



Board Meeting Agenda

November 26, 2014 – 4:30 p.m.

- 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 Regular Meeting of October 22, 2014

- 5. Presentations**
 - 5.1 2013 – 2014 Audited Financial Statements –
Mr. Phil Dirks, C.A., Partner, Hawkings Epp Dumont LLP,
Mrs. Iva Paulik, Secretary Treasurer
 - 5.2 Three Year Education Plan 2014-2017/
Annual Education Results Report 2013/2014 – Mr. W. Jeske

6. Reports from Senior Administration

- 6.1 Superintendent of Schools
- 6.2 Associate Superintendent, Education Services
- 6.3 Secretary Treasurer
- 6.4 Associate Superintendent, Human Resources & Leadership Support

7. Reports from Trustees and Standing Committees

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

8. Reports from Special Committees

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

9. New Business

- 9.1 Policy B/III/4 – Communications
- 9.2 Policy D/I/13 – Instructional Materials
- 9.3 Policy D/I/18 – Public Interest Disclosure (Whistle Blower Protection) Act
- 9.4 Policy D/II/3 – Patriotic Exercises/Flag Etiquette
- 9.5 Policy E/I/1 – Staffing Policy
- 9.6 Policy E/I/14 – Employee Conflict of Interest
- 9.7 Revised Capital Plan 2014-2017
- 9.8 Revised 2015-2016 Modular Classroom Program Request
- 9.9 2013/2014 Audited Financial Statements
- 9.10 Three Year Plan 2014/2017 and Annual Education Results Report 2013/2014
- 9.11 Annual Education Results Report Summary 2013/2014
- 9.12 Ratification of the CUPE Collective Agreement
September 1, 2013 – August 31, 2016
- 9.13 Fall 2014 Update to the 2014-2015 Budget
- 9.14 December, 2014 Board of Trustees Meeting

10. Unfinished Business

11. Notices of Motion

12. Comment & Question Period

13.1 ATA; CUPE

13.2 Community Members

13.3 Media

13. Requests for Information

14. Adjournment



**Minutes of the Meeting of
The Board of Trustees of
Sturgeon School Division No. 24
Held at Morinville on October 22, 2014**

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 22, 2014**

Roll Call

Present were Trustees: Mr. Terry Jewell (Chair), Ms. Tracy Nowak (Vice Chair), Mrs. Misty Featherley; Mrs. Liz Kohle, Mrs. Wendy Miller, Mrs. Michelle Mychasiw, Mrs. Shelley Porter; Dr. Michèle Dick (Superintendent)Mr. Wolfgang Jeske (Associate Superintendent, Education Services); Mrs. Iva Paulik (Secretary Treasurer); Mr. Dave Johnson (Associate Superintendent, Human Resources & Leadership Support)

Call to Order

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

Approval of Agenda

#94/2014 – Moved by Ms. Nowak that the agenda be approved.

CARRIED 7/0

Appointments

There were no appointments.

Approval of Minutes

#95/2014 - Moved by Mrs. Mychasiw that the minutes of the Organizational Meeting of September 24, 2014 be approved.

CARRIED 7/0

#96/2014 - Moved by Ms. Nowak that the minutes of the Regular Meeting of September 24, 2014 be approved.

CARRIED 7/0

Presentations

Mr. Joe Chapman, Principal of Redwater School, along with teachers, Amanda Dorosh and Kyle Harvey, provided information regarding the Business 10 Course offered at Redwater School. This 9 credit course provides instruction with respect to entrepreneurship and small business management.

Reports from Senior Administration

Superintendent of Schools

A verbal report was provided.

Associate Superintendent, Education Services

A written report was provided.

Secretary-Treasurer

No report was provided.

Associate Superintendent, Human Resources & Leadership Support

A written report was provided.

#97/2014 – Moved by Mrs. Featherley that the Board of Trustees receive as information the Compliance Report on Occupational Health and Safety.

CARRIED 7/0

Reports from Officers and Standing Committees

Chair's Report

A verbal report was provided.

Trustees' Reports

Verbal reports were provided.

Building

A verbal report was provided.

Finance & Human Resources

A verbal report was provided.

Education Policy

No report was provided.

Advocacy Committee – Board Advocacy Plan

No report was provided.

Transportation

A verbal report was provided.

Reports from Special Committees

Alberta School Boards Association Representative

A verbal report was provided.

Public School Boards Association of Alberta Representative

A verbal report was provided.

New Business

Policy A/1 – A Short History of the Sturgeon School Division

#98/2014 – Moved by Mrs. Porter that the Board of Trustees remove Policy A/1 – A Short History of the Sturgeon School Division, and leave it as an introduction only.

CARRIED 7/0

Policy D/I/9 – Joint Use Agreements

#99/2014 – Moved by Mrs. Kohle that the Board of Trustees approve Policy D/I/9 – Joint Use Agreements.

CARRIED 7/0

Policy E/II/2 – Trustee Remuneration and Expense Reimbursement

#100/2014 – Moved by Mrs. Porter that the Board of Trustees approve Policy E/II/2 – Trustee Remuneration and Expense Reimbursement.

CARRIED 7/0

Educational Agreement – Language Immersion – Sturgeon School Division Transported Students – Elk Island Public Schools Regional Division # 14

#101/2014 – Moved by Ms. Nowak that the Board of Trustees approve the Educational Agreement – Language Immersion – Sturgeon School Division Transported Students with Elk Island Public Regional School Division # 13 and Amended Schedule A for the 2014-2105 school year.

CARRIED 7/0

Summary Report: Operations & Maintenance Projects – Summer 2014

#102/2014 – Moved by Mrs. Mychasiw that the Board of Trustees receive as information the Summary Report: Operations & Maintenance Projects – Summer 2014.

CARRIED 7/0

2015-2016 Modular Classroom Program Request

#103/2014 – Moved by Mr. Jewell that the Board of Trustees approve the following new modular requests to be submitted to Alberta Education and Alberta Infrastructure for the 2015-2016 school year:

1. Morinville Public School (4): as an interim measure to address enrollment pressures. A new school remains as the division's overall # 1 priority.
2. Sturgeon Heights School (1)
3. Landing Trail (2)

CARRIED 7/0

Sturgeon Composite High School Modernization: Stage I – Design Drawings

#104/2014 – Moved by Mrs. Porter that the Board of Trustees approve the Stage I design drawings for Sturgeon Composite High School.

CARRIED 7/0

The Chair temporarily adjourned the meeting at 7:46 p.m.

#105/2014 – 8:21 p.m. – Moved by Mrs. Miller that the Board go in camera.

CARRIED 7/0

#106/2014 – 8:41 p.m. – Moved by Mr. Jewell that the Board go out of camera.

CARRIED 7/0

Board Communication

The Board of Trustees received as information, three letters recently sent on behalf of the SSD Board.

Unfinished Business

Notices of Motion

There were no Notices of Motion.

Comment & Question Period

ATA; CUPE

No report was provided.

Community Members

No report was provided.

Media

No report was provided.

Requests for Information

There were no requests for information.

Close of Meeting

The Chair adjourned the meeting at 8:42 p.m.

Chair

Date

Secretary-Treasurer



Board Memorandum

Date: November 26, 2014
To: Board of Trustees
From: Wolfgang Jeske Associate Superintendent, Education Services
Subject: School Action Plan Template

Background:

To assist schools with the development of school action plans and education results reports, a standard template has been developed for this purpose. As with the Division Three Year Plan/AERR, it consists of two primary components. The action plan component replicates the three priority goals of the division, the indicators of success, and the division targets and measures. It requires schools to identify school targets and specific strategies to be implemented to achieve success.

The second portion of the document includes the Accountability Pillar results and requires schools to comment, set targets and strategies for improvement where necessary. These documents are to be completed in consultation with the local School Council and posted on the school website prior to November 30.

A draft document is attached as information.

Recommendation:

That the Board of Trustees receive as information a report on the School Action Plan Template

School Name

Three Year Plan and AERR

2014/2015

Goal 1 – Academics: Critical Thinking and Problem Solving Skills

Indicators:

- Students meet outcomes identified within the Ministerial Order 001/2013
- Students develop grade/program appropriate language, numeracy, and communication skills
- Students use technology to support their learning

Division Expectations:

- Maintain focus throughout the Division to support K-1 transition
- Schools support the Division focus on Literacy
 - Guided reading strategies will be implemented in all classrooms at the grade K-6 level
 - Junior and senior high teachers will implement strategies which support reading across the content areas (subjects)
- Increased focus to develop understanding and develop instructional practice to meet outcomes identified within the Ministerial Order 001/2013
- Schools develop action plans specific to the ongoing improvement of student achievement
- Teachers provide instruction with respect to digital citizenship to all students
- Teachers incorporate instructional strategies which require students to demonstrate creative and critical thinking skills

Measures:

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

Division Targets for 2014/2015

-Provincial Achievement Test Results Level of Excellence Target:

21% for 2014/15; 23% by 2016/2017

-Literacy strategies implemented in all core subjects K-10

Target – 100%

-FNMI drop-out rate

Target 7% for 2014/15; 4% by
2016/17

-FNMI high school completion

Target – 55% for 2014/15; 60% by
2016/17

-FNMI Diploma Standard of Excellence

Target – 12% by 2014/15; 15% by
2016/17

Alberta Education Accountability Pillar Connections

Goal 1: An excellent start to learning

Goal 2: Success for every student

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

Goal 1 – Academics: Critical Thinking and Problem Solving Skills

Indicators:

- Students meet outcomes identified within the Ministerial Order 001/2013
- Students develop grade/program appropriate language, numeracy, and communication skills
- Students use technology to support their learning

School Strategies:

Insert School Strategies here

Measures:

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

Targets for 2014/2015

Insert School Specific Targets here.

Goal 2 – Embracing Uniqueness: Recognition of the Individual and Opportunities for Success

Indicators:

- Instructional practice reflects the Sturgeon School Division Values, Excellence in teaching and Learning Choices
- 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
- Students have access to a diversity of program and instruction
- Teachers and administrators have opportunity to develop and demonstrate their instructional leadership skills
- Students complete their high school program

Division Expectations:

- School professional development plans support the development of teacher excellence
- Teachers support all students by embedding differentiated instructional strategies into teaching practice
 - In particular, teachers support FNMI students to ensure they complete their academic programs successfully
- Teachers incorporate inquiry based learning within instructional practice
- Schools provide a wide range of complementary and optional programs
- The Division and its schools support a committed focus to foster instructional leadership capacity
- SSD to partner with University of Alberta to complete phase two of a research project with respect to high school completion within Sturgeon (Division facilitated project)

Measures:

- Accountability Pillar results
- The provision of quality professional development opportunities focused on instructional excellence and leadership development
- Principal end of year reports specifically regarding the embedding of differentiated instruction into teaching practice
- Data gathered through research project

Division Targets for 2014/2015

-Increase High School Completion
Rate Target:

76% for 2014/15; 80% by 2016/17

Alberta Education Accountability Pillar Connections

Goal 1: An excellent start to learning

Goal 2: Success for every Student

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

Goal 3: Quality teaching and school leadership

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

Goal 2 – Embracing Uniqueness: Recognition of the Individual and Opportunities for Success

Indicators:

- Instructional practice reflects the Sturgeon School Division Values, Excellence in teaching and Learning Choices
- 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
- Students have access to a diversity of program and instruction
- Teachers and administrators have opportunity to develop and demonstrate their instructional leadership skills
- Students complete their high school program

School Strategies:

Insert school strategies here

Measures:

- Accountability Pillar results
- The provision of quality professional development opportunities focused on instructional excellence and leadership development
- Principal end of year reports specifically regarding the embedding of differentiated instruction into teaching practice
- Data gathered through research project

Targets for 2014/2015

Insert School specific targets here

**Goal 3 – Building Relationships Between:
Students and their peers
students and adults,
students and curriculum
school and home/community**

Indicators:

- Schools reflect the Sturgeon School Division Values, Shared Responsibility, Mutual Respect, Belonging, and Communication
- All members of the school community, students and adults, experience positive and respectful personal interactions
 - Students in particular, have a sense of being cared for and demonstrate caring for others
- Members of the school community, students and adults, contribute to their school and community
- Students are meaningfully engaged in their learning

Division Expectations:

- Schools undertake activities which support “student voice”
- Schools undertake activities which enhance the building of positive relationships between students, students and adults, and school and home/community
- The division and school professional development plans provide opportunities for teachers to collaborate
- Teachers use ‘PowerSchool’ as the primary tool to communicate with parents with respect to student learning/achievement
- Schools ensure that all students have opportunity to be involved in projects which contribute to the school or community
- Staff identify practices which support a respectful learning and working environment

Measures

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

Division Targets for 2014/2015

Supporting Student Voice

Each school will provide a minimum of one significant opportunity to support student voice

Alberta Education Accountability Pillar Connections

Goal 2: Success for every student

- Students demonstrate citizenship and entrepreneurship

Goal 3: Quality teaching and school leadership

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

Goal 4: Engaged and effective governance

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

**Goal 3 – Building Relationships Between:
Students and their peers,
students and adults,
students and curriculum
school and home/community**

Indicators:

- Schools reflect the Sturgeon School Division Values, Shared Responsibility, Mutual Respect, Belonging, and Communication
- All members of the school community, students and adults, experience positive and respectful personal interactions
 - Students in particular, have a sense of being cared for and demonstrate caring for others
- Members of the school community, students and adults, contribute to their school and community
- Students are meaningfully engaged in their learning

School Strategies:

Insert school strategies here

Measures

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

Targets for 2014/2015

- Insert School Specific Targets here

Combined 2014 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Alberta						Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	97.4	90.5	92.0	89.1	89.0	88.6	Very High	Improved	Excellent
Student Learning Opportunities	n/a	Program of Studies	91.9	91.7	84.4	81.3	81.5	81.1	Very High	Maintained	Excellent
		Education Quality	98.1	95.8	94.1	89.2	89.8	89.5	Very High	Improved	Excellent
		Drop Out Rate	n/a	n/a	n/a	3.3	3.5	3.6	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	74.9	74.8	73.8	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	74.0	75.3	75.5	n/a	n/a	n/a
		PAT: Excellence	n/a	n/a	n/a	19.0	19.1	19.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.4	84.2	83.4	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	19.5	19.1	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	50.5	56.6	55.9	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	60.9	61.3	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.2	59.5	59.1	n/a	n/a	n/a
		Work Preparation	82.6	95.8	95.8	81.2	80.3	80.0	High	Declined	Acceptable
		Citizenship	93.2	84.5	88.8	83.4	83.4	82.6	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	89.4	87.7	86.0	80.6	80.3	80.0	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	97.0	91.9	93.7	79.8	80.6	80.2	Very High	Maintained	Excellent

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Goal One: An excellent start to learning

Outcome: Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.

- There are no required performance measures for this goal. Schools are encouraged to incorporate early development data available at the local level.

Comment on Results

Strategies

Goal Two: Success for Every Student

Outcome: Students demonstrate citizenship and entrepreneurship.

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	84.6	88.1	93.9	84.5	93.2		Very High	Maintained	Excellent			
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	70.8	91.7	100.0	95.8	82.6		High	Declined	Acceptable			

Comment on Results

Goal Three: Quality teaching and school leadership

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
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.	89.9	87.9	73.6	91.7	91.9		Very High	Maintained	Excellent			

Comment on Results

Goal Four: Engaged and effective governance

Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014		2014	Achievement	Improvement	Overall	2015	2016
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	86.0	90.3	80.0	87.7	89.4		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	97.4	98.6	87.8	95.8	98.1		Very High	Improved	Excellent			

Comment on Results

Outcome: *Students and communities have access to safe and healthy learning environments.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014		2014	Achievement	Improvement	Overall	2015	2016
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	92.7	95.7	89.9	90.5	97.4		Very High	Improved	Excellent			
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.	91.3	94.8	94.3	91.9	97.0		Very High	Maintained	Excellent			

Comment on Results



Board Memorandum

Date: November 26, 2014
To: Board of Trustees
From: Committee of the Whole
Subject: Policy B/III/4 – Communications

Background:

At the November 12, 2014 Committee of the Whole meeting Trustees reviewed Policy B/III/4 – Communications and forwarded it to this evening's Public Board meeting for further consideration.

Recommendation:

That Trustees approve Policy B/III/4 – Communications.



1.0 POLICY

- 1.1 The Board believes that an active partnership with its community builds support for quality public education of children.
- 1.2 The Board believes that the gathering and release of information regarding its priorities and operation will increase the awareness, understanding and support of education in the Division.

2.0 GUIDELINES

- 2.1 The Board directs the Superintendent to develop an annual communication plan which:
 - 2.1.1 Promotes the overall goals and priorities of the Division.
 - 2.1.2 Provides for the striking of a budget to allow implementation of the communications plan.
 - 2.1.3 Recognizes that all staff can play an important role in school community relations.

References: Admin Practice



1.0 POLICY

- 1.1 The Board believes that an active partnership with its community builds support for quality public education of children.
- 1.2 The Board believes that the gathering and release of information regarding its priorities and operation will increase the awareness, understanding and support of education in the Division.
- 1.3 The Board directs the Superintendent to develop an annual communication plan which:
 - 1.3.1 Promotes the overall goals and priorities of the Division.
 - 1.3.2 Provides for the striking of a budget to allow implementation of the communications plan.
 - 1.3.3 Recognizes that all staff can play an important role in school community relations.

2.0 GUIDELINES

- 2.1 Preparation of the annual communications plan may involve trustees, staff, parents and community representatives.
- 2.2 The annual communications plan shall establish goals and objectives, identify target audiences, include proposed actions, assign responsibility for implementation and provide for evaluation of the effectiveness of the plan.
- 2.3 When Board policy or programs are created or changed, or specific actions taken, the communications implications should be reviewed and, where appropriate, a specific communication plan developed.
- 2.4 The Chair of the Board and Superintendent or their specific designates shall function as the official representatives of the Board, authorized to speak on behalf of the Board on all matters involving the business of the Board.
- 2.5 The principal or designate is the primary spokesperson on all matters specific to his/her school.

References:

EFFECTIVE: October 26, 2005

REVISED: January 14, 2009

REVIEW: 2014-2015

- 2.6 Staff shall be prepared for their communications role in the event of a crisis. For that purpose, the schools shall maintain up to date critical response plans.
- 2.7 The principal shall be responsible for the maintenance of effective communication between the school and its community.
- 2.8 The effectiveness of school/home communications shall be monitored by the Superintendent or designate.
- 2.9 A copy of all information released to the public by school or divisional personnel shall be sent to the office of the Superintendent for information.

Original

References:



Board Memorandum

Date: November 26, 2014
To: Board of Trustees
From: Wolfgang Jeske Associate Superintendent, Education Services
Subject: Policy D/I/13– *Instructional Materials*

Background:

Policy D/I/13 – *Instructional Materials* was presented to the Committee of the Whole on November 12th.

Recommendation:

That the Board of Trustees approve Policy D/I/13 – *Instructional Materials*.



1.0 POLICY

1.1 The Board believes that access to appropriate instructional resources is an integral part of education.

2.0 GUIDELINES

2.1 Pursuant to 1.1, the Board allocates funding to provide the necessary instructional resources.

2.2 As per the School Act 60(2), the Board has the authority to establish fees with respect to instructional resources.

2.3 Instructional Material Fees shall be determined by the Board through the school year budget development process.

References:	<i>Admin Practice(s):</i>	<i>Financial Management 2 – Instructional Materials Fees</i> <i>Administration 11 – Instructional Materials Fees Procedures</i> <i>Administration 12 – Instructional Materials Fees Collection</i> <i>Curriculum and Resources 1 – Resources</i> <i>Educational Services 7 – Curricular and Extra-Curricular Fees</i>
	<i>Board Policy:</i>	<i>D/I/2; System Budget Development</i>
	<i>School Act:</i>	<i>Section 60(2)(j)</i>



1.0 POLICY

- 1.1 The Board believes that access to appropriate instructional resources, including textbooks and workbooks is an integral part of education.
- 1.2 The Board allocates funding to provide the necessary instructional resources, including textbooks and workbooks.
- 1.3 The Board has the authority to establish fees with respect to instructional resources, including textbooks and workbooks.

2.0 GUIDELINES

- 2.1 Instructional Material Fees shall be determined by the Board through the school year budget development procedures.

References:	<i>Admin Practice(s):</i>	<i>Financial Management 2 – Instructional Materials Fees Administration 11 – Instructional Materials Fees Procedures Administration 12 – Instructional Materials Fees Collection Curriculum and Resources 1 – Resources Educational Services 7 – Curricular and Extra-Curricular Fees</i>
	<i>Board Policy:</i>	<i>D/I/2; System Budget Development</i>
	<i>School Act:</i>	<i>Section 60(2)(j)</i>



Board Memorandum

Date: November 26, 2014
To: Board of Trustees
From: Committee of the Whole
Subject: Policy D/I/18 – Public Interest Disclosure (Whistleblower Protection) Act (PIDA)

Background:

Please find attached new Policy D/I/18 – Public Interest Disclosure (Whistleblower Protection) Act (PIDA).

Recommendation:

That the Board of Trustees approve Policy D/I/18 - Public Interest Disclosure (Whistleblower Protection) Act (PIDA).



D/I/18 – Public Interest Disclosure – (Whistleblower Protection) Act (PIDA)

D/I/18

EFFECTIVE: November 26, 2014

REVISED:

REVIEW: 2017-18

1.0 POLICY

- 1.1 The Board believes that employees who report wrongdoing in the workplace, whether suspected illegal or dangerous acts, should be protected from reprisals.
- 1.2 The Public Interest Disclosure (Whistleblower Protection) Act (PIDA) facilitates the disclosure and investigation of significant and serious matters in or relating to departments, public entities or offices of the Legislature that an employee believes may be unlawful, dangerous to the public or injurious to the public interest; to protect employees who make those disclosures; to manage and investigate disclosures of wrongdoing and reprisals; and to promote public confidence in the administration of public entities. Sturgeon School Division is deemed a 'public entity' for purposes of this legislation.

References: Admin Practice(s) Administration 25 – Public Interest Disclosure
(Whistleblower Protection) Act
Public Interest Disclosure (Whistleblower Protection) Act



Board Memorandum

Date: November 26, 2014
To: Board of Trustees
From: Committee of the Whole
Subject: Policy D/II/3 – Patriotic Exercises/Flag Etiquette

Background:

At the November 12, 2014 Committee of the Whole meeting Trustees reviewed Policy D/II/3 – Patriotic Exercises/Flag Etiquette and forwarded it to this evening's Public Board meeting for further consideration.

Recommendation:

That Trustees approve Policy D/II/3 – Patriotic Exercises/Flag Etiquette.



1.0 POLICY

- 1.1 The Board believes in the promotion of a sense of pride in our country, province and community.
- 1.2 The Board believes that students should be provided with opportunities in school to participate in patriotic exercises in order to acquire knowledge and develop skills and attitudes that will prepare them to be responsible and productive citizens.
- 1.3 In accordance with the School Act, the Board may prescribe the conducting of patriotic exercises for students.
- 1.4 The Canadian flag, the Alberta flag and the Sturgeon School Division flag are to be displayed at each Division site.

References: *Admin Practice(s): Governance 8 – Patriotic Exercises
Governance 1 – Protocol: Recognition of Dignitaries and Trustees at School or Public Events*

Websites: *Canadian Heritage Website: www.pch.gc.ca
Royal Canadian Legion, Guidelines: www.legion.ca*

School Act: Section 50 (1)(c) and (d);(2)(a) and (b)



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Original

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Governance 1 – Protocol: Recognition of Dignitaries and Trustees at School or Public Events

Websites: *Canadian Heritage Website: www.pch.gc.ca*
Royal Canadian Legion, Guidelines: www.legion.ca

School Act: Section 50 (1)(c) and (d);(2)(a) and (b)



Board Memorandum

Date: November 26, 2014
To: Board of Trustees
From: Committee of the Whole
Subject: Policy E/I/1 – Staffing Policy

Background:

Please find attached Policy E/I/1 – Staffing Policy. This policy has been modified on the plan of our current model whereby administrative process is removed from policy and placed instead in an Administrative Practice. There have been no textual amendments.

Recommendation:

That the Board of Trustees approve Policy E/I/1 – Staffing Policy.



1.0 POLICY

- 1.1 The Board believes that an effective instructional program is determined by the quality of its staff.
- 1.2 In order to support the priorities approved by the Board, the Board will establish staffing parameters for the development of school program plans.
- 1.3 The school principal is responsible and accountable for staffing plans at the school level based on student and program needs and according to the resources available to the school.
- 1.4 The Board's aim is to retain the best employees and to place them to the advantage of the school system, the employee and the students concerned.
- 1.5 The Board recognizes that mobility is beneficial to staff members, schools, and the School Division. Mobility provides staff with a growth opportunity through a change in setting.
- 1.6 The Board delegates the responsibility for staffing to the Superintendent.
- 1.7 The Board recognizes that only professional staff who hold a valid Alberta Teaching Certificate, as required by The School Act, shall be employed as teachers within the Division.

2.0 GUIDELINES

- 2.1 School staffing, professional and support staff, will be determined by the school principal, in consultation with the Superintendent or designate.

References: *Admin Practice(s):* HRM 11 – Hiring of Substitutes for Support Staff
HRM 17 – Hiring Summer Staff – Learning Centers
HRM 18 – Staffing Procedures
HRM 20 – Multiple Employment Positions
HRM 23 – Documentation Required at Time of Hiring
HRM 26 – Selection of Professional Staff (Non-Administrative)
HRM 28 – Selection of Custodial, Caretaking and Maintenance Staff
HRM 40 - Professional Staff Mobility
HRM 45 – Continuous Teaching Contracts

School Act: 104



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2.0 GUIDELINES

- 2.1 School staffing, professional and support staff, will be determined by the school principal, in consultation with the Superintendent or designate.
- 2.2 The principal is responsible and accountable for the development of the school program plan which will indicate how professional and support staff will be deployed based on student and program needs.
- 2.3 In planning and implementing the school program plan, the principal shall ensure that sufficient levels of staffing, professional and/or support staff, are maintained for Division and school programs in keeping with the needs of the students and programs in the school,

References: *Admin Practice(s):* HRM 11 – Hiring of Substitutes for Support Staff
HRM 17 – Hiring Summer Staff – Learning Centers
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HRM 45 – Continuous Teaching Contracts

School Act: 104



as well as Alberta Education expectations and other pertinent policy. Program plans will be monitored by Central Office administration.

- 2.4 Because school enrolments fluctuate and because students needs and, hence, programs change from time to time, there may be a need to transfer staff so that program requirements in all division schools are best met. Staff should be advised of impending transfers as soon as possible.
- 2.5 Professional Staff
- 2.5.1 Professional staff transfers may be initiated by:
- 2.5.1.1 Professional staff.
 - 2.5.1.2 Principal's request for the transfer of professional staff from his/her school to another school.
 - 2.5.1.3 Central Administration recommendation.
- 2.5.2 Professional staff initiated transfers will be accommodated where suitable vacancies exist and where system interests may best be served.
- 2.5.3 The transfer of tenured professional staff will be considered only if their performance is satisfactory as documented in a recent evaluation.
- 2.5.4 Professional staff seeking an opportunity for change may request an exchange of service for one school year with another staff member in the School Division with similar qualifications. Both professional staff members and the principals of the schools involved must agree upon the exchange.
- 2.5.5 Notwithstanding any of the above, the Board may transfer a professional staff member to another position, as outlined in Section 104 of the School Act.
- 2.5.6 As outlined in Section 104 of the School Act, professional staff members may appeal their transfer to the Board within seven days of receipt of the transfer notice.

References: *Admin Practice(s):* HRM 11 – Hiring of Substitutes for Support Staff
HRM 17 – Hiring Summer Staff – Learning Centers
HRM 18 – Staffing Procedures
HRM 20 – Multiple Employment Positions
HRM 23 – Documentation Required at Time of Hiring
HRM 26 – Selection of Professional Staff (Non-Administrative)
HRM 28 – Selection of Custodial, Caretaking and Maintenance Staff
HRM 40 - Professional Staff Mobility
HRM 45 – Continuous Teaching Contracts

School Act: 104



2.6 Support Staff

Support staff transfer shall be administered in the best interest of service to students and in consideration of employee requests and needs.

ORIGINAL

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- References: *Admin Practice(s):* HRM 11 – Hiring of Substitutes for Support Staff
HRM 17 – Hiring Summer Staff – Learning Centers
HRM 18 – Staffing Procedures
HRM 20 – Multiple Employment Positions
HRM 23 – Documentation Required at Time of Hiring
HRM 26 – Selection of Professional Staff (Non-Administrative)
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HRM 40 - Professional Staff Mobility
HRM 45 – Continuous Teaching Contracts

School Act: 104



Board Memorandum

Date: November 26, 2014
To: Board of Trustees
From: Committee of the Whole
Subject: Policy E/I/14 – Conflict of Interest

Background:

Please find attached Policy E/I/14 – Conflict of Interest.

Recommendation:

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



1.0 POLICY

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

2.0 GUIDELINES

2.1 Definitions

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

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



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2.0 GUIDELINES

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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.

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



Board Memorandum

Date: November 26, 2014
To: Board of Trustees
From: Committee of the Whole
Subject: Capital Plan Information Update

Background:

Below, please see revised priorities, 1A and 1B, identified through a Values Scoping activity held on November 5 and 6, 2014. Representatives from SSD, Morinville Public (principal and parents) as well as Alberta Education and Infrastructure met to discuss a broad range of options designed to address the delivery of public education in the Town of Morinville. Priorities 1A and 1B are the two options favoured by the group and recommended for inclusion in the division's Capital Plan 2014/15-2017/8.

PRIORITY #1A:

New Grade 5-9 School for Morinville

- a. Initial capacity (Phase 1) 600 students with core to support 1000 students.
- b. Final capacity 1000 students. As enrolment increases over time it will be possible to include senior high school.



PRIORITY #1B:

Modernization and expansion of Morinville Public School (MPS)—ECS - Grade 4

Final Projected Capacity: 600 students

NOTE: Projected costs for life-cycle and building repairs, renovations and modernization may exceed the costs for a new building. Therefore, building a new school may be more fiscally prudent than undertaking a modernization & expansion. These discussions will be undertaken with Alberta Education & Infrastructure personnel.

Recommendations:

That Trustees review the proposed revisions to the division's Capital Plan including the inclusion of Priorities 1A and 1B and advise Administration accordingly.



Board Meeting Memorandum

Date: November 26, 2014
To: Board Meeting
From: Committee of the Whole
Subject: **Revised 2015-2016 Modular Classroom Program Request**

Background:

As per direction from the Board of Trustees at the November 12, 2014 Closed Committee of the Whole meeting, the 2015-2016 Modular Classroom Program Request has been revised as follows:

1. Morinville Public School (7) – Enrolment pressures (capacity) and CTS programming needs
2. Sturgeon Heights School (1) – Capacity concern
3. Landing Trail (2) – Evergreening/Replacement

Recommendation:

That the Board of Trustees approve the following revised modular requests to be submitted to Alberta Education and Alberta Infrastructure for the 2015-2016 school year:

1. Morinville Public School (7)
2. Sturgeon Heights School (1)
3. Landing Trail (2)

NEW MODULAR REQUESTS FOR 2015/2016

Jurisdiction: Sturgeon School Division No. 24

Board Priority #	Facility Name	Location	Is this a P3 school?	Number of Type A Units Required	Number of Type B Units Required	Number of Washroom Units	Link Required (Yes or No)	Category Code	Required Documents Attached?	Age of unit (in years)	Site Ready Date	Site Layout Attached?	Detailed Explanation for Category Code / Modular Request
1	Morinville Public School	Morinville	No	5	2		No	2	N/A	N/A		Yes	5 units required due to capacity concerns; actual 14-15 - 108%; estimated 15-16 - 129%; estimated 16-17 - 152%. Estimates based on projected enrollments. 2 CTS labs (Code 3) required for JH programs to be offered at MPS. Presently Foods offered offsite by busing students. It is also anticipated that MPS will be offering Grade 8 and Grade 9 classes in 15-16. This modular request is considered an interim solution to rapid enrollment growth and program expansion. The Division's #1 overall priority continues to be a new school for Morinville.
2	Sturgeon Heights	St Albert	No	1	0		No	2	N/A	N/A		Yes	
3	Landing Trail	Gibbons	No	2	0		No	4	N/A	36-40		Yes	
4													
5													
6													
7													
8													
9													
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11													
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13													
14													
15													
16													
17													
18													
19													
20													
21													
22													
23													
				Total of New Units Requested	8	2							

Category Codes:

- 1 = Health and Safety (Please explain)
- 2 = Enrichment Pressure (Please explain)
- 3 = Program Delivery (Please explain)
- 4 = Evergreening (Please Explain)

Superintendent or Designate
(Signature req'd on last sheet only)

Please e-mail the original Excel document to edc.cpdata@gov.ab.ca



Board Meeting Memorandum

Date: November 26, 2014
To: Board Meeting
From: Iva Paulik, Secretary Treasurer
Subject: **2013/2014 Audited Financial Statements**

Background:

The draft 2013/2014 Audited Financial Statements were presented to the Committee of the Whole on November 12th, 2014.

Recommendation:

That the Board of Trustees approve the 2013/2014 Audited Financial Statements for Sturgeon School Division.



Board Memorandum

Date: November 26, 2014

To: Board of Trustees

From: Wolfgang Jeske Associate Superintendent, Education Services

Subject: Three Year Education Plan 2014-2017 and Annual Education Results Report 2013/2014

Background:

The draft combined Three Year Education Plan 2014-2017 and Annual Education Results Report 2013-2014 were presented to the Committee of the Whole on November 12th.

Recommendation:

That the Board of Trustees approve the combined Three Year Education Plan 2014-2017 and Annual Education Results Report 2013-2014.



Board Memorandum

Date: November 26, 2014
To: Board of Trustees
From: Wolfgang Jeske Associate Superintendent, Education Services
Subject: Annual Education Results Report Summary 2013/2014

Background:

The draft Annual Education Results Summary 2013-2014 was presented to the Committee of the Whole on November 12th.

Recommendation:

That the Board of Trustees approve the Annual Education Results Summary 2013-2014.



Board Memorandum

Date: November 26, 2014
To: Board of Trustees
From: Committee of the Whole
Subject: Ratification of the CUPE Collective Agreement

Background:

Following are the tentative changes that were produced in the recently concluded round of negotiations with CUPE Local 4625. Bargaining concluded on October 28, 2014. The CUPE Local ratified this settlement on November 3, 2014.

- 2.1 – Term: Sept. 1, 2013 – Aug. 31, 2016.
- 5.1/5.5 – ‘Full time employee’ was 200 days. This was always awkward for principals, who had to ‘find’ days of work or reduce valued employees to part-time. Now the full time employee will work the days in the ‘operational school calendar’, which, in practice, will save schools 2 or more days pay per year per employee.
- 5.6.1 - A substitute employee who has worked 500 hours in each of three consecutive school years will be paid at Step 1 of the EA2 rate. All other subs continue to be paid at Step 1 of the EA1 rate.
- 6.8 – CUPE-initiated classification issues will now be addressed administratively, by HR, instead of having referral to the Trustee L-M Committee.
- 8.5 – A temporary employee who obtains a continuous position within sixty (60) days of the expiry of a temporary assignment will be credited with seniority for that temporary service. Currently, the temp has to obtain the position within thirty (30) days.
- 9.5 – We will ‘consider’ temporary employees ‘after’ permanent employees when filling positions. We do that now. There is no promise to provide work.
- Article 21 – Layoffs – Language changes that reflect current practice.
- 10.1 – Wages: the only increase during the life of the agreement is 2.0%, eff. Sept. 1, 2015. The employees will also receive, in September of 2015, a 1.1% lump sum payment on gross earning for 2014-15.
- 11.1 – Pay for this group moves to last ‘banking’ day from last ‘operational’ of each month.
- 12.1 – A few years ago, because of the way our calendar fell, many CUPE employees were not eligible for Remembrance Day pay. All other SSD employees were paid for Remembrance Day that year. Now all CUPE employees will be similarly eligible, regardless of how the calendar works out.
- 16.5 – eff. Sept. 1, 2015, the Health Spending Account goes from \$360/year to \$385/year, still pro-rata.
- 18.1 – We have added a requirement for an employer-drafted medical certificate for illness/absence exceeding three days.
- 18.4 – Family medical leave (from sick leave) may now be up to five days per school year. (Was three days.)



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

- 20.1 – Critical illness/bereavement, add: 'step-child, foster child currently living in the employee's household'.
- 20.8 – Leave without pay up to one year for a Union-elected position. Employer continues pay, benefits, union re-imburses employer.
- 22.3 – Goes from 10 to 15 days for an employee to file a grievance after awareness of an 'alleged' violation of the collective agreement.

Recommendation:

That the Board of Trustees ratify this settlement.



Committee of the Whole Memorandum

Date: November 26, 2014
To: Committee of the Whole
From: Iva Paulik, Secretary Treasurer
Subject: Fall 2014 Update to the 2014-2015 Budget

Background:

School Jurisdictions in Alberta are required to prepare their Fall Budget Update for the Finalized 2014-2015 Budget and submit it to AB Education in prescribed format. This report is for information only and does not need to be formally approved. Once the budget is revised, it will be used internally for monitoring and reporting. However, it is the spring budget approved by the Board of Trustees that will be reflected in the Audited Financial Statements.

The budget update focuses on revising revenues SSD will receive based on September 30, 2014 enrolment count and any other negotiated contracts and grants. In addition, the revised budget reflects September staffing, actual contracted services and any other changes since the spring budget.

We continue to closely monitor the budgeted expenditures to ensure we have sufficient and appropriate amounts budgeted for.

The fall budget update will be presented at the Board meeting.



Board Memorandum

Date: November 26, 2014
To: Board of Trustees
From: Iva Paulik, Secretary Treasurer
Subject: December, 2014 Board of Trustees Meeting

As per the motion at the Organizational Meeting of the Board of Trustees, a regular monthly Board meeting is to be held on the fourth Wednesday of each month.

The fourth Wednesday of December, 2014 is the 24th of December.

Recommendation:

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

BOARD 9.14