
FORT VERMILION SCHOOL DIVISION

“Our Children, Our Students, Our Future”

BOARD OF TRUSTEES

REGULAR MEETING – MARCH 9, 2022

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"> • 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"> • UHRS, 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 6-8 Alberta Rural Education Symposium 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"> • FVPS/SMCS & 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 School Council Meetings
	Communications: Board Communications / Trustee Communication Key Messages to the Media Discuss Communication Plan	
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 – MARCH 9, 2022
CENTRAL OFFICE – 10:00 A.M.
AGENDA**

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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: UPPER HAY RIVER SCHOOL

Attached is the Focus on Student Achievement report as presented by the Upper Hay River 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 Kim Brown, Principal.

RECOMMENDATION

_____ moved that the Board of Trustees accept the Focus on Student Achievement – Upper Hay River School Report.

FOCUS ON STUDENT ACHIEVEMENT REPORT

School: Upper Hay River School

Date of Report: January 19th, 2022

Title of Report: UHRS: Focusing on our Sphere of Influence

Preamble

UHRS is located on reserve and provides a high-quality education for students from 4 years old to Graduation. Having students complete High School in their own community with FVSD is an important piece for Meander River. We are in our third year. This year we anticipate our first 3 graduates, which is very exciting.

Our results do show deficits in literacy and numeracy skills; however we are seeing significant growth in our elementary students as a result of excellent instruction that is targeted and focused.

Our connectivity results show that our students feel safe, accepted, and cared about in our building. We have put significant effort into fostering Dene/Indigenous culture in our school. Students in K4/K5 now participate in Dene Immersion 3 hours a week.

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

*Please note that because of our small population, data has been presented at an individual level to reflect a more accurate picture of student success.

Literacy

Triple T Data

Elementary Fall only

	Tosrec	Toswrf	Towre		Tosrec	Toswrf	Towre
Grade 2	75	70	66	Grade 2	70	74	67
Grade 3	86	70	77	Grade 3	86	86	101
Grade 4	66	87	95	Grade 4	74	92	96
	-9	17	29		4	18	29
Grade 2	72	72	65	Grade 2	72	89	89
Grade 3	67	81	76	Grade 3	60	91	98
Grade 4	85	88	92	Grade 4	83	103	83
	13	16	27		11	14	-5
Grade 2	62	64	57	Grade 2	65	61	56
Grade 3	73	72	64	Grade 3	67	79	69
Grade 4	71	64	68	Grade 4	69	83	85
Grade 5	54	78	80	Grade 5	71	86	97
	-19	6	16		4	7	28
Grade 2	65	69	64	Grade 2	65	72	59
Grade 3	58	78	73	Grade 3	58	73	60
Grade 4	54	75	75	Grade 4	74	85	68
Grade 5	66	83	89	Grade 5	79	92	77
	8	5	16		21	19	17

Small population – small data sets

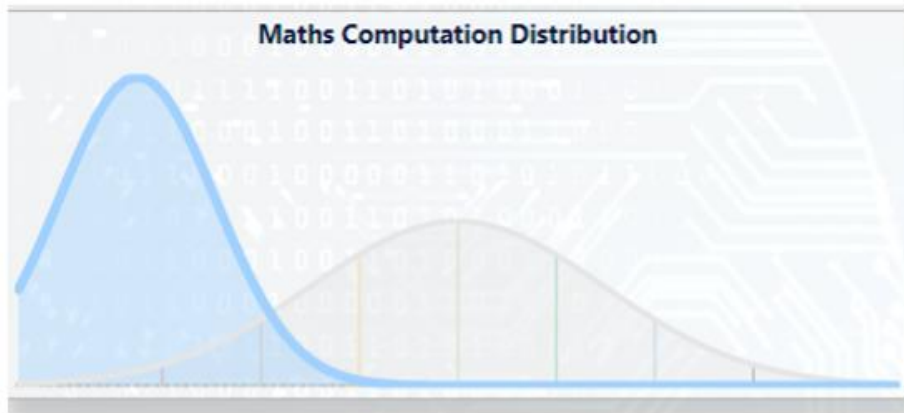
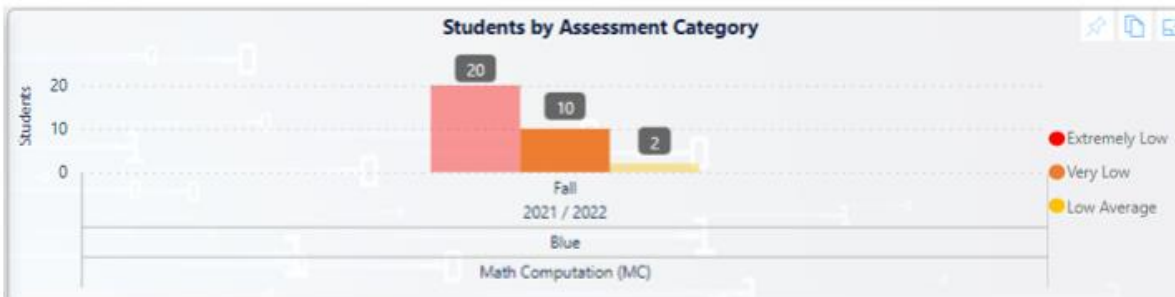
Used past 3 years only for counting growth

Secondary

	Tosrec	Toswrf	Towre		Tosrec	Toswrf	Towre	
Grade 5	61	53	53		Grade 5	68	79	78
Grade 6	54	69	59		Grade 6	80	100	81
Grade 7	54	77	59		Grade 7	74	80	76
Grade 8	65	72	65		Grade 8	63	86	-
	11	3	6			-17	-14	-5
	Tosrec	Toswrf	Towre		Tosrec	Toswrf	Towre	
Grade 5	71	53	68		Grade 5	71	72	68
Grade 6	64	81	67		Grade 6	90	83	76
Grade 7	80	79	72		Grade 7	65	79	73
Grade 8	79	76	74		Grade 8	69	77	73
	15	-5	7			-21	-6	-3
	Tosrec	Toswrf	Towre		Tosrec	Toswrf	Towre	
Grade 7	89	103	78		Grade 7	84	95	81
Grade 8	92	111	87		Grade 8	74	90	86
Grade 9	94	101	85		Grade 9	94	83	81
	5	-2	7			10	-12	0
	Tosrec	Toswrf	Towre		Tosrec	Toswrf	Towre	
Grade 7	91	117	103					
Grade 8	100	116	-					
Grade 9	94	114	102					
	3	-3	-1					

Data reflects students who attend more regularly

Numeracy



Numeracy Results

Grade 7 Class

Percentile Rank	Descriptive Category	Grade Equivalent
2	Very Low	2.5
3	Very Low	2.7
1	Extremely Low	2.3
1	Extremely Low	2.3
4	Very Low	3.0
3	Very Low	2.7
5	Very Low	3.2

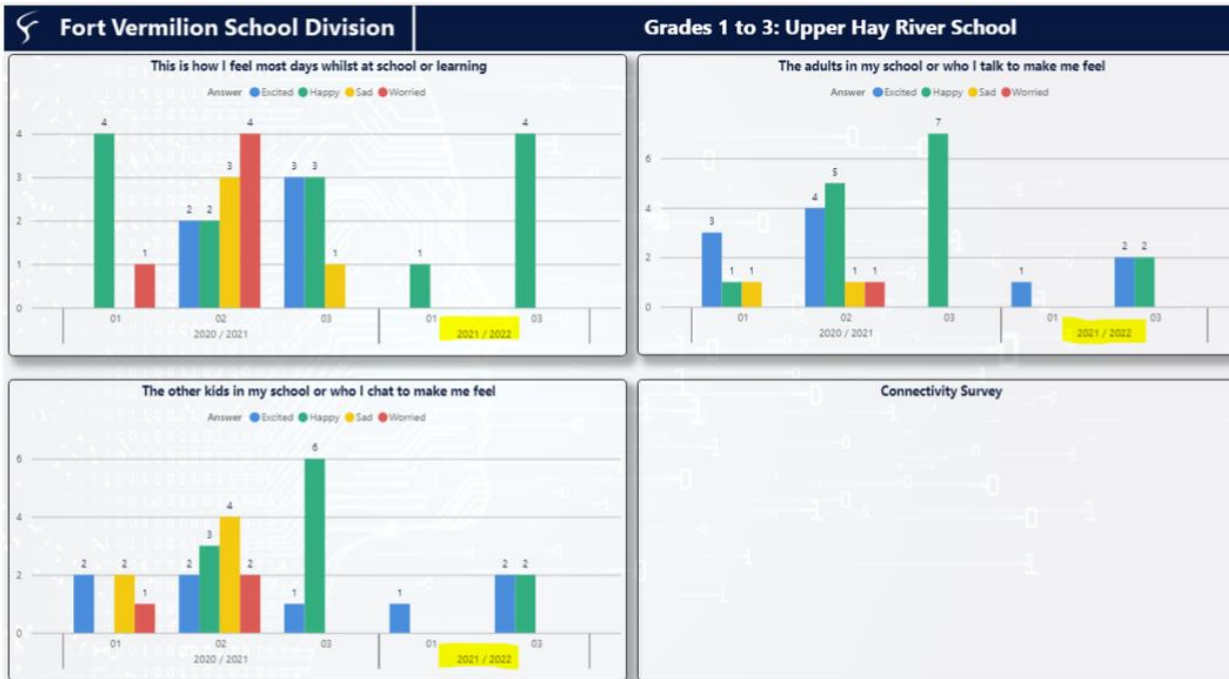
Grade 3 Class

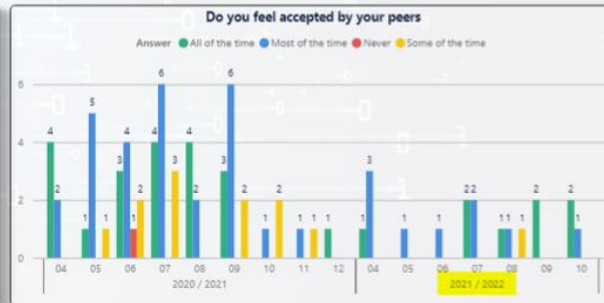
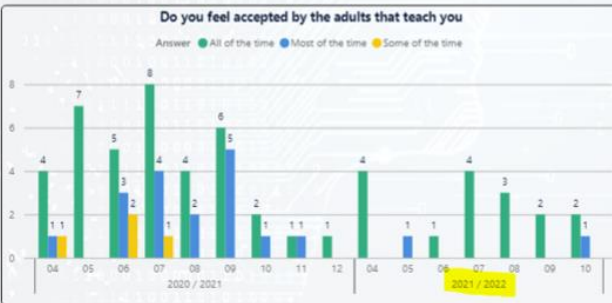
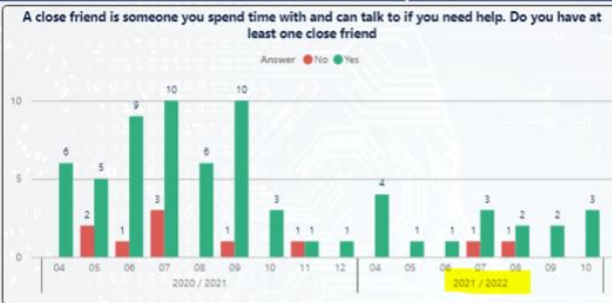
Percentile Rank	Descriptive Category	Grade Equivalent
0.3	Extremely Low	K.0
0.2	Extremely Low	K.1
1	Extremely Low	K.6
0.1	Extremely Low	<K.0
0.3	Extremely Low	K.4
0.3	Extremely Low	K.2

Grade 4 Class

Math Computation				
Standard Score	Confidence Interval	Percentile Rank	Descriptive Category	Grade Equivalent
57	51 - 63	0.2	Extremely Low	1.0
67	58 - 76	1	Extremely Low	1.6
69	60 - 78	2	Extremely Low	1.8
67	58 - 76	1	Extremely Low	1.4
64	55 - 73	1	Extremely Low	1.0

Connectivity





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

K 4/5

- Heggerty Phonological and Phonemic Awareness Training
- Lucy Calkins Writing
- Learning Without Tears for – Literacy/Numeracy/Fine Motor

Grade 1, 2, 3

- Heggerty
- Lucy Calkins Reading/Writing/Phonics
- Math Workshop/Jump Math

Grade 4,5,6

- Completion of LC grade 2 phonics
- Lucy Calkins Reading and Writing
- Jump Math

Grade 7

- Lucy Calkins Writing
- Indigenous Literature
- Jump Math

Grade 8 /9

- Intermediate Empower
- K & E Language Arts Program
- Lucy Calkins Reading and Writing
- Jump Math

High School

- Comprehensive English program focusing vocabulary and context building.

Next Steps...

Literacy

Reading Rewards for our Grade 7 class

Reading Rewards for our grade 10 group

Continued coaching for our new teachers in Lucy Calkins and literacy strategies (Grades 4-7)

Fly Leaf Reading Intervention

High School - Lucy Calkins Literary Essay Unit (building writing stamina)

Numeracy

WRAT-5 to guide instruction/Interventions (Students struggle with number operations)

Rededicate to a guided math approach.

Support new teachers to ensure that they are using targeted small prerequisite groups daily.

Use the Nelson resource to guide us in this process.

Marj and Terry will be supporting us with implementation.

Use a progression approach. (Math trajectories)

Teachers must understand skills.

Our school has small enough class sizes that teacher can provide daily small group instruction to support students in areas that they find challenging.

Extend Math into semester 2 for grades 8 -12 so they have continued practice. *Use the Nelson resource to determine intervention groups. Use Leaps and Bounds Student Resource for our lessons.*

FOCUS ON STUDENT ACHIEVEMENT

RE: RIDGEVIEW CENTRAL SCHOOL

Attached is the Focus on Student Achievement report as presented by the Ridgeview Central 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 Ron Wiebe, Principal.

RECOMMENDATION

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

FOCUS ON STUDENT ACHIEVEMENT REPORT

School: Ridgeview Central School

Date of Report: March 9, 2022

Title of Report: Focus on Student Achievement

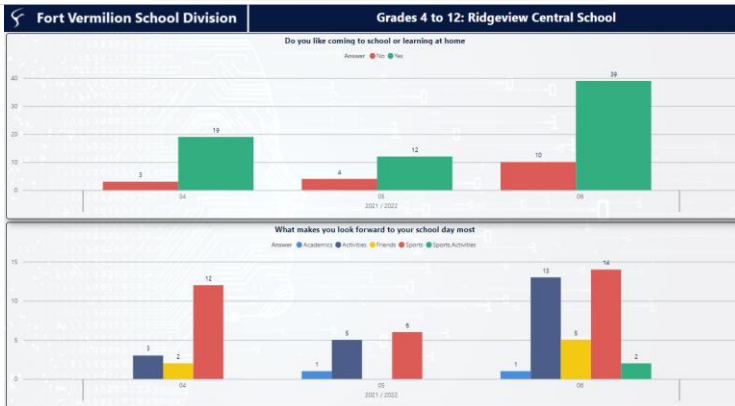
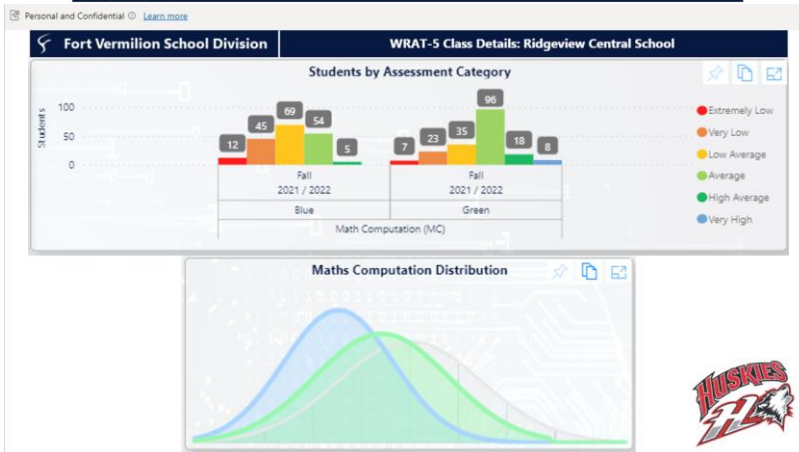
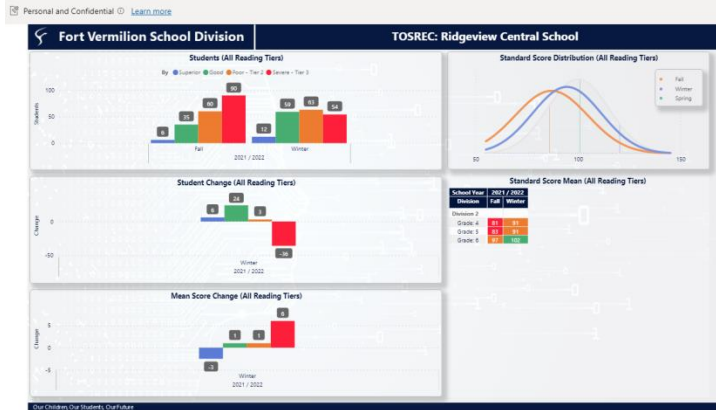
Preamble

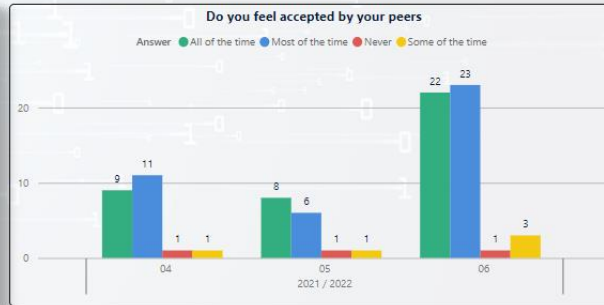
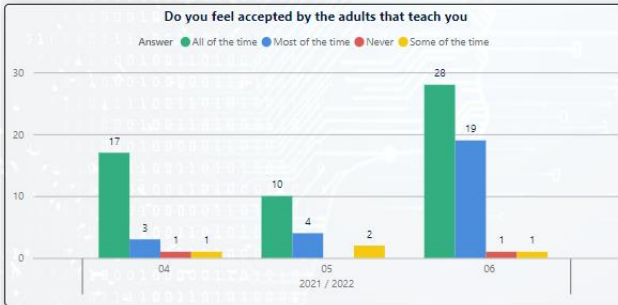
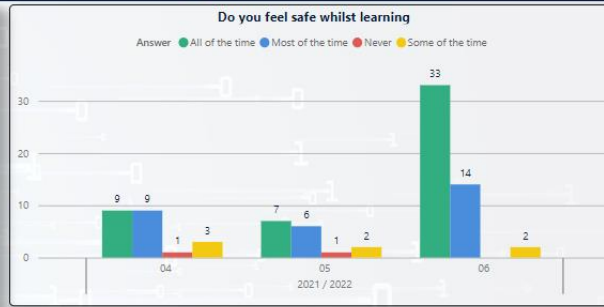
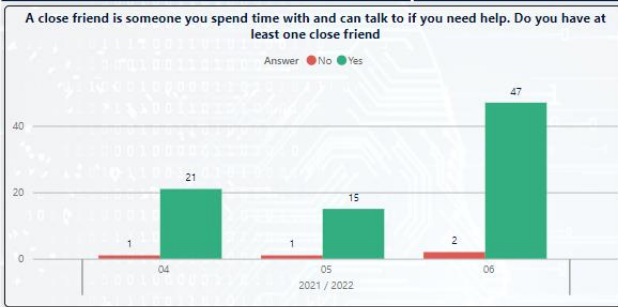
Ridgeview Central School is located in La Crete, AB. We are a grade 4-6 school with 197 students. We have 11 teaching staff, 6 support staff, 1 secretary and 1 librarian. Our students are primarily of Mennonite background. Our staff is quite collegial and collaborative in nature, which increases our efficiency in our teaching efforts. Our community is very supportive of a good education, specifically in the areas of literacy and numeracy.

It has been the focus of FVSD to improve students' literacy and numeracy skills. In order to achieve to higher levels across all grades, specific intervention strategies have been introduced and mandated. Specific testing programs, TTT testing for literacy and WRAT-5 testing for math have also been mandated to provide consistent and accurate results.

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







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

Literacy

We are currently running mandated intervention classes for three half hour time slots per week. We have used the TTT testing data to form groups of students. The TTT data identified that decoding was an area of significant need for our students, so that was our focus during the first reporting term.

Strategies that are being used during these intervention times are:

1. Empower
2. REARDS
3. Companion Reading
4. SRA Reading Lab
5. AR Reading with Check-ins
6. Structured Word Inquiry
7. Variety of Vocabulary Building Activities (FRRC)

Numeracy

We are currently running mandated intervention classes for two half hour time slots per week. We use the WRAT-5 test results to determine student needs. We have been grouping student by ability and working in small groups to improve basic numeracy skills, place value and money skills. Some teachers are using guided math as an intervention strategy.

Connectivity

As per the connectivity survey results, students generally are happy to be at Ridgeview Central School. They have friends at school and feel safe and cared for by their teachers. Admin has a good collaborative working relationship with our connectivity team and we work very closely with them. We have a few small groups that are being supported in their social emotional and behavioral needs.

We have run the worry tamers program in all our grade 4 classes. One of our teachers started an after school sports program and other teachers have joined in when it was their classes turn.

Next Steps

Literacy

We plan to continue to use the TTT data to inform best practices moving forward. We analyze the data to determine what strategies are working and which ones might need to be changed up. In our second round of TTT testing, we determined that the grade 6 group had made significant strides in their decoding skills but were still lagging in the area of vocabulary. We have switched the focus in grade 6 from decoding to vocabulary. We plan to continue to develop our staff's abilities to deliver different intervention strategies and develop tools for enrichment.

Numeracy

Some of our staff have fully engaged in implementing guided math sessions. We are encouraging all our staff to go this route, as it gives them autonomy to focus on concepts that they are already working on in class. Also, they know their students better than anyone else in the school. We try to supply the teachers with an EA during these guided math sessions to support all student's learning. We also plan on developing all our staff in Leaps and Bounds Assessment to help support guided math and groupings.

Connectivity

One of the areas that we would like to grow on is our sense of being a school community. We are excited with the lifting of the COVID restrictions to be able to mix students of different grades for activities. We are planning on having representatives from all grades on our student council, as right now the student council only consists of grade 6 students. We may not do this in the current school year, but definitely in the next school year. We are also planning on having some social events that will bring parents into our school to interact with the staff along with their children.

FOCUS ON STUDENT ACHIEVEMENT

RE: SPIRIT OF THE NORTH COMMUNITY SCHOOL

Attached is the Focus on Student Achievement report as presented by the Spirit of the North Community School.

Policy References:

1.5 Goals (1.5.1, 1.5.2 and 1.5.3)

1.6 Current Priorities (1.6.1, 1.6.2 and 1.6.3)

Submitted by Cory Boudreau, Principal.

RECOMMENDATION

_____ moved that the Board of Trustees accept the Focus on Student Achievement – Spirit of the North Community School Report.

FOCUS ON STUDENT ACHIEVEMENT REPORT

School: Spirit of the North Community School

Date of Report: March 2nd, 2022

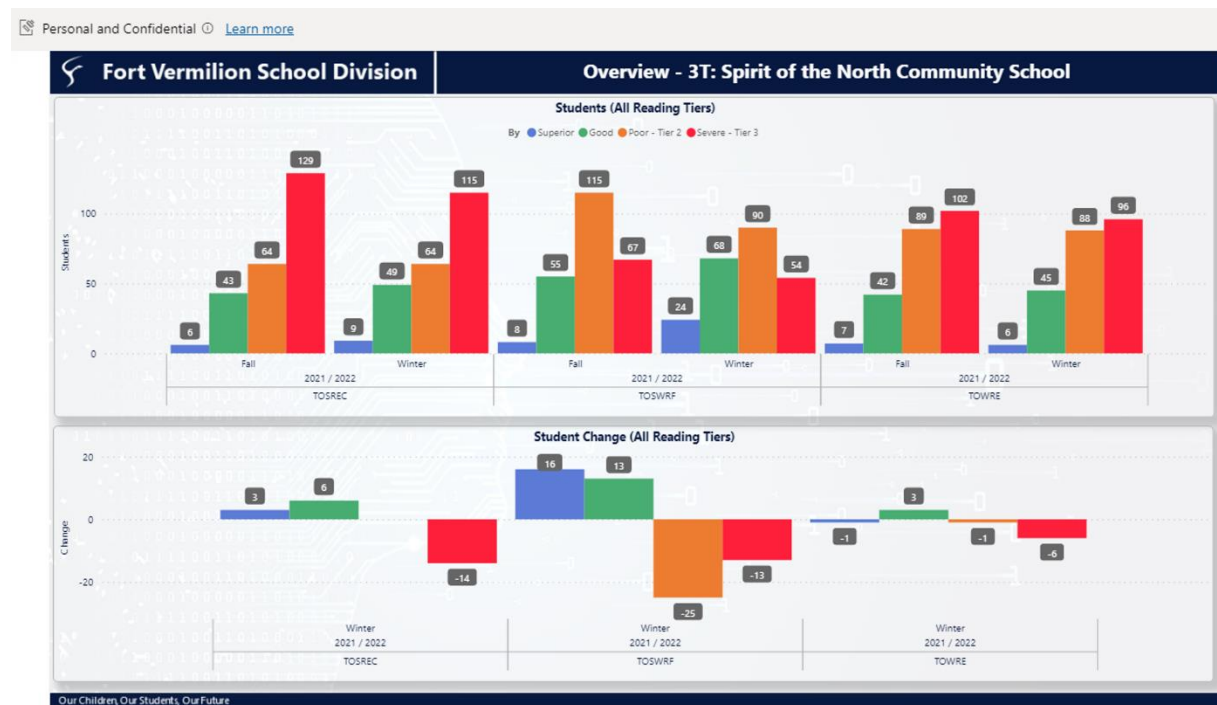
Title of Report:

Preamble

Spirit of the North School is a grade 4-6 a school population of 251 students. Based on early year 3T data, 53% of our students have severe reading comprehension challenges as well as 42% of students have severe word recognition and decoding strategies.

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

Literacy data

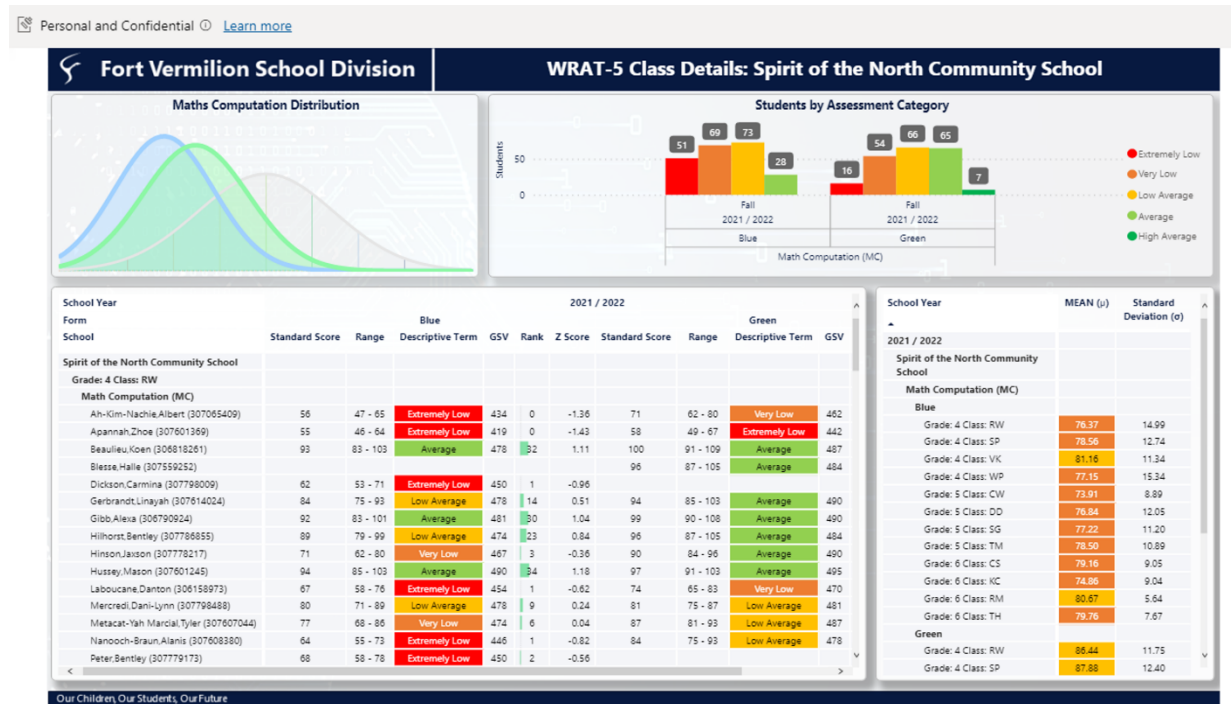


- **Winter (3T Data)**
- TOSREC - Slight decrease in number of severe students (approx. 6%). Mean score has increased 2-3 pts (exception of grade 6)
- Data does show gains at the individual level in raw scores.
- TOSWRF – Fluency has increased across the grade levels. Mean scores have increased by approximately 5 points (exception of grade 4).
- TOWRE – Intervention programs were selected to increase skills in this area. Minimum growth in this area, but interventions chosen have possibly increased growth in fluency.

Observations: (Minimal growth)

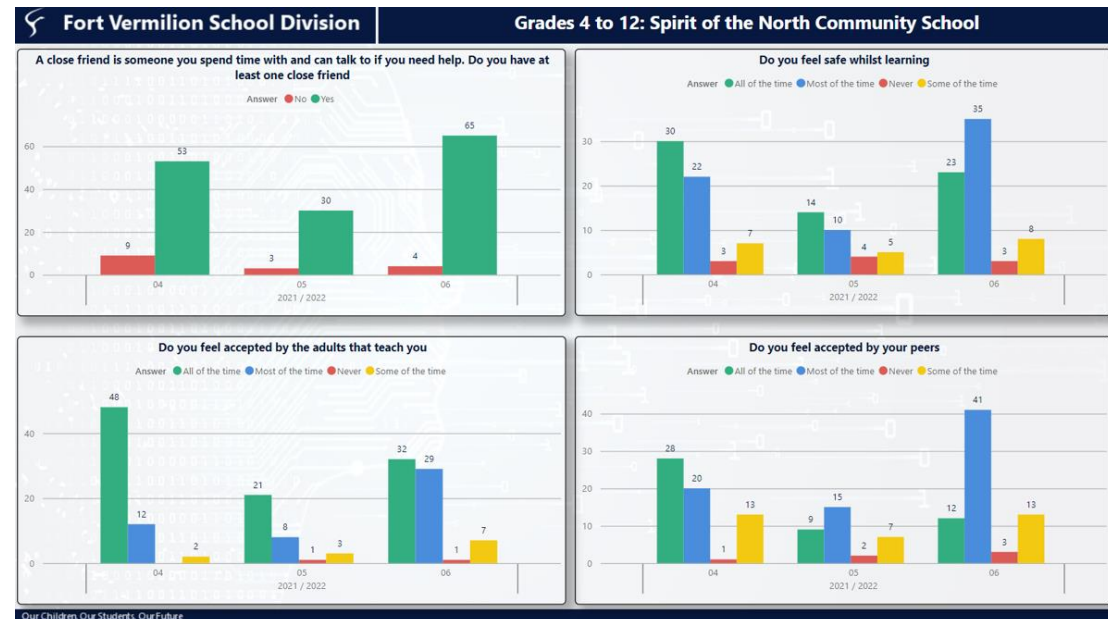
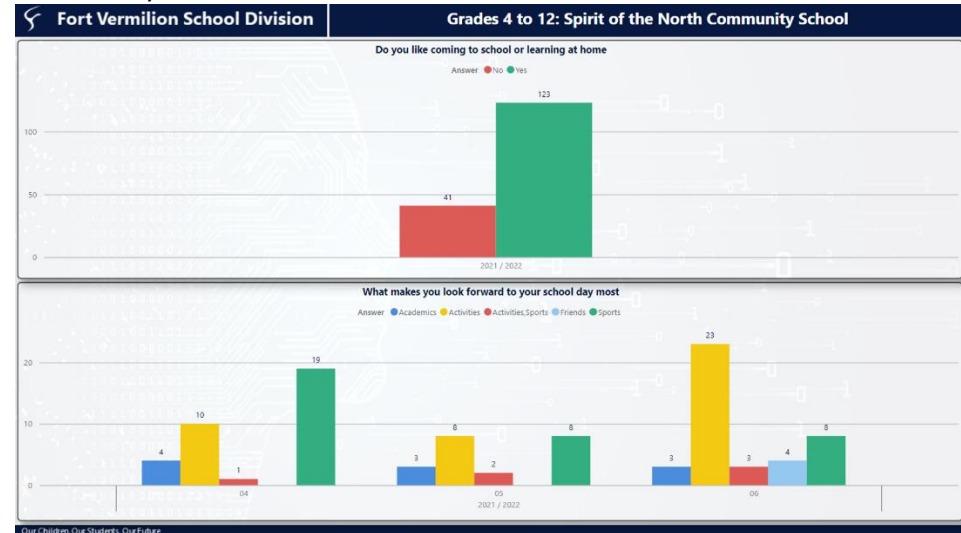
- Students selected for intervention programs have increased their scores.
- Fewer students in the "Severe" tier. Direct correlation with students on IPPs and students in the severe tier.
- Attendance directly correlates with student scores.

Numeracy data



- Fall WRAT 5 results (blue curve)
- 21% of our students were extremely low in math computation
- 31% very low
- 33% low average
- 13% average
- Implemented guided math across all grade levels by mid-October. Two teachers took the lead and invited teachers into their classroom to model. Teachers met and discussed how to make it work in their classrooms.
- Winter WRAT 5 results (green curve)
- From 51 students to 16 students in the extremely low category = 69% decrease in that category.
- From 69 students to 54 students in the very low category = 30% decrease in that category.
- From 73 students to 66 students in the low average category = 14% decrease in that category.
- From 28 students to 65 students in the average category = 130% increase in that category.
- We now have 7 students in the High average from 0.

Connectivity



Observations: 25% of our students seem to not like coming to school at the beginning of the year. However, when you look at the 4 categories,

- 10% of students do not have a close friend
- 6% of students do not feel safe while learning
- 1% of students do not feel accepted by adults
- 4% do not feel accepted by peers

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

Literacy: Implemented Lucy writing workshops. Interventions: companion reading, rewards, Empower and Laubach.

Numeracy: Guided math platform implemented.

Connectivity: School activities, cohort activities, extra – curriculars, assemblies, small group teaching/learning.

Next Steps

Literacy: Guided Reading block scheduled in the day. The block will be at the same time for all classes in that grade level. Empower groups continuing.

Numeracy: Discussion to take place at our next staff meeting on where we want to focus next in numeracy. What can we do better?

Connectivity:

One close friend: teachers have recognized that some students have trouble making friends and have put supports in place where students from one class are paired up strategically with other students in other classes (recess as well as combined grade level activity classes).

Safe while learning: Small group teaching as much as possible.

Accepted by adults: Continue building rapport with students. Check ins, conversations around student interests

Accepted by peers: Using Second Steps and targeted programming offered by our connectivity team, we will continue to build skills around empathy, kindness, conflict resolution and self-confidence

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 January 26, 2022, as presented.

**FORT VERMILION SCHOOL DIVISION
MINUTES OF THE REGULAR BOARD MEETING
JANUARY 26, 2022**

ATTENDANCE

Board Members Present:

Mr. Marc Beland, Chairman
Mr. Tim Driedger, Vice Chair
Mr. Dale Lederer (VC)
Mr. Shane Lloyd (VC)
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
Mr. Scot Leys, Associate Superintendent
Mrs. Karen Smith, Associate Superintendent
Mrs. Darlene Bergen, Executive Assistant
Mrs. Chandra Tincombe, Public Engagement Coordinator (VC)

Guests:

Mr. Ben Giesbrecht, Principal – HCCS (VC)
Mrs. Sharon McLean, Supervisor of Learning Services
Mr. Terry Gibson, Supervisor of Learning Services

Chairman, Marc Beland called the meeting to order at 10:14 a.m.

22-01-16822
IN-CAMERA

Henry Goertzen moved that the Board of Trustees go in-camera at 10:14 a.m.

CARRIED

22-01-16823
REVERT TO PUBLIC
MEETING

John Zacharias moved that the Board of Trustees move out of in camera at 11:21 a.m.

CARRIED

FOCUS ON STUDENT
ACHIEVEMENT -
UHRS

Upper Hay River School Focus on Student Achievement Report is postponed to the March Regular Meeting.

22-01-16824
FOCUS ON STUDENT
ACHIEVEMENT -
HCCS

Henry Goertzen moved that the Board of Trustees accept the Focus on Student Achievement – Hill Crest Community School Report.

CARRIED

22-01-16825
APPROVAL OF
AGENDA

Benjamin Friesen moved that the Board of Trustees approve the agenda as presented.

CARRIED

**FORT VERMILION SCHOOL DIVISION
MINUTES OF THE REGULAR BOARD MEETING
JANUARY 26, 2022**

22-01-16826
APPROVAL OF
MINUTES

Linda Kowal moved that the Board of Trustees approve the Minutes of the Regular Meeting held November 24, 2021, as presented.

CARRIED

22-01-16827
APPROVAL OF
MINUTES

Linda Kowal moved that the Board of Trustees approve the Minutes of the Committee of the Whole Meeting held December 13, 2021, as amended.

CARRIED

22-01-16828
APPROVAL OF
MINUTES

Amanda Paul moved that the Board of Trustees approve the Minutes of the Special Board Meeting held December 13, 2021, as presented.

CARRIED

BOARD
COMMUNICATIONS

Letter received from the Minister of Education in appreciation of December 6, 2021 letter expressing appreciation for the Education Statutes (Students First) Amendment Act.

Message from the Minister of Education was received on January 20, 2022 on the next steps for K-6 curriculum implementation and the appointment of Mike McMann to the Curriculum Implementation Advisory Group.

**MONITORING
REPORTS**

22-01-16829
SUPERINTENDENT'S
REPORT

Report found in the January 26, 2022, Regular Board Meeting Package.

Tim Driedger moved that the Board of Trustees accept the Superintendent's Report as information.

CARRIED

22-01-16830
FINANCE REPORT

Report found in the January 26, 2022, Regular Board Meeting Package.

Tim Driedger moved that the Board of Trustees accept the Finance Report as of December 31, 2021.

CARRIED

22-01-16831
FISCAL QUARTERLY
ACCOUNTABILITY
REPORT

Report found in the January 26, 2022, Regular Board Meeting Package.

Dale Lederer moved that the Board of Trustees accept the Fiscal Quarterly Accountability Report.

CARRIED

**FORT VERMILION SCHOOL DIVISION
MINUTES OF THE REGULAR BOARD MEETING
JANUARY 26, 2022**

22-01-16832
FUNDRAISING
REPORT

Report found in the January 26, 2022, Regular Board Meeting Package.

Benjamin Friesen moved that the Board of Trustees accept the 2020-21 Fundraising Report.

CARRIED

OTHER BUSINESS

22-01-16833
FORT VERMILION
COMMUNITY
EDUCATION
COMMITTEE
REPRESENTATIVE

Henry Goertzen moved that the Board of Trustees appoint Linda Kowal as the Fort Vermilion Community Education Committee Representative for the period January 26, 2022 to October 2022.

CARRIED

22-01-16834
ADJOURNMENT

Marc Beland moved that the Board of Trustees adjourn the meeting at 4:03 p.m.

CARRIED

Board Chair

Associate Superintendent of
Finance

COMMUNICATIONS

RE: BOARD CHAIR

Information item.

COMMUNICATIONS

RE: SUPERINTENDENT

Information item.

MONITORING REPORTS

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

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

Policy References:

1.5 Goals (1.5.1, 1.5.2 and 1.5.3)

1.6 Current Priorities (1.6.1, 1.6.2 and 1.6.3)

Submitted by Karen Smith, Associate Superintendent of Learning.

RECOMMENDATION:

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

Focus on the Priorities

Submitted by Karen Smith

Priority	Current
<p>Connectivity Natalie Morris</p>	<ul style="list-style-type: none"> • 1,952 students in grades K-6 received universal programming. • 638 students in grade 7-12 received universal programming. • 480 students K-12 have received or are currently receiving targeted programming. • 86 students have received therapeutic intervention; 216 students have been referred to our MHT: 5 agency referrals, 26 self-referrals, 65 parent referrals, and 120 staff referrals. • 146 Indigenous students are receiving direct support regarding attendance concerns. • 30 hours billed for Willard and Natasha (Sept-Jan. 31) 16 staff are participating regularly in Natasha’s sessions on navigating difficult conversations.
<p>Numeracy Terry Gibson</p>	<ul style="list-style-type: none"> • WRAT 5 (Wide Range Achievement Test) Division Measure – norm referenced and standardized. • TNT (Teacher Numeracy Tool)- as a screener to determine areas of strength or growth in specific number concepts. • Guided Math – a framework for small group instruction to provide intervention time for students struggles with math concepts. • Number Talks – to help students number sense and mental math. • Jump Math – common resource for instruction. • Leaps and Bounds – intervention program for students below grade level expectations in certain math topics. • Nelson Pre-Assessment - one step before using Leaps and Bounds, checks for issues that might lead to interventions. • Mathletics – online math site for students to practice math skills and knowledge, based on Alberta Curriculum. • Interleaving – the opposite of blocked practice, interleaving comes back to previously taught concepts so students can better recall information when being assessed on summative tests. • Math games – teachers were given PD on how to use math games to teach and practice number concepts.
<p>Literacy Sharon McLean</p>	<ul style="list-style-type: none"> • The move to having literacy coaches has been highly effective. Coaches have had three years of training, are in classes working with teachers on how to teach reading, explicit instruction rooted in phonology, sound symbol knowledge, morphology, phonemic awareness, phonics. Coaches are confident in modeling, coaching, spending substantial amounts of time on learning everything they can. Phonics approach. Literacy Coaches are a huge support to teachers as they are always in the school. • Use of Decodable Readers-Value in having exposure to lots of books because that’s how we build our base of knowledge and understanding– but it won’t teach a struggling reader to decode. • Structured Literacy uses assessments to drive instruction and groups students based on their skill gaps (and strengths) in both phonics and

comprehension skills as opposed to a more arbitrary grouping by “levels” in Balanced Literacy.

- These levels are somewhat arbitrary, based on length of book, illustrations, content and theme, words, and more. In Balanced Literacy a student with high comprehension but weak decoding skills could be assigned a certain “level” that has nothing to do with their true ability to decode words. Balanced Literacy encourages readers to look at the picture for clues or skip the word altogether with the hope of circling back to it at some point because it will all make sense eventually. The Science of Reading is scientifically based research about reading and issues related to reading and writing.
- [Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade - YouTube](#)

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

March 2022

- Ski Hill Partnership
- School Builds
- Calendar
- Bus Boundary
- Quad Review and Update
- Retirement Gala – potentially May 28
- Long Service Awards – potentially June 24 or 27

MONITORING REPORTS

RE: FINANCE REPORT

A copy of the revenues and expenditures for the period of September 1, 2021, to January 31, 2022, 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 January 31, 2022.

Fort Vermilion School Division

YEAR-TO-DATE REVENUE & EXPENSES

	Budget 2021-2022	January, 2022	Year to Date	Percentage
OPERATIONS (SUMMARY)				5 of 12 months
Revenues				41.67%
Alberta Education	\$48,635,489	\$4,891,054	\$22,648,367	46.57%
Other - Government of Alberta	\$518,235	\$14,305	\$28,611	5.52%
Federal Government and First Nations	\$5,127,074	\$513,263	\$2,588,326	50.48%
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	\$8,406	\$92,473	92.47%
Other sales and services	\$520,000	\$28,442	\$131,156	25.22%
Investment income	\$100,000	\$10,816	\$51,955	51.96%
Gifts and donation	\$0	\$0	\$1,648	0.00%
Rental of facilities	\$280,000	\$27,838	\$144,004	51.43%
Fundraising	\$500,000	\$38,229	\$173,296	34.66%
Gain on disposal of capital assets	\$0	\$0	\$0	0.00%
Other revenue	\$0	\$0	\$0	0.00%
Total revenues	\$55,780,798	\$5,532,353	\$25,859,836	46.36%
Expenses By Program				
Instruction - Pre K	\$412,334	\$6,171	\$179,134	43.44%
Instruction - K to Grade 12	\$40,212,046	\$2,799,365	\$15,806,834	39.31%
Plant operations and maintenance	\$8,463,700	\$1,382,181	\$4,411,381	52.12%
Transportation	\$3,322,735	\$351,424	\$1,597,436	48.08%
Board & system administration	\$2,217,000	\$158,402	\$969,965	43.75%
External services	\$1,152,983	\$97,402	\$509,013	44.15%
Total expenses	\$55,780,798	\$4,794,945	\$23,473,763	42.08%
<i>Annual Surplus (Deficit)</i>	<i>\$0</i>	<i>\$737,408</i>	<i>\$2,386,073</i>	
Expenses by Object				
Certificated salaries & wages	\$21,868,462	\$1,771,138	\$8,857,585	40.50%
Certificated benefits	\$4,972,298	\$438,203	\$1,847,554	37.16%
Non-certificated salaries & wages	\$12,038,582	\$1,090,147	\$5,503,817	45.72%
Non-certificated benefits	\$2,922,625	\$231,706	\$1,084,248	37.10%
Services, contracts and supplies	\$10,968,635	\$1,012,447	\$4,924,038	44.89%
Amortization expense	\$3,010,196	\$251,304	\$1,256,521	41.74%
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	\$4,794,945	\$23,473,763	42.08%

MONITORING REPORTS

Re: THREE YEAR CAPITAL PLAN

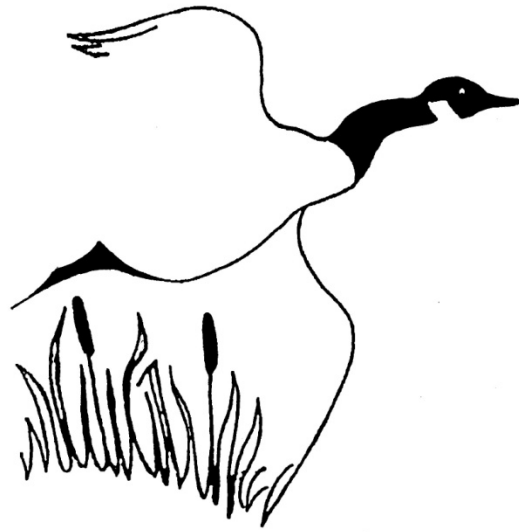
A copy of the Three Year Capital Plan for 2023-2026 is attached.

Submitted by Norman Buhler, Associate Superintendent of Finance.

RECOMMENDATION: _____ moved that the Board of Trustees accept the Three Year Capital Plan for 2023-2026.

CAPITAL PLAN

FORT VERMILION SCHOOL DIVISION



Norman Buhler, Associate Superintendent of Finance
March 2022

**FORT VERMILION SCHOOL DIVISION
THREE YEAR CAPITAL PLAN
2023 – 2026**

Project and Priority:

1. Florence MacDougall Community School Modernization

Florence MacDougall Community School was originally constructed in 1982 with three additions occurring in 1992, 1997 and 2015. The school is a ECS to Grade 3 configuration. Currently we have an enrolment of 333 students in a 573 capacity school.

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. A copy of the facility report has been attached to support the request.

FORT VERMILION SCHOOL DIVISION
FLORENCE MACDOUGALL COMMUNITY SCHOOL
 10802 Rainbow Blvd, High Level, AB T0H 1Z0



Year Built:	1982 - Original Building
Additions:	1992 - Addition (4 portables) 1997 - Addition (6 portables) 2015 - Addition (2 Portables)
Grades Served:	K-3
Permanent Classrooms:	10
Portable Classrooms:	13
Gross Area:	4,350.5 m ²
Capacity:	537
Enrolment:	494
Utilization:	92.0%
Instructional Program:	Basic academics plus computers, science, music, art, languages.
Building Deferred Maintenance: (Oct. 21, 2011)	\$886,500.00
Building FCI: (Oct. 21, 2011)	7.18% (Good)
Site Deferred Maintenance:	N/A





Student drop off is congested and a safety concern. The planned bus area and subsequent reconfiguration of the drop-off area will address this issue.



Supervision and lighting level is an issue on the North side of the modular classrooms.



The lack of pull out spaces requires that desks and teaching locations are in offices, the library, staff room, and corridors.



Pooling occurs on the site at the South moduls during spring thaw. Lighting levels should also be improved in this area.



The front entrance can see considerable congestion due to EI and ECS students using it for exiting.



The school has a large central core of instructional spaces with no natural lighting or ventilation.

SUMMARY STATEMENT

Collaboration and support space is required for all students. Site circulation requires reconfiguration to address congestion and safety concerns for student drop-off areas.

OBSERVATIONS AND COMMENTS

1. **Site Circulation:** Bus circulation is acceptable but the student drop-off areas are congested and a safety concern. Parents will park in staff parking areas or students are dropped off on the front street and have to cross traffic to access the school.
2. **Site Supervision:** Site supervision is an issue along the North side of the modular classrooms. Lighting also needs to be improved on both sides of the North modulares and at the staff parking area.
3. **Site Drainage:** There is pooling at the South modulares with lots of ice at the entrances.
4. **Informal / Small Group Learning Spaces:** There is a deficiency of break out and counselling spaces for smaller group work. Classrooms and the staff room are being used for pull out space.
5. **Storage:** It was noted that there was a lack of storage space within the school and an exterior shed was used.
6. **Community Use:** It was noted that the lack of change rooms can be an issue for community use. The school also lacks adequate secure lock-off points to control community access to school spaces during after-hours use.
7. **Administration Space / Staff Washrooms:** It was noted that there were not enough staff washrooms for the size of staff. A review of the building code confirmed that 4 stalls (2 for each gender) met the building code. However, due to the inequality of male / female staff numbers and the need to use the facilities between classes puts considerable strain on the female washrooms. There is a deficiency in administration spaces like conference and meeting spaces.
8. **Natural Light / Ventilation:** The planning of the school has a large central core of instructional spaces and the lack of natural light in these areas was noted. It was also noted that the classrooms along the South side of the school have small windows that have failed are dirty between the glass panes.
9. **Main Entrance:** EI and ECS students use the main entrance to the school which causes congestion on entering the school.
10. **Washroom Fixtures:** existing school: 14 male / 15 female
code requirement: 9 male / 11 female

RECOMMENDATIONS

- 1. Site Circulation:** The largest issue of student drop off congestion and safety is being addressed through the planned bus area between the three school sites.
- 2. Informal / Small Group Learning Spaces:** The central core of the school can be reconfigured to provide additional collaboration spaces. This would be accomplished by reconfiguring the existing E.I. Dramatic Play room, Classroom 138, and Library and creating an interconnected learning commons with associated break out spaces, small counselling areas, and alcoves where small group learning could take place.
- 3. Natural Lighting:** The existing windows in the South classrooms could be replaced and enlarged to introduce additional natural light and ventilation.
- 4. Community Use:** Additional lock-off points can be introduced to provide better security during after hours community use.

RECAPP RECOMMENDATIONS 2018 - 2023 (Lifecycle Replacement)

1. Exterior:

- Replace metal fascia as required throughout building.
- Replace metal doors at main entrance.
- Replace metal roofing.

2. Interior:

- Replace wall tile in all washrooms.
- Replace suspended acoustic tile throughout school.

3. Mechanical:

- Replace shower in gym office.
- Replace drinking fountains.
- Replace washroom fixtures.
- Replace domestic water valves.
- Replace domestic water recirc. pump.
- Replace furnaces.
- Replace air handling units.
- Replace return fans.
- Replace hot water distribution system.
- Replace humidifiers.
- Replace entrance heaters.
-

4. Electrical:

- Replace main distribution.
- Replace emergency generator.

AREA COMPARISON CHART

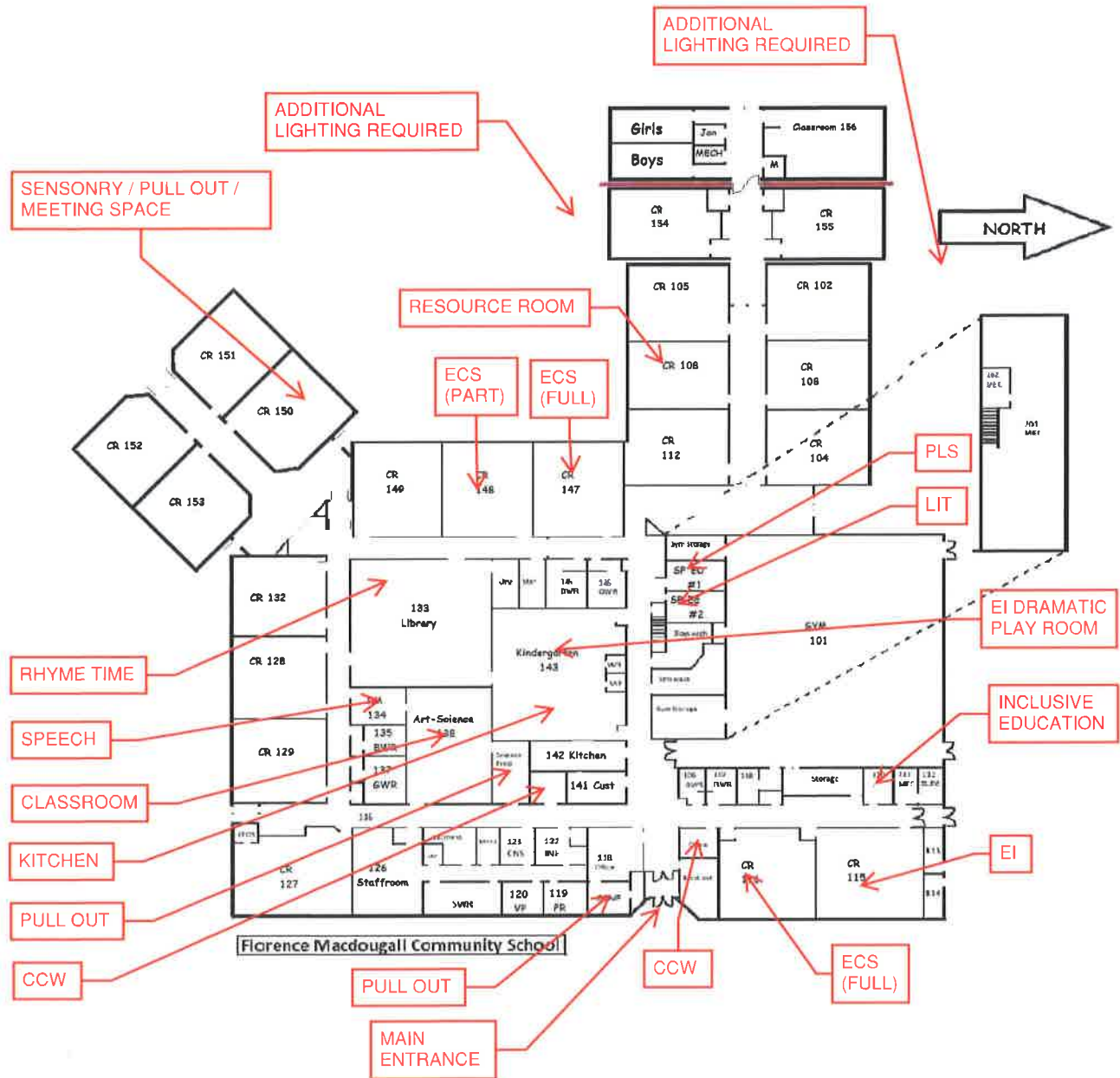
**FLORENCE MACDOUGALL COMMUNITY SCHOOL
GRADES K-3**

Existing School (537 Capacity)		Provincial Guidelines (550 Capacity K-6 School)		Variance
Instructional Space		Instructional Space		
	Total Area		Total Area	
22 Classrooms	1471.3	16 Classrooms @ 80m2	1280	191.3
1 Science Classrooms	119.9	2 Science Classrooms @ 95m2	190	(70.1)
1 Large Ancillary (Kindergarten)	142.3	1 Large Ancillary @ 130m2	130	12.3
0 Small Ancillary		3 Small Ancillary @ 90m2	270	(270.0)
0 Information Services		0 Information Services @ 115m2	0	0.0
1 Gymnasium	450.1	1 Gymnasium	430	20.1
2 Gym Storage	38.3	0 Gym Storage	43	(4.7)
1 Library	154.1	1 Library	220	(65.9)
Subtotal:	2375.9	Subtotal:	2563	(187.1)
Total Instructional	2375.9	Total Instructional Area:	2563	(187.1)
Number of Instructional Spaces:	28	Number of Instructional Spaces:	24	4
Non-Instructional Space		Non-Instructional Space		
	Total Area		Total Area	
Admin/Staff Areas	238.9	Admin/Staff Areas	307	(68.1)
Wrap Around & Collaboration Space	17.3	Wrap Around & Collaboration Space	30	(12.7)
Mechanical & Meter Rooms	197.3	Mechanical & Meter Rooms	162	35.3
Recycle Room (LEED)	0.0	Recycle Room (LEED)	11	(11.0)
Physical Education	69.3	Physical Education	70	(0.7)
Circulation	0.0	Circulation	0	0.0
Wall Area	0.0	Wall Area	0	0.0
Storage	98.1	Storage	90	8.1
Washrooms	136.8	Washrooms	66	70.8
Accessible Washroom Facility	9.3	Accessible Washroom Facility	12	(2.7)
Flexible Space	0.0	Flexible Space	132	(132.0)
Wiring Network	0.0	Wiring Network	30	(30.0)
Total Non-Instructional	766.9	Total Non-Instructional	910	(143.1)
Total Area	3142.8	Total Area	3473	(330.2)
Area per Student	n/a	Area per Student	8.04	

NOTES:

2019 COMMENTS AND OBSERVATIONS

School Floor Plan



2. Sand Hills Elementary School Modernization

Sand Hills Elementary School was originally constructed in 1976 with one addition occurring in 2008. The school is a ECS to Grade 3 configuration. Currently we have an enrolment of 329 students in a 445 capacity school.

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. A copy of the facility report has been attached to support the request.

FORT VERMILION SCHOOL DIVISION
SANDHILLS ELEMENTARY SCHOOL
10202 94 Ave, La Crête, AB T0H 2H0



Year Built:	1976 - Original Building
Additions:	2008 - Addition (10 Portables)
Grades Served:	K-3
Permanent Classrooms:	9
Portable Classrooms:	9
Gross Area:	3,571.97 m ²
Capacity:	418
Enrolment:	301
Utilization:	72.0%
Instructional Program:	Basic academics plus computers, music, art and special needs programs.
Building Deferred Maintenance: (Oct. 21, 2011)	\$716,850.00
Building FCI: (Oct. 21, 2011)	7.86% (Good)
Site Deferred Maintenance:	N/A





Noise transfer is an issue between classrooms 105 and 102 due to the stage opening being infilled.



Accessibility to classroom 105 is an issue due to the space being the former stage.



Upgrades are required in the washrooms to meet current barrier-free guidelines.



A request for funding has been made to expand the play area. It was noted that the play structures are not well suited to high needs students.



There is a lack of break out spaces and small group work areas. An existing classroom is used to provide areas.



There is a deficiency of administration space with a lack of conference and counselling spaces.

SUMMARY STATEMENT

Ancillary rooms are being used as classrooms due to the number of ECS classes in the school. There is a deficiency of instructional spaces as well as flex space and break out areas for small group teaching.

OBSERVATIONS AND COMMENTS

- 1. Site Circulation:** The site circulation is adequate due to the additional parking and the shared bus area with Ridgeview School.

Ponding is an issue on the playground during spring thaw for approximately 2 to 3 weeks.

The play structures are congested due to the number of students. Funding has been made for additional play structures. Currently the congestion is addressed by scheduling.

- 2. Supervision Issues:** Supervision is not an issue throughout the school. A minor issue is at the accessible ramp in the modular classroom link.

- 3. Circulation:** Vestibules are congested, specifically the link entrance for the modular classrooms.

- 4. Instruction Areas:** The classrooms along the South side of the school have little natural light. The classrooms in the central core of the school have no natural light or ventilation.

- 5. Administration Areas:** Supervision of the main entrance from the administration area is an issue and the configuration of the administration desk is an issue for smaller students.

There is a deficiency in administration spaces, specifically staff washrooms, conference room, and counselling areas.

- 6. Barrier-Free Accessibility:** Upgrades are required to the sinks and stalls in the washrooms to meet current accessibility guidelines.

- 7. Informal / Small Group Learning Spaces:** The school lacks break out spaces for learning in various group sizes.

Flex space is also required in the school for informal gathering and teaching.

- 8. Gymnasium:** The gymnasium suffers from high reverberation and no sound absorption which makes education delivery difficult.

A divider curtain would allow for an increase in physical education programming for students.

- 9. Washroom Fixtures:** existing school: 11 male / 11 female
code requirement: 7 male / 9 female

RECOMMENDATIONS

- 1. Gymnasium:** Provide acoustic panels in the gymnasium to address reverberation issues.

Provide a gymnasium divider curtain to improve flexibility in programming for students.
- 2. Barrier-Free Accessibility:** Upgrade washrooms to meet current accessibility guidelines.
- 3. Informal / Small Group Learning Spaces:** Informal and small group gathering spaces are required in the school to accommodate a variety of learning group sizes.
- 4. Administration Area:** Work is underway to reconfigure parts of the administration area to incorporate a special needs washroom.

RECAPP RECOMMENDATIONS 2018 - 2025 (Lifecycle Replacement)

1. Exterior:

- Replace joint sealant.
- Replace portions of roofing as indicated.

2. Interior:

- Replace toilet partitions.
- Replace wall tile in washrooms.
- Replace resilient flooring.
- Replace carpet.
- Replace acoustic ceiling tiles.

3. Mechanical:

- Replace sinks.
- Replace shower.
- Replace drinking fountains.
- Replace lavatories.
- Replace urinals.
- Replace toilets.
- Replace domestic water valves.
- Replace domestic water heaters.
- Replace expansion tank.
- Replace air handling units.
- Replace hot water distribution system.
- Replace humidifiers.
- Replace unit heaters.

4. Electrical:

- Replace main distribution.
- Replace motor starters.
- Replace public address system.

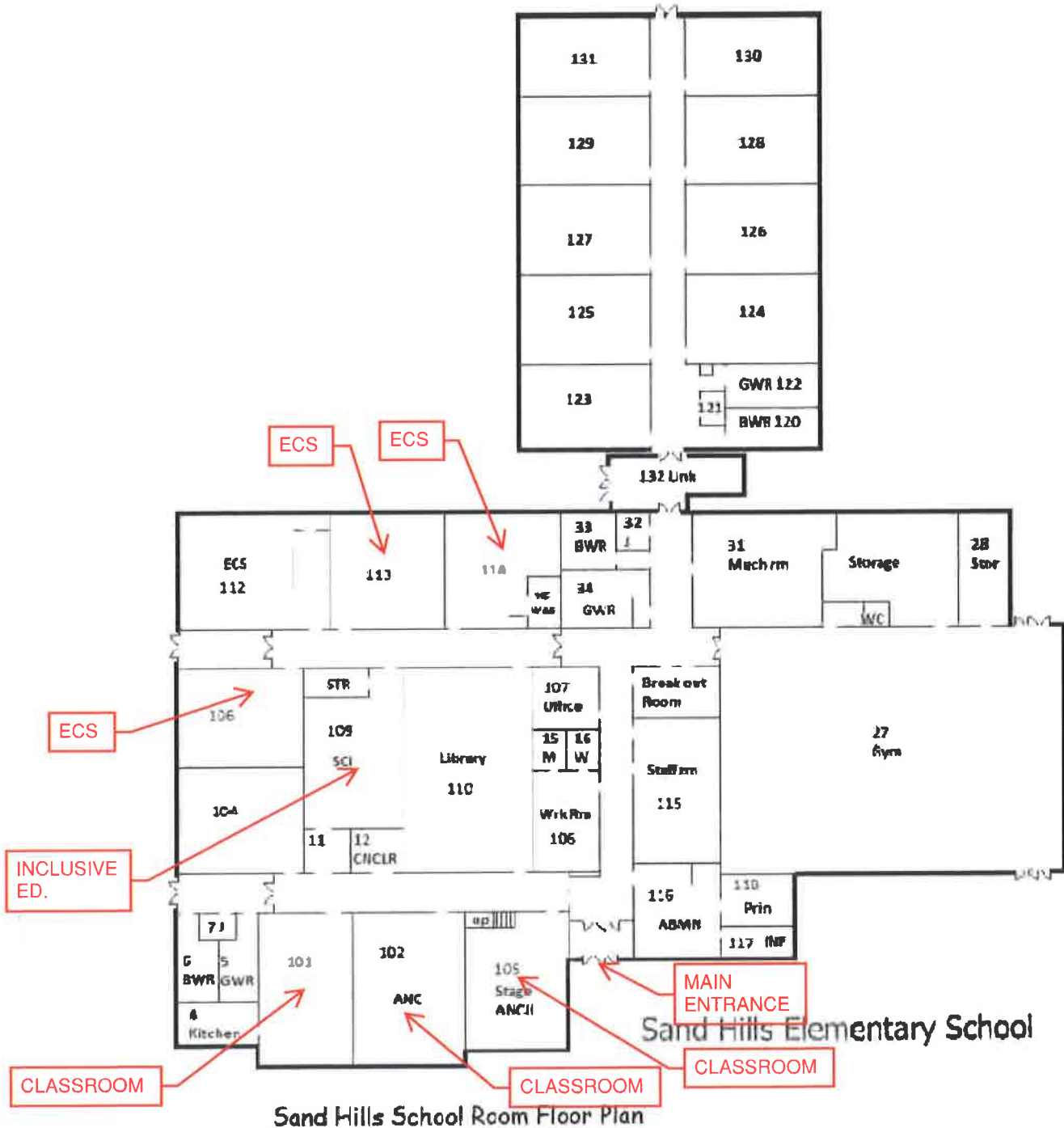
AREA COMPARISON CHART

**SANDHILLS ELEMENTARY SCHOOL
GRADES K-3**

Existing School (474 Capacity)		Provincial Guidelines (500 Capacity K-6 School)		Variance
Instructional Space		Instructional Space		
	Total Area		Total Area	
14 Classrooms	913.65	14 Classrooms @ 80m2	1120	(206.3)
1 Science Classrooms	93.81	2 Science Classrooms @ 95m2	190	(96.2)
1 Large Ancillary	89.91	1 Large Ancillary @ 130m2	130	(40.1)
1 Small Ancillary	74.00	3 Small Ancillary @ 90m2	270	(196.0)
1 Gymnasium	460.46	1 Gymnasium	430	30.5
1 Gym Storage	29.88	1 Gym Storage	43	(13.1)
1 Library	140.43	1 Library	200	(59.6)
Subtotal:	1802.14	Subtotal:	2383	(580.9)
Total Instructional	1802.14	Total Instructional Area:	2383	(580.9)
Number of Instructional Spaces:	20	Number of Instructional Spaces:	23	(3)
Non-Instructional Space		Non-Instructional Space		
	Total Area		Total Area	
Admin/Staff Areas	306.88	Admin/Staff Areas	307	(0.1)
Wrap Around & Collaboration Space	22.51	Wrap Around & Collaboration Space	30	(7.5)
Mechanical & Meter Rooms	84.65	Mechanical & Meter Rooms	162	(77.4)
Recycle Room (LEED)	0.00	Recycle Room (LEED)	11	(11.0)
Physical Education	0.00	Physical Education	70	(70.0)
Circulation	0.00	Circulation	0	0.0
Wall Area	0.00	Wall Area	0	0.0
Storage	81.95	Storage	83	(1.1)
Washrooms	127.02	Washrooms	60	67.0
Accessible Washroom Facility	8.28	Accessible Washroom Facility	12	(3.7)
Flexible Space	0.00	Flexible Space	120	(120.0)
Wiring Network	0.00	Wiring Network	30	(30.0)
Total Non-Instructional	631.30	Total Non-Instructional	885	(253.7)
Total Area	2433.44	Total Area	3268	(834.6)
Area per Student	n/a	Area per Student	8.30	

NOTES:

2019 COMMENTS AND OBSERVATIONS



Sand Hills School Room Floor Plan

**FORT VERMILION SCHOOL DIVISION
TEN YEAR CAPITAL PLAN
2026 – 2033**

Project and Priority:

1. New Junior High School (Grade 7 – 9) in La Crete and High Level

Currently we are anticipating growth both the communities of High Level and La Crete in the upcoming future. Both communities are working towards building a recreational facility that will see a new ice rink, field house and swimming pool. In both cases the facility is being requested to be situated beside the current high school. It would be our intent to build the Junior High School adjacent to the new facility. In doing so it would eliminate the requirement of a gymnasium and CTS labs. Thus reducing the scope and cost of each project substantially.

A value scoping document will be completed to support the project need in each community subject to enrolment pressures and commencement of the community projects.

MONITORING REPORTS

RE: 2022-2023 SCHOOL CALENDAR

The draft 2022-2023 school calendar will be presented at the meeting.

Submitted by Scot Leys, Associate Superintendent of Operations.

RECOMMENDATION: _____ moved that the Board of Trustees approve the 2022-2023 School Calendar.

MONITORING REPORTS

Re: REVIEW STUDENT FEE STRUCTURE

Attached is the current Student Fee Structure guideline from the Administrators Handbook.

Submitted by Norman Buhler, Associate Superintendent of Finance.

RECOMMENDATION:

_____ moved that the Board of Trustees make no changes to the current fee structure for the 2022-2023 school year.

Student Fee Structure

Schools may charge a student's parent any fee or cost for resources related to instruction pursuant to the *School Fees Regulation* and *School Transportation Regulation*, the *Education Act*, and the FVSD Student Fee Structure Guideline.

Fees are due and payable at the time of registration and prior to receipt of services unless arrangements are made with the school principal for alternative terms of payment.

1. Schools may charge school fees as identified in the Fee Schedule.
2. Schools shall ensure that fees listed in the Fee Schedule are only used for the purpose for which they are collected and should be directly related to the cost of the resource/service provided to the student.
3. Financial records shall be maintained at the school and Division level, for the fees collected and disbursed.
4. Fees for services provided over time shall be assessed and refunded on a prorated basis.
5. The school fee schedule shall be reviewed on an annual basis by the Associate Superintendent of Finance. Any change to the school fee schedule shall be reviewed by the Board of Trustees.
6. An amended fee schedule shall be reviewed by the School Board by the end of March for the following school year.
7. In developing and reviewing the fee schedule, the Superintendent may receive input from Central Office Administration, School Principals, staff, school council, parent(s)/guardian(s) and where appropriate other community stakeholders.
8. Fees shall be identified in the Division Budget.
9. Schools are prohibited from requiring parent(s)/guardian(s) to provide goods or services in lieu of fees unless otherwise indicated in the Fee Schedule.

Consultation and Annual Approval

The Associate Superintendent of Finance shall consult with parent(s)/guardian(s) prior to February of each school year. Consultation is related to the setting, increasing or decreases to any fee or cost. Consultation may take a variety of forms, such as parent surveys, online feedback and School Councils.

Associate Superintendent of Finance will collate parental input for presentation to the Board of Trustees when reviewing fees in the March Board Meeting.

Communications

Schools are required to demonstrate to parent(s)/guardian(s)

1. The need to charge any fee or cost, including the amounts.
2. Through information provided in staff and student handbooks, schools shall inform staff and parents of:
 - The circumstances under which any fee or cost may be waived or refunded.
 - The process a parent has to follow to request that a fee or cost be waived or refunded.
 - A process designed to ensure that the staff of each school and the parents of students enrolled in that school are notified of the circumstances under which a fee or cost may be waived or refunded and of the procedure for requesting that a fee or cost be waived or refunded, as the case may be.
 - Schools are to follow FVSD Dispute Resolution Process which is designed to enable the resolution of disputes and concerns between parents and the Board.

Fee Schedule 2021-2022

Extracurricular Fees per Sport/Clubs:

High School Sports Team	\$125.00 (Maximum)
Junior High Sports Team	\$100.00 (Maximum)
All Other Sports	\$30.00 (Maximum)
Zone Fee for Individual Sports	\$50.00 (Maximum)
Provincial Fee for Individual Sports	\$50.00 (Maximum)
Overnight Tournament Fee (per tournament)	\$100.00 (Maximum)
Clubs	\$100.00 (Maximum)
Hotel Rooms	(Cost Recovery)
Ski Trips	\$400.00 (Maximum)

Activity Fees:

Out of Province Trips	Defined by 3 rd Party Fee
Field Trips	\$125.00 (Maximum)

Goods and Services:

Locks (Refundable)	\$5.00 (Maximum)
Calculator Rent	\$20.00 (Maximum)

Textbooks/Technology:

Lost and/or damaged textbooks or technology shall be charged according to the following schedule:

- 1 year old or less 80% of replacement cost
- 2-3 years old 60% of replacement cost
- 4-5 years old 40% of replacement cost
- More than 5 years old 20% of replacement cost

Any variance to current 2021-2022 school fees requires Superintendent approval. Each school must have a Student Fee Schedule outlined in their school handbook.

Urban Transportation:

Transportation is available to students within the 2.4 kilometers walk limit and residing in the urban area. The cost for urban transportation within the Division is as follows and are not eligible to be waived:

- Students with physical disabilities – no charge
- ECS - \$175/year or \$100/ 5 months
- Grades 1-6 - \$300/year or \$175/ 5 months
- Grades 7-12 - \$400/year or \$275/ 5 months
- Family Rate - \$750/year or \$425/ 5 months

Rural Yard Service:

Yard Service will be provided free of charge to students where there is a child in grade three or less and the driveway exceeds 0.4 kilometers (1/4 mile), or where the driveway exceeds 0.8 kilometers (1/2 mile) for any other students. Parents who want yard service and do not meet the distance requirement will be charged \$75 per month. Students with physical disabilities may be provided yard service at no cost.

Student Fee Waiver Process

To ensure that students have access to a basic education the Board of Trustees currently does not charge any fees to attend school other than fees for student services as outlined above. The Board of Trustees recognizes that while some fees are necessary, some parents or students may be unable to afford such fees and makes provision for forgiving fees where economic hardship can be demonstrated.

PROCEDURES:

1. Applications for waiver or adjusting of the fee will be made directly to the Associate Superintendent of Finance who will be responsible for making the appropriate determination. For a copy of the form see FVSD Forms – Application for Waiver of School Fee(s).
2. The Associate Superintendent of Finance in consultation with the Superintendent shall establish criteria by which applications are evaluated.

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3. Each application will be assessed on an individual basis from the information provided on the application form, supplemented, if necessary, by discussion with the applicant.
 4. Rejected applicants may appeal to the Superintendent of Schools.

GUIDELINES:

1. Criteria for evaluating applications under this policy shall include income levels using data available from Statistics Canada, family size and other criterion that may be useful in determining economic hardship.
2. Waiving or adjusting of fees may be applied to fees outlined in the FVSD Student Fee Schedule.
3. Fees may be waived for the entire school year or for a portion of the school year, subject to specific circumstances.

ADDITIONAL ITEMS

(as indicated on 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. Occasional ads and stories e. Periodical interviews with media f. FVSD Awards Program article in newspaper 	<ul style="list-style-type: none"> a. August b. September c. October d. Ongoing e. Ongoing f. June 	<ul style="list-style-type: none"> a. Superintendent b. Superintendent c. Superintendent d. Superintendent e. Executive/Board Chair f. 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. Merry Christmas email to all staff d. Deliver chocolates to all staff to show appreciation e. Best wishes for a productive Teachers Convention f. Awards Ceremony Address g. Email to all staff to express commendation and best wishes h. Emergent messages 	<ul style="list-style-type: none"> a. September b. September c. December d. December e. February f. May g. June h. Ongoing 	<ul style="list-style-type: none"> a. Board Chair b. Board Chair /Superintendent c. Board Chair d. All Trustees e. Board Chair f. Board Chair g. All Trustees h. 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