



# **Board Meeting Agenda**

## **November 28, 2012 – 4:30 p.m.**

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- 1. Call to Order**
- 2. Approval of Agenda**
  - 2.1 Additions to Agenda
  - 2.2 Approval of Agenda
- 3. Appointments**
- 4. Reading and Approving of Minutes**
  - 4.1 Amendment/Correction of Minutes
  - 4.2 Approval of Minutes of the Organizational Meeting of October 24, 2012
  - 4.3 Approval of Minutes of the Regular Meeting of October 24, 2012
- 5. Presentations**
  - 5.1 Three Year Education Plan 2012-2015/Annual Education Results Report – Mr. W. Jeske

## **6. Reports from Officers and Standing Committees**

- 6.1 Superintendent of Schools
- 6.2 Chief Deputy Superintendent
- 6.3 Associate Superintendent, Student Services
- 6.4 Director of Curriculum & Instruction
- 6.5 Secretary Treasurer
- 6.6 Associate Superintendent, Human Resources
- 6.7 Chair's Report
- 6.8 Trustees' Reports
- 6.9 Alberta School Boards Association Representative
- 6.10 Public School Boards Association of Alberta Representative

## **7. New Business**

- 7.1 Policy B/II/3 – Requirement to Declare Conflict of Interest
- 7.2 Policy B/II/4 – Requirement to Take Oath of Office
- 7.3 Policy D/I/1 – Fiscal Management
- 7.4 Policy D/I/12 – Income Tax Deductible Receipts for Donations Received by the Division
- 7.5 Policy E/I/14 – Employee Conflict of Interest

7.6 December Board Meeting

7.7 Town of Morinville Joint Use Agreement

**8. Unfinished Business**

8.1 Electoral Ward Review

**9. Reports from Committees**

9.1 Building

9.2 Finance & Human Resources

9.3 Education Policy

9.4 Advocacy Committee  
- Board Advocacy Plan

9.5 Transportation

**10. Notices of Motion**

**11. Information**

11.1 Annual School Council Review Template

**12. Question Period**

**13. Requests for Information**

**14. Adjournment**



**Organizational Meeting of  
The Board of Trustees of  
Sturgeon School Division No. 24  
Held at Morinville on October 24, 2012**

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**Organizational Meeting of  
The Board of Trustees of  
Sturgeon School Division No. 24  
Held at Morinville on October 24, 2012**

### **Roll Call**

Present were Trustees Terry Jewell, Brent Gray, Elizabeth Kohle, Daryl Krieger, Wendy Miller, Tracy Nowak and Shelley Porter; Michele Dick (Superintendent); Gerry Schick (Chief Deputy Superintendent); Karen Parasynchuk (Secretary-Treasurer); Mary McGregor (Associate Superintendent, Student Services); Dave Johnson (Associate Superintendent, Human Resources); Wolfgang Jeske (Director, Curriculum & Instruction).

### **Call to Order**

This being the Organizational Meeting, the Secretary-Treasurer called the meeting to order at 4:30 p.m.

### **Oath of Office**

It is noted that each trustee did take and subscribe to the official oath and deposited said oath with the Secretary-Treasurer of the Board.

### **Election of Chair**

The Secretary-Treasurer called for nominations for the office of Chair of the Board of Trustees.

First Call Mrs. Kohle nominated Mr. Jewell.

Second Call

Third Call

#S-03/2012– Moved by Mrs. Kohle that nominations for the office of Chair of the Board of Trustees now cease and that Mr. Jewell be declared Chair.

CARRIED 7/0

Mr. Jewell was declared elected Chair for the Board of Trustees by acclamation.

The Chair, Mr. Jewell assumed the Chair.

### **Election of Vice Chair**

The Chair called for nominations for the office of Vice Chair of the Board of Trustees.

First Call Mrs. Miller nominated Ms. Nowak.

Second Call

Third Call

#S-04/2012 – Moved by Mrs. Miller that nominations for the office of Vice Chair of the Board of Trustees now cease and that Ms. Nowak be declared Vice Chair.

CARRIED 7/0

Ms. Nowak was declared elected Vice Chair for the Board of Trustees.

The Chair indicated that the Vice Chair will Chair Committee of the Whole meetings for 2012/2013.

## **Code of Ethics**

The Vice Chair read the Code of Ethics adopted by the Board, Policy B/II/2.

## **Date, Time, Place of Regular Meetings**

#S-05/2012 – Moved by Mr. Gray that the regular monthly Board meeting be held on the fourth Wednesday of each month at 4:30 p.m. at the Board office in Morinville, that the Closed Committee of the Whole meeting be held on the second Wednesday of each month at 4:30 p.m. at the Board office in Morinville, and that the regular Public Committee of the Whole meeting be held on the second Wednesday of each month at 6:00 p.m. at the Board office in Morinville.

CARRIED 7/0

## **Trustee Membership of Committees**

#S-06/2012 – Moved by Mr. Jewell that the Trustee memberships of the following Committees be approved:

### **Committee of the Whole**

All Trustees with a quorum of four

### **Municipal Liaison Committee**

Committee of the Whole with a quorum of three consisting of the Chair plus two Trustees

### **ATA Negotiations Committee**

Mr. Gray, Mr. Krieger, Mrs. Kohle

### **CUPE Negotiations Committee**

Mr. Jewell, Mrs. Miller, Ms. Nowak

### **Policy Advisory Committee (ATA)**

Mr. Gray, Mr. Krieger, Mrs. Kohle

### **Policy Review Committee (CUPE)**

Mr. Jewell, Mrs. Miller, Ms. Nowak

CARRIED 7/0

## **Trustee Committees**

#S-07/2012 – Moved by Mr. Jewell that the following Trustee Committees be approved:

### **Advocacy Committee**

Mr. Krieger, Mr. Gray, Mrs. Porter

### **Building and Maintenance Committee**

Ms. Nowak, Mr. Gray, Mr. Jewell

### **Finance and Human Resources Committee**

Mr. Jewell, Ms. Nowak, Mrs. Porter

**Education Policy Committee**

Mrs. Miller, Mrs. Kohle, Ms. Nowak

**Transportation Committee**

Mrs. Miller, Mr. Jewell, Mrs. Kohle

CARRIED 7/0

**Board Representatives to Other Organizations**

#S-08/2012– Moved by Mr. Jewell that the following Board Representatives to Other Organizations be approved:

**ASBA – Zone 2/3 Representative**

Mr. Gray; Alternate - Mrs. Porter

**Healthy Interactions Steering Committee**

Mrs. Porter; Alternate - Mrs. Kohle

**Linkages**

Mrs. Miller; Alternate - Mrs. Kohle

**PSBA Representative**

Mrs. Kohle; Alternate - Mr. Jewell

**Student Discipline Committee**

Committee of the Whole with a quorum of three

**Sturgeon Composite High School – School Council**

Trustees will rotate attendance – the Board Chair will monitor rotation. Mrs. Porter will take the first rotation; Mr. Krieger will take the second rotation.

**Sturgeon County Community Services Advisory**

Mrs. Porter; Alternate - Ms. Nowak

**AISI 5**

Mrs. Porter; Alternate - Mr. Gray

CARRIED 7/0

**Close of Meeting**

The meeting adjourned at 4:40 p.m.

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Secretary-Treasurer



**Minutes of the Meeting of  
The Board of Trustees of  
Sturgeon School Division No. 24  
Held at Morinville on October 24, 2012**

UNAPPROVED DRAFT

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**Minutes of the Meeting of  
The Board of Trustees of  
Sturgeon School Division No. 24  
Held at Morinville on October 24, 2012**

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**Roll Call**

Present were Trustees Mr. Terry Jewell (Chair), Ms. Tracy Nowak (Vice Chair), Mr. Brent Gray, Mrs. Liz Kohle, Mr. Daryl Krieger; Mrs. Wendy Miller & Mrs. Shelley Porter; Dr. Michèle Dick (Superintendent); Mr. Gerry Schick (Chief Deputy Superintendent); Mrs. Karen Parasynchuk (Secretary Treasurer); Mr. Dave Johnson (Associate Superintendent, Human Resources); Dr. Mary McGregor (Associate Superintendent, Student Services); Mr. Wolfgang Jeske (Director, Curriculum & Instruction).

**Call to Order**

The Chair called the meeting to order at 4:41 p.m.

**Approval of Agenda**

#78/2012 – Moved by Mr. Krieger that the agenda be approved.

CARRIED 7/0

**Appointments**

There were no appointments.

**Approval of Minutes**

#79/2012 - Moved by Mr. Krieger that the minutes of the regular meeting of September 26, 2012 be approved.

CARRIED 7/0

#80/2012 - Moved by Mrs. Kohle that the minutes of the special meeting of September 27, 2012 be approved.

CARRIED 7/0

**Presentations**

There were no presentations.

**Reports from Officers and Standing Committees**

**Superintendent of Schools**

A written report was provided.

**Chief Deputy Superintendent of Schools**

A written report was provided.

**Associate Superintendent, Student Services**

Refer to Policy F/IV/2 – Restricted and Illicit Drugs & Board Regulation Education 2 – Student Suspensions and Expulsions later on the agenda.

**Director of Curriculum & Instruction**

A written report was combined with Chief Deputy Superintendent's report.

**Secretary-Treasurer**

The 2011-2012 audit is currently underway.

**Associate Superintendent, Human Resources**

A written report was provided.

**Chair's Report**

A verbal report was provided.

**Trustees' Reports**

Verbal reports were provided.

A written report was provided by Trustee Nowak.

Chair Jewell asked the ATA Representative for any comments. Pursuant to the request, several comments were shared by Mr. Paul Froese, President of ATA local.

**Alberta School Boards Association Representative**

A verbal report was provided.

**Public School Boards Association of Alberta Representative**

A verbal report was provided.

Ms. Nowak left the meeting at 6:05 p.m.

**New Business****Policy D/II/15 – Financial Accountability and Audit**

#81/2012 – Moved by Mr. Krieger that the Board of Trustees approve Policy D/II/15 - Financial Accountability and Audit.

CARRIED 6/0

**Policy D/II/3 – Patriotic Exercises/Flag Etiquette**

#82/2012 – Moved by Mrs. Porter that the Board of Trustees approve Policy D/II/3 - Patriotic Exercises/Flag Etiquette.

CARRIED 6/0

**Policy F/III/3 – Awards Policy**

#83/2012 – Moved by Mr. Gray that the Board of Trustees approve Policy F/III/3 - Awards Policy.

CARRIED 6/0

**Policy F/IV/5 – Student Suspensions and Expulsions**

#84/2012 – Moved by Mr. Gray that the Board of Trustees approve Policy F/IV/5 - Student Suspensions and Expulsions.

CARRIED 6/0

**Policy G/II/14 – Student Accident Insurance**

#85/2012 – Moved by Mrs. Miller that the Board of Trustees approve Policy G/II/14 - Student Accident Insurance.

CARRIED 6/0

**Policy H/4 – National Flag Etiquette**

#86/2012 – Moved by Mrs. Kohle that the Board of Trustees rescind Policy H/4 – National Flag Etiquette.

CARRIED 6/0

**Policy F/IV/2 – Restricted and Illicit Drugs & Board Regulation Education 2 – Student Suspensions and Expulsions**

#87/2012 – Moved by Mr. Gray that the Board of Trustees approve Policy F/IV/2 – Restricted and Illicit Drugs and Board Regulation 2 – Student Suspensions and Expulsions.

CARRIED 6/0

**Unfinished Business****Electoral Boundary Review**

Received as information. This information will be posted on the Sturgeon School Division website.

**Reports From Committees****Building**

A written report was provided.

#88/2012 – Moved by Mrs. Kohle that the Board of Trustees adopt the following list as its 2013-14 – 2015-16 Modular Priorities:

1. Landing Trail School (2)
2. Camilla School (2)
3. Lilian Schick School (2)

CARRIED 6/0

**Finance & Human Resources**

No report was provided.

**Education Policy**

The Board referred this Committee to prepare a code of conduct as per the new School Act.

**Advocacy Committee**

Mr. Krieger will advise Trustees of a meeting date.

**Transportation**

A meeting is scheduled for November 14, 2012 @ 3:00 p.m.

**Notices of Motion**

There were no Notices of Motion.

**Information**

There were no Information Items.

**Question Period**

No questions were raised.

**Requests for Information.**

There were no requests for information.

**Close of Meeting**

The Chair adjourned the meeting at 6:30 p.m.

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Secretary-Treasurer



## Board Memorandum

Date: November 28, 2012

To: Board of Trustees

From: Wolfgang Jeske  
Director, Curriculum and Instruction

Subject: Three Year Education Plan 2012-2015/  
Annual Education Results Report 2011-2012

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### Background

I am pleased to provide, for your approval, the combined Three Year Education Plan 2012-2015/Annual Education Results Report 2011-2012. As the title indicates, this document is comprised of two major components.

#### Annual Education Results Report (AERR)

The AERR is a look at the past and provides schools and school divisions 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 highlights of financial, facility and capital plans. It allows schools and school divisions 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

The Three Year Education Plan looks forwards and outlines the direction for the upcoming years. This is the third year of this particular planning cycle. The focus of this particular plan is:

- firstly, to maintain and continue efforts to promote and support the three priority goals of Sturgeon School Division. They are:
  - Academics: Critical Thinking and Problem Solving Skills
  - Embracing Uniqueness: Recognition of the Individual
  - Ensuring a Safe, Caring and Respectful Learning Environment

- secondly, to modify or revise strategies in order to achieve desired outcomes. Of particular significance, is the inclusion of the AISI V projects and related professional development; all designed specifically to increase student achievement. The projects are:
  - Literacy with a particular focus on reading
  - Project Based Learning
  - Digital Literacy
  
- Other more minor revisions include activities such as:
  - The addition of PD 360 as a major professional development resource
  - The addition of a formal research project to investigate high school completion
  - The creation of a partnership between the two high schools and 2Learn to support the BRING IT! Project. (Bring Your Own Devices )
  - Enhancement of the support provided to schools by the Community Resources Coordinator
  - Expansion of the “My BluePrint” program, designed to support students as they plan their high school program in preparation for post-secondary or vocational goals to include all junior and senior high schools
  - Modification of Learning Centre programming as a result of the review conducted in 2011/2012.

**Recommendation:**

That the Board of Trustees approve the Three Year Education Plan 2012-2015/ Annual Education Results Report 2011-2012.

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# Three Year Plan and Results Report

2012/2013 – 2014/2015

This document is available online at  
[http://www.sturgeon.ab.ca/News/PublicationsandReports/  
ThreeYearEducationPlan/tabid/115/Default.aspx](http://www.sturgeon.ab.ca/News/PublicationsandReports/ThreeYearEducationPlan/tabid/115/Default.aspx)

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# Message from the Board

Sturgeon School Division's Three Year Education Plan 2012-2015 is founded on the division's unqualified commitment to student learning, high quality teaching and diverse programming in schools dedicated to providing a safe, caring and respectful environment for all. Within a three year cycle, Sturgeon School Division undertakes a major review of the district priorities through an extensive consultative process. This plan reflects input from staff, parents, community members, students and trustees and focuses on priority areas designed to support student growth and success for today and the future. We are proud to have a plan that is uniquely suited to our community and one which is also strongly aligned to the educational goals of the Province of Alberta. During the 2012-2013 school year, together in a consultative process with its community partners, Sturgeon School Division will undertake an extensive review of the Division Vision, Mission, Mandate and Belief Statements. This process will establish the foundation which will guide the Division and its schools into the future, and will support the planning for the next three year planning cycle to begin in the 2013-2014 school year.

Each year, division schools develop complimentary action plans detailing specific areas of focus and associated strategies and targets. School and division results reports identify progress made over time, thereby ensuring accountability remains at the highest level possible. Yearly modifications to the division and school plans respond to the needs of students as evidenced through results achieved and regular collaboration with stakeholders. This ongoing cycle of planning and reporting, based on current information, solid research and community input, enables Sturgeon School Division to provide the best possible education for all students.

We look forward to continuing our partnership with parents, staff, students and community members in realizing the goals identified in Sturgeon School Division's Three Year Education Plan for 2012-2015.

The Annual Education Results Report for the 2011/2012 school year and the Education Plan for the three years commencing September 1, 2012 for Sturgeon School Division were prepared under the direction of the Board in accordance with the responsibilities under the School Act and the 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 2011/2012 school year and the three-year Education Plan for 2012-2015 on November 28, 2012.

2012/2013 • 2013/2014 • 2014/2015



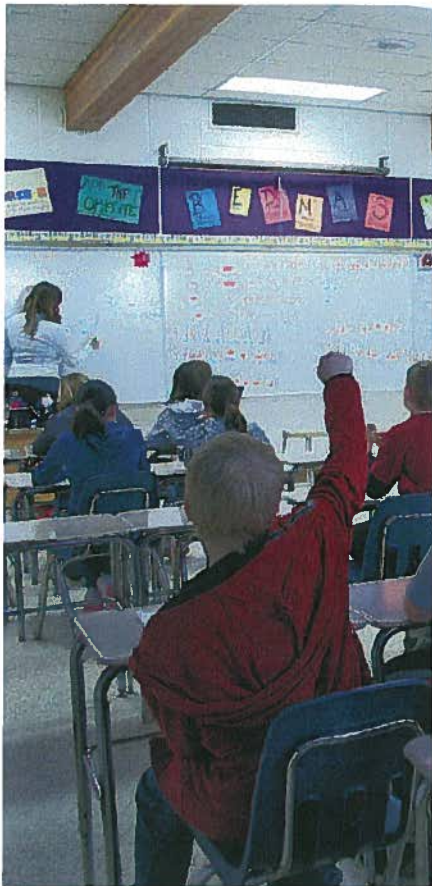
**Academics: Critical Thinking and Problem Solving Skills**



**Embracing Uniqueness: Recognition of the Individual**



**A Safe, Caring and Respectful Learning and Work Environment**



# Sturgeon School Division Profile

The Sturgeon School Division was formed by Ministerial Order on January 1, 1939. At that time, the Division consisted mainly of one and two-room schools with a few larger schools in the eighty-nine four by four districts that had been brought together within five sub-divisions. Presently over 4,500 students are taught in 12 schools, two outreach schools, one institutional school, and one Hutterite Colony school. These schools offer a variety of grade configurations and program offerings, including a number of programming alternatives available for students whose individual learning needs require special services and settings. In the summer of 2012, Sturgeon School Division acquired a school facility within the Town of Morinville which provides the Division capacity to provide public education for pre-school to Grade 5, all within the same building. 2012-2013 also marks the introduction of French Immersion programming in Sturgeon for the first time.

Division schools include:

Bon Accord Community School	Grades K-4
Camilla School	Grades K-9
Colony School	Grades K-9
Gibbons School	Grades 5-9
Guthrie School	Grades K-9
Landing Trail School	Grades K-4
Lilian Schick School	Grades 5-9
Morinville Learning Centre	Grades 10-12
Morinville Public Elementary School	Grades K-5
Namao School	Grades K-9
Oak Hill School	Grades 4-9
Ochre Park School	Grades K-4
Redwater School	Grades 5-12
Sturgeon Composite High School	Grades 10-12
Sturgeon Heights School	Grades K-9
Sturgeon Learning Centre	Grades 10-12

## Vision

Our graduates are prepared for citizenship, post-secondary studies and the world of work. Our schools focus on helping children develop emotionally, intellectually, physically, morally and spiritually into creative and critical thinkers with strong communicative and computational skills.

The learning environment emphasizes discipline, achievement, and responsibility.

## Mission

The mission of the Sturgeon School Division is to ensure that all students achieve success in the programs of study offered in our schools.

## Mandate

The mandate of the Board of Trustees of Sturgeon School Division is to:

- provide programs and services that are based on the educational needs of all children entrusted to our system
- ensure that the educational programs and services are consistent with the requirements of the School Act, and other relevant acts, regulations and policies within the province
- recognize the responsibility of parents, students and community members and the role of school based decision making in accomplishing the mission
- reflect the Sturgeon School Division's priorities and vision for the system
- provide students with opportunities to acquire knowledge and to develop skills and attitudes which will prepare them to be lifelong learners and productive, responsible citizens

# Belief Statements

## Beliefs

- Parents have the primary responsibility for the education of their children
- A basic public education program which promotes the optimal development of the individual should be accessible to every child
- Trustees are empowered by parents, the community, and the Alberta Legislature to provide children with the best possible educational opportunities
- Teachers and administrators have a key role in delivering educational programs and services to the students and ensuring that policy is translated into practice
- In three to four year's time, we will know that we are making progress towards the achievement of our mission if:

## Students

- achieve at a high level and are satisfied with schooling in Sturgeon Schools
- feel competent and confident
- demonstrate respect for their teachers and for their education
- feel safe, secure and cared for in their learning environments
- understand and meet the expectations of the curriculum
- demonstrate critical thinking and problem solving skills
- have a choice of futures
- feel they belong in their school
- advocate for their school and Sturgeon School Division
- are partners in their school

## Parents

- feel they are partners in Sturgeon School Division
- have high levels of confidence in Sturgeon School Division's programs and staff
- have the information necessary to enable them to be partners in their children's education
- advocate for Sturgeon School Division
- support and promote the work of School Councils

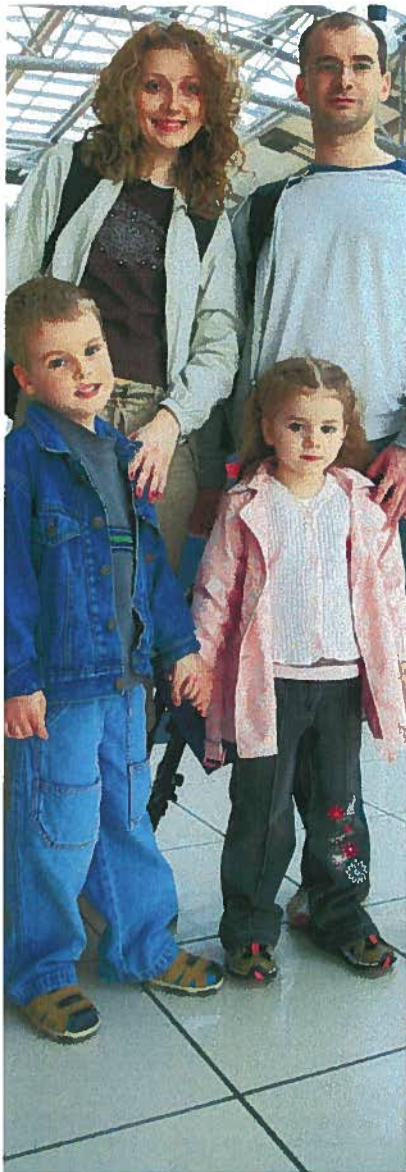
## Staff

- are committed to serving students and parents
- have high levels of satisfaction with their professional work in Sturgeon School Division
- are committed to professional growth
- are partners in the school and Sturgeon School Division
- are committed to Sturgeon School Division's growth and development
- feel appreciated and are proud advocates of themselves and Sturgeon School Division
- have the confidence to take considered risks on behalf of students, parents and programs
- have confidence in themselves, Sturgeon School Division and the board
- see parents as partners in students' education

## Community

- sees Sturgeon School Division as a significant and effective partner in the community
- believes that Sturgeon School Division demonstrates effective and efficient use of resources
- advocates for Sturgeon School Division
- believes that Sturgeon School Division is preparing students for productive work and effective citizenship
- sees Sturgeon School Division as being interconnected to public bodies responsible for serving the needs of children
- sees a focus on learning and teaching as the priority of Sturgeon School Division





The AISI Annual Report is available online at  
<http://www.sturgeon.ab.ca/News/PublicationsandReports/AISI/tabid/284/Default.aspx>

## Parent Involvement

Within Sturgeon School Division, the current 3 year planning cycle began in 2010, with an extensive consultative process to review district priorities. It included ten community meetings to gather input regarding the future direction of our school division. These community meetings were attended by parents, community members and partners, school staff, trustees, and central office administration. Under the umbrella question of “What goals do you have for your children/our students through their experience in our schools in this 21st Century?” the dialogue was focused on three primary questions.

- On what do Sturgeon schools need to focus to meet the needs of our students?
- What are we already doing well to meet the identified goals that needs to continue?
- What could we do to further support the identified goals?

Summaries of each of the community meetings were distributed to the respective participants and made available to the larger school community. They were also subsequently compiled in a summary document and made available for further discussion.

The undertaking also included a final Division wide consultation meeting at which time participants were able to review the nine major themes which had arisen through the community meetings. Through an interactive process, participants were provided the opportunity to reflect whether the themes presented accurately reflected the views expressed at the community meetings, and then to rank in importance those themes. Through that discussion three major themes were selected to be the most critical for our Division over the next three year period.

- Academics: Critical Thinking and Problem Solving Skills
- Embracing Uniqueness
- A Safe, Caring and Respectful Work and Learning Environment

It was also acknowledged that it was necessary to provide ongoing support to five other major themes.

- Responsible, Safe and Ethical Use of Technology
- Citizenship and Environmental Responsibility
- Preparation for Post-Secondary, Work and Life
- Personal Health and Wellness
- Partnership with Home

It is on this foundation that the Sturgeon School Division Three Year Plan has been developed.

Using this document as the cornerstone, each school has, in collaboration with its own community, completed a school based annual results report and accompanying action plan. These are available on individual school websites.

## Critical Thinking and Problem Solving Skills

### Indicators:

1. Students develop grade/program appropriate language, numeracy, and communication skills
2. Students demonstrate 21st Century literacy skills
3. Students demonstrate critical and creative thinking skills

### Expectations and Strategies:

- 1a. Teachers apply Assessment of and for Learning practices
  - ▶ 5 Keys to Quality Assessments (Appendix 1a)
  - ▶ Seven Strategies for Assessment for Learning (Appendix 1a)
- 1b. Schools develop school action plans and increase the focus of division support specific to the improvement of student achievement as measured by provincial achievement test and diploma exam results
- 1c. Schools implement the Division's AISI V Literacy Project with a focus on improvement in reading Grades 1-6
2. Teachers provide instruction with respect to digital citizenship to all students.
- 3a. Teachers develop/enhance 'Teaching Critical and Creative Thinking' skills
- 3b. Schools implement the Division's AISI V project: Project Based Learning Grades 7-9

### Measures:

- Principal end of year reports with respect to the monitoring of instructional practices specifically regarding the teaching of 21st Century literacy skills, differentiated instruction, and critical and creative thinking skills
- Provincial Achievement Test and Diploma Exam results



## Highlights in 2011-2012

- Division outcome based report cards Grades 1-9 pilot completed
- Successful completion of AISI IV projects
- Improved diploma exam results
- Digital Citizenship curriculum Grades 1-9 developed



**Alberta Education  
Accountability Pillar  
Connections**

### **Goal 1: Success for Every Student**

- > Students demonstrate proficiency in literacy and numeracy
- > Students achieve educational outcomes
- > Students are prepared for the 21st Century

### **Goal 3: Success for FNMI students**

- > FNMI students are engaged in learning



## Highlights in 2011-2012

- Expansion of Reggio inspired programming
- Learning Centre review undertaken
- Implementation of Learning Support Facilitators
- Implementation of “Leader in Me” program in two division schools



**Alberta Education  
Accountability Pillar  
Connections**

### **Goal 1: Success for Every Student**

- > Students demonstrate proficiency in literacy and numeracy
- > Students achieve educational outcomes
- > Students are prepared for the 21st Century

### **Goal 2: Transformed Education Through Collaboration**

- > The education system demonstrates openness to new innovative ideas, leadership and collaboration

### **Goal 3: Success for FNMI students**

- > FNMI students are engaged in learning

## Recognition of the Individual and Opportunities for Success

### Indicators:

1. 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
2. Students have access to a diversity of program and instruction
3. Students complete their high school program

### Expectations and Strategies:

- 1a. Teachers embed differentiated instructional strategies into teaching practices
- 1b. Teachers include student reflection as a regular component of assessment
- 1c. Teachers monitor student attainment of student goals
- 1d. Teachers and schools celebrate student achievement of personal goals and excellence
- 1e. Teachers and schools provide support to FNMI students to ensure they complete their academic programs successfully and in a timely fashion
- 2a. Teachers and schools ensure programs/supports meet individual student needs
- 2b. Schools provide a wide range of complementary and optional programs
- 3a. Schools provide ongoing support for students to complete their high school program
- 3b. Initiate a formal research project on high school completion within Sturgeon division

### Measures:

- School end of year report with respect to student engagement
- ”Tell Them From Me” student surveys
- Academic achievement results
- Accountability pillar surveys



## and Learning Environment: Respect for self, others and community

### Indicators:

1. All members of the school community, students and adults, experience positive personal interactions
  - ▶ Students, in particular, have a sense of being cared for and demonstrate caring for others
2. All members of the school community, students and adults, contribute to their school and community
3. At all times, all members of the school community, students and adults, demonstrate respectful actions and behaviors.
4. At all times, all members of the school community, students and adults, practice safety in their physical and digital environments

### Strategies and Expectations:

1. School staff identify expectations and associated practices which support a caring learning and work environment
  - ▶ Schools develop strategies to enhance positive teacher-student relationships
  - ▶ Staff model and support conflict resolution strategies (Healthy Interactions)
  - ▶ Students are taught and demonstrate conflict resolution strategies with their peers and others
  - ▶ Staff develop consistent discipline definitions and tracking procedures
2. School staffs involve all students in projects which contribute to the school or community
3. Staff identify practices which support a respectful learning and work environment
  - ▶ Sturgeon schools participate in and support the W.I.T.S. program
- 4a. School staff provide instruction to all students specific to safety in the virtual environment
- 4b. Schools implement the Division's AISI V project - Digital Literacy Grades 10-12

### Measures:

- Student satisfaction rates regarding safety, caring, and respect
- Behaviour incidents in behavior reports
- School end of year report with respect to the opportunities provided to students to contribute to the school or community
- School end of year report with respect to projects/programming related to positive citizenship and character education



### Alberta Education Accountability Pillar Connections

#### Goal 1: *Success for Every Student*

- > Students demonstrate proficiency in literacy and numeracy
- > Students achieve educational outcomes
- > Students are prepared for the 21st Century

#### Goal 2: *Transformed Education Through Collaboration*

- > The education system demonstrates openness to new innovative ideas, leadership and collaboration

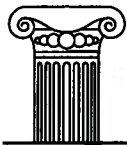
## Ongoing Support Themes 2012/2013/2014/2015

It is recognized that our schools provide instruction and support that goes well beyond the three major priorities identified in the three year plan. Students, parents and staff have identified five significant categories for which ongoing support needs to be provided within our school environments. While they are not included within the focused work of our division, it is important that they be highlighted as focal points for Sturgeon School Division on an ongoing basis.

### Highlights in 2011-2012

Lilian Schick School presented with Provincial Award of Merit for Health and Wellness Initiatives.

12 Sturgeon teachers were nominated for the Excellence in Teaching Award.



Alberta Education  
Accountability Pillar  
Connections

#### Goal 1: Success for Every Student

- > Students demonstrate proficiency in literacy and numeracy
- > Students achieve educational outcomes
- > Students are prepared for the 21st Century

#### Goal 2: Transformed Education Through Collaboration

- > The education system demonstrates openness to new innovative ideas, leadership and collaboration

#### Goal 3: Success for FNMI students

- > FNMI students are engaged in learning

### Responsible, Safe and Ethical Use of Technology

#### Indicators:

1. Students use technology to increase their ability to learn
2. Students use technology skillfully and efficiently (using the right tools well)
3. Students practice responsible, safe and ethical use of technology

### Citizenship and Environmental Responsibility

#### Indicators:

1. Students demonstrate a sense of responsibility to self, to others and to the local school/community
2. Students participate within their school and/or community and have opportunities to develop as leaders
3. Students demonstrate initiative relative to citizenship and environmental responsibility

### Preparation for Post-Secondary, Work and Life

#### Indicators:

1. Students demonstrate effective work habits
2. Students demonstrate an awareness of a variety of career options/paths
  - ▶ Students understand the requirements for graduation from high school
  - ▶ Students understand academic requirements for their chosen career path
3. Students are provided with a variety of life experiences
4. Students complete their high school program

### Personal Health and Wellness

#### Indicators:

1. Students develop an understanding of life-long benefits of healthy lifestyles, fitness and nutrition
2. Students engage in physical activity on a daily basis

### Partnership with Home

#### Indicators:

1. Teachers and parents communicate regularly
2. Teachers work together with parents to ensure success of their children in school
3. Staff and parent input is actively sought




# Budget 2012-2013 School Year

	JUNE 2012-2013	SEPT 2011-2012
<b>Revenue</b>		
Government of Alberta	52,372,663	50,638,837
Federal Gov't and/or First Nations	321,958	288,296
Fees	482,698	228,291
Other Sales and Service	538,400	853,917
Investment Income	30,000	30,000
Fundraising	800,000	800,000
Amortization of Capital Allocations	1,369,614	1,192,559
Reserve Provision		311,333
<b>Total Revenue</b>	<b>55,915,333</b>	<b>54,343,233</b>
<b>Expenses</b>		
Certificated Salaries	26,030,548	26,014,635
Certificated Benefits	3,056,121	2,713,104
Non Certificated Salaries and Wages	10,278,372	10,986,654
Non Certificated Benefits	2,633,313	2,755,720
Services, contracts and supplies	12,676,904	11,547,436
Amortization of Capital Assets	1,575,707	1,359,121
Interest on Capital Debt	22,351	66,856
	56,273,316	55,443,526
<b>Total Expenses</b>		
<b>Projected Deficit</b>	<b>(357,983)</b>	<b>(1,100,293)</b>



For more information on Sturgeon's Budget see our website: [www.sturgeon.ab.ca](http://www.sturgeon.ab.ca) or contact Karen Parasynchuk, Secretary Treasurer at 780-939-4341 or [kparasyn@sturgeon.ab.ca](mailto:kparasyn@sturgeon.ab.ca)

# Highlights of Financial Plans



The Jurisdiction's Budget Report Form is available online at [www.sturgeon.ab.ca/News/PublicationsandReports/FinancialDocuments/tabid/252/Default.aspx](http://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 AISI projects
- › Continued support for professional development through cost 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



# Accountability Pillar Overall Summary

## Accountability Pillar Overall Summary

Annual Education Results Reports - October 2012

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: High Quality Learning Opportunities	Safe and Caring Schools	Good	Safe and Caring	86.8	86.7	86.0	88.6	88.1	87.5	High	Maintained	Good
	Student Learning Opportunities	Good	Program of Studies	81.0	79.4	79.1	80.7	80.9	80.6	High	Improved	Good
			Education Quality	87.7	88.4	87.7	89.4	89.4	89.3	High	Maintained	Good
			Drop Out Rate	5.0	5.6	4.7	3.2	4.2	4.4	Intermediate	Maintained	Acceptable
			High School Completion Rate (3 yr)	70.3	68.4	70.0	74.1	72.6	71.6	Intermediate	Maintained	Acceptable
Goal Two: Excellence in Student Outcomes	Student Learning Achievement (Grades K-9)	Acceptable	PAT: Acceptable	82.5	85.1	86.0	79.1	79.3	78.9	Intermediate	Declined Significantly	Issue
			PAT: Excellence	19.3	21.4	20.5	20.9	19.6	19.1	High	Maintained	Good
	Student Learning Achievement (Grades 10-12)	Acceptable	Diploma Acceptable	85.6	83.1	83.3	83.5	82.6	83.5	Intermediate	Maintained	Acceptable
			Diploma Excellence	16.2	15.8	13.3	18.6	18.7	18.7	Intermediate	Improved	Good
			Diploma Exam Participation Rate (4+Exams) within 3 years	38.3	42.6	42.5	56.2	54.9	53.9	Low	Declined	Issue
			Rutherford Scholarship Eligibility Rate (Revised)	58.1	54.2	54.2	61.5	59.6	58.0	Intermediate	Improved	Good
	Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	60.6	55.6	59.0	58.4	59.3	59.5	High	Maintained	Good
			Work Preparation	80.8	71.8	74.4	79.7	80.1	79.9	High	Improved Significantly	Good
Citizenship			79.5	76.3	76.3	82.5	81.9	81.2	High	Improved	Good	
Parental Involvement	Good	Parental Involvement	80.0	78.5	78.0	79.7	79.9	80.0	High	Maintained	Good	
Continuous Improvement	Good	School Improvement	79.0	77.3	77.7	80.0	80.1	79.8	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, Pure Math 30, Applied Math 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 (\*).

# Annual Education Results Report – Goal One

**NOTE:** Specific targets and strategies for improvement have been provided for some learning outcomes identified as requiring additional focus.

## 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)										Target	
		2008		2009		2010		2011		2012		2012	
		A	E	A	E	A	E	A	E	A	E	A	E
Overall	Authority	87.3	22.8	85.8	18.4	87.1	21.7	85.1	21.4	82.5	19.3	85.0	21.0
	Province	76.6	17.7	78.3	18.3	79.1	19.4	79.3	19.6	79.1	20.9		

**Notes:**

- Achievement at the acceptable level continues to exceed provincial standard

**STRATEGIES FOR IMPROVEMENT:**

- Schools will continue to focus on enhancing assessment strategies
- Schools will continue to focus on implementation of strategies to embed critical thinking activities in all grades and subjects
- Implementation of AISI V Literacy project with a focus on reading at grades 1-6
- Focus on the improvement of results at the Level of Excellence in all subjects
- All schools report an increased focus on developing critical thinking skills
- All schools report an increased focus on the implementation of differentiated instructional practices

**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)									
		2008		2009		2010		2011		2012	
		A	E	A	E	A	E	A	E	A	E
Overall	Authority	86.5	18.2	83.6	12.0	83.0	12.0	83.1	15.8	85.6	16.2
	Province	84.1	19.1	84.3	18.5	83.4	19.0	82.6	18.7	83.5	18.6

**Notes:**

- Improved results achieved in 7 of 10 subjects at the acceptable level
- Improved results achieved over the previous two years in 6 of 10 subjects at the Level of Excellence
- Significant improvement in targeted subjects (2011/2012)

Applied Math ... +9.3%

Social Studies 30-1 ... +9.3%

**STRATEGIES FOR IMPROVEMENT:**

- Expand targeted professional development and focus to improve results in English
- Continuation of targeted professional development and focus to improve results in Math and Social Studies
- Focus on the improvement of results at the Level of Excellence in all subjects
- Introduction of AISI V Digital Literacy project at the high school level
- Continue to monitor achievement at the high school level by school and system administration

# Annual Education Results Report – Goal One

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

Performance Measure			Results (in percentages)				
			2007	2008	2009	2010	2011
High School Completion Rate – Percentages of students who completed high school within three, four and five years of entering Grade 10.	Within 3 years	Authority	71.5	72.7	68.9	68.4	70.3
		Province	71.1	70.8	71.5	72.6	74.1
	Within 4 years	Authority	79.1	75.2	76.6	74.6	76.6
		Province	76.1	76.3	76.1	76.9	78.1
	Within 5 years	Authority	82.4	81.7	79.4	79.1	78.0
		Province	78.9	78.7	79.0	79.0	79.6

Performance Measure		Results (in percentages)				
		2007	2008	2009	2010	2011
Drop Out Rate – Annual dropout rate of students aged 14 to 18	Authority	4.7	4.6	3.9	5.6	5.0
	Province	4.7	5.0	4.8	4.3	3.2
Returning Rate	Authority	20.7	17.7	23.8	10.8	11.4
	Province	21.3	19.8	23.5	27.9	23.4

The annual drop out rate is significantly 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.

All junior and senior high schools continue to participate in the “TELL THEM FROM ME” project and undertake strategies to improve student engagement.

Performance Measure		Results (in percentages)					Target
		2007	2008	2009	2010	2011	2012
Percentage of students writing four or more Diploma Examinations by the end of their third year of high school.	Authority	44.8	41.5	43.3	42.6	38.3	42.0
	Province	53.6	53.3	53.5	54.9	56.2	

### Notes:

- The decline in the percentage of students writing 4 or more diploma exams within three years of entering high school is consistent with the increasing number of students choosing to complete their high school program in 4 years.

### STRATEGIES FOR IMPROVEMENT:

- Implementation of “My BluePrint”, a program to support students planning for high school and post-secondary at the junior and senior high level.



# Annual Education Results Report – Goal One

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

Performance Measure			Results (in percentages)				
			2007	2008	2009	2010	2011
High school to post-secondary transition rate of students within four and six years of entering Grade 10.	Within 6 Years	Authority	54.5	58.2	63.2	55.6	60.6
		Province	58.8	59.2	59.8	59.3	58.4

Performance Measure			Results (in percentages)				
			2007	2008	2009	2010	2011
Percentage of Grade 12 students who meet the Rutherford Scholarship eligibility criteria.		Authority	57.6	56.5	51.9	54.2	58.1
		Province	56.8	57.3	56.9	59.6	61.5

Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.

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

Performance Measure			Results (in percentages)				
			2008	2009	2010	2011	2012
Percentage of teachers and parents who are satisfied that students model the characteristics of active citizenship.	Overall	Authority	75.6	75.6	77.1	76.3	79.5
		Province	77.9	80.3	81.4	81.9	82.5

### Notes:

- Continuous improvement over a 5 year period is demonstrated
- All schools undertake initiatives which allow students to contribute positively to the greater community

Performance Measure			Results (in percentages)				
			2008	2009	2010	2011	2012
Percentage of teachers and parents who agree that students are taught attitudes and behavior that will make them successful at work when they finish school.	Overall	Authority	77.5	75.6	76.0	71.8	80.8
		Province	80.1	79.6	79.9	80.1	79.7

# 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)				
			2008	2009	2010	2011	2012
Overall teacher, parent and student satisfaction with the overall quality of basic education.	Overall	Authority	87.7	86.8	87.9	88.4	87.7
		Province	88.2	89.3	89.2	89.4	89.4
Performance Measure			Results (in percentages)				
			2008	2009	2010	2011	2012
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	78.4	78.7	79.2	79.4	81.0
		Province	79.4	80.3	80.5	80.9	80.7
Performance Measure			Results (in percentages)				
			2008	2009	2010	2011	2012
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 are treated fairly in school.	Overall	Authority	84.4	84.4	86.8	86.7	86.8
		Province	85.1	86.9	87.6	88.1	88.6
Notes:							
<ul style="list-style-type: none"> <li>•All schools have undertaken projects/programs designed to encourage positive citizenship and character education</li> <li>•All schools provide opportunities which enable students to contribute to the school or community</li> </ul>							



# Annual Education Results Report – Goal Two

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

Performance Measure			Results (in percentages)				
			2008	2009	2010	2011	2012
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	Overall	Authority	79.6	78.5	77.1	78.5	80.0
		Province	78.2	80.1	80.0	79.9	79.7
Performance Measure			Results (in percentages)				
			2008	2009	2010	2011	2012
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	79.6	77.3	78.4	77.3	79.0
		Province	77.0	79.4	79.9	80.1	80.0





# Accountability Pillar Overall Summary – FNMI

## Combined 2012 Accountability Pillar 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	7.5	4.1	3.7	9.0	10.4	10.9	Low	Declined	Issue
		High School Completion Rate (3 yr)	54.8	52.5	49.2	40.2	38.2	36.0	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	60.2	75.0	68.3	58.3	58.1	57.8	Very Low	Maintained	Concern
		PAT: Excellence	1.9	13.8	13.5	6.6	6.0	5.9	Very Low	Declined Significantly	Concern
Student Learning Achievement (Gr 10-12)	Issue	Diploma Acceptable	69.6	81.8	84.5	77.6	77.7	77.0	Very Low	Declined	Concern
		Diploma Excellence	10.7	0.0	3.3	8.8	7.4	8.1	Low	Maintained	Issue
		Diploma Exam Participation Rate (4+ Exams)	23.5	30.6	29.9	19.6	19.1	17.7	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate (Revised)	50.0	45.0	40.1	34.4	32.1	29.6	Intermediate	Maintained	Acceptable
Prep for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	43.3	68.6	68.6	30.2	31.2	32.3	Low	Declined	Issue

### Notes:

- FNMI students in Sturgeon School Division continue to achieve a level significantly above that achieved by their peers across the province.
- Sturgeon School Division has engaged a community resource coordinator to support schools in the creation of family and community partnerships which will help children develop emotionally, intellectually, physically and socially. Within this focus, schools have highlighted a particular desire to support the FNMI population.



# 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)						Target
		*most recent results available are for 2010-11 school year						
		2007	2008	2009	2010	2011	2012	
*Drop Out Rate – annual dropout rate of students aged 14 to 18.	Authority	5.2	5.8	1.4	4.1	7.5	N/A	6.0
	Province	11.8	11.0	11.2	10.4	9.0		
*High School Completion Rate – Percentages of students who completed high school within three years of entering Grade 10.	Authority	69.7	54.1	41.0	52.5	54.8	N/A	60.0
	Province	34.7	35.6	34.1	38.2	40.2		
*Percentages of students writing four or more Diploma Exams within three years of entering Grade 10.	Authority	46.9	18.2	41.0	30.6	23.5	N/A	30.0
	Province	16.0	17.2	16.7	19.1	19.6		
*Percentage of Grade 12 students eligible for a Rutherford Scholarship.	Authority	45.5	57.1	18.2	45.0	50.0	N/A	
	Province	25.8	29.0	27.5	32.1	34.4		
High school to post-secondary transition rate of students within six years of entering Grade 10.	Authority	*	*	*	68.6	43.3	N/A	50.0
	Province	29.6	31.8	33.9	31.2	30.2		

			A	E	A	E	A	E	A	E	A	E	Target	
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	N/A	71.1	14.5	60.8	8.1	69.2	18.7	75.0	13.8	60.2	1.9	70.0	10.0
	Province		54.1	5.3	56.3	5.3	59.1	6.4	58.1	6.0	58.3	6.6		
Overall percentage of self-identified FNMI students who achieved the acceptable standard of excellence on Diploma Examinations.	Authority	N/A	92.9	7.1	86.7	0.0	85.0	10.0	81.8	0.0	69.6	10.7	80.8	12.0
	Province		77.1	10.2	77.1	8.2	76.3	8.7	77.7	7.4	77.6	8.8		

**Notes:**

- The small number of students/exams written included in these results allows for significant variability in results from year to year. In 2012, only 56 diploma exams and 106 provincial achievement exams across 3 grades were written.
- Results for FNMI students within Sturgeon significantly exceed those achieved at the provincial in most categories

**STRATEGIES FOR IMPROVEMENT:**

- Continuation of ongoing supports to increase student engagement
- Continuation of enhanced communication with the Alexander Education Authority and residents of Alexander First Nations
- Continuation of focus to enhance support network for FNMI students including Level I, II, and III intervention strategies
- Introduction of AISI V Literacy, Project Based Learning and Digital Literacy Projects

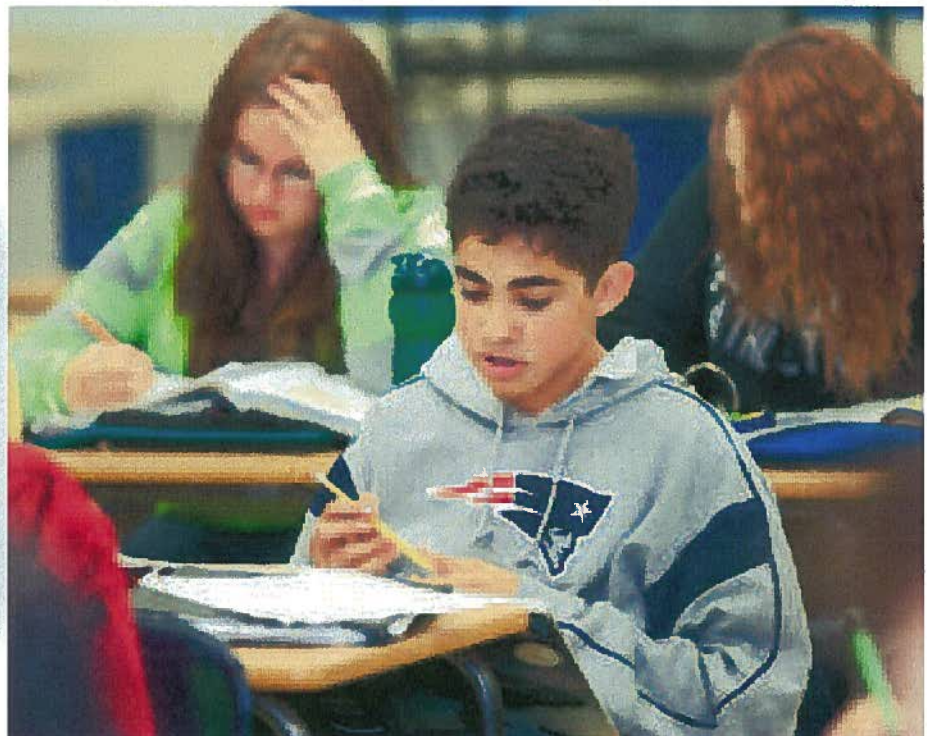
# Class Size Report 2011/2012

## Core Subjects Only

	K to 3			4 to 6			7 to 9			10 to 12		
	2009/10	2010/11	2011/12	2009/10	2010/11	2011/12	2009/10	2010/11	2011/12	2009/10	2010/11	2011/12
Bon Accord Community School	17.3	19.6	18.1	21.5	27.0	19.0						
Camilla School	20.7	19.3	20.0	23.3	22.7	22.2	21.3	20.2	22.1			
Gibbons School				23.6	21.0	22.0	14.5	16.4	19.4			
Guthrie School	17.4	17.7	19.4	24.5	22.0	24.0	21.9	18.8	17.4			
Landing Trail School	19.4	18.4	19.9	23.3	22.3	22.3						
Lilian Schick School				24.4	19.4	17.6	20.8	24.2	21.2			
Morinville Public Elementary			12.5			12.0						
Namao School	17.9	16.0	20.5	17.8	18.9	21.2	20.2	17.7	15.6			
Ochre Park School	15.9	19.0	17.6	22.5	17.6	22.0						
Redwater School				21.7	20.1	20.7	23.5	20.3	19.2	14.6	15.1	16.6
Sturgeon Composite High										23.3	22.3	23.4
Sturgeon Heights School	16.7	19.8	18.9	23.9	23.6	27.0	24.3	21.1	24.2			
<b>DIVISION TOTALS</b>	18.5	18.5	19.0	22.4	21.1	21.3	19.6	19.1	19.4	21.9	21.2	22.3



More details with respect to class size information can be found at:  
<http://www.sturgeon.ab.ca/News/PublicationsandReports/ClassSizeSurvey/tabid/191/Default.aspx>



# Highlights of Financial Report

## 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	\$45,818,544	77.05%
Operation and Maintenance	\$ 6,609,251	11.11%
Transportation	\$ 5,083,101	8.55%
Board and Governance	\$ 1,954,498	3.29%

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

**SURPLUS** -\$909,998

## Number of Students

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

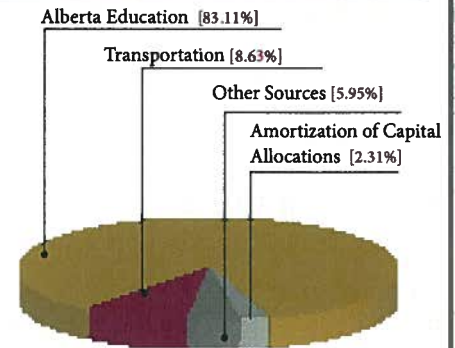
## Cost Per Student

Total Cost/Student \$14,864

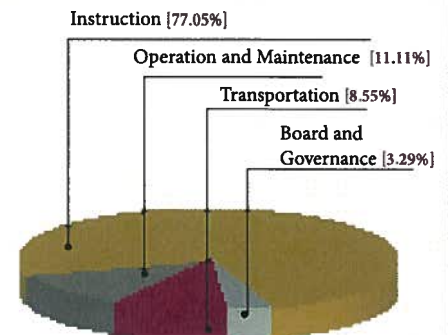
Operational Cost/Student \$14,459

For more financial details, including our Audited Financial Statement, please see our website: [www.sturgeon.ab.ca](http://www.sturgeon.ab.ca) or contact Karen Parasynchuk, Secretary Treasurer at 780-939-4341 or [kparasyn@sturgeon.ab.ca](mailto:kparasyn@sturgeon.ab.ca)

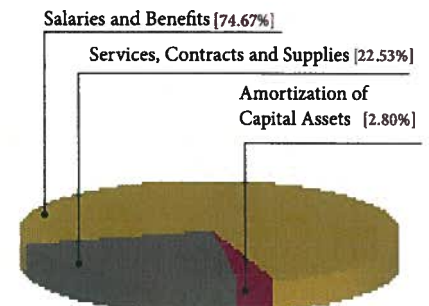
## REVENUE



## EXPENDITURES BY PROGRAM



## EXPENDITURES BY OBJECTS



# Highlights of Financial Report



## 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 principled 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](http://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](http://www.sturgeon.ab.ca) or contact  
Karen Parasynchuk, Secretary Treasurer at  
780-939-4341 or [kparasyn@sturgeon.ab.ca](mailto:kparasyn@sturgeon.ab.ca)

# Highlights of Facility and Capital Plans

The most significant element of our operational developments in 2011-2012 was the announcement that we would be taking occupancy of the (former) Vanier School building to be the home of our Morinville Public Elementary School. The announcement was made in the Spring, but we could not take occupancy until July. It is to the great credit of our Operations and Maintenance Department that we were able to fully open in late August and receive students right after Labour Day. Students, teachers, and parents were impressed and excited by the 'new look' school, all bright and freshly painted. Roofing upgrades and parking improvements around the division were also accomplished in 2011-12, along with all the attention to 'wear and tear' that we always deal with.

At its February 22, 2012 meeting, the Board approved its 2013-2016 Capital Plan as:

1. Sturgeon Composite High School Modernization
2. Gibbons School Modernization
3. Camilla School Modernization and Expansion

At that meeting the Board also approved its Modular priorities:

1. 6 for Morinville Public Elementary School
2. 2 for Camilla School
3. 2 for Landing Trail



A complete version of the Jurisdiction's Capital Plan is available at  
<http://www.sturgeon.ab.ca/News/PublicationsandReports/CapitalPlan//tabid/111/Default.aspx>



## 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?

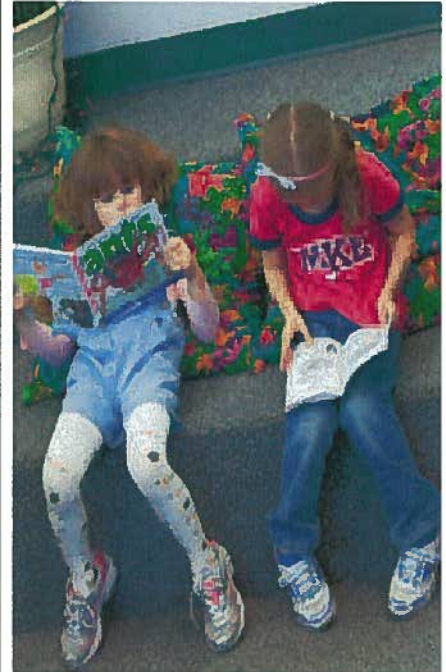
- › Quality Questions?  
Sampled how? Avoid bias how?

### 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<sup>2</sup>*

### 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.TC<sup>2</sup>.com>



## Accountability Measures

<p><b>GOAL ONE:</b> Success for Every Student</p>	<p><b>OUTCOME: Students demonstrate proficiency in literacy and numeracy.</b></p> <ul style="list-style-type: none"> <li>• 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).</li> </ul> <p><b>OUTCOME: Students achieve educational outcomes.</b></p> <ul style="list-style-type: none"> <li>• Overall percentage of students who achieved the acceptable standard and the overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).</li> <li>• High school completion rate of students within three years of entering Grade 10.</li> <li>• Annual dropout rate of students aged 14 to 18.</li> <li>• High school to post-secondary transition rate of students within six years of entering Grade 10.</li> <li>• Percentage of Grade 12 students eligible for a Rutherford Scholarship.</li> <li>• Percentage of students writing four or more diploma exams within three years of entering Grade 10.</li> </ul> <p><b>OUTCOME: Students are prepared for the 21<sup>st</sup> century.</b></p> <ul style="list-style-type: none"> <li>• Overall teacher, parent and student agreement that students model the characteristics of active citizenship.</li> <li>• Overall teacher, parent and student agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.</li> </ul>
<p><b>GOAL TWO:</b> Transformed Education Through Collaboration</p>	<p><b>OUTCOME: Students have access to programming and supports to enable their learning.</b></p> <ul style="list-style-type: none"> <li>• Overall teacher, parent and student satisfaction with the overall quality of basic education.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>OUTCOME: The education system demonstrates openness to new and innovative ideas, leadership and collaboration.</b></p> <ul style="list-style-type: none"> <li>• Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.</li> <li>• 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.</li> </ul>
<p><b>GOAL THREE:</b> Success for First Nations, Métis and Inuit (FNMI) Students</p>	<p><b>OUTCOME: FNMI students are engaged in learning.</b></p> <ul style="list-style-type: none"> <li>• Annual dropout rate of self-identified FNMI students aged 14 to 18.</li> <li>• High school completion rate of self-identified FNMI students within three years of entering Grade 10.</li> <li>• 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.</li> <li>• Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations.</li> <li>• Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.</li> <li>• High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.</li> <li>• Percentage of self-identified FNMI Grade 12 students eligible for a Rutherford Scholarship</li> </ul>

*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  
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Toll Free: 1-888-459-4062  
Fax: 780-939-5520  
Website: [www.sturgeon.ab.ca](http://www.sturgeon.ab.ca)

## **BOARD OF TRUSTEES**

**Camilla**

Bon Accord / Morinville

Redwater / Ochre Park

Gibbons / Lilian Schick

Landing Trail

Namao / Guthrie / SCHS

Sturgeon Heights

**Shelley Porter**

Liz Kohle

Brent Gray

Daryl Krieger

Terry Jewell (Chair)

Tracy Nowak (Vice Chair)

Wendy Miller

## **Superintendent of Schools**

Michèle Dick

## **Chief Deputy Superintendent**

Gerry Schick

## **Secretary Treasurer**

Karen Parasynchuk

'm sorry but it's my mom's burthday on Friday so I'll be celebrating with her. I really hate to say no





# Memorandum

Date: November 28, 2012  
To: Public Board  
From: Michele Dick  
Superintendent  
Subject: Superintendent's Report

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## **Division Facebook Page**

Attached for Trustee information is a copy of the announcement letters shared with staff and parents relative to our new Division Facebook page. We are pleased to be launching an additional site where parents, students and staff can access information regarding our schools and the many exciting opportunities we provide for students. Given the increasing number of people using social media, we are looking forward to seeing if this new initiative is well received and well utilized by our various stakeholder groups.



November 22, 2012

Dear Parents,

It is with great excitement that we are launching a Facebook page for Sturgeon School Division! Join us at [www.facebook.com/SturgeonSD](http://www.facebook.com/SturgeonSD) to keep in touch with all the great things happening in Sturgeon School Division!

As it continues to evolve we hope our Facebook page will become a hub for parents and students. Several useful features will include:

1. **Photos** – Photo albums divided by school show the terrific learning environments we offer.
2. **Our Schools** – A description of each school is listed along with a link to the respective profile page on the Division website.
3. **Notes** – Includes information and quick links to the Division's brochures, inclement weather policy, transportation site, school newsletters and more.
4. **Literacy** – Features links to external literacy resources for parents and students including National Children's Literacy Website, Literacy Zone, StoryPlace and more.
5. **Anti-Bullying Resources** – Features links to external anti-bullying resources for parents and students including WITS, Bully Free Alberta, Kids Help Phone and more.
6. **Events** – Highlights major Division events including PD days and holidays. Open House events can also be listed as dates become known.
7. **Forum** – A moderated discussion forum where we will be welcoming parents and students to post comments and create discussion threads on topics of specialized interest related to Sturgeon schools (e.g. school projects, initiatives or special events).
8. **Map** – Features the location of Division main offices, along with an About Us description including mission statement.

To promote this new communication tool, we will be running a Facebook contest from January 7 to February 3, encouraging people to follow us for a chance to win one of two \$50 gift cards from Chapters. This contest will be promoted on Facebook, the SSD website and the Sturgeon Schools' Spotlight.

Please take a moment to check out [www.facebook.com/SturgeonSD](http://www.facebook.com/SturgeonSD), "Like" it and share it with your network of contacts. **(You may wish to review your privacy settings first to prevent unwanted access to your private Facebook page by other users on the Division page.)**

As technology supports learning in our schools, we look forward to using Facebook to support and enhance our relationships with members of the Sturgeon community.



November 22, 2012

Memo To: SSD Staff

It is with great excitement that we are launching a Facebook page for Sturgeon School Division! Viewable at [www.facebook.com/SturgeonSD](http://www.facebook.com/SturgeonSD), the page promotes Division news, programs and stories that provide an insight into all of the great things happening in Sturgeon School Division.

As it continues to evolve we hope our Facebook page will become a hub of information and sharing for staff, parents and students. Several useful features will include:

1. **Photos** – Photo albums divided by school show the terrific learning environments we offer.
2. **Our Schools** – A description of each school is listed along with a link to the respective profile page on the Division website.
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To promote this new communication tool, we will be running a Facebook contest from January 7 to February 3, encouraging people to follow us for a chance to win one of two \$50 gift cards from Chapters. This contest will be promoted on Facebook, the SSD website and the Sturgeon Schools' Spotlight.

Jocelyne Fraser, the Division's Communication Coordinator, is managing our Facebook page including making all posts and adding all items. If you have school news you would like to promote on Facebook, please send your request first to your school principal for approval and then forward your item onto Jocelyne at [jocelyne@pureinc.ca](mailto:jocelyne@pureinc.ca). Note, FOIPP forms must be signed off before forwarding any photos.

Please take a moment to check out [www.facebook.com/SturgeonSD](http://www.facebook.com/SturgeonSD), "Like" it and share it with your network of contacts. **(You may wish to review your privacy settings first to prevent unwanted access to your private Facebook page by other users on the Division page.)** Your feedback would also be greatly appreciated via email to Jocelyne.

As technology supports learning in our schools, we look forward to using Facebook to support and enhance our relationships with parents and students.

Sincerely,

  
Michele



## Board Memorandum

Date: November 28, 2012  
To: Board of Trustees  
From: Gerry Schick, Chief Deputy Superintendent  
Subject: Chief 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**

#### Redwater School

November 21-24, 2012 Senior boys volleyball team; 15 members, to Kitscoty for the Provincial tournament.

December 7-8, 2012 24 senior high students to St. Paul for a basketball tournament.

December 13-15, 2012 24 senior high students to Picture Butte for a basketball tournament.

#### Gibbons School

March 27 - April 3, 2014 39 grades 8 and 9 students to Los Angeles/San Diego for an opportunity to expose students to different economic and political systems.

**Board Report**  
**November 28, 2012**  
**Mary McGregor, Associate Superintendent Student Services**

Regional Collaborative Service Deliver (RCSD) 2012 2013

St. Albert, Morinville, Sturgeon County

1. We have been directed by government to develop a transition plan for services to schools that will regionalize resources and management of resources.
2. To that end, we have been funded \$30,000 through the SHP to contract a Team Leader to develop a plan that would see services delivered centrally for the St. Albert, Morinville, Sturgeon County Region (SAASHP boundaries).
3. The services to be regionalized are Student Health Initiative (SAASHP), Regional Consulting Services (RCS) and Children and Youth with Complex Needs (CYCN). Each organization is funded by government to provide services to school aged children.
4. The Team Lead has been contracted and we have a series of meeting events planned to examine our service and organizational needs. The deliverables are:
  - a. Governance Team Development (Superintendents or designates)
    - i. Memorandum of Understanding (cross-ministry)
  - b. Leadership Team Development (Ministry administrators)
    - i. Terms of Reference (operations)
  - c. Transition Service Plan
    - i. Some possibilities include SLP, OT, Mental Health, Pediatric Home Care, Home Support, etc.
    - ii. Focus on Response to Intervention approach
5. The timeline for this transition is end of June 2013. It is doubtful that a full plan will be completed across the province in this time frame; however, I believe our SHP is well on the way to development of a transition plan.

**Student Services School visits**

1. Over the next 2 months, Sandra Brenneis, Coordinator and I will visit schools to review their programming for students with exceptional learning needs. We will provide feedback to the schools, hear their concerns and share some of the effective practices that are at work in the system.



## Board Memorandum

Date: November 28, 2012  
To: Board of Trustees  
From: Wolfgang Jeske  
Director, Curriculum and Instruction  
Subject: Board report

---

### 2Learn Projects

I am pleased to advise that 2Learn has partnered with Redwater and Sturgeon Composite High schools to initiate the “Bring It” project. This project is designed specifically to support schools as they develop a shared vision and practice for student learning with personally owned devices and to enable teachers to be better able to incorporate these devices into the teaching and learning process. We are one of three jurisdictions to participate in this project. Details with respect to the project are yet to be developed as our teachers identify specific areas of needs. Costs for this project are underwritten by 2Learn. Additional information with respect to the project is attached.

This is the second partnership/project between Sturgeon schools and 2Learn. Currently Gibbons School and Camilla School are the third year of the “Beyond Digital Literacy” project.





**The Bring It! Project -  
collaboratively working  
toward a shared vision and  
practice for student learning  
with personally  
owned devices.**

**Backgrounder  
Oct. 2012**



## WHO

A. Three school districts in the greater Edmonton area to be confirmed.

**District Project Teams:** Each District Team will consist of 1 district technology leadership contact and 2 district school teams.[ Each school team will consist of 1 school administrator and 2 teachers.]

The selection of districts is deliberate, including – one which is in the process of implementing BYODs, which has not been a part of the 2010-2012 BYOD Provincial community of practice; one which is new to BYOD, but is supporting individual schools who are interested in implementing BYOD ; and one which is implementing a variety of devices, in the very early stages of BYOD implementation. District personnel will assist in identifying the participant schools.

B. the 2Learn.ca Provincial Team

The Provincial Team Leader will be the lead facilitator on this project. Two Provincial Team Members will be working directly on this project. Also working on the project for a portion of their time will be two additional team teachers, the 2Learn.ca Digital Librarian, the Database Analyst, and the Business Administrator.

There is no cost to participant schools or districts, other than time for participation. Outside expertise will be engaged by 2Learn.ca once the participant group determines its areas of most need.

A **community of practice**, based on Etienne Wenger's model will be developed through face to face meetings with the project team members. Individual districts will identify their **Domain** areas of shared inquiry and key issues; the extent of their own **Community** as a group, and how their **Practices** will be shared.

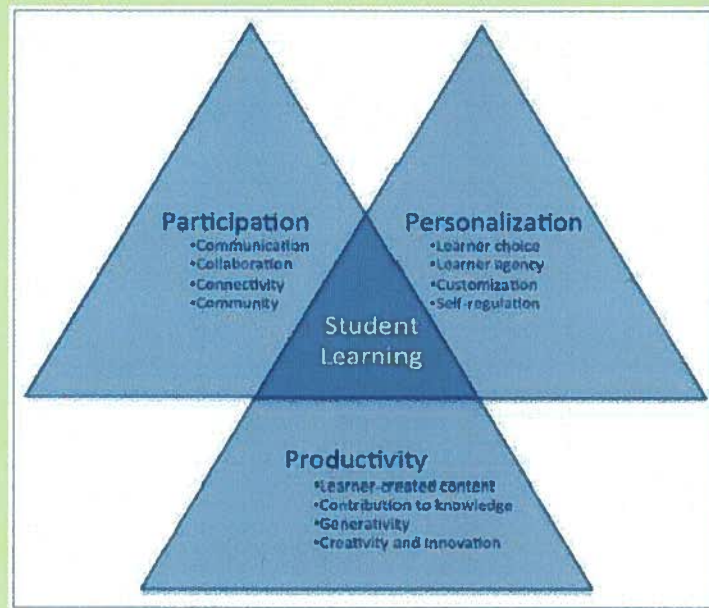
## WHAT

Participants, with active support from 2Learn.ca, will

1. collaboratively develop a shared vision and practice for student learning with personally owned devices within the school community
2. design a variety of relevant learning experiences, consistent with the school/district's larger plans.
3. strengthen knowledge and skills needed to support student learning in a "BYOD" context. This includes the elements of *digital citizenship*; *teaching, learning and assessment using a BYOD model*; and *digital content* [sections 4, 5 and 6 of the BYOD Guide] so that educational decision-making is well-informed.
4. work collaboratively at the district level to ensure successful access to the technologies and online resources determined as essential in the project.
5. actively participate in the evaluation of the resources, tools and processes employed in the project.

2Learn.ca will work with participant district teams to develop a plan for individualized and group professional development; using Provincial Team member resources as well as identifying opportunities for **shared professional development** from the field.

The professional development plan will focus **Domain** activity in the areas of **participation, personalization and productivity**, as outlined in the Guide. (see diagram below)



Please note that this will be done in a manner consistent with each school's PD plans for the year. The intent is to support, not replicate or displace existing PD plans.

## WHERE

Primary emphasis will be placed upon the professional development needs of teachers; a strong focus within the 2Learn.ca model on making connections and building community among teachers and districts; facilitating opportunities to engage in innovative ways of teaching; and, using an active approach to professional learning that situates the teacher in an environment where application of learning is essential.

The 2Learn.ca Provincial Team will work collaboratively with participants to determine the most suitable professional learning opportunities for teaching and learning with personally owned devices, and then help facilitate them within the context of existing school professional learning plans. ***This activity will occur locally in the jurisdiction[s], at participant schools and online.***

## HOW

In implementing the plan, 2Learn.ca will work with participants to best suit their needs. 2Learn.ca employs flexible formats to support professional learning:

- **Face to Face:** initial planning sessions, professional learning sessions delivered via webinar and VC where possible including “at point of need” mini-presentations, and district activities as planned.
- **Webinars:** providing professional development opportunities in parallel to some of the face-to-face events.
- **The Concourse KMS website:** Using a new ELGG interface as a knowledge management system, 2Learn.ca will host a community of practice through our **new** interactive educator networking website to support information sharing and professional growth. This site will facilitate interjurisdictional work. Groups and moderated forums will be supported through effective facilitation, mentorship and provision of complementary activities and professional development. Private groups will enable file sharing, forums, blogging, and calendars managed by the group creator (including group forums, video libraries, file-sharing capacity, calendars, blogs, twitter, etc.). Using the technologies included, 2Learn.ca will:
  - provide a vehicle to deliver 2Learn.ca supports
  - provide links to PD multimedia resources.
  - provide vehicles for reflection and feedback as part of the evaluation process.
  - guarantee privacy
- **Videostreaming:** providing access to existing or new resources developed
- **Online resources, interfaces and tools:** for resource building and sharing, online mentorship, and interactive learning experiences. (2Learn.ca provides database development and management in a .NET environment creating original applications and interfaces)

**Online resources, interfaces and tools:** for resource building and sharing, online mentorship, and interactive learning experience

## WHEN

This project will be implemented over two school years, 2012-2014. Participants will be invited to participate in the first year, with the option to continue into the second. The intent is that the participant teachers working through the first year of the project will assume the role of collegial mentors in the second year.

## WHY

Consider these quotes, one fairly recent and one from the early 20<sup>th</sup> century, which reflect our continued need to support student learning with their personally owned devices.

- *"Our research has documented that mobile learning technologies can significantly help teaching professionals and institutions enhance the delivery of learning, making it more accessible, personalised and engaging, all of which ultimately leads to better outcomes for learners."* [Jill Attewell]
- *"A society which is mobile, which is full of channels for the distribution of a change occurring anywhere, must see to it that its members are educated to personal initiative and adaptability."* [John Dewey]

In a May 2012 survey completed at a JTC Bring Your Own Device Plenary, responses to the question "What supports are needed for a BYOD implementation?" elicited many comments about the need for professional development support, including:

- teachers working in the classroom with teachers modeling as the best form of PD
- conversation, planning, PD
- a moderated discussion forum for discussions among jurisdictions would help
- Strong representation at the planning team with technical, teacher, leader staff
- A strong digital citizenship framework
- Curricular and Technical Leadership understanding
- A deep understanding of how curriculum ties closely with technology otherwise a BYOD will be put together with very little purpose.
- Purposeful PD must follow so best practices, ideas, classroom examples/exemplars can be shared.

Never before has there been a time when we want our students to be informed, responsible users of their own technologies – balancing the opportunities available in a digital environment with the obligations required of a digital citizen. We also want our students to be actively engaged in using the many available technological tools and resources which give breadth and depth to their learning experiences. This is an opportunity to support teachers providing students with transformational learning opportunities.

This project is structured as a community of practice, whose participants will be working collectively to explore how we can best support student learning with personally owned devices. Etienne Wenger states that "communities of practice enable practitioners to take collective responsibility for managing the knowledge they need, recognizing that, given the proper structure, they are in the best position to do this." The 2Learn.ca Provincial Team will act as facilitator/participants in the process.



## Board Memorandum

Date: November 28, 2012  
To: Board of Trustees  
From: Committee of the Whole  
Subject: Policy B/II/3 – Requirement to Declare Conflict of Interest

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### **Background:**

At the November 14, 2012 Committee of the Whole meeting Trustees reviewed Policy B/II/3— Requirement to Declare Conflict of Interest and forwarded it to this evening Public Board meeting for further consideration.

### **Recommendation:**

That Trustees approve Policy B/II/3 – Requirement to Declare Conflict of Interest.



**1.0 POLICY**

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

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



## Board Memorandum

Date: November 28, 2012  
To: Board of Trustees  
From: Committee of the Whole  
Subject: Policy B/II/4 – Requirement to Take Oath of Office

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### **Background:**

At the November 14, 2012 Committee of the Whole meeting Trustees reviewed Policy B/II/4 – Requirement to Take Oath of Office and forwarded it to this evening Public Board meeting for further consideration.

### **Recommendation:**

That the Trustees approve Policy B/II/4 – Requirement to Take Oath of Office.



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

**B/II/4**

EFFECTIVE: February 23, 2005

REVISED:

REVIEW:

## 1.0 POLICY

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

## 2.0 GUIDELINES

### 2.1 Exhibit

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

Prescribed form for the Oath of Office:

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

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





## Board Memorandum

Date: November 28, 2012  
To: Board of Trustees  
From: Committee of the Whole  
Subject: Policy D/I/1 – *Fiscal Management*

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### **Background:**

Please find attached Policy D/I/1 – *Fiscal Management*. This policy was reviewed at the November 14<sup>th</sup> meeting of the Committee of the Whole.

### **Recommendation:**

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



**1.0 POLICY**

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

**2.0 GUIDELINES**

- 2.1 The Board requires monthly financial statements and variance reports, both consolidated and by established site, of the preceding month, for the Committee of the Whole.
- 2.2 Schools will have access to monthly reporting of budget and year-to-date expenditures.
- 2.3 Principals are to report quarterly to school councils and communities using a report format developed by Central Office administration.

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References: *Admin Practice(s): Financial Management 5 – Fiscal Reporting*  
*Financial Management 10 – School General Bank Account*  
*Financial Management 13 – Disposal of School Equipment*  
*School Act:*



## Board Memorandum

Date: November 28, 2012  
To: Board of Trustees  
From: Committee of the Whole  
Subject: Policy D/I/12 – *Income Tax Deductible Receipts for Donations Received by the Division*

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### **Background:**

Please find attached Policy D/I/12 – *Income Tax Deductible Receipts for Donations Received by the Division*. This policy was reviewed at the November 14<sup>th</sup> meeting of the Committee of the Whole.

### **Recommendation:**

That the Board of Trustees approve Policy D/I/12 – *Income Tax Deductible Receipts for Donations Received by the Division*.



# D//12 – Income Tax Deductible Receipts for Donations Received by the Division

**D//12**

EFFECTIVE: November 27, 2002

REVISED:

REVIEW: 2014-2015

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## **1.0 POLICY**

- 1.1 The Board shall acknowledge donations for the advancement of education within the Division by issuing receipts which may enable the donor to claim the donation as a tax deduction.

## **2.0 GUIDELINES**

- 2.1 The administration of this policy shall be carried out under the direction of the Secretary Treasurer in consultation with the Superintendent of Schools.
- 2.2 All funds received shall be processed through the Board's regular accounting system, specifically identified and appropriately recorded.

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References: *Admin Practice(s): FM9 – Income Tax Deductible Receipts*  
*School Act:*



## Board Memorandum

Date: November 28, 2012  
To: Board of Trustees  
From: Committee of the Whole  
Subject: Policy E/I/14 – Employee Conflict of Interest

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### **Background:**

Please find attached Policy E/I/14 – Employee Conflict of Interest. This policy was reviewed at the November 14<sup>th</sup> meeting of the Committee of the Whole.

### **Recommendation:**

That the Board of Trustees approve Policy E/I/14 – Employee Conflict of Interest.



**1.0 POLICY**

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

**2.0 GUIDELINES**

~~2.1 The Division may not employ or contract the services of an immediate family member of an incumbent Superintendent, Deputy Superintendent, Associate Superintendent, or Secretary Treasurer. Immediate family members already in the employ of the Board when engaging a new Superintendent, Deputy Superintendent, Associate Superintendent or Secretary Treasurer may remain employees of the Board.~~

~~2.1.1 For the purposes of this policy, immediate family shall be defined as a spouse, child, parent, parent-in-law, grandparent, son-in-law and grandparent of spouse. This would also include common-law relationships.~~

~~2.2 A family member of an employee of the Board, other than those identified in Guidelines 1.1 may be employed by the Board, only if:~~

~~2.2.1 They are assigned so that one family member is not employed in a primary evaluative or supervisory position to the other.~~

~~2.2.2 When an immediate family member as defined in Guidelines 1.1 of an existing employee applies for a position, the existing employee is not involved in any manner in the selection process for the position.~~

~~2.2.3 When an immediate family member, as defined in Guidelines 1.1, of an existing employee contracts services with the Board, the existing employee is not involved in any manner in the selection of the contractor, the issuing of the contract or the supervision and/or evaluation of the services or work being contracted by the Board.~~

~~2.2.4 The Superintendent will ensure the conditions outlined in Guidelines 1.1 are complied with by all employees of the Board and is delegated the responsibility to enact this policy.~~

**2.1 Definitions**

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



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- 2.1.1 **“Conflict of Interest” is a set of circumstances that *creates a risk that* professional judgment or actions regarding the principal goals or mandate of the division will be unduly influenced or compromised to the advantage, either financial or professional, of a family member or friend of an employee of the division.**
  - 2.1.2 ~~For the purposes of this policy,~~ **“Family Member” shall be defined as a spouse, child, parent, parent-in-law, grandparent, son-in-law, daughter-in-law, child of spouse and grandparent of spouse. This would also include common-law relationships.**
  - 2.2 **The Superintendent shall normally delegate to the Associate Superintendent – Human Resources the responsibility to administer this Policy, and AP G 03 - Conflict of Interest.**
    - 2.2.1 **Where it is the Associate Superintendent – Human Resources who is deemed to have a potential for Conflict of Interest, the Superintendent shall have this responsibility.**

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



## Board Memorandum

Date: Nov 28, 2012  
To: Board of Trustees  
From: Committee of the Whole  
Subject: December 26, 2012 - Board of Trustees Meeting

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As per the motion of the Organizational Meeting of the Board of Trustees, a Board meeting is scheduled for the 26<sup>th</sup> day of December, 2012.

**Recommendation:**

The Board of Trustees review this date and advise Senior Admin accordingly.





## Board Memorandum

Date: November 28, 2012  
To: Board of Trustees  
From: Committee of the Whole  
Subject: Town of Morinville Joint Use Agreement

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### **Background:**

As referred from the November 14 Committee of the Whole Meeting, attached you will find a draft copy of the Town of Morinville Joint Use Agreement.

Trustee Nowak and Mrs. Parasynchuk have reviewed this agreement and bring forward recommended changes highlighted in yellow on the attached draft.

### **Recommendation:**

That the Board of Trustees approve the Town of Morinville Joint Use Agreement.

## AGREEMENT FOR JOINT USE OF FACILITIES

THIS AGREEMENT MADE IN DUPLICATE THIS \_\_\_\_\_ day of \_\_\_\_\_ A.D. 2012  
(referred to as the AGREEMENT).

SIGNED AND WITNESSED BETWEEN:

**THE DIVISION OF TRUSTEES OF STURGEON SCHOOL DIVISION NO. 24** (referred to as the "DIVISION")

-AND-

**THE TOWN OF MORINVILLE** a municipal corporation, incorporated under the laws of the Province of Alberta (hereinafter called the "TOWN")

**WHEREAS**, both parties agree that the public facilities within the Town of Morinville should be utilized to their potential;

**WHEREAS**, both parties are keen to establish a mutual exchange of public facilities for the benefit of the residents of the Town of Morinville and the students attending the public school within the Town of Morinville.

**WHEREAS**; both parties are agreeable to pooling all of their respective public facilities in accordance with the provisions of the agreement

**NOW, THEREFORE THE PARTIES AGREE AS FOLLOWS:**

### **SECTION 1: GENERAL**

- 1.1 The Town will make available to the Division and its School, for school use, Town operated facilities as outlined in Schedules "A & B", if such facilities are not in use for regular community programs, revenue producing functions or being cleaned or refurbished.
- 1.2 The Division will make available to the Town, for community recreation and culture activities, Facilities within its School as outlined in Schedule "C", if such facilities are not required for school activities or when they are being cleaned or refurbished.
- 1.3 The Principal, in case of the School Facility, or the Chief Administrative Officer or designate, in the case of the Town, may at their discretion decline to allow any group or organization the use of the facilities under this agreement if such groups or organizations have exhibited unsatisfactory behavior in the view of the Principal or the Chief Administrative Officer ~~or~~ during prior use of the facilities.
- 1.4 The regular repair and maintenance of any facility and its operational cost is the complete responsibility of the owner of the facility with the exception of the maintenance of Division-owned sports fields as outlined in SECTION 7 of this agreement.

## **SECTION 2: FACILITIES TO BE USED**

- 2.1 Under this agreement School Facility shall include:
- i) Gymnasiums in the School
  - ii) Classrooms in the School
  - iii) School owned sports fields
  - iv) ~~School Library~~
- 2.2 Under this agreement Town Facility shall include:
- i) Community Cultural Centre
  - ii) Ray McDonald Sports Centre including the Ice Centre and meeting room
  - iii) Outdoor Skating Rink
  - iv) Tennis Courts
  - v) Morinville Splash Park
  - vi) Bob Foster Extreme Sports Park
  - vii) Ball Diamonds
  - viii) Soccer Pitches
  - ix) Parks and Playgrounds
- 2.3 Other facilities within the School which house special equipment or material or are used for special purposes such as libraries, computer labs, are not included under this agreement, but may be available for non-school, public use upon arrangement with the School's Principal.
- 2.4 The use of specialty facilities and equipment at the Community Cultural Centre will only be available for school use upon arrangement with the Manager of the CCC.
- 2.5 Town owned facilities leased to other groups and organizations (e.g. Senior Citizens Rendez-Vous Centre and Morinville Curling Club) are not bound by this AGREEMENT. All requests for use of these facilities may be made directly to the leased party managing the requested facility.

## **SECTION 3: WHO MAY USE FACILITIES?**

- 3.1 The following may use the School and Town Facilities under this agreement:
- i) Community youth groups, minor sports organizations, activities organized by Community organizations or the Community Services Department.
  - ii) Community adult cultural and recreation organizations
  - iii) Students attending the schools of the Division who are under the supervision of a staff member or volunteer approved by the Principal of the School or by the Division.

## **SECTION 4: TIME TO BE USED**

- 4.1 School facilities, may be used when they are not required for school activities or when they are not being cleaned or refurbished.
- 4.2 Town and Community Use of Division owned facilities is permitted ~~Monday – Friday~~ **Mondays, Tuesdays, Wednesdays and Fridays** from 6:00pm-10:00pm and on weekends from 8:00am-10:00pm. Exceptions are those dates and times when the School Facility is deemed unavailable by the school's Principal.

- 4.3 For the 2012 – 2014 school years, the school Principal requests Thursday evenings for school use only and will communicate to the Town any other times and dates when their School Facility will be unavailable for Town and Community Use by June 15<sup>th</sup> for the upcoming school year.
- 4.4 Once established and communicated to the TOWN, school availability shall not be changed unless emergent or unforeseen circumstances and/or special events occur.
- 4.5 If the Division or Town facilities are closed due to unexpected or unusual disruption, all community use bookings will be cancelled until the respective facilities reopen.
- 4.6 Town Facilities may be used during regular school hours Monday-Friday from 8:00 am to 4:15 pm when they are not required for regular scheduled recreation programs, revenue producing functions, cleaning, maintenance or building upgrades or renovations.

### **SECTION 5: BOOKING AND USE OF SCHOOL FACILITIES**

- 5.1 Recreation Services, community youth groups, minor sports organizations, and community adult cultural and recreation organizations are required to complete a rental agreement and submit it to Morinville Community Services Department for consideration and approval.
- 5.2 The Town shall provide staff and facilities to handle all requests for community use of Division Facilities under this Agreement. The Town will notify the School of all Town and Community Use bookings of the school facility.
- 5.3 The Division shall provide and pay for staffing associated with weekday Community and Town Use and access of the School facility under this Agreement. The School will also supply the Town with keys and related security clearance for weekend Community and Town use and access of the School.
- 5.4 The Town will provide and pay for staffing associated with Community and Town use of the School Facility under this Agreement.
- 5.5 The Town is responsible for ensuring the School Facility is opened, closed and secured and will ensure appropriate and adequate supervision is provided.  
  
The Division shall invoice the Town for costs associated with alarm responses during non-school-operational hours that are caused by improper operation of the alarm system by an organization operating under Town approved access.
- 5.6 The organization using the School Facility shall designate a responsible adult member who shall sign the application form and ensure adequate supervision is provided during the activity. This person shall ensure that the facility is vacated in the same general condition as it was entered.
- 5.7 The use of **NON-EXPENDABLE EQUIPMENT** is permitted upon application to the Town as part of the facility booking process. Non-Expendable Equipment shall mean equipment that is permanently attached or affixed to school buildings or playing fields and may, generally, be described as equipment difficult to lift or transport.

- 5.8 The use of **EXPENDABLE EQUIPMENT** is not permitted. Expendable equipment shall mean movable apparatus.

## **SECTION 6: BOOKING AND USE OF TOWN FACILITIES**

- 6.1 On an ongoing and timely basis, Morinville Community Services Department shall provide the School Principal with a schedule of the availability of Municipal Facilities. A request for proposed usage of Town Facilities will be made by **May 30** of each year, for the upcoming school year. Confirmation of the forgoing shall be made by the school by **September 30**, at which time the school is required to complete a user/rental agreement with the Town of Morinville Community Services Department.
- 6.2 Town employees shall be in attendance while facilities at the Ray McDonald Sports Centre are being used by the school.
- 6.3 Town Facilities used by school groups shall also be left in the same general condition as when they entered the facility.
- 6.4 Where the use of equipment has been authorized by the Town, the School group shall compensate the Town for any damage incurred beyond normal wear and reasonable use of the equipment.
- 6.5 School groups shall provide adequate supervision of students at all times during any use of Town Facilities.
- 6.6 Subject to the time frames for the submission of booking requests for the Town facilities set out in Schedule "C", the Town will endeavor to accommodate booking requests whenever received on a first come first serve basis.

## **SECTION 7: MAINTENANCE OF DIVISION-OWNED SPORTS FIELDS**

- 7.1 The maintenance of sports fields and playgrounds will be a shared responsibility to be discussed and managed on an annual basis by Morinville Public Works and Sturgeon School Division Operations Staff.
- 7.2 An operational meeting will be held in March each year to confirm plans for the upcoming year. The plans will be provided as "Appendix A" to this agreement.
- 7.3 All routine and regular maintenance, including inspections, of Division-owned sports fields are subject to the operating and maintenance standards established by the Town.
- 7.4 The Town has the ultimate authority to close Division-owned fields and grassed areas for reasons pertaining to weather, safety, and emergent maintenance requirements. Compliance with Division-owned Facility closures will be enforced by the Division.

## **SECTION 8: DISCIPLINE**

- 8.1 The Town and the Division agree to abide by the discipline policy and any other policy established for the safe and orderly use of their respective facilities.

## **SECTION 9: LIABILITY INSURANCE**

- 9.1 The agreeing parties shall each, at all times, carry and continue to carry adequate and proper liability insurance so as to provide the parties protection from any liability which might arise in connection with the development and operation of the JOINT-USE FACILITIES agreement.
- 9.2 All users of town facilities are required proof of Liability Insurance in the amount of ~~two million (2,000,000.00)~~ **five million (5,000,000.00)** dollars with the Town of Morinville identified as an additional named insured. Users should consult the Town of Morinville if they have any questions or concerns.

## **SECTION 10: PAYMENTS, FEES, AND CHARGES**

- 10.1 It is the responsibility of the User (Town, Division or Community) to clean up the facility at the end of their booking/rental period and leave the facility in the same state it was received in. USERS who do not adequately clean the facility will be charged a maintenance fee as defined in the current Town policies. Any damages or maintenance fees resulting from Community Use of the Division-owned Facility will be invoiced by the Division to the Town. The Town will pay the invoice and recover the costs from the appropriate User. Any damages or maintenance fees resulting from School Use of Town -owned Facilities will be invoiced by the Town to the Division.
- 10.2 The Town shall establish fees pertaining to Community use of the Division-owned Facility. Any fees collected by the Town regarding Community use of the Division - owned Facility will be retained by the Town.
- 10.3 With the exception of those provisions within this Agreement, the Town will not collect any fees from the Division for School Use of Town-owned Facilities and the Division will not collect any fees from the Municipality for Town Use of the Division-owned Facility.

## **SECTION 11: FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT**

- 11.1 The parties of this agreement agree to comply with privacy requirements of Part 2 of the Freedom of Information and Protection of Privacy Act insofar as it applies to the operations and personal information each party has access to, collects, or uses in providing the services under the contract.
- 11.2 The Freedom of Information and Protection of Privacy Act imposes an obligation on the parties to protect the privacy of the individuals whose information may be involved in meeting contract requirements. The parties will be required to protect the confidentiality and privacy of each individual's personal information accessible or collected under the contract.
- 11.3 The parties acknowledge that information and records maintained or submitted by the other party may be subject to the protection and access provisions of the Freedom of Information and Protection of Privacy Act.

## **SECTION 12: REVISIONS TO THE AGREEMENT**

- 12.1 The terms of this agreement may be altered by written consent of the parties. Proposed amendments submitted by either party to the other must be addressed within sixty (60) days of submission.
- 12.2 The Town and the Division pursuant to this agreement will formally notify the other party no later than May 1 of each year of any changes or modifications to the agreement that may be requested.
- 12.3 The parties agree to meet annually on or before May 1 of each year to discuss the present use of the Town and School facility and to discuss more effective facility use.
- 12.4 The resolution of conflicts and any other facility use problems shall be the responsibility of the school principal (or designate) and the Town Chief Administrative Officer (or designate). In the event that the respective administrators are unable to achieve a resolution of said problem(s), the responsibility for resolution shall become the responsibility of the Town Council and DIVISION of Trustees.

## **SECTION 13: INDEMNITY**

- 13.1 Each party to this agreement hereby agrees to indemnify and hold harmless the other party, its employees and agents from any and all claims, demands, actions and costs whatsoever that may arise, directly or indirectly, out of any act or omission of the indemnifying party's employees or agents.
- 13.2 The Division shall be responsible for and indemnify the Town against any and all loss or damage to the Town's property arising out of the Division's performance of the agreement and that of Division's employees or agents.
- 13.3 The Town shall be responsible for and indemnify the Division against any and all loss or damage to the Division's property arising out of the Town's performance of the agreement and that of Town employees and agents.

## **SECTION 14: TERMS OF THE AGREEMENT**

- 14.1 This agreement shall be for a term commencing September 1, 2012 and terminating August 31, 2013 and shall renew automatically from year to year unless terminated as provided hereafter.
- 14.2 If either party wishes to terminate this agreement, six (6) months' notice shall be given to the other party on or before December 31<sup>st</sup> to be effective June 30 in the year next following.
- 14.3 It is agreed that failure on the part of the Town to conform in whole or in part to any of the conditions of this agreement will entitle the Division to terminate this agreement forthwith.

14.4 It is agreed that failure on the part of the Division to conform in whole or in part to any of the conditions of this agreement will entitle the Town to terminate this agreement forthwith.

IN WITNESS WHEREOF the parties have hereunder affixed their seals duly attested to by their proper signing officers, the day and year as first above written.

SIGNED, SEALED, AND DELIVERED

**TOWN OF MORINVILLE**

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Paul Krauskopf, Mayor

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Debbie Oyarzun, Chief Administrative Officer

**THE BOARD OF TRUSTEES OF STURGEON SCHOOL DIVISION NO. 24**

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Terry Jewell, Board Chair

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Karen Parasynchuk, Secretary Treasurer



## SCHEDULE "A"

### TOWN OF MORINVILLE RECREATION FACILITIES

FACILITY/AREA	FACILITIES AVAILABLE	AVAILABILITY	EQUIPMENT AVAILABLE
Ray McDonald Sports Centre	Ice Surface	Sept 13 – Dec 17, 2010; Jan 10 – Mar 19,	Hockey nets
	Outdoor Rink	Weather Dependent	
	Non Ice Surface	Day use may be available May - June	
	Meeting Room	Day use may be available	
Tennis Courts	1 Good Court	Anytime	Tennis nets,
Splash Park	Splash Park	June; Open to the general public during school hours.	
Bob Foster Extreme Sports Park	Skate Board Park	Sept 1 – June 30; Open to the general public during school hours.	
Skyline Park Meadows Park (As per Lease Agreement)	4 Ball Diamonds 2 Ball Diamonds	May – June; Sept - Oct During School Hours	
Soccer Pitches	Various Locations	During school hours	Posts/Nets
Trails, Parks & Playgrounds	Various Locations	Anytime	

## SCHEDULE "B"

### TOWN OF MORINVILLE

#### MORINVILLE COMMUNITY CULTURAL CENTRE

The Morinville Community Cultural Centre (CCC), opened in June 2011, is a performing arts and conference centre owned and operated by the Town of Morinville. The 26,000 square foot facility houses a 450 seat banquet hall that is convertible to a theatre space; a commercial kitchen; a gallery, foyer and five (5) meeting rooms with a community kitchen for smaller group use. **GSACRD Sturgeon School Division** use of the Morinville Community Cultural Centre is subject to availability.

Conditions of use including rental deposits are as per MORINVILLE COMMUNITY CULTURAL CENTRE FACILITY RENTAL LICENSE AGREEMENT TERMS AND CONDITIONS (attached) and are subject to change.

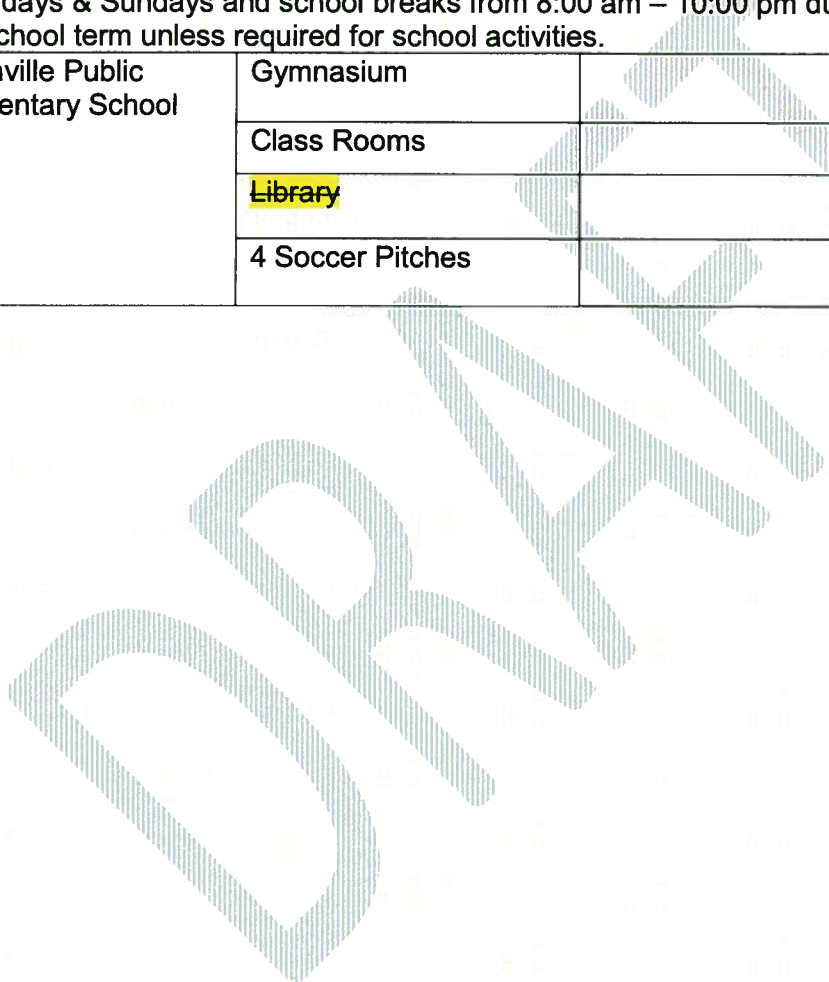
FACILITY/AREA	FACILITIES AVAILABLE	EQUIPMENT AVAILABLE	AVAILABILITY/FEE SCHEDULE
Morinville Community Cultural Centre	1. Hall	Tables & Chairs, Concession/Bar(no equipment included)	<b>September 1 – June 30</b> <b>Student Use</b> <ul style="list-style-type: none"> <li>• Monday – Friday during school hours/ No Charge</li> <li>• Monday, Tuesday, Wednesday evenings/ No Charge</li> <li>• <del>MCCHS Annual Drama Production – Thurs &amp; Fri, 2nd week of December"</del> (The use involves back-drop and set up and dress rehearsal as well as the production itself)/ <b>No Charge</b></li> <li>• Thursday evening and Sunday/ 50% of Community Group Rates</li> <li>• Friday evening and Saturday/ 100% of Community Group Rates</li> </ul>
	2. Theatre	Tables & Chairs, Retractable seats Stage, tech time, use of equipment (under supervision of House Tech) Dressing Rooms (2)	
	3. Commercial Kitchen	Cooking appliances, dishes, cutlery and utensils	
	4. Meeting Rooms and Small Kitchen	Tables & Chairs, AV equipment (under supervision of House Tech), appliances, dishes and cutlery	
	5. Gallery and Foyer	Tables & Chairs Hanging system, Gallery Concession/Bar(no equipment included)	
			<b>Administration Use</b> <ul style="list-style-type: none"> <li>• Monday – Sunday/ 100% of Community Group Rates</li> </ul>

**Note:**

## SCHEDULE "C"

### MORINVILLE SCHOOLS STURGEON SCHOOL DIVISION

SCHOOL	FACILITIES AVAILABLE	AVAILABILITY	EQUIPMENT AVAILABLE
Unless otherwise indicated school facilities are available evenings from 6:00 – 10:00 pm <b>weekdays Mondays, Tuesdays, Wednesdays, Fridays;</b> Saturdays & Sundays and school breaks from 8:00 am – 10:00 pm during the school term unless required for school activities.			
Morinville Public Elementary School	Gymnasium		
	Class Rooms		
	<b>Library</b>		
	4 Soccer Pitches		



## **SCHEDULE "D"**

### **SCHOOL USE OF TOWN FACILITIES**

### **CONDITIONS OF USE**

The Town of Morinville is pleased to make its facilities available to the Division 24 schools within the Town of Morinville as part of the Joint-Use Agreement with the Sturgeon School Division No. 24. Use of Town Facilities is subject to the following rules and terms:

1. A request for Town Facilities will be made upon the completion of a booking agreement for proposed usage for the upcoming year by the following dates:

**Community Culture Centre and Arena Requests:** May 30 of the previous school year. The schools shall confirm seasonal arena bookings by September 30. Requests for other Town Facilities shall be made at least two weeks prior to the date requested.

Every school group requesting facility use shall complete a Rental Agreement.

2. The Town reserves the right to withdraw or deny the use of a facility by any organization or group.
3. Town Facilities used by school groups are to be left in the same general condition as when the school group entered the facility.
4. Where the use of Town equipment has been authorized by the Town, the School shall compensate the Town for any damage incurred beyond normal wear and reasonable use of the equipment.
5. Students attending the Morinville Public Elementary School and accessing Town Facilities must be under the supervision of a staff member and/or volunteer approved by the Principal of the School at all times.
6. Students will not be allowed access to the facilities without supervision and should arrive at the facility not more than 10 minutes prior to the time booked.
7. Students taking part in ice activities are required to wear an approved skating or hockey helmet.
8. Town staff has the right to request that an individual student leave the facility for inappropriate behavior. Notice of such action will be provided to the school principal and/or school contact.
9. Town employees shall be in attendance while facilities at the Ray McDonald Sports Centre are used by the schools.

## SCHEDULE "E" TOWN USE OF SCHOOL FACILITIES CONDITIONS OF USE

Sturgeon School Division is pleased to make Morinville Public Elementary School available to community groups and organizations as part of the Joint-Use Agreement with the Town of Morinville. Use of School Facilities is subject to the following rules and terms:

1. All bookings shall be made through the Town of Morinville.
2. Every user requesting facility use shall complete a Rental Agreement.
3. Participants are allowed to use only those areas specified in the Rental Agreement.
4. Any equipment requested must be indicated in the Rental Agreement. Only the equipment specified in Section 5.5 of the Rental Agreement shall be made available to user groups. Equipment will be made available by the custodial staff.
5. Soiled footwear must be removed upon entering the school. Clean, non-marking **indoor runners (white soles preferred) must be worn in the gymnasium. Cleats are not permitted to be worn in the school.**
6. Smoking in school facilities is not permitted.
7. Alcoholic beverages are not permitted in the school buildings.
8. It is the responsibility of the user group to clean up after the function. The necessary equipment shall be made available by the caretakers. Chairs, tables, and desks used in the classrooms and libraries must be returned to their original positions.
9. The user accepts responsibility for all damages, other than normal wear and tear, which occurs during the use of the facility.
10. Adequate supervision must be provided by the user at all times during any use of school facilities
11. All users of school facilities are required proof of Liability Insurance in the amount of two million (2,000,000.00) dollars with the Board of Trustees of Sturgeon School Division No 24 identified as an additional named insured. Users should consult the Town of Morinville if they have any questions or concerns.
12. School grounds may not be used as practice areas for golfers. Unauthorized motor-driven vehicles and horses are also not permitted on the grounds.
13. **Dogs must be kept on a leash on school grounds and feces must be picked up and appropriately discarded.**

## **APPENDIX “A”**

### **Town of Morinville &-Sturgeon School Division**

1. **Grass Cutting:**
  - Town will maintain sports fields (grass cutting, spraying, fertilizing, etc.) and continue to mark fields
  - Sturgeon School Division will ensure areas in orange (on school sheets) are maintained
2. **Garbage Cans**
  - Town will review locations of garbage cans at the Sturgeon School Division site and add/move garbage cans as necessary
  - Town will continue to empty garbage cans on a regular basis
3. **Gopher removal**
  - Town has a contract through the Community Peace Officers for gopher control
  - Sturgeon School Division will speak with the Town if there are any gopher issues on their sites to see if the Town’s gopher control contractor can assist
4. **Tree Trimming**
  - Town will advise Sturgeon School Division of any Sturgeon School Division tree trimming requirements
  - Sturgeon School Division will advise the Town of any Town tree trimming requirements
5. **Playgrounds**
  - Town and Sturgeon School Division will conduct playground inspections at Morinville Public Elementary School in April/May and develop a list of action items
  - Town and Sturgeon School Division will discuss budgetary requirements related to action items and develop a timeline for repairs
  - Sturgeon School Division will get a playground manual from the school-for review prior to the inspection being conducted



## Board Memorandum

Date: November 28, 2012  
To: Board of Trustees  
From: Karen Parasynchuk, Secretary Treasurer  
Subject: Electoral Ward Review

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Open Houses regarding the Electoral Ward Review were held:

- Tuesday, November 6, 2012 at Camilla School
- Wednesday, November 7, 2012 at Namao School
- Thursday, November 8, 2012 at Gibbons School
- Thursday, November 15, 2012 at Morinville Public Elementary School

Stewart, Weir & Co. Ltd. will review the feedback gathered from the Open Houses and on-line and incorporate this feedback, where possible, into the redesign of the electoral boundaries.

The final report is expected to be presented to the Board for consideration by late December 2012 or early January 2013. Upon endorsement by the Board, the preferred option will be recommended to the Alberta Minister of Education's office for final approval.

**(Enter name of School Council)**

**Year In Review 2011 – 2012**

**Written by**

**Enter Position**

**Enter Name**



# **(ENTER NAME OF SCHOOL COUNCIL) YEAR IN REVIEW**

**2011 – 2012**

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## **September 2011**

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## **October 2011**

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## **November 2011**

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## **December 2011**

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## **January 2012**

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## **February 2012**

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## **March 2012**

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## **April 2012**

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## **May 2012**

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## **June 2012**

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**Enter name of School Council**  
**Financial Statement**  
**REPORTING PERIOD: September 1, 2011 – August 31, 2012**

<b>ASSETS</b>	Cash-Bank Account	\$	
	Common Shares		
	List any other assets		
	<b>TOTAL ASSETS</b>	<b>\$</b>	
<b>LIABILITIES</b>	<b>TOTAL LIABILITIES</b>		<b>\$0.00</b>
<b>INCOME</b>	List income		<b>\$</b>
	<b>TOTAL INCOME</b>		<b>\$</b>
<b>DISBURSEMENTS:</b>	List disbursements		<b>\$</b>
	<b>TOTAL DISBURSEMENTS</b>		<b>\$</b>
<b>Profit/Loss</b>	Bank Balance Sept. 1, 2011	\$	
	Withdrawals	\$	
	Deposits		\$ _____
	Bank Balance August 31, 2012		\$

**THIS FINANCIAL STATEMENT HAS BEEN REVIEWED AND APPROVED BY:**

**Name** \_\_\_\_\_

**Position** \_\_\_\_\_

**Date** \_\_\_\_\_

