



## 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>

**OCTOBER 2, 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 Melyssa Bowen**

*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. Approval of Minutes
  - a) Regular Board Meeting – September 18, 2025
6. Exemplary Practice/ Student Showcase
  - a) Indigenous Learning at Langdon
7. Superintendent's Report
8. Chair's Report
9. Trustee Reports
10. Notice of Motion
11. Adjournment

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



# EXEMPLARY PRACTICE

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

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**Date of Meeting:** Oct. 2, 2025

**Showcase Name:** Weaving Indigenous Ways of Knowing in Teaching and Learning Across All Grades and Subject Areas

**Teachers:** Shannon Storey, Nikki Smart

**Student Presenters:** Brooklyn Caza, Melanie Caza, Sammy Haag, Livia Lattery, Sydney Lomenda-Segovia, Danika Petrie, Easton Priolo, Annika Skene, Emily Smart

## **Project Description**

At Rocky View Schools, Indigenous learning and de-colonization (TQS, LQS) are essential components of professional practice. The work Langdon School is doing in this area is not a one-time initiative but an ongoing journey that requires authentic engagement and long-term commitment.

Langdon School's approach, led by Principal, Shannon Storey and Child Development Advisor, Nikki Smart, demonstrates how schools can meaningfully embed Indigenous Ways of Knowing into daily learning and teaching practices. Their work emphasizes learning from Knowledge Keepers, building authentic connections and creating enriched learning experiences for both students and staff. Storey and Smart will present information about their efforts and successes, and student presenters will speak about their experience. The presentation will finish with a drumming circle.

This project aligns with Goal 3 of RVS' Education Plan: Creating inclusive, engaging, and healthy learning opportunities for all students. By advancing this work, Langdon School is strengthening connections to community, deepening students' understanding of diverse worldviews and ensuring Indigenous perspectives are integrated as part of everyday learning rather than as isolated or performative practices.

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“Rocky View Schools is a world-class learning organization where all students achieve their absolute best. RVS connects with all students to ensure everyone learns, belongs, and succeeds”



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

**OCTOBER 2, 2025**

**AGENDA**

- |   | <b>ACTION</b> |
|---|---------------|
| 1. September 30, 2025, Enrolment Summary                    | Information   |
| 2. Modular Unit Approval                                    | Directive     |
| 3. Strategic Plan Update - Improving our Students' Learning | Information   |

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

Ryan Reed  
Superintendent of Schools

# INFORMATION ITEM



TO: BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

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**Information Item:** September 30, 2025 Enrolment Summary

**Date of Meeting:** October 02, 2025

**Background:**

Annually, Rocky View Schools reviews September 30th enrolments.

**Current Status:**

- Total RVS enrolments for September 30, 2025 have increased by 288 students (+0.98%) to a total of 29,531 students.
- In January 2025, the projected September enrolment sent to Alberta Education was 29,730 students.
- Please see attachments for:
  - Appendix A - School-by-school Enrolments and Utilization Rates
  - Appendix B - Five-Year Historical Enrolment by Grade
  - Appendix C - Enrolments by Area

**Recommendation:**

The Board of Trustees acknowledges receipt of the September 30, 2025 Enrolment Summary as information.

2025 Rocky View Schools Enrolment and Utilization Rates (Appendix A)

Schools	Grade	Program	2025 Sept. 30	PreK	K	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11	Gr12	2025 Sept. 30	2025-2026 Capacity*	2025 Utilization Rate**
AIRDRIE																				
A.E. Bowers	K-5	Regular	545		32	37	40	36	46	38								229	575	92%
	K-6	French Immersion			33	51	50	55	50	43	34							316		
Cooper's Crossing	K-5	Regular	394	20	40	73	63	57	78	63								394	607	65%
Ecole Edwards	K-6	Regular	850		43	48	60	69	60	73	79							432	807	104%
	K-6	French Immersion			55	58	68	66	67	65	39							418		
Herons Crossing	K-9	Regular	966		69	79	101	106	107	101	106	107	96	94				966	930	104%
Heloise Lorimer	K-6	Regular	898		108	127	133	123	139	131	137							898	947	93%
Nose Creek Elementary	K-5	Regular	798		103	138	153	148	119	137								798	616	132%
Northcott Prairie	K-9	Regular	1006		78	110	101	98	104	111	98	79	96	131				1006	970	104%
Ralph McCall	K-5	Regular	759		110	133	109	147	136	124								759	684	112%
R.J. Hawkey	K-6	Regular	451		30	37	46	48	38	32	46							277	494	93%
	K-6	Christian Program			21	23	23	27	27	23	30							174		
Ecole Airdrie Middle	7-9	Regular	525									83	93	103				279	572	95%
	7-9	French Immersion										92	84	70				246		
Muriel Clayton	6-9	Regular	607								166	159	159	123				607	730	86%
C.W. Perry	6-9	Regular	958								231	246	239	242				958	772	128%
Meadowbrook	7-9	Regular	562									172	161	172				505	583	103%
	7-9	Christian Program										19	22	16				57		
Windsong Heights	K-9	Regular	926		67	64	72	92	100	97	103	102	125	104				926	888	108%
George McDougall	10-12	Regular	817												199	201	207	607	1020	83%
	10-12	French Immersion													66	69	75	210		
Bert Church High	10-12	Regular	1082												373	368	341	1082	1341	84%
W.H. Croxford	10-12	Regular	1335												460	444	431	1335	1379	99%
Airdrie Total			13479	20	789	978	1019	1072	1071	1038	1069	1059	1075	1055	1098	1082	1054	13479	13915	98%
CHESTERMERE																				
Prairie Waters	K-6	Regular	571		66	83	83	74	92	83	90							571	624	89%
Rainbow Creek	K-6	Regular	854		118	109	122	139	133	115	118							854	730	115%
East Lake	K-9	Regular	939	20	49	66	52	63	62	58	76	80	65	63				654	858	110%
	K-6	French Immersion			31	33	39	34	29	21	24							211		
	K-6	Christian Program			0	0	9	11	24	15	15							74		
Chestermere Lake Middle	7-9	Regular	749									196	231	208				635	974	78%
	7-9	French Immersion										25	23	5				53		
	7-9	Christian Program										21	16	24				61		
Chestermere High	10-12	Regular	880												293	300	287	880	1065	85%
Chestermere Total			3993	20	264	291	305	321	340	292	323	322	335	300	293	300	287	3993	4251	94%

Schools	Grade	Program	2025 Sept. 30	PreK	K	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11	Gr12	2025 Sept. 30	2025-2026 Capacity*	2025 Utilization Rate**
COCHRANE & AREA																				
Elizabeth Barrett	K-4	Regular	448		37	43	46	53	82									261	542	81%
	K-4	French Immersion			32	47	34	34	40									187		
Glenbow	K-4	Regular	546		55	64	73	83	82									357	548	97%
	K-4	French Immersion			32	45	38	37	37									189		
Cochrane Christian Academy	K-8	Christian Program	424		44	46	48	53	57	50	39	47	40					424	311	135%
Fireside	K-8	Regular	907		64	85	94	97	123	118	120	103	103					907	923	96%
RancheView	K-8	Regular	671	11	46	72	79	80	67	81	85	84	66					671	857	78%
Manachaban	5-8	Regular	480							70	57	74	78					279	560	89%
	5-8	French Immersion								43	44	49	65					201		
Mitford	5-8	Regular	453							77	95	80	118					370	604	78%
	5	French Immersion								30	21	32						83		
Bow Valley High	9-12	Regular	972											263	238	244	227	972	920	111%
Cochrane High	9-12	Regular	1006											180	193	182	218	773	1090	94%
	9-12	French Immersion												78	63	47	45	233		
Cochrane Subtotal			5907	11	310	402	412	437	488	469	461	469	470	521	494	473	490	5907	6355	94%
Bearspaw	K-8	Regular	484		38	44	54	43	49	67	63	56	70					484	688	71%
Westbrook	K-8	Regular	192		18	20	27	16	25	19	23	21	23					192	218	86%
Cochrane Area Subtotal			676	0	56	64	81	59	74	86	86	77	93	0	0	0	0	676	906	75%
Cochrane & Area Total			6583	11	366	466	493	496	562	555	547	546	563	521	494	473	490	6583	7261	91%
SPRINGBANK AREA																				
Elbow Valley	K-4	Regular	542		39	67	71	71	106									354	706	73%
	K-4	French Immersion			38	34	35	45	36									188		
Springbank Middle	5-8	Regular	557							103	98	113	134					448	571	102%
	5-8	French Immersion								35	25	26	23					109		
Springbank High	9-12	Regular	684											140	158	160	155	613	918	76%
	9-12	French Immersion												41	13	11	6	71		
Springbank Subtotal			1783	0	77	101	106	116	142	138	123	139	157	181	171	171	161	1783	2195	82%
Banded Peak	K-8	Regular	288		24	28	28	36	36	32	34	33	37					288	389	74%
Springbank & Area Total			2071	0	101	129	134	152	178	170	157	172	194	181	171	171	161	2071	2584	81%
LANGDON AREA																				
Sarah Thompson	K-5	Regular	301		35	54	57	43	59	53								301	409	73%
Langdon	K-8	Regular	496		20	36	23	41	39	36	108	94	99					496	525	96%
Horseshoe Crossing	9-12	Regular	448											124	99	119	106	448	1002	47%
Langdon Subtotal			1245	0	55	90	80	84	98	89	108	94	99	124	99	119	106	1245	1936	66%
Indus	K-8	Regular	161		15	20	20	19	23	14	19	21	10					161	192	82%
Langdon & Area Total			1406	0	70	110	100	103	121	103	127	115	109	124	99	119	106	1406	2128	67%

Schools	Grade	Program	2025 Sept. 30	PreK	K	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11	Gr12	2025 Sept. 30	2025-2026 Capacity*	2025 Utilization Rate**
CROSSFIELD																				
Crossfield	K-5	Regular	331		55	53	50	56	60	57								331	367	86%
W.G. Murdoch	6-12	Regular	391								41	80	49	57	65	48	51	391	434	91%
Crossfield Total			722	0	55	53	50	56	60	57	41	80	49	57	65	48	51	722	801	89%
BEISEKER AREA																				
Kathyrn	K-8	Regular	146		16	10	17	14	17	18	26	10	18					146	305	48%
Beiseker	K-12	Regular	247		13	16	17	17	19	11	16	11	18	27	26	32	24	247	413	61%
Beiseker & Area Total			393	0	29	26	34	31	36	29	42	21	36	27	26	32	24	393	718	55%
Subtotal			28647	51	1674	2053	2135	2231	2368	2244	2306	2315	2361	2265	2246	2225	2173	28647	31658	91%
OTHER																				
Community Learning Centres	9-12	Regular	329			1	5	6	7	13	8	5	7	1				53	N/A	N/A
	1-9	Home Schooling												3	20	53	200	276		
Discovery Trails Online	1-9	Online	197			5	10	9	11	18	19	27	48	50				197	N/A	N/A
Summit Trails Online	10-12	Online	303												70	97	136	303	N/A	N/A
Colonies	K-12	Regular	55		6	5	3	6	4	7	3	7	4	4	2		4	55	N/A	N/A
Subtotal			884	0	6	11	18	21	22	38	30	39	59	58	92	150	340	884		
RVS TOTAL			29531	51	1680	2064	2153	2252	2390	2282	2336	2354	2420	2323	2338	2375	2513	29531	31658	N/A

\*Capacity includes the Modular units currently on site and occupied, it doesn't include the Modular units approved in July 2024.

\*\*Utilization rate = [(Kindergarten Enrolment - Severe Disability Kindergarten Students)\*0.5 + (Severe Disability Kindergarten Students)\*3\*0.5 + (Grades 1-12 – Severe Disability grades 1 to 12 Students) + (Severe Disability grades 1 to 12 Students)\*3]/Capacity

Note: There were 3 test students in Power School, those have been removed from this list.

Note: For C.W. Perry and Banded Peak: Leased and designated admin space is removed from capacities to reflect reporting.

Appendix B

**RVS 5-Year Historical Enrolment by Grade**

	2021	2022	2023	2024	2025
<b>Kindergarten</b>	<b>1,907</b>	<b>1,832</b>	<b>1,843</b>	<b>1,738</b>	<b>1,725</b>
Grade 1	1,933	2,130	2,024	2,074	2,053
Grade 2	2,005	2,013	2,217	2,128	2,135
Grade 3	2,021	2,100	2,117	2,314	2,231
<b>Summary</b>	<b>5,959</b>	<b>6,243</b>	<b>6,358</b>	<b>6,516</b>	<b>6,419</b>
Grade 4	2,091	2,119	2,178	2,177	2,368
Grade 5	2,072	2,180	2,206	2,239	2,244
Grade 6	2,037	2,199	2,285	2,285	2,306
<b>Summary</b>	<b>6,200</b>	<b>6,498</b>	<b>6,669</b>	<b>6,701</b>	<b>6,918</b>
Grade 7	2,086	2,136	2,234	2,326	2,315
Grade 8	2,105	2,151	2,142	2,297	2,361
Grade 9	2,073	2,276	2,257	2,253	2,265
<b>Summary</b>	<b>6,264</b>	<b>6,563</b>	<b>6,633</b>	<b>6,876</b>	<b>6,941</b>
Grade 10	1,921	2,107	2,275	2,269	2,246
Grade 11	1,704	1,926	2,088	2,236	2,225
Grade 12	1,612	1,692	1,925	2,070	2,173
<b>Summary</b>	<b>5,237</b>	<b>5,725</b>	<b>6,288</b>	<b>6,575</b>	<b>6,644</b>
<b>Sub Total</b>	<b>25,567</b>	<b>26,861</b>	<b>27,791</b>	<b>28,406</b>	<b>28,647</b>
Colonies	42	46	48	51	55
CLC's	406	336	341	362	329
Online Schools	607	369	422	424	500
<b>Total</b>	<b>26,622</b>	<b>27,612</b>	<b>28,602</b>	<b>29,243</b>	<b>29,531</b>
<i>Difference</i>	5.27%	3.72%	3.59%	2.24%	0.98%
	1,333	990	990	641	288

**RVS 5-Year Historical Enrolment by Area**

	2021	2022	2023	2024	2025
Airdrie	11,566	12,405	12,904	13,262	13,479
<i>Difference</i>	465	839	499	358	217
Cochrane/Westbrook/Bearspaw	6,004	6,302	6,598	6,671	6,583
<i>Difference</i>	311	298	296	73	-88
Chestermere	3,760	3,822	4,005	3,948	3,993
<i>Difference</i>	60	62	183	-57	45
Langdon/Indus	1,116	1,109	1,046	1,303	1,406
<i>Difference</i>	35	-7	-63	257	103
Bragg Creek/Springbank	2,041	2,095	2,096	2,059	2,071
<i>Difference</i>	55	54	1	-37	12
Beiseker/Kathryn	412	424	431	438	393
<i>Difference</i>	20	12	7	7	-45
Crossfield	668	704	711	725	722
<i>Difference</i>	7	36	7	14	-3
Colonies	42	46	48	51	55
<i>Difference</i>	-4	4	2	3	4
CLCs	406	336	341	362	329
<i>Difference</i>	-223	-70	5	21	-33
Online School	607	369	422	424	500
<i>Difference</i>	n/a	-238	53	2	76
<b>Total</b>	<b>26,622</b>	<b>27,612</b>	<b>28,602</b>	<b>29,243</b>	<b>29,531</b>
	5.27%	3.72%	3.59%	2.24%	0.98%

# DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

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**Item:** 2026 Modular Classroom Submission

**Date of Meeting:** October 2, 2025

**Background:**

Through Alberta Education's Annual Modular Classroom Program, provincial funding is provided for adding or relocating existing modular classrooms to ease enrolment pressures in communities where school jurisdictions are seeing high enrolment growth.

Alberta Education requires school districts to review their accommodation needs to determine the demand for additional modular classrooms. The submission for modular classrooms is expected to be submitted to Alberta Education for their consideration by November 1, 2025.

Rocky View Schools typically receives a letter from Alberta Education regarding the approval of requested modular units within four months of the request.

Over the course of this last two years, RVS has received 35 additional classroom units, 12 relocations within the division, along with 2 washroom unit relocations. Out of these, 10 classroom units and 1 washroom unit relocation was approved in 2025. This has provided additional student spaces for almost 800 students, along with shifting almost 250 student capacity from underutilized schools to overutilized schools.

These allocations have helped us in achieving all the identified modular unit needs as part of Balancing Airdrie Students Spaces (BASS) and partially the spaces those were identified as part of Chestermere Student accommodation as well.

As we have received so many units in the last 24 months, and those were distributed across the division, we are not left with a lot of schools those have enough room available on site to take any more available units. This is going to limit our options for this year's request.

The table on the next page, table 1, provides a summary of the units that we have received in the last two years, along with their allocation and occupancy status.



# DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Table 1

School	Municipality	# Of Units	Occupancy Status
<b>Surplus units from Drayton Valley – Five Classroom Units</b>			
Chestermere Lake Middle School	Chestermere	One	Complete
Cochrane High School	Cochrane	Two	Complete
George McDougall High School	Airdrie	One	Complete
Northcott Prairie School	Airdrie	One	Complete
<b>2024 Spring Budget Approval – Nine Classroom Units + 1 Washroom Unit Relocation</b>			
Fireside School	Cochrane	Three	Complete
A.E Bowers Elementary School	Airdrie	Two One Washroom	Complete
Northcott Prairie School	Airdrie	One	Complete
Hérons Crossing School	Airdrie	One	Complete
Ralph McCall School	Airdrie	Two	Complete
<b>2024 In Year Modular Units Approval – 24 Classroom Units (12 New and 12 Relocations)</b>			
Hérons Crossing	Airdrie	One	Complete
Ralph McCall	Airdrie	Two	Complete
Fireside School	Cochrane	Three	Complete
Rainbow Creek Elementary	Chestermere	Four	Complete
W.G Murdoch	Crossfield	Two	Complete
A.E Bowers Elementary	Airdrie	Two	Complete
Heloise Lorimer	Airdrie	Four	Complete
Chestermere High School	Rocky View County	Two	Expected by end of October 2025
Springbank Middle School	Rocky View County	Two	TBD
Cochrane Christian Academy	Cochrane	Two	Expected by end of October 2025
<b>2025 Spring Budget Approval – Five Classroom Units +1 Washroom Unit Relocation</b>			
Nose Creek Elementary	Airdrie	Four	TBD
Rainbow Creek	Chestermere	One One Washroom	TBD
<b>2025 Spring Budget Approval – Five Classroom Units</b>			
Ralph McCall	Airdrie	Two	TBD
Ecole Edwards	Airdrie	Two	TBD
Rainbow Creek	Chestermere	One	TBD



# DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

## Current Status:

The following list, Table 2 in order of priority, are schools requiring additional modular units, or the evergreening process to replace aging modular units, for the 2026-27 school year. In addition to new or relocated requests, the Government of Alberta also provides the ability to submit requests for modular units that have, or are expected to, reach(ed) their life-expectancy.

Table 2

Priority	School	Municipality	Modular Classroom Request		2025	2026	2027
1.	Rainbow Creek	Chestermere	2 new Classroom Units	Refusal	107%	111%	116%
				Approval	101%	105%	109%
2.	Prairie Waters	Chestermere	2 new Classroom Units	Refusal	86%	91%	97%
				Approval		84%	87%
3.	Ecole Airdrie Middle	Airdrie	4 new Classroom Units + 1 Washroom Unit	Refusal	92%	93%	94%
				Approval		86%	87%
4.	Manachaban	Cochrane	2 new Classroom Units	Refusal	85%	87%	89%
				Approval		80%	82%
5.	Crossfield Elementary	Crossfield	4 new Replacement Classroom Units	N/A	82%	83%	84%
6.	Cochrane Christian Academy	Cochrane	4 new Replacement Classroom Units	N/A	110%	111%	110%
Total new modular units requested			18 Classroom Units + 1 Washroom Unit				

1. The request for Rainbow Creek to receive two additional modular units would raise overall capacity from 781 to 831. Projected enrolment for the school is 900 students in 2026 and 940 students in 2027. Currently there are 843 students enrolled in the school.

2. The request for Prairie Waters to receive two additional modular classroom units raises overall capacity from 624 to 674. Projected enrolment for the school is 600 students in 2026 and 640 students in 2027. Currently there are 568 students enrolled in the school.

3. The request for Ecole Airdrie Middle to receive four additional modular classroom units raises overall capacity from 572 to 672. Projected enrolment for the school is 532 students in 2026 and 540 students in 2027. Currently there are 529 students enrolled in the school.

4. The request for Manachaban to receive two additional modular classroom units raises overall capacity from 560 to 610. Projected enrolment for the school is 485 students in 2026 and 500 students in 2027. Currently there are 478 students enrolled in the school.

# DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

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5. Crossfield Elementary School has four units that were manufactured in 1981. The existing foundation is also in need of repair. Of the schools assessed, Crossfield was determined to be of greatest need for replacement units. The schools projected growth is currently showing four to five students per year with 326 students actively enrolled to date.

6. Cochrane Christian Academy has four units that were constructed in 1991 by the Calgary Catholic School Division. Following Crossfield, CCA was determined to have modular units that are of the second greatest need of replacement. When CCA was renovated by RVS, the existing modular unit link, modular unit roofing, and modular unit siding was not replaced or painted within the construction budget.

## **Additional Information:**

Considering RVS' three most populated municipalities within the division, there is capacity for twenty-three (23) additional modular units throughout following this request and subsequent approval.

### **Airdrie:**

George McDougall High School – Three (3), Ecole Airdrie Middle School – Three (3), Ecole Edwards – Two (2), Coopers Crossing – Two (2)

### **Cochrane:**

Elizabeth Barrett School – Four (4), RancheView School – One (1), Mitford School – Two (2)

### **Chestermere:**

Chestermere High School – Six (6)

## **Alternatives:**

### **Alternative I:**

The Board of Trustees approves the submission to the province for eighteen (18) new modular classrooms, plus one (1) new washroom unit, as outlined in Table 2.

### **Alternative II:**

The Board of Trustees approves the submission to the province for eighteen (18) new modular classrooms, plus one (1) new washroom unit, in a different priority than outlined in Table 2.

### **Alternative III:**

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

## **Recommendation:**

The Board of Trustees approves the submission to the province for eighteen (18) new modular classrooms plus one (1) new washroom unit in priority as outlined in the Table 2.



# INFORMATION ITEM

TO: THE BOARD OF TRUSTEES

FROM: THE ASSOCIATE SUPERINTENDENT OF LEARNING

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**Information Item:** Strategic Plan Update: Improving our Students' Learning

**Date of Meeting:** October 2, 2025

**Background:**

*Board Strategic plan priority: Improving our students' learning.*

*Outcome: Deliver excellent instruction with a focus on numeracy and literacy.*

*Divisional Education Plan Goal One: Advancing Students' Literacy and Numeracy Skills.*

*Outcome: Students are numerate and literate.*

In the fall of 2024, results of government mandated literacy and numeracy assessments indicated that students were not demonstrating literacy and numeracy skills as we would expect. Data from provincially required assessment tools was examined including the PAST, LeNS, CC3, and Alberta Numeracy Screening Assessment. Data from all elementary schools was reviewed and ten schools that required the most assistance were identified to receive significant support with a focus to improve student numeracy and literacy skills.

We recognized the need to support our teachers in a different way in order to better support our students with reading, writing and math skill development. While some teachers employed excellent strategies, it was not consistent within grade teams, within schools or across the jurisdiction.

Through classroom observation and discussion with classroom teachers and school administration it was determined that a focus on explicit instruction in literacy and numeracy was needed.

Using evidenced based research for foundational strategies for literacy and numeracy instruction, literacy and numeracy blocks were developed by the Learning Services team and then shared with teachers to be implemented in these ten identified schools in the 2024-2025 school year between February and June in a staged roll out. Five schools were focused on at a time.



# INFORMATION ITEM

TO: THE BOARD OF TRUSTEES

FROM: THE ASSOCIATE SUPERINTENDENT OF LEARNING

## 1-3 Numeracy Block

<b>Math Talk</b> <i>Adaptive Reasoning</i>	5-10 min	<ul style="list-style-type: none"> <li>Math vocabulary, number fluency, mental math               <ul style="list-style-type: none"> <li>Examples: Dot cards, WODB, Esti-Mysteries, Choral Counting, Number Strings, Number line routines</li> </ul> </li> </ul>
<b>Problem Solving</b> <i>Conceptual Knowledge Strategic Competence Productive Disposition</i>	15-20 min	<ul style="list-style-type: none"> <li>Collaborative Problem Solving               <ul style="list-style-type: none"> <li>Examples: Story Problems, Counting Collections, Numeracy Picture Books, Open Questions, Building Thinking Classrooms</li> </ul> </li> </ul>
<b>Explicit Instruction</b> <i>Conceptual Knowledge Procedural Fluency</i>	5-15 min	<ul style="list-style-type: none"> <li>Focused math lesson</li> <li>Explicit Instruction connecting conceptual and procedural understanding</li> <li>Consolidating student understanding of problem solving task</li> </ul>
<b>Numeracy centers/choiceboard &amp; Targeted Instruction</b> <i>Procedural Fluency</i>	20-25 min	<ul style="list-style-type: none"> <li>Targeted instruction (small group)</li> <li>Scaffolded questions to support concept               <ul style="list-style-type: none"> <li>i.e. mild, medium, spicy</li> </ul> </li> <li>Fluency Games</li> <li>Other Numeracy Centres</li> </ul>

## Grade 1&2 Literacy Block

Oral language routines	5-10min	Sharing circle <ul style="list-style-type: none"> <li>Concentric Circles, Speed Train, Turn &amp; Talk</li> </ul>
Explicit Phonemic Awareness, Phonics & Word Study Instruction	25-30 min	Heggerty (Phonemic awareness)* UFLI (Phonics)* <ul style="list-style-type: none"> <li>High Frequency Words</li> <li>Word Sorting</li> <li>Morphology</li> <li>Vocabulary</li> </ul>
Reading Decoding, Fluency & Comprehension	25-30 min	Morning Message Focused reading lesson <ul style="list-style-type: none"> <li>Interactive read aloud, shared reading</li> </ul> Small group instruction Centers, stations, choiceboard <ul style="list-style-type: none"> <li>High frequency words, word sorting, independent &amp; partner reading</li> </ul>
Writing	25-30 min	Focused writing lesson Collaborative or guided writing <ul style="list-style-type: none"> <li>Teacher modelled and / or students together</li> </ul> Writing practice (independent or collaborative) <ul style="list-style-type: none"> <li>Targeted instruction and/or writing conferences</li> </ul> Sharing
Independent Reading	5-15 min	Students read a book of choice Targeted instruction and/or reading conferences

*Oral language and conversation should be embedded throughout the day. See the website for some high impact routines.*

*Word study and play can be woven into the other mini blocks (i.e. vocabulary in read alouds, word games, sorts, elkonin boxes during small group work and centers).*

*The total time of literacy instruction may exceed 90 minutes- plan to integrate reading and writing instruction across subjects when possible to create literacy opportunities through the school day.*

# INFORMATION ITEM



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Meetings were held with school-based administrators to review their data, to talk about overall approaches to literacy and numeracy instruction and to share that they had been selected to receive some intensive push in support from the Learning Services team to implement these blocks.

The next step was to share this information and the plan with all school staff to share the purpose of the approach and to go over what they would doing and explain how this would be implemented including the supports and resources they would receive.

The Learning Services specialists then pushed into schools with their expertise, resources and subs to release teachers so that professional learning on the resources and the literacy and numeracy blocks and components could occur. The first area of focus was to provide teachers with a deeper understanding of the importance of explicit instruction, then to provide them with the necessary professional learning, followed by providing them with the resources they needed to implement the strategies. An important piece was for everyone to understand that the focus was on instructional practices and not intervention.

Four of the learning specialists met with teachers for a half to a full day to go over the numeracy and literacy blocks, provide detailed explanations of the various strategies, give time to work through resources, take note of areas of learning for the teachers, and provide ample opportunity for questions and discussion. Many teachers saw a lot of what they already do in this work and as a result many teachers realized they needed to add or tweak a few things to ensure that the sequencing is properly aligned. Others recognized they required more in-depth supports and professional learning in order to implement the blocks.

Following the professional learning time, the learning specialists went into classrooms and modeled the strategies and team taught with teachers when appropriate. They worked closely with literacy and numeracy coaches in each of the schools to build their knowledge and understanding of good literacy and numeracy instruction, including the blocks that were being implemented. The focus throughout all the work was to build overall teacher knowledge and understanding to better support our students and help them be stronger readers, writers and mathematicians.

The end result is that after 4-6 months of this work, the data shows us that student learning is improving.



# INFORMATION ITEM

TO: THE BOARD OF TRUSTEES

FROM: THE ASSOCIATE SUPERINTENDENT OF LEARNING

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## June results- Students not at risk

	September 2024	June 2025
Grade 1 LeNs	66%	84%
Grade 2 LeNs	71%	82%
Grade 2 CC3	75%	85%
Grade 3 CC3	77%	86%
Grade 1 numeracy	66%	82%
Grade 2 numeracy	71%	81%
Grade 3 numeracy	85%	86%

### Current Status:

In the 2025-2026 schools year, this work is continuing in the first ten schools, and a similar approach is being implemented in the remaining 19 schools with K-3 learners. This work is financially supported by additional board dollars, government provided learning disruption funds, government provided new curriculum funds and EAL dollars. Each school has been allocated funds to have 0.2 FTE for literacy coaching, 0.2FTE for numeracy coaching along with an additional 0.2 FTE for each literacy and numeracy in French Immersion schools.

There is also a team of six learning specialists dedicated to our 29 schools. Specialists work in pairs and have been allocated to schools. Two of the learning specialists are French speaking and can support in both the English and FI classes. Additionally, there are four divisional subs who are assigned to various schools to release teachers to learn about the various strategies and how to use the wide variety of resources we have provided to them.

K-3 staff, administrators and school-based literacy and numeracy coaches from the 19 schools received professional learning in May and June of last year. Teachers who are new to RVS, new to K-3 teaching and staff returning from leaves have had the opportunity to engage in this learning at a session in August, one on September 15th and one on October 2nd.

### Future Direction:

We will repeat the professional learning session once a month to catch those teachers who are hired throughout the school year. The goal is to ensure that all teachers have the training needed to feel confident with the implementation of the tools and strategies embedded in the blocks.

As we have been implementing this intentional plan in K-3 classrooms, teachers and administrators from grades 4-9 have been asking for a similar instructional approach. The Learning Services team

# INFORMATION ITEM



TO: THE BOARD OF TRUSTEES

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has developed literacy and numeracy block recommendations for grades 4-12 and are working in those classrooms and schools to support implementation where requests have come forth.

Knowing the improved student achievement we saw last year, we expect to continue to see this continued improvement. The data reporting will also increase parental confidence with knowing their child is learning the skills needed to be successful. We are excited to support numeracy and literacy instruction in Rocky View Schools.

**Recommendation:**

That the board accept the information item on the implementation of literacy and numeracy blocks as presented.



# Improving Our Students' Learning

October 2<sup>nd</sup>, 2025

# Connecting to the Strategic Plan and 2023-2027 Divisional Plan

## 2022 – 2026 STRATEGIC PLAN



### Priority: Improving our students' learning

#### Goals

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

#### Outcomes

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

**Outcome** Students are numerate and literate.

#### Performance Measures:

*Assessments are completed in language of instruction.*

- (ABEd\*) Percentage of students not at risk on the Letter Name-Sound (LeNS) assessment in Kindergarten and Grades 1 – 2.
- (ABEd) Percentage of students not at risk on the Castles and Coltheart 3 (CC3) assessment in Grades 1 – 3.
- (ABEd) Percentage of students not at risk on the Alberta Numeracy Assessment in Kindergarten and Grades 1 – 3.
- (ABEd) Percentage of students not at risk on the Rapid Automatized Naming (RAN) assessment in Kindergarten and Grade 1.

## Reviewing the data to make a plan

- PAST
- LeNs
- CC3
- Alberta Numeracy Screening Assessment

Data showed a need to support our teachers differently to better support our students.

Focus on explicit numeracy and literacy instruction was needed.

# Development of a Numeracy block

## 1-3 Numeracy Block

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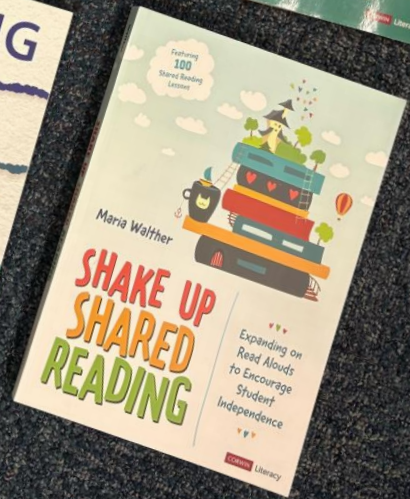
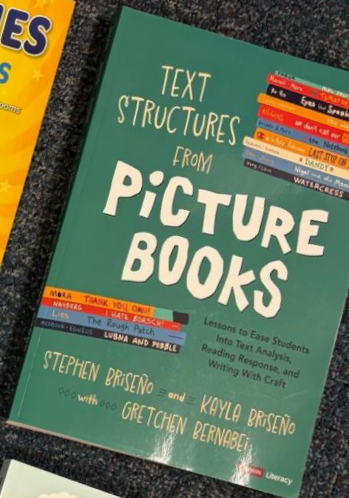
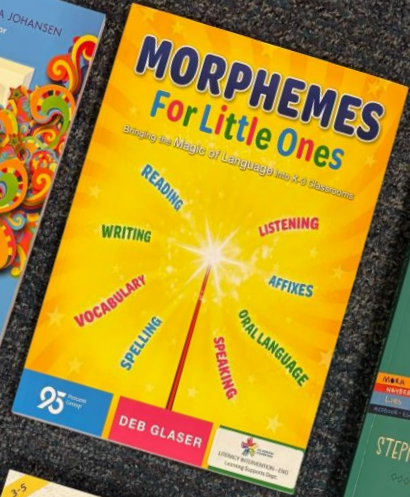
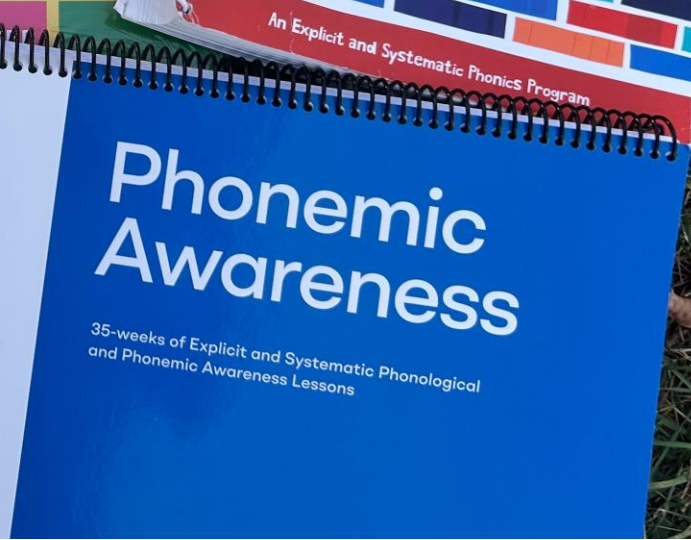
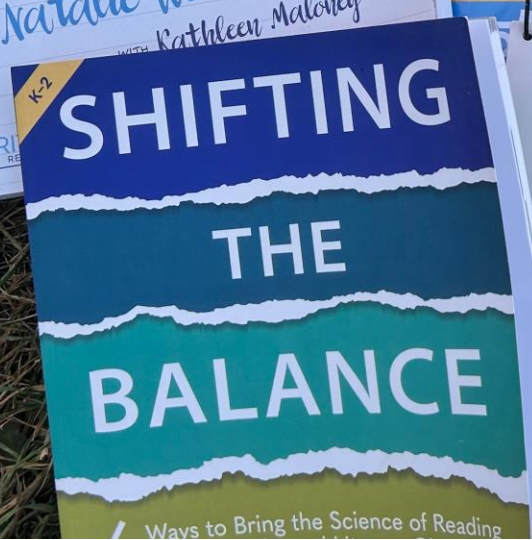
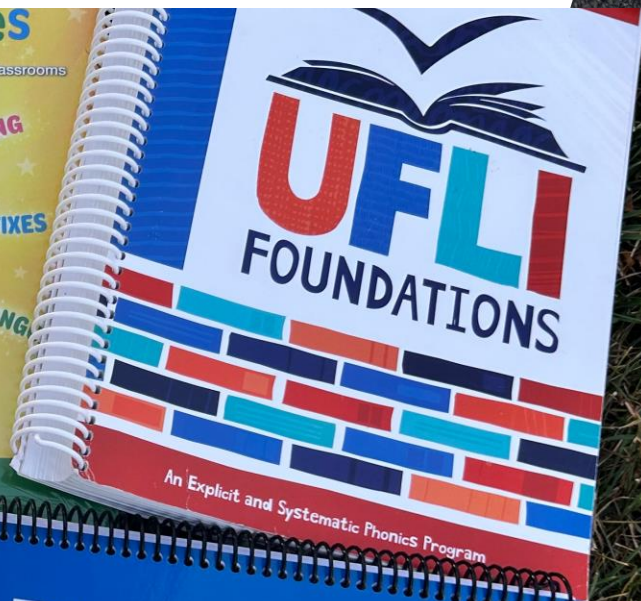
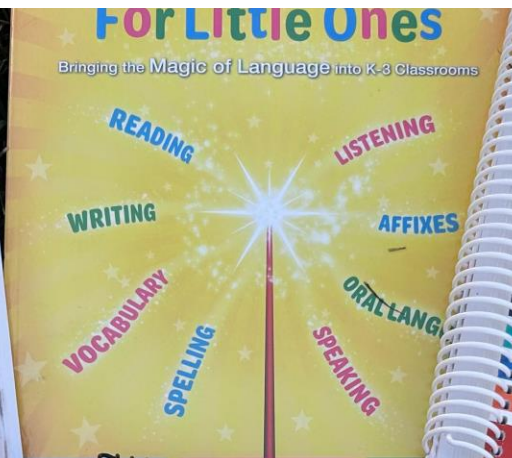
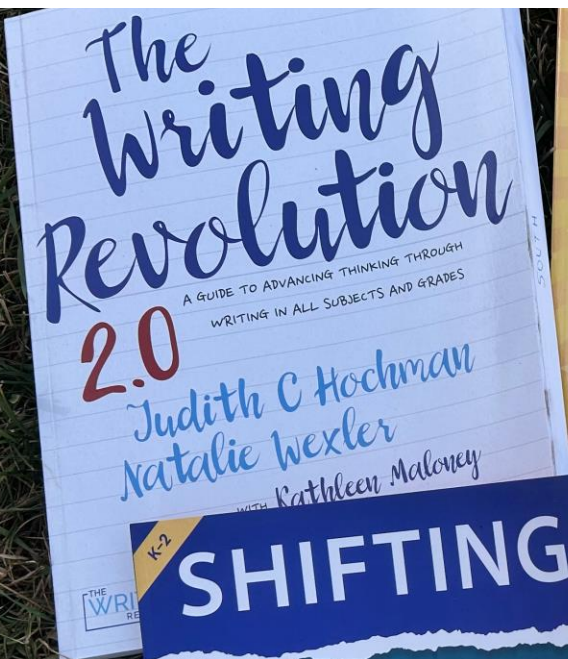
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## Current Status

- Supporting all of our schools with K-3 learners
- 0.2FTE numeracy and literacy coaches embedded into schools
- Learning Specialists from Learning Services dedicated to this work
- Ongoing support for resources, time and professional learning

## Future Direction

- Repeat of professional learning sessions
- Moving the blocks into grades 4-12
- Resulting in continued improvement of student learning
- Increasing parental confidence



# Questions?

