

# AGENDA

## COMMITTEE OF THE WHOLE

Wed. Sep. 9, 2020

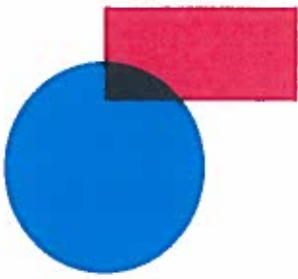


**Sturgeon  
Public Schools**

Dare to reimagine learning

1. **CALL TO ORDER**
2. **CONSIDERATION OF AGENDA**
  - 2.1 Additions/Deletions 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 – June 10, 2020
5. **PRESENTATIONS**
  - 5.1 SRO Presentation – SRO Officer
6. **REPORTS FROM SENIOR EXECUTIVE**
  - 6.1 Before and After School Care Update
  - 6.2 Capital Update
  - 6.3 Debenture Borrow Update
  - 6.4 Facilities Department Update
  - 6.5 Hour Zero – SPS Emergency Response Update
  - 6.6 Relaunch Update
7. **REPORTS FROM TRUSTEES AND STANDING COMMITTEES**
  - 7.1 Chair's Report
  - 7.2 Trustees Report
  - 7.3 Advocacy Committee
  - 7.4 Building and Maintenance Committee
  - 7.5 Education Committee
  - 7.6 Finance and People Services Committee
  - 7.7 Transportation Committee





# AGENDA

## COMMITTEE OF THE WHOLE

Wed. Sep. 9, 2020

### 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 Teacher Board Advisory Committee (Policy Advisory – ATA)
- 8.4 Labour Management Committee (Policy Review – CUPE)
- 8.5 Community Services Advisory Board

### 9. NEW BUSINESS

- 9.1 Curricular and Extra-Curricular Field Trips in 2020/2021
- 9.2 Omnibus Motion for Corporate Services Policies
- 9.3 Preliminary Enrolments
- 9.4 Presentation Tracker 2020/2021
- 9.5 Provincial Achievement Test/Student Learning Assessment Update 2020/2021
- 9.6 ASBA Special General Meeting – September 17, 2020

### 10. QUESTION PERIOD

### 11. UNFINISHED BUSINESS

### 12. INFORMATION ITEMS

### 13. PENDING LIST

### 14. IN CAMERA

### 15. ADJOURNMENT



**Sturgeon  
Public Schools**

Dare to reimagine learning





## 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  
Dr. Charmaine Brooks, Associate Superintendent, Corporate Services  
Mrs. Ruth Kuik, Deputy Superintendent, Education Services  
Mrs. Lisa Lacroix, Associate Superintendent, People Services  
Ms. Shawna Walter, Director, Special Projects/Initiatives

## CALL TO ORDER

The Chair called the meeting to order at 4:01PM.

## CONSIDERATION OF AGENDA

- 2.1 Additions/Deletions to Agenda
- 2.2 Approval of Agenda

Moved by Mrs. Featherley that the agenda be approved as presented.

CARRIED UNANIMOUSLY

## APPOINTMENTS

## APPROVAL OF COMMITTEE NOTES

- 4.1 Amendment/Correction of Notes
- 4.2 Approval of Committee Notes

Moved by Mrs. Oatway-McLay that the notes of May 13, 2020 be approved, as presented.

CARRIED UNANIMOUSLY

## PRESENTATIONS

## REPORTS FROM SENIOR EXECUTIVE

- 6.1 Capital Maintenance and Renewal (CMR) Stimulus**  
The Superintendent/CEO presented a verbal and written report on behalf of the Senior Executive Committee.
- 6.2 Capital Update**  
The Superintendent/CEO presented a verbal and written report on behalf of the Senior Executive Committee regarding the Division's projects.

## REPORTS FROM TRUSTEES AND STANDING COMMITTEES

- 7.1 Chair's Report**  
Trustee Jewell presented a verbal and written report.

Chair Jewell (Gibbons/Lamoureux)

Chair Jewell reported that he attended:

- ASBA Spring General Meeting
- Call with MLA Shane Getson
- Gibbons School Parent Council Meeting
- PSBAA Spring General Meeting
- TEBA Director's Nomination and Election

- 7.2 Trustees' Reports**

Trustee Dwyer (Alcomdale/Villeneuve Area)

Trustee Dwyer reported that he attended:

- Camilla School, School Council Meeting

Trustee Featherley (Morinville Area)

Trustee Featherley reported that she attended:

- École Morinville Public School Video for Awards Ceremony

Trustee Kohle (Bon Accord/Legal)

Trustee Kohle reported that she attended:

- Lilian Schick School Book Awards
- PSBAA Spring General Meeting
- Transportation Contractors Meeting

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

Trustee Murray-Elliott reported that she attended:

- ASBA Spring General Meeting
- PSBAA Spring General Meeting
- Sturgeon Composite High School Parent Council Meeting
- Sturgeon Heights Online Grade Nine Farewell

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

Trustee Oatway-McLay reported that she attended:

- PSBAA Spring General Meeting

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

Trustee Pequin reported that she attended:

- PSBAA Spring General Meeting
- Ochre Park Book Awards Video
- Ochre Park School, School Council Meeting
- Redwater School Grad Video
- Redwater School, School Council Meeting

**7.3 Advocacy Committee****7.3.1 Work Plan Year End Report**

The Committee Chair presented a verbal and written report on behalf of the Advocacy Committee.

**7.4 Building and Maintenance Committee****7.4.1 Work Plan Year End Report**

The Committee Chair presented a verbal and written report on behalf of the Building and Maintenance Committee.

**7.5 Education Committee****7.5.1 Work Plan Year End Report**

The Committee Chair presented a verbal and written report on behalf of the Education Committee.

**7.6 Finance and People Services Committee****7.6.1 Work Plan Year End Report**

The Committee Chair presented a verbal and written report on behalf of the Finance and People Services Committee.

**7.7 Transportation Committee****7.7.1 Work Plan Year End Report**

The Committee Chair presented a verbal and written report on behalf of the Transportation Committee.

**7.8 ATA Update**

No report was provided.

**7.9 CUPE Update**

No report was provided.

**REPORTS FROM SPECIAL COMMITTEES/TASK GROUPS****8.1 Alberta School Boards' Association Zone 2/3**

A verbal report was provided.

**8.2 Public School Boards' Association of Alberta**

A verbal report was provided.

**8.3 Teacher Board Advisory Committee (ATA)**

A verbal report was provided.

**8.4 Labour Management Committee (CUPE)**

A verbal report was provided.

**8.5 Community Services Advisory Board**

A verbal report was provided.

## NEW BUSINESS

### 9.1 2020/2021 School Calendar

Moved by Mrs. Pequin that the Board of Trustees refer the 2020/2021 School Calendar to the June 24, 2020 Public Board Meeting.

CARRIED UNANIMOUSLY

### 9.2 Book Award: Rate/Class

Moved by Mrs. Oatway-McLay that the Board of Trustees refer the Book Award: Rate/Class to the June 24, 2020 Public Board Meeting.

CARRIED UNANIMOUSLY

### 9.3 Bylaw 02-2020 – A Bylaw to Incur Indebtedness by Debenture

Moved by Mrs. Oatway-McLay that the Board of Trustees rescind Bylaw 1-2020 and approve in principle Bylaw 02-2020 – A Bylaw to Incur Indebtedness by Debenture and further, that it be forwarded to the June 24, 2020 Public Board Meeting.

CARRIED UNANIMOUSLY

### 9.4 Education Plan

Moved by Mrs. Murray-Elliott that the Board of Trustees approve in principle the Education Plan and further, that it be forwarded to the June 24, 2020 Public Board Meeting.

CARRIED UNANIMOUSLY

### 9.5 Inclusion Funding Recommendations Update

Inclusion Funding Recommendations Update was shared with the Board of Trustees as information.

### 9.6 IT Report: Monthly Downtime

IT Report: Monthly Downtime was shared with the Board of Trustees as information.

### 9.7 Omnibus Motion for Locally Developed Course Approval

Moved by Mrs. Pequin that the Board of Trustees refer the Omnibus Motion for Locally Developed Course Approval to the June 24, 2020 Public Board Meeting.

CARRIED UNANIMOUSLY

### 9.8 Redwater School Sewer Line Approval

Redwater School Sewer Line Approval was shared with the Board of Trustees as information.

### 9.9 Summer Board Meetings

Moved by Mr. Jewell that the Board of Trustees refer the Summer Board Meetings to the June 24, 2020 Public Board Meeting.

CARRIED UNANIMOUSLY

**QUESTION PERIOD**

10.1

**UNFINISHED BUSINESS**

11.1

**INFORMATION ITEMS**

12.1

**PENDING LIST**

13.1 No pending list

**IN CAMERA**

6:41PM - Moved by Mrs. Oatway-McLay that the Board go in camera.

CARRIED UNANIMOUSLY

Meeting recessed at 6:41PM.

Meeting resumed at 6:49PM.

7:00PM - Moved by Mrs. Oatway-McLay that the Board revert to public.

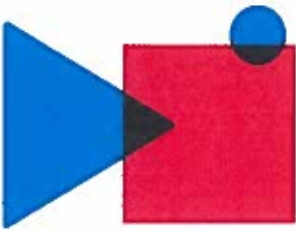
CARRIED UNANIMOUSLY

**ADJOURNMENT**

The meeting adjourned 7:00PM.

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





**BOARD**  
MEMORANDUM

**Date:** September 9, 2020

**To:** Board of Trustees

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

**Originator(s):** Dr. Charmaine Brooks, Associate Superintendent, Corporate Services

**Subject:** Before and After School Care Update

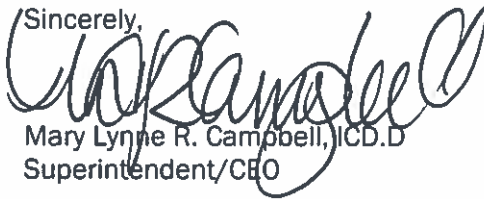
**Background:**

Dolphin Child Development Centre was granted a license from Children's Services and successfully opened two Before and After School Care programs during the first week of school. The programs, located at Gibbons School and Bon Accord Community School, are drawing students from four schools in our Division and employing seven community members.

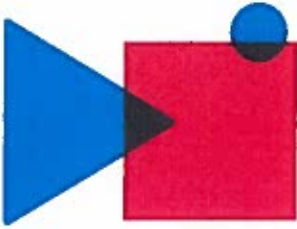
We have 15 children registered in the program at Gibbons School and 27 at Bon Accord Community School. We anticipate program enrolment will increase in the months ahead as the economy continues to improve.

**Recommendation:**

That the report is received as information.

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





**BOARD**  
MEMORANDUM



**Date:** September 9, 2020  
**To:** Board of Trustees  
**From:** Mary Lynne R. Campbell, Superintendent/CEO  
**Originator(s):** Denis Henderson, Director, Facilities Services  
**Subject:** Capital Update

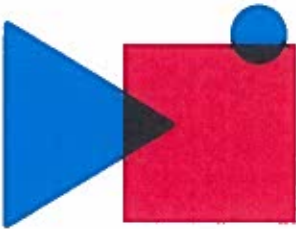
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**Background:**  
Find attached a written update regarding the Division's Capital Projects.

**Recommendation:**  
That the report be received as information.

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

Attachment



**B O A R D**  
MEMORANDUM

**Date:** September 9, 2020  
**To:** Board of Trustees  
**From:** Mary Lynne R. Campbell, Superintendent/CEO  
**Originator(s):** Dr. Charmaine Brooks, Associate Superintendent, Corporate Services  
Lynne Chaston, Director, Financial Services  
**Subject:** Debenture Borrow Update

**Background:**

We received Ministerial Approval to borrow \$3,000,000 by debenture through the Alberta Capital Authority (ACFA) on 30 July 2020. In the accompanying email, Alberta Education noted our application was now with ACFA and that it met the 31 July 2020 deadline for processing this fall. On 12 August 2020, ACFA advised collateral, such as the Central Office building or one or more of our schools, would be required to secure the loan. We met with ACFA on 24 August 2020 to explain to the loan guarantee provided by Ameresco. This was not sufficient for ACFA and they reiterated collateral, in the form of a building, is also required.

The matter is currently with the ACFA for consideration. Depending on the outcome, the validation process could be delayed which would necessarily delay the start of the Energy Retrofit Project.

A verbal update will be provided if new information is received.

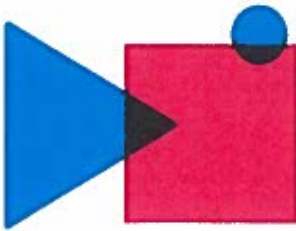
**Recommendation:**

That the report is received as information.

Sincerely,

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





**BOARD**  
MEMORANDUM

**Date:** September 9, 2020  
**To:** Board of Trustees  
**From:** Mary Lynne R. Campbell, Superintendent/CEO  
**Originator(s):** Denis Henderson, Director, Facilities  
**Subject:** Facilities Department Update

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**Background:**

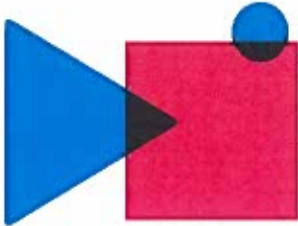
The Facilities Department has experienced significant change arising from the Board's direction that the Superintendent reviews the accountabilities for and effective administration of the Facilities Department. Changes include a re-alignment of financial and human resources to prioritize and support the work needed to keep the Division sites, clean, safe, and operational.

The Division had several Capital projects including, a new 600 student Middle School in Morinville, AB, a K-9 Replacement School in Rivière Qui Barre, and the renovation of the Frank Robinson Education Centre in Morinville. We were pleased to celebrate the grand opening of Four Winds Public School on 14 February 2020; construction on the new Camilla School is well underway and the renovations on the Frank Robinson Education Centre are nearing completion.

In addition to three large Capital projects, the Department, under the leadership of Denis Henderson, Director, has completed the following:

- Individual school site evaluations (hazardous / Golder Report);
  - o Creation of SPS Hazardous building material management plan
- Creation of a Master Facilities Plan;
- Creation and submission of a new Three Year Capital Plan;
- Creation of a new Ten Year Capital Plan;
- Energy Retrofit Project;
- Updated small scale drawings and site plans of schools;
- Implemented Asset Planner; digital tracking and accountability through work orders;
- Re-aligned staffing levels to industry standards ;
- Created Division Custodian position:
  - o Implemented product control and warehousing;
  - o Clearly designated and available support for custodians; and
  - o Provides oversight and inspections/accountability of cleanliness standards.
- Clean up and remediation of a substantial flood- Redwater;
- Fall budget re-alignment; implement cost-saving strategies;
- Implemented energy and utility use tracking;
- Currently implementing preventative maintenance schedules for all major building mechanical equipment;





**B O A R D**  
**MEMORANDUM**

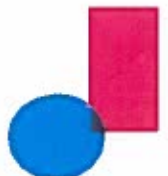
- Installation of BMS automation and monitoring at École Morinville Public School;
- Completed approximately \$1.5M in IMR projects:
  - o Roofing inspection reports generated to create a focus plan;
  - o Roof areas in poor condition have improved from approximately 40% of the total area to approximately 15%; and
  - o Building access, camera, and security system upgrades and continuity.
- Acquired grant funding from Alberta Infrastructure and completed roof drain repairs caused by modernization project at SCHS;
- COVID 19 response:
  - o PPE ordering, warehousing, and delivery;
  - o Signage, traffic control, safety barrier support to schools; and
  - o Personnel, equipment, and practice alterations.
- Stripping and refinishing of ALL floors in Division schools;
- Working diligently on creating a culture of co-operation and changing mindsets to quality work, with student environments being a primary focus;
- Provided a balanced budget for the upcoming school year; and
- Daily system operational requirements.

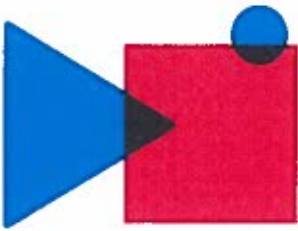
**Recommendation:**

That the report is received as information.

Sincerely,

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





**BOARD**  
MEMORANDUM

**Date:** September 9, 2020  
**To:** Board of Trustees  
**From:** Mary Lynne R. Campbell, Superintendent/CEO  
**Originator(s):** Lisa Lacroix, Associate Superintendent, People Services  
**Subject:** Hour Zero – SPS Emergency Response Update

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**Background:**

Hour Zero has a plethora of resources to support the Division in the event of a pandemic. Since the COVID-19 outbreak, Hour Zero has been working to develop resources and training specifically targeted to support school divisions with this virus.

Hour Zero Consulting released new training modules and resources on the novel Coronavirus titled COVID-19, CND, to help address the new challenges we are facing. All SPS staff, including substitute staff, are required to complete this assigned training necessary to facilitate the return to the classroom.

In addition to the COVID-19 training, staff have several other assigned modules that they must complete annually which address SPS's emergency response. Principals have been advised of the requirement and People Services monitors and reports to each school if training has not been completed.

Hour Zero has also created an HZ App. 08 June 2020, Sr. Executive received training on the new application. Principals were trained. This application will be used both within the building and between Central Office and the school in the event of an emergency.

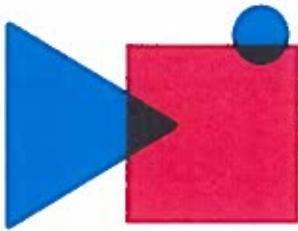
I would be happy to respond to any questions.

**Recommendation:**

That the report is received as information.

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





**BOARD**  
MEMORANDUM

**Date:** September 9, 2020  
**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:** Sturgeon Public Schools Relaunch Update:  
Continuity of Learning/Home Education

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**Background:**

On 21 July 2020, we received confirmation from the Government of Alberta that School Divisions would implement Scenario 1 of the Government's relaunch plan. The Division sent out a survey to assess the uneasiness of our families to return to regular in-class instruction to get a sense of who would not be sending their children back to school. In response to the survey results, the Education Services team developed an online learning format, Continuity of Learning (CL). For the 2020-2021 school year, SPS families have the choice between regular in-class instruction, Continuity of Learning, or Home Education.

**Continuity of Learning**

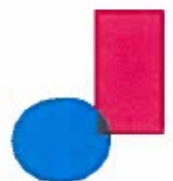
**September Return:**

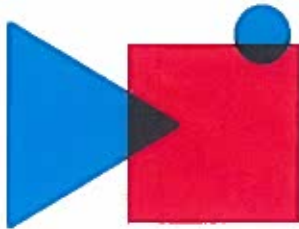
Kindergarten - Grade 9 CL families may choose to have their child return to regular in-class instruction before September 30th. To change the programming to in-class instruction, parents will be advised to notify the Principal of the Continuity of Learning program no later than 15 September 2020.

**January Return:**

Kindergarten to Grade 9 CL families may choose to have their child return to regular in-class instruction after the Christmas Break. Their first day of in-class instruction would be 04 January 2021. Families will be advised to notify the Principal of the Continuity of Learning programming on or before 15 November 2020.

Grades 10 - 12 CL families may choose to have their child return to regular in-class instruction for the second semester. Their first day of in-class instruction would be 01 February 2021. Families will be advised to notify the Principal of their respective High School on or before 01 December 2020.





**B O A R D**  
MEMORANDUM

31 August 2020:

- 385 K-Grade 9 students enrolled in the Continuity of Learning Program
- 63 Grade 10-12 students enrolled in the Continuity of Learning Program

The Continuity of Learning Program for K- Grade 9 includes 1 Principal and 11.048FTE teaching staff. The CL Program for High School for Semester 1 includes .97FTE teaching staff from both Redwater School and SCHS.

Home Education

As of 31 August 2020, there were 61, Grade 1-9 students who have expressed interest in Home Education; both parent-directed and blended. Intake meetings will begin 08 September 2020.

Attached to this report for Trustee information are the following documents:

Centrally Coordinated Continuity of Learning Program 2020/2021  
Continuity of Learning Guidebook – K – Grade 9 2020/21  
Continuity of Learning Guidebook – High School 2020/21

Home Education Programming 2020/2021  
Homeschooling FAQ  
Home Education Handbook

Administration is pleased to respond to any questions.

**Recommendation:**

This report is shared as information.

Sincerely,

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

Attachments







# Centrally Coordinated Continuity of Learning Program

2020/2021

## Rationale

At Sturgeon Public Schools we are dedicated to providing instruction to support the skills our students need to be successful. 21 July 2020, the Government of Alberta announced that in-person classes would resume 01 September 2020. With COVID-19 still active in our world, many families have chosen the option of keeping their children at home and enrolling in Sturgeon Public School's Continuity of Learning Program (CL).

Sturgeon Public Schools Continuity of Learning Program will be Centrally supported for Kindergarten to grade 9. Small numbers of students per grade level at each school make it difficult to create large enough, grade specific online cohorts for Continuity of Learning. By pooling the students and associated teacher FTE, SPS has developed grade and subject focused, online teaching and learning cohorts.

### Program Format

Students will take part in online classes and daily learning activities, including both synchronous (interacting online with their classmates and teacher) and asynchronous (additional assignments they complete independently) learning. The length of these activities will depend on the grade level.

### Scope and Sequence

To facilitate the transition between Continuity of Learning and In-School instruction for students and families, all Kindergarten to grade 9 teachers in Sturgeon Public Schools will follow a division directed Scope and Sequence for teaching the Alberta Program of Studies.

### Parent/Student Responsibility

Regular attendance is key to a positive learning experience and successful learning outcomes whether instruction is online or in-class. Parents/guardians must be with their child to assist and supervise them. The teacher is not responsible for supervising students during the school day.

## Program Support

### Kindergarten to Grade 9

One teacher per grade level for Kindergarten to Grade 4. Specialty teachers for Math, Science, Language Arts and Social Studies for Grades 5 to 9. Support teachers for Physical Education, Health, and Complimentary programming will work across all grades. Teachers will work in their home schools under the supervision of a dedicated Principal.





## High School

Flexibility has been provided to our High Schools to program for Continuity of Learning. Both SCHS and Redwater will provide instruction and support, with the majority of the program responsibility residing with SCHS.

## Program enrollment changes

### September Return:

Kindergarten to Grade 9 CL families may choose to have their child return to regular in-class instruction before September 30th. To change programming to in-class instruction, parents must notify the Principal of the Continuity of Learning program no later than 15 September 2020.

Grades 10 - 12 CL families may choose to have their child return to regular in-class instruction before September 30th. To change programming to in-class instruction, parents must notify the Principal of their respective High School no later than 15 September 2020.

### January Return:

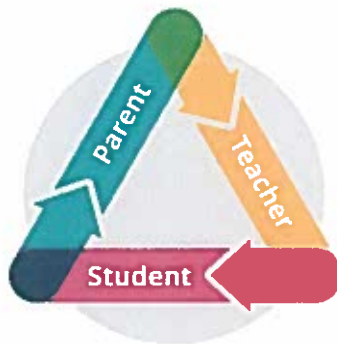
Kindergarten to Grade 9 CL families may choose to have their child return to regular in-class instruction after the Christmas Break. Their first day of in-class instruction would be 04 January 2021. Families must notify the Principal of the Continuity of Learning program on or before 15 November 2020.

Grades 10 - 12 CL families may choose to have their child return to regular in-class instruction after the Christmas Break. Their first day of in-class instruction would be 01 February 2021 (semester 2). Families must notify the Principal of their respective High School on or before 1 December 2020.





# Continuity of Learning Guidebook K – Grade 9 2020-21



**Sturgeon  
Public Schools**

Frank Robinson Education Centre  
9820-104 Street, Morinville, AB T8R 1L8

P: 780.939.4341  
F: 780.939.5520

TF: 1.888.459.4062  
E: [frec@sturgeon.ab.ca](mailto:frec@sturgeon.ab.ca)

## CONTINUITY OF LEARNING

At Sturgeon Public Schools we are dedicated to providing instruction to support the skills your child needs in order to be successful. The Government of Alberta has announced that in-person classes will resume on 01 September 2020. With COVID-19 still active in our world, many families have chosen the option of keeping their children at home, with Sturgeon Public School's Continuity of Learning Program (CL) to support a high- quality education.

Continuity of Learning is a structured learning environment where students engage with their teacher(s) to learn the subject curriculum through an online medium. Although your child will be working from home, they will be able to build relationships with their teacher(s) and grade-level peers. Connections such as these are important for the health and wellbeing of children, especially during COVID-19.

**The Continuity of Learning Program (CL) will begin on September 1, 2020, at 9:00 am. Please be online with your child for opening greetings from your teacher(s).**

### **Program Format:**

Students will work as part of a grade-level cohort with an assigned online teacher(s). The format of instruction will include live online teacher instruction and teacher-directed activities and assignments.

Your child's teacher(s) and classmates may not be from your local school but are members of the Sturgeon Public Schools' family. Although your child will be part of the Continuity of Learning Program (CL), it is important for them to maintain ties to their community school, therefore students and their families will continue to receive information from the home school in which they were enrolled.

As online instruction is an extension of Sturgeon Public Schools, we are required to cover the essential outcomes of the Alberta curriculum in each subject area. Teaching will focus on the core subject areas, with a reduced focus on complementary courses.

**Synchronous Learning** - This is the live online learning portion of the day. These times of the day will be similar to a regular school day but will be delivered through Google Meet. Your child's teacher will communicate the times during which Synchronous learning will occur with you and your child.

**Asynchronous Learning** - Learning activities that students complete independently. These times are similar to when students complete seatwork in class that the teacher has assigned to them. This may include watching videos, working on projects, or other assigned work.

## SUPPORT FOR STUDENTS IN CONTINUITY OF LEARNING

Students will take part in online classes and daily learning activities, including both synchronous and asynchronous learning. The length of these activities will depend on which grade (or division) the student is in. Students need to be available to connect with their teacher every day, during regular school hours. They will also be expected to complete asynchronous learning activities during times they are not engaged with the teacher.

To support learning:

- Online courses will be delivered using Google Meet and Google Classroom.
- Teachers will provide engaging, curriculum-based lessons that require students to actively participate.
- Teachers will assess assignments and progress to support students and determine a final grade.
- Students in Grades 1–9 will have access to individual or small group instruction—scheduled meetings between the teacher and small groups of students to check in on progress, complete assessments, and provide feedback to students.
- CL will follow the Division's [School Year Calendar](#). Support for learning from our teaching staff will occur between 8:40 am and 3:25 pm on school days. Communication with teachers outside these hours will receive a response during the school day. Please note that some of our teachers are teaching other classes both within the CL program and in-school.
- Teaching will follow the provincial [Program of Studies](#). This outlines the learning outcomes—statements about knowledge or skills that Alberta Education requires all students to learn and demonstrate.

### Parent/Student Responsibility:

- Regular attendance is key to a positive learning experience and successful learning outcomes whether the instruction is online or in-class. CL absences will be tracked through PowerSchool. Teachers will take attendance daily.
- The CL program will follow Sturgeon Public Schools Policies and Procedures. Student Attendance will be guided by Policy 900 - [Student Conduct and Discipline](#) and Admin Procedure AP905 - [Student Attendance at School](#).
- All assignments must be completed to the best of the student's ability and submitted by the due date.
  - If your child is experiencing difficulty with understanding concepts, please reach out to their teacher in a timely manner.
- Parents/guardians **must** be with their child/children to assist and supervise them. The teacher is not responsible for supervising students during the school day.
  - Parents must be careful to avoid completing the work for their child/children. Children should be allowed the opportunity to go through the process of learning a concept, which may involve some struggle to master concepts.

## WHAT CONTINUITY OF LEARNING WILL LOOK LIKE

### Kindergarten

#### Minimum daily requirements for student learning

- *CL Kindergarten will run daily from 12:30 p.m. - 3:00 p.m.*
- **Synchronous learning** – each class will meet with the online teacher daily to meet learning requirements for Kindergarten or the student’s individualized program plan (IPP).
- Students will have 30–60 minutes with their teacher at the beginning of their school day and will have a touchpoint at the end of their half day.
- **Asynchronous learning** –students will engage in learning activities supported by their parent/guardian and/or caregiver. Teachers will provide direction around the learning activities.
- *Examples of activities* – watching a video, a game such as I Spy Bingo, an alphabet hunt, counting objects, building a house for a stuffed animal, or drawing a self-portrait.
- Teachers will follow the learning outcomes from Alberta Education’s Programs of Study.

### Grades 1-3 (Division I)

#### Minimum daily requirements for student learning

- 9:00 a.m.–3:00 p.m. - are the hours the teacher will be available to students. Including a 40 minute break for lunch.
- **Daily schedule** – each class will meet with the online teacher daily.
- **Synchronous learning** – students will meet with the online teacher for 60 minutes of instruction each day—additionally, students will have access to four additional hours of individuals/small group instruction to support their learning.
- **Asynchronous learning** –students will engage in independent work throughout the day.
- Teachers will follow the learning outcomes from Alberta Education’s Programs of Study.

### Grades 4-6 (Division II)

#### Minimum daily requirements for student learning

- 9:00 a.m.–3:00 p.m. - are the hours the teacher will be available to students. Including a 40 minute break for lunch.
- **Daily schedule** - each class will meet with their online teacher(s) daily. Students in Grades 5 & 6 will have at least 2 teachers and their schedule will accommodate time for students to meet each teacher throughout the week.
- **Synchronous learning** – students will meet with their online teacher(s) for 1.25 hours of instruction each day.
- Students will also have access to 3.75 hours of individual/small group instruction to support their learning.

- **Asynchronous learning** - students will engage in learning activities, similar to homework, throughout the day with caregiver support.
- Teachers will follow the learning outcomes from Alberta Education's Programs of Study.

### Grades 7-9 (Division III)

#### Minimum daily requirements for student learning

- 9 a.m. - 3:00 p.m. are the hours the teacher(s) will be available to students. Including a 40 minute break for lunch.
- **Daily schedule** - each class will meet with their online teacher(s) daily. Classes will be scheduled by subject area.
- **Synchronous learning** - students will meet with their online teacher(s) for 1.5 hours of instruction each day.
- Students will also have access to 3.5 hours of individual/small group instruction to support their learning.
- **Asynchronous learning** - students will engage in learning activities similar to homework independently or with caregiver support.
- Teachers will follow the learning outcomes from Alberta Education's Programs of Study.

#### Assessment:

Throughout the school year, students will be assessed on the outcomes from the Program of Studies. Teachers will be using both formative and summative assessments to measure the student's understanding of concepts. Teachers will share assessment procedures with students and parents to ensure opportunities to demonstrate learning is fair and equitable.

#### Individual Program Plans (IPP's):

Individual Program Plans (IPPs) may be written by CL teachers should a student require additional support. IPP goals will be focused on skills that can be achieved and monitored in an online learning setting.

## PROGRAM ENROLLMENT CHANGES

### Re-entry dates

#### September Return:

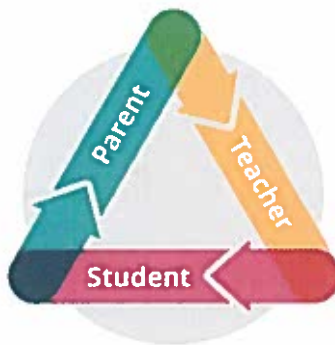
Families may choose to have their child return to regular in-class instruction before September 30th. To change the programming to in-class instruction, parents must notify the Principal of the Continuity of Learning Program of this decision no later than **15 September 2020**.

#### January Return:

CL families may choose to have their child return to regular in-class instruction after the Christmas Break. Their first day of in-class instruction would be January 4, 2021. Families must notify the Principal of the Continuity of Learning Program on or before **15 November 2020**.



# Continuity of Learning Guidebook High School 2020-21



**Sturgeon  
Public Schools**

Frank Robinson Education Centre  
9820-104 Street, Morinville, AB T8R 1L8

**P:** 780.939.4341  
**F:** 780.939.5520

**TF:** 1.888.459.4062  
**E:** [frec@sturgeon.ab.ca](mailto:frec@sturgeon.ab.ca)



## CONTINUITY OF LEARNING

At Sturgeon Public Schools we are dedicated to providing instruction to support the skills your child needs in order to be successful. The Government of Alberta has announced that in-person classes will resume on 01 September 2020. With COVID-19 still active in our world, many families have chosen the option of keeping their children at home, with Sturgeon Public School's Continuity of Learning Program (CL) to support a high- quality education.

Continuity of Learning for High School is a structured learning environment where students engage with their teacher(s) to learn the subject curriculum through an online medium. Although your child will be working from home, they will be able to build relationships with their teacher(s) and grade-level peers. Connections such as these are important for the health and wellbeing of children, especially during COVID-19.

**The Continuity of Learning Program (CL) for High School Students will begin once all students are scheduled in their courses no later than September 8<sup>th</sup>, 2020.**

### **Program Format:**

Students will work as part of a grade-level cohort with assigned online teachers. The format of instruction will include on-line tutorials, on-line meets, and **mainly independent learning**. The day to day schedule may change as the teachers schedule check-in meetings and tutorials with students.

Your child's teachers and classmates may not be from your local school but are members of the Sturgeon Public Schools' family. High school teachers from Sturgeon Composite High School and Redwater School will be delivering the course work and assessments. In addition, we will be utilizing the *In-Reach* programs in each school in conjunction with Alberta Distance Learning courses to assist in delivering CTS, and possibly some core courses where it may be difficult to schedule.

Although your child will be part of the Continuity of Learning Program (CL), it is important for them to maintain ties to their community school, therefore students and their families will continue to receive information from the home school in which they were enrolled.

As online instruction is an extension of Sturgeon Public Schools, we are required to cover the essential outcomes of the Alberta curriculum in each subject area. Teaching will focus on the core subject areas, and CTS courses will mainly be through independent learning situations. We will strive to schedule each student appropriately so that they can attain their diploma requirements.

**Synchronous Learning** – Live online teaching. Your child's teacher will communicate the times during which Synchronous learning will occur. These may vary from week to week as the high school teachers are teaching more than one subject in a given timeslot.

**Asynchronous Learning** - Learning activities that students complete independently. These times are similar to when students complete assignments in class that the teacher has assigned to them. This may include watching videos, working on projects, or other assigned work. **Students in the High School CL must be prepared to work independently.**

## SUPPORT FOR STUDENTS IN CONTINUITY OF LEARNING

Students will take part in online classes and daily learning activities, including both synchronous and asynchronous learning. Students need to be available to connect with their teacher every day, during regular school hours. They will also be expected to complete asynchronous learning activities during times they are not engaged with the teacher.

To support learning:

- Online courses will be delivered using Google Meet and Google Classroom, and ADLC platforms.
- Teachers will provide engaging, curriculum-based lessons that require students to actively participate.
- Teachers will assess assignments and progress to support students and determine a final grade.
- CL will follow the Division's [School Year Calendar](#). Support for learning from our teaching staff will occur between 8:40 am and 3:25 pm on school days. Communication with teachers outside these hours will receive a response during the school day. Please note that some of our teachers are teaching other classes both within the CL program and in-school.
- Teaching will follow the provincial [Program of Studies](#). This outlines the learning outcomes—statements about knowledge or skills that Alberta Education requires all students to learn and demonstrate.

### Parent/Student Responsibility:

- Regular attendance is key to a positive learning experience and successful learning outcomes whether the instruction is online or in-class. Daily attendance and work completion is necessary.
- The CL program will follow Sturgeon Public Schools Policies and Procedures. Student Attendance will be guided by Policy 900 - [Student Conduct and Discipline](#) and Admin Procedure AP905 - [Student Attendance at School](#).
- All assignments must be completed to the best of the student's ability and submitted by the due date.
  - If your child is experiencing difficulty with understanding concepts, please reach out to their teacher in a timely manner.
- Parents/guardians **must** provide adequate supervision of their child. The teacher is not responsible for supervising students during the school day.
  - Parents must be careful to avoid completing the work for their child/children. Children should be allowed the opportunity to go through the process of learning a concept, which may involve some struggle to master concepts.

## WHAT CONTINUITY OF LEARNING WILL LOOK LIKE for High School

### Grades 10-12 (Division IV)

- Students will be required to be in contact with their teacher during the times set by the teacher. These may include online lessons, check-ins, and whole cohort discussions, and may be daily, or if the course is scheduled on a Day A or Day B as referred to at SCHS, or Day 1 or Day 2 as referred to at Redwater School.
- The student's schedule will coincide as much as possible with the courses that they had intended to take each semester when they registered for regular in-class instruction. This is to allow for re-entry for the second semester should that be chosen. Keep in mind, we may have to adjust this in order to schedule each student.
- High school students should be prepared to work on their subject material for a minimum of 4 hours per day. The sample schedule shows a full school day, however this can be flexible in an online environment.

#### Sample Schedule:

<u>Block 1 8:30 am- 9:56am</u>	<u>Block 2 9:56- 11:22am</u>	<u>Lunch</u>	<u>Block 3 11:57- 1:23pm</u>	<u>Block 4 1:23 - 2:49pm</u>
<u>Social 10-2</u>	<u>Calm/PE</u>		<u>Option</u>	<u>Science 14</u>

#### **Assessment:**

Throughout the school year, students will be assessed on the outcomes from the Program of Studies. Teachers will be using both formative and summative assessments to measure the student's understanding of concepts. Teachers will share assessment procedures with students and parents to ensure opportunities to demonstrate learning is fair and equitable.

#### **Individual Program Plans (IPP's):**

Individual Program Plans (IPPs) may be written by CL teachers should a student require additional support. IPP goals will be focused on skills that can be achieved and monitored in an online learning setting.

## PROGRAM ENROLLMENT CHANGES

### **Re-entry dates**

#### January Return:

High School CL families may choose to have their child return to regular in-class instruction for the second semester. Their first day of in-class instruction would be February 1, 2021. Families must notify the Principal of their respective schools on or before **1 December 2020**.



# Home Education Programming 2020/2021

2020/2021

## Rationale

This year, more than ever, parents are carefully considering their options and seeking the best education program for their children and families. Sturgeon Public Schools is offering both parent directed and blended programming to ensure the greatest flexibility for families.

Blended programming will be staffed with SPS teachers working primarily out of the Learning Centers. This ensures we retain the maximum number of current staff the Homeschool funding will allow. This model will be sustainable beyond 2020/2021 depending on enrollment.

## Parent Directed Homeschooling

A Home School facilitator will work with parents and approve the parent plan for achieving Alberta Education outcomes. Parents are fully responsible for teaching and assessing outcomes.

## Shared Responsibility or Blended Programming

A Home School facilitator will meet with families and determine how many core courses will be teacher-led and how many will be under the direction of parents. To qualify for shared responsibility, SPS must program for a minimum of 50% of the program. After the intake meeting, SPS teachers will be responsible for connecting with families and actively guiding students through the curriculum. Teachers will work with the families online, in print or a combination of two .





# Homeschooling FAQ

2020/2021

## Frequently Asked Questions

When entering a Home Education Program with Sturgeon Public Schools it is important to connect directly with our intake staff to become familiar with the process and to efficiently answer questions you may have for your children. Here are a few common general questions we answer frequently.

1. Does Sturgeon Public support parents choosing to unschool under the parent led option?

*Unschooling can be a fantastic experience for children and families. However, the Home Education Regulation 89/2019 for Alberta outlines that a home education program will enable a child to meet the outcomes within the Alberta Programs of Study. In our experience, this is best accomplished through parents and teachers creating a learning plan to address specific outcomes during the year. There is great flexibility in how a family would choose to address those outcomes.*

2. Are facilitators able to access ADLC courses for students in the parent led option?

*For the 2020/2021 school year, parents wishing to enroll in Blended programs will be able to access teacher led instruction through Sturgeon Public Schools. All teachers in Alberta have access to the full course ware from ADLC and teachers may choose to use that material during instruction if it is best suited for the child's needs.*

3. Will facilitators help create/adjust the learning plan when starting out or does it need to be submitted with the notification form?

*A facilitator will meet with each family to discuss and support the creation of a learning plan. This process works well if the family reads through the learning template and has ideas on how they would like to achieve their child's success.*

4. Do parents need to use the learning plan template from the division or can they use their own format?

*It is strongly recommended that parents use the provided learning plan template. However, when meeting with a homeschool facilitator, a parent may propose a different format. This alternative format will still need to provide the relevant information included in the template.*





5. Does Sturgeon Public have a reimbursement schedule or can receipts be submitted at any time?

*Our Handbook provides greater detail, but in general we ask that receipts be submitted in batches no smaller than \$100.*

6. Is it preferred that receipts be collected and submitted all at once?

*It is encouraged that receipts be collected and submitted in larger batches. However, it is also important not to wait until the end of the program to submit receipts.*

7. Can items for more than one child be on the same receipt as long as it is noted on each child's reimbursement form?

*Items for more than one child may exist on the same receipt. We do ask that that child's initials are indicated on the receipt and the appropriate expense is noted and accounted for on each child's reimbursement form.*

8. Are there any additional curriculum/resource supports offered through the division such as learning materials/access to learning websites/purchasing discounts/purchase orders?

*Once registered with Sturgeon Public Schools, families have access to purchasing technology at a group discount rate. Students involved in Blended programs would also have access to literacy and numeracy online software. At this time SPS does not facilitate the purchase of learning materials for Home Education families.*

9. Will the blended/shared responsibility option be 50/50, 2 core courses?

*Blended programming is built for the success of each child and family individually. For the 2020/2021 school year it is recommended that children in blended learning enroll for teacher directed instruction in Language Arts and Mathematics. The minimum requirement for a grade 1 to 9 Blended program is 50% teacher led instruction. Course enrolment may be discussed during an intake meeting with a facilitator.*





10. Will there be a choice in courses?

*The minimum requirement for a grade 1 to 9 Blended program is 50% teacher led instruction. Course enrolment may be discussed during an intake meeting with a facilitator.*

11. Will the format be synchronous or asynchronous?

*Home Education with Sturgeon Public Schools is an asynchronous program. Teachers and facilitators in the Blended Program will have posted contact information and availability.*

12. Will it have a schedule to follow or allow students to work at their own pace/work ahead?

*Home Education offers families the greatest flexibility in meeting their child's education needs. In the Parent directed program, parents have the ability to create and adjust schedules as needed. At three points during the year, families will meet with a facilitator to discuss progress and create plans if goals are not being met. In Blended programming, students and families will still have great flexibility, but teachers will remain connected and work closely with families to provide ongoing support.*

13. Will it be online or paper based?

*Programming can be provided in either online or paper format. With paper format there may be additional resource costs. For grades 5 and above it is recommended that online programming be discussed with a facilitator.*

14. Will learning materials/textbooks/etc be provided for the teacher led portion?

*For courses that are teacher led, textbooks and access to certain software licences will be provided as required for the course. There may be additional costs if a consumable workbook is required for the course. These costs will be discussed during enrollment with the facilitator.*





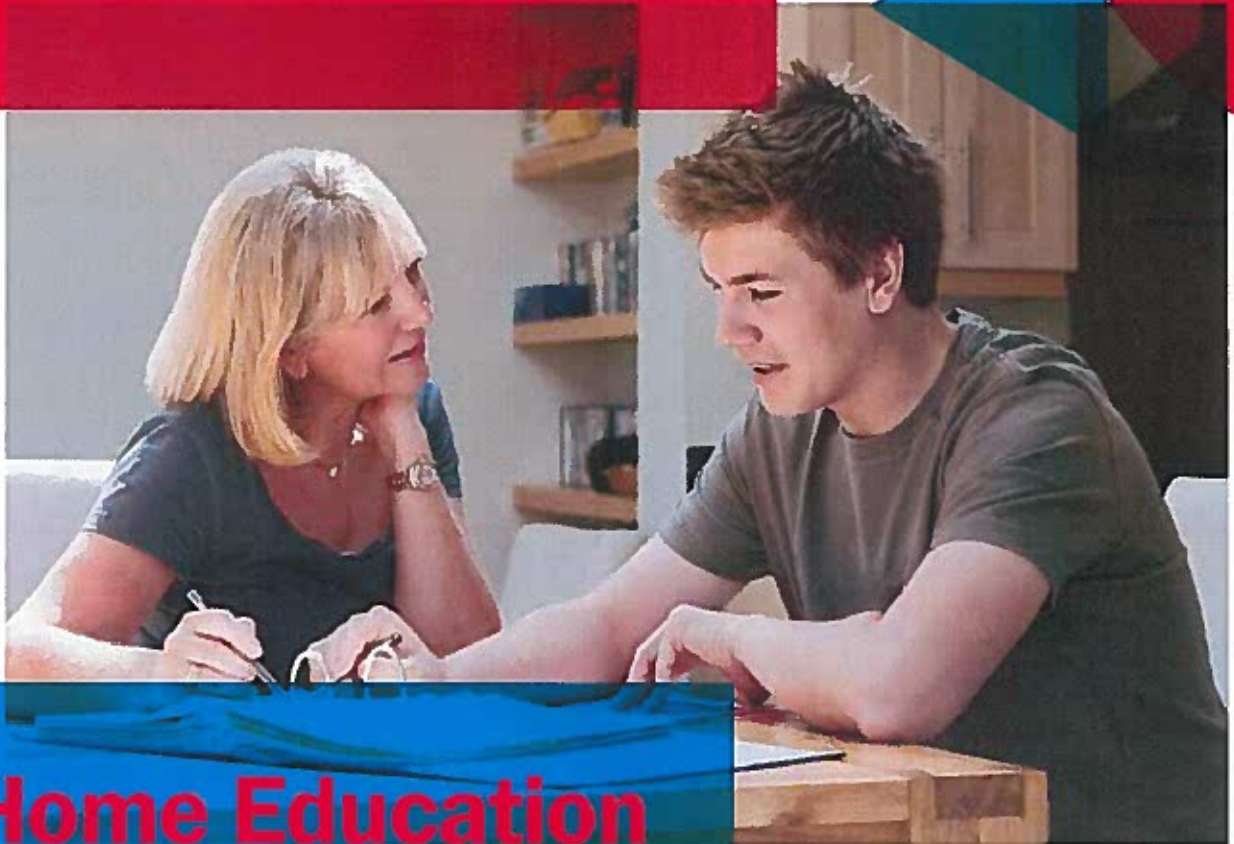
## SPS Home Education Handbook

Parents are encouraged to download and review our Handbook for further information.

Link: [SPS Home Education Handbook 2020/2021](#)







# Home Education Handbook



**Sturgeon  
Public Schools**

Frank Robinson Education Centre  
9820-104 Street, Morinville, AB T8R 1L8

P: 780.939.4341  
F: 780.939.5520

TF: 1.888.459.4062  
E: [frec@sturgeon.ab.ca](mailto:frec@sturgeon.ab.ca)

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# Welcome to Parent Directed Home Education

Sturgeon Public Schools would like to welcome you to our Parent Directed Home Education program.

## Mission

Sturgeon Public Schools Home Education is a partnership of students, parents, and teachers dedicated to student learning, the achievement of educational goals, and the realization of personal challenges.

## Vision

Our vision is to enable students to build a personalized educational program to match the uniqueness of their learning needs, their environment, and their interests. The Sturgeon Public Schools Home Education Program is dedicated to the success of student learning.

## Mandate

For students within our jurisdiction, it is our mandate to provide efficient and effective access to home-based education alternatives that provide opportunity for student success.

Our program recognizes the primacy of the parent as an educator. We believe that parents possess a natural ability and the desire necessary to provide their child with an education. The child's success is directly proportional to the motivation of the student and the commitment by the parents.

## 1. Program Choice

We trust in the primacy of parents as educators of their children. We are committed to supporting and enriching the unique learning journey of each student within our program. We offer flexibility in programming. Through collaboration with the family, our programs can be tailored to meet the unique learning needs of our students.

<i>Parent Directed Home Education</i>	Traditional home education. Parents are responsible for student learning: curriculum selection, planning, teaching, and assessing student progress.
<i>Blended Delivery</i>	Home Education and Community School attendance A partnership blending Parent-Directed subjects and Teacher-Directed subjects.

## Parent-Directed Program

The Parent Directed Program in Sturgeon Public Schools is designed for parents who wish to be primarily responsible for offering an education program to their child. The parents are responsible

for developing, administering, managing and evaluating the progress of the student, and maintaining a record of those studies for their children. In the Parent Directed Program, a Home Education Facilitator provides support to parents and monitors a child's progress throughout the school year.

## Roles and Responsibilities

### Home Education Instructor

Parents are responsible for student learning. As such, they must ensure that the child's educational program is consistent with the learning plan and the student learning outcomes listed in the Education Act Home Education Regulation 89/2019 or the Alberta Program of Studies. Evaluation of the child's progress is done a minimum of twice a year where the Home Education Facilitator evaluates the student and reviews the student portfolio.

Parents responsibilities are as follows:

- Develop an education program that meets the Home Education Regulation requirements and aligns with the SPS Learning Plan.
- Actively evaluate child's progress: maintain a portfolio of child's work and keep records of formal evaluations. Provide upon request.
- Submit a mid and year end written summary of the child's progress toward the learning outcomes identified in the learning plan.
- Attend review meetings with Home Education Facilitator twice yearly to evaluate student progress. Child should be available for these meetings.

### SPS Home Education Facilitator

The Home Education Facilitator is a certified Alberta teacher whose role is to facilitate student learning by providing guidance and assistance to the parent.

Facilitator responsibilities are as follows:

- Make recommendations to the parents on matters that will assist the student in attaining a higher level of achievement.
- Advise parents on progress of the student based on evaluations of student progress and review of portfolio.
- Collaborate with parents on maintaining records of student progress for future reference.
- Provide information about available resources (digital resources, websites, applications, equipment) and services (school pictures, school events, field trips).

## Blended Program

The Blended Program offered by Sturgeon Public Schools is a blend of the Parent-Directed program and the child's designated Sturgeon Public school. The instruction, direction, evaluation, and responsibility of a child's program of studies are shared between parent and school. Requests for a blended program are addressed on an individual basis when designing the educational learning plan for the child. The roles and responsibilities, materials and methods of evaluating progress are dependent upon the blended program chosen.

## 2. Registration

Registration with Sturgeon Public Schools Home Education program is detailed below:

1. Parent completes Home Education Regulation A.R.145/2006 Notification Form and the SPS Student Registration Form.
2. Parent contacts Frank Robinson Education Centre (780) 939-4341 to arrange an intake appointment with the Home Education Facilitator for parent and child.
3. Parent and child meet with Facilitator to discuss the learning plan.
4. Complete other forms as necessary.
5. Submit completed Learning Plan to Home Education Facilitator by September 30<sup>th</sup>.

## 3. Program Funding & Fees

### Funding Schedule

Students registered on or before September 30<sup>th</sup> are eligible to receive supplemental funding (Home Education Regulation 89/2019) for the purchase of resources and services to support the delivery of the home education plan.

#### Parent Directed Home Education

2020-2021 Funds available	\$850.00
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#### Blended Programming

2020-2021 Funds available	Funding is based on the percentage of courses that will be accessed through Parent Directed Home Education
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## Standards for Reimbursement

This supplemental funding is in addition to other resources available at Sturgeon Public Schools and will allow parents to access resources, services, facilities, and supplies not directed provided. Expenses submitted for reimbursement should cover a variety of outcomes based on the learning plan developed. Expenses for the following resources are typically reimbursed up to the maximum allocation for expenses incurred during the current school year:

- Instructional print materials
- Instructional software and/or digital resources
- Instructional videos
- Art supplies
- Basic Physical Education supplies
- Consumable materials (workbooks, writing supplies)
- Technology
- Registration fees for student in educational programs (group lessons for music, drama, swimming, dance)
- Entrance to educational facilities (eg. Provincial museum) for the student
- Admission fees for fine art presentations (eg. Theatre, art gallery) for the student

Reimbursements will not be made as a form of personal remuneration, to pay travel costs, food or other expenses usually required to be paid by a parent/guardian. Consult the [Standards for Home Education Reimbursement](#) for further clarification of the goods or services that are eligible to be claimed.

As per [Home Education Regulation 89/2019](#), Sturgeon Public Schools may request that materials, and equipment/technology purchased by the parent with Home Education program funding be returned to the school. This request can be made within one year of the student completing the course.

## Steps for Reimbursement

Parents are responsible for educational costs and may submit receipts between October 1<sup>st</sup> and May 15<sup>th</sup> for reimbursement for the current school year. Please note access to funding support is only provided after the Learning Plan is submitted.

1. Purchase materials and related educational services.
2. Complete and sign a Reimbursement Request Form. A separate form should be filled out for each child.
3. Attach **original receipts**.

- If you require your original receipt for warranty purposes, please note this on the Reimbursement Request Form. It will be returned to you after your reimbursement has been processed.
  - Loose receipts must be taped to letter size paper (8 ½ x 11”, singled sided) with all information clearly visible.
  - Where possible, submit receipts in batches of at least \$100.
  - If you have made a purchase outside of Canada, attach a copy of your credit card statement that shows the exchange rate at the time of purchase.
4. Submit Reimbursement Request to the Home Education Administrative Assistant during office hours.
  5. All submissions will be reviewed for approval by the Director, Curriculum & Instruction.
  6. Once approved, the reimbursement form will be submitted to the Finance Department. Processing of funding will be done as quickly as possible but may vary from 2 to 4 weeks from the date of submission.

If an item being claimed is not listed in your learning plan as a resource, please add it and send the revised learning plan to the Home Education Facilitator prior to submitting your claim.

## 4. Additional Information

### Provincial Achievement Tests

Students in grades 3, 6, and 9 enrolled in Parent-Directed Home Education have the opportunity to write Provincial Achievement Tests. We encourage parents to consider their child’s participation as they can be excellent check points or measures in a child’s education. Participation must be communicated to the Home Education Facilitator by February 10<sup>th</sup>. A written and signed request is required to excuse a child from the examinations.

### Senior High School

Sturgeon Public Schools offers individualized and flexible programming for high school students through our learning centres:

#### Morinville Learning Centre

Located in:  
Frank Robinson Education Centre  
9820-104 Street  
Morinville, AB T8R 1L8

(780) 939-4033

#### Sturgeon Learning Centre

Located in:  
Gibbons School  
4908-51 Ave  
Gibbons, AB T0A 1N0

(780) 923-2443

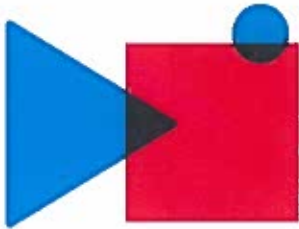
Principal:  
Warren Moody

Principal:  
Warren Moody

## 5. Contact

Morinville Learning Centre	(780) 939-4033
Frank Robinson Education Centre (Division Office)	(780) 939-4341
Director, Curriculum & Instruction	(780) 939-4341 ext. 1276
Home Education Facilitator	<a href="mailto:Homeeducation@sturgeon.ab.ca">Homeeducation@sturgeon.ab.ca</a>





**B O A R D**  
MEMORANDUM

Date: September 9, 2020  
To: Board of Trustees  
From: Mary Lynne R. Campbell, Superintendent/CEO  
Originator(s): Shawna Walter, Associate Superintendent, Education Services  
Subject: Curricular and Extra-Curricular Field Trips - 2020/2021

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**Background:**

In responding to the COVID-19 pandemic in the spring, all Curricular and Extra-Curricular field trips were cancelled for the remainder of the 2019/2020 school year.

Sturgeon Public Schools is working with Alberta Education and Alberta Health and education partners, including the Alberta School Athletics Association, to explore possibilities for athletic activities and events within the context of current health measures. SPS extra-curricular athletics and fine arts performances are suspended until further notice.

**Field Trips**

Guidance from AHS states that field trips and activities requiring group transportation should not be scheduled. As such, field trips should be restricted to locations within walking distance of the school. All field trips beyond a reasonable walking distance are cancelled and should not be planned (e.g. international, out-of-province, out-of-community, across town trips).

Administration is pleased to respond to questions.

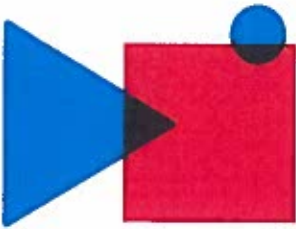
**Recommendation:**

That the report is received as information.

Sincerely,

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





**BOARD**  
MEMORANDUM

**Date:** September 9, 2020  
**To:** Board of Trustees  
**From:** Mary Lynne R. Campbell, Superintendent/CEO  
**Originator(s):** Dr. Charmaine Brooks, Associate Superintendent, Corporate Services  
**Subject:** Omnibus Motion for Board Policies

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**Background:**

The Policies listed below have been updated to reflect amended Administrative Procedures, the Division's new brand, as well as changes arising from the *Education Act* and Provincial Regulations.

Administration is pleased to respond to questions.

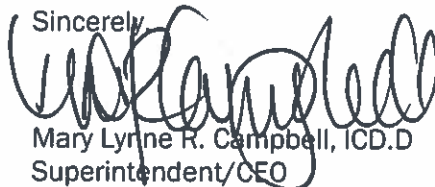
**Recommendation:**

Administration respectfully recommends the following Omnibus Motion to be forward to the Public Board Meeting:

The following Board Policies be approved as presented:

- Policy 130 - Public Interest Disclosure
- Policy 200 - Attendance Areas
- Policy 300 - School Based Decision Making
- Policy 310 - Non-Resident Students
- Policy 320 - Inclement Weather
- Policy 400 - Financial Accountability and Audit
- Policy 405 - Budget Development and Transparency
- Policy 420 - Income Tax Deduction Receipts for Donation
- Policy 425 - Revenue from Property Tax Sources

Sincerely,



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

Attachments



## Public Interest Disclosure (Whistleblower Protection)

EFFECTIVE: March 27, 2019

REVISED:

REVIEW: 2020-2021

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### 1.0 POLICY

The Board is committed to promoting ethical and accountable conduct and recognizes the importance of working to deter and detect wrongdoing within the operations of Sturgeon Public School Division and advancing public confidence in the administration of its affairs.

The Board is committed to maintaining a positive and supportive environment whereby employees can disclose potential wrongdoing, or seek advice about disclosing a potential wrongdoing, without fear of reprisal.

### 2.0 DEFINITIONS

2.1 Wrongdoing – A wrongdoing is defined as one of the following, within or relating to the Board or its employees:

2.1.1 A contravention of a federal or provincial act or regulation.

2.1.2 An action or omission that creates:

2.1.2.1 a substantial and specific danger to the life, health or safety of individuals other than a danger that is inherent in the performance of the duties or functions of an employee;

2.1.2.2 a substantial and specific danger to the environment;

2.1.3 Gross mismanagement of public funds or a public asset, and

2.1.4 Knowingly directing or counselling an individual to commit a wrongdoing mentioned above.

2.2 Reprisal – A reprisal is an adverse employment action including: dismissal, layoff, suspension, demotion, transfer, discontinuation or elimination of a job, change of job location, reduction in wages, changes to hours of work, reprimand, or any measure that adversely affects the employee's employment or working conditions, including threats to do any of the aforementioned actions.

2.3 Good Faith – An employee who submits a disclosure of wrongdoing or complaint of reprisal must act in good faith. Good faith describes being honest of purpose, faithful

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References: Policy 120 – Harassment Policy  
Public Interest Disclosure Act 2018  
Freedom of Information and Privacy Act, 2018



## Public Interest Disclosure (Whistleblower Protection)

EFFECTIVE: March 27, 2019

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to one's duty or obligation, and an honest intention to abstain from taking advantage of another.

### 3.0 GUIDELINES

- 3.1 The Division has a responsibility to detect wrongdoing in order to positively impact the reputation, effectiveness, and finances of the Division, and enhance the working environment for all employees.
- 3.2 The Division shall provide clear guidance for the safe disclosure of any wrongdoing and to protect employees against retaliatory action for complaints made in good faith.
- 3.3 The Division shall provide a process for managing, investigating, and making recommendations respecting disclosures of wrongdoings and reprisals consistent with the Public Interest Disclosure (Whistleblower) Act (PIDA).
- 3.4 The Chief Education Officer (CEO) is the Superintendent of the Board and responsible for the administration and reporting required under PIDA. The Associate Superintendent, People Services is the "Designated Officer" to manage and investigate disclosures under PIDA.

### 3.5 Confidentiality

- 3.5.1 Maintaining confidentiality is critical to the success of the process. Accordingly, the risk of confidentiality will be strictly managed from the outset of a disclosure being received through to the end of the investigation and report release.
- 3.5.2 Employees must not share information or evidence regarding disclosures or wrongdoing with fellow employees who do not have a need to know such information and who are not authorized to address disclosures.
- 3.5.3 The Designated Officer will enhance confidentiality, by sharing information with as few people as are required to handle disclosures. Confidentiality is also subject to the provisions of the Freedom of Information and Protection of Privacy Act.
- 3.5.4 All participants in an investigation shall keep confidential:

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References: Policy 120 - Harassment Policy  
Public Interest Disclosure Act 2018  
Freedom of Information and Privacy Act, 2018

## Public Interest Disclosure (Whistleblower Protection)

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- 3.5.4.1 The identity of individuals involved in the disclosure process.
- 3.5.4.2 The identity of individuals alleged to have committed the wrongdoings.
- 3.5.4.3 The identity of witnesses.
- 3.6 An employee who reasonably believes that he or she has information that could show that a wrongdoing has been committed or is about to be committed, or who has been asked to commit a wrongdoing, has a duty to make a disclosure to the Designated Officer.
- 3.7 An employee who knowingly makes deliberately false and/or malicious allegations of wrongdoing may be subject to disciplinary action up to and including termination of employment.
- 3.8 At the time an employee makes a disclosure to the Designated Officer, the employee may also make the disclosure to the Commissioner and advise the Commissioner that the disclosure has been made to the employee's Designated Officer. Further information on contacting the Commissioner can be obtained by visiting the Commissioners website at [www.yourvoiceprotected.ca](http://www.yourvoiceprotected.ca).
- 3.9 An employee may only disclose directly to the Commissioner and circumvent their CEO and/or the Designated Officer if:
  - 3.9.1 The employee has made a disclosure in accordance with the expectations of this Policy and an investigation has not been completed in accordance with these procedures;
  - 3.9.2 The employee has made a disclosure in accordance with the expectations of the disclosure requirements of this Policy and the matter has not been resolved within the timelines established within these procedures;
  - 3.9.3 The employee has made a disclosure to the Designated Officer, but is unable to complete the disclosure requirements because of a reprisal directed towards the employee, or reasonably believes a reprisal is likely to be taken or directed towards them should the disclosure be made in accordance with these requirements;

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References: Policy 120 - Harassment Policy  
Public Interest Disclosure Act 2018  
Freedom of Information and Privacy Act, 2018



## Public Interest Disclosure (Whistleblower Protection)

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- 3.9.4 The employee reasonably believes that a matter constitutes an imminent risk of a substantial and specific danger to the life, health or safety of individuals, or to the environment, such that there is insufficient time to make a disclosure to the Designated Officer, the Employee may make a complaint directly to the Commissioner. The employee must also disclose the wrongdoing to the Designated Officer as soon as practicable thereafter;
- 3.9.5 The employee has made a disclosure in accordance with this Policy, the investigation has been completed, a final decision has been issued in respect of the disclosure and the employee is dissatisfied with the decision, and/or
- 3.9.6 the subject matter of the disclosure involves the CEO or Designated Officer.
- 3.10 In the event that disclosure to the Designated Officer is not appropriate due to a conflict of interest with respect to the nature of the disclosure or the person involved, the Designated Officer shall refer the matter to the CEO.
- 3.11 In the event of a disclosure to the Designated Officer concerning the conduct of the CEO, or concerning which the CEO has a conflict of interest, the Designated Officer shall:
- 3.11.1 Advise the Board Chair of the nature of the disclosure, whereupon the Board may authorize an investigation into the disclosure, and
- 3.11.2 Advise the Commissioner of the disclosure and its referral to the Board and seek advice from the Commissioner concerning whether the disclosure should be referred to the Commissioner.
- 3.12 If the Designated Officer reasonably believes that the matter to which the disclosure relates constitutes an imminent risk of a substantial or specific danger to the life, health, or safety of individuals, or to the environment, the Designated Officer shall as soon as reasonably practicable refer the disclosure to the Commissioner.
- 3.13 Notwithstanding whether a disclosure is referred to the Commissioner, where the Designated Officer is aware of:
- 3.13.1 A disclosure relating to an imminent risk of a substantial or specific danger to the life, health or safety of individuals, or to the environment, or

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References: Policy 120 - Harassment Policy  
Public Interest Disclosure Act 2018  
Freedom of Information and Privacy Act, 2018



## Public Interest Disclosure (Whistleblower Protection)

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- 3.13.2 That the alleged wrongdoing, if true, may threaten the welfare of students, staff, or the safe and caring environment of the school, the Designated Officer shall also ensure that appropriate persons within the Board have sufficient information to abate that risk.
- 3.14 Where at any point following a disclosure, the Designated Officer has reason to believe that the alleged wrongdoing, if true, could potentially give rise to the opinion that the welfare of students is threatened by the presence of a teacher, the Designated Officer shall advise the CEO of the alleged wrongdoing for consideration of a possible administrative suspension.
- 3.15 Anonymous disclosures will be dealt with in accordance with the provisions of this Policy.
- 3.16 Investigations**
- 3.16.1 The Designated Officer may request advice from the Commissioner with respect to the management and investigation of a disclosure.
- 3.17 Upon receiving a disclosure, the Designated Officer shall make a decision whether to investigate.
- 3.18 Where the Designated Officer is of the opinion that the subject matter of a disclosure would be more appropriately dealt with by a department of the Government of Alberta, an office of the Legislature, or another public entity, the Designated Officer shall report the subject matter of the disclosure to the Designated Officer of that other entity.
- 3.19 Should the subject matter of the disclosure be more appropriately dealt with according to another policy or procedure of the Board, another Act, or regulation, or procedures under a collective agreement or employment contract, the Designated Officer may decline to investigate under the parameters of this Policy.
- 3.20 The Designated Officer may utilize both internal personnel and external resources, for the purpose of conducting the investigation.
- 3.21 The Designated Officer, and any person conducting an investigation on their behalf, may interview any person and shall have access to any document of the Board necessary for the investigation.

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References: Policy 120 - Harassment Policy  
Public Interest Disclosure Act 2018  
Freedom of Information and Privacy Act, 2018

## Public Interest Disclosure (Whistleblower Protection)

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- 3.22 The Designated Officer shall ensure all disclosures, and information gathered in the course of investigating disclosures, including the identity of the person making the disclosure, those alleged to have committed the wrongdoing and witnesses, are maintained in confidence and disclosed only:
- 3.22.1 As necessary for this Policy and to conduct the investigation in accordance with the principles of procedural fairness and natural justice;
  - 3.22.2 In accordance with PIDA or any other statute;
  - 3.22.3 If the disclosure of that information is necessary due to an imminent risk of a substantial and specific danger to the life, health or safety of individuals, or to the environment.
- 3.23 Investigations shall be conducted in accordance with the principles of procedural fairness and natural justice.
- 3.24 The Designated Officer may decline to investigate where the disclosure:
- 3.24.1 Is clearly frivolous or vexatious, not been made in good faith, has not been made in a timely enough manner to permit an investigation, or does not deal with a wrongdoing;
  - 3.24.2 Relates to a decision, action or matter that results from a balanced and informed decision-making process on a public policy or operational issue; or
  - 3.24.3 Does not provide adequate particulars about the wrongdoing to permit the conduct of a fair and effective investigation.
- 3.25 Where in the course of an investigation, the Designated Officer has reason to believe that an offense has been committed under an Act or regulation of the Province of Alberta, or under an Act or regulation of the Parliament of Canada, the Designated Officer shall report the potential offense to the appropriate law enforcement authorities.
- 3.26 If more than one disclosure of wrongdoing is received by the Designated Officer in respect to the same matter, a single investigation may be conducted into the wrongdoing.

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References: Policy 120 - Harassment Policy  
Public Interest Disclosure Act 2018  
Freedom of Information and Privacy Act, 2018





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3.27 Where, in the course of an investigation, the Designated Officer has reason to believe that another wrongdoing has been committed or may be committed; the Designated Officer shall investigate that other potential wrongdoing as if a disclosure had been made.

3.28 The Designated Officer is not required to investigate a disclosure or, if an investigation has been initiated, may discontinue the investigation if more than 2 years have passed since the date that the wrongdoing was discovered.

### 3.29 Timelines

3.29.1 The Designated Officer shall acknowledge receipt of the disclosure or complaint of reprisal to the employee making the disclosure or complaint within five (5) business days from receipt of the disclosure or complaint. An employee who submitted a disclosure of wrongdoing or complaint of reprisal shall be advised, no more than 10 business days from the date on which the disclosure of wrongdoing or complaint of reprisal is received, whether an investigation will be undertaken.

3.29.2 The investigation must be concluded and the investigation report provided to the CEO not more than 110 business days from the date on which the disclosure of wrongdoing or complaint of reprisal was received.

3.29.3 These timelines may be extended by the CEO provided that the total extensions granted do not exceed the overall time period for investigation and provision of the investigation report by more than 30 business days, or for a longer period of time if permitted by the Commissioner.

### 3.30 Reporting

3.30.1 The Designated Officer shall provide a written investigation report to the CEO detailing whether the disclosure was substantiated and provide recommendations on corrective action.

3.30.2 Where the Designated Officer is considering a recommendation to the CEO that the Superintendent exercise authority delegated to him or her by the Board to suspend or terminate a teacher or administrative designation under

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References: Policy 120 - Harassment Policy  
Public Interest Disclosure Act 2018  
Freedom of Information and Privacy Act, 2018

## Public Interest Disclosure (Whistleblower Protection)

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the ~~School~~Education Act, the Designated Officer shall consult with legal counsel concerning the necessary process.

3.30.3 The CEO shall consider the recommendations in the investigation report, and shall be responsible for determining what action, if any, including disciplinary action, shall be taken. The CEO shall follow up with the employees responsible to ensure those actions are taken.

3.30.4 The person making the complaint shall be advised when the investigation is completed, the recommendations made in the written investigation report, and the CEO's actions resulting from the written investigation report.

### 3.31 Annual Reporting

The Designating Officer will prepare an annual report on all disclosures that have been made under PIDA. This annual report will include the following information:

3.31.1 The number of disclosures received by the Designated Officer;

3.31.2 The number of disclosures acted on;

3.31.3 The number of disclosures not acted on by the Designated Officer;

3.31.4 The number of disclosures commenced by the Designated Officer as a result of disclosures, and

3.31.5 In the case of an investigation that results in a finding of wrongdoing, a description of the wrongdoing, and any recommendations made or corrective measures taken in relation to the wrongdoing or the reasons why no corrective measure was taken.

### 3.32 Communication

Principals/supervisors shall ensure this Policy is reviewed with all employees and made accessible to them prior to the start of each school year.

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References: Policy 120 - Harassment Policy  
Public Interest Disclosure Act 2018  
Freedom of Information and Privacy Act, 2018

## Attendance Areas

EFFECTIVE: March 27, 2019

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### 1.0 POLICY

Resident students and students enrolled under an Education Services Agreement are designated to attend schools in attendance areas as established by the Board.

### 2.0 GUIDELINES

- 2.1 The Superintendent is responsible for assuring that this Policy is administered according to the requirements of the Education Act~~School Act~~.
- 2.2 While resident students and students enrolled under an Education Services Agreement are designated to attend schools in attendance areas established by the Board, educational or programming needs of students or student/parent preferences may warrant consideration of allowing attendance at a school other than the designated school.
- 2.3 Resident students may register in schools other than their designated school providing there are sufficient resources and facilities available to accommodate the student. Resident students may register in pPrograms of eChoice (e.g. Logos, French Immersion) at Division schools.
- 2.4 When a student attends a school outside a designated attendance area, transportation may become the parent(s)/ guardian('s)/ independent student's responsibility.
- 2.5 A student may be directed by the Associate~~Deputy~~ Superintendent, Education Services or designate, to attend a school out of the student's designated attendance area.
- 2.6 Non-resident admission is dealt with in Policy 310 – Non-Resident Students.

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References: Policy: 245 – Appeals  
Policy 245 – Appeals  
Policy 310 – Non-Resident Students  
Alberta Education Funding Manual for School Authorities  
Education~~School~~ Act: Sections 13(21), 84(1)(8), 137(1), 4411(1), 4513(1), 49, 62, 273



## School Based Decision Making

EFFECTIVE: March 27, 2019

REVISED:

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### 1.0 POLICY

Governance and oversight of schools within Sturgeon Public Schools Division No. 24 is the responsibility of the Board of Trustees.

The School Board, through policy, sets the vision, establishes the parameters for division operations and approves the budget.

Within this context, the Board of Trustees supports a centrally coordinated approach to school-based decision-making.

The Board believes that, at all times, school-based decision-making must focus on maintaining high standards for teaching and learning.

Schools and all services are given full responsibility and accountability for results within the parameters and guidelines established by Board Policies, Admin Procedures Practices, and division planning documents and, through the Superintendent/CEO, are held accountable for their results.

The Board supports school councils, school-based staff, parents, students and/or community members participating in school-based decision-making.

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References: Admin Practice(s): Administration 3 – Developing Administrative Practices  
Curriculum & Resources 1 – Resources  
Governance 1 – School Based Decision Making  
Administrative Procedures: AP205 – Developing Administrative Procedures  
AP210 – School Based Decision Making

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## Non-Resident Students

EFFECTIVE: March 27, 2019

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### 1.0 POLICY

The Board believes that the Sturgeon Public sSchools' system was established to provide an education for students who are residents of this system (as defined by the EducationSchool Act) but recognizes that the need may arise to accommodate non-resident students.

### 2.0 DEFINITIONS

"Room in the school" will be determined by the number of students in a class and composition of the class.

### 3.0 GUIDELINES

3.1 The Superintendent/CEO is responsible for the administration of this Policy.

3.2 The Principal shall be responsible for the decision to accept non-resident students, subject to the following guidelines.

3.3 The Board authorizes the registration of students who do not reside in this system, hereinafter called non-resident students, to attend regular programs in Division schools if:

3.3.1 there is room in the school;

3.3.2 there are appropriate programs and resources available;

3.3.3 where appropriate funding is not available, arrangements are made for the payment of any student tuition fees;

3.3.4 and students who are not residents of Alberta produce a valid student Canadian visa or documentation showing them to be residents of Canada.

3.4 Registration of non-resident students shall be reviewed on an annual (school year) basis.

3.5 The Board will maintain a schedule of non-funded student tuition fees. The Superintendent/CEO will establish the tuition fees applicable. This fee will be reviewed on an annual basis.

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References: School Act: Section 44  
Education Act: Sections 4(1)(8)



## Non-Resident Students

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- 3.6 Registration of non-resident students will not be confirmed until the first full instructional day of the school year.
- 3.7 Prior to acceptance of a foreign student, the school Principal must ensure that the student's parent/guardian submits a cheque or confirms an electronic transfer of funds to the Division for the full amount of the foreign student tuition fees and all other applicable fees. If a foreign student parent/guardian is unable to meet these requirements the school Principal is not to accept the foreign student's registration.

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References: [School Act: Section 44](#)  
[Education Act: Sections 4\(1\)\(8\)](#)



## Inclement Weather

EFFECTIVE: March 27, 2019

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### 1. POLICY

The Board believes that the responsibility of the safety of school bus passengers during periods of inclement weather or hazardous road conditions is shared by the Board, its staff, school bus operators and by parent guardians. The final decision to send a child to the bus stop or to school rests with the parents/guardians, even though buses and schools may be operational.

School bus service shall be suspended at a temperature of minus forty (40) degrees Celsius, as determined by the Weather Network at Bon Accord, AB., or as articulated in 2.4.1.

Schools shall remain open when school bus services are suspended by the Superintendent/CEO or designate and will receive students who are transported to school by their parents/guardians.

The Principal or designate shall be responsible for determining the need for suspension of recess and/or other student activities as a result of inclement weather. The lowest temperature at which students will be required to go outside shall be -25 Celsius including wind chill and as determined by the Weather Network at Bon Accord, AB.

### 2. GUIDELINES

2.1 This Policy will be shared in school newsletters no later than November first of each school year.

#### 2.2 Schools Remain Open

2.2.1 Regardless of the routes affected by suspension of school bus service, all schools will remain open.

#### 2.3 Communication of Altered Bus Service

##### 2.3.1 Media Notification

A decision by the Superintendent/CEO or designate to suspend school bus service shall be communicated by the Manager of Transportation Coordinator through the following official communication channels:

2.3.1.1 local radio stations (e.g. CFCW, CHED, CBC and CISN);

References: Administrative Procedure: AP575, Exhibit 2: Transportation Rules and Regulations

## Inclement Weather

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2.3.1.2 television stations Global and City TV; and

2.3.1.3 the Division website and social media accounts

### 2.4 Bus Service Altered

2.4.1 Suspended by Superintendent/CEO or ~~Manager of~~ Transportation Coordinator

2.4.1.1 The Superintendent/CEO or designate shall direct a system wide suspension of school bus service in every instance where in their opinion, climatic and/or road conditions constitute a significant hazard to the safety and well-being of school bus passengers. Attempts should be made to contact neighboring school jurisdictions regarding their plans to suspend school bus service.

2.4.1.2 Suspension of school bus services may be limited to a specific region or route of Sturgeon Public Schools Division.

### 2.5 Proper Clothing

2.5.1 Parents shall ensure that their children who are school bus passengers are wearing weather appropriate clothing.

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References: Administrative Procedure: AP575, Exhibit 2: Transportation Rules and Regulations





## Financial Accountability and Audit

EFFECTIVE: March 27, 2019

REVISED:

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### 1.0 POLICY

The Board believes that the independent professional audit of its financial operation is essential for establishing credibility and financial accountability for tax dollars spent on education.

The Board also believes that the audit of individual school financial records is necessary.

The Board shall appoint an auditor for whatever term it determines (not to be less than 3 years).

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References: Admin Practice(s): Financial Management 6 – Financial Accountability and Audit  
Administrative Procedure: AP420 – Financial Accountability and Audit  
School Act: Part 6, Finance, Division 1  
Education Act: Part 6, Division 1, Finance

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## Budget Development and Transparency

EFFECTIVE: March 27, 2019

REVISED:

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### 1.0 POLICY

The Board believes that the annual system budget and the Three Year Educational Plan, together with annual school budgets are key planning documents for the continuous improvement of the quality of education for the Division's students. The Board believes that one of its key responsibilities is the timely review of the financial affairs of the Division.

The Board believes that the creation of reserves through the regular budget process for the purchase, replacement or upgrading of capital assets and for operational needs is a prudent fiscal practice.

The Board believes the reserves will consist of two components, an operating reserve and a capital reserve.

### 2.0 GUIDELINES

- 2.1 The Superintendent/CEO directs the preparation and presentation of the system budget.
- 2.2 The Superintendent/CEO executes the allocation of reserves at the discretion of the Board.
- 2.3 The Associate Superintendent ~~of Business and~~ Corporate Services coordinates the system budget process.
- 2.4 Based on the centrally allocated budget and as approved by the Board, the Principal of each school directs the preparation of the school budget and is responsible for presenting the budget to staff and school council.
- 2.5 The system budget submitted to the Board for approval shall reflect the goals and objectives of the Division and shall include:
  - 2.5.1 Details of estimated enrolments
  - 2.5.2 Details of estimated revenues
  - 2.5.3 Details of estimated expenditures for support functions:
    - 2.5.3.1 ECS - Gr 12 Instruction

References: Education School Act: Sections 139(1)(2), 147, 143, 152, 180, 183, 184, 186, 187

## **Budget Development and Transparency**

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- 2.5.3.2 Plant Operations and Maintenance
- 2.5.3.3 Transportation
- 2.5.3.4 Board Governance and System Administration
- 2.5.3.5 External Services
- 2.5.4 Details on allocations of revenues to schools.
- 2.5.5 Current year's budget data for comparison purposes.
- 2.5.6 Year-end projection of current year's data including projection of ending accumulated surplus/deficit position.
- 2.6 Monthly at the Public Board meeting, the Board shall receive a financial report of budget and year-to-date revenues and expenditures, along with a variance analysis for the previous month.
- 2.7 All Division departments and schools shall have access to monthly reporting of budget and year-to-date expenditures.
- 2.8 Principals shall report quarterly to school councils on their schools' financial information.

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References: Education School Act: Sections 139(1)(2), 147, 143, 152, 180, 183, 184, 186, 187



## Income Tax Deductible Receipts for Donations Received by the Division

EFFECTIVE: March 27, 2019

REVISED:

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### 1.0 POLICY

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.

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References: Admin Practice: FM9 – Income Tax Deductible Receipts  
Administrative Procedure: AP495 – Income Tax Deductible Receipts  
Alberta Personal Income Tax Act, 202018

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## Revenue from Property Tax Sources

EFFECTIVE: March 27, 2019

REVISED:

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### 1.0 POLICY

The Board recognizes that support of education is provided through revenues coming from local education tax and the provincial government.

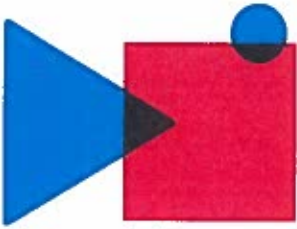
The Board however believes that there may be instances in which the Division and electors may want to raise additional funds beyond those provided by government, for a specific purpose.

A special School Tax Levy shall be raised only through a plebiscite process held every four years in conjunction with the *Local Authorities Election Act*.

The Board must adhere to the Special School Tax Levy Plebiscite Regulation.

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References: ~~School Education Act: Sections 164(1)(76), 172-174, 1769-17981, 190-193~~  
Local Authorities Election Act, 2019  
Special School Tax Levy Plebiscite Regulation



**BOARD**  
MEMORANDUM

**Date:** September 9, 2020  
**To:** Board of Trustees  
**From:** Mary Lynne R. Campbell, Superintendent/CEO  
**Originator(s):** Dr. Charmaine Brooks, Associate Superintendent, Corporate Services  
**Subject:** Preliminary Enrolments

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**Background:**

Preliminary enrolments as of September 4, 2020, will be provided at the September 9, 2020, Committee of the Whole meeting.

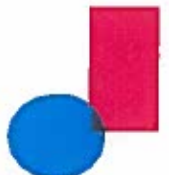
**Recommendation:**

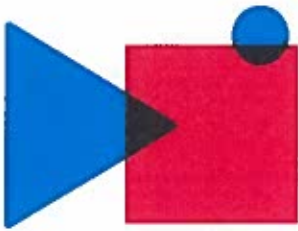
That the report is received as information.

Sincerely,



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





**BOARD**  
MEMORANDUM

**Date:** September 9, 2020  
**To:** Board of Trustees  
**From:** Mary Lynne R. Campbell, Superintendent/CEO  
**Originator(s):** Senior Executive Committee  
**Subject:** Presentation Tracker 2020/2021

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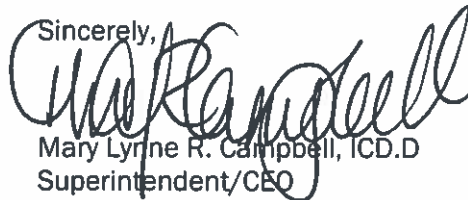
**Background:**

Attached for Trustee information is the DRAFT 2020/2021 Committee of the Whole/  
Public Board Presentation Tracker.

**Recommendation:**

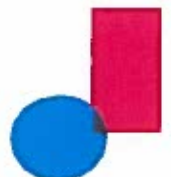
Senior Administration is seeking input from the Board of Trustees for additional  
presentation topics to be placed on the tracker.

Sincerely,



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

Attachment

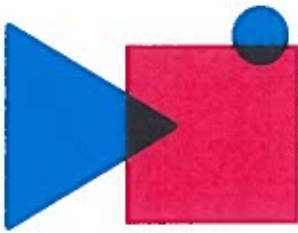


## UNAPPROVED DRAFT

## 2020/2021 CoW/Public Board Presentation Tracker

	Presentation / Report	Key Contact
<b>September</b>		
Committee of the Whole <i>September 9, 2020</i>	SRO Presentation	SRO Officer
Public Board <i>September 23, 2020</i>	Results Report (January Diploma Only)	S. Walter & J. Konrad
<b>October</b>		
Committee of the Whole <i>October 14, 2020</i>	RAP and Work Experience	Chantelle Rufiange
Public Board <i>October 28, 2020</i>	Technology Services	C. Brooks & S. Schick
<b>November</b>		
Committee of the Whole <i>November 11, 2020</i>		
Public Board <i>November 25, 2020</i>	AERR	S. Walter & J. Konrad
<b>December</b>		
Committee of the Whole <i>December 9, 2020</i>	Assurance	S. Walter & J. Konrad
Public Board <i>December 23, 2020</i>		
<b>January 2021</b>		
Committee of the Whole <i>January 13, 2021</i>	Transportation	C. Brooks & A. Hebert
Public Board <i>January 27, 2021</i>	Financial Services (impact of digitization, centralization and GL structure)	C. Brooks & L. Chaston
<b>February</b>		
Committee of the Whole <i>February 10, 2021</i>	Assurance	S. Walter & J. Konrad
Public Board <i>February 24, 2021</i>		
<b>March</b>		
Committee of the Whole <i>March 10, 2021</i>	Redwater Hype Partnerships and Support	S. Walter & S. Brenneis S. Walter & S. Brenneis
Public Board <i>March 24, 2021</i>		
<b>April</b>		
Committee of the Whole <i>April 14, 2021</i>	Learning Coaches	S. Walter & J. Konrad
Public Board <i>April 28, 2021</i>		
<b>May</b>		
Committee of the Whole <i>May 12, 2021</i>	Education Plan Assurance	S. Walter & J. Konrad S. Walter & J. Konrad
Public Board <i>May 26, 2021</i>		
<b>June</b>		
Committee of the Whole <i>June 9, 2021</i>		
Public Board <i>June 23, 2021</i>		





**BOARD**  
MEMORANDUM

**Date:** September 9, 2020  
**To:** Board of Trustees  
**From:** Mary Lynne R. Campbell, Superintendent/CEO  
**Originator(s):** Shawna Walter, Associate Superintendent, Education Services  
Jonathan Konrad, Director, Curriculum & Instruction  
**Subject:** Provincial Achievement Test/Student Learning Assessment  
Update 2020/2021

**Background:**

Provincial Achievement Test

As part of Alberta Education's 2020/2021 School Re-Entry Plan, the administration of Grades 6 and 9 Provincial Achievement Tests (PATs) during the 2020/2021 school year will differ from previous years. For this school year, participation in Provincial Achievement Tests is optional, with the decision to participate residing at the school authority level. The administration of PATs is limited to foundational subjects – English Language Arts, Mathematics, and French Language Arts.

Student Learning Assessment

As part of Alberta Education's 2020/2021 School Re-Entry Plan, Grade 3 Student Learning Assessments (SLAs) during the 2020/2021 school year will be similar to previous years. Like the 2019/2020 school year, school authorities have the flexibility to administer SLAs. As well, school authorities can choose if all or some of their schools or classes within a school will participate, and to what degree participation takes place.


Administration, in consultation with Principals, has suspended Sturgeon Public Schools' participation in Provincial Achievement Tests for the 2020/2021 school year. The decision to administer Student Learning Assessments will be left with school administration.

Administration is pleased to respond to any questions.

**Recommendation:**

That the report is received as information.

Sincerely,

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

