



Board Meeting Agenda

March 28, 2018 – 4:30 p.m.

1. **Call to Order**
2. **Approval of Agenda**
 - 2.1 Additions/Deletions to Agenda
 - 2.2 Approval of Agenda
3. **Appointments**
4. **Reading and Approving of Minutes**
 - 4.1 Amendment/Correction of Minutes
 - 4.2 Approval of the Minutes of the Regular Meeting of February 28, 2018
5. **Presentations**
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

7.7 Transportation

8. Reports from Special Committees

8.1 Alberta School Boards Association Representative

8.2 Public School Boards Association of Alberta Representative

9. New Business

9.1 Policy D/I/11 – Public Interest Disclosure (Whistleblower Protection)

9.2 Policy D/III/1 – Equity, Diversity, Inclusion and Human Rights

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

9.4 Policy F/IV/4 – Student Conduct

9.5 2019 – 2020 Capital Plan Priorities

9.6 Lease Agreement – Town of Morinville

9.7 Monthly Financial Report

10. **Unfinished Business**
11. **Notices of Motion**
12. **Information**
13. **Comment & Question Period**
 - 13.1 ATA; CUPE
 - 13.2 Community Members
 - 13.3 Media
14. **Requests for Information**
15. **Adjournment**



**Minutes of the Meeting of
The Board of Trustees of
Sturgeon Public School Division No. 24
Held at Morinville on February 28, 2018**

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**Minutes of the Meeting of
The Board of Trustees of
Sturgeon Public School Division No. 24
Held at Morinville on February 28, 2018**

Roll Call

Present were Trustees: Mr. Joe Dwyer; Mr. Terry Jewell; Mrs. Liz Kohle; Mrs. Tasha Oatway-McLay; Mrs. Pequin; Mr. Shane Sherwin; Dr. Michèle Dick (Superintendent); Mrs. Iva Paulik (Secretary Treasurer); Mrs. Ruth Kuik (Associate Superintendent, Education Services); Mr. Thomas Holmes (Associate Superintendent, Human Resources & Leadership Support)

Absent: Misty Featherley

Call to Order

The Chair called the meeting to order at 4:32 p.m.

Approval of Agenda

#019/2018 – Moved by Mrs. Oatway-McLay that the agenda be approved.

CARRIED 6/0

Appointments

Approval of Minutes

#020/2018 – Moved by Mrs. Kohle that the minutes of the Regular Meeting of January 31, 2018 be approved.

CARRIED 6/0

Presentations

Mrs. Bev Sagert, Director of Early Childhood Education & Transition Support and Mrs. Erin Sheehan, Psychology Assistant, Sturgeon Public School Division, provided a report on the Intergenerational Program with Headstart students and senior citizens.

Reports from Senior Administration

A verbal and written report was provided on behalf of Senior Administration.

Reports from Trustees and Standing Committees

Chair's Report

A verbal report was provided.

Trustees' Reports

Verbal reports were provided.

Building

A verbal report was provided.

Finance & Human Resources

No report was provided.

Education Policy

No report was provided.

Advocacy

A verbal report was provided.

Transportation

A verbal report was provided.

Reports from Special Committees

Alberta School Boards Association Representative

A verbal report was provided.

Public School Boards Association of Alberta Representative

A verbal report was provided.

New Business

Policy E/IV/4 – Employee Absences

#021/2018 – Moved by Mrs. Pequin that the Board of Trustees approve Policy E/IV/4 – Employee Absences with the following amendment:

- 1.2 Where circumstances arise, the Board recognizes the responsibility of employees to report absences in accordance with established administrative practice and employment agreement provisions.

CARRIED 6/0

Policy F/II/4 – Copyright

#022/2018 – Moved by Mrs. Kohle that the Board of Trustees approve Policy F/II/4 – Copyright.

CARRIED 6/0

Policy F/IV/1 – School Attendance Policy

#023/2018 – Moved by Mrs. Oatway-McLay that the Board of Trustees approve Policy F/IV/1 – School Attendance Policy.

CARRIED 6/0

Policy E/IV/3 – Cell Phone Use

#024/2018 – Moved by Mrs. Oatway-McLay that the Board of Trustees approve Policy E/IV/3 – Cell Phone Use.

CARRIED 5/1

Opposed: Mr. Terry Jewell

Meeting recessed at 6:00 p.m. for dinner.

Meeting resumed at 6:30 p.m.

Sturgeon Heights School, Lord's Prayer Junior High Recitation Practice

#025/2018 – Moved by Mr. Sherwin that the Board of Trustees approve the recommendation to discontinue the Junior High recitation of the Lord's Prayer at Sturgeon Heights School commencing School Year 2018 – 2019.

CARRIED 6/0

Camilla Replacement School Update – Design 2.2 (otherwise referenced as Design 7B)

#026/2018 – Moved by Mr. Dwyer that the Board of Trustees approve Design 2.2 (A2) as the schematic design for the Camilla School Replacement.

CARRIED 6/0

Sponsorship of ASCA (Alberta School Councils' Association) Conference Fees

#027/2018 – Moved by Mrs. Pequin that the Board of Trustees approve the reimbursement of registration fees for the equivalent of one registration fee per school for the Alberta School Councils' Association Conference, as an ongoing sponsorship.

CARRIED 6/0

External Auditor's Contract: 2017 – 2018

#028/2018 – Moved by Mr. Terry Jewell that the Board of Trustees approve the extension of the External Auditor's contract for the 2017 – 2018 school year.

CARRIED 6/0

#029/2018 – Moved by Mr. Terry Jewell that Senior Administration bring a request for proposal for the External Auditor to the October 10, 2018 Open Committee of the Whole Meeting.

CARRIED 6/0

Monthly Financial Report

The Board of Trustees received the verbal and written 5 Months Financial Report for 2017 – 2018 as of January 31, 2018 as information.

Unfinished Business

Notices of Motion

There were no Notices of Motion.

Information

There were no Information items.

Comment & Question Period

ATA; CUPE

A verbal ATA report was provided.

Community Members

Media

No report was provided.

Requests for Information

There were no requests for information.

#030/2018 – 7:25 p.m. – Moved by Mrs. Oatway-McLay that the Board go in camera.

CARRIED 6/0

#031/2018 – 7:55 p.m. – Moved by Mrs. Oatway-McLay that the Board go out of camera.

CARRIED 6/0

Close of Meeting

The Chair adjourned the meeting at 7:56 p.m.

Chair

Date

Secretary-Treasurer



Board Memorandum

Date: March 28, 2018
To: Board of Trustees
From: Senior Administration
Subject: Seniors' Report

CUPE Institute Day

On January 31st, CUPE held their first Institute Day at Namao School during a regularly scheduled PD day. All schools met at SCHS for staff meetings from 8:30 to 9:30 am before CUPE staff moved to Namao School for a keynote presentation with Danny Burrell on managing crisis situations more effectively. 239 CUPE participated in the Institute Day.

The following sample of sessions were organized by CUPE:

- Kids have stress too
- Supporting students diagnosed with FASD
- What happens when you call social services?
- Brain Gym
- Planning for retirement
- Little Warriors
- Getting to your best self
- Supporting students diagnosed with Autism
- Lunch
- Little Warriors continued...
- Using painting to inspire creativity
- Drumming as regulation
- Photography
- Smudging/medicine wheel
- Email/Google docs

- Who will heal the healer?

CUPE was asked to create and share evaluations from the sessions they organized. Feedback from the sessions included responses regarding how engaging and useful presentations were. In addition, numerous comments were shared on the relevancy of the information and how sessions contained content that could be used with support staff immediately in the classroom. Many staff commented on their wish sessions were longer based on the importance of the content. CUPE had lunch provided to staff and made freshly baked cinnamon buns available for the morning break. The cinnamon buns were noted in the written comments as an extra touch that demonstrated how much CUPE invested in creating a great day for everyone.

CUPE also shared some areas of growth that could be enhanced if they were to continue with the event. This feedback includes some advice and support with registrations, session scheduling and the replacement of several sessions that could have been more relevant to support staff. This transparency has been important in maintaining trust through the collaborative efforts of planning and evaluating Institute Day.

The evidence collected through the evaluations demonstrate continued support for future Institute Days and serves as evidence of the commitment our CUPE Local is making in the development of support staff and the collaborative working relationship they wish to sustain with the Division. CUPE has already asked Senior Administration to consider support for a follow-up Institute Day next year.

Please join us in thanking our CUPE Executive and CUPE PD Committee Chair, Bonnie Hodge, for the highly professional work planning and executing their first Institute Day.



Board Memorandum

Date: March 28, 2018
To: Board of Trustees
From: Ruth Kuik, Associate Superintendent, Education Services
Subject: Fieldtrip Report

Field Trips

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".

Overnight:

Sturgeon Composite High School

March 14 - 17, 2018 Senior girls basketball team to Cochrane for High School Provincials.



Board Memorandum

Date: March 28, 2018

To: Board of Trustees

From: Thomas Holmes, Associate Superintendent, Human Resources & Leadership Support

Subject: Policy D/I/11 – Public Interest Disclosure (Whistleblower Protection)

Background:

At the March 14, 2018 Committee of the Whole meeting, Trustees reviewed Policy D/I/11 – Public Interest Disclosure (Whistleblower Protection) and forwarded it to this evening's Public Board Meeting.

The associated Admin Practice Administration 12 – Public Interest Disclosure (Whistleblower Protection) is also attached for Trustee information.

Recommendation:

That the Board of Trustees approve Policy D/I/11 – Public Interest Disclosure (Whistleblower Protection).



EFFECTIVE: November 26, 2014

REVISED:

REVIEW:

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



1.0 POLICY

- 1.1 The Board believes that employees who report wrongdoing in the workplace, whether suspected illegal or dangerous acts, should be protected from reprisals.
- 1.2 The Public Interest Disclosure (Whistleblower Protection) Act (PIDA) facilitates the disclosure and investigation of significant and serious matters in or relating to departments, public entities or offices of the Legislature that an employee believes may be unlawful, dangerous to the public or injurious to the public interest; to protect employees who make those disclosures; to manage and investigate disclosures of wrongdoing and reprisals; and to promote public confidence in the administration of public entities. Sturgeon School Division is deemed a 'public entity' for purposes of this legislation.

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:
of Human Resources and Leadership Support

Responsible Administrator: Associate Superintendent

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: _____
of Human Resources and Leadership Support

Responsible Administrator: Associate Superintendent

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.

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



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Responsible Administrator: Associate Superintendent

4.2.3 The identity of witnesses.

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 Commissioner's 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)*
 E//7 – Healthy Interactions Model

Public Interest Disclosure (Whistleblower Protection) Act (PIDA)
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of Human Resources and Leadership Support

Responsible Administrator: Associate Superintendent

- 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

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)



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Responsible Administrator: Associate Superintendent

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- 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.
- 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.

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:
of Human Resources and Leadership Support

Responsible Administrator: Associate Superintendent

- 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 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.

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:
of Human Resources and Leadership Support

Responsible Administrator: Associate Superintendent

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- 4.22 The Designated Officer may decline to investigate where the disclosure:
- 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

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)
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ADMINISTRATION 26 – Public Interest Disclosure (Whistleblower Protection)

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Responsible Administrator: Associate Superintendent

date on which the disclosure of wrongdoing or complaint of reprisal is received, whether an investigation will be undertaken.

- 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;

References: *Board Policy:* *D/I/11 – Public Interest Disclosure (Whistleblower Protection) Act (PIDA)*
 E/N/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 28, 2018
To: Board of Trustees
From: Committee of the Whole
Subject: Policy D/III/1 - Equity, Diversity, Inclusion and Human Rights

Background

At the March 14, 2018 Committee of the Whole meeting Trustees reviewed Policy D/III/1 - Equity, Diversity, Inclusion and Human Rights and forwarded it to this evening's Public Board Meeting.

Associated Admin Practice Educational Services 23 - Equity, Diversity, Inclusion and Human Rights is attached for Trustee information.

Recommendation:

That the Board of Trustees approve Policy D/III/1 - Equity, Diversity, Inclusion and Human Rights.

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 working and learning environment that respects diversity and fosters a sense of belonging.
- 1.2 The Board believes that each student and staff member has the right to learn and work in an environment that respects: equity, diversity, inclusion, and human rights.
- 1.3 The Board believes all members of the school community share in the responsibility to recognize and respect: equity, diversity, inclusion and human rights.

Definitions:

For the purposes of this policy equity, diversity, and inclusion are defined as:

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.

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.

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 D/III/2 - Sexual Orientation, Gender Identity and Gender Expression*
Policy E/IV/4 - Harassment Policy
Policy F/IV/4 - Student Conduct
Admin Practice ES23 - Equity, Diversity, Inclusion and Human Rights
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



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 working and learning environment that respects diversity and fosters a sense of belonging.
- 1.2 The Board believes that each student and staff member has the right to learn and work in an environment that respects: equity, diversity, inclusion, and human rights.
- 1.3 The Board believes all members of the school community share in the responsibility to recognize and respect: equity, diversity, inclusion and human rights.

2.0 GUIDELINES

- 2.1 The Board requires all Sturgeon schools to establish and maintain a welcoming, caring, respectful and safe learning and working environment that respects diversity and fosters a sense of belonging for all students and staff and requires schools to implement programs and/or strategies which support equity, diversity, inclusion and human rights.
- 2.2 The principal shall, in consultation with students, staff and parents, establish and maintain practices and procedures which respect diversity and provide for equity, inclusion and human rights.
- 2.3 Each school principal shall establish and maintain a written student code of conduct that is consistent with the goals of this policy.

2.4 For the purposes of this policy equity, diversity, and inclusion are defined as:

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.

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 D/III/2 - Sexual Orientation, Gender Identity and Gender Expression*
Policy E/I/11 – Harassment Policy
Policy F/IV/7 – Student Conduct
Admin Practice ES23 – Equity, Diversity, Inclusion and Human Rights
The School Act: Section 4
Bill 10
Vision, Mission and Values Statement
Canadian Charter of Rights and Freedoms
Alberta Human Rights Act
Guidelines for Best Practices: Alberta Government



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.

Original

References: *Policy D/III/2 - Sexual Orientation, Gender Identity and Gender Expression*
Policy E/I/11 – Harassment Policy
Policy F/IV/7 – Student Conduct
Admin Practice ES23 – Equity, Diversity, Inclusion and Human Rights
The School Act: Section 4
Bill 10
Vision, Mission and Values Statement
Canadian Charter of Rights and Freedoms
Alberta Human Rights Act
Guidelines for Best Practices: Alberta Government



EDUCATION SERVICES 23 – Equity, Diversity, Inclusion and Human Rights

Date: March 23, 2016

Revised Date: March 5, 2018

Responsible Administrator:

Associate Superintendent Education Services

1.0 RATIONALE

The Board believes in the importance of, and is committed to, establishing and maintaining a welcoming, caring, respectful and safe working and learning environment for all students and employees.

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

The Board believes that all members of a school community share the responsibility to foster respect for diversity and promote equity, inclusion and human rights.

2.0 PROCESS

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

3.0 GUIDELINES

3.1 Definitions:

Bullying: repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour 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.

Discrimination: negative differential treatment of a person or group on the basis of race, religious beliefs, colour, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, sexual orientation, gender identity or gender expression.

References: *Policy D/III/1 - Equity, Diversity, Inclusion and Human Rights*
Policy D/III/2 - Sexual Orientation, Gender Identity and Gender Expression
Policy E/IV/4 - Harassment Policy
Policy F/IV/4 - Student Conduct
Admin Practice: SS 8 - 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
Canadian Charter of Rights and Freedoms
Alberta Human Rights Act
Guidelines for Best Practices: Alberta Government



EDUCATION SERVICES 23 – Equity, Diversity, Inclusion and Human Rights

Date: March 23, 2016

Revised Date: March 5, 2018

Responsible Administrator:

Associate Superintendent Education Services

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.

Intimidation: intentional behaviour which knowingly or should be reasonably known to cause fear of injury or harm.

School Community: students enrolled in the school and their parents/guardians; children enrolled in an Early Childhood Services program at the school and their parents/guardians; the school staff; and other persons who have an interest in the school.

3.2 Principals shall:

- 3.2.1 ensure all staff members share responsibility for proactively creating and maintaining welcoming, caring, respectful, safe and inclusive learning environments that acknowledge and promote understanding, respect and the recognition of the diversity, equity, inclusion and human rights of all students and families within the school community;
- 3.2.2 ensure all members of the school community are aware of the expectation to model respectful conduct, inclusive behaviour and an understanding and appreciation for diversity, equity and human rights;
- 3.2.3 provide equity of opportunity, and access to programs, services, and resources to support all students in realizing their full potential;
- 3.2.4 immediately grant permission for the establishment of a student organization or the holding of an activity at the school;

References: *Policy D/III/1 - Equity, Diversity, Inclusion and Human Rights*
Policy D/III/2 - Sexual Orientation, Gender Identity and Gender Expression
Policy E/1/4 - Harassment Policy
Policy F/IV/4 - Student Conduct
Admin Practice: SS 8 - Student Conduct
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EDUCATION SERVICES 23 – Equity, Diversity, Inclusion and Human Rights

Date: March 23, 2016

Revised Date: March 5, 2018

Responsible Administrator:

Associate Superintendent Education Services

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- 3.2.5 within a reasonable time from the date the principal receives the request, designate a staff member to serve as a staff liaison;
 - 3.2.6 inform students of their right to name a student organization a Gay Straight Alliance/Queer Straight Alliance;
 - 3.2.7 be responsible for ensuring that any notification of a student organization or activity is limited to the fact of the establishment of the organization or holding of the activity;
 - 3.2.8 immediately inform the Associate Superintendent of Education Services if no staff member is available to serve as a staff liaison;
 - 3.2.8.1 The Superintendent shall communicate with the Minister should a staff member not be available to serve as a staff liaison.
 - 3.2.9 receive, investigate, report on and respond to inappropriate behaviour and actions, such as discrimination, intimidation or bullying, whether they occur in person or in digital form, on or off school property;
 - 3.2.10 create a clear reporting and investigative process and a safe environment for students, parents/guardians, staff and members of the school community to bring concerns forward in a timely manner;
 - 3.2.11 provide information about these processes, including, if appropriate, supports and strategies to resolve complaints;
 - 3.2.12 establish and maintain a written student code of conduct;

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
Admin Practice: SS 8 - Student Conduct
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EDUCATION SERVICES 23 – Equity, Diversity, Inclusion and Human Rights

Date: March 23, 2016

Revised Date: March 5, 2018

Responsible Administrator:

Associate Superintendent Education Services

- 3.2.13 hold everyone under their authority accountable for their behaviour and actions such as discrimination, intimidation or bullying; and work with staff, students and families to provide supports and resolve issues and concerns in a timely fashion.
- 3.3 Teachers shall:
 - 3.3.1 help all students work to their full potential and develop their sense of self-worth;
 - 3.3.2 assist students to be empathetic leaders in their classroom, school and community by building positive social, leadership and resiliency skills;
 - 3.3.3 maintain standards of behaviour for all students to contribute to a positive school climate;
 - 3.3.4 communicate regularly and meaningfully with parents/guardians and report incidents of discrimination, intimidation and bullying, to administration and assist administration when conducting an investigation into such incidents.
- 3.4 Students and families play an important role in creating and maintaining welcoming, caring, respectful, safe and inclusive learning environments.
- 3.5 Students, parents and guardians have the responsibility to meet the expectations as outlined in Policy F/IV/7 - Student Conduct and Administrative Practice Student Services 8 - Student Conduct.

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
Admin Practice: SS 8 - 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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Board Memorandum

Date: March 28, 2018

To: Board of Trustees

From: Committee of the Whole

Subject: Policy D/III/2 - Sexual Orientation, Gender Identity and Gender Expression
Board Regulation Administration 5 - Sexual Orientation, Gender Identity and Gender Expression

Background

At the March 14, 2018 Committee of the Whole meeting Trustees reviewed Policy D/III/2 - Sexual Orientation, Gender Identity and Gender Expression and Board Regulation Administration 5 - Sexual Orientation, Gender Identity and Gender Expression and forwarded it to this evening's Public Board Meeting.

Associated Admin Practice Educational Services 24 – Sexual Orientation, Gender Identity and Gender Expression is attached for Trustee information.

Recommendation:

That the Board of Trustees approve Policy D/III/2 - Sexual Orientation, Gender Identity and Gender Expression and Board Regulation Administration 5 - Sexual Orientation, Gender Identity and Gender Expression.

BOARD 9.3

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/IV/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
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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



EFFECTIVE: March 23, 2016

Affirmed: May 24, 2017

REVIEW: 2021-2022

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.

2.0 GUIDELINES

- 2.1 The school principal shall 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.
- 2.2 School based rules and practices shall be subject to the approval of the Superintendent, or designate, and will be available to members of the school community in written form.
- 2.3 Policy D/III/2 shall be reviewed by the Board of Trustees on a yearly basis.
- 2.4 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:

http://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Human-Rights-Issues/PD-80-6_GSA-QSAGuide2015_Web.pdf

References: *Policy D/III/1 – Equity, Diversity, Inclusion and Human Rights*
Policy E/II/11 – Harassment Policy
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
Vision, Mission and Values Statement
Canadian Charter of Rights and Freedoms
Alberta Human Rights Act
GSA's and QSA's in Alberta Schools: ATA

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

Date: March 23, 2016

Affirmed: May 24, 2017

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



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

Date: March 23, 2016

Affirmed: May 24, 2017

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
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/I/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
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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/I/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/1/4 - Harassment Policy
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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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- 3.10 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
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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

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
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Board Memorandum

Date: March 28, 2018
To: Board of Trustees
From: Committee of the Whole
Subject: Policy F/IV/4 – Student Conduct

Background

At the March 14, 2018 Committee of the Whole meeting Trustees reviewed Policy F/IV/4 – Student Conduct and forwarded it to this evening's Public Board Meeting.

Associated Admin Practice Student Services 8 – Student Conduct is attached for Trustee information.

Recommendation:

That the Board of Trustees approve Policy F/IV/4 – Student Conduct.

BOARD 9.4

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 Substances
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 Substances
Policy F/IV/3 - Student Suspensions and Expulsions
Policy D/III/1 - Equity, Diversity, Inclusion and Human Rights
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Board Regulation: Education 2 – Student Suspensions and Expulsions
Admin Practice(s): SS 8 - Student Conduct
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1.0 POLICY

- 1.1 The Board believes that to maintain a safe, caring, and effective learning 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.

2.0 GUIDELINES

- 2.1 Behaviours injurious to the general well-being of students, staff, and the school are unacceptable.
- 2.2 The Board prohibits bullying, harassing, discriminatory, and violent behaviors and expects allegations of such behavior to be investigated in a timely and respectful manner.
- 2.3 In addition to, and consistent with legislation and board policies and practices governing student behaviour, Division schools shall maintain a written School Code of Student Conduct.
- 2.4 All written rules developed at the school level shall be subject to the yearly approval of the Superintendent or designate.
- 2.5 Policy F/IV/4 shall be reviewed by the Board of Trustees on an annual basis.
- 2.6 Policy F/IV/4 shall be made publically available on Sturgeon School Division’s web site.

References: Policies: F/IV/1 School Attendance Policy
F/IV/2 Restricted and Illicit Drugs
F/IV/3 Student Suspensions and Expulsions
D/III/1 Equity, Diversity, Inclusion and Human Rights
D/III/2 Sexual Orientation, Gender Identity and Gender Expression
Admin Practice(s): SS 8 - Student Conduct
School Act: Sections 12,18,20,24,25
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F/IV/2 Restricted and Illicit Drugs
F/IV/3 Student Suspensions and Expulsions
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D/III/2 Sexual Orientation, Gender Identity and Gender Expression
Admin Practice(s): SS 8 - Student Conduct
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Alberta Human Rights Act
Vision, Mission and Values Statement



STUDENT SERVICES 8 – Student Conduct

Date: Jan. 12, 2010

Revised: March 5, 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.
- 3.5 Students will be held responsible and accountable to Sturgeon Public School Division and its agents for their behaviour and conduct:

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
Alberta Human Rights Act
Vision, Mission and Values Statement



STUDENT SERVICES 8 – Student Conduct

Date: Jan. 12, 2010

Revised: March 5, 2018

Responsible Administrator:
Associate Superintendent Education Services

-
- 3.5.1 during involvement in school sponsored or related activities;
 - 3.5.2 on school board property;
 - 3.5.3 during any recess or lunch periods;
 - 3.5.4 on division leased, sanctioned or owned vehicles used for the transportation of students to and from school and school activities;
 - 3.5.5 beyond the hours of school operation if that behaviour or conduct has a connection back to the school and a demonstrated detrimental impact on the welfare of individual students.
- 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:

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
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STUDENT SERVICES 8 – Student Conduct

Date: Jan. 12, 2010

Revised: March 5, 2018

Responsible Administrator:
Associate Superintendent Education Services

-
- 3.7.1 conduct which verbally, physically or emotionally threatens the safety of students or staff;
 - 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 frothing 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 involvement in instigating or escalating aggressive behaviour (e.g. taunting, fighting).

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
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Vision, Mission and Values Statement



STUDENT SERVICES 8 – Student Conduct

Date: Jan. 12, 2010

Revised: March 5, 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
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Vision, Mission and Values Statement



Board Memorandum

Date: March 28, 2018
To: Board of Trustees
From: Committee of the Whole
Subject: 2019 – 2020 Capital Plan Priorities

Background

The Board must submit its 2018 – 2019 Capital Priorities to Alberta Education for the 2019 – 2020 Government of Alberta year.

The Capital Plan Priorities as recommended by the Building Committee at the March Committee of the Whole meeting are:

- 1) Modernization of Gibbons School (ATTACHMENT I)
- 2) Modernization of Morinville Public School K – 4 (ATTACHMENT II)
- 3) Modernization of Sturgeon Heights School (ATTACHMENT III)

Recommendation

That the Board of Trustees approve the 2018 – 2019 Capital Priorities for the 2019 – 2020 Government of Alberta year.

BOARD 9.5

2018-2019 (GoA year 2019-2020) Capital Plan Submission: Gibbons School

DESCRIPTION:

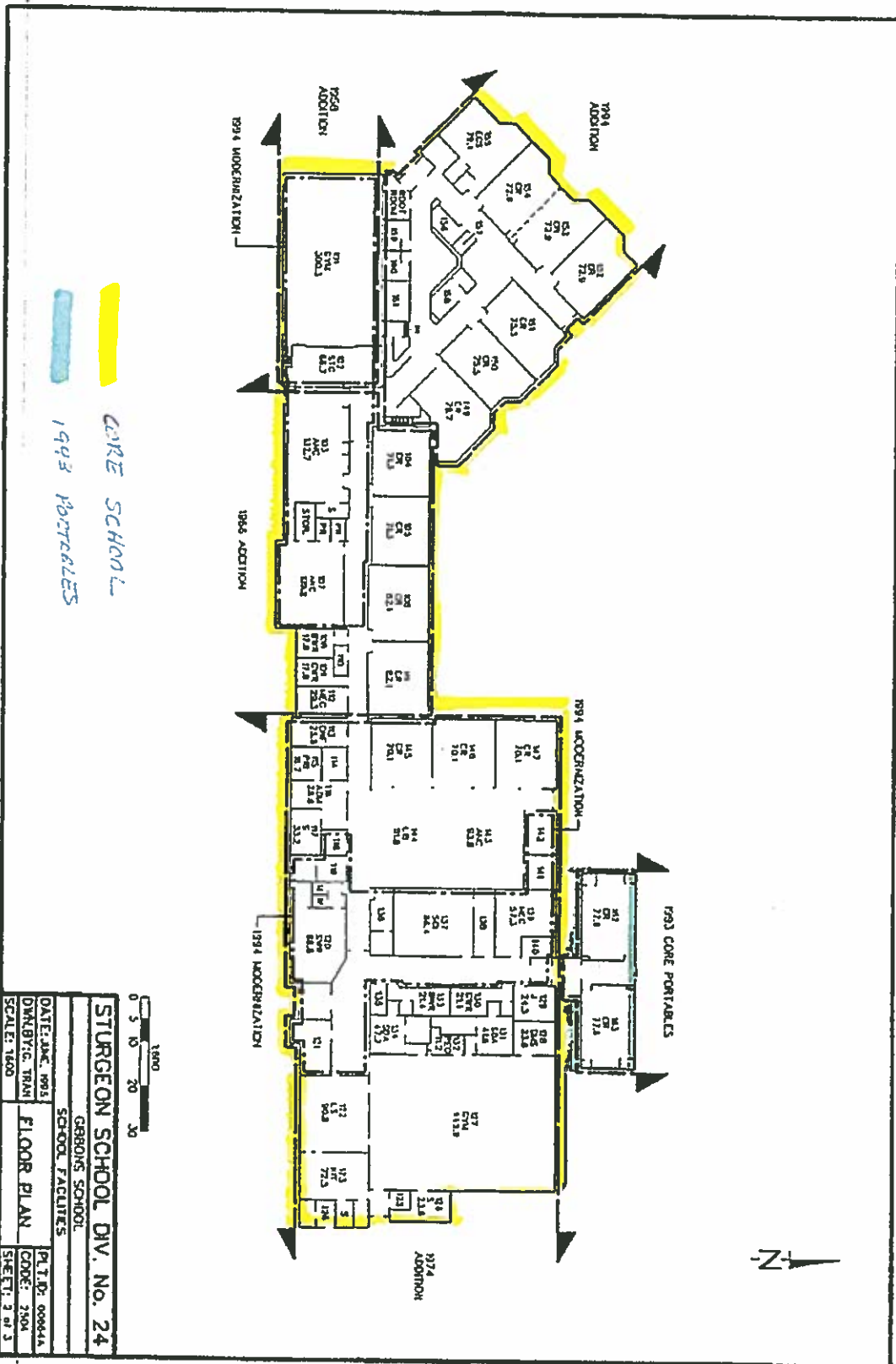
Modernization is required. It is an aging structure in need of a major retrofit. Everything from heating/ventilation, roofing, parking lots, flooring, electrical/lighting, and security is in dire need of upgrading and/or replacement. The school is prone to roof vandalism due to the outside envelope finishes. Relocation of the main office to the front entrance area is crucial. The current configuration makes it impossible to monitor school access and poses a serious security issue.

- Approximate Capacity: 518
- Approximate Enrolment: 286 (2017-2018 utilization at 60%)
- Gross area: 4812m²
- Two existing portables (1991)
- **Mechanical Systems:**
 - 4 boilers require replacement
 - HVAC is outdated and needs upgrading;
 - Roof top unit requires replacement.
 - Heating controls are pneumatic and require upgrade;
 - Gas lines on the roof are showing signs of corrosion and are subject to leaking;
 - Various pumps, valves, heating and domestic pipes are prone to leaking;
 - Bathroom fixtures require replacement.
- **Electrical:**
 - Electrical service is overloaded/obsolete/dangerous;
 - Many branch circuit panels/breakers require replacement as does the wiring/reestablishment of circuits.
 - Electrical fixtures require conversion to LED.
- **Interior:**
 - Proximity of general office is unsafe due to centralized location;
 - Most flooring requires replacement to vinyl;
 - East gymnasium requires replacement;
 - West gymnasium is in dire need of an architectural upgrade;
 - Ceilings require replacement;
 - Most interior doors require replacement;
 - Signage requires replacement.
- **Exterior:**
 - Roofing is in poor condition. 80% of roofing requires replacement;
 - Exterior walls lack insulation value;
 - Windows need to be upgraded to eliminate heat loss and water penetration;
 - Sidewalks, and parking lots are in dire need of replacement;
 - Most exterior doors require replacement;

- Signage requires replacement;

Reason: Safety and Security (office), Improvement of learning environment, and Health and Safety.

Consequences: Potential for dangerous activities is high and must be reduced. Learning environment will continue to deteriorate. Mechanical systems are antiquated, obsolete and in dire straits. Absence of any insulation in windows/walls creates an uncomfortable working/learning environment and makes the already obsolete systems work even harder to compensate. The general office is positioned in the center of the school which poses a major security concern.



2018-2019 (GoA year 2019-2020) Capital Plan Submission: Morinville Public School K-4**DESCRIPTION:**

Major modernization is required. The 1957 gymnasium is in dire need of an architectural upgrade, rebuilding it to grade-level. Electrical Panels in the 1957 building are original and pose a large safety concern. Mechanical systems are at the end of their lifespan and require upgrading. Indoor environment is not adequate for student learning. Additionally, the 1991 portables require replacement due to air quality and mold environmental issues.

- **Approximate Capacity:** 842
- **Approximate Enrollment:** 860 as a K-9 School (capacity utilization at 104%), estimated 500+ as a K-4 School.
- **Gross Area:** 6,181 M², estimated gross area for a K-4 school is 4,150 M².
- **Mechanical Systems:**
 - **Main domestic water piping requires replacement due to signs of rust;**
 - **Two boilers are “mid-life” and two boilers need to be replaced;**
 - **Building management system requires upgrade;**
 - Replacement of 5 air handling units;
 - Upgrade of vestibules and hallway heaters;
 - 35 reheat coils require replacement;
 - 10 roof exhaust fans require replacement;
 - Upgrading of sanitary pipes;
 - Plumbing piping and valves require upgrades;
 - Bathroom fixtures require replacement.
- **Electrical Systems:**
 - **Electrical needs to be replaced; outdated breakers and panels;**
 - Lighting upgrades to LED.
- **Interior:**
 - **Modernization of gymnasium to bring to grade-level;**
 - **All flooring requires upgrading;**
 - **Replace doors and hardware;**
 - Lockers need to be upgraded;
 - Ceiling tile replacement is required.
- **Exterior:**
 - **Exterior drainage is in need of upgrade to include the installation of weeping tile.**
 - **1991 portable roofing requires replacement;**
 - **Replace most windows to eliminate heat loss;**
 - Replace doors and hardware.
- **Modulars:**

- It is estimated to retain up to 11 modulares once the school becomes K-4 school.
- 9 modulares directly adjacent to the core building are in deteriorated state due to poor drainage, external water elements and poor roof conditions.
- It is desirable to remove the 1991 portables and replace them with the modular units that were installed in the last couple of years.

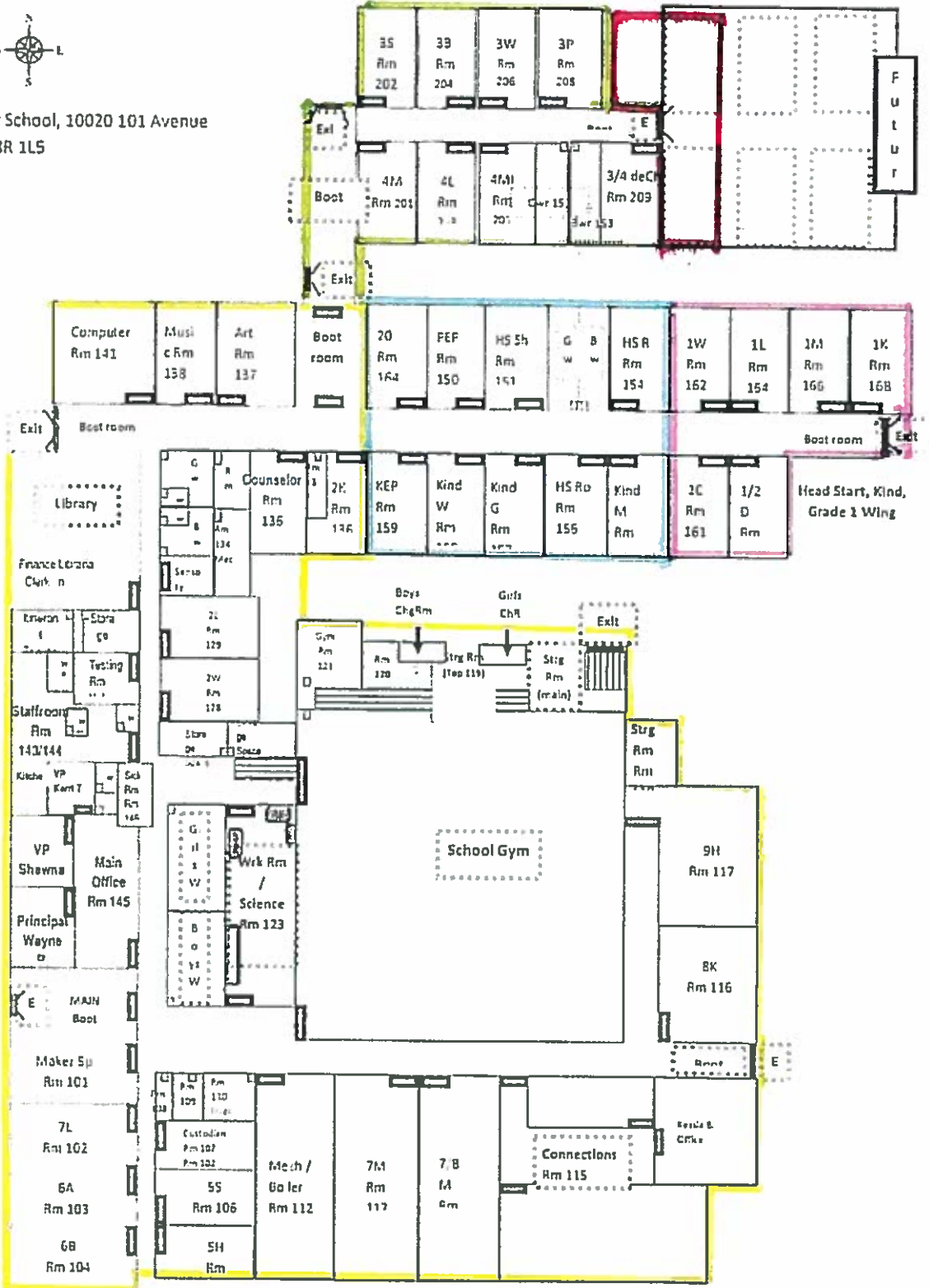
REASON: To improve learning environment, health and safety and decrease future infrastructure costs.

CONSEQUENCES: An increase in health and safety concerns and higher infrastructure maintenance costs.



Morinville Public School, 10020 101 Avenue
Morinville, AB T8R 1L5

- | 2017 PORTABLES
- | 2016 PORTABLES
- | 2015 PORTABLES
- | 1991 PORTABLES
- | CORE SCHOOL



2018-2019 (GoA year 2019-2020) Capital Plan Submission: Sturgeon Heights

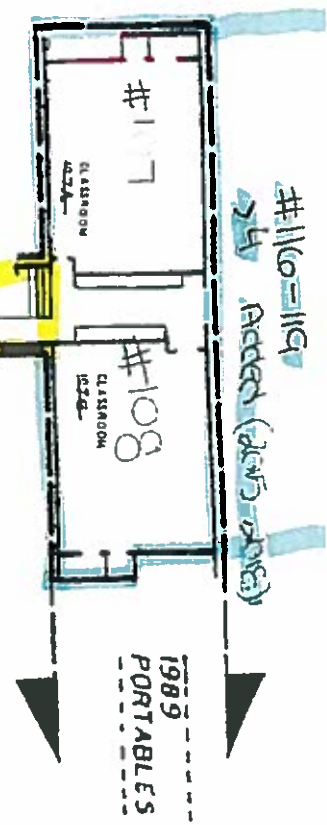
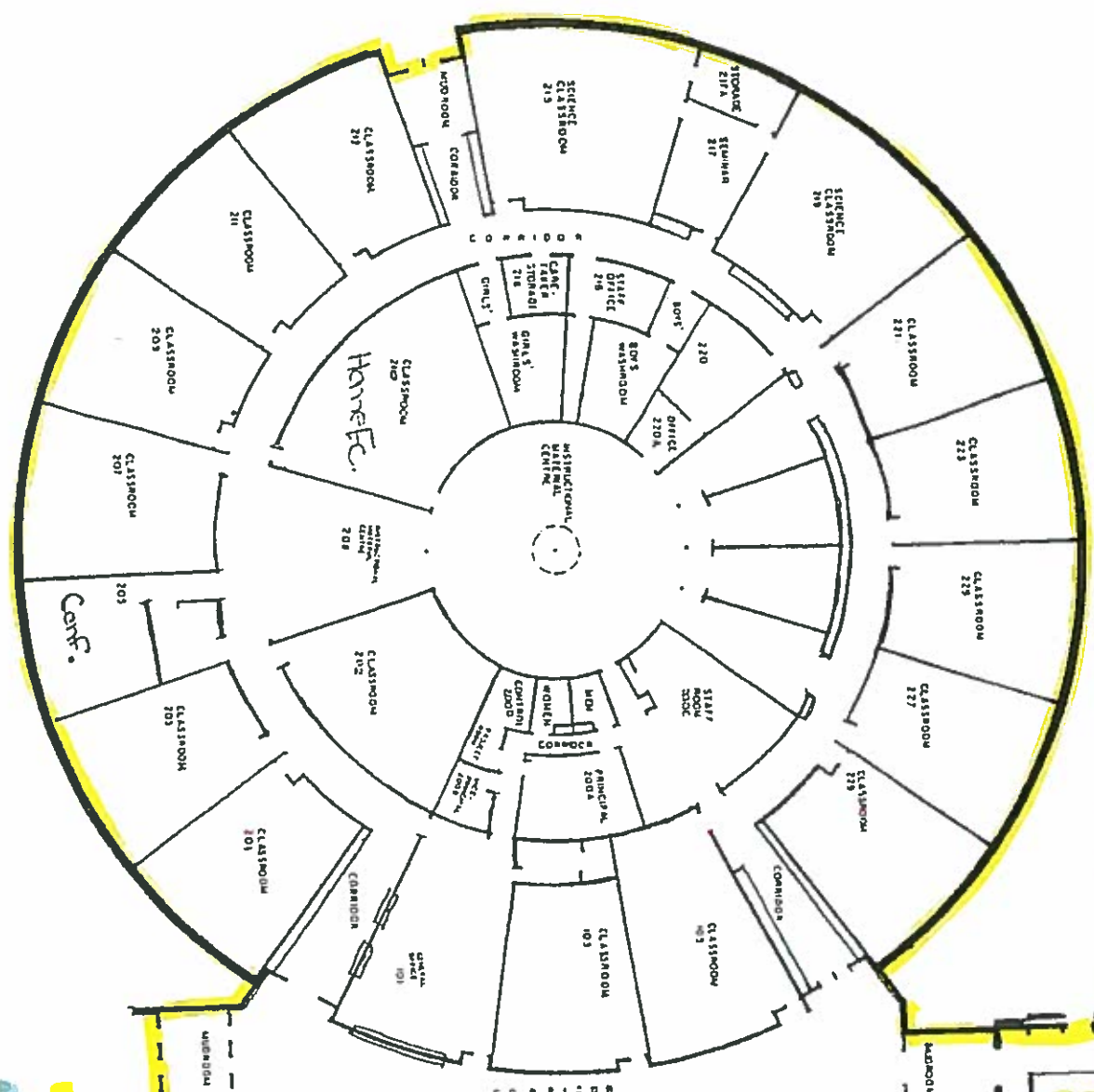
DESCRIPTION:

Modernization is required. The school has many areas that are original and lack functionality to today's educational requirements. Mechanical systems and electrical system are outdated and require upgrading. Lack of individual heat control in each room poses an uncomfortable learning environment for students. More natural light to classroom learning spaces is required.

- Approximate Capacity: 565
- Approximate Enrollment: 542 (2017-2018 utilization rate is 102%)
- Gross Area: 4462 m²
- **Mechanical Systems:**
 - Air handling systems are in dire need of replacement;
 - Main domestic water service piping requires replacement due to signs of rust;
 - Heating piping is need of replacement – prone to leaking;
 - Heating controls are pneumatic and need replacing.
 - Domestic plumbing piping and valves require upgrading;
 - Exhaust fans require replacement;
 - Bathroom fixtures require replacement.
- **Electrical Systems:**
 - Main power distribution is insufficient;
 - Electrical panels are obsolete and need replacing;
 - All electrical wiring is old and requires changing;
 - Interior and exterior lighting needs upgrade to LED.
- **Interior:**
 - Ceilings require replacement;
 - Upgrade of tile floors to sheet vinyl is required;
 - Interior doors and hardware require replacement.
- **Exterior:**
 - Roofing is in poor condition, 80% of roofing requires replacement;
 - More parking area is required due to high volume of traffic;
 - Exterior walls lack insulation;
 - Windows require upgrading due heat loss;
 - Exterior doors and hardware require replacement;
 - Sidewalks and parking lots in need of replacement.

REASON: Modernization would reduce/eliminate the dysfunction associated with a circular footprint. Reconfiguration of library and classroom space will enhance student learning (noise levels within the current footprint). Mechanical and electrical systems are obsolete and remain a safety concern due to age. Parking and traffic control for student safety is paramount. The addition of a CTS lab will enhance student learning to meet the junior high curriculum.

CONSEQUENCES: Inadequate teaching atmosphere, with increased concern over building systems, both mechanical and electrical. Higher infrastructure costs of maintaining the current blueprint. Higher probability of parking lot injuries due to high volumes of traffic at the school.



- 1989 PORTABLES (2)
- 2015 - PORTABLE (1)
- 2016 - PORTABLE (1)
- 2017 - PORTABLES (2)

Shurgeon Heights.

CORNE SCHOOL

#110-119
24 Added (GIRLS BOYS)

1989 PORTABLES



Board Memorandum

Date: March 28, 2018
To: Board of Trustees
From: Committee of the Whole
Subject: Lease Agreement – Town of Morinville

Background

At the March 14, 2018 Committee of the Whole meeting Trustees reviewed the Lease Agreement – Town of Morinville and forwarded it to the Public Board meeting.

Please find attached a draft lease agreement with the Town of Morinville from September 1, 2018 to August 31, 2019 that was reviewed at the March 14, 2018 Committee of the Whole Closed meeting.

Attached is a copy of the current 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 on August 31, 2018.

Recommendation

That the Board of Trustees approve the Lease Agreement with the Town of Morinville for the 2018 – 2019 school year.

BOARD 9.6

Lease Agreement

(Section 62 (1) (c) of the School Act)

This Agreement made in duplicate this _____ day of _____, 2018.

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, 2018 to August 31, 2019.
2. The lease rate payable by the Council to the Board shall be \$1.00 per year payable at September 1st, 2018.
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

Secretary-Treasurer

LEASE

Agreement

RECEIVED

MAY 12 2017

(Section 62 (1) (c) of the School Act)

Sturgeon School Division No. 24

This Agreement made in duplicate this 26th day of April, 2017.

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 Secretary Treasurer or Designate and subject to the following conditions.

1. The period of lease shall be 1 year effective September 1, 2017 to August 31, 2018.
2. The lease rate payable by the Council to the Board shall be \$1.00 per year payable at September 1st, 2017.
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.
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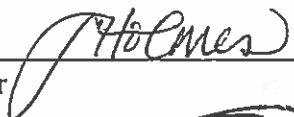
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This agreement shall ensure to the benefit of and be binding upon the parties hereto together with their respective successors and assigns.

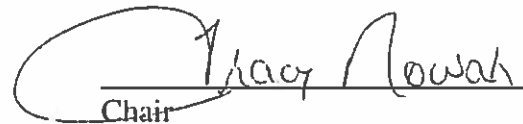
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The Council of the Town of Morinville


**The Board of Trustees of the
Sturgeon School Division No. 24**



Mayor



Chair



Town Manager



Secretary-Treasurer

Morinville 2

Perimeter: 529.7 m ● Area: 3.46 ac

McDonald
Sports
Complex

Lion's Par

104St

99Ave

Champla
Park

98-Ave





Board Memorandum

Date: March 28, 2018
To: Board of Trustees
From: Iva Paulik, Secretary Treasurer
Subject: Monthly Financial Report

Background

Attached you will find the 6 Months Financial Report for 2017 – 2018 as of February 28, 2018.

Recommendation

That the Board of Trustees receive as information the 6 Months Financial Report for 2017 – 2018 as of February 28, 2018.

BOARD 9.7

Sturgeon School Division No. 24				Forecast	Variance
Results as of February 28, 2018				2017-2018	% of Forecast
	Budget		Actuals	Variance	
	Spring Budget 2017-2018	Fall Update 2017-2018	February 28, 2018	% of Fall Budget	
REVENUES					
Alberta Education	65,482,777	66,302,286	32,681,282	49.29%	(1) 66,302,286
Other - Government of Alberta	908,280	852,545	417,339	48.95%	(2) 852,545
Federal Government	290,000	290,000	174,000	60.00%	(3) 290,000
Other - Alberta School Jurisdiction	21,677	21,677	21,677	100.00%	(4) 21,677
Fees	1,316,271	1,299,531	887,591	68.30%	(5) 1,299,531
Other - Sales and Services	345,552	347,687	173,418	49.88%	231,224
Investment Income	68,000	105,000	71,174	67.78%	(6) 142,348
Gifts and Donations	101,000	120,000	178,697	148.91%	(7) 180,000
Rental of Facilities	35,677	38,577	24,411	63.28%	(8) 38,577
Fundraising	87,200	76,000	202,630	266.62%	(9) 203,000
Amortization of Capital Contributions	1,644,306	1,567,406	783,703	50.00%	1,567,406
Other Revenues	-	214,666	211,813	98.67%	(10) 210,000
Total Revenues	70,300,740	71,235,375	35,827,734	50.29%	71,338,594
EXPENDITURES					
Instruction	53,454,484	54,360,953	27,108,986	49.87%	(11) 54,326,953
Plant Operations and Maintenance	8,243,405	8,184,748	3,503,820	42.81%	(12) 8,184,748
Transportation	5,494,853	5,595,044	3,338,125	59.66%	(13) 5,638,044
Board Governance and Administration	2,681,099	2,689,484	1,208,829	44.95%	(14) 2,590,484
External Services	426,899	549,226	275,260	50.12%	549,226
Total Expenditures	70,300,740	71,379,455	35,435,019	49.64%	71,289,455
TARGET %					
2017-2018 Surplus/(Deficit)		(144,080)	392,715	50.00%	49,139
				Projected Surplus/(Deficit)	

Less: Revenues Collected Upfront (mainly due to Fees & SGF) (776,198)
Add: Transportation (adjustment to contractor expenses paid over 10 months) 574,712

Adjusted 2017-2018 Surplus/(Deficit)

191,229

Assumptions:

- Preliminary Revenues and Expenses for 6 months.
- Expense Accruals: utilities, phones, subs and casuals, etc.
- Some AB Education grants received are still based on last year's revenues (CEUs, Small School by Necessity, Transportation).
- SGF surpluses are to be spent by the end of the fiscal year.
- During the course of the year, all expenditures are expensed. Expenses will be assessed at year-end and if they are capital in nature (over \$5K per unit), they will be capitalized. This will consequently increase the operating surplus and reduce reserves.

Variance Explanations

Revenues:

- (1) Alberta Education: revenue received is less than anticipated due to IMR revenue being deferred until expenditures occur.
- (2) Other - Government of Alberta: billing of Disability Services is less than budget; this revenue directly offsets expenditures incurred during the month.
- (3) Federal Government: Alexander tuition fees' invoicing is over 10 months.
- (4) Other - Alberta School Jurisdiction: payment received upfront as one lump sum.
- (5) Fees: most collections of fees occurred in September/October.
- (6) Investment Income: chequing interest income is higher than anticipated.
- (7) Gifts & Donations: NWR donations for outdoor ed offsite classroom for Redwater school and gazebo at Namao school, Crest donation for new science lab at Sturgeon Composite High School.
- (8) Rental of Facilities: tower rentals are collected upfront.
- (9) Fundraising: Lillian Schick school playground included in revenues as the playground is anticipated to be built this year.
- (10) Other Revenues: ALARIE insurance refund and WCB funding distribution credit received.

Expenditures:

- (11) Instruction: savings due to HSA credit \$75K and unspent Superintendent Discretionary expenses at this time. Classroom Improvement Fund (CIF) spending is at 41% and Nutrition program spending is at 30%.
- (12) Plant Operations & Maintenance: when IMR is excluded, O&M variance is at 51%.
- (13) Transportation: variance of 60% mainly due to bus contractors' budget being prorated over 12 months and actual costs paid over 10 months. If actual costs paid over 12 months, the variance would be 51%. It is over budget due to higher than budgeted diesel prices.
- (14) Board & Governance: savings mainly due to underspending in Superintendent Emergent budget, lower spending in supplies and professional services at this time.