



## 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>

**MAY 1, 2025**

10:00 a.m. Regular Board Meeting

### AGENDA

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

**Trustee Todd Brand**

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

5. Motions arising from In-Camera
6. Approval of Minutes
  - a) Regular Board Meeting – April 17, 2025
7. Exemplary Practice/ Student Showcase
  - a) January 2025 100% Diploma Exams
8. Superintendent's Report
9. Chair's Report/Correspondence
10. Committee Reports
  - a) Policy Committee – Board Policy 2, Board Policy 3, and Board Policy 12
11. Trustee Reports
12. Notice of Motion
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:** May 1, 2025

**Showcase Name:** 100 per cent Achievement on January 2025 Provincial Diploma Exams

## **Project Description**

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

Congratulations to the following students for their accomplishments on the January 2025 exam sitting:

### **Noah Azzaria-Byrne, Cochrane High School**

Physics 30

Noah credits his success on the Physics 30 Diploma to his genuine interest in the subject material. He is still deciding whether he will attend the University of Calgary or Queens University after graduation. Either way, he plans to study engineering with the goal of working at a tech startup. Noah hopes to meaningfully contribute to sustainability efforts and drive positive change.

### **Bastian Benner, Bert Church High School**

Physics 30

Bastian attributes his perfect exam score to a combination of Diploma prep and practice. He paid special attention to practicing the “tricky” questions that would appear on the exam. Currently in Grade 11, Bastian has his sights on attending the University of Calgary after graduating, where he hopes to study mechanical engineering.

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

Chemistry 30

To achieve a perfect Chemistry Diploma score, Pavneet returned to a strategy that helped her before – using lots of cue cards when studying. She was also not afraid ask questions about the material and worked on practice problems. She plans to study nursing at the University of Calgary to become a nurse practitioner. Pavneet was previously recognized for achieving 100 per cent on her Biology 30 Diploma in June 2024.



# EXEMPLARY PRACTICE

TO: THE BOARD OF TRUSTEES

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## **Christian Labonte, George McDougall High School**

Chemistry 30

To prepare for his Chemistry 30 Diploma, Christian worked on practice tests and used class time effectively to understand the material. He studied every concept and applied them to questions on the exam. After graduating this spring, he plans to study math and economics at UCLA and hopes to one day work in finance. Christian was previously recognized for achieving 100 per cent on his Math 30-1 Diploma in January 2024.

## **Abigail Lewis, Springbank Community High School**

Biology 30

Abigail practiced for her exam by completing as many past Diplomas as she could get her hands on. She also made sure she could explain concepts covered in class and make connections between them. She says being able to think critically was also important in achieving a perfect Diploma score. After graduating this spring, Abigail plans to study biomedical sciences at the University of Calgary so she can pursue a career in pediatric medicine.

## **Katherina Ma, Springbank Community High School**

Biology 30

In anticipation of her Biology 30 Diploma, Katherina says she didn't simply memorize the course material, but instead chose to ask questions to better her understanding. She also credits her perfect score on the exam to having a great teacher in Mr. Ioan Matthews. After finishing high school this year, Katherina plans to study neuroscience at the University of Calgary. She hopes to pursue a career in veterinary medicine.

## **Kai Unger, Springbank Community High School**

Biology 30

Kai gives a lot of thanks to Mr. Matthews, who Kai says broke down concepts clearly so students understand how different parts of the course connect and build on each other. This, combined with Kai's ability to efficiently use class time and balance classwork with his extra-curricular activities, helped him attain 100% on his Biology 30 Diploma. After graduating this year, Kai plans to study finance at the University of Alberta. His goal is to be the CEO of a major business.



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

**MAY 1, 2025**

**AGENDA**

**ACTION**

- |    |  |             |
|----|--|-------------|
| 1. | 2025/26 Education Plan Update                    | Directive   |
| 2. | Student Accommodation Designation – Vantage Rise | Directive   |
| 3. | Student Accommodation Designation – Goldwyn      | Directive   |
| 4. | 2025/26 Budget Update                            | Information |
| 5. | 2024/25 Q2 Budget Update                         | Information |
| 6. | 2025/26 Modular Classroom Program Update         | Information |

A handwritten signature in black ink, appearing to read "Greg Luterbach", with a stylized flourish at the end.

Greg Luterbach  
Superintendent of Schools





# DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

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**Item:** Education Plan 2023-2027 Year Three

**Date of Meeting:** May 1, 2025

## **Background:**

RVS' Education Plan continues to build on two strong years of implementation and growth and intensifies our focus in specific areas where students demonstrate increasing need for support as well as increasing support to reach their full potential as students and citizens.

The plan is in alignment with the Board's strategic plan which has as priority number one to improve our student's learning with goals specifically about: delivering excellent instruction with a focus on numeracy and literacy; providing student-centered education that is inclusive, safe, and supportive; and offering diverse learning opportunities for students. This Education Plan details the how staff will work to achieve this strategic plan priority.

Goals of the current plan:

### Advancing students' numeracy and literacy skills

Numeracy and literacy skills remain the cornerstone of learning; building these skills in students is critical. RVS is committed to using proven, research-based, effective strategies to help students read, write and perform math. Our AERR will showcase the results of this focus.

### Building future-ready students

RVS students will be ready for the future, in any path they choose. This will be accomplished through the achievement of Alberta student competencies: critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being.

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

While focusing on numeracy, literacy and critical student competencies, RVS students will also find joy and engagement in their learning. Consistent teaching practices help to create positive and inclusive learning experiences for everyone; RVS will use division practice guides to assist with this to help create inclusive, engaging and healthy learning opportunities for all.

RVS will achieve the goals in the Education Plan by focusing on these priorities:

- Providing active learning
- Effective instruction and assessment practices
- Creating communities of inclusivity
- Promoting healthy, safe environments



# DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

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## Current Status:

Year Two 2023-2027 Division Education Plan saw very little change in focus and this was well received by school administrators as they are tasked with connecting their School Education Plan to the Division Plan. Feedback indicates that the goals are easily understood and certainly applicable to the work that is happening in schools.

### Goal 1 – Advancing students’ numeracy and literacy skills:

- Data collection indicates some growth in both literacy and numeracy skills. Final measures to be taken in early June
- Development is underway for the RVS Writing Assessment to include all grades with the exception of Kindergarten and Grade 12 for the coming year.
- Development is underway to offer a curriculum aligned math measure for grades 5 and 6 with development next year for other grades.
- A number of reading, writing and math measures of changed for the coming year and are noted on page 6. These changes occurred in response to increased government assessment requirements and adjustments to local measures to acknowledge the increasing demands on teachers and students.
- Alberta Education Assurance Measures (AEAM) Survey took place recently and the OurSCHOOL survey. The OurSCHOOL parent survey will be conducted in May, going beyond the AEAM Survey, this will include all parents in Kindergarten to Grade 12. Results will be available to schools within a couple of days of closing the survey.

### Goal 2 – Building future-ready students:

- The outcome related to the Alberta Student Competencies provided the most challenge for schools to develop a strong measurable goal.
- Many schools have benefitted from further understanding of goals related to career pathways and have engaged in this work to build understanding with students, staff and parents. The release of the Career Learning Practice Guide has been helpful.
- Measure changes are noted for this goal on page 7. While some students benefit from the opportunity to explore dual credit and while this will continue to be offered, the limited support from government does not allow for significant further expansion. The measure changes reflect the perception of a broader population of students and is gathered through an additional short survey as an extension of the OurSCHOOL survey.

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

- Schools are currently undergoing their Tiered Fidelity Inventory (TFI) and are excited about growth from this year.
- No proposed changes to this goal or measure for Year 3.



# DIRECTIVE FOR ACTION

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Summary of Changes for Division Education Plan Year 3:

- RVS writing assessment will now include Grades 1 through 11.
- Additional government assessment requirements for Kindergarten to Grade 3 and a subsequent reduction of RVS measures to recognize this.
- Math Assessment will continue to include grades 4-10.

## **Alternatives:**

### **Alternative I:**

The Board of Trustees approves RVS' 2023-2027 Division Education Plan, Year 3, as presented, directs the Superintendent to make any technical edits after the budget is approved and directs administration to forward it to Alberta Education by May 31, 2025.

### **Alternative II:**

The Board of Trustees approves RVS' 2023-2027 Division Education Plan, Year 3, as amended, directs the Superintendent to make any technical edits after the budget is approved and directs administration to forward it to Alberta Education by May 31, 2025.

### **Alternative III:**

The Board of Trustees tables RVS' 2023-2027 Division Education Plan and directs administration to bring it back to the Board for consideration on May 22, 2025.

## **Recommendation:**

The Board of Trustees approves RVS' 2023-2027 Division Education Plan, Year 3, as presented, directs the Superintendent to make any technical edits after the budget is approved and directs administration to forward it to Alberta Education by May 31, 2025.



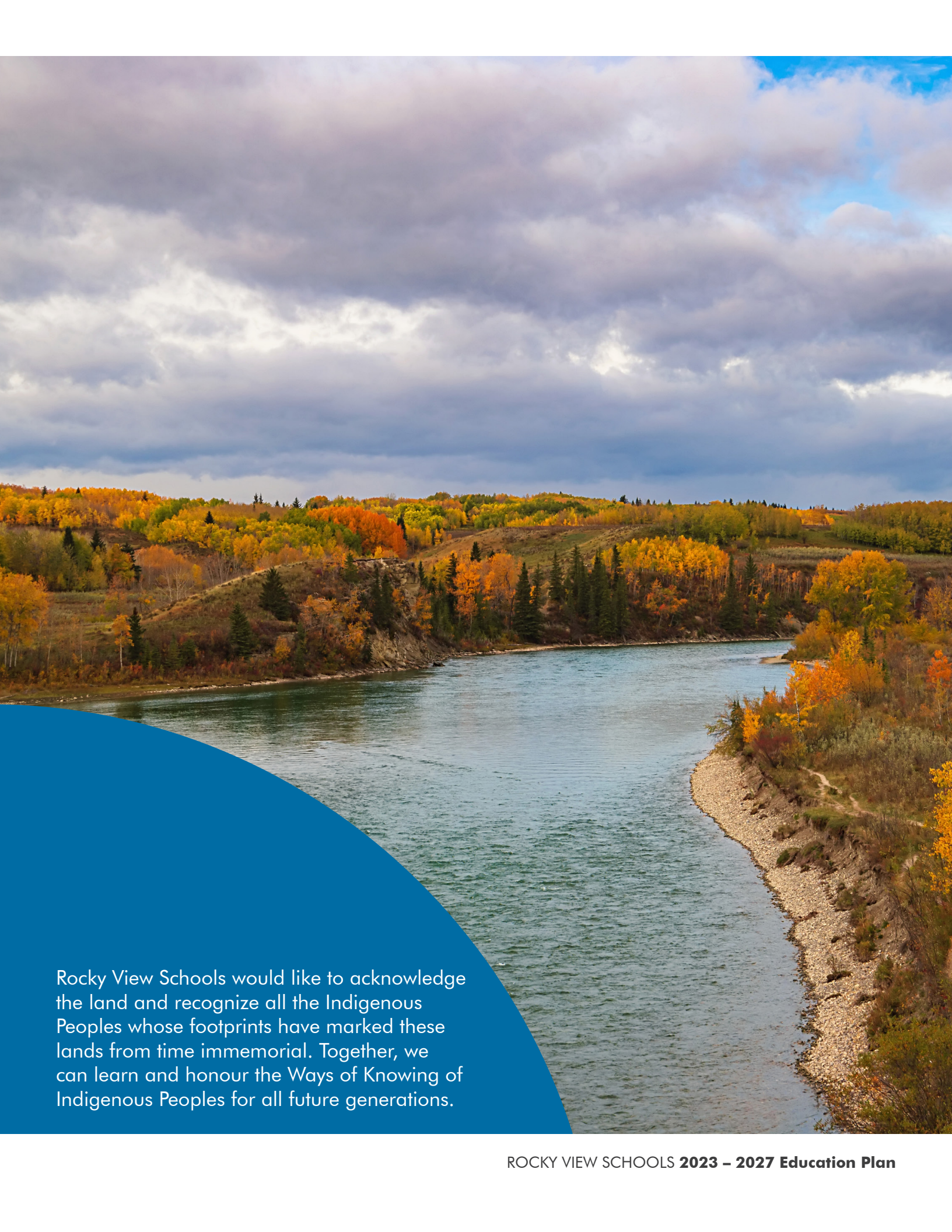
2023 – 2027

# Education Plan

Year Three: 2025/26







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.





Rocky View Schools (RVS) is excited to launch year three of our 2023 – 2027 Education Plan. Developed with insights from our communities and in alignment with [Alberta Education’s Business Plan](#), the plan is anchored in the [Board of Trustees’ Strategic Plan](#), which was introduced in late 2022.

RVS’ Education Plan guides the work we do each day. In year three we will build on the successes of years one and two while remaining committed to addressing areas where students require additional support.

As we look ahead, RVS is dedicated to achieving the objectives outlined in the Education Plan, working toward our vision of being a world-class learning organization where all students achieve their absolute best. The 2023 – 2027 Education Plan, Year Three will be reviewed in the fall of 2026 as part of the Annual Education Results Report (AERR). We look forward to continuing to bring the goals of this plan to life.

## **Accountability Statement**

The Education Plan for Rocky View Schools commencing Sept. 1, 2025, was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act*. This plan was developed in the context of the provincial government’s business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board reviewed and approved the 2023 – 2027 Education Plan, Year Three on May 22, 2025.

Fiona Gilbert, Board Chair  
[fgilbert@rockyview.ab.ca](mailto:fgilbert@rockyview.ab.ca)

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

# Our Division



## Vision

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

## Purpose

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



## Working Together

Three years ago the RVS community came together to lay the framework for the 2023 – 2027 Education Plan.

The plan was developed through feedback from the community: more than 30,000 comments and 400 pages of feedback were received through our online engagement tool, [RVSEngage](#). Learnings from previous plans were reviewed, as were student results and [Alberta Education Assurance \(AEA\) survey](#) results.

The outcome was a plan that has guided RVS for two years. Some changes are implemented annually as part of the continuous improvement process and after analysis of the AERR.

In year three RVS is maintaining consistency in measures and reporting, with minimal adjustments. Some numeracy and literacy performance measures have been updated due to changes in provincial assessment requirements and other RVS measures have been clarified.

One change that will be implemented in spring 2025 and reflected in the year three plan is the introduction of the OurSCHOOL survey for parents and guardians. This survey will provide RVS with a deeper understanding of parent and guardian perceptions of their student's experiences at home and school.

RVS introduced the OurSCHOOL survey for students in year two of the Education Plan. More than 15,000 Grade 4 – 12 students completed the survey in spring 2024, providing valuable student voice used in the creation of the Education Plan. The OurSCHOOL

survey enables students to share their thoughts on various aspects of the school experience, and RVS is eager to further engage with our families through the parent/guardian survey.

Results for both the student and parent/guardian surveys will be reported in the AERR, along with AEA survey results. Together, these engagements with our school communities provide valuable insights to developing the Education Plan.

Parents and guardians are also engaged each year in the creation of school education plans. This process, led by school administrators and school councils, involves the review of OurSCHOOL survey results, assessment data and other local information. Schools also use this opportunity to discuss necessary professional learning and resources to achieve their goals and identify areas for improvement.

In addition, system leaders meet with each school administrator to collect feedback on the plan and learn how it is being brought to life. This provides valuable input in the annual review of the divisional plan.

Through the collaborative efforts and engagement of our school communities, each school's education plan is carefully aligned to the divisional 2023 – 2027 Education Plan and posted to school websites.

Thank you to our school communities for engaging with us and helping develop our divisional and school education plans.







## 2023 – 2027 Education Plan

# Focus on the Future

The 2023 – 2027 Education Plan was shaped around goals important to our community of parents/guardians, students and staff: advancing students' numeracy and literacy skills; building future-ready students; and creating inclusive, engaging, healthy learning opportunities for all students. Collectively, these goals build a foundation on which our students can grow and flourish in life.



### Advancing students' numeracy and literacy skills

Numeracy and literacy skills remain the cornerstone of learning; building these skills in students is critical for all our teachers. RVS is committed to using proven, research-based, effective strategies to help students read, write and perform math. Our AERR will showcase the results of this focus.



### Building future-ready students

RVS students will be ready for the future, in any path they choose. This will be accomplished through the achievement of Alberta student competencies: critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being.



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



While focusing on numeracy, literacy and critical student competencies, RVS students will also find joy and engagement in their learning. Consistent teaching practices help to create positive and inclusive learning experiences for everyone; RVS will use division practice guides to assist with this to help create inclusive, engaging and healthy learning opportunities for all.



# Goals, Outcomes and Measures



## Goal 1: Advancing students' numeracy and literacy skills

**Outcome** Students are numerate and literate.

### Performance Measures:

*Assessments are completed in language of instruction.*

- (ABEd\*) Percentage of students not at risk on the Letter Name-Sound (LeNS) assessment in Kindergarten and Grades 1 – 2.
- (ABEd) Percentage of students not at risk on the Castles and Coltheart 3 (CC3) assessment in Grades 1 – 3.
- (ABEd) Percentage of students not at risk on the Alberta Numeracy Assessment in Kindergarten and Grades 1 – 3.
- (ABEd) Percentage of students not at risk on the Rapid Automatized Naming (RAN) assessment in Kindergarten and Grade 1.
- (ABEd) Percentage of students not at risk on the Phonological Awareness Screening Test (PAST) assessment in Kindergarten and Grade 1.
- (ABEd) Overall percentage of students who achieve the acceptable standard and standard of excellence on Provincial Achievement Tests.
- (ABEd) Percentage of students who achieve the acceptable standard and standard of excellence on Provincial Achievement Tests based on cohort (Indigenous students and English language learners).
- (RVS) Percentage of students not requiring intervention on the Elk Island Catholic School (EICS) Math Assessment in Grades 4 – 10.
- (RVS) Percentage of students meeting expected grade level outcomes on the RVS writing assessment Grades 1 – 11.

**Outcome** Students are actively engaged in meaningful and relevant learning.

### Performance Measures:

- (ABEd) The percentage of teachers, parents and students who agree that students are engaged in their learning at school.
- (ABEd) Teacher, parent and student agreement that students have access to the appropriate supports and services at school.
- (ABEd) Teacher and parent satisfaction with parental involvement in decisions about their child's education.
- (ABEd) Overall teacher, parent, student satisfaction with the overall quality of basic education.
- (RVS) Percentage of students who are interested and motivated.
- (RVS) Percentage of students who are trying hard to succeed and feel challenged and confident in their learning related skills.
- (RVS) Percentage of students who value school outcomes.
- (RVS) Average score for relevance, rigor and effective learning time.

\* Alberta Education (ABEd)



## Goal 2: Building future-ready students

### Outcome

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

### Performance Measures:

- (ABEd) The percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- (ABEd) Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- (RVS) Number of classroom and staff engagements with Elders, Knowledge Keepers and RVS cultural liaisons and Indigenous learning specialists requested through the RVS Indigenous branch.
- (RVS) Number of classroom and school requests to Learning staff for support that expands understanding of cultural diversity.
- (RVS) Number of classroom requests to Learning staff to explore new technology, software, Artificial Intelligence (AI), robotics and coding.
- (RVS) Percentage of students who report a sense of purpose in life, who devote time to pleasurable activities, who have an understanding of their own and other cultures, and who have positive health and are goal oriented.

### Outcome

Students graduate high school prepared to be successful for any path they choose.

### Performance Measures:

- (ABEd) High school completion rate of students within five years of entering Grade 10.
- (ABEd) Annual drop-out rate of students ages 14 to 18.
- (ABEd) High school to post-secondary transition rate of students within six years of entering Grade 10.
- (ABEd) Overall percentage of students who achieve the acceptable standard and standard of excellence on Diploma Exams.
- (ABEd) Percentage of students who achieve the acceptable standard and standard of excellence on Diploma Exams based on cohort (Indigenous students and English language learners).
- (RVS) The percentage of students who report they have actively engaged in career exploration and planning activities during the school year.
- (RVS) The percentage of students who report having knowledge about careers that match their interests and values.
- (RVS) The percentage of students planning to finish high school.
- (RVS) The percentage of students planning to pursue a trade, apprenticeship, college or university program.



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

### Outcome

Students are happy, healthy, feel they belong and are safe, and experience success in learning environments that are inclusive of every learner and celebrate diversity.

### Performance Measures:

- (ABEd) Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.
- (ABEd) Overall teacher, parent and student agreement that learning environments are welcoming, caring, respectful and safe.
- (ABEd) Students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.
- (RVS) Percentage of students with Individual Program Plans (IPPs) who are achieving their learning goals.
- (ABEd) Overall percentage of teachers, parents and students indicating their school and schools in their jurisdiction have improved or stayed the same within the last three years.
- (RVS) School-wide score on Positive Behaviour Intervention Strategy (PBIS) Tiered Fidelity Inventory.
- (RVS) Percentage of students who are absent less than 10 per cent during the school year.
- (RVS) Average score for positive teacher-student relationships, positive learning climate, and expectations for success.

### Outcome

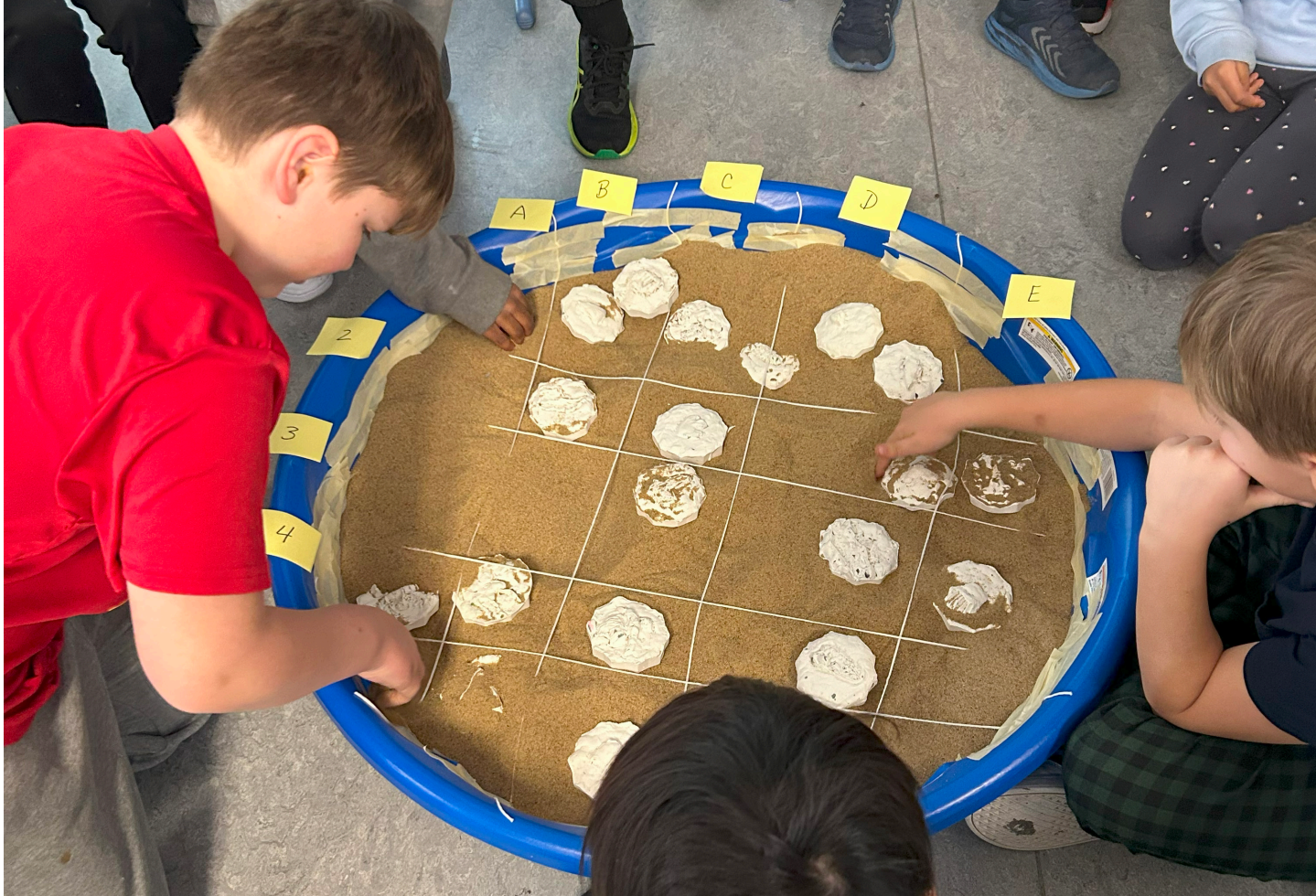
Students are self-aware, focused and demonstrate perseverance and resilience.

### Performance Measures:

- (RVS) Number of classroom, school and parent presentations on mental health and wellness provided by Learning Department staff.
- (RVS) Number of classroom, school and parent presentations on self-regulation provided by Learning Department staff.
- (RVS) Percentage of students who report they are able to control their emotions and behaviors and maintain focus on a task.







# Priorities

**RVS will achieve the goals in the Education Plan by...**

## **Providing active learning**

Students have an authentic voice in their learning while being provided choice in the best ways to demonstrate their understanding.

## **Effective instruction and assessment practices**

Meaningful, relevant teaching and assessment opportunities will be delivered while integrating Indigenous Ways of Knowing.

## **Creating communities of inclusivity**

All students are connected to each other and their larger communities, creating thriving, positive students who belong.

## **Promoting healthy, safe environments**

Students learn best when they are well and feel secure and respected.

When reviewing the Education Plan annually, RVS tracks its progress, looks for opportunities to improve and identifies any changes necessary to outcomes or performance measures.

RVS looks forward to reporting on student, parent and staff satisfaction in the 2025/26 AERR.





# Strategies

To help guide our work and provide direction to our schools, we have created the Instruction and Assessment Practice Guide, Inclusive Education Practice Guide, Professional Learning Practice Guide, English as an Additional Language (EAL) Practice Guide and Career Learning Practice Guide. Our practice guides were developed collaboratively with teachers, school administrators and divisional leaders. Educators are expected to implement the practices in these guides, which are reviewed and revised as needed.

## Instruction and Assessment Practice Guide

RVS' Instruction and Assessment Practice Guide is a tool for teachers to support instructional practices. This document sets the criteria for what is expected of our teachers to ensure students from Kindergarten – Grade 12 have the greatest opportunity for success while ensuring foundational commonality in instruction and assessment across the division.

This practice guide includes direction on building relationships with students and understanding them as learners; incorporating Indigenous Ways of Knowing, designing authentic, relevant experiences for all; assessment and communication of student learning; and exploring foundational documents imperative to instruction and assessment.

## Inclusive Education Practice Guide

RVS is committed to a holistic approach of designing an inclusive education system where all students feel welcome, valued, respected and heard without discrimination.

The Inclusive Education Practice Guide includes direction on building teacher and leader efficacy; designing multi-tiered systems of teaching, learning, supports and services to meet the diverse needs of all students; and informing decisions, practice and pedagogy with the use of triangulated data sources.

Approaches used include Positive Behavioural Interventions and Supports (PBIS), Collaborative Problem Solving (CPS), Multi-Tiered System of Supports (MTSS) and classroom and school-wide reviews.

## English as an Additional Language (EAL) Practice Guide

RVS emphasizes effective, empathetic instruction to inspire and reward not only English as an Additional Language learners but the entire school community. The EAL Practice Guide serves as a starting point for an equitable and multifaceted approach, integrating best practices in language acquisition, language learning and technology.

The vision for EAL learning in RVS is centered on empowering students to be confident communicators in English while valuing their cultural backgrounds.

All teachers are considered educators of English language and literacy, ensuring instruction is tailored to meet individual needs while equipping students to meet Alberta's rigorous curriculum.

## Career Learning Practice Guide

In RVS' Career Learning Practice Guide staff learn about key approaches and implementation strategies that will bolster the profile and integration of career learning for Grade 1 – 12 students within all RVS schools.

This guide serves to build a shared understanding of RVS' multi-faceted approach to career learning. As our students experience the collective impact of career learning beginning in elementary through high school, they develop a greater understanding of how their personal preferences and aptitudes align with various career pathways. By providing robust career planning and experiential learning, students will be empowered with the skills, experiences and knowledge they need to make informed school programming and career choices. Ultimately, ongoing and meaningful integration of career learning will foster student motivation and engagement, making school more relevant, purposeful and fulfilling.

## Professional Learning Practice Guide

Designed for leaders, educators and staff, the Professional Learning Practice Guide serves to build a shared understanding of professional learning to support the reflective practice of each member of the RVS community. Staff are asked to make key connections between individual learning plans and the RVS professional learning model, philosophies and guiding documents.

Professional learning in RVS is a blend of school-based and self-directed professional learning days built into our school calendars with content related to school education plans and individual professional learning plans.

RVS uses embedded specialists in schools and a train the trainer model where possible, enabling us to use our own staff skills and expertise. This is cost effective while using approaches and language that are consistent across the division.

Feedback is collected after every professional learning session to learn more about the effectiveness of the session; adjustments are made accordingly.





## Updates and Insights

In RVS' 2023/24 Annual Educational Results Report (AERR), we committed to the following actions in 2024/25. The following progress updates and key insights were considered as part of our process to prepare the 2023 – 2027 Education Plan, Year Three.



**Further development of the RVS writing assessment for Grades 1, 2, 4 and 5.**  
(Education Plan: Goal 1)

Work is ongoing to implement the RVS Writing Assessment across all grades in both French and English. The assessment currently exists for Grade 3 and Grades 6 – 11. Progress has been challenged by the ongoing substitute teacher shortage but should be complete for fall 2025.



**Move from the Math Intervention/ Programming Instrument (MIPI) assessment to the Elk Island Catholic Schools (EICS) math assessment to reflect changes to curriculum.**  
(Education Plan: Goal 1)

RVS transitioned to the EICS math assessment in September 2024 and has completed this action. We look forward to reporting on the results of this assessment in the 2024/25 AERR.



**Pilot of Early Years Evaluation (EYE) in Kindergarten in nine schools and continuation in two schools.**  
(Education Plan: Goal 1)

The EYE pilot was completed in fall 2024, with select students being reassessed in spring 2025. The 11-school pilot was met with success; teachers and support staff collaborated to both train and assess and all parties appreciated the immediacy of results.

RVS has not decided on the continuation of EYE given the additional provincial assessments now mandated.



### **Implementation of a professional learning program for interested learning assistants.**

(Strategic Plan Priority: Strengthening our workforce)

We are proud of the advancements to implement this program, which launched in March 2025. Participants will complete five modules of independent study, deepening their knowledge in the field and further strengthening our workforce.



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

(Education Plan: Goal 2)

RVS' [Career Learning Practice Guide](#) launched in January 2025, offering a career learning framework, key approaches to career learning and roles and responsibilities for all members of the school community. A catalogue of career learning implementation resources is also available to RVS staff as well as [a growing information hub](#) now publicly available for families on the RVS website. Great progress has been made in this area, with increased integrated career learning opportunities across the division.



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

(Strategic Plan Priority: Bolstering our infrastructure)

Following extensive engagements with their communities, several changes will be made to both Airdrie and Chestermere schools in fall 2025 to better balance student spaces. RVS also looks forward to the seven new schools recently announced for construction in our fastest growing communities, which will help alleviate space pressures.





# Capital Plan

## RVS' [2026 – 2029 Capital Plan](#)

celebrates the seven recently approved capital projects in our communities and identifies new project requests as our communities continue to grow.

New requests for the Government of Alberta's budget years 2026, 2027 and 2028 include the [top priorities](#) of a high school in Cochrane, a Kindergarten – Grade 8 school in Cochrane, and a Grade 7 – 9 school in Airdrie. Other priorities include schools in Chestermere, Crossfield, Airdrie and an addition to Springbank Middle School.

RVS continues to welcome 500 – 1,000+ new students each year, and it is critical new school builds and modular classroom approvals continue to keep pace with growth to help alleviate future space pressures on our students. We appreciate the recent recognition of our growth and space needs from the government and look forward to opening several new schools in the next few years, as well as the completion of the expansion of Bow Valley High School in Cochrane.

## 2026 – 2028 School Year Capital Priorities

	Capital Project	Build Out Capacity	Project Classification
<b>2026 Budget Request</b>	Cochrane 9 – 12	1,525	New School
	Cochrane K – 8	950	New School
	Airdrie 7 – 9	1,045	New School
<b>2027 Budget Request</b>	Chestermere K – 9	815	New School
	Crossfield K – 8	680	New School
<b>2028 Budget Request</b>	Airdrie K – 9	905	New School
	Springbank Middle	280	Addition

# Budget

## 2025/26 Budget Coming Soon

The **RVS 2025/26 Budget** will fund 53 schools, with each school having autonomy over portions of their own budget. Principals work with school councils to choose budget priorities, enabling parents and guardians to be engaged in decisions across the division.

Thank you to the RVS schools and students featured in the Education Plan:

Banded Peak School,  
Bert Church High School,  
Chestermere Lake Middle School, Fireside School,  
George McDougall High School, Glenbow School,  
Herons Crossing School, Mechanics Training Centre (RVSCLC),  
Mitford School,  
Windsong Heights School



## Learn More About RVS

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

School education plans are built and shared with school councils and are available on each [school's website](#).

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### Connect With Us

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# DIRECTIVE FOR ACTION

TO: BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

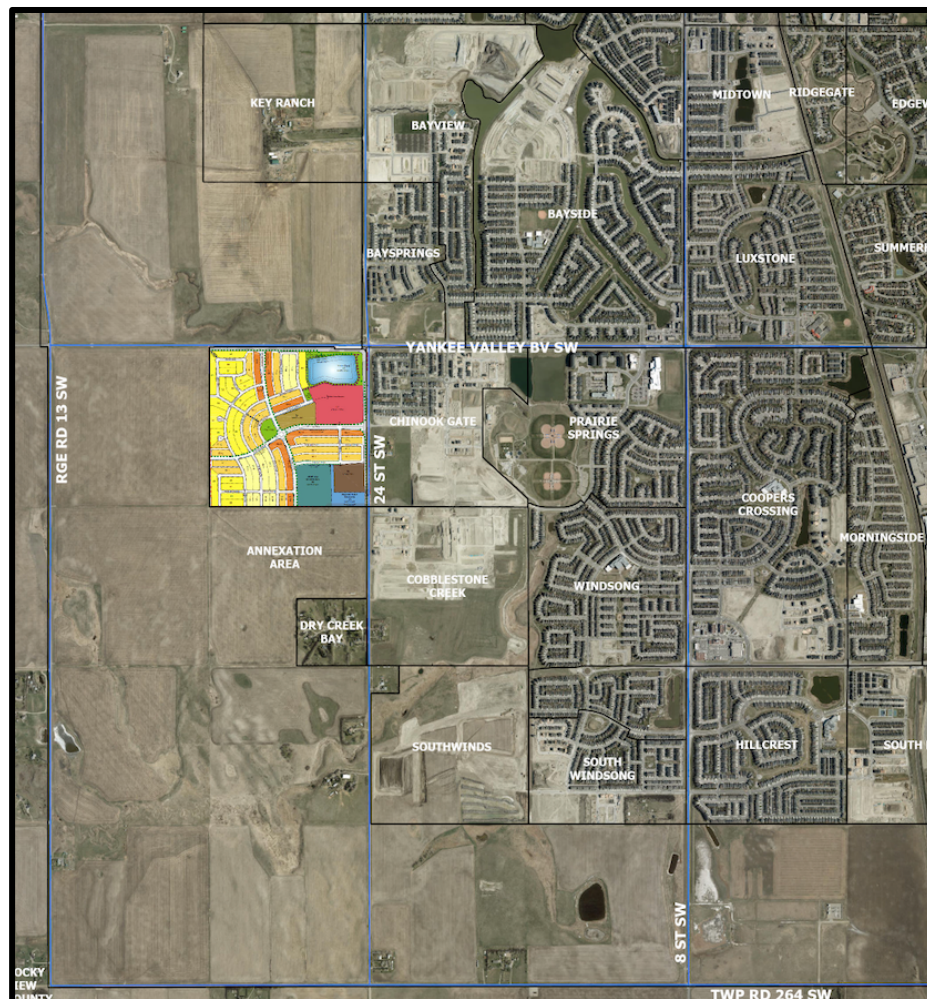
**Item: Student Accommodation Designation – Vantage Rise**

**Date: May 1, 2025**

## Background

Vantage Rise is a new community in southwest Airdrie, being developed on approximately 160 acres of land located in the corner of south of Yankee Valley Boulevard and west of 24<sup>th</sup> Street. This development includes approximately 1350 dwelling units with an anticipated 620 RVS students during peak student generation period. The development is set to occur over 4 phases and there is a school site in phase 3 allocated to Rocky View Schools (RVS). As development has just started last year, we anticipate receiving students from this neighbourhood in the 2025/26 school year.

## Neighbourhood Location Map





# DIRECTIVE FOR ACTION

TO: BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

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## Current Status

Site preparation work for this neighbourhood began in the fall of 2024, which will lead to houses being built in the neighbourhood over the spring and summer of 2025 and we anticipate starting to receive students sometime in the 2025/26 school year. This neighbourhood currently falls under the Rural Airdrie community designation and has not been formally designated to any K-12 schools. Based on this location, students from Vantage Rise are within the designated boundary of the following schools, while waiting for the formal designation.

### English Program:

- Kindergarten to grade 6 at École Edwards Elementary School
- Grade 7-9 at École Airdrie Middle School
- Grade 10-12 at George McDougall High School

### French Immersion:

- Kindergarten to grade 6 at École Edwards Elementary School
- Grade 7-9 at École Airdrie Middle School
- Grade 10-12 at George McDougall High School

The projected utilization rate for École Edwards and Airdrie Middle is over 90% for next few years, until the new schools open in Airdrie. Most of the designated communities for these two schools are fully developed except Cobblestone Creek. Based on the current and future utilization rates of the Airdrie schools, administration has prepared a few different alternatives for Vantage Rise for Board's consideration. Neither of the proposed options would impact any of our current students or BASS implementation.

## Alternatives:

### Alternative I:

The Board approves the designation of the attendance area for students residing in the Vantage Rise community starting May 2025, to the following schools.

### English Program:

- Kindergarten to grade 5 students to Cooper's Crossing School
- Grade 6-9 students to Muriel Clayton Middle School
- Grade 10-12 students to George McDougall High School.

### French Immersion:

- Kindergarten to grade 6 at École Edwards Elementary School
- Grade 7-9 at École Airdrie Middle School
- Grade 10-12 at George McDougall High School



# DIRECTIVE FOR ACTION

TO: BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Enrollment projections for Cooper's, Muriel Clayton and George McDougall with Vantage Rise:

School	Cooper's Crossing			Muriel Clayton			George McDougall		
Grades	K-5 (EN)			6-9 (EN)			10-12 (EN-FI)		
	Enrolment	Functional Capacity	Utilization K@FTE	Enrolment	Functional Capacity	Utilization	Enrolment	Functional Capacity	Utilization
2023	445	607	68%	691	730	95%	1050	1100	95%
2024	420	607	64%	719	730	98%	1111	1100	101%
2025	415	607	64%	699	730	96%	806	950	85%
2026	432	607	66%	670	730	92%	798	950	84%
2027	463	607	70%	676	730	93%	812	950	85%
2028	489	607	75%	696	730	95%	861	950	91%
2029	520	607	79%	697	730	95%	838	950	88%
2030	541	607	83%	729	730	100%	868	950	91%

Information to consider:

- Based on the most current information of next year school registrations, we are anticipating the enrollment numbers for Cooper's Crossing and Muriel Clayton are to be less than what was projected in January.
- All the designated communities for these schools are fully developed and we do not anticipate a massive increase in number of students year over year from those communities.
- Students will remain with the same cohort until Grade 9.
- This will help elevating the utilization of Cooper's Crossing School and continue to balance the student spaces in Airdrie.
- Vantage Rise being a small community, we anticipate less than 200 students attending Muriel Clayton during student peak generation period.
- Students can continue to attend these schools until a school in Vantage Rise gets build.
- Cooper's is mostly walking distance school, having kids from Vantage Rise will require transportation.
- Copper's Crossing has the space for two additional modular units but not anticipated to need any.

## Alternative II:

The Board approves the designation of the attendance area for students residing in the Vantage Rise community starting May 2025, to the following schools.

English Program:

- Kindergarten to grade 6 students at École Edwards Elementary School
- Grade 7-9 students at École Airdrie Middle School
- Grade 10-12 students at George McDougall High School

French Immersion:

- Kindergarten to grade 6 students at École Edwards Elementary School
- Grade 7-9 students at École Airdrie Middle School
- Grade 10-12 students at George McDougall High School





# DIRECTIVE FOR ACTION

TO: BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Enrollment projections for École Edwards, École Airdrie Middle and George McDougall with Vantage Rise:

School	Ecole Edwards			Airdrie Middle			George McDougall		
Grades	K-6 (EN/FI)			7-9 (EN/FI)			10-12 (EN-FI)		
	Enrolment	Functional Capacity	Utilization K@FTE	Enrolment	Functional Capacity	Utilization	Enrolment	Functional Capacity	Utilization
2023	683	807	79%	482	572	84%	1050	1100	95%
2024	664	807	77%	506	572	88%	1111	1100	101%
2025	828	807	98%	537	572	94%	806	950	85%
2026	824	807	97%	542	572	95%	798	950	84%
2027	768	807	89%	543	572	95%	812	950	85%
2028	754	807	88%	535	572	94%	861	950	91%
2029	734	807	85%	567	572	99%	838	950	88%
2030	732	807	84%	562	572	98%	868	950	91%

Information to consider:

- These are technically the current designated schools for Vantage Rise.
- These schools have large boundary for English and FI program, so not having the rapidly growing communities help with the fluctuation in the FI numbers.
- École Edwards enrollments drop because a South Windsong K-9 school opening projected in 2027.
- Save on busing as FI and regular programming students would be going to the same schools.

## Alternative III:

The Board approves the designation of the attendance area for students residing in the Vantage Rise community starting May 2025, to the following schools:

English Program:

- Kindergarten to grade 9 students to Herons Crossing Schools
- Grade 10-12 students to George McDougall High School.

French Immersion:

- Kindergarten to grade 6 students at École Edwards Elementary School
- Grade 7-9 students at École Airdrie Middle School
- Grade 10-12 students at George McDougall High School
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Enrollment projections for Herons Crossing and George McDougall with Vantage Rise:

School	Herons Crossing			George McDougall		
Grades	K-9 (EN)			10-12 (EN-FI)		
	Enrolment	Functional Capacity	Utilization K@FTE	Enrolment	Functional Capacity	Utilization
2023	901	924	93%	1050	1100	95%
2024	897	924	94%	1111	1100	101%
2025	1003	949	102%	806	950	85%
2026	1002	949	102%	798	950	84%
2027	896	949	90%	812	950	85%
2028	932	949	94%	861	950	91%
2029	966	949	97%	838	950	88%
2030	1017	949	102%	868	950	91%

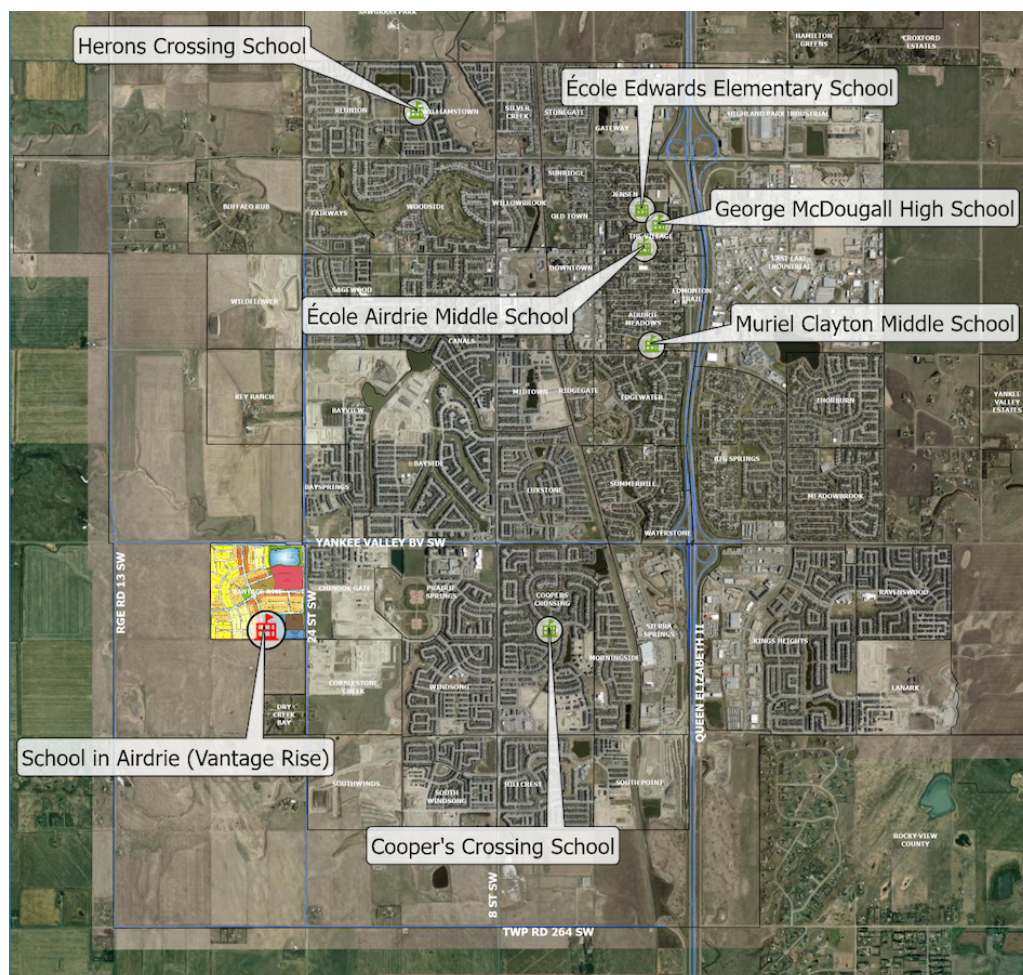
Information to consider:

- Herons Crossing enrollment projections for 2027 has been adjusted to reflect the new school opening in South Windsong, based on the possibility of redesignation of couple of communities.
- Community of Sawgrass is also designated to Herons Crossing and it is included in the projections.
- There is no set timeline as to when Vantage Rise/Wildflower school opens, so by 2030 there may be a need to redesignate this community or another community from Herons Crossing to another school.
- Space for the modular units has been maxed out at Herons Crossing.

**Alternative IV:**

The Board refers the matter to Board Planning Committee for further discussion.

**School Location map for the alternatives presented:**





# DIRECTIVE FOR ACTION

TO: BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

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**Recommendation:**

The Board approves the designation of the attendance area for students residing in the Vantage Rise community starting May 2025, to the following schools.

English Program:

- Kindergarten to grade 5 students to Cooper's Crossing School
- Grade 6-9 students to Muriel Clayton Middle School
- Grade 10-12 students to George McDougall High School.

French Immersion:

- Kindergarten to grade 6 at École Edwards Elementary School
- Grade 7-9 at École Airdrie Middle School
- Grade 10-12 at George McDougall High School





# DIRECTIVE FOR ACTION

TO: BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

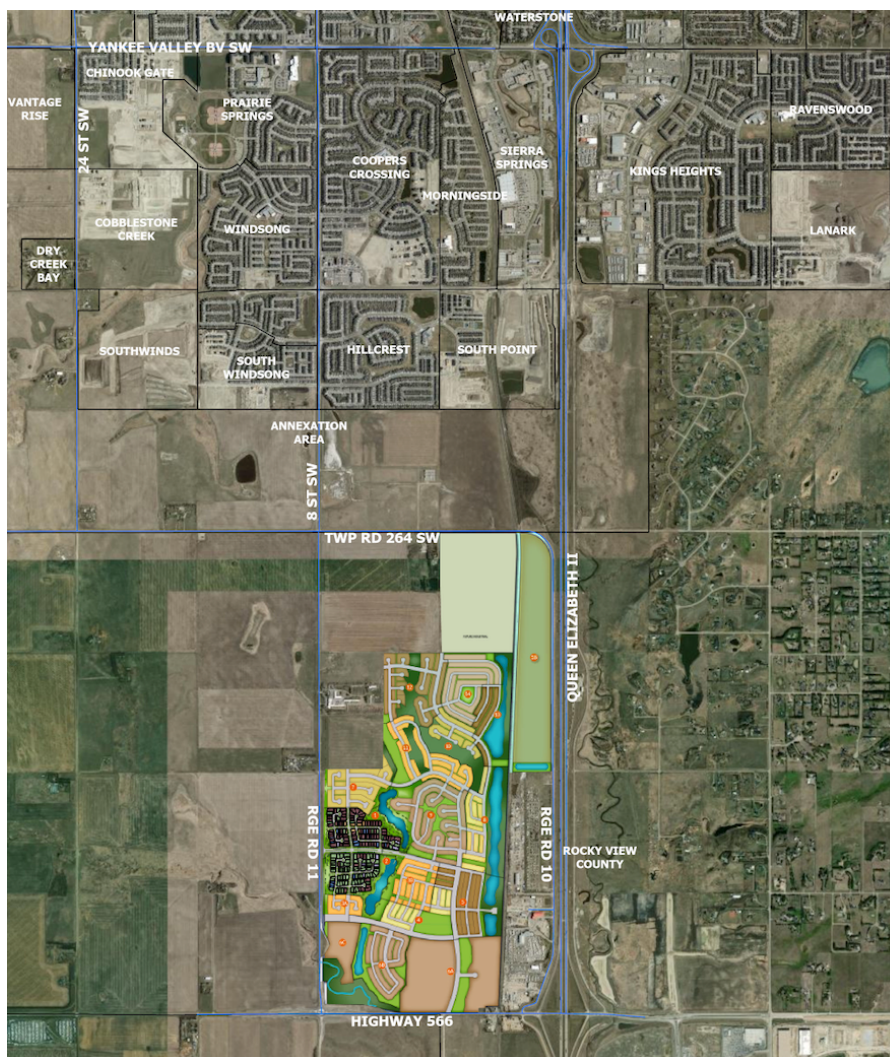
**Item:** Student Accommodation Designation - Goldwyn

**Date:** May 1, 2025

## Background

Goldwyn is a new community in Rocky View County located west of Queen Elizabeth Highway II and south of City of Airdrie within the Balzac area structure plan. Goldwyn is being developed on approximately 709 acres, out of that only 280 acres are for residential development, which will lead to approximately 1400 dwelling units with an anticipated 675 RVS students during peak student generation. The development is set to occur over 14 phases and there is a school site in phase 4.

## Neighbourhood Location Map





# DIRECTIVE FOR ACTION

TO: BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

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## Current Status

Site preparation work for this neighbourhood began in the fall of 2024, and houses are currently being built in the neighbourhood, and we anticipate starting to receive students anytime now but certainly in the 2025/26 school year. This neighbourhood is in Rocky View County and falls within the City of Airdrie school's designation boundary and has not been formally designated to any K-12 schools. Based on location of this community within the Rocky View County, the students from Goldwyn are eligible to attend the following schools in Airdrie, while waiting for the formal designation.

### English Program:

- Kindergarten to grade 6 at École Edwards Elementary School
- Grade 7-9 at École Airdrie Middle School
- Grade 10-12 at George McDougall High School.

### French Immersion:

- Kindergarten to grade 6 at École Edwards Elementary School
- Grade 7-9 at École Airdrie Middle School
- Grade 10-12 at George McDougall High School.

The projected utilization rate for École Edwards and Airdrie Middle is over 90% for next few years, until the new schools open in Airdrie. Most of the designated communities for these two schools are fully developed except Cobblestone Creek. These schools are also included in the student accommodation alternatives for Vantage Rise community that is also under consideration by the Board.

Based on the current and future utilization rates of the schools in Airdrie and Rocky View County, administration has prepared a few different alternatives for Goldwyn Student Accommodation for Board's consideration. Neither of the proposed options would impact any of our current students or BASS Implementation.

## Alternatives:

### Alternative I:

The Board approves the designation of the attendance area for students residing in the Goldwyn community starting May 2025, to the following schools:

#### English Program:

- Kindergarten to grade 8 students to Kathryn School
- Grade 9-12 students to Beiseker Community School

#### French Immersion:

- Kindergarten to grade 6 students to École Edwards Elementary School
- Grade 7-9 students to École Airdrie Middle School
- Grade 10-12 students to George McDougall High School



# DIRECTIVE FOR ACTION

TO: BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Enrollment projections for Kathryn and Beiseker Community School with Goldwyn:

School	Kathryn			Beiseker		
Grades	K-8 (EN)			9-12 (EN)		
	Enrolment	Functional Capacity	Utilization K@FTE	Enrolment	Functional Capacity	Utilization
2023	143	305	44%	287	413	68%
2024	143	305	46%	295	413	69%
2025	160	305	51%	288	413	68%
2026	177	305	56%	337	413	80%
2027	204	305	64%	358	413	85%
2028	237	305	75%	406	413	96%
2029	285	305	90%	432	413	103%
2030	340	305	107%	453	413	108%

Information to consider:

- This will help increasing Kathryn School's utilization rate and not adding to the enrollment pressures being faced by Airdrie schools. Designating the RVC students to County schools.
- This will help balancing the student spaces across the division.
- If some parents would like their kids to attend one of the schools in Airdrie, they will have an option to apply for out of attendance area consideration utilizing our current OOA process.
- Depending on the pace of growth of the Goldwyn community, Kathryn may not have the space to handle the peak student generation and school redesignation may be required in the future or modulars added to Kathryn.
- This supports the need of a school site to be ready in Goldwyn as soon as possible to accommodate students from this community.

## Alternative II:

The Board approves the designation of the attendance area for students residing in the Goldwyn community starting May 2025, to the following schools:

English Program:

- Kindergarten to grade 8 students to Kathryn School
- Grade 9 students to École Airdrie Middle School
- Grade 10-12 students to George McDougall High School

French Immersion:

- Kindergarten to grade 6 students to École Edwards Elementary
- Grade 7-9 students to École Airdrie Middle School
- Grade 10-12 students to George McDougall High School



# DIRECTIVE FOR ACTION

TO: BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Enrollment projections for Kathryn, Airdrie Middle and George McDougall High School with Goldwyn:

School	Kathryn			Airdrie Middle - Grade 9			GMHS		
Grades	K-8 (EN)			7-9 (EN/FI)			9-12 (EN/FI)		
	Enrolment	Functional Capacity	Utilization K@FTE	Enrolment	Functional Capacity	Utilization	Enrolment	Functional Capacity	Utilization
2019	162	305	49%	465	572	81%	741	1100	67%
2020	128	305	40%	479	572	84%	738	1100	67%
2021	140	305	43%	464	572	81%	833	1100	76%
2022	148	305	46%	456	572	80%	991	1100	90%
2023	143	305	44%	482	572	84%	1050	1100	95%
2024	143	305	46%	506	572	88%	1111	1100	101%
2025	160	305	51%	539	572	94%	810	950	85%
2026	177	305	56%	546	572	95%	805	950	85%
2027	204	305	64%	544	572	95%	822	950	87%
2028	237	305	75%	540	572	94%	873	950	92%
2029	285	305	90%	568	572	99%	853	950	90%
2030	340	305	107%	570	572	100%	878	950	92%

Information to consider:

- This will help increasing Kathryn School's utilization rate and not adding to the enrollment pressures being faced by Airdrie elementary schools. Designating the RVC students to County schools until grade 8.
- If students want to attend Airdrie High School, then they will need to attend a middle school for one year for Grade 9, as Kathryn School goes only until Grade 8.
- This will help somewhat to balance the student spaces across the division.
- If some parents would like their kids to attend one of the schools in Airdrie for grade K-8, they will have the option to apply for out of attendance area consideration utilizing our current OOA process.
- Depending on the pace of growth of the community Kathryn may not have the space to handle the peak student generation and school redesignation may be required in the future or modulars may need to be added to Kathryn School.
- This supports the need of a school site to be ready in Goldwyn as soon as possible to accommodate students from this community.

## Alternative III:

The Board approves the designation of the attendance area for students residing in the Goldwyn community starting May 2025, to the following schools.

English Program:

- Kindergarten to grade 6 students to École Edwards Elementary School
- Grade 7-9 students to École Airdrie Middle School
- Grade 10-12 students to George McDougall High School

French Immersion:

- Kindergarten to grade 6 students to École Edwards Elementary School
- Grade 7-9 students to École Airdrie Middle School
- Grade 10-12 students to George McDougall High School



# DIRECTIVE FOR ACTION

TO: BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Enrollment projections for École Edwards, École Airdrie Middle and George McDougall with Goldwyn:

School	Ecole Edwards			Airdrie Middle			George McDougall		
Grades	K-6 (EN/FI)			7-9 (EN/FI)			10-12 (EN-FI)		
	Enrolment	Functional Capacity	Utilization K@FTE	Enrolment	Functional Capacity	Utilization	Enrolment	Functional Capacity	Utilization
2023	683	807	79%	482	572	84%	1050	1100	95%
2024	664	807	77%	506	572	88%	1111	1100	101%
2025	823	807	97%	535	572	94%	805	950	85%
2026	812	807	96%	538	572	94%	794	950	84%
2027	726	807	85%	523	572	91%	811	950	85%
2028	691	807	81%	514	572	90%	852	950	90%
2029	645	807	75%	544	572	95%	823	950	87%
2030	620	807	72%	537	572	94%	832	950	88%

Enrollment projections for École Edwards, École Airdrie Middle and George McDougall with Goldwyn and Vantage Rise:

School	Ecole Edwards			Airdrie Middle			George McDougall		
Grades	K-6 (EN)			7-9 (EN)			10-12 (EN-FI)		
	Enrolment	Functional Capacity	Utilization K@FTE	Enrolment	Functional Capacity	Utilization	Enrolment	Functional Capacity	Utilization
2023	683	807	79%	482	572	84%	1050	1100	95%
2024	664	807	77%	506	572	88%	1111	1100	101%
2025	842	807	99%	543	572	95%	810	950	85%
2026	840	807	99%	550	572	96%	805	950	85%
2027	797	807	93%	549	572	96%	822	950	87%
2028	789	807	91%	546	572	95%	873	950	92%
2029	775	807	89%	582	572	102%	853	950	90%
2030	792	807	91%	581	572	102%	878	950	92%

Information to consider:

- These are the currently designated schools for Goldwyn based on being considered Airdrie Rural.
- These schools have large boundary for English and FI program, so not having the rapidly growing communities designated to these schools help with the fluctuation in the FI numbers.
- École Edwards and Airdrie Middle are being considered as an option for the Vantage Rise student accommodation as well, but space in these schools cannot accommodate both communities at the same time.
- It is anticipated that Goldwyn will grow at a slower pace than Vantage Rise, because of the type of housing units being offered and it will take longer to reach to the peak student generation point than Vantage Rise.
- This will delay the need for the school site readiness in the Goldwyn and add to the enrollment pressure at Airdrie Schools.





# DIRECTIVE FOR ACTION

TO: BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

## Alternative IV:

The Board approves the designation of the attendance area for students residing in the Goldwyn community starting May 2025.

English Program:

- Kindergarten to grade 5 students to Crossfield Elementary School.
- Grade 6-12 students to W.G Murdoch School

French Immersion:

- Kindergarten to grade 6 students to École Edwards Elementary School
- Grade 7-9 students to École Airdrie Middle School
- Grade 10-12 students to George McDougall High School

Enrollment projections for Crossfield Elementary and W.G Murdoch with Goldwyn:

School	Crossfield			W.G. Murdoch		
Grades	K-5 (EN)			6-12 (EN)		
	Enrolment	Functional Capacity	Utilization K@FTE	Enrolment	Functional Capacity	Utilization
2023	322	367	82%	389	414	94%
2024	307	367	77%	418	414	101%
2025	338	367	85%	410	472	87%
2026	341	367	86%	424	472	90%
2027	351	367	88%	447	472	95%
2028	370	367	93%	468	472	99%
2029	392	367	99%	482	472	102%
2030	419	367	105%	504	472	107%

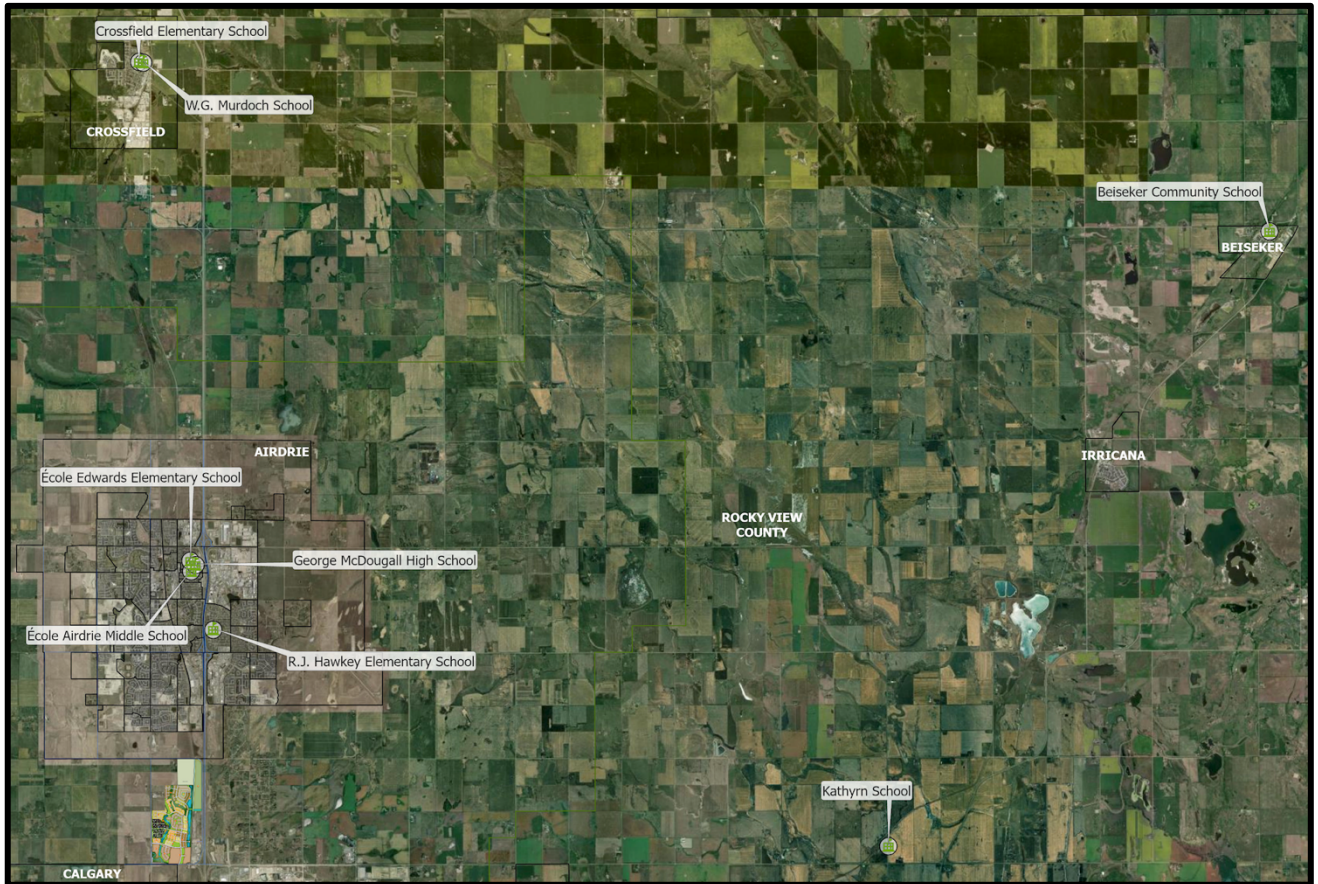
Information to consider:

- Due to the anticipated pace of growth of Goldwyn community, Crossfield can accommodate the growth from Goldwyn for few years.
- Increased utilization of Crossfield schools will strengthen the funding request for new school in Crossfield.
- Families may not see this as an ideal option, due to the distance and may lead to increased OOA requests to Airdrie Schools.

## Alternative IV:

The Board refers the matter to Board Planning Committee for further discussion.

**School Location map for alternatives presented:**



**Recommendation:**

The Board approves the designation of the attendance area for students residing in the Goldwyn community starting May 2025, to the following schools:

English Program:

- Kindergarten to grade 8 students to Kathryn School
- Grade 9-12 students to Beiseker Community School

French Immersion:

- Kindergarten to grade 6 students to École Edwards Elementary School
- Grade 7-9 students to École Airdrie Middle School
- Grade 10-12 students to George McDougall High School



# INFORMATION ITEM

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

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**Item:** 2025/26 Budget Update

**Date of Meeting:** May 1, 2025

**Background:**

By the end of May, Alberta Education required Boards across the province to submit their approved budget on the required template. On February 13, 2025, the Board approved the budget development process.

**Current Status:**

The Board's Budget Committee has met three times since February 1<sup>st</sup> and has scheduled two more committee meetings in the first half of May to assist the Board in fulfilling their fiduciary responsibilities in the development and oversight of the annual divisional budget. Along the way they have reviewed key budget assumptions – enrolment projections, revenue projections and staff unit costs. They drafted budget priorities and school fee parameters which were ultimately approved by the Board. These budget priorities and school fee parameters for 2025/26 are:

**#1489-2025 MOTION ABOUT BUDGET PRIORITIES BY TRUSTEE FIONA GILBERT:**

The Board approve as the 2025/26 budget priorities:

To advance the priorities and goals of the 2022-2026 strategic plan, the Board establish as the 2025/26 budget priorities:

- Provide direct resources to schools to support student learning with a focus on numeracy, literacy and new curriculum implementation.
- Support student and staff wellness.
- Enhance facilities and technology infrastructure.
- Target an operating reserve balance at the end of 2025/26 fiscal year, excluding transportation, at 1 to 2 percent.

**CARRIED**

**#1490-2025 MOTION ABOUT SCHOOL FEES GUIDANCE BY TRUSTEE FIONA GILBERT:**

The Board directs the Superintendent to advise school principals that for 2025/26 school fees:

- No increases to any optional course fees by greater of \$10 or 5 per cent.
- No school wide blanket optional course fee increases.
- No new alternative program fees for Programs of Choice.

**CARRIED**

On March 6, 2025, the Superintendent shared at a public Board meeting relevant sections from the provincial Budget2025 announcement related to education. Included in this report was information about new funding formula's average adjusted enrolment methodology, information about targeted grant increases for select grants, and capital spending.



# INFORMATION ITEM

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

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On March 13<sup>th</sup> the Budget Committee met to learn about and review the provincial budget announcement, administration's projected government revenue and developed the Board's departmental budget. Government provided funding profiles to school authorities on March 25, 2025, and the funding manual was released on April 3, 2025.

On April 3, 2025, the Board Chair shared at the Board meeting high-level information about the funding profile that provides the preliminary projected operational funding that is expected from Alberta Education for the 2025/2026 school year. Overall government revenues on the funding profile result in a 2.5 per cent increase in the overall allocation mostly due to enrolment growth and select grants receiving small increases. The chair went on to state that while the Board appreciates government's continued investment in K – 12 education to address some of the pressures being felt across the system, the increases do not go far enough to tackle the challenges being felt in our schools. With rising inflation and increasing core costs of school division operations, budget and service pressures will continue to be felt across the division for this coming year. The Board is committed to maximizing every dollar of funding received to best serve the learning and working needs of our students and staff.

The Budget Committee on April 10, 2025, discussed RVS revenue projection vs what was stated on the funding profile, school allocations, school fees, transportation fees and community fees. On April 17, 2025, school, transportation and community fees were considered by the Board and passed.

In RVS the school allocation formula is the primary mechanism of providing direct resources to schools to support student learning. It was finalized by the Superintendent on April 8, 2025. The school allocation formula was almost identical to that from the past couple of year with a few new allocations provided to schools consistent with the budget priorities. For K-8/9 schools, class sizes guidelines remained identical as did administrator and office support time allocations, student emotional support allocations, learning support teacher time allocations, literacy support allocations, and learning commons support. New for schools with students in K to grade 8/9 is a dedicated staffing allocation for numeracy support and intervention. The allocation is 0.2 FTE per school plus 0.2 FTE per school with French Immersion programming. This results in a \$1 million new investment specifically related to the budget priorities, strategic plan, education plan and our numeracy results. Also, elementary and middle schools saw their per student resource and equipment support allocation increased by about 4 percent. For our high schools, they are receiving a 1.5% increase to the high school per student allocations. This will help address staff unit cost increases related to benefit premiums and inflation and cost pressures. High school allocations for French immersion, resources and equipment, learning coordinators all were kept identical to 2024/25. English as an Additional Language (EAL) allocation is set at \$775 per identified and funded student and Indigenous allocation for self-declared students was set at \$630 per student. As per the practice from 2024/25, a portion of the EAL and Indigenous grants are managed centrally to provide central support.

On April 7, 2025, the Learning Supports Department provided each school their Inclusive Education Services (IES) allocation. \$16.3 million was allocated directly to schools to enhance the delivery of a continuum of supports and services within inclusive learning environments. The IES budget is distributed to support the provision of multi-tiered supports across all RVS Schools and learning sites. Distributions from IES include a calculation for pre-kindergarten programming, a primary





# INFORMATION ITEM

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

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prevention calculation for students in kindergarten and grade one, a calculation for students identified with severe needs grades one through 12 and an equity calculation to provide flexibility and anticipation of needs not yet identified. Approximately \$300,000 remains to be allocated directly to schools for inclusion support in the fall.

The remaining instruction funding is managed centrally to provide support directly to schools and students in the form of new curriculum, literacy and numeracy supports, supports for school staff to help meet the needs of learners with complex needs, English as an Additional Language support for schools, Indigenous learning branch with funds supporting schools and providing supports to schools, family supports, student mental health supports, and school technology software, hardware and technical support. While managed centrally, these teams provide direct support and services to schools.

School budgets opened on April 7, 2025, and needed to be submitted on April 17, 2025. Education Centre budgets were opened on April 7 and closed on April 25 with direction to budget holders related to the Board's budget priorities. Most of these budget centres detail how the government provided System Administration grant is spent on system supports including superintendent office, trustees, schools department, associate superintendent of business and operations office, finance, payroll, supply management, warehouse, human resources, associate superintendent of learning office, communications, and office services. Select system administration functions may see targeted staffing increases to address operational needs and feedback from our auditors. Other costs centres within the Education Centre allocate the grants specifically provided by the province for the operations and maintenance of our division (caretaking, utilities and insurance, maintenance, planning, grounds, and community use) and our transportation service.

Some funds will be put in contingency to help the division achieve the reserve target described in the budget priorities. Final amounts will be determined as part of the overall budget.

On May 8, 2025, the Budget Committee will review each Education Centre based budget and learn about reserve projections for 2025/26.

## **Future Direction:**

On May 22, 2025, administration will be bringing forward the 2025/26 budget for the Board's consideration.

## **Recommendation:**

The Board of Trustees acknowledges receipt of the 2025/26 Budget Update as information.

# INFORMATION ITEM



TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

**Item:** 2024/25 Q2 Budget Update

**Date of Meeting:** May 1, 2025

## Background:

The purpose of this accountability report is to provide the Board with the second quarter financial update for the 2024-2025 fiscal year (Sep 1 – Feb 28, 2025).

## Current Status:

### Revenues

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

As of February 28 (Q2), total revenue recorded is \$166.9 million representing 50.8% of budget.

- Alberta Education revenues which represent 90.2% of the overall budgeted revenue is \$149.3 million representing 50.4% of the budget.
- Alberta Infrastructure revenues of \$5.2 million are lower than last year this time and represent just 34% of current year budget. This reduction in revenue (non-cash revenue) is expected based on the year end true up adjustment for supported assets. The reduction in revenue also has a corresponding reduction in amortization expense for a net zero impact to the full year financials
- The other significant revenue source are school & transportation fees which are at \$7.9 million representing 81.2% of the budget. School activity fees and school options fees are currently \$1.5 million lower than budget. Transportation fees are also currently lower than the budget by \$352K.

Rocky View School Division Operating Statement	2024-2025 Spring Budget	2024-2025 Fall Budget	2023-2024 YTD Actuals LY	% Change LY vs CY	2024-2025 YTD Actuals	% of Budget
Alberta Education	\$ 292,913,730	\$ 296,423,282	\$ 134,968,403	10.6%	\$ 149,274,684	50.4%
Alberta Infrastructure	14,130,000	15,250,000	7,204,331	-28.1%	5,182,054	34.0%
Other Gov of Alberta	400,000	400,000	225,264	-15.7%	189,786	47.4%
Federal Gov & First Nations	460,475	464,785	267,575	7.0%	286,433	61.6%
Other Ab School Authorities	1,835,000	1,835,000	750,000	-20.6%	595,519	32.5%
Fees	9,786,665	9,707,803	5,964,381	32.2%	7,883,826	81.2%
Other Sales, Fundraising, Donations	3,089,130	3,159,130	1,828,518	1.5%	1,855,230	58.7%
Rental of Facilities	470,000	470,000	292,464	40.7%	411,498	87.6%
Investment Income	750,000	750,000	395,320	190.0%	1,146,433	152.9%
Gains On Disposal of Cap Assets		-	-	0.0%	45,310	0.0%
<b>Total Revenue</b>	<b>\$ 323,835,000</b>	<b>\$ 328,460,000</b>	<b>\$ 151,896,256</b>	<b>9.9%</b>	<b>\$ 166,870,773</b>	<b>50.8%</b>

# INFORMATION ITEM



TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

## Expenditures

Based on the fall update of the 2024-2025 budget, RVS is projecting total expenses of \$332.1 million by August 31, 2025, compared to budgeted expenses of \$326.6 million expected in the spring budget.

As of Feb 28 (Q2), total expenses incurred is \$165.1 million representing 49.7% of budget. Spending levels as of Q2 are indicating that total spending may come in slightly lower than budget due to lower spending in Supplies, Contracts and Supplies.

Rocky View School Division Operating Statement	2024-2025 Spring Budget	2024-2025 Fall Budget	2023-2024 YTD Actuals LY	% Change LY vs CY	2024-2025 YTD Actuals	% of Budget
Certificated Salaries & Benefits	\$ 187,857,901	\$ 188,492,613	\$ 88,759,773	6.1%	94,175,119	50.0%
Noncertificated Salaries & Benefits	60,820,305	63,482,840	30,444,909	5.4%	32,086,767	50.5%
Services, Contracts, & Supplies	62,672,547	64,929,668	29,788,127	3.4%	30,796,535	47.4%
Interest & Charges	216,650	216,650	147,898	-9.5%	133,900	61.8%
Supported Amortization	12,939,130	12,939,130	7,762,419	-13.4%	6,724,536	52.0%
Unsupported Amortization	2,055,000	2,055,000	876,870	28.0%	1,121,968	54.6%
<b>Total Expense</b>	<b>\$ 326,561,533</b>	<b>\$ 332,115,901</b>	<b>\$ 157,779,996</b>	<b>4.6%</b>	<b>\$ 165,038,825</b>	<b>49.7%</b>
Surplus/(Deficit)	\$ (2,726,533)	\$ (3,655,901)	\$ (5,883,740)		\$ 1,831,948	
Net impact of Amortization & Capital	\$ 961,533	\$ 1,191,538	\$ (85,777)		\$ 664,434	
Net Reserve Contribution/(Draw)	\$ (1,765,000)	\$ (2,464,363)	\$ (5,969,517)		\$ 2,496,382	

Overall spending less SGF, IMR and amortization is \$153.1 million representing 50.0% of current budget. This compares to spending of \$145.8 million or 50.3% of the budget at the end of Q2 last year.

- Certificated salaries and benefits are trending at budget at 50.0% compared to 49.3% last year.
- Support staff salaries and benefits are also trending on budget at 50.5%, compared to last year which was at 52.6% of budget.
- Services and supplies are trending lower than budget at 47.4% compared to last year at 49.6%.

Some areas of driving variances in spending include the following:

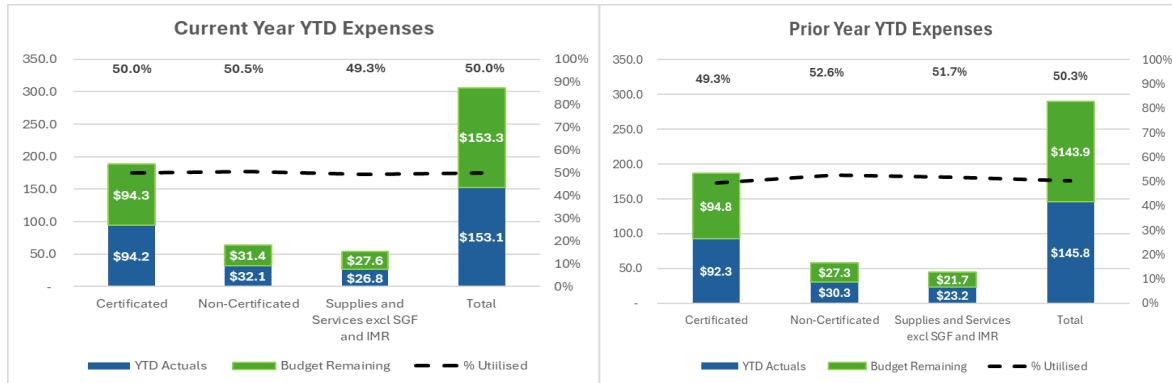
- Instructional: School generated funds are currently at 46.9% of budgeted expenses.
- Instructional: General supplies and services are 44.2% expended
- OM: Utilities (Electricity and Natural Gas) are at 45.6% of budget.
- OM: Insurance is at 50.7% of Budget
- OM: IMR spending is at 13.5% of Budget with most spending expected to occur in the summer.
- Transportation: Supplies and services costs are at 57.9% of budget compared to a target of 60%.
- System Administration: Overall spending is at 50.9% of budget.



# INFORMATION ITEM

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS



## Teacher Leave Cost

As of Q2, overall leave cost is higher than last year and is trending 0.7% higher than the target of 60%. Total substitute leave cost is \$3.3 million representing 54% of the budgeted short-term substitute leave cost, compared to \$2.8 million in Q2 last year. The current contracted long term replacements cost is \$1.62 million compared to a cost of \$1.56 million last year.

	YTD Current Year	CY % of LY	YTD Last Year
Substitute Leave Cost YTD	\$3,278,000	119%	\$2,753,000
Budget	\$6,017,000		\$4,650,000
% Utilised	54%		59%

	YTD Current Year	CY % of LY	YTD Last Year
Long Term - Replacement Contract Cost	\$1,618,000	103%	\$1,564,000
Budget	\$2,050,000		\$2,000,000
% Utilised	79%		78%

As of February, year to date medical appointments are down 6.85% representing a decrease of 254 days and year to date sick absences are down 17% representing a reduction of 894 days. Total net decrease in absences is 1,148 days representing a net decrease of 12.84%. See details in Appendix.

## Surplus/Deficit/Reserves

Based on the fall budget update, RVS anticipated the operating deficit to be \$3.66 million compared to the Spring budgeted operating deficit of \$2.73 million. After accounting for capital purchases and adjusting for amortization, it was budgeted that there will be a net deficit to decrease operating reserves by \$2.46 million compared to a net draw of \$1.77 million in the spring budget.

The instructional reserve is projected to drawdown the remaining \$0.3 million to be fully expended by the end of the year. The maintenance department is expecting a balanced budget and its reserves of \$1.5 million will not be utilised for the 2024-25 school year. System administration reserves are expected to remain at their opening balance. Transportation reserves are expected to decrease by \$2.1 million to \$2.9 million.

Operating reserves are expected to be 1.57% of operating expenses and excluding transportation would represent 0.76%.

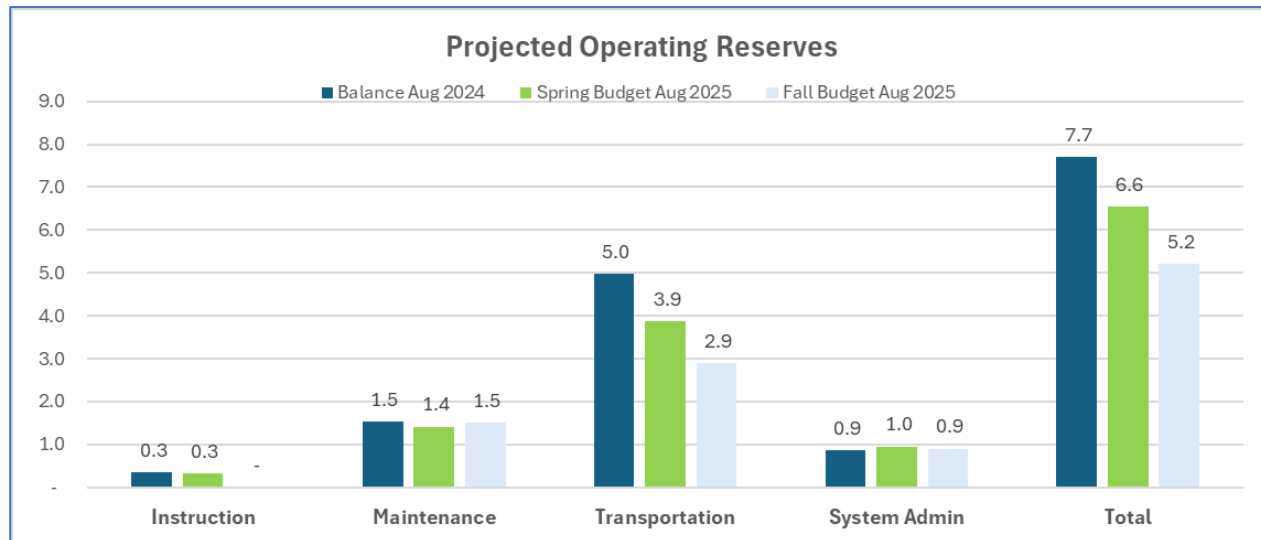




# INFORMATION ITEM

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS



**Future Direction:**

RVS management will be monitoring this spending very closely to ensure cost containment is achieved per the fall budget adjustments. Teacher leave costs will be monitored very closely as well.

The Board will be updated in June 2025 for expenditures incurred year-to-date May 31, 2025. At this time, clearer picture of spending patterns on current year budget will be addressed.

**Recommendation:**

The Board of Trustees acknowledges receipt of the September 1 – Feb 28, 2025 Q2 Budget Update as presented.



# INFORMATION ITEM

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Rocky View School Division Operating Statement	2024-2025 Spring Budget	2024-2025 Fall Budget	2023-2024 YTD Actuals LY	% Change LY vs CY	2024-2025 YTD Actuals	% of Budget
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Net Reserve Contribution/(Draw)	\$ (1,765,000)	\$ (2,464,363)	\$ (5,969,517)		\$ 2,496,382	



# INFORMATION ITEM

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

## Certificated Employees - Absences 2024/25 vs 2023/24

# Days

Appointments	Sep	Oct	Nov	Dec	Jan	Feb	YTD
Current year	395.9	689.0	669.2	584.4	660.7	452.4	3,451.6
% Change	↓ -8.30%	↓ -5.17%	↓ -15.67%	↓ -1.38%	↑ 8.34%	↓ -17.92%	↓ -6.85%
Last Year	431.7	726.6	793.5	592.6	609.8	551.2	3,705.4
Sick Leave < 4Days	Sep	Oct	Nov	Dec	Jan	Feb	YTD
Current year	507.6	860.5	830.1	773.5	786.8	578.3	4,336.8
% Change	↑ 2.63%	↓ -12.35%	↓ -36.08%	↓ -17.09%	↑ 6.29%	↓ -26.09%	↓ -17.09%
Last Year	494.6	981.8	1,298.6	932.9	740.2	782.4	5,230.5
Total Absences	Sep	Oct	Nov	Dec	Jan	Feb	YTD
Current year	903.5	1,549.6	1,499.2	1,357.9	1,447.4	1,030.7	7,788.4
% Change	↓ -2.46%	↓ -9.30%	↓ -28.34%	↓ -10.99%	↑ 7.22%	↓ -22.71%	↓ -12.84%
Last Year	926.3	1,708.4	2,092.1	1,525.5	1,350.0	1,333.6	8,935.9



# INFORMATION ITEM

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

**Item:** 2025/26 Modular Classroom Program Update

**Date of Meeting:** May 1, 2025

**Background:**

Annually, Alberta Education requires school divisions across the province to review their accommodation needs to determine the demand for additional/relocated modular units. The request for modular units is expected to be submitted to Alberta Education for their consideration typically in the first week of November.

On October 31, 2024, the Board approved the following motion:

**MODULAR REQUEST SUBMISSION:**

**#1432-2024 MOTION BY TRUSTEE SHALI BAZIUK:**

**The Board of Trustees approves the submission to the province for twenty-seven (27) new modular classrooms, plus one (1) washroom unit relocation, in priority as outlined in the Table 1.**

**CARRIED**

The details of the request were:

Priority	School	Municipality	Modular Classroom Request	2024	2025	2026
1.	Ralph McCall	Airdrie	2 new classroom units	76%	98%	104%
					91%	97%
2.	Nose Creek	Airdrie	4 new classroom units	95%	108%	110%
					93%	95%
3.	Rainbow Creek	Chestermere	4 new classroom units, 1 washroom unit relocation	75%	95%	101%
					83%	89%
4.	Manachaban	Cochrane	3 new classroom units	93%	99%	101%
					87%	89%
5.	Prairie Waters	Chestermere	2 new classroom units	88%	92%	91%
					85%	85%
6.	Ecole Edwards	Airdrie	2 new classroom units	77%	98%	100%
					93%	94%
7.	Crossfield Elementary	Crossfield	4 replacement classroom units, 2 new classroom units	77%	89%	94%
					78%	82%
8.	Cochrane Christian Academy	Cochrane	4 replacement classroom units	124%	104%	104%
Total new modular classrooms requested			27 new modular classrooms + 1 washroom unit relocation			





# INFORMATION ITEM

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

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**Current Status:**

On April 17, 2025, the Associate Superintendent of Business and Operations received correspondence from Alberta Education approving:

- 5 new modular classrooms plus relocation of a modular washroom unit
  - 3 new moduls for Nose Creek Elementary School in Airdrie
  - 2 new moduls for Ralph McCall School in Airdrie
  - 1 relocated washroom unit from Indus to Rainbow Creek in Chestermere.

See attached for the approval letter.

As per previous years, RVS will receive the fully funded modular classrooms, and the province will pay for 100 per cent of the reasonable costs to deliver and set up each classroom. The construction of any link, if required, will be the responsibility of your school jurisdiction. RVS has the obligation to maintain and insure all approved modular classrooms.

**Future Direction:**

RVS administration will review the approvals and will likely recommend to the Board that we ask permission of Alberta Education to alter the locations for some of the new moduls given our accommodation pressures including Balancing Airdrie Student Spaces and Chestermere Student Accommodation decisions. This has been done in previous years and has received support from Alberta Education.

It is unknown when the new units will arrive nor the time to install them at the time of writing. None of the 6 units will likely be ready for the beginning of the school year.

**Recommendation:**

The Board of Trustees acknowledges receipt of the 2025/26 Modular Classroom Program Update as information.

AR128838

April 17, 2025

Mike Guindon  
Secretary Treasurer  
The Rocky View School Division  
2651 Chinook Winds Drive SW  
Airdrie, AB T4B 0B4

Sent via email: [mguindon@rockyview.ab.ca](mailto:mguindon@rockyview.ab.ca)

Dear Mike:

Alberta Education has recently reviewed your school jurisdiction's 2025/26 Modular Classroom Program submission, and I am pleased to inform you that the following modular classroom requests have been approved for your jurisdiction:

- Three modular classrooms for Nose Creek Elementary School;
- Two modular classrooms for Ralph McCall School; and
- Relocation of one modular/portable classroom from Indus Elementary School to Rainbow Creek Elementary School.

Alberta Education approved these requests based on your school jurisdiction's urgent modular space needs. If, after reassessing your accommodation plans, your school jurisdiction determines revisions are required to these approved projects, please contact our Minor Capital Programs Manager. Please be advised that if the modular classroom prep sheets (Forms 14 or 15 of the School Capital Manual) are not received by September 1, 2025, the approval for the units affected may be rescinded.

Infrastructure will procure your modular classrooms based on the submission of the required prep sheets. The budget allocated for the delivery and set-up of these approved modular classroom requests is \$1,415,000. Any costs that exceed the allocated budget will be the responsibility of your school jurisdiction. The construction of any link, if required, will also be the responsibility of your school jurisdiction.

Prior to the commencement of any tendering or use of your own forces, a completed prep sheet for each project must be submitted to [Infras.MCP@gov.ab.ca](mailto:Infras.MCP@gov.ab.ca). Please advise your school jurisdiction staff to access the necessary prep sheets at: [www.alberta.ca/planning-and-building-schools.aspx](http://www.alberta.ca/planning-and-building-schools.aspx). Failure to submit prep sheets may impact the funding availability for these projects.

After receiving the signed construction contract and approval of a Payment Request Form, your school jurisdiction will receive 80 per cent of the total funding for your modular classroom projects. Once your Statement of Final Costs has been submitted, the provincial portion of the actual expenditures, up to the remaining 20 per cent, will be forwarded to your school jurisdiction. A completed Statement of Final Costs form must be submitted by December 31, 2026, to ensure a final payment is available and your school jurisdiction remains eligible for future modular approvals. The Payment Request Form can be downloaded from [www.alberta.ca/planning-and-building-schools.aspx](http://www.alberta.ca/planning-and-building-schools.aspx).

School jurisdictions are reminded that they have an obligation to maintain and insure all approved modular classrooms.

Should your school jurisdiction staff have any questions regarding this approval or the approval process, please have them contact Ross Newton, Minor Capital Programs Manager, Capital Programs Branch, at [ross.newton@gov.ab.ca](mailto:ross.newton@gov.ab.ca) or 780-717-0560 (toll-free in Alberta by first dialing 310-0000).

For any questions regarding the procurement, transportation, or setup of the approved projects, please email [Infras.MCP@gov.ab.ca](mailto:Infras.MCP@gov.ab.ca) or contact Spencer Macdonald, Special Projects Engineer, Learning Facilities, at [spencer.macdonald@gov.ab.ca](mailto:spencer.macdonald@gov.ab.ca) or 780-464-5741.

Sincerely,



Erin Owens, B.Sc., B.Ed.  
Executive Director  
Capital Planning

cc: Greg Leitch  
Executive Director, Learning Facilities, Infrastructure





# DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: THE POLICY COMMITTEE

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**Item:** Policy 2 Role of the Board

**Date of Meeting:** May 1, 2025

**Background:**

In June 2024, the Board completed its annual self-evaluation and identified goals for the upcoming year. One of the goals approved by the Board was to “review and refine the Role of the Board, Role of the Trustee, Role of the Board Chair and the Role of the Vice Chair policies”. When creating the Board development plan for 2024/2025, the Board Planning Committee (BPC) tasked the Policy Committee with this work and to bring suggested edits back to the BPC for discussion.

As part of the Policy Committee’s mandate to review each policy at least once during the term of the elected trustees and based on the direction given by the BPC and the discussion as part of the June 2024 Board self-evaluation, Policy 2 Role of the Board was recently reviewed by the Committee.

This policy was last reviewed in June 2021.

**Current Status:**

The Committee met several times between January and April and reviewed Policy 2, as well as related Board Policies 3 (Role of the Trustee) and 12 (Role of the Superintendent). Part of this work was to review and compare policies of other school boards in the province including Black Gold, Chinooks Edge, Canadian Rockies, Calgary Catholic, Edmonton Catholic, Elk Island Public, Foothills, Golden Hills, Lethbridge Public, Medicine Hat Public, and Red Deer Public school divisions.

The Committee has completed its review of Policy 2 and is bringing forward suggestions for edits and revisions to the policy for the Board’s consideration.

The attached documents show the current policy, the proposed policy without track changes, and the track changes copy. Of note, most of the policy remains the same; the track changes copy reflects movement within the policy.

**Highlights of edits include:**

- Rewrote the background section describing high-level responsibilities of the Board.
- Changed the groupings of specific items into categories that reflect more of the governance functions of the Board – governance, oversight, accountability, assurance, engagement and advocacy.
- Reorganized items to fit under these new categories.
- Updated and modernized some wording to reflect language in other policies previously updated.
- Items that were removed in the new draft and rationale include:



# DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: THE POLICY COMMITTEE

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- Removal of the phrase “natural persons power” in background, remains in Education Act and not overly relevant.
- Removed some items that are specified in the Education Act or associated regulations.
  - approval of education plan.
  - approve investment parameters.
  - make a recommendation to the Minister for the dissolution of a school council.
- Removed some items that are work of administration (most added to BP12).
  - enable process to support quality teaching.
  - initiate school and program reviews as necessary to ensure the achievement of outcomes.
  - approve budget assumptions/principles (approval of budget priorities remains in the policy).
  - approve locally developed courses.
  - approve IMR submission to Alberta Education
- Removed some items that are described in other policies/contracts.
  - appeal process (BP13).
  - approval of school, transportation and community use fees (BP17, 22, 26).
  - evaluate and review compensation for Superintendent (BP12).
  - monitor policy currency and relevancy (BP10).
  - establishment of welcoming, caring, respectful and safe learning environments (BP19).
  - select Superintendent (Background and BP16).
  - approve attendance areas (BP23)
- Enhanced references to strategic plan throughout.

## **Alternatives:**

### **Alternative I**

The Board approves the proposed Policy 2 Role of the Board as presented.

### **Alternative II**

The Board approves the proposed Policy 2 Role of the Board as amended.

### **Alternative III**

The Board refers Policy 2 Role of the Board to the Board Planning Committee for further review.

### **Alternative IV**

The Board refers Policy 2 Role of the Board to the Policy Committee for further review.

## **Recommendation:**

The Board approves the proposed Policy 2 Role of the Board as presented.

#### **BACKGROUND**

As the corporate entity with natural person powers established by provincial legislation and given authority by the Education Act and attendant regulations and the corporate body elected by the electors that support Rocky View School Division, the Board of Trustees shall provide overall direction and leadership to the Division. The Board of Trustees is a corporation, accountable to the Minister of Education. In keeping with the requirements of government legislation and the values of the electorate, the Board is accountable for the provision of educational programs and services to resident students of the Division to enable their success.

The Board is therefore charged with the responsibility of providing an education system that is organized and operated in the best interests of the students it serves. It exercises this responsibility by setting clear strategic direction, the wise use of resources fiduciary accountability and the generative engagement of constituents.

An annual Board Work Plan will be posted on the Division's website each September.

#### **Specific Areas of Responsibility**

##### **1. Accountability for Student Learning**

- 1.1 Provide overall direction for the Division by establishing vision, mission and values.
- 1.2 Support the establishment of a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
- 1.3 Identify Board priorities at the outset of the Four-Year Education Plan development process in alignment with the Divisional strategic plan.
- 1.4 Enable processes to support quality teaching.
- 1.5 Approve the Four-Year Education Plan.
- 1.6 Annually receive and review updates related to the Four-Year Education Plan.
- 1.7 Approve Annual Education Results Report for submission to Alberta Education and for distribution to the public.
- 1.8 Monitor the effectiveness of the Division in achieving established priorities, desired results and key performance indicators.
- 1.9 Initiate school and program reviews as necessary to ensure the achievement of outcomes.
- 1.10 Approve locally developed courses.



2. Community Assurance

- 2.1 Make informed decisions that consider diverse community values and represent the interests of the entire Division.
- 2.2 Ensure effective communication to the community about Division goals, needs and programs.
- 2.3 Establish processes and provide opportunities for community engagement.
- 2.4 Regularly report significant Board decisions and divisional achievement results to the community.
- 2.5 Maintain communication with school councils through regular attendance at council meetings and the hosting of events for school councils.
- 2.6 Develop appeal processes and hold hearings as required by statute and/or Board policy.
- 2.7 Maintain appropriate transparency in all matters.
- 2.8 Provide for recognition of students, staff and community.

3. Accountability to Provincial Government

- 3.1 Act in accordance with all statutory requirements to implement provincial standards and policies.
- 3.2 Perform Board functions required by governing legislation and existing Board policy.

4. Fiscal Management and Accountability

- 4.1 Approve budget assumptions/principles and establish priorities at the outset of the annual budget process in alignment with the Divisional strategic plan.
- 4.2 Approve Spring and Fall budgets and the allocation of resources to achieve desired results.
- 4.3 Approve budget adjustments larger than 0.5 percentage of total operating budget.
- 4.4 Approve annual school, community use and transportation fees.
- 4.5 Monitor the fiscal management of the Division through receipt of three financial accountability reports per year.
- 4.6 Approve the annual Audited Financial Statements, receive the Audit Report and ensure the management letter recommendations are addressed.
- 4.7 Approve annually the Three-Year Capital Plan for submission to Alberta Education.
- 4.8 Approve modular classroom submission to Alberta Education.
- 4.9 Approve Infrastructure Maintenance and Renewal submission to Alberta Education.
- 4.10 Approve borrowing for capital expenditures within provincial restrictions.
- 4.11 Set the parameters for labour negotiations.

## POLICY 2

### ROLE OF THE BOARD

Approved: 2021 06 17

- 4.12 Ratify Memorandum of Agreement with ATA Local #35 and Support Staff Terms of Agreement.
- 4.13 Approve signing authorities for the Division.
- 4.14 Approve transfer of funds to/from reserves.
- 4.15 Approve investment parameters in alignment with the Education Act Regulation.
- 4.16 Acquire and dispose of land and buildings; ensure titles to or enforceable long-term interests in land are in place prior to capital project construction.
- 4.17 Approve joint-use, land reserve, reciprocal use agreements.
- 4.18 Approve transportation route exceptions.
- 5. Board/Superintendent Relations ("First Team")
  - 5.1 Select the Superintendent.
  - 5.2 Approve the Superintendent's contract.
  - 5.3 Provide the Superintendent with clear corporate direction.
  - 5.4 Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the Education Act.
  - 5.5 Respect the authority of the Superintendent to carry out executive action and support the Superintendent's actions, which are exercised within the delegated discretionary powers of the position.
  - 5.6 Demonstrate respect, integrity and support of the Superintendent.
  - 5.7 Annually evaluate the Superintendent.
  - 5.8 Annually review compensation of the Superintendent.
- 6. Board Development
  - 6.1 Develop and execute a plan for governance excellence.
  - 6.2 Annually evaluate Board effectiveness and determine areas of growth and focus.
  - 6.3 Organize and provide an orientation program for incoming Board and new trustees.
- 7. Policy
  - 7.1 Identify how the Board is to function.
  - 7.2 Develop/revise/approve policies.
  - 7.3 Monitor policy currency and relevancy.

**8. Advocacy**

- 8.1 Act as an advocate for public education and the Division.
- 8.2 Identify issues for advocacy on an ongoing basis.
- 8.3 Develop a plan for advocacy including focus, key messages, relationships and mechanisms.
- 8.4 Promote regular meetings and constructive communication with elected municipal and provincial officials.

**Additional Responsibilities**

The Board shall:

1. Determine the level of consultation and approve school attendance areas.
2. Name schools and other Division-owned facilities. The process must include the local area trustee(s).
3. Approve the Division school-year calendar(s).
4. Make a recommendation to the Minister for dissolution of a School Council.

**Legal Reference:**

- Section 33,51,52,53,54,60,67,139,222 Education Act
- Fiscal Planning and Transparency Act
- Local Authorities Elections Act
- Borrowing Resolution
- Disposition of Property Regulation
- Early Childhood Services Regulation
- Investment Regulation
- School Fees Regulation

## BACKGROUND

The Board of Trustees of Rocky View Schools (the Board) is a corporate entity established by provincial legislation and operates under the authority of the *Education Act* and other associated statutory regulations and requirements. Embracing the Division's foundational purpose to deliver education programming to enable student success, the Board will provide an education system that is organized and operated in the best interests of the students it serves.

The general mandatory powers and duties of the Board are defined in the *Education Act*. The Board is charged with the responsibility of ensuring that its education services and operations are consistent with the requirements of the *Education Act*. The Board will also provide overall strategic direction and leadership to the Division through governance, oversight, accountability, assurance, engagement and advocacy. The Board carries out its authority through the setting of policy.

Powers of the Board shall only be exercised in a duly constituted meeting of the Board, unless delegated by means of written Board policy or resolution. The Board expects Division operations to be conducted in accordance with government regulations and approved Board policy and entrusts the day-to-day operations of the division to the Superintendent.

## GUIDELINES

### 1. Governance

The Board is responsible for governing the Division through a policy framework setting the strategic direction for the Division. Specifically, this will be achieved by:

- 1.1. Developing and executing plans to foster governance excellence.
- 1.2. Establishing vision, purpose and core values for the Division.
- 1.3. Identifying strategic priorities and establishing a Divisional Strategic Plan each electoral term.
- 1.4. Determining how the Board and Division is to function and operate through the setting of policy.
- 1.5. Developing, approving and monitoring the implementation, effectiveness and relevancy of policies that guide the Board and the Division.
- 1.6. Annually evaluating Board success and determining areas of growth and focus.
- 1.7. Providing an onboarding program for incoming Board and new trustees.
- 1.8. Providing the Superintendent with clear corporate direction and respecting their authority to carry out executive action.



## **2. Oversight**

The Board is responsible for providing oversight to the Division and creating the conditions for student, staff and organizational success. Specifically, this will be achieved by:

- 2.1. Monitoring the operations of the Division through timely and regular reporting from the Superintendent.
- 2.2. Setting budget priorities at the outset of the annual budget process in alignment with the Divisional Strategic Plan.
- 2.3. Assessing the fiscal management and position of the Division through receipt of three financial reports per year.
- 2.4. Tracking the effectiveness of the Divisional Strategic Plan in achieving priorities and outcomes and providing direction aimed at continuous improvement.
- 2.5. Receiving annual update on the Division's Education Plan and monitoring the effectiveness of achieving established outcomes.

## **3. Accountability**

The Board is accountable to the Minister of Education and the communities served by the Division for ensuring the delivery of quality education in line with all statutory requirements. Specifically, this will be achieved by:

- 3.1. Approving annual budget and any budget adjustments greater than 0.5 percent of total operating budget.
- 3.2. Approving the Division's Education Plan in alignment with the Divisional Strategic Plan.
- 3.3. Authorizing the Three-Year Capital Plan priorities and the modular classroom request annually for submission to Alberta Education.
- 3.4. Establishing the Divisional school-year calendar.
- 3.5. Naming schools and other Division owned facilities, grounds and spaces.
- 3.6. Approving borrowing for capital expenditures.
- 3.7. Ratifying Memorandum of Agreement with ATA Local #35.
- 3.8. Determining Support Employees and Exempt Employees Terms of Employment.
- 3.9. Setting the parameters for local labour negotiations.
- 3.10. Negotiating the Superintendent's contract.
- 3.11. Designating signing authorities for the Division.
- 3.12. Authorizing the transfer of funds to/from reserves.
- 3.13. Approving Joint Use Planning Agreements with municipalities.
- 3.14. Approving the acquisition and disposition of land and buildings.

#### 4. Assurance

The Board is responsible for providing assurance to the Minister of Education and the public that the Division is fulfilling its obligations under legislation to achieve student success. Specifically, this will be achieved by:

- 4.1. Reviewing and approving the Annual Education Results Report for submission to Alberta Education and distribution to the public.
- 4.2. Reviewing and endorsing the annual Audited Financial Statements, receiving the Audit Report and ensuring the Auditor management letter recommendations are addressed.
- 4.3. Considering diverse community values and representing the interests of the entire Division when making decisions.
- 4.4. Providing for the recognition of students, staff and community.
- 4.5. Striving to create a high level of satisfaction with the services provided by the Division.
- 4.6. Approving transportation route exceptions that enhance program viability and educational opportunities.

#### 5. Engagement

The Board is responsible for ongoing engagement to build understanding and allow for the sharing of values and viewpoints to ensure an education system that is aligned with the diversity of those served by the Division. Specifically, this will be achieved by:

- 5.1. Providing processes and opportunities for meaningful engagement with students, parents/guardians, staff, community and public as appropriate.
- 5.2. Establishing the parameters and level of consultation for Divisional engagements.
- 5.3. Ensuring effective, transparent and regular communication with the public about Board decisions, strategic goals and priorities, advocacy, student achievement results, and other Divisional matters.
- 5.4. Communicating with school councils and providing opportunity for school councils to connect with each other and the Board.

#### 6. Advocacy

The Board is responsible for advocating for the needs of the Division to provide the best support possible to enable student success. Specifically, this will be achieved by:

- 6.1. Acting as a champion for the Division and public education.
- 6.2. Establishing Board Advocacy priorities, a minimum of once per electoral term.
- 6.3. Developing a yearly plan for effective advocacy that includes key actions and strategies.
- 6.4. Monitoring and reviewing advocacy efforts and adjusting as needed.
- 6.5. Identifying emergent issues for advocacy on an ongoing basis.

- 6.6. Promoting regular meetings and maintaining timely and constructive communication with elected officials, business leaders, community organizations, parents/guardians, school councils and decision makers to garner support for the Division and public education.

**Legal References:**

- Section 33,51,52,53,54,60,67,139,222 Education Act
- Fiscal Planning and Transparency Act
- Local Authorities Elections Act
- Borrowing Resolution
- Disposition of Property Regulation
- Early Childhood Services Regulation
- Investment Regulation
- School Fees Regulation



## POLICY 2 ROLE OF THE BOARD

Approved: XXXXXXX

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### BACKGROUND

The Board of Trustees of Rocky View Schools (the Board) is a corporate entity established by provincial legislation and operates under the authority of the Education Act and other associated statutory regulations and requirements. Embracing the Division's foundational purpose to deliver education programming to enable student success, the Board will provide an education system that is organized and operated in the best interests of the students it serves.

The general mandatory powers and duties of the Board are defined in the Education Act. The Board is charged with the responsibility of ensuring that its education services and operations are consistent with the requirements of the Education Act. The Board will also provide overall strategic direction and leadership to the Division through governance, oversight, accountability, assurance, engagement and advocacy. The Board carries out its authority through the setting of policy.

Powers of the Board shall only be exercised in a duly constituted meeting of the Board, unless delegated by means of written Board policy or resolution. The Board expects Division operations to be conducted in accordance with government regulations and approved Board policy and entrusts the day-to-day operations of the division to the Superintendent.

### GUIDELINES

#### 1. Governance

The Board is responsible for governing the Division through a policy framework setting the strategic direction for the Division. Specifically, this will be achieved by:

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- 1.5. Developing, approving and monitoring the implementation, effectiveness and relevancy of policies that guide the Board and the Division.
- 1.6. Annually evaluating Board success and determining areas of growth and focus.
- 1.7. Providing an onboarding program for incoming Board and new trustees.
- 1.8. Providing the Superintendent with clear corporate direction and respecting their authority to carry out executive action.

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Deleted: the corporate body elected by the electors that support Rocky View School Division, the Board of Trustees shall provide overall direction and leadership to the Division. The Board of Trustees is a corporation, accountable to the Minister of Education. In keeping with the

Deleted: of government legislation and the values of the electorate

Deleted: is accountable for the provision of educational programs and services to resident students of the Division to enable their success.

The Board is therefore charged with the responsibility of providing

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Deleted: An annual Board Work Plan will be posted on the Division's website each September.

Specific Areas of Responsibility





## POLICY 2 ROLE OF THE BOARD

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### 2. Oversight

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- 3.12. Authorizing the transfer of funds to/from reserves.
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Support the establishment of a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.  
Identify Board priorities at the outset of the Four-Year

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Enable processes to support quality teaching.  
Approve the Four-Year Education

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## POLICY 2 ROLE OF THE BOARD

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### 4. Assurance

The Board is responsible for providing assurance to the Minister of Education and the public that the Division is fulfilling its obligations under legislation to achieve student success. Specifically, this will be achieved by:

- 4.1. Reviewing and approving the Annual Education Results Report for submission to Alberta Education and distribution to the public.
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- 4.4. Providing for the recognition of students, staff and community.
- 4.5. Striving to create a high level of satisfaction with the services provided by the Division.
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### 5. Engagement

The Board is responsible for ongoing engagement to build understanding and allow for the sharing of values and viewpoints to ensure an education system that is aligned with the diversity of those served by the Division. Specifically, this will be achieved by:

- 5.1. Providing processes and opportunities for meaningful engagement with students, parents/guardians, staff, community and public as appropriate.
- 5.2. Establishing the parameters and level of consultation for Divisional engagements.
- 5.3. Ensuring effective, transparent and regular communication with the public about Board decisions, strategic goals and priorities, advocacy, student achievement results, and other Divisional matters.
- 5.4. Communicating with school councils and providing opportunity for school councils to connect with each other and the Board.

### 6. Advocacy

The Board is responsible for advocating for the needs of the Division to provide the best support possible to enable student success. Specifically, this will be achieved by:

- 6.1. Acting as a champion for the Division and public education.
- 6.2. Establishing Board Advocacy priorities, a minimum of once per electoral term.
- 6.3. Developing a yearly plan for effective advocacy that includes key actions and strategies.
- 6.4. Monitoring and reviewing advocacy efforts and adjusting as needed.
- 6.5. Identifying emergent issues for advocacy on an ongoing basis.

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Initiate school and program reviews as necessary to ensure the achievement of outcomes.¶  
Approve locally developed courses.¶

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## POLICY 2 ROLE OF THE BOARD

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- 6.6. ~~Promoting~~ regular meetings and ~~maintaining timely and~~ constructive communication with elected officials, ~~business leaders, community organizations, parents/guardians, school councils and decision makers to garner support for the Division and public education.~~

### Legal References:

- Section 33,51,52,53,54,60,67,139,222 Education Act
- Fiscal Planning and Transparency Act
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- Disposition of Property Regulation
- Early Childhood Services Regulation
- Investment Regulation
- School Fees Regulation

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Promote

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**Additional Responsibilities**¶

¶ The Board shall:¶

¶ Determine the level of consultation and approve

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¶ Name schools and other Division-owned facilities. The process must include the local area trustee(s).¶

¶ Approve

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Make a recommendation to the Minister for dissolution of a School Council.¶

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# DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: THE POLICY COMMITTEE

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**Item:** Policy 3 Role of the Trustee

**Date of Meeting:** May 1, 2025

**Background:**

In June 2024, the Board completed its annual self-evaluation and identified goals for the upcoming year. One of the goals approved by the Board was to “review and refine the Role of the Board, Role of the Trustee, Role of the Board Chair and the Role of the Vice Chair policies”. When creating the Board development plan for 2024/2025, the Board Planning Committee (BPC) tasked the Policy Committee with this work and to bring suggested edits back to the BPC for discussion.

As part of the Policy Committee’s mandate to review each policy at least once during the term of the elected trustees and based on the direction given by the BPC and the discussion as part of the June 2024 Board self-evaluation, Policy 3 Role of the Trustee was recently reviewed by the committee.

This policy was last reviewed in June 2021.

**Current Status:**

The Committee met several times between January and April and reviewed Policy 3, as well as related Board Policies 2 (Role of the Board) and 12 (Role of the Superintendent). Part of this work was to review and compare policies of other school boards in the province including Black Gold, Chinooks Edge, Canadian Rockies, Calgary Catholic, Edmonton Catholic, Elk Island Public, Foothills, Golden Hills, Lethbridge Public, Medicine Hat Public, and Red Deer Public school divisions.

The Committee has completed its review of Policy 3 and is bringing forward suggestions for edits and revisions to the policy for the Board’s consideration.

The attached documents show the current policy, the proposed policy without track changes, and the track changes copy.

Highlights of edits include:

- Rewrote the background section describing high-level responsibilities of a trustee.
- Took the listing of responsibilities and grouped into some themes related to ethical standards, trust and confidence; decision making; liaising with community; working with Superintendent; professional development.
- Updated and modernized some wording to reflect language in other policies previously updated.
- Nothing was removed from the current policy.
- New additions include:
  - Trustees contribute to a welcoming, safe, caring, inclusive and respectful working and learning environment.
  - Trustees engage in constructive dialogue in a positive and respectful manner.
  - Trustees provide open, timely and transparent communication.



# DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: THE POLICY COMMITTEE

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- Trustees respect differing viewpoints while maintaining positive working relationships.
- Trustees take part in conferences, workshops and training to enhance their effectiveness.

## **Alternatives:**

### **Alternative I**

The Board approves the proposed Policy 3 Role of the Trustee as presented.

### **Alternative II**

The Board approves the proposed Policy 3 Role of the Trustee as amended.

### **Alternative III**

The Board refers Policy 3 Role of the Trustee to the Board Planning Committee for further review.

### **Alternative IV**

The Board refers Policy 3 Role of the Trustee to the Policy Committee for further review.

## **Recommendation:**

The Board approves the proposed Policy 3 Role of the Trustee as presented.

#### **BACKGROUND**

Each trustee represents all public school constituents of the Division and represents this electorate through the democratic process. Each Trustee takes an oath of office stating, "I, (trustee's name), will diligently, faithfully, and to the best of my ability, execute according to law, the office of Trustee for the Rocky View Schools." The role of the trustee is to contribute to the Board as it carries out its mandate in order to achieve its mission.

The Board of Trustees is a corporation, accountable to the Minister of Education. The decisions of the Board in a properly constituted meeting are those of the corporation. Unless delegated by the Board, an individual trustee only has the authority and status of any other citizen.

Individual trustees exercise an effective decision making role in the context of corporate action. A trustee who is given authority by Board to act on behalf of the Board may carry out duties individually but only as an agent of the Board. In such cases, the actions of the trustee are those of the Board, which is then responsible for them. Individual trustees do not have the authority to direct the Division's administration and staff.

#### **Specific Responsibilities**

1. Engage with parents, students, staff and other community stakeholders.
2. Bring forward and advocate for local issues and concerns.
3. Recognize their fiduciary responsibility is to act in the best interests of the Division.
4. Be prepared for and attend Board meetings; contribute to the decisions of the Board in order to provide the best direction possible for the Division.
5. Vote on every Board motion, unless there is a conflict of interest.
6. When the Board makes a corporate decision, it is each trustee's obligation to support that decision.
7. Participate in Board committees and act as the appointed Board representative at School Councils and other external committees.
8. Act as an ambassador for the Board and Division and regularly attend Division or school community functions.
9. Support community members by directing to appropriate jurisdictional resources.
10. Refer matters requiring a corporate decision, not covered by existing Board policy, to the Board for discussion.
11. Refer administrative matters to the Superintendent for action.

## **POLICY 3**

### **ROLE OF THE TRUSTEE**

Approved: 2021 06 17

12. Refer parental and community concerns as per Policy 21.
13. Keep the Superintendent and the Board informed in a timely manner of all matters coming to their attention that might affect the Division. Personnel matters are to be brought to the attention of the Superintendent only.
14. When delegated responsibility, the trustee will exercise such authority within the defined limits.
15. Participate in Board orientation and development sessions.
16. Keep informed of significant developments within the Division.
17. Be cognizant of provincial educational and governance issues and trends.
18. Be familiar with and adhere to the Trustee Code of Conduct.
19. Be familiar with the Education Act and associated regulations, other relevant legislation, the Division's strategic plan, and Division policies and procedures.

#### **Legal Reference:**

- Education Act, Section 33, 34, 51, 52 53, 64, 67, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96
- Section 6 Commissioner of Oaths Act



#### **BACKGROUND**

Trustees are elected through the democratic process to represent the interests of students, parents / guardians, and the public in the decision-making process of the school division. The role of the trustee is to contribute to the Board of Trustees as it works to fulfill its responsibilities as set out in the Education Act.

Trustees exercise an effective decision-making role in the context of corporate action. An individual trustee only has the authority and status of any other citizen. A trustee who is given authority by the Board to act on behalf of the Board may carry out duties individually but only as an agent of the Board. Individual trustees do not have the authority to direct the division's administration and staff.

Trustees are required to take an oath of office stating that they will diligently, faithfully, and to the best of their ability, execute according to the law, the office of Trustee for The Rocky View School Division.

#### **GUIDELINES**

1. Trustees adhere to high ethical standards that build public trust and confidence in the Division and uphold the integrity of the Board. Specifically, trustees will:
  - 1.1. Act as an ambassador for the Board and the Division and regularly attend division, school and community functions.
  - 1.2. Contribute to a welcoming, safe, caring, inclusive and respectful working and learning environment.
  - 1.3. Recognize their fiduciary responsibility to the Division and participate in decision making for the benefit of the entire Division.
  - 1.4. Adhere to the Board Policy 4 - Trustee Code of Conduct.
2. Trustees participate in decision making and effectively contribute to the work and decisions of the Board. Specifically, trustees will:
  - 2.1. Prepare for and participate in Board and committee meetings to provide the best direction possible for the Division.
  - 2.2. Engage in constructive dialogue and contribute to Board deliberations in a positive and respectful manner.
  - 2.3. Vote on every motion, unless there is a conflict of interest as per Board Policy 7 – Board Operations.
  - 2.4. Support the decision of the Board regardless of individual position.
  - 2.5. Refer matters requiring a corporate decision to the Board for discussion.

3. Trustees serve as a liaison between the Division and the community (parents/guardians, students and the public) encouraging active participation in education and student learning. Specifically, trustees will:
  - 3.1. Engage with the community in matters affecting education.
  - 3.2. Participate as the appointed Board representative with school councils as well as other external committees.
  - 3.3. Direct individuals to appropriate jurisdictional resources and information and refer concerns as per Board Policy 21 - Resolution of Public Concerns.
  - 3.4. Listen and advocate for local issues and concerns.
  - 3.5. Provide open, timely and transparent communication.
4. Trustees work together with the Superintendent to successfully advance the mandate of the Division including student success. Specifically, trustees will:
  - 4.1. Respect differing viewpoints and foster a collaborative environment and positive working relationship.
  - 4.2. Keep the Superintendent and the Board informed in a timely manner of significant matters coming to their attention that might affect the Division.
  - 4.3. Refer administrative or personnel matters to the Superintendent for action.
  - 4.4. Exercise duties within defined limits in a responsible and effective manner.
  - 4.5. Possess an understanding of Board policy and administrative procedures, as well as divisional planning and reporting documents.
5. Trustees engage in ongoing learning and professional development to stay informed about education, governance, policy and best practices to support their governance role. Specifically, trustees will:
  - 5.1. Participate in Board and trustee orientation and development sessions.
  - 5.2. Maintain familiarity with the Education Act and other relevant legislation including associated regulations.
  - 5.3. Keep informed of significant developments with the Division.
  - 5.4. Be aware of provincial educational and governance issues and trends.
  - 5.5. Take part in conferences, workshops, and training programs to enhance effectiveness in the role.

**Legal Reference:**

- Education Act, Section 33, 34, 51, 52 53, 64, 67, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96
- Section 6 Commissioner of Oaths Act



## POLICY 3 ROLE OF THE TRUSTEE

Approved: 2021 06 17

### BACKGROUND

Trustees are elected through the democratic process to represent the interests of students, parents / guardians, and the public in the decision-making process of the school division. The role of the trustee is to contribute to the Board of Trustees as it works to fulfill its responsibilities as set out in the Education Act.

Trustees exercise an effective decision-making role in the context of corporate action. An individual trustee only has the authority and status of any other citizen. A trustee who is given authority by the Board to act on behalf of the Board may carry out duties individually but only as an agent of the Board. Individual trustees do not have the authority to direct the division's administration and staff.

Trustees are required to take an oath of office stating that they will diligently, faithfully, and to the best of their ability, execute according to the law, the office of Trustee for The Rocky View School Division.

### GUIDELINES

1. Trustees adhere to high ethical standards that build public trust and confidence in the Division and uphold the integrity of the Board. Specifically, trustees will:

- 1.1. Act as an ambassador for the Board and the Division and regularly attend division, school and community functions.
- 1.2. Contribute to a welcoming, safe, caring, inclusive and respectful working and learning environment.
- 1.3. Recognize their fiduciary responsibility to the Division and participate in decision making for the benefit of the entire Division.
- 1.4. Adhere to the Board Policy 4 - Trustee Code of Conduct.

2. Trustees participate in decision making and effectively contribute to the work and decisions of the Board. Specifically, trustees will:

- 2.1. Prepare for and participate in Board and committee meetings to provide the best direction possible for the Division.
- 2.2. Engage in constructive dialogue and contribute to Board deliberations in a positive and respectful manner.
- 2.3. Vote on every motion, unless there is a conflict of interest as per Board Policy 7 – Board Operations.
- 2.4. Support the decision of the Board regardless of individual position.
- 2.5. Refer matters requiring a corporate decision to the Board for discussion.

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¶ The Board of Trustees is a corporation, accountable to

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Engage with parents, students, staff and other community stakeholders. ¶

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## POLICY 3 ROLE OF THE TRUSTEE

Approved: 2021 06 17

3. Trustees serve as a liaison between the Division and the community (parents/guardians, students and the public) encouraging active participation in education and student learning. Specifically, trustees will:

- 3.1. Engage with the community in matters affecting education.
- 3.2. Participate as the appointed Board representative with school councils as well as other external committees.
- 3.3. Direct individuals to appropriate jurisdictional resources and information and refer concerns as per Board Policy 21 - Resolution of Public Concerns.
- 3.4. Listen and advocate for local issues and concerns.
- 3.5. Provide open, timely and transparent communication.

4. Trustees work together with the Superintendent to successfully advance the mandate of the Division including student success. Specifically, trustees will:

- 4.1. Respect differing viewpoints and foster a collaborative environment and positive working relationship.
- 4.2. Keep the Superintendent and the Board informed in a timely manner of significant matters coming to their attention that might affect the Division.
- 4.3. Refer administrative or personnel matters to the Superintendent for action.
- 4.4. Exercise duties within defined limits in a responsible and effective manner.
- 4.5. Possess an understanding of Board policy and administrative procedures, as well as divisional planning and reporting documents.

5. Trustees engage in ongoing learning and professional development to stay informed about education, governance, policy and best practices to support their governance role. Specifically, trustees will:

- 5.1. Participate in Board and trustee orientation and development sessions.
- 5.2. Maintain familiarity with the Education Act and other relevant legislation including associated regulations.
- 5.3. Keep informed of significant developments with the Division.
- 5.4. Be aware of provincial educational and governance issues and trends.
- 5.5. Take part in conferences, workshops, and training programs to enhance effectiveness in the role.

### Legal Reference:

- Education Act, Section 33, 34, 51, 52 53, 64, 67, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96
- Section 6 Commissioner of Oaths Act

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Support community members by directing

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Refer matters requiring a corporate decision, not covered by existing Board policy, to the Board for discussion.

Refer administrative matters to the Superintendent for action.

Refer parental and community concerns as per Policy 21.

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# DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: THE POLICY COMMITTEE

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**Item:** Policy 12 Role of the Superintendent

**Date of Meeting:** May 1, 2025

**Background:**

The Policy Committee's mandate is to review each policy at least once during the term of the elected trustees. Given the interconnected and complementary nature of the Role of the Board and Role of the Superintendent policies, Policy 12 Role of the Superintendent was recently reviewed by the committee to ensure alignment with proposed revisions to Policy 2 Role of the Board.

This policy was last reviewed in June 2021.

**Current Status:**

The Committee has completed its review of Policy 12 and is bringing forward suggestions for edits and revisions to the policy for the Board's consideration.

The attached documents show the current policy, the proposed policy without track changes, and the track changes copy. Of note, most of the policy remains the same; the track changes copy reflects movement within the policy.

Highlights of edits include:

- Rewrote the background section describing high-level responsibilities of the Superintendent and components from the Superintendent of Schools Regulation.
- Updated select section categories to reflect updated language.
- Reorganized items to fit under these new categories.
- Updated and modernized some wording to reflect language in other policies previously updated.
- Updated reference to new Protection of Privacy Act and Access to Information Act.
- Added a few items previously in Board Policy 2 – Role of the Board.
  - Approve locally developed courses, and report annually to the Board.
  - Approve IMR submission to Alberta Education, and report annually to the Board.
- Items that were removed in the new draft and rationale include:
  - Removed reference to attendance officer as this is required in the Education Act or associated regulations.
  - Coordination and integration of human resources in the division was specifically mentioned but all functions need to be coordinated and integrated.
  - Reference to keeping an organizational chart.

**Alternatives:**

**Alternative 1**

The Board approves the proposed Policy 12 Role of the Superintendent as presented.



# DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: THE POLICY COMMITTEE

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## **Alternative II**

The Board approves the proposed Policy 12 Role of the Superintendent as amended.

## **Alternative III**

The Board refers Policy 12 Role of the Superintendent to the Board Planning Committee for further review.

## **Alternative IV**

The Board refers Policy 12 Role of the Superintendent to the Policy Committee for further review.

## **Recommendation:**

The Board approves the proposed Policy 12 Role of the Superintendent as presented.

#### **BACKGROUND**

The Superintendent is the Chief Executive Officer of the Board and the Chief Education Officer of the Division. The Superintendent reports directly to the corporate Board and is accountable to the Board of Trustees for the conduct and operation of the Division. All Board authority delegated to the staff of the Division is delegated through the Superintendent.

#### **Specific Areas of Responsibility**

##### **1. Student Learning**

- 1.1 Provides leadership in all matters relating to education in the Division.
- 1.2 Ensures students in the Division have the opportunity to meet or exceed the standards of education set by the Minister.
- 1.3 Aligns Division resources and builds organizational capacity to support First Nations, Métis and Inuit student achievement.
- 1.4 Ensures that learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and citizenship.
- 1.5 Provides leadership in fostering conditions, which promote the improvement of educational opportunities for all students.
- 1.6 Provides leadership in implementing education policies established by the Minister and the Board.

##### **2. Student Welfare**

- 2.1 Ensures that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
- 2.2 Ensures that the social, physical, intellectual, cultural, spiritual and emotional growth needs of students are met in the overall school environment.
- 2.3 Ensures the safety and well-being of students while participating in school programs or while being transported on transportation provided by the Division.
- 2.4 Ensures the facilities adequately accommodate Division students.
- 2.5 Acts as, or designates, the attendance officer for the Division.

##### **3. Fiscal Responsibility**

- 3.1 Ensures the fiscal management of the Division by the Secretary-Treasurer is in accordance with the terms or conditions of any funding received by the Board under the Education Act or any other Act.
- 3.2 Ensures the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.

## **POLICY 12**

### **ROLE OF THE SUPERINTENDENT**

Approved: 2021 06 17

- 3.3 Directs the preparation and the presentation of the budget.
- 3.4 Ensures the Board has current and relevant financial information.
- 3.5 Directs the preparation of the Three-Year Capital Plan for submission to the Board.

#### **4. Personnel Management**

- 4.1 Has overall authority and responsibility for all personnel-related matters, except the mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.
- 4.2 Monitors the performance of all staff and ensures appropriate evaluation processes are in place.
- 4.3 Supports staff in accessing the professional learning and capacity building needed to meet the learning needs of all students.
- 4.4 Ensures the coordination and integration of human resources within the Division.
- 4.5 Ensures that each staff member is provided with a welcoming, caring, respectful and safe working environment that respects diversity and fosters a sense of belonging.

#### **5. Policy/Administrative Procedures**

- 5.1 Provides leadership in the planning, development, implementation and evaluation of Board policies.
- 5.2 Develops and keeps current an Administrative Procedures Manual that is consistent with Board policy and provincial policies, regulations and procedures.

#### **6. Superintendent/Board Relations ("The First Team")**

- 6.1 Engages in and maintains positive, professional working relations with the Board.
- 6.2 Respects and honours the Board's role and responsibilities and facilitates the implementation of that role as defined in Board policy.
- 6.3 Attends all Board meetings and makes recommendations on matters requiring Board action by providing accurate information and reports as are needed to ensure the making of informed decisions.
- 6.4 Provides the information and counsel that the Board requires to perform its role.
- 6.5 Keeps the Board informed on sensitive issues in a timely manner.
- 6.6 Attends, and/or designates, administrative attendance at all committee meetings.
- 6.7 Demonstrates respect, integrity and support, which are conveyed to the staff and community.



**7. Strategic Planning and Reporting**

- 7.1 Collaborates with the Board Planning Committee to establish the process for developing the strategic plan, and the annual review of the strategic plan.
- 7.2 Assists the Board with stakeholder engagement as defined in Policy 9, Strategic Plan.
- 7.3 Implements the strategic plan through integration of various operational plans and initiatives across the Division. Operational plans, including the Four-Year Educational Plan and the annual budget, will reflect alignment with the Division's strategic priorities and operational needs.
- 7.4 Reports regularly on results achieved, including the Annual Education Results Report. Division-level accountability reports will draw connections to the Division's strategic plan.
- 7.5 The Superintendent will provide an accountability report to the Board on the strategic plan annually and note areas of success, opportunity and continuous improvement.

**8. Organizational Management**

- 8.1 Demonstrates effective organization skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.
- 8.2 Reports to the Minister with respect to matters identified in and required by the Education Act and provincial legislation.
- 8.3 Reviews, modifies and maintains an organizational chart which accurately delineates lines of authority and responsibility.
- 8.4 Builds an organizational structure and promotes a Division culture which facilitates positive results, effectively handles emergencies and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.

**9. Communications and Community Relations**

- 9.1 Takes appropriate actions to ensure open, transparent, positive internal and external communications are developed and maintained.
- 9.2 Ensures parents have a high level of satisfaction with the services provided and the responsiveness of the Division.
- 9.3 Maintains effective relationships within the system and the community served by the system.
- 9.4 Acts as the Head of the organization for the purposes of the Freedom of Information and Protection of Privacy (FOIP) Act.
- 9.5 Participates actively in the community in order to enhance and support the Division's mission.
- 9.6 In consultation with the Board Chair, serves as spokesperson for the Division for the media and public in order to keep the Division's messages consistent and accurate.
- 9.7 Keeps the Board informed through the provision of appropriate accountability reports.

**10. Leadership Practices**

- 10.1 Practices leadership in a manner that is viewed positively and has the support of those with whom the Superintendent works most directly in carrying out the directives of the Board and the Minister.
- 10.2 Develops and maintains positive and effective relations with provincial and regional government departments and agencies.
- 10.3 Ensures that meaningful collaboration arises from relationships built on trust, honesty and respect.

CURRENT

**Legal Reference:**

- Section 8, 33, 35.1, 51, 52, 222 Education Act
- Freedom of Information and Protection of Privacy Act
- Truth and Reconciliation Commission Calls to Action
- Superintendent Leadership Quality Standard

#### **POLICY 12 – APPENDIX A – SUPERINTENDENT EVALUATION**

1. As the sole direct employee of the Board of Trustees, regular evaluation of the Superintendent/ CEO is an essential Board responsibility.
2. The Board Planning Committee will decide the format and procedure for the annual evaluation.
3. An annual written evaluation of the Superintendent's performance provides for both accountability and growth, and the strengthening of the relationship between the Board and the Superintendent.
4. This evaluation report ensures feedback to the Board is provided regularly. Such feedback will be timely, provided annually, be supported by specific examples and will focus on areas over which the Superintendent has authority.
5. The following characteristics and guidelines will be considered in the formation of the typical annual evaluation. The annual evaluation:
  - 5.1. will typically take place in June of each year;
  - 5.2. highlights the key role of the Superintendent as the Chief Executive Officer for the Division to enhance student achievement and success for all students;
  - 5.3. recognizes that the Superintendent is held accountable for work performed primarily by other senior administrators, e.g. fiscal management;
  - 5.4. emphasizes the need for and requires the use of evidence for evaluation purposes;
  - 5.5. will affirm specific accomplishments and will identify growth areas that may address areas of weakness while others will identify areas where greater emphasis is required due to changes in the environment; and
  - 5.6. is aligned with and based upon the Superintendent's roles and responsibilities as outlined in the above policy.
6. It is expected that the Superintendent is involved in the evaluation process with opportunities to ensure the Board has full information and may choose to enter into discussion to ensure the evidence provided has been understood.
7. This report will be reviewed by the Board in an in-camera meeting and approved by Board motion in a public meeting. A signed copy will be provided to the Superintendent and a second signed copy will be placed in their personnel file held by the Division.

#### **BACKGROUND**

The Superintendent is the Chief Executive Officer of the Board and the Chief Education Officer of the Division. The Superintendent reports directly to the corporate Board and is accountable for the conduct and operation of the Division. All Board authority delegated to the staff of the Division is delegated through the Superintendent.

It is the Board's responsibility to select the Superintendent and entrust the day-to-day management of the school division to the staff through the Superintendent. The Superintendent will carry out the duties assigned to the Superintendent by the Board and through legislation. The Superintendent will oversee the operation of schools and the provision of education programs in the school division.

The Board must appoint as a Superintendent only a teacher who holds or qualifies for a superintendent leadership certificate prescribed by the regulations and issued under the Education Act.

#### **GUIDELINES**

##### **1. Educational Leadership**

- 1.1. Provides leadership in all matters relating to education in the Division.
- 1.2. Fosters and creates conditions that promote the improvement of education opportunities and outcomes for all students.
- 1.3. Practices leadership in a manner that is viewed positively and has the support of those with whom the Superintendent works most directly.
- 1.4. Leads the implementation of education policies established by the Minister and the Board.
- 1.5. Approves locally developed courses and reports annually to the Board on these courses.

##### **2. Student Achievement and Well-Being**

- 2.1. Ensures students in the Division have the opportunity to meet or exceed the standards of education set by the Minister.
- 2.2. Establishes learning environments that support the development of skills and habits necessary to be a contributing member of society.
- 2.3. Make sure that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
- 2.4. Leads initiatives to advance student learning and achievement.
- 2.5. Builds organizational capacity to support First Nations, Métis and Inuit student achievement.
- 2.6. Safeguards the safety and well-being of students while participating in school programs and accessing school services.
- 2.7. Ensures facilities are adequately maintained and meet standards of health and safety.

##### **3. Organizational Management**

- 3.1. Develops an organizational structure that fosters a positive culture and delivers effective results.
- 3.2. Ensures a welcoming, caring, respectful and safe learning and working environment that respects diversity and fosters a sense of belonging.

- 3.3. Demonstrates effective organization skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.
- 3.4. Reports to the Minister with respect to matters identified in and required by the Education Act and provincial legislation.
4. Operational Oversight
  - 4.1. Provides oversight of the day-to-day operations of the Division and is accountable for all work performed by staff.
  - 4.2. Has overall authority and responsibility for all personnel-related matters, except the mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.
  - 4.3. Monitors the performance of all staff and ensures appropriate evaluation processes are in place.
  - 4.4. Provides learning and capacity building opportunities to support professional development, growth and advancement.
  - 4.5. Ensures the facilities adequately accommodate Division students.
  - 4.6. Approves spending of infrastructure maintenance and renewal funds and capital maintenance and renewal funds and reports to the Board annually on the use of these funds.
  - 4.7. Implements the requirements of the Occupational Health and Safety Act, including required staff professional development.
  - 4.8. Acts as the Head of the organization for the purposes of the Protection of Privacy Act and Access to Information Act.
5. Policy Implementation and Compliance
  - 5.1. Provides expertise, advice, and recommendations to the Board regarding policy creation.
  - 5.2. Supports the development, modification, implementation and evaluation of Board policies.
  - 5.3. Develops and keeps up to date Administrative Procedures that are consistent with Board policy and provincial legislation, regulations and procedures.
  - 5.4. Ensures operations are compliant with policy and administrative procedures.
6. Fiscal Responsibility
  - 6.1. Oversees the fiscal management of the Division in accordance with applicable legislation and the terms or conditions of funding received under the Education Act or any other Act.
  - 6.2. Ensures the Division operates with fiscal responsibility, adhering to established accounting procedures and standards.
  - 6.3. Directs the preparation and presentation of the divisional budget.
  - 6.4. Ensures the Board has current, relevant, timely and accurate financial information.
7. Planning and Reporting
  - 7.1. Supports the development of the Board's Strategic Plan and presents annual report and review of the progress made towards achieving the goals noting areas of success, opportunity and continuous improvement.



## POLICY 12

### ROLE OF THE SUPERINTENDENT

Approved: XXXX XX XX

- 7.2. Develops and implements operational plans and initiatives in alignment with strategic priorities and operational needs to effectively implement the Board's long-term vision for the division.
- 7.3. Reports regularly to the Board on results achieved and progress made on operational plans drawing connections to the Division's strategic plan.
- 7.4. Prepares the Annual Education Results Report for Board approval and submission to Alberta Education.
- 7.5. Directs the preparation of the Three-Year Capital Plan and submits to Alberta Education.
8. Community Relations
  - 8.1. Takes appropriate actions to ensure open, transparent, positive internal and external communications are developed and maintained.
  - 8.2. Strives to create a high level of satisfaction with the services provided and the responsiveness of the Division.
  - 8.3. Establishes positive and meaningful relationships within the Division and the communities served by the Division.
  - 8.4. Develops and maintains positive and effective relations with provincial and regional government departments and agencies.
  - 8.5. Assists the Board with stakeholder engagements as required.
  - 8.6. In consultation with the Board Chair, acts as spokesperson for the Division for the media and public.
  - 8.7. Acts as an ambassador for the Division.
9. Board Governance
  - 9.1. Respects and honours the Board's governance role and conveys that to the staff and community.
  - 9.2. Provides advice and counsel to the Board.
  - 9.3. Assist the Board in the fulfillment of their role as defined in Board policy and legislation.
  - 9.4. Engages in and maintains positive, professional working relations with the Board.
  - 9.5. Attends all Board meetings and makes recommendations on matters requiring Board action by providing accurate information and reports as needed to ensure the making of informed decisions.
  - 9.6. Keeps the Board informed on sensitive issues in a timely manner.
  - 9.7. Attends or delegates administrative attendance at Board committee meetings as required.

#### Legal Reference:

- Section 8, 33, 35.1, 51, 52, 222 Education Act
- Superintendent of Schools Regulation 98/2019
- Freedom of Information and Protection of Privacy Act
- Truth and Reconciliation Commission Calls to Action
- Superintendent Leadership Quality Standard

#### **POLICY 12 – APPENDIX A – SUPERINTENDENT EVALUATION**

1. As the sole direct employee of the Board of Trustees, regular evaluation of the Superintendent/ CEO is an essential Board responsibility.
2. The Board Planning Committee will decide the format and procedure for the annual evaluation.
3. An annual written evaluation of the Superintendent's performance provides for both accountability and growth, and the strengthening of the relationship between the Board and the Superintendent.
4. This evaluation report ensures feedback to the Board is provided regularly. Such feedback will be timely, provided annually, be supported by specific examples and will focus on areas over which the Superintendent has authority.
5. The following characteristics and guidelines will be considered in the formation of the typical annual evaluation. The annual evaluation:
  - 5.1. will typically take place in June of each year;
  - 5.2. highlights the key role of the Superintendent as the Chief Executive Officer for the Division to enhance student achievement and success for all students;
  - 5.3. recognizes that the Superintendent is held accountable for work performed primarily by other senior administrators, e.g. fiscal management;
  - 5.4. emphasizes the need for and requires the use of evidence for evaluation purposes;
  - 5.5. will affirm specific accomplishments and will identify growth areas that may address areas of weakness while others will identify areas where greater emphasis is required due to changes in the environment; and
  - 5.6. is aligned with and based upon the Superintendent's roles and responsibilities as outlined in the above policy.
6. It is expected that the Superintendent is involved in the evaluation process with opportunities to ensure the Board has full information and may choose to enter into discussion to ensure the evidence provided has been understood.
7. This report will be reviewed by the Board in an in-camera meeting and approved by Board motion in a public meeting. A signed copy will be provided to the Superintendent and a second signed copy will be placed in their personnel file held by the Division.



## POLICY 12 ROLE OF THE SUPERINTENDENT

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### BACKGROUND

The Superintendent is the Chief Executive Officer of the Board and the Chief Education Officer of the Division. The Superintendent reports directly to the corporate Board and is accountable for the conduct and operation of the Division. All Board authority delegated to the staff of the Division is delegated through the Superintendent.

It is the Board's responsibility to select the Superintendent and entrust the day-to-day management of the school division to the staff through the Superintendent. The Superintendent will carry out the duties assigned to the Superintendent by the Board and through legislation. The Superintendent will oversee the operation of schools and the provision of education programs in the school division.

The Board must appoint as a Superintendent only a teacher who holds or qualifies for a superintendent leadership certificate prescribed by the regulations and issued under the Education Act.

### GUIDELINES

#### 1. Educational Leadership

- 1.1. Provides leadership in all matters relating to education in the Division.
- 1.2. Fosters and creates conditions that promote the improvement of education opportunities and outcomes for all students.
- 1.3. Practices leadership in a manner that is viewed positively and has the support of those with whom the Superintendent works most directly.
- 1.4. Leads the implementation of education policies established by the Minister and the Board.
- 1.5. Approves locally developed courses and reports annually to the Board on these courses.

#### 2. Student Achievement and Well-Being

- 2.1. Ensures students in the Division have the opportunity to meet or exceed the standards of education set by the Minister.
- 2.2. Establishes learning environments that support the development of skills and habits necessary to be a contributing member of society.
- 2.3. Make sure that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
- 2.4. Leads initiatives to advance student learning and achievement.
- 2.5. Builds organizational capacity to support First Nations, Métis and Inuit student achievement.
- 2.6. Safeguards the safety and well-being of students while participating in school programs and accessing school services.
- 2.7. Ensures facilities are adequately maintained and meet standards of health and safety.

#### 3. Organizational Management

- 3.1. Develops an organizational structure that fosters a positive culture and delivers effective results.
- 3.2. Ensures a welcoming, caring, respectful and safe learning and working environment that respects diversity and fosters a sense of belonging.

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## POLICY 12 ROLE OF THE SUPERINTENDENT

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3.3. Demonstrates effective organization skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.

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3.4. Reports to the Minister with respect to matters identified in and required by the Education Act and provincial legislation.

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### 4. Operational Oversight

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4.1. Provides oversight of the day-to-day operations of the Division and is accountable for all work performed by staff.

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4.2. Has overall authority and responsibility for all personnel-related matters, except the mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.

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4.3. Monitors the performance of all staff and ensures appropriate evaluation processes are in place.

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4.4. Provides learning and capacity building opportunities to support professional development, growth and advancement.

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4.5. Ensures the facilities adequately accommodate Division students.

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4.6. Approves spending of infrastructure maintenance and renewal funds and capital maintenance and renewal funds and reports to the Board annually on the use of these funds.

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4.7. Implements the requirements of the Occupational Health and Safety Act, including required staff professional development.

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4.8. Acts as the Head of the organization for the purposes of the Protection of Privacy Act and Access to Information Act.

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### 5. Policy Implementation and Compliance

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5.1. Provides expertise, advice, and recommendations to the Board regarding policy creation.

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5.2. Supports the development, modification, implementation and evaluation of Board policies.

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5.3. Develops and keeps up to date Administrative Procedures that are consistent with Board policy and provincial legislation, regulations and procedures.

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5.4. Ensures operations are compliant with policy and administrative procedures.

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### 6. Fiscal Responsibility

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6.1. Oversees the fiscal management of the Division in accordance with applicable legislation and the terms or conditions of funding received under the Education Act or any other Act.

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6.2. Ensures the Division operates with fiscal responsibility, adhering to established accounting procedures and standards.

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6.3. Directs the preparation and presentation of the divisional budget.

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6.4. Ensures the Board has current, relevant, timely and accurate financial information.

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### 7. Planning and Reporting

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7.1. Supports the development of the Board's Strategic Plan and presents annual report and review of the progress made towards achieving the goals noting areas of success, opportunity and continuous improvement.

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- 7.2. Develops and implements operational plans and initiatives in alignment with strategic priorities and operational needs to effectively implement the Board's long-term vision for the division.
- 7.3. Reports regularly to the Board on results achieved and progress made on operational plans drawing connections to the Division's strategic plan.
- 7.4. Prepares the Annual Education Results Report for Board approval and submission to Alberta Education.
- 7.5. Directs the preparation of the Three-Year Capital Plan and submits to Alberta Education.

### 8. Community Relations

- 8.1. Takes appropriate actions to ensure open, transparent, positive internal and external communications are developed and maintained.
- 8.2. Strives to create a high level of satisfaction with the services provided and the responsiveness of the Division.
- 8.3. Establishes positive and meaningful relationships within the Division and the communities served by the Division.
- 8.4. Develops and maintains positive and effective relations with provincial and regional government departments and agencies.
- 8.5. Assists the Board with stakeholder engagements as required.
- 8.6. In consultation with the Board Chair, acts as spokesperson for the Division for the media and public.
- 8.7. Acts as an ambassador for the Division.

### 9. Board Governance

- 9.1. Respects and honours the Board's governance role and conveys that to the staff and community.
- 9.2. Provides advice and counsel to the Board.
- 9.3. Assist the Board in the fulfillment of their role as defined in Board policy and legislation.
- 9.4. Engages in and maintains positive, professional working relations with the Board.
- 9.5. Attends all Board meetings and makes recommendations on matters requiring Board action by providing accurate information and reports as needed to ensure the making of informed decisions.
- 9.6. Keeps the Board informed on sensitive issues in a timely manner.
- 9.7. Attends or delegates administrative attendance at Board committee meetings as required.

### Legal Reference:

- Section 8, 33, 35.1, 51, 52, 222 Education Act
- Superintendent of Schools Regulation 98/2019
- Freedom of Information and Protection of Privacy Act
- Truth and Reconciliation Commission Calls to Action
- Superintendent Leadership Quality Standard

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## POLICY 12 ROLE OF THE SUPERINTENDENT

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### POLICY 12 – APPENDIX A – SUPERINTENDENT EVALUATION

1. As the sole direct employee of the Board of Trustees, regular evaluation of the Superintendent/ CEO is an essential Board responsibility.
2. The Board Planning Committee will decide the format and procedure for the annual evaluation.
3. An annual written evaluation of the Superintendent's performance provides for both accountability and growth, and the strengthening of the relationship between the Board and the Superintendent.
4. This evaluation report ensures feedback to the Board is provided regularly. Such feedback will be timely, provided annually, be supported by specific examples and will focus on areas over which the Superintendent has authority.
5. The following characteristics and guidelines will be considered in the formation of the typical annual evaluation. The annual evaluation:
  - 5.1. will typically take place in June of each year;
  - 5.2. highlights the key role of the Superintendent as the Chief Executive Officer for the Division to enhance student achievement and success for all students;
  - 5.3. recognizes that the Superintendent is held accountable for work performed primarily by other senior administrators, e.g. fiscal management;
  - 5.4. emphasizes the need for and requires the use of evidence for evaluation purposes;
  - 5.5. will affirm specific accomplishments and will identify growth areas that may address areas of weakness while others will identify areas where greater emphasis is required due to changes in the environment; and
  - 5.6. is aligned with and based upon the Superintendent's roles and responsibilities as outlined in the above policy.
6. It is expected that the Superintendent is involved in the evaluation process with opportunities to ensure the Board has full information and may choose to enter into discussion to ensure the evidence provided has been understood.
7. This report will be reviewed by the Board in an in-camera meeting and approved by Board motion in a public meeting. A signed copy will be provided to the Superintendent and a second signed copy will be placed in their personnel file held by the Division.

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