



**CREATE
EXPLORE
FLOURISH**

**2021-2024 EDUCATION PLAN
ASSURANCE FRAMEWORK FOR RIVER
VALLEY SCHOOL**



RIVER VALLEY SCHOOL
WONDER LIVES HERE



Grade 2 students participating in our 'Teacher for 10' initiative

2021-2024 EDUCATION PLAN ASSURANCE FRAMEWORK FOR RIVER VALLEY SCHOOL

The Education Plan for River Valley School commencing September 1, 2021, and updated in May 2022, was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private School Regulation and the Education Grants Regulation. This plan was developed in the context of the provincial government's business and fiscal plans.

The Board and the School's Senior Leadership Team have used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. This Education Plan Update was approved on May 27, 2022.

Rich Lee

River Valley School, Board Chair
board@rivervalleyschool.ca

Carolyn Breland

River Valley School, Head of School
cbreland@rivervalleyschool.ca

Date of approval
Friday May 27, 2022.

A MESSAGE FROM OUR HEAD OF SCHOOL

River Valley School is an innovative and inclusive independent school that harnesses the innate curiosity in children to ensure that every student, regardless of age or ability, will flourish academically and socially. Our motto, “Wonder lives here”, is the cornerstone to all that we do and can be felt in every classroom and within the heart of each of our students. We are grounded in our mission to embrace the unique talents of our students, while curating opportunities for learning and discovery. Our teachers and staff support different learning styles to ensure every student is capable of achieving their personal best.

As a community, we learn and grow together respecting the values, opinions and beliefs of all. Students, teachers and administrators work together to create an environment where learners feel confident and free to appreciate each other, make good ethical decisions, and take age- and stage- appropriate risks, leading to enhanced understanding and broadened inquiry. Students graduate from River Valley School prepared for their next educational steps in junior and senior high. We feel very proud to be part of the foundation building that will lead to their long term success.

With more than nineteen years of experience, River Valley School is entering into a new chapter of its history. On December 1, 2021, after a lengthy due diligence process and nearly two decades of searching for the perfect permanent home of the school, the Board of Directors and I signed the final documents to complete the purchase of our current school site at 3127 Bowwood Drive NW, Calgary.

With this tremendous milestone achieved (Outcome #1 of this 3 year plan), we are now working on our next five year strategic plan to ensure the enhancements and development of our facilities, educational programs and staffing plans best serve the needs of our current and future students.

This update on the 2021-2024 Education Plan serves as a reflection of the shared vision of our community. We are proud of the progress made thus far and look forward to the continuation of our implementation.

Kind regards,

Carolyn Breland,
River Valley School, Head of School





VISION

To curate opportunities for learning and discovery that are as dynamic as the world around us.

MISSION

To be an exceptional educator that embraces the unique talents of every child. Our adaptive model of educational delivery supports different learning styles to ensure that every student is capable of achieving their personal best.

VALUES

Independence, Creativity & Citizenship

At River Valley School, we value social and character development as much as academic development.



BOARD OF DIRECTORS

River Valley School is a not-for-profit charitable society, operated by a strong community of educators, students and parents and governed by a volunteer Board of Directors.

Rich Lee - Board Chair

Eric von Engelbrechten - Treasurer

Scott Crews

Heather Draper

Bill Hu

Adam Phillips

Jason Schultz

Isaac Wing

Tatum Woywitka



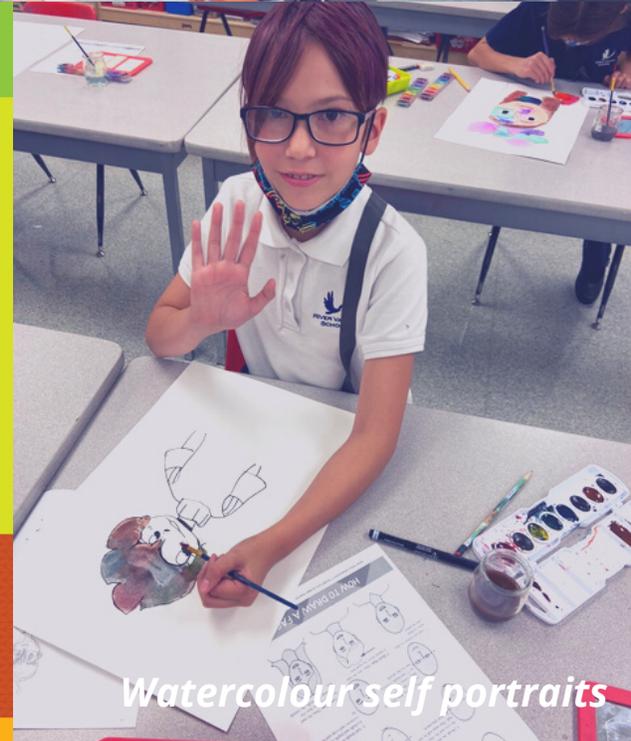
Nurturing a love of learning through our library program

OUR LEARNERS

In our programs, students develop strong academic skills, social confidence, broad interests, and a sense of responsibility and respect for themselves and the world around them. We ensure each child can flourish. Our students discover a life long love of learning in a respectful and caring environment.

While we regularly rank among Alberta's top schools, we are as different from other schools as our students are from one another. We are not an exclusive, one-size-fits-all school. We are focused on the individual needs of our students.

We are here - of course - to give our students what they need to succeed and become a contributing member of society, but how we teach them is determined by who they are, how they learn and what engages them.



Watercolour self portraits



Developing numeracy skills in Junior Kindergarten



Starting as early as age 3, our students develop strong French vocabulary skills through a gesture-based program (AIM)

OUR PROGRAMS

We are a growing school of approximately 250 students with a beautiful campus in Bowness, Calgary. We operate with a low pupil-teacher ratio, maximizing instructional time and the personalization of learning for students Pre-Junior Kindergarten to Grade 6.

With our before & after school programs, River Valley School offers a safe, caring environment for our students from 7 AM to 6 PM Monday through Friday year-round. We also offer bussing services to our students that service specific communities in the SW, central and NW quadrants of the city.

EARLY LEARNING PROGRAM

**PRE-JK (3-YEAR-OLDS)
JUNIOR KINDERGARTEN (4-YEAR-OLDS)**

Our early learning students participate in hands-on, inquiry and play-based learning guided by the Early Learning and Child Care Curriculum Framework for Alberta.

Learners explore core academic areas such as numeracy, literacy and humanities, and are introduced to specialist areas such as French, music, library, physical and outdoor education, art and drama. It is the perfect balance of academics, play, creativity and exploration.

ELEMENTARY PROGRAM

**KINDERGARTEN (5-YEAR-OLDS)
TO GRADE 6**

Our elementary students are immersed in the Alberta Education Curriculum in core subject areas including math, English language arts, social studies, science and health. Student achievement and engagement is carried out through varied project-based learning opportunities, exploration, collaboration, and differentiation in our instruction.

In addition to core subjects, students enjoy programming in music, French, art, drama, physical and outdoor education, library, and S.T.E.A.M.

ACCREDITED

Member of AISCA (Association of Independent Schools & Colleges of Alberta)

TECHNOLOGY

- SMART and/or Apple tech in all classes
- 1:1 iPads for all students
- Design thinking, coding & robotics
- Our new 'Imaginarium' S.T.E.A.M lab
 - zSpace, augmented reality lab
 - Spheros
 - 3D Printer
 - Micro-bits
- Information and communication technologies (ICT) are integrated within the curriculum areas
- Technology skills and digital citizenship taught by our Educational ICT Coordinator

CAPITAL CAMPAIGN

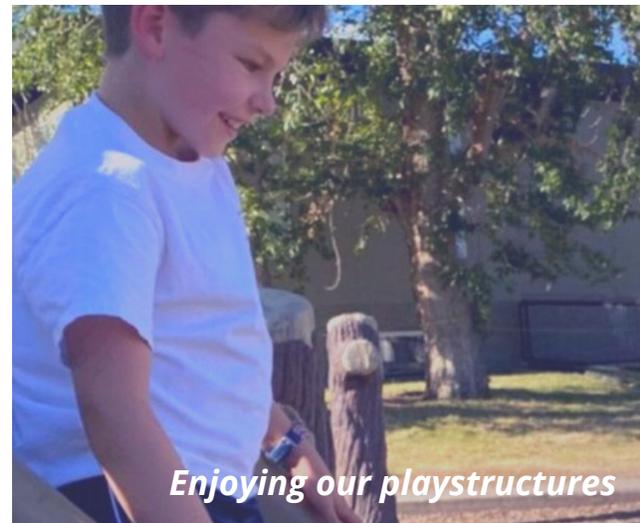
A new capital campaign is underway to enhance our school-owned facilities, expand our educational programming and re-pay our mortgage early.



Facilitating experience that pique a child's curiosity



Practising the Design Thinking Process to develop 21st century skills



Enjoying our playstructures



Hands on literacy stations

Our teachers and instructional aides each bring to the classroom a fresh curiosity about each child and seek the best ways of guiding him or her to their greatest success. Individuality is celebrated.

Students are offered programs to match their learning styles. Personalization of the learning experience ensures each child is provided with what they need to achieve greatness. Our commitment is to inspire each child to find their way, be adaptive, help those around them, and enjoy the journey.

Our learning support team provides pull-out and push in programs for students in Grade 4 - 6 to work individually or in small groups in specific areas such as reading and math intervention. We employ a speech and language pathologist and an occupational therapist to work with our coded students as well as others who benefit from SLP and OT services (including social skills). Students in Grades 2 - 6 that display strengths in English Language Arts and Math are also given opportunities to participate in pull-out enrichment within small collaborative groups.

Teachers are given opportunities to learn new strategies to differentiate for their students as ongoing professional development opportunities occur throughout the year.

ARROWSMITH PROGRAM

The **Arrowsmith Program** is an optional program within River Valley School that is geared specifically towards our grade 1 - 6 students with identified learning disabilities and/or learning challenges.

Our Arrowsmith certified teachers utilize on the science of neuroplasticity to retrain the brain and give students the tools they need to succeed in the classroom and in life.



OUTCOME 1: SECURE A SCHOOL-OWNED CAMPUS-STYLE SETTING AS THE PERMANENT HOME OF RIVER VALLEY SCHOOL

School Priorities	Consistency with Mission, Vision and Values	Student Growth and Achievement	Learning Supports	Teaching and Leading	Governance	Local & Societal Context
Secure a school-owned campus-style setting as the permanent home of River Valley School	<p>To curate opportunities for learning and discovery that are as dynamic as the world around us.</p> <p>To be an exceptional educator that embraces the unique talents of every child. Our adaptive model of educational delivery supports different learning styles to ensure that every student is capable of achieving their personal best.</p>	<p>The School will provide a facility with space for improved programming, including a designated 'Imaginarium' where students will broaden their imaginations and design thinking through the use of modelling, design, printing and robotics</p>	<p>Students in Grades 1-6 will have access to a designated space to house hands-on materials to promote design thinking and collaboration.</p> <p>The School will provide facilities that are accessible and reflective of its inclusive vision.</p>	<p>Students will continue to be in a joyful and inspiring environment, surrounded by teachers and staff who care deeply about them, while enjoying a space that is uniquely ours.</p>	<p>Governors will focus on fundraising, financial borrowing and budgetary spending to promote a long-term sustainable, campus plan for continuous growth in student offerings and enrolment.</p> <p>The School will both fundraise and negotiate a manageable financial lending package to support the purchase of a school owned facility.</p>	<p>The School will secure a long-term place for itself in the community with the goal of enrolling more students suitable to our program.</p>
Matching Alberta Priorities		<p>Students will learn in an environment that is safe and caring.</p>	<p>Students will have access to facilities and resources that meet their unique needs.</p>	<p>The School will offer creative spaces to foster collaboration amongst teachers, leaders, and students for optimum learning.</p> <p>Outdoor classrooms will provide opportunities for enhanced learning and discovery.</p>	<p>Fiscal resources are allocated and managed in the interests of ensuring student success.</p>	

Strategies		Teachers will ensure students have the opportunity to utilize facilities to their fullest capacity: break-out spaces for collaboration, collaborative areas for enriched discussion, and outdoor classrooms for experiential learning.	The School will ensure that facilities are accessible to meet the needs of all community members. The School will ensure that the diverse learning needs of our learners will be supported by our new facility.	The School will ensure facilities are designed to increase opportunities for students to participate in hands-on learning and design-thinking experiences.	Governors will ensure organizational planning to deliver programs that align with the school's vision, mission, and values.	
Budgetary Principals	Our focus on well-rounded educational programming aligns with our school's vision, mission, and values.	We aim to ensure organizational capacity to deliver programs and offer the supports needed for students to achieve success holistically.				Budgetary decisions are governance practices aimed at the long term growth of the school.

MEASURES OF SUCCESS

- Professionally negotiated financial lending structure to support the long-term financial health of the school.
- Ongoing fundraising campaign to support school purchase and payment of mortgage.
- Confirmed purchase of a new building at a fair and equitable price.
- Increased enrollment at all grade levels, to the prescribed capacity.
- Results of the Assurance Survey on continuous improvement.
- Budgetary priorities focussing on the long-term improvement of school facilities.



Playground time!

REFLECTIONS YEAR 1

- Through the hard work of our Board of Directors and Head of School, the school successfully completed the purchase of our permanent home at our current location.
- A 20 year-mortgage was secured with our bank on December 1, 2021 in a structure that supports the long-term financial health of our school.
- Ongoing fundraising efforts will continue in order to advance school programming, the development of our facilities and the early payment of our mortgage. We are well on our way to the completion of this outcome.



Grade four students exploring the science of light and shadows



Students showcasing their work during our celebration of learning event

OUTCOME 2: ENHANCE OUR IT VISION TO SUPPORT LEARNING

School Priorities	Consistency with Mission, Vision and Values	Student Growth and Achievement	Learning Supports	Teaching & Leading	Governance	Local & Societal Context
Enhance our IT Vision to support learning.	To curate opportunities for learning and discovery that are as dynamic as the world around us.	<p>Through a developmentally appropriate scope and sequence: students will develop knowledge and skills in the use of ICT and demonstrate increased engagement in their learning.</p> <p>Students will build capacity to select and use ICT to inquire, create and communicate with others.</p> <p>Students will increase their understanding of the impact of ICT on society, including potential risks to health and safety.</p>	<p>Students in Gr. 1-6 have access to 1:1 iPads to support their learning.</p> <p>Students in Kindergarten through Gr. 6 have access to Spheros, zSpace Lab, 3D printer, iPads, Micro Bits.</p>	<p>Hiring of an ICT Coordinator – start date July 2021.</p> <p>The ICT Coordinator will develop an ICT scope and sequence for Kindergarten through Grade 6.</p> <p>From support and collaboration with our ICT Coordinator the RVS teaching faculty will continue to grow in their capacity to develop and utilize technology to support student learning.</p> <p>Students will experience excellence in developmentally appropriate use of technology to impact their learning at school and to prepare them to be strong digital citizens of the future.</p>	Governors support students, families and staff in the creation and ongoing implementation of a shared vision for student success.	
Matching Alberta Priorities		<p>Students achieve prescribed provincial learning outcomes.</p> <p>Students apply knowledge, understanding and skills in real life contexts and situations.</p>	Infrastructure (technology) supports learning and meets the needs of the students.	Collaboration amongst teachers, leaders, and students for optimum learning.	Fiscal resources are allocated and managed in the interest of ensuring student success.	

<p>Strategies</p>		<p>Teachers will ensure when students are working on devices, they will engage in social learning instructional strategies —such as turn and talks, share alouds, think/pair/shares, purposeful partnering, and questioning techniques.</p> <p>Teachers will ensure that technology integration adds value to student learning by looking for applications that support students in engaging with higher-level cognitive skills and differentiated learning.</p>	<p>Teachers and students will work with the ICT Coordinator during scheduled times to learn about technology tools to engage and support student learning.</p> <p>Teachers will provide students with better access to resources, with everything from research materials and educational apps to interactive edutainment.</p>	<p>The ICT Coordinator will work collaboratively with individual teachers or groups of teachers to integrate technology into instruction.</p> <p>The ICT Coordinator will facilitate or conduct technology-related professional development for school staff.</p> <p>The ICT Coordinator will create learning resources for teachers, staff, and students.</p> <p>The ICT Coordinator will use data to design technology-based instructional strategies.</p>	<p>Governors will serve as strong advocates for technology integration with all stakeholders in the RVS community by prioritizing budget spending on needed IT resources, infrastructure and professional development for staff.</p> <p>Governors will promote fundraising activities for IT resources.</p> <p>Governors will use evidence to plan for continuous improvement.</p>	
<p>Budgetary Principles</p>	<p>Our focus on well-rounded educational programming aligns with our school's vision, mission, and values.</p>	<p>Budgetary decisions are based on supporting student success in all areas of the curriculum.</p>		<p>Digital literacy and citizenship are key components to preparing our students for the future.</p>		



Kindergarten students learning how to block code using Spheros



Learning how to curl

MEASURES OF SUCCESS

- Publicized ICT Scope and Sequence for K-6 – strategy.
- Success in achievement as measured by PATs in Gr. 6 and SLAs in Gr. 3.
- Triangulation of assessment – collecting student data assessments through observations (anecdotal notes), conversations (questions posed to make student thinking explicit), and student products (product by a student as a way of demonstrating learning).
- Formative assessment in measuring success of attitudes, skills, knowledge and values.
- Results of the Assurance Survey.

REFLECTIONS YEAR 1

- On August 15, 2021, an Education ICT Coordinator was hired, and the school has seen many enhancements to our IT visioning in a very short time. Work has begun on an ICT scope and sequence for Kindergarten to grade 6.
- Teachers have trialed various interactive boards to be placed in every classroom. Their input was sought in order to ensure the procurement of the best fit of equipment to serve the learning needs of our students. Student and parent sessions have been hosted to promote the development of positive and responsible digital citizenship.
- All staff have access to IT skills and Google training through our Coordinator with the goal of every staff member achieving Google Certification by July 2023. We have seen tremendous growth in this area in the first year of this plan

OUTCOME 3: TO FOSTER INCLUSIVITY IN OUR SCHOOL COMMUNITY

School Priorities	Consistency with Mission, Vision and Values	Student Growth and Achievement	Learning Supports	Teaching & Leading	Governance	Local & Societal Context
<p>To foster inclusivity in our school community.</p>	<p>To be an exceptional educator that embraces the unique talents of every child.</p> <p>At River Valley School, we value social and character development as much as academic development.</p>	<p>Students will demonstrate understanding and respect for equity, diversity and inclusion.</p>	<p>Teachers will seek the expertise of the school-based EDI * Committee for instruction and strategies that include resources needed to support First Nations, Metis and Inuit learning.</p> <p>The EDI Committee will continue to encourage and reinforce a culture of equity, diversity and inclusion.</p>	<p>Teachers and school leaders will create a learning environment that is inclusive and values diversity and equity.</p> <p>Teachers and school leaders will foster equity and nurture a sense of belonging and a positive sense of self.</p> <p>Teachers will create a classroom environment where all students can thrive together and understand that individual characteristics make people unique and not 'different' in a negative way</p> <p>EDI faculty committee will strive to build capacity among administration, teachers, staff and students to transform school climate with best practices and procedures for promoting equity, diversity and inclusion.</p>	<p>Governors will serve as strong advocates of equity, diversity and inclusion in our school community.</p>	<p>The School will continue to foster an environment where all members feel safe, respected and valued.</p> <p>The School recognizes that a diverse and inclusive learning environment contributes to intellectual, social and emotional growth as well as educational excellence for all.</p>

**EDI Committee: Equity, Diversity and Inclusion Committee*

<p>Matching Alberta Priorities</p>		<p>Students advance reconciliation by acquiring fundamental knowledge of First Nations, Metis and Inuit experiences.</p> <p>Students demonstrate understanding and respect for the uniqueness of all learners.</p>	<p>Learning environments are welcoming, caring, respectful and safe.</p> <p>Education partners fulfil their respective roles with a shared understanding of an inclusive education system.</p> <p>The school community applies the resources needed to support First Nations, Metis and Inuit student achievement.</p>	<p>All teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice.</p> <p>Ongoing professional learning programs prepare teachers and leaders to meet the standards for professional practice.</p>	<p>Fiscal resources are allocated and managed in the interest of ensuring students success, in alignment with system goals and priorities.</p> <p>Governors engage students and their families, staff and community members in the creation of a shared vision for student success.</p>	<p>Education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding.</p>
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Our "Buddies" Program allows older students to connect with younger students



Defining what it means to be a good friend

<p>Strategies</p>		<p>Students will be involved in school-based activities to support equity, diversity and inclusion such as bringing to weekly assemblies messages and/or events that reinforce and support EDI.</p> <p>A student <i>Inclusivity Club</i> will be established under the guidance of teachers on the EDI Committee. This club will serve as a student voice for discussions and activities that support ways to create a welcoming environment for everyone in our school community.</p>	<p>The EDI Committee will create a scope and sequence from K - Gr. 6 that encompasses developmentally appropriate content to support First Nations, Metis and Inuit learning.</p> <p>The EDI Committee will support the Inclusivity Club by welcoming all students and guiding their student initiatives.</p>	<p>The EDI Committee will host professional development days that support equity, diversity and inclusion.</p> <p>Teachers will foster a learning environment that allows students to feel comfortable in the classroom to voice their ideas/questions. Teachers and the school librarian will collect a selection of books that are culturally diverse.</p> <p>Teachers will model equity in the classroom to help students see and understand appropriate words and actions to use.</p> <p>Teachers will create an equitable classroom environment, such as utilizing differentiated instruction strategies, establishing high expectations for all, and implementing multiple ways for assessing students.</p> <p>Administrators/ teachers will seek and participate in professional development offerings centred around equity, diversity and inclusion.</p>	<p>Governors will serve as strong advocates for equity, diversity and inclusion for all stakeholders in the RVS community by prioritizing budget spending on needed professional development and resources for faculty, students and parents.</p>	<p>Educational partners such as the Calgary Regional Consortium and their partners will be a source of professional development in supporting our school in understanding and responding to the needs of equity, diversity and inclusion.</p>
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Budgetary Principles	Our focus on well-rounded educational programming aligns with our school's vision, mission, and values.	Budgetary decisions are based on providing a continuum of support for all students who are enrolled in the school according to their individual learning, social and emotional, physical, mental or spiritual needs.			We support governance practices aimed at the long-term growth of our community members.	
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MEASURES OF SUCCESS

- Results of the Assurance Survey.
- Professional Development Tracker will provide data for faculty learning.
- Minutes of EDI Committee meetings that highlight important details and decisions and will provide information around successes and challenges for committee work with students and faculty.

REFLECTIONS YEAR 1

- Through the dedicated work of our EDI (Equity, Diversity, Inclusivity) Committee, we were able to celebrate with whole school initiatives including Orange Shirt Day (Truth and Reconciliation) and Multicultural Day.
- Classes celebrated many important cultural holidays and traditions that helped build understanding and honour student diversity and identity.
- Staff have embarked on PD to build their understanding of being SOGI (sexual orientation and gender identity) inclusive. We will continue to build our capacity around what that looks like for our school community by:
 - speaking about SOGI in a way that makes every student feel like they belong
 - not limiting a person's potential based on their biological sex and how they understand or express their gender
 - welcoming everyone without discrimination, regardless of their sexual orientation or gender Identity

OUTCOME 4: TO FOCUS ON AND PRIORITIZE MENTAL HEALTH FOR STUDENTS AND STAFF

School Priorities	Consistency with Mission, Vision and Values	Student Growth and Achievement	Learning Supports	Teaching & Leading	Governance	Local & Societal Context
To focus on and prioritize mental health for students and staff.	<p>Our adaptive model of educational delivery supports different learning styles to ensure that every student is capable of achieving their personal best.</p> <p>At River Valley School, we value social and character development as much as academic development.</p>	<p>Students will receive social-emotional and mental and behavioral health support to achieve better academically.</p>	<p>Educational staff will participate in a book study of <i>The Third Path</i> by Dr. David Tranter.</p> <p>School Leaders will provide their staff with resources and professional development opportunities to help them enhance their knowledge and understanding of mental health.</p> <p>We will continue to include the section <i>Mental Health Matters</i> in our newsletter with tips and resources to support mental wellness.</p>	<p>School Leaders will build positive relationships with students, families, faculty, and the Board to support student learning and well-being.</p> <p>Teachers will provide appropriate support within the framework of a welcoming, caring, respectful and safe learning environment.</p>	<p>Governors will serve as strong advocates of mental health in our school community.</p>	<p>Educational partners will support our school in understanding and responding to the learning and transitional needs of individual students with significant mental health needs.</p>
Matching Alberta Priorities		<p>Students are active, healthy and well.</p>	<p>Learning environments are welcoming, caring, respectful and safe.</p> <p>Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.</p> <p>Cross-ministry initiatives and wraparound services enhance conditions required for optimal learning.</p>	<p>Teachers and leaders respond with skill and competence to the unique learning needs, interest and cultural, social and economic circumstances of all.</p> <p>Collaboration amongst teachers, leaders, students and their families and other professionals enables optimum learning.</p>	<p>Governors engage students and their families, staff and community members in the creation and ongoing implementation of a shared vision for student success.</p>	<p>Education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding.</p>

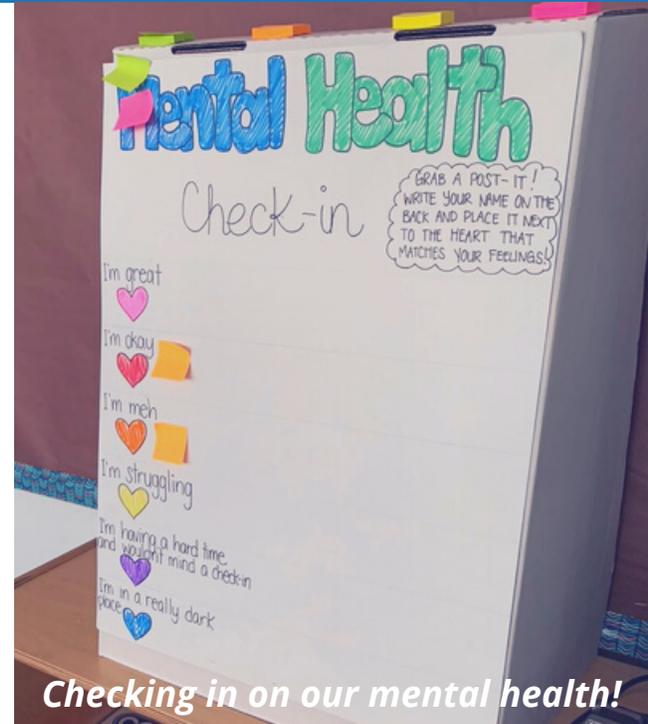
<p>Strategies</p>		<p>Teachers will form strong relationships with their students by showing them they care, developing mutual trust, and creating an environment of belonging.</p> <p>Teachers will implement the eight conditions of the Third Path (safety, regulation, positivity, engagement, identity, mastery and meaning) to foster an environment where students can thrive and flourish.</p> <p>Teachers will refer students to Learning Support if necessary to support the needs of their students.</p>	<p>All teachers and instructional aides will receive a copy of the book, The Third Path.</p> <p>We will host student and parent sessions with guest speakers in the field.</p> <p>The school will collaborate with service providers and other specialists to design and provide targeted and specialized supports. (In school OT support. Outside of school Psychologist support).</p> <p>Monthly newsletter will have a section on mental health that will be informative and give parents access to mental health supports</p>	<p>Educational staff will meet bi-weekly with the Director of Teaching & Learning and/or the Inclusion Coordinator or in Third Path book study groups. These sessions will be action oriented.</p> <p>We will use designated PD days throughout the school year to focus on mental health with guest speakers in the field.</p> <p>Educate staff, parents, and students on symptoms of and help for mental health problems.</p> <p>Promote social and emotional competency and build resilience.</p> <p>Ensure a positive, safe school environment.</p> <p>Teach and reinforce positive behaviours and decision-making.</p>	<p>Governors will serve as strong advocates for mental health for all stakeholders in the RVS community by prioritizing budget spending on needed professional development for faculty, parent/student sessions and resources.</p>	<p>Learning support will make recommendations for internal and external support needed as indicated on referral forms submitted.</p>
<p>Budgetary Principles</p>	<p>Our focus on well-rounded educational programming aligns with our school's vision, mission, and values.</p>	<p>Budgetary decisions are based on ensuring optimal staff and student engagement and wellness.</p>		<p>Understanding the importance of prioritizing mental health will ensure the long-term success of our students and staff.</p>		

MEASURES OF SUCCESS

- Success in achievement as measured by PATs in Gr. 6 and SLAs in Gr. 3.
- Results of the Assurance Survey.
- Faculty-demonstrated capacity to provide support to learners.
- Feedback from teachers, students and parents on mental health sessions.

REFLECTIONS YEAR 1

- The mental health and well-being of our staff and students continued to be a priority during the school year.
- In the fall of 2021, all educational staff began a book study on, *The Third Path* by Dr. David Tranter. Throughout our bi-weekly collaborative grade level meetings, insightful conversations took place reinforcing the importance of well-being and achievement as complementary paths in educating our young students. Diving deeply into discussions around safety, our educators were reminded that they are a secure base for their students. Strategies such as, greeting their students with joy and acceptance, being emotionally steady and consistent, and taking the time to truly listen to and empathize with each of their students supported this role.
- Rich discussions also occurred around fostering belonging focusing on strategies like, thinking of connection before correction, showing compassion and recognizing that it's the little things such as, being treated kindly, that have the biggest impact. As needs arose, staff were there to support students in areas of friendship, conflict resolution and resilience through student workshops and mirrored parent presentations throughout the pandemic.



Checking in on our mental health!

Summary of Financial Results

Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received during the 2020-2021 school year. This information is also disclosed annually in our audited financial statements.

River Valley School 2020-2021		
Revenue Summary	Amount (\$)	Contextual Information
Alberta Education	1,281,271	
Tuition	4,109,173	
Other Revenue	1,729,036	Represents fundraising, and auxiliary programs
Transportation	73,915	
Government Subsidies	1,112,384	Government of Canada COVID-19 pandemic assistance
TOTAL REVENUE	7,193,395	
Expense Summary	Amount (\$)	Contextual Information
Instruction	4,147,261	
Administration	845,496	
O&M	1,003,417	
Transportation	93,820	
TOTAL EXPENSE	6,089,994	
TOTAL REVENUE LESS EXPENSE	1,103,401	

Budget Summary 2022-2023

River Valley School 2022-2023

Revenue Summary	Amount (\$)	Contextual Information
Alberta Education	1,335,387	
Tuition	4,346,838	The school had a tuition increase this year.
Other Revenue	1,244,161	Represents fundraising, auxiliary programs, tenant lease income
Transportation	92,352	
TOTAL REVENUE	7,018,738	
Expense Summary	Amount (\$)	Contextual Information
Instruction	4,790,745	
Administration	1,083,491	
O&M	639,261	
Transportation	139,855	
TOTAL EXPENSE	6,653,352	
TOTAL REVENUE LESS EXPENSE	365,386	Includes amortization of capital expenditures.



RIVER VALLEY SCHOOL

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