

AGENDA

COMMITTEE OF THE WHOLE

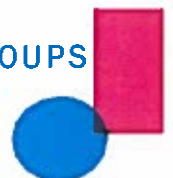
Wed. Jan. 13, 2021

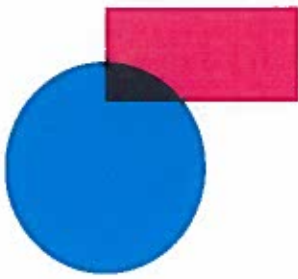


**Sturgeon
Public Schools**

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 – November 11, 2020
5. PRESENTATIONS
 - 5.1 Assurance – S. Walter, Associate Superintendent, Education Services & J. Konrad, Director, Curriculum & Instruction
6. REPORTS FROM SENIOR EXECUTIVE
 - 6.1 Capital Update
 - 6.2 Indigenous Education National Gathering
 - 6.3 Professional Development Update
 - 6.4 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
8. REPORTS FROM SPECIAL COMMITTEES/TASK GROUPS
 - 8.1 Alberta School Boards' Association Zone 2/3





AGENDA

COMMITTEE
OF THE WHOLE

Wed. Jan. 13, 2021

- 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 1st Quarter Financial Results
- 9.2 Borrowing Resolution
- 9.3 COVID Federal Grant
- 9.4 Omnibus Motion for Board Policies
- 9.5 AP325 – Advertising or Canvassing in School
- 9.6 AP600 – Capital Plan Development
- 9.7 Policy 415 – Local Authorities Pension Plan
- 9.8 AP440 – Local Authorities Pension Plan
- 9.9 AP720 – Teacher Staffing, Certification and Placement
- 9.10 AP870 – Information Technology
- 9.11 School Council Annual Reports
- 9.12 IT Report: Monthly Downtime

10. QUESTION PERIOD

11. UNFINISHED BUSINESS

12. INFORMATION ITEMS

13. PENDING LIST

14. IN CAMERA

15. ADJOURNMENT



**Sturgeon
Public Schools**

Dare to reimagine learning





Sturgeon
Public Schools

Notes of the Meeting of
The Committee of the Whole
Held at Morinville on November 11, 2020

PRESENT

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

CALL TO ORDER

The Chair called the meeting to order at 4:05PM.

CONSIDERATION OF AGENDA

2.1 Additions/Deletions to Agenda

Added 9.8 December Board Meeting

2.2 Approval of Agenda

Moved by Mrs. Oatway-McLay that the agenda be approved as amended.

CARRIED UNANIMOUSLY

APPOINTMENTS

APPROVAL OF COMMITTEE NOTES

4.1 Amendment/Correction of Notes

4.2 Approval of Committee Notes

Moved by Mrs. Kohle that the notes of October 14, 2020, be approved, as presented.

CARRIED UNANIMOUSLY

PRESENTATIONS

REPORTS FROM SENIOR EXECUTIVE

6.1 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:

- Board of Trustees Conference Call
- Gibbons Parent Council Meeting
- Mediation Meeting
- Preparation for Council of School Councils' Meeting
- TEBA Annual General Meeting

7.2 Trustees' Reports

Verbal reports were provided.

7.3 Advocacy Committee

A verbal report was provided.

An Advocacy Committee meeting is scheduled for January 11, 2021.

7.4 Building and Maintenance Committee

A verbal report was provided.

7.5 Education Committee

A verbal report was provided.

7.6 Finance and People Services Committee

A verbal report was provided.

A Finance and People Services Committee meeting is scheduled for November 24, 2020.

7.7 Transportation Committee

A verbal report was provided.

7.8 ATA Update

A verbal 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)

The next Teacher Board Advisory Committee Meeting is scheduled for December 1, 2020.

8.4 Labour Management Committee (CUPE)

No report was provided.

8.5 Community Services Advisory Board

A Community Services Advisory Board meeting is scheduled for December 14, 2020.

NEW BUSINESS**9.1 AP445 – Time-in-Lieu: Central Office Staff GEC**

AP445 – Time-in-Lieu: Central Office Staff GEC was shared with the Board of Trustees as information.

9.2 General Employment Conditions Revisions

Moved by Mrs. Kohle that the Board of Trustees refer the General Employment Conditions Revisions to the November 25, 2020, Public Board Meeting.

CARRIED UNANIMOUSLY

9.3 Draft Policy – School Resource Officer

Moved by Mrs. Murray-Elliott that the Board of Trustees refer the Draft Policy – School Resource Officer to the November 25, 2020, Public Board Meeting.

CARRIED UNANIMOUSLY

9.4 Draft Annual Education Results Report

Moved by Mrs. Featherley that the Board of Trustees refer the Draft Annual Education Results Report to the November 25, 2020, Public Board Meeting.

CARRIED UNANIMOUSLY

9.5 Draft Education Plan

Moved by Mrs. Featherley that the Board of Trustees refer the Draft Education Plan to the November 25, 2020, Public Board Meeting.

CARRIED UNANIMOUSLY

9.6 IT Report: Monthly Downtime

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

9.7 School Presentations

Moved by Mrs. Oatway-McLay that the Board of Trustees refer the draft schedule for Schools Presentations to the November 25, 2020, Public Board Meeting.

CARRIED UNANIMOUSLY

9.8 December Board Meeting

Moved by Mr. Jewell that the Board of Trustees refer the cancellation of the December Board Meeting to the November 25, 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

5:04PM – Moved by Mrs. Oatway-McLay that the Board go in camera.

CARRIED UNANIMOUSLY

The meeting recessed for break at 5:04PM.

The meeting resumed at 5:10PM.

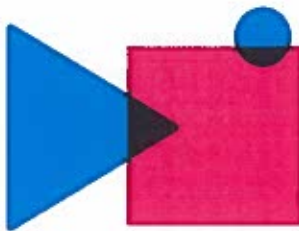
6:17PM – Moved by Mrs. Oatway-McLay that the Board revert to public.

CARRIED UNANIMOUSLY

ADJOURNMENT

The meeting adjourned 6:17PM.

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



BOARD
MEMORANDUM

Date: January 13, 2021
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Jonathan Konrad, Director, Curriculum and Instruction
Subject: Assurance

Background:

Attached is the Assurance Update Fall 2020 presentation.

Administration is prepared to respond to questions at the January 13, 2021 Committee of the Whole Meeting.

Recommendation:

This report is shared as information.

Sincerely,

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

Attachment





Assurance Update Fall 2020

Transition to Assurance Reporting

Accountability

In previous years, reporting to the Board and to stakeholders was conducted within an accountability framework. The combined Three Year Plan and AERR would be discussed in fall, and specific reports would come forward during the year as requested by the Board.

Assurance

Under assurance, Administration will update the Board during the year with reports that indicate responsiveness to feedback and demonstrate progress across the five domains of assurance; Student Growth and Achievement, Teaching and Leading, Learning Supports, Governance, and Local and Societal Context. Reporting will continue to include the AERR and Education Plan with annual stakeholder feedback.

2020 Fall Reports

The Fall Assurance Report focuses on the domains of:

- **Student Growth and Achievement**
- **Teaching and Leading**

From September to November 2020, Education Services presented the following updates designed to assure the Board and our stakeholders that Sturgeon Public Schools is meeting the outcomes identified in these domains.

- Annual Professional Development Plan
 - Division, Administrator, and School Professional Development Update
 - Focus Group Plans:
 - Learning Coaches
 - Vice Principals
- Annual Education Results Report
- Education Plan (Moving forward, this will be presented in May)
- Targeted reports on areas identified for improvement
 - Mathematics Teaching and Learning
 - National Gathering of Indigenous Educators





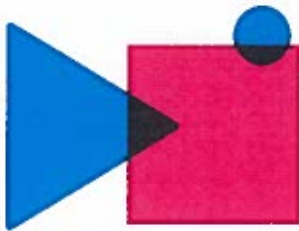
Update

These reports have been brought to the Board between September and December with the opportunity for questions and clarification.

2021 Winter and Spring Reports

- February: Learning Supports and First Nation, Métis, Inuit Success
- May: Draft Education Plan and Stakeholder Feedback





B O A R D
MEMORANDUM

Date: January 13, 2021
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Denis Henderson, Director, Facilities Services
Subject: Capital Update

Background:

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

Administration is prepared to respond to questions at the January 13, 2021, Committee of the Whole Meeting.

Recommendation:

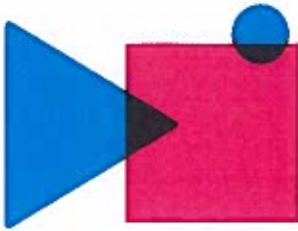
This Report is shared as information.

Sincerely,


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

Attachment





B O A R D
MEMORANDUM

Date: January 13, 2021
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Jonathan Konrad, Director, Curriculum and Instruction
Subject: Indigenous Education – National Gathering

Background:

Attached is a report regarding the National Gathering for Indigenous Education.

Public assurance occurs when all students belong and learn in environments that support their needs. Our First Nations, Métis and Inuit students achieve and succeed as part of a community committed to understanding foundational Indigenous perspectives and knowledge. Schools implement and improve strategic plans to ensure understanding of Indigenous perspectives and knowledge.

Administration is prepared to respond to questions at the January 13, 2021 Committee of the Whole Meeting.

Recommendation:

This report is shared as information.

Sincerely,

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

Attachment





National Gathering for Indigenous Education

Event

November 26 and 27, 2020 hundreds of educators from across Canada came together virtually to collaborate and learn from one another through networking, workshops and speakers at the National Gathering for Indigenous Education. The goal was to strengthen Foundational Knowledge and collect practical ideas on how to include Indigenous approaches in daily teaching and learning.

Attendance

17 educators from Sturgeon Public Schools were in attendance for two afternoons. This represents one person for each of our schools, Central Office support and two teachers/leaders who have been instrumental in supporting Indigenous Education in Sturgeon Public Schools.

Activities

Workshops

Over two days there were 9 workshops teachers could attend. These have also been recorded to review later and include support materials, such as rubrics, lesson ideas and general handouts.

- Connections to Land, Water and Identity through Indigenous Knowledge
 - Presented by Tommy Stoneman, Sharon Shadow and Flora Asp, Yukon Education
- A Culture-Based Model for Curriculum Development
 - Presented by Suzanne Methot, Education Consultant & Community Worker
- Electric Brain Land aka Computer Country: Workshop on Indigenous Computing
 - Presented by Jon M. R. Corbett, University of British Columbia
- Community Arts as a Source of Resistance with Young Indigenous Women's Utopia
 - Presented by members of Young Indigenous Women's Utopia, Young Indigenous Women's Utopia
- 2020 Relationships are the Curriculum
 - Presented by Dr. Niigaan Sinclair, University of Manitoba
- Shifting Paradigms: Creating Space to Walk in Two Worlds the Curriculum
 - Presented by Lydia Sunchid and Laryssa Gorecki, Thunderchild First Nation & Toronto Catholic District School Board





- Project-Based Learning and Community Engagement in Environmental Science with Water First
 - Presented by Adrianna Bilinski and Dillon Koopmans, Water First
- ONE SONG AT A TIME: Exploring Reconciliation in an Elementary School
 - Presented by Dr. Maria Del Carmen Rodriquez de France, University of Victoria
- Nurturing Capacity – Intro to Research Projects
 - Presented by Colt Burrows and Mike Hager, Indspire

Videos

Keynote Address by Tanya Talaga

Panel Discussion

Panel Discussion: Indigenous Students' Experiences in Post Secondary Settings.

- Featuring Elizabeth Zarpa, Karen Aglukark, Ryan Hogan and Gilliam McIvor

Early Feedback

“On Thursday, I really enjoyed the girls empowerment group. Such strong young women who displayed qualities of growth and empowerment. This is something I will teach my female students.”

“I found the sessions full of rich and robust practical examples of how educators are meeting the diverse needs of their students. Some sessions that resonated with me were, A Culture-Based Model for Curriculum Development and Relationships are the Curriculum. In these sessions both presenters discussed how educators must adopt relational behaviours and actions in education that teach, embody, and inspire relationships with their students. I am excited to use the Indigenous Culture-Based Lesson/Unit Planning Framework as a tool to help make my units stronger and more diverse.”

“I appreciated being able to tour the booths. I did learn a lot from the swag they offered.”

“Dr. Sinclair's presentation was relevant to all grade levels. My favorite quote was “School is about relationships, not memorization.” Overall very well done conference. Nice variety of speakers.”

“Watching the award winners was important as I saw how valuable it is for students to see themselves in school and that Indigenous students need to have opportunities to be leaders”





Next Steps

December 18 Professional Development Day in Schools

All schools have committed to using this day for sharing lesson ideas and resources to enrich all our classrooms with Indigenous Foundational Knowledge and History. School administrators and the teachers who attended the conference will work together to lead sessions.

Resources

Ahead of our December PD day, Education Services has organized the purchase of the following support materials for all schools.

Indigenous Books for Teaching Math (Mathology Pearson)

- All grade 3 classrooms will receive 3 kits of books designed to teach curriculum objectives in mathematics in Indigenous settings and story.
- All Grade 1, 2, and 3 French Immersion classrooms will receive kits designed to teach curriculum objectives in mathematics in Indigenous settings and story in French.
- Resources include online access for learning while at home.

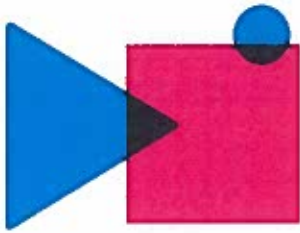
Métis Culture Resource kits

- All schools have received these kits from the Gabriel Dumont Institute out of Saskatchewan. They include leveled reading books for younger grades, DVD sets with film studies, and a large variety of story and cultural books for teachers to use in lessons.

Under One Sun (Nelson)

- Each grade 1 and 5 classroom within Sturgeon Public Schools will receive a leveled reading package from Nelson. These stories are written by Indigenous authors and are leveled for use with Fountas and Pinnell reading assessment.





B O A R D
MEMORANDUM

Date: January 13, 2021
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Jonathan Konrad, Director, Curriculum and Instruction
Subject: Professional Development Update



Background:

Attached is a report regarding Professional Development in Sturgeon Public Schools.


Public assurance occurs when Sturgeon Public Schools' teachers and principals demonstrate all dimensions of the Teaching or Leadership Quality standards in a collaborative culture of learning.

Administration is prepared to respond to questions at the January 13, 2021 Committee of the Whole Meeting.

Recommendation:

This report is shared as information.

Sincerely,


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

Attachment





Professional Development Update

Feedback from Teachers and Administrators

In 2019/2020 two significant pieces of feedback were collected from teachers and administrators regarding division professional development.

Accountability Pillar

The Accountability Pillar indicated a decrease in the percentage of teachers who reported the division Professional Development has been focused, systematic and contributed significantly to their ongoing professional growth.

Division Staff Engagement

In both the teacher and school administration engagement, staff expressed a need for more school site and teacher contribution in defining Professional Development. Their responses were under the question “How can we continue to improve Student Achievement” and have been summarized as:

- Teacher collaboration and PD with teachers and principals determining focus and more time with local school staff.

Response

Education Plan and Division PD

Our 2020-2023 Education Plan has changed the Professional Development Day structure to include six days directly at a school site and under the authority of the school principal. This is twice the number of site-based days from 2019/2020 and will allow principals and their teachers to work together as a local staff to address needs.

In 2020 a clear focus and approach has been established for all professional development opportunities based on teacher feedback; Universal Design for Learning. Universal Design for Learning (UDL) is a framework to improve and optimize teaching and learning for all students based on research into how people learn. This framework informs PD at the school level, with Learning Coaches and school administrators and for all staff on division wide days.

School Administrator PD Planning

Commencing in 2019, and fully implemented in 2020 the annual school administrator PD plan includes both instructional leadership PD and operational PD. This was requested by administrators to ensure more effective practice in all our schools. Topics for the plan are determined in June for the coming year. In 2021, Administrators will complete a survey on Admin PD effectiveness and have the opportunity to suggest upcoming topics.





School Planning

Since 2019, schools have been required to include an outline of their Professional Development plan in their school Education Plan. In 2020, principals submitted this outline earlier in June, and then completed a more detailed plan for their school by the end of September. During the September Admin Professional Development, school principals were given time to meet in like school groups to discuss PD and seek opportunities for collaboration. School's final Annual PD Plan was submitted and became part of the conversation Education services had with each Administration team in November.

Over the past three years, Professional Development planning has improved from filling in a single, division spreadsheet with titles only into a detailed document for each school, suitable for professional discussion among principals and with our central office.

Examples of School PD Planning Growth

Before 2019. Single Spreadsheet Shared Among All Schools

PD Priorities for 2018-19	Division coordinated / supported	Bon Accord	Camilla/Colony School	Gibbons	Guthrie	I
9/14/2018		AM Staff Meeting PM WikiWoodford - Goals	AM Power Teacher Pro - Set up and IPP PM	AM Outdoor classroom with Redwater	AM IPP's, Power teacher Pro PM DAT results in depth	AM Power up Pe PM
10/12/2018	AM - Dr. Jody Carrington @ MCC	AM Dr. Carrington. The Power of	AM Staff Meeting and PD on Autism with LT team	AM IPP planning and collaborative	AM Dr. Carrington. The Power of	AM Dr. (Pow
11/9/2018	Institute Day	Institute Day	Institute Day	Institute Day	Institute Day	Institi
1/11/2019		AM Danielle Reed - What Matters? Aligning your life PM	AM Equity vs. Equality in the classroom and the PM Impact on Student	AM Mental Health / Anxiety with	AM PR Community - MFRC PM common programs for students, shared	AM Staff Class PM
1/31/2019	PASI training - Introduction to Digital Student Records	AM Infusing Indigenous Perspectives in Curriculum	AM Literacy and Numeracy Plans Updates/Student	AM Data Collection and use PM PD	AM Mental Health	AM KVD/
3/1/2019	AM Math Cohort. Three Meetings. PM 1, 2	AM Art Techniques in the Primary Classroom	AM Math Cohort PD PM EAs - Social Thinking	AM Danielle Reed- values	AM Math Cohort PD all PM decisions involved	AM Staff PM Dinita
4/12/2019		AM Wellness Champion Activities	AM - Wellness/Our School Survey Results PM B.C. time/staff	AM Review Our school PM survey	AM Our School survey PM review	AM Staff PM Beha
5/17/2019	PM- Staff Recognitions	AM- Meeting PM- Staff	AM- Meeting PM- Staff	AM- Meeting PM- Staff	AM- Meeting PM- Staff	AM Staff
6/7/2019		Year End Reflections & Celebrations	Year Reflections/PLC sharing/ IPP meetings and wrap up, class list creations and transition	staff wellness/ year end review- debrief	PLC sharing of goals /data year end reflections. Staff trip to the Outdoor classroom.	Staff PLC (Welln staff

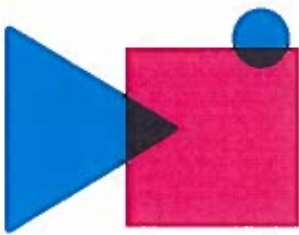




Now in 2020. Each school submits an outline in June, then a detailed plan in September.

September 18	Focus: Visioning & Goals (PGPs, PLCs, School Goals)
	<p>Morning address by Superintendent and CEO Mary Lynne Campbell</p> <p>Sprint Refresher</p> <ul style="list-style-type: none"> • https://agileschools.teachable.com/en/movement-sprints • PLC Groupings based on SPRINTS • Math • Reading <p>Support for Intro of UDL</p> <p>https://www.insidehighered.com/digital-learning/article/2018/02/07/universal-design-learning-arrives-campus-concerned-grassroots</p> <p>https://www.youtube.com/watch?v=PQSAQdmQBY</p> <p>https://education.alberta.ca/media/464638/video-discussion-guide-4-making-sense-of-universal-design.pdf</p> <p>https://www.alberta.ca/assets/documents/ed-video-discussion-guide-4-making-sense-of-universal-design.pdf</p> <p>Morning will focus on goal setting / visioning exercises</p> <ul style="list-style-type: none"> • set clear, targeted and measurable goals for staff, team, school • Professional Growth Plan development • Review TQS/LQS • PD plan for the year • KNIGHTS -character development strategy • Building Student Engagement Through Community and work <p>Will incorporate previous PD based on the work on rigour</p> <ul style="list-style-type: none"> • revisiting the rigour rubric, rigour research, • connecting rigour to online learning, and • connection of rigour to our introduction of Universal Des
October 18	UDL Introduction and Connections to Achievement and Rigour
Day 1 Sept 18	Focus: UDL and Collaborative Planning
Details	<p>COLLABORATIVE PLANNING: 8:30 – 1:00 Grade level EPSB Scope and Sequence Collaborative Planning Gradebook set- up</p> <p>Universal Design for Learning: 1:00 – 2:00</p> <ul style="list-style-type: none"> • Why use it • Benefits of UDL • 3 Guiding Principles of UDL • Incorporating UDL into the Classroom • Teacher Collaboration • Lesson Planning using UDL • Classroom Examples • Staff Activity Highlighting UDL • Grade Collaboration Curricular outcome & Classroom profiling activity <p>https://www.youtube.com/watch?v=qmGopKQrVw</p> <p>STAFF MEETING: 2:00 – 3:30</p>
Day 2 Oct 16	Focus: Individualized Learning Planning
Details	<p>IPP & Learning Plan Development 8:30 – 11:30</p> <ul style="list-style-type: none"> • CLEVR IPP Training • Classroom Profiling – Learning Style Survey-UDL Planning • https://www.youtube.com/watch?v=bDvKnY0gBe4 <p>COLLABORATIVE PLANNING 11:30 – 2:00</p> <ul style="list-style-type: none"> • Grade Level Collaboration for SPRINT Focus and Planning using UDL <p>STAFF MEETING: 2:00 – 3:30</p>
Day 3 Dec 18	Focus: Indigenous Foundational Knowledge
Details	<p>INDIGENOUS FOUNDATIONAL KNOWLEDGE 8:30 – 11:00 Indigenous Alberta – The Footsteps of our Ancestors Session</p> <ul style="list-style-type: none"> • Exploring the rich Indigenous cultural and linguistic diversity of Alberta <p>Allan & Jackie Presenting & Facilitating Learning</p> <p>COLLABORATIVE PLANNING 11:00 – 2:00 Grade Level Collaboration for SPRINT Focus: Universal Design for Learning SPRINT Results sharing</p> <p>STAFF MEETING: 2:00 – 3:00</p>





B O A R D
MEMORANDUM

Date: January 13, 2021
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Shawna Walter, Associate Superintendent, Education Services
Jonathan Konrad, Director, Curriculum and Instruction
Subject: Sturgeon Public Schools Relaunch Update

Background:

In response to the 21 July 2020 Government of Alberta announcement that School Divisions would implement Scenario 1 of the Government's relaunch plan, the Education Services team developed an online learning program, Continuity of Learning (CL), to support our families who did not want to send their children back to in-class instruction or who had underlying health concerns. For the start-up of the 2020-2021 school year, Sturgeon Public families had the choice to register in regular in-class instruction, the Continuity of Learning program, Parent-directed Home Education or Blended Home Education.

Continuity of Learning Program

September to December 2020 student enrollment

- 385 Pre-K - Grade 9
- 63 High School

04 January 2021, 62 Pre-Kindergarten to Grade 9 Continuity of Learning students will return to their home school. January 4 to 8, these students will join their home school for online learning and will return to regular in-class instruction 11 January 2021.

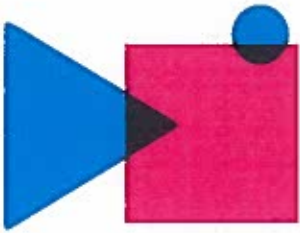
The Grade 10-12 Continuity of Learning enrollment remains consistent for the second semester to the current enrollment number.

SPS Families who left the Division

November 2020, the Division reached out to all families who left Sturgeon Public for other Home Education or On-line Schools. 11 January 2021, 5 students will return to Sturgeon Public for regular in-class learning. Most of the families we were able to connect with indicated they planned to return to the Division for the 2021-2022 school year.

Administration is prepared to respond to questions at the January 13, 2021 Committee of the Whole meeting.





BOARD
MEMORANDUM

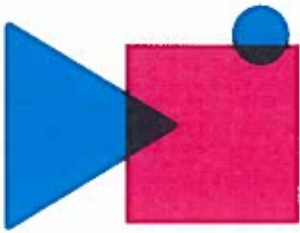
Recommendation:

This report is shared as information.

Sincerely,

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





B O A R D
MEMORANDUM

Date: January 13, 2021
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Lynne Chaston, Director, Financial Services
Subject: 1st Quarter Financial Results

Background:

Find attached the 1st Quarter Financial Results for 2020/2021, as of November 30, 2020.

Administration is prepared to respond to questions at the January 13, 2021, Committee of the Whole Meeting.

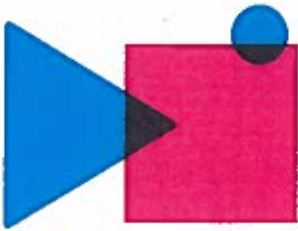
Recommendation:

This report is shared as information.

Sincerely,

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





B O A R D
MEMORANDUM

Date: January 13, 2021
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Mary Lynne R. Campbell, Superintendent/CEO
Subject: Borrowing Resolution

Background:

Find attached the Borrowing Resolution document.

Administration is prepared to respond to questions at the January 13, 2021, Committee of the Whole Meeting.

Recommendation:

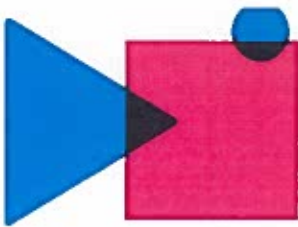
That the Board of Trustees refer the Borrowing Resolution to the January 27, 2021, Public Board meeting.

Sincerely,


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

Attachment





BOARD
MEMORANDUM

Date: January 13, 2021

To: Board of Trustees

From: Mary Lynne R. Campbell, Superintendent/CEO

Originator(s): Shawna Walter, Associate Superintendent, Education Services
 Lisa Lacroix, Associate Superintendent, People Services
 Denis Henderson, Director, Facilities
 Lynne Chaston, Director, Financial Services
 Amy Hebert, Coordinator, Transportation Services

Subject: COVID Federal Grant

Background:

On 02 September 2020, the Alberta Government provided an update regarding the distribution of federal funding to provinces for COVID-19 related expenses, for the 2020 /2021 School Year. The transfer would occur in two phases - once in September and once later in the school year. The Government stated that the majority of the funding to be distributed to school authorities based on a per student model and directed that the funding *'must be used to support additional COVID-19 related costs in one or more of the following categories':*

- Staffing;
- Adapting learning spaces and personal protective equipment;
- Cleaning and safety considerations for schools/buses;
- Support for Special needs students; and
- Online learning/teacher training.

A total of \$250M would be distributed to school authorities on an equal per student basis, with an additional \$12M dedicated to support school authorities who were seeing a large influx in enrolment due to increased demand for online learning programs.

Sturgeon Public School Division is projected to receive \$1,847,000. All Divisions were required to submit a projected budget to Alberta Education (attached) articulating the allocation of the federal dollars.

Administration is prepared to respond to questions at the January 13, 2021, Committee of the Whole Meeting.

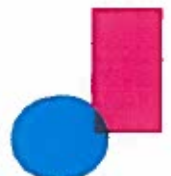
Recommendation:

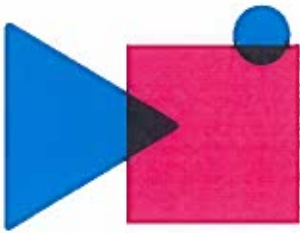
This report is shared as information.

Sincerely,

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

Attachment





B O A R D
MEMORANDUM

Date: January 13, 2021
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Mary Lynne R. Campbell, Superintendent/CEO
Subject: Omnibus Motion for Board Policies

Background:

As part of the scheduled review of Board Policies, Policy 220 - Trustee Responsibility and Conduct and Board Policy 225 - Board Responsibility and Conduct are due for review by the Board of Trustees. The attached revisions include the alignment of the Policy with the Education Act and the cleaning up of a few housekeeping matters.

Administration is prepared to respond to question at the January 13, 2021, Committee of the Whole Meeting.

Recommendation:

Administration respectfully recommends the following Omnibus Motion to be forwarded to the January 27, 2021 Public Board Meeting for approval.

Sincerely,



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

Attachments





Trustee Responsibility and Conduct

EFFECTIVE: January 30, 2019

REVISED: January 29, 2020

REVIEW: 2020-2021

1.0 POLICY

The Board of Trustees is committed to the preservation and enhancement of **Public Education** and its **Trustee** members shall conduct themselves at all times ethically and responsibly in carrying out the responsibilities that they have been elected to fulfill.

2.0 GUIDELINES

2.1 Board Oath of Office

Every **Trustee** shall take and subscribe to the official oath prescribed by the Oaths of Office Act before commencing his/her duties and shall deposit the oath with the Secretary of the Board.

2.2 Code of Ethics

The Board's Code of Ethics (found in Appendix A) will be read aloud at an appropriate time during the Annual Organization Meeting.

2.3 Code of Conduct

2.3.1 Trustees for Sturgeon Public Schools shall conduct themselves in an ethical and prudent manner which includes proper use of authority and appropriate decorum in group and individual behavior. Each **Trustee** shall behave in a manner that reflects respect for the dignity and worth of all individuals.

2.3.2 Trustees shall be loyal to the interests of Sturgeon Public Schools. This loyalty supersedes loyalty to the personal interest of any **Trustee** whether acting as an individual consumer of the School Division's services or not.

2.3.3 Trustees must be mindful of the fact that they are accountable to exercise the powers and discharge the duties of their office honestly and in good faith. To this end, Trustees shall exercise the degree of care, diligence and skill that a reasonably prudent person would exercise in comparable circumstances.

2.3.4 Trustees shall avoid any conflict of interest with respect to their pecuniary interests:

2.3.4.1 By understanding pecuniary interest in a matter before the Board, as defined in the Education Act (S85).

References: Policies: 120 Harassment Policy
225 Board Responsibility and Conduct
235 Conduct at Meetings
Education Act: Sections ~~64~~, 85, 86, 87, 88, 256
Board Procedures Regulation 82/2019
Freedom of Information and Protection of Privacy Act
Oaths of Office Act, 2014

Trustee Responsibility and Conduct

EFFECTIVE: January 30, 2019

REVISED: January 29, 2020

REVIEW: 2020-2021

2.3.4.2 By filing with the **b**Board's secretary, a disclosure of interest statement as required by the Education Act (S.86), and updating forthwith if changes occur,

2.3.4.3 By complying with **the** Education Act (S88) which may involve **the** disclosure of pecuniary interest and/or abstaining from voting on the matter, and/or refraining from discussing the matter, and/or leaving the room while discussion occurs.

2.3.5 At all times Trustees shall avoid any conflict of interest or personal bias with respect to their fiduciary responsibility owed to Sturgeon Public Schools. Each Trustee shall, in considering any matter, determine whether he/she has a conflict of interest or personal bias requiring him/her to recuse him/herself from addressing a particular matter before the Board of Trustees. In making the determination respecting conflict of interest or personal bias each Trustee shall consider the following:

2.3.5.1 Whether a reasonably well-informed person would conclude that the Trustee has a substantial personal interest in the matter;

2.3.5.2 The Trustee's interest in the subject matter of the vote must go beyond that which he or she may have in common with other members of the community;

2.3.5.3 The Trustee's interest in the matter must be something that will serve his or her own personal ends; and

2.3.5.4 Where there is such an interest it must be so related to the subject matter of the vote before the Board of Trustees that a reasonably well-informed person would conclude that the interest may well influence the Trustee's vote and exercise of his or her public duty.

2.3.6 Trustees shall observe confidentiality regarding information received as Trustees.

2.3.6.1 According to the Freedom of Information and Protection of Privacy Act (FOIP), all information a Trustee receives regarding the **s**School **b**Board's mandate and functions are considered records under the control of the **s**School **b**Board. All records containing personal information about an identifiable individual such as employee information, student information or information in letters to the **s**School **b**Board, must be kept confidential

References: Policies: 120 Harassment Policy
225 Board Responsibility and Conduct
235 Conduct at Meetings
Education Act: Sections 64, 85, 86, 87, 88, 256
Board Procedures Regulation 82/2019
Freedom of Information and Protection of Privacy Act
Oaths of Office Act, 2014

Trustee Responsibility and Conduct

EFFECTIVE: January 30, 2019

REVISED: January 29, 2020

REVIEW: 2020-2021

and may only be released in accordance with FOIP. Employee information, student information or information in letters to the **sSchool bBoard** must be kept confidential and may only be released in accordance with FOIP. Information received by individual Trustees in their capacity as trustees must also be processed and treated in accordance with FOIP.

- 2.3.6.2 Trustees shall not use Board information for their own direct benefit or advantage. This requires that Board deliberations during in-camera or closed board planning meetings be kept confidential as required by law.

2.4 Violation of Code of Conduct

2.4.1 A Trustee who believes that a fellow Trustee has violated the Code of Conduct may seek resolution of the matter through appropriate conciliatory measures prior to commencing an official complaint under the Code of Conduct.

2.4.2 If resolution is not achieved and a complaint is to be filed, the complaint process is found in Appendix B.

2.5 Trustee Responsibilities

2.5.1 The role of each individual Trustee is to:

- 2.5.1.1 Represent his or her constituents and consider the interests of all **eDivision** stakeholders when making decisions.
- 2.5.1.2 Be familiar with the Education Act and Division policies and procedures.
- 2.5.1.3 Be familiar with and adhere to the Trustee Code of Conduct.
- 2.5.1.4 Stay informed on significant developments in **Public eEducation**.
- 2.5.1.5 Following a Trustee development activity, share materials and ideas gained in written format with fellow Trustees.
- 2.5.1.6 Support the corporate decisions of the Board.
- 2.5.1.7 Respect and support the authority of the Superintendent/CEO to direct the work of administration and staff.

References: Policies: 120 Harassment Policy
225 Board Responsibility and Conduct
235 Conduct at Meetings
Education Act: Sections **64, 85, 86, 87, 88, 256**
Board Procedures Regulation 82/2019
Freedom of Information and Protection of Privacy Act
Oaths of Office Act, 2014



Trustee Responsibility and Conduct

EFFECTIVE: January 30, 2019

REVISED: January 29, 2020

REVIEW: 2020-2021

2.5.1.8 Observe the Board’s rules of order for conduct at Board meetings.

2.5.1.9 Promote positive relationships between the Board and all ~~e~~Division stakeholders.

2.5.2 Trustees shall not attempt to exercise individual authority over the organization and/or schools; the Superintendent/~~CEO of Schools~~; or any member of the staff. In particular:

2.5.2.1 Individual Trustees will not assume personal responsibility for resolving operational problems or complaints. Any such complaints will be referred forthwith to the Superintendent/CEO for investigation and resolution.

2.5.2.2 Trustees shall not encourage direct communication with employees and members of the public who attempt to bypass school or Central Office Administration but shall encourage employees and members of the public to utilize reporting lines at the school level or within Central Office Administration to bring their concerns to the Board.

2.5.2.3 Trustees shall comply with their fiduciary duty to inform ~~a~~Administration of concerns brought to their attention.

2.5.3 Trustees shall recognize that:

2.5.3.1 The Board Chair is the official spokesperson for the Board of Trustees, and therefore, the only person authorized to speak to the public, media or other entities and communicate corporate decisions or positions on behalf of the Board.

2.5.3.2 Without limiting the right of Trustees to express their own personal views, when interacting with the public, media or other entities, Trustees shall accurately represent and accept the corporate decision of the Board, once a decision has been made.

2.5.4 Trustees shall be prepared for Board deliberations by attending in person or by electronic means:

-
- References: Policies: 120 Harassment Policy
225 Board Responsibility and Conduct
235 Conduct at Meetings
Education Act: Sections 64, 85, 86, 87, 88, 256
Board Procedures Regulation 82/2019
Freedom of Information and Protection of Privacy Act
Oaths of Office Act, 2014

Trustee Responsibility and Conduct

EFFECTIVE: January 30, 2019

REVISED: January 29, 2020

REVIEW: 2020-2021

- 2.5.4.1 All ~~r~~Regularly-scheduled or ~~s~~Special ~~m~~Meetings of the Board of Trustees and any ~~e~~Committee ~~m~~Meetings to which they are assigned, on a regular and punctual basis.
- 2.5.4.1.1 The presence or absence of every Trustee shall be recorded in the minutes. If a Trustee wishes to absent himself/herself during the course of a meeting, he/she will declare this wish and ensure that the recording secretary has noted it. Failure to do so will result in inaccuracies in the recording of minutes.
- 2.5.4.1.2 As outlined in the Education Act, a person is disqualified from remaining as a Trustee of a board if that person absents himself/herself, without being authorized by a resolution of the ~~b~~Board to do so, for three consecutive regular meetings of the ~~b~~Board, unless his/her absence is due to illness and he/she provides evidence of that illness in the form of a medical certificate respecting the period of absence.
- 2.5.4.1.3 Repeated partial or late attendance shall be cause for disciplinary action, as determined by the Board.
- 2.5.4.1.4 Unless an absence has been previously approved by the Board, failure to attend Regular and Special Board Meetings as well as scheduled committee meetings, will result in the deduction from trustee remuneration.
- 2.5.4.1.5 Two days per year are allowed without deduction for illness on the part of the Trustee, and two days compassionate leave are also permitted. If, however, a Trustee is absent from any Regular or Special Meeting of the Board or scheduled committee meetings due to illness, beyond the two sick days permitted, he/she must produce a doctor's certificate and no deduction from trustee remuneration will be made.
- 2.6 With regards to Standing Committees of the Board, the ~~a~~Administrators assigned to support these ~~e~~Committees will include in the meeting notes the date and time of the next scheduled ~~e~~Committee ~~m~~Meeting, the estimated length of the next scheduled meeting and the names of those Trustees who will be in attendance.

References: Policies: 120 Harassment Policy
225 Board Responsibility and Conduct
235 Conduct at Meetings
Education Act: Sections 64, 85, 86, 87, 88, 256
Board Procedures Regulation 82/2019
Freedom of Information and Protection of Privacy Act
Oaths of Office Act, 2014



Trustee Responsibility and Conduct

EFFECTIVE: January 30, 2019

REVISED: January 29, 2020

REVIEW: 2020-2021

2.7 In particular, Trustees should attend Trustee Orientation and Renewal sessions, Board Retreats, School Council meetings, Student Discipline Hearings, Teacher Transfer Hearings and meetings with external organizations (such as Municipal Councils and Chamber of Commerce). Trustees are also expected to attend the ~~a~~Annual ~~g~~General ~~m~~Meetings of the PSBAA and/or the ASBA and other conferences as approved by the Board.

2.8 Board Chair Responsibilities

The Board Chair shall have the authority on behalf of the Board to:

2.8.1 Preside at all Board meetings.

2.8.2 Sign all documents required by law or as authorized by the action of the Board.

2.8.3 Represent the ~~e~~Corporate Board as required.

References: Policies: 120 Harassment Policy
225 Board Responsibility and Conduct
235 Conduct at Meetings
Education Act: Sections ~~64~~, 85, 86, 87, 88, 256
Board Procedures Regulation 82/2019
Freedom of Information and Protection of Privacy Act
Oaths of Office Act, 2014



Trustee Responsibility and Conduct

EFFECTIVE: January 30, 2019

REVISED: January 29, 2020

REVIEW: 2020-2021

Appendix A - Code of Ethics

As an elected member of the Board of Trustees,

- 1.0 I will devote time, thought and study to the duties and responsibilities of trusteeship so that I may render effective and credible service.
- 2.0 I will recognize that the expenditure of school funds is a public trust and I will support policies and practices which ensure that all such funds are expended efficiently, economically and in the best interest of the students and electors of the Division.
- 3.0 I will endeavor to work with my fellow Trustees in a spirit of harmony and cooperation in spite of differences of opinion that may arise during vigorous debate. I will avoid rancor and bitterness; observe proper decorum and behavior; encourage full and open discussions in all matters with my fellow members of the Board.
- 4.0 I will base my personal decision upon all available facts in each situation, voting my honest conviction in every case.
- 5.0 I will do everything possible to maintain the integrity, confidence and dignity of the office of **the** school trustee and I will resist every temptation and outside pressure to misuse my position as a trustee to benefit either myself or any other individual or agency.
- 6.0 I will remember at all times that as an individual, I have no legal authority outside the meetings of the Board, unless the Board has so delegated. My relationships with the school staff, the local citizenry and the media will be conducted on the basis of this fact.
- 7.0 I will always bear in mind that the primary function of the Board is to establish the policies by which the schools are to be administered and that the daily administration of the educational program and conduct of school business shall be the responsibility of the Superintendent/CEO of Schools and his/her staff; therefore, I will refer complaints and other communications to the Superintendent/CEO in accordance with policies and procedures approved by the Board.
- 8.0 I will earnestly attempt to promote goals based on the needs and aspirations of the community and do my best to support effective educational programs for the students.

References: Policies: 120 Harassment Policy
 225 Board Responsibility and Conduct
 235 Conduct at Meetings
 Education Act: Sections 64, 85, 86, 87, 88, 256
 Board Procedures Regulation 82/2019
 Freedom of Information and Protection of Privacy Act
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Trustee Responsibility and Conduct

EFFECTIVE: January 30, 2019

REVISED: January 29, 2020

REVIEW: 2020-2021

Appendix B - Code Of Conduct Complaint

- 1.0 A Trustee who wishes to commence an official complaint, under the Code of Conduct, shall
 - 1.1 File a letter of complaint with the Chair, or Vice Chair in the absence of the Board Chair, or in cases when the complaint is about the Chair,
 - 1.2 Indicate the nature of the complaint and the section or sections of the Code of Conduct that are alleged to have been violated by the Trustee.
- 2.0 The Trustee who is alleged to have violated the Code of Conduct, and all other Trustees, shall be forwarded a copy of the letter of complaint by the Chair, or where otherwise applicable by the Vice Chair, within five (5) days of receipt by the Chair/Vice Chair of the letter of complaint.
- 3.0 When a Trustee files a letter of complaint, and a copy of that letter of complaint is forwarded to all Trustees, the filing, notification, content, and nature of the complaint shall be deemed to be strictly confidential, the public disclosure of which shall be deemed to be a violation this Trustee Code of Conduct.
- 4.0 Public disclosure of the complaint and any resulting decision taken by the Board may be disclosed by the Chair only at the direction of the Board, following the disposition of the complaint by the Board at a Code of Conduct hearing. Upon receipt of a complaint, a special meeting of the Board of Trustees shall be called. The Chair shall indicate at the commencement of the meeting, the nature of the business to be transacted and that the complaint shall be heard in an in-camera session of the Special Meeting.
- 5.0 Violation of the Code of Conduct may result in the Board instituting, without limiting what follows, any or all of the following sanctions:
 - 5.1 Having the Board Chair write a letter of censure marked "personal and confidential" to the offending Trustee, on the approval of a majority of those Trustees present and allowed to vote at the Special Meeting of the Board. Trustees are allowed to vote if they do not have a conflict of interest and/or personal bias relative to the matter under consideration. The Trustee filing the complaint as well as the Trustee alleged to have violated the code shall not be eligible to vote;
 - 5.2 Having a motion of censure passed by a majority of those Trustees present and allowed to vote at the Special Meeting of the Board;

References: Policies: 120 Harassment Policy
 225 Board Responsibility and Conduct
 235 Conduct at Meetings
 Education Act: Sections 64, 85, 86, 87, 88, 256
 Board Procedures Regulation 82/2019
 Freedom of Information and Protection of Privacy Act
 Oaths of Office Act, 2014



Trustee Responsibility and Conduct

EFFECTIVE: January 30, 2019

REVISED: January 29, 2020

REVIEW: 2020-2021

- 5.3 Having a motion to remove the offending Trustee from one, some or all Board committees or other appointments of the Board, passed by a majority of those Trustees present and allowed to vote at the Special Meeting of the Board.
- 6.0 The Board may vote, at its discretion, to make public its findings at the Special Meeting, or at a Regular Meeting of the Board, where the Board has not upheld the complaint alleging a violation of the Board's Code of Conduct or, where there has been a withdrawal of the complaint or, under any other circumstances that the Board deems reasonable and appropriate to indicate publicly its disposition of the complaint.
- 7.0 Procedures for a Code of Conduct Hearing are found in Appendix C.

References: Policies: 120 Harassment Policy
225 Board Responsibility and Conduct
235 Conduct at Meetings
Education Act: Sections 64, 85, 86, 87, 88, 256
Board Procedures Regulation 82/2019
Freedom of Information and Protection of Privacy Act
Oaths of Office Act, 2014

Trustee Responsibility and Conduct

EFFECTIVE: January 30, 2019

REVISED: January 29, 2020

REVIEW: 2020-2021

Appendix C - Code of Conduct Hearing

Without limiting what appears below, the Chair shall ensure fairness in dealing with the complaint by adhering to the following procedures:

- 1.0 The Code of Conduct complaint shall be conducted at an in-camera session, "Code of Conduct Hearing", of a Special Board Meeting convened for that purpose.
 - 1.1 The Board, in its sole discretion, may record the in-camera session of the Special Board Meeting by electronic means. Where recording will take place, trustees shall be advised by the presiding Chair at the commencement of the Code of Conduct Hearing.
- 2.0 The sequence of the Code of Conduct Hearing shall be:
 - 2.1 The information supporting the complaint shall be presented to members of the Board of Trustees and may be written or oral or both;
 - 2.2 The respondent Trustee shall provide a presentation which may be written or oral or both;
 - 2.3 The Trustee advancing the complaint shall then be given an opportunity to reply to the respondent Trustee's presentation;
 - 2.4 The respondent Trustee shall then be provided a further opportunity to respond to any additional information or presentation and subsequent remarks;
 - 2.5 The remaining Trustees of the Board shall be given the opportunity to ask questions of both parties;
 - 2.6 The Trustee advancing the complaint shall be given the opportunity to make final comments; and
 - 2.7 The respondent Trustee shall be given the opportunity to make final comments.
- 3.0 Following the presentation of the respective positions of the parties, the parties, and all persons, other than the remaining Trustees who do not have a conflict of interest, shall be required to leave the room, and the remaining Trustees shall deliberate in private. The Board may however, in its discretion, call upon legal advisors to assist them on points of law, or the drafting of a possible resolution.

References: Policies: 120 Harassment Policy
225 Board Responsibility and Conduct
235 Conduct at Meetings
Education Act: Sections 64, 85, 86, 87, 88, 256
Board Procedures Regulation 82/2019
Freedom of Information and Protection of Privacy Act
Oaths of Office Act, 2014



Trustee Responsibility and Conduct

EFFECTIVE: January 30, 2019

REVISED: January 29, 2020

REVIEW: 2020-2021

- 4.0 If the remaining Trustees, in deliberation, require further information or clarification, the parties shall be reconvened and the requests made in the presence of both parties. If the information is not readily available, the presiding Chair may request a recess, or if necessary, an adjournment of the Code of Conduct Hearing to a later date.
- 5.0 In the case of an adjournment, no discussion by Trustees whatsoever of the matters heard at the Code of Conduct Hearing may take place until the meeting is reconvened.
- 6.0 The remaining Trustees, in deliberation, may draft a resolution indicating what action, if any, may be taken regarding the respondent Trustee.
- 7.0 The presiding Chair shall reconvene the parties to the Code of Conduct Hearing and request a motion to revert to the open meeting, in order to pass the resolution.
- 8.0 All documentation or records related to the Code of Conduct Hearing shall be returned to the Superintendent/CEO or designate immediately upon conclusion of the Code of Conduct Hearing and shall be retained in accordance with legal requirements.
- 9.0 The presiding Chair shall declare the Special Board Meeting adjourned.

References: Policies: 120 Harassment Policy
 225 Board Responsibility and Conduct
 235 Conduct at Meetings
 Education Act: Sections 64, 85, 86, 87, 88, 256
 Board Procedures Regulation 82/2019
 Freedom of Information and Protection of Privacy Act
 Oaths of Office Act, 2014

Board Responsibility and Conduct

EFFECTIVE: January 30, 2019

REVISED: January 29, 2020

REVIEW: 2020-2021

1.0 POLICY

As representatives of the community, the Board of Trustees is held accountable through the Education Act and the election process, the Board provides overall direction and leadership to the Division.

2.0 GUIDELINES

2.1 Board Responsibilities

The Education Act establishes specific powers, duties and responsibilities for the Board which is accountable to its electorate. Subject to statutory requirements, the Board is responsible for:

- 2.1.1 Establishing and communicating the mission, values and strategic priorities/goals for the school system;
- 2.1.2 Representing the community by developing and approving policies to guide the Division;
- 2.1.3 Monitoring and evaluating the effectiveness of division policies in achieving objectives.
- 2.1.4 Appointing the Superintendent-~~of Schools~~/CEO, delegating administrative duties to the Superintendent/CEO and evaluating the Superintendent/CEO's performance annually;
- 2.1.5 Allocating the financial means in accordance with Alberta Education regulations in order to provide the resources necessary to achieve division goals and priorities by determining the basis for annual resource allocations to the schools and programs through the approval of the Division budget;
- 2.1.6 Establishing responsibilities and accountability for achieving desired results at various levels throughout the organization;
- 2.1.7 Establishing a monitoring and evaluation system, including appeal processes and support and recognition mechanisms;
- 2.1.8 Evaluating the effectiveness of the Board in achieving established goals and desired results;
- 2.1.9 Reporting annually to the public and the province on system and school performance;

References: Education Act: Sections 33, 52
Board Procedures Regulation 82/2019

Board Responsibility and Conduct

EFFECTIVE: January 30, 2019

REVISED: January 29, 2020

REVIEW: 2020-2021

2.1.10 Providing advice with respect to **Public eE**ducation to the Province, as an individual Board and collectively through its Associations; and,

2.1.11 Acting as an advocate for **Ppublic eE**ducation and the Division.

2.2 Delegation

The Board may delegate any of its powers and responsibilities subject to the provisions and restrictions as outlined in the Education Act.

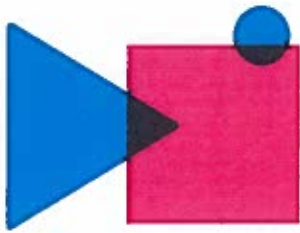
2.3 Board Conduct

2.3.1 Each Trustee shall act ethically and responsibly as outlined in Policy 220. The Board collectively shall operate with the same high standards, acting always in the best interests of all students and their learning.

2.3.2 The Board shall support and hold accountable its individual Trustees and the Superintendent/CEO.

2.3.3 The Board shall establish with the Superintendent/CEO the parameters for their respective roles and not interfere with the performance of the tasks that have been agreed upon as administrative responsibilities.

References: Education Act: Sections 33.52
Board Procedures Regulation 82/2019



B O A R D
MEMORANDUM

Date: January 13, 2021
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Mary Lynne R. Campbell, Superintendent/CEO
Subject: AP325 - Advertising or Canvassing in School

Background:

Administration has reviewed Administrative Procedure 325 - Advertising or Canvassing in School and confirms that it is in compliance with the Education Act, Section 256 and continues to protect the best interests of Sturgeon Public Schools' students. There are no suggested changes or amendments for Administrative Procedure 325.

Administration is prepared to respond to question at the January 13, 2021, Committee of the Whole Meeting.

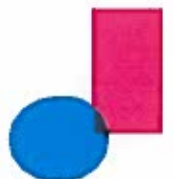
Recommendation:

This Report is shared as information.

Sincerely,


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

Attachment





PURPOSE

Schools should not be used as a means of economical or convenient avenue of approach to parents, students and staff or for distribution of materials, goods and services by non-school related agencies or individuals.

Certain campaigns, distribution and advertising may be appropriate for school participation if they meet the following criteria:

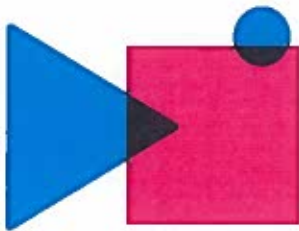
- they are compliant with legislation
- they do not interfere with the educational operation of the school
- they are compatible with SPS and community values
- they result in direct and specific benefit to students

PROCESS

The distribution of materials relative to education, community organizations, school or school-related fundraising shall be left to the discretion of the school Principal or Superintendent/CEO, as site appropriate, who shall be responsible for ensuring adherence to the following requirements.

PROCEDURE

1. The following is prohibited in school:
 - 1.1 Advertising, canvassing, sale or distribution of goods without prior written approval of the Principal.
 - 1.2 Providing lists of names and addresses of staff, students, or parents to any outside individual, company or organization.
 - 1.3 The sale or distribution for sale of tickets or goods, canvassing of, and the taking of collections from pupils within the schools or on Board property by or on behalf of any outside individual or organization during instructional hours.
 - 1.4 Any promotion, advertising, distribution of materials, goods or services by which any individual staff member might accrue any financial gain.
2. The following is prohibited in Central Office:
 - 2.1 Advertising, canvassing, sale or distribution of material without the prior written approval of the Superintendent/CEO.



B O A R D
MEMORANDUM

Date: January 13, 2021
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Mary Lynne R. Campbell, Superintendent/CEO
Subject: AP600 – Capital Plan Development

Background:

Administrative has reviewed Administrative Procedure 600 – Capital Plan Development and will speak to the amendments included in the attached document.

Administration is prepared to respond to question at the January 13, 2021, Committee of the Whole Meeting.

Recommendation:

This Report is shared as information.

Sincerely,

Mary Lynne R. Campbell ICD.D
Superintendent/CEO

Attachment





PURPOSE

All sites in Sturgeon Public Schools shall be maintained at high level as possible within the available resources. Careful planning is a critical part in enabling this to happen and will:

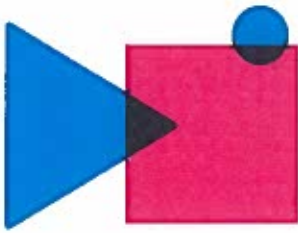
- provide a safe welcoming learning environment;
- be cost effective;
- enhance learning;
- enable common consistent maintenance procedures;
- allow for efficiencies in selection and distribution of supplies; and
- allow for planning for long term maintenance of facilities.

PROCESS

The Director of Facilities and the ~~Secretary Treasurer~~ Director of Special Projects/Initiatives will facilitate a consultative process which leads to a Draft Capital Plan being brought forward to the Board for direction.

PROCEDURE

1. Three-year Plans and IMR Plans will be developed by the Director of Facilities in consultation with the ~~Secretary Treasurer~~ Associate Superintendent Corporate Services and principals.
2. Schedules for IMR and annual maintenance items shall be communicated to the schools.
3. The Director of Facilities will oversee a collaborative process whereby standards for equipment and furniture will be developed. Once developed, these standards will be adhered to.



BOARD
MEMORANDUM

Date: January 13, 2021
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Lisa Lacroix, Associate Superintendent, People Services
Subject: Policy 415 – Local Authorities Pension Plan

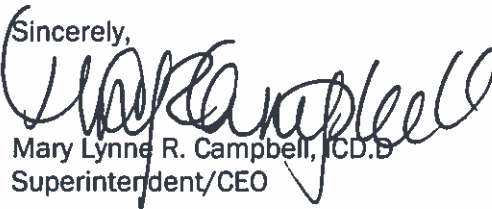
Background:

Attached please find the amended Policy 415 – Local Authorities Pension Plan.

Administration is prepared to respond to question at the January 13, 2021, Committee of the Whole Meeting.

Recommendation:

That the Board of Trustees forward Policy 415 – Local Authorities Pension Plan to the January 27, 2021, Public Board Meeting for approval.

Sincerely,

Mary Lynne R. Campbell, JCD, Ed
Superintendent/CEO

Attachment





Local Authorities Pension Plan

EFFECTIVE: April 24, 2019

REVISED: March 25, 2020

REVIEW: 2021-2022

1.0 POLICY

The Board of Trustees believes that there should be pension benefits available for all continuous non-teaching employees.

2.0 GUIDELINES

2.1 This employee benefit is currently provided under the Local Authorities Pension Plan.

2.2 Membership

2.2.1 All continuous employees under the age of 71.

2.2.2 Continuous means there is no foreseen end date to employment.

2.2.3 Part time employees who work more than 15 hours a week, once eligible and enrolled in LAPP, will continue to contribute.

2.2.4 GEC employees who are scheduled to work 30 or more hours on average per week are eligible to participate in the plan.

2.2.5 CUPE employees who are scheduled to work 27.5 or more hours on average per week are eligible to participate in the plan.

2.2.52.2.6 Non-unionized, term contract employees in a leadership or senior leadership role may be eligible if specified in their contract of employment.

3.0 ADMINISTRATION

3.1 The Board of Trustees assigns the Superintendent/CEO, through the People Services and Payroll Services of the division, to administer this policy.

References: Admin Procedure 440 – Local Authorities Pension Plan
Alberta Pensions Services – CICA Handbook S.5815



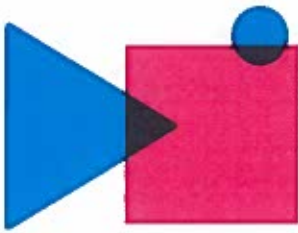
Local Authorities Pension Plan

EFFECTIVE: April 24, 2019

REVISED: March 25, 2020

REVIEW: 2021-2022

References: Admin Procedure 440 – Local Authorities Pension Plan
Alberta Pensions Services – CICA Handbook S.5815



B O A R D
MEMORANDUM

Date: January 13, 2021
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Lisa Lacroix, Associate Superintendent, People Services
Subject: AP440 – Local Authorities Pension Plan

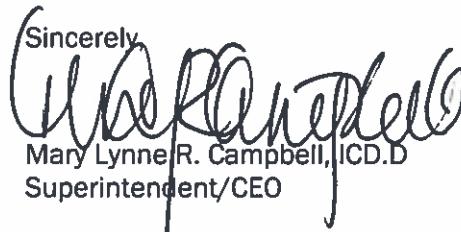
Background:

Attached please find the amended Administrative Procedure 440 – Local Authorities Pension Plan.

Administration is prepared to respond to question at the January 13, 2021, Committee of the Whole Meeting.

Recommendation:

This Report is shared as information.

Sincerely,

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

Attachment





PURPOSE

The Board provides pension benefits to non-teaching employees in the Local Authorities Pension Plan.

PROCESS

- The Superintendent/CEO assigns the administration of this employee benefit to People Services and Payroll departments.
- This employee benefit plan shall be administered in accordance with the Plan Guidelines provided by Alberta Pensions Services. The following Guidelines comply with APS requirements.

PROCEDURE

1. Membership

- 1.1 All continuous employees under the age of 71.
- 1.2 Continuous means there is no foreseen end date to employment.
- 1.3 Part time employees who work more than 15 hours a week, once eligible and enrolled in LAPP, will continue to contribute.
- 1.4 GEC employees who are scheduled to work 30 or more hours on average per week are eligible to participate in the plan.
- 1.5 CUPE employees who are scheduled to work 27.5 or more hours on average per week are eligible to participate in the plan.
- ~~1.5~~ 1.6 Non-unionized, term contract employees in a leadership or senior leadership role may be eligible if specified in their contract of employment

2. Other Conditions

- 2.1 A normal working year, is no longer than a calendar year and is otherwise determined by the employer's written policy.
- 2.2 Probationary period for CUPE employees cannot exceed three months following commencement of employment. If the CUPE

References: Policy: 415 Local Authorities Pension Plan
Alberta Pensions Services Corp., CICA Handbook, S.5815



member has any prior service with the employer, this service must be applied against the three-month probation period. LAPP commences immediately for GEC employees.

- 2.3 If the member changes LAPP employers with no break in service and contributed to LAPP with the first employer, the new employer cannot require a probationary period.
- 2.4 If an employee applies to transfer service into the Plan under a reciprocal transfer agreement, the employer cannot require a probationary period.
- 2.5 Employer participation policies must comply with pension legislation.
- 2.6 A collective agreement does not constitute an employer pension policy: a separate, written pension policy must be developed and enforced and staff should be made aware of it. In the event that the employer policy conflicts with current legislation, the legislation will prevail.

3. Excluded from Membership

- 3.1 All employees who are scheduled to work fewer than 15 hours per week or 780 hours in a normal work year.
- 3.2 All employees 71 years of age and older.
- 3.3 All employees currently receiving a monthly pension from LAPP.

4. Re-employment Rules for Pensioners

- 4.1 LAPP pensioners may recommence work for a LAPP employer and their pension will not be suspended no matter when the work commences or how long the work continues.
- 4.2 Pensioners will continue to receive their pensions even if re-employed by their previous employer. They cannot re-join LAPP to earn additional pensionable service.
- 4.3 Any non-LAPP pensioner employed by a LAPP employer is subject

References: Policy: 415 Local Authorities Pension Plan
Alberta Pensions Services Corp., CICA Handbook, S.5815



to the current LAPP pension eligibility rules.

4.4 Before commencing a pension, a plan member must terminate his or her employment with his or her employer plan or move to a position that does not require participation.

5. Pensionable Salary

5.1 Pensionable salary represents the salary from which pension contributions are determined and can be defined as the member's gross basic pay for performing the regular duties of their employment.

5.2 The following types of pay are examples of non-pensionable pay:

5.2.1 holiday and vacation pay paid in a lump sum

5.2.2 expense allowance payments

5.2.3 overtime payments

5.2.4 pay for merit (individual achievement) that is *not* part of a variable pay program

5.2.5 productivity payments or awards (bonuses) that are *not* part of a variable pay program

5.2.6 payment supplementary to employment insurance benefit plans (top-up), and

5.2.7 special remuneration

6. Lump sum remuneration, whether variable or constant in amount from year to year and is paid as part of the employer's variable pay program whose terms are contained in a written policy agreement.

7. Retroactive Salary Changes can increase a member's contributions and pension benefits. Contributions are to be withheld from retroactive salary paid to all members, even if they have already left the Plan. See *LAPP Pension e-guide* - 'Calculating Contributions' for the correct reporting



procedures.

8. Leaves of Absence

8.1 Leave without Salary (LWOS)

8.1.1 Depending on employer policy, members may continue paying contributions while on LWOS (contributory) or to defer payment until the leave ends (non- contributory).

8.1.2 Members must make a written commitment to the employer to purchase a non- contributory leave by April 30 following the year in which the leave ended. If the member terminated employment, the commitment must be made within 30 days of ending employment with appropriate documentation maintained on the member's file.

8.2 Leave with Partial Salary (LWPS)

8.2.1 Once an employee has reached 36 months of continuous employment contributions are mandatory and are based on 100% of the salary the member would have earned, including class increases, had they not been on leave.

8.2.2 For employees who have not reached 36 months of continuous employment, purchase of service is optional.

8.2.3 These full-time equivalent earnings, contributions and service will be included in the annual pension details.

9. Long -Term Disability Insurance Continuance Plan

9.1 Extended Disability Benefits are reported at year end and the employee has the option to purchase this 'back service'.

10. Workers' Compensation

10.1 Pension service credits and contributions continue and are based on 100% of the salary the member would have earned had they not been injured.

10.2 Once a worker is granted permanent Workers' Compensation disability benefits (i.e. a pension), they cease to be a participant

References: *Policy: 415 Local Authorities Pension Plan*
Alberta Pensions Services Corp., CICA Handbook, S.5815



unless the employer allows the individual to go on leave. This leave is subject to normal leave limits.

11. Deferred Salary Leave Plan

11.1 Contributions continue while a member is deferring part of his/her salary under a salary deferral plan, based on 100% of the pre-deferral salary.

11.2 Annual detail reported to APS reflects 100% of pre-deferred pensionable salary, member and employer contributions, and pensionable service.

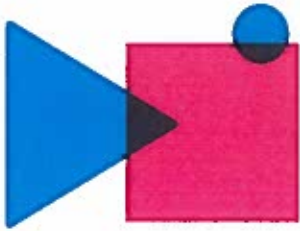
11.3 The period when the member is receiving the deferred salary payments is considered to be a Leave without Salary (LWOS).

11.4 The member may purchase this period of leave with employer authorization by either making contributions during the leave period (contributory leave) based on 100% of pre-deferral salary or after returning from the leave (non-contributory leave).

11.5 This procedure assumes there are no employer payments made toward this benefit.

12. Contributions

12.1 Employers submit to APS both member and employer contributions.



BOARD
MEMORANDUM

Date: January 13, 2021
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Lisa Lacroix, Associate Superintendent, People Services
Subject: AP720 - Teacher Staffing, Certification and Placement

Background:

Attached please find the amended Administrative Procedure 720 Teacher Staffing, Certification and Placement.

Administration is prepared to respond to questions at the January 13, 2021, Committee of the Whole Meeting.

Recommendation:

This Report is shared as information.

Sincerely,



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

Attachment





PURPOSE

A major component of the school program planning process is the placement and support of continuous contract teachers and, where necessary, the recruitment/placement of new teachers.

A Division perspective on staffing is essential to ensure that staff are appropriately placed to best meet the programming needs in each school.

An effective certificated staffing process includes formalized timelines for the placement, transfer and hiring of teachers.

It may become necessary to reduce certificated staff in a particular school or across the Division. Certificated staff reduction requires a formalized process.

Certificated staff may be transferred in order to meet program requirements in Division schools and, where programs and services are maintained or enhanced and an appropriate vacancy exists, at the request of a certificated staff member.

School enrolment fluctuation, student needs and program change may result in the need to transfer certificated staff so that program requirements in all Division schools are met. Sturgeon Public Schools recognizes that certificated staff should be advised of impending transfers as soon as possible.

Mobility is beneficial to certificated staff members, the schools, and the School Division.

PROCEDURE

Certificated Staffing

1. The Associate Superintendent People Services will coordinate the annual program planning process to facilitate the placement, transfer and hiring of teachers.
2. In determining whether its ability to provide resources has been affected, the Division may consider conditions including, but not limited to, the following:
 - 2.1 Student enrolments, both current and projected.
 - 2.2 Financial support for education, both current and projected.

References: Board Policy: 700 Superintendent of Schools
Admin Procedure: 700 - Hiring - Certificated Staff
Education Act: Section 212
ATA Collective Agreement
Guide to Evaluation of Certificated Staff



Responsible Administrator: Associate Superintendent People Services

- 2.3 Student educational needs, both current and projected.
- 2.4 Changes in the function of existing physical facilities, both current and projected.
- 2.5 New and/or revised curriculum.

Staffing Timelines:

- 3. In January, the Associate Superintendent People Services, will seek information from those teachers on leave of absence to determine their intentions for the subsequent school year.
- 4. In February, the Associate Superintendent People Services will provide program planning templates to principals.
- 5. In February, the Associate Superintendent People Services will direct a communication to teachers to determine any teacher initiated transfer requests.
- 6. Principals will provide the Associate Superintendent People Services with projected teacher requirements for the subsequent school year once the Resource Allocation Calculation (RAC) has been provided to People Services by the Director, Financial Services and inputted in the planning templates provided as per 4. above.
- 7. At the end of March, People Services will request information from teachers to determine who will be resigning.
- 8. In mid-April, provided RAC has been completed, the Associate Superintendent People Services will call a meeting of principals to share teacher transfer requests and attempt to accommodate requests.
- 9. By the end of May, principals will provide continuing contract teachers with written tentative teaching assignments for the subsequent school year.
- 10. During the first week of June, available contracts will be offered to temporary contract teachers.
- 11. By the beginning of June, letters of regret will be sent to temporary contract teachers for whom no position is projected to be available in the subsequent school year.
- 12. By the end of June, advertising to fill expected teacher vacancies will begin.

References: Board Policy: 700 Superintendent of Schools
Admin Procedure: 700 – Hiring – Certificated Staff
Education Act: Section 212
ATA Collective Agreement
Guide to Evaluation of Certificated Staff



13. After the May 31st resignation deadline, People Services will hire to fill any new vacancies caused by resignations.
14. In June, the Associate Superintendent People Services will send letters to those staff members who requested a transfer and did not receive a transfer.

Reduction in Teaching Staff:

15. Should the Division deem a reduction in the number of certificated staff be warranted, it will endeavor first to effect reduction through voluntary attrition.
 - 15.1 Teaching staff reduction would be completed first through voluntary resignation, retirement, voluntary leave of absence and voluntary changes in employment status (i.e. full time to part time).
16. If voluntary attrition does not result in the certificated staff reduction, then the Division will endeavor to effect reduction through the transfer of staff to other available assignments.
 - 16.1 Primary factor for determining teacher transfers will be the viability of educational programs available for students in the surplus school and in the potential receiving school. School administration will be consulted in determining which transfers will result in the best educational programs.
 - 16.2 Student and program needs, and not employee seniority, will be the primary criteria for enacting transfers due to teacher reduction.
 - 16.3 All other factors being equal, seniority may be considered when making decisions about teacher transfers.
17. If reduction cannot be fully achieved through voluntary attrition and/or transfer to other assignments, the Division will endeavor to effect reduction through termination of contracts of employment. The following criteria will be utilized to determine which contracts will be terminated:
 - 17.1 Teachers on temporary contracts.
 - 17.2 Teachers on probationary contracts.

References: Board Policy: 700 Superintendent of Schools
Admin Procedure: 700 – Hiring – Certificated Staff
Education Act: Section 212
ATA Collective Agreement
Guide to Evaluation of Certificated Staff



Responsible Administrator: Associate Superintendent People Services

- 17.3 Notwithstanding the above, teachers on temporary or probationary contracts may be retained and continuous contract teachers released if the teacher with a temporary or probationary contract possesses specialty training and/or experience. These specialty areas include, but are not limited to second languages, inclusive education, LOGOS, counselling, and Career and Technology studies.
- 17.4 Program considerations and the ability of the teacher to adequately handle a specific teaching assignment will be acknowledged when determining if a teacher, whose contract of employment is being considered for termination, will be reassigned to a vacant position.
- 17.5 With all things being equal, seniority based on years of service to Sturgeon Public Schools will be considered when determining which contracts of employment are to be terminated. Years of service are counted from the date a continuous contract was signed-began and include maternity leaves, sick leaves, secondments and educational leaves.

18. The termination of teacher contracts will be carried out with due regard to the requirements of the Education Act.
19. The Board of Trustees delegates to the Superintendent/CEO the authority to suspend and terminate the services of certificated staff.

Continuous Teaching Contracts:

The awarding of continuous teaching contracts is a long-term investment in education and requires diligence to ensure our teaching staff are of the highest quality possible.

20. At least two positive summary evaluation reports on the teacher's performance, which have been written by a principal in accordance with the Guide to Evaluation of Certificated Staff, must be on file in Central Office.
21. The Principal must make a written recommendation to the Superintendent/CEO, or designate, to award a continuous teaching contract to the teacher. The recommendation may be part of an evaluation report on the teacher or it may be submitted in a separate formal letter; assuming at least two positive evaluation reports are already on file in Central Office.
22. In addition to the above, the Superintendent/CEO, or designate, may require additional evaluative information before considering the awarding of a continuous teaching contract.

References: Board Policy: 700 Superintendent of Schools
Admin Procedure: 700 – Hiring – Certificated Staff
Education Act: Section 212
ATA Collective Agreement
Guide to Evaluation of Certificated Staff



Responsible Administrator: Associate Superintendent People Services

23. Once the above requirements have been met, the teacher may be awarded a continuous teaching contract by the Superintendent/CEO, or designate, based on program needs for the Division.

Permanent Professional Certification:

24. Prior to a teacher receiving a recommendation from the Superintendent/CEO of Sturgeon Public Schools for Permanent Professional Certification, the following documentation is required:
 - 24.1 Completion of two years of full time teaching or the equivalent of two full years of teaching in an educational setting approved by the Minister of Education (the equivalent of two full years can be defined as a minimum of 400 FTE days or the average of Sturgeon Public Schools operational days for the years noted on the recommendation form).
 - 24.2 Two current, positive, evaluations from a principal(s).
 - 24.2.1 A recommendation from the teacher's principal indicating that the teacher meets the Teaching Quality Standard.
25. Once the required documentation clause 24 is on file with People Services, an Alberta Permanent Professional Certification Recommendation Form will be completed by People Services. The teacher will be requested to read the *Teaching Quality Standard Ministerial Order*, and complete their portion of the on-line recommendation form.
26. The teacher will be required to issue payment in the appropriate amount to the Provincial Treasurer. Payment is to be included with the recommendation form.
27. The recommendation form will be submitted to the Superintendent/CEO, Sturgeon Public Schools, for his/her recommendation to Alberta Education. Once signed by the Superintendent, the recommendation form will be forwarded to Teacher Certification & Development, Alberta Education.
28. If the recommendation for permanent certification is approved, Teacher Certification & Development, Alberta Education will mail a file copy to the recommending board and an original copy to the teacher.

References: Board Policy: 700 Superintendent of Schools
Admin Procedure: 700 – Hiring – Certificated Staff
Education Act: Section 212
ATA Collective Agreement
Guide to Evaluation of Certificated Staff



Certificated staff Mobility:

29. All transfers shall be made in accordance with Section 212 of the Education Act.
30. Transfers will only normally be considered when they are to be effective at the beginning of the school year. Applications arising out of emergency situations may be considered at any time.
31. Certificated staff initiated applications for transfer, will be directed to the Superintendent/CEO or designate before March 31 of the calendar year in which they will take effect.
32. Principal recommendations for transfers are to be directed in writing to the Superintendent/CEO or designate before March 31 of the calendar year in which the transfer is to take effect. The transfer recommendation letter shall include the following:
 - 32.1 name of the certificated staff member to be transferred;
 - 32.2 the requested effective date of the transfer.
33. The Principal shall discuss the recommendation with the certificated staff member and provide a copy of the transfer recommendation letter to the certificated staff member.
34. A central administrator's recommendation for a certificated staff member transfer may be directed at any time in writing to the Superintendent/CEO or designate and shall include the:
 - 34.1 name of the certificated staff member to be transferred;
 - 34.2 the requested effective date of the transfer.
35. The administrator making the recommendation for the transfer shall discuss the recommendation with the certificated staff member and provide a copy of the transfer recommendation letter to the certificated staff member.
36. All transfer requests made by either the employee or the Principal will be discussed during the program planning session.
37. Certificated staff wishing to apply for a one year exchange of service will direct their application to the Superintendent/CEO or designate before

References: Board Policy: 700 Superintendent of Schools
Admin Procedure: 700 – Hiring – Certificated Staff
Education Act: Section 212
ATA Collective Agreement
Guide to Evaluation of Certificated Staff

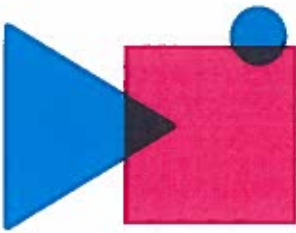


Responsible Administrator: Associate Superintendent People Services

March 31 of the school year prior to the school year for which they are applying.

- 37.1 Certificated staff members involved in an exchange of service must maintain their contract status.
- 37.2 Applications may indicate schools of preference, and colleagues interested in engaging in an exchange.
- 37.3 Each certificated staff member interested must apply separately.
- 37.4 The Superintendent/CEO or designate will consult with the principals involved.
- 37.5 If all parties, staff members and principals agree to the exchange, and such a change is approved by the Superintendent/CEO or designate, People Services personnel will make the necessary arrangements and provide a written record of the arrangements to all involved.
- 37.6 Subject to the terms of this section of this Admin Procedure, certificated staff will return to their school of origin for the following school year, unless all parties agree to an extension for one additional year or a permanent transfer of the staff. An exchange of service shall not be longer than a two (2) year period.

References: Board Policy: 700 Superintendent of Schools
Admin Procedure: 700 – Hiring – Certificated Staff
Education Act: Section 212
ATA Collective Agreement
Guide to Evaluation of Certificated Staff



B O A R D
MEMORANDUM

Date: January 13, 2021
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Shawna Walter, Associate Superintendent, Education Services
Subject: AP870 - Information Technology

Background:

Attached for Trustee information is Administrative Procedure 870 - Information Technology with amendments.

Administration is prepared to respond to questions at the January 13, 2021 Committee of the Whole Meeting.

Recommendation:

This report is shared as information.

Sincerely,

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

Attachment





PURPOSE

Sturgeon Public Schools (SPS) provides staff and students with technology resources that support teaching, learning or administrative operations. Network resources refers to all resources on the Division network. The Division also allows personal devices to access the network.

PROCESS

The Associate Superintendent Corporate Services is responsible for this Administrative Procedure and shall review with principals and other supervisors on an annual basis.


PROCEDURE

1. Principals shall review the following documents with all school-based employees on an annual basis:
 - 1.1 this Administrative Procedure;
 - 1.2 ~~and the Network Resources Responsible Use Protocol for Staff; (Exhibit 1) and the Responsible Use of Technology Agreement;~~
 - 1.3 AP 300 Security of Personal and Divisional Information. ~~with all school-based employees on an annual basis.~~
2. The Network Resources Responsible Use Protocol for Staff (Exhibit 1) will be signed by all SPS staff annually.
3. People Services Department shall ensure that all new staff members have signed the Network Resources Responsible Use Protocol for Staff (Exhibit 1) during the orientation process. ~~(Exhibit 1)~~
4. Principals shall ensure teachers review on an annual basis, the Network Resources Responsible Use of Technology Agreement Protocol Students (Exhibit 2) with all students within the context of digital citizenship. ~~(Exhibit 2)~~
5. The Network Resources Responsible Use Protocol Students (Exhibit 2) will be signed by parent/guardians and students annually.

References: Admin Procedure: 300 Security of Personal and Division Information
 721 Teachers and Professional Development
 727 Support Staff and Professional Development
 865 Information and Communication Technology
 Exhibit 1 – Network Resources Responsible Use Protocol Staff
 Exhibit 2 – Network Resources Responsible Use Protocol Students



- 6. The Division may authorize the executive of the respective employee association or union to use network resources to conduct association or union business.
- 7. Network resources shall not be used to campaign, canvass for support, debate, or in any other manner encourage Division employees to take political action.
- 8. Network resources shall not be used to promote positions in conflict with Division policies, programs, or other operational guidelines or directives.
- 9. Sturgeon Public Schools monitors network activity. If the Division discovers activities that do not comply with applicable law or Division policy, records will be retrieved in accordance with due process.

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References: *Admin Procedure: 300 Security of Personal and Division Information*
721 Teachers and Professional Development
727 Support Staff and Professional Development
865 Information and Communication Technology
Exhibit 1 – Network Resources Responsible Use Protocol Staff
Exhibit 2 – Network Resources Responsible Use Protocol Students



PURPOSE

Sturgeon Public Schools provides staff with technology resources that support teaching, learning or administrative operations. Network resources refers to all resources on the Division network of including, but not limited to, Internet access, e-mail accounts, installed software, personal file storage areas and all hardware attached to the network.

PRINCIPLES OF USE

- All network resources are intended for education and administrative use.
- As the owner of all network resources, The Division retains the right to monitor their use.
- The use of network resources is subject to all policies and procedures of both the Division and individual schools/sites related to technology, property or conduct.

CONDITIONS OF USE

- Staff are expected to use network resources to further the mission of the Division. Personal use of the network is **NOT** permitted.
- Staff will ensure that publishing of any personal information about themselves or other network users on the Internet or in publicly viewed files meets the FOIP guidelines established by the Division.
- Staff who discover inappropriate material on the network are expected to advise their school administrator and/or the Associate Superintendent Corporate Services.
- Staff will use their assigned login only in the manner intended. This includes accessing only network resources assigned to their login. Staff will not use another person's files, output, or user name.
- Staff is responsible for the security of access (login and password) to their network resources and will not share the credentials with anyone.
- In order to protect personal and corporate identities, staff must adhere to the password protocol which includes password history limitations and password age, length and complexity.

*References: Admin Procedures: 300 Security of Personal and Division Information
721 Teachers and Professional Development
727 Support Staff and Professional Development
865 Information and Communication Technology*



- Staff will not decrease the operation of or access to network resources through inappropriate use of network resources, malicious activity directed against network resources or through unauthorized use of personal program/data files.
- Staff will follow the procedures in *AP 300 Security of Personal and Division Information* and *AP 870 Responsible Use of Network Resources*.
- Consequences of inappropriate use of network resources could include loss of network privileges, suspension, financial liability for damages, disciplinary or legal action.

ACKNOWLEDGEMENT

I understand and agree to follow the conditions of this Responsible Use Protocol. I have read AP 300 and AP 870 and understand the procedures.

Staff Member (Print) _____

Staff Member Signature _____

Date _____

References: Admin Procedures: 300 Security of Personal and Division Information
721 Teachers and Professional Development
727 Support Staff and Professional Development
865 Information and Communication Technology



DRAFT

January
6, 2021

~~AP—EXHIBIT 2 INFORMATION TECHNOLOGY—AP 870~~

AP870 -~~EXHIBIT 2~~ - Network Resources Responsible Use Protocol Students

Date: ~~January 30, 2020~~

**Sturgeon
Public Schools**

Responsible Administrator: Associate Superintendent Corporate Services

PURPOSE

Sturgeon Public Schools provides students with technology resources that support learning. Network resources refers to all resources on the network of Sturgeon Public Schools including, but not limited to, Internet access, e-mail accounts, installed software, personal file storage areas and all hardware attached to the network.

PRINCIPLES OF USE

- All network resources are intended for education use.
- As the owner of all network resources, Sturgeon Public Schools retains the right to monitor their use.
- The use of network resources is subject to all policies and practices of both Division and individual schools/sites related to technology, property or conduct.

CONDITIONS OF USE

- Students shall use network resources for appropriate educational purposes only.
- Students who discover material on the network that is inappropriate or makes them feel uncomfortable should report the material to a staff member.
- Students will use their assigned login only in the manner intended. This includes accessing only network resources assigned to their login. Students will not use another person's files, output or user name.
- Students are responsible for the security of access (login and password) to their network resources and will not share their credentials with anyone.
- Access to network resources with personal devices is subject to Admin Procedures under 865, Information and Communication Technology and individual school policies and practice.
- Consequences of inappropriate use of network resources could include disciplinary action including, but not limited to, loss of network privileges, recommendation for withdrawal from a course, suspension, financial liability for damages, or legal action.

References: Admin Procedures: 300 Security of Personal and Division Information
721 Teachers and Professional Development
727 Support Staff and Professional Development
865 Information and Communication Technology



Please place a checkmark by each statement below to indicate you have read and understand the “Responsible Use of Technology”.

Responsible Use of Technology	
<input type="checkbox"/>	Your teacher will guide your use of technology at school.
<input type="checkbox"/>	Your teacher can take away your access to technology and/or the Internet if you don't use it responsibly.
<input type="checkbox"/>	You should only use the technology for school purposes, and only when your teacher says it's okay.
<input type="checkbox"/>	Be careful about the personal information you share online. If you're not sure, ask your parents or teacher.
<input type="checkbox"/>	Be careful with the equipment as it is fragile. Take care of it like it is your own.
<input type="checkbox"/>	If you accidentally access a site that is not appropriate, close the browser and let your teacher know.
<input type="checkbox"/>	Nothing you do on the technology is completely private. If your teacher or principal has a reason to think that you have been using technology in a way that is harmful to others, he or she can look at your account and find out what you've been doing on the technology.
<input type="checkbox"/>	Check to see that the information you find online is accurate by checking several sources.
<input type="checkbox"/>	Make sure to give credit to people if you use their photos or work in your projects.
<input type="checkbox"/>	Do not download or install any software, music, movies, or files of any kind.
<input type="checkbox"/>	Do not share your password with anyone.
<input type="checkbox"/>	Always log out of the technology when finished using it, even if you're just going away for a minute. Do not access or use the account of another student or teacher. If you notice someone has not logged out, let them know or just log them out.
<input type="checkbox"/>	In general, be good! Do not use the technology in any way that negatively affects any other student or persons.
<input type="checkbox"/>	MediaSmarts has some great resources to help you learn more about being a good digital citizen.

References: Admin Procedures: 300 Security of Personal and Division Information
721 Teachers and Professional Development
727 Support Staff and Professional Development
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Please place a checkmark by each statement below to indicate you have read and understand the "Use of Personal Device Responsibilities".

Use of Personal Device Responsibilities - Yes, you can bring your device to school!	
	Students at this school may bring their own personal electronic devices (including digital camera, technology, smart-phone or personal devices) which may or may not be able to connect to the school wireless network.
	Only connect to the school wireless network, and NOT to the school's wired network, nor any other (external) wireless network, even though other networks from the neighborhood might be visible inside the school.
	Your device must have virus protection software which is up-to-date.
	All peer-to-peer (music/video/file-sharing) software or web-hosting services on your device while connected to the school wireless network must be disabled.
	Student owned devices in class may only be used with the teacher's <u>expressed</u> permission.
	The security, care and maintenance of your device is your responsibility. Securely store and charge your device when not in use.
	The school is not responsible for the loss, theft or damage of your device. You are fully responsible for your property while it is at school.
	Personnel from the school and Technology Services may access your personal electronic device if there are reasonable grounds to believe that there has been a breach of school rules or discipline policies and that a search of the device would reveal evidence of that breach. This may include but not limited to audio and video recording and photographs taken on school property that violates the privacy of others.
	Do not use an audio recording device, video camera, or camera (or any device with one of these) to record media or take photos during school unless you have permission from both a staff member, and those you're recording. School Administration may search your device memory if they feel school rules have been violated.

*References: Admin Procedures: 300 Security of Personal and Division Information
721 Teachers and Professional Development
727 Support Staff and Professional Development
865 Information and Communication Technology*



**Sturgeon
Public Schools**

ACKNOWLEDGEMENT

I have read with my child, understand and agree to follow the conditions of this Responsible Use Protocol.

Parent/Guardian name (Print) _____

Parent/Guardian Signature _____

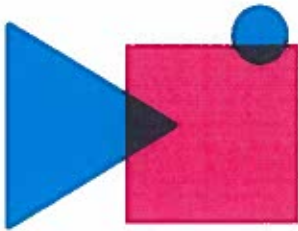
Student Name _____

Student Signature _____

Date _____



*References: Admin Procedures: 300 Security of Personal and Division Information
721 Teachers and Professional Development
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865 Information and Communication Technology*



B O A R D
MEMORANDUM

Date: January 13, 2021
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Shawna Walter, Associate Superintendent, Education Services
Jonathan Konrad, Director, Curriculum & Instruction
Subject: School Council Annual Reports



Background:

School Councils are asked to provide an annual “Year in Review” report to the Board of Trustees every fall as per Policy 305 – School Councils.

Attached you will find the “Year in Review” reports for the 2019-2020 school year submitted by the following School Councils:

- | | |
|--------------------------------|--------------------------------|
| Bon Accord Community School | Lilian Schick School |
| Camilla School | Namao School |
| École Morinville Public School | Ochre Park School |
| Four Winds Public School | Redwater School |
| Gibbons School | Sturgeon Composite High School |
| Landing Trail School | Sturgeon Heights School |

A reminder has been sent to Guthrie School Council.

Administration is prepared to respond to questions at the January 13, 2021 Committee of the Whole Meeting.

Recommendation:

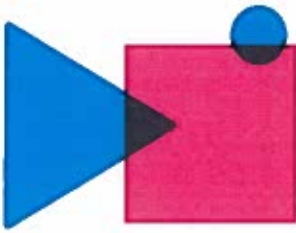
This report is shared as information

Sincerely,

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

Attachment





BOARD
MEMORANDUM

Date: January 13, 2021
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Liliana LeVesconte, Secretary Treasurer
Steve Schick, Director, Technology Services
Subject: IT Report: Monthly Downtime

Background:

Find attached, a written report indicating network outage for the month of December 2020.

Administration is prepared to respond to questions at the January 13, 2021, Committee of the Whole Meeting.

Recommendation:

This Report is shared as information.

Sincerely,

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

Attachment

