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

JUNE 5, 2025
10:00 a.m. Regular Board Meeting

AGENDA

1. Call to Order

2. Approval of Agenda

3. Land Acknowledgement

   Trustee Norma Lang

   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.

4. Approval of Minutes

   a) Regular Board Meeting – May 22, 2025

5. Exemplary Practice/ Student Showcase

   a) Recognition of Staff Academic Achievement

6. Superintendent's Report

7. Chair's Report/Correspondence

8. Trustee Reports

9. Notice of Motion

10. Adjournment

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

Date of Meeting: June 5, 2025

Showcase Name: Recognition of Staff Academic Achievement

Project Description

Each year, the Board of Trustees recognizes staff members who demonstrate leadership in learning by obtaining post-secondary degrees or professional certificates. The Board extends its congratulations to 25 RVS team members who have upheld the principle that continual growth helps create a world-class learning organization where all students achieve their absolute best. Please see the attached Staff Academic Achievement brochure for details on their accomplishments.

RVS values lifelong learning for all staff. These staff members not only demonstrate that we are all learners, but they also exemplify leadership in learning.

Rocky View Schools (RVS) promotes life-long learning for our students and our staff. This continual growth helps create a world-class learning organization where all students achieve their absolute best.

The Board of Trustees is proud to recognize the accomplishments of 25 staff members who not only exemplify RVS' vision that we are all learners, but who also demonstrate leadership in learning.

Gene Bangoy

Learning Assistant, Northcott Prairie School

Bachelor of Community Rehabilitation and Disability Studies – University of Calgary

"Through her studies, Gene has gained a strong foundation in supporting students with diverse needs, deepened her understanding of equity in education and developed valuable insights into how disability support is structured in Canada. Her passion and knowledge will no doubt have a lasting, positive impact on the Northcott Prairie and RVS communities and the individuals she works with. Well done!" Devon Sawby, Principal

Shelley Churchill

Learning Assistant (Support Substitute), Bearspaw School

Education Assistant Certificate – Bow Valley College

"Shelley has been a regular and valuable support substitute at Bearspaw School for the past three years. She has a wealth of knowledge and talent in supporting students; the relationships she develops with each one is her greatest superpower. We are excited for this achievement and what it will mean to RVS! Congratulations, Shelley!" Andrea Craigie, Principal

Anne–Marie Czember

Assistant Principal, R.J. Hawkey Elementary School

Trauma Sensitive Practices Graduate Certificate – University of Alberta

"Anne-Marie completed a two-year graduate certificate in 2025. A passionate role model, she helps all students thrive. Her integration of trauma-informed strategies into our school is strengthening staff capabilities and supporting student success both academically and personally." Jackie Root, Principal

Leslie Fleming

Learning Assistant, Crossfield Elementary School

Braille Transcription Certificate – Canadian National Institute for the Blind

"Leslie has accomplished this achievement in a remarkably short period of time. Her dedication and hard work have had a significant impact, enabling a blind student in our school to begin learning braille. This course is highly intensive, and Leslie deserves sincere congratulations for her time, effort and commitment." Jordan Flower, Principal

Carolyn Flower

Teacher, Muriel Clayton Middle School

Master of Education: Interdisciplinary Studies – University of Calgary

"Carolyn has been a dedicated advocate for inclusive practices within RVS, completing a diploma in Inclusive Education and a certificate in Supporting and Enhancing Children's Mental Health through her master's program at the University of Calgary. Her research on parent-teacher collaboration for students with ADHD deepens her impact in the classroom and in the school, fostering stronger partnerships and support systems for students." Susan Sellan, Principal

Abbey Forand

Teacher, Rainbow Creek Elementary School

Master of Education: Inclusive Education – St. Francis Xavier University

"Abbey embodies what it means to be a teacher for all students. She works tirelessly to meet the diverse needs of every child in her classroom and throughout the school. Abbey is deeply committed to building a positive school culture and fostering a sense of belonging through her committee work, always striving for excellence in everything she does. Congratulations!" Lisa Schultz, Principal

Jenn Fuller

Teacher, Fireside School

Master of Education: Interdisciplinary Studies – University of Calgary

"Congratulations to Jenn for completing her master's degree specializing in School and Counselling Psychology and Supporting and Enhancing Mental Health. Jenn addresses diverse student needs, promotes mental well-being and fosters inclusive environments. Her expertise creates a positive school culture focused on emotional and psychological health."   Dave Banderk, Principal

Stacy Greenwood

Administrative Assistant III, Kathyrn School

Bachelor of Human Resources and Labour Relations (with Distinction) – Athabasca University

"Stacy's commitment to ongoing and life-long learning not only benefits RVS, but also the community of Kathryn School where she interacts daily with families, students and staff members in her role. Stacy's achievement will further support her role in the competencies of fostering effective relationships and leadership, making her a valued member of the community she serves. Congratulations!"

Angela Rott, Assistant Principal

Kelly Kreiger

Teacher, R.J. Hawkey Elementary School

Graduate Diploma: Educational Research – University of Calgary

"Kelly's graduate diploma focused on educational neuroscience and STEM. As a middle school teacher, Kelly is passionate about neuroscience and its impact on executive functioning. Her use of brain-based research is helping her students thrive, and she is modelling to staff the importance of brain-based research in education."   Jackie Root, Principal

Jennifer Leadley

OHS Officer, Education Centre

OHS Diploma – University of Calgary

"Jen continues to pursue her occupational health and safety credentials, having obtained her diploma this year. She continues to be the champion for RVS' safety culture through her untiring dedication to her professional learning. Congratulations!"   Lyndon Chubbs, Senior Manager of Human Resources and OHS

Sherry Lightfoot

Teacher, Cochrane High School

Master of Education: Educational Research – University of Calgary

"Sherry has been a welcome addition to Cochrane High School and our French Immersion and second language programs. During her program, she specialized in neuroscience in education. Sherry's enthusiasm and passion for second language learning has had a tremendous impact on students, including a growing interest and requests for the addition of Spanish language courses that will be offered for the 2025/26 school year. We congratulate Sherry on this significant achievement!"

Jeff Chalmers, Principal

Jacki Martel

Learning Assistant, Nose Creek Elementary School

Bachelor of Education – University of Calgary

"Jacki exemplifies life-long learning. Since joining RVS, she has completed two major academic achievements: first, she earned her educational assistant certification and now, she has earned her teaching degree, all while working as an employee and practicum student at RVS. I commend Jacki for her phenomenal achievements as a learner and teacher!"   Suzanne Martin, Principal

Sarah–Faye MacGregor

Teacher, Northcott Prairie School

Master of Education – University of Calgary

"Sarah-Faye's research highlights the value of integrating physical activity into classroom teaching to support students' physical health, social well-being and academic focus. She brings this passion to life in her classroom and through Northcott Prairie School's Experiential Learning Week. We're proud to celebrate her success!"
Devon Sawby, Principal

Carolyn Mcleod

Teacher, Cochrane High School

Doctor of Education: Educational Research – University of Calgary

"Carolyn has been a dedicated teacher and life-long learner over her career. Her doctorate, specializing in curriculum and learning, looked at regulation in students and using research-based practices. Carolyn provided programming in psychology classes at Cochrane High School, including using HeartMath to help students develop strategies for regulation and to decrease anxiety. She shared this work with many student teachers, helping them to prepare for their new careers. Congratulations Carolyn!"
Jeff Chalmers, Principal

Megan Murayama

Teacher, R.J. Hawkey Elementary School

Master of Education: Educational Research – University of Calgary

"Megan's master's degree focused on supporting and enhancing children's mental health and learning disabilities in the classroom. Her research into whether offering rewards to students increases their prosocial behaviours will serve her well as she continues to work with our younger students in RVS."
Jackie Root, Principal

Robyn Napier

Teacher, Rainbow Creek Elementary School

Post Graduate Inclusive Education Certificate – Queen's University

"Robyn is the go-to expert at our school for inclusive practices and EAL support. Her collaborative spirit and deep knowledge make her an essential resource for teachers seeking strategies and planning support. Earning her certificate in inclusive education further empowers her to lead meaningful, school-wide change for all learners."
Lisa Schultz, Principal

Kelli Rendell

Learning Coordinator, Bert Church High School

Bachelor of Arts: Global Development Studies – Queens University

"Kelli is a valued staff member who supports students in their learning journey every day. It was delightful to share in her excitement and joy about her recent achievement. Her passion for learning was evident as she spoke about her classes and shared new insights. Her commitment to advancing her own learning is inspirational to both staff and students, and our school community recognizes her dedication to personal and professional growth."
Nikki Tysowski, Principal

Jennifer Rowe

Family School Liaison, Education Centre

Master of Arts: Counselling Psychology – Yorkville University

"Jennifer is currently a provisional psychologist and maintains her role as family school liaison. This accomplishment reflects her dedication and resilience, as she balanced her full-time employment with her academic studies and personal responsibilities. We are pleased to celebrate Jennifer's achievement. Her continued learning will greatly benefit the families, students, our divisional learning supports team and the schools she serves."
Sherri Black, Director of Learning Supports

Kaity Schaab

Teacher, Fireside School

Curriculum Development and Instructional Design Certificate – Mount Royal University

"Kaity's innovative and passionate approach to instructional design distinguishes her as a masterful educator. She has employed rich teaching practices from Grade 1 all the way up to Grade 8! She dedicates herself to continuous improvement, and this achievement is just one reaffirmation of that. Congratulations Kaity!"
Jason Ness, Assistant Principal

Jennifer Thompson

Senior Communications and Engagement Officer, Education Centre

Strategic Communications Management Professional Certification – Global Communication Certification Council

"Jennifer demonstrates critical thinking and strategic communications skills in all her work. When a new project is brought to her, she asks, 'what problem are we trying to solve?' and digs into this question with her colleagues and others to ensure she brings forward focused solutions to drive measurable outcomes that achieve RVS' goals. Jennifer's SCMP certification is one of many examples of her commitment to life-long learning and to RVS' success. You make us proud!"

Tara de Weerd, Director of Communications and Engagement

Divina Tindog

Caretaker I, Elizabeth Barrett Elementary School

Diploma in Business Administration – Professional Institution of Management and Technology

"Divina is a member of our RVS team who is committed to furthering her learning. After completing her diploma in business administration, she is also taking an Education Assistant certificate. She makes a difference in our school, and we are so happy to have her as part of our team!"

Gerry Gaudet, Principal

Michelle Trim

Learning Assistant (Support Substitute), Bearspaw School

Education Assistant Certificate – Bow Valley College

"Congratulations to Michelle on this achievement! Bearspaw School has been so fortunate to have Michelle on our regular roster for the past two school years. She excels at connecting with students (especially middle school students) and is a regular contributor to our school's climate and culture. She demonstrates great school spirit, is knowledgeable about her role and RVS is fortunate she is part of our team."

Andrea Craigie, Principal

Lisa Trout

Teacher, Manachaban Middle School

Master of Education – University of Calgary

"We are proud to celebrate Lisa's remarkable achievement in earning her master's degree, with research centred on food's powerful role in supporting student well-being, connection and emotional safety in schools. Her work highlights how food can be intentionally used to build a sense of belonging, foster vulnerability and strengthen peer relationships — particularly during the critical middle years of student development. Congratulations, Lisa!"

Brenda Valerio, Principal

Bryan Verdillo

Caretaker II, Elizabeth Barrett Elementary School

Diploma in Business Administration – Professional Institute of Management and Technology

"Bryan is an excellent example of a hard-working member of the RVS team who is committed to life-long learning. After completing his diploma, he is currently studying Fifth Class Power Engineering at SAIT. Outside of his current job and his learning, Bryan also contributes to our school communities by serving as a basketball coach at Manachaban Middle School. We are so happy to have you as a part of our team!"

Gerry Gaudet, Principal

Sara Witzaney

Receptionist, Springbank Community High School

Career Development and Academic Advising Certificate – University of Calgary

"Sara's dedication at Springbank High has made a lasting impact over the past three years. Her new certification will further enhance her ability to support students and contribute meaningfully to RVS' commitment to student success. Congratulations!"

Robert Makkreel, Principal

AGENDA   ACTION

1. Bolstering our Infrastructure – Technology Strategic Plan Update   Information

2. Purchases over $1,000,000   Information

3. Annual Suspension / Expulsion Report   Information

Greg Luterbach
Superintendent of Schools

Information Item: **Technology Strategic Plan Update**

Date of Meeting: **June 5, 2025**

Background:

Guiding Documents:

Strategic Plan Priority - Bolstering our Infrastructure
- Goal - Deliver a robust tech infrastructure responsive to the changing needs of students and staff

RVS 4 Year Education Plan – Year 3
- Providing active learning – Students have an authentic voice in their learning while being provided choice in the best ways to demonstrate their understanding
- Creating communities of inclusivity – All students are connected to each other and their larger communities, creating thriving, positive students who belong

Alberta Education Learning and Technology Policy Framework
- Student-Centred Learning – technology is used to support student-centred, personalized, authentic learning for all students
- Professional Learning – teachers, administrators and other education professionals develop, maintain, and apply the knowledge, skills and attributes that enable them to use technology effectively, efficiently, and innovatively in support of learning and teaching
- Access, Infrastructure and Digital Learning Environments – all students, teachers, administrators, and other education professionals have access to appropriate devices, reliable infrastructure, high-speed networks, and digital learning environments

Current status:

Technology Branch and Schools Evergreening Summary

Technology for Learning continues to be committed to ensuring that both staff and students have up-to-date devices to support student-centered, personalized, authentic learning as well as a robust infrastructure to support technology that aligns with both the RVS Strategic Plan and the Alberta Education Learning and Technology Policy Framework.

Technology for Learning uses four categories to track the Technology needs of the division: Data Centre Core, Ed Centre Client, School Core and School Client. A breakdown of spending in these categories is as follows:

Data Centre Core

To enhance network reliability and minimize potential outages, Technology for Learning began the implementation of strategic changes to improve system availability through redundancy. These improvements necessitated the acquisition of additional hardware for the offsite data center, as well as the expansion of internet services to ensure increased network uptime and resilience. Technology for Learning received extra funding from the Board to assist in the purchase of additional hardware, however additional internet costs will continue to be a cost incurred by Technology for Learning.

Router	$117,014
3 x Servers	$ 50,716
Internet and related costs	$17,384
Supernet cost for schools	$792,480
Network redundancy costs	$85,059
Total	**$1,062,653**

Cybersecurity remained a top priority throughout the 2024–2025 year as we continued to face increasing threats to our network. During this time, Technology for Learning successfully completed several key initiatives outlined in our cybersecurity plan. One major improvement was the WI-FI segmentation of the RVS network into separate environments for staff devices, RVS-owned student devices, and personally owned devices. This strategic separation enhances our defense against potential vulnerabilities.

We also made significant advancements in identity and access management. We replaced some systems to strengthen password security and streamline user access. Additionally, our staff and student email domains are now actively protected and monitored by an AI cloud based platform, providing an added layer of defense against phishing and email-based threats.

Ed Centre Client

Divisional licensing costs encompass a range of essential platforms and services, including Microsoft 365, PowerSchool, School Engage, Dossier, Jamf, TeamDynamix, annual website licensing, and DUO. As the division continues to grow, these licensing expenses are expected to rise accordingly to support expanding user needs and system demands.

Divisional Licensing total	$1,088,343

School Core

In the 2024–25 year, 300 Wi-Fi access points and 64 network switches were purchased to modernize outdated technology infrastructure across schools. To date, three schools have received these critical hardware upgrades, with four additional schools scheduled for upgrades over the summer. Ideally, access points and switches in each school should be refreshed every 7 to 10 years to maintain optimal performance, security and reliability. This approach would require updating equipment in approximately 5 to 8 schools annually. In addition to hardware investments, ongoing annual costs for licensing and support are expected to rise each year as more schools are upgraded. Licensing and support costs for all school-based technology infrastructure continue to be funded through the Technology for Learning.

300 x Access Points	$89,204
64 x School Switches	$270,000
*Licensing & Support costs for School based hardware	$50,468
*Ongoing licensing & Support costs	$123,190
Total	**$532,862**

* The costs listed represent one year of licensing and support. Contracts are typically signed for a duration of three to five years, depending on the product. On average, annual licensing and support costs per school are approximately $8,300.

School Client

The 2024–25 school year marked the launch of a new funding model for replacing teacher laptops. This initiative supported the purchase of 470 new devices, beginning a four-year refresh cycle to systematically update all teacher laptops. As part of this rollout, to date Technology for Learning repurposed the returned teacher devices to replace 420 aging student devices, effectively phasing out outdated technology across schools. In addition, the annual evergreening plan continued to enhance school technology environments by enabling the purchase of supplementary devices, complementing those acquired through school-based funding and parent donation.

Staff laptops
Centrally funded 470 laptops	$641,170
Schools purchased 5 laptops	$6,023
Repurposed 420 aging teacher laptops to students	

Student Chromebooks
*Centrally funded 460 Chromebooks	$169,404
Schools purchased 726 Chromebooks	$285,160

Tablets
*Centrally funded 170 tablets	$81,240
Schools purchased 268 tablets	$170,644

Computer Carts
    *Centrally funded 28 carts $35,278
    Schools purchased 13 carts $27,895

Student Desktops
    Schools purchased 43 student desktop computers $85,074

School Office Desktops
    Centrally funded 53 desktop computers $36,878

School Projectors
    Centrally funded 32 projectors $58,772

Total Cost Centrally Funded   **$1,022,742**
Total Cost School Funded   **$574,796**

*Centrally funded Chromebooks, tablets and computer carts have been funded with both BASS equipment one-time funds and Technology for Learning funds

Application and Systems Performance

The Infrastructure Team continuously monitors application and system performance to ensure reliable and consistent uptime, enabling teachers to deliver uninterrupted instruction. To further support this goal, the team proactively minimizes downtime through well-planned and clearly communicated maintenance and system updates.

System Outages

In response to the system outages detailed below—and to enhance overall network resilience—Technology for Learning is currently testing redundant internet and Supernet connections.

System Outage	Length of Outage	Reason for Outage
August – Core system Failure	58 hours	Core router failure. Caused system wide outage for entire division
September - Axia Supernet Outage	42 hours	Transit line fibre cut (Deerfoot Trail). Caused system wide outage for all schools

Application Uptime

System	Uptime Percentage
PowerSchool	98.382%. Infrastructure hardware failure (Aug 2024), scheduled maintenance
Dossier	98.919%. Infrastructure hardware failure (Aug 2024), scheduled maintenance
Moodle	98.563%. Infrastructure hardware failure (Aug 2024), scheduled maintenance
Supernet	99.390%. Provider fiber line cut (Sept 2024)
Internet	99.654%. Infrastructure hardware failure (Aug 2024)

IT Service Management System Reports – May 1, 2024 -April 30, 2025

With the implementation of a "Support Centre", we have seen a marked improvement in both ticket response and resolution times. During the reporting period, the Service Desk processed 20,585 tickets, representing an increase of 852 (4.3% increase) tickets compared to the previous year.

The accompanying table and charts highlight key trends:

- A modest increase in overall ticket volume from 2023–2024 to 2024–2025.
- Greater operational efficiency, evidenced by a higher number of general tickets resolved within 48 hours and a significant improvement in average response time for those tickets.
- A notable reduction in first response times, indicating improved responsiveness and more effective ticket management.

Description	2024-2025		2023-2024	
	Number of Tickets	Average Response Time (in minutes)	Number of Tickets	Average Response Time (in minutes)
Total Tickets	20,585	-	19,733	-
General Tickets	*17,834*	-	*18,894*	-
HR Tickets	*2,751*	-	*837*	-
General Tickets resolved in 48 hours	17,829	7:77	13,972	9:32
Average 1st Response Time	17,575	9:29	16,667	15:58
Average Open Time – meaning the ticket status had not changed to 'In Progress, Pending or Resolved'	17,829	43:31	16,958	43:99
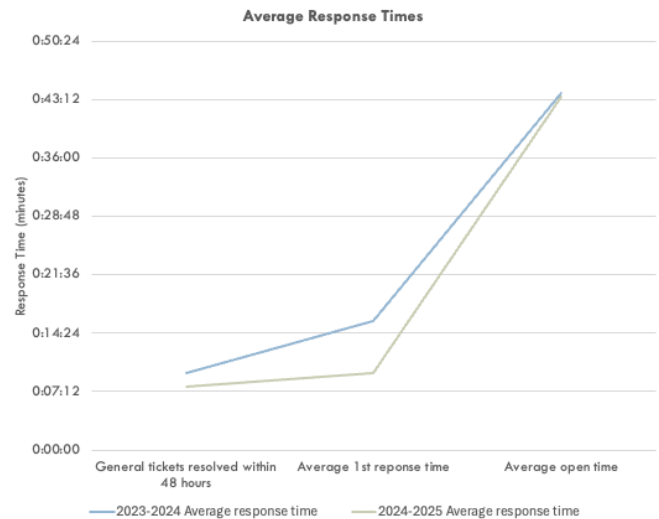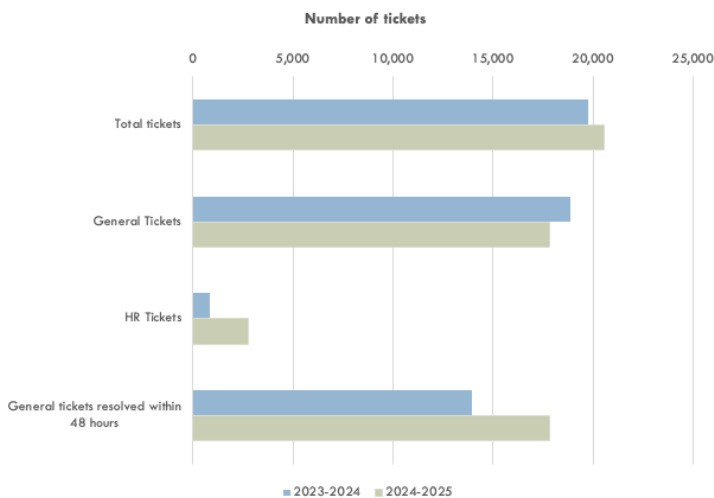
The graph below illustrates the percentage distribution of ticket sources by account type:

13 % · 8 % · 6 % · 1 % · 15 % · 57 %

Client Portal - 11,702 · IT Internal - 3,147 · HR Notification - 2,756 · Email - 1,547 · Walk-in - 1,322 · Phone - 111
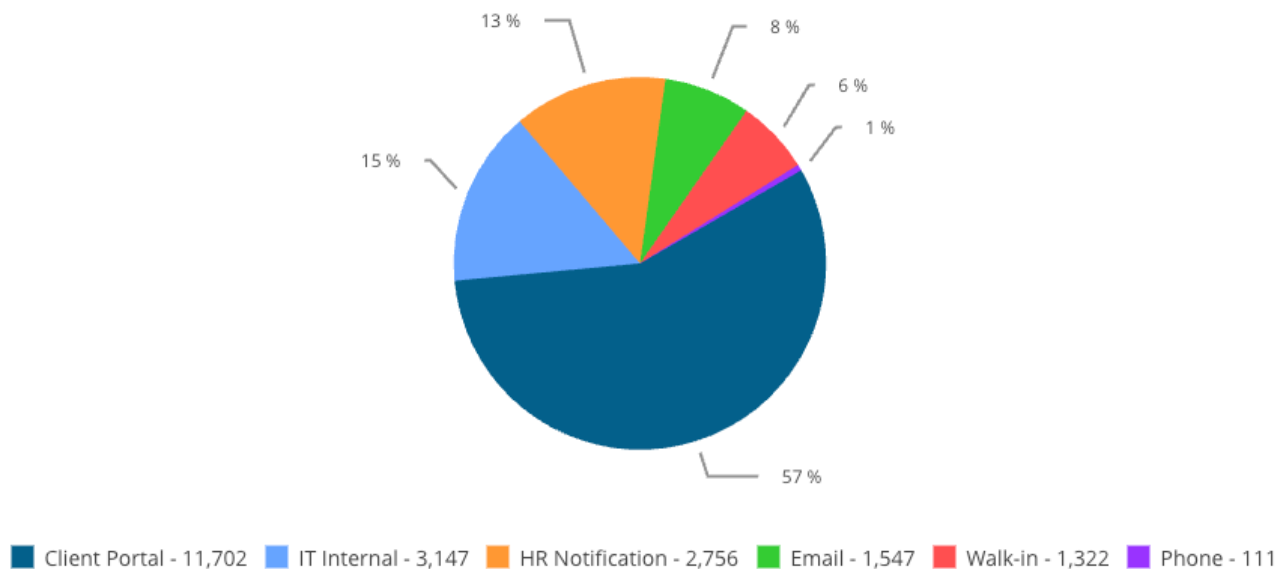
The graph below illustrates the team within Technology for Learning completed tickets:
- School Based - 66%
- Education Centre - 34%

21 % · 13 % · 66 %

School Tech - 11,399 · Support Centre - 3,689 · Infra/Ops - 2,163
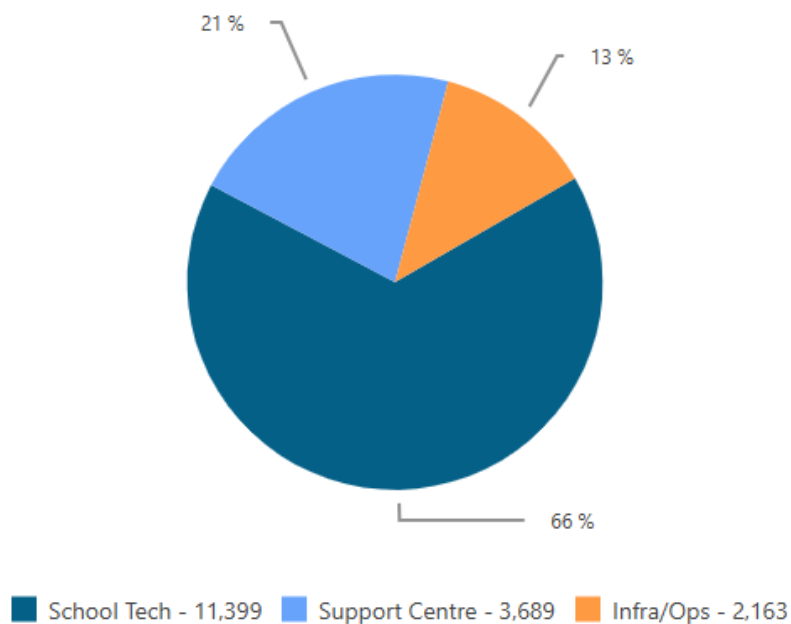
Educational Technology Team

The 2024–25 school year was a dynamic and impactful year for the Educational Technology (Ed Tech) team. With a focus on empowering both staff and students, the team supported schools through high-quality professional learning, responsive classroom coaching, and strategic initiatives that align with Rocky View Schools' Four-Year Plan.

The Ed Tech team led numerous capacity-building sessions including:
- Generative Artificial Intelligence (GAI) for Teaching and Learning
- Digital Tools for Inclusion
- Emerging Technologies
- Early Years Coding and Robotics

Professional Learning Opportunities

The Ed Tech team offered a wide variety of high-impact professional learning sessions focused on curriculum implementation, technology integration, and inclusive practice. These sessions supported teachers across grade levels and subject areas. The team empowered staff to build confidence and competence in using educational technology to deepen student learning.

- Delivered division-wide sessions on tools like:
  - Digital Portfolios through SpacesEDU and Book Creator
  - Robots and Coding through Blue-Bots, Codey Rocky and Minecraft
  - Assistive Technology through Read&Write and OrbitNote
- Introduced teachers to responsible use of **Generative AI (GAI)** in the classroom
- Aligned all learning opportunities with the new Alberta curriculum and RVS priorities

At-The-Elbow Support

Beyond scheduled professional learning sessions, the Ed Tech team provided responsive, personalized support to both educators and students. This "at-the-elbow" model ensured that staff could implement new strategies and technologies with real-time coaching and co-teaching. This just-in-time support model strengthened capacity at the classroom level and directly enhanced the student learning experience.
- Supported in-classroom implementation of tools and strategies
- Co-taught digital citizenship lessons focused on:
  - Online safety
  - Password security
  - Recognizing fake news and misinformation
- Offered just-in-time support during robotics integration and coding activities

Major Initiatives

This year's strategic initiatives supporting future-ready teaching and learning, preparing staff and students for a future shaped by emerging technologies. The team led pilots, developed frameworks, and introduced foundational digital concepts to teachers and students.

- **Student Co-Taught Sessions**
  - Partnered with classroom teachers to directly teach students about:
    - Responsible use of technology
    - Digital citizenship through *Be Aware of What You Share* and *Fake News*
    - AI literacy through sessions like *All About AI*
    - Creative technology use in *Digital Art with Tech*
- **GAI Readiness**
  - Built teacher understanding of AI tools and pedagogy
  - Initiated readiness planning for responsible student use
- **Pilot Projects**
  - **SpacesEDU** (digital portfolios for capturing learning over time)
  - **Book Creator** (student publishing and multimodal storytelling)
- **Digital Literacy Progression**
  - Created a K–12 framework to guide educators in developing student digital competencies
  - Integrated key skills such as media literacy, communication, and safe online practices
- **Digital Citizenship Programming**
  - Designed and delivered sessions on:
    - Password hygiene and digital safety
    - Spotting fake news and misinformation
    - Respectful and ethical online behaviour
- **Robotics & Coding Support**
  - Continued classroom integration of Blue-Bots, Codey Rocky, and other previously purchased tools
  - Supported cross-curricular robotics learning aligned with new curriculum outcomes
- **Minecraft for Learning**
  - Guided teachers in integrating **Minecraft Education Edition** into core subject areas
  - Co-taught lessons emphasizing design thinking, creativity, collaboration, and curricular alignment
- **App Selection & Digital Privacy Support**
  - Advised teachers on selecting appropriate digital tools for classroom use
  - Evaluated apps for **privacy, security, and age-appropriateness,** aligning choices with division policy and FOIP requirements

Alignment with RVS 2023-2027 Education Plan

The Educational Technology team's work in 2024–25 aligns strongly with all three priorities of the RVS Education Plan.

- **Advancing Numeracy and Literacy Skills**
  - Supported literacy through multimodal tools (e.g., Book Creator, Read&Write)
  - Reinforced numeracy through hands-on coding and robotics.
  - Facilitated technology-enhanced writing and comprehension strategies
- **Building Future-Ready Students**
  - Delivered co-taught sessions on digital citizenship, AI literacy, and critical media evaluation
  - Helped students build competencies in communication, problem-solving, creativity, and managing digital information
  - Supported teachers with robotics, Minecraft, and other platforms that integrate 21st-century competencies
- **Creating Inclusive, Engaging, and Healthy Learning Environments**
  - Provided at-the-elbow support that personalized teacher and student learning
  - Reviewed digital tools to ensure alignment with privacy, safety, and age-appropriateness
  - Developed a K–12 Digital Literacy Progression to guide equitable, scaffolded instruction across grades

Through targeted initiatives and embedded support, the Ed Tech team helped bring the Education Plan to life in classrooms, ensuring technology was not only integrated—but purposeful, inclusive, and future-oriented.

Future Direction:

As noted in prior years, many vendors have communicated that they are expecting, on average, a 7.5-10% increase on software products annually. Specialized infrastructure providers are also forcasting substaintial price increases. Technology for Learning continues to look for cost savings in order to provide a robust infrastructure to the division.

To keep pace with growth and general evergreening requirements, we need to prioritize budgeting dollars and consider additional staffing to manage workload, hardware and network/client security.

Moving forward, cybersecurity initiatives may include a Security Operations Centre ("SOC") and a Zero Trust Security Framework.

Recommendation:

The Board of Trustees acknowledges receipt of the Technology Strategic Plan Update as information.

Item: **Purchase Orders Over $1,000,000**

Date of Meeting: **June 5, 2025**

Background:
This information item is to provide notification to the Board of Trustees of all purchase orders issued for $1,000,000 or over.

Current Status:
Since the date of the last report in June 2024 to June 2025, the following purchase orders were issued for an amount over $1,000,000.

1. **Purchase Order 106826 Issued to Wilco Contractors Southwest Inc.**
   Purchase Order 106826, issued in the amount of $2,824,730.79. This Purchase Order relates to the supply and installation of an artificial turf field at Horseshoe Crossing.

2. **Purchase Order 106849 Issued to Fenton Bus Lines Inc.**
   Purchase Order 106849, issued in the amount of $2,625,000.00. This Purchase Order relates to student transportation.

3. **Purchase Order 106850 Issued to Willco Transportation Ltd.**
   Purchase Order 106850, issued in the amount of $1,049,998.95. This Purchase Order relates to student transportation.

4. **Purchase Order 106853 Issued to Southland Transportation Ltd.**
   Purchase Order 106853, issued in the amount of $7,350,000.00. This Purchase Order relates to student transportation.

5. **Purchase Order 106854 Issued to First Student Canada.**
   Purchase Order 106854, issued in the amount of $10,499,998.95. This Purchase Order relates to student transportation.

6. **Purchase Order 107688 Issued to Ainsworth Inc.**
   Purchase Order 107688, issued in the amount of $1,639,247.40. This Purchase Order relates to RFP Q-25-15 Muriel Clayton Mechanical Upgrades.

Recommendation:
The Board of Trustees acknowledges receipt of the Purchase Orders Over $1,000,000 Report as presented.

Item: **Annual Suspension and Expulsion Report**

Date of Meeting: **June 5, 2025**

Background:

This report follows Policy 12: Role of the Superintendent and represents the accountability report – suspension and expulsion to be presented to the Board of Trustees regarding the 2024 – 2025 school year.

Current Status:

- During the 2024 – 2025 school year there are approximately 5,300,000 instructional days (number of students registered x 182 instructional days) there were 2839 days of in or out of school suspensions (as of May 15, 2025), the lowest number in three years.
- System wide approximately 53% of all suspensions were to students who had previous suspensions, this number is down from previous years.
- During the 2024 – 2025 school year there were 616 days absent for in school suspensions and 2223 days absent for out of school suspensions. Approximately a third of all suspensions were for fighting or physical altercations.
- The 2024 – 2025 school year saw a significant increase in the number of families that were willing or able to access supports for their child (i.e. Family School Liaison Worker, student attendance support, AADAC, Mental Health Counseling supports, etc.). Approximately 55% of identified families accessed supports which is the highest percentage in 6 years.
- During the 2024 - 2025 school year there have been 6 students who were expelled from school. Of the students who have been expelled all have remained in Rocky View Schools and five of the six students have achieved success (earned credits and/or successfully meeting the criteria to advance grades). All six of the students are actively participating in counselling services as was specified in their Expulsion Hearing.

Future Directions:

Schools Department personnel continue to work closely with individual school administrators and Learning Department personnel to determine intervention supports that will address concerns while supporting students to achieve success.

Recommendation:

The Board of Trustees acknowledges receipt of the Suspension and Expulsion Report as presented.

Four Year Suspension Overview
(2021-2022) (2022-2023) (2023-2024) (2024-2025)

2021 - 2022							
CATEGORY	MALE In-School	FEMALE In-School	Sum - Number Days Absent (In-School)	MALE Out-of-School	FEMALE Out-of-School	Sum - Number-Days Absent (Out-of-School)	TOTAL Number Suspensions	TOTAL Number Days Absent
Alcohol/ Drug-related	43	20	101	39	29	129	131	230
Behaviour	70	26	209	63	34	337	193	546
Harassment	11	2	16	13	9	39	35	55
Smoking	1	0	1	3	2	6	6	7
Theft/ Vandalism	5	2	7	6	1	14	14	21
Weapon-Related	2	0	2	10	0	10	12	12
Vaping	37	25	114	38	32	194	132	308
Assault	7	1	13	14	4	26	26	39
Inappropriate Use of Technology	6	1	7	5	0	11	12	18
TOTAL	182	77	470	191	111	776	561	1236

	2022-2023									
CATEGORY	MALE In-School	FEMALE In-School	Unspecified In-School	Sum - Number Days Absent (In-School)	MALE Out-of-School	FEMALE Out-of-School	Unspecified Out-of-School	Sum - Number-Days Absent (Out-of-School)	TOTAL Number Suspensions	TOTAL Number Days Absent
Alcohol/ Drug-related	16	19	0	89.5	36	69	5	431.5	145	521
Behaviour	296	75	0	481	363	105	2	1080.5	841	1561.5
Harassment	37	6	0	72	100	23	0	433	166	505
Smoking	1	1	1	4	0	2	1	11	6	15
Theft/ Vandalism	20	2	0	39	17	9	0	68	48	107
Weapon-Related	11	2	0	25	26	12	0	123	51	148
Vaping	42	39	2	130	54	51	2	180	190	310
Inappropriate Bus Behaviour	6	1	0	30	3	0	0	7	10	37
Inappropriate Use of Technology	13	6	0	44	8	2	0	28.5	29	72.5
TOTAL	442	151	3	914.5	607	273	10	2362.5	1486	3277

2023-2024

CATEGORY	MALE In-School	FEMALE In-School	Unspecified In-School	Sum - Number Days Absent (In-School)	MALE Out-of-School	FEMALE Out-of-School	Unspecified Out-of-School	Sum - Number-Days Absent (Out-of-School)	TOTAL Number Suspensions	TOTAL Number Days Absent
Alcohol/Drug-related	2	3	1	12	41	51	3	350.5	101	362.5
Behaviour	395	68	2	632.5	530	110	1	1509.5	1106	2142
Harassment	70	9	1	100	112	22	1	416.5	215	516.5
Smoking	1			1	4			4	5	5
Vaping	42	24		83.5	65	56		180.5	187	264
Contraband	6	3		13.5	3	2	1	22	15	35.5
Theft/Vandalism	7	7		24	15	5		47.5	34	71.5
Weapon Related	2			1.5	33	9	1	155.5	45	157
Inappropriate Bus Behaviour	1			1	6			11.5	7	12.5
Inappropriate Use of Technology	16	2		24	16	4		38.5	38	62.5
TOTAL	542	116	4	893	825	259	7	2736	1753	3629

CATEGORY	MALE In-School	FEMALE In-School	Unspecified In-School	Sum - Number Days Absent (In-School)	MALE Out-of-School	FEMALE Out-of-School	Unspecified Out-of-School	Sum - Number-Days Absent (Out-of-School)	TOTAL Number Suspensions	TOTAL Number Days Absent
2024-2025 (September 2024 to May 15, 2025)										
Alcohol/Drug/Paraphernalia Related	3	2		11	45	19		239.5	69	250.5
Disruptive/Dangerous Behaviour	58	8		84.5	68	21		197.5	155	282
Fighting/Physical Altercation	141	16		173.5	268	54	1	809.5	480	983
Harassment/Intimidation/Bullying	47	19		86	63	7		151.5	136	237.5
Harassment/Intimidation/Bullying - Digital	4	8		16.5	7	2		20.5	21	37
Inappropriate Bus Behaviour					3	1		9	4	9
Inappropriate Language (Homophobic, Racist, Vulgar)	53	3		58.5	42	6		72.5	104	131
Inappropriate Use of Technology	16			16	12	6		33	34	49
Non-compliance/Defiance	32	20		60	43	20	1	106.5	116	166.5
Smoking					2	1		7.5	3	7.5
Theft	5	1		5	8	2		25	16	30
Threats (face to face or digital)	4	1	1	8	24	5		67	35	75
Vandalism	14			26	16	2		32	32	58
Vaping/Paraphernalia Related	28	13		57	118	51		295.5	210	352.5
Weapon Related	9	1		14	38	6		156.5	54	170.5
TOTAL	414	92	1	616	757	203	2	2223	1469	2839