
FORT VERMILION SCHOOL DIVISION

“Our Children, Our Students, Our Future”

BOARD OF TRUSTEES

**REGULAR & ORGANIZATIONAL MEETING –
OCTOBER 19, 2022**

**BUFFALO HEAD PRAIRIE SCHOOL / BLUE HILLS
COMMUNITY SCHOOL – 9:00 AM**

A G E N D A



Fort Vermilion School Division 2022-2023 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
3. All students will improve numeracy skills

	Monitoring:	Other Events
August 30, 2022 (COW) 10 am	Monitoring: Review Board Priorities	29 New Teacher Orientation 30 Organizational Day 31 PD Day
	Communications: Board Communications / Trustee Communication Key Messages to the Media	
September 28, 2022 10 am	Monitoring: Focus on Student Achievement <ul style="list-style-type: none"> • RLKS Superintendent Report Initial Staffing and Enrolment Report (COW) Review Trustee Handbook Review Board Work Plan (COW) Trustee Remuneration (COW) (review every 2 years – 2023)	Other Events 1 PD Day 2 Organizational Day 5 Labour Day 6 First Day for Students 30 National Day for Truth & Reconciliation School Council Meetings
	Communications: Board Communications / Trustee Communication Key Messages to the Media	
	Monitoring: Organizational Meeting Focus on Student Achievement <ul style="list-style-type: none"> • BHPS & BHCS Focus on Priorities – Connectivity, Literacy, Numeracy Superintendent Report Finance Report New Modular Classroom Requests DRAFT AERR (COW) Full Review of Capital Plan (COW)	
October 19, 2022 9 am	Communications: Board Communications / Trustee Communication Key Messages to the Media Discuss Communication Plan	3 PD Day 10 Thanksgiving Day School Council Meetings



Fort Vermilion School Division 2022-2023 Board Work Plan

November 30, 2022 10 am	Monitoring:	Other Events
	Focus on Student Achievement <ul style="list-style-type: none"> • PATH & NHEC Superintendent Report Finance Report 2021-2022 Audited Financial Statement Essential Services Accountability Report Annual Education Results Report	9 Last Day of Quad 1 10 Division PD Day 11 Remembrance Day 14 First Day of Quad 2 20-22 ASBA Fall General Meeting 30 School Council Chairs Meeting (5-8 p.m.) 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 18, 2023 9 am	Monitoring:	Other Events
	Focus on Student Achievement <ul style="list-style-type: none"> • HLPS & FMCS Student Advisory Team (COW) Superintendent Report Annual Local % Expenditure Report (reported biennially 2023) Finance Report Fiscal Quarterly Accountability Report Fundraising Report	1 New Year's Day 9 Classes Resume 26 Last Day of Semester 1 & Quad 2 27 PD Day 30 First Day of Semester 2 & Quad 3 School Council Meetings
	Communications:	
	Board Communications / Trustee Communication Key Messages to the Media Discuss Communication Plan	



Fort Vermilion School Division 2022-2023 Board Work Plan

	Monitoring:	Other Events
COW / Board Planning - February ?, 2023	Trustee Development DRAFT Three Year Capital Plan (COW) Board Evaluation	13-14 Day off in Lieu of PT Interviews 15 School Closed 16-17 Teachers' Convention 20 Family Day
	Communications: Board Communications / Trustee Communication Board Development Key Messages to the Media	School Council Meetings
March 29, 2023 9 am	Monitoring: Focus on Student Achievement <ul style="list-style-type: none"> • HCCS & RVCS Focus on Priorities – Connectivity, Literacy, Numeracy Superintendent Report Finance Report Fiscal Quarterly Accountability Report Mid-Year Budget Review Three Year Capital Plan 2023-2024 School Calendar Review Student Fee Structure	Other Events 6-8 Alberta Rural Education Symposium 13-14 PD Days School Council Meetings
	Communications: Board Communications / Trustee Communication Board Development Key Messages to the Media	
April 26, 2023 9 am	Monitoring: Focus on Student Achievement <ul style="list-style-type: none"> • LCPS & SHES Student Advisory Team (COW) Hockey Academy Report Superintendent Report Finance Report Review Attendance Boundaries School Jurisdiction Financial Reporting Profile (COW) DRAFT 2023-2024 Budget (COW) DRAFT Three Year Education Plan (COW)	Other Events 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 24, 2023 9 am	Monitoring: Focus on Student Achievement <ul style="list-style-type: none"> • UHRS & SNCS Superintendent Report Finance Report Three Year Education Plan 2023-2024 Budget Report School Improvement Fund	Other Events 23 Victoria Day 24 School Council Chairs Meeting (5-8 p.m.) 28 FVSD Retirement Gala School Council Meetings
	Communications: Board Communications / Trustee Communication Key Messages to the Media	



Fort Vermilion School Division 2022-2023 Board Work Plan

June 20, 2023 9 am	Monitoring:	Other Events
	Focus on Student Achievement <ul style="list-style-type: none"> • RLNS & FVPS/SMCS Focus on Priorities – Connectivity, Literacy, Numeracy Superintendent Report Finance Report Internal Auditing Accountability Report Fiscal Quarterly Accountability Report Merit Awards Selection (COW) 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 28 FVSD Awards Ceremony 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**

ORGANIZATIONAL MEETING AGENDA

OCTOBER 19, 2022– 9:00 A.M.

BUFFALO HEAD PRAIRIE SCHOOL / BLUE HILLS COMMUNITY SCHOOL

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

ATTENDANCE

Trustees:

Administration:

Staff:

CALL TO ORDER

Chairman, Marc Beland, called the meeting to order at _____ a.m.

ELECTION OF
VICE-CHAIR

Chairman, Marc Beland, called for nominations for the position of Vice-Chair of the Fort Vermilion School Division for the period October 19, 2022, to October 2023.

First call:

Second call:

Third call:

Nominations cease:

(Election, if required, by secret ballot.)

_____ moved that the election of Vice-Chair for the 2022-2023 term be conducted by secret ballot.

_____ was declared elected as Vice-Chair of the Board of Trustees of the Fort Vermilion School Division for the 2022-2023 term.

_____ moved that all ballots used for the election of Vice-Chair for the 2022-2023 term be destroyed.

ESTABLISHMENT OF REPRESENTATIVES

2021-2022 Representatives:

Alberta School Boards Association Zone 1 – Henry Goertzen
Fort Vermilion Community Education Committee – Linda Kowal
Negotiation Committee – Tim Driedger and Linda Kowal
Teachers’ Employer Bargaining Association – Tim Driedger
Blue Hills Community Complex – John Zacharias
Audit Committee – Marc Beland, Dale Lederer & Amanda Paul
Rural Caucus – Benjamin Friesen

_____ moved that the following trustees be appointed as representatives on the various associations/councils for the period October 19, 2022 to October 2023.

Alberta School Boards Association Zone 1 (1 member) -

Fort Vermilion Community Education Committee (1 member) -

Negotiation Committee (2 members) -
_____ and _____

Teachers’ Employer Bargaining Association (1 member) -

Blue Hills Community Complex (1 member) -

Audit Committee (Board Chair & 2 members) -
_____ and _____

Rural Caucus (1 member) - _____

ESTABLISHMENT OF BOARD MEETING DATES

_____ moved that the Board of Trustees establish the Board Meeting dates for the 2022-2023 school year as follows:

- September 28, 2022
- October 19, 2023
- November 30, 2022
- January 18, 2023
- March 29, 2023
- April 26, 2023
- May 24, 2023
- June 20, 2023

ATB FINANCIAL
SIGNING AUTHORITY

_____ moved that the Board of Trustees give the following individuals signing authority on ATB Financial accounts with a two to sign requirement effective October 19, 2022:

- Michael McMann - Superintendent
- Norman Buhler – Associate Superintendent of Finance
- Payne Cardinal – Director of Finance
- Karen Smith - Associate Superintendent
- Terrence Gibson - Associate Superintendent
- Marc Beland - Board Chair
- _____ - Vice Chair

ADJOURNMENT

_____ moved that the organizational meeting be adjourned at _____ a.m.

**FORT VERMILION SCHOOL DIVISION
BOARD OF TRUSTEES REGULAR MEETING
OCTOBER 19, 2022 - 9:00 A.M.**

**BUFFALO HEAD PRAIRIE SCHOOL / BLUE HILLS COMMUNITY SCHOOL
AGENDA**

<u>ATTENDANCE</u>	2
<u>I. CALL TO ORDER</u>	2
<u>II. FOCUS ON STUDENT ACHIEVEMENT</u>	
Buffalo Head Prairie School	3
Blue Hills Community School	11
<u>III. APPROVAL OF AGENDA</u>	23
<u>IV. APPROVAL OF MINUTES</u>	23
Minutes of the Regular Board Meeting September 28, 2022	24
<u>V. COMMUNICATIONS</u>	27
<u>VI. TRUSTEE SHARING ON PD/COMMITTEES</u>	
<u>VII. DELEGATIONS OR EXTERNAL PRESENTATIONS</u>	
2:30 pm – Paddle Prairie Request	
<u>VIII. MONITORING REPORTS</u>	
a. Focus on Priorities – Connectivity, Literacy, Numeracy	28
b. Superintendent’s Report	31
c. Finance Report	33
d. New Modular Classroom Requests	
<u>IX. OTHER BUSINESS</u>	
a. Mackenzie County Land Swap	
<u>X. ADJOURNMENT</u>	35

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: BUFFALO HEAD PRAIRIE SCHOOL

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

Policy References:

1.5 Goals (1.5.1, 1.5.2 and 1.5.3)

1.6 Current Priorities (1.6.1, 1.6.2 and 1.6.3)

Submitted by Chris Fehr, Principal.

RECOMMENDATION

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

School Presentation to the Board: Divisional Priorities

School: Buffalo Head Prairie

Date of Report: October 12, 2022

School Context:

Buffalo Head Prairie School (BHPS) is located 19km South of La Crete, Alberta. Most school children live on farms and acreages and are bused to school on one of five buses that run within the BHP boundary.

A small group of students in the La Crete boundary are driven to BHPS by parents.

Buffalo Head Prairie is a growing and thriving school. With student enrollment increasing from 206 last school year to 238 students this year, it is easy to envision BHPS bursting at the seams in a few short years. BHPS has observed approximately 30 students entering Kindergarten in each of the previous 5 years and with smaller numbers of grade 9's moving on, it is anticipated that student enrollment will only continue to grow. This school year, BHPS has also witnessed numerous home-schooling families return to school from their Covid leave. Other home-schooling families and one private school family have also joined BHPS. We are thrilled to have an enrollment of 238 students. Seeing parents choose us as their educational provider is exciting and motivational.

The staff at Buffalo Head Prairie School are second to none. There is a strong positive culture of care that exists amongst students and staff. Support staff and teaching staff are on the same level of importance, and we promote equal partnerships in learning rather than a pecking order that can hinder positive connections and working relationships. As staff, we look out for each other, pick each other up when we are down, and recognize that mistakes happen so we need to find solutions as a team. School administration believes that without highly positive student, staff, and family connections, we cannot have a great school where students can learn effectively.

Student learning is at the forefront of decision making as we consider the children that struggle as well as the children that excel. Utilizing student learning data through Power BI has revolutionized the way that we recognize and understand learning gaps and provide interventions to promote student growth. TTT, WRAT 5, and Connectivity survey data are reviewed, digested, and utilized by staff to build student intervention groupings that build knowledge and competency.

Collaborative Response Meetings, attended by ALL school staff, provide a regular monthly opportunity to dig into student learning data, as well as student connections and relationships. When we take time to look at every single child in the school and initiate strategies to help build positive connections and learning supports, we greatly reduce the ability for children to slip between the cracks educationally and emotionally. A few ways that BHPS staff strive to build student connections are through extra-curricular activities, school leadership opportunities such as hot lunch helpers and student council, and through programs such as the junior high Positive Leader Incentive. The Positive Leader Incentive is new and has been developed to encourage junior high students to do their best in school. At each reporting period, students that are passing all their courses, have three or fewer absences, and have been sent to the office one or fewer times are permitted to participate in a school sponsored field trip. These field trips promote connectivity within junior high and celebrate positive accomplishments in school. Community is important to us at BHPS, and we deliberately work to build community and positive interactions among students, staff, and parents.

Finally, we recognize the support of our parents and families at Buffalo Head Prairie School. At our recent Annual General Meeting, 90-95 parents were in attendance. Many parents allowed their names to stand when nominated for School Council, indicating a willingness to get involved. It is a blessing to have interested and engaged parents as part of the school community. Parents are

informed frequently that they are welcome at every school event that is held at the school and that they are an important part of the learning team. As a staff we value parents coming into the school, helping in classrooms, and being a part of daily learning.

Literacy, Numeracy and Connectivity School Results from Power BI:

Connectivity:

Grade 1-3 Data Highlights

Analysis	Measure
Over the three years that connectivity data is available, small numbers of students indicate being sad or worried. 95-99% of students over three years indicated being happy or excited most days at school or while learning.	This is how I feel most days whilst at school or learning:
Positive peer relationships exist within the grade 1-3 student population. 94-99% of students over three years indicate that they are happy or excited with how other children at the school make them feel.	The other kids in my school or who I chat to make me feel:
Strong student/adult relationships are reported by K-3 students. 98-100% of students indicate that they feel happy or excited when speaking to adults in the school.	The adults in my school or who I take to make me feel:

Connectivity:

Grade 4-9 Data Highlights

Analysis	Measure
Grade 4-9 students generally like coming to school. Buffalo Head Prairie School staff provide many extra-curricular activities to support student interests. We also make decisions, in areas such as class placement, to support student connections. 90-99% of students in grades 4-9 over a three-year period indicate that they like coming to school.	Do you like coming to school or learning at home:
Students at Buffalo Head School indicate that they feel a high degree of safety. 99-100% over a three-year period indicate that they feel safe while learning in school.	Do you feel safe whilst learning:
Student connection is an area we have put significant effort into at BHPS. Utilizing our Collaborative Response Meeting (CRM) times, we take time to identify students that are not supported by a positive peer relationship and institute strategies to help. An effective strategy that we have found involves having several staff	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:

'wrap around' the struggling student, thereby planning peer interaction strategies or school structures to build support. Recent examples that have successfully led to positive peer relationships/connections include:

- Having two students lead the setup of the school yearbook. This resulted in a friendship being developed and the struggling student becoming much happier in school one year later.
- Utilizing two students in a support role for the hot lunch program. Through this project, a friendship has recently developed between a new student (private school) and a longstanding student at BHPS.
- Giving one student the title of student carpenter. This student was good with his hands, and he built items/fixes minor items in school. Always with another student to help him. Although this situation did not end up with a lifelong friend connection, it did provide the student in need with a greater sense of belonging and better overall peer connections.

As a staff, we recognize that when students have positive peer connections, they are much more likely to enjoy school and want to come to school regularly. Considering these efforts, **97-99% of BHPS students in grades 4-9 indicate over the past three years that they have at least one close friend.**

2021-2022 Literacy Growth BHPS Whole School

Analysis	Category (Target %)	Fall	Winter	Spring
Student literacy capacity shows direct growth as less students testing in the Very Poor and Poor categories and more testing in areas of Average and higher. This is evidence of classroom instruction and intervention strategies being effective.	Very Poor (2%)	19.0%	12.0%	8.3%
	Poor (7%)	15.3%	16.6%	13.4%
	Below Average (16%)	14.4%	20.1%	19.4%
	Average (50%)	37.4%	35.6%	39.5%
	Above Average (16%)	12.6%	11.1%	15.5%
	Good (7%)	2.3%	4.2%	3.3%
	Very Good (2%)	N/A	0.4%	0.6%

2021-2022 Numeracy Growth BHPS Whole School

Analysis	Category (Target %)	Fall	Winter	Spring
Despite significant need for growth at BHPS in numeracy, we saw growth from Fall to Spring testing in all categories suggesting that instructional strategies & interventions are positively impacting student achievement.	Very Poor (2%)	8.3%	4.7%	3.8%
	Poor (7%)	25.0%	15.9%	13.8%
	Below Average (16%)	38.9%	22.9%	28.3%
	Average (50%)	26.4%	48.2%	43.4%
	Above Average (16%)	1.4%	5.9%	4.4%
	Good (7%)	N/A	0.6%	1.9%
	Very Good (2%)	N/A	1.8%	4.4%

Literacy Testing Results (TTT) Fall 2022 (Grades 2-9)

Analysis:	Target	Whole School	Division 1	Division 2	Division 3
The school still has great improvements to make in terms of proper bell-curve distribution in our literacy testing results. Our results, however, show improvement from Division 1 up to Division 3. Many of our students (61% of school population) are ESL (English Second Language), and many would still be considered ESL, but are no longer counted officially. As a result, our division 1 levels show 61% of students below grade level in terms of literacy proficiency. This improves to 52.2% in Division 2 and 29.7% in Division 3. These results show improved literacy rates as students have more language exposure and focused literacy intervention and instruction.	2%	Very poor- 13.7%	Very poor- 17.5%	Very poor- 16.9%	Very poor- 4.3%
	7%	Poor- 17.1%	Poor- 28.1%	Poor- 13.4%	Poor- 8.7%
	16%	Below Average- 20.0%	Below Average- 20.5%	Below Average- 21.9%	Below Average- 16.7%
	50%	Average- 33.9%	Average- 27.5%	Average- 33.3%	Average- 42.8%
	16%	Above Average- 11.6%	Above Average- 5.8%	Above Average- 10.0%	Above Average- 21.0%
	7%	Good- 3.5%	Good- 0.6%	Good- 4.5%	Good- 5.8%
	2%	Very Good- 0.2%	Very Good- N/A	Very Good- N/A	Very Good- 0.7%

Numeracy 2022

Analysis:	Target	Whole School	Division 1	Division 2	Division 3
We have seen numeracy to be an area of concern for a while. Our data confirms our need to break away from conventional math instruction and move to a more progressive instruction that is focused on meeting students' individual needs and finding the gaps in their mathematical understanding. We are moving to a workshop model from whole classroom instruction to smaller group focus meeting specific needs through focused interventions. Despite this being an area of need, we are encouraged to see the growth in our students as they progress from Division 1 through Division 3.	2%	Very Poor- 8.3%	Very Poor- 10.7%	Very Poor- 7.5%	Very Poor- 6.7%
	7%	Poor- 20.2%	Poor- 17.9%	Poor- 28.4%	Poor- 11.1%
	16%	Below Average- 29.8%	Below Average- 28.6%	Below Average- 35.8%	Below Average- 22.2%
	50%	Average- 36.9%	Average- 41.1%	Average- 25.4%	Average- 48.9%
	16%	Above Average- 3.6%	Above Average- 1.8%	Above Average- 3.0%	Above Average- 6.7%
	7%	Good- 0.6%	Good- N/A	Good- N/A	Good- 2.2%
	2%	Very Good- 0.6%	Very Good- N/A	Very Good- N/A	Very Good- 2.2%

Overview of Schools Universal Programming, Supports and Interventions:

Buffalo Head Prairie School staff strive to provide quality learning for all students. Where gaps in learning are recognized, additional support and interventions are initiated.

Universal Programming: Buffalo Head Prairie School staff recognize the value of best practice, research-based programming that is beneficial to all learners. Universal programming at BHPS includes implementation of the Lucy Calkins writing program in the area of literacy, the Jump Math Program for numeracy, and Second Step programming to support social/emotional health in Wellness.

General Classroom Supports: School staff recognize the value of learning and teaching in ways that meet specific needs of children and ways that support the individual gifts and skill sets of individual teachers. Universal programming works for most students, however differentiating for specific students in need is a critical skill of teachers that can help individual learners experience success. Teachers differentiate by modifying the content, product, or process based on the students' background knowledge, individual readiness, and/or interest. Differentiation can be time consuming, however it ensures that the learning process is focused on the individual needs of children, so that students can learn according to their abilities and find success in school.

Student Learning Interventions- Testing students using the TTT for literacy and the WRAT 5 for numeracy provides teachers and administrators the ability to clearly understand student learning levels as well as specific areas where children demonstrate difficulties. BHPS implements programming that helps children learn specific skills, as they work to achieve a standard score of 101 or higher using these assessments.

The Science of Reading, which is employed by BHPS staff, identifies five critical components necessary for reading success. These include Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. Comprehension is the most difficult to impact positively, yet it is the prized goal for reading.

Literacy Interventions led by teachers and educational assistants at Buffalo Head Prairie School include:

- Heggerty (Phonemic Awareness)
- George Georgiou Best Practices (Phonics Focus)
- Precision Reading (Fluency Focus)
- EMPOWER reading (Decoding Focus)
- Flyleaf Reading Series (Phonics, Decoding, and Comprehension Focus)

By developing a clear, focused understanding of each child's learning, staff at BHPS can pinpoint the interventions necessary to improve literacy skills.

Numeracy Interventions led by teachers and Educational Assistants at Buffalo Head Prairie School are taught through workshop model structures that allow teachers to target individual learning gaps in numeracy. Student learning data is analyzed following pre-assessments that are conducted with all students in BHPS classrooms. Teachers then work with the numeracy Educational Assistant to place children in small groups according to their deficiencies in understanding. Small group instruction then follows to target learning gaps. Workshop model numeracy instruction is a School Education Plan strategy that was started last year with four teachers and continues this year with all teachers implementing this structure.

Universal programming, general classroom supports, and specific student learning interventions provide a model of best practice that ensure students receive the learning they need to find success in school.

Insights gleaned from school data (Celebrations and Challenges/Struggles):

New Students Present New Challenges

We are excited to have the largest school population in the history of BHPS with 238 students attending this year. We have many new students that have transferred into the area or have chosen to send their children to public school for the first time. We have 45 new students in our school this year, including 31 students in kindergarten. 14 new students that have joined the school were given the TTT and WRAT-5 tests. **84.6%** of new students (Very Poor-53.8%, Poor-15.4%, Below Average-15.4%, Average: 15.4%) scored **below average** of what would be expected at grade level in Literacy. In the area of Numeracy **69.2%** of new students scored **below average** at grade level (Very Poor-23.1%, Poor-15.4%, Below Average- 30.8%, Average- 23.1%, Above Average-7.7%). All but a few are involved in some form of intervention in either literacy or numeracy. We are pleased to have capable interventionists on staff to help support our classroom teachers in meeting these students where they are and addressing their individual learning difficulties.

Numeracy- An Area of Instructional Need

As we consider the data, we recognize that numeracy instruction will be important in the years ahead. We understand that although our developing numeracy structures are solid, learning and teaching methodology will be an area we need to focus on with staff through professional development and team learning opportunities.

Intervention and Programming Making a Positive Difference

Student learning data clearly indicates positive growth in both literacy and numeracy from the beginning to the end of the 2021-22 school year. This can be attributed to focused intervention programming and best practice classroom instruction.

Connectivity is King

Recognizing that student, staff, and parent connections are what bind a school community together, it is special to see the FVSD connectivity data support what we as adults see on a day-to-day basis. Over years of focus at BHPS we are seeing students welcome newly arriving BHPS students to school. We are seeing Second Step programming making a difference as students are using learned strategies to deal with conflict. We are seeing a school community stand up together to make school a wonderful place to be each day. We will continue to focus on connectivity in the years ahead, recognizing that without positive and meaningful relationships, our path to exceptional student learning will be much more difficult.

FOCUS ON STUDENT ACHIEVEMENT

RE: BLUE HILLS COMMUNITY SCHOOL

Attached is the Focus on Student Achievement report as presented by the Blue Hills 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 David Gallant, Principal.

RECOMMENDATION

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

School Presentation to the Board: Divisional Priorities

School: Blue Hills Community School

Date of Report: Oct 12th, 2022

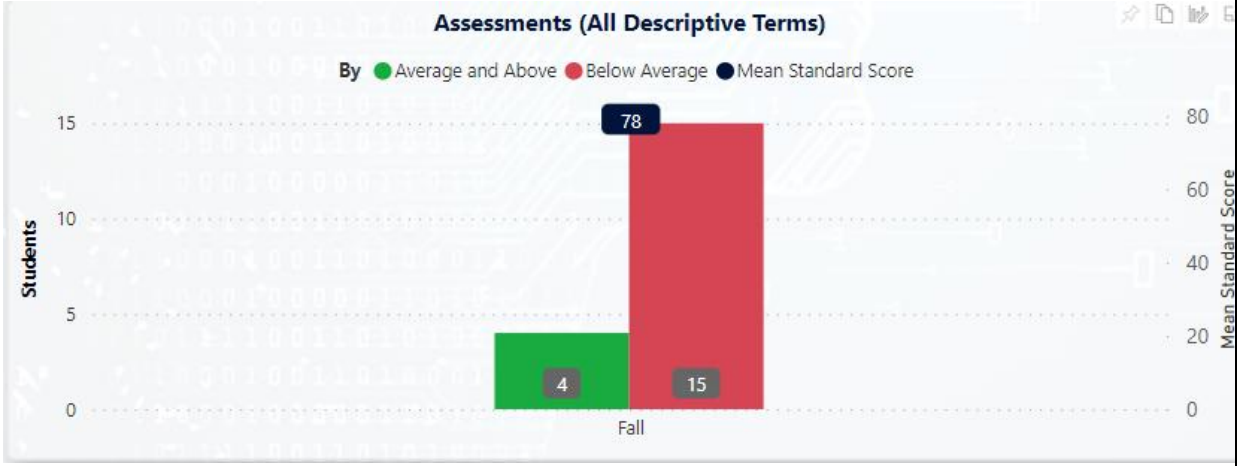
School Context:

- BHCS is a vibrant community-oriented K-12 school with approximately 115 students.
- School has undergone construction over the last 16 months. School closed early last year, and we had a delayed start this year. We are currently waiting for our Library, Gym, Kitchen and Shop areas to be completed.
- The school student body and school community is excited about the new programming possibilities that the new school additions can potentially offer, including CTS courses in wood working, mechanics and foods programs.
- Our students are English as a second language, speak Low German at home with their families.
- Our school community is rich in conservative and strong traditional community values.
- Our school is comprised of mainly split-level classes: ECS, Gr. 1, Gr. 2/3, Gr.4/5, Gr.6/7, Gr. 8/9 and our high school Gr. 10-12.
- **Our Mission:** To Learn, Work and Grow Together
- **Our Why:** To Inspire students so that they can learn the tools they need to lead a productive and fulfilling life.
- **Our Call to Action:** Be Here. Be You. BELONG!
- **Our Staff:**
 9 teachers including a Math Lead, Literacy Coach and Inclusive Ed. Coordinator, Assistant Principal and Principal.
 School Secretary
 3 full time Educational Assistants
 1 half time Educational Assistant
 Custodians (husband & wife team)
- BHCS was recognized for its work in the area of Connectivity with the FVSD Connectivity Award in June 2022.

Literacy, Numeracy and Connectivity School Results from Power BI:

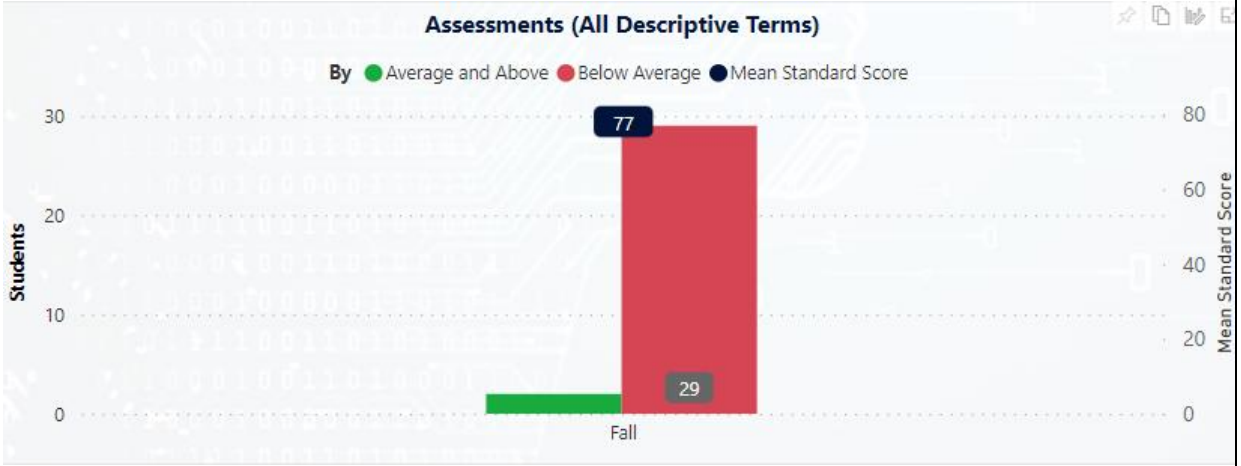
Numeracy Division 1

Grade	Term Grouping	2022 / 2023	
		Current	Change
2	Average and Above	18.2%	
	Below Average	81.8%	
3	Average and Above	25.0%	
	Below Average	75.0%	



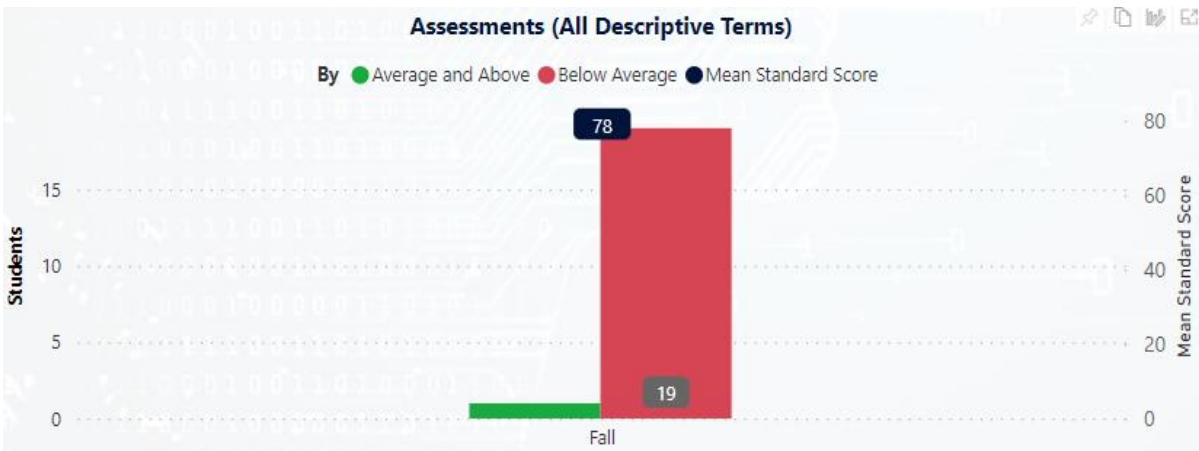
Numeracy Division 2 (grades 4-6)

		Year	2022 / 2023	
		Period	Fall	
Grade	Term Grouping	Current	Change	
4	Average and Above	11.1%		
	Below Average	88.9%		
5	Average and Above	10.0%		
	Below Average	90.0%		
6	Below Average	100.0%		



Numeracy Division 3 (grades 7-9)

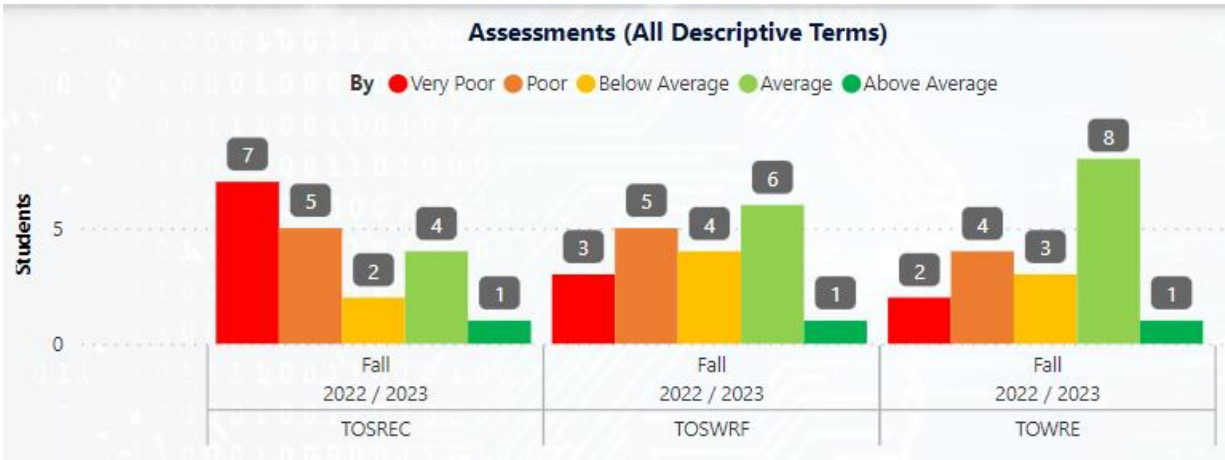
Year		2022 / 2023	
Period		Fall	
Grade	Term Grouping	Current	Change
7	Below Average	100.0%	
8	Below Average	100.0%	
9	Average and Above	20.0%	
	Below Average	80.0%	



Literacy Division 1

Very Poor 21.4%	Poor 25.0%	Below Average 16.1%	Average 32.1%	Above Average 5.4%
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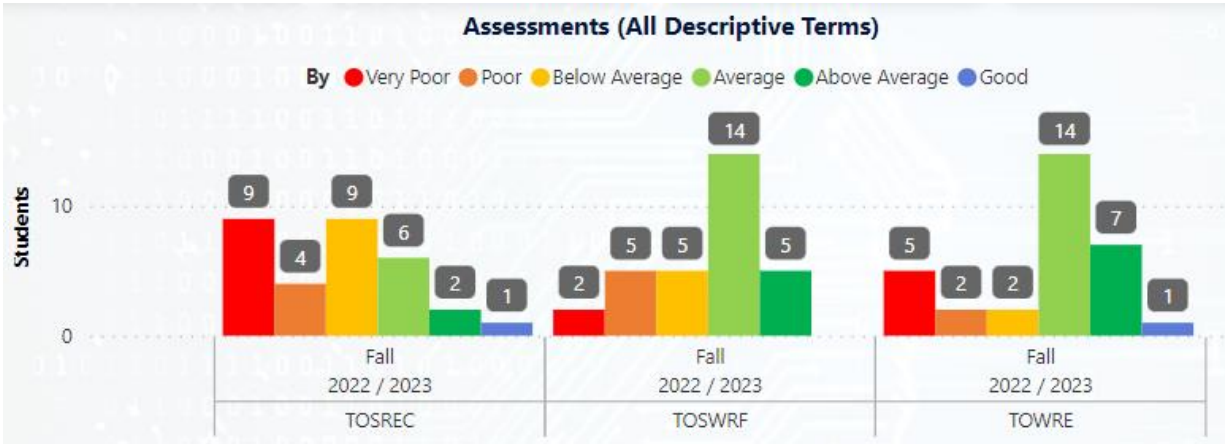
Year	Current	Change in Period	Change in Year
2022 / 2023			
Fall			
Average and Above	37.5%		
Below Average	62.5%		



Literacy Division 2 (Grades 4-6)

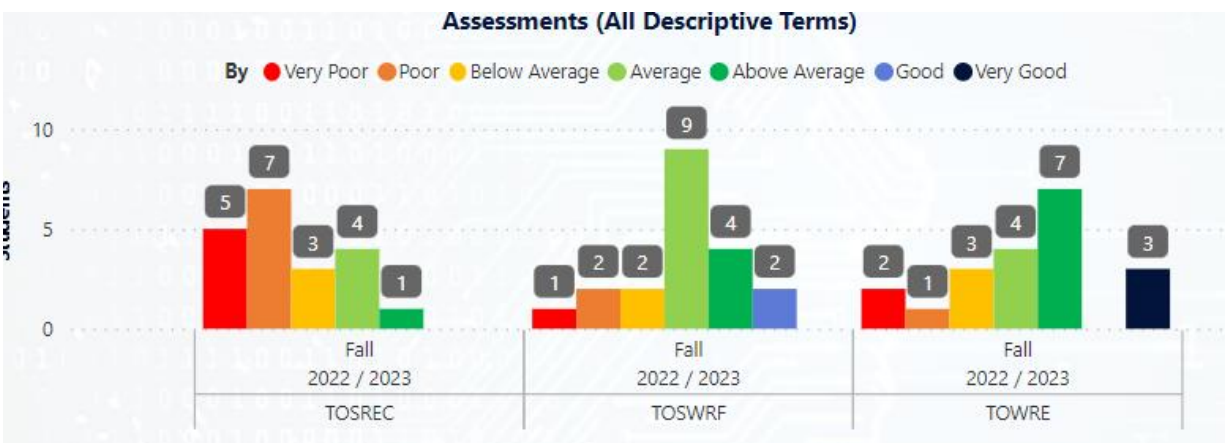
Very Poor 17.2%	Poor 11.8%	Below Average 17.2%	Average 36.6%	Above Average 15.1%	Good 2.2%
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Year	Current	Change in Period	Change in Year
2022 / 2023			
Fall			
Average and Above	53.8%		
Below Average	46.2%		

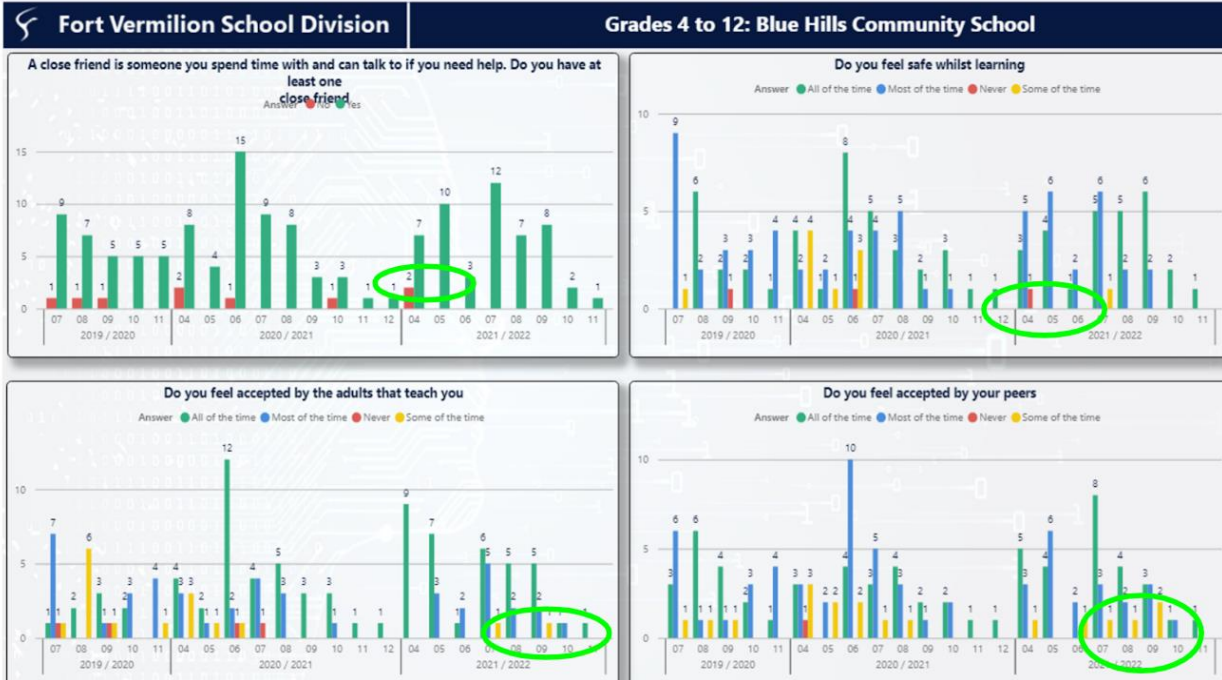
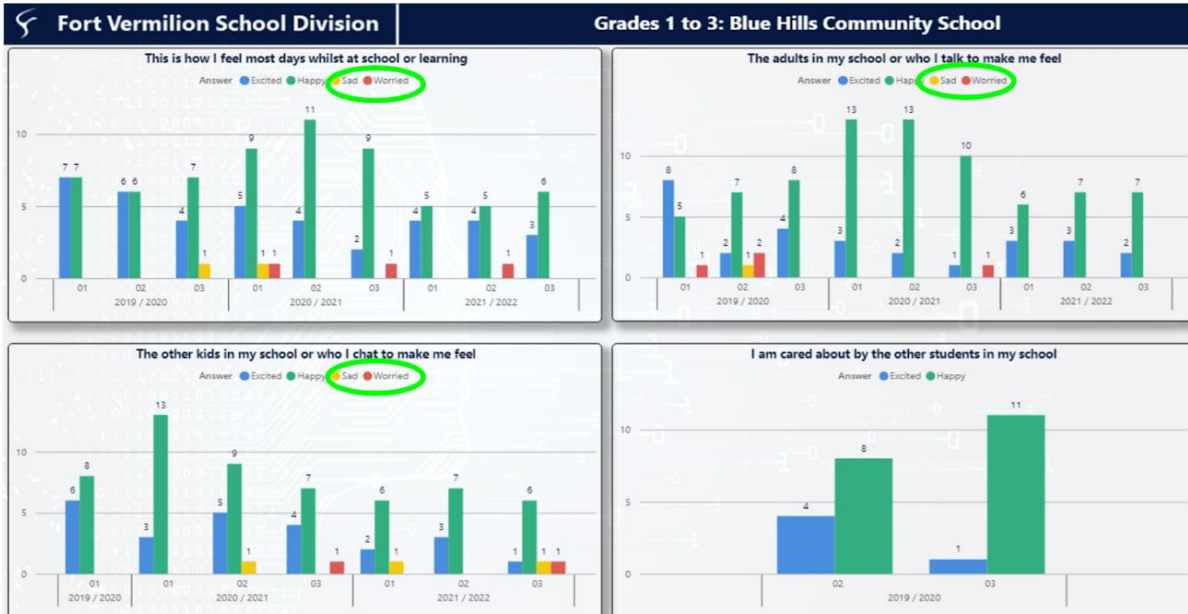


Literacy Division 3 (grades 7-9)

Very Poor 13.3%	Poor 16.7%	Below Average 13.3%	Average 28.3%	Above Average 20.0%	Good 3.3%	Very Good 5.0%
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Connectivity Results



Overview of Schools Universal Programming, Supports and Interventions:

Literacy

Universal Programming

- Gr. 1 George Georgiou Reading Program
- Phonemic awareness lessons (Heggerty)
- Reading and Writing Sound Walls
- Secret Stories (spelling, reading, writing)
- Decodables – Flyleaf, Whole Phonics
- Handwriting Without Tears (proper printing and letter formation)
- Word Walls
- Units of Study in phonics
- Lucy Calkins
- Structured Word Inquiry
- High Frequency Sight Words
- Precision Reading
- Read Theory
- Reading Rockets
- Guided Reading
- Writer' Workshop
- Whole School Writes Program
- Words Their Way – word recognition and spelling

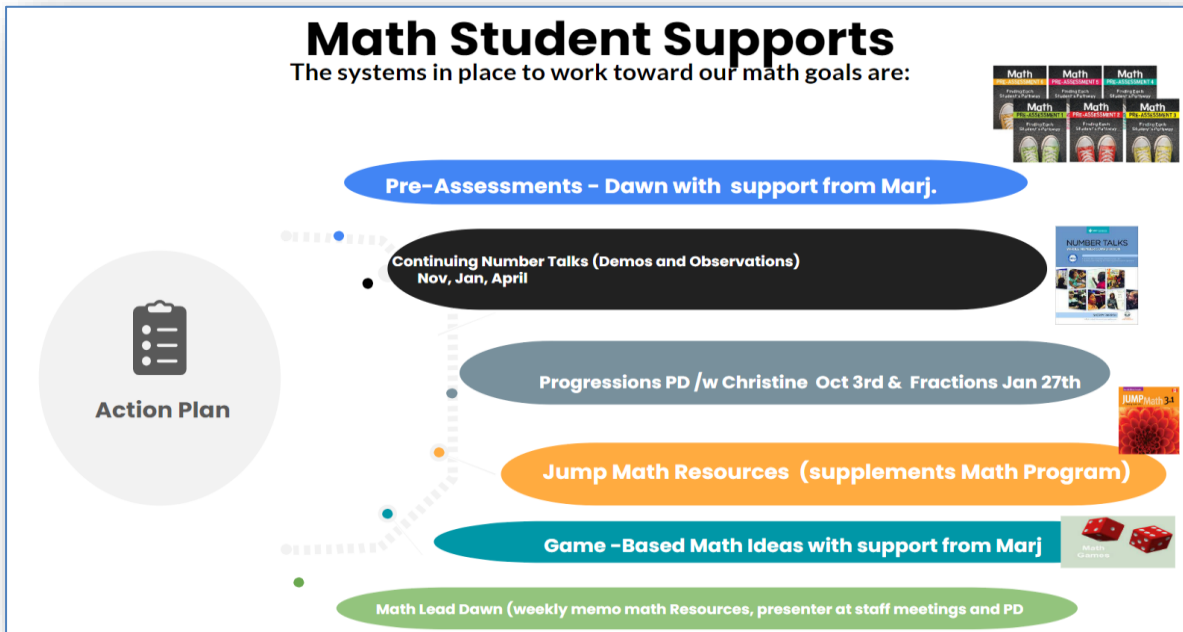
Supports and Interventions:

- ❖ Empower
- ❖ Bridge the Gap (a series of systematic phonemic awareness intervention lessons)
- ❖ Rewards (phonics)
- ❖ Morpheme Magic

Interventions / Support

Grade K-3 Supports			EA / Teacher	Interventions Provided
K-1	Support outside the classroom developing foundational skills		✓	<ul style="list-style-type: none"> Heart word practice Phonics Program Grade 1 Buddy Reading Letters/Sounds Practice 
2-3	Support outside the classroom developing foundational skills		✓	<ul style="list-style-type: none"> U of A - 45 Phonics Lessons Heggerty- PA Empower Reading intervention Heart Word practice (HF Words)  
4-5	Support outside the Classroom developing literacy skills	 	✓	<ul style="list-style-type: none"> Rewards Phonics intervention Bridge the Gap Secret Stories Heggerty Fluency reading practice  
6-9	Support outside the classroom developing literacy skills; reading, writing, spelling, phonics, PA Gaps	 	✓	<ul style="list-style-type: none"> Secret Stories Bridge the Gap Heggerty Empower Reading Comprehensions groups  

Numeracy:



Connectivity – Programming, Supports and Initiatives

BE HERE. BE YOU. BELONG

Suggested Use music like this in your content | 30-45

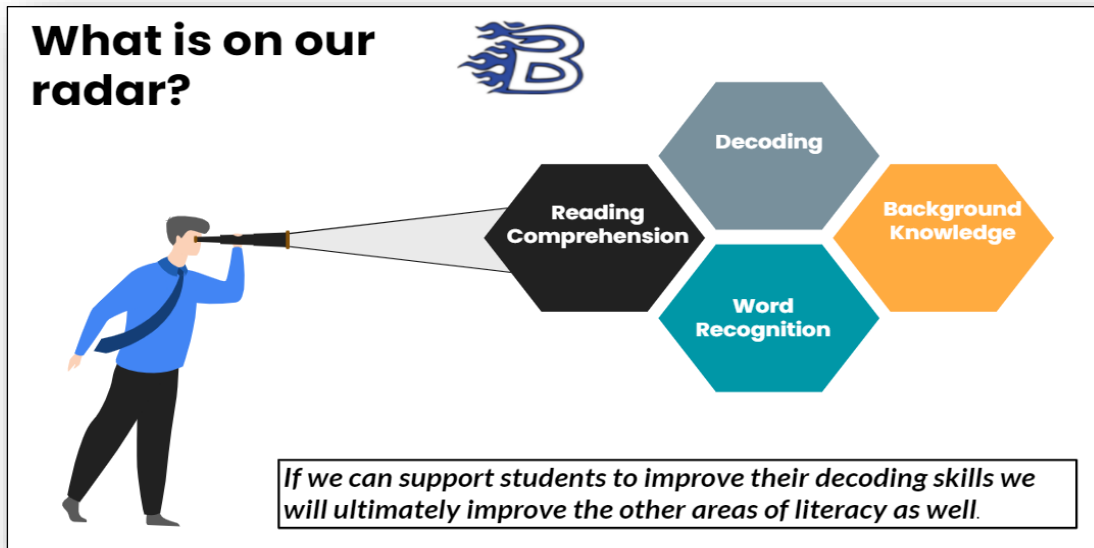
Everytime we are **TOGETHER** is a chance to build
CONNECTIONS & COMMUNITY



- Monthly House Team Challenges
- Postcards & Gotcha Cards
- Staff Socials
- Blazer Bulletins
- Newsletters sent home to parents with updates
- Blazer Staff group text chat (pictures, updates and jokes are shared)
- Monthly Staff CRM Meetings and Staff Meetings
- FVSD Connection Team Presentations (Wellness (fall), Sleep (winter) and Student Anxiety & Wellness (spring))
- School Events - Terry Fox Run, Bake Sales, Theme Days, Easter Egg hunts ...
- Bus Driver and School Staff Appreciaion
- Buddy Reading (younger students paired with older students)

Insights gleaned from school data (Celebrations and Challenges/Struggles):

Literacy:



Celebration – 5% of our students Div 3 are achieving “Very Good” (+3% above the target for this category)

Challenge – 13% Achieving at a “Very Poor” level. Our students are all ESL and learning English as a second language continually shows up in the data.

Numeracy

(Celebration)– Teachers have incorporated number talks into their teaching repertoire targeting our deficiency

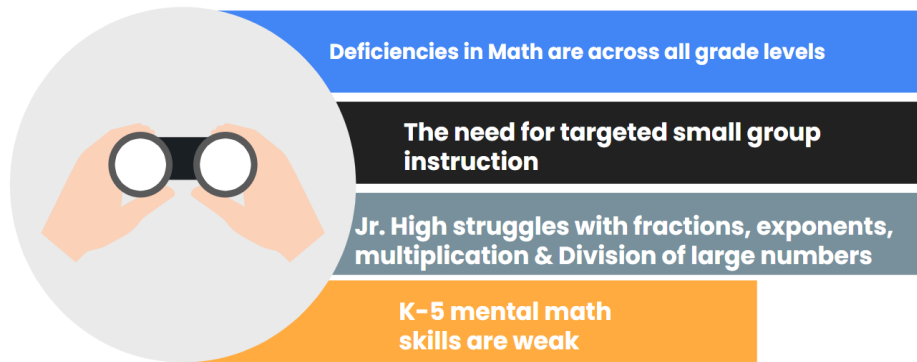
(Challenge)

Over the last 4 years students in in grade 6-9 have had 4 different math teachers to come and go.

(Struggle)

Dropout rate among our Jr. High boys was high last year (Aiming to change that this year with increased support)

What's on our radar? (math)



Connectivity

(Celebration)– According to our connectivity surveys:

Div 1 – Only 1-2 students reported feeling “sad” or worried while at school. Through our monthly Collaborative Response Meetings, we have identified who these students are. Staff members have been assigned to specifically check-in and offer support to these students.

98% of students in Div 1 are either excited or happy to come to school. The other Divs (2 & 3) are similar.

(Challenge / Struggle)

Some students leave for 3-4 months to travel with family to logging camps / seasonal work making it difficult to stay connected with these students.

On our Radar – The Jr. High boys drop out rate. We plan to full utilize our new shop to integrate, hands-on high interest projects to target at-risk boys who show warning signs of potentially dropping out of school. (Warning signs could include poor attendance, lack of participation in school events and low interest in class activities and projects).

It is also fantastic that we have our high school students in the same building as our K-9 students. Under the direction of AP Dave MacDougall and the Educational Assistant Shannon Wiebe they have become wonderful student leaders in our building!

APPROVAL OF AGENDA

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

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

APPROVAL OF MINUTES

_____ moved that the Board of Trustees approve the minutes of the Regular Board Meeting held September 28, 2022, as presented.

**FORT VERMILION SCHOOL DIVISION
MINUTES OF THE REGULAR BOARD MEETING
SEPTEMBER 28, 2022**

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
Mrs. Karen Smith, Associate Superintendent
Mr. Terry Gibson, Associate Superintendent
Mrs. Darlene Bergen, Executive Assistant
Mrs. Chandra Tincombe, Public Engagement Coordinator

Focus on Student Achievement:

Stephanie Connors, Principal – RLKS

ATA Representative Present:

Fred Kirby (VC)

Chairman, Marc Beland called the meeting to order at 10:00 a.m.

22-09-16911
IN-CAMERA

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

CARRIED

22-09-16912
REVERT TO PUBLIC
MEETING

Benjamin Friesen moved that the Board of Trustees move out of in camera at 2:11 p.m.

CARRIED

22-09-16913
FOCUS ON STUDENT
ACHIEVEMENT –
RAINBOW LAKE
SCHOOL

Report found in the September 28, 2022, Regular Board Meeting Package.

Dale Lederer moved that the Board of Trustees accept the Focus on Student Achievement – Rainbow Lake School Report.

CARRIED

22-09-16914
APPROVAL OF
AGENDA

Linda Kowal moved that the Board of Trustees approve the agenda with the following additional items:

- a. Rocky Lane School
- b. Collegiate Capital Projects

CARRIED

**FORT VERMILION SCHOOL DIVISION
MINUTES OF THE REGULAR BOARD MEETING
SEPTEMBER 28, 2022**

- 22-09-16915
APPROVAL OF
MINUTES
Amanda Paul moved that the Board of Trustees approve the Minutes of the Regular Meeting held June 22, 2022, as presented.
CARRIED
- BOARD
COMMUNICATIONS
Letter from Minister LaGrange, dated August 5, 2022, was received approving \$4,224,701 in reserve spending for the 2022/23 school year and the transfer of \$3,293,036 from capital reserves to operating reserves.
- TRUSTEE SHARING
ON PD/COMMITTEES
Henry Goertzen attended the ASABA Zone 1 Meeting and Edwin Parr Award Dinner and reported on the discussion at the meeting. Peace River School Division's nominee received the Edwin Parr Award.
- MONITORING
REPORTS**
- 22-09-16916
SUPERINTENDENT'S
REPORT
Report found in the September 28, 2022, Regular Board Meeting Package.
Tim Driedger moved that the Board of Trustees accept the Superintendent's Report as information.
CARRIED
- 22-09-16917
REVIEW TRUSTEE
HANDBOOK
Draft Trustee Handbook found in the September 28, 2022, Regular Board Meeting Package.
Dale Lederer moved that the Board of Trustees accept the Trustee Handbook as amended.
CARRIED
- OTHER BUSINESS**
- 22-09-16918
ROCKY LANE
SCHOOL
Linda Kowal moved that the Board of Trustees begin consultation on community education needs and start the Grade 10 – 12 school closure process for Rocky Lane School.
CARRIED
- 22-09-16919
COLLEGIATE CAPITAL
PROJECTS
Amanda Paul moved that the Board of Trustees rescind motion 22-06-16903.
CARRIED
- 22-09-16920
COLLEGIATE CAPITAL
PROJECTS
Benjamin Friesen moved that the Board of Trustees approve capital projects that follow the Fort Vermilion School Division Collegiate model. The Board directs Administration to advertise for properties with a budget totaling \$3,500,000, in the community of La Crete and in the Town of High Level that meet the needs of the Collegiate specialized programming.
CARRIED

**FORT VERMILION SCHOOL DIVISION
MINUTES OF THE REGULAR BOARD MEETING
SEPTEMBER 28, 2022**

22-09-16921 John Zacharias moved that the Board of Trustees approve
COLLEGIATE CAPITAL \$700,000 in capital upgrades to the Fort Vermilion Support
PROJECTS Services Building which will be utilized for Collegiate programming.
CARRIED

22-09-16922 Marc Beland moved that the Board of Trustees adjourn the
ADJOURNMENT meeting at 2:52 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>	<p>Spring Data 2022 and action plan for fall 2022</p> <ul style="list-style-type: none"> • The new connectivity app will be ready for the student survey as of October 31 and will be completed by November 18. • Based on May 2022 data, there was an increase in the number of primary students who identify they are sad and worried. This is concerning and defiantly something to investigate. Possible contributors: family stressors, classroom climate, staff health, and community stressors, administration error. With the simplicity of the app this year we will be able to dig deeper when anomalies occur. • Grades 4-12 4-6 there have been improvements. 7-12 an increase of students who do not like coming to school. • FVSD staff- our focus is on engaging staff in the support available to them (ASEBP, EFAP, as well as Willard and Natasha). Willard is out due to a medical procedure till Christmas. Natasha comes north once/month for four days (2 days in High Level and 2 days in La Crete). She is completely booked for her next visit. • Schools will develop a focus on building meaningful community connections. • Our intention for the November 10th PD will be to provide an opportunity to learn/share local perspectives. The more we learn regarding our cultural contexts throughout our school division, the better we can serve them.
<p>Numeracy Gilbert Morris</p>	<ul style="list-style-type: none"> • WRAT 5 (Wide Range Achievement Test) Division Measure for Gr. 2-9 – norm referenced and standardized. • Overall: In fall of 2021 we had 32% of students average or above and, in the spring of 2022, we had 53% of our students scoring average or above. A 21% increase over the course of the school year. (Our target is to have 75% of our students average or above). Broken down by division the % of students performing average or above is noted below: <ul style="list-style-type: none"> Division 1: Fall – 39% Spring – 64%. Division 2: Fall - 21%, Spring - 44%. Division 3: Fall – 39%, Spring - 52%. • All the students are improving in numeracy skills and knowledge. With the focus on division 1 this past school year, we saw substantial growth in numeracy for our Gr. 1-3 students. Our focus this year will be working with schools to improve classroom instruction and interventions for divisions 2 and 3. Overall, students in all grade levels are showing growth. The following is a list of pedagogical approaches and resources that are being supported at various schools: <ul style="list-style-type: none"> • Guided Math – a framework for small group instruction to provide intervention time for students who struggle with math concepts. • Number Talks – to help students with number sense and mental math. • Jump Math – common resource for instruction.

	<ul style="list-style-type: none"> • 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. • Math Coaches/Champions - Each school will have one coach/champion to support numeracy initiatives. This involves being part of the division numeracy committee, reporting meeting notes from the numeracy committee at staff meetings and networking with other schools.
<p>Literacy Sharon McLean</p>	<ul style="list-style-type: none"> • Schools have continued to make significant gains in teaching reading and writing, Literacy scores increased over the course of the year. • Decrease in number of students needing interventions in upper grades. • Decrease in number of students needing decoding interventions. • Literacy Coaches will continue to support all teachers with instruction, programs, resources, modeling and pedagogy. • Literacy Coaches and all Administrators will complete the Layers of Reading PD on Phonological Awareness, Word Study, Fluency, Vocabulary, Comprehension. • All students will continue to demonstrate measurable growth in Literacy by implementing best practices in a literacy environment as measured by the 3T assessments. • Units of Study in Reading and Writing will have increased support. PD provided to teachers using workshop structure to develop reading skills, writing skills. • Focus on morphology, structured word inquiry and strategies for comprehension and vocabulary. • Continuing with a combination of effective classroom instruction and targeted interventions which are critical for success in reading and writing. • Interventions for students in Grade 2 and 3 have started in October. Students identified as needing additional support will complete Empower, Rewards, Best Practices in Reading and Companion Reading. Grade One Interventions will start in February. • A Division Framework was developed to support teachers in Grades K-9. The Framework is specific to the Five Pillars of Reading, supports the Science of Reading and will be used to guide teachers and support programming in each of the Five Pillars. As well it includes direct links to training literacy instructional practices. • Edit, improve and refine Common Assessments for Language Arts. This will be done by the Secondary Literacy Committee. • The Secondary Literacy Committee has developed a Junior High English Language Arts year plan to support grade 7-9 English teachers. • All schools were provided with Fly Leaf decodable books, provide beginning and struggling readers with foundational skills, close reading instruction for K-3.

MONITORING REPORTS

RE: SUPERINTENDENT'S REPORT

A copy of the Superintendent's Report is attached.

Policy Reference

2.9 Delegation of Authority and Responsibility

Submitted by Michael McMann, Superintendent.

RECOMMENDATION:

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

SUPERINTENDENT'S REPORT

October 2022

- November PD Day
- Celebration of Results
- Collegiate Discussion and Planning
- Hockey Academy
- Rocky Lane High School Closure Discussion
- Bus Fees for Field Trips and Sports

MONITORING REPORTS

RE: FINANCE REPORT

A copy of the revenues and expenditures for the period of September 1, 2022, to September 30, 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 September 30, 2022.

Fort Vermilion School Division

YEAR-TO-DATE REVENUE & EXPENSES

	Budget 2022-2023	September, 2022	Year to Date	Percentage
OPERATIONS (SUMMARY)				1 of 12 months
Revenues				8.33%
Alberta Education	\$48,347,919	\$4,066,941	\$4,066,941	8.41%
Other - Government of Alberta	\$57,222	\$0	\$0	0.00%
Federal Government and First Nations	\$5,462,141	\$96,600	\$96,600	1.77%
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	\$175,000	\$23,203	\$23,203	13.26%
Other sales and services	\$943,218	\$11,608	\$11,608	1.23%
Investment income	\$90,000	\$42,251	\$42,251	46.95%
Gifts and donation	\$0	\$0	\$0	0.00%
Rental of facilities	\$300,000	\$30,947	\$30,947	10.32%
Fundraising	\$750,000	\$24,018	\$24,018	3.20%
Gain on disposal of capital assets	\$0	\$0	\$0	0.00%
Other revenue	\$0	\$0	\$0	0.00%
Total revenues	\$56,125,500	\$4,295,568	\$4,295,568	7.65%
Expenses By Program				
Instruction - ECS	\$1,466,959	\$127,262	\$127,262	8.68%
Instruction - Grade 1-12	\$39,160,290	\$3,536,636	\$3,536,636	9.03%
Plant operations and maintenance	\$8,587,388	\$543,922	\$543,922	6.33%
Transportation	\$3,963,418	\$297,239	\$297,239	7.50%
Board & system administration	\$2,232,106	\$248,907	\$248,907	11.15%
External services	\$1,152,983	\$96,600	\$96,600	8.38%
Total expenses	\$56,563,144	\$4,850,566	\$4,850,566	8.58%
<i>Annual Surplus (Deficit)</i>	(\$437,644)	(\$554,998)	(\$554,998)	
Expenses by Object				
Certificated salaries & wages	\$21,134,574	\$1,703,015	\$1,703,015	8.06%
Certificated benefits	\$5,052,070	\$334,716	\$334,716	6.63%
Non-certificated salaries & wages	\$12,755,902	\$1,213,603	\$1,213,603	9.51%
Non-certificated benefits	\$3,078,350	\$230,925	\$230,925	7.50%
Services, contracts and supplies	\$11,069,822	\$1,083,961	\$1,083,961	9.79%
Amortization expense	\$3,472,426	\$284,346	\$284,346	8.19%
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	\$56,563,144	\$4,850,566	\$4,850,566	8.58%

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. Retirement Gala Address f. Awards Ceremony Address g. Email to all staff to express commendation and best wishes 	<ul style="list-style-type: none"> a. September b. September c. December d. December e. May f. June g. June 	<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
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 Alberta School Board Association Annual General Meetings 	<ul style="list-style-type: none"> a. November and May b. Monthly c. Bi-monthly d. November and June 	<ul style="list-style-type: none"> a. All Trustees and Executive b. All Trustees c. Trustee Representative / Superintendent d. All Trustees / Superintendent
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. Superintendent b. Superintendent

BOARD COMMUNICATION PLAN 2022-2025