



Committee Meeting Agenda

November 13, 2013 – 6:00 p.m.

- 1. Call to Order**
- 2. Approval of Agenda**
 - 2.1 Additions to Agenda
 - 2.2 Approval of Agenda
- 3. Appointments**
- 4. Approval of Committee Notes**
 - 4.1 Amendment/Correction of Notes
 - 4.2 Approval of Committee Notes – October 9, 2013
- 5. Presentations**
- 6. Reports from Officers and Standing Committees**
 - 6.1 Superintendent
 - 6.2 Deputy Superintendent
 - 6.3 Director of Curriculum & Instruction
 - 6.4 Secretary Treasurer
 - 6.5 Associate Superintendent

6.6 Chair's Report

6.7 Trustees Reports

6.8 Alberta School Boards Association Zone 2/3

6.9 Public School Boards Association of Alberta

7. New Business

7.1 Policy Tracker

7.2 Policy B/II/5 – Trustee Code of Conduct

7.3 Policy D/I/14 – Community Partnerships

7.4 Policy D/I/17 – Central Services Roles and Responsibilities

7.5 Policy E/V/3 – Growth, Supervision and Evaluation of School Administrators

7.6 Three Year Plan 2013/2016/ Annual Education Results Report (AERR) 2012/2013

7.7 Quick Overview

7.8 Draft Operational School Year Calendar, 2014-2015

8. Unfinished Business

8.1 Policy B/I/3 – Committees of the Board

8.2 Policy C/4 - Superintendent of Schools

8.3 Board Advocacy Plan

9. Reports from Special Committees/Task Groups

9.1 Building

9.2 Finance & Human Resources

9.3 Education Policy

9.4 Advocacy Committee

9.5 Transportation

9.6 Linkages/JACC

9.7 Policy Advisory (ATA)

9.8 Policy Review (CUPE)

10. Information Items

10.1 School Council Annual Reports

11. Pending List

12. Adjournment



Committee of the Whole

Summary of Motions

Wednesday, October 9, 2013

Sturgeon School Division

Items Referred to October 30, 2013 Public Board Meeting

- Transportation Agreement with Greater St. Albert Roman Catholic Separate School District
- Ward 3 Alcomdale/Villeneuve Vacancy

Items Referred to November 13, 2013 Committee of the Whole Meeting

- Policy B/1/3 – Committees of the Board
- Policy C/4 – Superintendent of Schools
- Board Advocacy Plan

Items Referred to November 27, 2013 Public Board Meeting

- Policy B/1/1 – Trustee Functions, Trusteeship & Policy



Notes of the Meeting of The Committee of the Whole Held at Morinville on October 9, 2013

Roll Call

Present were Trustees, Mr. Terry Jewell (Chair); Ms. Tracy Nowak (Vice Chair); Mr. Brent Gray; Mrs. Elizabeth Kohle; Mr. Daryl Krieger; Mrs. Wendy Miller; Mrs. Shelley Porter; Dr. Michèle Dick (Superintendent); Mr. Wolfgang Jeske (Director of Curriculum & Instruction); Mr. Dave Johnson

Absent: Mr. Gerry Schick (Deputy Superintendent); Mrs. Iva Paulik (Secretary Treasurer)

Call to Order

The Vice Chair called the meeting to order at 6:22 p.m.

Approval of Agenda

Moved by Mr. Jewell that the agenda be approved as amended.

Addition: 7.7 Ward 3 Alcomdale/Villeneuve Vacancy

CARRIED 7/0

Appointments

There were no appointments.

Approval of Committee Notes

Moved by Mrs. Kohle that the notes of September 11, 2013 be approved.

CARRIED 7/0

Presentations

There were no presentations.

Reports from Officers and Standing Committees

6.1 Superintendent

A written report was provided.

6.2 Deputy Superintendent

A written report was provided.

6.3 Director of Curriculum & Instruction

A written report was provided.

6.5 Secretary-Treasurer

A written report was provided.

6.6 Associate Superintendent

The Department is continuing on with regular business.

6.7 Chair's Report

No report was provided.

6.8 Trustees' Reports

Trustee Jewell (Landing Trail)

Trustee Jewell reported that he attended the Landing Trail School Parent Council Meeting.

Trustee Miller (Sturgeon Heights)

Trustee Miller reported that she attended the harvest at the Learning Garden at Sturgeon Heights School.

Trustee Krieger (Gibbons)

Trustee Krieger reported that he attended the Gibbons School Parent Council Meeting. There was a presentation by Australian Principals at this meeting.

Trustee Kohle (Bon Accord/Legal)

Trustee Kohle reported that she attended the Council of School Leadership.

6.9 Alberta School Boards Association Zone 2/3

Mrs. Miller and Mr. Gray attended the Alberta School Boards Association Zone 2/3 meeting.

Mrs. Miller reported that ten new CUPE agreements have been ratified.

A generic legal opinion on the Whistle Blower Act will be provided.

6.10 Public School Boards Association of Alberta

Mrs. Kohle advised that the Lois Hole dinner will be at Sutton Place this year.

New Business**7.1 Policy Tracker**

Received as information.

7.2 Policy B/I/1 – Trustee Functions, Trusteeship & Policy

Moved by Mr. Jewell that the Board of Trustees refer Policy B/I/1 – Trustee Functions, Trusteeship & Policy to the November Board meeting.

CARRIED 7/0

7.3 Policy B/I/3 – Committees of the Board

Moved by Mrs. Kohle that the Board of Trustees refer Policy B/I/3 – Committees of the Board to the November Committee of the Whole meeting.

Discussion ensued as to if Committees are Open or Closed?

CARRIED 7/0

7.4 Policy C/4 – Superintendent of Schools

Moved by Mr. Jewell that the Board of Trustees refer Policy C/4– Superintendent of Schools to the November Committee of the Whole meeting.

CARRIED 7/0

7.5 Accountability Pillar – October 2013 Report

Received as information.

7.6 Three Year Plan

Received as information.

7.7 Ward 3 Alcomdale/Villeneuve Vacancy

Moved by Mr. Jewell that the Board of Trustees hold a By-Election for Ward 3 Alcomdale/Villeneuve on March 31, 2014.

CARRIED 7/0

Unfinished Business**Reports from Special Committees/Task Groups****9.1 Building**

No report was provided.

9.2 Finance & Human Resources

No report was provided.

9.3 Education Policy

No report was provided.

9.4 Advocacy Committee

- Board Advocacy Plan

Moved by Mr. Krieger that the Board of Trustees refer the Board Advocacy Plan to the November Committee of the Whole meeting.

CARRIED 7/0

9.5 Transportation

No report was provided.

A request for the timeline for reviewing the Transportation budget be brought to the November Closed Committee of the Whole meeting.

9.6 Linkages/JACC

No report was provided.

9.7 Policy Advisory Committee (ATA)

No report was provided.

9.8 Policy Review Committee (CUPE)

No report was provided.

Information Items

There were no information items.

Pending List

Adjournment

The meeting adjourned at 8:12 p.m.

**Discussions on items are held at Committee of the Whole Meetings.
Decisions on items are made at Board Meetings.**



Memorandum

Date: November 13, 2013
To: Committee of the Whole
From: Michele Dick
Superintendent
Subject: Superintendent's Report

Trustee Meet and Greet

Administration is seeking some direction as to whether Trustees would like a division "Meet and Greet" at Central Office such that staff could visit with and introduce themselves to our new Board.

Minister's Visit

Education Minister, The Honorable Jeff Johnson, will be visiting Sturgeon School Division during the morning of November 29, 2013. At that time he will tour both Ochre Park and Redwater Schools, meeting with students and staff. He will also join the Board for lunch after his visits to the schools. We are pleased and excited to be hosting the Minister and are looking forward to showcasing the many outstanding programs and supports being offered to our students.

Student Learning Assessments

Attached is a copy of some general information regarding the new Student Learning Assessments (SLAs) which are planned to replace the Grade 3 Provincial Achievement Tests (PATs) beginning in SY 2014-2015. Administrators have had an initial discussion regarding the SLAs and believe SSD should not participate in the Grade 3 PATs this spring but should utilize the SLAs in the fall. Further discussions will take place at the November Admin Council and a recommendation will be brought forward at that time.

COMMITTEE 6.1



9820– 104 Street, Morinville, Alberta T8R 1L8 Tel: (780) 939-4341 Fax: (780) 939-5520

Revised Committee of the Whole and Public Board Agenda Format

In an effort to accurately reflect the various items included in the Committee of the Whole (CoW) and Public Board (PB) agendas, administration is bringing forward, for Trustee consideration and direction, the attached revised agenda formats.

Student Learning Assessments Update

In May 2013, Education Minister Jeff Johnson announced that Alberta would be giving teachers more tools to help students succeed by introducing assessments that will replace the existing Provincial Achievement Tests (PATs).

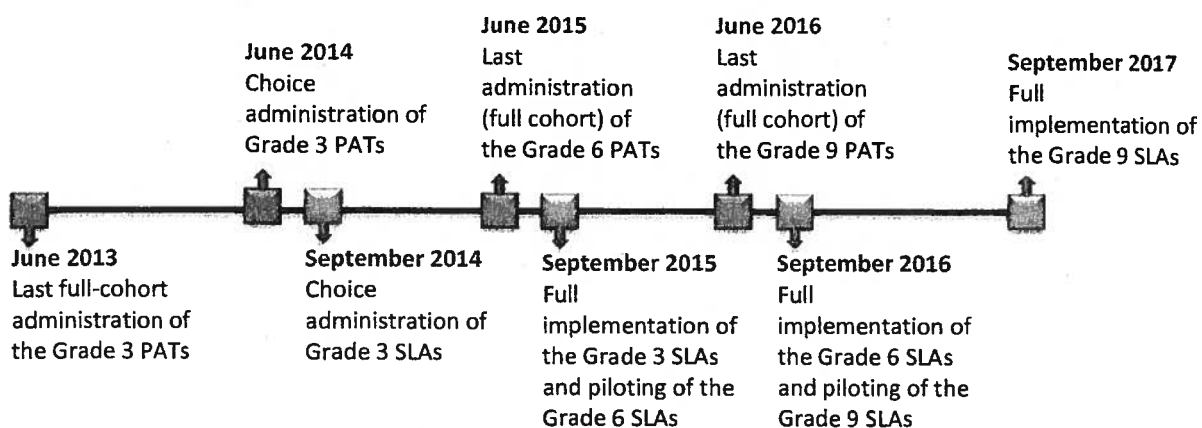
The new Student Learning Assessments (SLAs) contribute to realizing the vision of *Inspiring Education* by better enabling parents and teachers to be aware of a child's strengths or areas needing improvement. The SLAs are essentially "readiness" assessments that can be used to determine the programming needs for students for the school year, and support more personalized learning. The SLAs are being developed by Alberta Education staff and classroom teachers, and will be administered at the start of Grades 3, 6 and 9.

Alberta Education will continue to work with the Alberta Teachers' Association (ATA), Alberta School Councils Association (ASCA), Alberta School Boards Association (ASBA), College of Alberta School Superintendents (CASS), as well as the Alberta Assessment Consortium (AAC) to develop the SLAs.

Timeline for Implementation of the Student Learning Assessments

Grade 3 students will be the first to write the new assessments, with pilots starting in September 2014. Full implementation for Grade 3 is expected by September 2015. Pilots for Grades 6 and 9 are scheduled to begin in 2015 and 2016, respectively.

School authorities have a choice, school-by-school, whether to administer the Grade 3 PATs in June 2014, the Grade 3 SLAs in September 2014, or both. Alberta Education will be contacting school authorities in the fall of 2013 to confirm their participation in the Grade 3 PATs and/or SLAs. The ministry will request that school authorities make this decision before December 2013.



Development of the SLAs

A group of key stakeholders met with Alberta Education to help create the purpose statements for the SLAs. These purpose statements will help inform and rest within an over-arching provincial assessment policy, under consideration for development by Alberta Education.

Purpose Statements

Assessment is a process, and the primary purpose of assessment is to improve student learning. To facilitate this, assessment information can be used by:

- a student to be informed about, to reflect upon, and to initiate activities to enhance his or her learning;
- parents to have meaningful conversations with their child and their child's teacher(s); and
- a teacher to assist in meeting the learning needs of a student.

Assessment information is also available to enhance instruction for students. To facilitate this, assessment information can be used by:

- a teacher to be informed about, to reflect upon, and to initiate activities to enhance his or her instruction;
- a principal to strategically support instructional practices and address the organizational needs within the school;
- a school council to give advice about the learning opportunities, resources, and services provided by the school;
- a superintendent to allocate resources appropriately and advocate for effective instructional practices;
- trustees to create or amend authority policies and to guide their advocacy work; and
- Alberta Education to be informed about the implementation and delivery of curriculum.

Assessment information also assures Albertans that the education system meets the needs of students and achieves the outcomes of the *Ministerial Order on Student Learning*.

Provincial assessment programs, including SLAs, are sources of information that must be interpreted, used, and communicated within the context of regular and continuous assessment by classroom teachers.

Teacher Involvement in Developing Student Learning Assessments

Each September, Alberta Education contacts school authorities to request nominations of teachers to participate in provincial test development working groups. The involvement of Alberta classroom teachers in blueprinting, item development, field testing, test validation, French translation validation, standards setting, and results interpreting has been a cornerstone of the success of Alberta's provincial assessment programs for more than 30 years.

In the 2013/14 school year, school authorities will be asked to nominate teachers to participate in the development of the Grades 3 and 6 SLAs, which will require teachers with extensive knowledge of the Grades 2 and 5 programs of study. Alberta Education looks forward to working with teachers to ensure that provincial assessments, and the new SLAs, continue to be high quality assessments that are relevant to students, and that provide valid and reliable information to students, parents, teachers and administrators, school authority leaders, and the public.

SLA Administration and Results

Administration

The SLAs are being designed to be administered digitally. A window of approximately 10 days, near the start of the school year, will provide schools with the opportunity to decide when it will be best for students to complete the assessments. It is crucial to remember that since the assessments are being administered at the beginning of those grades, the outcomes that will be assessed come from the previous years' programs of studies (i.e. grades 2, 5, and 8).

Results

Results of the SLAs will be available within 24 hours for teachers, within one month for schools and school authorities, and annually for the province. SLA results will reflect the literacy and numeracy categories (Awareness, Knowledge and Understanding, and Strategies). Alberta Education plans to provide an assessment framework that matches outcomes from the provincial Programs of Study with the Literacy and Numeracy Benchmarks developed as part of Curriculum Redesign. This assessment framework will both guide the development of the assessments and allow teachers to interpret assessment results.

For Further Information

If you have questions or require further information, please contact Ken Marcellus, Director of the Achievement Testing Program, at Ken.Marcellus@gov.ab.ca or 780-427-0010 (toll-free by dialing 310-0000).

FAQ – STUDENT LEARNING ASSESSMENTS

What are Student Learning Assessments and how are they different from Provincial Achievement Tests?

The new Student Learning Assessments will maintain a strong focus on literacy and numeracy, but will also include interactive approaches to help educators and parents understand how well students can apply what they have learned and demonstrate competencies such as creativity, critical thinking and problem-solving. The Provincial Achievement Tests assess student learning relative to the expected outcomes of the provincial Programs of Study. Student Learning Assessments will be administered as a series of computer-based tests at the start of the school year, unlike the Provincial Achievement Test, which is a single test at the end of the school year.

What is the difference between assessing students at the end of the school year and the beginning of the school year?

Inspiring Education, a provincewide consultation on the future direction of education in Alberta, envisions an education system that is more responsive to the learning needs of individual students. An assessment at the start of the school year provides students, parents and teachers with the data source, time and information to plan student programming and support more personalized student learning for the rest of the school year.

Why are literacy and numeracy important to assess and how does that align with the program of studies?

Literacy and numeracy are foundational to all learning. Initially, the new provincial literacy and numeracy assessments will reflect the current provincial Programs of Study. All provincial Programs of Study will be revised through Alberta Education's Curriculum Redesign process. As new Programs of Study are implemented that align with the vision of *Inspiring Education*, the new provincial assessments will reflect those new Programs of Study.

Will the new assessments be multiple-choice tests?

The PATs use multiple-choice, numerical-response and written-response questions to determine if students can understand, apply and analyze what they've learned in the classroom. The new assessments may use these question types, but new developmentally appropriate question types are being researched.

One of the issues with provincial assessment is student stress. How will this issue be addressed?

As part of the change, the new assessments will be taken as a series of manageable components rather than the single PAT and will be administered within a flexible time period. If a particular day is not a good day for a student to write one of the components, then it can be written on a different day. It is essential to have an accurate and realistic understanding of a student's capabilities. Therefore, the focus of the new assessments is to plan student programming and support improved student learning, rather than just grading students.

Are there plans for assessing students at grades other than Grades 3, 6 and 9?

Having provincial standards is a good thing. That does not mean that every assessment is a provincial test. Building assessment capacity in classrooms is important and it may prove to be beneficial to pursue

collaborations with teachers to build other assessments of literacy, numeracy and cross-curricular competencies to support learning.

Will Student Learning Assessments cost any more than the current PAT program?

The goal is to develop the new provincial assessments with current funding. The new assessments will likely cost less in the future because there will be a digital version, reducing the need for printing and shipping.

How will public accountability and assurance be possible in the new model?

It is important to note that accountability is about measuring and assurance is about measuring and putting that information to use. That is, assurance is the larger goal with an emphasis on growth. While the new assessments will continue to provide accountability information, a significant change will be with respect to the information for parents.

Parents will have information at the start of the school year about their child's strengths and areas needing improvement. This should lead to richer conversations with their child about what their child is doing at school and with the teacher as parent, student and teacher collectively plan instruction.

From the school, system and provincial perspective, the student data would be grouped and reported for the school to know where their students are relative to all students in the province and provincial expectations. School boards and authorities would continue to receive information for planning purposes. Alberta Education will continue to compare results from one year to the next to determine if the education system is improving.

Will it still be possible to rank schools?

Schools are organizations that are too complex to be ranked solely on the basis of test results. A better measure is the Accountability Pillar currently produced annually by Alberta Education.

Can the Student Learning Assessment results be used to evaluate teachers?

No. Teaching is too complex a job to evaluate using a single measure. It is better to evaluate teachers consistent with the current policy on Teacher Growth, Supervision and Evaluation Policy.

The success of this assessment model depends on getting information back to the classroom as quickly as possible. How soon will students, parents and teachers see results?

The results of the online assessments will be available digitally, so student results should be available to teachers quite quickly. Alberta Education will aggregate school, school authorities and provincial data to provide reports on board and individual school reports once all students have completed the assessments.

Will students receive marks on the assessments? In what form?

The feedback that students and parents receive will be more than just a numeric score and the standard (Acceptable Standard, Standard of Excellence, Below Acceptable Standard) achieved, which is the case with the current PATs. While the final form of the information will be determined by research and consultation with stakeholders, it will be far richer than what is currently available. The goal of the feedback will be to support the teacher and parents in making decisions about a student's learning needs.

What about schools that do not have digital capacity? What about students who prefer a paper copy of the test?

Those schools that require the tests in a print (hard copy) format can request them. Alberta Education will provide a scoring guide so teachers can do the initial marking and use the results immediately. While most students are comfortable taking such tests on a computer, paper copies can also be made available.

Have any classroom teachers been consulted about the new assessments?

Groups of teachers have been working with Alberta Education staff over the past two months to begin the process of looking at the current provincial Programs of Study through the lenses of literacy and numeracy. This has been done in both English and French and the work continues.



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- 6.1 Superintendent
- 6.2 Deputy Superintendent
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- 6.4 Associate Superintendent

7. Reports from Trustees and Standing Committees

- 7.1 Chair's Report
- 7.2 Trustees Reports
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- 7.6 Advocacy Committee
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8.3 Linkages/JACC

8.4 Policy Advisory (ATA)

8.5 Policy Review (CUPE)

9. New Business

9.0 Policy Tracker

10.0 Unfinished Business

10.1 _____

10.2 _____

11.0 Information Items

11.1 _____

11.2 _____

12.0 Pending List

12.1 _____

13.0 Adjournment



Committee of the Whole Memorandum

Date: November 13, 2013
To: Committee of the Whole
From: Gerry Schick, Deputy Superintendent
Subject: Deputy Superintendent's Report

Field Trips

Board Policy F/II/4, "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".

Overnight

Camilla School

November 1-2, 2013

53 Grade 8/9 students attended an Outdoor Education skills camp at Sandy Lake Wilderness area.



POLICY TRACKER (School Year 2013-2014)

Policy Number	Policy	Board Direction to Proceed (COW)	Committee Review		Policy Advisory Committee (PAC) Review	Final Draft Review	Recommendation to Approve
			<input type="checkbox"/> COW <input type="checkbox"/> Education <input type="checkbox"/> Bidg <input type="checkbox"/> HR <input type="checkbox"/> Transportation <input type="checkbox"/> O & M				
AUGUST 2013							
B/II/5	Trustee Code of Conduct	2013-Aug-11 2013-Nov-13				Committee of the Whole	Public Board
SEPTEMBER 2013							
OCTOBER 2013							
B/II/1	Trustee Functions, Trusteeship & Policy	2013-Oct-9					2013-Nov-27
B/II/3	Committees of the Board	2013-Oct-9					2013-Nov-27
C/04	Superintendent of Schools	2013-Oct-9					2013-Nov-27
NOVEMBER 2013							
D/II/14	Community Partnerships	2013-Nov-13					
D/II/17	Central Services Roles and Responsibilities	2013-Nov-13					
EM/3	Growth, Supervision and Evaluation of School Administrators	2013-Nov-13					



Memorandum

Date: November 13, 2013
To: Committee of the Whole
From: Education Committee
Subject: Policy B/II/5 Trustee Code of Conduct

Background:

Attached for Trustee review is a draft copy of the Trustee Code of Conduct. Suggestions for revision have been included for Trustee consideration.

Recommendation:

That the Board review the attached policy and advise the administration accordingly.



EFFECTIVE:

REVISED:

REVIEW:

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).

2.52.4.1 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).

2.62.5 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:

REVISED:

REVIEW:

2.6.12.5.1 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.

2.6.22.5.2 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.

2.6.32.5.3 Trustees shall comply with their fiduciary duty to inform administration of concerns brought to their attention.

2.72.6 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.

2.82.7 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.

2.8.12.7.1 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



EFFECTIVE:

REVISED:

REVIEW:

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



B/II/5 Trustee Code Of Conduct

B/II/5

EFFECTIVE:

REVISED:

REVIEW:

- 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/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



EFFECTIVE:

REVISED:

REVIEW:

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//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



B/II/5 Trustee Code Of Conduct

B/II/5

EFFECTIVE:

REVISED:

REVIEW:

- 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



Committee of the Whole Memorandum

Date: November 13, 2013
To: Committee of the Whole
From: Iva Paulik, Secretary Treasurer
Subject: Policy D/I/14 – *Community Partnerships*

Background:

Please find attached Policy D/I/14 – *Community Partnerships*. This policy is scheduled for review and suggested revision is brought to attention of Committee of the Whole.

New Administrative Practice: Community Partnerships is also attached for Trustee information.

Recommendation:

That the Committee of the Whole review revised Policy D/I/14 - *Community Partnerships* and forward it to the November 27th meeting of the Board of Trustees for approval .



1.0 POLICY

- 1.1 The Board believes that the outcomes of all partnership agreements and all activities must serve to enhance the delivery of a quality experience for students, based on the principles of public education.
- 1.2 Partnerships must be designed and operated at the highest levels of community expectations for public education.

2.0 GUIDELINES

- 2.1 All partnership agreements with the Division or at the school level require the approval of the Superintendent.
- 2.2 Before granting approval, the Superintendent will review with the Board all proposed partnership agreements.
- 2.3 All partnerships must be evaluated annually, in accordance with the terms and conditions specified in the partnership agreement.

References: *Admin Practice(s):*
School Act:



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~~**2.0 GUIDELINES**~~

- ~~2.1 All partnerships agreements with the Division or at the school level require the approval of the Superintendent.~~
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- ~~2.3 All partnerships must be evaluated annually, in accordance with the terms and conditions specified in the partnership agreement.~~

References: *Admin Practice(s):* *Community Partnerships*
School Act:



ADMINISTRATION XX – Community Partnerships

Original Date: November, 2013

Revised Date:

Responsible Administrator: Superintendent

1.0 RATIONALE:

The Board believes that community partnerships encourage schools to:

- 1.1 Cooperate with community agencies in the development of programs and services.
- 1.2 Establish and maintain close communication with families in the neighbourhood.
- 1.3 Build sensitivity to neighbourhood problems and issues.
- 1.4 Contribute to the development of a sense of community in their neighbourhood.

2.0 PROCESS:

The Superintendent or designate will be responsible to administer this administrative practice.

3.0 GUIDELINES:

- 3.1 All partnerships with the Division or at the school level require the approval of the Superintendent.
- 3.2 Before granting approval, the Superintendent will inform the Board of significant proposed community partnerships.
- 3.3 All partnerships must be evaluated annually.
- 3.4 The extent of the implementation of community school projects or programs will be subject to the availability of funds and compliance with other Administrative Practices.

References: *Board Policy: D/I/14 – Community Partnerships*
 Admin Practice Financial Management 17 – Joint Use Agreements
 Administration 1 - Volunteer



Committee of the Whole Memorandum

Date: November 13, 2013
To: Committee of the Whole
From: Gerry Schick, Chief Deputy Superintendent
Subject: Policy D/I/17 – *Central Services Roles and Responsibilities*

Background:

Please find attached Policy D/I/17 – *Central Services Roles and Responsibilities*. This policy is scheduled for review and suggested revision is brought to attention of Committee of the Whole.

New Administrative Practice Administration 23: Central Services Roles and Responsibilities is also attached for Trustee information.

Recommendation:

That the Committee of the Whole review revised Policy D/I/17 and forward it to the November 27th meeting of the Board of Trustees for approval .



1.0 POLICY

- 1.1 The Board believes that Central Services will be provided where centralization contributes to improved student learning, student welfare, an effective and efficient operation, and support and monitoring of the school system.
- 1.2 Central Services shall operate under the direction of the Superintendent.

2.0 GUIDELINES

- 2.1 Monthly Department Reports shall be provided to the Committee of the Whole.
- 2.2 The primary purposes for providing a service on a centralized basis are:
 - 2.2.1 To promote efficiencies;
 - 2.2.2 To promote effectiveness;
 - 2.2.3 To provide required system-wide services;
 - 2.2.4 To provide strategic leadership.

References: *Admin Practice(s):*
School Act:



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 - ~~2.2.1 To promote efficiencies;~~
 - ~~2.2.2 To promote effectiveness;~~
 - ~~2.2.3 To provide required system-wide services;~~
 - ~~2.2.4 To provide strategic leadership.~~~~
- 2.1 The Superintendent of Schools shall maintain administrative practice to implement this policy.**

References: *Admin Practice: Administration 23 – Central Services Roles and Responsibilities*
School Act:



ADMINISTRATION 23 – Central Services Roles and Responsibilities

Original Date: **November 13, 2013** Revised Date: Responsible Administrator: **Superintendent**

1.0 RATIONALE

- 1.1 The primary purposes for providing a service on a centralized basis are:
 - 1.1.1 to promote efficiencies,
 - 1.1.2 to promote effectiveness,
 - 1.1.3 to provide required system-wide services, and
 - 1.1.4 to provide strategic leadership.

2.0 PROCESS

- 2.1 Monthly department reports shall be provided to the Committee of the Whole via reports from Senior Administration and, where appropriate, standing committees.

References: *Board Policy: D//17 – Central Services Roles and Responsibilities*



Memorandum

Date: November 13, 2013
To: Committee of the Whole
From: Michele Dick, Superintendent
Subject: Policy E/V/3—Growth, Supervision and Evaluation of School Administrators

Background:

Attached for Trustee information is a copy of Policy E/V/3—Growth, Supervision and Evaluation of School Administrators. Senior administration would like to establish a small committee of principals and vice-principals who would review this policy and develop associated practices under the facilitation of the Superintendent. The final result would be presented to the Board for review at the outset of the 2014-2015 school year.

Recommendation:

That the Board review the attached policy and advise the administration accordingly.



E/V/3 – Growth, Supervision and Evaluation of School Administrators

E/V/3

EFFECTIVE: November 23, 2005

REVISED: November 12, 2008

REVIEW: 2017-2018

1.0 POLICY

- 1.1 The Board believes the performance of school administrators (school principal or vice-principal) is central to its mission of achieving Division goals on student learning and building community in an inclusive environment.
- 1.2 The Board believes in on-going school administrator growth, supervision and evaluation.
- 1.3 The Board believes in a shared responsibility and accountability for school administrators in meeting the Leadership Quality Standard through their employment with Sturgeon School Division.

2.0 GUIDELINES

- 2.1 The Board delegates to the Superintendent or designate the responsibility for the implementation of this policy.
- 2.2 The Superintendent shall annually report to the Board actions that have been taken by school administrators and Central Office personnel to maintain or enhance the quality of school administration.

References:



Committee of the Whole Memorandum

Date: November 13, 2013
To: Committee of the Whole
From: Wolfgang Jeske
Director, Curriculum and Instruction
Subject: Three Year Plan 2013/2016 / AERR 2012/2013

Background

I am pleased to provide the Board with the proposed combined Three Year Education Plan 2013-2016/Annual Education Results Report 2012-2013. As the title indicates, this document is comprised of two major components.

Annual Education Results Report (AERR) Pages 10-21

The AERR is a look at the past and provides schools and the school division with a summary of reports previously provided as information to the Board. It includes the Accountability Pillar Summary, detailed Accountability Pillar measures and results, the class size report, budget, and highlights of financial, facility and capital plans. Information contained therein provides schools and the division the opportunity to look back to the accomplishments of the previous year and to use that data in the preparation of plans which will foster a process of continual improvement within our Division.

Three Year Education Plan Pages 1-9

The Three Year Education Plan looks forwards and outlines the direction for the upcoming years. It is developed to reflect the priorities of the Division, but does include connections to provincial goals. The focus of this particular plan is:

- firstly, to maintain and continue efforts to promote and support two of the previous three priority goals of Sturgeon School Division. They are:
 - **Academics:** Critical Thinking and Problem Solving Skills
 - **Embracing Uniqueness:** Recognition of the Individual
- secondly, to bring focus to a priority identified through the Vision, Mission, Values rewrite process. This third priority is:
 - **Building Relationships Between:** Students and their peers, students and adults, Students and the curriculum, school and home/community
- finally, to incorporate new, or revise existing strategies in order to continue our efforts to achieve the outcomes described in the plan.



Of particular note are the following strategies which have been added or modified from the previous plan:

Academics: Critical Thinking and Problem Solving

- Increased focus at the Division level to support K-1 transition
 - through the Director, Early Childhood Education and Transition Services
- Implementation of Guided Reading Strategies grades K
 - Moving from developing skill/knowledge to implementation
 - Support provided through Literacy Coach / PD
- Implementation of Reading Across the Content Areas grades 7-12
 - Moving from developing skill/knowledge to implementation
 - Support provided through Literacy Coach / PD

Embracing Uniqueness: Recognition of the Individual and Opportunities for Success

- Teachers **embed** differentiated instructional strategies into teaching practice
 - Moving from developing skill/knowledge to implementation
- Teachers **incorporate** project based learning within instructional practice
 - Moving from developing skill/knowledge to implementation
- SSD will partner with the University of Alberta to complete a research project with respect to high school completion.
 - This project is currently underway.

Building Relationships Between: Students and their peers, students and adults, students and curriculum and school and home/community

- Schools undertake activities which promote 'student voice'
 - New strategy
- Schools undertake activities which enhance the building of relationships
 - New strategy
- Professional development plans which foster collaboration between teachers
 - Revised professional development model

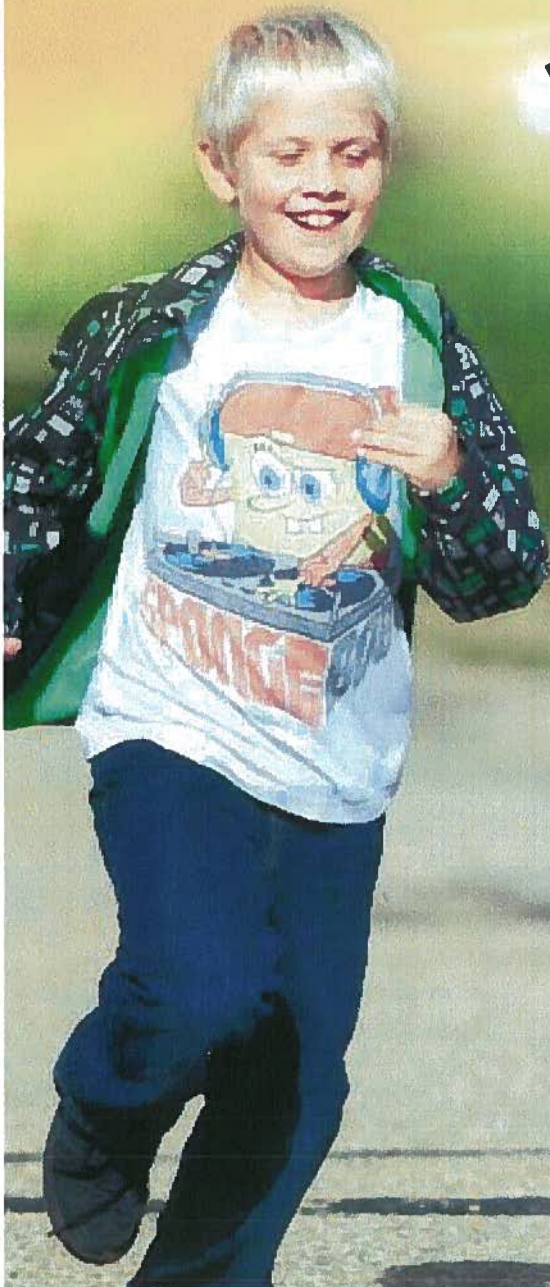
In addition to the education plan, financial and capital/facility reports are also included in this document. Please note that the financial plans are not current, but will be incorporated into the document as the annual audit is completed.



THREE YEAR PLAN *and* RESULTS REPORT

2013/2014 – 2015/2016

DRAFT
Nov. 4/13



This document is available on line at
<http://www.sturgeon.ab.ca/News/PublicationsandReports/ThreeYearEducationPlan>

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Message from the Board

The Board of Trustees and Sturgeon schools are proud to support the division's 2013-2016 revised Three Year Education Plan. This plan brings to life our new Vision, Mission and Values Statement which was created in partnership with the many members of our community, including students, staff, parents, Trustees, business and community members. Numerous consultative forums, led by student facilitators, shared their hopes and dreams for education in the coming years. Those hopes and dreams are clearly reflected in our Vision, Mission and Values Statement as well as the following Three Year Education Plan.

Our main priorities for 2013-2016, identified in this latter document—Critical Thinking and Problem Solving, Embracing Uniqueness, and Building Relationships—all contribute to a vibrant and responsive educational experience for Sturgeon students. Our focus on learning and developing potential as well as the strength of the partnerships we enjoy with our parents and our community will serve students well as, together, we prepare our young people for the futures to which they aspire.

In the coming years Albertans expect their school system to graduate students who are “engaged thinkers” and “ethical citizens,” demonstrating the kind of “entrepreneurial spirit” that will help them to be successful in the 21st Century. Sturgeon School Division's Three Year Education Plan 2013-2016, founded on the hopes and dreams of our community members, will support our students in achieving that goal.

The Annual Education Results Report for the 2013-2014 school year and the Education Plan for the three years commencing September 1, 2013 for Sturgeon School Division was prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Government Accountability Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2012/2013 school year and the three-year Education Plan for 2013-2016 on November 27, 2013.

2013/2014 • 2014/2015 • 2015/2016



Academics: Critical
Thinking and Problem
Solving Skills



Embracing Uniqueness:
Recognition of
the Individual and
Opportunities for Success



Building Relationships
Between:
students and their peers,
students and adults,
students and curriculum,
school and
home/community

Sturgeon School Division Profile

Formed by Ministerial Order on January 1, 1939, the Division consisted of primarily one and two room schools in the eighty nine four by four districts amalgamated within five sub-divisions. Now, as Sturgeon celebrates its seventy-fifth year of operation, it includes 16 schools with over 4500 students. These schools offer a variety of grade configurations and program offerings including programming alternatives for students whose learning needs require special services and settings, Reggio inspired instruction at the primary level, LOGOS programs, two hockey academies, and pre-school programming to meet a variety of needs. Within our Division, we celebrate the history and heritage of our various school communities.

Bon Accord Community School, established in 1898, has undergone many transitions and now provides instruction to approximately 230 students at the K-4 level. As its name implies the school plays a crucial role in community.

Camilla School, established in 1898, remains true to its long-standing roots in the community, embracing individuality while supporting the strengths and weaknesses of each of its students at the K-9 level.

Gibbons School, established in 1880, is a place that always has been and always will be “All About Kids” and provides programming at grades 5-9.

Guthrie School was originally built as a DND school in 1952 for children of military families. Rebuilt in 2003, it provides programs for nearly 400 students at the K-9 level.

Landing Trail School opened in 1982 surrounded by 200 acres of farmland. Now, over thirty years later, and surrounded by the community, nearly 450 K-4 students have developed a sense of belonging and feeling of being at home.

Lilian Schick School opened in 1984 to accommodate the growing student population in Bon Accord. As a “Leader in Me” school, its grade 5-9 students learn with passion and lead with confidence.

Morinville Colony School provides instruction for K-9 students at the Morinville Hutterite Colony.

Morinville Public Elementary School opened in 2011 to serve the public education needs of the students in the Town of Morinville. It currently is home to over 400 K-6 students and looks forward to a bright future in the community as it expands into junior high.

Namao School held its first classes in a Presbyterian Church in 1885 with thirteen students. Now serving nearly 500 students at the K-9 level in a newly renovated building, the school continues to meet the ever-changing needs of its students while maintaining a legacy for responsibility and hard work.

Oak Hill School provides educational services for boys with emotional and behavioral challenges within an institutional setting.

Ochre Park School celebrated its thirtieth birthday in 2013, and continues to unite generations of Redwater and area residents while strengthening the educational and development experiences of its 200 grade K-4 students.

Redwater School, bringing together a number of small one room schools in 1952, is extremely proud of the strong community relations that have been built between the grade 5-12 school and the district it serves.

Sturgeon Composite High School was opened in 1977 to provide high school programming to Sturgeon residents. It is well respected for its wide variety of successful academic, vocational, fine arts and athletic programs.

Sturgeon Heights School, since its opening as a K-9 school in 1971, has developed a strong academic reputation, incorporating an ingenuity and a pioneering spirit to promote programs such as Reggio, Enrichment and the Learning Garden.

Morinville and Sturgeon Learning Centres provide high school programming in an alternate setting. Established in the mid 1990’s, both schools provide a strong culture of caring and support while assisting young people to complete their high school program.

1880 Gibbons School	1885 Namao School	1897 Bon Accord School	1899 Camilla School	1952 Redwater School	1952 Guthrie School	1971 Sturgeon Heights School	1977 Sturgeon Composite High School	1982 Landing Trail School	1983 Ochre Park School	1984 Lilian Schick School	1995 Sturgeon Learning Centre	1996 Morinville Learning Centre	2011 Morinville Public Elem. School
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Parent Involvement



During the 2012/2013 school year, the Board undertook a comprehensive review of the Division Vision, Mission and Values statements. Unique and innovative, this process was in large part guided by a lead team of high school students. It included forums for students, parents, trustees, staff, and community members as well as opportunity to contribute through social media aligned with the direction of 'Inspiring Education'. The information gathered through this process was foundational in the development of the Division Three Year Plan.

The Division has also developed a standard template for a combined School Action Plan and Annual Education Results Report for our schools. This document outlines the results achieved by the school in the previous year, identifies strategies implemented at the school level to achieve both the goals identified in the Division Three Year Plan and additional goals and strategies specific to that school. Each school establishes procedures to involve school councils to update this plan prior to its completion and posting on the school website by November 30, 2013.



Division Highlights

- Development of Revised Vision, Mission and Values Statement
- Morinville Public Elementary School grows to over 400 students
- 18 Sturgeon teachers nominated for Excellence in Teaching Awards
2 selected as semi-finalists
- Sturgeon students join forces to make a difference in their communities and around the world
- Sturgeon high school students earned \$293,450 in scholarships during the 2012/2013 school year

Vision, Mission, Values

Our Vision

(what we want to become)

Sturgeon School Division: where, through a well-rounded education, students are motivated and supported to pursue their unique path to future success.

Our Mission

(what we do and for whom)

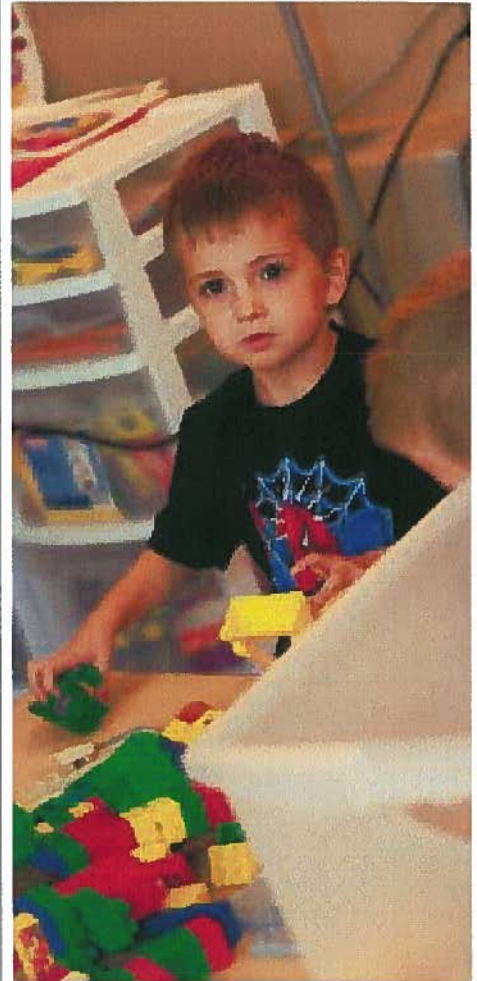
Working together as a team of trustees, parents, community, staff and students, we create safe, respectful and collaborative learning environments where students are prepared to meet, and excel at, the challenges presented by the global community.

Values

(how we behave and what becomes our moral compass when we make decisions)

We Value:

- **Excellence in teaching.** We know that magic can happen when students are engaged, excited and feel connected to their learning can their teachers.
- **Shared responsibility.** We all have an important part to play in the education process. Working together, we strive for excellence so we can build a stronger future for us all.
- **Mutual respect.** Students, staff and parents all deserve to be treated with respect. By fostering reciprocal respect within our system, we will all be able to reach our full potential.
- **Belonging.** Students must be able to learn in healthy environments where they feel safe, have strong connections, are free from bullying; and where their physical, intellectual and emotional needs are met. We are a school division and a family.
- **Learning choices.** One size does not fit all. We recognize that to prepare students for their futures, we must meet their diverse needs along the way.
- **Communication.** To do the challenging work of educating the next generation, we must keep the communication channels open. We value open, honest and timely communications.



Critical Thinking and Problem Solving Skills

Indicators:

1. Students develop grade/program appropriate language, numeracy, and communication skills.
2. Students use technology to support their learning.
4. Students demonstrate critical and creative thinking skills.

Expectations:

1. Increase focus at the Division level to support K-1 transition.
2. Schools support the Division focus on Literacy
 - ▶ Guided reading strategies will be implemented in all classrooms at the grade K-6 level.
 - ▶ Junior and senior high teachers will implement strategies which support reading across the content areas (subjects).
3. Teachers apply Assessment For and Of Learning practices.
 - 5 Keys to Quality Assessments (Appendix).
 - Seven Strategies for Assessment (Appendix).
4. Schools develop action plans specific to the ongoing improvement of student achievement as measured by provincial achievement test and diploma examination results.
5. Teachers provide instruction with respect to digital citizenship to all students.
6. Teachers incorporate instructional strategies which require students to demonstrate creative and critical thinking skills.

Measures:

- Principal end of year reports with respect to the monitoring of instructional practices specifically regarding the implementation of teaching strategies which support guided reading, literacy across the content areas, digital citizenship and critical/creative thinking skills.
- Provincial Achievement Test and Diploma Examination results.



Specific targets for 2013-2014

- PAT Level of Excellence - Target 19.5%
- Guided reading strategies implemented in K-6 classrooms - Target 100%
- ‘Reading Across the Content Areas’ Strategies implemented in 7-12 classrooms - Target 100%



Alberta Education Accountability Pillar Connections

Goal 1: An Excellent Start to Learning

Goal 2: Success for Every Student

- > Students achieve student learning outcomes
- > Students demonstrate proficiency in literacy and numeracy
- > The achievement gap between FNMI students and all other students is eliminated



Specific targets for 2013-2014

- FNMI Diploma Exam Participation Rate - Target 30%
- FNMI Transition Rate - Target 40%
- Transition Rate all students - Target 60%
- Research Project is completed



**Alberta Education
Accountability Pillar
Connections**

Goal 1: An Excellent Start to Learning

Goal 2: Success for Every Student

- > Students achieve student learning outcomes.
- > Students demonstrate proficiency in literacy and numeracy.
- > Students demonstrate citizenship and entrepreneurship.
- > The achievement gap between FNMI students and all other students is eliminated.

Goal 3: Quality Teaching and School Leadership

- > Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Recognition of the Individual and Opportunities for Success

Indicators:

1. Teachers and administrators have opportunity to develop and demonstrate their instructional leadership skills.
2. Students are engaged in their learning.
 - ▶ Students are supported to set and achieve personal goals.
 - ▶ Students work collaboratively.
 - ▶ Students demonstrate their learning in a variety of ways.
 - ▶ Students strive to achieve personal excellence.
3. Students have access to a diversity of program and instruction.
4. Students complete their high school program.

Expectations:

1. Committed focus to foster instructional leadership capacity.
2. Teachers embed differentiated instructional strategies into teaching practice.
 - ▶ Teachers support FNMI students to ensure they complete their academic programs successfully.
3. Teachers incorporate project (inquiry) based learning within instructional practice.
4. Schools provide a wide range of complementary and optional programs.
5. Sturgeon School Division will partner with University of Alberta to complete a research project with respect to high school completion within Sturgeon (Division facilitated project).

Measures:

- Accountability Pillar Results
- Participation in professional development opportunities focused on leadership development.
- Principal end of year reports specifically regarding the embedding of differentiated instruction into teaching practice.
- Data gathered through research project.



Building Relationships Between:

Students and their peers

Students and adults

Students and curriculum

School and home/community

Indicators:

1. All members of the school community, students and adults, experience positive and respectful personal interactions.
 - ▶ Students in particular, have a sense of being cared for and demonstrate caring for others.
2. Members of the school community, students and adults, contribute to their school and community.
3. Students are meaningfully engaged in their learning.

Expectations:

1. Schools undertake activities which support “student voice”.
2. Schools undertake activities which enhance the building of positive relationships between students, students and adults, and school and home/community.
3. The division and school professional development plans provide opportunities for teachers to collaborate.
4. Schools ensure that all students are involved in projects which contribute to the school or community.
5. Staff incorporate practices which support a respectful learning and working environment.

Measures:

- Accountability Pillar Measures related to provincial Goals 2, 3, 4.
- Principal end of year reports particularly with respect to the implementation of activities which support student voice, building positive relationships, and contribution to community and school.
- Division and school professional development plans.

Sturgeon Priority Themes
2013/2014 – 2015/2016

Specific targets for 2013-2014

•‘Student Voice’
activities undertaken in schools -
Target 100%

•‘Building Relationships’
activities undertaken in schools -
Target 100%

•The Division undertakes
activities which support
‘student voice’



**Alberta Education
Accountability Pillar
Connections**

Goal 2: Success for Every Student

- > Students demonstrate citizenship and entrepreneurship.

Goal 3: Quality Teaching and School Leadership

- > Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Goal 4: Engaged and Effective Governance

- > The education system demonstrates collaboration and engagement
- > Students and communities have access to safe and healthy learning environments

Highlights of Financial Plans 2013 - 2014

The Jurisdiction's Budget Report Form is available online at www.sturgeon.ab.ca/News/PublicationsandReports/FinancialDocuments/tabid/252/Default.aspx

Sturgeon School Division continues to grow as a place where people want to attend school, to work and are proud to be part of the school division.

The 2012/2013 budget supports Sturgeon School Division's focus on the growth and achievement of Sturgeon students.

Quality Teaching for Student Learning by all Students

- › Coordination between high school programs, special education and learning centers, centralized programs remain constant
- › Monitoring of school program budgets facilitated by meetings with each principal

Coherent and Coordinated Staff Professional Development

- › Continued Alberta Education support through AISL projects
- › Continued support for professional development through most effective, job embedded, Division coordinated opportunities

Building Shared Leadership Capacity

- › Continuation of building leadership capacity and succession planning through Administrator Professional Development

Implementing an Integrated System of Planning and Reporting

- › Budget builds on improvement through coordination of Action Plans, and Division Professional Development Plans
- › Comprehensive communication program focuses Division and school websites, Powerschool and Division and school information packages on the great things happening in Sturgeon schools

Allocation of resources to schools and Central Office departments based on the following principles:

- › Resources are allocated to meet the learning needs of all students
- › School administrators are responsible for developing education plans at the school level that, within the resources available, ensure an instructional program appropriate for each student's learning needs
- › Sturgeon School Division administrators are responsible for developing education plans that, within the resources available, ensure provision of Division support services
- › The education plans integrate planning, monitoring and reporting procedures that ensure accountability for resources and results
- › This budget establishes a process that places a greater emphasis on learning in our schools, supporting and focusing on continuous improvement of student achievement while identifying individual student priorities and needs
- › The budget is fiscally sound and continues to support Alberta Education Internal Department standards ensuring budget consistency and accountability



Budget 2013 - 2014 School Year

	JUNE 2013-2014	SEPT 2012-2013
Revenue		
Government of Alberta	xx,xxx,xxx	52,372,663
Federal Gov't and/or First Nations	x,xxx,xxx	321,958
Fees	xxx,xxx	482,698
Other Sales and Service	xxx,xxx	538,400
Investment Income	xx,xxx	30,000
Fundraising	xxx,xxx	800,000
Amortization of Capital Allocations	x,xxx,xxx	1,369,614
Reserve Provision		311,333
Total Revenue	xx,xxx,xxx	55,915,333
Expenses		
Certificated Salaries	xx,xxx,xxx	26,030,548
Certificated Benefits	x,xxx,xxx	3,056,121
Non Certificated Salaries and Wages	xx,xxx,xxx	10,278,372
Non Certificated Benefits	x,xxx,xxx	2,633,313
Services, contracts and supplies	xx,xxx,xxx	12,676,904
Amortization of Capital Assets	x,xxx,xxx	1,575,707
Interest on Capital Debt	xx,xxx	22,351
	xx,xxx,xxx	56,273,316
Total Expenses		
Projected Deficit	(xxx,xxx)	(357,983)

For more information on Sturgeon's Budget see our website: www.sturgeon.ab.ca or contact Iva Paulik, Secretary Treasurer at 780-939-4341 or Iva.Paulik@sturgeon.ab.ca



Highlights of the Facility and Capital Plan 2013-2014

In the Spring of 2013, we were fortunate to be awarded a new modular classroom for Landing Trail School. We have been very busy all Fall, working with Alberta Infrastructure and site contractors preparing for the modular's arrival, currently scheduled for early November. Other goals for the year include attention to heating and water systems in several schools. A recent report indicated that this was an area that required immediate attention. We are happy to report that our on-line work order system is now fully up and running. It will enable us to be more timely and productive as we address schools maintenance needs.

The modular priorities are:

1. Two modulars for Landing Trail
2. Two modulars for Camilla
3. Two modulars for Lilian Schick

The capital priorities are:

1. A new school in Morinville to accommodate junior and senior high grades and programs
2. Modernization at Sturgeon Composite High School
3. Modernization at Gibbons Schools

Accountability Pillar Overall Summary

Accountability Pillar Overall Summary
Annual Education Results Reports - October 2013
Authority: 1110 Sturgeon School Division No. 24

Measure Category	Measure Category Evaluation	Measure	Sturgeon School Division No. 24			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 yr Average	Achievement	Improvement	Overall
Goal One: Success for Every Student	Good	Safe and Caring	86.8	86.8	86.8	89.0	88.6	88.1	High	Maintained	Good
	Good	Program of Studies	82.9	81.0	79.9	81.5	80.7	80.7	Very High	Improved	Excellent
Education Quality		88.8	87.7	88.0	89.8	89.4	89.3	High	Maintained	Good	
Drop Out Rate		4.4	5.0	4.8	3.5	3.2	3.9	Intermediate	Maintained	Acceptable	
High School Completion Rate (3 yr)		75.6	70.3	69.2	74.8	74.1	72.7	High	Improved	Good	
Goal Two: Trans-formed Education Through Collaboration	Acceptable	PAT: Acceptable	85.1	82.5	84.9	79.0	79.1	79.2	High	Maintained	Good
		PAT: Excellence	18.5	19.3	20.8	18.9	20.8	19.9	Intermediate	Declined	Risk
	Excellent	Diploma Acceptable	90.5	84.1	84.2	84.6	83.1	82.5	Very High	Improved Significantly	Excellent
		Diploma Excellence	23.3	18.4	16.1	21.7	20.7	20.1	Very High	Improved Significantly	Excellent
		Diploma Exam Participation Rate (4+Exams) within 3 years	46.7	38.3	41.4	56.6	56.2	54.9	Intermediate	Improved	Good
		Rutherford Scholarship Eligibility Rate (Revised)	61.0	58.1	54.8	61.3	61.5	59.4	High	Improved	Good
	Acceptable	Transition Rate (6 yr)	52.0	60.6	59.8	59.5	58.4	59.2	Intermediate	Declined Significantly	Risk
		Work Preparation	77.9	80.8	76.2	80.3	79.7	79.9	High	Maintained	Good
		Citizenship	79.5	79.5	77.6	83.4	82.5	82.0	High	Improved	Good
	Acceptable	Parental Involvement	77.5	80.0	78.5	80.3	79.7	79.8	Intermediate	Maintained	Acceptable
Good	School Improvement	79.6	79.0	78.2	80.6	80.0	80.0	High	Maintained	Good	

Notes:

- 1) PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9) and Science (Grades 6, 9).
- 2) Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, 30-2, Chemistry 30, Physics 30, Biology 30, Science 30.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Results for the ACOL measures are available in the detailed report.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
- 6) Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Annual Education Results Report – Goal One

Goal One: Success for Every Student

Outcome: Students demonstrate proficiency in literacy and numeracy.

Performance Measure: PAT Results by Number Enrolled – Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard, and overall percentage who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).		Results (in percentages)									
		2009		2010		2011		2012		2013	
		A	E	A	E	A	E	A	E	A	E
Overall	Authority	85.8	18.4	87.1	21.7	85.1	21.4	82.5	19.3	85.1	18.5
	Province	78.3	18.3	79.1	19.4	79.3	19.6	79.0	20.8	79.0	18.9

NOTES:

- Achievement at the **acceptable** level continues to surpass provincial results in all subjects and at all grades
- Improved results at the **level of excellence** were achieved in 6 of 10 subjects/grades
- Reggio-inspired instructional practice was expanded to include four schools. 2013 marked the first writing of a Provincial Achievement Test by a cohort of ‘Reggio’ students. 100% of those students meet the acceptable level in Language Arts.
- All schools engaged in activities which supported an increased focus on the development of critical thinking skills

STRATEGIES FOR ONGOING IMPROVEMENT:

- All schools with grade 1-6 programs will implement guided reading strategies
- All schools with grade 7-12 programs will implement ‘reading in the content area’ strategies
- Note additional expectations and targets in the Three Year Education Plan

Outcome: Students achieve educational outcomes.

Performance Measure: Diploma Exam Results by Students Writing – Overall percentage of students who achieved the acceptable standard, and overall percentage of students who achieved the standard of excellence on Diploma Examinations (overall results).		Results (in percentages)									
		2009		2010		2011		2012		2013	
		A	E	A	E	A	E	A	E	A	E
Overall	Authority	86.2	15.7	85.0	12.9	83.4	16.9	84.1	18.4	90.5	23.3
	Province	84.3	18.5	83.4	19.0	82.6	18.7	83.5	18.6	84.6	21.7

NOTES:

- Significant improvement was indicated on the Accountability Pillar Overall Summary resulting in a **Very High** achievement and an **Excellent** overall rating on both the acceptable and excellence levels.
 - ▶ Improved results at the **acceptable** level were achieved in 7 of 8 subjects
 - ▶ Improved results at the **level of excellence** were achieved in 6 of 8 subjects

STRATEGIES FOR ONGOING IMPROVEMENT:

- Continue targeted professional development and focus to improve results in Math and Social Studies
- Implement strategies for ‘reading in the content areas’ in all classrooms
- Note additional expectations and targets in the Three Year Education Plan

Annual Education Results Report – Goal One

Outcome: Students achieve educational outcomes (con't.)

Performance Measure			Results (in percentages)				
			2008	2009	2010	2011	2012
High School Completion Rate – Percentages of students who completed high school within three, four and six years of entering Grade 10.	Within 3 years	Authority	72.7	68.9	68.4	70.3	75.6
		Province	70.8	71.5	72.6	74.1	74.8
	Within 4 years	Authority	75.2	76.6	74.6	76.6	76.3
		Province	76.3	76.1	76.9	78.1	79.4
	Within 6 years	Authority	58.2	63.2	55.6	60.6	52.0
		Province	78.7	79.0	79.0	79.6	80.8

NOTES:

- The three year high school completion has **improved** to reach a high achievement rating and has surpassed the provincial rate.

STRATEGIES FOR ONGOING IMPROVEMENT:

- Sturgeon School Division has partnered with the University of Alberta to undertake a formal research project to examine factors which impact high school completion.
- Note additional expectations and targets in the Three Year Education Plan

Performance Measure		Results (in percentages)				
		2008	2009	2010	2011	2012
Drop Out Rate – Annual dropout rate of students aged 14 to 18	Authority	4.6	3.9	5.6	5.0	4.4
	Province	5.0	4.8	4.3	3.2	3.5
Returning Rate	Authority	17.7	23.8	10.8	11.4	28.2
	Province	19.8	23.5	27.9	23.4	23.0

NOTES:

- The annual drop out rate is impacted by the number of students who transfer to out-of-province schools as a result of deployment of military families to other bases in Canada.
- The junior and senior high schools participated in the “TELL THEM FROM ME” project and undertook strategies to improve student engagement.

STRATEGIES FOR ONGOING IMPROVEMENT:

- Sturgeon School Division has identified ‘Building Relationships’ as one of the three main priorities for the jurisdiction within the Three Year Education Plan
- All schools will undertake activities which support ‘student voice’
- Note additional expectations and targets in the Three Year Education Plan
- Implementation of research project regarding high school completion.

Performance Measure		Results (in percentages)				
		2008	2009	2010	2011	2012
Percentage of students writing four or more Diploma Examinations within three years of entering Grade 10.	Authority	41.5	43.3	42.6	38.3	46.7
	Province	53.3	53.5	54.9	56.2	56.6

NOTES:

- The Diploma Exam Participation Rate (4+Exams) has **improved** to achieve an overall rating of **Good**
- This rate is impacted by the number of students engaged in the vocational program at the high school level and choosing to complete their high school program over a four year period
- Junior and senior high schools implemented the use of ‘My Blueprint’ to support students planning for high school and post secondary programs

Annual Education Results Report – Goal One

Outcome: Students achieve educational outcomes (con't.)

Performance Measure			Results (in percentages)				
			2008	2009	2010	2011	2012
High school to post-secondary transition rate of students within four and six years of entering Grade 10.	Within 6 Years	Authority	58.2	63.2	55.6	60.6	52.0
		Province	59.2	59.8	59.3	58.4	59.5
NOTES: <ul style="list-style-type: none"> Data collected for this measure is generated from the 2006/2007 grade 10 cohort. All lead measures for current students have improved and would indicate increased transition rates in the future. 							

Performance Measure			Results (in percentages)				
			2008	2009	2010	2011	2012
Percentage of Grade 12 students eligible for a Rutherford Scholarship.		Authority	56.5	51.9	54.2	58.1	61.0
		Province	57.3	56.9	59.6	61.5	61.3
NOTES: <ul style="list-style-type: none"> The Rutherford Scholarship Eligibility rate has improved to achieve a high achievement and a good overall rating <ul style="list-style-type: none"> Annual improvement has been consistently achieved over the past four year period 							
STRATEGIES FOR ONGOING IMPROVEMENT: <ul style="list-style-type: none"> Maintain current practices and address ongoing expectations and targets as identified in the Three Year Education Plan 							

Outcome: Students are well prepared for the 21st. century

Performance Measure			Results (in percentages)				
			2009	2010	2011	2012	2013
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Overall	Authority	75.6	77.1	76.3	79.5	79.5
		Province	80.3	81.4	81.9	82.5	83.4
NOTES: <ul style="list-style-type: none"> This measure has improved to reach a high achievement and a good overall rating <ul style="list-style-type: none"> Annual improvement has been consistently achieved over the past five year period All schools undertook activities which provided students with opportunities to contribute positively to the school or local/global community All schools undertook activities which provided students with opportunities to develop and demonstrate leadership capacity 							

Performance Measure			Results (in percentages)				
			2009	2010	2011	2012	2013
Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.	Overall	Authority	75.6	76.0	71.8	80.8	77.9
		Province	79.6	79.9	80.1	79.7	80.3

Annual Education Results Report – Goal Two

Goal Two: Transformed education through collaboration

Outcome: *Students have access to programming and supports to enable their learning.*

Performance Measure			Results (in percentages)				
			2009	2010	2011	2012	2013
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	Overall	Authority	86.8	87.9	88.4	87.7	88.8
		Province	89.3	89.2	89.4	89.4	89.8

NOTES:

- Sturgeon School Division has **maintained a high** achievement and **good** overall rating with respect to the quality education provided to students
- AISI project focused on enhancing instructional practice with respect to literacy at all grade levels

STRATEGIES FOR ONGOING IMPROVEMENT:

- Teachers continue to develop and embed differentiated instructional strategies into their instructional practice
- The Literacy Project (Guided Reading and Reading Across the Content Areas) is supported through the Division budget and allocation of resources
- The division and school professional development plans provide opportunities for teachers to collaborate with a focus to improve instructional practice
- Activities at the school and division levels are undertaken to prepare for the implementation and ongoing support of 'Inspiring Education'

Performance Measure			Results (in percentages)				
			2009	2010	2011	2012	2013
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	Overall	Authority	78.7	79.2	79.4	81.0	82.9
		Province	80.3	80.5	80.9	80.7	81.5

NOTES:

- Satisfaction with the programs of study offered in Sturgeon schools has improved to reach a **very high** achievement and an **excellent** overall rating
- Schools continue to provide a diversity of program and instruction
- Sturgeon School Division implemented/expanded French Immersion, Hockey Academy, Reggio-inspired instruction, and 1 to 1 computer project programs

STRATEGIES FOR ONGOING IMPROVEMENT:

- Junior high schools will undertake a review of locally developed courses
- Preparation for the implementation of Career and Technology Foundation courses is carried out at the Division level
- Schools undertake activities which support 'student voice'
- Note additional expectations and targets in the Three Year Education Plan



Annual Education Results Report – Goal Two

Performance Measure			Results (in percentages)				
			2009	2010	2011	2012	2013
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	Overall	Authority	84.4	86.8	86.7	86.8	86.8
		Province	86.9	87.6	88.1	88.6	89.0
<p>NOTES:</p> <ul style="list-style-type: none"> •Sturgeon schools have maintained a high achievement rating •All schools have undertaken projects/activities designed to promote respectful, safe and caring learning environments <p>STRATEGIES FOR ONGOING IMPROVEMENT:</p> <ul style="list-style-type: none"> •Sturgeon School Division has identified ‘Building Relationships’ as one of the priorities identified in the Three Year Ed Plan •Note additional expectations and targets in the Three Year Education Plan 							

Outcome: *The education system demonstrates openness to new and innovative ideas, leadership and collaboration.*

Performance Measure			Results (in percentages)				
			2009	2010	2011	2012	2013
Percentage of teachers and parents satisfied with parental involvement in decisions about their child’s education.	Overall	Authority	78.5	77.1	78.5	80.0	77.5
		Province	80.1	80.0	79.9	79.7	80.3
Performance Measure			Results (in percentages)				
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	Overall	Authority	77.3	78.4	77.3	79.0	79.6
		Province	79.4	79.9	80.1	80.0	80.6
<p>NOTES:</p> <ul style="list-style-type: none"> •Sturgeon School Division has maintained a high achievement evaluation on the Accountability Pillar Summary Report improving its results in comparison to both the previous year and the previous three year average <p>STRATEGIES FOR ONGOING IMPROVEMENT:</p> <ul style="list-style-type: none"> •Note expectations and targets in the Three Year Education Plan 							



Accountability Pillar Overall Summary – FNMI

Measure Category	Measure Category Evaluation	Measure	Sturgeon School Division No. 24			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 yr Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	5.3	7.5	4.3	8.5	9.0	10.2	Intermediate	Maintained	Acceptable
		High School Completion Rate (3 yr)	66.2	54.8	49.4	43.9	40.2	37.5	Intermediate	Improved	Good
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	77.9	60.2	68.1	61.8	58.4	58.6	Intermediate	Improved	Good
		PAT: Excellence	14.7	1.9	11.4	6.1	6.6	6.3	Intermediate	Maintained	Acceptable
Student Learning Achievement (Gr 10-12)	Good	Diploma Acceptable	91.2	64.7	82.3	77.1	75.8	76.0	Very High	Maintained	Excellent
		Diploma Excellence	20.6	15.7	9.9	9.5	9.2	8.5	High	Maintained	Good
		Diploma Exam Participation Rate (4+ Exams)	28.8	23.5	31.7	21.2	19.6	18.5	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate (Revised)	62.1	50.0	37.7	35.1	34.4	31.4	High	Improved	Good
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	35.8	43.3	56.0	32.2	30.2	31.8	Very Low	Maintained	Concern



Annual Education Results Report – Goal Three

Goal Three: Success for First Nations, Metis and Inuit (FNMI) Students

Outcome: FNMI students are engaged in learning.

Performance Measure		Results (in percentages)				
		2009	2010	2011	2012	2013
Drop Out Rate – annual dropout rate of students aged 14 to 18.	Authority	5.8	1.4	4.1	7.5	5.3
	Province	11.0	11.2	10.4	9.0	8.5
High School Completion Rate – Percentages of students who completed high school within three years of entering Grade 10.	Authority	54.1	41.0	52.5	54.8	66.2
	Province	35.6	34.1	38.2	40.2	43.9
Percentages of students writing four or more Diploma Exams within three years of entering Grade 10.	Authority	18.2	41.0	30.6	23.5	28.8
	Province	17.2	16.7	19.1	19.6	21.2
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	Authority	57.1	18.2	45.0	50.0	62.1
	Province	29.0	27.5	32.1	34.4	35.1
High school to post-secondary transition rate of students within six years of entering Grade 10.	Authority	*	*	68.6	43.3	35.8
	Province	31.8	33.9	31.2	30.2	32.2

		A	E	A	E	A	E	A	E	A	E
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard and standard of excellence on Provincial Achievement Tests.	Authority	60.8	8.1	69.2	18.7	75.0	13.8	60.2	1.9	77.9	14.7
	Province	56.3	5.3	59.1	6.4	58.1	6.0	58.3	6.6	61.8	6.1
Overall percentage of self-identified FNMI students who achieved the acceptable standard of excellence on Diploma Examinations.	Authority	93.8	0.0	96.6	10.3	85.7	3.6	64.7	15.7	91.2	20.6
	Province	77.1	8.2	76.3	8.7	77.7	7.4	77.6	8.8	77.1	9.5

NOTES:

- FNMI students in Sturgeon School Division continue to achieve significantly above that achieved by their peers across Alberta in all categories and measures
- 3 year high school completion rate **improved** to reach an overall rating of **good**
- PAT acceptable rate **improved** to reach an overall rating of **good**
- Rutherford Scholarship eligibility rate **improved** to reach an overall rating of **good**

STRATEGIES FOR IMPROVEMENT:

- Continue to develop and embed differentiated instructional strategies into teaching practice
- Teachers continue to support FNMI students to ensure they complete their academic program successfully
- Note additional expectations and targets focused on improved learning for all students in the 3 Year Education Plan

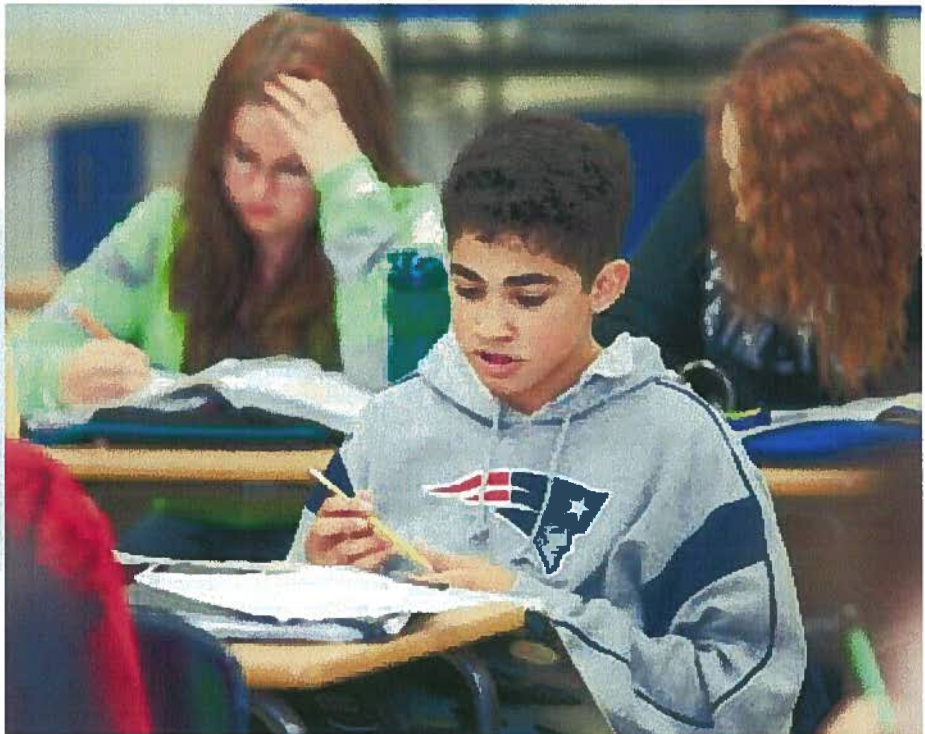
Class Size Report 2012/2013

Core Subjects Only

	K to 3			4 to 6			7 to 9			10 to 12		
	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13
Bon Accord Community School	19.6	18.1	18.9	27.0	19.0	16.0						
Camilla School	19.3	20.0	19.6	22.7	22.2	22.6	20.2	22.1	22.8			
Gibbons School				21.0	22.0	25.3	16.4	19.4	19.3			
Guthrie School	17.7	19.4	21.2	22.0	24.0	27.7	18.8	17.4	20.7			
Landing Trail School	18.4	19.9	20.5	22.3	22.3	24.0						
Lilian Schick School				19.4	17.6	17.1	24.2	21.2	18.2			
Morinville Public Elementary		12.5	17.7		12.0	22.0						
Namao School	16.0	20.5	19.6	18.9	21.2	22.7	17.7	15.6	17.4			
Ochre Park School	19.0	17.6	20.5	17.6	22.0	19.0						
Redwater School				20.1	20.7	22.7	20.3	19.2	21.4	15.1	16.6	17.0
Sturgeon Composite High										22.3	23.4	24.7
Sturgeon Heights School	19.8	18.9	20.8	23.6	27.0	29.3	21.1	24.2	23.0			
DIVISION TOTALS	18.5	19.0	19.9	21.1	21.3	22.4	19.1	19.4	19.8	21.2	22.3	23.3



More details with respect to class size information can be found at:
<http://www.sturgeon.ab.ca/News/PublicationsandReports/ClassSizeSurvey>



Financial Statement

REVENUES

Alberta Education	\$48,663,163	83.11%
Transportation	\$ 5,054,790	8.63%
Other Sources	\$ 3,482,227	5.95%
Amortization of Capital Allocations	\$ 1,355,216	2.31%

TOTAL REVENUE **\$58,555,396**

EXPENDITURES

Instruction	\$48,618,544	77.05%
Operation and Maintenance	\$ 6,099,751	11.11%
Transportation	\$ 5,088,101	8.55%
Board and Governance	\$ 1,954,998	3.29%

TOTAL EXPENDITURES **\$59,465,394**

SURPLUS **-\$909,998**

Number of Students

Grade 1-12	3,640
ECS @ .5	360.5

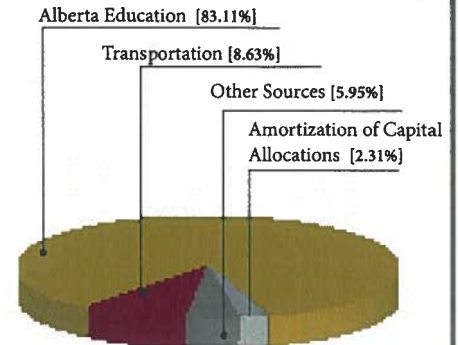
Cost Per Student

Total Cost/Student \$14,864

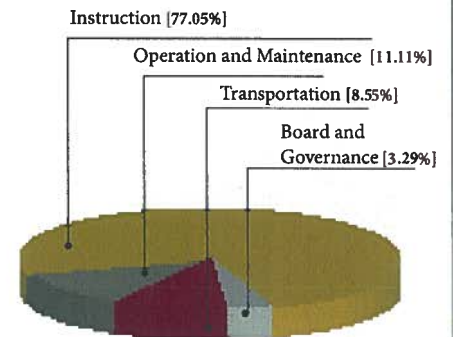
Operational Cost/Student \$14,459

For more financial details, including our Audited Financial Statement, please see our website: www.sturgeon.ab.ca or contact Iva Paulik, Secretary Treasurer at 780-939-4341 or Iva.Paulik@sturgeon.ab.ca

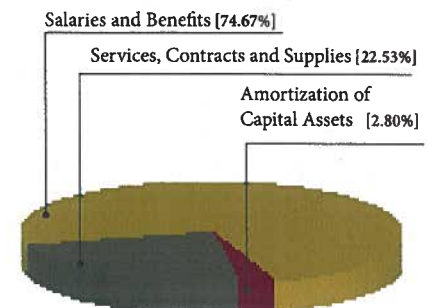
REVENUE



EXPENDITURES BY PROGRAM



EXPENDITURES BY OBJECTS



Highlights of Financial Report 2012/2013



Quality Teaching

- The Division allocated staff to alleviate split grades, reduce class sizes and provide better services to students
- Greater coordination between high school programs, special education programs and learning centers

Professional Learning Communities

- Year 3 of Alberta Education funding support for Sturgeon's Cycle 4 AISI projects; to '21st Century Teaching for 21st Century Learning' and 'Student Learning, Assessment and Reporting'. Schools worked through the Professional Learning Community process to improve student learning
- Continued support for professional development. Staff is encouraged to be proactive in learning and professional development opportunities that are cost effective, job embedded and coordinated with Division goals
- Continued building leadership capacity and succession planning. Administrator Professional Development built into Admin Council meetings. Continued emphasis on embedded leadership

Improving Student Learning

- The 2011-2012 focus was on improvement through coordination and monitoring of Action Plans, Professional Development Plans, Communication Plans and Curriculum Groups (Division)

Responsible/Responsive Jurisdiction

- Continued focus on the great things happening in Sturgeon Schools through a comprehensive communications program including revision to Division and School Websites and development of Division and school information packages
- Greater coordination of service to preschool, Home schooling, Headstart and Program Unit Funded and Special Education programs
- Spending flexibility while maintaining accountability at each cost center
- Department standards being developed with Budget consistency and accountability
- Maintained a positive attitude for all staff, students, parents and community through: Healthy Interactions, Harassment Policy, and Growth, Supervision and Evaluation of staff



For Provincial comparative financial information see the government website:
www.education.gov.ab.ca/funding/afs

For more information on Sturgeon's Financial Plans and Sturgeon School Division Audited Financial Statement see our website:

www.sturgeon.ab.ca or contact
Iva Paulik, Secretary Treasurer at
780-939-4341 or Iva.Paulik@sturgeon.ab.ca

Highlights of Facility and Capital Plans 2012-2013

The 2012-2013 school year was one of 'protecting our investment' at several school sites, where the passing of time had resulted in deteriorated infrastructure. Manao and Lilian Schick had drainage issues remediated. Ochre Park and Sturgeon Heights received upgrades on their parking and vehicle circulation. Several schools received upgraded security systems and important work was done on floors and walls, plumbing, electrical, and HVAC systems.

The 2012-2013 modular priorities were:

1. Two modulars for Morinville Public Elementary School
2. Two modulars for Landing Trail
3. Two modulars for Camilla

The 2012-2013 capital priorities were:

1. Modernization at Sturgeon Composite High School
2. Modernization at Gibbons Schools
3. Modernization at Camilla



A complete version of the
Jurisdiction's Capital Plan is
available at
[http://www.sturgeon.ab.ca/
News/PublicationsandReports/
Capital Plan](http://www.sturgeon.ab.ca/News/PublicationsandReports/CapitalPlan)



Five Keys to Quality Assessments

Key 1: Clear Purpose

- › What is the purpose?
Who will use the results?
What will they use the results to do?

Key 2: Clear Targets

- › What are the learning targets?
Are they clear?
Are they appropriate?

Key 3: What method?

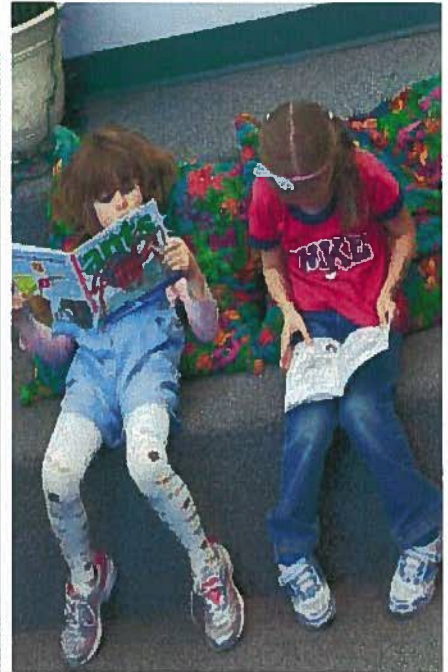
- › Quality Questions?
Sampled how? Avoid bias how?

Key 4: Effective Communication

- › How to manage information?
How to report? To whom?

Key 5: Student Involvement

- › Students are users too!
- › Students can track progress and communicate too!
- › Students need to understand targets too! Students can access too!



Seven Strategies for Assessment for Learning

Strategy 1: Provide a clear and understandable vision of the learning target

- Helping students answer the question, “What’s the learning?”

Strategy 2: Use examples and models of strong and weak work

- Helping students answer the question, “What does quality work look like?”

Strategy 3: Offer regular descriptive feedback

- Helping students answer the questions, “What are my strengths in this subject or unit of study? What do I still need to work on? Where did I go wrong and what can I do about it?”

Strategy 4: Teach students to self assess and set goals

- Anything the students do to identify where they are with respect to mastery of the desired learning and to set goals for improvement.

Strategy 5: Design lessons to focus on one aspect of quality at a time

- Narrowing the focus to help students master a specific knowledge, reasoning, skill, or product target, or to address specific misconceptions or problems.

Strategy 6: Teach students focused revision

- Helping students revise their initial work with a focus on a manageable number of aspects of quality, problems, or learning targets.

Strategy 7: Engage students in self-reflection and let them keep track of and share their learning



Additional Resources

Assessment Training Institute
<http://www.assessmentinst.com/resources/ati-resources/>

Chappuis, S., Stiggins, R., Arter, J., Chappuis, J (2004) *Assessment for Learning An Action Guide for School Leaders*.

Portland:Assessment Training Institute
O'Connor, K. (2007) *A Repair Kit for Grading: 15 Fixes for Broken Grades*.
Educational Testing Service

Intellectual Standards of Reasoning

Critical Thinking

"To think critically is to engage in deliberation with the intention of making a judgement based on appropriate criteria."

'Roland Case' TC

Clarity: Understandable

- Can you go into more detail?
- Have you provided an example?
- Have you demonstrated what you mean?

Accuracy: Free from errors and distortions

- How could we verify that?
- How could we confirm it is true?
- How could we prove or test that?

Precision: The quality or state of being exact

- Could you be more precise?
- Have you provided enough details?
- Could you be more to the point?

Relevance: Relating to the matter at hand

- Does it relate to the problem?
- Does it have any bearing on the question?
- Does it assist us with the issue?

Depth: The state of being complete or thorough

- What makes the problem difficult?
- Are the complexities of the question identified?
- What difficulties do we need to deal with?

Breadth: All parts or points of view

- Have we looked at it from other perspectives?
- Does another point of view need to be considered?
- Are there other ways from which we need to look?

Logic: One fact or idea leads or supports other facts or ideas

- Does everything make sense together?
- Do the first and last paragraphs relate to each other?
- Does your evidence support what you say?

Significance: The quality of being important and not trivial

- Are we considering the most important problem?
- Are we focusing on the central idea?
- Which are our most important facts?

Fairness: Treating all sides in the same manner

- Do you have personal interest in the issue?
- Are you considering the thinking of others?
- Are there any prejudices evident in my thinking?



Additional Resources Foundation for Critical Thinking

<http://www.criticalthinking.org>

The Critical Thinking Consortium

<http://www.TC².com>

Accountability Measures 2012-2013

<p>GOAL ONE:</p> <p>Success for every student</p>	<p>OUTCOME: Students demonstrate proficiency in literacy and numeracy.</p> <ul style="list-style-type: none"> • Overall percentage of students in Grades 3, 6, and 9 who achieved the acceptable standard and the overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (based on cohort). <hr/> <p>OUTCOME: Students achieve student learning outcomes.</p> <ul style="list-style-type: none"> • Overall percentage of students who achieved the acceptable standard and the overall percentage of students who achieved the standard of excellence on Diploma Examinations. • High school completion rate of students within three years of entering Grade 10. • Annual dropout rate of students aged 14 to 18. • High school to post secondary transition rate of students within six years of entering Grade 10. • Percentage of Grade 12 students eligible for a Rutherford Scholarship. • Percentage of students writing four or more Diploma Examinations within three years of entering Grade 10. <hr/> <p>OUTCOME: Students develop competencies for success as engaged thinkers and ethical citizens with an entrepreneurial spirit.</p> <ul style="list-style-type: none"> • Overall teacher, parent and student agreement that students model the characteristics of active citizenship • Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.
<p>GOAL TWO:</p> <p>High quality education through collaboration and innovation</p>	<p>OUTCOME: Effective learning and teaching with caring, respectful, safe and healthy environments.</p> <ul style="list-style-type: none"> • Overall teacher, parent and student satisfaction with the overall quality of basic education. • Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education. • Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school. <hr/> <p>OUTCOME: The education system demonstrates leadership and collaboration.</p> <ul style="list-style-type: none"> • Overall teacher and parent satisfaction with parental involvement in decisions about their child's education. • Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
<p>GOAL THREE:</p> <p>Success for First Nations, Metis and Inuit (FNMI) students</p>	<p>OUTCOME: FNMI students are engaged in learning.</p> <ul style="list-style-type: none"> • Annual dropout rate of self-identified FNMI students aged 14 to 18. • High school completion rate of self-identified FNMI students within three years of entering Grade 10. • Overall percentage of self-identified FNMI students in Grades 3, 6, and 9 who achieved the acceptable standard and the percentage of self-identified FNMI students who achieved the standard of excellence on Provincial Achievement Tests. • Overall percentage of self-identified FNMI students who achieved the acceptable standard and the overall percentage of self-identified FNMI students who achieved the standard of excellence on Diploma Examinations. • Percentage of self-identified FNMI students writing four or more Diploma Examinations within three years of entering Grade 10. • High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10. • Percentage of self-identified FNMI Grade 12 students eligible for a Rutherford Scholarship.
<p><i>Notes</i></p>	<ul style="list-style-type: none"> • The results for the required measures are available in the Accountability Pillar reports on Alberta Education's Extranet at https://phoenix.edc.gov.ab.ca/ • Consistent with the <i>Freedom of Information and Protection of Privacy Act</i>, <u>when the number of students or survey participants in a group is less than six, results are not reported</u> to protect individual privacy.

Accountability Measures 2013-2014

<p>GOAL ONE:</p> <p>An excellent start to learning</p>	<p>OUTCOME: Students demonstrate proficiency in literacy and numeracy.</p> <ul style="list-style-type: none"> • Overall percentage of students in Grades 3, 6, and 9 who achieved the acceptable standard and the overall percentage of students in Grades 3, 6, and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).
<p>GOAL TWO:</p> <p>Success for every student</p>	<p>OUTCOME: Students achieve student learning outcomes.</p> <ul style="list-style-type: none"> • Overall percentage of students who achieved the acceptable standard and the overall percentage of students who achieved the standard of excellence on Diploma Examinations. • High school completion rate of students within three years of entering Grade 10. • Annual dropout rate of students aged 14 to 18. • High school to post secondary transition rate of students within six years of entering Grade 10. • Percentage of Grade 12 students eligible for a Rutherford Scholarship. • Percentage of students writing four or more Diploma Examinations within three years of entering Grade 10.
	<p>OUTCOME: Students demonstrate proficiency in literacy and numeracy.</p> <ul style="list-style-type: none"> • Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (based on cohort).
	<p>OUTCOME: Students demonstrate citizenship and entrepreneurship.</p> <ul style="list-style-type: none"> • Overall teacher, parent and student agreement that students model the characteristics of active citizenship. • Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.
	<p>OUTCOME: The achieved gap between First Nations, Metis and Inuit (FNMI) students and all other students is eliminated.</p> <ul style="list-style-type: none"> • Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard and the percentage of self-identified FNMI students who achieved the standard of excellence on Provincial Achievement Tests. • Overall percentage of self-identified FNMI students who achieved the acceptable standard and the overall percentage of self-identified FNMI students who achieved the standard of excellence on Diploma Examinations. • High school completion rate of self-identified FNMI students whint three years of entering Grade 10. • Annual drop out rate of self-identified FNMI students aged 14 to 18. • High school to post-secondary transition rate of self-identified FNMI students whtin sxi years of entering Grade 10. • Percentage of self-identified FNMI Grade 12 students eligible for a Rutherford Scholarship. • Percentage of self-identified FNMI students writing four or more Diploma Examination within three years of entering Grade 10.
<p>GOAL THREE:</p> <p>Quality teaching and school leadership</p>	<p>OUTCOME: Teacher prep and professional growth focus on competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.</p> <ul style="list-style-type: none"> • Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education.
<p>GOAL FOUR:</p> <p>Engaged and effective governance</p>	<p>OUTCOME: The education system demonstrates collaboration and engagement.</p> <ul style="list-style-type: none"> • Overall teacher and parent satisfaction with parental involvement in decisions about their child’s education. • Overall teacher, parent and student satisfaction with the overall quality of basic education.
	<p>OUTCOME: Students and communities have access to safe and healthy learning environments.</p> <ul style="list-style-type: none"> • Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school. • Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

Woven into the fabric of the Sturgeon School Division Three Year Plan, the goals and outcomes outlined by Alberta Education form an integral component of the plan.



Sturgeon School Division
9820-104 Street
Morinville, AB T8R 1L8
Phone: 780-939-4341
Toll Free: 1-888-459-4062
Fax: 780-939-5520
Website: www.sturgeon.ab.ca

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Committee of the Whole Memorandum

Date: November 13, 2013
To: Committee of the Whole
From: Wolfgang Jeske
Director, Curriculum and Instruction
Subject: Quick Overview

Background

I am pleased to provide the Board with the proposed 'Three Year Plan Quick Overview'. This document is required by Alberta Education as a complementary one page summary of the Three Year Plan. Using a template provided by AE, it provides highlights of the Division's work and is to be posted on the Division website by the end of November. It is presented to the Board in draft form for comment, with graphics to be added prior to its presentation at the November Board meeting for final approval.

Sturgeon School Division

Fast Facts	Our Students	Our Priorities	We're Listening	The Bottom Line
<p>Sturgeon School Division has:</p> <ul style="list-style-type: none"> • over 4500 students in 16 schools including 2 outreach schools and 1 Hukerrie Colony School • a wide variety of programs including academics, vocational, fine arts, athletics, summer school and pre-kindergarten • continued to support and expand Reggio inspired instruction into four of our primary schools • expanded French Immersion into grade 1 • Introduced a hockey academy into two schools • Introduced a one to one computer pilot into one school as a pilot project • Introduced a paperless report card as a pilot project • continued its focus on developing literacy skills through the implementation of guided reading strategies throughout the division 	<p>We are proud to report that:</p> <ul style="list-style-type: none"> • our students earned approximately \$295,000 in scholarships for the 2012/13 school year • students, in all of our schools, undertake projects which support local and global communities • our diploma results at the acceptable level rose by 6.4% over the previous year • our diploma results at the level of excellence improved by 7.2% over the previous three year average and by 4.9% over the previous year • the 3 yr. high school completion rate rose by 5.3% over the previous year • the diploma exam participation rate increased by 8.4% over the previous year • the Rutherford Scholarship rate improved by 3.1% over the previous year • satisfaction with the Program of Studies offered in our schools improved by 3.0% over the previous year 	<p>Our three major priorities are to ensure that all students:</p> <ul style="list-style-type: none"> • achieve academic success and develop critical thinking and problem solving skills • are recognized as individuals and provided with opportunities to be successful • build relationships with their peers, adults, and the community <p>We will do this by:</p> <ul style="list-style-type: none"> • promoting literacy through the implementation of Guided Reading and Reading Across the Content Areas strategies • Introducing activities which support 'Student Voice' • Supporting activities which foster the building of relationships • providing leadership development opportunities to our school leaders and administrators • providing targeted professional development to our teachers and assistants 	<p>We engage our:</p> <ul style="list-style-type: none"> • Students through: <ul style="list-style-type: none"> ○ effective instructional practice ○ conversations with the Superintendent ○ student project and leadership opportunities in every school ○ a variety of activities which support 'Student Voice' in each school • Parents through: <ul style="list-style-type: none"> ○ school councils, ○ surveys ○ parent portal ○ social media • Staff through: <ul style="list-style-type: none"> ○ school visits ○ staff meetings ○ collaborative professional development opportunities ○ online surveys • Community through: <ul style="list-style-type: none"> ○ trustee meetings with municipal and community organizations ○ business partnerships ○ social media 	<p>During the 2012/13 school year:</p> <ul style="list-style-type: none"> • The Board of Trustees demonstrated their commitment to providing quality instruction and support to students by directing funds and resources to the priorities established in the three year education plan and utilizing reserve funds to balance the budget in order to minimize staff reduction • The Board of Trustees, together with our students, parents, staff and community members undertook to develop a new Vision/Mission and Values statement for the Division <p>As we look forward:</p> <ul style="list-style-type: none"> • Our commitment is to implement the strategies within the Three Year Plan in order to: <ul style="list-style-type: none"> ○ Continue to improve levels of achievement in Provincial Achievement and Diploma Exams at all grade levels ○ Ensure our students are engaged in their learning ○ Ensure students receive the support they require in order to be successful in school
<p>To learn more visit our website or follow us on Facebook.</p>	<p>To learn more review our Accountability Pillar Results or Annual Education Results Report</p>	<p>To learn more examine our Three Year Education Plan</p>		<p>For more information please see our Three Year Education Plan or the Annual Budget Reports</p>



Committee of the Whole Memorandum

Date: November 13, 2013
To: Committee of the Whole
From: Gerry Schick, Deputy Superintendent
Subject: DRAFT Operational School Year Calendar, 2014 - 2015

Background:

Please find attached the DRAFT operational school year calendar, the draft calendar details, as well as draft day count for the 2014-2015 school year.

Recommendation:

That the Board of Trustees take under consideration this first draft of the operational school year calendar for 2014-2015 and advise Senior Administration accordingly.

2014-2015

DRAFT 1

October 15, 2013

- School offices open August 25
- Prof. Dev. Collaboration – No classes August 27
- Prof. Dev. Collaboration – No classes August 28
- Operational Non-Instructional (K-12) August 29
- Labour Day – No classes September 1
- All classes (full day) September 2
- PD / Staff mtg September 10
- PD / Staff mtg September 12
- Thanksgiving Day – No classes October 10
- PD / Staff mtg October 13
- In lieu of Parent/Teacher Interviews November 7
- Remembrance Day - No classes November 10
- Staff meeting 1 hour early dismissal November 11
- Christmas Vacation December 10
- Classes Resume Dec. 22-Jan 2
- PD / Staff mtg January 5
- First day of classes Semester Two January 30
- Teachers' Convention – No classes February 2
- Staff meeting 1 hour early dismissal February 5-6
- Family Day – No classes February 11
- PD / Staff mtg February 16
- In lieu of Parent/Teacher Interviews March 13
- Spring Recess March 27
- Good Friday - No classes March 30-April 3
- Easter Monday – No classes April 3
- Classes Resume April 6
- PD / Staff mtg April 7
- PD / Staff mtg April 17
- Victoria Day - No classes May 15
- PD / Staff mtg May 17
- Last day of classes May 18
- Operational Non-Instructional (K-12) June 5
- June 26
- June 29

OCTOBER, 2014

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SEPTEMBER, 2014

S	M	T	W	T	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

JANUARY, 2015

S	M	T	W	T	F	S
				1	2	3
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

DECEMBER, 2014

S	M	T	W	T	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL, 2015

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

MARCH, 2015

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JULY, 2015

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE, 2015

S	M	T	W	T	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

AUGUST, 2014

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER, 2014

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						


FEBRUARY, 2015

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MAY, 2015

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Operational Day - No Classes
 Non-Operational Day
 Division/School Professional Dev /Collaboration
 P.D./Staff meeting
 Staff Meeting 1 hour early dismissal


STURGEON SCHOOL DIVISION
 9820-104 Street
 Morinville, AB T8R 1L8
 Phone: (780) 939-4341

**School Year 2014-2015**

(All dates are inclusive unless otherwise specified)

AUGUST

Mon.	25	School offices open
Wed.	27	Professional Development Day – No classes
Thurs.	28	Professional Development Day – No classes
Fri.	29	Operational Non-Instructional Day

SEPTEMBER

Mon.	1	LABOUR DAY - No classes
Tues.	2	All classes (full day)
Fri.	12	PD / Staff meeting

OCTOBER

Fri.	10	PD / Staff meeting
Mon.	13	THANKSGIVING DAY - No classes

NOVEMBER

Fri.	7	PD / Staff meeting
Fri.	10	Non-instructional day in lieu of Parent-Teacher Interviews
Tues.	11	Remembrance Day – No classes

DECEMBER

Wed.	10	Staff meeting 1 hour early dismissal
Mon.	22	Christmas recess begins

JANUARY

Mon.	5	Classes resume
Thurs.	30	Semester Break Day/PD / Staff meeting / First day of Semester 2

References: Policy: *D/II/1 Operational School Year*
Admin Practices: *Administration 4 – Operational School Year*
School Operational Year Calendar 2014-2015
School Operational Year Calendar Day Count 2014-2015
School Act: 56



FEBRUARY

Mon. 2 First Day of classes Semester 2
Thurs./Fri. 5/6 Teachers' Convention - No classes
Wed. 11 Staff meeting 1 hour early dismissal
Mon. 16 FAMILY DAY - No classes

MARCH

Fri. 13 PD / Staff meeting
Fri. 27 Non-instructional day in lieu of Parent-Teacher Interviews
Mon. 30 Spring recess begins

APRIL

Fri. 3 GOOD FRIDAY – No classes
Mon. 6 EASTER MONDAY – No classes
Tues. 7 Classes resume
Fri. 17 PD / Staff meeting

MAY

Fri. 15 PD / Staff meeting
Mon. 18 VICTORIA DAY - No classes

JUNE

Fri. 5 PD / Staff meeting
Fri. 26 Last day of classes
Mon. 29 Operational Non-Instructional Day

References: Policy: *D/II/1 Operational School Year*
Admin Practices: *Administration 4 – Operational School Year*
School Operational Year Calendar 2014-2015
School Operational Year Calendar Day Count 2014-2015
School Act: 56



School Year 2014-2015

	Non-Instructional		Instructional		Operational	
	1 to 9	10 to 12	1 to 9	10 to 12	1 to 9	10 to 12
AUGUST	3.0	3.0	0.0	0.0	3.0	3.0
SEPTEMBER	1.0	1.0	20.0	20.0	21.0	21.0
OCTOBER	1.0	1.0	21.0	21.0	22.0	22.0
NOVEMBER	2.0	2.0	17.0	17.0	19.0	19.0
DECEMBER	0.0	0.0	15.0	15.0	15.0	15.0
JANUARY	0.0	0.0	19.0	19.0	19.0	19.0
TOTAL – SEMESTER I	7.0	7.0	92.0	92.0	99.0	99.0
JANUARY	1.0	1.0	0.0	0.0	1.0	1.0
FEBRUARY	2.0	2.0	17.0	17.0	19.0	19.0
MARCH	2.0	2.0	18.0	18.0	20.0	20.0
APRIL	1.0	1.0	17.0	17.0	18.0	18.0
MAY	1.0	1.0	19.0	19.0	20.0	20.0
JUNE	2.0	2.0	19.0	19.0	21.0	21.0
TOTAL - SEMESTER II	9.0	9.0	90.0	90.0	99.0	99.0
OPERATIONAL YEAR TOTAL	16.0	16.0	182.0	182.0	198.0	198.0

References: Policy: *D/II/1 Operational School Year*
 Admin Practices: *Administration 4 – Operational School Year*
School Operational Year Calendar 2014-2015
School Operational Year Calendar Details 2014-2015
 School Act: 56



Memorandum

Date: November 13, 2013
To: Committee of the Whole
From: Michèle Dick, Superintendent
Subject: Policy B/I/3 Committees of the Board

Background:

The Board reviewed Policy B/I/3 in June 2011 however, since that time, the Board has added a new Standing Committee: Advocacy. Direction was given to include parameters and guidelines for this committee in the policy. Upon review, administration has noted that there are several clauses requiring slight modification hence, Trustees will note that there are a few minor changes being recommended along with the addition of guidelines and parameters for the Advocacy Committee.

Recommendation:

That Trustees review Policy B/I/3, Committees of the Board and advise Administration accordingly.



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 The committee shall report to the Board on a regular basis.
- 2.6 All other committee procedures are to be included in the specific description for each committee.

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



Committee Name: COMMITTEE OF THE WHOLE **B/I/3a**

Committee Powers: To make recommendations to the Board regarding revisions to existing Board policy and regulation and the development of new policy and regulations.

To review any matters relating to the operation of the Board.

Committee Terms of Reference

1. Membership: All trustees with a quorum of four. Chair of the Board or designate chairs the meeting.
2. Voting Privileges: All Committee members shall vote.
3. Administrator Assigned: Superintendent of Schools
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.
5. Meetings: Second Wednesday of each month:
 - 4:30 p.m. closed to the public
 - 6:00 p.m. open to the public

Committee Authority

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

References: *School Act: 66 (1)*



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.
2. Voting Privileges: All members of the Committee shall have the right to vote except in the case of a trustee acting as an observer.
- ~~3. Administrator Assigned: Associate Deputy Superintendent, Student Services. The trustee shall be provided notification of students from their area.~~
- ~~3.~~
4. Record of Proceedings of Committee Meetings: Kept by the Executive Assistant, Assistant to the Associate Superintendent, Student Services Learning Support.
5. Meetings: Held at the call of the 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)*



EFFECTIVE: September 7, 1983

REVISED: June 22, 2011

REVIEW: 2017-2018

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 elected at the Annual Organizational Meeting of the Board. Chair elected by the Committee.
2. Voting Privileges: Only Committee members may vote.
3. Administrator Assigned: Associate Superintendent, Human Resources.
4. Record of Proceedings of Committee Meetings: Each party involved in negotiations maintains its own record. The Associate Superintendent, 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-~~(1)~~*
Labor Relations Code: Section 21
Employment Standards Code: Sections 3 and 4
C.U.P.E. Collective Agreement: Article 2



Committee Name: POLICY ADVISORY COMMITTEE

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 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. Administrator Assigned: ~~Chief~~ Deputy Superintendent.
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: LABOUR MANAGEMENT COMMITTEE B/I/3f

Committee Powers: To meet with representatives of Sturgeon staff included in the C.U.P.E. contract.

To discuss proposed changes to Board policy and regulations concerning staff included in the C.U.P.E. bargaining unit, and requests for changes to Board policy and regulations requested by C.U.P.E.

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

Committee Terms of Reference

1. Membership: Three trustees and a C.U.P.E. representative of the local executive. The Chair is one of the Board representatives.
2. Voting Privileges: Only Committee members may vote.
3. Administrator Assigned: Associate Superintendent ~~of~~ Human Resources.
4. Record of Proceedings of Committee Meetings: Kept by the Associate Superintendent ~~of~~ Human Resources. Minutes circulated to all Committee members, all trustees, the President of C.U.P.E. and the Superintendent.
5. Meetings: At the call of either side. Meetings are closed to the public.
- 6.
7. 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 C.U.P.E

References: *Policy B/IV/2 Board Staff Communication*
School Act: Section 119 (+)
C.U.P.E. Agreement: Article 23



EFFECTIVE: September 7, 1983

REVISED: June 22, 2011

REVIEW: 2017-2018

Committee Name: BUILDINGS COMMITTEE

B/I/3g

Committee Powers: To set the agenda for the Committee.

To review and make recommendations on any matters pertaining to construction and maintenance to the Board, of the Board's real property referred to it by the Board.

To participate in final inspections of facilities constructed for the Board.

To open tenders and make recommendations to the Board regarding the awarding of construction contracts.

To recommend policies affecting buildings to the Board.

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 elected by the Board at the Annual Organizational Meeting of the Board.
2. Voting Privileges: Only Committee members may vote.
3. Administrator Assigned: Superintendent or designate.
4. Record of Proceedings of Committee Meetings: Kept by the Superintendent or designate and approved by the Committee at its next meeting. Minutes circulated to all Committee members, all trustees, and the Superintendent.
5. Reporting: The ~~trustees~~ 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)*



Committee Name: EDUCATION POLICY COMMITTEE

B/I/3h

Committee Powers: To set the agenda for the Committee.

To review and make recommendations on any matters pertaining to curriculum and instruction referred to it by the Board.

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 elected by the Board at the Annual Organizational Meeting of the Board.
2. Voting Privileges: Only Committee members may vote.
3. Administrator Assigned: ~~Chief~~ Deputy Superintendent or designate.
4. Record of Proceedings of Committee Meetings: Kept by the ~~Chief~~ Deputy Superintendent and approved by the Committee at its next meeting. Minutes circulated to all Committee members, all trustees, and the Superintendent.
5. Reporting: The ~~trustees~~ 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)*



Committee Name: FINANCE COMMITTEE

B/I/3i

Committee Powers: To set the agenda for the Committee.

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 Board regarding matters related to the division budget.

Committee Terms of Reference

1. Membership: Three trustees elected by the Board at the Annual Organizational Meeting of the Board.
2. Voting Privileges: Only Committee members may vote.
3. Administrator Assigned: Secretary Treasurer.
4. Record of Proceedings of Committee Meetings: Kept by the Secretary Treasurer and approved at its next meeting. Minutes circulated to all Committee members, all trustees and the Superintendent.
5. 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)*



Committee Name: **TRANSPORTATION COMMITTEE**

B/I/3j

Committee Powers: To set the agenda for the Committee.

To review and make recommendations to the Board on matters related to the transportation of Sturgeon School Division students.

To recommend and review policies dealing with transportation.

To liaise with bus contractors on governance matters.

Committee Terms of Reference

1. **Membership:** Three trustees elected by the Board at the Annual Organizational Meeting of the Board.
2. **Voting Privileges:** Only Committee members may vote.
3. **Administrator Assigned:** Superintendent or designate.
4. **Record of Proceedings of Committee Meetings:** Kept by the Superintendent or designate and approved at its next meeting. Minutes circulated to all Committee members, all trustees and the Superintendent.
5. **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)*



Committee Name: HUMAN RESOURCES COMMITTEE

B/I/3k

Committee Powers: To set the agenda for the Committee.

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

To recommend and review policies related to Human Resources.

Committee Terms of Reference

1. Membership: Three trustees selected by the Board Chair at the Annual Organizational Meeting of the Board.
2. Voting Privileges: Only Committee members may vote.
3. Administrator Assigned: Associate Superintendent of Human Resources.
4. Record of Proceedings of Committee Meetings: Kept by the Associate Superintendent of Human Resources and approved at its next meeting. Minutes circulated to all Committee members, all trustees and the Superintendent.
5. 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.



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

Committee Powers: To set the agenda for the Committee.

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

To recommend and review policies related to advocacy.

Committee Terms of Reference

6. Membership: All trustees with a quorum of four. Chair is elected by the Committee.
7. Voting Privileges: All Committee members shall vote.
8. Administrator Assigned: Superintendent of Schools.
9. 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.
10. 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)*



Memorandum

Date: November 13, 2013
To: Committee of the Whole
From: Michele Dick, Superintendent
Subject: Policy C/4 Superintendent of Schools

Background:

Attached for Trustee review is a draft copy of Policy C/4 Superintendent of Schools. Suggestions for revision have been included for Trustee consideration. New wording has been closely aligned to the associated clauses in the School Act.

Recommendation:

That the Board review Policy C/4 Superintendent of Schools and advise Administration accordingly.



1.0 POLICY

1.1 The Superintendent of Schools, as Chief Executive Officer of the Board of Trustees and Chief Education Officer of the Division, is responsible to lead and supervise the operation of the school system, and is accountable, in that undertaking, to the Board.

2.0 GUIDELINES

~~1.2 2.1 Accordingly, Pursuant to 1.1 of this policy, the Board delegates to the Superintendent full responsibility for the total operation of the school system including the authority to suspend the services of a teacher pursuant to section 61(3) of the School Act, for the reasons outlined in either section 105(1) or 105(2) of the School Act, which suspension shall be conducted in accordance with the requirements of the School Act, and which decision shall not be appealable to the Board of Trustees. the power to do, or sub-delegate the authority to do, any act or thing or exercise any power that the Board may or is required to do or exercise except for those powers which, in accordance with Section 61(2) of the School Act, cannot be delegated~~

~~Without limiting the scope of responsibility, the Board directs attention to the key result areas identified in the current job description for the Superintendent and the duties as outlined in the School Act, Section 113 (4) and (5).~~

2.2 Notwithstanding Clause 2.1, the Board of Trustees delegates to the Superintendent only:

2.2.1 the authority to suspend the services of a teacher including, without limitation, the authority under Section 105(2) of the School Act to suspend a teacher from the performance of the teacher’s duties without prior notice if the Superintendent is of the opinion that the welfare of students is threatened by the presence of the teacher; and

2.2.2 the power to terminate the services of teacher

2.3 A decision of the Superintendent to suspend or terminate the services of a teacher is not appealable to the Board.

2.4 With respect to the powers specified in 2.2 above, the Board of Trustees requires the Superintendent to:

References:	<i>Admin Practice(s):</i>	
	<i>School Act:</i>	
	Section 61 (1); (3)	Delegation of Power
	Section 113 (4); (5)	Superintendent of Schools
	Section 114	Term of Appointment
	Section 115	Regulations

EFFECTIVE: October 16, 1985

REVISED: June 25, 2008

REVIEW:

-
- 2.4.1 advise the Board of Trustees forthwith in writing of any suspension directed pursuant to such delegated authority
- 2.4.2 advise the affected teacher forthwith in writing of the reasons for the suspension of the teacher and
- 2.4.3 forward a copy of the notice of suspension together with a written statement of the facts alleged, to the Board of Trustees and to the Minister.
- 2.5 With respect to the powers specified in 2.2 above, the Board of Trustees requires the Superintendent to:
- 2.5.1 advise the Board of Trustees forthwith in writing of any termination made pursuant to such delegated power; and
- 2.5.2 provide the affected teacher with written notice of any termination made pursuant to such delegated authority in accordance with the requirements of the School Act.

3.2.0 GENERAL ROLE

3.12.1 The Superintendent of Schools shall be directly responsible and accountable to the Board. He/she will work with, assist and advise the Board on matters arising in all areas of Board jurisdiction and will provide the information necessary for sound decision-making. He/she has the responsibility of recommending to the Board appropriate policies for governing the operation of the system and for implementing and acting within the policies adopted by the Board. The Superintendent is responsible for the development, delivery and maintenance of an educational program which ensures optimum educational opportunity for all students in the jurisdiction. Authority may be delegated by the Superintendent to other system personnel but the Superintendent shall be accountable for the tasks performed and the results achieved.

3.0 GUIDELINES

3.2 Without limiting the scope of responsibility, the Board directs attention to the key result areas identified in the current job description for the Superintendent and the duties as outlined in the School Act, Section 113 (4) and (5).

References: *Admin Practice(s):*
School Act: Section 61 (1); (3) Delegation of Power
 Section 113 (4); (5) Superintendent of Schools
 Section 114 Term of Appointment
 Section 115 Regulations

EFFECTIVE: October 16, 1985

REVISED: June 25, 2008

REVIEW:

~~3.31~~—The appointment of the Superintendent of Schools shall conform to the requirements of the School Act and Ministerial Regulations with respect to notification and qualifications.

References: *Admin Practice(s):*
School Act: Section 61 (1); (3) Delegation of Power
Section 113 (4); (5) Superintendent of Schools
Section 114 Term of Appointment
Section 115 Regulations



Memorandum

Date: November 13, 2013
To: Committee of the Whole
From: Advocacy Committee
Subject: Draft Advocacy Plan

Background:

Attached for Trustee review is a draft copy of the Advocacy Plan. Suggested revisions have been completed.

Recommendation:

That the Board review that attached policy and advise the Administration accordingly.

Sturgeon School Division Board

Advocacy Plan 2013 – 2014 – Four “E’s” to Success

PRIORITY OUTCOME 1:

ENHANCE student participation and involvement in decisions that affect their education and school experience.

Strategies:

- Investigate opportunities for student to attend board meetings and or Board/division functions
- Encourage School Councils to invite and include students in school council meetings
- Establish a forum for students to provide input into their educational desires, and create a measurement tool to monitor student involvement

Measure:

- Number of opportunities for students to participate in activities and decisions that affect their education and school experience.

PRIORITY OUTCOME 2:

ENGAGE people in our communities to build value for and facilitate their participation in the public education of our students

Strategies:

- Conduct public engagement forums based upon relevant topics that will strengthen the Board’s ability to engage the public in division activities and plans.
- Further the involvement of trustees in the community
- Engage in activities designed to educate the public about Trusteeship and Sturgeon School Division

Measure:

- Improved public satisfaction with opportunities to be involved in or to be made aware of decisions that affect children’s education

PRIORITY OUTCOME 3:

ESTABLISH relationships with external organizations to broaden support for schools and enhance student and community well-being.

Strategies:

- Identify, plan and pursue opportunities to develop diverse partnerships with external organizations

Measure:

- Improved relationships with external organizations (including local and provincial government authorities)
- Improved Board communication throughout the community
- Increase in: Board visibility; invitations to participate in community and school activities, meetings and celebrations; as well as Board attendance at such

PRIORITY OUTCOME 4:

ENCOURAGE innovation in division projects that are directly related to enhancing student achievement and success

Strategies:

- Support administration, school councils, parents, and others in the implementation of innovative ways and projects that support unique and enhanced learning for our students

Measure:

- Evidence of innovation in schools and throughout the division, as reported to the Board yearly
- Number of opportunities for Trustees to champion and share the successes of innovative projects in particular schools and throughout the division



Board Memorandum

Date: November 13, 2013
To: Committee of the Whole
From: Iva Paulik, Secretary Treasurer
Subject: School Council Annual Reports

School Councils are asked to provide an annual report to the Board of Trustees.

For your information, attached you will find “Year In Review” reports for the 2012-2013 school year submitted by the following School Councils:

Bon Accord Community School
Camilla School
Guthrie School
Landing Trail School
Lilian Schick School
Namao School
Ochre Park School
Redwater School
Sturgeon Heights School

A reminder has been sent to the School Councils who have not yet provided their “Year in Review 2012-2013” report. (Gibbons School, Morinville Public Elementary School, and Sturgeon Composite High School.)

Bon Accord Community School

Year In Review 2012-2013

Written by

Nicole Roe

**School Council Chair
2012-2013**

Bon Accord Community School Council Year in Review 2012-2013

September 2012

- The school's focus this year was the Leader In Me Program with leadership themes implemented into curriculum and school wide activities such as assemblies and concerts.
- More student involvement in leadership roles will be highlighted during the school year.
- An introduction to the Leader In Me Program was created for parents and was available at Meet the Staff night and throughout the year.
- Another focus for staff members was guided reading for grades 1 through 4.
- Meet the Staff pasta supper was a success
- Roots of Empathy to begin with the Grade 1 classes
- Hot Lunch program will run Fridays from October until April 2012
- A milk program was also available for students on Tuesdays and Thursdays.
- Student Union Ticket Packs were sold as a Program Support Society (PSS) fundraiser.
- The school has updated its technology policy and is looking at updating the nutrition and assessment policies as well.
- The school will present its budget to parents 4 times per year for review.

October 2012

- Fundscrip gift card fundraiser
- Regal fundraiser
- The school created a Facebook page in order to help keep parents informed of school events.

November 2012

- National Bullying Awareness Week November 12-17, the School Council participated in a Cyberbullying Prevention Webcast.
- The School Council also participated in a Teleconference with the Minister of Education with the subjects focused on putting students first and engaging parents in education.
- The students participated in a Leader In Me project to redo the large tree in the gathering area. The project highlighted how the students synergized to complete the project.
- Craft Fair was held on November 4, 2012

January 2013

- Kindergarten students participated in the Literacy Backpack program.
- Leader In Me t-shirts were ordered for students. Each grade level will wear the same colour and students will wear the t-shirts at assemblies, on field trips and during special events at the school.
- Literacy Day was held on January 25th with members of the community coming in to participate in literacy activities with the students.
- The Program Support Society considered applying for a casino to help with fundraising efforts.
- The School Council participated in another teleconference with the Minister of Education on January 22nd this time focusing on the fiscal situation of education.

February 2013

- The Lead-A-Thon was held for the month of February with students receiving pledges for goals set and met. An incentive was participating students had the chance to become a principal for a day.
- The school ordered more guided reading resources.
- A family dance and raffle was held on March 15th and was very well attended.
- A Breakfast Program was started to help students who need extra food in the morning to get a good start on their day.
- The school hosted a presentation by the Alberta Opera.

April 2013

- The School Council attended the Sturgeon School Division Vision, Mission, Mandate, and Beliefs review workshop.
- The Hot Lunch program was a success again this year.
- Counseling information is now available under the parent heading of the BACS website.
- The submarine sandwich fundraiser was held for March and April.

May 2013

- Elections for the 2013-2014 school year, Chair: vacant, Vice Chair: Vicky Beaton, Secretary: Melissa Hewitt
- Grade 4 students traveled to Drumheller for a fieldtrip, and also participated in a track meet
- Grade 1 students had a penguin visit
- All students participated in a town-wide clean up

Camilla School

Year In Review 2012 – 2013

Written by

Chair & Vice Chair

Kristi Morkin & Kristen Babin

CAMILLA SCHOOL ADVISORY COUNCIL YEAR IN REVIEW

2012 – 2013

September 2012

- Meet the teacher night plan and request volunteers.
- Gift policy for retiring teachers.
- Meeting protocol & mission statement. To enhance and support the educational experience of students of Camilla School.

October 2012

- Health and fitness focus. Create health flyer.
- Criminal checks for volunteers.
- Bus safety protocol.

November 2012

- Building Self Esteem speaker, cost \$130.00.
- Excellence in teaching awards.
- Babysitting and Home Alone courses running.

December 2012

- Christmas concert.
- Building Self Esteem in children Jan 21st.
- Family Movie night date set Jan 30, 2013.

January 2013

- Valentines Gala February 3, 2013 looking for silent auction items.

February 2013

- Teacher Appreciation Committee Volunteers.
- Sturgeon County Outstanding Volunteer of the Year Award.
- Accountability Pillar Survey for parents Grades 4, 7, 10.
- Look into healthy choices vending machine in grade 5-6 area. www.yegmaxhealthyvending.com

March 2013

- STEP Parenting Program. If necessary SAC will put \$150.00 towards food & drink.
- Before & After School Care survey to see if this is a needed service.
- Teacher Appreciation – food, lunch supervision, personal handwritten cards from each student delivered to teachers in a decorated keepsake box.

April 2013

- Special speakers. Students come and report to the SAC on their Leadership projects.
- Plant & Bake sale planning. SAC fundraiser.
- AGM meeting next month and recruiting new members.

May 2013

- SAC donates \$300 to ballet performance for Grades K-3.
- SAC donates \$300 for busing too TriLeisure Center field trip for Grades 4-6.
- SAC donates \$300 to Leadership for their Sierra Leone Project.
- SAC donates \$100 to Headstart.

June 2013

- Back to school BBQ will be 'Get the Scoop' event. Get to know teachers and community. \$350 budget.
- Fund-raising – Dissolve Friends of Camilla (FOC) and create a fund-raising sub committee of the SAC
- Retirement celebration of a long time staff member June 24.

Enter name of School Council
Financial Statement
REPORTING PERIOD: September 1, 2012 – August 31, 2013

ASSETS	Cash-Bank Account	\$1243.89
	Common Shares	\$59.42
	List any other assets	
	TOTAL ASSETS	\$1303.31
LIABILITIES	TOTAL LIABILITIES	\$0.00
INCOME	From FOC for Retirement gifts	\$25.00
	Cash Donations from Family Movie night	\$220.00
	Plant & Bake Sale Proceeds	\$832.10
	Concession Proceeds	\$359.35
	Raffle Proceeds	\$542.60
	Sale of extra hot dogs	\$88.88
	TOTAL INCOME	\$2067.93
DISBURSEMENTS:	Staff Retirement gifts	\$50.00
	Meet the Teacher Night	\$211.93
	Christmas baggies	\$42.78
	Building Self Esteem in Children Workshop	\$152.68
	Family Movie Night	\$122.47
	Family Movie Night Silver Collection	\$220.00
	Donated to Morinville Food Bank	
	Teacher Appreciation Lunch & Boxes	\$268.33
	Parent Class	\$56.71
	Plant and Bake Sale	\$13.38
	Concession	\$375.57
	Raffle	\$12.60
	Donation to Division Winners	\$120.00
	(for Plant/Bake Donations)	
	Donation to Camilla school Library	\$80.00
	Donation to Headstart	\$100.00
	Donation to Camilla leadership fund for	\$300.00
	Sierra Leone	
	Donation to Camilla Gr 4-6 field trip busing	\$300.00
	Donation to Camilla for AB Ballet production	\$300.00

	TOTAL DISBURSEMENTS	\$2726.45
Profit/Loss	Bank Balance Sept. 1, 2012	\$1902.41
	Withdrawals	\$2606.45
	Deposits	<u>\$ 1947.93</u>
	Bank Balance August 31, 2013	\$1243.89

THIS FINANCIAL STATEMENT HAS BEEN REVIEWED AND APPROVED BY:

Name _____

Position _____

Date _____

NOTE: This report is based on funds managed by the School Council, not funds managed by the school Fund-raising Committee.



Camilla
School
Advisory
Council

CAMELLA SCHOOL ADVISORY COUNCIL ASSOCIATION

FINANCIAL STATEMENT

REPORTING PERIOD: SEPTEMBER 1, 2012 - AUGUST 31, 2013

ASSETS		
	Cash-Bank Account	\$1,243.89
	Common shares	\$59.42
	TOTAL ASSETS	\$1,303.31
LIABILITIES	TOTAL LIABILITIES	\$0.00
INCOME		
	From FOC for Retirement Gifts	\$25.00
	Cash Donations From Family Movie Night	\$220.00
	Plant & Bake Sale Proceeds	\$832.10
	Concession Proceeds	\$359.35
	Raffle Proceeds	\$642.60
	Sale of extra hot dogs	\$88.88
	TOTAL INCOME	\$2,067.93
DISBURSEMENTS		
	Staff Retirement Gifts	\$50.00
	Meet The Teacher Night	\$211.93
	Christmas beggies	\$42.78
	Building Self Esteem in Children Workshop	\$162.68
	Family Movie Night	\$122.47
	Family Movie Night Silver Collection Donated to Monroville Food Bank	\$220.00
	Teacher Appreciation Lunch and Boxes	\$268.33
	Parent Class	\$56.71
	Plant and Bake Sale	\$13.38
	Concession	\$375.57
	Raffle	\$12.60
	Donation to Division Winners (for Plant/Bake Donations)	\$120.00
	Donation to Camilla School Library	\$80.00
	Donation to Camilla Headstart	\$100.00
	Donation to Camilla Leadership fund for Sierra Leone school	\$300.00
	Donation to Camilla Grades 4 - 6 Field Trip Bussing	\$300.00
	Donation to Camilla School for Alberta Ballet Production	\$300.00
	TOTAL DISBURSEMENTS	\$2,726.45

Profit/Loss	Bank Balance Sept. 1, 2012	\$1,902.41
	Withdrawals	\$2,606.45
	Deposits	\$1,947.93
	Bank Balance June 30, 2013	\$1,243.89

THIS FINANCIAL STATEMENT HAS BEEN REVIEWED AND APPROVED BY;

Raphae Lindqvist

Name

Treasurer

Position

June 17/13.

Date

Guthrie Parent Council

Year in Review 2012-2013

Written by

Joanne Jeans-Moxham

Chairperson

Minutes Sept 10th 2012

1. Call to order at 6:32pm

Attendance:

Jamie Wade
Nathalie Ryan
Natalie Healey
Cora Smith
Paul Froese
Nancy Arnold
Chantelle
Joanne Jeans-Moxham
Roza Parlin
Kim Payne
Tracy Nowak
Brian Ferrell
Dianne Kuhn

2. Reports

a) Trustee Report

- N/A at this time

b) Principle Report

- enrolment down for the school
- 4/5 split class dissolved, said good bye to Miss Keogh
- large grade 4, 7 and 9 classes sitting at 30, 32, and 32 students
- Sept 30th is cut off for class changes
- no lunch fees
- all teachers in classes for lunch
- field trip costs down, bussing covered by the school
- grade 1-6 literacy (Aisi), Jr. High doing a science project that's literacy based
- saying good bye to Mrs Filewich
- Jr. High to birch bay on Sept 17th
- Picture day Sept 20th
- Cross Country division Sept 25th
- Terry Fox run Sept 27th

3. Fundraisers

- Chantelle and Nancy voted in for fundraising chairs
- SUTP
- Peace and Joy
- Gator gear
- Cookie Day

a) Christmas Store/Concert

- Dianne leading the Christmas store
- donations obtained for the Christmas concert
- Wellington Bakery for the bake sale
- One nights stay at West Ed's Fantasyland hotel

b) Treasures Report

- N/A at this time

4. Chairperson

BBQ Update

- Parent Council will have a table explaining what we are all about eg. \$100 donation to each classroom, field trips, swimming, sports program
- more teacher appreciation
- 2 new bbq's from the canex program

5. Next Meeting – Oct 15th 6:30pm

6. Open Comments/Questions

- no milk program, will be through the school store (maybe a punch card)
- breakfast program, maybe a lunch program (soup and sandwiches)
- no more nickel candy
- will offer hot chocolate, cider but no coffee

7. Adjournment 7:56pm

Minutes October 15th 2012

1. Call to order at 6:30pm

Attendance:

Jamie Wade
Nathalie Ryan
Nancy Arnold
Roza Parlin
Amanda Graham
Tracy Nowak
Brian Ferrell
Chantell Adamson
Greg Adamson
Joanne Jeans-Moxham

2. Reports

a) Trustee Report

- Monday Nov 5th School Board meeting
- Nov 7th new boundary meeting at Nameo school, anyone is welcome, does not affect Guthrie
- Trustee election
- still no consistent "0" policy, differs from school to school

b) Principle Report

- PAT results are in
- Grade 3, 6 and 9 % of overall final mark is up to each school individually.
- Guthrie overall mark is: grade 6 is currently 25 % and grade 9 is currently 30%
- considering lowering overall mark for 2012-1013 year to: grade 6 at 15% and grade 9 at 25%
- Accountability results was an overall increase in scores compared to last year
- Guthrie staff is discussing the "0" policy
- Parents are in favour of giving out zero's, needs to be consistent with each teacher
- cell phone usage, phones may be confiscated, but never kept over night and will be returned at the end of the day
- school needs to find a better way to get faster internet
- Mrs. Gertzen is representing Gurthrie at Ipad Cohortz about the benefits of Ipads and portable labs
- Mrs. Brailey left Guthrie after getting a job at the new Morinville school
- Michelle Dick, the Super Attendant is visiting on Nov 1st
- lost and found is overflowing, maybe provide class trips to the lost and found
- end of every month lost and found is laid out whatever is not claimed is donated

3. Fundraisers

- Financial GSPA May 1st 2011- Aug 31st 2012 net \$8148.48
- Lunch Program account to be closed and the balance \$1052.35 to be transferred to the fundraising account
- cookie day made \$91.95
- STUP packs so far \$991
- Boston Pizza had 111 orders
- Lunch Lady down to once a month at her request
- Peace and Joy is over \$1000 and is done Oct 19
- Upcoming: Purdy's Chocolate Christmas order, and gator gear
- maybe have a fundraiser to raise money for a standard girls shorts for team sports

- in March we will look again at the \$100 budget for the teachers
- all in favour of giving \$300 to the spirit committee for their help on meet the teacher night, to be presented on Nov 14th Jr. High assembly
- 4. Next Meeting** – Monday November 19th at 6:30pm
- 5. Adjournment** 8:15pm

Minutes November 19th 2012

1. Call to order at 6:20pm

Attendance:

Jamie Wade
 Dianne Kuhn
 Barb Booker
 Natalie Healey
 Cora Smith
 Roza Parlin
 Chantelle Adamson
 Tracy Nowak
 Audrey Burrows
 Brian Farrell
 Joanne Jeans
 Lonya D'Orsay

2. Reports

a) Dr. Burrows

- Bully awareness Week 12-17
- WITS has \$100 grant, stories being submitted to help win
- WITS starts in grade 1
- LEADS starts in grade 4
- Guthrie was invited to "creating safe spaces" waffle breakfast
- 2012-2013 AB TTFM project student survey
- Depression/anxiety down
- positive learning an advocacy up

b) Tracy Nowak

- holding a grant writing workshop
- transport rep would like to come out and maybe do a meeting
- parent tele-conference, discussion on Alberta New Education Act

c) Principle Report

- kindergarten is having its own Christmas Concert on Dec 12,
- Guthrie Christmas concert on Dec 13
- Report Cards are going home on Friday November 23rd
- book online for teacher meetings
- Dec 7th sleigh rides
- budget, 19% on supplies, evergreening \$44 000 (\$24 000 left)
- decided against another mobile lab, might go with active tables (\$8000 each)
- new tables for the kindergarten room
- new home economics tables
- AISI budget \$30 000 Arts language, grade 1-6 \$10 000 for new books
- intervention, Attendance board if you absent more than 20% of the time
- AIMS web to check students fluency in reading, a program to get kids who are above average to take out more advance books and to get kids caught up to their level
- kindergarten is a peanut free zone

d) President

- Pot luck at next meeting

3. Fundraisers

- SUTP is done, Guthrie made \$1200
- Lunch Lady is only giving 1 week for orders; we need at least 2 weeks
- Peace and Joy orders in last week, our share is \$1400
- 83 items for gator gear
- Purdy's order due Nov 21st
- Spring will have an Easter Chocolate fundraiser and a summer Catalogue
- Regal is suggest for another fundraiser
- Jan hot lunch orders for Edo Japan and Boston Pizza will be entered into a draw for a free lunch in Feb
- more information needs to go out to parents telling them what the fundraising money goes towards.

4. Christmas Store

- we need donations
- send home notices
- Spirit Committee helping out
- Headstart no shopping, if they do at the end time slots
- set up Dec 7th

5. Christmas Concert

- band will do bake sale
- Wellingtons will donate baked goods
- Tim Horton's coffee donated
- VIP parking
- front row seating

6. Financial

- outstanding to Guthrie is \$6300

4. Next Meeting – Monday December 10th

5. Adjournment 8:00pm

Minutes December 10, 2012

1. Call to order at 6:30pm

Attendance:

Jamie Wade
Dianne Kuhn
Roza Parlin
Nathalie Ryan
Tracy Nowak
Brian Farrell
Joanne Jeans
Lonya D'Orsay

2. Reports

a) Tracy Nowak

- public board meeting on Wednesday December 12th, 2013
- new structures to wards

b) Principle Report

- parent teacher interviews had more parents attends
- not as much back up

c) President

- January revisit the \$100 per classroom
- maybe have a rep at the CRA "Welcome to Edmonton" to promote Guthrie
- Welcome back BBQ, Wednesday September 11th at 5pm

3. Fundraisers

- SUTP is done, Guthrie made \$1200
- Lunch Lady is only giving 1 week for orders; we need at least 2 weeks
- Peace and Joy orders in last week, our share is \$1400

- 83 items for gator gear
- Purdy's order due Nov 21st
- Spring will have an Easter Chocolate fundraiser and a summer Catalogue
- Regal is suggest for another fundraiser
- Jan hot lunch orders for Edo Japan and Boston Pizza will be entered into a draw for a free lunch in Feb
- more information needs to go out to parents telling them what the fundraising money goes towards.

4. Financial

- N/A

5. Next Meeting – Monday January 14th 2013

6. Adjournment 7:40pm

Minutes January 14, 2013

1. Call to order at 6:30pm

Attendance:

Jamie Wade

Nathalie Ryan

Tracy Nowak

Kim Payne

Joanne Jeans

Lonya D'Orsay

Nancy Arnold

Chantelle Adamson

2. Reports

a) Tracy Nowak

- teleconference January 22nd 7-9pm
- parents can phone in questions
- proposed changes for the calendar year
- no ½ days, work into a full Friday most months
- volunteer policy, criminal checks is only mandatory if parents are unsupervised

b) Principle Report

- PD day January 31st
- basketball has started
- Snow Vally ski trip, no military bussing, March 6th and March 14th
- May not do the Jasper ski trip
- new lock down policy, all doors but the front door and headstart door will be locked after school begins

3. Fundraisers

- \$1200 raised from Purdy's
- \$158 from the Front and centre
- draw for free lunch 9 kids, 1 adult
- Lunch Lady decided to drop us, we agreed
- Mr. Frosee is will do a hot lunch once a month
- Party Lite due on the 18th
- Easter Purdy's fund raiser
- Spring Peace and Joy fundraser
- last cookie day raised \$133

4. Financial

- N/A

5. Next Meeting – February 11th 2013

6. Adjournment 7:40pm

Minutes February 11, 2013

1. Call to order at 6:35pm

Attendance:

Jamie Wade
Tracy Nowak
Brian Farrell
Lonya D'Orsay
Nancy Arnold
Chantelle Adamson
Roza Parlin
Audrey Burrows

2. Reports

a) Tracy Nowak

- Division Hired a Consultant for the new Vision and Direction
- Minister making rounds visiting all the school divisions

b) Principle Report

- now has a lock down committee
- 13 points of entry into the school
- front door will be the only entrance during school hours
- Headstart will have their own key to lock their doors
- classroom doors will lock
- will have a drill (intruder)
- substitute teachers/EA's will be given a package with all the protocols
- combining PD days and early dismissal for next year, this will save money on buses
- Sturgeon County is having a "Family Unplugged" draw for Family Day
- budget process for next year will change the special education formula, therefore Sturgeon may lose funding because they don't take into account the base school, native reserve, foster care, etc...

3. Fundraisers

- Purdy's went out today
- Party Lite made \$500
- spring "fresh" fundraiser (Peace and Joy)
- Mr. Frosee needs to change his hot lunch date to before March break
- New Parent Council board

4. Financial

- May 1st – April 30th
- \$4200 raised in Fundraising
- \$6600 for 2 Promethean tables
- faster internet for next year

5. Next Meeting – March 11th 2013

6. Adjournment 7:50pm

March 11th 2013

Call to Order: 6:37pm

Attendance:

Joanne Jeans

Jamie Wade

Roza Parlin

Tracy Nowak

Brian Ferrell

- 1) Trustee Report
 - excellent in teaching awards
 - budget March 7th, AISI funding was cut, effective immediately
 - 0 increase in teacher salary (but they still move up on the pay scale)
 - Sturgeon has never had a strike
 - EM (maintenance/renovations) was cut
 - Might implement criminal checks for sports volunteering and overnight field trips
- 2) Principal Report
 - Direction on division mandate
 - April 2nd or 3rd from 6-7:30pm in Morinville
 - Roza, Lonya and Joanne will try to attend
 - Paperless report cards until the year end report card
 - Encourage the parent portal
 - French immersion starting in kindergarten 2013/2014
 - March 13 ECS orientation
 - Next year BBQ – Thursday September 12th
 - Grade 6 student council
 - grade 7 home room, different teacher for every subject, grade 7 may run like grade 6 (having the homeroom teacher teach core subjects)
 - Grade 6 part of sports, teams and band
 - Lock down, starts after announcement
 - No window coverings on class doors
- 3) Fundraising
 - Gator gear until the end of March-April and during parent-teacher interviews
 - Fresh catalogues will be out after spring break
- 4) Open
 - MQCC (Married Quarters Community Council) has a tree planting project, asking Guthrie to help promote it
 - June 8th base wide garage sale
 - Spring Photo's, April 3rd
 - Science Fair is open to whole school, no prizes for 1st, 2nd, etc.. but will receive extra marks
- 5) Next meeting – April 15th 2013

Meeting Adjourned – 8:00pm

Minutes from April 15, 2013

1. Call to order at 6:37pm

Attendance:

Joanne Jeans
 Lonya D'Orsay
 Roza Parlin
 Nancy Arnold
 Chantelle Adamson
 Brian Ferrell
 Barb Booker
 Jamie Wade

2. Reports

a) Tracy Nowak

- N/A

b) Principle Report

- program planning for next year
- 1.2 million in division cut backs
- includes special education coordinator and funding cut backs
- includes operations and maintenance
- AISI was cut totally on April 1st 2013
- For Guthrie, they will lose ½ a teacher
- \$76000 down to \$66000
- should not affect Guthrie to much
- kindergarten registration is low, 10 registered for English and 5 registered for French Immersion
- April 22nd Dallas Artkan, the musician is coming for a performance
- book fair this week
- Grade one Reading Restaurant on April 26th
- Friday PD day passed, no more early dismissal days for 2013/2014

c) Fundraisers

- May do end of the year donation to Mr. Frosee, for the kids that help out through the year
- Photo's went home
- Fresh catalogue is due April 24th
- Can an M+M fundraiser be done?
- around 50 Edo Japan orders and 50-100 Boston Pizza orders

d) Financial

- bank balance \$18,659.84
- we need to promote what we spend fundraising money on

3. Other

- Guthrie's new building is 10 years old
- Chantelle is making a cake
- assembly sometime in May
- April 29th Council of School Councils @ Guthrie, to see how we can increase numbers
- Guthrie may go peanut free next year
- teacher appreciation pot luck, June 12th

4. Next Meeting – May 13th 2013

5. Adjournment 8:10pm

June 2012

- **Elections:**
 - Chair – Joanne Jeans-Moxham**
 - Co-Chair – Open**
 - Treasury – Roza Parlin**
 - Secretary – Open**
 - Fundraising – Chantelle and Nancy**
 - Christmas Store – Open**
- **Mr. Farrell with give his wish list on the Sept 9th meeting**
- **Back to school Sept 4th; BBQ prep for Sept 12th**
- **Christmas store will run Dec 10th-13th**

Landing Trail School

Year In Review 2012 – 2013

Written by

Council Chair

Barb Hermans

Landing Trail School YEAR IN REVIEW

2012 – 2013

September 2012

- **Divisional goals: critical thinking and embracing uniqueness.**
- **The school is full. Decisions to be made in the future on whether or not to move Grade 4's to Gibbons School.**
- **New school in Morinville brings up trustee electoral boundaries, may be some trustee shifts.**
- **New Hot Lunch counts, only twice a year instead of ever couple of months.**

October 2012

- **School participated in fire drill, lockdown and bus evacuations.**
- **Budget still being finalized.**
- **Deficit in funding, has not affected staff, strategies to be discussed with school boards.**
- **30th Anniversary clothing order forms ready to send out, water bottles will be supplied to each student by the PIA.**

November 2012

- **Reviewed Assessment, Nutrition and Discipline Policies.**
- **Reviewed school budget for 2012/2013**
- **In-school volunteer criminal record checks were discussed, Principal gives direction on policy for school as per Trustee.**

- A variety of fundraisers are being organized: Santa workshop, Hats and Mitts, Raffles, Casino.

December 2012

- No meeting

January 2012

- **Divisional Goals: Critical Thinking and Problem Solving, Embracing Uniqueness.**
- Guided reading literacy is progressing. AIMS Web testing in January.
- Bussing expenses brought forward and the possibility of charging for transportation in the next 1-3 years.

February 2012

- No Meeting

March 2012

- Change in class schedule for early out Wednesdays, review of enrollment, and paperless reporting for report cards
- Modular classroom coming in August for September 2013.
- Trustees created a group to review the requirement for all volunteers to get criminal records checks division wide.
- Reviewed new playground funding, volunteers required for set up and removal of equipment.

April 2012

- **Annual General Meeting – most positions filled, a few still available**
- Grade 4 swimming lessons will be subsidized by the parents, motioned and voted. Bussing will be paid for by the PIA, motioned and voted.

- **Discussed AISI Research focus and divisional goals**

May 2012

- **Budget presented, changes to next year's schedule for the blocks.**
- **Fundraising complete for playground, equipment on order, install August 2013.**
- **Grand Opening of playground and 30th anniversary celebration in September.**
- **Anniversary cookbook a possibility for the fall.**

June 2012

- **New web site design and plans**
- **Progress on our green initiative: paperless reporting**
- **Technology purchases**
- **Staff changes**

Landing Trail School Council

Financial Statement

REPORTING PERIOD: September 1, 2012 – August 31, 2013

ASSETS	Cash-Bank Account	\$ 25,438.24
	Common Shares	\$ 384.51
	List any other assets	
	TOTAL ASSETS	\$ 25,822.75
LIABILITIES	TOTAL LIABILITIES	\$0.00
INCOME	List income	\$ 57,306.78
	Hot Lunch Revenue	
	Fundraisers	
	TOTAL INCOME	\$ 57,306.78
DISBURSEMENTS:	List disbursements	\$ 48,543.42
	Hot Lunch Expenses	
	Year End Party	
	Fundraiser Settlements	
	TOTAL DISBURSEMENTS	\$ 48,543.42
Profit/Loss	Bank Balance Sept. 1, 2012	\$ 25,438.24
	Withdrawals	\$ 48,543.42
	Deposits	<u>\$ 57,306.78</u>
	Bank Balance August 31, 2013	\$ 34,201.60

THIS FINANCIAL STATEMENT HAS BEEN REVIEWED AND APPROVED BY:

Name Barb Hermans _____

Position School Council Chair _____

Date June 10, 2013 _____

NOTE: This report is based on funds managed by the School Council, not funds managed by the school Fundraising Committee.

Lilian Schick School

**Year in Review
2012-2013**

Written by

**Terri Creusot
School Council Chair
2012-2013**

Lilian Schick School Year in Review 2012-2013

September 2012

- Sturgeon Schools 3 Year Plan to be finished in 2013/2014. Academics, Embracing Uniqueness and a Safe, Caring, Respectful Learning and Work Environment.
- This is Year 2 of Leader In Me and each class has come up with a mission statement
- All students made Leadership notebooks to share with Parents on P/T Conferences
- School job fair was on Sept 24th and it went great. All students will have a meaningful job and will apply for different jobs.
- Grade 9 students went to Northlands for the career fair.
- Each class did a community school project and they had to discuss, research and all agree
- Archery Option was added
- Terry Fox run was on September 28th
- School wide Merit awards from Minister of Health, Dan Requa accepted the award.
- Huge Thank you goes out to Vivian Leduc for applying for Grants

October 2012

- Magazine Fundraiser kick off
- Turn out for Parent/Teacher night was a success and went really well
- LS received the Healthy Schools Communities Award. Three schools in all of Alberta got the Award
- Sports Program after school on Fridays goes until 4:30.

November 2012

- Nov. 9th Remembrance Day Ceremony
- Nov. 19th Hockey and Sports Leadership fieldtrip to the U of A for Fitness Testing
- Nov 21st Healthy Active School Conference
- Nov 29th Leader In Me Parent Night
- 5B won popcorn and movie for selling most Magazines

January 2013

- Quarterly report presented
- January 30th the Hockey Program attended an Oiler Practice and and Oil Kings Game
- January 19th Grade 9s Presented Learning for the Future
- LS is currently working on a Facebook Page
- Casino went well on the 21st and 22nd at St Albert Casino
- Did well on Magazine sales with a profit of \$7742.02
- Pasta dinner on Dec.18 during lunch was a huge success, all students/staff attended

February 2013

- Empowerment day was great and had speakers all day at the school on the 22nd
- Anti-bullying and Pink shirt day Feb 27

March 2013

- March 2nd Edmonton Science Olympics 2 Jr. teams from LS won 2 bronze, a gold and first place overall
- March 5th Ice fishing trip was a hit
- Marmot ski trip March 14th & 15th went smoothly and fun was had by all the Jr. students that went
- Sunridge trip on the 14th was excellent for all the Grade 5 & 6's
- Easter Chapel went well

April 2013

- Changes to fall time table from 50-45 min blocks
- Michele Dick attended meeting to discuss hiring of new principal
- Provided free hot lunch to students and staff, by purchasing subs from BACS fundraiser....win win!
- Received Toyota Evergreen Grant HUGE thank you to Vivian Leduc!

May 2013 No meeting held

- Students participated in town wide clean up
- LS hosted Track and Field on May 24th and Divisional June 4th.

June 2013

- Elections held for the 2013-14 School year. Chair-vacant, Vice Chair- vacant and Secretary is Melissa Hewitt.
- New Principal John Baldassarre attended meeting
- Grade 4 Orientation was held
- Grade 9 Farewell on June 7th
- Grade 9 students went on River watch Fieldtrip
- June 13th was tree planting day

Namao School Council

Year In Review 2012 – 2013

Written by

Tasha Oatway – McLay

Chair of School Council

Namao School YEAR IN REVIEW

2011 – 2012

September 2012

- **Introduction of New Council (council remained unchanged from previous year) the committee introduces a new meeting schedule that was agreed upon at previous AGM. It consists of an every other month format.**
- **Hot Lunch Committee discusses rolling out a new online ordering format and purchasing new software program**
- **Review of growth at Namao school, feedback on 2012-2013 school year and possibilities (fall break etc)**
- **Parent portal discussion, status report on the playgrounds; elementary and Jr. high structures complete, primary playground at ground zero, rotary club is still on boarded to assist at this point**
- **Chimes added to band**
- **Year book are in**
- **Jr. high Birch Bay field trip upcoming**
- **Discussed upcoming Reggio parent meeting**

November 2012

- **Shared school plans for the holiday season. i.e. parties, concert, school activities**
- **Namao school parent volunteer blitz discussed and planned for the Christmas concert NSFA, and Hot Lunch programs in need.**
- **Sturgeon Heights School Chair contacts us for more info on our Hot Lunch program.**
- **Namao Ag society has submitted plans for a new skate house to be built and is scheduled for completion late 2013**

- PAT's discussed as well as report cards on the parent portal, Red Water pilot program introduced to council.
- Discussed if Sherri Davidson should come to a meeting to discuss transportation needs/concerns
- Hot Lunch program is ready to roll out their electronic ordering in time for the January hot lunch ordering.
- Grade one classes collecting food for the food bank
- Grade 6 classes are going with Gr. 2's for field trip

January 2013

- Sherri Davidson gives special presentation to parent council. Answers questions and addresses issues arising from high school transfers.
- Vernice discusses the "Tell Them from Me" survey results
- Discussion of the 2013/2014 calendar
- T.Nowak our trustee reported they were working on a division wide policy concerning criminal record checks
- NSFA plans to have a Mable's Labels fundraiser for back to school supplies and a Purdy's fundraiser for Valentines. Also looking into Small Town Saturday Night contest.
- Initial report from hot lunch program is that the new electronic ordering went very well
- Johnny's Store has donated a years' worth of juice boxes

March 2013

- Meeting times are scheduled for 6:00 pm the third Tuesday of every month. (Alternating months beginning with Sept.)
- Parent council has asked for lunch time to be moved to the time slot after afternoon recess. Discussed the pros and cons.

- Everyone was reminded and encouraged to bring a friend to the following meeting, which was our AGM.
- Discussed the paperless report card system that Red Water had used and the implications for Namao in the upcoming year.
- Discussed the Vision, Mission mandate session that was scheduled for April
- T.Nowak talked about ATA and government negotiations and sessions to help determined if you wanted to become a trustee.
- Hot lunch agrees to use pay-pal as their only method of payment
- Swimming lessons upcoming for primary
- Students upcoming excitement for the Legislature visit
- The Magician who visited the school was a HUGE hit and has inspired many budding magicians.

May 2012

Annual General Meeting (AGM)

- *Attendance was up and we had volunteers for every position this year!*
- Elections:
 - Chair: Tasha Oatway-McLay
 - Vice Chair: Christine Cameron
 - Secretary: Cheri Speer
 - Hot Lunch: Julie Cienkowski
 - NSFA: Jen Winder
 - Members: Tracy VanKonnet
Shauna Hudec
Heather Gibson
- Voted to changed our photography company from Icon to Lifetouch
- Vernice introduced the new daily schedule for the upcoming year

- **Reggio learning was discussed and how it would look as it continued into higher grades.**
- **Review and discussion of the school track meet**
- **Vernice shared what the class distribution would look like for 2013/2014**
- **T. Nowak discussed PAT revamp and how budget decreases would affect programs and funding**
- **Playground funds needed \$300 000 and currently we have \$11 000, Rotary Club involvement is unclear at this point.**
- **NSFA shared thought on fundraising for the upcoming year**
- **Jr. High Orientation upcoming**
- **Gr. 9 farewell**
- **Final meeting of the year**

**Ochre Park School
Parent Council
Year in Review
2012-2013**

Prepared by Nicola Eleniak, Dede Gordey, & Jackie Warmington

September

Attended Meet the Teacher and Community Information Night
Election of School Parent Council Meeting
Decision to book an Alberta School Councils Workshop on Mission and Vision
Application to Agrium to support school Spirit Reading Program
Hosted Free Milk Day / Black & White Day to kick off the Milk Program
Supported and endorsed Early Parent Teacher Interview format
Financially supported New Student of the Month Awards
Agreed to fund Artist in Residence Program - Puppeteer

October

Start of Hot Lunch Program
Start of Breakfast Program funded by Evonik
Agreed to pay for bussing for the grade 3/4B and 4H Curling Program
Agreed to pay for busing for Livee Jean concert at Pembina Place
Full Moon Frolic Healthy Snack Table sponsorship and hosting
Playground completed with the installation of the basketball hoops

November

Alberta School Councils Mission and Vision Workshop - developed and Adopted a new Mission and Vision Statement
Completed School Counseling Survey
School Nutrition Policy draft discussed input provided
School Assessment Policy draft discussed input provided

December

Christmas Store set up and operation
Casino

January

Campbell Soup Label support and endorsement

February

Puppet building volunteering
Family Dance discussion and planning
Discussed attending the Division Vision Mission, Mandate and Beliefs sessions
Discussed Paperless Reporting

March

Milk Program Termination Discussion
Family Dance Planning
Early Parent Teacher Interview Survey Completion
Parent Link Workshop Attendance Kids Have Stress Too

April

Set new Council Meeting dates
EDI results discussion for Sturgeon County
Alberta Opera School Performance funding
Representation at the Division Vision Mission, Mandate and Beliefs sessions

May

Funding for Student Handbooks
Family Dance - running
Hot Lunch wrap up
Last Parent Council Meeting

June

Free Student Lunch at Play Day sponsored by Parent Council
Benches and garbage cans installed on playground

Ochre Park School Parents Society
Income Statement 01/04/2012 to 31/03/2013

REVENUE

Income	
Casino Revenue	22,287.44
Corporate Contributions	1,500.00
Corporate Grants	0.00
Hot Lunch Revenue	4,704.20
Milk Program Revenue	4,984.80
Babysitting Revenue	0.00
Total Income	<u>33,476.44</u>

TOTAL REVENUE 33,476.44

EXPENSE

Expenses	
Babysitting Expense	160.00
Bank Fees	125.72
Entertainment	6,920.00
Miscellaneous	12,634.75
Ochre Park Playground	0.00
Field Trip Expense	1,875.03
Hot Lunch Expense	5,502.50
Milk Program Expense	6,125.25
Casino Expense	2,412.42
Sound System	0.00
Books, Subscriptions, Reference	1,030.04
Office Supplies	39.53
payroll exp	0.00
payroll	0.00
payroll	0.00
payroll	0.00
Total Expenses	<u>36,825.24</u>

TOTAL EXPENSE 36,825.24

NET INCOME -3,348.80

Ochre Park School Parents Society
Balance Sheet As at 31/03/2013

ASSET**Assets**

CIBC Casino	12,900.66	
CIBC Chequing	7,341.79	
Total Bank		20,242.45
Accounts Receivable	0.00	
Total Receivable	0.00	
Total Receivables		0.00
Total Assets		20,242.45

TOTAL ASSET**20,242.45****LIABILITY****Current Liabilities**

Accounts Payable	0.00
payroll	0.00
payroll	0.00
payroll liabilitie	0.00
Total Liabilities	0.00

TOTAL LIABILITY**0.00****EQUITY****Equity**

Current Earnings	-3,348.80
Retained Earnings	23,591.25
Total Equity	20,242.45

TOTAL EQUITY**20,242.45****LIABILITIES AND EQUITY****20,242.45**

Ochre Park School Parents Society
Income Statement 01/04/2013 to 30/06/2013

REVENUE

Income

Casino Revenue	0.00
Corporate Contributions	1,500.00
Corporate Grants	0.00
Hot Lunch Revenue	0.00
Milk Program Revenue	342.00
Babysitting Revenue	0.00
Total Income	<u>1,842.00</u>

TOTAL REVENUE

1,842.00

EXPENSE

Expenses

Babysitting Expense	20.00
Bank Fees	54.00
Entertainment	971.25
Miscellaneous	0.00
Ochre Park Playground	0.00
Field Trip Expense	1,240.96
Hot Lunch Expense	2,234.66
Milk Program Expense	0.00
Casino Expense	0.00
Sound System	0.00
Books, Subscriptions, Reference	0.00
Office Supplies	0.00
payroll exp	0.00
payroll	0.00
payroll	0.00
payroll	0.00
Total Expenses	<u>4,520.87</u>

TOTAL EXPENSE

4,520.87

NET INCOME

-2,678.87

Redwater School

Year In Review 2012 – 2013

Written by

Chairperson

Mrs. S Michaluk

(Redwater School) YEAR IN REVIEW

2012 – 2013

September 2012

- **Elections**
- **Fundraising**
- **BYOD**

October 2012

- **Career Fair**
- **Bus Purchase**
- **Fundraising**

November 2012

- **Fitness Park**
- **Camp Warwa**
- **Halloween Carnival**

December 2012

- **No meeting**

January 2013

- **3 Year Plan for RWS**

- **Report Card/Parent Teacher interview discussion**
- **Fruit Sales**
- **Casino**

February 2013

- **Field trip support**
- **High school Dance**
- **Communities in Bloom**
- **Draft School Year 2013/14**

March 2013

- **SSD Mission Vision and Beliefs**
- **Texas Bus**
- **Camp Warwa**

April 2013

- **Staffing**
- **Camp Warwa**
- **Sports**
- **Girls Group wrap upC**

May 2013

- **Party Program**
- **Community Support**

- **Gym refurbishing**
- **Track meet**
- **MLA for a day**

June 2013

- **No meeting**

**Redwater School Parents Association
Income and Expense Statement
June 30, 2012-June 30, 2013**

General Account

Opening Balance June 30, 2012 \$7.96

Closing Balance June 30, 2013 \$7.96

Casino Account

Opening Balance June 30, 2012 \$22168.28

Closing Balance June 30, 2013 \$19950.73

Income

Casino St. Albert \$2220.67

Alberta Liquor & Gaming \$19083.91

Expenses

Chq #092 Redwater School – Bus \$20000.00

Chq#093 - VOID

Chq# 094- Expert Casino Advisors \$1648.00

Chq#095- VOID- NSF

Chq#096- MVP sports lounge \$572.67

Bank Charges \$78.00



STURGEON HEIGHTS SCHOOL COUNCIL

To respected Board members of Sturgeon School Division, School Trustee Wendy Miller, Principal Konrad, Teachers, Support Staff and fellow members of School Council and Parents.

The following is a summary of the Sturgeon Heights School Council meetings for the 2012-2013 school year.

September 2012

The Annual General meeting took place with 20 people in attendance. Many returning members took on different roles and we welcomed many new members as well.

As we were in the third week of school, many events were already completed or well under way such as:

- School photos
- Harvesting of the Learning Garden
- Completion of the Outdoor Classroom
- A successful PIE night
- QSP Magazine fundraiser
- New procedures of the opening exercises were going smoothly

Other areas of discussion were class configurations with pressure points in a couple classrooms and preparations for a teacher led Halloween Carnival.

October 2012

With 17 people in attendance we were given updates of the:

- Provincial Achievement Test results,
- The Grading procedures,
- Thanksgiving celebration
- The successful QSP magazine fundraiser in which Steve Langer, to much delight of the students, spent one night on the roof of the school!

Trustee Miller reported on the recommendations of boundary changes, the Division Learning Centers, and the participation of a Drug Free Protocol the Division will participate in.

26 new families were contacted by the Chair and Vice Chair to welcome them to the school.

November 2012

Again 17 people ventured out to the meeting in which discussions included the Classroom Assessment Principles and Guidelines/Procedures and the success of the Halloween Carnival with a huge thanks to all the volunteers.

- Trustee Miller brought to our attention the Sturgeon School Board website showcasing the programs in the division and the need of community engagement and parent feedback.
- The Chair attended the Council of School Council (COSC) meeting, which is always an insightful evening.
- The health of our children was of great concern as the washroom taps made it challenging for them to affectively wash their hands. A letter was drafted and sent to the board citing these concerns. The debate of school photos was yet again on the agenda.

December - No meeting

January 2013

18 people attended to hear the news that Principal Goertzen planned to retire in March of this year. Mr Langer will take on the role as acting Principal for the rest of the year.

A few highlights of the meeting are listed as follows:

- Once again, ICON vs Lifetouch for School pictures is debated.
- A new Jr High Religion option is explored and a proposed outline is distributed.
- The human sexuality program for Jr High will be taught by an outside source with much appreciation by both teacher and student.
- The schools lock down procedures were updated and reviewed by the RCMP as the safety of the children is of the highest priority by staff and parents.
- The operational budget of the school was reviewed and discussed.
- The Council arranged for a Stay at Home Program for those 10+ and an inquiry to see if a babysitting course would be feasible.

February 2013

Superintendent Michèle Dick attended the meeting along with 20 others to discuss what attributes we were looking for in a new principal. Lifetouch representatives also came and presented their product to us as well and a motion was passed to have them take the school photos once again. We were very pleased to pass a motion to have all the old taps in the school washrooms replaced with a single lever, one temperature, cost effective and a clean healthy option for the washing of hands. The movie night was yet again a get fun evening.

March 2013

18 individuals attended the evening meeting. This was Mr Goertzen's last school council meeting. Wendy Miller, in her report, mentioned that the Sturgeon School Division awarded him with an award of excellence. At the end our meeting we all enjoyed cake that depicted Garnets career within the school division.

Items discussed were the great achievements of our students and how well they behaved at the Edmonton Journal Games, the Ski trip day for elementary and JR High students, as well as the upcoming Junior High spring break trip to Ontario & Quebec.

April 2013

15 in attendance this fine April evening. Our Trustee reported on the Budget Cuts and our acting Principal, Steve Langer reported on the change to paperless report cards next year, the success of the travel club, the Career fair and that school fees for the upcoming year had a few minor changes. Reports of the school choir and musical theater receiving gold at the music festival was something to be proud of, our students put on a great show!

May 2013

12 people attended the last meeting of the year. Steve Langer reported that the Budget is right on track and that we have a new principal, Jonathan Konrad, joining us from St Paul.

- Guided Reading program ran very well and the teachers are looking forward to continuing with it next year
- The Mother's Day Extravaganza (Primary classes) was a mega hit!
- Checking into the CIP grant to help cover the cost of the iPad library

The Parent Fundraising Association, (PFA), plays an integrate and vital role of the School Council. The volunteers of this arm of Council maintain a daily run snack shop and provide monthly hot lunches. Major fundraising endeavors include poinsettia and spring basket sales. This year the funds have been allocated for an iPad library, with much research and thought being put into it. The volunteers of the PFA are an amazing group of caring parents and I am pleased to be able to work along side with them. The financial statement for 2012-2013 is attached.

Sturgeon Heights Parent Fundraising Association

Financial Statement

Sept 1, 2012 - August 31, 2013

Assets

Cash - Bank Account \$25,806.94
Cash float \$0.00

Total Assets **\$25,806.94**

Liabilities

Common Shares \$508.02

Total Liabilities **\$508.02**

Income

Snack Shop sales \$28,811.95
Fundraising \$17,059.25
Interest \$0.37
Rebates \$112.00

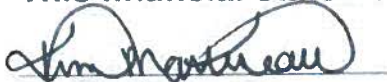
Total Income **\$45,983.57**

Disbursements

Snack shop inventory \$16,127.97
Fundraising expense \$9,923.01
Office supplies \$211.11
Misc \$20.00
Promotions \$80.00
Expenditures \$1104.12

Total Disbursements **\$27,466.21**

This financial statement has been reviewed and approved by:


Kim Martineau


Christine Toner

Treasurer
Position

Chairperson
Position

Sept 16/13
Date

Sept 16, 2013
Date