



Committee Meeting Agenda

March 13, 2019 – 4:30 p.m.
Frank Robinson Education Centre
9820 – 104 Street, Morinville, Alberta

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 – February 13, 2019

5. Presentations

6. Reports from Senior Administration

6.1 Introduction of Director of Facilities

6.2 Capital Report

6.3 Pride Parade

6.4 Field Trip Report

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
- 7.5 Finance and Human Resources
- 7.6 Policy
- 7.7 Transportation
 - 7.7.1 Transportation Budget Plan
- 7.8 ATA Update
- 7.9 CUPE Update

8. Reports from Special Committees/Task Groups

- 8.1 Alberta School Boards' Association Zone 2/3
- 8.2 Public School Boards' Association of Alberta
- 8.3 Teacher Board Advisory Committee (Policy Advisory – ATA)
- 8.4 Labour Management Committee (Policy Review – CUPE)
- 8.5 Community Services Advisory Board

9. New Business

- 9.1 Policy D/II/15 – Charter School
- 9.2 Policy 115 – Sexual Orientation, Gender Identity, and Gender Expression

- 9.3 Policy 120 – Harassment Policy
- 9.4 Policy 130 – Public Interest Disclosure (Whistleblower Protections)
- 9.5 Policy 200 – Attendance Areas
- 9.6 Policy 215 – Organization Chart
- 9.7 Policy 235 – Conduct at Board Hearings
- 9.8 Policy 245 – Appeals
- 9.9 Policy 305 – School Councils
- 9.10 Policy 310 – Non-Resident Students
- 9.11 Policy 315 – Opening Exercises Flag Protocol and Recognition of Dignitaries
- 9.12 Policy 320 – Inclement Weather
- 9.13 Policy 410 – Student Fees
- 9.14 Policy 500 – Transportation
- 9.15 Policy 600 – School Closure
- 9.16 Policy 605 – Public Use of School Buildings and Property
- 9.17 Policy 800 – Religious Education and Instruction
- 9.18 Policy 805 – Home Education
- 9.19 Policy 900 – Student Conduct and Discipline
- 9.20 Four Winds Public School/Morinville Public School Bell Times
- 9.21 Draft School Calendars
 - 9.21.1 2020 – 2021
 - 9.21.2 2020 – 2021 Camilla School
 - 9.21.3 2021 – 2022
 - 9.21.4 2022 – 2023
- 9.22 Lease Agreement – Town of Morinville

9.23 3 Year Capital Plan – Capital Plan Priorities

9.24 Assurance Reporting – Education Services

9.25 IT Report: Monthly Downtime

10. Question Period

11. Unfinished Business

12. Information Items

13. Pending List

14. In Camera

15. Adjournment



Notes of the Meeting of The Committee of the Whole Held at Morinville on February 13, 2019

Present

Mr. Terry Jewell, Chair
Mr. Joe Dwyer, Trustee
Mrs. Liz Kohle, Trustee
Mrs. Janine Pequin, Trustee
Ms. Mary Lynne Campbell, Superintendent/CEO
Dr. Charmaine Brooks, Associate Superintendent, Business & Corporate Services
Mrs. Cam-Van Mackie, Director Financial Services
Mrs. Ruth Kuik, Deputy Superintendent, Education Services
Mrs. Lisa Lacroix, Acting Associate Superintendent, Human Services
Ms. Shawna Walter, Director, Special Projects/Initiatives

Regrets: Mrs. Tasha Oatway-MeLay, Vice Chair
Mrs. Misty Featherley, Trustee

Call to Order

The Chair called the meeting to order at 4:43 p.m.

Consideration of Agenda

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

Moved by Mr. Dwyer that the agenda be approved.

CARRIED UNANIMOUSLY

COMMITTEE 4.2

Appointments

Approval of Committee Notes

4.1 Amendment/Correction of Notes

4.2 Approval of Committee Notes

Moved by Mr. Dwyer that the notes of January 16, 2019 be approved, as presented.

CARRIED UNANIMOUSLY

Presentations

5.1 No Presentations

Reports from Senior Administration

6.1 Capital Update - Alberta Education: Modular Approval

The Superintendent/CEO presented a written and verbal report on behalf of the Senior Executive Committee on the Alberta Education: Modular Approval.

6.2 Field Trip Report

The Superintendent/CEO presented a written report on behalf of the Senior Executive Committee on the Field Trip Report.

Reports from Trustees and Standing Committees

7.1 Chair's Report

Trustee Jewell presented a verbal report.

7.2 Trustees' Reports

Trustee Dwyer (Alcomdale/Villeneuve Area)

Trustee Dwyer reported that he attended:

- Sturgeon Composite High School Parent Council Meeting
- Morinville Rotary Meetings (2)

Trustee Jewell (Gibbons/Lamoureux Area)

Trustee Jewell reported that he attended:

- Gibbons School Parent Council Meeting
- Meeting with Acting Manager, Operations and Maintenance
- Rotary Club Presentation
- Meeting with Alexander First Nation
- Meeting with ATA
- Meeting with UCP Candidate
- RAC Training Session

Trustee Pequin (Redwater/Coronado Area)

Trustee Pequin reported that she attended:

- Ochre Park School Parent Council
- Policy Committee Meeting
- Meeting with Alexander First Nation

7.3 Advocacy

No report was provided.

7.4 Building and Maintenance

No report was provided.

A Building & Maintenance Committee Meeting is scheduled for February 21, 2019.

7.5 Finance and Human Resources

No report was provided.

A Finance & Human Resources Committee Meeting is scheduled for February 20, 2019.

7.6 Policy

No report was provided.

A Policy Committee Meeting is scheduled for February 22, 2019.

7.7 Transportation

No report was provided.

A Transportation Committee Meeting is scheduled for February 25, 2019.

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

No report was provided.

Alberta School Boards' Association Zone 2/3 Meeting is scheduled for February 22, 2019.

8.2 Public School Boards' Association of Alberta

No report was provided.

8.3 Teacher Board Advisory Committee (ATA)

No report was provided.

8.4 Labour Management Committee (CUPE)

No report was provided.

8.5 Community Services Advisory Board

A verbal report was provided.

A Community Services Advisory Board Meeting is scheduled for February 18, 2019.

New Business

9.1 Policy G/II/2 – Health and Safety

Moved by Mrs. Pequin that the Board of Trustees refer Policy G/II/2 – Health and Safety to the February 27, 2019 Board Meeting.

CARRIED UNANIMOUSLY

9.2 Policy H/2 – Hazardous Materials Policy

Moved by Mrs. Kohle that the Board of Trustees refer Policy H/2 – Hazardous Materials Policy to the February 27, 2019 Board Meeting.

CARRIED UNANIMOUSLY

9.3 Transportation Fees 2019 – 2020

Moved by Mrs. Kohle that the Board of Trustees refer the proposed 2019 – 2020 Transportation Fees to the February 27, 2019 Board Meeting.

CARRIED UNANIMOUSLY

9.4 Update on Four Winds Public School – Communication Plan for Parents

A written and verbal report was provided for information.

9.5 By-Election Date – Ward 4 Sturgeon Valley/West St. Albert Area

Moved by Mrs. Pequin that the Board of Trustees refer the By-Election Date – Ward 4 Sturgeon Valley/West St. Albert Area to the February 27, 2019 Board Meeting.

CARRIED UNANIMOUSLY

9.6 Assurance Reporting – Education Services

A written and verbal report was provided for information.

Ms. Campbell left the meeting at 5:15 p.m.

Ms. Campbell returned to the meeting at 5:16 p.m.

9.7 IT Report: Monthly Downtime

A written report was provided for information.

Question Period

10.1

Unfinished Business

11.1 No unfinished business

Information Items

12.1

Pending List

13.1 No pending list

In Camera

5:21 p.m. – Moved by Mr. Dwyer that the Board go in camera.

CARRIED UNANIMOUSLY

5:55 p.m. – Moved by Mrs. Kohle that the Board go out of camera.

CARRIED UNANIMOUSLY

Adjournment

The meeting adjourned 5:55 p.m.

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



Board Memorandum

Date: March 13, 2019
To: Committee of the Whole
From: Mary Lynne R. Campbell, Superintendent / CEO
Originator(s): Alberta Teachers Association Local No. 27 Executive Senior Executive, Sturgeon Public Schools
Subject: 2019 PRIDE Parade

Background:

This year the PRIDE parade takes place on Saturday 08 June 2019. The ATA Local No. 27 has put in an application for Sturgeon Public Schools to participate in this year's event; this will be the third year that Sturgeon participates. Sturgeon staff are currently developing an information / invitation ad, which will include a link for staff and families to register. This ad is jointly sponsored by the ATA, CUPE and Sturgeon Public Schools.

Given that the parade is a family event, it would be wonderful if Sturgeon families could be invited to join us at the PRIDE parade. The challenge for many will be transportation, thus the Senior Executive suggests that this challenge could be mitigated if families were provided transportation by the Division. Families could drive to Sturgeon Composite High School to access school bus transportation to and from the event.

I am happy to respond to questions at the 13 March 2019 Committee of the Whole Board Meeting.

Recommendation:

That the Board of Trustees approve the Division's support of a school bus to transport Sturgeon Public School Division families and staff to / from the PRIDE parade.

COMMITTEE 6.3

Sincerely,

A handwritten signature in blue ink, appearing to read "Mary Lynne R. Campbell". The signature is fluid and cursive, with the first name "Mary" being the most prominent.

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



Board Memorandum

Date: March 13, 2019
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent
Originator(s): Ruth Kulk, Deputy Superintendent, Education Services
Subject: Field Trip Report

Background:

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

The following field trips have been approved:

- Morinville Public School
March 13 - 14, 2019 6 junior high students to Jasper for a ski trip at Marmot Basin (with Sturgeon Heights School).

Recommendation:

This report is shared as information.

Sincerely,

R Kulk

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

COMMITTEE 6.4



Board Memorandum

Date: March 13, 2019
To: Board of Trustees
From: Transportation Committee
Originator(s): Dr. Charmaine Brooks, Associate Superintendent,
Business and Corporate Services
Cam-Van Mackie, Director, Financial Services
Subject: Transportation Budget Plan

Background:

A Transportation Budget Plan was discussed at the February 25 Transportation Committee meeting. A recommendation will be provided on the table at the meeting.

Recommendation:

The Transportation Budget Plan is shared with the Board for discussion and further direction.

Sincerely,

R. Kuik

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

COMMITTEE 7.7.1



Board Memorandum

Date: March 13, 2019
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Policy Committee
Subject: Policy D/II/15 – Charter Schools

Background:

Attached for Trustee review is Policy D/II 15 – Charter Schools. Also attached is associated Administrative Practice – Administration 14 – Charter Schools.

Recommendation:

That the Board of Trustees review Policy D/II 15 – Charter Schools and provide direction to administration.

Sincerely,

R. K. Wink

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

Attachments

COMMITTEE 9.1



1.0 POLICY

1.1 The Board believes that charter schools can provide students and their parents with different choices in education to better serve their needs.

2.0 GUIDELINES

2.1 The Board will consider the establishment of a charter school if it is satisfied that:

2.2.1 the school will have significant support from the community in which it is to be located;

2.2.2 the program to be offered will potentially improve the learning of students as it is measured by the Minister in schools operated by the Board that are not chartered schools.

2.2 The Superintendent is responsible for assuring that this policy is administered according to the requirements of the School Act.

References: *Admin Practice(s): Administration 14 – Charter Schools*
School Act: Section 31
Charter Schools Regulation 212/2002



ADMINISTRATION 14 – Charter Schools

Date: June 30, 2004 Reviewed: Feb. 13, 2013 Responsible Administrator: Superintendent

1.0 RATIONALE

Sturgeon School Division recognizes the need to establish Charter Schools.

2.0 PROCESS

The Superintendent or designate is responsible to administer this Administrative Practice.

3.0 GUIDELINES

- 3.1 Upon receipt of an application, the Superintendent will review the application and make a recommendation to the Board of Trustees.
- 3.2 If the Board approves the application, the Board will recommend to the Minister of Education that the charter be approved. If the application is rejected, the Board will inform the charter organizers and the Minister, in writing, stating the reasons for rejection.
- 3.3 The Board may revoke its charter in the event an approved charter school does not conform with expectations for its operation, in accordance with School Board policy, The School Act, and the Alberta Education Charter School Handbook.
- 3.4 The Alberta Education Charter School Handbook contains a provision that the Minister may conduct a review if the charter is revoked by the School Board.

References: *Board Policy: D/II/15 – Charter Schools*
 School Act: Section 31
 Charter Schools Regulation 212/2002



Board Memorandum

Date: March 13, 2019
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Policy Committee
Subject: New Policy 115 – Sexual Orientation, Gender Identity and Gender Expression

Background:

Attached for Trustee review is new Policy 115– Sexual Orientation, Gender Identity and Gender Expression. This policy, submitted by Mr. David Steele, has been reviewed by the Policy Committee.

Also attached for Trustee information are the policies and board regulations which will be replaced by new policy 115:

Policy D/III/2 –Sexual Orientation, Gender Identity and Gender Expression

Board Regulation Administration 5 – Sexual Orientation, Gender Identity and Gender Expression

Also attached for Trustee reference is Administrative Practice Educational Services 24 – Sexual Orientation, Gender Identity and Gender Expression.

Recommendation:

That the Board of Trustees review policy 115 – Sexual Orientation, Gender Identity and Gender Expression and forward to the Public Board Meeting.

Sincerely,

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

Attachments

COMMITTEE 9.2

EFFECTIVE:

REVISED:

REVIEW:

1.0 POLICY

The Board believes in the importance of, and is committed to establishing and maintaining a welcoming, caring, respectful and safe learning and working environment that respects diversity and fosters a sense of belonging for all students and staff including those who self-identify as sexual or gender minorities, including but not limited to: lesbian, gay, bisexual, transgender, transsexual, two-spirit, queer, gender fluid, or those who are questioning their sexual orientation, gender identity, or gender expression.

2.0 DEFINITIONS

Definitions: For the purposes of this policy the most current definitions can be accessed at the following link:

GSA's and QSA's in Alberta Schools: A Guide for Teachers

Sexual and Gender Minority Terms and Definitions:

<https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Human-Rights-Issues/PD-80-6%20GSA-QSA%20Guide%202016.pdf>

3.0 GUIDELINES

- 3.1. The Board believes that staff members are better prepared to respond to and support matters associated with sexual orientation, gender identity, or gender expression when they have the benefit of: related education and professional development opportunities, as well as an

References: *Admin Practice ES24 - Sexual Orientation, Gender Identity and Gender Expression*
The School Act: Section 4
Bill 10: An Act to Amend the Alberta Bill of Rights to Protect our Children
Bill 24: An Act to Support Gay Straight Alliances
Vision, Mission and Values Statement
Canadian Charter of Rights and Freedoms
Alberta Human Rights Act
GSA's and QSA's in Alberta Schools: ATA
Guidelines for Best Practices: Alberta Education
Freedom of Information and Protection of Privacy Act
Personal Information Protection Act

115 Sexual Orientation, Gender Identity, and Gender Expression.

115

EFFECTIVE:

REVISED:

REVIEW:

awareness of, and access to, research and/or professional readings relative to this topic.

3.2. Policy 115 Sexual Orientation, Gender Identity, and Gender Expression shall be reviewed by the Board of Trustees on a yearly basis.

3.3. The Board of Trustees may, from time to time, establish a task group or groups to provide input and recommendations relative to the implementation of Policy 115 Sexual Orientation, Gender Identity, and Gender Expression.

3.4. The membership of any task group(s) may vary based on the identified goals and objectives established by the Board of Trustees relative to Policy 115 Sexual Orientation, Gender Identity, and Gender Expression.

3.5. Prior to forming any task group(s) the Board of Trustees will identify:

3.5.1. the specific objectives,

3.5.2. membership representation,

3.5.3. preferred timeline and

3.5.4. reporting process for the task group(s).

References: *Admin Practice ES24 - Sexual Orientation, Gender Identity and Gender Expression*
The School Act: Section 4
Bill 10: An Act to Amend the Alberta Bill of Rights to Protect our Children
Bill 24: An Act to Support Gay Straight Alliances
Vision, Mission and Values Statement
Canadian Charter of Rights and Freedoms
Alberta Human Rights Act
GSA's and QSA's in Alberta Schools: ATA
Guidelines for Best Practices: Alberta Education
Freedom of Information and Protection of Privacy Act
Personal Information Protection Act



D/III/2 – Sexual Orientation, Gender Identity and Gender Expression

D/III/2

EFFECTIVE: March 23, 2016

Affirmed: March 28, 2018

REVIEW: 2018-2019

1.0 POLICY

- 1.1 The Board believes in the importance of, and is committed to establishing and maintaining a welcoming, caring, respectful and safe learning and working environment that respects diversity and fosters a sense of belonging for all students and staff including those who self-identify as sexual or gender minorities, including but not limited to: lesbian, gay, bisexual, transgender, transsexual, two-spirit, queer, gender fluid, or those who are questioning their sexual orientation, gender identity, or gender expression.
- 1.2 The Board believes that staff members are better prepared to respond to and support matters associated with sexual orientation, gender identity, or gender expression when they have the benefit of: related education and professional development opportunities, as well as an awareness of, and access to, research and/or professional readings relative to this topic.
- 1.3 Policy D/III/2 shall be reviewed by the Board of Trustees on a yearly basis.

Definitions:

For the purposes of this policy the most current definitions can be accessed at the following link:

GSA's and QSA's in Alberta Schools: A Guide for Teachers

Sexual and Gender Minority Terms and Definitions:

<https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Human-Rights-Issues/PD-80-6%20GSA-QSA%20Guide%202016.pdf>

References: *Policy D/III/1 - Equity, Diversity, Inclusion and Human Rights*
Policy E/II/4 - Harassment Policy
Policy F/IV/4 - Student Conduct
Admin Practice ES24 - Sexual Orientation, Gender Identity and Gender Expression
Board Regulation 5 - Sexual Orientation, Gender Identity and Gender Expression
The School Act: Section 4
Bill 10: An Act to Amend the Alberta Bill of Rights to Protect our Children
Bill 24: An Act to Support Gay Straight Alliances
Vision, Mission and Values Statement
Canadian Charter of Rights and Freedoms
Alberta Human Rights Act
GSA's and QSA's in Alberta Schools: ATA
Guidelines for Best Practices: Alberta Education
Freedom of Information and Protection of Privacy Act
Personal Information Protection Act



ADMINISTRATION 5 – Sexual Orientation, Gender Identity, and Gender Expression

Date: March 23, 2016

Affirmed: March 28, 2018

Responsible Administrator: Superintendent

1.0 Board Regulation, Administration 5 – Sexual Orientation, Gender Identity, and Gender Expression shall be administered in conjunction with Policy D/III/2 Sexual Orientation, Gender Identity, and Gender Expression, and Administrative Practice ES24 Sexual Orientation, Gender Identity and Gender Expression.

2.0 PROCESS

2.1 The Board of Trustees may, from time to time, establish a task group or groups to provide input and recommendations relative to the implementation of Policy D/III/2 Sexual Orientation, Gender Identity, and Gender Expression.

2.2 The membership of any task group(s) may vary based on the identified goals and objectives established by the Board of Trustees relative to Policy D/III/2 Sexual Orientation, Gender Identity, and Gender Expression.

2.3 Prior to forming any task group(s) the Board of Trustees will identify:

2.3.1 the specific objectives,

2.3.2 membership representation,

2.3.3 preferred timeline and

2.3.4 reporting process for the task group(s).

References: *Policy D/III/2 - Sexual Orientation, Gender Identity and Gender Expression*
Policy E/I/4 - Harassment Policy
Admin Practice ES23 - Sexual Orientation, Gender Identity and Gender Expression
The School Act: Section 4
Bill 10: An Act to Amend the Alberta Bill of Rights to Protect our Children
Bill 24: An Act to Support Gay Straight Alliances
Vision, Mission and Values Statement
Canadian Charter of Rights and Freedoms
Alberta Human Rights Act
Guidelines for Best Practices: Alberta Government



EDUCATIONAL SERVICES 24 – Sexual Orientation, Gender Identity, and Gender Expression

Date: Mar. 23, 2016 Revised Date: March 5, 2018

Responsible Administrator:
Associate Superintendent, Education Services

1.0 RATIONALE

The Board is committed to establishing and maintaining a welcoming, caring, respectful and safe learning and working environment that respects diversity and fosters a sense of belonging for all members of the school community. This includes students, staff, and families who identify or are perceived as lesbian, gay, bisexual, transgender, transsexual, two-spirit, queer or questioning their sexual orientation, gender identity, or gender expression. The Board expects all members of this diverse community to be welcomed, respected, accepted, and supported in every school.

All members of the school community have the right to learn and work in an environment free of discrimination, prejudice, and harassment. This right is guaranteed under the Canadian Charter of Rights and Freedoms, Alberta Human Rights Act, and Alberta School Act. These rights shall be supported, and enforced so that all members of the school community may work together in an atmosphere of mutual respect and appreciation for individual differences. The Board will not tolerate harassment, bullying, intimidation, or discrimination on the basis of a person's real or perceived sexual orientation, gender identity, or gender expression.

2.0 PROCESS

The Superintendent or designate will be responsible for maintaining this Administrative Practice and its operation.

References: *Policy D/III/1 - Equity, Diversity, Inclusion and Human Rights*
Policy D/III/2 - Sexual Orientation, Gender Identity, and Gender Expression
Policy E/II/4 - Harassment Policy
Policy F/IV/4 - Student Conduct
The School Act: Section 4
Bill 10: An Act to Amend the Alberta Bill of Rights to Protect our Children
Bill 24: An Act to Support Gay Straight Alliances Vision, Mission and Values Statement
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Canadian Charter of Rights and Freedoms
Alberta Human Rights Act
GSA's and QSA's in Alberta Schools: ATA
Guidelines for Best Practices: Alberta Education
Freedom of Information and Protection of Privacy Act
Personal Information Protection Act



EDUCATIONAL SERVICES 24 – Sexual Orientation, Gender Identity, and Gender Expression

Date: Mar. 23, 2016 Revised Date: March 5, 2018

Responsible Administrator:
Associate Superintendent, Education Services

3.0 GUIDELINES

- 3.1 Sturgeon Public School Division strives to ensure that all students and staff members are provided with a welcoming, caring, respectful and safe working environment that respects diversity and fosters a sense of belonging for all students and staff members. All students and staff members share responsibility for creating and maintaining a work environment that is free of discrimination and harassment. Complaints of discrimination and harassment based on sexual orientation, gender identity, and gender expression shall be promptly investigated and resolved as stated in the Policy E/I/11 – Harassment Policy.
- 3.2 Any language or behavior that degrades, labels, stereotypes, incites hatred, prejudice, discrimination and harassment towards students, staff, or families on the basis of their real or perceived sexual orientation, gender identity or gender expression will not be tolerated.
- 3.3 Schools shall ensure that the school student code of conduct references a prohibition of language or behavior that degrades, labels, stereotypes, incites hatred, prejudice, discrimination or harassment.
- 3.4 The Principal shall:
- 3.4.1 consult with staff, parents and students in the development of school based policies and practices that support the implementation of division Policy D/III/2;
 - 3.4.2 ensure all aspects of this administrative practice are clearly and periodically communicated to all students, families and staff;

References: *Policy D/III/1 - Equity, Diversity, Inclusion and Human Rights*
Policy D/III/2 - Sexual Orientation, Gender Identity, and Gender Expression
Policy E/I/4 - Harassment Policy
Policy F/IV/4 - Student Conduct
The School Act: Section 4
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EDUCATIONAL SERVICES 24 – Sexual Orientation, Gender Identity, and Gender Expression

Date: Mar. 23, 2016 Revised Date: March 5, 2018

Responsible Administrator:
Associate Superintendent, Education Services

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- 3.4.3 ensure that students are informed of their ability to request support to establish or lead an activity or organization intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging including but not limited to organizations such as gay-straight alliances, diversity clubs and anti-bullying clubs and that any refusal to establish such a request may be appealed to the board of trustees in accordance with Section 123 of the School Act;
 - 3.4.4 ensure staff members address and provide appropriate remedial consequences for all interactions involving the use of comments, behaviours and actions which are homophobic, transphobic, and sexist, whether they occur in person or in digital form, on or off school property;
 - 3.4.5 ensure staff members know their professional responsibility to identify discriminatory attitudes and behaviours, and create caring, respectful and safe learning environments;
 - 3.4.6 ensure awareness and adherence to all district policies with respect to diversity, equity, human rights, sexual orientation, gender identity, gender expression, discrimination, prejudice and harassment;
 - 3.4.7 ensure staff utilize language and educational resources and approaches that are inclusive; age-appropriate, and respectful of diverse sexual orientations, gender identities, and gender expressions;
 - 3.4.8 provide inclusive and respectful services and supports to sexual and gender minority students and families;

References: *Policy D/III/1 - Equity, Diversity, Inclusion and Human Rights*
Policy D/III/2 - Sexual Orientation, Gender Identity, and Gender Expression
Policy E/II/4 - Harassment Policy
Policy F/IV/4 - Student Conduct
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EDUCATIONAL SERVICES 24 – Sexual Orientation, Gender Identity, and Gender Expression

Date: Mar. 23, 2016

Revised Date: March 5, 2018

Responsible Administrator:
Associate Superintendent, Education Services

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- 3.4.9 ensure staff will not refer students to programs or services that attempt to change or repair a student's sexual orientation or gender identity;
 - 3.4.10 ensure staff work proactively to eliminate systemic inequities and barriers to learning for sexual and gender minority students and families;
 - 3.4.11 identify a staff member to serve as a safe contact for sexual and gender minority students;
 - 3.4.12 inform the school community about the location and availability of this safe contact resource person;
 - 3.4.13 ensure discriminatory behaviors and complaints will be taken seriously, documented and dealt with expeditiously;
 - 3.4.14 ensure that the school's Student Code of Conduct is consistent with Board requirements, is publicly available, reviewed annually, provided to all school staff, students and parents of the students of the school;
 - 3.4.15 ensure all staff recognize the confidentiality of the sexual orientation and gender identity of all students and protect them from unwanted disclosure of such information.
- 3.5 To assist all staff to become more knowledgeable about sexual and gender minority identities, cultures, and communities, schools will provide professional learning opportunities to assist all staff to acquire the knowledge, skills, attitudes, and appropriate teaching practices necessary to create safe, inclusive, equitable, and respectful schools.

References: *Policy D/III/1 - Equity, Diversity, Inclusion and Human Rights*
Policy D/III/2 - Sexual Orientation, Gender Identity, and Gender Expression
Policy E/II/4 - Harassment Policy
Policy F/IV/4 - Student Conduct
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EDUCATIONAL SERVICES 24 – Sexual Orientation, Gender Identity, and Gender Expression

Date: Mar. 23, 2016 Revised Date: March 5, 2018

Responsible Administrator:
Associate Superintendent, Education Services

- 3.6 Staff members shall ensure that learning resources shall be chosen and/or updated to promote critical thinking and should include age-appropriate materials that accurately reflect the diversity of Canada's sexual and gender minority families, cultures, and communities.
- 3.7 To support the safety, health, well-being and educational needs of students who identify as, or are perceived to be, gender minorities, staff shall adhere to the following recommended practices wherever possible and appropriate:

Gender Identity and Gender Expression

- 3.8 Names and Pronouns - A student or staff member has the right to be addressed by a name and pronoun that corresponds to his or her consistently asserted gender identity or gender expression.
- 3.9 Official Records and Communication - When requested by an independent student, or the parent/guardian in writing all school forms and records shall be changed to ensure that a student's preferred name and sex, or gender is current on internal school documentation including: class lists, timetables, student files, identification cards. Subject to Alberta Education changing the requirements, the student's legal name, as registered under the Vital Statistics Act (or, if the student was born in a jurisdiction outside Alberta shall be displayed in the local Student Information System (SIS) and Provincial Approach to Student Information (PASI) system, as well as on transcripts, credentials and provincial assessments. An independent student or the parent/guardian shall be informed by school staff that a legal name change is required if they desire the official Alberta Education documents to reflect another name.

References: *Policy D/III/1 - Equity, Diversity, Inclusion and Human Rights*
Policy D/III/2 - Sexual Orientation, Gender Identity, and Gender Expression
Policy E/II/4 - Harassment Policy
Policy F/IV/4 - Student Conduct
The School Act: Section 4
Bill 10: An Act to Amend the Alberta Bill of Rights to Protect our Children
Bill 24: An Act to Support Gay Straight Alliances Vision, Mission and Values Statement
Vision, Mission and Values Statement
Canadian Charter of Rights and Freedoms
Alberta Human Rights Act
GSA's and QSA's in Alberta Schools: ATA
Guidelines for Best Practices: Alberta Education
Freedom of Information and Protection of Privacy Act
Personal Information Protection Act



EDUCATIONAL SERVICES 24 – Sexual Orientation, Gender Identity, and Gender Expression

Date: Mar. 23, 2016 Revised Date: March 5, 2018

Responsible Administrator:
Associate Superintendent, Education Services

- 3.10 Gender-Segregated Activities - To the greatest extent possible, schools should reduce or eliminate the practice of segregating students by gender (with the exception of already established single gender-based alternative programs).
In classroom activities or school programs where students are segregated by gender, all students should be given the option to be included in the group that corresponds to their consistently asserted gender identity and gender expression.
- 3.11 Athletics, Locker Room, and Change Room Access and Accommodation
- 3.11.1 All schools shall proactively review their student athletic policies to ensure they are inclusive of sexual and gender minority students. Transgender and transsexual students shall not be asked or required to have Physical Education outside of assigned class time, and shall, subject to safety considerations, be permitted to participate in any gender-segregated activities in accordance with their consistently asserted gender identity and gender expression.
- 3.11.2 All students shall, subject to safety considerations, have access to locker room facilities that correspond to their consistently asserted gender identity and gender expression. In locker rooms that require undressing in front of others, students who desire increased privacy, for any reason (e.g., medical, religious, cultural, gender identity) shall be provided with accommodations that best meet their individual needs and privacy concerns.
- 3.11.3 All students and staff shall have access to the restroom that allows for appropriate privacy. Staff shall consistently demonstrate sensitivity to the needs and safety of all students with respect to restroom or locker room access. The Principal shall

References: *Policy D/III/1 - Equity, Diversity, Inclusion and Human Rights*
Policy D/III/2 - Sexual Orientation, Gender Identity, and Gender Expression
Policy E/II/4 - Harassment Policy
Policy F/IV/4 - Student Conduct
The School Act: Section 4
Bill 10: An Act to Amend the Alberta Bill of Rights to Protect our Children
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Personal Information Protection Act



EDUCATIONAL SERVICES 24 – Sexual Orientation, Gender Identity, and Gender Expression

Date: Mar. 23, 2016 Revised Date: March 5, 2018

Responsible Administrator:
Associate Superintendent, Education Services

ensure that individual solutions to restroom access or locker room are implemented with respect and discretion.

- 3.11.4 The use of locker room facilities or restrooms by transgender and transsexual students shall be assessed on a case-by-case basis with the goals of maximizing the student's social integration, ensuring the student's safety and comfort, minimizing stigmatization and providing equal opportunity to participate fully in school programming. The decision with regard to use of locker rooms or restroom facilities shall be made in consultation with the transgender student.
- 3.12 All students and staff have the right to dress in a manner consistent with their consistently asserted gender identity or gender expression and within the guidelines established by schools.
- 3.13 All students, regardless of their sexual orientation, gender identity or gender expression, have the right to participate in all curricular and extra-curricular activities.

References: *Policy D/III/1 - Equity, Diversity, Inclusion and Human Rights*
Policy D/III/2 - Sexual Orientation, Gender Identity, and Gender Expression
Policy E/II/4 - Harassment Policy
Policy F/IV/4 - Student Conduct
The School Act: Section 4
Bill 10: An Act to Amend the Alberta Bill of Rights to Protect our Children
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Personal Information Protection Act



Board Memorandum

Date: March 13, 2019
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Policy Committee
Subject: New Policy 120 – Harassment Policy

Background:

Attached for Trustee review is new Policy 120 - Harassment Policy. This policy, submitted by Mr. David Steele, has been reviewed by the Policy Committee.

Attached for Trustee information is Policy E/1/4 – Harassment Policy, which will be replaced by new policy 120.

Also attached for Trustee reference is Administrative Practice Human Resources Management 22 – Harassment.

Recommendation:

That the Board of Trustees review Policy 120 – Harassment Policy and forward to the Public Board Meeting.

Sincerely,

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

Attachments

COMMITTEE 9.3

1.0 POLICY

The Board of Trustees of Sturgeon Public School Division is committed to providing a harassment-free learning and working environment for everyone: staff, students, volunteers and visitors to schools.

DEFINITION

1.1 The following definition deals with workers. Sturgeon Public School Division applies the same definition to treatment of students, volunteers, and visitors to schools.

1.1.1 "Harassment" - "any single incident or repeated incidents of objectionable or unwelcome conduct, comment, bullying or action by a person that the person knows or ought reasonably to know will or would cause offence or humiliation to a worker, or adversely affects the worker's health and safety, and includes:

1.1.2.1 conduct, comment, bullying or action because of race, religious beliefs, colour, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, gender, gender identity, gender expression and sexual orientation, and

1.1.2.2 a sexual solicitation or advance, but excludes any reasonable conduct of an employer or supervisor in respect of the management of workers or a work site;"

2.0 GUIDELINES

2.1 An employee, student, parent or volunteer who subjects a student, staff member, parent, volunteer to harassment may be subject to disciplinary action.

2.2 The Board may take appropriate action against anyone whose conduct has resulted in harassment of students, employees, or representatives of the Board.

References: *Alberta Human Rights Act, 2018*
Canadian Charter of Rights and Freedoms
Alberta Government: Harassment and Violence in the Workplace:
<https://www.alberta.ca/workplace-harassment-violence.aspx>

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- 2.3 This policy does not preclude an individual's right to file an appeal with the Board. This includes parental appeals on behalf of minors.
- 2.4 The Board is committed to providing ongoing assistance to all employees, students and administrative personnel with respect to issues of personal and/or sexual harassment. This includes a comprehensive educational component about the Board's Personal/Sexual Harassment Policy.
- 2.5 The Superintendent is delegated the responsibility and authority to ensure that procedures are in place to enforce enact this Policy.
- 2.6 It is the responsibility of all Sturgeon Public School Division personnel, particularly administrators and supervisors, to take immediate and appropriate corrective action in all situations involving personal or sexual harassment complaints.
- 2.7 It is the responsibility of all supervisory personnel to make staff and students aware of this Policy, its regulations and procedures. The Sturgeon Public School Division will provide appropriate information and educational programs.
- 2.8 Dealing with Harassment
- 2.8.1 Complainant's Responsibility - People who believe they have been the subject of harassment by a Sturgeon Public School Division employee, parent, student or volunteer should make their objection clearly known to the offender and/or the person in authority. While it is preferable that objections to harassment be voiced to the offender, it is not a prerequisite to filing a complaint.
- 2.8.2 Students can obtain advice and assistance regarding strategies designed to address peer harassment or teacher/student harassment by contacting a teacher, a counsellor or an administrator (for example, principal, and superintendent).

References: *Alberta Human Rights Act, 2018*
Canadian Charter of Rights and Freedoms
Alberta Government: Harassment and Violence in the Workplace:
<https://www.alberta.ca/workplace-harassment-violence.aspx>

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2.8.3 Any complaint must be filed within a reasonable time from the occurrence of the last incident. The Board of Trustees of Sturgeon Public School Division reserves the right not to deal with any complaint that is based on alleged incidents that occurred more than one (1) year prior to the date of the complaint or where, in the opinion of the Board, the complaint is not under their jurisdiction.

2.9 Informal Resolution

2.9.1 An individual may choose to initiate action to resolve a harassment situation. Possible action could include some or all of the following:

2.9.1.1 The complainant may inform the harasser that the actions are unwelcome and must stop immediately.

2.9.1.2 The complainant may request the involvement of a colleague, administrator or supervisor to provide informal intervention towards an acceptable resolution of the situation.

2.9.1.3 The complainant should keep a record of incident(s) that lists dates, times, locations, possible witnesses, description of incident(s), personal response and outcome.

2.9.2 A complainant may wish to approach the situation with the assistance of the Associate Superintendent of Human Services or an assigned advisor.

2.9.2.1 The complainant may request oral or written support and/or intervention. The complainant must be prepared to share the nature and details of the complaint with the assigned advisor.

2.9.2.2 The advisor will consult with the complainant within ten (10) working days.

References: *Alberta Human Rights Act, 2018*
Canadian Charter of Rights and Freedoms
Alberta Government: Harassment and Violence in the Workplace:
<https://www.alberta.ca/workplace-harassment-violence.aspx>

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2.9.2.3 Subsequent to consultation and further exploration of case specifics, the advisor will make a recommendation within thirty (30) working days. If the complaint is not resolved, the parties may move to formal recourse.

2.10 Procedure for Formal Recourse (The Investigation of allegations under this Policy must be impartial and objective.)

2.10.1 Allegation of harassment of a student by a student

2.10.1.1 When an allegation of harassment is made by one student against another, the matter will normally be resolved in accordance with Student Conduct Policy and Administrative Practices and the school's code of conduct or other regulations. When an investigation is required, it will be conducted as follows:

2.10.1.2 School investigations

2.10.1.2.1 The Associate Superintendent of Human Services will inform the respondent that a complaint has been received.

2.10.1.2.2 The Associate Superintendent will conduct an investigation, which may consist of personal interviews with the complainant, the respondent and others who might have knowledge of the incidents or circumstances that led to the complaint. The complainant and respondent and/or parent/guardian shall be contacted at an appropriate point during the investigation.

2.10.1.2.3 Upon completion of the investigation, the Associate Superintendent of Human Services shall communicate the results to

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Canadian Charter of Rights and Freedoms
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both parties and where applicable, to parents/guardian.

2.10.1.2.4 If the school official believes the complaint is valid, the school official shall determine appropriate disciplinary actions.

2.10.2 Employee Investigation

2.10.2.1 The formal process of complaint may be pursued if the informal process does not resolve the situation or if the complainant or the Associate Superintendent of Human Services believes the formal process to be more appropriate.

2.10.2.2 The complainant must submit a formal complaint in writing to the Associate Superintendent of Human Services to commence a formal process.

2.10.2.3 For people with disabilities, communication problems or small children, alternative methods for filing a complaint, such as tape recorders, scribes, and so on, are acceptable.

2.10.2.4 Complainants are encouraged to file a complaint as soon as possible after the incident.

2.10.2.5 If at any point in the formal process consensus is reached that the informal approach is more appropriate, the formal process may be suspended.

2.10.2.6 If a formal investigation is deemed necessary, the Associate Superintendent of Human Services shall:

2.10.2.6.1 Advise the alleged harasser, in writing, of the nature and specifics of the allegations and that an investigation has been

References: *Alberta Human Rights Act, 2018*
Canadian Charter of Rights and Freedoms
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initiated and will inform the respondent of his or her rights under Board Policy, The School Act and other relevant legislation.

2.10.2.6.2 Advise the complainant of the investigation.

2.10.2.6.3 Provide the respondent with a copy of the written complaint.

2.10.2.6.4 Advise both of the policies, procedures and guidelines which will be followed and make both parties aware of the Employee Assistance Program.

2.10.2.6.5 Interview the respondent, complainant and witnesses separately.

2.10.2.7 Investigation

2.10.2.7.1 The investigation shall be carried out by the Associate Superintendent of Human Services or designate. The complainant has the right to request that the investigation be of the same gender as themselves.

2.10.2.7.2 If the Associate Superintendent of Human Services is identified as the alleged harasser, the entire matter shall be directed to the Deputy Superintendent, Education Services.

2.10.2.7.3 If the Deputy Superintendent, Education Services is identified as the alleged harasser, the entire matter shall be directed to the Superintendent.

References: *Alberta Human Rights Act, 2018*
Canadian Charter of Rights and Freedoms
Alberta Government: Harassment and Violence in the Workplace:
<https://www.alberta.ca/workplace-harassment-violence.aspx>

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- 2.10.2.7.4 If the Superintendent is identified as the alleged harasser, the entire matter shall be directed to the Board of Trustees.
- 2.10.2.7.5 The standard of proof to be used in determining if a complaint has merit is based on a balance of probabilities.
- 2.10.2.7.6 The respondent will be given all the details related to the allegations.
- 2.10.2.7.7 The respondent is entitled to representation.
- 2.10.2.7.8 The respondent shall be provided with the evidence against him or her and shall be given a reasonable opportunity to be heard and reply to that evidence.
- 2.10.2.7.9 The investigation and report shall not contain or be influenced by information that is prejudicial, ill-founded or irrelevant, and findings of fact shall be based upon evidence, not assumptions.
- 2.10.2.7.10 The investigation shall not consider irrelevant information and will consider all relevant information.
- 2.10.2.7.11 The investigator shall forward a written report with the findings of the investigation and the recommendations to the Superintendent within thirty (30) working days
- 2.10.2.7.12 Based on recommendations and evidence in the report, the Superintendent shall take action that is

References: *Alberta Human Rights Act, 2018*
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consistent with Board policies and practice relating to employee discipline.

2.10.2.7.13 The Superintendent or designate will advise the complainant of the outcome of the investigation; action to redress will be taken as soon as possible. Appeals by either party must be made in writing to the Superintendent of Schools within ten (10) working days after the said action has been taken. It should be noted that extenuating circumstances may affect some of the time lines outlined in this document. Such circumstances will be documented and communicated to all parties involved as they arise.

2.10.2.7.14 Appropriate disciplinary action will be taken in the event of intentionally false, malicious or vindictive complaints.

2.10.2.7.15 The Superintendent shall assure that appropriate support services are set in place for the employee if the allegations of harassment are dismissed (Employee Assistance Program). The Superintendent shall also make appropriate support services available for victims of harassment (Employee Assistance Program).

2.11 Systemic Investigations

2.11.1 To ensure that schools are free from harassment, the Superintendent of Schools may decide to conduct an investigation in the absence of a specific complaint to address, resolve or prevent harassment in the work and/or learning environment.

References: *Alberta Human Rights Act, 2018*
Canadian Charter of Rights and Freedoms
Alberta Government: Harassment and Violence in the Workplace:
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2.11.2 The Superintendent could choose to do this under any of the following circumstances:

2.11.2.1 There is a pattern of inquiries and/or complaints over time that suggests the existence of a specific problem that has been identified but not corrected.

2.11.2.2 There is reason to believe that a broader, systemic problem exists in the work and/or learning environment that causes, contributes to, or encourages harassment.

2.11.2.3 An investigation does not support a complaint but there is reasonable evidence of a broader systemic problem.

2.11.3 Prior to proceeding with an independent investigation, a summary of the situation that explains why the investigation is being recommended even though there was no complaint will be drafted.

2.11.3.1 This summary, prepared by the Associate Superintendent of Human Services, will be presented to the Superintendent of Schools for consideration. When such an investigation is approved, the appropriate parties will be advised of the intent to conduct a systemic investigation, the reasons for initiating the investigation and the process / procedures that will be implemented.

2.11.3.2 In lieu of a systemic investigation, the Board may also initiate activities to increase awareness of harassment and the effects on staff, students, parents and volunteers.

References: *Alberta Human Rights Act, 2018*
Canadian Charter of Rights and Freedoms
Alberta Government: Harassment and Violence in the Workplace:
<https://www.alberta.ca/workplace-harassment-violence.aspx>

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2.12 Confidentiality

- 2.12.1 Concerns or complaints received pursuant to these regulations shall be held in strict confidence between the complainant, respondent and others who may be required to be involved.
- 2.12.2 Information regarding the complaint is kept separate and secure from the employee's record of service file.
- 2.12.3 Any files involving allegations against a student shall be kept separate and secure from that student's official record.
- 2.12.4 Anyone who breaches confidentiality may be subject to disciplinary action.
- 2.12.5 Confidentiality of information is not the same as anonymity. The respondent is entitled to know the identity of the complainant and to receive a written copy of the complaint outlining the specifics of the allegation(s).

2.13 Record of Findings

- 2.13.1 If the allegation of harassment is proven found to be true following an investigation, the record of the investigation and final disposition will be kept in the employee's file or in the official student record file. After a period of three (3) years, the employee or student may request that all such material be removed from the file. The decision to remove the material is at the discretion of the Superintendent.
- 2.13.2 If the investigation fails to disclose evidence to support the allegation of harassment, no record of the complaint shall be retained in the respondent's record of service file.

References: *Alberta Human Rights Act, 2018*
Canadian Charter of Rights and Freedoms
Alberta Government: Harassment and Violence in the Workplace:
<https://www.alberta.ca/workplace-harassment-violence.aspx>

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2.14 Vindication

In the event that allegations are shown to be false, the respondent may require that a letter of vindication be included in his or her record of service file.

2.15 Protection Against Retaliation

Retaliation against the complainant for reporting personal and/or sexual harassment will not be tolerated. Any attempt at retaliation will be viewed as harassment and will be subject to the provisions of this Policy.

2.16 False Charges

2.16.1 If an investigation determines that complaints were made by an employee in an intentionally false, malicious or vindictive manner, appropriate disciplinary action, dismissal or legal action shall result.

2.16.2 Intentionally false, malicious or vindictive complaints made by a student shall result in disciplinary action and may include suspension or expulsion.

2.17 Allegations Regarding Others

Concerns relating to harassment by someone other than an employee or student shall be handled on an individual basis. Advice may be sought from the Associate Superintendent of Human Services.

2.18 Appeal Process

2.18.1 Employees

Employees who are not satisfied with action taken with respect to enforcement of this Administrative Practice are entitled to pursue the matter in the manner set forth as follows:

References: *Alberta Human Rights Act, 2018*
Canadian Charter of Rights and Freedoms
Alberta Government: Harassment and Violence in the Workplace:
<https://www.alberta.ca/workplace-harassment-violence.aspx>

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2.18.1.1 Matters that are covered either by the employee's collective agreement or employment practices and procedures may be pursued in accordance with the grievance or appeal procedure outlined in the appropriate collective agreement or employment practices and procedures document.

2.18.1.2 If the matter is not covered by a collective agreement or employment practices and procedures documents, an appeal may be made in writing to the Superintendent of Schools within ten (10) working days.

2.18.1.3 The Superintendent of Schools will respond within thirty (30) working days.

2.18.1.4 Either party has the right to seek civil or criminal redress through the courts or to file a complaint with their union, association or the Alberta Human Rights Commission.

2.18.2 Students

Students who are not satisfied with action taken with respect to enforcement of this Administrative Practice are entitled to pursue the matter set forth as follows:

2.18.2.1 An appeal may be made in writing to the Superintendent of Schools or designate within ten (10) school days.

2.18.2.2 The Superintendent of Schools or designate will respond within thirty (30) school days.

References: *Alberta Human Rights Act, 2018*
Canadian Charter of Rights and Freedoms
Alberta Government: Harassment and Violence in the Workplace:
<https://www.alberta.ca/workplace-harassment-violence.aspx>

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2.19 Other Avenues of Recourse

2.19.1 This Policy does not affect an individual's right to file a complaint or to respond to a complaint with the Human Rights Commission or to seek other redress provided for by law. Complaints to the Alberta Human Rights Commission must be filed within one year of the alleged incident or, in the case of a series of incidents, within one year of the most recent incident.

2.19.2 It should also be noted that sexual and other forms of assault are covered under the Criminal Code of Canada and that police may be asked to investigate.

References: *Alberta Human Rights Act, 2018*
Canadian Charter of Rights and Freedoms
Alberta Government: Harassment and Violence in the Workplace:
<https://www.alberta.ca/workplace-harassment-violence.aspx>



1.0 POLICY

- 1.1 The Board of Trustees of Sturgeon School Division is committed to providing a harassment-free learning and working environment for everyone.
- 1.2 An employee, student, parent or volunteer who subjects a student, staff member, parent, volunteer to harassment may be subject to disciplinary action.
- 1.3 The Board may take appropriate action against anyone whose conduct has resulted in harassment of students, employees, or representatives of the Board.

2.0 GUIDELINES

- 2.1 The Superintendent is delegated the responsibility and authority to ensure that procedures are in place to enforce this policy.
- 2.2 Procedures and regulations pertaining to this policy are not to preclude an individual's right to file an appeal with the Board.

References: *Admin Practice(s): HRM 22 - Harassment
Human Rights, Citizenship, and Multiculturalism Act*



APPENDIX

Definitions

a. Personal and Sexual Harassment

- **Learning and Working Environment**
The learning and working environment can and does extend beyond the immediate school or school jurisdiction office and includes the playground, school bus, school- or work-related social activities, school- or work-related travel and field trips, or other settings where the people involved are engaged in work-related or school-related activity, such as field placement or a cooperative educational work team. The working and learning environment may also include electronic media, such as telephone, fax and computers.

- **Personal Harassment**
Personal harassment is any behavior that, in effect or intent, disparages, humiliates or harms another person. It is behavior that denies individual dignity and respect and is demeaning or humiliating to another person. Harassment may include, but is not limited to, references related to age, national or ethnic origin, race, religion, gender, sexual orientation, disability, sources of income or family status. The behavior need not be intended as harassment to be so; it is considered to be harassment if one knows, or ought reasonably to know, that the behavior is offensive and unwelcome.

- **Sexual Harassment**
Sexual harassment is any unwelcome behavior that is sexual in nature. Such behavior may directly or indirectly affect or threaten to affect in an adverse manner a person's job security, prospects, promotion, earnings, working conditions or learning environment. The behavior need not be intended to be sexual harassment to be so; it is considered to be sexual harassment if one knows, or ought reasonably to know, that the behavior is offensive and unwelcome.

References: *Admin Practice(s):* HRM 22 - Harassment
Human Rights, Citizenship, and Multiculturalism Act



HUMAN RESOURCES MANAGEMENT 22 – Harassment

Date: Mar. 25, 2003 Revised: Jan. 25, 2012 Responsible Administrator: Associate Superintendent; HR

1.0 RATIONALE

The Board is committed to providing on going assistance to all employees, students and administrative personnel with respect to issues of personal and/or sexual harassment. This includes a comprehensive educational component about the Board's Personal/Sexual Harassment Policy.

2.0 PROCESS

The Superintendent is delegated the responsibility and authority to ensure that procedures are in place to enforce this Administrative Practice.

3.0 GUIDELINES

3.1 Complainant's Responsibility

- 3.1.1 People who believe they have been the subject of harassment by a Sturgeon School Division employee, parent, student or volunteer should make their objection clearly known to the offender and/or the person in authority. While it is preferable that objections to harassment be voiced to the offender, it is not a prerequisite to filing a complaint.
- 3.1.2 Students can obtain advice and assistance regarding strategies designed to address peer harassment or teacher/student harassment by contacting a teacher, a counsellor or an administrator (for example, principal, superintendent).
- 3.1.3 Any complaint must be filed within a reasonable time from the occurrence of the last incident. The Board of Trustees of Sturgeon School Division reserves the right not to deal with any complaint that is based on alleged incidents that occurred more than one (1) year prior to the date of the complaint or where, in the opinion of the Board, the complaint is not under their jurisdiction.

References: *Board Policy: E/1/4 Harrassment*
Human Rights, Citizenship, and Multiculturalism Act



HUMAN RESOURCES MANAGEMENT 22 – Harassment

Date: Mar. 25, 2003 Revised: Jan. 25, 2012 Responsible Administrator: Associate Superintendent; HR

3.2 Other Avenues of Recourse

3.2.1 This regulation does not affect an individual's right to file a complaint or to respond to a complaint with the Human Rights Commission or to seek other redress provided for by law. Complaints to the Alberta Human Rights Commission must be filed within one year of the alleged incident or, in the case of a series of incidents, within one year of the most recent incident.

3.2.2 It should also be noted that sexual and other forms of assault are covered under the Criminal Code of Canada and that police may be asked to investigate.

3.3 Complaint Procedure and Right to Appeal

3.3.1 Personal and/or sexual harassment complaints are made in accordance with the Harassment Policy (E/1/11).

3.3.2 All complainants shall have the right to appeal. This includes parental appeals on behalf of minors.

3.4 Confidentiality

3.4.1 Concerns or complaints received pursuant to these regulations shall be held in strict confidence between the complainant, respondent and others who may be required to be involved.

3.4.2 Information regarding the complaint is kept separate and secure from the employee's record of service file.

3.4.3 Any files involving allegations against a student shall be kept separate and secure from that student's official record.

3.4.4 Confidentiality of information is not the same as anonymity. The respondent is entitled to know the identity of the complainant and to receive a written copy of the complaint outlining the specifics of the allegation(s).

References: *Board Policy: E/1/4 Harassment*
Human Rights, Citizenship, and Multiculturalism Act



HUMAN RESOURCES MANAGEMENT 22 – Harassment

Date: Mar. 25, 2003 Revised: Jan. 25, 2012 Responsible Administrator: Associate Superintendent; HR

3.5 Breach of Confidentiality

Anyone who breaches confidentiality may be subject to disciplinary action.

3.6 Records

3.6.1 If the allegation of harassment is proven true, the record of the investigation and final disposition will be kept in the employee's file or in the official student record file. After a period of three (3) years, the employee or student may request that all such material be removed from the file. The decision to remove the material is at the discretion of the Superintendent.

3.6.2 If the investigation fails to disclose evidence to support the allegation of harassment, no record of the complaint shall be retained in the respondent's record of service file.

3.7 Vindication

In the event that allegations are shown to be false, the respondent may require that a letter of vindication be included in his or her record of service file.

3.8 Protection Against Retaliation

3.8.1 Retaliation against the complainant for reporting personal and/or sexual harassment will not be tolerated.

3.8.2 Any attempt at retaliation will be viewed as harassment and will be subject to the provisions of this Administrative Practice.

3.9 False Charges

3.9.1 If an investigation determines that complaints were made by an employee in an intentionally false, malicious or vindictive manner, appropriate disciplinary action, dismissal or legal action shall result.

References: *Board Policy: E/1/4 Harassment*
Human Rights, Citizenship, and Multiculturalism Act



HUMAN RESOURCES MANAGEMENT 22 – Harassment

Date: Mar. 25, 2003 Revised: Jan. 25, 2012 Responsible Administrator: Associate Superintendent; HR

3.9.2 Intentionally false, malicious or vindictive complaints made by a student shall result in disciplinary action and may include suspension or expulsion.

3.10 Responsibility of Supervisory Personnel

3.10.1 It is the responsibility of all Sturgeon School Division personnel, particularly administrators and supervisors, to take immediate and appropriate corrective action in all situations involving personal or sexual harassment complaints.

3.10.2 It is the responsibility of all supervisory personnel to make staff and students aware of this policy, its regulations and procedures. The Sturgeon School Division will provide appropriate information and educational programs.

3.10.3 The investigation of allegations under this Administrative Practice must be seen as being impartial and objective.

3.11 Student/Student Harassment

3.11.1 When an allegation of harassment is made by one student against another, the matter will normally be resolved in accordance with Student Conduct Policy (F/IV/7) and the school's code of conduct or other regulations.

3.11.2 Concerns relating to harassment by someone other than an employee or student shall be handled on an individual basis. Advice may be sought from the Associate Superintendent, Human Resources.

3.11.3 An employee or student who alleges harassment may pursue either an informal resolution or formal recourse as outlined below. A decision to use this resolution recourse can also be made by the Superintendent or designate.

3.11.4 Inquiries for information relating to harassment or requests for intervention to support an Informal Resolution shall be directed to the Associate Superintendent, Human Resources.

References: *Board Policy: E/1/4 Harrassment*
Human Rights, Citizenship, and Multiculturalism Act



HUMAN RESOURCES MANAGEMENT 22 – Harassment

Date: Mar. 25, 2003 Revised: Jan. 25, 2012 Responsible Administrator: Associate Superintendent; HR

3.11.5 Complaints of harassment can be made to external sources such as the Human Rights Commission and the employee's union or association.

3.12 Procedure for Informal Resolution

3.12.1 An individual may choose to initiate action to resolve a harassment situation. Possible action could include some or all of the following:

- i. The complainant may inform the harasser that the actions are unwelcome and must stop immediately.
- ii. The complainant may request the involvement of a colleague, administrator or supervisor to provide informal intervention towards an acceptable resolution of the situation.
- iii. The complainant should keep a record of incident(s) that lists dates, times, locations, possible witnesses, description of incident(s), personal response and outcome.

3.12.2 A complainant may wish to approach the situation with the assistance of the Associate Superintendent, Human Resources or an assigned advisor.

- i. The complainant may request oral or written support and/or intervention. The complainant must be prepared to share the nature and details of the complaint with the assigned advisor.
- ii. The advisor will consult with the complainant within ten (10) working days.
- iii. Subsequent to consultation and further exploration of case specifics, the advisor will make a recommendation within thirty (30) working days. If the complaint is not resolved, the parties may move to formal recourse.

3.13 Procedure for Formal Recourse

3.13.1 School Investigations (Student to Student Harassment)

- i. The Associate Superintendent, Human Resources will inform the respondent that a complaint has been received.

References: *Board Policy: E/1/4 Harassment*
Human Rights, Citizenship, and Multiculturalism Act



HUMAN RESOURCES MANAGEMENT 22 – Harassment

Date: Mar. 25, 2003 Revised: Jan. 25, 2012 Responsible Administrator: Associate Superintendent; HR

- ii. The Associate Superintendent will conduct an investigation, which may consist of personal interviews with the complainant, the respondent and others who might have knowledge of the incidents or circumstances that led to the complaint. The complainant and respondent and/or parent/guardian shall be contacted at an appropriate point during the investigation.
- iii. Upon completion of the investigation, the Associate Superintendent, Human Resources shall communicate the results to both parties and to parents/guardian.
- iv. If the school official believes the complaint is valid, the school official shall determine appropriate disciplinary actions.

3.13.2 Employee Investigation

- i. The formal process of complaint may be pursued if the informal process does not resolve the situation or if the complainant or the Associate Superintendent, Human Resources believes the formal process to be more appropriate.
- ii. The complainant must submit a formal complaint in writing to the Associate Superintendent, Human Resources to commence a formal process.
- iii. For people with disabilities, communication problems or small children, alternative methods for filing a complaint, such as tape recorders, scribes, and so on, are acceptable.
- iv. Complainants are encouraged to file a complaint as soon as possible after the incident
- v. If at any point in the formal process consensus is reached that the informal approach is more appropriate, the formal process may be suspended.
- vi. If a formal investigation is deemed necessary, the Associate Superintendent, Human Resources shall:
 - a. Advise the alleged harasser, in writing, of the nature and specifics of the allegations and that an investigation has been initiated and will inform the respondent of his or her rights under Board Policy, The School Act and other relevant legislation.
 - b. Advise the complainant of the investigation
 - c. Provide the respondent with a copy of the written complaint.

References: *Board Policy: E/1/4 Harrassment*
Human Rights, Citizenship, and Multiculturalism Act



HUMAN RESOURCES MANAGEMENT 22 – Harassment

Date: Mar. 25, 2003 Revised: Jan. 25, 2012 Responsible Administrator: Associate Superintendent; HR

- d. Advise both of the policies, procedures and guidelines which will be followed and make both parties aware of the Employee Assistance Program.
- e. Interview the respondent, complainant and witnesses separately.
- f. Investigate
 - i) The investigation shall be carried out by the Associate Superintendent, Human Resources or designate. The complainant has the right to request that the investigation be of the same gender as themselves.
 - ii) The respondent will be given all the details related to the allegations.
 - iii) The respondent is entitled to representation.
 - iv) The respondent shall be provided with the evidence against him or her and shall be given a reasonable opportunity to be heard and reply to that evidence.
 - v) The investigation and report shall not contain or be influenced by information that is prejudicial, ill-founded or irrelevant, and findings of fact shall be based upon evidence, not assumptions.
 - vi) The investigation shall not consider irrelevant information and will consider all relevant information.
 - vii) The investigator shall forward a written report with the findings of the investigation and the recommendations to the Superintendent within thirty (30) working days.
- g. Based on recommendations and evidence in the report, the Superintendent shall take action that is consistent with Board policies and practice relating to employee discipline.
- h. The Superintendent or designate will advise the complainant of the outcome of the investigation; action to redress will be taken as soon as possible.
- i. Appeals by either party must be made in writing to the Superintendent of Schools within ten (10) working days after the said action has been taken.
- j. It should be noted that extenuating circumstances may affect some of the time lines outlined in this document. Such circumstances will be documented and communicated to all parties involved as they arise.

References: *Board Policy: E/1/4 Harrassment*
Human Rights, Citizenship, and Multiculturalism Act



HUMAN RESOURCES MANAGEMENT 22 – Harassment

Date: Mar. 25, 2003 Revised: Jan. 25, 2012 Responsible Administrator: Associate Superintendent; HR

- k. Appropriate disciplinary action will be taken in the event of intentionally false, malicious or vindictive complaints.
- l. The Superintendent shall assure that appropriate support services are set in place for the employee if the allegations of harassment are dismissed (Employee Assistance Program).
- m. The Superintendent shall also make appropriate support services available for victims of harassment (Employee Assistance Program).
- n. If the Associate Superintendent, Human Resources is identified as the alleged harasser, the entire matter shall be directed to the Deputy Superintendent. If the Deputy Superintendent is identified as the alleged harasser, the entire matter shall be directed to the Superintendent. If the Superintendent is identified as the alleged harasser, the entire matter shall be directed to the Board of Trustees.
- o. The standard of proof to be used in determining if a complaint has merit is based on a balance of probabilities.

3.13.3 Systemic Investigations

- i. To ensure that schools are free from harassment, the Superintendent of Schools may decide to conduct an investigation in the absence of a specific complaint to address, resolve or prevent harassment in the work and/or learning environment. The Superintendent could choose to do this under any of the following circumstances:
 - a. There is a pattern of inquiries and/or complaints over time that suggests the existence of a specific problem that has been identified but not corrected.
 - b. There is reason to believe that a broader, systemic problem exists in the work and/or learning environment that causes, contributes to, or encourages harassment.
 - c. An investigation does not support a complaint but there is reasonable evidence of a broader systemic problem.
- ii. Prior to proceeding with an independent investigation, a summary of the situation that explains why the investigation is being recommended even though there was no complaint will be drafted.
- iii. This summary will be presented to the Superintendent of Schools for consideration. When such an investigation is approved, the appropriate parties will be advised of the intent to conduct a

References: *Board Policy: E//4 Harrassment*
Human Rights, Citizenship, and Multiculturalism Act



HUMAN RESOURCES MANAGEMENT 22 – Harassment

Date: Mar. 25, 2003 Revised: Jan. 25, 2012 Responsible Administrator: Associate Superintendent; HR

systemic investigation, the reasons for initiating the investigation and the process / procedures that will be implemented.

- a. In lieu of a systemic investigation, the Board may also initiate activities to increase awareness of harassment and the effects on staff, students, parents and volunteers.

3.13.4 Right of Appeal

Employees who are not satisfied with action taken with respect to enforcement of this Administrative Practice are entitled to pursue the matter in the manner set forth as follows:

- i. Matters that are covered either by the employee's collective agreement or employment practices and procedures may be pursued in accordance with the grievance or appeal procedure outlined in the appropriate collective agreement or employment practices and procedures document.
- ii. If the matter is not covered by a collective agreement or employment practices and procedures documents, an appeal may be made in writing to the Superintendent of Schools within ten (10) working days.

The Superintendent of Schools will respond within thirty (30) working days.

- iii. Either party has the right to seek civil or criminal redress through the courts or to file a complaint with their union, association or the Alberta Human Rights Commission.

Students who are not satisfied with action taken with respect to enforcement of this Administrative Practice are entitled to pursue the matter set forth as follows:

- i. An appeal may be made in writing to the Superintendent of Schools or designate within ten (10) school days.
- ii. The Superintendent of Schools or designate will respond within thirty (30) school days.

References: *Board Policy: E/1/4 Harassment*
Human Rights, Citizenship, and Multiculturalism Act



Board Memorandum

Date: March 13, 2019
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Policy Committee
Subject: New Policy 130 – Public Interest Disclosure
(Whistleblower Protection)

Background:

Attached for Trustee review is new Policy 130 – Public Interest Disclosure (Whistleblower Protection). This policy, submitted by Mr. David Steele, has been reviewed by the Policy Committee.

Attached for Trustee information is Policy D/1/11 – Public Interest Disclosure (Whistleblower Protection), which will be replaced by new policy 130.

Also attached for Trustee reference is Administrative Practice Administration 26 – Public Interest Disclosure (Whistleblower Protection).

Recommendation:

That the Board of Trustees review Policy 130 - Public Interest Disclosure (Whistleblower Protection) and forward to the Public Board Meeting.

Sincerely,

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

Attachments

COMMITTEE 9.4

EFFECTIVE:

REVISED:

REVIEW:

1.0 POLICY

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

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

2.0 DEFINITIONS

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

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

2.1.2 An action or omission that creates:

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

2.1.2.2 a substantial and specific danger to the environment;

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

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

2.2 Reprisal – A reprisal is an adverse employment action including: dismissal, layoff, suspension, demotion, transfer, discontinuation or elimination of a job, change of job location, reduction in wages,

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

EFFECTIVE:

REVISED:

REVIEW:

changes to hours of work, reprimand or any measure that adversely affects the employee's employment or working conditions, including threats to do any of the aforementioned actions.

- 2.3 Good Faith – An employee who submits a disclosure of wrongdoing or complaint of reprisal must act in good faith. Good faith describes being honest of purpose, faithful to one's duty or obligation, and an honest intention to abstain from taking advantage of another.

3.0 GUIDELINES

- 3.1 The Division has a responsibility to detect wrongdoing in order to positively impact the reputation, effectiveness and finances of the Division, and enhance the working environment for all employees.
- 3.2 The Division shall provide clear guidance for the safe disclosure of any wrongdoing and to protect employees against retaliatory action for complaints made in good faith.
- 3.3 The Division shall provide a process for managing, investigating and making recommendations respecting disclosures of wrongdoings and reprisals consistent with the Public Interest Disclosure (Whistleblower) Act (PIDA).
- 3.4 The Chief Education Officer (CEO) is the Superintendent of the Board and responsible for the administration and reporting required under PIDA. The Associate Superintendent of Human Services is the "Designated Officer" to manage and investigate disclosures under PIDA.
- 3.5 Confidentiality
- 3.5.1 Maintaining confidentiality is critical to the success of the process. Accordingly, the risk of confidentiality will be strictly managed from the outset of a disclosure being received through to the end of the investigation and report release.

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

EFFECTIVE:

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- 3.5.2 Employees must not share information or evidence regarding disclosures or wrongdoing with fellow employees who do not have a need to know such information and who are not authorized to address disclosures.
- 3.5.3 The Designated Officer will enhance confidentiality, by sharing information with as few people as are required to handle disclosures. Confidentiality is also subject to the provisions of the Freedom of Information and Protection of Privacy Act.
- 3.5.4 All participants in an investigation shall keep confidential:
- 3.5.4.1 The identity of individuals involved in the disclosure process.
 - 3.5.4.2 The identity of individuals alleged to have committed the wrongdoings.
 - 3.5.4.3 The identity of witnesses.
- 3.6 An employee who reasonably believes that he or she has information that could show that a wrongdoing has been committed or is about to be committed, or who has been asked to commit a wrongdoing, has a duty to make a disclosure to the Designated Officer.
- 3.7 An employee who knowingly makes deliberately false and/or malicious allegations of wrongdoing may be subject to disciplinary action up to and including termination of employment.
- 3.8 At the time an employee makes a disclosure to the Designated Officer, the employee may also make the disclosure to the Commissioner and advise the Commissioner that the disclosure has been made to the employee's Designated Officer. Further information on contacting the Commissioner can be obtained by visiting the Commissioners website at www.yourvoiceprotected.ca.

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

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REVISED:

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- 3.9 An employee may only disclose directly to the Commissioner and circumvent their CEO and/or the Designated Officer if:
- 3.9.1 The employee has made a disclosure in accordance with the expectations of this policy and an investigation has not been completed in accordance with these procedures;
 - 3.9.2 The employee has made a disclosure in accordance with the expectations of the disclosure requirements of this policy and the matter has not been resolved within the timelines established within these procedures;
 - 3.9.3 The employee has made a disclosure to the Designated Officer, but is unable to complete the disclosure requirements because of a reprisal directed towards the employee, or reasonably believes a reprisal is likely to be taken or directed towards them should the disclosure be made in accordance with these requirements;
 - 3.9.4 The employee reasonably believes that a matter constitutes an imminent risk of a substantial and specific danger to the life, health or safety of individuals, or to the environment, such that there is insufficient time to make a disclosure to the Designated Officer, the Employee may make a complaint directly to the Commissioner. The employee must also disclose the wrongdoing to the Designated Officer as soon as practicable thereafter;
 - 3.9.5 The employee has made a disclosure in accordance with this Policy, the investigation has been completed, a final decision has been issued in respect of the disclosure and the employee is dissatisfied with the decision, and/or
 - 3.9.6 the subject matter of the disclosure involves the CEO or Designated Officer.

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



130 Public Interest Disclosure (Whistleblower Protection)

130

EFFECTIVE:

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- 3.10 In the event that disclosure to the Designated Officer is not appropriate due to a conflict of interest with respect to the nature of the disclosure or the person involved, the Designated Officer shall refer the matter to the CEO.
- 3.11 In the event of a disclosure to the Designated Officer concerning the conduct of the CEO, or concerning which the CEO has a conflict of interest, the Designated Officer shall:
- 3.11.1 Advise the Board Chair of the nature of the disclosure, whereupon the Board may authorize an investigation into the disclosure, and
 - 3.11.2 Advise the Commissioner of the disclosure and its referral to the Board and seek advice from the Commissioner concerning whether the disclosure should be referred to the Commissioner.
- 3.12 If the Designated Officer reasonably believes that the matter to which the disclosure relates constitutes an imminent risk of a substantial or specific danger to the life, health or safety of individuals, or to the environment, the Designated Officer shall as soon as reasonably practicable refer the disclosure to the Commissioner.
- 3.13 Notwithstanding whether a disclosure is referred to the Commissioner, where the Designated Officer is aware of:
- 3.13.1 A disclosure relating to an imminent risk of a substantial or specific danger to the life, health or safety of individuals, or to the environment, or
 - 3.13.2 That the alleged wrongdoing, if true, may threaten the welfare of students, staff, or the safe and caring environment of the school, the Designated Officer shall also ensure that appropriate persons within the Board have sufficient information to abate that risk.

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

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- 3.14 Where at any point following a disclosure, the Designated Officer has reason to believe that the alleged wrongdoing, if true, could potentially give rise to the opinion that the welfare of students is threatened by the presence of a teacher, the Designated Officer shall advise the CEO of the alleged wrongdoing for consideration of a possible administrative suspension under section 105(2) of the School Act.
- 3.15 Anonymous disclosures will be dealt with in accordance with the provisions of this Policy.
- 3.16 Investigations
- The Designated Officer may request advice from the Commissioner with respect to the management and investigation of a disclosure.
- 3.17 Upon receiving a disclosure, the Designated Officer shall make a decision whether to investigate.
- 3.18 Where the Designated Officer is of the opinion that the subject matter of a disclosure would be more appropriately dealt with by a department of the Government of Alberta, an office of the Legislature, or another public entity, the Designated Officer shall report the subject matter of the disclosure to the Designated Officer of that other entity.
- 3.19 Should the subject matter of the disclosure be more appropriately dealt with according to another policy or procedure of the Board, another Act, or regulation, or procedures under a collective agreement or employment contract, the Designated Officer may decline to investigate under the parameters of this policy.
- 3.20 The Designated Officer may utilize both internal personnel and external resources, for the purpose of conducting the investigation.

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

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- 3.21 The Designated Officer, and any person conducting an investigation on their behalf, may interview any person and shall have access to any document of the Board necessary for the investigation.
- 3.22 The Designated Officer shall ensure all disclosures, and information gathered in the course of investigating disclosures, including the identity of the person making the disclosure, those alleged to have committed the wrongdoing and witnesses, are maintained in confidence and disclosed only:
- 3.22.1 As necessary for this policy and to conduct the investigation in accordance with the principles of procedural fairness and natural justice;
- 3.22.2 In accordance with PIDA or any other statute;
- 3.22.3 If the disclosure of that information is necessary due to an imminent risk of a substantial and specific danger to the life, health or safety of individuals, or to the environment.
- 3.23 Investigations shall be conducted in accordance with the principles of procedural fairness and natural justice.
- 3.24 The Designated Officer may decline to investigate where the disclosure:
- 3.24.1 Is clearly frivolous or vexatious, not been made in good faith, has not been made in a timely enough manner to permit an investigation, or does not deal with a wrongdoing;
- 3.24.2 Relates to a decision, action or matter that results from a balanced and informed decision-making process on a public policy or operational issue; or
- 3.24.3 Does not provide adequate particulars about the wrongdoing to permit the conduct of a fair and effective investigation.

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

EFFECTIVE:

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REVIEW:

- 3.25 Where in the course of an investigation, the Designated Officer has reason to believe that an offense has been committed under an Act or regulation of the Province of Alberta, or under an Act or regulation of the Parliament of Canada, the Designated Officer shall report the potential offense to the appropriate law enforcement authorities.
- 3.26 If more than one disclosure of wrongdoing is received by the Designated Officer in respect to the same matter, a single investigation may be conducted into the wrongdoing.
- 3.27 Where, in the course of an investigation, the Designated Officer has reason to believe that another wrongdoing has been committed or may be committed; the Designated Officer shall investigate that other potential wrongdoing as if a disclosure had been made.
- 3.28 The Designated Officer is not required to investigate a disclosure or, if an investigation has been initiated, may discontinue the investigation if more than 2 years has passed since the date that the wrongdoing was discovered.
- 3.29 Timelines
- 3.29.1 The Designated Officer shall acknowledge receipt of the disclosure or complaint of reprisal to the employee making the disclosure or complaint within five (5) business days from receipt of the disclosure or complaint. An employee who submitted a disclosure of wrongdoing or complaint of reprisal shall be advised, no more than 10 business days from the date on which the disclosure of wrongdoing or complaint of reprisal is received, whether an investigation will be undertaken.
- 3.29.2 The investigation must be concluded and the investigation report provided to the CEO not more than 110 business days from the date on which the disclosure of wrongdoing or complaint of reprisal was received.

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

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REVIEW:

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

3.30 Reporting

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

3.30.2 Where the Designated Officer is considering a recommendation to the CEO that the Superintendent exercise authority delegated to him or her by the Board to suspend or terminate a teacher or administrative designation under the School Act, the Designated Officer shall consult with legal counsel concerning the necessary process.

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

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

3.31 Annual Reporting

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

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

EFFECTIVE:

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3.31.1 The number of disclosures received by the Designated Officer;

3.31.2 The number of disclosures acted on;

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

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

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

3.32 Communication

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

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



D//11 – Public Interest Disclosure – (Whistleblower Protection)

D//11

EFFECTIVE: November 26, 2014

REVISED: March 28, 2018

REVIEW: 2023-2024

1.0 POLICY

- 1.1 The Board is committed to promoting ethical and accountable conduct, and recognizes the importance of working to deter and detect wrongdoing within the operations of Sturgeon Public School Division, and advancing public confidence in the administration of its affairs.
- 1.2 The Board is committed to maintaining a positive and supportive environment whereby employees can disclose potential wrongdoing, or seek advice about disclosing a potential wrongdoing, without fear of reprisal.

References: Admin Practice(s) Administration 26 – Public Interest Disclosure
(Whistleblower Protection) Act
Public Interest Disclosure (Whistleblower Protection) Act



ADMINISTRATION 26 – Public Interest Disclosure (Whistleblower Protection)

Date: October 22, 2014

Date: March 5, 2018

Responsible Administrator: Associate Superintendent,
HR and Leadership Support

1.0 RATIONALE

- 1.1 The Division has a responsibility to detect wrongdoing in order to positively impact the reputation, effectiveness and finances of the Division, and enhance the working environment for all employees.
- 1.2 The Division shall provide clear guidance for the safe disclosure of any wrongdoing and to protect employees against retaliatory action for complaints made in good faith.
- 1.3 The Division shall provide a process for managing, investigating and making recommendations respecting disclosures of wrongdoings and reprisals consistent with the Public Interest Disclosure (Whistleblower) Act (PIDA).

2.0 PROCESS

The Chief Education Officer (CEO) is the Superintendent of the Board and responsible for the administration and reporting required under PIDA. The Associate Superintendent of Human Resources and Leadership Support is the “Designated Officer” to manage and investigate disclosures under PIDA.

3.0 DEFINITIONS

- 3.1 Wrongdoing – A wrongdoing is defined as one of the following, within or relating to the Board or its employees:
 - 3.1.1 A contravention of a federal or provincial act or regulation.
 - 3.1.2 An action or omission that creates:
 - 3.1.2.1 a substantial and specific danger to the life, health or safety of individuals other than a danger that is inherent in the performance of the duties or functions of an employee;
 - 3.1.2.2 a substantial and specific danger to the environment;

References: Board Policy: *D/I/11 – Public Interest Disclosure (Whistleblower Protection) Act (PIDA)*
E/I/7 – Healthy Interactions Model

Public Interest Disclosure (Whistleblower Protection) Act (PIDA)
Office of the Alberta Public Interest Commissioner
Freedom of Information and Privacy Act (FOIP)



ADMINISTRATION 26 – Public Interest Disclosure (Whistleblower Protection)

Date: October 22, 2014

Date: March 5, 2018

Responsible Administrator: Associate Superintendent,
HR and Leadership Support

3.1.2.3 gross mismanagement of public funds or a public asset, and

3.1.2.4 knowingly directing or counselling an individual to commit a wrongdoing mentioned above.

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

3.3 Good Faith – An employee who submits a disclosure of wrongdoing or complaint of reprisal must act in good faith. Good faith describes being honest of purpose, faithful to one’s duty or obligation, and an honest intention to abstain from taking advantage of another.

4.0 GUIDELINES

Confidentiality

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

4.2 All participants in an investigation shall keep confidential:

4.2.1 The identity of individuals involved in the disclosure process.

4.2.2 The identity of individuals alleged to have committed the wrongdoings.

4.2.3 The identity of witnesses.

References: Board Policy: D/11 – Public Interest Disclosure (Whistleblower Protection) Act (PIDA)
E/17 – Healthy Interactions Model

Public Interest Disclosure (Whistleblower Protection) Act (PIDA)
Office of the Alberta Public Interest Commissioner
Freedom of Information and Privacy Act (FOIP)



ADMINISTRATION 26 – Public Interest Disclosure (Whistleblower Protection)

Date: October 22, 2014

Date: March 5, 2018

Responsible Administrator: Associate Superintendent,
HR and Leadership Support

4.2.4 The information collected in relation to a disclosure.

4.2.5 The details and results of the investigation provided however such confidentiality may not be maintained for matters which pose an imminent risk of a substantial and specific danger to life, health or safety of individuals, or to the environment.

Disclosures of Wrongdoing

4.3 Employees seeking advice on potential disclosure under PIDA and this policy shall be referred to the Designated Officer, who shall provide the employee with information on PIDA, this policy, the requirements of PIDA and this policy, and other alternative processes for resolution of the employee's concern.

4.4 An employee who reasonably believes that he or she has information that could show that a wrongdoing has been committed or is about to be committed, or who has been asked to commit a wrongdoing, has a duty to make a disclosure to the Designated Officer.

4.5 An employee who knowingly makes deliberately false and/or malicious allegations of wrongdoing may be subject to disciplinary action up to and including termination of employment.

4.6 At the time an employee makes a disclosure to the Designated Officer, the employee may also make the disclosure to the Commissioner and advise the Commissioner that the disclosure has been made to the employee's Designated Officer. Further information on contacting the Commissioner can be obtained by visiting the Commissioners website at www.yourvoiceprotected.ca.

4.7 An employee may only disclose directly to the Commissioner and circumvent their CEO and/or the Designated Officer if:

4.7.1 The employee has made a disclosure in accordance with the expectations of this policy and an investigation has not been completed in accordance with these procedures;

References: Board Policy: D//11 –Public Interest Disclosure (Whistleblower Protection) Act (PIDA)
EN17 – Healthy Interactions Model

Public Interest Disclosure (Whistleblower Protection) Act (PIDA)
Office of the Alberta Public Interest Commissioner
Freedom of Information and Privacy Act (FOIP)



ADMINISTRATION 26 – Public Interest Disclosure (Whistleblower Protection)

Date: October 22, 2014

Date: March 5, 2018

Responsible Administrator: Associate Superintendent,
HR and Leadership Support

- 4.7.2 The employee has made a disclosure in accordance with the expectations of the disclosure requirements of this policy and the matter has not been resolved within the timelines established within these procedures;
- 4.7.3 The employee has made a disclosure to the Designated Officer, but is unable to complete the disclosure requirements because of a reprisal directed towards the employee, or reasonably believes a reprisal is likely to be taken or directed towards them should the disclosure be made in accordance with these requirements;
- 4.7.4 The employee reasonably believes that a matter constitutes an imminent risk of a substantial and specific danger to the life, health or safety of individuals, or to the environment, such that there is insufficient time to make a disclosure to the Designated Officer, the Employee may make a complaint directly to the Commissioner. The employee must also disclose the wrongdoing to the Designated Officer as soon as practicable thereafter;
- 4.7.5 The employee has made a disclosure in accordance with this Policy, the investigation has been completed, a final decision has been issued in respect of the disclosure and the employee is dissatisfied with the decision, and/or
- 4.7.6 the subject matter of the disclosure involves the CEO or Designated Officer.
- 4.8 In the event that disclosure to the Designated Officer is not appropriate due to a conflict of interest with respect to the nature of the disclosure or the person involved, the Designated Officer shall refer the matter to the CEO.
- 4.9 In the event of a disclosure to the Designated Officer concerning the conduct of the CEO, or concerning which the CEO has a conflict of interest, the Designated Officer shall:
 - 4.9.1 Advise the Board Chair of the nature of the disclosure, whereupon the Board may authorize an investigation into the disclosure, and
 - 4.9.2 Advise the Commissioner of the disclosure and its referral to the Board and seek advice from the Commissioner concerning whether the disclosure should be referred to the Commissioner.

References: Board Policy: *D/I/11 –Public Interest Disclosure (Whistleblower Protection) Act (PIDA)*
E/I/7 – Healthy Interactions Model

Public Interest Disclosure (Whistleblower Protection) Act (PIDA)
Office of the Alberta Public Interest Commissioner
Freedom of Information and Privacy Act (FOIP)



ADMINISTRATION 26 – Public Interest Disclosure (Whistleblower Protection)

Date: October 22, 2014

Date: March 5, 2018

Responsible Administrator: Associate Superintendent,
HR and Leadership Support

- 4.10 If the Designated Officer reasonably believes that the matter to which the disclosure relates constitutes an imminent risk of a substantial or specific danger to the life, health or safety of individuals, or to the environment, the Designated Officer shall as soon as reasonably practicable refer the disclosure to the Commissioner.
- 4.11 Notwithstanding whether a disclosure is referred to the Commissioner, where the Designated Officer is aware of:
- 4.11.1 A disclosure relating to an imminent risk of a substantial or specific danger to the life, health or safety of individuals, or to the environment, or
 - 4.11.2 That the alleged wrongdoing, if true, may threaten the welfare of students, staff, or the safe and caring environment of the school, the Designated Officer shall also ensure that appropriate persons within the Board have sufficient information to abate that risk.
- 4.12 Where at any point following a disclosure, the Designated Officer has reason to believe that the alleged wrongdoing, if true, could potentially give rise to the opinion that the welfare of students is threatened by the presence of a teacher, the Designated Officer shall advise the CEO of the alleged wrongdoing for consideration of a possible administrative suspension under section 105(2) of the School Act.
- 4.13 Anonymous disclosures will be dealt with in accordance with the provisions of this practice.

Investigations

- 4.14 The Designated Officer may request advice from the Commissioner with respect to the management and investigation of a disclosure.
- 4.15 Upon receiving a disclosure, the Designated Officer shall make a decision whether to investigate.
- 4.16 Where the Designated Officer is of the opinion that the subject matter of a disclosure would be more appropriately dealt with by a department of the Government of Alberta, an office of

References: Board Policy: D/I/11 –Public Interest Disclosure (Whistleblower Protection) Act (PIDA)
E/I/7 – Healthy Interactions Model

Public Interest Disclosure (Whistleblower Protection) Act (PIDA)
Office of the Alberta Public Interest Commissioner
Freedom of Information and Privacy Act (FOIP)



ADMINISTRATION 26 – Public Interest Disclosure (Whistleblower Protection)

Date: October 22, 2014

Date: March 5, 2018

Responsible Administrator: Associate Superintendent,
HR and Leadership Support

the Legislature, or another public entity, the Designated Officer shall report the subject matter of the disclosure to the Designated Officer of that other entity.

- 4.17 Should the subject matter of the disclosure be more appropriately dealt with according to another policy or procedure of the Board, another Act, or regulation, or procedures under a collective agreement or employment contract, the Designated Officer may decline to investigate under the parameters of this policy.
- 4.18 The Designated Officer may utilize both internal personnel and external resources, for the purpose of conducting the investigation.
- 4.19 The Designated Officer, and any person conducting an investigation on their behalf, may interview any person and shall have access to any document of the Board necessary for the investigation.
- 4.20 The Designated Officer shall ensure all disclosures, and information gathered in the course of investigating disclosures, including the identity of the person making the disclosure, those alleged to have committed the wrongdoing and witnesses, are maintained in confidence and disclosed only:
 - 4.20.1 As necessary for this policy and to conduct the investigation in accordance with the principles of procedural fairness and natural justice;
 - 4.20.2 In accordance with PIDA or any other statute;
 - 4.20.3 If the disclosure of that information is necessary due to an imminent risk of a substantial and specific danger to the life, health or safety of individuals, or to the environment.
- 4.21 Investigations shall be conducted in accordance with the principles of procedural fairness and natural justice.
- 4.22 The Designated Officer may decline to investigate where the disclosure:

References: Board Policy: D/I/11 –Public Interest Disclosure (Whistleblower Protection) Act (PIDA)
EN/7 – Healthy Interactions Model

Public Interest Disclosure (Whistleblower Protection) Act (PIDA)
Office of the Alberta Public Interest Commissioner
Freedom of Information and Privacy Act (FOIP)



ADMINISTRATION 26 – Public Interest Disclosure (Whistleblower Protection)

Date: October 22, 2014

Date: March 5, 2018

Responsible Administrator: Associate Superintendent,
HR and Leadership Support

- 4.22.1 Is clearly frivolous or vexatious, not been made in good faith, has not been made in a timely enough manner to permit an investigation, or does not deal with a wrongdoing;
 - 4.22.2 Relates to a decision, action or matter that results from a balanced and informed decision-making process on a public policy or operational issue; or
 - 4.22.3 Does not provide adequate particulars about the wrongdoing to permit the conduct of a fair and effective investigation.
- 4.23 Where in the course of an investigation, the Designated Officer has reason to believe that an offense has been committed under an Act or regulation of the Province of Alberta, or under an Act or regulation of the Parliament of Canada, the Designated Officer shall report the potential offense to the appropriate law enforcement authorities.
- 4.24 If more than one disclosure of wrongdoing is received by the Designated Officer in respect to the same matter, a single investigation may be conducted into the wrongdoing.
- 4.25 Where, in the course of an investigation, the Designated Officer has reason to believe that another wrongdoing has been committed or may be committed; the Designated Officer shall investigate that other potential wrongdoing as if a disclosure had been made.
- 4.26 The Designated Officer is not required to investigate a disclosure or, if an investigation has been initiated, may discontinue the investigation if more than 2 years has passed since the date that the wrongdoing was discovered.

Timelines

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

References: Board Policy: *D/11 – Public Interest Disclosure (Whistleblower Protection) Act (PIDA)*
E/17 – Healthy Interactions Model

Public Interest Disclosure (Whistleblower Protection) Act (PIDA)
Office of the Alberta Public Interest Commissioner
Freedom of Information and Privacy Act (FOIP)



ADMINISTRATION 26 – Public Interest Disclosure (Whistleblower Protection)

Date: October 22, 2014

Date: March 5, 2018

Responsible Administrator: Associate Superintendent,
HR and Leadership Support

- 4.28 The investigation must be concluded and the investigation report provided to the CEO not more than 110 business days from the date on which the disclosure of wrongdoing or complaint of reprisal was received.
- 4.29 These timelines may be extended by the CEO provided that the total extensions granted do not exceed the overall time period for investigation and provision of the investigation report by more than 30 business days, or for a longer period of time if permitted by the Commissioner.

Reporting

- 4.30 The Designated Officer shall provide a written investigation report to the CEO detailing whether the disclosure was substantiated, and provide recommendations on corrective action.
- 4.31 Where the Designated Officer is considering a recommendation to the CEO that the Superintendent exercise authority delegated to him or her by the Board to suspend or terminate a teacher or administrative designation under the School Act, the Designated Officer shall consult with legal counsel concerning the necessary process.
- 4.32 The CEO shall consider the recommendations in the investigation report, and shall be responsible for determining what action, if any, including disciplinary action, shall be taken. The CEO shall follow up with the employees responsible to ensure those actions are taken.
- 4.33 The person making the complaint shall be advised when the investigation is completed, the recommendations made in the written investigation report, and the CEO's actions resulting from the written investigation report.

Annual Reporting

- 4.34 The Designating Officer will prepare an annual report on all disclosures that have been made under PIDA. This annual report will include the following information:
 - 4.34.1 The number of disclosures received by the Designated Officer;
 - 4.34.2 The number of disclosures acted on;
 - 4.34.3 The number of disclosures not acted on by the Designated Officer;

References: *Board Policy: D/11 – Public Interest Disclosure (Whistleblower Protection) Act (PIDA)*
E/17 – Healthy Interactions Model

Public Interest Disclosure (Whistleblower Protection) Act (PIDA)
Office of the Alberta Public Interest Commissioner
Freedom of Information and Privacy Act (FOIP)



ADMINISTRATION 26 – Public Interest Disclosure (Whistleblower Protection)

Date: October 22, 2014

Date: March 5, 2018

Responsible Administrator: Associate Superintendent,
HR and Leadership Support

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

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

Communication

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

References: Board Policy: *D/I/11 – Public Interest Disclosure (Whistleblower Protection) Act (PIDA)*
EN/7 – Healthy Interactions Model

Public Interest Disclosure (Whistleblower Protection) Act (PIDA)
Office of the Alberta Public Interest Commissioner
Freedom of Information and Privacy Act (FOIP)



Board Memorandum

Date: March 13, 2019
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Policy Committee
Subject: New Policy 200 - Attendance Areas

Background:

Attached for Trustee review is new Policy 200 - Attendance Areas. This policy, submitted by Mr. David Steele, has been reviewed by the Policy Committee.

Attached for Trustee information is Policy D/II/7 - Attendance Areas, which will be replaced by new policy 200.

Also attached for Trustee reference is Administrative Practice Administration 21 - Attendance Areas.

Recommendation:

That the Board of Trustees review Policy 200 - Attendance Areas and forward to the Public Board Meeting.

Sincerely,

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

Attachments

1.0 POLICY

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

Do you want anything about the process for changing attendance areas and communication?

2.0 GUIDELINES

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

References: Policy: 245 – Appeals
Alberta Education Funding Manual for School Authorities
School Act: Sections 1(2), 8(1), 13(1), 44, 45, 49, 62, 273



ADMINISTRATION 21 – Attendance Areas

Original Date: March 13, 2013 Revised Date:

Responsible Administrator: Deputy Superintendent

1.0 RATIONALE

- 1.1 While resident students and students enrolled under an Education Services Agreement are designated to attend schools in attendance areas established by the Board, educational or programming needs of students or student/parent preferences may warrant consideration of allowing attendance at a school other than the designated school.

2.0 PROCESS

- 2.1 The Deputy Superintendent is delegated the responsibility to maintain this Administrative Practice.

3.0 GUIDELINES

- 3.1 Resident students may register in schools other than their designated school providing there are sufficient resources and facilities available to accommodate the student. Resident students may register in programs of choice (e.g. Logos, French Immersion) at Division schools.
- 3.2 When a student attends a school outside a designated attendance area, transportation may become the parent(s’)/independent student’s responsibility.
- 3.3 As outlined in Policy ~~F/I/16~~ G/I/15 Student Placement Appeals and Administrative Practice Student Services 18 – Student Placement, a student may be directed by the Deputy Superintendent, or designate, to attend a school out of the student’s designated attendance area.
- 3.4 Non-resident students may be enrolled providing there are sufficient resources and facilities available to accommodate the student.
- 3.4.1 The determination of adequate resources and facilities shall be delegated to the school principal.

References: *Board Policy: D/II/7 – Attendance Areas
G/I/15 – Student Placement
F/I/16 – Student Placement Appeals
Admin Practice: Administrative Practice Student Services 18 – Student Placement
School Act: Section 13 (2) & (3)
Section 44*



Board Memorandum

Date: March 13, 2019
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Policy Committee
Subject: New Policy 215 – Organization Chart

Background:

Attached for Trustee review is new Policy 215 – Organization Chart. This policy, submitted by Mr. David Steele, has been reviewed by the Policy Committee.

Attached for Trustee Information is Policy C 1 – Organization Chart, which will be replaced by new policy 215.

Recommendation:

That the Board of Trustees review Policy 215 – Organization Chart and forward to the Public Board Meeting.

Sincerely,

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

Attachments



EFFECTIVE:

REVISED:

REVIEW:

1.0 POLICY

The Board of Trustees, which is responsible for providing high quality educational programs for students, acknowledges the necessity of discharging this responsibility through a well-ordered administrative and management structure.

2.0 GUIDELINES

- 2.1 The Superintendent of Schools, as the Chief Executive and Educational Officer for the division, is responsible for the effective functioning of an appropriate administrative and management structure within the budget guidelines established by the Board.
- 2.2 The Board expects the Superintendent to keep the management structure current and able to respond to the changing needs of the school system.
- 2.3 To this end, the Superintendent may re-organize lines of authority and revise the Organizational Chart, subject to Board approval. Any permanent changes to the Organization Chart shall be implemented only upon Board approval.
- 2.4 Additional staff positions may be added on a temporary basis, from time to time, as required and as approved by the Superintendent, and as advised to the Board.
- 2.5 All division employees are accountable to the Superintendent. The Superintendent is accountable to the Board of Trustees.

References: School Act: Section 113

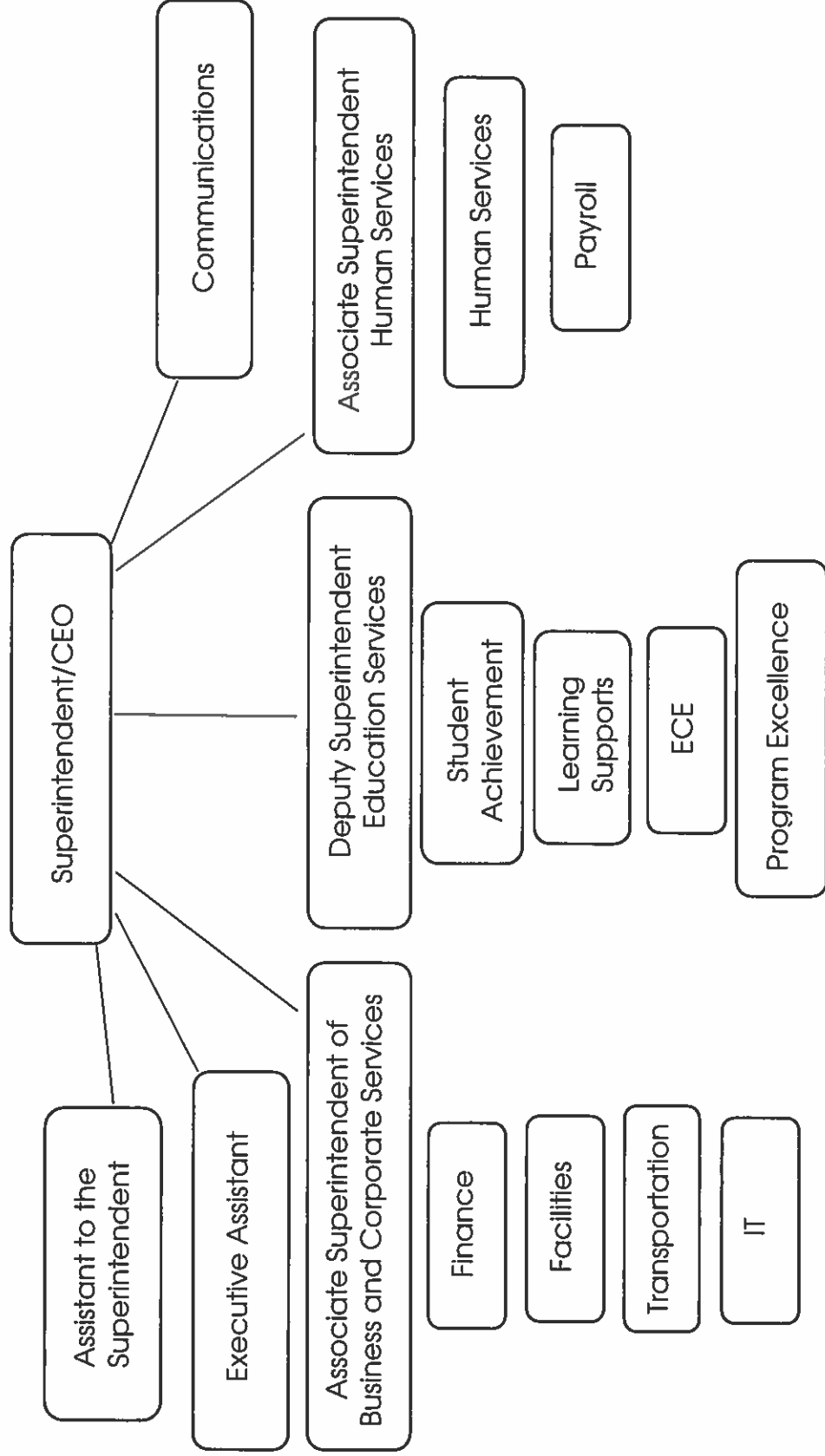


215 Organization Chart

EFFECTIVE:

REVISED:

REVIEW:



References: School Act: Section 113



C/1 – Organization Chart

EFFECTIVE: November 28, 2018

REVISED: November 28, 2018

REVIEW: 2022-2023

1.0 POLICY

- 1.1 The Board of Trustees, which is responsible for providing high quality educational programs for students, acknowledges the necessity of discharging this responsibility through a well-ordered administrative and management structure.
- 1.2 The Superintendent of Schools, as the Chief Executive and Educational Officer for the division, is responsible for the effective functioning of an appropriate administrative and management structure within the budget guidelines established by the Board.
- 1.3 The Board expects the Superintendent to keep the management structure up-to-date and able to respond to the changing needs of the school system.
- 1.4 To this end, the Superintendent may re-organize lines of authority and revise the Organizational Chart, subject to Board approval. Any permanent changes to the Organization Chart shall be implemented only upon Board approval.
 - 1.4.1 Additional staff positions may, however, be added on a temporary basis, from time to time, as required and as approved by the Superintendent, and as advised to the Board.
- 1.5 All division employees are accountable to the Superintendent. The Superintendent is accountable to the Board of Trustees.

References: Organizational Chart



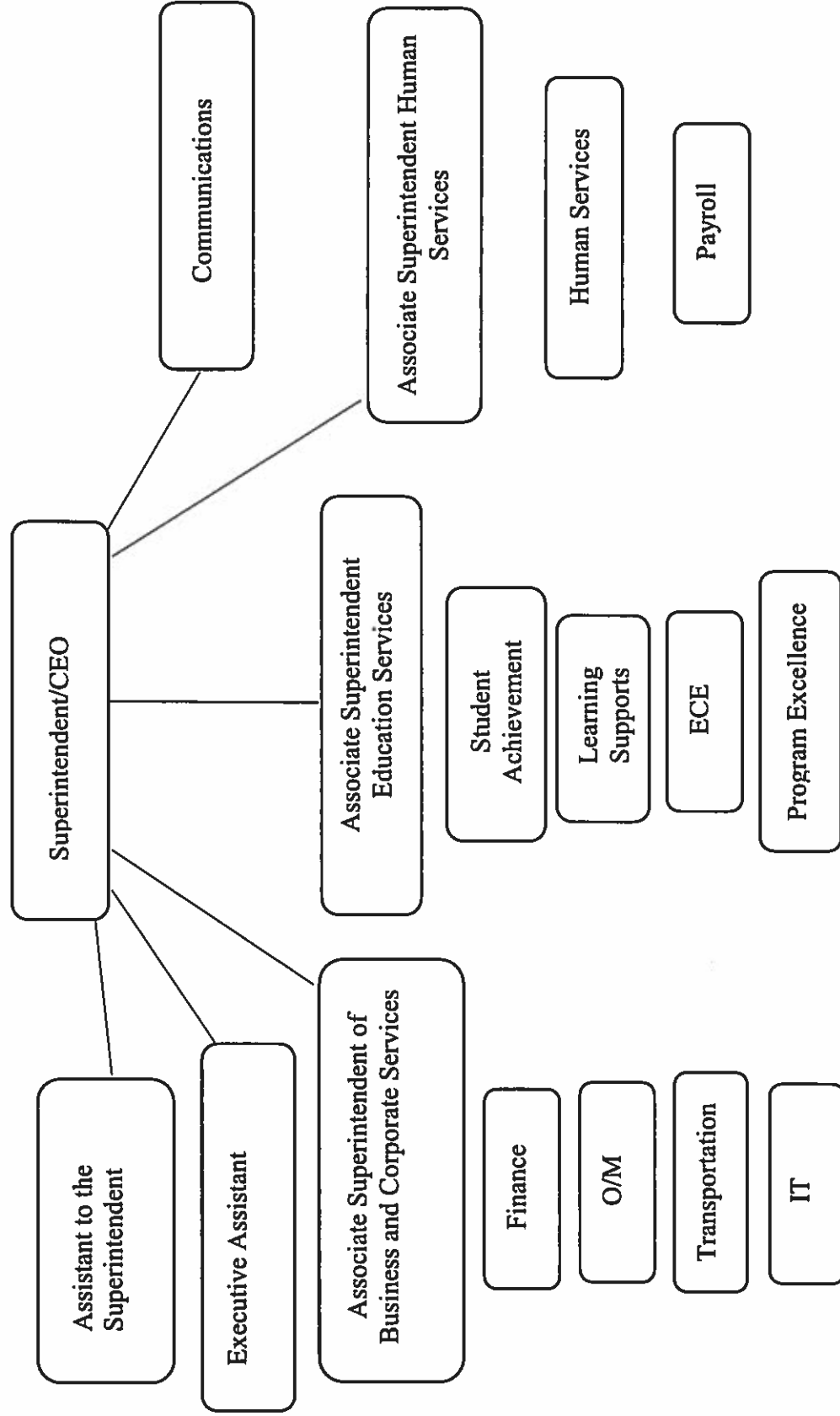
C/1 – Organization Chart

C/1

EFFECTIVE: November 28, 2018

REVISED: November 28, 2018

REVIEW: 2022-2023



References: Organizational Chart



Board Memorandum

Date: March 13, 2019
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Policy Committee
Subject: New Policy 235 – Conduct of Board Meetings

Background:

Attached for Trustee review is new Policy 235 – Conduct of Board Meetings. This policy, submitted by Mr. David Steele, has been reviewed by the Policy Committee.

Also attached for Trustee information are the policies and board regulations which will be replaced by new policy 235:

Policy B/II/6 – Meetings by Electronic Means

Policy B/III/1 – Board Procedures

Policy B/III/2 – Rules of Order

Policy B/III/5 – Comments, Delegations and Presentations at Board Meetings

Board Regulations:

Administration 6 – Meetings by Electronic Means

Board of Trustees 1 – Board Procedures

Board 2 – Comments, Delegations and Presentations at Board Meetings

Recommendation:

That the Board of Trustees review Policy 235 – Conduct of Board Meetings and forward to the Public Board Meeting.

Sincerely,

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

Attachments

COMMITTEE 9.7

1.0 POLICY

The Board believes that effectiveness and transparency of decision-making are facilitated by conducting regular and committee meetings with clearly defined procedures that are communicated clearly to the public.

2.0 GUIDELINES

- 2.1 The Board will follow Robert's Rules of Order for operational procedures during Public Board and Board Committee meetings except where applicable legislation provides different or additional directives.
- 2.2 The organizational meeting of the Board shall be held annually at the August Board meeting, except in an election year, where it will be held within 4 weeks of election date. The agenda for this meeting is found in Appendix A.
- 2.3 The Board will establish, by resolution at the Annual Organizational Meeting, the dates, start time, standing adjournment time, and place of the regular meetings of the Board. The format for the agendas of these meetings is found in Appendix B.
- 2.4 The Board will acknowledge the Treaty 6 territory with the Treaty 6 Acknowledgement Statement at the Annual Organizational Meeting.

Treaty 6 Acknowledgement Statement:

"We acknowledge that we are on Treaty 6 territory, a traditional meeting grounds, gathering place and travelling route to the Cree, Saulteaux, Blackfoot, Métis, Dene and Nakota Sioux.

We acknowledge all of the many First Nations, Métis and Inuit whose footsteps have marked these lands for centuries."

References: School Act: Division 2, Operations and Management; Sections 57, 64, 67, 70
Robert's Rules of Order



EFFECTIVE:

REVISED:

REVIEW:

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- 2.5 The Board may also acknowledge Treaty 6 territory with the Treaty 6 Acknowledgement Statement as previously approved by the Board at any Board sponsored events.
- 2.6 Preparation of Board Meeting Agendas
- 2.6.1 The Superintendent of Schools, in consultation with the Board Chair will prepare agendas for Board meetings.
- 2.6.2 Agenda Items
- Items to be considered for inclusion in the Board Meeting Agenda must be submitted to the Board Chair or Superintendent of Schools eight (8) days prior to the meeting.
- 2.6.3 Distribution of Agenda Kits
- 2.6.3.1 Regular Board Meeting Agenda kits will be available on the division website or delivered in person to the residence of each trustee or other place designated by the trustee, not later than 5:00 pm three (3) business days prior to the Board Meeting.
- 2.6.3.2 Closed and/or In Camera Meeting Agenda kits will be provided at the meeting.
- 2.7 The Board believes that input and feedback on educational issues from stakeholders is of value and, as such, supports opportunities for the Board to hear from and engage with the public.
- 2.8 Any appointments made with the Board by delegations will be dealt with at the designated time (or as close to it as possible following completion of discussion of the last item) regardless of the position reached in the Agenda. Any delegations appearing before the Board will be made aware of the Board's practice with respect to delegations coming before the Board or its Committees.

References: School Act: Division 2, Operations and Management; Sections 57, 64, 67, 70
Robert's Rules of Order



EFFECTIVE:

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- 2.8.1 Should any stakeholder choose to address the Board at a public Board meeting, an individual must schedule an appropriate date and time in consultation with the Associate Superintendent, Business and Corporate Services. Requests in this regard are to be received no later than 2 weeks in advance of the preferred meeting date.
- 2.8.2 Once confirmed, an individual stakeholder may speak for three minutes at the identified public Board meeting under the agenda category "Appointments".
- 2.8.3 In the case of a delegation, 10 minutes shall be provided to a maximum of two (2) speakers.
- 2.8.4 The total duration of the "Appointments" section of the agenda shall not exceed 20 minutes. Exceptions to the time limits may be made by the Board Chair or a majority vote of the Board.
- 2.8.5 Speakers shall address their comments to the Board Chair.
- 2.8.6 The Board Chair will thank the speaker and/or delegation on behalf of the Board.
- 2.8.7 Any speaker wishing a response from the Board shall provide their comments and any associated questions, in writing, addressed to the Board of Trustees. A response from the Board will be provided, in writing, within 2 weeks of the receipt of the written request for same.
- 2.9 The Board Chair may depart from the order of business set forth on the Agenda with the consent of a majority of trustees present.
- 2.10 Preparation and Approval of Minutes
- 2.10.1 The minutes of board meetings will state the date and venue of the meeting, the trustees and members of the administration present and those trustees absent. The minutes shall contain all

References: School Act: Division 2, Operations and Management; Sections 57, 64, 67, 70
Robert's Rules of Order

EFFECTIVE:

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REVIEW:

motions, board requests for information and notices of motion. They shall also state the time at which the meeting was called to order, the time that the meeting reverted from a closed to an open meeting, the time and duration of any recesses and the time the meeting adjourned or was closed.

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

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

2.11 Open Meetings

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

2.12 Special Meetings of the Board

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

2.13 The Board believes that Trustees should be afforded the opportunity to attend Board meetings by electronic means.

3.0 PROCESS

3.1 A Trustee may participate in a meeting of the Board by electronic means or other communication facilities if the electronic means or other communication facilities enable the Trustees participating in the meeting and members of the public attending the meeting to hear each other.

3.2 Meetings of the Board include regular Public Board Meetings and the Committee of the Whole Meetings.

References: School Act: Division 2, Operations and Management; Sections 57, 64, 67, 70
Robert's Rules of Order



EFFECTIVE:

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- 3.3 Trustee who participates in a meeting by electronic means is considered present at the meeting and will be recorded as in attendance.
- 3.4 A maximum of two Trustees may attend a meeting of the Board by electronic means.
- 3.5 The board chair or designate must be physically present in the meeting room.
- 3.6 All votes of the Board taken at any meeting in which a Trustee participates through electronic communication shall be taken by roll call vote.
- 3.7 Except for cause due to illness or emergency, no Trustee shall attend more than two meetings of the Board through virtual means within a one year period. (Sept. 01 – Aug. 31)
- 3.8 A Trustee who wishes to participate in a Board meeting by means of electronic communication shall notify the Board chair as soon as reasonably possible. Except in the case of a declared emergency, a Trustee shall provide such notice not less than (two (2) days) before the Board meeting in question.
- 3.9 The chair of the Board may refuse to permit a Trustee to participate in a meeting by electronic means or other communication facilities in order to meet the requirements of subsections 3.4 and 3.7.
- 4.0 Annual General Meetings of the Board**
- 4.1 The Board may provide for the holding of an annual meeting of the electors for the discussion of Board affairs which shall be held:
- 4.1.1 Prior to November 15 in each year
- 4.1.2 At a convenient place within the Division
- 4.1.3 At a date, time and place specified by the Board.

References: School Act: Division 2, Operations and Management; Sections 57, 64, 67, 70
Robert's Rules of Order



EFFECTIVE:

REVISED:

REVIEW:

APPENDIX A

Sturgeon Public School Division

Board Organizational Meeting

Agenda

- 1.0 Roll Call
- 2.0 Call to Order - The Associate Superintendent, Business and Corporate Services will call the meeting to order and act as Chair.
- 3.0 Treaty 6 Acknowledgement Statement.
- 4.0 Declaration of Returning Officer - if applicable
- 5.0 Oath of Office - if applicable
- 6.0 Election of Board Chair - may, as provided for in School Act Section 57, at the request of one trustee, be handled by a secret ballot. Upon declaration of election, the elected Board Chair shall assume the Chair.
- 7.0 Election of Vice-Chair - may, as provided for in School Act Section 57, at the request of one trustee, be handled by a secret ballot.
- 8.0 Code of Ethics - the Board Chair will read the Code of Ethics.
- 9.0 Date, Time, Place of Regular Meetings.
- 10.0 Trustee membership of committees - the Board will establish their operational structure (committees, task groups, etc.) and elect trustee representatives to these. It will also elect its representatives to organizations.
 - 10.1 Committee of the Whole
 - 10.2 Municipal Liaison Committee

References: School Act: Division 2, Operations and Management; Sections 57, 64, 67, 70
Robert's Rules of Order

EFFECTIVE:

REVISED:

REVIEW:

- 10.3 ATA Negotiations Committee
- 10.4 CUPE Negotiations Committee
- 10.5 Teacher Board Advisory Committee (Policy Advisory – ATA)
- 10.6 Labour Management Committee (Policy Advisory – CUPE)

- 11.0 Trustee Committees
 - 11.1 Advocacy Committee
 - 11.2 Building & Maintenance Committee
 - 11.3 Finance & Human Services Committee
 - 11.4 Policy Committee
 - 11.5 Transportation Committee

- 12.0 Board Representatives to Other Organizations
 - 12.1 Alberta School Boards Association
1 Representative, 1 Alternate Representative
 - 12.1.1 Alberta School Board Association Zone 2/3
1 Representative, 1 Alternate Representative
 - 12.2 Morinville Rotary Representative
 - 12.3 Public School Boards Association of Alberta
1 Representative, 1 Alternate Representative
 - 12.3.1 Public School Boards Council
1 Representative, 1 Alternate Representative
 - 12.4 Sturgeon Composite High School – School Council Representative
 - 12.5 Student Discipline Committee
 - 12.6 Community Services Advisory Representative

- 13.0 Close of Meeting

References: School Act: Division 2, Operations and Management; Sections 57, 64, 67, 70
Robert’s Rules of Order



EFFECTIVE:

REVISED:

REVIEW:

APPENDIX B

Sturgeon Public School Division

Board Meeting Agenda

- 1.0 Call to Order
- 2.0 Approval of Agenda
 - 2.1 Additions/Deletions to Agenda
 - 2.2 Approval of Agenda
- 3.0 Appointments
 - 3.1 _____
- 4.0 Reading and Approving of Minutes
 - 4.1 Amendment/Correction of Minutes
 - 4.2 Approval of the Minutes of the Regular Meeting of _____
- 5.0 Presentations
 - 5.1 _____
- 6.0 Reports from Senior Administration
- 7.0 Reports from Trustees and Standing Committees
 - 7.1 Chair's Report
 - 7.2 Trustees' Reports
 - 7.3 Advocacy

References: School Act: Division 2, Operations and Management; Sections 57, 64, 67, 70
Robert's Rules of Order



EFFECTIVE:

REVISED:

REVIEW:

7.4 Building & Maintenance

7.5 Finance & Human Services

7.6 Policy

7.7 Transportation

8.0 Reports from Special Committees

8.1 Alberta School Boards Association Representative

8.2 Public School Boards Association of Alberta Representative

9.0 New Business

9.1 _____

9.2 _____

9.3 _____

10.0 Unfinished Business

10.1 _____

11.0 Notices of Motion

12.0 Information

13.0 Comment & Question Period

13.1 ATA; CUPE

13.2 Community Members

13.3 Media

References: School Act: Division 2, Operations and Management; Sections 57, 64, 67, 70
Robert's Rules of Order



EFFECTIVE:

REVISED:

REVIEW:

14.0 Requests for Information

15.0 In Camera

16.0 Adjournment

Draft

References: School Act: Division 2, Operations and Management; Sections 57, 64, 67, 70
Robert's Rules of Order



B/II/6 – Meetings by Electronic Means

B/II/6

EFFECTIVE: March 23, 2016

REVISED:

REVIEW: 2021-2022

1.0 POLICY

- 1.1 The Board believes that Trustees should be afforded the opportunity to attend board meetings by electronic means.

2.0 GUIDELINES

- 2.1 The Board shall maintain regulations which facilitate the operation of this policy.

Rescinded January 30, 2019

References: Education Act: Board Procedures Regulation 5
Board Regulation: Administration 6



1.0 POLICY

1.1 Meetings of the Board

1.1.1 The organizational meeting of the Board shall be held annually at the August Board meeting, except in an election year, where it will be held within 4 weeks of election date.

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

1.2 The Board will acknowledge the Treaty 6 territory with the Treaty 6 Acknowledgement Statement at the Annual Organizational Meeting.

1.2.1 Treaty 6 Acknowledgement Statement:

We acknowledge that we are on Treaty 6 territory, a traditional meeting grounds, gathering place and travelling route to the Cree, Saulteaux, Blackfoot, Métis, Dene and Nakota Sioux.

We acknowledge all of the many First Nations, Métis and Inuit whose footsteps have marked these lands for centuries.

1.3 The Board may also acknowledge Treaty 6 territory with the Treaty 6 Acknowledgement Statement as previously approved by the Board at any Board sponsored events.

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



1.0 POLICY

- 1.1 The Board will follow Robert’s Rules of Order for operational procedures during Public Board and Board Committee meetings.

References:



B/III/5 – Comments, Delegations and Presentations at Board Meetings

B/III/5

EFFECTIVE: May 23, 2018

REVISED:

REVIEW: 2023-2024

1.0 POLICY

- 1.1 The Board believes that input and feedback on educational issues from stakeholders is of value and, as such, supports opportunities for the Board to hear from and engage with the public.

References: Board Regulation Board 2 – Comments, Delegations and Presentations at Board Meetings

**ADMINISTRATION 6 – Meetings by Electronic Means**

Date: March 23, 2016 Revised:

Responsible Administrator: *Associate Superintendent, Ed Services*

- 1.0** Board Regulation, Meetings by Electronic Means shall be administered in compliance with Policy B/II/6, Meetings by Electronic Means.
- 1.1** The Board believes that Trustees should be afforded the opportunity to attend Board meetings by electronic means.
- 2.0** **PROCESS**
- 2.1** A Trustee may participate in a meeting of the Board by electronic means or other communication facilities if the electronic means or other communication facilities enables the Trustees participating in the meeting and members of the public attending the meeting to hear each other.
- 2.1.1** Meetings of the Board include regular Public Board Meetings and the Committee of the Whole Meetings.
- 2.2** A Trustee who participates in a meeting by electronic means is considered present at the meeting and will be recorded as in attendance.
- 2.3** A maximum of two Trustees may attend a meeting of the Board by electronic means.
- 2.3.1** The board chair or designate must be physically present in the meeting room.
- 2.4** All votes of the Board taken at any meeting in which a Trustee participates through electronic communication shall be taken by roll call vote.
- 2.5** Except for cause due to illness or emergency, no Trustee shall attend more than two meetings of the Board through virtual means within a one year period. (Sept. 01 – Aug. 31)
- 2.6** A Trustee who wishes to participate in a Board meeting by means of electronic communication shall notify the Board chair as soon as reasonably possible. Except in the case of a declared emergency, a Trustee shall provide such notice not less than [two (2) days] before the Board meeting in question.
- 2.7** The chair of the Board may refuse to permit a Trustee to participate in a meeting by electronic means or other communication facilities in order to meet the requirements of subsections 2.3 and 2.5.

References: Board Policy: B/II/6 Meetings by Electronic Means

**BOARD OF TRUSTEES 1 – Board Procedures**

Date: Sept. 24, 2014 Revised: February 22, 2017 Responsible Administrator: Superintendent of Schools

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

2.0 RATIONALE:

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

3.0 GUIDELINES:

3.1 Preparation of Board Meeting Agendas

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

3.2 Agenda Items

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

3.3 Distribution of Agenda Kits

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

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

3.4 Order of Business at Board Meetings

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

**BOARD OF TRUSTEES 1 – Board Procedures**

Date: Sept. 24, 2014 Revised: February 22, 2017 Responsible Administrator: Superintendent of Schools

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

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

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

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

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

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

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

**BOARD OF TRUSTEES 1 – Board Procedures**

Date: Sept. 24, 2014 Revised: February 22, 2017 Responsible Administrator: Superintendent of Schools

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

3.7 Open Meetings

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

3.8 Special Meetings of the Board

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

3.9 Annual General Meetings of the Board

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

3.9.1.1 Prior to November 15 in each year

3.9.1.1.1 At a convenient place within the Division

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

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



BOARD OF TRUSTEES 1 – Board Procedures

Date: Sept. 24, 2014 Revised: February 22, 2017 Responsible Administrator: Superintendent of Schools

APPENDIX "A"

**Sturgeon School Division
Board Meeting Agenda**

1. Call to Order
2. Consideration of Agenda
 - 2.1. Additions/Deletions to Agenda
 - 2.2. Approval of Agenda
3. Appointments
 - 3.1. _____
4. Reading and Approving of Minutes
 - 4.1. Amendment/Correction of Minutes
 - 4.2. Approval of Minutes of the Regular Meeting of _____
5. Presentations
 - 5.1. _____
 - 5.2. _____
6. Reports from Senior Administration
7. Reports from Trustees and Standing Committees
 - 7.1. Chair's Report
 - 7.2. Trustees' Reports
 - 7.3. Building
 - 7.4. Finance & Human Resources
 - 7.5. Education Policy
 - 7.6. Advocacy Committee
 - 7.7. Transportation
8. Reports from Special Committees
 - 8.1. Alberta School Boards Association Representative
 - 8.2. Public School Boards Association of Alberta Representative

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



BOARD OF TRUSTEES 1 – Board Procedures

Date: Sept. 24, 2014 Revised: February 22, 2017 Responsible Administrator: Superintendent of Schools

9. New Business

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

10. Unfinished Business

- 10.1. _____

11. Notices of Motion

12. Information

13. Comment & Question Period

- 13.1. ATA; CUPE
- 13.2. Community Members
- 13.3. Media

14. Requests for Information

15. Adjournment

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



BOARD OF TRUSTEES 1 – Board Procedures

Date: Sept. 24, 2014 Revised: February 22, 2017 Responsible Administrator: Superintendent of Schools

APPENDIX "B"

Sturgeon School Division Board Organizational Meeting Agenda

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

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



BOARD 2 – Comments, Delegations and Presentations at Board Meetings

Date: May 23, 2018

Revised Date:

Responsible Administrator: Superintendent

1.0 The Board of Trustees encourages stakeholders to share input and feedback on educational issues and provides opportunities to do so in a variety of ways including during scheduled Board meetings.

2.0 PROCESS

2.1 A stakeholder may address the Board at regularly scheduled public Board meetings on any educational issue

2.1.2 Should any stakeholder choose to address the Board at a public Board meeting, an individual must schedule an appropriate date and time in consultation with the Secretary-Treasurer. Requests in this regard are to be received no later than 2 weeks in advance of the preferred meeting date.

2.1.3 Once confirmed, an individual stakeholder may speak for three minutes at the identified public Board meeting under the agenda category "*Appointments*".

2.1.4 In the case of a delegation, 10 minutes shall be provided to a maximum of two (2) speakers.

2.1.5 The total duration of the "*Appointments*" section of the agenda shall not exceed 20 minutes. Exceptions to the time limits may be made by the Board Chair or a majority vote of the Board.

2.1.6 Speakers shall address their comments to the Board Chair.

2.1.7 The Board Chair will thank the speaker and/or delegation on behalf of the Board.

2.1.8 Any speaker wishing a response from the Board shall provide their comments and any associated questions, in writing, addressed to the Board of Trustees. A response from the Board will be provided, in writing, within 2 weeks of the receipt of the written request for same.

References: *Board Policy(s):* B/III/5 – Comments, Delegations and Presentations at Board Meetings



BOARD 2 – Comments, Delegations and Presentations at Board Meetings

Date: May 23, 2018

Revised Date:

Responsible Administrator: Superintendent

2.2 Guidelines for Speakers

- 2.2.1 Critical statements about particular individuals or schools - whether named or identifiable by the context - will not be allowed.

2.3 Board Meeting Schedule

- 2.3.1 Board meetings are held on the second and fourth Wednesdays of each month. These public meetings are held at:
 - Frank Robinson Education Centre
 - 9820 – 104 Street
 - Morinville AB T8R 1L8

References: *Board Policy(s):* B/III/5 – Comments, Delegations and Presentations at Board Meetings



Board Memorandum

Date: March 13, 2019
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Policy Committee
Subject: New Policy 245 – Appeals

Background:

Attached for Trustee review is new Policy 245 – Appeals. This policy, submitted by Mr. David Steele, has been reviewed by the Policy Committee.

Attached for Trustee information is Policy D/1/6 – Appeals and Board Regulation Administration 2 - Appeal, which will be replaced by new policy 245.

Also attached for Trustee reference is Administrative Practice Administration 19 – Appeal and Appendix 1.

Recommendation:

That the Board of Trustees review Policy 245 – Appeals and forward to the Public Board Meeting.

Sincerely,

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

Attachments



EFFECTIVE:

REVISED:

REVIEW:

1.0 POLICY

The Board of Trustees expects staff members to resolve issues with stakeholders in a proactive, respectful and timely manner. The Board recognizes, however, that a resolution acceptable to both parties cannot always be achieved. Further, the Board respects the right of stakeholders to appeal decisions of the administration to the Board. Therefore, upon request, the Board will hear appeals when a decision of an employee significantly affects the education of a student. In addition, the Board reserves the right to hear or not to hear appeals on other matters.

2.0 GUIDELINES**2.1 Attempts to Resolve the issue**

2.1.1 Stakeholders are expected to take their concerns through appropriate levels of consultation prior to making an appeal to the Board. Therefore, in cases where a stakeholder does not accept a decision made by district staff and wishes to take the matter further, the individual would direct the concern to the administrator of the school or to the appropriate department manager/supervisor.

2.1.2 Administrators are responsible for encouraging staff to mutually resolve issues with stakeholders. If the issue remains unresolved, it should, then, be referred to the site based administrator.

2.1.3 Administrators are responsible for ensuring that stakeholder concerns are well documented. This documentation should include:

2.1.3.1 A description of the concern;

2.1.3.2 A record of stakeholder-staff interactions, staff decisions and actions, and stakeholder actions; as well as,

References: School Act: Sections 104, 123, 124

2.1.3.3 Related correspondence.

2.2 Appeal Process

- 2.2.1 If the issue is not resolved at the local administrative level, the administrator will inform the stakeholder that the matter may be directed to the Superintendent of Schools or his/her designate.
- 2.2.2 The site administrator shall ensure stakeholders are provided a copy of Policy 245 – Appeals.
- 2.2.3 If the issue is not resolved by the Superintendent or designate, he/she shall inform the stakeholder of the Board's appeal procedures.
- 2.2.4 If further action is desired, the next step would be to the Superintendent of Schools and subsequently an appeal in writing to the Board of Trustees.
- 2.2.5 The Board will decide at its next meeting after receiving the request whether or not to hear the appeal.
- 2.2.6 If the Board decides not to hear the appeal, the Board will inform the stakeholder in writing of the reason(s) for the decision.
- 2.2.7 If the Board decides to hear the appeal, the Superintendent will inform the stakeholder, in writing, of the proposed date and location for the appeal hearing. A copy of the Appeal Policy will be provided at the same time.
- 2.2.8 The Board shall address the appeal in one of two ways, by:

2.2.8.1 The Board as a Committee of the Whole

References: School Act: Sections 104, 123, 124

EFFECTIVE:

REVISED:

REVIEW:

2.2.8.2 A sub-committee of the Board

2.2.9 The appeal hearing will be conducted in accordance with a pre-set agenda (Appendix A)

2.2.10 The stakeholder making the appeal may be represented by an advocate or legal counsel, at the individual's own initiative and expense.

2.2.11 The administration may also use an advocate or legal counsel.

2.2.12 The Board will inform both parties of the result of the appeal, in writing, within three days of the appeal hearing. If the Board upholds the administration's decision, then in the same letter, the individual will be informed of the right of appeal to the Minister under section 124 of the School Act (where applicable).

2.3 Appeal of Teacher Transfer

In the event of a teacher appeal of a transfer, the process will be as outlined in Section 104 of the School Act.

References: School Act: Sections 104, 123, 124



EFFECTIVE:

REVISED:

REVIEW:

APPENDIX A APPEAL HEARING

- 1.0 Call to Order
- 2.0 Call for any Conflict of Interest Disclosures
- 3.0 Agenda Consideration and Approval
- 4.0 Motion to Go-in-Camera
- 5.0 Introduction by Superintendent
- 6.0 Outline of Procedure – Chair
- 7.0 Superintendent’s and/or Representative’s Presentation
- 8.0 Trustee Questions of Superintendent and/or Representative
- 9.0 Applicant’s and/or Representative’s Presentation
- 10.0 Trustee Questions of Applicant and/or Representative
- 11.0 Recess if Desire
- 12.0 Superintendent’s and/or Representative’s Rebuttal
- 13.0 Applicant’s and/or Representative’s Rebuttal
- 14.0 Opportunity for Questions by Trustees
- 15.0 Deliberations by the Board in Closed Session
- 16.0 Call all Parties back to Meeting
- 17.0 Motion to Go-Out-of-Camera
- 18.0 Board Decision by Motion and Vote
- 19.0 Adjournment

References: School Act: Sections 104, 123, 124



1.0 POLICY

The Board of Trustees expects staff members to resolve issues with stakeholders in a proactive, respectful and timely manner. The Board recognizes, however, that a resolution acceptable to both parties cannot always be achieved. Further, the Board respects the right of stakeholders to appeal decisions of the administration to the Board. Therefore, upon request, the Board will hear appeals when a decision of an employee significantly affects the education of a student. In addition, the Board reserves the right to hear or not to hear appeals on other matters.

References: *Admin Practice(s):* *Administration 19—Appeals*
 Administration 19—Appeals Index 1
 Board Regulation: Administration 2—Appeals
 School Act: Section: 123 & 124 Appeals to the Board



ADMINISTRATION 2 – Appeal

Date: December 20, 2010

Revised: June 27, 2018

Responsible Administrator: Superintendent

1.0 Board Regulation, Administration 2—Appeals shall be administered in compliance with Policy D/I/3 and Administrative Practice 19—Appeals.

2.0 PROCESS

2.1 Stakeholders are expected to take their concerns through appropriate levels of consultation prior to making an appeal to the board. Therefore, in cases where a stakeholder does not accept a decision made by district staff and wishes to take the matter further, the individual would direct the concern to the administrator of the school or to the appropriate department manager/supervisor.

2.1.1 If further action is desired, the next step would be to the Superintendent of Schools and subsequently an appeal in writing to the Board of Trustees.

2.2 The Board will decide at its next meeting after receiving the request whether or not to hear the appeal.

2.3 If the board decides not to hear the appeal, the board will inform the stakeholder in writing of the reason(s) for the decision.

2.4 If the board decides to hear the appeal, the Superintendent will inform the stakeholder, in writing, of the proposed date and location for the appeal hearing. A copy of the Appeal Policy and Board Regulation will be provided at the same time.

2.5 The board shall address the appeal in one of two ways, by:

2.5.1 The board as a Committee of the Whole

2.5.2 A sub-committee of the board

2.6 The appeal hearing will be conducted in accordance with a pre-set agenda (Appendix 1)

2.7 The stakeholder making the appeal may be represented by an advocate or legal counsel, at the individual's own initiative and expense. The administration may also use an advocate or legal counsel.

References: *Board Policy(s): Policy D/I/6 Appeals*
Admin Practice(s): Administration 19 Appeals
Administration 19 Appeals Appendix 1
School Act, Section 123 & 124 Appeals to the Board



ADMINISTRATION 2 – Appeal

Date: December 20, 2010

Revised: June 27, 2018

Responsible Administrator: Superintendent

- 2.8 The board will inform both parties of the result of the appeal, in writing, within three days of the appeal hearing. If the board upholds the administration's decision, then in the same letter, the individual will be informed of the right of appeal to the Minister under section 124 of the School Act (where applicable).

References: *Board Policy(s): Policy D//6 Appeals*
Admin Practice(s): Administration 19 Appeals
Administration 19 Appeals Appendix 1
School Act, Section 123 & 124 Appeals to the Board



ADMINISTRATION 19 – Appeal

Original Date: Dec. 20, 2010

Revised Date: Jan. 26, 2011

Responsible Administrator: Superintendent

1.0 RATIONALE

The Board of Trustees has established a policy and Board Regulation related to stakeholder requests to appeal the decision of a division employee. This Administrative Practice supports the Policy and Board Regulation.

2.0 PROCESS

2.1 Administrators are responsible for encouraging staff to mutually resolve issues with stakeholders. If the issue remains unresolved, it should, then, be referred to the site based administrator.

2.2 Administrators are responsible for ensuring that stakeholder concerns are well documented. This documentation should include:

2.2.1 A description of the concern;

2.2.2 A record of stakeholder-staff interactions, staff decisions and actions, and stakeholder actions; as well as,

2.2.3 Related correspondence.

2.3 If the issue is not resolved at the local administrative level, the administrator will inform the stakeholder that the matter may be directed to the Superintendent of Schools or his/her designate.

2.3.1 The site administrator shall ensure stakeholders are provided a copy of Policy D/I/3, Appeals as well as Board Regulation 2 and Administrative Practice 19.

2.4 If the issue is not resolved by the Superintendent or designate, he/she shall inform the stakeholder of the board's appeal procedures.

References: *Board Policy: Policy D/I/6 Appeals*
Board Regulation Administration 2 Appeals
Administration Practice: Administration 19 Appeals Appendix 1
School Act, Section 123—Appeal to the Board



Special Board Meeting Agenda Appeal Hearing Month 00, 0000 at 00:00 am/pm Location

- 1. Call to Order**
- 2. Call for any Conflict of Interest Disclosures**
- 3. Agenda Consideration and Approval**
- 4. Motion to Go-in-Camera**
- 5. Introduction by Superintendent**
- 6. Outline of Procedure - Chair**
- 7. Superintendent's and/or Representative's Presentation**
- 8. Trustee Questions of Superintendent and/or Representative**
- 9. Applicant's and/or Representative's Presentation**
- 10. Trustee Questions of Applicant and/or Representative**
- 11. Recess if Desire**
- 12. Superintendent's and/or Representative's Rebuttal**
- 13. Applicant's and/or Representative's Rebuttal**
- 14. Opportunity for Questions by Trustees**
- 15. Deliberations by the Board in Closed Session**
- 16. Call all Parties back to Meeting**
- 17. Motion to Go-Out-of-Camera**
- 18. Board Decision by Motion and Vote**
- 19. Adjournment**



Board Memorandum

Date: March 13, 2019
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Policy Committee
Subject: New Policy 305 – School Councils

Background:

Attached for Trustee review is new Policy 305 – School Councils. This policy, submitted by Mr. David Steele, has been reviewed by the Policy Committee.

Attached for Trustee information is Policy C/3 – School Councils which will be replaced by new policy 305.

Also attached for Trustee reference is Administrative Practice Administration 20 – School Councils.

Recommendation:

That the Board of Trustees review Policy 305 – School Councils and forward to the Public Board Meeting.

Sincerely,

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

Attachments

1.0 POLICY

The Board of Trustees believes that school councils provide valuable advisory assistance to the school principal and to the Board. The Board of Trustees supports the required establishment of school councils in a manner consistent with Section 22 of the School Act, the Alberta Education Regulations, and the Alberta Education School Councils Resource Handbook.

2.0 GUIDELINES

2.1 Creation/Continuance of School Councils

The school principal is responsible for ensuring that in each school, parents/guardians and the school community shall be provided with the opportunity to establish a school council.

2.2 Purpose of School Councils

The school council meetings shall provide an opportunity for members to learn about their school and to be given ample opportunity to participate in discussion of issues at the school level; provide advice on development of the school's mission, vision and philosophy; policies; annual education plans; and budget; and receive for information annual results reports including provincial testing results.

2.3 Powers of School Councils

2.3.1 School councils may act in an advisory and consultative capacity to the school principal and to the Board.

2.3.2 Subject to regulations, a school council can make and implement a policy in the school that the council considers necessary to carry out the school council's functions.

References: School Act: Section 22
School Council Regulation 113/2007
Societies Act, 2000
Companies Act, 2000
Alberta Education School Councils Resource Manual

2.4 Membership of School Councils

Membership of the school council shall be as specified in Subsection 8 of the Alberta Education School Councils Regulation

2.4.1 The majority of the members of a school council shall be parents of students enrolled in the school.

2.4.2 A school council must include the following members:

2.4.2.1 the principal of the school;

2.4.2.2 at least one person who is a teacher at the school, elected or appointed by the teachers at the school;

2.4.2.3 if the school includes a senior high school program, at least one person who is a student enrolled in the high school, elected or appointed by the students enrolled in the high school;

2.4.2.4 if an early childhood services program is offered at the school, parents/guardians of children enrolled in the program.

2.5 Board Connection

The Board of Trustees may:

2.5.1 delegate items to the school council;

2.5.2 request representatives to sit on Board committees; and

2.5.3 request input on various issues that the Board is discussing at any given point in time.

References: School Act: Section 22
School Council Regulation 113/2007
Societies Act, 2000
Companies Act, 2000
Alberta Education School Councils Resource Manual

3.0 PROCEDURES

3.1 Rules for Establishment of School Councils

- 3.1.1 If a school has no school council, or has a parent/guardian advisory council, the principal must, in accordance with the School Act and Section 2 of Alberta Regulation 113/2007, hold an establishment meeting within 40 school days after the start of the school year.
- 3.1.2 If the school has a parent/guardian advisory council, the principal must, after consulting with that council, decide who is to act as the chair and who is to act as the secretary at the establishment meeting.
- 3.1.3 It shall be the responsibility of the school council to establish bylaws governing its meetings and the conduct of its affairs in accordance with this policy, Alberta Education Regulations and the School Act. The meeting agenda will include a decision as to:
- 3.1.3.1 the size of the council and executive,
 - 3.1.3.2 the term of office of each member of the council and executive, and
 - 3.1.3.3 the election of the initial members of the school council and executive.
- 3.1.4 Pursuant to Section 6(2) of the Regulation, the school council may include all parents/guardians of students enrolled in the school who wish to be members.
- 3.1.5 Pursuant to Section 9(3) of the Regulation, a member who is not a parent/guardian may be elected chair of the executive if no parent/guardian is willing to be nominated as chair.

References: School Act: Section 22
School Council Regulation 113/2007
Societies Act, 2000
Companies Act, 2000
Alberta Education School Councils Resource Manual

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- 3.1.6 Only persons who attend the establishment meeting and are parents/guardians of students enrolled in the school or of children enrolled in an Early Childhood Services program at the school are entitled to vote on matters raised in this meeting.
 - 3.1.7 It is recommended that a school council consist of a minimum of seven (7) members if the school is an elementary or junior high or nine (9) members if the school is a senior high.
 - 3.1.8 If there are fewer than five (5) parents/guardians in attendance at the establishment meeting or if the meeting is not successful in establishing a school council, the principal may establish an advisory council for that year.
 - 3.1.9 No members of a school council shall receive any remuneration for acting as a member of the council.
 - 3.1.10 No school council shall incorporate under the Societies Act or part 9 of the Companies Act.

3.2 Rules for Continuance of School Councils

- 3.2.1 A general organizational meeting shall be called annually by the principal not later than twenty (20) days after the start of the school year or as specified in the by-laws of the school council.

3.2.2 School Council Reports

Pursuant to Alberta Education Regulations, the chair of the school council must prepare and submit to the Board annually, by September 30 of each year, a written report summarizing the activities of the school council in the school year, including:

References: School Act: Section 22
School Council Regulation 113/2007
Societies Act, 2000
Companies Act, 2000
Alberta Education School Councils Resource Manual



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3.2.2.1 A financial statement relating to money handled by the school council in the school year, and

3.2.2.2 including a copy of the minutes for each meeting of the school council held in the school year.

3.2.3 The Board shall refer the school council's report to the Superintendent of Schools for consideration and recommendation to the Board.

3.3 Suspension of School Councils

The principal shall inform the Board if a quorum is not available for a meeting of a council and the meeting has been rescheduled on two or more occasions. In this event, the Board may suspend the operation of the council until the following year. In the event that the school council is suspended, the principal may establish an advisory committee to carry out the duties of the council until a new council is established.

3.4 Appeal Procedure

The School Council, or principal, or parents/guardians of a local school may appeal to the Board of Trustees any dispute with respect to policies proposed or adopted for a school. The appellant shall forward any request for an appeal hearing before the Board of Trustees, along with written rationale and background concerning the policy dispute, to the Superintendent of Schools, who will arrange for such a hearing within thirty days of receipt of the request. The decision of the Board of Trustees is final and response of the Board shall be provided within seven (7) working days.

3.5 Relationship Between School Council and ECS Local Advisory Committee

3.5.1 ECS-LAC's are established in the agreement between the Board and the Minister of Education for each approved Early

References: School Act: Section 22
School Council Regulation 113/2007
Societies Act, 2000
Companies Act, 2000
Alberta Education School Councils Resource Manual



EFFECTIVE:

REVISED:

REVIEW:

Childhood Services Program. Their function is to advise the principal with regard to the Early Childhood Services Program at his/her school. The principal, or designate, and ECS teacher are "ex-officio" members and willing service personnel such as Physical/Occupational/Speech Therapists may also be members. However, representative parents/guardians of children registered in the program should constitute the majority of the Committee. The Committee selects its own Chair and reports directly to the principal and through him/her to the ECS Director for the school system.

- 3.5.2 School councils will determine the relationship between the school council and ECS Local Advisory Committee.

References: School Act: Section 22
School Council Regulation 113/2007
Societies Act, 2000
Companies Act, 2000
Alberta Education School Councils Resource Manual



1.0 POLICY

- 1.1 The Board of Trustees defines school councils as collective associations of parents/guardians, teachers, principals, staff, students and community representatives who seek to work together to promote the well-being and effectiveness of the entire school community and thereby to enhance student learning. A school council is a means to facilitate cooperation among all the concerned participants in the local school.
- 1.2 The Board of Trustees believes that school councils provide valuable advisory assistance to the school principal and to the Board.
- 1.3 The Board of Trustees supports the establishment of school councils in a manner consistent with the School Act, the Alberta Education regulations, the Alberta Education School Councils Handbook, and the conditions outlined as part of this policy.

References: *Admin Pratices(s): Administration 20 – School Councils*
 School Acts: AB Ed. Regulation 113/2007
 Alberta School Council Resource Manual (2007)



ADMINISTRATION 20 – School Councils

Original Date: Jan. 9, 2012 Revised Date: Mar. 13, 2013 Responsible Administrator: Superintendent

1.0 RATIONALE

The Board of Trustees believes that school councils provide valuable advisory assistance to the school principal and to the Board.

2.0. PROCESS

The school principal is responsible for ensuring that the following guidelines are adhered to.

3.0 GUIDELINES

- 3.1 In each school, parents/guardians and the school community shall be provided with the opportunity to establish a school council.
- 3.2 The majority of the members of the council shall be parents/guardians of students enrolled in the school
- 3.3 School councils may act in an advisory and consultative capacity to the school principal and to the Board.
- 3.4 The school council meetings shall provide an opportunity for members to learn about their school and to be given ample opportunity to participate in discussion of issues at the school level; provide advice on development of the school's mission, vision and philosophy; policies; annual education plans; and budget; and receive for information annual results reports including provincial testing program results.
- 3.5 The Board of Trustees may delegate items to the school council; request representatives to sit on Board committees; and request input on various issues that the Board is discussing at any given point in time.
- 3.6 Subject to regulations, a school council can make and implement a policy in the school that the council considers necessary to carry out the school council's functions.

References: *Board Policy C/3 – School Councils*
 School Acts: AB Ed. Regulation 112/2007
 Alberta School Council Resource Manual (2007)



ADMINISTRATION 20 – School Councils

Original Date: Jan. 9, 2012 Revised Date: Mar. 13, 2013 Responsible Administrator: Superintendent

4.0 PROCEDURES

Rules for Establishment of School Councils

- 4.1 If a school has no school council, or has a parent/guardian advisory council, the principal must, in accordance with the School Act and section 2 of Alberta Regulation 113/2007, hold an establishment meeting within 40 school days after the start of the school year.
- 4.1.1 If the school has a parent/guardian advisory council, the principal must, after consulting with that council, decide who is to act as the chair and who is to act as the secretary at the establishment meeting.
- 4.1.2 The meeting agenda will include a decision as to the size of the council and executive, the term of office of each member of the council and executive, and the election of the initial members of the school council and executive.
- 4.1.2.1 Pursuant to section 6(2) of the Regulation, the school council may include all parents of students enrolled in the school who wish to be members.
- 4.1.2.2 Pursuant to section 9(3) of the Regulation, a member who is not a parent may be elected chair of the executive if no parent is willing to be nominated as chair.
- 4.1.3 Only persons who attend the establishment meeting and are parents/guardians of students enrolled in the school or of children enrolled in an Early Childhood Services program at the school are entitled to vote on matters raised in this meeting.
- 4.2 It is recommended that a school council consist of a minimum of seven (7) members if the school is an elementary or junior high or nine (9) members if the school is a senior high.
- 4.3 Membership of the school council shall be as specified in subsection 8 of the Alberta Education School Councils Regulation.
- 4.4 It shall be the responsibility of the school council to establish bylaws governing its meetings and the conduct of its affairs in accordance with this policy, Alberta Education Regulations and the School Act.

References: *Board Policy C/3 – School Councils*
 School Acts: AB Ed. Regulation 112/2007
 Alberta School Council Resource Manual (2007)



ADMINISTRATION 20 – School Councils

Original Date: Jan. 9, 2012 Revised Date: Mar. 13, 2013 Responsible Administrator: Superintendent

- 4.5 If there are fewer than five (5) parents/guardians in attendance at the establishment meeting or if the meeting is not successful in establishing a school council, the principal may establish an advisory council for that year.
- 4.6 No members of a school council shall receive any remuneration for acting as a member of the council.
- 4.7 No school council shall incorporate under the Societies Act or part 9 of the Companies Act.

Rules for Continuance of School Councils

- 4.8 A general organizational meeting shall be called annually by the principal not later than twenty (20) days after the start of the school year or as specified in the by-laws of the school council.

School Council Reports

- 4.9 Pursuant to Alberta Education Regulations, the chair of the school council must prepare and submit to the Board annually a written report
- 4.9.1 summarizing the activities of the school council in the school year,
- 4.9.2 including a financial statement relating to money handled by the school council in the school year, and
- 4.9.3 including a copy of the minutes for each meeting of the school council held in the school year.
- 4.10 The school council report shall be submitted to the Board of Trustees by September 30 of each year.
- 4.11 The Board shall refer the school council's report to the Superintendent of Schools for consideration and recommendation to the Board.

References: *Board Policy C/3 – School Councils*
 School Acts: AB Ed. Regulation 112/2007
 Alberta School Council Resource Manual (2007)



ADMINISTRATION 20 – School Councils

Original Date: Jan. 9, 2012 Revised Date: Mar. 13, 2013 Responsible Administrator: Superintendent

Suspension of School Councils

- 4.12 The principal shall inform the Board if a quorum is not available for a meeting of a council and the meeting has been rescheduled on two or more occasions. In this event, the Board may suspend the operation of the council until the following year.
- 4.13 In the event that the school council is suspended, the principal may establish an advisory committee to carry out the duties of the council until a new council is established.

Appeal Procedure

- 4.14 The School Council, or principal, or parents of a local school may appeal to the Board of Trustees any dispute with respect to policies proposed or adopted for a school. The appellant shall forward any request for an appeal hearing before the Board of Trustees, along with written rationale and background concerning the policy dispute, to the Superintendent of Schools, who will arrange for such a hearing within thirty days of receipt of the request. The decision of the Board of Trustees is final and response of the Board shall be provided within seven (7) working days.

Relationship Between School Council and ECS Local Advisory Committee (ECS-LAC)

- 4.15 ECS-LAC's are established in the agreement between the Board and the Minister of Education for each approved Early Childhood Services Program. Their function is to advise the principal with regard to the Early Childhood Services Program at his/her school. The principal, or designate, and ECS teacher are "ex-officio" members and willing service personnel such as Physical/Occupational/Speech Therapists may also be members. However, representative parents/guardians of children registered in the program should constitute the majority of the Committee. The Committee selects its own Chair and reports directly to the principal and through him/her to the ECS Director for the school system.

School councils will determine the relationship between the school council and ECS Local Advisory Committee.

References: *Board Policy C/3 – School Councils*
 School Acts: AB Ed. Regulation 112/2007
 Alberta School Council Resource Manual (2007)



Board Memorandum

Date: March 13, 2019
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Policy Committee
Subject: New Policy 310 – Non Resident Students

Background:

Attached for Trustee review is new Policy 310 – Non Resident Students. This policy, submitted by Mr. David Steele, has been reviewed by the Policy Committee.

Attached for Trustee information is Policy D/II/4 – Non Resident Students which will be replaced by new policy 310:

Also attached for Trustee reference are Administrative Practices Administration 8 – Non-Resident Students and Administration 9 – Non-Resident Students and Fees.

Recommendation:

That the Board of Trustees review policy 310 – Non Resident Students and forward to the Public Board Meeting.

Sincerely,

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

Attachments

COMMITTEE 9.10

1.0 POLICY

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

2.0 DEFINITIONS

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

3.0 GUIDELINES

3.1. The Superintendent is responsible for the administration of this policy.

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

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

3.3.1. there is room in the school;

3.3.2. there are appropriate programs and resources available;

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

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

3.4. The Board also believes that the Registration of non-resident students should shall be reviewed on an annual (school year) basis.

References: School Act: Section 44



EFFECTIVE:

REVISED:

REVIEW:

- 3.5. The Board will maintain a schedule of non-funded student tuition fees. The Superintendent will establish the tuition fees applicable. This fee will be reviewed on an annual basis.
- 3.6. Registration of non-resident students will not be confirmed until the first full instructional day of the school year.
- 3.7. Prior to acceptance of a foreign student, the school principal must ensure that the student's parent/guardian submits a cheque to the Division for the full amount of the foreign student tuition fees and, if applicable, transportation fee. If a foreign student parent/guardian is unable to meet these requirements specified in Guideline 3.3, the school principal is not to accept the foreign student's registration.

References: School Act: Section 44



1.0 POLICY

- 1.1 The Board believes that the Sturgeon school system was established to provide an education for students who are residents of this system (as defined by the School Act).
- 1.2 The Board also believes that students who attend regular programs who do not reside in this system, hereinafter called non-resident students, may be permitted to attend Division schools if:
 - 1.2.1 there is room in the school;
 - 1.2.2 there are appropriate programs and resources available;
 - 1.2.3 where appropriate funding is not available, arrangements are made for the payment of any student tuition fees.
 - 1.2.4 students who are not residents of Alberta produce a valid student Canadian visa or be a resident of Canada.
- 1.3 The Board also believes that the registration of non-resident students should be reviewed on an annual (school year) basis.

2.0 GUIDELINES

- 2.1 The Board will maintain a schedule of non-funded student tuition fees.
- 2.2 The Superintendent is responsible for the administration of this policy.

References: Board Policy: *1/8 – Non-Resident Student Transportation*
Admin Practice(s): *Administration 8 – Non-Residential Students*
Administration 9 – Non-Resident Students and Fees
Transportation 4 – Non-Resident/Non-Attendance Area Busing Request



ADMINISTRATION 8 – Non-Resident Students

Date: April 14, 2003

Responsible Administrator: Superintendent

1.0 RATIONALE

Sturgeon School Division recognizes that the need may arise to accommodate non-resident students.

2.0 PROCESS

The Superintendent is responsible for the process of establishing the Administrative Practice.

3.0 GUIDELINES

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

3.2 Registration of non-resident students will not be confirmed until the first full instructional day of the school year.

3.3 The principal shall be responsible for the decision to accept non-resident students.

References: *Board Policy: D/II/4*



ADMINISTRATION 9 – Non-Resident Students and Fees

Date: June 30, 2004

Responsible Administrator: Superintendent

1.0 RATIONALE

Sturgeon School Division recognizes that the need may arise to accommodate non-resident students.

2.0 PROCESS

The Superintendent is responsible for establishing the administrative practice.

3.0 GUIDELINES

- 3.1 "Room in the school" will be determined by the number of students in a class and composition of the class.
- 3.2 The Superintendent will establish the tuition fees applicable. This fee will be reviewed on an annual basis.
- 3.3 Prior to acceptance of a foreign student, the school principal must ensure that the student's parent/guardian submits a cheque to the Division for the full amount of the foreign student tuition fees and, if applicable, transportation fee.
- 3.4 If a foreign student parent/guardian is unable to meet the requirement specified in Guideline 3.3, the school principal is not to accept the foreign student's registration.

References: *Board Policy: D/11/4*



Board Memorandum

Date: March 13, 2019
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Policy Committee
Subject: New Policy 315 – Opening Exercises, Flag Protocol and Recognition of Dignitaries

Background:

Attached for Trustee review is new Policy 315 – Opening Exercises, Flag Protocol and Recognition of Dignitaries. This policy, submitted by Mr. David Steele, has been reviewed by the Policy Committee.

Also attached for Trustee information are the policies and board regulations which will be replaced by new policy 315:

Policy D/II/3 – Patriotic Exercises/Flag Etiquette

Policy D/II/6 – The Lord’s Prayer

Policy D/II/17 – Protocol: Recognition of Dignitaries and Trustees at School or Public Events

Board Regulation:

Administration 3 – The Lord’s Prayer

Governance 1 - Protocol: Recognition of Dignitaries and Trustees at School or Public Events

Also attached for Trustee reference is Administrative Practice Governance 4 – Patriotic Exercises.

Recommendation:

That the Board of Trustees review Policy 315 – Opening Exercises, Flag Protocol and Recognition of Dignitaries and forward to the Public Board Meeting.

Sincerely,

A handwritten signature in blue ink, appearing to read "Mary Lynne R. Campbell". The signature is fluid and cursive, with the first name being the most prominent.

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

Attachments



EFFECTIVE:

REVISED:

REVIEW:

1.0 POLICY

The Board believes in the promotion of a sense of pride in our country, province and community. The Board believes that students should be provided with opportunities in school to participate in patriotic exercises in order to acquire knowledge and develop skills and attitudes that will prepare them to be responsible and productive citizens.

The Board believes in religious acceptance, the acknowledgement of religious diversity, the maintenance of inclusive environments in its schools, and the provision of appropriate opportunities for students to give expression to their religious beliefs.

The Board believes that the local community should have an opportunity for input into the opening exercises that the Board authorizes for individual schools.

2.0 GUIDELINES

2.1 National Anthem

2.1.1 In accordance with the School Act, the Board may prescribe the conducting of patriotic exercises for students. Schools are expected to provide education to students regarding the appropriate protocol and conduct during patriotic exercises or events. Protocol for Remembrance Day Services shall be as per Royal Canadian Legion Guidelines.

2.1.2 The playing of O Canada should be conducted at all schools (K-12) at the commencement of each day and shall be conducted at the commencement of all patriotic activities.

References: School Act: Sections 3, 26, 50 (1) (a) and (b), and 50(2) (a) and (b)
Alberta Act, 1905: Section 17
School Ordinance of the Northwest Territories, 1901; Section 137 and 138
Constitution Act, 1867: Section 93
Alberta Human Rights Act: Sections 11.1(1) and (2)
Websites: Canadian Heritage website: www.pch.gc.ca
Royal Canadian Legion

EFFECTIVE:

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REVIEW:

2.1.3 As per the School Act, Section 5(2), a student may be excused from any patriotic exercise upon written request of the student's parent or guardian.

2.2 Lord's Prayer

2.2.1 In accordance with the School Act, the Alberta Act, the School Ordinance of the Northwest Territories and the Constitution of Canada, the Board may prescribe that a school include recitation of the Lord's Prayer as part of its opening exercises.

2.2.2 The Board believes that our schools have a role in helping children develop emotionally, intellectually, physically, morally and spiritually.

2.2.3 Whenever parents/guardians request that the recitation of the Lord's Prayer be part of a school's opening exercises, the Principal shall advise the Superintendent, who will advise the Board of Trustees.

2.2.4 The Board of Trustees may, through the Superintendent, direct the Principal to undertake to obtain a consensus of parent/guardian opinion around such request through surveys, meetings or any other appropriate means of gathering information, and establish a timeframe for such undertaking.

2.2.5 The Principal shall present information obtained, including the rationale for the request for recitation of the Lord's Prayer to be part of the school day opening, the determined degree of parent interest in the request, and proposed method of practice to the Board and seek Board prescription of such recitation.

References: School Act: Sections 3, 26, 50 (1) (a) and (b), and 50(2) (a) and (b)
Alberta Act, 1905: Section 17
School Ordinance of the Northwest Territories, 1901; Section 137 and 138
Constitution Act, 1867: Section 93
Alberta Human Rights Act: Sections 11.1(1) and (2)
Websites: Canadian Heritage website: www.pch.gc.ca
Royal Canadian Legion



EFFECTIVE:

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REVIEW:

- 2.2.6 The Board shall consider the rationale presented, including the tradition and culture of the school community, as well as the determined degree of parent interest and may prescribe the recitation of the Lord's Prayer to be a part of the school day opening at that school.
- 2.2.7 When the Lord's Prayer is part of the school day opening exercises, the Principal shall ensure that parents are informed of the practice at the time of registration each year.
- 2.2.8 The Principal shall annually ensure that written approval is provided for students whose parents/guardians wish them to participate in recitation of the Lord's Prayer as part of the school's opening exercises.

2.3 Flags

- 2.3.1 The Canadian flag, the Alberta flag and the Sturgeon Public School Division flag shall be displayed at each Division site as per established protocol and maintained in good condition. (Reference: Canada Heritage Website.)
- 2.3.2 A Canadian flag of proportionate size and quality shall be appropriately displayed in all classrooms.
- 2.3.3 Display of flags at assemblies and the lowering of flags (e.g. half-masting) shall follow the protocol established on the Canadian Heritage Website. Where there is no established protocol, such as for the death of a Sturgeon student or staff member, the school principal shall consult with the Superintendent to determine appropriate procedures.

References: School Act: Sections 3, 26, 50 (1) (a) and (b), and 50(2) (a) and (b)
Alberta Act, 1905: Section 17
School Ordinance of the Northwest Territories, 1901; Section 137 and 138
Constitution Act, 1867: Section 93
Alberta Human Rights Act: Sections 11.1(1) and (2)
Websites: Canadian Heritage website: www.pch.gc.ca
Royal Canadian Legion

EFFECTIVE:

REVISED:

REVIEW:

2.4 Recognition of dignitaries at school events

2.4.1 School Personnel

2.4.1.1 School Council Chairs or designate

2.4.1.2 School principal, vice-principal(s) (If school is hosting event)

2.4.2 Division Personnel

At events organized or sponsored by the school board or its schools, introductions of trustees and other dignitaries shall be in the following order:

2.4.2.1 Board chair

2.4.2.2 Vice-chair

2.4.2.3 Local Trustee, Trustees in attendance

2.4.2.4 "Greetings/regrets" from trustees not in attendance

2.4.2.5 Superintendent, deputy and/or associate superintendents

2.5 Other dignitaries

Other elected officials and dignitaries attending (highest to lowest rank):

2.5.1 Members of the Senate representing Alberta

References: School Act: Sections 3, 26, 50 (1) (a) and (b), and 50(2) (a) and (b)
Alberta Act, 1905: Section 17
School Ordinance of the Northwest Territories, 1901; Section 137 and 138
Constitution Act, 1867: Section 93
Alberta Human Rights Act: Sections 11.1(1) and (2)
Websites: Canadian Heritage website: www.pch.gc.ca
Royal Canadian Legion

EFFECTIVE:

REVISED:

REVIEW:

2.5.2 Members of Parliament (Cabinet ministers first)

2.5.3 Members of the Legislative Assembly of Alberta (Cabinet ministers first)

2.5.4 Mayors, reeves

2.5.5 Other municipal councilors

2.5.6 Special guests from the community (if invited and in attendance)

2.6 Royal Visits

2.6.1 While rare, school boards or schools occasionally may be included in royal visits (including those of Canada's Governor-General and/or Alberta's Lieutenant Governor); visits by the Prime Minister or Premier; senior cabinet ministers; ambassadors; or other prominent dignitaries. In such circumstances, the formal protocol of either the Government of Canada or Province of Alberta takes precedent. Information on proper protocol in these special circumstances can be obtained from the Government of Alberta.

2.6.2 In these circumstances, it is expected local event organizers will ensure local trustees are properly recognized and included in the event as is appropriate to their positions as local politicians.

References: School Act: Sections 3, 26, 50 (1) (a) and (b), and 50(2) (a) and (b)
Alberta Act, 1905: Section 17
School Ordinance of the Northwest Territories, 1901; Section 137 and 138
Constitution Act, 1867: Section 93
Alberta Human Rights Act: Sections 11.1(1) and (2)
Websites: Canadian Heritage website: www.pch.gc.ca
Royal Canadian Legion



1.0 POLICY

- 1.1 The Board believes in the promotion of a sense of pride in our country, province and community.
- 1.2 The Board believes that students should be provided with opportunities in school to participate in patriotic exercises in order to acquire knowledge and develop skills and attitudes that will prepare them to be responsible and productive citizens.
- 1.3 In accordance with the School Act, the Board may prescribe the conducting of patriotic exercises for students.
- 1.4 The Canadian flag, the Alberta flag and the Sturgeon School Division flag are to be displayed at each Division site.

References: *Admin Practice(s): Governance 1 – Protocol: Recognition of Dignitaries and Trustees at Governance 4 – Patriotic Exercises School or Public Events*

Websites: *Canadian Heritage Website: www.pch.gc.ca
Royal Canadian Legion, Guidelines: www.legion.ca*

School Act: Section 50 (1)(c) and (d);(2)(a) and (b)



1.0 POLICY

- 1.1 The Board believes that our schools have a role in helping children develop emotionally, intellectually, physically, morally and spiritually.
- 1.2 The Board believes in religious tolerance, the acknowledgement of religious diversity, the maintenance of inclusive environments in its schools, and the provision of appropriate opportunities for students to give expression to their religious beliefs.
- 1.3 In accordance with the School Act, the Alberta Act, the School Ordinance of the Northwest Territories and the Constitution of Canada, the Board may prescribe that a school include recitation of the Lord’s Prayer as part of its opening exercises.

2.0 GUIDELINES

- 2.1 The Board supports the implementation of regulations that facilitate the operation of this policy.

References: Board Regulation: Administration 3 – The Lord’s Prayer
School Act: Sections 3, 50 (1) (a) and (b), and 50 (2) (a) and (b)
Alberta Act, 1905: Section 17
School Ordinance of the Northwest Territories, 1901; Section 137 and 138
Constitution Act, 1867: Section 93
Alberta Human Rights Act, Sections 11.1(1) and (2)



D/II/17 – Protocol: Recognition of Dignitaries and Trustees at School or Public Events

EFFECTIVE: November 12, 2014

REVISED: March 25, 2015

REVIEW: 2020-2021

1.0 POLICY

- 1.1 The Board believes that public events are a meaningful way for trustees and the public to interact and communicate. Appropriate recognition of trustees at such events signifies that public education is important. Accordingly, trustees shall be consistently recognized at public events, in the same way that elected federal, provincial or municipal officials are recognized.

References: Board Regulation: Governance 1 – Protocol: Recognition of Dignitaries and Trustees at School or Public Events

**ADMINISTRATION 3 – The Lord's Prayer**

Date: November 26, 2011

Responsible Administrator: Superintendent

1.0 Board Regulation, Administration 3 - The Lord's Prayer shall be administered in compliance with Policy D/II/6.

2.0 PROCESS

2.1 Whenever parents/guardians request that the recitation of the Lord's Prayer be part of a school's opening exercises, the Principal shall advise the Superintendent, who will advise the Board of Trustees.

2.2 The Board of Trustees may, through the Superintendent, direct the Principal to undertake to obtain a consensus of parent/guardian opinion around such request through surveys, meetings or any other appropriate means of gathering information, and establish a timeframe for such undertaking.

2.3 The Principal shall present information obtained, including the rationale for the request for recitation of the Lord's Prayer to be part of the school day opening, the determined degree of parent interest in the request, and proposed method of practice to the Board and seek Board prescription of such recitation.

2.4 The Board shall consider the rationale presented, including the tradition and culture of the school community, as well as the determined degree of parent interest and may prescribe the recitation of the Lord's Prayer to be a part of the school day opening at that school.

2.5 When the Lord's Prayer is part of the school day opening exercises, the Principal shall ensure that parents are informed of the practice at the time of registration each year.

2.6 The Principal shall annually ensure that written approval is provided for students whose parents/guardians wish them to participate in recitation of the Lord's Prayer as part of the school's opening exercises.

References: Board Policy: D/II/6 – The Lord's Prayer
School Act: Sections 3, 50 (1) (a) and (b), and 50 (2) (a) and (b)
Alberta Act, 1905: Section 17
School Ordinance of the Northwest Territories: 1901; Section 137 and 138
Constitution Act, 186: Section 93
Alberta Human Rights Act: Section 11.1 (1) and (2)

**ADMINISTRATION 3 – The Lord's Prayer**

Date: November 26, 2011

Responsible Administrator: Superintendent

-
- 2.7 In accordance with the School Act, the Alberta Act, the School Ordinance of the Northwest Territories, the Constitution of Canada and the Alberta Human Rights Act, the Principal shall:
- 2.7.1 make provision for any students whose parents/guardians do not wish them to participate in recitation of the Lord's Prayer as a school opening religious exercise to:
 - 2.7.1.1 leave the classroom while the recitation of the Lord's Prayer is taking place, or
 - 2.7.1.2 remain in the classroom without taking part, or
 - 2.7.1.3 if the location of the recitation of the Lord's Prayer is other than the students' classroom, not attend to that location, and
 - 2.7.2 ensure that non-participants are treated discreetly and with respect at all times.

References: Board Policy: D/II/6 – The Lord's Prayer
School Act: Sections 3, 50 (1) (a) and (b), and 50 (2) (a) and (b)
Alberta Act, 1905: Section 17
School Ordinance of the Northwest Territories: 1901; Section 137 and 138
Constitution Act, 186: Section 93
Alberta Human Rights Act: Section 11.1 (1) and (2)

**GOVERNANCE 1 – Protocol: Recognition of Dignitaries and Trustees at School or Public Events**

Date: June 18, 2008

Revised: Mar 25, 2015

Responsible Administrator: Superintendent

1.0 Board Regulation “Protocol: Recognition of Dignitaries and Trustees at School or Public Events” shall be administered in compliance with Policy D/II/20.

2.0 RATIONALE

Clear and specific protocols facilitate the appropriate recognition of trustees and other dignitaries at school and public events.

3.0 GUIDELINES

3.1 As elected public officials, trustees shall be introduced at all division or school organized events when they are present and may be introduced at other public events.

3.2 Recognition: Events Organized by Sturgeon School Division or its Schools

At events organized or sponsored by the school board or its schools, it is appropriate to introduce and recognize school trustees before introducing and recognizing other elected officials or dignitaries who may be present. The following is the proper order of introduction of trustees and other dignitaries:

3.2.1 Board chair

3.2.2 Vice-chair

3.2.3 Local Trustee

3.2.4 Trustees in attendance

3.2.5 “Greetings/regrets” from trustees not in attendance

3.2.6 Other elected officials and dignitaries attending (highest to lowest rank):

3.2.6.1 Members of the Senate representing Alberta

3.2.6.2 Members of Parliament (Cabinet ministers first)

3.2.6.3 Members of the Legislative Assembly of Alberta (Cabinet ministers first)

3.2.6.4 Mayors, reeves

3.2.6.5 Other municipal councilors

References: Board Policy: D/II/17 – Protocol: Recognition of Dignitaries and Trustees at School or Public Events

**GOVERNANCE 1 – Protocol: Recognition of Dignitaries and Trustees at School or Public Events**

Date: June 18, 2008

Revised: Mar 25, 2015

Responsible Administrator: Superintendent

3.2.6.6 School Council Chairs or designate

3.2.6.7 Other dignitaries

3.2.7 Superintendent, deputy and/or associate superintendents

3.2.8 School principal, vice-principal(s) (if school is hosting event)

3.2.9 Special guests from the community (if invited and in attendance)

3.3 Greetings

At all events, the most appropriate order of speakers will vary based on the type of event, number and nature of speakers, the keynote speaker or the ceremony to be performed (if any). However, the following speaking order is suggested if a school board trustee is asked to bring greetings to an event sponsored by the board or one of its schools:

3.3.1 Introductory remarks by Master/Mistress of Ceremonies, including recognition of trustees and other dignitaries in attendance

3.3.2 Blessing or grace (if appropriate)

3.3.3 Remarks from board chair, vice-chair or trustee representing school board

3.3.4 Greetings from representative of:

3.3.4.1 Federal government

3.3.4.2 Provincial government

3.3.4.3 Municipal government

3.3.4.4 Superintendent, principal (if appropriate)

3.3.4.5 Event organizer representative.* (This person may be the superintendent, principal, school council president, student council president, etc.)

3.3.4.6 Keynote speaker

3.3.4.7 Closing remarks, Master of Ceremonies

3.4 Recognition: Events Not Organized by Sturgeon School Board or its Schools

Attending public events strengthens ties with stakeholders and the community-at-large. Being part of the speaking program also provides trustees with an important opportunity to deliver key information and messages to a broad community audience. Therefore, school board trustees (with the assistance of staff) will make every effort to seek invitations to

References: *Board Policy: D/III/17 – Protocol: Recognition of Dignitaries and Trustees at School or Public Events*

**GOVERNANCE 1 – Protocol: Recognition of Dignitaries and Trustees at School or Public Events**

Date: June 18, 2008

Revised: Mar 25, 2015

Responsible Administrator: Superintendent

and/or attend significant community, organization, or public events. This may include annual meetings, open houses, business luncheons, trade or agricultural shows, fundraising events, holiday celebrations, etc. The school board's interest in attending such events will be communicated to community, social and business groups and organizations, municipalities, local Members of the Legislature Assembly and Members of Parliament.

Trustees are to be introduced in accordance with the policies and/or practices of the hosting organization.

3.5 Royal and Other Special Visits

While rare, school boards or schools occasionally may be included in royal visits (including those of Canada's Governor-General and/or Alberta's Lieutenant Governor); visits by the Prime Minister or Premier; senior cabinet ministers; ambassadors; or other prominent dignitaries. In such circumstances, the formal protocol of either the Government of Canada or Province of Alberta takes precedent. Information on proper protocol in these special circumstances can be obtained from the Government of Alberta.

In these circumstances, it is expected local event organizers will ensure local trustees are properly recognized and included in the event as is appropriate to their positions as local politicians.

References: *Board Policy: D/III/17 – Protocol: Recognition of Dignitaries and Trustees at School or Public Events*



GOVERNANCE 4 – Patriotic Exercises / Flag Etiquette

Date: June 18, 2008 Revised: October 12, 2012 Responsible Administrator: Superintendent

1.0 RATIONALE

Patriotic exercises provide students with opportunities to acquire knowledge and develop skills and attitudes that will prepare them to be responsible and productive citizens.

Schools are expected to provide education to students regarding the appropriate protocol and conduct during patriotic exercises or events.

2.0 PROCESS

The Board may prescribe the conducting of patriotic exercises in Sturgeon schools in accordance with the School Act.

The Superintendent or designate shall be responsible to maintain this Administrative Practice.

3.0 GUIDELINES

3.1 The playing of O Canada should be conducted at all schools (K-12) at the commencement of each day and shall be conducted at the commencement of all patriotic activities.

3.2 All students shall be educated in the appropriate conduct during the playing of O Canada and God Save the Queen and the same should be observed.

3.3 The Canadian flag, the Alberta flag and the Sturgeon School Division flag shall be displayed at each Division site as per established protocol and maintained in good condition.
(Reference: Canada Heritage Website.)

3.4 A Canadian flag of proportionate size and quality shall be appropriately displayed in all classrooms.

References: *Board Policy:* *D/III/3 – Patriotic Exercises / Flag Etiquette*
 Administrative Practice: *Governance 1 – Protocol: Recognition of Dignitaries and Trustees at School or Public Events*
 School Act: *Section 50(1)(c) and (d); 50(2)(a) and (b)*
 Website(s): *Canadian Heritage Website: www.pch.qc.ca*
 Royal Canadian Legion, Guidelines for, www.legion.ca

**GOVERNANCE 4 – Patriotic Exercises / Flag Etiquette**

Date: June 18, 2008 Revised: October 12, 2012 Responsible Administrator: Superintendent

- 3.5 Display of flags at assemblies and the lowering of flags (e.g. half-masting) shall follow the protocol established on the Canadian Heritage Website. Where there is no established protocol, such as for the death of a Sturgeon student or staff member the school principal shall consult with the Superintendent to determine appropriate procedures.
- 3.6 Protocol for Remembrance Day Services shall be as per Royal Canadian Legion Guidelines.
- 3.7 Protocol for Trustee recognition at patriotic, school or public events shall follow the guidelines identified in *Administrative Practice: Governance 1*.
- 3.8 As per the School Act, Section 5(2), a student may be excused from any patriotic exercise upon written request of the student’s parent or guardian.

References: *Board Policy:* *D/11/3 – Patriotic Exercises / Flag Etiquette*
 Administrative Practice: *Governance 1 – Protocol: Recognition of Dignitaries and Trustees at School or Public Events*
 School Act: *Section 50(1)(c) and (d); 50(2)(a) and (b)*
 Website(s): *Canadian Heritage Website: www.pch.gc.ca*
 Royal Canadian Legion, Guidelines for, www.legion.ca



Board Memorandum

Date: March 13, 2019
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Policy Committee
Subject: New Policy 320 - Inclement Weather

Background:

Attached for Trustee review is new Policy 320 - Inclement Weather. This policy, submitted by Mr. David Steele, has been reviewed by the Policy Committee.

Also attached for Trustee information are the policies which will be replaced by new policy 320:

Policy D/11/9 - Inclement Weather
Policy 1/3 - Inclement Weather

Also attached for Trustee reference is Administrative Practice Transportation 2 - Inclement Weather.

Recommendation:

That the Board of Trustees review Policy 320 - Inclement Weather and forward to the Public Board Meeting.

Sincerely,

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

Attachments

COMMITTEE 9.12



EFFECTIVE:

REVISED:

REVIEW:

1.0 POLICY

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

School bus service shall be suspended at a temperature of minus forty (40) degrees Celsius at the Sturgeon Public School Division Weather Station, Morinville, AB.

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

2.0 GUIDELINES

2.1 Principals shall include a copy of this Policy in their school newsletters no later than November first of each school year.

2.2 Schools Remain Open

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

2.2.2 Parents/guardians, who have brought their children to school on days when school bus services are suspended because of inclement weather or hazardous road conditions, will be responsible for picking up their children at the end of the school day.

References:



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2.2.3 The school shall advise parents/guardians to make alternate arrangements for accommodating their children in the event school is dismissed early. If the parents/guardians cannot be contacted, the students remain at school under adult supervision, as arranged by the principal, until accommodations can be found.

2.3 Communication of Altered Bus Service

2.3.1 Media Notification

A decision by the Superintendent or designate to suspend school bus service shall be communicated through a number of different media outlets immediately after the decision to suspend bus service is made. The Manager of Transportation will ensure notification of school bus service suspension is made through the following official communication channels:

2.3.1.1 radio stations CFCW, CHED, CBC and CISN;

2.3.1.2 television stations Global and City TV; and

2.3.1.3 the Division website.

2.3.2 Principal Notification

The Manager of Transportation, or designate, shall advise the principal of each affected school.

2.3.3 Parent/Guardian Notification

The school bus operator shall advise the parent of each child on their route of the decision to suspend school bus service after consultation with the Manager of Transportation.

References:



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2.4 Bus Service Altered

2.4.1 Suspended by Superintendent or Transportation Manager

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

2.4.1.2 Suspension of school bus services may be limited to a specific region of Sturgeon Public School Division. When this occurs, only buses that serve those schools will be affected.

2.4.1.3 The Superintendent or designate may suspend school bus services on a route-by-route basis. When weather or road conditions deteriorate during the day, the Superintendent or designate may authorize individual buses or all buses to leave school prior to regular dismissal time.

2.4.1.4 Should weather conditions be extreme or deteriorate during the day in a particular region/area, the Manager of Transportation, in consultation with the Superintendent or designate, may suspend bus services in that specific area only.

2.4.2 Bus Operator Decision

2.4.2.1 A school bus operator, in consultation with the Manager of Transportation, may decide not to operate their school bus at the start of a school day if road or

References:



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REVIEW:

climatic conditions in his/her area of service are of a nature that would make the operation of their school bus unsafe.

2.4.2.2 Whenever a school bus operator, in consultation with the Manager of Transportation, determines that hazardous road or climatic conditions may arise during the course of a school day, they shall proceed to the school and request the release of students who ride on his/her bus. The principal shall release such students when requested by the Manager of Transportation and shall notify the parents.

2.4.2.3 A school bus operator, in consultation with the Manager of Transportation, may determine during the course of their route that road or climatic conditions make it unsafe to continue on the route. In this circumstance, the school bus operator shall attempt to park the bus in a safe location off the traveled road allowance. The driver shall immediately attempt to establish radio contact with school authorities, in consultation with the Manager of Transportation, or designate, so that parents can be informed of the circumstances and location of their children.

2.4.2.4 A bus driver who cannot complete the morning route shall inform the bus monitor, all parents on the route, and the Manager of Transportation, of the decision. The Manager of Transportation, will inform the principal of the school and the Superintendent or designate.

2.5 Proper Clothing

2.5.1 During the period November 15 to March 30 of each school year, parents shall ensure that their children who are school bus

References:



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passengers, have, on their person, proper outerwear, headgear, mitts and footwear. The principal of each school shall ensure that all parents are made aware of the requirement. The Manager of Transportation, will ensure that all school bus operators are familiar with this requirement.

- 2.5.2 A school bus driver who has concerns about proper outerwear shall first address this with the student. If the situation is not resolved, the driver shall contact the parent(s)/guardian(s). If this process is not successful, the driver is to refer the matter to the principal for further action.

References:



1.0 POLICY

- 1.1 The Board believes that risks should not be taken with the safety of students riding on school buses during periods of inclement weather and/or when road conditions are hazardous.

- 1.2 The Board believes that the responsibility for the safety of school bus passengers during such circumstances is of necessity shared by the Board, its staff, school bus operators and by parents. The final decision to send a child to the bus stop or to school rests with the parents, even though buses and schools may be operational.

References: *Admin Practice(s): Administration 13 – Inclement Weather
Transportation 2- Inclement Weather*



1.0 POLICY

- 1.1 The Board believes that risks should not be taken with the safety of students riding on school buses during periods of inclement weather and/or when road conditions are hazardous.
- 1.2 The Board believes that the responsibility for the safety of school bus passengers during such circumstances is of necessity shared by the Board, its staff, school bus operators and by parents. The final decision to send a child to the bus stop or to school rests with the parents, even though buses and schools may be operational.
- 1.3 School bus service shall be suspended at a temperature of minus forty (40) degrees Celsius at the Sturgeon School Division Weather Station, Morinville, AB.

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



TRANSPORTATION 2 – Inclement Weather

Original Date: Oct. 9, 2007 Revised: September 26, 2018 Responsible Administrator: Secretary-Treasurer

1.0 RATIONALE

A formalize process is necessary to ensure the safety and well-being of all students during inclement weather.

2.0 PROCESS

The Superintendent or designate shall be responsible for determining the need for a suspension of school bus service.

3.0 GUIDELINES

3.1 School bus service shall be suspended at a temperature of minus forty (40) degrees Celsius as measured at the weather stations located in Morinville at Sturgeon Public School Division Central Office. The temperature used to determine suspension of bus service shall not take into account wind-chill.

3.2 The Manager of Transportation shall provide feedback to the Superintendent regarding the decision to suspend school bus services.

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

3.4 Suspension of school bus services may be limited to a specific region of Sturgeon School Division. When this occurs, only buses that serve those schools will be affected.

3.5 The Superintendent or designate may suspend school bus services on a route-by-route basis. Regardless of the routes affected by suspension of school bus service, all schools will remain open. Should weather conditions be extreme or deteriorate during the day in a particular region/area, the Manager of Transportation, in consultation with the Superintendent or designate, may suspend bus services in that specific area only.

References: *Board Policy: I/3 - Inclement Weather*
D/II/2 – School Operation in Emergency



TRANSPORTATION 2 – Inclement Weather

Original Date: Oct. 9, 2007 Revised: September 26, 2018 Responsible Administrator: Secretary-Treasurer

- 3.6 When weather or road conditions deteriorate during the day, the Superintendent or designate may authorize individual buses or all buses to leave school prior to regular dismissal time.
- 3.7 A school bus operator, in consultation with the Manager of Transportation, may decide not to operate their school bus at the start of a school day if road or climatic conditions in his/her area of service are of a nature that would make the operation of their school bus unsafe.
- 3.7.1 The Manager of Transportation, or designate, shall advise the principal of each affected school. The school bus operator shall advise the parent of each child on their route of the decision to suspend school bus service after consultation with the Manager of Transportation.
- 3.7.2 Whenever a school bus operator, in consultation with the Manager of Transportation, determines that hazardous road or climatic conditions may arise during the course of a school day, they shall proceed to the school and request the release of students who ride on his/her bus. The principal shall release such students when requested by the Manager of Transportation and shall notify the parents.
- 3.7.3 A school bus operator, in consultation with the Manager of Transportation, may determine during the course of their route that road or climatic conditions make it unsafe to continue on the route. In this circumstance, the school bus operator shall attempt to park the bus in a safe location off the traveled road allowance. The driver shall immediately attempt to establish radio contact with school authorities, in consultation with the Manager of Transportation, or designate, so that parents can be informed of the circumstances and location of their children.
- 3.7.4 A bus driver who cannot complete the morning route shall inform the bus monitor, all parents on the route, and the Manager of Transportation, of the decision. The Manager of Transportation, will inform the principal of the school and the Superintendent or designate.

References: *Board Policy: 1/3 - Inclement Weather*
D/11/2 – School Operation in Emergency



TRANSPORTATION 2 – Inclement Weather

Original Date: Oct. 9, 2007 Revised: September 26, 2018 Responsible Administrator: Secretary-Treasurer

- 3.8 Upon suspension of school bus service as confirmed by the Manager of Transportation, or designate, the bus operator shall implement telephone fan-out notification of other school bus operators.
- 3.9 Principals shall include a copy of these regulations in their school newsletters no later than November first of each school year.
- 3.10 During the period November 15 to March 30 of each school year, parents shall ensure that their children who are school bus passengers, have, on their person, proper outerwear, headgear, mitts and footwear. The principal of each school shall ensure that all parents are made aware of the requirement. The Manager of Transportation, will ensure that all school bus operators are familiar with this requirement.
- 3.10.1 A school bus driver who has concerns about proper outerwear shall first address this with the student. If the situation is not resolved, the driver shall contact the parent(s)/guardian(s). If this process is not successful, the driver is to refer the matter to the principal for further action.
- 3.11 A decision by the Superintendent or designate to suspend school bus service shall be communicated through a number of different media outlets immediately after the decision to suspend bus service is made. The Manager of Transportation will ensure notification of school bus service suspension is made through the following official communication channels:
- 3.11.1 radio stations CFCW, CHED, radio CBC and CISN; The Division website;
- 3.11.2 television stations Global and City TV, and
- 3.11.3. the Division website

References: Board Policy: 1/3 - Inclement Weather
D/11/2 – School Operation in Emergency



TRANSPORTATION 2 – Inclement Weather

Original Date: Oct. 9, 2007 Revised: September 26, 2018 Responsible Administrator: Secretary-Treasurer

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- 3.12 Schools shall remain open when school bus services are suspended by the Superintendent or designate, and will receive students who are conveyed to school by their parents. Parents, who have brought their children to school on days when school bus services are suspended because of inclement weather or hazardous road conditions, will be responsible for picking up their children at the end of the school day.
- 3.13 The school shall advise parents to make alternate arrangements for accommodating their children in the event school is dismissed early.
- 3.13.1 If the parents/guardians cannot be contacted, the students remain at school under adult supervision, as arranged by the principal, until accommodations can be found.

References: Board Policy: I/3 - Inclement Weather
D/II/2 – School Operation in Emergency



Board Memorandum

Date: March 13, 2019
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Policy Committee
Subject: New Policy 410 – Student Fees

Background:

Attached for Trustee review is new Policy 410 – Student Fees. This policy, submitted by Mr. David Steele, has been reviewed by the Policy Committee.

Attached for Trustee Information is Policy F/II/1 – Curricular and Extra-Curricular Fees which will be replaced by new policy 410.

Also attached for Trustee reference are Administrative Practices Administration 22 – Curricular and Extra-Curricular Fees and Educational Services 7 - Curricular and Extra-Curricular Fees.

Recommendation:

That the Board of Trustees review policy 410 – Student Fees and forward to the Public Board Meeting.

Sincerely,

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

Attachments

COMMITTEE 9.13

1.0 POLICY

The Board enables, within the context of each school and based upon students' interests and needs, a variety of programs and services that are classified as curricular and extracurricular activities.

The Board recognizes the need for individual schools to levy fees at a reasonable rate for curricular and extra-curricular activities.

2.0 DEFINITIONS

2.1 A curricular activity is an activity which may require specialized materials or that is outside of the regular classroom activities and that complements or supplements regular instruction; this includes project work, field trips, dramatic productions, musical performances, etc.

2.2 An extra-curricular activity is an activity that is normally outside of the regular school day, which may complement or supplement regular instruction or allow a student to explore a particular skill, talent or interest; these can include sports, music, drama and theatre, debating, publishing, etc. Participation in an extra-curricular activity is on a voluntary basis.

3.0 GUIDELINES

3.1 Final approval of school fees is by the Board. This suggestion only. It seems pointless to have the board review fees if they have already been approved by the Superintendent.

3.2 Approval Process

3.2.1 During the spring planning process for the new school year, staff members will submit to the principal for consideration

References: Policy 245 Appeals
Fee Waiver Application Form
Admin Practice: Administration 22 – Curricular and Extra-Curricular Fees
School Act
School Fees and Costs Regulation 101/2017

EFFECTIVE:

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REVIEW:

suggestions for curricular and extra-curricular activities with a plan for the funding of the activity.

3.2.2 In consultation with the school staff, the principal will identify those curricular and extracurricular activities that will be scheduled for the coming school year.

3.2.3 The schedule will include a plan for the funding of each activity.

3.2.4 The principal will present the completed schedule of curricular and extra-curricular activities to the school council, indicating the means for funding the activities. The principal will take into consideration advice received from the school council subsequent to the presentation.

3.2.5 The schedule of curricular and extra-curricular activities, once complete with a clear indication as to fees to be levied to parents/guardians, shall be forwarded to the Superintendent for approval on or before April 30th which will then be forwarded to the Committee of the Whole Meeting in May.

3.2.6 For any new fees or increased fees by an amount that exceeds 5% of the fee or cost set out in the Board's current fee schedule, the Principal shall provide rationale to justify the proposed implementation of a new fee or a proposed increase to the existing fees. This does not apply to field trips and non-curricular travel.

3.2.7 The principal shall ensure that a student shall not be penalized because of an inability to meet the financial requirements of a given curricular or extra-curricular activity. (Excluding academies, extended student trips or tours not necessary to meet the learning expectations of a particular grade or course.)

References: Policy 245 Appeals
Fee Waiver Application Form
Admin Practice: Administration 22 - Curricular and Extra-Curricular Fees
School Act
School Fees and Costs Regulation 101/2017

3.3 Parent Notification

In May and June of each school year, schools shall notify parents through their newsletter of the curricular and extra-curricular fees for the subsequent school year and about the processes for payment plans, refunds and waiving of fees if applicable.

3.4 Supplementing Funding

Funding for curricular and extra-curricular activities can be supplemented through means other than the charging of fees to parents/guardians with the support of students, staff, parents and/or the school council.

3.5 Collection of Fees

3.5.1 The Associate Superintendent Business and Corporate Services will be responsible for ensuring the collection of curricular and extra-curricular fees is undertaken according to Policy 410.

3.5.2 Fees are due and payable by September 30th of each year. Each school shall send a reminder letter to parents who have not submitted payments and request such fees.

3.5.3 Schools are required to submit payments of fees collected, to the Central Office Finance Advisor by the 15th of each month.

3.6 Delinquent Accounts

3.6.1 In December and March, a letter shall be sent to parents with respect to delinquent accounts.

3.6.2 Any outstanding account as of April 30th, other than those on payment plans, shall be placed with a collection agency.

References: Policy 245 Appeals
Fee Waiver Application Form
Admin Practice: Administration 22 - Curricular and Extra-Curricular Fees
School Act
School Fees and Costs Regulation 101/2017

EFFECTIVE:

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REVIEW:

3.6.3 A final list of all outstanding accounts shall be forwarded to the collection agency by the school office personnel before June 30th.

3.7 Waiver of Fees

3.7.1 In cases of genuine hardships, principals have the discretion and flexibility to waive or make alternative payment arrangements.

3.7.2 Parents may request to waive their children's fees by filling out the Division's Fee Waiver Application Form found in Appendix A.

3.8 Refunds

3.8.1 Students transferring out of the Division during the school year may receive from the school a refund of unspent fees or costs associated with those fees.

3.8.2 The school's goal shall be to collect 100% of the curricular and extra-curricular fees. Schools shall refund parents any unspent fees that were previously collected.

3.9 Fees for Damage

Principals shall be responsible for ensuring that all curriculum and non-curriculum goods are returned by students and the appropriate charges are assessed for lost or damaged goods.

3.10 Appeals

Any concerns and disputes of the school fees will follow the process as outlined in Policy 245.

References: Policy 245 Appeals
Fee Waiver Application Form
Admin Practice: Administration 22 - Curricular and Extra-Curricular Fees
School Act
School Fees and Costs Regulation 101/2017



APPENDIX A

STURGEON SCHOOL DIVISION NO. 24

Fee Waiver Application

Parent/Guardian Name: _____	Child's School: _____
Address: _____	
Postal Code: _____	Phone #: _____

Student Name	Fee Description	Grade	Fee
			\$
			\$
			\$
			\$
Total			\$

Please provide relevant information to help support your application (attach information to this form, if necessary).

A payment plan is also available as an alternative to lump sum payment. This can be discussed with your school principal.

I certify that the above information is true and correct. I understand the school Principal will rely upon this information in evaluating and assessing this application. I also understand that financial and other information provided will be held in strictest confidence.

Parent/Guardian Signature: _____ Date: _____

Principal Approval:	Yes	_____	No	
Principal Comments:	_____ _____ _____ _____			
Principal Signature:	_____			Date: _____



1.0 POLICY

- 1.1 The Board enables, within the context of each school and based upon students' interests and needs, a variety of programs and services that are classified as curricular and extra-curricular activities.
- 1.2 The Board recognizes the need for individual schools to levy fees at a reasonable rate for curricular and extra-curricular activities.
- 1.3 The Board believes that curricular and extra-curricular fees as described in 1.2 should be set by the Principal in consultation with the school staff, with the advice of the School Council, subject to the final approval of the Superintendent before they are provided to the Board of Trustees for their review.
- 1.4 The Board believes that a student shall not be penalized because of an inability to meet the financial requirements of a given curricular or extra-curricular activity. (Excluding academies, extended student trips or tours not necessary to meet the learning expectations of a particular grade or course.)

References: *Admin Practice(s): Educational Services 7 – Curricular and Extra-curricular Fees*
Administration 22 – Curricular and Extra-curricular Fees Collection
School Act: Sections 30; 39
School Fees and Costs Regulations



ADMINISTRATION 22 – Curricular and Extra-curricular Fees Collection

Original Date: June 24 2013 Revised Date: June 28, 2017 Responsible Administrator: Secretary Treasurer

1.0 RATIONALE:

Curricular and Extra-curricular Fees are established by the school within the context of each school and are based on students' interests and needs for programs and services that are classified as Curricular and Extra-curricular activities.

2.0 PROCESS:

The Secretary Treasurer will be responsible for ensuring the collection of Curricular and Extra-curricular Fees is undertaken according to established guidelines (3.0).

3.0 GUIDELINES:

- 3.1 In May and June of each school year, schools shall notify parents through their newsletter of the Curricular and Extra-curricular Fees for the subsequent school year and about the processes for payment plans, refunds and waiving of fees if applicable.
- 3.2 Fees are due and payable by September 30th of each year. Each school shall send a reminder letter to parents who have not submitted payments and request such fees.
- 3.3 Schools are required to submit payments of fees collected, to the central office Finance Advisor by the 15th of each month
- 3.4 In December and March, a letter shall be sent to parents with respect to delinquent accounts.
 - 3.4.1 Any outstanding account as of April 30th other than those on payment plans shall be placed with a collection agency.
 - 3.4.2 A final list of all outstanding accounts shall be forwarded to the collection agency by the school office personnel before June 30th.
- 3.5 In cases of genuine hardships, principals have the discretion and flexibility to waive or make alternative payment arrangements. Parents may request to waive their children's fees by filling out the Division's Fee Waiver Application Form.

References: *Board Policy: F/III/1 – Curricular and Extra-curricular Fees*
 Board Regulation: Administration 2 - Appeal
 Admin Practice: Education Services 7 – Curricular and Extra-curricular Fees
 School Fees and Costs Regulation
 Fee Waiver Application Form



ADMINISTRATION 22 – Curricular and Extra-curricular Fees Collection

Original Date: June 24 2013 Revised Date: June 28, 2017 Responsible Administrator: Secretary Treasurer

- 3.6 Once an account is placed for collection, the collected balances will follow the process in Guidelines 3.3.
- 3.7 Students transferring out of the Division during the school year may receive from the school a refund of unspent fees or costs associated with those fees.
- 3.8 Principals shall be responsible for ensuring that all curriculum and non-curriculum goods are returned by students and the appropriate charges are assessed for lost or damaged goods.
- 3.9 The school's goal shall be to collect 100% of the Curricular and Extra-curricular Fees. Schools shall refund parents any unspent fees that were previously collected.
- 3.10 Any concerns and disputes of the school fees will follow the process as outlined in Board Regulation: Administration 2 – Appeal.

References: *Board Policy: F/III/1 – Curricular and Extra-curricular Fees*
 Board Regulation: Administration 2 - Appeal
 Admin Practice: Education Services 7 – Curricular and Extra-curricular Fees
 School Fees and Costs Regulation
 Fee Waiver Application Form



STURGEON PUBLIC SCHOOL DIVISION NO. 24

Fee Waiver Application

Parent/Guardian Name: _____	Child's School: _____
Address: _____	
Postal Code: _____	Phone #: _____

Student Name	Fee Description	Grade	Fee
			\$
			\$
			\$
			\$
Total			\$

Please provide relevant information to help support of your application (attach information to this form, if necessary).

A payment plan is also be available as an alternative to lump sum payment. This can be discussed with your school principal.

I certify that the above information is true and correct. I understand that school Principal will rely upon this information in evaluating and assessing this application. I also understand that financial and other information provided will be held in strictest confidence.

Parent/Guardian Signature: _____ Date: _____

Principal Approval:	Yes _____ No _____
Principal Comments:	_____

Principal Signature:	_____
	Date: _____



EDUCATIONAL SERVICES 7 – Curricular and Extra-Curricular Fees

Date: June 30, 2004

Revised: June 28, 2017

Responsible Administrator: Secretary Treasurer

1.0 RATIONALE

Curricular and Extra-curricular Fees are established by the school within the context of each school and are based on students’ interests and needs for programs and services that are classified as Curricular and Extra-curricular activities.

2.0 PROCESS

The principal, in consultation with school staff and with the advice of school council, will be responsible to establish a list of fees to be submitted to the Superintendent before they are provided to the Board of Trustees for their review.

3.0 GUIDELINES

- 3.1 A curricular activity is an activity which may require specialized materials or that is outside of the regular classroom activities and that complements or supplements regular instruction; this includes project work, field trips, dramatic productions, musical performances, etc. Participation in a curricular activity for which fees are levied is on a voluntary basis.
- 3.2 An extra-curricular activity is an activity that is normally outside of the regular school day, which may complement or supplement regular instruction or allow a student to explore a particular skill, talent or interest; these can include sports, music, drama and theatre, debating, publishing, etc. Participation in an extra-curricular activity is on a voluntary basis.
- 3.3 Funding for curricular and extra-curricular activities can be supplemented through means other than the charging of fees to parents/guardians with the support of students, staff, parents and/or the school council.
- 3.4 During the spring planning process for the new school year, staff members will submit to the principal for consideration suggestions for curricular and extra-curricular activities with a plan for the funding of the activity.
- 3.5 In consultation with the school staff, the principal will identify those curricular and extra-curricular activities that will be scheduled for the coming school year. The schedule will include a plan for the funding of each activity.

References: *Board Policy: F/II/1 Curricular and Extra-curricular Fees*
Admin Practice: Administration 22 – Curricular and Extra-curricular Fees Collection
School Act: Sections 30; 39
School Fees and Costs Regulations



EDUCATIONAL SERVICES 7 – Curricular and Extra-Curricular Fees

Date: June 30, 2004

Revised: June 28, 2017

Responsible Administrator: Secretary Treasurer

- 3.6 The principal will present the completed schedule of curricular and extra-curricular activities to the school council, indicating the means for funding the activities. The principal will take into consideration advice received from the school council subsequent to the presentation.
- 3.7 The schedule of curricular and extra-curricular activities, once complete with a clear indication as to fees to be levied to parents/guardians, shall be forwarded to the Superintendent for approval on or before April 30th which will then be forwarded to the Committee of the Whole Meeting in May.
 - 3.7.1 For any new fees or increased fees by an amount that exceeds 5% of the fee or cost set out in the Board’s current fee schedule, the Principal shall provide rationale to justify the proposed implementation of a new fee or a proposed increase to the existing fees
 - 3.7.1 does not apply to field trips and non-curricular travel.
- 3.8 The principal shall ensure that a student shall not be penalized because of an inability to meet the financial requirements of a given curricular or extra-curricular activity. (Excluding academies, extended student trips or tours not necessary to meet the learning expectations of a particular grade or course.)

References: *Board Policy:* *F/II/1 Curricular and Extra-curricular Fees*
 Admin Practice: *Administration 22 – Curricular and Extra-curricular Fees Collection*
 School Act: *Sections 30; 39*
 School Fees and Costs Regulations



Board Memorandum

Date: March 13, 2019
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Policy Committee
Subject: New Policy 500 – Transportation

Background:

Attached for Trustee review is new Policy 500 – Transportation. This policy, submitted by Mr. David Steele, has been reviewed by the Policy Committee.

Also attached for Trustee information are the policies and board regulations which will be replaced by new policy 500:

- Policy I/1 – Transportation Services
- Policy I/2 – School Bus Safety
- Policy I/6 – Selection of School Bus Contractors
- Policy I/7 – Reduction in Contract School Bus Fleet

Board Regulations:

- Transportation 1 – Contract School Bus Service
- Transportation 2 – Transportation Services and Fees

Also attached for Trustee reference is Administrative Practice Transportation 11 – Transportation Fees.

Recommendation:

That the Board of Trustees review Policy 500 – Transportation and forward to the Public Board Meeting.

Sincerely,

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

Attachments

COMMITTEE 9.14



EFFECTIVE:

REVISED:

REVIEW:

Funding is provided for an eligible passenger or eligible transported ECS child who resides in a rural area or a city, town, village or hamlet with a population of less than 10,000 (per most recent Municipal Affairs census). For municipalities with a population of 10,000 or greater refer to Section 1.21 Urban Transportation.

Definitions of Non-Resident "The Board believes that students who do not reside in this jurisdiction, hereinafter called non-resident students, may be permitted access to the transportation system, provided sufficient seating accommodation and resources are available on the appropriate bus." I am going to use the description "do not reside within the boundaries of Sturgeon Public School Division" to avoid the issue of Catholic students who are non-resident by the School Act. "Where a separate school district is established, an individual residing within the boundaries of the separate school district who is of the same faith as those who established that district, whether Protestant or Roman Catholic, (a) is a resident of the separate school district, and (b) is not a resident of the public school district." Is your Board OK with that description?

References: Policy: 245 Appeals
School Act: Sections: 13 (1) (3), 44, 51 (1)
School Transportation Regulation AR102/2017
Fee Waiver Application Form
Bill 1 - An Act to Reduce School Fees

1.0 POLICY

The Board has established and operates a child and/or student transportation system to provide service to a child's or student's directed school. This service is available to all children and/or students within the Division who qualify for this service in accordance with criteria as outlined in this Policy, the School Act and Regulations.

The Board believes that the responsibility for the provision of safe student transportation service is shared by employees of the Board, school bus contractors, school bus operators, parents and students.

The Board believes that its responsibility to provide safe and efficient transportation services can be accomplished by contracting with private firms and individuals.

2.0 DEFINITIONS:

- 2.1. Student – is an individual who is registered in grades 1 - 12.
- 2.2. Child – is an individual who attends an Early Childhood program and is not registered in grades 1 - 12.
- 2.3. Headstart and PreSchool Enrichment Program (PEP) – any child enrolled in a Headstart or PreSchool Enrichment Program (PEP).
- 2.4. Kindergarten Full days – any Kindergarten child or student who is enrolled in a full day program or a Headstart or PEP child who is enrolled in a half day program but reside in an area where there is no noon time transportation available.
- 2.5. Kindergarten Half Days – any Early Childhood child who is attending a Sturgeon Public School Division school and is eligible for and resides in the noon transportation boundaries.
- 2.6. Ineligible – any child or student who resides less than 2.4 km to their designated school.

References: Policy: 245 Appeals
School Act: Sections: 13 (1) (3), 44, 51 (1)
School Transportation Regulation AR102/2017
Fee Waiver Application Form
Bill 1 – An Act to Reduce School Fees



EFFECTIVE:

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- 2.7. School Of Choice – any student who is attending a school other than the one designated by the established boundaries.
- 2.8. Division Directed Program of Choice (LOGOS) Shuttle – any rural LOGOS student who transfers between towns where a shuttle service is available.
- 2.9. Non Resident – any student who lives outside of the Sturgeon Public School Division boundary and attends a Sturgeon school.
- 2.10. Family Rates – the family rate applies to families with more than three children in the same category. If your family is a blend of two or more categories, the fees reflected in your Parent Portal account will be the fees for your individual family rate.
- 2.11. Second Bus – A second bus fee will be assessed if your child(ren)/ student require transportation from two separate locations that would require access to two bus routes. This fee also applies if your first bus is provided at no cost.
Please note: The access to an additional bus fee does not apply when the second bus is a kindergarten noon hour run.
- 2.12. ECS Non-Resident – Any ECS non-resident child who lives outside of Sturgeon Public School Division boundaries and is transported from a daycare within Sturgeon Public School Division boundaries.

*Sturgeon Heights only applies to the children attending day cares that are serviced at noon time.

3.0 GUIDELINES

- 3.1. Subject to the regulations, a board shall provide for the transportation of a student on regular morning and afternoon school bus routes, to and from the site of the school in which the board has enrolled the student if

- 3.1.1. the student resides within the boundaries of the district or division, and

References: Policy: 245 Appeals
School Act: Sections: 13 (1) (3), 44, 51 (1)
School Transportation Regulation AR102/2017
Fee Waiver Application Form
Bill 1 – An Act to Reduce School Fees

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- 3.1.2. the student resides within the attendance area established by the Policy 200.
- 3.1.3. the criteria, if any, set out in the regulations are met.
- 3.2. As per legislation, the Division policy and associated administrative practices, resident students who reside 2.4 km or more from their designated school will be provided transportation service.
- 3.3. Children accessing the Division's early childhood programs may be provided transportation services at a service level that is consistent with the transportation of students within current established boundaries.
- 3.4. Early Childhood Services (ECS) children enrolled in half day programs operated by the Board may be provided with transportation services at noon based on available resources.
- 3.5. Children and students residing less than 2.4 km to the designated school site may be provided with transportation service if space is available on an existing school bus route.
- 3.6. A fee is charged for all ECS children – grade 12 students, who do not qualify for funding by Alberta Education and are accessing transportation. As part of the Division budget process, transportation fees are reviewed annually to determine the need to assess transportation fees, and are approved by the Board by April 30th of each year.
- 3.7. The Board may establish non-resident student transportation fees and this will be reviewed annually.
- 3.8. Bus Operator Contracts:
- 3.8.1. Contracts shall be awarded to the most qualified applicant and in compliance with Board Policy or Administrative Practice.

References: Policy: 245 Appeals
School Act: Sections: 13 (1) (3), 44, 51 (1)
School Transportation Regulation AR102/2017
Fee Waiver Application Form
Bill 1 - An Act to Reduce School Fees

EFFECTIVE:

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3.8.2. The Manager of Transportation, a Human Services representative and one other administrator appointed by the Superintendent or designate shall administer the process for selection of a new contractor.

3.8.3. School buses will only be operated by operators who are properly licensed and who have been approved by the Manager, Transportation Services.

3.8.4. School bus operators shall operate their school buses at all times in compliance with any legislation federal, provincial or municipal with respect to student transportation and school bus operation.

3.8.5. School bus operators shall operate their school buses at all times in compliance with division Policy and Administrative Practice.

3.9. Changes in Bus Fleet

3.9.1. Increases in School Bus Fleet - the sequence of events shall be:

3.9.1.1. the selection committee makes a recommendation to the Superintendent;

3.9.1.2. once the Superintendent has accepted this recommendation, the Transportation Manager shall communicate to the Transportation Committee of the Board; this communication shall be made at a meeting of the Transportation Committee or in another manner as approved by the Transportation Committee;

3.9.1.3. once the Transportation Committee has been advised of the name of the successful contractor, the Manager of Transportation Services shall advise the successful contractor of this decision.

3.9.2. Decreases in School Bus Fleet - the sequence of events shall be:

3.9.2.1. the Manager of Transportation Services makes a recommendation to the Superintendent;

References: Policy: 245 Appeals
School Act: Sections: 13 (1) (3), 44, 51 (1)
School Transportation Regulation AR102/2017
Fee Waiver Application Form
Bill 1 - An Act to Reduce School Fees



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3.9.2.2. once the Superintendent has accepted this recommendation, the Transportation Manager shall communicate to the Transportation Committee of the Board; this communication shall be made at a meeting of the Transportation Committee or in another manner as approved by the Transportation Committee;

3.9.2.3. once the Transportation Committee has been advised of the name of the run to be eliminated and the contractor affected, the Manager of Transportation Services shall advise the affected contractor of this decision.

3.10. Fees

3.10.1. Any child or student new to the Division who does not qualify for transportation according to the School Act and Regulations, will pay the regular rate or a portion of the fee, prorated on a 10 month basis.

FEE SCHEDULE

Transportation fees for the 2019-2020 school year are:

	Regular Rate
Headstart/PEP (PreSchool Enrichment Program)	\$157.50
Headstart and PEP (Noon Transportation)	\$236.25
Kindergarten Full day	\$183.75
Kindergarten Half day (Noon Transportation)	\$288.75
Eligible	n/a
Ineligible	\$288.75
School of Choice	\$288.75
Non-Resident	\$367.50
Division Directed Program of Choice (LOGOS) Shuttle Service	\$105.00
Ineligible Family Rate	\$866.25
School of Choice Family Rate	\$866.25
ECS Non-Resident	\$225.00
Second Bus	\$165.00

- References: Policy: 245 Appeals
 School Act: Sections: 13 (1) (3), 44, 51 (1)
 School Transportation Regulation AR102/2017
 Fee Waiver Application Form
 Bill 1 - An Act to Reduce School Fees



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3.10.2. The Associate Superintendent of Business and Corporate Services or designate shall be responsible for ensuring the collection of transportation fees is undertaken according to division Policy and Administrative Practices and for communicating the need for transportation fees to parents annually.

3.10.3. Dates

3.10.3.1. Children or students enrolled prior to September 30th may apply for transportation services at any time during the school year. The transportation fee will be the regular rate (not prorated). Payment is due in full upon registration.

3.10.3.2. Any child or student entering the Division after March 31st of the school year will not be charged any portion of the Transportation fee.

3.10.3.3. After March 31 of the school year, Transportation fees will not be refunded.

3.10.3.4. In exceptional cases where a child or student registered for Transportation Services, does not have his/her fees paid by January 31st, the division will provide a statement of the outstanding balance, which is due immediately.

3.10.3.5. Any outstanding balances as of April 30th will be forwarded to a collection agency.

3.10.4. Payment

3.10.4.1. Fees shall be due and payable at the time of registration by online payment via the PowerSchool Parent Portal, cash or cheque. An administration fee will be charged for each cheque returned.

References: Policy: 245 Appeals
School Act: Sections: 13 (1) (3), 44, 51 (1)
School Transportation Regulation AR102/2017
Fee Waiver Application Form
Bill 1 - An Act to Reduce School Fees

EFFECTIVE:

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REVIEW:

3.10.4.2. Principals will annually notify school staff about the process and the circumstances in which parents may be able to request a refund or having transportation fees waived.

3.10.5. Refunds

3.10.5.1. All refunds shall be determined by the Transportation Department.

3.10.5.2. No refunds will be approved except for children or students moving out of the transportation service area, transferring to another school jurisdiction or graduating during the school year.

3.10.5.3. A request in writing will be required from parent/guardian stating reason for cancellation of transportation service before refund will be granted.

3.10.5.4. A refund of Transportation fees will be determined on a prorated monthly basis.

3.10.5.5. Children or students must meet the criteria as set out division Policy and Administrative Practices.

3.10.6. Waivers

3.10.6.1. In cases of genuine hardships, the Transportation Manager, in consultation with the Principal, has the discretion to waive or make alternative payment arrangements. Parents may request to waive their children's fees by filling out the Division's Fee Waiver Application Form. (Appendix A)

3.10.6.2. Any concerns and disputes of the transportation fees will follow the process as Policy 245 – Appeals.

References: Policy: 245 Appeals
School Act: Sections: 13 (1) (3), 44, 51 (1)
School Transportation Regulation AR102/2017
Fee Waiver Application Form
Bill 1 – An Act to Reduce School Fees



EFFECTIVE:

REVISED:

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3.11. Routes and Schedules

- 3.11.1. Prior to commencement of each school year, the Transportation Manager shall establish bus routes for each school attendance area.
- 3.11.2. The school bus operator will contact each family on their route prior to the commencement of the school year to inform them of the pickup location and the time of the school bus pickup.
- 3.11.3. Students registering at Sturgeon Public School Division schools for the first time, who require school bus transportation, will be directed to contact the Transportation Department to arrange for school bus service.
- 3.11.4. Prior to October 15th of each year, the Transportation Manager shall provide each school with school bus route maps and passenger lists for all buses that service the attendance area of the school.
 - 3.11.4.1. In addition, the Transportation Manager will provide school bus route maps to the respective municipalities by October 15th.
- 3.11.5. The principal of the school shall provide the Transportation Department with the name of each student who withdraws from the school or who is expelled or suspended from the school.
- 3.11.6. Alterations or extensions of school bus routes shall require the approval of the Transportation Manager with the exception of short-term alterations or extensions incurred in emergency situations.
- 3.11.7. The principal of the school shall give advance notice to students, parents, and school bus operators of any planned

References: Policy: 245 Appeals
School Act: Sections: 13 (1) (3), 44, 51 (1)
School Transportation Regulation AR102/2017
Fee Waiver Application Form
Bill 1 - An Act to Reduce School Fees



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activity that will change normal school operational hours and consequently reflect a change in school bus operating times.

3.12. Extra Distance

Extra distances incurred by school bus operators because of a bus route extension or alteration are to be recorded on a Notice of Change Form and submitted to the Transportation Manager for approval and payment.

Draft

References: Policy: 245 Appeals
School Act: Sections: 13 (1) (3), 44, 51 (1)
School Transportation Regulation AR102/2017
Fee Waiver Application Form
Bill 1 – An Act to Reduce School Fees



APPENDIX A

STURGEON SCHOOL DIVISION NO. 24

Fee Waiver Application

Parent/Guardian Name: _____	Child's School: _____
Address: _____	
Postal Code: _____	Phone #: _____

Student Name	Fee Description	Grade	Fee
			\$
			\$
			\$
			\$
Total			\$

Please provide relevant information to help support your application (attach information to this form, if necessary).

A payment plan is also available as an alternative to lump sum payment. This can be discussed with your school principal.

I certify that the above information is true and correct. I understand the school Principal will rely upon this information in evaluating and assessing this application. I also understand that financial and other information provided will be held in strictest confidence.

Parent/Guardian Signature: _____ Date: _____

Principal Approval:	Yes _____ No _____
Principal Comments:	_____ _____ _____ _____
Principal Signature:	_____ Date: _____



1.0 POLICY

1.1 The Board believes that safe and efficient transportation services can be provided by private firms and individuals.

2.0 GUIDELINES

2.1 Contracts shall be awarded to the most qualified applicant and in compliance with Board Regulation *Transportation 1*.

2.2 Manager of Transportation, a Human Resources representative and one other administrator appointed by the Superintendent or designate shall administer the process for selection of a new contractor.

References: *Admin Practice(s): Transportation 8 - Contract School Bus Service*
 Board Regulation(s): Transportation 1 - Contract School Bus Service



1.0 POLICY

- 1.1 The Board believes that when it becomes necessary to reduce the size of its contract school bus fleet that the procedures used to achieve this fleet reduction should be fair and equitable in every aspect.
- 1.2 The Board further believes that reductions in contract school bus fleet capacity should be achieved in a manner that will ensure that the safe and efficient operation of the student transportation system can be sustained.

2.0 GUIDELINES

- 2.1 Board Regulation *Transportation 1* shall also be observed.

References: *Admin Practice(s): Transportation 8 Contract School Bus Service*
 Board Regulation(s): Transportation 1 Contract School Bus Service

**TRANSPORTATION 1 – Contract School Bus Service**

Date: Oct. 14, 2009 Revised: March 26, 2014 Responsible Administrator: Manager, Transportation Services

- 1.0 Board Regulation, Transportation 1 – Contract School Bus Services shall be administered in compliance with Policies I-6 and I-7 and Admin Practice *Transportation 08*.
- 1.1 Increases of the school bus fleet shall be administered in compliance with Policy I-6, Board Regulation Transportation 1 and Admin Practice *Transportation 08*.
- 1.2 Decreases of the school bus fleet must be administered in compliance with Policy I-7, Board Regulation Transportation 1 and Admin Practice *Transportation 08*.

2.0 PROCESS

- 2.1 The Manager of Transportation Services shall administer this Regulation.
- 2.2 To comply with Policy I-6 and sections 3.3.2 and 3.3.3 of Admin Practice *Tr 08* - Increases in School Bus Fleet - the sequence of events shall be [1] the selection committee makes a recommendation to the Superintendent; [2] once the Superintendent has accepted this recommendation, the Transportation Manager shall communicate to the Transportation Committee of the Board; this communication shall be made at a meeting of the Transportation Committee or in another manner as approved by the Transportation Committee; [3] once the Transportation Committee has been advised of the name of the successful contractor, the Manager of Transportation Services may advise the successful contractor of this decision.
- 2.3 To comply with Policy I-7 sections 3.6 and 3.7 of Admin Practice *Tr 08* - Decreases in School Bus Fleet - the sequence of events shall be [1] the Manager of Transportation Services makes a recommendation to the Superintendent; [2] once the Superintendent has accepted this recommendation, the Transportation Manager shall communicate to the Transportation Committee of the Board; this communication shall be made at a meeting of the Transportation Committee or in another manner as approved by the Transportation Committee; [3] once the Transportation Committee has been advised of the name of the run to be eliminated and the contractor affected, the Manager of Transportation Services may advise the affected contractor of this decision.

References: Board Policy(s): I/6 – Selection of School Bus Contractors
I/7 – Reduction in Contract School Bus Fleet
Admin Practice(s): *Transportation 08*



TRANSPORTATION 2 –Transportation Services and Fees

Date: June 28, 2017 Revised Date: April 25, 2018 Responsible Administrator: ~~Secretary-Treasurer~~ **Associate Superintendent, Business and Corporate Services**

1.0 Board Regulation, Transportation 2 – Transportation Services and Fees shall be administered in compliance with Policy I/1 – Transportation Services and Administrative Practice Transportation 11 – Transportation Fees.

2.0 PROCESS

2.1 The ~~Secretary-Treasurer~~ **Associate Superintendent, Business and Corporate Services** or designate shall be responsible for ensuring the collection of transportation fees is undertaken according to established guidelines.

3.0 GUIDELINES

3.1 Transportation service will be provided on regular morning and afternoon school bus routes.

3.1.1 Early Childhood Services (ECS) children enrolled in half day programs operated by the Board may be provided with transportation services at noon based on available resources.

3.2 As per legislation, the Division policy and associated administrative practices, resident students who reside 2.4 km or more from their designated school will be provided transportation service. Children accessing the Division’s early childhood programs may be provided transportation services at a service level that is consistent with the transportation of students within current established boundaries.

3.2.1 Children and students residing less than 2.4 km to the designated school site may be provided with transportation service if space is available on an existing school bus route.

3.3 A fee is charged for all ECS children – grade 12 students, who do not qualify for funding by Alberta Education and are accessing transportation. As part of the Division budget process, transportation fees are reviewed annually to determine the need to assess transportation fees, and are approved by the Board by April 30th of each year.

References: *Board Policy(s): I/1 –Transportation Services*
Admin Practice(s): Transportation 11 –Transportation Fees
Bill 1: An Act to Reduce School Fees

TRANSPORTATION 2 –Transportation Services and Fees

Date: June 28, 2017 Revised Date: April 25, 2018 Responsible Administrator: Secretary-Treasurer/Associate Superintendent, Business and Corporate Services

3.4 The Manager of Transportation Services is directed by the Superintendent of Schools to maintain the administrative practices required by this Board Regulation.

4.0 FEE SCHEDULE

Transportation fees for the 2018~~9~~-2019~~20~~ school year are:

	Regular Rate
Headstart/PEP (PreSchool Enrichment Program)	\$150 157.50
Headstart and PEP (Noon Transportation)	\$225 236.25
Kindergarten Full day	\$175 183.75
Kindergarten Half day (Noon Transportation)	\$275 288.75
Eligible	n/a
Ineligible	\$275 288.75
School of Choice	\$275 288.75
Non-Resident	\$350 367.50
Division Directed Program of Choice (LOGOS) Shuttle Service	\$100 105.00
Ineligible Family Rate	\$825 866.25
School of Choice Family Rate	\$825 866.25
ECS Non-Resident	\$225.00
Second Bus	\$165.00

Definitions:

Student – is an individual who is registered in grades 1 – 12.

Child – is an individual who attends an Early Childhood program and is not registered in grades 1 – 12.

Headstart and PreSchool Enrichment Program (PEP) – any child enrolled in a Headstart or PreSchool Enrichment Program (PEP).

Kindergarten Full days – any Kindergarten child or student who is enrolled in a full day program or a Headstart or PEP child who is enrolled in a half day program but reside in an area where there is no noon time transportation available.

References: Board Policy(s): I/1 –Transportation Services
 Admin Practice(s): Transportation 11 –Transportation Fees
 Bill 1: An Act to Reduce School Fees

TRANSPORTATION 2 –Transportation Services and Fees

Date: June 28, 2017 Revised Date: April 25, 2018 Responsible Administrator: Secretary-Treasurer/Associate Superintendent, Business and Corporate Services

Kindergarten Half Days – any Early Childhood child who is attending Sturgeon Heights *, Morinville Public, Namao or Guthrie schools and is eligible for and resides in the noon transportation boundaries.

Ineligible – any child or student who resides less than 2.4 km to their designated school.

School Of Choice – any student who is attending a school other than the one designated by the established boundaries.

Division Directed Program of Choice (LOGOS) Shuttle – any rural LOGOS student who transfers between towns where a shuttle service is available.

Non-Resident – any student who lives outside of the Sturgeon Public School Division boundary and attends a Sturgeon school.

Family Rates – the family rate applies to families with more than three children in the same category. If your family is a blend of two or more categories the fees reflected in your Parent Portal account will be the fees for your individual family rate.

Second Bus – A second bus fee will be assessed if your child(ren)/student require transportation from two separate locations that would require access to two bus routes. This fee also applies if your first bus is provided at no cost.

Please note: The access to an additional bus fee does not apply when the second bus is a kindergarten noon hour run.

ECS Non-Resident – Any ECS non-resident child who lives outside of Sturgeon Public School Division boundaries and is transported from a daycare within Sturgeon Public School Division boundaries.

* Sturgeon Heights only applies to the children attending day cares that are serviced at noon time.

References: Board Policy(s): I/1 –Transportation Services
Admin Practice(s): Transportation 11 –Transportation Fees
Bill 1: An Act to Reduce School Fees



TRANSPORTATION 11 –Transportation Fees

Date: May 5, 2014 Revised Date: September 27, 2017 Responsible Administrator: Secretary-Treasurer

1.0 RATIONALE

All Early Childhood Services to Grade 12 children and/or students, who do not qualify for transportation funding by Alberta Education and are accessing transportation services in Sturgeon Public School Division shall pay a transportation fee as directed in Board Regulation, Transportation 2 – Transportation Services and Fees.

1.1 Transportation will be available for children and students who meet the criteria as set out in the Guidelines of Board Regulation, Transportation 2 – Transportation Services and Fees.

2.0 PROCESS

The Secretary Treasurer will be responsible for ensuring the collection of transportation fees is undertaken according to established guidelines and for communicating the need for transportation fees to parents annually.

Principals will annually notify school staff about the process and the circumstances in which parents may be able to request a refund or having transportation fees waived.

3.0 GUIDELINES

3.1 Fees shall be due and payable at the time of registration by online payment via the PowerSchool Parent Portal, cash or cheque.

3.1.1 An administration fee will be charged for each cheque returned.

3.2 Any child or student new to the Division, will pay the regular rate or a portion of the fee, prorated on a 10 month basis.

3.2.1 Any child or student entering the Division after March 31st of the school year will not be charged any portion of the Transportation fee.

3.3 All refunds shall be determined by the Transportation Department. No refunds will be approved except for children or students moving out of the transportation service area,

References: *Board Policy: I/1 –Transportation Services*
Board Regulation: Administration 2 – Appeal
Transportation 2 –Transportation Services and Fees
School Transportation Regulation
Fee Waiver Application Form



TRANSPORTATION 11 –Transportation Fees

Date: May 5, 2014 Revised Date: September 27, 2017 Responsible Administrator: Secretary-Treasurer

- transferring to another school jurisdiction or graduating during the school year. A request in writing will be required from parent/guardian stating reason for cancellation of transportation service before refund will be granted.
- 3.3.1 A refund of Transportation fees will be determined on a prorated monthly basis.
- 3.3.2 After March 31 of the school year, Transportation fees will not be refunded.
- 3.4 Children or students enrolled prior to September 30th may apply for transportation services at any time during the school year. The transportation fee will be the regular rate (not prorated). Payment is due in full upon registration. Children or students must meet the criteria as set out in Policy I/1 and Board Regulation Transportation 2 – Student Transportation Fees.
- 3.5 In exceptional cases where a child or student registered for Transportation Services, does not have his/her fees paid by January 31st, the division will provide a statement of the outstanding balance, which is due immediately.
- 3.6 Any outstanding balances as of April 30th will be forwarded to a collection agency.
- 3.7 In cases of genuine hardships, the Transportation Manager, in consultation with the Principal, has the discretion to waive or make alternative payment arrangements. Parents may request to waive their children’s fees by filling out the Division’s Fee Waiver Application Form.
- 3.8 Any concerns and disputes of the transportation fees will follow the process as outlined in Board Regulation Administration 2 – Appeal.

References: *Board Policy: I/1 –Transportation Services*
 Board Regulation: Administration 2 – Appeal
 Transportation 2 –Transportation Services and Fees
 School Transportation Regulation
 Fee Waiver Application Form



STURGEON PUBLIC SCHOOL DIVISION NO. 24

Fee Waiver Application

Parent/Guardian Name: _____	Child's School: _____
Address: _____	
Postal Code: _____	Phone #: _____

Student Name	Fee Description	Grade	Fee
			\$
			\$
			\$
			\$
Total			\$

Please provide relevant information to help support your application (attach information to this form, if necessary).

A payment plan is also available as an alternative to lump sum payment. This can be discussed with your school principal.

I certify that the above information is true and correct. I understand the school Principal will rely upon this information in evaluating and assessing this application. I also understand that financial and other information provided will be held in strictest confidence.

Parent/Guardian Signature: _____ Date: _____

Principal Approval:	Yes	_____	No	_____	
Principal Comments:	_____ _____ _____ _____				
Principal Signature:	_____			Date:	_____



Board Memorandum

Date: March 13, 2019
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Policy Committee
Subject: New Policy 600 – School Closure

Background:

Attached for Trustee review is new Policy 600 – School Closure. This policy, submitted by Mr. David Steele, has been reviewed by the Policy Committee.

Attached for Trustee information is Policy D/II/8 – School Buildings: Alternative Utilization or Closure which will be replaced by new policy 600.

Also attached for Trustee reference is Administrative Practice Administration 27 - School Buildings: Alternative Utilization or Closure.

Recommendation:

That the Board of Trustees review Policy 600 – School Closure and forward to the Public Board Meeting.

Sincerely,

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

Attachments

COMMITTEE 9.15

**1.0 POLICY**

The Board understands that changing populations and conditions of buildings may necessitate school closure. A decision to close a school shall be made after considering the input from stakeholders.

2.0 GUIDELINES

2.1 This Policy covers closure of schools as defined by Section 58 of the School Act to include:

2.1.1 closing a school permanently or for a specified period of time,

2.1.2 closing entirely 3 or more consecutive grades in an elementary school,

2.1.3 closing the entire junior high school program or the entire high school program in a school, or

2.1.4 transferring all students from one school to one or more other schools;

2.2 Temporary Emergency Closure

As specified in Section 57 of the School Act, the Board may temporarily close a school building if the health or safety of the students is endangered. After the situation has been remedied, the school shall be re-opened. If it is not possible for the Board to remedy the health and safety concern and the school must be closed, the notification and timelines in the subsequent sections do not apply. The Board will ensure that affected parents and students will be notified of decisions made to accommodate the affected students.

References: School Act: Sections 57, 58
Closure of School Regulation 238/1997



EFFECTIVE:

REVISED:

REVIEW:

2.3 Requirements of Closure of Schools Regulation

2.3.1 Timelines

All school closure procedures shall be initiated and completed within the school year (the 12-month period beginning on September 1 and ending on the following August 31.) in which the decision to close the school is made.

2.3.2 Notification

If the Board considers the closure of a school, it shall:

2.3.2.1 raise the matter by way of a motion at a regular meeting of the Board,

2.3.2.2 schedule a public meeting and select a date for a public meeting that at least two trustees shall attend and

2.3.2.3 instruct the Superintendent to prepare a notification to the parents/guardians of every child and student enrolled in the school who, in the opinion of the Board, will be significantly affected by the closure of the school. This notice is to include the following:

2.3.2.3.1 how the closure would affect the attendance area defined for that school;

2.3.2.3.2 how the closure would affect the attendance at other schools;

2.3.2.3.3 information on the Board's long-range capital plan;

2.3.2.3.4 the number of students who would need to be relocated as a result of the closure;

References: School Act: Sections 57, 58
Closure of School Regulation 238/1997



EFFECTIVE:

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- 2.3.2.3.5 the need for, and extent of, busing;
- 2.3.2.3.6 program implications for other schools and for the students when they are attending other schools;
- 2.3.2.3.7 the educational and financial impact of closing the school, including the effect on operational costs and capital implications;
- 2.3.2.3.8 the educational and financial impact if the school were to remain open;
- 2.3.2.3.9 the time and location of the public meeting and possibly;
- 2.3.2.3.10 the capital needs of the schools that may have increased enrolment if a closure decision is made, and the possible uses of the school building or space in the school building.

2.3.3 Public meetings

- 2.3.3.1 Where the Board has given notice of motion at a regular meeting of the Board that it is considering the closure of a school, the Board shall:
 - 2.3.3.1.1 appoint an employee to prepare minutes
 - 2.3.3.1.2 organize and convene a public meeting for the purpose of discussing the information provided to the parents.

References: School Act: Sections 57, 58
Closure of School Regulation 238/1997

EFFECTIVE:

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REVIEW:

2.3.3.1.3 provide an opportunity for the council of the municipality in which the school is located to provide a statement to the Board of the impact the closure may have on the community, and

2.3.3.1.4 hold other meetings it deems necessary with respect to the closure at times and places as the Board may determine.

2.3.3.2 The date and place of the public meeting shall be

2.3.3.2.1 posted in 5 or more conspicuous places in the area or areas of the school or schools affected by the closure, for a period of at least 14 days before the date of the public meeting, and

2.3.3.2.2 advertised in a newspaper circulating within the area or areas of the school or schools affected by the proposed closure, on at least 2 occasions as close as is practicable to the date of the meeting.

2.3.3.2.3 placed on the division website.

2.4 Decision

2.4.1 The Board shall not make a final decision on the propose closure until at least 3 weeks have passed since the date of the public meeting.

2.4.2 The Board shall give due consideration to any written submissions on the proposed closure that it receives after the public meeting.

References: School Act: Sections 57, 58
Closure of School Regulation 238/1997



EFFECTIVE:

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2.4.3 The Board shall by resolution decide whether to close the school.

2.4.4 If the decision is to close the school, the Board shall forthwith notify the Minister in writing of the decision.

2.5 Transfer of education program

Information Meeting

Where a Board plans to transfer an education program to another school, the Board shall organize and convene an information meeting for the purpose of informing the parents/guardians of the students affected by the transfer of the transfer and the alternative arrangements for continuing the education program at another school.

References: School Act: Sections 57, 58
Closure of School Regulation 238/1997



1.0 POLICY

- 1.1 A school building or a section of a school building may have to be closed or utilized in alternate ways for reasons such as unsafe conditions, changes in programs, declining enrolments, overcrowding, financial considerations or other compelling reasons.

- 1.2 Alternate utilization or closure of a school may involve an entire school building, or the kindergarten, primary, elementary, junior high or senior high sections thereof, whether the language of instruction in any school or section is English or French.

References: Administrative Practice: Administration 27 – School Buildings Alternative Utilization or Closure
CanLII – Closure of Schools Regulation, Alta. Reg. 238/1997



ADMINISTRATION 27 – School Buildings Alternative Utilization or Closure

Date: Jan. 8, 2018

Revised Date:

Responsible Administrator: Superintendent

1.0 RATIONALE

A decision to close a school or section of a school or to utilize a school or section of a school in alternate ways may be necessary in response to specific operational, programming and/or financial considerations.

2.0 PROCESS

The Superintendent of Schools is responsible for administering this practice.

3.0 GUIDELINES

3.1 The Board may review school programs and school operations to determine the future of such programs or schools when:

3.1.1 the Board believes such a review will improve the availability of programs or efficiency of operations;

3.1.2 operating, maintenance, renovation, and/or transportation costs place excessive demands on the Division's budget; or

3.1.3 recommended by the Superintendent.

3.2 In addition to Guideline 3.1, the Board may also consider alternate utilization or short term closure of a school or any section thereof if the enrolment in the school exceeds 95% of the Alberta Education rated capacity of the school building.

3.3 The Board will ensure that communication with parents, electors and other interested parties will occur before any major alternate utilization or school closure occurs.

3.4 Notwithstanding Guidelines 3.1 and 3.2, temporary school closures may occur due to fire, flood, storms or other natural disasters and the procedures followed for more permanent school closures and/or alternate utilization do not apply.

References: *Board Policy D/11/8 – School Buildings Alternative Utilization or Closure*
CanLII – Closure of Schools Regulation, Alta. Reg. 238/1997



ADMINISTRATION 27 – School Buildings Alternative Utilization or Closure

Date: Jan. 8, 2018

Revised Date:

Responsible Administrator: Superintendent

4.0 PROCEDURES

- 4.1 Whenever a school building or section thereof is to be considered in accordance with Guideline 3.1 and 3.2, the Superintendent shall advise the Board at a Public Board meeting or at a public Board Committee meeting at least seven months before the end of a school year.
- 4.2 The Board shall give Notice of Motion at least six months before the end of a school year that the Board is considering alternate utilization or closure of the designated school(s) for the next school year and that a decision shall be rendered at the first Board meeting following the hearing of any briefs as outlined in Procedure 4.7.
- 4.3 The Notice of Motion and its intent shall be communicated in writing through the school to the parents or guardians of the students in the school(s) concerned. There shall also be a meeting with the staff at the school(s) to discuss the motion and its implications for students and staff.
- 4.4 A public meeting at which at least two Trustees and the Superintendent or designate are present, shall be held at each of the schools concerned at least five months before the end of the school year.
- 4.4.1 Notice of this meeting shall be communicated by letter distributed through the affected school(s).
- 4.4.2 In addition, this meeting shall be advertised at least once in local newspapers serving the Sturgeon School Division at least two weeks prior to the date of the meeting.
- 4.5 At the public meeting referenced in 4.4, the Superintendent or designate shall indicate that the purpose of the meeting is to provide information and solicit public input. The following items shall be addressed:
- 4.5.1 The attendance area and enrolment of the school under consideration;
- 4.5.2 The attendance area and enrolment of other schools to be affected by the alternate utilization or closure;
- 4.5.3 The need for and extent of busing;

References: *Board Policy D/II/8 – School Buildings Alternative Utilization or Closure*
CanLII – Closure of Schools Regulation, Alta. Reg. 238/1997



ADMINISTRATION 27 – School Buildings Alternative Utilization or Closure

Date: Jan. 8, 2018

Revised Date:

Responsible Administrator: Superintendent

-
- 4.5.4 The educational program implication for students;
 - 4.5.5 The financial impact of the alternate use or closure;
 - 4.5.6 The proposed future utilization of the school.
 - 4.6 The people in attendance at the meeting shall be informed by the Trustees that:
 - 4.6.1 expressed concerns shall be considered by the Board in making a decision;
 - 4.6.2 a request may be made to appear before the Board at a Public Board meeting on a specified date.
 - 4.7 A public meeting of the Board to hear presentation of briefs, if any, shall be held at least four months before the end of the school year. Requests to appear before the Board must be made in writing and be submitted to the Secretary-Treasurer at least two weeks prior to the meeting.
 - 4.8 Following the presentation of briefs, the Board, at its next public meeting, shall render a decision with reference to the Notice of Motion as brought forward under Procedure 4.2.
 - 4.9 Within one week, following the Board's decision, the parents or guardians of the students attending the school(s) under consideration shall be notified in writing, by letter distributed through the school(s), of the decision of the Board. In addition, the Board's decision shall be advertised at least once in appropriate local newspapers which serve the Sturgeon School Division.

References: *Board Policy D/II/8 – School Buildings Alternative Utilization or Closure*
CanLII – Closure of Schools Regulation, Alta. Reg. 238/1997



Board Memorandum

Date: March 13, 2019
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Policy Committee
Subject: New Policy 605 – Use of School Buildings

Background:

Attached for Trustee review is new Policy 605 – Use of School Buildings. This policy, submitted by Mr. David Steele, has been reviewed by the Policy Committee.

Also attached for Trustee information are the policies which will be replaced by new policy 605:

Policy D/I/9 – Joint-Use Agreements

Policy G/III/1 – Public Use of School Buildings and Property

Also attached for Trustee reference are Administrative Practices Financial Management 15 - Public Use of School Buildings and Property and Financial Management 17 – Joint-Use Agreements.

Recommendation:

That the Board of Trustees review Policy 605 – Use of School Buildings and forward to the Public Board Meeting.

Sincerely,

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

Attachments

COMMITTEE 9.16



EFFECTIVE:

REVISED:

REVIEW:

1.0 POLICY

The Board believes that school facilities are primarily designed to serve student learning but should also be used for the benefit of the communities in which they are located.

2.0 GUIDELINES

2.1 Functions sponsored by the school or by Sturgeon Public School Division shall take preference over those sponsored by any other organization.

2.2 The Board may permit public use of school buildings and property by approved community groups or individuals.

2.3 The Board believes that through the approval of Joint-Use Agreements with local community groups or municipalities, it will make the best use of both school facilities (buildings, grounds, equipment), and, of community or municipal facilities (skating rinks, tennis courts, etc.).

2.3.1 Such agreements should be in a standard format to allow for a uniform approach throughout the Division. Procedures in the specific Joint-Use Agreement are applicable to each school.

2.3.2 Joint-Use Agreements must provide for the establishment of a Joint-Use Committee with equal representation from the Board, and, from the community group or municipality.

2.3.3 Joint-Use Committees shall be delegated the powers to:

2.3.3.1 oversee the use of the facilities on an equitable basis for all residents within the jurisdiction of either of the parties to the agreement;

2.3.3.2 develop and enforce rules and regulations and to set and collect user fees for the use of the facilities; obtain

References: School Act: Section 62, 63



EFFECTIVE:

REVISED:

REVIEW:

financial reports on the operation of the facilities. Joint-Use Agreements and all amendments thereto are subject to the prior approval of both the Board, and, the community group or municipality.

2.4 Staff Use of Facilities

2.4.1 Staff wishing to use School Division facilities and/or equipment shall request approval from the principal or vice-principal, or in the case of Central Office staff, from the Superintendent or designate, prior to the activity.

2.4.2 In those instances where equipment is to be taken home to assist in an activity directly related to the staff member's assignment, the sign out form must be completed and approved by the principal or vice-principal.

2.5 Review of Facility Use

The Board may regularly review facility usage for school programs and school operations to determine efficiency and effective program delivery. Such reviews will be directed to determine the future of such programs or schools when:

2.5.1 the Board believes such a review will improve the availability of programs or efficiency of operations;

2.5.2 operating, maintenance, renovation, and/or transportation costs place excessive demands on the Division's budget; or

2.5.3 a review is recommended by the Superintendent.

References: School Act: Section 62, 63



1.0 POLICY

- 1.1 The Board believes that through the approval of Joint-Use Agreements with local community groups or municipalities, it will make the best use of both school facilities (buildings, grounds, equipment), and, of community or municipal facilities (skating rinks, tennis courts, etc.).

References: Policy: D//14 – Community Partnerships
Admin Practice(s): *Financial Management 17 – Joint Use Agreements*
School Act:



1.0 POLICY

- 1.1 The Board may permit public use of school buildings and property by approved community groups or individuals.

2.0 GUIDELINES

- 2.1 Buildings and property referred to in this policy do not include those parts of school buildings and/or equipment which are part of a joint-use agreement between the Board and a municipal body or a community organization.
- 2.2 The Division may permit the use of school buildings and equipment for functions which are sponsored by local community organizations and/or members of the school community.
- 2.3 Functions sponsored by the school or by Sturgeon School Division shall take preference over those sponsored by any other organization.

References: *Admin Practice(s): Financial Management 15 – Public Use of School Buildings and Property*



FINANCIAL MANAGEMENT 15 – Public Use of School Buildings and Property

Original Date: April 23, 2014

Revised Date:

Responsible Administrator: Secretary-Treasurer

1.0 RATIONALE

Sturgeon School Division may permit public use of school buildings and property by approved community groups or individuals.

2.0 PROCESS

Requests for use of school buildings and property by community organizations or members of the school community shall be made directly to the school principal or designee.

3.0 GUIDELINES

- 3.1 Upon receiving a request for use of school buildings and/or property under this policy, the principal or designee shall make the decision after consultation with appropriate personnel.
- 3.2 The principal or designee shall advise the organization of conditions under which use of the school building and/or property is granted.
- 3.3 Permission for use of school buildings and/or property may be withdrawn from any group which fails to meet the conditions under which permission for use was granted.
- 3.4 The principal or designee shall advise the Secretary Treasurer whenever permission to use the school building and/or property is granted.

References: *Board Policy G/III/1 – Public Use of School Buildings and Property*



FINANCIAL MANAGEMENT 17 – Joint Use Agreements

Original Date: Oct. 28, 2009 Revised Date: Oct. 22, 2014 Responsible Administrator: Secretary Treasurer

1.0 RATIONALE

The Board believes that wherever possible Joint-Use Agreements with local community groups or municipalities should be in a standard format to allow for a uniform approach throughout the Division.

2.0 PROCESS

The Secretary Treasurer will be responsible to administer this administrative process

3.0 GUIDELINES

3.1 Joint-Use Agreements must provide for the establishment of a Joint-Use Committee with equal representation from the Board, and, from the community group or municipality.

3.2 Joint-Use Committees shall be delegated the powers to:

3.2.1 oversee the use of the facilities on an equitable basis for all residents within the jurisdiction of either of the parties to the agreement;

3.2.2 develop and enforce rules and regulations and to set and collect user fees for the use of the facilities;

3.2.3 obtain financial reports on the operation of the facilities.

3.3.1 Joint-Use Agreements and all amendments thereto are subject to the prior approval of both the Board, and, the community group or municipality.

3.4 Procedures in the specific Joint-Use Agreement are applicable to each school.

References: *Board Policy: D//9 – Joint Use Agreements*



Board Memorandum

Date: March 13, 2019
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Policy Committee
Subject: New Policy 800 – Religious Education and Instruction

Background:

Attached for Trustee review is new Policy 800 – Religious Education and Instruction. This policy, submitted by Mr. David Steele, has been reviewed by the Policy Committee.

Also attached for Trustee information are the policies and board regulations which will be replaced by new policy 800:

Policy F/I/6 – Religious Instruction

Policy D/II/16 – Religious Theme/Content in School Activities

Board Regulations:

Administration 4 – Religious Theme/Content in School Activities

Education 1 – Religious Instruction

Also attached for Trustee reference is Administrative Practice Educational Services 20 – Religious Instruction/Exercises.

Recommendation:

That the Board of Trustees review Policy 800 – Religious Education and Instruction and forward to the Public Board Meeting.

Sincerely,

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

Attachments

COMMITTEE 9.17

1.0 POLICY

The Board believes that our schools have a role in helping children develop emotionally, intellectually, physically, morally and spiritually.

The Board believes in religious tolerance, the acknowledgement of religious diversity, the maintenance of inclusive environments in its schools, and the provision of appropriate opportunities for students to give expression to their religious beliefs.

The Board believes that while many school activities may be perceived to include incidental or indirect reference to religion or religious themes, these may provide valuable learning and cultural opportunities for students, serve to acknowledge the religious diversity that exists among students, and provide students with opportunity to express their personal beliefs, when done in an inclusive and non-discriminatory manner and **does not involve indoctrination. ~~non-indoctrinational manner.~~**

2.0 GUIDELINES

2.1 In accordance with the School Act, the Alberta Act, the School Ordinance of the Northwest Territories, the Constitution of Canada, and the Alberta Human Rights Act, the Board encourages the practice of providing opportunities for students to take part in religious instruction during the day, and may prescribe religious instruction to be offered to its students.

2.2 Offering religious instruction

2.2.1 The Principal shall annually:

2.2.1.1 inquire of parents/guardians as to whether or not they wish to have their child(ren) participate in a religious instruction course, and

References: *School Act: Sections 3, 50 (1) (a), (b), and (e), and 50 (2) (a) and (b)*
Alberta Act, 1905: Section 17
School Ordinance of the Northwest Territories, 1901: Sections 137 and 138
Constitution Act, 1867: Section 93
Alberta Human Rights Act Preamble

EFFECTIVE:

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REVIEW:

2.2.1.2 facilitate receipt of written approval for students whose parents/guardians wish them to participate in any religious instruction course.

2.2.1.3 In accordance with the School Act, the Alberta Act, the School Ordinance of the Northwest Territories, the Constitution of Canada and the Alberta Human Rights Act:

2.2.1.3.1 receive indication from any parents/guardians who do not wish to have their child(ren) participate in a religious instruction course, and

2.2.1.3.2 make provision to provide an alternate course of instruction for any student(s) whose parents/guardians do not wish them to participate in a religious instruction course.

2.2.2 Approval Process

2.2.2.1 Whenever parents/guardians request that religious instruction courses be made available at a school, the Principal shall advise the Superintendent, who will advise the Board of Trustees.

2.2.2.2 The Board of Trustees may, through the Superintendent, direct the Principal to determine the degree of parent/guardian interest around such request for religious instruction courses through surveys, meetings or any other appropriate means of gathering information, and establish a timeframe for such undertaking.

References: *School Act: Sections 3, 50 (1) (a), (b), and (e), and 50 (2) (a) and (b)*
Alberta Act, 1905: Section 17
School Ordinance of the Northwest Territories, 1901: Sections 137 and 138
Constitution Act, 1867: Section 93
Alberta Human Rights Act Preamble

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- 2.2.2.3 The Principal shall present information obtained, including the rationale for the request for religious instruction courses and the determined degree of parent/guardian interest in the request, to the Board and seek Board prescription of such courses.
- 2.2.2.4 The Board shall consider the rationale presented, including the tradition and culture of the school community, as well as the determined degree of parent/guardian interest and may prescribe the religious instruction courses to be included in the school's course offerings.
- 2.2.2.5 For schools where the Board prescribes religious instruction courses, the Principal shall typically present information regarding such courses as part of the school's instructional program plan for the coming school year. Such information shall include:
- 2.2.2.5.1 the grades or grade groupings for which religious instruction will be offered,
 - 2.2.2.5.2 the scheduling, as per legislation, of instruction per week,
 - 2.2.2.5.3 the process by which parents/guardians will indicate their approval or non-approval for their child(ren) to participate in a religious instruction course,
 - 2.2.2.5.4 the course of instruction to be offered to any student whose parents/guardians indicate that their child is not to participate in a religious instruction course, and

References: *School Act: Sections 3, 50 (1) (a), (b), and (e), and 50 (2) (a) and (b)*
Alberta Act, 1905: Section 17
School Ordinance of the Northwest Territories, 1901: Sections 137 and 138
Constitution Act, 1867: Section 93
Alberta Human Rights Act Preamble

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2.2.2.5.5 if any persons other than teachers are to provide the religious instruction to the students.

2.3 Alternative Programs

In accordance with The School Act the Board may establish an alternative program that emphasizes religion and includes:

2.3.1 courses of study

2.3.2 instructional materials, and

2.3.3 instruction or exercises that deal primarily and explicitly with religion.

2.4 Participation in Activities

2.4.1 The Board authorizes student participation in the following activities which may include incidental or indirect reference to religion or religious themes:

2.4.1.1 a moment of silence at a special event such as a Remembrance Day ceremony,

2.4.1.2 appropriate and inclusive ceremonial prayer at special events such as graduation exercises,

2.4.1.3 participation in extra-curricular activities such as religious clubs,

2.4.1.4 preparation for, and performance of, musical or dramatic selections with incidental religious themes or content, with the understanding that such selections shall not contain religious exercises such as prayers or

References: *School Act: Sections 3, 50 (1) (a), (b), and (e), and 50 (2) (a) and (b)*
Alberta Act, 1905: Section 17
School Ordinance of the Northwest Territories, 1901: Sections 137 and 138
Constitution Act, 1867: Section 93
Alberta Human Rights Act Preamble

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bible readings and where the preparation and performance of those selections takes place in an inclusive, non-discriminatory manner, and do not involve indoctrination, .non-indoctrinational manner,

2.4.1.5 concerts and activities in recognition of holidays with a religious basis, where such concerts and activities do not contain religious exercises such as prayers or bible readings and the concert or activity takes place in an inclusive, non-discriminatory manner and do not involve indoctrination, and non-indoctrinational manner.

2.4.1.6 activities of a religious nature associated with the study of other cultures, and activities as part of provincially authorized courses of study such as Religious Ethics 20, Religious Meanings 20, and World Religions 30 where sufficient student interest warrants the offering of such courses.

2.4.2 Parent Notification and Exemption Provisions

2.4.2.1 In accordance with The Alberta Human Rights Act, parents/guardians shall be provided notice where courses of study, educational programs or instructional materials, or instruction or exercises include subject matter that deals primarily and explicitly with religion.

2.4.2.2 Exemptions from Participation

Principals shall ensure that:

2.4.2.2.1 provision is made to accommodate the wishes of parents/guardians who make written request that their child(ren) be

References: *School Act: Sections 3, 50 (1) (a), (b), and (e), and 50 (2) (a) and (b)*
Alberta Act, 1905: Section 17
School Ordinance of the Northwest Territories, 1901: Sections 137 and 138
Constitution Act, 1867: Section 93
Alberta Human Rights Act Preamble

EFFECTIVE:

REVISED:

REVIEW:

exempted from participating in activities dealing primarily and explicitly with religious theme or content,

2.4.2.2.2 an appropriate alternate activity is provided for non-participants

2.4.2.2.3 depending on the parent request, the students are permitted to leave the classroom or place where the activity is taking place for the duration of the activity that includes the primary and explicit religious theme or content, or the students are permitted to remain in the classroom or place of activity without taking part in the activity, and

2.4.2.2.4 non-participants are treated discreetly and with respect at all times.

2.5 Wearing Faith-Based Symbols

Students may wear faith-based jewelry, objects or articles of clothing at school or during school sponsored activities, as long as these are worn discreetly, do not have a proselytizing message, and meet the requirements of the school's standards of dress and grooming.

References: *School Act: Sections 3, 50 (1) (a), (b), and (e), and 50 (2) (a) and (b)*
Alberta Act, 1905: Section 17
School Ordinance of the Northwest Territories, 1901: Sections 137 and 138
Constitution Act, 1867: Section 93
Alberta Human Rights Act Preamble



1.0 POLICY

- 1.1 The Board believes that our schools have a role in helping children develop emotionally, intellectually, physically, morally and spiritually.
- 1.2 The Board believes in religious tolerance, the acknowledgement of religious diversity, the maintenance of inclusive and respectful environments in its schools, and the provision of appropriate opportunities for students to give expression to their religious beliefs.
- 1.3 In accordance with the School Act, the Alberta Act, the School Ordinance of the Northwest Territories, the Constitution of Canada, and the Alberta Human Rights Act, the Board encourages the practice of providing opportunities for students to take part in religious instruction during the day, and may prescribe religious instruction to be offered to its students.
- 1.4 The Board may permit persons other than teachers to provide religious instruction to its students.

References: *Admin Practice(s): ES 20 – Religious Instruction/Exercises*
Board Regulation: Education 1 - Religious Instruction
School Act: Sections 3, 50 (1) (a), (b), and (e), and 50 (2) (a) and (b)
Alberta Act, 1905: Section 17
School Ordinance of the Northwest Territories, 1901: Sections 137 and 138
Constitution Act, 1867: Section 93
Alberta Human Rights Act Preamble



1.0 POLICY

- 1.1 The Board believes that our schools have a role in helping children develop emotionally, intellectually, physically, morally and spiritually.
- 1.2 The Board believes in religious tolerance, the acknowledgement of religious diversity, the maintenance of inclusive environments in its schools, and the provision of appropriate opportunities for students to give expression to their religious beliefs.
- 1.3 The Board believes that while many school activities may be perceived to include incidental or indirect reference to religion or religious themes, these may provide valuable learning and cultural opportunities for students, serve to acknowledge the religious diversity that exists among students, and provide students with opportunity to express their personal beliefs, when done in an inclusive, non-discriminatory and non-indoctrinational manner.

2.0 GUIDELINES

- 2.1 The Board supports the implementation of regulations that facilitate the operation of this policy.

References: Board Regulation: Administration 4 – Religious Theme/Content in School Activities
School Act: Sections 3 and 50 (1) (a) and (b), and 50 (2) (a) and (b)
Alberta Act, 1905: Section 17
School Ordinance of the Northwest Territories, 1901; Section 137 and 138
Constitution Act, 1867: Section 93
Alberta Human Rights Act, Sections 11.1(1) and (2)

**ADMINISTRATION 4 – Religious Theme/Content in School Activities**

Date: Nov. 23, 2011

Responsible Administrator: Superintendent

- 1.0** Board Regulation, Administration 4 – Religious Theme/Content in School Activities shall be administered in compliance with Policy D/II/19.
- 2.0** **PROCESS**
- 2.1** The Board authorizes student participation in the following activities which may include incidental or indirect reference to religion or religious themes.
- 2.1.1** a moment of silence at a special event such as a Remembrance Day ceremony,
 - 2.1.2** appropriate and inclusive ceremonial prayer at special events such as graduation exercises,
 - 2.1.3** participation in extra-curricular activities such as religious clubs,
 - 2.1.4** preparation for and performance of musical or dramatic selections with incidental religious themes or content, with the understanding that such selections shall not contain religious exercises such as prayers or bible readings and where the preparation and performance of those selections takes place in an inclusive, non-discriminatory and non-indoctrinational manner,
 - 2.1.5** concerts and activities in recognition of holidays with a religious basis, where such concerts and activities do not contain religious exercises such as prayers or bible readings and the concert or activity takes place in an inclusive, non-discriminatory and non-indoctrinational manner.
 - 2.1.6** activities of a religious nature associated with the study of other cultures, and
 - 2.1.7** activities as part of provincially authorized courses of study such as Religious Ethics 20, Religious Meanings 20, and World Religions 30 where sufficient student interest warrants the offering of such courses.
- 2.2** In accordance with The Alberta Human Rights Act, parents/guardians shall be provided notice where courses of study, educational programs or instructional materials, or instruction or exercises include subject matter that deals primarily and explicitly with religion.

References: Board Policy: D/II/16 – Religious Theme/Content in School Activities
School Act: Sections 3, 21, and 50 (1) (a) and (b), and 50 (2) (a) and (b)
Alberta Act, 1905: Section 17
School Ordinance of the Northwest Territories, 1901; Section 137 and 138
Constitution Act, 1867: Section 93
Alberta Human Rights Act, Sections 11.1(1) and (2)

**ADMINISTRATION 4 – Religious Theme/Content in School Activities**

Date: Nov. 23, 2011

Responsible Administrator: Superintendent

- 2.3 Principals shall ensure that:
- 2.3.1 provision is made to accommodate the wishes of parents/guardians who make written request that their child(ren) be exempted from participating in activities dealing primarily and explicitly with religious theme or content,
 - 2.3.2 an appropriate alternate activity is provided for non-participants the student(s) are permitted to leave the classroom or place where the activity is taking place for the duration of the activity that includes the primary and explicit religious theme or content, or
 - 2.3.3 the student(s) are permitted to remain in the classroom or place of activity without taking part in the activity, and
 - 2.3.4 non-participants are treated discreetly and with respect at all times.
- 2.4 Students may wear faith-based jewelry, objects or articles of clothing at school or during school sponsored activities, as long as these are worn discreetly, do not have a proselytizing message, and meet the requirements of the school's standards of dress and grooming.
- 2.5 In accordance with The School Act the Board may establish an alternative program that emphasizes religion and includes:
- 2.5.1 courses of study, instructional materials, and instruction or exercises that deal primarily and explicitly with religion, and
 - 2.5.2 student participation in activities that deal with explicit religious theme and/or content.

References: Board Policy: D/II/16 – Religious Theme/Content in School Activities
School Act: Sections 3, 21, and 50 (1) (a) and (b), and 50 (2) (a) and (b)
Alberta Act, 1905: Section 17
School Ordinance of the Northwest Territories, 1901; Section 137 and 138
Constitution Act, 1867: Section 93
Alberta Human Rights Act, Sections 11.1(1) and (2)

**EDUCATION 1 – Religious Instruction**

Date: Nov. 23, 2011

Revised: February 22, 2017

Responsible Administrator: Superintendent

- 1.0 Board Regulation, Education 1 – Religious Instruction shall be administered in compliance with Policy F/I/6.
- 2.0 **PROCESS**
- 2.1 Whenever parents/guardians request that religious instruction courses be made available at a school, the Principal shall advise the Superintendent, who will advise the Board of Trustees.
- 2.2 The Board of Trustees may, through the Superintendent, direct the Principal to determine the degree of parent/guardian interest around such request for religious instruction courses through surveys, meetings or any other appropriate means of gathering information, and establish a timeframe for such undertaking.
- 2.3 The Principal shall present information obtained, including the rationale for the request for religious instruction courses and the determined degree of parent/guardian interest in the request, to the Board and seek Board prescription of such courses.
- 2.4 The Board shall consider the rationale presented, including the tradition and culture of the school community, as well as the determined degree of parent/guardian interest and may prescribe the religious instruction courses to be included in the school's course offerings.
- 2.5 For schools where the Board prescribes religious instruction courses, the Principal shall typically present information regarding such courses as part of the school's instructional program plan for the coming school year. Such information shall include:
- 2.5.1 the grades or grade groupings for which religious instruction will be offered,
 - 2.5.2 the scheduling, as per legislation, of instruction per week,
 - 2.5.3 the process by which parents/guardians will indicate their approval or non-approval for their child(ren) to participate in a religious instruction course,
 - 2.5.4 the course of instruction to be offered to any student whose parents/guardians indicate that their child is not to participate in a religious instruction course, and

References: *Board Policy: F/I/6 – Religious Instruction*
School Act: Sections 3, 50 (1) (a), (b), and (e), and 50 (2) (a) and (b)
Alberta Act, 1905: Section 17
School Ordinance of the Northwest Territories, 1901; Sections 137 and 138
Constitution Act, 1867: Section 93
Alberta Human Rights Act Preamble

**EDUCATION 1 – Religious Instruction**

Date: Nov. 23, 2011

Revised: February 22, 2017

Responsible Administrator: Superintendent

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- 2.5.5 if any persons other than teachers are to provide the religious instruction to the students.
- 2.6 The Principal shall annually:
- 2.6.1 inquire of parents/guardians as to whether or not they wish to have their child(ren) participate in a religious instruction course, and
- 2.6.2 facilitate receipt of written approval for students whose parents/guardians wish them to participate in any religious instruction course.
- 2.7 In accordance with the School Act, the Alberta Act, the School Ordinance of the Northwest Territories, the Constitution of Canada and the Alberta Human Rights Act, the Principal shall also annually:
- 2.7.1 receive indication from any parents/guardians who do not wish to have their child(ren) participate in a religious instruction course, and
- 2.7.2 make provision to provide an alternate course of instruction for any student(s) whose parents/guardians do not wish them to participate in a religious instruction course.

References: *Board Policy: F/1/6 – Religious Instruction*
School Act: Sections 3, 50 (1) (a), (b), and (e), and 50 (2) (a) and (b)
Alberta Act, 1905: Section 17
School Ordinance of the Northwest Territories, 1901; Sections 137 and 138
Constitution Act, 1867: Section 93
Alberta Human Rights Act Preamble



EDUCATIONAL SERVICES 20 – Religious Instruction/Exercises

Date: Mar. 23, 2011

Revised: January 16, 2017

Responsible Administrator: Superintendent

1.0 RATIONALE

The Board encourages and supports the moral and spiritual development of the children in its schools along with their emotional, intellectual, and physical development.

2.0 PROCESS

The Superintendent will be responsible for maintaining this Administrative Practice and its operation.

3.0 GUIDELINES

- 3.1 Whenever a number of parents request that the school be opened by the recitation of the Lord's Prayer, the Principal shall undertake to obtain a consensus of parent opinion around such request through surveys, meetings or any other appropriate means of gathering information.
- 3.2 If the Principal determines that a majority of parents support a request for the Lord's Prayer to be part of the school day opening exercises, he/she will inform the Board of the school's intention to implement such practice.
- 3.3 As per the School Act, the Principal shall make provision to exclude any student(s) from participation in the school opening religious exercise.
- 3.4 Whenever a number of parents request that either Protestant or Roman Catholic religious instruction courses be offered at a school, the Principal shall undertake to determine through surveys, public meetings or any other appropriate means of obtaining information, if there is a sufficient number of parents desiring such instruction during the school day.
- 3.5 The Principal shall present information regarding parental numbers and subsequent recommendations and intentions as to religious course offerings as part of the school's instructional program plan for the coming school year. Such information shall include:
 - 3.5.1 the grade(s) to which religious instruction courses shall be offered,
 - 3.5.2 the number of minutes of instruction per week, and
 - 3.5.3 the course(s) of instruction to be offered to any students whose parents indicate in writing that their child is not to participate in religious instruction.
- 3.6 Upon receiving a Principal's plan for offering of religious instruction courses in a school, Senior Administration shall prepare a recommendation to the Board of Trustees for authorization of the courses.

References: *Board Policy: F//6 Religious Instruction/Exercises*
Board Regulation: Education 1 - Religious Instruction
School Act: Sections 3, 50 (1) (a), (b), and (e), and 50 (2) (a) and (b)
Alberta Act, 1905: Section 17
School Ordinance of the Northwest Territories, 1901: Sections 137 and 138
Constitution Act, 1867: Section 93
Alberta Human Rights Act Preamble



Board Memorandum

Date: March 13, 2019
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Policy Committee
Subject: New Policy 805 – Home Education

Background:

Attached for Trustee review is new Policy 805 – Home Education. This policy, submitted by Mr. David Steele, has been reviewed by the Policy Committee.

Attached for Trustee information is policy G/II/6 – Home Education which will be replaced by new policy 805.

Also attached for Trustee reference is Administrative Practice Student Services 2 – Home Education.

Recommendation:

That the Board of Trustees review Policy 805 – Home Education and forward to the Public Board Meeting.

Sincerely,

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

Attachments

COMMITTEE 9.18

1.0 POLICY

The Board recognizes that parents/guardians have a right and responsibility to make decisions regarding the education of their children.

The Board recognizes and affirms the right of resident parents/guardians to provide a home education program for their child within the parameters of provincial policy, regulation and procedures.

The Board recognizes that it has a responsibility to ensure that the student has access to an education program according to Section 29 of the School Act.

2.0 GUIDELINES

- 2.1 Special circumstances may warrant consideration and approval being granted for a resident student of Sturgeon Public School Division to be excused from school attendance providing that the necessary steps or actions have been discharged certifying that the student is under effective instruction at home or elsewhere.
- 2.2 The provision of home education services shall be approved and monitored through the Deputy Superintendent, Education Services or designate.
- 2.3 In recognizing any parental request for home education, the Deputy Superintendent, Education Services shall ensure that the educational welfare of the student is maintained in accordance with the School Act and Alberta Regulations.
- 2.4 In recognizing any parental request for home education, the Deputy Superintendent, Education Services shall ensure that the legal commitment by the parents to the educational welfare of the student is understood and executed.

References: School Act: Section 29
Home Education Regulation 145/2006

2.5 Applications

2.5.1 Applications for home education shall be completed by the parent in accordance with Alberta Regulation Home Education 145/2006, with amendments up to and including Alberta Regulation 28/2018

2.5.2 Applications for home education shall, if possible, be filed on or prior to the commencement of the school academic year.

2.6 Monitoring

2.6.1 One to four visitations shall be carried out under the supervision of the Deputy Superintendent, Education Services or designate.

2.6.2 To include two assessments per year for each student.

2.6.3 Official student records to be kept by the student's resident school.

2.7 Use of School

Neighborhood school facilities will be accessible when appropriate supervision is available.

2.8 Funding

2.8.1 The Division will provide to parents/guardians of home education students an amount equal to 50% of the Alberta Education Home Education grants received subject to the following conditions:

2.8.1.1 The home education student must have been enrolled with the Division by September 30th of the school year.

References: School Act: Section 29
Home Education Regulation 145/2006

EFFECTIVE:

REVISED:

REVIEW:

2.8.1.2 The funds are for the purchase of learning resources and directly related to educational material.

2.8.1.3 The parent/guardian must provide receipts for such materials.

2.8.2 The Division may pay Alberta Distance Learning Centre fees on behalf of parents/guardians of home education students enrolled with the Division by September 30th of the school year, and such payments will be considered part of the 50% payment.

2.9 Non-compliance

2.9.1 Should parents/guardians and/or students not comply with requirements of the School Act and Regulations and Board policy relative to home education:

2.9.2 Parents/guardians will be notified and asked to meet requirements.

2.9.3 A further meeting to resolve the issue shall be called

2.9.4 Parents/guardians will be given sufficient time to comply.

2.9.5 If parents/guardians refuse to comply, a report will be filed with the Attendance Board for non-attendance.

References: School Act: Section 29
Home Education Regulation 145/2006



1.0 POLICY

- 1.1 The Board recognizes that parents/guardians have a right and responsibility to make decisions regarding the education of their children.
- 1.2 The Board recognizes and affirms the right of resident parents/guardians to provide a home education program for their child within the parameters of provincial policy, regulation and procedures.
- 1.3 The Board recognizes that it has a responsibility to ensure that the student has access to an education program according to Section 29 of the School Act.

References:	Board Policy:	G/II/1 – Alternate Learning Opportunities
	Admin Practice(s):	SS 2 – Home Education SS 3 – Homebound Students
	School Act:	Section 29

**STUDENT SERVICES 2 – Home Education**

Date: June 30, 2004

Revised Date: January 9, 2017

Responsible Administrator:
Associate Superintendent, Education Services**1.0 RATIONALE**

Special circumstances may warrant consideration and approval being granted for a resident student of Sturgeon School Division to be excused from school attendance providing that the necessary steps or actions have been discharged certifying that the student is under effective instruction at home or elsewhere.

2.0 PROCESS

The Superintendent or designate shall be responsible for administering this Administrative Practice.

3.0 GUIDELINES

- 3.1 The provision of home education services shall be approved and monitored through the Associate Superintendent, Education Services or designate.
- 3.2 In recognizing any parental request for home education, the Associate Superintendent, Education Services shall ensure that the educational welfare of the student is maintained in accordance with the School Act and Alberta Regulations.
- 3.3 In recognizing any parental request for home education, the Associate Superintendent, Education Services shall ensure that the legal commitment by the parents to the educational welfare of the student is understood and executed.
- 3.4 The Division will provide to parents of home education students an amount equal to 50% of the Alberta Education Home Education grants received subject to the following conditions:
 - 3.4.1 The funds are for the purchase of learning resources and directly related to educational material.
 - 3.4.2 The parent must provide receipts for such materials.
 - 3.4.3 The home education student must have been enrolled with the Division by September 30th of the school year.

References: Board Policy: G//1 – Alternate Learning Opportunities
G//6 – Home Education
School Act: Section 29



STUDENT SERVICES 2 – Home Education

Date: June 30, 2004

Revised Date: January 9, 2017

Responsible Administrator:
Associate Superintendent, Education Services

-
- 3.5 The Division may pay Alberta Distance Learning Centre fees on behalf of parents of home education students enrolled with the Division by September 30th of the school year, and such payments will be considered part of the 50% payment as per Guidelines 3.4.
- 3.6 Applications for home education shall be completed by the parent in accordance with Alberta Regulation Home Education 145/2006.
- 3.7 Applications for home education shall, if possible, be filed on or prior to the commencement of the school academic year.
- 3.8 One to four visitations shall be carried out under the supervision of the Director, Curriculum and Instruction or designate.
- 3.8.1 To include two assessments per year for each student.
- 3.8.2 Official student records to be kept by the student's resident school.
- 3.8.3 Neighborhood school facilities will be accessible when appropriate supervision is available.
- 3.9 Should parents and/or students not comply with requirements of the School Act and Regulations and Board policy relative to home education:
- 3.9.1 Parents will be notified and asked to meet requirements.
- 3.9.2 A further meeting to resolve the issue shall be called.
- 3.9.3 Parents will be given sufficient time to comply.
- 3.9.4 If parents refuse to comply, a report will be filed with the Attendance Board for non-attendance.

References: Board Policy: G//1 – Alternate Learning Opportunities
G//6 – Home Education
School Act: Section 29



Board Memorandum

Date: March 13, 2019
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Policy Committee
Subject: New Policy 900 – Student Conduct and Discipline

Background:

Attached for Trustee review is new Policy 900 – Student Conduct and Discipline. This policy, submitted by Mr. David Steele, has been reviewed by the Policy Committee.

Also attached for Trustee information are the policies and board regulations which will be replaced by new policy 900:

- Policy F/IV/1 – School Attendance Policy
- Policy F/IV/2 – Illicit, Prohibited and Restricted Substances
- Policy F/IV/3 – Student Suspensions and Expulsions
- Policy F/IV/4 – Student Conduct

Board Regulation:
Education 2 – Student Suspensions and Expulsions

Also attached for Trustee reference is Administrative Practice Student Services 8 – Student Conduct.

Recommendation:

That the Board of Trustees review Policy 900 – Student Conduct and Discipline and forward to the Public Board Meeting.

Sincerely,

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

Attachments

COMMITTEE 9.19

1.0 POLICY

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

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

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

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

2.0 DEFINITIONS

- 2.1 Bullying: Repeated and hostile or demeaning behavior by an individual in the school community where the behavior is intended to cause harm, fear or distress to one or more individuals in the school community, including psychological harm or harm to an individual's reputation.
- 2.2 Diversity: The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sexual orientation, and socio-economic status.

References: Policy 115 Sexual Orientation, Gender Identity, and Gender Expression
Policy 120 Harassment Policy
Policy 230 Board Committees and Appointed Representation
School Act: Sections 12, 18, 20, 24, 25
Bill 24: An Act to Support Gay Straight Alliances
Alberta Human Rights Act
Vision, Mission and Values Statement

EFFECTIVE:

REVISED:

REVIEW:

2.3 Discrimination is an action or a decision that treats a person or a group badly for reasons such as their race, age or disability. The Human Rights Act lists as grounds for which discrimination is prohibited: national or ethnic origin, colour, religion, age, sex, sexual orientation, gender identity or expression, marital status, family status, genetic characteristics, disability and conviction for an offence for which a pardon has been granted or in respect of which a record suspension has been ordered.

2.4 Harassment: Harassment is a form of discrimination. It includes any unwanted physical or verbal behavior that offends or humiliates you. Generally, harassment is a behavior that persists over time. Serious one-time incidents can also sometimes be considered harassment.

2.5 Illicit: all prohibited substances, which include but are not limited to, illegal drugs as defined in the Controlled Drugs and Substances Act. Examples include: Methamphetamines, Cocaine, Ecstasy and Heroin.

2.6 Restricted/Prohibited: controlled legal substances which have parameters for legal use under the Controlled Drugs and Substances Act. Examples include, but are not limited to, Tylenol 3, Benzodiazepines, Barbiturates and Cannabis.

3.0 GUIDELINES

3.1 Each school shall develop a code of student conduct to be reviewed annually by the Superintendent or designate.

3.1.1 Principals will review the Code of Student Conduct with School Council annually.

3.2 The Board believes that students must comply with school rules set out in the school's code of student conduct.

References: Policy 115 Sexual Orientation, Gender Identity, and Gender Expression
 Policy 120 Harassment Policy
 Policy 230 Board Committees and Appointed Representation
School Act: Sections 12, 18, 20, 24, 25
Bill 24: An Act to Support Gay Straight Alliances
Alberta Human Rights Act
Vision, Mission and Values Statement

EFFECTIVE:

REVISED:

REVIEW:

3.3 The Board prohibits bullying, harassing, discriminatory, and violent behaviors and expects allegations of such behavior to be investigated in a timely and respectful manner.

3.4 Attendance

3.4.1 The Board believes that regular attendance is a significant contributing factor to student learning and therefore that students enrolled in school should attend on a regular basis.

3.4.2 The Board believes that, although student attendance is primarily the responsibility of the student and the parent/guardian, the school has a responsibility to encourage student attendance.

3.5 Illicit, Prohibited and Restricted Substances

3.5.1 The possession, distribution and/or use of illicit, prohibited and restricted substances are forbidden.

3.5.2 The Board believes that the Division, in co-operation with families, community and law enforcement agencies, has a responsibility to:

3.5.2.1 Educate students regarding illicit, prohibited and restricted substance abuse.

3.5.2.2 Ensure that students who are under the influence of illicit, prohibited or restricted substances or possess drug paraphernalia while under school supervision receive appropriate consequences, which may include recommendation for expulsion.

References: Policy 115 Sexual Orientation, Gender Identity, and Gender Expression
 Policy 120 Harassment Policy
 Policy 230 Board Committees and Appointed Representation
School Act: Sections 12, 18, 20, 24, 25
Bill 24: An Act to Support Gay Straight Alliances
Alberta Human Rights Act
Vision, Mission and Values Statement



EFFECTIVE:

REVISED:

REVIEW:

- 3.5.2.3 Ensure that students who possess illicit, prohibited or restricted substances and/or distribute illicit, prohibited or restricted substances while under school supervision are recommended for an expulsion.
- 3.5.3 Principals shall take disciplinary action with a student found at school or at a school sanctioned activity, who has consumed, is under the influence of, is in possession of, or is distributing illicit, prohibited or restricted substances.
- 3.6 Students will be held responsible and accountable to Sturgeon Public School Division and its agents for their behavior and conduct beyond the hours of school operation, if that behavior or conduct has a connection back to the school and demonstrated detrimental impact on the welfare of individual students.
- 3.7 Suspension/Expulsion
- 3.7.1 The Board believes the suspension or expulsion of a student is to be invoked when other measures have proven to be ineffective or when the seriousness of the offense warrants such action.
- 3.7.2 The Board believes an impartial Student Discipline Committee of the Board should be delegated the responsibility for conducting meetings and either expelling or reinstating students as provided for in the School Act.
- 3.7.3 In the event that expulsion becomes necessary, the Board reserves the right to make rules respecting the conditions under which an expelled student may be reenrolled.
- 3.7.4 Discipline Hearing Process - See Policy 230 - Board Committees and Appointed Representation, Appendix C - Student Discipline Committee.

References: Policy 115 Sexual Orientation, Gender Identity, and Gender Expression
Policy 120 Harassment Policy
Policy 230 Board Committees and Appointed Representation
School Act: Sections 12, 18, 20, 24, 25
Bill 24: An Act to Support Gay Straight Alliances
Alberta Human Rights Act
Vision, Mission and Values Statement



1.0 POLICY

- 1.1 The Board believes that students enrolled in school should attend on a regular basis.
- 1.2 The Board believes that regular attendance is a significant contributing factor to student learning.
- 1.3 The Board believes that, although student attendance is primarily the responsibility of the student and the parent/guardian, the school has a responsibility to encourage student attendance.

References: *Admin Practice(s): ES 16 - Student Attendance at School*
School Act: Sections 12(b), 13, 14, 15, 60(3)(b), 126-130



F/IV/2 – Illicit, Prohibited and Restricted Substances

F/IV/2

EFFECTIVE: June 27, 2012

REVISED: October 24, 2018

REVIEW: 2024-2025

1.0 POLICY

- 1.1 The possession, distribution and/or use of illicit, prohibited and restricted substances is forbidden.
- 1.2 The Board believes that the Division, in co-operation with families, community and law enforcement agencies, has a responsibility to:
 - 1.2.1 Educate students regarding illicit, prohibited and restricted substance abuse.
 - 1.2.2 Ensure that students who are under the influence of illicit, prohibited or restricted substances or possess drug paraphernalia while under school supervision receive appropriate consequences, which may include recommendation for expulsion.
 - 1.2.3 Ensure that students who possess illicit, prohibited or restricted substances and/or distribute illicit, prohibited or restricted substances while under school supervision are recommended for an expulsion.

2.0 GUIDELINES

- 2.1 Further to Policy F/IV/4 – Student Conduct, Principals shall take disciplinary action with a student found at school or at a school sanctioned activity, who has consumed, is under the influence of, is in possession of, or is distributing illicit, prohibited or restricted substances.
- 2.2 Students will be held responsible and accountable to Sturgeon School Division and its agents for their behaviour and conduct beyond the hours of school operation, if that behaviour or conduct has a connection back to the school and demonstrated detrimental impact on the welfare of individual students.

Illicit: all prohibited substances, which include but are not limited to, illegal drugs as defined in the Controlled Drugs and Substances Act. Examples include: Methamphetamines, Cocaine, Ecstasy and Heroin.

Restricted/Prohibited:

controlled legal substances which have parameters for legal use under the Controlled Drugs and Substances Act. Examples include, but are not limited to, Tylenol 3, Benzodiazepines, Barbiturates and Cannabis.

References:	Policy: B//3 – Committees of the Board (B//3b Discipline Committee)
	Policy F/IV/3 – Student Suspensions and Expulsions
	Policy F/IV/4 – Student Conduct
	Board Regulation: Education 2 – Student Suspensions and Expulsions
	Admin Practice(s): Student Services 8
	School Act: Sections 24 and 25
	Controlled Drugs and Substances Act



1.0 POLICY

- 1.1 The Board believes that respectful and responsible behaviour by students is essential to maintaining welcoming, caring, respectful and safe learning environments.
- 1.2 The Board believes the suspension or expulsion of a student is to be invoked when other measures have proven to be ineffective or when the seriousness of the offense warrants such action.
- 1.3 The Board believes an impartial Student Discipline Committee of the Board should be delegated the responsibility for conducting meetings and either expelling or reinstating students as provided for in the School Act.
 - 1.3.1 In the event that expulsion becomes necessary, the Board reserves the right to make rules respecting the conditions under which an expelled student may be re-enrolled.

References:	Board Policy(s):	B/II/3 - Committees of the Board (B/II/3b Discipline Committee) D/III/1 - Equity, Diversity, Inclusion and Human Rights F/IV/2 - Illicit, Prohibited and Restricted Substances F/IV/4 - Student Conduct
	Board Regulation:	Education 2 – Student Suspensions and Expulsions
	Admin Practice(s):	Student Services 8 – Student Conduct
	School Act:	Sections 24 and 25



1.0 POLICY

- 1.1 The Board believes that to maintain a welcoming, caring, respectful and safe learning and working environment, students must attend school regularly, be punctual, diligent in their studies, and be respectful and considerate to everyone in the school community.
- 1.2 The Board believes that each student and staff member has the right to learn and work in an environment that promotes: equity, diversity, inclusion and human rights.
- 1.3 The Board believes that students must comply with school rules set out in the school’s code of student conduct.
- 1.4 The Board believes that parents and guardians are partners in education and shall ensure that their conduct contributes to a welcoming, caring, respectful and safe working and learning environment.
- 1.5 The Board prohibits bullying, harassing, discriminatory, and violent behaviors and expects allegations of such behavior to be investigated in a timely and respectful manner.
- 1.6 Policy F/IV/4 shall be reviewed by the Board of Trustees on an annual basis and shall be publically available on Sturgeon Public School Division’s web site.

Bullying: Repeated and hostile or demeaning behavior by an individual in the school community where the behavior is intended to cause harm, fear or distress to one or more individuals in the school community, including psychological harm or harm to an individual’s reputation.

Diversity: The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sexual orientation, and socio-economic status.

References: Policy F/IV/1 - School Attendance Policy
Policy F/IV/2 - Illicit, Prohibited and Restricted Sustances
Policy F/IV/3 - Student Suspensions and Expulsions
Policy D/III/1 - Equity, Diversity, Inclusion and Human Rights
Policy D/III/2 - Sexual Orientation, Gender Identity and Gender Expression
Board Regulation: Education 2 – Student Suspensions and Expulsions
Admin Practice(s): SS 8 - Student Conduct
School Act: Sections 12, 18, 20, 24, 25
Bill 24: An Act to Support Gay Straight Alliances
Alberta Human Rights Act
Vision, Mission and Values Statement



Equity: A condition or state of fair, inclusive, and respectful treatment of all people. Equity means treating people in ways that take individual differences into consideration.

Inclusion: is based on the principles of acceptance and welcoming of all students. Students see themselves reflected in their studies, their physical surroundings, and the broader environment, in which all individuals are honoured and diversity is respected.

References: Policy F/IV/1 - School Attendance Policy
Policy F/IV/2 - Illicit, Prohibited and Restricted Sustances
Policy F/IV/3 - Student Suspensions and Expulsions
Policy D/III/1 - Equity, Diversity, Inclusion and Human Rights
Policy D/III/2 - Sexual Orientation, Gender Identity and Gender Expression
Board Regulation: Education 2 – Student Suspensions and Expulsions
Admin Practice(s): SS 8 - Student Conduct
School Act: Sections 12, 18, 20, 24, 25
Bill 24: An Act to Support Gay Straight Alliances
Alberta Human Rights Act
Vision, Mission and Values Statement



EDUCATION 2 – Student Suspensions and Expulsions

Date: June 27, 2011 Reviewed: Oct. 10, 2012 Responsible Administrator: Superintendent

1.0 Board Regulation, Education 2 – Student Suspensions and Expulsions shall be administered in compliance with Policy F/IV/2, F/IV/3 and F/IV/4.

2.0 PROCESS

2.1 The trustee representing the area in which the student resides shall not be a member of the Student Discipline Committee but may attend the meeting as an observer.

2.2 Meeting formality is established and maintained by the Committee appointed Chair. Due to the sensitive nature of Discipline Committee meetings, strict adherence to defined responsibilities is to be observed by all participants.

2.2.1 The responsibility of the Committee is to determine whether or not to support the principal’s recommendation to expel.

2.2.2 In order to facilitate the decision-making process, trustee committee members must hear the facts.

2.2.3 Through the Chair, trustee committee members may request from the principal or designate and the student, parent and/or advocate, clarification of the facts without expressing opinion or decision.

2.2.4 The Discipline Committee shall not discuss the student expulsion request prior to the meeting at which the student’s case is heard.

2.2.5 During the Discipline Committee Meeting, the Discipline Committee should not hold any discussions with the administration on the merits of the administration’s recommendation.

2.2.6 Any information verbally provided to the Discipline Committee by administration shall be done in the presence of the student prior to the student having any opportunity to respond.

2.2.7 When the Discipline Committee requires additional information prior to making a decision, the Discipline Committee Meeting should be adjourned and a new date set within the parameters of the School Act for continuation of the meeting. Any

References:	Board Policy: B/1/3 – Committees of the Board (B/1/3b Discipline Committee) F/IV/2 – Restricted and Illicit Drugs F/IV/3 – Student Suspensions and Expulsions F/IV/4 – Student Conduct Admin Practice: Student Services 8 – Student Conduct School Act: Sections 24 and 25
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EDUCATION 2 – Student Suspensions and Expulsions

Date: June 27, 2011 Reviewed: Oct. 10, 2012 Responsible Administrator: Superintendent

additional information should be provided to the Discipline Committee in the presence of the student and the principal.

- 2.2.8 The principal and the student may each be allowed the opportunity to make a closing statement at the conclusion of the meeting.
- 2.2.9 Following the conclusion of questioning by the Committee, the student, principal, recording secretary, and all others present, shall depart and the Discipline Committee will debate the recommendation and make their decision in private session.
- 2.2.10 In the event that the Discipline Committee during its private deliberations requires additional information, both the principal and the student should be recalled and any further questions should be asked in the presence of both the principal and the student.
- 2.2.11 The Discipline Committee shall recall the recording secretary to record a draft of their decision.
- 2.2.12 Subsequent to the Discipline Committee's impartial private deliberations, all parties will be recalled and the final decision shall be announced in the presence of both the principal and the student. The decision should include a reference to the recommendation for expulsion and the reasons for the decision. The Committee has the discretion to alter the terms of the expulsion.
- 2.2.13 The Committee shall render its decision for reinstatement or expulsion within the time limitations set out in the School Act and shall promptly inform, in writing, the parents of the student, the student who is 16 years of age or older, and the principal accordingly and shall advise the parents of their right of appeal to the Minister of Alberta Education.

2.3 In order to facilitate a comprehensive review of a recommendation for expulsion, the Board requires all relevant and available information to be presented with the principal's recommendation. Supporting documentation may include but is not limited to:

2.3.1 Current course enrollment.

References:	Board Policy:	B/I/3 – Committees of the Board (B/I/3b Discipline Committee) F/IV/2 – Restricted and Illicit Drugs F/IV/3 – Student Suspensions and Expulsions F/IV/4 – Student Conduct
	Admin Practice:	Student Services 8 – Student Conduct
	School Act:	Sections 24 and 25



EDUCATION 2 – Student Suspensions and Expulsions

Date: June 27, 2011

Reviewed: Oct. 10, 2012

Responsible Administrator: Superintendent

- 2.3.2 Recent report card.
- 2.3.3 Attendance record for the school year to date.
- 2.3.4 Discipline records for the school year to date as well as any other relevant discipline records.
- 2.3.5 Most recent School Conduct Policy,
- 2.3.6 Individual Program Plan (IPP) and/or cumulative file review report indicating background information and any special needs.
- 2.3.7 Intervention check list with summary of interventions implemented to date.

Rescinded January 30, 2019

References:	Board Policy:	B/I/3 – Committees of the Board (B/I/3b Discipline Committee) F/IV/2 – Restricted and Illicit Drugs F/IV/3 – Student Suspensions and Expulsions F/IV/4 – Student Conduct
	Admin Practice:	Student Services 8 – Student Conduct
	School Act:	Sections 24 and 25



STUDENT SERVICES 8 – Student Conduct

Date: Jan. 12, 2010

Revised: June 13, 2018

Responsible Administrator:
Associate Superintendent Education Services

1.0 RATIONALE

- The Board recognizes its responsibility to maintain a welcoming, caring, respectful and safe learning and working environment in the schools.

2.0 PROCESS

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

3.0 GUIDELINES

- 3.1 Principals shall develop a written School Code of Student Conduct consistent with Board Policies F/IV/4 Student Conduct and F/IV/2 Illicit, Prohibited and Restricted Substances and in consultation with students, parents/guardians, the school council and staff.
- 3.2 Principals shall make copies of the School Code of Student Conduct available to students, parents/guardians and staff, on the school's website and in print if requested.
- 3.3 Schools shall review the School Code of Student Conduct with students at regular intervals.
- 3.4 A school code of student conduct shall include:
 - 3.4.1 expectations for student behavior;
 - 3.4.2 a range of specific corrective measures that will be taken when students are found responsible for unacceptable behaviour;
 - 3.4.3 provisions regarding safety and security offenses;
 - 3.4.4 any other matter which the principal deems necessary.

References: *Policy: B/I/3 – Committees of the Board (B/I/3b Discipline Committee)*
Policy F/IV/2 – Illicit, Prohibited and Restricted Substances
Policy F/IV/3 – Student Suspensions and Expulsions
Policy F/IV/4 – Student Conduct
Board Regulation: Education 2 – Student Suspensions and Expulsions
School Act: Sections 12, 18, 20, 24, 25
Bill 24: An Act to Support Gay Straight Alliances
Freedom of Information and Protection of Privacy Act
Alberta Human Rights Act
Vision, Mission and Values Statement



STUDENT SERVICES 8 – Student Conduct

Date: Jan. 12, 2010

Revised: June 13, 2018

Responsible Administrator:
Associate Superintendent Education Services

- 3.5 Students will be held responsible and accountable to Sturgeon Public School Division and its agents for unacceptable behaviour whether or not it occurs within the school building, during the school day or by electronic means.
- 3.5.1 Beyond school hours students will be held responsible for unacceptable behaviour if that behaviour has a connection back to the school and has a demonstrated detrimental impact on the welfare of other students or staff.
- 3.6 Students and their parents/guardians, when applicable, are accountable for:
- 3.6.1 school attendance and punctuality;
- 3.6.2 student work habits including completion of assignments and homework;
- 3.6.3 proper use of textbooks, equipment, and property of theirs, others and the school;
- 3.6.4 treating others with dignity and respect;
- 3.6.5 full cooperation with school authority and personnel authorized to provide educational programs and other services throughout the school day and during all school sponsored activities and beyond the hours of school operation if that behavior or conduct has a connection back to the school and a demonstrated detrimental impact on the welfare of individual students.
- 3.7 Consequences including intervention, suspension and/or recommendation for expulsion, from school or bus, depending on individual circumstances, may be imposed when a student fails to meet the expectations for student conduct articulated in the School Code of Conduct and/or *School Act* (Suspensions 24: 1(a) or (b)). Some examples of unacceptable behaviours include but are not limited to:
- 3.7.1 conduct which verbally, physically or emotionally threatens the safety of students or staff;

References: *Policy: B/I/3 – Committees of the Board (B/I/3b Discipline Committee)*
Policy F/IV/2 – Illicit, Prohibited and Restricted Substances
Policy F/IV/3 – Student Suspensions and Expulsions
Policy F/IV/4 – Student Conduct
Board Regulation: Education 2 – Student Suspensions and Expulsions
School Act: Sections 12, 18, 20, 24, 25
Bill 24: An Act to Support Gay Straight Alliances
Freedom of Information and Protection of Privacy Act
Alberta Human Rights Act
Vision, Mission and Values Statement



STUDENT SERVICES 8 – Student Conduct

Date: Jan. 12, 2010

Revised: June 13, 2018

Responsible Administrator:
Associate Superintendent Education Services

-
- 3.7.2 conduct which demonstrates disrespect for ethnic, racial, religious and sexual diversity
 - 3.7.3 possession of a weapon, or anything used, or intended for use in causing injury to any person, or for the purposes of threatening or intimidating any person;
 - 3.7.4 assault;
 - 3.7.5 possession, distribution and/or use of illicit, prohibited or restricted substances in school or on school property;
 - 3.7.6 willful damage to school or other's property;
 - 3.7.7 discrimination or harassment;
 - 3.7.8 participating in or contributing to cyber bullying;
 - 3.7.9 participating in, or contributing to froshing or hazing activities;
 - 3.7.10 extortion;
 - 3.7.11 disruptive behaviour, willful disobedience or defiance of authority;
 - 3.7.12 interference with the orderly conduct of classes and school activities;
 - 3.7.13 tampering with items such as fire alarms, or safety equipment;
 - 3.7.14 criminal activity;
 - 3.7.15 bystander encouragement or involve

References: *Policy: B/I/3 – Committees of the Board (B/I/3b Discipline Committee)*
Policy F/IV/2 – Illicit, Prohibited and Restricted Substances
Policy F/IV/3 – Student Suspensions and Expulsions
Policy F/IV/4 – Student Conduct
Board Regulation: Education 2 – Student Suspensions and Expulsions
School Act: Sections 12, 18, 20, 24, 25
Bill 24: An Act to Support Gay Straight Alliances
Freedom of Information and Protection of Privacy Act
Alberta Human Rights Act
Vision, Mission and Values Statement



STUDENT SERVICES 8 – Student Conduct

Date: Jan. 12, 2010

Revised: June 13, 2018

Responsible Administrator:
Associate Superintendent Education Services

-
- 3.8 When disciplining a student, a teacher or principal will consider:
- 3.8.1 whether the student has failed to comply with the *School Act*, Division Code of Conduct or with the School Code of Student Conduct;
 - 3.8.2 the effect of the student's behaviour upon other students, the staff, the school and the community;
 - 3.8.3 the nature of the action or incident that calls for disciplinary measures;
 - 3.8.4 informing and/or consulting with the student's parents/guardians when it is warranted;
 - 3.8.5 the student's previous conduct;
 - 3.8.6 the student's unique circumstances (age, maturity, extenuating circumstances);
 - 3.8.7 the impact of proposed action on the student's future behaviour;
 - 3.8.8 any other information the teacher or principal considers appropriate or relevant;
 - 3.8.9 whether the student's conduct is injurious to the physical or mental well being of others in the school.
- 3.9 Dependent on the resources that are available, the principal shall arrange for support, if needed, for students who may be impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour.
- 3.10 Each teacher or principal will ensure that appropriate documentation procedures are employed to record disciplinary actions.
- 3.11 As per Section 20 (f) of the School Act, the principal or designate has the responsibility for and the authority to establish and maintain appropriate procedures conducive to an acceptable standard of student discipline.

References: *Policy: B/I/3 – Committees of the Board (B/I/3b Discipline Committee)*
Policy F/IV/2 – Illicit, Prohibited and Restricted Substances
Policy F/IV/3 – Student Suspensions and Expulsions
Policy F/IV/4 – Student Conduct
Board Regulation: Education 2 – Student Suspensions and Expulsions
School Act: Sections 12, 18, 20, 24, 25
Bill 24: An Act to Support Gay Straight Alliances
Freedom of Information and Protection of Privacy Act
Alberta Human Rights Act
Vision, Mission and Values Statement



Board Memorandum

Date: March 13, 2019
To: Board of Trustees
From: Transportation Committee
Originator(s): Ruth Kuik, Deputy Superintendent, Education Services
Subject: Four Winds Public School/Morinville Public School Bell Times

Background:

At the February 25th, 2019 meeting of the Transportation Committee, administration brought forward a recommendation for the following beginning and dismissal times for Four Winds Public School and Morinville Public School beginning in school year 2019/20.

Four Winds Public School: 7:55 am – 2:45 pm

Morinville Public School: 8:15 am – 3:05 pm

The recommendation was based on the following information:

1. Research from McGill University supports a later start time for students in middle and high school. (2016, School Start Time and Sleep in Canadian Adolescents). A later start time was defined as closer to 9:30 a.m.
2. With an earlier dismissal time at Four Winds, less academic time would be missed if students were involved in sporting events after school.
3. In consulting with Four Winds Public School Council, an earlier start time is preferred so siblings can support child care after school.

COMMITTEE 9-20

4. Two schools within the community start their school day at 8:10 a.m.
5. The Town of Morinville Youth Program begins at 3:00 p.m. This program caters to students in Grades 3 – 5.

Recommendation:

That the Board of Trustees review Four Winds Public School/Morinville Public School Bell Times and forward to the Public Board Meeting.

Sincerely,

R Kwik

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



Board Memorandum

Date: March 13, 2019
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Lisa Lacroix, Acting Associate Superintendent, Human Services
Subject: School Calendar: 2020- 2021

Background:

Attached for Trustee review is an initial draft Operational Calendar package for 2020 – 2021 that includes the following documents:

- Operational Calendar
- Operational Year Day Count
- Operational Year Details

It is the intention that once this calendar is approved in principle by the Board, it will be provided to Administrator's Council, Teacher-Board Advisory Committee, School Staff and Parent Councils for their review. It will then be brought to the Board of Trustees for final approval at the February, 2020 Board Meeting.

Recommendation:

That the Board of Trustees review the 2020-2021 draft school calendar package and forward to the Public Board Meeting for approval in principle.

Sincerely,

R. Kuic

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

Attachments

COMMITTEE 9.21.1

2020-2021

Draft
March 13, 2019

AUGUST, 2020

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SEPTEMBER, 2020

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OCTOBER, 2020

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NOVEMBER, 2020

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DECEMBER, 2020

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JANUARY, 2021

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FEBRUARY, 2021

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MARCH, 2021

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APRIL, 2021

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MAY, 2021

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JUNE, 2021

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JULY, 2021

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School offices open August 24
 Prof. Dev. Collaboration – No classes August 27
 Prof. Dev. Collaboration – No classes August 28
 Operational Non-Instructional (K-12) August 31
 All classes (full day) September 1
 Labour Day – No classes September 7
 Division/School PD/Collaboration; Staff meeting September 18
 Thanksgiving Day – No classes October 12
 Division/School PD/Collaboration; Staff meeting October 16
 Remembrance Day November 11
 Division/School PD/Collaboration; Staff meeting November 20
 In lieu of Parent/Teacher Interviews November 27
 Division/School PD/Collaboration; Staff meeting December 11
 Christmas Vacation Dec. 19–Jan 3
 Classes Resume January 4
 Division/School PD/Collaboration; Staff meeting January 29
 First day of classes Semester Two February 1
 Teachers' Convention – No classes February 4-5
 Family Day – No classes February 15
 Division/School PD/Collaboration; Staff meeting February 26
 Division/School PD/Collaboration; Staff meeting March 19
 In lieu of Parent/Teacher Interviews March 26
 Spring Recess March 27 - April 4
 Good Friday - No classes April 2
 Easter Monday - no classes April 5
 Classes Resume April 6
 Division/School PD/Collaboration; Staff meeting April 9
 Division/School PD/Collaboration; Staff meeting May 21
 Victoria Day - No classes May 24
 Division/School PD/Collaboration; Staff meeting June 4
 Last day of classes June 28
 Operational Non-Instructional (K-12) June 29
 Summer vacation begins June 30

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



STURGEON PUBLIC SCHOOL DIVISION
 9820-104 Street
 Morinville, AB T8R 1L8
 Phone: (780) 939-4341
 Fax: (780) 939-5520



School Year 2020-2021

	Non-Instructional		Instructional		Operational	
	1 to 9	10 to 12	1 to 9	10 to 12	1 to 9	10 to 12
AUGUST	3.0	3.0	0.0	0.0	3.0	3.0
SEPTEMBER	1.0	1.0	20.0	20.0	21.0	21.0
OCTOBER	1.0	1.0	20.0	20.0	21.0	21.0
NOVEMBER	2.0	2.0	18.0	18.0	20.0	20.0
DECEMBER	1.0	1.0	13.0	13.0	14.0	14.0
JANUARY	1.0	1.0	19.0	19.0	20.0	20.0
TOTAL - SEMESTER I	9.0	9.0	90.0	90.0	99.0	99.0
FEBRUARY	3.0	3.0	16.0	16.0	19.0	19.0
MARCH	2.0	2.0	18.0	18.0	20.0	20.0
APRIL	1.0	1.0	18.0	18.0	19.0	19.0
MAY	1.0	1.0	19.0	19.0	20.0	20.0
JUNE	2.0	2.0	19.0	19.0	21.0	21.0
TOTAL - SEMESTER II	9.0	9.0	90.0	90.0	99.0	99.0
OPERATIONAL YEAR TOTAL	18.0	18.0	180.0	180.0	198.0	198.0

References: Policy: *D/II/1 Operational School Year*
 Admin Practices: *Administration 4 – Operational School Year*
School Operational Year Calendar 2020-2021
School Operational Year Calendar Day Count 2020-2021
 School Act: 56



School Year 2020-2021

(All dates are inclusive unless otherwise specified)

AUGUST

Mon.	24	School offices open
Thurs.	27	Division/School PD/Collaboration; Staff meeting – No classes
Fri.	28	Division/School PD/Collaboration; Staff meeting – No classes
Mon.	31	Operational Non-Instructional Day

SEPTEMBER

Tues.	1	All classes (full day)
Mon.	7	LABOUR DAY - No classes
Fri.	18	Division/School PD/Collaboration; Staff meeting – No classes

OCTOBER

Mon.	12	THANKSGIVING DAY - No classes
Fri.	16	Division/School PD/Collaboration; Staff meeting – No classes

NOVEMBER

Wed.	11	Remembrance Day – No classes
Mon.	20	Division/School PD/Collaboration; Staff meeting – No classes
Fri.	27	Non-instructional day in lieu of Parent-Teacher Interviews

DECEMBER

Fri.	11	Division/School PD/Collaboration; Staff meeting – No classes
Sat.	19	Christmas recess begins

JANUARY

Mon.	4	Classes resume
Fri.	29	Division/School PD/Collaboration; Staff meeting – No classes

References: Policy: *D/II/1 Operational School Year*
Admin Practices: *Administration 4 – Operational School Year*
School Operational Year Calendar 2020-2021
School Operational Year Calendar Day Count 2020-2021
School Act: 56



FEBRUARY

Mon. 1 First day of Semester Two
Thurs./Fri. 4/5 Teachers' Convention - No classes
Mon. 15 FAMILY DAY - No classes
Fri. 26 Division/School PD/Collaboration; Staff meeting – No classes

MARCH

Fri. 19 Division/School PD/Collaboration; Staff meeting – No classes
Fri. 26 Non-instructional day in lieu of Parent-Teacher Interviews
Sat. 27 Spring recess begins

APRIL

Fri. 2 GOOD FRIDAY – No classes
Mon. 5 EASTER MONDAY – No classes
Tues. 6 Classes resume
Fri. 9 Division/School PD/Collaboration; Staff meeting – No classes

MAY

Fri. 21 Division/School PD/Collaboration; Staff meeting – No classes
Mon. 24 VICTORIA DAY – No classes

JUNE

Fri. 4 Division/School PD/Collaboration; Staff meeting – No classes
Tues. 28 Last day of classes
Wed. 29 Operational Non-Instructional Day
Thurs. 30 Summer recess begins

References: Policy: *D/II/1 Operational School Year*
Admin Practices: *Administration 4 – Operational School Year*
School Operational Year Calendar 2020-2021
School Operational Year Calendar Day Count 2020-2021
School Act: 56



Board Memorandum

Date: March 13, 2019
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Lisa Lacroix, Acting Associate Superintendent, Human Services
Subject: School Calendar: 2020- 2021 - Camilla School

Background:

Attached for Trustee review is an initial draft Operational Calendar package for 2020 - 2021 Camilla School that allows time for the move to the new school in January, 2021.

The draft Operational Calendar package includes the following documents:

- Operational Calendar
- Operational Year Day Count
- Operational Year Details

It is the intention that once this calendar is approved in principle by the Board, it will be provided to Administrator's Council, Teacher-Board Advisory Committee, School Staff and Parent Councils for their review. It will then be brought to the Board of Trustees for final approval at the February, 2020 Board Meeting.

Recommendation:

That the Board of Trustees review the 2020-2021 draft school calendar package - Camilla School and forward to the Public Board Meeting for approval in principle.

Sincerely,

R. Kwic

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

Attachments

COMMITTEE 9.21.2

2020-2021

CAMILLA SCHOOL Draft March 13, 2019

AUGUST, 2020

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SEPTEMBER, 2020

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OCTOBER, 2020

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NOVEMBER, 2020

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DECEMBER, 2020

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JANUARY, 2021

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FEBRUARY, 2021

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MARCH, 2021

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APRIL, 2021

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MAY, 2021

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JUNE, 2021

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JULY, 2021

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11	12	13	14	15	16	17
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25	26	27	28	29	30	31

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

August 24
 August 27
 August 28
 August 31
 September 1
 September 7
 September 18
 October 12
 October 16
 November 11
 November 20
 November 27
 December 11
 Dec. 19-Jan 3
 January 4 - 8
 January 11
 January 29
 February 1
 February 4-5
 February 15
 February 26
 March 19
 March 26
 March 27 - April 4
 April 2
 April 5
 April 6
 April 9
 May 21
 May 24
 June 4
 June 28
 June 29
 June 30

CAMILLA SCHOOL

STURGEON PUBLIC SCHOOL DIVISION

9820-104 Street
 Morinville, AB T8R 1L8
 Phone: (780) 939-4341
 Fax: (780) 939-5520



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



CAMILLA SCHOOL

School Year 2020-2021

	Non-Instructional		Instructional		Operational	
	1 to 9	10 to 12	1 to 9	10 to 12	1 to 9	10 to 12
AUGUST	3.0	3.0	0.0	0.0	3.0	3.0
SEPTEMBER	1.0	1.0	20.0	20.0	21.0	21.0
OCTOBER	1.0	1.0	20.0	20.0	21.0	21.0
NOVEMBER	2.0	2.0	18.0	18.0	20.0	20.0
DECEMBER	1.0	1.0	13.0	13.0	14.0	14.0
JANUARY	6.0	1.0	14.0	19.0	20.0	20.0
TOTAL - SEMESTER I	14.0	9.0	85.0	90.0	99.0	99.0
FEBRUARY	3.0	3.0	16.0	16.0	19.0	19.0
MARCH	2.0	2.0	18.0	18.0	20.0	20.0
APRIL	1.0	1.0	18.0	18.0	19.0	19.0
MAY	1.0	1.0	19.0	19.0	20.0	20.0
JUNE	2.0	2.0	19.0	19.0	21.0	21.0
TOTAL - SEMESTER II	9.0	9.0	90.0	90.0	99.0	99.0
OPERATIONAL YEAR TOTAL	23.0	18.0	175.0	180.0	198.0	198.0

References: Policy: *D/II/1 Operational School Year*
 Admin Practices: *Administration 4 – Operational School Year*
School Operational Year Calendar 2020-2021
School Operational Year Calendar Day Count 2020-2021
 School Act: 56



CAMILLA SCHOOL

School Year 2020-2021

(All dates are inclusive unless otherwise specified)

AUGUST

Mon.	24	School offices open
Thurs.	27	Division/School PD/Collaboration; Staff meeting – No classes
Fri.	28	Division/School PD/Collaboration; Staff meeting – No classes
Mon.	31	Operational Non-Instructional Day

SEPTEMBER

Tues.	1	All classes (full day)
Mon.	7	LABOUR DAY - No classes
Fri.	18	Division/School PD/Collaboration; Staff meeting – No classes

OCTOBER

Mon.	12	THANKSGIVING DAY - No classes
Fri.	16	Division/School PD/Collaboration; Staff meeting – No classes

NOVEMBER

Wed.	11	Remembrance Day – No classes
Mon.	20	Division/School PD/Collaboration; Staff meeting – No classes
Fri.	27	Non-instructional day in lieu of Parent-Teacher Interviews

DECEMBER

Fri.	11	Division/School PD/Collaboration; Staff meeting – No classes
Sat.	19	Christmas recess begins

JANUARY

Mon 4 – Friday 8		No classes – Moving of Camilla School
Mon.	11	Classes resume
Fri.	29	Division/School PD/Collaboration; Staff meeting – No classes

References: Policy: *D/II/1 Operational School Year*
Admin Practices: *Administration 4 – Operational School Year*
School Operational Year Calendar 2020-2021
School Operational Year Calendar Day Count 2020-2021
School Act: 56



FEBRUARY

Mon. 1 First day of Semester Two
Thurs./Fri. 4/5 Teachers' Convention - No classes
Mon. 15 FAMILY DAY - No classes
Fri. 26 Division/School PD/Collaboration; Staff meeting – No classes

MARCH

Fri. 19 Division/School PD/Collaboration; Staff meeting – No classes
Fri. 26 Non-instructional day in lieu of Parent-Teacher Interviews
Sat. 27 Spring recess begins

APRIL

Fri. 2 GOOD FRIDAY – No classes
Mon. 5 EASTER MONDAY – No classes
Tues. 6 Classes resume
Fri. 9 Division/School PD/Collaboration; Staff meeting – No classes

MAY

Fri. 21 Division/School PD/Collaboration; Staff meeting – No classes
Mon. 24 VICTORIA DAY - No classes

JUNE

Fri. 4 Division/School PD/Collaboration; Staff meeting – No classes
Tues. 28 Last day of classes
Wed. 29 Operational Non-Instructional Day
Thurs. 30 Summer recess begins

References: Policy: *D/II/1 Operational School Year*
Admin Practices: *Administration 4 – Operational School Year*
School Operational Year Calendar 2020-2021
School Operational Year Calendar Day Count 2020-2021
School Act: 56



Board Memorandum

Date: March 13, 2019
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Lisa Lacroix, Acting Associate Superintendent, Human Services
Subject: School Calendar: 2021- 2022

Background:

Attached for Trustee review is an initial draft Operational Calendar package for 2021 - 2022 that includes the following documents:

- Operational Calendar
- Operational Year Day Count
- Operational Year Details

Once this calendar is approved in principle by the Board and Alberta Education has released the Diploma Exam Schedule for 2021-2022, if there are no changes required to the calendar, it is the intention that it will be provided to Administrator's Council, Teacher-Board Advisory Committee, School Staff and Parent Councils for their review. It will then be brought to the Board of Trustees for final approval at the February, 2021 Board Meeting.

Recommendation:

That the Board of Trustees review the 2021-2022 draft school calendar package and forward to the Public Board Meeting for approval in principle.

Sincerely,

R. Kwik

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

Attachments

COMMITTEE 9.21.3

2021-2022

**** Draft
March 13, 2019**

AUGUST, 2021

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

SEPTEMBER, 2021

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

OCTOBER, 2021

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

NOVEMBER, 2021

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

DECEMBER, 2021

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

JANUARY, 2022

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

FEBRUARY, 2022

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

MARCH, 2022

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

APRIL, 2022

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

MAY, 2022

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

JUNE, 2022




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

JULY, 2022

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

School offices open August 23
 Prof. Dev. Collaboration – No classes August 27
 Prof. Dev. Collaboration – No classes August 30
 Operational Non-Instructional (K-12) August 31
 All classes (full day) September 1
 Labour Day – No classes September 6
 Division/School PD/Collaboration; Staff meeting September 17
 Thanksgiving Day – No classes October 11
 Division/School PD/Collaboration; Staff meeting October 15
 Remembrance Day November 11
 Division/School PD/Collaboration; Staff meeting November 19
 In lieu of Parent/Teacher Interviews November 26
 Division/School PD/Collaboration; Staff meeting December 10
 Christmas Vacation Dec. 18–Jan 2
 Classes Resume January 3
 Division/School PD/Collaboration; Staff meeting January 14
 Division/School PD/Collaboration; Staff meeting January 31
 First day of classes Semester Two February 1
 Teachers' Convention – No classes February 10-11
 Family Day – No classes February 21
 Division/School PD/Collaboration; Staff meeting March 18
 In lieu of Parent/Teacher Interviews March 25
 Spring Recess March 26 - April 3
 Classes Resume April 4
 Good Friday - No classes April 15
 Easter Monday - no classes April 18
 Division/School PD/Collaboration; Staff meeting April 22
 Division/School PD/Collaboration; Staff meeting May 20
 Victoria Day - No classes May 23
 Division/School PD/Collaboration; Staff meeting June 3
 Last day of classes June 29
 Operational Non-Instructional (K-12) June 30
 Summer vacation begins July 1

**** SUBJECT TO DIPLOMA EXAM SCHEDULE RELEASE**

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



STURGEON PUBLIC SCHOOL DIVISION
 9820-104 Street
 Morinville, AB T8R 1L8
 Phone: (780) 939-4341
 Fax: (780) 939-5520



School Year 2021-2022

	Non-Instructional		Instructional		Operational	
	1 to 9	10 to 12	1 to 9	10 to 12	1 to 9	10 to 12
AUGUST	3.0	3.0	0.0	0.0	3.0	3.0
SEPTEMBER	1.0	1.0	20.0	20.0	21.0	21.0
OCTOBER	1.0	1.0	19.0	19.0	20.0	20.0
NOVEMBER	2.0	2.0	19.0	19.0	21.0	21.0
DECEMBER	1.0	1.0	12.0	12.0	13.0	13.0
JANUARY	2.0	2.0	19.0	19.0	21.0	21.0
TOTAL - SEMESTER I	10.0	10.0	89.0	89.0	99.0	99.0
FEBRUARY	2.0	2.0	17.0	17.0	19.0	19.0
MARCH	2.0	2.0	17.0	17.0	19.0	19.0
APRIL	1.0	1.0	17.0	17.0	18.0	18.0
MAY	1.0	1.0	20.0	20.0	21.0	21.0
JUNE	2.0	2.0	20.0	20.0	22.0	22.0
TOTAL - SEMESTER II	8.0	8.0	91.0	91.0	99.0	99.0
OPERATIONAL YEAR TOTAL	18.0	18.0	180.0	180.0	198.0	198.0

References: Policy: *D/II/1 Operational School Year*
 Admin Practices: *Administration 4 – Operational School Year*
School Operational Year Calendar 2021-2022
School Operational Year Calendar Day Count 2021-2022
 School Act: 56



School Year 2021-2022

(All dates are inclusive unless otherwise specified)

AUGUST

Mon. 23 School offices open
Fri. 27 Division/School PD/Collaboration; Staff meeting – No classes
Mon. 30 Division/School PD/Collaboration; Staff meeting – No classes
Tues/ 31 Operational Non-Instructional Day

SEPTEMBER

Wed. 1 All classes (full day)
Mon. 6 LABOUR DAY - No classes
Fri. 17 Division/School PD/Collaboration; Staff meeting – No classes

OCTOBER

Mon. 11 THANKSGIVING DAY - No classes
Fri. 15 Division/School PD/Collaboration; Staff meeting – No classes

NOVEMBER

Thurs. 11 Remembrance Day – No classes
Fri. 19 Division/School PD/Collaboration; Staff meeting – No classes
Fri. 26 Non-instructional day in lieu of Parent-Teacher Interviews

DECEMBER

Fri. 10 Division/School PD/Collaboration; Staff meeting – No classes
Sat. 18 Christmas recess begins

JANUARY

Mon. 3 Classes resume
Fri. 14 Division/School PD/Collaboration; Staff meeting – No classes
Mon. 31 Division/School PD/Collaboration; Staff meeting – No classes

References: Policy: *D/II/1 Operational School Year*
Admin Practices: *Administration 4 – Operational School Year*
School Operational Year Calendar 2021-2022
School Operational Year Calendar Day Count 2021-2022
School Act: 56



FEBRUARY

Tues. 1 First day of Semester Two
Thurs./Fri. 10/11 Teachers' Convention - No classes
Mon. 21 FAMILY DAY - No classes

MARCH

Fri. 18 Division/School PD/Collaboration; Staff meeting – No classes
Fri. 25 Non-instructional day in lieu of Parent-Teacher Interviews
Sat. 26 Spring recess begins

APRIL

Mon. 4 Classes resume
Fri. 15 GOOD FRIDAY – No classes
Mon. 18 EASTER MONDAY – No classes
Fri. 22 Division/School PD/Collaboration; Staff meeting – No classes

MAY

Fri. 20 Division/School PD/Collaboration; Staff meeting – No classes
Mon. 23 VICTORIA DAY - No classes

JUNE

Fri. 3 Division/School PD/Collaboration; Staff meeting – No classes
Wed. 29 Last day of classes
Thurs. 30 Operational Non-Instructional Day

JULY

Fri. 1 Summer recess begins

References: Policy: *D/II/1 Operational School Year*
Admin Practices: *Administration 4 – Operational School Year*
School Operational Year Calendar 2021-2022
School Operational Year Calendar Day Count 2021-2022
School Act: 56



Board Memorandum

Date: March 13, 2019
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Lisa Lacroix, Acting Associate Superintendent, Human Services
Subject: School Calendar: 2022- 2023

Background:

Attached for Trustee review is an initial draft Operational Calendar package for 2022- 2023 that includes the following documents:

- Operational Calendar
- Operational Year Day Count
- Operational Year Details

Once this calendar is approved in principle by the Board and Alberta Education has released the Diploma Exam Schedule for 2022-2023, if there are no changes required to the calendar, it is the intention that it will be provided to Administrator's Council, Teacher-Board Advisory Committee, School Staff and Parent Councils for their review. It will then be brought to the Board of Trustees for final approval at the February, 2022 Board Meeting.

Recommendation:

That the Board of Trustees review the 2022-2023 draft school calendar package and forward to the Public Board Meeting for approval in principle.

Sincerely,

R. Knick

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

Attachments

COMMITTEE 9.21.4

2022-2023

**** Draft
March 13, 2019**

AUGUST, 2022

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

SEPTEMBER, 2022

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

OCTOBER, 2022

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

NOVEMBER, 2022

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

DECEMBER, 2022

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

JANUARY, 2023

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

FEBRUARY, 2023

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

MARCH, 2023

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

APRIL, 2023

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

MAY, 2023

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

JUNE, 2023




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

JULY, 2023

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

School offices open August 22
 Prof. Dev. Collaboration – No classes August 29
 Prof. Dev. Collaboration – No classes August 30
 Operational Non-Instructional (K-12) August 31
 All classes (full day) September 1
 Labour Day – No classes September 5
 Division/School PD/Collaboration; Staff meeting September 16
 Thanksgiving Day – No classes October 10
 Division/School PD/Collaboration; Staff meeting October 14
 Remembrance Day November 11
 Division/School PD/Collaboration; Staff meeting November 18
 In lieu of Parent/Teacher Interviews November 25
 Division/School PD/Collaboration; Staff meeting December 9
 Christmas Vacation Dec. 24–Jan 8
 Classes Resume January 9
 Division/School PD/Collaboration; Staff meeting January 13
 Division/School PD/Collaboration; Staff meeting January 31
 First day of classes Semester Two February 1
 Teachers' Convention – No classes February 9-10
 Family Day – No classes February 20
 Division/School PD/Collaboration; Staff meeting March 17
 In lieu of Parent/Teacher Interviews March 24
 Spring Recess March 25 - April 2
 Classes Resume April 3
 Good Friday - No classes April 7
 Easter Monday - no classes April 10
 Division/School PD/Collaboration; Staff meeting April 21
 Division/School PD/Collaboration; Staff meeting May 19
 Victoria Day - No classes May 22
 Division/School PD/Collaboration; Staff meeting June 2
 Last day of classes June 29
 Operational Non-Instructional (K-12) June 30
 Summer vacation begins July 1

**** SUBJECT TO DIPLOMA EXAM SCHEDULE RELEASE**

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



STURGEON PUBLIC SCHOOL DIVISION
 9820-104 Street
 Morinville, AB T8R 1L8
 Phone: (780) 939-4341
 Fax: (780) 939-5520



School Year 2022-2023

	Non-Instructional		Instructional		Operational	
	1 to 9	10 to 12	1 to 9	10 to 12	1 to 9	10 to 12
AUGUST	3.0	3.0	0.0	0.0	3.0	3.0
SEPTEMBER	1.0	1.0	20.0	20.0	21.0	21.0
OCTOBER	1.0	1.0	19.0	19.0	20.0	20.0
NOVEMBER	2.0	2.0	19.0	19.0	21.0	21.0
DECEMBER	1.0	1.0	16.0	16.0	17.0	17.0
JANUARY	2.0	2.0	15.0	15.0	17.0	17.0
TOTAL - SEMESTER I	10.0	10.0	89.0	89.0	99.0	99.0
FEBRUARY	2.0	2.0	17.0	17.0	19.0	19.0
MARCH	2.0	2.0	16.0	16.0	18.0	18.0
APRIL	1.0	1.0	17.0	17.0	18.0	18.0
MAY	1.0	1.0	21.0	21.0	22.0	22.0
JUNE	2.0	2.0	20.0	20.0	22.0	22.0
TOTAL - SEMESTER II	8.0	8.0	91.0	91.0	99.0	99.0
OPERATIONAL YEAR TOTAL	18.0	18.0	180.0	180.0	198.0	198.0

References: Policy: *D/II/1 Operational School Year*
 Admin Practices: *Administration 4 – Operational School Year*
School Operational Year Calendar 2022-2023
School Operational Year Calendar Day Count 2022-2023
 School Act: 56



School Year 2022-2023

(All dates are inclusive unless otherwise specified)

AUGUST

Mon.	22	School offices open
Mon.	29	Division/School PD/Collaboration; Staff meeting – No classes
Tues.	30	Division/School PD/Collaboration; Staff meeting – No classes
Wed.	31	Operational Non-Instructional Day

SEPTEMBER

Thurs.	1	All classes (full day)
Mon.	5	LABOUR DAY - No classes
Fri.	16	Division/School PD/Collaboration; Staff meeting – No classes

OCTOBER

Mon.	10	THANKSGIVING DAY - No classes
Fri.	14	Division/School PD/Collaboration; Staff meeting – No classes

NOVEMBER

Fri.	11	Remembrance Day – No classes
Fri.	18	Division/School PD/Collaboration; Staff meeting – No classes
Fri.	25	Non-instructional day in lieu of Parent-Teacher Interviews

DECEMBER

Fri.	9	Division/School PD/Collaboration; Staff meeting – No classes
Sat.	24	Christmas recess begins

JANUARY

Mon.	9	Classes resume
Fri.	13	Division/School PD/Collaboration; Staff meeting – No classes
Tues.	31	Division/School PD/Collaboration; Staff meeting – No classes

References: Policy: *D/II/1 Operational School Year*
Admin Practices: *Administration 4 – Operational School Year*
School Operational Year Calendar 2022-2023
School Operational Year Calendar Day Count 2022-2023
School Act: 56



FEBRUARY

Tues. 1 First day of Semester Two
Thurs./Fri. 9/10 Teachers' Convention - No classes
Mon. 20 FAMILY DAY - No classes

MARCH

Fri. 17 Division/School PD/Collaboration; Staff meeting – No classes
Fri. 24 Non-instructional day in lieu of Parent-Teacher Interviews
Sat. 25 Spring recess begins

APRIL

Mon. 3 Classes resume
Fri. 7 GOOD FRIDAY – No classes
Mon. 10 EASTER MONDAY – No classes
Fri. 21 Division/School PD/Collaboration; Staff meeting – No classes

MAY

Fri. 19 Division/School PD/Collaboration; Staff meeting – No classes
Mon. 22 VICTORIA DAY – No classes

JUNE

Fri. 2 Division/School PD/Collaboration; Staff meeting – No classes
Thurs. 29 Last day of classes
Fri. 30 Operational Non-Instructional Day

JULY

Sat. 1 Summer recess begins

References: Policy: *D/II/1 Operational School Year*
Admin Practices: *Administration 4 – Operational School Year*
School Operational Year Calendar 2022-2023
School Operational Year Calendar Day Count 2022-2023
School Act: 56



Board Memorandum

Date: March 13, 2019
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Dr. Charmaine Brooks, Associate Superintendent,
Business and Corporate Services
Subject: Lease Agreement – Town of Morinville

Background:

Please find attached, a copy of the lease agreement with the Town of Morinville with respect to Lot 11, Block 4, Plan 792-1912, located at 9820 – 104 Street. This lease will expire August 31, 2019.

Attached, is a draft lease agreement with the Town or Morinville from September 1, 2019 to August 31, 2020.

Recommendation:

The draft Lease Agreement – Town of Morinville is shared with the Board for review and further direction.

Sincerely,

R. Kuik

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

Attachment

COMMITTEE 9.22

Lease Agreement

(Section 62 (1) (c) of the School Act)

This Agreement made in duplicate this _____ day of _____, 2019.

BETWEEN:

The Council of the Town of Morinville

(hereinafter called "the Council")

of the first part,

- and -

**The Board of Trustees of the
Sturgeon School Division No. 24**

(hereinafter called "the Board")

of the second part.

WITNESSETH as follows:

The Board as owner of a parcel of land, legal description Lot 11, Block 4, Plan 792-1912, located at 9820 – 104 Street in the Town of Morinville, hereby agrees to lease to the Council a portion of that parcel of land as determined by the Board's Coordinator, Facility Services and subject to the following conditions.

1. The period of lease shall be 1 year effective September 1, 2019 to August 31, 2020.
2. The lease rate payable by the Council to the Board shall be \$1.00 per year payable at September 1st, 2019.
3. The Council shall be responsible for installing fencing around the parcel of land subject to this lease.
4. The Council shall be responsible for maintenance of the parcel of land subject to this lease.
5. The Council shall include coverage for the parcel of land subject to this lease on the Council's liability insurance policy.
6. Prior to the erection of any structures other than ball diamonds and back stops on the parcel of land subject to this lease, the Council will obtain the specific approval of the Board.

- 7. This agreement may be terminated
 - 7.1 By the Board giving the Council thirty (30) days prior written notice.
 - 7.2 By the Council giving the Board thirty (30) days notice.
- 8. This agreement or any part hereof shall not be assigned without the prior written consent of the other party.
- 9. Any communications required or permitted by this agreement shall be in writing and shall be forwarded to the Town Manager, Town of Morinville, 10125 – 100 Avenue, Morinville, Alberta T8R 1L6, or the Secretary-Treasurer, Sturgeon School Division No. 24, 9820 – 104 Street, Morinville, Alberta T8R 1L8.

This agreement shall enure to the benefit of and be binding upon the parties hereto together with their respective successors and assigns.

IN WITNESS WHEREOF the parties hereto have executed this agreement the day and year written above.

The Council of the Town of Morinville

**The Board of Trustees of the
Sturgeon School Division No. 24**

Mayor

Chair

Town Manager

Superintendent

Morinville 2

Perimeter: 532.3 m ● Area: 3.46 ac

Morinville Splash Park

McDonald Sports Complex

Lion's Park

99 Ave

Champl Park

104 St

98 Ave

Google





Board Memorandum

Date: March 13, 2019

To: Board of Trustees

From: Mary Lynne R. Campbell, Superintendent/CEO

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

Subject: Group 2 – 3 Year Capital Plan – 2020 – 2021 Capital Plan
Priorities

Background:

The Board must submit its 2019 – 2020 Capital Plan Priorities to Alberta Education for the 2020 – 2021 Government of Alberta year due on April 1, 2019.

Last year, the Capital Plan Priorities approved by the Board of Trustees were as follows:

- 1) Modernization of Gibbons School
- 2) Modernization of Morinville Public School K – 4
- 3) Modernization of Sturgeon Heights School

The Building and Maintenance Committee at their October 2, 2018 Meeting discussed the following capital priorities:

- 1) Gibbons Replacement School
- 2) Morinville Public School K – 4 Replacement School
- 3) Sturgeon Heights Modernization and Addition

This discussion was revisited at the February 21, 2019 Building and Maintenance Committee Meeting based on the Group 2 – 3 Year Capital Plan Report.

The Group 2 – 3 Year Capital Plan Report is attached for Trustee review.

Recommendation:

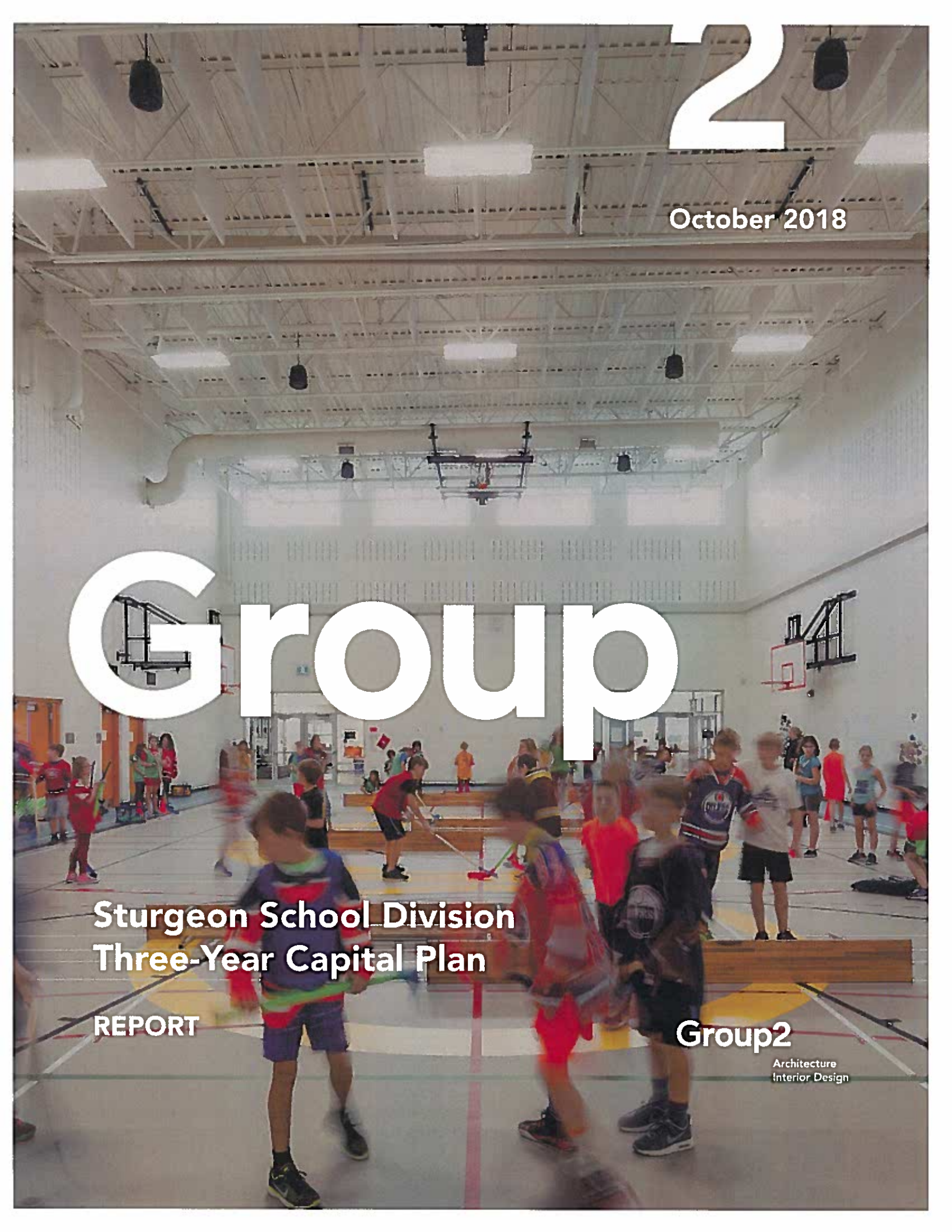
That the Board of Trustees review the Group 2 - 3 Year Capital Plan Report for the 2020 - 2021 Capital Plan Priorities and forward to the Public Board Meeting.

Sincerely,

R. Kwik

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

Attachment



2
October 2018

Group

Sturgeon School Division
Three-Year Capital Plan

REPORT

Group2

Architecture
Interior Design

Contents

1.0 Overview

2.0 Community Analysis

3.0 Enrollment Information

4.0 Information for Submission of BLIMS Projects - Web Access for Capital Plan Submission

A. Priority #1

B. Priority #2

C. Priority #3

1. Overview

On February 20, 2018, Alberta Education and Alberta Infrastructure held a School Capital Planning Workshop for Alberta school jurisdictions. The workshop covered the recent recommendations from the April 2016 Auditor General's Report and the April 1, 2018 changes to the School Capital Program Management and the transitioning of roles and responsibilities between Alberta Education and Alberta Infrastructure, specifically new and enhanced accountability through the Alberta Education Capital Planning Gated Process:

- Phase 1: Capital Plan Submission
- Phase 2: Project Evaluation and Prioritization
- Phase 3: Project Definition
- Phase 4: Budget & Scope
- Phase 5: Provincial Capital Planning Process.

In response to Phase 1, the revised requirements by Alberta Education are for school jurisdictions to provide comprehensive three-year capital plans identifying and prioritizing their school capital needs and the associated proposed projects for consideration and approval to move to the next phase of the gated process; Project Evaluation and Prioritization.

Based on the Ten-Year Facility Plan, completed in September, 2018, Sturgeon Public School Division has identified the following proposed projects as its three, highest priorities for the Three -Year Capital Plan for 2019-2022:

1. Gibbons Replacement School
2. Morinville Public K-4 Replacement School
3. Sturgeon Heights Modernization and Addition.



Don Campbell
School
Red Deer, AB

2.0 Community Analysis

GIBBONS

The Town of Gibbons is a vibrant community and has seen steady moderate growth over the past few years. In the 2016 Census, the Town of Gibbons recorded a population of 3,159, a 4.3% change from its 2011 population of 3,030.

MORINVILLE

The Town of Morinville reported that it has seen a 16% population growth in the past 5 years (491 people). The 2016 Census indicated a 5.23% increase from 2014 to 2016. The town's population and children under the age of 18 make up 23.46% of the population.

ST. ALBERT

In its 2016 Municipal Census Report, the City of St. Albert indicated that the population experienced a 2.20% growth (1,390 people) between 2014 and 2016, which represents a growth of 1.1% or about 700 people per year. However, during this time, the percentage of school age children essentially stayed the same.

3.0 Enrolment Information

GIBBONS

- Alberta Education's Area Capacity and Utilization Reports from 2015/2016 to 2017/2018 indicate that adjusted enrollment at the two Gibbons schools has increased overall by 41 students in this three year period.
- Adjusted enrollment at Gibbons School (grades 5-9) increased by 3 students from 2015-2016 to 2016-2017 and by 11 students from 2016-2017 to 2017-2018.
- For planning purposes, it is assumed that overall, adjusted enrollments will remain stable or increase slightly.

MORINVILLE

- Alberta Education's Area Capacity and Utilization Reports from 2015/2016 to 2017/2018 indicate that adjusted enrollment at Morinville Public School has increased by 199 students in this three-year period.
- For planning purposes, it is assumed that overall, adjusted enrollments will continue to increase slightly or remain stable.
- The new Four Winds School, opening in November 2019, will add 600 permanent student places for students in grades 5-9.

ST. ALBERT

- Alberta Education's Area Capacity and Utilization Reports from 2015/2016 to 2017/2018 indicate that adjusted enrollment at Sturgeon Heights School has increased by 79 students in this three-year period.
- For planning purposes, it is assumed that overall, adjusted enrollments will remain stable or slightly increase.



4.0 Information for Submission of BLIMS Projects - Web Access for Capital Plan Submission

A. Priority #1 - Gibbons Replacement School

Capital Plan Submission Year	2019-2020
Capital Program	School Facilities
Title	Sturgeon Public School Division No. 24
Project Sub-Category	Modernization - Replacement Facilities
Key Drivers	Health, Safety & Program
Client Name	Sturgeon Public School Division No. 24
Client Ranking	1
Original Capital Plan Submission Year	2018/2019
School Facility Name	Gibbons Replacement School
Constituency	Athabasca - Sturgeon - Redwater
Location	4908-51 Avenue, Gibbons AB

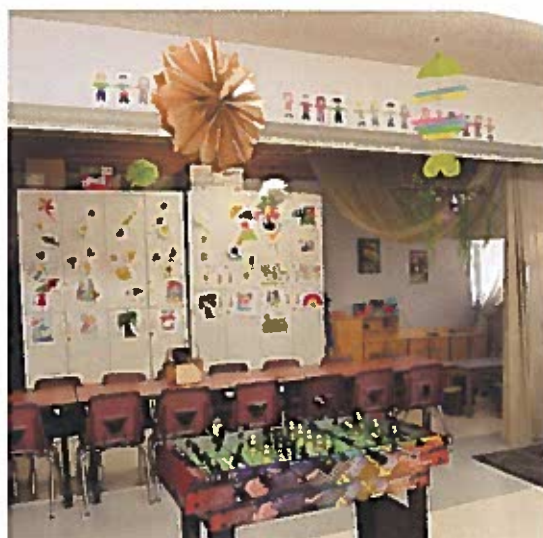
DESCRIPTION (PROJECT SCOPE):

- The construction of a new, Grades 5-9, 350 capacity, replacement school on the existing site.
- Demolition of the existing 518 capacity school upon completion of the new replacement school.

REASON (PROJECT BENEFITS):

- The existing school provides the only public education to students in Grades 5-9 in Gibbons.
- The administration area is located a distance from the main entrance of the school and consequently there is no view of anyone entering the school, creating security issues and concerns. The administration area needs to be relocated to the front of the school to ensure the safety of staff and students.
- In comparison to the Alberta Education Guidelines, the school is approximately 168m² larger than a new 500 capacity, grades 5-9 school and has 16 regular, undersized classrooms, as opposed to the 12 regular classrooms (80m²) in the guidelines. There is no ancillary or gathering space, besides the undersized Learning Commons. A school of this capacity should have 490m² in CTS space and this school has none. Home-economics, Fashion and Woodworking are currently offered in small, dated areas.
- The school's area is large enough overall and includes an over-size gymnasium. The existing spaces, which for the most part are dated classrooms, need to be reconfigured to provide ancillary/gathering space and the multi-purpose space which needs to be flexible and adaptable, to allow for interactive learning (examples are garage doors and moveable walls and gathering spaces for students to work independently or in small groups) which is a necessity today to offer 21st century learning to students.

- The school was built in 1958 with additions in 1966, 1974 and 1994 and its aging condition and components need to be addressed immediately. (Facility Audit in August 2012. FCI score 13.62%)
- There are groundwater issues in the small gymnasium and although a sump pump has been added to remediate, it remains a constant issue and has caused mould.
- The walls and flooring are in poor condition and require replacement. For example, in several areas of the school the floors are cracking severely and there are base tiles separating from the floor.
- The stucco is peeling off the exterior of the building and the parking lots are in poor condition.
- Many of the washrooms have been renovated; and although they have wide stalls with hand bars, they are not barrier free as a result of the limited turning radius. There is no fully accessible handicapped washroom.
- The utilization at this school is very low and a 350 capacity, Grades 5-9 Replacement School is recommended.
- In summary, there are major deficiencies and code requirements related to the age of the facility that need to be addressed, including the ground water issues. The school is not barrier-free and the location of the administration office and lack of visibility is a security concern. The school does not meet the current program requirements as there is no CTS space and the two existing small gymnasiums as opposed to one large gymnasium, severely limit Phys-ed instruction. There is no flexible and adaptable 21st century learning space or gathering space to allow for interactive or hands-on learning and there are no areas where students can work independently or in small groups.
- The cost of modernizing the school is not cost-efficient.



Gibbons School
Gibbons, AB

Consequences: Continued health and safety issues and the lack of instructional spaces to meet the program requirements to provide CTS programming and 21st century learning opportunities.

Change in Capacity: -168 student places

Gross Area: 4,812.1

Preservation Area: 0

New and Expansion Area: 3,768

Demolition Area: 4,812.1

Funding Details for Cost-shared Projects: N/A

P3 Potential: N/A

Scheduled Start Date: Immediately.



Gibbons School
Gibbons, AB

Gibbons School

Grades 5-9 - Gore School Capital Manual			
Instructional Area	Student Capacity	500	m ²
Instructional Area			
Classrooms	12 @	80	960
Science	2 @	120	240
Ancillary	1 @	130	130
Ancillary	3 @	90	270
Info Services	2 @	115	230
Gym			595
Gym Storage			60
Library			200
Subtotal			2,585
Non Instructional Area			
Admin/Staff			307
Wrap-Around Services			30
Mechanical & Meter Rooms			162
Recycle Room (LEED)			11
Phys Ed.			130
Circ.			671
Wall Area			322
Storage			94
Washrooms			60
Accessible Washroom			12
Flexible Space			120
Wiring Network			40
Subtotal			1,959
Required Area		per student	4,544
			9.29
CTS Suites	1 @	200	200
Less One Classroom Area for 1 CTS Suite			200
Required Area			4,544
Total Required			4,544

Gibbons School 5-9			
Instructional Area	Student Capacity	Adjusted Enrol.	498
Instructional Area			
Classrooms	16	16	1,201.0
Science	1	1	110.8
Ancillary	1	1	132.7
Ancillary	3	3	270.3
Info Services	0	0	0.0
Gym	2	2	746.2
Gym Storage	2	2	43.0
Library	1	1	111.8
Subtotal			2,615.8
Non Instructional Area			
Admin/Staff			270.8
Wrap Around			4.5
Mechanical & Meter Rooms			101.4
Recycle Room (LEED)			0.0
Phys Ed.			100.2
Circ (Mix of wall and Circulation)			839.6
Wall Area			419.8
Storage/Janitor			189.5
Washrooms			107.2
Accessible Washroom			0.0
Flexible Space			163.3
Wiring Network			0.0
Subtotal			2,196.3
Area		per student	4,812.1
			16.3
CTS Suites (IA, FF, Bus Ed)			0.0
Total CTS			0.0
Area			4,812.1
Total Area			4,812

Differences			
Instructional Area	Student Capacity	Capital Manual vs Existing	m ²
Instructional Area			
Classrooms		241	-36
Science		-129	-26
Ancillary		3	-61
Ancillary		0	-11
Info Services		-230	-30
Gym		151	169
Gym Storage		-17	98
Library		-88	96
Subtotal		-69	47
Non Instructional Area			
Admin/Staff		-36	98
Wrap-Around Services		-26	96
Mechanical & Meter Rooms		-61	47
Recycle Room (LEED)		-11	-12
Phys Ed.		-30	-12
Circ.		169	43
Wall Area		169	43
Storage		98	-40
Washrooms		96	40
Accessible Washroom		47	-12
Flexible Space		43	43
Wiring Network		-40	43
Subtotal		237	237
Area Difference		168	168
CTS Suites		0	0
Difference		-200	-200
Area		168	168
Total Required		-32	-32

Gibbons School

Grades 5-9 - Core School Capital Manual				m ²
Student Capacity	350			
Instructional Area				
Classrooms	9 @	80	720	
Science	1 @	120	120	
Ancillary	1 @	130	130	
Ancillary	2 @	90	180	
Info Services	1 @	115	115	
Gym			595	
Gym Storage			60	
Library			140	
Subtotal			2,060	
Non Instructional Area				
Admin/Staff			227	
Wrap-Around Services			20	
Mechanical & Meter Rooms			108	
Recycle Room (LEED)			11	
Phys Ed.			130	
Circ.			515	
Wall Area			247	
Storage			72	
Washrooms			42	
Accessible Washroom			12	
Flexible Space			84	
Wiring Network			40	
Subtotal			1508	
Required Area		per student	3,568	
CTS Suite	1 @	200	200	
Less One Classroom Area for 1 CTS Suite			200	
Required Area			3,568	
Total Required			3,768	

Gibbons School 5-9				m ²
Student Capacity	498			
Adjusted Enrol.	296			
Instructional Area				
Classrooms	16		1,201.0	
Science	1		110.8	
Ancillary	1		132.7	
Ancillary	3		270.3	
Info Services	0		0.0	
Gym	2		746.2	
Gym Storage	2		43.0	
Library	2		111.8	
Subtotal			2615.8	
Non Instructional Area				
Admin/Staff			270.8	
Wrap Around			4.5	
Mechanical & Meter Rooms			101.4	
Recycle Room (LEED)			0.0	
Phys Ed.			100.2	
Circ (Mix of wall and Circulation)			839.6	
Wall Area			419.8	
Storage/Janitor			189.5	
Washrooms			107.2	
Accessible Washroom			0.0	
Flexible Space			163.3	
Wiring Network			0.0	
Subtotal			2196.3	
Area		per student	4,812.1	
CTS Suites (IA, FF, Bus Ed)			0.0	
Total CTS			0.0	
Area			4,812.1	
Total Area			4,812	

Differences				m ²
Student Capacity		Capital Manual vs Existing		
Instructional Area				
Classrooms			481	
Science			-9	
Ancillary			3	
Ancillary			90	
Info Services			-115	
Gym			151	
Gym Storage			-17	
Library			-28	
Subtotal			556	
Non Instructional Area				
Admin/Staff			44	
Wrap-Around Services			-16	
Mechanical & Meter Rooms			-7	
Recycle Room (LEED)			-11	
Phys Ed.			-30	
Circ.			325	
Wall Area			173	
Storage			118	
Washrooms			65	
Accessible Washroom			-12	
Flexible Space			79	
Wiring Network			-40	
Subtotal			688	
Area Difference			1,244	
CTS Suites			0	
Difference			-200	
Area			1,244	
Total Required			1,044	

B. Priority #2 - Morinville Public K-4 Replacement School

Capital Plan Submission Year	2019 – 2020
Capital Program	School Facilities
Title	Sturgeon Public School Division No. 24
Project Sub-Category	Modernization – Replacement Facilities
Key Drivers	Health and Safety and Program
Client Name	Sturgeon Public School Division No. 24
Client Ranking	2
Original Capital Plan Submission Year	2018/2019
School Facility Name	Morinville Public K-4 Replacement School
Constituency	Barrhead – Morinville - Westlock
Location	10020 – 101 Avenue, Morinville, Alberta

DESCRIPTION (PROJECT SCOPE):

- The construction of a new, Grades K-4, 600 capacity, replacement school on the existing site.
- Demolition of the existing 527 capacity school upon completion of the new replacement school.

REASON (PROJECT BENEFITS):

- Currently the existing school provides the only public education to students in Grades K-9 in Morinville. The new Four Winds School, Grades 5-9, is anticipated to open in November 2019.
- The existing school was built in 1957, with additions in 1966, 1976, 1985 and 1991. The school is 60 plus years of age and the replacement of the original mechanical/ventilation systems, electrical system and building envelope which are well past their life expectancy, including hazmat abatement and the sprinklering of the building if required to address code, are in need of immediate attention.
- As documented by Golder and Associates, any fungal contamination due to airborne fungal spore will require remediation and are a major health and safety concern for staff and students.
- The administration area which is very small and poorly laid out will need to be relocated as there is currently no visibility of the front entrance and of who is entering the school, which is a safety concern.
- The corridors are very narrow and congested.
- The gymnasium is a sunken structure that was not originally barrier free (a ramp has been placed at one entrance since, but the ramp is a bit steep and the lift is located at the other entrance for barrier free access)
- There is a high-water table below the gymnasium. The change rooms are located up a set of stairs and are dated and not barrier free.
- The washrooms are dated and not barrier-free.
- Once the modular classrooms have been taken off, the building is only 190m² short of the requirements recommended in the Alberta Education Guidelines for a 400 capacity, K-6 school.

- According to Alberta Education’s Guidelines, most of the existing classrooms are undersized. There is no ancillary, gathering or flex space and the Learning Commons and Music Room are located in regular classrooms.
- Many of the washrooms have been renovated; and although they have wide stalls with hand bars, they are not barrier free as a result of the limited turning radius. There is no fully accessible handicapped washroom.
- The school will require a solution for bus and parent drop-off and pick-up.
- In summary, the major deficiencies and code requirements related to the age of the facility, the lack of barrier -free access to many parts of the school, significantly the gymnasium, the fungal contamination issues and the program deficiencies, including the lack of ancillary, gathering or flex space and a proper Learning Commons and Music Room and the fact that there are no multi-purpose spaces to support 21st century learning, support the need for a smaller, “right-sized” replacement school.
- The cost of modernizing the school is not cost-efficient.
- A modernization would need to reconfigure the school’s existing space and add space to provide the required ancillary/gathering spaces and multi-purpose space which needs to be flexible and adaptable, to allow for interactive learning (examples are garage doors and moveable walls and gathering spaces for students to work independently or in small groups) which is a necessity today to offer 21st century learning to students. The age of the school and the brick/block structure do not allow for an easy reconfiguration of the existing space.
- The replacement of the existing Morinville K-9 School with a K-4 school needs to occur after the new 5-9 school has opened in 2019.
- The school currently has 26 modulares and two modular washrooms on site. The existing modulares may be required as swing space during the construction of a replacement school, depending on site restraints and the positioning of a replacement school but may be relocated once the replacement school is completed.
- With the demonstrated adjusted enrolments for the past several years, and the anticipated continued enrolment growth and stability, the existing 400 capacity school is undersized. A 600 core capacity replacement school would accommodate the anticipated enrolment and serve the needs of the community well into the future.



Left - Gymnasium
Right - Main corridor

Consequences: Continued health and safety issues and the lack of barrier-free space to provide "inclusive education" and 21st century learning opportunities.

Change in Capacity: -313 student places

Gross Area: 6,068.81 (includes modular some of which may be relocated)

Preservation Area: 0

New and Expansion Area: 2,610

Demolition Area: TBD

Funding Details for Cost-shared Projects: N/A

P3 Potential: N/A

Scheduled Start Date: Planning and Design Immediately. Construction upon completion of the new Four Winds 5-9 School in November 2019.



Left - Washroom
Right - Damaged
wall base

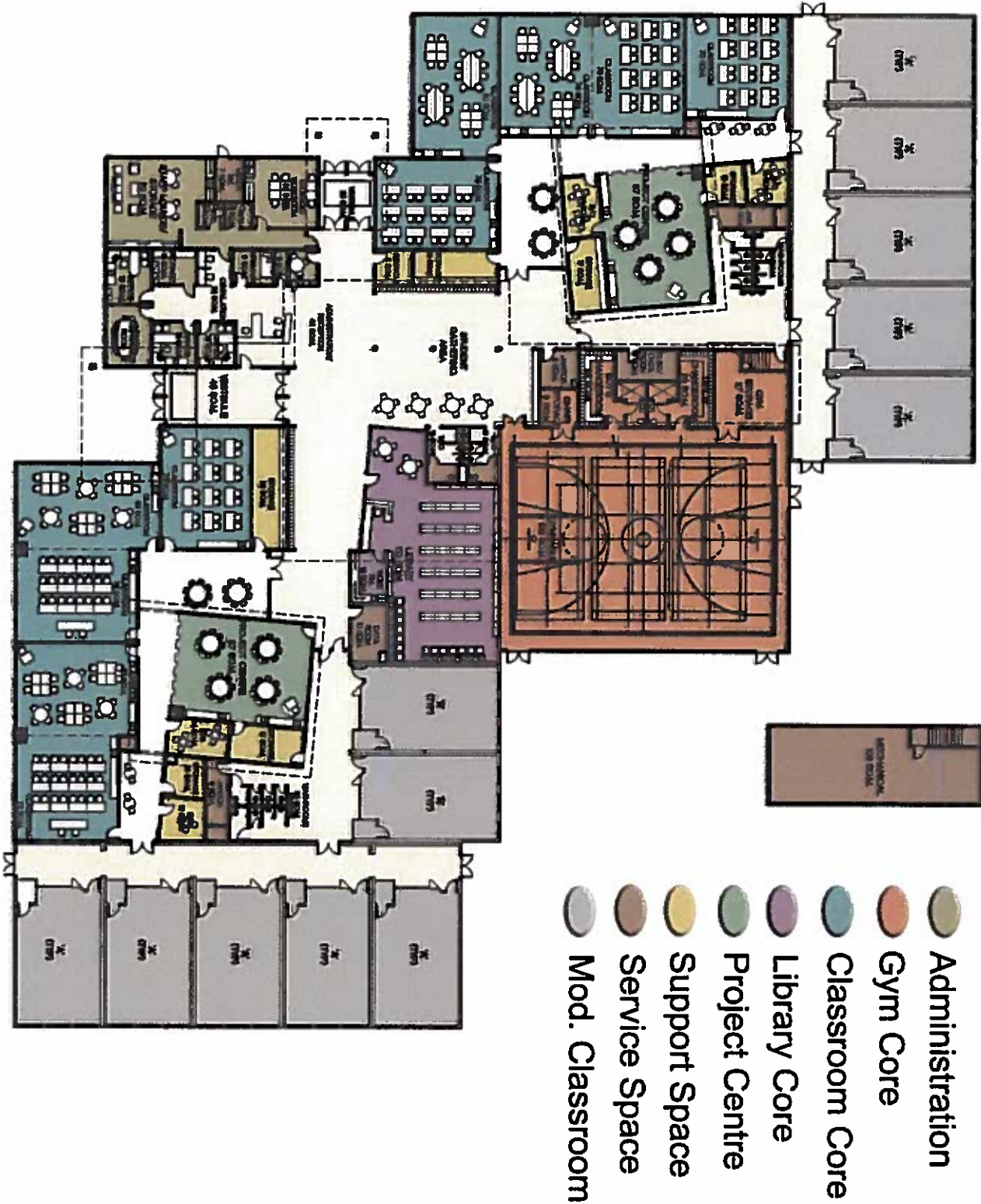
Morinville Public School

Grades K-6 - Core School	Capital Manual	m2
Student Capacity	400	
Instructional Area		
Classrooms	11	880
Elementary Science	2	95
Ancillary	1	130
Ancillary	2	90
Gym		430
Gym Storage		43
Library		160
Subtotal		1,918
Non Instructional Area		
Admin/Staff		227
Wrap-Around Services		20
Mechanical & Meter Rooms		108
Recycle Room (LEED)		11
Phys Ed.		70
Circ.		503
Wall Area		242
Storage		70
Washrooms		48
Accessible Washroom		12
Flexible Space		96
Wiring Network		30
Subtotal		1,437
Required Area	per student	3,355
CTS Suite	0	200
Less One Classroom Area for 1 CTS Suite		0
Required Area	*excludes circulation + wall area (see note below)	2,610
Total Required		2,610

Circulation + wall area not included in provided floor plans - has been removed from totals so as not to skew calculations.

Morinville Public School K-4	m2
Student Capacity	400
Adjusted Enrol.	400
Instructional Area	
Classrooms	13
Elementary Science	1
Ancillary	0
Ancillary	2
Gym	1
Gym Storage	2
Library	1
Subtotal	1823.6
Non Instructional Area	
Admin/Staff	111.5
Wrap Around	126.1
Mechanical & Meter Rooms	69.6
Recycle Room (LEED)	0.0
Phys Ed.	78.9
Circ (Mix of wall and Circulation)	
Wall Area	
Storage/Janitor	144.0
Washrooms	66.5
Accessible Washroom	0.0
Flexible Space	0.0
Wiring Network	0.0
Subtotal	596.6
Area	2,420.2
	per student
CTS Suites (IA, FF, Bus Ed)	
Total CTS	0.0
Area	2,420.2
Total Area	2,420

Differences	Capital Manual vs Existing	m2
Student Capacity		
Instructional Area		
Classrooms		27
Elementary Science		-1
Ancillary		-130
Ancillary		-14
Gym		-7
Gym Storage		8
Library		21
Subtotal		-94
Non Instructional Area		
Admin/Staff		-116
Wrap-Around Services		106
Mechanical & Meter Rooms		-38
Recycle Room (LEED)		-11
Phys Ed.		9
Circ.		
Wall Area		
Storage		74
Washrooms		19
Accessible Washroom		-12
Flexible Space		-96
Wiring Network		-30
Subtotal		-95
Area Difference		-190
CTS Suites		0
Difference		0
Area		-190
Total Required	*excludes circulation + wall area (see note below)	-190



K-6 600 Capacity Core School
 Standard Core Elementary Schools - 600 Capacity Design Development Short Report,
 October 2007, Alberta Infrastructure and Transportation

C. Priority #3 - Sturgeon Heights School

Capital Plan Submission Year	2019-2020
Capital Program	School Facilities
Title	Sturgeon Public School Division No.24
Project Sub-Category	Modernization – Addition
Key Drivers	Health and Safety, Utilization and Program
Client Name	Sturgeon Public School Division No.24
Client Ranking	3
Original Capital Plan Submission Year	2018/2019
School Facility Name	Sturgeon Heights School
Constituency	St. Albert
Location	50 Hogan Road, St.Albert, Alberta

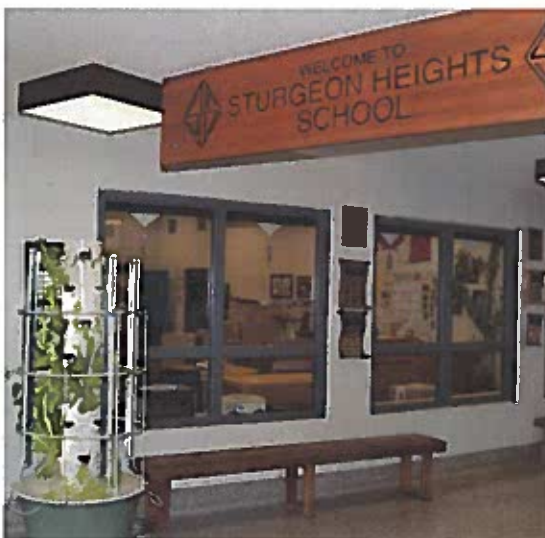
DESCRIPTION (PROJECT SCOPE):

- The modernization and addition of the existing Grades K-9 School.

REASON (PROJECT BENEFITS):

- Sturgeon Heights School is Sturgeon Public School Division's only school in the City of St. Albert.
- The school which was built in 1971 is approaching 50 years of age. Six modular were added in 1989, 2015, 2016 and 2017.
- The 2012 Facility Audit indicated an FCI score of 23.32% and the replacement of the original mechanical/ventilation systems, electrical system and building envelope, which are well past their life expectancy, including hazmat abatement and the sprinklering of the building if required to address code are in need of immediate attention.
- The administration area is located in the school's interior and has no view of the front entrance of the school, which is a huge security issue. Also, in addition to being relocated, the administration area needs to be increased in size and relocated to the front of the school to ensure the safety of staff and students.
- The school, originally built as an open concept school, is circular in design but was modernized to have classrooms. When compared to the Alberta Education Guidelines for a 600 capacity, K-9 school, Sturgeon Heights School is 667m² smaller than the guidelines recommend; 45m² short in instructional space, and 511m² short in non-instructional space. The school is short 101m² in science classrooms, and 123m² in small ancillary space.
- The gymnasium which is dated, is undersized by 69m².
- The Learning Commons is located in the centre of the school and has a skylight, with seating and bookshelves scattered throughout the space. This space is undersized by 92m².
- The administration area which is undersized by 59m², has no views to exterior as it is a completely interior space.
- As a result of the high utilization, many of the original spaces have been re-purposed to classrooms or offices.

- Many of the spaces have no barrier-free access in a school that has a number of physically handicapped students in wheelchairs.
- Other than the Learning Commons, there are no real 21st century learning spaces, as the school is lacking in ancillary space and flexible space (144m² short). CTS space, is 88m²; 112m² short of the CTS space recommended for a school of this size and configuration.
- The interior classrooms have no natural light.
- There is a fully accessible-handicapped washroom but most other washrooms are dated.
- Neither the art or music rooms are barrier-free.
- The circular shape of the school limits the location of additional modularity to alleviate the high utilization.
- The school's location and street access poses a serious traffic problem at drop-off and pick-up times. The school will require a solution for bus and parent drop-off and pick-up. Bus and parent loading areas are congested and pose a serious safety concern.
- In summary, the school is very undersized for its capacity when compared to the Alberta Education Guidelines and consequently has very limited CTS, ancillary and flex space. The proposed modernization and addition need to reconfigure the school's existing space and add space to the existing, rectangular portion of the school to provide a new gymnasium, CTS space and additional ancillary and gathering space. The ancillary/gathering spaces, new, or re-purposed, need to be multi-purpose, flexible and adaptable, to allow for interactive learning (examples are garage doors and moveable walls and gathering spaces for students to work independently or in small groups) which is a necessity today to offer 21st century learning to students.
- The circular shape of the school will necessitate a well thought out project as adding to the school, as well as addressing the bussing and parent drop off and pick up concerns, will be challenging.



Left - Main entrance looking into administration space
Right - Library

Consequences: Continued health and safety issues and the lack of barrier-free space to provide "inclusive education" and 21st century learning opportunities.

Change in Capacity: TBD (TO BE DETERMINED)

Gross Area: 4,464.22

Preservation Area: 3,867.80

New and Expansion Area: TBD

Demolition Area: 0

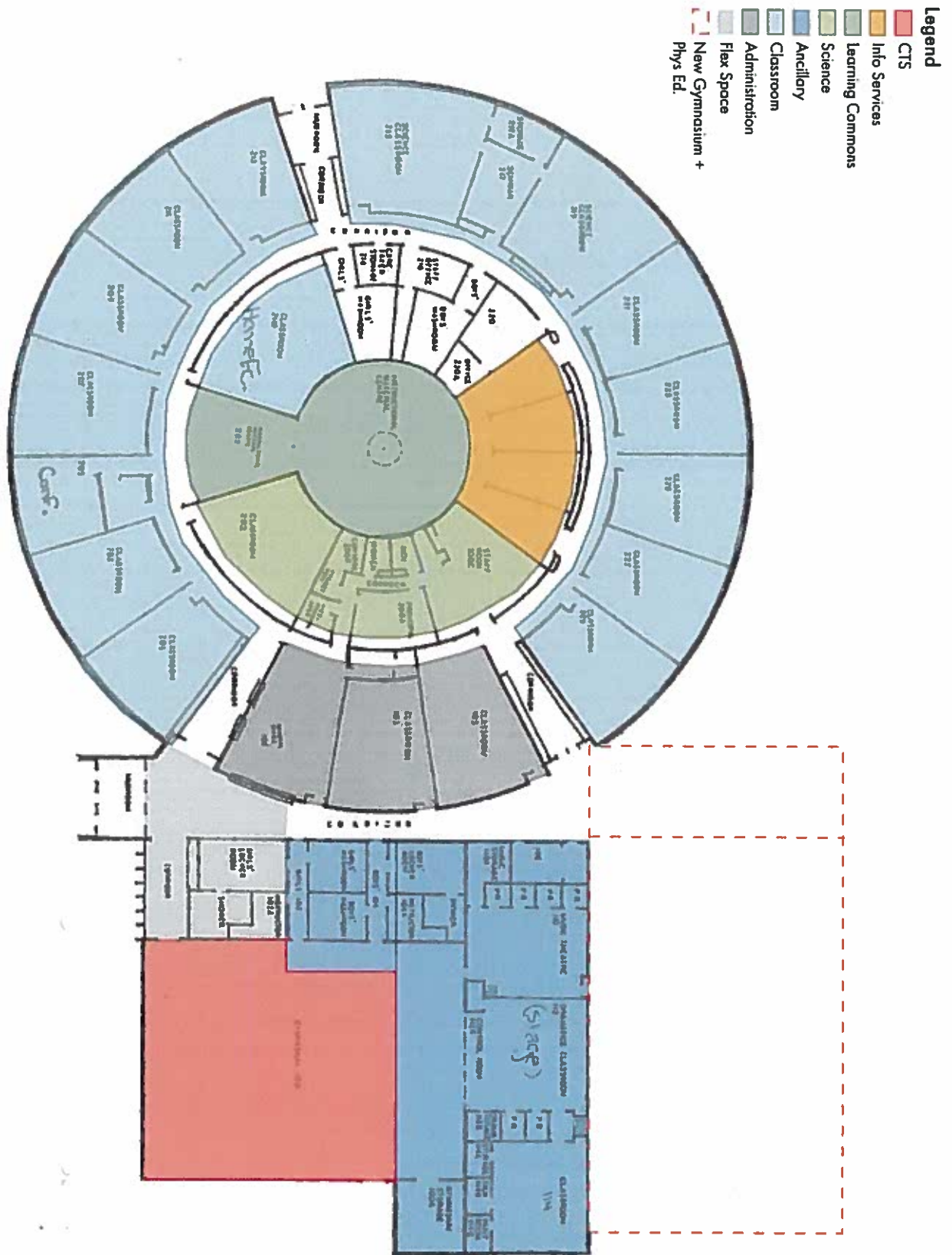
Funding Details for Cost-shared Projects: N/A

P3 Potential: N/A

Scheduled Start Date: Immediately.



Left - Music room
Right - Typical
classroom



Sturgeon Heights School

Grades K-9 - Core School	Capital Manual	m ²
Student Capacity	600	
Instructional Area		
Classrooms	16	80
Science	2	120
Elementary Science	1	95
Ancillary	3	130
Info Services	1	115
Gym		515
Gym Storage		52
Library		240
Subtotal		2,937
Non Instructional Area		
Admin/Staff		307
Wrap-Around Services		30
Mechanical & Meter Rooms		189
Recycle Room (LEED)		11
Phys Ed.		100
Circ.		734
Wall Area		352
Storage		103
Washrooms		72
Accessible Washroom		12
Flexible Space		144
Wiring Network		40
Subtotal		2,094
Required Area	per student	5,031
		8.39
CTS Suite	1	200
Less One Classroom		200
Area for 1 CTS Suite		200
Required Area		5,031
Total Required		5,231

Sturgeon Heights School K-9	m ²
Student Capacity	604
Adjusted Enrol.	578
Instructional Area	
Classrooms (including 6 mod)	20
Science	1
Elementary Science	1
Ancillary	1
Info Services	2
Gym	1
Gym Storage	
Library	
Subtotal	2892.7
Non Instructional Area	
Admin/Staff	248.3
Wrap Around	70.0
Mechanical & Meter Rooms	100.8
Recycle Room (LEED)	0.0
Phys Ed.	86.3
Circ (Mix of wall and Circulation)	509.2
Wall Area	254.6
Storage/Janitor	213.9
Washrooms	84.6
Accessible Washroom	15.2
Flexible Space	0.0
Wiring Network	0.0
Subtotal	1,582.9
Area	4,475.6
	per student
	7.7
CTS Suites (I.A, FF, Bus Ed)	88.0
Total CTS	88.0
Area	4,563.6
Total Area	4,564

Differences	Capital Manual vs Existing	m ²
Student Capacity		
Classrooms		341
Science		-101
Elementary Science		0
Ancillary		35
Info Services		-123
Gym		-12
Gym Storage		-69
Library		-23
Subtotal		-92
Non Instructional Area		
Admin/Staff		-59
Wrap-Around Services		40
Mechanical & Meter Rooms		-88
Recycle Room (LEED)		-11
Phys Ed.		-14
Circ.		-225
Wall Area		-97
Storage		111
Washrooms		13
Accessible Washroom		3
Flexible Space		-144
Wiring Network		-40
Subtotal		-511
Area Difference		-556
CTS Suites		0
Difference		-112
Area		-556
Total Required		-667

group2.ca

Group2

Architecture
Interior Design

Edmonton
900, 10150 100 Street NW
Edmonton AB T5J 0P6
+1 780 447 2990

Red Deer
200-4706 48th Avenue
Red Deer AB T4N 6J4
+1 403 340 2200

Calgary
120, 510 12th Avenue SW
Calgary AB T2R 0X5
+1 403 212 0960

Saskatoon
630c 10th Street E
Saskatoon SK S7H 0G9
+1 306 373 2935



Board Memorandum

Date: March 13, 2019
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Ruth Kuik, Deputy Superintendent, Education Services
Jonathan Konrad, Director, Student Achievement & Results
Subject: Assurance Report Four: Education Services

Background:

Goal One of the Three Year Education Plan identifies High Quality Teaching and Learning for All Students as a priority. Attached are the fifth and sixth summaries of Assurance Report Four which addresses the priorities:

- continue to research, support and monitor the most effective use of technology to support students and staff with their learning
- communicate effectively with parents about their child's achievement.

Recommendation:

The information regarding priorities five and six in the Assurance Report from Education Services is shared with the Board for information and further discussion.

Sincerely,

R. Kuik

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

Attachments

COMMITTEE 9.24



ASSURANCE REPORT

EDUCATION SERVICES

THREE YEAR ACTION PLAN REPORT

2018/19

GOAL 1

**High Quality Teaching and Learning for
All Students**

Priority:

Continue to strive for improvement on provincial assessment measures; ie. Annual Education Results Report (AERR), Provincial Achievement Tests (PAT), and Diploma Exams (DIP).

Strategies:

1. Analysis of 5 year trends and implications of achievement.
2. Analysis and response to the Division's AERR, including student achievement on the PAT's and DIP's.
3. School will address areas of concern through collaborative meetings, follow up and professional development with administrators and teachers and report to the Associate Superintendent, Education Services.
4. Implementation of evidence based decision making in all schools to guide programming in key and critical areas.
5. Develop and implement Year One of professional learning for administrators concentrated on building school leadership and utilizing school based teams to ensure cohesion between division and school goals and priorities.

1. Provincial and diploma exam results presented to the Board of Trustees on October 10th, 2018.
2. AERR summary and analysis presented to the Board of Trustees on November 14th, 2018.
3. School administrators will present and discuss school results with the Board of Trustees on November 12th and 13th, 2018. Areas of strength and areas of challenge will be discussed, and response strategies will be presented.
4. Professional Development Plan for administrators has been developed.
5. School are using 3 points of data to determine programming: Provincial Achievement Exam results, Our School survey results, Fountas and Pinnell, Mathletics and MIPI (Math Intervention Programming Instrument) results.
6. The Associate Superintendent of Education Services will visit with each school and review results and responses with principals.
7. A summary of the report provided by the University of Portland (Grade 6 PAT Results Research) will be shared with all principals and directors to assist in determining professional development and planning needs.

Supporting documents:

1. Provincial Achievement Test and Diploma Examination Summary Report
2. AERR Summary and Analysis
3. Schedule: School Presentations to the Board of Trustees
4. Professional Development Plan for Administrators
5. Schedule: Associate Superintendent, Education Services School Visit
6. Report from University of Portland: School of Education

REPORTING DATE: Committee of the Whole Meeting – January 16, 2019

GOAL 1

High Quality Teaching and Learning for All Students

Priority:

Continue a culture of inquiry and a targeted professional growth plan, focused on the Division's Three Year Education Plan priorities as it relates to instructional and assessment practices.

Strategies:

1. Facilitate and support for Beginning Teachers' Cohort, Reggio- Inspired Cohort, Call to Action Cohort, Music Cohort, and Fine Arts Cohort.
2. Facilitate and support workshops and sessions in Assessment For/Of Learning, Power Teacher Pro, Guided Reading, French Immersion, Differentiated Instruction, Inquiry/Project-based Learning.
3. Continue to communicate to teachers research informed practices to support teaching and learning.
4. Facilitate the introduction and examination of the new Teaching Quality Standard and the new Leadership Quality Standard (implementation September 2019).

1. Learning Plans provided for each professional development cohort.
2. Professional Development plan for the division has been developed, as well as plans for each school.
3. Informed and effective practice is presented in cohort professional learning.
4. The Director of Student Achievement and Results has provided a Fall update relative to the focus on improving student achievement.

Supporting documents:

1. Fall Update: Student Achievement
2. Professional Learning Plan for SPSD Administrators 2018/19
3. Professional Development Plan: school based
4. Centrally Coordinated Calendar of Professional Development 2018/19
5. Power Teacher Pro Transition Plan
6. Fall Updates and learning plans for cohorts: Numeracy, Literacy, Art, Call to Action, CTF, Ed Tech, Health Champions, Kindergarten, Music, Nature Based Teaching, Safe Contact

REPORTING DATE: Public Board Meeting – January 30, 2019

GOAL 1

High Quality Teaching and Learning for All Students

Priority:

Continue to support, program and fund effective early learning programs and interventions for students enrolled in our Early Childhood Education (ECE) programs.

Strategies:

1. Facilitate summer and parent programs.
2. Fund and support Pre-school Enrichment Program (PEP), Kindergarten Enrichment Program (KEP), and Headstart programs.
3. Division-wide implementation of the Early Childhood Education Strategies for Teaching Based on Autism Research (ECE STAR) program to support students diagnosed with autism or social communication difficulties.

1. 2nd Annual Parent Conference October 12-13, 2018-2019
2. Webinar Series to be launched in the Winter of 2019 – 1st session filmed – Mealtime Battles
3. Circle of Security Parenting Program – more opportunities offered to parents
4. Triple P offered (Positive Parenting Program)
5. Increased use of robotics for coding in all Early Childhood Education programs - PEP/KEP, HS and Kindergarten
6. Additional Coaches being trained in the STAR program across the division
7. Full day parent/staff workshop on April 15th with Kim Barthel, OTR - Becoming a Behavioural Detective: Understanding, Surviving and Supporting Complex Behaviours
8. Parent Support Group – 8 Pilot Project @ MPS

Supporting documents:

1. Parent Programs 2018-2019
2. 2nd Annual Parent Conference October 12 – 13, 2018

GOAL 1:
High Quality Teaching and Learning for
All Students

Priority:

Continue to research, support and monitor high quality instructional strategies that improve students' literacy and numeracy skills across the Division.

Strategies:

1. Review and align instructional minutes assigned to Math in Grades 1 – 9.
2. Develop and report a literacy and numeracy plan in each school.
3. The division will develop a two year numeracy and literacy plan to support professional learning.

1. Instructional Minutes have been reviewed for all schools.
The Guide to Education indicates that instructional minutes per week for math should be:
 - a. Grades 1 – 6: 240 mins
 - b. Grades 7-9: 150 mins
 - c. High School: 5 credits equals 125 hours of instruction
2. All Headstart programs have literacy backpacks for students to take home to encourage home reading.
3. In Early Childhood Services, Speech and Language therapists monitor and program for phonemic awareness which is a necessary pre-literacy skill.
4. Schools program for Guided Reading, Balanced Literacy, Guided Writing and Moving Up with Literacy.
5. Literacy plans have been developed by each school
6. CIF funding has supported either numeracy or literacy planning at the school level.

Supporting documents:

1. Division Literacy Plan
2. Division Numeracy Plan
3. Sample blank Literacy Plan for schools
4. Sample blank Numeracy Plan for Schools

GOAL 1

High Quality Teaching and Learning for All Students

Priority:

Continue to research, support and monitor the most effective use of technology to support students and staff with their learning.

Strategies:

1. Develop and plan for technology infrastructure for all schools through the Centralized Technology Services department.
2. Facilitate the Education Technology Teacher Advisory Cohort to explore and advise on teacher practice pertaining to technology in education.
3. Through Education Services, coordinate and collaborate with schools on the most appropriate assistive technologies for students who require supports.
4. Expand the role of a Coordinator of Instructional Technology and Innovation to assist teachers with applying technologies effectively for instruction and learning.

1. The Centralized Technology Services department strives to ensure equitable access for students, teachers and administrators to well-designed, high-speed, reliable and sustainable network infrastructure. To facilitate this, they survey each site and build three year improvement plans which include strengthening wireless connectivity and the delivery of core services.
2. The Coordinator of Instructional Technology and the Manager of Technology Services met with each principal in the fall to develop an ET/IT plan for the year and will meet again in spring to discuss progress and to update their broader three year plan.
3. Each school identified a teacher to help support their staff with the effective use of technology in teaching. They joined the division Education Technology Cohort and have met in October and January, and will meet once more in April.
4. SPSD has partnered with ERLC to offer Google Certified Educator training to our EdTech Cohort. This will improve our understanding of this key platform and enable teachers to make better choices when and how to use it with students. This training has started and will conclude in May.
5. This year, the EdTech Cohort partnered with the Literacy Cohort and Numeracy Cohort to create stronger connections in schools between core instruction and technology support. They have each met in November and plan to meet again in the spring.
6. All schools in Sturgeon Public School Division are now using Mathletics. The EdTech Cohort has been part of this roll out and continue to be a support to our math teachers on how to best use this platform for differentiated instruction. Usage statistics as well as teacher, student, and parent feedback is being collected to help understand this new platform and ensure it is effectively supporting student achievement.

7. All grade 7 to 12 students in Sturgeon Public School Division have access to MyBlueprint to explore their vocational goals, set personal and educational goals, build a portfolio of their growth and achievement, and track high school completion. This year all school Administration learned how to use the platform and are considering expanding the portfolio portion to include younger grades.
8. The EdTech Cohort continues to work as a supportive group for the development of STEAM education in all our schools and will take on additional responsibilities during our division STEAM Games event in May.
9. Sturgeon Public School Division continues to program for all learners in all schools. Many students require technology to facilitate communication, improve reading comprehension, and enable their writing and sharing. Specifically, we continue to expand the use of Google Read / Write from Texthelp in all schools. The C-Pen assists older students to receive reading support while sitting in a regular classroom with the same test materials as others.
10. Education services continues to work closely with speech and language pathologists and occupational therapists to ensure younger students have access to the technology supports they need and to ensure teachers understand the best way to assist students in moving toward independence.

Supporting documents:

1. Sturgeon School Division – Combined Report Mathletics



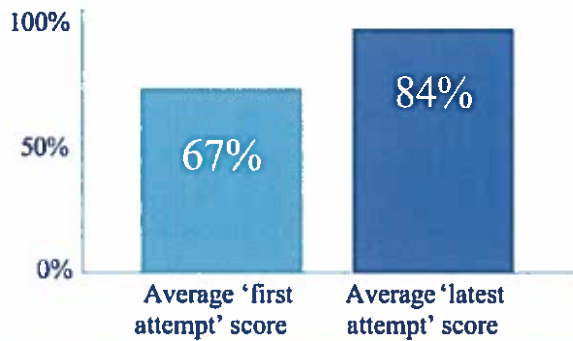
Please find below your division report detailing Mathletics usage and achievements.

Curriculum progress and mastery

Teachers at the school have assigned	Students at the school have attempted	Students at the school have answered	Repetition of activities is proven to drive better understanding and results. Achieving >85% on a topic means students attain Concept Mastery . Take a look at how your students are progressing:		
28 746	46 169	461 690	Results >85%	Results 84%-50%	Results <50%
curriculum activities	curriculum activities	curriculum questions	18954	9400	2424

Student improvement

See how much students at Sturgeon School Division are improving, by comparing their first attempt at an activity to their latest attempt.



On average, students have improved by 16%.

Success and awards

Students achieving more than 1,000 points in a single week receive an award certificate. Certificates are continuous records of achievement which are based on a bronze, silver and gold scale.



That's a total of 936 certificates awarded to your students.

Targeting fluency

Live Mathletics is perfect for practicing mental arithmetic and improving fluency. This table shows how many questions your students have answered correctly on each level of LiveMathletics.

L1	L2	L3	L4	L5	L6	L7	L8	L9	L10
381 687	26370	6038	8062	2344	606	187	101	144	1425

That's a total of 426 964 quick-fire questions answered by students at Sturgeon School Division.

REPORTING DATE: Committee of the Whole Meeting – March 13, 2019

GOAL 1: High Quality Teaching and Learning for All Students

Priority:

Communicate effectively with parents about their child's achievement.

Strategies:

1. Implement Power Teacher Pro.
2. Require scheduled Parent-Teacher conferences twice a year at all of our schools.
3. Monitor and support the use of the Power School Parent Portal as per Administrative Practice Education Services 21.

1. In the 2017/2018 School year a PowerTeacher cohort was formed with representatives from each school and in each division. They met three times during the year, gained expertise in PowerTeacher Pro, created an implementation plan with their School Administration, and began to train teachers.
2. In August, 2018, all schools implemented PowerTeacher Pro as the online gradebook software for PowerSchool. Feedback at Admin council has been positive regarding teacher comfort and understanding regarding this new tool.
3. During the spring of 2017, all school administrators met with senior leadership in central office and discussed their program plans. Included in those plans are dates for each Parent-Teacher conference during the 2018/2019 school year. Each school site has at minimum, two conference dates set.
 - a. Bon Accord Community School November 20 & 21, and March 19 & 20
 - b. Camilla School November 20 & 21, and March 5 & 6
 - c. Gibbons School November 7 & 8, January 30, and March 7
 - d. Guthrie School November 19 & 21, and March 19 & 20
 - e. Landing Trail School November 21 & 22, and March 19 & 20
 - f. Lilian Schick School October 23 & 24, and March 4 & 5
 - g. Morinville Public School November 7 & 8, and February 27 & 28
 - h. Namao School November 7 & 8, and February 27 & 28
 - i. Oak Hill School November 19 and March 20
 - j. Ochre Park School November 7 & 8, and March 19 & 20
 - k. Redwater School October 11 & 25, March 8, and April 19
 - l. SCHS November 7 & 8, and April 10 & 11
 - m. Sturgeon Heights School November 8 & 9, and March 7 & 8

-
4. All teachers are updating PowerSchool a minimum of two entries per course per month as monitored by school administration. In addition, each teacher enters a minimum of one personal student comment concerning academic achievement for each reporting period.
 5. Parent Portal is an excellent way for parents and guardians to receive updates on their child's attendance and academic growth. Usage statistics from around the division is included here and reflect a significant increase in Mobile App usage from parent's phones or tablets.

Supporting documents:

1. PowerTeacher Pro - Transition Plan (with updates)
2. Parent Portal Usage Statistics

PowerTeacher Pro

Transition Plan

UPDATE

All Kindergarten to grade 12 teachers across Sturgeon schools are currently using PT Pro to communicate student assessment and achievement. School admin teams have report a smooth transition from PowerTeacher Gradebook to PT Pro. Any questions are being addressed on a case by case basis.

As we progress with reporting student achievement in PowerSchool, teachers are focusing on meeting the expectations outlined in Admin Practice: Education Services 21 (Assessment, Evaluation & Reporting of Student Achievement) and not the platform itself.

To ensure a smooth and efficient year end, the Central Lead Team may want to consider a brief inservice for PT Pro Lead Teachers and school admin to review appropriate procedures and practices in PT Pro. This would alleviate additional troubleshooting in anticipation of report cards.

Overview

PowerTeacher Pro is PowerSchool's most recent update to the Gradebook. According to PowerSchool, "PowerTeacher Pro takes the 'work' out of your day with a revolutionary 21st century gradebook, which seamlessly manages all tasks in the classroom including grading, attendance, assignments, and measuring student achievement. All student data is right at your fingertips to easily measure performance for the individual student, whole class or all classes. Instantly compare lesson plans with class progress to adjust instruction and assessment as necessary to drive student growth."

- The change from PowerTeacher Gradebook to PowerTeacher Pro can occur at any time of the year. Transition is not dependent on start and end dates.
- Individual teachers can migrate to PowerTeacher Pro one section at a time.
- All information in the Gradebook is migrated to PowerTeacher Pro. This includes all assignments, scores, categories, and preferences. The old gradebook would also still be accessible as a read-only document.

Rollout Timeline

2016/2017	
February 2017	<p>>Set up Power School Test Server to use PowerTeacher Pro</p> <ul style="list-style-type: none"> • Set up sections and adjust settings to use PowerTeacher Pro • Set up test teachers and PowerTeacher Pro gradebooks
March 2017	<p>>District Lead Team use PowerTeacher Pro in test environment</p> <ul style="list-style-type: none"> • District Lead Team - IT Manager, Coordinator of Instructional Technology and Innovation, SIS Support Specialist, Director of Curriculum and Instruction • Identify issues, customizations. • Practice migration from PowerTeacher Gradebook to PowerTeacher Pro in test environment. • Run report card test. <p>>Communication with Senior Admin</p>
April 2017	<p>>Present PowerTeacher Pro overview and rollout timeline to Admin Council.</p>
May 2017	<p>>District Lead Team prepares PD for PowerTeacher Pro Lead Team.</p> <p>>Overview for Admin council - Identify what is being done in broad brush strokes ie. Sandbox, rollout team etc.</p>
June 2017	<p>>School Admin identify minimum of 2 teachers to participate on PowerTeacher Pro Lead Team. See suggested number of lead teachers per school in prorated chart on p. 4.</p> <p>>Develop communication plan for parents.</p> <p>>Complete test rollover to next school year.</p>
2017/2018	
August 2017	<p>>Tech Dept set up live server based on test server.</p>
September 2017	<p>>Lead teachers set up sections in familiar PowerTeacher Gradebook.</p> <p>>September PD Day (Sept 15 - FULL DAY) for PowerTeacher Pro Lead Team. Delivered in-person by PowerSchool Training Team.</p> <p><i>UPDATE</i> <i>15 Sept - All lead teachers switched 1-2 sections over to PT Pro. Based on their own level of readiness.</i></p>

	<p><i>28 Sept - Lead Team Meeting (Ruth, Mark, Dave, Nikki)</i> <i>Updated team on progress. Identified issues requiring attention: email function from gradebook, inability to create custom codes. Nikki and Dave to work on solutions.</i></p> <p><i>28 Sept - Sent communication for parents for schools to include in monthly newsletter.</i></p>
October 2017	<p>>Lead Teachers prepare sections to switch over to PowerTeacher Pro. >Sections belonging to PowerTeacher Pro Lead Team are switched over to PowerTeacher Pro on or before October 31, 2017. Teachers have 6 weeks to become familiar with PT Pro. They can live in both worlds (PowerTeacher Gradebook and PT Pro) until the firm deadline identified. Anything entered in PowerTeacher Gradebook (e.g. categories, assignments, marks etc.) will transfer to PT Pro.</p> <p><i>UPDATE</i></p> <p><i>5 Oct - Requested feedback from schools regarding custom codes</i> <i>13 Oct - Shared steps with principals on how to access PT Pro teacher gradebook</i> <i>29 Oct - Update to lead teachers regarding timeline - adjust October 31 deadline to accommodate team meeting</i> <i>31 Oct - Lead Team Meeting (Ruth, Mark, Dave, Nikki)</i> <i>Updated team on progress with action items: email from gradebook, custom codes. Will use custom solution for email. Add NHI to custom codes. Emphasized particular framing of communication. Will schedule follow up meeting for December 2017.</i></p>
November 2017	<p>>District Lead Team monitors and supports PowerTeacher Pro Lead Team as needed.</p>
January 2018	<p>>Complete reporting term (S1 or T2) with PowerTeacher Pro Lead Team. This includes running transcripts, storing marks etc. District Lead Team monitor and provide support as needed.</p> <p><i>UPDATE</i></p> <p><i>16 Jan - Reviewed next steps with Mark. Discussed School Template for schools to identify plan.</i> <i>17 Jan - Provided written update to Admin Council. Included reference to planning template.</i> <i>25 Jan - Meeting (D. Webster, M. Lockwood, R. Kuik, N. Woodford)</i> <i>Updated on rollout to date. Overview of updates to PT Pro based on PowerSchool update done over holiday break. Reviewed draft agenda for Feb PD. Discussed possible next steps: stay with fall rollout, or allow for</i></p>

N. Woodford

Updated December 3, 2018

	<i>individual schools to expedite rollout. Settled on stick with fall rollout. Will eliminate April PD from plan. Need to provide some guiding questions in planning template doc.</i>
February 2018	>February PD Day (Feb 16 - AM Only) for PowerTeacher Pro Lead Team. Check in with Lead Team. Location - Namao School
March 2018	>School Admin identify school lead teams and develop transition plan using provided template. (PowerTeacher Pro Lead Team member, 1 admin, 1-3 additional teachers). This will be the support team for rollout in 2018/2019.
April 2018	>School transition plan shared with District Lead Team by April 30, 2018.
June 2018	>Complete rollover to next school year with teachers in PowerTeacher Pro Lead Team. <i>UPDATE</i> <i>Created and shared screencast of reminders and common errors to PT Pro lead teachers to support smooth year end preparation.</i>
2018/2019	
August 2018 (Sept 2018)	>School Lead Teams carry out transition plan. May roll out in one of two ways: <ol style="list-style-type: none">1. Training may occur on Aug PD days, and teachers begin year fresh in PT Pro.2. Teachers begin year in PowerTeacher Gradebook. Training occurs on Sept PD day. Teachers switch sections over from gradebook to PT Pro. <i>UPDATE</i> <i>All schools completed PT Pro training by September 14, 2018 (PD Day). All schools elected to begin 2018/2019 reporting in PT Pro.</i>
October 2018	>All sections must be in PowerTeacher Pro on or before October 31, 2018 . <i>UPDATE</i> <i>Central Lead Team provided support where necessary: clarifying processes, answering questions, troubleshooting issues.</i>
November 2018	>District Lead Team monitors and supports PowerTeacher Pro Lead Team as needed.

	<p>UPDATE</p> <p><i>N. Woodford shared reminders and common errors with PT Pro leads and admin teams in advance of reporting period. Further, Coordinator met with individual PT Pro lead teachers and/or school teams to review teacher gradebooks and support appropriate procedures. (BACS, OP, LT, GUT, GIB). All schools reported completion of PT Pro training and transition in ET/IT Fall meetings.</i></p> <p><i>Need to ensure all reports accessed by admin teams accurately reflect data from PT Pro.</i></p>
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Additional Notes:

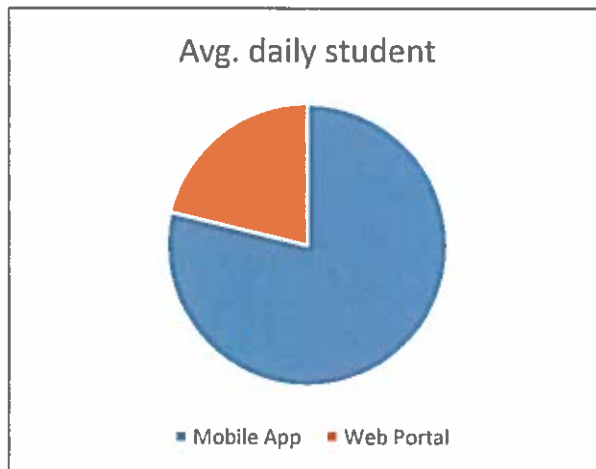
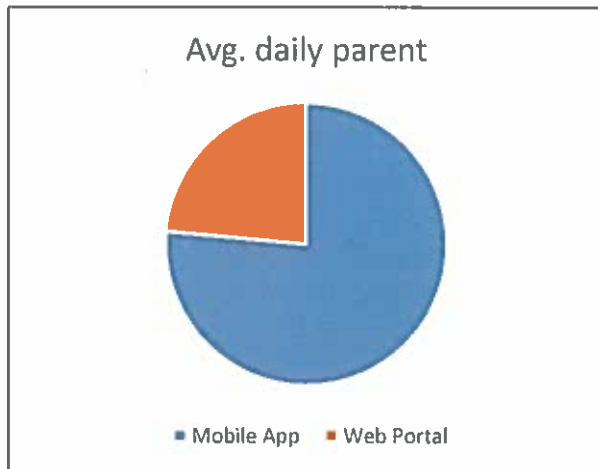
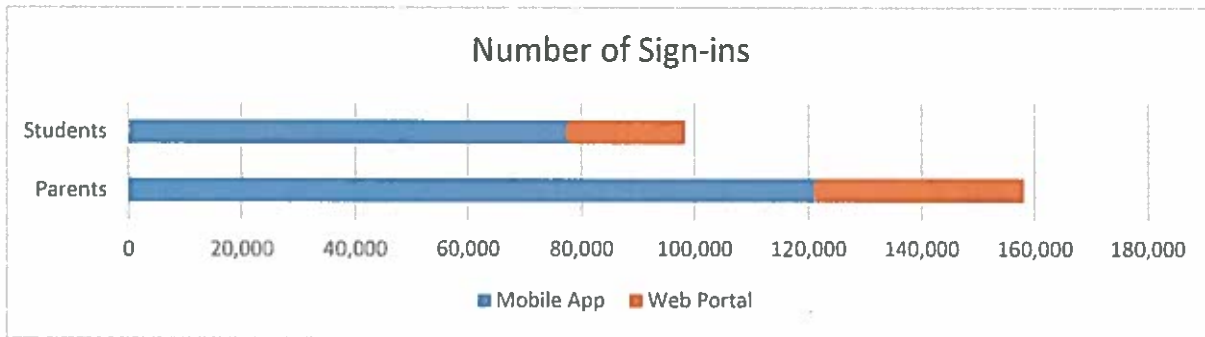
- Goal is to build capacity within each school over time to support roll out with all teachers.
- Support organic rollout. If schools are ready to accelerate the October 31, 2018 timeline, there is the flexibility to do that.
- Lead team should have representation from all Divisions including ECE (ie. Kindergarten).

Number of Representatives on PowerTeacher Pro Lead Team

School Population	No. of Reps
<p><300</p> <p>Bon Accord Gibbons Lilian Schick MLC/SLC Oak Hill Ochre Park Redwater</p>	2
<p>301-550</p> <p>Camilla & Colony Guthie Landing Trail Namao Sturgeon Heights</p>	2-3
<p>551<</p> <p>Morinville Public Sturgeon Composite</p>	3

STURGEON PUBLIC SCHOOL DIVISION

Mobile App		Web Portal		Email
Parents	120,901	Parents	37265	Number of parents signed up to receive progress reports via email: 2140 (35.6%)
Students	77363	Students	20858	
Combined	198,264	Combined	58123	
Records accessed	3,020 / 56.23%	Records accessed	3771 / 67.80%	
Avg. daily parent	683.06	Avg. daily parent	210.5	Number of reports sent out during specified period: --
Avg. daily student	437.08	Avg. daily student	117.8	
Combined	1120.14	Combined	328.3	





Board Memorandum

Date: March 13, 2019
To: Board of Trustees
From: Mary Lynne R. Campbell, Superintendent/CEO
Originator(s): Dr. Charmaine Brooks, Associate Superintendent,
Business and Corporate Services
Dave Webster, Manager, Technology Services
Subject: IT Report: Monthly Downtime

Background:

Attached is the report for Technology Services indicating network outage for the month of February 2019.

Recommendation:

This report regarding Monthly Downtime is shared with the Board for information.

Sincerely,

R. Kuik

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

Attachment

COMMITTEE 9.25

Sturgeon Public School Division

Monthly Network Outage Report

March 03, 2019

Feb 1, 2019 – Feb 28, 2019

Monthly Uptime Report: Common SaaS Check

Report Time Span: 2/1/2019 12:00:00 AM - 3/1/2019 12:00:00 AM

Report Hours: 24 / 7

Sensor Type: Common SaaS (15 m Interval)

Probe, Group, Device: Local probe > Local probe > Probe Device

Uptime Stats: Up: 100 % [27d 23h 48m 13s]

Request Stats: Good: 100 % [2687]

Average (Available Services): >99 %

Down: 0 % [00s]
Failed: 0 % [0]

Date Time	Available Services	Office 365	Bing	Google Apps	Dropbox	Salesforce	GitHub	Facebook	Twitter	Youtube	Downtime	Coverage
Averages (of 672 values)	>99 %	188 msec	513 msec	176 msec	290 msec	335 msec	421 msec	213 msec	243 msec	138 msec	0 %	100 %

www.sturgeon.ab.ca (hosted)

SaaS Report: Common SaaS Check

Report Time Span: 2/1/2019 12:00:00 AM - 3/1/2019 12:00:00 AM

Report Hours: 24 / 7

Sensor Type: Common SaaS (15 m Interval)

Probe, Group, Device: Local probe > Cloud Services > Internet Status

Uptime Stats: Up: 100 % [27d 23h 46m 02s]

Request Stats: Good: 100 % [2687]

Average (Available Services): >99 %

Down: 0 % [00s]
Failed: 0 % [0]

Outage Detail: