
FORT VERMILION SCHOOL DIVISION

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

BOARD OF TRUSTEES REGULAR MEETING

SEPTEMBER 19, 2023 – 10:00 AM

UPPER HAY RIVER SCHOOL

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	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 School Council Meetings
	Communications: Board Communications / Trustee Communication Board Development Key Messages to the Media	
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	Other Events 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)	Other Events 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	Other Events 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 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 – SEPTEMBER 19, 2023
UPPER HAY RIVER SCHOOL – 10:00 A.M.
AGENDA

<u>ATTENDANCE</u>	2
<u>I. CALL TO ORDER</u>	2
<u>II. FOCUS ON STUDENT ACHIEVEMENT</u>	
Upper Hay River School	3
<u>III. APPROVAL OF AGENDA</u>	9
<u>IV. APPROVAL OF MINUTES</u>	9
Minutes of the Regular Board Meeting June 20, 2023	10
Minutes of the Committee of the Whole Meeting August 29, 2023	13
Minutes of the Special Board Meeting August 29, 2023	14
<u>V. COMMUNICATIONS</u>	17
<u>VI. TRUSTEE SHARING ON PD/COMMITTEES</u>	
<u>VII. DELEGATIONS OR EXTERNAL PRESENTATIONS</u>	
<u>VIII. MONITORING REPORTS</u>	
a. Superintendent’s Report	18
b. Focus on Priorities – Career Path	20
c. Specialized Learning Supports Report	23
d. Review Trustee Handbook	28
<u>IX. OTHER BUSINESS</u>	
<u>X. ADJOURNMENT</u>	50

ATTENDANCE

Board Members Present:

Board Members Absent:

Administration:

Staff:

Guests:

CALL TO ORDER

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

IN-CAMERA

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

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

FOCUS ON STUDENT ACHIEVEMENT

RE: UPPER HAY RIVER SCHOOL

Attached is the Focus on Student Achievement report as presented by Upper Hay River School.

Policy References:

1.5 Goals (1.5.1, 1.5.2 and 1.5.3)

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

Submitted by Shelly Komarnicki, Principal.

RECOMMENDATION

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

School Presentation to the Board: Divisional Priorities

School: Upper Hay River School

Date of Report: September 19th 2023

School Context:

Upper Hay River School is nestled in the heart of Meander River, proudly a part of the Dene Tha First Nation. Our on-reserve school is Kindergarten to Grade 12. Students are given opportunities to participate in cultural activities such as drumming, beading, fire feeding, Dene language classes (and more) led by local knowledge keepers that also are staff of UHRS. Over the last several years there have been many interruptions to student instructional time as has happened to many schools. There has not been an uninterrupted year of learning since before the Chuck Egg Creek Fire. It has become vital for UHRS to create connections with the community and students as the challenge to keep continuity in learning continues. We have 6 teachers, 4 educational assistants, a librarian, 1 success coach/knowledge keeper, a cook and 1 administrator.

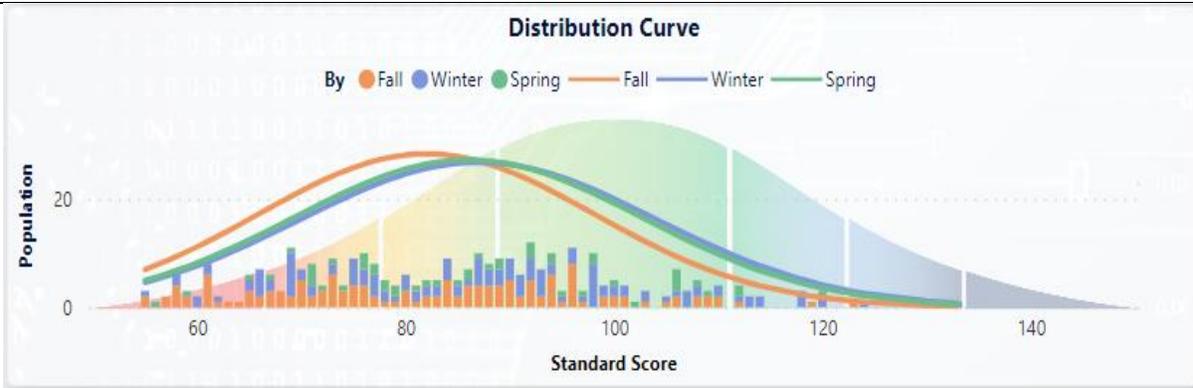
Literacy, Numeracy and Connectivity School Results from Power BI:

Literacy

School Year and Period	School and Teacher	Division and Grade	Special Education	FN
2022 / 2023	All	All	All	

Year	2022 / 2023														
Period	Fall					Winter					Spring				
Descriptive Term	Target	Actual	Students	Diff	Change	Target	Actual	Students	Diff	Change	Target	Actual	Students	Diff	Change
Very Good	2.0%			-2.00%		2.0%	0.7%	1	-1.28%		2.0%	1.9%	1	-0.15%	↑ 1.1%
Good	7.0%	0.7%	1	-6.34%		7.0%	2.2%	3	-4.83%	↑ 1.5%	7.0%	1.9%	1	-5.15%	↓ -0.3%
Above Average	16.0%	1.3%	2	-14.68%		16.0%	5.8%	7	-10.20%	↑ 4.5%	16.0%	3.7%	2	-12.30%	↓ -2.1%
Average	50.0%	30.3%	27	-19.74%		50.0%	35.5%	31	-14.49%	↑ 5.2%	50.0%	31.5%	13	-18.52%	↓ -4.0%
Below Average	16.0%	20.4%	24	4.39%		16.0%	19.6%	23	3.57%	↓ -0.8%	16.0%	18.5%	8	2.52%	↓ -1.0%
Poor	7.0%	20.4%	27	13.39%		7.0%	15.2%	17	8.22%	↓ -5.2%	7.0%	29.6%	13	22.63%	↑ 14.4%
Very Poor	2.0%	27.0%	23	24.97%		2.0%	21.0%	18	19.01%	↓ -6.0%	2.0%	13.0%	6	10.96%	↓ -8.1%

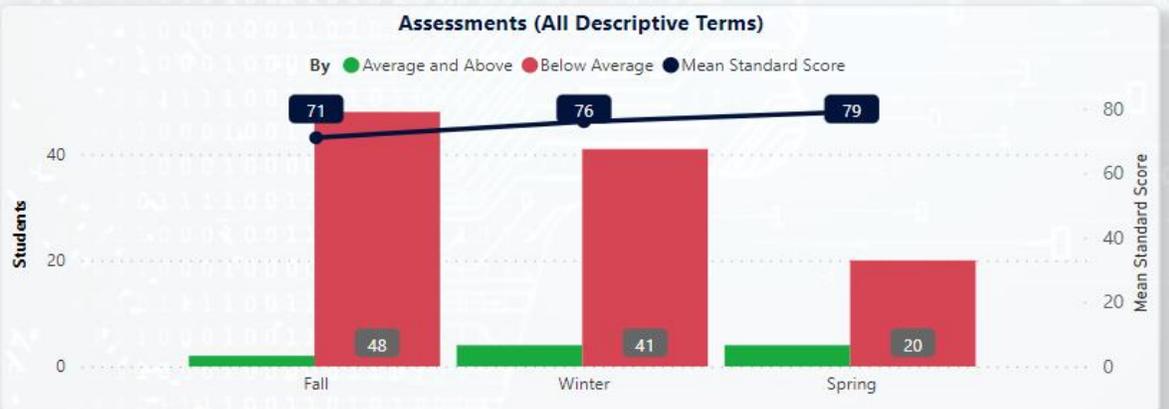
Period	Fall				Winter				Spring			
Year	2022 / 2023				2022 / 2023				2022 / 2023			
Term Grouping	Students	Current	Period Dif	Year Dif	Students	Current	Period Dif	Year Dif	Students	Current	Period Dif	Year Dif
Average and Above												
TOSREC	8	15.7%			14	29.8%	↑ 14.1%		6	26.1%	↓ -3.7%	↑ 13.0%
TOSWRF	24	47.1%			30	66.7%	↑ 19.6%		12	52.2%	↓ -14.5%	↑ 9.4%
TOWRE	17	34.0%			17	37.0%	↑ 3.0%		3	37.5%	↑ 0.5%	↑ 6.9%
Below Average												
TOSREC	43	84.3%			32	70.2%	↓ -14.1%		17	73.9%	↑ 3.7%	↓ -13.0%
TOSWRF	27	52.9%			15	33.3%	↓ -19.6%		11	47.8%	↑ 14.5%	↓ -9.4%
TOWRE	33	66.0%			29	63.0%	↓ -3.0%		5	62.5%	↓ -0.5%	↓ -6.9%

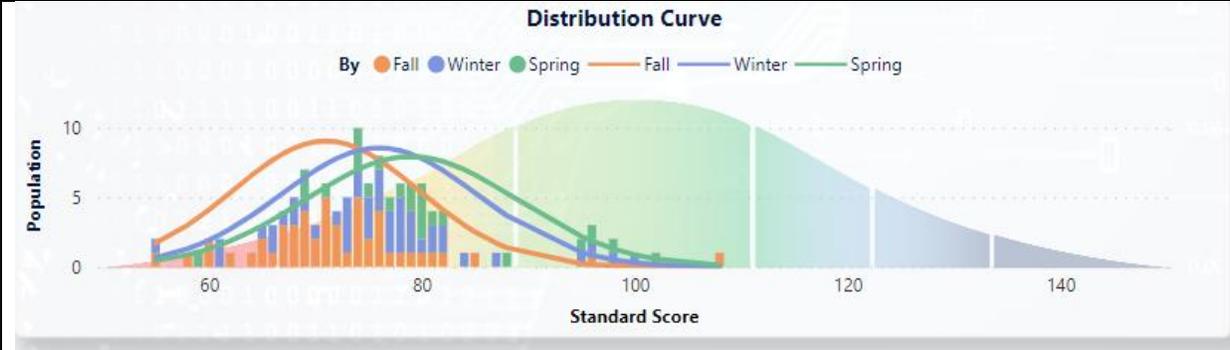


Numeracy

School Year and Period: 2022 / 2023
School and Teacher: All
Division and Grade: All
Special Education: All

Year	2022 / 2023											
	Fall				Winter				Spring			
Descriptive Term	Target	Actual	Variance	Change	Target	Actual	Variance	Change	Target	Actual	Variance	Change
Very Good	2.0%		-2.0%		2.0%		-2.0%		2.0%		-2.0%	
Good	7.0%		-7.0%		7.0%		-7.0%		7.0%		-7.0%	
Above Average	16.0%		-16.0%		16.0%		-16.0%		16.0%		-16.0%	
Average	50.0%	4.0%	-46.0%		50.0%	8.9%	-41.1%	↑ 4.9%	50.0%	16.7%	-33.3%	↑ 9.3%
Below Average	16.0%	8.0%	-8.0%		16.0%	15.6%	-0.4%	↑ 9.1%	16.0%	29.2%	13.2%	↑ 16.3%
Poor	7.0%	50.0%	43.0%		7.0%	53.3%	46.3%	↑ 4.5%	7.0%	41.7%	34.7%	↓ -9.9%
Very Poor	2.0%	38.0%	36.0%		2.0%	22.2%	20.2%	↓ -15.3%	2.0%	12.5%	10.5%	↓ -9.7%

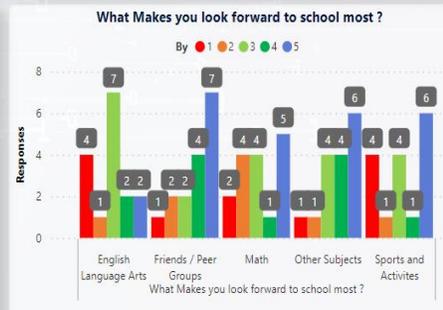
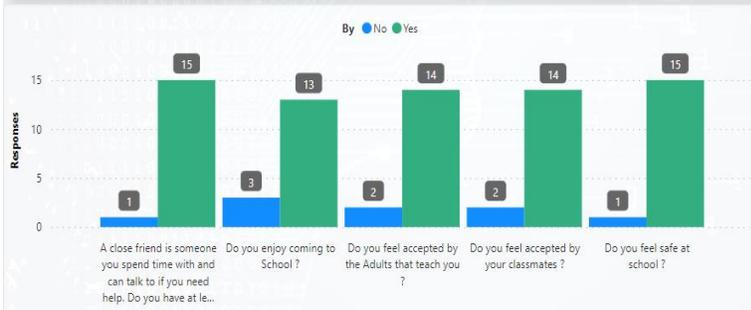
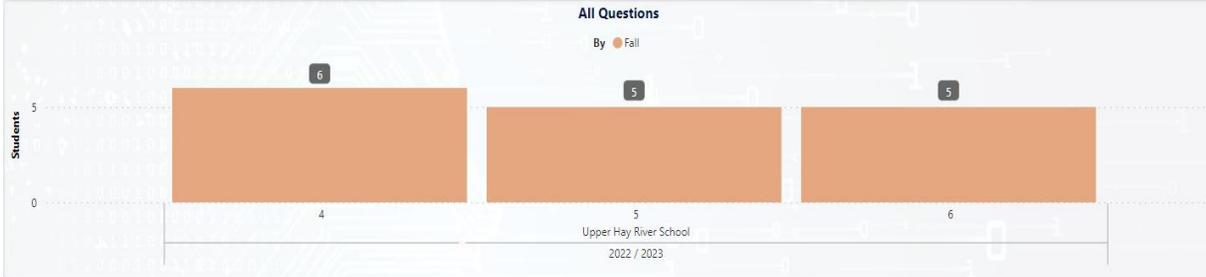




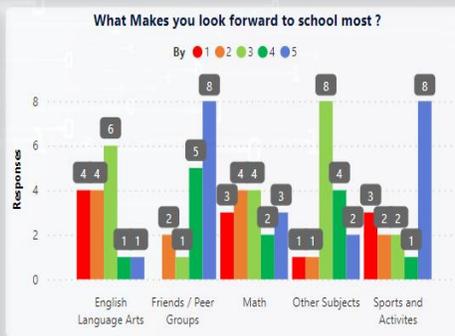
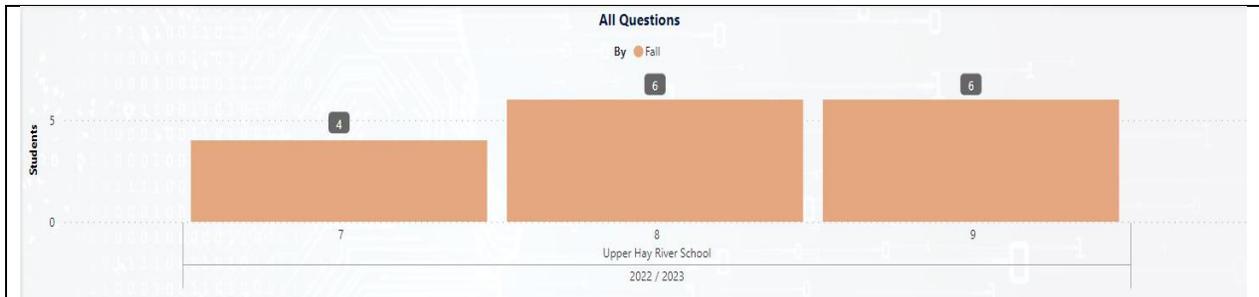
Connectivity
Div 1



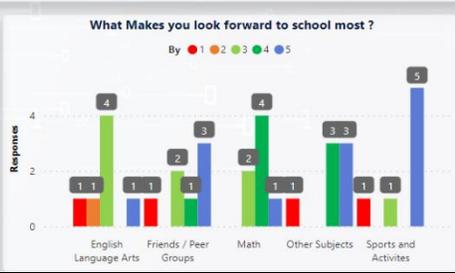
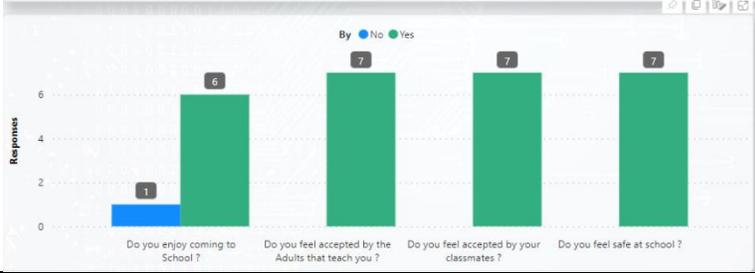
Div 2



Div 3



Div 4



Overview of Schools Universal Programming, Supports and Interventions:

Universal Programming

- JUMP Math
- Heggerty K-3
- Units of study in Writing
- CommonLit
- The Phonics Companion
- Edwin
- Literacy Place Comprehension
- Morpheme Magic
- Structured Word Inquiry
- Second Step
- Dene Language
- Dene Cultural programming

Interventions

- Number Sense 0-10
- Number Sense 11 – 20
- Number Sense to 100
- Fly Leaf
- NYKK-5 (K-1 math)
- Empower
- George Georgiou Best Practices in Reading
- George Georgiou Phonemic Awareness/Phonics Reading Program

Supports

- Literacy and Numeracy Coach
- Mental Health Therapist
- Success and Engagement Coach
- Knowledge Keepers
- Wellness Coach
- Partnership with Tamaca and Dene Tha Nation

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

- Re-thinking parent events (e.g. Parent teacher interviews). This simple shift created more meaningful connections than we had even hoped for.
- Cultural representation and programming that can allow our students to see themselves in the education process.
- Continued growth in programming capacity, which will continue to expand with the new coaching model.
- In Numeracy and Literacy there was growth throughout the year in spite of the challenge of closure and the challenge of the final testing cycle.
- Returning to school after a 3 week closure in May/June showed how connected students were to the staff and school.
- Our second Graduation (2023) and our potential of 6 graduates in 2024

Challenges

- Due to 3 weeks of school closure in May and June we did not get the full data measure for end of the year. We were really excited for these final numbers as we could see growth in our classrooms.
- Connections and participation with our families is an area we will be working on this year as we hope to build trust and impact student attendance.
- 62% of our students are below average or more in literacy. Interventions are challenging in the sense that the traditional small group instruction is greatly impacted by inconsistent attendance.
- 92% of our students are below average or more in Numeracy. Growth in this area was significant but will continue to be slow and targeted programming is essential. Interventions are challenging in the sense that the traditional small group instruction is greatly impacted by inconsistent attendance.
- Creating programming and interventions that target students needs while looking for ways to impact student attendance.

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 June 20, 2023, as presented.

_____ moved that the Board of Trustees approve the minutes of the Committee of the Whole Meeting held August 29, 2023, as presented.

_____ moved that the Board of Trustees approve the minutes of the Special Board Meeting held August 29, 2023, as presented.

**FORT VERMILION SCHOOL DIVISION
MINUTES OF THE REGULAR BOARD MEETING
JUNE 20, 2023**

ATTENDANCE

Board Members Present:

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

Administration Present:

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

Guests:

Grant Charles, Principal – RLNS
Cynthia White, Assistant Principal – RLNS
Kemoy Shaw, Principal – SMCS/FVPS
Majia-Lee Mayo, Assistant Principal – SMCS/FVPS

ATA Representative:

Fred Kirby, President

Chairman, Marc Beland called the meeting to order at 9:01 a.m. at Rocky Lane School.

23-06-17035
IN-CAMERA

John Zacharias moved that the Board of Trustees go in-camera at 9:02 a.m.

CARRIED

The Board recessed the meeting at 10:21 a.m. to travel to St. Mary's Catholic School/Fort Vermilion Public School and reconvened at 10:50 a.m.

The Board recessed the meeting at 11:18 a.m. to travel to Central Office and reconvened at 11:25 a.m.

Dale Lederer joined the meeting at 11:25 a.m.

23-06-17036
REVERT TO PUBLIC
MEETING

Henry Goertzen moved that the Board of Trustees move out of in camera at 2:16 p.m.

CARRIED

**FORT VERMILION SCHOOL DIVISION
MINUTES OF THE REGULAR BOARD MEETING
JUNE 20, 2023**

23-06-17037
APPROVAL OF
AGENDA
Amanda Paul moved that the Board of Trustees approve the agenda as presented.
CARRIED

23-06-17038
APPROVAL OF
MINUTES
Tim Driedger moved that the Board of Trustees approve the Minutes of the Regular Board Meeting held May 24, 2023, as presented.
CARRIED

23-06-17039
FOCUS ON STUDENT
ACHIEVEMENT –
ROCKY LANE
SCHOOL
Report found in the June 20, 2023, Regular Board Meeting Package.
Linda Kowal moved that the Board of Trustees accept the Focus on Student Achievement – Rocky Lane School Report.
CARRIED

23-06-17040
FOCUS ON STUDENT
ACHIEVEMENT – ST.
MARY’S CATHOLIC
SCHOOL/FORT
VERMILION PUBLIC
SCHOOL
Report found in the June 20, 2023, Regular Board Meeting Package.
Amanda Paul moved that the Board of Trustees accept the Focus on Student Achievement – St. Mary’s Catholic School/Fort Vermilion Public School Report.
CARRIED

BOARD
COMMUNICATIONS
None.

TRUSTEE SHARING
ON PD/COMMITTEES
Shane, Henry, John and Dale attended the ASBA Spring General Meeting in Calgary.

**MONITORING
REPORTS**

23-06-17041
SUPERINTENDENT’S
REPORT
Report found in the June 20, 2023, Regular Board Meeting Package.
Benjamin Friesen moved that the Board of Trustees accept the Superintendent’s Report as information.
CARRIED

23-06-17042
FOCUS ON
PRIORITIES –
CONNECTIVITY,
LITERACY,
NUMERACY
ACCOUNTABILITY
REPORT
Report found in the June 20, 2023, Regular Board Meeting Package.
Amanda Paul moved that the Board of Trustees accept the Focus on Priorities – Connectivity, Literacy Numeracy Accountability Report.
CARRIED

**FORT VERMILION SCHOOL DIVISION
MINUTES OF THE REGULAR BOARD MEETING
JUNE 20, 2023**

- 23-06-17043
FINANCE REPORT
- Report found in the June 20, 2023, Regular Board Meeting Package.
- Henry Goertzen moved that the Board of Trustees accept the Finance Report as of May 31, 2023.
- CARRIED
- 23-06-17044
INTERNAL AUDITING
ACCOUNTABILITY
REPORT
- Report found in the June 20, 2023, Regular Board Meeting Package.
- Linda Kowal moved that the Board of Trustees accept the Internal Auditing Accountability Report.
- CARRIED
- 23-06-17045
FISCAL QUARTERLY
ACCOUNTABILITY
REPORT
- Report found in the June 20, 2023, Regular Board Meeting Package.
- Benjamin Friesen moved that the Board of Trustees accept the Fiscal Quarterly Accountability Report.
- CARRIED
- 23-06-17046
THREE-YEAR
EDUCATION PLAN
- Report found in the June 20, 2023, Regular Board Meeting Package.
- Tim Driedger moved that the Board of Trustees approve the 2023-26 Three-Year Education Plan and 2021-22 Annual Education Results Report.
- CARRIED
- OTHER BUSINESS**
ACADEMY – ART &
MUSIC
- Discussion was held on the possibility of including K-6 Art and Music programs in the Academy. Superintendent McMann will consider this over the summer for further discussion at the August COW Meeting.
- NAMING OF
COLLEGIATE
- Trustees will consider names for the Fort Vermilion and La Crete Collegiate buildings and bring some suggestions to the August COW Meeting.
- 23-06-17047
ADJOURNMENT
- Marc Beland moved that the Board of Trustees adjourn the meeting at 3:29 p.m.
- CARRIED

Board Chair

Associate Superintendent of
Finance

**FORT VERMILION SCHOOL DIVISION
MINUTES OF THE COMMITTEE OF THE WHOLE MEETING
AUGUST 29, 2023**

ATTENDANCE

Board Members Present:

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

Administration Present:

Mr. Michael McMann, Superintendent
Mr. Terry Gibson, Associate Superintendent
Mrs. Karen Smith, Associate Superintendent
Mrs. Natalie Morris, Associate Superintendent
Mr. Norman Buhler, Associate Superintendent
Mr. Bruce Harder, Director of Essential Services

Chairman Marc Beland called the meeting to order at 9:06 a.m.

23-08-17048
IN-CAMERA

Tim Driedger moved that the Board of Trustees go in-camera at 9:06 a.m.

CARRIED

23-08-17049
REVERT TO PUBLIC
MEETING

Henry Goertzen moved that the Board of Trustees move out of in camera at 11:36 a.m.

CARRIED

23-08-17050
ADJOURNMENT

Marc Beland moved that the Board of Trustees adjourn the meeting at 11:36 a.m.

CARRIED

Board Chair

Associate Superintendent of
Finance

**FORT VERMILION SCHOOL DIVISION
MINUTES OF THE SPECIAL BOARD MEETING
AUGUST 29, 2023**

ATTENDANCE

Board Members Present:

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

Administration Present:

- Mr. Michael McMann, Superintendent
- Mr. Terry Gibson, Associate Superintendent
- Mrs. Karen Smith, Associate Superintendent
- Mrs. Natalie Morris, Associate Superintendent
- Mr. Norman Buhler, Associate Superintendent

Chairman Marc Beland called the meeting to order at 11:36 a.m.

**23-08-17051
LOCALLY
DEVELOPED
COURSES**

Amanda Paul moved that the Board of Trustees approve the acquisition and implementation of the following Locally Developed Courses:

Course Name	Version	Course Code	First Approved Year	Approved Start Date	Last Approved Year
American Sign Language (Language Arts) 15	5 Credits (1989-2024)	LDC1378	2023-2024		2023-2024
American Sign Language (Language Arts) 25	5 Credits (1989-2024)	LDC2378	2023-2024		2023-2024
American Sign Language (Language Arts) 35	5 Credits (1989-2024)	LDC3378	2023-2024		2023-2024
Avid Readers 25	3 Credits (2021-2025)	LDC2391	2023-2024		2024-2025
Avid Readers 25	5 Credits (2021-2025)	LDC2391	2023-2024		2024-2025
Beading (Elder Chronicles) 15	3 Credits (2023-2027)	LDC1014	2023-2024		2026-2027
Braided Journeys 15	3 Credits (2023-2027)	LDC1803	2023-2024		2026-2027
Braided Journeys 25	3 Credits (2023-2027)	LDC2803	2023-2024		2026-2027
Braided Journeys 35	3 Credits (2023-2027)	LDC3803	2023-2024		2026-2027
Broadcast Video 15	5 Credits (2020-2024)	LDC1786	2023-2024		2023-2024
Broadcast Video 25	5 Credits (2020-2024)	LDC2786	2023-2024		2023-2024
Broadcast Video 35	5 Credits (2020-2024)	LDC3786	2023-2024		2023-2024
Competencies in Science 15	5 Credits (2020-2024)	LDC1516	2023-2024		2023-2024
Content Literacy 15	3 Credits (2021-2025)	LDC0010	2023-2024		2024-2025
Content Literacy 15	5 Credits (2021-2025)	LDC0010	2023-2024		2024-2025
Content Literacy 25	3 Credits (2021-2025)	LDC0020	2023-2024		2024-2025
Content Literacy 25	5 Credits (2021-2025)	LDC0020	2023-2024		2024-2025

**FORT VERMILION SCHOOL DIVISION
MINUTES OF THE SPECIAL BOARD MEETING
AUGUST 29, 2023**

Creative Nonfiction Writing 15	5 Credits (2020-2024)	LDC1152	2023-2024		2023-2024
Creative Writing and Publishing 15	3 Credits (2023-2027)	LDC1269	2023-2024		2026-2027
Creative Writing and Publishing 15	5 Credits (2023-2027)	LDC1269	2023-2024		2026-2027
Creative Writing and Publishing 25	3 Credits (2023-2027)	LDC2269	2023-2024		2026-2027
Creative Writing and Publishing 25	5 Credits (2023-2027)	LDC2269	2023-2024		2026-2027
Creative Writing and Publishing 35	3 Credits (2023-2027)	LDC3269	2023-2024		2026-2027
Creative Writing and Publishing 35	5 Credits (2023-2027)	LDC3269	2023-2024		2026-2027
Dance 15	5 Credits (2023-2027)	LDC1413	2023-2024		2026-2027
Dance 25	5 Credits (2023-2027)	LDC2413	2023-2024		2026-2027
Dance 35	5 Credits (2023-2027)	LDC3413	2023-2024		2026-2027
Dance Performance 15	5 Credits (2007-2024)	LDC1299	2023-2024		2023-2024
Dance Performance 25	5 Credits (2007-2024)	LDC2299	2023-2024		2023-2024
Dance Performance 35	5 Credits (2007-2024)	LDC3299	2023-2024		2023-2024
Dene Language and Culture 12Y 15	5 Credits (2021-2025)	LDC1559	2023-2024		2024-2025
Dene Language and Culture 12Y 25	5 Credits (2021-2025)	LDC2559	2023-2024		2024-2025
Dene Language and Culture 12Y 35	5 Credits (2021-2025)	LDC3559	2023-2024		2024-2025
Fire Rescue Services 15	3 Credits (2023-2027)	LDC1004	2023-2024		2026-2027
Game Design and Development 15	5 Credits (2023-2027)	LDC1138	2023-2024		2026-2027
Game Theory 15	5 Credits (2023-2027)	LDC1136	2023-2024		2026-2027
Guitar 15	3 Credits (2022-2026)	LDC1568	2023-2024		2025-2026
Guitar 15	5 Credits (2022-2026)	LDC1568	2023-2024		2025-2026
Guitar 25	3 Credits (2022-2026)	LDC2568	2023-2024		2025-2026
Guitar 25	5 Credits (2022-2026)	LDC2568	2023-2024		2025-2026
Guitar 35	3 Credits (2022-2026)	LDC3568	2023-2024		2025-2026
Guitar 35	5 Credits (2022-2026)	LDC3568	2023-2024		2025-2026
Indigenous Art and Ceremony 25	5 Credits (2023-2027)	LDC2873	2023-2024		2026-2027
Journalism 15	5 Credits (2023-2027)	LDC1696	2023-2024		2026-2027
Journalism 25	5 Credits (2023-2027)	LDC2696	2023-2024		2026-2027
Journalism 35	5 Credits (2023-2027)	LDC3696	2023-2024		2026-2027
Metis History and Stories 15	3 Credits (2023-2027)	LDC1873	2023-2024		2026-2027
Myth Busting Methods 25	3 Credits (2023-2027)	LDC2295	2023-2024		2026-2027
Pathways to Reconciliation 35	5 Credits (2023-2027)	LDC3873	2023-2024		2026-2027
Seven Teachings 15	3 Credits (2021-2025)	LDC1175	2023-2024		2024-2025
Smudging (Elder Chronicles) 15	3 Credits (2023-2027)	LDC1015	2023-2024		2026-2027
Social Skills 15	5 Credits (2016-2024)	LDC1005	2023-2024		2023-2024
Surviving Financially as an Adult 25	5 Credits (2021-2025)	LDC2220	2023-2024		2024-2025
Tipi Making (Elder Chronicles) 15	3 Credits (2023-2027)	LDC1021	2023-2024		2026-2027
Traditional Land Based Learning 25	5 Credits (2019-2024)	LDC2248	2023-2024		2023-2024

**FORT VERMILION SCHOOL DIVISION
MINUTES OF THE SPECIAL BOARD MEETING
AUGUST 29, 2023**

Traditional Land Based Learning 35	5 Credits (2019-2024)	LDC3248	2023-2024		2023-2024
Treaties and Sovereignty 15	3 Credits (2023-2027)	LDC1068	2023-2024		2026-2027
Understanding Video Games 15	5 Credits (2021-2025)	LDC1008	2023-2024		2024-2025
Water Experiences 15	3 Credits (2021-2025)	LDC1492	2023-2024		2024-2025
Water Experiences 25	3 Credits (2021-2025)	LDC2492	2023-2024		2024-2025
Water Experiences 35	3 Credits (2021-2025)	LDC3492	2023-2024		2024-2025

CARRIED

23-08-17052
ADJOURNMENT

Marc Beland moved that the Board of Trustees adjourn the meeting at 11:44 a.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

September 2023

- Collegiate Update
- Staffing Update
- November PD Day
- CASS Zone 1
- FRIAA Application

MONITORING REPORTS

RE: FOCUS ON PRIORITIES – CAREER PATH ACCOUNTABILITY REPORT

A copy of the Focus on Priorities – Career Path Accountability Report is attached.

Policy References:

1.5 Goals (1.5.1, 1.5.2 and 1.5.3)

1.6 Current Priorities (1.6.4)

Submitted by Karen Smith, Associate Superintendent of Learning.

RECOMMENDATION:

_____ moved that the Board of Trustees accept the Focus on Priorities – Career Path Accountability Report.

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

Career Paths Team

Karen Smith- Associate Superintendent – Overseeing Career Paths

Anne Roberts – Career Path District Principal

Career Coaches - Leone Whitfield and Cindy Falkner

Work closely with:

High School Guidance Counsellors

High School Principals

Career Coaches work with school-based counselling teams to create opportunities for students to be exposed to a variety of careers, explore their interests, engage in relevant courses and experience work placements as they pertain to career paths. Coaches provide a number of services from classroom presentations to ongoing discussions with individual students about their career needs, interests, and goals. Students can receive help to develop a high school plan that creates opportunity and in turn, individual success.

A few of the things an FVSD Career Coach can help with:

- encourage **self-assessment and career research** through My Blueprint and other tools,
- **provide opportunities** for students to be exposed to a wide range of **occupations and career clusters** as well as **post-secondary institutions and programs**,
- work with students to **develop a high school plan** that aligns with the requirements of a high school diploma (*or certificate*) and with their future aspirations,
- provide information and coordinate applications, orientations, and textbooks for **dual credit courses**,
- coach students in **researching post-secondary programs** and through the application process.

Year End Summary 2022/2023 Careers Path

Schools	RAP/internship	Work Experience Internships	Dual Credit
HLPS	1 electrician 1 heavy duty	16 (3 indigenous)	1 paramedic 1 EA

	1 automotive mechanic 1 autobody tech 1 millwright		1 Electrician 6 welding students 3 carpentry students
Rocky Lane	0	8- (6 indigenous)	
Fort Vermilion	0	7 through year 3 summers	1 Power engineer 1 ECE
Upper Hay	0	2	
La Crete Public	1 parts tech 1 electrician 2 Outdoor Power Tech- 1 locksmith 1 glazier 3 Heavy equipment techs	LaCrete Public – handled own	1 healthcare aide 3 EA 1 ECE first semester
Bluehills		1	
Rainbow		3 (2 indigenous)	
Pathways La Crete	1 electrician	18	2 EA
Pathways High Level		16 (8 indigenous)	2 business admin 2 welding (1 complete) 5 carpenters
	15	62- 19 indigenous	29 5 indigenous

Current Dual Credit enrolments

27

Upcoming Dual Credit Opportunities

Health Care Aide – January Cohort

Pre-employment Carpentry, Welding, and Heavy Equipment Technician Cohorts– Feb

Variety of single courses from Northern Lakes College, Olds College, Sait, Grande Prairie Polytech, Lethbridge College

MONITORING REPORTS

RE: SPECIALIZED LEARNING SUPPORTS REPORT

A copy of the Specialized Learning Supports Report is attached.

Submitted by Karen Smith, Associate Superintendent of Learning.

RECOMMENDATION: _____ moved that the Board of Trustees accept the Specialized Learning Supports Report.

Specialized Learning Supports

Submitted by Karen Smith, Associate Superintendent

Multi-disciplinary Team

A framework and plan is in place to provide multi-disciplinary services to children and youth with low incidence disabilities as well as those requiring a wraparound approach. Students requiring an integrated multi-disciplinary approach were able to access the following assessment and consultation services through the MDT for the 2022-23 school year:

- Psychology
- Educational Programming
- Speech and Language Pathology
- Physical Therapy
- Occupational Therapy
- Deaf and Hard of Hearing
- Blind and Visually Impaired
- Complex Communication

The objectives of the Multi-disciplinary Team are to ensure:

- Children and youth from low incidence populations: blind/low vision, deaf/hard of hearing, deaf/blind, complex communication needs (birth to age 20) receive the support they need to reach their fullest potential.
- Children and youth will benefit from a collaborative and multi-disciplinary approach to service delivery that meets their needs.
- Children and youth with complex needs will be supported through a cross agency collaborative approach.

2022-23 - 94 students were on MDT caseload

Speech and Language Programming

There were seven Speech Assistant positions (5.6 FTE) and a 1 FTE Speech and Language Pathologist position in FVSD schools in the 2022-2023 year:

- Florence MacDougall Community School, Rocky Lane School, St. Mary's Catholic School, Sand Hills Elementary School, Buffalo Head Prairie School, Hill Crest Community School, and Rainbow Lake School all have allocated Speech Assistants.

The Speech Assistants provide ongoing therapy for students under the supervision of a Speech and Language Pathologist (SLP). Due to the time constraints of 1 SLP, only students in Grade ECS to Grade 3 with severe or moderate Language or Articulation needs are able to be provided with individualized programming.

A. Students receiving Specialized Supports or Programming

Severe Code- 138

Mild/Moderate Code- 476

B. Results – Parent Survey

FVSD Parents	2022/2023
Thinking about the program provided to my child by the school staff,	Agree 186 responses
I am satisfied with my level of involvement in my child’s IPP.	98%
I am satisfied with the goals developed for my child.	99%
I am satisfied with the implementation of my child’s IPP goals.	98%
My child’s strengths and interests are a focus in his/her program.	97%
My child’s IPP has been discussed with me in detail at least two times this year.	97%
I am satisfied with the level of communication regarding my child’s progress towards his/her IPP goals.	97%

What additional comments would you like to share with us?

- The EI group as a whole were amazing! I am beyond grateful for all the help and guidance this year
- Miss Morris is a great teacher.
- I couldn't ask for more. The school as a whole has been very helpful in my child's development.
- Since joining EI our child has made many improvements with her speech and social skills
- Early Intervention is a great program. Mrs. Morris is a fabulous teacher. Thank you for a great year.
- I would love it if there was communication on HOW i can help my child at home with certain sounds because i don't always know the correct way to teach them
- All I can say is Great job especially to those involved with my child progress. Keep up the good work!
- █████ had a big improvement in her speech and reading..thank you so much
- I saw my child has improvements and I thank you everyone who help me to make it happen.
- She has been getting better in the areas of need but a piece of paper to sign every few months isn't telling me a whole lot
- My daughter's teacher is really nice and always updating us on my child's development which I really appreciate.
- Am satisfied with all supports that are offered by the school regarding Eli.
- The team at the school is doing a great job. I do feel like more funding is needed to get more supports in place.I feel the program would work more efficiently if the kids were able to go to school everyday instead of two day a week the first week and 3 days the second.
- Thank you for all your help, care and support. You guys are amazing!
- From the time my daughter started her Early Intervention with Ms Morris to Kindergarten this year with Ms Grey, my child development is greatly enhanced. I can't thank you enough for the support you provide to my daughter.

- Just a thank you to all who have helped me with getting [REDACTED] the help she needs. So thank you!
- All good!
- No complains at all
- teachers do a good job of telling me what the IPP is and what the goals mean
- I'm very happy with all my children's teachers!!
- I would really like for [REDACTED] to have access to an EA daily in his classroom.
- Thank you for this Program!!
- :)
- I'm so happy that the exclusive team and the EA are so eager to do their very best for my child.
- It would have been helpful for my child to have additional help directly related to her learning disabilities so that she could learn to navigate with them instead of avoiding the disabilities., namely training for learning to adapt and compensate with dyslexia
- [REDACTED] likes the environment and teachers and this help him to stay motivated and likes to go to school.
- There has been limited communication about my child's IPP all year. He has completed 4 quads doing different courses and I believe we've discussed his IPP only once or twice. As a parent I'm unsure of goals and strategies used in each course.
- As of now I feel abit hopeless ,I'm nervous about grade 7 for [REDACTED] ,he needs to learn from a teacher not myself ,I feel very overwhelmed trying to teach him ,he has severe adhd ,no focus or attention span ,as of now he has no medication, we just tried another but we're not successful
- I wouldn't mind being a little more involved/told about [REDACTED] progress.
- I'm happy with what they do with my child and help him in every way possible.
- super happy with how my child is progressing this year
- Very happy with how my child is doing this year
- A little more focus on [REDACTED] as individual and what works best for HIM instead of what they think he should be able or want to do. Also listening more to the EA's in what works then the team that never works with him.
- SHES's is amazing with care, goal & communication for my son! Super Happy
- I have seen amazing improvements with my child's learning, with this program.
- I would appreciate to talk with [REDACTED] rt who [REDACTED] sees and discuss how he is doing with his sounds.
- Totally satisfied with all that has been done for my girl.
- Thank you to all that was involved with [REDACTED] IPP. We can't express how grateful we are with the progress he has made this past year.
- I think IPP is helping [REDACTED] a lot. I would to have this continued for [REDACTED] for the coming year. Thank you.
- I like to be updated every month on their progress. I like to know what is going on with them in school
- good job!
- Happy
- We're glad our son is getting the help he needs, thanks!

Specialized Learning Supports in place for 2023/2024

FVSD SLS budget also provide funding for:

5.6 FTE Speech Assistants

71 Severe Needs EA's

Multi- disciplinary team (MDT):

- Psychology: Utilizes FVSD Mental Health Therapists
- Educational Programming: Utilizes FVSD Diverse Learning Coordinator
- Speech and Language Pathology: Utilizes FVSD two SLPs
- Physical Therapy: .2 FTE contracted by FVSD
- Deaf and Hard of Hearing: .2 FTE contracted by FVSD
- Blind and Visually Impaired: .1 FTE contracted by FVSD
- Occupational Therapy: .2 FTE
- Complex Communication: .1 FTE

MONITORING REPORTS

RE: REVIEW TRUSTEE HANDBOOK

A copy of the draft September 2023 Trustee Handbook is attached.

Submitted by Mike McMann, Superintendent of Schools.

RECOMMENDATION: _____ moved that the Board of Trustees accept the Trustee Handbook as presented.

Trustee Handbook

September 2023



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

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THE BOARD

The Board is the ultimate authority within the Fort Vermilion School Division's (FVSD) mandate, and its powers are limited by the *Education Act* and other pertinent legislation of the Government of the Province of Alberta.

Within its powers as a corporate body, the Board's job is to protect and direct the interests of FVSD. The Board delegates to the Superintendent/CEO discretionary powers. Further, it supports the Superintendent's/CEO's actions—exercised within these discretionary powers—and, in his absence from duty or through his delegation, the actions of his delegates. Normally, the Board will not interfere with, nor reverse, the decisions of the Superintendent/CEO or those of his delegates. The exception to this occurs when the Board believes that the decision made misrepresents or is in violation of Board policy.

The Board is the final authority in the settlement of any unresolved disputes. The Board delegates discretionary powers to the Superintendent/CEO to deal with individual situations or cases within the limits established by Board policy.

Board Governance

The Fort Vermilion Policy Model

During the 1998-1999 period, the Board of Trustees of FVSD developed and refined an integrated set of policy-based governance methods, grounded in John Carver's Governance™ model.

Why is more important than How: FVSD's Policy Handbook was developed with an eye to policy-based governance. An essential element of the policies found in the handbook is that they *communicate the values and principles on which they are based*, and, because of this intentional focus, the staff of the division understand the motivation behind the policy and can act accordingly in determining implementation methods. By putting the values and principles front and centre, Board discussions can focus on an area where trustees, as representatives of the community, have special competence.

Policy Compliance Monitoring

The Board has a responsibility to judge how well its directives are being observed. The approach used is a combination of systematic reports presented to the Board and Board-directed monitoring.

Most of the Board meeting is taken up with the monitoring process. There is a condensed version of the monitoring schedule at the beginning of each Board agenda. As a trustee, you are monitoring the work of the Division to ensure that it is adhering to the Board's policies. For this reason, clarifying and probing questions are welcome and expected.

In addition to the monthly monitoring schedule, the Board may ask for a report on any aspect of the school division's operations. When a request for a report is made, the report is prepared by the appropriate staff and presented at the next month's meeting.

Monitoring by an outside agency may also happen. Outside-agency monitoring can be scheduled or unscheduled. The auditor's report is an example of scheduled monitoring. Inviting the RCMP Sergeant in charge of threats to schools to conduct a review of threats/threat assessment could be an example of unscheduled monitoring.

Determining Wards and Operation Guidelines

A ward system must represent all the citizens of our school division and be responsible to the electorate through the democratic process.

- Wards must be decided by representation by population with no one sector of the population having majority.
- Wards represent multiple groups of people living within the boundary.
- Wards have the best interest of all children at heart, without distinction as to who they are or what their background is.
- Wards consider the future welfare of all FVSD communities, and the quality of education provided within those communities.
- Wards operate in a spirit of respect and cooperation despite differences of opinion that may arise.
- Though they represent a specific ward, trustees make decisions in the best interest of the entire school division.

Role and Responsibility of a Trustee

As a Member of the Board

Section 8 of the Board Procedures Regulation states that:

1. All resolutions must be submitted to a board by the chair of the board or a trustee, and no seconder is required.
2. The chair of the board and every trustee present at a meeting of the board must vote for or against every question unless
 - a. In a specific case, the chair or a trustee is excused by resolution of the board from voting, or
 - b. The chair of the board or a trustee has a pecuniary interest in the matter and abstains from voting as required by section 88(1) of the Act.
3. The secretary of the board must, whenever a recorded vote is requested by a trustee, record in the minutes the name of each trustee present and whether the trustee voted for or against the matter.
4. Notwithstanding subsection (3), the secretary of the board must, immediately after a vote is taken and on the request of a trustee, record in the minutes the name of that trustee and whether that trustee voted for or against the matter or abstained.

Once the Board makes a decision, you must accept that decision and only attempt to change it through the appropriate procedures at legally constituted meetings. You have a responsibility to maintain objectivity and keep the long-term goals of the Board uppermost in the consideration of issues. Immediate goals may change, but the Board's ultimate purpose—to protect and direct—does not.

The Trustee as an Individual Trustee

Once elected as a trustee, your responsibility is to the electorate as a whole within the Board's jurisdiction.

You have a responsibility to convey Board decisions to the public and, as a Board member who was part of the decision, you must support that decision.

As an individual trustee, you have no legal power on your own. You must, however, recognize that public and employees may perceive residual powers. Knowing this, you must use wise judgment and discretion when engaging with others, making it clear the point of view from which you are speaking, i.e., as a trustee, as a Board member, or as an individual.

Trustees are governed by a code of ethics below.

For further information on the role of the Board, Chair, and other key stakeholders please refer to the Board Policies.

Trustee Code of Ethics

(Adopted at the Alberta School Boards Association's 1983 Annual Convention)

As a member of my local Board of Education, representing all the citizens of my community and responsible to the electorate through the democratic process, I recognize:

- That my fellow citizens have entrusted me, through the electoral process, with the educational development of the children and youth of the community.
- That trustees are the children's advocates and my first and greatest concern is the best interest of each and every one of these children without distinction as to who they are or what their background may be.
- That trustees are educational leaders who realize that the future welfare of the community, of the Province, and of Canada, depends in the largest measure upon the quality of education we provide in the public schools to fit the needs of every learner.
- That legally, the authority of the Board is derived from the Province which ultimately controls the organization and operation of the school district and which determines the degree of discretionary power left with the Board and the people of this community for the exercise of local autonomy.
- That I must never neglect my personal obligation to the community and my legal obligation to the Province, nor surrender these responsibilities to any other person, group, or organization but that, beyond these, I have a moral and civic obligation to the nation which can remain strong and free only so long as public schools in Canada are kept free and strong.

In view of the foregoing, I will:

- Devote time, thought and study to the duties of a school board member so that I may render effective and creditable service.
- Work with my fellow board members in a spirit of harmony and cooperation in spite of differences of opinion that arise during vigorous debate of points of issue.
- Consider information received from all sources and base my personal decision upon all available facts in every case, unswayed by partisan bias of any kind, and therefore, abide by and uphold the final majority decision of the board.
- Work together with my fellow board members to communicate to the electorate all the facts about their schools, to the end that they will readily provide the finest possible school program, school staff, and school facilities.
- Provide leadership to my community through setting goals and developing policies for the educational program and by regularly evaluating these in the light of the wishes and expectations of the community.
- Remember at all times that as an individual I have no legal authority outside the meeting of the board, and to conduct my relationships with the school staff, the community, and all media of communication on the basis of this fact.
- Resist every temptation and outside pressure to use my position as a school board member to benefit either myself or any other individual or agency apart from the total interest of the school jurisdiction.
- Recognize that the primary function of the board is to establish the policies by which the schools are to be administered, and that the administration of the educational program and conduct of school business shall be left to the employed superintendent of schools and his/her professional and non-professional staff.
- Encourage active cooperation by citizens, organizations, and the media in the district with respect to establishing policy on current school operations and proposed future developments.
- Support my provincial and national school board association for the future of trusteeship in this province and the nation.
- Provide to the best of my ability effective school board service to my community in a spirit of teamwork and devotion to public education as the greatest instrument for the preservation and perpetuation of our representative democracy.

Trustee Oath of Office

Section 75 of the *Education Act* states that every trustee shall take and subscribe to the official oath prescribed by the *Oaths of Office Act* before commencing their trustee's duties and deposit the oath with the secretary of the Board.

Oaths are administered at the first Organizational meeting following an election.

Selection of Chair & Vice-Chair

Section 1 of the *Education Act Board Procedures Regulation* states that at the organizational meeting, and afterwards at any time as determined by the Board, the Board must elect one of its members as chair and another as vice-chair to hold office and preside at Board meetings.

Commissioner for Oaths

The *Notaries and Commissioners Act* states that a trustee of a board of a school division within the meaning of section 125(4)(b) of the *Education Act* is a commissioner for oaths empowered by virtue of their office or status to administer oaths and take and receive affidavits, affirmations and declarations in Alberta for use in Alberta.

See the Board of Trustees SharePoint site for a copy of the *Notaries and Commissioners Act* and Information and Instructions for Commissioners for Oaths.

Supplies

The following supplies are available to trustees for use during their term and must be returned to Central Office upon resignation.

Equipment

- Communication Technology Device
- Commissioner for Oaths Stamp
- Purchasing Card

Informational Materials

- Board Policies
- *Education Act*
- Robert's Rules of Order
- Trustee Handbook

Additional supplies (e.g., paper, filing supplies, pencils and pens) may be requested from the Associate Superintendent of Finance's office.

Communication with the Public

Parent Complaints

Occasionally you will get a parent complaint about what is going on in a school. The usual process for dealing with complaints is:

1. Check to see if the parent has communicated with the child's teacher. If they have not, let them know this is their first step. If they have, and they are not satisfied;
2. Have they communicated with the principal? If they have not, ask them to reach out to the principal to discuss their concerns. If they have, and they are not satisfied, let the parent know their next option is;
3. They may appeal to Central Office and one of the Superintendents will work to resolve the complaint;
4. They may next appeal to the Board and ultimately;
5. They have the right to appeal to the Minister.

In a perfect world the above process works well and most problems should be, and are, solved at the classroom teacher or principal level. If a parent brings a concern to you, it is important that you listen to them and take their concern seriously. Sometimes it is a good idea to offer to help them get in touch with the involved staff members. Refer to section 2.6 of the Board Policies regarding trustee code of conduct.

It is important to follow up on what has been done to allay the parent concern. This can often be done informally through a short conversation with the principal involved. If that is not possible, check with one of the Superintendents at Central Office keeping in mind that if the problem has not come to this office, the Superintendent will have to check with the school which will take a little time. Another way to monitor the situation is to check back with the concerned parent.

BOARD MEETINGS

Committee of the Whole Meeting

Section 64(3) of the *Education Act* permits the holding of in-camera sessions of the Board. In-camera sessions are usually held prior to the regular Board meeting and may be necessary on emergent or other issues during the regular meeting. Going in-camera too often is discouraging because meetings are considered 'public'. The Board must come out-of-camera to make a vote on motions.

The following items may be considered at the in-camera portion of the meeting

- Matters pertaining to individuals or groups that may be readily identifiable.
- Salary negotiations or proposed changes in salary schedules.
- The purchase, sale, or rental of property.
- Discussion leading to awarding tenders or contracts (tenders shall be opened and awarded in public sessions)
- Items considered to be of a confidential nature as determined by the Board Chairman in consultation with the Superintendent of Schools.

Regular Board Meetings

The Board's objective is to encourage the general public to contribute to the educational process. To achieve this objective, Board affairs must be conducted in public to the greatest extent possible.

All regular meetings will be held in accordance with Board Procedures Regulation, Education Act. Provisions in the Education Act, as referenced in Board Policy will always take precedence.

Board Meeting Procedures

The Board of Trustees recognizes it is the right and duty of each member to be as fully informed as possible concerning matters on which the Board must act. In advance of Board meetings, if possible, each member will be provided with copies of letters, schedules, reports, maps, bulletins and the like related to the business to come before the Board.

The Superintendent must provide options on all agenda items where action is required (as per policy 3.6.6).

Agenda Format

The agenda will be developed according to the following format (Board Policy 2.8.4):

- a. Call to Order
- b. Focus on Student Achievement
- c. Approval of Agenda
- d. Approval of Minutes
- e. Communications
- f. Trustee Sharing on PD/Committees
- g. Delegations or External Presentations
- h. Monitoring Reports
- i. Other Business
- j. Adjournment

Agenda Distribution

The agenda will be reviewed by the Superintendent and Board Chair or designate prior to being released to the trustees. Agenda items may be submitted up to one week prior the meeting. Agendas will be sent out via email on the Friday before the meeting to allow trustees time to familiarize themselves with the agenda and its supporting documentation.

Agendas are also distributed to the ATA Representative and First Nation Bands.

Rules of Order

The Board conducts its meetings following Robert's Rules of Order and relies on the procedures outlined in it to handle resolutions.

Methods of Voting

Resolutions presented to the Board must be decided by a majority of votes of those present. All trustees present shall vote in favour or against the question, and those questions where there is a tie must be decided in the negative. Voting on the question must be taken by open vote unless, with respect to the election of a chair or vice-chair, one or more trustees request that the vote be by secret ballot.

Whenever a trustee requests a recorded vote, the secretary must record in the minutes the name of each trustee present and whether the trustee voted for or against the matter.

All resolutions must show the Board's disposition by recording, CARRIED, CARRIED UNANIMOUSLY or DEFEATED immediately after the minute.

Minutes of the Board

The Board recognizes that the approved and signed record of the Board proceedings during a meeting constitute the minutes of the Board. This record must be available for public scrutiny in accordance with section 65(1) and (2) of the *Education Act* once the proper officials have signed subsequent to approval by the Board.

Once approved, the minutes of the Board are posted to the School Division website.

Public Participation at Board Meetings – Delegations

Application to meet with the Board must be made to the Superintendent/CEO or their designate one week before a Regular Board Meeting and must indicate the nature of the business to be discussed.

In consultation with the Chair of the Board, the Superintendent/CEO or their designate, must assign the delegation a specific presentation time on the agenda and advise the delegation accordingly.

The Board reserves decision on all matters pertaining to the delegation(s).

Press at Board Meetings

The Board recognizes that all meetings are open to the public, including members of the Press. The Press is free to observe any Board meeting, or part thereof, with the exception of committee sessions.

News Releases of the Board

From time-to-time, news releases will be made by the Board. The Superintendent/CEO may prepare news releases that are released under the name of the Chair of the Board; however, the Chair must be consulted with and be agreeable to the content and expression of the release.

Trustee Conflict of Interest

Part 4 - Division 5 of the *Education Act* deals with the issue of “conflict of interest” for trustees. Generally, a trustee is in a conflict of interest if they vote on a matter, or influence a decision on a matter, that can monetarily affect the trustee, their family, or any business in which they have an interest. This is defined in the *Education Act* as having a “pecuniary interest” (see section 85 of the *Education Act*).

Section 88 of the *Education Act* provides for a trustee to disclose to the School Board the conflict of interest, abstain from voting on any question relating to the matter and, in most circumstances, leave the room until the discussion and voting are concluded. It is important that you accept responsibility for identifying possible “conflicts of interest” as other trustees and administration may not be aware of your personal interests. If you are unsure, you should seek input from either the Superintendent/CEO or Associate Superintendent of Finance prior to the meeting. Either can provide guidance and/or obtain a legal opinion on the matter.

Disclosure of Information

Section 86(1) of the *Education Act* states that each trustee of a board shall file with the board’s secretary a statement showing:

- a) the names and employment information of the trustee and the trustee’s spouse or adult interdependent partner,
- b) the names of the corporations, partnerships, firms, governments or persons in which the trustee has a pecuniary interest, and
- c) the names of the corporations, partnerships, firms, governments or persons in which the trustee’s spouse or adult interdependent partner or children under 18 years of age have a pecuniary interest.

Trustee Attendance – Board Meetings

Section 87(1) of the *Education Act* provides reasons that a person is disqualified from remaining as a trustee of the board. Specifically, subsection (i) states:

[If that person] is absent without being authorized by a resolution of the board from 3 consecutive regular meetings of the board, unless the person’s absence is due to illness and the person provides evidence of that illness in the form of a medical certificate respecting the period of the person’s absence.

Please communicate with the Associate Superintendent of Finance’s office and/or the Board Chair if you are unable to attend a meeting. It is important that a quorum of the Board is available for all meetings and knowing in advance of your absence is very helpful.

BUSINESS MANAGEMENT

Trustee Expense Reimbursements

The Board recognizes that you may incur out of pocket expenses in the course of exercising your responsibilities and the carrying out of your duties. In order to adequately compensated you for bona fide expenses, the following reimbursements apply:

1. All reimbursements must be established by the Board of Trustees at a minimum of once every two years.
2. To allow a trustee to fulfill their responsibilities, the Board currently pays the following general expenses:
 - a. Access to an operable computer
 - b. Access to email
 - c. Access to software necessary to read attachments sent to them
 - d. Access to the basic level of high-speed internet
3. Rate charged for mileage while on FVSD business will follow the rate established by the Provincial Government (Motion #07-10-15041).
4. Any purchases made of a personal nature (e.g., movies or entertainment) will not be reimbursed.
5. Claims for reimbursements should be submitted on a monthly basis.
6. Claims for expenses incurred in the previous year will not be honored after September 30th of the following fiscal year.
7. Claims, with attached receipts and other documentation, shall be submitted on Division forms.
8. Claims will not be processed until documentation is complete, inclusive of signature.

Allowance, Accommodation, Meals and Incidental Expenses

1. When you are required to travel on School Division business, and overnight accommodation away from your home is required, you are allowed to claim:
 - a. Reimbursement for actual cost of accommodation on the production of a receipt or where no receipt is provided a claim of FIFTY DOLLARS (\$50.00) may be made.
 - b. The per diem allowance of FORTY-FIVE DOLLARS (\$45.00) for each full day of travel status with no requirements of receipts or a reasonable receipt amount.
2. When there is a partial day of travel, pursuant to subsection (1), you may claim meal allowances as set out below or a reasonable receipt amount:

Breakfast	\$10.00
Lunch	\$15.00
Dinner	\$20.00

Transportation and Gratuities

1. It is acceptable to pay 10% gratuity rounded to the nearest whole dollar when paying for a meal while out on division business. In the event that the gratuity is automatically added to the bill (e.g., hotel room service) the acceptable amount will be what is automatically added to the bill.
2. When you are on Board approved travel, you may claim the following expenses, for which you must provide receipts:
 - a. Air fare
 - b. Automobile rental for division business
 - c. Excess baggage charges where extra equipment is required because of the duties being performed
 - d. Taxi fare to and from a railway station, bus terminal and airport while on division business. Note: Personal use of a taxi while on division business will not be reimbursed
 - e. Charges for official long distance telephone calls when person called and need for call is indicated on the trustee's claim
 - f. Parking charges when using a private automobile on authorized travel

Mileage

1. You are encouraged to utilize the most economical mode of transportation.
2. You must be reimbursed at the Division rate for kilometers driven in your private vehicle while traveling on Board or Division business.
3. Should you elect to drive rather than fly, your claim must be the lesser of:
 - a. Divisional cost to fly as established from time to time, including travel to the airport, or
 - b. Actual distance driven at the established rate per kilometer.

Approval of Accounts

All trustee accounts submitted for reimbursement shall be directed to the Associate Superintendent of Finance for review. If they are found to be within these guidelines, then the claim will be processed immediately. If you submit a claim that is outside of these guidelines, the Associate Superintendent of Finance will contact you to resolve the claim. If no resolution can be made, the matter will be turned over to the Board Chair who will bring the claim before the Board for resolution.

Trustee Compensation and Expenses

In accordance with the provisions of the *Education Act*, the Board deems it advisable to reasonably compensate and reimburse trustees for time and expenses incurred in functioning as trustees. Trustee remuneration recognizes the role and responsibilities undertaken by the collective board, individual trustees, and the time required in fulfilling their responsibilities.

The remuneration package offered for trustees is comprised of per annum honoraria, per diem honoraria for regular Board and ASBA meetings, and hourly honoraria for seminars/conventions/special committee meetings.

Trustee remuneration for performing their duties as members of the board will be determined from time to time by a majority vote on motions presented at a public meeting of the board; this will normally occur every other year.

Per annum honorarium are based on the following roles: Board Chair, Vice-Chair and Trustee.

Annual Honorarium for Trustees of the Fort Vermilion School Division			
	Effective December 1, 2011	Effective September 17, 2013	Effective October 25, 2017
Board Chair	\$9,600	\$9,600	\$15,000
Board Vice-Chair	\$9,000	\$9,000	\$13,000
Board Trustees	\$8,400	\$8,400	\$12,000

* Reviewed September 2021, no adjustments were made.

Per Diem and hourly honorariums are based on the following roles: Board Chair, Vice-Chair and Trustee.

Per Diem Honorarium for Trustees of the Fort Vermilion School Division			
	Effective Sept 1, 2010	Effective Dec 1, 2011	Effective Sept 17, 2013
Board Chair	\$135.00	\$200.00	\$225.00
Board Vice-Chair	\$125.00	\$175.00	\$200.00
Board Trustees	\$125.00	\$175.00	\$200.00

* Reviewed September 2017, 2019, and 2021, no adjustments were made.

The hourly honorarium for the Board Chair and Vice Chair will be equal to the hourly honoraria established for trustees.

Hourly honorarium for all trustees is \$25.00 per hour of the meeting attended to a maximum of eight hours a day.

The hourly honorarium for travel is \$25.00 and is based on one hour per 100 km's of driving distance to a maximum of 10 hours per day. The time will also be round up to the nearest hour. Example: If driving from High Level to Edmonton for a meeting the honoraria for travel would be 738 km's (per division distance chart) divided by 100. This equals 7.38 but is rounded up to the nearest hour of 8.

You may claim for your attendance at the following meetings, when you are attending on Board business:

- Regular Meetings
- Special Board Meetings
- Board Approved Planning Meetings
- Board Committee or Alberta School Board Association (ASBA) meetings when Board Committee or ASBA Membership is Board Approved.
- Canadian School Board Association (CSBA) Conference
- Other FVSD activities/meetings (e.g., School Council meetings, Division PD days)

All other Board business must have Board approval to be eligible for remuneration.

For the purposes of, and in accordance with the Income Tax Act, total annual remuneration is comprised of 2/3 honorarium and 1/3 general expense allowance. The 1/3 general expense allowance is non-taxable and is intended to cover all incidental expenses you may be expected to incur in carrying out your responsibilities.

Your remuneration is paid monthly within three working days of the end of the month.

It is recommended that you submit remuneration claim forms on a monthly basis. All forms received five working days before the monthly payroll run will be paid in the month received. If the form is received later than five working days before the payroll run, then you will not be paid until the following payroll run.

All normal deductions will be deducted by the Divisions payroll administrator.

You may elect to take part in some or all of the Divisions benefit plans. If this option is chosen, it shall be for your term as a trustee and the cost of these plans will be paid by the Division. Voluntary Accident Insurance Plan will be provided as family coverage to a maximum of \$250,000.00.

Board Development

The Board recognizes that in-service and orientation of individual trustees is a necessary aspect of the role of the trustee.

The Board will from time to time approve the annual maximum rate which shall apply to such attendance. You are able to access up to annual maximum value of \$2,000 for individual professional development, as discussed above. This amount may be carried over one year. All expenses incurred by the Division for these events, including remuneration, will be applied to this maximum. When you begin to access dollars from this fund, the office of the Associate Superintendent of Finance will provide via monthly email an individual report of the balance remaining and an accounting of what has been spent.

FVSD Purchasing Card

You are entitled to a corporate purchasing card to use for school division business. This is arranged by the Associate Superintendent of Finance's office. You are required to provide a receipt for all purchases made on the purchasing card and must submit them to the Associate Superintendent of Finance's office on a regular basis. If you fail to submit the necessary information, the Associate Superintendent of Finance must provide to the Board Chair with information summarizing the outstanding account. The Board Chair must then resolve the matter with the Trustee.

You are provided with a purchasing card on the understanding that information to substantiate the charge must be provided in a manner that is acceptable to the Auditor.

Any purchases made of a personal nature (e.g., movies or other entertainment) should not be made on the purchasing card and will be invoiced back to you.

The following are examples of what the purchasing card may be used for:

- a. Accommodations
- b. Transportation, such as car rental or taxi

Legal Services

Legal advice is generally obtained through the office of the Superintendent/CEO. Trustees, as a corporate board, occasionally require legal opinions on certain matters. Coordination of these opinions should be assigned to the Superintendent/CEO who shall ensure trustees receive the requested information in a timely manner. As an individual trustee, you are not authorized to obtain legal information or opinions directly from the jurisdiction council.

Management regularly obtains advice on the day-to-day operation of the jurisdiction. General communication with legal council does not come before the trustees unless the matter is raised to the table or requires trustee guidance.

Employment Contracts

The FVSD is a large complex organization with many employees. Generally, employees fall within one of the following employment categories:

1. Teachers – unionized employees who have professional teaching certificates who are covered by the Alberta Teachers' Association Collective Agreement. Provisions of the agreement are governed by the *Education Act* and the *Labour Relations Code* of Alberta.
2. Support Staff – non-unionized employees who are covered by the Terms of Employment agreement. A committee of employees who represent all support staff bring forward requests for discussion. Generally, these discussions follow the teacher collective bargaining process.

3. Personal Service Contracts – are generally employees with management responsibility or who have access to confidential information and/or have critical positions to the jurisdiction. The Superintendent of Schools employment contract is negotiated directly with the Board of Trustees.
4. Contract Services – these are contracts created by the Division department when we are unable to provide the services needed. The Division will then contract this work out. These include maintenance jobs such as roofing projects as well as within the schools when a student physiatrist is required.

SCHOOL COUNCILS

School Councils are “structured groups of parents, principals, teachers, secondary students and community representatives who work together to effectively support and enhance student learning. They provide a means for members of the school community to consult with and provide advice to the principal and the school board.”¹

The *Education Act* states that...”The school council may, at its discretion, advise the principal and the board respecting any matter relating to the school.”

The School Council Regulations state school council membership as:

7(1) A school council must include the following members:

- (a) the principal of the school;
- (b) at least one person who is a teacher at the school, elected or appointed by the teachers at the school;
- (c) if the school includes a senior high school program, at least one person who is a student enrolled in the high school, elected or appointed by the students enrolled in the high school;
- (d) in accordance with section 55(2) of the Act, parents of students enrolled in the school;
- (e) if an early childhood services program is offered at the school, parents of children enrolled in the program.

(2) The members of a school council referred to in subsection (1) may establish a process to appoint as members of the school council one or more persons who are not parents of students enrolled in the school but who have an interest in the school.

Due to the fact that teachers are members of the School Council, personnel issues would not be discussed at School Council meetings.

The School Councils Regulations state the responsibilities of board as:

12(1) A board must provide the school council with an opportunity to provide advice on the development of the school’s

- (a) foundation statements, if any, respecting the school’s vision, principles and beliefs,
- (b) policies,
- (c) annual education plan and annual results report required by the Minister to be reported under section 67 of the Act, and
- (d) budget required to be reported under section 139.

(2) A board must provide the school council with

- (a) the results for the school from provincial assessments and an interpretation of those results, and
- (b) the same information that the board disseminates to students, parents or electors under section 67(2) of the Act.

(3) A board must at all reasonable times allow the school council free and full access to timely and accurate information of the board that is publicly available, including board policies and minutes of board meetings.

¹ School Council Resource Guide, Updated July 2023 available on [Alberta School Council’s Association website](#)

ALBERTA EDUCATION

Alberta's Education System

Everyone from parents, students, teachers, government and business has an important and cooperative role to play in education. Alberta Education works with its partners to build a learning system that meets the needs of our children. Annually Alberta Education approves a business plan which outlines goals for education.

School Jurisdictions and Boards

School Boards are made up of trustees elected during municipal elections. They serve four-year terms and are collectively responsible for ensuring that the students in their jurisdiction are provided with an education that is consistent with provincial regulations. School boards budget within their jurisdictions, and hire a Superintendent/CEO to supervise schools, manage teachers and administrators, and select optional programs to meet learner needs in their jurisdictions.

School Choice

In Alberta, parents and students can choose from a wide range of options when selecting a school. They can select from public schools, Catholic schools, francophone schools, private schools, and charter schools. They can also access a number of unique and innovative programs – including virtual schools. Parents can also opt to home school their children. Choice is one of the important principles Alberta's education system is built on.

School Councils

School Councils provide the opportunity for parents and the community to actively participate in their local school. These councils develop their own roles and function differently from one jurisdiction to another. Generally, school councils' input is sought in the decision making on school policies and goals.

Funding

The Government of Alberta is accountable for the equitable distribution of education dollars. The province's education system is funded largely through the collection of education property taxes and is divided primarily on a per-student basis. Every board receives the same amount per student for basic instruction. Additional funds are provided depending on specific student needs and other variables. Funding for school buildings is distributed through Alberta Education.

Curriculum

Alberta Education is responsible for determining what students are expected to learn from Kindergarten to Grade 12. The department works with its partners to design curriculum and provide authorized resources that meet the needs of learners and educators. Alberta Education also decides the amount of instructional time spent in each subject area.

Provincial Testing

Student assessment is a vital part of Alberta Education's efforts to ensure that students are receiving a high quality education. Grade 3 Student Learning Assessments (SLAs) are available to teachers as a tool to use at their discretion. The department conducts, achievement tests in Grades 6 and 9 and develops provincial high school diploma examinations.

School Facilities

Alberta Infrastructure is responsible for managing provincial school facilities capital programs, policies and regulations. Alberta Education and Alberta Infrastructure work with school boards in planning local capital plans and projects. This includes the development of provincial integrated capital plans and projects, and the management and implementation of approved capital projects. As well, Alberta Infrastructure develops and administers school facilities policies, regulations and the property management functions of Alberta's 1,500+ public schools.

Special Projects, Initiatives, and Reviews

To continually meet the different needs, interests and concerns of Albertans, Alberta Education sometimes undertakes special projects, initiatives and reviews. The department is also involved in a number of important cross-government efforts.

Technology in Schools

Technology is part of every student's basic education in Alberta. It's vital that learners are able to gain high-tech skills and knowledge of the future. In terms of curriculum, tools, and integration the province is a leader in this increasingly important area.

Alberta Education's partners in Kindergarten to Grade 12 education

Alberta Education delivers its programs in collaboration with partners. The ministry relies on the insight and expertise of its partners to provide the best possible service to Albertans.

For further information on Alberta Education check out their web site at www.alberta.ca/education

ASSOCIATIONS

The Fort Vermilion School Division is a member of the following associations:

- Alberta School Boards Association
- Alberta Home and School Councils' Association

Alberta School Boards' Association (ASBA)

The Alberta School Boards Association is a province-wide organization of locally elected school boards which offer school boards:

- The powerful advocacy opportunities that present themselves when school boards unite to lobby on behalf of the province's students and the communities they serve.
- Exclusive access to employee benefit and pension plans designed especially for school boards and their employees.
- Opportunities to network and learn at two annual meetings, regular Zone (regional) meetings, regular Zone (regional) meetings and provincial issues forums.
- Timely information about emerging trends in education.

Conferences

The ASBA holds their Annual General Meetings in spring and fall of each year. The spring meeting is held in Calgary and the fall meeting is held in Edmonton.

For further information on the ASBA check out their web site at www.asba.ab.ca.

Alberta School Councils' Association (ASCA)

The ASCA is a provincial association for parents and community supporters who are committed to enhancing student success through meaningful involvement in children's education and schooling. Their members work to "positively" influence education at local (through School Councils), jurisdictional, and provincial (through ASCA) levels.

ASCA is a non-profit organization. Their membership consists mainly of school-based parent groups, who are represented through their School Councils. Membership is optional, renewed annually, and is held by the School Council, on behalf of all the parents of children attending that school. Individual parent memberships are also available. Aside from minimal staff, ASCA is run by volunteer parents, with Board representation from all corners of the province. Their office is located in the Alberta School Boards Association building in Edmonton.

Mission

ASCA will engage and empower Alberta school councils while advocating for the parent voice in the education system.

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