



Board Meeting Agenda

January 30, 2019 – 4:30 p.m.
Frank Robinson Education Centre
9820 – 104 Street, Morinville, Alberta

1. Call to Order

2. Approval of Agenda

2.1 Additions/Deletions to Agenda

2.2 Approval of Agenda

3. Appointments

4. Reading and Approving of Minutes

4.1 Amendment/Correction of Minutes

4.2 Approval of the Minutes of the Regular Meeting of November 28, 2018

4.3 Approval of the Minutes of the Special Meeting of December 12, 2018

5. Presentations

6. Reports from Senior Administration

6.1 Superintendent's Report:

- Capital Update
- Meetings with Partners
- Committee of the Whole: Board Highlights

6.2 Field Trip Report

7. Reports from Trustees and Standing Committees

- 7.1 Chair's Report
- 7.2 Trustees' Reports
- 7.3 Advocacy
- 7.4 Building & Maintenance
- 7.5 Finance & Human Resources
- 7.6 Policy
- 7.7 Transportation

8. Reports from Special Committees

- 8.1 Alberta School Boards Association Representative
- 8.2 Public School Boards Association of Alberta Representative

9. New Business

- 9.1 Policy D/II/6 – The Lord's Prayer
Board Regulation, Administration 3 – The Lord's Prayer
- 9.2 Policy D/II/16 – Religious Theme/Content in School Activities
Board Regulation, Administration 4 – Religious Theme/Content in School Activities
- 9.3 Policy E/I/5 – Employee Conflict of Interest
Governance 3 – Conflict of Interest
- 9.4 Policy 220 – Trustee Responsibility and Conduct
- 9.5 Policy 225 – Board Responsibility and Conduct
- 9.6 Policy 230 – Board Committees and Appointed Representation
- 9.7 Policy 405 – Budget Development and Transparency
- 9.8 Policy 705 – Associate Superintendent Business and Corporate Services

9.9 Four Winds Public School: One Time Operational Support

9.9 By-Election Information

9.10 Assurance Reporting – Education Services
9.10.1 Assurance Report – Second Summary
9.10.2 Assurance Report – Third Summary

9.11 Monthly Financial Report

10. Unfinished Business

11. Notices of Motion

12. Information

13. Comment & Question Period

13.1 ATA; CUPE

13.2 Community Members

13.3 Media

14. Requests for Information

15. In Camera

16. Adjournment



Minutes of the Meeting of The Board of Trustees of Sturgeon Public School Division No. 24 Held at Morinville on November 28, 2018

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Minutes of the Meeting of The Board of Trustees of Sturgeon Public School Division No. 24 Held at Morinville on November 28, 2018

Present

Mr. Terry Jewell, Chair
Mrs. Oatway-McLay, Vice Chair
Mr. Joe Dwyer, Trustee
Mrs. Misty Featherley, Trustee
Mrs. Liz Kohle, Trustee
Mrs. Janine Pequin, Trustee
Ms. Mary Lynne Campbell, Superintendent/CEO
Mrs. Cam-Van Mackie, Acting Treasurer
Mrs. Ruth Kulk, Associate Superintendent, Education Services
Mr. Dave Johnson, Acting Associate Superintendent, HR & Leadership Support

Call to Order

The Chair called the meeting to order at 4:48 p.m.

Approval of Agenda

132/2018 - Moved by Mrs. Oatway-McLay that the agenda be approved.

CARRIED UNANIMOUSLY

Appointments

Approval of Minutes

133/2018 - Moved by Mrs. Kohle that the minutes of the Regular Meeting of October 24, 2018 be approved.

CARRIED UNANIMOUSLY

Presentations

2017 - 2018 Financial Statements
Mr. Phil Dirks, CA, Metrix Group LLP, provided a report with respect to the 2017 - 2018 Audited Financial Statements.

3 Year Education Plan/Annual Education Results Report
Mrs. Ruth Kulk, Associate Superintendent, Education Services, Sturgeon Public School Division, provided an overview with respect to the 3 Year Education Plan and Annual Education Results Report.

Reports from Senior Administration

A written report was provided on behalf of Senior Administration.

134/2018 – Moved by Mr. Jewell that Policy C/1 – Organization Chart be approved as presented.

CARRIED UNANIMOUSLY

Reports from Trustees and Standing Committees

Chair's Report

A verbal report was provided.

Mrs. Kuik left the meeting at 5:57 pm.

Mrs. Kuik returned to the meeting at 5:58 pm.

Mrs. Kuik left the meeting at 6:02 pm.

Mrs. Kuik returned to the meeting at 6:03 pm.

Trustees' Reports

Verbal reports were provided.

Meeting recessed at 6:29 p.m. for dinner.

Meeting resumed at 7:05 p.m.

Advocacy

No report was provided.

Building and Maintenance

A verbal report was provided.

Finance & Human Resources

A verbal report was provided.

Policy

No report was provided.

Transportation

A verbal report was provided.

Reports from Special Committees

Alberta School Boards Association Representative

A verbal report was provided.

Public School Boards Association of Alberta Representative

A verbal report was provided.

UNAPPROVED DRAFT

New Business

Policy B/II/1 - Attendance at Meetings

135/2018 - Moved by Mrs. Oatway-McLay that the Board of Trustees approve Policy B/II/1 - Attendance at Meetings.

CARRIED UNANIMOUSLY

Policy B/II/7 - Trustee Remuneration and Expense Reimbursement

136/2018 - Moved by Mr. Jewell that the Board of Trustees approve Policy B/II/7 - Trustee Remuneration and Expense Reimbursement.

CARRIED UNANIMOUSLY

Policy D/I/5 - Reserve Funds

137/2018 - Moved by Mrs. Pequin that the Board of Trustees approve Policy D/I/5 - Reserve Funds.

CARRIED UNANIMOUSLY

Policy E/I/4 - Harassment Policy

138/2018 - Moved by Mrs. Featherley that the Board of Trustees approve Policy E/I/4 - Harassment Policy.

CARRIED UNANIMOUSLY

Policy E/I/7 - Healthy Interactions Model

139/2018 - Moved by Mrs. Oatway-McLay that the Board of Trustees approve Policy E/I/7 - Healthy Interactions Model.

CARRIED UNANIMOUSLY

Policy F/I/1 - Senior High School Credit Load

140/2018 - Moved by Mrs. Kohle that the Board of Trustees approve Policy F/I/1 - Senior High Credit Load.

CARRIED UNANIMOUSLY

Policy G/II/3 - Administering Medications and Medical Treatments to Students

141/2018 - Moved by Mrs. Featherley that the Board of Trustees approve Policy G/II/3 - Administering Medications and Medical Treatments to Students.

CARRIED UNANIMOUSLY

UNAPPROVED DRAFT**Draft 2017 – 2018 Audited Financial Statements**

142/2018 – Moved by Mrs. Oatway-McLay that the Board of Trustees approve the 2017 – 2018 Audited Financial Statements for Sturgeon Public School Division.

CARRIED UNANIMOUSLY**Sturgeon Public School Division Draft Three Year Education Plan 2018/19 – 2020/21 and Results Report 2017 – 2018**

143/2018 – Moved by Mrs. Kohle that the Board of Trustees approve the Sturgeon Public School Division Three Year Education Plan 2018/19 – 2020/21.

CARRIED UNANIMOUSLY**Draft Annual Education Results Report Summary 2017 – 2018**

144/2018 – Moved by Mrs. Featherley that the Board of Trustees approve the Sturgeon Public School Division Annual Education Results Report Summary 2017 – 2018.

CARRIED UNANIMOUSLY**Sturgeon Public School Division Scholarships 2017 – 2018**

The Sturgeon Public School Division Scholarships 2017 – 2018 was received as information.

Assurance Reporting – Education Services

The Assurance Reporting – Education Services was received as information.

Together for Students Campaign, Public School Boards' Association of Alberta

145/2018 – Moved by Mrs. Oatway-McLay that the Board of Trustees support the Together for Students Campaign, Public School Boards' Association of Alberta.

CARRIED UNANIMOUSLY**Unfinished Business****Notices of Motion**

There were no Notices of Motion.

Information

UNAPPROVED DRAFT

Comment & Question Period

ATA: CUPE

No report was provided.

Community Members

No report was provided.

Media

No report was provided.

Requests for Information

In Camera

146/2018 - 7:33 p.m. - Moved by Mrs. Oatway-McLay that the Board go in camera.

CARRIED UNANIMOUSLY

147/2018 - 8:45 p.m. - Moved by Mrs. Oatway-McLay that the Board go out of camera.

CARRIED UNANIMOUSLY

148/2018 - Moved by Mrs. Oatway-McLay that the Board of Trustees approve the Letter of Appeal regarding the Alberta Education Transportation Audit be sent to Alberta Education.

CARRIED UNANIMOUSLY

Close of Meeting

The Chair adjourned the meeting at 8:46 p.m.

Chair

Date

Secretary-Treasurer



Minutes of the Special Meeting of The Board of Trustees of Sturgeon School Division No. 24 Held at Morinville on December 12, 2018

Present

Mr. Terry Jewell, Chair
Mrs. Tasha Oatway-McLay, Vice Chair
Mrs. Liz Kohle, Trustee
Mrs. Janine Pequin, Trustee
Ms. Mary Lynne Campbell, Superintendent/CEO
Mr. Dave Johnson, Acting Associate Superintendent, HR & Leadership Support

Regrets: Mr. Joe Dwyer, Trustee (recused himself)
Mrs. Misty Featherley, Trustee

Call to Order

The Chair called the meeting to order at 8:00 p.m.

Central Office Modernization

#S-05/18 - 8:01 p.m. - Moved by Mr. Jewell that the Board of Trustees approve the bid of \$2,515,000.00 received from Atkinson Construction; and Further that Administration is directed to proceed with the contract to renovate the Sturgeon Public School Division Central Office.

CARRIED UNANIMOUSLY

Close of Meeting

The Chair adjourned the meeting at 8:19 p.m.

Chair

Date

Secretary-Treasurer

BOARD 4.3



Board Memorandum

Date: January 30, 2019
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Committee of the Whole
Barry Dahlberg, Construction Coordinator
Subject: Capital Update

Background:

A written update regarding the Division's Capital Projects will be provided on the table at the Board meeting.

Recommendation:

That the report be received as information.

Sincerely,

Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

attachment



Board Memorandum

Date: January 30, 2019
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Barb Smith, Communications Officer
Subject: Committee of the Whole: Board Highlights

Background:

I asked Ms. Smith to update the Board Highlights document, to align with the Division's current brand. Attached please find a draft document for the review of Trustees. The document will be subject to re-branding, once the Board has received, reviewed and addressed the INCITE proposal / recommendations.

Recommendation:

That the Board provide direction regarding the proposed interim change to Board Highlights.

Sincerely,

Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

BOARD 6.1



COMMITTEE OF THE WHOLE SUMMARY OF MOTIONS

Wednesday, January 16, 2019

ITEMS REFERRED TO JANUARY 30, 2018 PUBLIC BOARD MEETING

- Policy D/II/6 – The Lord’s Prayer
- Board Regulation, Administration 3 – The Lord’s Prayer
- Policy D/II/16 – Religious Theme/Content in School Activities
- Board Regulation, Administration 4 – Religious Theme/Content in School Activities
- Policy E/I/5 – Employee Conflict of Interest
- Admin. Practice, Governance 3 – Conflict of Interest
- Policy 220 – Trustee Responsibility and Conduct
- Policy 225 – Board Responsibility and Conduct Ø Policy 230 – Board Committees and Appointed Representation
- Policy 405 – Budget Development and Transparency Ø By-Election Information

OTHER ITEMS

- Building & Maintenance Committee Meeting – January 22, 2019
- Finance & Human Resources Committee Meeting – January 23, 2019
- Transportation Committee Meeting – January 25, 2019
- Policy Committee Meeting – February 6, 2019
- Advocacy Committee Meeting – February 22, 2019

*Where great
things are
happening.*



Board Memorandum

Date: January 30, 2019
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent
Originator(s): Ruth Kulk, Associate Superintendent, Education Services
Subject: Field Trip Report

Background:

Board Policy F/II/2, "Field Trips" and Administrative Practice Administration 5, "Field Trip Operational Procedures" require that "the principal must have the approval of the Superintendent for field trips that are overnight or exceed two (2) school days and/or are outside of the Province of Alberta". The Administrative Practice further stipulates that "the Board shall be provided, as information, all field trips that are overnight and/or out-of-province".

The following field trips have been approved:

- Camilla School
February 25 - 26, 2019 14 junior high students to Camp Nakamun for Band Camp.

- Lillian Schick School
February 25 - 26, 2019 26 junior high students to Camp Nakamun for Band Camp.

March 14 - 15, 2019 40 junior high school students to Jasper for a ski trip at Marmot Basin.

- Namao School
March 14 - 15, 2019 50 junior high school students to Jasper for a ski trip at Marmot Basin.

- Redwater School
February 25 - 26, 2019 24 junior high students to Camp Nakamun for Band Camp.

Recommendation:

This report is shared as information.

Sincerely,

A handwritten signature in blue ink, appearing to read "Mary Lynne R. Campbell". The signature is fluid and cursive, with the first name "Mary" and last name "Campbell" being the most prominent parts.

Mary Lynne R. Campbell, ICD.D
Superintendent/CEO



Board Memorandum

Date: January 30, 2019
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Committee of the Whole
Subject: Policy D/II/6 – The Lord’s Prayer
Board Regulation – Administration 3 - The Lord’s Prayer

Background:

At the January 16, 2019 Committee of the Whole Meeting the Board of Trustees reviewed Policy D/II/6 – The Lord’s Prayer and Board Regulation: Administration 3 – The Lord’s Prayer.

Recommendation:

That the Board of Trustees affirm Policy D/II/6 – The Lord’s Prayer.

That the Board of Trustees affirm Board Regulation: Administration 3 – The Lord’s Prayer.

Sincerely,

Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

Attachments



1.0 POLICY

- 1.1 The Board believes that our schools have a role in helping children develop emotionally, intellectually, physically, morally and spiritually.
- 1.2 The Board believes in religious tolerance, the acknowledgement of religious diversity, the maintenance of inclusive environments in its schools, and the provision of appropriate opportunities for students to give expression to their religious beliefs.
- 1.3 In accordance with the School Act, the Alberta Act, the School Ordinance of the Northwest Territories and the Constitution of Canada, the Board may prescribe that a school include recitation of the Lord’s Prayer as part of its opening exercises.

2.0 GUIDELINES

- 2.1 The Board supports the implementation of regulations that facilitate the operation of this policy.

References: Board Regulation: Administration 3 – The Lord’s Prayer
School Act: Sections 3, 50 (1) (a) and (b), and 50 (2) (a) and (b)
Alberta Act, 1905: Section 17
School Ordinance of the Northwest Territories, 1901; Section 137 and 138
Constitution Act, 1867: Section 93
Alberta Human Rights Act, Sections 11.1(1) and (2)

**ADMINISTRATION 3 – The Lord's Prayer**

Date: November 26, 2011

Responsible Administrator: Superintendent

-
- 1.0** Board Regulation, Administration 3 - The Lord's Prayer shall be administered in compliance with Policy D/II/6.
- 2.0 PROCESS**
- 2.1 Whenever parents/guardians request that the recitation of the Lord's Prayer be part of a school's opening exercises, the Principal shall advise the Superintendent, who will advise the Board of Trustees.
- 2.2 The Board of Trustees may, through the Superintendent, direct the Principal to undertake to obtain a consensus of parent/guardian opinion around such request through surveys, meetings or any other appropriate means of gathering information, and establish a timeframe for such undertaking.
- 2.3 The Principal shall present information obtained, including the rationale for the request for recitation of the Lord's Prayer to be part of the school day opening, the determined degree of parent interest in the request, and proposed method of practice to the Board and seek Board prescription of such recitation.
- 2.4 The Board shall consider the rationale presented, including the tradition and culture of the school community, as well as the determined degree of parent interest and may prescribe the recitation of the Lord's Prayer to be a part of the school day opening at that school.
- 2.5 When the Lord's Prayer is part of the school day opening exercises, the Principal shall ensure that parents are informed of the practice at the time of registration each year.
- 2.6 The Principal shall annually ensure that written approval is provided for students whose parents/guardians wish them to participate in recitation of the Lord's Prayer as part of the school's opening exercises.

References: Board Policy: D/II/6 – The Lord's Prayer
School Act: Sections 3, 50 (1) (a) and (b), and 50 (2) (a) and (b)
Alberta Act, 1905: Section 17
School Ordinance of the Northwest Territories: 1901; Section 137 and 138
Constitution Act, 186: Section 93
Alberta Human Rights Act: Section 11.1 (1) and (2)

**ADMINISTRATION 3 – The Lord’s Prayer**

Date: November 26, 2011

Responsible Administrator: Superintendent

-
- 2.7 In accordance with the School Act, the Alberta Act, the School Ordinance of the Northwest Territories, the Constitution of Canada and the Alberta Human Rights Act, the Principal shall:
- 2.7.1 make provision for any students whose parents/guardians do not wish them to participate in recitation of the Lord’s Prayer as a school opening religious exercise to:
 - 2.7.1.1 leave the classroom while the recitation of the Lord’s Prayer is taking place, or
 - 2.7.1.2 remain in the classroom without taking part, or
 - 2.7.1.3 if the location of the recitation of the Lord’s Prayer is other than the students’ classroom, not attend to that location, and
 - 2.7.2 ensure that non-participants are treated discreetly and with respect at all times.

References: Board Policy: D/11/6 – The Lord’s Prayer
School Act: Sections 3, 50 (1) (a) and (b), and 50 (2) (a) and (b)
Alberta Act, 1905: Section 17
School Ordinance of the Northwest Territories: 1901; Section 137 and 138
Constitution Act, 186: Section 93
Alberta Human Rights Act: Section 11.1 (1) and (2)



Board Memorandum

Date: January 30, 2019
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Committee of the Whole
Subject: Policy D/II/16 – Religious Theme/Content in School Activities
Board Regulation: Administration 4 – Religious Theme/
Content in School Activities

Background:

At the January 16, 2019 Committee of the Whole Meeting the Board of Trustees reviewed Policy D/II/16 – Religious Theme/Content in School Activities and Board Regulation: Administration 4 – Religious Theme/Content in School Activities.

Recommendation:

That the Board of Trustees affirm Policy D/II/16 – Religious Theme/Content in School Activities.

That the Board of Trustees affirm Board Regulation: Administration 4 – Religious Theme/Content in School Activities.

Sincerely,

Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

Attachments



1.0 POLICY

- 1.1 The Board believes that our schools have a role in helping children develop emotionally, intellectually, physically, morally and spiritually.
- 1.2 The Board believes in religious tolerance, the acknowledgement of religious diversity, the maintenance of inclusive environments in its schools, and the provision of appropriate opportunities for students to give expression to their religious beliefs.
- 1.3 The Board believes that while many school activities may be perceived to include incidental or indirect reference to religion or religious themes, these may provide valuable learning and cultural opportunities for students, serve to acknowledge the religious diversity that exists among students, and provide students with opportunity to express their personal beliefs, when done in an inclusive, non-discriminatory and non-indoctrinational manner.

2.0 GUIDELINES

- 2.1 The Board supports the implementation of regulations that facilitate the operation of this policy.

References: Board Regulation: Administration 4 – Religious Theme/Content in School Activities
School Act: Sections 3 and 50 (1) (a) and (b), and 50 (2) (a) and (b)
Alberta Act, 1905: Section 17
School Ordinance of the Northwest Territories, 1901; Section 137 and 138
Constitution Act, 1867: Section 93
Alberta Human Rights Act, Sections 11.1(1) and (2)

**ADMINISTRATION 4 – Religious Theme/Content in School Activities**

Date: Nov. 23, 2011

Responsible Administrator: Superintendent

1.0 Board Regulation, Administration 4 – Religious Theme/Content in School Activities shall be administered in compliance with Policy D/II/19.

2.0 PROCESS

2.1 The Board authorizes student participation in the following activities which may include incidental or indirect reference to religion or religious themes.

2.1.1 a moment of silence at a special event such as a Remembrance Day ceremony,

2.1.2 appropriate and inclusive ceremonial prayer at special events such as graduation exercises,

2.1.3 participation in extra-curricular activities such as religious clubs,

2.1.4 preparation for and performance of musical or dramatic selections with incidental religious themes or content, with the understanding that such selections shall not contain religious exercises such as prayers or bible readings and where the preparation and performance of those selections takes place in an inclusive, non-discriminatory and non-indoctrinational manner,

2.1.5 concerts and activities in recognition of holidays with a religious basis, where such concerts and activities do not contain religious exercises such as prayers or bible readings and the concert or activity takes place in an inclusive, non-discriminatory and non-indoctrinational manner.

2.1.6 activities of a religious nature associated with the study of other cultures, and

2.1.7 activities as part of provincially authorized courses of study such as Religious Ethics 20, Religious Meanings 20, and World Religions 30 where sufficient student interest warrants the offering of such courses.

2.2 In accordance with The Alberta Human Rights Act, parents/guardians shall be provided notice where courses of study, educational programs or instructional materials, or instruction or exercises include subject matter that deals primarily and explicitly with religion.

References: Board Policy: D/II/16 – Religious Theme/Content in School Activities
School Act: Sections 3, 21, and 50 (1) (a) and (b), and 50 (2) (a) and (b)
Alberta Act, 1905: Section 17
School Ordinance of the Northwest Territories, 1901; Section 137 and 138
Constitution Act, 1867: Section 93
Alberta Human Rights Act, Sections 11.1(1) and (2)

**ADMINISTRATION 4 – Religious Theme/Content in School Activities**

Date: Nov. 23, 2011

Responsible Administrator: Superintendent

- 2.3 Principals shall ensure that:
- 2.3.1 provision is made to accommodate the wishes of parents/guardians who make written request that their child(ren) be exempted from participating in activities dealing primarily and explicitly with religious theme or content,
 - 2.3.2 an appropriate alternate activity is provided for non-participants the student(s) are permitted to leave the classroom or place where the activity is taking place for the duration of the activity that includes the primary and explicit religious theme or content, or
 - 2.3.3 the student(s) are permitted to remain in the classroom or place of activity without taking part in the activity, and
 - 2.3.4 non-participants are treated discreetly and with respect at all times.
- 2.4 Students may wear faith-based jewelry, objects or articles of clothing at school or during school sponsored activities, as long as these are worn discreetly, do not have a proselytizing message, and meet the requirements of the school's standards of dress and grooming.
- 2.5 In accordance with The School Act the Board may establish an alternative program that emphasizes religion and includes:
- 2.5.1 courses of study, instructional materials, and instruction or exercises that deal primarily and explicitly with religion, and
 - 2.5.2 student participation in activities that deal with explicit religious theme and/or content.

References: Board Policy: D/II/16 – Religious Theme/Content in School Activities
School Act: Sections 3, 21, and 50 (1) (a) and (b), and 50 (2) (a) and (b)
Alberta Act, 1905: Section 17
School Ordinance of the Northwest Territories, 1901; Section 137 and 138
Constitution Act, 1867: Section 93
Alberta Human Rights Act, Sections 11.1(1) and (2)



Board Memorandum

Date: January 30, 2019
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Committee of the Whole
Subject: Policy E/I/5 – Employee Conflict of Interest

Background:

At the January 16, 2019 Committee of the Whole Meeting the Board of Trustees reviewed the revisions to Policy E/I/5 – Employee Conflict of Interest.

Governance 3 – Conflict of Interest is also attached for Trustee information.

Recommendation:

That the Board of Trustees approve Policy E/I/5 – Conflict of Interest.

Sincerely,

Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

BOARD 9.13



1.0 POLICY

- 1.1 In accordance with The School Act, the Board believes that every attempt shall be made to avoid situations that may constitute a conflict of interest for staff.

2.0 GUIDELINES

2.1 Definitions

2.1.1 “Conflict of Interest” is a set of circumstances that *creates a risk that* professional judgment or actions regarding the principal goals or mandate of the division will be unduly influenced or compromised to the advantage, either financial or professional, of a family member or friend of an employee of the division.

2.1.2 “Family Member” shall be defined as a spouse, child, parent, parent-in-law, grandparent, son-in-law, daughter-in-law, brother, sister, child of spouse and grandparent of spouse. This would also include common-law relationships.

2.2 The Superintendent shall normally delegate to the Associate Superintendent – Human Services the responsibility to administer this Policy, and AP G 03 - Conflict of Interest.

2.2.1 Where it is the Associate Superintendent – Human Services who is deemed to have a potential for Conflict of Interest, the Superintendent shall have this responsibility.

References: *Admin Practice(s): Governance 3 – Conflict of Interest*



1.0 POLICY

- 1.1 In accordance with The School Act, the Board believes that every attempt shall be made to avoid situations that may constitute a conflict of interest for staff.

2.0 GUIDELINES

2.1 Definitions

2.1.1 “Conflict of Interest” is a set of circumstances that *creates a risk that* professional judgment or actions regarding the principal goals or mandate of the division will be unduly influenced or compromised to the advantage, either financial or professional, of a family member or friend of an employee of the division.

2.1.2 “Family Member” shall be defined as a spouse, child, parent, parent-in-law, grandparent, son-in-law, daughter-in-law, child of spouse and grandparent of spouse. This would also include common-law relationships.

- 2.2 The Superintendent shall normally delegate to the Associate Superintendent – Human Resources the responsibility to administer this Policy, and AP G 03 - Conflict of Interest.

2.2.1 Where it is the Associate Superintendent – Human Resources who is deemed to have a potential for Conflict of Interest, the Superintendent shall have this responsibility.

References: *Admin Practice(s): Governance 3 – Conflict of Interest*



GOVERNANCE 3 – Conflict of Interest

Date: May 13, 2003 Revised: January 30, 2019 Responsible Administrator: Associate Superintendent HS

1.0 RATIONALE

The School Division must avoid situations that may constitute a conflict of interest.

2.0 PROCESS

The Associate Superintendent, Human Services is responsible for maintaining this Administrative Practice.

3.0 GUIDELINES

3.1 If the Superintendent is identified as having a possible conflict of interest, the Board shall:

3.1.1 Review the situation to ensure that the guidelines in Policy E/I/5, Conflict of Interest, have been followed.

3.1.2 If the guidelines in Policy E/I/5, Conflict of Interest, have not been followed, discuss the situation with the Superintendent and take any necessary measures to ensure the Board remains within the guidelines.

3.2 If an employee is identified as having a possible conflict of interest, the Superintendent shall:

3.2.1 Review the situation to ensure that the guidelines in Policy E/I/5, Conflict of Interest, have been followed.

3.2.2 If the guidelines in Policy E/I/5, Conflict of Interest, have not been followed, discuss the situation with the employee(s) involved, and take any necessary measures to ensure the Board remains within these guidelines.

References: *Board Policy: E/I/05 – Employee Conflict of Interest*



Board Memorandum

Date: January 30, 2019
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Committee of the Whole
Subject: New Policy 220 – Trustee Responsibility and Conduct

Background:

At the January 16, 2019 Committee of the Whole Meeting the Board of Trustees reviewed new Policy 220 – Trustee Responsibility and Conduct.

Also attached for Trustee information are the policies that will be replaced by Policy 220 – Trustee Responsibility and Conduct:

- Policy B/I/1 – Trustee Functions, Trusteeship & Policy
- Policy B/II/1 – Attendance at Meetings
- Policy B/II/2 – Code of Ethics
- Policy B/II/3 – Requirement to Declare Conflict of Interest
- Policy B/II/4 – Requirement to take Oath of Office
- Policy B/II/5 – Trustee Code of Conduct
- Policy B/II/6 – Meetings by Electronic Means

Recommendation:

That the Board of Trustees approve Policy 220 – Trustee Responsibility and Conduct.

That the Board of Trustees rescind Policy B/I/1 – Trustee Functions, Trusteeship & Policy.

That the Board of Trustees rescind Policy B/II/1 – Attendance at Meetings.

That the Board of Trustees rescind Policy B/II/2 – Code of Ethics.

BOARD 9.4

That the Board of Trustees rescind Policy B/II/3 – Requirement to Declare Conflict of Interest.

That the Board of Trustees rescind Policy B/II/4 – Requirement to take Oath of Office.

That the Board of Trustees rescind Policy B/II/5 – Trustee Code of Conduct.

That the Board of Trustees rescind Policy B/II/6 – Meetings by Electronic Means.

Sincerely,



Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

Attachments



EFFECTIVE:

REVISED:

REVIEW:

1.0 POLICY

The Board of Trustees is committed to the preservation and enhancement of public education and its trustee members shall conduct themselves at all times ethically and responsibly in carrying out the responsibilities that they have been elected to fulfill.

2.0 GUIDELINES**2.1 Oath of Office**

Every trustee shall take and subscribe to the official oath prescribed by the Oaths of Office Act before commencing his/her duties and shall deposit the oath with the Secretary of the Board.

2.2 Code of Ethics

The Board's Code of Ethics (found in Appendix A) will be read aloud at an appropriate time during the Annual Organization Meeting.

2.3 Code of Conduct

2.3.1 Trustees for Sturgeon Public School Division shall conduct themselves in an ethical and prudent manner which includes proper use of authority and appropriate decorum in group and individual behavior. Each trustee shall behave in a manner that reflects respect for the dignity and worth of all individuals.

2.3.2 Trustees shall be loyal to the interests of Sturgeon Public School Division. This loyalty supersedes loyalty to the personal interest of any trustee whether acting as an individual consumer of the School Division's services or not.

2.3.3 Trustees must be mindful of the fact that they are accountable to exercise the powers and discharge the duties of their office honestly and in good faith. To this end, Trustees shall exercise the degree of

References: Policy(s): 120 Harassment Policy
225 Board Responsibility and Conduct
235 Conduct at Meetings
School Act: Sections 80, 81, 82, 83
Freedom of Information and Protection of Privacy Act
Oaths of Office Act, 2014

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care, diligence and skill that a reasonably prudent person would exercise in comparable circumstances.

2.3.4 Trustees shall avoid any conflict of interest with respect to their pecuniary interests:

2.3.4.1 By understanding pecuniary interest in a matter before the Board, as defined in School Act (S80).

2.3.4.2 By filing with the Secretary-Treasurer, a disclosure of interest statement as required by the School Act (S. 81), and updating forthwith if changes occur,

2.3.4.3 By complying with School Act (S 83) which may involve disclosure of pecuniary interest and/or abstaining from voting on the matter, and/or refraining from discussing the matter, and/or leaving the room while discussion occurs.

2.3.5 At all times Trustees shall avoid any conflict of interest or personal bias with respect to their fiduciary responsibility owed to Sturgeon Public School Division. Each Trustee shall, in considering any matter, determine whether he/she has a conflict of interest or personal bias requiring him/her to recuse him/herself from addressing a particular matter before the Board of Trustees. In making the determination respecting conflict of interest or personal bias each Trustee shall consider the following:

2.3.5.1 Whether a reasonably well-informed person would conclude that the Trustee has a substantial personal interest in the matter;

2.3.5.2 The Trustee's interest in the subject matter of the vote must go beyond that which he or she may have in common with other members of the community;

References: Policy(s): 120 Harassment Policy
225 Board Responsibility and Conduct
235 Conduct at Meetings
School Act: Sections 80, 81, 82, 83
Freedom of Information and Protection of Privacy Act
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2.3.5.3 The Trustee’s interest in the matter must be something that will serve his or her own personal ends; and

2.3.5.4 Where there is such an interest it must be so related to the subject matter of the vote before the Board of Trustees that a reasonably well-informed person would conclude that the interest may well influence the Trustee’s vote and exercise of his or her public duty.

2.3.6 Trustees shall observe confidentiality regarding information received as trustees.

2.3.6.1 According to the Freedom of Information and Protection of Privacy Act (FOIP), all information a trustee receives regarding the school board’s mandate and functions are considered records under the control of the school board. All records containing personal information about an identifiable individual such as employee information, student information or information in letters to the school board, must be kept confidential and may only be released in accordance with FOIP. Employee information, student information or information in letters to the school board must be kept confidential and may only be released in accordance with FOIP. Information received by individual trustees in their capacity as trustees must also be processed and treated in accordance with FOIP.

2.3.6.2 Trustees shall not use Board information for their own direct benefit or advantage. This requires that Board deliberations during in-camera or closed board planning meetings be kept confidential as required by law.

2.4 Violation of Code of Conduct

2.4.1 A Trustee who believes that a fellow Trustee has violated the Code of Conduct may seek resolution of the matter through appropriate

References: Policy(s): 120 Harassment Policy
225 Board Responsibility and Conduct
235 Conduct at Meetings
School Act: Sections 80, 81, 82, 83
Freedom of Information and Protection of Privacy Act
Oaths of Office Act, 2014

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conciliatory measures prior to commencing an official complaint under the Code of Conduct.

2.4.2 If resolution is not achieved and a complaint is to be filed, the complaint process is found in Appendix B.

2.5 Trustee Responsibilities

2.5.1 The role of each individual trustee is to:

2.5.1.1 Represent his or her constituents and consider the interests of all division stakeholders when making decisions.

2.5.1.2 Be familiar with the School Act and Division policies and practices

2.5.1.3 Be familiar with and adhere to the Trustee Code of Conduct.

2.5.1.4 Stay informed on significant developments in education.

2.5.1.5 Following a Trustee development activity, share materials and ideas gained in written format with fellow Trustees.

2.5.1.6 Support the corporate decisions of the Board.

2.5.1.7 Respect and support the authority of the Superintendent to direct the work of administration and staff.

2.5.1.8 Observe the Board's rules of order for conduct at Board meetings.

2.5.1.9 Promote positive relationships between the Board and all division stakeholders.

References: Policy(s): 120 Harassment Policy
225 Board Responsibility and Conduct
235 Conduct at Meetings
School Act: Sections 80, 81, 82, 83
Freedom of Information and Protection of Privacy Act
Oaths of Office Act, 2014



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- 2.5.2 Trustees shall not attempt to exercise individual authority over the organization and/or schools; the Superintendent of Schools; or any member of the staff. In particular:
 - 2.5.2.1 Individual trustees will not assume personal responsibility for resolving operational problems or complaints. Any such complaints will be referred forthwith to the Superintendent for investigation and resolution.
 - 2.5.2.2 Trustees shall not encourage direct communication with employees and members of the public who attempt to bypass school or central office administration but shall encourage employees and members of the public to utilize reporting lines at the school level or within Central Office Administration to bring their concerns to the Board.
 - 2.5.2.3 Trustees shall comply with their fiduciary duty to inform administration of concerns brought to their attention.
- 2.5.3 Trustees shall recognize that:
 - 2.5.3.1 The Board Chair is the official spokesperson for the Board of Trustees, and therefore, the only person authorized to speak to the public, media or other entities and communicate corporate decisions or positions on behalf of the Board.
 - 2.5.3.2 Without limiting the right of trustees to express their own personal views, when interacting with the public, media or other entities, Trustees shall accurately represent and accept the corporate decision of the Board, once a decision has been made.
- 2.5.4 Trustees shall be prepared for Board deliberations by attending in person or by electronic means:

References: Policy(s): 120 Harassment Policy
225 Board Responsibility and Conduct
235 Conduct at Meetings
School Act: Sections 80, 81, 82, 83
Freedom of Information and Protection of Privacy Act
Oaths of Office Act, 2014

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- 2.5.4.1 All regularly scheduled or special meetings of the Board of Trustees and any committee meetings to which they are assigned, on a regular and punctual basis.
- 2.5.4.1.1 The presence or absence of every Trustee shall be recorded in the minutes. If a Trustee wishes to absent himself/herself during the course of a meeting, he/she will declare this wish and ensure that the recording secretary has noted it. Failure to do so will result in inaccuracies in the recording of minutes.
- 2.5.4.1.2 As outlined in the School Act, a person is disqualified from remaining as a Trustee of a board if that person absents himself/herself, without being authorized by a resolution of the board to do so, for three consecutive regular meetings of the board, unless his/her absence is due to illness and he/she provides evidence of that illness in the form of a medical certificate respecting the period of absence.
- 2.5.4.1.3 Repeated partial or late attendance shall be cause for disciplinary action, as determined by the Board.
- 2.5.4.1.4 Unless an absence has been previously approved by the Board, failure to attend Regular and Special Board Meetings as well as scheduled committee meetings, will result in the deduction from trustee remuneration.
- 2.5.4.1.5 Two days per year are allowed without deduction for illness on the part of the Trustee, and two days compassionate leave are also permitted. If, however, a Trustee is absent from

References: Policy(s): 120 Harassment Policy
225 Board Responsibility and Conduct
235 Conduct at Meetings
School Act: Sections 80, 81, 82, 83
Freedom of Information and Protection of Privacy Act
Oaths of Office Act, 2014



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any Regular or Special Meeting of the Board or scheduled committee meetings due to illness, beyond the two sick days permitted, he/she must produce a doctor's certificate and no deduction from trustee remuneration will be made.

2.6 With regards to Standing Committees of the Board, the administrators assigned to support these committees will include in the meeting notes the date and time of the next scheduled committee meeting, the estimated length of the next scheduled meeting and the names of those Trustees who will be in attendance

2.7 In particular, Trustees should attend Trustee Orientation and Renewal sessions, Board Retreats, School Council meetings, Student Discipline Hearings, Teacher Transfer Hearings and meetings with external organizations (such as Municipal Councils and Chamber of Commerce). Trustees are also expected to attend the annual general meetings of the PSBAA and/or the ASBA and other conferences as approved by the Board.

2.8 Board Chair Responsibilities

The Board Chair shall have the authority on behalf of the Board to:

2.8.1 Preside at all Board meetings.

2.8.2 Sign all documents required by law or as authorized by the action of the Board.

2.8.3 Represent the corporate Board as required

References: Policy(s): 120 Harassment Policy
225 Board Responsibility and Conduct
235 Conduct at Meetings
School Act: Sections 80, 81, 82, 83
Freedom of Information and Protection of Privacy Act
Oaths of Office Act, 2014

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Appendix A Code of Ethics

As an elected member of the Board of Trustees,

- 1.0 I will devote time, thought and study to the duties and responsibilities of trusteeship so that I may render effective and credible service.
- 2.0 I will recognize that the expenditure of school funds is a public trust and I will support policies and practices which ensure that all such funds are expended efficiently, economically and in the best interest of the students and electors of the Division.
- 3.0 I will endeavor to work with my fellow trustees in a spirit of harmony and cooperation in spite of differences of opinion that may arise during vigorous debate. I will avoid rancor and bitterness; observe proper decorum and behavior; encourage full and open discussions in all matters with my fellow members of the Board.
- 4.0 I will base my personal decision upon all available facts in each situation, voting my honest conviction in every case.
- 5.0 I will do everything possible to maintain the integrity, confidence and dignity of the office of school trustee and I will resist every temptation and outside pressure to misuse my position as a trustee to benefit either myself or any other individual or agency.
- 6.0 I will remember at all times that as an individual, I have no legal authority outside the meetings of the Board, unless the Board has so delegated. My relationships with the school staff, the local citizenry and the media will be conducted on the basis of this fact.
- 7.0 I will always bear in mind that the primary function of the Board is to establish the policies by which the schools are to be administered and that the daily administration of the educational program and conduct of school business shall be the responsibility of the Superintendent of Schools and his/her staff; therefore, I will refer complaints and other

References: Policy(s): 120 Harassment Policy
225 Board Responsibility and Conduct
235 Conduct at Meetings
School Act: Sections 80, 81, 82, 83
Freedom of Information and Protection of Privacy Act
Oaths of Office Act, 2014



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communications to the Superintendent in accordance with policies and procedures approved by the Board.

- 8.0 I will earnestly attempt to promote goals based on the needs and aspirations of the community and do my best to support effective educational programs for the students.

Draft

References: Policy(s): 120 Harassment Policy
225 Board Responsibility and Conduct
235 Conduct at Meetings
School Act: Sections 80, 81, 82, 83
Freedom of Information and Protection of Privacy Act
Oaths of Office Act, 2014

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Appendix B Code Of Conduct Complaint

- 1.0 A Trustee who wishes to commence an official complaint, under the Code of Conduct, shall
 - 1.1 File a letter of complaint with the Chair, or Vice Chair in the absence of the Board Chair, or in cases when the complaint is about the Chair,
 - 1.2 Indicate the nature of the complaint and the section or sections of the Code of Conduct that are alleged to have been violated by the Trustee.
- 2.0 The Trustee who is alleged to have violated the Code of Conduct, and all other Trustees, shall be forwarded a copy of the letter of complaint by the Chair, or where otherwise applicable by the Vice Chair, within five (5) days of receipt by the Chair/Vice Chair of the letter of complaint.
- 3.0 When a Trustee files a letter of complaint, and a copy of that letter of complaint is forwarded to all Trustees, the filing, notification, content, and nature of the complaint shall be deemed to be strictly confidential, the public disclosure of which shall be deemed to be a violation this Trustee Code of Conduct.
- 4.0 Public disclosure of the complaint and any resulting decision taken by the Board may be disclosed by the Chair only at the direction of the Board, following the disposition of the complaint by the Board at a Code of Conduct hearing. Upon receipt of a complaint, a special meeting of the Board of Trustees shall be called. The Chair shall indicate at the commencement of the meeting, the nature of the business to be transacted and that the complaint shall be heard in an in-camera session of the Special Meeting.
- 5.0 Violation of the Code of Conduct may result in the Board instituting, without limiting what follows, any or all of the following sanctions:

References: Policy(s): 120 Harassment Policy
225 Board Responsibility and Conduct
235 Conduct at Meetings
School Act: Sections 80, 81, 82, 83
Freedom of Information and Protection of Privacy Act
Oaths of Office Act, 2014



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- 5.1 Having the Board Chair write a letter of censure marked "personal and confidential" to the offending Trustee, on the approval of a majority of those Trustees present and allowed to vote at the Special Meeting of the Board. Trustees are allowed to vote if they do not have a conflict of interest and/or personal bias relative to the matter under consideration. The Trustee filing the complaint as well as the Trustee alleged to have violated the code shall not be eligible to vote;
- 5.2 Having a motion of censure passed by a majority of those Trustees present and allowed to vote at the Special Meeting of the Board;
- 5.3 Having a motion to remove the offending Trustee from one, some or all Board committees or other appointments of the Board, passed by a majority of those Trustees present and allowed to vote at the Special Meeting of the Board.
- 6.0 The Board may vote, at its discretion, to make public its findings at the Special Meeting, or at a Regular Meeting of the Board, where the Board has not upheld the complaint alleging a violation of the Board's Code of Conduct or, where there has been a withdrawal of the complaint or, under any other circumstances that the Board deems reasonable and appropriate to indicate publicly its disposition of the complaint.
- 7.0 Procedures for a Code of Conduct Hearing are found in Appendix C

References: Policy(s): 120 Harassment Policy
225 Board Responsibility and Conduct
235 Conduct at Meetings
School Act: Sections 80, 81, 82, 83
Freedom of Information and Protection of Privacy Act
Oaths of Office Act, 2014

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Appendix C Code of Conduct Hearing

Without limiting what appears below, the Chair shall ensure fairness in dealing with the complaint by adhering to the following procedures:

- 1.0 The Code of Conduct complaint shall be conducted at an in-camera session, "Code of Conduct Hearing", of a Special Board Meeting convened for that purpose.
- 1.1 The Board, in its sole discretion, may record the in-camera session of the Special Board Meeting by electronic means. Where recording will take place, trustees shall be advised by the presiding Chair at the commencement of the Code of Conduct Hearing.
- 2.0 The sequence of the Code of Conduct Hearing shall be:
 - 2.1 The information supporting the complaint shall be presented to members of the Board of Trustees and may be written or oral or both;
 - 2.2 The respondent Trustee shall provide a presentation which may be written or oral or both;
 - 2.3 The Trustee advancing the complaint shall then be given an opportunity to reply to the respondent Trustee's presentation;
 - 2.4 The respondent Trustee shall then be provided a further opportunity to respond to any additional information or presentation and subsequent remarks;
 - 2.5 The remaining Trustees of the Board shall be given the opportunity to ask questions of both parties;
 - 2.6 The trustee advancing the complaint shall be given the opportunity to make final comments; and

References: Policy(s): 120 Harassment Policy
225 Board Responsibility and Conduct
235 Conduct at Meetings
School Act: Sections 80, 81, 82, 83
Freedom of Information and Protection of Privacy Act
Oaths of Office Act, 2014



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- 2.7 The respondent Trustee shall be given the opportunity to make final comments.
- 3.0 Following the presentation of the respective positions of the parties, the parties, and all persons, other than the remaining Trustees who do not have a conflict of interest, shall be required to leave the room, and the remaining Trustees shall deliberate in private. The Board may however, in its discretion, call upon legal advisors to assist them on points of law, or the drafting of a possible resolution.
- 4.0 If the remaining Trustees, in deliberation, require further information or clarification, the parties shall be reconvened and the requests made in the presence of both parties. If the information is not readily available, the presiding Chair may request a recess, or if necessary, an adjournment of the Code of Conduct Hearing to a later date.
- 5.0 In the case of an adjournment, no discussion by Trustees whatsoever of the matters heard at the Code of Conduct Hearing may take place until the meeting is reconvened.
- 6.0 The remaining Trustees, in deliberation, may draft a resolution indicating what action, if any, may be taken regarding the respondent Trustee.
- 7.0 The presiding Chair shall reconvene the parties to the Code of Conduct Hearing and request a motion to revert to the open meeting, in order to pass the resolution.
- 8.0 All documentation or records related to the Code of Conduct Hearing shall be returned to the Superintendent or designate immediately upon conclusion of the Code of Conduct Hearing and shall be retained in accordance with legal requirements.
- 9.0 The presiding Chair shall declare the Special Board Meeting adjourned.

References: Policy(s): 120 Harassment Policy
225 Board Responsibility and Conduct
235 Conduct at Meetings
School Act: Sections 80, 81, 82, 83
Freedom of Information and Protection of Privacy Act
Oaths of Office Act, 2014



1.0 POLICY

- 1.1 The School Act has provided school boards with specific powers and responsibilities.
- 1.2 The Board of Trustees of Sturgeon School Division No. 24 is responsible for the education of the students registered in its schools.

2.0 GUIDELINES

- 2.1 The Board shall be responsible for:
 - 2.1.1 Representing the community in its policy setting.
 - 2.1.2 Setting priorities and policies to provide leadership and direction for the jurisdiction.
 - 2.1.3 Allocating the financial means in accordance with Alberta Education regulations in order to provide the resources necessary to achieve division goals and priorities.
 - 2.1.4 Monitoring and evaluating the effectiveness of division policies in achieving objectives.
 - 2.1.5 Hiring and evaluating the Superintendent of Schools.
 - 2.1.6 Serving as an advocate for public education.
- 2.2 The role of each individual trustee is to:
 - 2.2.1 Represent his or her constituents and consider the interests of all division stakeholders when making decisions.
 - 2.2.2 Be familiar with the School Act and Division policies and practices
 - 2.2.3 Be familiar with and adhere to the Trustee Code of Conduct.
 - 2.2.4 Stay informed on significant developments in education.

References: Board Policies: B//1/5 – Trustee Code of Conduct
School Act: Sections 60



B//1 – Trustee Functions, Trusteeship & Policy

B//1

EFFECTIVE: April 5, 2000

REVISED: Feb. 22, 2017

REVIEW: 2021-2022

-
- 2.2.5 Following a Trustee development activity, share materials and ideas gained in written format with fellow Trustees.
 - 2.2.6 Support the corporate decisions of the Board.
 - 2.2.7 Respect and support the authority of the Superintendent to direct the work of administration and staff.
 - 2.2.8 Observe the Board's rules of order for conduct at Board meetings.
 - 2.2.9 Promote positive relationships between the Board and all division stakeholders.
- 2.3 The Board Chair shall have the authority on behalf of the Board to:
- 2.3.1 Preside at all Board meetings.
 - 2.3.2 Sign all documents required by law or as authorized by the action of the Board.
 - 2.3.3 Represent the corporate Board as required.

References: Board Policies: B//1/5 – Trustee Code of Conduct
School Act: Sections 60



1.0 POLICY

- 1.1 Attendance of Trustees at meetings of the Board is required by the School Act. Policy guidelines provide for absence because of illness and penalties for unapproved absences.

2.0 GUIDELINES

- 2.1 All Trustees are expected to attend every Regular and Special Meeting of the Board, as well as all meetings of committees of which they are a member unless absence has been previously approved by the Board. Failure to attend Regular and Special Board Meetings will result in the deduction from salary of a per diem rate.
- 2.1.1 In addition, failure to attend a Standing Committee meeting for which a Trustee has made a commitment, will result in a deduction from salary of either a half or full per diem rate depending on the length of the scheduled meeting.
- 2.2 With regards to Standing Committees of the Board, the administrators assigned to support these committees will include in the meeting notes:
- 2.2.1 The date and time of the next scheduled committee meeting
- 2.2.2 The estimated length of the next scheduled meeting
- 2.2.3 The names of those Trustees who will be in attendance
- 2.3 Two days per year are allowed without deduction for illness on the part of the Trustee, and two days compassionate leave are also permitted. If, however, a Trustee is absent from any Regular or Special Meeting of the Board or any standing committee meeting for which the Trustee has made a commitment, due to illness beyond the two sick days permitted, he/she must produce a doctor's certificate and no deduction from salary will be made.
- 2.4 The presence or absence of every Trustee will be recorded in the minutes. If a Trustee wishes to absent himself/herself during the course of a meeting, he/she will declare this wish and ensure that the recording secretary has noted it. Failure to do so may result in inaccuracies in the recording of minutes.

References: *School Act: Section 65; 71*



B/II/1 – Attendance at Meetings

B/II/1

EFFECTIVE: October 26, 2005

REVISED: November 25, 2015

REVIEW: 2019-2020

- 2.5 As outlined in the School Act, a person is disqualified from remaining as a Trustee of a board if that person absents himself/herself, without being authorized by a resolution of the board to do so, for three consecutive regular meetings of the board, unless his/her absence is due to illness and he/she provides evidence of that illness in the form of a medical certificate respecting the period of absence.

References: *School Act: Section 65; 71*



1.0 POLICY

1.1 The Board shall maintain a written Code of Ethics for Trustees in its Policy Handbook and provide for an annual formal reading before the Board.

2.0 GUIDELINES

2.1 Reading Code of Ethics

The Board's Code of Ethics will be read aloud at an appropriate time during the Annual Organization Meeting.

2.2 Exhibit

As an elected member of the Board of Trustees,

I will devote time, thought and study to the duties and responsibilities of trusteeship so that I may render effective and credible service.

I will recognize that the expenditure of school funds is a public trust and I will support policies and practices which ensure that all such funds are expended efficiently, economically and in the best interest of the students and electors of the Division.

I will endeavor to work with my fellow trustees in a spirit of harmony and cooperation in spite of differences of opinion that may arise during vigorous debate. I will avoid rancor and bitterness; observe proper decorum and behaviour; encourage full and open discussions in all matters with my fellow members of the Board.

I will base my personal decision upon all available facts in each situation, voting my honest conviction in every case.

I will do everything possible to maintain the integrity, confidence and dignity of the office of school trustee and I will resist every temptation and outside pressure to misuse my position as a trustee to benefit either myself or any other individual or agency.

I will remember at all times that as an individual, I have no legal authority outside the meetings of the Board, unless the Board has so delegated. My relationships with the school staff, the local citizenry and the media will be conducted on the basis of this fact.

References:



I will always bear in mind that the primary function of the Board is to establish the policies by which the schools are to be administered and that the daily administration of the educational program and conduct of school business shall be the responsibility of the Superintendent of Schools and his/her staff; therefore, I will refer complaints and other communications to the Superintendent in accordance with policies and procedures approved by the Board.

I will earnestly attempt to promote goals based on the needs and aspirations of the community and do my best to support effective educational programs for the students.

References:



1.0 POLICY

- 1.1 The School Act provides that a Trustee shall make a disclosure of any pecuniary interest and abstain from discussing and voting on certain matters.



B/II/4 – Requirement to Take Oath of Office

B/II/4

EFFECTIVE: February 23, 2005

REVISED: November 28, 2012

REVIEW: 2019-2020

1.0 POLICY

1.1 The School Act requires newly elected trustees to take an Oath of Office.

2.0 GUIDELINES

2.1 Exhibit

Every trustee shall take and subscribe to the official oath prescribed by the Oaths of Office Act before commencing his/her duties and shall deposit the oath with the Secretary of the Board.

Prescribed form for the Oath of Office:

I _____, swear or affirm that I will diligently, faithfully and to the best of my ability execute according to law the office of trustee.



1.0 POLICY

The Sturgeon School Division Board believes that, at all times, Trustees must conduct themselves lawfully, with integrity and high ethical standards, in order to model the behaviours expected of employees and students and to build public confidence and credibility.

The Board of Trustees further believes that a Trustee Code of Conduct should serve to provide guidance and direction for the ongoing behaviour of trustees.

2.0 GUIDELINES

2.1 In keeping with the policy statement, Trustees for Sturgeon School Division shall conduct themselves in an ethical and prudent manner which includes proper use of authority and appropriate decorum in group and individual behaviour.

2.1.1 Additionally, Trustees shall behave in a manner that reflects respect for the dignity and worth of all individuals.

2.2 Trustees shall be loyal to the interests of Sturgeon School Division. This loyalty supersedes loyalty to:

2.2.1 The personal interest of any trustee whether acting as an individual consumer of the School Division’s services or not.

2.3 Trustees must be mindful of the fact that they are accountable to exercise the powers and discharge the duties of their office honestly and in good faith. To this end, Trustees shall exercise the degree of care, diligence and skill that a reasonably prudent person would exercise in comparable circumstances.

2.4 Trustees shall avoid any conflict of interest with respect to their pecuniary interests as per Policy B/II/3 and the School Act (S80).

2.4.1 Trustees will file, and update forthwith if changes occur, with the Secretary-Treasurer, a disclosure of interest statement as required by the *School Act* (s. 81).

2.5 Trustees shall act in accordance with the role description provided for in Policy B/I/1 - Trustee Functions, Trusteeship & Policy as amended from time to time and shall not attempt to exercise individual authority over the organization and/or schools; the Superintendent of Schools; or any member of the staff. In particular:

References:	Board Policies:	B/II/1 – Trustee Functions, Trusteeship & Policy B/II/3 – Requirement to Declare Conflict of Interest E/II/11 – Harassment Policy E/II/15 – Healthy Interactions Model
	School Act:	Sections 80; 81; 82; 83



B/II/5 Trustee Code Of Conduct

B/II/5

EFFECTIVE: Nov. 27, 2013

REVISED:

REVIEW: 2021-2022

- 2.5.1 Individual trustees will not assume personal responsibility for resolving operational problems or complaints. Any such complaints will be referred forthwith to the Superintendent for investigation and resolution.
- 2.5.2 Trustees shall not encourage direct communication with employees and members of the public who attempt to bypass school or central office administration but shall encourage employees and members of the public to utilize reporting lines at the school level or within Central Office Administration to bring their concerns to the Board.
- 2.5.3 Trustees shall comply with their fiduciary duty to inform administration of concerns brought to their attention.
- 2.6 Trustees shall not use Board information for their own direct benefit or advantage. This requires that Board deliberations during in-camera or closed board planning meetings be kept confidential as required by law.
- 2.7 The Board Chair is the official spokesperson for the Board of Trustees, and therefore, the only person authorized to speak to the public, media or other entities and communicate corporate decisions or positions on behalf of the Board.
 - 2.7.1 Without limiting the right of trustees to express their own personal views, when interacting with the public, media or other entities, Trustees shall accurately represent and accept the corporate decision of the Board, once a decision has been made.
- 2.8 At all times Trustees shall avoid any conflict of interest or personal bias with respect to their fiduciary responsibility owed to Sturgeon School division. Each Trustee shall, in considering any matter, determine whether he/she has a conflict of interest or personal bias requiring him/her to recuse him/herself from addressing a particular matter before the Board of Trustees. In making the determination respecting conflict of interest or personal bias each Trustee shall consider the following:
 - 2.8.1 Whether a reasonably well-informed person would conclude that the Trustee has a substantial personal interest in the matter;
 - 2.8.2 The Trustee’s interest in the subject matter of the vote must go beyond that which he or she may have in common with other members of the community;
 - 2.8.3 The Trustee’s interest in the matter must be something that will serve his or her own personal ends; and

References: Board Policies: B/II/1 – Trustee Functions, Trusteeship & Policy
 B/II/3 – Requirement to Declare Conflict of Interest
 E/II/11 – Harassment Policy
 E/II/15 – Healthy Interactions Model
 School Act: Sections 80; 81; 82; 83



B/II/5 Trustee Code Of Conduct

B/II/5

EFFECTIVE: Nov. 27, 2013

REVISED:

REVIEW: 2021-2022

2.8.4 Where there is such an interest it must be so related to the subject matter of the vote before the Board of Trustees that a reasonably well-informed person would conclude that the interest may well influence the Trustee’s vote and exercise of his or her public duty.

2.9 Trustees shall be prepared for Board deliberations

2.9.1 Trustees shall attend all regularly scheduled or special meetings of the Board of Trustees and any committee meetings to which they are assigned, on a regular and punctual basis. Provisions for absence because of illness and penalties for unapproved absences are delineated as follows:

2.9.1.1 Unless an absence has been previously approved by the Board, failure to attend Regular and Special Board Meetings as well as scheduled committee meetings, will result in the deduction from salary of a per diem rate.

2.9.1.2 Notwithstanding 2.9.1, two days per year are allowed without deduction for illness on the part of the Trustee, and two days compassionate leave are also permitted. If, however, a Trustee is absent from any Regular or Special Meeting of the Board or scheduled committee meetings due to illness, beyond the two sick days permitted, he/she must produce a doctor’s certificate and no deduction from salary will be made.

2.9.2 Trustees shall attend and take part in meetings, such as Trustee Orientation and Renewal sessions, Board Retreats, School Council meetings, Student Discipline Hearings, Teacher Transfer Hearings, meetings with external organizations (such as Municipal Councils and Chamber of Commerce). Trustees are also expected to attend the annual general meetings of the PSBAA and/or the ASBA and other conferences as approved by the Board.

2.9.3 The presence or absence of every Trustee shall be recorded in the minutes. If a Trustee wishes to absent himself/herself during the course of a meeting, he/she will declare this wish and ensure that the recording secretary has noted it. Failure to do so will result in inaccuracies in the recording of minutes.

2.9.4 As outlined in the School Act, a person is disqualified from remaining as a Trustee of a board if that person absents himself/herself, without being authorized by a resolution of the board to do so, for three consecutive regular meetings of the board, unless his/her absence is due to illness and he/she provides evidence of that illness in the form of a medical certificate respecting the period of absence.

2.9.5 Repeated partial or late attendance shall be cause for disciplinary action, as determined by the Board.

References:	Board Policies:	B/II/1 – Trustee Functions, Trusteeship & Policy B/II/3 – Requirement to Declare Conflict of Interest E/II/11 – Harassment Policy E/II/15 – Healthy Interactions Model
	School Act:	Sections 80; 81; 82; 83



B//I/5 Trustee Code Of Conduct

B//I/5

EFFECTIVE: Nov. 27, 2013

REVISED:

REVIEW: 2021-2022

- 2.10 A Trustee who believes that a fellow Trustee has violated the Code of Conduct may seek resolution of the matter through appropriate conciliatory measures prior to commencing an official complaint under the Code of Conduct.
- 2.11 A Trustee who wishes to commence an official complaint, under the Code of Conduct, shall
 - 2.11.1 File a letter of complaint with the Chair, or Vice Chair in the absence of the Board Chair, or in cases when the complaint is about the Chair,
 - 2.11.2 Indicate the nature of the complaint and the section or sections of the Code of Conduct that are alleged to have been violated by the Trustee.
- 2.12 The Trustee who is alleged to have violated the Code of Conduct, and all other Trustees, shall be forwarded a copy of the letter of complaint by the Chair, or where otherwise applicable by the Vice Chair, within five (5) days of receipt by the Chair/Vice Chair of the letter of complaint.
- 2.13 When a Trustee files a letter of complaint, and a copy of that letter of complaint is forwarded to all Trustees, the filing, notification, content, and nature of the complaint shall be deemed to be strictly confidential, the public disclosure of which shall be deemed to be a violation this Trustee Code of Conduct.
 - 2.13.1 Public disclosure of the complaint and any resulting decision taken by the Board may be disclosed by the Chair only at the direction of the Board, following the disposition of the complaint by the Board at a Code of Conduct hearing.
- 2.14 Upon receipt of a complaint, a special meeting of the Board of Trustees shall be called. The Chair shall indicate at the commencement of the meeting, the nature of the business to be transacted and that the complaint shall be heard in an in-camera session of the Special Meeting.
- 2.15 Violation of the Code of Conduct may result in the Board instituting, without limiting what follows, any or all of the following sanctions:
 - 2.15.1 Having the Board Chair write a letter of censure marked “personal and confidential” to the offending Trustee, on the approval of a majority of those Trustees present and allowed to vote at the Special Meeting of the Board. Trustees are allowed to vote if they do not have a conflict of interest and/or personal bias relative to the matter under consideration. The Trustee filing the complaint as well as the Trustee alleged to have violated the code shall not be eligible to vote;

References: Board Policies: B//I/1 – Trustee Functions, Trusteeship & Policy
 B//I/3 – Requirement to Declare Conflict of Interest
 E//I/11 – Harassment Policy
 E//I/15 – Healthy Interactions Model
 School Act: Sections 80; 81; 82; 83



2.15.2 Having a motion of censure passed by a majority of those Trustees present and allowed to vote at the Special Meeting of the Board;

2.15.3 Having a motion to remove the offending Trustee from one, some or all Board committees or other appointments of the Board, passed by a majority of those Trustees present and allowed to vote at the Special Meeting of the Board.

2.16 The Board may vote, at its discretion, to make public its findings at the Special Meeting, or at a Regular Meeting of the Board, where the Board has not upheld the complaint alleging a violation of the Board’s Code of Conduct or, where there has been a withdrawal of the complaint or, under any other circumstances that the Board deems reasonable and appropriate to indicate publicly its disposition of the complaint.

3.0 PROCEDURES – CODE OF CONDUCT HEARING

Without limiting what appears below, the Chair shall ensure fairness in dealing with the complaint by adhering to the following procedures:

3.1 The Code of Conduct complaint shall be conducted at an in-camera session, “Code of Conduct Hearing”, of a Special Board Meeting convened for that purpose.

3.1.1 The Board, in its sole discretion, may record the in-camera session of the Special Board Meeting by electronic means. Where recording will take place, trustees shall be advised by the presiding Chair at the commencement of the Code of Conduct Hearing.

3.2 The sequence of the Code of Conduct Hearing shall be:

3.2.1 The information supporting the complaint shall be presented to members of the Board of Trustees and may be written or oral or both;

3.2.2 The respondent Trustee shall provide a presentation which may be written or oral or both;

3.2.3 The Trustee advancing the complaint shall then be given an opportunity to reply to the respondent Trustee’s presentation;

3.2.4 The respondent Trustee shall then be provided a further opportunity to respond to any additional information or presentation and subsequent remarks;

References:	Board Policies:	B/II/1 – Trustee Functions, Trusteeship & Policy B/II/3 – Requirement to Declare Conflict of Interest E/II/11 – Harassment Policy E/II/15 – Healthy Interactions Model
	School Act:	Sections 80; 81; 82; 83



B/II/5 Trustee Code Of Conduct

B/II/5

EFFECTIVE: Nov. 27, 2013

REVISED:

REVIEW: 2021-2022

- 3.2.5 The remaining Trustees of the Board shall be given the opportunity to ask questions of both parties;
- 3.2.6 The Trustee advancing the complaint shall be given the opportunity to make final comments; and
- 3.2.7 The respondent Trustee shall be given the opportunity to make final comments.
- 3.3 Following the presentation of the respective positions of the parties, the parties, and all persons, other than the remaining Trustees who do not have a conflict of interest, shall be required to leave the room, and the remaining Trustees shall deliberate in private. The Board may however, in its discretion, call upon legal advisors to assist them on points of law, or the drafting of a possible resolution.
- 3.4 If the remaining Trustees, in deliberation, require further information or clarification, the parties shall be reconvened and the requests made in the presence of both parties. If the information is not readily available, the presiding Chair may request a recess, or if necessary, an adjournment of the Code of Conduct Hearing to a later date.
- 3.5 In the case of an adjournment, no discussion by Trustees whatsoever of the matters heard at the Code of Conduct Hearing may take place until the meeting is reconvened.
- 3.6 The remaining Trustees, in deliberation, may draft a resolution indicating what action, if any, may be taken regarding the respondent Trustee.
- 3.7 The presiding Chair shall reconvene the parties to the Code of Conduct Hearing and request a motion to revert to the open meeting, in order to pass the resolution.
- 3.8 All documentation or records related to the Code of Conduct Hearing shall be returned to the Superintendent of Schools or designate immediately upon conclusion of the Code of Conduct Hearing and shall be retained in accordance with legal requirements.
- 3.9 The presiding Chair shall declare the Special Board Meeting adjourned.

References: Board Policies: B/II/1 – Trustee Functions, Trusteeship & Policy
 B/II/3 – Requirement to Declare Conflict of Interest
 E/II/11 – Harassment Policy
 E/II/15 – Healthy Interactions Model
 School Act: Sections 80; 81; 82; 83



1.0 POLICY

1.1 The Board believes that Trustees should be afforded the opportunity to attend board meetings by electronic means.

2.0 GUIDELINES

2.1 The Board shall maintain regulations which facilitate the operation of this policy.

References: Education Act: Board Procedures Regulation 5
Board Regulation: Administration 6



Board Memorandum

Date: January 30, 2019
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Committee of the Whole
Subject: New Policy 225 – Board Responsibility and Conduct

Background:

At the January 16, 2019 Committee of the Whole Meeting the Board of Trustees reviewed new Policy 225 – Board Responsibility and Conduct.

Also attached for Trustee information are the policies that will be replaced by Policy 225 – Board Responsibility and Conduct:

Policy B/1/1 – Trustee Functions, Trusteeship & Policy
(This policy is also replaced by Policy 220 – Trustee Responsibility and Conduct.)

Policy B/IV/1 – Board Roles and Responsibilities

Recommendation:

That the Board of Trustees approve Policy 225 – Board Responsibility and Conduct.

That the Board of Trustees rescind Policy B/IV/1 – Board Roles and Responsibilities.

Sincerely,

Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

Attachments

BOARD 9.5

EFFECTIVE:

REVISED:

REVIEW:

1.0 POLICY

As representatives of the community, held accountable through the School Act and the election process, the Board provides overall direction and leadership to the Division.

2.0 GUIDELINES

2.1 Board Responsibilities

The School Act establishes specific powers, duties and responsibilities for the Board which is accountable to its electorate. Subject to statutory requirements, the Board is responsible for:

- 2.1.1 Establishing and communicating the mission, values and strategic priorities/goals for the school system;
- 2.1.2 Representing the community in its policy setting, by developing and approving policies to guide the Division;
- 2.1.3 Monitoring and evaluating the effectiveness of division policies in achieving objectives.
- 2.1.4 Appointing the Superintendent of Schools, delegating administrative duties to the Superintendent and evaluating the Superintendent's performance annually;
- 2.1.5 Allocating the financial means in accordance with Alberta Education regulations in order to provide the resources necessary to achieve division goals and priorities by determining the basis for annual resource allocations to the schools and programs through the approval of the Division budget;
- 2.1.6 Establishing responsibilities and accountability for achieving desired results at various levels throughout the organization;

References: School Act: Sections 60, 61

EFFECTIVE:

REVISED:

REVIEW:

- 2.1.7 Establishing a monitoring and evaluation system, including appeal processes and support and recognition mechanisms;
- 2.1.8 Evaluating the effectiveness of the Board in achieving established goals and desired results;
- 2.1.9 Reporting annually to the public and the province on system and school performance;
- 2.1.10 Providing advice with respect to education to the Province, as an individual Board and collectively through its Associations; and,
- 2.1.11 Acting as an advocate for public education and the Division.

2.2 Delegation

The Board may delegate any of its powers and responsibilities subject to the provisions and restrictions as outlined in the School Act.

2.3 Board Conduct

- 2.3.1 Each trustee shall act ethically and responsibly as outlined in Policy 220. The Board collectively shall operate with the same high standards, acting always in the best interests of all students and their learning.
- 2.3.2 The Board shall support and hold accountable its individual trustees and the Superintendent.
- 2.3.3 The Board shall establish with the Superintendent the parameters for their respective roles and not interfere with the performance of the tasks that have been agreed upon as administrative responsibilities.

References: School Act: Sections 60, 61



1.0 POLICY

- 1.1 The School Act has provided school boards with specific powers and responsibilities.
- 1.2 The Board of Trustees of Sturgeon School Division No. 24 is responsible for the education of the students registered in its schools.

2.0 GUIDELINES

- 2.1 The Board shall be responsible for:
 - 2.1.1 Representing the community in its policy setting.
 - 2.1.2 Setting priorities and policies to provide leadership and direction for the jurisdiction.
 - 2.1.3 Allocating the financial means in accordance with Alberta Education regulations in order to provide the resources necessary to achieve division goals and priorities.
 - 2.1.4 Monitoring and evaluating the effectiveness of division policies in achieving objectives.
 - 2.1.5 Hiring and evaluating the Superintendent of Schools.
 - 2.1.6 Serving as an advocate for public education.
- 2.2 The role of each individual trustee is to:
 - 2.2.1 Represent his or her constituents and consider the interests of all division stakeholders when making decisions.
 - 2.2.2 Be familiar with the School Act and Division policies and practices
 - 2.2.3 Be familiar with and adhere to the Trustee Code of Conduct.
 - 2.2.4 Stay informed on significant developments in education.

References: Board Policies: B//1/5 – Trustee Code of Conduct
School Act: Sections 60



-
- 2.2.5 Following a Trustee development activity, share materials and ideas gained in written format with fellow Trustees.
 - 2.2.6 Support the corporate decisions of the Board.
 - 2.2.7 Respect and support the authority of the Superintendent to direct the work of administration and staff.
 - 2.2.8 Observe the Board's rules of order for conduct at Board meetings.
 - 2.2.9 Promote positive relationships between the Board and all division stakeholders.
- 2.3 The Board Chair shall have the authority on behalf of the Board to:
- 2.3.1 Preside at all Board meetings.
 - 2.3.2 Sign all documents required by law or as authorized by the action of the Board.
 - 2.3.3 Represent the corporate Board as required.

References: Board Policies: B//1/5 – Trustee Code of Conduct
School Act: Sections 60



1.0 POLICY

- 1.1 As representatives of the community, held accountable through the School Act and the election process, the Board provides overall direction and leadership to the Division.

2.0 GUIDELINES

- 2.1 The School Act establishes specific powers, duties and responsibilities for the Board which is accountable to its electorate.

- 2.2 Subject to statutory requirements, the Board is responsible for:

2.2.1 Establishing and communicating the mission, values and strategic priorities/goals for the school system;

2.2.2 Developing and approving policies to guide the Division;

2.2.3 Appointing the Superintendent of Schools, delegating administrative duties to the Superintendent and evaluating the Superintendent's performance annually;

2.2.4 Determining the basis for annual resource allocations to the schools and programs through the approval of the Division budget;

2.2.5 Establishing responsibilities and accountability for achieving desired results at various levels throughout the organization;

2.2.6 Establishing a monitoring and evaluation system, including appeal processes and support and recognition mechanisms;

2.2.7 Evaluating the effectiveness of the Board in achieving established goals and desired results;

2.2.8 Reporting annually to the public and the province on system and school performance;

2.2.9 Providing advice with respect to education to the Province, as an individual Board and collectively through its Associations; and,

2.2.10 Acting as an advocate for public education and the Division.

References: *School Act: 60 and 61*



- 2.3 The Board may delegate any of its powers and responsibilities subject to the provisions and restrictions as outlined in the School Act.

References: *School Act: 60 and 61*



Board Memorandum

Date: January 30, 2019
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Committee of the Whole
Subject: New Policy 230 – Board Committees and Appointed Representation

Background:

At the January 16, 2019 Committee of the Whole Meeting the Board of Trustees reviewed new Policy 230 – Board Committees and Appointed Representation.

Also attached for Trustee information are the policies that will be replaced by Policy 230 – Board Committees and Appointed Representation:

- Policy B/1/3 – Committees of the Board
- Policy B/1/4 – Board Representation to Other Organizations
- Board Regulation - Administration 7 - Board Staff Communication
- Board Regulation - Education 2 - Student Suspensions and Expulsions

Recommendation:

That the Board of Trustees approve Policy 230 – Board Committees and Appointed Representation.

That the Board of Trustees rescind Policy B/1/3 – Committees of the Board.

That the Board of Trustees rescind Policy B/1/4 – Board Representation to Other Organizations.

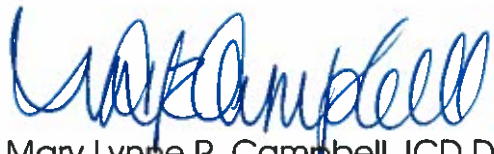
That the Board of Trustees rescind Board Regulation - Administration 7 - Board Staff Communication.

That the Board of Trustees rescind Board Regulation - Education 2 - Student Suspensions and Expulsions.

BOARD 9.0

Subject: New Policy 230 - Board Committees and Appointed Representation
Date: January 30, 2019
Page 2 of 2

Sincerely,

A handwritten signature in blue ink, appearing to read "MLR Campbell". The signature is fluid and cursive.

Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

Attachments



EFFECTIVE:

REVISED:

REVIEW:

1.0 POLICY

The Board believes that the work of the Board may be facilitated through committees, both standing and ad hoc, task groups, and/or other structures as determined from time to time.

The Board may delegate responsibilities and duties to such committees and task groups while retaining Board governance regarding any or all decisions or recommendations made by these committees.

2.0 GUIDELINES

- 2.1 The Board shall annually establish standing committees, including mandate and membership, at their organizational meeting.
- 2.2 The Board may establish additional committees, task groups, and/or any other structures, as deemed necessary by Board motion. The mandate, membership and term of such ad hoc committees, task groups and/or other structures shall be determined by Board motion.
- 2.3 If a committee member is unable to attend a committee meeting, then, providing a committee quorum is present, the meeting shall proceed.
- 2.4 Each committee shall select a chair to act as the Board liaison with the assigned administrator.
- 2.5 Each committee will develop an annual work plan and report same to the Board for review and approval.
- 2.6 The committee shall report to the Board on a regular basis at Committee of the Whole and/or Public Board meetings.
- 2.7 Committees (Powers and Terms of Reference are in Appendices to this Policy.)

References: School Act: Sections 61, 63



EFFECTIVE:

REVISED:

REVIEW:

- 2.7.1 COMMITTEE OF THE WHOLE
- 2.7.2 POLICY COMMITTEE
- 2.7.3 STUDENT DISCIPLINE COMMITTEE
- 2.7.4 ATA NEGOTIATIONS COMMITTEE
- 2.7.5 TEACHER BOARD ADVISORY COMMITTEE (TBAC)
- 2.7.6 C.U.P.E. NEGOTIATIONS COMMITTEE
- 2.7.7 LABOUR MANAGEMENT COMMITTEE
- 2.7.8 BUILDINGS AND MAINTENANCE COMMITTEE
- 2.7.9 FINANCE & HUMAN SERVICES COMMITTEE
- 2.7.10 TRANSPORTATION COMMITTEE
- 2.7.11 ADVOCACY COMMITTEE

2.8 Appointed Representation

The Board may, from time to time, appoint a trustee to act as liaison representative to such organizations or groups as:

- 2.8.1 Alberta School Boards Association (ASBA) Zone II (One trustee)
- 2.8.2 Public School Board Association (PSBAA) (One trustee)
- 2.8.3 Sturgeon County Community Services Advisory Board (One trustee)
- 2.8.4 School Joint Use Committee (Local trustee and principal, except Sturgeon Composite High School where the Chair of the Building Committee and principal serve)

References: School Act: Sections 61, 63



EFFECTIVE:

REVISED:

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2.8.5 School Councils (Local trustee, except Sturgeon Composite High School where, yearly, trustees develop a rotating schedule of attendance)

Draft

References: School Act: Sections 61, 63



EFFECTIVE:

REVISED:

REVIEW:

APPENDIX A COMMITTEE OF THE WHOLE

1.0 Committee Powers:

- 1.1 To make recommendations to the Board regarding revisions to existing Board policy and regulation and the development of new policy and regulations.
- 1.2 To review any matters relating to the operation of the Board.

2.0 Committee Terms of Reference

- 2.1 Membership: All trustees with a quorum of four. Chair of the Board or designate chairs the meeting.
- 2.2 Voting Privileges: All Committee members may vote.
- 2.3 Administrator Assigned: Superintendent/CEO
- 2.4 Record of Proceedings of Committee Meetings: Kept by Secretary Treasurer and reviewed by the Committee at its next meeting. Proceedings circulated to all trustees.
- 2.5 Meetings: Second Wednesday of each month: - 4:30 p.m. open to the public

3.0 Committee Authority

This Committee is established pursuant to Section 61(1)(b) of the School Act.

References: School Act: Sections 61, 63



EFFECTIVE:

REVISED:

REVIEW:

APPENDIX B POLICY COMMITTEE

1.0 Committee Powers:

- 1.1 To set the agenda for the Committee and obtain Board approval.
- 1.2 To make recommendations to the Board regarding revisions to existing Board policy and the development of new policy.

2.0 Committee Terms of Reference

- 2.1 Membership: Three trustees, with a quorum of two, elected by the Board at the Annual Organizational Meeting of the Board.
- 2.2 Voting Privileges: Only Committee members may vote.
- 2.3 Administrative Support: Associate Superintendent, Education Services.
- 2.4 Record of Proceedings of Committee Meetings: Kept by the Associate Superintendent, Education Services and approved by the Committee at its next meeting. Minutes circulated to all Committee members, all trustees, and the Superintendent.
- 2.5 Meetings: Held at the call of the Chair and/or administrator assigned. Meetings are open to the public.
- 2.6 Reporting: The Committee Chair will report to the Board.

3.0 Committee Authority

This Committee is established pursuant to Section 61(1)(b) of the School Act

References: School Act: Sections 61, 63



APPENDIX C STUDENT DISCIPLINE COMMITTEE

1.0 Committee Powers:

- 1.1 To conduct hearings and expel or reinstate a student following a recommendation from a school principal for a student who has been suspended for a period greater than five days in accordance with Section 24 (6-9) and 25 (1-4) of the School Act.

2.0 Committee Terms of Reference

- 2.1 Membership: Three trustees excluding the Trustee from the student's designated ward. The local trustee shall be provided notification of students from his/her area and may attend but only as an observer. Chair elected by the Committee. Quorum of two Trustees.
- 2.2 Voting Privileges: All members of the Committee may have the right to vote except in the case of a trustee acting as an observer.
- 2.3 Administrator Assigned: Associate Superintendent, Education Services.
- 2.4 Record of Proceedings of Committee Meetings: Kept by the Executive Assistant, Education Services.
- 2.5 Meetings: Held at the call of the Chair and/or administrator assigned. Meetings are closed to the public and are held "in camera".
- 2.6 Reporting: The Board shall be provided with a yearly report.

3.0 Committee Authority

This Committee is established pursuant to Section 61(1)(b) of the School Act.

4.0 Hearing Process

- 4.1 The Discipline Committee shall not discuss the student expulsion request prior to the meeting at which the student's case is heard.

References: School Act: Sections 61, 63



EFFECTIVE:

REVISED:

REVIEW:

- 4.2 In order to facilitate a comprehensive review of a recommendation for expulsion, the Board requires all relevant and available information to be presented with the principal's recommendation. Supporting documentation may include but is not limited to:
- 4.2.1 Current course enrollment.
 - 4.2.2 Recent report card.
 - 4.2.3 Attendance record for the school year to date.
 - 4.2.4 Discipline records for the school year to date as well as any other relevant discipline records.
 - 4.2.5 Most recent School Conduct Policy,
 - 4.2.6 Individual Program Plan (IPP) and/or cumulative file review report indicating background information and any special needs.
 - 4.2.7 Intervention check list with summary of interventions implemented to date.
- 4.3 During the Discipline Committee Meeting, the Discipline Committee should not hold any discussions with the administration on the merits of the administration's recommendation.
- 4.4 Through the Chair, trustee committee members may request from the principal or designate and the student, parent and/or advocate, clarification of the facts without expressing opinion or decision.
- 4.5 Any information verbally provided to the Discipline Committee by administration shall be done in the presence of the student prior to the student having any opportunity to respond. When the Discipline Committee requires additional information prior to making a decision, the Discipline Committee Meeting should be adjourned and a new date set within the parameters of the School Act for continuation of the meeting.

References: School Act: Sections 61, 63



230 Board Committees and Appointed Representation **230**

EFFECTIVE:

REVISED:

REVIEW:

- 4.6 Any additional information should be provided to the Discipline Committee in the presence of the student and the principal.
- 4.7 The principal and the student may each be allowed the opportunity to make a closing statement at the conclusion of the meeting.
- 4.8 Following the conclusion of questioning by the Committee, the student, principal, recording secretary, and all others present, shall depart and the Discipline Committee will debate the recommendation and make their decision in private session.
- 4.9 In the event that the Discipline Committee during its private deliberations requires additional information, both the principal and the student should be recalled and any further questions should be asked in the presence of both the principal and the student.
- 4.10 The Discipline Committee shall recall the recording secretary to record a draft of their decision.
- 4.11 Subsequent to the Discipline Committee's impartial private deliberations, all parties will be recalled and the final decision shall be announced in the presence of both the principal and the student. The decision should include a reference to the recommendation for expulsion and the reasons for the decision. The Committee has the discretion to alter the terms of the expulsion.
- 4.12 The Committee shall render its decision for reinstatement or expulsion within the time limitations set out in the School Act and shall promptly inform, in writing, the parents of the student, the student who is 16 years of age or older, and the principal accordingly and shall advise the parents of their right of appeal to the Minister of Alberta Education.

References: School Act: Sections 61, 63



APPENDIX D ATA NEGOTIATIONS COMMITTEE

1.0 Committee Powers:

- 1.1 To negotiate on the Board's behalf with representatives of the Alberta Teachers' Association on any matters pertaining to the adoption of a new Collective Agreement or changes to an existing Collective Agreement.
- 1.2 To sign and recommend to the Board a Memorandum of Agreement between the parties.

2.0 Committee Terms of Reference

- 2.1 Membership: Three trustees, with a quorum of two, elected at the Annual Organizational Meeting of the Board. Chair elected by the Committee.
- 2.2 Voting Privileges: Only Committee members may vote.
- 2.3 Administrative Support: Associate Superintendent, Education Services; Manager, Human Services.
- 2.4 Record of Proceedings of Committee Meetings: Each party to negotiations maintains its own record. The Manager, Human Services will ensure matters on which agreement has been reached are properly recorded.
- 2.5 Meetings: Held at the call of either party. The first meeting to be held in accordance with the Labour Relations Act. Meetings are closed to the public.
- 2.6 Reporting: The Committee Chair will report to the Board periodically during the course of negotiations and will ultimately bring to the Board, for ratification, the negotiated Collective Agreement.

3.0 Committee Authority

This Committee is established pursuant to the School Act and pursuant to the Labour Relations Code and the Employment Standards Code.

References: School Act: Sections 61, 63



APPENDIX E TEACHER BOARD ADVISORY COMMITTEE (TBAC)

1.0 Committee Powers:

- 1.1 To meet with representatives of the teaching staff.
- 1.2 To discuss proposed changes to Board policy and regulations concerning teachers' working conditions, and requests for changes to Board policy and regulations by the Alberta Teachers' Association Local.
- 1.3 To refer to the Board or other Board Committees matters requiring Board or Committee attention.

2.0 Committee Terms of Reference

- 2.1 Membership: Three trustees, with a quorum of two, and a teacher (other than principal or vice-principal) from each of the schools within the Division. The Chair is one of the Board representatives, elected by the Board representatives.
- 2.2 Voting Privileges: Only Committee members may vote.
- 2.3 Administrative Support: Superintendent/CEO
- 2.4 Record of Proceedings of Committee Meetings: Kept by the administrator assigned and approved by the Committee at its next meeting. Minutes circulated to all Committee members, all trustees, and the Superintendent.
- 2.5 Meetings: At the call of either side. Meetings are closed to the public.
- 2.6 Reporting: The Committee Chair will report to the Board.

3.0 Committee Authority

This Committee is established pursuant to the provisions of the Collective Agreement between the Board and the ATA Local.

References: School Act: Sections 61, 63

APPENDIX F C.U.P.E. NEGOTIATING COMMITTEE

1.0 Committee Powers:

- 1.1 To negotiate on the Board's behalf with representatives of C.U.P.E. on any matters pertaining to the adoption of a new Collective Agreement or changes to an existing Collective Agreement.
- 1.2 To sign and recommend to the Board a Memorandum of Agreement between the parties.

2.0 Committee Terms of Reference

- 2.1 Membership: Three trustees, with a quorum of two, elected at the Annual Organizational Meeting of the Board. Chair elected by the Committee.
- 2.2 Voting Privileges: Only Committee members may vote.
- 2.3 Administrative Support: Associate Superintendent, Education Services; Manager, Human Services.
- 2.4 Record of Proceedings of Committee Meetings: Each party involved in negotiations maintains its own record. The Manager, Human Services records matters on which agreement has been reached.
- 2.5 Meetings: Held at the call of either party. The first meeting to be held in accordance with the Labour Relations Act. Meetings are closed to the public.
- 2.6 Reporting: The Committee Chair will report to the Board periodically during the course of negotiations and will ultimately bring to the Board, for ratification, the negotiated Collective Agreement.

3.0 Committee Authority

The Committee is established pursuant to the School Act and pursuant to the Labour Relations Code and the Employment Standards Code.

References: School Act: Sections 61, 63



APPENDIX G LABOUR MANAGEMENT COMMITTEE

1.0 Committee Powers:

- 1.1 To meet with representatives of Sturgeon staff included in the C.U.P.E. contract.
- 1.2 To discuss proposed changes to Board policy and regulations concerning staff included in the C.U.P.E. bargaining unit, requests for changes to Board policy and regulations requested by C.U.P.E. and matters pertaining to the administration of the collective agreement referred by either party.
- 1.3 To refer to the Board or other Board committee matters requiring Board or Committee attention.

2.0 Committee Terms of Reference

- 2.1 Membership: Three trustees, with a quorum of two. The Chair is one of the Board representatives.
- 2.2 Voting Privileges: Only Committee members may vote.
- 2.3 Administrative Support: Associate Superintendent, Human Services.
- 2.4 Record of Proceedings of Committee Meetings: Kept by the Associate Superintendent, Human Services. Minutes circulated to all Committee members, all trustees, the President of C.U.P.E. and the Superintendent.
- 2.5 Meetings: Held at the call of the Chair and/or administrator assigned. Meetings are closed to the public.
- 2.6 Reporting: The Committee Chair will report to the Board.

3.0 Committee Authority

This Committee is established pursuant to the provisions of the Collective Agreement between the Board and C.U.P.E

References: School Act: Sections 61, 63

APPENDIX H BUILDINGS AND MAINTENANCE COMMITTEE

1.0 Committee Powers:

- 1.1 To set the agenda for the Committee and obtain Board approval.
- 1.2 To review and make recommendations to the Board on any matters pertaining to the maintenance of the Board's real property referred to it by the Board; as well as to the reviews and make recommendation to the Board on the division's Capital Plan and Modular requests
- 1.3 To participate in final inspections of facilities constructed for the Board.
- 1.4 In division managed projects, to open tenders and make recommendations to the Board regarding the awarding of construction contracts.
- 1.5 In government managed projects to participate in the review of tenders and development of recommendations regarding the awarding of construction contracts.
- 1.6 To recommend policies affecting buildings to the Board.
- 1.7 To review architectural plans for new building projects and for renovation projects prior to the presentation of such plans to the Board for approval.

2.0 Committee Terms of Reference

- 2.1 Membership: Three trustees, with a quorum of two, elected by the Board at the Annual Organizational Meeting of the Board.
- 2.2 Voting Privileges: Only Committee members may vote.
- 2.3 Administrative Support: Associate Superintendent of Business and Corporate Services and Superintendent/CEO.

References: School Act: Sections 61, 63



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EFFECTIVE:

REVISED:

REVIEW:

-
- 2.4 Record of Proceedings of Committee Meetings: Kept by the Associate Superintendent of Business and Corporate Services or designate and approved by the Committee at its next meeting. Minutes circulated to all Committee members, all trustees, and the Superintendent.
- 2.5 Meetings: Held at the call of the Chair and/or administrator assigned. Meetings are closed to the public.
- 2.6 Reporting: The Committee Chair will report to the Board.

3.0 Committee Authority

This Committee is established pursuant to Section 61(1)(b) of the School Act.
References: School Act: 61 (1) (b)

References: School Act: Sections 61, 63



APPENDIX I FINANCE AND HUMAN SERVICES COMMITTEE

1.0 Committee Powers:

- 1.1 To set the agenda for the Committee and obtain Board approval.
- 1.2 To review and discuss the proposed budget priorities and three year plans for schools and sites and how these relate to division and trustee priorities.
- 1.3 To make recommendations to the Superintendent regarding matters related to the division budget.
- 1.4 To make recommendations to the Board regarding the evaluation and compensation of the Superintendent.
- 1.5 To make recommendations to the Board regarding matters related to the division budget.
- 1.6 To make recommendations to Human Services regarding matters related to the division budget.
- 1.7 To review quarterly and annual financial statements prior to presentation to the Board

2.0 Committee Terms of Reference

- 2.1 Membership: Three trustees, with a quorum of two, elected by the Board at the Annual Organizational Meeting of the Board. The Board may wish to appoint two (2) members of the public, with appropriate accounting designations to attend meetings when the quarterly and annual financial statements are reviewed by the committee.
- 2.2 Voting Privileges: Only Committee members may vote.
- 2.3 Administrator Assigned: Associate Superintendent of Business and Corporate Services
- 2.4 and/or Associate Superintendent Human Services.

References: School Act: Sections 61, 63



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EFFECTIVE:

REVISED:

REVIEW:

- 2.5 Record of Proceedings of Committee Meetings: Kept by the assigned administrator and approved at its next meeting. Minutes circulated to all Committee members, all trustees, Associate Superintendent and the Superintendent.
- 2.6 Meetings: Held at the call of the Chair and/or administrator assigned. Meetings are open to the public.
- 2.7 Reporting: The Committee Chair will report to the Board.

3.0 Committee Authority

This Committee is established pursuant to Section 61(1)(b) of the School Act.

References: School Act: Sections 61, 63



APPENDIX J TRANSPORTATION COMMITTEE

1.0 Committee Powers:

- 1.1 To set the agenda for the Committee and obtain Board approval.
- 1.2 To review and make recommendations to the Board on matters related to the transportation of Sturgeon Public School Division students.
- 1.3 To recommend and review policies dealing with transportation.
- 1.4 To liaise with bus contractors on governance matters.

2.0 Committee Terms of Reference

- 2.1 Membership: Three trustees, with a quorum of two, elected by the Board at the Annual Organizational Meeting of the Board.
- 2.2 Voting Privileges: Only Committee members may vote.
- 2.3 Administrative Support: Superintendent/CEO.
- 2.4 Record of Proceedings of Committee Meetings: Kept by the Associate Superintendent of Business and Corporate Services or designate and approved at its next meeting. Minutes circulated to all Committee members, all trustees and the Superintendent.
- 2.5 Meetings: Held at the call of the Chair and/or administrator assigned. Meetings are open to the public.
- 2.6 Reporting: The Committee Chair will report to the Board.

3.0 Committee Authority

This Committee is established pursuant to Section 61(1)(b) of the School Act.

References: School Act: Sections 61, 63



APPENDIX K ADVOCACY COMMITTEE

1.0 Committee Powers:

- 1.1 To set the agenda for the Committee and obtain Board approval.
- 1.2 To make recommendations to the Board regarding the advocacy priorities and strategies to be undertaken by the Board of Trustees
- 1.3 To recommend and review policies related to advocacy.
- 1.4 To make recommendations to the Board regarding the inclusion of advocacy related priorities and strategies to the Board's work Plan.
- 1.5 To undertake Ad hoc Committee work relative to ASBA and PSBAA.

2.0 Committee Terms of Reference

- 2.1 Membership: Three trustees, with a quorum of two, elected by the Board at the Annual Organizational Meeting of the Board.
- 2.2 Voting Privileges: All Committee members may vote.
- 2.3 Administrative Support: Superintendent/CEO.
- 2.4 Record of Proceedings of Committee Meetings: Kept by the Superintendent and reviewed by the Committee at its next meeting. Minutes circulated to all Committee members, all trustees and the Superintendent.
- 2.5 Meetings: Held at the call of the Chair and/or administrator assigned, where applicable. Meetings are open to the public.
- 2.6 Reporting: The Committee Chair will report to the Board.

3.0 Committee Authority

This Committee is established pursuant to Section 61(1)(b) of the School Act.

References: School Act: Sections 61, 63



EFFECTIVE: Sept. 7, 1983

REVISED: Sept. 26, 2018

REVIEW: 2022-2023

1.0 POLICY

- 1.1 The Board believes that the work of the Board may be facilitated through committees, both standing and ad hoc, task groups, and/or other structures as determined from time to time.
- 1.2 The Board may delegate responsibilities and duties to such committees and task groups while retaining Board governance regarding any or all decisions or recommendations made by these committees.

2.0 GUIDELINES

- 2.1 The Board shall annually establish standing committees, including mandate and membership, at their organizational meeting.
- 2.2 The Board may establish additional committees, task groups, and/or any other structures, as deemed necessary by Board motion. The mandate, membership and term of such ad hoc committees, task groups and/or other structures shall be determined by Board motion.
- 2.3 If a committee member is unable to attend a committee meeting, then, providing a committee quorum is present, the meeting shall proceed.
- 2.4 Each committee shall select a chair to act as the Board liaison with the assigned administrator.
- 2.5 Each committee will develop an annual work plan and report same to the Board for review and approval.
- 2.6 The committee shall report to the Board on a regular basis at Committee of the Whole and/or Public Board meetings.
- 2.7 All other committee procedures are to be included in the specific description for each committee.

References: *School Act: 60 (2) (i)*



B/I/3 – Committees of the Board

B/I/3

EFFECTIVE: Sept. 7, 1983

REVISED: Sept. 26, 2018

REVIEW: 2022-2023

Committee Name: STUDENT DISCIPLINE COMMITTEE

B/I/3b

Committee Powers: To conduct hearings and expel or reinstate a student following a recommendation from a school principal for a student who has been suspended for a period greater than five days in accordance with Section 24 (6-9) and 25 (1-4) of the School Act.

Committee Terms of Reference

1. **Membership:** Three trustees excluding the Trustee from the student’s designated ward. The local trustee shall be provided notification of students from his/her area and may attend but only as an observer. Chair elected by the Committee. Quorum of two Trustees.
2. **Voting Privileges:** All members of the Committee may have the right to vote except in the case of a trustee acting as an observer.
3. **Administrator Assigned:** Associate Superintendent, Education Services.
4. **Record of Proceedings of Committee Meetings:** Kept by the Executive Assistant, Education Services.
5. **Meetings:** Held at the call of the Chair and/or administrator assigned. Meetings are closed to the public and are held “in camera”.
6. **Reporting:** The Board shall be provided with a yearly report.

Committee Authority

1. This Committee is established pursuant to Section 61(1)(b) of the School Act.

References: *School Act: 61 (1) (b)*



Committee Name: ATA NEGOTIATIONS COMMITTEE

B/I/3c

Committee Powers: To negotiate on the Board’s behalf with representatives of the Alberta Teachers’ Association on any matters pertaining to the adoption of a new Collective Agreement or changes to an existing Collective Agreement.

To sign and recommend to the Board a Memorandum of Agreement between the parties.

Committee Terms of Reference

1. Membership: Three trustees, with a quorum of two, elected at the Annual Organizational Meeting of the Board. Chair elected by the Committee.
2. Voting Privileges: Only Committee members may vote.
3. Administrative Support: Associate Superintendent, Education Services; Manager, Human Resources.
4. Record of Proceedings of Committee Meetings: Each party to negotiations maintains its own record. The Manager, Human Resources will ensure matters on which agreement has been reached are properly recorded.
5. Meetings: Held at the call of either party. The first meeting to be held in accordance with the Labour Relations Act. Meetings are closed to the public.
6. Reporting: The Committee Chair will report to the Board periodically during the course of negotiations and will ultimately bring to the Board, for ratification, the negotiated Collective Agreement.

Committee Authority

1. This Committee is established pursuant to the School Act and pursuant to the Labour Relations Code and the Employment Standards Code.

References: *School Act: Section 119*
Labor Relations Code: Section 21
Employment Standards Code: Sections 3 and 4
A.T.A. Collective Agreement: Article 3



EFFECTIVE: Sept. 7, 1983

REVISED: Sept. 26, 2018

REVIEW: 2022-2023

Committee Name: C.U.P.E. NEGOTIATIONS COMMITTEE **B/I/3d**

Committee Powers: To negotiate on the Board’s behalf with representatives of C.U.P.E. on any matters pertaining to the adoption of a new Collective Agreement or changes to an existing Collective Agreement.

To sign and recommend to the Board a Memorandum of Agreement between the parties.

Committee Terms of Reference

1. Membership: Three trustees, with a quorum of two, elected at the Annual Organizational Meeting of the Board. Chair elected by the Committee.
2. Voting Privileges: Only Committee members may vote.
3. Administrative Support: Associate Superintendent, Education Services; Manager, Human Resources.
4. Record of Proceedings of Committee Meetings: Each party involved in negotiations maintains its own record. The Manager, Human Resources records matters on which agreement has been reached.
5. Meetings: Held at the call of either party. The first meeting to be held in accordance with the Labour Relations Act. Meetings are closed to the public.
6. Reporting: The Committee Chair will report to the Board periodically during the course of negotiations and will ultimately bring to the Board, for ratification, the negotiated Collective Agreement.

Committee Authority

1. The Committee is established pursuant to the School Act and pursuant to the Labour Relations Code and the Employment Standards Code.

References: *School Act: Section 119*
Labor Relations Code: Section 21
Employment Standards Code: Sections 3 and 4
C.U.P.E. Collective Agreement: Article 2



EFFECTIVE: Sept. 7, 1983

REVISED: Sept. 26, 2018

REVIEW: 2022-2023

Committee Name: **Teacher Board Advisory Committee (TBAC)** **B/I/3e**

Committee Powers: To meet with representatives of the teaching staff.

To discuss proposed changes to Board policy and regulations concerning teachers' working conditions, and requests for changes to Board policy and regulations by the Alberta Teachers' Association Local.

To refer to the Board or other Board committees matters requiring Board or Committee attention.

Committee Terms of Reference

1. **Membership:** Three trustees, with a quorum of two, and a teacher (other than principal or vice-principal) from each of the schools within the Division. The Chair is one of the Board representatives, elected by the Board representatives.
2. **Voting Privileges:** Only Committee members may vote.
3. **Administrative Support:** Superintendent/CEO
4. **Record of Proceedings of Committee Meetings:** Kept by the administrator assigned and approved by the Committee at its next meeting. Minutes circulated to all Committee members, all trustees, and the Superintendent.
5. **Meetings:** At the call of either side. Meetings are closed to the public.
6. **Reporting:** The Committee Chair will report to the Board.

Committee Authority

1. This Committee is established pursuant to the provisions of the Collective Agreement between the Board and the ATA Local.

References: *School Act: 61 (1) (b)*
 Policy B/IV/2 Board Staff Communication



Committee Name: BUILDINGS AND MAINTENANCE COMMITTEE B/I/3g

- Committee Powers:**
1. To set the agenda for the Committee and obtain Board approval.
 2. To review and make recommendations to the Board on any matters pertaining to the maintenance of the Board's real property referred to it by the Board; as well as to the reviews and make recommendation to the Board on the division's Capital Plan and Modular requests
 3. To participate in final inspections of facilities constructed for the Board.
 4. In division managed projects, to open tenders and make recommendations to the Board regarding the awarding of construction contracts.
 5. In government managed projects to participate in the review of tenders and development of recommendations regarding the awarding of construction contracts.
 6. To recommend policies affecting buildings to the Board.
 7. To review architectural plans for new building projects and for renovation projects prior to the presentation of such plans to the Board for approval.

Committee Terms of Reference

1. Membership: Three trustees, with a quorum of two, elected by the Board at the Annual Organizational Meeting of the Board.
2. Voting Privileges: Only Committee members may vote.
3. Administrative Support: Secretary-Treasurer and Superintendent/CEO.
4. Record of Proceedings of Committee Meetings: Kept by the Secretary-Treasurer or designate and approved by the Committee at its next meeting. Minutes circulated to all Committee members, all trustees, and the Superintendent.
5. Meetings: Held at the call of the Chair and/or administrator assigned. Meetings are closed to the public.
6. Reporting: The Committee Chair will report to the Board.

Committee Authority

1. This Committee is established pursuant to Section 61(1)(b) of the School Act.

References: *School Act: 61 (1) (b)*



B/I/3 – Committees of the Board

B/I/3

EFFECTIVE: Sept. 7, 1983

REVISED: Sept. 26, 2018

REVIEW: 2022-2023

Committee Name: **POLICY COMMITTEE** **B/I/3h**

Committee Powers: To set the agenda for the Committee and obtain Board approval.

To make recommendations to the Board regarding revisions to existing Board policy and the development of new policy.

Committee Terms of Reference

1. **Membership:** Three trustees, with a quorum of two, elected by the Board at the Annual Organizational Meeting of the Board.
2. **Voting Privileges:** Only Committee members may vote.
3. **Administrative Support:** Associate Superintendent, Education Services.
4. **Record of Proceedings of Committee Meetings:** Kept by the Associate Superintendent, Education Services and approved by the Committee at its next meeting. Minutes circulated to all Committee members, all trustees, and the Superintendent.
5. **Meetings:** Held at the call of the Chair and/or administrator assigned. Meetings are open to the public.
6. **Reporting:** The Committee Chair will report to the Board.

Committee Authority

1. This Committee is established pursuant to Section 61(1)(b) of the School Act.

References: *School Act: 61 (1) (b)*



B/I/3 – Committees of the Board

B/I/3

EFFECTIVE: Sept. 7, 1983

REVISED: Sept. 26, 2018

REVIEW: 2022-2023

Committee Name: FINANCE & HUMAN RESOURCES COMMITTEE B/I/3i

Committee Powers: To set the agenda for the Committee and obtain Board approval.

To review and discuss the proposed budget priorities and three year plans for schools and sites and how these relate to division and trustee priorities.

To make recommendations to the Superintendent regarding matters related to the division budget.

To make recommendations to the Board regarding the evaluation and compensation of the Superintendent.

To make recommendations to the Board regarding matters related to the division budget.

To make recommendations to Human Resources regarding matters related to the division budget.

To review quarterly and annual financial statements prior to presentation to the Board

Committee Terms of Reference

1. **Membership:** Three trustees, with a quorum of two, elected by the Board at the Annual Organizational Meeting of the Board. The Board may wish to appoint two (2) members of the public, with appropriate accounting designations to attend meetings when the quarterly and annual financial statements are reviewed by the committee.
2. **Voting Privileges:** Only Committee members may vote.
3. **Administrator Assigned:** Secretary Treasurer and/or Associate Superintendent Human Resources and Leadership Support.
4. **Record of Proceedings of Committee Meetings:** Kept by the assigned administrator and approved at its next meeting. Minutes circulated to all Committee members, all trustees, Associate Superintendent and the Superintendent.
5. **Meetings:** Held at the call of the Chair and/or administrator assigned. Meetings are open to the public.
6. **Reporting:** The Committee Chair will report to the Board.

Committee Authority

1. This Committee is established pursuant to Section 61(1)(b) of the School Act.

References: *School Act: 61 (1) (b)*



EFFECTIVE: Sept. 7, 1983

REVISED: Sept. 26, 2018

REVIEW: 2022-2023

Committee Name: **ADVOCACY COMMITTEE** **B/I/3k**

Committee Powers: To set the agenda for the Committee and obtain Board approval.

 To make recommendations to the Board regarding the advocacy priorities and strategies to be undertaken by the Board of Trustees

 To recommend and review policies related to advocacy.

 To make recommendations to the Board regarding the inclusion of advocacy related priorities and strategies to the Board’s work Plan.

 To undertake Ad hoc Committee work relative to ASBA and PSBAA.

Committee Terms of Reference

1. Membership: Three trustees, with a quorum of two, elected by the Board at the Annual Organizational Meeting of the Board.
2. Voting Privileges: All Committee members may vote.
3. Administrative Support: Superintendent/CEO.
4. Record of Proceedings of Committee Meetings: Kept by the Superintendent and reviewed by the Committee at its next meeting. Minutes circulated to all Committee members, all trustees and the Superintendent.
5. Meetings: Held at the call of the Chair and/or administrator assigned, where applicable. Meetings are open to the public.
6. Reporting: The Committee Chair will report to the Board.

Committee Authority

1. This Committee is established pursuant to Section 61(1)(b) of the School Act.

References: *School Act: 61 (1) (b)*



1.0 POLICY

1.1 The Board believes that ongoing partnerships and open lines of communication with various groups and organizations serves to inform and enhance its work on behalf of the division.

1.2 To this end, the Board may, from time to time, appoint a trustee to act as liaison representative to such organizations or groups as:

1.2.1 Alberta School Boards Association (ASBA) Zone II (One trustee)

1.2.2 Public School Board Association (PSBAA) (One trustee)

1.2.3 Sturgeon County Community Services Advisory Board (One trustee)

1.2.4 School Joint Use Committee (Local trustee and principal, except Sturgeon Composite High School where the Chair of the Building Committee and principal serve)

1.2.5 School Councils (Local trustee, except Sturgeon Composite High School where, yearly, trustees develop a rotating schedule of attendance)

1.2.6 Linkages

References: *School Act: 63(1)*



ADMINISTRATION 7 – Board Staff Communication

DATE: October 26, 2005 REVISED: January 31, 2018 Responsible Administrator - Superintendent

1.0 RATIONALE

1.1 Open and effective channels of communications between the Board and staff facilitates organizational effectiveness and promotes respectful, professional relationships.

2.0 PROCESS

2.1 The Superintendent, as Chief Education Officer, is the main communication link between the Board and staff.

2.2 The Teacher Board Advisory Committee (TBAC) is established to provide for formal communication and discussion between the Board and its teachers regarding policies impacting teachers working conditions.

2.3 The Labour Management Committee is established as a mechanism to provide for formal communication and discussion between the Board and staff in the Canadian Union of Public Employees (C.U.P.E.).

2.4 There is a standing invitation from the Board to the Presidents of the Sturgeon Locals of the Alberta Teachers' Association and of the Canadian Union of Public Employees, or their designates, to attend the regular meetings of the Board. The Presidents of the Locals may provide a report to the Board.

2.5 The Superintendent or designate attends regular meetings of the Board and is the primary media liaison for the division.

2.6 Principals/teachers may invite individual Board members to their school/classroom. Trustees may also visit schools and will make such arrangements with the principal.

2.7 Schools/departments are to include Trustees and the Central Office Senior Administrative Team on their newsletter circulation list and as invitees to school events.

References: *Board Policy:* B/III/4 – Communications and Public Relations
 Admin Practice: Administration 25 - Communications
 School Act



EDUCATION 2 – Student Suspensions and Expulsions

Date: June 27, 2011

Reviewed: Oct. 10, 2012

Responsible Administrator: Superintendent

1.0 Board Regulation, Education 2 – Student Suspensions and Expulsions shall be administered in compliance with Policy F/IV/2, F/IV/3 and F/IV/4.

2.0 PROCESS

2.1 The trustee representing the area in which the student resides shall not be a member of the Student Discipline Committee but may attend the meeting as an observer.

2.2 Meeting formality is established and maintained by the Committee appointed Chair. Due to the sensitive nature of Discipline Committee meetings, strict adherence to defined responsibilities is to be observed by all participants.

2.2.1 The responsibility of the Committee is to determine whether or not to support the principal’s recommendation to expel.

2.2.2 In order to facilitate the decision-making process, trustee committee members must hear the facts.

2.2.3 Through the Chair, trustee committee members may request from the principal or designate and the student, parent and/or advocate, clarification of the facts without expressing opinion or decision.

2.2.4 The Discipline Committee shall not discuss the student expulsion request prior to the meeting at which the student’s case is heard.

2.2.5 During the Discipline Committee Meeting, the Discipline Committee should not hold any discussions with the administration on the merits of the administration’s recommendation.

2.2.6 Any information verbally provided to the Discipline Committee by administration shall be done in the presence of the student prior to the student having any opportunity to respond.

2.2.7 When the Discipline Committee requires additional information prior to making a decision, the Discipline Committee Meeting should be adjourned and a new date set within the parameters of the School Act for continuation of the meeting. Any

References:	Board Policy:	B/I/3 – Committees of the Board (B/I/3b Discipline Committee) F/IV/2 – Restricted and Illicit Drugs F/IV/3 – Student Suspensions and Expulsions F/IV/4 – Student Conduct
	Admin Practice:	Student Services 8 – Student Conduct
	School Act:	Sections 24 and 25



EDUCATION 2 – Student Suspensions and Expulsions

Date: June 27, 2011

Reviewed: Oct. 10, 2012

Responsible Administrator: Superintendent

additional information should be provided to the Discipline Committee in the presence of the student and the principal.

- 2.2.8 The principal and the student may each be allowed the opportunity to make a closing statement at the conclusion of the meeting.
- 2.2.9 Following the conclusion of questioning by the Committee, the student, principal, recording secretary, and all others present, shall depart and the Discipline Committee will debate the recommendation and make their decision in private session.
- 2.2.10 In the event that the Discipline Committee during its private deliberations requires additional information, both the principal and the student should be recalled and any further questions should be asked in the presence of both the principal and the student.
- 2.2.11 The Discipline Committee shall recall the recording secretary to record a draft of their decision.
- 2.2.12 Subsequent to the Discipline Committee's impartial private deliberations, all parties will be recalled and the final decision shall be announced in the presence of both the principal and the student. The decision should include a reference to the recommendation for expulsion and the reasons for the decision. The Committee has the discretion to alter the terms of the expulsion.
- 2.2.13 The Committee shall render its decision for reinstatement or expulsion within the time limitations set out in the School Act and shall promptly inform, in writing, the parents of the student, the student who is 16 years of age or older, and the principal accordingly and shall advise the parents of their right of appeal to the Minister of Alberta Education.

2.3 In order to facilitate a comprehensive review of a recommendation for expulsion, the Board requires all relevant and available information to be presented with the principal's recommendation. Supporting documentation may include but is not limited to:

2.3.1 Current course enrollment.

References:	Board Policy:	B/I/3 – Committees of the Board (B/I/3b Discipline Committee) F/IV/2 – Restricted and Illicit Drugs F/IV/3 – Student Suspensions and Expulsions F/IV/4 – Student Conduct
	Admin Practice:	Student Services 8 – Student Conduct
	School Act:	Sections 24 and 25



EDUCATION 2 – Student Suspensions and Expulsions

Date: June 27, 2011

Reviewed: Oct. 10, 2012

Responsible Administrator: Superintendent

-
- 2.3.2 Recent report card.
 - 2.3.3 Attendance record for the school year to date.
 - 2.3.4 Discipline records for the school year to date as well as any other relevant discipline records.
 - 2.3.5 Most recent School Conduct Policy,
 - 2.3.6 Individual Program Plan (IPP) and/or cumulative file review report indicating background information and any special needs.
 - 2.3.7 Intervention check list with summary of interventions implemented to date.

References:	Board Policy:	B/I/3 – Committees of the Board (B/I/3b Discipline Committee) F/IV/2 – Restricted and Illicit Drugs F/IV/3 – Student Suspensions and Expulsions F/IV/4 – Student Conduct
	Admin Practice:	Student Services 8 – Student Conduct
	School Act:	Sections 24 and 25



Board Memorandum

Date: January 30, 2019
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Committee of the Whole
Subject: New Policy 405 – Budget Development and Transparency

Background:

At the January 16, 2019 Committee of the Whole Meeting the Board of Trustees reviewed new Policy 405 – Budget Development and Transparency. Attached is the new policy with tracked changes as discussed at the Committee of the Whole Meeting, along with the final revised draft.

Attached for Trustee information are the policies that will be replaced by Policy 405 – Budget Development and Transparency:

- Policy D/I/1 – Fiscal Management
- Policy D/I/2 – System Budget Development
- Policy D/I/4 – School Budget Allocations
- Policy D/I/5 – Reserve Funds

Recommendation:

That the Board of Trustees approve Policy 405 – Budget Development and Transparency.

That the Board of Trustees rescind Policy D/I/1 – Fiscal Management.

That the Board of Trustees rescind Policy D/I/2 – System Budget Development.

That the Board of Trustees rescind Policy D/I/4 – School Budget Allocations.

That the Board of Trustees rescind Policy D/I/5 – Reserve Funds.

Sincerely,

Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

Attachments

BOARD 9.7

1.0 POLICY

The Board believes that the annual system budget and the Three Year Educational Plan, together with annual school budgets are key planning documents for the continuous improvement of the quality of education for the Division's students. The Board believes that one of its key responsibilities is the timely review of the financial affairs of the Division.

The Board believes that the creation of reserves through the regular budget process for the purchase, replacement or upgrading of capital assets and for operational needs is a prudent fiscal practice.

The Board believes the reserves will consist of two components, an operating reserve and a capital reserve.

2.0 GUIDELINES

- 2.1 The Superintendent directs the preparation and presentation of the system budget.
- 2.2 The Superintendent executes the allocation of reserves at the discretion of the Board.
- 2.3 The Associate Superintendent of Business and Corporate Services coordinates the system budget process.
- 2.4 Based on the centrally allocated budget and as approved by the Board, the Principal of each school directs the preparation of the school budget and is responsible for presenting the budget to staff and school council.
- 2.5 The system budget submitted to the Board for approval shall reflect the goals and objectives of the Division and shall include:
 - 2.5.1 Details of estimated enrolments
 - 2.5.2 Details of estimated revenues
 - 2.5.3 Details of estimated expenditures for support functions:

References: School Act: Sections 147, 152, 183, 186, 187



EFFECTIVE:

REVISED:

REVIEW:

- 2.5.3.1 ECS - Gr 12 Instruction
- 2.5.3.2 Plant Operations and Maintenance
- 2.5.3.3 Transportation
- 2.5.3.4 Board Governance and System Administration
- 2.5.3.5 External Services
- 2.5.4 Details on allocations of revenues to schools.
- 2.5.5 Current year's budget data for comparison purposes.
- 2.5.6 Year-end projection of current year's data including projection of ending accumulated surplus/deficit position.
- 2.6 Monthly at the public board meeting, the Board shall receive a financial report of budget and year-to-date revenues and expenditures, along with a variance analysis for the previous month.
- 2.7 All Division departments and schools shall have access to monthly reporting of budget and year-to-date expenditures.
- 2.8 Principals shall report quarterly to school councils on their schools' financial information.

References: School Act: Sections 147, 152, 183, 186, 187

EFFECTIVE:

REVISED:

REVIEW:

1.0 POLICY

The Board believes that the annual system budget and the Three Year Educational Plan, together with annual school budgets are key planning documents for the continuous improvement of the quality of education for the Division's students. The Board believes that one of its key responsibilities is the timely review of the financial affairs of the Division.

The Board believes that the creation of reserves through the regular budget process for the purchase, replacement or upgrading of capital assets and for operational needs is a prudent fiscal practice.

The Board believes the reserves will consist of two components, an operating reserve and a capital reserve.

2.0 GUIDELINES

- 2.1 The Superintendent directs the preparation and presentation of the system budget.
- 2.2 ~~The Superintendent executes the allocation of reserves at the discretion of the Board. This clause could leave the Superintendent with authority over amounts that are significantly larger than other amounts over which the Board has retained responsibility. In my experience most divisions have reserves for specific purposes and sometimes unallocated reserves. For example, many divisions have agreed to Health Spending Accounts for employees and there is almost always less than 100% utilization so the remaining amount may go into an unallocated reserve. Approval to use unallocated amounts for unexpected expenditures, or expenditures that exceed the anticipated budget is often done by Board motion as are decisions to add to or remove from a reserve, or move money from one reserve to another.~~
- 2.3 The Associate Superintendent of Business and Corporate ~~Affairs~~ **Services** coordinates the system budget process.
- 2.4 **Based on the centrally allocated budget and as approved by the Board,** ~~The~~ Principal of each school directs the preparation of the school budget and is responsible for presenting the budget to staff and school council.

References: School Act: Sections 147, 152, 183, 186, 187

EFFECTIVE:

REVISED:

REVIEW:

- 2.5 The system budget submitted to the Board for approval shall reflect the goals and objectives of the Division and shall include:
- 2.5.1 Details of estimated enrolments
 - 2.5.2 Details of estimated revenues
 - 2.5.3 Details of estimated expenditures for support functions:
 - 2.5.3.1 ECS - Gr 12 Instruction
 - 2.5.3.2 Plant Operations and Maintenance
 - 2.5.3.3 Transportation
 - 2.5.3.4 Board Governance and System Administration
 - 2.5.3.5 External Services
 - 2.5.4 Details on allocations of revenues to schools.
 - 2.5.5 Current year's budget data for comparison purposes.
 - 2.5.6 Year-end projection of current year's data including projection of ending accumulated surplus/deficit position.
- 2.6 Monthly at the public board meeting, the Board shall receive a financial report of budget and year-to-date revenues and expenditures, along with a variance analysis for the previous month.
- 2.7 All Division departments and schools shall have access to monthly reporting of budget and year-to-date expenditures.
- 2.8 Principals shall report quarterly to school councils on their schools' financial information.

References: School Act: Sections 147, 152, 183, 186, 187



1.0 POLICY

1.1 The Board believes that one of its key responsibilities is the timely review of the financial affairs of the Division.

2.0 GUIDELINES

2.1 Monthly at the public board meeting, the Board shall receive a financial report of budget and year-to-date revenues and expenditures, along with a variance analysis for the previous month.

2.2 All Division departments and schools shall have access to monthly reporting of budget and year-to-date expenditures.

2.3 Principals shall report quarterly to school councils on their schools' financial information.

References: Admin Practice(s): Financial Management 5 – Fiscal Reporting
Financial Management 11 – School Budget Allocations



1.0 POLICY

- 1.1 The Board believes that the annual system budget and the Three Year Educational Plan, together with annual school budgets are key planning documents for the continuous improvement of the quality of education for the Division's students.

2.0 GUIDELINES

- 2.1 The Superintendent directs the preparation and presentation of the system budget. The Secretary-Treasurer coordinates the system budget process.
- 2.2 The Principal of each school directs the preparation and presentation of the school budget.
- 2.3 The system budget submitted to the Board for approval shall reflect the goals and objectives of the Division and shall include:
- 2.3.1 Details of estimated enrolments
 - 2.3.2 Details of estimated revenues
 - 2.3.3 Details of estimated expenditures for support functions:
 - 2.3.3.1 ECS - Gr 12 Instruction
 - 2.3.3.2 Plant Operations and Maintenance
 - 2.3.3.3 Transportation
 - 2.3.3.4 Board Governance and System Administration
 - 2.3.3.5 External Services
 - 2.3.4 Details on allocations of revenues to schools
 - 2.3.5 Current year's budget data for comparison purposes.
 - 2.3.6 Year-end projection of current year's data including projection of ending accumulated surplus/deficit position.

References: *Admin Practice(s): EFM 1 – Capital Plan Development
FM 1 – Budget Development
FM 2 – Instructional Material Fees
FM 3 – Reserve Funding
Resource Allocation Committee
School Act: Sections 147, 152, 183, 185, 186, 187*



1.0 POLICY

1.1 The Board believes that information regarding school based allocations should be available for regular review and input by staff and School Councils.

References: *Admin Practice(s): Financial Management 11*



1.0 POLICY

- 1.1 The Board believes that the creation of reserves through the regular budget process for the purchase, replacement or upgrading of capital assets and for operational needs is a prudent fiscal practice.
- 1.2 The Board believes the reserves will consist of two components, an operating reserve and a capital reserve.

2.0 GUIDELINES

- 2.1 The Superintendent is responsible for the administration of the reserves.

References: *Admin Practice(s): Financial Management 3 – Reserve Funds*



Board Memorandum

Date: January 30, 2019
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Ruth Kuik, Associate Superintendent, Education Services
Subject: New Policy 705 – Associate Superintendent, Business and Corporate Services

Background:

Attached for Trustee review is new Policy 705 – Associate Superintendent, Business and Corporate Services.

Recommendation:

That the Board of Trustees approve Policy 705 – Associate Superintendent, Business and Corporate Services

Sincerely,

Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

Attachment



EFFECTIVE:

REVISED:

REVIEW:

1.0 Policy

The Associate Superintendent, Business and Corporate Services is an Executive Officer of the Board within the Board's administrative organizational structure. The Associate Superintendent, Business and Corporate Services is responsible for the overall management of the Division's business and financial affairs, as well as oversight and supervision of the Departments of Financial Services, Facilities Services, Informational Technology Services and Transportation Services. The Associate Superintendent is responsible for the development, execution and reporting of the Sturgeon Public School Division budget, as well as the management and monitoring of all corporate and business services for the Division.

2.0 Guidelines

Executive Secretary to the Board

The specific duties and responsibilities of the Associate Superintendent, Business Services are outlined below in detail and shall be attached to the employment contract.

2.1 Executive Secretary of the Board

2.1.1 Arrange for and attend all Board, committee or public meetings concerning the Board. In consultation with the Superintendent/CEO prepare the agenda and provide all the necessary reference materials.

2.1.2 Keep a full and accurate record of all the meetings.

2.1.3 Prepare notices to and from board members and committees.

2.1.4 Be responsible for the preparation and execution of contracts (other than employment contracts), loans or agreements and arrange for safe keeping of all official records and documents.

References: Policy: 215 Organizational Chart
School Act: Section 116



705 Associate Superintendent Business and Corporate Services

705

EFFECTIVE:

REVISED:

REVIEW:

-
- 2.1.5 Be a signing authority of the Board together with the Superintendent/ CEO or Chairperson of the Board.
 - 2.1.6 Obtain legal opinions or interpretation of the School Act and subsequently the Education Act and other applicable legislation.
 - 2.1.7 Prepare such administrative and financial reports as requested by the Board and/or Superintendent/CEO and prepare and submit to Alberta Education all reports, returns, claim forms, and all other information as may be required by the School Act and other legislation.
 - 2.1.8 Arrange for the election of trustees.
 - 2.1.9 Prepare money bylaws and other non-financial bylaws and arrange for the conduct of public referenda.
 - 2.1.10 Administer and supervise the Board office for purposes of efficiently performing the Board's business.
- 2.2 Business Management
- Supervise the Director of Financial Services and either directly or through delegation:
- 2.2.1 Organize and manage all business affairs of the Board in accordance with the School Act and Board policy.
 - 2.2.2 Establish and maintain proper and adequate records and accounting procedures to record in detail all money and credit transactions.
 - 2.2.3 Prepare reports, including recommendations, on policies and procedures with regard to budget preparation and control, inventory management, financial management, purchasing, accounting, insurance, pupil transportation, technology, building and grounds maintenance, and other similar administrative and financial matters.

References: Policy: 215 Organizational Chart
School Act: Section 116

EFFECTIVE:

REVISED:

REVIEW:

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- 2.2.4 Supervise the collection, safekeeping and distribution of all funds.
 - 2.2.5 Arrange for the internal auditing of school accounts.
 - 2.2.6 Act as budget control officer.
 - 2.2.7 In consultation with the Superintendent/CEO, prepare and present the annual operation and capital budgets for Board consideration, administer the funds provided in the approved budgets, and prepare quarterly financial reports for the information of the Board and the superintendent/CEO.
 - 2.2.8 Prepare all financial and statistical reports and statements for submission to Alberta Education regarding grants and other revenues.
 - 2.2.9 Plan, advise and recommend on all aspects of business administration and on any matters likely to affect present or future responsibilities of the Board or of its employees.
 - 2.2.10 Prepare specifications and call tenders for supply of goods, equipment, in accordance with Board policy and Alberta Education regulations. Where required, review, summarize and report to the Board on such matters.
 - 2.2.11 Approve purchase requirements and initiate purchase actions as necessary in accordance with budget and capital requirements.
 - 2.2.12 Train and supervise business office staff and allocate their duties for the most efficient operations of the business office.
 - 2.2.13 Assist in the liaison between the Board and administrative personnel to ensure the maximum efficiency of the school system and the best educational facilities obtainable.
 - 2.2.14 Confer frequently and freely with the Superintendent/CEO on all matters of concern regarding the operation of the Board's business affairs.

References: Policy: 215 Organizational Chart
School Act: Section 116



EFFECTIVE:

REVISED:

REVIEW:

2.3 Personnel Management

- 2.3.1 Participate in the hiring of the Director of Financial Services, the Director of Facilities, the Manager of Transportation, the Manager of Technology and the employees who report to them and school personnel who have responsibility for financial recording and reporting functions.
- 2.3.2 With the Associate Superintendent Human Services, coordinate the Board's activities in the area of negotiation of contracts and labor relations.
- 2.3.3 Maintain proper records on all personnel and provide liaison on all matters affecting their employment and welfare, in accordance with the School Act and other statutory requirements, as well as Board policy, salary agreements and labor contracts.

2.4 Property Management

Supervise the Director of Facilities and either directly or through delegation:

- 2.4.1 Be responsible for and provide for physical control and maintenance of all property owned by the Board and services to this end.
- 2.4.2 Be conversant with the financial requirements of school facilities with regards to the construction, renovation or upgrading of school buildings.
- 2.4.3 Assist with the financial planning of future building construction and renovation, and be responsible for the oversight of these projects.
- 2.4.4 Maintain close liaison with the board's designated insurance agent ensuring that adequate insurance coverage is maintained on all insurable assets of the Board.
- 2.4.5 Provide for appraisals and inventories of board property.

References: Policy: 215 Organizational Chart
School Act: Section 116



EFFECTIVE:

REVISED:

REVIEW:

2.5 Student Transportation

Supervise the Manager of Transportation and either directly or through delegation:

- 2.5.1 Direct and supervise the Division student transportation system and/or plan, establish and coordinate bus routes as required for the needs of students in accordance with the provisions of the Board transportation policies.
- 2.5.2 Establish funding and budget for transportation services.
- 2.5.3 Ensure that all school buses are properly licensed, mechanically safe and in good running order to promote student safety.

2.6 Public Relations and Other Duties

- 2.6.1 Within his/her area of responsibility, interpret and advise on Board policies to the public and municipal authorities.
- 2.6.2 Liaise with other government bodies, agencies and organizations involved in education.
- 2.6.3 In concert with the Communications Officer, work with the Communications Officer, work with the local press and other media sources to ensure that the total operation of the Division is presented factually and fairly to the electors and general public.
- 2.6.4 Assist site-based teams in the development of budgets and accounting at the school level.
- 2.6.5 Act as the Designated Coordinator for the purpose of the Freedom of Information and Protection of Privacy Act and is responsible for the overall management of access to information and the protection of privacy.
- 2.6.6 Other duties as assigned from time to time.

References: Policy: 215 Organizational Chart
School Act: Section 116



Board Memorandum

Date: January 30, 2019
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Cam-Van Mackle, Acting Treasurer
Subject: Four Winds Public School: One-Time Start-up Costs

Background:

Four Winds Public School is due to be operational for the 2019 – 2020 school year. There will be start up costs that will be incurred over the next few months, prior to and after the official opening of the school. These are costs incurred that are not covered under Furniture, Fixture and Equipment and Career and Technology Studies grant from Alberta Infrastructure.

To this end, Administration would like to provide the school a one-time start-up funding in the amount of \$125,000.00 to be coming from operating reserves.

Recommendation:

That the Board of Trustees approve a one-time start-up funding of \$125,000.00 for Four Winds Public School to be coming from Division's operating reserves.

Sincerely,

Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

BOARD 9.8



Board Memorandum

Date: January 30, 2019
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Cam-Van Mackie, Acting Treasurer
Subject: Filling Vacancies and Projected By-Election Expenses

Background:

At the January 16, 2019 Committee of the Whole meeting, the Board of Trustees reviewed information presented with respect to a Trustee By-Election. The Board of Trustees forwarded this item to this evening's Board meeting.

The *School Act* states,

Filling vacancies

- 251(1)** If a vacancy occurs on a board of 6 or more trustees, the board shall make provision to fill the vacancy by holding a by-election.
- (2)** Notwithstanding subsection (1),
- (a) during the 3-year period immediately following a general election, a by-election need not be held if there is only one vacancy on the board, and
 - (b) during the 4th year following a general election, a by-election need not be held unless the number of vacancies on the board reduces the board to a number that is less than the quorum of the board plus one.

In the event that the Board of Trustees decide to hold a by-election, the projected expenses are \$3,630.00.

BOARD 9.9

Recommendation:

That the Board of Trustees provide direction regarding the budget and date of a By-Election for Ward 4.

Sincerely,

A handwritten signature in blue ink, appearing to read "Mary Lynne R. Campbell".

Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

Attachment

STURGEON PUBLIC SCHOOL DIVISION

**Board Meeting
January 30, 2019**

By-Election PROJECTED Expenses

Description	Nomination Day	Advance Vote	Election Day	Other	TOTALS
1. Training				\$280.00	\$280.00
2. Newspaper Ads	\$200.00	\$200.00	\$200.00		\$600.00
3. Returning Officer		\$170.00	\$520.00		\$690.00
4. Deputy Returning Officers (1 person)		\$140.00	\$470.00	\$20.00	\$630.00
5. Polling Clerks (2 persons)		\$220.00	\$690.00		\$910.00
6. Ballots				\$200.00	\$200.00
7. Local Authorities Election Act and School Act Materials				\$60.00	\$60.00
8. Polling Station (1) - Supplies				\$60.00	\$60.00
9. Polling Station (1) - Rental		\$50.00	\$150.00		\$200.00
TOTALS	\$200.00	\$780.00	\$2,030.00	\$620.00	\$3,630.00

Notes:

Based on 1 polling station

1. Training
 - 3 workers + 1 Returning Officer = 4 persons
 - 4 persons * \$50.00/person = \$200.00 + mileage
2. Newspaper Ads
3. Returning Officer
 - Pay + Mileage
4. Deputy Returning Officers (1 person)
 - a) Advance Vote = 1 person x (\$40.00/hour for 3 hours) = \$120.00 + mileage
 - b) Election Day = 1 person x (\$450.00/day) = \$450.00 + mileage
 - c) Election Day (cell phone) = 1 person x (\$20.00/day) = \$20.00
5. Polling Clerks (2 persons)
 - a) Advance Vote = 2 persons x (\$30.00/hour for 3 hours = \$90.00) = \$180.00 + mileage
 - b) Election Day = 2 persons x (\$325.00/day) = \$650.00 + mileage
6. Ballots
 - Minimum order of 1,000 ballots
7. Local Authorities Election Act and School Act Materials
 - Queen's Printer
 - a) Local Authorities Election Act (2 copies x \$15.00 each) = \$30.00
 - b) School Act (2 copies x \$15.00 each) = \$30.00
8. Polling Station (1) - Supplies
 - Pens, notes pad, rulers, tape/tape guns, sticky tac, ballot boxes, electoral maps, etc.
9. Polling Station (1) - Rental



Board Memorandum

Date: January 30, 2019
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Committee of the Whole
Subject: Assurance Report Four: Education Services

Background:

At the January 16, 2019 Committee of the Whole Meeting the Board of Trustees reviewed Assurance Report Four: Education Services.

Attached is the second summary of Assurance Report Four which addresses the priority: continue a culture of inquiry and a targeted professional growth plan, focused on the Division's Three-Year Education Plan priorities as it relates to instructional and assessment practices.

As requested by the Board, names of teachers involved in the Literacy and Numeracy Cohorts have been added. Amendments have been made to the Centrally Coordinated PD Calendar.

Recommendation:

This report is shared as information.

Sincerely,

Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

Attachments

BOARD 9.10.1



ASSURANCE REPORT

EDUCATION SERVICES

THREE YEAR ACTION PLAN REPORT

2018/19

REPORTING DATE: Committee of the Whole Meeting – November 14, 2018

GOAL 1

High Quality Teaching and Learning for All Students

Priority:

Continue to strive for improvement on provincial assessment measures; ie. Annual Education Results Report (AERR), Provincial Achievement Tests (PAT), and Diploma Exams (DIP).

Strategies:

1. Analysis of 5-year trends and implications of achievement.
2. Analysis and response to the Division's AERR, including student achievement on the PAT's and DIP's.
3. School will address areas of concern through collaborative meetings, follow up and professional development with administrators and teachers and report to the Associate Superintendent, Education Services.
4. Implementation of evidence-based decision making in all schools to guide programming in key and critical areas.
5. Develop and implement Year One of professional learning for administrators concentrated on building school leadership and utilizing school-based teams to ensure cohesion between division and school goals and priorities.

1. Provincial and diploma exam results presented to the Board of Trustees on October 10th, 2018.
2. AERR summary and analysis presented to the Board of Trustees on November 14th, 2018.
3. School administrators will present and discuss school results with the Board of Trustees on November 12th and 13th, 2018. Areas of strength and areas of challenge will be discussed, and response strategies will be presented.
4. Professional Development Plan for administrators has been developed.
5. School are using 3 points of data to determine programming: Provincial Achievement Exam results, Our School survey results, Fountas and Pinnell, Mathletics and MIPI (Math Intervention Programming Instrument) results.
6. The Associate Superintendent of Education Services will visit with each school and review results and responses with principals.
7. A summary of the report provided by the University of Portland (Grade 6 PAT Results Research) will be shared with all principals and directors to assist in determining professional development and planning needs.

Supporting documents:

1. Provincial Achievement Test and Diploma Examination Summary Report
2. AERR Summary and Analysis
3. Schedule: School Presentations to the Board of Trustees
4. Professional Development Plan for Administrators
5. Schedule: Associate Superintendent, Education Services School Visit
6. Report from University of Portland: School of Education

REPORTING DATE: Committee of the Whole Meeting – January 16, 2019

GOAL 1

**High Quality Teaching and Learning for
All Students**

Priority:

Continue a culture of inquiry and a targeted professional growth plan, focused on the Division's Three-Year Education Plan priorities as it relates to instructional and assessment practices.

Strategies:

1. Facilitate and support for Beginning Teachers' Cohort, Reggio- Inspired Cohort, Call to Action Cohort, Music Cohort, and Fine Arts Cohort.
2. Facilitate and support workshops and sessions in Assessment For/Of Learning, Power Teacher Pro, Guided Reading, French Immersion, Differentiated Instruction, Inquiry/Project-based Learning.
3. Continue to communicate to teachers research informed practices to support teaching and learning.
4. Facilitate the introduction and examination of the new Teaching Quality Standard and the new Leadership Quality Standard (implementation September 2019).

1. Learning Plans provided for each professional development cohort.
2. Professional Development plan for the division has been developed, as well as plans for each school.
3. Informed and effective practice is presented in cohort professional learning.
4. The Director of Student Achievement and Results has provided a Fall update relative to the focus on improving student achievement.

Supporting documents:

1. Fall Update: Student Achievement
2. Professional Learning Plan for SPSD Administrators 2018/19
3. Professional Development Plan: school based
4. Centrally Coordinated Calendar of Professional Development 2018/19
5. Power Teacher Pro Transition Plan
6. Fall Updates and learning plans for cohorts: Numeracy, Literacy, Art, Call to Action, CTF, Ed Tech, Health Champions, Kindergarten, Music, Nature Based Teaching, Safe Contact



1.

Fall Update: Student Achievement



FALL UPDATE

Student Achievement

Our clear priority is to improve student achievement in all dimensions. To reach this priority we have outlined three goals in our three year education plan:

Goal 1: High Quality Teaching and Learning for All Students

Goal 2: Safe, Caring, and Inclusive Learning Environments

Goal 3: A Culture of Mental, Emotional, Social and Physical Wellness

Organization

Sturgeon Public School Division organizes professional learning to support the achievement of each three year goal using the following structures:

- Administration Professional Learning
 - See Professional Learning Plan for SPSD Administrators 2018/19
- School Based Professional Learning
 - See 2018-2019 PD Schedule, School Numeracy/Literacy Plans, 3 Year Plans
- Division Supported Cohort Professional Learning
 - See Centrally Coordinated Calendar of Professional Development
- Division Supported PD events and meetings
 - See Centrally Coordinated Calendar of Professional Development

Division Cohort Structure

Division cohorts are created to promote learning and collaboration across teachers, administrators, counselors, central office leaders and staff. School administrators are also encouraged to take a leadership role within one of the division cohorts.

Current Cohorts Supported by Central Office in 2018

Art Teachers	Educational Technology	Music Teachers
Behaviour Supports (LSL)	Early Childhood	Nature-Based Instruction
Beginning Teachers	Health Champions	Numeracy Instruction
Call to Action	Kindergarten Teachers	Safe Contact
CTF Projects	Literacy Instruction	School Counseling

Each cohort has its own professional learning plan which highlights their focus, membership, goals, and meeting times. The following graphic summarizes how the cohorts work together to help us reach all our goals and raise student achievement. The connections indicated are the main goals for each, however all cohorts connect with the other goals in various ways.

Division Events and other Meetings

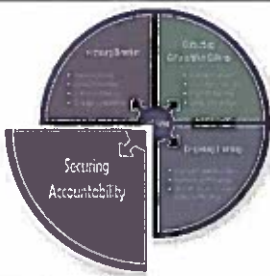



Throughout the year our central office leadership will organize individual PD events or meetings. Some examples this year include; Dr. Jody Carrington, Brian Woodland, ERLC Literacy Day, ERLC Math Mornings, Healthy Interaction workshops, NVC training, First Aid training, Mindfulness, NASP training, Google Educator Certification, and various skill or certification training days.



2.

**Professional Learning Plan for
SPSD Administrators 2018/19**

Professional Learning Plan for SPSD Administrators 2018/19

Nov. 21 8:00 AM- 11:30 AM	Achievement Results Understanding Statistics, Areas of Growth, and Setting Direction Sprint Goal #1 - Set first Leadership Sprint Goal	Ruth Kuik, Kristine Wilkinson Support from Assessment Branch	
12:00 PM - 3:30 PM	Admin. Council	Ruth Kuik	
Dec. 19 8:00 AM- 9:00 AM	Conversation with the Superintendent	Mary Lynne Campbell	
9:00 AM - 10:00 AM	First Nations, Metis, and Inuit Foundational Knowledge Reconciliation	Charlene Bearhead Kerri Trombley Jon Konrad	
10:00 PM - 3:30 PM	Admin. Council	Ruth Kuik	
Jan. 23 8:00 AM- 11:30 AM	Learning Sprint #1 Wrap-up Individual School Sharing Challenging Conversations	Jon Konrad Associate Superintendent Human Resources	
12:00 PM - 3:30 PM	Admin. Council	Ruth Kuik	
Feb. 20 8:00 AM- 11:30 AM	Concept Based Curriculum New K-4 Curriculum Understanding Exploring the new CDMA - Bring your Technology	Jon Konrad with AAC Support Alberta Education Support	
12:00 PM - 3:30 PM	Admin. Council	Ruth Kuik	

Professional Learning Plan for SPSP Administrators 2018/19

Other Details

Learning Sprint #1 <ul style="list-style-type: none">- 3 meeting dates.- Topic: Student Achievement Timing: October, December, January	Learning Sprint #2 <ul style="list-style-type: none">- 3 meeting dates.- Topic: Student Achievement Timing: March, May, June
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About Learning Sprints

If we are to lift the learning outcomes of diverse students we must invest in developing the individual and collective expertise of teachers. While in recent years there has been much effort and investment in teacher collaboration and professional learning, educators are still struggling to translate this into improvements in teacher practice.

Learning Sprints provides a simple, effective and field-tested approach to support your teachers in continually enhancing their practice.

Learning Sprints is an organisational routine that supports robust teacher team learning. It consists of three phases: Prepare, Sprint and Review. During 'Prepare', teams engage in rich dialogue about student learning and consider relevant research to identify a precise focus for improvement work. They then go into the 'Sprint' phase, where they test out their new learning through short, manageable cycles of teaching in the classroom. A Learning Sprint ends with explicit 'Review': analysis of the evidence of student progress, and consideration of how to transfer new pedagogical knowledge and skills into future practice.

The Learning Sprint Process



PREPARE



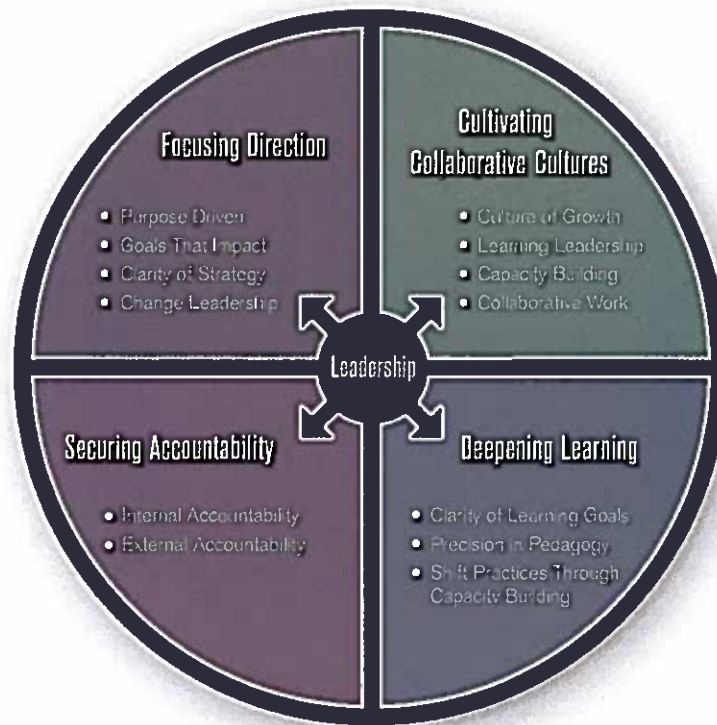
SPRINT



REVIEW

Professional Learning Plan for SPSD Administrators 2018/19

About Michael Fullan's Coherence Model



Previous Years Admin PD Plan and Focus

2017-2018

6 mornings	Evidence-Based Decision Making: School Admin PLCs <i>Comprehensive School Health, Differentiated Instruction, Literacy, Sense of Belonging, Inquiry, PD for staff</i>
1 morning	New TQS Led by Alberta Education
1 morning	FNMI Experience (December)
1 morning	Admin PD Planning for following year
1 morning	School Team Planning
4 x 1 hour	Admin Essentials

2016-2017

5 mornings	Evidence-Based Decision Making: School Admin PLCs <i>Transforming the Learning Environment, Differentiated Instruction, Guided Math, School Culture, Inquiry</i>
2 mornings	FNMI Experience (November & December)
1 morning	Conversation with the Superintendent
1 morning	Admin PD Planning for following year
1 morning	School Team Planning
4 x 1 hour	Admin Essentials

Some Admin Essentials we have covered;

- Suspensions, Supervision & Evaluation, School\Home Boundaries, C2 and Teacher Time, Sub Shortages, HR - interviewing, Managing at-risk students, Allocations



3.

**Professional Development Plan:
School based**

PD Priorities for 2018-19	Division coordinated / supported	ECE PD	Bon Accord	Camilla/Colony School	Gibbons	Guthrie	Landing Trail	Lillian Schick
-HQ Teaching & Learning - Safe, Caring & Inclusive - Mental, Emotional, Social, Physical Wellness - All connected to Achievement	Signifying Teachers, Comprehensive School Health, Call to Action, Literacy & Numeracy, Nature-Based Learning, Assessment, Power Teacher (AME), Educational Technology, French Immersion, Reggio-inspired,	Social Emotional Well Being for Children, staff and families	School Health & Wellness Assisted Technology Call to Action Art Techniques Literacy and Numeracy	Comprehensive School Health	Numeracy and literacy, health and wellness (anxiety, depression, sense of belonging)	Differentiation (Reggio and Inquiry) Numeracy and Literacy School wellness	Differentiation	Differentiation Literacy (Daily 5 - Fountas and Pinnell) Numeracy (Differentiation in math instruction) Leader in Me rejuvenation Cross Curricular Competencies
8/29/2018		STAR Training AND September 31	PowerTeacher Pro	PowerTeacher Pro, Teaching Quality Standard workshop	PowerTeacher Pro Team building in the am, visioning (school and self)	PowerTeacher Pro	Inclusive Learning Planning	PowerTeacher Pro Team building Differentiation - cross curricular approaches
8/30/2018		STAR REFRESHER	Welcome Back Breakfast PM Staff Meeting/PLC Framework	Welcome Back Breakfast PM Staff Meeting PLC them gathering and set up	Welcome Back Breakfast PM Assessment / differentiation continues, planning for academic focus, Growth mindset	Welcome Back Breakfast PM PLC set up design for year Staff meeting	Welcome Back Breakfast PM PLC discussion and set up Staff Meeting	Welcome Back Breakfast PM Leader in Me planning - cross graded activity focus
9/14/2018		Mindfulness and Affirmations Danielle Reid	AM Staff Meeting PM Nikki Woodford - Google Apps/Asatvive Technology New TQS	AM Power Teacher Pro - Set up and IPP PM Staff Meeting	AM Outdoor classwith Redwater IPP	AM IPP's, /Power teacher Pro PAT results in depth review PM Staff Meeting	AM PowerTeacher Pro set up Part 1 PM Outdoor Classroom	AM IPPs and Power Teacher Pro set up continued Differentiation and goal setting (Literacy, Numeracy, behaviour focus) PM Staff Meeting
10/12/2018	AM - Dr Jody Carrington @ MCC PM Must Contact MPS if Interested	Dr Jody Carrington for Parent Conference reflecting Children's Mental Health	AM Dr Carrington, The Power of Relationships and Attachment PM IPP Development Staff Meeting Committee Meetings	AM Staff Meeting and PD on Autism with ILT team PM Dr Carrington Trauma, the brain and relationships	AM IPP planning and collaborative differentiation PM Dr Carrington Trauma, the brain and relationships	AM Dr Carrington The Power of Relationships and Attachment PM IPP development /behav. safety plan Staff Meeting	AM Dr Carrington The Power of Relationships and Attachment PM IPP development Staff mtg	AM Dr Carrington The Power of Relationships and Attachment PM Math Cohort Staff Meeting PLC Time
11/9/2018	Institute Day	Institute Day	Institute Day	Institute Day	Institute Day	Institute Day	Institute Day	Institute Day
12/7/2018	AM Possible Math Cohort	Behaviour Plans	AM Staff Wellness PM Staff Meeting	AM Staff Collaboration and PLC meetings PM Staff Meeting	AM Adrian Deluca - mindfulness with (GIB, RW) PM PLC Staff Meeting: New TQS review	AM PR Community School Plan - Bullying PM Staff Meeting	AM Staff mtg POD with Joanna Grade PLC PM Cross Grade PLC	AM Digital Differentiation - staff? PM Wellness Champion Activities Staff Meeting PLC Time
1/11/2019		Circle of Security - FSV	AM Danielle Reed - What Matters? Aligning your life and your work with your values - 8:30-11:00 (MPS, BACS) PM Staff Meeting Committee Meetings PLC Meetings	AM Mental Health / Anxiety with Redwater (CAM, GIB, RW) PM Staff Meeting PLC Time- 4,5,6 PLC	AM Mental Health / Anxiety with Redwater (CAM, GIB, RW) PM PLC Staff Meeting	AM PR Community School Plan - Anxiety Lesson Plans PM Staff Meeting PLC Time	AM Staff mtg Classroom Walkaround (Using Diff in Literacy and Numeracy) Grade Level PLC PM Cross Graded PLC (4,5,6)	AM Differentiation - relationships/leadership PM Leader in Me - Focus planning Staff Meeting PLC Time
1/31/2019	AM Possible Math Cohort PASI training - Introduction to Digital Student Records	5 Love languages for Children With Danyelle Lynch	AM Infusing Indigenous Perspectives in Curriculum PM Staff Meeting Committee Meetings PLC Meetings	AM LS - Host PE morning for PE teachers PM Staff Meeting PLC Time	AM Data Collection and use PD PM PLC Staff Meeting	AM PE teachers at LS Mental Health PTSD effects on families (Child Psychology Group) PM Staff Meeting PLC Time	AM Staff mtg Mindfulness Grade Level PLC PM	AM Staff mtg Mindfulness Learning Sprint sharing Grade Level PLC PM
3/1/2019	AM Possible Math Cohort	Emotional vocabulary/Social thinking- SLP	AM Art Techniques in the Primary Classroom PM Staff Meeting Committee Meetings PLC Meetings	AM Staff Wellness Activity PM Staff Meeting PLC Time	AM Danielle Reed- values PM PLC Staff Meeting	AM Math Cohort PR Community School Plan - Respect PM Staff Meeting PLC Time	AM Staff mtg Digital Differentiation Grade Level PLC PM Cross Grade PLC	AM Wellness Champion activities PM Staff Meeting PLC Time
4/12/2019		I Am Calm - OT	AM Wellness Champion Activities PM Staff Meeting Committee Meetings PLC Meetings	AM PLC time/staff collaboration PM Staff Meeting	AM Review Our school survey PM PLC Staff Meeting + TQS NEW REVIEW	AM Our School survey review At Risk Reports PM Staff Meeting PLC Time	AM Staff mtg Behaviour Support Through Differentiation Grade Level PLC PM Cross Grade PLC	AM Our School Survey Results PM Differentiation - Behaviour supports Staff Meeting PLC Time
5/17/2019	PM- Staff Recognitions	PM- Staff Recognitions	AM- Meeting PM- Staff Recognitions	AM- Meeting PM- Staff Recognitions	AM- Meeting PM- Staff Recognitions	AM- Meeting PM- Staff Recognitions	AM Staff Meeting Grade Level PLC Transition Meetings PM- Staff Recognitions	AM Transitions meeting/ IPP/LP/BP summaries PM- Staff Recognitions
6/7/2019		Drumming Circle	Year End Reflections & Celebrations	Year Reflections/PLC sharing/ IPP meetings and wrap up, class list creations and transition meetings	Staff wellness/ year end review- debrief	PLC sharing of goals /data year end reflections	Staff mtg PLC Celebration Wellness Activity for all staff	Professional learning and sharing Wellness

BLUE - More than one school Contact or
GREEN - Division support required or req
RED common session/division

PD Priorities for 2018-19	Division coordinated / supported	Learning Centres	Morinville Public	Namao	Oak Hill	Ochre Park	Redwater	Sturgeon Composite
- HQ Teaching & Learning - Safe, Caring & Inclusive - Mental, Emotional, Social, Physical Wellness - All connected to Achievement	Beginning Teachers, Comprehensive School Health, Call to Action, Literacy & Numeracy, Nature Based Learning, Assessment, Power Teacher, NWE, Educational Technology, French Immersion, Reggio-Inspired.	Comprehensive School Health, Dealing with anxiety Blend Ed and Module development	Comprehensive School Health, Literacy, Numeracy, Reggio	Comprehensive School Health, Environmental Stewardship: Inquiry/Reggio	Trauma Informed Schools-Literacy & Numeracy, Staff Wellness	Inquiry Literacy/Numeracy Guided Reading Book Study	Comprehensive School Health, Nature based learning, Literacy and Numeracy.	Disciplinary Literacy, Technology Integration and PowerTeacher Pro, Diversity, Inquiry Based Learning
8/29/2018		PowerTeacher Pro Team Building	PowerTeacher Pro Team Building CTF	Staff Team Building Staff Meeting - Pioneer Trail	Team/Building Inclusive Ed activity Ranch activity	PD and PLC Discussion, Literacy and Numeracy Plan	PowerTeacher Pro	Vision/Goals Meeting and Department Meetings
8/30/2018		Welcome Back Breakfast PM Breakfast Club planning, review and organization	Welcome Back Breakfast PM PLCs and sprints (Ed Camps) Staff meeting	Welcome Back Breakfast PM PLC setup	Welcome Back Breakfast PM Planning- PLC, Literacy and Numeracy	Welcome Back Breakfast PM Staff Meeting	Welcome Back Breakfast PM Staff Meeting	Welcome Back Breakfast PM PowerTeacher Pro
9/14/2018		AM Mental Health 1 - Anxiety focus with Taylor Coffey PM Staff Meeting	AM Ed Camps PD AED inservice 8:30-9:30 am only 20 staff PM Staff Meeting	AM Power Teacher Pro/IPP Development PM Staff Meeting	AM Trauma Informed Schools Power Teacher Pro PM Staff Meeting	AM Power Teacher Pro PM Staff Meeting	AM Outdoor classroom with Gibbons PM Staff Meeting IPP / SLP At risk students	8:30 - Inquiry Based 10:30 - Disciplinary Literacy, Introduction to... PM PLC Time Staff Meeting
10/12/2018	AM - Dr Jody Carrington @ MCC PM Must Contact MPS if Interested	AM BlendEd Conference PM BlendEd Conference	AM ED CAMP Nikki Woodford - MIPI data collection/Literacy Reading levels charted PM Dr. Carrington Trauma, the brain and relationships	AM IPP Development, Inclusive Supports PM Dr. Carrington Trauma the brain and relationships	AM Dr Carrington The Power of Relationships and Attachment PM Staff Meeting, IPPs	AM Dr Carrington The Power of Relationships and Attachment PM IPP development Staff Meeting	AM staff meeting PLC literacy and numeracy PM Dr Carrington Trauma, the brain and relationships	AM Inquiry Based Learning - Department Focused Implementation Strategies PM PLC Time Staff Meeting
11/9/2018	Institute Day	November Diploma Exams	Institute Day	Institute Day	Institute Day	Institute Day	Institute Day	Institute Day
12/7/2018	AM Possible Math Cohort	AM Staff Meeting PM Blend Ed and module course development priorities	AM New TQS(Shawna)/Call to Action Activity - First Contact (Monique) Staff Meeting PLC Time Whole School Committees	AM Students At Risk PM Staff Meeting Committee Time	AM Trauma Informed Schools NME PM Staff Meeting	AM Staff Meeting PM Staff Wellness	AM Literacy Debonairness with (GIB, RW) PM Staff Meeting PLC Time	AM Staff Wellness PM PLC Time Primary Staff Meeting
1/11/2019		AM Staff Meeting PM Mental Health 2- Dealing with anxiety-action steps	AM Danielle Reed - What Matters? Aligning your life and your work with your values - 8:30-11:00 (MPS, BACS) PM Staff Meeting PLC Time Whole School Committees	AM Digital Scope and Sequence - Nikki PM Staff Meeting Committee Time	AM- Winning Strategist for Inclusive Classrooms ATA Workshop, Role for Support Staff	All Day Visit Roberta McAdams School Some Meeting Time at the School	AM Mental Health / Anxiety with Redwater (CAM, GIB, RW) PM Staff Meeting PLC Time	AM Differentiated Assessment in an Inquiry Based Classroom PM PLC Time Primary PLC Time Secondary Staff Meeting
1/31/2019	AM Possible Math Cohort PASI training - Introduction to Digital Student Records	AM Staff Meeting PM Mental Health 3- Dealing with anxiety-action steps	AM Ed Camps PD am PE teachers at LS PM Staff Meeting PLC Time Whole School Committees	AM Mindfulness - Heather New TQS PM Staff Meeting Committee Time / Professional Growth	AM PE teacher at LS Guided Math and Reading PM Staff Wellness Staff Meeting	AM Inquiry PD New Curriculum PM Staff Meeting PLC Time	AM Math Cohort Literacy Students at Risk PM Staff Meeting PLC Time	AM Setup for Grade 9 Orientation PM PLC Time Primary Staff Meeting
3/1/2019	AM Possible Math Cohort	AM Staff Meeting PM Summer School planning and development	AM Ed Camps PM Staff Meeting PLC Time Whole School Committees	AM GSuite - Nikki AM Staff Meeting Committee Time / Professional Growth	AM Literacy Trauma Informed Practice: Be Brave Warriors Ranch- sexual abuse PM Staff Meeting IPP	AM Guided Math PM Staff Meeting PLC Time	AM Math Cohort Our School Survey PM Staff Meeting PLC Time	AM Concept Based Curriculum PM PLC Time Primary PLC Time Secondary Staff Meeting
4/12/2019		AM Staff Meeting PM Diploma Exam Review	AM Comprehensive School Health Ed Camps PM Staff Meeting PLC Time Whole School Committees	AM PD Planning PLT Sharing PM Staff Meeting Committee Time / Professional Growth	AM Differentiated Instruction, Call to Action-Indigenous activity PM Staff Meeting New TQS	AM Foundational Knowledge- infusing First Nation, Metis, Inuit Perspectives into curriculum PM Staff Meeting PLC Time	AM Comprehensive school health staff building at the outdoor classroom PM Call to Action New TQS Comp 5	AM Foundational Knowledge- Infusing First Nation, Metis, Inuit Perspectives into curriculum Aligned with new TQS PM PLC Time Primary PLC Time Secondary Staff Meeting
5/17/2019	PM- Staff Recognitions	AM Staff Meeting PM- Staff Recognitions	AM- Meeting IPPS PM- Staff Recognitions	AM- Meeting PM- Staff Recognitions	AM- Peer Coaching, Meeting PM- Staff Recognitions	AM Inclusion mapping and staff meeting PM- Staff Recognitions	AM- Meeting PM- Staff Recognitions	AM- Meeting PM- Staff Recognitions
6/7/2019		AM Assessment and Course Module Review PM Staff wellness	Staff wellness, Year end reflection	Professional Learning Sharing/Wellness	Year Reflection- areas of Success and Challenges	Year reflection and sharing/staff wellness	Transition Meetings Year reflection and sharing/staff wellness	Reflection on the year and directions for 2019-2020

re of the participants to inquire about joining
uested.

PD Priorities for 2018-19	Division coordinated / supported	Sturgeon Heights
- HQ Teaching & Learning - Safe, Caring & Inclusive - Mental, Emotional, Social, Physical - Wellness - All connected to Achievement	Beginning Teachers, Comprehensive School Health, Call to Action, Literacy & Numeracy, Nature-Based Learning, Assessment, Power Teacher, NME, Educational Technology, French Immersion, Reggio-Inspired.	1) Literacy and Numeracy Achievement. 2) Strengthening Relationships
8/29/2018		Google Classroom PowerTeacher Pro Vision/ Goals PLC Discussion Workgroup Meetings
8/30/2018		Breakfast as Division. Afternoon focus on learning environment. Evening Welcome BBQ
9/14/2018		AM Identifying measures for Numeracy and Literacy achievement. PM Staff Meeting PLC set-up & goal setting.
10/12/2018	AM - Dr. Jody Carrington @ MCC PM Must Contact MPS if Intersted	AM Dr Carrington The Power of Relationships and Attachment PM - Inclusion Supports Adriane (Learning Coach Reports, IPP & LP support). - MIPi and PAT Reflections. - PLC Learning Sprint 1 (1) Focus Step (boulders to sand) - Staff Meeting
11/9/2018	Institute Day	Institute Day
12/7/2018	AM Possible Math Cohort	AM PLC-1 Reflection - Whole Group Sharing - Evaluate current programming. - Identify students for continued targeted interventions. PM - Staff Meeting; - Divisional Work Groups - Review Literacy & Numeracy Plans
1/11/2019		PLC - 2 focused I.L. - common mathematics language PM Staff Meeting; Divisional Work Groups
1/31/2019	AM Possible Math Cohort PASI training - Introduction to Digital Student Records	AM: PLC -3 related I.L. - Staff Meeting PM: Foundational Knowledge- infusing First Nation, Metis, Inuit Perspectives into curriculum.
3/1/2019	AM Possible Math Cohort	AM: Staff Meeting PLCs PM: Intervention Review, IPP, LP update, Learning Coach Report, Our School Survey Analysis.
4/12/2019		AM: Direction setting for 2019-2020 PM: PLC collaboration. - Staff Meeting
5/17/2019	PM- Staff Recognitions	AM- Meeting PM- Staff Recognitions
6/7/2019		PLC Year End Sharing. Transition meetings across grade levels.



4.

**Centrally Coordinated Calendar of
Professional Development 2018/19**

Centrally Coordinated Calendar of Professional Development 2018-19

"Sub Paid By" Coding: DD= Division Directed, HR= Human Resources, SB= School Based, N/A= Not Applicable

Date	Centrally planned PD	Subs Paid By	Event Coordinator	Location	Room
AUGUST 2018					
August 23 8:30 AM-3:30 PM	PowerSchool User Group	N/A	N. Topilko	Bon Accord School	
August 27 Full Day	Welcome Back for Administrators	N/A	Sr. Administration	SCHS	
August 29	ECE- STAR Training - Certification Day 1	N/A	L. Jenkins	MPS	155
August 30	ECE- STAR Training Refresher (after welcome back breakfast) ECE New Staff Training (pm only)	N/A	L. Jenkins C. Hyland	MPS CO	Gym
August 31	ECE- STAR Training - Certification Day 2	N/A	L. Jenkins	MPS	155
SEPTEMBER 2018					
September 13 1:00 PM-3:30 PM	Health Champions Cohort Meeting #1	DD	J. Konrad	Central Office	Coronado
September 14 PD 8:30 to 11:30	ECE- Mindfulness and Affirmations with Danielle Reid	N/A	C. Hyland/J. Santerre	SH	
September 14 PD 8:30 AM-12:30 PM	Healthy Interactions- All Staff	DD	S. Stelfox	Guthrie School	
September 17 AM	Office Staff Training Session	SB	N. Patel, L. Bonaca	Central Office	

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September 19 Full Day	Administrator PD & Admin Council	DD- AM School- PM	J. Konrad, Ruth Kuik	Central Office	Coronado
September 20 1:00 PM-3:30 PM	Beginning Teacher Cohort Meeting #1	DD	J. Konrad, T. Upshaw	Central Office	Coronado
September 21	ECE- Enrichment Teacher Meeting (am) ECE - Headstart Teachers Meeting (pm)	N/A DD	C. Hyland B. Sagert	TBA Central Office	
September 24 8:30 AM - 11:15 AM	ECE - New Staff Training	N/A	C. Hyland	Central Office	
September 26 8:30 AM-3:30 PM	LSL's (AM) and Counsellors (PM) Meeting	School	Andrea Morrison	Central Office	
September 27 8:30 AM -3:30 PM	ECE - Kindergarten Teachers Meeting	DD	J. Brenneis	Central Office	
September 27-29 Full Days	Beginning Teachers Conference	DD	Alberta Teachers Association	Edmonton	
September 27 8:30 AM-3:30 PM	Nature-Based/ Outdoor Classroom Teaching & Learning	DD	C. Cornelius, J. Konrad	Outdoor Classroom	
OCTOBER 2018					
October 2 1:00 PM - 3:30PM	Strategies to Support Students (Deaf & Hard of Hearing)	DD	K. Bizuk, N. Woodford	Central Office	Coronado
October 5 1:00 PM-3:30 PM	Call To Action Cohort Meeting	DD	J. Konrad, K. Trombley	Central Office	Coronado

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October 12 PD DAY AM	Dr. Jody Carrington	DD	B. Sagert, C. Hyland	Morinville Cultural Center
October 12 PD DAY 9:00 AM-11:00 AM	Healthy Interactions for Central Office Staff	N/A	L. Lacroix	Central Office
October 12 PD DAY 8:30 AM-3:30 PM	NVCI Certification Course	DD	L. Lacroix	Sturgeon Heights
October 12 PD DAY 8:30 AM-4:30 PM	Emergency First-Aid	DD	S. Stelfox	Gibbons School
October 12 PD DAY 8:30 AM-11:30 AM	Library Tech Makerspace Meeting	SB	Sheri Harasymuck	Landing Trail
October 17 Full Day	Admin PD & Admin Council	DD-AM School-PM	J. Konrad, R. Kuik	Central Office
October 18 8:30 AM-3:30 PM	Healthy Interactions for Facilitators	School	T. Holmes	Central Office
October 22 8:30 AM-11:15 AM	ECE - New Staff Training (if required)	DD	C. Hyland	Central Office
October 23 12:30 PM-3:30 PM	Ed Tech Cohort Meeting #1	DD	Nikki Woodford	Guthrie School
October 23 8:00 AM - 11:30 AM	Brian Woodland and the Superintendent With school Administrators	DD	Mary Lynne	Rendezvous Center

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October 24 8:30 AM-3:30 PM	AM- Behavior Cohort (Possible Joint Mtg) PM - Counsellors	School	Andrea Morrison	Central Office	Coronado
October 26 1:00 PM-3:30 PM	SAFE Cohort Meeting #1	DD	R. Kuik	Central Office	Coronado
October 26 1:00 PM- 3:30 PM	Art Teachers PLC Mtg #1	SB	C. Tanouye	SCHS	Board Room
October 29 & 30 9:00 AM-3:00 PM	VTRA Level 2 Training	SB	S. Brenneis	St. Albert	
NOVEMBER 2018					
November 2 1:00PM - 3:30 PM	CTF Implementation Cohort - VPs	DD	Traci Upshaw	Central Office	Coronado
November 9 Full Day PD DAY	Institute Day - ATA Institute Day - CUPE	N/A N/A	ATA Local CUPE Local	TBD TBD	Coronado
November 12 3:30 PM-4:00 PM	Learn&Go Webinar - Intro to Google Forms https://meet.google.com/gec-irvi-frm	N/A	N. Woodford	Google Hangout	
November 13 12:30 PM-4:00 PM	OH&W Steering Committee Meeting #1	DD-HR	S. Stelfox	Central Office	Board Room
Nov. 16 8:30-11:30 Div 2,3 11:30-3:30 Div 1	Literacy cohort- Susan Woo	DD	K. Wilkinson	Gibbons School	
November 21 Full Day	Admin PD & Admin Council	DD- AM School- PM	J. Konrad, R. Kuik	Central Office	

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November 27 3:00 PM - 4:00 PM	Formative Assessment for Programming Using Mathematics (Numeracy Leads & EdTech Leads)	School	K. Wilkinson N. Woodford K. Trombley	SCHS	
November 28 12:30 PM-3:30 PM	LSL's (AM) and Counsellors (PM) Meeting	School	Andrea Morrison	Central Office	
November 30 3:30 PM -4:00 PM	Learn&Go Webinar - Getting Started with Scratch https://meet.google.com/mvm-satu-iur	N/A	N. Woodford	Google Hangout	
DECEMBER 2018					
December 4 3:00 PM - 4:00 PM	Literacy & EdTech Collaboration (Literacy Leads, EdTech Leads)	School	N. Woodford K. Trombley J. Konrad	Digital Meeting (Google Hangout)	
December 7 PD Day 8:30 AM-12:30 PM	NVCI Refresher Course	DD	S. Stelfox	Namao	
December 7 PD Day 8:30 AM-12:00 PM	Medication Administration for Support Staff	DD	S. Stelfox	Landing Trail	
December 7 PD Day 1:30 PM-3:30 PM	Healthy Interactions - All Staff	DD	S. Stelfox	SCHS	
December 7 PD Day 8:30 to 11:30 AM	ECE- Behaviour Plan Workshop	N/A	C. Hyland	TBD	
December 10 8:30 to 11:30 AM	Numeracy Cohort - Grade 6 PAT	DD	J. Konrad	Central Office	Coronado

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December 10 12:30 to 3:30 PM	Numeracy Cohort - Grade 9 PAT	DD	J. Konrad	Central Office	Coronado
December 10 3:30 PM - 4:00 PM	Learn&Go Webinar - Intro to Google Sites https://meet.google.com/izw-yvpv-cco	N/A	N. Woodford	Google Hangout	
December 12 3:00 to 4:00 PM	Numeracy & EdTech Collaboration (Numeracy Leads, EdTech Leads)	School	N. Woodford K. Trombley K. Wilkinson	Digital Meeting (Google Hangout)	
December 19 Full Day	Admin PD & Admin Council	DD- AM School- PM	J. Konrad, R. Kuik	Sturgeon Valley Golf Club	
JANUARY 2019					
January 10 & 11 8:30 AM-4:30 PM	Standard First Aid and Level C CPR	DD	S. Stelfox	MCCC	
January 11 PD Day 8:30- 11:30 AM	ECE - Circle of Security	N/A	C. Hyland, J. Santerre	NA	
January 15 1:00- 3:30 PM	Music Teacher Meeting	AB	Kyle Swenson	TBD	
January 15 8:30am - 4:00pm	Zero Hour Training - Principals	DD	M.L. Campbell	Rendezvous Center	
January 17 8:30 am to 3:30 pm	Kindergarten Teacher Meeting	DD	J. Brenneis	MCC	
January 18 1:00-3:30 PM	Beginning Teachers Cohort Meeting #2	DD	J. Konrad, T. Upshaw S. Brenneis	SCHS	1128

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January 22 12:30-3:30 PM	Ed Tech Cohort Meeting #2	DD	J. Konrad	SCHS	1128
January 24 8:30 AM-3:30 PM	Nature-Based/ Outdoor Classroom Teaching & Learning	School	C. Cornelius, J. Konrad	TBD	
January 16 Full Day	Admin PD & Admin Council	DD- AM School- PM	J. Konrad, R. Kuik	TBD	
January 23 8:30 AM-3:30 PM	AM- Behavior Cohort PM - Counsellors - Possible Joint Meeting	School	Andrea Morrison	SCHS	1128
January 25 1:00 pm - 3:00pm	Health Champions Cohort Meeting #2 - Counselors & Health Champions	DD	S. Brenneis, A. Morrison, J. Konrad	SCHS	1128
January 29 All Day	CTF Cohort at ERLC - Subs: CO pays VPs. School pays teachers	DD School	Traci Upshaw	J Percy Page	
January 31 PD Day 8:30 AM-3:30 PM	NVCI Certification Course	DD	S. Stelfox	Lilian Schick	
January 31 PD Day 8:30 AM-3:30 PM	ECE - 5 Love Languages of Children	N/A	C. Hyland/J. Santere	NA	
FEBRUARY 2019 February 14 9:00 AM - 3:30 PM	Google Certified Educator (Level 1) Learning Community (Day 1 of 3) Registration Link	School	J. Konrad	SCHS	1128

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February 15 1:00 PM-3:30 PM	Call To Action Cohort Meeting #2	DD	J. Konrad, K. Trombley	SCHS	1128
February 20 Full Day	Admin PD & Admin Council	DD- AM School- PM	J. Konrad, R. Kuik	TBD	
February 22 1:00 PM-3:30 PM	SAFE Cohort Meeting #2	DD	R. Kuik	SCHS	1128
February 26 8:30 AM-3:30 PM	LSL's (AM) Counsellors (PM) Meeting	School	Andrea Morrison	SCHS	1128
MARCH 2019					
March 1 PD Day 9:00 AM-11:30 AM	Healthy Interactions- All Staff	DD	S. Stelfox	MPS	
March 1 PD Day 8:30 AM- 12:30 PM	ECE - Social Thinking and STAR Refresher	N/A	C. Hyland, J. Gallagher	CO	
March 11 3:30 - 4:30 PM	Google Certified Educator (Level 1) Learning Community (Day 2 of 3) Registration Link	N/A	J. Konrad	Digital Mtg - Google Hangout	
March 19 12:30 PM- 4:00 PM	Organizational Health & Wellness Mtg. #2	DD-HR	L. Lacroix	TBD	
March 20 Full Day	Admin PD & Admin Council	DD- AM School- PM	J. Konrad, R. Kuik	TBD	
March 21	AM- Behavior Cohort	School	Andrea Morrison	SCHS	1128

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Full Day	PM - Counsellors				
APRIL 2019					
April 2 1:00 PM-3:30 PM	Mindfulness Training	DD	J. Konrad, H. Beaton	SCHS	1128
April 12 PD Day 8:30 AM-12:30 PM	NVCI Refresher Course	DD	S. Stelfox	Redwater School	
April 12 PD Day 8:30 AM-4:30 PM	Emergency First Aid	DD	S. Stelfox	Gibbons School	
April 12 PD Day 8:30 AM-4:30 PM	ECE - 1 Am Calm	N/A	A. Ferri	TBD	
April 17 Full Day	Admin PD & Admin Council	DD- AM School- PM	J. Konrad, R. Kuik	TBD	
April 23 1:00 PM-3:30 PM	Ed Tech Cohort Meeting #3	DD	J. Konrad	SCHS	Rm 1128
April 24 8:30 AM-3:30 PM	LSL's (AM) (Possible Joint Meeting) Counsellors (PM) Meeting	School	Andrea Morrison	SCHS	Rm 1128
April 26 8:30 AM - 11:15 AM	ECE- Headstart Teacher Meeting	DD	B. Sagert	TBD	
April 26 12:30 PM-3:30 PM	ECE - Enrichment Teacher Meeting	N/A	C. Hyland	TBD	

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MAY 2019						
May 1 1:00 PM-3:30 PM	Health Champions Meeting #3	DD	J. Konrad	SCHS	Rm 1128	
May 2 1:00 PM-3:30 PM	Call To Action Cohort Meeting #3	DD	J. Konrad, K. Trombley	SCHS	Rm 1128	
May 3 9:00 AM - 3:30 PM	Google Certified Educator (Level 1) Learning Community (Day 3 of 3) Registration Link	School	J. Konrad	SCHS	Rm 1128	
May 10 1:00 PM-3:30 PM	Beginning Teachers Cohort Meeting #3	DD	J. Konrad, T. Upshaw	SCHS	Rm 1128	
May 15 Full Day	Admin PD & Admin Council	DD- AM School- PM	J. Konrad, R. Kuik	TBD		
May 16 Full Day	ECE - Kindergarten Teachers Meeting	DD	J. Brenneis	TBD		
May 22 8:30 AM-3:30 PM	AM- Behavior Cohort PM - Counsellors	School	Andrea Morrison	SCHS	Rm 1128	
May 24 1:00 PM-3:30 PM	SAFE Cohort Meeting #3	DD	Ruth Kuik	SCHS	Rm 1128	

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5.

Power Teacher Pro Transition Plan

PowerTeacher Pro

Transition Plan

UPDATE

All Kindergarten to grade 12 teachers across Sturgeon schools are currently using PT Pro to communicate student assessment and achievement. School admin teams have report a smooth transition from PowerTeacher Gradebook to PT Pro. Any questions are being addressed on a case by case basis.

As we progress with reporting student achievement in PowerSchool, teachers are focusing on meeting the expectations outlined in Admin Practice: Education Services 21 ([Assessment, Evaluation & Reporting of Student Achievement](#)) and not the platform itself.

To ensure a smooth and efficient year end, the Central Lead Team may want to consider a brief inservice for PT Pro Lead Teachers and school admin to review appropriate procedures and practices in PT Pro. This would alleviate additional troubleshooting in anticipation of report cards.

Overview

PowerTeacher Pro is PowerSchool's most recent update to the Gradebook. According to [PowerSchool](#), "PowerTeacher Pro takes the 'work' out of your day with a revolutionary 21st century gradebook, which seamlessly manages all tasks in the classroom including grading, attendance, assignments, and measuring student achievement. All student data is right at your fingertips to easily measure performance for the individual student, whole class or all classes. Instantly compare lesson plans with class progress to adjust instruction and assessment as necessary to drive student growth."

- The change from PowerTeacher Gradebook to PowerTeacher Pro can occur at any time of the year. Transition is not dependent on start and end dates.
- Individual teachers can migrate to PowerTeacher Pro one section at a time.
- All information in the Gradebook is migrated to PowerTeacher Pro. This includes all assignments, scores, categories, and preferences. The old gradebook would also still be accessible as a read-only document.

Rollout Timeline

2016/2017	
February 2017	<p>>Set up Power School Test Server to use PowerTeacher Pro</p> <ul style="list-style-type: none"> ● Set up sections and adjust settings to use PowerTeacher Pro ● Set up test teachers and PowerTeacher Pro gradebooks
March 2017	<p>>District Lead Team use PowerTeacher Pro in test environment</p> <ul style="list-style-type: none"> ● District Lead Team - IT Manager, Coordinator of Instructional Technology and Innovation, SIS Support Specialist, Director of Curriculum and Instruction ● Identify issues, customizations. ● Practice migration from PowerTeacher Gradebook to PowerTeacher Pro in test environment. ● Run report card test. <p>>Communication with Senior Admin</p>
April 2017	<p>>Present PowerTeacher Pro overview and rollout timeline to Admin Council.</p>
May 2017	<p>>District Lead Team prepares PD for PowerTeacher Pro Lead Team.</p> <p>>Overview for Admin council - Identify what is being done in broad brush strokes ie. Sandbox, rollout team etc.</p>
June 2017	<p>>School Admin identify minimum of 2 teachers to participate on PowerTeacher Pro Lead Team. See suggested number of lead teachers per school in prorated chart on p. 4.</p> <p>>Develop communication plan for parents.</p> <p>>Complete test rollover to next school year.</p>
2017/2018	
August 2017	<p>>Tech Dept set up live server based on test server.</p>
September 2017	<p>>Lead teachers set up sections in familiar PowerTeacher Gradebook.</p> <p>>September PD Day (Sept 15 - FULL DAY) for PowerTeacher Pro Lead Team. Delivered in-person by PowerSchool Training Team.</p> <p><i>UPDATE</i></p> <p><i>15 Sept - All lead teachers switched 1-2 sections over to PT Pro. Based on</i></p>

N. Woodford

Updated December 3, 2018

	<p><i>their own level of readiness.</i></p> <p><i>28 Sept - Lead Team Meeting (Ruth, Mark, Dave, Nikki)</i></p> <p><i>Updated team on progress. Identified issues requiring attention: email function from gradebook, inability to create custom codes. Nikki and Dave to work on solutions.</i></p> <p><i>28 Sept - Sent communication for parents for schools to include in monthly newsletter.</i></p>
October 2017	<p>>Lead Teachers prepare sections to switch over to PowerTeacher Pro.</p> <p>>Sections belonging to PowerTeacher Pro Lead Team are switched over to PowerTeacher Pro on or before October 31, 2017. Teachers have 6 weeks to become familiar with PT Pro. They can live in both worlds (PowerTeacher Gradebook and PT Pro) until the firm deadline identified. Anything entered in PowerTeacher Gradebook (e.g. categories, assignments, marks etc.) will transfer to PT Pro.</p> <p><i>UPDATE</i></p> <p><i>5 Oct - Requested feedback from schools regarding custom codes</i></p> <p><i>13 Oct - Shared steps with principals on how to access PT Pro teacher gradebook</i></p> <p><i>29 Oct - Update to lead teachers regarding timeline - adjust October 31 deadline to accommodate team meeting</i></p> <p><i>31 Oct - Lead Team Meeting (Ruth, Mark, Dave, Nikki)</i></p> <p><i>Updated team on progress with action items: email from gradebook, custom codes. Will use custom solution for email. Add NHI to custom codes. Emphasized particular framing of communication. Will schedule follow up meeting for December 2017.</i></p>
November 2017	<p>>District Lead Team monitors and supports PowerTeacher Pro Lead Team as needed.</p>
January 2018	<p>>Complete reporting term (S1 or T2) with PowerTeacher Pro Lead Team. This includes running transcripts, storing marks etc. District Lead Team monitor and provide support as needed.</p> <p><i>UPDATE</i></p> <p><i>16 Jan - Reviewed next steps with Mark. Discussed School Template for schools to identify plan.</i></p> <p><i>17 Jan - Provided written update to Admin Council. Included reference to planning template.</i></p> <p><i>25 Jan - Meeting (D. Webster, M. Lockwood, R. Kuik, N. Woodford)</i></p>

	<i>Updated on rollout to date. Overview of updates to PT Pro based on PowerSchool update done over holiday break. Reviewed draft agenda for Feb PD. Discussed possible next steps: stay with fall rollout, or allow for individual schools to expedite rollout. Settled on stick with fall rollout. Will eliminate April PD from plan. Need to provide some guiding questions in planning template doc.</i>
February 2018	>February PD Day (Feb 16 - AM Only) for PowerTeacher Pro Lead Team. Check in with Lead Team. Location - Namao School
March 2018	>School Admin identify school lead teams and develop transition plan using provided template. (PowerTeacher Pro Lead Team member, 1 admin, 1-3 additional teachers). This will be the support team for rollout in 2018/2019.
April 2018	>School transition plan shared with District Lead Team by April 30, 2018 .
June 2018	>Complete rollover to next school year with teachers in PowerTeacher Pro Lead Team. <i>UPDATE</i> <i>Created and shared screencast of reminders and common errors to PT Pro lead teachers to support smooth year end preparation.</i>
2018/2019	
August 2018 (Sept 2018)	>School Lead Teams carry out transition plan. May roll out in one of two ways: <ol style="list-style-type: none"> 1. Training may occur on Aug PD days, and teachers begin year fresh in PT Pro. 2. Teachers begin year in PowerTeacher Gradebook. Training occurs on Sept PD day. Teachers switch sections over from gradebook to PT Pro. <i>UPDATE</i> <i>All schools completed PT Pro training by September 14, 2018 (PD Day). All schools elected to begin 2018/2019 reporting in PT Pro.</i>
October 2018	>All sections must be in PowerTeacher Pro on or before October 31, 2018 . <i>UPDATE</i>

	<i>Central Lead Team provided support where necessary: clarifying processes, answering questions, troubleshooting issues.</i>
November 2018	<p>>District Lead Team monitors and supports PowerTeacher Pro Lead Team as needed.</p> <p><i>UPDATE</i></p> <p><i>N. Woodford shared reminders and common errors with PT Pro leads and admin teams in advance of reporting period. Further, Coordinator met with individual PT Pro lead teachers and/or school teams to review teacher gradebooks and support appropriate procedures. (BACS, OP, LT, GUT, GIB). All schools reported completion of PT Pro training and transition in ET/IT Fall meetings.</i></p> <p><i>Need to ensure all reports accessed by admin teams accurately reflect data from PT Pro.</i></p>

Additional Notes:

- Goal is to build capacity within each school over time to support roll out with all teachers.
- Support organic rollout. If schools are ready to accelerate the October 31, 2018 timeline, there is the flexibility to do that.
- Lead team should have representation from all Divisions including ECE (ie. Kindergarten).

Number of Representatives on PowerTeacher Pro Lead Team

School Population	No. of Reps
<300 Bon Accord Gibbons Lilian Schick MLC/SLC Oak Hill Ochre Park Redwater	2
301-550 Camilla & Colony Guthie Landing Trail Namao Sturgeon Heights	2-3
551< Morinville Public Sturgeon Composite	3



6.

**Fall Updates and Learning Plans
for Cohorts**

ART TEACHERS COHORT

FALL UPDATE

Focus for 2018

Sturgeon Public School Division provides a well - rounded education that prepares students to pursue their unique path to future success. We are focused on providing an outstanding education for our students with teachers who are dedicated to enhancing their student's educational opportunities in a creative innovative way. This cohort will collaborate at every grade level to enhance the art education of all students. We will support all teachers to become masters of Art teaching at every level; generalist and specialist. Advocating and celebrating art education is important at the school level, division level, and community to enhance students sense of belonging and achievement.

Leadership

It is important that this cohort have connections between art teachers and school administration. The leaders for 2018 are;

- Darryl Propp Principal, Landing Trail
- Cheryl Tanouye Art Teacher, Sturgeon Composite High School

Group Members

<ul style="list-style-type: none">● Dustin Adolf - Bon Accord● Jamie Shepherdson - Camilla● Wendy Williams - Guthrie● Tina Spenrath - Landing Trail● Stacey Thomas - Lilian Schick	<ul style="list-style-type: none">● Megan Green - MPS● Rea Cooper - Namao● Marlo Berezan - Ochre Park● Terra Beth Dowhaluk - Redwater● Taryn Donald - SHS
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Meeting Schedule

Day	Date	Purpose	Participants
Friday - PM	October 26	SNOMFA Planning/PD	All Art PLC Reps
Thursday - Afterschool	November 29	SNOMFA Planning committee meeting (leading up to the event- Logistics meeting)	Selected teachers
Friday - All Day	November 30	all day (Art Walk PD)	All Art PLC Reps
Monday - Afterschool	February 4	SCHS Programming Meeting	Selected teachers
Monday - PM/ Afterschool	April 29	SNOMFA Citadel	Cheryl Tanouye PM Art Reps Evening
Friday	May 10	Central office Switch Art Over	Selected teachers

Main Goals or Topics for 2018

- Collaborate and promote a strong Art program within our schools and division to enhance students feelings of belonging and achievement.
- Mentor and facilitate cross-curricular experiences for Art education for our students providing creative and innovative educational experiences.
- Enhance art education of our students through PD opportunities for our generalist teachers.

Comments

By Cheryl Tanouye

Our first meeting was at SCHS on the afternoon of October 26th, 2018. We updated our cohort members for each school with an introduced of ourselves and our role with teaching art education in our schools and the community. We discussed the logistics of having a permanent location in downtown Edmonton that we can rely on. City Hall is free but they can not guarantee the venue from year to year. This is the second year our date has been taken. Ideally, we would like to be in the Winspear with the music but numbers don't accommodate the number of tickets offered. We are looking into the possibility of the AGA as a yearly venue in the future but this year isn't a possibility when I know the date for next year I can look into this option. We talked about the Museum or Citadel again. I have tried to contact the Citadel but haven't heard back from them at this time. The idea of hosting the Art Show at SCHS was

brought up as a possibility only because the venue is free, we would have more freedom for programming, and we would have more options to showcase music. We often struggle to find entertainment for the Art Show because all music students are busy at the Winspear.

At the first meeting, we always discuss the expectations for the Sturgeon Public School Divisions Fine Art Show. We discuss that each division in the schools should collect 10 - 30 pieces of artwork mounted on fade-resistant paper, two labels typed and put on the back to display, the display boards used and the letters sent home as an invite to the show. The chosen to put up at central office is replaced with a certificate and a letter is sent home from their trustee. We discussed the possibility of getting more frames for the central office because we are often sending about twenty works back to school because we don't have enough frames. We also discussed the importance of the Art Reps staying for the whole art show so students have a familiar face supporting their efforts of their school community. We also spent a long time discussing possibilities of programming for the evening. Parents will often come downtown just to see their child's artwork. We discussed how we need to make the whole evening an experience for our families. Driving downtown is a big effort for our families.

We always include a PD element to our Art PLC meetings. We understand that the planning for SNOMFA is important but we started the ART PLC so we could learn from each other and support a meaningful art education for all our students. We discussed the power of the self-portrait as a teaching tool to create community in the classroom. We also looked at examples of alternative self-portraits and how to adapt the lessons at every level. We also discussed the resource of the Alberta Foundation for the Arts. We discussed Grant opportunities to bring Artist in residence into our schools. They also offer personal development support through Artist and Education Funding and Scholarships. We also looked at how we can use the Alberta Artist Collection to bring in local artists into our classrooms. We ended with a discussion of our experiences of the Fine Arts conference this October.

Our Second Meeting on November 30th on 124th Street Gallery Walk. Our PD day was a recreation of a field trip teachers could offer their students. We started our day at Tiramisu Bistro on 124 st in Edmonton Alberta. Here we discussed the details of SNOMFA and create a weaving that we later installed in the community. Then we continue with a Gallery Walk starting At the Front Gallery, moving to The Bear Claw, and moving on to a number of other galleries ending at SNAP gallery. We discussed different ways we could use the art as inspiration for our students in our own classrooms. Finally, SNAP gallery will give us a tour and explain programming they have to offer teachers and students in printmaking.

BEGINNING TEACHERS COHORT

FALL UPDATE

Focus for 2018

Sturgeon Public schools hire the best people to join our team. However, once on board there are many areas to navigate and this cohort will help our people find the answers they need quickly, create connections across the division, and provide specific skills for teachers to be successful in our local context.

Leadership

It is important that this cohort have connections to our central office, school leadership, and the local ATA. The leaders for 2018 are;

- Jonathan Konrad Director of Student Achievement and Results
- Traci Upshaw Assistant Principal of Camilla School
- Corey Conroy President of the ATA Local

Group Members

<ul style="list-style-type: none">● Chantelle Borle - Camilla● Kendra Ritter - MPS● Lacey Brockhoff - MPS● McKenzie Piper - MPS	<ul style="list-style-type: none">● Christina Frose - Gibbons● John-Paul LeBlanc - SCHS● Jessica Rigney - LT● Mary McKay - MPS/Legal
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Meeting Schedule

- Thursday September 20 ½ day
 - Friday January 18 ½ day
 - Friday May 10 ½ day
-

Main Goals or Topics for 2018

- Teacher Professionalism - Code of Conduct, Healthy Interactions
- Planning - PGP, Long Range, Lesson, Substitute
- Our tools - PowerTeacher, SRB, Staff Portal, Navigating our files
- Inclusion - working with EAs
- Effective Teaching - classroom strategies, and learning practices
- Wellness
- Contracts and Evaluations
- Division connection and collaboration

Comments

Our first meeting was well received by our beginning teachers. We spend a significant amount of time on conversations with parents, staff, and administration, with the goal of building confidence in how to handle tough conversations and move to positive solutions. We also helped each teacher understand where to find various tools or files and with some of the deadlines that come up quickly at the beginning of the year. Since our meeting, a few teachers attended the Beginning Teacher conference and part of our next meeting will give them time to share their experience.

The remaining two meetings will address the remaining goals for the group and look to build better personal connections among the teachers.

FALL UPDATE

Focus for 2018

Our Call to Action Cohort is a group of educators who are committed to ensuring their schools are on a journey of cultural understanding with First Nation, Métis and Inuit culture. They will build relationships within their own communities, act as a resource or support for teachers looking to expand their foundational knowledge, and be a leader at staff meetings to speak up for FNMI understanding and teaching.

Leadership

It is important that this cohort have connections between teachers, school administration, and central office leadership. The leaders for 2018 are;

- Jonathan Konrad Director of Student Achievement and Results
- Kerri Trombley First Nation, Métis, Inuit Coordinator

Group Members

<ul style="list-style-type: none">● Jackie Warmington - Bon Accord● Gregg Sales - Bon Accord● Sarah Telfer - Gibbons● Stephanida Hryniw - Guthrie● Jaclyn Burrell - Landing Trail● Shelley Greenwood - Lilian Schick● Monique Webb - MPS● Tara Hodgson - MPS● Carrla Cowley - SCHS	<ul style="list-style-type: none">● Darren Dunsmore - Namao● Derek Corse - Oak Hill● Kendra Thompson - Ochre Park● Heather Gillison - Ochre Park● Niki Balance - Redwater● Shannon Requa - SHS● Danielle Tighe - SHS● Kari Morgan - Camilla● Amy Soetaert - Camilla
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Meeting Schedule

- Friday October 5 1pm amiskwachiy Academy
-

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- Friday February 15 1pm Coronado Room
 - Thursday May 2 1pm Coronado Room

Main Goals or Topics for 2018

- Building Foundational Knowledge and how to assess for the new TQS #5
- Experiential Learning: How to bring this back to schools
- Making connections with Indigenous families and Elders in our own communities

Comments

Our first meeting was held at amiskwachi Academy, an Edmonton Public School is known for its Aboriginal context and content. They have two full-time Elders on site, who regularly participate in Indigenous knowledge teachings. Our meeting was in the morning and we focused on Foundational Knowledge. What it is, how we teach it, where we find the information and how to assess it in ourselves and others. We talked about the roles and responsibilities of the cohort. We talked about creating safe spaces to ask 'tough' questions. We attended the schools fall feast and watched traditional dancers and drummers, blanket appreciation ceremony and then had traditional Thanksgiving feast.

CTF COHORT

FALL UPDATE

Focus for 2018

Sturgeon Public schools is committed to giving our students in grades 5 to 9 the best possible opportunities to explore their interests and passions related to career, occupational areas and various emerging technologies. This team meets to ensure all our schools are offering a wide variety of CTF experiences that align with the provincial guidelines of problem solving and student-focused challenges.

Leadership

It is important that this cohort have connections across all schools which offer 5-9 programming. The leaders for 2018 are;

- Jonathan Konrad Director of Student Achievement and Results
- Traci Upshaw Assistant Principal of Camilla School

Group Members

<ul style="list-style-type: none">● Traci Upshaw - Camilla● Greg Gibson - Gibbons● Allan Traub - Guthrie● Shelley Greenwood - Lilian Schick	<ul style="list-style-type: none">● Dan Requa - MPS● Darla Clark - Namao● Derek Corse - Oak Hill● Sherri Devolder - Redwater● Christina Dafoe - SHS
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Meeting Schedule

- Friday November 2 ½ day
 - Friday January 29 Full Day at ERLC
 - (<http://www.erc.ca/programs/details.php?id=7548>)
-

Main Goals or Topics for 2018

- Division alignment of required documents for CTF - Course outlines and Scope and Sequence
- Building capacity for making all CTF courses challenge-based.
- Expanding CTF to grades 5 and 6

Comments

The first meeting was a check-in with school-based Vice Principals to discuss CTF in their schools. Updated templates for required documents (course outline and scope and sequence documents) were shared and a CTF Startup Folder was shared in the Cohort drive.

The team felt that there were no concerns around building a bank of challenges because there are many resources available through Alberta Education and online sites that have been shared by the division. The team also felt that assessment was not a concern, as we are all using the E, A, and N indicators for grading CTF courses.

There was an interest in visiting other schools to share great things that are happening across the division to build capacity of staff. Another good opportunity that was discussed was the CTF PD Day through ERLC held January 29th in Edmonton. The team asked to attend this day instead of having a second meeting, and they would include a teacher from their school to build capacity. Kristine submitted the request to Jon.

EDTECH COHORT

FALL UPDATE

Focus for 2018

Educational technologies change rapidly. And Alberta educators are charged to use these technologies effectively and innovatively for student-centred learning (Learning and Technology Policy Framework, 2013). This cohort helps identify best practice, facilitate effective working relationship with our IT department, create connections across the division, and provide direction for teacher leaders to build capacity in their school.

Leadership

It is important that this cohort have connections to our central office and technology team., The leaders for 2018 are

- Nikki Woodford Coordinator, Instructional Technology & Innovation
- Dave Webster Manager, IT

Group Members

<ul style="list-style-type: none">● Grant Jensen - BACS● Traci Upshaw - Camilla● Michelle Wing - Camilla● Jill DeSmet - Gibbons● Adele Lawczynski - Guthrie● Amanda Langford - LT● Konnor Wood - LS● David Westra - MLC/SLC	<ul style="list-style-type: none">● Meagan Kuik - MPS● Leanne Ryder - MPS● Connor Robertson - Namao● Darren McNeil - Oakhill● Kjersti Wytrykush - OP● Amanda Dorosh - Redwater● Kevin Hubick - SCHS● Christina Dafoe - SHS
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Meeting Schedule

- Tuesday October 23 ½ day
 - Tuesday January 22 ½ day
 - Tuesday April 23 ½ day
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Main Goals or Topics for 2018/2019

- Enhancing Numeracy Instruction & Achievement with Educational Technologies
 - Mathletics
 - Computational Thinking & Coding
 - STEAM Games 2019
- Improving Student Skill with Using Online Environment for *Learning & Life*
 - Applications to CREATE - Beyond Google Docs and Slides
 - Digital Citizenship
 - Student Documentation of their Learning Journey (Digital Portfolios)
- EdTech Scope & Sequence
- EdTech Leadership Strategies in Schools
- Crystal Ball - What's coming that we need to prepare for?

Comments

Our first meeting was well received by school EdTech leaders. We spent significant time discussing the identified EdTech goals for 2018/2019. Teachers affirmed the areas of focus and acknowledged the importance of: a) clearly connecting edtech to curriculum, and b) supporting teachers with best practices for technology use. We reviewed the central strategies to lead effective use of educational technologies, and we helped each teacher leader explore and understand strategies for building capacity in the staff at their own school. Since our meeting, we have met with each school to discuss the 2018/2019 goals and the individual plans, strategies. We have encouraged EdTech leaders to deliberately connect with other cohort teachers (Numeracy, Literacy) through after school mashup meetings:

- November 27 Numeracy & EdTech (Mathletics)
- December 4 Literacy & EdTech (Common Tools for Literacy - Reading)
- December 12 Numeracy & EdTech (Computational Thinking)
- Date TBD Literacy & EdTech (Tools for Literacy - Writing, Output)
- Date TBD Numeracy & EdTech (Share Computational Thinking Activities)

The remaining two cohort meetings will address the remaining goals for the group, namely: a) EdTech Scope & Sequence, and b) student use of digital portfolios to document their learning journey.

HEALTH CHAMPION COHORT

FALL UPDATE

Focus for 2018

Sturgeon Public School Division promotes a culture of mental, emotional, social and physical wellness in all our schools and places of work. Each school has a Health Champion who supports school administration and counselling services to create a Comprehensive School Health plan. This year our focus is to ensure each member of the cohort has met with administration, surveyed their school for needs, talked directly with school staff and supported at least two healthy initiatives at their site. In addition, our group is building a more cohesive vision for our cohort for the years to come.

Leadership

It is important that this cohort have connections to our central office, school sites, and division partners.

The leaders for 2018 are;

- Jonathan Konrad Director of Student Achievement and Results
- Sandra Brenneis Director of Learning Support
- Matthew Mitschke Health Promotion Facilitator, AHS

Group Members

<ul style="list-style-type: none">● Colleen Hall – Bon Accord● Lori Moores – Camilla● Heather Ebbers – Gibbons● Ron Shaw – Gibbons● Jenaia Gingras – Landing Trail● Carmen Cornelius – Lilian Schick● Margryt Rispens – MPS● Shannon Sasseville – MPS	<ul style="list-style-type: none">● Alex Cronshaw – Namao● Barbara Kleespies – Namao● Scott Kaehn – Oak Hill● Jennifer Geleta – Ochre Park● Kevin Dorosh – Redwater● Candace McLean – SLC● Adriana DeLuca - SHS
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Meeting Schedule

- Thursday September 13 1pm Coronado Room
- Tuesday January 15 1pm Coronado Room
- Wednesday May 1 1pm Coronado Room

Main Goals or Topics for 2018

- Clearer connection between the experiences and learning conducted by the Health Champion Cohort and the goals and activities at each school site. They will have a deeper understanding of how to apply and facilitate a CSH at their school.
- Share activities and resources among all schools in person, during meetings, and anytime through Google Team Drive.
- Deepen connection with community partnerships in wellness education.
- Each school site will identify school health & wellness goals by conducting either the Healthy Schools Rubric or the full JCSH Healthy School Planner (hsp.uwaterloo.ca).
- Based on the survey or planner, each school will identify a priority area, milestones, and goals by January 2019. They will ensure with their administration that these goals are reflected in the CSH plan.
- Identify and attend outside PD for our cohort to build up strengths in areas we need to address, supported by our Wellness Grant.
- Identify key projects in schools for seed funding from our Wellness Grant.

Comments

Our first meeting was an excellent opportunity to share some experiences that worked well last year and to challenge the group to connect with their administration and get involved with updating their Comprehensive School Health Plans. Matthew Mitschke lead our cohort through the “Imagine our Future” visioning activity and the written feedback from this was gathered. Matt also introduced a couple of vision or survey tools that schools should use when trying to better understand their priority areas, and each cohort member was tasked with ensuring the tool was used before our next meeting in January. We also introduced our Google Team Drive as an area to share resources and activities among the cohort. Our next meeting will review priority areas across the schools, review the school health assessment tool, give support to each Cohort member by sharing resources and activities that work, and building a clearer vision for the whole group based on the draft statements we built in September.

Wellness Grant 2018

We have received a wellness grant for 2018/2019 to support our work with Comprehensive School Health. Here is a summary of the guidelines for its use in our division.

Total Grant Amount for 2018-2019 \$20 000.00

Eligible	Percent	Amount for Sturgeon
Staff Costs - Release/substitute for planning - *Travel Costs for meetings and local PD	25	\$5 000.00
PD and Resources - Evidenced-based resources - Seed Funding (sustainable practice in schools) - Media resources - Subject-based resources for teaching/learning - PD to build capacity to sustain - Speaker costs	35	\$7 000.00
Meeting Costs - *Travel for Jurisdiction Wellness Committee - Jurisdiction Committee support	20	\$4 000.00
Evaluation - Online Evaluation Tools - Dissemination and sharing results	20	\$4 000.00

*Travel Costs for regular meetings. However, no travel, accommodation or meals for conferences may be charged.

Division Partner Funding

We have been granted an additional \$2500.00 to partner with another division

Reporting

- All projects will use <http://www.jcsh-cces.ca/>
- All projects will submit
 - Pre-initiative baseline application
 - Post initiative baseline reporting tool

Coordinator

- Colleen Wright. 780-492-2537. Email: cwright@ualberta.ca

KINDERGARTEN TEACHER COHORT

FALL UPDATE

Focus for 2018

This year our Kindergarten Cohort will be working to improve clear communication with parents around growth and development of our young learners. We will create better alignment between our Curriculum, EYE assessments, and PowerSchool. During our meetings we will also focus on early Numeracy in our classrooms and Purposeful Play centers.

Leadership

It is important that this cohort have connections between kindergarten teachers, school administration, and central office leadership. The leaders for 2018 are;

- Bev Sagert ECE Director
- Jeannie Brenneis Itinerant Teacher, Morinville Public School
- Claire Hyland ECE Coordinator

Group Members

<ul style="list-style-type: none">• Colleen Hall• Courtney Thibert• Wendy Williams• Chelsey McDonald• Jessica Rigney• Kendal Monti• Sarah Workman• Sonja Goldsmith• Alyssa Michalsky	<ul style="list-style-type: none">• Kristen Topolitsky• Geneva Fossen• Amy Cornet• Shannon Stadnyk• Kasie Hoffman• Cindy Goertzen -Itinerant• Meghan Berube- Itinerant• Tamara Freeman - Itinerant• Jeannie Brenneis- Itinerant
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Meeting Schedule

- Thursday September 27 All Day
 - Thursday January 17 All Day
 - Thursday May 16 All Day
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Main Goals or Topics for 2018

- Common course descriptions
- Common categories
- Common assessment practices with assignments and commenting
- Early Years Evaluation/Report Card/PowerSchool
- Purposeful Play -

Comments (From Jeannie Brenneis)

After looking at our current report card I noticed there were outcomes on the report card that were missing and needed to be included. I took the outcomes from the Early Years Evaluation and cross referenced them with the report card so all the assessment could be used for PowerSchool marks at the start of the year. I also added all the outcomes that were missing to our current report card. At our meeting teachers were asked to discuss /contribute their ideas to create a “new” report card, and a rubric. They were also asked to use the Early Years Evaluation results as a baseline of student achievement for their September/October PowerSchool marks. After a brief collaboration they were given time to enter the headings and marks into PowerSchool.

Nikki Woodford was present to help with any questions in regard to PowerSchool.

It was agreed moving forward they are expected to have at least one mark in Early Literacy, one mark in Early Numeracy, and one mark in any other area /month.

It was agreed at our next meeting in January we will spend some time discussing PowerSchool, the “new” report card and rubric. We are also going to focus on Numeracy and Purposeful Play centers.

LITERACY TEACHERS COHORT
FALL UPDATE

Focus for 2018

Our Literacy Cohort formed late in the Fall of 2018 to support and extend the excellent work our literacy coordinators have done in the past few years. This year our cohort will ensure strategies for deeper reading comprehension are in place for all grade levels.

Leadership

It is important that this cohort have connections with teachers from all our schools within the division. The leaders for 2018 are;

- Jonathan Konrad Director of Student Achievement and Results
- Kerri Trombley Literacy Coordinator

Group Members

● Nicole Roe Bon Accord	● Alex Cronshaw Namao
● Julaine Percy Bon Accord	● Nicole Eisenkrein Namao
● Janet Westworth Camilla	● Scott Kaehn Oak Hill
● Deb Clark Gibbons	● Kerri Trombley Oak Hill
● Janet Quaghebeur Guthrie	● Heather Gillison Ochre Park
● Tina Spenrath Landing Trail	● Terrabeth Dowaluk Redwater
● Mellisa LaRouche Lilian Schick	● Carrla Cowley SCHS
● Sandra Wood Morinville Pub	● Amanda Ohm S Heights
● Caelie Landry Morinville Pub	● Danielle Tighe S Heights
● Savannah Bosch Morinville Pub	● Lauren Rutherford S Heights

Meeting Schedule

- Thursday November 16 AM DIV 3, 4 Susan Woo
 - Thursday November 16 PM DIV 2 Susan Woo
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- Tuesday December 4 After School Ed Tech/Literacy Mashup
 - ERLC Literacy Cohort (<http://www.erc.ca/programs/details.php?id=7382>)
 - Day 1 Oct 25, 2018 (9:00 am to 3:30 pm)
 - Day 2 Nov 29, 2018 (9:00 am to 3:30 pm)
 - Day 3 Apr 04, 2019 (9:00 am to 3:30 pm)

Main Goals or Topics for 2018

- Improved guided reading and writing for all grades 1 to 4
- Benchmarking and diagnostic assessments will be used to inform and focus instruction to ensure programming meets students needs. (Fountas and Pinnell)
- Improving foundational literacy practices including: reading, writing, phonemic awareness, word work and oral language.
- Annotating text and explicitly teaching reading strategies (inference, self-monitoring, synthesizing, etc)
- Teaching Growth Mindset as part of activating metacognitive processes in reading

Comments

We have not yet met as a cohort group. Instead, we have met at the ERLC PD sessions or the hosted Literacy PD with Susan Woo. The idea of Literacy Leads for our schools is fairly new to the division, so building that common language and expectations has been important. We have asked our Literacy Leads to attend PD for themselves, but also to take the information back to their schools. Our Comprehensive Literacy team (K-4), which are attending the 3 Days with ERLC, have created a shared Google document to host insights from this PD and access all of the presenter's slides. This resource will be shared with all of the Literacy Leads as well, and they will be encouraged to use them at their schools.

MUSIC TEACHER COHORT

FALL UPDATE

Focus for 2018

Sturgeon Public schools provides music education at all school levels. From Primary to Secondary, our cohort works together to maximize the effectiveness of our individual programs so we can celebrate our accomplishments together. Our annual Division wide event is called “Sturgeon Night of Music and Fine Arts” (SNOMFA), and is currently held in the Spring at the Winspear in Edmonton, Alberta. All events that happen throughout the year work towards the development of our music staff and are considered when planning SNOMFA.

Leadership

It is important that this cohort have connections between music teachers and school administration. The leaders for 2018 are;

- Daryl Propp Principal, Landing Trail
- Kyle Swenson Music Teacher, Sturgeon Composite High School

Group Members

<ul style="list-style-type: none">● Gregg Sales - Bon Accord● Deanna Victoor - Camilla● Chris Layton - Camilla● Jason Stronciski - Gibbons● Sara Olsther - Guthrie● Tanya Frigault - Landing Trail● Nikki Vranas - Lilian Schick	<ul style="list-style-type: none">● Patti Saluk - MPS● Tanya Crump - MPS● Wyn Humphries - Namao● Lee Proskow - Ochre Park● Terra Beth Dowhaluk - Redwater● Darwin Krips - SCHS● Cheryl Perneel - SHS● Naomi Holmes - SHS
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Meeting Schedule

- Wednesday September 11 ½ day
- Tuesday January - 15 ½ say PM Music Teacher Meeting
- (Selected teachers only) SNOMFA Planning committee meeting (TBA- leading up to the event- Logistics meeting with Winspear in person)

Main Goals or Topics for 2018

- Planning and preparation for SNOMFA 2019 (April 29th)
- Revamp planning for Beginner Band Workshop/ JH Band Camp/
- Developing PD for Music staff this year

Comments

Agenda (All Music Teachers) - September 11th. Chair: Kyle Swenson

1. Introductions of teachers
2. SNOM 2018-feedback from last year. (Pros- Cons) where can we improve?
 - Pros -musical theatre using the security door. (security door handled well this year)
 - Cons - Side entrance vs. Security door. Clearer details as to the operation of “Band” entrance.
 - Could we look to see the elem choir “holding areas”. Move, logistical... could this be solved?
 - Pick up kids.... Can we ask winspear to spread out for easy pick ups?...
 - Break out rooms for sign outs. Capacity issues??
3. Dates and Events:
 - Beginner Band – Jump Start - Mon. Oct 22- West Edmonton Christian Assembly
 - MCA- Edmonton Oct 25th oct 27th
 - ROGERS place- LT fundraising. At Oil Kings

Winter Concerts Dates posted : Avoiding conflict.

SCHS- Dec. 10th
SHS - Tues Dec 11, Thurs Dec 13
Camilla- Dec 11th
Gibbons Dec 20th
Redwater Dec 6th
Nama K-5 on Dec 6th
Namao Band Gr. 6 & JH Dec 13th
LS Dec 13th (can Change if BACS or LT is this day)

- Music Teacher Meeting in January - 15th, 2019 (Tuesday PM)

Dates to consider in planning this year:

- Beginner Band Workshop-
- National Ukulele Day- Feb 7th, 2019
- JH District Choir- 2nd year- Feb start with Kyle at SCHS
- Band Camp- Nak - Mon. Feb. 25 and Tues. 26
- Mass Choir Rehearsal Dates: TBD
- SNOM- April 29th Winspear- See discussion details
- PD- Teacher Focus- Kyle looking into "Teacher Wellness" PD session

4. PD- Discussion

- Idea: Conducting master class for our music teaching staff.
- Idea: Lucas Coffee Percussion clinic on Djembe
- Idea: First Nation incorporation in to our Music classes, variety of styles...
- **Idea: Music Teacher Wellness**

5. SNOM teacher ensemble ideas

- Taco Bell Cannon
- Percussion ensemble
- Ukulele Ensemble

6. Festivals to consider.

- Fort Sask- Cost effective- early in the season
- SARMF- Cost more- Ukulele, good for accommodating schedules.
- AIBF- Band- high Caliber of Band adjudication March 11-15
- Choralfest- March early March 7-9

1. **Sturgeon Night of Music Discussion details:**

1. Confirmation of Songs- Composer/arranger- conductor- accompanist
2. Program order and ensembles
 - i. West Choir
 1. Better When I'm Dancin' by Meghan Trainor and Traddeus Dixon
 2. The Journey Arranged by Joseph M.Martin
3. Fundraising
4. Logistics of groups (who brings what?) and Winspear Checklists
5. Tickets
6. Teacher Ensemble song
7. Concerns, comments, questions

Break Away Groups:
(Grade Level/ Ensembles/ Committee Planning)

1. Update of Beginner Band Workshop –
2. Choir rehearsal dates and planning-
3. Additional ideas/ collaboration-

List of songs for SNOM (with conductors)

East Choir (Redwater-Gibbons-LT- OP):

- 1- We Rise Again- Arr. S. Smith (Tanya F conduct)
- 2- I Can Sing- Craig Cassilsole (Terra B Conduct)

West Choir:

- 1 - Better When I'm Dancin' arr. By Roger Emerson (Deanna conduct)
- 2 - The Journey arr. By Joseph M. Martin (Cheryl conduct)

Beg. Band:

1. Themes From Harry Potter (Nicky conducts)
2. Marching Through Scotland (Wyn conducts)

Adv. Band:

1. Avengers (Chris conducts)
2. Sketches of Canada (Jason conducts)

FALL UPDATE

Focus for 2018

This cohort allows group members to experience possible activities that could be done with student or staff groups related to nature based learning. The members share learnings with their staffs during staff meeting opportunities.

Leadership

It is important that this cohort have connections between teachers and school administration. The leaders for 2018 are;

- Carmen Cornelius Nature Based Learning Facilitator

Group Members

<ul style="list-style-type: none">● Patricia Gagnon - Bon Accord● Blaine Biddiscombe - Camilla● Katie Filipowski - Camilla● Sarah Telfer - Gibbons● Brad Gerow - Guthrie● Jenaia Gingras - Landing Trail	<ul style="list-style-type: none">● Amanda Marghella - MPS● Jennifer Kwak - MPS● Nicole Eisenkrein - Namao● Marlo Berezan - Ochre Park● Danielle Tighe - SHS
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Meeting Schedule

- Friday September 28 All Day
 - Thursday January 24 All Day
-

Main Goals or Topics for 2018

- Development and sharing of learning activities to be used by teachers with their students or staff related to various grade levels and subjects.
- Compilation of developed activities and resources on Nature Cohort Team Drive.
- Inventory of equipment available updated on drive as activities are developed and used.
- Communication of the resources, opportunities and available support from facilitator, Carmen Cornelius, made accessible to all school staff members.
- Celebration of learning activities through newsletters and student testimonials.
- Session at Sturgeon's Institute Day to communicate and promote the nature based learning activities available to Sturgeon staff and students.

Comments

On September 28 cohort members met at the Outdoor Classroom to participate in activities and learn about the development and history of the land. The activities included team building games, traditional games, safety checks, nature connection activities and nature reflection activities. There was also a discussion time where questions were addressed, challenges in field trip planning were discussed and strategies for dealing with challenges were shared.

Group members were asked to share their learnings with their staffs at their next staff meeting and to visit the drive periodically to check for updates.

On January 24 the cohort will meet again to learn about updates related to activities that have been developed since September. They will have some time to plan nature based activities within their school and they will be snowshoeing in the afternoon. The information will be communicated to their school at the staff meeting following January 24.

NUMERACY TEACHERS COHORT

FALL UPDATE

Focus for 2018

Our Numeracy Cohort formed late in the fall of 2018 in response to principals and vice principals identifying the need for better mathematics instruction and deeper understanding of numeracy foundations among our math teachers. The group will focus on targeted learning opportunities for math teachers in the first year, with the goal of sharing and building lessons, activities, and assessments in the second year.

Leadership

It is important that this cohort have connections with math teachers from all our schools, school administration, and division leadership. The leaders for 2018 are;

- Jonathan Konrad Director of Student Achievement and Results
- Dan Requa Assistant Principal, Morinville Public School
- Kerri Tromblay Coordinator, Numeracy
- Nikki Woodford Coordinator, Instructional Technology and Innovation

Group Members

• Debbie McEachern Bon Accord	• Jennifer Kwak Morinville Pub
• Tara Keiser Camilla	• Caelie Landry Morinville Pub
• John Novak Camilla	• Joey Shute Namao
• Jacquelyn Austin Gibbons	• Derek Corse Oak Hill
• Allan Traub Guthrie	• Kjersti (Erickson) Wytrykush Ochre P
• Amy Smith Landing Trail	• Scott Bruchal Redwater
• Kyle Harvey Lilian Schick	• Kevin Hubick SCHS
	• Shannon C. Requa S Heights

Meeting Schedule

- Wednesday November 21 AM Admin with Alberta Assessment
- Thursday November 27 After School Ed Tech / Numeracy
 - Mathletics
- Monday December 10 AM Grade 6 PAT Analysis
- Monday December 10 PM Grade 9 PAT Analysis
- Wednesday December 12 After School Ed Tech / Numeracy
 - Computational Thinking Challenges
- Thursday January 31 AM (PD Day)
 - DIV 1 Developing Essential Numeracy Skills in Grades K-3
 - FACILITATOR: Ulana Soletsky
 - DIV 2 Big Ideas: The Essential Toolkit for all levels of Math
 - FACILITATOR: Keith Van De Keere
 - DIV 3,4 Differentiating Math Assessment in Math
 - FACILITATOR: Dave Martin
- Friday March 1 AM (PD Day)
 - DIV 1 Developing Essential Numeracy Skills in Grades K-3
 - FACILITATOR: Ulana Soletsky
 - DIV 2 Big Ideas: The Essential Toolkit for all levels of Math
 - FACILITATOR: Keith Van De Keere
 - DIV 3,4 Differentiating Math Assessment in Math
 - FACILITATOR: Dave Martin

Main Goals or Topics for 2018

- Improve student understanding of numeracy as measured by performance on provincial assessments.
- Improve teacher understanding of numeracy pedagogy across the grade levels.
- Benchmarking and diagnostic assessments will be used to inform and focus instruction to ensure programming meets student needs. (MIPI. Mathletics).
- Increase the use of computational thinking in math classes to improve problem-solving and multi-step thinking.

Comments

Focus for the fall months has been placed on three key areas: a) administering the MIPI; b) informing best practices around use of Mathletics in the learning environment; and c) connecting the work between our EdTech leaders and numeracy leaders to include computational thinking activities into numeracy instruction. All schools with grades 2 to 10 administered the MIPI with their students. All Sturgeon schools, with the exception of two, are accessing Mathletics in some way to support numeracy instruction. Teachers have responded positively to the direction and support around Mathletics, particularly with how to use the information to inform instructional practices. The collaboration between EdTech and Numeracy leaders has been received positively, and we look forward to the activities and strategies these school based collaborations will produce.

SAFE CONTACT COHORT

FALL UPDATE

Focus for 2018

Sturgeon Teachers ATA Local and Sturgeon School Division have established a cohort of teachers, counselors, and administrators to participate in a working group to support our sexual and gender minority students and staff. We are also continuing our partnership with SOGI 123 to improve resources and support for all our teachers and students.

Leadership

It is important that this cohort have connections across all schools and with central office administration.

The leaders for 2018 are;

- Ruth Kuik Associate Superintendent
- Corey Conroy ATA Local President
- Jonathan Konrad Director of Student Achievement and Results
- Jennifer Geleta Counsellor Representative, Ochre Park
- Shannon Requa Principal Representative, Sturgeon Heights
- Danielle Tighe Diversity, Equity & Human Rights Chair, Sturgeon Heights
- Jackie Warmington Principal, Bon Accord

Group Members

<ul style="list-style-type: none">● Amy Soetaert - Camilla● Heather Ebbers - Gibbons● Sara Oltsher - Guthrie● Jaclyn Burrell - Landing Trail● Niki Branas - Lilian Schick● Meagan Kuik - MPS	<ul style="list-style-type: none">● Margryt Rispens - MPS● Danielle Goeree - Namao● Derek Corse - Oak Hill● Adele Johnson - Redwater● Kerri Meadows - SCHS● Michele Parker - Learning Centres
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Meeting Schedule

- Planning - Leadership
 - Wednesday October 10th 9am Coronado
 - Monday February 4th 1pm Coronado
-

-
- Thursday May 9th 1pm Coronado
 - Meetings - Whole Group
 - Friday October 26 1pm Coronado Room
 - Friday February 22 1pm Coronado Room
 - Friday May 24 1pm Coronado Room

Main Goals or Topics for 2018

- Develop a strong partnership with SOGI 123 to provide resources and support for our teachers.
- Build capacity and competency within our staff at each school to be able to respond to a number of topics including; gender diverse and sexual minority youth, coming out, community supports for families, community supports for transitioning.
- Ensure all schools understand our policies related to sexual and gender minority.
- Ensure all safe contact people understand where to find learning materials for teachers, community support connections, and have the supports and connections to be an ally for all students.

Comments

At the first meeting for the 2018/19 year, we opened the cohort meeting with an ice breaker and introductions as there were new faces around the table from a handful of our schools. The role of the Safe Contact, the Cohort goals, and Policy Frameworks were also established. We then dove into some specific work around lesson inclusivity, whole school event planning (No-Name Calling Week in January) and looked at how to have effective conversations with a lens to planning for / supporting trans students.



Board Memorandum

Date: January 30, 2019

To: Board of Trustees

From: Mary Lynne R. Campbell, Superintendent/CEO

Originator(s): Ruth Kulk, Associate Superintendent, Education Services
Beverly Sagert, Director, Early Childhood Education
Claire Hyland, Coordinator of Early Childhood Education & Transition Services

Subject: Assurance Report Four: Education Services

Background:

Goal One of the Three Year Education Plan identifies High Quality Teaching and Learning for All Students as a priority. Attached is the third summary of Assurance Report Four which addresses the priority: continue to support, program and fund **effective early learning programs** and interventions for students enrolled in our Early Childhood Education (ECE) programs.

Recommendation:

The information regarding priority three in the Assurance Report from Education Services is shared with the Board for information and further discussion.

Sincerely,

Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

Attachments

BOARD 9.10.2



ASSURANCE REPORT

EDUCATION SERVICES

THREE YEAR ACTION PLAN REPORT

2018/19

REPORTING DATE: Committee of the Whole Meeting – November 14, 2018

GOAL 1 High Quality Teaching and Learning for All Students

Priority:

Continue to strive for improvement on provincial assessment measures; ie. Annual Education Results Report (AERR), Provincial Achievement Tests (PAT), and Diploma Exams (DIP).

Strategies:

1. Analysis of 5 year trends and implications of achievement.
2. Analysis and response to the Division's AERR, including student achievement on the PAT's and DIP's.
3. School will address areas of concern through collaborative meetings, follow up and professional development with administrators and teachers and report to the Associate Superintendent, Education Services.
4. Implementation of evidence based decision making in all schools to guide programming in key and critical areas.
5. Develop and implement Year One of professional learning for administrators concentrated on building school leadership and utilizing school based teams to ensure cohesion between division and school goals and priorities.

1. Provincial and diploma exam results presented to the Board of Trustees on October 10th, 2018.
2. AERR summary and analysis presented to the Board of Trustees on November 14th, 2018.
3. School administrators will present and discuss school results with the Board of Trustees on November 12th and 13th, 2018. Areas of strength and areas of challenge will be discussed, and response strategies will be presented.
4. Professional Development Plan for administrators has been developed.
5. School are using 3 points of data to determine programming: Provincial Achievement Exam results, Our School survey results, Fountas and Pinnell, Mathletics and MIPI (Math Intervention Programming Instrument) results.
6. The Associate Superintendent of Education Services will visit with each school and review results and responses with principals.
7. A summary of the report provided by the University of Portland (Grade 6 PAT Results Research) will be shared with all principals and directors to assist in determining professional development and planning needs.

Supporting documents:

1. Provincial Achievement Test and Diploma Examination Summary Report
2. AERR Summary and Analysis
3. Schedule: School Presentations to the Board of Trustees
4. Professional Development Plan for Administrators
5. Schedule: Associate Superintendent, Education Services School Visit
6. Report from University of Portland: School of Education

GOAL 1

High Quality Teaching and Learning for All Students

Priority:

Continue a **culture of inquiry and a targeted professional growth plan**, focused on the Division's Three Year Education Plan priorities as it relates to instructional and assessment practices.

Strategies:

1. Facilitate and support for Beginning Teachers' Cohort, Reggio- Inspired Cohort, Call to Action Cohort, Music Cohort, and Fine Arts Cohort.
2. Facilitate and support workshops and sessions in Assessment For/Of Learning, Power Teacher Pro, Guided Reading, French Immersion, Differentiated Instruction, Inquiry/Project-based Learning.
3. Continue to communicate to teachers research informed practices to support teaching and learning.
4. Facilitate the introduction and examination of the new Teaching Quality Standard and the new Leadership Quality Standard (implementation September 2019).

1. Learning Plans provided for each professional development cohort.
2. Professional Development plan for the division has been developed, as well as plans for each school.
3. Informed and effective practice is presented in cohort professional learning.
4. The Director of Student Achievement and Results has provided a Fall update relative to the focus on improving student achievement.

Supporting documents:

1. Fall Update: Student Achievement
2. Professional Learning Plan for SPSD Administrators 2018/19
3. Professional Development Plan: school based
4. Centrally Coordinated Calendar of Professional Development 2018/19
5. Power Teacher Pro Transition Plan
6. Fall Updates and learning plans for cohorts: Numeracy, Literacy, Art, Call to Action, CTF, Ed Tech, Health Champions, Kindergarten, Music, Nature Based Teaching, Safe Contact

REPORTING DATE: Public Board Meeting – January 30, 2019

GOAL 1

High Quality Teaching and Learning for All Students

Priority:

Continue to support, program and fund effective early learning programs and interventions for students enrolled in our Early Childhood Education (ECE) programs.

Strategies:

1. Facilitate summer and parent programs.
2. Fund and support Pre-school Enrichment Program (PEP), Kindergarten Enrichment Program (KEP), and Headstart programs.
3. Division-wide implementation of the Early Childhood Education Strategies for Teaching Based on Autism Research (ECE STAR) program to support students diagnosed with autism or social communication difficulties.

1. 2nd Annual Parent Conference October 12-13, 2018-2019
2. Webinar Series to be launched in the Winter of 2019 – 1st session filmed – Mealtime Battles
3. Circle of Security Parenting Program – more opportunities offered to parents
4. Triple P offered (Positive Parenting Program)
5. Increased use of robotics for coding in all Early Childhood Education programs - PEP/KEP, HS and Kindergarten
6. Additional Coaches being trained in the STAR program across the division
7. Full day parent/staff workshop on April 15th with Kim Barthel, OTR - Becoming a Behavioural Detective: Understanding, Surviving and Supporting Complex Behaviours
8. Parent Support Group – 8 Pilot Project @ MPS

Supporting documents:

1. Parent Programs 2018-2019
2. 2nd Annual Parent Conference October 12 – 13, 2018

Parent Programs

Looking for solutions to handle disobedience, speech delays, picky eating, family changes and more? Sturgeon Public School Division offers parents and children a range of expert-led workshops to provide support around common issues facing today's families.



LEARN MORE!

For more information, visit sturgeon.ab.ca/communityprograms or contact Jesica Logan, Family Oriented Program Sessions Coordinator, at 780-939-4341 (Ext. 1267) or jesica.logan@sturgeon.ab.ca.



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Registration is Easy

If you would like to register, or require additional information about these workshops, visit sturgeon.ab.ca/communityprograms or contact Jessica Logan, Family Oriented Program Sessions Coordinator, at 780-939-4341 (Ext. 1267) or jesica.logan@sturgeon.ab.ca.

EVERYONE IS WELCOME

Sturgeon Public School Division's parent workshops are free of charge and open to everyone, regardless of where you live or attend school. These workshops are designed for parents, guardians, caregivers and children.

WE MAKE ATTENDING EASY

- Childcare offered
- Refreshments provided
- Rotating locations and dates

Family Support Workshops



In Sturgeon, Family Support Workers (FSW) liaise between home and school to help families and children achieve individual goals. In these workshops, FSWs will provide parents with strategies to help children thrive through relationship building, positive discipline and effective stress management.

Family Support Workshops include:

Circle of Security Parenting Program

Bedtime Battles

Triple P (Positive Parenting Program)

Super Dads, Super Kids

Kids Have Stress Too!

Circle of Security Parenting Program (COS-P)

The Circle of Security Parenting Program was designed with the specific goal of making decades of attachment research as clear as possible so that parents can foster a secure attachment with their children. The approach was created to offer:

- A way to understand your child's needs
- A way to understand how you see those needs (how some feel more acceptable than others)
- A way to make sense of why you welcome certain needs and struggle with others
- Access to that part of you that is willing to override your discomfort in order to prioritize the needs of your child

COS-P is designed to build reciprocal trust (parent's trust builds their child's trust) and a secure attachment by helping you in the following ways:

- Saying Goodbye to Perfectionism and Self-Blame
- Relaxing into Confidence
- Keeping Our Eye on the Circle
- Being-With: Attuning to Our Child's Emotions and Needs
- Enhancing the development of your child's self esteem

Bedtime Battles

This workshop is designed to help you win the bedtime battle and to help with routine. In this workshop you will discover some of the reasons for the battles. You will also develop a visual tool that you will take home and be able to use.

Triple P (Positive Parenting Program)

Triple P aims to make parenting easier! Parenthood can be extremely rewarding, enlightening and enjoyable. It can also be demanding, frustrating and exhausting. The challenge for all parents is to raise healthy, well-adjusted children in a loving, predictable environment. This Positive Parenting Program aims to increase parental competence and confidence in raising children. Group Triple P seeks to improve the quality of parent-child relationships and help parents develop effective, practical strategies for managing common behavioral and developmental challenges.

Super Dads, Super Kids

When dads are more involved, great things happen for kids, for families, and for our society. Fathers activate their children emotionally, physically, and cognitively. Super

Dads, Super Kids explores the important father-child bond as well as the opportunity to play with your child and learn how it benefits their development. This three hour workshop will include a presentation, handouts, a question and answer period, as well as a chance to participate with your child with some hands-on fun!

Kids Have Stress Too!

Stress is a normal part of everyday life for children and adults. It helps to motivate us and adds a positive challenge to life. However, too much stress can be counter-productive and overwhelming. The good news is that building emotional health and resiliency can help children concentrate, learn, interact more successfully and deal with other stressors they may face in their lives. Come join us for this session. Learning to handle stress is an important life skill for everyone!



Speech and Language Workshops



These workshops are designed to help develop your child's speech sounds, understanding and use of language, social communication and pre-literacy skills. Facilitated by trained Speech and Language Pathologists (SLP), participating parents and children are sure to walk away with workable skills and strategies.

Speech and Language Workshops include:

Setting the Stage for Speech

Sneaky Speech

Getting Ready to Read

Let's Start Talking

TalkAbility

More Than Words

Motor Into Speech

Playful You, Happy Me

Setting the Stage for Speech

- Are you aware of the pros and cons of your child using a sippy cup or pacifier?
- Can you describe where your tongue and lips should be when they are “at rest” and what the potential consequences are when they are not where they should be?
- Do you understand the impact your child’s airway, lip and tongue function, proper swallow patterns and jaw stability have on their teeth, feeding and speech development?

If you answered ‘no’ to one or more of the above questions, come join this informative session to find out the answers on how to “set the stage” for speech.

Sneaky Speech

In this session parents will gain an understanding of the development of speech sounds. As well, the session will focus on strategies to make working on speech sound production and communication fun at home during daily activities. Parents will get an opportunity to try out an activity with their Headstart or Kindergarten child and ask the Speech Language Pathologist questions related to their child’s goals. Contact your school Speech Language Pathologist for more information.

Getting Ready to Read

In this session parents will learn the early building blocks that help children get ready to read. Parents will explore various fun activities for their preschooler to develop the literacy skills necessary for lifelong learning! Come join us and bring your child’s favourite book!

Let’s Start Talking

Let’s Start Talking is a program for young children with severe speech delays and their families. The goal of this program is to increase the amount and intelligibility of the child’s speech in everyday life and help develop the parents’ knowledge and skills. It will also decrease stress and anxiety about the child’s severe speech delay.

TalkAbility

Specifically designed for parents of verbal children ages 3-7 with social communication difficulties, the TalkAbility Program teaches parents practical ways to help their child learn people skills.

By “people skills”, we mean the ability to “tune in” to the thoughts and feelings of others by paying attention to non-verbal cues such as body language, facial expressions, eye gaze, and tone of voice. The ability to consider other points of view and to have empathy for others is essential for successful conversations and for making friends. Children with social communication difficulties require extra help to develop these skills.

More Than Words

The More Than Words Program was designed specifically for parents of children ages 5 and under with significant social communication difficulties. Addressing the unique needs of these children, the program provides parents with the tools, strategies and support they need to help their children reach their full communication potential.

Motor Into Speech

Children with motor speech difficulties can perform non-speech tasks (eg. blowing, puckering, sucking) but find it difficult to move their mouths to produce speech sounds accurately and to sequence speech sounds. In this session parents will learn how to help their child gain more flexibility with their talking by helping them to master different sounds, syllable shapes, words, and word combinations.

Playful You, Happy Me

Parents will learn the importance of playing and connecting with their child to support communication and social-emotional well-being. In this session, parents will explore how to help their child master foundational play skills that are crucial for speech and language development, implement playful strategies to encourage speech and language development, and foster social communication skills to help their child experience positive social interactions with their peers.

Occupational Therapy Workshops



Occupational Therapists (OT) specialize in helping people develop, recover and/or maintain a variety of meaningful daily life activities (or occupations). In these workshops, the OT will offer parents strategies to help children manage energy levels and broaden their food preferences.

Occupational Therapy Workshops include:

I Am CALM - Calming a Revved-Up Child

Picky Eating

"Food is Fun" - Beyond Picky Eating

The Potty Journey

I CAN DO IT MYSELF!

Fine Motor Developments and Play

I am CALM – Calming a Revved up Child

Does your child seem to be “revved” all of the time? Or does your child seem to have low energy and move slowly? Either way, this program will help your child learn ways to stay at a “just right” level of alertness balanced with a state of calm. You will be introduced to words and strategies that you can use with fun characters to describe energy levels and strategies you can try at home.

Picky Eating

Do you have a picky eater at home? Are mealtimes frustrating for both you and their child? In this session, parents will learn tips and strategies that will help their child develop better eating habits. Parents will be able to use these ideas with children of any age. It's never too late to start having a healthier and more fun mealtime.

“Food is Fun” – Beyond Picky Eating

The SOS Approach to Feeding is a program designed for young children who have feeding challenges. Parents learn to understand the ways their children learn the cues to eating, how to eat, as well as the steps involved in eating. Children learn how to have positive experiences with food during a therapeutic “play with a purpose” snack time, with the goal of increasing the range of food that they will try.

The Potty Journey

Toilet training is a slow and gradual process. Patience, a good routine and practice are the keys to success! Children typically become toilet-trained between the ages of 18 months and 4 years; however each child should be allowed to develop toileting skills at their own pace, according to their physical, social and emotional readiness. This session will discuss potty training readiness and provide information on how to support your child through their “potty journey”.

“I CAN DO IT MYSELF!”

Parents are the first and most important teachers of their children and there is a lot to learn! It can be frustrating when your little one struggles with independence in areas like self-help skills (such as dressing, eating) and early

responsibilities. This session will help you learn to break down tasks into successful steps to help everyone stay motivated. Best of all, these independence skills will be used again and again as your child grows.

Fine Motor Developments and Play!

Are you running out of ideas on how to work on printing and drawing with your child? Do you struggle with getting your little one to do table activities? What is my child ready for at this age? This session will help you to use all of your child's senses when teaching shapes and letter formation in a play based way. Typical development will be covered. Come and learn strategies that will keep your child engaged while learning new motor skills. It's not all about pencil and paper activities!



Educational Psychology Workshops



Sturgeon Educational Psychologists support the early childhood programming in a variety of ways: assessments for program eligibility, guidance to program staff/parents, and consultations/collaboration with other professionals. They work closely with family support workers and the consultant team to help support programming, children and families. In these workshops, the Educational Psychologist will offer parents information and strategies in a general way. If you feel you need more consultation, outside help may be necessary, and the psychologist can also help with that information.

Speech and Language Workshops include:

Unstuck: An OCD Kids Movie

Childhood Anxiety

Behaviour 101

The Power of Attachment

Social Collaborative Problem Solving

UNSTUCK: An OCD Kids Movie

Join us for the viewing of UNSTUCK: an OCD kids movie. UNSTUCK is a documentary by Kelly Anderson and Chris Baier that powerfully presents the stories of six children and adolescents who have struggled with Obsessive Compulsive Disorder and how they regained control of their lives. This video is inspirational, informative, and intended for all individuals whose lives are affected by OCD. A presentation on OCD in children and a Q&A will also be provided.

Childhood Anxiety

It is normal for children to experience anxiety from time to time in their life. If your child worries a lot of the time, avoids fun activities or refuses to do things because s/he is scared or worried, then anxiety may be a problem. This presentation will explore what anxiety is and how it presents in children. In addition, strategies for helping your child cope with anxiety will be discussed.

Behaviour 101

Come learn the basic principles behind why your child behaves the way they do. In this session, you will learn both proactive and reactive strategies for common childhood behavioural challenges. Learn how your reaction to your child's behavior can determine the outcome. This session will also address how to teach your child to become a problem solver.

The Power of Attachment

Each child comes into the world seeking a secure relationship, or attachment, with a caregiver. This relationship is critical to a child's social, emotional, and cognitive development. This session looks at attachment theory, its importance, and how parents can respond intentionally to their children's attachment needs. An introduction is provided to the Circle of Security Parenting Program, a series of workshops offered by Sturgeon Public School Division that helps parents develop secure attachment with their children.

Social Collaborative Problem Solving

This presentation will demonstrate how the model of collaborative problem solving can be successfully used with preschoolers. Based on the philosophical beliefs that kids do well if they can, challenging kids do not choose to be challenging and that every behaviour is communication or the result of a lagging skill. The goal of social collaborative problem solving is to move development forward by teaching the skill. Challenging preschoolers will buy into this process if they are a part of the problem solving process. Oppositional preschoolers will often push back when solutions are imposed.



2nd Annual Early Childhood Education Parent Conference! - October 12-13, 2018



Parents looking for better ways to handle disobedience, connect with their children, work on speech and more, are sure to benefit from this free, expert-led conference. With a theme focused on social-emotional well-being, this event will feature Dr. Jody Carrington as the keynote speaker on Friday evening and an opportunity to choose from 16 workshops the second day, along with snacks, lunch and childcare.

Friday, October 12, 2018, 6 - 8 pm

Keynote Speaker: Dr. Jody Carrington - Psychologist. Mother. Believer.

Dr. Jody Carrington is a Clinical Psychologist who has spent most of her career working with children and families. For 10 years, she worked on the Mental Health Inpatient Units of the Alberta Children's Hospital, where she became a believer in the power of the relationship in assisting kids and their families who are struggling with emotional dysregulation.

Saturday, October 13, 2018, 8 am - 4:30 pm

Participants can take part in various workshops throughout the day.

SATURDAY SCHEDULE

8:00-8:15am	Child Care Drop off				
8:15-8:45am	Welcome & Housekeeping				
8:45-10:15am	Parent Superpowers - Full Day	Bedtime Battles	The Power of Attachment	Playful You, Happy Me	Behaviour 101
10:15-10:30am	Break				
10:30-12:00pm	Parent Superpowers - Full Day	Triple P - Dealing with Disobedience	Childhood Anxiety	The Potty Journey	Cyberworld
12:00-12:45pm	Lunch				
12:45-2:15pm	Parent Superpowers - Full Day	Kids Have Stress Too! (1/2 day session)	Setting the Stage for Speech	I Am CALM	5 Love Languages of Children
2:15-2:30pm	Break				
2:30-4:00pm	Parent Superpowers - Full Day	Kids Have Stress Too! (1/2 day session)	Parent Panel	"I CAN DO IT MYSELF!"	Strengthening the Parent/Child Relationship Through Play
4:00-4:30pm	Child Care Pick Up				

WORKSHOPS

Parent Superpowers

- Dr. Carrington

Once I became a parent, I realized that this is the hardest job on the planet. I was so much better at the parenting thing before I had kids (are you with me?). There's so many opinions and so many "right ways". In this full day workshop we will we talk about just how normal it is to never feel like you're doing this parenting (or co-parenting, or step-parenting) thing right. If you own a kid (or are helping to raise one), our sole job is to teach them this thing called emotional regulation, before we (eventually) launch them into this big-old world. That means, sadly, that in order to do that, we

have to figure out how to model for them what calm looks like (and turns out, just telling them to CALM DOWN doesn't work for long, and neither does taking the things they love away so that they'll eventually figure out that you want them to be kind). Expect an evening of laughter and stories, while we understand how attachment and connection to our babes and our partners will give our children the most important skill they will ever learn, how to be the kind and connected people we can be proud of.

Bedtime Battles

- Family Support Worker with Sturgeon Public School Division

This workshop is designed to help you win the bedtime battle and to help with routine. In this workshop you will discover some of the reasons for the battles. You will also develop a visual tool that you will take home and be able to use.

The Power of Attachment – Psychologist and Family Support Worker with Sturgeon Public School Division

Each child comes into the world seeking a secure relationship, or attachment, with a caregiver. This relationship is critical to a child's social, emotional, and cognitive development. This session looks at attachment theory, its importance and how parents can respond intentionally to their children's attachment needs. An introduction is provided to the Circle of Security Parenting Program, a series of workshops offered by Sturgeon Public School Division that helps parents develop secure attachment with their children.

Playful You, Happy Me – Speech Language Pathologist with Sturgeon Public School Division

Parents will learn the importance of playing and connecting with their child to support communication and social-emotional well-being. In this session, parents will explore how to help their child master foundational play skills that are crucial for speech and language development, implement playful strategies to encourage speech and language development and foster social communication skills to help their child experience positive social interactions with their peers.

Behaviour 101 – Educational Psychologist with Sturgeon Public School Division

Come learn the basic principles behind why your child behaves the way they do. In this session, you will learn both proactive and reactive strategies for common childhood behavioural challenges. Learn how your reaction to your child's behavior can determine the outcome. This session will also address how to teach your child to become a problem solver.

Triple P – Dealing with Disobedience – Family Support Worker with Sturgeon Public School Division

All children are disobedient sometimes. Disobedience only becomes a problem when a child follows less than half of the instructions given to them. In this session, you will learn positive parenting suggestions to help you teach your child to accept limits and do as they are told, and to understand the meaning of the word "no". You will meet other parents and share your experiences and ideas for managing difficult behaviour like disobedience and defiance. Time will be spent discussing why the behaviour happens and then how to teach children to do the right things.

Childhood Anxiety – Educational Psychologist with Sturgeon Public School Division

It is normal for children to experience anxiety from time to time in their life. If your child worries a lot of the time, avoids fun activities or refuses to do things because s/he is scared or worried, then anxiety may be a problem. This presentation will explore what anxiety is and how it presents in children. In addition, strategies for helping your child cope with anxiety will be discussed.

The Potty Journey – Occupational Therapist with Sturgeon Public School Division

Toilet training is a slow and gradual process. Patience, a good routine and practice are the keys to success! Children typically become toilet-trained between the ages of 18 months and 4 years; however each child should be allowed to develop toileting skills at their own pace, according to their physical, social and emotional readiness. This session will discuss potty training readiness and provide information on how to support your child through their "potty journey".

Cyberworld – Saffron Group

An internet awareness presentation for adults to bring them up to speed on what's happening in the online world. We cover the pros and cons of the most popular social media apps, the importance of

privacy settings, parental control options and more. We also spend time discussing brain development and how this influences their online decisions.

Kids Have Stress Too! – Family Support Worker with Sturgeon Public School Division

Stress is a normal part of everyday life for children and adults. It helps to motivate us and adds a positive challenge to life. However, too much stress can be counter-productive and overwhelming. The good news is that building emotional health and resiliency can help children concentrate, learn, interact more successfully and deal with other stressors they may face in their lives. Come join us for this session. Learning to handle stress is an important life skill for everyone!

Setting the Stage for Speech – Speech Language Pathologist with Sturgeon Public School Division

In this session parents will gain an understanding of the development of speech sounds. As well, the session will focus on strategies to make working on speech sound production and communication fun at home during daily activities. Parents will get an opportunity to try out an activity with their Headstart or Kindergarten child and ask the Speech Language Pathologist questions related to their child's goals. Contact your school Speech Language Pathologist for more information.

I AM CALM – Occupational Therapist with Sturgeon Public School Division

Does your child seem to be “revved” all of the time? Or does your child seem to have low energy and move slowly? Either way, this program will help your child learn ways to stay at a “just right” level of alertness balanced with a state of calm. You will be introduced to words and strategies that you can use with fun characters to describe energy levels and strategies you can try at home.

5 Love Languages of Children

– *Danyelle Lynch M.Sc.*

This presentation will speak to the book “The 5 Love Languages of Children” written by Dr. Gary Chapman. Diving into each of the 5 Love Languages, how parents, adults and children communicate and experience love will help to build an understanding of how our interactions with children can be adjusted to create behavioural changes and improve relationships. Danyelle Lynch M.Sc. has worked with children, youth and families in many roles for the past 10 years; practicing as a therapist for 4 years. Working in the areas of trauma, anxiety, divorce and self-esteem, Danyelle has witnessed the vast changes that can occur when the 5 Love Languages are integrated into our interactions with children.

Parent Panel – Parents/Guardians

Each parent on the panel will provide a brief history of their experience with their child with delays. After each parent has had a chance to speak, the floor will be opened for questions and discussion.

“I CAN DO IT MYSELF!” – Occupational Therapist with Sturgeon Public School Division

Parents are the first and most important teachers of their children and there is a lot to learn! It can be frustrating when your little one struggles with independence in areas like self-help skills (such as dressing, eating) and early responsibilities. This session will help you learn to break down tasks into successful steps to help everyone stay motivated. Best of all, these independence skills will be used again and again as your child grows up into grade school.

Strengthening the Parent/Child Relationship Through Play – How to connect with your child, foster independence, and discipline through an attachment focused, play based method

– *Danyelle Lynch M.Sc.*

Parenting can feel as though you are navigating through a mine field. There are so many places that offer parenting advice, all of which seem to contradict one another. How are you supposed to navigate all of

this advice and find the parenting strategies that will be the most effective for you and your child?

Danyelle Lynch M.Sc. is a Registered Provisional Psychologist who has been working therapeutically with children and their families for the past four years. Danyelle has taken her understanding of childhood development, attachment theory,

theories on temperament and personality, play therapy and her experience working with children and their families and created a workshop on how to match your parenting style according to your child.

This workshop will help you understand how your child's attachment style, temperament,

personality and play can be considered and integrated into child-specific and fun parenting strategies. You will learn how to ensure your child feels loved and connected to you, your child's attachment needs are being met and how to best approach discipline taking into account your child's needs, temperament and personality.



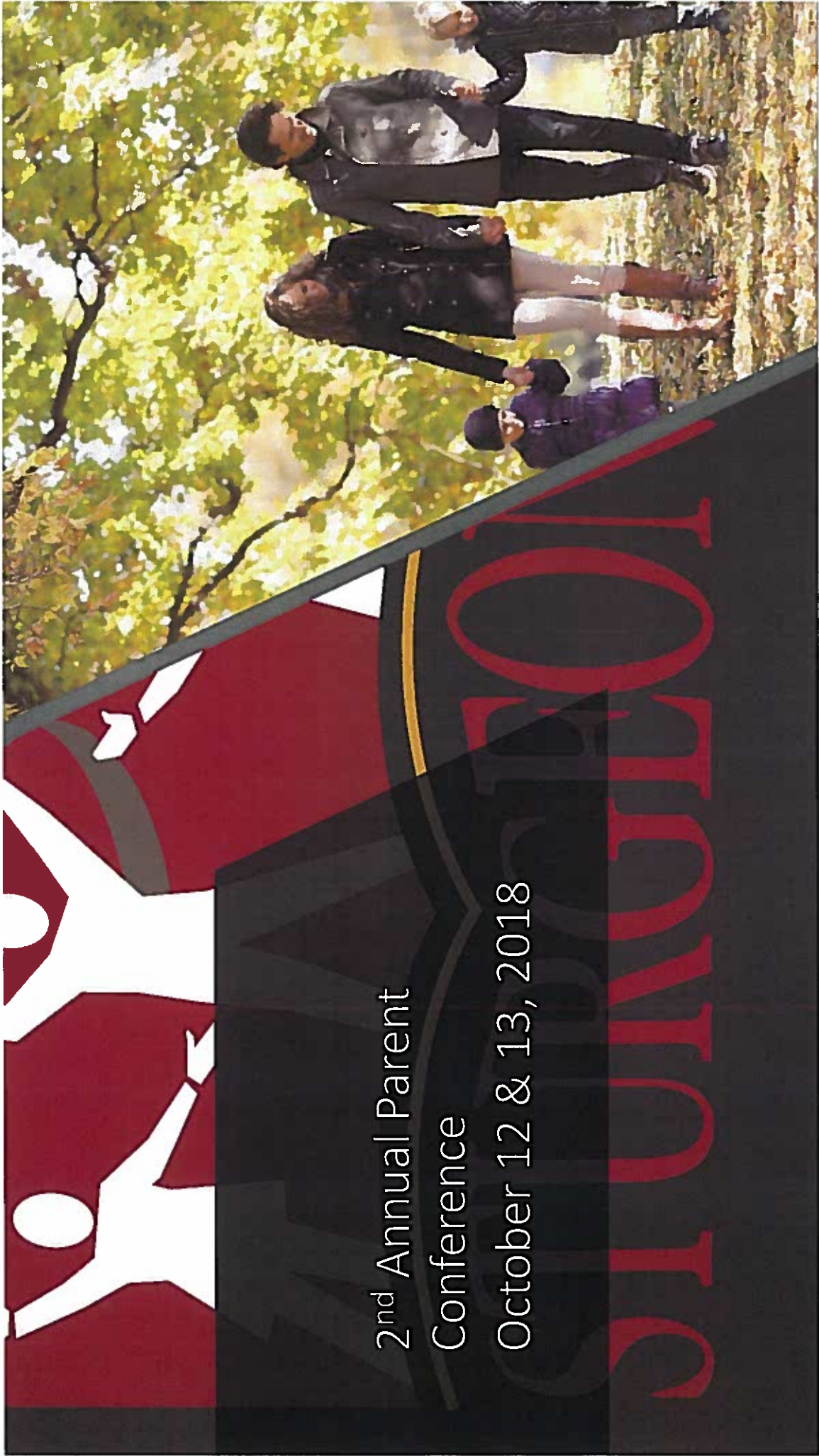
A BIG THANK YOU

Sturgeon Public School Division sincerely thanks the following groups and individuals for their ongoing partnerships and contributions to these workshops:

- Saffron Centre - Sherwood Park
- Families First Society - Fort Saskatchewan
- Parent Link Centre
- Morinville Family and Community Support Services (FCSS)
- St. Albert Family Resource Centre
- Sturgeon County Family and Community Support Services (FCSS)
- Sturgeon County
- Participating Occupational Therapists, Speech Language Pathologists, Educational Psychologists and Family Support Workers

Registration is Easy

If you would like to register, or require additional information about these workshops, visit sturgeon.ab.ca/communityprograms or contact Jesica Logan, Family Oriented Program Sessions Coordinator, at 780-939-4341 (Ext. 1267) or jessica.logan@sturgeon.ab.ca.



2nd Annual Parent

Conference

October 12 & 13, 2018

STUDENT



October 12th, 2018 –
Friday night Keynote speaker –
Dr. Jody Carrington

Dr. Carrington inspired the audience as she discussed the journey that every child takes through relationships, attachments and discovery of the world around them. With laughter, tears and connection, it was a great way to start the weekend!

Parent Comments

“Thank-you Jody and SPSD for this chance to be inspired!”

“Thank you Sturgeon Public School Division for being awesome & letting me come even when my kids don't go to your schools. You are doing this right, please show the other Districts your MAGIC! Engaging out of the box helpful sessions for real families”

“It was so great. Hit home and something I want in our life forever. I want to make great little people into great adults.”

“The speaker was engaging, interesting & relatable. Tons of applicable info.”

Saturday Sessions – October 13, 2018

- 8:00am Childcare drop-off
- 8:15am Welcome from the Superintendent,
Mary Lynne Campbell.
 - Mary Lynne welcomed the parents and acknowledged the dedication and innovative work that Bev Sagert has done in the interest of children's education. She presented Bev with a "Children First" pin.
- 8:45am-4:00pm – 16 Sessions offered

Children FIRST

Saturday Sessions offered:



- Parent Superpowers – Full Day
- Bedtime Battles
- The Power of Attachment
- Playful You, Happy Me
- Behaviour 101
- Triple P – Dealing with Disobedience
- Childhood Anxiety
- The Potty Journey
- Cyberworld
- Kids Have Stress Too!
- Setting the Stage for Speech
- I Am CALM
- 5 Love Languages of Children
- Parent Panel
- I CAN DO IT MYSELF!
- Strengthening the Parent/Child Relationship Through Play

Evaluations

67% of the parents who signed in filled out evaluation forms

- Dr. Jody Carrington loved how our community came together to support one another. The ECE team, the presenters, the parents and the youth workers. She was amazed to see how the youth in the community radiated leadership, playfulness and commitment. She witnessed how the Sturgeon community both participated and supported one another in the sessions.

Evaluation Questions

- What did you find most useful about the session?
- Please list two things that you liked about the session:
- Please list two suggestions to improve handouts:
- Please list two suggestions to improve the presentation:
- Name at least ONE thing you learned and/or will try.
- After attending this session, I am better able to access the resources available for my family when needed.

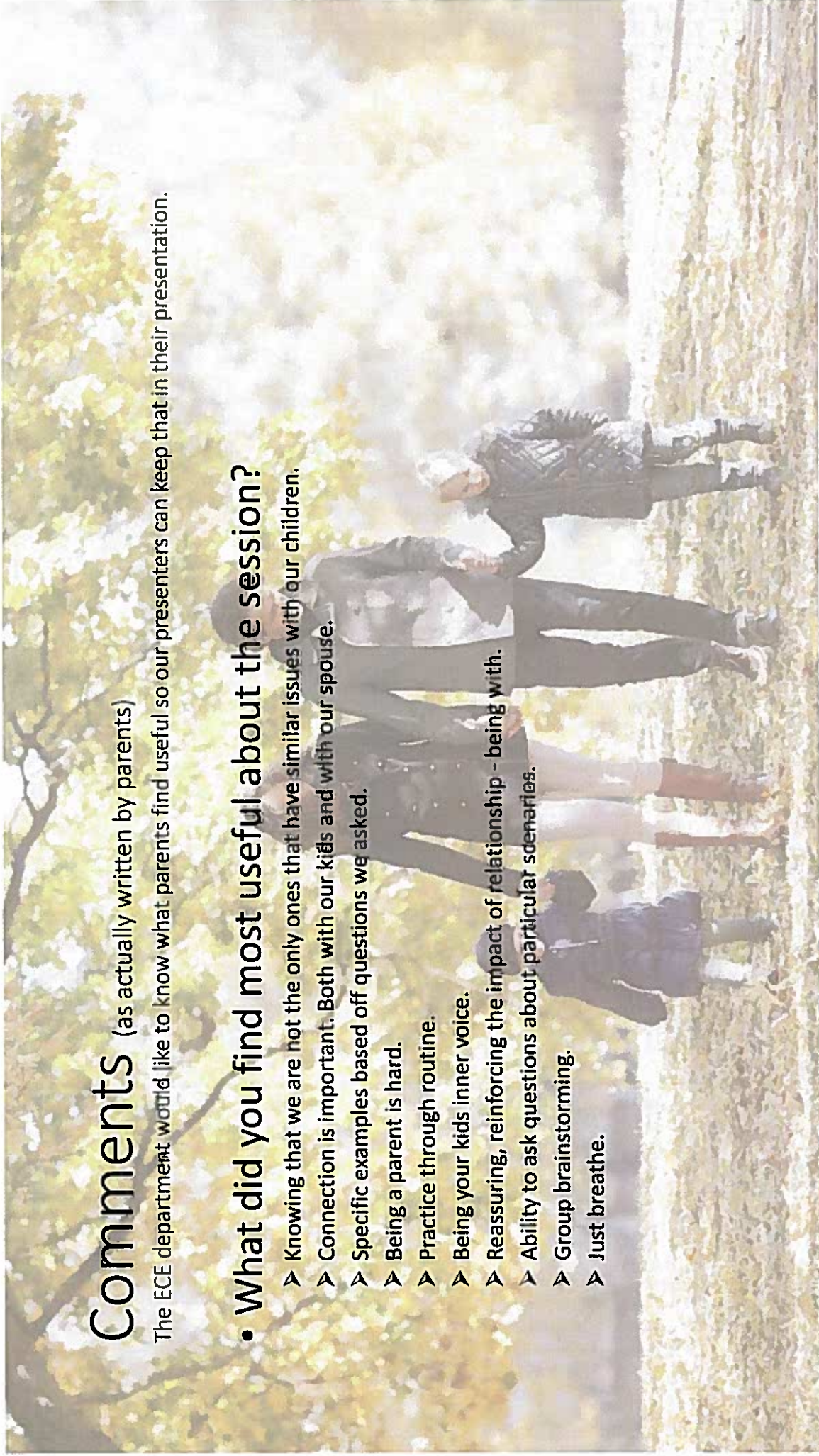


Comments (as actually written by parents)

The ECE department would like to know what parents find useful so our presenters can keep that in their presentation.

• What did you find most useful about the session?

- Knowing that we are not the only ones that have similar issues with our children.
- Connection is important. Both with our kids and with our spouse.
- Specific examples based off questions we asked.
- Being a parent is hard.
- Practice through routine.
- Being your kids inner voice.
- Reassuring, reinforcing the impact of relationship - being with.
- Ability to ask questions about particular scenarios.
- Group brainstorming.
- Just breathe.

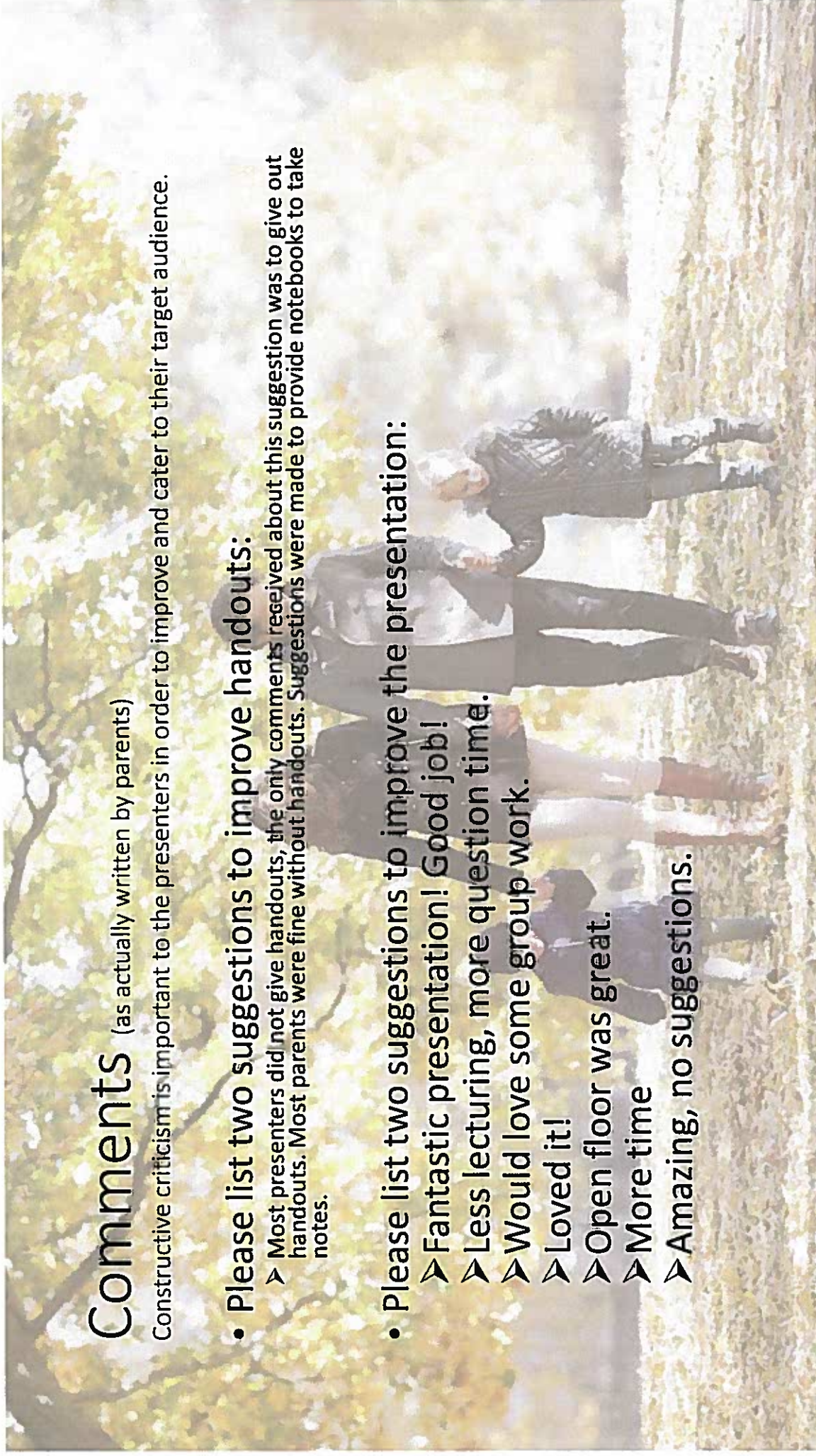


Comments

(as actually written by parents)

Constructive criticism is important to the presenters in order to improve and cater to their target audience.

- Please list two suggestions to improve handouts:
 - Most presenters did not give handouts, the only comments received about this suggestion was to give out handouts. Most parents were fine without handouts. Suggestions were made to provide notebooks to take notes.
- Please list two suggestions to improve the presentation:
 - Fantastic presentation! Good job!
 - Less lecturing, more question time.
 - Would love some group work.
 - Loved it!
 - Open floor was great.
 - More time
 - Amazing, no suggestions.

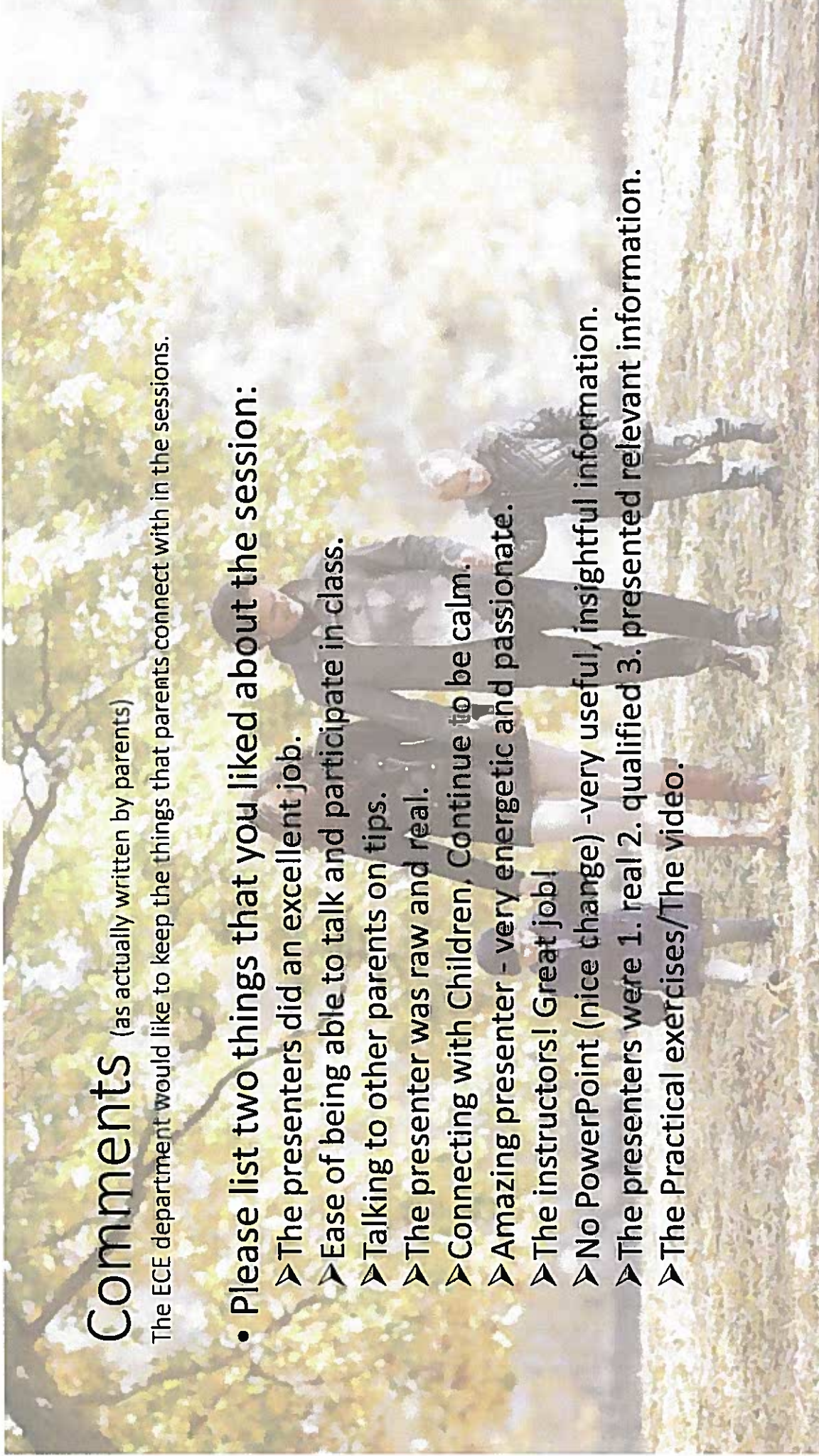


Comments

(as actually written by parents)

The ECE department would like to keep the things that parents connect with in the sessions.

- Please list two things that you liked about the session:
 - The presenters did an excellent job.
 - Ease of being able to talk and participate in class.
 - Talking to other parents on tips.
 - The presenter was raw and real.
 - Connecting with Children, Continue to be calm.
 - Amazing presenter - very energetic and passionate.
 - The instructors! Great job!
 - No PowerPoint (nice change) -very useful, insightful information.
 - The presenters were 1. real 2. qualified 3. presented relevant information.
 - The Practical exercises/The video.

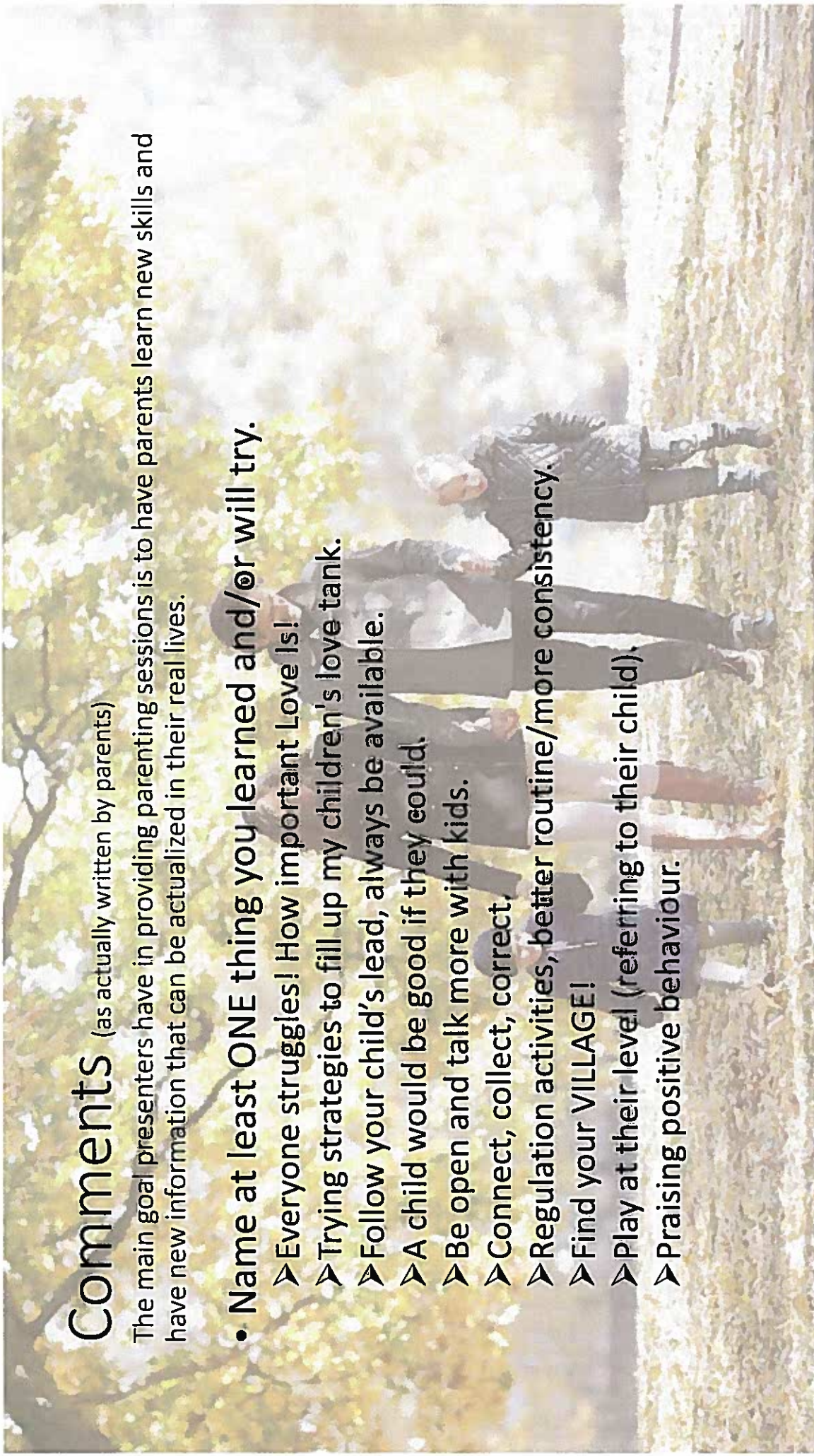


Comments (as actually written by parents)

The main goal presenters have in providing parenting sessions is to have parents learn new skills and have new information that can be actualized in their real lives.

- **Name at least ONE thing you learned and/or will try.**

- Everyone struggles! How important Love Is!
- Trying strategies to fill up my children's love tank.
- Follow your child's lead, always be available.
- A child would be good if they could.
- Be open and talk more with kids.
- Connect, collect, correct.
- Regulation activities, better routine/more consistency.
- Find your VILLAGE!
- Play at their level (referring to their child).
- Praising positive behaviour.

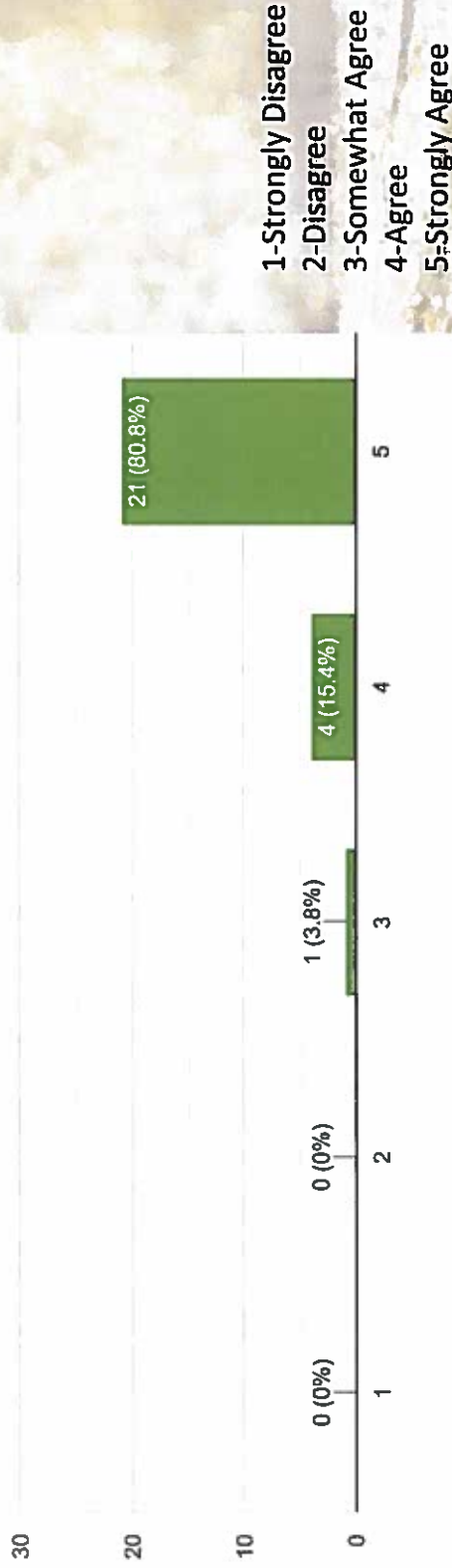


Comments

This chart was taken from a session that had 26 responses, but most courses reflected the same information.

After attending this session, I am better able to access the resources available for my family when needed.

26 responses



Statistics

Timeline	2017 Parent Conference (Oct 13 & 14) # of Registrants	2018 Parent Conference (Oct 12 & 13) # of Registrants
1 st Registration on September 6		
Week 1	14	43
Week 2	29	79
Week 3	41	154
Week 4	94	180
Week 5	121	192
Last Week	143	202
# of children for childcare	153	226
# of sessions offered	15	16



Board Memorandum

Date: January 30, 2019
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Cam-Van Mackie, Acting Treasurer
Subject: Monthly Financial Report

Background:

Attached you will find the 4 Months Financial Report for 2018 – 2019 as of December 31, 2018.

Recommendation:

This report is shared as information.

Sincerely,

Mary Lynne R. Campbell, ICD.D
Superintendent/CEO

attachment

BOARD 9.11

Sturgeon School Division No. 24				
Results as of December 31, 2018				
	Budget		Actuals	Variance
	Spring Budget 2018-2019	Fall Budget 2018-2019		
REVENUES				
Alberta Education	66,279,904	67,758,874	21,964,383	32.42%
Other - Government of Alberta	777,339	978,603	354,953	36.27%
Federal Government	230,000	300,000	120,000	40.00%
Fees	1,328,087	1,239,113	639,097	51.58%
Other - Sales and Services	317,596	345,427	126,552	36.64%
Investment Income	80,000	160,000	72,491	45.31%
Gifts and Donations	180,000	194,000	96,878	49.94%
Rental of Facilities	35,177	40,177	19,902	49.54%
Fundraising	80,000	87,000	82,076	94.34%
Amortization of Capital Contributions	2,764,586	3,066,465	1,022,155	33.33%
Other Revenues	80,000	64,000	48,582	75.91%
Total Revenues	72,152,689	74,233,659	24,547,068	33.07%
EXPENDITURES				
Instruction	54,761,084	56,432,222	18,372,926	32.56%
Plant Operations and Maintenance	8,709,642	8,993,152	2,341,552	26.04%
Transportation	5,631,345	5,739,145	2,359,405	41.11%
Board Governance and Administration	2,704,795	2,830,016	968,291	34.22%
External Services	463,483	786,193	230,995	29.38%
Total Expenditures	72,270,349	74,780,728	24,273,168	32.46%
TARGET %				
2018-2019 Surplus/(Deficit)	(117,660)	(547,069)	273,900	33.33%

Less: Revenues Collected Upfront (mainly due to AB Ed. Fees & SGF) (151,671)
Add: Transportation (adjustment to contractor expenses paid over 10 months) 456,462

Adjusted 2018-2019 Surplus/(Deficit) 578,690

Assumptions:

- Preliminary Revenues and Expenses for 4 months.
 - Expense Accruals: utilities, phones, subs and casuals, etc.
 - AB Education grants received based on last year's revenues (September 30th count not reflected yet).
 - During the course of the year, all expenditures are expensed. Expenses will be assessed at year-end and if they are capital in nature (over \$5K per unit), they will be capitalized.
- This will consequently increase the actual and projected operating surplus and reduce reserves.

Variance Explanations

Revenues:

- (1) Federal Government: Alexander tuition fees' invoicing is over 10 months.
- (2) Fees: most collections of fees occurred in September/October.
- (3) Investment Income: chequing interest income is higher than anticipated and GIC purchased earning higher interest than chequing account.
- (4) Gifts & Donations: various donations at start of school year and some are carried forward from prior year to be utilized this school year.
- (5) Rental of Facilities: tower rentals are collected upfront.
- (6) Fundraising: most fundraising events are done at start of school year.

Expenditures:

- (7) Plant Operations & Maintenance: when IMR is excluded, O&M variance is at 35%.
- (8) Transportation: variance of 41% mainly due to bus contractors' budget being prorated over 12 months and actual occurs over 10 months. If actual costs paid over 12 months, the variance would be 35%.