



# **Committee Meeting Agenda**

## **February 11, 2015 – 3:30 p.m.**

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- 1. Call to Order**
- 2. Approval of Agenda**
  - 2.1 Additions to Agenda
  - 2.2 Approval of Agenda
- 3. Appointments**
- 4. Approval of Committee Notes**
  - 4.1 Amendment/Correction of Notes
  - 4.2 Approval of Committee Notes – January 14, 2015
- 5. Presentations**
  - 5.1 Reggio Emilia Education – (3:30 – 3:45)  
Mrs. Ruth Kuik, Director of Curriculum & Instruction
  - 5.2 Insurance Information – (4:00 – 4:30)  
Ms. Janice Boiko, ASBIE Program Director, Lloyd Sadd Insurance
- 6. Reports from Senior Administration**
  - 6.1 Superintendent
  - 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 Report

7.3 Building

7.4 Finance & Human Resources

7.5 Education Policy

7.6 Advocacy Committee

7.7 Transportation

## **8. Reports from Special Committees/Task Groups**

8.1 Alberta School Boards Association Zone 2/3

8.2 Public School Boards Association of Alberta

8.3 Policy Advisory (ATA)

8.4 Policy Review (CUPE)

8.5 Community Services Advisory Board

## **9. New Business**

9.1 Policy Tracker

9.2 Policy B/IV/2 – Board-Staff Communications

9.3 Policy D/I/12 – Income Tax Deductible Receipts for Donations  
Received by the Division

9.4 Draft Operational School Year Calendar, 2015-2016

9.5 Draft Operational School Year Calendar, 2016-2017

**10. Unfinished Business**

**11. Information Items**

**12. Pending List**

**13. Adjournment**



# Committee of the Whole

## Summary of Motions

Wednesday, January 14, 2015

Sturgeon School Division

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### **Items Referred to January 28, 2015 Public Board Meeting**

- Policy B/IV/3 – Media and Public Relations
- Policy E/II/1 – Staffing Policy
- Policy F/IV/7 – Student Conduct
- Appointment of Division Auditor
- Sturgeon Composite High School Modernization Design Development Report

### **Items Referred to February 25, 2015 Public Board Meeting**

- Draft Joint Use Agreement – Namao Community Agricultural Society



# Notes of the Meeting of The Committee of the Whole Held at Morinville on January 14, 2015

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## **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 Vice Chair called the meeting to order at 4:42 p.m.

## **Approval of Agenda**

Moved by Mrs. Featherley that the agenda be approved.

CARRIED 7/0

## **Appointments**

There were no appointments.

## **Approval of Committee Notes**

Moved by Mrs. Mychasiw that the notes of December 10, 2014 be approved.

CARRIED 7/0

## **Presentations**

The presentation scheduled by Mrs. Sandra Brenneis, Director, Learning Support with respect to Regional Collaborative Service Delivery (RCSD) has been rescheduled to the January, 2015 Board Meeting.

## **Reports from Senior Administration**

### **6.1 Superintendent.**

A verbal report was provided.

**6.2 Associate Superintendent, Education Services**

A written report was provided.

**6.3 Secretary-Treasurer**

A written report was provided.

**6.4 Associate Superintendent, Human Resources & Leadership Support**

A verbal report was provided.

**Reports from Trustees and Standing Committees****7.1 Chair's Report**

A verbal report was provided.

Chair Jewell provided information with respect to a letter from the Minister of Education regarding Morinville Public School.

Mr. Jewell noted that a meeting is scheduled January 29, 2015 at the Town of Morinville regarding Public and Private Institutions with respect to the new multiplex.

Mr. Jewell also noted that the Minister of Education is holding meetings with Board Chairs and Superintendents. Chair Jewell and Superintendent Dick will attend on January 22, 2015.

Mr. Jewell reported that he attended the school council meetings at Gibbons and Landing Trail Schools.

**7.2 Trustees' Reports**

No reports were provided.

**7.3 Building**

A verbal report was provided.

**7.4 Finance & Human Resources**

A verbal report was provided.

A budget meeting is scheduled for January 15, 2015 from 1:00 p.m. to 5:00 p.m.

**7.5 Education Policy**

A verbal report was provided.

An update was provided with respect to a meeting that was held January 14, 2015.

**7.6 Advocacy Committee**

No report was provided.

A meeting will be scheduled.

**7.7 Transportation**

No report was provided.

**Reports from Special Committees/Task Groups****8.1 Alberta School Boards Association Zone 2/3**

A verbal report was provided – the Edwin Parr Banquet is scheduled for May 22, 2015.

The next Zone 2/3 meeting is scheduled for January 23, 2015.

**8.2 Public School Boards Association of Alberta**

A verbal report was provided.

Public School Boards Council Meetings are scheduled for February 5 – 7, 2015.

ATA Luncheon will be held on February 6, 2015.

Teacher's Convention will be held February 5 & 6, 2015.

**8.3 Policy Advisory Committee (ATA)**

No report was provided.

**8.4 Policy Review Committee (CUPE)**

No report was provided.

**8.5 Community Services Advisory Board**

No report was provided.

A meeting is scheduled for January 26, 2015.

## **New Business**

### **9.1 Policy Tracker**

Received as information.

### **9.2 Policy B/IV/3 – Media and Public Relations**

Moved by Mr. Jewell that the Board of Trustees refer Policy B/IV/3 – Media and Public Relations to the January, 2015 Board Meeting.

CARRIED 7/0

### **9.3 Policy E/I/1 – Staffing Policy**

Moved by Mrs. Mychasiw that the Board of Trustees refer Policy E/I/1 – Staffing Policy to the January, 2015 Board Meeting.

Moved by Mrs. Kohle that the motion be amended to retain 1.4 in Policy E/I/1 – Staffing Policy.

CARRIED 7/0

### **9.4 Policy F/IV/7 – Student Conduct**

Moved by Mr. Jewell that the Board of Trustees refer Policy F/IV/7 – Student Conduct to the January, 2015 Board Meeting.

CARRIED 7/0

### **9.5 Operational School Year 2015 – 2016; Calendar Options 1 and 2**

The Operational School Year 2015 – 2016; Calendar Options 1 and 2 are referred to School Councils for input.

### **9.6 Operational School Year 2016 – 2017**

The Operational School Year 2016 – 2017 are referred to School Councils for input.

### **9.7 Draft Joint Use Agreement – Namao Community Agricultural Society**

Moved by Mr. Jewell that the Board of Trustees refer Draft Joint Use Agreement – Namao Community Agricultural Society to the February, 2015 Board Meeting.

CARRIED 7/0

### **9.8 Division Website & Proposed Blog**

Information was provided with respect to the proposed redesign of the Division Website & the proposed introduction of a Division Blog.



**9.9 Sturgeon Composite High School: Modernization**

Moved by Mr. Jewell that the Board of Trustees refer the Sturgeon Composite High School Modernization Design Development Report document, Project No. 214315, relative to the modernization at Sturgeon Composite High School to the January, 2015 Board Meeting for approval.

CARRIED 7/0

**9.10 Planning Funding for a New Public School in Morinville**

The letter dated December 30, 2014 from Minister Gordon Dirks approving planning funding for a new public school in Morinville was received as information.

## Unfinished Business

## Information Items

**11.1 School Council Annual Reports**

School Council “Year In Review” reports for the 2013-2014 school year were provided for information.

## Pending List

## Adjournment

The meeting adjourned at 6:07 p.m.

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

**Report to the Board of Trustees: February 11, 2015**

**Review of Reggio Emilia Programming:** Sturgeon Heights School, Namao School, and Morinville Public School.

Participants: P. Harnish, R. Kuik, C. Dafoe, H. Beaton, K. Hoffman, M. Webb, S. Wood, A. Cronshaw

**Program Context:**

**Foundational Principles of Reggio Emilia**

- a. The child as protagonist, collaborator and communicator.

Children are unique individuals with rights rather than simply needs. Children are protagonists with the right to collaborate and communicate with others. Their rights are manifested through curiosity, exploration, discovery, social construction, and representation of their learning.

- b. The teacher a partner, nurturer, guide and researcher.

Teachers see themselves as partners in co-constructing knowledge with children. Teachers are with children exploring, discovering, and learning together. The whole classroom community understands that each contribution is valuable and this makes children powerful contributors to their own learning. Teachers are also researchers who constantly readjust their image of children and learning. To be effective researchers, teachers develop their listening and observation skills. Teachers decide what to teach by asking questions, reflecting on responses and then introducing materials and ideas children can use to expand their understanding.

- c. Cooperation as the foundation of the educational system in Reggio Emilia.

Cooperation among staff members is an essential tenet in this philosophy of teaching. Traditional isolation is viewed as an obstacle in learning. Teachers work on communication, collegiality, and professionalism.

- d. The environment as the “third teacher”.

The environment is often referred to as the third teacher in this philosophy. An environment is defined as a living, changing system. Environment indicates the way that time is structured, and the roles children play within the structure. It can speak to the physical space such as lighting and furniture. The environment should foster creativity and learning through projects.

e. The parent as partner.

Children, teachers and parents are three equally important components of the educational process. Parents are encouraged to be active contributors to children's activities in the classroom and in the school. Curricular and administrative decisions involve parent-teacher collaboration, and parents also serve as advocates for the school.

f. Documentation as communication.

Teachers routinely take notes and photographs of group discussions and children's play. Documentation of the children's projects is arranged using conversations and remarks, samples of ongoing work and activities, and products that have been produced by the children to represent their learning. The documentation shows children that their work is valued, makes parents aware of class learning experiences, and allows teachers to assess both their teaching, and the child's learning. Teachers utilize various forms of knowledge representations.

**Review Purpose:**

- a. Gain insight (how instructional practices are affecting student learning).
- b. Measure effects on student learning (instructional activities and observed consequences).

**Central Questions:**

- a. Is the Reggio Emilia philosophy of teaching having a positive effect on student learning?
- b. How do we know that this programming is having a positive effect on student learning?

**Context:**

**Sturgeon Heights School:**

Sturgeon Heights is a preschool to grade 9 school with a history of building students of strong character. The school is part of Sturgeon School Division and is located on the edge of St. Albert. Sturgeon Heights has been using Reggio Inspired programming since the fall of 2010. Each year the approach has moved up the grade levels in our school until 2014 when our first class finished grade 3. Currently the school has three Preschool Enrichment classes, three Head Start classes, three Kindergarten classes, and two classes each of grades

1 to 3, which are all influenced by a Reggio approach. The philosophy's approach to the learning environment is clearly seen in each of these classrooms through the presence of unique lighting, elements of nature, and the use of lofts, tents or reading corners. Work is also clearly celebrated in each classroom and in the halls throughout the school. Overall Sturgeon Heights has 280 students engaged in learning that is influenced by the Reggio approach.

#### Namao School:

Namao is one of Sturgeon School Division's oldest schools. Namao School takes pride in its long-standing heritage in the community. Namao has been on the same site since 1885, and provides a Headstart to Grade 9 education for over 480 students. The school's main focus is centered on student learning and Namao's motto, "Taking Pride in Learning" is reflected not only in academic success, but also in the performing arts and athletic programs. Currently, a Reggio Emilia Inspired approach to learning is incorporated in our Headstart to Grade 3 classes with our grade 4 to 9 students focusing on a Project-Based Learning approach to education.

#### Morinville Public School

Morinville Public Elementary School is the new choice for public education in Morinville. We offer programming for preschool aged children in our Jr. Kindergarten (formerly named Headstart) and Preschool Enrichment Program (PEP) classes. For the 2013-2015 school year our programming for school aged children will serve students from Kindergarten to Grade 7. 2011-2012 was our first year in operation and we provided education to 92 students from Preschool to Grade 4. 2012-2013 was our second year and we served 291 students from Preschool to Grade 5. In the 2013-2014 school year we had students from Preschool to Grade 6 with an enrollment of 416 students. In 2014-2015 we expanded to Grade 7 with approximately 550 students.

**French Immersion:** Currently we have Kindergarten and Grade 2 French Immersion and will be expanding to Grade 3 in the 2015-2016 school year.

All grade level teachers are working toward engaging students in the innovative Reggio Emilia approach to learning. This visionary approach to teaching puts the natural development and curiosity of children at its center. Programs are developed to guide and facilitate meaningful learning experiences. This type of teaching keeps our students excited about their classes and enthusiastic about coming to school. The staff is dedicated to providing quality education in a safe and caring environment.

### **Data Collection:**

- a. Data sources: Survey questions were developed by the working committee. At the participating schools, surveys were sent to a random sample of students, parents and teachers. The survey followed a written response format. Younger students were provided with assistance to respond to the questions.
- b. Context: committee members were responsible for scheduling, administering and collecting surveys. Committee members were provided with release time of half a day to review responses and identify needed information as well as identify trends and patterns. This information was brought back to the whole committee where the information was discussed, analyzed and essential components identified. From the information provided by survey results, recommendations were written by the members of the committee.

### **Data Analysis**

- a. By incorporating student ideas into programming, students are engaged in their learning.
- b. Students in Reggio Inspired classrooms appear to exhibit common characteristics such as being open minded and appearing self-confident. They are generally able to utilize problem solving skills and experience higher academic achievement in their areas of interest.
- c. Students were observed to demonstrate their ability to work in collaborative groups, have empathy for their peers, and exhibit well developed social skills.
- d. In the three schools, the environment was a visual indicator that distinguished Reggio Inspired classrooms from other classrooms. The classroom environment was identified as popular with parents, students and teachers.
- e. The classroom environment allows for, and encourages, student movement throughout the day.
- f. In Reggio Inspired classrooms supplies are placed within student reach and are easily accessible by students. The environment is student centered.
- g. An area of challenge is maintaining communication with parents relative to Reggio programming occurring in classrooms.
- h. Increased parent involvement occurs when parents assist students in collecting needed supplies for various classroom projects.
- i. Reggio Inspired programming provides many opportunities for student leadership.

### **Conclusions and Recommendations**

- a. Consideration should be given to creating a divisional community of practice for teachers participating in Reggio Inspired teaching. The creation of a learning community is essential for teachers to continue to develop their understanding of Reggio programming and develop their collective skill.
- b. Teachers delivering Reggio Inspired classrooms require ongoing professional development and collaboration, to assist in maintaining program fidelity.
- c. When students transition out of Reggio Inspired classrooms there should be clear communication with students and parents as they move to an inquiry approach to instruction.
- d. Using the rubric of implementation created by the committee, principals and teachers may want to engage in discussion to determine the next steps for Reggio Inspired programming within their school. This discussion and planning will be essential to program development and fidelity.
- e. Parents recognize that they have opportunities to learn with their child through student generated questions and project creation
- f. Parents support student centered learning. They see value in involving their child in the learning process, however, parents are not always aware of the foundational principles of Reggio Inspired learning.
- g. The attached rubric will provide a framework to determine to what extent a classroom is providing Reggio Inspired learning.

### **Strengths and weaknesses of the study**

- a. By using a written response format, the depth of the responses provided comprehensive information.
- b. Some respondents had difficulty answering the response style questions. In particular, students experienced difficulty understanding the questions.
- c. The random sample methodology engaged parents who had experience with or an understanding of Reggio Inspired programming.

### **Action Items for consideration:**

- a. Future professional development and collaboration needs and structure.
- b. The development of a three year divisional plan to meet the needs of ongoing professional development and collaboration for teachers of Reggio Inspired programming.



- c. School leaders will develop a three year action plan to address the school's goals and needs with respect to Reggio Inspired programming.
- d. Consideration for clear communication with parents concerning the foundational principles of Reggio Inspired programming. This may be partially achieved using a brochure format outlining the foundational principles.
- e. Intentional transition plans for students moving into classrooms that are not involved in Reggio Inspired programming.
- f. Developing working groups of administrators and teachers to determine each school's needs in respect to program growth and development. Future expansion will focus on common divisional practices and criteria.
- g. The creation of a document to address essential conditions of implementation for schools and teachers who are considering offering future Reggio Inspired programming.

### **Summary**

Measuring student learning is a complex task. This committee was tasked with determining if Reggio Inspired teaching was having a positive effect on student learning. After reviewing the data collected, the positive effect is confirmed from the perspective of students, teachers and parents. All three stakeholders indicate that students are engaged in their learning and that learning extends beyond academic expectations. The ability to work collaboratively, to develop respect for a variety of opinions and the emerging self-confidence of students are observable indicators that support the belief that Reggio environments are conducive to developing engaged and ethical students who possess an entrepreneurial spirit. To fully determine academic achievement cohorts of students would have to be studied over a period of time. An essential element of this particular study is the recognition that teachers involved in Reggio Inspired classrooms are by nature innovative and collaborative. Their willingness to create a student centered environment, paired with instructional programming in which student voice is heard, are essential components to each classroom's success.

When determining the capacity of the program there are two central issues for consideration. First, fidelity to the program be adhered to and periodically reviewed. The foundational beliefs of Reggio Emilia anchor this programming structure and the rubric created will assist in maintaining the external structure of the program. Secondly, to maintain the essence of Reggio programming, a community of practice should be created to support teacher practice, provide opportunity to dialogue about successes and challenges, and provide an opportunity for resource creation and exchange.

| Reggio Inspired Principles Rubric                    | Frequently   | Developing  | Sometimes  |
|--|--|---|--|
| Child as protagonist, collaborator, and communicator | <p>The student understands that their opinions are valued</p> <p>Students initiate collaborative opportunities</p> <p>Students understand and value their various roles depending on the project</p> <p>Students self-advocate to demonstrate their learning</p> | <p>The student is becoming more confident that their opinions are valued</p> <p>Students often initiate collaborative opportunities</p> <p>Students are beginning to improve on, and value, their various roles depending on the project</p> <p>Students are strengthening their ability to self-advocate to demonstrate their learning</p> | <p>The student periodically understands that their opinions are valued</p> <p>At times students initiate collaborative opportunities</p> <p>Students are beginning to understand and value their various roles depending on the project</p> <p>Students occasionally self-advocate to demonstrate their learning</p> |
| Teacher as partner, nurturer, guide and researcher   | <p>Equal organic partnerships in learning between student and teacher</p> <p>Teacher fosters and explores students' interests</p> <p>Opportunity is provided for students to collaborate, produce and share</p> <p>Product is unknown</p>                        | <p>Teacher seeks opportunities for learning</p> <p>Student interests are fostered and explored in relation to curriculum and teacher knowledge</p> <p>Time spent on collaborating, producing and sharing is not consistent</p> <p>Product varies with some options provided</p>   | <p>Occasional opportunities for partnerships in learning</p> <p>Explorations of students' interests limited to curriculum connections</p> <p>Emphasis is based on the product</p> <p>Product is known</p>  |



|                                       |   |  |   |
|---------------------------------------|---|--|---|
| <p>Cooperation and collegiality</p>   | <p>Collaborating with others within the school is common practice</p> <p>Cooperative practice among staff is evident</p> <p>An innate understanding that collegiality improves program performance</p>  | <p>Collaboration with others within the school is happening naturally and more consistently</p> <p>Cooperative practice among staff is more evident</p> <p>There is a deeper understanding that collegiality improves performance</p>  | <p>Collaboration with others within the school is beginning</p> <p>Cooperative practice among staff is emerging</p> <p>Becoming aware that collegiality improves performance</p>  |
| <p>Environment as "third teacher"</p> | <p>Students show work that is paired with documentation</p> <p>Attention is given to lighting and furniture.</p> <p>Evidence of learning is displayed</p> <p>All senses are engaged</p> <p>Collaborative work spaces are evident</p> <p>Students have designated roles in their work spaces</p> <p>Connection to the home is organic</p> <p>Provocation tables are comprised of natural artifacts</p> | <p>Evidence of learning is not always paired with documentation</p> <p>Consideration is given to furniture and lighting</p> <p>Teacher purchased and natural artifacts used for provocation tables</p> <p>Learning centers have outcomes and teacher designed tasks</p> <p>Curriculum connection to home sometimes</p> <p>Students roles are sometimes prescribed but are flexible</p> | <p>Common assignments displayed in the same format</p> <p>Little or no attention given to adapting lighting and furniture</p> <p>Teacher purchased provocations</p> <p>Traditional learning centers</p> <p>Connections to home achieved through curricular connections that are sporadic and specific</p> <p>Student roles are usually prescribed</p> |
| <p>Parent as partner</p>              | <p>Opportunity is provided for parents to add or comment during the learning process</p> <p>Parent skills are used to extend and enrich students' interests and provocations</p> <p>Parent is consistently used as co researcher</p>  | <p>Some opportunity is provided to access documentation during the learning process</p> <p>Parent is usually used as a co researcher</p> <p>The use of parent skills is teacher directed. Some student interest and student voice determines the role of</p>   | <p>Parent is sometimes used as a co researcher</p> <p>Opportunity is provided for parents to respond to the product.</p> <p>The use of parent's skills is teacher directed and curriculum based.</p>  |

|                                |   |  |  |
|--------------------------------|---|--|--|
| Documentation as communication | <p>Student voice is original, first person and explores feelings and perspectives</p> <p>The process of learning displayed is individualized</p> <p>Documentation is shared, displayed and celebrated</p> <p>The student voice determines the type of documentation</p>   | Parents as co researcher and co teacher. |  |
|                                | <p>The student voice contains less specific student voice and overall feelings</p> <p>Student learning is often a collage of learning</p> <p>Assessment and documentation are blended</p> <p>The end product is displayed with a general description</p> <p>The teacher experiments with a variety of types of documentation however this is dependent on teacher knowledge</p> |  | <p>The end product is displayed</p> <p>Parents have access to the end product</p> <p>Assessment is documentation</p> <p>The end product is graded</p> <p>The teacher directs the type of documentation and the product</p> |



# Committee of the Whole Memorandum

Date: February 11, 2015  
To: Committee of the Whole  
From: Wolfgang Jeske, Associate Superintendent, Education Services  
Subject: Fieldtrip Report

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## Field Trips

Board Policy F/II/4, "Field Trips" and Administrative Practice Administration 5, "Field Trip Operational Procedures" require that "the principal must have the approval of the Superintendent for field trips that are overnight or exceed two (2) school days and/or are outside of the Province of Alberta". The Administrative Practice further stipulates that "the Board shall be provided, as information, all field trips that are overnight and/or out-of-province".

## **Overnight:**

### Camilla School

March 5 – 6, 2015                      15 junior high students to Camp Nakamun for band camp.

### Guthrie School

March 5 – 6, 2015                      46 junior high students to Camp Nakamun for band camp.

### Lilian Schick School

March 5 – 6, 2015                      25 junior high students to Camp Nakamun for band camp.

March 19 - 20, 2015                      50 junior high students to Marmot Basin in Jasper for a physical education ski trip.

### Namao School

February 9 – 10, 2015                      35 junior high students to Jasper for an Outdoor Education/Fit for Life trip.

March 5 – 6, 2015                      21 junior high students to Camp Nakamun for band camp.

### Redwater School

March 23 - 24, 2015                      50 junior and senior high school students to Marmot Basin in Jasper for a physical education ski trip.

COMMITTEE 6.2(a)



## Committee of the Whole Memorandum

Date: February 11, 2015  
To: Committee of the Whole  
From: Wolfgang Jeske  
Director, Curriculum and Instruction  
Subject: February Report

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### Awards and Scholarships (Admin Practice)

An examination of current practice with respect to the determination for academic awards and scholarships at the high school level was undertaken with our two high school administration teams. Recommendations emerging from this review were further discussed at both the Senior Administration level and at the Education Policy Committee. At this time, Senior Administration are prepared to move forward with recommendations as outlined below.

#### AWARDS:

- Currently, at the junior high level, Admin Practice (Ed Services 8) states that a Sturgeon refrigerator magnet will be presented to students who have an 80% average, but excludes the student who achieves the highest mark. That student is presented with a Division Pen.
- **Recommendation:** Present **both** the magnet and the pen to the student with the highest mark.
- Currently, at the senior high level, Admin Practice (Ed Services 8) states that a Sturgeon bookmark will be presented to students who have an 80% average, but excludes the student who achieves the highest mark. That student is presented with a Division Pen.
- **Recommendation:** Present **both** the bookmark and the pen and pencil set to the student with the highest mark.
- Currently, locally developed courses are excluded in the calculation to determine an honor standing.
- **Recommendation:** Allow students to use locally developed courses in the calculation for an honors standing. We would continue to exclude Work Study/Experience and Green Certificate courses.
- Currently, RAP courses are excluded in the calculation to determine an honors standing.
- **Recommendation:** Allow students to use a maximum of 5 RAP credits in the calculation for an honors standing.

## **SCHOLARSHIPS**

- Currently, locally developed courses are excluded in the calculation to determine eligibility for a Sturgeon scholarship
- **Recommendation:** Allow students to use locally developed courses in the calculation to determine their eligibility for a Sturgeon scholarship. We would continue to exclude Work Experience, Work Study and Green Certificate courses.
- Currently, RAP courses are excluded in the calculation to determine an honor standing. While the conditions for the SSD scholarship acknowledges (clause e/f) that students who enroll in an apprenticeship program would be eligible to receive a scholarship (if they meet all other criteria), a student who enrolls in RAP for either semester of their grade twelve year, cannot earn enough credits in the other semester to meet the 25 credit requirement to become eligible for the scholarship.
- **Recommendation:** Allow students to use a maximum of 5 RAP credits in the calculation to determine eligibility for a Sturgeon scholarship.

### **Recommendation:**

The Board receive as information the Associate Superintendent, Education Services report.

### **Attachments:**

- Education Policy Committee Memo
- Policy F/III/3 Awards Policy
- Admin Practice ES 2 Conditions Governing Awards of Grade 12 Scholarships (revised)
- Admin Practice ES 8 Division Awards (Student) (revised)



Date: January 14, 2015  
To: Education Policy Committee  
From: Wolfgang Jeske Associate Superintendent, Education Services  
Subject: Awards and Scholarship Practice

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### **Awards and Scholarship Practice**

An examination of current practice with respect to the determination of eligibility for academic awards and scholarships at the high school level was recently undertaken with our two high school administration teams.

Subject to a further review of the committee findings, Senior Administration are contemplating moving forward with a series of recommendations subject to further input from the Board. It should be noted that the following recommendations may have some impact on the total monetary cost of the awards and scholarship program. The recommendations are as follows:

#### **AWARDS:**

- Currently, at the junior high level, Admin Practice (Ed Services 8) states that a Sturgeon refrigerator magnet will be presented to students who have an 80% average, but excludes the student who achieves the highest mark. That student is presented with a Division Pen.
  - **Recommendation:** Present **both** the magnet and the pen to the student with the highest mark.
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  - **Recommendation:** Present **both** the bookmark and the pen and pencil set to the student with the highest mark.
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## SCHOLARSHIPS

- Currently, locally developed courses are excluded in the calculation to determine eligibility for a Sturgeon scholarship
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- **Recommendation:** Allow students to use a maximum of 5 RAP credits in the calculation to determine eligibility for a Sturgeon scholarship.

Locally Developed Courses currently approved by the Board for use within Sturgeon School Division include:

- Abnormal Psychology 35 (5)
  - AP English 35 (5)
  - AP Literature and Composition 25 (3)
  - Film Studies 15 (5), 25 (5), 35 (5)
  - Forensic Science 35 (5), 25 (3), 35 (3)
  - Instrumental Jazz 15 (3/5), 25 (3/5), 35 (3/5)
  - Musical Theatre 15 (5), 25 (5), 35 (5)
  - Religious Studies 15 (3), 25 (3), 35 (3)
  - Vocal Jazz 15 (3/5), 25 (3/5), 35 (3/5)
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## F/III/3 – Awards Policy

**F/III/3**

EFFECTIVE: June 15, 1988

REVISED: April 23, 2014

REVIEW: 2021-2022

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### **1.0 POLICY**

- 1.1 The Board believes students should be recognized for excellence in their programs of study and performance in areas such as athletics, fine arts, citizenship and service.
- 1.2 The Board believes that students should be recognized for improvement in academic achievement and personal performance.

### **2.0 GUIDELINES**

- 2.1 A Division Awards Program which will recognize excellence shall be maintained and shall include the following:
  - 2.1.1 Grade 12 Scholarships
  - 2.1.2 Grade 12 Bursaries
  - 2.1.3 Senior High Academic Awards
  - 2.1.4 Junior High Academic Awards
  - 2.1.5 Books Awards
  - 2.1.6 Other awards as may be determined
- 2.2 Local trustees shall be invited to assist in presenting Division awards to students.
- 2.3 The Board shall approve all costs associated with the Division Awards Program as part of the budget process.

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References: *Admin Practice(s): ES 2 - Conditions Governing Awards of Grade 12 Scholarships  
ES 3 - Conditions Governing Awards of Sturgeon School Division  
Bursaries  
ES 8 – Division Awards (Student)*





## EDUCATIONAL SERVICES 2 – Conditions Governing Awards of Grade 12 Scholarships

Date: May 1, 2006 Revised: November 12, 2012 Responsible Administrator: Chief Deputy Superintendent

### 1.0 RATIONALE

Students of Sturgeon School Division are eligible for a \$1,000.00 scholarship from the Division upon completion of their scholarship year.

### 2.0 PROCESS

The Chief Deputy Superintendent will be responsible for maintaining this administrative practice and for identifying the students who qualify for this scholarship.

### 3.0 GUIDELINES

A scholarship of \$1,000.00 will be awarded to all grade 12 students who meet the following guidelines:

- 3.1 Have attended a Sturgeon school in the scholastic year for which the scholarship is awarded;
- 3.2 Have earned at least 30 credits at a Sturgeon school in the scholastic year for which the scholarship is awarded;
- 3.3 Qualify for a High School Diploma;
- 3.4 Have an average of 80% based on the student's highest marks at the Grade 12 level in 25 credits (five of which must be English), excluding Special Projects, Work Experience, ~~Learning Strategies, Sports Performance, RAP courses, locally developed courses,~~ Work Study and Green Certificate). **A maximum of five credits in RAP courses may be included.** These 25 credits must be taken as part of the regular day program.

Alberta Distance Learning Center (ADLC) courses administered at a high school in the Division may be considered as part of the credits referenced in 3.2.

Results of Diploma Appeal Examinations will be accepted with the onus being on the students to notify the school of the results of the appeal prior to September 1<sup>st</sup> of the scholarship year.

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References: *Board Policy: F/III/3 – Awards Policy*



## EDUCATIONAL SERVICES 2 – Conditions Governing Awards of Grade 12 Scholarships

Date: May 1, 2006 Revised: November 12, 2012 Responsible Administrator: Chief Deputy Superintendent

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The mark used for determining eligibility is the final mark awarded to the student on the Alberta Learning Results Statement.

Five (5) one-credit CTS courses at the 3000 series can be combined and used as an option, with the average marks of the five (5) CTS courses constituting one of the other subjects at the grade 12 level.

- 3.5 Enroll in a full-time program of studies at a university or some other post-secondary educational institution, or enroll in an apprenticeship program, within fifteen (15) months after high school graduation.
- 3.6 Obtain between September 15-30 for the Fall Term or January 15–31 for the Winter Term, confirmation of enrollment at a university or other post-secondary institution, or enrolment in an apprenticeship program. The confirmation of enrollment is to be submitted to the Executive Assistant to the Secretary Treasurer by October 15<sup>th</sup> or February 15<sup>th</sup>, appropriate to the registered term. Such confirmation shall be required prior to the issuance of a student's scholarship cheque.
- 3.7 Apply for the scholarship by September 30<sup>th</sup> of the calendar year in which the student graduates from high school.
- 3.8 The scholarship shall be payable to the student and presented at their school's annual awards night or following their confirmation of registration at a university or recognized post-secondary institution, or enrolment in an apprenticeship program.

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References: *Board Policy: F/III/3 – Awards Policy*



## EDUCATIONAL SERVICES 8 – Division Awards (Student)

Date: February 27, 2008 Revised Date: October 10, 2012 Responsible Administrator: School Principals

### 1.0 RATIONALE

Division schools will recognize outstanding student performance, and significant improvement in performance, in areas such as academics, athletics, fine arts, citizenship and service.

### 2.0 PROCESS

The principal, in consultation with staff members, shall be responsible for the selection of students to be recognized for outstanding student performance or significant improvement in performance.

Recognition of outstanding student performance and improvement shall be given through letters, Board meetings, special events, Trustee attendance at individual school awards ceremonies, or media.

### 3.0 GUIDELINES

#### 3.1 Senior High Academic Awards

3.1.1 In order to qualify for an academic award, students must have obtained at least 30 credits in subjects at a high school in the Division during the scholastic year for which the awards are made.

3.1.1.1 A Sturgeon School Division bookmark will be presented to students, ~~other than winners under 3.1.1.2~~, who have an 80% average in 25 credits (five of which must be English), excluding Special Projects, Work Experience, ~~Learning Strategies, Sports Performance, RAP courses, locally developed courses~~, Work Study and Green Certificate). **A maximum of five credits in RAP courses may be included.** These 25 credits must be taken as part of the regular day program.

3.1.1.2 Alberta Distance Learning Center (ADLC) courses administered at a high school in the Division may be considered as part of the 30 credits.

3.1.1.3 A Sturgeon School Division pen and pencil set will be presented to the student in each high school in the Division achieving the highest standing in Grade 10, 11 and 12 on the basis set out in 3.1.1.1 and 3.1.1.2.

References: *Board Policy: F/III/3 – Awards Policy*



EDUCATIONAL SERVICES 8 – Division Awards (Student)

Date: February 27, 2008 Revised Date: October 10, 2012 Responsible Administrator: School Principals

3.2 Junior High Academic Awards

3.2.1 On the recommendation of the principal, in consultation with staff members, awards will be presented to each student in full-time attendance at the Grade 7, 8 and 9 levels as follows:

3.2.1.1 A Sturgeon School Division refrigerator magnet will be presented to students, other than winners under 3.2.1.2, who have an 80% average in Language Arts, Social Studies, Mathematics and Science, and a pass mark in all other subjects in which the student is enrolled.

3.2.1.2 A Sturgeon School Division pen will be presented to the student at each school achieving the highest standing in Grade 7, 8 and 9 on the basis set out in 3.2.1.1.

3.3 Book Awards

3.3.1 A book is presented to the most deserving student in each homeroom in Grades K-9. The award can be customized to each student’s preference i.e. a book or books, dvd’s, digital apps (i-tunes card), educational computer games, etc.

Selection of the winners will be made by the staff of each school on the following criteria:

- 3.3.1.1 Individual development;
3.3.1.2 Contribution to the welfare and progress of the homeroom and school.

3.3.2 The principal of schools, presenting book awards, shall submit to the Manager, Finance, a “Sturgeon School Division Book Awards Eligibility Form” for each school year.

3.4 The principal of each school shall submit to the Executive Assistant to the Secretary Treasurer a “Student Awards Order Form” by the end of May in each school year. The exception will be Division high schools that hold their awards ceremony in the fall of the following school year.

3.5 A list of award recipients and any unused award items shall be returned to the Executive Assistant to the Secretary Treasurer following each school’s awards ceremony.

3.6 Principals shall submit, for approval, to the Superintendent criteria for any and all in-school awards developed by Division schools.

References: Board Policy: F/III/3 – Awards Policy



# POLICY TRACKER (School Year 2014-2015)

| Policy Number         | Policy   | Board Direction to Proceed (COW)          | Committee Review |           | Policy Advisory Committee (PAC) Review | Final Draft Review | Recommendation to Approve |
|-----------------------|--|---|------------------|-----------|--|--------------------|---------------------------|
|                       |  |   | COW              | Education |  |                    |                           |
|                       |  |   |                  |           |  |                    |                           |
| <b>AUGUST 2014</b>    |  |   |                  |           |  |                    |                           |
| <b>SEPTEMBER 2014</b> |  |   |                  |           |  |                    |                           |
| D/II/08               | Purchasing   | 2014-Sept-10                              |                  |           |  |                    | Approved 2014-Sept-24     |
| E/III/01              | Employee Recognition   | 2014-Sept-10                              |                  |           |  |                    | Approved 2014-Sept-24     |
| E/IV/03               | Growth, Supervision and Evaluation of School Administrators                  | 2014-Sept-10                              |                  |           |  |                    | Approved 2014-Sept-24     |
| I/03                  | Inclement Weather  | 2014-Sept-10                              |                  |           |  |                    | Approved 2014-Sept-24     |
| B/III/1               | Board Procedures   | 2014-Sept-10                              |                  |           |  |                    | Approved 2014-Sept-24     |
| <b>OCTOBER 2014</b>   |  |   |                  |           |  |                    |                           |
| A/01                  | A Short History of the Sturgeon School Division                              | 2014-Oct-9                                |                  |           |  |                    | Recinded 2014-Oct-22      |
| D/II/09               | Joint-Use Agreements   | 2014-Oct-9                                |                  |           |  |                    | Approved 2014-Oct-22      |
| E/II/2                | Trustee Remuneration and Expense Reimbursement                               | 2014-Oct-9                                |                  |           |  |                    | Approved 2014-Oct-22      |
| <b>NOVEMBER 2014</b>  |  |   |                  |           |  |                    |                           |
| B/III/04              | Communications   | 2014-Nov 12                               |                  |           |  |                    | Approved - 2014-Nov-26    |
| D/II/13               | Instructional Material   | 2014-Nov 12                               |                  |           |  |                    | Approved - 2014-Nov-26    |
| D/II/18               | Whistle Blower   | 2014-Nov 12                               |                  |           |  |                    | Approved - 2014-Nov-26    |
| D/III/3               | Patriotic Exercises/Flag Etiquette   | 2014-Nov 12                               |                  |           |  |                    | Approved - 2014-Nov-26    |
| D/III/20              | Protocol: Recognition of Dignitaries and Trustees at School or Public Events | 2014-Nov 12                               |                  |           | Ref. to Ed. Committee (Jan 2015)       |                    |                           |
| E/II/01               | Staffing Policy  | 2014-Nov 12<br>2014-Dec-10<br>2014-Jan-14 |                  |           |  |                    | Approved - 2014-Jan-28    |
| E/II/14               | Employee Conflict of Interest  | 2014-Nov 12                               |                  |           |  |                    | Approved - 2014-Nov-26    |





# POLICY TRACKER (School Year 2014-2015)

| Policy Number        | Policy  | Board Direction to Proceed (COW) | Committee Review  |  | Policy Advisory Committee (PAC) Review | Final Draft Review | Recommendation to Approve |
|----------------------|---|----------------------------------|---|--|--|--------------------|---------------------------|
|                      |   |                                  | <ul style="list-style-type: none"> <li>o COW</li> <li>o Education</li> <li>o Bldg</li> <li>o HR</li> <li>o Transportation</li> <li>o O &amp; M</li> </ul> |  |  |                    |                           |
| <b>DECEMBER 2014</b> |   |                                  |   |  |  |                    |                           |
| <b>JANUARY 2015</b>  |   |                                  |   |  |  |                    |                           |
| B/IV/03              | Media and Public Relations  | 2015-Jan-14                      |   |  |  |                    | Approved - 2014-Jan-28    |
| F/II/03              | Vocational Education  | 2015-Jan-14                      |   |  |  |                    | Recinded - 2014-Jan-28    |
| F/IV/07              | Student Conduct   | 2015-Jan-14                      |   | Ref. to next Ed. Committee (Feb. 2015) |  |                    |                           |
| <b>FEBRUARY 2015</b> |   |                                  |   |  |  |                    |                           |
| B/IV/02              | Board-Staff Communications  | 2015-Feb-11                      |   |  |  |                    |                           |
| D/II/12              | Income Tax Deductible Receipts for Donations Received by the Division | 2015-Feb-11                      |   |  |  |                    |                           |
| <b>MARCH 2015</b>    |   |                                  |   |  |  |                    |                           |
| C/08                 | Temporary designation of Principals and Vice Principals               | 2015-Mar-11                      |   |  |  |                    |                           |
| F/II/14              | Information and Communication Technology                              | 2015-Mar-11                      |   |  |  |                    |                           |
| <b>APRIL 2015</b>    |   |                                  |   |  |  |                    |                           |
| NEW                  | Meetings by Electronic Means  | 2015-Apr-8                       |   |  |  |                    |                           |
| D/III/4              | Non-Resident Students   | 2015-Apr-8                       |   |  |  |                    |                           |
| I/9                  | Language Immersion Transportation Service                             | 2015-Apr-8                       |   |  |  |                    |                           |
| <b>MAY 2015</b>      |   |                                  |   |  |  |                    |                           |



# Memorandum

Date: February 11, 2015  
To: Committee of the Whole  
From: Michele Dick  
Superintendent  
Subject: Policy B/IV/2 – Board-Staff Communication

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## **Background**

Attached for Trustee review is a copy of Policy B/IV/2 – Board-Staff Communication. Suggested revision is provided for Trustee consideration.

## **Recommendation:**

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



## 1.0 POLICY

- 1.1 The Board ~~provides~~ believes that open and effective channels of communication between itself and staff facilitate organizational effectiveness.

## 2.0 GUIDELINES

- 2.1 The Superintendent, as Chief Executive Officer, is the main communication link between the Board and staff. ~~This may be delegated as required.~~
- 2.2 The Policy Advisory Committee is established to provide for formal communication and discussion between the Board and its teachers.
- 2.3 The Labour Management Committee is established as a mechanism to provide for formal communication and discussion between the Board and staff in the Canadian Union of Public Employees (C.U.P.E.).
- 2.4 There is a standing invitation from the Board to the Presidents of the Sturgeon Locals of the Alberta Teachers' Association and of the Canadian Union of Public Employees, or their designates, to attend the regular meetings of the Board. The Presidents of the Locals may provide a report to the Board.
- 2.5 The Superintendent or designate attends regular meetings of the Board and is the media liaison.
- 2.6 Principals/teachers may invite individual Board members to their school/classroom. Trustees may also visit schools and will make such arrangements with the principal.
- 2.7 Schools/departments are to include Trustees and the Central Office Senior Administrative Team on their newsletter circulation list.

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References:





## Committee of the Whole Memorandum

Date: February 11, 2015  
To: Committee of the Whole  
From: Iva Paulik, Secretary Treasurer  
Subject: Policy D/I/12 – *Income Tax Deductible Receipts for Donations Received by the Division*

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### **Background:**

Please find attached Policy D/I/12 – *Income Tax Deductible Receipts for Donations Received by the Division*.

This policy is scheduled for review and is brought to the attention of Committee of the Whole with revisions suggested.

The revised Administrative Practice Financial Management 9 – *Income Tax Deductible Receipts* is also attached for Trustee information.

### **Recommendation:**

That the Committee of the Whole review revised Policy D/I/12 – *Income Tax Deductible Receipts for Donations Received by the Division* and advise Senior Administration accordingly.



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

D/I/12

EFFECTIVE: November 27, 2002

REVISED: November 28, 2012

REVIEW: 2014-2015

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## 1.0 POLICY

- 1.1 The Board shall acknowledge donations for the advancement of education within the Division by issuing receipts which may enable the donor to claim the donation as a tax deduction, in accordance with the Income Tax Act and its regulations.

## 2.0 GUIDELINES

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

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

**FINANCIAL MANAGEMENT 9 – Income Tax Deductible Receipts**

Date: March 4, 2003 Revised: February, 2015

Responsible Administrator: Secretary Treasurer

**1.0 RATIONALE**

The Division may accept donations for the advancement of educational opportunities offered for students. A receipt may be issued for these donations.

**2.0 PROCESS**

2.1 The administration of this Administrative Practice shall be carried out under the direction of the Secretary Treasurer in consultation with the Superintendent of Schools.

2.2 Under the guidance of the Secretary Treasurer, the Finance Manager will be responsible for the administration of issuing income tax deductible receipts for charitable donations and gifts in accordance with the Income Tax Act and its Regulations.

2.3 All funds received shall be processed through the Division's regular accounting system, specifically identified and appropriately recorded.

**3.0 GUIDELINES**

3.1 All donations of \$20 or more that are eligible for income tax deductible receipts, must be for the advancement of education, specifically:

3.1.1 the establishment of student or staff scholarships, or other awards;

3.1.2 the acquisition of capital equipment and furnishings;

3.1.3 the enhancement of co- and/or extra-curricular programs.

3.2 The following types of payments cannot be considered as donations eligible for income tax deduction:

3.2.1 tuition fees, or other payments for which any right, privilege, benefit or advantage may accrue to the donor;

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References: *Board Policy: D/I/12 – Income Tax Deductible Receipts for Donations Received by the Division*



## FINANCIAL MANAGEMENT 9 – Income Tax Deductible Receipts

Date: March 4, 2003 Revised: February, 2015

Responsible Administrator: Secretary Treasurer

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- 3.2.2 payments to be used to purchase the services of staff, tutors, or similar persons or to purchase books and other instructional materials which are normally paid for by way of fee or rental;
- 3.2.3 instructional materials fees, rentals for books, equipment and musical instruments;
- 3.2.4 where amounts cannot be identified as having been made by a particular donor;
- 3.2.5 amounts paid for tickets for card parties, bingo, lotteries, social functions, graduations or similar activities.

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References: *Board Policy: D/I/12 – Income Tax Deductible Receipts for Donations Received by the Division*



## Committee of the Whole Memorandum

Date: February 11, 2015  
To: Committee of the Whole  
From: Dave Johnson, Associate Superintendent, Human Resources  
Subject: Operational School Year 2015 – 2016; Calendar Options 1 and 2

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### **Background:**

Please find attached Operational School Year 2015 – 2016; Calendar Options 1 and 2. These items were reviewed at the January 2015 Committee of the Whole meeting, and referred to School Councils for input.

The options reflect two possibilities for the operational school year calendar, calendar details, as well as day count for the 2015-2016 school year.

### **Recommendation:**

That the Board of Trustees take under consideration and advise Senior Administration accordingly as to which option they wish to consider for use as the operational school year calendar for the 2015-2016 school year.

# 2015-2016

**OPTION 1** \*Reflects the change made to August

**January 14, 2015**

## AUGUST, 2015

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

## SEPTEMBER, 2015

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

## OCTOBER, 2015

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

## NOVEMBER, 2015

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

## DECEMBER, 2015

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

## JANUARY, 2016

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

## FEBRUARY, 2016

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

## MARCH, 2016

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

## APRIL, 2016

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

## MAY, 2016

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

## JUNE, 2016

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

## JULY, 2016

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

School offices open August 25  
 Prof. Dev. Collaboration – No classes August 27  
 Prof. Dev. Collaboration – No classes August 28  
 Operational Non-Instructional (K-12) August 31  
 All classes (full day) September 1  
 Labour Day – No classes September 7  
 Division/School PD/Collaboration; Staff meeting September 11  
 Division/School PD/Collaboration; Staff meeting October 9  
 Thanksgiving Day – No classes October 12  
 Remembrance Day November 11  
 Division/School PD/Collaboration; Staff meeting November 12  
 In lieu of Parent/Teacher Interviews November 13  
 Division/School PD/Collaboration; Staff meeting December 11  
 Christmas Vacation Dec. 21–Jan 1  
 Classes Resume January 4  
 Division/School PD/Collaboration; Staff meeting January 29  
 First day of classes Semester Two February 1  
 Teachers' Convention – No classes February 4-5  
 Division/School PD/Collaboration; Staff meeting February 12  
 Family Day – No classes February 15  
 Division/School PD/Collaboration; Staff meeting March 11  
 In lieu of Parent/Teacher Interviews March 24  
 Good Friday - No classes March 25  
 Spring Recess March 28 - April 1  
 Division declared holiday April 4  
 Classes Resume April 5  
 Division/School PD/Collaboration; Staff meeting April 15  
 Division/School PD/Collaboration; Staff meeting May 20  
 Victoria Day - No classes May 23  
 Division/School PD/Collaboration; Staff meeting June 10  
 Operational Non-Instructional (K-12) June 29  
 Last day of classes .5 Operational / .5 Non-instructional June 30



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





**School Year 2015-2016**

(All dates are inclusive unless otherwise specified)

**AUGUST**

- Tues. 25 School offices open
- Thurs. 27 Professional Development Collaboration – No classes
- Fri. 28 Professional Development Collaboration – No classes
- Mon. 31 Operational Non-Instructional Day (K-12)

**SEPTEMBER**

- Tues. 1 All classes (full day)
- Mon. 7 LABOUR DAY - No classes
- Fri. 11 Division/School PD/Collaboration and Staff Meeting – No classes

**OCTOBER**

- Fri. 9 Division/School PD/Collaboration and Staff Meeting – No classes
- Mon. 12 THANKSGIVING DAY - No classes

**NOVEMBER**

- Wed. 11 Remembrance Day – No classes
- Thurs. 12 Division/School PD/Collaboration and Staff Meeting – No classes
- Fri. 13 Non-instructional day in lieu of Parent-Teacher Interviews

**DECEMBER**

- Fri. 11 Division/School PD/Collaboration and Staff Meeting – No classes
- Mon. 21 Christmas recess begins

**JANUARY**

- Mon. 4 Classes resume
- Fri. 29 Division/School PD/Collaboration and Staff Meeting – No classes

OPTIONAL January 14

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References: Policy: *D/II/1 Operational School Year*  
Admin Practices: *Administration 4 – Operational School Year*  
*School Operational Year Calendar 2015-2016*  
*School Operational Year Calendar Day Count 2015-2016*  
School Act: 56



**FEBRUARY**

|             |     |   |
|-------------|-----|---|
| Mon.        | 1   | First day of Semester 2   |
| Thurs./Fri. | 4/5 | Teachers' Convention - No classes                               |
| Fri.        | 12  | Division/School PD/Collaboration and Staff Meeting – No classes |
| Mon.        | 15  | FAMILY DAY - No classes   |

**MARCH**

|        |    |   |
|--------|----|---|
| Fri.   | 11 | Division/School PD/Collaboration and Staff Meeting – No classes |
| Thurs. | 24 | Non-instructional day in lieu of Parent-Teacher Interview       |
| Fri.   | 25 | GOOD FRIDAY – No classes  |
| Mon.   | 28 | EASTER MONDAY – No classes                                      |
| Mon.   | 28 | Spring recess begins  |

**APRIL**

|       |    |   |
|-------|----|---|
| Mon.  | 4  | Division declared holiday                                       |
| Tues. | 5  | Classes resume  |
| Fri.  | 15 | Division/School PD/Collaboration and Staff Meeting – No classes |

**MAY**

|      |    |   |
|------|----|---|
| Fri. | 20 | Division/School PD/Collaboration and Staff Meeting – No classes |
| Mon. | 23 | VICTORIA DAY - No classes                                       |

**JUNE**

|        |    |   |
|--------|----|---|
| Fri.   | 10 | Division/School PD/Collaboration and Staff Meeting – No classes |
| Wed.   | 29 | Operational Non-Instructional Day                               |
| Thurs. | 30 | Last day of classes .5 Operational / .5 Non-instructional       |

OPTION 1 January 14

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References: Policy: *D/II/1 Operational School Year*  
Admin Practices: *Administration 4 – Operational School Year*  
*School Operational Year Calendar 2015-2016*  
*School Operational Year Calendar Day Count 2015-2016*  
School Act: 56





**School Year 2015-2016**

|                               | Non-Instructional |          | Instructional |          | Operational |          |
|-------------------------------|-------------------|----------|---------------|----------|-------------|----------|
|                               | 1 to 9            | 10 to 12 | 1 to 9        | 10 to 12 | 1 to 9      | 10 to 12 |
| AUGUST                        | 3.0               | 3.0      | 0.0           | 0.0      | 3.0         | 3.0      |
| SEPTEMBER                     | 1.0               | 1.0      | 20.0          | 20.0     | 21.0        | 21.0     |
| OCTOBER                       | 1.0               | 1.0      | 20.0          | 20.0     | 21.0        | 21.0     |
| NOVEMBER                      | 2.0               | 2.0      | 18.0          | 18.0     | 20.0        | 20.0     |
| DECEMBER                      | 1.0               | 1.0      | 13.0          | 13.0     | 14.0        | 14.0     |
| JANUARY                       | 1.0               | 1.0      | 19.0          | 19.0     | 20.0        | 20.0     |
| <b>TOTAL - SEMESTER I</b>     | 9.0               | 9.0      | 90.0          | 90.0     | 99.0        | 99.0     |
| FEBRUARY                      | 3.0               | 3.0      | 17.0          | 17.0     | 20.0        | 20.0     |
| MARCH                         | 2.0               | 2.0      | 16.0          | 16.0     | 18.0        | 18.0     |
| APRIL                         | 1.0               | 1.0      | 18.0          | 18.0     | 19.0        | 19.0     |
| MAY                           | 1.0               | 1.0      | 20.0          | 20.0     | 21.0        | 21.0     |
| JUNE                          | 2.5               | 2.5      | 19.5          | 19.5     | 22.0        | 22.0     |
| <b>TOTAL - SEMESTER II</b>    | 9.5               | 9.5      | 90.5          | 90.5     | 100.0       | 100.0    |
| <b>OPERATIONAL YEAR TOTAL</b> | 18.5              | 18.5     | 180.5         | 180.5    | 199.0       | 199.0    |

References: Policy: *D/II/1 Operational School Year*  
 Admin Practices: *Administration 4 – Operational School Year*  
*School Operational Year Calendar 2015-2016*  
*School Operational Year Calendar Details 2015-2016*  
 School Act: 56

# 2015-2016

**OPTION 2** \*Reflects the change made to November

**January 14, 2015**

## AUGUST, 2015

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

## OCTOBER, 2015

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

## SEPTEMBER, 2015

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

## NOVEMBER, 2015

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

## DECEMBER, 2015

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

## JANUARY, 2016

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

## FEBRUARY, 2016

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

## MARCH, 2016

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

## APRIL, 2016

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

## MAY, 2016

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

## JUNE, 2016

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

## JULY, 2016

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

- School offices open August 24
- Prof. Dev. Collaboration – No classes August 26
- Prof. Dev. Collaboration – No classes August 27
- Operational Non-Instructional (K-12) August 28
- All classes (full day) August 31
- Labour Day – No classes September 7
- Division/School PD/Collaboration; Staff meeting September 11
- Division/School PD/Collaboration; Staff meeting October 9
- Thanksgiving Day – No classes October 12
- Remembrance Day November 11
- Fall Break November 12
- In lieu of Parent/Teacher Interviews November 13
- Division/School PD/Collaboration; Staff meeting November 16
- Division/School PD/Collaboration; Staff meeting December 11
- Christmas Vacation Dec. 21-Jan 1
- Classes Resume January 4
- Division/School PD/Collaboration; Staff meeting January 29
- First day of classes Semester Two February 1
- Teachers' Convention – No classes February 4-5
- Division/School PD/Collaboration; Staff meeting February 12
- Family Day – No classes February 15
- Division/School PD/Collaboration; Staff meeting March 11
- In lieu of Parent/Teacher Interviews March 24
- Good Friday – No classes March 25
- Spring Recess March 28 - April 1
- Division declared holiday April 4
- Classes Resume April 5
- Division/School PD/Collaboration; Staff meeting April 15
- Division/School PD/Collaboration; Staff meeting May 20
- Victoria Day - No classes May 23
- Division/School PD/Collaboration; Staff meeting June 10
- Operational Non-Instructional (K-12) June 29
- Last day of classes .5 Operational / .5 Non-instructional June 30

Operational Day - No Classes  
 Non-Operational Day  
 Division/School P D; Collaboration; Staff Meeting  
 .5 Operational/.5 Non-instructional

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 Phone: (780) 939-4341





### School Year 2015-2016

(All dates are inclusive unless otherwise specified)

#### AUGUST

|        |    |   |
|--------|----|---|
| Mon.   | 24 | School offices open                                 |
| Wed.   | 26 | Professional Development Collaboration – No classes |
| Thurs. | 27 | Professional Development Collaboration – No classes |
| Fri.   | 28 | Operational Non-Instructional Day (K-12)            |
| Mon.   | 31 | All classes (full day)                              |

#### SEPTEMBER

|      |    |   |
|------|----|---|
| Mon. | 7  | LABOUR DAY - No classes   |
| Fri. | 11 | Division/School PD/Collaboration and Staff Meeting – No classes |

#### OCTOBER

|      |    |   |
|------|----|---|
| Fri. | 9  | Division/School PD/Collaboration and Staff Meeting – No classes |
| Mon. | 12 | THANKSGIVING DAY - No classes                                   |

#### NOVEMBER

|        |    |   |
|--------|----|---|
| Wed.   | 11 | Remembrance Day – No classes                                    |
| Thurs. | 12 | Fall Break  |
| Fri.   | 13 | Non-instructional day in lieu of Parent-Teacher Interviews      |
| Mon.   | 16 | Division/School PD/Collaboration and Staff Meeting – No classes |

#### DECEMBER

|      |    |   |
|------|----|---|
| Fri. | 11 | Division/School PD/Collaboration and Staff Meeting – No classes |
| Mon. | 21 | Christmas recess begins   |

#### JANUARY

|      |    |   |
|------|----|---|
| Mon. | 4  | Classes resume  |
| Fri. | 29 | Division/School PD/Collaboration and Staff Meeting – No classes |

OPTION 2 January 14

- 
- References: Policy: *D/II/1 Operational School Year*  
Admin Practices: *Administration 4 – Operational School Year*  
*School Operational Year Calendar 2015-2016*  
*School Operational Year Calendar Day Count 2015-2016*  
School Act: 56



**FEBRUARY**

|             |     |   |
|-------------|-----|---|
| Mon.        | 1   | First day of Semester 2   |
| Thurs./Fri. | 4/5 | Teachers' Convention - No classes                               |
| Fri.        | 12  | Division/School PD/Collaboration and Staff Meeting – No classes |
| Mon.        | 15  | FAMILY DAY - No classes   |

**MARCH**

|        |    |   |
|--------|----|---|
| Fri.   | 11 | Division/School PD/Collaboration and Staff Meeting – No classes |
| Thurs. | 24 | Non-instructional day in lieu of Parent-Teacher Interviews      |
| Fri.   | 25 | GOOD FRIDAY – No classes  |
| Mon.   | 28 | EASTER MONDAY – No classes                                      |
| Mon.   | 28 | Spring recess begins  |

**APRIL**

|       |    |   |
|-------|----|---|
| Mon.  | 4  | Division declared holiday                                       |
| Tues. | 5  | Classes resume  |
| Fri.  | 15 | Division/School PD/Collaboration and Staff Meeting – No classes |

**MAY**

|      |    |   |
|------|----|---|
| Fri. | 20 | Division/School PD/Collaboration and Staff Meeting – No classes |
| Mon. | 23 | VICTORIA DAY - No classes                                       |

**JUNE**

|        |    |   |
|--------|----|---|
| Fri.   | 10 | Division/School PD/Collaboration and Staff Meeting – No classes |
| Wed.   | 29 | Operational Non-Instructional Day                               |
| Thurs. | 30 | Last day of classes .5 Operational / .5 Non-instructional       |

OPTION 2 January 14

References: Policy: *D/II/1 Operational School Year*  
Admin Practices: *Administration 4 – Operational School Year*  
*School Operational Year Calendar 2015-2016*  
*School Operational Year Calendar Day Count 2015-2016*  
School Act: 56



**School Year 2015-2016**

|                               | Non-Instructional |          | Instructional |          | Operational |          |
|-------------------------------|-------------------|----------|---------------|----------|-------------|----------|
|                               | 1 to 9            | 10 to 12 | 1 to 9        | 10 to 12 | 1 to 9      | 10 to 12 |
| AUGUST                        | 3.0               | 3.0      | 1.0           | 1.0      | 4.0         | 4.0      |
| SEPTEMBER                     | 1.0               | 1.0      | 20.0          | 20.0     | 21.0        | 21.0     |
| OCTOBER                       | 1.0               | 1.0      | 20.0          | 20.0     | 21.0        | 21.0     |
| NOVEMBER                      | 2.0               | 2.0      | 17.0          | 17.0     | 19.0        | 19.0     |
| DECEMBER                      | 1.0               | 1.0      | 13.0          | 13.0     | 14.0        | 14.0     |
| JANUARY                       | 1.0               | 1.0      | 19.0          | 19.0     | 20.0        | 20.0     |
| <b>TOTAL - SEMESTER I</b>     | 9.0               | 9.0      | 90.0          | 90.0     | 99.0        | 99.0     |
| FEBRUARY                      | 3.0               | 3.0      | 17.0          | 17.0     | 20.0        | 20.0     |
| MARCH                         | 2.0               | 2.0      | 16.0          | 16.0     | 18.0        | 18.0     |
| APRIL                         | 1.0               | 1.0      | 18.0          | 18.0     | 19.0        | 19.0     |
| MAY                           | 1.0               | 1.0      | 20.0          | 20.0     | 21.0        | 21.0     |
| JUNE                          | 2.5               | 2.5      | 19.5          | 19.5     | 22.0        | 22.0     |
| <b>TOTAL - SEMESTER II</b>    | 9.5               | 9.5      | 90.5          | 90.5     | 100.0       | 100.0    |
| <b>OPERATIONAL YEAR TOTAL</b> | 18.5              | 18.5     | 180.5         | 180.5    | 199.0       | 199.0    |

References: Policy: *D/II/1 Operational School Year*  
 Admin Practices: *Administration 4 – Operational School Year*  
*School Operational Year Calendar 2015-2016*  
*School Operational Year Calendar Details 2015-2016*  
 School Act: 56



## Committee of the Whole Memorandum

Date: February 11, 2015  
To: Committee of the Whole  
From: Dave Johnson, Associate Superintendent, Human Resources  
Subject: Draft Operational School Year Calendar, 2016 - 2017

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### **Background:**

Please find attached the Draft operational school year calendar, the draft calendar details, as well as draft day count for the 2016-2017 school year. These items were reviewed at the January 2015 Committee of the Whole meeting, and referred to School Councils for input.

### **Recommendation:**

That the Board of Trustees take under consideration this first draft of the operational school year calendar for 2016-2017 and advise Senior Administration accordingly.

# 2016-2017

**DRAFT 1**

**January 14, 2015**

## AUGUST, 2016

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

## SEPTEMBER, 2016

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

## OCTOBER, 2016

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

## NOVEMBER, 2016

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

## DECEMBER, 2016

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

## JANUARY, 2017

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

## FEBRUARY, 2017

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

## MARCH, 2017

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

## APRIL, 2017

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

## MAY, 2017

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

## JUNE, 2017


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

## JULY, 2017

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

- School offices open
- Prof. Dev. Collaboration – No classes
- Prof. Dev. Collaboration – No classes
- Operational Non-Instructional (K-12)
- All classes (full day)
- Labour Day – No classes
- Division/School PD/Collaboration; Staff meeting
- Thanksgiving Day – No classes
- Division/School PD/Collaboration; Staff meeting
- Division/School PD/Collaboration; Staff meeting
- Remembrance Day
- In lieu of Parent/Teacher Interviews
- Division/School PD/Collaboration; Staff meeting
- Christmas Vacation
- Classes Resume
- Division/School PD/Collaboration; Staff meeting
- First day of classes Semester Two
- Teachers' Convention – No classes
- Family Day – No classes
- Division/School PD/Collaboration; Staff meeting
- Division/School PD/Collaboration; Staff meeting
- In lieu of Parent/Teacher Interviews
- Spring Recess
- Classes Resume
- Division/School PD/Collaboration; Staff meeting
- Good Friday - No classes
- Easter Monday - No classes
- Division/School PD/Collaboration; Staff meeting
- Victoria Day - No classes
- Division/School PD/Collaboration; Staff meeting
- Operational Non-Instructional (K-12)
- Last day of classes

 Operational Day - No Classes  
 Non-Operational Day  
 Division/School P D; Collaboration; Staff Meeting


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### School Year 2016-2017

(All dates are inclusive unless otherwise specified)

#### AUGUST

|        |    |   |
|--------|----|---|
| Mon.   | 25 | School offices open                       |
| Thurs. | 29 | Professional Development Day – No classes |
| Tues.  | 30 | Professional Development Day – No classes |
| Wed.   | 31 | Operational Non-Instructional Day         |

#### SEPTEMBER

|        |   |   |
|--------|---|---|
| Thurs. | 1 | All classes (full day)  |
| Mon.   | 5 | LABOUR DAY - No classes   |
| Fri.   | 9 | Division/School PD/Collaboration and Staff Meeting – No classes |

#### OCTOBER

|      |    |   |
|------|----|---|
| Mon. | 10 | THANKSGIVING DAY - No classes                                   |
| Fri. | 14 | Division/School PD/Collaboration and Staff Meeting – No classes |

#### NOVEMBER

|        |    |   |
|--------|----|---|
| Thurs. | 10 | Division/School PD/Collaboration and Staff Meeting – No classes |
| Fri.   | 11 | Remembrance Day – No classes                                    |
| Fri.   | 25 | Non-instructional day in lieu of Parent-Teacher Interviews      |

#### DECEMBER

|      |    |   |
|------|----|---|
| Fri. | 9  | Division/School PD/Collaboration and Staff Meeting – No classes |
| Mon. | 26 | Christmas recess begins   |

#### JANUARY

|       |    |   |
|-------|----|---|
| Mon.  | 9  | Classes resume  |
| Tues. | 31 | Division/School PD/Collaboration and Staff Meeting – No classes |

---

References: Policy: *D/II/1 Operational School Year*  
Admin Practices: *Administration 4 – Operational School Year*  
*School Operational Year Calendar 2016-2017*  
*School Operational Year Calendar Day Count 2016-2017*  
School Act: 56





**FEBRUARY**

Wed. 1 First day of Semester 2  
Thurs./Fri. 9/10 Teachers' Convention - No classes  
Mon. 13 FAMILY DAY - No classes  
Fri. 17 Division/School PD/Collaboration and Staff Meeting – No classes

**MARCH**

Fri. 10 Division/School PD/Collaboration and Staff Meeting – No classes  
Fri. 24 Non-instructional day in lieu of Parent-Teacher Interviews  
Mon. 27 Spring recess begins

**APRIL**

Mon. 3 Classes resume  
Thurs. 13 Division/School PD/Collaboration and Staff Meeting – No classes  
Fri. 14 Good Friday – No classes  
Mon. 17 Easter Monday – No classes

**MAY**

Fri. 19 Division/School PD/Collaboration and Staff Meeting – No classes  
Mon. 22 VICTORIA DAY - No classes

**JUNE**

Fri. 9 Division/School PD/Collaboration and Staff Meeting – No classes  
Thurs. 29 Operational Non-Instructional Day  
Fri. 30 Last day of classes

---

References: Policy: *D/II/1 Operational School Year*  
Admin Practices: *Administration 4 – Operational School Year*  
*School Operational Year Calendar 2016-2017*  
*School Operational Year Calendar Day Count 2016-2017*  
School Act: 56



**School Year 2016-2017**

|                               | Non-Instructional |          | Instructional |          | Operational |          |
|-------------------------------|-------------------|----------|---------------|----------|-------------|----------|
|                               | 1 to 9            | 10 to 12 | 1 to 9        | 10 to 12 | 1 to 9      | 10 to 12 |
| AUGUST                        | 3.0               | 3.0      | 0.0           | 0.0      | 3.0         | 3.0      |
| SEPTEMBER                     | 1.0               | 1.0      | 20.0          | 20.0     | 21.0        | 21.0     |
| OCTOBER                       | 1.0               | 1.0      | 19.0          | 19.0     | 20.0        | 20.0     |
| NOVEMBER                      | 2.0               | 2.0      | 19.0          | 19.0     | 21.0        | 21.0     |
| DECEMBER                      | 1.0               | 1.0      | 16.0          | 16.0     | 17.0        | 17.0     |
| JANUARY                       | 1.0               | 1.0      | 16.0          | 16.0     | 17.0        | 17.0     |
| <b>TOTAL - SEMESTER I</b>     | 9.0               | 9.0      | 90.0          | 90.0     | 99.0        | 99.0     |
| FEBRUARY                      | 3.0               | 3.0      | 16.0          | 16.0     | 19.0        | 19.0     |
| MARCH                         | 2.0               | 2.0      | 16.0          | 16.0     | 18.0        | 18.0     |
| APRIL                         | 1.0               | 1.0      | 17.0          | 17.0     | 18.0        | 18.0     |
| MAY                           | 1.0               | 1.0      | 21.0          | 21.0     | 22.0        | 22.0     |
| JUNE                          | 2.0               | 2.0      | 20.0          | 20.0     | 22.0        | 22.0     |
| <b>TOTAL - SEMESTER II</b>    | 9.0               | 9.0      | 90.0          | 90.0     | 99.0        | 99.0     |
| <b>OPERATIONAL YEAR TOTAL</b> | 18.0              | 18.0     | 180.0         | 180.0    | 198.0       | 198.0    |

References: Policy: *D/II/1 Operational School Year*  
 Admin Practices: *Administration 4 – Operational School Year*  
*School Operational Year Calendar 2016-2017*  
*School Operational Year Calendar Details 2016-2017*  
 School Act: 56