



## REGULAR MEETING OF THE BOARD OF TRUSTEES

RVS EDUCATION CENTRE  
2651 CHINOOK WINDS DR. SW

AIRDRIE, AB

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

**DECEMBER 15, 2022**

10:00 a.m. Regular Board Meeting

### AGENDA

1. Call to Order
2. Approval of Agenda
3. In Camera Meeting
4. Return to Public Portion of the Agenda
  - Trustee Todd Brand**  
*Rocky View Schools would like to acknowledge the land and recognize all the Indigenous Peoples whose footprints have marked these lands from time immemorial. Together, we can learn and honour the ways of knowing of Indigenous Peoples for all future generations.*
5. Motions Arising from In Camera
6. Approval of Minutes
  - a) Regular Board Meeting – December 1, 2022
7. Exemplary Practice/ Student Showcase
  - a) Chestermere High School Cosmetology Program
8. Superintendent's Report
9. Chair's Report/Correspondence
10. Committee Reports
  - a) Planning
11. Trustee Reports
12. New Business
  - a) Board Policy 1
  - b) 2022 – 2026 Strategic Plan
13. Adjournment

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



# EXEMPLARY PRACTICE

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

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**Date of Meeting:** Dec. 15, 2022

**Showcase Name:** Chestermere High School Cosmetology Program

**Teacher:** Melody McIntyre

## **Project Description**

Chestermere High School (CHHS) Teacher, Melody McIntyre will present on two aspects of the school's cosmetology program – the Hairstyling Apprenticeship program and the barbering course. Students in both programs engage in hands-on learning of cosmetology, honing their skills on both mannequins and human models.

CHHS offers the only full Hairstyling Apprenticeship program in Rocky View Schools (RVS). All modules in this program are dual credit and recognized by the Trade and Apprenticeship board, meaning students who complete the program have achieved the equivalent of a post-secondary cosmetology course. The program is meant for students who want to work towards becoming licensed hairstylists.

New this year, CHHS is also offering an introductory barbering course. This is an opportunity for students that do not want to complete the full, 42-credit apprenticeship program but still have an interest in learning haircutting skills such as facial trimming, neck hair removal, razor and shear cutting, and clipper cutting. All modules are from the apprenticeship program, and after completing the course students can decide if they want to continue on to the Cosmetology 30 courses.

Both programs tie into Goal One of RVS' Four-Year Plan of connecting students to passions, interests and people. Students involved in CHS' cosmetology program are engaged in real-world, hands-on learning experiences that matter to them and demonstrate ownership of their learning.



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

**DECEMBER 15, 2022**

**AGENDA**

1. Annual Education Results Report
2. Board Meeting Schedule Adjustment

**ACTION**

Directive  
  
Directive

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

Greg Luterbach  
Superintendent of Schools



# DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: SUPERINTENDENT OF SCHOOLS

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**Item:** 2021/22 Annual Education Results Report

**Date of Meeting:** December 15, 2022

**Background:**

On November 28, 2019, the Board approved RVS' 2019-2023 Four Year Plan (4YP), 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 assurance measures. The 4YP is a living document and updated each spring. It is the performance measures in the 4YP that we report on in the Annual Education Results Report.

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.”

# DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: SUPERINTENDENT OF SCHOOLS

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In 2022, all boards must submit their Annual Education Results Report to Alberta Education by December 1 however due to delayed provincial measures being available, extensions are being granted if needed.

## **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.

While the 2021/2022 school year began with high hopes for a year with 'return to normal' possibilities, our students and staff were once again faced with challenges related to the COVID-19 pandemic. Although we were able to learn and work together in person, RVS experienced significantly high student and staff absences throughout the year, causing considerable further disruption to learning. The high level of adult absences/illness forced the postponement or cancellation of many planned learning sessions while at the same time the commitment to advancing literacy and numeracy in schools stayed strong. Many elementary schools benefitted from additional government dollars to support learning disruption recovery for our youngest readers and mathematicians. With the benefit of additional board funding, students and staff had access to additional mental health supports through the year.

The 2021/2022 school year saw a return of provincial exams. Diploma exams and provincial achievement tests were not written in the winter sessions however they were re-established in the spring; with Diploma exams holding less value towards a student's final mark than they had in the past.

In this third iteration of the 4YP, we are beginning to have some comparison data for our RVS survey measures which is helpful. 21/22 was the second year of the RVS specific Education Plan Survey, and we recorded 14, 570 student, parent, and teacher responses – a 45% increase in responses from the previous year. These local data sources are important as we tell our story and assure the public about our progress towards our goals. We continue to look for additional local sources of meaningful data to help shape future efforts. We also review provincial assurance measures to ensure we are not duplicating survey measures.

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 numerous efforts from the year which are related to the specific goals/outcomes. We follow those stories with the specific performance measures from our 4YP. While the document is lengthy, these stories help make our learning visible and puts faces to the data we see throughout the report. The AERR contains all the necessary Alberta Education requirements. All pictures contained within the AERR come from RVS classrooms and activities.



# DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: SUPERINTENDENT OF SCHOOLS

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Highlights from the data include:

- Students indicated that they demonstrate their learning creatively, are learning about things that are important in the real world and are engaged in their learning.
- Our parents, students and teachers indicated that they are satisfied with the amount of exposure students have to a broad program of studies including fine arts, careers, technology, health, and physical education.
- Students shared that they are understanding what they read and can use numeracy skills in a variety of ways. This indicates a level of self-confidence which is critical to being a strong reader and mathematician.
- PATs and Diploma exams were mandatory in the spring of 2022 for the first time since January of 2020.
  - In grades 6, 9 and 12 our students fared well on ELA and Social Studies
  - A drop in Math and Science was noted in both provincial and local results
  - Indigenous students in RVS continue to do as well as or better than their Indigenous peers provincially.
- Our students feel they can make healthy food choices and keep themselves safe as well as participate in regular physical activity. These three factors contribute to caring for their mental health which they are also learning to care for.
- Students, parents, and teachers continue to indicate that students feel safe at school and are learning to care for others.
- In our highly digitized world, our students indicate they know how to be safe and respectful when using technology, including social media.

The AERR reports back on the progress of specific actions taken the year before and identifies new actions to be taken in 2022/23. Of the six items identified for 2021/22, two were completed, three remain in progress and one is ongoing. While specific steps were planned and completed, the commitment to improving foundational knowledge of Indigenous Ways of Knowing across the system and enhancing relationships with local Indigenous groups is an ongoing commitment as part of the RVS efforts towards Truth and Reconciliation.

Based on what we learned from 2021/22, we are endeavouring to:

- Implement grade 1-9 reading and numeracy assessment system wide. (Goal 2/Outcome 1)
- Launch new Indigenous Learning Branch with an emphasis on relationship building and timely supports for classroom/school activities tied to foundational knowledge of Indigenous Ways of Knowing. (Goal 3/Outcome 1)
- Continue efforts to provide targeted supports to schools related to pandemic recovery and mental health supports. (Goal 3/Outcome 1)
- Finalize instruction and assessment practice guide to guild a more consistent RVS approach. (Four Year Plan key strategy)
- Develop an updated Four-Year Plan in alignment with the Board's strategic plan. (System Assurance)
- Expand communication to provide assurance to stakeholders and collect important input through a new online stakeholder engagement platform. (System Assurance)

# DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: SUPERINTENDENT OF SCHOOLS

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We are excited that this school year will provide opportunity for deeper learning and investment in innovators, 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.

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

**Alternative I:**

The Board of Trustees approves the 2021/22 Annual Education Results Report as presented and directs administration to make any technical edits to reflect the final approved audited financial statements on page 37 of the report and then submit the report to Alberta Education.

**Alternative II:**

The Board of Trustees approves the 2021/22 Annual Education Results Report as amended and directs administration to make any technical edits to reflect the final approved audited financial statements on page 37 of the report and then submit the report to Alberta Education.

**Alternative III:**

The Board of Trustees tables the 2021/22 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 2021/22 Annual Education Results Report as presented and directs administration to make any technical edits to reflect the final approved audited financial statements on page 37 of the report and then submit the report to Alberta Education.



RVS 2021/22  
Annual  
Education  
Results Report  
(AERR)

November 24, 2022

## What is an AERR?

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

# Contextual factors for 2021/22 AERR

- Pandemic continued to play a significant role:
  - Increased staff and student absences
  - Need to shift plans and develop protocol and policy on short notice
  - Distraction from the general operation and learning focus of the school division
- Focus on literacy and numeracy:
  - Recognition that student's literacy and numeracy skills may have been negatively impacted by disrupted schooling due to COVID-19
  - Provincial learning disruption funding provided for grade 1-3 students in literacy and numeracy based on results from provincially mandated assessment
- Focus on Mental Health and Wellness
  - Recognition that student's mental health and wellness may have been negatively impacted by COVID-19
  - Injection of funds from the Board allowed for expansion of these supports and services to our students

# AERR approach

- Approachable document
- Blend of storytelling and data
- 3-6 stories followed by both local and provincial data
- Links to rich media and multi-year data where available
- All images are RVS students/classrooms



## Students Find Their Jam in Rock Band Class

The halls are alive with the sound of music at Springbank High School, thanks to an innovative program championed by teacher Colin Chrabaszcz.

[Rock Band](#) grew out of guitar class and gives students in Grades 9 – 12 the chance to have a rock n’ roll experience. The students learn to play together in a band while they master their instruments, learning about working together collaboratively and embracing their passion.

Rock Band provides students who want to try drumming or singing or any other rock instrument a place to learn some fundamentals and get experience performing for their peers. Chrabaszcz has been looking to expand the program to give the students experience performing at community events as well.

Learning to play an instrument is only part of the Rock Band experience, however. They learn how to manage a band and what it takes to stick together, even through the hard times. Some of the students also conquer their fears about performing and speaking in public, a skill that spills over into their other classes.

While still in its infancy, the class has been a success with students telling Chrabaszcz they wanted Rock Band – or a chance to perform – to continue after the end of the semester.

## Students Broadcast Learning on Social Media

RVS students connected to their learning in several ways in 2021/22 and showcased much of it on social media.

- [Grade 2 students at Coopers’ Crossing School](#) in Airdrie explored time and communities of the past with quipu ropes.
- [Grade 3 students at Fireside School](#) in Cochrane wrote 18 short stories which were entered in the Polar Expressions Publishing writing contest.
- [Grade 8 students at Muriel Clayton Middle School](#) in Airdrie spent time in the shop to build mechanical systems that changed the world.
- [Students at École Airdrie Middle School](#) took part in Skills Alberta Exploration Day.
- Cohorts of RVS students participated in Olds College’s AgMech TEC 100 dual credit course, which teaches what to expect in the trades and allows them to earn high school and post-secondary credits.

Our staff and students use [#RVSed](#) to make learning visible. Follow the hashtag to see the ways our students connect to their learning both inside and outside of classrooms!

RVS: Percentage of school councils who report they were actively involved in the development of their school’s workbook.



All RVS school councils agreed their involvement in the school workbook (school improvement plan) was active or very active. This continues the strong involvement of RVS school councils in assisting with the planning, reviewing and development of our education plans.

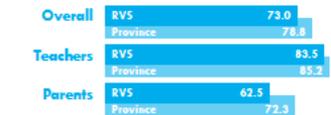
ABED: Percentage of Gr. 12/First Nations, Métis and Inuit (FNMI) Gr. 12 students eligible for a Rutherford Scholarship.



[Historical Data](#)

Slightly more students from across RVS qualified for a Rutherford Scholarship compared to the provincial average, while Indigenous students had a significantly higher result than the provincial average.

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



[Historical Data](#)

Parents rated themselves low regarding their involvement as traditional opportunities were limited by the pandemic.

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.



[Historical Data](#)

Dissatisfaction grew both in RVS and the province because of the pandemic’s multi-year impact. We look forward to these indicators improving as we recover from the disruptions caused by the pandemic.

# AERR highlights

Consistent with last year, students in all grades surveyed indicate that they have access to different ways of engaging in learning – hands on, real world experiences.

## 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	No Answer
3 – 5	I create things to show what I know					
6 – 9	I create things to show my learning	17.1	44.1	33.6	3.6	1.5
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	30.2	40.5	24.8	2.7	1.8
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	32.0	38.1	24.2	3.6	2.1
10 – 12	I am provided real-world, meaningful examples to help me learn					

# AERR highlights

All results are on par with the provincial averages. Results further reinforce that students, parents and teachers feel they have access to learning experiences that are more 'hands on and real world'.

**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.**

<b>Overall</b>	RVS	82.2
	Province	82.9
<b>Teachers</b>	RVS	88.8
	Province	89.3
<b>Parents</b>	RVS	81.6
	Province	82.4
<b>Students</b>	RVS	76.2
	Province	76.9

# AERR highlights

Students indicate that they have confidence in their literacy and numeracy skills – consistent with last year. Feeling confident about these skills is an important factor in student success.

## 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	No Answer
3 – 5	I understand what I read					
6 – 9	I learn through reading	29.5	38.7	23.4	4.8	3.6
10 – 12	I can build my understanding through reading					
3 – 5	I can share my thoughts in a variety of ways					
6 – 9	I can communicate effectively in a variety of ways	27.6	41.3	24.1	3.2	3.8
10 – 12	I can communicate effectively in a variety of ways					
3 – 5	I can use my numeracy/math skills to solve problems in a variety of ways					
6 – 9	I can use my numeracy/math skills to solve problems in a variety of ways	34.4	35.5	22.0	4.3	3.8
10 – 12	I can use my numeracy/math skills to solve problems in a variety of ways					

# AERR highlights

May/June 2022 was the 1<sup>st</sup> time that PATs were written since January of 2020. With the exception of LA, our results for both grades were generally lower when compared to the province for both non-Indigenous and Indigenous students in all areas.

**ABED': Overall percentage of students/First Nations, Métis and Inuit 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	89.7	89.8	82.4	76.0	14.5	22.3	8.2	9.6
LA (FI)	65.8	81.1	50.0	68.6	3.1	11.1	0.0	6.9
Math	68.3	75.0	55.6	51.6	8.9	14.8	5.6	4.7
Science	76.8	83.4	67.0	65.0	19.5	27.7	9.9	12.4
Social	72.6	79.3	63.5	60.3	14.3	23.6	9.4	9.4
<b>Grade 9</b>								
LA	85.8	85.4	78.0	71.9	12.2	15.8	5.1	5.3
LA (FI)	67.5	79.4	*	59.0	6.6	10.7	*	5.7
Math	54.4	63.7	29.3	37.8	11.0	20.1	5.2	5.8
Science	76.7	82.1	73.5	65.3	17.8	27.3	8.8	11.3
Social	66.2	72.8	56.3	48.0	12.6	20.6	3.1	5.7

# AERR highlights

ELA and Social Studies showed strong performance. Math and Science dropped both provincially and locally. In most areas, Indigenous students in RVS continue to do as well as or better than their Indigenous peers provincially.

Diploma Exams	ACCEPTABLE				EXCELLENCE			
	RVS	Prov.	RVS FNMI	Prov. FNMI	RVS	Prov.	RVS FNMI	Prov. FNMI
Eng. 30-1 (School-Awarded)	98.5	98.2	100	97.1	41.1	44.6	25	31.9
Eng. 30-1 (Diploma)	78.5	78.8	75.0	73.5	6.7	9.4	10	4.4
Eng. 30-2 (School-Awarded)	97.1	96.6	96.3	96.0	14.0	19.9	11.1	13.7
Eng. 30-2 (Diploma)	78.8	80.8	92.6	82.1	10.1	12.3	7.4	9.2
French 30-1 (School-Awarded)	*	99.8	*	100	*	65.8	*	55.6
French 30-1 (Diploma)	*	91.9	*	83.3	*	6.8	*	0
Soc. 30-1 (School-Awarded)	99.6	99.3	100	99.1	47.8	50.6	57.1	34.6
Soc. 30-1 (Diploma)	81.2	81.5	76.2	72.5	13.5	15.8	14.3	7.4
Soc. 30-2 (School-Awarded)	96.9	97.1	96.3	95.5	20.1	24.7	18.5	13.2
Soc. 30-2 (Diploma)	73.2	72.5	63.0	66.0	9.6	13.2	0	5.4
Math 30-1 (School-Awarded)	95.5	95.4	90.0	94.5	40.0	51.6	40.0	39.1
Math 30-1 (Diploma)	49.0	63.6	30.0	50.9	11.8	23.0	0	10.5
Math 30-2 (School-Awarded)	91.7	94.3	85.7	91.5	26.1	29.7	14.3	22.8
Math 30-2 (Diploma)	50.9	61.5	50.0	55.2	11.9	11.8	14.3	7.3
Bio. 30 (School-Awarded)	94.7	97.0	90.9	95.7	45.6	51.1	22.7	32.9
Bio. 30 (Diploma)	62.8	74.3	40.9	58.9	18.7	25.2	13.6	11.5
Chem. 30 (School-Awarded)	97.9	97.4	100	96.8	56.3	56.6	22.2	39.6
Chem. 30 (Diploma)	70.1	77.1	44.4	62.5	25.3	31.1	11.1	15.4
Physics 30 (School-Awarded)	96.7	97.9	*	97.5	57.7	64.0	*	54.1
Physics 30 (Diploma)	70.3	78.5	*	68.6	28.6	34.6	*	25.2
Science 30 (School-Awarded)	97.8	96.5	100	96.4	34.8	36.8	22.2	27.2
Science 30 (Diploma)	79.8	75.7	77.8	70.0	9.6	17.2	11.1	7.2

# AERR highlights

Students at all grade levels indicate that they feel their lifestyle is healthy with respect to food choices, safety, physical activity. There is room for growth in their understanding of how to care for their mental health.

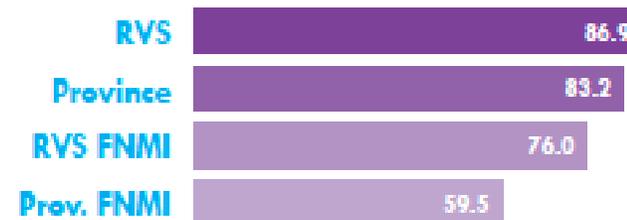
**RVS: Percentage of students who report they live a healthy lifestyle.**

Grades	Question	Always	Often	Sometimes	Never	No Answer
3 – 5	I know what food is healthy for me					
6 – 9	I know how to make healthy food choices	51.1	29.9	11.0	2.6	5.4
10 – 12	I know how to make healthy food choices					
3 – 5	I am physically active					
6 – 9	I participate in regular physical activity	53.5	26.9	11.1	2.4	6.1
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	37.1	31.8	18.7	6.8	5.6
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	42.3	32.9	15.4	3.6	5.8
10 – 12	I make choices that keep me safe					

## AERR highlights

This continues to be an area of pride for Rocky View for both Indigenous and non-Indigenous students and both continue to be higher than the provincial average.

**ABED<sup>1</sup>: High school completion rate of students/First Nations, Métis and Inuit (FNMI) students within three years of entering Gr. 10.**



# AERR highlights

Students, parents, and teachers continue to indicate that students feel safe at school and are learning to care for others.

**ABED<sup>1</sup>: 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>86.3</b>
	Province	88.8
<b>Teachers</b>	<b>RVS</b>	<b>92.0</b>
	Province	94.3
<b>Parents</b>	<b>RVS</b>	<b>86.6</b>
	Province	89.5
<b>Students</b>	<b>RVS</b>	<b>80.4</b>
	Province	82.5

# AERR highlights

Our students report that they understand how to be safe when using digital technology and are respectful in digital environments including social media.

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

Grades	Question	Always	Often	Sometimes	Never	No Answer
3 – 5	I know how to be safe when using technology					
6 – 9	I know how to be safe when using technology	64.3	22.5	5.3	1.4	6.4
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	64.4	21.6	5.8	1.6	6.6
10 – 12	I am respectful in digital environments, including social media					

# Progress Made

Actions in 2021/22	Status	Comments
Improve foundational knowledge of Indigenous Ways of Knowing across the system and enhance relationships with local Indigenous groups (Goal 3/Outcome 1).	Ongoing division commitment	RVS hosted a system-wide learning activity with Elder Saa'kokoto in Sept. 2021; approved budget for the creation, staffing and resourcing of an Indigenous Learning branch. <a href="#">More information.</a>
Finalize instruction and assessment practice guide to build a more consistent RVS approach (Four-Year Plan key strategies).	In Progress	Multiple drafts crafted by working group, including revisions to literacy and numeracy framework. Should be finalized in fall 2022.
Begin to gather multi-year data on our customized Education Plan survey.	✓	Successfully completed the second year of data collection with a tailored Education Plan survey.
Support the Board in the development of a system-wide strategic plan which will springboard into a new Four-Year Plan.	In Progress	Gathered community feedback in spring 2022 and first draft of strategic plan was created. The strategic plan is on pace to be completed in Dec. 2022.
Provide targeted supports to schools related to pandemic recovery and mental health supports.	✓	Complete; allocated funds to schools, provided central supports and many elementary schools engaged in learning disruption assessments and interventions. <a href="#">More information.</a>
Improve capacity to review and reflect on school and system data to help achieve goals of the Four-Year Plan.	In Progress	Continue to provide professional learning and emphasize use of data to drive school improvement efforts including class profiles, literacy and numeracy assessments, survey results. <a href="#">More information.</a>

## The year ahead

### Actions to be Taken in 2022/23

Implement Grade 1 – 9 reading and numeracy assessments system wide. (Goal 2/Outcome 1)

Launch new Indigenous Learning branch with an emphasis on relationship building and timely supports for classroom/school activities tied to foundational knowledge of Indigenous Ways of Knowing. (Goal 3/Outcome 1)

Continue efforts to provide targeted supports to schools related to pandemic recovery and mental health supports. (Goal 3/Outcome 1)

Finalize instruction and assessment practice guide to build a more consistent RVS approach.  
(Four-Year Plan key strategies)

Develop an updated Four-Year Plan in alignment with the Board's strategic plan. (System Assurance)

Expand communication to provide assurance to stakeholders and collect important input through a new online stakeholder engagement platform. (System Assurance)

# I CAN

CONNECT • ACHIEVE • NAVIGATE

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**ANNUAL EDUCATION RESULTS REPORT 2021/22**

**ROCKY VIEW SCHOOLS**



## 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 2021/22 Annual Education Results Report (AERR) is accessible through RVS' public website. Pursuant to section 32 of the *Public Interest Disclosure Act* (2013), seven disclosures were received during the 2021/22 school year – two related to perceived personnel matters, three perceived conflict of interest concerns, one privacy disclosure concern, and one failure to follow the collective agreement concern. All seven were reviewed, one disclosure was directed to follow an alternate process so it could be appropriately investigated and the others were directed to an appropriate supervisor to follow-up, investigate and address concerns if they were validated through the investigation process.

## ACCOUNTABILITY STATEMENT

The AERR for Rocky View Schools for the 2021/22 school year was prepared under the direction of the Board in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This AERR for 2021/22 was approved by the Board on Dec. 1, 2022.

Norma Lang, Board Chair  
[nlang@rockyview.ab.ca](mailto:nlang@rockyview.ab.ca)

Greg Luterbach, Superintendent of Schools  
[gluterbach@rockyview.ab.ca](mailto:gluterbach@rockyview.ab.ca)

# ANNUAL EDUCATION RESULTS REPORT 2021/22

Rocky View Schools (RVS) is pleased to share with the public our 2021/22 Annual Education Results Report (AERR) reflecting year three of [RVS' 2019 – 2023 Four-Year Plan](#). The AERR includes audited financials and our forward-looking capital plan. It also 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.

Throughout much of the 2021/22 school year, the division and schools continued to be nimble and shift approaches as circumstances driven by the COVID-19 pandemic evolved. A variety of protocols and safety measures were developed, adapted and replaced, often on short notice. RVS is proud of the resilience shown by students, staff and families.

As the end of the school year approached, a sense of normalcy returned with schools able to once again engage in activities such as sports, performances and other events.

RVS saw a number of successes during the 2021/22 school year. Our two [new online schools](#) welcomed students virtually for the first time in September, beginning a year of learning, culture and community building.

With Learning Disruption Funding from the Government of Alberta, our teachers assessed literacy and numeracy needs of some Grade 1 – 3 students in 19 English and French Immersion schools and provided additional supports for those students who needed them. These assessments also help RVS better understand current and future student needs across grade levels and plan appropriate supports to meet these needs.

RVS also took steps to address the mental health impacts of the pandemic. A \$1.5 million funding injection from our Board of Trustees has allowed us to hire and train staff to work closely with students, families and teachers. Throughout the year, a focus of our professional learning offerings was mental health, with courses including Psychological First Aid, MindUP, Traumatic Event Systems training and Applied Suicide Intervention Skills training made available to employees.

RVS marked two important capital developments near the end of the year. Postponed by the pandemic, RVS held an in-person grand opening for our newest facility, [Northcott Prairie School](#) in Airdrie. The school, which opened in 2020, serves 743 Kindergarten to Grade 8 students.

RVS also celebrated the [groundbreaking ceremony](#) for the forthcoming Langdon junior/senior high school, a new facility being constructed through a public-private partnership. With rapid enrolment increases, new space for students has been a priority for RVS for several years. Once complete, the new school will help alleviate growth pressures in the Langdon and Chestermere areas of our division. With no new RVS schools approved by the government last year, Airdrie and Cochrane continue to experience critical space concerns to accommodate students as these communities grow. Seeking funding from the government to provide this space for students continues to be a priority for the Board and senior administration.

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.

# ABOUT ROCKY VIEW SCHOOLS

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

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

## 2022/23 By The Numbers



**27,612**  
Students



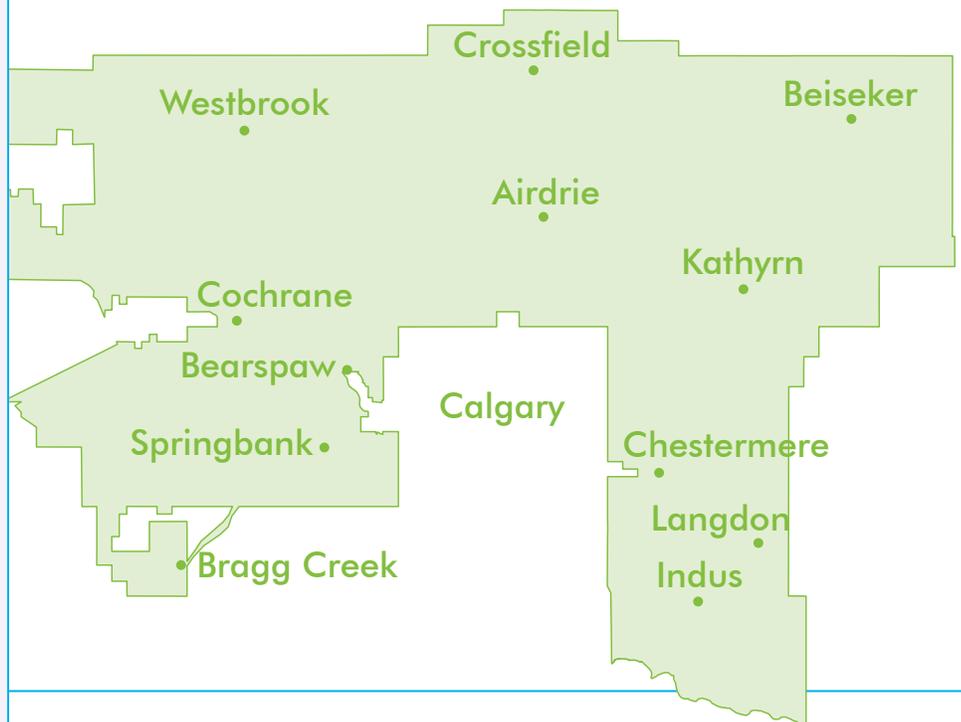
**3,000+**  
Staff



**52**  
Schools

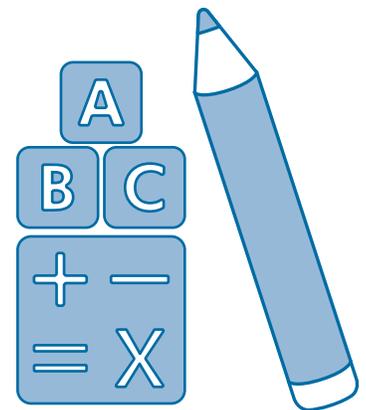
- 15** K – 6/7/8/9
- 12** Elementary Schools
- 8** Middle Schools
- 8** High Schools
- 3** Colony Schools
- 3** RVS Community Learning Centres
- 1** Online High School
- 1** Online Gr. 1 – 8 School
- 1** K – 12

## Where Our Schools Are Located

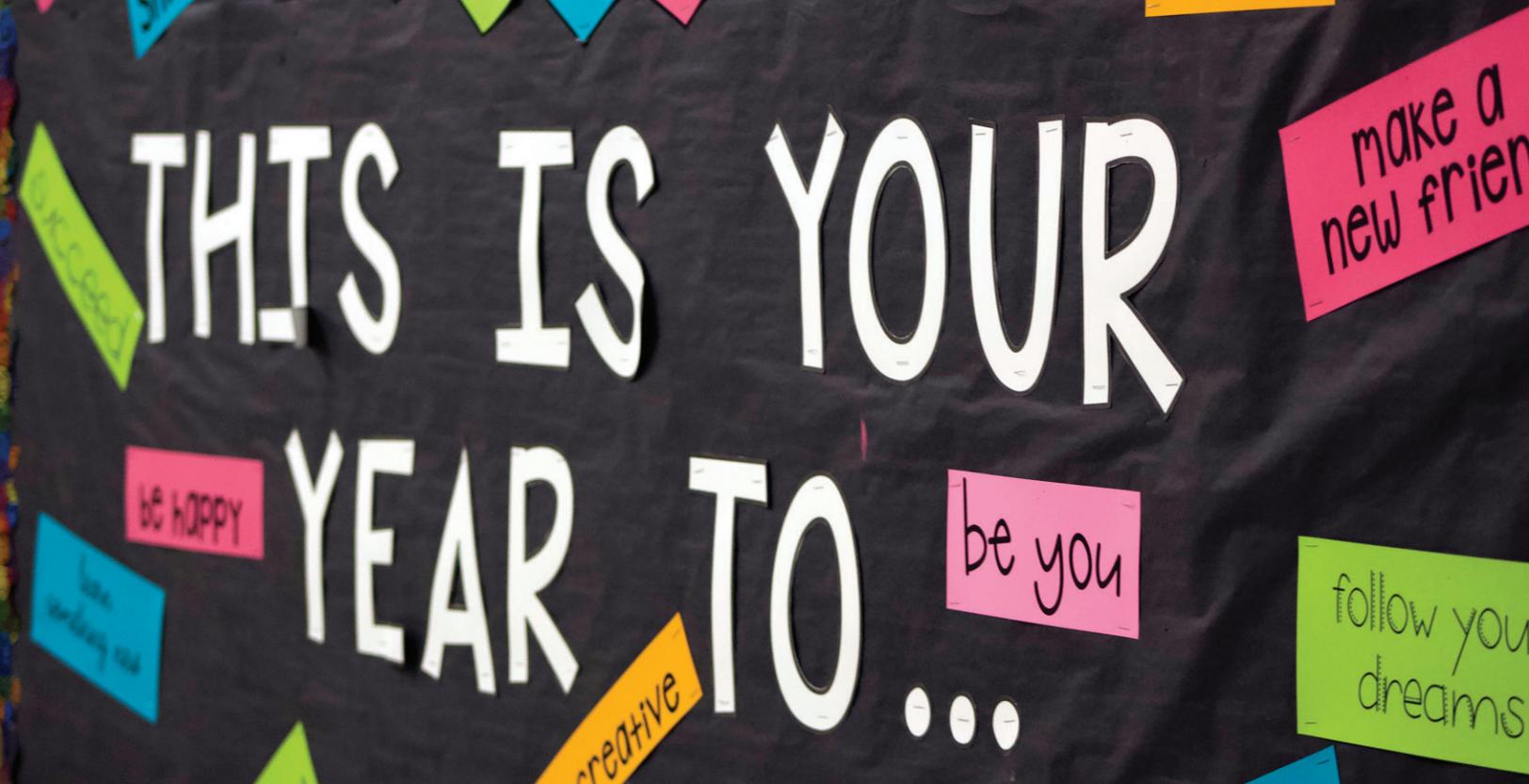


## What we offer\*

- 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 (Gr. 1 – 12)
- Preschool Intervention Program
- Sports Academies
- The Farm



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



## 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.



# 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!](#)



# 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.



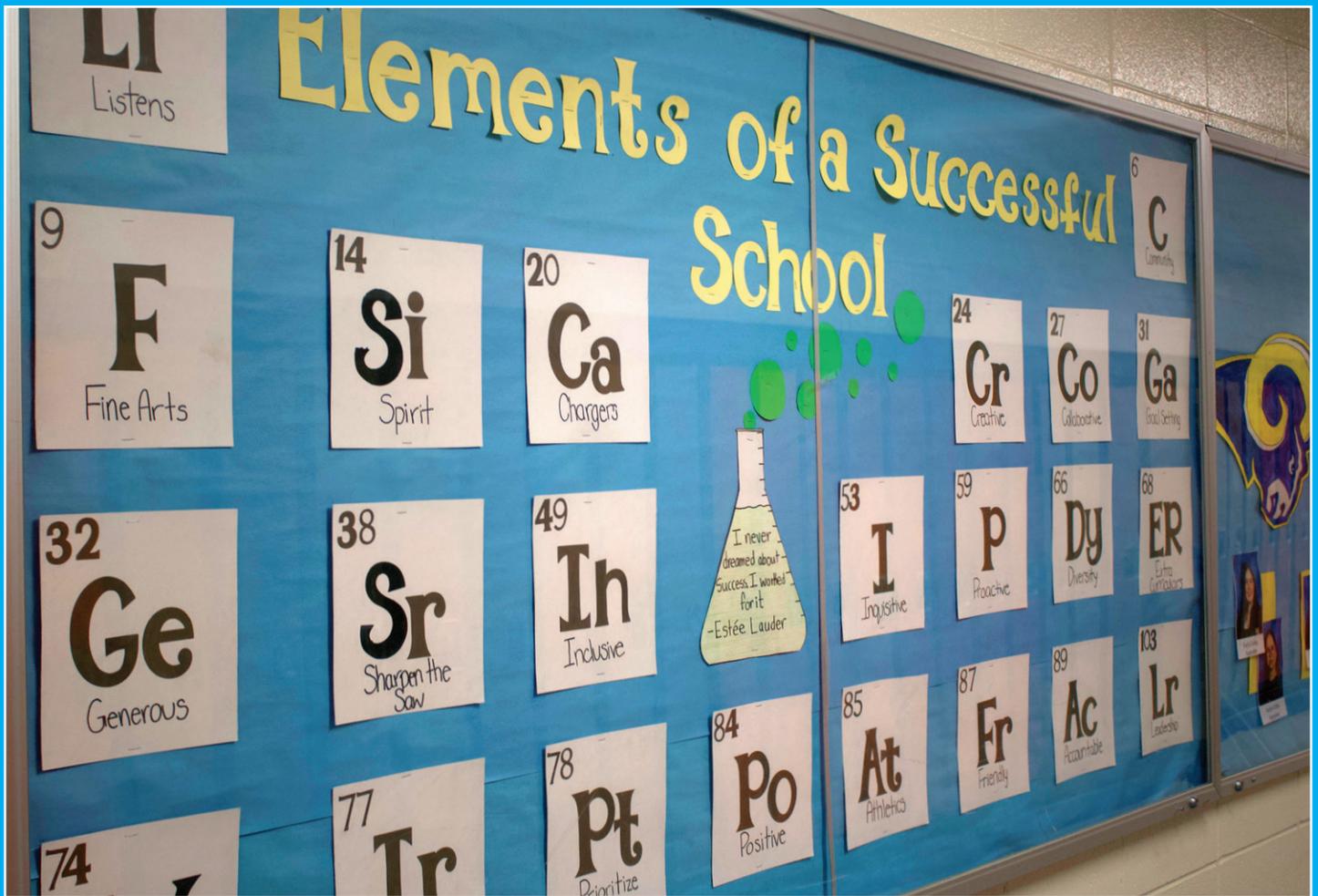
## **Achieve** their potential

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.

RVS students connect to learning in innovative ways that reflect their passions and interests. Whether inside a traditional classroom, taking advantage of outdoor spaces, going on a field trip or a Community Learning Centre program, RVS students experience hands-on learning that satisfies their innate curiosity and prepares them for life beyond the classroom.

In 2021/22 they demonstrated this with the widespread implementation of the myBlueprint portfolio. The use of this tool enabled students to reflect on what they learned, communicated their growth toward their goals and helped them get timely feedback from teachers and parents/guardians. RVS expects further use of this tool in the coming years to help students demonstrate ownership of their learning.



### Students Find Their Jam in Rock Band Class

The halls are alive with the sound of music at Springbank High School, thanks to an innovative program championed by teacher Colin Chrabaszcz.

[Rock Band](#) grew out of guitar class and gives students in Grades 9 – 12 the chance to have a rock n’ roll experience. The students learn to play together in a band while they master their instruments, learning about working together collaboratively and embracing their passion.

Rock Band provides students who want to try drumming or singing or any other rock instrument a place to learn some fundamentals and get experience performing for their peers. Chrabaszcz has been looking to expand the program to give the students experience performing at community events as well.

Learning to play an instrument is only part of the Rock Band experience, however. They learn how to manage a band and what it takes to stick together, even through the hard times. Some of the students also conquer their fears about performing and speaking in public, a skill that spills over into their other classes.

While still in its infancy, the class has been a success with students telling Chrabaszcz they wanted Rock Band – or a chance to perform – to continue after the end of the semester.

### Students Broadcast Learning on Social Media

RVS students connected to their learning in several ways in 2021 /22 and showcased much of it on social media.

- [Grade 2 students at Cooper's Crossing School](#) in Airdrie explored time and communities of the past with quipu ropes.
- [Grade 3 students at Fireside School](#) in Cochrane wrote 18 short stories which were entered in the Polar Expressions Publishing writing contest.
- [Grade 8 students at Muriel Clayton Middle School](#) in Airdrie spent time in the shop to build mechanical systems that changed the world.
- [Students at École Airdrie Middle School](#) took part in Skills Alberta Exploration Day.
- [Cohorts of RVS students](#) participated in Olds College’s AgMech TEC 100 dual credit course, which teaches what to expect in the trades and allows them to earn high school and post-secondary credits.

Our staff and students use [#RVSeD](#) to make learning visible. Follow the hashtag to see the ways our students connect to their learning both inside and outside of classrooms!



## RVS Education Plan Survey

In the second year of our Education Plan Survey we heard from 14,570 students, staff, parents/guardians and community members, a 45 per cent increase from the previous year. Results from this survey provide valuable feedback to RVS schools in their efforts towards achieving the goals set out in the Four-Year Education Plan and help give students in Grades 3 – 12 a voice in their education experience.

Overall, the results for each question are very similar to the 2020/21 results. Historical data from 2019/20 is unavailable as the survey was not administered due to the added burden on students, staff and families during the COVID-19 pandemic. With only two years of data, it is difficult to note any trends beyond the significant consistency between the two years.

It would be unreasonable to expect to see extremely high results in the 'always' category for a number of the survey questions.

The AERR highlights student feedback from our survey as well as results from the survey administered by Alberta Education. [@ Complete survey results](#) of parents, students and staff from both surveys are available on our [website](#).

Thank you to those who participated in the survey; your feedback is important to us.



## RVS Education Plan Survey Results: Goal One

Approximately 70 per cent of RVS students indicate they always or often have opportunities to engage in real-world, hands-on learning, particularly in creating things to show what they know. When it comes to students stating their voice counts in their school, two-thirds of students said they always or often feel their ideas are listened to by adults at their school, while the majority leaned toward feeling they often or sometimes have opportunities to make choices in their learning. Students report they learn useful things in school and learn what they need to be successful, while being split on always/often/sometimes having meaningful learning experiences. Most students understand how they learn best and have the opportunity to demonstrate their learning in different ways.



## 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	No Answer
3 – 5	I create things to show what I know					
6 – 9	I create things to show my learning	17.1	44.1	33.6	3.6	1.5
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	30.2	40.5	24.8	2.7	1.8
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	32.0	38.1	24.2	3.6	2.1
10 – 12	I am provided real-world, meaningful examples to help me learn					

[Historical Data](#)

Table values have an acceptable variance of 0.1%.

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

Grades	Question	Always	Often	Sometimes	Never	No Answer
3 – 5	My ideas are listened to by adults at my school					
6 – 9	My ideas are valued by adults at my school	29.7	35.6	27.1	5.7	1.9
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	24.1	37.6	29.8	5.8	2.7
10 – 12	I have opportunities to make choices in my learning					

[Historical Data](#)



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

Grades	Question	Always	Often	Sometimes	Never	No Answer
3 – 5	I am learning useful things in my school					
6 – 9	I am learning things that I can use in my life	33.6	33.2	26.0	5.5	1.7
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	43.5	34.6	16.3	3.6	2.0
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	28.2	34.9	28.8	6.1	2.0
10 – 12	My learning experiences are meaningful					

[Historical Data](#)

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



Results are a slight decline from the previous year, when 62.9 per cent of students were absent less than 10 per cent of the school year. Lower attendance rates can be attributed to the pandemic as students chose to or were required to stay home due to COVID-19.

**RVS: The percentage of teachers enrolled in two or more of RVS' professional learning offerings.**



In 2021/22 2,349 RVS staff members attended 33 unique professional development offerings. Many of these were offered multiple times. Due to substitute teacher shortages many planned sessions were cancelled in the 2021/22 year.



**ABED\*:** 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.



[Historical Data](#)

The pandemic impacted all aspects of professional learning across RVS. Offerings were postponed as we attempted to reduce teacher’s time away from their classroom to preserve learning continuity. Where offerings proceeded, last minute cancellations due to a shortage of available substitute teachers caused disruptions in planned events. Teachers acknowledged strongly that professional learning opportunities were focused on priorities of the Four-Year Plan which may conflict with their personal interests.

**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.

Overall	RVS	82.2
	Province	82.9
Teachers	RVS	88.8
	Province	89.3
Parents	RVS	81.6
	Province	82.4
Students	RVS	76.2
	Province	76.9

[Historical Data](#)

Overall and parent results improved significantly while student and teacher results were maintained. General support for these offerings continues to be strong with an uptick in satisfaction by students. Restoring the ability to engage in these hands-on learning opportunities was appreciated by both students and parents.

\*Alberta Education (ABED)

## 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	No Answer
3 – 5	I think about the different ways I can learn					
6 – 9	I think about the different ways I can learn	20.6	40.1	29.8	6.7	2.8
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	39.1	37.5	16.9	3.6	3.0
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	29.0	38.6	25.3	3.8	3.4
10 – 12	I have the opportunity to demonstrate my learning in different ways					

[Historical Data](#)

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

Grades	Question	Always	Often	Sometimes	Never	No Answer
3 – 5	People help me to do my best					
6 – 9	I am supported to do my best	43.1	33.8	17.6	2.5	2.9
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	50.6	30.3	12.9	2.8	3.3
10 – 12	I expect to succeed in school					

[Historical Data](#)

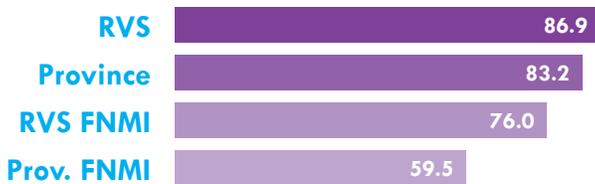
### RVS: Percentage of students who document and reflect on their learning through a portfolio.

**77%**

In 2021/22, the myBlueprint tool usage rate decreased to 77 per cent, down from 84 per cent the year before. All students now have accounts and teachers and administration will focus on use of the tool to better communicate learning and growth.



**ABED\*: High school completion rate of students/First Nations, Métis and Inuit (FNMI) students within three years of entering Gr. 10.**



[Historical Data](#)

Student performance in this critical area continues to be strong, with RVS students significantly higher than the provincial average for both Indigenous students and their non-Indigenous peers.

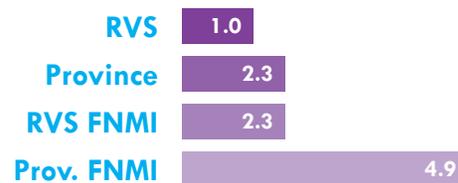
**ABED: High school completion rate of students/First Nations, Métis and Inuit students within five years of entering Gr. 10.**



[Historical Data](#)

RVS continues to outpace the province in five-year completion rate, especially for Indigenous learners.

**ABED: Annual drop-out rate of students/First Nations, Métis and Inuit students ages 14 to 18.**



[Historical Data](#)

RVS has demonstrated a strong commitment to keeping all students in school with access to an education tailored to meet their needs. RVS dropout rates are significantly lower than province-wide rates.

**ABED: High school to post-secondary transition rate of students/First Nations, Métis and Inuit students within six years of entering Gr. 10.**



[Historical Data](#)

The RVS transition rate dropped significantly this year and we will need to monitor for trends.

\*Alberta Education (ABED)



## 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.

The 2021/22 school year was marked with opportunity for students to begin recovering from pandemic-related learning disruption. Additional staff supported students who were struggling in numeracy and literacy, and a provincial funding injection that enabled the purchase of resources will help to support learners in numeracy and literacy in the years ahead.

RVS is committed to supporting teachers in their learning to help their students achieve their full potential, dedicating \$1.1 million to professional learning in 2021/22 to enable staff to grow in their own learning. Schools also offered regularly scheduled professional learning opportunities. The variety of topics and choices assisted certificated staff in reaching their professional learning goals as well as meeting criteria in various areas of the Teaching Quality Standard. Teachers were offered learning opportunities around traumatic events systems, natural supports, myBlueprint, assessment practices in high schools, and new curriculum implementation. An opportunity to learn about layers of literacy provided RVS teachers with current approaches to reading instruction and assessment, while standardizing a consistent language for literacy instruction across the district. The 4 Seasons of Reconciliation Course was also offered for all division staff, assisting RVS employees on their journey toward truth and reconciliation.

RVS leaders received focused professional learning on the use of data to guide instruction and decision-making, taking strides toward enhancing how data can inform teaching practice.

When all RVS learners – students, teachers, administrators and support staff – are supported in their learning, students can better achieve their potential.



## Building Thinking Math Classrooms

At Chestermere Lake Middle School, math teacher Landry Forand has used the 14 practices of Peter Liljedahl's book *Building Thinking Classrooms* to engage his students.

Thinking Classrooms use vertical, non-permanent spaces, so students are up and about, sharing one marker while they work on math problems in randomized groups. This allows students to look around the room and see what other groups are doing, letting them feed off one another while they work collaboratively.

Looking into a Thinking Classroom at Chestermere Lake, an observer would see groups of three students huddled around whiteboards working on math problems. Mr. Forand moves between groups, sharing knowledge and asking questions to help the groups think through the problem they are working on. With no single way to solve the problems, students take various avenues to arrive at the correct solution.

The Thinking Classroom model creates an engaging atmosphere where mistakes are welcome. The randomized groups encourage students to learn to work with all their classmates and helps break down social barriers that may exist. Students in these classes at Chestermere Lake report being highly engaged by this hands-on, less pressured approach to math and enjoy learning through this manner.

[!\[\]\(f6662514069ff48bdef07a1000762f95\_img.jpg\) Read about this Exemplary Practice presentation to the Board of Trustees](#)

[!\[\]\(52bf2d3ad6161796fa8d42c289183aca\_img.jpg\) Watch a Thinking Classroom in action](#)

## Online Schools Blaze New Trails

Sometimes when a student is unable to go to school, the school needs to come to the student.

Alberta students in Grades 1 – 9 can attend Discovery Trails Online School while those in Grades 10 – 12 can take their classes online with Summit Trails Online High School.

The schools offer students who are looking for an alternative to a traditional learning environment another opportunity to be successful, with some students saying the online schools are critical to them having more success in their education than they have ever had before.

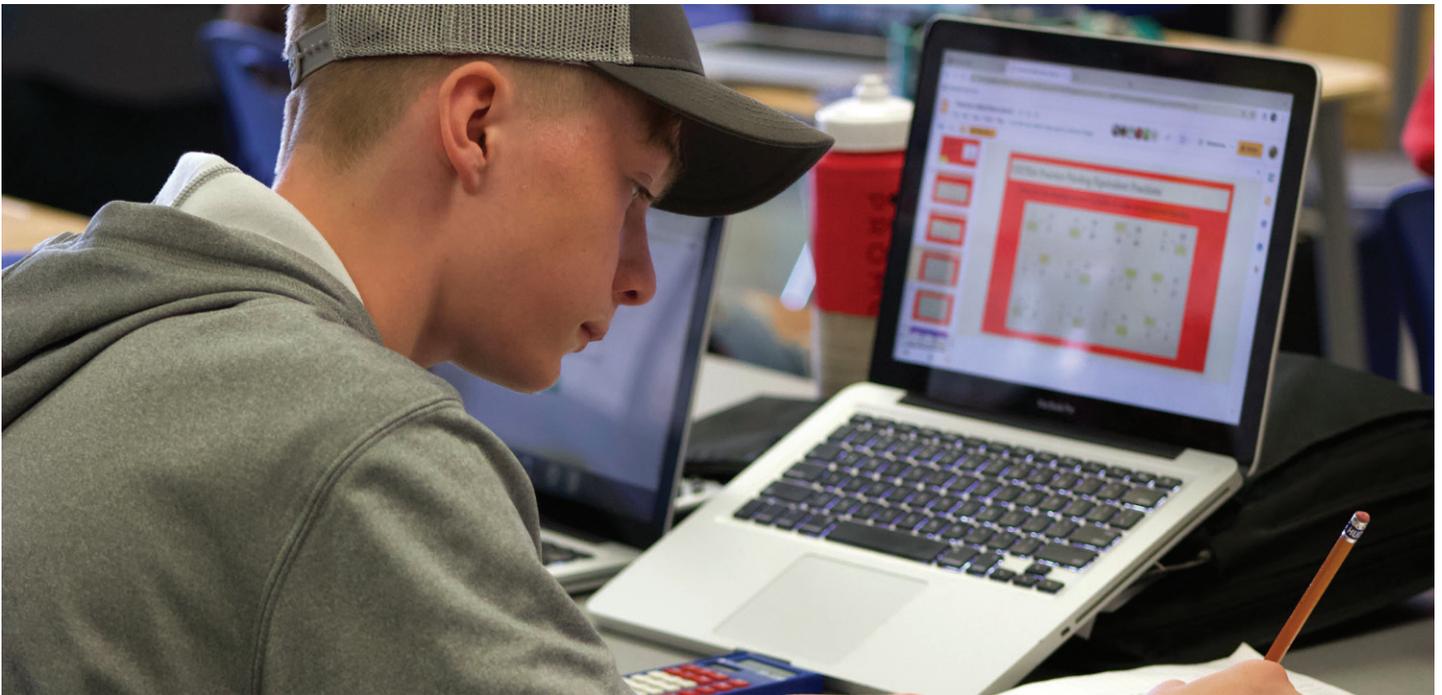
The students attending the online schools are generally not comfortable in a traditional brick and mortar school for a variety of reasons – they may have severe anxiety or autism – or the online school might be a better fit for their lives – such as in the case of high-performance athletes who frequently need to be away competing.

While the early success of the online schools can be measured by how well students who attend are doing, Summit Trails principal Dave Smith said his team is also working on specialized assessment tools.

Both Smith and Discovery Trails principal Bob Rodgers have big plans for the schools, including building a sense of community in a digital environment through creating clubs and places and spaces students can safely and comfortably get together online.

[!\[\]\(26f624d41b72dd4936de498dd15f27e5\_img.jpg\) Hear from Summit Trails students](#)

[!\[\]\(45b094497d14f5faba7346a0341fb09c\_img.jpg\) Read testimonials from our online families](#)



## Teachers Find Fun Ways to Focus on Literacy

Part literacy program, part history lesson and part geography lesson – teachers at two of Airdrie’s elementary schools have come up with inventive ways to engage their students in learning.

Michelle Bechthold’s Grade 3 class at Ralph McCall School found themselves flying across Alaska on dog sled teams in the annual Iditarod race as they cheered on their musher and earned miles through reading.

Bechthold brought the novel *Stone Fox* alive by assigning each student a musher in the Iditarod. Students practiced their research skills looking up mushers, writing biographies and tracking them on a map.

The students earned one mile for every one minute of reading and used numeracy skills as they did the math to figure out how much reading they would need to do to reach their goals. They raced their musher and some even beat the eventual winner of the race over the finish line.

Feedback from the students and parents was very positive, with parents telling Bechthold their kids were motivated to read and did not need the usual urging. Another positive outcome was the number of students who continued to read on their own after the competition was over.

Windsong Heights School’s Grade 4 teaching team had their students travel all over the province through a Read Across Alberta initiative. The students earned 100 kilometres for every one hour of reading. Each had a map on which they tracked their reading and set goals for themselves. These were compiled into one class map as the students competed against the other Grade 4 classes.

The program provided the students the opportunity to talk about the books they had read and the places they had “visited” as they moved their bus across the map. They would democratically determine where they would head next and use math to figure out how to get there through reading. The program tied together social studies, math and language arts while teaching a collaborative, team-building approach to all students involved.



### RVS Education Plan Survey Results: Goal Two

High numbers of students agree they are literate and numerate, continuing the previous year’s trend, with even more students reporting they understand and learn through reading always or often. Student confidence in numeracy remains strong with rates similar to that of literacy. It is positive that students perceive confidence in their literacy and numeracy skills, and we will continue to work on this translating to positive learning outcomes. Almost all students indicated they set learning goals with their teacher this year, and RVS will continue to emphasize the importance of this. Students reported they feel they receive the help they need in school, particularly related to learning. The number of students indicating they never have an adult in the school they can discuss how they are doing with warrants further investigation.

## 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	No Answer
3 – 5	I understand what I read					
6 – 9	I learn through reading	29.5	38.7	23.4	4.8	3.6
10 – 12	I can build my understanding through reading					
3 – 5	I can share my thoughts in a variety of ways					
6 – 9	I can communicate effectively in a variety of ways	27.6	41.3	24.1	3.2	3.8
10 – 12	I can communicate effectively in a variety of ways					
3 – 5	I can use my numeracy/math skills to solve problems in a variety of ways					
6 – 9	I can use my numeracy/math skills to solve problems in a variety of ways	34.4	35.5	22.0	4.3	3.8
10 – 12	I can use my numeracy/math skills to solve problems in a variety of ways					

[Historical Data](#)



**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>All RVS</b>	Gr. 1 – 3: Emerging to Mastering	93	97
	Gr. 4 – 6: Emerging to Mastering	97	97
	Gr. 7 – 9: Emerging to Mastering	87	83
	Gr. 10 – 12: 50%+	92	87
<b>First Nations, Métis and Inuit (FNMI)</b> (Data for FNMI & ELL combined grades last year)	Gr. 1 – 3: Emerging to Mastering	89	93
	Gr. 4 – 6: Emerging to Mastering	95	94
	Gr. 7 – 9: Emerging to Mastering	77	73
	Gr. 10 – 12: 50%+	87	82
<b>English Language Learners (ELL)</b>	Gr. 1 – 3: Emerging to Mastering	91	94
	Gr. 4 – 6: Emerging to Mastering	96	97
	Gr. 7 – 9: Emerging to Mastering	87	85
	Gr. 10 – 12: 50%+	93	86

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This is the final year for this measurement as it has been replaced in year four of the Four-Year Plan. In addition to government mandated assessments, RVS will support the data with further reading, writing and math assessments.



**ABED\***: Overall percentage of students/First Nations, Métis and Inuit 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	89.7	89.8	82.4	76.0	14.5	22.3	8.2	9.6
LA (FI)	65.8	81.1	50.0	68.6	3.1	11.1	0.0	6.9
Math	68.3	75.0	55.6	51.6	8.9	14.8	5.6	4.7
Science	76.8	83.4	67.0	65.0	19.5	27.7	9.9	12.4
Social	72.6	79.3	63.5	60.3	14.3	23.6	9.4	9.4
<b>Grade 9</b>								
LA	85.8	85.4	78.0	71.9	12.2	15.8	5.1	5.3
LA (FI)	67.5	79.4	*	59.0	6.6	10.7	*	5.7
Math	54.4	63.7	29.3	37.8	11.0	20.1	5.2	5.8
Science	76.7	82.1	73.5	65.3	17.8	27.3	8.8	11.3
Social	66.2	72.8	56.3	48.0	12.6	20.6	3.1	5.7

Notes:

\* Alberta Education (ABED)

\*\* PAT results are summarized by number of students who wrote the assessments rather than those who were enrolled in the course.

Continued on next page

Diploma Exams	ACCEPTABLE				EXCELLENCE			
	RVS	Prov.	RVS FNMI	Prov. FNMI	RVS	Prov.	RVS FNMI	Prov. FNMI
Eng. 30-1 (School-Awarded)	98.5	98.2	100	97.1	41.1	44.6	25	31.9
Eng. 30-1 (Diploma)	78.5	78.8	75.0	73.5	6.7	9.4	10	4.4
Eng. 30-2 (School-Awarded)	97.1	96.6	96.3	96.0	14.0	19.9	11.1	13.7
Eng. 30-2 (Diploma)	78.8	80.8	92.6	82.1	10.1	12.3	7.4	9.2
French 30-1 (School-Awarded)	*	99.8	*	100	*	65.8	*	55.6
French 30-1 (Diploma)	*	91.9	*	83.3	*	6.8	*	0
Soc. 30-1 (School-Awarded)	99.6	99.3	100	99.1	47.8	50.6	57.1	34.6
Soc. 30-1 (Diploma)	81.2	81.5	76.2	72.5	13.5	15.8	14.3	7.4
Soc. 30-2 (School-Awarded)	96.9	97.1	96.3	95.5	20.1	24.7	18.5	13.2
Soc. 30-2 (Diploma)	73.2	72.5	63.0	66.0	9.6	13.2	0	5.4
Math 30-1 (School-Awarded)	95.5	95.4	90.0	94.5	40.0	51.6	40.0	39.1
Math 30-1 (Diploma)	49.0	63.6	30.0	50.9	11.8	23.0	0	10.5
Math 30-2 (School-Awarded)	91.7	94.3	85.7	91.5	26.1	29.7	14.3	22.8
Math 30-2 (Diploma)	50.9	61.5	50.0	55.2	11.9	11.8	14.3	7.3
Bio. 30 (School-Awarded)	94.7	97.0	90.9	95.7	45.6	51.1	22.7	32.9
Bio. 30 (Diploma)	62.8	74.3	40.9	58.9	18.7	25.2	13.6	11.5
Chem. 30 (School-Awarded)	97.9	97.4	100	96.8	56.3	56.6	22.2	39.6
Chem. 30 (Diploma)	70.1	77.1	44.4	62.5	25.3	31.1	11.1	15.4
Physics 30 (School-Awarded)	96.7	97.9	*	97.5	57.7	64.0	*	54.1
Physics 30 (Diploma)	70.3	78.5	*	68.6	28.6	34.6	*	25.2
Science 30 (School-Awarded)	97.8	96.5	100	96.4	34.8	36.8	22.2	27.2
Science 30 (Diploma)	79.8	75.7	77.8	70.0	9.6	17.2	11.1	7.2

## Historical Data

Notes:

\* Data values have been suppressed where the number of respondents/students is fewer than 6.

1. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

English language arts assessments (both PATs and Diploma Exams) and social studies Diploma Exams showed strong levels of performance. Math and science scores saw a drop both provincially and locally and warrant further investigation and support.

In most areas Indigenous students in RVS continue to do as well as or better than their Indigenous peers provincially.



## ABED\*: Percentage of students/First Nations, Métis and Inuit students writing four or more Diploma Exams within three years of entering Gr. 10.

[Historical Data](#)

No data is available. Participation in Diploma Exams was impacted by COVID-19.

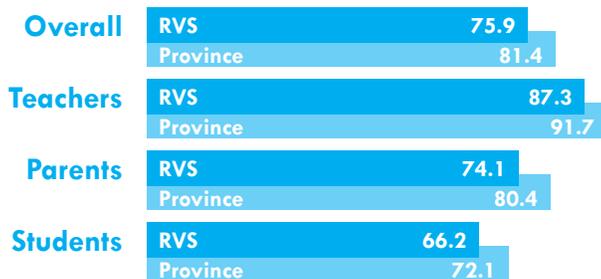
## ABED: Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.



[Historical Data](#)

While provincial results dropped marginally, results across all RVS groups declined slightly more.

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



[Historical Data](#)

Opportunities to demonstrate active citizenship were limited by the pandemic and negatively impacted satisfaction levels across all groups.



## 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	No Answer
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	19.0	32.4	33.5	10.7	4.4
10 – 12	I set goals for my learning at school					

[Historical Data](#)

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

Grades	Question	Always	Often	Sometimes	Never	No Answer
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	38.8	34.4	19.6	3.1	4.2
10 – 12	I receive help with my learning from the school when I need it					
3 – 5	I receive help with my learning from the school when I need it					
6 – 9	I have an adult at school that I can talk to about how I am doing	35.4	28.1	20.6	11.3	4.6
10 – 12	I have an adult at school that I can talk to about my life					
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	32.6	31.8	22.6	8.3	4.6
10 – 12	At school, I can get help when I'm having problems with others					

[Historical Data](#)

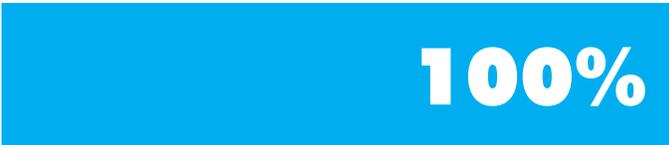
### RVS: Percentage of students with Individual Program Plans (IPPs) who are achieving their learning goals.

**73%**

In the 2020/21 school year, 87 per cent of students with IPPs achieved their learning goals. There was a significant decrease in 2021/22 which can be attributed to the increase of students with complex learning needs; some of the goals were not attainable. RVS is working with families and agencies to create and or/revise goals that better align with student needs.

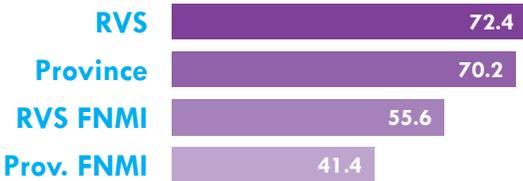


**RVS: Percentage of school councils who report they were actively involved in the development of their school’s workbook.**



All RVS school councils agreed their involvement in the school workbook (school improvement plan) was active or very active. This continues the strong involvement of RVS school councils in assisting with the planning, reviewing and development of our education plans.

**ABED\*: Percentage of Gr. 12/First Nations, Métis and Inuit (FNMI) Gr. 12 students eligible for a Rutherford Scholarship.**



[Historical Data](#)

Slightly more students from across RVS qualified for a Rutherford Scholarship compared to the provincial average, while Indigenous students had a significantly higher result than the provincial average.

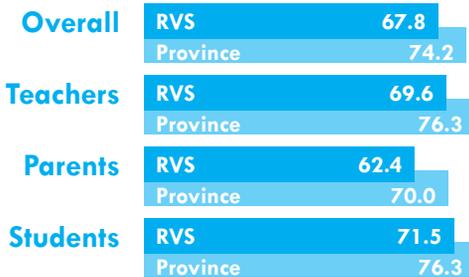
**ABED: Overall teacher and parent satisfaction with parental involvement in decisions about their child’s education.**



[Historical Data](#)

Parents may have rated themselves low regarding their involvement as traditional opportunities were limited by the pandemic.

**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.**



[Historical Data](#)

Dissatisfaction grew both in RVS and the province because of the pandemic’s multi-year impact. We look forward to these indicators improving as we recover from the disruptions caused by the pandemic.

\*Alberta Education (ABED)



# 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.

RVS students and staff continued a path to reconciliation in 2021/22, building and strengthening relationships with Indigenous community members and broadening our understanding of Indigenous Ways of Knowing across the division. In recognition of this important area of learning, RVS dedicated funding for a new Indigenous Learning branch within the division to start in the fall of 2022. The new branch will be instrumental in guiding RVS and supporting teachers and students in their learning journey towards truth and reconciliation. The team will work with schools and classrooms to invite an Elder or Knowledge Keeper to support learning, listen to stories or engage with traditional practices; expand libraries to include books and materials that are reflective of Indigenous culture; and assist with lesson and assessment planning that incorporates Indigenous Ways of Knowing.

Supporting mental health continued to take a prominent place in RVS schools in 2021/22, with an additional \$1.5 million in funding from the Board to focus on hiring and training staff to work closely with students, teachers and families. This funding also helped connect these student supports with much success. Additional training has also been provided on restorative practices. This helps students build skills to solve problems in a collaborative, nonviolent and community-minded way.



## RVS Middle Schools Show Solidarity with Inaugural GSA Conference

In May, the first RVS Middle School Gay Straight Alliance (GSA) Conference took place at Muriel Clayton Middle School. Approximately 150 students from 11 schools travelled to Airdrie for the conference, which was headlined by guest speaker and 2SLGBTQ+ advocate Martin Boyce. Each participating school designed and organized a station or activity for attendees, with students making buttons, painting a Pride flag, snapping pictures in a photo booth and hanging handwritten “wishes” on a tree.

GSAs promote welcoming, caring, respectful and safe schools, and this conference was an example of people coming together to create a safe space for students to be their authentic selves. Youth in the 2SLGBTQ+ community expressed that they were given an opportunity to feel seen, celebrated and know they are supported, while other students showed solidarity with their peers. At the conference, students did not fear they would not be accepted. The conference also gave greater visibility to the GSAs, promoting increased acceptance for the clubs and their members. The success of the first conference has resulted in a second iteration of the event being planned for later in the 2022/23 school year.

[!\[\]\(f44d6154fb700fb72b613123de1343f7\_img.jpg\) See how Muriel Clayton Middle School prepared to celebrate Pride and the GSA conference](#)

[!\[\]\(121c996de73948f037b88126d1f67074\_img.jpg\) See a teacher’s view of the conference](#)

## Grade One Students Celebrate Identity with Fashion Show

At Prairie Waters Elementary School, Grade 1 students celebrated their identities with a fashion show for teachers and family. The fashion show was the culmination of the students’ Who We Are unit, which explored the central ideas that the groups we belong to help form our identity.

Over the course of two months, the students explored various aspects of identity. Beginning with the importance of names, the classes progressed through discussions of physical characteristics, culture, language and interests.

The unit drew from a variety of disciplines to help students understand its central idea. In learning about physical differences, students exercised literacy skills by reading about the value of physical diversity. When learning about culture, they also used geography to locate their families’ origins on a map of the world. In creating self portraits as part of the unit, they learned about primary colours and photography.

The unit ended with the fashion show, where students reflected on all the aspects of their identity to plan outfits to reflect who they are. They also worked with a Chestermere-area model who taught them how to walk the runway. On the day of the fashion show, the students dressed in cultural attire, sports equipment and favourite jerseys, and sported flags as they celebrated what made each of them unique.

[!\[\]\(6396804b9b2f120b48d95f40a508dda0\_img.jpg\) Watch the fashion show](#)



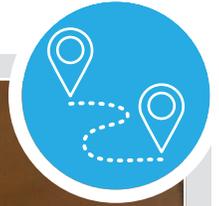
## Schools Promote Truth and Reconciliation

Early in the 2021/22 school year, Sept. 30 was proclaimed the National Day for Truth and Reconciliation. In schools across RVS, new initiatives were launched to encourage students to recommit to the work of truth and reconciliation and to reflect on the history of Indigenous people in Canada and Alberta. The initiatives have deepened many of our schools' connections with local Indigenous communities who have been invited to partner with them.

For the first time, [Bow Valley High School](#) in Cochrane observed Red Dress Day with a series of lessons on this difficult aspect of Canada's history from the voices of Indigenous peoples. Students also had opportunities to engage in Indigenous arts, learning from a Stoney Nakoda beader how to create red dress pins and earrings. This learning culminated in a walk to honour missing and murdered women, girls and two-spirit individuals. Guests from nearby Stoney Nakoda First Nation marked the walk with a speech, anthem, honour song and prayer before more than 700 students walked a loop around a nearby pond in an act of solidarity and reflection. Students remarked on how powerful it felt to be in the presence of community members as they learned and honoured those who have been

lost. Some students reflected that the walk felt like a watershed moment: a distinctive turning point in the high school's actions of reconciliation. The impact of this day has reverberated into the new school year, as students are eager to build on the momentum of their experience.

In Airdrie, [Bert Church High School](#) staff and students worked with Indigenous Knowledge Keepers to establish a reconciliation garden to represent the need for truth and reconciliation. The garden will provide a reminder for those passing by to reflect on the history of residential schools and ways we can make the future better for everyone in our community. Students established a plan that incorporates Indigenous symbolism, as well as traditional knowledge of medicinal and edible plants which will be discussed in classes going forward to help staff and students reflect on the value of Indigenous Ways of Knowing. In fall 2022, students worked to construct the garden and held a dedication ceremony. Continued maintenance of the garden by students will encourage them to care for the space. Community members were able to volunteer time and resources to also contribute to the garden.



### **RVS Education Plan Survey Results: Goal Three**

The strong majority of RVS students report they always or often have opportunities to learn about other cultures and people, with particularly high numbers of students appreciating and valuing all cultures and the contributions all people make to society. Despite the continuing challenges related to the pandemic, over 70 per cent of students indicated they can always or often overcome obstacles. Numbers remained very similar year-over-year in the percentage of students who live a healthy lifestyle, with a noted increase in students who are always physically active. Nearly 90 per cent of students indicated they are sometimes, often or always learning how to take care of their mental health and making safe choices.

Students reported higher numbers than the previous year in both knowing how to make a difference in their community and feeling they are making a difference; however, there is still a discrepancy in those who know versus those who do. We are also pleased to see higher results in students who report participating in fundraising or community service projects, perhaps a result of more opportunities given fewer pandemic restrictions late in the school year. Students continue to rate themselves high in digital citizenship, with a large jump in the “always” category; however, as online behaviour concerns persist we will continue to work with students to improve their knowledge and application.



**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	No Answer
3 – 5	I learn about cultures					
6 – 9	I learn about a variety of cultures	<b>31.4</b>	<b>38.4</b>	<b>20.9</b>	<b>3.7</b>	<b>5.7</b>
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	<b>32.2</b>	<b>39.4</b>	<b>19.3</b>	<b>3.4</b>	<b>5.7</b>
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	<b>52.8</b>	<b>27.9</b>	<b>11.2</b>	<b>2.3</b>	<b>5.8</b>
10 – 12	I value the contributions all people make to society					

[Historical Data](#)

**RVS: Percentage of students who feel they can overcome obstacles.**

Grades	Question	Always	Often	Sometimes	Never	No Answer
3 – 5	I can make good choices when things don't go my way					
6 – 9	I can overcome obstacles and challenges	<b>30.8</b>	<b>42.3</b>	<b>18.6</b>	<b>2.4</b>	<b>6.0</b>
10 – 12	I can overcome obstacles and challenges					

[Historical Data](#)



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

Grades	Question	Always	Often	Sometimes	Never	No Answer
3 – 5	I know what food is healthy for me					
6 – 9	I know how to make healthy food choices	<b>51.1</b>	<b>29.9</b>	<b>11.0</b>	<b>2.6</b>	<b>5.4</b>
10 – 12	I know how to make healthy food choices					
3 – 5	I am physically active					
6 – 9	I participate in regular physical activity	<b>53.5</b>	<b>26.9</b>	<b>11.1</b>	<b>2.4</b>	<b>6.1</b>
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	<b>37.1</b>	<b>31.8</b>	<b>18.7</b>	<b>6.8</b>	<b>5.6</b>
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	<b>42.3</b>	<b>32.9</b>	<b>15.4</b>	<b>3.6</b>	<b>5.8</b>
10 – 12	I make choices that keep me safe					

[Historical Data](#)

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



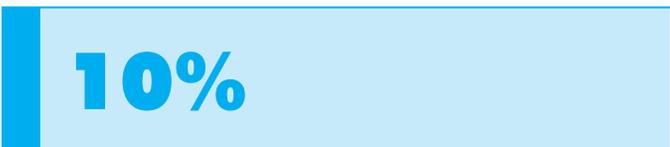
Student health was more significantly impacted by COVID-19 in 2021/22 than in previous years. In 2021/22, 13.8 per cent of students were excessively absent (more than 15 days) due to health. In 2020/21, 5.8 per cent of students were excessively absent due to health matters. In 2019/20, only 2 per cent of students were excessively absent due to health.

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

No data is available; this measure was removed in previous years because a system to track this had not yet been created. RVS expects data to be available for this measure in the 2022/23 AERR.

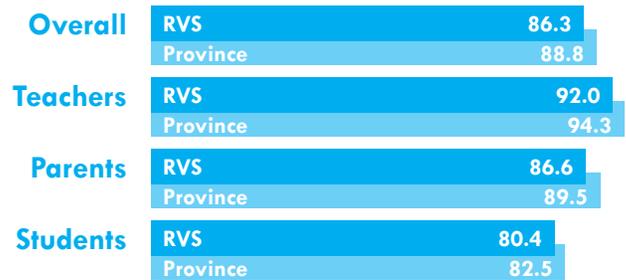


**RVS: The percentage of schools who have implemented school-wide Tier 1 Positive Behaviour Intervention Strategy at 80 per cent fidelity as measured by the Tiered Fidelity Inventory.**



In 2021/22, 21 schools became actively engaged in PBIS. Of these, five are implementing at 80 per cent fidelity. Others are at various per cents of fidelity. We expect to see a significant increase in these numbers in the 2022/23 school year with greater familiarity and ingraining of these practices in school routines, the increase in coaching support for each school and the implementation of an aligned data collection system for tracking, responding and assessing behaviour.

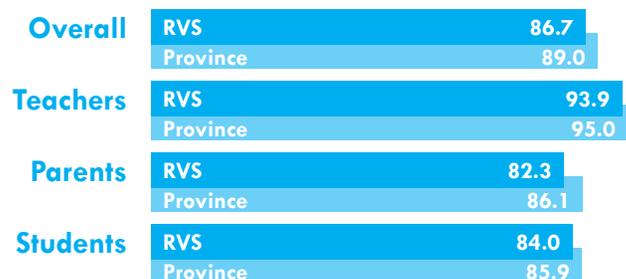
**ABED\*: Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.**



[Historical Data](#)

Parents feel their children are safe and cared for at school by adults and students could improve in how they treat each other. Older students rated their peers highest on how they treat each other. Teachers agree that students are safe at school and treated fairly by adults.

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



[Historical Data](#)

Satisfaction remains high on this measure. Parents recognize the high quality of teaching provided in their schools.

\*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	No Answer
3 – 5	I know how to make a positive impact on others					
6 – 9	I know how to make a positive impact on others	<b>37.7</b>	<b>41.4</b>	<b>12.5</b>	<b>1.8</b>	<b>6.5</b>
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	<b>26.8</b>	<b>37.9</b>	<b>23.3</b>	<b>5.2</b>	<b>6.8</b>
10 – 12	I am making a positive difference in my school or community					

[Historical Data](#)

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

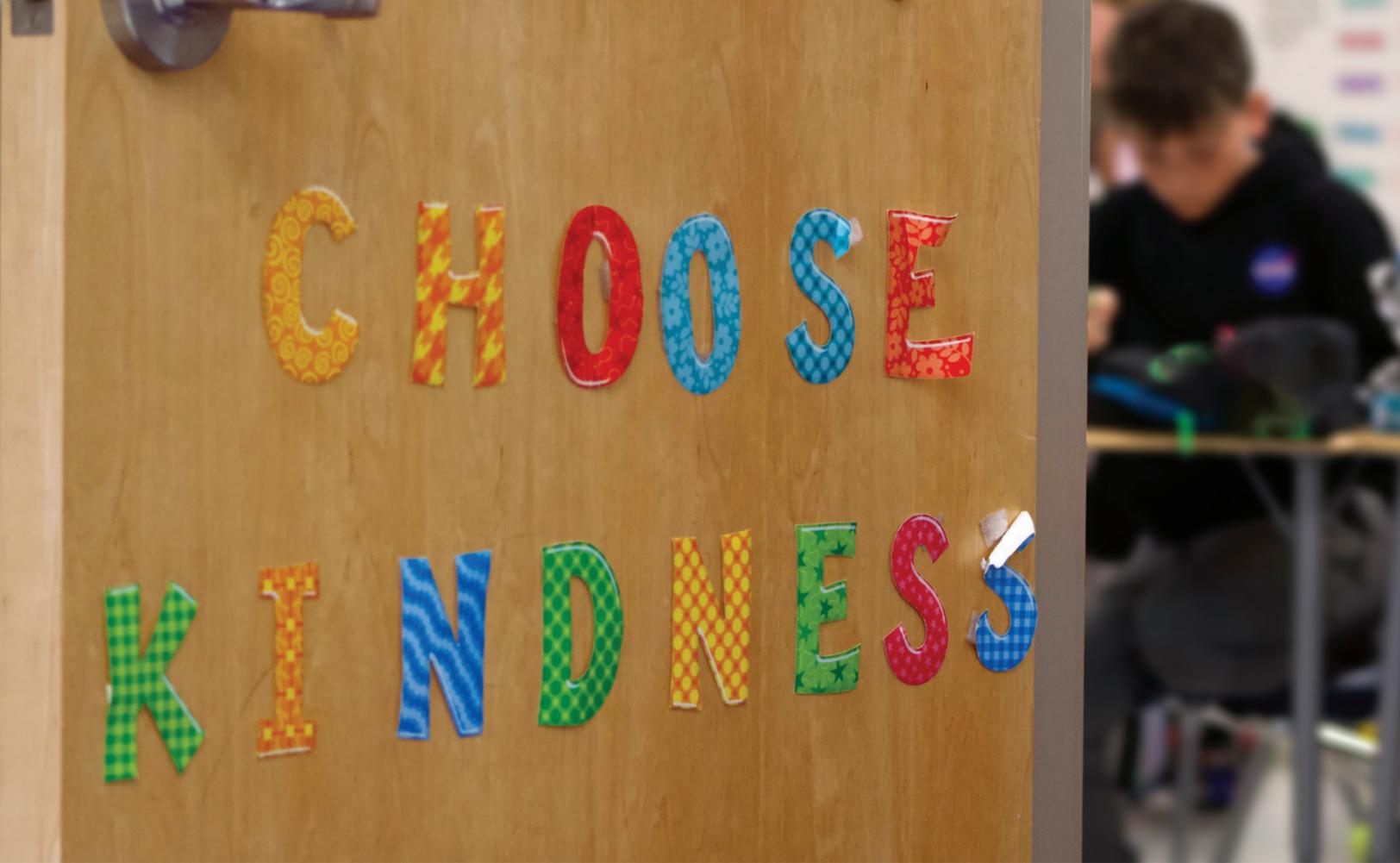
Grades	Question	Always	Often	Sometimes	Never	No Answer
3 – 5	I participate in fundraising activities					
6 – 9	I participate in fundraising activities	<b>22.4</b>	<b>26.2</b>	<b>30.3</b>	<b>14.3</b>	<b>6.7</b>
10 – 12	I participate in fundraising activities					
3 – 5	I volunteer in school or the community					
6 – 9	I volunteer in school or the community	<b>18.3</b>	<b>25.0</b>	<b>31.7</b>	<b>17.6</b>	<b>7.5</b>
10 – 12	I volunteer in school or the community					

[Historical Data](#)

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

Grades	Question	Always	Often	Sometimes	Never	No Answer
3 – 5	I know how to be safe when using technology					
6 – 9	I know how to be safe when using technology	<b>64.3</b>	<b>22.5</b>	<b>5.3</b>	<b>1.4</b>	<b>6.4</b>
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	<b>64.4</b>	<b>21.6</b>	<b>5.8</b>	<b>1.6</b>	<b>6.6</b>
10 – 12	I am respectful in digital environments, including social media					

[Historical Data](#)



## OUR PARTNERSHIPS

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

- Food banks: supporting children and families in need through Airdrie, Cochrane and Chestermere food banks.
- Before and after school providers: RVS leases space to providers to help our families find convenient childcare.
- Adult learning: RVS continues to be the only school jurisdiction in the province to facilitate a community adult learning program.
- School authorities: we share information, best practices, and learn from each other's experiences as well as find opportunities to reduce costs.
- Post-secondary institutions: partnerships provide research, knowledge sharing and hands-on learning experiences for teacher candidates.
- Transportation: RVS provides transportation services to Calgary Catholic School Division in communities where we share boundaries.
- Government: RVS regularly engages municipal and regional governments as well as local Members of the Legislative Assembly. We value the important contributions they have made within our schools and in the communities they serve.
- Local businesses who provide support and opportunities for students and schools to engage in real-world, hands-on learning experiences.

Read on for a selection of 2021/22 partnership stories.



## Tea and Talent Show Supports Animal Rescue

Following a three-year hiatus, East Lake School in Chestermere held its second Tea and Talent Show to support a cause of its students' choosing. The Alberta Animal Rescue Crew Society (AARCS) was chosen as the recipient of the school's fundraising efforts.

The Tea and Talent Show was among the first in-person events the school has been able to offer since 2020. Students were involved in various facets of the event, with some emceeing and others serving refreshments to the families in attendance. Students demonstrated their various talents, including

magic tricks, formal dances and cultural dances like bhangra. A volunteer from AARCS also addressed those in attendance to speak about the organization and the importance of the school's support.

Events like the Tea and Talent Show play an integral role in teaching the importance of partnering with the community. By enabling students to choose the cause the fundraiser supports, they are given a voice and are able to articulate their areas of passion as well as instill citizenship and build connections to their community.



## Engaging Families in RVS

Airdrie's Windsong Heights school brought parent/guardian engagement to a new level in 2021/22, hosting a literacy and numeracy engagement for Kindergarten – Grade 3 families. The event was brought on by a specific desire to support parents and guardians with the lags in their children's literacy and numeracy caused by the COVID-19 pandemic.

Approximately 100 families came to the event where they received a goodie bag with literacy and numeracy tools – such as math tiles, magnet letters and games – they could use over the summer break to limit what teachers refer to as the “summer slide” and get their children ready for fall.

In addition to the literacy night for families, special disrupted learning funding from the provincial government allowed the school to hire extra teachers to work with smaller groups of students. The teachers helped students who were dealing with issues such as phonological awareness and letter sounds. Additional tips and tricks for helping their children with literacy were included in the school's weekly newsletter as well.

The literacy and numeracy engagement was well received by parents/guardians, with some remarking how positively impactful the extra efforts the school had taken were to their children's learning.

RVS also engaged families regarding the new Kindergarten – Grade 6 curriculum in 2021/22, giving the opportunity for students, parents/guardians and teachers to have their voice heard.

## Food Program Wins Cochrane Award

In November 2021, Elizabeth Barrett Elementary School's food program received the Cochrane Community Award for Educational Initiative of the Year. This was the first time the school's food program has been recognized by the Town of Cochrane. The award validated the importance of the school's program for its community.

The success of Elizabeth Barrett's food program comes down to its inclusivity. Any student at the school can access the program for any reason. Approximately 200 children – nearly half the school's student body – use the program for a variety of reasons: some due to hunger or a lack of food, and others because of long transport times to and from their rural homes. Others take part to meet a social need, by connecting with school staff or their peers. Because the program is universally accessible, there is no stigma associated with using it. Students feel welcome and receive food without embarrassment or shame.

The food program is available throughout the day, so students can access it not only when they first arrive at school, but also at lunchtime or in the afternoon. Some students with long rural commutes grab something to eat before they leave for home to tide them over until dinnertime.

Community partnerships are vital to the success of the food program. Elizabeth Barrett is supported by Breakfast Club of Canada, the Cochrane Activettes food bank, Cobs Bread Bakery, Mark's No Frills grocery store, Second Harvest and the Frischkorn Foundation. These partners provide funding, food and capital purchases to ensure no student goes hungry.

# FINANCIAL STATEMENT 2021/22

## Collection and Use of School Fees

Fees	Actual Fees Collected	Actual Fee Expenditures
<b>Transportation Fees</b>	\$2,648,982	\$2,648,982
<b>Basic Instruction Fees</b>		
• Basic Instruction Supplies	-	-
<b>Fees to Enhance Basic Instruction</b>		
• Technology user fees	-	-
• Alternative program fees	\$101,970	\$101,970
• Fees for optional courses	\$1,250,275	\$1,250,275
• Activity fees	\$1,003,431	\$1,070,551
• Early childhood services	-	-
• Other fees to enhance education	\$68,078	\$92,188
<b>Non-Curricular Fees</b>		
• Extracurricular fees	\$844,963	\$794,333
• Non-curricular travel	\$12,922	\$16,275
• Lunch supervision and noon-hour activity fees	\$4,425	\$25,240
• Non-curricular goods and services	\$323,644	\$314,967
• Other fees (student farewell and grad, loss/ replacement/sales/rentals)	\$0	\$0
<b>Total Fees</b>	<b>\$6,258,690</b>	<b>\$6,314,781</b>

Revenues		
Instruction	\$ 223,505,743	76.29%
Administration	\$ 8,609,393	2.94%
Plant Operations & Maintenance	\$ 43,544,220	14.86%
Transportation	\$ 17,165,607	5.86%
External Services	\$ 149,046	0.05%
<b>Total</b>	<b>\$ 292,974,009</b>	<b>100.00%</b>

Expenditures		
Instruction	\$230,043,200	76.10%
Administration	\$8,006,950	2.65%
Operations & Maintenance	\$48,139,692	15.92%
Transportation	\$15,955,354	5.28%
External Services	\$149,046	0.05%
<b>Total</b>	<b>\$302,294,242</b>	<b>100.00%</b>

### Notes:

- RVS' Audited Financial Statement is based on the Public Sector Accounting Standards, as required by the Government of Alberta beginning 2013.
- RVS' 2021/22 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.



# 2021/22 YEAR IN REVIEW

In the 2020/21 AERR RVS committed to the following actions. We have completed several and made significant progress on others.

Actions in 2021/22	Status	Comments
Improve foundational knowledge of Indigenous Ways of Knowing across the system and enhance relationships with local Indigenous groups (Goal 3/Outcome 1).	Ongoing division commitment	RVS hosted a system-wide learning activity with Elder Saa'kokoto in Sept. 2021; approved budget for the creation, staffing and resourcing of an Indigenous Learning branch. <a href="#">More information.</a>
Finalize instruction and assessment practice guide to build a more consistent RVS approach (Four-Year Plan key strategies).	In Progress	Multiple drafts crafted by working group, including revisions to literacy and numeracy framework. Should be finalized in fall 2022.
Begin to gather multi-year data on our customized Education Plan survey.	✓	Successfully completed the second year of data collection with a tailored Education Plan survey.
Support the Board in the development of a system-wide strategic plan which will springboard into a new Four-Year Plan.	In Progress	Gathered community feedback in spring 2022 and first draft of strategic plan was created. The strategic plan is on pace to be completed in Dec. 2022.
Provide targeted supports to schools related to pandemic recovery and mental health supports.	✓	Complete; allocated funds to schools, provided central supports and many elementary schools engaged in learning disruption assessments and interventions. <a href="#">More information.</a>
Improve capacity to review and reflect on school and system data to help achieve goals of the Four-Year Plan.	In Progress	Continue to provide professional learning and emphasize use of data to drive school improvement efforts including class profiles, literacy and numeracy assessments, survey results. <a href="#">More information.</a>



## 2022/23 YEAR AHEAD

Based on what we learned from 2021/22, here are some of the actions RVS will take in the 2022/23 school year:

### Actions to be Taken in 2022/23

Implement Grade 1 – 9 reading and numeracy assessments system wide. (Goal 2/Outcome 1)

Launch new Indigenous Learning branch with an emphasis on relationship building and timely supports for classroom/school activities tied to foundational knowledge of Indigenous Ways of Knowing. (Goal 3/Outcome 1)

Continue efforts to provide targeted supports to schools related to pandemic recovery and mental health supports. (Goal 3/Outcome 1)

Finalize instruction and assessment practice guide to build a more consistent RVS approach. (Four-Year Plan key strategies)

Develop an updated Four-Year Plan in alignment with the Board's strategic plan. (System Assurance)

Expand communication to provide assurance to stakeholders and collect important input through a new online stakeholder engagement platform. (System Assurance)



# 2023-2026 CAPITAL PLAN

RVS' [2023 – 2026 Capital Plan](#) includes an urgent request to the provincial government for funding for new schools in Airdrie, Cochrane and Chestermere. As one of the fastest growing school divisions in the province, having enough space for students to learn is an ongoing challenge for RVS.

Without additional school facilities RVS' overall utilization rate is expected to increase from the current 91 per cent to a critical rate of 101 per cent by 2026.

Prioritizing the list is challenging for RVS as Airdrie, Cochrane and Chestermere are experiencing rapid growth at the same time.

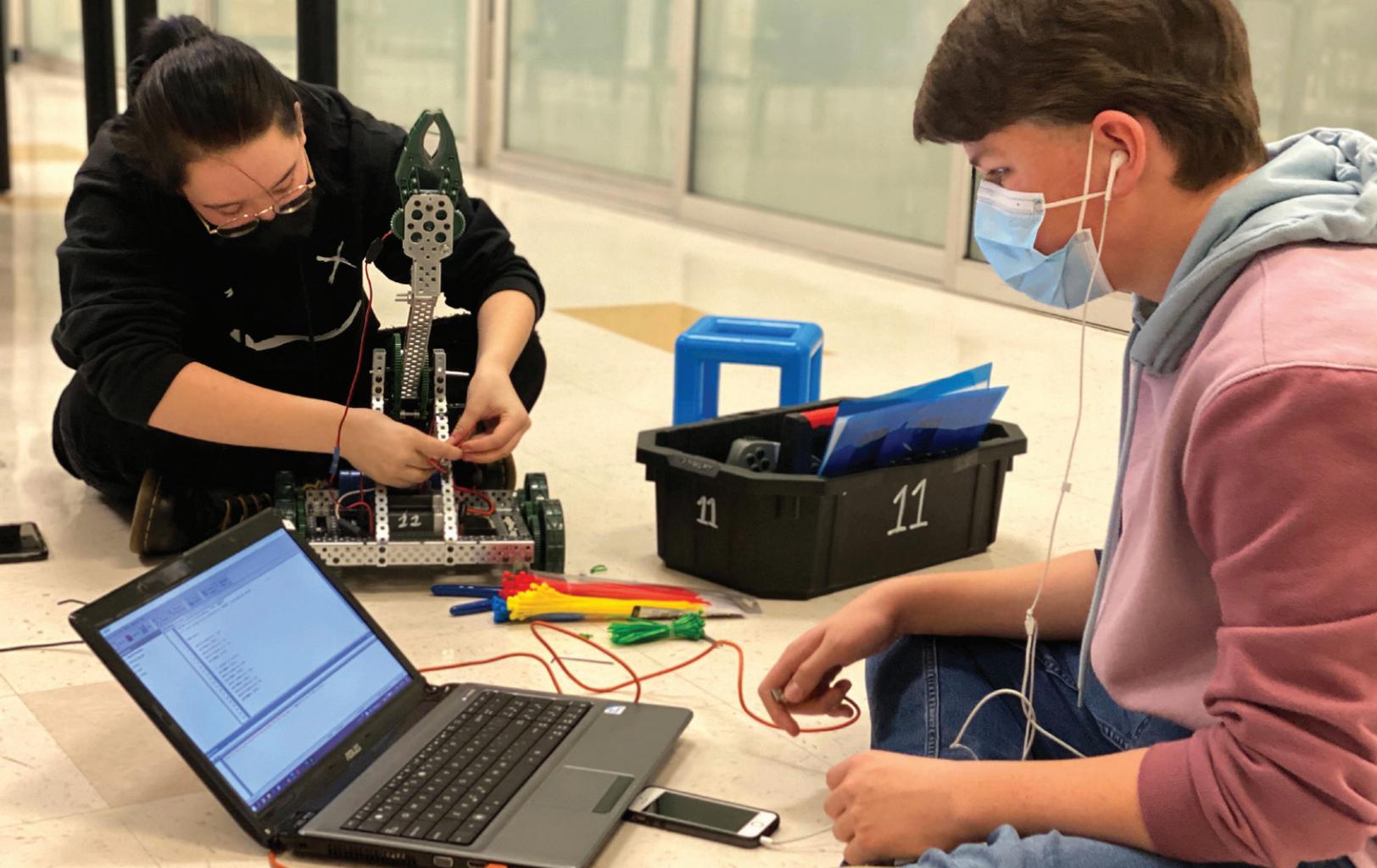
## 2022/23 School Year

### Top Capital Priorities

Location	Type	Capacity
Airdrie K – 8	New School	900
Cochrane K – 5	New School	600
Chestermere K – 9	New School	900
Airdrie High School	New School	1,500

### Infrastructure, Maintenance and Renewal Projects

- Upgrade to the Career and Technology Studies area at George McDougall High School
- Important maintenance and renewal projects at schools throughout the division, including changing lighting to LED fixtures, updating learning spaces, mechanical/controls upgrades and sanding gymnasium floors



## LEARN MORE ABOUT RVS

RVS is committed to working collaboratively with its stakeholders in the planning and delivery of educational services.

Copies of RVS' [Four-Year Plan](#), [AERR](#), [Capital Plan](#), and [Budget](#) are made available to school councils, the public, staff, and/or educational and municipal partners 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 workbooks are built and shared with school councils and are available on each school's website.

### Connect With Us



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



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# ALBERTA EDUCATION ASSURANCE MEASURES 2021/22 RESULTS – OVERALL

ROCKY VIEW SCHOOLS

Participation in the Provincial Achievement Tests (PATs) and Diploma Examinations was impacted by the COVID-19 pandemic. Results for the 2019/20 and 2020/21 school years are not available for the PATs, Diploma Examinations, and Diploma Exam Participation Rate. Participation was also impacted by COVID-19 in the January 2022 Diploma Exam administration.

**Measure:** Percentage of students who achieve the acceptable standard and standard of excellence on provincial achievement tests.

	ACCEPTABLE						EXCELLENCE					
	2019/20		2020/21		2021/22		2019/20		2020/21		2021/22	
	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.
<b>Grade 6</b>												
LA	N/A	N/A	N/A	N/A	89.7	89.8	N/A	N/A	N/A	N/A	14.5	22.3
LA (Fl)	N/A	N/A	N/A	N/A	65.8	81.1	N/A	N/A	N/A	N/A	3.1	11.1
Math	N/A	N/A	N/A	N/A	68.3	75.0	N/A	N/A	N/A	N/A	8.9	14.8
Science	N/A	N/A	N/A	N/A	76.8	83.4	N/A	N/A	N/A	N/A	19.5	27.7
Social	N/A	N/A	N/A	N/A	72.6	79.3	N/A	N/A	N/A	N/A	14.3	23.6
<b>Grade 9</b>												
LA	N/A	N/A	N/A	N/A	85.8	85.4	N/A	N/A	N/A	N/A	12.2	15.8
LA (Fl)	N/A	N/A	N/A	N/A	67.5	79.4	N/A	N/A	N/A	N/A	6.6	10.7
Math	N/A	N/A	N/A	N/A	54.4	63.7	N/A	N/A	N/A	N/A	11.0	20.1
Science	N/A	N/A	N/A	N/A	76.7	82.1	N/A	N/A	N/A	N/A	17.8	27.3
Social	N/A	N/A	N/A	N/A	66.2	72.8	N/A	N/A	N/A	N/A	12.6	20.6

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic in 2019/20 and 2020/21. Caution should be used when interpreting trends over time.
3. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

**Measure:** Overall percentage of students who achieve the acceptable standard and standard of excellence on diploma exams.

	ACCEPTABLE						EXCELLENCE					
	2019/2019		2019/20		2021/22		2019/20		2020/21		2021/22	
	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.
Eng. 30-1 (School-Awarded)	N/A	N/A	N/A	N/A	98.5	98.2	N/A	N/A	N/A	N/A	41.1	44.6
Eng. 30-1 (Diploma)	N/A	N/A	N/A	N/A	78.5	78.8	N/A	N/A	N/A	N/A	6.7	9.4
Eng. 30-2 (School-Awarded)	N/A	N/A	N/A	N/A	97.1	96.6	N/A	N/A	N/A	N/A	14.0	19.9
Eng. 30-2 (Diploma)	N/A	N/A	N/A	N/A	78.8	80.8	N/A	N/A	N/A	N/A	10.1	12.3
French 30-1 (School-Awarded)	N/A	N/A	N/A	N/A	*	99.8	N/A	N/A	N/A	N/A	*	65.8
French 30-1 (Diploma)	N/A	N/A	N/A	N/A	*	91.9	N/A	N/A	N/A	N/A	*	6.8
Soc. 30-1 (School-Awarded)	N/A	N/A	N/A	N/A	99.6	99.3	N/A	N/A	N/A	N/A	47.8	50.6
Soc. 30-1 (Diploma)	N/A	N/A	N/A	N/A	81.2	81.5	N/A	N/A	N/A	N/A	13.5	15.8
Soc. 30-2 (School-Awarded)	N/A	N/A	N/A	N/A	96.9	97.1	N/A	N/A	N/A	N/A	20.1	24.7
Soc. 30-2 (Diploma)	N/A	N/A	N/A	N/A	73.2	72.5	N/A	N/A	N/A	N/A	9.6	13.2
Math 30-1 (School-Awarded)	N/A	N/A	N/A	N/A	95.5	95.4	N/A	N/A	N/A	N/A	40.0	51.6
Math 30-1 (Diploma)	N/A	N/A	N/A	N/A	49.0	63.6	N/A	N/A	N/A	N/A	11.8	23.0
Math 30-2 (School-Awarded)	N/A	N/A	N/A	N/A	91.7	94.3	N/A	N/A	N/A	N/A	26.1	29.7
Math 30-2 (Diploma)	N/A	N/A	N/A	N/A	50.9	61.5	N/A	N/A	N/A	N/A	11.9	11.8
Bio. 30 (School-Awarded)	N/A	N/A	N/A	N/A	94.7	97.0	N/A	N/A	N/A	N/A	45.6	51.1
Bio. 30 (Diploma)	N/A	N/A	N/A	N/A	62.8	74.3	N/A	N/A	N/A	N/A	18.7	25.2
Chem. 30 (School-Awarded)	N/A	N/A	N/A	N/A	97.9	97.4	N/A	N/A	N/A	N/A	56.3	56.6
Chem. 30 (Diploma)	N/A	N/A	N/A	N/A	70.1	77.1	N/A	N/A	N/A	N/A	25.3	31.1
Physics 30 (School-Awarded)	N/A	N/A	N/A	N/A	96.7	97.9	N/A	N/A	N/A	N/A	57.7	64.0
Physics 30 (Diploma)	N/A	N/A	N/A	N/A	70.3	78.5	N/A	N/A	N/A	N/A	28.6	34.6
Science 30 (School-Awarded)	N/A	N/A	N/A	N/A	97.8	96.5	N/A	N/A	N/A	N/A	34.8	36.8
Science 30 (Diploma)	N/A	N/A	N/A	N/A	79.8	75.7	N/A	N/A	N/A	N/A	9.6	17.2

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. Caution should be used when interpreting trends over time.

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
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3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. Caution should be used when interpreting trends over time.

**Measure:** High school completion rate of students within three and five years of entering Grade 10.

	2018/19		2019/20		2020/21	
	RVS	Prov.	RVS	Prov.	RVS	Prov.
3 Years	83.8	80.3	88.8	83.4	86.9	83.2
4 Years	85.1	84.0	88.0	85.0	92.0	87.1
5 Years	91.1	85.3	88.1	86.2	90.3	87.1

**Measure:** Annual drop-out rate of students aged 14 to 18.

	2018/19	2019/20	2021/22
RVS	1.7	1.7	1.0
Prov.	2.7	2.6	2.3

**Measure:** Grade 12 students eligible for a Rutherford Scholarship.

	2018/19	2019/20	2021/22
RVS	66.8	68.8	72.4
Prov.	66.6	68.0	70.2

**Measure:** High School to post-secondary transition rate within six years of entering Grade 10.

	2018/19		2019/20		2020/21	
	RVS	Prov.	RVS	Prov.	RVS	Prov.
4 Years	35.6	40.9	38.5	40.5	37.4	41.2
6 Years	55.9	60.3	61.6	60.0	56.4	60.3

**Measure:** Students writing four or more diploma exams within three years of entering Grade 10.

	2018/19	2019/20	2020/21
RVS	54.9	N/A	N/A
Prov.	56.6	N/A	N/A

No data is available. Participation in Diploma Exams was impacted by COVID-19.

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

	2019/20		2020/21		2021/22	
	RVS	Prov.	RVS	Prov.	RVS	Prov.
Overall	77.1	83.3	79.8	83.2	75.9	81.4
Parent	76.0	82.4	76.3	81.4	74.1	80.4
Student	65.5	73.8	70.9	74.1	66.2	72.1
Teacher	89.9	93.6	92.2	94.1	87.3	91.7

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

	2019/20		2020/21		2021/22	
	RVS	Prov.	RVS	Prov.	RVS	Prov.
Overall	77.7	84.1	81.6	85.7	78.8	84.9
Parent	66.3	76.0	71.1	77.8	69.2	77.3
Teacher	89.1	92.2	92.1	93.7	88.5	92.5

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

	2019/20		2020/21		2021/22	
	RVS	Prov.	RVS	Prov.	RVS	Prov.
Overall	86.0	89.4	88.0	90.0	86.7	89.0
Parent	87.0	90.2	88.7	90.5	82.3	86.1
Student	78.1	82.6	83.6	84.0	84.0	85.9
Teacher	93.0	95.3	94.1	95.4	93.9	95.0

**Measure:** Overall parent, teacher, and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health, and physical education.

	2019/20		2020/21		2021/22	
	RVS	Prov.	RVS	Prov.	RVS	Prov.
Overall	79.7	82.4	80.8	81.9	82.2	82.9
Parent	76.7	80.1	80.1	81.7	81.6	82.4
Student	75.3	77.8	73.7	74.9	76.2	76.9
Teacher	87.2	89.3	88.7	89.2	88.8	89.3

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

	2019/20		2020/21		2021/22	
	RVS	Prov.	RVS	Prov.	RVS	Prov.
<b>Overall</b>	<b>76.2</b>	81.8	<b>75.2</b>	79.5	<b>73.0</b>	78.8
Parent	<b>63.7</b>	73.9	<b>64.6</b>	72.2	<b>62.5</b>	72.3
Teacher	<b>88.7</b>	89.6	<b>85.7</b>	86.8	<b>83.5</b>	85.2

**Measure:** Agreement that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	2019/20		2020/21		2021/22	
	RVS	Prov.	RVS	Prov.	RVS	Prov.
<b>Overall</b>	<b>76.4</b>	81.5	<b>77.8</b>	81.4	<b>67.8</b>	74.2
Parent	<b>76.8</b>	80.0	<b>76.1</b>	81.7	<b>62.4</b>	70.0
Student	<b>73.4</b>	79.6	<b>77.9</b>	79.1	<b>71.5</b>	76.3
Teacher	<b>79.1</b>	85.0	<b>79.4</b>	83.4	<b>69.6</b>	76.3

**Measure:** Satisfaction with the overall quality of basic education.

	2019/20		2020/21		2021/22	
	RVS	Prov.	RVS	Prov.	RVS	Prov.
<b>Overall</b>	<b>87.3</b>	90.3	<b>87.9</b>	89.6	<b>86.7</b>	89.0
Parent	<b>82.3</b>	86.7	<b>83.9</b>	86.7	<b>82.3</b>	86.1
Student	<b>84.3</b>	87.8	<b>84.8</b>	86.3	<b>84.0</b>	85.9
Teacher	<b>95.4</b>	96.4	<b>95.0</b>	95.7	<b>93.9</b>	95.0

**Measure:** Teachers reporting that in the past three to five years, the professional learning from the school authority has been focused, systematic, and contributes significantly to their ongoing professional growth.

	2019/20		2020/21		2021/22	
	RVS	Prov.	RVS	Prov.	RVS	Prov.
Teacher	<b>85.9</b>	85.0	<b>85.4</b>	84.9	<b>80.7</b>	83.7

**Measure:** Overall parent, teacher, and student satisfaction with the accessibility, effectiveness, and efficiency of programs and services to students in the community.

	2019/20		2020/21		2021/22	
	RVS	Prov.	RVS	Prov.	RVS	Prov.
<b>Overall</b>	<b>68.9</b>	75.2	<b>69.4</b>	71.8	<b>67.6</b>	72.6
Parent	<b>60.7</b>	68.4	<b>60.2</b>	65.7	<b>59.3</b>	67.4
Student	<b>73.9</b>	79.0	<b>70.7</b>	71.9	<b>70.3</b>	73.5
Teacher	<b>72.1</b>	78.1	<b>77.3</b>	77.8	<b>73.4</b>	77.0

# ALBERTA EDUCATION ASSURANCE MEASURES 2021/22 RESULTS FIRST NATIONS, MÉTIS AND INUIT

ROCKY VIEW SCHOOLS

Participation in the Provincial Achievement Tests (PATs) and Diploma Examinations was impacted by the COVID-19 pandemic. Results for the 2019/20 and 2020/21 school years are not available for the PATs, Diploma Examinations, and Diploma Exam Participation Rate. Participation was also impacted by COVID-19 in the January 2022 Diploma Exam administration.

**Measure:** Percentage of Grade 6 and 9 First Nations, Métis and Inuit self-identified students who achieve the acceptable standard on Provincial Achievement Tests.

	ACCEPTABLE						EXCELLENCE					
	2019/20		2020/21		2021/22		2019/20		2020/21		2021/22	
	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.
<b>Grade 6</b>												
LA	N/A	N/A	N/A	N/A	82.4	76.0	N/A	N/A	N/A	N/A	8.2	9.6
LA (Fl)	N/A	N/A	N/A	N/A	50	68.6	N/A	N/A	N/A	N/A	0	6.9
Math	N/A	N/A	N/A	N/A	55.6	51.6	N/A	N/A	N/A	N/A	5.6	4.7
Science	N/A	N/A	N/A	N/A	67.0	65.0	N/A	N/A	N/A	N/A	9.9	12.4
Social	N/A	N/A	N/A	N/A	63.5	60.3	N/A	N/A	N/A	N/A	9.4	9.4
<b>Grade 9</b>												
LA	N/A	N/A	N/A	N/A	78.0	71.9	N/A	N/A	N/A	N/A	5.1	5.3
LA (Fl)	N/A	N/A	N/A	N/A	*	59.0	N/A	N/A	N/A	N/A	*	5.7
Math	N/A	N/A	N/A	N/A	29.3	37.8	N/A	N/A	N/A	N/A	5.2	5.8
Science	N/A	N/A	N/A	N/A	73.5	65.3	N/A	N/A	N/A	N/A	8.8	11.3
Social	N/A	N/A	N/A	N/A	56.3	48.0	N/A	N/A	N/A	N/A	3.1	5.7

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic in 2019/20 and 2020/21. Caution should be used when interpreting trends over time.
3. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

**Measure:** Percentage of First Nations, Métis and Inuit self-identified students who achieve the standard of excellence on Diploma Exams.

	ACCEPTABLE						EXCELLENCE					
	2019/20		2020/21		2021/22		2019/20		2020/21		2021/22	
	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.	RVS	Prov.
Eng. 30-1 (School-Awarded)	N/A	N/A	N/A	N/A	100	97.1	N/A	N/A	N/A	N/A	25.0	31.9
Eng. 30-1 (Diploma)	N/A	N/A	N/A	N/A	75.0	73.5	N/A	N/A	N/A	N/A	10.0	4.4
Eng. 30-2 (School-Awarded)	N/A	N/A	N/A	N/A	96.3	96	N/A	N/A	N/A	N/A	11.1	13.7
Eng. 30-2 (Diploma)	N/A	N/A	N/A	N/A	92.6	82.1	N/A	N/A	N/A	N/A	7.4	9.2
French 30-1 (School-Awarded)	N/A	N/A	N/A	N/A	*	100	N/A	N/A	N/A	N/A	*	55.6
French 30-1 (Diploma)	N/A	N/A	N/A	N/A	*	83.3	N/A	N/A	N/A	N/A	*	0
Soc. 30-1 (School-Awarded)	N/A	N/A	N/A	N/A	100	99.1	N/A	N/A	N/A	N/A	57.1	34.6
Soc. 30-1 (Diploma)	N/A	N/A	N/A	N/A	76.2	72.5	N/A	N/A	N/A	N/A	14.3	7.4
Soc. 30-2 (School-Awarded)	N/A	N/A	N/A	N/A	96.3	95.5	N/A	N/A	N/A	N/A	18.5	13.2
Soc. 30-2 (Diploma)	N/A	N/A	N/A	N/A	63.0	66.0	N/A	N/A	N/A	N/A	0	5.4
Math 30-1 (School-Awarded)	N/A	N/A	N/A	N/A	90.0	94.5	N/A	N/A	N/A	N/A	40.0	39.1
Math 30-1 (Diploma)	N/A	N/A	N/A	N/A	30.0	50.9	N/A	N/A	N/A	N/A	0	10.5
Math 30-2 (School-Awarded)	N/A	N/A	N/A	N/A	85.7	91.5	N/A	N/A	N/A	N/A	14.3	22.8
Math 30-2 (Diploma)	N/A	N/A	N/A	N/A	50.0	55.2	N/A	N/A	N/A	N/A	14.3	7.3
Bio. 30 (School-Awarded)	N/A	N/A	N/A	N/A	90.9	95.7	N/A	N/A	N/A	N/A	22.7	32.9
Bio. 30 (Diploma)	N/A	N/A	N/A	N/A	40.9	58.9	N/A	N/A	N/A	N/A	13.6	11.5
Chem. 30 (School-Awarded)	N/A	N/A	N/A	N/A	100	96.8	N/A	N/A	N/A	N/A	22.2	39.6
Chem. 30 (Diploma)	N/A	N/A	N/A	N/A	44.4	62.5	N/A	N/A	N/A	N/A	11.1	15.4
Physics 30 (School-Awarded)	N/A	N/A	N/A	N/A	*	97.5	N/A	N/A	N/A	N/A	*	54.1
Physics 30 (Diploma)	N/A	N/A	N/A	N/A	*	68.6	N/A	N/A	N/A	N/A	*	25.2
Science 30 (School-Awarded)	N/A	N/A	N/A	N/A	100	96.4	N/A	N/A	N/A	N/A	22.2	27.2
Science 30 (Diploma)	N/A	N/A	N/A	N/A	77.8	70.0	N/A	N/A	N/A	N/A	11.1	7.2

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. Caution should be used when interpreting trends over time.

4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

6. Participation in the Diploma Exams was impacted by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. Caution should be used when interpreting trends over time.

**Measure:** High School Completion rate of First Nations, Métis and Inuit students within three years of entering Grade 10.

	2018/19		2019/20		2021/22	
	RVS	Prov.	RVS	Prov.	RVS	Prov.
3 Years	71.2	55.9	78.9	62.0	76.0	59.5
4 Years	72.9	64.2	72.6	63.6	86.9	68.6
5 Years	80.1	65.0	80.8	68.1	80.6	68.0

**Measure:** Annual drop-out rate of First Nations, Métis and Inuit students aged 14 to 18.

	2018/19	2019/20	2021/22
RVS	2.9	3.8	2.3
Prov.	5.5	5.0	4.9

**Measure:** High School to post-secondary transition rate within six years of entering Grade 10.

	2018/19		2019/20		2021/22	
	RVS	Prov.	RVS	Prov.	RVS	Prov.
4 Years	36.8	22.1	38.5	20.6	26.7	22.7
6 Years	48.9	35.0	56.1	35.7	49.2	37.7

**Measure:** Grade 12 First Nations, Métis and Inuit students eligible for a Rutherford Scholarship.

	2018/19	2019/20	2021/22
RVS	56.3	56.0	55.6
Prov.	39.1	39.5	41.1

**Measure:** First Nations, Métis and Inuit Students writing four or more diploma exams within three years of entering Grade 10.

	2018/19	2019/20	2021/22
RVS	33.8	N/A	N/A
Prov.	24.4	N/A	N/A

No data is available. Participation in Diploma Exams was impacted by COVID-19.

# ROCKY VIEW SCHOOLS EDUCATION PLAN SURVEY 2022

ROCKY VIEW SCHOOLS

In the second year of our Education Plan Survey we heard from 14,570 students, staff, parents/guardians and community members, a 45 per cent increase from the previous year. Results from this survey provide valuable feedback to RVS schools in their efforts towards achieving the goals set out in the Four-Year Education Plan and help give students in Grades 3 – 12 a voice in their education experience.

Thank you to those who participated in the survey; your feedback is important to us.

## GOAL ONE: Connect to Passions, Interests and People

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

#### Students engage in real-world, hands-on learning experiences

Audience	Question	2020/21					2021/22				
		Always	Often	Sometimes	Never	No Answer	Always	Often	Sometimes	Never	No Answer
Gr. 3 – 5	I create things to show what I know	23.1%	43.7%	30.5%	2.1%	0.6%	22.9%	45.4%	29.0%	2.0%	0.8%
Gr. 6 – 9	I create things to show my learning	14.7%	45.7%	35.8%	3.5%	0.3%	13.5%	47.4%	35.4%	3.4%	0.2%
Gr. 10 – 12	I create things to show my learning	8.6%	34.3%	45.5%	10.5%	1.1%	8.9%	34.0%	42.4%	8.3%	6.3%
Gr. 3 – 5	I like the way we learn at school	44.5%	34.9%	17.5%	1.6%	1.5%	43.8%	35.1%	18.2%	1.9%	1.0%
Gr. 6 – 9	I am engaged in what I am learning	21.8%	47.8%	27.2%	2.8%	0.4%	21.5%	47.7%	27.7%	2.5%	0.6%
Gr. 10 – 12	I am engaged in what I am learning	9.2%	39.2%	45.3%	5.6%	0.6%	11.5%	40.2%	36.7%	5.4%	6.2%
Gr. 3 – 5	I get to learn about things that are important in the real world	47.0%	37.1%	14.1%	1.0%	0.8%	47.1%	36.4%	13.7%	1.4%	1.3%
Gr. 6 – 9	I am provided real-world, meaningful examples to help me learn	22.7%	40.2%	31.9%	4.6%	0.7%	21.2%	42.2%	31.2%	4.5%	1.0%
Gr. 10 – 12	I am provided real-world, meaningful examples to help me learn	10.4%	32.5%	45.9%	10.1%	1.2%	13.8%	34.2%	37.9%	7.7%	6.3%
Parent/ Guardian	My child has opportunities to be creative	23.9%	46.2%	28.2%	1.6%	0.2%	24.2%	47.5%	26.4%	1.9%	0.0%
Staff	Our students have opportunities to be creative	28.7%	54.8%	15.6%	0.4%	0.5%	28.6%	50.7%	12.6%	0.0%	8.1%

Table values have an acceptable variance of 0.1%.

Students feel their voice counts

		2020/21					2021/22				
Audience	Question	Always	Often	Sometimes	Never	No Answer	Always	Often	Sometimes	Never	No Answer
Gr. 3 – 5	My ideas are listened to by adults at my school	40.5%	35.6%	20.7%	2.2%	0.9%	38.5%	34.7%	22.4%	2.9%	1.4%
Gr. 6 – 9	My ideas are valued by adults at my school	28.7%	38.0%	26.7%	6.0%	0.6%	25.8%	38.2%	30.1%	5.5%	0.4%
Gr. 10 – 12	My ideas are valued by adults at my school	13.7%	35.5%	38.1%	12.4%	0.4%	14.5%	32.8%	33.3%	13.2%	6.3%
Gr. 3 – 5	I have choices in how I learn	24.7%	33.5%	32.1%	4.9%	4.8%	23.5%	36.7%	31.2%	5.8%	2.8%
Gr. 6 – 9	I have opportunities to make choices in my learning	27.8%	40.3%	25.5%	5.3%	1.0%	27.0%	40.2%	27.6%	4.2%	0.9%
Gr. 10 – 12	I have opportunities to make choices in my learning	16.5%	36.9%	35.8%	10.5%	0.4%	20.1%	34.5%	30.3%	8.8%	6.3%
Parent/ Guardian	My child has opportunities to make choices in their learning	18.4%	41.3%	35.6%	4.4%	0.4%	18.1%	38.9%	37.1%	6.0%	0.0%
Staff	Our students have opportunities to make choices in their learning	28.0%	54.2%	17.2%	0.4%	0.2%	25.6%	53.4%	12.8%	0.1%	8.0%

Students feel their schoolwork is meaningful

		2020/21					2021/22				
Audience	Question	Always	Often	Sometimes	Never	No Answer	Always	Often	Sometimes	Never	No Answer
Gr. 3 – 5	I am learning useful things in my school	55.0%	32.7%	9.9%	1.5%	0.8%	56.3%	30.9%	9.8%	1.8%	1.1%
Gr. 6 – 9	I am learning things that I can use in my life	18.1%	38.2%	36.6%	6.7%	0.3%	16.1%	40.0%	37.8%	5.9%	0.2%
Gr. 10 – 12	I can apply what I've learned in school to my life	6.4%	22.9%	55.7%	14.6%	0.4%	8.8%	25.5%	44.7%	14.7%	6.3%
Gr. 3 – 5	I am learning what I need to be successful	55.9%	29.6%	11.8%	1.3%	1.4%	56.4%	30.0%	10.5%	1.6%	1.5%
Gr. 6 – 9	I am learning skills I will need to be successful in the next grade	45.7%	38.6%	13.3%	2.1%	0.3%	43.4%	44.2%	10.6%	1.5%	0.4%
Gr. 10 – 12	I am learning skills I will need when I leave school	8.3%	24.8%	52.2%	14.1%	0.5%	9.7%	27.6%	43.2%	13.2%	6.3%
Gr. 3 – 5	Learning is fun	36.9%	30.5%	26.7%	4.4%	1.4%	36.6%	29.1%	26.9%	5.9%	1.5%
Gr. 6 – 9	My learning experiences are meaningful	28.0%	40.9%	25.4%	5.2%	0.5%	24.8%	43.8%	26.4%	4.5%	0.4%
Gr. 10 – 12	My learning experiences are meaningful	10.8%	31.4%	47.8%	9.5%	0.6%	12.5%	32.5%	38.7%	9.9%	6.4%
Parent/ Guardian	My child has opportunities to participate in meaningful learning experiences	19.2%	42.3%	33.9%	4.2%	0.4%	19.2%	42.6%	34.6%	3.6%	0.0%
Staff	Our students have opportunities to participate in meaningful learning experiences	22.9%	57.4%	19.5%	0.1%	0.1%	22.4%	50.3%	18.8%	0.4%	8.0%

## Outcome 1.2: Students demonstrate ownership of their learning

### Students understand how they learn best

Audience	Question	2020/21					2021/22				
		Always	Often	Sometimes	Never	No Answer	Always	Often	Sometimes	Never	No Answer
Gr. 3 – 5	I think about the different ways I can learn	25.3%	41.3%	24.4%	5.6%	3.4%	26.2%	41.3%	25.0%	5.2%	2.3%
Gr. 6 – 9	I think about the different ways I can learn	18.1%	43.6%	28.6%	7.4%	2.3%	17.9%	42.0%	32.3%	6.8%	1.0%
Gr. 10 – 12	I reflect on my learning in a variety of ways	7.7%	35.9%	40.7%	11.1%	4.6%	11.2%	33.2%	37.5%	10.5%	7.6%
Gr. 3 – 5	I understand how I learn best	41.8%	34.0%	17.3%	3.1%	3.7%	44.1%	35.4%	15.2%	2.7%	2.6%
Gr. 6 – 9	I understand how I learn best	37.7%	37.6%	18.9%	3.2%	2.6%	37.2%	38.8%	18.9%	3.9%	1.2%
Gr. 10 – 12	I understand how I learn best	28.8%	42.7%	19.9%	3.8%	4.8%	29.5%	40.3%	17.2%	5.2%	7.7%
Gr. 3 – 5	I can show what I know	39.7%	36.5%	17.9%	1.2%	4.6%	42.2%	35.2%	17.5%	1.8%	3.3%
Gr. 6 – 9	I have the opportunity to demonstrate my learning in different ways	22.2%	43.4%	27.9%	3.8%	2.7%	20.3%	45.1%	29.5%	3.9%	1.3%
Gr. 10 – 12	I have the opportunity to demonstrate my learning in different ways	9.5%	36.7%	41.3%	7.7%	4.8%	11.4%	34.2%	37.4%	9.0%	8.0%
Parent/ Guardian	My child has opportunities to demonstrate their learning in different ways	20.0%	41.9%	30.8%	3.0%	4.3%	19.0%	44.0%	32.7%	4.2%	0.0%
	My child demonstrates ownership for their learning	22.8%	41.3%	27.9%	3.1%	4.9%	23.4%	42.6%	31.0%	3.0%	0.0%
Staff	Our students have opportunities to demonstrate their learning in different ways	31.7%	52.3%	12.7%	0.2%	3.1%	29.8%	47.9%	12.4%	0.0%	9.9%
	Our students demonstrate ownership for their learning	15.7%	52.5%	27.2%	0.4%	4.1%	16.3%	47.7%	25.2%	0.5%	10.2%

Students expect to succeed in school

Audience	Question	2020/21					2021/22				
		Always	Often	Sometimes	Never	No Answer	Always	Often	Sometimes	Never	No Answer
Gr. 3 – 5	People help me to do my best	48.8%	31.2%	15.3%	1.1%	3.7%	46.4%	32.1%	17.4%	1.6%	2.5%
Gr. 6 – 9	I am supported to do my best	49.2%	31.5%	14.2%	2.7%	2.4%	47.6%	34.4%	14.8%	2.3%	0.9%
Gr. 10 – 12	I am supported to do my best	25.0%	38.9%	27.1%	4.3%	4.7%	25.5%	37.2%	24.2%	5.4%	7.7%
Gr. 3 – 5	I know I can do well in school	55.9%	26.7%	11.4%	1.5%	4.5%	55.5%	27.7%	11.5%	2.1%	3.3%
Gr. 6 – 9	I expect to succeed in school	52.9%	30.1%	12.1%	2.0%	2.9%	50.4%	32.2%	12.9%	3.4%	1.2%
Gr. 10 – 12	I expect to succeed in school	42.2%	31.3%	17.2%	4.2%	5.0%	38.3%	33.6%	16.7%	3.6%	7.7%
Parent/ Guardian	My child feels successful at school	22.4%	44.6%	25.1%	3.0%	4.7%	21.8%	46.8%	28.1%	3.3%	0.0%
	My child has the support at school that they need to be successful	30.9%	38.6%	24.0%	2.0%	4.5%	26.5%	40.4%	28.6%	4.5%	0.0%
Staff	Our students feel successful	17.4%	62.9%	12.2%	0.0%	7.5%	17.4%	60.1%	11.6%	0.0%	10.9%
	Our students have the support that they need to be successful	35.1%	43.9%	17.4%	0.1%	3.6%	32.2%	35.1%	21.9%	0.5%	10.2%

**GOAL TWO: Achieve their Potential**

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

Students agree they are literate and numerate

Audience	Question	2020/21					2021/22				
		Always	Often	Sometimes	Never	No Answer	Always	Often	Sometimes	Never	No Answer
Gr. 3 – 5	I understand what I read	39.7%	42.1%	12.5%	0.7%	5.0%	42.0%	42.7%	10.7%	1.1%	3.6%
Gr. 6 – 9	I learn through reading	18.8%	35.8%	34.0%	8.6%	2.8%	17.3%	35.8%	37.6%	7.9%	1.3%
Gr. 10 – 12	I can build my understanding through reading	20.3%	33.7%	32.7%	6.3%	7.1%	21.1%	33.8%	28.6%	8.3%	8.2%
Gr. 3 – 5	I can share my thoughts in a variety of ways	30.7%	38.8%	22.8%	2.7%	5.0%	29.7%	38.2%	24.5%	3.6%	4.1%
Gr. 6 – 9	I can communicate effectively in a variety of ways	29.7%	44.0%	20.6%	2.7%	3.0%	27.3%	46.2%	23.0%	2.3%	1.3%
Gr. 10 – 12	I can communicate effectively in a variety of ways	22.6%	41.3%	25.4%	3.8%	7.0%	22.7%	39.3%	25.4%	4.3%	8.3%

Continued on next page

Audience	Question	2020/21					2021/22				
		Always	Often	Sometimes	Never	No Answer	Always	Often	Sometimes	Never	No Answer
Gr. 3 – 5	I can use my numeracy/math skills to solve problems in a variety of ways	41.4%	33.9%	17.3%	2.5%	5.0%	40.0%	33.8%	19.8%	2.5%	3.9%
Gr. 6 – 9	I can use my numeracy/math skills to solve problems in a variety of ways	34.1%	38.1%	20.8%	4.1%	2.8%	33.3%	38.2%	22.8%	4.3%	1.3%
Gr. 10 – 12	I can use my numeracy/math skills to solve problems in a variety of ways	22.0%	34.0%	29.4%	7.8%	6.9%	21.9%	34.7%	25.9%	9.3%	8.2%
Parent/ Guardian	My child learns through reading	25.0%	41.9%	25.4%	2.3%	5.5%	27.0%	42.0%	27.8%	3.3%	0.0%
	My child can express themselves through writing	21.3%	38.6%	31.1%	3.5%	5.6%	21.6%	41.0%	32.8%	4.6%	0.0%
	My child can use numeracy skills to solve real life problems	24.0%	42.7%	25.6%	2.2%	5.5%	23.6%	44.3%	28.7%	3.4%	0.0%
Staff	Our students learn through reading	34.3%	51.7%	9.6%	0.1%	4.2%	30.7%	45.7%	12.7%	0.2%	10.7%
	Our students express themselves through writing	27.0%	56.3%	12.3%	0.4%	4.0%	26.4%	50.6%	12.2%	0.1%	10.8%
	Our students apply numeracy with confidence	15.5%	56.9%	23.2%	0.1%	4.3%	14.6%	52.7%	21.8%	0.2%	10.7%
	Our students use math to solve real life problems	15.3%	52.8%	25.8%	1.4%	4.8%	14.6%	47.8%	25.5%	1.3%	10.8%

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

### Students set learning goals with their teacher

Audience	Question	2020/21					2021/22				
		Always	Often	Sometimes	Never	No Answer	Always	Often	Sometimes	Never	No Answer
Gr. 3 – 5	I work with my teacher to set goals for my learning	27.3%	34.0%	28.6%	3.7%	6.4%	26.4%	34.4%	29.1%	5.5%	4.6%
Gr. 6 – 9	I work with my teacher to set goals for my learning	12.4%	28.8%	39.5%	14.9%	4.4%	10.9%	30.8%	40.5%	15.8%	1.9%
Gr. 10 – 12	I set goals for my learning at school	14.3%	30.3%	33.3%	13.3%	8.7%	16.0%	30.5%	30.9%	14.0%	8.6%
Parent/ Guardian	My child sets goals for their learning at school	19.2%	32.3%	31.9%	8.8%	7.7%	19.1%	34.0%	36.9%	10.0%	0.0%
Staff	Our school set goals for their learning	24.4%	44.7%	24.7%	1.4%	4.9%	21.8%	44.1%	21.3%	1.0%	11.8%

Students get the help they need in school

Audience	Question	2020/21					2021/22				
		Always	Often	Sometimes	Never	No Answer	Always	Often	Sometimes	Never	No Answer
Gr. 3 – 5	I get help with my learning when I need it	50.3%	28.8%	13.7%	1.0%	6.1%	48.0%	31.7%	14.5%	1.6%	4.3%
Gr. 6 – 9	I receive help with my learning from the school when I need it	37.7%	34.7%	19.8%	3.8%	4.0%	35.3%	37.5%	21.9%	3.5%	1.9%
Gr. 10 – 12	I receive help with my learning from the school when I need it	20.3%	35.0%	30.4%	5.4%	8.8%	21.4%	35.3%	28.4%	6.2%	8.8%
Gr. 3 – 5	I receive help with my learning from the school when I need it	43.2%	31.5%	16.4%	2.3%	6.6%	42.4%	33.2%	16.7%	2.7%	5.0%
Gr. 6 – 9	I have an adult at school that I can talk to about how I am doing	34.8%	24.4%	22.9%	13.8%	4.0%	33.7%	25.7%	23.4%	15.1%	2.1%
Gr. 10 – 12	I have an adult at school that I can talk to about my life	19.0%	20.2%	26.6%	25.1%	9.1%	20.4%	19.2%	25.2%	26.2%	9.0%
Gr. 3 – 5	I am learning how to solve problems I have with other people	37.0%	35.0%	17.8%	3.5%	6.7%	37.9%	34.7%	18.5%	4.0%	4.9%
Gr. 6 – 9	At school, I can get help when I'm having problems with others	32.8%	29.8%	23.2%	10.2%	4.0%	33.1%	30.9%	24.2%	9.7%	2.0%
Gr. 10 – 12	At school, I can get help when I'm having problems with others	14.1%	26.1%	33.0%	17.3%	9.5%	17.8%	25.9%	30.2%	17.0%	9.0%
Parent/ Guardian	My child is able to get help with learning at school when they need it	31.3%	33.7%	24.9%	2.5%	7.5%	26.1%	38.7%	31.4%	3.9%	0.0%
Staff	Our students are able to get help with learning at school when they need it	41.8%	39.3%	13.9%	0.1%	4.9%	36.7%	31.7%	19.5%	0.4%	11.6%

Continued on next page

## GOAL THREE: Navigate Successfully as Global Citizens

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

#### Students have opportunities to learn about other cultures and people

Audience	Question	2020/21					2021/22				
		Always	Often	Sometimes	Never	No Answer	Always	Often	Sometimes	Never	No Answer
Gr. 3 – 5	I learn about cultures	36.7%	37.5%	15.5%	1.3%	8.9%	37.0%	39.1%	15.9%	1.4%	6.5%
Gr. 6 – 9	I learn about a variety of cultures	28.8%	38.9%	22.7%	4.5%	5.2%	30.8%	39.8%	22.7%	4.2%	2.5%
Gr. 10 – 12	I learn about multiple cultures and their contributions	14.2%	35.4%	30.2%	9.3%	10.9%	17.5%	33.6%	30.6%	8.5%	9.7%
Gr. 3 – 5	I learn about similarities and differences among people	38.3%	35.8%	15.5%	1.9%	8.5%	36.4%	38.3%	16.6%	2.2%	6.5%
Gr. 6 – 9	I learn about diversity among people	31.3%	39.8%	19.6%	3.8%	5.5%	32.7%	42.1%	19.2%	3.4%	2.7%
Gr. 10 – 12	I learn about diversity among people	18.9%	36.3%	26.6%	7.3%	10.9%	19.7%	36.8%	26.9%	6.9%	9.7%
Gr. 3 – 5	I appreciate all cultures and ways of living	66.8%	17.6%	6.5%	0.8%	8.4%	68.1%	17.5%	6.9%	1.1%	6.5%
Gr. 6 – 9	I value the contributions all people make to society	43.0%	36.7%	12.5%	2.3%	5.5%	42.3%	38.4%	13.8%	2.5%	3.0%
Gr. 10 – 12	I value the contributions all people make to society	33.1%	32.2%	20.2%	3.5%	11.0%	33.6%	34.2%	17.3%	5.2%	9.7%
Parent/ Guardian	People of all cultures, identities and backgrounds are accepted and valued at my child’s school	45.0%	33.1%	11.2%	1.3%	9.4%	48.0%	37.7%	12.9%	1.5%	0.0%
	My child is provided opportunities to learn about global diversity and world views	33.2%	39.4%	16.0%	1.8%	9.5%	35.7%	44.2%	18.3%	1.9%	0.0%
Staff	People of all cultures, identities and backgrounds are accepted and valued at our school	58.1%	28.5%	7.6%	0.2%	5.6%	53.5%	27.1%	6.7%	0.5%	12.2%
	Our students are provided opportunities to learn about global diversity and world views	43.2%	40.4%	10.5%	0.3%	5.6%	42.5%	35.5%	9.3%	0.5%	12.2%

**Students feel they can overcome obstacles**

Audience	Question	2020/21					2021/22				
		Always	Often	Sometimes	Never	No Answer	Always	Often	Sometimes	Never	No Answer
Gr. 3 – 5	I can make good choices when things don't go my way	39.0%	38.1%	13.8%	0.9%	8.2%	38.3%	38.5%	14.5%	1.9%	6.7%
Gr. 6 – 9	I can overcome obstacles and challenges	28.2%	43.9%	20.1%	2.3%	5.4%	27.3%	47.0%	20.6%	2.0%	3.0%
Gr. 10 – 12	I can overcome obstacles and challenges	14.9%	40.2%	30.0%	4.0%	10.9%	18.2%	42.5%	25.1%	4.2%	10.0%
Parent/ Guardian	My child is provided experiences that develop their ability to face obstacles and challenges	16.9%	42.6%	28.5%	2.4%	9.5%	18.0%	46.8%	31.6%	3.6%	0.0%
Staff	Our students are provided experiences that develop their ability to face obstacles and challenges	27.1%	52.0%	15.1%	0.2%	5.5%	27.0%	46.0%	14.2%	0.5%	12.3%

**Students live a healthy lifestyle**

Audience	Question	2020/21					2021/22				
		Always	Often	Sometimes	Never	No Answer	Always	Often	Sometimes	Never	No Answer
Gr. 3 – 5	I know what food is healthy for me	64.5%	21.4%	5.6%	0.6%	8.0%	66.3%	21.4%	5.2%	1.1%	6.0%
Gr. 6 – 9	I know how to make healthy food choices	40.6%	37.0%	14.7%	2.6%	5.1%	42.7%	37.2%	14.8%	2.8%	2.6%
Gr. 10 – 12	I know how to make healthy food choices	26.3%	36.0%	20.8%	5.8%	11.0%	28.0%	37.7%	18.8%	6.0%	9.6%
Gr. 3 – 5	I am physically active	53.2%	28.5%	8.8%	0.6%	8.9%	55.2%	27.4%	9.0%	1.1%	7.3%
Gr. 6 – 9	I participate in regular physical activity	55.3%	26.9%	10.5%	2.0%	5.4%	59.5%	25.6%	10.2%	2.1%	2.6%
Gr. 10 – 12	I participate in regular physical activity	29.6%	27.8%	25.6%	6.1%	10.9%	37.0%	28.0%	18.6%	6.7%	9.7%
Gr. 3 – 5	I am learning how to care for my mental health	44.4%	31.8%	13.9%	1.6%	8.2%	46.0%	30.9%	14.0%	2.7%	6.4%
Gr. 6 – 9	I am learning how to care for my mental health	34.6%	31.7%	20.5%	7.9%	5.2%	34.3%	34.7%	21.2%	7.2%	2.6%
Gr. 10 – 12	I am learning how to care for my mental health	16.7%	26.8%	30.3%	15.1%	11.0%	19.4%	28.3%	26.1%	16.6%	9.6%
Gr. 3 – 5	I make choices that keep me safe	51.2%	28.7%	10.1%	1.2%	8.7%	51.0%	28.7%	11.2%	2.3%	6.8%
Gr. 6 – 9	I make choices that keep me safe	40.6%	33.9%	16.3%	3.9%	5.3%	38.1%	37.2%	18.2%	4.0%	2.5%
Gr. 10 – 12	I make choices that keep me safe	27.1%	34.0%	22.6%	5.3%	10.9%	27.5%	35.3%	21.0%	6.3%	9.8%
Parent/ Guardian	My child is taught the components of self-care to support a healthy lifestyle	25.7%	40.5%	20.9%	3.3%	9.5%	25.7%	45.8%	25.5%	3.0%	0.0%
Staff	Our students are taught the components of self-care to support a healthy lifestyle	36.3%	45.6%	12.3%	0.2%	5.6%	31.8%	43.5%	11.8%	0.6%	12.2%

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

#### Students make a positive difference in their school and in their community

Audience	Question	2020/21					2021/22				
		Always	Often	Sometimes	Never	No Answer	Always	Often	Sometimes	Never	No Answer
Gr. 3 – 5	I know how to make a positive impact on others	43.9%	36.5%	8.9%	0.6%	10.1%	43.7%	38.0%	9.9%	1.1%	7.4%
Gr. 6 – 9	I know how to make a positive impact on others	36.3%	43.4%	12.2%	1.7%	6.4%	35.8%	44.7%	14.3%	1.6%	3.5%
Gr. 10 – 12	I know how to make a positive impact on others	26.3%	40.6%	17.4%	2.7%	13.0%	25.6%	43.8%	16.0%	4.3%	10.3%
Gr. 3 – 5	I am making a positive difference in my school or community	36.0%	34.2%	16.8%	2.3%	10.6%	36.3%	36.6%	16.7%	2.7%	7.7%
Gr. 6 – 9	I am making a positive difference in my school or community	19.0%	42.0%	26.3%	6.2%	6.6%	20.6%	41.5%	28.1%	5.9%	3.9%
Gr. 10 – 12	I am making a positive difference in my school or community	12.3%	29.9%	34.4%	10.2%	13.2%	14.3%	33.9%	31.0%	10.5%	10.3%
Parent/ Guardian	My child is provided opportunities to contribute positively to their school and/or community	21.2%	35.9%	27.7%	3.5%	11.7%	36.2%	39.5%	11.1%	0.1%	13.1%
	My child is taught the skills to view and critically analyze multiple perspectives	16.8%	38.2%	28.9%	4.0%	12.1%	29.1%	45.0%	12.5%	0.2%	13.1%
Staff	Our students are provided opportunities to contribute positively to their school and/or community	37.8%	42.4%	12.9%	0.4%	6.5%	25.3%	44.1%	27.2%	3.5%	0.0%
	Our students are taught the skills to view and critically analyze multiple perspectives	31.8%	48.0%	13.1%	0.4%	6.7%	18.4%	43.7%	33.3%	4.7%	0.0%

#### Students participate in fundraising, volunteer activities and community service projects

Audience	Question	2020/21					2021/22				
		Always	Often	Sometimes	Never	No Answer	Always	Often	Sometimes	Never	No Answer
Gr. 3 – 5	I participate in fundraising activities	29.3%	29.3%	24.8%	6.2%	10.4%	33.9%	29.4%	22.4%	6.3%	7.9%
Gr. 6 – 9	I participate in fundraising activities	13.5%	23.4%	39.1%	17.4%	6.5%	13.5%	26.5%	38.3%	18.1%	3.6%
Gr. 10 – 12	I participate in fundraising activities	6.9%	14.5%	36.7%	28.5%	13.4%	10.1%	17.2%	35.0%	27.6%	10.1%
Gr. 3 – 5	I volunteer in school or the community	21.5%	26.8%	29.1%	11.3%	11.2%	25.5%	28.9%	26.0%	10.5%	9.1%
Gr. 6 – 9	I volunteer in school or the community	9.1%	21.4%	40.9%	21.8%	6.7%	12.3%	23.6%	38.6%	21.6%	3.9%
Gr. 10 – 12	I volunteer in school or the community	7.7%	15.0%	33.7%	30.4%	13.2%	11.1%	17.1%	32.9%	28.3%	10.5%

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Audience	Question	2020/21					2021/22				
		Always	Often	Sometimes	Never	No Answer	Always	Often	Sometimes	Never	No Answer
Parent/ Guardian	My child is provided opportunities to be involved in volunteer activities and community service projects	11.5%	23.9%	37.6%	15.3%	11.7%	17.0%	29.1%	41.8%	12.1%	0.0%
Staff	Our students are provided opportunities to be involved in volunteer activities and community service projects	22.8%	35.9%	32.2%	2.3%	6.8%	26.1%	34.5%	25.0%	1.1%	13.3%

**Students understand the importance of digital citizenship**

Audience	Question	2020/21					2021/22				
		Always	Often	Sometimes	Never	No Answer	Always	Often	Sometimes	Never	No Answer
Gr. 3 – 5	I know how to be safe when using technology	67.5%	17.1%	4.7%	0.5%	10.2%	72.6%	15.2%	3.7%	1.1%	7.5%
Gr. 6 – 9	I know how to be safe when using technology	63.0%	24.2%	5.2%	1.3%	6.3%	63.7%	27.1%	4.8%	1.1%	3.3%
Gr. 10 – 12	I know how to be safe when using technology	41.6%	32.4%	10.9%	2.3%	12.9%	43.5%	32.6%	10.7%	3.2%	10.0%
Gr. 3 – 5	I am respectful in my use of technology	70.4%	14.5%	3.7%	0.4%	10.9%	74.5%	14.2%	2.9%	0.7%	7.7%
Gr. 6 – 9	I am respectful in digital environments, including social media	59.8%	26.2%	5.8%	1.7%	6.5%	60.6%	27.2%	7.2%	1.6%	3.4%
Gr. 10 – 12	I am respectful in digital environments, including social media	44.0%	30.5%	10.2%	2.1%	13.2%	45.1%	29.7%	10.7%	4.3%	10.3%
Parent/ Guardian	My child realizes the impact of their participation in social media	17.4%	31.1%	29.9%	9.5%	12.1%	17.1%	31.3%	37.1%	14.5%	0.0%
Staff	Our students realize the impact of their participation in social media	15.4%	44.6%	30.5%	2.4%	7.1%	14.2%	35.5%	33.8%	3.3%	13.1%



# DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

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**Item:** Adjustment to Board Meeting Schedule

**Date of Meeting:** December 15, 2022

**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 flow of the school year, holidays and specific Alberta Education requirements, the schedule may need to vary from the first and third Thursday of each month.

In March 2022, the Board approved the Board meeting schedule for the 2022/23 school year.

Thursday, September 8	9:30 a.m.	Regular Board Meeting
Thursday, September 22	9:30 a.m.	Organizational and Regular Board Meetings
Thursday, October 6	9:30 a.m.	Regular Board Meeting
Thursday, October 20	9:30 a.m.	Regular Board Meeting
Thursday, November 3	9:30 a.m.	Regular Board Meeting
Thursday, November 24	9:30 a.m.	Regular Board Meeting
Thursday, December 1	9:30 a.m.	Regular Board Meeting
Thursday, December 15	9:30 a.m.	Regular Board Meeting
Thursday, January 12	9:30 a.m.	Regular Board Meeting
Thursday, January 26	9:30 a.m.	Regular Board Meeting
Thursday, February 2	9:30 a.m.	Regular Board Meeting
Thursday, February 16	9:30 a.m.	Regular Board Meeting
Thursday, March 9	9:30 a.m.	Regular Board Meeting
Thursday, March 23	9:30 a.m.	Regular Board Meeting
Thursday, April 6	9:30 a.m.	Regular Board Meeting
Thursday, April 27	9:30 a.m.	Regular Board Meeting
Thursday, May 11	9:30 a.m.	Regular Board Meeting
Thursday, May 25	9:30 a.m.	Regular Board Meeting
Thursday, June 1	9:30 a.m.	Regular Board Meeting
Thursday, June 15	9:30 a.m.	Regular Board Meeting

# DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

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**Current Status:**

In January/February of 2023 the following are scheduled Board meetings:

- Jan 12 – Board
- Jan 26 - Board
- Feb 2 – Board
- Feb 16 – Board
- March 9 – Board
- March 23 – Board

In addition to scheduled Board meetings during that period, there are a number of scheduled Board Planning Committee full day meetings. Given the workplan and current items, it is felt by Board Agenda Planning Committee that we can reduce the number of Board meetings during that span and balance the meetings during the period.

The two possible revised schedules with changes from current schedule highlighted in yellow:

	Approved	Option 1	Option 2
Jan 12	Board	Board	Board
Jan 26	Board	Board	Board
Feb 2	Board	None	None
Feb 9	None	Board	Board
Feb 16	Board	None	None
Feb 23	None	None	None
March 2	None	Board	None
March 9	Board	None	Board
March 16	None	None	None
March 23	Board	Board	Board

**Alternatives:**

**Alternative I**

The Board of Trustees reschedule the Feb. 2, 2023 Board meeting to Feb. 9, 2023, cancel the Feb. 16, 2023 Board meeting and reschedule the Mar. 9, 2023 Board meeting to Mar. 2, 2023.

**Alternative II**

The Board of Trustees reschedule the Feb. 2, 2023 Board meeting to Feb. 9, 2023 and cancel the Feb. 16, 2023 Board meeting.

**Alternative III**

The Board of Trustees refer the matter to the Board Planning Committee for further review.



# DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

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**Recommendation:**

The Board of Trustees reschedule the Feb. 2, 2023 Board meeting to Feb. 9, 2023, cancel the Feb. 16, 2023 Board meeting and reschedule the Mar. 9, 2023 Board meeting to Mar. 2, 2023.



# COMMITTEE REPORT

TO: THE BOARD PLANNING COMMITTEE

FROM: THE PLANNING COMMITTEE

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**Name of Committee:** Board Planning Committee

**Report Date:** December 15<sup>th</sup>, 2022

**Committee Members Present:**

Shali Baziuk, Todd Brand, Fred Burley, Norma Lang – Board Chair  
Virtual Attendees – Melyssa Bowen, Fiona Gilbert, Judi Hunter, Shelley Kinley  
Greg Luterbach, Superintendent  
Larry Paul, Associate Superintendent of Business and Operations  
Tara De Weerd, Director of Communications  
Ashley Maroukian, Recording Secretary

**Committee Meeting Date:** December 1<sup>st</sup>, 2022

**Key Meeting Points:**

- Committee presentations were made by Labour Relations, Policy Committee and Audit Committee. Special Thank you to Lisa Winslow (public member of the Audit Committee) for her 10+ years of service as an audit committee public member.
- Debrief on recent GMHS media coverage.

**Future Considerations:**

- Board Policy 1 and Strategic Plan will be coming to the Board on December 15<sup>th</sup>
- Discussion of adjustment to the Board Meeting schedule for future planning and Board meetings in 2023

**Committee Recommendation(s):**

- An RVS response to the Government of Alberta Survey will be developed by Board Chair and shared with the Board for input/final edits before the submission deadline of Jan 15, 2023
- Discussion of Board Policy 8 – initial meeting time for committees to be forwarded to policy committee



# DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: BOARD PLANNING COMMITTEE

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**Item:** Board Policy 1 – Foundation Statements

**Date of Meeting:** December 15, 2022

## **Background:**

The Board of Trustees provides strategic direction and guidance to the Division through the establishment of foundation statements which help guide decisions of the Board and the Division. They articulate shared values that set the framework to help fulfill the mandate of student achievement while ensuring an organizational culture that is strong, healthy, and engaging.

In January 2021, RVS engaged the services of a consultant to work with the Board and Senior Executive to review Board Policy 1 – Foundation Statements. The group met several times throughout Feb – April and reviewed the current vision, mission, and values as described in BP1 and determined that an update to the policy would allow the foundation statements to better align with current language in the Four-Year Plan and current philosophy and practice found throughout RVS.

The Board and Senior Executive working group drafted a new BP1 which was approved by the Board. Summary of the changes at that time included:

- Complete re-write of the policy including revised vision, purpose and values that better reflect language of 4YP and current philosophy and practice.
- Added a background to highlight the intent and reason for the policy.
- Adjusted format to align with standard policy layout.

## **Current Status:**

As part of the development process of the Board's 2022-26 Strategic Plan, a review of Board Policy 1 was undertaken to ensure coherence with the proposed strategic plan. Overall, the group felt the new strategic plan fit well within the vision / purpose and values articulated in BP1.

The group suggested a few smaller changes to BP1 that include:

- Moving lifelong learning to be under innovation
- Adding under learning, reference to striving for equitable access to learning opportunities
- Flipping the order of two concepts in one of the innovation values

## **Alternatives:**

### **Alternative I**

The Board approves the revised Board Policy 1 – Foundation Statements as presented.

### **Alternative II**

The Board approves the revised Board Policy 1 – Foundation Statements as amended.



# DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: BOARD PLANNING COMMITTEE

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## **Alternative III**

The Board refer the matter back to the Board Planning Committee for further review.

## **Alternative IV**

The Board refer the matter back to the Policy Committee for further review.

## **Recommendation:**

The Board approves the revised Board Policy 1 – Foundation Statements as presented.



# POLICY 1

## FOUNDATION STATEMENTS

Approved: 2021 04 22

### BACKGROUND

The Board of Trustees provides strategic direction and guidance to the Division through the establishment of foundation statements which help guide decisions of the Board and the Division. They articulate shared values that set the framework to help fulfill the mandate of student achievement while ensuring an organizational culture that is strong, healthy, and engaging.

### VISION

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

### PURPOSE

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

### VALUES

#### LEARNING

- We are student-centered, actively supporting students where they are at.
- We create high-quality engaging environments where students take ownership of their learning.
- We promote life-long learning.

#### PEOPLE

- We treat each other and ourselves with respect, kindness, and compassion.
- We seek opportunities to collaborate, cooperate, and include others.
- We learn from the diversity of our students, staff, and families.

#### COMMUNITY

- We engage with stakeholders and seek partnership opportunities.
- We communicate to enhance relationships and build public trust.
- We hold ourselves accountable for actions and results.

#### INNOVATION

- We nurture creativity and critical thought.
- We pursue new ways and challenge the status quo.
- We encourage risk taking and recognize the importance of perseverance, commitment and courage.

#### Legal References:

- Preamble, Section 3, 7, 11, 18, 25, 27, 33, 35.1, 51, 52, 53, 67, 222 *Education Act*
- *Fiscal Planning and Transparency Act*
- Guide to Education ECS to Grade 12
- Policy and Requirements for School Board Planning and Reporting
- School Authority Planning and Reporting Reference Guide

## **BACKGROUND**

The Board of Trustees provides strategic direction and guidance to the Division through the establishment of foundation statements which help guide decisions of the Board and the Division. They articulate shared values that set the framework to help fulfill the mandate of student achievement while ensuring an organizational culture that is strong, healthy, and engaging.

## **VISION**

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

## **PURPOSE**

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

## **VALUES**

### **LEARNING**

- We are student-centered, actively supporting students where they are at.
- ~~We create high-quality engaging environments where students take ownership of their learning.~~
- We strive for equitable access to learning opportunities.
- ~~We promote life-long learning.~~

### **PEOPLE**

- We treat each other and ourselves with respect, kindness, and compassion.
- We seek opportunities to collaborate, cooperate, and include others.
- We learn from the diversity of our students, staff, and families.

### **COMMUNITY**

- We engage with stakeholders and seek partnership opportunities.
- We communicate to enhance relationships and build public trust.
- We hold ourselves accountable for actions and results.

### **INNOVATION**

- We nurture creativity and critical thought.
- We ~~pursue new ways and~~ challenge the status quo and pursue new paths.
- We encourage risk taking and recognize the importance of perseverance, commitment and courage.
- We promote life-long learning.

### **Legal Reference:**

- Preamble, Section 3, 7, 11, 18, 25, 27, 33, 35.1, 51, 52, 53, 67, 222 Education Act
- *Fiscal Planning and Transparency Act*
- Guide to Education ECS to Grade 12
- Policy and Requirements for School Board Planning and Reporting
- School Authority Planning and Reporting Reference Guide



# DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: BOARD PLANNING COMMITTEE

**Item:** RVS 2022-2026 Strategic Plan

**Date of Meeting:** December 15, 2022

**Background:**

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

In March 2022, in alignment with Board Policy 9 – Strategic Plan, the Board Planning Committee approved the following plan to develop the board’s strategic plan.

Highlights of the process included:

March 2022	<ul style="list-style-type: none"> <li>Bring forward development proposal to Planning Cmte for discussion and approval</li> </ul>
April 2022	<ul style="list-style-type: none"> <li>Planning committee to work with consultant to develop community engagement #1 and build presentation that trustees can share at future school council meetings</li> </ul>
May 2022	<ul style="list-style-type: none"> <li>Public online consultation with open ended questions to primarily provide input into strategic plan, and secondarily, future education plan (tied to RVS annual 4YP survey)</li> <li>Hear about individuals’ priorities that should drive RVS now and into the future.</li> <li>Trustees presenting at school councils</li> </ul>
June-August 2022	<ul style="list-style-type: none"> <li>Consultant to collate public input into themes and share with RVS</li> </ul>
August - September 2022	<ul style="list-style-type: none"> <li>Board strategic planning workshop</li> <li>Draft version 1.0 of strategic plan with consultant</li> <li>Draft community engagement #2 to collect specific feedback on draft strategic plan</li> </ul>
October 2022	<ul style="list-style-type: none"> <li>Public online consultation</li> <li>Consultant to collate public input into themes and share with RVS</li> </ul>
Late October / November 2022	<ul style="list-style-type: none"> <li>Board Planning Committee reviews feedback, updates draft strategic plan and foundation statements (BP1) with support of consultant</li> <li>Board Planning Committee drafts performance measures with support of consultant</li> </ul>



# DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: BOARD PLANNING COMMITTEE

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December 2022	<ul style="list-style-type: none"><li>• Board considers any changes to BP1 and divisional strategic plan</li></ul>
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**Current Status:**

On October 3, 2022, the Board released the summary of the input collected in May 2022. Students, parents/guardians, staff, and the community were asked three open-ended questions designed to understand their hopes for children’s education and school experience and what RVS should focus on. We received over 27,920 responses to help inform a first draft of the 2023 – 2026 RVS Strategic Plan.

Also on Oct. 3, 2022, the Board released the initial draft strategic plan priorities and goals. Parents and staff were asked to share “what do you strongly support or agree with?”, “what are we missing (if anything)?”, and “anything you think we should remove?”.

RVS received 1430 responses in this round of feedback specifically related to the draft strategic plan shared in October. Respondents were supportive of the draft strategic plan. Goals 1 and 2 resonated with most who responded and were well accepted. Suggestions for changes included reducing the number of goals and increasing emphasis on students’ mental health. Some commented on the need for action plans on how the draft plan would be brought to life.

The Board and senior executive team met twice to consider the feedback gathered from this round. While the priorities remained the same, changes were made to the goals in response to ongoing conversations and feedback received. The group also reviewed Board Policy 1 to ensure coherence with the proposed strategic plan. Small changes were suggested to Board Policy 1. Lastly, the group reviewed proposed performance measures that will be reported on to trustees throughout the term of this plan.

Once approved by the Board of Trustees, the Rocky View Schools (RVS) 2022 – 2026 Strategic Plan will guide the division’s focus over the next four years. Most responsible persons have been assigned and they will develop plans for the implementation of the plan.

The Board and senior executive team wish to thank our students, parents, staff, and community members whose feedback helped to shape this strategic plan.

**Alternatives:**

**Alternative I**

The Board approves the RVS 2022-2026 Strategic Plan as presented.

**Alternative II**

The Board approves the amended RVS 2022-2026 Strategic Plan.



# DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: BOARD PLANNING COMMITTEE

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## **Alternative III**

The Board refer the matter back to the Board Planning Committee for further review.

## **Recommendation:**

The Board approves the RVS 2022-2026 Strategic Plan as presented.



# 2022 – 2026 STRATEGIC PLAN

## Purpose

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

## Vision

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

## Priorities



Improving our students' learning



Strengthening our workforce



Bolstering our infrastructure



Connecting with our community



## Priority: Improving our students' learning

### Goals

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

### Outcomes

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



## Priority: Strengthening our workforce

### Goals

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

### Outcomes

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



## Priority: Bolstering our infrastructure

### Goals

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

### Outcomes

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



## Priority: Connecting with our community

### Goals

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

### Outcomes

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