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

**BOARD OF TRUSTEES REGULAR MEETING**

**NOVEMBER 27, 2024 – 10:00 AM**

**CENTRAL OFFICE**

**A G E N D A**

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## Fort Vermilion School Division 2024-2025 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
4. All students will *Explore, Develop, Grow* and *Experience* chosen career paths

		<b>Monitoring:</b>	<b>Other Events</b>
<b>August 29, 2024</b> (COW) 10 am	<b>Monitoring:</b>	O & M Project Update	26-30 Organizational Days 28 New Teacher Orientation
	<b>Communications:</b>	Board Communications / Trustee Communication Key Messages to the Media	
<b>September 23, 2024</b> 10 am	<b>Monitoring:</b>	Focus on Student Achievement <ul style="list-style-type: none"> <li>• Pathways</li> <li>• La Crete Public School</li> </ul> Superintendent Report Review Trustee Handbook Specialized Learning Supports Report Initial Staffing and Enrolment Report (COW) Review Board Work Plan (COW) Trustee Remuneration (COW) (review every 2 years – 2025)	2 Labour Day 3 First Day for Students 18 ASBA Zone 1 Meeting 30 National Day for Truth & Reconciliation  School Council Meetings
	<b>Communications:</b>	Board Communications / Trustee Communication Key Messages to the Media	
<b>October 23, 2024</b> 10 am	<b>Monitoring:</b>	Organizational Meeting Focus on Student Achievement <ul style="list-style-type: none"> <li>• High Level Public School</li> <li>• Spirit of the North Community School</li> </ul> Superintendent Report Focus on Priorities – Connectivity, Literacy, Numeracy, Career Path Finance Report New Modular Classroom Requests DRAFT AERR (COW) Full Review of Capital Plan (COW)	14 Thanksgiving Day  School Council Meetings
	<b>Communications:</b>	Board Communications / Trustee Communication Key Messages to the Media	



## Fort Vermilion School Division 2024-2025 Board Work Plan

	<b>Monitoring:</b>	<b>Other Events</b>
<b>November 27, 2024</b> 10 am	Focus on Student Achievement <ul style="list-style-type: none"> <li>• Sand Hills Elementary School</li> <li>• Rocky Lane School</li> </ul> Superintendent Report Finance Report 2023-2024 Audited Financial Statement Essential Services Accountability Report Annual Education Results Report	11 Remembrance Day 17-19 ASBA Fall General Meeting (Edmonton) 27 School Council Chairs Meeting (5-8 p.m.)  School Council Meetings
	<b>Communications:</b> Board Communications / Trustee Communication Key Messages to the Media	
<b>December</b> (no scheduled meeting)	<b>Monitoring:</b>	<b>Other Events</b> 20 Last Day of Semester 1 23-Jan 3 Christmas Break 25 Christmas Day 26 Boxing Day
	<b>Communications:</b>	Christmas Concerts School Council Meetings
<b>January 22, 2025</b> 10 am	<b>Monitoring:</b> Focus on Student Achievement <ul style="list-style-type: none"> <li>• Buffalo Head Prairie School</li> <li>• Hill Crest Community School</li> </ul> Superintendent Report Annual Local % Expenditure Report (reported biennially 2025) Finance Report Fiscal Quarterly Accountability Report Fundraising Report	1 New Year's Day 6 First Day of Semester 2  School Council Meetings
	<b>Communications:</b> Board Communications / Trustee Communication Key Messages to the Media	
<b>COW /Board Planning</b> March 27 & 28, 2025	<b>Monitoring:</b> Trustee Development DRAFT Three Year Capital Plan (COW) Priority Update	12 School Closed 13-14 Teachers' Convention 17 Family Day
	<b>Communications:</b> Board Communications / Trustee Communication Key Messages to the Media	School Council Meetings



## Fort Vermilion School Division 2024-2025 Board Work Plan

<b>March 26, 2025</b> 10 am	<b>Monitoring:</b> Focus on Student Achievement <ul style="list-style-type: none"> <li>• Blue Hills Community School</li> <li>• Florence MacDougall Community School</li> </ul> Superintendent Report Finance Report Fiscal Quarterly Accountability Report Mid-Year Budget Review (COW) Three Year Capital Plan 2025-2026 School Calendar Review Student Fee Structure Borrowing Resolution for Driver Training School	<b>Other Events</b>  School Council Meetings
	<b>Communications:</b> Board Communications / Trustee Communication Key Messages to the Media	
	<b>Monitoring:</b> Focus on Student Achievement <ul style="list-style-type: none"> <li>• Ridgeview Central School</li> <li>• Rainbow Lake School</li> </ul> Superintendent Report Finance Report Review Attendance Boundaries School Jurisdiction Financial Reporting Profile (COW) DRAFT 2025-2026 Budget (COW) DRAFT Three Year Education Plan (COW)	
<b>Communications:</b> Board Communications / Trustee Communication Key Messages to the Media		
<b>Monitoring:</b> Focus on Student Achievement <ul style="list-style-type: none"> <li>• Fort Vermilion Public School / St. Mary's Catholic School</li> <li>• Upper Hay River School</li> <li>• Collegiate Schools</li> </ul> Superintendent Report Finance Report Three Year Education Plan 2025-2026 Budget Report Merit Awards Selection (COW)	<b>Other Events</b>  1 Last Day of Semester 2 2 First Day of Semester 3 19 Victoria Day 29 Ascension 23 FVSD Retirement Gala  School Council Meetings Graduations	
<b>Communications:</b> Board Communications / Trustee Communication Key Messages to the Media		
<b>Monitoring:</b> Superintendent Report Finance Report Internal Auditing Accountability Report Fiscal Quarterly Accountability Report CEO Evaluation (COW)		<b>Other Events</b>  1-3 ASBA Spring General Meeting (Calgary) 9 PD Day 9 FVSD Awards Ceremony 9-10 Pentecost  Graduations
<b>Communications:</b> Board Communications / Trustee Communication Key Messages to the Media		

**FORT VERMILION SCHOOL DIVISION  
 BOARD OF TRUSTEES  
 REGULAR MEETING – NOVEMBER 27, 2024  
 CENTRAL OFFICE – 10:00 A.M.  
 AGENDA**

<b><u>ATTENDANCE</u></b>	2
<b><u>I. CALL TO ORDER</u></b>	2
<b><u>II. FOCUS ON STUDENT ACHIEVEMENT</u></b>	
Sand Hills Elementary School	3
Rocky Lane School	6
<b><u>III. APPROVAL OF AGENDA</u></b>	9
<b><u>IV. APPROVAL OF MINUTES</u></b>	9
Minutes of the Regular Board Meeting – October 23, 2024	10
Minutes of the Organizational Board Meeting – October 23, 2024	14
<b><u>V. COMMUNICATIONS</u></b>	16
<b><u>VI. TRUSTEE SHARING ON PD/COMMITTEES</u></b>	
<b><u>VII. DELEGATIONS OR EXTERNAL PRESENTATIONS</u></b>	
2:15 pm – Chris Cholak, MNP – Audited Financial Statement	
<b><u>VIII. MONITORING REPORTS</u></b>	
a. Superintendent’s Report	17
b. Finance Report	19
c. 2023-2024 Audited Financial Statement	21
d. Essential Services Accountability Report	22
e. Annual Education Results Report	33
<b><u>IX. OTHER BUSINESS</u></b>	
a. Elections 2025	
b. Locally Developed Course	60
<b><u>X. ADJOURNMENT</u></b>	61

**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: SAND HILLS ELEMENTARY SCHOOL**

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

Policy References:

1.5 Goals (1.5.1, 1.5.2 and 1.5.3)

1.6 Current Priorities (1.6.1, 1.6.2, 1.6.3 and 1.6.4)

Submitted by Wendy Morris, Principal.

RECOMMENDATION

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

## School Presentation to the Board: Divisional Priorities

**School:** Sandhills Elementary School

**Date of Report:** November 27, 2024

### School Context:

K-3 School in La Crete; 363 Students (Pre-K, 5-Kindergarten classes, 5-Grade one classes, 4-Grade two classes, 4-Grade three classes), 14 Inclusive education students that require one-on-one support

### School Goals (2024-2025):

1. Students will build fluency, vocabulary, and morphological awareness to bridge word recognition & language comprehension.
2. Students will build number sense through fluency and flexibility.
3. Students will use the skills learned in the Second Step program in and beyond the classroom to increase positive peer interactions and to decrease negative peer interactions  
Increase parent awareness of Second Step program, language, and skills.
4. Students will explore career paths through literature and purposeful play.

### Numeracy:

**Celebration:** Noticeable growth was observed in all grades. Students in Grades 1 and 2 in numeracy interventions outperformed their cohort peers on the WRAT5. In grade 2, students in intervention increased their standard scores by 11 points while students in the regular class increased their standard scores by 6 points. Students in grade 1 interventions increased their standard score by 19 points and students in the regular class increased their standard score by 4 points.

**Growth Area:** Students in the regular classroom, who are not involved in interventions, are growing more slowly in number concepts. Number sense and operations are being focused on throughout the year with the goal of helping students grow in fluency and mathematical thinking. This year, classroom teachers are working to help students gain skills in number concepts and to grow in ability and confidence, thus becoming more fluent. Teachers will be supported by school administration through classroom visits, discussions with teachers, collaboration with grade teams, Teaching Sprints, regular coaching cycles with the numeracy coach, as well as participation in the fluency research project with Carleton University.

Teaching Sprints are being used to move numeracy and literacy instruction forward at SHES this year. Teaching Sprints are a process whereby teams of staff learn about effective instruction through research, and work to collaboratively to implement new researched-based strategies in the classroom. As new strategies are implemented, staff examine soft and hard data to determine the effectiveness. Throughout the year, staff will engage in three cycles of Teaching Sprints. Each cycle involves three phases: Prepare, Sprint, Review/Celebrate.

### Literacy:

**Celebration:** Students are gaining in efficiency, fluency, and comprehension yearly and are sustaining gains over time. The biggest gains during the 2023-2024 school year were grade one students whose standard score increased by 11 points in comprehension and 9 standard points in efficiency.

**Growth Area:** The smallest area of growth was in Grade 3 Comprehension. In this area, students grew by 3 standard points. At Sandhills, since our young students need to learn their letter sounds before they can read, much emphasis has been on decoding instruction. Each year, there is consistent



growth in this area, proving that instruction in decoding is effective. By grade 3, most students are decoding well. This year, to increase fluency and reading comprehension, a conscious focus is being placed on the volume of reading students are doing and on classroom instruction. Through classroom visits, discussions with teachers, and coaching cycles, school administration and the literacy coach are investigating reading in the classrooms and school-wide. Teacher knowledge and ability to instruct students in reading is being worked on collaboratively in grade teams, with the literacy coach, and through Teaching Sprints.

**Connectivity in the Community:**

Celebration: On the 2023-2024 Connectivity Survey, one hundred percent of students indicated that they felt that the adults in the school made them feel happy or excited. According to behavior tracking, there were 29% fewer behavior incidents requiring office intervention in the 2023-2024 school year than in the 2022-2023 School Year.

Growth Area: Although most students at Sandhills report positive relationships with other students in the school, 4% of students indicated that other students make them feel sad or worried. Sandhills students are young and thus new to the independent development of peer relationships. According to school behavior tracking, 71% of recorded behavior incidents involve peer conflict. To help facilitate positive peer relationships, the following will be emphasized:

- Second Step Programming, specifically instruction and reinforcement of skills, and common language used throughout the school and with parents.
- Increase parental knowledge of Second Step Practices – magnets were given to each family to promote common language and to reinforce the skills highlighted in the four Second Step units.
- Positive reinforcement of Second Step skills through implementation of a BEAR Hug ticket system.
- Connection Team small group programming with a focus on peer interactions and managing emotions. This programming targets students who are having difficulties or have indicated that they are sad or worried around other students or that they feel sad most days when they are at school.

**Career Path:**

Direction: To achieve our goal of exploring career paths through literature and purposeful play, we have purchased nonfiction and fiction books about different careers. These books can be borrowed from the library as mini-career exploration libraries or borrowed individually to be added to our five career crates. Career crates were created, based on the FVSD pathways for students, to investigate careers and to grow in career knowledge and vocabulary. Teachers are implementing the crates this year. Additional crates will be created in coming years if this is determined an effective learning strategy. Crates created already include automotives and mechanics, creative arts and media, health and bioscience, hospitality and tourism, natural resources.

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, 1.6.3 and 1.6.4)

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:** November 18<sup>th</sup>, 2024

**School Context:** Rocky Lane School is in Boyer River, Beaver First Nation territory. Our enrollment is 163 students from kindergarten to Grade 12. Our percentage of students who are FNMI is 92%. 8% are non-indigenous. 79% of students who attend are members of Beaver First Nation. All students who attend are bussed to the school.

### Literacy:

Celebration: Strongest achievement to date based on your Power BI Data

- Achieved growth in all three areas of Literacy (Comprehension, Fluency & Decoding)
  - Comprehension: 34.3% --> 50% Avg&Above
  - Fluency: 57.8% --> 67.5 Avg&Above
  - Decoding: 42.4% --> 59.3% Avg&Above

Growth Area: Strongest data point that requires growth in your School.

- Comprehension continues to be an area of growth for our school.

### Numeracy:

Celebration: Strongest achievement to date based on your Power BI Data

- 5/9 classes that are assessed based on division measures achieved growth in numeracy
  - Gr.1 - 15% increase from Fall to Spring
  - Gr.2 - 50% increase from Fall to Spring
  - Gr.3 - 80% increase from Fall to Spring
  - Gr. 8 – 7% increase from Fall to Spring
  - Gr.9 - 10% increase from Fall to Spring

Growth Area: Strongest data point that requires growth in your School.

- While some classes experienced growth, there is still a significant amount to continue to achieve in all grade levels.

### Connectivity in the Community:

Celebration: Strongest achievement to date based on your Power BI Data

- Consistent Beaver Language and Culture classes happening daily
- Continued increase in parent involvement in school events
- Rocket Recognition board continues to recognize students monthly
- Teachers continue to communicate with parents via weekly emails that highlight curricular targets/upcoming events.

Growth Area: Strongest data point that requires growth in your School.

- Re-establishment of School Parent Council
- Community connections for our students

**Career Path:**

Celebration:

- 3/5 graduates in post-secondary school (class of 2024)
- 2 students currently getting Heavy Equipment credits on our Simulator
- RLNS/FVPS teaming up to provide various career path opportunities for both student bodies in Trimester 2.
- BFN Career Fair

Growth Area:

- Ensuring students are aware and informed about dual-credit opportunities
- Scheduling times for our Jr. High students to avail of the simulator
- Increase in career/college information presentations

Overall Division	Fall 2023				Spring 2024			
	% At or Above	# of Students	% Struggling	# of Students	% At or Above	# of Students	% Struggling	# of Students
TOSREC	45.2%	916	54.8%	1103	47.2%	923	52.8%	1030
DIV 1 or Grade	26.7	4	73.3	11	64.7	11	35.3	6
DIV 2	23.7	9	76.3	29	50.0	16	50.0	16
DIV 3	46.2	19	53.8	21	42.9	15	57.1	20
TOSWR	66.1%	1339	33.9%	687	65.7%	1294	34.3%	674
DIV 1	21.4	2	78.6	11	37.5	6	62.5	10
DIV 2	47.4	18	52.6	20	62.5	20	37.5	12
DIV 3	81.6	31	18.4	7	85.7	30	14.3	5
TOWRE	59.5%	1179	40.5%	800	59.0%	1141	41%	789
DIV 1	26.7	4	73.3	13	47.1	8	52.9	9
DIV 2	42.1	16	57.9	22	59.4	19	40.6	13
DIV 3	48.7	19	51.3	20	65.6	21	34.4	11
WRAT5	34.9%	<b>697</b>	65.1%	1304	39.7%	<b>777</b>	60.3%	1164
DIV 1	33.3	5	66.7	10	94.1	16	5.9	1
DIV 2	2.6	1	97.4	38	3.3	1	96.7	31
DIV 3	22.0	9	78	32	10	27	73	27
Connectivity	Number of Students Connected/ Not Connected							
	Question 1		Question 2		Question 3		Question 4	
DIV 1	20	1	20	1	20	1		
DIV 2	34	6	32	7			25	15
DIV 3	25	4	15	16			23	5
DIV 4	24	22	34	6			34	4

**APPROVAL OF AGENDA**

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

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

**APPROVAL OF MINUTES**

\_\_\_\_\_ moved that the Board of Trustees approve the minutes of the Regular Board Meeting held October 23, 2024, as presented.

\_\_\_\_\_ moved that the Board of Trustees approve the minutes of the Organizational Board Meeting held October 23, 2024, as presented.

**FORT VERMILION SCHOOL DIVISION  
MINUTES OF THE REGULAR BOARD MEETING  
OCTOBER 23, 2024**

**ATTENDANCE**

**Board Members Present:**

Mr. Marc Beland, Board Chair  
Mr. Tim Driedger, Board Vice Chair  
Mr. Shane Lloyd  
Mr. Henry Goertzen  
Mrs. Amanda Paul  
Mr. Benjamin Friesen  
Mr. John Zacharias

**Board Members Absent:**

Mrs. Linda Kowal

**Administration Present:**

Mr. Michael McMann, Superintendent  
Mr. Norman Buhler, Associate Superintendent  
Mrs. Karen Smith, Associate Superintendent  
Mrs. Natalie Morris, Associate Superintendent  
Mr. Terry Gibson, Associate Superintendent  
Mr. Gilbert Morris, Supervisor of Learning  
Ms. Janice Sundar, Supervisor of Learning  
Mrs. Leah Martens, Supervisor of Learning  
Mrs. Darlene Bergen, Executive Assistant  
Ms. Chandra Tincombe, Public Engagement Coordinator

**Guests:**

Ms. Amber Paul, Principal – HLPS  
Mr. Cory Boudreau, Principal – SNCS  
Mrs. Stefanie Brown, Collegiate Administrator of Career Exploration

**ATA:**

Mr. Fred Kirby, President

Board Chairman, Marc Beland, called the meeting to order at 10:04 a.m.

24-10-17209  
IN-CAMERA

Amanda Paul moved that the Board of Trustees go in-camera at 10:04 a.m.

**CARRIED**

24-10-17210  
REVERT TO PUBLIC  
MEETING

Shane Lloyd moved that the Board of Trustees move out of in camera at 1:00 p.m.

**CARRIED**

**FORT VERMILION SCHOOL DIVISION  
MINUTES OF THE REGULAR BOARD MEETING  
OCTOBER 23, 2024**

24-10-17211 Report found in the October 23, 2024, Regular Board Meeting  
FOCUS ON STUDENT Package.  
ACHIEVEMENT –  
HIGH LEVEL PUBLIC Shane Lloyd moved that the Board of Trustees accept the Focus on  
SCHOOL Student Achievement – High Level Public School Report.  
CARRIED

24-10-17212 Report found in the October 23, 2024, Regular Board Meeting  
FOCUS ON STUDENT Package.  
ACHIEVEMENT –  
SPIRIT OF THE Shane Lloyd moved that the Board of Trustees accept the Focus on  
NORTH COMMUNITY Student Achievement – Spirit of the North Community School  
SCHOOL Report.  
CARRIED

24-10-17213 Benjamin Friesen moved that the Board of Trustees approve the  
APPROVAL OF agenda as presented.  
AGENDA CARRIED

24-10-172014 John Zacharias moved that the Board of Trustees approve the  
APPROVAL OF Minutes of the Regular Board Meeting held September 23, 2024, as  
MINUTES presented.  
CARRIED

BOARD  
COMMUNICATIONS None.

TRUSTEE SHARING Tim Driedger attended the meeting of Board Chairs with the Minister  
ON PD/COMMITTEES of Education on September 25, 2024, whereby the Minister  
announced \$8.4B for new schools over the next three years,  
including 90 new schools and 24 modernizations. The average age  
of Alberta schools is currently 49 years.

**MONITORING  
REPORTS**

24-10-17215 Report found in the October 23, 2024, Regular Board Meeting  
SUPERINTENDENT'S Package.  
REPORT  
Shane Lloyd moved that the Board of Trustees accept the  
Superintendent's Report as information.  
CARRIED

**FORT VERMILION SCHOOL DIVISION  
MINUTES OF THE REGULAR BOARD MEETING  
OCTOBER 23, 2024**

24-10-17216 FOCUS ON PRIORITIES – CAREER PATH ACCOUNTABILITY REPORT	Report found in the October 23, 2024, Regular Board Meeting Package.  Amanda Paul moved that the Board of Trustees accept the Focus on Priorities – Career Path Accountability Report.	CARRIED
24-10-17217 SPECIALIZED LEARNING SUPPORTS REPORT	Report found in the October 23, 2024, Regular Board Meeting Package.  Benjamin Friesen moved that the Board of Trustees accept the Specialized Learning Supports Report.	CARRIED
24-10-17218 FOCUS ON PRIORITIES – LITERACY ACCOUNTABILITY REPORT	Report found in the October 23, 2024, Regular Board Meeting Package.  Shane Lloyd moved that the Board of Trustees accept the Focus on Priorities – Literacy Accountability Report.	CARRIED
24-10-17219 FOCUS ON PRIORITIES – NUMERACY ACCOUNTABILITY REPORT	Report found in the October 23, 2024, Regular Board Meeting Package.  Henry Goertzen moved that the Board of Trustees accept the Focus on Priorities – Numeracy Accountability Report.	CARRIED
24-10-17220 FOCUS ON PRIORITIES – CONNECTIVITY ACCOUNTABILITY REPORT	Report found in the October 23, 2024, Regular Board Meeting Package.  John Zacharias moved that the Board of Trustees accept the Focus on Priorities – Connectivity Accountability Report.	CARRIED
24-10-17221 FINANCE REPORT	Report found in the October 23, 2024, Regular Board Meeting Package.  Tim Driedger moved that the Board of Trustees accept the Finance Report as of September 30, 2024.	CARRIED
NEW MODULAR CLASSROOM REQUESTS	FVSD will not be submitting a request for new modular classrooms to Alberta Education this year.	



**FORT VERMILION SCHOOL DIVISION  
MINUTES OF THE REGULAR BOARD MEETING  
OCTOBER 23, 2024**

**OTHER BUSINESS**

24-10-17222

ADJOURNMENT

Marc Beland moved that the Board of Trustees adjourn the meeting at 3:25 p.m.

CARRIED

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

\_\_\_\_\_  
Associate Superintendent of  
Finance

**FORT VERMILION SCHOOL DIVISION  
MINUTES OF THE ORGANIZATIONAL BOARD MEETING  
OCTOBER 23, 2024**

**PAGE 1 OF 2**

**ATTENDANCE**

**Board Members Present:**

Mr. Marc Beland, Board Chair  
Mr. Tim Driedger, Board Vice Chair  
Mr. Shane Lloyd  
Mr. Henry Goertzen  
Mrs. Amanda Paul  
Mr. Benjamin Friesen  
Mr. John Zacharias

**Board Members Absent:**

Mrs. Linda Kowal

**Administration Present:**

Mr. Michael McMann, Superintendent  
Mr. Terry Gibson, Associate Superintendent of Operations  
Mrs. Karen Smith, Associate Superintendent of Careers  
Mrs. Natalie Morris, Associate Superintendent of Learning  
Mr. Norman Buhler, Associate Superintendent of Finance  
Mrs. Darlene Bergen, Executive Assistant  
Ms. Chandra Tincombe, Public Engagement Coordinator

**ATA:**

Mr. Fred Kirby, President

**CALL TO ORDER**

Chairman, Marc Beland, called the meeting to order at 3:25 p.m.

**24-10-17223  
ELECTION OF VICE  
CHAIR**

Chairman, Marc Beland, called for nominations for the position of Vice-Chair of the Fort Vermilion School Division for the period October 23, 2024, to October 2025.

First call: John Zacharias nominated Tim Driedger. Accepted.

Second call: None.

Third call: None.

There being no further nominations, Benjamin Friesen declared that nominations cease.

Tim Driedger was declared acclaimed as Vice-Chair of the Board of Trustees of the Fort Vermilion School Division for the 2024-2025 term.

**CARRIED**

**FORT VERMILION SCHOOL DIVISION  
MINUTES OF THE ORGANIZATIONAL BOARD MEETING  
OCTOBER 23, 2024**

24-10-17224  
ESTABLISHMENT OF  
REPRESENTATIVES

Tim Driedger moved that the following trustees be appointed as representatives on the various associations/councils for the period October 23, 2024, to October 2025.

Alberta School Boards Association Zone 1 – Henry Goertzen  
Fort Vermilion Community Education Committee – Amanda Paul  
Negotiation Committee – Benjamin Friesen and Shane Lloyd  
Teachers’ Employer Bargaining Association – Marc Beland  
Audit Committee – Marc Beland, John Zacharias and Tim Driedger  
CARRIED

24-10-17225  
ESTABLISHMENT OF  
BOARD MEETING  
DATES

Shane Lloyd moved that the Board of Trustees establish the Board Meeting dates for the 2024-2025 school year as follows:  
September 23, 2024  
October 23, 2024  
November 27, 2024  
January 22, 2025  
March 26, 2025  
April 16, 2025  
May 21, 2025  
June 11, 2025

CARRIED

24-10-17226  
ATB FINANCIAL  
SIGNING AUTHORITY

Amanda Paul moved that the Board of Trustees give the following individuals signing authority on ATB Financial accounts with a two to sign requirement effective October 23, 2024:  
Michael McMann - Superintendent  
Norman Buhler – Associate Superintendent of Finance  
Payne Cardinal – Director of Finance  
Karen Smith - Associate Superintendent of Careers  
Natalie Morris - Associate Superintendent of Learning  
Terrence Gibson - Associate Superintendent of Operations  
Marc Beland - Board Chair  
Tim Driedger - Vice Chair

CARRIED

24-10-17227  
ADJOURNMENT

Marc Beland moved that the organizational meeting be adjourned at 3:32 p.m.

CARRIED

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Board Chair

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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**

## **November 2024**

- New legislation
- Updated personal electronic device guideline
- Houses moved to High Level
- Rocky Lane Principalship

MONITORING REPORTS

**RE: FINANCE REPORT**

A copy of the revenues and expenditures for the period of September 1, 2024, to October 31, 2024, is attached.

Policy References:

3.4 Finances (3.4.3 and 3.4.4)

Submitted by Norman Buhler, Associate Superintendent of Finance.

RECOMMENDATION:

\_\_\_\_\_ moved that the Board of Trustees accept the Finance Report as of October 31, 2024.

## Fort Vermilion School Division

### YEAR-TO-DATE REVENUE & EXPENSES

	Budget 2024-2025	October, 2024	Year to Date	Percentage
<b>OPERATIONS (SUMMARY)</b>				2 of 12 months
<b>Revenues</b>				16.67%
Alberta Education	\$53,320,640	\$4,393,542	\$8,892,145	16.68%
Other - Government of Alberta	\$0	\$0	\$0	0.00%
Federal Government and First Nations	\$6,246,543	\$599,168	\$1,232,435	19.73%
Other Alberta school authorities	\$0	\$0	\$0	0.00%
Out of province authorities	\$0	\$0	\$0	0.00%
Alberta Municipalities - special tax levies	\$0	\$0	\$0	0.00%
Property taxes	\$0	\$0	\$0	0.00%
Fees	\$100,000	\$11,025	\$16,877	16.88%
Other sales and services	\$1,861,475	\$78,986	\$171,404	9.21%
Investment income	\$200,000	\$21,150	\$39,726	19.86%
Gifts and donation	\$0	\$653	\$653	0.00%
Rental of facilities	\$350,000	\$42,915	\$85,230	24.35%
Fundraising	\$600,000	\$65,686	\$84,519	14.09%
Gain on disposal of capital assets	\$0	\$0	\$0	0.00%
Other revenue	\$0	\$0	\$0	0.00%
<b>Total revenues</b>	<b>\$62,678,658</b>	<b>\$5,213,125</b>	<b>\$10,522,989</b>	<b>16.79%</b>
<b>Expenses By Program</b>				
Instruction - ECS	\$1,692,669	\$83,679	\$226,200	13.36%
Instruction - Grade 1-12	\$43,206,529	\$4,091,092	\$8,125,751	18.81%
Plant operations and maintenance	\$9,654,655	\$636,011	\$1,311,868	13.59%
Transportation	\$4,838,889	\$421,799	\$816,814	16.88%
Board & system administration	\$2,196,285	\$178,343	\$322,169	14.67%
External services	\$1,172,631	\$105,751	\$215,106	18.34%
<b>Total expenses</b>	<b>\$62,761,658</b>	<b>\$5,516,675</b>	<b>\$11,017,908</b>	<b>17.56%</b>
<i>Annual Surplus (Deficit)</i>	<i>(\$83,000)</i>	<i>(\$303,550)</i>	<i>(\$494,919)</i>	
<b>Expenses by Object</b>				
Certificated salaries & wages	\$22,380,393	\$1,848,724	\$3,683,257	16.46%
Certificated benefits	\$4,973,367	\$381,266	\$738,342	14.85%
Non-certificated salaries & wages	\$14,072,247	\$1,362,557	\$2,701,383	19.20%
Non-certificated benefits	\$3,365,958	\$292,483	\$589,290	17.51%
Services, contracts and supplies	\$12,517,812	\$1,314,945	\$2,541,529	20.30%
Amortization expense	\$5,368,881	\$316,700	\$764,107	14.23%
Interest on capital debt	\$0	\$0	\$0	0.00%
Other interest and finance charges	\$0	\$0	\$0	0.00%
Losses on disposal of tangible capital assets	\$0	\$0	\$0	0.00%
Other expenses	\$83,000	\$0	\$0	0.00%
<b>Total Expenses</b>	<b>\$62,761,658</b>	<b>\$5,516,675</b>	<b>\$11,017,908</b>	<b>17.56%</b>



MONITORING REPORTS

**RE: AUDITED FINANCIAL STATEMENT**

The Audited Financial Statement for the year ended August 31, 2024, will be presented at the meeting for acceptance as it has not been received from the auditor. The deadline for submission to Alberta Education is November 30, 2024.

As per policy 2.2.8 (c)

Presented by Chris Cholak, MNP

Submitted by Norman Buhler, Associate Superintendent of Finance

RECOMMENDATION: \_\_\_\_\_ moved that the Board of Trustees approve the Audited Financial Statement for the year ending August 31, 2024.

MONITORING REPORTS

**RE: ESSENTIAL SERVICES ACCOUNTABILITY REPORT**

A copy of the Essential Services Accountability Report is attached.

Submitted by Bruce Harder, Director of Essential Services.

RECOMMENDATION:

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



# Fort Vermilion School Division

Essential Services  
Department  
2024

# Essential Services

- The Essential Services department is responsible for day-to-day operations as well as creating vision and direction for the future of our different departments. We oversee Transportation, Occupational Health, and Safety, IT, Operations and Maintenance departments and the Driving School. Our goal is to work towards operating safely, efficiently, and effectively to serve our students, staff, and our communities.
- As a team, we work together to provide solutions and to solve problems that arise from the everyday operations. We are proactively changing the way our different departments work as well as reacting to the daily needs of our division.

# Transportation Department

- **Ridership**
- As of September 30, we have 2316 riders registered on our buses. That is an increase of 414 from last year. Most of this comes from an increase in urban riders.
- This creates an issue with programs like Groovy Kids in High Level. We are able to pick up kids from Groovy kids on a second run in the mornings, but they chose not to bus in the afternoons because they would need to wait at the school for 20-30 minutes for the bus to finish it's regular route and then pick
- We currently have 13 groups stops in both High Level and La Crete, and 3 group stops in Fort Vermilion
- We added 3 new buses to our fleet and sold 4 old buses via auction.

## Driving School

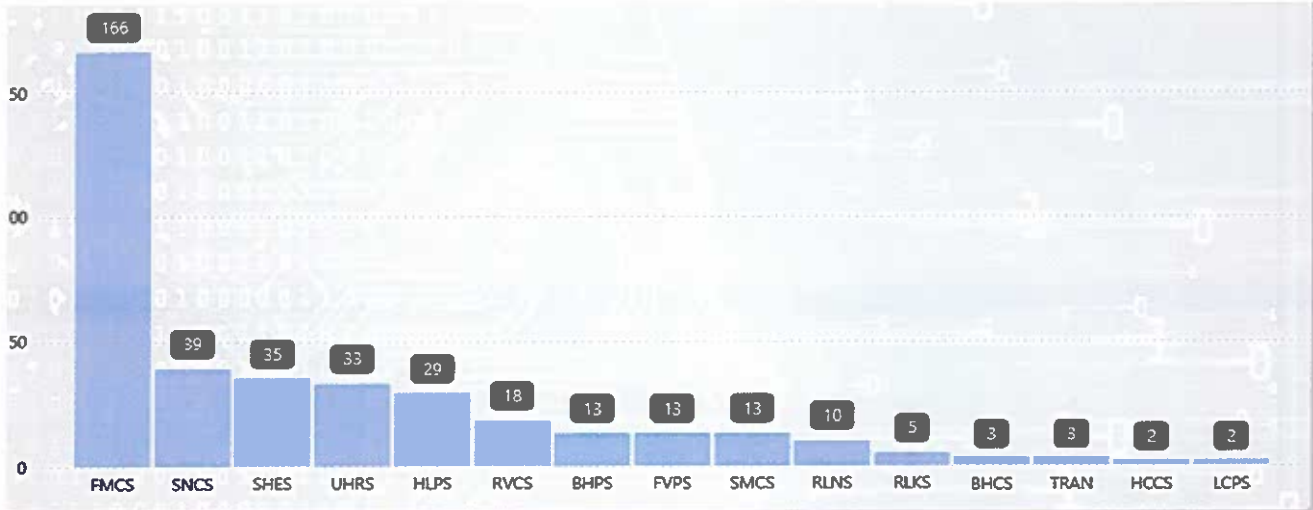
- A total of 155 students complete the air brakes course. Among them, 89 were from La Crete, 19 from High Level, and 10 from Fort Vermilion. A total of 74 students participated in the MELT program. Of these, 29 were from La Crete, 9 from High Level, and 3 from Fort Vermilion.
- The remaining students from both the air brakes and MELT 1 programs came from various locations across Alberta. These included Cleardale, Edmonton, Fox Lake, Grassy Lake, Enchant, Dixonville, Deadwood, Grimshaw, Manning, Worsley, Peace River, John D'Or Prairie, Nampa, Taber, Sexsmith, Sherwood Park, High Prairie, Hines Creek, Garden River, Hinton, Hotchkiss, Ryley, Taber, Westlock, St. Isidore and Slave Lake.
- This past summer, we offered our first Class 5 training course. This involves 15 hours of classroom instruction and 10 hours of driving. We conducted one Class 5 driver training course in High Level and two in La Crete, with a total of 15 students enrolled. Additionally, we trained 23 students in Class 5 through hourly sessions from April 2024 to the present. When there is sufficient interest, we will offer the course again in both towns.
- We had 27 Class 2S students, of which 11 were training to be our bus drivers, either as full-time or spare drivers.
- Alberta Transportation expressed a need for a public road test yard in the north and we have partnered with Commercial Roads to make our Collegiate yard in La Crete available for this purpose. It is now open for public use for booking road tests for class 3 and farm restricted class 1 licenses. Students do not need to complete a course with a driving school to obtain these licenses. Due to the high interest in class 3 training, we are currently developing a curriculum to add a class 3 course to our driving school.

# Housing

- We currently own or rent 48 housing units. These units are then re-rented to teachers that require it. We have 5 vacant units in Rainbow Lake and one vacant unit in Fort Vermilion. Housing has proven to be challenging again this year.
- We are finally starting to develop our own property in High Level, which once completed, will give us an extra 8 units. We recently moved the first 2 homes that were built through the collegiate to High Level. Unit 3 is ready for drywall and unit 4 is being framed. The first two units have been ready to move for several months but we were unable to cross the Peace River and the Boyer River till now. Our hope is that we can let some of our rentals go once this development is completed.

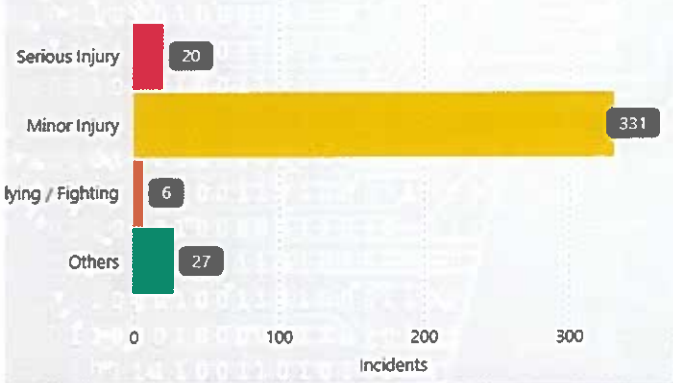
# Occupational Health and Safety

Incidents reported per school



2024 / 2025			
Sep		28	3
Oct	3	34	3
Nov	2	14	1
Dec			3
2023 / 2024			
Jan		15	2
Feb		29	1
Mar	3	36	3
Apr	2	26	1
May	4	30	1
Jun	1	15	
Jul			
Aug	1		
Sep		39	1
Oct		29	2
Nov	4	16	4
Dec		20	1

### Incidents By Classification



**Serious Injury**  
Nov 20, 2024

Got a ball to her thumb. Looks dislocated

**Minor Injury**  
Nov 19, 2024

Kiyah was playing basketball. She sat down after a while and said that she hit her hand and needed a break. She had a hard time getting up and was experiencing dizziness.

**Minor Injury**  
Nov 15, 2024

Azariah was fleeing from a tagger in the PE activity we were playing. She tripped over a mat that is used as part of the game and fell head first into the wall. I attended to her right away and went through concussion protocol with her. After a few minutes she started to feel

**Bullying / Fighting**  
Nov 15, 2024

Kaiden was playing in the sensory sand with Latisha and he scratched her hand on purpose for no appear reason other than to upset her.



## IT Key Points

- Responded to 480 Helpdesk Requests
- Continued Smartboard replacements in RLKS, RLNS, and HCCS
- Installed external security cameras at SNCS
- Assisted with Collegiate technology setup and installing simulators in rural schools

### Difficulties

- Continue to struggle with missing Chromebooks at the start of the year. Many go missing during the summer break making it difficult to have enough for the start of the next year

### Ongoing

- We continue to improve our security posture and implement policies and measures to reduce our cyber security risk. This includes security software installed on user devices, upgrading networking hardware for better control, and exploring ways to improve the way we handle wired and wireless network access



## **Operations and Maintenance**

Our maintenance department strives to keep our schools, offices, shops and houses warm, clean, comfortable and safe for everyone that uses them.

We have a team of 7 staff which includes 2 handymen, 2 electricians, 2 plumbers and one manager. This works well most times, but we occasionally hire contractors to help us out.

### **Blue Hills Community School**

Painted ceilings in classrooms 102, 103, 104 and 105. Purchased and installed access door into attic space in generator room.

Added extra cellulose insulation in attic due to construction.

Installation of 2 hydroponic growcers. Renovated cold storage to be store front for the units.

### **Buffalo Head Prairie School**

Change BMS system to Reliable Controls. Added VFD's for both air handlers to eliminate positive air problem in school.

Repaired septic pumps, replaced all plumbing inside lift station and make repairs on the inside wall.

### **Ridgeview Central School**

Added cellulose insulation in attic due to exposed water lines. This was discovered last winter when the water line froze and burst.

### **La Crete Public School**

Purchase and replace basketball and curtain winches

Convert 2 classrooms into the new library

Convert old library to a collegiate kitchen

### **Hill Crest Community School**

Sand blast and paint 4 exterior doors IMR

Complete gym restoration, complete sand down and painting of new and current lines. Purchase and installation of bleachers.

### **St. Marys Catholic/Fort Vermilion Public School**

School modernization/addition

### **Rocky Lane School**

Repair roof leak caused by roof drain, new roof added around roof drain

**High Level Public School**

Replace grease trap in kitchen

Replaced sanitary sewer system underneath the gym

Change staff work room to cosmetology room

**Spirit of the North Community School**

Painted break out room

Replaced damaged roof section between the penthouses

**Florence MacDougall Community School**

Paint rooms 185, 187 and the door for room 184.

**De Olbeit School**

Installed security system

Installed an HRV for the sim lab for cooling

Installed 3 large industrial metal machines and installed exhaust system

**Gramson Center**

Installed electrical system for Bear Necessities in shop area.

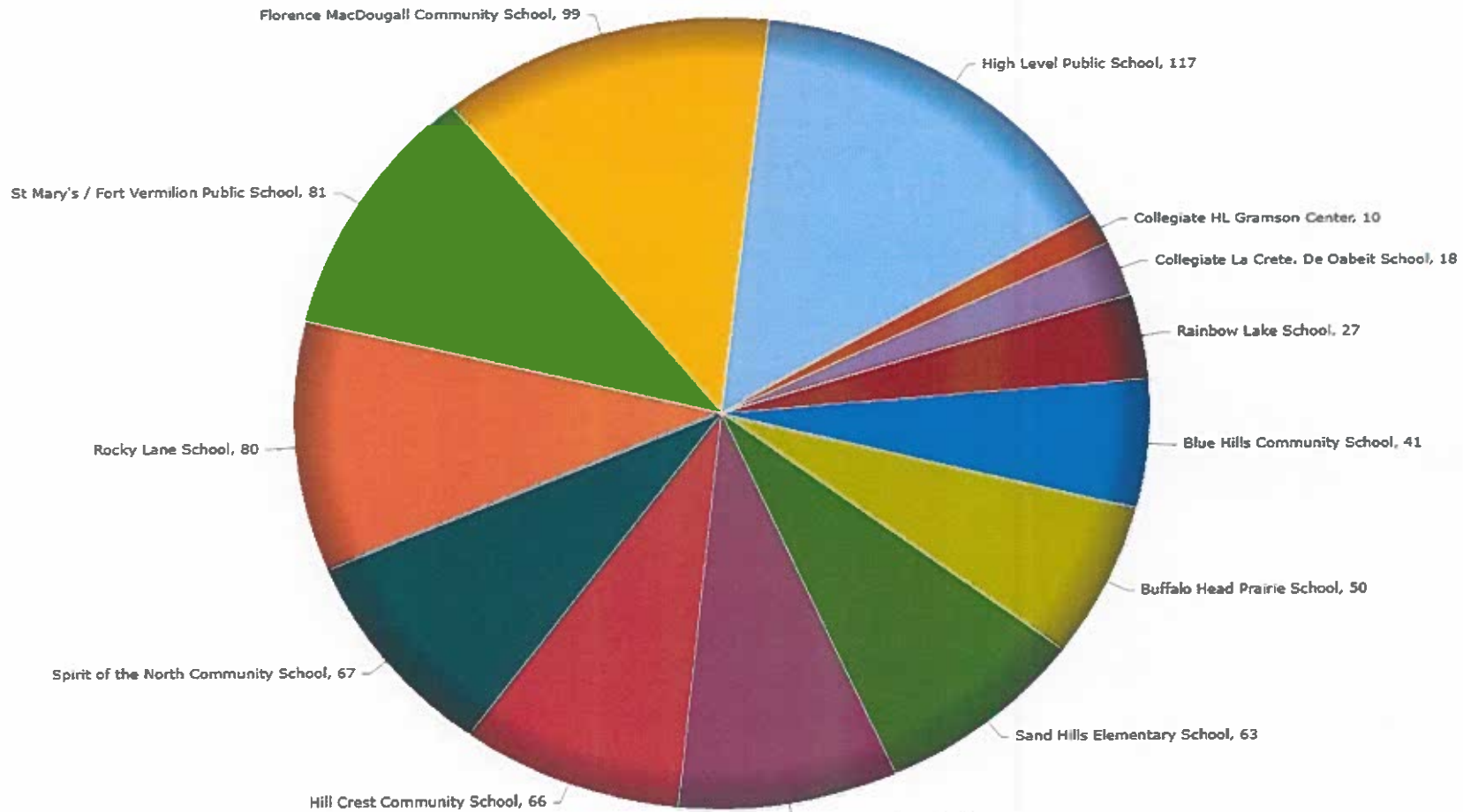
Installed security system

**Sipiwan Center 15**

Help construction of small homes specifically with electrical and plumbing installations.

This is a snapshot of the Service requests received by our maintenance department in the 2023/24 school year

**Service Request Volume by Facility**  
for selected items and where Facility Status = Active Created between 2023-10-01 and 2024-11-01



## **Summary**

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

MONITORING REPORTS

**RE: ANNUAL EDUCATION RESULTS REPORT**

Attached is the 2023-24 Annual Education Results Report of the combined 2024-27 Three Year Education Plan and 2023-24 Annual Education Results Report. The deadline for submission of the Annual Education Results to Alberta Education is November 30, 2024.

Submitted by Michael McMann, Superintendent.

RECOMMENDATION

\_\_\_\_\_ moved that the Board of Trustees approve the 2023-24 Annual Education Results Report.





**Fort  
Vermilion**  
SCHOOL DIVISION

2024-2027

**Three-Year Education Plan**

2023-2024

**Annual Education Results Report**



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# Accountability Statements



## Statement for the EDUCATION PLAN

The **Education Plan for Fort Vermilion School Division commencing September 1, 2024** was prepared under the direction of the **Board of Trustees** in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act*.

This plan was developed in the context of the provincial government’s business and fiscal plans. The **Board** has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

*This 2024-2027 Education Plan was approved by the Board on May 22, 2024.*

## Statement for the ANNUAL EDUCATION RESULTS REPORT

The **Annual Education Results Report for Fort Vermilion School Division for the 2023-2024 school year** was prepared under the direction of the **Board of Trustees** in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act*.

The **Board** is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

*This Annual Education Results Report for 2023-2024 was approved by the Board on November 27, 2024.*

---

**Marc Beland**, Board Chair  
Fort Vermilion School Division



# Introduction to Assurance



4,130

Students in  
ECS - Grade 12



1,051

Self-Identified  
Indigenous  
Students



870

English  
Language  
Learners



2,277

Students  
Transported  
Daily



10+

Unique  
Cultural  
Groups



602

Employees



16

Schools

## How do educators know and how can parents know that their child is **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!

MISSION STATEMENT:

*Our Children, Our Students, Our Future:  
**Moving the Dial on Every Child***

**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.*

# Annual Education Planning Cycle

FOUR DIVISION PRIORITIES:

Connectivity  
 Literacy  
 Numeracy  
 Career Paths

**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

**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.

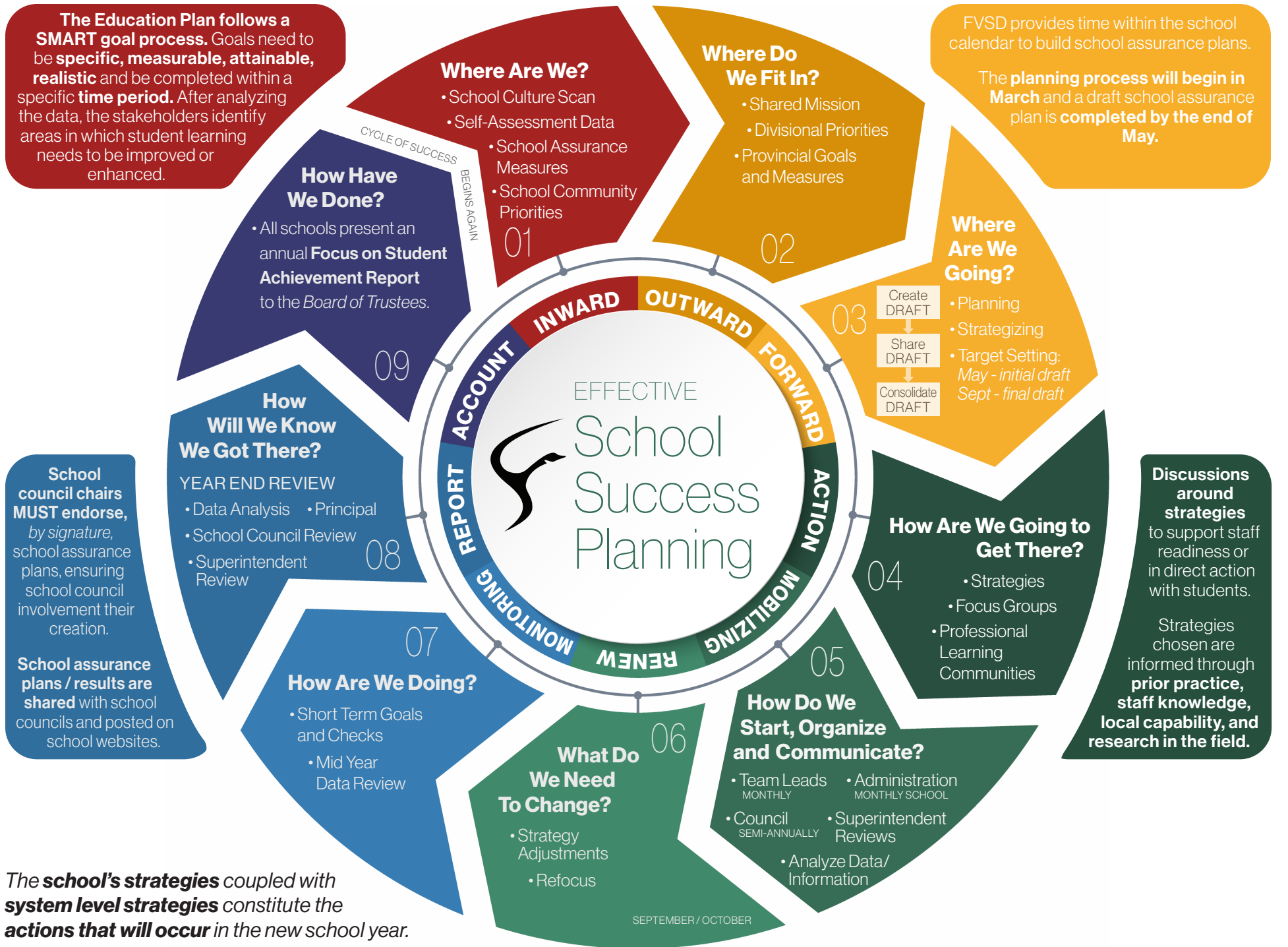
The Fort Vermilion School Division Board of Trustees has analyzed data sets and consultation data and have approved FOUR PRIORITIES for the system. The schools align school education plans with divisional priorities and the system aligns with Alberta Education’s business plan. The result is that provincial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

FVSD schools align their plans to the four 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 an **Assurance 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.

*\*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.*

**Our planning cycle begins with an analysis of the data. ▶▶**



The **school's strategies** coupled with **system level strategies** constitute the **actions that will occur** in the new school year.

# Engagement of Stakeholders to Establish Priorities

## CONSULTATION GROUPS:

- **Staff:** teachers and support staff *(all schools)*
- **Students:** grade 4 – 12 students *(all schools)*
- **Community:** public meetings *(all communities)*
- **Leadership Team:** principals, assistant principals, department supervisors *(multiple opportunities)*
- **Executive Team:** associate superintendents
- **School Council:** delegates from each school council *(all schools)*
- **Board of Trustees**
- **First Nations**
- **Elected Officials**

## The Fort Vermilion School Division Board of Trustees have established a planning and stakeholder engagement process in three-year cycles.

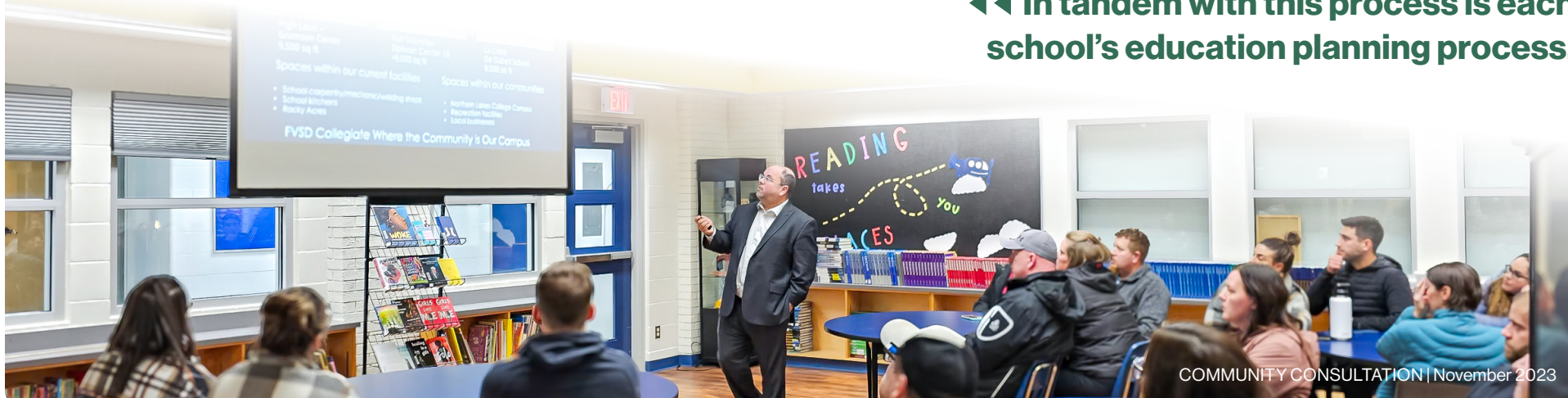
Some of the goals inherent in establishing three-year cycles are to mitigate initiative fatigue, generate support from stakeholders through consistent application of strategies and to allow sufficient time for evidence of sustainable learning to take place.

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.

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 to 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.**



COMMUNITY CONSULTATION | November 2023



# Strategic Engagement & Current Year Consultations

## 2023 COMMUNITY CONSULTATIONS



**700+**  
Parents, Support Staff & Teachers



**Superintendent**  
Executive Team & Trustees



**16**  
Schools



Proposed change for the **2024-25 School Calendar**



Responded **in favor** of the proposed change.

*After careful consideration of all input from parents and staff, the FVSD Board of Trustees approved a 2024-2025 School Calendar with the final day of school set for June 6, 2025.*

**89%**

Parents who are **satisfied** with the opportunity to be involved in decisions about their child's overall education.

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

*The following mechanisms will be employed to engage, consult, and collaborate with stakeholders:*

### STUDENTS

- ▶ **Student Focus Groups** (*local schools*)
- ▶ Student Representative Council

### STAFF

- ▶ **School Visits** (*2 full calendar days/year*)
- ▶ Committee Participation (*staff participation in operational and instructional system committees such as the Numeracy or Literacy Committees*)
- ▶ The Superintendent will endeavor to engage in collaborative dialogue with teachers to improve learning environments and opportunities for students.

### FIRST NATION, MÉTIS AND INUIT

- ▶ Consultations on the development of the **FVSD Three-Year Education Plan**
- ▶ Invited involvement in local school events and planning
- ▶ Involvement in partnership between schools and FVSD with Métis Association and First Nation Bands
- ▶ FVSD will engage with partner First Nations to build effective Education Services Agreements.

### PARENTS

- ▶ Community Consultation Meetings
- ▶ School Council Chairs Meeting with Board of Trustees
- ▶ School Council Participation in development of **School Assurance Plans**
- ▶ Assurance Measures Survey

### TRUSTEES

- ▶ Participation in local School Council Meetings
- ▶ **Accountability Report monitoring** (*annual board work plan*)
- ▶ Community / School Consultations
- ▶ Trustee Survey

### COMMUNITY / BUSINESS SECTOR / SUPPORT AGENCIES

- ▶ Consultations on the development of the **FVSD Three-Year Education Plan**
- ▶ Partnerships at the local school level
- ▶ Involvement in local school councils
- ▶ Involvement of support agencies in program development, implementation and support

# Annual Evaluation: Performance Measures

The following activities help the Board of Trustees stay **focused on student success**:

- ✓ **Fostering and maintaining strong relationships** between staff, with students, and among students
- ✓ **Demonstrating courage** – choosing what is right (for students) over what is easy
- ✓ **Being flexible, innovative and creative** in the best interest of students
- ✓ **Taking risks** – recognizing mistakes and learning from them
- ✓ **Persevering** regardless of challenge and/or criticism
- ✓ Engaging in **teamwork in an environment of trust**
- ✓ **Intentionally focusing** on Board priorities & goals
- ✓ **Strengthening partnerships** within community
- ✓ Maintaining a **relentless focus on students**
- ✓ **Empowering** staff and students
- ✓ **Honoring** community values

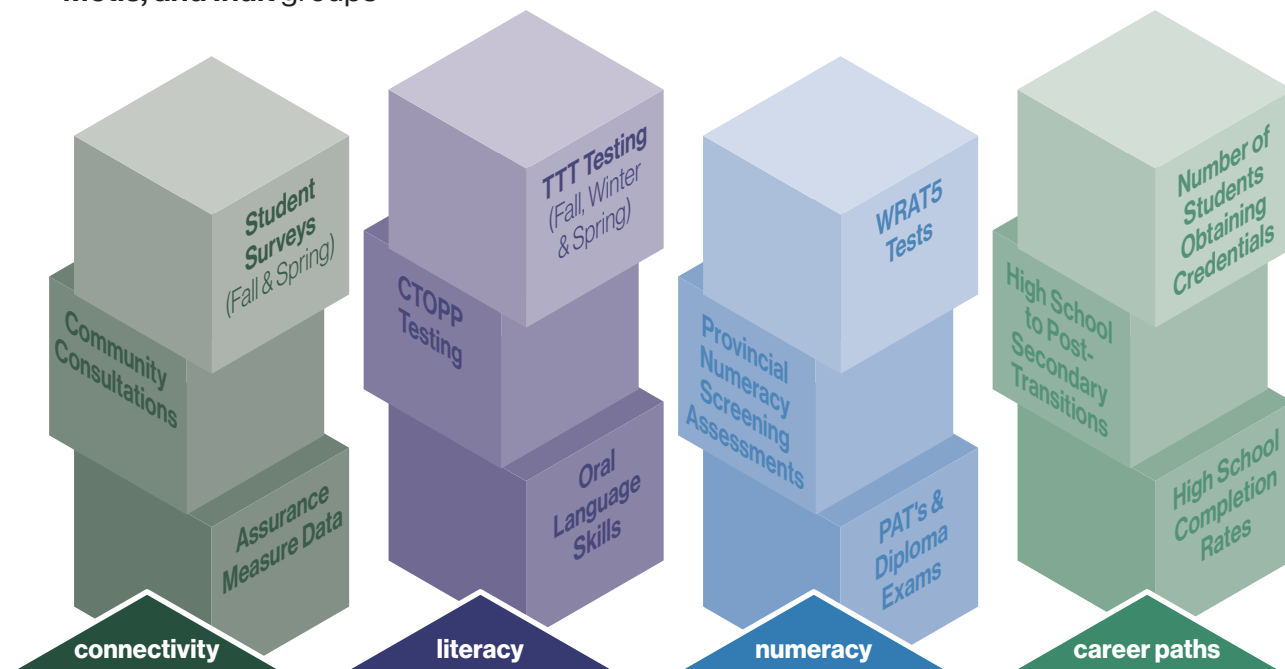
## Measures need to be supported by data and/or evidence.

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

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

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.



**STAKEHOLDER ENGAGEMENT:** Through regular consultations, surveys, formal and informal discussions as well as local partnerships with various groups.  
 PARENTS | TRUSTEES | LOCAL COMMUNITY / INDUSTRY / SUPPORT AGENCIES | FIRST NATIONS, MÉTIS & INUIT

# Executive Summary of 2023-2024 Results

## STUDENT GROWTH



83 students registered in Grades 13 & 14 who are continuing studies through participation in the collegiate.

## PROVINCIAL ACHIEVEMENT & DIPLOMA EXAMS



FVSD students will write ELA and Social Studies Diploma Exams in December for the first time this school year (2024-2025).

## HIGH SCHOOL COMPLETION



It is FVSD's intent to offer all students five years in high school to aid in the transition to post secondary while still eligible for high school.

## connectivity

We continue to see the majority of students **feel safe coming to school** and **feel connected with a staff member while at school**.

With over **96% of students feeling connected**, this a huge celebration for the staff who make this happen every day.

The district continues to focus on how we partner with each community to best raise *their* children.

## literacy

By the time our students reach Grade 9 they are **above the provincial norm** as defined by the research study completed by Dr. George Georgiou.

The **median Grade 9 score for Spring 2024 is 104**. Of the 627 Grade 9 students assessed (Spring 2024), **29 remained 'at risk'**.

We continue to move students at **all grade levels** from being 'at risk'.

## numeracy

We've seen a **5.1% increase** in the number of students who are now **at or above grade level**.

Numeracy is our **biggest area of growth**. We have focused on the importance of numbers, equality, and a deep understanding of relational mathematics.

Getting students out of procedural math has been hard work and a real shift in pedagogy.

## career paths

We've seen a **significant increase in post secondary transition rates**, both at the 4 year and 6 year marks.

As we expand collegiate and post secondary programming we **expect this upward trend to continue**, which will also increase the percentage of students completing high school.

Work is being done to **increase awareness and knowledge** around available programming as it's developed.

# PRIORITY #1 connectivity

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

## Alberta Education OUTCOMES & MEASURES:

- Alberta’s students are successful
- First Nations, Metis and Inuit students in Alberta are successful
- Alberta’s K-12 education system and workforce are well managed
  - Satisfaction that schools provide a safe, caring, and healthy learning environment
  - Agreement that students can access supports and services in a timely manner

## WHAT WE'RE MEASURING:

- Assurance Measure Data
- Connectivity Survey Results
- Annual Community Consultations

## STRATEGIES WE'LL USE:

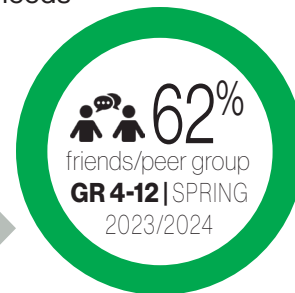
1. Hired **Indigenous Elders** that help support the drafting of policy and support teachers to achieve the standards outlined in the *Teacher Quality Standard*.
2. Enhance the **Connection Team** with the hiring of the fourth *Mental Health Therapist* and restructure of the *Coach Universal* programming 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. Jennifer Markides: One Child, Every Child**, University of Calgary community based research project; being responsive to the hopes and dreams of Indigenous youth.
6. Strengthening our community while addressing the lack of support for families struggling with adversities through partnerships with the **RCMP & Palix Foundation**, participation in the **NORC research project** and implementation of the **resiliency tool**.
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.

## HOW WE'LL GET THERE:

### CONNECTIVITY FRAMEWORK



8. Provide all staff with professional development opportunities.
9. **Collaborative Response Model:** Every school will develop and implement a model based on the four district priorities: *Connectivity, Literacy, Numeracy, and Career Paths*.
10. **Connection Team:** A full professional development plan to be much more inclusive in supporting all students through the village effect system.
11. **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*.

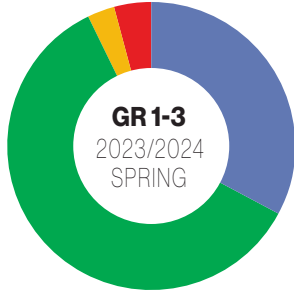


What makes you **look forward** to school most?



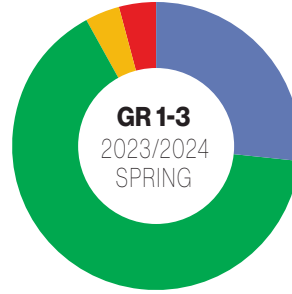
This is **how I feel** most days while I'm at school.

excited | 33%  
 happy | 60%  
 sad | 3%  
 worried | 4%



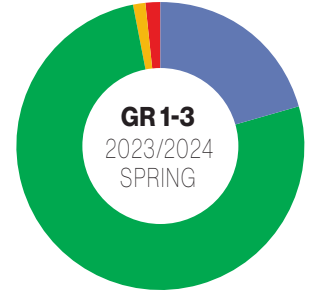
The **other kids** in my school make me feel ...

excited | 27%  
 happy | 65%  
 sad | 4%  
 worried | 4%



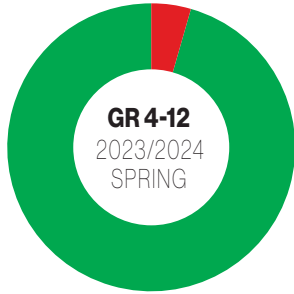
The **adults** in my school make me feel ...

excited | 21%  
 happy | 76%  
 sad | 1%  
 worried | 2%



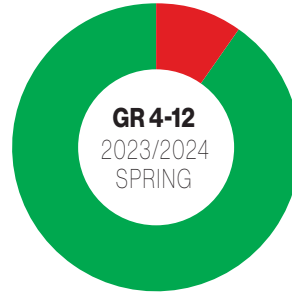
Do you have at least **one close friend**?

yes | 95%  
 no | 5%



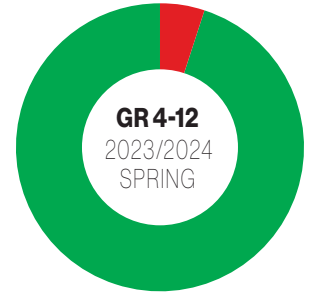
Do you **feel accepted** by your peers?

yes | 90%  
 no | 10%



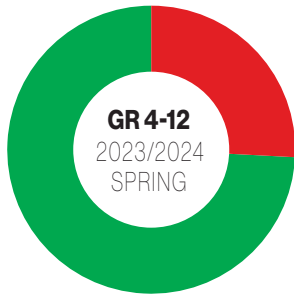
Do you **feel accepted** by the adults that teach you?

yes | 95%  
 no | 5%



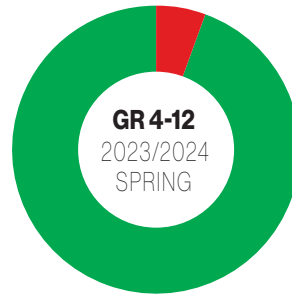
Do you **like coming** to school?

yes | 74%  
 no | 26%



Do you **feel safe** at school?

yes | 94%  
 no | 6%



**▲ 2023/2024 FVSD STUDENT DATA:**

Surveys are administered in the fall and again in the spring. Fall and spring data is compared each school year to identify successes and determine targets.

**GRADES 1-3**

Percentage of Students that Responded POSITIVELY

	2024 Target	Spring 2024	Spring 2023*	Spring 2022*
This is <b>how I feel</b> most days while I'm at school	92%	93%	89%	78%
The <b>other kids</b> in my school make me feel	91%	92%	89%	89%
The <b>adults</b> in my school make me feel	98%	97%	97%	96%

\*For the Spring 2023 and 2022 surveys, Divisions are Grades 1-4 and Grades 5-12.

Percentage of Students that Responded YES

**GRADES 4-12**

	2024 Target	Spring 2024	Spring 2023*	Spring 2022*
Do you <b>like coming</b> to school?	76%	74%	74%	69%
Do you have at least <b>one close friend</b> ?	96%	95%	95%	94%
Do you <b>feel safe</b> at school?	95%	94%	94%	87%
Do you <b>feel accepted</b> by your peers?	90%	90%	89%	79%
Do you <b>feel accepted</b> by the adults that teach you?	95%	95%	93%	87%

\*For the Spring 2023 and 2022 surveys, Divisions are Grades 1-4 and Grades 5-12.

# PRIORITY #2 literacy

OUTCOME: *All students will improve literacy skills.*

## Alberta Education OUTCOMES & MEASURES:

- **Alberta's students are successful**
  - Percentage of students who achieved the acceptable standard in Language Arts
- **First Nations, Metis and Inuit students in Alberta are successful**
  - Percentage of FNMI students who achieved the acceptable standard in Language Arts

## WHAT WE'RE MEASURING:

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

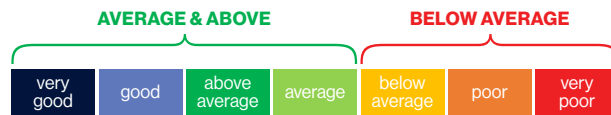
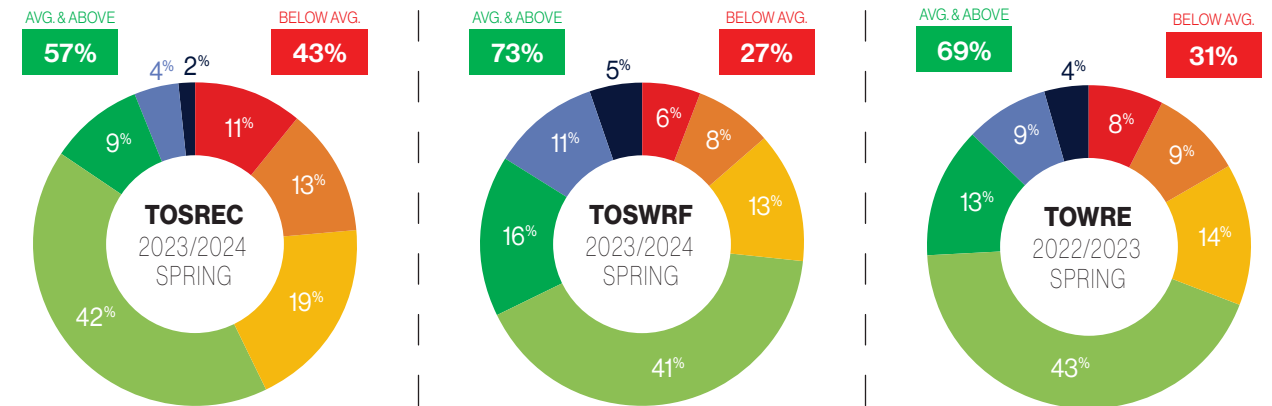
- **DECODING:** Test of Word Reading Efficiency (TOWRE)
- **COMPREHENSION:** Test of Silent Reading Efficiency and Comprehension (TOSREC)
- **FLUENCY:** Test of Silent Word Reading Fluency (TOSWRF)
- **Comprehensive Test of Phonological Processing (CTOPP)**
- **Oral Language Skills**

## STRATEGIES WE'LL USE:

1. Develop the ability of students to communicate through reading, writing and speaking, **by providing explicit, systematic instruction in word work, reading comprehension and writing.**
2. Build understanding of effective literacy instruction through use of **content coaches, collaborative inquiry, embedded professional development** and **research** to support evidence based instruction.
3. **Utilize early screening, observation, and ongoing assessment** to facilitate early identification of all student learning needs and inform student programming decisions.
4. Facilitate planning to ensure that **all strands of language arts are given dedicated time** including reading, writing and speaking.
5. Coordinate and strengthen **literacy leadership** and **tier one instruction.**



## HOW WE'LL GET THERE: LITERACY FRAMEWORK



### ▲ 2023/2024 FVSD STUDENT DATA:

Also known as TTT testing, these screeners are administered regularly throughout the school year. Data is used to track each student's progress.

	Percentage of Students Scoring AVERAGE & ABOVE			
	2024 Target	Spring 2023	Spring 2022	Spring 2021
TOSREC	60%	57%	57%	59%
TOSWRF	73%	73%	73%	73%
TOWRE	70%	69%	67%	68%

NOTE: AVERAGE & ABOVE includes all scores in the blue and green ranges.

# PRIORITY #3 numeracy

OUTCOME: *All students will improve numeracy skills.*

## Alberta Education OUTCOMES & MEASURES:

- Alberta’s students are successful
  - Percentage of students who achieved the acceptable standard in Math
- First Nations, Metis and Inuit students in Alberta are successful
  - Percentage of FNMI students who achieved the acceptable standard in Math

## WHAT WE'RE MEASURING:

- Wide Range Achievement Test (WRAT5) in Grades 1-9
- Provincial Numeracy Screening Assessments (PNSA) in Kindergarten to Grade 4
- Provincial Achievement Tests (PAT) and Diploma Exams

## STRATEGIES WE'LL USE:

1. Utilize numeracy screening data, including **diagnostic assessments, common assessments, and classroom assessments** to refine classroom practices.
2. Support teacher **collaborative inquiry, action research, content coaching, and evidence-based teaching** to improve pedagogical practices.
3. **Strengthen students’ numerical reasoning and problem-solving abilities** by connecting students’ concrete experiences to their comprehension of abstract concepts.
4. **Early identification of students “at-risk”** so that those with gaps in learning and/or misconceptions can be supported through numeracy intervention.

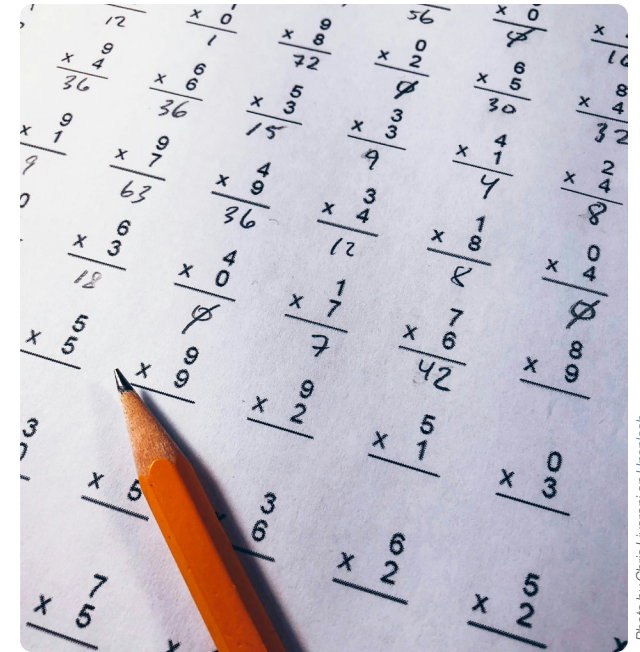
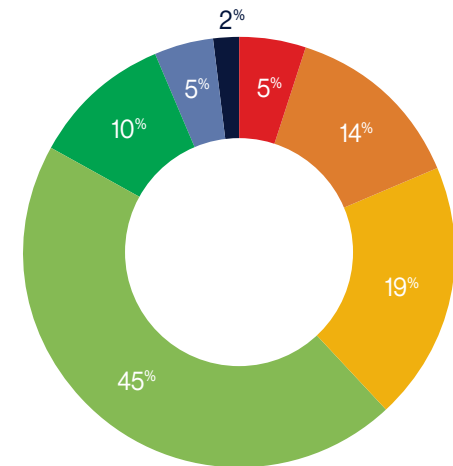
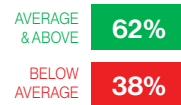


Photo by Chris Liverani on Unsplash

## HOW WE'LL GET THERE: [NUMERACY FRAMEWORK](#)

## WRAT5 ASSESSMENT

2023/2024 | SPRING



### ▲ 2023/2024 FVSD STUDENT DATA:

WRAT5 and the PNSA screeners are administered regularly throughout the school year. Data is used to track each student's progress.

Percentage of Students Scoring AVERAGE & ABOVE

WRAT5	2024 Target	Spring 2024	Spring 2023	Spring 2022
	60%	62%	57%	53%

NOTE: AVERAGE & ABOVE includes all scores in the blue and green ranges.

# PRIORITY #4 career paths

OUTCOME: *All students will explore, develop, grow, and experience chosen career paths.*

## Alberta Education OUTCOMES & MEASURES:

- Alberta's students are successful
- First Nations, Metis and Inuit students in Alberta are successful
- Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy
  - Satisfaction with career education opportunities
  - Satisfaction with opportunities to receive a broad program of studies

## WHAT WE'RE MEASURING:

- Number of students who graduate with post-secondary credentials, or credentials from other licensed authorities
- High School Completion Rates
- High School to Post-Secondary Transition Rates

## STRATEGIES WE'LL USE:

1. **District Collegiate Principal** will oversee the collegiate facilities, staff and programming.
2. **District Career Path Principal will assist/support high school guidance counselors** in their role of developing career pathways with students.
3. **Two Career Coaches will support students** on collegiate pathways to ensure successful program completion.
4. **Utilize technology (zSpace) to provide students with an immersive and interactive learning experience** connected to curriculum and career paths.
5. Develop **Purposeful Play programming and resources** with connections to Collegiate Academies for grades K-6.
6. All grade 7-12 students will use **myBlueprint to explore, plan and document career path decisions**. This comprehensive tool for education and career planning meets the learning needs, interests and aspirations of all students.

7. High School counselors will work alongside **each grade 9-12 student to map out a potential career path**, supported by high school courses and collegiate programming.
8. A data collection tool will be developed and utilized to **track the progression of each grade 9-12 student's career path journey**.
9. **Partnerships with post-secondary, universities, and licensing agencies** to provide course content and credentials for collegiate programs.
10. **Partnerships with local businesses and industry leaders** will be expanded to provide work integrated learning opportunities for students (work experience, internships, job shadowing, RAP).
11. **Three newly renovated buildings plus CTS spaces in current high schools** will be utilized to facilitate collegiate programming.



## HOW WE'LL GET THERE:

### CAREER PATH FRAMEWORK



#### ELEMENTARY & MIDDLE SCHOOL

Students will **EXPLORE** occupations through purposeful play and interactive technology.



#### JUNIOR HIGH

Students will **DEVELOP** workplace skills and areas of interest through authentic learning.



#### SENIOR HIGH

Students will **GROW** knowledge and specific skills for successful career paths.



#### GRADES 13/14 & POST SECONDARY

Students will **EXPERIENCE** chosen career paths through work integrated learning.

**NOTE:** The above model is flexible, with multiple entry and exit points to support student learning.



▼ 2023/2024 STUDENT DATA:

Students are tracked for 3 and 5 years once they enter high school to determine High School Completion Rates. The High School to Post Secondary Transition Rate includes students that went into an apprenticeship as well as entering post secondary.

Percentage of students who **completed high school within 3 years** of starting

completed high school | **61%**

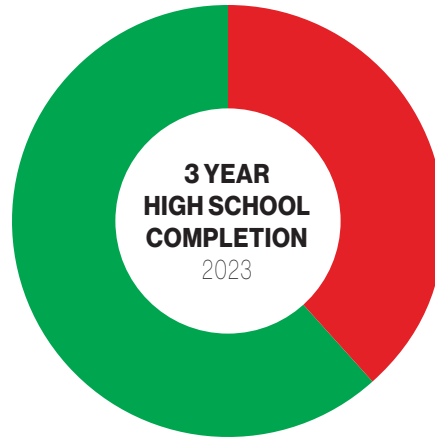
did not complete high school | **39%**

Students who **completed high school with the following credentials**

high school diploma | **57%**

certificate of achievement | **2%**

apprenticeship (*non-credentialed*) | **0.5%**

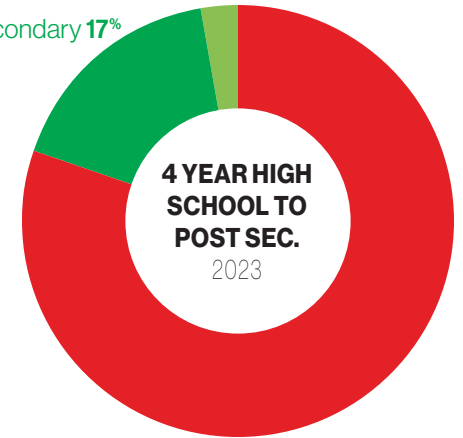


Percentage of students that completed high school who also **transitioned to post secondary within 4 years** of starting high school

transitioned | **20%**

did not transition | **80%**

post secondary **17%**  
apprenticeship **3%**



Percentage of students who **completed high school within 5 years** of starting

completed high school | **70%**

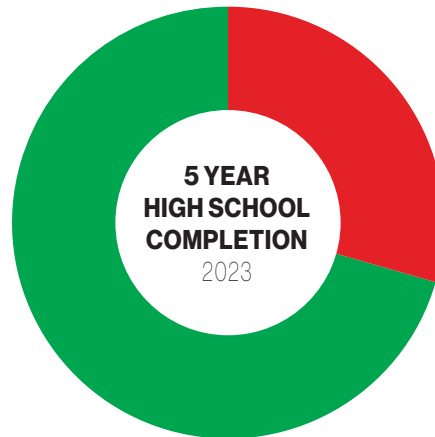
did not complete high school | **30%**

Students who **completed high school with the following credentials**

high school diploma | **65%**

certificate of achievement | **4%**

apprenticeship (*non-credentialed*) | **0.5%**

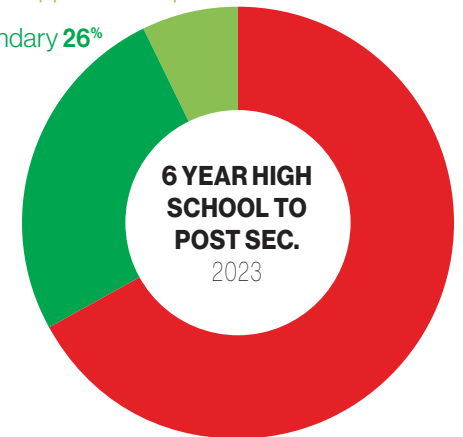


Percentage of students that completed high school who also **transitioned to post secondary within 6 years** of starting high school

transitioned | **33%**

did not transition | **67%**

post secondary **26%**  
apprenticeship **7%**



	2023	2022	2021
3 year high school completion rate	61.9%	58.5%	64.8%
5 year high school completion rate	71.0%	80.0%	79.4%

Source: AEAM Report - Fall 2024 (adjusted rates)

	2023	2022	2021
4 year high school to post secondary transition rate	21.7%	17.0%	18.7%
6 year high school to post secondary transition rate	35.4%	29.5%	33.6%

Source: AEAM Report - Fall 2024 (adjusted rates)

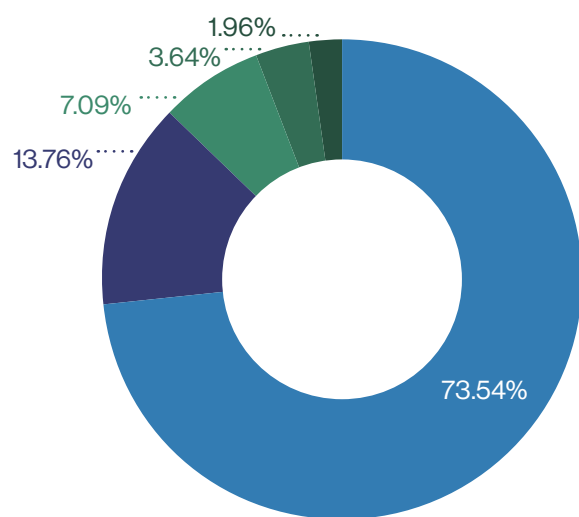
# Summary of Financial Results | 2023-2024

## KEY FINANCIAL INFORMATION 2023-2024

The Board of Trustees for the Fort Vermilion School Division began the 2023-24 school year by approving a **balanced budget, utilizing \$586,091 from operating reserves.**

Historically, Alberta Education recommended maintaining a minimum Accumulated Operating Reserve of 10 days, which equates to \$2,447,558 (expenses for 10 out of 250 operational days, or 4% of total expenses). **By the end of the 2023-24 school year, the accumulated operating reserves stood at \$2,090,453, equivalent to 8.54 days of operations.**

**This marked a decrease of \$1,273,528 from the previous year,** largely due to construction delays of a planned capital



project in 2022-23, resulting in a greater reduction in 2023-24.

**Capital reserves increased by \$20,459 due to asset sales, bringing the total to \$3,071,337.**

*The Board annually reviews and discusses the level of net assets to ensure the financial position is acceptable, considering potential risks and future requirements.*

## SCHOOL GENERATED FUNDS

2023-2024 SCHOOL YEAR

During the 2023-24 year, schools raised

**\$864,079** for school-generated funds, which were used for extracurricular activities, field trips, and other student activities.

**Actual expenditures were \$788,466,** leading to an increase in unexpended funds by \$75,613.

**The year-end balance of school-generated funds was \$519,545,** allowing schools to continue student-related projects.

*Detailed information on the sources and uses of these funds can be found in the notes of the audited financial statements.*

PROGRAM		TOTAL Expenditures	# of Students Served by Program FTE	Spending/ Student
<b>Student Instruction ECS to Grade 12 Expenditures</b>				
a) Student Instruction ECS		\$1,375,070	161	\$8,528
b) Student Instruction Grade 1 - Grade 12		\$43,626,212	3,258	\$13,393
<b>c) Student Instruction ECS - Gr 12 (subtotal)</b>	<b>73.54%</b>	<b>\$45,001,282</b>	<b>3,419</b>	<b>\$13,163</b>
<b>Support Expenditures</b>				
d) Schools - <b>Operations &amp; Maintenance*</b>	<b>13.76%</b>	\$8,409,608	3,481	\$2,416
e) <b>Student Transportation</b>	<b>7.09%</b>	\$4,340,324	2,277	\$1,906
f) School Board <b>Governance/System Administration</b>	<b>3.64%</b>	\$2,226,813	3,481	\$640
<b>Other Instruction Expenditures</b>				
g) <b>External Services (UHS)</b>	<b>1.96%</b>	\$1,198,992	62	\$19,339
<b>Total School Board Expenditures</b>	<b>100.00%</b>	<b>\$61,177,019</b>	<b>3,481</b>	<b>\$17,575</b>

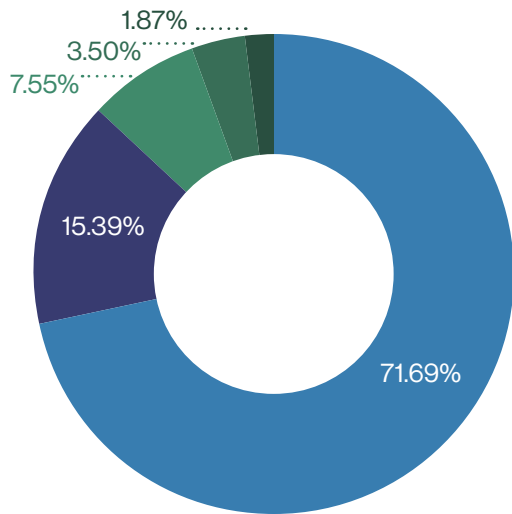
\*includes amortization of assets of \$3,549,785

# Budget Summary | 2024-2025

## KEY FINANCIAL INFORMATION 2024-2025

The FVSD has presented a **deficit budget of \$83,000 for the 2024-2025 fiscal year.** We are accessing our capital reserves for the upcoming capital purchases in the amount of \$431,094.

**We are budgeting \$1,722,000 in capital expenditures for 2024-2025.** FVSD once again will be purchasing buses and vehicles in order to replace existing units as they reach the end of their life cycle. The Collegiate will be building teacher residences to meet the housing needs in some of our communities and provide



real world experience for students. Lastly, we are anticipating building a modular classroom to be added to Buffalo Head Prairie School through our Collegiate programing.

**FVSD is projected to have \$3,383,417 in operating reserves and \$1,103,440 in capital reserves as of August 31, 2025.** After the *Student Generated Funds* and *External Reserves* are removed from our operating reserves, we are projecting an adjusted A.S.O. to be at 4.19%.

## 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.

For more information, please refer to our full budget at [www.fvsd.ab.ca](http://www.fvsd.ab.ca).

PROGRAM		TOTAL Budgeted	# of Students Served by Program FTE	Spending/ Student
<b>Student Instruction ECS to Grade 12 Expenditures</b>				
a) Student Instruction ECS		\$1,692,669	138.5	\$12,221
b) Student Instruction Grade 1 - Grade 12		\$43,297,281	3,305	\$13,101
<b>c) Student Instruction ECS - Gr 12 (subtotal)</b>	<b>71.69%</b>	<b>\$44,989,950</b>	<b>3,443.5</b>	<b>\$13,065</b>
<b>Support Expenditures</b>				
d) Schools - <b>Operations &amp; Maintenance*</b>	15.39%	\$9,654,655	3,503.5	\$2,756
e) <b>Student Transportation</b>	7.55%	\$4,738,889	1,891	\$2,506
f) School Board <b>Governance/System Administration</b>	3.50%	\$2,196,285	3,503.5	\$627
<b>Other Instruction Expenditures</b>				
g) <b>External Services</b> (ie. adult education, joint use agreements)	1.87%	\$1,172,631	60	\$19,544
<b>Total School Board Expenditures</b>	<b>100.00%</b>	<b>62,752,410</b>	<b>3,503.5</b>	<b>\$17,911</b>

\*detailed budget & expenditure information can be obtained by contacting FVSD Central Office or [www.fvsd.ab.ca](http://www.fvsd.ab.ca)

# Summary of Facility & Capital Plans

Division Priority	IDENTIFIED PROJECT
1 ▶	<p><b>MODERNIZATION: Sand Hills Elementary School</b></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><b>MODERNIZATION: Florence MacDougall Community School</b></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><b>New Junior High School (Grade 7-9) in La Crete and High Level</b></p> <p><i>Currently we are anticipating growth in 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. <b>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.</b></i></p>

\*the complete Capital Plan is available at [www.fvsd.ab.ca](http://www.fvsd.ab.ca)

The Fort Vermilion School Division's **Audited Financial Statements** can be viewed in their entirety at:

**[www.fvsd.ab.ca](http://www.fvsd.ab.ca)**

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

The web link to all school jurisdiction financial reports, which provides comparative data, is located at [K-12 Education Financial Statements](https://www.alberta.ca/k-12-education-financial-statements.aspx).\*

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

**PARENTAL INVOLVEMENT**

School council chairs are required to endorse by signature school assurance plans.

This ensures their involvement in the creation of school assurance plans.

**Plans are shared with school councils and posted on each school's School Information page on the FVSD website.**

**TIMELINES AND COMMUNICATION**

The Board accepted the **Education Plan and AERR** on November 27, 2024 and posted it to the school division website [www.fvsd.ab.ca](http://www.fvsd.ab.ca) under:

*Our Division > Documents*

**WHISTLE BLOWER PROTECTION**

In the 2023-2024 school year, the Fort Vermilion School Division **did not receive any formal disclosures** of the nature outlined within *Public Interest Disclosure Act*.



# Appendix A

## **Alberta Education Assurance Measure Data**

*Source Data Reference*  
*Measure Evaluation Reference*

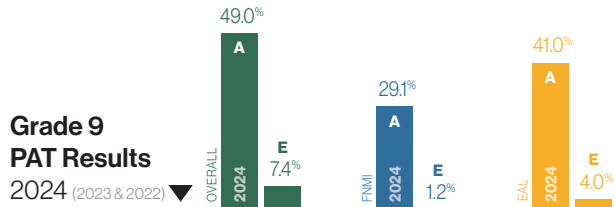
# ASSURANCE DOMAIN: Student Growth & Achievement

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

## Grade 6 PAT Results

2024 (2023 & 2022) ▼

COURSE		2024	2023	2022	2024	2023	2022	2024	2023	2022
		A	E	A	E	A	E	A	E	A
Science 6	A	*	*	64.0%	n/a	n/a	43.5%	n/a	n/a	59.5%
	E	*	*	20.2%	n/a	n/a	4.7%	n/a	n/a	10.8%
Social Studies 6	A	45.7%	50.6%	60.9%	22.4%	32.9%	40.0%	40.6%	50.9%	48.6%
	E	9.6%	10.8%	18.2%	2.6%	7.1%	4.7%	6.3%	3.8%	13.5%



## Grade 9 PAT Results

2024 (2023 & 2022) ▼

COURSE		2024	2023	2022	2024	2023	2022	2024	2023	2022
		A	E	A	E	A	E	A	E	A
ELA 9	A	60.8%	51.7%	63.6%	36.4%	32.9%	41.3%	52.4%	61.8%	55.6%
	E	3.5%	2.1%	5.6%	0.0%	0.0%	3.2%	0.0%	2.9%	3.7%
K&E ELA 9	A	38.2%	35.5%	58.3%	38.7%	42.9%	55.6%	44.4%	30.0%	*
	E	0.0%	0.0%	12.5%	0.0%	0.0%	22.2%	0.0%	0.0%	*
Math 9	A	43.5%	37.9%	38.5%	14.3%	18.2%	15.6%	25.0%	35.3%	29.6%
	E	12.6%	3.5%	5.7%	2.0%	1.5%	0.0%	5.0%	0.0%	3.7%
K&E Math 9	A	46.0%	48.7%	40.0%	32.4%	44.4%	22.2%	70.0%	44.4%	*
	E	7.9%	2.6%	17.8%	0.0%	0.0%	3.7%	20.0%	0.0%	*
Science 9	A	50.5%	42.1%	59.2%	27.7%	24.3%	39.3%	33.3%	34.1%	42.9%
	E	11.2%	6.9%	12.6%	0.0%	2.9%	5.4%	0.0%	6.8%	7.1%
K&E Science 9	A	59.5%	26.7%	51.6%	57.1%	28.6%	42.1%	*	30.0%	*
	E	5.4%	0.0%	9.7%	9.5%	0.0%	0.0%	*	0.0%	*
Social Studies 9	A	44.2%	42.0%	55.6%	17.9%	26.1%	37.7%	33.3%	36.4%	42.9%
	E	5.8%	6.6%	8.9%	0.0%	4.3%	3.8%	6.7%	2.3%	3.6%
K&E Social Studies 9	A	43.2%	36.4%	40.5%	36.8%	35.7%	29.2%	*	30.0%	*
	E	2.7%	3.0%	18.9%	5.3%	0.0%	8.3%	*	0.0%	*

## Diploma Exam Results

2024 (2023 & 2022) ▼

COURSE		2024	2023	2022	2024	2023	2022	2024	2023	2022
		A	E	A	E	A	E	A	E	A
ELA 30-1	A	77.4%	73.4%	83.3%	87.5%	71.4%	93.8%	*	66.7%	66.7%
	E	6.0%	5.1%	3.0%	6.3%	7.1%	0.0%	*	0.0%	0.0%
ELA 30-2	A	83.5%	81.1%	69.2%	68.2%	78.3%	64.7%	66.7%	87.5%	*
	E	5.5%	2.7%	3.8%	0.0%	4.3%	0.0%	11.1%	0.0%	*
Math 30-1	A	26.9%	44.8%	48.0%	*	*	*	*	50.0%	*
	E	3.8%	3.4%	16.0%	*	*	*	*	12.5%	*
Math 30-2	A	46.2%	60.0%	42.4%	33.3%	50.0%	*	n/a	61.5%	*
	E	0.0%	12.0%	9.1%	0.0%	0.0%	*	n/a	0.0%	*
Social Studies 30-1	A	83.7%	70.0%	67.6%	84.6%	76.5%	50.0%	83.3%	50.0%	*
	E	11.6%	3.8%	5.9%	15.4%	11.8%	0.0%	16.7%	0.0%	*
Social Studies 30-2	A	68.4%	57.0%	52.2%	60.0%	50.0%	57.9%	66.7%	69.2%	22.2%
	E	1.3%	5.1%	1.5%	4.0%	11.5%	5.3%	0.0%	0.0%	0.0%
Biology 30	A	72.9%	78.2%	12.5%	75.0%	45.5%	*	57.1%	93.3%	*
	E	14.3%	16.7%	0.0%	0.0%	0.0%	*	14.3%	20.0%	*
Chemistry 30	A	71.4%	77.4%	76.0%	*	*	*	n/a	42.9%	n/a
	E	14.3%	32.3%	16.0%	*	*	*	n/a	14.3%	n/a
Physics 30	A	100.0%	85.7%	66.7%	*	*	n/a	n/a	*	n/a
	E	33.3%	28.6%	16.7%	*	*	n/a	n/a	*	n/a

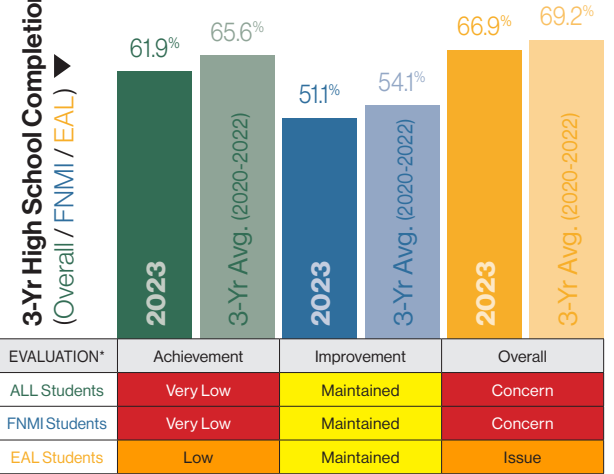
### OVERALL RESULTS BY COURSE

- A** Acceptable Standard Overall
- E** Standard of Excellence Overall
- A** Acceptable Standard FNMI
- E** Standard of Excellence FNMI
- A** Acceptable Standard EAL
- E** Standard of Excellence EAL

**EAL** refers to students who require and receive English as an Additional Language supports.

\*Data values have been suppressed where the number of respondents is fewer than six.

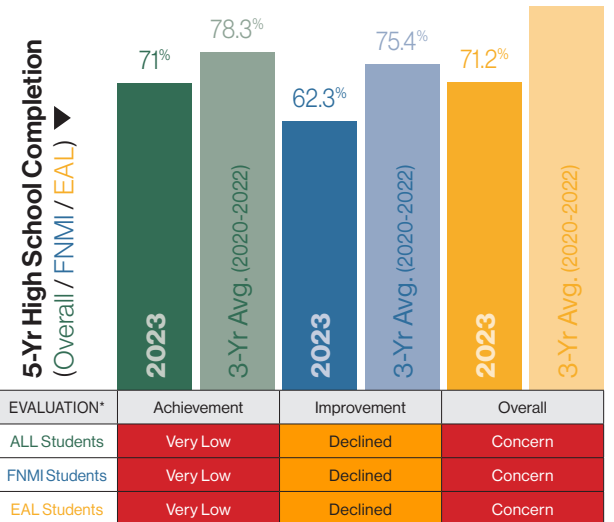
## 3-Yr High School Completion (Overall / FNMI / EAL)



EVALUATION*	Achievement	Improvement	Overall
ALL Students	Very Low	Maintained	Concern
FNMI Students	Very Low	Maintained	Concern
EAL Students	Low	Maintained	Issue

Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 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.

## 5-Yr High School Completion (Overall / FNMI / EAL)



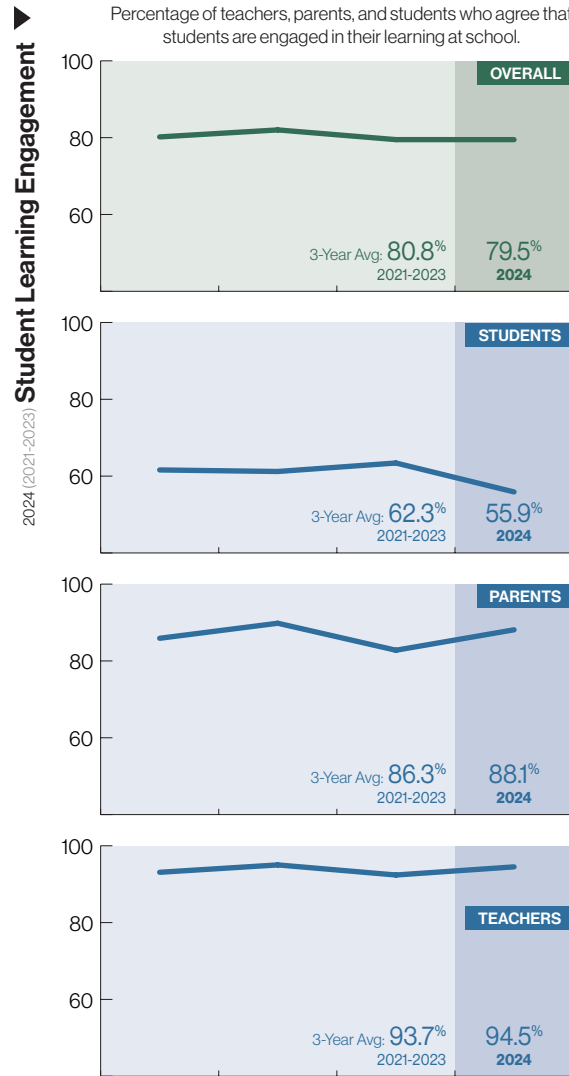
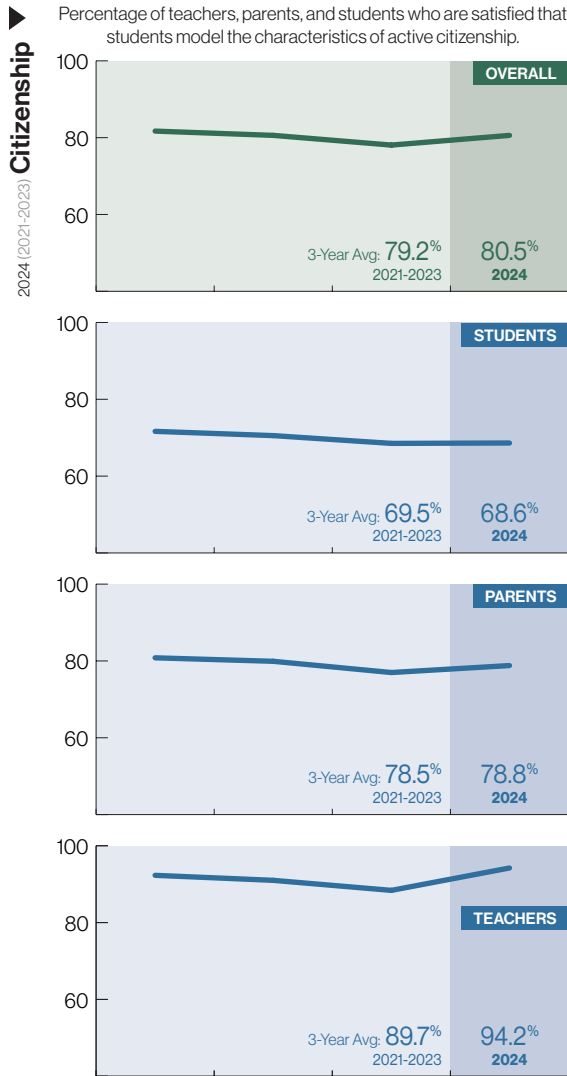
EVALUATION*	Achievement	Improvement	Overall
ALL Students	Very Low	Declined	Concern
FNMI Students	Very Low	Declined	Concern
EAL Students	Very Low	Declined	Concern

- NOTES**
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 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.
  - Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
  - Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
  - Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
  - Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
  - Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
  - 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.

\*See Page 24 for the Measure Evaluation Reference charts and an explanation on how these measures are determined and what they mean.

# ASSURANCE DOMAIN: Student Growth & Achievement

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



## Early Years Literacy & Numeracy Assessments

Summary of Literacy and Numeracy Results for Grades 1-3

### LITERACY SUMMARY:

Total Number of Students Assessed: GR 1 - 1,515 | GR 2 - 2,351 | GR 3 - 2,268

Grade	AT RISK (Fall/Winter)	AT RISK (Spring)
GR 1	211	134
GR 2	194	132
GR 3	123	134

Average Number of Months Behind at Grade Level - Initial Assessment:  
 2024: Gr 1 - 4.0 | Gr 2 - 8.1 | Gr 3 - 8.4  
 2023: Gr 1 - 4.1 | Gr 2 - 8.3 | Gr 3 - 8.4

Average Number of Months Gained at Grade Level - Final Assessment:  
 2024: Gr 1 - 4.3 | Gr 2 - 7.8 | Gr 3 - 8.0  
 2023: Gr 1 - 4.0 | Gr 2 - 8.1 | Gr 3 - 7.4

**SUPPORT STRATEGIES:**  
 See page 13 of this document for more information on support strategies used in FVSD schools.  
 Supplemental Document: [Literacy Framework](#)

**SCREENING ASSESSMENTS**  
 Grades 1-3:  
 • TOSREC\*  
 • TOSWRF\*  
 • TOWRE\*  
 \*Grades 2-3 are assessed in the fall, Grade 1 is first assessed in January.

### NUMERACY SUMMARY:

Total Number of Students Assessed: GR 1 - 508 (WRAT-5) 1,273 (PNSA) | GR 2 - 780 (WRAT-5) 1,290 (PNSA) | GR 3 - 756 (WRAT-5) 1,184 (PNSA)

Grade	AT RISK (Fall/Winter)	AT RISK (Spring)
GRADE 1	87	53
GRADE 2	115	61
GRADE 3	134	79

Average Number of Months Behind at Grade Level - Initial Assessment:  
 2024: Gr 1 - 4.4 | Gr 2 - 6.0 | Gr 3 - 4.1  
 2023: Gr 1 - 4.5 | Gr 2 - 7.6 | Gr 3 - 5.6

Average Number of Months Gained at Grade Level - Final Assessment:  
 2024: Gr 1 - 3.9 | Gr 2 - 5.2 | Gr 3 - 4.7  
 2023: Gr 1 - 3.4 | Gr 2 - 6.1 | Gr 3 - 5.4

**SUPPORT STRATEGIES:**  
 See page 14 of this document for more information on support strategies used in FVSD schools.  
 Supplemental Document: [Numeracy Framework](#)

**SCREENING ASSESSMENTS**  
 Grades 1-3:  
 • WRAT-5\*  
 • PNSA  
 \*Grades 2-3 are assessed in the fall, Grade 1 is first assessed in January.

EVALUATION*	Achievement	Improvement	Overall
OVERALL	High	Maintained	Good
Parents	High	Maintained	Good
Students	High	Maintained	Good
Teachers	High	Improved	Good

EVALUATION*	Achievement	Improvement	Overall
OVERALL	n/a	Maintained	n/a
Parents	n/a	Maintained	n/a
Students	n/a	Declined Significantly	n/a
Teachers	n/a	Maintained	n/a

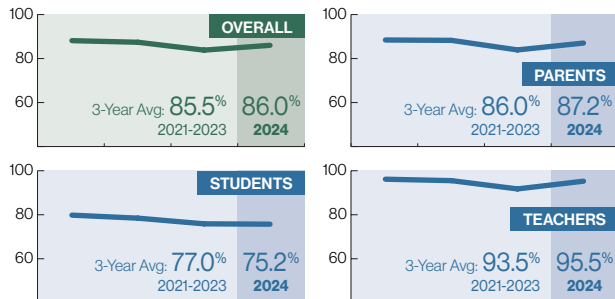
**NOTES:**

- 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.
- The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

# ASSURANCE DOMAINS: Teaching & Leading, Governance, Learning Supports

## Learning Supports - Welcoming, Caring, Respectful & Safe Learning Environments (WCRSLE) ▼

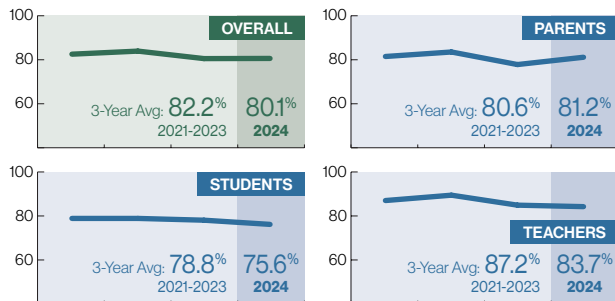
Percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe.



EVALUATION*	Achievement	Improvement	Overall
OVERALL	n/a	Maintained	n/a
Parents	n/a	Maintained	n/a
Students	n/a	Maintained	n/a
Teachers	n/a	Maintained	n/a

## Learning Supports - Access to Supports & Services ▼

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



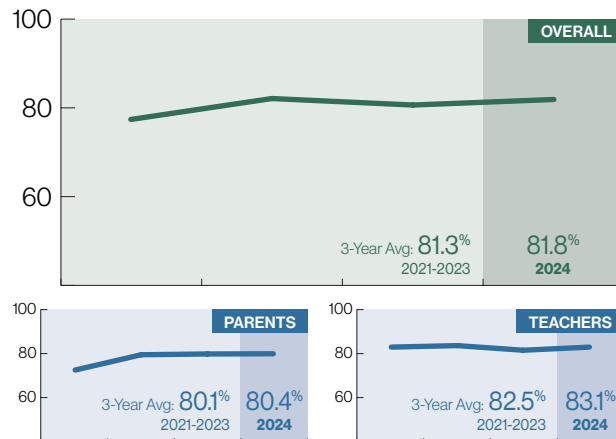
EVALUATION*	Achievement	Improvement	Overall
OVERALL	n/a	Declined	n/a
Parents	n/a	Maintained	n/a
Students	n/a	Declined	n/a
Teachers	n/a	Maintained	n/a

\*See Page 24 for the Measure Evaluation Reference charts and an explanation on how these measures are determined and what they mean.

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.

## Governance - Parental Involvement ▼

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



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

## FIRST NATIONS, METIS & INUIT STUDENT SUCCESSES:

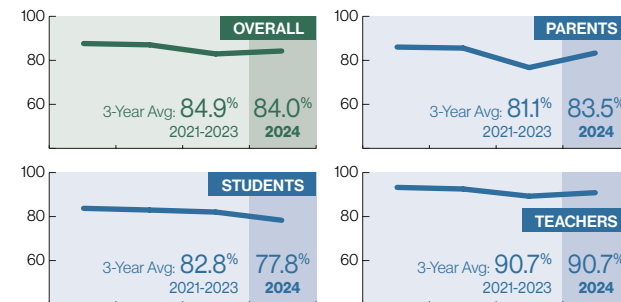
FVSD is part of a research project with the **University of Calgary** and the scope is enormous. One of the biggest challenges faced by the **One Child Every Child** initiative is how to dismantle embedded inequities between Indigenous and non-Indigenous populations to help transform vulnerable populations to a position where they can thrive.

This is where *UCalgary's* approach to its Indigenous Strategy, ***ii' taa'poh'to'p***, comes into play with its commitment to walk parallel paths with Indigenous communities.

Breaking down barriers to success for Indigenous children is a key educational outcome for **Dr. Jennifer Markides**, a member of the *Métis Nation of Alberta* and an assistant professor in curriculum and learning with *UCalgary's Werklund School of Education and Faculty of Social Work*, as well as child and health wellness researcher with the *Alberta Children's Hospital Research Institute*. Her approach was to start at the beginning and ask the communities and, more importantly, the students themselves: **What do you want?**

## Teaching & Leading - Education Quality ▼

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



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

## PROFESSIONAL LEARNING, SUPERVISION & EVALUATION:

FVSD has an **extensive teacher training program** for new teachers as well to help students that are currently in university completing their degree.

Click the following link to view available: [Teacher Bursaries](#)

Our **supervision and evaluation** help support new teachers in being successful in meeting the TQS requirements and provide students with fantastic learning environments.

## ACCESS TO SUPPORTS & SERVICES:

FVSD has an extensive team that supports all students with learning challenges and mental health needs. We meet all students where they are at and grow their skills in their learning.

- The **multi disciplinary team** helps schools, teachers, and parents in perpetuating the learning of each student.
- The **diverse learning coordinator** helps to create plans, organize structures, and resource the interventions that are required.
- Our **mental health team** is the largest in the region and provides support and programs for all students.

# Required Alberta Education Assurance Measures - Overall Summary



Source Data Reference

Fall 2024

Authority: 1250 The Fort Vermilion School Division

Assurance Domain	Measure Evaluation	Current Result	Previous Year Result	Previous 3 Year Average	Achievement Standard Years	Last Updated
Student Growth and Achievement	Student Learning Engagement	2023/2024	2022/2023	School Years 2021/2022, 2022/2023	n/a	Mar 28, 2024
	Citizenship	2023/2024	2022/2023	School Years 2021/2022, 2022/2023	2003/2004 to 2005/2006	Mar 28, 2024
	3-year High School Completion	2022/2023	2021/2022	School Years 2019/2020, 2020/2021, 2021/2022	2015/2016 to 2017/2018	Mar 18, 2024
	5-year High School Completion	2022/2023	2021/2022	School Years 2019/2020, 2020/2021, 2021/2022	2015/2016 to 2017/2018	Mar 18, 2024
	PAT6: Acceptable	2023/2024	2022/2023	School Years 2022/2023	2009/2010 to 2011/2012	Oct 04, 2024
	PAT6: Excellence	2023/2024	2022/2023	School Years 2022/2023	2009/2010 to 2011/2012	Oct 04, 2024
	PAT9: Acceptable	2023/2024	2022/2023	School Years 2022/2023	2011/2012 to 2013/2014	Oct 04, 2024
	PAT9: Excellence	2023/2024	2022/2023	School Years 2022/2023	2011/2012 to 2013/2014	Oct 04, 2024
	Diploma: Acceptable	2023/2024	2022/2023	School Years 2022/2023	2013/2014 to 2015/2016	Sep 16, 2024
	Diploma: Excellence	2023/2024	2022/2023	School Years 2022/2023	2013/2014 to 2015/2016	Sep 16, 2024
Teaching & Leading	Education Quality	2023/2024	2022/2023	School Years 2021/2022, 2022/2023	2003/2004 to 2005/2006	Mar 28, 2024
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	2023/2024	2022/2023	School Years 2021/2022, 2022/2023	n/a	Mar 28, 2024
	Access to Supports and Services	2023/2024	2022/2023	School Years 2021/2022, 2022/2023	n/a	Mar 28, 2024
Governance	Parental Involvement	2023/2024	2022/2023	School Years 2021/2022, 2022/2023	2003/2004 to 2005/2006	Mar 28, 2024

# Required Alberta Education Assurance Measures - Overall Summary



## Measure Evaluation Reference

Fall 2024

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
PAT6: Acceptable	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
PAT6: Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
PAT9: Acceptable	0.00 - 62.37	62.37 - 67.35	67.35 - 76.70	76.70 - 81.94	81.94 - 100.00
PAT9: Excellence	0.00 - 9.69	9.69 - 13.44	13.44 - 18.38	18.38 - 23.38	23.38 - 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:

- 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 2024

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

OTHER BUSINESS

**RE: LOCALLY DEVELOPED COURSE**

A locally developed course is developed by another jurisdiction and authorized by Alberta Education:

- Hide Preparation and Tanning 15-3

Course Description: This course offers a practical guide for preparing an animal hide and tanning the hide into a material that may be used for a variety of purposes. Seen as an important survival skill, mention is made to ethical hunting and toward using the animal for food and clothing. In the past processed hides were also used to build shelters. Apart from the need to learn about disappearing traditions, this course is also a helpful course in survival. It shows us how to prepare and process an animal skin into critically useful material. Students will see ancient technologies in action as well as the importance of relationships to achieving a necessary skill and finished product.

Submitted by Karen Smith, Assistant Superintendent of Careers.

RECOMMENDATION:

\_\_\_\_\_ moved that the Board of Trustees approve the acquisition and implementation of Locally Developed Course: Hide Preparation and Tanning 15-3



**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"> <li>a. Summer newsletter and welcome to staff, students and parents</li> <li>b. Welcome back ad in local newspapers</li> <li>c. Ad listing all trustees and wards</li> <li>d. Occasional ads and stories</li> <li>e. Periodical interviews with media</li> <li>f. FVSD Awards Program article in newspaper</li> </ul>	<ul style="list-style-type: none"> <li>a. August</li> <li>b. September</li> <li>c. October</li> <li>d. Ongoing</li> <li>e. Ongoing</li> <li>f. June</li> </ul>	<ul style="list-style-type: none"> <li>a. Superintendent</li> <li>b. Superintendent</li> <li>c. Superintendent</li> <li>d. Superintendent</li> <li>e. Executive/Board Chair</li> <li>f. Superintendent</li> </ul>
Staff	Your teaching of students has a crucial impact on their future success.	<ul style="list-style-type: none"> <li>a. Welcoming email to all staff</li> <li>b. PD Day Address</li> <li>c. Merry Christmas email to all staff</li> <li>d. Deliver chocolates to all staff to show appreciation</li> <li>e. Retirement Gala Address</li> <li>f. Awards Ceremony Address</li> <li>g. Email to all staff to express commendation and best wishes</li> </ul>	<ul style="list-style-type: none"> <li>a. September</li> <li>b. September</li> <li>c. December</li> <li>d. December</li> <li>e. May</li> <li>f. June</li> <li>g. June</li> </ul>	<ul style="list-style-type: none"> <li>a. Board Chair</li> <li>b. Board Chair /Superintendent</li> <li>c. Board Chair</li> <li>d. All Trustees</li> <li>e. Board Chair</li> <li>f. Board Chair</li> <li>g. All Trustees</li> </ul>
Elected Officials	<p>A strong, public education system is the cornerstone of an economic development attraction strategy and strong prosperous communities.</p> <p>We are fulfilling our mandate as a school division. Your awareness of our success and challenges is important.</p>	<ul style="list-style-type: none"> <li>a. Meeting with the Minister of Education</li> <li>b. Meeting with the Minister of Infrastructure</li> <li>c. Meeting with Member of Legislative Assembly</li> </ul>	<ul style="list-style-type: none"> <li>a. When necessary</li> <li>b. When necessary</li> <li>c. When necessary</li> </ul>	<ul style="list-style-type: none"> <li>a. All Trustees and Superintendent</li> <li>b. All Trustees and Superintendent</li> <li>c. All Trustees and Superintendent</li> </ul>
School Councils / Parents	<p>We are committed to your success as a Council.</p> <p>You are our partner in education.</p> <p>We are all working together to build strong communities.</p>	<ul style="list-style-type: none"> <li>a. Council of School Council Meetings</li> <li>b. Attendance at School Council Meetings</li> <li>c. Attendance at Zone 1 Alberta School Boards Association Meetings</li> <li>d. Attendance at Alberta School Board Association Annual General Meetings</li> </ul>	<ul style="list-style-type: none"> <li>a. November and May</li> <li>b. Monthly</li> <li>c. Bi-monthly</li> <li>d. November and June</li> </ul>	<ul style="list-style-type: none"> <li>a. All Trustees and Executive</li> <li>b. All Trustees</li> <li>c. Trustee Representative / Superintendent</li> <li>d. All Trustees / Superintendent</li> </ul>
First Nations	We have the interest of your children in mind. We want success for all people in this region. We want to work with you.	<ul style="list-style-type: none"> <li>a. The Board will endeavor to meet with the three First Nations Chief and Councils who are affiliated with FVSD.</li> <li>b. Send Public Board meeting agenda and minutes to each First Nation Chief and Council</li> </ul>	<ul style="list-style-type: none"> <li>a. When necessary</li> <li>b. Monthly</li> </ul>	<ul style="list-style-type: none"> <li>a. Superintendent</li> <li>b. Superintendent</li> </ul>

# BOARD COMMUNICATION PLAN 2024-2025