
FORT VERMILION SCHOOL DIVISION

“Our Children, Our Students, Our Future”

BOARD OF TRUSTEES

REGULAR MEETING – NOVEMBER 24, 2021

CENTRAL OFFICE – 10:00 AM

A G E N D A



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

	Monitoring:	Other Events
August 23 & 24, 2021 (Board Planning/COW) 9 am	Monitoring: Review Board Priorities Communications: Board Communications / Trustee Communication Key Messages to the Media	30 New Teacher Orientation 31 Organizational Day
September 29, 2021 10 am	Monitoring: 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) Communications: Board Communications / Trustee Communication Key Messages to the Media	Other Events 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
October 27, 2021 9 am	Monitoring: Organizational Meeting Focus on Student Achievement <ul style="list-style-type: none"> • BHPS, SHES & FMCS 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) Communications: Board Communications / Trustee Communication Key Messages to the Media Discuss Communication Plan	Other Events 8 Division PD Day 11 Thanksgiving Day School Council Meetings



Fort Vermilion School Division 2021-2022 Board Work Plan

November 24, 2021 10 am	Monitoring:	Other Events
	Focus on Student Achievement <ul style="list-style-type: none"> • RLNS, LCPS & HLPS 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)	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
	Communications:	
	Board Communications / Trustee Communication Key Messages to the Media	
December (no scheduled meeting)	Monitoring:	Other Events
		23 First Day of Christmas Break 25 Christmas Day 26 Boxing Day
	Communications:	Christmas Concerts School Council Meetings
January 26, 2022 10 am	Monitoring:	Other Events
	Focus on Student Achievement <ul style="list-style-type: none"> • SMCS/FVPS & HCCS 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
	Communications:	
	Board Communications / Trustee Communication Key Messages to the Media Discuss Communication Plan	



Fort Vermilion School Division 2021-2022 Board Work Plan

	Monitoring:	Other Events
COW /Board Planning – February 17 & 18, 2022	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
	Communications: Board Communications / Trustee Communication Board Development Key Messages to the Media	School Council Meetings
March 9, 2022 10 am	Monitoring: Focus on Student Achievement <ul style="list-style-type: none"> • RVCS & SNCS 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)	Other Events 14-15 Professional Development Day 16-17 Day Off In Lieu of PT Interviews 18 School Closed School Council Meetings
	Communications: Board Communications / Trustee Communication Board Development Key Messages to the Media	
April 13, 2022 10 am	Monitoring: Focus on Student Achievement <ul style="list-style-type: none"> • UHRS & RLKS Superintendent Report Finance Report Review Attendance Boundaries School Jurisdiction Financial Reporting Profile (COW) DRAFT 2022-2023 Budget (COW) DRAFT Three Year Education Plan (COW)	Other Events 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
	Communications: Board Communications / Trustee Communication Key Messages to the Media Discuss Communication Plan	School Council Meetings
May 18, 2022 10 am	Monitoring: Focus on Student Achievement <ul style="list-style-type: none"> • BHCS & Learning Stores & AHLC Superintendent Report Finance Report Three Year Education Plan 2022-2023 Budget Report School Improvement Fund Student Advisory Team (COW)	Other Events 23 Victoria Day 28 FVSD Retirement Gala School Council Meetings
	Communications: Board Communications / Trustee Communication Key Messages to the Media	



Fort Vermilion School Division 2021-2022 Board Work Plan

June 15, 2022 10 am	Monitoring:	Other Events
	Focus on Student Achievement <ul style="list-style-type: none"> • NHEC 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
	Communications:	
	Board Communications / Trustee Communication Key Messages to the Media	

**FORT VERMILION SCHOOL DIVISION
BOARD OF TRUSTEES
REGULAR MEETING – NOVEMBER 24, 2021
CENTRAL OFFICE – 10:00 A.M.
AGENDA**

<u>ATTENDANCE</u>	2
<u>I. CALL TO ORDER</u>	2
<u>II. FOCUS ON STUDENT ACHIEVEMENT</u>	
Rocky Lane School	3
La Crete Public School	9
High Level Public School	17
<u>III. APPROVAL OF AGENDA</u>	27
<u>IV. APPROVAL OF MINUTES</u>	27
Minutes of the Organizational Board Meeting October 27, 2021	28
Minutes of the Regular Board Meeting October 27, 2021	31
<u>V. COMMUNICATIONS</u>	36
<u>VI. DELEGATIONS OR EXTERNAL PRESENTATIONS</u>	
2:30 pm – Chris Cholak, MNP	
<u>VII. MONITORING REPORTS</u>	
a. Superintendent’s Report	37
b. Finance Report	39
c. 2020-2021 Audited Financial Statement	41
d. Essential Services Accountability Report	42
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<u>VIII. OTHER BUSINESS</u>	
<u>IX. ADJOURNMENT</u>	71

ATTENDANCE

Board Members Present:

Board Members Absent:

Administration:

Staff:

Guests:

CALL TO ORDER

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

IN-CAMERA

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

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

FOCUS ON STUDENT ACHIEVEMENT

RE: ROCKY LANE SCHOOL

Attached is the Focus on Student Achievement report as presented by the Rocky Lane 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 Grant Charles, Principal.

RECOMMENDATION

_____ moved that the Board of Trustees accept the Focus on Student Achievement – Rocky Lane School Report.

FOCUS ON STUDENT ACHIEVEMENT REPORT

School: Rocky Lane School

Date of Report: November 24, 2021

Title of Report: **Rocket Round Up**



Preamble

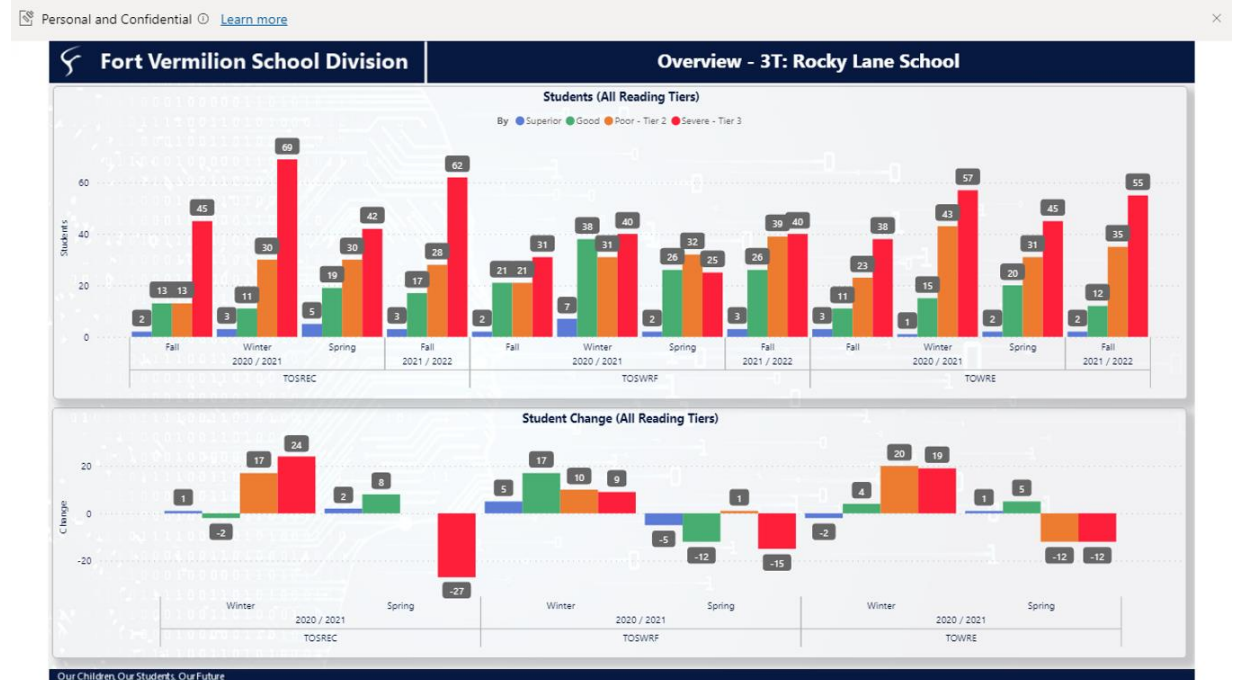
supply context of school in relation to report focus, and rationale of programming – why is programming needed?

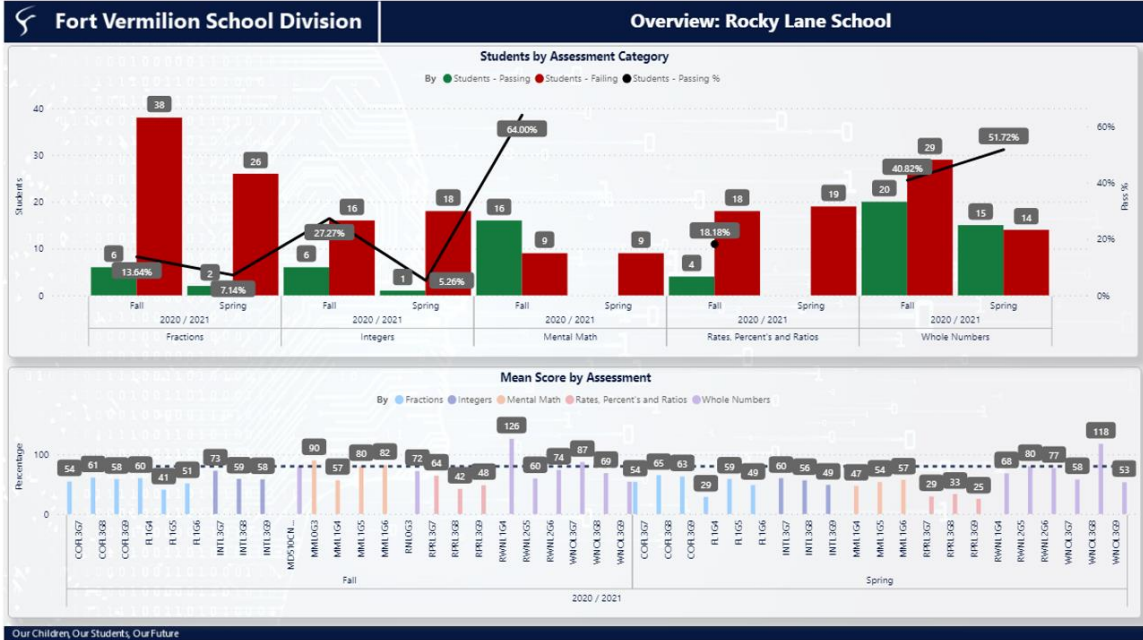
Rocky Lane school is a rural, multicultural school with population of approximately 75% FNMI students. We receive many students from the neighboring Beaver First Nation Community and from our nearby farming families.

In the last two years Rocky Lane has experienced major attendance problems related to COVID-19. Many of our families had chosen to have their children home schooled with FVSD programming or with the local BFN Aduskli Kwae School and did not attend regularly, if at all. Many of our students now have gaps in their literacy and math foundations as our data shows.

Currently the FVSD data is showing large gaps in learning across the division. Rocky Lane is currently below that average.

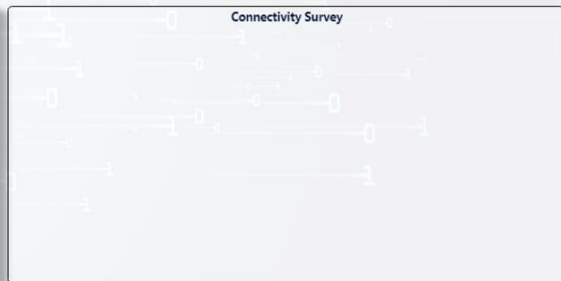
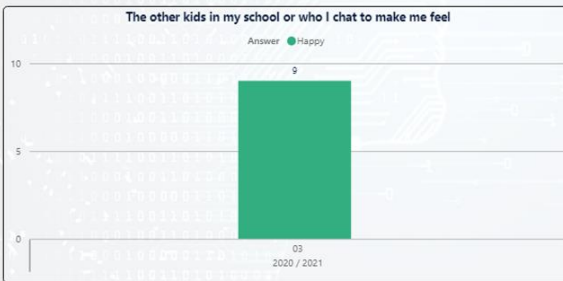
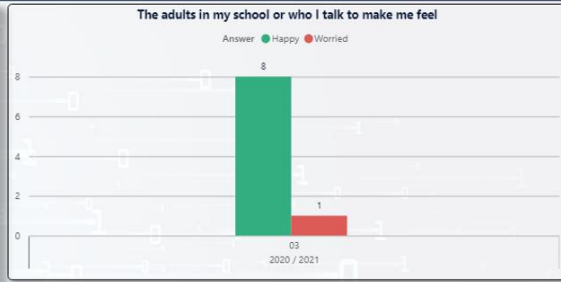
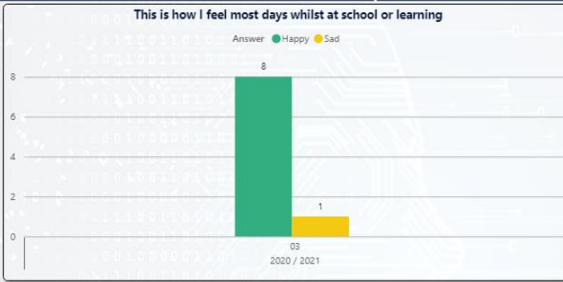
Include Results presented from Power Bi in the Three Priorities (Literacy, Numeracy and Connectivity).





Fort Vermilion School Division

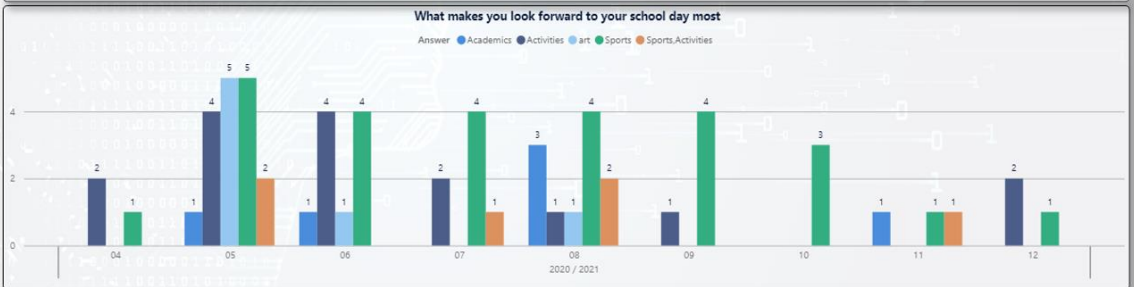
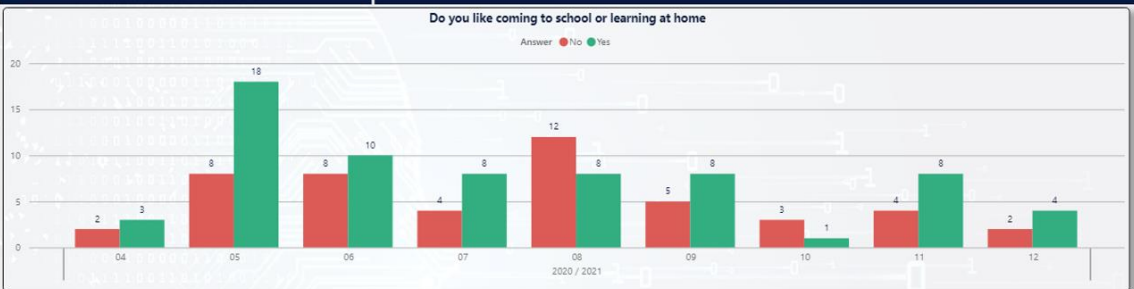
Grades 1 to 3: Rocky Lane School



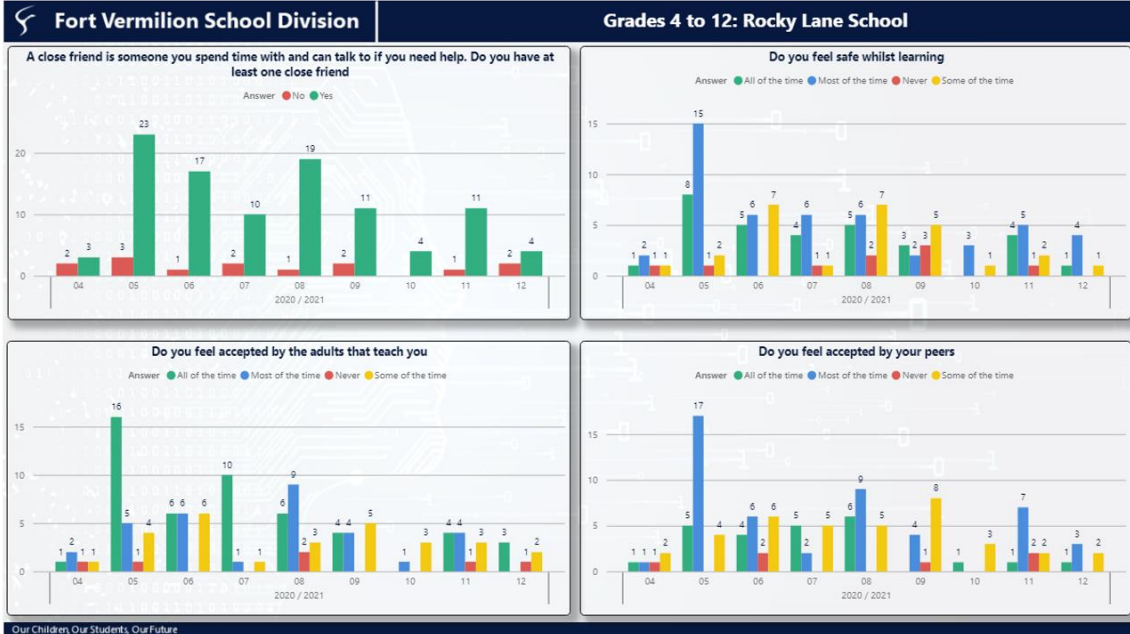
Our Children, Our Students, Our Future

Fort Vermilion School Division

Grades 4 to 12: Rocky Lane School



Our Children, Our Students, Our Future



Current Programming to address increase in Results around the Three Priorities (Literacy, Numeracy and Connectivity).

Literacy

Universal programming- Lucy Calkin’s Writing, Lucy Calkin’s Reading (1 unit), Lucy Calkin’s Phonics (K-3), Heggerty (K-2)

Data informed intervention planning with 3T

Fluency and Decoding-Empower, rewards, companion reading, Heggerty, Guided reading (Balanced Literacy). For our younger students we will be focusing on the use of decodables to strengthen decoding skills and moving students forward to more complex words through repetition of word patterns.

Comprehension Strategies-Balanced Literacy Programming with an emphasis on the science of reading. Read Aloud and Shared Reading sessions as well as each teacher must complete one full unit of Lucy Calkin’s Reading program. Working with 9-12 staff on developing subject specific vocabulary and reading strategies

- The Science of Reading
- Threads of reading
- Phonics approach to improve decoding skills
- Reading for understanding

Literacy Coaching

Support in Lucy Writing (Workshop Format), Balanced Literacy (Comprehension Strategies)- Modeling, Team Teaching, Constructive Feedback, PD sessions

Numeracy

Universal Programming- Jump Math- K-8

Targeting Number Sense through math activities that focus on basic skills such as subitizing.

Teachers are creating centre activities to be used in guided math format for repeated practice in engaging ways, Guided math allows the teacher to also have intervention centres.

Intervention centers will be supported with JUMP math correlation as well as small group instruction.

Data informed planning using WRAT5 Testing

Creating a “one lesson” structured inquiry based universal session then differentiated activity and assessment design

Using Guided Math to implement targeted interventions. Groups are fluid in composition based on areas of need those students in the class have.

Purchasing Mathletics license to increase computation in guided math format. Student intervention support.

Numeracy Coaching

Support in implementing JUMP math, CRM support, modelling to demonstrate structured inquiry format. Planning and supporting growth of interventions in numeracy.

Connectivity

Front loading connection team programming

- Identity, safety, consent
 - o LGBTQ+
 - Firefly Presentations in the Spring
 - Identity Awareness Presentations with Sue Harvey
 - GSA/QSA meeting monthly with staff involvement
- Teacher focus is on student mental wellness and are referring students to the mental health team. All classes K-8 are using Second Step to implement draft but also to support the connectivity amongst the school community
- Getting sports programming back up
 - o Difficult as students have not had the chance for skill development over the last two years.
- FNMI team programming with all classes
 - o Also working with families on attendance/support services

Next Steps

indicate your next steps in moving forward or continuing with programming

We are also working with staff on improving assessment practices, helping them develop assessment plans, student portfolios, and rubrics to support outcome-based reporting in grades k-6.

All the programming listed is in the developing and working stages. The critical next steps are for administration to work with staff on developing skills, through modeling, observations, and conferences. Staff meetings and CRM’s will also be used to communicate next steps and PD in target areas.

CRM’s will include a targeted topic. October’s topic was literacy, targeting students who did not meet programming thresholds for existing interventions. Creation of groups for students not in George Giorgio or Empower programming. November will be Numeracy.

We have been assigned an additional Educational Assistant to facilitate interventions, this position will be hired as soon as possible. We are in the planning stages of developing math intervention support to best support numeracy development aligning with our focus on strengthening number sense. We will be looking at a push in approach rather than a pull-out approach.

FOCUS ON STUDENT ACHIEVEMENT

RE: LA CRETE PUBLIC SCHOOL

Attached is the Focus on Student Achievement report as presented by the La Crete Public 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 Susan Ward, Principal.

RECOMMENDATION

_____ moved that the Board of Trustees accept the Focus on Student Achievement – La Crete Public School Report.

FOCUS ON STUDENT ACHIEVEMENT REPORT

School: La Crete Public School

Date of Report: November 8, 2021

Title of Report:

Preamble:

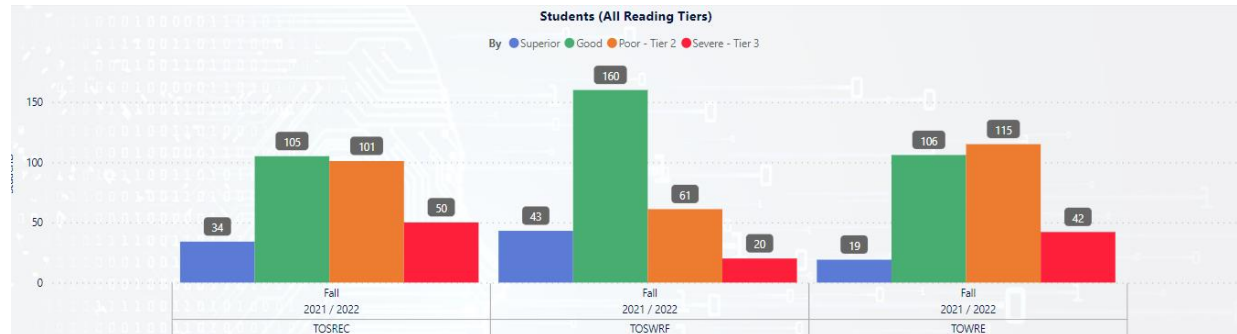
La Crete Public School, like every other school in Canada, has big chunks of learning missing. Our students have lost significant amounts of learning over the past 2 years. Testing shows that we have lost the most ground in the areas of reading comprehension and reading efficiency (reading accuracy and fluency). The 3T tests have demonstrated that student skills have not kept up with age expectations. We are finding even larger gaps with those students who were home schooled or did online learning last year.

Include Results presented from Power Bi in the Three Priorities (Literacy, Numeracy and Connectivity).

3T Data from Fall 2021

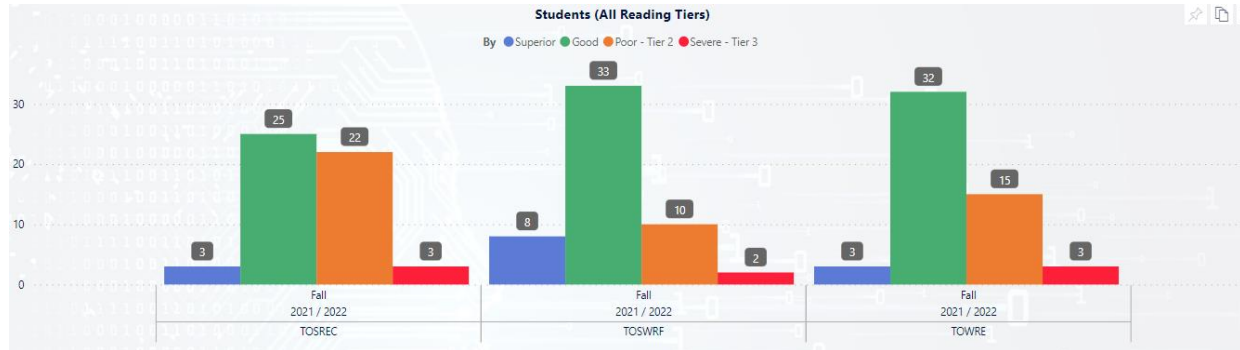
It is important to note for all these categories, many of our students who scored poor are only a point or two away from being good.

Grades 7-9



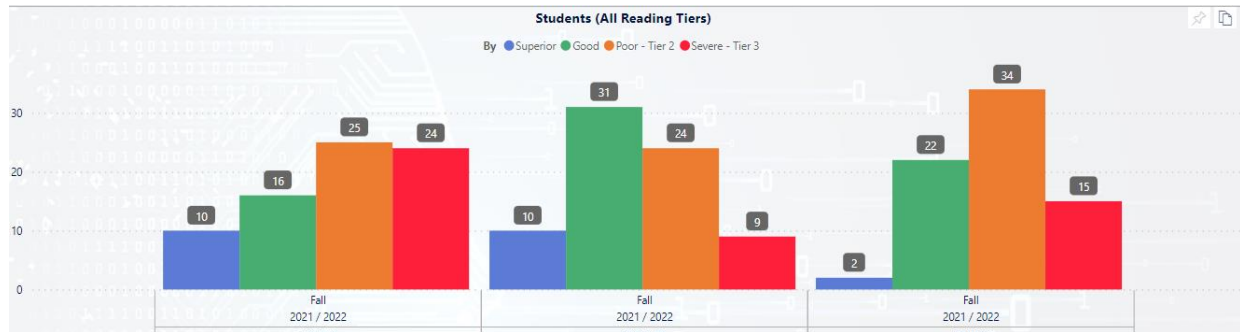
As a group 42% of our grade 7-9 students are in the good-superior range in comprehension (TOSREC), 66% are in the good-superior range in fluency (TOSWRF) and 46% are in the good-superior range in efficiency (TOWRE).

Grade 7



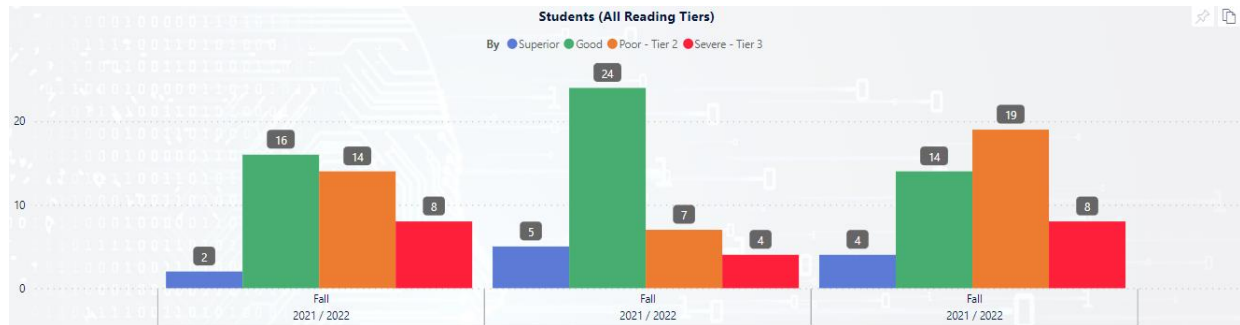
The grade 7 group has 52% of the students in a good-superior range in the TOSREC, 77% in the TOSWRF and 66% in the TOWRE

Grade 8



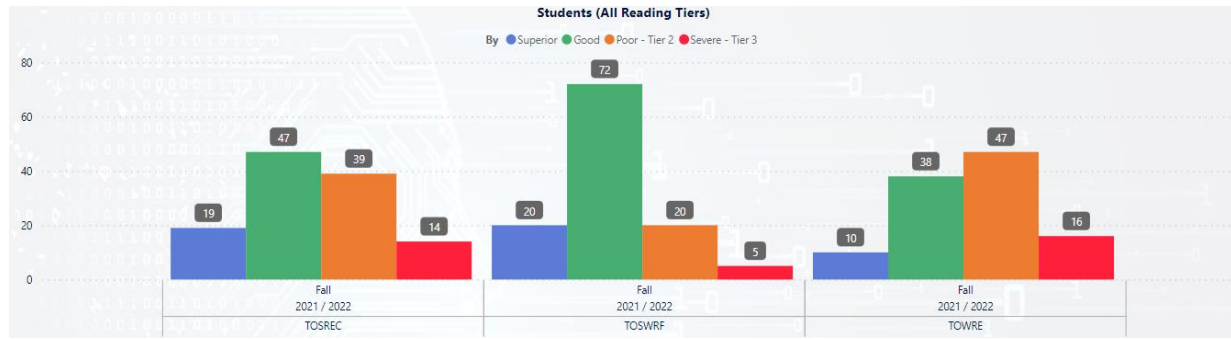
The grade 8 group has 35% of the students in a good-superior range in the TOSREC, 55% in the TOSWRF and 32% in the TOWRE

Grade 9



The grade 9 group has 45% of the students in the good-superior range in the TOSREC, 73% in the TOSWRF and 45% in the TOWRE

Grade 10-11



As a group 66% of our grade 10-11 students are in the good-superior range in the TOSREC, 72% in the TOSWRF and 48% in the TOWRE

Grades 7-11 Mean Scores

TOSREC

School Year	2021 / 2022
Division	Fall
Division 3	
Grade: 7	103
Grade: 8	94
Grade: 9	99
Division 4	
Grade: 10	101
Grade: 11	108

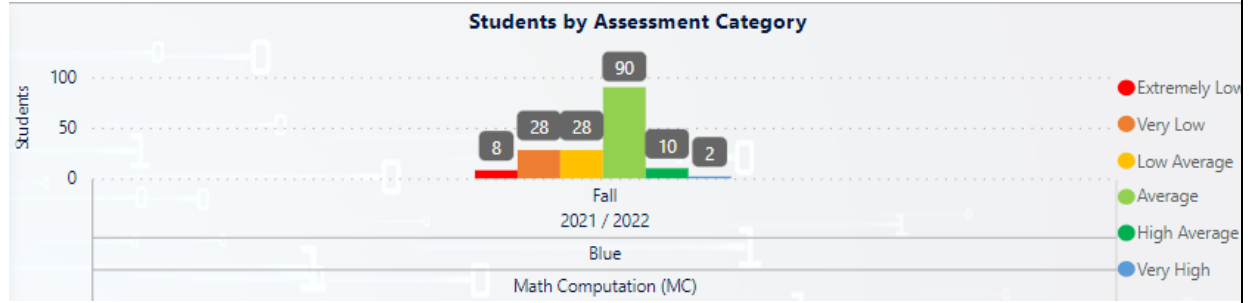
TOSWRF

School Year	2021 / 2022
Division	Fall
Division 3	
Grade: 7	111
Grade: 8	104
Grade: 9	109
Division 4	
Grade: 10	108
Grade: 11	106

TOWRE

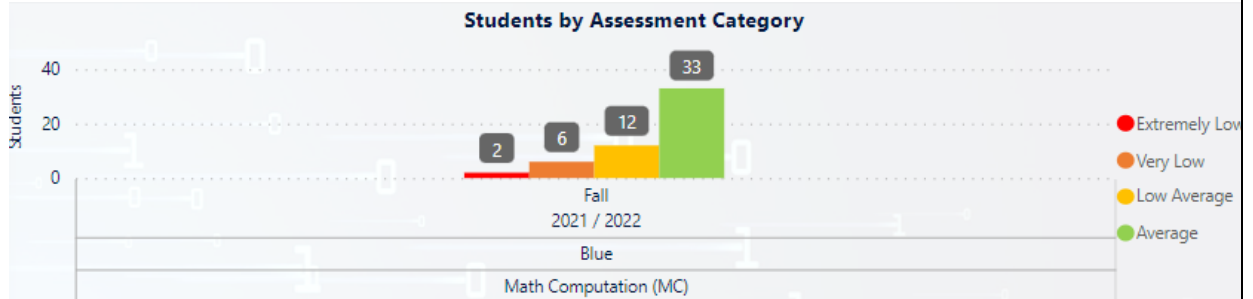
School Year	2021 / 2022
Division	Fall
Division 3	
Grade: 7	105
Grade: 8	96
Grade: 9	98
Division 4	
Grade: 10	101
Grade: 11	97

WRAT from Fall 2021



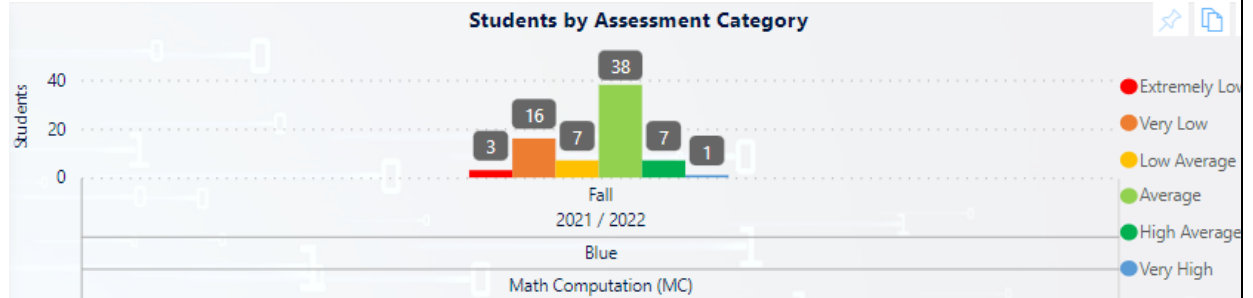
Overall, 61% of students in grade 7-9 scored in the Good-Very High range in the WRAT.

Grade 7



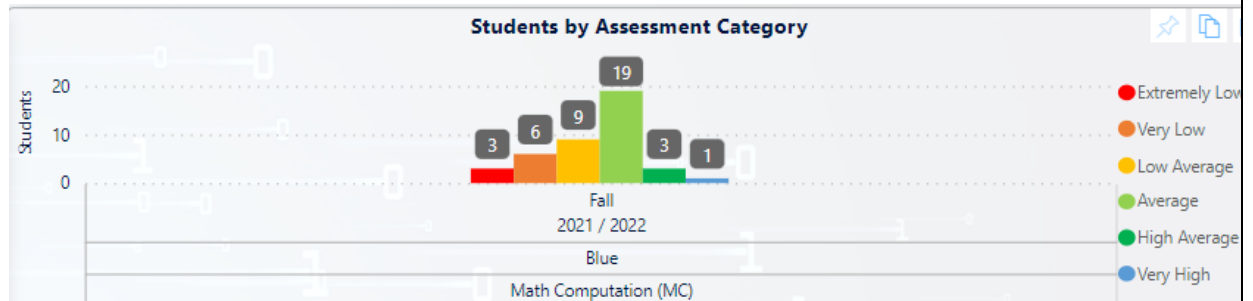
73% of grade 7 students scored average Good-Very High range in the WRAT.

Grade 8



64% of grade 8 students scored average or above Good-Very High range in the WRAT.

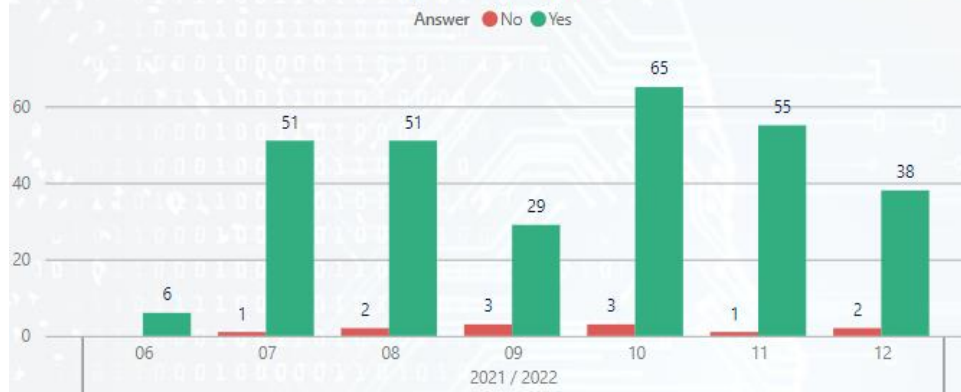
Grade 9



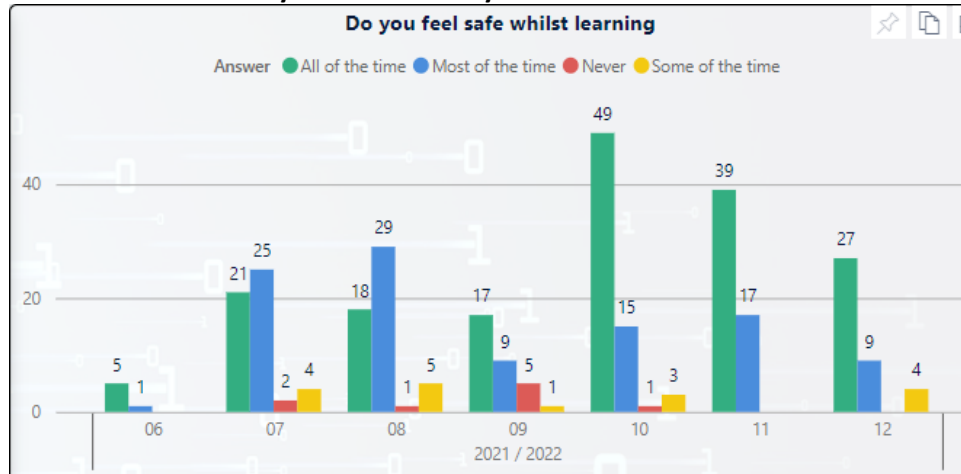
57% of grade 9 students scored average or above Good-Very High range in the WRAT.

Fort Vermilion School Division Connectivity Survey Fall 2021

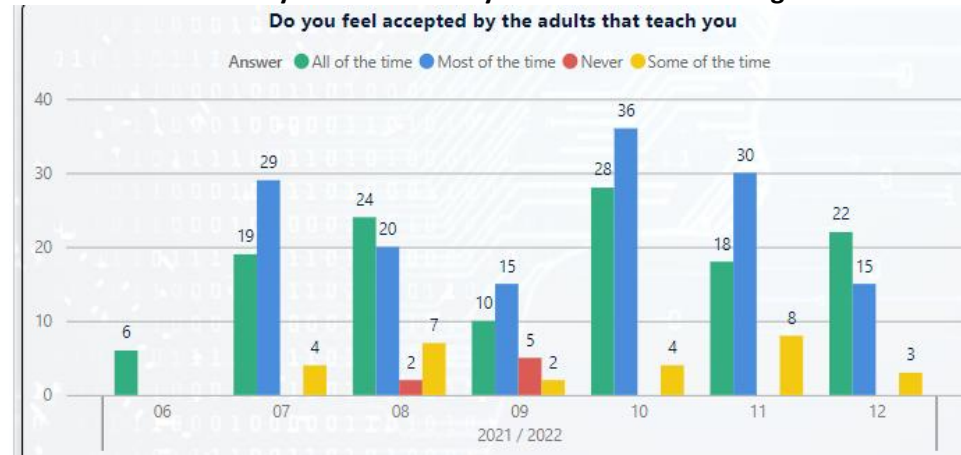
A close friend is someone you spend time with and can talk to if you need help. Do you have at least one close friend?



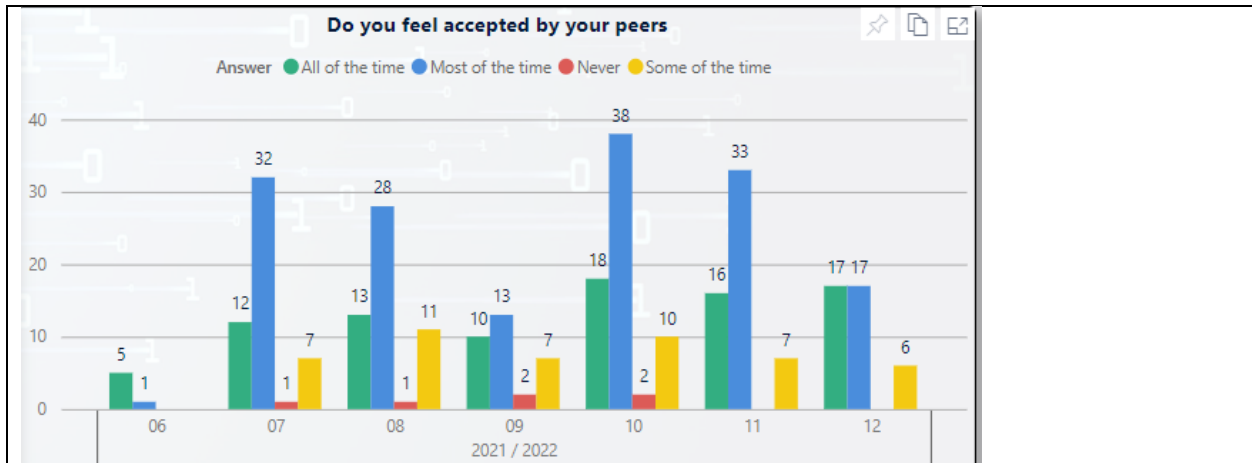
96% of students surveyed said that they have at least 1 close friend



91% of students surveyed said that they feel safe while learning most or all the time



89% of students surveyed said that they feel accepted by the adults that teach them most or all the time



82% of students surveyed said that they feel accepted by their peers most or all the time

Current Programming to address increase in Results around the Three Priorities (Literacy, Numeracy and Connectivity).

Literacy:

- We have identified those junior high students who require extra support in all areas of reading, and we have begun doing a pullout REWARDS program with small groups. These groups will be done at times when students will not be losing instructional time in other subject areas.
- Each junior high classroom has reading periods built into their schedule. Our literacy coach is doing PD to make sure that these reading periods are very intentional and serve a greater purpose than just reading silently.
- Some Junior High teachers are using Lucy Caulkins Units of Study in reading, focusing on the area of comprehension.
- Weekly grade level meetings to address concerns and receive PD on areas of need.
- We have been working on building our classroom libraries with books that are high interest areas for our students.

Numeracy:

- Pull out groups to address areas of need.
- Focus groups within the classroom setting. Full group instruction that is followed by small group instruction to hone in on the needs of each group.
- Use of the Knowledge and Employability program for students in grades 8 and 9 that require modified programming.
- The use of the Mathletics program to help students build and practice skills.
- Weekly grade level meetings to address concern and receive PD on areas of need.
- The use of Leaps and Bounds to stream students

Connectivity:

- Our connectivity remains high despite all the learning interruptions and changes that the students have experienced in the last couple of years.

- Staff are encouraged to interact with their students in a positive manner and to get to know them as people, not just students.
- Staff are encouraged to become involved in extra-curricular activities. Aside from our sports teams, we are having after school programming such as book club, drama, table tennis and scrapbooking. We are trying to meet a variety of interests that appeal to a wide range of students.
- Monthly CRMs (Collaborative Response Meetings) to discuss celebrations and students of concern
- Our Wellness team is doing regular classroom programming about positive relationships

Next Steps

Literacy

- Continue to build on the REWARDS program with those students requiring extra support
- Build our knowledge with the Lucy Caulkins Units of Study so that all junior high classes are using the program.
- Regular Professional Development for teachers, especially in the area that requires growth

Numeracy

- Invite our math consultant in to do Professional Development in our areas of concern
- A consistent use of the Knowledge and Employability Program for those students who require an alternative program
- Continue to improve on our small group instruction and explore the Balanced Math Program

Connectivity

- La Crete Public School student council will organize some activities to promote school spirit
- Our Wellness team will be continuing with classroom programming related to positive relationships and they are currently building a program addressing cell phone addiction and issues surrounding social networking
- The Community Helper program will be offered again in grade 9
- We have revived our ACTS (Aspiring Change Through Service) program to promote a spirit of volunteerism in the community and have our students become involved in worthwhile projects

FOCUS ON STUDENT ACHIEVEMENT

RE: HIGH LEVEL PUBLIC SCHOOL

Attached is the Focus on Student Achievement report as presented by the High Level Public 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 Shane Dempster, Principal.

RECOMMENDATION

_____ moved that the Board of Trustees accept the Focus on Student Achievement – High Level Public School Report.

FOCUS ON STUDENT ACHIEVEMENT REPORT

School: High Level Public School

Date of Report: November 17, 2021

Title of Report: Connectivity

Preamble

Being a teenager has always been a challenging time in the development of adolescents. The COVID-19 pandemic and the significant emergence of social media have had a negative impact on the mental health of many people, but adolescents have felt this impact more than most.

[COVID-19 pandemic impact on children and adolescents' mental health: Biological, environmental, and social factors \(nih.gov\)](#)

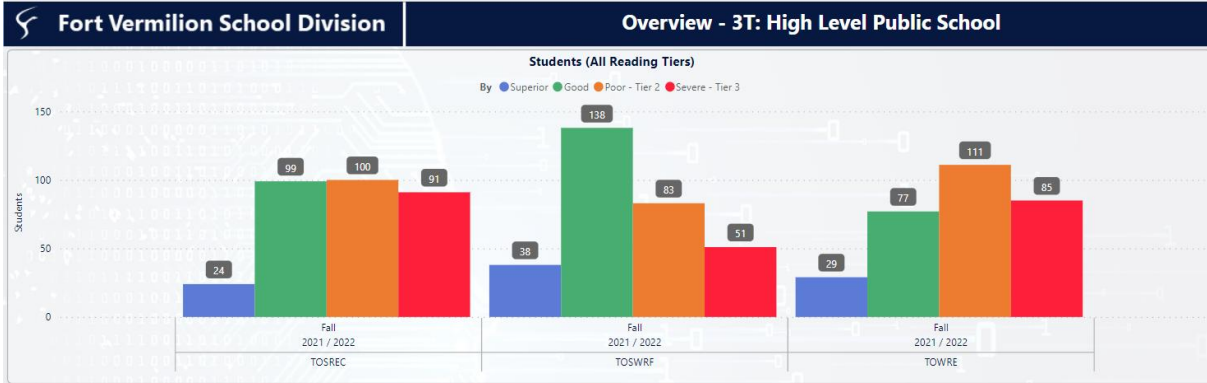
“Humans are inherently social and since early in development they have the ability to become apt cooperators with a strong motivation to communicate with other individuals” (Tomasello, 2014; Boyd and Richerson, 2009). During the past two years, this social development has been significantly impacted. As a school, we have committed significant time and resources to attempting to impact this downward trending data.

“From this perspective, the adolescence period is considered a time of deep learning about the social environment when several key aspects of social cognition continue to develop, including the comprehension of other people's emotions, intentions, and beliefs (Blakemore and Mills, 2014; Blakemore, 2008). It is a time of psychosocial changes between childhood and adulthood, and a period of heightened sensitivity to social contexts during which adolescents spend more time with peers (Larson and Richards, 1991; Blakemore and Mills, 2014; Burnett et al., 2011; Blakemore, 2008). In fact, for most teenagers, school is one of the most important social environments and one in which peers increasingly affect adolescents' self-concept, well-being and behavior” (Gorrese and Ruggieri, 2013; O'Brien and Bierman, 1988).

We have formed a Connectivity Team, which is a group of professional and support staff whose focus is building connectivity within our school community between students, staff, and community. HLPS Student Council will also have a significant impact on this priority.

Include Results presented from Power Bi in the Three Priorities (Literacy, Numeracy and Connectivity).

Literacy



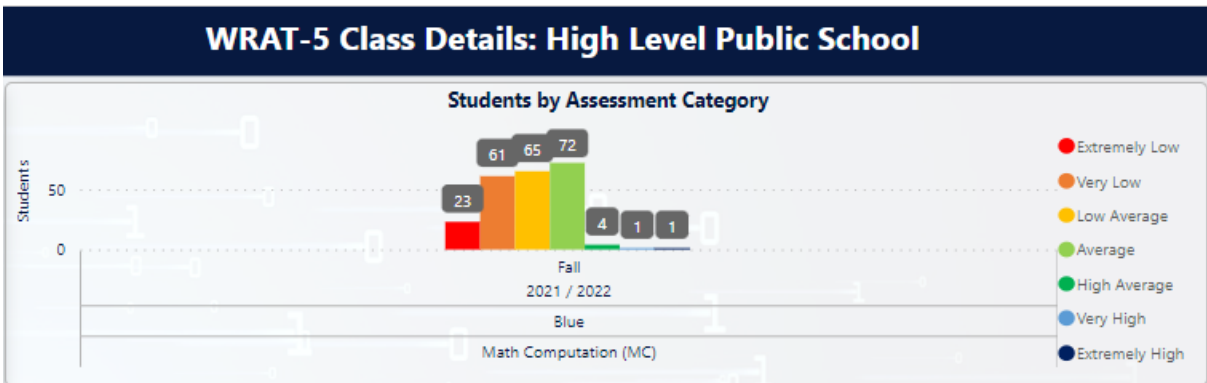
TOSREC (COMPREHENSION)

TOSWRF (FLUENCY)

TOWRE (DECODING)

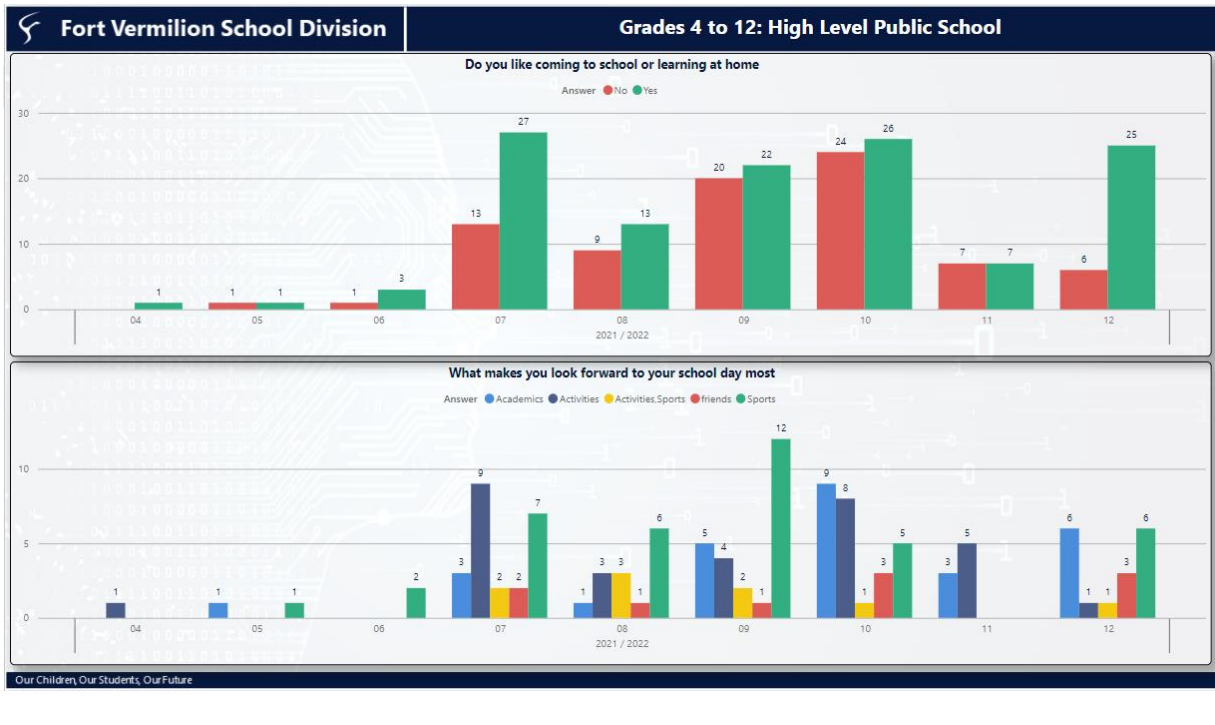
School Year	2021 / 2022	School Year	2021 / 2022	School Year	2021 / 2022
Division	Fall	Division	Fall	Division	Fall
Division 3		Division 3		Division 3	
Grade: 7	96	Grade: 7	100	Grade: 7	95
Grade: 8	92	Grade: 8	107	Grade: 8	97
Grade: 9	96	Grade: 9	104	Grade: 9	99
Division 4		Division 4		Division 4	
Grade: 10	99	Grade: 10	107	Grade: 10	96
Grade: 11	105	Grade: 11	101	Grade: 11	96
Grade: 12	70	Grade: 12	85		

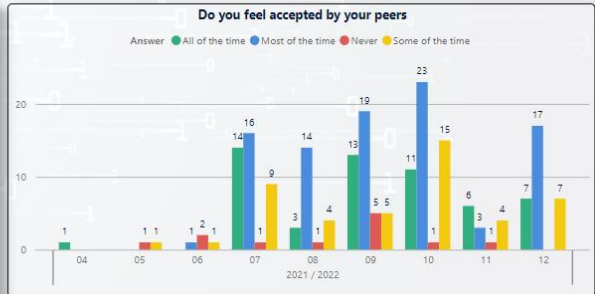
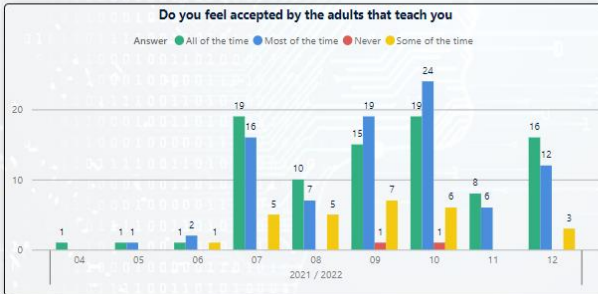
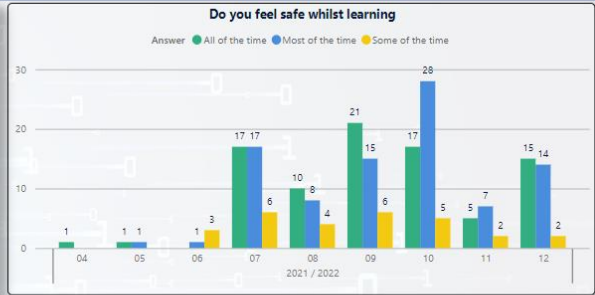
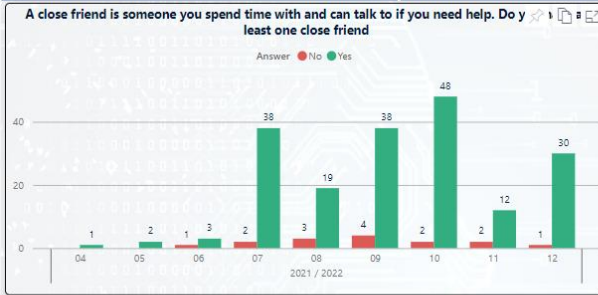
Numeracy



Arithmetic	1611	out of	9960	16.2
Adding	163	out of	1494	10.9
Subtracting	44	out of	1245	3.6
Multiplying	95	out of	1494	6.3
Dividing	73	out of	996	7.3
Patterns	215	out of	249	86.3
Rational Numbers	252	out of	1743	14.5
Algebra	476	out of	1494	31.9
Exponents	61	out of	747	8.2
Trigonometry	18	out of	498	3.6

Connectivity





Our Children, Our Students, Our Future

Current Programming to address increase in Results around the Three Priorities (Literacy, Numeracy and Connectivity).

Literacy

- Our Literacy Coach and Literacy Team have begun to create common year plans for Junior High English Language Arts (ELA).
 - Our Literacy Coach has spent time in all Junior High classrooms to support the teachers in implementing Lucy Calkins Units of Study in Reading, which is utilized by all our Junior High teachers.
- Empower is running with two groups – Grade 7 & 8 to hopefully bridge the gap for severe students prior to entering Senior High.

Numeracy

- Junior High Teachers have begun a book study of *Guided Math: A Framework for Mathematics Instruction* by Laney Sammons
- Our Numeracy Team has dissected the WRAT 5 data to allow us to utilize the data in a more impactful capacity. Our ability to break down the data into smaller more manageable pieces will allow teachers to direct their instruction to areas of need.

Connectivity

- Administration met with all classes and asked them three questions
 - What would make HLPS better?
 - What do we need to do more of?
 - What do we need to do less of?
 - Some of the ideas from the students
 - Student Council

- Student Voice
- Theme days
- Holiday Celebrations
- Student access to air hockey table and ping pong tables
- Outside sports equipment
- More Clubs
 - Art Club
 - Dance Club
 - Indoor Soccer
 - Cooking Club
- More Sue!
- Bigger focus on Mental Health Supports & Supports for LGBTQ students
- Workout Room open at lunch
- Monthly paper calendars sent home with students (we will start this next month)
- Open gym time afterschool
- We have reformed a Student Council at HLPS.
 - Junior High students have already met to begin planning for this year.
 - Senior High students will be meeting during flex the week of November 22-26
- Connectivity Team is creating a HLPS Connectivity Survey to accompany the FVSD survey



2021 - 2022 HLPS Connectivity Survey

Please think carefully about each response. We use the information we gather from this to help us make better decisions about our school community.



Hi, Shane. When you submit this form, the owner will see your name and email address.

* Required

1

What grade are you in? *

Select your answer

2

Who are your current teachers? Click all that apply. *


- Ms. Bailey
- Mrs. Bjorklund
- Ms. Clayton

3

Do you enjoy coming to school? *

- Select your answer
- Yes - always.
 - Most of the time.
 - Some of the time.
 - I never enjoy coming to school.


4

What makes you the most excited to come to school? * 

- Academics
- Friends
- Sports
- Activities (extra curricular clubs)
- School staff
- Other

5

A close friend is someone you spend time with and can talk to if you need help. How many close friends do you have at school? *

Select your answer 

6

Do you feel physically safe in school? *

Select your answer 

7

We want all of our students to feel safe at school and we want to be informed about why students are not feeling safe.

What are some of the reasons you don't feel physically safe at school? *

Enter your answer

8

How many adults are there in the school that you feel like you can talk to about sensitive issues? *

Select your answer



9

Do you feel comfortable being yourself around your peers? *

- All of the time
- Most of the time
- Some of the time
- Never

Student-Staff Connections

11



Click yes if you feel connected to Mr. Herring. Go to the next staff member if not.

Yes

Next Steps

Each Priority Teams (Literacy, Numeracy & Connectivity) has created a “year-plan” and committed to meeting monthly. They will also be presenting at all staff meetings to consistently bring our focus back to our priorities.

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 October 27, 2021, as presented.

**FORT VERMILION SCHOOL DIVISION
MINUTES OF THE ORGANIZATIONAL BOARD MEETING
OCTOBER 27, 2021**

PAGE 1 OF 3

ATTENDANCE

Board Members Present:
Mr. Dale Lederer
Mr. Marc Beland
Mr. Shane Lloyd
Mrs. Linda Kowal
Mrs. Amanda Paul
Mr. Henry Goertzen
Mr. Tim Driedger
Mr. Benjamin Friesen
Mr. John Zacharias

Administration Present:

Mr. Michael McMann, Superintendent
Mr. Scot Leys, Associate Superintendent of Operations
Mrs. Karen Smith, Associate Superintendent of Learning
Mr. Norman Buhler, Associate Superintendent of Finance
Mrs. Darlene Bergen, Executive Assistant
Mrs. Chandra Tincombe, Public Relations Coordinator

ATA Representative Present:

Ms. Myrna McLean (VC)
Mr. Boyd Langford, Notary Public

CALL TO ORDER

Associate Superintendent of Finance, Norman Buhler, called the meeting to order at 9:11 a.m.

OATH OF OFFICE

The Oath of Office was administered to all Trustees.

**21-10-16766
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: Linda Kowal nominated Marc Beland – Accepted.
Second call: Henry Goertzen nominated Tim Driedger – Accepted.
Third call: None.

There being no further nominations, Dale Lederer declared that nominations cease.

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

CARRIED

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

**FORT VERMILION SCHOOL DIVISION
MINUTES OF THE ORGANIZATIONAL BOARD MEETING
OCTOBER 27, 2021**

- 21-10-16767
DESTRUCTION OF
BALLOTS
- Linda Kowal moved that all ballots used for the election of Chair for the 2021-2023 term be destroyed.
- CARRIED
- 21-10-16768
ELECTION OF VICE
CHAIR
- TURNOVER OF CHAIR
- The Associate Superintendent of Finance turned over the chair to newly elected Board Chair, Marc Beland.
- Marc Beland, 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: Benjamin Friesen nominated Tim Driedger. Accepted.
Second call: None.
Third call: None.
- There being no further nominations, Dale Lederer declared that nominations cease.
- Tim Driedger was declared acclaimed as Vice-Chair of the Board of Trustees of the Fort Vermilion School Division for the 2021-2022 term.
- CARRIED
- 21-10-16769
ESTABLISHMENT OF
REPRESENTATIVES
- 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 – Henry Goertzen
Fort Vermilion Community Education Committee – Amanda Paul
Negotiation Committee – Tim Driedger and Linda Kowal
Teachers’ Employer Bargaining Association – Tim Driedger
Blue Hills Community Complex – John Zacharias
Audit Committee – Dale Lederer and Amanda Paul
Rural Caucus – Benjamin Friesen
- CARRIED
- 21-10-16770
ESTABLISHMENT OF
BOARD MEETING
DATES
- Dale Lederer 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
- CARRIED

**FORT VERMILION SCHOOL DIVISION
MINUTES OF THE ORGANIZATIONAL BOARD MEETING
OCTOBER 27, 2021**

21-10-16771
ATB FINANCIAL
SIGNING AUTHORITY

Benjamin Friesen 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 of Learning
- Scot Leys - Associate Superintendent of Operations
- Marc Beland - Board Chair
- Tim Driedger - Vice Chair

CARRIED

21-10-16772
ADJOURNMENT

Marc Beland moved that the organizational meeting be adjourned at 9:41 a.m.

CARRIED

Board Chair

Associate Superintendent of
Finance

**FORT VERMILION SCHOOL DIVISION
MINUTES OF THE REGULAR BOARD MEETING
OCTOBER 27, 2021**

ATTENDANCE

Board Members Present:

Mr. Marc Beland, Chairman
Mr. Tim Driedger, Vice Chair
Mr. Dale Lederer
Mr. Shane Lloyd
Mrs. Linda Kowal
Mrs. Amanda Paul
Mr. Henry Goertzen
Mr. Benjamin Friesen
Mr. John Zacharias

Administration Present:

Mr. Michael McMann, Superintendent
Mr. Norman Buhler, Associate Superintendent of Finance
Mr. Scot Leys, Associate Superintendent of Operations
Mrs. Karen Smith, Associate Superintendent of Learning
Mrs. Darlene Bergen, Executive Assistant
Mrs. Chandra Tincombe, Public Engagement Coordinator

ATA Representative Present:

Ms. Myrna McLean (VC)

Guests:

Mr. Carson Flett (VC)
Mr. Chris Fehr, Principal – BHPS
Mrs. Wendy Morris, Assistant Principal – BHPS
Mr. Gilbert Morris, Principal – SHES
Mrs. Rachel Dika, Assistant Principal – SHES
Mrs. Susan Fehr, Teacher – SHES
Mrs. Stefanie Brown, Principal – FMCS
Mrs. Melanie Arcand – Assistant Principal – FMCS
Mrs. Natalie Morris, Supervisor of Learning – Connectivity
Mr. Terry Gibson, Supervisor of Learning – Numeracy

Chairman, Marc Beland called the meeting to order at 10:23 a.m.

21-10-16773
IN-CAMERA

Henry Goertzen moved that the Board of Trustees go in-camera at 10:23 a.m.

CARRIED

21-10-16774
REVERT TO PUBLIC
MEETING

Amanda Paul moved that the Board of Trustees move out of in camera at 1:18 p.m.

CARRIED

**FORT VERMILION SCHOOL DIVISION
MINUTES OF THE REGULAR BOARD MEETING
OCTOBER 27, 2021**

21-10-16775 FOCUS ON PRIORITIES – CONNECTIVITY/ LITERACY/ NUMERACY ACCOUNTABILITY REPORT	Report found in the October 27, 2021, Regular Board Meeting Package. Tim Driedger moved that the Board of Trustees accept the Focus on Priorities – Connectivity/Literacy/Numeracy Accountability Report.	CARRIED
21-10-16776 FOCUS ON STUDENT ACHIEVEMENT - BHPS	John Zacharias moved that the Board of Trustees accept the Focus on Student Achievement – Buffalo Head Prairie School Report.	CARRIED
21-10-16777 FOCUS ON STUDENT ACHIEVEMENT - SHES	Tim Driedger moved that the Board of Trustees accept the Focus on Student Achievement – Sand Hills Elementary School Report.	CARRIED
21-10-16778 FOCUS ON STUDENT ACHIEVEMENT - FMCS	Shane Lloyd moved that the Board of Trustees accept the Focus on Student Achievement – Florence MacDougall Community School Report.	CARRIED
21-10-16779 APPROVAL OF AGENDA	Dale Lederer moved that the Board of Trustees approve the agenda as presented.	CARRIED
21-10-16780 APPROVAL OF MINUTES	Linda Kowal moved that the Board of Trustees approve the Minutes of the Regular Meeting held September 29, 2021, as presented.	CARRIED
BOARD COMMUNICATIONS	<ol style="list-style-type: none">1) Letter from Mackenzie County indicating their support for a land exchange with the Fort Vermilion School Division for 1.8 acres of land.2) Letter and report from Jason Shilling, ATA President on the Alberta Teachers' Association's Professional Analysis and Critique of Alberta Education's 2021 Draft K-6 Curriculum.	

**MONITORING
REPORTS**

- | | | |
|--|---|---------|
| 21-10-16781
SUPERINTENDENT'S
REPORT | Report found in the October 27, 2021, Regular Board Meeting Package.

Shane Lloyd moved that the Board of Trustees accept the Superintendent's Report as information. | CARRIED |
| 21-10-16782
HUMAN RESOURCES
ACCOUNTABILITY
REPORT | Report found in the October 27, 2021, Regular Board Meeting Package.

John Zacharias moved that the Board of Trustees accept the Human Resources Accountability Report. | CARRIED |
| 21-10-16783
FINANCE REPORT | Report found in the October 27, 2021, Regular Board Meeting Package.

Tim Driedger moved that the Board of Trustees accept the Finance Report as of September 30, 2021. | CARRIED |
| OTHER BUSINESS | | |
| 21-10-16784
POLICY 1.7 KEY
PERFORMANCE
INDICATORS | Tim Driedger moved that the Board of Trustees give first reading to Board Policy 1.7 Key Performance Indicators. | CARRIED |
| 21-10-16785
POLICY 1.7 KEY
PERFORMANCE
INDICATORS | Linda Kowal moved that the Board of Trustees give second reading to Board Policy 1.7 Key Performance Indicators. | CARRIED |
| 21-10-16786
POLICY 1.7 KEY
PERFORMANCE
INDICATORS | Dale Lederer 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. | CARRIED |
| 21-10-16787
POLICY 1.7 KEY
PERFORMANCE
INDICATORS | John Zacharias 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. | CARRIED |

**FORT VERMILION SCHOOL DIVISION
MINUTES OF THE REGULAR BOARD MEETING
OCTOBER 27, 2021**

21-10-16788
POLICY 2.9
DELEGATION OF
AUTHORITY AND
RESPONSIBILITY

Benjamin Friesen moved that the Board of Trustees give first reading to Board Policy 2.9 Delegation of Authority and Responsibility.

CARRIED

21-10-16789
POLICY 2.9
DELEGATION OF
AUTHORITY AND
RESPONSIBILITY

Shane Lloyd moved that the Board of Trustees give second reading to Board Policy 2.9 Delegation of Authority and Responsibility.

CARRIED

21-10-16790
POLICY 2.9
DELEGATION OF
AUTHORITY AND
RESPONSIBILITY

Linda Kowal 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.

CARRIED

21-10-16791
POLICY 2.9
DELEGATION OF
AUTHORITY AND
RESPONSIBILITY

Henry Goertzen 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.

CARRIED

21-10-16792
POLICY 3.1 GENERAL
CONSTRAINTS

Tim Driedger moved that the Board of Trustees give first reading to Board Policy 3.1 General Constraints.

CARRIED

21-10-16793
POLICY 3.1 GENERAL
CONSTRAINTS

Shane Lloyd moved that the Board of Trustees give second reading to Board Policy 3.1 General Constraints.

CARRIED

21-10-16794
POLICY 3.1 GENERAL
CONSTRAINTS

John Zacharias 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.

CARRIED

21-10-16795
POLICY 3.1 GENERAL
CONSTRAINTS

Linda Kowal 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.

CARRIED

21-10-16796
IN-CAMERA

Tim Driedger moved that the Board of Trustees go in-camera at 4:33 p.m.

CARRIED

**FORT VERMILION SCHOOL DIVISION
MINUTES OF THE REGULAR BOARD MEETING
OCTOBER 27, 2021**

21-10-16797
REVERT TO PUBLIC
MEETING

Dale Lederer moved that the Board of Trustees move out of in camera at 5:13 p.m.

CARRIED

21-10-16798
ADJOURNMENT

Marc Beland moved that the Board of Trustees adjourn the meeting at 5:13 p.m.

CARRIED

Board Chair

Associate Superintendent of
Finance

COMMUNICATIONS

RE: BOARD CHAIR

Information item.

COMMUNICATIONS

RE: SUPERINTENDENT

Information item.

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

November 2021

- Simulators
- Christmas Travel
- High Level Urban Bussing
- County Urban Bussing

MONITORING REPORTS

RE: FINANCE REPORT

A copy of the revenues and expenditures for the period of September 1, 2021, to October 31, 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 October 31, 2021.

Fort Vermilion School Division

YEAR-TO-DATE REVENUE & EXPENSES

	Budget 2021-2022	October, 2021	Year to Date	Percentage
OPERATIONS (SUMMARY)				2 of 12 months
Revenues				16.67%
Alberta Education	\$48,635,489	\$3,686,348	\$8,547,193	17.57%
Other - Government of Alberta	\$518,235	\$14,306	\$14,306	2.76%
Federal Government and First Nations	\$5,127,074	\$931,394	\$1,023,197	19.96%
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	\$47,067	\$54,796	54.80%
Other sales and services	\$520,000	\$13,491	\$31,946	6.14%
Investment income	\$100,000	\$10,421	\$20,587	20.59%
Gifts and donation	\$0	\$0	\$0	0.00%
Rental of facilities	\$280,000	\$28,589	\$58,234	20.80%
Fundraising	\$500,000	\$21,012	\$31,238	6.25%
Gain on disposal of capital assets	\$0	\$0	\$0	0.00%
Other revenue	\$0	\$0	\$0	0.00%
Total revenues	\$55,780,798	\$4,752,628	\$9,781,497	17.54%
Expenses By Program				
Instruction - Pre K	\$412,334	\$43,409	\$86,736	21.04%
Instruction - K to Grade 12	\$40,212,046	\$2,731,907	\$6,136,293	15.26%
Plant operations and maintenance	\$8,463,700	\$495,391	\$1,736,528	20.52%
Transportation	\$3,322,735	\$302,821	\$555,211	16.71%
Board & system administration	\$2,217,000	\$177,363	\$414,419	18.69%
External services	\$1,152,983	\$99,669	\$191,472	16.61%
Total expenses	\$55,780,798	\$3,850,560	\$9,120,659	16.35%
<i>Annual Surplus (Deficit)</i>	\$0	\$902,068	\$660,838	
Expenses by Object				
Certificated salaries & wages	\$21,868,462	\$1,779,205	\$3,551,306	16.24%
Certificated benefits	\$4,972,298	\$359,427	\$699,420	14.07%
Non-certificated salaries & wages	\$12,038,582	\$1,094,816	\$2,154,782	17.90%
Non-certificated benefits	\$2,922,625	\$199,580	\$411,708	14.09%
Services, contracts and supplies	\$10,968,635	\$166,228	\$1,800,835	16.42%
Amortization expense	\$3,010,196	\$251,304	\$502,608	16.70%
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	\$3,850,560	\$9,120,659	16.35%

MONITORING REPORTS

RE: AUDITED FINANCIAL STATEMENT

The Audited Financial Statement for the year ended August 31, 2021 will be presented at the meeting for acceptance as it has not been received from the auditor. The deadline for submission to Alberta Education is November 30, 2021.

As per policy 2.2.8 (c)

Presented by Chris Cholak, MNP

Submitted by Norman Buhler, Associate Superintendent of Finance

RECOMMENDATION: _____ moved that the Board of Trustees approve the Audited Financial Statement for the year ending August 31, 2021.

MONITORING REPORTS

RE: ESSENTIAL SERVICES ACCOUNTABILITY REPORT

A copy of the Essential Services Accountability Report is attached.

Submitted by Bruce Harder, Director of Essential Services.

RECOMMENDATION:

_____ moved that the Board of Trustees accept the Essential Services Accountability Report.



**Fort Vermilion
School Division**
Essential Services

**BOARD ACCOUNTABILITY
REPORT**

November 2021

Submitted by Bruce Harder, Director of Essential Services

Essential Services
BOARD ACCOUNTABILITY REPORT
November 2021

Essential Services

The Essential Services department is responsible for day-to-day operations as well as creating vision and direction for the future of our different departments. We oversee Transportation, Occupational Health and Safety, IT and the Operations and Maintenance departments. Our goal is to work towards operating safely, efficiently and effectively to serve our staff, students, and our communities.

As a team, we work together to provide solutions and to solve problems that arise from the everyday operations. We are proactively changing the way our different departments work as well as reacting to the daily needs of our division.

Transportation

Essential Services provides safe and reliable transportation to rural and urban students. We maintain a fleet including school buses, service vehicles, and division supplied vehicles.

A few changes were made to our bus routes:

- Blue Hills was increased from 2 runs to 3.
- Buffalo Head was increased from 4 runs to 5.
- La Crete we added urban bus stops with no additional buses.
- Hill Crest remained unchanged
- Fort Vermilion we added urban bus stops with no additional buses.
- Rocky Lane increased from 3 runs to 4
- High Level we added urban bus stops with no additional buses.

Urban Busing

The Board asked us to provide urban busing to the three communities, La Crete, High Level and Fort Vermilion. There are currently 74 urban students registered in High Level, 26 registered in Fort Vermilion plus 20 registered from Tall Cree Reserve and 111 students registered in La Crete. These numbers are expected to grow as the weather turns colder and in future years. We are giving parents the option to pay for a full year or half year of bussing. Fees are required to be paid prior to them being registered. There are eight bus stops in La Crete and High Level and four in Fort Vermilion.

Bus Fleet

We purchased 4 new buses and donated two older buses to the Mackenzie Ski Hill and sold three more at auction. We did an upgrade to our mechanics shop replacing a hoist that no longer passed inspection. We also installed a new U-drain in the floor.

Driving School

We have been working towards adding additional services to our driving school. Floyd Hann is currently working on the completion of his Airbrakes Endorsement Trainer Course as well as becoming certified to train for MELT (Mandatory Entry Level Training) 1 and MELT 2S driver training. Floyd is also certified as a First Aid instructor and already begun training school division employees. We currently have a wait list for the Airbrakes Endorsement and the MELT 1 classes. We look forward to having that up and running.

Challenges

Our biggest asset is also our biggest challenge. We find ourselves in short supply of drivers. We currently have enough drivers to fill all the routes, but we find that, even with 18 spare drivers, we have had to cancel the occasional bus run and field trip for a day because we could not find a spare. This is improving. We recently signed up 4 new spare drivers, and this has helped.

Another challenge has been the bus stops. There have been concerns about the distance that students need to walk to get to a bus stop was too far. This concern has largely subsided as parents and children are getting used to the new process.

The bus stops have also been a challenge because this is something new to our area. The County as well as the Town of High Level have struggled with the idea of designated stops. Our goal is to place shelters at each stop in the near future. This could be our next hurdle, but we are working towards resolving this with the County as well as the Town of High Level.

We continue to work towards providing safe and efficient transportation to students throughout the division.

Occupational Health and Safety/Housing

We continue to have an OHS committee at each division location. A division OHS committee has been established consisting of one representative from each location. The committee meets virtually on a quarterly basis. This is a requirement of OHS provincial legislation.

Cory Wright continues to monitor incident trends and report his findings to the schools regularly. This allows us to proactively communicate to staff what to watch out for to prevent similar incidents from occurring in the future.

Program Monitoring

One of the key areas of involvement with schools and the administration of the program is in the area of school inspections. During an inspection, a tour is made of the entire facility with the principal, taking notes and pictures along the way. At the conclusion of the inspection, a detailed report is provided to the principal detailing the areas of concern and also highlighting items that exceed expectations. From there, the principal takes responsibility for his/her building and ensures that items are corrected in a timely manner. Principals are provided with a checklist for tracking the progress of necessary corrections. For schools with CTS (Career Technology Studies) shops, the inspection is followed up with a second inspection due to the nature of the facility and the increased level of risk.

We recently had two inspections by Occupational Health and Safety in Fort Vermilion Public School and Florence MacDougal Community School. Both inspections went really well. The safety officer sat down with the school administrators as well as Cory and myself and discussed safety protocols from COVID procedures to custodial supplies. After the inspections, the only area of concern was the lack of WHMIS training. We have since enrolled all school division employees into a WHMIS training program. 77% of our staff have completed this training to date.

Cory also goes to FVSD job sites and monitors and records any safety concerns.

Since the inception of the formal health and safety program the focus as mentioned earlier has been to create a safe learning environment for staff and students and to provide assurances to all division stakeholders that safety is a priority for the Fort Vermilion School Division.

Housing

Cory is also our housing manager. Part of his duties are to ensure that teachers in some of our communities have adequate housing available for them and their families. We have several vacant units in Rainbow Lake. Housing levels are stable in Fort Vermilion and La Crete.

High Level has a need for more housing. I have been directed to look into a plan to build a 12-unit apartment style building with retail space attached in the town of High Level.

IT Department

As of September 1, some changes were implemented into the IT department. This included moving Bryan Rempel from an IT Tech position to a Systems Analyst position. This was done in order to find more efficiency in the IT Department and to focus more on long term goals. We have the technicians that look after the day-to-day operations and Bryan who looks to the future of our IT Department and where we go with technology in our schools.

Some of the things that we have on worked starting this year are:

- Actively moving servers and services to the cloud as much as possible to increase efficiency and reduce physical hardware in our IT environment.
- We have moved to a centralized IT budget in hopes of reducing unnecessary spending and to eliminate the need for school administrators to make IT related financial decisions. This enables the division to focus IT spending on priority areas.
- We have started the implementation of Multifactor Authentication for all staff as part of our overall strategy for improving digital security.
- We are planning to refresh our Smart Boards throughout the division over the course of the next four years. That process will start with Blue Hills School and Fort Public.
- The IT team has also been working on moving our phone systems from landline based to VOIP phones. This can best be done during school breaks, so that it does not interfere with day-to-day school operations.

Dexter Gilbert who used to manage the IT Department moved to Southern Alberta and continues to work for us remotely as an IT Tech. This has worked better than I thought it would. Scot Leys and I will re-visit this early in the new year.

Operations and Maintenance

We have been diligently working towards maintaining the division buildings. This was another busy year for the maintenance crew. Our plumbers and electricians were busy helping Serval with the BMS (Building Management System) Systems in High Level Public and Ridgeview Central School. By doing some of the labor ourselves, the division saved many thousands of dollars and allowed us to learn how the systems work as they were being installed.

The maintenance department formally meets bimonthly to discuss ongoing projects and future projects. As well as discuss budget and safety concerns. This helps us all to work together to complete not only projects but also to help each other on the maintenance side of things.

Our buildings are in good condition and that comes from being proactive by doing regular preventative maintenance. This gives us more freedom to do repairs in a timely fashion.

This past year some of the projects that we have completed as a division are:

- Completing BMS in High Level Public and Ridgeview Central School
- Construction of the High Level Learning Store
- Installing flow meters in all division buildings
- Installed new boilers in High Level Public
- Gym floor restoration at Rocky Lane
- Ridgeview Kitchen
- Numerous other smaller projects that include roofing and flooring painting etc.

Current Major Projects

- Blue Hills Community School Addition and Modernization
 - Building is enclosed, ready for roofing
- Fort Vermilion Public School Addition and Modernization
 - Preliminary stages. Architecture firm has been selected

Potential Future Projects

- Blue Hills Reroofing
- Buffalo Head BMS upgrade
- La Crete Public BMS upgrade
- High Level Public Major roofing project
- Spirit of the North Boiler replacement
- As well as several sidewalk projects throughout the division

BMS Discussion

Since moving over to Building Management Systems the division has operated much more efficiently and through that saved hundreds of thousands of dollars. It also allows us to control the temperatures within the buildings as well as checking on our systems from a remote location. This has allowed our plumbers to diagnose and to change settings from either the shop or home if required. This has saved us in time, vehicle fuel and maintenance etc.

Summary

The Essential Services office deals with a diverse group of individuals both from the public and members of the division. We strive to work together with all parties to better our facilities, our busses, our safety and our systems. This can be a challenge at times; however, we have an excellent team with the knowledge, experience and the energy to move forward.

MONITORING REPORTS

RE: ANNUAL EDUCATION RESULTS REPORT

Attached is the 2020-21 Annual Education Results Report of the combined 2021-24 Three Year Education Plan and 2020-21 Annual Education Results Report. The deadline for submission of the Annual Education Results to Alberta Education is November 30, 2021.

Submitted by Michael McMann, Superintendent.

RECOMMENDATION

_____ moved that the Board of Trustees approve the 2020-21 Annual Education Results Report.

**2021-24 Three-Year Education Plan
and
2020-21 Annual Education Results**

**Fort Vermilion
School Division**



“Our Children, Our Students, Our Future”

Accountability Statement

The Education Plan commencing September 1, 2021 and Annual Education Results Report for the 2020-2021 school year for Fort Vermilion School Division were prepared under the direction of the Board in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the combined Education Plan for 2021-24 on May 19, 2021 and the Annual Education Results Report for the 2020-21 school year on November 24, 2021.

Marc Beland, Board Chair

Introduction to Assurance

The Fort Vermilion School Division mission statement is "Our Children, Our Students, Our Future". How do educators know and how can parents know that their child is being successful?

FVSD aims to provide learning opportunities for students that will enable every student to be successful. However, this does not mean that success will be achieved in every avenue of learning. Failure can be something to learn from as well. What our mission statement means is that as an educational system we need to provide opportunities for students that will enable success in meaningful ways. For example, a student may struggle with mathematics but experience great success as an artist. Therefore, we need to know the student, to know that this student will need opportunities to express their knowledge in an artistic way. The student in this example should be building confidence and a sense of achievement in areas where the student can excel.

As you read this education plan, you will be able to identify how FVSD as a system, along with the endeavors of each local school, provide meaningful, success based learning opportunities. By delving into local school plans or this system Three-Year Education Plan, you will note that success is not specific to a grade or age grouping. A success-based model can be established and lived at all levels of the K-12 system.

This plan and the results that will come a year from now will attempt to provide the learner and parents the ASSURANCE that learning and success has taken place. The measurement tools selected are indicators of student success and valuable tools to assess the path forward. The conversation, collaboration and engagement of students and parents at both the system and local school level will assist in providing an assurance that a quality education has been provided and achieved.

The Fort Vermilion School Division uses the Assurance Model of reporting.

FVSD Annual Education Planning Cycle

The Fort Vermilion School Division is a data driven organization. Many forms of data are used to guide the decision-making process and ultimately the design of education plans, goals, strategies, and the allocation of resources to meet the actions outlined in an education plan.

The planning cycle begins with an analysis of data. Data sources include but are not limited to:

- Student Achievement
- Perception of stakeholders through surveys
- Student records of attendance, behaviour and success
- Specialized testing
- Demographic trends
- Drop out and high school completion statistics

At each school the principal will analyze pertinent data and glean from it areas where students are not learning. The voice of professional staff and support staff are important to the analysis and discussion.

At a system level, a similar process has already occurred, as will be defined later. The Fort Vermilion School Division Board of Trustees has analyzed data sets and consultation data and have approved three priorities for the system. The schools align school education plans with divisional priorities and the system aligns with Alberta Education's business plan. The result is that provincial mandates are supported by school system work and school system mandates are supported by the actions that occur in schools.

It is important to note that both the mandate of Alberta Education and the school system remain broad enough to allow the schools which feed into the process, the latitude to develop plans which will correlate well with the local context.

In FVSD, the schools align their plans to the three divisional priorities but how the alignment occurs, such as goals established, pertinent strategies and corresponding measures, are within the principal's realm of control. The school level also utilizes the local data to establish goals that fit the local context but not necessarily support divisional priorities in a direct fashion. This ability provides for the autonomy and local based decision making necessary to allow for local needs.

The development of Education Plans in FVSD requires the principal to document the planning process to plan for stakeholder involvement. Stakeholders routinely involved in the education planning process are school staff, parents and students.

Along with the Education Plan, principals work with staff to establish a Professional Development plan, a Communication plan, and a Monitoring plan. The intention of the planning process is to create a living and flexible education plan that adapts to the ever-changing needs, while at the same time incorporates the rigor necessary to ensure that resources and supports are available to provide the best possible chance of a successful implementation of the plan.

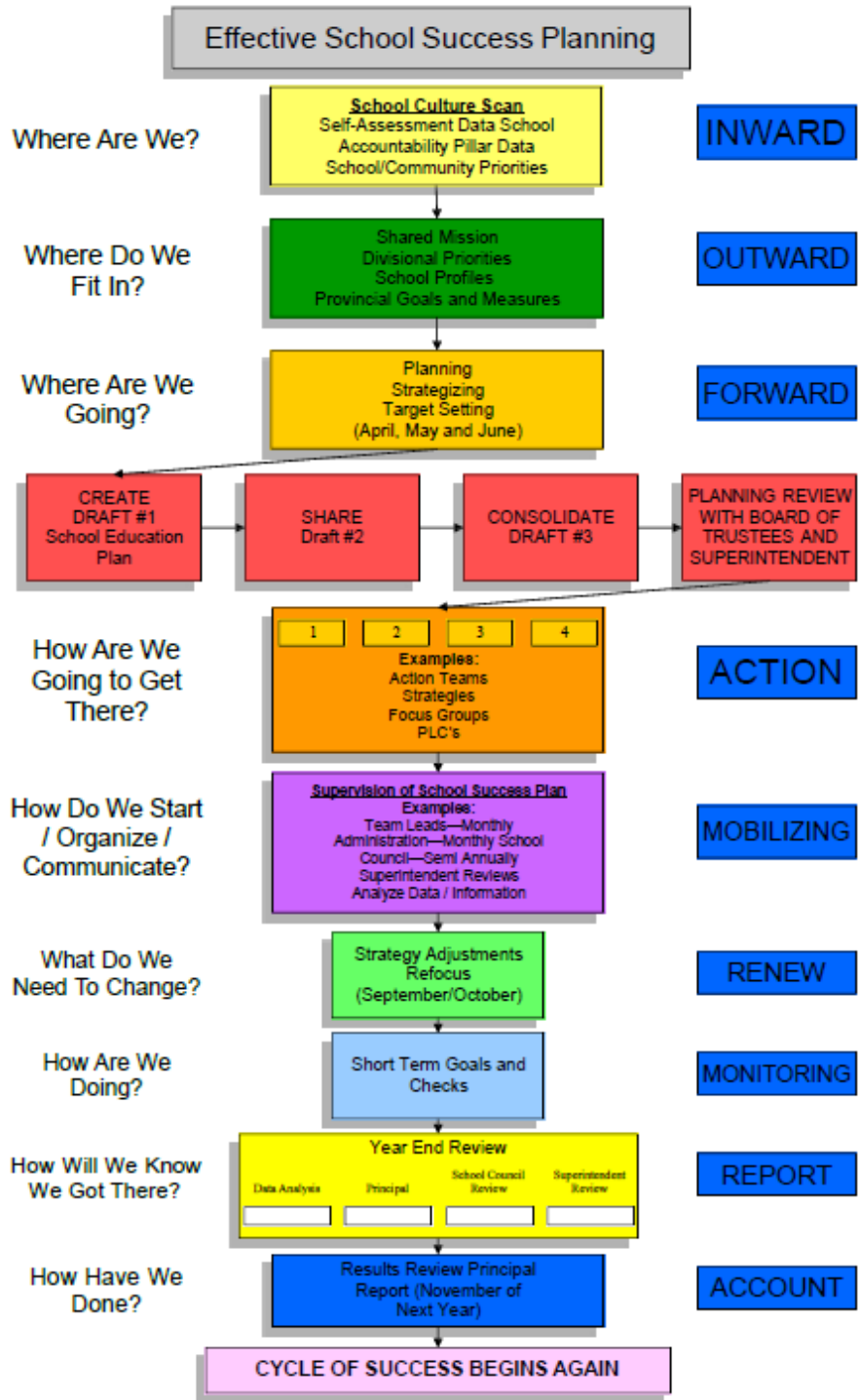
The Education Plan follows a SMART goal process. Goals need to be specific, measurable, attainable, realistic and be completed within a specific time period. After analyzing the data, the stakeholders identify areas in which student learning needs to be improved or enhanced.

The discussion then leads into strategies to support staff readiness or in direct action with students. The strategies chosen are informed through prior practice, staff knowledge, local capability, and research in the field.

School council chairs are required to endorse, by signature, school education plans, thus ensuring school council involvement in the creation of school education plans. School education plans and results are shared with school councils and posted on school websites.

FVSD provides time within the school calendar to build school education plans. The planning process will begin in March and a draft school education plan is completed by the end of June. The final education plan is submitted by the third Friday of September. This timeline allows for adjustments at the school site, which may be necessary if conditions or factors change throughout the summer.

School strategies are then brought forward into the system's Three-Year Education Plan. The school's strategies coupled with system level strategies constitute the actions that will occur in the new school year.



Engagement of Stakeholders to Establish Priorities

The Fort Vermilion School Division Board of Trustees have established a planning and stakeholder engagement process in three-year cycles. Some of the goals inherent in establishing three-year cycles is to mitigate initiative fatigue, generate support from stakeholders through consistent application of strategies and to allow sufficient time for evidence of sustainable learning to take place.

In the first year of an education plan cycle, stakeholders are engaged in a series of group consultations. The consultations involve reflecting on the previous cycle in terms of implementation and effect on student learning. Each group then analyzes data sources that are consistent throughout the Fort Vermilion School Division. The consultation continues with discussions about student needs and each group or individuals informed opinions on the direction the school division should be taking in the next three-year cycle.

The following are a list of consultation groups utilized to inform the 2018-21 cycle:

- FVSD Staff - this group includes teachers and support staff – in all communities
- FVSD Students - students from grade 4 – 12 in every community
- FVSD community meetings in all communities
- Leadership Team - group members are principals, assistant principals, department supervisors, multiple opportunities provided
- Executive Team - Associate Superintendents
- School Council - Delegates from each school council
- Board of Trustees
- First Nations
- Elected Officials

After all consultations have been concluded, the data is rolled up for all stakeholders. From the data, the Superintendent identifies trends to focus areas to target. The identified target areas are presented to the Board of Trustees in February at a working session. Trustees then have an opportunity to change or modify priority areas.

Final selection of priority areas are accepted by Board motion at the March Regular Board Meeting.

The Superintendent is then charged with the task of creating strategies to meet the priorities selected by the Board. Discussions of strategies, structures and supports will occur between executive, trustees, the Leadership Team and with individual school leaders throughout the March - May timeline. Finally, the Superintendent will make the decisions as to what resources and structures will be put in place to best support schools in meeting the Board established priorities. In tandem with this process is each school's education planning process.

Strategic Engagement and Current Year Consultations

The creation of the Three-Year Education Plan was accomplished through stakeholder engagement, but conditions concerning student needs and system capacity can change over a three-year period. As a result, FVSD will endeavor to stay connected and informed with stakeholder groups. In so doing stakeholder input will provide for the creation of or modifying of learning and capacity building strategies. The following mechanisms will be employed to engage, consult, and collaborate with stakeholders:

Students

- i. Student Focus Groups - local schools
- ii. Student Representative Council
- iii. Student Advisory Team to the Board of Trustees

Parents

- i. Parent Focus Groups - local schools
- ii. Superintendent Community Consultation Meetings
- iii. School Council Chairs' Meetings with Board of Trustees
- iv. School Council participation in development of School Education Plans
- v. Trustee Survey
- vi. Assurance Measures

Staff

- i. School Visits – 2 full days per school every calendar year
- ii. Committee Participation - staff participation in operational and instructional system committees such as the Technology Committee or the Literacy Committee
- iii. FVSD Board of Trustees / Local ATA Liaison Meetings: The Board of Trustees will endeavor to engage in collaborative dialogue with teachers to improve learning environments and opportunities for students

Trustees

- i. Participation in local School Council meetings
- ii. Accountability report monitoring – annual board work plan
- iii. Community / School consultations
- iv. Results and planning review sessions with principals

Community / Business Sector / Support Agencies

- i. Consultations on the development of the 2018-2021 FVSD Three-Year Education Plan
- ii. Partnerships at the local school level
- iii. Involvement in local School Councils
- iv. Involvement of support agencies in program development, implementation and support

First Nation, Metis and Inuit

- i. Consultations on the development of the FVSD Three-Year Education Plan
- ii. Invited involvement in local school events and planning
- iii. Involvement in partnership between schools / FVSD, Metis Association and First Nation Bands
- iv. FVSD will engage with partner First Nations to build effective Educational Services Agreements

Spring 2021 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Fort Vermilion School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	80.2	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	81.6	83.9	85.5	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	73.7	68.9	67.5	83.4	80.3	79.6	Low	Improved	Acceptable
	5-year High School Completion	75.5	76.2	73.6	86.2	85.3	84.8	Low	Maintained	Issue
	PAT: Acceptable	n/a	n/a	67.8	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	12.8	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	70.8	n/a	n/a	83.6	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	12.0	n/a	n/a	24.1	n/a	n/a	n/a	
Teaching & Leading	Education Quality	88.1	90.1	90.9	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.6	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	82.6	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	77.5	85.2	86.3	79.5	81.8	81.4	n/a	n/a	n/a

Supplemental Alberta Education Assurance Measures – Overall Summary

Measure	Fort Vermilion School Division			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	26.7	25.9	n/a	56.6	56.4	n/a	n/a	n/a
Drop Out Rate	4.5	6.5	6.1	2.6	2.7	2.6	Intermediate	Improved	Good
Program of Studies	57.7	70.8	72.3	81.9	82.4	82.1	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	49.8	54.5	52.6	68.0	66.6	64.9	Low	Maintained	Issue
Safe and Caring	91.7	91.9	92.0	90.0	89.4	89.1	n/a	n/a	n/a
School Improvement	75.5	80.7	81.0	81.4	81.5	81.0	n/a	n/a	n/a
Transition Rate (6 yr)	23.3	34.4	30.8	60.0	60.3	59.5	Very Low	Declined	Concern
Work Preparation	83.3	86.8	85.3	85.7	84.1	83.2	n/a	n/a	n/a

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
- Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
- The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Only supplemental measures with Achievement standards are included in the Supplemental AEAMs – Overall Summary.

Goal	Measure Category	Measure	Jurisdiction Results			Provincial Results		
			Current Results	Prev Year Results	Prev 3 Yr Average	Current Results	Prev Year Results	Prev 3 Yr Average
ACOL MEASURE	ACOL MEASURE	Satisfaction with Program Access	71.5	81.1	79.8	71.8	75.2	73.7
		In-Service Jurisdiction Needs	87.1	84.6	84.2	84.9	85.0	84.8

Spring 2021 Required Alberta Education Assurance Measures - Overall Summary (FNMI)

Assurance Domain	Measure	Fort Vermilion School Division (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	69.8	54.8	53.9	62.0	55.9	55.6	Low	Improved Significantly	Good
	5-year High School Completion	69.5	66.4	66.2	68.1	65.0	63.4	Very Low	Maintained	Concern
	PAT: Acceptable	n/a	n/a	50.2	n/a	n/a	52.9	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	4.4	n/a	n/a	7.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	52.7	n/a	n/a	77.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	5.3	n/a	n/a	11.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Supplemental Alberta Education Assurance Measures – Overall Summary (FNMI)

Measure	Fort Vermilion School Division (FNMI)			Alberta (FNMI)			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	8.3	11.8	n/a	24.4	24.6	n/a	n/a	n/a
Drop Out Rate	3.0	4.9	6.0	5.0	5.5	5.2	High	Improved	Good
Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	27.5	31.6	29.7	39.5	39.1	37.4	Very Low	Maintained	Concern
Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transition Rate (6 yr)	12.2	23.6	25.5	35.7	35.0	34.1	Very Low	Declined Significantly	Concern
Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
- Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
- The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Only supplemental measures with Achievement standards are included in the Supplemental AEA – Overall Summary.

FVSD Priority One: FVSD will foster connectivity and well-being amongst community, students, parents and staff

ALBERTA EDUCATION OUTCOMES

Alberta's students are successful
 First Nations, Metis, and Inuit students in Alberta are successful
 Alberta has excellent teachers, school leaders, and school authority leaders
 Alberta's K-12 education system is well governed and managed

PERFORMANCE MEASURES

1. Assurance Measure Data
2. Connectivity Survey Results

Performance Measure	Results (in percentages)					Evaluation		
	2017	2018	2019	2020	2021	Achievement	Improvement	Overall
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	93.4	91.9	92.2	91.9	91.7	n/a	n/a	n/a
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.5	91.2	91.3	90.1	88.1	n/a	n/a	n/a
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	88.2	86.4	86.1	83.9	81.6	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2019/20. Caution should be used when interpreting trends over time.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Performance Measure	Results (in percentages)					Evaluation		
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	70.4	67.3	66.2	68.9	73.7	Low	Improved	Acceptable
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	54.1	53.8	57.1	55.9	62.0	Very Low	Improved Significantly	Acceptable

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
3. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
4. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
5. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

Grade 1-3 Connectivity Survey Results



Grade 4-12 Connectivity Survey Results





STRATEGIES

1. Hire a FNMI District Principal that helps support the drafting of policy and supports teachers achieve the standards outlined in the Teacher Quality Standard.
2. Enhance the Connection team with the hiring of the fifth Mental Health Therapist and restructure of the Coach Universal programming model.
3. Professional Development plan to support the calls to Action in the Truth and Reconciliation process.
4. Dare to Lead – work has begun to certify all staff in the work of Brene Brown currently all leaders have been certified.
5. Dr. Greg Wells – connecting with staff and students to find balance in self-care and managing an ever changing world.
6. Jeremy Allen – Deated.ca bring a deeper understand to grief and loss which connects us through the wildfire, pandemic, and trauma.
7. Willard Fewer and Natasha Egeli work - a comprehensive plan to support both the clinical leads of the connection team and a regular schedule to book all staff members for mental health support, when required this program will expand. Provide all staff with professional development opportunities.
8. Collaborative Response Model - Every school will develop and implement a model based the three district priorities: Connectivity, Literacy and Numeracy.
9. Connection Team - A full professional development plan to be much more inclusive in supporting all students through the village effect system.
10. Superintendent Community Consultations – every school will have community night with the superintendent to continue the conversation of the divisional priorities and how we better meet the needs of all communities.
11. Parent Focus Groups – principals will have parent focus meetings to continue the discussions around the divisional priorities.
12. Student Focus Groups - principals will have student focus meetings to continue the discussions around the divisional priorities.
13. Student Advisory Team – the board of trustees connect with students twice a year to discuss topics focused on building the priorities.

FVSD Priority Two: All students will improve literacy skills across the content areas

ALBERTA EDUCATION OUTCOMES:

Alberta's students are successful
First Nations, Metis, and Inuit students in Alberta are successful

PERFORMANCE MEASURES

Reading Literacy:

Percent of students reading at or above grade level as measured by

- Test of Word Reading Efficiency (TOWRE)
- Test of Silent Reading Efficiency and Comprehension (TOSREC)
- Test of Silent Word Reading Fluency (TSWRF)
- Comprehensive Test of Phonological Processing (CTOPP)
- Clinical Evaluation of Language Fundamentals (CLEF-5)
- Wide Range Achievement Test WRAT-5 and Wechsler Individual Achievement Test WIAT- 2 (Grade 1)

SUPPLEMENTAL MEASUREMENTS

1. Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (based on cohort).
2. Overall percentage of students who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on Diploma Examinations.
3. Overall percentage of self-identified First Nation, Metis and Inuit students in Grades 6, and 9 who achieved the acceptable standard and the percentage of self-identified FNMI students who achieved the standard of excellence on Provincial Achievement Tests.
4. Overall percentage of self-identified First Nation, Metis and Inuit students who achieved the acceptable standard and the overall percentage of self-identified FNMI students who achieved the standard of excellence on Diploma Examinations.

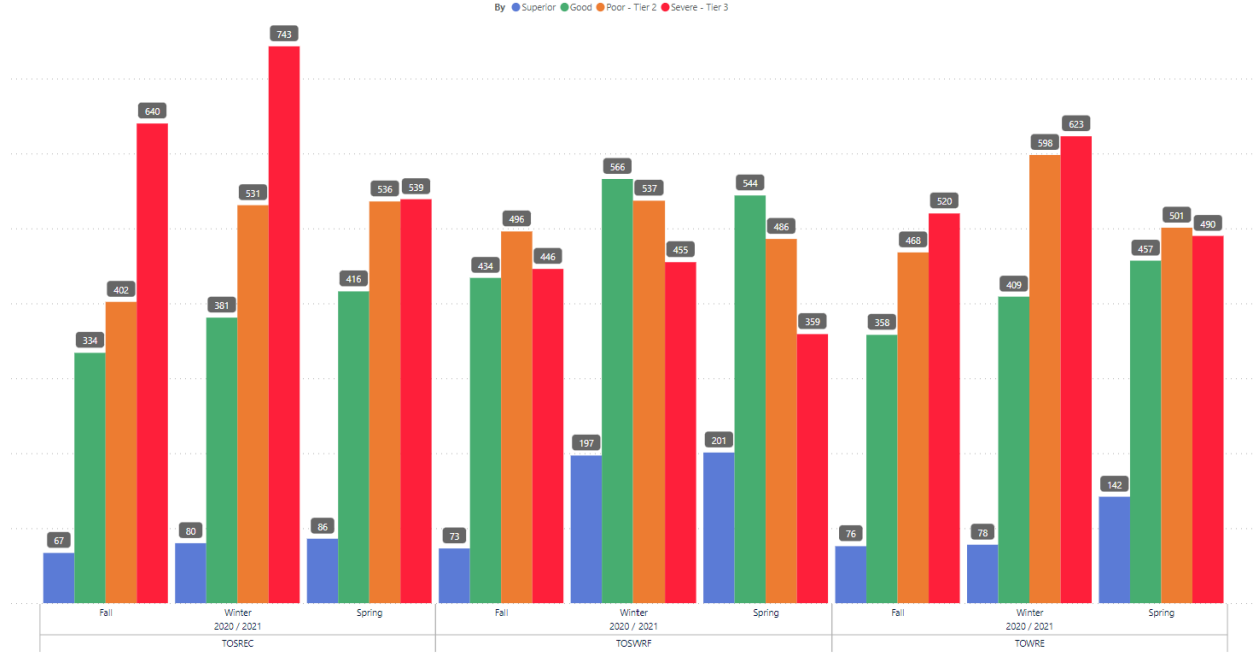
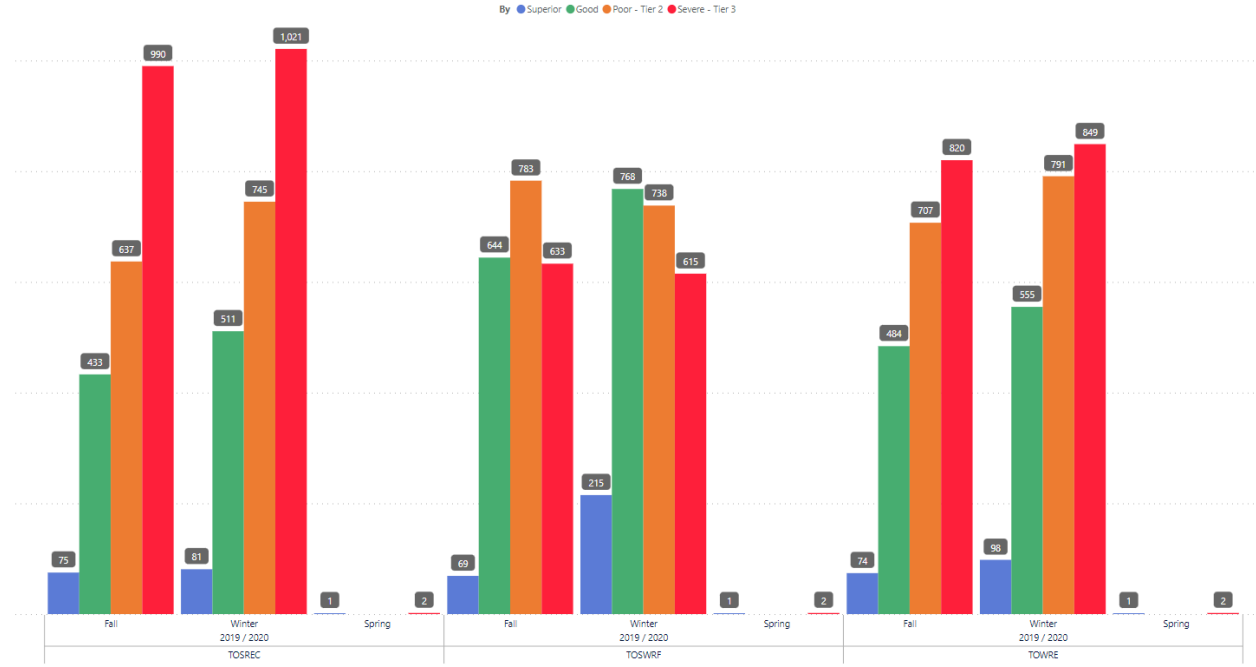
Comment on Results

Chuckegg Wildfire and Pandemic resulted in incomplete result for the past 3 years.
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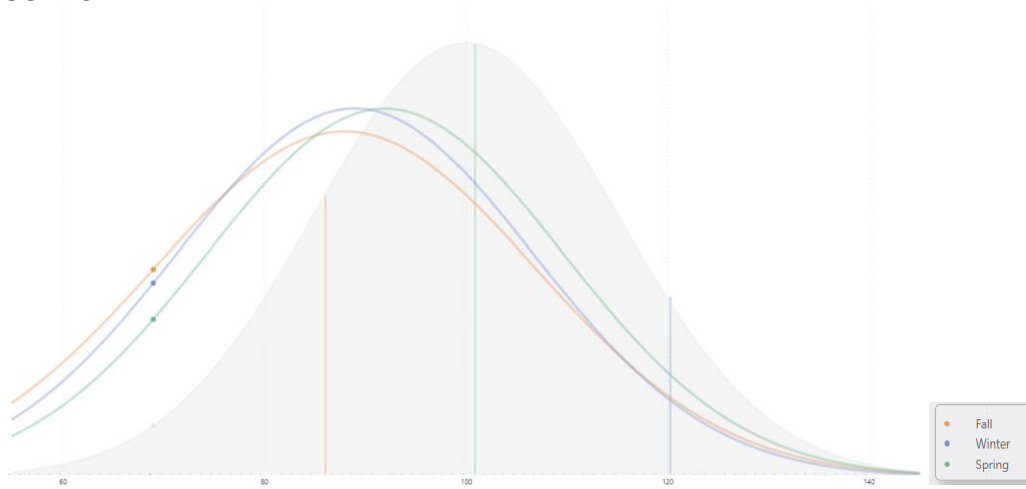
Strategies

1. ECS Units of Study in Phonics (Heinemann)
2. Grade 1 Interventions (JP Das Centre)
3. Grade 2 Interventions (JP Das Centre)
4. Lucy Calkins Units in Reading, Units in Writing
5. Companion Reading
6. Empower Reading
7. Rewards
8. Full Understanding of the Threads of Reading

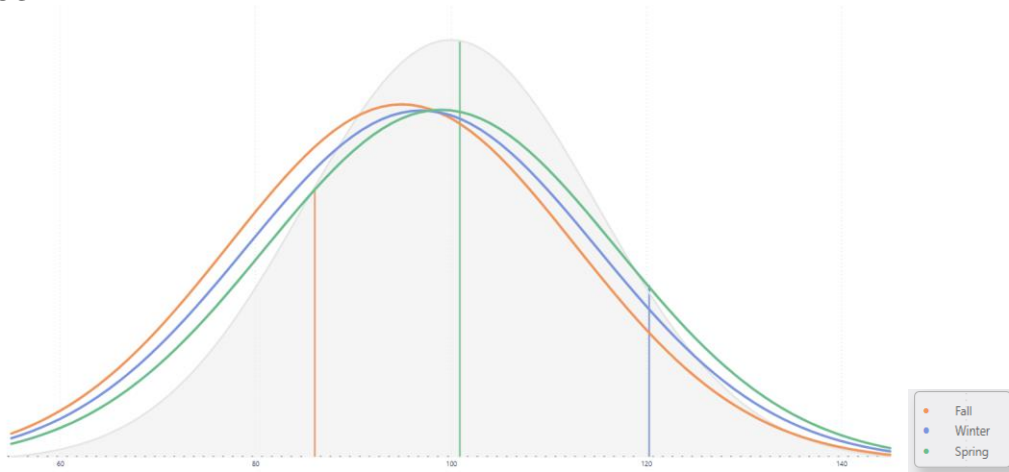
Total Students by All Reading Tiers



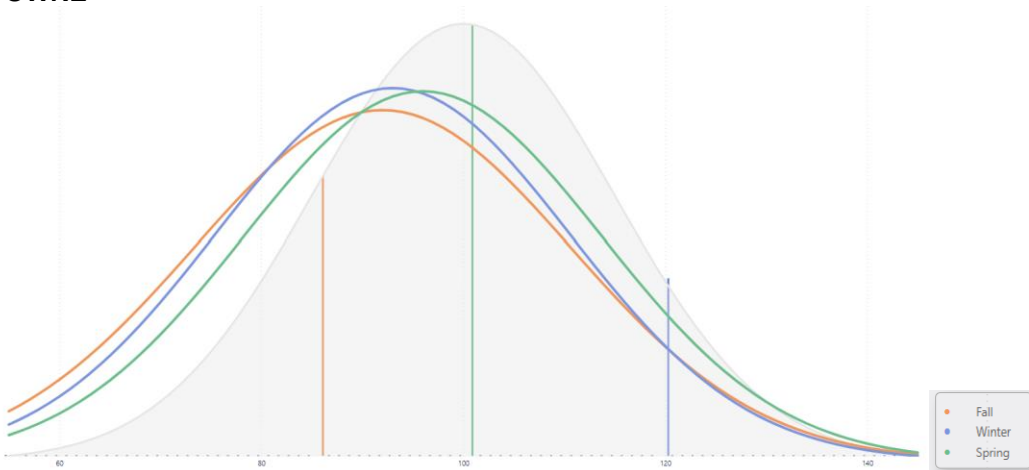
TOSREC



TOSWRF



TOWRE



FVSD Priority Three: All students will improve numeracy skills

ALBERTA EDUCATION OUTCOMES:

Alberta's students are successful
First Nations, Metis, and Inuit students in Alberta are successful

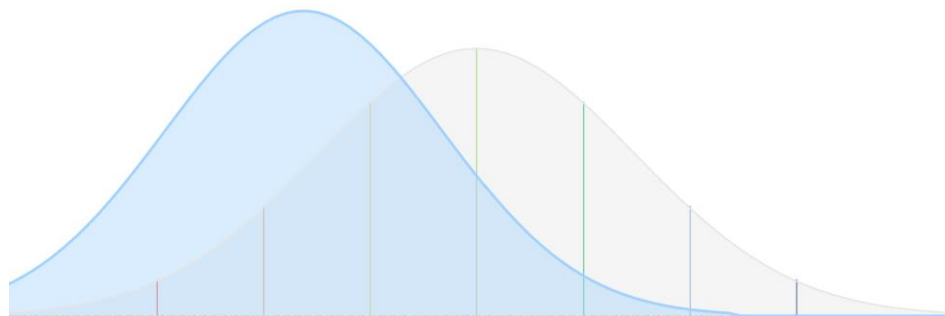
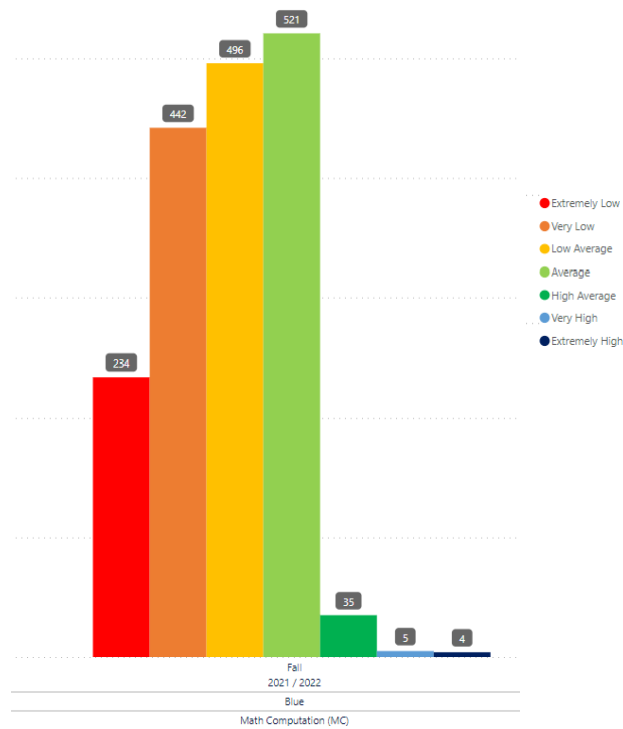
PERFORMANCE MEASURES

1. Provincial Achievement and Diploma Exams
2. FVSD Teacher Numeracy Tool
3. Wide Range Achievement Test (WRAT 5)

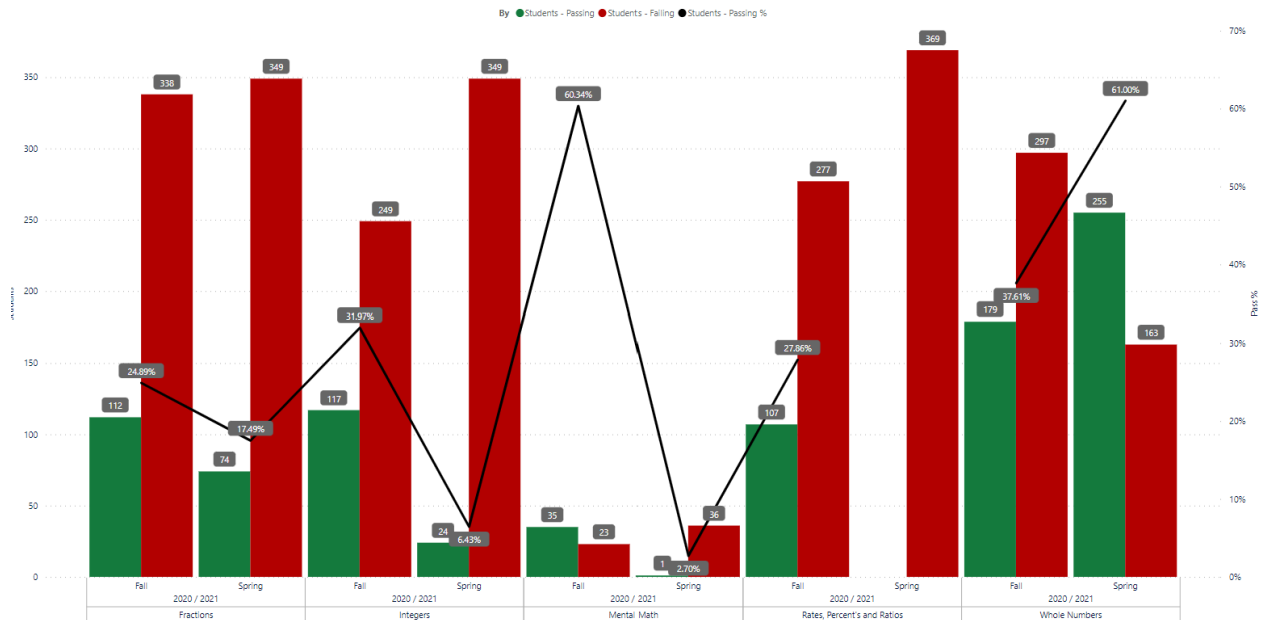
PAT Diploma Results

Chuckegg Wildfire and Pandemic resulted in incomplete result for the past 3 years.

WRAT 5



Teacher Numeracy Tool



DEFINITIONS

Numeracy – Understanding Numeracy: A pedagogical approach to teach numeracy through real life connections, hands on opportunities and personal learning.

1. Number Sense – exploring numeracy applications for students to have a strong foundation knowledge of numeracy.
2. Personal learning – numeracy skills that affect all people for daily living.

STRATEGIES

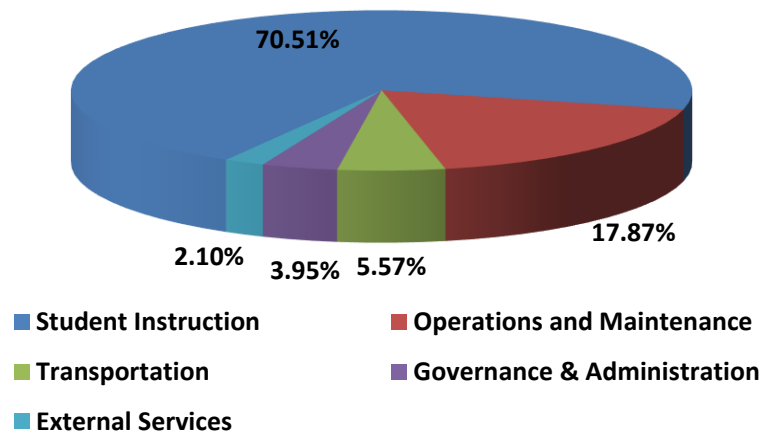
FVSD System Strategies

1. Implementation of Jump Math and Leaps and Bounds Math as a diagnostic tool to help identify areas of instruction needing support.
2. Implement and support the process of Guided Math throughout the division.
3. Implement Common Assessments for Math courses in Grades 4-12.
4. Redesign Career and Life Management to incorporate further practical numeracy life skills. Course would be a five-credit course needed as a requirement for high school students to participate in graduation ceremonies in FVSD schools (not a High School Diploma requirement).
5. Response to Intervention professional development for teachers.
6. Full Understanding of the teachings “What to Look For: Understanding and Developing Student Thinking in Early Numeracy” – Alex Lawson.

Summary of Financial Results 2020-2021

Program		Total Expenditures	Number of Students Served by Program FTE	Spending per Student	
Student Instruction ECS to Grade 12 Expenditures					
a) Student Instruction (Pre K)		560,426	15	37,362	
b) Student Instruction (ECS to Grade 12)		39,222,869	2,890	13,572	
c) Student Instruction ECS to Grade 12 (subtotal)		70.51	39,783,295	2,905	13,695
Support Expenditures					
d) Schools—Operation and Maintenance*		17.87	10,083,261	2,905	3,471
e) Student Transportation		5.57	3,145,048	1,800	1,747
f) School Board Governance and System Administration		3.95	2,226,738	2,968	750
Other Instruction Expenditures					
g) External Services (UHRS)		2.10	1,186,069	63	18,826
Total School Board Expenditures		100.00	56,424,411	2,968	19,011

* Includes amortization of assets of \$3,414,652.



Key Financial Information – 2020-2021

- The Board of Trustees for the Fort Vermilion School Division entered the 2020-21 school year by approving a balanced budget accessing \$91,138 of our operating reserves.
- Historically Alberta Education's suggested guideline was to maintain a minimal Accumulated Operating Reserve of 10 days. This would represent \$2,256,976 (Expenses for 10 days out of a total of 250 operational days, or 4% of the total expenses). At the end of the 2020-21 school year there was accumulated operating reserves of \$2,480,493 net of School Generated Funds or 10.83 days of operations. Operating reserves have increased by \$284,591 from the previous year.
- We had a decrease in capital reserves of \$1,841,837 due to the proceeds on the disposal of capital assets and insurance finalization from St. Mary's Elementary School.
- The level of net assets held by the Fort Vermilion School Division is reviewed and discussed annually with the Board to ensure that the financial position of the board is at an acceptable level. Acceptable level takes into account potential risks and threats that the board faces on an annual basis as well as funds are set aside to address future requirements.
- For more information, please contact the Associate Superintendent of Finance at 780-927-3766.

School Generated Funds

Schools received and fundraised for school generated funds during the 2020-2021 year. A total of \$323,387 was generated from these activities which were used for extra-curricular activities, field trips and other student activities, with actual expenditures incurred of \$423,917. This caused our unexpended funds to decrease by \$100,530.

The balance of school generated funds that remained at year end for school is \$572,908. This amount allows schools to work on school projects relating to student activities from year to year. Information on specific sources and uses of school generated funds can be obtained in the notes of the audited financial statements.

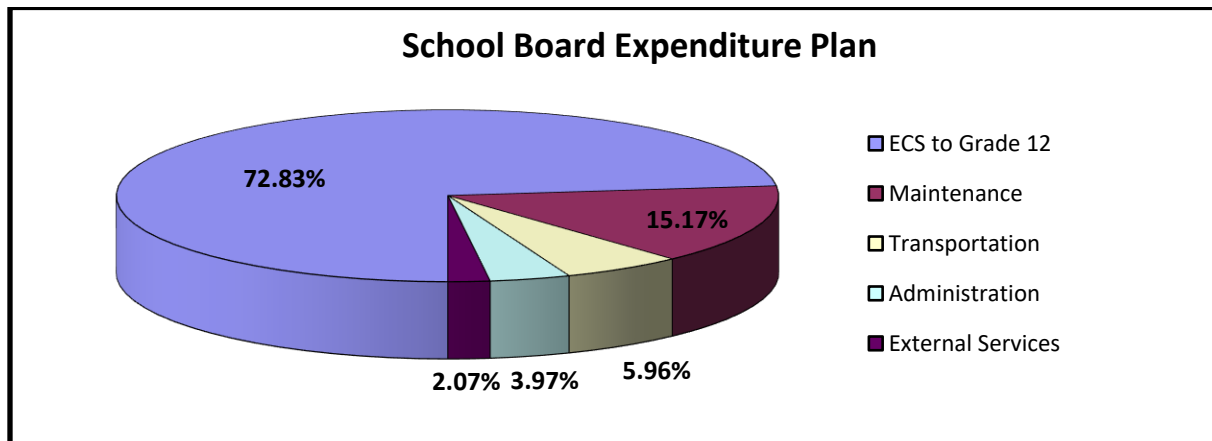
The Fort Vermilion School Division's Audited Financial Statement can be viewed in their entirety at www.fvvd.ab.ca. The web link to all school jurisdiction financial reports, which provides comparative data, is located at <https://www.alberta.ca/k-12-education-financial-statements.aspx>

Budget Summary 2021-2022

Guiding Principles:

1. The budget has been created and resources allocated to address and accomplish our division priorities in literacy and student engagement.
2. This budget continues to be built in a conservative manner.

Program		Total Budgeted	Number of Students Served by Program FTE	Spending per Student
Student Instruction ECS to Grade 12 Expenditures				
a) Student Instruction (Pre K)		412,334	20	20,617
b) Student Instruction (ECS to Grade 12)		40,212,046	3,001	13,400
c) Student Instruction ECS to Grade 12 (subtotal)	72.83	40,624,380	3,021	13,447
Support Expenditures				
d) Schools—Operation and Maintenance	15.17	8,463,700	3,021	2,802
e) Student Transportation	5.96	3,322,735	1,800	1,846
f) School Board Governance and System Administration	3.97	2,217,000	3,021	733
Other Instruction Expenditures				
g) External Services (e.g., adult education, joint use agreements)	2.07	1,152,983	61	18,901
Total School Board Expenditures	100.0	55,780,798	3,082	18,099



* Detailed budget and expenditure information can be obtained by contacting the Fort Vermilion School Division Central Office or www.fvsd.ab.ca

Key Financial Information – 2021-2022

The FVSD has presented a balanced budget for the 2021-2022 fiscal year. We are accessing our accumulated operating reserves for the upcoming capital projects in the amount of \$230,749.

We are budgeting \$4,150,000 in capital expenditures for 2021-2022. FVSD once again will be purchasing busses and vehicles in order to replace existing units as they reach the end of their life cycle. As well, we are continuing our IT capital allocation to maintain our technology evergreening plan. St. Mary’s Elementary School will be rebuilt as an addition to Fort Vermilion Public School. Funds for constructing St. Mary’s Elementary School come from insurance proceeds.

FVSD projected to have \$2,492,749 in operating reserves and \$7,690,612 in capital reserves as of August 31, 2022. After the projected Student Generated Funds are removed from our operating reserves, we are projecting an adjusted A.S.O. days of operation to be at 8.48 or 3.4%. It is the Board of Trustees goal to keep our A.S.O. close to 4% in the future.

COVID-19 brought challenges for the FVSD and all other school boards throughout this Province. Student enrolment decreased Provincially as well in our region and due to this we are analyzing our situation and making financial adjustments in order to continue to be financially responsible for the students we serve.

For more information, please refer to our full budget at www.fvsd.ab.ca

Summary of Facility and Capital Plans

Division Priority	Identified Project
	Modernization: Florence MacDougall Community School
1	We are requesting a full modernization of the school. Currently we have 14 portable/modular units attached to the school. The school was not originally designed to have this many additional classrooms added to the core of the building. Due to this it is not able to efficiently handle the influx of student population and provide the required spaces for student programming.
	Modernization: Sand Hills Elementary School
2	We are requesting a full modernization of the school. Currently we have 10 modular units attached to the school. The school was not originally designed to have this many additional classrooms added to the core of the building. Due to this it is not able to efficiently handle the influx of student population and provide the required spaces for student programming.

*The complete Capital Plan is available at www.fvsd.ab.ca.

Parental Involvement

School council chairs are required to endorse by signature school education plans, thus ensuring involvement in the creation of school education plans.

School education plans and results are shared with school councils and posted on school websites.

Timelines and Communication

The Board accepted the Education Plan and AERR on May 19, 2021 and posted it to the school division website www.fvsd.ab.ca under Our Division – Documents on May 20, 2021.

Whistleblower Protection

In the 2020-21 school year, the Fort Vermilion School Division did not receive any formal disclosures of the nature outlined within *Public Interest Disclosure Act*.

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"> a. Summer newsletter and welcome to staff, students and parents b. Welcome back ad in local newspapers c. Ad listing all trustees and wards d. Summary of the Annual Education Results Report & Summary of the Three Year Education Plan e. Occasional ads and stories f. Periodical interviews with media g. FVSD Awards Program article in newspaper 	<ul style="list-style-type: none"> a. August b. September c. October d. December e. Ongoing f. Ongoing g. June 	<ul style="list-style-type: none"> a. Superintendent b. Superintendent c. Superintendent d. Superintendent e. Superintendent f. Executive/Board Chair g. Superintendent
Staff	Your teaching of students has a crucial impact on their future success.	<ul style="list-style-type: none"> a. Welcoming email to all staff b. PD Day Address c. Results/Planning Review with Principals d. Merry Christmas email to all staff e. Deliver chocolates to all staff to show appreciation f. Best wishes for a productive Teachers Convention g. Board social with school Administrators h. Awards Ceremony Address i. Email to all staff to express commendation and best wishes j. Emergent messages 	<ul style="list-style-type: none"> a. September b. September c. November d. December e. December f. February g. February h. May i. June j. Ongoing 	<ul style="list-style-type: none"> a. Board Chair b. Board Chair /Superintendent c. All Trustees d. Board Chair e. All Trustees f. Board Chair g. Trustees h. Board Chair i. All Trustees j. Board Chair or Delegate
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"> a. Meeting with the Minister of Education b. Meeting with the Minister of Infrastructure c. Meeting with Member of Legislative Assembly 	<ul style="list-style-type: none"> a. When necessary b. When necessary c. When necessary 	<ul style="list-style-type: none"> a. All Trustees and Superintendent b. All Trustees and Superintendent c. All Trustees and Superintendent
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"> a. Council of School Council Meetings b. Attendance at School Council Meetings c. Attendance at Zone 1 Alberta School Boards Association Meetings d. Attendance at Provincial Alberta School Board Association Annual General Meetings 	<ul style="list-style-type: none"> a. November and April b. Monthly c. Bi-monthly d. November and June 	<ul style="list-style-type: none"> a. All Trustees and Executive b. All Trustees c. Board Chair and Trustee Representative / Superintendent / Secretary Treasurer d. All Trustees / Superintendent / Secretary Treasurer
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"> a. The Board will endeavor to meet with the three First Nations Chief and Councils who are affiliated with FVSD. b. Send Public Board meeting agenda and minutes to each First Nation Chief and Council 	<ul style="list-style-type: none"> a. When necessary b. Monthly 	<ul style="list-style-type: none"> a. Board Chair and Superintendent b. Superintendent
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"> a. Attendance at Annual General Meetings for Board of Trades and Chamber of Commerce b. Yearly thank you to businesses and employers for partnerships (newspaper and/or letter) 	<ul style="list-style-type: none"> a. Annually (Monthly meetings if possible) b. June 	<ul style="list-style-type: none"> a. Local Trustees b. Executive

BOARD COMMUNICATION PLAN 2021-2024