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**FORT VERMILION SCHOOL DIVISION**

*“Our Children, Our Students, Our Future”*

**BOARD OF TRUSTEES**

**REGULAR MEETING – OCTOBER 27, 2021**

**CENTRAL OFFICE – 9:00 AM**

**A G E N D A**

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## Fort Vermilion School Division 2021-2022 Board Work Plan

**Divisional Goals:**

1. Every Student is Successful
2. Quality Teaching and School Leadership
3. Effective Governance

**Divisional Priorities:**

1. FVSD will foster connectivity and well-being amongst community, students, parent and staff
2. All students will improve literacy skills across the content areas
3. All students will improve numeracy skills

	<b>Monitoring:</b>	<b>Other Events</b>
<b>August 23 &amp; 24, 2021 (Board Planning/COW) 9 am</b>	<b>Monitoring:</b> Review Board Priorities  <b>Communications:</b> Board Communications / Trustee Communication Key Messages to the Media	30 New Teacher Orientation 31 Organizational Day
<b>September 29, 2021 10 am</b>	<b>Monitoring:</b> Superintendent Report Review Trustee Handbook Initial Staffing and Enrolment Report (COW) Review Board Work Plan (COW) Merit Awards Selection (COW) Trustee Remuneration (COW) (review every 2 years – 2021)  <b>Communications:</b> Board Communications / Trustee Communication Key Messages to the Media	<b>Other Events</b> 1-2 PD Days 3 Organizational Day 6 Labour Day 7 First Day for Students 22 ASBA Zone 1 Meeting 30 National Day for Truth & Reconciliation  School Council Meetings
<b>October 27, 2021 9 am</b>	<b>Monitoring:</b> Organizational Meeting Focus on Student Achievement <ul style="list-style-type: none"> <li>• BHPS, SHES &amp; FMCS</li> </ul> Focus on Priorities – Connectivity, Literacy, Numeracy Superintendent Report Human Resources Accountability Report Finance Report New Modular Classroom Requests DRAFT Three Year Education Plan & AERR (COW) Full Review of Capital Plan (COW)  <b>Communications:</b> Board Communications / Trustee Communication Key Messages to the Media Discuss Communication Plan	<b>Other Events</b> 8 Division PD Day 11 Thanksgiving Day  School Council Meetings



## Fort Vermilion School Division 2021-2022 Board Work Plan

November 24, 2021 10 am	<b>Monitoring:</b>	<b>Other Events</b>
	Focus on Student Achievement <ul style="list-style-type: none"> <li>• RLNS, LCPS &amp; HLPS</li> </ul> Superintendent Report Finance Report 2020-2021 Audited Financial Statement Essential Services Accountability Report Three Year Education Plan & Annual Education Results Report Summary of Board Policies and Board Evaluation Document (COW) (every 4 years following elections) Student Advisory Team (COW)	10 Last Day of Quad 1 11 Remembrance Day 12 Professional Development Day 15 First Day of Quad 2 14-16 ASBA Fall General Meeting 24 School Council Chairs Meeting (5-8 p.m.)  Trustee Orientation School Council Meetings
	<b>Communications:</b>	
	Board Communications / Trustee Communication Key Messages to the Media	
December (no scheduled meeting)	<b>Monitoring:</b>	<b>Other Events</b>
		23 First Day of Christmas Break 25 Christmas Day 26 Boxing Day
	<b>Communications:</b>	
		Christmas Concerts School Council Meetings
January 26, 2022 10 am	<b>Monitoring:</b>	<b>Other Events</b>
	Focus on Student Achievement <ul style="list-style-type: none"> <li>• SMCS/FVPS &amp; HCCS</li> </ul> Superintendent Report Finance Report Fiscal Quarterly Accountability Report Fundraising Report	1 New Year's Day 10 Classes Resume 28 Last Day of Semester 1 & Quad 2 31 Professional Development Day  School Council Meetings
	<b>Communications:</b>	
	Board Communications / Trustee Communication Key Messages to the Media Discuss Communication Plan	



## Fort Vermilion School Division 2021-2022 Board Work Plan

	<b>Monitoring:</b>	<b>Other Events</b>
<b>COW /Board Planning – February 17 &amp; 18, 2022</b>	Trustee Development DRAFT Three Year Capital Plan (COW) Board Evaluation	1 First Day of Semester 2 & Quad 3 17-18 Teachers' Convention 21 Family Day
	<b>Communications:</b> Board Communications / Trustee Communication Board Development Key Messages to the Media	School Council Meetings
<b>March 9, 2022 10 am</b>	<b>Monitoring:</b> Focus on Student Achievement <ul style="list-style-type: none"> <li>• RVCS &amp; SNCS</li> </ul> Focus on Priorities – Connectivity, Literacy, Numeracy Superintendent Report Finance Report Fiscal Quarterly Accountability Report Mid-Year Budget Review Three Year Capital Plan 2022-2023 School Calendar Review Student Fee Structure Student Advisory Team (COW)	<b>Other Events</b> 14-15 Professional Development Day 16-17 Day Off In Lieu of PT Interviews 18 School Closed  School Council Meetings
	<b>Communications:</b> Board Communications / Trustee Communication Board Development Key Messages to the Media	
<b>April 13, 2022 10 am</b>	<b>Monitoring:</b> Focus on Student Achievement <ul style="list-style-type: none"> <li>• UHRS &amp; RLKS</li> </ul> Superintendent Report Finance Report Review Attendance Boundaries School Jurisdiction Financial Reporting Profile (COW) DRAFT 2022-2023 Budget (COW) DRAFT Three Year Education Plan (COW)	<b>Other Events</b> 13 School Council Chairs Meeting (5-8 p.m.) 14 Last day of Quad 3 15 First day of Spring Break 15 Good Friday 18 Easter Monday 25 Classes Resume 25 First Day of Quad 4
	<b>Communications:</b> Board Communications / Trustee Communication Key Messages to the Media Discuss Communication Plan	School Council Meetings
<b>May 18, 2022 10 am</b>	<b>Monitoring:</b> Focus on Student Achievement <ul style="list-style-type: none"> <li>• BHCS &amp; Learning Stores &amp; AHLC</li> </ul> Superintendent Report Finance Report Three Year Education Plan 2022-2023 Budget Report School Improvement Fund	<b>Other Events</b> 23 Victoria Day 28 FVSD Retirement Gala  School Council Meetings
	<b>Communications:</b> Board Communications / Trustee Communication Key Messages to the Media	



## Fort Vermilion School Division 2021-2022 Board Work Plan

<b>June 15, 2022</b> 10 am	<b>Monitoring:</b>	<b>Other Events</b>
	Focus on Student Achievement <ul style="list-style-type: none"> <li>• NHEC</li> </ul> Focus on Priorities – Connectivity, Literacy, Numeracy Superintendent Report Finance Report Internal Auditing Accountability Report Fiscal Quarterly Accountability Report Accountability Pillar Overall Summary CEO Evaluation (COW)	6-7 ASBA Spring General Meeting 23 Last day for K-9 Students 24, 27 PD for K-9 Teachers 27 Last day for 10-12 Students 28 Organizational Day 29 Summer Break Begins  School Council Meetings Graduations
	<b>Communications:</b>	
	Board Communications / Trustee Communication Key Messages to the Media	

**FORT VERMILION SCHOOL DIVISION  
BOARD OF TRUSTEES  
ORGANIZATIONAL MEETING AGENDA  
OCTOBER 27, 2021  
CENTRAL OFFICE – 9:00 A.M.**

1.	Attendance	2
2.	Call to Order	2
3.	Oath of Office	2
4.	Election of Chair	2
5.	Turnover of Chair	2
6.	Election of Vice-Chair	3
7.	Establishment of Representatives	3
8.	Establishment of Board Meeting Dates	4
9.	ATB Financial Signing Authority	4
10.	Adjournment	4

ATTENDANCE

Trustees:

Administration:

Staff:

CALL TO ORDER

Associate Superintendent of Finance, Norman Buhler, called the meeting to order at \_\_\_\_\_ a.m.

OATH OF OFFICE

The Oath of Office will be administered to all Trustees.

ELECTION OF CHAIR

Associate Superintendent of Finance, Norman Buhler, called for nominations for the position of Chair of the Fort Vermilion School Division for the period October 27, 2021, to October 2023.

First call:

Second call:

Third call:

Nominations cease:

(Election, if required, by secret ballot.)

\_\_\_\_\_ moved that the election of Chair for the 2021-2023 term be conducted by secret ballot.

\_\_\_\_\_ was declared elected as Chair of the Board of Trustees of the Fort Vermilion School Division for the 2021-2023 term.

\_\_\_\_\_ moved that all ballots used for the election of Chair for the 2021-2023 term be destroyed.

TURNOVER OF CHAIR

The Associate Superintendent of Finance turned over the chair to newly elected Board Chair, \_\_\_\_\_.

ELECTION OF  
VICE-CHAIR

\_\_\_\_\_ Board Chair, called for nominations for the position of Vice-Chair of the Fort Vermilion School Division for the period October 27, 2021 to October 2022.

First call:

Second call:

Third call:

Nominations cease:

(Election, if required, by secret ballot.)

\_\_\_\_\_ moved that the election of Vice-Chair for the 2021-2022 term be conducted by secret ballot.

\_\_\_\_\_ was declared elected as Vice-Chair of the Board of Trustees of the Fort Vermilion School Division for the 2021-2022 term.

\_\_\_\_\_ moved that all ballots used for the election of Vice-Chair for the 2021-2022 term be destroyed.

ESTABLISHMENT OF  
REPRESENTATIVES

2020-2021 Representatives:

- Alberta School Boards Association Zone 1 – Henry Goertzen
- Fort Vermilion Community Education Committee – Leah Lizotte
- Negotiation Committee – Tim Driedger and Marc Beland
- Teachers’ Employer Bargaining Association – Tim Driedger
- Blue Hills Community Complex – John Zacharias
- Audit Committee – Clark McAskile, Linda Kowal & Marc Beland
- Rural Caucus – Tim Driedger

\_\_\_\_\_ moved that the following trustees be appointed as representatives on the various associations/councils for the period October 27, 2021 to October 2022.

Alberta School Boards Association Zone 1 (1 member) -  
\_\_\_\_\_

Fort Vermilion Community Education Committee (1 member) -  
\_\_\_\_\_



Negotiation Committee (2 members) - \_\_\_\_\_ and \_\_\_\_\_

Teachers' Employer Bargaining Association (1 member) - \_\_\_\_\_

Blue Hills Community Complex (1 member) - \_\_\_\_\_

Audit Committee (Board Chair & 2 members) - \_\_\_\_\_ and \_\_\_\_\_

Rural Caucus (1 member) - \_\_\_\_\_

ESTABLISHMENT OF BOARD MEETING DATES

\_\_\_\_\_ moved that the Board of Trustees establish the Board Meeting dates for the 2021-2022 school year as follows:

- September 29, 2021
- October 27, 2021
- November 24, 2021
- January 26, 2022
- March 9, 2022
- April 13, 2022
- May 18, 2022
- June 15, 2022

ATB FINANCIAL SIGNING AUTHORITY

\_\_\_\_\_ moved that the Board of Trustees give the following individuals signing authority on ATB Financial accounts with a two to sign requirement:

- Michael McMann - Superintendent
- Norman Buhler – Associate Superintendent of Finance
- Payne Cardinal – Director of Finance
- Karen Smith - Associate Superintendent
- Scot Leys - Associate Superintendent
- \_\_\_\_\_ - Board Chair
- \_\_\_\_\_ - Vice Chair

ADJOURNMENT

\_\_\_\_\_ moved that the organizational meeting be adjourned at \_\_\_\_\_ a.m.

**FORT VERMILION SCHOOL DIVISION  
BOARD OF TRUSTEES  
REGULAR MEETING – OCTOBER 27, 2021  
CENTRAL OFFICE – 9:00 A.M.  
AGENDA**

<b><u>ATTENDANCE</u></b>	2
<b><u>I. CALL TO ORDER</u></b>	2
<b><u>II. FOCUS ON STUDENT ACHIEVEMENT</u></b>	
Buffalo Head Prairie School	3
Sand Hills Elementary School	11
Florence MacDougall Community School	15
<b><u>III. APPROVAL OF AGENDA</u></b>	18
<b><u>IV. APPROVAL OF MINUTES</u></b>	18
Minutes of Regular Board Meeting September 29, 2021	19
<b><u>V. COMMUNICATIONS</u></b>	22
<b><u>VI. DELEGATIONS OR EXTERNAL PRESENTATIONS</u></b>	
<b><u>VII. MONITORING REPORTS</u></b>	
a. Focus on Priorities – Connectivity/Literacy/Numeracy	23
b. Superintendent’s Report	26
c. Human Resources Accountability Report	28
d. Finance Report	36
<b><u>VIII. OTHER BUSINESS</u></b>	
a. Draft Board Policy 1.7 - Key Performance Indicators	38
b. Draft Board Policy 2.9 – Delegation of Authority and Responsibility	40
c. Board Policy 3.1 - General Constraints	46
<b><u>IX. ADJOURNMENT</u></b>	48

**ATTENDANCE**

Board Members Present:

Board Members Absent:

Administration:

Staff:

Guests:

**CALL TO ORDER**

(Chairman,) or (Vice-Chairman,) \_\_\_\_\_, called the meeting to order at \_\_\_\_\_.

FOCUS ON STUDENT ACHIEVEMENT

**RE: BUFFALO HEAD PRAIRIE SCHOOL**

Attached is the Focus on Student Achievement report as presented by the Buffalo Head Prairie School.

Policy References:

1.5 Goals (1.5.1, 1.5.2 and 1.5.3)

1.6 Current Priorities (1.6.1, 1.6.2 and 1.6.3)

Submitted by Chris Fehr, Principal.

RECOMMENDATION

\_\_\_\_\_ moved that the Board of Trustees accept the Focus on Student Achievement – Buffalo Head Prairie School Report.

## FOCUS ON STUDENT ACHIEVEMENT REPORT

**School:** Buffalo Head Prairie

**Date of Report:** October 20, 2021

**Title of Report:** Priority Initiatives to Support Student Learning

### Preamble

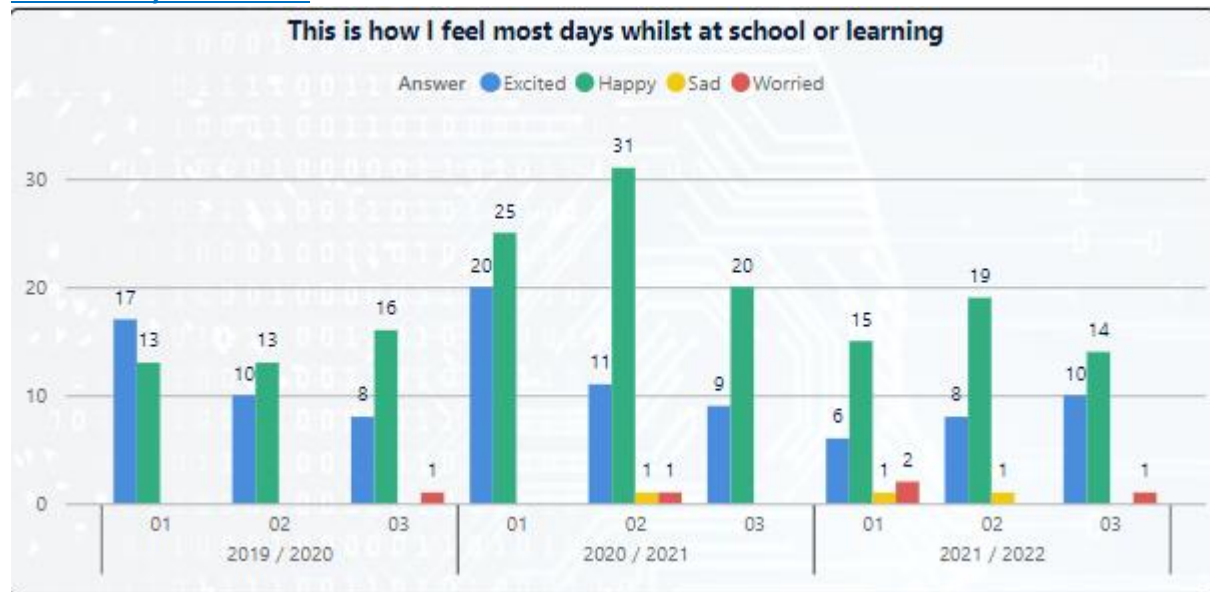
*Buffalo Head Prairie School administration wholeheartedly supports the Fort Vermilion School Division Priorities by structuring school finances and learning initiatives around the priorities of Connectivity, Literacy, and Numeracy. FVSD priorities are aligned with Buffalo Head's School Education Plan goals and strategies. This is where we, as a school community, invest our collective energy.*

*As a community of learners, we believe that growth in literacy and numeracy is critical to success in school; however, we also believe that for meaningful growth to occur, positive relationships, meaningful connections, and trust must first be developed. When we, as administrators, demonstrate positive human qualities that put people first, we achieve trust, and the ability to go further as a team than we ever would have been to move forward as individuals.*

*Considering this, our presentation today will begin with a focus on connection and will continue with details of the literacy and numeracy initiatives currently employed to ensure quality learning at Buffalo Head Prairie School.*

### Summary of Results presented from Power Bi in the Three Priorities (Literacy, Numeracy and Connectivity) and Current Programming to Address Results

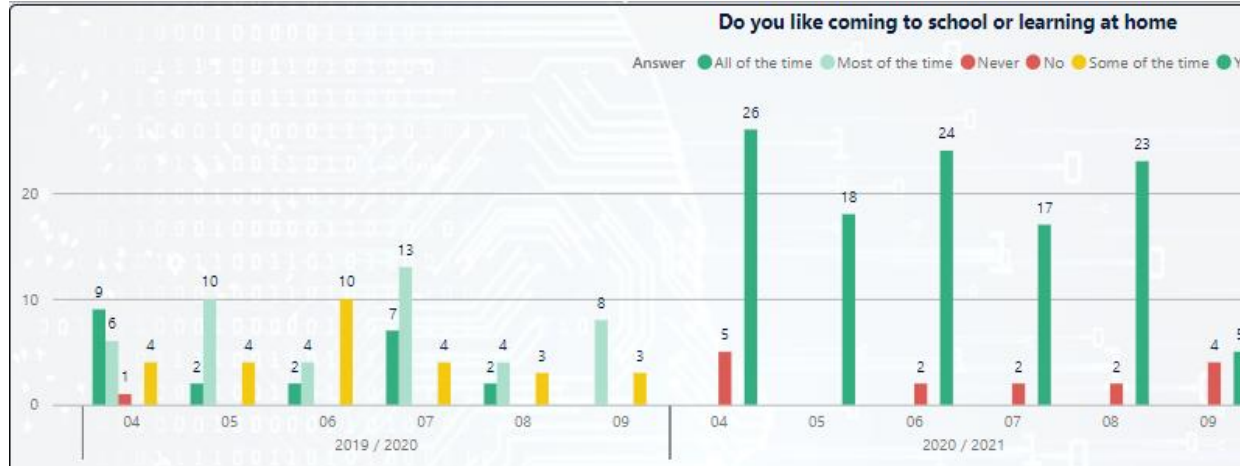
#### Connectivity Grades 1-3:



#### Grades 1-3 Summary:

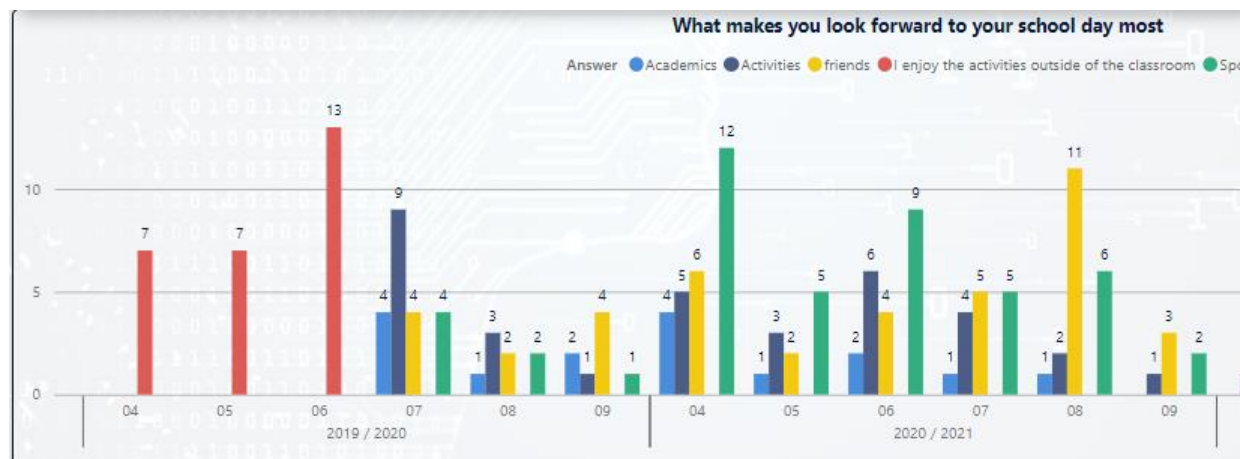
- In all areas of connectivity, **grade 1-3 student results** indicate that a high percentage of students feel happy or excited about each question noted in the FVSD connectivity survey, including:
- The adults in my school make me feel...
- This is how I feel most days when I am in school...
- Other kids in my school make me feel....
- Students that do struggle are identified through Collaborative Team Meetings to ensure supports are put in place.

## Connectivity Grades 4-9:



### Grades 4-9 Summary:

- Most Buffalo Head students **in grades 4-9** enjoy coming to school each day. As indicated in the graph from year to year, greater numbers of students are expressing that they like coming to school all of the time, rather than just some of the time. This is positive.

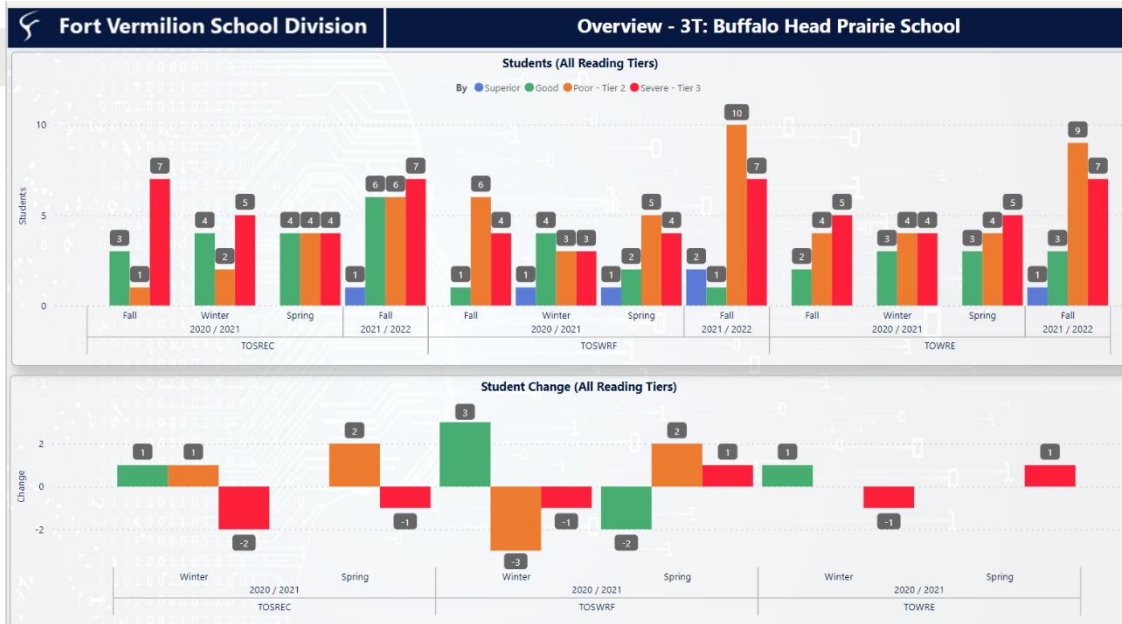


- Interestingly, the **grade 4-9 student results** demonstrate that almost no students looked forward to sports in 2020-21 (there were limited sports experiences due to Covid restrictions). Prior to that, numerous students looked forward to sports.
- Buffalo Head results, through the Connectivity survey and through student focus group meetings, have indicated that **students in grades 4-9** have an enriched school experience if they have extra-curricular activities to participate in. For this reason, Buffalo Head staff offer a large variety of offerings for students, including Lego Club, Archery, Iron Chef, Reading Club, Others Initiative, Operation Christmas Child, Art Club, a variety of concerts, and a multitude of school sports.

**Programming:**

- Collaborative Team Meetings, utilizing CRM structures and processes, ensure all students are observed and considered to ensure they are learning and interacting positively.
- School-wide implementation of Second Step programming to teach social and emotional strategies to students will equip them with the skills needed to work alongside others.
- Buffalo Head students are provided with a variety of extra-curricular offerings to promote school connection and positive relationships including Lego Club, Archery, Iron Chef, Reading Club, Others Initiative, Operation Christmas Child, Art Club, a variety of concerts, and a multitude of school sports.
- Student Leadership **in grades 4-9** is a major focus at Buffalo Head School and wherever possible, we utilize students to help with coaching, set up, fixing school items, and initiatives to make the school a better place for all.
- School-Wide Classroom Student Service Project- All classroom teachers with the support of parents, will identify a leaning project that focuses on service to others and selflessness. When we promote, demonstrate, and teach children about acts of kindness and selflessness, we collectively understand joy that goes beyond selfish ambition.
- Student/Family connection events bring our students and their families together in a safe environment so that positive relationships and a sense of community can develop. Our outdoor Ice Cream Parent Visit and Family Skating Night are examples of initiatives we promote annually.
- Staff Connectivity- Staff events organized after school hours to promote camaraderie, teamwork, and positive relationships. This year we have already canoed the Peace River and had a staff campfire social, both events had almost all staff in attendance. A staff coffee connection time, art night, and food event are also planned as we monitor and respect what is permitted by the province.

**Literacy:**

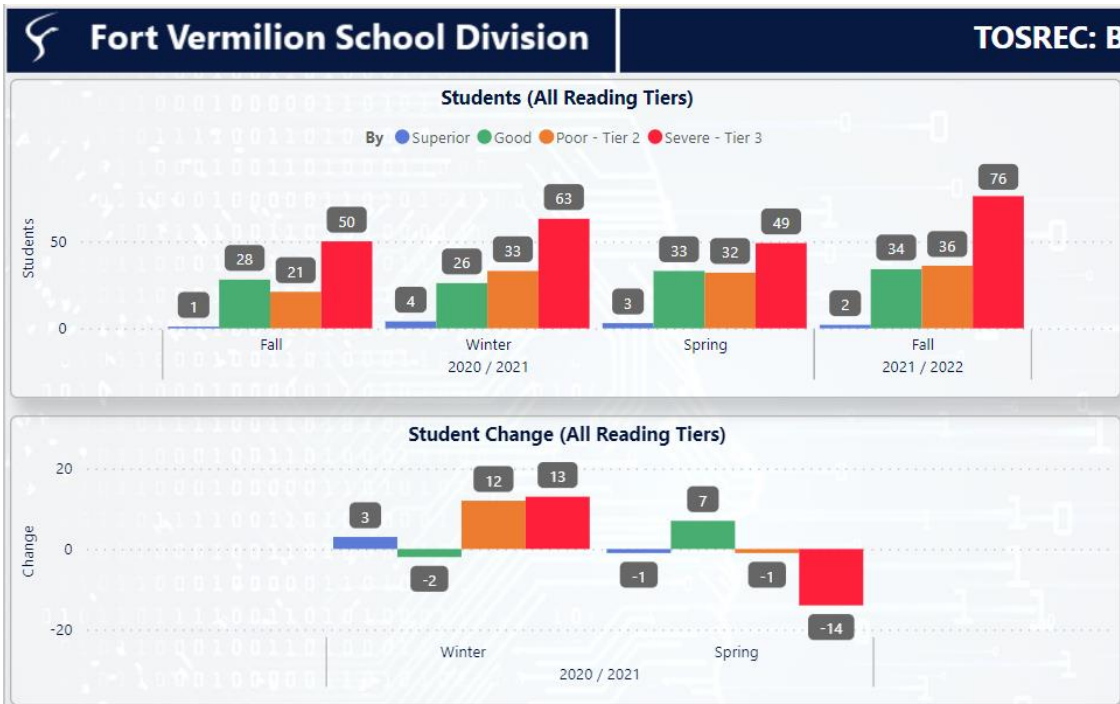


**Summary:**

- Results demonstrate overall growth in reading during 2020-21 school year.
- Growth is lasting – students scored at similar levels this fall.
- Focused reading instruction in Efficiency, Fluency, and Comprehension. Teachers are currently studying the Science of Reading in order to improve student reading ability.
- Students in grades 1-9, who are reading below grade level, are supported by research-based interventions.
- On-going development of a Pyramid of Reading Interventions and strategies ensure best practice and that all students are supported at all reading levels.

**Programming:**

- School-Wide writing focus and implementation of Lucy Calkins Units of Study in Writing is being used to develop a progression of collective independence in student writing, taught through the workshop model.
- Development of a school culture where students read and are encouraged to read both at school and at home. BHPS has a school-wide home reading program where students are encouraged to read for 15 min a night to earn incentives,
- Developing an understanding with school council and parents about how students can become better readers and about the interventions we use with students when they are encountering difficulties in reading. Parents are extremely supportive.
- Strong staff collaboration. Teachers and support staff are partners. Common language is used by all staff members to facilitate reading instruction.
- Development of a pyramid of interventions: used to identify reading strategies and supports both inside and outside the classroom





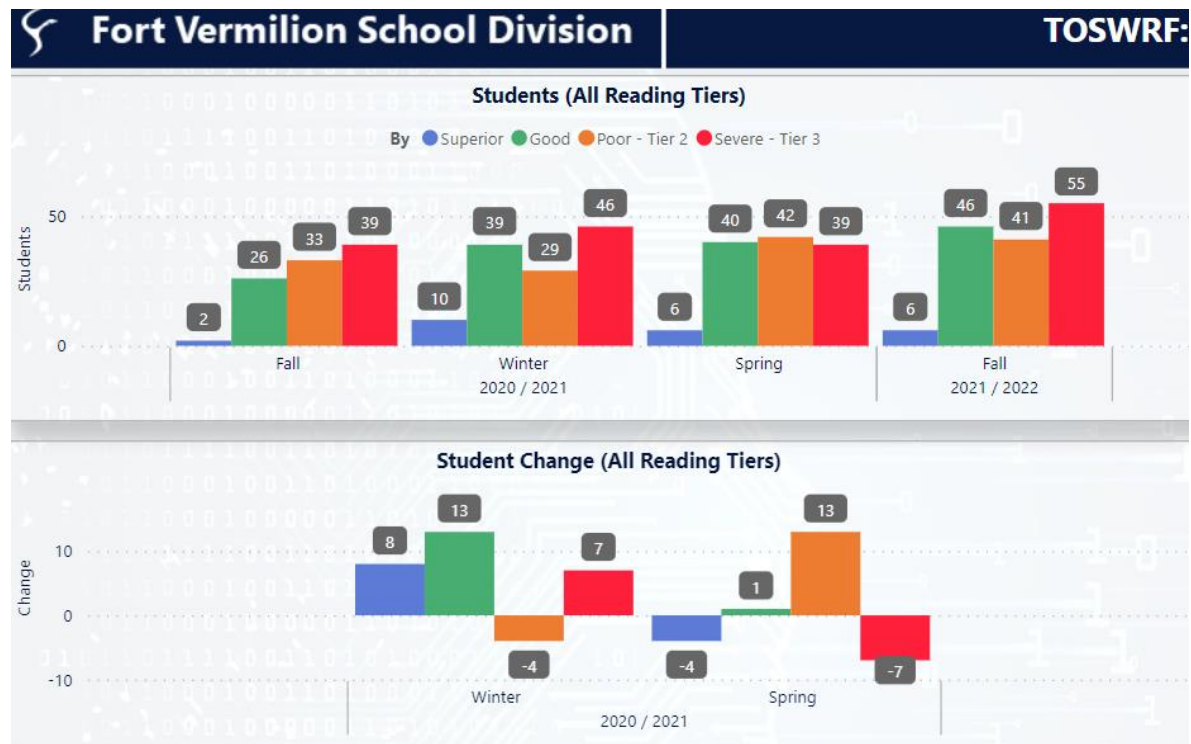
**Focus Area:** Comprehension – (ability to understand and interpret what is read)

**Summary:**

- Comprehension is the most difficult pillar of reading to improve.
- Significant improvement over the year. Winter results are deceiving as this is the first time that the grade ones write the TTT.
- Comprehension is developed after students have an foundational base in efficiency and fluency. Focus area in grades 3-9.

**Programming**

- Guided reading groups, balanced literacy strategies, Lucy Calkins reading units.



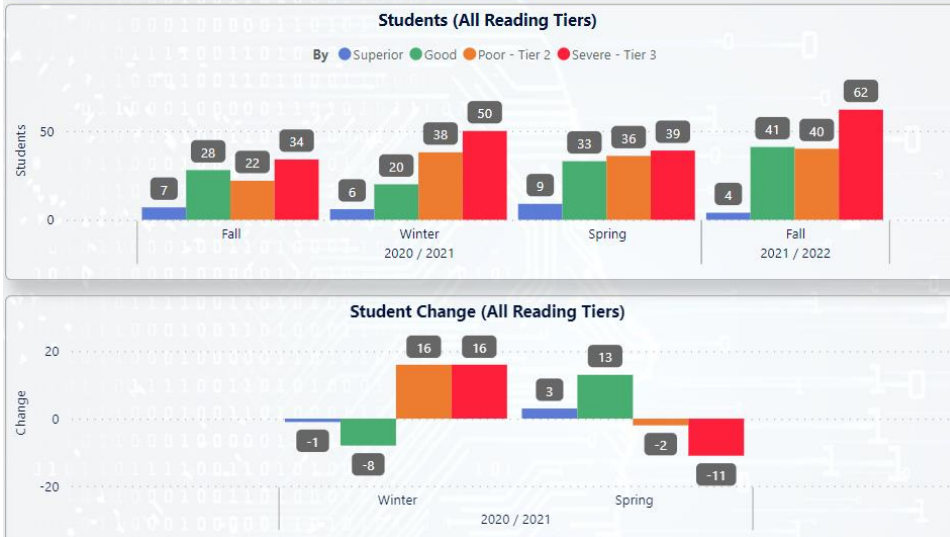
**Focus Area:** Fluency - (ability to read with speed, accuracy, and proper expression)

**Summary:**

- Growth in fluency

**Programming:**

- Precision Reading – every class, grade 1-6 has one period each day where identified students, identified by teacher observation and TTT scores, are pulled out of class for 5 minutes to do Precision reading. In Precision Reading, students read one passage for multiple days. Each day they will read more words and have fewer errors. This is tracked and students can see progress. Precision Reading quickly improves student ability in reading automaticity, word recognition and passage comprehension.



**Focus Area:** Efficiency - (sight word recognition and decoding ability (reading words and non-words))

**Summary:**

- Growth in phonics due to strong emphasis in primary classrooms. Increase of Severe in winter term is due to the grade one students writing the TTT for the first time.
- Two reasons for low scores in grade one in winter term: beginning stages of learning to read and ESL background.
- Vast improvement between winter and spring.

**Programming:**

- K-3 – emphasis on phonics instruction (ECS, Grades 2 & 3 utilize Lucy Calkins phonics, Grade one uses George Georgiou phonics).
- Also a strong emphasis on phonological and phonemic awareness (specific ability to focus on and manipulate individual sounds (phonemes) in spoken words); Heggerty materials used.
- When students are having difficulty learning to read, efficiency is the first area targeted.
- Starting in ECS we have phonological and phonemic awareness individual/small group support with a specific focus. We target two areas at a time until students become strong in their basic skills.
- George Georgiou phonics intervention programs are used in grades 1-3.

**Tier 2 (out of class) reading support for grades 4-9**

**Summary:**

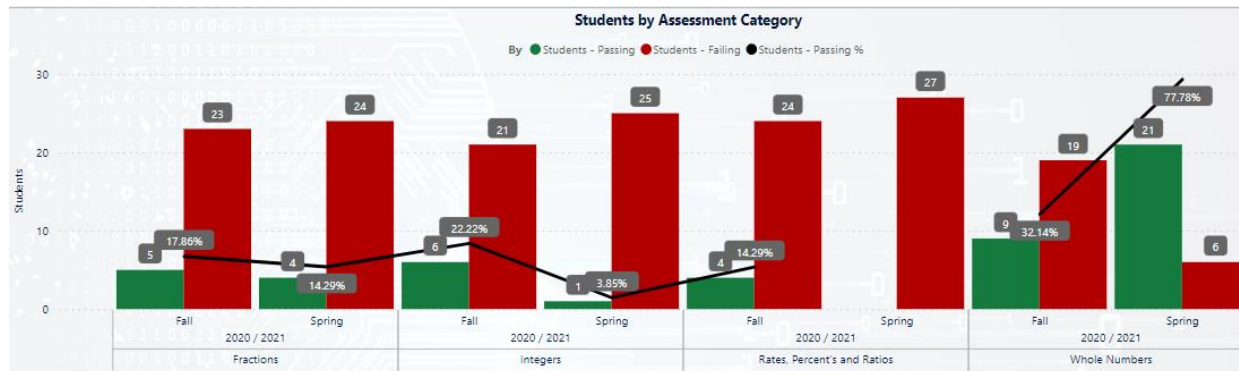
- More difficult to see growth in older students.
- Students that are struggling to read in these grades have missed foundational skills. First these skills are identified. Then, the needs of these students are addressed.
- After student needs are assessed, interventions are designed around need.
- Junior high can be more difficult to assess due to student effort and apathy.

**Programming:**

- Currently offering Rewards, Empower and using Georgiou interventions with some of these students.

- In grades 4 and 5 there are multiple students reading below grade level. Both classes are involved in full-class interventions. These range from helping students to become better readers to interventions that challenge students already reading above grade level
- This is the first year that we are offering Empower in junior high. We have 2 groups (6 students) participating.
- We plan to continue Precision Reading in junior high.

### Numeracy:



### Summary:

- Student results decreased minimally in 2020/21, from fall to spring implementation in strands including Fractions, Integers, and Rates/Percent's/Ratios.
- Student results increased significantly in Whole Numbers likely due to school-wide implementation of Number Talks, which are daily exercises aimed at building student number sense.
- Student absences, due to the Chuckegg Creek wildfire and Covid school closures have interrupted student learning. This has made it a challenge for student retention of mathematical concepts.

### Programming:

- Implementation of school-wide Number Talks used to develop number sense and to deepen understanding in a way that allows students to process/share information at their own pace.
- Use of whole group to small group instruction. This structure allows for targeted instruction and promotes individual student growth by allowing for a more complete understanding of curricular concepts.
- Utilizing Jump Math as a spiraled program, meaning that curricular concepts are addressed and readdressed throughout the school year. This will help students retain understanding in areas of weakness to a greater degree than teaching one unit at a time annually.
- Daily math facts review in classrooms.

### Next Steps

- Most of Buffalo Head Prairie School's current programming to increase results in the three priorities is relatively new. We aim to continue this programming, evaluate program effectiveness continuously through human and data driven mechanisms, and then tweak programming where necessary. Review of student learning needs takes place through our Collaborative Team Meetings utilizing the CRM model.

## FOCUS ON STUDENT ACHIEVEMENT

### **RE: SAND HILLS ELEMENTARY SCHOOL**

Attached is the Focus on Student Achievement report as presented by the Sand Hills Elementary School.

#### Policy References:

1.5 Goals (1.5.1, 1.5.2 and 1.5.3)

1.6 Current Priorities (1.6.1, 1.6.2 and 1.6.3)

Submitted by Gilbert Morris, Principal.

#### RECOMMENDATION

\_\_\_\_\_ moved that the Board of Trustees accept the Focus on Student Achievement – Sand Hills Elementary School Report.

## FOCUS ON STUDENT ACHIEVEMENT REPORT

**School:** Sandhills Elementary School

**Date of Report:** October 20, 2021

**Title of Report:** SHES Focus on Student Achievement

### Preamble

Sandhills Elementary will provide a brief presentation of our results and programming from the 2020-2021 school year in literacy, numeracy, and connectivity. The focus of this presentation, however, will be providing FVSD Trustees with a glimpse into how Sandhills Elementary supports struggling readers. We will model and share through examples the type of Tier 1 (whole-group classroom instruction), Tier 2 (small-group instruction) and Tier 3 (pull-out) reading supports we currently implement within our school. Of the five pillars of reading, Sandhills has had a focus on two of the supporting pillars (*phonological awareness* and *phonics*) for the past two years. These two pillars are foundational to developing the other pillars of reading: building a sight word *vocabulary* and reading *fluently* with the goal of student's understanding what is read (*reading comprehension*).

### Summary of Results:

**Literacy** – Our school focus in literacy has been providing students with decoding supports and interventions over the past two years and our results last year have demonstrated significant improvement in our student's ability to decode. Students performing below a stanine score of 88 are provided with a decoding intervention. See table below for growth during the 2020-2021 school year in comprehension, fluency and decoding as measured by the TOSREC, TOSWRF and TOWRE.

<b>Sandhills Reading Results 2020-2021</b>									
	TOSREC (Comprehension)			TOSWRF (Fluency)			TOWRE (Decoding)		
	Gr. 1	Gr. 2	Gr. 3	Gr. 1	Gr. 2	Gr. 3	Gr. 1	Gr. 2	Gr. 3
Fall/Winter*	79*	83	85	89*	84	86	86*	87	90
Spring	91	92	92.0	90	98	95	95	102	94
<b>Growth</b>	<b>+12</b>	<b>+9</b>	<b>+7</b>	<b>+1</b>	<b>+14</b>	<b>+9</b>	<b>+9</b>	<b>+15</b>	<b>+4</b>

**Numeracy** – This year, WRAT5 was used as the universal screener to identify students with learning difficulties in mathematical computation. These results are used, in conjunction with classroom diagnostic assessments to pinpoint gaps in student understanding. Once a gap is determined, teachers differentiate instruction and provide additional Tier 2 small-group support to close the gaps. The results below indicate our starting point.

<b>Sandhills Numeracy Results September 2021</b>		
	<b>WRAT 5 (Math Computation Gr. 2 &amp; Gr. 3)</b>	
	<b>Number of Students 153</b>	<b>Percentage</b>
Very High	1	<b>0.7%</b>
High Average	3	<b>2.0%</b>
Average	60	<b>39.2%</b>
Low Average	42	<b>27.5%</b>
Very Low	32	<b>21.9%</b>
Extremely Low	15	<b>9.8%</b>

**Connectivity** - Connectivity surveys are completed twice annually. The results are used to provide comparative data (fall versus spring datasets) and to determine the efficacy of universal programming and other supports put into place each year. The dataset below indicates that our Grade 3 students of the 2020-2021 school year experienced an increased amount of sadness and worry in comparison to other grade levels also completing the survey. An increased amount of Tier 3 (targeted small-group programming) and Tier 4 supports (one to one therapy) through the Connection Team were put into place because of this fact.

Sandhills Connectivity Results 2020-2021					
Standard Score		Percentage			
		Gr. 1	Gr. 2	Gr. 3	Overall
This is How I Feel Most Days...	Excited	42%	39%	27%	88%
	Happy	50%	55%	53%	
	Sad	7%	4%	13%	12%
	Worried	1%	3%	7%	
The Adults in my School Care About me...	Excited	29%	27.5%	13%	93%
	Happy	68%	72%	70%	
	Sad	1.5%	0%	9%	7%
	Worried	1.5%	0.5%	8%	
I Have Friends...	Excited	34%	38%	23%	90%
	Happy	56%	58%	61%	
	Sad	5%	1%	6.5%	10%
	Worried	5%	3%	9%	

**Current programming that aims to address student achievement in each of the three priority areas is listed below:**

**Literacy** – Sandhills has taken a structured literacy approach to teaching reading and writing. In reading, our goal is to have explicit teaching of the reading fundamentals (phonological awareness, phonics, and vocabulary) in a systematic and sequential manner. Currently, Tier 1 whole-class instruction includes Heggerty materials to teach phonological awareness, and University of Alberta developed resources along with the TCRWP Units of Study to teach phonics, reading and writing. Tier 2 reading supports through a guided-reading model are being provided by the classroom teacher and reading support assistant. For our struggling readers, targeted Tier 3 pull-out interventions are occurring.

**Numeracy** – Our focus in math is taking a strategy-based approach to teaching mathematics. We have a renewed focus on teaching the basics ensuring all students have the numeracy skills required to compute, apply, and solve problems. Sandhills utilizes whole-group and small-group instruction to teach new concepts. Students struggling to grasp new concepts or have limited strategies to solve math problems are provided with additional small-group instruction.

**Connectivity** – Currently, Sandhills utilizes a social-emotional learning program called *Second Step* to provide Tier 1 support to all students. Students are taught the skills required for Learning (listening, following directions, focusing attention, being assertive, using self-talk), skills that demonstrate Empathy & Compassion and the skills to manage their Emotions. These skills are then applied in problem-solving contexts such as inviting others to play, handling name-calling, having fun with friends, how to play fairly, responding to playground exclusion, managing test anxiety, managing disappointment, etc. Students that require additional supports (Tier 2) are designed based on the individual needs of the students. For some, it includes daily check-ins with a teacher or staff member, behaviour contracts/plans and additional ways to move around. For students that struggle with self-regulation or social skills, Tier 3 small-group pull-out supports are available. Support for managing emotions such as anxiety or anger are provided by our Connection team coaches. Tier 4 supports, one-on-one therapy is provided by our mental health therapist.

**Next Steps**

**Literacy** – Currently, we are in the process of updating our resources so that decodable readers are the primary resources being used to support our students that are learning to read.

**Numeracy** – This year, we will formalize when and how students will receive Tier 2 small-group supports and Tier 3 pull-out interventions. Currently, teachers use diagnostic assessments of their choice to determine what areas students require small-group support. This year, the best possible avenues to provide Tier 3 interventions need to be explored.

**Connectivity** – At this time, fall data entry is not yet complete for the 2021-2022 school year. Once complete, data will be analyzed and appropriate Tier 3 and Tier 4 supports will be put into place after a discussion is had with our Connection Team.

## FOCUS ON STUDENT ACHIEVEMENT

### **RE: FLORENCE MACDOUGALL COMMUNITY SCHOOL**

Attached is the Focus on Student Achievement report as presented by the Florence MacDougall Community School.

#### Policy References:

1.5 Goals (1.5.1, 1.5.2 and 1.5.3)

1.6 Current Priorities (1.6.1, 1.6.2 and 1.6.3)

Submitted by Stefanie Brown, Principal.

#### RECOMMENDATION

\_\_\_\_\_ moved that the Board of Trustees accept the Focus on Student Achievement – Florence MacDougall Community School Report.



<b>FOCUS ON STUDENT ACHIEVEMENT REPORT</b>
<b>School:</b> Florence MacDougall Community School
<b>Date of Report:</b> Oct. 27, 2021
<b>Title of Report:</b>
<p><b>Preamble</b></p> <p>FMCS is a Kindergarten to Grade 3 school which includes an Early Intervention program as well. We have 334 students and approximately 50 staff. Our student population comes from a very wide demographic, with varied cultural and economic backgrounds.</p> <p>Focused programming is even more important in this time of COVID when students' education has been regularly interrupted. We're seeing greater gaps in student skills, knowledge, and social emotional understanding. In order to address student needs and provide teachers with supports to meet the needs of students with a wide variety of abilities, incorporating research-based programming is a must.</p>
<p><b>Include Results presented from Power Bi in the Three Priorities (Literacy, Numeracy and Connectivity).</b></p> <p><b>Literacy:</b></p> <p>The Standard Score Distribution shows a steady increase through the year in all three areas (Comprehension, Fluency and Word Efficiency)</p> <p>Comprehension (TOSREC) – 29 students progressed from the Severe category by the Spring  Fluency (TOSWRF) – 19 students progressed from the Severe category by the Spring  Word Efficiency/Decoding (TOWRE) – 25 students progressed from the Severe category by the Spring</p> <p>Results show that comprehension is the area in which students are struggling the most.</p> <p><b>Numeracy:</b></p> <p>Computation scores gathered using the WRAT-5 indicated that 20 students scored Extremely Low, 30 scored Very Low, 24 scored Low Average, 59 scored Average, and 3 scored High Average.</p> <p><b>Connectivity:</b></p> <p>Overwhelmingly positive student response on all three questions (How I feel most days whilst at school.../The adults in my school or how I talk to make me feel.../The other kids in my school or who I chat too make me feel...), with the highest rate of connection shown in Spring results, in relation to how adults in the school make them feel.</p>
<p><b>Current Programming to address increase in Results around the Three Priorities (Literacy, Numeracy and Connectivity).</b></p> <p><b>Literacy:</b> Lucy Calkins, Heggerty, Empower, George programming and intervention, Literacy Coach/Walkthroughs, Collaborative Response Model (CRM)</p> <p><b>Numeracy:</b> School based decision to allocate time for a numeracy coach, consistent grade level programming in Jump and Guided Math, dedicated FNMI resources to bridge the gap, Collaborative Response Model (CRM)</p> <p><b>Connectivity:</b> Second Step not only in classrooms but school wide, Child Protection Unit, Effective Behaviour Management (EBS) initiatives, regular communication with Connection Team members including Student Wellness Coach, Mental Health Therapist and FNMI principal, Collaborative Response Model (CRM).</p>

**Next Steps****Literacy:**

Along with current programming, we are also placing a focus on vocabulary to help increase comprehension levels. Part of each staff meeting is dedicated to a book study on tiered vocabulary words and classroom supports.

George intervention will shift from Grade 2 and 3, to Grade 1 in the new year.

**Numeracy:** The Numeracy Coach will support classrooms in implementing shared vocabulary and classroom strategies. We will also examine specific areas of need in each grade level and look at possible interventions.

**Connectivity:** We will be incorporating Theraplay as well as the CPU unit for grades 2 and 3 later in the year. We will continue incorporating Second Step school wide and working with the Connection Team to address the changing needs of our students.

**IN-CAMERA**

\_\_\_\_\_ moved that the Board of Trustees go in-camera at \_\_\_\_\_.

\_\_\_\_\_ moved that the Board of Trustees move out of in-camera at \_\_\_\_\_.

**APPROVAL OF AGENDA**

\_\_\_\_\_ moved that the Board of Trustees approve the agenda with the following additional items:

- 1.
- 2.
- 3.
- 4.
- 5.

**APPROVAL OF MINUTES**

\_\_\_\_\_ moved that the Board of Trustees approve the minutes of the Regular Board Meeting held September 29, 2021, as presented.

**FORT VERMILION SCHOOL DIVISION  
MINUTES OF THE REGULAR BOARD MEETING  
SEPTEMBER 29, 2021**

**ATTENDANCE**

**Board Members Present:**

Mr. Clark McAskile, Chairman  
Mr. Tim Driedger, Vice-Chairman  
Mr. Marc Beland  
Mrs. Linda Kowal  
Mr. John Zacharias  
Ms. Leah Lizotte (VC)  
Mr. Dale Lederer (VC)  
Mr. Henry Goertzen

**Administration Present:**

Mr. Michael McMann, Superintendent  
Mr. Norman Buhler, Secretary-Treasurer  
Mr. Scot Leys, Assistant Superintendent  
Mrs. Karen Smith, Assistant Superintendent  
Mrs. Darlene Bergen, Executive Assistant  
Mrs. Chandra Tincombe, Public Engagement Coordinator

**ATA Representative Present:**

Ms. Myrna McLean, President

Chairman, Clark McAskile called the meeting to order at 10:00 a.m.

21-09-16756  
IN-CAMERA

Henry Goertzen moved that the Board of Trustees go in-camera at 10:00 a.m.

**CARRIED**

21-09-16757  
REVERT TO PUBLIC  
MEETING

John Zacharias moved that the Board of Trustees move out of in camera at 12:54 p.m.

**CARRIED**

21-09-16758  
APPROVAL OF  
AGENDA

Tim Driedger moved that the Board of Trustees approve the agenda as presented.

**CARRIED**

21-09-16759  
APPROVAL OF  
MINUTES

Linda Kowal moved that the Board of Trustees approve the Minutes of the Regular Meeting held June 16, 2021, as presented.

**CARRIED**

21-09-16760  
APPROVAL OF  
MINUTES

Henry Goertzen moved that the Board of Trustees approve the Minutes of the Committee of the Whole Meeting held August 23, 2021, as presented.

**CARRIED**

**FORT VERMILION SCHOOL DIVISION  
MINUTES OF THE REGULAR BOARD MEETING  
SEPTEMBER 29, 2021**

21-09-16761  
APPROVAL OF  
MINUTES

John Zacharias moved that the Board of Trustees approve the Minutes of the Committee of the Whole Meeting held August 24, 2021, as presented.

**CARRIED**

**BOARD  
COMMUNICATIONS**

- 1) Letter from Minister LaGrange encouraging FVSD to continue working with community partners on the proposed Wellness Center in La Crete and the Multi-Use Facility in High Level.
- 2) Letter from Minister LaGrange approving \$230,749 in reserve spending for the 2021-22 school year and approval for transfer of \$3,000,000 from capital reserves.
- 3) Letter from Minister LaGrange approving a one-time grant for property insurance premiums for the 2021-22 year.

**MONITORING  
REPORTS**

21-09-16762  
SUPERINTENDENT'S  
REPORT

Report found in the September 29, 2021, Regular Board Meeting Package.

Henry Goertzen moved that the Board of Trustees accept the Superintendent's Report as information.

**CARRIED**

**REVIEW TRUSTEE  
HANDBOOK**

Handbook found in the September 29, 2021, Regular Board Meeting Package. No changes were made.

**OTHER BUSINESS**

21-09-16763  
LOCALLY  
DEVELOPED  
COURSES

Report found in the September 29, 2021, Regular Board Meeting Package.

Marc Beland moved that the Board of Trustees approve the acquisition and implementation of Locally Developed Courses:

**New Acquisitions**

- Braided Journeys (2019) 15
- Braided Journeys (2019) 25
- Braided Journeys (2019) 35

**Renewals**

- DesignThinking for Innovation (2021) 15
- DesignThinking for Innovation (2021) 25
- DesignThinking for Innovation (2021) 35
- Forensic Studies (2021) 35
- Forensic Science Studies (2021) 35
- Leadership, Character (2021) 15
- Leadership, Character (2021) 25

- Leadership, Character, and Social Responsibility (2021) 35
- Reading (2020) 15
- Reading (2020) 25
- Reading (2020) 35
- Social Literacy (2020) 15
- Social Literacy (2020) 25
- Social Literacy (2020) 35
- Workplace Essential Skills (2021) 15
- Workplace Essential Skills (2021) 25
- Workplace Essential Skills (2021) 35

for the period of September 1, 2021, to August 31, 2025.

**CARRIED**

John Zacharias declared himself in conflict and left the meeting at 1:18 p.m.

21-09-16764  
WASTE DISPOSAL  
TENDER

Tim Driedger moved that the Board of Trustees award the contract for Waste Disposal to JL Waste Management.

**CARRIED**

John Zacharias returned to the meeting at 1:26 p.m.

21-09-16765  
ADJOURNMENT

Clark McAskile moved that the Board of Trustees adjourn the meeting at 1:28 p.m.

**CARRIED**

\_\_\_\_\_  
Board Chair

\_\_\_\_\_  
Secretary-Treasurer

COMMUNICATIONS

**RE: BOARD CHAIR**

Information item.

COMMUNICATIONS

**RE: SUPERINTENDENT**

Information item.

MONITORING REPORTS

**RE: FOCUS ON PRIORITIES – CONNECTIVITY/LITERACY/NUMERACY  
ACCOUNTABILITY REPORT**

A copy of the Focus on Priorities – Connectivity/Literacy/Numeracy Accountability Report is attached.

Policy References:

1.5 Goals (1.5.1, 1.5.2 and 1.5.3)

1.6 Current Priorities (1.6.1, 1.6.2 and 1.6.3)

Submitted by Karen Smith, Associate Superintendent of Learning.

RECOMMENDATION:

\_\_\_\_\_ moved that the Board of Trustees accept the Focus on Priorities – Connectivity/Literacy/Numeracy Accountability Report.



# Focus on the Priorities

Submitted by Karen Smith

Priority	Past	Current
<p><b>Connectivity</b> Natalie Morris</p>	<ul style="list-style-type: none"> <li>• MHCBC (Mental Health Capacity Building) project funded Wellness Coaches in High Level Area</li> <li>• CCW (Child Circle Workers family support funded through Children Services)</li> <li>• RCSD (Regional Collaborative Service Delivery)</li> </ul>	<ul style="list-style-type: none"> <li>• Connectivity Student Survey (all students gr 1-12)</li> <li>• Needs Assessment (survey for all staff- feedback on current support and additional support needed)</li> <li>• Willard Fewer and Natasha Egeli provide individual therapeutic support for all staff to access, as well as provide group sessions to build capacity regarding common themes (coping with vicarious trauma, developing professional boundaries).</li> <li>• Connection Team               <ul style="list-style-type: none"> <li>➤ 4 Mental Health Therapist - provide therapeutic interventions for our students who require one-on-one support.</li> <li>➤ 5 Wellness coaches- provide universal programming to groups of children in schools (child protection units, healthy relationships, worry tamers, sunshine circles)</li> <li>➤ 4 Success Coaches- work with schools, FNMI families to overcome barriers to student success.</li> <li>➤ Indigenous Education Lead- provides resources, and professional learning opportunities regarding First Nations, Metis, and Inuit knowledge- building strong relationships within our Indigenous communities. Developing a Land Based learning model, whereas our students can experience learning from/on the land.</li> </ul> </li> <li>• Second Step- classroom resource to build students' social/emotional knowledge and skills – aligns well with draft wellness curriculum.</li> </ul>
<p><b>Numeracy</b> Terry Gibson</p>	<ul style="list-style-type: none"> <li>• Numeracy passports – a checklist of practical math skills that students should have for real life situations.</li> <li>• Math coordinators – Two math coordinators, one for elementary and one for junior senior high, helping teachers with resources and ideas to improve student achievement</li> </ul>	<ul style="list-style-type: none"> <li>• WRAT 5 (Wide Range Achievement Test) Division Measure – norm referenced and standardized.</li> <li>• TNT (Teacher Numeracy Tool)- as a screener to determine what interventions the student needs to build skills.</li> <li>• Guided Math – a framework for small group instruction to provide intervention time for students struggles with math concepts.</li> <li>• Number Talks – to help students number sense and mental math.</li> <li>• Jump Math – common resource for instruction.</li> </ul>

	<ul style="list-style-type: none"> <li>• Common assessments – Developed to help teachers assess students with quality summative assessments. The assessments also helped teachers to focus on the essential outcomes.</li> <li>• Rubric training – this training was related to the problem-solving questions in the common assessments. Students and teachers were taught how to use the rubric to assess student work on problem solving questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Leaps and Bounds – intervention program for students below grade level expectations in certain math topics.</li> <li>• Mathletics – online math site for students to practice math skills and knowledge, based on Alberta Curriculum.</li> <li>• Interleaving – the opposite of blocked practice, interleaving comes back to previous taught concepts so students can better recall information when being assessed on summative tests.</li> <li>• Math games – teachers were given PD on how to use math games to teach and practice number concepts.</li> </ul>
<p><b>Literacy</b> Sharon McLean</p>	<ul style="list-style-type: none"> <li>• CAT 4 (Canadian Achievement Test) - annually</li> <li>• Balanced Literacy Framework</li> <li>• 2 District Level Literacy Coordinators</li> <li>• Common Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Division Measure for reading- 3T <ul style="list-style-type: none"> <li>➢ Test of Word Reading Efficiency (TOWRE)</li> <li>➢ Test of Silent Reading Efficiency and Comprehension (TOSREC)</li> <li>➢ Test of Silent Word Reading Fluency (TOSWRF)</li> </ul> </li> <li>• WIAT/WRAT Grade One, Two and Three</li> <li>• Grade One Reading Program with George Georgiou, includes interventions</li> <li>• Grade 2 and 3 Alberta Research Network Project with testing requirements/data management 16 weeks of Intervention</li> <li>• At each school -Literacy Coaches support teachers in teaching reading and writing for strong classroom instruction.</li> <li>• Educational Assistants trained for small group interventions</li> <li>• Resources/Programs being supported by the division include: <ul style="list-style-type: none"> <li>➢ Lucy Calkins -Units of Study in Phonics and the Units of Study in Writing</li> <li>➢ Heggerty program for Phonemic Awareness</li> <li>➢ Companion Reading</li> <li>➢ Rewards</li> <li>➢ Empower</li> </ul> </li> <li>• Various PD presenters</li> </ul>

- Most significant change - schools looking at specific student data to drive instruction and to put supports or interventions in place to meet the learning needs of individual students.
- Within FVSD we use the Collaborative Response Model (CRM) as a process for tiering levels of support for students and to ensure every student is moving forward.
- Piloting draft curriculum in all three priority areas

MONITORING REPORTS

**RE: SUPERINTENDENT'S REPORT**

A copy of the Superintendent's Report is attached.

Policy Reference

2.9 Delegation of Authority and Responsibility

Submitted by Michael McMann, Superintendent.

RECOMMENDATION:

\_\_\_\_\_ moved that the Board of Trustees accept the Superintendent's Report as information.

# **SUPERINTENDENT'S REPORT**

## **October 2021**

- Hockey Academy

## MONITORING REPORTS

### **RE: HUMAN RESOURCES ACCOUNTABILITY REPORT**

A copy of the Human Resources Accountability Report is attached.

#### Policy References

1.2 Vision

1.4 Guiding Principles

3.2 Relationships

3.3 Programs and Services

3.4 Finances

Submitted by Scot Leys, Associate Superintendent of Operations.

#### RECOMMENDATION:

\_\_\_\_\_ moved that the Board of Trustees accept the Human Resources Accountability Report.

## Human Resources Accountability Report

### Source Documents:

- I. Board Policy 2.9.11 states that the Chief Executive Officer shall:
  - a) Have overall authority and responsibility for all personnel related matters except the mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.
  - b) Monitor the performance of all staff and ensure appropriate evaluation processes are in place.
  
- II. Alberta Education documents:
  - a) Teacher Growth, Supervision and Evaluation
  - b) Teacher Quality Standard/Leadership Quality Standard
  
- III. Canada & Alberta Labor Standards Codes

### Human Resources Accountability Report 2020-21:

The professional staffing cycle starts almost as soon as the new school year begins. This practice was slightly different than the one we have been following in previous years due to the changing nature of Education Career Fairs. In late October/November, contacts are made with personnel at the various education centres where fairs are being conducted. All career fairs occurred in virtual formats this year, significantly decreasing the cost and time out of schools. Executive personnel, principals and assistant principals were involved in sharing information about the Division at the virtual booths, videoconferencing/chatting with prospective candidates, interviewing potential candidates, and following up with reference checks. The goal is always to hire the best teachers possible. Due to the limited number of applications we receive from teachers to work in the North, the Fort Vermilion School Division maintains an aggressive and efficient recruiting and hiring process.

This year, all applications (and advertising) was done through the website ***Apply to Education*** – this format allowed the applicants to upload all necessary information for us to access, as well the Division entered all interview and reference check information to their online file. This streamlined the process and allowed for easier access to all candidates' information.

When this is completed, principals can access the candidate pool (through Apply to Education) and hire appropriately for their schools. In addition to candidates interviewed at careers fairs, the candidate pool includes bursary students, practicum teachers, substitute teachers, teachers residing in the local area and friends of current employees. The move to Apply to Education opened up the candidate pool to individuals that sought out the FVSD through the advertisement placed on the website. This brought in many applicants that we would not have previously had an opportunity to speak with.

We began the hiring process early again this year and were able to attract a strong group of new teachers, but there were very few candidates in the hiring pool by the end of June and some principals were finding it more difficult to fill positions.

Due to COVID-19 there continued to be challenges as well as pluses to our recruitment process. Virtual career fairs were challenging as we had to depend greatly on outside interest in FVSD, as we only meet those that click on our link. You are unable to chat and “sell” the Division to individuals that might not normally stop by a booth. On the upside, there was very little movement in staffing in southern Alberta, which caused a continued increase in Alberta applicants for our positions.

Apply To Education, which hosts 80% of Canadian School Boards, has brought in more applicants and made hiring easier.

The following charts outline human resources details and activities which occurred throughout the 2020-2021 school year.

All charts are accurate up to and including October 12, 2021.

	2018-19	2019-20	2020-21
<b>Total Number of Employees: (reported as number of people)</b>	<b>544</b>	<b>528</b>	<b>490</b>
Certificated Staff	228	219	214
• Teachers	194	191	183
• School based administrators	27	26	29
• Professional Support Personnel	7	2	2
Support Staff	316	309	276
• Secretaries/Library Assistants	33	34	33
• Custodians	32	33	31
• Student Support Personnel (Total)	160	155	132
• Child Circle Worker/Supervisor	4	3	0
• Educational Assistants	135	131	114
• Wellness positions	11	13	12
• Instructors	7	2	2
• Other	4	6	4
• Central Office	17	18	17
• Essential Services Personnel (Total)	66	62	57
• Transportation, Health & Safety	51	47	43
• Maintenance	10	10	7
• Technology	5	5	5
• Cooks	8	7	6

	2018-19	2019-20	2020-21
<b>Total Number of Evaluations Completed:</b>	<b>133</b>	<b>106</b>	<b>93</b>
<b>Certificated Staff</b>	<b>69</b>	<b>53</b>	<b>60</b>
• Recommended for continuous contracts	20	23	19
• Recommended for 2 <sup>nd</sup> probationary contract	4	2	0
• Recommended for non-renewal	4	4	2
• Recommended for permanent certificates	20	12	16
• Recommended for continuous contracts and permanent certificates	7	5	1
• Assistant Principal	7	2	5
• Principal	4	4	3
• Other (term teachers)	3	1	14
<b>Support Staff</b>	<b>64</b>	<b>53</b>	<b>33</b>
• Recommended for permanent employment	57	48	31
• Probationary period extended	2	2	0
• Recommended for termination	1	1	1
• Other	4	2	1

	2018-19	2019-20	2020-21
<b>Staff Changes:</b>			
<b>Certificated Staff</b>	<b>52</b>	<b>53</b>	<b>64</b>
• Retirements (includes deceased)	6	4	5
• Resignations/Released	15	20	15
• Leaves who did not return	5	5	9
• Non-Renewals (term teachers not returning, no position)	10	8	15
• Leaves	16	16	20
• Full year	6	4	10
• Partial year	10	12	10
<b>Support Staff</b>	<b>70</b>	<b>194</b>	<b>71</b>
• Retirements	2	2	5
• Resignations	36	43	42
• Other (includes layoffs)	1	126	0
• Non-Renewals/Terminations	23	13	19
• Leaves	8	10	5
• Full year	1	2	2
• Partial year	7	8	3



**Scattergram 2020-2021 (reported in FTE)**

Years of Teacher Experience	Years of Teacher Education			
	4	5	6	Total
0	15.6	3	5	23.6
1	3	3	7	13
2	3	4	4.8	11.8
3	2	8	5	15
4	4	4	6	14
5	2	3	2	7
6	3	4	7	14
7	35.8	45.8	32.5	114.1
<b>Total</b>	<b>68.4</b>	<b>74.8</b>	<b>69.3</b>	<b>212.5</b>

	2018-19	2019-20	2020-21
<b>Total Salary and Benefits Costs:</b>	<b>\$40,938,529</b>	<b>\$41,004,384</b>	<b>\$39,969,102</b>
Certificated Staff Salary & Benefits Costs:	\$26,736,844 (46.3% of Total Budget)	\$26,659,389 (46.1% of Total Budget)	\$25,980,711 (46.4% of Total Budget)
• Salary Costs	\$21,959,192	\$21,746,384	\$21,218,973
• Benefits Costs	\$4,777,652	\$4,913,005	\$4,761,738
Support Staff Salary & Benefits Costs:	\$14,201,685 (24.6% of Total Budget)	\$14,344,995 (24.8% of Total Budget)	\$13,988,391 (25% of Total Budget)
• Salary Costs	\$12,049,835	\$11,893,796	\$11,630,800
• Benefits Costs	\$2,151,850	\$2,451,199	\$2,357,591

<b>Total Teacher Recruiting Costs:</b>	<b>\$83,684</b>	<b>\$45,223</b>	<b>\$13,097</b>
• Material Costs:	\$1,214	\$252	--
• Advertising Costs:	\$5,425	--	\$11,687
• Career Fair Costs:	\$77,045	\$44,971	\$1,410

### Certificated Staff Changes By School for 2021-22:

School	Total Number of Staff		Number of		Administration Change(s)
	2020-21	2021-22	Internal	New Staff	
BHCS	8	8	3	2	Principal & Assistant
BHPS	13	13	2	3	
FMCS	20	21.3	0	3	
FVPS/SMES	14.6	15	1	5	
HLPS	23	23	4	4	Principal & one Assistant
HCCS	14	13	1	0	Assistant Principal
LCPS	22	21	2	6	Assistant Principal
RLKS	12	8.5	1	2	Principal
RCS	11	11	2	1	Principal
RLNS	11	12.6	0	1	
SHES	20.8	20.3	2	6	
SNCS	13	15	4	1	Principal & Assistant
UHRS	7	7	1	1	
AHLP	15	10.1	1	0	
Stores/NHEC	7	7	1	0	
<b>TOTAL</b>	<b>211.4</b>	<b>205.8</b>	<b>25</b>	<b>35</b>	<b>5 – Principals 5 - Assistants</b>

#### Summary:

The School Division is employing slightly less teaching units this year as compared to last. This is a continued reflection of decreased enrolment from pre-COVID-19 levels. We are continuing to meet the A.C.O.L. recommendations for class sizes – even with a small decrease in staffing.

Recruitment for the Division focused efforts on Alberta and Eastern Canada (though to a lesser extent than previous years.) Teams of administrators participated in virtual career fairs and employment seminars at the University of Alberta and Concordia in Edmonton, Grande Prairie Regional College, Fredericton career fair (3 universities present including

UNB, St. Thomas and UPEI), Lakehead University, and the Halifax career fair (6 universities present including Acadia, CBU, MSVU, St. FX, St. Anne and St. Mary's). We also worked with King's University in Sherwood Park to place our recruitment information on their Career Centre's website (no virtual fair was planned.)

#### Governance Implications:

- Our first graduate from the University of Calgary bursary program was hired this year. There will be several grads in each of the upcoming years that should be joining our staff as well.
- A larger than normal number of teachers requested a Leave of Absence. The majority indicated that this was due to the travel restrictions to the East Coast and the desire to go home to family. We do not expect most of these individuals to return and one (1) has resigned already.
- With an increase in Alberta graduates being hired we are also seeing an increase in Class 4 on the years of education scale. East Coast programs are typically after degree programs, putting individuals into the higher Class. Due to this, the current teaching force has a somewhat lesser cost to the Division than the previous year, but the overall portion (%) of the budget being spent in this area stayed fairly flat.
- Support staff costs decreased as well due to staff reductions. This reduction occurred through attrition as no staff were laid off or let go due to student numbers.
- Teacher recruitment and retention continues to be an issue. This is due to several factors:
  - 1) The gap has narrowed between Fort Vermilion School Division salaries and divisions in central Alberta, making it somewhat more attractive to remain or look for positions closer to larger centers.
  - 2) Many divisions are actively seeking and hiring our teachers due to the training and induction process they receive as a beginning teacher. The outflow of administrators and Central Office personnel has also provided avenues for our employees to have inroads to positions in other areas of the province that were not previously available to them.
  - 3) Many more school divisions are actively recruiting teachers in the same locations as the Fort Vermilion School Division, giving candidates a greater choice in where they are able to teach following graduation.
  - 4) We need to continue lobbying the provincial government to ensure they understand and address the issue of teacher recruitment and retention in this area. The promotion of some type of Northern Benefit needs to be provided, much like other government employees, to attract new staff to our area.
- The need for leadership development continues to be evident as we had several changes in Administration last year.
- A portion of our new staff are locals (11) that are returning to work in the north. This is a continued trend with a total of 21 locals hired in the last 2 years. Hopefully these individuals remain with the Division for an extended time period.

Policy References

1.2 Vision

1.4 Guiding Principles

3.2 Relationships

3.3 Programs and Services

3.4 Finances

Submitted by Scot Leys

Assistant Superintendent of Operations

MONITORING REPORTS

**RE: FINANCE REPORT**

A copy of the revenues and expenditures for the period of September 1, 2021, to September 30, 2021, is attached.

Policy References:

3.4 Finances (3.4.3 and 3.4.4)

Submitted by Norman Buhler, Associate Superintendent of Finance.

RECOMMENDATION:

\_\_\_\_\_ moved that the Board of Trustees accept the Finance Report as of September 30, 2021.

## Fort Vermilion School Division

### YEAR-TO-DATE REVENUE & EXPENSES

	Budget 2021-2022	September, 2021	Year to Date	Percentage
<b>OPERATIONS (SUMMARY)</b>				1 of 12 months
<b>Revenues</b>				8.33%
Alberta Education	\$49,153,724	\$4,860,845	\$4,860,845	9.89%
Other - Government of Alberta	\$0	\$0	\$0	0.00%
Federal Government and First Nations	\$5,127,074	\$91,803	\$91,803	1.79%
Other Alberta school authorities	\$0	\$0	\$0	0.00%
Out of province authorities	\$0	\$0	\$0	0.00%
Alberta Municipalities - special tax levies	\$0	\$0	\$0	0.00%
Property taxes	\$0	\$0	\$0	0.00%
Fees	\$100,000	\$7,729	\$7,729	7.73%
Other sales and services	\$520,000	\$18,455	\$18,455	3.55%
Investment income	\$100,000	\$10,166	\$10,166	10.17%
Gifts and donation	\$0	\$0	\$0	0.00%
Rental of facilities	\$280,000	\$29,645	\$29,645	10.59%
Fundraising	\$500,000	\$10,226	\$10,226	2.05%
Gain on disposal of capital assets	\$0	\$0	\$0	0.00%
Other revenue	\$0	\$0	\$0	0.00%
Total revenues	\$55,780,798	\$5,028,869	\$5,028,869	9.02%
<b>Expenses By Program</b>				
Instruction - Pre K	\$412,334	\$43,327	\$43,327	10.51%
Instruction - K to Grade 12	\$40,212,046	\$3,404,386	\$3,404,386	8.47%
Plant operations and maintenance	\$8,463,700	\$1,241,137	\$1,241,137	14.66%
Transportation	\$3,322,735	\$252,390	\$252,390	7.60%
Board & system administration	\$2,217,000	\$237,056	\$237,056	10.69%
External services	\$1,152,983	\$91,803	\$91,803	7.96%
Total expenses	\$55,780,798	\$5,270,099	\$5,270,099	9.45%
<i>Annual Surplus (Deficit)</i>	\$0	(\$241,230)	(\$241,230)	
<b>Expenses by Object</b>				
Certificated salaries & wages	\$21,868,462	\$1,772,101	\$1,772,101	8.10%
Certificated benefits	\$4,972,298	\$339,993	\$339,993	6.84%
Non-certificated salaries & wages	\$12,038,582	\$1,059,966	\$1,059,966	8.80%
Non-certificated benefits	\$2,922,625	\$212,128	\$212,128	7.26%
Services, contracts and supplies	\$10,968,635	\$1,634,607	\$1,634,607	14.90%
Amortization expense	\$3,010,196	\$251,304	\$251,304	8.35%
Interest on capital debt	\$0	\$0	\$0	0.00%
Other interest and finance charges	\$0	\$0	\$0	0.00%
Losses on disposal of tangible capital assets	\$0	\$0	\$0	0.00%
Other expenses	\$0	\$0	\$0	0.00%
Total Expenses	\$55,780,798	\$5,270,099	\$5,270,099	9.45%

OTHER BUSINESS

**RE: POLICY 1.7 KEY PERFORMANCE INDICATORS**

Governance and Management Policy 1.7 Key Performance Indicators has been amended to reflect changes to tests used to measure priorities.

Submitted by Michael McMann, Superintendent.

RECOMMENDATION: \_\_\_\_\_ moved that the Board of Trustees give first reading to Board Policy 1.7 Key Performance Indicators.

RECOMMENDATION: \_\_\_\_\_ moved that the Board of Trustees give second reading to Board Policy 1.7 Key Performance Indicators.

RECOMMENDATION: \_\_\_\_\_ moved that the Board of Trustees unanimously agree to grant leave to proceed with third and final reading to Board Policy 1.7 Key Performance Indicators.

RECOMMENDATION: \_\_\_\_\_ moved that the Board of Trustees give third and final reading to Board Policy 1.7 Key Performance Indicators. A copy of the policy is attached.



# FORT VERMILION SCHOOL DIVISION

## BOARD POLICIES

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### **1.0 FOUNDATIONS AND DIRECTION**

### **1.7 KEY PERFORMANCE INDICATORS**

- 1.7.1 Student reading scores as measured by  
Test of Word Reading Efficiency  
Test of Silent Reading Efficiency and Comprehension  
Test of Silent Word Reading Fluency - *aligns with 1.6.2*
- ~~1.7.2 Writing prompts as developed by FVSD - *aligns with 1.6.2*~~
- 1.7.2 Numeracy scores as measured by Wide Range Achievement Test (WRAT5) - *aligns with 1.6.3***
- 1.7.3 Student performance on Mathematics Provincial Achievement Tests in Grades 6 and 9 and Mathematics Diploma Exams - *aligns with 1.6.3*
- ~~1.7.4 Common Assessments as created by FVSD - *aligns with 1.6.3*~~
- 1.7.5 Drop out rate data as supplied by Alberta Education - *aligns with 1.6.1*
- 1.7.6 High School Completion supplied by Alberta Education developed - *aligns with 1.6.1*
- 1.7.7 Connectivity as created by FVSD – *aligns with 1.6.1*



OTHER BUSINESS

**RE: POLICY 2.9 DELEGATION OF AUTHORITY AND RESPONSIBILITY**

Governance and Management Policy 2.9 Delegation of Authority and Responsibility has been amended to reflect a title change from Secretary-Treasurer to Associate Superintendent of Finance.

Submitted by Michael McMann, Superintendent.

RECOMMENDATION: \_\_\_\_\_ moved that the Board of Trustees give first reading to Board Policy 2.9 Delegation of Authority and Responsibility.

RECOMMENDATION: \_\_\_\_\_ moved that the Board of Trustees give second reading to Board Policy 2.9 Delegation of Authority and Responsibility.

RECOMMENDATION: \_\_\_\_\_ moved that the Board of Trustees unanimously agree to grant leave to proceed with third and final reading to Board Policy 2.9 Delegation of Authority and Responsibility.

RECOMMENDATION: \_\_\_\_\_ moved that the Board of Trustees give third and final reading to Board Policy 2.9 Delegation of Authority and Responsibility. A copy of the policy is attached.



# FORT VERMILION SCHOOL DIVISION

## BOARD POLICIES

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### ***2.0 GOVERNANCE AND MANAGEMENT***

### **2.9 DELEGATION OF AUTHORITY AND RESPONSIBILITY**

The Board shall appoint the Superintendent of Schools as its Chief Executive Officer to manage the operations of the Division.

**The Board shall:**

- 2.9.1 Delegate the Chief Executive Officer the authority and responsibility to manage the operations of the Division.
- 2.9.2 Support the Chief Executive Officer in fulfilling the legislated responsibilities of a Superintendent of Schools.
- 2.9.3 Hold the Chief Executive Officer accountable for achieving and complying with the policies that apply to the system, and for supporting the Board in achieving and complying with the policies that apply to the Board.
- 2.9.4 Review and approve annual targets proposed by the Chief Executive Officer for achieving the System Goals established by the Board.
- 2.9.5 Permit the Chief Executive Officer to delegate authority and responsibility and to provide resources to other staff, and to hold them accountable.
- 2.9.6 Alter the latitude of choice given to the Chief Executive Officer by changing its policies.
- 2.9.7 Direct the Chief Executive Officer only through decisions made as a corporate body.

Without restricting in any way the very broad delegation of authority as noted above, **the Chief Executive Officer shall:**

- 2.9.8 Student Learning
  - a) Provide leadership in all matters relating to education in the Division.



# FORT VERMILION SCHOOL DIVISION

## BOARD POLICIES

---

### ***2.0 GOVERNANCE AND MANAGEMENT***

- b) Ensure students in the Division have the opportunity to meet or exceed the standards of education set by the Minister.
- c) Ensure that learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and citizenship.
- d) Provide leadership in fostering conditions which promote the improvement of educational opportunities for all students.
- e) Provide leadership in implementing education policies established by the Minister and the Board.

#### **2.9.9 Student Welfare**

- a) Ensure that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
- b) Ensure that the social, physical, intellectual, cultural, spiritual and emotional growth needs of students are met in the overall school environment.
- c) Ensure the safety and well-being of students while participating in school programs or while being transported on transportation provided by the Division.
- d) Ensure the facilities adequately accommodate Division students.
- e) Act as, or designate, the attendance officer for the Division.

#### **2.9.10 Fiscal Responsibility**

- a) Ensure the fiscal management of the Division by the **Associate Superintendent of Finance (Secretary-Treasurer)** is in accordance with the terms or conditions of any funding received by the Board under the Education Act or any other Act.
- b) Ensure the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
- c) Direct the preparation and the presentation of the budget.
- d) Ensure the Board has current and relevant financial information.
- e) Direct the preparation of the Three-Year Capital Plan for submission to the Board.
- f) Annually review Transportation and Student Fee as per School Fees and Costs and School Transportation Regulation.



# **FORT VERMILION SCHOOL DIVISION**

## **BOARD POLICIES**

---

### ***2.0 GOVERNANCE AND MANAGEMENT***

#### 2.9.11 Personnel Management

- a) Have overall authority and responsibility for all personnel-related matters, except the mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.
- b) Monitor the performance of all staff and ensure appropriate evaluation processes are in place.
- c) Facilitate professional development and training sessions for staff.
- d) Ensure the coordination and integration of human resources within the Division.
- e) Ensure that each staff member is provided with a welcoming, caring, respectful and safe working environment that respects diversity and fosters a sense of belonging.
- f) Have authority to suspend or terminate a teacher as per the Education Act. (Board Motion 08-03-15079)

#### 2.9.12 Policy/Administrative Procedures

- a) Provide leadership in the planning, development, implementation and evaluation of Board policies.
- b) Develop and keeps current an Administrative Procedures Manual that is consistent with Board policy and provincial policies, regulations and procedures.

#### 2.9.13 Superintendent/Board Relations (“The First Team”)

- a) Engage in and maintain positive, professional working relations with the Board.
- b) Respect and honour the Board’s role and responsibilities and facilitate the implementation of that role as defined in Board policy.
- c) Attend all Board meetings and make recommendations on matters requiring Board action by providing accurate information and reports as are needed to ensure the making of informed decisions.
- d) Provide the information and counsel which the Board requires to perform its role.
- e) Keep the Board informed on sensitive issues in a timely manner.



# **FORT VERMILION SCHOOL DIVISION**

## **BOARD POLICIES**

---

### ***2.0 GOVERNANCE AND MANAGEMENT***

- f) Attend, and/or designate, administrative attendance at all committee meetings.
- g) Demonstrate respect, integrity and support, which is conveyed to the staff and community.

#### **2.9.14 Strategic Planning and Reporting**

- a) Lead a generative Strategic Planning engagement process.
- b) Assist the Board in determining the present and future educational needs of the Division through the development of short-and long-range plans.
- c) Involve the Board appropriately (Board approval of process and timelines; opportunity for Board establishment of strategic priorities and key results early in the process; final Board approval).
- d) Implement plans as approved.
- e) Report regularly on results achieved.
- f) Develop the Annual Education Results Report for Board approval.

#### **2.9.15 Organizational Management**

- a) Demonstrate effective organization skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.
- b) Report to the Minister with respect to matters identified in and required by the Education Act and provincial legislation.
- c) Review, modify and maintain an organizational chart which accurately delineates lines of authority and responsibility.
- d) Build an organizational structure and promote a Division culture which facilitates positive results, effectively handles emergencies and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.

#### **2.9.16 Communications and Community Relations**

- a) Take appropriate actions to ensure open, transparent, positive internal and external communications are developed and maintained.
- b) Ensure parents have a high level of satisfaction with the services provided and the responsiveness of the Division.



# **FORT VERMILION SCHOOL DIVISION**

## **BOARD POLICIES**

---

### ***2.0 GOVERNANCE AND MANAGEMENT***

- c) Maintain effective relationships within the system and the community served by the system.
- d) Act as the Head of the organization for the purposes of the Freedom of Information and Protection of Privacy (FOIP) Act.
- e) In consultation with the Board Chair, serve as a spokesperson for the Division for the media and public in order to keep the Division's messages consistent and accurate.

#### **2.9.17 Leadership Practices**

- a) Practice leadership in a manner that is viewed positively and has the support of those with whom the Superintendent works most directly in carrying out the directives of the Board and the Minister.
- b) Develop and maintain positive and effective relations with provincial and regional government departments and agencies.
- c) Ensure that meaningful collaboration arises from relationships built on trust, honesty and respect.

OTHER BUSINESS

**RE: POLICY 3.1 GENERAL CONSTRAINTS**

Governance and Management Policy 3.1 General Constraints has been amended to reflect title changes from Assistant Superintendent to Associate Superintendent and Secretary-Treasurer to Associate Superintendent of Finance.

Submitted by Michael McMann, Superintendent.

RECOMMENDATION: \_\_\_\_\_ moved that the Board of Trustees give first reading to Board Policy 3.1 General Constraints.

RECOMMENDATION: \_\_\_\_\_ moved that the Board of Trustees give second reading to Board Policy 3.1 General Constraints.

RECOMMENDATION: \_\_\_\_\_ moved that the Board of Trustees unanimously agree to grant leave to proceed with third and final reading to Board Policy 3.1 General Constraints.

RECOMMENDATION: \_\_\_\_\_ moved that the Board of Trustees give third and final reading to Board Policy 3.1 General Constraints. A copy of the policy is attached.



# FORT VERMILION SCHOOL DIVISION

## BOARD POLICIES

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### **3.0 LIMITATIONS ON OPERATIONS**

#### **3.1 GENERAL CONSTRAINTS**

The Division shall not operate illegally, unethically, imprudently, or in contravention of Board Policies.

**The Chief Executive Officer shall not:**

- 3.1.1 Cause or allow any practice, activity, decision or organizational circumstance which is unlawful, in violation of commonly accepted sound professional and business ethics, imprudent or in contravention of Board Policies.
- 3.1.2 Fail to take the actions necessary to ensure that the Division operates in compliance with provincial requirements.
- 3.1.3 Change the number of **Associate Superintendent** ~~Assistant Superintendent and Secretary Treasurer~~ positions without the approval of the Board.
- 3.1.4 Modify the number of supervisory positions with division-wide responsibilities without consulting with the Board.
- 3.1.5 Hire an **Associate Superintendent** ~~Assistant Superintendent or Secretary Treasurer~~ without consulting with the Board.
- 3.1.6 Hire principals without the area trustee(s) being included on the interview panel or transfer principals without informing the area trustee(s) in advance.
- 3.1.7 Permit any travel expense accounts to exceed the budget allocations without the approval of the Board.
- 3.1.8 Travel Internationally in their role as Superintendent without the approval of the Board.
- 3.1.9 Fail to inform the Board in advance of any out of province travel by staff or students on division business.



**ADDITIONAL ITEMS**

(as indicated on page 1 – Approval of Agenda)

1.

2.

3.

4.

**ADJOURNMENT**

\_\_\_\_\_ moved that the Board of Trustees adjourn the meeting at  
\_\_\_\_\_ pm.



Target Audience	Messages	Action/Tools	Timing	Persons Involved
Media	This school division is a source of important and interesting community news. We'd like to work with you to ensure the region has valuable information about learning.	<ul style="list-style-type: none"> <li>a. Summer newsletter and welcome to staff, students and parents</li> <li>b. Welcome back ad in local newspapers</li> <li>c. Ad listing all trustees and wards</li> <li>d. Summary of the Annual Education Results Report &amp; Summary of the Three Year Education Plan</li> <li>e. Occasional ads and stories</li> <li>f. Periodical interviews with media</li> <li>g. FVSD Awards Program article in newspaper</li> </ul>	<ul style="list-style-type: none"> <li>a. August</li> <li>b. September</li> <li>c. October</li> <li>d. December</li> <li>e. Ongoing</li> <li>f. Ongoing</li> <li>g. June</li> </ul>	<ul style="list-style-type: none"> <li>a. Superintendent</li> <li>b. Superintendent</li> <li>c. Superintendent</li> <li>d. Superintendent</li> <li>e. Superintendent</li> <li>f. Executive/Board Chair</li> <li>g. Superintendent</li> </ul>
Staff	Your teaching of students has a crucial impact on their future success.	<ul style="list-style-type: none"> <li>a. Welcoming email to all staff</li> <li>b. PD Day Address</li> <li>c. Results/Planning Review with Principals</li> <li>d. Merry Christmas email to all staff</li> <li>e. Deliver chocolates to all staff to show appreciation</li> <li>f. Best wishes for a productive Teachers Convention</li> <li>g. Board social with school Administrators</li> <li>h. Awards Ceremony Address</li> <li>i. Email to all staff to express commendation and best wishes</li> <li>j. Emergent messages</li> </ul>	<ul style="list-style-type: none"> <li>a. September</li> <li>b. September</li> <li>c. November</li> <li>d. December</li> <li>e. December</li> <li>f. February</li> <li>g. February</li> <li>h. May</li> <li>i. June</li> <li>j. Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>a. Board Chair</li> <li>b. Board Chair /Superintendent</li> <li>c. All Trustees</li> <li>d. Board Chair</li> <li>e. All Trustees</li> <li>f. Board Chair</li> <li>g. Trustees</li> <li>h. Board Chair</li> <li>i. All Trustees</li> <li>j. Board Chair or Delegate</li> </ul>
Elected Officials	<p>A strong, public education system is the cornerstone of an economic development attraction strategy and strong prosperous communities.</p> <p>We are fulfilling our mandate as a school division. Your awareness of our success and challenges is important.</p>	<ul style="list-style-type: none"> <li>a. Meeting with the Minister of Education</li> <li>b. Meeting with the Minister of Infrastructure</li> <li>c. Meeting with Member of Legislative Assembly</li> </ul>	<ul style="list-style-type: none"> <li>a. When necessary</li> <li>b. When necessary</li> <li>c. When necessary</li> </ul>	<ul style="list-style-type: none"> <li>a. All Trustees and Superintendent</li> <li>b. All Trustees and Superintendent</li> <li>c. All Trustees and Superintendent</li> </ul>
School Councils / Parents	<p>We are committed to your success as a Council.</p> <p>You are our partner in education.</p> <p>We are all working together to build strong communities.</p>	<ul style="list-style-type: none"> <li>a. Council of School Council Meetings</li> <li>b. Attendance at School Council Meetings</li> <li>c. Attendance at Zone 1 Alberta School Boards Association Meetings</li> <li>d. Attendance at Provincial Alberta School Board Association Annual General Meetings</li> </ul>	<ul style="list-style-type: none"> <li>a. November and April</li> <li>b. Monthly</li> <li>c. Bi-monthly</li> <li>d. November and June</li> </ul>	<ul style="list-style-type: none"> <li>a. All Trustees and Executive</li> <li>b. All Trustees</li> <li>c. Board Chair and Trustee Representative / Superintendent / Secretary Treasurer</li> <li>d. All Trustees / Superintendent / Secretary Treasurer</li> </ul>
First Nations	We have the interest of your children in mind. We want success for all people in this region. We want to work with you.	<ul style="list-style-type: none"> <li>a. The Board will endeavor to meet with the three First Nations Chief and Councils who are affiliated with FVSD.</li> <li>b. Send Public Board meeting agenda and minutes to each First Nation Chief and Council</li> </ul>	<ul style="list-style-type: none"> <li>a. When necessary</li> <li>b. Monthly</li> </ul>	<ul style="list-style-type: none"> <li>a. Board Chair and Superintendent</li> <li>b. Superintendent</li> </ul>
Economic Development Leaders (Employers)	<p>A strong, public education system is the cornerstone of an economic development attraction strategy.</p> <p>Your workforce comes from our schools. Let's work together on building prosperous communities with highly skilled workers.</p>	<ul style="list-style-type: none"> <li>a. Attendance at Annual General Meetings for Board of Trades and Chamber of Commerce</li> <li>b. Yearly thank you to businesses and employers for partnerships (newspaper and/or letter)</li> </ul>	<ul style="list-style-type: none"> <li>a. Annually (Monthly meetings if possible)</li> <li>b. June</li> </ul>	<ul style="list-style-type: none"> <li>a. Local Trustees</li> <li>b. Executive</li> </ul>

# BOARD COMMUNICATION PLAN 2021-2024