



**RIVER VALLEY SCHOOL**  
WONDER LIVES HERE

2021-  
2024

# EDUCATION PLAN ASSURANCE **FRAMEWORK** FOR RIVER VALLEY SCHOOL



*Grade five students exploring  
electricity at Telus Spark!*





*River Valley School Campus, 2022*

# LAND ACKNOWLEDGEMENT

We acknowledge our Treaty 7 friends, where the Blackfoot meet on Elbow's bend. Soon came the Tsuut'ina (soot-tin-ah) from the Beaver Clan, and the Îyârhe (Iskya) Stoney Nakoda who live in the mountain lands. Last, but not least, the Métis people from Region 3. We are all treaty people here in Calgary.





River Valley School Campus, 2022

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

Accountability Statement for the Education Plan for River Valley School commencing September 1, 2020 was prepared under the direction of the Board of Governors in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act.

This plan was developed in the context of the provincial government's business and fiscal plans.

The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

**Rich Lee**

River Valley School, Board Chair  
[board@rivervalleyschool.ca](mailto:board@rivervalleyschool.ca)

**Carolyn Breland**

River Valley School, Head of School  
[cbreland@rivervalleyschool.ca](mailto:cbreland@rivervalleyschool.ca)

The Board approved the 2020/2021 Education Plan on May 31, 2021 (Year 1).  
The Board reviewed and approved the 2021/2022 Education Plan on May 27, 2022. (Annually after Year 1).  
The Board reviewed and approved the 2022/2023 Education Plan on May 17, 2023



# A MESSAGE FROM OUR HEAD OF SCHOOL

River Valley School (RVS) is an innovative and inclusive independent school that bolsters the natural curiosities of childhood as a skill and a tool for learning. We are driven by our school's vision to 'spark a love of learning in every child through the discovery of their individual best'.

Our teachers and staff develop authentic relationships while supporting different learning styles and abilities to ensure every child at RVS feels successful, confident and known. Our tagline "wonder lives here" permeates through our campus and can be witnessed in the hearts and minds of our inquiring students and staff.

As a community, we learn and grow together respecting the values, opinions and beliefs of all. Students, teachers and administrators work together to create a safe and joyful environment where learners feel empowered to appreciate each other, make good decisions, and take age and stage appropriate risks, leading to enhanced understanding and broadened inquiry.

Our alumni are represented in top schools, businesses and institutions across Canada and around the globe. They carry forward the foundational experiences of their early education, and are prepared for their next educational steps in junior, senior high and beyond. We feel very proud to be providing the building blocks that will lead to their long term success and well-being.

With nearly twenty years of experience, River Valley School is entering into a momentous chapter of its history.



On December 1, 2021, after a lengthy due diligence process and nearly two decades of searching for the perfect "forever home", the Board of Governors 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 finalizing 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

We spark a love of learning in every child through the discovery of their individual best

## MISSION

We ignite the natural wonder of childhood by cultivating personal connections and rich opportunities for learning.

## VALUE STATEMENT

We value social and character development as much as academic achievement.

# Board of Governors

River Valley School operates as a not-for-profit educational institution. It is governed by a parent Board of Governors with a strong community of educators, students and parents. The independent Board of Governors was formed in 2003 and is governed by Private School Regulations under the Alberta School Act, the Societies Act and the River Valley School By-Laws.

**Rich Lee**

**Eric von Engelbrechten**

**Jason Schultz**

**Scott Crews**

**Heather Draper**

**Jen Kelly**

**Ravinder Minhas**

**Alison Myers**

**Peter Pilarski**

**Adam Phillips**

**Isaac Wing**

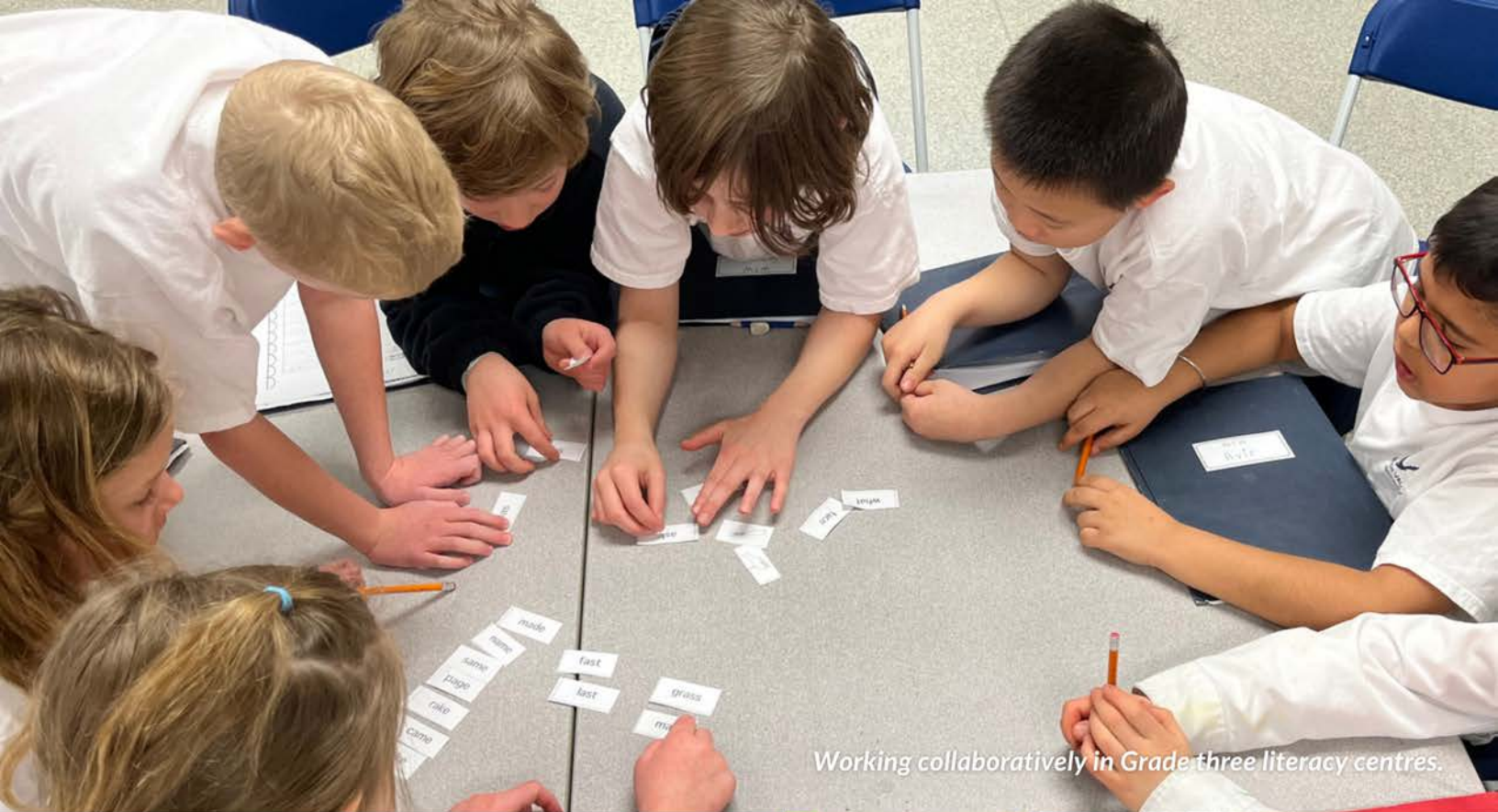
**Tatum Woywitka**

**Board Chair**

**Vice Chair / Treasurer**

**Secretary**





*Working collaboratively in Grade three literacy centres.*

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



*Pre-JK Student crafting and learning about lady bugs.*



*Kindergarten students having fun on the playground with friends.*





Reading time in Grade four.

## OUR PROGRAMS

We are a growing school of approximately 275 students with a beautiful campus in Bowness, Calgary. With two educators in every classroom, 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 busing services to our families that provide transportation to and from 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

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

## CAPITAL CAMPAIGN

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



*Learning to use microscopes in Grade three.*



*Creative writing projects in Grade five.*



*Enrichment programming in small groups of like-minded students.*



*Observing nature from Shouldice Park.*



# LEARNING SERVICES

Our teachers and educational 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 f4-6 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 who 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 the science of neuroplasticity to retrain the brain and give students the tools they need to succeed in the classroom and in life. River Valley School is the only school in Alberta that offers the Arrowsmith Program.



*An Arrowsmith student improving spatial awareness with a tracing exercise.*



### 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
<b>Secure a school-owned campus-style setting as the permanent home of River Valley School</b>	<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>
<b>Matching Alberta Priorities</b>		<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>	



<b>Strategies</b>		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.	
<b>Budgetary Principals</b>	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 enrolment 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





## **REFLECTIONS YEAR 1**

- Through the hard work of our Board of Governors and Head of School, the school successfully completed many critical and aesthetic upgrades to our school. The roof has been replaced, exterior painted and new signage installed.
- 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.

## **REFLECTIONS YEAR 2**

- We have continued with many critical repairs and aesthetic enhancements to our facility to ensure we are providing a safe and inspiring environment that reflects our exceptional programming.
- The building's roof was repaired, the exterior of the building painted and the HVAC system underwent many timely improvements.
- Our design thinking lab or 'Imaginarium' was transformed into an innovative maker space with the addition of loose parts and a variety of resource materials. In this open-ended space, students can broaden their thinking and expand upon their creativity.
- Through dedicated marketing and enrolment strategies, and with the addition of a formal Parent Ambassador Program, we have increased our brand awareness and word of mouth marketing for the school. We now have waiting lists at almost every grade in the school.
- The Board and Senior Leadership team have been working on the school's next five year strategic plan. This plan will be finalized and launched to our community by the end of the 2023 school year.
- In a conscientious effort to nurture our reputation as a good neighbour within the Bowness and Montgomery communities, on-going outreach and relationship building with local residents, organizations and businesses has been a major priority for the school this year.
- With the addition of a Director of Advancement, hired to lead us in our fundraising efforts, we have worked hard to develop a capital campaign and continue to promote annual and monthly giving opportunities. This year, we have raised over \$150,000 in donations and we are very grateful to our families for their generous support.



### 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
<b>Enhance our IT Vision to support learning.</b>	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.	
<b>Matching Alberta Priorities</b>		<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.	



<b>Strategies</b>		<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>	
<b>Budgetary Principles</b>	Our focus on well-rounded educational programming aligns with our school's vision, mission, and values.	Budgetary decisions are based on supporting student success in all areas of the curriculum.		Digital literacy and citizenship are key components to preparing our students for the future.		

## 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 Alberta Education Assurance (AEA) 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.

### REFLECTIONS YEAR 2

- The title of our ICT Coordinator shifted to Director of Technology to allow the scope of work to include IT infrastructure as well as curriculum.
- BenQ boards were added to each classroom to support learning retention and to empower teachers to connect with students in a dynamic and engaging way.
- All staff continued to have access to IT skills and Google training with our Director of Technology. By the end of June 2023 each staff member will have participated in the Google certification test for Level 1.
- Students in Grades 1 - 6 met weekly with our Director of Technology to focus on digital literacies:
  - Gr. 1 and 2: sessions were focused on introducing and navigating technology (Seesaw and Coding)
  - Grade 3 - 6: sessions were focused on navigating technology, solving problems, designing projects, and expressing themselves creatively using technology (Google Workspace, Adobe Spark)



Utilizing the Z-Space Augmented Reality in the Imaginarium.



Grade five student doing research for a social studies project.



### 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
<b>To foster inclusivity in our school community.</b>	<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>	Students will demonstrate understanding and respect for equity, diversity and inclusion.	<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>	Governors will serve as strong advocates of equity, diversity and inclusion in our school community.	<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:** Equity, Diversity and Inclusion



<b>Matching Alberta Priorities</b>		<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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Kindergarten students exploring identity and celebrating their unique traits.



Learning all about the medicine wheel.



Strategies		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.	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.	The EDI Committee will host professional development days that support equity, diversity and inclusion. 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.	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.	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.
		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.	The EDI Committee will support the Inclusivity Club by welcoming all students and guiding their student initiatives.	Teachers will model equity in the classroom to help students see and understand appropriate words and actions to use.  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.  Administrators/ teachers will seek and participate in professional development offerings centred around equity, diversity and inclusion.		



<b>Budgetary Principles</b>	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 Alberta Education Assurance (AEA) 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



Taking part in Orange Shirt Day activities.



## **REFLECTIONS YEAR 2**

- Staff events and initiatives, led by our Social and Outreach Committees, encouraged inclusivity, connection and well-being.
- Through initiatives such as Orange Shirt Day, Pink Shirt Day, and various community food/clothing drives, our Equity, Diversity and Inclusion (EDI), Student Government and Outreach Committees found stronger alignment in supporting and celebrating inclusivity, citizenship and leadership.
- In partnership with our families, classes continued to celebrate many important cultural holidays and traditions to build understanding and honour student diversity and identity.
- Student voice continued to be prevalent in our school with many cross curricular clubs, special days, and community fundraisers being initiated by our student body.
- Our Student Government (STU-GO) remained driven to inspire others to do their best, be confident in sharing ideas, respect a variety of opinions and ideas, and promote school spirit.
  - New STU-GO initiatives for this school year include:
    - Modifying our Healthy Hunger program by expanding this to every day of the week and adding more variety of our vendors
    - Establishing a Student Makers Market to celebrate young entrepreneurs in our school community and promote financial literacy opportunities
- We are continuing to develop an understanding of the diversity of worldviews within First Nations, Métis and Inuit cultural groups in Alberta through various initiatives:
  - We introduced a new version of the Treaty Seven Land Acknowledgement to include hand gestures. This provided the school community a meaningful, full-body connection to the Acknowledgement which honours the experience Indigenous people have with the Land.
  - Canoe Volant Festival - Our dynamic specialist teams worked closely with our Pre-JK to Grade 6 students to honour our French-Canadian, First Nations and Métis heritage, through storytelling, music, artwork and outdoor games.
  - We focussed on recognizing and celebrating the outstanding contributions of First Nations, Inuit and Métis peoples.
  - Our librarian continued to acquire literature to support the building of foundational knowledge about First Nations, Metis and Inuit for our teachers and students.



### 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
<b>To focus on and prioritize mental health for students and staff.</b>	<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>	Students will receive social-emotional and mental and behavioral health support to achieve better academically.	<p>Educational staff will participate in a book study of The Third Path 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 Mental Health Matters 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>	Governors will serve as strong advocates of mental health in our school community.	Educational partners will support our school in understanding and responding to the learning and transitional needs of individual students with significant mental health needs.
<b>Matching Alberta Priorities</b>		Students are active, healthy and well.	<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>	Governors engage students and their families, staff and community members in the creation and ongoing implementation of a shared vision for student success.	Education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding.



Strategies		<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 &amp; 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>
Budgetary Principles	Our focus on well-rounded educational programming aligns with our school's vision, mission, and values.	Budgetary decisions are based on ensuring optimal staff and student engagement and wellness.		Understanding the importance of prioritizing mental health will ensure the long-term success of our students and staff.		





Developing authentic relationships with our students is key to their success.



Promoting inclusivity through our Buddy Program.

## MEASURES OF SUCCESS

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

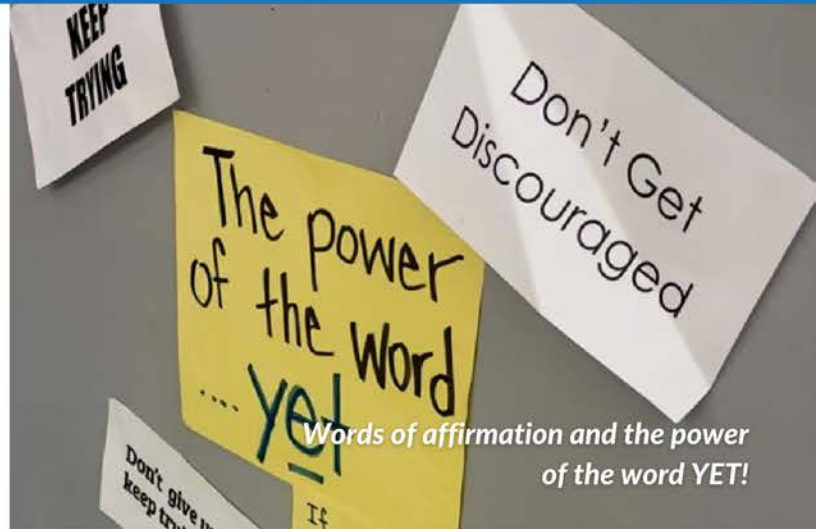
## REFLECTIONS YEAR 1

- 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.





Kindergarten students doing a wellness check-in.



Words of affirmation and the power of the word YET!

## REFLECTIONS YEAR 2

- The mental health of our staff and students continued to be a priority throughout the school year. All staff had the opportunity to receive PD from Dr. Meredith Salisbury, a local practitioner, and Dr. Caroline Buzanko, a psychologist, to build their capacity around supporting mental health for themselves and their students.
- The successful completion of the book study, *The Third Path*. All educational staff were engaged, and meaningful conversations were held that focussed on interpretation, connection and past experiences that they brought into what was read as well as implications they foresaw in their work as educators.
- The school hosted a well attended parent session facilitated by Terry Small on *Healthy Brain Resilient Mind: Steps to a Calmer, Happier, Sharper Family*. This in-person session gave parents tools and strategies to respond to life's challenges allowing them to consider ways to navigate through them for themselves and their children.
- The school completed a successful year one implementation of the program, *Open Parachute* in Grades 3-6. This program allowed teachers to get a chance to practice fundamental mental health concepts alongside their students. More importantly, we began to see more teacher confidence in supporting the mental health of their students through engagement in the program. Our students were involved in module work facilitated by the teacher that focussed on skills of social awareness, self-awareness, self-management, relationship skills, and responsible decision-making that were age and stage appropriate. Next year all grades from K-6 will continue in this program.

# BUDGET SUMMARY

## 2023-24

### River Valley School 2023-24

Revenue Summary	Amount (\$)	Contextural Information
Alberta Education	\$ 1,593,254	
Tuition and Student Fees	\$ 5,141,063	Tuition, student fees, society registration fees
Other Revenue	\$ 973,295	Interest, rental, fundraising, tenant lease
Transportation	\$ 121,700	
<b>TOTAL REVENUE</b>	<b>\$ 7,829,312</b>	
Expense Summary	Amount (\$)	Contextural Information
Instruction	\$ 5,451,326	
Administration	\$ 1,182,469	
O&M	\$ 550,010	
Transportation	\$ 134,420	
<b>TOTAL EXPENSE</b>	<b>\$ 7,318,226</b>	
<b>TOTAL REVENUE LESS EXPENSE</b>	<b>\$ 511,086</b>	Includes amortization of capital expenditures



# SUMMARY OF FINANCIAL RESULTS 2021-22

Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received during the 2021-2022 school year. This information is also disclosed annual in our audited financial statements.

## River Valley School 2023-24

Revenue Summary	Amount (\$)	Contextural Information
Alberta Education	\$ 1,381,828	
Tuition and Student Fees	\$ 4,322,849	
Other Revenue	\$ 702,386	Interest, rental, fundraising, tenant lease
Transportation	\$ 109,118	
Government Subsidies	\$ 111,675	
<b>TOTAL REVENUE</b>	<b>\$ 6,627,856</b>	
Expense Summary	Amount (\$)	Contextural Information
Instruction	\$ 4,188,320	
Administration	\$ 1,173,874	
O&M	\$ 659,134	
Transportation	\$ 118,362	
<b>TOTAL EXPENSE</b>	<b>\$ 6,139,690</b>	
<b>TOTAL REVENUE LESS EXPENSE</b>	<b>\$ 488,166</b>	