

# AGENDA

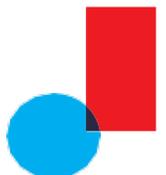
BOARD

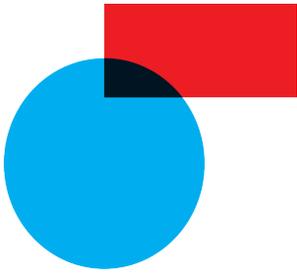
Wed. Jun. 23, 2021

1. CALL TO ORDER
2. CONSIDERATION OF AGENDA
  - 2.1 Additions/Deletions to Agenda
  - 2.2 Approval of Agenda
3. APPOINTMENTS
4. READING AND APPROVING OF MINUTES
  - 4.1 Approval of the Minutes of the Regular Meeting of May 26, 2021
5. PRESENTATIONS
6. REPORTS FROM SENIOR EXECUTIVE
  - 6.1 Curriculum Review Committees
  - 6.2 Targeted Intervention Funding
  - 6.3 COVID Update
  - 6.4 Teacher Nomination for Grade 11 and 12 Curriculum Working Group
7. REPORTS FROM TRUSTEES AND STANDING COMMITTEES
  - 7.1 Chair's Report
  - 7.2 Trustees Report
  - 7.3 Advocacy Committee
    - 7.3.1 Work Plan Year End Report
  - 7.4 Building and Maintenance Committee
    - 7.4.1 Work Plan Year End Report
  - 7.5 Education Committee
    - 7.5.1 Work Plan Year End Report
  - 7.6 Finance and People Services Committee
    - 7.6.1 Work Plan Year End Report
  - 7.7 Transportation Committee



Dare to reimagine learning





# AGENDA

## BOARD

Wed. Jun. 23, 2021

7.7.1 Work Plan Year End Report

### 8. REPORTS FROM SPECIAL COMMITTEES/TASK GROUPS

8.1 Alberta School Boards Association Representative

8.2 Public School Boards Association of Alberta Representative

### 9. NEW BUSINESS

9.1 2021/2022 Education Services Agreements – Language Immersion – Transported Students

9.2 Education Services Agreement with Alexander First Nation

9.3 Curriculum Review Committee Report

9.4 Camilla Routes Retro Payment

9.5 Distance Rate Projections for 2021/2022

9.6 Reserve Transfers for 2020-2021

9.7 Town of Bon Accord – Joint Use Agreement

9.8 Summer Board Meetings

9.9 Policy 900 – Student Conduct and Discipline

9.10 Superintendent Review

9.11 Off-Campus Education Report

9.12 Monthly Financial Report

### 10. UNFINISHED BUSINESS

### 11. NOTICES OF MOTION

### 12. INFORMATION

### 13. COMMENT & QUESTION PERIOD

13.1 ATA; CUPE

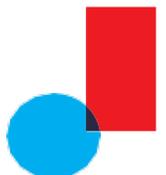
13.2 Community Members

13.3 Media

### 14. REQUESTS FOR INFORMATION

### 15. IN CAMERA

### 16. ADJOURNMENT





**Sturgeon  
Public Schools**

**Minutes of the Meeting of  
The Board of Trustees of  
The Sturgeon Public School Division  
Held at Morinville on May 26, 2021**

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UNAPPROVED DRAFT



**Sturgeon  
Public Schools**

**Minutes of the Meeting of  
The Board of Trustees of  
The Sturgeon Public School Division  
Held at Morinville on May 26, 2021**

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**PRESENT**

Mr. Terry Jewell, Chair  
Mrs. Janine Pequin, Vice Chair\*  
Mr. Joe Dwyer, Trustee  
Mrs. Liz Kohle, Trustee\*  
Mrs. Misty Featherley, Trustee\*  
Mrs. Tasha Oatway-McLay, Trustee\*  
Mrs. Trish Murray-Elliott, Trustee\*  
Ms. Mary Lynne R. Campbell, Superintendent/CEO  
Mrs. Lisa Lacroix, Associate Superintendent, People Services\*  
Ms. Shawna Walter, Associate Superintendent, Education Services  
Ms. Liliana LeVesconte, Secretary Treasurer  
Mr. Jonathan Konrad, Director, Curriculum and Instruction\*  
(\*electronic attendance)

**CALL TO ORDER**

The Chair called the meeting to order at 4:00 p.m.

**APPROVAL OF AGENDA**

#047/2021 – Moved by Mr. Dwyer that the agenda be approved as presented.

CARRIED UNANIMOUSLY

**APPOINTMENTS**

**APPROVAL OF MINUTES**

#048/2021 – Moved by Mrs. Pequin that the minutes of the Regular Meeting of April 28, 2021, be approved as presented.

CARRIED UNANIMOUSLY

**PRESENTATIONS**

**REPORTS FROM SENIOR EXECUTIVE**

**Hāpara Update Report**

The Director, Curriculum & Instruction, presented a written and verbal report on behalf of the Senior Executive Committee.

**Pride Week 2021**

The Associate Superintendent, Education Services presented a written and verbal report on behalf of the Senior Executive Committee.

**Junior High Options at Sturgeon Heights School**

The Superintendent/CEO presented a written and verbal report on behalf of the Senior Executive Committee.

**REPORTS FROM TRUSTEES AND STANDING COMMITTEES**

**CHAIR'S REPORT**

A written and verbal report was provided.

**Chair Jewell (Gibbons/Lamoureux)**

Chair Jewell reported that he attended:

- ASBA Zone 2/3 Meeting
- Budget Review Meeting
- Education Committee Meeting
- Lagoon Discovery Sessions (x2)
- Lagoon Preparation Review
- Landing Trail School Parent Council Meeting
- TEBA Status Review and Update Meeting
- Transportation Committee Meeting

**TRUSTEES' REPORTS**

Verbal reports were provided.

**Trustee Dwyer (Alcomdale/Villeneuve Area)**

Trustee Dwyer reported that he attended:

- Camilla School Parent Council Meeting

**Trustee Featherley (Morinville Area)**

Trustee Featherley reported that she attended:

- Education Committee Meeting
- Transportation Committee Meeting

**Trustee Kohle (Bon Accord/Legal)**

Trustee Kohle reported that she attended:

- Bon Accord Community School Parent Council Meeting
- PSBAA Bylaw Review Meeting
- Special Recognition PSBAA
- Transportation Committee Meeting

**Trustee Murray-Elliott (Sturgeon Valley/West St. Albert)**

Trustee Murray-Elliott reported that she attended:

- Education Committee Meeting
- PSBAA Bylaw Review Meeting
- Sturgeon Composite High School Parent Council Meeting
- Sturgeon Heights School Parent Council Meeting

**Trustee Oatway-McLay (Cardiff/Garrison)**

Trustee Oatway-McLay reported that she attended:

- Namao School Parent Council Meeting

**Trustee Pequin (Redwater/Coronado Area)**

Trustee Pequin reported that she attended:

- ASBA Zone 2/3 Meeting
- Education Committee Meeting
- Recorded Video Message for Redwater Graduation
- Redwater School Parent Council Meeting
- Transportation Committee Meeting

**ADVOCACY COMMITTEE**

No report was provided.

**BUILDING AND MAINTENANCE COMMITTEE**

No report was provided.

**EDUCATION COMMITTEE**

A verbal report was provided.

**FINANCE AND PEOPLE SERVICES COMMITTEE**

No report was provided.

**TRANSPORTATION COMMITTEE**

A verbal report was provided.

# UNAPPROVED DRAFT

Board of Trustees

May 26, 2021

## REPORTS FROM SPECIAL COMMITTEES

### ALBERTA SCHOOL BOARDS ASSOCIATION REPRESENTATIVE

A verbal report was provided.

### PUBLIC SCHOOL BOARDS ASSOCIATION OF ALBERTA REPRESENTATIVE

A verbal report was provided.

## NEW BUSINESS

### Budget 2021/2022

1. **First Nation, Métis, Inuit Program:** The Director, Curriculum & Instruction advised the Board that in early 2021, the Division hired a Métis Learning Coach to work directly with teachers and students to develop Métis cultural knowledge and understanding; an Indigenous Student Success Coach who is working directly with high school students at Redwater and Sturgeon Composite High Schools; an Indigenous Student Counsellor who is working with students at Camilla, École Morinville Public, and Four Winds Public Schools, supporting students, teachers and parents to improve Indigenous understanding and community relationships; six Educational Assistants to work with groups of indigenous students; and purchased Indigenous Math and Literacy resources for targeted grades in primary and elementary schools. The budget allocation included in the 2021/2022 Budget supports the continuation of these positions, allowing resources for the next grade levels and the addition of a Cree Language Instructor, Indigenous Learning Coach and counselling supports for schools.
2. **Mental Health and Wellness Coaches:** The Associate Superintendent, Education Services advised the Board that the Mental Health and Wellness Coaches are teachers who will be working in classrooms alongside teachers. This one-time budget allocation of \$1.5M will support 12.4 FTE, includes:
  - a. 6.5 FTE teachers designated as Mental Health and Wellness Coaches;
  - b. 1 FTE Social Worker;
  - c. 1 FTE Division Mental Health and Wellness Coordinator; and
  - d. Increased School Counsellor FTE to address the increased need for targeted and intensive supports for students.
3. **Superintendent Discretionary/Emergent Budget:** The Superintendent/CEO advised the Board that these budget lines are used to address class and enrollment anomalies that arise throughout the school year through the provision of additional teacher and support staff positions directly to classrooms across the Division. Given the reduction to the Operations/Maintenance grant, the Emergent budget may also be used to purchase PPE for staff and students.

#049/2021 – Moved by Mrs. Kohle that the Board of Trustees approve the Budget 2021/2022 as presented at the May 26, 2021, Public Board Meeting.

CARRIED 6/1

Opposed: Mr. Joe Dwyer

### Complementary Learning Resource Fees for 2021/2022

#050/2021 – Moved by Mrs. Oatway-McLay that the Board of Trustees approve Policy 410 – Complementary Learning Resource Fees – Exhibit 1 for the 2021/2022 school year, and the waiving of the fee for the same year.

CARRIED UNANIMOUSLY

### Sturgeon Public Schools DRAFT Education Plan 2021-2024

#051/2021 – Moved by Mrs. Oatway-McLay that the Board of Trustees approve the DRAFT Sturgeon Public School Division Education Plan 2021-2024.

CARRIED UNANIMOUSLY

### Evergreening 2020/2021

#052/2021 – Moved by Mrs. Pequin that the Board of Trustees approve, the in-year incremental investment of \$358,630 in technology to support teaching and learning; and

Further, that the Board of Trustees approve the use of a portion of the carry forward unrestricted surplus to offset this expenditure during the 2020/2021 school year.

CARRIED UNANIMOUSLY

## UNAPPROVED DRAFT

Board of Trustees

May 26, 2021

### Omnibus Motion for Locally Developed Course Approval

#053/2021 – Moved by Mrs. Murray-Elliott that the Board of Trustees approve the following Locally Developed Courses be authorized as a course of study within the Sturgeon Public Schools Division for the term listed:

**Chamber Ensemble (2021) 15/25/35** for 3 credits acquired from the Calgary School Division to be authorized as a course of study within The Sturgeon Public School Division from September 1, 2021, to August 31, 2025.

**Chamber Ensemble (2021) 15/25/35** for 5 credits acquired from the Calgary School Division to be authorized as a course of study within The Sturgeon Public School Division from September 1, 2021, to August 31, 2025.

**Content Literacy (2021) 15/25** for 3 credits acquired from The Edmonton Catholic Separate School Division to be authorized as a course of study within The Sturgeon Public School Division from September 1, 2021, to August 31, 2025.

**Content Literacy (2021) 15/25** for 5 credits acquired from The Edmonton Catholic Separate School Division to be authorized as a course of study within The Sturgeon Public School Division from September 1, 2021, to August 31, 2025.

**Design Thinking for Innovation (2021) 15/25/35** for 3 credits acquired from The Calgary School Division to be authorized as a course of study within The Sturgeon Public School Division from September 1, 2021, to August 31, 2025.

**Design Thinking for Innovation (2021) 15/25/35** for 5 credits acquired from The Calgary School Division to be authorized as a course of study within The Sturgeon Public School Division from September 1, 2021, to August 31, 2025.

**Film and Media Art (2021) 15/25/35** for 3 credits acquired from The Calgary School Division to be authorized as a course of study within The Sturgeon Public School Division from September 1, 2021, to August 31, 2025.

**Film and Media Art (2021) 15/25/35** for 5 credits acquired from The Calgary School Division to be authorized as a course of study within The Sturgeon Public School Division from September 1, 2021, to August 31, 2025.

**Forensic Studies 25/35** for 3 credits acquired from The Edmonton School Division to be authorized as a course of study within The Sturgeon Public School Division from September 1, 2021, to August 31, 2025.

**Forensic Studies 35** for 5 credits acquired from The Edmonton School Division to be authorized as a course of study within The Sturgeon Public School Division from September 1, 2021, to August 31, 2025.

**Instrumental Jazz (2021) 15/25/35** for 3 credits acquired from The Calgary School Division to be authorized as a course of study within The Sturgeon Public School Division from September 1, 2021, to August 31, 2025.

**Instrumental Jazz (2021) 15/25/35** for 5 credits acquired from The Calgary School Division to be authorized as a course of study within The Sturgeon Public School Division from September 1, 2021, to August 31, 2025.

**Leadership, Character & Social Responsibility (2021) 15/25/35** for 3 credits acquired from The Golden Hills School Division to be authorized as a course of study within The Sturgeon Public School Division from September 1, 2021, to August 31, 2025.

**Leadership, Character & Social Responsibility (2021) 15/25/35** for 5 credits acquired from The Golden Hills School Division to be authorized as a course of study within The Sturgeon Public School Division from September 1, 2021, to August 31, 2025.

**Musical Theatre 15/25/35** for 3 credits acquired from The Calgary Roman Catholic Separate School Division to be authorize as a course of study within The Sturgeon Public School Division with an extension of the expiry date from August 31, 2021, to August 31, 2022.

# UNAPPROVED DRAFT

Board of Trustees

May 26, 2021

**Musical Theatre 15/25/35** for 5 credits acquired from The Calgary Roman Catholic Separate School Division to be authorize as a course of study within The Sturgeon Public School Division with an extension of the expiry date from August 31, 2021, to August 31, 2022.

**Vocal Jazz (2021) 15/25/35** for 5 credits acquired from The Calgary School Division to be authorized as a course of study within The Sturgeon Public School Division from September 1, 2021, to August 31, 2025.

**Workplace Essential Skills 25/35** for 5 credits acquired from The Edmonton School Division to be authorized as a course of study within The Sturgeon Public School Division from September 1, 2021, to August 31, 2025.

CARRIED UNANIMOUSLY

## Advance Poll October 2021

#054/2021 – Moved by Mrs. Featherley that the Board of Trustees approve the Advance Poll dates and times for the 2021 Trustee Election, as presented at the May 26, 2021, Public Board Meeting.

CARRIED UNANIMOUSLY

## Monthly Financial Report

Monthly Financial Report was received as information.

## UNFINISHED BUSINESS

## NOTICES OF MOTION

There were no Notices of Motion.

## INFORMATION

## COMMENT & QUESTION PERIOD

### ATA

A verbal report was presented by the ATA Local President – Sherri Devolder.

### CUPE

No report was provided.

### COMMUNITY MEMBERS

No report was provided.

### MEDIA

No report was provided.

## REQUESTS FOR INFORMATION

## IN CAMERA

#055/2021 – 5:13 p.m. – Moved by Mrs. Oatway-McLay that the Board go in camera.

CARRIED UNANIMOUSLY

Meeting recessed at 5:14 p.m. for recess.

Meeting resumed at 5:21 p.m.

Trustee Dwyer left the meeting at 5:39 p.m.

#056/2021 – 5:45 p.m. – Moved by Mrs. Oatway-McLay that the Board revert to public.

CARRIED UNANIMOUSLY

# UNAPPROVED DRAFT

Board of Trustees

May 26, 2021

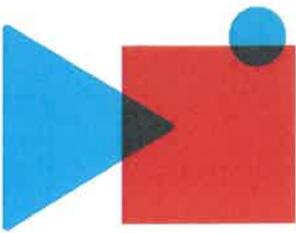
## ADJOURNMENT

The Chair adjourned the meeting at 5:45 p.m.

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Date

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



**BOARD**  
MEMORANDUM

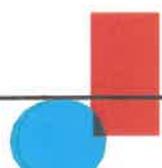
**Date:** June 23, 2021

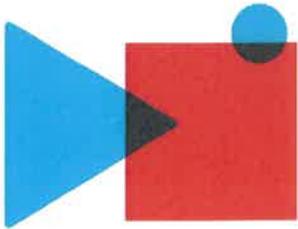
**To:** Board of Trustees

**From:** Mary Lynne R. Campbell, Superintendent/CEO

**Originator(s):** Shawna Walter, Associate Superintendent, Education Services  
Jonathan Konrad, Director, Curriculum & Instruction  
Alex Cronshaw, Namao School  
Alexandra Lessard, École Morinville Public School  
Amy Cornet, Sturgeon Heights School  
Barbara Kleespies, Namao School  
Brie Kiriak, Redwater School  
Clarke Ball, Lilian Schick School  
Colleen Tremblay, Guthrie School  
Connor Robertson, Namao School  
Danielle Gilpin, Continuity of Learning  
Dawn Fahl, Sturgeon Heights School  
Donna Ward, Namao School  
Erika Manning, École Morinville Public School  
Harold Melsness, Landing Trail School  
Heather Gillison, Ochre Park School  
Jason Sadownyk, Redwater School  
Jayne Barr, Lilian Schick School  
Jenaia Gingras, Landing Trail School  
Jolene Tchir, Ochre Park School  
Jordan Cook, Namao School  
Julaine Percy, Bon Accord Community School  
Katie Filipowski, Camilla School  
Kendra Ritter, Four Winds Public School  
Kjersti Wytrykush, Ochre Park School  
Lisa Parra, Landing Trail School  
Meaghan Dickert, Camilla School  
Meghan Berube, Camilla School  
Melissa Steeves, Lilian Schick School  
Michelle Wing, École Morinville Public School  
Mike Paustian, Namao School  
Nadina Braz, Lilian Schick School  
Nicole Eisenkrein, Namao School  
Paula Chaulk, Sturgeon Heights School  
Samantha Ur, Four Winds Public School  
Sandra Wood, Continuity of Learning  
Sarah Lutgen, Camilla School  
Sarah Workman, École Morinville Public School  
Scott Robertson, Namao School  
Shauna Sudyk, Lilian Schick School  
Stephanida Hryniw, Guthrie School  
Tanya Crump, Four Winds Public School

**Subject:** Curriculum Review Committees





## BOARD MEMORANDUM

### Background:

Sturgeon Public Schools extended an invitation to our Kindergarten to Grade 6 teaching staff to assist the Division with the review of the draft K–6 curriculum. Forty staff responded to the invitation. Shawna Walter, Associate Superintendent, Education Services and Jonathan Konrad, Director, Curriculum & Instruction, are facilitating the French Immersion and English Language curriculum reviews, respectively. The Committee discussions are focused on the following core questions:

- How does the draft curriculum support coherent and progressive building of knowledge, understanding and skills for students within and across grade levels? Where is this progression unclear, or how might students miss key concepts?
- Are the knowledge, understandings and skills developmentally appropriate for the age or grade level? What are the areas of concern?
- How does the draft curriculum lead students to a meaningful respect for and understanding of Indigenous knowledge and perspectives? How can it be improved?
- Are there specific areas that have errors or are inappropriate for the subject, grade level, or learning within an inclusive, respectful Alberta classroom?

Staff have reported that the conversations are rich and engaging. All information gathered from the Committees will be collated into a report provided to Alberta Education. This work will also form the basis for the important work to be undertaken in concert with our K-6 teaching staff during the 2021/2022 school year.

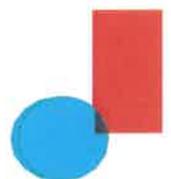
Administration is prepared to respond to questions at the June 23, 2021, Public Board Meeting.

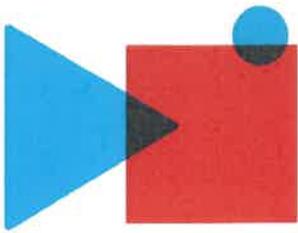
### Recommendation:

That the report be received as information.

Sincerely,

Mary Lynne R. Campbell, ICD.D  
Superintendent/CEO





**BOARD**  
MEMORANDUM

**Date:** June 23, 2021  
**To:** Board of Trustees  
**From:** Mary Lynne R. Campbell, Superintendent/CEO  
**Originator(s):** Jonathan Konrad, Director, Curriculum and Instruction  
**Subject:** Targeted Intervention Funding

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**Background:**

On May 28, Premier Jason Kenney and Education Minister Adriana LaGrange announced \$45 million in new funding for school authorities to jump-start targeted programming this fall to support students in Grades 1 to 3 in the 2021/22 school year who are experiencing difficulties as a result of COVID-19-related learning disruptions.

Funding will be available to school authorities through an application process to Alberta Education that identifies the number of eligible students based on teacher assessments. Students will also be assessed after the completion of the up to 16-week intervention program to measure improvements in literacy and numeracy.

The Board's support of Learning Coaches for Kindergarten to Grade 4 through the recent budget process is timely, for it positions our schools to access and implement this additional support for students. This fall, K-4 Learning Coaches will screen students in Grades 1 to 3 in literacy and numeracy and use that data to apply for additional funding. The grant may be used to purchase literacy and numeracy intervention programming materials or provide release time for teachers to work with small groups of identified students. Learning Coaches will work alongside classroom teachers to design and implement these interventions, which align directly with their work to support the enhanced literacy and numeracy components of the coming new curriculum.

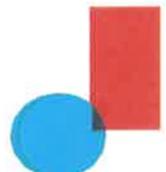
Additional information on the application process will be made available to school authorities in the coming weeks.

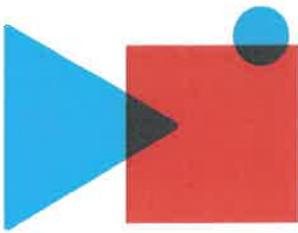
Administration is prepared to respond to questions at the June 23, 2021, Public Board Meeting.

**Recommendation:**

That the report be received as information.

Sincerely,  
  
Mary Lynne R. Campbell, ICD.D  
Superintendent/CEO





**BOARD**  
MEMORANDUM

**Date:** June 23, 2021  
**To:** Board of Trustees  
**From:** Mary Lynne R. Campbell, Superintendent/CEO  
**Originator(s):** Sturgeon Public Schools' Staff  
**Subject:** COVID Update

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**Background:**

In September 2020, Sturgeon Public School Division implemented a comprehensive Pandemic Plan, which enabled our schools to welcome students and staff back under the Alberta Government's Scenario 1: Return to School. The plan was based on experiences and feedback gathered from the Spring of 2020.

Across school sites and areas of responsibility, our staff pulled together in support of creating safe learning environments for all of the children within our collective care. The hours of contact tracing, phone calls to families, PowerSchool announcements/updates, response and cleaning protocols and unwavering commitment of our staff, serve as a shining example of how our Sturgeon family came together to support, encourage and celebrate one another through this year of pandemic.

I wish to extend my sincere thanks to our school/system-based staff and leaders for their patience, wisdom and dedication in the implementation of the Pandemic Plan as well as their commitment to always placing first the interests of our Sturgeon students.

Administration is prepared to respond to questions at the June 23, 2021, Public Board Meeting.

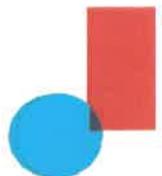
**Recommendation:**

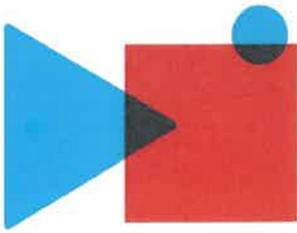
That the report be received as information.

Sincerely,



Mary Lynne R. Campbell, ICD.D  
Superintendent/CEO





**B O A R D**  
MEMORANDUM

**Date:** June 23, 2021  
**To:** Board of Trustees  
**From:** Mary Lynne R. Campbell, Superintendent/CEO  
**Originator(s):** Jonathan Konrad, Director, Curriculum and Instruction  
**Subject:** Teacher Nomination for Grade 11 and 12 Curriculum Working Group

**Background:**

Alberta Education is continuing to move forward with curriculum development and implementation and has invited all school divisions in the province to provide nominations for the Grade 11 and 12 Curriculum Working Group (CWG). In July, the CWG for Grades 7 to 12 will be convened to provide feedback on a draft scope and sequence. CWG members will provide feedback on the draft scope and sequence through the lens of their subject/discipline knowledge and classroom perspective.

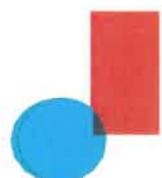
Sturgeon Public Schools has been asked to provide a total of 5 nominees for Grades 11 and 12. Committee membership will begin in July 2021 for a one-year term, with the possibility of extension. Members will be asked to provide feedback on documents throughout the year and participate in up to three working group sessions or meetings. The first working group session is tentatively scheduled for July 19 and 20, 2021: 8:30 A.M. - 4:00 P.M., and will occur online.

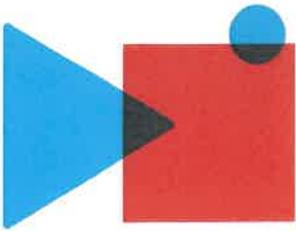
Administration is prepared to respond to questions at the June 23, 2021, Public Board Meeting.

**Recommendation:**

That the report be received as information.

Sincerely,  
  
Mary Lynne R. Campbell, ICD.D  
Superintendent/CEO





**BOARD**  
MEMORANDUM

**Date:** June 23, 2021  
**To:** Board of Trustees  
**From:** Mary Lynne R. Campbell, Superintendent/CEO  
**Originator(s):** Tasha Oatway-McLay, Committee Chair  
Janine Pequin, Trustee  
Misty Featherley, Trustee  
**Subject:** Work Plan Year End Report

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**Background:**

The Advocacy Committee developed a Work Plan for the 2020-2021 School Year, which was approved by the Board in September 2020. The pandemic proved a bit of a barrier to the Committee's plans; however, the Committee is pleased to provide an update regarding the work undertaken by the Advocacy Committee at the direction of the Board. The work completed includes:

- ✓ Meeting with Sturgeon County (October 2020);
- ✓ Sharing / discussing "What Value do Trustees Provide?"
- ✓ Student Advisory Committee Meeting (April 2021)

Administration is prepared to respond to questions at the June 23, 2021, Public Board Meeting.

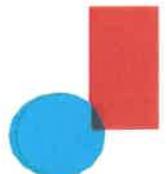
**Recommendation:**

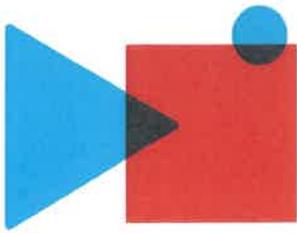
This Year End Report regarding the Advocacy Committee Work Plan is shared with the Board of Trustees as information.

Sincerely,



Mary Lynne R. Campbell, ICD.D  
Superintendent/CEO





**BOARD**  
MEMORANDUM

**Date:** June 23, 2021  
**To:** Board of Trustees  
**From:** Mary Lynne R. Campbell, Superintendent/CEO  
**Originator(s):** Joe Dwyer, Committee Chair  
Liz Kohle, Trustee  
Trish Murray-Elliott, Trustee  
**Subject:** Work Plan Year End Report

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**Background:**

The Building and Maintenance Committee developed a Work Plan for the 2020-2021 School Year, which was approved by the Board in September 2020. The Committee is pleased to provide an update regarding the work undertaken by the Building and Maintenance Committee at the direction of the Board. The work completed includes:

- ✓ Review and discuss the Three-Year Capital Plan
- ✓ Review and discuss the Ten-Year Capital Plan
- ✓ Review and refer to the Board a plan to address emergent Capital concerns at schools across the Division
- ✓ Discuss the snow/grass maintenance plan

The pandemic provided a bit of a barrier to some of the Committee's plans as all Joint Use Agreements were suspended, however, Administration is engaged in conversations with municipal partners to review and amend Joint Use Agreements. This is an item that the Committee recommends be carried forward to the 2021/2022 Building/Maintenance Committee Work Plan. Administration engaged in a general discussion with the Board regarding the staffing/credentials of the Facilities team and the capacity of the team to manage operational demands.

Administration is prepared to respond to questions at the June 23, 2021, Public Board Meeting.

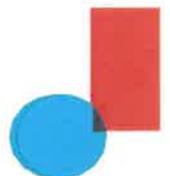
**Recommendation:**

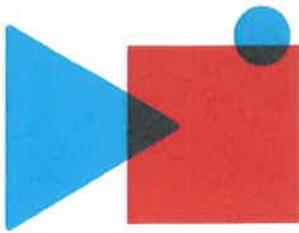
This Year End Report regarding the Building and Maintenance Committee Work Plan is shared with the Board of Trustees as information.

Sincerely,

  
Mary Lynne R. Campbell, ICD.D  
Superintendent/CEO

**BOARD** 7.4.1





**BOARD**  
MEMORANDUM

**Date:** June 23, 2021  
**To:** Board of Trustees  
**From:** Mary Lynne R. Campbell, Superintendent/CEO  
**Originator(s):** Misty Featherley, Committee Chair  
Trish Murray-Elliott, Trustee  
Janine Pequin, Trustee  
**Subject:** Work Plan Year End Report

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**Background:**

The Education Committee developed a Work Plan for the 2020-2021 School Year, which was approved by the Board in September 2020. The Committee is pleased to provide an update regarding the work undertaken by the Education Committee at the direction of the Board. The work completed includes:

- ✓ Two (2) policies were reviewed and forwarded to the Committee of the Whole:
  - Policy 910 - School Resource Officer; and
  - Policy 900 – Student Conduct.
- ✓ SOGI Professional Development for Trustees – deferred to Fall 2021; and
- ✓ SOGI SPS Overview of Background – February 2021 Public Board Meeting.

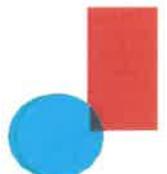
Administration is prepared to respond to questions at the June 23, 2021 Public Board Meeting

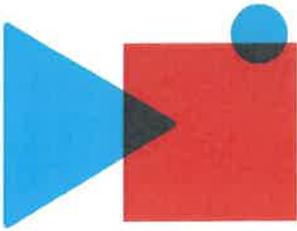
**Recommendation:**

This Year End Report regarding the Education Committee Work Plan is shared with the Board of Trustees as information.

Sincerely,

Mary Lynne R. Campbell, ICD.D  
Superintendent/CEO





**BOARD**  
MEMORANDUM

**Date:** June 23, 2021  
**To:** Board of Trustees  
**From:** Mary Lynne R. Campbell, Superintendent/CEO  
**Originator(s):** Terry Jewell, Committee Chair  
Tasha Oatway-McLay, Trustee  
Trish Murray-Elliott, Trustee  
**Subject:** Work Plan Year End Report

---

**Background:**

The Finance and People Services Committee developed a Work Plan for the 2020-2021 School Year, which was approved by the Board in September 2020. The Committee is pleased to provide an update regarding the work undertaken by the Finance and People Services Committee at the direction of the Board. The work completed includes:

- ✓ Review the 2019-2020 Audit Plan;
- ✓ Audit Committee;
- ✓ Review all Government Requests for Information;
- ✓ Budget Process;
- ✓ Superintendent Evaluation;
- ✓ Review 2019-2020 Audit Report and Recommend to the Board; and
- ✓ GEC Agreement.

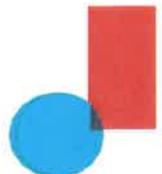
Administration is prepared to respond to questions at the June 23, 2021 Public Board Meeting

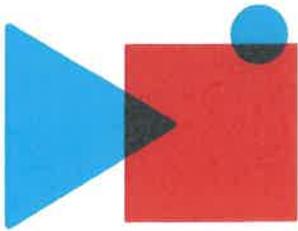
**Recommendation:**

This Year End Report regarding the Finance and People Services Committee Work Plan is shared with the Board of Trustees as information.

Sincerely,

  
Mary Lynne R. Campbell, ICD.D  
Superintendent/CEO





**B O A R D**  
MEMORANDUM

**Date:** June 23, 2021  
**To:** Board of Trustees  
**From:** Mary Lynne R. Campbell, Superintendent/CEO  
**Originator(s):** Liz Kohle, Committee Chair  
Janine Pequin, Trustee  
Misty Featherley, Trustee  
**Subject:** Work Plan Year End Report

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**Background:**

The Transportation Committee developed a Work Plan for the 2020-2021 School Year, which was approved by the Board in September 2020. The Committee is pleased to provide an update regarding the work undertaken by the Transportation Committee at the direction of the Board. The work completed includes:

- ✓ Budget Update and Alignment;
- ✓ Route Review/ Transfer Station;
- ✓ Task Force Report;
- ✓ Report on Integration of GPS/Bus Passes/Parent Application;
- ✓ RFP Workshop;
- ✓ Fee Assessment; and
- ✓ Contractor Meetings.

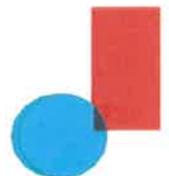
Administration is prepared to respond to questions at the June 23, 2021, Public Board Meeting

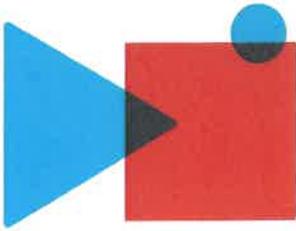
**Recommendation:**

This Year End Report regarding the Transportation Committee Work Plan be received as information.

Sincerely,

  
Mary Lynne R. Campbell, ICD.D  
Superintendent/CEO





**B O A R D**  
MEMORANDUM

**Date:** June 23, 2021  
**To:** Board of Trustees  
**From:** Mary Lynne R. Campbell, Superintendent/CEO  
**Originator(s):** Liliana LeVesconte, Secretary Treasurer, Corporate Services  
Amy Hebert, Transportation Coordinator  
**Subject:** 2021/2022 Educational Services Agreements – Language Immersion – Transported Students

---

**Background:**

As directed by the Board of Trustees in June 2020, the Division is grandfathering the program for Educational Services Agreements – Language Immersion – Transported Students.

For 2021/2022, the program includes:

- One Grade 11 and one Grade 12 students at Elk Island Public School
- One Grade 12 student at St. Albert Public School

Therefore, we anticipate that in 2022/2023, there will be only one student remaining in this program.

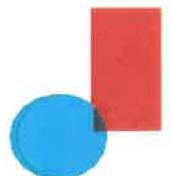
Administration is prepared to respond to questions at the June 23, 2021, Public Board Meeting.

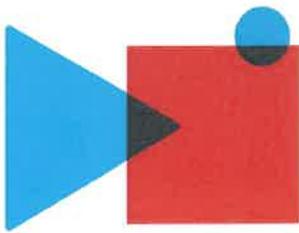
**Recommendation:**

That the Board of Trustees approve the grandfathering of the Educational Services Agreements – Language Immersion – Transported Students for three students only, as presented at the June 23, 2021, Public Board Meeting.

Sincerely,

  
Mary Lynne R. Campbell, ICD.D  
Superintendent/CEO





**B O A R D**  
MEMORANDUM

**Date:** June 23, 2021  
**To:** Board of Trustees  
**From:** Mary Lynne R. Campbell, Superintendent/CEO  
**Originator(s):** Liliana LeVesconte, Secretary Treasurer, Corporate Services  
**Subject:** Education Services Agreement with Alexander First Nation

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**Background:**

Sturgeon Public School Division is proud to support a successful working relationship with Alexander First Nation's Board, in the provision of access to education services for the students from Alexander First Nation.

Administration is proposing a 5-year Education Services Agreement with Alexander First Nation, effective July 1, 2021.

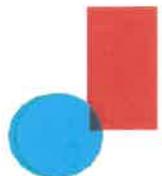
Administration is prepared to respond to questions at the June 23, 2021, Public Board Meeting.

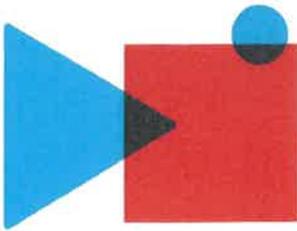
**Recommendation:**

That the Board of Trustees approve the Education Services Agreement with Alexander First Nation, as presented at the June 23, 2021, Public Board Meeting.

Sincerely,

  
Mary Lynne R. Campbell, ICD.D  
Superintendent/CEO





**BOARD**  
MEMORANDUM

**Date:** June 23, 2021  
**To:** Board of Trustees  
**From:** Mary Lynne R. Campbell, Superintendent/CEO  
**Originator(s):** Shawna Walter, Associate Superintendent, Education Services  
Jonathan Konrad, Director, Curriculum and Instruction  
**Subject:** Curriculum Review Committee Report

---

**Background:**

Curriculum Review Committees composed of classroom teachers with significant experience and demonstrated skill met in small groups to review the draft Alberta Curriculum released on March 29, 2021. A total of 18 meetings were hosted by the Associate Superintendent of Education Services and the Director of Curriculum and Instruction with over 80 breakout sessions to cover the core subjects of English Language Arts, French Language Arts, Mathematics, Science and Social Studies. Teachers provided specific feedback for each learning outcome and section of Knowledge, Understanding, Skills and Procedures in the draft curriculum and supplied broader comments evolving from their discussions. The attached Report summarizes their feedback and provides recommendations for Alberta Education to improve the draft curriculum.

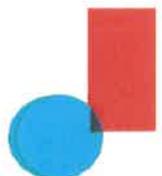
Administration is prepared to respond to questions at the June 23, 2021, Public Board Meeting.

**Recommendation:**

That the Board approve the Report as presented and direct Administration to provide the full Report to the Minister of Education and Alberta Education respectively.

Sincerely,  
  
Mary Lynne R. Campbell, ICD.D  
Superintendent/CEO

Attachment





The Sturgeon Public School Division  
Review of the Draft Alberta Curriculum for Kindergarten to  
Grade 6 released on March 29, 2021

Submitted by:

Shawna Walter  
Associate Superintendent of Education  
Services

Jonathan Konrad  
Director of Curriculum and Instruction

Updated: June 16, 2021

p. 1





## Table of Contents

Division Context	3
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Broad Themes from Review Committees	4
Supports Required for Implementation	5
Summary of Recommendations	6





## Division Context

Sturgeon Public Schools made the decision that our teachers would not pilot the draft curriculum in the fall of 2020, well before its release on March 29, 2021. After completing our review of the draft curriculum in April and May, feedback from the Curriculum Review Committees support this decision. The draft curriculum requires significant editorial work, with many areas requiring knowledge or skills that are not age appropriate. In addition, a substantial amount of content is being added or moved to younger grade levels, which will leave students unprepared to attempt this draft curriculum.

Sturgeon Public Schools wishes to thank 40 teachers who reviewed the draft documents for their dedication and hard work. Each took time away from classroom instruction to discuss the draft curriculum and provide insights and feedback for Alberta Education.

## Project Intent and Approach

On Monday, March 29, the Education Minister unveiled a K-6 draft curriculum to be implemented in September 2022 by all school divisions in Alberta. To better understand the proposed curriculum, its implications for teaching and learning in the classroom, and to provide actionable feedback to Alberta Education, Sturgeon Public Schools invited 40 teachers to join Curriculum Review Committees in the spring of 2021.

Curriculum Review Committees were composed of classroom teachers with significant experience and demonstrated skill in the grade level or subject area reviewed. Teachers met in small groups for three half-day meetings per subject and grade level. A total of 18 meetings were hosted by the Associate Superintendent of Education Services and the Director of Curriculum and Instruction with over 80 breakout sessions to cover the core subjects of English Language Arts, French Language Arts, Mathematics, Science and Social Studies. The following broad questions were discussed as a grade level team, and then time was given for teachers to review each knowledge, understanding, skills and procedures in the curriculum:

- Are the organizing ideas, guiding questions, learning outcomes, knowledge, understandings, skills and procedures developmentally appropriate for the age or grade level? Are they written in language clear for teachers and parents?
- How does the draft curriculum support coherent and progressive building of knowledge, understanding and skills for students within and across grade levels? Where is this progression unclear or how might students miss key concepts?
- How does the draft curriculum lead students to a meaningful respect for and understanding of Indigenous knowledge and perspectives? How can it be improved?





- Are there specific areas that have errors or are inappropriate for the subject, grade level, or learning within an inclusive, respectful Alberta classroom?

## Broad Themes from Review Committees

After considering the feedback from across the grade levels and Review Committees the following comments or themes have been identified.

### **The Volume of Required Knowledge, Skills and Procedures is Extremely High.**

- Universally across the subjects and grade levels teachers have identified that the volume of knowledge, skills and procedures that students are expected to understand and demonstrate is significantly higher than the current curriculum. At each grade level the content expectations placed on students in the draft curriculum are far above appropriate expectations for what students should be able to understand and demonstrate.
- Teachers are concerned about the amount of time that will be required to teach the increased volume of information. In earlier grades, there may not be enough minutes assigned to cover the content required in Social Studies or Science, and teachers at all grade levels are concerned there will not be enough time for meaningful discussion or to engage in projects that build connections or develop critical thinking.
- Given the increase in knowledge, skills and procedural expectations, teachers are concerned that classroom assessment practice may move toward testing recall and not allow students to demonstrate deeper understanding of subject matter.

### **Approaches to Understanding are Not Age Appropriate.**

- The approach to teaching early literacy does not allow for the development of pre-reading skills, nor does the approach to teaching early numeracy allow for pictorial or concrete representation of quantity and operations. Focusing on systematic phonological development and numeracy skills is important, however, the pace in this draft curriculum is ahead of physical and neurological development within children. This may result in parents believing their children are behind, when they are actually developing at a normal rate.
- The Social Studies curriculum contains significant content across grade levels that is not developmentally appropriate, nor useful for building stronger awareness of self, others, and community. The whole Social Studies curriculum should be re-written before piloting or release.

### **Knowledge or Skill Acquisition is Promoted at the Cost of Critical Thinking.**

- Teaching about the scientific method is different from using the method to investigate our world. The current draft curriculum values understanding of facts or procedures above the ability to create new questions and work to discover the answers. More time and focus should be devoted to discussion, investigation, and student collaboration to build essential skills and competencies in our students and prepare them to be successful for future career and educational goals.





- In the humanities, students are asked to spend time appreciating examples of writing or speaking styles without creating and discussing their own pieces. This may lead to disengagement and students with lack of initiative or confidence in their own learning and ability to demonstrate that learning.

#### **Inclusion of First Nations, Métis, and Inuit Knowledge and Understanding is Poorly done.**

- Most additions of First Nations, Métis, and Inuit knowledge and understanding are only moderately connected to the learning outcomes. The curriculum often encourages students to consider, but not interact with the meaning and experience of Indigenous learning.
- The progression of cultural understanding presented in the social studies curriculum is an example of a colonial world view. It reinforces the belief that critical thinking and religious enlightenment started in the Mediterranean and then covered the world.
- Most Review Committees indicated the inclusion of First Nations, Métis, and Inuit knowledge and understanding did not appear authentic, nor meaningful. Instead, examples felt forced or that the content was included to meet a specific mandate.

#### **Statement about French Language Arts**

- In a French Immersion program, French Language Arts is not just a subject, it is the language used to learn all subjects.
- The draft curriculum does not take into account what is developmentally appropriate in the language acquisition process. French Language Arts outcomes presented would be more appropriate if the learners were learning in their first language.
- Second language learning is not honoured in this draft curriculum. French Language Arts outcomes are mechanics based instead of language acquisition based.

## Supports Required for Implementation

Curriculum Review Committees were also asked what professional development or resources they would require to successfully implement a new curriculum in 2022. Considering their feedback, the following themes were identified.

#### **Subject Specific Professional Development**

- With some concepts being entirely new, or coming down from a much higher grade level, teachers require time with experienced educators or teacher trainers to improve their own skills and abilities.
- A consistent jurisdiction approach for teaching how to read and develop phonic understanding should be developed for grades 1 to 3.
- With the introduction of specific computer science outcomes, many teachers will need training in teaching these outcomes.

#### **Collaboration Time with Grade or Subject Level Colleges**





- Teachers require time to discuss the new curriculum, design units or common lessons, and begin to identify and build resources.
- Teachers require time to discuss how to scaffold and support students who will transition to the new curriculum. These students will be engaged in learning new outcomes without having acquired the needed prerequisite knowledge or understanding as they are out of sequence with the new curriculum.
- Working with regional learning consortia, teachers across school divisions should meet to share insights and approaches to teaching the new curriculum. Resources could also be developed and shared.
- Collaboration time should continue into the first year of teaching to discuss and confirm what is working and what needs to be revised to meet the needs of students.

#### **Development of Subject Leaders in the Division**

- Small groups of skilled teachers in a subject area should meet to build resources or exemplar units to help general teachers who are responsible for a broad range of curricula.

#### **Learning Directly from Indigenous Knowledge Keepers or Elders**

- Interest was expressed by teachers regarding the need to improve the inclusion of Indigenous understanding or approaches to learning in all areas of teaching and learning.

### Summary of Recommendations

The Alberta draft curriculum released on March 29, 2021, contains errors, and a volume of content that would make piloting and teaching it undesirable for students and teachers. It fails to build needed competencies and critical thinking skills in students, reinforces problematic pedagogy that encourages disengaged learners, and is a step backwards for inclusion, diversity, and promotes a society that disrespects Indigenous ways of learning.

The draft curriculum does present a systematic approach for learning how to read and write, and the development of common approaches to numeracy are welcomed by teachers and will help all students succeed in gaining foundational literacy and numeracy skills. It is important for any new curriculum to promote computer literacy and financial literacy skills, which this draft release does. The Social Studies curriculum is not age appropriate, contains an incredible volume of facts and information, and promotes a white, Eurocentric worldview that will not build a strong, inclusive society.

Sturgeon Public Schools Curriculum Review Committees recommend Alberta Education rewrite the draft curriculum to:

- Reduce the volume of simple facts or isolated topics and include outcomes which connect students with knowledge across subjects or grade levels.





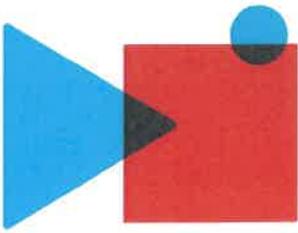
- Reduce the focus on building a static body of subject knowledge and instead provide outcomes that allow students to evaluate information and synthesize or create new solutions to problems or challenges.
- Include outcomes that promote collaboration, meaningful communication and critical thinking in students.
- Align outcomes and expectations with current research on physical and neurological development in children. This would allow for teaching pre-reading skills in literacy and concrete or pictorial representation in early numeracy.
- Reduce the pace of introducing concepts across grade levels for numeracy. Some concepts can be introduced earlier than the progression in the current curriculum, however the number of concepts that have been moved into earlier grades is too high.
- Promote the engagement of scientific inquiry instead of rote memorization of scientific approaches. Ensure key science topics are revisited at higher grade levels to build deeper understanding.
- Integrate computer science skills across subject areas and build financial literacy skills through approaches that respect the different social and economic realities across the province.
- Reduce the French Language Arts outcomes that are mechanics based and include outcomes that are focused on language acquisition.
- Respectfully include Indigenous ways of knowing and understanding at all grade levels. Encourage students to engage in Indigenous approaches and experience learning in traditional ways.
- Rewrite the Social Studies curriculum to positively recognize the diversity in our classrooms, and to respectfully build greater awareness of self, others, and our communities in a strong, pluralistic Alberta.

Sturgeon Public Schools will continue to build learning environments that promote student achievement, in a context that allows students to develop critical thinking skills, and 21st century competencies needed in current and future career and educational markets. We remain committed to strong public, rural education and are concerned that the current draft curriculum does not support this goal for our students.

Respectfully submitted,

Sturgeon Public School Division





**BOARD**  
MEMORANDUM

**Date:** June 23, 2021  
**To:** Board of Trustees  
**From:** Mary Lynne R. Campbell, Superintendent/CEO  
**Originator(s):** Liliana LeVesconte, Secretary Treasurer, Corporate Services  
**Subject:** Camilla Routes Retro Payment

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**Background:**

On February 24, 2021, the Board approved an alternate 2020/2021 school calendar for Camilla School. The calendar included 3 days (March 22 to March 24 inclusive) for the purpose of moving from the previous Camilla School to the new building.

As these days were initially fully operational, Administration has reviewed the Transportation Department budget and recommends a retro-active payment for the Contractors initially scheduled to operate on the 3 days. The total payment is \$7,500 (4 contractors, 7 buses).

Administration is prepared to respond to questions at the June 23, 2021, Public Board Meeting.

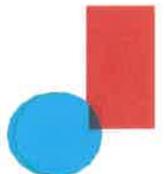
**Recommendation:**

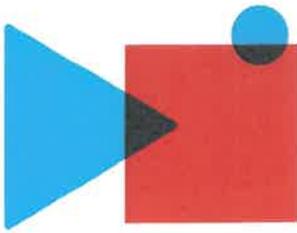
That the Board of Trustees approve the Camilla Routes Retro Payment for the 3 days.

Sincerely,



Mary Lynne R. Campbell, ICD.D  
Superintendent/CEO





**B O A R D**  
MEMORANDUM

**Date:** June 23, 2021  
**To:** Board of Trustees  
**From:** Mary Lynne R. Campbell, Superintendent/CEO  
**Originator(s):** Liliana LeVesconte, Secretary Treasurer, Corporate Services  
**Subject:** 2021-2022 Distance Rate for Bus Contractors

---

**Background:**

Transportation Services has created a reliable and consistent process to ensure transparent and consistent calculations for Distance Rates. As per the Transportation Agreement, the Distance Rate is evaluated annually, and presented for review and approval by the Board.

Historical diesel fuel rates are obtained from the Natural Resources Canada website. The calculation includes monthly data collected over the most recent one-year period (01 March to 28 February inclusive). This rate calculation aligns with the Division's Budget process.

Based on the recent trends, and the increase in the carbon tax levy, we anticipate the diesel fuel rate will continue to escalate, therefore, included a rate of \$0.98/Kilometer within the 2021-2022 Budget.

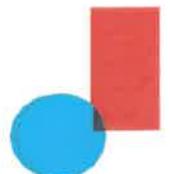
Administration is prepared to respond to questions at the June 23, 2021, Public Board Meeting.

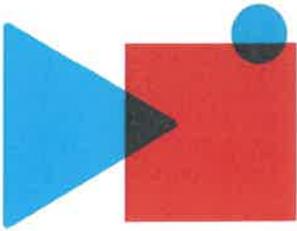
**Recommendation:**

That the Board of Trustees approve the 2021-2022 Distance Rate at \$0.98 per Kilometer for Bus Contractors.

Sincerely,

  
Mary Lynne R. Campbell, ICD.D  
Superintendent/CEO





**B O A R D**  
MEMORANDUM

**Date:** June 23, 2021

**To:** Board of Trustees

**From:** Mary Lynne R. Campbell, Superintendent/CEO

**Originator(s):** Liz Kohle, Trustee  
Aaron Chute, Principal, Bon Accord Community School  
Shelley Greenwood, Principal, Lilian Schick School

**Subject:** Town of Bon Accord – Joint Use Agreement

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**Background:**

The Board of Trustees reviewed and discussed the Town of Bon Accord – Joint Use Agreement at the June 9, 2021, Committee of the Whole Meeting.

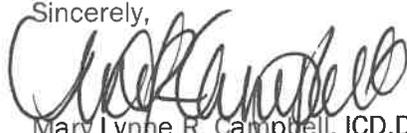
The Joint Use Agreement was on The Town of Bon Accord’s Council Meeting Agenda for the June 15, 2021, Town Council Meeting.

Administration is prepared to respond to questions at the June 23, 2021, Public Board Meeting.

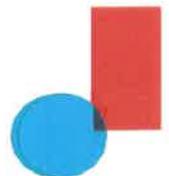
**Recommendation:**

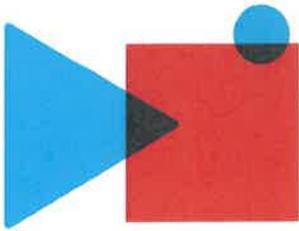
That the Board of Trustees approve the Town of Bon Accord – Joint Use Agreement as presented at the June 23, 2021, Public Board Meeting.

Sincerely,



Mary Lynne R. Campbell, ICD.D  
Superintendent/CEO





**BOARD**  
MEMORANDUM

**Date:** June 23, 2021  
**To:** Board of Trustees  
**From:** Mary Lynne R. Campbell, Superintendent/CEO  
**Originator(s):** Mary Lynne R. Campbell, Superintendent/CEO  
**Subject:** Summer Board Meetings

---

**Background:**

At the June 9, 2021, Committee of the Whole Meeting, the Board of Trustees made the following motion regarding July/August Committee of the Whole and July Public Board meetings:

“Moved by Mr. Jewell that the Board of Trustees forward the recommendation that the July and August Committee of the Whole meetings be cancelled, the July Public Board meeting be cancelled, and that the August 2021 Public Board Meeting be at the call of the Chair, to the June 23, 2021, Public Board Meeting for approval.

CARRIED UNANIMOUSLY”

Administration is prepared to respond to questions at the June 23, 2021, Public Board Meeting.

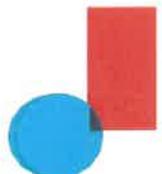
**Recommendation:**

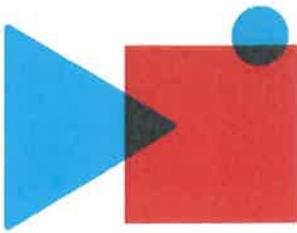
That the Board of Trustees approve that the July and August Committee of the Whole meetings be cancelled, and the July Public Board meeting be cancelled; and

Further, that August 2021, Public Board meeting be at the call of the Chair.

Sincerely,

  
Mary Lynne R. Campbell, ICD.D  
Superintendent/CEO





**B O A R D**  
MEMORANDUM

**Date:** June 23, 2021  
**To:** Board of Trustees  
**From:** Mary Lynne R. Campbell, Superintendent/CEO  
**Originator(s):** Education Committee  
**Subject:** Policy 900 – Student Conduct

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**Background:**

Attached for Trustee review is *Policy 900 – Student Conduct* with suggested revisions for Trustee consideration.

Also attached for information is *Administrative Procedure 900 – Student Conduct*.

Administration is prepared to respond to questions at the June 23, 2021, Committee of the Whole Meeting.

**Recommendation:**

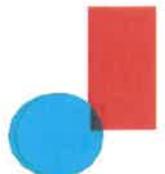
That the Board of Trustees approve Policy 900 – Student Conduct as presented at the June 23, 2021, Public Board Meeting.

Sincerely,



Mary Lynne R. Campbell, ICD.D  
Superintendent/CEO

Attachment





## Student Conduct and Discipline

EFFECTIVE: March 27, 2019

REVISED: March 25, 2020

REVIEW: 2020-2021

---

### 1.0 POLICY

Policy 900 shall be reviewed by the Board of Trustees on an annual basis and shall be publicly available on Sturgeon Public Schools web site.

The Board believes that each student and staff member has the right to learn and work in an environment that promotes: equity, diversity, inclusion and human rights.

The Board believes that to maintain a welcoming, caring, respectful and safe learning and working environment, students must attend school regularly, be punctual, diligent in their studies, and be respectful and considerate to everyone in the school community.

The Board believes that parents and guardians are partners in education and expects that they will support the schools in ensuring a welcoming, caring, respectful and safe working and learning environment.

### 2.0 DEFINITIONS

- 2.1 Bullying: Repeated and hostile or demeaning behavior by an individual in the school community where the behavior is intended to cause harm, fear or distress to one or more individuals in the school community, including psychological harm or harm to an individual's reputation.
- 2.2 Diversity: The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sexual orientation, and socio-economic status.
- 2.3 Discrimination is an action or a decision that treats a person or a group badly for reasons such as their race, age or disability. The Human Rights Act lists as grounds for which discrimination is prohibited: national or ethnic origin, colour, religion, age, sex, sexual orientation, gender identity or expression, marital status, family status, genetic characteristics, disability and conviction for an offence for which a pardon has been granted or in respect of which a record suspension has been ordered.

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References: Policy 115 - Sexual Orientation, Gender Identity, and Gender Expression  
Policy 120 - Harassment Policy  
Policy 230 - Board Committees and Appointed Representation  
Administrative Procedure: AP900 – Student Conduct  
Education Act: Sections 31, 32, 33, 34, 35, 36, 37, 197  
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- 2.4 Harassment: Harassment is a form of discrimination. It includes any unwanted physical or verbal behavior that offends or humiliates you. Generally, harassment is a behavior that persists over time. Serious one-time incidents can also sometimes be considered harassment.
- 2.5 Illicit: all prohibited substances, which include but are not limited to, illegal drugs as defined in the Controlled Drugs and Substances Act. Examples include: Methamphetamines, Cocaine, Ecstasy and Heroin.
- 2.6 Restricted/Prohibited: controlled legal substances which have parameters for legal use. Examples include, but are not limited to, Tylenol 3, Benzodiazepines, Barbiturates, Cannabis, tobacco, and tobacco-like products and alcohol.

### 3.0 GUIDELINES

- 3.1 Each school shall develop a code of student conduct to be reviewed annually by the Superintendent/CEO or designate.
- 3.1.1 Principals will review the Code of Student Conduct with School Council annually.
- 3.1.2 Principals will review the Code of Student Conduct with students annually.
- 3.2 The Board believes that students must comply with school rules set out in the school's code of student conduct.
- 3.3 The Board prohibits bullying, harassing, discriminatory, and violent behaviors and expects allegations of such behavior to be investigated in a timely and respectful manner.
- 3.4 Attendance
- 3.4.1 The Board believes that regular attendance is a significant contributing factor to student learning and therefore that students enrolled in school should attend on a regular basis.
- 3.4.2 The Board believes that, although student attendance is primarily the responsibility of the student and the parent/guardian, the school has a responsibility to encourage student attendance.

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References: Policy 115 - Sexual Orientation, Gender Identity, and Gender Expression  
Policy 120 - Harassment Policy  
Policy 230 - Board Committees and Appointed Representation  
Administrative Procedure: AP900 – Student Conduct  
Education Act: Sections 31, 32, 33, 34, 35, 36, 37, 197  
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### 3.5 Illicit, Prohibited and Restricted Substances

- 3.5.1 The possession, distribution and/or use of illicit, prohibited and restricted substances are forbidden.
- 3.5.2 The Board believes that the Division, in co-operation with families, community and law enforcement agencies, has a responsibility to:
- 3.5.2.1 Ensure all division schools, grounds and school sponsored events are designated smoke, vape and tobacco free environments.
  - 3.5.2.2 Educate students regarding illicit, prohibited and restricted substance abuse.
  - 3.5.2.3 Ensure that students who are under the influence of illicit, prohibited or restricted substances or possess drug paraphernalia while under school supervision receive appropriate consequences, which may include recommendation for expulsion.
  - 3.5.2.4 Ensure that students who possess ~~and/or distribute~~ ~~illicit, prohibited or restricted substances~~ while under school supervision ~~are recommended for an expulsion~~ receive appropriate consequences, which may include recommendation for expulsion.
  - 3.5.2.5 Ensure that students who possess ~~and/or distribute~~ ~~illicit, prohibited or restricted~~ substances while under school supervision are recommended for expulsion.
- 3.5.3 Principals shall take disciplinary action with a student found at school or at a school sanctioned activity, who has consumed, is under the influence of, is in possession of, or is distributing illicit, prohibited or restricted substances.

- 3.6 Students will be held responsible and accountable to Sturgeon Public Schools and its agents for their behavior and conduct beyond the hours of school operation, if that behavior or conduct has a connection back to the school and demonstrated detrimental impact on the welfare of individual students.

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References: Policy 115 - Sexual Orientation, Gender Identity, and Gender Expression  
Policy 120 - Harassment Policy  
Policy 230 - Board Committees and Appointed Representation  
Administrative Procedure: AP900 – Student Conduct  
Education Act: Sections 31, 32, 33, 34, 35, 36, 37, 197  
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### 3.7 Suspension/Expulsion

- 3.7.1 The Board believes the suspension or expulsion of a student is to be invoked when other measures have proven to be ineffective or when the seriousness of the offense warrants such action.
- 3.7.2 The Board believes an impartial Student Discipline Committee of the Board should be delegated the responsibility for conducting meetings and either expelling or reinstating students as provided for in the Education Act.
- 3.7.3 In the event that expulsion becomes necessary, the Board reserves the right to make rules respecting the conditions under which an expelled student may be re-enrolled.
- 3.7.4 Discipline Hearing Process - See Policy 230 – Board Committees and Appointed Representation, Appendix C - Student Discipline Committee.

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References: Policy 115 - Sexual Orientation, Gender Identity, and Gender Expression  
Policy 120 - Harassment Policy  
Policy 230 - Board Committees and Appointed Representation  
Administrative Procedure: AP900 – Student Conduct  
Education Act: Sections 31, 32, 33, 34, 35, 36, 37, 197  
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## **PURPOSE**

Sturgeon Public Schools recognizes its responsibility to maintain a welcoming, caring, respectful and safe learning and working environment in schools.

## **PROCESS**

The Associate Superintendent Education Services shall be responsible for administering this Administrative Procedure.

## **PROCEDURE**

1. Principals shall develop a written School Code of Student Conduct consistent with Board Policy 900 Student Conduct and Discipline and in consultation with students, parents/guardians, the school council and staff.
2. Principals shall make copies of the School Code of Student Conduct available to students, parents/guardians and staff, on the school's website and in print if requested.
3. Schools shall review the School Code of Student Conduct with students annually.
4. A school code of student conduct shall include:
  - 4.1 expectations for student behavior;
  - 4.2 a range of specific corrective measures that will be taken when students are found responsible for unacceptable behaviour;
  - 4.3 provisions regarding safety and security offenses;
  - 4.4 any other matter which the Principal deems necessary.
5. Students will be held responsible and accountable to Sturgeon Public Schools and its agents for unacceptable behaviour whether it occurs within the school building, during the school day or by electronic means.

*References:* Board Policy: 230 Board Committees and Appointed Representatives  
900 Student Conduct and Discipline  
Education Act: Sections 31, 32, 33, 34, 35, 36, 37, 196, 197  
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6. Beyond school hours students will be held responsible for unacceptable behaviour if that behaviour has a connection back to the school and has a demonstrated detrimental impact on the welfare of other students or staff.
7. Students and their parents/guardians, as partners in education, have the responsibility to:
  - 7.1 attend school regularly and punctually,
  - 7.2 ensure the student is ready to learn and actively engage in and diligently pursue the student's education; including completion of assignments and homework,
  - 7.3 ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,
  - 7.4 respect the rights of others in the school,
  - 7.5 refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether it occurs within the school building, during the school day or by electronic means,
  - 7.6 be accountable to the student's teachers and other school staff for the student's conduct,
  - 7.7 fully cooperate with school authority and personnel authorized to provide educational programs and other services throughout the school day and during all school sponsored activities and beyond the hours of school operation if that behavior or conduct has a connection back to the school and a demonstrated detrimental impact on the welfare of individual students, and
  - 7.8 positively contribute to the student's school and community.

References: Board Policy: 230 Board Committees and Appointed Representatives  
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Education Act: Sections 31, 32, 33, 34, 35, 36, 37, 196, 197  
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8. Consequences including intervention, suspension and/or recommendation for expulsion, from school or bus, depending on individual circumstances, may be imposed when a student fails to meet the expectations for student conduct articulated in the School Code of Conduct and/or Education Act. Some examples of unacceptable behaviours include but are not limited to:
- 8.1 conduct which verbally, physically or emotionally threatens the safety of students or staff;
  - 8.2 conduct which demonstrates disrespect for ethnic, racial, religious and sexual diversity;
  - 8.3 possession of a weapon, or anything used, or intended for use in causing injury to any person, or for the purposes of threatening or intimidating any person;
  - 8.4 assault;
  - 8.5 possession, distribution and/or use of illicit, prohibited or restricted substances in school or on school property;
  - 8.6 willful damage to school or other's property;
  - 8.7 discrimination or harassment;
  - 8.8 participating in or contributing to cyber bullying;
  - 8.9 participating in, or contributing to froshing or hazing activities;
  - 8.10 extortion;
  - 8.11 disruptive behaviour, willful disobedience or defiance of authority;
  - 8.12 interference with the orderly conduct of classes and school activities;
  - 8.13 tampering with items such as fire alarms, or safety equipment;

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- 8.14 criminal activity;
- 8.15 bystander encouragement or involvement
- 9. When disciplining a student, a teacher or Principal will consider:
  - 9.1 whether the student has failed to comply with the *Education Act*, Division Code of Conduct or with the School Code of Student Conduct;
  - 9.2 the effect of the student's behaviour upon other students, the staff, the school and the community;
  - 9.3 the nature of the action or incident that calls for disciplinary measures;
  - 9.4 informing and/or consulting with the student's parents/guardians when it is warranted;
  - 9.5 the student's previous conduct;
  - 9.6 the student's unique circumstances (age, maturity, extenuating circumstances);
  - 9.7 the impact of proposed action on the student's future behaviour;
  - 9.8 any other information the teacher or Principal considers appropriate or relevant;
  - 9.9 whether the student's conduct is injurious to the physical or mental well-being of others in the school.
- 10. Dependent on the resources that are available, the Principal shall arrange for support, if needed, for students who may be impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour.

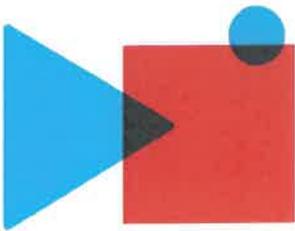
References: Board Policy: 230 Board Committees and Appointed Representatives  
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11. Where the behaviour of a student involves a violent threat, the Principal shall refer to the Violent Threat Risk Assessment (VTRA) protocol. This protocol allows the Principal, in consultation with the Director, Learning Support, to involve regional partners such as RCMP, Alberta Health Services and Children Services to collaborate on the risk assessment and implementation of recommendation for support.
12. Each teacher or Principal will ensure that appropriate documentation procedures are employed to record disciplinary actions.
13. As per the Education Act, the Principal or designate has the responsibility for and the authority to establish and maintain appropriate procedures conducive to an acceptable standard of student discipline.

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*References:* Board Policy: 230 Board Committees and Appointed Representatives  
900 Student Conduct and Discipline  
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**BOARD**  
MEMORANDUM

**Date:** June 23, 2021  
**To:** Board of Trustees  
**From:** Mary Lynne R. Campbell, Superintendent/CEO  
**Originator(s):** Shawna Walter, Associate Superintendent, Education Services  
Jonathan Konrad, Director, Curriculum & Instruction  
Sherri Devolder, Chantelle Cadieux, Sturgeon Composite High School  
Kari Morgan, Niki Ballance, Redwater School  
**Subject:** Annual Report re: Off-Campus Education

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**Background:**

In accordance with Administrative Procedures 845 – Off-Campus Education (Section 5), attached please find a report regarding the Off-Campus Education programs offered in the Division's high schools in 2020 – 2021.

Administration is prepared to respond to questions at the June 23, 2021 Public Board Meeting.

**Recommendation:**

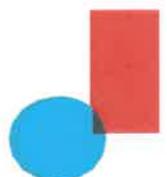
That the report be received as information.

Sincerely,



Mary Lynne R. Campbell, ICD.D  
Superintendent/CEO

Attachment





## Redwater School OFF-CAMPUS EDUCATION 2020 - 2021

The Off-Campus Education program at Redwater School consists of the Work Experience Program and Career Internship both on and off campus, the Registered Apprenticeship Program (RAP), and the Green Certificate Program for those students with interest in training for an agricultural occupation.

NOTE: Due to COVID restrictions many of our students were laid off or unable to secure Work Experience and RAP positions, therefore our numbers are significantly lower this year.

### **Work Experience and Career Internship:**

➤ 10 students earned work experience credits at the following locations:

Aldon Auto Salvage	Redwater School
Chykerda Farms	Sugar High Cakes and Desserts
Evolution Mechanical	Tim Horton's
Dodge (Redwater)	Town of Redwater
HYPE	
IGA	

### **RAP:**

- One student received 10 credits for Mechanics. Their hours and therefore credits were reduced due to Covid-19. Total of 10 credits for RAP.
- Three students are currently actively planning for a 2021-22 RAP placement. (This involves participation in work experience, aligning 30 level courses to be taken in Grade 11 or Distance Learning and completing applications.) Two additional students with the possibility of one more will begin their RAP placements this summer.

### **Green Certificate:**

- We had one student complete all 16 credits of Cow Calf (OTH 9900, 9901, 9902) this school year.

Credits earned for 2020 - 2021 school year (Work Experience and Career Internship):  
125 plus 10 RAP plus 16 Green Certificate = approximately 151 Total Off Campus Credits. These numbers may increase slightly by the end of June. Between last school year and this school year our numbers have declined significantly due to COVID. The outlook for this summer and next school year are much more promising.

## Off Campus Education Programs 2020 - 2021

### Sturgeon Composite High School

The Off-Campus Education program consists of the Work Experience Program, both on and off campus. This includes the Registered Apprenticeship Program (RAP), and the Alberta Agriculture Green Certificate Program. These programs offer students opportunities to explore career goals while obtaining high school credits.

In the 2020/2021 year, students enrolled in approximately:

- 200 off-campus courses at Sturgeon Composite High School
- Sturgeon Composite High School students will earn approximately 665 credits through off-campus/work experience, RAP and Green Certificate programs including the summer programs.

Supportive employers included many businesses throughout:

- Bon Accord
- Gibbons
- Edmonton
- Fort Saskatchewan
- Spruce Grove
- Morinville
- Redwater
- St. Albert
- Sherwood Park
- Legal

Throughout the regular school year approximately 11 students were involved in apprenticeship training in trades:

- Electrician
- Heavy Equipment Technician
- Automotive Service Technician
- Millwright
- Welder

Students worked at local companies including:

- City of St. Albert
- Country Steel
- Badgers Truck Parts
- Pyramid Corporation
- Mill Creek Sand and Gravel
- 2BK Vegetable Farm
- Altaland Steelworks LP

RAP students are encouraged to begin RAP programs closer to their graduation year. Students may extend the program into the summer and if necessary, continue with a "RAP Extended" program the semester after their high school graduation. There were approximately 11 students involved in RAP programs over the summer months of 2020.

Students were employed in off-campus work experience at local businesses including:

- Boston Pizza
- Dollar Tree
- The Loft in Gibbons
- McDonalds
- Prairie Gardens
- Dairy Queen
- Tim Hortons
- Fas Gas

Students earned work experience credits to gain employment skills and meet diploma and certificate requirements.

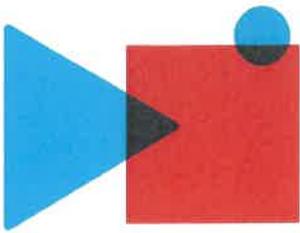
Sturgeon students continued to take part and earn credits in our community summer volunteer programs including:

- Sturgeon County’s Job Experience Training (JET) program.
- 10 worked on-site with teachers in classes such as ART, Welding, Phys. Ed., Music, Cooking, Construction, and Mechanics.
- Over the summer, approximately 30 work experience students worked on earning credits towards their high school diploma in either a paid or a volunteer position.

Alberta Agriculture’s Green Certificate Program:

- 6 students were enrolled in the Equine program; one began testing, while others will begin testing early in the 2020 – 2021 school year.
- Alberta Education began funding this program in September 2018, which has reduced the financial barrier.

<b>2019/2020</b>	<b>SCHS Course Enrolment</b>	<b>SCHS TOTAL CREDITS</b>
Term 3/4 (summer 2020)	31 (3 RAP)	240
Term 1 (Sept 2020-Jan 2021)	17 (3 RAP)	125
Term 2 (Feb 2021-June 2021)	30 (10 RAP)	300
<b>Yearly Total - (Proj.)</b>	<b>78</b>	<b>665</b>



**BOARD**  
MEMORANDUM

**Date:** June 23, 2021  
**To:** Board of Trustees  
**From:** Mary Lynne R. Campbell, Superintendent/CEO  
**Originator(s):** Liliana LeVesconte, Secretary Treasurer, Corporate Services  
**Subject:** Monthly Financial Report

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**Background:**

The Financial Report for the month ending May 31, 2021, is included for Trustee information.

Administration is prepared to respond to questions at the June 23, 2021, Public Board Meeting.

**Recommendation:**

That the report be received as information.

Sincerely,



Mary Lynne R. Campbell, ICD.D  
Superintendent/CEO

Attachment

