



Board Meeting Agenda

September 24, 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 June 25, 2014
- 5. Presentations**
 - 5.1 Overview of Literacy – Mrs. Roxanne Filipchuk
- 6. Reports from Senior Administration**
 - 6.1 Superintendent of Schools
 - 6.2 Associate Superintendent, Education Services
 - 6.3 Secretary Treasurer

6.4 Associate Superintendent

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/1 – Board Procedures;
Board Regulation – Board 1 – Board Procedures

9.2 Policy D/I/8 – Purchasing

9.3 Policy E/III/1 – Employee Recognition;
Board Regulation – Personnel 1 - Employee Recognition

9.4 Policy E/V/3 – Growth, Supervision & Evaluation of School Administrators

9.5 Policy I/3 – Inclement Weather

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 June 25, 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 June 25, 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);

Call to Order

The Chair called the meeting to order at 4:37 p.m.

Approval of Agenda

#65/2014 – Moved by Mrs. Mychasiw that the agenda be approved as amended.

Additions: 9.15 Alexander First Nation Education Services Agreement

CARRIED 7/0

Appointments

There were no appointments.

Approval of Minutes

#66/2014 - Moved by Mrs. Featherley that the minutes of the Regular Meeting of May 28, 2014 be approved.

CARRIED 7/0

Presentations

Ms. Teresa Ferri, Off Campus Education Coordinator at Sturgeon Composite High School, along with student, Rachel Spiker, provided information with respect to the off campus programs, including the Registered Apprenticeship Program (RAP). Ms. Spiker provided information regarding the RCMP Youth Academy that she participated in.

Reports from Senior Administration

Superintendent of Schools

A verbal report was provided.

Associate Superintendent, Education Services

A written report was provided.

Secretary-Treasurer

A written report was provided.

Associate Superintendent

A verbal report was provided.

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 was provided.

Education Policy

No report was provided.

Advocacy Committee – Board Advocacy Plan

No report was provided.

Transportation

No report was provided.

Reports from Special Committees**Alberta School Boards Association Representative**

No report was provided.

Public School Boards Association of Alberta Representative

A verbal report was provided.

New Business**Ad Hoc Board Committee**

#67/2014 – Moved by Mrs. Kohle that the Board of Trustees strike an Ad Hoc Board Committee for one purpose; that is to review the report from Mr. Fritz and provide a report at the Board Retreat. Mr. Jewell, Mrs. Featherley and Mrs. Porter are the members of this committee.

CARRIED 7/0

Policy I/1 – Student Transportation Services

#68/2014 – Moved by Ms. Nowak that the Board of Trustees approve Policy I/1 – Student Transportation Services.

CARRIED 7/0

Capital Priorities

#69/2014 – Moved by Mrs. Miller that the Board of Trustees approve the Capital Priorities for the 2014-2015 school year as follows and instruct administration to submit them to Alberta Education:

1. New school for Morinville
2. Gibbons School modernization
3. Camilla School modernization

CARRIED 7/0

July/August Committee of the Whole & Board Meetings

#70/2014 – Moved by Mr. Jewell that the Board of Trustees approve that the July and August Committee of the Whole meetings be cancelled; the July Board meeting be cancelled, and the August Board meeting be scheduled for August 27, 2014, subject to cancellation if no agenda items come forth.

CARRIED 7/0

Locally Developed Course Approval – Abnormal Psychology 35 (3 credits)

#71/2014 – Moved by Mrs. Porter that the Board of Trustees approve the following locally developed course: Abnormal Psychology 35 - 3 credits, acquired from Pembina Hills Regional Division No. 7, to be authorized as courses of study within Sturgeon School Division from September 1, 2014 to August 31, 2018.

CARRIED 7/0

Locally Developed Courses Approval – Forensic Science Studies 25, 35 (3 credits)

#72/2014 – Moved by Mrs. Mychasiw that the Board of Trustees approve Locally Developed Courses – Forensic Science Studies 25 – 3 credits and 35 - 3 credits, acquired from Edmonton School District No. 7, to be authorized as courses of study within Sturgeon School Division from September 1, 2014 to August 31, 2018.

CARRIED 7/0

Locally Developed Courses Approval – Musical Theatre 15, 25, 35 (5 credits)

#73/2014 – Moved by Mr. Jewell that the Board of Trustees approve the following Locally Developed Courses – Musical Theatre 15 – 5 credits, Musical Theatre 25 – 5 credits and Musical Theatre 35 – 5 credits, acquired from Calgary School District No. 19 to be authorized as courses of study within Sturgeon School Division from September 1, 2014 to August 31, 2015.

CARRIED 7/0

Transportation Reciprocal Agreements – Aspen View Public School Division No. 78

#74/2014 – Moved by Mrs. Miller that the Board of Trustees approve the Transportation Reciprocal Agreement with Aspen View Regional Division No. 19 for Aspen View School Division students to attend Sturgeon School Division Schools for the 2014-2015 school year.

CARRIED 7/0

Transportation Reciprocal Agreements – Aspen View Public School Division No. 78

#75/2014 – Moved by Mrs. Featherley that the Board of Trustees approve the Transportation Reciprocal Agreement with Aspen View Regional Division No. 19 for Sturgeon School Division students to attend Aspen View Division Schools for the 2014-2015 school year.

CARRIED 7/0

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

#76/2014 – Moved by Mrs. Mychasiw that the Board of Trustees approve the Educational Agreement – Language Immersion – Sturgeon School Division Transported Students with Elk Island Public Schools Regional Division # 14 for the 2014-2015 school year.

CARRIED 7/0

**Education Agreement – Language Immersion –
Sturgeon School Division Transported Students
Greater St. Albert Roman Catholic Separate School District No. 734**

#77/2014 – Moved by Mrs. Miller that the Board of Trustees approve the Educational Agreement – Language Immersion – Sturgeon School Division Transported Students with Greater St. Albert Roman Catholic Separate School District No. 734 for the 2014-2015 school year.

CARRIED 6/1

Opposed: Mrs. Featherley

**Education Agreement – Language Immersion –
Sturgeon School Division Transported Students
St. Albert Public School District No. 5565**

#78/2014 – Moved by Mrs. Kohle that the Board of Trustees approve the Educational Agreement – Language Immersion – Sturgeon School Division Transported Students with St. Albert Public School District No. 5565 for the 2014-2015 school year.

CARRIED 6/1

Opposed: Mrs. Featherley

**Transportation Services Agreement – Greater St. Albert Roman Catholic
Separate School District No. 734 - 2013-2014 (French Immersion Programming)**

#79/2014 – Moved by Mrs. Porter that the Board of Trustees approve the Transportation Service Agreement for the 2013-2014 school year, with Greater St. Albert Roman Catholic Separate School District No. 734 for transportation of Sturgeon School Division resident students to French Immersion Programming at Morinville Schools.

CARRIED 7/0

**Transportation Services Agreement – Greater St. Albert Roman Catholic
Separate School District No. 734 - 2014-2015 (French Immersion Programming)**

#80/2014 – Moved by Mrs. Mychasiw that the Board of Trustees approve the Transportation Service Agreement for the 2014-2015 school year, with Greater St. Albert Roman Catholic Separate School District No. 734 for transportation of Sturgeon School Division resident students to French Immersion Programming at Morinville Schools.

CARRIED 6/1

Opposed: Mrs. Featherley

**Student Transportation Agreement – Greater St. Albert Roman Catholic
Separate School District No. 734 - 2014-2015 (Special Education)**

#81/2014 – Moved by Mrs. Kohle that the Board of Trustees approve the Transportation Services Agreement for the 2014-2015 school year, with Greater St. Albert Roman Catholic Separate School District No. 734 for transportation of Sturgeon School Division resident special education students to Morinville Schools.

CARRIED 7/0

#82/2014 – 6:30 p.m. – Moved by Mrs. Miller that the Board go in camera.

CARRIED 7/0

#83/2014 – 7:30 p.m. – Moved by Mrs. Miller that the Board go out of camera.

CARRIED 7/0

Alexander First Nation Education Services Agreement

#84/2014 – Moved by Ms. Nowak that the Board of Trustees approve the Alexander First Nation Education Services Agreement for a one year term for the 2014-2015 school year.

CARRIED 7/0

Unfinished Business

Notices of Motion

There were no Notices of Motion.

Information

ATA; CUPE

A verbal report was provided.

Community Members

No report was provided.

Media

No report was provided.

Joint Protocol for the Release of the 2013/2014 Provincial Achievement Test and Diploma Exam Results

Received for information.

Question Period

No questions were raised.

Requests for Information

There were no requests for information.

Close of Meeting

The Chair adjourned the meeting at 7:30 p.m.

Chair

Date

Secretary-Treasurer



Memorandum

Date: September 24, 2014
To: Public Board
From: Michele Dick
Superintendent
Subject: Superintendent's Report

School Initiatives

Sturgeon Heights School recently launched their new “Little Free Library,” much to the joy and excitement of students and community members alike! After painting and installing a recycled newspaper dispenser, students and staff filled it with books that are now available, for free, to any interested local citizens who may happen to be walking through the school’s grounds. This innovative undertaking promotes and celebrates reading as an important and enjoyable activity. Individuals are encouraged to take a book that interests them and to add a book that they think others may enjoy. The school has posted information on the Northridge Facebook Page and, already, the Little Free Library is receiving lots of attention and a number of new Friends!” Kudos to Sturgeon Heights for making such a difference in their community.

Professional Learning Communities

Attached for Trustee information is a hand-out summarizing some of the key components of successful Professional Learning Communities (PLCs). The division has dedicated 10 days throughout this school year (1/month) to staff meeting, professional development and PLC time. The Leadership Team across the division is devoting a portion of its Admin. Council meetings to study and discuss aspects related to the strengthening and enhancement of PLCs within schools and across the division. The first session of this series was held on Wednesday, September 17, 2014.

BOARD 6.1

STURGEON HEIGHTS SCHOOL

**THE LITTLE FREE LIBRARY IS OPEN
24/7 TO EVERYONE!**

**LOCATED WHERE THE STURGEON
HEIGHTS' FIELD INTERSECTS
WITH THE NORTHRIDGE WALKING
PATH**

**AS YOU WALK BY, PLEASE HELP
YOURSELF TO A BOOK TO READ!**

**RETURN THE BOOK WHEN YOU ARE
FINISHED.**

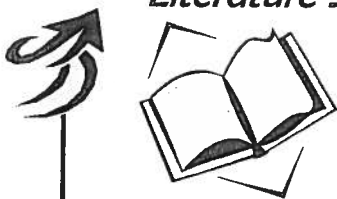
**ADD A BOOK IF YOU HAVE ANY TO
SPARE!**

HAPPY READING!





Literature Synopsis:



**Professional Learning Communities:
A Literature Synopsis**
Contributed by Sandra Ciurysek, Sheri Handsaeme, Lisa
Palko, Sherri Sterling, Warren Toth
Coordinated/edited by Dr. David Townsend and Pam Adams
University of Lethbridge

Introduction

Over the past five years, emphasis on the importance of Alberta schools operating as professional learning communities has steadily increased. The Alberta Learning Commissions recommendation # 13, *Requires every school to operate as a professional learning community (PLC) dedicated to continuous improvement in students' achievement*. School jurisdictions have acknowledged this expectation for Alberta schools. Learning communities are a method for the organization and operation of schools that will best meet the academic needs of students entrusted to our care.

A school cannot become an effective professional learning community in a short amount of time. It is a process that may take several years. In fact, in the spirit of continuous learning, the learning community concept challenges schools to work to improve on an ongoing basis. Similarly, it is no easy task for a school to establish a collaborative culture in which all members share responsibility for improved student learning. Moreover, it is important to remember that there is no one way to establish a professional learning community, as each school faces its own unique challenges (Roberts & Pruitt, 2003). However, as the following sections of this document will attempt to show, the academic and social gains that can be achieved when schools are able to function in close accordance with the principles of a learning community are worth the effort.

Without question, Alberta educators strive to ensure that all students receive the best possible educational experience. As more schools experience *reculturing* (Fullan, 2001), and are better able to link the critical elements of curriculum, instruction, assessment and learning to a more coherent understanding of professional practice, more educators are experiencing greater success in their work.

The period from 1998-2005 has seen a dramatic expansion in literature and research about the learning community as a key element of effective school improvement. For many Alberta educators, the learning community movement began with DuFour and Eaker (1998) whose text, *Professional Learning Communities at Work*, has been one of the most widely disseminated books in recent educational history. This movement has continued relentlessly since then and must certainly rank as one of the most compelling changes ever to be adopted by the Alberta education system.

Groundwork

According to DuFour and Eaker (1998), all work towards professional learning communities comprises potentially difficult tasks. Communities must be based on environments built on trust, effective communication, clear goals and objectives, with strong and sure administrative support, before much productive work can be accomplished (Riley & Stoll, 2004; Roberts & Pruitt, 2003; Sullivan & Glanz, 2006). Many authors advise that, before proceeding with any type of discussion about becoming a professional learning community, members of school communities need to ascertain their existing levels of readiness, through the use of such tools as surveys and rubrics (Berlinger-Gustafson, 2004; Hord,

Meehan, Orletsky & Sattes, 1999; Lambert, 2003). It is important that these preliminary stages not be rushed. The development of a solid foundation from which to build is critical. It is also important that time be taken for staff and others to explore their own personal vision and values for themselves before they can authentically contribute to the work of the organization (Barth, 1990).

An effective tool that can be used to assess the current state of readiness of a school is *Exploring Your Learning Community* (Townsend & Adams, 2003).

Shared Mission, Vision, Values, Goals

The four pillars of an effective learning community are mission, vision, values and goals. The mission should be an inspirational, concisely written statement of what the school stands for (Berlinger-Gustafson, 2004; DuFour & Eaker, 1998; Hulley, 2004). A school's vision statement outlines what the organization aspires to become. It should offer motivation and hope for a community that is working towards attaining an ideal (DuFour & Eaker, 1998; Huffman, 2003; Sergiovanni, 2005). Value statements outline what the community members are committed to in order to ensure school improvement (Barth, 1990; DuFour & Eaker, 1998; Huffman, 2003; Lambert, 2003; Leithwood, 2002; Sergiovanni, 2005). Several authors promote the use of SMART goals (strategic and specific, measurable, attainable, results-oriented, and time-bound) as one vital strategy for moving forward (Conzemius & O'Neill, 2001; Hulley, 2004). While it is important for as many members of the community as possible to be involved in developing mission, vision, values and goals, it is equally important that they be engaged in continuous revisiting of these pillars as they participate in the process of becoming a professional learning community (Harris & Hadfield, 2003; Roberts & Pruitt, 2003). Such reflection must become part of community members' everyday interactions.

Leadership

School leadership is pivotal in determining the success of school improvement efforts (Leithwood, 2002). Leaders have to think about sustainability of initiatives so that the more productive culture that has evolved can be supported and maintained regardless of changes in administrative leadership in the organization (Hargreaves & Fink, 2003). "The main mark of an effective principal is not just his or her impact on the bottom line of student achievement, but also on how many leaders he or she leaves behind who can go even further" (Fullan, 2005, p. 31).

In schools, the principal is the lead learner (Hulley, 2004). However, leadership within a professional learning community must be shared with teachers so that meaningful and lasting change can occur (Chrisman, 2005; Hopkins, 2001; Roberts & Pruitt, 2003; Sullivan & Glanz, 2006). When leadership is shared among teachers and other community members, they will feel more ownership of and commitment to decisions and actions (Andrews & Lewis, 2002; Barth, 1990). Active participation in collaborative teams broadens the opportunity for teachers and others to become involved as leaders (Barth, 1990; Fullan, 2005; Glanz, 2005; Hargreaves & Fink, 2004; Lambert, 2003; Sergiovanni, 2005).

Collaboration

In a professional learning community the focus shifts from the individual to the group (Sackney & Mitchell, 2001). Teacher isolation is lessened as educators share collective knowledge, methods and successes to foster the growth of a successful learning community (Schmoker, 2004; Supovitz & Christman, 2005). Time for collaboration should be embedded in the hours of the regular school day (Chrisman, 2005; DuFour, 2004; Eaker, DuFour, & DuFour, 2002; Glanz, 2005; Little, 2002; Roberts & Pruitt, 2003).

Action Orientation

DuFour, DuFour, Eaker and Karhanek (2004) explain that professional learning communities are action-oriented in that they “turn aspirations into actions and visions into reality” (p. 4). Most authors caution that while it is wise to move slowly at some stages, it is imperative that schools *move forward* as they try to take on more of the characteristics of learning communities. Successful schools engage in both formal and informal action research (Chrisman, 2005). Action research is a cyclical process that comprises variations of inquiry and reflective practice. For example, Glanz (1998, as cited by Skytt & Couture, 2000) outlines the following steps:

1. Select a focus
2. Collect data
3. Analyze and interpret data
4. Take Action

Movement through these different stages of research should be timely, and the process should be regularly revisited, so that learning will result (Joyce, 2004). Action research directs teachers towards a process of reflection, refinement, and improvement of teaching (Glanz, 2005; Sullivan & Glanz, 2006). It requires that team members must work together as they experiment and take risks with the support of one another (Barth, 1990; Sackney & Mitchell, 2001).

Collective Inquiry/Continuous Improvement

Sergiovanni states that “learning communities are communities of inquiry” (1994, p. 144). The focus is on learning rather than teaching, not just the learning of students, but the learning of teachers as well (Hulley, 2004; Sackney & Mitchell, 2001). Learning is the fundamental purpose of schools (DuFour, DuFour, Eaker, & Karhanek, 2004; Hopkins, 2001; Sullivan & Glanz, 2006). Collective inquiry must be data-driven and research-based in order for it to support the achievement of community goals (Conzemius & O’Neill, 2001; Lezotte & McKee, 2002). When members of a school community understand that learning must be their primary purpose, then they will be on their way to creating a learning community (Haberman, 2004; Riley & Stoll, 2004). In professional learning communities, inquiry and learning are continuous. “A process of school improvement cannot be seen as an event. The conditions in and around the school are changing constantly and school staff must have a mindset of continuously improving outcomes” (Hulley, 2004, p. 2). The quest for improvement, for both students and adults, provides unlimited opportunities for growth. Lezotte and McKee (2002) point out that the more a school improves the more school community members will see the need to improve.

Best Instructional Practices

“Teachers in professional learning communities are constantly seeking out ‘best practices’” (Eaker, DuFour, & DuFour, 2002). Conzemius and O’Neill (2001) suggest that teachers should begin their learning process by reflecting on the best practices that they already incorporate into their teaching. They should then identify the practice that they would like to know more about and use that as a starting point for research. This research can be done *as part of* effective professional development, in which delivery of information about teaching skills is shared and studied, rather than merely transmitted (Joyce, 2004; Roberts & Pruitt, 2003). Members of school communities should make every effort to become more aware of the effective instructional practices already happening within their own building and capitalize on those proven techniques (DuFour, Eaker, & DuFour, 2004) before seeking external expertise. One valuable way to do this is through the establishment of effective mentoring programs which can enable many different groups of people to learn from each other (Roberts & Pruitt, 2003).



Meaningful Assessment

Assessment must be timely, occur regularly, and offer a broader sense of student achievement than traditional testing (Hopkins, 2001; Lezotte & McKee, 2002). In an effective school, student progress is measured frequently through a variety of assessment procedures. The results of these assessments are used to improve individual student performance and also to improve the instructional program (Hulley, 2004). Earl (2002) states that when teachers collaborate to develop common assessment tools, there will be fewer assessment discrepancies among classes. DuFour and Eaker (1998) advise that alternative assessment strategies should be examined and developed to ensure the most accurate records of student achievement are available to all. All assessment tools are means of assisting educators in identifying what they must do to help those students who have not yet acquired essential skills, knowledge, and attitudes. In addition schools must develop plans that can be put in place as soon as it becomes apparent that any students are struggling with their learning (DuFour, DuFour, Eaker, & Karhanek, 2004).

Celebration

To nurture a shared vision and promote the achievement of community objectives, members are encouraged to celebrate the accomplishments of their learning community (Roberts & Pruitt, 2003). It is important to celebrate milestones because that helps to refocus and reenergize the group and remind the learning community members that the school is serious about its goals (DuFour & Eaker, 1998; Fullan, 2005; Lambert, 2003; Lezotte & McKee, 2002). Schmoker (2004) explains that teachers are most effective when their efforts are recognized and shared. He is one of many authors who advise schools to make more conscious efforts to celebrate the successes of both teachers and students. As DuFour and Eaker (1998) suggest, celebration is everyone's responsibility.

How Leaders Develop Relational Trust

Robinson, Hobepa and Lloyd (2009) recently published one of the best syntheses to date of empirical research evidence that illuminates the complex relationship between educational leadership and student outcomes. Among the competencies involved in effective educational leadership, these researchers identify “building relational trust” as essential in schools and systems where the success of one person’s efforts is dependent on the contribution of others.

What qualities or behaviors engender trust? According to these researchers, the critical components are: respect for others, personal regard for others, competence in role, and personal integrity. Of these, the most basic is respect.

Practical steps educational leaders can take to build relational trust include:

- Acknowledging the interdependence – and therefore vulnerability – of members of the school community, and the importance of trust in building commitment and cohesiveness
- Modelling the four critical components of trust on a daily basis
- Following through on expectations for school staff, including the difficult task of confronting issues involving both behavior and performance
- Demonstrating integrity by “walking the talk” and through actions that uphold the interests of students as paramount.



Board Memorandum

Date: September 24, 2014
To: Board of Trustees
From: Wolfgang Jeske, Associate Superintendent
Subject: Fieldtrip 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

October 24 – 25, 2014 15 senior high boys to Lac La Biche for a volleyball tournament.



Board Memorandum

Date: September 24, 2014
To: Board of Trustees
From: Committee of the Whole
Subject: Policy B/III/1: *Board Procedures*
BOARD REGULATION – BOARD 1 – *Board Procedures*

Background:

Policy B/III/1: *Board Procedures* with suggested revisions was reviewed at the September, 2014 Committee of the Whole meeting.

Recommendation:

That the Board of Trustees approve Policy B/III/1: *Board Procedures* as well as Board Regulation BOARD 1 – *Board Procedures*.

BOARD 9.1



1.0 POLICY

1.1 Meetings of the Board

- 1.1.1 The Board will establish, by resolution at the Annual Organizational Meeting, the dates, start time, standing adjournment time, and place of the regular meetings of the Board.

References: *Board Regulation: Board 1 – Board Procedures*
School Act Division 2: Operations & Management

**BOARD 1 – Board Procedures**Date: *Sept. 24, 2014*Responsible Administrator: *Superintendent of Schools*

1.0 Board Regulation “Board Procedures” shall be administered in compliance with Policy B/III/1 and School Act Division 2: Operations & Management

2.0 RATIONALE:

2.1 At the Annual Organizational Meeting, the dates, start time, standing adjournment time, and place of the regular meetings of the Board shall be established by Board resolution.

3.0 GUIDELINES:**3.1 Preparation of Board Meeting Agendas**

3.1.1 The Superintendent of Schools, in consultation with the Board Chair will prepare agendas for Board meetings.

3.2 Agenda Items

3.2.1 Items to be considered for inclusion in the Board Meeting Agenda must be submitted to the Board Chair or Superintendent of Schools eight (8) days prior to the meeting.

3.3 Distribution of Agenda Kits

3.3.1 Regular Board Meeting Agenda kits will be available on the division website or delivered in person to the residence of each trustee or other place designated by the trustee, not later than 5:00 pm three (3) business days prior to the Board Meeting.

3.3.2 Closed and/or In Camera Meeting Agenda kits will be provided electronically or delivered to the residence of each trustee, time permitting.

References: *Board Policy B/III/1: Board Procedures*
School Act Division 2: Operations & Management



BOARD 1 – Board Procedures

Date: Sept. 24, 2014

Responsible Administrator: Superintendent of Schools

3.4 Order of Business at Board Meetings

3.4.1 The Order of Business at Regular meetings of the Board will be as per Appendix A.

3.4.2 Any appointments made with the Board by delegations will be dealt with at the designated time (or as close to it as possible following completion of discussion of the last item) regardless of the position reached in the Agenda. Any delegations appearing before the Board will be made aware of the Board's policy with respect to delegations coming before the Board or its Committees.

3.4.3 The Board Chair may depart from the order of business set forth on the Agenda with the consent of a majority of trustees present.

3.5 Order of Business at Board Organizational Meetings

3.5.1 The organizational meeting of the Board shall be held annually and in accordance with the School Act at a time and place to be fixed by the Secretary Treasurer of the Board who shall give notice of the meeting to each trustee as if it were a special meeting. The Order of Business at Board Organizational meetings will be as per Appendix B.

3.6 Preparation and Approval of Minutes

3.6.1 The minutes of board meetings will state the date and venue of the meeting, the trustees and members of the administration present and those trustees absent. The minutes shall contain all motions, board requests for information and notices of motion. They shall also state the time at which the meeting was called to order, the time that the meeting reverted from a closed to an open meeting, the time and duration of any recesses and the time the meeting adjourned or was closed.

3.6.2 The minutes of the previous meeting or other past meetings shall be provided to the Board prior to the meeting at which they are to be approved.

References: *Board Policy B/III/1: Board Procedures*
School Act Division 2: Operations & Management



BOARD 1 – Board Procedures

Date: Sept. 24, 2014

Responsible Administrator: Superintendent of Schools

It is the trustees' responsibility to check for accuracy of content and, if necessary to request changes and corrections.

3.6.3 Minutes, once approved, are only subject to change by a formal resolution.

3.7 Open Meetings

3.7.1 All meetings shall be held in accordance with the School Act, Section 70.

3.8 Special Meetings of the Board

3.8.1 Special meetings of the Board shall be called in accordance with the School Act, Section 67.

3.9 Annual General Meetings of the Board

3.9.1 The Board may provide for the holding of an annual meeting of the electors for the discussion of Board affairs which shall be held:

3.9.1.1 Prior to November 15 in each year

3.9.1.1.1 At a convenient place within the Division

3.9.1.1.1.1 At a date, time and place specified by the Board.

References: *Board Policy B/III/1: Board Procedures*
School Act Division 2: Operations & Management



BOARD 1 – Board Procedures

Date: *Sept. 24, 2014*

Responsible Administrator: *Superintendent of Schools*

APPENDIX "A"

**Sturgeon School Division
Board Meeting Agenda**

1. Call to Order
2. Approval of Agenda
 - 2.1. Additions to Agenda
 - 2.2. Approval of Agenda
3. Appointments
 - 3.1. _____
4. Reading and Approving of Minutes
 - 4.1. Amendment/Correction of Minutes
 - 4.2. Approval of Minutes of the Regular Meeting of _____
5. Presentations
 - 5.1. _____
 - 5.2. _____
6. Reports from Senior Administration
 - 6.1. Superintendent of Schools
 - 6.2. Associate Superintendent, Education Services
 - 6.3. Secretary Treasurer
 - 6.4. Associate Superintendent
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

References: *Board Policy B/III/1: Board Procedures*
School Act Division 2: Operations & Management



BOARD 1 – Board Procedures

Date: *Sept. 24, 2014*

Responsible Administrator: *Superintendent of Schools*

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. _____
- 9.2. _____
- 9.3. _____
- 9.4. _____
- 9.5. _____
- 9.6. _____

10. Unfinished Business

- 10.1. _____

11. Notices of Motion

12. Comment & Question Period

- 12.1. ATA; CUPE
- 12.2. Community Members
- 12.3. Media

13. Requests for Information

14. Adjournment

References: *Board Policy B/III/1: Board Procedures*
School Act Division 2: Operations & Management

BOARD 1 – Board ProceduresDate: *Sept. 24, 2014*Responsible Administrator: *Superintendent of Schools*

APPENDIX "B"**Sturgeon School Division
Board Organizational Meeting
Agenda**

1. Call to Order - The Secretary Treasurer will call the meeting to order and act as Chair.
2. Declaration of Returning Officer - if applicable
3. Oath of Office - if applicable
4. Election of Board Chair - may, as provided for in School Act Section 57, at the request of one trustee, be handled by a secret ballot. Upon declaration of election, the elected Board Chair shall assume the Chair.
5. Election of Vice-Chair - may, as provided for in School Act Section 57, at the request of one trustee, be handled by a secret ballot.
6. Code of Ethics - the Board Chair will read the Code of Ethics.
7. Trustee membership on committees - the Board will establish their operational structure (committees, task groups, etc.) and elect trustee representatives to these. It will also elect its representatives to organizations.

References: *Board Policy B/III/1: Board Procedures*
School Act Division 2: Operations & Management



1.0 POLICY

1.1 Meetings of the Board

1.1.1 The Board will establish, by resolution at the Annual Organizational Meeting, the dates, start time, standing adjournment time, and place of the regular meetings of the Board.

2.0 GUIDELINES

2.1 Preparation of Board Meeting Agendas

2.1.1 The Superintendent of Schools, in consultation with the Board Chair will prepare agendas for Board meetings.

2.2 Agenda Items

2.2.1 Items to be considered for inclusion in the Board Meeting Agenda must be submitted to the Board Chair or Superintendent of Schools eight (8) days prior to the meeting

2.3 Distribution of Agenda Kits

2.3.1 Regular Board Meeting Agenda kits will be available on the division website or delivered in person to the residence of each trustee or other place designated by the trustee not later than 5:00 pm three (3) business days prior to the Board Meeting.

2.3.2 Closed and/or In Camera Meeting Agenda kits will be provided electronically or delivered to the residence of each trustee, time permitting.

2.4 Order of Business at Board Meetings

2.4.1 The Order of Business at Regular meetings of the Board will be as per Appendix A.

2.4.2 Any appointments made with the Board by delegations will be dealt with at the designated time (or as close to it as possible following completion of discussion of the last item) regardless of the position reached in the Agenda. Any delegations appearing before the Board will be made aware of the

References: *School Act: Sections 64; 66; 67; 68; 70*

Board's policy with respect to delegations coming before the Board or its Committees.

2.4.3 The Board Chair may depart from the order of business set forth on the Agenda with the consent of a majority of trustees present.

2.5 Order of Business at Board Organizational Meetings

2.5.1 The organizational meeting of the Board shall be held annually and in accordance with the School Act at a time and place to be fixed by the Secretary Treasurer of the Board who shall give notice of the meeting to each trustee as if it were a special meeting. The Order of Business at Board Organizational meetings will be as per Appendix B.

2.6 Preparation and Approval of Minutes

2.6.1 The minutes of board meetings will state the date and venue of the meeting, the trustees and members of the administration present and those trustees absent. The minutes will contain all motions, board requests for information and notices of motion. They will also state the time at which the meeting was called to order, the time that the meeting reverted from a closed to an open meeting, the time and duration of any recesses and the time the meeting adjourned or was closed.

2.6.2 The minutes of the previous meeting or other past meetings will be provided to the Board prior to the meeting at which they are to be approved. It is the trustees' responsibility to check for accuracy of content and, if necessary to request changes and corrections.

2.6.3 Minutes, once approved, are only subject to change by a formal resolution.

2.7 Open Meetings

2.7.1 All meetings shall be held in accordance with the School Act, Section 79.

2.8 Special Meetings of the Board

2.8.1 Special meetings of the Board shall be called in accordance with the School Act, Section 67.

References: *School Act: Sections 64; 66; 67; 68; 70*



2.9 Annual General Meetings of the Board

2.9.1 The Board may provide for the holding of an annual meeting of the electors for the discussion of Board affairs which shall be held:

2.9.1.1 Prior to November 15 in each year

2.9.1.1.1 At a convenient place within the Division

2.9.1.1.2 At a date, time and place specified by the Board.

ORIGINAL

References: *School Act: Sections 64; 66; 67; 68; 70*



APPENDIX "A"

Sturgeon School Division
Board Meeting Agenda

1. Call to Order
 - 1.1. Additions to Agenda
 - 1.2. Approval of Agenda
2. Reading and Approval of Minutes
 - 2.1. Amendment/Correction of Minutes
 - 2.2. Approval of Minutes of Regular Meeting
3. Presentations/Appointments
4. Reports from Officers and Standing Committees
 - 4.1. Superintendent of Schools
 - 4.2. Chief Deputy Superintendent
 - 4.3. Secretary Treasurer
 - 4.4. Associate Superintendent, Human Resources
 - 4.5. Chairman's Report
 - 4.6. Trustees' Reports
 - 4.7. ASBA Representative
 - 4.8. PSBAA Representative
5. New Business
6. Unfinished Business
7. Reports from Special Committees/Task Groups
8. Notices of Motion
9. Question Period
10. Requests for Information
11. Adjournment

References: *School Act: Sections 64; 66; 67; 68; 70*



APPENDIX "B"

Sturgeon School Division
Board Organizational Meeting
Agenda

1. Call to Order - The Secretary Treasurer will call the meeting to order and act as Chair.
2. Declaration of Returning Officer - if applicable
3. Oath of Office - if applicable
4. Election of Board Chair - may, as provided for in School Act Section 57, at the request of one trustee, be handled by a secret ballot. Upon declaration of election, the elected Board Chair shall assume the Chair.
5. Election of Vice-Chair - may, as provided for in School Act Section 57, at the request of one trustee, be handled by a secret ballot.
6. Code of Ethics - the Board Chair will read the Code of Ethics.
7. Trustee membership on committees - the Board will establish their operational structure (committees, task groups, etc.) and elect trustee representatives to these. It will also elect its representatives to organizations.

References: *School Act: Sections 64; 66; 67; 68; 70*



Board Memorandum

Date: September 24, 2014
To: Board of Trustees
From: Committee of the Whole
Subject: Policy D/I/8 – *Purchasing*

Background:

Please find attached Policy D/I/8 – *Purchasing*. This policy was reviewed at the September 10, 2014 meeting of the Committee of the Whole. Also attached, for information, is amended Administrative Practice Financial Management 4 – Purchasing Authority and Procedure.

Recommendation:

That the Board of Trustees approve Policy D/I/8 – *Purchasing*.



1.0 POLICY

- 1.1 The Board believes in ensuring transparency and accountability in how funds are used to procure goods and services.
- 1.2 The Board also believes the authority for the purchase of goods and services is extended to its staff through the budget making process and then approved by the Board through the adoption of the budget.

References: *Admin Practice(s): Financial Management 4 – Purchasing Authority and Procedure*
School Act:



1.0 POLICY

- 1.1 The Board believes the authority for the purchase of materials, equipment, supplies and services is extended to its staff through the budget making process and then approved by the Board through the adoption of the budget.
- 1.2 The Board also believes that prior specific approval from the Board is required for any purchase of capital assets, more than \$10,000 which was not previously approved through the budget process.
- 1.3 The Board declares its intention to purchase locally whenever goods and services of equal quality at competitive prices are available.

ORIGINAL

References: *Admin Practice(s): FM 4 – Purchasing Authority and Procedure*
School Act:



FINANCIAL MANAGEMENT 4 – Purchasing Authority and Procedure

Original Date: Mar. 5, 2003 Revised Date: September 15, 2014 Responsible Admin: Secretary-Treasurer

1.0 RATIONALE

All purchases fall within the framework of budget limitations and shall be consistent with good purchasing practices and the approved educational goals and programs of the Division.

2.0 GUIDELINES

- 2.1 The Division will seek the maximum value for every dollar expended, consistent with good educational and purchasing practices.
- 2.2 Authorized employees are to purchase locally whenever goods and services of equal quality at competitive prices are available.
- 2.3 Sufficient funds must be in the approved budget of the appropriate school/department centre to which the expenditure authority is linked, before initiating a purchase.
- 2.4 All items purchased in the name of the Division, using the Division funds, become the property of the Division.

3.0 PROCEDURES

- 3.1 The Secretary Treasurer is responsible for establishing and maintaining purchasing procedures.
- 3.2 The Superintendent, Secretary-Treasurer, Associate Superintendent of Education Services, Associate Superintendent, directors and principals are delegated responsibility for purchasing within the limits of budgets allocated to them.
- 3.3 The Managers are delegated responsibility for routine purchases for their Departments.

References: *Board Policy: D/1/8 - Purchasing*
 New West Partnership Trade Agreement



FINANCIAL MANAGEMENT 4 – Purchasing Authority and Procedure

Original Date: Mar. 5, 2003 Revised Date: September 15, 2014 Responsible Admin: Secretary-Treasurer

- 3.4 All purchases, other than purchases through petty cash accounts, must be made using the Division's authorized purchasing cards or by forwarding invoices to the Division's office for payment within a reasonable time.
- 3.5 Invoices and purchasing card statements must be authorized by an administrator or designate, appropriately coded for payment and accompanied by itemized receipts before submitting them to accounts payable at the Division office.
- 3.6 Large dollar and capital purchases must adhere to the following requirements:
 - 3.6.1 The purchase of goods and services with an estimated cost exceeding:
 - 3.6.1.1 \$5,000 but less than \$10,000, requires documented telephone or email solicitations from a minimum of two potential suppliers;
 - 3.6.1.2 \$10,000 but less than \$75,000, requires written quotations from a minimum of three potential suppliers;
 - 3.6.1.3 \$75,000 are to be formally tendered.
 - 3.6.2 Construction projects with an estimated cost exceeding:
 - 3.6.2.1 \$5,000 but less than \$10,000, requires documented telephone or email solicitations from a minimum of two potential suppliers.
 - 3.6.2.2 \$10,000 but less than \$200,000, requires written quotations from a minimum of three potential suppliers;
 - 3.6.2.3 \$200,000 are to be formally tendered.
 - 3.6.3 All large purchases of the types and amounts specified in 3.6.1.3 and 3.6.2.3 must comply with the New West Partnership Trade Agreement regulations.

References: *Board Policy: D/I/8 - Purchasing*
New West Partnership Trade Agreement



FINANCIAL MANAGEMENT 4 – Purchasing Authority and Procedure

Original Date: Mar. 5, 2003 Revised Date: September 15, 2014 Responsible Admin: Secretary-Treasurer

- 3.7 Sole or single sourcing is approved by Secretary Treasurer or the Superintendent under the following conditions:
 - 3.7.1 Emergency;
 - 3.7.2 Confidential situation;
 - 3.7.3 Urgent purchases that would interrupt the normal business;
 - 3.7.4 Occasional instances where it may be in the best interest of the Division.
- 3.8 All purchases must be supported by an invoice or itemized receipt. Purchasing card or credit card slips are not acceptable.
- 3.9 In the event that an employee submits an expense claim form or a purchasing card statement without appropriate documentation, the employee will be required to fill out a lost receipt voucher.
- 3.10 Personal purchases do not qualify for reimbursement.
- 3.11 All alcoholic beverages are considered personal purchases unless an exemption has been previously approved by the Board of Trustees or in the case of staff, the Superintendent.
- 3.12 If the division purchasing card has been used for a personal purchase, the employee is required to reimburse the division immediately upon becoming aware of the error.
 - 3.12.1 The employee's purchasing card may be suspended if there are multiple instances of personal purchases on the division purchasing card. The employee card may be reissued when all outstanding personal purchases have been reimbursed to the Division and the employee's administrator requests that the card be reissued.

References: *Board Policy: D/I/8 - Purchasing*
 New West Partnership Trade Agreement



FINANCIAL MANAGEMENT 4

FINANCIAL MANAGEMENT 4 – Purchasing Authority and Procedure

Original Date: Mar. 5, 2003 Revised Date: September 15, 2014 Responsible Admin: Secretary-Treasurer

- 3.13 A violation ticket issued to any company vehicle driven by a Sturgeon School Division employee is considered a personal purchase and must be paid by the employee who was operating the vehicle at the time of the infraction.
- 3.14 Any suspected purchasing fraudulent activities may result in severe consequences up to and including termination.

References: *Board Policy: D/1/8 - Purchasing*
 New West Partnership Trade Agreement



Board Memorandum

Date: September 24, 2014
To: Board of Trustees
From: Committee of the Whole
Subject: Policy E/III/1- Employee Recognition
Board Regulation – Personnel 1 – Employee Recognition

Background:

Policy E/III/1, Employee Recognition and Board Regulation – Personnel 1 – Employee Recognition are attached for your information.

Recommendation:

That the Board of Trustees approve Policy E/III/1, Employee Recognition and Board Regulation – Personnel 1 – Employee Recognition.



1.0 POLICY

- 1.1 The Board appreciates the contributions made by its employees to the Division. It is appropriate, therefore, to recognize those employees who have rendered long-term and/or exemplary service to the division.
- 1.2 The Board supports the public recognition of employees who have provided long service to the Division. The Board also supports the Edwin Parr Award Program for first year teachers; the Excellence in Teaching Awards Program developed by the Council of Alberta Teaching Standards and the Division directed Certificate of Exceptional Service.

References: *Board Regulation: Personnel 1 – Employee Recognition*



PERSONNEL 1 – Employee Recognition

Date: Sept. 24, 2014

Responsible Administrator: Associate Superintendent

1.0 Board Regulation “Employee Recognition” shall be administered in compliance with Policy E/III/1 – Employee Recognition.

2.0 RATIONALE:

2.1 In recognizing the diverse contributions of Division employees &/or community members, the Board of Trustees supports a variety of programs, awards and certificates of recognition.

3.0 PROCESS

Long Service Awards

3.1 Appropriate long-service pins and/or gifts may be awarded to employees with five (5) years of continuous service with the Division and for every additional five (5) years of accumulated service thereafter.

3.2 A staff recognition event will be organized on an annual basis where numbers warrant.

3.3 For the purpose of administering this policy, the date each year on which length of service will be determined shall be June 30 of the previous year.

3.4 Years of service will be calculated as follows:

3.4.1 Full and part time service will count as full time service.

3.4.2 Employees must begin working for Sturgeon School Division on or before September 30 to be considered for a full year of service.

3.4.3 Length of service will include all personal leaves of less than one year's duration.

3.5 Employees who retired after the previous school year's recognition event or within the current school year, and who meet two or more of the following criteria will be suitably recognized at the staff recognition event.

3.5.1 Fifteen (15) or more years of accumulated service with the division.

References: *Board Policy E/III/1 – Employee Recognition*
Exceptional Service Recognition “Confidential Submission” Form

PERSONNEL 1 – Employee Recognition

Date: Sept. 24, 2014

Responsible Administrator: Associate Superintendent

3.5.2 Have taken early retirement.

3.5.3 Have taken a pension through the appropriate pension plan.

3.6 Past employment in a jurisdiction that has been amalgamated with the division shall be included to calculate length of service.

Certificate of Exceptional Service

At any time the Board of Trustees may choose to recognize exemplary performance or service of a staff member or “friend of Sturgeon School Division” with a Certificate of Exceptional Service.

3.7 Eligibility Criteria

3.7.1 The following criteria will be taken into consideration when determining a division employee’s suitability for recognition.

3.7.1.1 One who makes an extraordinary contribution to the division

3.7.1.2 One who attains an outstanding and unique achievement or who develops a notable advancement in the field of education

3.7.2 The following criteria will be taken into consideration when determining the suitability for recognition of an individual other than a staff member (otherwise known as a “friend of Sturgeon School Division”).

3.7.2.1 One who, over time, makes an extraordinary contribution to the division

3.8 Nomination Process

3.8.1 External nominations may be made by the Board of Trustees and internal nominations may be suggested by any member of the division staff.

3.8.2 A written summary or rationale using the division “Confidential Submission” form must accompany the nomination.

3.8.3 All submissions will be forwarded to the Superintendent.

References: *Board Policy E/III/1 – Employee Recognition*
Exceptional Service Recognition “Confidential Submission” Form

PERSONNEL 1 – Employee Recognition

Date: Sept. 24, 2014

Responsible Administrator: Associate Superintendent

3.8.4 The Superintendent will review all submissions and will recommend suitable candidates to the Board of Trustees.

3.8.5 The Board will consider and make final determinations relative to awarding a Certificate of Exceptional Service.

3.9 Recognition Ceremony

3.9.1 The Board of Trustees will honor candidates receiving a Certificate of Exceptional Service at a Public Board meeting of their choosing.

4.0 PROCEDURES

4.1 The board shall budget on an annual basis the funds to be allocated for recognition programs.

4.2 The superintendent or designate shall be responsible for determining the procedure for recognition of employees.

Edwin Parr/Excellence in Teaching Award Programs

4.3 The superintendent or designate, shall coordinate nomination procedures for both programs.

References: Board Policy E/III/1 – Employee Recognition
Exceptional Service Recognition “Confidential Submission” Form



1.0 POLICY

- 1.1 The Board appreciates the contributions made by its employees to the Division. It is appropriate, therefore, to recognize those employees who have rendered long-term and/or exemplary service to the division.
- 1.2 The Board supports the public recognition of employees who have provided long service to the Division. The Board also supports the Edwin Parr Award Program for first year teachers and the Excellence in Teaching Awards Program developed by the Council of Alberta Teaching Standards.

2.0 GUIDELINES

Long Service Awards

- 2.1 Appropriate long-service pins and/or gifts may be awarded to employees with five (5) years of continuous service with the Division and for every additional five (5) years of accumulated service thereafter.
- 2.2 A staff recognition event will be organized on an annual basis where numbers warrant.
- 2.3 For the purpose of administering this policy, the date each year on which length of service will be determined shall be June 30 of the previous year.
- 2.4 Years of service will be calculated as follows:
 - 2.4.1 Full and part time service will count as full time service.
 - 2.4.2 Employees must begin working for Sturgeon School Division on or before September 30 to be considered for a full year of service.
 - 2.4.3 Length of service will include all personal leaves of less than one year's duration.
- 2.5 Employees who retired after the previous school year's recognition event or within the current school year, and who meet two or more of the following criteria will be suitably recognized at the staff recognition event.
 - 2.5.1 Fifteen (15) or more years of accumulated service with the division.

References: *Exceptional Service Recognition "Confidential Submission" Form*



- 2.5.2 Have taken early retirement.
- 2.5.3 Have taken a pension through the appropriate pension plan.
- 2.6 Past employment in a jurisdiction that has been amalgamated with the division shall be included to calculate length of service.

Certificate of Exceptional Service

At any time the Board of Trustees may choose to recognize exemplary performance or service of a staff member or “friend of Sturgeon School Division” with a Certificate of Exceptional Service.

2.7 Eligibility Criteria

2.7.1 The following criteria will be taken into consideration when determining a division employee’s suitability for recognition.

2.7.1.1 One who makes an extraordinary contribution to the division

2.7.1.2 One who attains an outstanding and unique achievement or who develops a notable advancement in the field of education

2.7.2 The following criteria will be taken into consideration when determining the suitability for recognition of an individual other than a staff member (otherwise known as a “friend of Sturgeon School Division”).

2.7.2.1 One who, over time, makes an extraordinary contribution to the division

2.8 Nomination Process

2.8.1 External nominations may be made by the Board of Trustees and internal nominations may be suggested by any member of the division staff.

2.8.2 A written summary or rationale using the division “Confidential Submission” form must accompany the nomination.

2.8.3 All submissions will be forwarded to the Superintendent.

2.8.4 The Superintendent will review all submissions and will recommend suitable candidates to the Board of Trustees.

2.8.5 The Board will consider and make final determinations relative to awarding a Certificate of Exceptional Service.

References: *Exceptional Service Recognition “Confidential Submission” Form*



2.9 Recognition Ceremony

2.9.1 The Board of Trustees will honor candidates receiving a Certificate of Exceptional Service at a Public Board meeting of their choosing.

3.0 PROCEDURES

3.1 The board shall budget on an annual basis the funds to be allocated for recognition programs.

3.2 The superintendent or designate shall be responsible for determining the procedure for recognition of employees.

Edwin Parr/Excellence in Teaching Award Programs

3.3 The superintendent or designate, shall coordinate nomination procedures for both programs.

ORIGINAL

References: *Exceptional Service Recognition "Confidential Submission" Form*



Board Memorandum

Date: September 24, 2014
To: Board of Trustees
From: Committee of the Whole
Subject: Policy E/V/3: *Growth, Supervision & Evaluation of School Administrators*

Background:

Policy E/V/3: *Growth, Supervision & Evaluation of School Administrators* with suggested revisions was reviewed at the September, 2014 Committee of the Whole meeting.

Recommendation:

That the Board of Trustees approve Policy E/V/3: Growth, Supervision & Evaluation of School Administrators.



1.0 POLICY

- 1.1 The Board believes the performance of school administrators (school principal and vice-principal) is central to its mission of achieving Division goals relative to student learning and building an inclusive school community.
- 1.2 To this end, the Board believes in on-going school administrator growth, supervision and evaluation.
- 1.3 Furthermore, the Board believes school administrators must be fully involved in and accountable for their own growth, learning, development and evaluation.
- 1.4 Finally, the Board believes the division has a responsibility to provide support and direction to school administrators in meeting the Principal Quality Practice Guideline and division goals and priorities.

2.0 GUIDELINES

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

Definitions: (1)

Professional Growth: A career-long learning process whereby an administrator annually develops and implements a plan to achieve professional learning objectives or goals that are consistent with the Principal Quality Practice Guideline and division goals and priorities.

Supervision: An on-going process which involves the responsibility of the Superintendent or designate to provide support, guidance and direction to facilitate the growth and development of school administrators.

Evaluation: A formal process of gathering, recording and assessing performance over time to provide clear and specific feedback to school administrators that validates, strengthens and/or identifies areas of professional practice for change or in need of attention. Evaluation processes are critical for professional growth, contractual designations and/or other related employment decisions.

References: (1) Professional Growth, Supervision and Evaluation Model for Administrators: Definitions. Alberta Teachers' Association, Alberta, Canada



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

E/V/3

EFFECTIVE: November 23, 2005

REVISED: November 12, 2008

REVIEW: 2017-2018

1.0 POLICY

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

2.0 GUIDELINES

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

References:



Board Memorandum

Date: September 24, 2014
To: Board of Trustees
From: Committee of the Whole
Subject: Policy I/3 – *Inclement Weather*

Background:

Please find attached Policy I/3 – *Inclement Weather*. This policy was reviewed at the September 10, 2014 meeting of the Committee of the Whole. Also attached, for information, is amended Administrative Practice Transportation 2/Administration 13 – *Inclement Weather*.

Recommendation:

That the Board of Trustees approve Policy I/3 – *Inclement Weather*.



1.0 POLICY

- 1.1 The Board believes that risks should not be taken with the safety of students riding on school buses during periods of inclement weather and/or when road conditions are hazardous.
- 1.2 The Board believes that the responsibility for the safety of school bus passengers during such circumstances is of necessity shared by the Board, its staff, school bus operators and by parents. The final decision to send a child to the bus stop or to school rests with the parents, even though buses and schools may be operational.

Revised Draft

References: *Admin Practice(s): Transportation 2/Administration 13 - Inclement Weather*
School Act:



1.0 POLICY

- 1.1 The Board believes that risks should not be taken with the safety of students riding on school buses during periods of inclement weather and/or when road conditions are hazardous.
- 1.2 The Board believes that the responsibility for the safety of school bus passengers during such circumstances is of necessity shared by the Board, its staff, school bus operators and by parents. The final decision to send a child to the bus stop or to school rests with the parents, even though buses and schools may be operational.

2.0 GUIDELINES

- 2.1 School bus service shall be suspended at a temperature of minus forty (40) degrees celsius at the Sturgeon School Division Weather Station, Morinville, AB.
- 2.2 The Superintendent or designate shall direct a system wide suspension of school bus service in every instance where in his/her opinion, climatic and/or road conditions constitute a significant hazard to the safety and well being of school bus passengers. Attempts should be made to contact neighboring school jurisdictions regarding their plans.
- 2.3 A school bus operator shall not operate his/her school bus if in his/her opinion road or climatic conditions are of a nature that would make the operation of his/her bus hazardous to the safety and well being of his/her school bus passengers.
- 2.4 School bus services may also be suspended or delayed, if possible, due to adverse weather or road conditions.
- 2.5 Parents shall ensure that their children who are passengers on a school bus are properly dressed in accordance with prevailing or potential weather conditions.
- 2.6 School principals will ensure that parents and students are familiar with this policy.
- 2.7 The Transportation Manager will ensure that all school bus operators are familiar with this policy.
- 2.8 Suspension of school bus services may be limited to a specific region of Sturgeon School Division No. 24. When this occurs, only buses that serve those schools will be affected.

References: *Admin Practice(s): Transportation 2/Administration 13 - Inclement Weather School Act:*



EFFECTIVE: June 12, 2002

REVISED: January 27, 2010

REVIEW: 2014-2015

- 2.9 The Superintendent or designate may suspend bus services on a route-by-route basis. When this occurs, all schools will remain open. Should weather conditions be extreme or deteriorate during the day in a particular region/area, the director, in consultation with the Superintendent or designate, may suspend bus services in that specific area only.
- 2.10 When weather or road conditions deteriorate during the day, the Superintendent or designate may authorize individual or all buses to leave school prior to regular dismissal time.
- 2.11 The principal, staff and bus operators must take all reasonable steps to enable the student to arrive home safely during adverse weather conditions when they are dismissed earlier than the regular dismissal time.

ORIGINAL

References: *Admin Practice(s): Transportation 2/Administration 13 - Inclement Weather School Act:*



Transportation 2 – Inclement Weather

Original Date: Oct. 9, 2007

Revised: September 15, 2014

Responsible Administrator: Secretary-Treasurer

1.0 RATIONALE

Prudent planning is necessary to ensure the safety and well being of the students during inclement weather. The Superintendent or designate shall direct a system-wide or school-based suspension of school bus service in every instance where climate and/or road conditions constitute a significant hazard to the safety and well being of school bus passengers. Attempts should be made to contact neighbouring school jurisdictions regarding their plans.

2.0 PROCESS

- 2.1 The Secretary Treasurer will be responsible for ensuring this practice is maintained and updated.
- 2.2 The Superintendent shall consult with the Manager, Transportation, before directing a suspension of school bus services.

3.0 TRANSPORTATION GUIDELINES

- 3.1 School bus service shall be suspended at a temperature of minus forty (40) degrees Celsius at the Sturgeon School Division Weather Station, Morinville, AB.
- 3.2 The Superintendent or designate shall direct a system wide suspension of school bus service in every instance where in his/her opinion, climatic and/or road conditions constitute a significant hazard to the safety and well-being of school bus passengers. Attempts should be made to contact neighboring school jurisdictions regarding their plans
- 3.3 Suspension of school bus services may be limited to a specific region of Sturgeon School Division No. 24. When this occurs, only buses that serve those schools will be affected.
- 3.4 The Superintendent or designate may suspend bus services on a route-by-route basis. When this occurs, all schools will remain open. Should weather conditions be extreme or deteriorate during the day in a particular region/area, the Manager, in consultation with the Superintendent or designate, may suspend bus services in that specific area only.

References: Board Policy: I/3 - Inclement Weather
D/II/9 - School Inclement Weather Policy

