



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>

SEPTEMBER 4, 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 Shali Baziuk

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 Session
6. Approval of Minutes
 - a) Regular Board Meeting – June 19, 2025
7. Exemplary Practice/ Student Showcase
 - a) Cooper's Crossing School – Fish in Schools (FinS) Program
8. Superintendent's Report
9. Chair's Report
10. Committee Report
 - a) Trustee Compensation
11. Trustee Reports
12. Notice of Motion
13. Other Business
14. Adjournment

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



EXEMPLARY PRACTICE

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Date of Meeting: Sept. 4, 2025

Showcase Name: Cooper's Crossing School – Fish in Schools (FinS) Program

Teachers: Jennifer Chen

Project Description

During the 2024/25 school year, Grade 2 students at Cooper's Crossing School took part in the Bow Habitat Station's Fish in Schools (FinS) program. Students were provided rainbow trout eggs to hatch and care for through to the juvenile stage. This allowed students to observe the life cycle of this species and learned about its important contributions to a balanced ecosystem. They then released the rainbow trout into their natural habitat at DeWitt Pond. During the program, the students took great care of the trout and demonstrated empathy by giving them names, drawing pictures of them and keeping their care schedule up-to-date.

Teacher Jennifer Chen will share how participation in the FinS program deepened not only her students' scientific knowledge but their literacy and numeracy skills through journal updates, word matrices, written narratives and math challenges. She will also share the plans for Cooper's Crossing to continue participating in the FinS program during the 2025/26 school year.

This project aligns with RVS' Education Plan. Through the FinS program, students became more literate and numerate, and also were actively engaged in meaningful and relevant learning – both outcomes of Goal 1 of the Education Plan.



SUPERINTENDENT'S REPORT
REGULAR MEETING OF THE BOARD OF TRUSTEES

SEPTEMBER 4, 2025

AGENDA

ACTION

- | | | |
|----|---|-------------|
| 1. | Strategic Plan Report – Year 3 | Information |
| 2. | Bolstering our Infrastructure – IMR and CMR Project Updates | Information |
| 3. | Enrolment Update | Information |

A handwritten signature in black ink, consisting of a series of loops and a final horizontal stroke, representing the name Ryan Reed.

Ryan Reed
Superintendent of Schools



DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: SUPERINTENDENT OF SCHOOLS

Item: RVS 2022-2026 Strategic Plan Year Three (2024/25) Annual Report

Date of Meeting: September 4, 2025

Background:

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

In March 2022, in alignment with BP9, the Board Planning Committee approved a plan to develop RVS' first strategic plan. Highlights of the process included community engagements, connection to forthcoming education plan, trustees and senior executive members collaborating to draft a plan, sharing the draft with community for feedback, revising the plan based on feedback and adopting the plan. Performance measures were created in connection with the priorities, goals and outcomes.

Nearly 30,000 pieces for input and feedback were collected from students, families, staff, and community. This helped inform and shape the plan which was approved on December 15, 2022.

The Board reviewed the Strategic Plan in November of 2024 and choose to maintain the current priorities, goals and outcomes. Feedback was provided to administration on the presentation of the performance data.

Current Status:

Board Policy 9 requires "The Superintendent will provide an accountability report to the Board on the strategic plan annually and note areas of success, opportunity, and continuous improvement." Identified performance measures would be reported each September to the Board and public as a means of assurance and transparency.

After discussions with Board Planning Committee and executive team, some changes were made to select performance measures in year 3. Most of the changes were related to changes made to provincial and local literacy and numeracy assessments, practices altered based on previous years' results, determination if the measure was actually an indication of progress toward the outcome, change from a raw number to a percentage. Also, as requested, targets were created for each performance measure to help provide some context and continuous improvement targets.

The format of the report now has the targets and the results for the 24/25 school year. Comparison data (where available) to 2022/23 and 2023/24 is now in the report's historical data section.



DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: SUPERINTENDENT OF SCHOOLS

Observations from 2024/25 report:

- 80-85 per cent of students in Grades 1 to 3 are identified as not at risk based on the provincial assessments for both literacy and numeracy.
- RVS' writing assessment across various grades from 3 to 11 identified that 55-70 per cent of writers are at or above grade level. As this is a new local measure, we will need to continue to monitor and embed practices that reinforce the skills identified on the rubrics into various writing tasks throughout the year.
- Implementation of the Elk Island Catholic Math assessment identified that 55-65 per cent of students in Grades 4 to 10 were on track and not requiring additional supports. Given curriculum change, the assessment identified some challenges as the underlying skills may not be there.
- Schools are engaging with Education Centre-based supports for classroom presentations about student mental health.
- The implementation of Positive Behavioral Interventions and Supports (PBIS) at a high level of fidelity continues to grow across RVS with two-thirds of schools now implementing at the 80 per cent or higher fidelity level. Last year this was one-third of schools.
- Dual credit participation continues to vary from year to year based on programming and funding available to support student participation.
- Significantly higher (98 per cent vs 88 per cent) of staff remained with RVS from the previous year.
- Upon their request, more transfers of staff were able to be achieved.
- Continue to have teachers and support staff participate in various leadership development programs – Administrative Leadership Program (teachers) and Leadership Development and Support Program (support staff). In 2024/25, 86 per cent of new leadership opportunities in RVS were filled by internal candidates.
- Despite substitute teachers' availability challenges, more professional learning sessions (albeit not during the school day) were held and more staff engaged in those events than the previous two years.
- Increased the number of communications from Superintendent and/or Board to staff.
- Executive team members were more visible in schools through increasing school visits in 2024/25 by 30 per cent.
- Saw several desperately needed new school project approvals in 2024/25, 10 new modular approvals and an increase in the number of mid-sized renovations within existing facilities.
- Continue to have 6,000+ maintenance and operations service requests annually with one third of those requests completed within a week.
- All Infrastructure Maintenance and Renewal (IMR) funds received from government and some from previous years were spent in 2024/25.
- Maintained cleanliness of schools as determined by audits.
- Almost all technology service requests were resolved within 48 hours. This was a significant improvement from 2023/24.
- Over 1,500 new centrally funded technology devices were deployed in 2024/25, a substantial increase from 2023/24.



DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: SUPERINTENDENT OF SCHOOLS

- Uptime of key technology resources continues to be over 99 per cent available.
- Due to our focus on career learning, we saw a substantial increase (50 per cent) in the number of opportunities schools make available for students to engage/ attend programs offered by/at post-secondary institutions.
- Maintained at the 60 per cent+ level the percentage of teachers who had local businesses, organizations or individuals from the community who contribute to student learning.
- Continued to grow over 350 new partnerships annually to enhance learning.
- Trustees increased their presence in the communities with a 20 per cent+ increase in the number events trustees participate in each year (e.g., school council meetings, parades, RVS community consultations, chamber meetings, etc.).
- Schools continue to be available for community events with over 3,500 community use rentals occurring in 24/25 – a 10 per cent increase from the past two years.

The strategic plan, with priorities of improving our students' learning, strengthening our workforce, bolstering our infrastructure and connecting with our community continues to be valuable to the organization as a part of RVS' guiding documents. It aligns well to the Education Plan and its goals of advancing students' numeracy and literacy skills, building future-ready students and creating inclusive, engaging, healthy learning opportunities for all students.

As we are into the fourth year of this four-year plan, the focus in 25/26 will be the development of a new strategic plan. The Board Planning Committee will determine a process for the development of the new plan.

Alternative I:

The Board of Trustees approves the RVS 2022-2026 Strategic Plan Year Three (2024/25) Annual Report as presented.

Alternative II:

The Board of Trustees approves the RVS 2022-2026 Strategic Plan Year Three (2024/25) Annual Report as amended.

Alternative III:

The Board of Trustees refers the RVS 2022-2026 Strategic Plan Year Three (2024/25) Annual Report to the Board Planning Committee.

Recommendation:

The Board of Trustees approves the RVS 2022-2026 Strategic Plan Year Three (2024/25) Annual Report as presented.



2022 – 2026

STRATEGIC PLAN

REPORT – YEAR THREE

Priorities



Improving our students' learning



Strengthening our workforce



Bolstering our infrastructure



Connecting with our community



Improving Our Students' Learning

Rocky View Schools (RVS) continues to focus on supporting student achievement in literacy and numeracy while providing an inclusive, safe and supportive education.

Year three of the Strategic Plan brought encouraging improvements in early literacy skills, with students in Grades 1 – 3 showing strong growth in letter recognition, sounds of the alphabet and word reading abilities as teachers adapted their practices to align with new curriculum expectations.

Our emphasis on creating safe and supportive learning environments remained strong, with mental health programming significantly exceeding targets thanks to extended government funding that allowed us to continue vital student and staff support. In addition, all schools have completed at least tier one of Positive Behavioral Interventions and Supports (PBIS) implementation.

Students continued to engage in diverse learning opportunities through unique programs and career-focused experiences, and we look forward to further supporting this through the Career Learning Practice Guide.

Goals

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

Outcomes

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

Performance Measures

Standardized Assessment Tools	Grades	Target	% Not Requiring Additional Supports
Elk Island Catholic Schools (EICS) Math Assessment This tool, developed by EICS, is administered to students in Grades 4 – 10 each fall to provide a measure of math performance, overall successes and areas of improvement for students at the school and divisional level.	4	70%	60%
	5	70%	59%
	6	70%	55%
	7	70%	60%
	8	75%	67%
RVS Reflections The first year of implementation for the EICS Math Assessment in RVS schools was 2024/25; students demonstrated math skills consistent with previous results. This assessment incorporates expectations from the new curriculum for Grades 4 – 6. Continuing focus on math skills and expectations should support student growth in mathematics.	9	65%	57%
	10	70%	60%



Improving Our Students' Learning – Continued

Standardized Assessment Tools	Grades	Target	% Not at Risk
Letter Name-Sound (LeNS) Test	1	82%	84%
Alberta Education uses this tool to provide literacy screening assessment in Kindergarten – Grade 2 (with French equivalents). The LeNS is used with individual Grade 1 and 2 students to find out more about the letters and sounds of the alphabet they are familiar with. The LeNS assessments help teachers plan to ensure all students know all of the letters and sounds by the end of Grade 2 to support their early reading skills.	2	85%	82%
RVS Reflections			
The results show significant growth in Grade 1 and 2 students' knowledge of the letters of the alphabet and the sounds associated with letters. The attainment of these skills in Grades 1 and 2 sets students up for success in reading in future years. A shift in teacher practice, understanding of the data and how to use it, as well as an influx of resources and supports in select schools may have supported the growth of students' skills from previous years.			
Castles and Coltheart 3 (CC3) Test	1	80%	80%
Alberta Education uses this tool to provide literacy screening assessment in Grades 1 – 3 (with French equivalents). The CC3 is used with individual students to determine how many words they know in three different categories. This allows teachers to plan instruction to increase the number of words students know and to develop early reading skills.	2	85%	85%
	3	85%	86%
RVS Reflections			
Students' skills in reading words out of context is developing which may be connected to the shift to new curriculum, teacher understanding of how to use and interpret student data, and adjustments made to classroom practice.			



Improving Our Students' Learning – Continued

Standardized Assessment Tools	Grades	Target	% Not at Risk
Alberta Numeracy Assessment	1	82%	82%
Students demonstrate their understanding of their math skills based on the new Alberta math curriculum. Students complete the assessment as a class and teachers can use the results to understand student math needs, planning their instruction to support missing skills.	2	81%	81%
	3	88%	86%
RVS Reflections			
Students continue to demonstrate growth in math skills in Grades 1 – 3. As with other mandated assessments, teacher understanding of the tool continues to grow along with another year of implementation of new curriculum resulting in stronger student performance.			
	Grades	Target	% At or Above Grade Level
RVS Writing Assessment	3	80%	58%
This assessment was developed by RVS teachers to assess students' writing skills and proficiencies. It is conducted annually with students in Grades 3 – 4 and 7 – 11.	4	80%	56%
	7	80%	65%
	8	80%	68%
RVS Reflections	9	80%	71%
Students' skills in writing continue to need focus and improvement. As reading skills improve, writing skills may also improve when accompanied by instruction and feedback. We will support teachers to further develop their skills in instructing writing for all grade levels.	10	80%	68%
	11	80%	71%



Other Important Measures	Target	Result
Students who are interested and motivated in their learning:	65%	Gr. 4 – 6: 65% Gr. 7 – 12: 25%
Number of in class presentations/work from Education Centre staff regarding student mental health:**	200	570 ¹
Number of schools implementing PBIS at 80 per cent fidelity on tiered survey:	90%	67% ²
Percentage of teachers, parents and students who agree their learning environments are welcoming, caring, respectful and safe on the Alberta Education Assurance Measures (AEAM) survey:	84%	80%
Number of students engaged in unique school opportunities/divisional programs:**	650	504
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education on AEAM survey:	84%	81%
Number of students engaging in dual credit/work experience/registered apprenticeship program:	300	351 ³

** Due to the nature of these measures, participants may have been counted more than once if participating in more than one opportunity.

RVS Reflections:

1. The target was set low due to the anticipated loss of the Mental Health Grant, which supported several staff delivering these sessions. The grant was then extended by the Alberta government to the end of the school year, allowing for further sessions to take place while supporting the mental health of students and staff.
2. In 2024/25 all RVS schools completed a minimum of Tier 1 fidelity survey. All schools either maintained or demonstrated growth on PBIS implementation with several schools moving into Tier 2 and 3. While the average result is lower than expected this may be reflective of a higher number of participants assessed for the first time, as initial assessments are often in the 30-60 per cent range. Schools are provided with thorough feedback on how to improve implementation and we look forward to growth for all schools in RVS.
3. In anticipation of more government opportunities and support being provided in dual credit and career learning, the target was set high. Unfortunately those opportunities were not available to students. With the implementation of the Career Learning Practice Guide and opportunities provided through career learning, this number is anticipated to increase.



Strengthening Our Workforce

RVS continues to invest in a strong and capable workforce. Leadership roles are most often filled by internal candidates, supported by our growing Administrative Leadership Pool and enhanced Leadership Development and Support program.

This year, staff engagement in professional learning increased significantly, reflecting our commitment to building capacity, even amidst ongoing substitute teacher shortages. We also continue to expand specialized supports to meet the evolving needs of students and further develop staff expertise through our Learning Support Teacher Development Program.

While participation in employee feedback opportunities varied, insights shared continue to guide improvements to our workplace culture and practices.

Wellness initiatives remain a priority; this is anchored by the RVS CARES program, helping to empower, connect and support staff.

With our workforce expanding alongside our division, we will continue to develop and support our employees, helping to retain and attract a skilled and diverse workforce.

Goals

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

Outcomes

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

Performance Measures

	Target	Result
Percentage of staff who complete an exit survey:	45%	24% ¹
Number of actions undertaken as a direct result of exit interview results:	15	2 ²
Percentage of staff who complete annual employee survey:	30%	16% ³
Number of actions undertaken as a direct result of survey results:	20	15
Percentage of administrators who complete diversity training (annually):	100%	98%
Percentage of staff who remain in RVS from previous year:	90%	98%



Strengthening Our Workforce – Continued

		Target	Result
Number of changes to employment practices:		15	18
Percentage of employees who applied that are placed as a result of a request for transfer or self-declared surplus:		80%	74%
Number of participants in Administrative Leadership Pool (ALP) 1, 2, 3, 4:	ALP1	N/A	22
	ALP2	N/A	15
	ALP3	N/A	10
	ALP4	N/A	8
	Total	50	55
Number of participants in Leadership Development and Support Program:		25	40 ⁴
Percentage of leadership positions filled by internal candidates:	Education Centre positions	N/A	3
	Principal positions	N/A	7
	Assistant Principal positions	N/A	8
	Total	80%	18/86%
Number of focused capacity building opportunities for school leaders:		25	26
Number of participants in the Learning Support Teacher Development Program:		20	32 ⁵
Number of professional learning offerings:		100	286 ⁶
Number of participants in Learning Department professional learning sessions:**		2,000	7,350 ⁷
Percentage of exit slips at centrally organized professional learning who found capacity building value in the session:		90%	88%
Number of meetings throughout the year of the wellness working group:		5	4
Number of actions undertaken as a direct result of the Wellness plan:		40	15 ⁸
Percentage of leaders who attended wellness training session:		100%	73% ⁹
Number of superintendent, Board letters/messages to all staff per school year:		10	15

^{4, 5, 6, 7, 8, 9} See RVS Reflections at the end of this section for notes.

** Due to the nature of these measures, participants may have been counted more than once if participating in more than one opportunity.



Strengthening Our Workforce – Continued

	Target	Result
Number of visits by executive members to schools per school year:	300	418
Percentage of readership of RVS staff newsletters (The Narrative):	40%	43%
Number of meetings between Education Centre leaders with ATA representatives or support staff representatives per school year:	N/A	36

RVS Reflections:

1. Historically the number of people choosing to complete an exit interview varies greatly from year to year.
2. Most of the recommended initiatives have already been implemented. Other recommendations are cost prohibitive.
3. The current survey has lost traction in year three of the same survey, contributing to a low participation rate. An updated, RVS-personalized survey should be implemented.
4. This program was expanded in 2024 to be offered to support staff across RVS.
5. Interest in learning support teacher positions continues to attract strong teachers who understand inclusivity and want to support all students.
6. This target was set low due to the ongoing substitute teacher shortage. Additional learning sessions were offered on PL days, after school as well as during the school day when possible. Attendance indicates the value placed on the learning opportunities offered through RVS.
7. This target was also set low due to the ongoing substitute teacher shortage. These sessions include both small group and larger group sessions across the four branches of the learning department. Significant focus in both the Indigenous and English as an Additional Language (EAL) areas contributed significantly to the results.
8. Most of the recommended initiatives have already been implemented. Other recommendations are cost prohibitive within the wellness budget.
9. Training was not offered in person, resulting in lower attendance.



Bolstering Our Infrastructure

RVS continues to work toward meeting the space needs of our growing student population. We were pleased to receive approval for four new schools this year, along with additional modular units that will provide much-needed classroom space for our students.

Our facilities teams have been busy modernizing existing schools through renovation projects and redesigning learning spaces to better support today's teaching and learning approaches. Day-to-day operations remain strong with our maintenance staff completing nearly 6,000 service requests to keep our schools running smoothly.

Our technology services team continued to strive to ensure students and staff had reliable access to the digital tools they need for learning and teaching. These ongoing improvements to our technology and buildings help create environments where our students can thrive and our staff can do their best work.

Goals

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

Outcomes

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

Performance Measures

		Target	Result
Number of new schools requested in the Capital Plan:		N/A	9
Number of new schools approved for construction by government:		N/A	4
Number of modular units requested:	New Units	N/A	27
	Relocations	N/A	1
	Wet Units	N/A	0
Number of modular units approved:	New Units	27	10
	Relocations	1	1
	Wet Units	0	0
Number of innovative spaces created to support learning:		2	3 ¹
Number of renovations to modernize school facilities (over \$200,000 projects excluding roof replacements):		6	7
Number of spaces re-designed to maximize flexibility of learning spaces:		5	6



Bolstering Our Infrastructure – Continued

	Target	Result
Number of facility service requests completed annually:	5,000	5,919 ²
Percentage of facility service requests resolved within one week:	30%	35%
Percentage of infrastructure maintenance and renewal (IMR) allocation spent annually:	98%	113% ³
Percentage of IMR dollars spent on high priority deferred maintenance projects:	25%	20%
Percentage of facilities meeting RVS' building cleanliness standard when audited:	75%	80%
Percentage of service requests resolved within 48 hours:	95%	100%
Number of devices replaced annually (infrastructure and end user devices):	Infrastructure End user	200 800
		368 1,213 ⁴
Annual uptime for internet service, student information system, financial/HR enterprise system, telephones:	99%	99%

RVS Reflections:

1. Spaces include an accessible washroom at Beisker Community School, accessible cooking spaces in the foods room at Heloise Lorimer School and the conversion of the stage at Springbank Middle School to a fitness area.
2. The increased amount of service requests completed is a reflection of aging infrastructure; RVS' maintenance team has done a tremendous job completing this amount of requests.
3. Unused funds from the previous year were carried over to 2024/25 and spent.
4. Additional devices were purchased to prepare for changes to Airdrie school configurations (Balancing Airdrie Student Spaces) in Sept. 2025.



Connecting With Our Community

RVS continues to strengthen its connections with local communities through meaningful partnerships and engagement opportunities.

Our collaborations with post-secondary institutions and trades partners have continued to expand with the introduction of the Career Learning Practice Guide, giving more RVS students opportunities to explore, engage and experience career-integrated activities.

RVS' Board of Trustees remain actively engaged in the community, participating in hundreds of events such as school council meetings while connecting with the public through social media channels. Our schools also continued to help connect RVS to the community, hosting many events for local groups outside of the school day.

We heard from thousands of community members through formal engagement opportunities in 2024/25; the voice of our community matters at RVS, and we look forward to even more opportunities to engage.

RVS' website and school websites continue to be a trusted source of information for the community, with all schools successfully launching their new websites in spring 2024. Information on websites continued to grow and expand thanks to RVS-grown training for all school webmasters in the 2024/25 school year, further strengthening our workforce while growing our community connections.

Goals

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

Outcomes

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

Performance Measures

	Target	Result
Number of schools involved in dual credit programs:	7	9
Number of students participating in dual credit programs:	60	76
Number of opportunities schools make available for students to engage/attend programs offered by/at post-secondary institutions:	75	130
Percentage of teachers who had local businesses, organizations or individuals from the community contribute to student learning:	50%	62%
Number of new partnerships established to enhance student learning:	300	385



Connecting With Our Community – Continued

		Target	Result
Number of events trustees participate in such as school council meetings, community consultations, public meetings, etc.:		500	687
Number of trustee social media posts/reposts highlighting events happening in RVS schools:		500	517
Number of community use events that took place, helping to make the public more connected to schools in their community:		3,250	3,580
Number of formal Board-sponsored engagements with the community and number of responses:	Engagements Responses	5 N/A	4 3,260



Historical Data

Improving Our Students' Learning

Standardized Assessment Tools

	Grades	2024/25	2023/24	2022/23
Elk Island Catholic Schols (EICS) Math Assessment				
	4	60%	N/A*	N/A
	5	59%	N/A	N/A
	6	55%	N/A	N/A
	7	60%	N/A	N/A
	8	67%	N/A	N/A
	9	57%	N/A	N/A
	10	60%	N/A	N/A
	Average	60%	N/A	N/A
Benchmark Assessment System (BAS)				
	1	N/A**	56%	66%
	2	N/A	64%	60%
	3	N/A	57%	61%
	4	N/A	67%	66%
	Average	N/A	61%	63%
Math Intervention/Programming Instrument (MIPI)				
	2	N/A***	N/A	64%
	3	N/A	N/A	40%
	4	N/A	27%	29%
	5	N/A	24%	24%
	6	N/A	31%	32%
	7	N/A	27%	27%
	8	N/A	19%	18%
	9	N/A	16%	17%
	Average	N/A	24%	31%
Letter Name-Sound (LeNS)				
	1	84%	72%	80%
	2	82%	71%	83%
	Average	83%	72%	82%

* Not applicable/included this year

** Discontinued use of BAS in 2024/25; LeNS and CC3 are used instead

*** Discontinued use of MIPI in 2024/25; EICS is used instead



Improving Our Students' Learning continued

Standardized Assessment Tools

	Grades	2024/25	2023/24	2022/23
Castles and Coltheart 3 (CC3)				
	1	80%	N/A*	N/A
	2	85%	88%	84%
	3	86%	74%	78%
	Average	84%	81%	81%
Alberta Numeracy Assessment				
	1	82%	80%	60%
	2	81%	78%	80%
	3	86%	85%	81%
	4	N/A	N/A	90%
	Average	83%	81%	84%
RVS Writing Assessment				
	3	58%	49%	N/A
	4	56%	N/A	N/A
	7	65%	56%	N/A
	8	68%	N/A	N/A
	9	71%	N/A	N/A
	10	68%	58%	N/A
	11	71%	N/A	N/A
	Average	65%	54%	N/A



Improving Our Students' Learning continued

Other Important Performance Measures		2024/25	2023/24	2022/23
Students who are interested and motivated in their learning	65% – Gr. 4 – 6 25% – Gr. 10 –12		N/A	N/A
Number of in class presentations/work from Education Centre staff regarding student mental health:	570*	747	1,207	
Number of schools implementing PBIS at 80 per cent fidelity on tiered survey:	67%**	17	10	
Percentage of teachers, parents and students who agree their learning environments are welcoming, caring, respectful and safe on the Alberta Education Assurance Measures (AEAM) survey:	80%	79%	85%	
Number of students engaged in unique school opportunities/divisional programs**:	504	653	469	
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education on AEAM survey:	81%	81%	81%	
Number of students in dual credit/work experience/registered apprenticeship program:	351*	746	653	

* Due to the nature of these measures, participants may have been counted more than once if participating in more than one opportunity.

** Changed to percentage for 2024/25.



Historical Data

Strengthening Our Workforce

Performance Measures		2024/25	2023/24	2022/23
Percentage of teaching positions filled via pool hiring process:		N/A*	1%	66%
Percentage of staff who complete an exit interview:		24%	39%	64%
Number of actions undertaken as a direct result of exit interview results:		2	5	15
Percentage of staff who complete employee survey:		16%	20%	61%
Number of actions undertaken as a direct result of survey results:		15	12	8
Number of administrators who complete diversity training:		98%**	97	104
Percentage of positions with job description updated within the last three years and posted on myRVS:		N/A	100%	100%
Percentage of staff who remain in RVS from previous year:		98%	88%	89%
Number of changes to employment practices:		18	40	12
Percentage of employees who applied that are placed as a result of a request for transfer or self-declared surplus:		74%	N/A	N/A
Number of participants in Administrative Leadership Pool (ALP) 1, 2, 3, 4:				
	ALP1	22	19	44
	ALP2	15	32	18
	ALP3	10	8	6
	ALP4	8	9	8
Number of participants in Education Centre Leadership Development and Support Program:		40	23	35
Leadership positions filled by internal candidates:				
	Education Centre positions	3	3	3
	Principal positions	7	8	10
	Assistant Principal positions	8	7	9
	TOTAL	18	18	22
Number of focused capacity building opportunities for school leaders:		26	37	35
Number of participants in the Learning Support Teacher Development Program:		32	27	32
Number of professional learning offerings:		286	101	187
Number of participants in Learning Department professional learning sessions:		7,350	2,858	4,360

* Not applicable/included for this year.

** Changed to percentage for 2024/25.



Strengthening Our Workforce continued

Performance Measures

	2024/25	2023/24	2022/23
Percentage of exit slips at centrally organized professional learning who found capacity building value in the session:	88%	95%	90%
Number of meetings throughout the year of the wellness working group:	4	6	4
Creation of wellness plan and number of actions undertaken as a direct result of plan:	15	14	N/A*
Number of leaders who attended wellness training session:	73%**	130	85
Number of superintendent, Board letters/messages to all staff per school year:	15	13	11
Number of visits by executive members to schools per school year:	418	317	334
Percentage of readership of RVS staff newsletters (The Narrative):	43%	44%	53%
Number of executive team virtual staff meetings held per school year:	N/A	1	1
Number of attendees participating in executive team virtual staff meetings:			
Live attendees	N/A	91	145
Watched the recording within two weeks	N/A	182	198
Number of meetings between Education Centre leaders with ATA representatives or support staff representatives per school year:	36	36	24

* Not applicable/included for this year.

** Changed to percentage for 2024/25.



Historical Data

Bolstering Our Infrastructure

Performance Measures		2024/25	2023/24	2022/23
Number of new schools requested in the Capital Plan:		9	7	15
Number of new schools approved for construction by government:		4	3	0
Number of modular units requested:				
New Units	27	22	32	
Relocations	1	12	2	
Wet Units	0	1	0	
Number of modular units received:				
New Units	10	21	10	
Relocations	1	17	2	
Wet Units	0	1	0	
Number of innovative spaces created to support learning:		3	0	5
Number of renovations to modernize school facilities (over \$200,000 projects excluding roof replacements):		7	3	4
Number of spaces re-designed to maximize flexibility of learning spaces:		6	2	2
Number of facility service requests completed annually:		5,919	6,380	5,784
Percentage of facility service requests resolved within one week:		35%	30%	34%
Percentage of infrastructure maintenance and renewal (IMR) allocation spent annually:		113%	99%	94%
Percentage of IMR dollars spent on high priority deferred maintenance projects:		20%	32%	59%
Percentage of facilities meeting RVS’ building cleanliness standard when audited:		80%	81%	98%
Percentage of IT service requests resolved within 48 hours:		100%	71%	N/A*
Number of infrastructure hardware and end user devices replaced annually:				
Infrastructure hardware	368	10	N/A	
End user	1,213	892	N/A	
Annual uptime for internet service, student information system, financial/HR enterprise system, telephones:		99%	100%	100%

* Not applicable/included this year.



Historical Data

Connecting With Our Community

Performance Measures	2024/25	2023/24	2022/23
Number of schools involved in dual credit programs:	9	10	8
Number of students participating in dual credit programs:	76	49	85
Number of opportunities schools make available for students to engage/attend programs offered by/at post-secondary institutions:	130	91	70
Percentage of teachers who had local businesses, organizations or individuals from the community contribute to student learning:	62%	61%	54%
Number of new partnerships established to enhance student learning:	385	365	356
Number of events trustees participate in such as school council meetings, community consultations, public meetings, etc.:	687	564	543
Number of trustee social media posts/reposts highlighting events happening in RVS schools:	517	565	332
Number of community use events that took place, helping to make the public more connected to schools in their community:	3,580	3,246	3,257
Number of formal Board-sponsored engagements with the community and number of responses:			
Engagements	4	5	5
Responses	3,260	4,982	2,268



2024/2025 Operations Department

Projects, Maintenance, Grounds and
Caretaking

Completed Modular Classroom Projects

- Fireside Phase 2, added 3 additional new modular classrooms
- A.E. Bowers, addition of 2 classrooms from Langdon, 2 new, and 1 washroom unit from Herons Crossing
- Herons Crossing, addition of 2 new modular classrooms
- Ralph McCall, addition of 4 new modular classrooms
- W.G. Murdoch, addition of 2 new modular classrooms
- Heloise Lorimer, addition of 4 new modular classrooms
- Rainbow Creek, addition of 4 classrooms relocated from Langdon



Ongoing Modular Classroom Projects

- CCA, addition of 2 moduls from Indus, expected occupancy date of September 26th
- Chestermere High School, addition of 2 modular classrooms from Langdon, expected occupancy date of October 15th
- Springbank Middle School, addition of 2 modular classrooms from Indus, expected occupancy date of mid-November



Beiseker Facility Upgrades

- Renovated girls and boys washroom to modernize the facilities and to comply with current building codes
- Added a full universal washroom with a shower, ceiling lift track, auto operator, and emergency call alarm
- Painted all doors and various classrooms and corridors
- Replaced all corridor flooring



Large Scale CMR Projects

Muriel Clayton Mechanical Upgrade

- Replaced all AHUs boilers, expansion tanks, and circ pumps
- Changed pneumatic controls to DDC

Ecole Edwards Roof Replacement

- Replaced entire roof with new insulation and SBS membrane
- Replaced modular PVC roof membrane

Chestermere High Lift Station

- Replaced the lift station tank and components

Electrical Projects

- Springbank Middle elevator modernization
- Upgraded lighting to LED and replaced all ceiling tile at Cochrane High
- Installed A/C condensing units in 17 modular classrooms



Plumbing/ Mechanical Projects

- Installed 5 leak detection bypass valves
- Duct cleaning and ceiling space dusting completed in 7 facilities
- Replacing the lift station at Chestermere High School, ongoing project



Airdrie CLC South Modernization

- Replaced roof with standing seam metal panels
- Removed all stucco, repaired building envelope, replaced stucco
- Removed drywall ceiling, reinsulated and installed new vapor barrier
- Replaced mechanical equipment, abandoned in floor ducting, replaced with overhead ducts
- Painted, replaced flooring through, new LED lighting fixtures, and ceiling tile



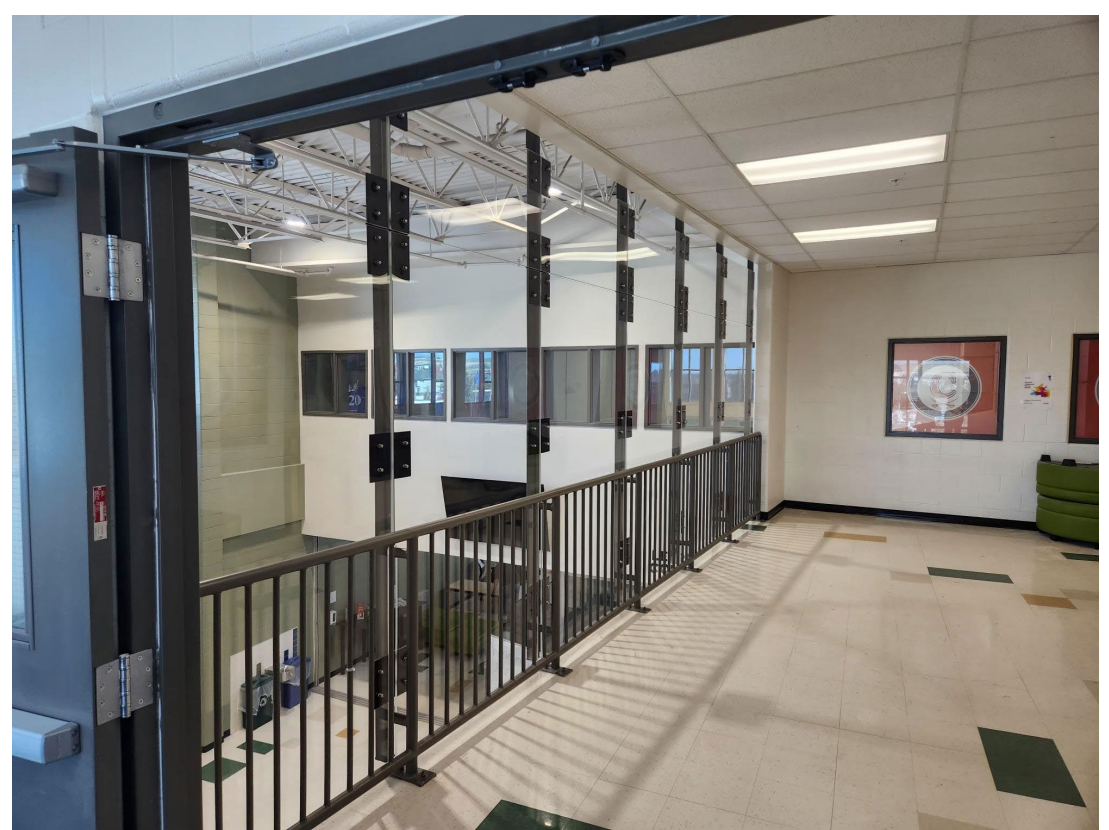
Horseshoe Crossing

- Artificial turf field completed



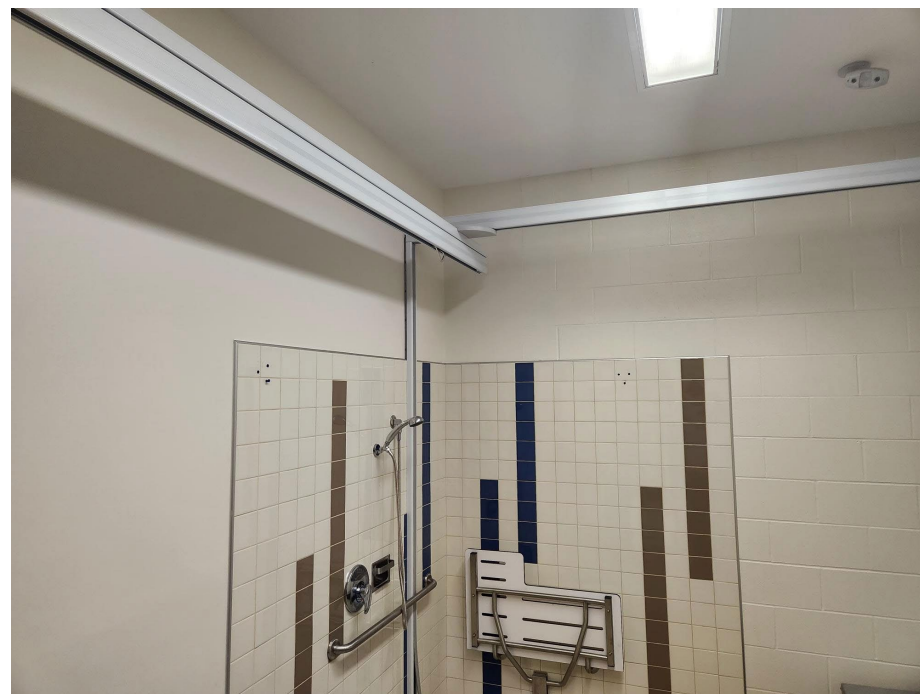
W.H. Croxford

- Installed safety glass panels onto second floor mezzanine
- Installed pathway to allow football team access to the field without exiting the gym
- Installed air conditioning



Miscellaneous Projects

- Cochrane High Elevator repair, power unit and oil replacement
- Installed ceiling tracks in 2 barrier-free washrooms
- Corridor flooring replacements at Beiseker and Cochrane High School, various smaller areas throughout the division
- Joint effort with Springbank Middle School to repurpose the stage into a weight/exercise room



Miscellaneous Projects

- Installation of a disabled parking stall at Sarah Thompson
- Deep cleaning at all schools in July
- Extensive cleaning for Bow Valley High modernization
- Demolition of Old Springbank School



A Look Ahead

- 9 Modular classrooms on 4 school sites
- 2 Washroom modernizations (W.G. Murdoch, TBD)
- 2 Universal washroom additions (Muriel Clayton, Ralph McCall)
- Banded Peak Mechanical Upgrade
- Home Economics addition at Banded Peak
- Various roofing, flooring, and painting projects
- Facility roof replacements (R.J. Hawkey and W.G. Murdoch or Mitford Middle School)
- G. McDougall LED/ceiling upgrade, installation of 18 A/C condensers



INFORMATION ITEM

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Item: Enrolment Update

Date of Meeting: September 4, 2025

Background:

Annually, Boards across Alberta submit to the Government of Alberta their student enrolment as of September 30. While enrolments fluctuate daily, these September 30th numbers are important for funding purposes and generally used to describe a school division's student population.

At the end of September 2024 RVS had 29,243 students that we served. This was an increase of 641 from September 2023. By June 2025, RVS had just over 29,500 students attending our schools. These numbers are headcount and are not the full-time equivalent (FTE) which would be lower as Kindergarten students only count as 0.5FTE.

Planning is based on the projections and school startup is often a busy time of the year for offices and administration. While students enrol throughout the year, August and September leads to time sensitive registrations occurring.

Current Status:

In January 2025, RVS submitted to government our projected enrolment for the 2025/26 school year. Projecting a division's enrolment is a complicated art which looks at community growth, grade to grade growth, historical trends, and census and birth rate data. The projection for the 2025/26 school was 29,730 students. This would be an increase of 487 students from last year (1.7% growth compared to fall 2024). General community population growth is driving the enrolment increases.

As of Wednesday September 3, 2025, enrolment across RVS is 29,617 students, representing current growth of 374 from last year. Enrolments fluctuate almost daily with students entering and exiting RVS.

It is critical to know that the 2025/26 enrolment numbers will continue to fluctuate daily, and these are ONLY preliminary numbers. Final enrolments will be determined as of end of September.

Recommendation:

The Board of Trustees acknowledges receipt of the Enrolment Update and School Startup as information.



DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: TRUSTEE COMPENSATION REVIEW COMMITTEE

Item: Policy 27 Trustee Compensation and Development

Date of Meeting: September 4, 2025

Background:

It has been a few years since the Board undertook a fulsome review of trustee compensation policy and practice in RVS related to other boards in the province. On Feb. 13, 2025 the Board approved the terms of reference for an ad hoc Trustee Compensation Review Committee. The purpose of the committee was to conduct a fulsome review and comparison of trustee compensation policy and practice of other school boards in Alberta.

The committee met four times in March and April and fulfilled their mandate by reviewing and comparing a minimum of 10 Alberta school boards' compensation policies and practices including, but not limited to salary/honorarium rate and structure; policy framework; and other allowances and benefits (claimable expenses, extended health, professional development, transition allowance, etc.).

The school divisions the group reviewed included metro and larger urban/rural divisions, Boards in proximity to RVS. The sample of 13 divisions included: Black Gold School Division, Calgary Public School Division (CBE), Calgary Separate School Division (Calgary Catholic), Chinooks Edge School Division, Edmonton Catholic Schools, Edmonton Public Schools, Elk Island Public Schools, Foothills School Division, Golden Hills School Division, Medicine Hat Public School Division, Parkland School Division, Red Deer Public Schools, St. Albert Public Schools.

The Committee was delegated the authority to make a recommendation to the Board Planning Committee on potential changes to RVS policies, procedures and practices related to trustee compensation. An initial draft BP27 was provided to the BPC on April 3, 2025 and the BPC provided feedback which the Trustee Compensation Review Committee reviewed and adjusted the draft BP27. It went to the BPC on April 17, 2025 and May 15, 2025. On May 15, 2025 the Board Planning Committee passed the following motion:

“The Board Planning Committee directs the Trustee Compensation Review Committee to bring forward Policy 27 Compensation and Development, as presented, for consideration by the Board, at the September 4, 2025, Board Meeting.”

Current Status:

The committee identified key areas to review including base honoraria; chair and vice-chair allowance structure; whether a transition allowance was provided; how they address providing additional honoraria for meetings, events, etc.; if any mechanism existed for annual adjustments; if they had a mechanism for large rural wards. Members shared other components that were unique as they reviewed their assigned divisions. All comparison data and policies reviewed were made available for trustees to review.



DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: TRUSTEE COMPENSATION REVIEW COMMITTEE

After reviewing the 13 additional school divisions, there is substantial variance across the individual components of the policies. Overall, compensation level for RVS trustees was on par with others in the sample. The committee is proposing changes to update the current honoraria rates, reflect current practice and address the areas of focus in the terms of reference for the committee.

Highlights of proposed edits to Board Policy 27 Trustee Compensation and Development from the committee include:

- Updated background.
- Updated base amounts to the current 2024/25 values.
- Moved to percentage model for chair/vice-chair allowances consistent with approximate current differences. As the base changes, the chair and vice-chair would float keeping the same proportion of additional allowance as the base.
- Clarify a few of the points under what the annual honoraria covers.
- Added ability to claim expenses for attending school events and meetings (whether they happen inside or outside your ward).
- Additional honoraria clarified to ensure orientation sessions (including the school tours) are included as additional honoraria.
- Reworked wording on office space not provided at EC statement to clarify.
- Updated benefits section to reflect recent change to ASEBP and provide link for a person to be able to see what those benefit levels provide.
- Added transition allowance benefit using same language as per the other 3 Boards in our sample.
- Eliminated reference to FOIP as legislation name has changed.

Other topics discussed but not included in proposed policies edits included:

- Honoraria amounts were compared to the sample and found to be reasonable.
- Including benefits as part of any transition allowance to include benefits.
- Committee chair compensation.
- Various mechanisms for remuneration adjustments.
- Models for professional learning and expenses allocations and did not recommend changes to either.
- Per diem vs hourly additional compensation concept.
- Timing of when the policy should be reviewed.



DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: TRUSTEE COMPENSATION REVIEW COMMITTEE

Alternatives:

Alternative I

The Board approves the proposed Policy 27 Trustee Compensation and Development as presented.

Alternative II

The Board approves the proposed Policy 27 Trustee Compensation and Development as amended.

Alternative III

The Board refers Policy 27 Trustee Compensation and Development to the Board Planning Committee for further review.

Alternative IV

The Board refers Policy 27 Trustee Compensation and Development to the Policy Committee for further review.

Recommendation:

The Board approves the proposed Policy 27 Trustee Compensation and Development as presented.

BACKGROUND

The Board believes that trustees are to be fairly compensated for the time spent carrying out business of the Board and attending to their duties, and that trustees be reimbursed for reasonable expenses incurred because of this work. The amount paid to trustees must strike an appropriate balance that provides recognition for the valuable work that is done by each individual trustee, while being fiscally responsible for the division.

The Board expects that trustees will actively engage in training and development activities that will enhance their ability to fulfil their governance role.

Additionally, the Board believes that the guidelines for compensation and expense reimbursement must be clear and transparent to the public and commit to reviewing this policy at least once per electoral term.

GUIDELINES

1. Trustee Compensation

1.1. Each trustee shall be paid annual honoraria, additional honoraria, and annual general expense allowance as outlined in the following chart:

	Annual Honoraria	Additional Honoraria (Per Hour Rate)	Annual General Expense Allowance
Chair	\$37,693.92	\$43.41	\$7,550.28
Vice-Chair	\$31,847.64	\$43.41	\$7,550.28
Other Trustees	\$28,593.96	\$43.41	\$7,550.28

1.1.1. Annual Honoraria is an all-inclusive amount paid to each trustee for their time to prepare for and attend to school board business including:

- 1.1.1.1. All Board meetings;
- 1.1.1.2. All Planning Committee meetings held on Board meeting dates;
- 1.1.1.3. Seminars, conferences, and conventions;
- 1.1.1.4. Meeting preparation; and,
- 1.1.1.5. All other meetings, school functions and other responsibilities except as outlined under Additional Honoraria.

1.1.2. Additional Honoraria is the hourly amount paid to each trustee for their time, inclusive of travel time, spent attending:

- 1.1.2.1. Meetings of Board established Committees which the trustee attends either in person or electronically, as a Board appointed committee member;

POLICY 27

TRUSTEE COMPENSATION AND DEVELOPMENT

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- 1.1.2.2. Meetings of collective agreement committees, external committees, agencies and organizations to the Board where the trustee attends either in person or electronically, as a Board authorized representative;
 - 1.1.2.3. School council meetings where the trustee attends either in person or electronically, as the designated trustee (or alternate) and joint Board / school council meetings;
 - 1.1.2.4. Board Planning Committee meetings not held on Board meeting dates;
 - 1.1.2.5. Board established professional development or in-service;
 - 1.1.2.6. School tours, typically limited to one per trustee term;
 - 1.1.2.7. Board sponsored meetings with elected officials;
 - 1.1.2.8. Travel time to Board meetings; and
 - 1.1.2.9. Other events/meetings which a trustee attends as a Board representative as authorized by the Board Planning Committee.
- 1.2. Trustees are required to have a home/offsite office which is their main working location. Office space at the Education Centre is not provided. Annual General Expense Allowance is the amount paid to each trustee to offset various home/offsite office costs, supplies, additional technology, and other expenses which are not reimbursed through Rocky View Schools' expense claim process.
- 1.2.1. A computer or tablet shall be provided to each trustee by the Division for their use during their term. These technology devices shall remain the property of RVS and shall be returned to the Division or purchased by the trustee at fair market value at the end of the trustee's term.
- 1.3. Each September 1, the annual honoraria, additional honoraria, and annual general expense allowance shall be adjusted by a ratio equal to the change in the Calgary Consumer Price Index (C.C.P.I.), comparing the June C.C.P.I. to the previous June's C.C.P.I.

2. Trustee Benefits

- 2.1. The following group benefit plans are available to trustees.

Benefit	Limitations	Cost Sharing
Life Insurance	\$10,000	100% Board paid
Basic A.D. & D.	\$25,000	100% Board paid
Supplementary Health Care	As per Trustee Plan	100% Board paid
Dental Care	As per Trustee Plan	100% Board paid
Health Care Spending Account	\$900 per year	100% Board paid
Vision Care	\$400 every two years per person	100% Board paid

3. Trustee Development

- 3.1. The Board of Trustees recognizes the need for trustees to participate in relevant development opportunities and resources that support the role of a trustee.
- 3.2. Each trustee may utilize up to \$12,000 over the four-year elected term for trustee development.
- 3.3. Reimbursement of travel and subsistence expenses incurred shall be made in accordance with divisional procedures.
- 3.4. In addition, designated trustee(s) shall be reimbursed expenses to attend Alberta School Boards Association (ASBA) fall general and spring general meetings.
- 3.5. In addition to the above, expenses shall be paid for a trustee to attend any development event when directed by the Board to do so.
- 3.6. Trustees are expected to share learnings and resources with other Trustees.
- 3.7. Any tangible items purchased through these funds shall remain the property of RVS and shall be returned to the Division or purchased by the trustee at fair market value at the end of the trustee's term.

4. Trustee Expenses

- 4.1. Subject to the limits in Board policies and administrative procedures, reasonable expenses associated with attendance at meetings held outside the trustee's own ward are claimable expenses including transportation, meals, hotels, communication and other costs.
- 4.2. Trustee expense claims will be completed and submitted in accordance with Board policy and current administrative procedures.

5. Expense Disclosure

- 5.1. The Board believes in public transparency and accountability to its stakeholders and publicly discloses all expense reimbursements. Disclosure of expense reports demonstrates enhanced transparency and accountability to taxpayers, promotes integrity within the school division, provides equal and timely access to expense information, and furthers the principles of the Freedom of Information and Protection of Privacy Act with respect to proactive release of information.
- 5.2. Expenses disclosures will follow the applicable administrative procedure.

Legal Reference:

- Education Act Section 33, 34, 51, 140, and 228



POLICY 27 TRUSTEE COMPENSATION AND DEVELOPMENT

Approved: 2024 04 11

BACKGROUND

To acknowledge the importance of the publicly elected office of Trustee for Rocky View Schools and to attract and retain quality individuals to this valuable public service, trustees are to be compensated for their efforts.

The Board believes that fair and reasonable compensation recognizes the roles and responsibilities undertaken by the Board and individual trustees as well as the time spent carrying out the business of the Board and providing service to the community. The amount paid to trustees must strike an appropriate balance that provides recognition for the valuable work that is done by the Board and individual trustees, while being fiscally responsible for the division. Also, trustees are to be reimbursed for reasonable expenses incurred because of this work.

The Board expects that trustees will actively participate in the work of the Board and meaningfully engage in learning and development activities that will enhance their ability to effectively fulfil their governance responsibilities.

Guidelines for compensation and expense reimbursement must be clear and transparent to the public. The Board commits to reviewing this policy at least once per electoral term.

GUIDELINES

1. Trustee Compensation

- 1.1. Each trustee shall be paid annual honoraria, additional honoraria, and annual general expense allowance as outlined in the following chart:

	Annual Honoraria	Additional Honoraria (Per Hour Rate)	Annual General Expense Allowance
Trustees	\$29,626.20	\$44.98	\$7,822.85

- 1.2. The Chair will receive an additional 32% of trustee annual honoraria in recognition of the additional responsibilities of the role.

- 1.3. The Vice-Chair will receive an additional 12% of trustee annual honoraria in recognition of the additional responsibilities of the role.

- 1.4. Annual Honoraria is an all-inclusive amount paid to each trustee for their time to prepare for and attend to school board business including:

- 1.4.1. All Board meetings (regular, special or organizational);
- 1.4.2. All Board Planning Committee meetings held on Board meeting dates;
- 1.4.3. Self-determined professional learning or conferences;
- 1.4.4. Alberta School Boards Association general meetings;

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POLICY 27 TRUSTEE COMPENSATION AND DEVELOPMENT

Approved: 2024 04 11

- 1.4.5. Meeting preparation; and,
 - 1.4.6. All other meetings, school functions and other responsibilities except as outlined under Additional Honoraria.
- 1.5. Additional Honoraria is the hourly amount paid to each trustee for their time, inclusive of travel time, spent attending:
- 1.5.1. Meetings of Board established Committees which the trustee attends either in person or electronically, as a Board appointed committee member;
 - 1.5.2. Meetings of collective agreement committees, external committees, agencies and organizations to the Board where the trustee attends either in person or electronically, as a Board authorized representative;
 - 1.5.3. School council meetings where the trustee attends either in person or electronically, as the designated trustee (or alternate) and joint Board / school council meetings;
 - 1.5.4. Board Planning Committee meetings not held on Board meeting dates;
 - 1.5.5. Board established professional development, in-service ~~and Board orientation events including school tours;~~
 - 1.5.6. Board sponsored meetings with elected officials;
 - 1.5.7. Travel time to Board meetings; and
 - 1.5.8. Other events/meetings which a trustee attends as a Board representative as authorized by the Board Planning Committee.
- 1.6. ~~Office space at the Education Centre is not provided, and therefore trustees~~ are expected to have a home/offsite office which is their main working location. Annual General Expense Allowance is the amount paid to each trustee to offset various home office costs, supplies, additional technology, and other expenses which are not reimbursed through Rocky View Schools' expense claim process.
- 1.6.1. A computer or tablet shall be provided to each trustee by the Division for their use during their term. These technology devices shall remain the property of RVS and shall be returned to the Division or purchased by the trustee at fair market value at the end of the trustee's term.
- 1.7. Each September 1, the annual honoraria, additional honoraria, and annual general expense allowance shall be adjusted by a ratio equal to the change in the Calgary Consumer Price Index (C.C.P.I.), comparing the June C.C.P.I. to the previous June's C.C.P.I.

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POLICY 27 TRUSTEE COMPENSATION AND DEVELOPMENT

Approved: 2024 04 11

2. Trustee Benefits

2.1. Select benefits as described below will be provided to trustees at the cost to the Board.

Benefit	Description
Life Insurance	\$25,000
Basic A.D. & D.	\$25,000
<u>Drugs & Other Medical Services & Supplies</u>	<u>ASEBP Plan 1 coverage</u>
<u>Dental</u>	<u>ASEBP Plan 3 coverage</u>
<u>Vision</u>	<u>ASEBP Plan 3 coverage</u>
<u>Health Spending Account</u>	<u>\$900 per year</u>

See ASEBP website (<https://www.asebp.ca/my-benefits/>) for details on the benefits provided for each grouping.

2.2. At the end of each trustee's service, such trustee shall be entitled to a transition allowance to ease the transition from such service, in accordance with the following schedule:

- 2.2.1. A Trustee whose service ends at the end of their first term shall receive a transition allowance equal to two weeks of trustees' basic honorarium prevailing at the end of such service per year of service;
- 2.2.2. A trustee whose service ends following the completion of two or more terms shall receive a transition allowance equal to one month's honoraria per year of continuous service to a maximum of one-half of the trustees' basic annual honorarium prevailing at the end of such service; and
- 2.2.3. Notwithstanding 2.2.1 and 2.2.2 above, a trustee who fails to complete the term to which they are elected shall not be entitled to a retirement allowance for any portion of that term, except as the Board of Trustees might determine after due consideration of any extenuating circumstances.

3. Trustee Development

- 3.1. The Board of Trustees recognizes the need for trustees to participate in relevant development opportunities and resources that support the role of a trustee.
- 3.2. Each trustee may utilize up to \$12,000 over the four-year elected term, for trustee development.
- 3.3. Reimbursement of travel and subsistence expenses incurred shall be made in accordance with divisional procedures.
- 3.4. In addition, designated trustee(s) shall be reimbursed expenses to attend Alberta School Boards Association (ASBA) fall general and spring general meetings.
- 3.5. In addition to the above, expenses shall be paid for a trustee to attend any development event when directed by the Board to do so.
- 3.6. Trustees are expected to share learnings and resources with other trustees.

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POLICY 27 TRUSTEE COMPENSATION AND DEVELOPMENT

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3.7. Any tangible items purchased through these funds shall remain the property of RVS and shall be returned to the Division or purchased by the trustee at fair market value at the end of the trustee's term.

4. Trustee Expenses

4.1. Subject to the limits in Board policies and administrative procedures, reasonable expenses associated with attendance at meetings ~~and events~~ are claimable expenses including transportation, meals, hotels, communication and other costs.

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4.2. Trustee expense claims will be completed and submitted in accordance with Board policy and current administrative procedures.

5. Expense Disclosure

5.1. The Board believes in public transparency and accountability to its stakeholders and publicly discloses all expense reimbursements. Disclosure of expense reports demonstrates enhanced transparency and accountability to taxpayers, promotes integrity within the school division, provides equal and timely access to expense information.

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5.2. Expenses disclosures will follow the applicable administrative procedure.

Legal Reference:

- Education Act Section 33, 34, 51, 140, and 228

BACKGROUND

To acknowledge the importance of the publicly elected office of Trustee for Rocky View Schools and to attract and retain quality individuals to this valuable public service, trustees are to be compensated for their efforts.

The Board believes that fair and reasonable compensation recognizes the roles and responsibilities undertaken by the Board and individual trustees as well as the time spent carrying out the business of the Board and providing service to the community. The amount paid to trustees must strike an appropriate balance that provides recognition for the valuable work that is done by the Board and individual trustees, while being fiscally responsible for the division. Also, trustees are to be reimbursed for reasonable expenses incurred because of this work.

The Board expects that trustees will actively participate in the work of the Board and meaningfully engage in learning and development activities that will enhance their ability to effectively fulfil their governance responsibilities.

Guidelines for compensation and expense reimbursement must be clear and transparent to the public. The Board commits to reviewing this policy at least once per electoral term.

GUIDELINES

1. Trustee Compensation

- 1.1. Each trustee shall be paid annual honoraria, additional honoraria, and annual general expense allowance as outlined in the following chart:

	Annual Honoraria	Additional Honoraria (Per Hour Rate)	Annual General Expense Allowance
Trustees	\$29,626.20	\$44.98	\$7,822.85

- 1.2. The Chair will receive an additional 32% of trustee annual honoraria in recognition of the additional responsibilities of the role.
- 1.3. The Vice-Chair will receive an additional 12% of trustee annual honoraria in recognition of the additional responsibilities of the role.
- 1.4. Annual Honoraria is an all-inclusive amount paid to each trustee for their time to prepare for and attend to school board business including:
- 1.4.1. All Board meetings (regular, special or organizational);
 - 1.4.2. All Board Planning Committee meetings held on Board meeting dates;
 - 1.4.3. Self-determined professional learning or conferences;
 - 1.4.4. Alberta School Boards Association general meetings;

- 1.4.5. Meeting preparation; and,
 - 1.4.6. All other meetings, school functions and other responsibilities except as outlined under Additional Honoraria.
- 1.5. Additional Honoraria is the hourly amount paid to each trustee for their time, inclusive of travel time, spent attending:
- 1.5.1. Meetings of Board established Committees which the trustee attends either in person or electronically, as a Board appointed committee member;
 - 1.5.2. Meetings of collective agreement committees, external committees, agencies and organizations to the Board where the trustee attends either in person or electronically, as a Board authorized representative;
 - 1.5.3. School council meetings where the trustee attends either in person or electronically, as the designated trustee (or alternate) and joint Board / school council meetings;
 - 1.5.4. Board Planning Committee meetings not held on Board meeting dates;
 - 1.5.5. Board established professional development, in-service and Board orientation events including school tours;
 - 1.5.6. Board sponsored meetings with elected officials;
 - 1.5.7. Travel time to Board meetings; and
 - 1.5.8. Other events/meetings which a trustee attends as a Board representative as authorized by the Board Planning Committee.
- 1.6. Office space at the Education Centre is not provided, and therefore trustees are expected to have a home/offsite office which is their main working location. Annual General Expense Allowance is the amount paid to each trustee to offset various home office costs, supplies, additional technology, and other expenses which are not reimbursed through Rocky View Schools' expense claim process.
- 1.6.1. A computer or tablet shall be provided to each trustee by the Division for their use during their term. These technology devices shall remain the property of RVS and shall be returned to the Division or purchased by the trustee at fair market value at the end of the trustee's term.
- 1.7. Each September 1, the annual honoraria, additional honoraria, and annual general expense allowance shall be adjusted by a ratio equal to the change in the Calgary Consumer Price Index (C.C.P.I.), comparing the June C.C.P.I. to the previous June's C.C.P.I.

2. Trustee Benefits

2.1. Select benefits as described below will be provided to trustees at the cost to the Board.

Benefit	Description
Life Insurance	\$25,000
Basic A.D. & D.	\$25,000
Drugs & Other Medical Services & Supplies	ASEBP Plan 1 coverage
Dental	ASEBP Plan 3 coverage
Vision	ASEBP Plan 3 coverage
Health Spending Account	\$900 per year

See ASEBP website (<https://www.asebp.ca/my-benefits/>) for details on the benefits provided for each grouping.

2.2. At the end of each trustee's service, such trustee shall be entitled to a transition allowance to ease the transition from such service, in accordance with the following schedule:

- 2.2.1. A Trustee whose service ends at the end of their first term shall receive a transition allowance equal to two weeks of trustees' basic honorarium prevailing at the end of such service per year of service;
- 2.2.2. A trustee whose service ends following the completion of two or more terms shall receive a transition allowance equal to one month's honoraria per year of continuous service to a maximum of one-half of the trustees' basic annual honorarium prevailing at the end of such service; and
- 2.2.3. Notwithstanding 2.2.1 and 2.2.2 above, a trustee who fails to complete the term to which they are elected shall not be entitled to a retirement allowance for any portion of that term, except as the Board of Trustees might determine after due consideration of any extenuating circumstances.

3. Trustee Development

- 3.1. The Board of Trustees recognizes the need for trustees to participate in relevant development opportunities and resources that support the role of a trustee.
- 3.2. Each trustee may utilize up to \$12,000 over the four-year elected term, for trustee development.
- 3.3. Reimbursement of travel and subsistence expenses incurred shall be made in accordance with divisional procedures.
- 3.4. In addition, designated trustee(s) shall be reimbursed expenses to attend Alberta School Boards Association (ASBA) fall general and spring general meetings.
- 3.5. In addition to the above, expenses shall be paid for a trustee to attend any development event when directed by the Board to do so.
- 3.6. Trustees are expected to share learnings and resources with other trustees.

- 3.7. Any tangible items purchased through these funds shall remain the property of RVS and shall be returned to the Division or purchased by the trustee at fair market value at the end of the trustee's term.

4. Trustee Expenses

- 4.1. Subject to the limits in Board policies and administrative procedures, reasonable expenses associated with attendance at meetings and events are claimable expenses including transportation, meals, hotels, communication and other costs.
- 4.2. Trustee expense claims will be completed and submitted in accordance with Board policy and current administrative procedures.

5. Expense Disclosure

- 5.1. The Board believes in public transparency and accountability to its stakeholders and publicly discloses all expense reimbursements. Disclosure of expense reports demonstrates enhanced transparency and accountability to taxpayers, promotes integrity within the school division, provides equal and timely access to expense information.
- 5.2. Expenses disclosures will follow the applicable administrative procedure.

Legal Reference:

- Education Act Section 33, 34, 51, 140, and 228