Model Fall Practice Guide Review Fall HMW/Prototype Iteration	School Diversity Profile RVS Student Satisfaction RVS Assurance Model APORI Pillar Measures PAT/DIP Review Fall Practice Guide Review Fall HMW/Prototype Iteration
Peer Check-in			
February	Document	Practice Guide Review Winter HMW/Prototype Iteration School Council Review	Winter Practice Guide Review Winter HMW/Prototype Iteration Principal's Message School Profile
Review Process			

2020/21 Year At-A-Glance (Modified)*

Month	Phase	Protocols	Workbook Deliverable
August to December	Develop	Stakeholder Engagements School Diversity Profile Assurance Model Fall HMW/Prototype Iteration Student Satisfaction Survey <i>*not completed for 19/20</i> Professional Learning Plan	Student Insights Parent Insights Staff Insights School Diversity Profile RVS Assurance Model APORI Pillar Measures <i>*PAT/DIP Review</i> Fall Prototype Iteration <i>*Student Satisfaction Survey</i> Professional Learning Plan
January to February	Document	Winter Practice Guide Review <i>*Winter HMW/Prototype Iteration</i> School Council Review <i>*minimum is one HMW/Prototype Iteration review in Develop and Document phase due to COVID-19</i>	Winter Practice Guide Review Document Prototype Iteration Principal's Message School Profile Budget Highlights

*See Peer Check-In and Review Meetings Information in Appendix B

Getting Started

School Action Teams

Across all design phases, schools will be asked to engage and involve students, staff and/or parents in a series of design protocols, aimed at building a deep understanding of student needs, how RVS' I CAN goals and outcomes currently live in your school and the professional learning requirements of staff.

To guide this process, each school is asked to establish/re-affirm membership of its school action team, charged with planning the design engagements, collecting and interpreting the data collected and guiding next steps.

It's important that your school action team involves administrators, teachers and support staff from your school. Ideally, each school action team would be comprised of five to 10 staff members, with each being asked to serve as a 'Most Responsible Person' (MRP) for organizing and conducting one of the design protocols. In turn, MRPs would involve other staff members, fostering engagement across the school. Your team may be a new team or a team that is already established in your school (e.g., learning leaders, PL committee, admin and instructional coaches, etc.).

Teams should plan to meet at minimum four times over the course of completing the school playbook to plan, interpret, document and reflect on the school's learnings.

Planning Design Protocols

As a team, review each of the design protocols. Be sure to take note of the '**Workbook Deliverables**' required. Identify and record the Most Responsible Person(s), date/time/location and participants on the proceeding section entitled "School Action Team Membership & Planning Dates."

Additional considerations when planning for each protocol are:

Stakeholder Engagements – Consider what makes the most sense for engaging your students, staff and parents. Schools need not employ this protocol with all students or parents, rather a sampling they feel would provide a good representation such as the school's student leadership team or school council. Consider who needs to be contacted, how much time will be required and what dates you will administer each report card.

School Diversity Profile – Consider who best from your school might contribute to completing the profile? Consider involving at least one admin, teachers, guidance teacher or CDA, and a learning support team member.

RVS Student Satisfaction/Assurance/PAT and DIP Analysis – Do multiple teams/department heads need to be involved in this protocol? What about parents and students, how can they be involved? Consider how to frame this meeting. We know that data sets like satisfaction survey results and DIP/PAT results offer valuable insights to help us improve learning for students. We also know that they have limitations to what they can tell us. Consider how you will position these data sets as one of many sources to help you understand how your school is supporting students. How will you communicate this balance?

HMW/Prototype Iterations – Prior to the meeting, your School Action Team will need to review and prepare to present insights recorded on I CAN bulletin board and school workbook. On chart paper or in digital format, also plan to present 2020/21 Playbook HMW questions and Prototype Plans. In

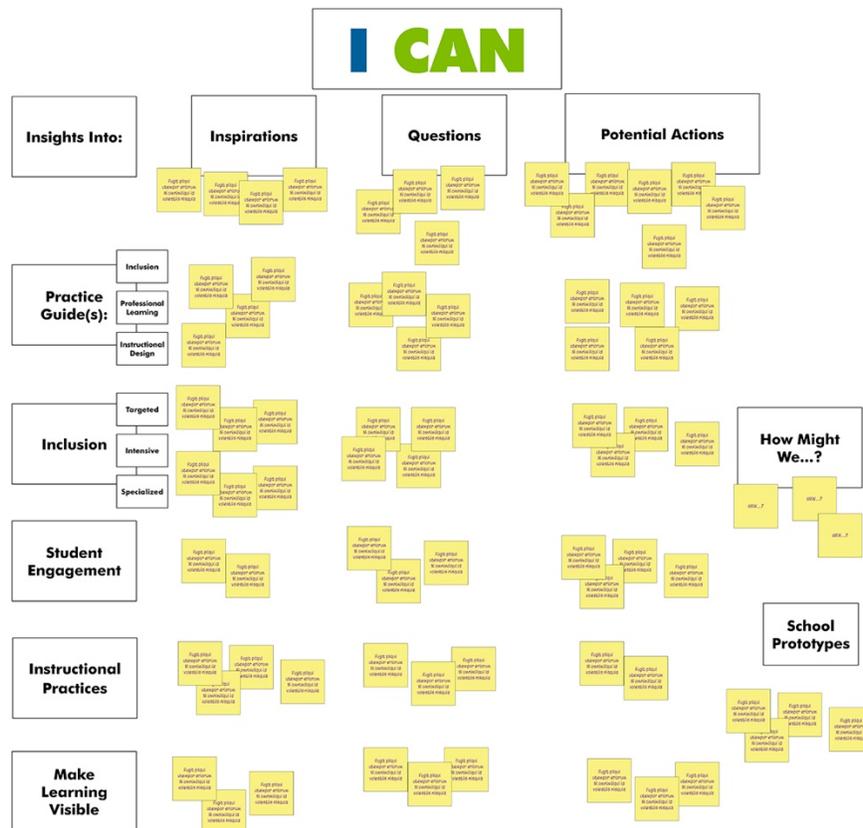
addition to involving your entire staff in this protocol, how about engaging your student body or school council in the design process by assigning each group a HMW question? The Fall/Winter reflections are your school’s opportunity to review your progress and chart the next step on your journey.

Professional Learning Plan – Consider who needs to be involved in solidifying a professional learning plan for your school?

School Council Review – Consider who needs to be contacted and how can you get time on the agenda? Consider how you will want to present your School Workbook and what will bring it to life. Is it an accompanying video, slide presentation, student exhibition? Be creative and approach the review as your school’s opportunity to showcase “Innovators Can.”

Making Learning Visible

Across all design protocols, you’ll want to ensure the insights and data gathered are visible to your learning community. In addition to each MRP recording their participant’s learnings in the school workbook, they’ll want to post their insights on the I CAN bulletin board. To arrive via bluebox, the bulletin board will be introduced in the first design protocol, Stakeholder Engagements, so consider mounting it in a location where it can remain throughout the year.



School Action Team Membership & Planning Dates

2020/21 School Action Team Members:

- (List Names)

Protocol	Date	MRP
Stakeholder Engagements	(DATE)	(NAME)
<i>Student Insights</i>	(DATE)	(NAME)
<i>Parent Insights</i>	(DATE)	(NAME)
<i>Staff Insights</i>	(DATE)	(NAME)
School Diversity Profile	(DATE)	(NAME)
Assurance Model		
<i>RVS Student Satisfaction</i>	(DATE)	(NAME)
<i>RVS Assurance Model</i>	(DATE)	(NAME)
<i>APORI Pillar Measures</i>	(DATE)	(NAME)
<i>PAT/DIP Review</i>	(DATE)	(NAME)
Fall HMW/Prototype Iteration	(DATE)	(NAME)
Professional Learning Plan	(DATE)	(NAME)
Winter Practice Guide Review	(DATE)	(NAME)
Winter HMW/Prototype Iteration	(DATE)	(NAME)
Principal's Message	(DATE)	(NAME)
School Profile/Budget	(DATE)	(NAME)
School Council Review	(DATE)	(NAME)

Ensure you communicate the activities and dates you've identified to the appropriate participants – and to your staff as information.

Protocols

This playbook includes design thinking protocols that outlines step-by-step instructions for completing your school workbook. However, schools should employ protocols that make sense for their school. As long as your school can demonstrate at its school review meeting that RVS' "Planning Norms" (Page 4) have been employed and the information required in the school workbook is complete, schools have the flexibility to engage their school community in protocols that lead to achieving the Four Year Plan's goals, outcomes and strategies.

Stakeholder Engagements

TOOLKIT: [School Workbook](#)

AUDIENCE: Students/Staff/Parents

- STEP 1:** For each engagement, organize students/staff/parents into small groups of four or five. If possible, position a facilitator in each group. Begin by explaining that this engagement is designed to solicit their opinion about how to make the school better. Encourage them to be honest and constructive, perhaps employing the maxim 'Tough on the ideas; soft on the people.' Next, provide a brief overview of RVS' I CAN goal statements and seek clarification, if required, as a group.
- STEP 2:** Ask to individually synthesize their discussion using the prompts in the right-hand column of the I CAN Report Card Placemat.
- STEP 3:** In large group, ask participants to briefly share and speak to what they have recorded in the right-hand boxes.
- STEP 4:** Thank everyone for their participation. Collect their I CAN report card placemats. Let them know that you will be providing them with more opportunities to engage in the development of your school playbook during the course of the year.
- STEP 5:** MRP to synthesize insights and post on the I CAN bulletin board under 'Student/Staff/Parents Needs' and record data in the **Workbook Deliverable pages entitled: Student Insights, Parent Insights and Staff Insights.**
-

School Diversity Profile

TOOLKIT: [Multi-Tiered System of Supports](#)
[Factors for Learning](#)
[Insights to Diversity Profile Placemat](#)
[School Workbook](#)

AUDIENCE: Select Staff

- STEP 1:** Distribute and review RVS' Multi-Tiered Systems of Supports and Factors for Learning to each participant. Discuss each of the universal concepts for learning to foster a common

understanding. Bring forward and discuss students and consider what level of support is required and where their needs align with the factors.

- STEP 2:** Using the Insights to Diversity Profile Placemat ask participants to identify the structures and strategies required to support targeted and intensive populations identified in your school.
- STEP 3:** As a group, transfer your major insights onto sticky notes and post to the I CAN bulletin board under 'Insight into Inclusion.' Be sure to identify insights into structures and strategies the team feels should be noted for students with targeted, specialized and intensive needs, but also any inspirations and questions. Based on your insights, identify post potential HMW questions to the I CAN bulletin board.
- STEP 4:** Thank everyone for their participation. Collect their Insight to Diversity Profile Placemat.
- STEP 5:** MRP to synthesize insights and record data in the **Workbook Deliverable page entitled School Diversity Profile.**

Assurance Model

TOOLKIT: RVS Student Satisfaction Report (RVS website - EC Resources) **not completed for 19/20*
[APORI School Report](#) (Alberta Education Extranet)
[RVS Student Satisfaction Placemat](#)
[RVS Assurance Model Placemat](#)
[APORI Pillar Results Placemat](#)
[Provincial Achievement Tests and Diploma Exams Placemat](#)
[School Workbook](#)

AUDIENCE: Select Staff

- STEP 1:** Drawing from the appropriate report, MRP to record school's results in the Workbook Submission pages entitled RVS Student Satisfaction, RVS Assurance Model, APORI Pillar Results, Provincial Achievement Tests and Diploma Exams. Distribute your data sets to participants prior to meeting.
- STEP 2:** Divide participants into four groups, ensuring you have no more than 5 people per group. Distribute and ask each group to complete either the RVS Student Satisfaction Placemat, RVS Assurance Model Placemat, APORI Pillar Results Placemat, or Provincial Achievement Tests and Diploma Exams Placemat. Working in your small group discuss areas of strength, growth and factors influencing your results.
- STEP 3:** Debrief as a large group to arrive at key findings and consider what are your next steps. Record the key findings, being sure to capture inspirations, questions and potential next steps on the I CAN bulletin board. Based on your insights, identify post potential HMW questions to the I CAN bulletin board.
- STEP 4:** Thank everyone for their participation. Collect their placemats.
- STEP 5:** MRP to synthesize insights and record data in the appropriate **Workbook Deliverable pages entitled RVS Student Satisfaction, RVS Assurance Model, APORI Pillar Results, Provincial Achievement Tests and/or Diploma Exam Results.**

How Might We (HMW)/Prototype Iterations - Fall

TOOLKIT: [2019/20 Playbook](#)
[Fall - HMW/Prototype Review Placemat](#)
[Fall Prototype Plans Placemat](#)
[School Workbook](#)

AUDIENCE: All Staff (Select Students/Parents)

- STEP 1:** In a large group, School Action Team to present insights recorded to date on I CAN bulletin board and school workbook. Ultimately you are seeking to build consensus and provide clarification about the unique needs and opportunities in your context, with emphasis placed on potential action steps and relevant HMW questions. The synthesis you create will form the foundation for iterating your 2020/21 Playbook HMW questions and prototype plans.
- STEP 2:** Turning to the school's 2019/20 Playbook HMW questions and Prototype Plans, review your current HMW questions and prototype plans. Breaking into small groups of five to eight people, distribute the HMW/Prototype Review Placemat and prompt participants to consider the following questions:
- Has your school addressed all four priority areas: Student Engagement, Inclusion, Instructional Design and Making Learning Visible?
 - What is working and more importantly how do we know?
 - Based on your school's 2020/21 insights, are your HMW and prototype plans still relevant? Are there any apparent gaps?
 - What should the school Stop/Start/Continue/Change in relation to their HMW and prototype plans?
- Ask each group to record on stickies the HMW questions they would Stop/Start/Continue/Change and post on chart paper under the same headings.
- STEP 3:** Returning to the large group, ask each small group to briefly share and speak to what they have recorded on their HMW/Prototype Review Placemats and posted to the Stop/Start/Continue/Change. After all groups have shared their insights, provide each participant with four to eight dots. Ask staff to gallery walk the Stop/Start/Continue/Change charts identifying those insights they believe the school should undertake. As a group, you may want to consider time, impact, resources, enthusiasm and past practices as considerations when choosing, as well that all four school priorities have been addressed.
- STEP 4:** Once consensus has been reached, return back to small groups and distribute Prototype Plan Placemats. Assign each group one HMW questions the school has decided to Start/Continue/Change, prompting them to work through the entire placemat.
- STEP 5:** Thank everyone for their participation. Collect their Prototype Plan placemats. MRP to record data in the appropriate **Workbook Deliverable pages entitled Prototype Plans for each prototype identified. Be sure to identify any major changes from 2019/20 under "Fall Learnings."**
-

Practice Guide Reviews – Winter

TOOLKIT: [Inclusive Education Practice Guide](#)
[Winter Practice Guide Placemat](#)
[School Workbook](#)

AUDIENCE: All Staff

STEP 1: As a large group, review the I CAN bulletin board insights recorded during the fall practice guide review. Next, discuss how these insights were translated and appear in the school's HMW/Prototype Plans.

STEP 2: Provide each participant with a copy of the Winter Practice Guide Placemat asking them to individually reflect to identify:

- What steps have we taken? What is working?
- What's been tricky?
- What will we do moving forward to embed the practice guide into the fabric of our school?

STEP 3: Break into small groups, ask participants to briefly share and speak to what they have recorded. Ask them to identify any overlapping themes? Transcribe them onto sticky notes using a marker (not a ball point pen).

STEP 4: Moving to the I CAN bulletin board, ask each group to post and present their sticky notes under the practice guide's Inspiration, Questions or Potential Actions. Once each small group has presented, prompt the large group by asking:

“Where are we in relation to embedding this practice guide into the fabric of our school?”
“Based on our insights, what do we need to be more attentive to?”

Post insights under “Prototype Plans”. Thank everyone for their participation. Collect their Winter Practice Guide Placemats.

STEP 5: MRP to synthesize insights and record data in the [Workbook Deliverable page entitled Practice Guide Review Winter Insights](#).

How Might We (HMW)/Prototype Iterations - Winter

TOOLKIT: [Winter Prototype Plans Placemat](#)
[School Workbook](#)

AUDIENCE: All Staff (Select Students/Parents)

STEP 1: As a large group, review the HMW/Prototype Plans recorded in your school workbook and the insights revealed at your Winter Practice Guide engagement.

STEP 2: Provide each participant with a copy of the Winter Prototype Plans Placemat asking them to individually reflect to identify:

- HMW they have chosen to review?

- What is working?
- What's been tricky?
- What will we do moving forward?

STEP 3: Organize into HMW small groups, ask participants to briefly share and speak to what they have recorded. Ask them to identify any overlapping themes? Transcribe them onto sticky notes using a marker (not a ball point pen).

STEP 4: Moving to the I CAN bulletin board, ask each group to post and present their sticky notes under Inspiration, Questions, Potential Actions. Once each small group has presented, prompt the large group by asking:

“Where are we in relation to moving our prototypes forward?”

“Based on our insights, what do we need to be more attentive to?”

Post insights under “Prototype Plans”.

Thank everyone for their participation. Collect their Winter Prototype Plans Placemats.

STEP 5: MRP to synthesize insights and record data in the [Workbook Deliverable page entitled Prototype Winter Learnings](#).

Professional Learning Plan

TOOLKIT: [School Workbook](#)

AUDIENCE: Select Staff

STEP 1: Review I CAN bulletin board, paying particular attention to the insights posted under questions and prototype plans. Identify common topics and questions on sticky notes. Cluster and theme the sticky notes. Look for connections between themes. Consider further combining themes by drafting titles in the form of learning outcomes.

STEP 2: Brainstorm possible PL opportunities. Record the ideas on chart paper. Consider the following prompts: What could staff collaborate to make, create or do to learn by doing? What school might we visit to see this in action? How might this connect and build on an initiative we are already engaged in?

STEP 3: Using sticky notes each participant will identify one or two of the most promising ideas. On the sticky notes explain your rationale.

STEP 4: Thank everyone for their participation.

STEP 5: MRP to synthesize insights and record data in the [Workbook Deliverable page entitled Professional Learning Plan](#).

School Profile/Budget Highlights/Principals Message

TOOLKIT: [School Workbook](#)

AUDIENCE: Principal/Assistant Principal

- STEP 1:** Transfer 2020/21 budget highlights in the **Workbook Deliverable page entitled Budget Highlights.**
- STEP 2:** Complete the required information in the **Workbook Deliverable page entitled School Profile.**
- STEP 3:** Write a one-page message on the topic, “To achieve our Four-Year Plan, Innovators by Design, our department/branch’s focus is on...”. Transfer message to the **Workbook Deliverable page entitled Principal’s Message.**
-

School Council Review

TOOLKIT: [School Workbook](#)

AUDIENCE: School Council

- STEP 1:** Share your completed school workbook with your school council executive members prior to your meeting, asking them to review its contents prior to the meeting.
- STEP 2:** Present highlights of the school workbook at the meeting, taking into consideration the insights and results that are important to the council.
- STEP 3:** While recording, in a large group ask participants to briefly share their responses to:
- What resonates with parents? What inspired them?
 - What question do they have?
 - What do they find tricky?
 - How can parents play a more active role in the playbook’s implementation?
- STEP 4:** Thank everyone for their participation.
- STEP 5:** MRP to synthesize insights in the **Workbook Deliverable page School Council Review. School Council Chair to sign plan prior to submission.**
-

APPENDIX A: Professional Resources

IDEO:

[IDEO design thinking defined](#)
[Principles of Human Centred Design](#)
[d.school at Stanford resources](#)
[IDEO design thinking methods](#)
[IDEO design thinking mindsets](#)

Design Thinking in Education:

[RVS Instructional Design Framework](#)
[Design thinking for educators toolkit](#)
[Design thinking playbook from Design Tech High School](#)
[Design thinking in education research](#)
[Teacher as designer](#)

Design-Based Leadership in Education:

[Distributed leadership: developing theory from practice](#)
[Complexity leadership theory](#)

APPENDIX B: Peer Check-In & Review Meetings

Peer Check-In

1. Each year, the Learning Department will host two peer check in meetings for system leaders to collaborate on the development of their school workbook. Dates, times and registration of these check-in meetings will be announced through the RV SPL system and through administrator and staff newsletters.
2. For the 2020/21 school year, these meetings will fall between October 2020 and February 2021.

Review Meetings

1. Reviews will be completed in cohort group meetings with the Superintendent of Schools (or designates), with dates and times to be identified by Learning Department. These meetings are intended to take place in a collaborative and supportive manner.
2. Principals will be asked to report on key insights and prototypes to be implemented.
3. Immediately following the review meeting, principals have **five working days** to address any modifications request at the review meeting and resubmit the school workbook to the [Superintendent of Schools](#). If no revisions are required, principals are asked to inform the Superintendent, via email, that the report was approved as presented.
4. Principals are required to post their school workbook to their website once approved under "Publications."

**INSERT YOUR
SCHOOL LOGO:**

1. Right click on this and select Change Picture>From A File
2. Navigate to the image you want to use and select Insert.

INNOVATORS BY DESIGN

INSERT SCHOOL NAME HERE

INSERT YOUR PLAYBOOK PICTURE:

1. Right click on this and select Change Picture>From A File.
2. Navigate to the image you want to use and select Insert.

**ROCKY VIEW
SCHOOLS**

Insert month here
Insert year here

TABLE OF CONTENTS

FOUR YEAR PLAN: INNOVATORS BY DESIGN	3
PRINCIPAL'S MESSAGE	4
SCHOOL PROFILE.....	5
THIS YEAR'S LEARNINGS	6
Students Insights.....	6
Parents Insights	7
Staff Insights.....	8
School Diversity Profile	9
RVS Student Satisfaction.....	10
RVS Assurance Model	12
APORI Pillar Results	14
Provincial Achievement Tests Results.....	15
Diploma Tests Results.....	18
Practice Guide(s) Reviews	20
PROTOTYPE PLANS	21
PROFESSIONAL LEARNING PLAN.....	22
BUDGET HIGHLIGHTS	23
SCHOOL COUNCIL REVIEW	24

FOUR YEAR PLAN: INNOVATORS BY DESIGN

In 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.

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

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.

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

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.

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

To achieve our plan, we will:

- **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.

PRINCIPAL'S MESSAGE

(Topic: "To achieve our Four-Year Plan, Innovators by Design, our school focus is on...") One (1) page maximum.

SCHOOL PROFILE

<p>(School Name)</p> <p>Principal: (Text)</p> <p>Address: (Text)</p> <p>Phone: (Text)</p> <p>Email: (Text)</p> <p>Website: (Text)</p>	<p>Mission:</p> <p>(Text)</p> <p>Beliefs:</p> <p>(Text)</p>
<p>Unique features of our school?</p> <ul style="list-style-type: none"> • (Text) • (Text) <p>No. of Teachers: (No.)</p> <p>No. of Support Staff: (No.)</p> <p>Grades Served: (No.)</p> <ul style="list-style-type: none"> • (Text) • (Text) 	
<p>What parents say about our schools?</p> <ul style="list-style-type: none"> • (Up to two (2) quotes, maximum two to three sentences long.) • (Text) 	

THIS YEAR'S LEARNINGS

Students Insights

Student Engagement	Inclusion	Instruction	Making Learning Visible
Student have voice and choice in their learning.	Student are equally valued, safe and have their diverse needs met.	Instruction is relevant and meaningful for all students.	Students' learning journey and growth is visible
			

(Move the X to the point on the line that shows how you think your school is doing. An X on the left means there is a lot more that could be done. An X on the right means your school is doing very well.)

<p>What do you think are some things that are going well?</p> <ul style="list-style-type: none"> • (Text) • (Text)
<p>What do you think could be worked on or improved?</p> <ul style="list-style-type: none"> • (Text) • (Text)
<p>What actions could our school take to do better?</p> <ul style="list-style-type: none"> • (Text) • (Text)

Parents Insights

Student Engagement

Student have voice and choice in their learning.



Inclusion

Student are equally valued, safe and have their diverse needs met.



Instruction

Instruction is relevant and meaningful for all students.



Making Learning Visible

Students' learning journey and growth is visible



(Move the X to the point on the line that shows how you think your school is doing. An X on the left means there is a lot more that could be done. An X on the right means your school is doing very well.)

What do you think are some things that are going well?

- (Text)
- (Text)

What do you think could be worked on or improved?

- (Text)
- (Text)

What actions could our school take to do better?

- (Text)
- (Text)

Staff Insights

Student Engagement

Student have voice and choice in their learning.



Inclusion

Student are equally valued, safe and have their diverse needs met.



Instruction

Instruction is relevant and meaningful for all students.



Making Learning Visible

Students' learning journey and growth is visible



(Move the X to the point on the line that shows how you think your school is doing. An X on the left means there is a lot more that could be done. An X on the right means your school is doing very well.)

What do you think are some things that are going well?

- (Text)
- (Text)

What do you think could be worked on or improved?

- (Text)
- (Text)

What actions could our school take to do better?

- (Text)
- (Text)

School Diversity Profile

<p>Based on your school profile, what percentage of your student population falls in the targeted, specialized and intensive populations?</p> <ul style="list-style-type: none">• Targeted – (No.)• Specialized – (No.)• Intensive – (No.)	<p>What structures and strategies will you implement to support students with targeted needs?</p> <ul style="list-style-type: none">• (Text)• (Text)
<p>What structures and strategies will you implement to support students with specialized needs?</p> <ul style="list-style-type: none">• (Text)• (Text)	
<p>What structures and strategies will you implement to support students with intensive needs?</p> <ul style="list-style-type: none">• (Text)• (Text)	

What do you think could be worked on or improved?

- (Text)
- (Text)

What actions could our school take to do better?

- (Text)
- (Text)

RVS Assurance Model

(Insert latest results available from Data Source)

	Data Source	2019/20	
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool Attendance Data		
Percentage of students excessively absent due to health matters.	PowerSchool Attendance Data		
Percentage of student conflict incidents reported.	PowerSchool Discipline Portal	Data source in development	
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data		
Fidelity percentage achieved for Tier 1 PBIS by the school	Tiered Fidelity Inventory by Learning Support Specialist	Data source in development	
Percentage of students who document and reflect on their learning.	myBlueprint Participation Stats		
Percentage of Gr. 1 – 12 students who met or exceeded expected learning outcomes in English language arts and mathematics .	Report Card Data		
		English Language Arts	Mathematics
Division 1 Emerging to Mastering			
Division 2 Emerging to Mastering			
Division 3 Emerging to Mastering			
Division 4 50 per cent +			
First Nation, Metis, Inuit: Emerging to Mastering			
English Language Learners: Emerging to Mastering			
Percentage of teachers who report that in the past three to five years the professional development and in-serving received from the school authority has been focused, systematic and contributed significantly to their ongoing growth.	APORI ACOL Measure		

What do you think are some things that are going well?

- (Text)
- (Text)

What do you think could be worked on or improved?

- (Text)
- (Text)

What actions could our school take to do better?

- (Text)
- (Text)

APORI Pillar Results

(Insert latest Provincial Assurance Model Results Here available on Extranet)

Measure Category	Measure	Sample School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	92.8	90.2	90.5	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	89.1	86.6	81.4	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	94.4	88.5	89.6	90.2	90.0	90.1	Very High	Improved	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.6	2.3	2.9	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.8	73.6	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	20.6	19.9	19.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	84.7	77.4	74.2	83.0	82.4	82.6	High	Improved	Good
	Citizenship	89.8	79.9	83.8	82.9	83.0	83.5	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	79.1	77.1	76.4	81.3	81.2	81.1	High	Maintained	Good
Continuous Improvement	School Improvement	90.3	80.3	79.0	81.0	80.3	81.0	Very High	Improved Significantly	Excellent

What do you think are some things that are going well?

- (Text)
- (Text)

What do you think could be worked on or improved?

- (Text)
- (Text)

What actions could our school take to do better?

- (Text)
- (Text)

Provincial Achievement Tests Results

LANGUAGE ARTS	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial. Results %	School Results %	Provincial Results %	Target
L.A. GRADE 6:							
Acceptable Standard:	%	83.5	%	83.2	N/A	N/A	%
Standard of Excellence:	%	17.9	%	17.8	N/A	N/A	%
L.A. GRADE 9:							
Acceptable Standard:	%	76.1	%	75.1	N/A	N/A	%
Standard of Excellence:	%	14.7	%	14.7	N/A	N/A	%

LANGUAGE ARTS FRENCH IMMERSION	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial. Results %	School Results %	Provincial Results %	Target
L.A. GRADE 6 FI:							
Acceptable Standard:	%	85.2	%	87.7	N/A	N/A	%
Standard of Excellence:	%	12.3	%	15.7	N/A	N/A	%
L.A. GRADE 9 FI:							
Acceptable Standard:	%	81.4	%	82.9	N/A	N/A	%
Standard of Excellence:	%	9.8	%	12.3	N/A	N/A	%

MATHEMATICS	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial. Results %	School Results %	Provincial Results %	Target
MATH GRADE 6:							
Acceptable Standard:	%	72.9	%	72.5	N/A	N/A	%
Standard of Excellence:	%	14.0	%	15.0	N/A	N/A	%
MATH GRADE 9:							
Acceptable Standard:	%	59.2	%	60.0	N/A	N/A	%
Standard of Excellence:	%	15.0	%	19.0	N/A	N/A	%

MATHEMATICS FRENCH IMMERSION	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial. Results %	School Results %	Provincial Results %	Target
MATH GRADE 6 FI:							
Acceptable Standard:	%	85.3	%	82.7	N/A	N/A	%
Standard of Excellence:	%	19.4	%	18.1	N/A	N/A	%
MATH GRADE 9 FI:							
Acceptable Standard:	%	77.5	%	78.9	N/A	N/A	%
Standard of Excellence:	%	22.1	%	28.1	N/A	N/A	%

SCIENCE	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial Results %	School Results %	Provincial Results %	Target
SCIENCE GRADE 6: Acceptable Standard:	%	78.8	%	77.6	N/A	N/A	%
Standard of Excellence:	%	30.5	%	28.6	N/A	N/A	%
SCIENCE GRADE 9: Acceptable Standard:	%	75.7	%	75.2	N/A	N/A	%
Standard of Excellence:	%	24.4	%	26.4	N/A	N/A	%

SCIENCE FRENCH IMMERSION	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial Results %	School Results %	Provincial Results %	Target
L.A. GRADE 6: Acceptable Standard:	%	83.7	%	80.1	N/A	N/A	%
Standard of Excellence:	%	22.7	%	22.2	N/A	N/A	%
L.A. GRADE 9: Acceptable Standard:	%	86.3	%	87.3	N/A	N/A	%
Standard of Excellence:	%	25.1	%	27.7	N/A	N/A	%

SOCIAL STUDIES	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial Results %	School Results %	Provincial Results %	Target
SOCIAL GRADE 6: Acceptable Standard:	%	75.1	%	76.2	N/A	N/A	%
Standard of Excellence:	%	23.2	%	24.4	N/A	N/A	%
SOCIAL GRADE 9: Acceptable Standard:	%	66.7	%	68.7	N/A	N/A	%
Standard of Excellence:	%	21.5	%	20.6	N/A	N/A	%

SOCIAL STUDIES FRENCH IMMERSION	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial Results %	School Results %	Provincial Results %	Target
SOCIAL GRADE 6 FI: Acceptable Standard:	%	77.8	%	77.6	N/A	N/A	%
Standard of Excellence:	%	16.9	%	16.7	N/A	N/A	%
SOCIAL GRADE 9 FI: Acceptable Standard:	%	76.8	%	77.8	N/A	N/A	%
Standard of Excellence:	%	20.9	%	22.8	N/A	N/A	%

What do you think are some things that are going well?

- (Text)
- (Text)

What do you think could be worked on or improved?

- (Text)
- (Text)

What actions could our school take to do better?

- (Text)
- (Text)

Diploma Tests Results

	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial Results %	School Results %	Provincial Results %	Target
ENGLISH 30-1							
School Awarded – Acceptable	%	97.9	%	98.0	N/A	N/A	%
Diploma – Acceptable	%	87.5	%	86.8	N/A	N/A	%
School Awarded – Excellence	%	34.5	%	35.1	N/A	N/A	%
Diploma – Excellence	%	13.2	%	12.3	N/A	N/A	%
ENGLISH 30-2							
School Awarded – Acceptable	%	95.9	%	96.1	N/A	N/A	%
Diploma – Acceptable	%	88.0	%	87.1	N/A	N/A	%
School Awarded – Excellence	%	15.2	%	15.4	N/A	N/A	%
Diploma – Excellence	%	13.1	%	12.1	N/A	N/A	%
FRENCH LA 30							
School Awarded – Acceptable	%	99.8	%	99.7	N/A	N/A	%
Diploma – Acceptable	%	93.8	%	91.5	N/A	N/A	%
School Awarded – Excellence	%	60.0	%	56.7	N/A	N/A	%
Diploma – Excellence	%	11.0	%	10.1	N/A	N/A	%
SOCIAL 30-1							
School Awarded – Acceptable	%	99.0	%	99.1	N/A	N/A	%
Diploma – Acceptable	%	86.2	%	86.6	N/A	N/A	%
School Awarded – Excellence	%	43.3	%	43.6	N/A	N/A	%
Diploma – Excellence	%	17.7	%	17.0	N/A	N/A	%
SOCIAL 30-2							
School Awarded – Acceptable	%	95.8	%	96.4	N/A	N/A	%
Diploma – Acceptable	%	78.8	%	77.8	N/A	N/A	%
School Awarded – Excellence	%	19.6	%	20.2	N/A	N/A	%
Diploma – Excellence	%	12.2	%	12.2	N/A	N/A	%
MATH 30-1							
School Awarded – Acceptable	%	96.1	%	96.2	N/A	N/A	%
Diploma – Acceptable	%	77.8	%	77.8	N/A	N/A	%
School Awarded – Excellence	%	52.3	%	51.6	N/A	N/A	%
Diploma – Excellence	%	34.7	%	35.1	N/A	N/A	%
MATH 30-2							
School Awarded – Acceptable	%	94.4	%	94.3	N/A	N/A	%
Diploma – Acceptable	%	74.2	%	76.5	N/A	N/A	%
School Awarded – Excellence	%	26.9	%	28.6	N/A	N/A	%
Diploma – Excellence	%	16.4	%	16.8	N/A	N/A	%
BIOLOGY 30							
School Awarded – Acceptable	%	97.1	%	97.5	N/A	N/A	%
Diploma – Acceptable	%	86.6	%	83.9	N/A	N/A	%
School Awarded – Excellence	%	50.4	%	49.3	N/A	N/A	%
Diploma – Excellence	%	36.6	%	35.5	N/A	N/A	%
CHEMISTRY 30							
School Awarded – Acceptable	%	97.1	%	97.3	N/A	N/A	%

Diploma – Acceptable	%	83.6	%	85.7	N/A	N/A	%
School Awarded – Excellence	%	52.7	%	53.9	N/A	N/A	%
Diploma – Excellence	%	38.3	%	42.5	N/A	N/A	%
PHYSICS 30							
School Awarded – Acceptable	%	97.4	%	97.8	N/A	N/A	%
Diploma – Acceptable	%	86.2	%	87.5	N/A	N/A	%
School Awarded – Excellence	%	58.3	%	58.5	N/A	N/A	%
Diploma – Excellence	%	43.6	%	43.5	N/A	N/A	%
SCIENCE 30							
School Awarded – Acceptable	%	96.6	%	96.6	N/A	N/A	%
Diploma – Acceptable	%	85.4	%	85.7	N/A	N/A	%
School Awarded – Excellence	%	39.6	%	38.1	N/A	N/A	%
Diploma – Excellence	%	31.5	%	31.2	N/A	N/A	%

What do you think are some things that are going well?

- (Text)
- (Text)

What do you think could be worked on or improved?

- (Text)
- (Text)

What actions could our school take to do better?

- (Text)
- (Text)

Practice Guide(s) Reviews

Practice Guide Name(s): (Text)

Fall Insights

What resonates, encourages or affirms staff?
<ul style="list-style-type: none">• (Text)• (Text)
What questions do you have, what needs clarification, what inspires staff?
<ul style="list-style-type: none">• (Text)• (Text)
How might the practice guide inform next steps?
<ul style="list-style-type: none">• (Text)• (Text)

Winter Insights

What steps have we taken? What is working?
<ul style="list-style-type: none">• (Text)• (Text)
What's been tricky?
<ul style="list-style-type: none">• (Text)• (Text)
What will we do, moving forward, to embed the practice guide into the fabric of our schools?
<ul style="list-style-type: none">• (Text)• (Text)

PROTOTYPE PLANS

(Duplicate this page for each How Might We question your school is addressing, remembering that all four school priorities must be addressed in your submission)

How Might We? - (Text)

What Priority Areas Does It Address? – Circle one or more (All schools will need to address all four priority areas)

Student Engagement

Inclusion

Instructional Design

Making Learning Visible

Sources of Feedback (Who will help you create your prototypes i.e., staff/parents/students and who will help you evaluate your progress?)

- (Text)
- (Text)

End Goals (What will you work to produce/impact/influence?)

- (Text)
- (Text)

PROTOTYPES

What prototypes are happening in your school to address this HMW? (Describe up to five prototypes with the greatest impact towards achieving this HMW's end goals. Duplicate the box below for each individual prototype.)

Name: (Text)

Scope: (Text)

Indicator of Success: (Text)

Description: (Text)

Prototype Iterations: (What is working? What's been tricky? What will we do moving forward?)

Fall Learnings: (Maximum 50-word explanation per prototype)

Winter Learnings: (Maximum 50-word explanation per prototype)

PROFESSIONAL LEARNING PLAN

Driving Questions
Learning Outcomes
Strategies

- (Text)
- (Text)

- (Text)
- (Text)

- (Text)
- (Text)

BUDGET HIGHLIGHTS

	2018/19	2019/20	2020/21
Certificated Staff			
Support Staff			
Services & Supplies			
Other			
Contingency			
TOTAL EXPENDITURES			

SCHOOL COUNCIL REVIEW

Date of School Council Engagement: (Date)

What resonates with parents? What inspired them? <ul style="list-style-type: none">• (Text)• (Text)
What questions did they have? <ul style="list-style-type: none">• (Text)• (Text)
What did they find tricky? <ul style="list-style-type: none">• (Text)• (Text)
How can parents play a more active role in its implementation? <ul style="list-style-type: none">• (Text)• (Text)

This playbook was made in keeping with RVS planning norms and the advice and participation of students, staff and parents.

Principal Signature

Date

Representing our school's parent body, members of the parent body played an active role in the development of the playbook. (Circle One)

Strongly agree

Agree

Do not agree

School Council Chair Signature

Date

(Signatures should be scanned in and inserted as a .tiff in the document. Please note the resolution of a .jpeg is too low.)

DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Item: Board Meeting Schedule 2021/2022

Date of Meeting: January 21, 2021

Background:

As per Board Policy 7, regular meetings of the Board will typically occur on the first and third Thursdays of each month. Due to the trustee election, holidays and specific Alberta Education requirements, the schedule may need to vary from the first and third Thursday of each month.

Current Status:

It is proposed that the typical meeting schedule be altered to:

- allow administration to better support school start-up matters by moving the Board meetings in September to the second and fourth Thursdays of the month;
- due to the election, the organization meeting and Board meeting would need to be on fourth Thursday in October;
- add a third meeting in November to provide the necessary time for the auditors to review and finalize the audited financial statements by November 30th;
- hold only one meeting in December two weeks after the third meeting in November;
- in March move to the second and fourth Thursdays due to the break in February;
- second meeting April moved to fourth week due to Spring break;
- remain on second and fourth weeks for May and June to better balance the meetings.

The proposed meetings for 2021/2022 school year are as follows:

Thursday, September 9	9:30 a.m.	Regular Board Meeting
Thursday, September 23	9:30 a.m.	Regular Board Meeting
Thursday, October 7	9:30 a.m.	Regular Board Meeting
Thursday, October 28	9:30 a.m.	Organizational and Regular Board Meetings
Thursday, November 4	9:30 a.m.	Regular Board Meeting
Thursday, November 18	9:30 a.m.	Regular Board Meeting
Thursday, November 25	9:30 a.m.	Regular Board Meeting
Thursday, December 9	9:30 a.m.	Regular Board Meeting
Thursday, January 6	9:30 a.m.	Regular Board Meeting
Thursday, January 20	9:30 a.m.	Regular Board Meeting
Thursday, February 3	9:30 a.m.	Regular Board Meeting
Thursday, February 17	9:30 a.m.	Regular Board Meeting

DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Thursday, March 10	9:30 a.m.	Regular Board Meeting
Thursday, March 24	9:30 a.m.	Regular Board Meeting
Thursday, April 7	9:30 a.m.	Regular Board Meeting
Thursday, April 28	9:30 a.m.	Regular Board Meeting
Thursday, May 12	9:30 a.m.	Regular Board Meeting
Thursday, May 26	9:30 a.m.	Regular Board Meeting
Thursday, June 9	9:30 a.m.	Regular Board Meeting
Thursday, June 23	9:30 a.m.	Regular Board Meeting

Alternatives:

Alternative I

The Board of Trustees approves the 2021/2022 Regular Board meeting schedule as outlined above.

Alternative II

The Board of Trustees amends the 2021/2022 Regular Board meeting schedule as outlined above and approves as amended.

Recommendation:

The Board of Trustees approves the 2021/2022 Regular Board meeting schedule as outlined above.

DIRECTIVE FOR ACTION



TO: BOARD OF TRUSTEES

FROM: BUDGET COMMITTEE

Item: 20/21 Fall Budget Adjustments

Date of Meeting: January 21, 2021

Background:

The fall budget update reflects modifications and adjustments to the operating budget of the Board. These additional revenue and expenses are mainly associated with COVID-19. All significant changes from the spring operating budget are summarized below.

Current Status:

Revenues

RVS is projecting total revenues of \$290 million by Aug. 31, 2021, compared to budgeted revenues of \$281.4 million estimated in the spring. Explanations of the significant budget changes include:

- Alberta Education revenue is expected to remain stable and unchanged throughout the 20/21 school year. Due to the new funding model implemented this year, the lower than expected student enrollment numbers will not have any affect on the anticipated revenues;
- Federal Government revenues will be \$221,000 higher than expected as a result of being awarded grant funding for OLEP;
- Fees revenues are anticipated to be lower by \$907,000. This decrease is a result of:
 - A reduction in expected transportation fees of \$778,000 due to lower bus ridership as a result of lower enrollment and online schooling options;
 - A slight reduction in expected options fees and school generated funds of \$129,000;
- Federal Safe Return to Class funding represents the largest impact to budgeted revenues, with an increase of \$9.3 million to be used for incremental costs associated with the pandemic.

Expenses

RVS is projecting total expenditures to be \$295.3 million dollars at Aug. 31, 2021 compared to spring budgeted expenditures of \$282.6 million. Explanations of significant changes to budget include:

- Federal Safe Return to Class additional spending of \$9.3 million has been fully allocated throughout the budget and as of November, 12.4% or \$1.16 million has been expensed. The full allocation of this additional funding is as follows:
 - \$2.88 million for additional teachers,
 - \$1.97 million for additional substitute teacher costs,
 - \$2.79 million for additional pandemic supplies,
 - \$900,000 for transportation support,
 - \$756,000 for additional support staff mainly at the school level;

DIRECTIVE FOR ACTION



TO: BOARD OF TRUSTEES

FROM: BUDGET COMMITTEE

- In addition to the Federal funding, RVS had allocated \$2 million for increased caretaking staff and supplies which will be drawn down from reserves. As of November, 30% or \$605,000 has been expensed. Monitoring the utilization of the Federal funds above will determine how much of this \$2 million will need to be drawn from the reserves.
- Overall spending on staffing and supplies is anticipated to be \$2.15 million higher than the spring budget; however, the majority of these increases will be covered from school carry forward funding from last year.

ROCKY VIEW SCHOOLS RECONCILIATION OF ESTIMATED OPERATING SURPLUS (DEFICIT) PROJECTED TO AUGUST 31, 2021

ESTIMATED OPERATING (DEFICIT) - SPRING BUDGET		(\$1,251,002)
Operating Budget Adjustments: Revenue/(Expenses)		
<i>Maintenance:</i>		
Federal safe return allocation	1,000,000	
Additonal supplies & services	<u>(1,000,000)</u>	Nil
Caretaking staffing costs for pandemic		(2,000,000)
<i>Instruction:</i>		
Federal safe return allocation	7,226,000	
Additonal teachers and sub cost	(4,850,000)	
Additonal suport staff	(586,000)	
Additonal supplies & services	<u>(1,790,000)</u>	Nil
Lower school generated fees		(128,949)
Additional Grant Funding-OLEP		221,103
Additional staffing & Supplies utilizing School Carry Overs		(2,153,031)
<i>Admin:</i>		
Federal safe return allocation	170,000	
Additonal pandemic costs	<u>(170,000)</u>	Nil
Trustee		(6,535)
<i>Transportation:</i>		
Federal safe return allocation	900,000	
Lower fee reveuues	(778,062)	
Additonal pandemic costs	<u>(121,938)</u>	Nil
ESTIMATED OPERATING DEFICIT AS OF AUGUST 31, 2021		(\$5,318,414)



DIRECTIVE FOR ACTION

TO: BOARD OF TRUSTEES

FROM: BUDGET COMMITTEE

Preliminary Reserve Forecast:

	Balance Aug. 31/20	2020-21 Use	Balance Aug. 31/21
RESTRICTED OPERATING RESERVES			
SCHOOL BUDGET CARRY OVERS	\$ 4,123,911	\$ (2,153,031)	\$ 1,970,880
SCHOOL GENERATED FUNDS	3,851,320	-	3,851,320
SCHOOL BASED	7,975,231	(2,153,031)	5,822,200
ELECTION RESERVE	75,000	-	75,000
TOTAL RESTRICTED OPERATING RESERVES /ASO	8,050,231	(2,153,031)	5,897,200
UNRESTRICTED OPERATING RESERVES			
ADMINISTRATION & INSTRUCTION	9,035,193	(\$1,165,383)	7,869,810
MAINTENANCE	2,575,281	(2,000,000)	575,281
TRANSPORTATION	137,377	-	137,377
UNRESTRICTED OPERATING RESERVES/ASO	11,747,851	(3,165,383)	8,582,468
TOTAL OPERATING RESERVES /ASO	19,798,082	(5,318,414)	14,479,668
% of Operating Expenses	6.92%		5.06%
CAPITAL RESERVES	6,509,338	-	6,509,338
TOTAL RESERVES	\$ 26,307,420	\$ (5,318,414)	\$ 20,989,006

The Budget Committee has reviewed the 20/21 Operating Budget adjustments and is recommending approval of the 20/21 Operating Budget adjustments as presented.

Alternatives:

Alternative I

The Board of Trustees approves the 20/21 Operating Budget adjustments as presented.

Alternative II

The Board of Trustees approves an amended 20/21 Operating Budget.

Alternative III

The Board of Trustees refer the matter back to the Budget Committee for further discussion.

Recommendation:

The Board of Trustees approves the 20/21 Operating Budget adjustments as presented.



COMMITTEE REPORT

TO: THE BOARD OF TRUSTEES

FROM: THE BOARD PLANNING COMMITTEE

Item: Policy 13 – Appeals and Hearings Regarding Student Matters

Date of Meeting: January 21, 2021

Background:

At the Board of Trustees meeting on December 10th, the Policy Committee brought forward proposed changes to Board Policy 13 – Appeals and Hearings Regarding Student Matters (BP13) for the Board’s consideration. The proposed changes included a rewrite and reorganization of the policy to ensure alignment with current RVS practice, ASBA recommendations, other Board policies and the Education Act. After some debate, the following motion was carried by the Board:

#746-2020 MOTION BY TRUSTEE NORMA LANG:

The Board of Trustees refer Policy 13 to the Board Planning Committee for further discussion.

Current Status:

The Board Planning Committee discussed the changes proposed by the Policy Committee to BP13 during their January 7th meeting. The discussion focused primarily on the first sentence of the Background where the Policy Committee is recommending the following wording:

The Board supports the right of parents/guardians to make inquiries or bring forward concerns regarding student matters, and to appeal administrative decisions that significantly affect the education of a student of the board.

Clarification was provided by the Policy Committee that the intention of the addition of this wording is not to change current practice, but to make clear the division’s obligation and responsibility to resident students (students of the board). An individual who lives within the divisional boundary of RVS or who is enrolled in an RVS school whether they live within the division or not, is deemed a “student of the board” and has the right of appeal. An individual who lives outside of the RVS divisional boundary, who is not enrolled in an RVS school, would not be considered a student of the board.

The Board Planning Committee discussed the current RVS policy and process regarding appeals, with a focus on out of area attendance appeals, and how this revised policy would impact this administrative process. Administration confirmed that the current appeal process would not change within RVS if the proposed revisions to BP13 were adopted by the Board.

Recommendation:

The Board Planning Committee recommends that the Board of Trustees continues consideration of the revised BP13 as presented by the Policy Committee on December 10th.

DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: POLICY COMMITTEE

Item: Policy 13

Date of Meeting: December 10, 2020

Background:

On September 1, 2019 the *Education Act*, which is the guiding legislation for School Boards, came into effect. This change requires that all Board review their policies to ensure they are in line with the new legislation. The Alberta School Boards Association provided guidance to Boards to help with their reviews including updated references.

Additionally, the Board's Policy Committee is charged to "recommend revisions, deletions and creation of new policies to the Board of Trustees".

Current Status:

Summary of major changes to Policy 13 – Appeals and Hearings Regarding Student Matters

- Last revised January 2016.
- Describes the processes for appeals of administrative decisions that significantly affect the education of a student of the board and expulsions. Board will not hear appeals of students who are not currently students within RVS.
- Revised the policy to be in alignment with past policy, ASBA suggestions, other Board policies and *Education Act*.
- Changed the order to start with appeals rather than expulsions.
- Added a background section which highlights that the Appeals Committee and the Expulsion Committee have delegated authority.
- Identified when appellants can seek review by the Minister
- Updated references to *Education Act* and other relevant legislation.

Policy 13 – Appeals and Hearings Regarding Student Matters Alternatives:

Alternative I:

The Board of Trustees approves the attached Policy 13 – Appeals and Hearings Regarding Student Matters.

Alternative II:

The Board of Trustees approves a further amended Policy 13 – Appeals and Hearings Regarding Student Matters.

DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: POLICY COMMITTEE

Alternative III:

The Board of Trustees refer Policy 13 – Appeals and Hearings Regarding Student Matters back to the Policy Committee for further study.

Recommendation:

The Board of Trustees approves the attached Policy 13 – Appeals and Hearings Regarding Student Matters.

BACKGROUND

The Board supports the right of parents/guardians to make inquiries or bring forward concerns regarding student matters, and to appeal administrative decisions that significantly affect the education of a student of the board. In the interest of open communication, concerns must first be directed to the staff member(s) most directly involved and adhere to the process as outlined in Administrative Procedure 152 – Dispute Resolution.

In accordance with section 52 of the *Education Act*, the Board delegates to the Appeals Committee the power to make decisions with respect to appeals on all matters other than the expulsion of a student. Furthermore, the Board delegates to the Student Expulsion Committee the authority to hear and rule on an administration recommendation to expel a student.

GUIDELINES

1. All Matters Other Than Expulsion of a Student
 - 1.1 Prior to a decision being appealed to the Appeals Committee, it must be appealed to the Superintendent, in accordance with Administrative Procedure 152 – Dispute Resolution.
 - 1.2 A parent/guardian of a student, and a student sixteen (16) years of age or over, has the right to appeal to the Appeals Committee a decision of the Superintendent that significantly affects the education of the student. The Superintendent must advise the parent/guardian or student as above of this right of appeal.
 - 1.3 The appeal to the Appeals Committee must be made within ten (10) business days from the date that the individual was informed of the Superintendent's decision.
 - 1.3.1 The appeal must be filed in writing with the Associate Superintendent of Business and Operations and must contain:
 - 1.3.1.1. the name of the party filing the appeal;
 - 1.3.1.2. the date;
 - 1.3.1.3. the matter at hand; and
 - 1.3.1.4. the reason for the appeal.
 - 1.3.2 If an appeal is sent electronically, the burden of proof of delivery is on the appellant.
 - 1.4 A parent/guardian, or student as above, when appealing a decision to the Appeals Committee, has the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parent/guardian or student.

- 1.5 The hearing of the appeal must be scheduled so as to ensure that the person making the appeal and the Superintendent or designate, whose decision is being appealed, have sufficient notice and time to prepare for the presentation.
- 1.6 The appeal will be heard at a closed in-camera session, with only specified individuals in attendance.
- 1.7 The parties to the appeal will be advised when the decision will be made.
- 1.8 The appeal hearing will be conducted in accordance with the following guidelines:
 - 1.8.1 The Appeals Committee Chair will outline the purpose of the hearing, which is to provide:
 - 1.8.1.1. An opportunity for the parties to make representation in support of their respective positions to the Appeals Committee. This information may include expert medical, psychological and educational data and may be presented by witnesses. The information presented may include both written and verbal communications;
 - 1.8.1.2. The Appeals Committee with the means to receive information and to review the facts of the dispute;
 - 1.8.1.3. A process through which the Appeals Committee can reach a decision that is reasonable in the circumstances.
 - 1.8.2 Notes of the proceedings will be recorded for the purpose of the Board's records.
 - 1.8.3 The Superintendent and/or designate(s) will explain the decision under appeal and give reasons for the decision.
 - 1.8.4 The appellant will present the appeal and the reasons for the appeal and will have an opportunity to respond to information provided by the Superintendent and/or designate(s).
 - 1.8.5 The Superintendent and/or designate(s) will have an opportunity to respond to information provided by the appellant.
 - 1.8.6 The members of the Appeals Committee will have the opportunity to ask questions of clarification from both parties.

- 1.8.7 No cross-examination of the parties shall be allowed though questions may be directed to the other party through the Committee Chair with the permission of the Committee Chair.
- 1.8.8 The Appeals Committee will meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The Committee may have legal counsel in attendance.
- 1.8.9 If the Appeals Committee requires additional information or clarification in order to make its decision, both parties to the appeal will be requested to return to the hearing for the required additional information.
- 1.8.10 The Appeals Committee decision and the reasons for that decision will be communicated to the appellant once a decision has been reached and confirmed in writing following the hearing.
 - 1.8.10.1. The communication will inform the appellant of the right to seek a review by the Minister of Education if the appellant is dissatisfied with the decision of the Appeals Committee, if the matter under appeal is a matter described in section 43 of the Education Act.

2. Expulsion of a Student

- 2.1 It is expected that each student will comply with their responsibilities as set out in the Education Act, Board policy, administrative procedures, and school rules.
- 2.2 The Student Expulsion Committee will hear representations with respect to a recommendation for a student expulsion in accordance with relevant sections of the Education Act.
- 2.3 A student shall be reinstated within five (5) school days of the date of suspension unless the Principal makes a recommendation for expulsion.
 - 2.3.1 When the Principal makes a recommendation for expulsion, the Principal shall immediately report in writing all the circumstances to the parent/guardian and the student, if the student is sixteen (16) years of age or over, and to the Student Expulsion Committee through the Office of the Superintendent.
 - 2.3.2 The student remains suspended until the Student Expulsion Committee has made a decision.

-
- 2.4 The Student Expulsion Committee will convene an expulsion hearing upon the call of the Superintendent, but in no event shall the meeting occur later than ten (10) school days from the first day of suspension.
 - 2.5 The expulsion hearing will be held at a closed in-camera session, with only specified individuals in attendance.
 - 2.6 A parent/guardian of a student, or a student sixteen (16) years of age or over, has the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parent/guardian or student.
 - 2.7 The Student Expulsion Committee may have legal counsel in attendance.
 - 2.8 Notes of the proceedings will be recorded for the purpose of the Board's records.
 - 2.9 The expulsion hearing will be conducted in accordance with the following guidelines:
 - 2.9.1 The Student Expulsion Committee Chair will outline the purpose of the hearing, which is to:
 - 2.9.1.1. Provide an opportunity to hear representations relative to the recommendation from the Principal including:
 - 2.9.1.1.1. Any conditions respecting the circumstances in which the student may be enrolled in the same or a different education program;
 - 2.9.1.1.2. The length of any rule or condition and why either is to apply to the student beyond the school year in which the student was expelled.
 - 2.9.1.2. Provide an opportunity for the student and/or the student's parents/guardians to make representations in response to the Principal's recommendations;
 - 2.9.1.3. Reinstate or expel the student and address the length of any rule or condition which applies to the student.
 - 2.9.2 The Student Expulsion Committee Chair will outline the procedure to be followed, which will be as follows:
 - 2.9.2.1. The Principal or designate will present the report documenting the details of the case and the recommendation to expel the student;

- 2.9.2.2. The student and the student's parents/guardians will be given an opportunity to respond to the information presented and to add any additional relevant information;
- 2.9.2.3. The members of the Student Expulsion Committee will have the opportunity to ask questions of clarification from both the Principal and the student and the student's parents/guardians;
- 2.9.2.4. The Student Expulsion Committee will deliberate, without either the administration or the student and the student's parents/guardians present, to discuss the case and the recommendation. Legal counsel may be in attendance;
- 2.9.2.5. Should the Student Expulsion Committee require additional information, both parties will be requested to return in order to provide the requested information;
- 2.9.2.6. The Student Expulsion Committee will then make a decision to either reinstate or expel the student;
 - 2.9.2.6.1. If parent/guardian or the student are not in attendance at the ruling, the Superintendent's Office will attempt to inform the parent/guardian and the student of the decision by telephone or personal communication as soon as possible after a decision has been reached.
- 2.10 The decision shall be communicated in writing to the student's parents/guardians, and the student, if the student is sixteen (16) years of age or over, within five (5) days of the hearing, with copies being provided to the Principal and the Superintendent.
- 2.11 If the decision is to expel the student, the following information must be included in the letter to the student and the student's parents/guardians:
 - 2.11.1 The length of the expulsion and any rules or conditions that apply to the student;
 - 2.11.2 The educational program to be provided to the student and the name of the individual to be contacted in order to make the necessary arrangements; and
 - 2.11.3 The right to request a review of the decision by the Minister of Education within sixty (60) days of the date on which the parent/guardian or the student, if the student is sixteen (16) years of age or older, is informed of the decision.

3. Review by Minister

- 3.1 A parent/guardian of a student, and a student sixteen (16) years of age or over, will be informed that they have the right to seek a review by the Minister of Education if the appeal is regarding:
- 3.1.1 the provision of specialized supports and services to a student in accordance with section 11(4) of the *Education Act* or to a child enrolled in an early childhood services program;
 - 3.1.2 the expulsion of a student;
 - 3.1.3 access to, or the accuracy or completeness of student records; or
 - 3.1.4 Board responsibility for a specific student.

Legal Reference:

- Section 3, 4, 11, 31, 32, 33, 36, 37, 41, 42, 43, 44, 52, 53, 222 Education Act



DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: THE BOARD PLANNING COMMITTEE

Discussion Item: Planning Committee Terms of Reference

Date of Meeting: January 21, 2021

Background:

The current Board Planning Committee Terms of Reference were created and approved by the Board in November 2019. Since that time, discussions have continued on the role, purpose and authority of the Board Planning Committee, most recently during the Board Evaluation in October and the Board generative discussion session in December.

The Board Planning Committee has reflected on the recent conversations as well as the current practice of the committee and believes that revisions to the Terms of Reference are required. The purpose of the revisions is to ensure that the Board Planning Committee continues to operate within the parameters as set by the Board, while working to support the efficient and transparent functioning of the Board and the division.

Current Status:

While the original purpose of Planning meetings was to touch base prior to Board meetings to ensure trustees had the required information for making informed decisions, the work of the committee has evolved into something more purposeful. To reflect the scope of work that is currently being done, changes to the Terms of Reference are being proposed that:

- Provide clarity of the authority delegated to the committee,
- Include board functioning and evaluation to the areas of focus, and
- Add the ability of trustees to waive the meeting notice requirement.

A “track-changes” of the proposed changes and a “clean-copy” of the proposed revised draft Terms of Reference are included below.

Alternative I:

The Board of Trustees approves the attached Terms of Reference for the Board Planning Committee.

Alternative II:

The Board of Trustees approves a further amended Terms of Reference for the Board Planning Committee.

Alternative III:

The Board of Trustees refers the matter back to the Board Planning Committee for further study.

Recommendation:

The Board of Trustees approves the attached Terms of Reference for the Board Planning Committee.



Board Planning Committee

Terms of Reference

Purpose:

To solicit and receive information from the Superintendent relevant to strategic priorities and Board operations and to provide a forum for generative and strategic discussion.

Membership:

- a) All Trustees, with Board Chair to serve as committee Chair
- b) Superintendent of Schools
- c) Associate Superintendent of Business and Operations
- d) Other staff as appointed by Superintendent

Authority:

The Board Planning Committee is delegated the authority to:

- a) Make recommendations for future discussion and agenda items ~~for future Board meetings~~
- b) Request information and assign work to the Superintendent To direct the Superintendent on matters not requiring a public Board motion
- c) Accept reports from and refer matters to Board Committees
- d) Receive updates on operational matters and provide feedback as requested

Committee Chair will report ~~the non-confidential items~~ at a public Board meeting for information or Board approval if required. that are of public interest at a regular public Board meeting

Areas of Focus:

Areas of focus include:

- a) Prepare trustees for items requiring Board consideration at a later date
- b) Administrative items related to Board operations and functioning
- c) Strategic conversation and planning
- d) Generative discussion allowing for the early exploration of new ideas
- e) Board professional learning/development and evaluation

Meetings:

Meeting dates will be approved annually as part of the Board Work Plan and will be typically held after regular public Board meetings. Additional Planning Committee meetings can be called by the Chair or the Superintendent and require a minimum of one week's notice unless all trustees agree to waive the notice requirement.

Minutes:

A meeting summary will be drafted by recording secretary and approved by committee at next meeting.



Board Planning Committee

Terms of Reference

Remuneration of Trustees:

As per Board Policy 27 – Trustee Compensation and Development.

Budget:

To be established during the Board's annual budget process.



Board Planning Committee

Terms of Reference

Purpose:

To solicit and receive information from the Superintendent relevant to strategic priorities and Board operations and to provide a forum for generative and strategic discussion.

Membership:

- a) All Trustees, with Board Chair to serve as committee Chair
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Committee Chair will report non-confidential items at a public Board meeting for information or Board approval if required.

Areas of Focus:

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Minutes:

A meeting summary will be drafted by recording secretary and approved by committee at next meeting.

Remuneration of Trustees:

As per Board Policy 27 – Trustee Compensation and Development.

Budget:

To be established during the Board's annual budget process.