



Board Meeting Agenda

March 23, 2016 – 4:30 p.m.

- 1. Call to Order**
- 2. Consideration of Agenda**
 - 2.1 Additions/Deletions to Agenda
 - 2.2 Approval of Agenda
- 3. Appointments**
- 4. Reading and Approving of Minutes**
 - 4.1 Amendment/Correction of Minutes
 - 4.2 Approval of Minutes of the Regular Meeting of February 24, 2016
- 5. Presentations**
 - 5.1 Consultative Process Update (3 year Education Plan)
Mrs. Ruth Kuik, Associate Superintendent
- 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 B/II/6 – Meetings by Electronic Means & Board Regulation Administration 6 – Meetings by Electronic Means

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

9.5 Policy F/I/4 – Customer and Project Work

9.6 Policy F/IV/7 – Student Conduct

9.7 Policy G/I/14 – Out of System Placement Resident Students

9.8 Draft Operational School Year Calendar 2016 – 2017

9.9 Draft Operational School Year Calendar 2017 – 2018

9.10 2016 – 2017 Instructional Material Fees

9.11 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 School Division No. 24
Held at Morinville on February 24, 2016**

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**Minutes of the Meeting of
The Board of Trustees of
Sturgeon School Division No. 24
Held at Morinville on February 24, 2016**

Roll Call

Present were Trustees: Ms. Tracy Nowak (Chair), Mrs. Misty Featherley, Mrs. Wendy Miller, Mrs. Michelle Mychasiw, Mrs. Shelley Porter; Dr. Michèle Dick (Superintendent); Mrs. Ruth Kuik (Associate Superintendent, Education Services); Mrs. Iva Paulik (Secretary Treasurer); Mr. Dave Johnson (Associate Superintendent, Human Resources & Leadership Support)

Absent: Mr. Terry Jewell (with Board permission)
Mrs. Liz Kohle arrived at 4:47 pm.

Call to Order

The Chair called the meeting to order at 4:30 pm.

Consideration of Agenda

#010/2016 – Moved by Mrs. Porter that the agenda be approved as amended:

CARRIED 5/0

Appointments

There were no appointments.

Approval of Minutes

#011/2016 - Moved by Mrs. Mychasiw that the minutes of the Regular Meeting of January 25, 2016 be approved.

CARRIED 5/0

#012/2016 - Moved by Mrs. Featherley that the minutes of the Special Meeting of February 6, 2016 be approved.

CARRIED 5/0

Presentations

Student Achievement – High School

Mr. John Baldassarre, Principal, Sturgeon Composite High School, Mr. Joe Chapman, Principal, Redwater School, and Ms. Sherri Devolder, Vice Principal, Redwater School provided a report on high school student achievement.

Liz Kohle arrived at 4:47 pm.

Reports from Senior Administration

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

Reports from Trustees and Standing Committees UNAPPROVED DRAFT

Chair's Report

Verbal reports were provided.

Trustees' Reports

Verbal reports were provided.

Building

A verbal report was provided.

Finance & Human Resources

No report was provided.

Education Policy

A verbal report was provided.

Advocacy Committee

A verbal report was provided. In April, May, and June of 2016, the Advocacy Committee will meet before the Closed Committee of the Whole at 3:00 pm provided there are agenda items to discuss.

Transportation

No 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 B/I/3 – Committees of the Board

#013/2016–Moved by Mrs. Kohle that the Board of Trustees approve Policy B/I/3 – Committees of the Board as amended.

2. Voting Privileges: change the word 'shall' to 'may' in all Committees.

CARRIED 6/0

Policy I/8 – Non-Resident Student Transportation

#014/2016–Moved by Mrs. Mychasiw that the Board of Trustees approve Policy I/8 – Non-Resident Student Transportation.

CARRIED 6/0

Capital Plan Priorities 2016-2017

#015/2016—Moved by Mrs. Miller that the Board of Trustees approve the 2016-2017 Capital Priorities for the 2017-2018 Government of Alberta year. UNAPPROVED DRAFT

1. Replacement of Camilla School
2. Modernization of Gibbons School
3. Modernization of Sturgeon Heights School

CARRIED 6/0**Central Office Draft Strategic Facilities Plan Proposal**

#016/2016—Moved by Mrs. Mychasiw that the Board of Trustees approve BR2 Architects as “lead” in the next phase of the division’s Central Office Facility Review.

CARRIED 6/0**Transportation Fees 2016-2017**

#017/2016—Moved by Mrs. Kohle that the Board of Trustees approve the 2016-2017 Transportation Fees as follows:

	<u>Early Bird Rate*</u>	<u>Regular Rate</u>
Headstart	-	\$100
Pre School Enrichment Program (PEP)	-	\$100
Headstart and PEP (Noon Transportation)	-	\$150
Kindergarten Full day	\$100	\$150
Kindergarten Half day	\$175	\$225
Eligible	\$175	\$225
Ineligible	\$200	\$250
School of Choice	\$200	\$250
Non Resident	\$250	\$300
Eligible Family Rate	\$525	\$675
Ineligible Family Rate	\$600	\$750
School of Choice Family Rate	\$600	\$750
Non Resident Family Rate	\$750	\$900

*Early bird rate available until June 27th

CARRIED 6/0**Staff Recognition Event**

#018/2016—Moved by Mrs. Featherley that the Board of Trustees approve the change in format and content of the Staff Recognition Event on a trial basis for the 2016 event.

CARRIED 6/0**Monthly Financial Report**

The Board of Trustees received the 5 Months Financial Report for 2015-2016 as at January 31, 2016 as information.

Unfinished Business**Notices of Motion**

There were no Notices of Motion.

Information

There were no requests for information.

Comment & Question Period

ATA: CUPE

No report was provided.

Community Members

Media

Inquiries were made regarding:

- The status/development of Policy D/III/1 – Equity, Diversity and Human Rights and Policy D/III/2 – Sexual Orientation, Gender Identity and Gender Expression.
- The 2016-2017 Capital Plan Priorities.
- Thought Exchange Process.

Requests for Information

There were no requests for information.

The meeting recessed at 6:07 pm for dinner.

The meeting resumed at 6:29 pm.

#019/2016 – 6:30 pm – Moved by Mrs. Mychasiw that the Board go in camera.

CARRIED 6/0

#020/2016 – 7:26 pm – Moved by Mrs. Mychasiw that the Board go out of camera.

CARRIED 6/0

Close of Meeting

The Chair adjourned the meeting at 7:27 pm.

Chair

Date

Secretary-Treasurer



Memorandum

Date: March 23, 2016
To: Public Board
From: Michele Dick
Superintendent
Subject: Seniors' Report

High School Redesign

On March 23 our high school principals and members of the Education Services team attended a session on High School Redesign with Alberta Education. Our conversation will focus on where we can implement strategies and approaches that will positively transform the high school experience for our students. As we rethink how we deliver programming at a high school level, staff will also be turning their minds to structure, culture, pedagogy and leadership. Student engagement, student achievement and quality teaching will frame ongoing discussions.

Staff Training

Human Resources, in conjunction with Education Services and Learning Support Services, is co-ordinating and facilitating several training initiatives:

For managers and supervisors in Transportation, Finance, Operations, Human Resources, Technology, Learning and Early Childhood Services we have scheduled a year-long program of 2-hour sessions on various related topics. The most recent one (March 17) focused on Building and Maintaining Trust. Further, there will be a needs assessment session for 2016-17 to be held in late August.

On March 11, there were two sessions: Healthy Interactions Orientation for support staff and Non-Violent Crisis Intervention (with an Autism component).

On March 8 our Leadership Cohort attended a session on Change Management presented by Dr. Mark Yurick, ATA Co-ordinator of Professional Development. It is to be noted that Sturgeon has been operating leadership cohorts without interruption for several years and 2016-17 will be a year of hiatus for this undertaking.

BOARD

Staff Newsletter

Attached for Trustee information is a copy of the most recent staff newsletter which was distributed to all staff on March 21, 2016.

Meetings with Town of Morinville and Local Agencies

On March 21st the Superintendent participated in the second Redwater inter-agency meeting designed to explore initiatives focused on supporting the development of healthy and resilient youth. Representatives from the Town, school jurisdiction, local schools, RCMP, Victim Services, Ag Society, Mental Health and Alberta Health, as well as the local MLA, have all expressed interest in this local undertaking and are committed to working together to meet the needs of young people in our rapidly changing and complex world. A further update will be provided at this evening's meeting.

Meeting regarding new school in Morinville

On March 7th representatives from Alberta Education, Learning Services and Capital Planning; Alberta Infrastructure; Transportation; Sturgeon School Division and the Town of Morinville met to review the site requirements for the new Morinville public school. It was agreed that there are presently too many constraints on the identified lands to allow the design process to continue however all participants acknowledged that work needs to resume as quickly as possible and, to this end, a full-day meeting was scheduled for March 23rd. The Superintendent will provide Trustees with a verbal summary of that meeting at this evening's Public Board meeting.

On a related note, it was encouraging to have the Interim CAO for Morinville confirm, yet again, that the Town is committed to providing sufficient space for additional modulars (SY 2017-2018) should these be approved by Alberta Education. Traditionally, the end of October of each year is the deadline for division modular requests.

Field Trips

Attached for Trustee information is a memo regarding recently approved school field trips.



MARCH 2016



Google Summit

On February 12, 2016, 149 students and staff descended on Namao School to attend Sturgeon School Division's first Google Summit. The day was filled with many exciting opportunities that allowed participants to explore and learn more about technology. Kudos to all those staff who helped to organize this outstanding day; energy and enthusiasm filled the school and everyone left feeling it was a highlight of the year!

Thought Exchange

In preparing for the development of the division's new Three Year Education Plan 2016-2019, we have been asking for input from a wide range of division stakeholders including students, staff, parents and community members. Thought Exchange, an online group insight platform, was visited by 1,050 staff and parents and generated 2,840 thoughts and 78,992 stars. From all this feedback, the Thought Exchange Team has provided us with a number of overarching themes that will form the basis of our upcoming personalized consultations. These include themes such as learning environments and academic supports as well as curricular and extra-curricular programming.

Consultation

Phase 2 of the planning process for our Three Year Education Plan 2016-2019 includes face-to-face consultations with a number of students, staff, community members and local business owners. We are so pleased to, once again, have student facilitators taking the lead on much of this work. In particular, they will lead the sessions with students, undertake conversations with both the

Redwater and Morinville Town Councils and conduct interviews with local residents and businesses. This is exciting and meaningful work, and we are looking forward to having a Three Year Plan that reflects the preferred future direction and education priorities supported by our broader school community. To have students intimately involved in developing and leading this process will make the resulting document one that pays credit to their insights and experiences as students of the 21st Century.

Policies

Please take a moment to review two of our new draft policies: D/III/1 Equity, Diversity Inclusion and Human Rights and D/III/2 - Sexual Orientation, Gender Identity and Gender Expression under <http://www.sturgeon.ab.ca/view.php?action=documents&id=251>. Our Board of Trustees and Education Policy Committee have been hard at work over the past months crafting these policies while our broader admin team has been writing the associated Admin Practices. Discussions have been held at School Council as well as Admin Council meetings, and we are confident that the direction these documents provide will hold us and our students in very good stead over the coming years.



Morinville

As you may have read in the local papers, the planning and design work for the new Morinville Public School was put on hold in January 2016. Representatives from Alberta Education and Infrastructure, in conjunction with SSD administration, the project architect and management group, agreed that there are presently too many constraints on the identified lands for the work to continue. At a recent (Feb. 17th) meeting with Minister Eggen, government officials indicated that the constraints needed to be addressed and the Minister stressed that he would focus on having "all the players" at the table. This is intended to include Transportation and Municipal Affairs, along with the folks mentioned above. Hopefully this expanded discussion will allow us to resume our work and will provide the architect with the clarity he needs to begin with his drawings.

SCHS

Construction at Sturgeon Composite High School is well under way; however, the latest reports suggest that we are somewhat delayed in Phase 2. At this time, we are anticipating that Phase 1 will be completed by May. This will involve the "turn over" of the general office area, cosmetology lab, Student Services, library commons and several brand new classrooms. Phase 2 includes the gym and drama areas, which we are expecting to be completed sometime in the summer. Phase 3, which involves the Science wing and part of the

cafeteria, will commence in mid-June. Phase 4, involving 2 classroom wings and CTS, will also begin mid-June but will be worked on in various stages. The whole project is targeted for completion in April 2017. Observation windows have been added to the hoarding to address staff and student curiosity relative to all the noise and activity occurring behind the temporary walls!

Refreshed Websites

If you have not already had the chance, please take a moment to check out our new, refreshed division website - www.sturgeon.ab.ca. We are proud of the new look and hope that all our visitors find it informative and easy to navigate as well as representative of the "great things happening in Sturgeon." Over the coming weeks, we will be introducing the new school websites, and you will see that, while personalized to the individual school, all the sites follow a similar format. In this way we hope that parents and other visitors can easily access the information they are looking for. If you have any difficulties while on any of our sites or notice any areas requiring correction/edit, please let your principal know.

Planning for SY 2016-2017

It's hard to imagine that we will shortly begin planning for SY 2016-2017. Throughout March and April, principals and senior staff will be reviewing staffing needs, planning programming and budgeting for the coming school year. As plans become more certain, your principal will be providing various updates.

IT Update

The District has transitioned to a new Internet service provider (CyberaNet) with the goal to address the need for more bandwidth and to implement a robust and flexible solution that will grow with demand.

Our IT department has added a peering service that moves traffic destined to major sites such as Google, YouTube and Microsoft Office 365 from the Internet Service Provider to a direct link at no charge, thereby freeing up costly ISP bandwidth.

District wide digital copier refresh: Over the Christmas holidays, 53 copiers were delivered, set up and tested throughout the district.

Telephone handset refresh: The team is currently deploying 232 new telephone handsets in 12 schools and Central office.

Tying it all together: A lot of work is going on behind the scenes to connect the District's PowerSchool (student info), Versa Trans (transportation), Acorn (school fees) and SRB (finance dept.) databases together. Kudos are in order for a team that continually provides us with the technology access and support we need to be successful in our work.

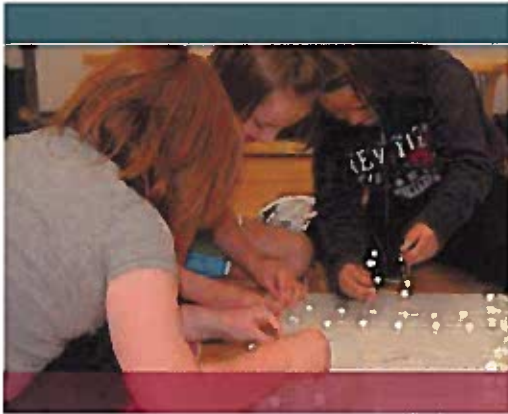
School office admin support computer evergreening: School office computers are scheduled to be replaced starting in late April or early May.

Wireless network evergreening: Planning has begun on the upgrade / enhancement of Sturgeon's wireless network. This is a major undertaking and is anticipated to be completed by the end of the 2016-2017 school year.

Learning Support

Our NME lead team enjoyed a second opportunity to learn and collaborate with the pilot teams across the division during our February PD day. Two of our Sturgeon OTs, Anita Ferri and Caley McEwan, provided a very informative session on regulation strategies for the classroom, and we had opportunity to share many successes of how NME is making a difference for our students. The NME lead team is also excited to be presenting at the International Childhood Trauma Conference in June on the work Sturgeon has been doing.

Counsellors in Sturgeon are beginning work on the next School Based Three Year Guidance and Counselling Plan. They are connecting with all stakeholders, students, parents and staff to help determine priority goals for our schools. These plans consider many proactive and preventative supports, which help ensure our schools are welcoming, caring and safe learning environments that address students' social, emotional and academic needs.



Our Inclusive Learning team continues to ensure our students benefit from the expertise of the therapists and professionals available to them. Joanna Gemade, our speech and language pathologist, has been working hard to support our non-verbal and non-communicative students and has introduced the Pragmatic Organization Dynamic Display (PODD). This system is a means of selecting and organizing symbols (pictures) so that people with complex communication needs and their communication partners can communicate more easily. Joanna has been providing training, support and in-service for students, staff and parents.

Early Childhood Education

Professional Development: Our staff has received training on Social Problem Solving, Social Thinking (The Incredible Flexible You) and are looking forward to an Autism Intervention session by Dr. Goulden in March. Dr. Goulden brings to us a wealth of experience and knowledge in the area of child development and autism. Five of our staff members have been trained in Circle of Security that promotes healthy interactions between parents and children.

Open Houses: Early Childhood teams from Morinville Public School, Namao School and Sturgeon Heights School hosted well-attended parent information evenings on our preschool programs. We booked numerous appointments for screenings for both Enrichment and Headstart programs.

Case Conferences: Children with Program Unit Funding (PUF) had team case conferences with parents in the month of February. Transition planning for the upcoming school year was discussed with parents at that time.

Continued Focus: Our teams continue to focus on STAR training (Autism Intervention Program) that is currently being piloted at Guthrie School. The success of this program is prompting us to extend the program to other schools in the 2016-17 school year. We continue to do a collaborative assessment process with Dr. Keith Goulden. We are fortunate to have him working with our Sturgeon Early Childhood teams.

Robotics and early computer programming are being introduced in our enrichment programs as a part of an inquiry project. The children are loving it.

Family Support: As a mandate put forward by Alberta Education, we continue to provide the common

approach to supporting families who have children with complex needs in the home setting. This support is provided through our growing Disability Services team.

Lilian Schick School Video

If you have yet to see the inspirational video from a Running Team at Lilian Schick School, you might enjoy watching it today! Read the story and play the video at <http://globalnews.ca/news/2532744/inspiring-moment-during-alberta-school-relay-race-has-all-the-feels/?sf21357563=1>



ENJOYING GOOGLE SUMMIT - "This doesn't look like serious work...Where are the computers?!"



Board Memorandum

Date: March 23, 2016
To: Board of Trustees
From: Ruth Kuik, Associate Superintendent
Subject: Fieldtrip Report

Field Trips

Board Policy F/II/4, "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:

Lilian Schick School

April 14 - 16, 2016 22 Junior high students to mass band rehearsals, team building at Gull Lake Retreat Centre

Redwater School

March 14 - 15, 2016 40 Junior high/senior high students Jasper for a ski trip at Marmot Basin



Board Memorandum

Date: March 23, 2016
To: Board of Trustees
From: Committee of the Whole
Subject: Policy B/II/6 – Meetings by Electronic Means &
Board Regulation Administration 6 – Meetings by Electronic Means

Background

At the March 9, 2016 Committee of the Whole meeting Trustees reviewed newly created Policy B/II/6 – Meetings by Electronic Means & Board Regulation Administration 6 – Meetings by Electronic Means and forwarded to today's Public Board meeting with the following revision:

Board Regulation Administration 6 – Meetings by Electronic Means

2.5 Except for cause due to illness or emergency, no Trustee shall attend more than two meetings of the Board through virtual means within a one year period. *(Sept. 01 – Aug. 31)*

Recommendation:

That the Board of Trustees approve Policy B/II/6 – Meetings by Electronic Means & Board Regulation Administration 6 – Meetings by Electronic Means.

BOARD 9.1



EFFECTIVE:

REVISED:

REVIEW:

1.0 POLICY

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

2.0 GUIDELINES

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

DRAFT

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

**ADMINISTRATION 6 – Meetings by Electronic Means**

Date:

Responsible Administrator: *Associate Superintendent, Education Services*

1.0 Board Regulation, **Meetings by Electronic Means** shall be administered in compliance with Policy B/II/6, **Meetings by Electronic Means**.

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

2.0 PROCESS

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

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

2.2 A Trustee who participates in a meeting by electronic means is considered present at the meeting and will be recorded as in attendance.

2.3 A maximum of two Trustees may attend a meeting of the Board by electronic means.

2.3.1 The board chair or designate must be physically present in the meeting room.

2.4 All votes of the Board taken at any meeting in which a Trustee participates through electronic communication shall be taken by roll call vote.

2.5 Except for cause due to illness or emergency, no Trustee shall attend more than two meetings of the Board through virtual means within a one year period. (Sept. 01 – Aug. 31)

2.6 A Trustee who wishes to participate in a Board meeting by means of electronic communication shall notify the Board chair as soon as reasonably possible. Except in the case of a declared emergency, a Trustee shall provide such notice not less than [two (2) days] before the Board meeting in question.

2.7 The chair of the Board may refuse to permit a Trustee to participate in a meeting by electronic means or other communication facilities in order to meet the requirements of subsections 2.3 and 2.5.

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



Board Memorandum

Date: March 23, 2016
To: Board of Trustees
From: Committee of the Whole
Subject: Policy D/III/1 – Equity, Diversity, Inclusion and Human Rights

Background

At the March 9, 2016 Committee of the Whole meeting Trustees reviewed the latest draft version of Policy D/III/1 – Equity, Diversity, Inclusion and Human Rights and associated Admin Practice Education Services 23 - Equity, Diversity, Inclusion and Human Rights and forwarded to today's Public Board meeting with the following revision:

Policy D/III/1

- 2.3 Each School Principal shall establish and maintain a *written* student code of conduct that is consistent with the goals of this policy.

Recommendation:

That the Board of Trustees approve Policy D/III/1 - Equity, Diversity, Inclusion and Human Rights and associated Admin Practice Education Services 23 - Equity, Diversity, Inclusion and Human Rights.

BOARD 9.2



EFFECTIVE:

REVISED:

REVIEW:

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



EFFECTIVE:

REVISED:

REVIEW:

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.

Revised Draft

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

Original Date:

Revised Date:

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.

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/1 - Equity, Diversity, Inclusion and Human Rights*
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: SS 8: Student Conduct



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

Original Date:

Revised Date:

Responsible Administrator: Associate Superintendent
Education Services

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 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;
- 3.2.5 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;
- 3.2.6 provide information about these processes, including, if appropriate, supports and strategies to resolve complaints;

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/11 – Harassment Policy
Policy F/IV/7 – Student Conduct
Admin Practice: SS 8: Student Conduct



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

Original Date:

Revised Date:

Responsible Administrator: Associate Superintendent
Education Services

- 3.2.7 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 E/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/11 – Harassment Policy
Policy F/IV/7 – Student Conduct
Admin Practice: SS 8: Student Conduct



Board Memorandum

Date: March 23, 2016
To: Board of Trustees
From: Committee of the Whole
Subject: Policy D/III/2 – Sexual Orientation, Gender Identity and Gender Expression

Background

At the March 9, 2016 Committee of the Whole meeting Trustees reviewed the latest draft version of Policy D/III/2 – Sexual Orientation, Gender Identity and Gender Expression and associated Admin Practice Education Services 24 - Sexual Orientation, Gender Identity and Gender Expression and forwarded to today's Public Board meeting with the following revision:

Policy D/III/2

- 1.2 The Board believes that staff members are better ~~able~~ **prepared** to respond **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.

- 2.4 For the purposes of this policy **the most current** definitions ~~are as follows~~ **can be accessed at the following link:**

Admin Practice Education Services 24

Remove 3.4.10 ~~support the establishment of Gay Straight Alliances (GSAs), or similar student support groups, at educational settings offered within the District where interest by students has been expressed;~~

Recommendation:

That the Board of Trustees approve Policy D/III/2 – Sexual Orientation, Gender Identity and Gender Expression and associated Admin Practice Education Services 24 - Policy D/III/2 – Sexual Orientation, Gender Identity and Gender Expression.

BOARD 9.2



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

D/III/2

EFFECTIVE:

REVISED:

REVIEW:

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/I/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



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

Original Date:

Revised Date:

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.

3.0 GUIDELINES

3.1 Sturgeon 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

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/11 – Harassment Policy
Policy F/IV/7 – Student Conduct
The School Act
Vision, Mission and Values Statement
Alberta Human Rights Act
Guidelines for Best Practices: Alberta Education
Canadian Charter of Rights and Freedoms



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

Original Date:

Revised Date:

Responsible Administrator:
Associate Superintendent, Education Services

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 ensure all aspects of this administrative practice are clearly and periodically communicated to all students, families and staff;
 - 3.4.2 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;
 - 3.4.3 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;

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/11 – Harassment Policy
Policy F/IV/7 – Student Conduct
The School Act
Vision, Mission and Values Statement
Alberta Human Rights Act
Guidelines for Best Practices: Alberta Education
Canadian Charter of Rights and Freedoms



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

Original Date:

Revised Date:

Responsible Administrator:
Associate Superintendent, Education Services

- 3.4.4 ensure staff members know their professional responsibility to identify discriminatory attitudes and behaviours, and create caring, respectful and safe learning environments;
- 3.4.5 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;
- 3.4.6 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;
- 3.4.7 provide inclusive and respectful services and supports to sexual and gender minority students and families;
- 3.4.8 ensure staff will not refer students to programs or services that attempt to change or repair a student's sexual orientation or gender identity;
- 3.4.9 ensure staff work proactively to eliminate systemic inequities and barriers to learning for sexual and gender minority students and families;
- 3.4.10 identify a staff member to serve as a safe contact for sexual and gender minority students.
- 3.4.11 inform the school community about the location and availability of this safe contact resource person;
- 3.4.12 ensure discriminatory behaviors and complaints will be taken seriously, documented and dealt with expeditiously;

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/11 – Harassment Policy
Policy F/IV/7 – Student Conduct
The School Act
Vision, Mission and Values Statement
Alberta Human Rights Act
Guidelines for Best Practices: Alberta Education
Canadian Charter of Rights and Freedoms



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

Original Date:

Revised Date:

Responsible Administrator:
Associate Superintendent, Education Services

- 3.4.13 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;
- 3.4.14 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.
- 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.

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/11 – Harassment Policy
Policy F/IV/7 – Student Conduct
The School Act
Vision, Mission and Values Statement
Alberta Human Rights Act
Guidelines for Best Practices: Alberta Education
Canadian Charter of Rights and Freedoms



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

Original Date:

Revised Date:

Responsible Administrator:

Associate Superintendent, Education Services

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- 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.
- 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.

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/11 – Harassment Policy
Policy F/IV/7 – Student Conduct
The School Act
Vision, Mission and Values Statement
Alberta Human Rights Act
Guidelines for Best Practices: Alberta Education
Canadian Charter of Rights and Freedoms



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

Original Date:

Revised Date:

Responsible Administrator:
Associate Superintendent, Education Services

- 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 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/I/11 – Harassment Policy
Policy F/IV/7 – Student Conduct
The School Act
Vision, Mission and Values Statement
Alberta Human Rights Act
Guidelines for Best Practices: Alberta Education
Canadian Charter of Rights and Freedoms



Board Memorandum

Date: March 23, 2016
To: Board of Trustees
From: Committee of the Whole
Subject: Board Regulation – Administration 5 – Sexual Orientation, Gender Identity and Gender Expression

Background

At the March 9, 2016 Committee of the Whole meeting Trustees reviewed the latest draft version of Board Regulation – Administration 5 – Sexual Orientation, Gender Identity and Gender Expression and forwarded to today's Public Board meeting.

Recommendation:

That the Board of Trustees approve Board Regulation – Administration 5 – Sexual Orientation, Gender Identity and Gender Expression.

BOARD 9.4



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

Date:

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/II/11 – 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



Board Memorandum

Date: March 23, 2016
To: Board of Trustees
From: Committee of the Whole
Subject: Policy F/I/4 – Customer and Project Work (Vocational Courses)

Background

At the March 9, 2016 Committee of the Whole meeting Trustees reviewed Policy F/I/4 – Customer and Project Work (Vocational Courses) and forwarded to today's Public Board meeting.

Recommendation:

That the Board of Trustees rescind Policy F/I/4 – Customer and Project Work (Vocational Courses).

BOARD 9.5



EFFECTIVE: June 15, 1988

REVISED: April 15, 2009

REVIEW:

1.0 POLICY

- 1.1 The Board supports the performance of work for customers and project work carried out by students in vocational programs in order to enhance the education of students.

2.0 GUIDELINES

- 2.1 Project and customer service work shall be performed by students only when the work falls within the curriculum guidelines of the course in which it is performed and is of benefit to the development of student skills.
- 2.2 All work performed must adhere to Occupational Health and Safety guidelines as well as local, provincial or federal codes and statutes.
- 2.3 The principal of a school where customer and project work is carried out shall develop procedures to ensure that the Board's guidelines and appropriate practices are followed.

References:



Board Memorandum

Date: March 23, 2016
To: Board of Trustees
From: Committee of the Whole
Subject: Policy F/IV/7 – Student Conduct

Background

At the March 9, 2016 Committee of the Whole meeting Trustees reviewed Policy F/IV/7 – Student Conduct and forwarded to today’s Public Board meeting.

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

Recommendation:

That the Board of Trustees approve Policy F/IV/7 – Student Conduct.

BOARD 9.11



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/7 shall be reviewed by the Board of Trustees on an annual basis.
- 2.6 Policy F/IV/7 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/5 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
Alberta Human Rights Act
Vision, Mission and Values Statement



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.

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: Policies: F/IV/1 School Attendance Policy
F/IV/2 Restricted and Illicit Drugs
F/IV/5 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
Alberta Human Rights Act
Vision, Mission and Values Statement



1.0 POLICY

- 1.1 The Board requires students to attend school regularly, to be punctual, to be clean and tidy in person, to be diligent in studies, kind and courteous to classmates, respectful to teachers and to conform to the rules of the school.
- 1.2 In addition to Alberta Education's regulations and its own guidelines governing students, the Board may approve regulations submitted by Divisional schools pertaining to the conduct and discipline of pupils.
- 1.3 To ensure that student conduct will be such that an effective learning environment will be maintained in the schools of the Division, the Board has adopted guidelines relative to student conduct.

2.0 GUIDELINES

- 2.1 Behaviours injurious to the general well being of the school are considered to be unacceptable.
- 2.2 The school principal in consultation with staff, parents and students shall make such school rules as are deemed necessary to ensure that proper student conduct is maintained.
- 2.3 All written rules developed at the school level shall be subject to the approval of the Superintendent.
- 2.4 Principals are responsible for ensuring that action is taken in every case where a student displays unacceptable behaviour.

References: Admin Practice(s): SS 8 - Student Conduct
School Act: Section 12



STUDENT SERVICES 8 – Student Conduct

Date: Jan. 12, 2010 Revised: March 14, 2016 Responsible Administrator: Associate Supt, Education Services

1.0 RATIONALE

The Board recognizes its responsibility to ensure a safe and caring environment in the schools.

2.0 PROCESS

The Superintendent or designate will be responsible for administering this Administrative Practice.

3.0 GUIDELINES

3.1 Each principal shall develop a written School Code of Student Conduct consistent with Board Policies F/IV/7 Student Conduct and F/IV/2 Restricted and Illicit Drugs and in consultation with students, parents/guardians, the school council and staff.

3.2 Each principal shall make copies of the School Code of Student Conduct available to students, parents/guardians and staff.

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 School Division and its agents for their behaviour and conduct:

3.5.1 during involvement in school sponsored or related activities;

References:	<i>Policy: B/1/3 – Committees of the Board (B/1/3b Discipline Committee)</i> <i>Policy F/IV/2 – Restricted and Illicit Drugs</i> <i>Policy F/IV/5 – Student Suspensions and Expulsions</i> <i>Policy F/IV/7 – Student Conduct</i> <i>Board Regulation: Education 2 – Student Suspensions and Expulsions</i> <i>School Act: Sections 24 and 25</i>
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STUDENT SERVICES 8 – Student Conduct

Date: Jan. 12, 2010 Revised: March 14, 2016 Responsible Administrator: Associate Supt, Education Services

- 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:
- 3.7.1 conduct which verbally, physically or emotionally threatens the safety of students or staff;

References:	<i>Policy:</i> <i>Policy</i> <i>Policy</i> <i>Policy</i> <i>Board Regulation:</i> <i>School Act:</i>	<i>B/I/3 – Committees of the Board (B/I/3b Discipline Committee)</i> <i>F/IV/2 – Restricted and Illicit Drugs</i> <i>F/IV/5 – Student Suspensions and Expulsions</i> <i>F/IV/7 – Student Conduct</i> <i>Education 2 – Student Suspensions and Expulsions</i> <i>Sections 24 and 25</i>
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STUDENT SERVICES 8 – Student Conduct

Date: Jan. 12, 2010 Revised: March 14, 2016 Responsible Administrator: Associate Supt, Education Services

- 3.7.2 conduct which demonstrates disrespect for ethnic, racial, religious and sexual diversity
- 3.7.3 possession of a weapon, or anything used, or intended for use in causing injury to any person, or for the purposes of threatening or intimidating any person;
- 3.7.4 assault;
- 3.7.5 possession, distribution or use of illegal drugs, alcohol, inhalants or any other illicit substances in school or on school property;
- 3.7.6 willful damage to school or other's property;
- 3.7.7 discrimination or harassment;
- 3.7.8 participating in or contributing to cyber bullying;
- 3.7.9 participating in, or contributing to froshing or hazing activities;
- 3.7.10 extortion;
- 3.7.11 disruptive behaviour, willful disobedience or defiance of authority;
- 3.7.12 interference with the orderly conduct of classes and school activities;
- 3.7.13 tampering with items such as fire alarms, or safety equipment;
- 3.7.14 criminal activity;
- 3.7.15 bystander encouragement or involvement in instigating or escalating aggressive behaviour (e.g. taunting, fighting).

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;

References:	<i>Policy:</i> <i>Policy</i> <i>Policy</i> <i>Policy</i> <i>Board Regulation:</i> <i>School Act:</i>	<i>B/I/3 – Committees of the Board (B/I/3b Discipline Committee)</i> <i>F/IV/2 – Restricted and Illicit Drugs</i> <i>F/IV/5 – Student Suspensions and Expulsions</i> <i>F/IV/7 – Student Conduct</i> <i>Education 2 – Student Suspensions and Expulsions</i> <i>Sections 24 and 25</i>
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STUDENT SERVICES 8 – Student Conduct

Date: Jan. 12, 2010 Revised: March 14, 2016 Responsible Administrator: Associate Supt, Education Services

- 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.
- 4.0 Each teacher or principal will ensure that appropriate documentation procedures are employed to record disciplinary actions.
- 4.1 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:	<i>Policy:</i> <i>Policy</i> <i>Policy</i> <i>Policy</i> <i>Board Regulation:</i> <i>School Act:</i>	<i>B/I/3 – Committees of the Board (B/I/3b Discipline Committee)</i> <i>F/IV/2 – Restricted and Illicit Drugs</i> <i>F/IV/5 – Student Suspensions and Expulsions</i> <i>F/IV/7 – Student Conduct</i> <i>Education 2 – Student Suspensions and Expulsions</i> <i>Sections 24 and 25</i>
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Board Memorandum

Date: March 23, 2016
To: Board of Trustees
From: Committee of the Whole
Subject: Policy G/I/14 – Out of System Placement of Resident Students

Background

At the March 9, 2016 Committee of the Whole meeting Trustees reviewed Policy G/I/14 – Out of System Placement of Resident Students and forwarded to today's Public Board meeting. As a result of a follow up review, administration believes the direction provided by this policy would be more clear if the word "adequately" was removed and therefore administration is recommending this revision to the Board of Trustees for their consideration.

- 1.2 The Board also believes that whenever the recognized special education needs of a grade 1 to 12 student cannot be ~~adequately~~ served by programming offered within the system, consideration ~~should~~ **shall** be given to the placement of the student in a school or programming outside the system that will ~~adequately~~ serve the recognized needs of the student.

Related Admin Practice Student Services 13 – Out of System Placement of Resident Students is also attached for Trustee information.

Recommendation:

That the Board of Trustees approve Policy G/I/14 – Out of System Placement of Resident Students.

BOARD 9.7



1.0 POLICY

- 1.1 The Board believes that all grade 1 to 12 students with special education needs, who are resident within its jurisdiction, should have access to programming of educational opportunity that will serve their individual requirements and capabilities.
- 1.2 The Board also believes that whenever the recognized special education needs of a grade 1 to 12 student cannot be adequately served by programming offered within the system, consideration ~~should~~ shall be given to the placement of the student in a school or programming outside the system that will adequately serve the recognized needs of the student.

2.0 GUIDELINES

- 2.1 The Board authorizes the Superintendent, or designate, to approve the placement of a grade 1 to 12 student outside of the system in a public or separate school or an approved private school.
 - 2.1.1 Such placement is made because the student requires a special needs programming not available within the system.
- 2.2 The Board will meet the net cost of programming for students approved for out of system placement.
- 2.3 The Board does not place Early Childhood Services (ECS) students in programming outside of the system.

References: *Admin Practice(s): SS 13 - Out of System Placement of Resident Students*



1.0 POLICY

- 1.1 The Board believes that all grade 1 to 12 students with special education needs, who are resident within its jurisdiction, should have access to a program of educational opportunity that will serve their individual requirements and capabilities.
- 1.2 The Board also believes that whenever the recognized special education needs of a grade 1 to 12 student cannot be adequately served by any program offered within the system, consideration should be given to the placement of the student in a school or program outside the system that will adequately serve the recognized needs of the student.

2.0 GUIDELINES

- 2.1 The Board authorizes the Superintendent, or designate, to approve the placement of a grade 1 to 12 student outside of the system in a public or separate school or an approved private school.
 - 2.1.1 Such placement is made because the student requires a special needs program not available within the system.
- 2.2 The Board will meet the net cost of the program for students approved for out of system placement.
- 2.3 The Board does not place Early Childhood Services (ECS) students in programs outside of the system.

References: *Admin Practice(s): SS 13 - Out of System Placement of Resident Students*
School Act:



STUDENT SERVICES 13 – Out of System Placement of Resident Students

Date: Sept. 27, 2010 Revised: February 23, 2016 Responsible Administrator: Associate Superintendent
Education Services

1.0 RATIONALE

Whenever the recognized special education needs of a grade 1 to 12 student cannot be adequately served within the system, consideration is given to the placement of the student in a school or programming outside the system that will adequately serve the recognized needs of the student.

2.0 PROCESS

2.1 Placement of a grade 1-12 student outside of the system is determined by the Superintendent or designate.

3.0 PROCEDURES

3.1 Requests are directed to the Director of Learning Support for recommendation.

3.2 The Superintendent, or designate, may request written application for special needs education programming placement by the parent or guardian of a grade 1 to 12 student for review.

3.3 The Director of Learning Support will assist in the investigation of potential placements to determine the most reasonable alternatives for programming with consideration of student need, accessibility and associated costs.

3.4 The Director of Learning Support will arrange the placement and transportation.

3.5 If placement is declined, then the Superintendent, or designate, will forward a letter to the student's parent or guardian advising them of the decision, and their right to appeal this decision.

References: *Board Policy: G//14 Out of System Placement of Resident Students*



Board Memorandum

Date: March 23, 2016
To: Board of Trustees
From: Committee of the Whole
Subject: Operational School Year 2016 – 2017

Background

Please find attached Operational School Year 2016 – 2017 calendar, calendar details, as well as day count for the 2016-2017 school year. These items were reviewed at the March 9, 2016 Committee of the Whole meeting, and are referred to Public Board for consideration. The non-operational day previously set for Nov. 25 has been moved to Nov. 9 in response to input from parents and teachers.

Recommendation:

That the Board of Trustees review and approve the Operational School Year 2016-2017 calendar, calendar details and day count for the 2016-2017 school year.

2016-2017

**APPROVED IN PRINCIPLE
SUBJECT TO CHANGE**

**March 25, 2015
February 18, 2016**

Draft March 17, 2016

School offices open August 25
 Prof. Dev. Collaboration – No classes August 29
 Prof. Dev. Collaboration – No classes August 30
 Operational Non-Instructional (K-12) August 31
 All classes (full day) September 1
 Labour Day – No classes September 5
 Division/School PD/Collaboration; Staff meeting September 9
 Thanksgiving Day – No classes October 10
 Division/School PD/Collaboration; Staff meeting October 14
 In lieu of Parent/Teacher Interviews November 9
 Division/School PD/Collaboration; Staff meeting November 10
 Remembrance Day November 11
 Division/School PD/Collaboration; Staff meeting December 9
 Christmas Vacation Dec. 26–Jan 6
 Classes Resume January 9
 Division/School PD/Collaboration; Staff meeting January 31
 First day of classes Semester Two February 1
 Teachers' Convention – No classes February 9-10
 Family Day – No classes February 20
 Division/School PD/Collaboration; Staff meeting February 17
 Division/School PD/Collaboration; Staff meeting March 10
 In lieu of Parent/Teacher Interviews March 24
 Spring Recess March 27-31
 Classes Resume April 3
 Division/School PD/Collaboration; Staff meeting April 13
 Good Friday - No classes April 14
 Easter Monday - No classes April 17
 Division/School PD/Collaboration; Staff meeting May 19
 Victoria Day - No classes May 22
 Division/School PD/Collaboration; Staff meeting June 9
 Last day of classes June 29
 Operational Non-Instructional (K-12) June 30

OCTOBER, 2016

S	M	T	W	T	F	S
	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY, 2017

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL, 2017

S	M	T	W	T	F	S
	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

JULY, 2017

S	M	T	W	T	F	S
	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER, 2016

S	M	T	W	T	F	S
	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER, 2016

S	M	T	W	T	F	S
	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

MARCH, 2017

S	M	T	W	T	F	S
	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE, 2017

S	M	T	W	T	F	S
	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST, 2016

S	M	T	W	T	F	S
	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER, 2016




S	M	T	W	T	F	S
	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		


FEBRUARY, 2017

S	M	T	W	T	F	S
	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

MAY, 2017

S	M	T	W	T	F	S
	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

 Operational Day - No Classes
 Non-Operational Day
 Division/School P D; Collaboration; Staff Meeting


STURGEON SCHOOL DIVISION
 9820-104 Street
 Morinville, AB T8R 1L8
 Phone: (780) 939-4341



School Year 2016-2017

(All dates are inclusive unless otherwise specified)

AUGUST

Mon.	25	School offices open
Thurs.	29	Professional Development Day – No classes
Tues.	30	Professional Development Day – No classes
Wed.	31	Operational Non-Instructional Day

SEPTEMBER

Thurs.	1	All classes (full day)
Mon.	5	LABOUR DAY - No classes
Fri.	9	Division/School PD/Collaboration and Staff Meeting – No classes

OCTOBER

Mon.	10	THANKSGIVING DAY - No classes
Fri.	14	Division/School PD/Collaboration and Staff Meeting – No classes

NOVEMBER

Wed.	9	Non-instructional day in lieu of Parent-Teacher Interviews
Thurs.	10	Division/School PD/Collaboration and Staff Meeting – No classes
Fri.	11	Remembrance Day – No classes

DECEMBER

Fri.	9	Division/School PD/Collaboration and Staff Meeting – No classes
Mon.	26	Christmas recess begins

JANUARY

Mon.	9	Classes resume
Tues.	31	Division/School PD/Collaboration and Staff Meeting – No classes

References: Policy: *D/II/1 Operational School Year*
Admin Practices: *Administration 4 – Operational School Year*
School Operational Year Calendar 2016-2017
School Operational Year Calendar Day Count 2016-2017
School Act: 56



FEBRUARY

Wed. 1 First day of Semester 2
Thurs./Fri. 9/10 Teachers' Convention - No classes
Mon. 20 FAMILY DAY - No classes
Fri. 17 Division/School PD/Collaboration and Staff Meeting – No classes

MARCH

Fri. 10 Division/School PD/Collaboration and Staff Meeting – No classes
Fri. 24 Non-instructional day in lieu of Parent-Teacher Interviews
Mon. 27 Spring recess begins

APRIL

Mon. 3 Classes resume
Thurs. 13 Division/School PD/Collaboration and Staff Meeting – No classes
Fri. 14 Good Friday – No classes
Mon. 17 Easter Monday – No classes

MAY

Fri. 19 Division/School PD/Collaboration and Staff Meeting – No classes
Mon. 22 VICTORIA DAY - No classes

JUNE

Fri. 9 Division/School PD/Collaboration and Staff Meeting – No classes
Thurs. 29 Last day of classes
Fri. 30 Operational Non-Instructional Day

References: Policy: *D/III/1 Operational School Year*
Admin Practices: *Administration 4 – Operational School Year*
School Operational Year Calendar 2016-2017
School Operational Year Calendar Day Count 2016-2017
School Act: 56



School Year 2016-2017

	Non-Instructional		Instructional		Operational	
	1 to 9	10 to 12	1 to 9	10 to 12	1 to 9	10 to 12
AUGUST	3.0	3.0	0.0	0.0	3.0	3.0
SEPTEMBER	1.0	1.0	20.0	20.0	21.0	21.0
OCTOBER	1.0	1.0	19.0	19.0	20.0	20.0
NOVEMBER	2.0	2.0	19.0	19.0	21.0	21.0
DECEMBER	1.0	1.0	16.0	16.0	17.0	17.0
JANUARY	1.0	1.0	16.0	16.0	17.0	17.0
TOTAL – SEMESTER I	9.0	9.0	90.0	90.0	99.0	99.0
FEBRUARY	3.0	3.0	16.0	16.0	19.0	19.0
MARCH	2.0	2.0	16.0	16.0	18.0	18.0
APRIL	1.0	1.0	17.0	17.0	18.0	18.0
MAY	1.0	1.0	21.0	21.0	22.0	22.0
JUNE	2.0	2.0	20.0	20.0	22.0	22.0
TOTAL - SEMESTER II	9.0	9.0	90.0	90.0	99.0	99.0
OPERATIONAL YEAR TOTAL	18.0	18.0	180.0	180.0	198.0	198.0

References: Policy: *D/II/1 Operational School Year*
 Admin Practices: *Administration 4 – Operational School Year*
School Operational Year Calendar 2016-2017
School Operational Year Calendar Details 2016-2017
 School Act: 56



Board Memorandum

Date: March 23, 2016
To: Board of Trustees
From: Committee of the Whole
Subject: Operational School Year 2017 – 2018

Background

Please find attached Operational School Year 2017 – 2018 calendar, calendar details, as well as day count for the 2017-2018 school year. These items were reviewed at the March 9, 2016 Committee of the Whole meeting, and are referred to Public Board for consideration.

Recommendation:

That the Board of Trustees review and approve the Operational School Year 2017-2018 calendar, calendar details and day count for the 2017-2018 school year.

December 9, 2015

School offices open August 28
 Prof. Dev. Collaboration – No classes August 30
 Prof. Dev. Collaboration – No classes August 31
 Operational Non-Instructional (K-12) September 1
 Labour Day – No classes September 4
 All classes (full day) September 5
 Division/School PD/Collaboration; Staff meeting September 8
 Thanksgiving Day – No classes October 9
 Division/School PD/Collaboration; Staff meeting October 13
 Division/School PD/Collaboration; Staff meeting November 10
 Remembrance Day November 11
 In lieu of Parent/Teacher Interviews November 24
 Division/School PD/Collaboration; Staff meeting December 8
 Christmas Vacation Dec. 25–Jan 5
 Classes Resume January 8
 Division/School PD/Collaboration; Staff meeting January 31
 First day of classes Semester Two February 1
 Teachers' Convention – No classes February 8-9
 Division/School PD/Collaboration; Staff meeting February 16
 Family Day – No classes February 19
 Division/School PD/Collaboration; Staff meeting March 9
 In lieu of Parent/Teacher Interviews March 23
 Spring Recess March 26-30
 Good Friday - No classes March 30
 Easter Monday - No classes April 2
 Classes Resume April 3
 Division/School PD/Collaboration; Staff meeting April 13
 Division/School PD/Collaboration; Staff meeting May 18
 Victoria Day - No classes May 21
 Division/School PD/Collaboration; Staff meeting June 8
 Operational Non-Instructional (K-12) June 28
 Last day of classes June 29

OCTOBER, 2017

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER, 2017

S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JANUARY, 2018

S	M	T	W	T	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

DECEMBER, 2017

S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

APRIL, 2018

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MARCH, 2018

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JULY, 2018

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE, 2018

S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

AUGUST, 2017

S	M	T	W	T	F	S
1	2	3	4	5		
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER, 2017




S	M	T	W	T	F	S
	1	2	3	4		
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		


FEBRUARY, 2018

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

MAY, 2018

S	M	T	W	T	F	S
1	2	3	4	5		
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

 Operational Day - No Classes
 Non-Operational Day
 Division/School P D; Collaboration; Staff Meeting


STURGEON SCHOOL DIVISION
 9820-104 Street
 Morinville, AB T8R 1L8
 Phone: (780) 939-4341



School Year 2017-2018

(All dates are inclusive unless otherwise specified)

AUGUST

Mon.	28	School offices open
Wed.	30	Division/School PD/Collaboration; Staff meeting – No classes
Thurs.	31	Division/School PD/Collaboration; Staff meeting – No classes

SEPTEMBER

Fri.	1	Operational Non-Instructional Day
Mon.	4	LABOUR DAY - No classes
Tues.	5	All classes (full day)
Fri.	8	Division/School PD/Collaboration; Staff meeting – No classes

OCTOBER

Mon.	9	THANKSGIVING DAY - No classes
Fri.	13	Division/School PD/Collaboration; Staff meeting – No classes

NOVEMBER

Fri.	10	Division/School PD/Collaboration; Staff meeting – No classes
Fri.	24	Non-instructional day in lieu of Parent-Teacher Interviews

DECEMBER

Fri.	8	Division/School PD/Collaboration; Staff meeting – No classes
Mon.	25	Christmas recess begins

JANUARY

Mon.	8	Classes resume
Wed.	31	Division/School PD/Collaboration; Staff meeting – No classes

References: Policy: *D/II/1 Operational School Year*
Admin Practices: *Administration 4 – Operational School Year*
School Operational Year Calendar 2017-2018
School Operational Year Calendar Day Count 2017-2018
School Act: 56



FEBRUARY

Thurs. 1 First day of Semester 2
Thurs/Fri. 8/9 Teachers' Convention - No classes
Fri. 16 Division/School PD/Collaboration; Staff meeting – No classes
Mon. 19 FAMILY DAY - No classes

MARCH

Fri. 9 Division/School PD/Collaboration; Staff meeting – No classes
Fri. 23 Non-instructional day in lieu of Parent-Teacher Interviews
Mon. 26 Spring recess begins
Fri. 30 Good Friday – No classes

APRIL

Mon. 2 Easter Monday – No classes
Tues. 3 Classes Resume
Fri. 13 Division/School PD/Collaboration; Staff meeting – No classes

MAY

Fri. 18 Division/School PD/Collaboration; Staff meeting – No classes
Mon. 21 VICTORIA DAY - No classes

JUNE

Fri. 8 Division/School PD/Collaboration; Staff meeting – No classes
Thurs. 28 Operational Non-Instructional Day
Fri. 29 Last day of classes

References: Policy: *D/II/1 Operational School Year*
Admin Practices: *Administration 4 – Operational School Year*
School Operational Year Calendar 2017-2018
School Operational Year Calendar Day Count 2017-2018
School Act: 56



School Year 2017-2018

	Non-Instructional		Instructional		Operational	
	1 to 9	10 to 12	1 to 9	10 to 12	1 to 9	10 to 12
AUGUST	2.0	2.0	0.0	0.0	2.0	2.0
SEPTEMBER	2.0	2.0	18.0	18.0	20.0	20.0
OCTOBER	1.0	1.0	20.0	20.0	21.0	21.0
NOVEMBER	2.0	2.0	20.0	20.0	22.0	22.0
DECEMBER	1.0	1.0	15.0	15.0	16.0	16.0
JANUARY	1.0	1.0	17.0	17.0	18.0	18.0
TOTAL – SEMESTER I	9.0	9.0	90.0	90.0	99.0	99.0
FEBRUARY	3.0	3.0	16.0	16.0	19.0	19.0
MARCH	2.0	2.0	15.0	15.0	17.0	17.0
APRIL	1.0	1.0	19.0	19.0	20.0	20.0
MAY	1.0	1.0	21.0	21.0	22.0	22.0
JUNE	2.0	2.0	19.0	19.0	21.0	21.0
TOTAL - SEMESTER II	9.0	9.0	90.0	90.0	99.0	99.0
OPERATIONAL YEAR TOTAL	18.0	18.0	180.0	180.0	198.0	198.0

**Consider the option to go to 3rd Friday of month for P.D.

- References:
- Policy: *D/II/1 Operational School Year*
 - Admin Practices: *Administration 4 – Operational School Year*
 - School Operational Year Calendar 2017-2018*
 - School Operational Year Calendar Details 2017-2018*
 - School Act: 56



Memorandum

Date: March 23, 2016
To: Board of Trustees
From: Committee of the Whole
Subject: 2016-2017 Instructional Material Fees

History:

Attached is:

1. A seven year history of the collections of the Instructional Material Fees in Sturgeon School Division
2. Summary of 2015-16 Board Directed Fees
3. Policy D/1/13 Instructional Materials
4. Administrative Practice Financial Management 2

The current Basic Material Fees for 2015-2016 school year are:

Elementary	\$ 55.00 per year
Junior High	\$ 67.00 per year
Senior High	\$ 55.00 per semester, \$110.00 per year, or for those students in less than a 10 credit load, \$ 4.50 per credit

Recommendation:

The Trustees review and recommend the Instructional Material Fees for 2016-2017 school year.

BOARD 9.10

STURGEON SCHOOL DIVISION
REPORT OF INSTRUCTIONAL MATERIAL FEES
FOR THE SCHOOL YEAR 2015-2016

BUDGET	FEES	Total IMF Due Sept 30/14 A	Total Received to date B	Total Outstanding to date	% Received to Feb 29, '16
7,573.50	BON ACCORD	8,415.00	7,315.00	1,100.00	86.93%
20,515.50	CAMILLA	22,795.00	19,171.20	3,623.80	84.10%
14,720.40	GIBBONS	16,356.00	13,276.18	3,079.82	81.17%
15,192.90	GUTHRIE	16,881.00	13,537.65	3,343.35	80.19%
16,483.50	LANDING TRAIL	18,315.00	10,249.50	8,065.50	55.96%
14,259.60	LILIAN SCHICK	15,844.00	12,486.20	3,357.80	78.81%
22,309.20	MPES	24,788.00	21,460.70	3,327.30	86.58%
20,476.80	NAMAO	22,752.00	15,695.00	7,057.00	68.98%
7,128.00	OCHRE PARK	7,920.00	6,857.50	1,062.50	86.58%
19,928.70	REDWATER	22,143.00	15,472.10	6,670.90	69.87%
70,191.00	STURGEON COMP	77,990.00	56,991.00	20,999.00	73.07%
16,136.10	STURGEON HEIGHTS	17,929.00	14,515.95	3,413.05	80.96%
244,915.20	TOTAL	272,128.00	207,027.98	65,100.02	77.77%
207,027.98	(total rec'd)				
37,887.22	(under budgeted amount)				

2008-2009	92.03%
2009-2010	91.24%
2010-2011	90.09%
2011-2012	95.51%
2012-2013	92.00%
2013-2014	92.18%
2014-2015	95.71%
2015-2016	77.77%

Annual Fees	10/11	11/12	12/13	14/15	15/16
Elementary	45.00	55.00	55.00	55.00	55.00
Junior High	57.00	67.00	67.00	67.00	67.00
Sr. High	99.00	110.00	110.00	110.00	110.00

**Material Fees Survey
Neighbouring Jurisdictions 2015 - 2016**

Sturgeon School Division	N/A - SGF	\$55	\$67	\$67	\$110	Sr. High - \$4.50/credit if < 10 credit load
Black Gold (Leduc)	\$110	\$60	\$70	\$70	\$110	Sr High: \$60 if 11 credits or </semester
Elk Island Catholic	N/A - SGF	\$50	\$65	\$65	\$110	Sr. High - \$5/credit to a maximum of \$110
Elk Island Public	\$25	\$50	\$55	\$55	\$120/\$120/\$100	Grades 10 & 11 - \$120; Grade 12 - \$100
Evergreen Catholic	\$70	\$65	\$75/\$80	\$120	\$120	N/A
GSACRD	\$130	\$60	\$70	\$70	\$100	N/A
St. Albert Public	N/A - SGF	\$55	\$65	\$65	\$110	N/A
St. Thomas Aquinas (Leduc)	\$75	\$70	\$90	\$90	\$120	N/A
						N/A
Average	\$75	\$58	\$70	\$75	\$112	



1.0 POLICY

1.1 The Board believes that access to appropriate instructional materials resources is an integral part of education.

2.0 GUIDELINES

2.1 Pursuant to 1.1, the Board allocates funding to provide the necessary instructional resources.

2.2 As per the School Act 60(2), the Board has the authority to establish fees with respect to instructional resources.

2.3 Instructional Material Fees shall be determined by the Board through the school year budget development process.

REVISED DRAFT

References:	<i>Admin Practice(s):</i>	<i>Financial Management 2 – Instructional Material Fees Administration 11 – Instructional Material Fees Procedures Administration 12 – Instructional Material Fees Collection Curriculum and Resources 1 – Resources Educational Services 7 – Curricular and Extra-Curricular Fees D/I/2; System Budget Development</i>
	<i>Board Policy:</i>	
	<i>School Act:</i>	<i>Section 60(2)(j)</i>



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ORIGINAL

References:	<i>Admin Practice(s):</i>	<i>Financial Management 2 – Instructional Materials Fees Administration 11 – Instructional Materials Fees Procedures Administration 12 – Instructional Materials Fees Collection Curriculum and Resources 1 – Resources Educational Services 7 – Curricular and Extra-Curricular Fees D/I/2; System Budget Development</i>
	<i>Board Policy:</i>	<i>D/I/2; System Budget Development</i>
	<i>School Act:</i>	<i>Section 60(2)(j)</i>



ADMINISTRATION 11 – Instructional Material Fees Procedures

Date: April 14, 2003 Revised: March 7, 2016

Responsible Administrator: Secretary Treasurer

1.0 RATIONALE

Appropriate material resources, including printed material, textbook renewal and workbooks, digital resources, library resources and Art, Science, Physical Education enhancement supplies, are an integral part of student learning.

2.0 PROCESS

Principals shall be responsible for the collection of Instructional Material Fees and for submission of such fees to the Secretary Treasurer. Schools must account for instructional material fees usage and report annually to the Secretary Treasurer and their school communities.

3.0 GUIDELINES

- 3.1 Specific procedures for the collection of instructional materials shall be issued from the Secretary Treasurer's office on an annual basis.
- 3.2 Students transferring out of the Division during the school year shall receive from the school a refund of instructional material fees, determined on a pro-rated monthly basis.
- 3.3 An Instructional Material Fee paid by a student in any Divisional school for the current school year shall be considered transferable to any other Divisional school in which the student registers during that school year.
- 3.4 Principals shall be responsible for ensuring that all instructional materials are returned by students and the appropriate charges are assessed for lost or damaged materials.
- 3.5 At the discretion of the school principal, high school students taking approved summer school courses or studying for supplemental examinations shall be provided instructional materials for a nominal fee. Fifty percent of this fee shall be refunded upon the return of the books in satisfactory condition.
- 3.6 Any student entering the Division or transferring out of the Division after March 31st of the school year will not be charged or refunded any portion of the instructional material fee.

References: *Board Policy: D//13*



ADMINISTRATION 12 – Instructional Material Fees Collection

Date: November 14, 2003

Revise: March 7, 2016

Responsible Administrator: Secretary Treasurer

1.0 RATIONALE:

Instructional Material Fees administered for material resources shall be collected and utilized for the purpose of obtaining material resources for students.

2.0 PROCESS:

The Secretary Treasurer will be responsible for ensuring the collection of Instructional Material Fees is undertaken according to established guidelines.

3.0 GUIDELINES:

- 3.1 In May and June of each school year, schools shall notify parents through their newsletter of the Instructional Material Fees for the subsequent school year.
- 3.2 After the first Friday in the new school year, each school shall send a reminder letter to parents who have not submitted payments and request such fees.
- 3.3 In December and January, a letter shall be sent to parents, with respect to delinquent accounts indicating a final payment due date of April 30th, and that any outstanding account as of that date may be placed with a collection agency.
- 3.4 In cases of genuine hardships, principals have the discretion and flexibility to waive or make alternative payment arrangements.
- 3.5 Upon approval of the principal, a list of all other outstanding accounts as of April 30th shall be forwarded to the collection agency by school office personnel.
- 3.6 Once an account is placed for collection, the collected balances will be forwarded to Central Office.
- 3.7 The school's goal shall be to collect 100% of the Instructional Material Fees.

References: *Board Policy: D/1/13 - Instructional Materials*
 Admin Practice: Admin 11 - Instructional Materials Procedures
 Education Services 7 - Curricular and Extra-curricular Fees



Memorandum

Date: March 23, 2016
To: Board of Trustees
From: Iva Paulik, Secretary Treasurer
Subject: Monthly Financial Report

Background

Attached you will find the 6 Months Financial Report for 2015-2016 as at February 29, 2016.

Recommendation:

That Trustees receive as information the 6 Months Financial Report for 2015-2016 as at February 29, 2016.

BOARD 9.11

Sturgeon School Division No. 24 Results as of February 29, 2016		Budget Information		Actual Results		Forecast		Variances	
		Spring Budget Presented to Board 2015-2016	Fall Update 2015-2016	Actual 6 Months February 29, 2016	Forecast to August 31, 2016	% Finalized Budget	% Forecast to August 31, 2016		
REVENUES									
Alberta Education	60,742,524	61,625,314	31,262,109	61,625,314	50.7%	50.7%	50.7%	50.7%	50.7%
Other - Government of Alberta	345,442	606,764	260,205	606,764	42.9%	42.9%	42.9%	42.9%	42.9%
Federal Government	240,000	280,000	168,000	280,000	60.0%	60.0%	60.0%	60.0%	60.0%
Other - Alberta School Jurisdiction	20,522	21,677	21,677	21,677	100.0%	100.0%	100.0%	100.0%	100.0%
Fees	1,761,544	1,912,303	1,336,009	1,912,303	69.9%	69.9%	69.9%	69.9%	69.9%
Other - Sales and Services	248,222	241,381	124,911	241,381	51.7%	51.7%	51.7%	51.7%	51.7%
Investment Income	55,000	77,000	39,711	77,000	51.6%	51.6%	51.6%	51.6%	51.6%
Gifts and Donations	105,857	115,028	41,962	115,028	36.5%	36.5%	36.5%	36.5%	36.5%
Rental of Facilities	36,746	36,746	29,966	36,746	81.6%	81.6%	81.6%	81.6%	81.6%
Fundraising	328,795	208,532	82,689	208,532	39.7%	39.7%	39.7%	39.7%	39.7%
Amortization of Capital Contributions	1,424,501	1,424,501	712,250	1,424,501	50.0%	50.0%	50.0%	50.0%	50.0%
Other Revenues	-	-	51,112	51,112	0.0%	0.0%	0.0%	0.0%	0.0%
Total Revenues	65,309,153	66,549,246	34,130,603	66,600,358	51.29%	51.29%	51.29%	51.29%	51.25%
EXPENDITURES									
Instruction	50,226,913	51,268,831	24,953,343	51,268,831	48.7%	48.7%	48.7%	48.7%	48.7%
Plant Operations and Maintenance	6,685,212	6,876,521	3,216,676	6,876,520	46.8%	46.8%	46.8%	46.8%	46.8%
Transportation	5,531,831	5,493,192	3,043,809	5,493,194	55.4%	55.4%	55.4%	55.4%	55.4%
Board Governance and Administration	2,466,965	2,480,775	1,145,244	2,480,775	46.2%	46.2%	46.2%	46.2%	46.2%
External Services	80,011	73,654	35,593	73,654	48.3%	48.3%	48.3%	48.3%	48.3%
Total Expenses	64,990,932	66,192,973	32,394,665	66,192,974	48.94%	48.94%	48.94%	48.94%	48.94%
2015-2016 Surplus/(Deficit)	318,221	356,273	1,735,938	407,384	TARGET %	TARGET %	50.00%	50.00%	50.00%

Less: Revenues Collected Upfront 423,672
Less: Committed PUF Dollars 89,780

Projected 2015-2016 Surplus
(if spending continues at the same rate)

1,222,486

Assumptions:

- Revenues and Expenses for 6 months
- Cost transfers between departments reflected (prorated monthly)
- School Generated Funds using actuals
- AB Education revenues include certain grants still based on last year's results (PUF, CEUs)

Notes:

Revenues:

- (1) Other - Government of Alberta: Delay in funding payment FSCD \$65K (Sep/Oct/Nov/Dec/Jan funding received in Feb. \$106K)
 - (2) Federal Government: Based on 10 months invoicing
 - (3) Other - Alberta School Jurisdiction: Revenue was collected upfront
 - (4) Fees: Most collections of fees occurred in September/October
 - (5) Other - Sales & Services: Most of collections of certain revenues occurred in September/October
 - (6) Gifts & Donations: Estimated budget, based on last year's actuals
 - (7) Rental of Facilities: Some rental income was collected upfront
 - (8) Fundraising: Timing of fundraising events
- Expenditures:**
- (9) Operations & Maintenance: Delays in hiring, savings in utilities and contracted services
 - (10) Transportation: Unfavourable variance mainly due to bus contractors' budget being prorated over 12 months and actual occurs over 10 months
 - (11) Board Governance & Administration: Underspending in professional services, PD, supplies, insurance