
FORT VERMILION SCHOOL DIVISION
“Our Children, Our Students, Our Future: Moving the Dial on Every Child”

BOARD OF TRUSTEES REGULAR MEETING

JUNE 20, 2023 – 9:00 AM

CENTRAL OFFICE

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	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)	Other Events 3 PD Day 10 Thanksgiving Day 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

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 March 3-4, 2023	Trustee Development DRAFT Three Year Capital Plan (COW) Board Evaluation	February 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 (COW) Three Year Capital Plan 2023-2024 School Calendar Review Student Fee Structure	5-7 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)	1 First day of Spring Break 7 Good Friday 10 Easter Monday 11 PD Day 12 Classes Resume 21 Last day of Quad 3 24 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 (postponed till September) & SNCS Superintendent Report Finance Report Three Year Education Plan 2023-2024 Budget Report School Improvement Fund	22 Victoria Day 24 School Council Chairs Meeting (5-8 p.m.) 27 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)	5-6 ASBA Spring General Meeting 22 Last day for K-9 Students 23, 26 PD for K-9 Teachers 26 Last day for 10-12 Students 27 Organizational Day 27 FVSD Awards Ceremony 28 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
JUNE 20, 2023 - 9:00 A.M.
CENTRAL OFFICE
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: ROCKY LANE SCHOOL

Attached is the Focus on Student Achievement report as presented by Rocky Lane School.

Policy References:

1.5 Goals (1.5.1, 1.5.2 and 1.5.3)

1.6 Current Priorities (1.6.1, 1.6.2 and 1.6.3)

Submitted by Grant Charles, Principal.

RECOMMENDATION

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

School Presentation to the Board: Divisional Priorities

School: Rocky Lane School

Date of Report: June 13, 2023

School Context:

Rocky Lane School is a K-12 school located in the rural community of Rocky Lane and Beaver First Nation. Our school is comprised of 80% First Nation & Metis students. Our students have a range of abilities, challenges, and strengths. We have 11 teachers, 9 educational assistants, 2 custodians, a librarian, a nutritionist, and 2 administrators.

Literacy, Numeracy and Connectivity School Results from Power BI:

Literacy

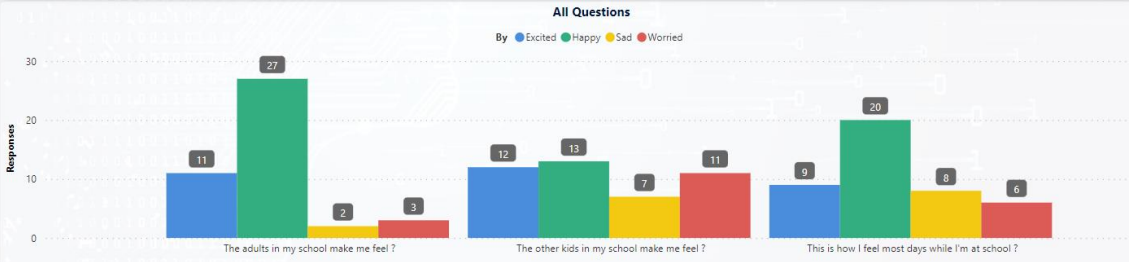
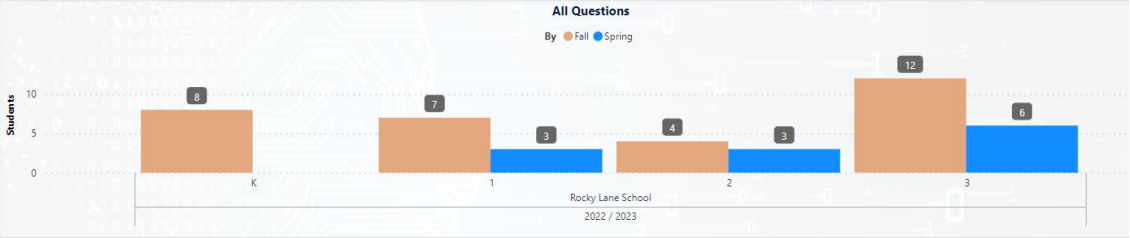
Fort Vermilion School Division												
School Year and Period			School and Teacher				Division and Grade			Special Education		
2022 / 2023			Rocky Lane School				All			All		
Year	2022 / 2023											
Period	Fall				Winter				Spring			
Descriptive Term	Target	Actual	Diff	Change	Target	Actual	Diff	Change	Target	Actual	Diff	Change
Very Good	2.0%	0.7%	-1.35%		2.0%	2.5%	0.53%	↑ 1.9%	2.0%	1.2%	-0.80%	↓ -1.3%
Good	7.0%	1.6%	-5.37%		7.0%	1.3%	-5.73%	↓ -0.4%	7.0%	4.0%	-3.02%	↑ 2.7%
Above Average	16.0%	5.6%	-10.44%		16.0%	7.0%	-9.04%	↑ 1.4%	16.0%	10.8%	-5.24%	↑ 3.8%
Average	50.0%	37.9%	-12.09%		50.0%	35.1%	-14.87%	↓ -2.8%	50.0%	36.3%	-13.75%	↑ 1.1%
Below Average	16.0%	15.0%	-0.97%		16.0%	16.5%	0.46%	↑ 1.4%	16.0%	18.3%	2.33%	↑ 1.9%
Poor	7.0%	14.7%	7.71%		7.0%	12.3%	5.34%	↓ -2.4%	7.0%	13.1%	6.15%	↑ 0.8%
Very Poor	2.0%	24.5%	22.51%		2.0%	25.3%	23.32%	↑ 0.8%	2.0%	16.3%	14.33%	↓ -9.0%

Period	Fall			Winter			Spring		
Year	2022 / 2023								
Term Grouping	Current	Period Dif	Year Dif	Current	Period Dif	Year Dif	Current	Period Dif	Year Dif
Average and Above									
TOSREC	32.4%			34.2%	↑ 1.9%		40.5%	↑ 6.3%	↑ 8.2%
TOSWRF	55.9%			57.8%	↑ 2.0%		67.1%	↑ 9.2%	↑ 9.4%
TOWRE	49.0%			47.0%	↓ -2.0%		48.8%	↑ 1.8%	↑ 0.3%
Below Average									
TOSREC	67.6%			65.8%	↓ -1.9%		59.5%	↓ -6.3%	↓ -8.2%
TOSWRF	44.1%			42.2%	↓ -2.0%		32.9%	↓ -9.2%	↓ -9.4%
TOWRE	51.0%			53.0%	↑ 2.0%		51.2%	↓ -1.8%	↓ -0.3%

Connectivity

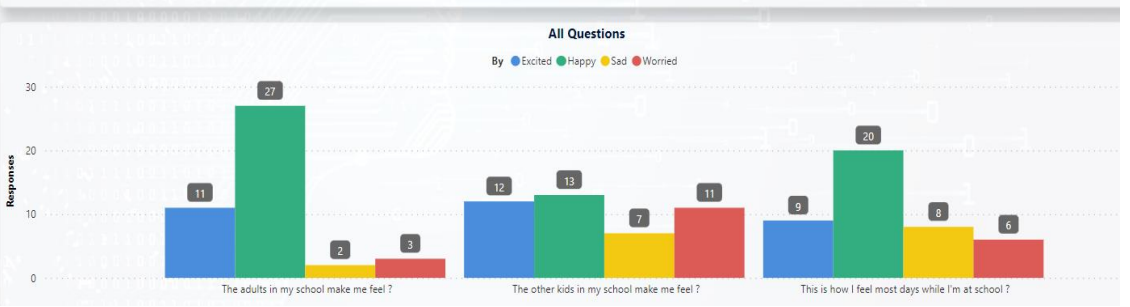
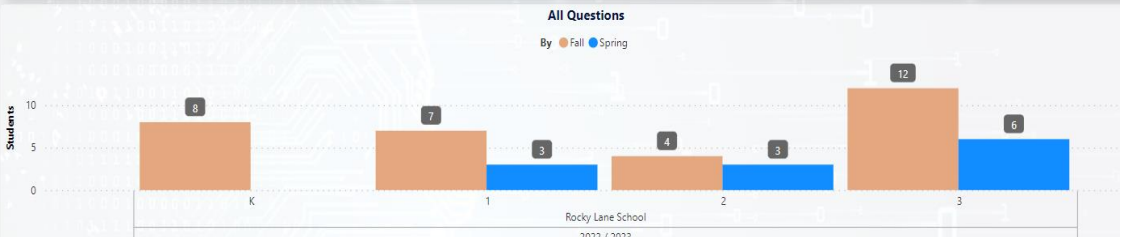
Fort Vermilion School Division **Rocky Lane School**

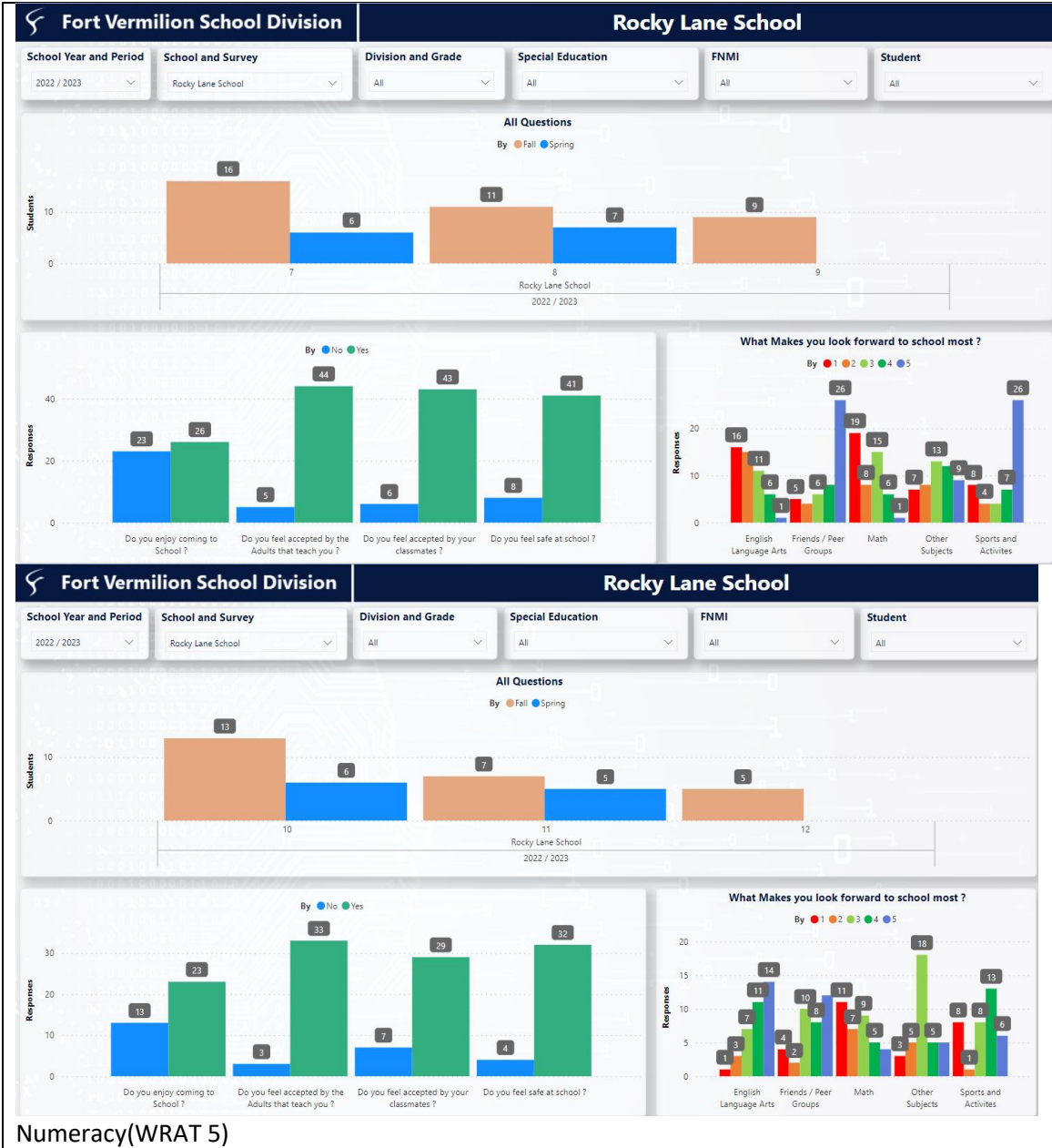
School Year and Period: 2022 / 2023 | School and Survey: Rocky Lane School | Division and Grade: All | Special Education: All | FNMI: All | Student: All



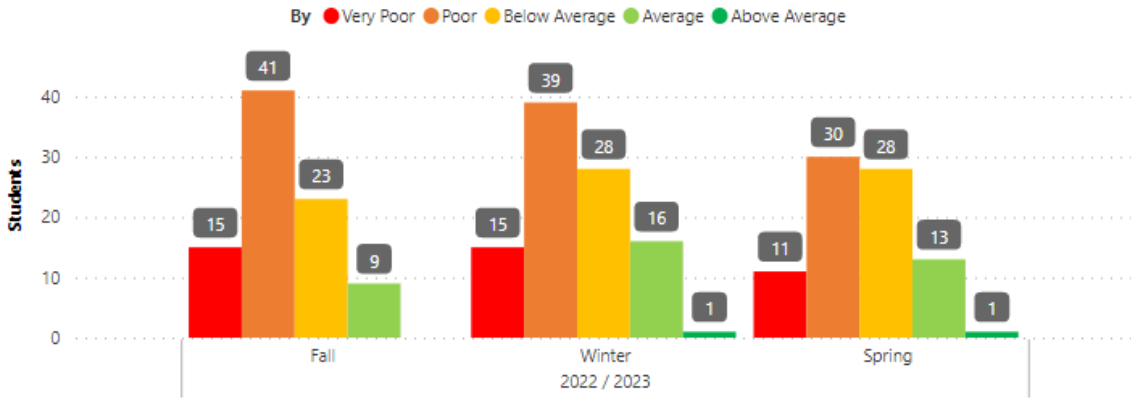
Fort Vermilion School Division **Rocky Lane School**

School Year and Period: 2022 / 2023 | School and Survey: Rocky Lane School | Division and Grade: All | Special Education: All | FNMI: All | Student: All



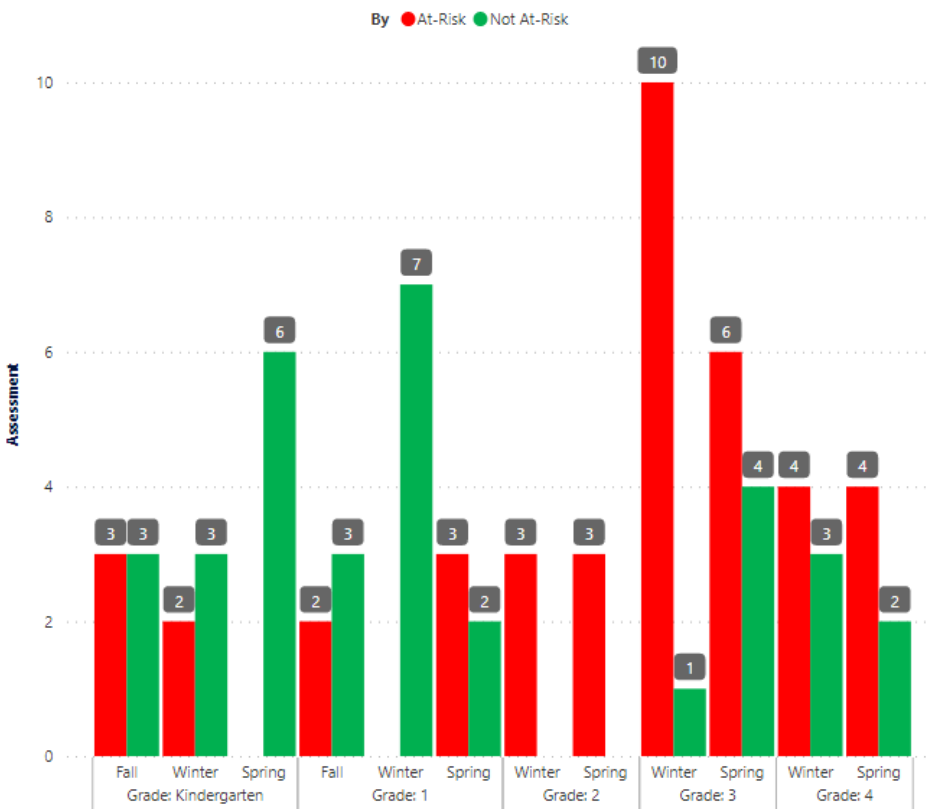


Assessments (All Descriptive Terms)



PNSA

PNSA Assessments



Overview of Schools Universal Programming, Supports and Interventions:

Universal Programming:

- Lucy Caulkins Phonics Kindergarten
- Lucy Caulkins Writing

- George Georgiou Phonics (Grade 1)
- Heggerty K-3
- Literacy Place Reading Strategies/Comprehension
- George Georgiou Reading Project (The Phonics Companion)
- Jump Math

Interventions:

- Empower (Primary)
- Empower (Intermediate)
- George Georgiou Best Practices in Reading
- George Georgiou Phonemic Awareness/Phonics Reading Program
- Number Sense to 10
- Number Sense 11 – 20
- Number Sense to 100
- Fly Leaf

Supports:

- Literacy/Numeracy Coaches
- Supplemental curricular resources (ie. Mathletics)
- Small-group targeted instruction
- Mental Health Therapists
- Connection Team
- Culturally based activities

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

Celebrations:

There are many celebrations that can be highlighted when we examined our data sets including, but not limited to:

1. Overall, our literacy results showed gains in all three areas.
2. Students who were in school consistently seen improvement.
3. Students in Div. 2 who participated in Empower Reading Intervention had increased results.
4. PNSA data shows that we have no current ECS students at risk.
5. The number of students at risk in Grade 3 decreased after participating in the Numbers 11-20 intervention.

Challenges:

1. 40% of our students are foster children, live with extended family, or come from one-parent households, which also brings many challenges. Many of our parents themselves are struggling both mentally and financially yet are doing the best they can with the skills they have. This leads to many of our students with poor attendance and they are usually the students who need help the most.
2. With many dysregulated students, we found that they may not feel safe or do not connect with others in their class. Others may not connect with adults in the school due to poor behavior, and its consequences. We found that students are also looking for teachers to have

good behavior management in their classrooms and administration to deal with behavior appropriately to keep them safe.

3. In many areas we do not meet the acceptable standard and we find that many of our students are below average in most data sets. Attendance is also a contributing factor here.
4. Although we are rewarding students who come to school, we are finding that incentive is not keeping them in school. A more comprehensive approach will need to be developed for next year.

FOCUS ON STUDENT ACHIEVEMENT

RE: ST. MARY'S CATHOLIC SCHOOL/FORT VERMILION PUBLIC SCHOOL

Attached is the Focus on Student Achievement report as presented by St. Mary's Catholic School/Fort Vermilion Public School.

Policy References:

1.5 Goals (1.5.1, 1.5.2 and 1.5.3)

1.6 Current Priorities (1.6.1, 1.6.2 and 1.6.3)

Submitted by Kemoy Shaw, Principal.

RECOMMENDATION

_____ moved that the Board of Trustees accept the Focus on Student Achievement – St. Mary's Catholic School/Fort Vermilion Public School Report.

School Presentation to the Board: Divisional Priorities

School: St. Mary's Catholic School/ Fort Vermilion Public School

Date of Report: Tuesday, June 20th, 2023

School Context:

SMCS/FVPS is a K-12 school with a projected enrollment of 180 students for the 23-24 school year. At FVPS/SMCS we pride ourselves on creating a school culture where all students feel welcome. Currently, kindergarten students are housed at the learning store. Grade 1-9 is located at our main campus (FVPS). Grades 10-12 are located at the Northern Lakes College building. The main campus is currently in phase one of the construction plan and is slated to be finished in November 2023.

Literacy, Numeracy and Connectivity School Results from Power BI:

Literacy (SMCS- Division 1)

Period	Fall			Winter			Spring		
Year	2022 / 2023			2022 / 2023			2022 / 2023		
Term Grouping	Current	Period Dif	Year Dif	Current	Period Dif	Year Dif	Current	Period Dif	Year Dif
Average and Above									
TOSREC	22.2%			25.6%	↑ 3.4%		38.5%	↑ 12.9%	↑ 22.0%
TOSWRF	25.7%			37.2%	↑ 11.5%		47.4%	↑ 10.2%	↑ 19.2%
TOWRE	30.6%			39.5%	↑ 9.0%		42.1%	↑ 2.6%	↑ 15.6%
Below Average									
TOSREC	77.8%			74.4%	↓ -3.4%		61.5%	↓ -12.9%	↓ -22.0%
TOSWRF	74.3%			62.8%	↓ -11.5%		52.6%	↓ -10.2%	↓ -19.2%
TOWRE	69.4%			60.5%	↓ -9.0%		57.9%	↓ -2.6%	↓ -15.6%

Literacy (SMCS- Division 2)

Period	Fall			Winter			Spring		
Year	2022 / 2023			2022 / 2023			2022 / 2023		
Term Grouping	Current	Period Dif	Year Dif	Current	Period Dif	Year Dif	Current	Period Dif	Year Dif
Average and Above									
TOSREC	35.7%			43.6%	↑ 7.9%		50.0%	↑ 6.4%	↑ 14.1%
TOSWRF	50.0%			59.0%	↑ 9.0%		64.9%	↑ 5.9%	↑ 15.3%
TOWRE	39.5%			47.2%	↑ 7.7%		47.5%	↑ 0.3%	↑ 8.1%
Below Average									
TOSREC	64.3%			56.4%	↓ -7.9%		50.0%	↓ -6.4%	↓ -14.1%
TOSWRF	50.0%			41.0%	↓ -9.0%		35.1%	↓ -5.9%	↓ -15.3%
TOWRE	60.5%			52.8%	↓ -7.7%		52.5%	↓ -0.3%	↓ -8.1%

Literacy (FVPS- Divison 3)

Period	Fall			Winter			Spring		
Year	2022 / 2023			2022 / 2023			2022 / 2023		
Term Grouping	Current	Period Dif	Year Dif	Current	Period Dif	Year Dif	Current	Period Dif	Year Dif
Average and Above									
TOSREC	48.7%			45.9%	↓ -2.8%		58.3%	↑ 12.4%	↑ 8.9%
TOSWRF	67.6%			72.2%	↑ 4.7%		63.2%	↓ -9.1%	↓ -7.8%
TOWRE	53.8%			54.3%	↑ 0.4%		62.5%	↑ 8.2%	↑ 4.7%
Below Average									
TOSREC	51.3%			54.1%	↑ 2.8%		41.7%	↓ -12.4%	↓ -8.9%
TOSWRF	32.4%			27.8%	↓ -4.7%		36.8%	↑ 9.1%	↑ 7.8%
TOWRE	46.2%			45.7%	↓ -0.4%		37.5%	↓ -8.2%	↓ -4.7%

Numeracy (SMCS Division 1)

Year	Period	Term Grouping	Current	Change in Period	Change in Year	
2022 / 2023	Fall	Average and Above	28.6%			
		Below Average	71.4%			
	Winter	Average and Above	34.1%	↑	11.4%	
		Below Average	65.9%	↓	-5.6%	
	Spring	Average and Above	51.3%	↑	19.9%	↑ 22.9%
		Below Average	48.7%	↓	-17.1%	↓ -21.2%

Numeracy (SMCS Division 2)

Year	Period	Term Grouping	Current	Change in Period	Change in Year	
2022 / 2023	Fall	Average and Above	16.7%			
		Below Average	83.3%			
	Winter	Average and Above	26.3%	↑	11.9%	
		Below Average	73.7%	↓	-9.6%	
	Spring	Average and Above	28.9%	↑	4.2%	↑ 12.2%
		Below Average	71.1%	↓	-2.6%	↓ -15.7%

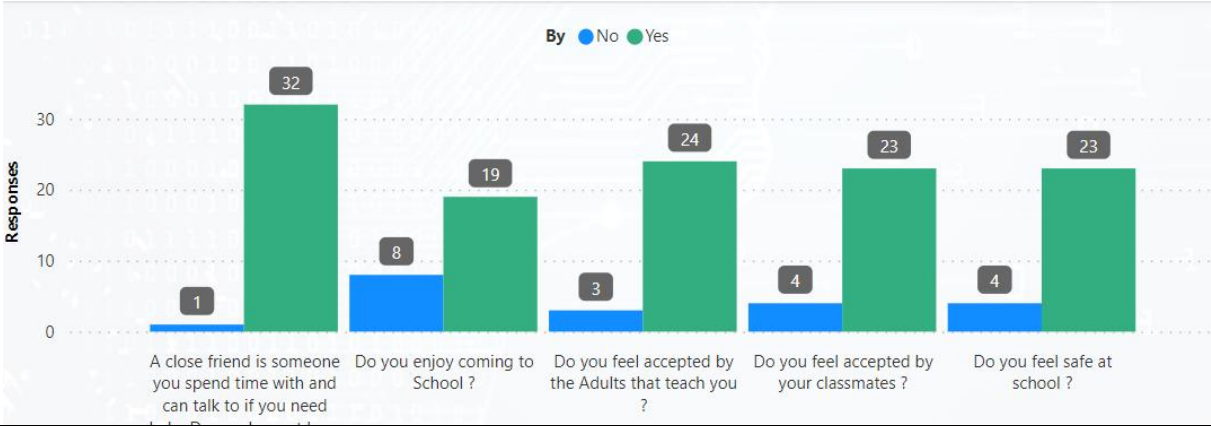
Numeracy (FVPS Division 3)

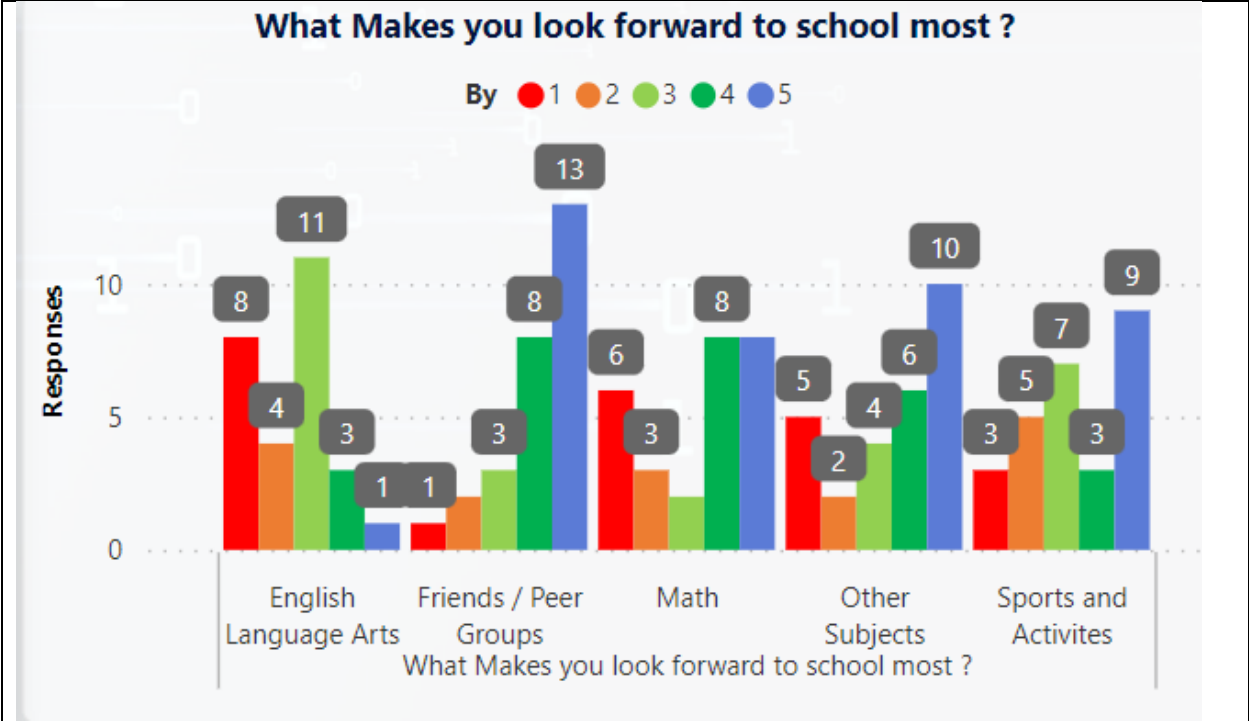
Year	Period	Term Grouping	Current	Change in Period	Change in Year	
2022 / 2023	Fall	Average and Above	17.9%			
		Below Average	82.1%			
	Winter	Average and Above	21.6%	↑	4.3%	
		Below Average	78.4%	↓	-3.7%	
	Spring	Average and Above	23.3%	↑	1.7%	↑ 7.7%
		Below Average	76.7%	↓	-1.7%	↓ -7.7%

Connectivity- (SMCS- Div 1)

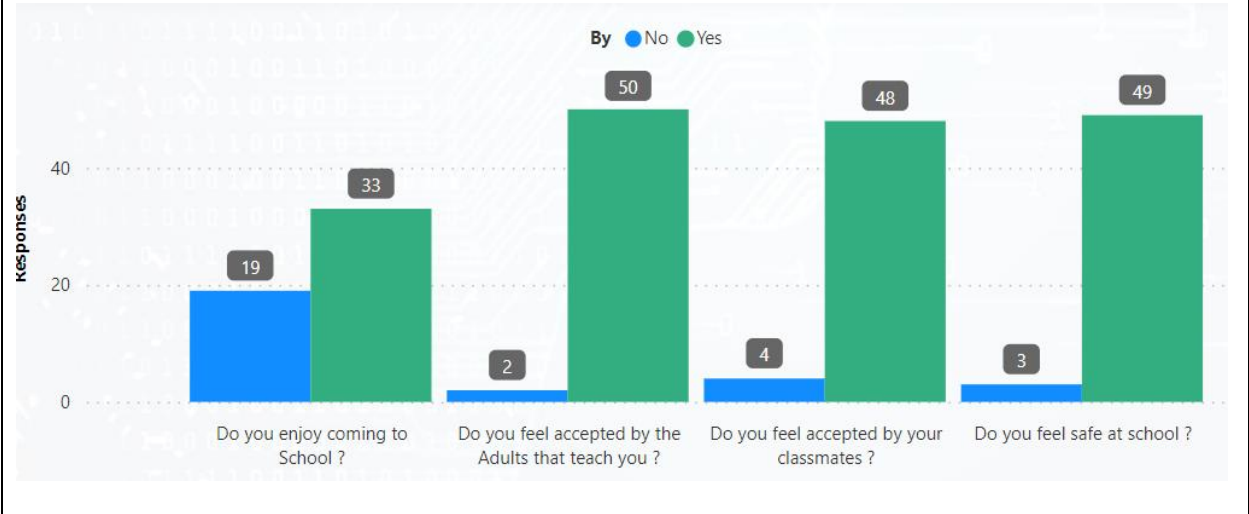


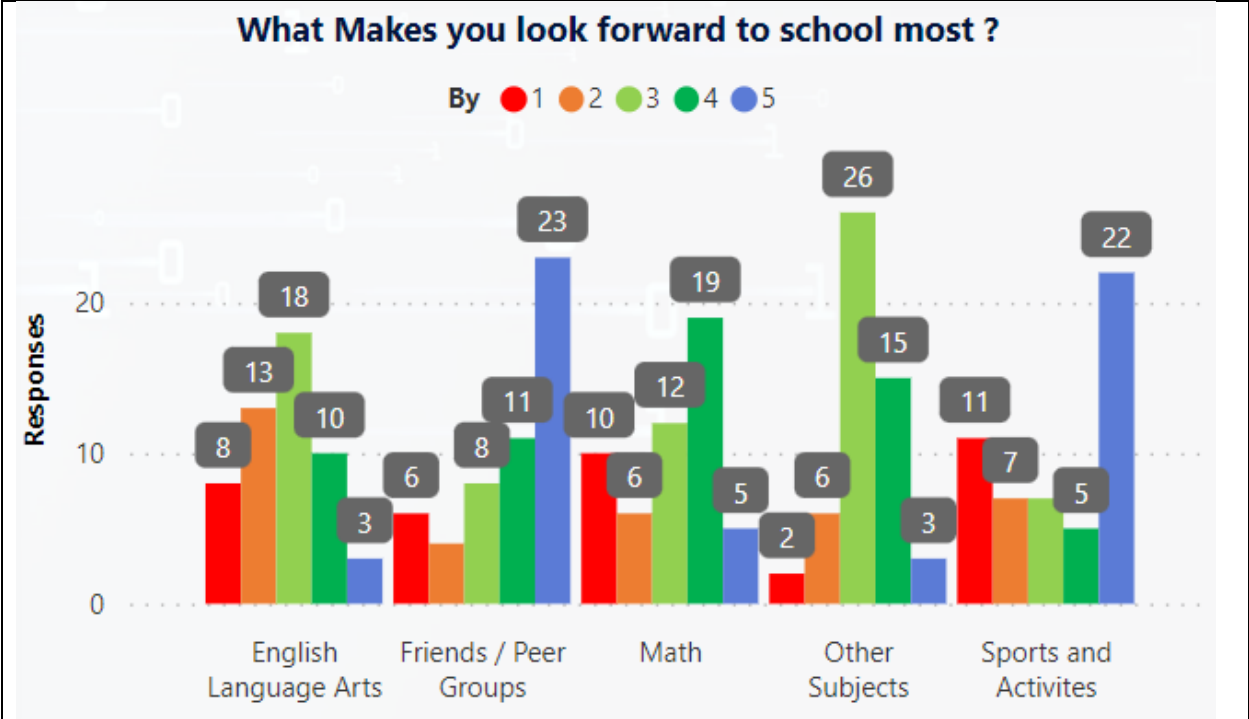
Connectivity (SMCS- Division 2)



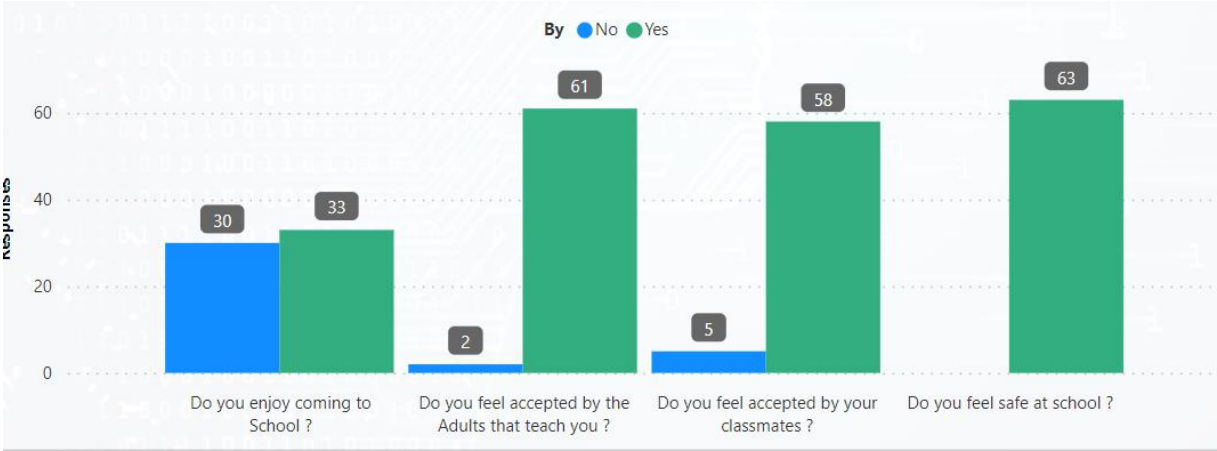


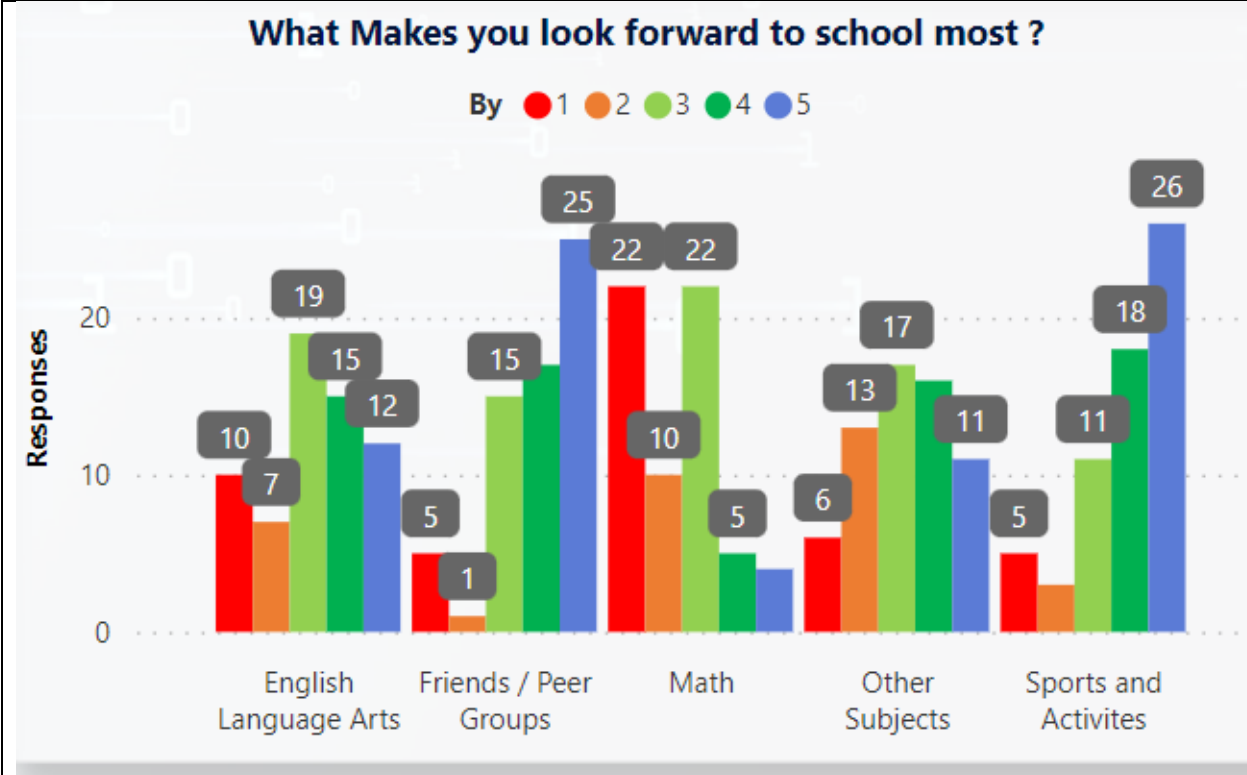
Connectivity (FVPS Division 3)





Connectivity (FVPS Division 4)





Overview of School’s Universal Programming, Supports and Interventions:

Interventions:

Literacy

- Empower Reading Program
- Rewards
- Companion Reading
- Best Practices in Reading Intervention
- Companion Reading

Numerary

- Numeracy Interventions to 10
- Numeracy Interventions to 20
- Numeracy Interventions to 100

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

Challenges:

- Connectivity- Parent Involvement has been an area of concern. It will be essential to continue to provide families with the opportunity to be present in our school.
- Connectivity- High school students sometimes feel disconnected from the main. As a school, it will be critical to create more opportunities for high school students to feel like they belong while our school continues to be under construction.

- Literacy/ Numeracy- Attendance patterns can be erratic, leading to students having learning gaps.

Celebrations

- Connectivity continues to be a strong area of focus for FVPS/SMCS. Strong connections will be the driving force in supporting students’ growth academically. We will continue to build strong teacher/student relationships with the goal of enhancing student motivation and promoting learning. As per our connectivity data every high school student feels safe at school.
- Numeracy- SMCS was able to make a 20% increase in our Numeracy results over the course of the year.

Year	Period	Term Grouping	Current	Change in Period	Change in Year	
2022 / 2023	Fall	Average and Above	22.1%			
		Below Average	77.9%			
	Winter	Average and Above	30.4%	↑	9.9%	
		Below Average	69.6%	↓	-8.3%	
	Spring	Average and Above	41.0%	↑	10.6%	↑ 19.9%
		Below Average	59.0%	↓	-9.9%	↓ -19.2%

- Regular attenders throughout K-12 continue to show growth over the span of a year in comparison to non-attenders.

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 May 24, 2023, as presented.

**FORT VERMILION SCHOOL DIVISION
MINUTES OF THE REGULAR BOARD MEETING
MAY 24, 2023**

ATTENDANCE

Board Members Present:

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

Administration Present:

Mr. Michael McMann, Superintendent
Mr. Norman Buhler, Associate Superintendent
Mr. Terry Gibson, Associate Superintendent
Mrs. Karen Smith, Associate Superintendent
Mrs. Darlene Bergen, Executive Assistant

Guests:

Cory Boudreau, Principal – SNCS
Christine Peterson, Assistant Principal – SNCS

ATA Representative:

Fred Kirby, President

Chairman, Marc Beland called the meeting to order at 10:00 a.m. at Spirit of the North Community School in High Level.

23-05-17019
IN-CAMERA

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

CARRIED

23-05-17020
REVERT TO PUBLIC
MEETING

Linda Kowal moved that the Board of Trustees move out of in camera at 1:39 p.m.

CARRIED

Karen Smith left the meeting at 1:45 p.m.

23-05-17021
FOCUS ON STUDENT
ACHIEVEMENT –
SPIRIT OF THE
NORTH COMMUNITY
SCHOOL

Report found in the May 24, 2023, Regular Board Meeting Package.

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

CARRIED

**FORT VERMILION SCHOOL DIVISION
MINUTES OF THE REGULAR BOARD MEETING
MAY 24, 2023**

23-05-17022
APPROVAL OF
AGENDA

Amanda Paul moved that the Board of Trustees approve the agenda with the following additional item:
1. Associate Superintendent

CARRIED

23-05-17023
APPROVAL OF
MINUTES

John Zacharias moved that the Board of Trustees approve the Minutes of the Regular Board Meeting held April 26, 2023, as presented.

CARRIED

BOARD
COMMUNICATIONS

A letter was received from the High Level Agricultural Society seeking financial support for a Multi-Use Indoor Arena. Superintendent McMann will contact the Society indicating our interest in a partnership with them and inform them that we will review their request in October with our budget to see if we can allocate any money towards this project.

TRUSTEE SHARING
ON PD/COMMITTEES

None.

**MONITORING
REPORTS**

23-05-17024
SUPERINTENDENT'S
REPORT

Report found in the May 24, 2023, Regular Board Meeting Package.

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

CARRIED

23-05-17025
FINANCE REPORT

Report found in the May 24, 2023, Regular Board Meeting Package.

Shane Lloyd moved that the Board of Trustees accept the Finance Report as of April 30, 2023.

CARRIED

23-05-17026
2023-2024 BUDGET
REPORT

Report found in the May 24, 2023, Regular Board Meeting Package.

Tim Driedger moved that the Board of Trustees approve the final budget for the period of September 1, 2023, to August 31, 2024, as outlined in the attached Budget Report.

CARRIED

SCHOOL
IMPROVEMENT
FUND

Tim Driedger moved that the Board of Trustees direct Administration to allocate the \$50,000 towards Sand Hills Elementary School and Ridgeview Central School for wheelchair accessible playground equipment.

CARRIED

OTHER BUSINESS

- | | | |
|--|--|---------|
| 23-05-17027
POLICY 1.2 VISION | Benjamin Friesen moved that the Board of Trustees give third and final reading to Board Policy 1.2 Vision. | CARRIED |
| 23-05-17028
POLICY 1.3 MOTTO
AND MISSION | Tim Driedger moved that the Board of Trustees give third and final reading to Board Policy 1.3 Motto and Mission as amended. | CARRIED |
| 23-05-17029
POLICY 1.6
CURRENT
PRIORITIES (2023-
2026) | Benjamin Friesen moved that the Board of Trustees give third and final reading to Board Policy 1.6 Current Priorities (2023-2026) as amended. | CARRIED |
| 23-05-17030
POLICY 1.7 KEY
PERFORMANCE
INDICATORS | Dale Lederer moved that the Board of Trustees give third and final reading to Board Policy 1.7 Key Performance Indicators. | CARRIED |
| 23-05-17031
INACTIVE
OUTREACH
SCHOOLS | Amanda Paul moved that the Board of Trustees make the following schools Fort Vermilion Outreach Program (1134), La Crete Outreach Program (1136), Rainbow Lake Learning Store (1317), High Level Learning Store (1715), and At-Home Learning Centre (2349) inactive. | CARRIED |
| 23-05-17032
MEMORANDUM OF
UNDERSTANDING | John Zacharias moved that the Board of Trustees approve the Memorandum of Understanding as presented. | CARRIED |
| 23-05-17033
REVERT TO PUBLIC
MEETING | Henry Goertzen moved that the Board of Trustees approve hiring an additional Associate Superintendent. | CARRIED |
| 23-05-17034
ADJOURNMENT | Marc Beland moved that the Board of Trustees adjourn the meeting at 3:12 p.m. | CARRIED |

Board Chair

Associate Superintendent of
Finance

COMMUNICATIONS

RE: BOARD CHAIR & SUPERINTENDENT

Information item.

TRUSTEE SHARING ON PD/COMMITTEES

Information item.

MONITORING REPORTS

RE: SUPERINTENDENT'S REPORT

A copy of the Superintendent's Report is attached.

Policy Reference

2.9 Delegation of Authority and Responsibility

Submitted by Michael McMann, Superintendent.

RECOMMENDATION:

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

SUPERINTENDENT'S REPORT

June 2023

- Election
- Dan Williams
- Collegiate Funding
- Graduation
- June 27 LCPS year end awards
- Bursary Awards

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:

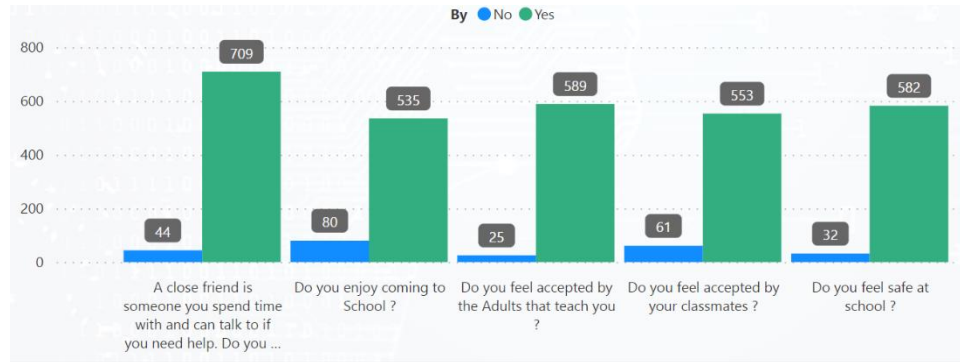
_____ moved that the Board of Trustees accept the Focus on Priorities – Connectivity, Literacy, Numeracy Accountability Report.

Focus on the Priorities

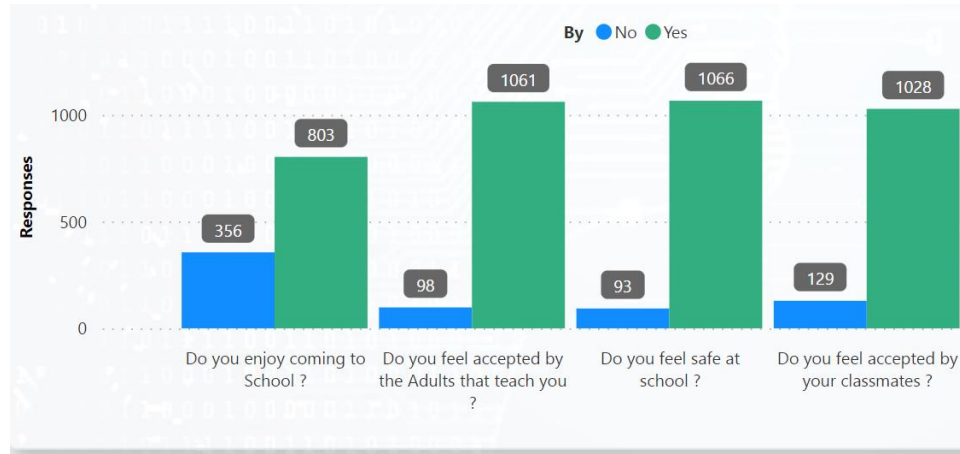
Submitted by Karen Smith

Priority	Current																																																						
<p>Connectivity Natalie Morris</p>	<p>The focus this year for the mental health therapists was to move to an electronic file management system and to provide more group (thematic need) sessions. The following is a breakdown of their services provided this past school year:</p> <p>^ Logs Time Spent</p> <div data-bbox="803 485 1143 512" data-label="Caption"> <p>Counselling Log Session Length Counts (3419)</p> </div> <div data-bbox="657 518 1304 871" data-label="Figure"> <table border="1"> <caption>Counselling Log Session Length Counts (3419)</caption> <thead> <tr> <th>Session Length</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Under 10 minutes</td> <td>762</td> </tr> <tr> <td>10-30 minutes</td> <td>495</td> </tr> <tr> <td>30-60 minutes</td> <td>1873</td> </tr> <tr> <td>2+ hours</td> <td>26</td> </tr> <tr> <td>half day</td> <td>2</td> </tr> <tr> <td>1-2 Hours</td> <td>261</td> </tr> <tr> <td>N/A</td> <td>0</td> </tr> </tbody> </table> </div> <p>Log Types</p> <div data-bbox="808 940 1047 968" data-label="Caption"> <p>Counselling Log Type Counts (3838)</p> </div> <div data-bbox="647 972 1406 1281" data-label="Figure"> <table border="1"> <caption>Counselling Log Type Counts (3838)</caption> <thead> <tr> <th>Log Type</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Individual Counselling Session</td> <td>1616</td> </tr> <tr> <td>Universal (Class/School) Counselling Presentation</td> <td>594</td> </tr> <tr> <td>Targeted (Group) Counselling Session</td> <td>395</td> </tr> <tr> <td>Meeting with Parent/Guardian</td> <td>683</td> </tr> <tr> <td>Meeting with School Staff</td> <td>336</td> </tr> <tr> <td>Meeting with Outside Agency</td> <td>29</td> </tr> <tr> <td>Consult</td> <td>130</td> </tr> <tr> <td>Drop In</td> <td>55</td> </tr> </tbody> </table> </div> <ul style="list-style-type: none"> The team received 328 referrals; 144 male students and 184 female students. We contracted a therapist from Peace River (Charis Nepinak) who provided services to 7 students at HLPS who were on the wait list. <p>Connectivity Survey Results: Primary results</p> <div data-bbox="435 1528 1432 1822" data-label="Figure"> <table border="1"> <caption>Connectivity Survey Results - Primary Results</caption> <thead> <tr> <th>Question</th> <th>Excited</th> <th>Happy</th> <th>Sad</th> <th>Worried</th> </tr> </thead> <tbody> <tr> <td>The adults in my school make me feel?</td> <td>362</td> <td>1111</td> <td>15</td> <td>25</td> </tr> <tr> <td>The other kids in my school make me feel?</td> <td>357</td> <td>924</td> <td>84</td> <td>80</td> </tr> <tr> <td>This is how I feel most days while I'm at school?</td> <td>434</td> <td>652</td> <td>71</td> <td>88</td> </tr> </tbody> </table> </div>	Session Length	Count	Under 10 minutes	762	10-30 minutes	495	30-60 minutes	1873	2+ hours	26	half day	2	1-2 Hours	261	N/A	0	Log Type	Count	Individual Counselling Session	1616	Universal (Class/School) Counselling Presentation	594	Targeted (Group) Counselling Session	395	Meeting with Parent/Guardian	683	Meeting with School Staff	336	Meeting with Outside Agency	29	Consult	130	Drop In	55	Question	Excited	Happy	Sad	Worried	The adults in my school make me feel?	362	1111	15	25	The other kids in my school make me feel?	357	924	84	80	This is how I feel most days while I'm at school?	434	652	71	88
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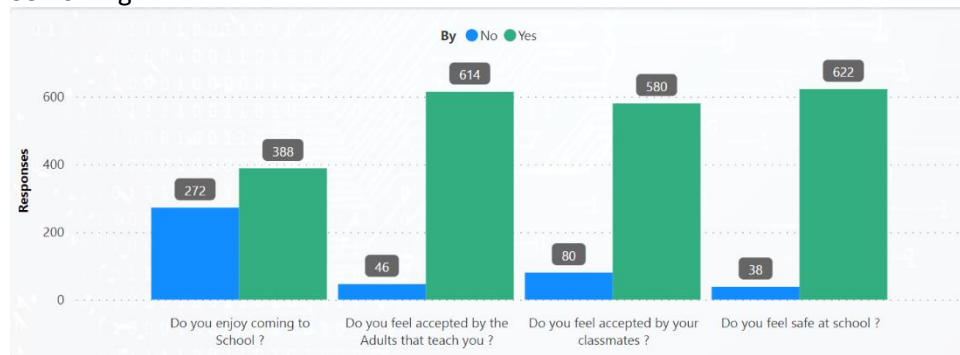
Grades 4-6



Grades 7-9



Senior High



- FVSD staff support-Willard, Natasha and Amanda have all been busy providing services to our staff, and in some cases their spouses. We have very few staff accessing the supports through Ink Blot, but I am working with ASEBP on a plan for next year. Natasha comes north once/month for four days (2 days in High Level and 2 days in La Crete) and Amanda comes north one weekend/month to High Level. Natasha and Amanda have been completely booked every visit. Willard is building up his clientele post-heart surgery, but he continues to provide excellent clinical supervision to our MHT team.
- All schools have aligned their connectivity goal in their Assurance Plan to build meaningful community connections. Many schools have developed goals to ensure their staff develop a sound understanding of community context (norms, values, and beliefs).
- We are organizing a mini-mental health summit for our November 10th PD. We are working with NRLC and will offer our Zone 1 counterparts the opportunity to join this day virtually. We will have expert speakers present in the areas of supporting youth through anxiety, dealing with difficult personalities, and self-care.

Numeracy

Gilbert Morris

- The focus this year was establishing interventions at the grade 2-4 levels, developing curriculum support resources, revising common assessments for grades 4-6 that reflect new curriculum, and working with school administrators to improve their understanding of effective pedagogical practices that are research-based.
- WRAT 5 (Wide Range Achievement Test) Division Measure for Gr. 1-9 (norm referenced and standardized).
- Overall: In the fall of 2022 we had 35.1% of grade 2-9 students average or above on the WRAT5 and 51% of our grade 1-9 students average or above in the winter of 2023. In the spring of 2023, we had 57.5% [Target 75%] of our grade 1-9 students scoring average or above. A 22.4 % increase over the course of the school year. The following table shows the growth for each grade level over the course of the school year:

Year		2022 / 2023					
Period		Fall		Winter		Spring	
Grade	Term Grouping	Current	Change	Current	Change	Current	Change
1	Average and Above			54.7%		81.4%	↑ 26.8%
	Below Average			45.3%		18.6%	↓ -26.7%
2	Average and Above	56.2%		68.1%	↑ 11.9%	73.6%	↑ 5.5%
	Below Average	43.8%		31.9%	↓ -11.8%	26.4%	↓ -5.3%
3	Average and Above	39.2%		57.9%	↑ 19.3%	55.1%	↓ -2.5%
	Below Average	60.8%		42.1%	↓ -18.7%	44.9%	↑ 2.7%
4	Average and Above	22.4%		47.3%	↑ 25.1%	51.5%	↑ 5.3%
	Below Average	77.6%		52.7%	↓ -24.9%	48.5%	↓ -4.2%
5	Average and Above	23.1%		39.5%	↑ 19.0%	51.1%	↑ 12.1%
	Below Average	76.9%		60.5%	↓ -16.4%	48.9%	↓ -11.6%
6	Average and Above	20.0%		40.9%	↑ 22.5%	43.8%	↑ 2.9%
	Below Average	80.0%		59.1%	↓ -20.9%	56.2%	↓ -2.4%
7	Average and Above	37.3%		49.6%	↑ 12.3%	47.6%	↑ 0.4%
	Below Average	62.7%		50.4%	↓ -12.3%	52.4%	↑ 1.9%
8	Average and Above	39.4%		48.0%	↑ 8.6%	46.7%	↓ -1.3%
	Below Average	60.6%		52.0%	↓ -8.6%	53.3%	↑ 1.3%
9	Average and Above	42.8%		50.9%	↑ 8.7%	60.8%	↑ 10.0%
	Below Average	57.2%		49.1%	↓ -8.1%	39.2%	↓ -10.0%

For the 2023-2024 school year, plans are in place to establish:

- Numeracy Coaches - Each school will have a 0.25 FTE Numeracy Coach that will work with math teachers to improve content knowledge and the delivery of content.
- Interventions for grades 5-8.
- Procuring print resources and digital resources that not only align to the new curriculum, but also have pedagogical practices that develop the understanding of mathematical concepts (conceptual understanding).

Literacy

Sharon McLean

-This year our K-3 schools implemented classroom programming that included components fundamental to reading: phonics, phonemic awareness, vocabulary, fluency, and comprehension, (Science of Reading). Explicit and Systematic instruction in PA and Phonics was to be implemented in all K-2 classrooms.

-Fly Leaf decodable books were purchased for all K-3 schools, and provided beginning readers a resource in which to further transfer phonics knowledge to stories where students further develop comprehension and foundational reading skills.

-Grade 1-3 students who were identified as needing a reading intervention, completed "Best Practices in Reading", a research based 60 lesson program developed by Dr. George Georgiou.

-Schools continue to provide a range of research-based literacy interventions to students who are not yet reading or writing at grade level. Formal literacy interventions include Empower, Rewards, Companion Reading, and Best Practices in Reading.

-Teachers trained in literacy interventions work with students one on one or in small groups towards meeting grade level expectations.

-As grades progress, the focus on reading shifts more to reading to learn, however students are supported in reading development. In our grade 4-6 skills, teachers received PD and modeling to support morphology and new curriculum.

-Literacy Coaches supported teachers in instruction, research, resources with a focus determined by the principals. Overall, Literacy Coaches

Period	Winter				Spring			
Period	Fall				Spring			
Year	2022 / 2023				2022 / 2023			
Term Grouping	Students	Current	Period Dif	Year Dif	Students	Current	Period Dif	Year Dif
Average and Above								
TOSREC	915	45.4%			1118	58.7%	↑ 4.7%	↑ 11.6%
TOSWRF	1338	66.1%			1403	76.4%	↑ 3.4%	↑ 10.2%
TOWRE	1179	59.5%			1249	68.9%	↑ 3.5%	↑ 9.1%

*Data includes all students, even those on IPPs (Individualized Program Plans), and students that have missed assessments. Overall, we see significant gains in Decoding, Fluency and Comprehension. At this time, the data is not complete.

Next Year:

- Continued work on classroom instruction, strategies to support reading comprehension and writing.
- A new grade 4/5 Research Project on Morphology with George Georgiou
- Work with school on the scope and sequence for Phonics
- Support Secondary teachers in Content Literacy-Four Day Cohort for Junior High Teachers which begins in August.
- Improved structure to be put in place for data analysis and linking to programs.
- Literacy Coaches will be trained in August using a research-based, Content Coaching cycle- which includes The Preconference, Co-Teaching the lesson, and the Post Conference.

MONITORING REPORTS

RE: FINANCE REPORT

A copy of the revenues and expenditures for the period of September 1, 2022, to May 31, 2023, 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 May 31, 2023.

FORT VERMILION SCHOOL DIVISION #52
BOARD REPORT ON RECEIPTS
FISCAL YEAR 2022 - 2023
May 31, 2023

School Year 9 / 10 Months = 90.00%
Calendar Year 9 / 12 Months = 75.00%

Line No.	DESCRIPTION	BUDGET 2022/23	YEAR TO DATE RECEIPTS 2022/23	BALANCE	% RECEIVED
1	ALBERTA EDUCATION				
2	School Jurisdiction Base Funding	18,630,761	14,177,263	(4,453,498)	76.10%
3	Differential Cost Funding	15,061,982	11,270,129	(3,791,853)	74.83%
4	Transportation Funding	2,771,643	2,078,455	(693,188)	74.99%
5	Operations and Maintenance Funding	3,514,744	2,742,974	(771,770)	78.04%
6	Other AB Education Funding	5,988,783	6,051,430	62,647	101.05%
7	TOTAL - AB EDUCATION	45,967,913	36,320,251	(9,647,662)	79.01%
8	Other Provincial Government	57,222	42,916	(14,306)	75.00%
9	First Nations - FVSD	5,462,141	4,529,730	(932,411)	82.93%
10	Other Revenue	2,258,218	2,307,137	48,919	102.17%
11	Capital allocations	2,380,006	1,576,176	(803,830)	66.23%
12	Debenture Interest	-	-	-	0.00%
13	TOTALS	56,125,500	44,776,210	(11,349,290)	79.78%
14	NOTES:				

6 - Other AB Education Funding - Dual Credit, Fuel Price Contingency, Learning Disruptions, Supplemental Enrolment Growth Funding Fully Received
10 - Other Revenue - Majority of revenue earned over ten months

STATEMENTS OF FINANCIAL POSITION
As at May 31, 2023 (in dollars)

	August 31	
	2023	2022
FINANCIAL ASSETS		
Cash and cash equivalents	\$10,177,155	\$14,308,683
Accounts receivable (net after allowances)	\$1,376,322	\$5,752,806
Portfolio investments	\$0	\$0
Other financial assets	\$0	\$0
Total financial assets	\$11,553,477	\$20,061,489
LIABILITIES		
Bank indebtedness	\$0	\$0
Accounts payable and accrued liabilities	\$1,121,882	\$3,881,397
Deferred revenue	\$53,783,164	\$53,264,411
Employee future benefit liabilities	\$84,929	\$84,929
Other liabilities	\$0	\$0
Debt		
Supported: Debentures and other supported debt	\$0	\$0
Unsupported: Debentures and capital loans	\$0	\$0
Capital leases	\$0	\$0
Mortgages	\$0	\$0
Total liabilities	\$54,989,975	\$57,230,737
Net financial assets (debt)	(\$43,436,498)	(\$37,169,248)
NON-FINANCIAL ASSETS		
Tangible capital assets		
Land	\$943,630	\$943,630
Construction in progress	\$6,860,671	\$12,251,627
Buildings	\$116,774,473	
Less: Accumulated amortization	(\$64,615,757)	\$41,664,607
Equipment	\$4,220,199	
Less: Accumulated amortization	(\$3,268,841)	\$936,162
Vehicles	\$10,500,303	
Less: Accumulated amortization	(\$6,278,629)	\$3,232,000
Computer Equipment	\$1,360,501	
Less: Accumulated amortization	(\$1,328,396)	\$32,105
Total tangible capital assets	\$65,168,154	\$59,078,498
Prepaid expenses	\$840,251	\$536,307
Other non-financial assets	\$0	\$0
Total non-financial assets	\$66,008,405	\$59,614,805
Accumulated surplus	\$22,571,907	\$22,445,557
Accumulating surplus / (deficit) is comprised of:		
Accumulated operating surplus (deficit)	\$22,571,907	\$22,445,557
Accumulated remeasurement gains (losses)	\$0	\$0
	\$22,571,907	\$22,445,557
Contractual obligations		
Contingent liabilities		

STATEMENTS OF OPERATIONS
For the period Ended May 31, 2023 (in dollars)

	Budget 2023	Actual 2023	Actual 2022
REVENUES			
Alberta Education	\$48,347,919	\$38,352,173	\$53,443,930
Other - Government of Alberta	\$57,222	\$0	\$57,222
Federal Government and First Nations	\$5,462,141	\$4,941,858	\$5,230,562
Other Alberta school authorities	\$0	\$0	\$0
Out of province authorities	\$0	\$0	\$0
Alberta Municipalities-special tax levies	\$0	\$0	\$0
Property taxes	\$0	\$0	\$0
Fees	\$175,000	\$116,553	\$162,432
Other sales and services	\$943,218	\$928,984	\$434,973
Investment income	\$90,000	\$463,336	\$179,464
Gifts and donations	\$0	\$8,932	\$18,847
Rental of facilities	\$300,000	\$285,748	\$318,859
Fundraising	\$750,000	\$526,184	\$641,945
Gains (losses) on disposal of capital assets	\$0	\$500	\$92,402
Other revenue	\$0	\$0	\$0
Total revenues	\$56,125,500	\$45,624,268	\$60,580,636
EXPENSES			
Instruction - ECS	\$1,466,959	\$1,102,124	\$1,510,953
Instruction - Grade 1 - 12	\$39,160,290	\$31,846,977	\$38,754,571
Plant operations and maintenance	\$8,587,388	\$6,150,285	\$8,231,454
Transportation	\$3,963,418	\$3,386,569	\$3,679,216
Administration	\$2,232,106	\$2,154,415	\$2,052,785
External services	\$1,152,983	\$857,548	\$1,054,708
Total expenses	\$56,563,144	\$45,497,918	\$55,283,687
Operating surplus (deficit)	(\$437,644)	\$126,350	\$5,296,949

SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS
for the period Ended May 31, 2023 (in dollars)

	ACCUMULATED SURPLUS	ACCUMULATED REMEASUREMENT GAINS (LOSSES)	ACCUMULATED OPERATING SURPLUS	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
							TOTAL OPERATING RESERVES	TOTAL CAPITAL RESERVES
Balance at August 31, 2022	\$22,445,557	\$0	\$22,445,557	\$10,459,013	\$0	\$0	\$7,256,653	\$4,729,891
Prior period adjustments:								
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Adjusted Balance, Aug. 31, 2022	\$22,445,557	\$0	\$22,445,557	\$10,459,013	\$0	\$0	\$7,256,653	\$4,729,891
Operating surplus (deficit)	\$126,350		\$126,350			\$126,350		
Board funded tangible capital asset additions				\$6,887,257		(\$6,887,257)	\$0	\$0
Disposal of unsupported tangible capital assets	\$0		\$0	\$0		\$0		\$0
Disposal of supported tangible capital assets (board funded portion)	\$0		\$0	\$0		\$0		\$0
Write-down of unsupported tangible capital assets	\$0		\$0	\$0		\$0		\$0
Write-down of supported tangible capital assets (board funded portion)	\$0		\$0	\$0		\$0		\$0
Net remeasurement gains (losses) for the year	\$0	\$0						
Endowment expenses	\$0		\$0		\$0			
Direct credits to accumulated surplus	\$0		\$0		\$0	\$0		
Amortization of tangible capital assets	\$0			(\$2,338,997)		\$2,338,997		
Capital revenue recognized	\$0			\$1,576,176		(\$1,576,176)		
Debt principal repayments (unsupported)	\$0			\$0		\$0		
Externally imposed endowment restrictions	\$0				\$0	\$0	\$0	
Net transfers to operating reserves	\$0					\$0	\$0	
Net transfers from operating reserves	\$0					\$3,114,365	(\$3,114,365)	
Net transfers to capital reserves	\$0					\$0		\$0
Net transfers from capital reserves	\$0					\$2,883,721		(\$2,883,721)
Assumption/transfer of other operations' surplus	\$0		\$0	\$0	\$0	\$0	\$0	\$0
Balance at May 31, 2023	\$22,571,907	\$0	\$22,571,907	\$16,583,449	\$0	\$0	\$4,142,288	\$1,846,170

SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS
for the period Ended May 31, 2023 (in dollars)

	INTERNALLY RESTRICTED RESERVES BY PROGRAM											
	School & Instruction Related		Operations & Maintenance		Board & System Administration		Transportation		External Services			
	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves
Balance at August 31, 2022	\$7,256,653	\$354,196	\$0	\$3,654,382	\$0	\$188,528	\$0	\$532,785			\$0	\$0
Prior period adjustments:												
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			\$0	\$0
Adjusted Balance, Aug. 31, 2022	\$7,256,653	\$354,196	\$0	\$3,654,382	\$0	\$188,528	\$0	\$532,785			\$0	\$0
Operating surplus (deficit)												
Board funded tangible capital asset additions	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			\$0	\$0
Disposal of unsupported tangible capital assets		\$0		\$0		\$0		\$0				\$0
Disposal of supported tangible capital assets (board funded portion)		\$0		\$0		\$0		\$0				\$0
Write-down of unsupported tangible capital assets		\$0		\$0		\$0		\$0				\$0
Write-down of supported tangible capital assets (board funded portion)		\$0		\$0		\$0		\$0				\$0
Net remeasurement gains (losses) for the year												
Endowment expenses												
Direct credits to accumulated surplus												
Amortization of tangible capital assets												
Capital revenue recognized												
Debt principal repayments (unsupported)												
Externally imposed endowment restrictions	\$0		\$0		\$0		\$0				\$0	
Net transfers to operating reserves	\$0		\$0		\$0		\$0				\$0	
Net transfers from operating reserves	(\$3,114,365)		\$0		\$0		\$0				\$0	
Net transfers to capital reserves		\$0		\$0		\$0		\$0				\$0
Net transfers from capital reserves		\$0		(\$2,883,721)		\$0		\$0				\$0
Assumption/transfer of other operations' surplus	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			\$0	\$0
Balance at May 31, 2023	\$4,142,288	\$354,196	\$0	\$770,661	\$0	\$188,528	\$0	\$532,785			\$0	\$0

SCHEDULE OF PROGRAM OPERATIONS
for the period Ended May 31, 2023 (in dollars)

REVENUES	2023							2022
	Instruction ECS	Instruction Gr 1 -12	Plant Operations and Maintenance	Transportation	Board & System Administration	External Services	TOTAL	TOTAL
(1) Alberta Education	\$817,628	\$29,396,990	\$4,098,373	\$2,078,456	\$1,960,726	\$0	\$38,352,173	\$53,443,930
(2) Other - Government of Alberta	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$57,222
(3) Federal Government and First Nations	\$0	\$3,343,238	\$390,147	\$257,904	\$93,021	\$857,548	\$4,941,858	\$5,230,562
(4) Other Alberta school authorities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(5) Out of province authorities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(6) Alberta Municipalities-special tax levies	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(7) Property Taxes	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(8) Fees	\$0	\$90,953		\$25,600		\$0	\$116,553	\$162,432
(9) Other sales and services	\$0	\$351,158	\$0	\$577,826	\$0	\$0	\$928,984	\$434,973
(10) Investment income	\$0	\$463,336	\$0	\$0	\$0	\$0	\$463,336	\$179,464
(11) Gifts and donations	\$0	\$8,932	\$0	\$0	\$0	\$0	\$8,932	\$18,847
(12) Rental of facilities	\$0	\$0	\$285,748	\$0	\$0	\$0	\$285,748	\$318,859
(13) Fundraising	\$0	\$526,184	\$0	\$0	\$0	\$0	\$526,184	\$641,945
(14) Gains on disposal of tangible capital assets	\$0	\$0	\$0	\$500	\$0	\$0	\$500	\$92,402
(15) Other revenue	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(16) TOTAL REVENUES	\$817,628	\$34,180,790	\$4,774,268	\$2,940,286	\$2,053,747	\$857,548	\$45,624,268	\$60,580,636
EXPENSES								
(17) Certificated salaries	\$713,988	\$14,344,227			\$300,126	\$494,456	\$15,852,797	\$21,071,076
(18) Certificated benefits	\$91,131	\$3,404,411			\$43,098	\$69,370	\$3,608,010	\$4,784,851
(19) Non-certificated salaries and wages	\$239,428	\$6,673,578	\$1,376,892	\$1,664,457	\$736,868	\$190,573	\$10,881,796	\$11,922,841
(20) Non-certificated benefits	\$51,001	\$1,426,341	\$254,658	\$372,581	\$167,971	\$29,552	\$2,302,104	\$2,384,311
(21) SUB - TOTAL	\$1,095,548	\$25,848,557	\$1,631,550	\$2,037,038	\$1,248,063	\$783,951	\$32,644,707	\$40,163,079
(22) Services, contracts and supplies	\$6,576	\$5,875,695	\$2,723,802	\$965,629	\$868,915	\$73,597	\$10,514,214	\$12,098,771
(23) Amortization of supported tangible capital assets	\$0	\$0	\$1,576,176	\$0	\$0	\$0	\$1,576,176	\$2,099,220
(24) Amortization of unsupported tangible capital assets	\$0	\$122,725	\$218,757	\$383,902	\$37,437	\$0	\$762,821	\$916,430
(25) Supported interest on capital debt	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(26) Unsupported interest on capital debt	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(27) Other interest and finance charges	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(28) Losses on disposal of tangible capital assets	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$6,187
(29) Other expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(30) TOTAL EXPENSES	\$1,102,124	\$31,846,977	\$6,150,285	\$3,386,569	\$2,154,415	\$857,548	\$45,497,918	\$55,283,687
(31) OPERATING SURPLUS (DEFICIT)	(\$284,496)	\$2,333,813	(\$1,376,017)	(\$446,283)	(\$100,668)	(\$0)	\$126,350	\$5,296,949

MONITORING REPORTS

RE: INTERNAL AUDITING ACCOUNTABILITY REPORT

A copy of the Internal Auditing Accountability Report is attached for your information.

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 Internal Auditing Accountability Report.

Internal Auditing Accountability Report As at May 31, 2023

Source Documents:

- The Board’s fiscal governance responsibility as outlined in Policy 2.2.8 (c) states that the Board “Approve Audit Report and ensure quality indicators are met.”
- The Superintendent’s fiscal management responsibility as outlined in Policy 2.9.9 (b) and as required in the “Superintendent’s evaluation process and criteria document” indicates that the Superintendent shall “Ensure the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.”

An internal Auditing process is one mechanism employed by the Superintendent to facilitate the Board monitoring the fiscal management of the Division. This process aids the Board in Policy 2.2.8 (c). It also provides the Board with evidence relative to the requirement that the Superintendent ensures the Division operates in a fiscally responsible manner. Two other processes employed to facilitate the Board’s monitoring of the fiscal management of the Division are the external audit report provided by an independent auditor and the monthly reports provided by the Superintendent relative to matters such as current revenues and expenditures, variations, external factors, and yearend projections.

The processes employed by the Superintendent to ensure the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures, are articulated in the Administrative Handbook.

- “The school administration is responsible for ensuring the appropriate collection and disbursement of all funds in its care as well as appropriate security of funds. Accounting of all funds shall be in accordance with generally accepted principles of accounting.” In addition to responsibility given to the administration of each school, “The Assistant Secretary-Treasurer at his discretion will arrange for the internal audit of individual school financial records and processes and will submit a report on such audits.” The Superintendent makes these reports available to the external auditor for review and feedback

from the external auditor regarding any suggested actions deemed to be appropriate to ensure the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.

During this year, six internal school audits have been conducted. Audits to date have not revealed any significant concerns. These audits employed the following procedures:

Procedures for Internal Audits:

The internal audits determine:

- a) if administrative policies and directives are being followed;
- b) if internal controls system is adequate and effective;
- c) if assets are being properly safeguarded from the possibility of loss;
- d) the accuracy and completeness of accounting and financial records;
- e) the degree of compliance with legal requirements

Audited Schools:

Blue Hills Community School	May 5, 2023
Buffalo Head Prairie School	May 5, 2023
High Level Public School	May 9, 2023
Fort Vermilion Public School/St. Mary's	May 17, 2023
Hill Crest Community School	May 25, 2023

Audit Reports:

The audits were conducted with in-person meetings. There were definitely more transactions compared to the previous year as a lot of school activities and fundraisers started up again this school year, which is good.

All schools receive a report on their internal audit with a rating system. The report reviewed journal entries or transfers, bank reconciliation, cash disbursements and receipts.

Schedule of Internal Audits:

There will be a minimum of 6 audits completed on an annual basis. The audits planned for 2023/2024 are as follows:

Schools:	Tentative Dates:
Rainbow Lake School	April 10, 2024
Sand Hills Elementary School	May 10, 2024
La Crete Public School	May 10, 2024
Ridgeview Central School	May 10, 2024
Spirit of the North Community School	May 13, 2024
Florence MacDougall Community School	May 13, 2024
Rocky Lane School	May 14, 2024

Governance Implications (if any):

Based on the six internal audits completed, we are pleased to report that generally accepted accounting principles are being followed.

We are satisfied with the accounting software that is being used throughout the division at the school level. School Cash Accounting is a system that is easy for schools to use, assures proper accounting and helps provide consistency throughout the division. School Cash Accounting allows us to better track and collect our instructional fees as well improve our internal controls for fundraising activities. FVSD implemented School Cash Online payments for parent convenience in the 2014-15 school year which has helped reduce traffic and handing of cash at some of the schools in our division.

In 2012, there were some new requirements for School Generated Funds as mandated by Alberta Education. These funds were reported on an unaudited schedule in previous years but have been incorporated into the Audited Financial Statement.

MONITORING REPORTS

RE: FISCAL QUARTERLY ACCOUNTABILITY REPORT

A copy of the Fiscal Quarterly Accountability Report is attached for your information.

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 Fiscal Quarterly Accountability Report.

FISCAL QUARTERLY ACCOUNTABILITY REPORT

May 31, 2023

Monitoring Process

One of the means the Board can utilize to monitor the fiscal management of the jurisdiction is to receive quarterly monitoring reports. This monitoring report addresses the current status of approved budget assumptions the Board made when they approved the current operating budget, the state of reserve funds and a summary of expenditure patterns, together with governance implications associated with each of the above.

1. *Current status of approved budget assumptions:*

When the Board commenced the 2022-2023 budget process, the Board approved the following highlights and assumptions:

1. The Division is presenting a deficit budget of \$434,644. This budget represents the division accessing \$4,455,224 of Accumulated Operating Surplus “reserves”. In addition accessing \$3,293,036 in Capital reserves.
2. FVSD Enrolment at September 30, 2022 (2021/22):
 - Grades 1 to 12 = 2,984 (2,812)
 - ECS = 278 (298)
 - Homeschool = 468 (484)
 - UHRS = 64 (60)
3. Enrolment increase for FVSD schools in grades ECS to 12 as an FTE (Full Time Equivalent) is 191 students. This is primarily due to an increase of students returning to the classroom. The COVID-19 pandemic has caused a number of parents to make alternative education decisions for their children.

Governance implications:

- *The funding received from Alberta Education is based on the three year Weighted Moving Average (WMA) of enrolment. Our actuals count was 81.5 students higher than projections.*

2. State of current reserves:

Accumulated Operating Surplus (AOS) is the total of Unrestricted Net Assets and Operating Reserves. Unrestricted Net Assets is that portion of AOS that is without restrictions as to its use (i.e. has not been restricted by board motion to be used for a specific purpose). Operating Reserves are funds set aside by Board motion to be used for specific purposes at some point in the future.

In addition to AOS, jurisdictions often have Capital Reserves. AOS plus Capital Reserves constitute ALL of the total surpluses and reserves held by a jurisdiction. Alberta Education considers “Days of Operation in Accumulated Operating Surplus” – calculated as $AOS / (Total\ Jurisdiction\ Expenses / 250\ Operating\ Days)$ – to be a very meaningful indicator of jurisdictions financial health. Alberta Education AOS days of operation target is 10 days of operation. If a jurisdiction falls outside of this target a plan must be submitted to demonstrate correction.

This has been adjusted to reflect 250 operating days as per Alberta Education formula.

For the year 2020/21 the “provincial average” of all jurisdictions was 14.83 days of operation in AOS. The average of the boards in Alberta that have a similar enrolment to us was 20.89 days of operation in AOS. These reserves are in place in order to have sufficient cash flow to deal with external factors out of the control of the division that cause unforeseen costs and put at risk the continued delivery of appropriate educational programs and activities.

As such our discussion around the board table has been to stay between the 10 to 12 days of operations in AOS.

The Fort Vermilion School Division, according to the above comments, should maintain an operating reserve of no less than \$2,262,526 (10 days over 250 days times \$56,563,144 - 2022/23 budgeted expenses). At the end of the 2021/22 school year there was an accumulated operating reserve of \$6,760,873 (not including SGF) or 30.57 days of operations.

For the period ending May 31, 2023 the Fort Vermilion School Division AOS is 17.07 days. See governance impact section for an explanation of this result.

Governance Implications:

It is common to see an increase to Net Assets and the AOS days ratio due to planned capital purchases having not been incurred.

Planned Capital Purchases	\$5,110,000
Purchases to Date	\$4,003,537
Remaining Purchases	\$1,106,463

There are a total of three reserve funds maintained within Fort Vermilion School Division. These are Unrestricted Net Assets, Restricted Operating Reserves and Restricted Capital Reserves.

2.1 Unrestricted Net Assets:

The Board at the end of the 2021/22 school year had \$0 of unrestricted net assets. *Unrestricted net assets as of May 31, 2023 are \$0.*

2.2 Restricted Operating Reserves:

The Division allows sites to accumulate surpluses or incur deficits, when circumstances dictate. These reserves belong to the individual sites. The following indicates the restricted operating reserves per site as at August 31, 2022 and May 31, 2023.

The end of May 31, 2023 represents 75% of the calendar year and 90% of the school year.

Surplus/Deficit and % of Current Budget Spent at this point in time:

Sites	2021	2022	2023	Budget
BHCS	15,670	16,585	85%	354,866
BHPS	15,384	19,816	81%	428,057
FMCS	34,031	15,821	91%	668,942
SMCS/FVPS	27,502	(14,220)	91%	416,192
HLPS	32,316	35,346	80%	767,051
HCCS	16,471	12,816	83%	460,673
LCPS	30,628	30,247	78%	615,988
RLKS	18,111	68,925	80%	329,441
RVCS	16,136	23,754	82%	341,487
RLNS	15,740	4,423	85%	402,108
SHES	22,376	25,289	82%	610,215
SNCS	19,026	12,694	86%	434,687
Pathways	15,000	17,242	81%	370,618

Governance Implications

Third Quarter:

- Prior year school deficits
 - *All locations received a 5% or \$15,000 carryforward into 2022-2023*

- High percentage spent in current year:
 - *We would expect that school budgets would be between the ranges of 72% to 93% at this point in time given that 90% of the school year has transpired.*
 - *We have discussed at (LTM) Leadership Team Meetings and re-emphasized the need to use the resources provided in the given year to meet the needs of the students in this given year.*
 - *A standard for school surplus/reserve was introduced in 2009-10. Schools are now able to hold a maximum of 5% of their school operational budget or \$15,000 whichever is higher. If they have a need to save more than this for a particular reason, then they will need to submit a plan to my office which will go through an approval process. Any dollars above the threshold at the end of the year will be redistributed back into the system for divisional priorities. The intent of this new standard is to encourage the use of the current dollars for current programming and to not continue to grow reserves.*

Restricted Capital Reserves:

The Board annually approves capital reserves to provide the necessary funds for replacement of capital assets. As at May 31, 2023 the balances are as follows:

<u>Sites</u>	<u>Funds Allocated</u>
Operations & Maintenance	770,661
Transportation	532,785
School Based	354,196
Board & System Admin	188,528
Total	1,846,170

Quarterly Expenditure Report

See May 31, 2023 Financial Report for the Public Board Meeting.

Additional Governance Implications (if any)

At this point we have spent 80.44% overall (9/12 months of school year or 75%) of all current divisional budgets to date.

- *May 31, 2023 was the end of the 3rd quarter for our fiscal year (September to May). School Administrators and Department Managers are responsible to review their budgets and results to this date.*
- *With current capital projects underway we are on track to reach our target of 4% operating reserves.*

MONITORING REPORTS

RE: THREE-YEAR EDUCATION PLAN

Attached is the 2023-26 Three-Year Education Plan and 2021-22 Annual Education Results Report.

Submitted by Michael McMann, Superintendent.

RECOMMENDATION

_____ moved that the Board of Trustees approve the 2023-26 Three-Year Education Plan and 2021-22 Annual Education Results Report.



**Fort
Vermilion**
School Division

2023-2026
Three-Year Education Plan

2021-2022
Annual Education Results Report

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Accountability Statement



The **Education Plan commencing September 1, 2023**, and **Annual Education Results Report for the 2021-2022 school year** for Fort Vermilion School Division were prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act.

This document was developed in the context of the provincial government's business and fiscal plans. **The Board** has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the combined Education Plan for 2023-26 on June 20, 2023, and the Annual Education Results Report for the 2021-22 school year on November 30, 2022.

Handwritten signature of Marc Beland

Marc Beland, Board Chair
Fort Vermilion School Division

Introduction to Assurance

“Our Children, Our Students, Our Future”

How do educators know and how can parents know that their child is being successful?

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

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

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

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



Icons by Adrien Coquet from NounProject.com | Feather icon by LAFS from NounProject.com

Annual Education Planning Cycle

The Fort Vermilion School Division is a data driven organization.

Many forms of data are used to guide the decision-making process and ultimately the design of education plans, goals, strategies, and the allocation of resources to meet the actions outlined in an education plan.

At each school the principal will analyze pertinent data and glean from it areas where students are not learning. The voice of professional staff and support staff are important to the analysis and discussion. At a system level, a similar process has already occurred, as will be defined later.

The **Fort Vermilion School Division Board of Trustees** has analyzed data sets and consultation data and have approved three priorities for the system. The schools align school education plans with divisional priorities and the system aligns with *Alberta Education's* business plan. The result is that provincial mandates are supported by school system work and school system mandates are supported by the actions that occur in schools.

FOUR FVSD PRIORITIES: Literacy, Numeracy, Connectivity, Career Paths

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

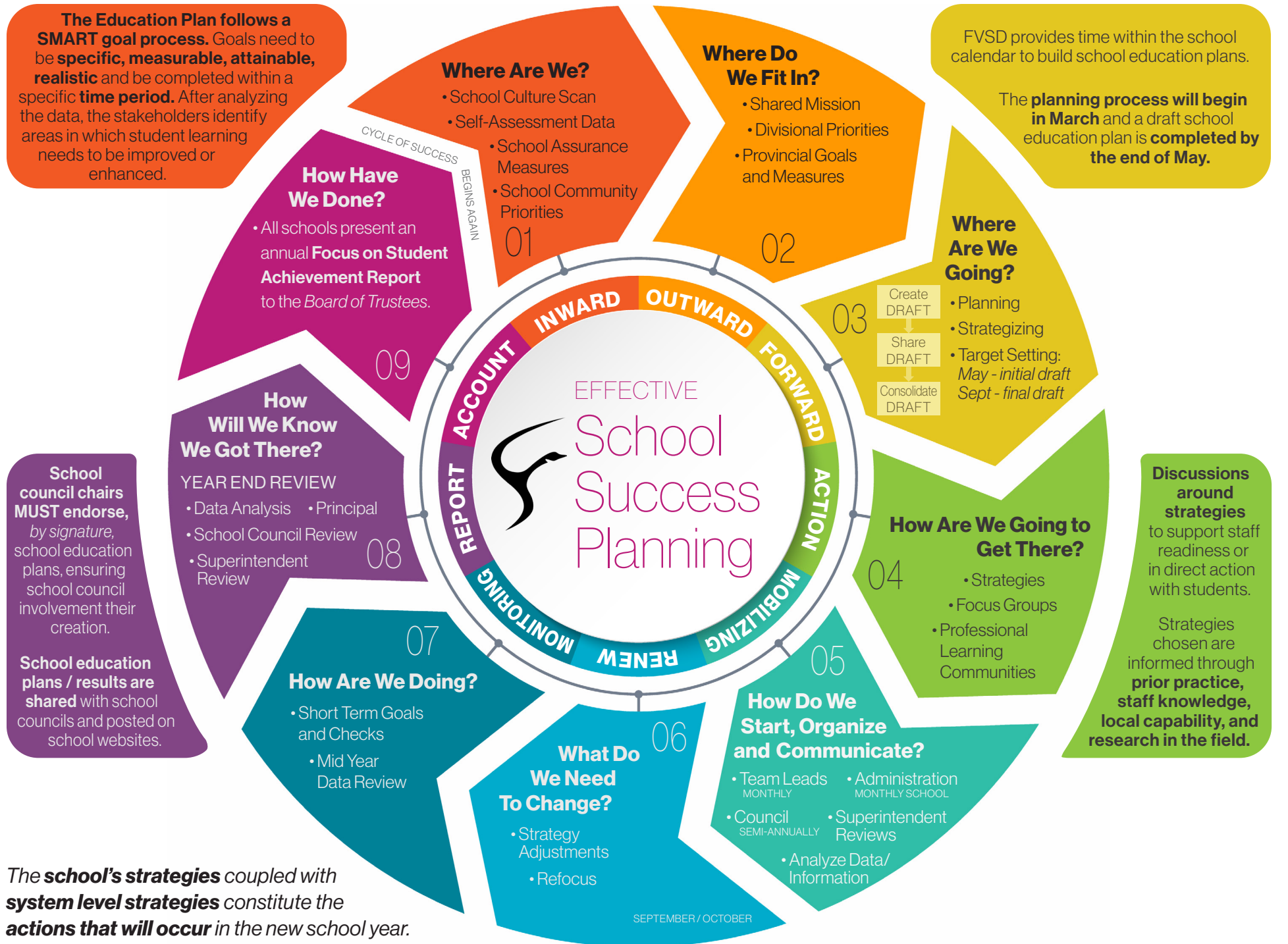
In FVSD, the schools align their plans to the three divisional priorities but how the alignment occurs, such as goals established, and pertinent strategies, are within the principal's realm of control. The development of Education Plans in FVSD requires the principal to document the planning process to plan for stakeholder involvement. Stakeholders routinely involved in the education planning process are school staff, parents and students.

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

The planning cycle begins with an analysis of data.

Data sources include but are not limited to:

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



Engagement of Stakeholders to Establish Priorities

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

In the first year of an education plan cycle, stakeholders are engaged in a series of group consultations. The consultation continues with discussions about student needs and each group or individuals informed opinions on the direction the school division should be taking in the next three-year cycle.

The following are a list of consultation groups utilized to inform the 2022-25 cycle:

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

After all consultations have been concluded, the data is rolled up for all stakeholders. From the data, **the Superintendent identifies trends to focus areas to target**. The identified target areas are presented to the *Board of Trustees* and confirmed or adjusted in *February*.

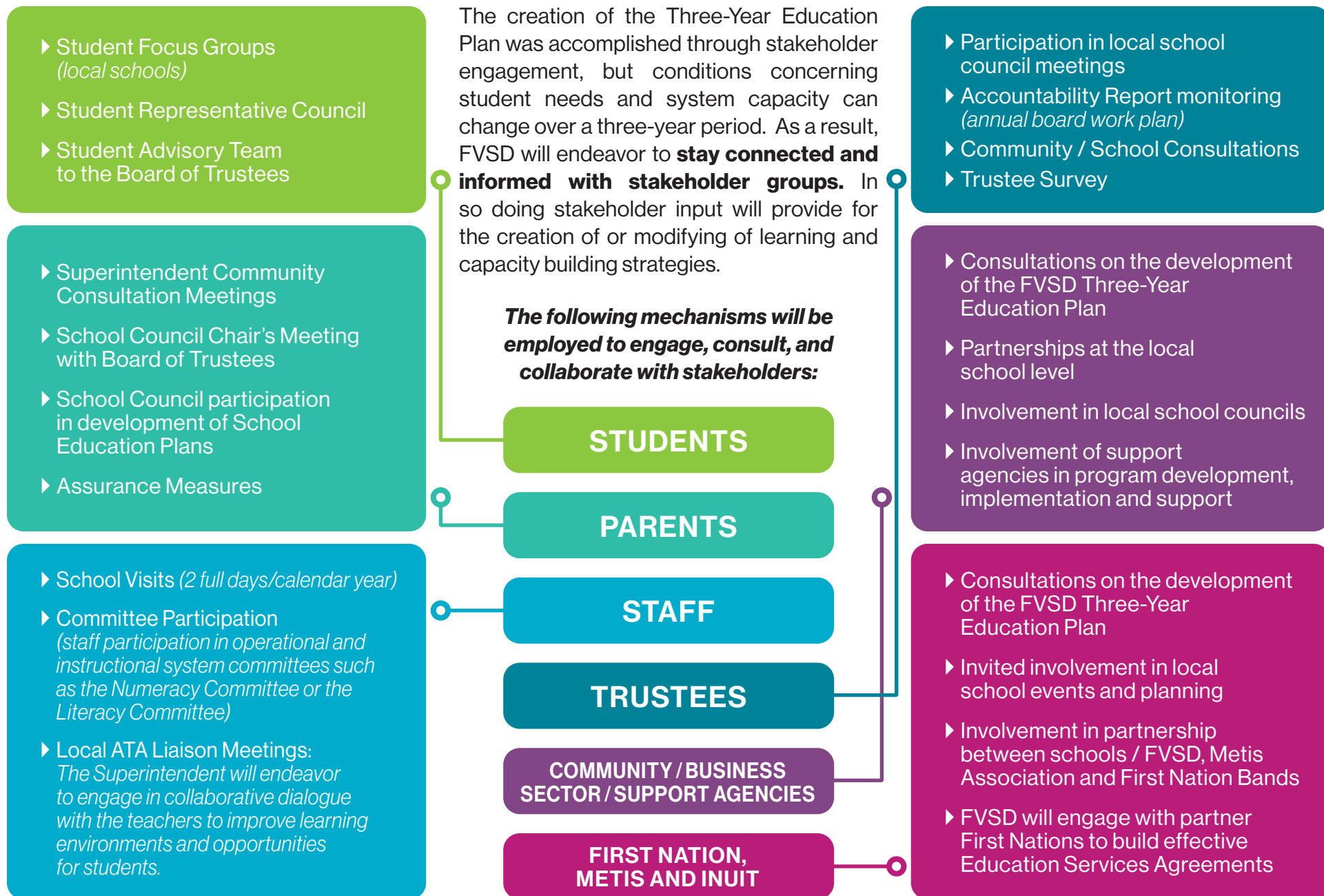
The *Superintendent* is then charged with the task of creating strategies to meet the priorities selected by the *Board*. Discussions of strategies, structures and supports will occur between executive, trustees, the *Leadership Team* and with individual school leaders throughout the *March - May* timeline.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

In tandem with this process is each school's education planning process.



FVSD BOARD MEETING | October 2021

Strategic Engagement & Current Year Consultations



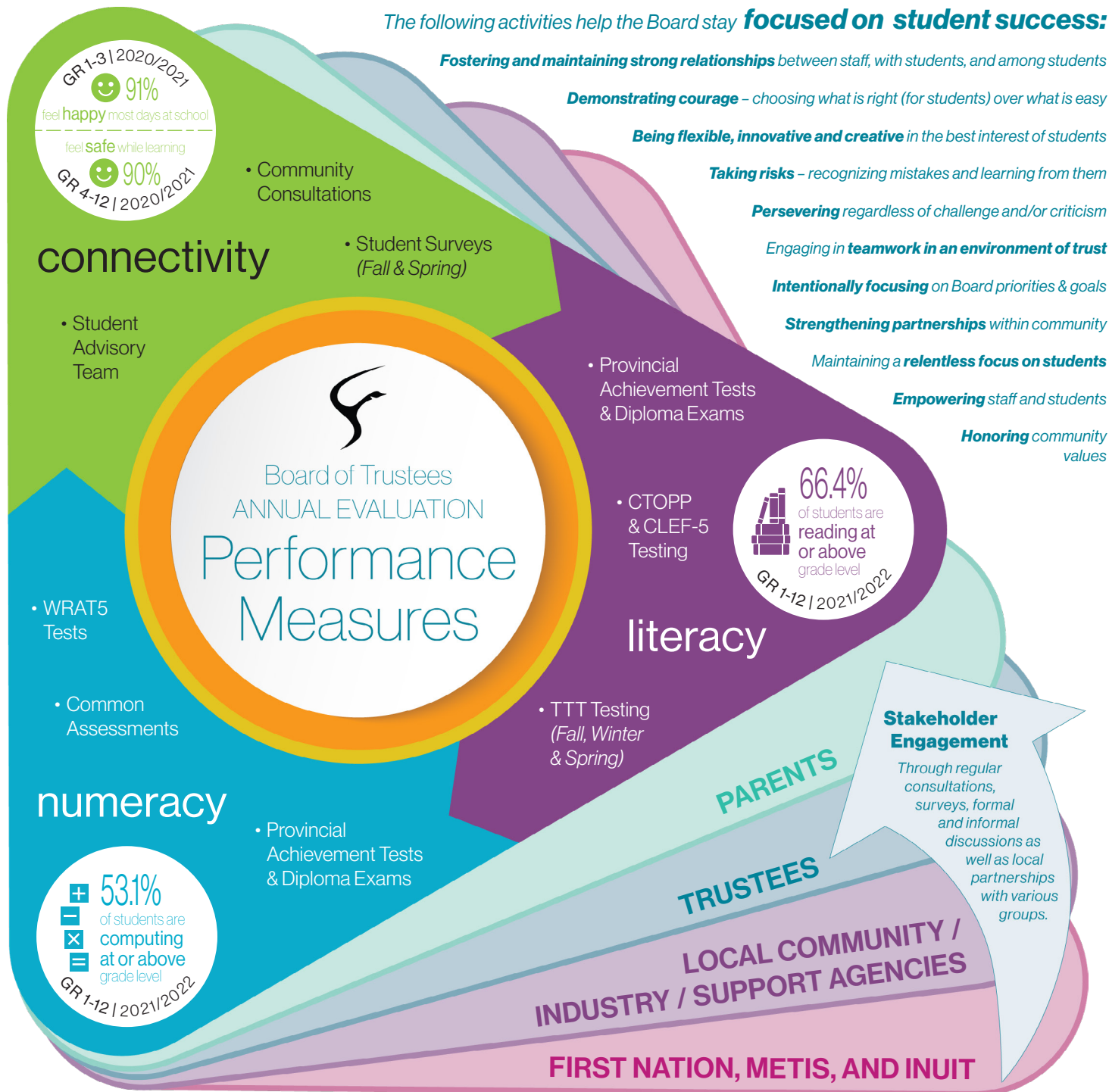
The **FVSD Board** is **committed to student success** and uses these measures to identify it:

- Having **opportunities** to reach their potential;
- Strong **foundational literacy and numeracy** focus;
- Leaving high school with as many **doors open** as possible;
- Leaving high school as **good humans and good citizens**;
- Understanding and **valuing the greater community, and the cultures** that make up that community;
- **Feel connected to themselves, each other, and the community.**

Measures need to be supported by **data and/or evidence.**

Data is gathered for each Division priority, as well as from these **data sources:**

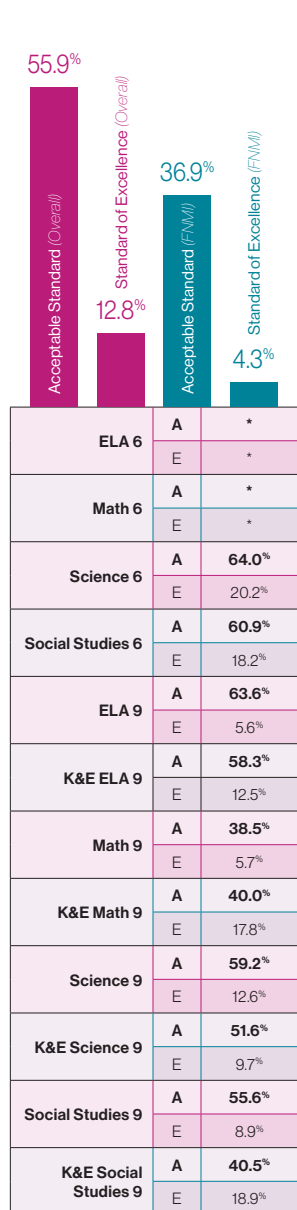
- Focus on **Student Achievement Reports**
- School **Education Plans**
- **School Visits**
- **Business/Industry Consultations**
- Consultations with **First Nations, Metis, and Inuit** groups



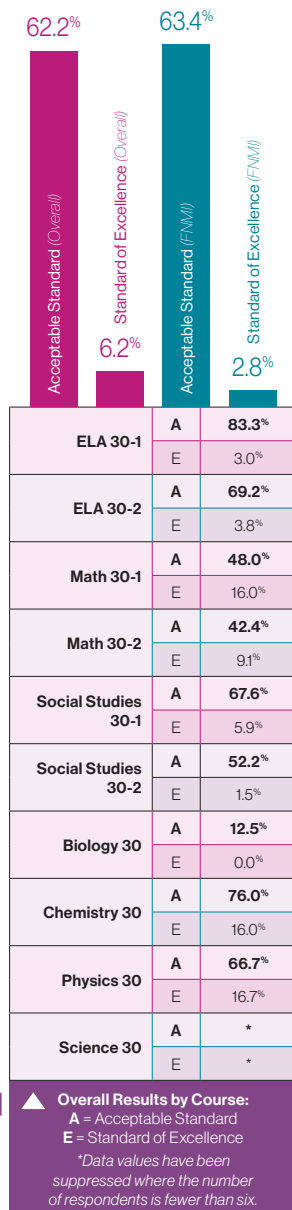
ASSURANCE DOMAIN: Student Growth & Achievement

Source Document: FVSD Authority Report.pdf

PAT Results ▼ 2021/2022 (Gr 6 & 9)

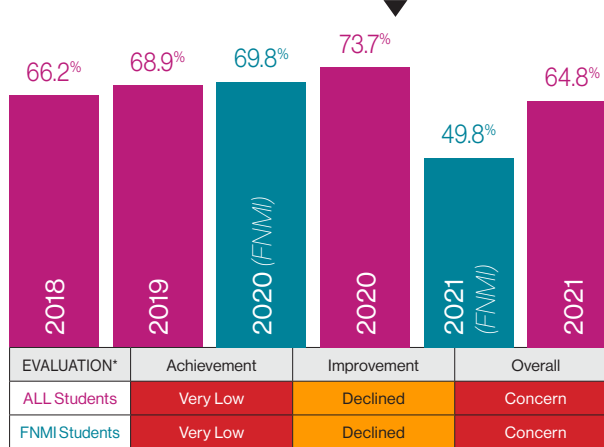


Diploma Exam Results ▼ 2021/2022



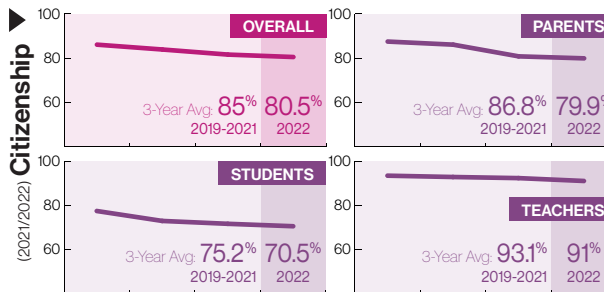
Overall Results by Course:
A = Acceptable Standard
E = Standard of Excellence
**Data values have been suppressed where the number of respondents is fewer than six.*

3-Year High School Completion (Overall / FNMI)



EVALUATION*	Achievement	Improvement	Overall
ALL Students	Very Low	Declined	Concern
FNMI Students	Very Low	Declined	Concern

*See Appendix A for the Measure Evaluation Reference charts and an explanation on how these measures are determined and what they mean.

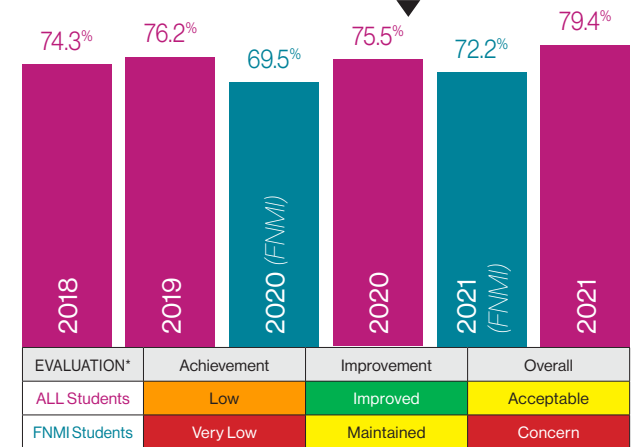


EVALUATION*	Achievement	Improvement	Overall
OVERALL	High	Declined Significantly	Issue
Parents	High	Declined	Acceptable
Students	High	Declined Significantly	Issue
Teachers	Intermediate	Maintained	Acceptable

NOTES:

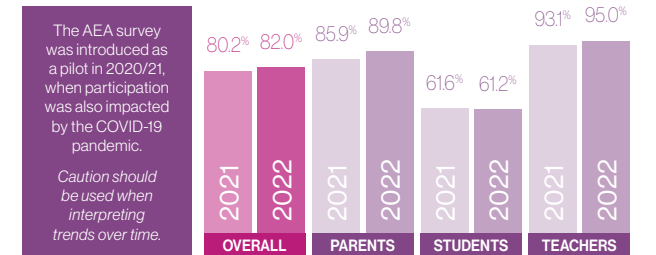
- Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

5-Year High School Completion (Overall / FNMI)



EVALUATION*	Achievement	Improvement	Overall
ALL Students	Low	Improved	Acceptable
FNMI Students	Very Low	Maintained	Concern

(2021/2022) Student Learning Engagement ▼



The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic.
 Caution should be used when interpreting trends over time.

▼ Citizenship Measure Results:

Percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.

▼ Student Learning Engagement Measure Results:

Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.

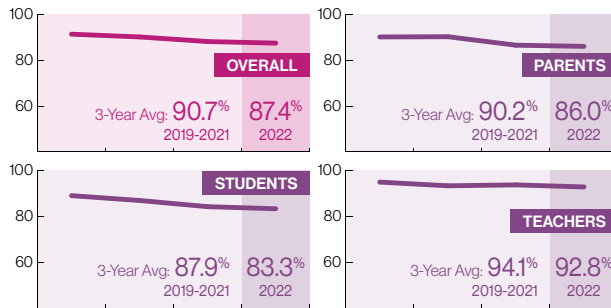
ASSURANCE DOMAINS: Teaching & Leading / Governance / Learning Supports

Source Document: [FVSD Authority Report.pdf](#)

NOTES: The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Teaching & Leading - Education Quality (2021/2022)

Percentage of teachers, parents, and students satisfied with the overall quality of basic education.



EVALUATION*	Achievement	Improvement	Overall
OVERALL	High	Declined Significantly	Issue
Parents	Very High	Declined	Good
Students	Low	Declined Significantly	Concern
Teachers	Intermediate	Maintained	Acceptable

*See Appendix A for the Measure Evaluation Reference charts and an explanation on how these measures are determined and what they mean.

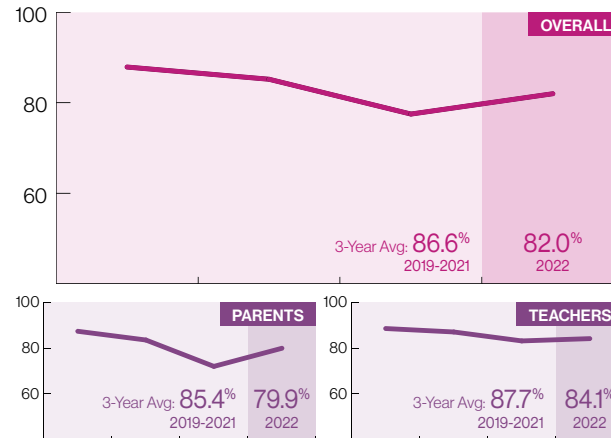
Alberta Education Assurance Measures

The **Alberta government** has a system for schools and school authorities to consistently assess progress and demonstrate success called the **Assurance Framework**.

Education partners must demonstrate they are meeting their responsibilities across the **assurance areas on the this and the previous page**.

Governance - Parental Involvement (2021/2022)

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.



EVALUATION*	Achievement	Improvement	Overall
OVERALL	High	Declined	Acceptable
Parents	Very High	Declined	Good
Teachers	Low	Maintained	Issue

*See Appendix A for the Measure Evaluation Reference charts and an explanation on how these measures are determined and what they mean.

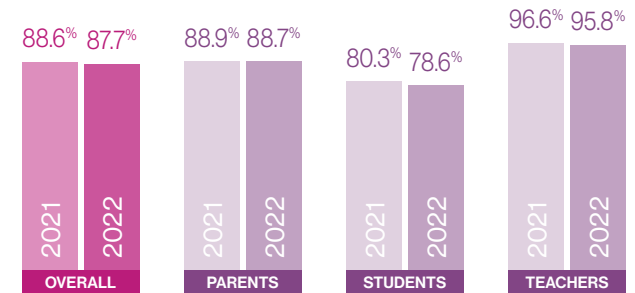
FVSD Goals & Assurance

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

Data is one of the ways FVSD demonstrates **accountability** and provides **assurance** that we are fulfilling our responsibilities and that our students are successful.

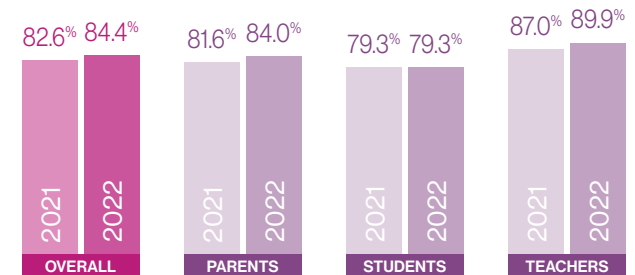
Learning Supports - Welcoming, Caring, Respectful & Safe Learning Environments (WCRSLE) (2021/2022)

Percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe.



Learning Supports - Access to Supports & Services (2021/2022)

Percentage of teachers, parents, and students who agree that students have access to the appropriate supports and services at school.



FVSD Priorities & Data

The following six pages show the results from **data collected during the 2021/2022 school year**. Strategies used for each priority are also included.

PRIORITY #1 connectivity

FVSD will foster connectivity and well-being amongst community, students, parents and staff.

ALBERTA EDUCATION OUTCOMES:

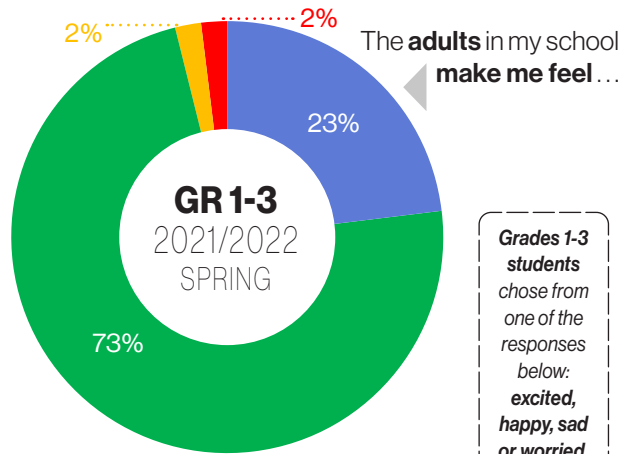
- Alberta's students are successful
- First Nations, Metis and Inuit students in Alberta are successful
- Alberta has excellent teachers, school leaders, and school authority leaders
- Alberta's K-12 education system is well governed and managed

PERFORMANCE MEASURES:

- Assurance Measure Data
- Connectivity Survey Results

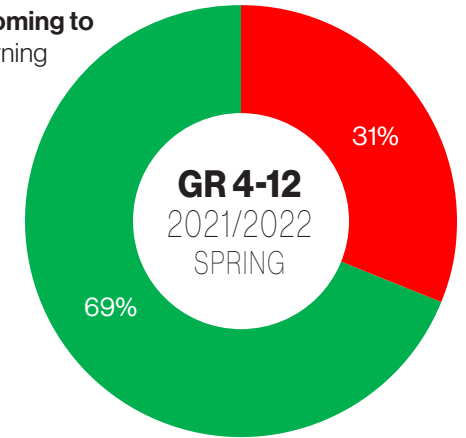
DOCUMENTS:

- Connectivity Framework

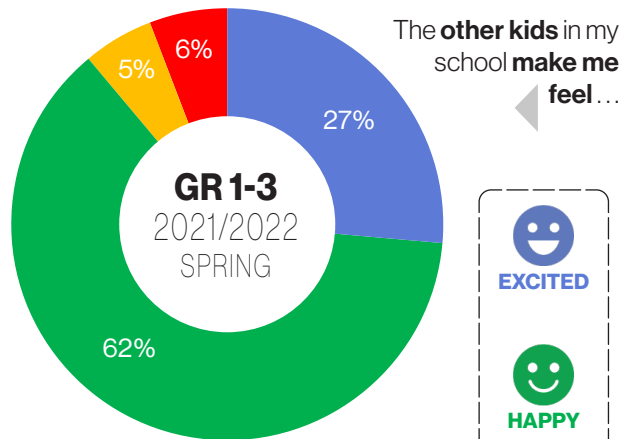


Grades 1-3 students chose from one of the responses below:
excited, happy, sad or worried.

Do you **like coming to school** or learning at home?



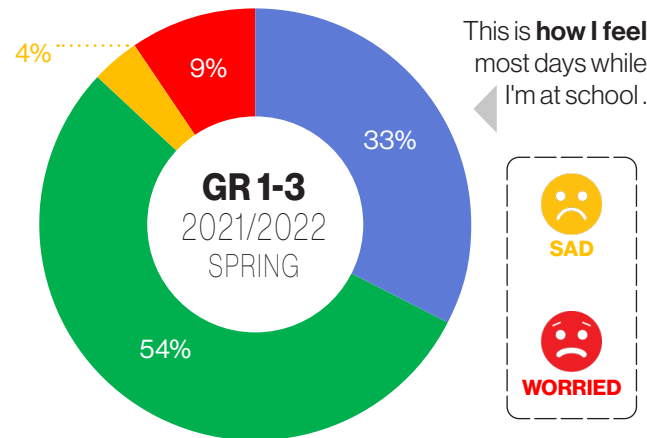
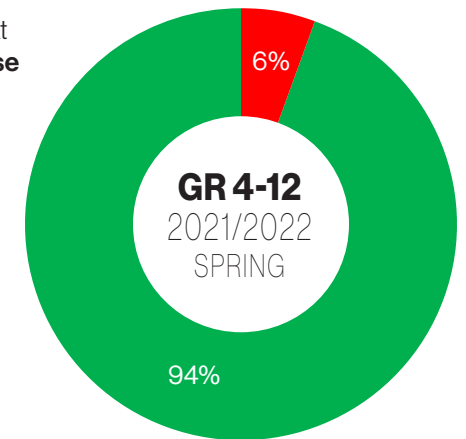
Grades 4-12 students chose from one of the responses below:
YES or NO.



EXCITED
HAPPY

Do you have at least **one close friend**?

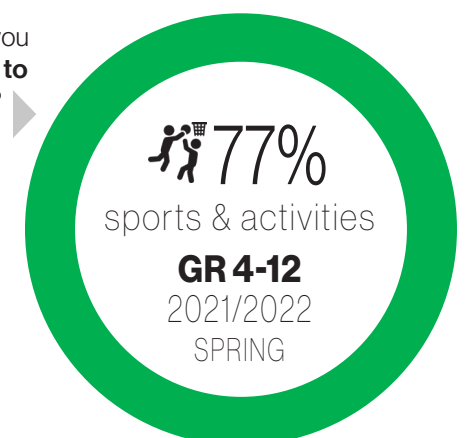
YES
NO

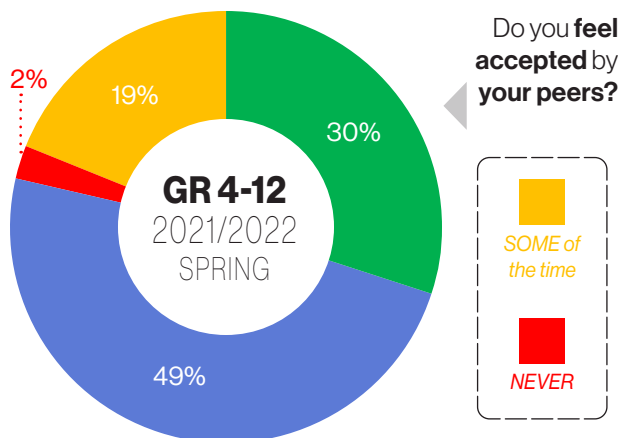
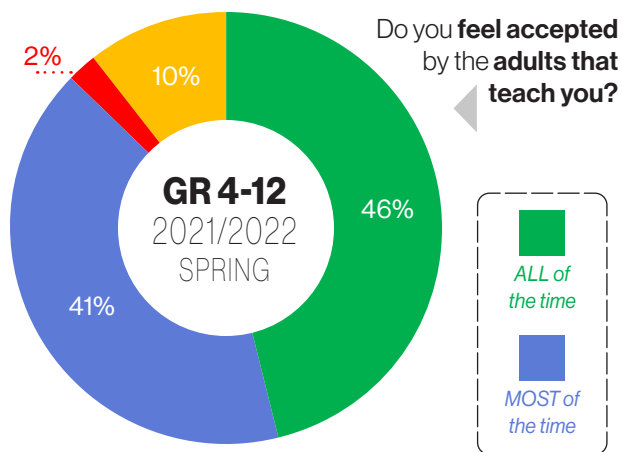
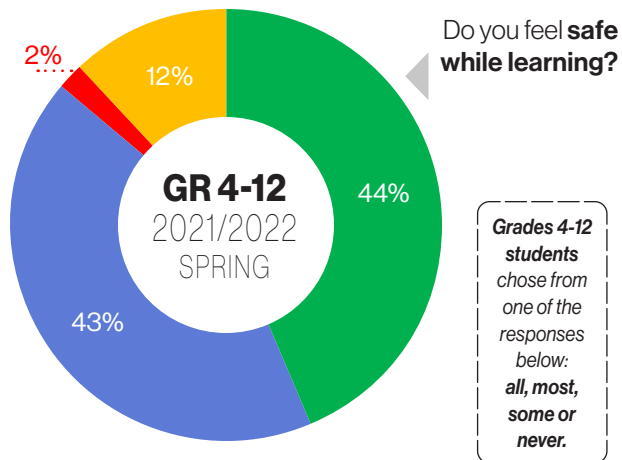


SAD
WORRIED

What makes you **look forward to school** most?

Grades 4-12 students chose from one of the following:
academics, activities, friends, or sports.





CONNECTIVITY STRATEGIES:

1. Hired **Indigenous Elders** that help support the drafting of policy and support teachers to achieve the standards outlined in the *Teacher Quality Standard*.
2. Enhance the **Connection Team** with the hiring of the fourth *Mental Health Therapist* and restructure of the *Coach Universal* programming model.
3. Professional Development plan to support the **calls to Action in the Truth and Reconciliation process**.
4. **Dare to Lead:** Work has begun to certify all staff in the work of **Brene Brown** currently all leaders have been certified.
5. **Dr. Greg Wells:** Connecting with staff and students to find balance in **self-care** and managing an ever changing world.

6. **Jeremy Allen:** Deated.ca bring a deeper understand to **grief and loss** which connects us through the wildfire, pandemic, and trauma
7. **Willard Fewer and Natasha Egeli work:** A comprehensive plan to support both the clinical leads of the connection team and a regular schedule to book all staff members for **mental health support**, when required this program will expand. Provide all staff with professional development opportunities.
8. **Collaborative Response Model:** Every school will develop and implement a model based the three district priorities: *Connectivity, Literacy and Numeracy*.
9. **Connection Team:** A full professional development plan to be much more inclusive in supporting all students through the village effect system.



STUDENT ADVISORY TEAM | March 2022

10. **Superintendent Community Consultations:** Every school will have a community night with the superintendent to continue the conversation of the divisional priorities and how we can better meet the needs of *all communities*.
11. **Student Advisory Team:** The board of trustees connect with students to discuss topics focused on building the priorities.

PRIORITY #2

literacy

All students will improve literacy skills.

ALBERTA EDUCATION OUTCOMES:

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

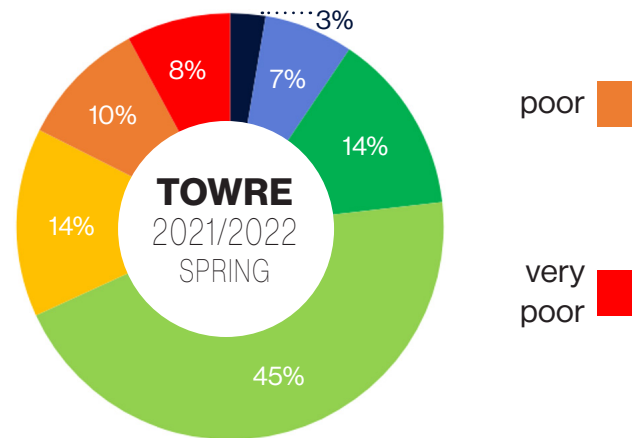
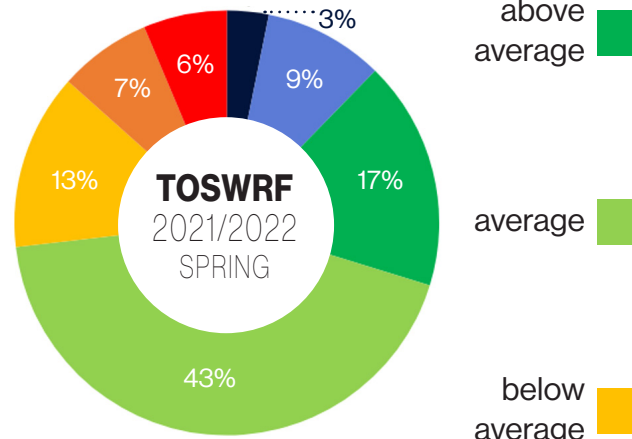
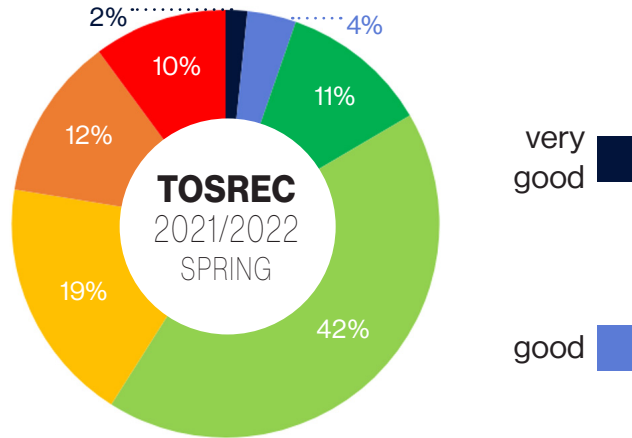
PERFORMANCE MEASURES:

Reading Literacy - Percent of students reading at or above grade level as measured by:

- Test of Word Reading Efficiency (**TOWRE**)
- Test of Silent Reading Efficiency and Comprehension (**TOSREC**)
- Test of Silent Word Reading Fluency (**TOSWRF**)
- Comprehensive Test of Phonological Processing (**CTOPP**)
- Clinical Evaluation of Language Fundamentals (**CLEF-5**)

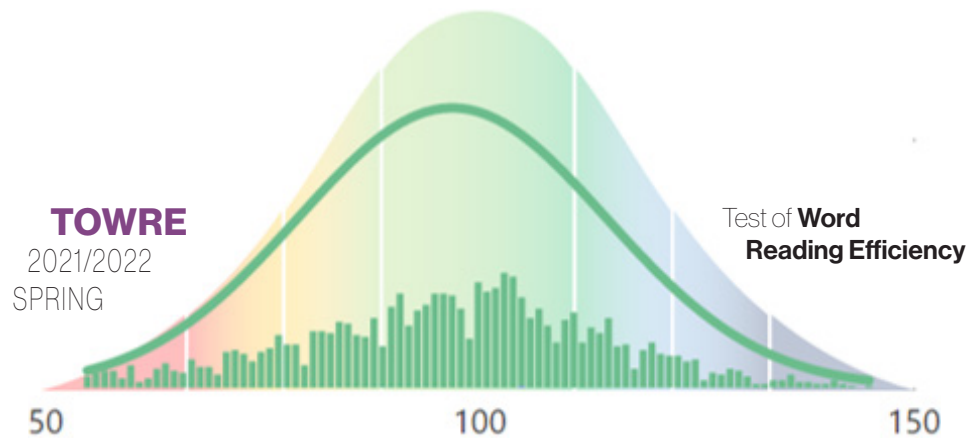
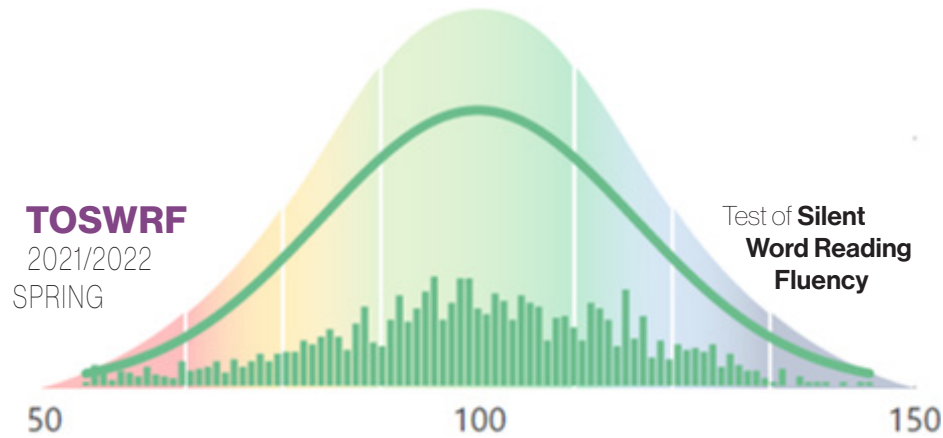
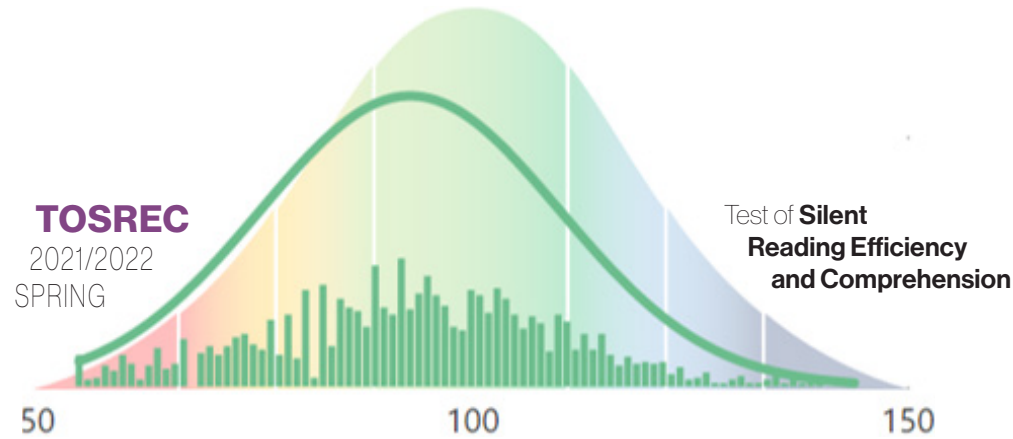
DOCUMENTS:

- Literacy Framework



SUPPLEMENTAL MEASUREMENTS:

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



2021-2022 STUDENT DATA: Also known as TTT testing, the above screeners are administered regularly throughout the school year. Data is used to track each student's progress.

LITERACY STRATEGIES:

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

COMMENT ON RESULTS:

Pandemic resulted in incomplete results for the past 2 years.



PRIORITY #3

numeracy

All students will improve numeracy skills.

ALBERTA EDUCATION OUTCOMES:

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

PERFORMANCE MEASURES:

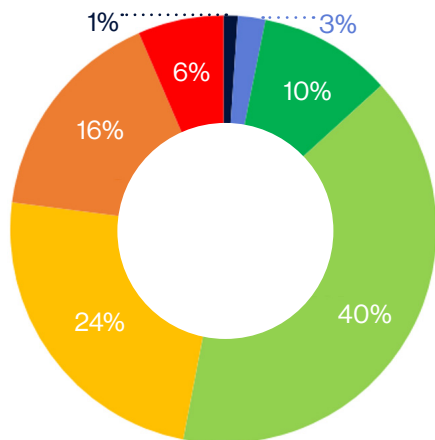
- Provincial Achievement and Diploma Exams
- Wide Range Achievement Test (WRAT 5)

DOCUMENTS:

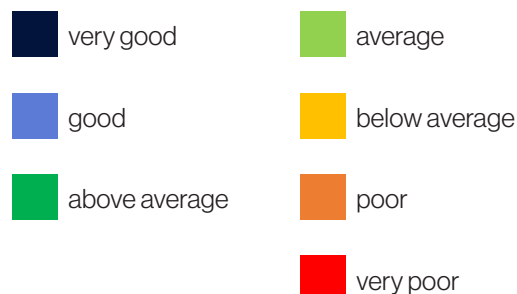
- Numeracy Framework

PAT DIPLOMA RESULTS:

Pandemic Resulted in incomplete result for the past two years.



WRAT5 | 2021/2022
MATH COMPUTATION - SPRING



DEFINITIONS

Numeracy - Understanding Numeracy:

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

Number Sense: Exploring numeracy applications for students to have a strong foundation knowledge of numeracy.

Personal Learning: Numeracy skills that affect all people for daily living.

NUMERACY STRATEGIES:

FVSD System Strategies

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

PRIORITY #4 career paths

Students will be exposed to, engaged in, and build skills for their career path.

ALBERTA EDUCATION OUTCOMES:

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

PERFORMANCE MEASURES:

- Number of students who graduate with post-secondary credentials, or credentials from other licensed authorities

DOCUMENTS:

- Career Path Framework **TBA**

COMMENTS:

Career path data is currently unavailable as this is a new priority as of May 2023.

COLLEGIATE PATHWAYS

The following pathways have been developed and with the support of Alberta Education **will be fully deployed in the fall of 2024.**



LITTLE DREAM HOMES: design, drafting, pre-engineering, carpentry, electrician, plumber, gas fitter, green energy



NORTHBOUND TRAINING SOLUTIONS CENTRE: Class 1, 2, 3, and 5 driver's license, defensive driving. FVSD currently owns & operates a full driving school.



FLYING GOOSE PRODUCTIONS CENTRE: movie production, drama, music, writing, producing, directing, computer graphics, promotion

ALL HEART CARE CENTRE:

health care aid certificate, unit clerk designation, start LPN program, start social work diploma



ROADS, LOGGING & SAFETY (RLS) CENTRE: practical and direct training in the logging and road construction industries

INNOVATION CENTRE:

coding, engineering, environmental services, computer technician, entrepreneurship



UNIVERSITY BOUND (UBT) & TEACHER EDU. CENTRE: early childhood certificate, educational assistant diploma, start education degree, first year of BSc. or Bachelor program

KEEP IT MOVING (KIM) CENTRE:

small engine mechanic, automotive technician, heavy duty mechanic



HOSPITALITY TRAINING CENTRE: tourism, hospitality, culinary arts

WINGS CENTRE:

obtain private pilot's license, enter field of aircraft maintenance engineer



FARM TECH CENTRE (FTC): degrees/certification in crop and animal husbandry, elevator operator, train conductor, fertilizer plants & seed cleaning facilities



BIZ CENTRE (HUMAN RESOURCES): human resources, Microsoft credentials, business administration, insurance or appraisal certification, real estate licensing, government admin

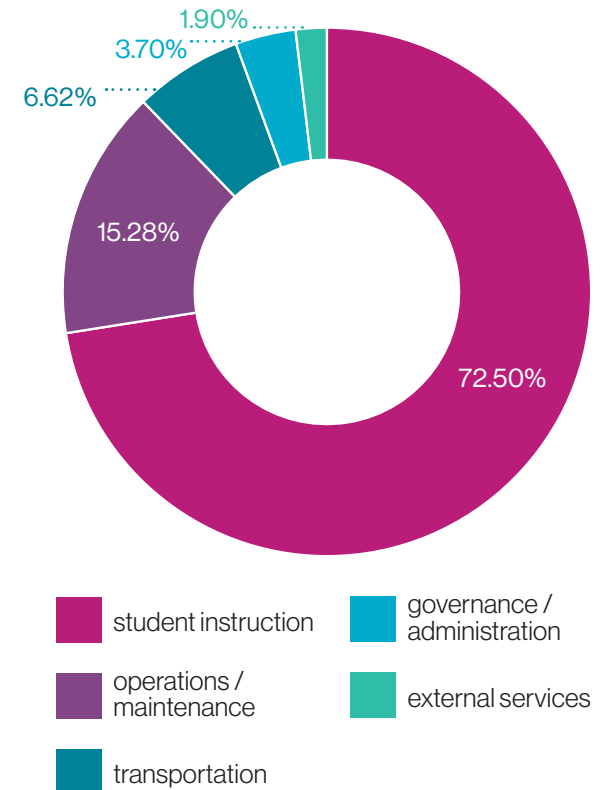


CAREER PATH STRATEGIES:

1. **Grades 7-9 will explore potential career paths**, preparing them to select a path by Grade 10.
2. **Grade 10 students will map out career paths** based on interests and skills identified through junior high CTF courses.
3. **District Career Path Principal** in place to assist high school academic counselors with collegiate course registrations and provide support.
4. Partnerships with **seven colleges, universities and licensing agencies** to provide dual credit career path options.
5. Partnerships with **over 300 local businesses and industry leaders**. Students gain work experience and the opportunity to connect with local employers.
6. **Regional employer database** has been created that includes current job openings as well as tracking employer demand.
7. Three newly renovated spaces for collegiate and dual credit programs will provide **room for expansion and growth**.

Summary of Financial Results | 2021-2022

PROGRAM		TOTAL Expenditures	# of Students Served by Program FTE	Spending/ Student
Student Instruction ECS to Grade 12 Expenditures				
a) Student Instruction ECS		\$1,510,953	146.5	\$10,314
b) Student Instruction Grade 1 - Grade 12		\$38,754,571	2,938	\$13,191
c) Student Instruction ECS - Gr 12 (subtotal)	72.50%	\$40,265,524	3,129.5	\$12,866
Support Expenditures				
d) Schools - Operations & Maintenance*	15.28%	\$8,231,454	3,187	\$2,583
e) Student Transportation	6.62%	\$3,679,216	1,804	\$2,039
f) School Board Governance/System Administration	3.70%	\$2,052,785	3,187	\$644
Other Instruction Expenditures				
g) External Services (UHRS)	1.90%	\$1,054,708	57.5	\$18,343
Total School Board Expenditures	100.00%	\$55,283,687	3,187	\$17,346



*includes amortization of assets of \$3,015,650

KEY FINANCIAL INFORMATION 2021-2022

The Board of Trustees for the Fort Vermilion School Division entered the 2021-22 school year by approving a **balanced budget accessing \$230,749 of our operating reserves and \$3,000,000 of our capital reserves.**

Historically Alberta Education's suggested guideline was to maintain a minimal Accumulated Operating Reserve of 10 days. This would represent \$2,211,347 (Expenses for 10 days out of a total of 250 operational days, or 4% of the total

expenses). **At the end of the 2021-22 school year there was accumulated operating reserves of \$6,760,873 net of School Generated Funds or 30.6 days of operations.** Operating reserves have increased by \$4,203,252 from the previous year.

We had an **increase in capital reserves of \$89,182** due to the proceeds on the disposal of capital assets. In the 2021-22 fiscal year there have been some unforeseen financial circumstances which caused operating reserves to significantly increase. In addition we

anticipated to begin the construction rebuild of St. Mary's Catholic School but had delays to the start of this project.

The level of net assets held by the Fort Vermilion School Division is reviewed and discussed annually with the Board to ensure that the financial position of the board is at an acceptable level. **Acceptable level takes into account potential risks and threats** that the board faces on an annual basis as well as funds are set aside to address future requirements.

Budget Summary | 2023-2024

SCHOOL GENERATED FUNDS

2021-2022 SCHOOL YEAR

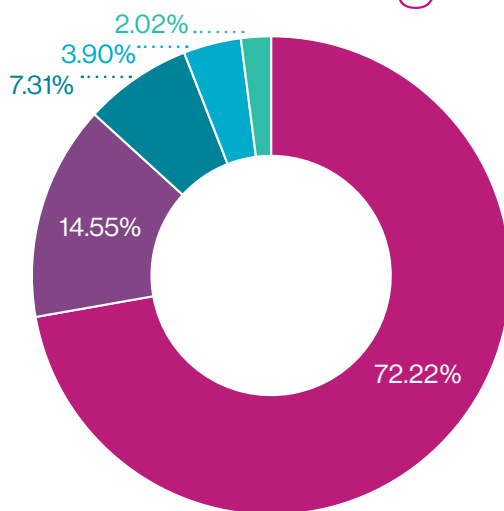
Schools received and fund-raised for school generated funds during the 2021-2022 year. **A total of \$856,161 was generated from these activities which were used for extra-curricular activities, field trips and other student activities**, with actual expenditures incurred of \$933,289. This caused our unexpended funds to decrease by \$77,125.

The balance of school generated funds that remained at year end for school is \$495,780. This amount allows schools to work on school projects relating to student activities from year to year. Information on specific sources and uses of school generated funds can be obtained in the notes of the audited financial statements.

The Fort Vermilion School Division's Audited Financial Statement can be viewed in their entirety at www.fvsd.ab.ca. The web link to all school jurisdiction financial reports, which provides comparative data, is located at **[K-12 Education Financial Statements](#)**.*

► For more information, please contact the **Associate Superintendent of Finance** at FVSD Central Office (780-927-3766).

*<https://www.alberta.ca/k-12-education-financial-statements.aspx>



GUIDING PRINCIPLES:

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



PROGRAM		TOTAL Budgeted	# of Students Served by Program FTE	Spending/ Student
Student Instruction ECS to Grade 12 Expenditures				
a) Student Instruction ECS		\$1,628,235	133.5	\$12,197
b) Student Instruction Grade 1 - Grade 12		\$41,134,491	3,183	\$12,923
c) Student Instruction ECS - Gr 12 (subtotal)	72.22%	\$42,762,726	3,316.5	\$12,894
Support Expenditures				
d) Schools - Operations & Maintenance*	14.55%	\$8,613,375	3,379	\$2,549
e) Student Transportation	7.31%	\$4,325,965	1,900	\$2,277
f) School Board Governance/System Administration	3.90%	\$2,308,824	3,379	\$683
Other Instruction Expenditures				
g) External Services (ie. adult education, joint use agreements)	2.02%	\$1,197,983	62.5	\$19,168
Total School Board Expenditures	100.00%	59,208,873	3,379	\$17,523

*detailed budget & expenditure information can be obtained by contacting FVSD Central Office or www.fvsd.ab.ca

Summary of Facility & Capital Plans

KEY FINANCIAL INFORMATION 2023-2024

The FVSD has presented a **balanced budget for the 2023-2024 fiscal year**. We are accessing our accumulated operating reserves for the upcoming capital projects in the amount of \$586,091.

We are budgeting \$3,528,247 in capital expenditures for 2023-2024. FVSD once again will be purchasing busses and vehicles in order to replace existing units as they reach the end of their life cycle. In addition, we are completing our three Collegiate centers as we work towards a collegiate model and continue to build capacity for student success. With this in mind, the Collegiate will also be building teacher residences to meet the housing needs in some of our communities and provide real world experience for students.

FVSD is projected to have \$2,668,515 in operating reserves and \$1,436,855 in capital reserves as of August 31, 2024. After the projected *Student Generated Funds* are removed from our operating reserves, we are projecting an adjusted A.S.O. days of operation to be at 9.17 or 3.7%. It is the Board of Trustees goal to keep our A.S.O. close to 4% in the future.

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

Division Priority	IDENTIFIED PROJECT
1 ▶	<p>MODERNIZATION: Sand Hills Elementary School</p> <p><i>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.</i></p>
2 ▶	<p>MODERNIZATION: Florence MacDougall Community School</p> <p><i>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.</i></p>
3 ▶	<p>New Junior High School (Grade 7-9) in La Crete and High Level</p> <p><i>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 enrollment pressures and commencement of the community projects.</i></p>

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

PARENTAL INVOLVEMENT

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

TIMELINES AND COMMUNICATION

The Board accepted the **Education Plan and AERR** on November 30, 2022 and posted it to the school division website www.fvsd.ab.ca under: *Our Division > Documents*

WHISTLEBLOWER PROTECTION

In the 2021-2022 school year, the Fort Vermilion School Division **did not receive any formal disclosures** of the nature outlined within *Public Interest Disclosure Act*.

Appendix A

Source Data Reference Measure Evaluation Reference

Required Alberta Education Assurance Measures - Overall Summary



Source Data Reference

Fall 2022

Authority: 1250 The Fort Vermilion School Division

Assurance Domain	Measure Evaluation	Current Result	Previous Year Result	Previous 3 Year Average	Achievement Standard Years	Data Updated
Student Growth and Achievement	Student Learning Engagement	2021/2022	2020/2021	n/a	n/a	Apr 27, 2022
	Citizenship	2021/2022	2020/2021	School Years 2018/2019, 2019/2020	2003/2004 to 2005/2006	Apr 27, 2022
	3-year High School Completion	2020/2021	2019/2020	School Years 2017/2018, 2018/2019, 2019/2020	2015/2016 to 2017/2018	Mar 01, 2022
	5-year High School Completion	2020/2021	2019/2020	School Years 2017/2018, 2018/2019, 2019/2020	2015/2016 to 2017/2018	Mar 01, 2022
	PAT: Acceptable	2021/2022	2020/2021	School Years 2018/2019	2011/2012 to 2013/2014	Aug 24, 2022
	PAT: Excellence	2021/2022	2020/2021	School Years 2018/2019	2011/2012 to 2013/2014	Aug 24, 2022
	Diploma: Acceptable	2021/2022	2020/2021	School Years 2018/2019	2013/2014 to 2015/2016	Aug 24, 2022
	Diploma: Excellence	2021/2022	2020/2021	School Years 2018/2019	2013/2014 to 2015/2016	Aug 24, 2022
Teaching & Leading	Education Quality	2021/2022	2020/2021	School Years 2018/2019, 2019/2020	2003/2004 to 2005/2006	Apr 27, 2022
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	2021/2022	2020/2021	n/a	n/a	Apr 27, 2022
	Access to Supports and Services	2021/2022	2020/2021	n/a	n/a	Apr 27, 2022
Governance	Parental Involvement	2021/2022	2020/2021	School Years 2018/2019, 2019/2020	2003/2004 to 2005/2006	Apr 27, 2022

Required Alberta Education Assurance Measures - Overall Summary



Measure Evaluation Reference

Fall 2022

Authority: 1250 The Fort Vermilion School Division

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the three-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the five achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:

1. For all measures: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Required Alberta Education Assurance Measures - Overall Summary



Measure Evaluation Reference

Fall 2022

Authority: 1250 The Fort Vermilion School Division

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the five improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Naming Guidelines

Background

The Fort Vermilion School Division welcomes the opportunity to honour those who have rendered outstanding service to the Fort Vermilion School Division, to the Province of Alberta, to Canada or internationally. It also welcomes the opportunity to honour individuals whose generous philanthropic benefactions which make possible the construction or restoration of buildings, the development of programs and the establishment of scholarships and bursaries.

Scope

This guides the granting of named recognition at Fort Vermilion School Division for:

- buildings
- part of buildings
- grounds
- programs of service or recreation
- scholarships, bursaries and other student awards
- trophies and other awards for extracurricular achievement
- such other entities as the Fort Vermilion School Division Board of Trustees may from time to time see fit to name in order to recognize service or philanthropic donations

General Naming Policy

- 1) Ultimate authority to accept or decline any proposal to name within the Fort Vermilion School Division rests with the Board of Trustees.
- 2) Ultimate authority to discontinue the designated name of a building, room, or area, or to transfer the name to another building, room, or area within the FVSD rests with the Board of Trustees.
- 3) The acceptance of any philanthropic donation which involves a proposal to name is conditional upon approval of the naming by the Board of Trustees.
- 4) Notwithstanding any other provision of this policy, no naming will be approved or (once approved) continued that will call into serious question the public respect of the Fort Vermilion School Division.
- 5) No name will be approved that will imply the Fort Vermilion School Division's endorsement of a partisan political or ideological position or of a commercial product. This does not preclude a naming with the name of an individual who has at one time held public office or with the name of an individual or a company that manufactures or distributes commercial projects.
- 6) When permanent named recognition has been extended for a gift received, it will be honoured in perpetuity. In the event of changed circumstances, e.g. a facility no longer exists; the Fort Vermilion School Division reserves the right to determine the form which such permanence may take.
- 7) From time to time, it may be appropriate to offer named recognition for a limited period of time. In this case, the Fort Vermilion School Division is

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- obligated to honour the name for that period of time, subject to renewal of the opportunity.
- 8) The Fort Vermilion School Division may choose to extend recognition through a naming (e.g. a named building) after a donor/donors provided that the donor will provide all or a major part of the cost of funding the facility or activity.
 - a. "Major" is deemed to mean either a significant part of the cost, or a contribution which is regarded as central to the completion of the facility or activity, and represents a substantial part of its value.
 - 9) Provisions in this policy that refer to naming for a benefactor also in general apply to naming for a third party at the wish of a benefactor.
 - 10) Only in exceptional circumstances will facilities or activities be named to honour outstanding service of members of Fort Vermilion School Division staff while the honoree remains in the full time employment of the Fort Vermilion School Division. Members of staff making philanthropic donations remain eligible for naming recognition.
 - 11) The Superintendent shall be responsible for maintaining and updating an inventory of named facilities.
 - 12) The Superintendent shall advise the Board on consistent application of current, approved naming policies with respect to philanthropic donations and outstanding service.
 - 13) The Board of Trustees reserves the right to decide on the physical displays which may accompany named recognition.

Guidelines to Naming Procedures

- 1) Individuals contemplating a naming opportunity to recognize outstanding service are to consult with the Superintendent for information and expertise.
- 2) Individuals contemplating a naming opportunity to recognize philanthropic donations are to consult with the Superintendent for information and expertise.
- 3) If a building, room, or area is to be named, the Superintendent shall determine whether the recommendation has the support of the occupants of the building or users of the area and the Fort Vermilion School Division community.
- 4) If the Superintendent is satisfied that the proposal falls within the policy guidelines, or is sufficiently unique to justify special consideration, the Superintendent shall present the application to the Board of Trustees at an in camera meeting.
- 5) The Board of Trustees shall decide whether a formal motion should go forward to the Board at a regular Board meeting.
- 6) The same procedure as outlined above shall be followed when there is a recommendation to discontinue the designated name of a building, room, or area, or to transfer the name to another building, room, or area.
- 7) Where wider consultation is deemed appropriate by the Board of Trustees, a Naming Committee may be struck by the Superintendent to advise him

regarding a proposed naming. The Committee will include representation from:

- Board of Trustees
 - Central Office Executives
 - Current Occupants of the Building
 - Others recommended by the Superintendent and/or Board of Trustees
- 8) The Superintendent shall bring the Committee's recommendation to the Board of Trustees for a final decision.

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