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

BOARD OF TRUSTEES REGULAR MEETING

NOVEMBER 29, 2023 – 11:00 AM

CENTRAL OFFICE

A G E N D A



Fort Vermilion School Division 2023-2024 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. Students will be exposed to, engaged in and build skills for their career path

		Monitoring:	Other Events	
August 29, 2023 (COW) 10 am		O & M Project Update	28	New Teacher Orientation
			29	Organizational Day
		Communications:	30	PD Day
		Board Communications / Trustee Communication Key Messages to the Media	31	PD Day
		Monitoring:	Other Events	
September 19, 2023 10 am		Focus on Student Achievement <ul style="list-style-type: none"> • UHRS 	1	Organizational Day
		Superintendent Report	4	Labour Day
		Focus on Priorities – Career Path	5	First Day for Students
		Review Trustee Handbook	30	National Day for Truth & Reconciliation
		Specialized Learning Supports Report	School Council Meetings	
		Initial Staffing and Enrolment Report (COW)		
		Review Board Work Plan (COW)		
		Trustee Remuneration (COW) (review every 2 years – 2023)		
		Communications:		
		Board Communications / Trustee Communication Key Messages to the Media		
		Monitoring:	Other Events	
October 18, 2023 10 am		Organizational Meeting	6	PD Day
		Focus on Student Achievement <ul style="list-style-type: none"> • High Level Public School • La Crete Public School 	9	Thanksgiving Day
		Superintendent Report	School Council Meetings	
		Focus on Priorities – Connectivity, Literacy, Numeracy		
	Finance Report			
	New Modular Classroom Requests			
		DRAFT AERR (COW)		
		Full Review of Capital Plan (COW)		
		Communications:		
		Board Communications / Trustee Communication Key Messages to the Media Discuss Communication Plan		



Fort Vermilion School Division 2023-2024 Board Work Plan

November 29, 2023 10 am	Monitoring:	Other Events
	Focus on Student Achievement <ul style="list-style-type: none"> • Sand Hills Elementary School • Spirit of the North Community School Superintendent Report Finance Report 2022-2023 Audited Financial Statement Essential Services Accountability Report Annual Education Results Report	8 ASBA Zone 1 Meeting 9 Last Day of Quad 1 10 Division PD Day 11 Remembrance Day 13 Remembrance Day (observed) 14 First Day of Quad 2 19-21 ASBA Fall General Meeting 29 School Council Chairs Meeting (5-8 p.m.) School Council Meetings
	Communications:	
	Board Communications / Trustee Communication Key Messages to the Media	
December (no scheduled meeting)	Monitoring:	Other Events
		20 First Day of Christmas Break 25 Christmas Day 26 Boxing Day
	Communications:	
		Christmas Concerts School Council Meetings
January 24, 2024 10 am	Monitoring:	Other Events
	Focus on Student Achievement <ul style="list-style-type: none"> • Rocky Lane School • Buffalo Head Prairie School Superintendent Report Annual Local % Expenditure Report (reported biennially 2023) Finance Report Fiscal Quarterly Accountability Report Fundraising Report	1 New Year's Day 8 Classes Resume 30 Last Day of Semester 1 & Quad 2 31 First Day of Semester 2 & Quad 3 School Council Meetings
	Communications:	
	Board Communications / Trustee Communication Key Messages to the Media Discuss Communication Plan	



Fort Vermilion School Division 2023-2024 Board Work Plan

	Monitoring:	Other Events
COW /Board Planning March 1 & 2, 2024	Trustee Development DRAFT Three Year Capital Plan (COW) Priority Update	February 9 PD Day 12-14 School Closed 15-16 Teachers' Convention 19 Family Day
	Communications: Board Communications / Trustee Communication Board Development Key Messages to the Media	School Council Meetings
March 27, 2024 10 am	Monitoring: Focus on Student Achievement <ul style="list-style-type: none"> • Blue Hills Community School • Hill Crest Community School Superintendent Report Finance Report Fiscal Quarterly Accountability Report Mid-Year Budget Review (COW) Three Year Capital Plan 2024-2025 School Calendar Review Student Fee Structure	3-5 Alberta Rural Education Symposium 29 First day of Spring Break/ Good Friday 31 Easter Sunday School Council Meetings
	Communications: Board Communications / Trustee Communication Board Development Key Messages to the Media	
April 17, 2024 10 am	Monitoring: Focus on Student Achievement <ul style="list-style-type: none"> • Florence MacDougall Community School • Ridgeview Central School Superintendent Report Finance Report Review Attendance Boundaries School Jurisdiction Financial Reporting Profile (COW) DRAFT 2024-2025 Budget (COW) DRAFT Three Year Education Plan (COW)	1 Easter Monday 8 Classes Resume 19 Last day of Quad 3 22 First Day of Quad 4 School Council Meetings
	Communications: Board Communications / Trustee Communication Key Messages to the Media Discuss Communication Plan	
May 22, 2024 10 am	Monitoring: Focus on Student Achievement <ul style="list-style-type: none"> • Rainbow Lake School • Fort Vermilion Public School / St. Mary's Catholic School Superintendent Report Finance Report Three Year Education Plan 2024-2025 Budget Report School Improvement Fund	9 Ascension 17 School Closed 20 Victoria Day/ Pentecost 21 School Closed / Pentecost 22 School Council Chairs Meeting (5-8 p.m.) 25 FVSD Retirement Gala School Council Meetings
	Communications: Board Communications / Trustee Communication Key Messages to the Media	



Fort Vermilion School Division 2023-2024 Board Work Plan

June 19, 2024 10 am	Monitoring:	Other Events
	Focus on Student Achievement <ul style="list-style-type: none"> • Pathways • Northern Home Education Centre • Upper Hay River School Superintendent Report Finance Report Internal Auditing Accountability Report Fiscal Quarterly Accountability Report Merit Awards Selection (COW) CEO Evaluation (COW)	3-4 ASBA Spring General Meeting 21 Last day for K-9 Students 24-26 PD for K-9 Teachers 26 Last day for 10-12 Students 27 Organizational Day 27 FVSD Awards Ceremony 28 Summer Break Begins School Council Meetings Graduations
	Communications:	
	Board Communications / Trustee Communication Key Messages to the Media	

**FORT VERMILION SCHOOL DIVISION
BOARD OF TRUSTEES
REGULAR MEETING – NOVEMBER 29, 2023
CENTRAL OFFICE – 11:00 A.M.
AGENDA**

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<u>VII. DELEGATIONS OR EXTERNAL PRESENTATIONS</u>	
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ATTENDANCE

Board Members Present:

Board Members Absent:

Administration:

Staff:

Guests:

CALL TO ORDER

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

IN-CAMERA

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

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

FOCUS ON STUDENT ACHIEVEMENT

RE: 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 29, 2023

School Context:

K-3 School in La Crete; 356 Students (Pre-K, 5-Kindergarten classes, 5-Grade one classes, 5-Grade two classes, 4-Grade three classes), 13 Inclusive education students that require one-on-one support

School Goals:

1. Students in grades 1-3 will raise their literacy levels and improve reading vocabulary through explicit instruction in morphology.
2. Students in grades 1-3 will demonstrate conceptual understanding in number concepts and fractions using hands-on materials and multiple visual representations.
3. Teach students to use the skills learned in the Second Step program beyond the classroom to increase positive peer interactions and to decrease negative peer interactions.
Develop a school wide understanding of restorative practices in response to conflict.

Literacy:

Celebration: Students are gaining in efficiency, fluency, and comprehension yearly and are sustaining gains over time. Students in grades 1, 2, and 3 gained 9 standard points in comprehension from fall to spring.

Growth Area: Large numbers of students are moving from below average to the average group each year. SHES has targeted supports in place to encourage and sustain this growth. We would like to see more growth in the above average, good, and very good categories in efficiency, fluency, and comprehension. To achieve this goal, a focus on classroom instruction is required. The principal and assistant principal are leading an investigation into classroom instruction through classroom visits and the development and implementation of systematic classroom coaching, (Content coaching.) The literacy Content Coach is working with the principal and assistant principal to focus on the explicit instruction of morphology in daily classroom instruction. Teacher knowledge and ability to instruct students in morphology is being developed collaboratively in grade teams and independently as the Content Coach works with teachers in a process of learning, co-planning, co-teaching, and co-reflecting.

Numeracy:

Celebration: Noticeable growth was observed in all grades. On the WRAT5, grade one and three students grew 6 standard points, and grade 2 students grew by 7 standard points. Students with the most significant growth were grade 2 students involved in the Number Sense interventions.

Growth Area: Grade 3 results dropped from winter to spring, this is likely due to teachers moving on from Number Sense and Operations to other units. To address this, Number sense and operations will be continued and emphasized throughout the year. Also, a focus has been placed on classroom instruction. The principal, assistant principal, and the math Content Coach will observe and engage in a process of learning about numeracy instruction at Sandhills. Through co-planning with grade teams and teachers, co-teaching and co-reflecting, teachers will grow in their ability to instruct students in developing a conceptual understanding of number concepts.

This year, due to the effectiveness with grade 2 students last year, the Number sense intervention has been implemented in grade 3.

Connectivity in the Community:

Celebration: 93% of students are happy or excited to come to school each day. 97% of students have positive relationships with the adults in the school. 91% of students report positive relationships with other students in the school.

Growth Area: Although most students at Sandhills report positive relationships with other students in the school, our students are young and thus new to the independent development of peer relationships. According to school behavior tracking, 69% of recorded behavior incidents involve peer conflict. To help facilitate positive peer relationships, the following will be emphasized:

- Second Step Programming, specifically instruction & reinforcement of skills, common staff wide language
- Increased parental knowledge of Step Practices and conversations about Second Step practices
- Positive reinforcement of Second Step skills through implementation of a ticket system
- Explicit focus on restorative practices when addressing aggressive and negative peer interaction
- Connection Team small group programming with a focus on peer interactions and dealing with emotions

Career Path: (talk about your future plan)

Career paths are chosen from what students are familiar with. To familiarize our students with multiple options for future careers. SHES will:

1. Create opportunities for exposure through books, role play, hands-on learning, community involvement and field trips
2. Model curiosity and inquiry
3. Talk about future careers
4. Use the power of play!

FOCUS ON STUDENT ACHIEVEMENT

RE: SPIRIT OF THE NORTH COMMUNITY SCHOOL

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

Policy References:

- 1.5 Goals (1.5.1, 1.5.2 and 1.5.3)
- 1.6 Current Priorities (1.6.1, 1.6.2, 1.6.3 and 1.6.4)

Submitted by Cory Boudreau, Principal.

RECOMMENDATION

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

School Presentation to the Board: Divisional Priorities

School: Spirit of the North Community School

Date of Report: November 29th, 2023

School Context:

Spirit of the North School is a grade 4-6 school with a population of 270 students and 30 full time staff members. Our school is composed of a diverse multicultural population, to which students come from various socio-economic backgrounds, requiring various needs throughout the school.

Literacy:

Celebration: 2022-2023 School year, our comprehension went from 40.2% at or above in the Fall to 52.5% in the Spring. From Fall to Winter, there was minimal growth. Morphology was implemented school wide, and our scores increased by 12.3% from Winter 2022 to Spring 2023.

Growth Area: 41% of SNCS students have scored average or above average on the TOSREC test. The TOWRE shows that students can decode the words, however, there is a gap from decoding to understanding. This year's school goal is to implement a school wide reading program that teaches explicit systematic instruction in reading strategies and our content coach for literacy is working closely with a classroom teacher on a unit of study.

In the second half of the school year (2022-2023), we have seen the impact that the introduction of daily Morphology has made on student comprehension in our Spring results.

Numeracy:

Celebration: Our 2022-2023 WRAT-V data showed that we went from 21.1% in the Fall to 38% in the Spring, a growth of 17%.

Growth Area: Conceptual understanding, with the increased use of mathematical representations within the guided math framework – (CRA).

Connectivity in the Community:

Celebration: 91% of our students like coming to school. 98.4% feel accepted by adults in the building. 91% feel accepted by classmates. 96% feel safe. 97% have a close friend.

Growth Area: 3% of our students feel they are disconnected.

Career Path: (talk about your future plan)

Celebration:

Growth Area:

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 18, 2023, as presented.

_____ moved that the Board of Trustees approve the minutes of the Organizational Board Meeting held October 18, 2023, as presented.

**FORT VERMILION SCHOOL DIVISION
MINUTES OF THE REGULAR BOARD MEETING
OCTOBER 18, 2023**

ATTENDANCE

Board Members Present:

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

Administration Present:

Mr. Michael McMann, Superintendent
Mr. Norman Buhler, Associate Superintendent
Mr. Terry Gibson, Associate Superintendent
Mrs. Natalie Morris, Associate Superintendent
Mrs. Darlene Bergen, Executive Assistant
Mr. Gilbert Morris, Supervisor of Learning
Mrs. Sharon McLean, Supervisor of Learning

Guests:

Mr. Gregg McNeil, Principal – LCPS
Mrs. Amber Paul, Principal – HLPS

ATA Representative:

Mr. Fred Kirby, President

Board Vice-Chair, Tim Driedger, called the meeting to order at 10:00 a.m.

23-10-17070
IN-CAMERA

Shane Lloyd moved that the Board of Trustees go in-camera at 10:01 a.m.

CARRIED

Marc Beland joined the meeting at 10:30 a.m.

23-10-17071
REVERT TO PUBLIC
MEETING

Dale Lederer moved that the Board of Trustees move out of in camera at 1:03 p.m.

CARRIED

23-10-17072
APPROVAL OF
AGENDA

Amanda Paul moved that the Board of Trustees approve the agenda as presented.

CARRIED

**FORT VERMILION SCHOOL DIVISION
MINUTES OF THE REGULAR BOARD MEETING
OCTOBER 18, 2023**

23-10-17073
APPROVAL OF
MINUTES

Benjamin Friesen moved that the Board of Trustees approve the Minutes of the Regular Board Meeting held September 19, 2023, as amended.

CARRIED

23-10-17074
FOCUS ON STUDENT
ACHIEVEMENT –
HIGH LEVEL PUBLIC
SCHOOL

Report found in the October 18, 2023, Regular Board Meeting Package.

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

CARRIED

23-10-17075
FOCUS ON STUDENT
ACHIEVEMENT – LA
CRETE PUBLIC
SCHOOL

Report found in the October 18, 2023, Regular Board Meeting Package.

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

CARRIED

BOARD
COMMUNICATIONS

None shared.

TRUSTEE SHARING
ON PD/COMMITTEES

Trustee Henry Goertzen shared the ASBA Zone 1 meeting recap, awards for Edwin Parr and Friends of Education. Teacher retention discussion for Zone 1.

**MONITORING
REPORTS**

23-10-17076
SUPERINTENDENT'S
REPORT

Report found in the October 18, 2023, Regular Board Meeting Package.

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

CARRIED

23-10-17077
FOCUS ON
PRIORITIES –
CONNECTIVITY,
LITERACY, &
NUMERACY
ACCOUNTABILITY
REPORT

Report found in the October 18, 2023, Regular Board Meeting Package.

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

CARRIED

**FORT VERMILION SCHOOL DIVISION
MINUTES OF THE REGULAR BOARD MEETING
OCTOBER 18, 2023**

- 23-10-17078
FINANCE REPORT
- Report found in the October 18, 2023, Regular Board Meeting Package.
- Tim Driedger moved that the Board of Trustees accept the Finance Report as of September 30, 2023.
- CARRIED
- 23-10-17079
NEW MODULAR
CLASSROOM
REQUESTS
- Benjamin Friesen moved that the Board of Trustees direct Administration to engage an Architect to engineer blueprints for a modular classroom.
- CARRIED
- OTHER BUSINESS**
- 23-10-17080
NAMING OF HIGH
LEVEL COLLEGIATE
BUILDING
- Shane Lloyd moved that the Board of Trustees name the High Level Collegiate Building “Gramson Centre”.
- CARRIED
- 23-10-17081
BARRIER FREE
PLAYGROUND
- Tim Driedger moved that the Board of Trustees approve the Barrier Free Playground capital purchase as presented.
- CARRIED
- 23-10-17082
ADJOURNMENT
- Marc Beland moved that the Board of Trustees adjourn the meeting at 3:43 p.m.
- CARRIED

Board Chair

Associate Superintendent of
Finance

**FORT VERMILION SCHOOL DIVISION
MINUTES OF THE ORGANIZATIONAL BOARD MEETING
OCTOBER 18, 2023**

PAGE 1 OF 3

ATTENDANCE

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

Administration Present:

Mr. Michael McMann, Superintendent
Mr. Terry Gibson, Associate Superintendent of Operations
Mrs. Natalie Morris, Associate Superintendent of Learning
Mr. Norman Buhler, Associate Superintendent of Finance
Mrs. Darlene Bergen, Executive Assistant

CALL TO ORDER

Associate Superintendent of Finance, Norman Buhler, called the meeting to order at 3:45 p.m.

**23-10-17083
ELECTION OF CHAIR**

Associate Superintendent of Finance, Norman Buhler, called for nominations for the position of Chair of the Fort Vermilion School Division for the period October 18, 2023, to October 2025.

First call: Linda Kowal nominated Marc Beland. Accepted.
Second call: None.
Third call: None.

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

Marc Beland was declared acclaimed as Chair of the Board of Trustees of the Fort Vermilion School Division for the 2023-2025 term.

CARRIED

TURNOVER OF CHAIR

The Associate Superintendent of Finance turned over the chair to newly elected Board Chair, Marc Beland.

**FORT VERMILION SCHOOL DIVISION
MINUTES OF THE ORGANIZATIONAL BOARD MEETING
OCTOBER 18, 2023**

23-10-17084
ELECTION OF VICE
CHAIR

Board Chair, Marc Beland, called for nominations for the position of Vice-Chair of the Fort Vermilion School Division for the period October 18, 2023, to October 2024.

First call: Benjamin Friesen nominated Tim Driedger. Accepted.
Second call: None.
Third call: None.

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

Tim Driedger was declared acclaimed as Vice-Chair of the Board of Trustees of the Fort Vermilion School Division for the 2023-2024 term.

CARRIED

23-10-17085
ESTABLISHMENT OF
REPRESENTATIVES

Henry Goertzen moved that the following trustees be appointed as representatives on the various associations/councils for the period October 18, 2023, to October 2024.

Alberta School Boards Association Zone 1 – Henry Goertzen
Fort Vermilion Community Education Committee – Linda Kowal
Negotiation Committee – Tim Driedger and Linda Kowal
Teachers' Employer Bargaining Association – Marc Beland
Audit Committee – Marc Beland, Dale Lederer and Amanda Paul

CARRIED

23-10-17086
ESTABLISHMENT OF
BOARD MEETING
DATES

Amanda Paul moved that the Board of Trustees establish the Board Meeting dates for the 2023-2024 school year as follows:
September 19, 2023
October 18, 2023
November 29, 2023
January 24, 2024
March 27, 2024
April 17, 2024
May 22, 2024
June 19, 2024

CARRIED

**FORT VERMILION SCHOOL DIVISION
MINUTES OF THE ORGANIZATIONAL BOARD MEETING
OCTOBER 18, 2023**

23-10-17087
ATB FINANCIAL
SIGNING AUTHORITY

John Zacharias moved that the Board of Trustees give the following individuals signing authority on ATB Financial accounts with a two to sign requirement effective October 18, 2023:

- Michael McMann - Superintendent
- Norman Buhler – Associate Superintendent of Finance
- Payne Cardinal – Director of Finance
- Karen Smith - Associate Superintendent of Learning
- Natalie Morris - Associate Superintendent of Learning
- Terrence Gibson - Associate Superintendent of Operations
- Marc Beland - Board Chair
- Tim Driedger - Vice Chair

CARRIED

23-10-17088
ADJOURNMENT

Marc Beland moved that the organizational meeting be adjourned at 3:54 p.m.

CARRIED

Board Chair

Associate Superintendent of
Finance

COMMUNICATIONS

RE: BOARD CHAIR & SUPERINTENDENT

Information item.

TRUSTEE SHARING ON PD/COMMITTEES

Information item.

MONITORING REPORTS

RE: SUPERINTENDENT'S REPORT

A copy of the Superintendent's Report is attached.

Policy Reference

2.9 Delegation of Authority and Responsibility

Submitted by Michael McMann, Superintendent.

RECOMMENDATION:

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

SUPERINTENDENT'S REPORT

November 2023

- Ministers Meeting
- Collegiate Update
- ASBA

MONITORING REPORTS

RE: FINANCE REPORT

A copy of the revenues and expenditures for the period of September 1, 2023, to October 31, 2023, is attached.

Policy References:

3.4 Finances (3.4.3 and 3.4.4)

Submitted by Norman Buhler, Associate Superintendent of Finance.

RECOMMENDATION:

_____ moved that the Board of Trustees accept the Finance Report as of October 31, 2023.

Fort Vermilion School Division

YEAR-TO-DATE REVENUE & EXPENSES

	Budget 2023-2024	October, 2023	Year to Date	Percentage
OPERATIONS (SUMMARY)				2 of 12 months
Revenues				16.67%
Alberta Education	\$50,579,084	\$4,477,469	\$8,719,055	17.24%
Other - Government of Alberta	\$57,222	\$0	\$0	0.00%
Federal Government and First Nations	\$6,067,849	\$1,077,536	\$1,202,007	19.81%
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	\$11,271	\$19,620	19.62%
Other sales and services	\$1,054,718	\$36,952	\$95,823	9.09%
Investment income	\$275,000	\$18,926	\$49,327	17.94%
Gifts and donation	\$0	\$26,314	\$26,314	0.00%
Rental of facilities	\$325,000	\$34,799	\$69,598	21.41%
Fundraising	\$750,000	\$46,607	\$73,528	9.80%
Gain on disposal of capital assets	\$0	\$0	\$0	0.00%
Other revenue	\$0	\$0	\$0	0.00%
Total revenues	\$59,208,873	\$5,729,874	\$10,255,272	17.32%
Expenses By Program				
Instruction - ECS	\$1,628,235	\$133,402	\$263,838	16.20%
Instruction - Grade 1-12	\$41,134,491	\$3,947,007	\$7,489,498	18.21%
Plant operations and maintenance	\$8,613,375	\$629,691	\$1,213,811	14.09%
Transportation	\$4,325,965	\$427,465	\$733,852	16.96%
Board & system administration	\$2,308,824	\$189,910	\$461,661	20.00%
External services	\$1,197,983	\$109,985	\$225,842	18.85%
Total expenses	\$59,208,873	\$5,437,460	\$10,388,502	17.55%
<i>Annual Surplus (Deficit)</i>	<i>\$0</i>	<i>\$292,414</i>	<i>(\$133,230)</i>	
Expenses by Object				
Certificated salaries & wages	\$21,546,359	\$1,847,102	\$3,659,301	16.98%
Certificated benefits	\$4,849,294	\$405,045	\$772,800	15.94%
Non-certificated salaries & wages	\$13,579,706	\$1,296,690	\$2,553,755	18.81%
Non-certificated benefits	\$3,186,660	\$287,171	\$543,150	17.04%
Services, contracts and supplies	\$12,355,738	\$1,298,819	\$2,257,820	18.27%
Amortization expense	\$3,588,519	\$302,633	\$601,676	16.77%
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	\$102,597	\$0	\$0	0.00%
Total Expenses	\$59,208,873	\$5,437,460	\$10,388,502	17.55%

MONITORING REPORTS

RE: AUDITED FINANCIAL STATEMENT

The Audited Financial Statement for the year ended August 31, 2023, 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, 2023.

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, 2023.

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.



Board Accountability Report 2023



**Fort Vermilion
School Division**
Essential Services

Submitted by Bruce Harder, Director of Essential Services

Essential Services
BOARD ACCOUNTABILITY REPORT
November 2023

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

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

Ridership

As of November 1, we have 2154 riders registered on our buses. 1692 rural riders and 462 urban riders. Our rural numbers are very similar to last year, but our urban numbers have increased substantially. If every child that attends school rode the bus, we'd have an additional 1012 riders requiring another 18 buses. Ride times are always a concern in a division that covers a lot of territory, but our families are generally very understanding.

Urban Busing

In early 2023, the Alberta government brought in new regulations for in-town busing. School divisions could choose to implement this in either 2023 or 2024. We chose to start this year. All children from kindergarten to grade 6, living more than 1 km from their school and all grades 7-12 living more than 2 km from their school are now eligible to ride a bus. This added 356 eligible riders to our in-town routes. Of the 356 riders, 174 declined busing. We were able to accommodate this by adding the two 81 passenger buses, reorganizing, and keeping the same number of routes.

The downside to doing this is we can no longer accommodate those families that live closer to their school and are willing to pay to ride. Our buses are at capacity with eligible students. This has upset many parents that were used to sending their kids on a bus.

We've also added 3 additional bus stops in La Crete, 4 in High Level and moved one in Fort Vermilion. Our goal is to have a bus stop within 400 meters of every eligible rider. This has also helped us with rider management. There are more kids on our buses but fewer at most stops, allowing us to send a bus with limited space to a stop with less kids.

Our office did a lot of work this past summer in accurately mapping out where kids lived, building an eligibility tool that we can use and that parents can use to check if they live in a bus zone. This required a lot of background work in PowerSchool. Making sure that all addresses were accurate. The newly built system gives us a complete list of eligible riders, their location and family contact information. The system sends out a text message to families, letting them know that they qualify for busing. Parents can confirm their address and if their child will be riding. This system was created in-house by our team.

Bus Fleet

We purchased 7 new buses including two 81 passenger (flat nose) buses for this year. We have budgeted for 4 new buses for delivery before September 2024. We sold 6 old or inoperable buses. My goal is to have only operational buses in our yards.

We've also started with DEF deletes on our fleet. This is expensive but we are seeing very positive results with less breakdowns and better fuel economy. We will be deleting 5-6 per year until we get to our 2023 buses. That's the last model year that we can legally delete.

Challenges

Our biggest asset is also our biggest challenge. We have 45 full-time drivers and 23 spare drivers. Even with these numbers, there are times we struggle to fill a route. Especially in volleyball and basketball seasons. This past year, 2 drivers retired, and one was let go. These positions have been filled. Three spares also decided not to drive any more, but we've trained and added 6 additional spare staff. This will be a challenge going forward as our driver population ages. We've been able to keep all our routes going, including field and sports trips with minimal disruption.

Another challenge is our northern climate. I get regular calls, texts, and emails when the weather gets cold. Our goal is to drive the buses as long and as often as it is safe to do so. The division cold weather policy is often questioned by drivers, parents and sometimes students.

Policy for Delayed Morning Start for School Buses

In the event that there is fog or smoke in an area, or temperatures are colder than the threshold set by the board of trustees, the director of essential services may call for a delayed start to bussing.

The director may ask bus drivers in an area to start the morning run exactly 90 minutes later than normal. The essential services office will inform schools of the delayed start. Bus drivers would inform parents of the delayed start and the Bus App would be updated to reflect the delay.

If conditions have not improved within the 90-minute timeframe, buses will be cancelled for the morning run.

Even when buses are cancelled for the morning due to fog or smoke, they are expected to drive in the afternoon if conditions have improved.

Explanation: The exact 90-minute delay will give schools an expected time of arrival for students. And students will lose only 90 minutes of instruction for those days.

The days tend to warm up quite quickly in March. It may be -40 at 7:30 am, but -35 at 8:00am and -20 by noon. If the forecast is favorable, the director could call for a 90-minute delay in morning buses.

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

Driving School

Our driving school is very busy. We offer Airbrakes courses, Melt 1, 2, 2S, and 3 as well as the Melt 1 EE course. We are almost ready to offer Class 5 training. We have 4 full-time instructors as well as 2 casual instructors for the 2S course. Our schedule remains full for the foreseeable future. By having Melanie take over scheduling, we have become more efficient with fuller classes and less late cancellations.

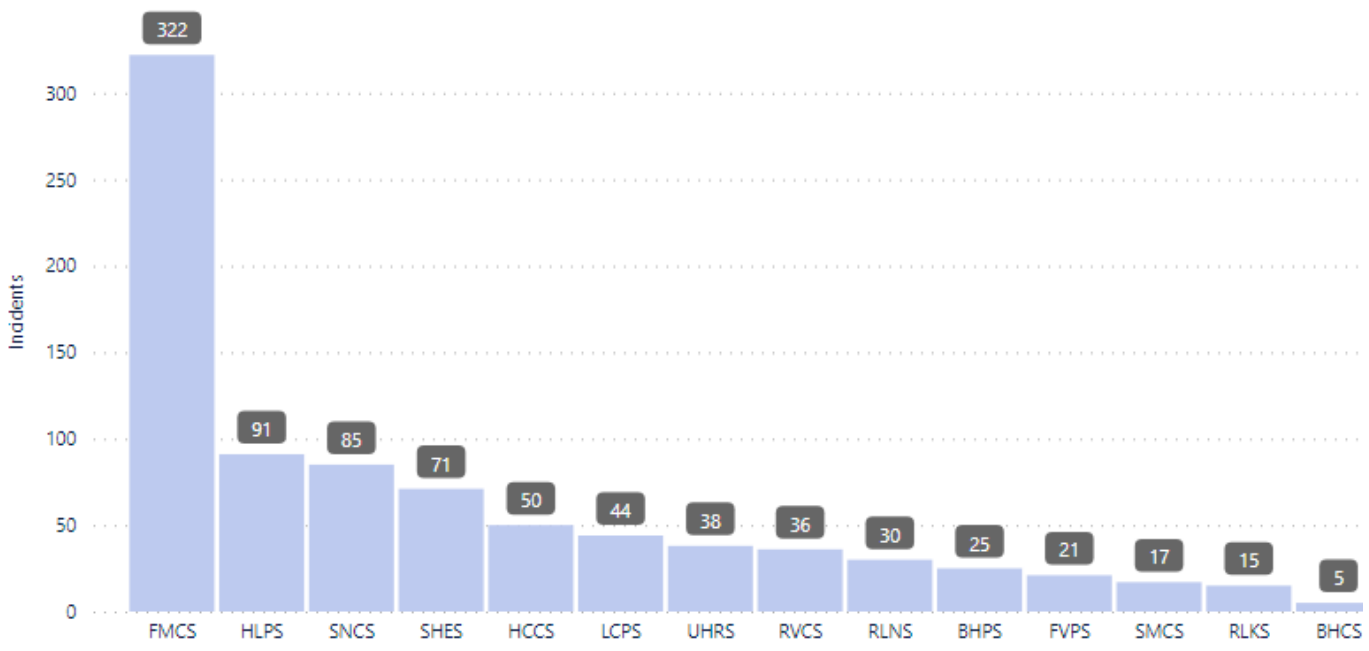
Our S endorsement training has also changed. Alberta government removed the Melt requirement so that allows us to build our own curriculum. We are continuing with training to the Melt but have removed some parts that don't apply to student transportation.

Occupational Health and Safety/Housing

A division OHS committee has been established consisting of one representative from each location. It's difficult to maintain this because of staff turnover. We are actively trying to fill the voids. The committee meets virtually and discusses any new policies and any safety concerns or procedures. This helps to create a safe learning environment for students, staff and stakeholders as well as mitigate risk for our division. Safety is a priority for the Fort Vermilion School Division.

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

Incidents By School



OHS Management
Data as of 11/3/23

Housing

Cory is also our housing manager. Part of his duties are to ensure that teachers in some of our communities have adequate housing available for them and their families. We have two vacant units in Rainbow Lake, and one vacancy in Fort Vermilion.

The housing crisis has opened an opportunity for FVSD. We struggled to find vacant units for new teachers moving to the north. As we start construction of small homes through the collegiate, we anticipate taking some pressure off the housing crisis for teachers.

IT Department

Our IT department has also been busy this year. We have 4 IT technicians that not only look after the day to day issues but have also worked on several projects.

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

- Completed VOIP migration. All locations are now using VOIP for their office and classroom phones. Significant reduction in monthly phone costs.
- Continued Interactive Display rollout in SHES and FMCS. Installed about 40 screens.
- Closed over 400 Helpdesk requests
- Continued to migrate services to cloud based solutions where possible

Operations and Maintenance

Our maintenance crew was busy again this year. Our goal is to maintain our buildings to a high standard and to create safe and comfortable spaces for our students and staff. We achieve this through our preventative maintenance program as well as taking care of day to day requests that come in from our schools. We have 2 plumbers, 2 electricians and 2 handymen. We also assign IMR and CMR projects or parts of projects to our crew. We billed almost 1200 hours to IMR and CMR this year. This is money that we would have paid to outside contractors. The savings are passed on to our maintenance budget. We have also seen some savings by conducting our own fire alarm inspections and will see additional savings when we achieve certification to complete our infrared inspections for our electrical systems.

Here are the projects worked on this year.

Blue Hills Community School

- Painted classroom ceilings and made some improvements to frost apron by front entrance.
- Fire hydrant service and repair
- Insulate generator cold air duct (missed during renovation)

Buffalo Head Prairie School

- Domestic hot water heater replacement
- Convert janitor room to break out space.

Ridgeview Central School

- Install new bleachers.
- Girl's washroom (new tile, paint, and new mirror)

Sand Hills Elementary School

- Pour concrete pad by south gym exit.
- Sandblast and stucco front entry block wall

La Crete Public School

- CMR Roofing replacement
- Changed the video conference room to break out room (BLAST Project)

Hill Crest Community School

- Painted exterior doors, installed boot racks and changed some panic hardware.
- Changed classroom cabinets, new sinks, and faucets, added some bms devices.

Rocky Lane School

- Paint exterior doors, paint science room and room above library
- Heating system valves replacement
- BMS upgrade done by Johnson Controls

High Level Public School

- Paint exterior doors, gym washroom countertops
- Change the combustion air in mechanical room to improve air temperature.
- Complete sand down and with new floor coat and updated game lines in gym

Spirit of the North Community School

- Replace undersized boilers.
- Replace MUA humidifier.

Florence MacDougall Community School

- Paint exterior doors
- Change BMS controllers.
- Replace cast iron drains by kindergarten room.

Rainbow Lake

- -Paint exterior doors

We have less IMR and CMR dollars available this year so our projects will be limited. Our list hasn't been confirmed but these

BMS upgrades BHPS (CMR)

Boiler upgrade SHES

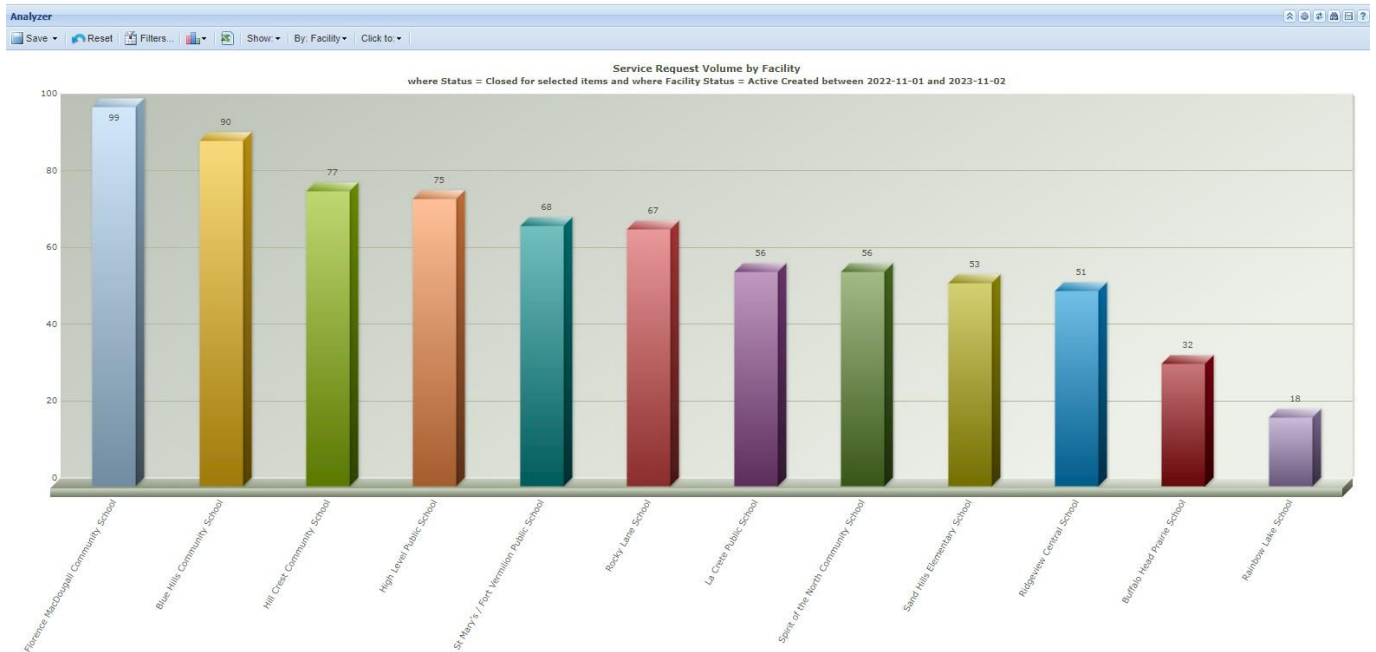
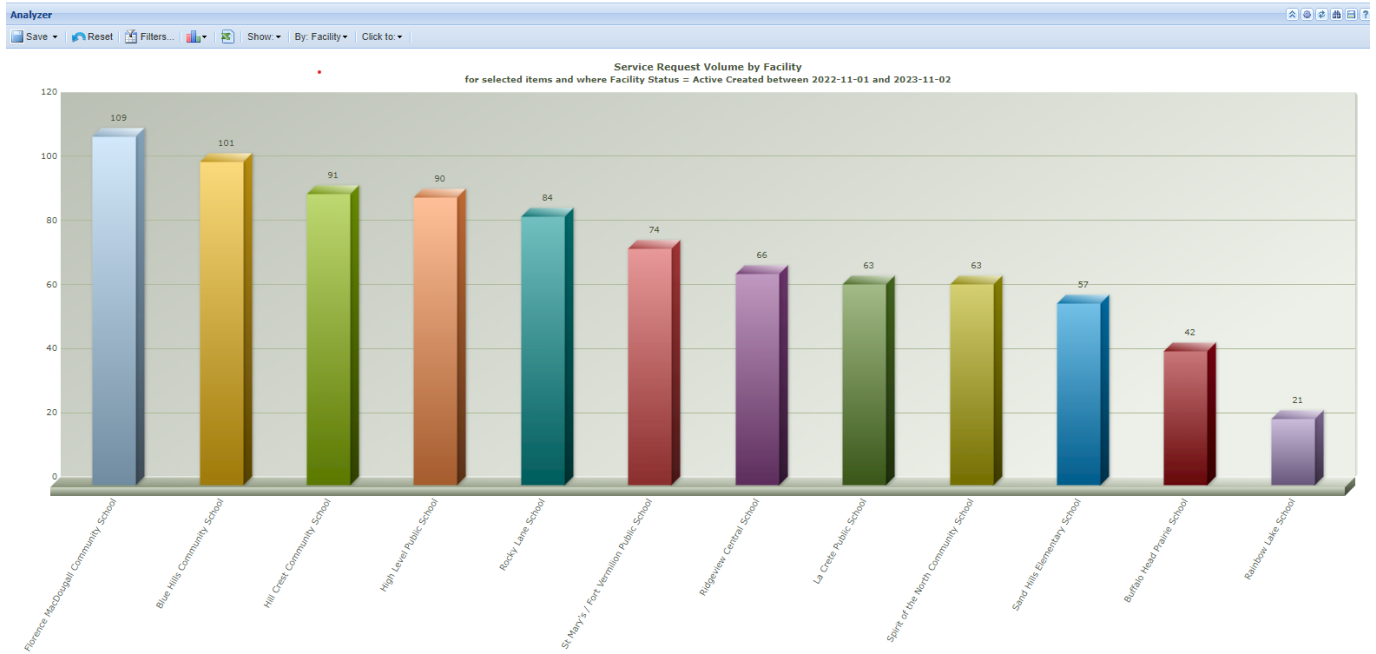
Replace domestic recirc lines FMCS

Roofing repairs SNCS, HCCS

Flooring replacement RVCS hallway

Roofing replacement sections throughout the division

This is a snapshot of the service requests the maintenance department received from November 1, 2022, to November 1, 2023 as well as the number completed.



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 2022-23 Annual Education Results Report of the combined 2023-26 Three Year Education Plan and 2022-23 Annual Education Results Report. The deadline for submission of the Annual Education Results to Alberta Education is November 30, 2023.

Submitted by Michael McMann, Superintendent.

RECOMMENDATION

_____ moved that the Board of Trustees approve the 2022-23 Annual Education Results Report.



**Fort
Vermilion**
School Division

2023-2026
Three-Year Education Plan

2022-2023
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, 2023

was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency 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.

The Board approved the 2023-2026 Education Plan on June 20, 2023.

Statement for the ANNUAL EDUCATION RESULTS REPORT

The Annual Education Results Report for Fort Vermilion School Division for the 2022-2023 school year

was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency 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 2022-2023 was approved by the Board on November 29, 2023.

Original Signed

Marc Beland, Board Chair
Fort Vermilion School Division

Executive Summary

STUDENT GROWTH

It is important to note that the FVSD continues to grow its student's population.

We have **gained over 800 students** in the past 7 years and now serve 4,011 students.

In Rural Alberta where populations are declining rapidly this accomplishment can not be understated.

PROVINCIAL ACHIEVEMENT & DIPLOMA EXAMS



Due to a number of local natural disasters and COVID-19, we **have not written PATs and Diplomas much in the past 8 years.**

This year we are refocussing on the importance of these assessments and supporting the digital pilot currently ongoing. We would see our current results as a baseline and intend to improve on this benchmark.

HIGH SCHOOL COMPLETION

We **continue to see a significant improvement** of our 5-year completion rate for our FNMI students.

As we move down the collegiate – model it will be FVSD's intent to keep all students five years in high school and help transition them to post secondary while still eligible for high school.

connectivity

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

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

With **over 93% of students feeling connected**, this a huge celebration for the staff who make this happen every day.

literacy

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

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.

We consistently move approximately **50 students per year per grade out of the 'at risk' category.**

numeracy

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.

We've seen **hundreds of students in all grade levels move out of the 'at risk' category** and grow in numeracy.

Introduction to Assurance

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

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

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

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

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

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

The infographic is a vertical purple bar with rounded corners, containing six white icons and their corresponding statistics. From top to bottom: a student with a backpack (4,011 Students in ECS - Grade 12), a quill pen (1,032 Self-Identified Indigenous Students), an open book with a pencil (802 English Language Learners), a school bus (2,006 Students Transported Daily), two hands holding a globe (10+ Unique Cultural Groups), and a school building (16 Schools). At the bottom, three stylized human figures represent 603 Employees.

	4,011 Students in ECS - Grade 12
	1,032 Self-Identified Indigenous Students
	802 English Language Learners
	2,006 Students Transported Daily
	10+ Unique Cultural Groups
	16 Schools
	603 Employees

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

Annual Education Planning Cycle

The Fort Vermilion School Division is a data driven organization.

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

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

The **Fort Vermilion School Division Board of Trustees** has analyzed data sets and consultation data and have approved 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.

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

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

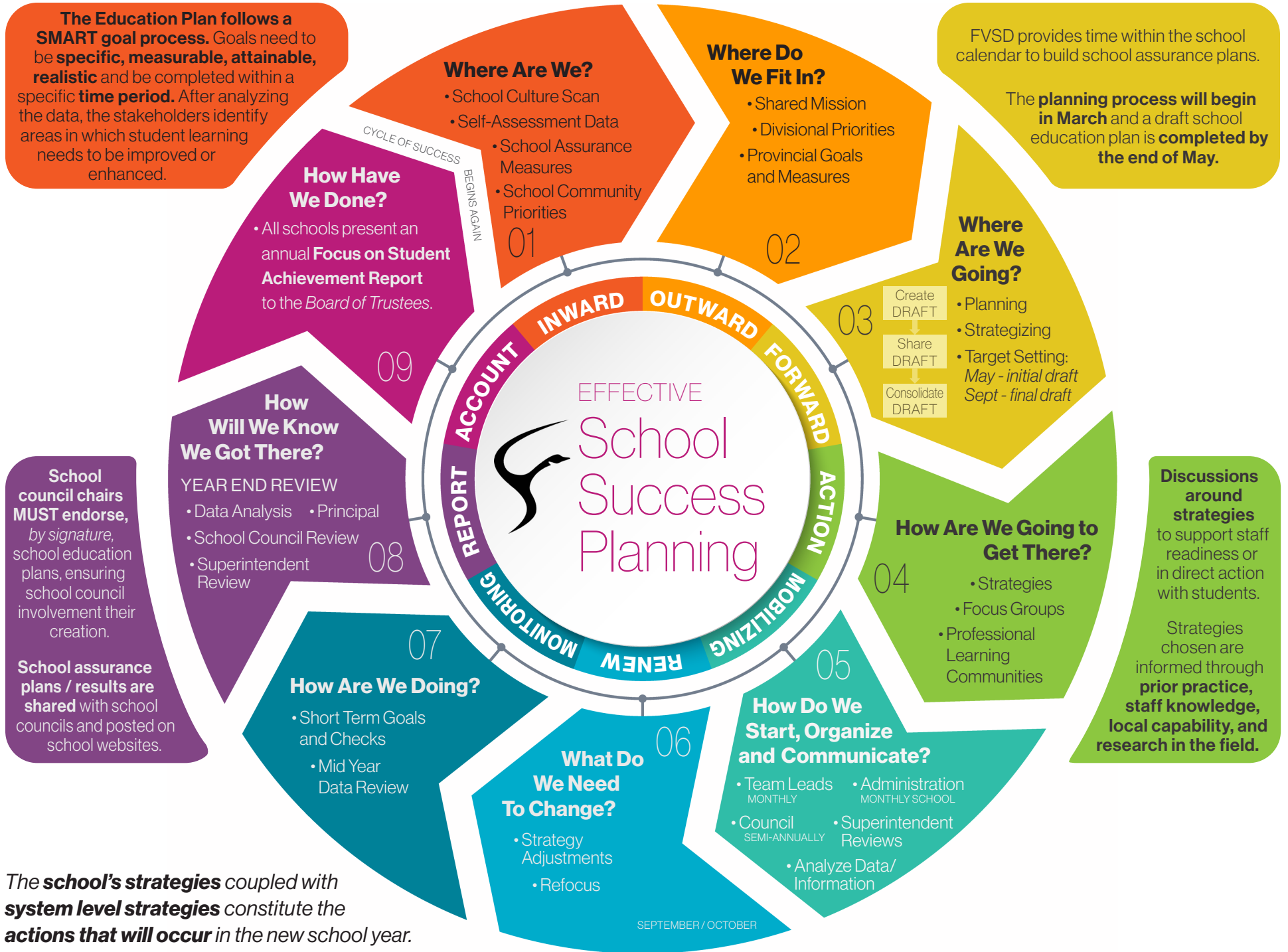
In FVSD, the schools align their plans to the four divisional priorities but how the alignment occurs, such as goals established, and pertinent strategies, are within the principal's realm of control. The development of Education Plans in FVSD requires the principal to document the planning process to 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.

The planning cycle begins with an analysis of data.

Data sources include but are not limited to:

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



Engagement of Stakeholders to Establish Priorities

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

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

The following are a list of consultation groups utilized to inform the 2023-26 cycle:

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

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

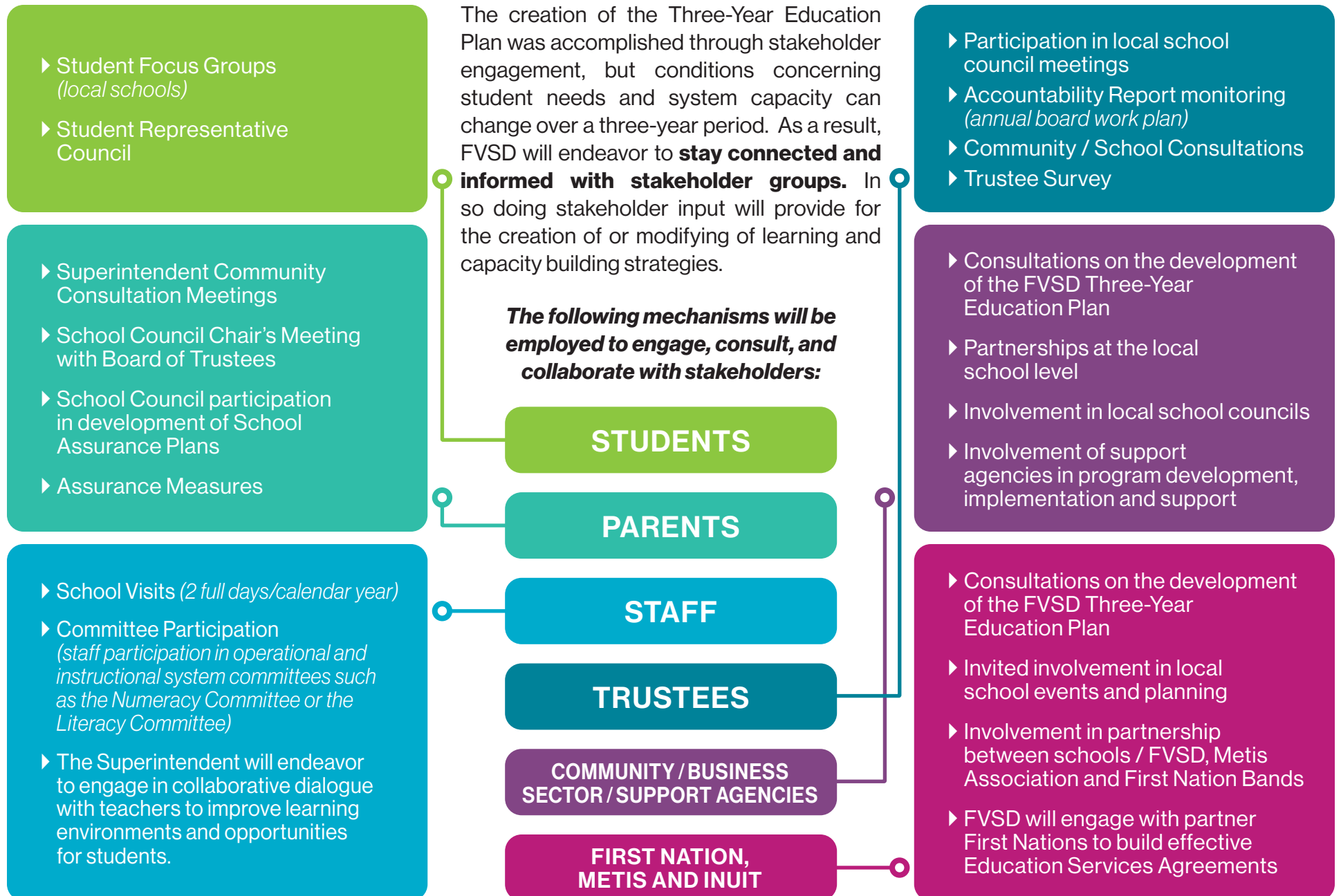
The *Superintendent* is then charged with the task of creating strategies to meet the priorities selected by the *Board*. Discussions of strategies, structures and supports will occur between executive, trustees, the *Leadership Team* and with individual school leaders throughout the *March - May* timeline.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

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



FVSD BOARD MEETING | October 2021

Strategic Engagement & Current Year Consultations



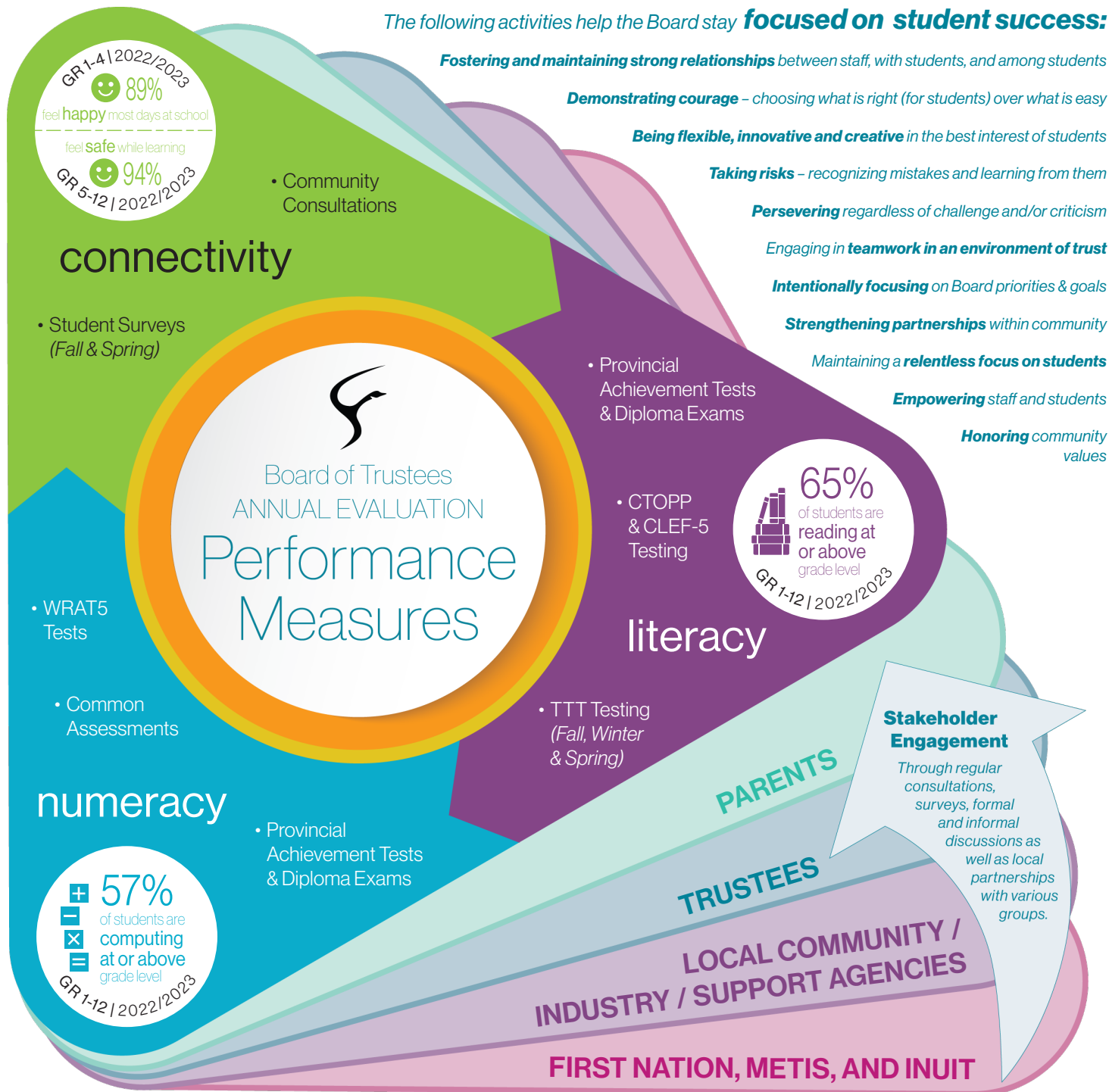
The **FVSD Board** is **committed to student success** and uses these measures to identify it:

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

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

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

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



ASSURANCE DOMAIN: Student Growth & Achievement

Source Document: FVSD Authority Report.pdf

PAT Results 2023 (2022) Grades 6 & 9 ▼

COURSE		2023		2022	
		2023	2022	2023	2022
ELA 6	A	44.2%	55%	n/a	n/a
	E	5.6%	11.3%	n/a	n/a
Math 6	A	28.6%	35.4%	n/a	n/a
	E	2.7%	4.2%	n/a	n/a
Science 6	A	41.9%	42.6%	n/a	n/a
	E	2.8%	6.5%	n/a	n/a
Social Studies 6	A	50.6%	60.9%	32.9%	40.0%
	E	10.8%	18.2%	7.1%	4.7%
ELA 9	A	51.7%	63.6%	32.9%	41.3%
	E	2.1%	5.6%	0.0%	3.2%
K&E ELA 9	A	35.5%	58.3%	42.9%	55.6%
	E	0.0%	12.5%	0.0%	22.2%
Math 9	A	37.9%	38.5%	18.2%	15.6%
	E	3.5%	5.7%	1.5%	0.0%
K&E Math 9	A	48.7%	40.0%	44.4%	22.2%
	E	2.6%	17.8%	0.0%	3.7%
Science 9	A	42.1%	59.2%	24.3%	39.3%
	E	6.9%	12.6%	2.9%	5.4%
K&E Science 9	A	26.7%	51.6%	28.6%	42.1%
	E	0.0%	9.7%	0.0%	0.0%
Social Studies 9	A	42.0%	55.6%	26.1%	37.7%
	E	6.6%	8.9%	4.3%	3.8%
K&E Social Studies 9	A	36.4%	40.5%	35.7%	29.2%
	E	3.0%	18.9%	0.0%	8.3%

Diploma Exam Results 2023 (2022) ▼

COURSE		2023		2022	
		2023	2022	2023	2022
ELA 30-1	A	73.4%	83.3%	71.4%	93.8%
	E	5.1%	3.0%	7.1%	0.0%
ELA 30-2	A	81.1%	69.2%	78.3%	64.7%
	E	2.7%	3.8%	4.3%	0.0%
Math 30-1	A	44.8%	48.0%	*	*
	E	3.4%	16.0%	*	*
Math 30-2	A	60.0%	42.4%	50.0%	*
	E	12.0%	9.1%	0.0%	*
Social Studies 30-1	A	70.0%	67.6%	76.5%	50.0%
	E	3.8%	5.9%	11.8%	0.0%
Social Studies 30-2	A	57.0%	52.2%	50.0%	57.9%
	E	5.1%	1.5%	11.5%	5.3%
Biology 30	A	78.2%	12.5%	45.5%	*
	E	16.7%	0.0%	0.0%	*
Chemistry 30	A	77.4%	76.0%	*	*
	E	32.3%	16.0%	*	*
Physics 30	A	85.7%	66.7%	*	n/a
	E	28.6%	16.7%	*	n/a

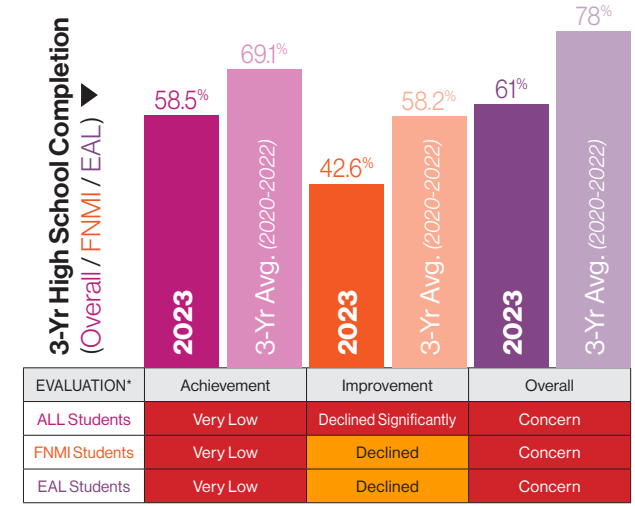
OVERALL RESULTS BY COURSE

- 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.

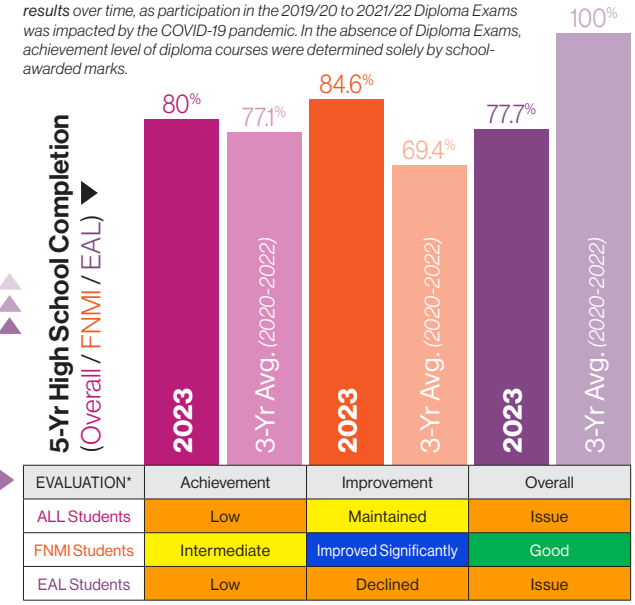
*Data values have been suppressed where the number of respondents is fewer than six.

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



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) ▼



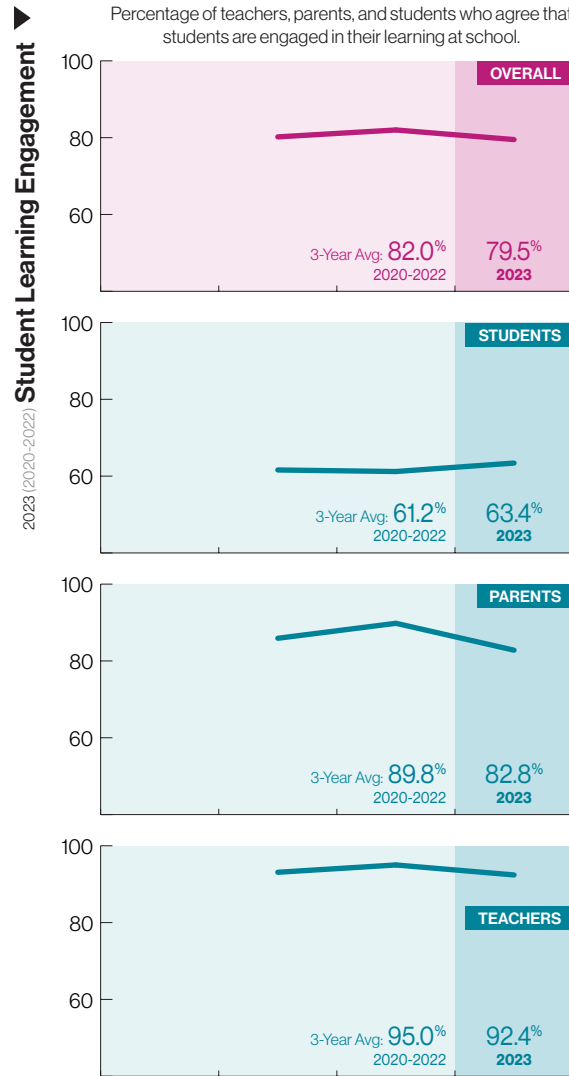
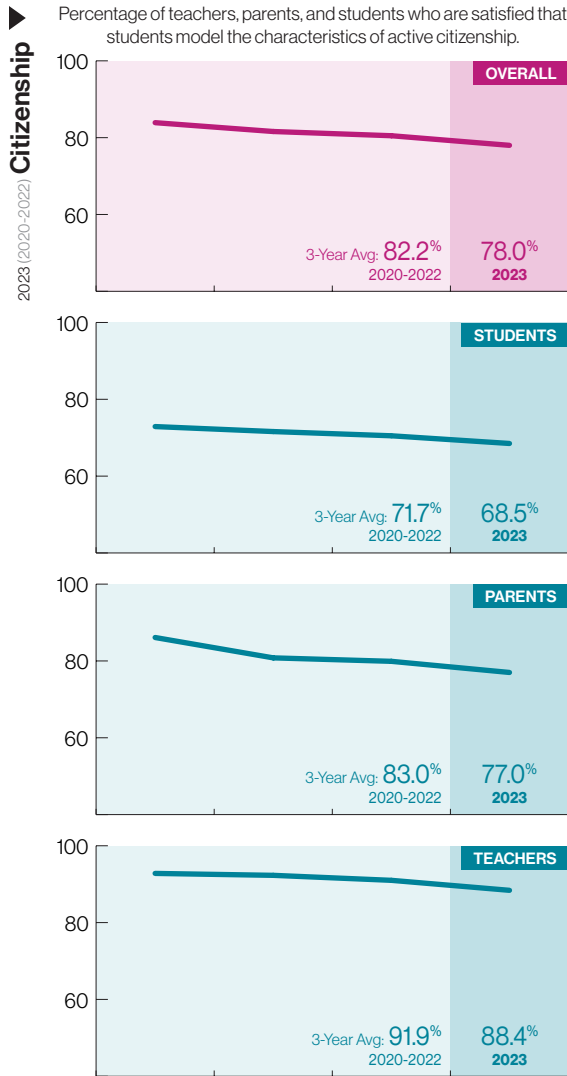
*See Appendix A for the Measure Evaluation Reference charts and an explanation on how these measures are determined and what they mean.

NOTES:

- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Participation in the Provincial Achievement Tests 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 Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- 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.

ASSURANCE DOMAIN: Student Growth & Achievement

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



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

EVALUATION*	Achievement	Improvement	Overall
OVERALL	n/a	Declined	n/a
Parents	n/a	Declined	n/a
Students	n/a	Improved	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.

Early Years Literacy & Numeracy Assessments

Summary of Literacy and Numeracy Results for Grades 1-3

Total Number of Students Assessed: **Gr 2 - 261 | Gr 3 - 274** (FALL 2022)

Total Number of Students Assessed: **Gr 1 - 268** (WINTER 2023)

Note: Grades 2-3 are assessed in the fall. Grade 1 is first assessed in January.

LITERACY SUMMARY:

Students at Risk - Initial Assessment:
Gr 1 - 219 | Gr 2 - 183 | Gr 3 - 187

Students at Risk - Final Assessment:
Gr 1 - 172 | Gr 2 - 133 | Gr 3 - 150

Average Number of **Months Behind Grade Level** - Initial Assessment:
Gr 1 - 4.1 | Gr 2 - 8.3 | Gr 3 - 8.4

Average Number of **Months Gained at Grade Level** - Final Assessment:
Gr 1 - 4.0 | Gr 2 - 8.1 | Gr 3 - 7.4

Support Strategies:

See [pages 16 and 17](#) 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

NUMERACY SUMMARY:

Students at Risk - Initial Assessment:
Gr 1 - 117 | Gr 2 - 113 | Gr 3 - 166

Students at Risk - Final Assessment:
Gr 1 - 48 | Gr 2 - 66 | Gr 3 - 119

Average Number of **Months Behind Grade Level** - Initial Assessment:
Gr 1 - 4.5 | Gr 2 - 7.6 | Gr 3 - 5.6

Average Number of **Months Gained at Grade Level** - Final Assessment:
Gr 1 - 3.4 | Gr 2 - 6.1 | Gr 3 - 5.4

Support Strategies:

See [page 18](#) of this document for more information on support strategies used in FVSD schools.

Supplemental Document:
[Numeracy Framework](#)

Screening Assessments Grades 1-3:

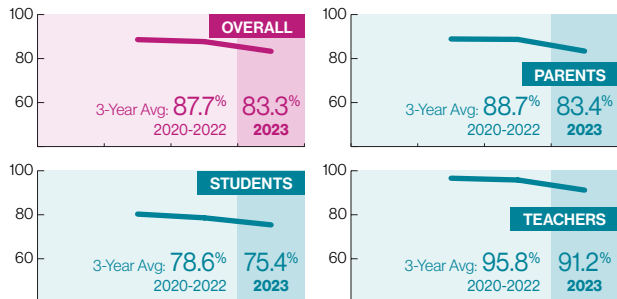
- WRAT-5

ASSURANCE DOMAINS: Teaching & Leading / Governance / Learning Supports

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

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

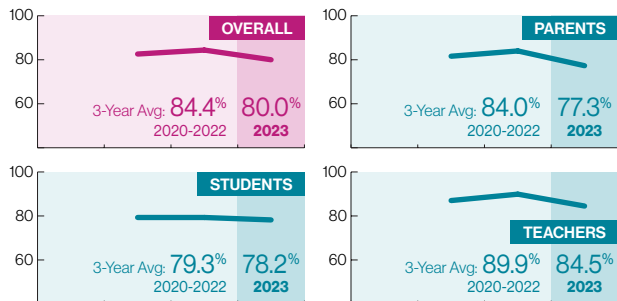
Percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe.



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



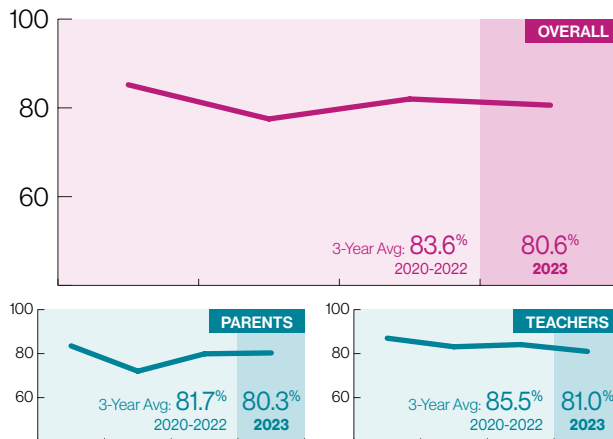
EVALUATION*	Achievement	Improvement	Overall
OVERALL	n/a	Declined Significantly	n/a
Parents	n/a	Declined	n/a
Students	n/a	Maintained	n/a
Teachers	n/a	Declined	n/a

*See Appendix A 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	Declined	Issue

FIRST NATIONS, METIS & INUIT STUDENT SUCCESSES:

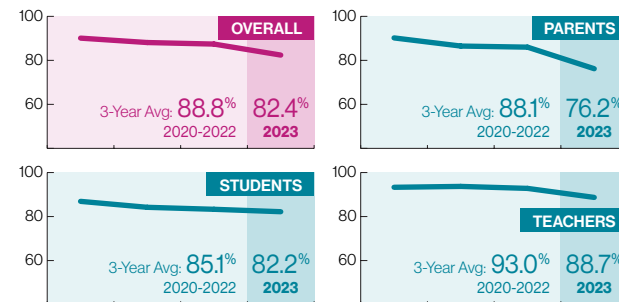
FVSD is part of a research project with the *University of Calgary* and the scope is enormous. One of the biggest challenges faced by the *One Child Every Child* initiative is how to dismantle embedded inequities between Indigenous and non-Indigenous populations to help transform vulnerable populations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

This is where *UCalgary's* approach to its Indigenous Strategy, *ii' taapoh'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	Declined Significantly	Concern
Parents	Low	Declined Significantly	Concern
Students	Low	Declined Significantly	Concern
Teachers	Very Low	Declined	Concern

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.

PRIORITY #1 connectivity

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

ALBERTA EDUCATION OUTCOMES:

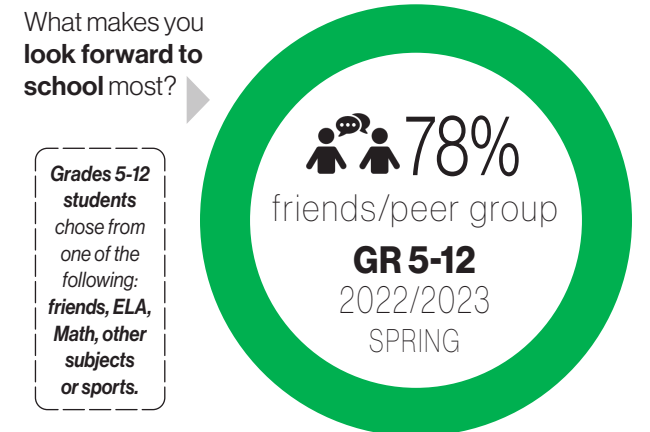
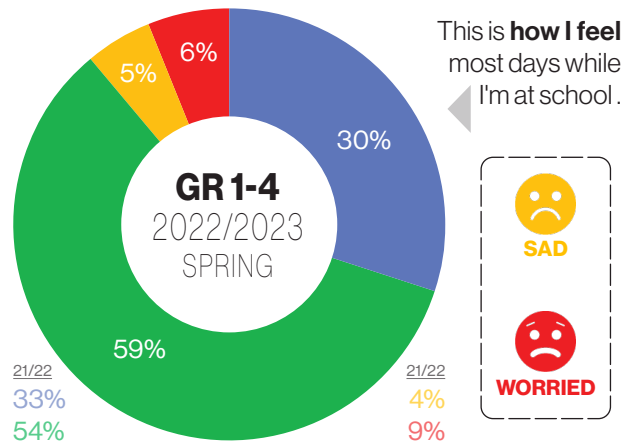
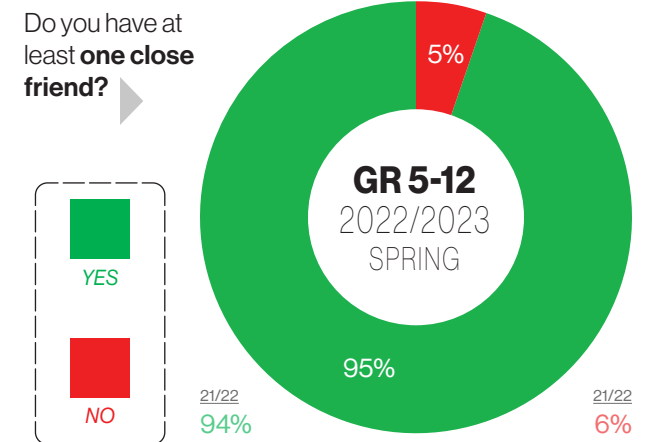
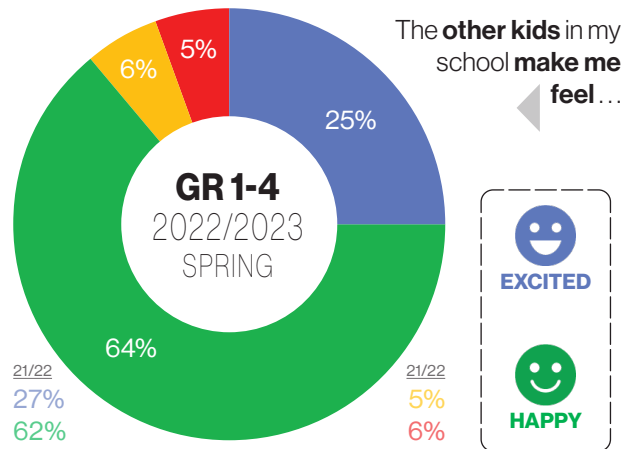
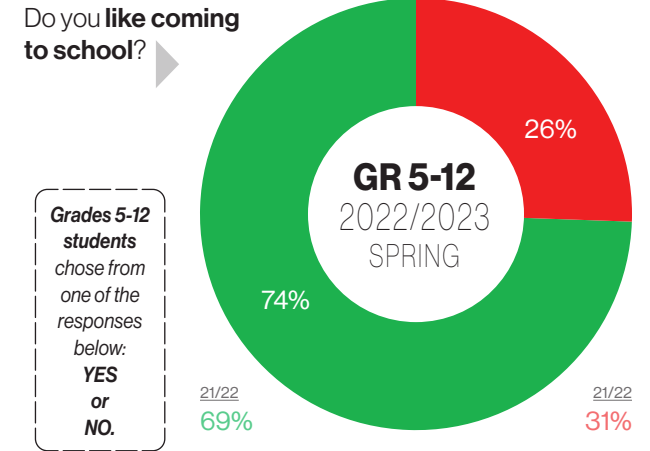
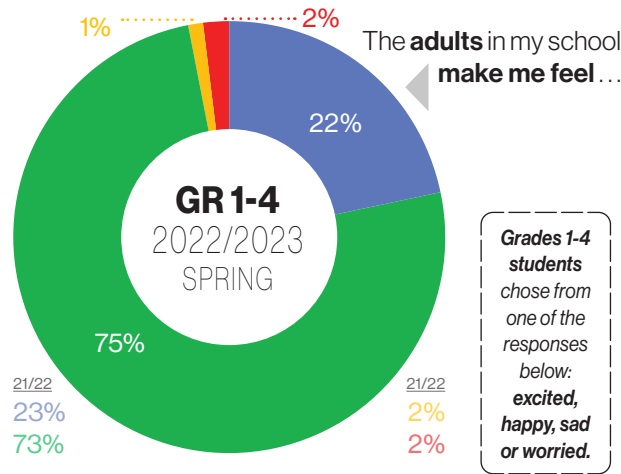
- Alberta's students are successful
- First Nations, Metis and Inuit students in Alberta are successful
- Alberta has excellent teachers, school leaders, and school authority leaders
- Alberta's K-12 education system is well governed and managed

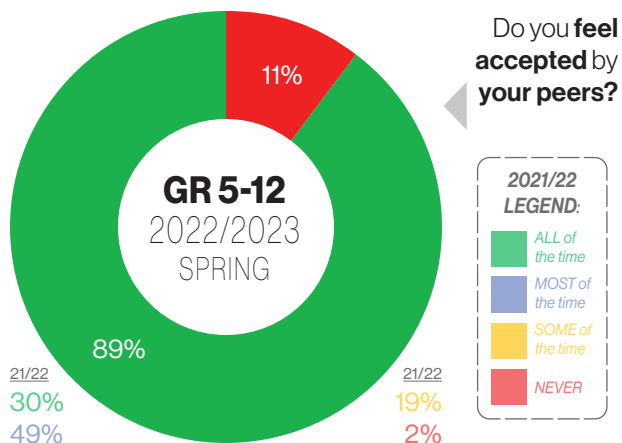
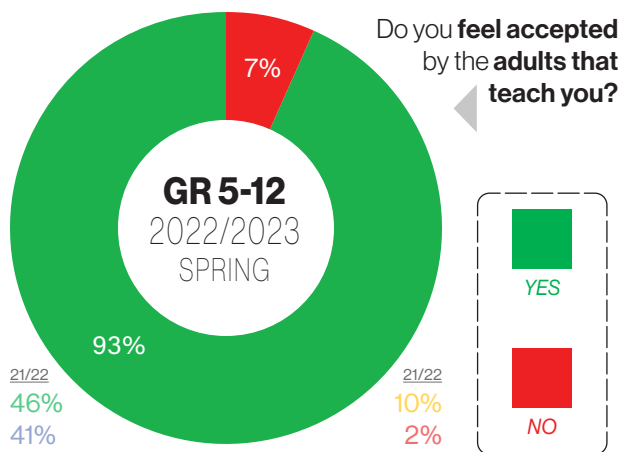
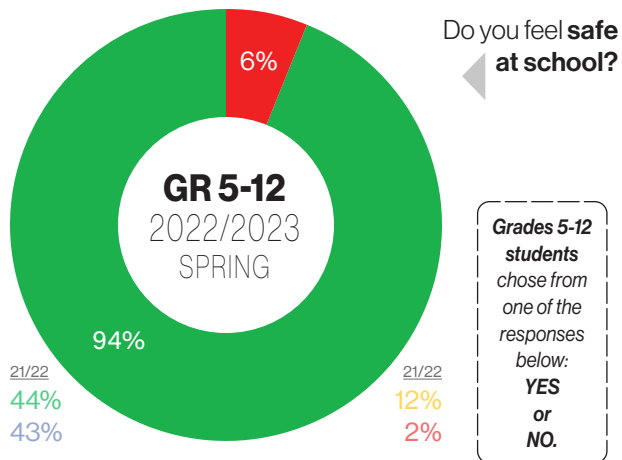
PERFORMANCE MEASURES:

- Assurance Measure Data
- Connectivity Survey Results

DOCUMENTS:

- Connectivity Framework





CONNECTIVITY STRATEGIES:

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

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



STUDENT FIELD TRIP | June 2022

PRIORITY #2

literacy

All students will improve literacy skills.

ALBERTA EDUCATION OUTCOMES:

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

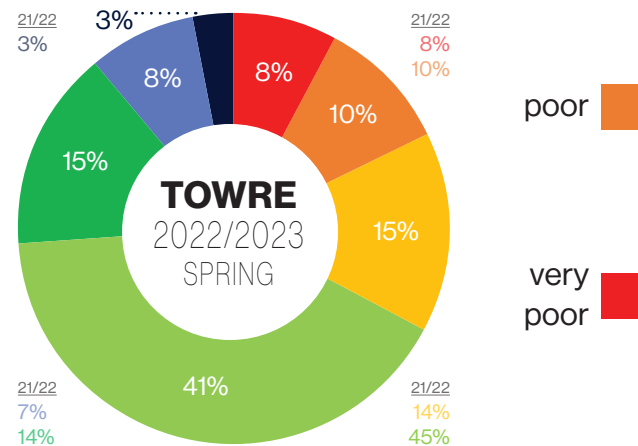
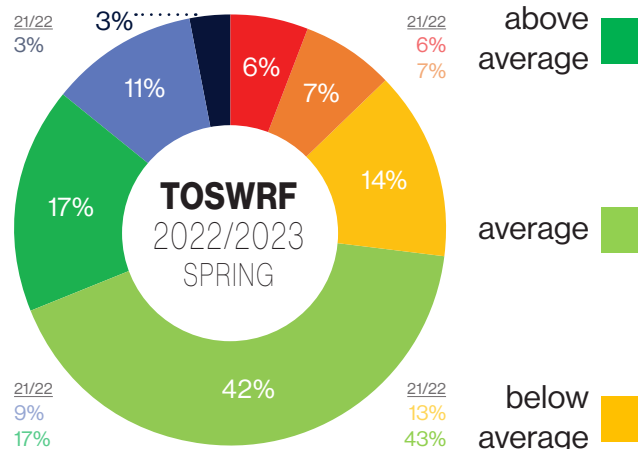
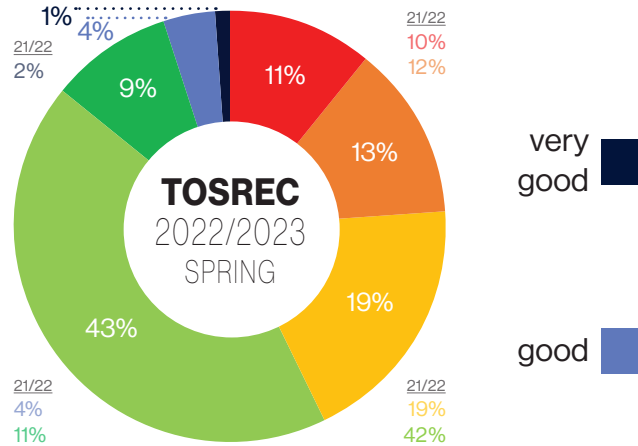
PERFORMANCE MEASURES:

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

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

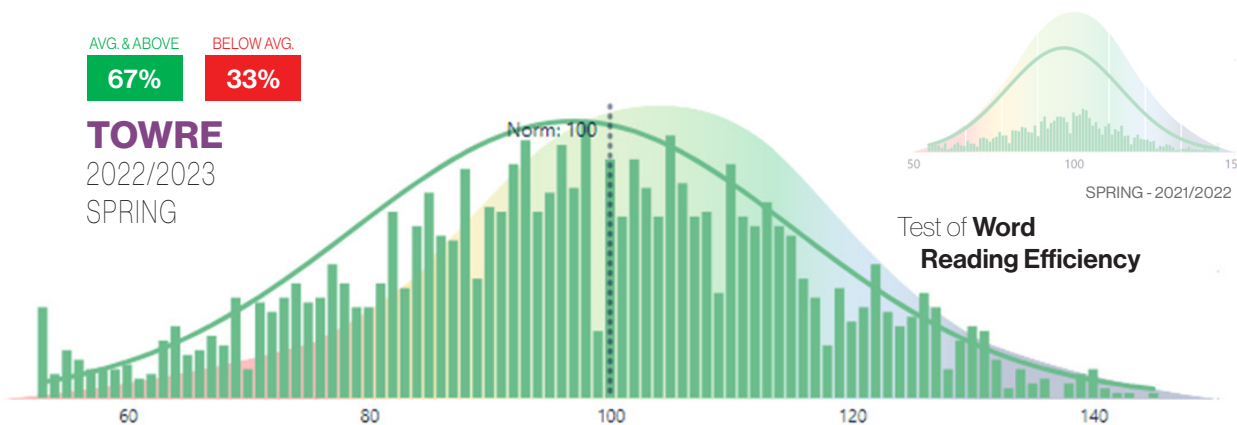
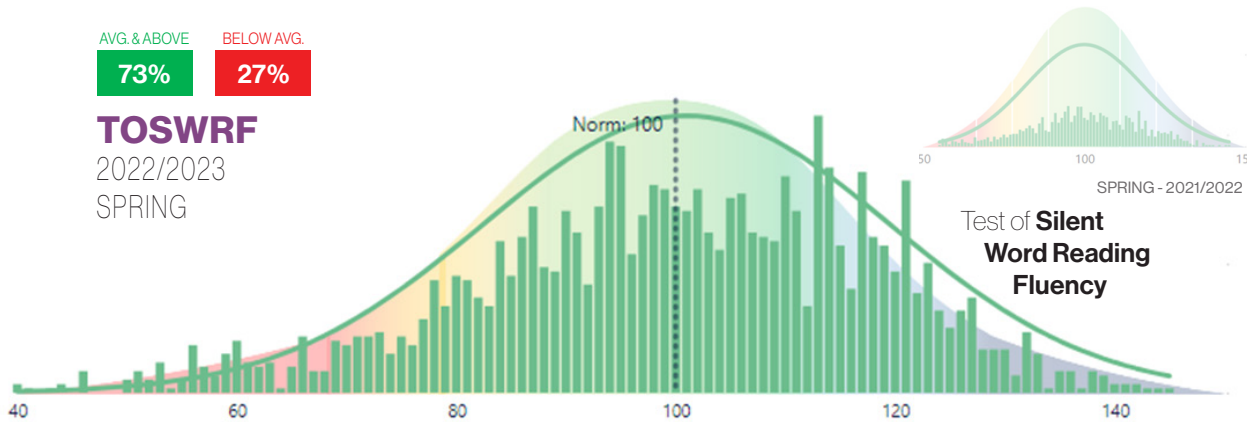
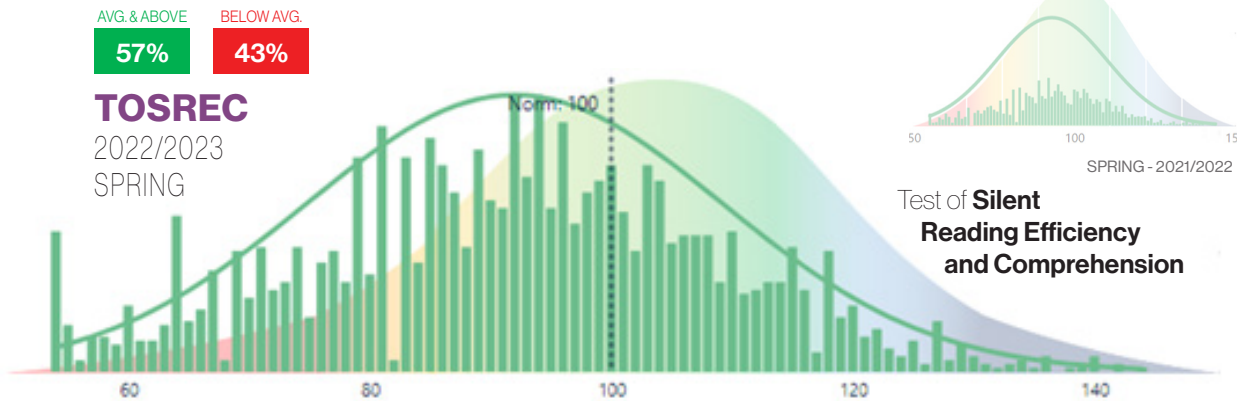
DOCUMENTS:

- Literacy Framework



SUPPLEMENTAL MEASUREMENTS:

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



2022-2023 STUDENT DATA: Also known as TTT testing, the above screeners are administered regularly throughout the school year. Data is used to track each student's progress.

LITERACY STRATEGIES:

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

COMMENT ON RESULTS:

Pandemic resulted in incomplete results for the 2019/20 and 2020/21 school years.



PRIORITY #3 numeracy

All students will improve numeracy skills.

ALBERTA EDUCATION OUTCOMES:

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

PERFORMANCE MEASURES:

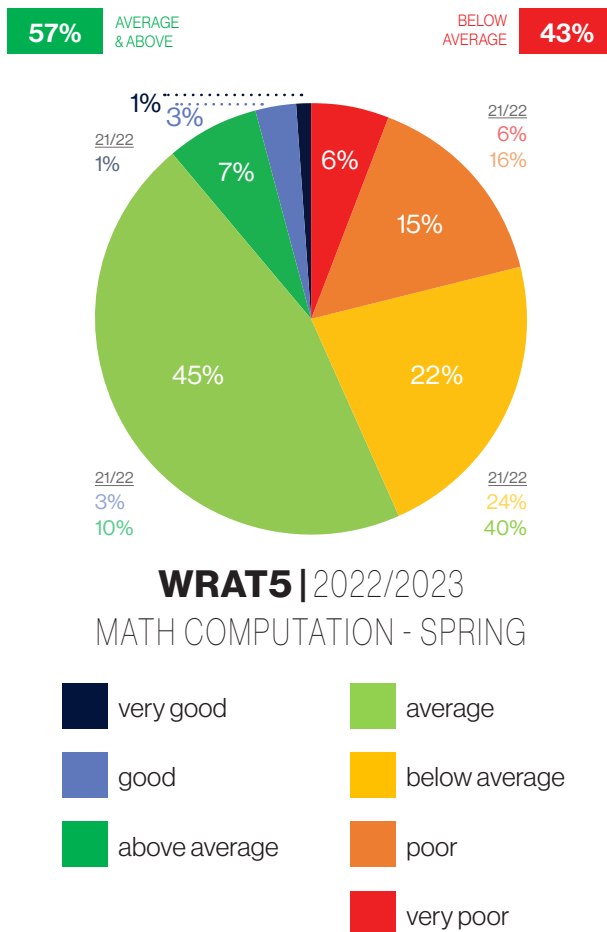
- Provincial Achievement and Diploma Exams
- Wide Range Achievement Test (WRAT 5)

DOCUMENTS:

- Numeracy Framework

PAT DIPLOMA RESULTS:

Pandemic resulted in incomplete results for the 2019/20 and 2020/21 school years.



DEFINITIONS

Numeracy - Understanding Numeracy:

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

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

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

NUMERACY STRATEGIES:

FVSD System Strategies

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

PRIORITY #4 career paths

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

ALBERTA EDUCATION OUTCOMES:

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

PERFORMANCE MEASURES:

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

DOCUMENTS:

- Career Path Framework **TBA**

COMMENTS:

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

COLLEGIATE PATHWAYS

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



CONSTRUCTION & DESIGN ACADEMY: design, drafting, pre-engineering, carpentry, electrician, plumber, gas fitter, green energy



TRANSPORTATION ACADEMY:
Class 1, 2, 3, and 5 driver's license, defensive driving.
FVSD currently owns & operates a full driving school.



VISUAL ARTS & MEDIA ACADEMY: movie production, drama, music, writing, producing, directing, computer graphics, promotion



HEALTH & BIOSCIENCE ACADEMY:
health care aid certificate, unit clerk designation, start LPN program, start social work diploma



FORESTRY & ROAD ACADEMY:
practical and direct training in the logging and road construction industries



TECHNOLOGY & INNOVATION ACADEMY:
coding, engineering, environmental services, computer technician, entrepreneurship



UNIVERSITY & BACHELOR OF EDUCATION ACADEMY:
early childhood certificate, educational assistant diploma, start education degree, first year of BSc. or Bachelor program



AUTOMOTIVE ACADEMY:
small engine mechanic, automotive technician, heavy duty mechanic



HOSPITALITY ACADEMY:
tourism, hospitality, culinary arts



AVIATION & ENGINEERING ACADEMY:
obtain private pilot's license, enter field of aircraft maintenance engineer



AGRICULTURE ACADEMY: degrees/certification in crop and animal husbandry, elevator operator, train conductor, fertilizer plants & seed cleaning facilities



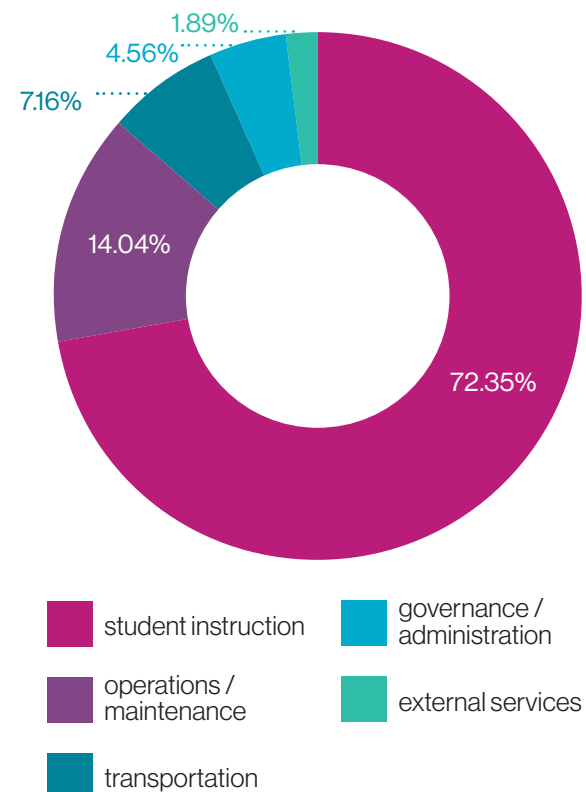
BUSINESS & HUMAN SERVICES ACADEMY: human resources, Microsoft credentials, business admin, insurance or appraisal certification, real estate licensing, government admin

CAREER PATH STRATEGIES:

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

Summary of Financial Results | 2022-2023

PROGRAM		TOTAL Expenditures	# of Students Served by Program FTE	Spending/ Student
Student Instruction ECS to Grade 12 Expenditures				
a) Student Instruction ECS		\$1,400,897	139	\$10,078
b) Student Instruction Grade 1 - Grade 12		\$40,890,547	3,132	\$13,056
c) Student Instruction ECS - Gr 12 (subtotal)	72.35%	\$42,291,444	3,271	\$12,929
Support Expenditures				
d) Schools - Operations & Maintenance*	14.04%	\$8,205,136	3,332.5	\$2,462
e) Student Transportation	7.16%	\$4,185,657	1,902	\$2,201
f) School Board Governance/System Administration	4.56%	\$2,665,768	3,332.5	\$800
Other Instruction Expenditures				
g) External Services (UHRS)	1.89%	\$1,107,478	61.5	\$18,008
Total School Board Expenditures	100.00%	\$58,455,483	3,332.5	\$17,541



*includes amortization of assets of \$3,075,922

KEY FINANCIAL INFORMATION 2022-2023

The Board of Trustees for the Fort Vermilion School Division entered the 2022-23 school year by approving a **deficit budget of \$437,644 accessing \$4,455,224 of our operating reserves and \$3,293,036 of our capital reserves.**

Historically Alberta Education's suggested guideline was to maintain a minimal Accumulated Operating Reserve of 10 days. This would represent \$2,338,219 (*Expenses for 10 days*

out of a total of 250 operational days, or 4% of the total expenses). **At the end of the 2022-23 school year there was accumulated operating reserves of \$3,439,594 net of School Generated Funds and External Services or 14.7 days of operations.** Operating reserves have decreased by \$3,373,127 from the previous year. Reserves did not decrease as anticipated due to construction delays of a planned capital project.

We had a **decrease in capital reserves of \$3,293,036** due to the construction and

rebuild of St. Mary's Catholic School.

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

Budget Summary | 2023-2024

SCHOOL GENERATED FUNDS

2022-2023 SCHOOL YEAR

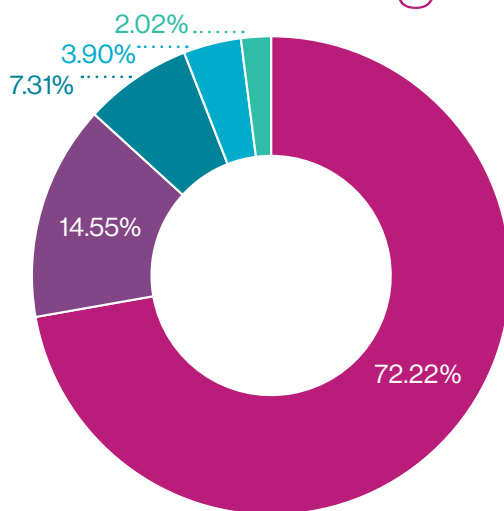
Schools received and fund-raised for school generated funds during the 2022-2023 year. **A total of \$895,727 was generated from these activities which were used for extra-curricular activities, field trips and other student activities**, with actual expenditures incurred of \$947,575. This caused our unexpended funds to decrease by \$51,848.

The balance of school generated funds that remained at year end for school is \$443,932. This amount allows schools to work on school projects relating to student activities from year to year. Information on specific sources and uses of school generated funds can be obtained in the notes of the audited financial statements.

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

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

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



GUIDING PRINCIPLES:

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



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

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

Summary of Facility & Capital Plans

KEY FINANCIAL INFORMATION 2023-2024

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

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

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

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

Division Priority	IDENTIFIED PROJECT
1 ▶	<p>MODERNIZATION: Sand Hills Elementary School</p> <p><i>We are requesting a full modernization of the school. Currently we have 10 modular units attached to the school. The school was not originally designed to have this many additional classrooms added to the core of the building. Due to this it is not able to efficiently handle the influx of student population and provide the required spaces for student programming.</i></p>
2 ▶	<p>MODERNIZATION: Florence MacDougall Community School</p> <p><i>We are requesting a full modernization of the school. Currently we have 14 portable/modular units attached to the school. The school was not originally designed to have this many additional classrooms added to the core of the building. Due to this it is not able to efficiently handle the influx of student population and provide the required spaces for student programming.</i></p>
3 ▶	<p>New Junior High School (Grade 7-9) in La Crete and High Level</p> <p><i>Currently we are anticipating growth 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. A value scoping document will be completed to support the project need in each community subject to enrollment pressures and commencement of the community projects.</i></p>

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

PARENTAL INVOLVEMENT

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

TIMELINES AND COMMUNICATION

The Board accepted the **Education Plan and AERR** on November 29, 2023 and posted it to the school division website www.fvvd.ab.ca under: *Our Division > Documents*

WHISTLEBLOWER PROTECTION

In the 2022-2023 school year, the Fort Vermilion School Division **did not receive any formal disclosures** of the nature outlined within *Public Interest Disclosure Act*.

Appendix A

Source Data Reference Measure Evaluation Reference

Required Alberta Education Assurance Measures - Overall Summary



Source Data Reference

Fall 2023

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	2022/2023	2021/2022	School Years 2021/2022	n/a	Apr 24, 2023
	Citizenship	2022/2023	2021/2022	School Years 2019/2020, 2021/2022	2011/2012 to 2013/2014	Apr 24, 2023
	3-year High School Completion	2021/2022	2020/2021	School Years 2018/2019, 2019/2020, 2020/2021	2011/2012 to 2013/2014	Mar 22, 2023
	5-year High School Completion	2021/2022	2020/2021	School Years 2018/2019, 2019/2020, 2020/2021	2011/2012 to 2013/2014	Mar 22, 2023
	PAT: Acceptable	2022/2023	2021/2022	n/a	2011/2012 to 2013/2014	Sep 07, 2023
	PAT: Excellence	2022/2023	2021/2022	n/a	2011/2012 to 2013/2014	Sep 07, 2023
	Diploma: Acceptable	2022/2023	2021/2022	n/a	2011/2012 to 2013/2014	Sep 01, 2023
	Diploma: Excellence	2022/2023	2021/2022	n/a	2011/2012 to 2013/2014	Sep 01, 2023
Teaching & Leading	Education Quality	2022/2023	2021/2022	School Years 2019/2020, 2021/2022	2011/2012 to 2013/2014	Apr 24, 2023
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	2022/2023	2021/2022	School Years 2021/2022	n/a	Apr 24, 2023
	Access to Supports and Services	2022/2023	2021/2022	School Years 2021/2022	n/a	Apr 24, 2023
Governance	Parental Involvement	2022/2023	2021/2022	School Years 2019/2020, 2021/2022	2011/2012 to 2013/2014	Apr 24, 2023

Required Alberta Education Assurance Measures - Overall Summary



Measure Evaluation Reference

Fall 2023

Authority: 1250 The Fort Vermilion School Division

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 62.15	62.15 - 67.21	67.21 - 77.26	77.26 - 82.01	82.01 - 100.00
PAT: Excellence	0.00 - 10.15	10.15 - 13.39	13.39 - 17.84	17.84 - 23.74	23.74 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:

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

Required Alberta Education Assurance Measures - Overall Summary



Measure Evaluation Reference

Fall 2023

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: DRAFT POLICY 1.9 VALUES

Foundations and Direction Policy 1.9 Values has been developed to reflect discussions by the Board of Trustees.

Submitted by Michael McMann, Superintendent.

RECOMMENDATION: _____ moved that the Board of Trustees give first reading to Board Policy 1.9 Values.



FORT VERMILION SCHOOL DIVISION

BOARD POLICIES

1.0 FOUNDATIONS AND DIRECTION

1.9 VALUES

1.9.1 Relationships are built upon the foundational elements of honesty, trust, and integrity.

- Honesty forms the basis of open communication by being truthful and transparent with each other in a relationship.
- Trust is built upon the belief in the reliability, truth, and capabilities of the other person, fostering confidence and dependence.
- Integrity guides the moral compass, ensuring consistency in actions and adherence to ethical principles, establishing a solid and reliable foundation in the relationship.

1.9.2 Innovation is the process of introducing novel, creative solutions, or advancements by fostering collaboration, embracing a growth mindset, and prioritizing inclusivity for collective success and continuous growth.

It involves:

- **Collaboration:** Working together and combining diverse perspectives, skills, and knowledge to create new and groundbreaking ideas or products.
- **Success:** Achieving positive outcomes, either in the form of new solutions, improvements, or transformative ideas that address needs and create value.
- **Inclusivity:** Welcoming and integrating diverse voices, backgrounds, and perspectives, ensuring that all individuals are heard and respected, which often leads to a wider range of innovative ideas.
- **Growth Mindset:** Embracing an attitude that perceives challenges as opportunities, encourages learning from failures, and values continuous improvement, fostering an environment conducive to innovation.

Date adopted:

Date revised:



FORT VERMILION SCHOOL DIVISION

BOARD POLICIES

1.0 FOUNDATIONS AND DIRECTION

- 1.9.3 A community is a collective network bound by shared values and experiences, where individuals, akin to a family, come together, relying on faith and guided by the principle of parental choice to nurture and support one another.
- Family: Within a community, individuals often establish close-knit relationships, mirroring the dynamics of a family, where support, care, and interdependence are fostered.
 - Faith: Faith, in this context, represents shared beliefs, values, or common goals that serve as a unifying force, guiding and shaping the community's principles and actions.
 - Parental Choice: It refers to the ability of parents or caregivers to make decisions that impact their family and community, contributing to the collective environment in which individuals grow and develop.
- 1.9.4 Humanity embodies the collective spirit of altruism, which is the selfless concern for the well-being of others. It's a fundamental quality that defines the compassionate, kind, and empathetic nature of people toward one another, striving to alleviate suffering and promote the welfare of others without expecting personal gain or reward. In essence, altruism is a cornerstone of humanity, representing the capacity for individuals to act with generosity, empathy, and a sense of interconnectedness with the broader human community.

Date adopted:

Date revised:

ADDITIONAL ITEMS

(as indicated on Approval of Agenda)

1.

2.

3.

4.

ADJOURNMENT

_____ moved that the Board of Trustees adjourn the meeting at
_____ pm.



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

BOARD COMMUNICATION PLAN 2023-2026