



Committee Meeting Agenda

February 8, 2017 – 6:30 p.m.

- 1. Call to Order**
- 2. Consideration of Agenda**
 - 2.1 Additions/Deletions to Agenda
 - 2.2 Approval of Agenda
- 3. Appointments**
- 4. Approval of Committee Notes**
 - 4.1 Amendment/Correction of Notes
 - 4.2 Approval of Committee Notes – January 11, 2017
- 5. Presentations**
- 6. Reports from Senior Administration**
- 7. Reports from Trustees and Standing Committees**
 - 7.1 Chair's Report

- 7.2 Trustees Report
- 7.3 Building & Maintenance
- 7.4 Finance & Human Resources
- 7.5 Education Policy
- 7.6 Advocacy Committee
- 7.7 Transportation

8. Reports from Special Committees/Task Groups

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

9. New Business

- 9.1 Policy Tracker
- 9.2 Policy B/I/1 – Trustee Functions, Trusteeship & Policy
- 9.3 Policy B/III/1 – Board Procedures

- 9.4 Policy D/I/1 – Fiscal Management
- 9.5 Policy F/I/6 – Religious Instruction
- 9.6 Policy F/II/2 – Field Trips
- 9.7 Policy F/III/4 – Student Evaluation Policy
- 9.8 Policy G/II/4 – Student Illness or Accident
- 9.9 Truth and Reconciliation Document
- 9.10 Exemptions from the topics of sexuality and religion in schools

10. Question Period

11. Unfinished Business

12. Information Items

13. Pending List

14. Adjournment



Notes of the Meeting of The Committee of the Whole Held at Morinville on January 11, 2017

Roll Call

Present were Trustees: Ms. Tracy Nowak (Chair); Mrs. Shelley Porter (Vice Chair); Mrs. Misty Featherley; Mr. Terry Jewell; Mrs. Liz Kohle; Dr. Michèle Dick (Superintendent); Mrs. Iva Paulik (Secretary Treasurer); Mrs. Ruth Kuik (Associate Superintendent, Education Services); Mr. Thomas Holmes (Associate Superintendent, Human Resources & Leadership Support).

Absent: Mrs. Wendy Miller

Call to Order

The Vice Chair called the meeting to order at 6:18 p.m.

Consideration of Agenda

2.1 Additions/Deletions to Agenda

2.2 Approval of Agenda

Moved by Mrs. Kohle that the agenda be approved.

CARRIED 5/0

Appointments

There were no appointments.

Approval of Committee Notes

4.1 Amendment/Correction of Notes

The following items were identified:

- In Item 7.6, bullet # 2 insert 'ASBA' before the 'Strategic Plan Survey'.
- 'Trustee Report' for Trustee Kohle to be amended to reflect that she did not attend the Christmas Concert at Ochre Park School.

4.2 Approval of Committee Notes

Moved by Ms. Nowak that the notes of December 14, 2016 be approved as amended.

CARRIED 5/0

Presentations

There were no presentations.

Reports from Senior Administration

6.0 Senior Admin Report

Dr. Dick presented a written and verbal report on behalf of Senior Admin.

- Online Performance Update for Sturgeon School Division website was handed out.
- ATA has invited Trustees and Superintendent to their Partnership Luncheon on February 10, 2017 during Teacher Convention.

Reports from Trustees and Standing Committees

7.1 Chair's Report

A verbal report was provided.

7.2 Trustees' Reports

Trustee Featherley (Morinville)

Trustee Featherley reported that she attended the Christmas Breakfast at Morinville Learning Centre.

She also noted that she attended the Morinville Public School Parent Council meeting.

Trustee Kohle (Bon Accord/Legal)

Trustee Kohle reported that she attended the Christmas Supper at Oak Hill School, and the Parent Council Meeting at Bon Accord School. She also noted that she attended Admin. Council Meeting in December for the FNMI Presentation by Jerry and Jo-Ann Saddleback.

Trustee Jewell (Gibbons/Lamoureux)

Trustee Jewell reported that he attended the Christmas Supper at Oak Hill School, as well as the Christmas Lunch at Sturgeon Learning Centre. He also noted that he attended the Parent Council meeting at Gibbons School. As well as attended Admin. Council Meeting in December for the FNMI Presentation by Jerry and Jo-Ann Saddleback.

Trustee Porter (Alcomdale/Villeneuve)

Trustee Porter attended the Rotary Club Meeting.

7.3 Building

Ms. Nowak provided a verbal report:

- Update with respect to Central Office Modernization.
- Bon Accord request for the observatory pad Update.
- New School in Morinville Update.

7.4 Finance & Human Resources

A Finance & Human Resources Committee Meeting is scheduled for February 7, 2017.

7.5 Education Policy

A verbal report was provided.

An Education Policy Meeting is scheduled for January 17, 2017.

7.6 Advocacy

No report was provided.

7.7 Transportation

No report was provided.

Reports from Special Committees/Task Groups**8.1 Alberta School Boards Association Zone 2/3**

Alberta School Boards Association Zone 2/3 Meeting is scheduled for January 20, 2017.

8.2 Public School Boards Association of Alberta

A verbal report was provided.

Public School Boards Association Meeting is scheduled for February 9 – 11, 2017.

8.3 Policy Advisory Committee (ATA)

A verbal report was provided.

8.4 Policy Review Committee (CUPE)

A verbal report was provided.

8.5 Community Services Advisory Board

A verbal report was provided.

New Business

9.1 Policy Tracker

Received as information.

9.2 Policy C/I – Organizational Chart

Moved by Mrs. Kohle that the Board of Trustees refer Policy C/I – Organizational Chart to the January 25, 2017 Board Meeting as amended:

- `adminstrative and` to be removed.
- Item 1.4 (new) `of major changes and/or the permanent elimination and/or creation of positions` to be removed.
- Strikethrough item 1.3 to be added to newly added item 1.4.

CARRIED 5/0

9.3 Policy D/II/1 – Operational School Year

Moved by Ms. Nowak that the Board of Trustees refer Policy D/II/1 – Operational School Year to the January 25, 2017 Board Meeting.

CARRIED 5/0

9.4 Policy F/I/9 – Operation of School Media Resource Centre

Moved by Mrs. Featherley that the Board of Trustees refer Policy F/I/9 – Operation of School Media Resource Centre to the January 25, 2017 Board Meeting.

CARRIED 5/0

9.5 Policy G/II/6 – Home Education

Moved by Mr. Jewell that the Board of Trustees refer Policy G/II/6 – Home Education to the January 25, 2017 Board Meeting.

CARRIED 5/0

9.6 Policy G/II/7 – Student Accident Insurance

Moved by Mr. Jewell that the Board of Trustees refer Policy G/II/7 – Student Accident Insurance to the January 25, 2017 Board Meeting.

CARRIED 5/0

9.7 ALARIE

Mrs. Paulik provided a verbal and written report.

9.8 Exemptions from the teaching of sexuality and religion in schools parent requests

A verbal report was provided from the Education Policy Committee.

The Board of Trustees agreed to the use of the letter as required.

Question Period**Unfinished Business****Information Items**

Pending List

Moved by Mr. Jewell that the Board go in camera at 7:44 p.m.

CARRIED 5/0

Moved by Mr. Jewell that the Board go out of camera at 7:58 p.m.

CARRIED 5/0

Adjournment

The meeting adjourned at 7:59 p.m.

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



Memorandum

Date: February 8, 2017
To: Committee of the Whole - Open
From: Senior Administration
Subject: Seniors' Report

Healthy Interactions

The Human Resources Department, in conjunction with the division's Organizational Health and Wellness Steering Committee, is currently preparing a report on staff feedback regarding the Healthy Interactions Program. As you may remember, we initially surveyed staff regarding Healthy Interactions in 2009 and, most recently in 2013. The current survey, using Google Forms, included many of the same questions as in the past, which has allowed administration to make comparisons with our previous data.

A plan was created in 2009 to have Healthy Interactions Facilitators review new Healthy Interactions materials during a 5-year plan starting in 2010. The Alberta Teachers' Association created a minor update to Healthy Interactions in 2015 and we have now completed a review of all new materials with staff. The Alberta Teachers' Association has no plan to create another update to Healthy Interactions materials in the foreseeable future. Sturgeon School Division has continued to promote topics in Healthy Interactions specific to our jurisdiction on emotional intelligence, creating effective teams, and managing conflict involving information technology.

As a teaser we share some early data for your interest...

- In 2009, 77% of Sturgeon staff reported that HI teaches an effective way of addressing interpersonal conflict and maintaining healthy relationships. In comparison, 74% of staff in 2013, and 78% of staff in 2017 report HI teaches an effective way of addressing interpersonal conflict.
- Sturgeon staff in 2017 report that they believe the following topics should be added to the curriculum of Health Interactions: managing conflict due to email, texting and social media; assisting students and parents with knowledge of Healthy Interactions; and coping with stress particularly around conflict management.

Senior Administration looks forward to presenting a comprehensive report to the Board of Trustees on Healthy Interactions in the near future.

COMMITTEE 6.

February Committee of the Whole
Senior Admin Report
February 8, 2017
Page 2 of 2

Field Trips

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



Memorandum

Date: February 8, 2017
To: Committee of the Whole
From: Ruth Kuik, Associate Superintendent, Education Services
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:

Camilla School

March 2 - 3, 2017 20 junior high students to Band Camp at Camp Nakamun.
March 8 - 9, 2017 41 grade 4 students to Royal Tyrrell Museum at Drumheller.

Guthrie School

March 2 - 3, 2017 16 junior high students to Band Camp at Camp Nakamun.

Lilian Schick School

March 2 - 3, 2017 26 junior high students to Band Camp at Camp Nakamun.

Namao School

March 2 - 3, 2017 24 junior high students to Band Camp at Camp Nakamun.

Redwater School

January 27 - 28, 2017 Senior Girls Basketball Team to Hinton for a tournament.
March 2 - 3, 2017 16 junior High students to Band Camp at Camp Nakamun



Memorandum

Date: February 8, 2017
To: Committee of the Whole
From: Michele Dick
Superintendent
Subject: Policy Tracker

Background

Attached for Trustee information is the 2016-2017 SY Policy Tracker.



POLICY TRACKER (School Year 2016-2017)

Policy Number	Policy	Board Direction to Proceed (COW)	Committee Review	Policy Advisory Committee (PAC) Review	Final Draft Review	Recommendation to Approve
August-16						
September-16						
E/II/1	Employee Expense Reimbursement	2016-Sept-14				Approved 28 September 2016
E/II/2	Trustee Remuneration and Expense Reimbursement	2016-June-8 (discussion)	Ref to Ed. Committee (May 2016) (Fall 2016)			Approved 28 September 2016
F/III/3	Awards Policy	2016-Sept-14				Approved 28 September 2016
F/IV/2	Restricted and Illicit Drugs	2016-Jan-13 2016-May-11 2016-June-8 2016-Sept-14	Ref to Ed. Committee (Feb 2016) (Apr 21, 2016) (Fall 2016) (May 13, 2016)			Approved 28 September 2016
October-16						
D/II/5	Financial Accountability and Audit	2016-Oct-12				Approved 26 October 2106
F/IV/3	Student Suspensions and Expulsions	2016-Oct-12				Approved 26 October 2106
NEW	Acknowledging Territories of Indigenous Communities	2016-Oct-12 2016-Nov-9	Ref to Ed. Committee (next meeting)			
November-16						
D/II/2	School Operation in Emergency	2016-Nov-9				Approved 23 November 2016
E/II/8	Reduction in Professional Staff	2016-Nov-9				Approved 23 November 2016
G/II/5	Student Placement	2016-Nov-9				Approved 23 November 2016
G/III/3	Emergency Preparedness	2016-Nov-9				Rescinded 23 November 2016



POLICY TRACKER (School Year 2016-2017)

Policy Number	Policy	Board Direction to Proceed (COW)	Committee Review	Policy Advisory Committee (PAC) Review	Final Draft Review	Recommendation to Approve	
							COW
December-16							
B//1	Trustee Functions, Trusteeship & Policy	2016-Dec-14 2017-Feb-8	Ref back to CoW by Ed Committee (2016-Nov-28)			2017-Jan-25	
January-17							
B//3	Committees of the Board	2017-Jan-11 2017-Mar-8				Approved 2017-Jan-25	
C/1	Organization Chart	2017-Jan-11				Approved 2017-Jan-25	
D//1	Operational School Year	2017-Jan-11				Approved 2017-Jan-25	
F//9	Operation of School Media Resource Centre	2017-Jan-11				Approved 2017-Jan-25	
G//6	Home Education	2017-Jan-11				Approved 2017-Jan-25	
G//7	Student Accident Insurance	2017-Jan-11				Approved 2017-Jan-25	
February-17							
B//1/1	Board Procedures	2017-Feb-8	Ref. to Ed. Policy Committee Jan. 17-17				
D//1	Fiscal Management	2017-Feb-8					
F//6	Religious Instruction	2017-Feb-8					
F//1/2	Field Trips	2017-Feb-8					
F//1/4	Student Evaluation Policy	2017-Feb-8					
G//1/4	Student Illness or Accident	2017-Feb-8					



Board Memorandum

Date: February 8, 2017
To: Committee of the Whole
From: Michele Dick, Superintendent of Schools
Subject: Policy B/I/1 – Trustee Functions, Trusteeship & Policy

Background:

At the January 25, 2017 Public Board meeting Trustees directed to following changes to Policy B/I/1 – Trustee Functions, Trusteeship & Policy:

- 2.2.5 Following a Trustee development activity, provide the Board with a written summary of materials received and ideas gained.
 - 2.4 The Vice Chair shall act on behalf of the Board Chair in the Board Chair's absence and shall assume the duties and responsibilities of the Board Chair.
- Ref.: B/III/2 – Rules of Order
Robert's Rules of Order

Attached for Trustee review is a copy of the revised policy.

Recommendation:

That the Board review the attached Policy B/I/1 Trustee Functions, Trusteeship & Policy and advise senior administration accordingly.



1.0 POLICY

- 1.1 The School Act has provided school boards with specific powers and responsibilities.
- 1.2 The Board of Trustees of Sturgeon School Division No. 24 is responsible for the education of the students registered in its schools.

2.0 GUIDELINES

- 2.1 The Board shall be responsible for:
 - 2.1.1 Representing the community in its policy setting.
 - 2.1.2 Setting priorities and policies to provide leadership and direction for the jurisdiction.
 - 2.1.3 Allocating the financial means in accordance with Alberta Education regulations in order to provide the resources necessary to achieve division goals and priorities.
 - 2.1.4 Monitoring and evaluating the effectiveness of division policies in achieving objectives.
 - 2.1.5 Hiring and evaluating the Superintendent of Schools.
 - 2.1.6 Serving as an advocate for public education.
- 2.2 The role of each individual trustee is to:
 - 2.2.1 Represent his or her constituents and consider the interests of all division stakeholders when making decisions.
 - 2.2.2 Be familiar with the School Act and Division policies and practices
 - 2.2.3 Be familiar with and adhere to the Trustee Code of Conduct.
 - 2.2.4 Stay informed on significant developments in education.

References: Board Policies: B/II/5 – Trustee Code of Conduct
B/III/2 – Rules of Order
School Act: Sections 60
Roberts' Rules of Order



- 2.2.5 Following a Trustee development activity, **provide the Board with a written summary** ~~share materials~~ **of materials received and ideas gained** ~~in written format with fellow Trustees.~~
- 2.2.5-6 Support the corporate decisions of the Board.
- 2.2.6-7 Respect and support the authority of the Superintendent to direct the work of administration and staff.
- 2.2.7-8 Observe the Board’s rules of order for conduct at Board meetings.
- 2.2.8-9 Promote positive relationships between the Board and all division stakeholders.
- 2.3 The Board Chair shall have the authority on behalf of the Board to:
- 2.3.1 Preside at all Board meetings.
- 2.3.2 Sign all documents required by law or as authorized by the action of the Board.
- 2.3.3 Represent the corporate Board as required.
- 2.4 **The Vice Chair shall act on behalf of the Board Chair in the Board Chair’s absence and shall ~~have~~ assume the duties and responsibilities of the Board Chair.**

References: Board Policies: B/II/5 – Trustee Code of Conduct
B/III/2 – Rules of Order
School Act: Sections 60
Roberts' Rules of Order



Committee of the Whole Memorandum

Date: February 8, 2017
To: Committee of the Whole
From: Education Policy Committee
Subject: Policy B/III/1 – Board Procedures
Board Regulation Board 1 – Board Procedures

Background:

Attached for Trustee review are Policy B/III/1 – Board Procedures and Board Regulation Board 1 – Board Procedures. Suggested revisions are provided for Trustee consideration.

Recommendation:

That the Committee of the Whole review Policy B/III/1 – Board Procedures and Board Regulation Board 1 – Board Procedures and advise Senior Administration accordingly.



1.0 POLICY

1.1 Meetings of the Board

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

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

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

1.2.1 Treaty 6 Acknowledgement Statement:

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

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

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

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

**BOARD OF TRUSTEES 1 – Board Procedures**

Date: Sept. 24, 2014 Revised: Nov. 25, 2015 Responsible Administrator: Superintendent of Schools

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

2.0 RATIONALE:

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

3.0 GUIDELINES:

3.1 Preparation of Board Meeting Agendas

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

3.2 Agenda Items

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

3.3 Distribution of Agenda Kits

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

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

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



BOARD OF TRUSTEES 1 – Board Procedures

Date: Sept. 24, 2014 Revised: Nov. 25, 2015 Responsible Administrator: Superintendent of Schools

3.4 Order of Business at Board Meetings

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

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

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

3.5 Order of Business at Board Organizational Meetings

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

3.6 Preparation and Approval of Minutes

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

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



BOARD OF TRUSTEES 1 – Board Procedures

Date: Sept. 24, 2014 Revised: Nov. 25, 2015 Responsible Administrator: Superintendent of Schools

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

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

3.7 Open Meetings

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

3.8 Special Meetings of the Board

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

3.9 Annual General Meetings of the Board

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

3.9.1.1 Prior to November 15 in each year

3.9.1.1.1 At a convenient place within the Division

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

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



BOARD OF TRUSTEES 1 – Board Procedures

Date: Sept. 24, 2014 Revised: Nov. 25, 2015 Responsible Administrator: Superintendent of Schools

APPENDIX "A"

Sturgeon School Division Board Meeting Agenda

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

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

BOARD OF TRUSTEES 1 – Board Procedures

Date: Sept. 24, 2014 Revised: Nov. 25, 2015 Responsible Administrator: Superintendent of Schools

9. New Business

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

10. Unfinished Business

- 10.1. _____

11. Notices of Motion

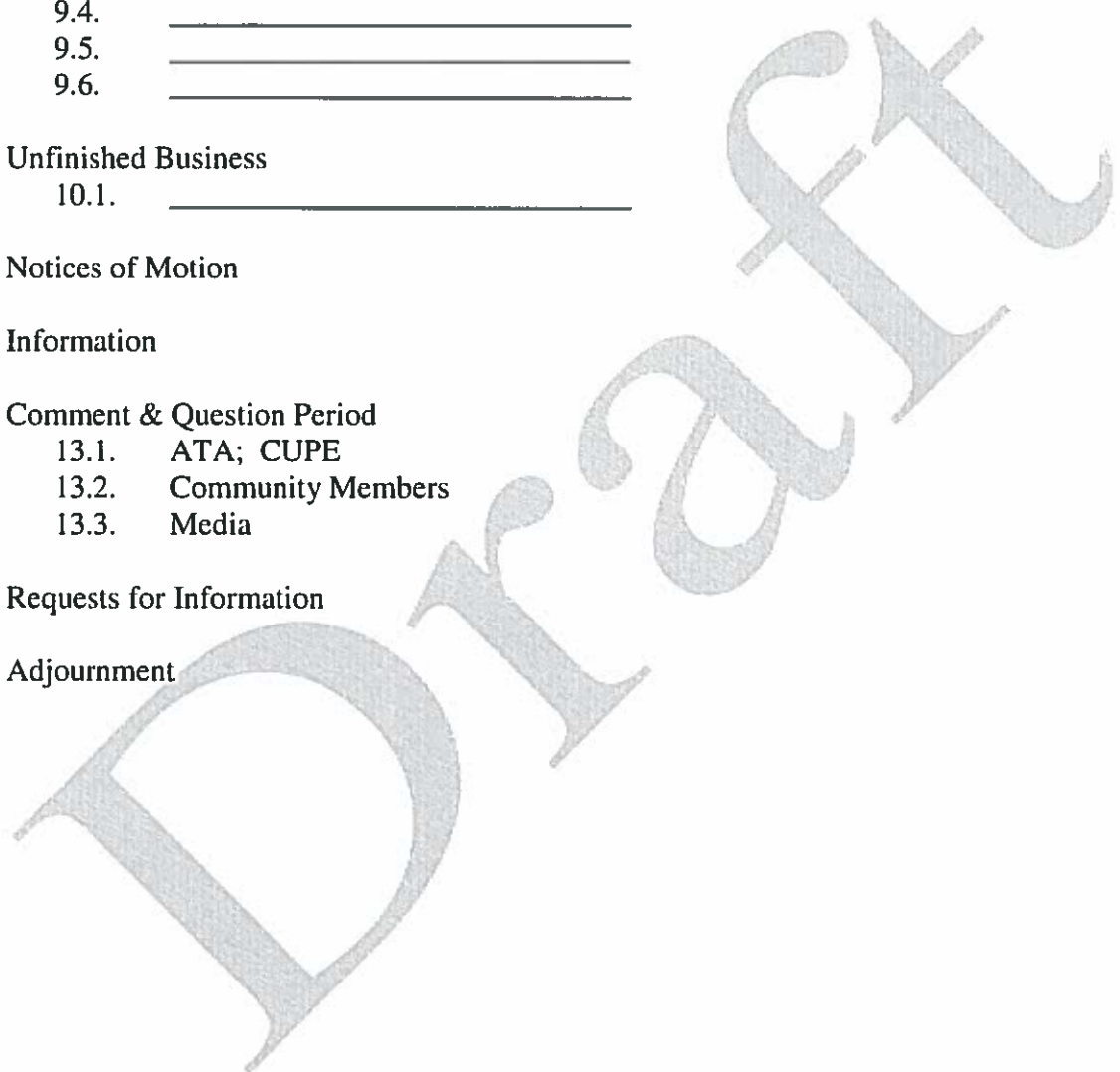
12. Information

13. Comment & Question Period

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

14. Requests for Information

15. Adjournment



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



BOARD OF TRUSTEES 1 – Board Procedures

Date: Sept. 24, 2014 Revised: Nov. 25, 2015 Responsible Administrator: Superintendent of Schools

APPENDIX "B"

Sturgeon School Division Board Organizational Meeting Agenda

1. Call to Order - The Secretary Treasurer will call the meeting to order and act as Chair.
2. Declaration of Returning Officer - if applicable
3. Oath of Office - if applicable
4. Election of Board Chair - may, as provided for in School Act Section 57, at the request of one trustee, be handled by a secret ballot. Upon declaration of election, the elected Board Chair shall assume the Chair.
5. Election of Vice-Chair - may, as provided for in School Act Section 57, at the request of one trustee, be handled by a secret ballot.
6. **Treaty 6 Acknowledgement Statement.**
- ~~6.7.~~ Code of Ethics - the Board Chair will read the Code of Ethics.
- ~~7.8.~~ Date, Time, Place of Regular Meetings.
- ~~8.9.~~ Trustee membership on committees - the Board will establish their operational structure (committees, task groups, etc.) and elect trustee representatives to these. It will also elect its representatives to organizations.

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



Committee of the Whole Memorandum

Date: February 8, 2017
To: Committee of the Whole
From: Iva Paulik, Secretary Treasurer
Subject: Policy D/I/1 – Fiscal Management

Background:

Attached for Trustee review is Policy D/I/1 – Fiscal Management. Suggested revisions are provided for Trustee consideration.

Financial Management 5 – Financial Reporting, with suggested revisions is also attached for Trustee information.

Recommendation:

That the Committee of the Whole review Policy D/I/1 – Fiscal Management and advise Senior Administration accordingly.



1.0 POLICY

1.1 The Board believes that one of its key responsibilities is the timely review of the financial affairs of the ~~School~~ Division.

2.0 GUIDELINES

2.1 ~~Monthly at the public board meeting, the Board shall receive a financial report of budget and year-to-date revenues and expenditures, along with a variance analysis for the previous month. The Board requires monthly financial statements and variance reports, both consolidated and by established site, of the preceding month, for the Committee of the Whole.~~

2.2 ~~All Division departments and s~~Schools shall will have access to monthly reporting of budget and year-to-date expenditures.

2.3 Principals shall ~~are to~~ report quarterly to school councils ~~on their schools' financial information and communities using a report format developed by Central Office administration.~~

References: Admin Practice(s): Financial Management 5 – Fiscal Reporting
Financial Management 11 – School Budget Allocations
~~Board Approved School Reporting Form~~



1.0 POLICY

- 1.1 The Board believes that one of its key responsibilities is the timely review of the financial affairs of the School Division.

2.0 GUIDELINES

- 2.1 Monthly at the public board meeting, the Board shall receive a financial report of budget and year-to-date revenues and expenditures, along with a variance analysis for the previous month. ~~The Board requires monthly financial statements and variance reports, both consolidated and by established site, of the preceding month, for the Committee of the Whole.~~
- 2.2 All Division departments and schools shall will have access to monthly reporting of budget and year-to-date expenditures.
- 2.3 Principals shall are to report quarterly to school councils on their schools' financial information and communities using a report format developed by Central Office administration.

References: Admin Practice(s): Financial Management 5 – Fiscal Reporting
Financial Management 11 – School Budget Allocations
~~Board Approved School Reporting Form~~



Committee of the Whole Memorandum

Date: February 8, 2017
To: Committee of the Whole
From: Ruth Kuik, Associate Superintendent, Education Services
Subject: Policy F/I/6 – Religious Instruction
Board Regulation Education 1 – Religious Instruction

Background:

Attached for Trustee review is Policy F/I/6 – Religious Instruction and Board Regulation Education 1 – Religious Instruction. Suggested revisions are provided for Trustee consideration.

Associated Admin Practice Educational Services 20 – Religious Instruction/Exercises, with suggested revisions is also attached for Trustee information.

Recommendation:

That the Committee of the Whole review Policy F/I/6 – Religious Instruction and Board Regulation Education 1 – Religious Instruction and advise Senior Administration accordingly.



1.0 POLICY

- 1.1 The Board believes that our schools have a role in helping children develop emotionally, intellectually, physically, morally and spiritually.
- 1.2 The Board believes in religious tolerance, the acknowledgement of religious diversity, the maintenance of inclusive **and respectful** environments in its schools, and the provision of appropriate opportunities for students to give expression to their religious beliefs.
- 1.3 In accordance with the School Act, the Alberta Act, the School Ordinance of the Northwest Territories, ~~and the Constitution of Canada,~~ **and the Alberta Human Rights Act**, the Board encourages the practice of providing opportunities for students to take part in religious instruction during the day, and may prescribe religious instruction to be offered to its students.
- 1.4 The Board may permit persons other than teachers to provide religious instruction to its students.

2.0 GUIDELINES

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

References: Admin Practice(s): ES 20 – Religious Instruction/Exercises
Board Regulation: Education 1 - Religious Instruction
School Act: Sections 3, 50 (1) (a), (b), and (e), and 50 (2) (a) and (b)
Alberta Act, 1905: Section 17
School Ordinance of the Northwest Territories, 1901: Sections 137 and 138
Constitution Act, 1867: Section 93
Alberta Human Rights Act, ~~Sections 11.1(1) and (2)~~ **Preamble**

**EDUCATION 1 – Religious Instruction**

Date: Nov. 23, 2011

Revised:

Responsible Administrator: Superintendent

1.0 Board Regulation, Education 1 – Religious Instruction shall be administered in compliance with Policy F/I/6.

2.0 PROCESS

2.1 Whenever parents/guardians request that religious instruction courses be made available at a school, the Principal shall advise the Superintendent, who will advise the Board of Trustees.

2.2 The Board of Trustees may, through the Superintendent, direct the Principal to determine the degree of parent/guardian interest around such request for religious instruction courses through surveys, meetings or any other appropriate means of gathering information, and establish a timeframe for such undertaking.

2.3 The Principal shall present information obtained, including the rationale for the request for religious instruction courses and the determined degree of parent/guardian interest in the request, to the Board and seek Board prescription of such courses.

2.4 The Board shall consider the rationale presented, including the tradition and culture of the school community, as well as the determined degree of parent/guardian interest and may prescribe the religious instruction courses to be included in the school's course offerings.

2.5 For schools where the Board prescribes religious instruction courses, the Principal shall typically present information regarding such courses as part of the school's instructional program plan for the coming school year. Such information shall include:

2.5.1 the grades or grade groupings for which religious instruction will be offered,

2.5.2 the scheduling, as per legislation, of instruction per week,

2.5.3 the process by which parents/guardians will indicate their approval or non-approval for their child(ren) to participate in a religious instruction course,

2.5.4 the course of instruction to be offered to any student whose parents/guardians indicate that their child is not to participate in a religious instruction course, and

References: Board Policy: F/I/6 – Religious Instruction
School Act: Sections 3, 50 (1) (a), (b), and (e), and 50 (2) (a) and (b)
Alberta Act, 1905: Section 17
School Ordinance of the Northwest Territories, 1901; Sections 137 and 138
Constitution Act, 1867: Section 93
Alberta Human Rights Act, Sections 11.1(1) and (2) Preamble

**EDUCATION 1 – Religious Instruction**

Date: Nov. 23, 2011

Revised:

Responsible Administrator: Superintendent

-
- 2.5.5 if any persons other than teachers are to provide the religious instruction to the students.
- 2.6 The Principal shall annually:
- 2.6.1 inquire of parents/guardians as to whether or not they wish to have their child(ren) participate in a religious instruction course, and
- 2.6.2 facilitate receipt of written approval for students whose parents/guardians wish them to participate in any religious instruction course.
- 2.7 In accordance with the School Act, the Alberta Act, the School Ordinance of the Northwest Territories, the Constitution of Canada and the Alberta Human Rights Act, the Principal shall also annually:
- 2.7.1 receive indication from any parents/guardians who do not wish to have their child(ren) participate in a religious instruction course, and
- 2.7.2 make provision to provide an alternate course of instruction for any student(s) whose parents/guardians do not wish them to participate in a religious instruction course.

References: Board Policy: F/1/6 – Religious Instruction
School Act: Sections 3, 50 (1) (a), (b), and (e), and 50 (2) (a) and (b)
Alberta Act, 1905: Section 17
School Ordinance of the Northwest Territories, 1901; Sections 137 and 138
Constitution Act, 1867: Section 93
Alberta Human Rights Act, ~~Sections 11.1(1) and (2)~~ Preamble



EDUCATIONAL SERVICES 20 – Religious Instruction/Exercises

Date: Mar. 23, 2011

Revised:

Responsible Administrator: Superintendent

1.0 RATIONALE

The Board encourages and supports the moral and spiritual development of the children in its schools along with their emotional, intellectual, and physical development.

2.0 PROCESS

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

3.0 GUIDELINES

- 3.1 Whenever a number of parents request that the school be opened by the recitation of the Lord's Prayer, the Principal shall undertake to obtain a consensus of parent opinion around such request through surveys, meetings or any other appropriate means of gathering information.
- 3.2 If the Principal determines that a majority of parents support a request for the Lord's Prayer to be part of the school day opening exercises, he/she will inform the Board of the school's intention to implement such practice.
- 3.3 As per the School Act, the Principal shall make provision to exclude any student(s) from participation in the school opening religious exercise.
- 3.4 Whenever a number of parents request that either Protestant or Roman Catholic religious instruction courses be offered at a school, the Principal shall undertake to determine through surveys, public meetings or any other appropriate means of obtaining information, if there is a sufficient number of parents desiring such instruction during the school day.
- 3.5 The Principal shall, ~~normally~~, present information regarding parental numbers and subsequent recommendations and intentions as to religious course offerings as part of the school's instructional program plan for the coming school year. Such information shall include:
- 3.5.1 the grade(s) to which religious instruction courses shall be offered,
 - 3.5.2 the number of minutes of instruction per week, and

References: *Board Policy: F/1/6 Religious Instruction/Exercises*
~~School Act: Section 50~~
 Board Regulation: Education 1 - Religious Instruction
 School Act: Sections 3, 50 (1) (a), (b), and (e), and 50 (2) (a) and (b)
 Alberta Act, 1905: Section 17
 School Ordinance of the Northwest Territories, 1901: Sections 137 and 138
 Constitution Act, 1867: Section 93
 Alberta Human Rights Act Preamble



EDUCATIONAL SERVICES 20 – Religious Instruction/Exercises

Date: Mar. 23, 2011

Revised:

Responsible Administrator: Superintendent

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- 3.5.3 the course(s) of instruction to be offered to any students ~~who do not opt to take~~ whose parents indicate in writing that their child is not to participate in religious instruction.
 - 3.6 Upon receiving a Principal’s plan for offering of religious instruction courses in a school, Senior Administration shall prepare a recommendation to the Board of Trustees for authorization of the courses.

Draft

References: *Board Policy: F/1/6 Religious Instruction/Exercises*
~~*School Act: Section 50*~~
Board Regulation: Education 1 - Religious Instruction
School Act: Sections 3, 50 (1) (a), (b), and (e), and 50 (2) (a) and (b)
Alberta Act, 1905: Section 17
School Ordinance of the Northwest Territories, 1901: Sections 137 and 138
Constitution Act, 1867: Section 93
Alberta Human Rights Act Preamble



Committee of the Whole Memorandum

Date: February 8, 2017
To: Committee of the Whole
From: Ruth Kuik, Associate Superintendent, Education Services
Subject: Policy F/II/2 – Field Trips

Background:

Attached for Trustee review is Policy F/II/2 – Field Trips. Suggested revisions are provided for Trustee consideration.

Associated Admin Practice Administration 5 – Field Trip Operational Procedures, with suggested revisions is also attached for Trustee information.

Recommendation:

That the Committee of the Whole review Policy F/II/2 – Field Trips and advise Senior Administration accordingly.



1.0 POLICY

1.1 The Board of Trustees believes that off-site school sponsored activities can enhance student learning and development. Field trips must clearly demonstrate that they complement (~~enhance~~) expected curriculum outcomes. The Board requires the administration to implement regulations that promote student safety and protection for the students, staff, volunteer helpers, and the Division.

2.0 GUIDELINES

~~2.1 — Field trips include any excursion in which students are off the school grounds. Off-campus education shall not be considered as field trips.~~

~~2.2 — All field trips will be conducted under the auspices of the school and will be demonstrably related to curriculum and/or extra-curricular expectations.~~

~~2.3 — Excursions planned during vacation periods but not directly sponsored by a school or the Division are outside the school year and therefore are the total and full responsibility of the planners, tour agencies and the transportation agencies involved. Even though such non-school and non-Division but well-planned excursions are valuable, they are “non-Divisional” activities and cannot be legally approved by the Board.~~

~~2.4 — The Superintendent is delegated the responsibility and authority to maintain operational procedures as required.~~

References: Board Policy(s): **F/II/1 – Curricular and Extra Curricular Fees**
Admin Practice(s): **Administration 5 – Field Trip Operational Procedures**
Administration 22 - Curricular and Extra Curricular Fees Collection
Educational Services 7 – Curricular and Extra Curricular Fees



ADMINISTRATION 5 – Field Trip Operational Procedures

Date: November 24, 2004

Responsible Administrator: Superintendent

1.0 RATIONALE

Off-site school sponsored activities can enhance student learning and development. Field trips must clearly demonstrate that they complement (enhance) expected curriculum outcomes.

2.0 PROCESS

The Superintendent or designate will be responsible for the process involving approval of field trips.

3.0 GUIDELINES

3.1 The Superintendent can exercise the right to cancel or alter a field trip at any time.

~~3.1~~ 3.2 Funding for field trips is the responsibility of individual schools. No student shall be excluded from a field trip due to inability to pay additional fees levied. (Excluding academies, extended trips or tours not necessary to meet the learning expectations of a particular grade or course).

3.3 Field trips include any excursion in which students are off the school grounds. Off-campus education shall not be considered as field trips.

3.4 All field trips will be conducted under the auspices of the school and will be demonstrably related to curriculum and/or extra-curricular expectations.

~~3.6~~ 3.5 Meaningful alternative learning experiences must be provided for those students who do not participate in the field trip.

~~3.4~~ 3.6 No communication to parents or students regarding a proposed field trip shall occur until the applicable approvals have been provided.

3.7 Parents/guardians must provide informed consent for their child to participate in a field trip (Consent of Parent/Guardian and Acknowledgement of Risk form).

~~3.5~~ 3.8 No field trip shall exceed five (5) school days.

References: Board Policy: D/I/8 – Purchasing
 F/II/1 – Curricular and Extra-curricular Fees
 F/II/2 – Field Trips
 Admin Practice(s): Administration 22 – Curricular and Extra Curricular Fees Collection
 Educational Services 7 – Curricular and Extra Curricular Fees
 Financial Management 4 – Purchasing Authority and Procedure



ADMINISTRATION 5 – Field Trip Operational Procedures

Date: November 24, 2004

Responsible Administrator: Superintendent

- 3.9 Unless in emergency situations, all school-sponsored activities during the regular school day will use transportation provided by or approved by the school/Division.
- 3.10 Schools, or School staff shall not arrange for transportation other than indicated and approved on the Off Site Field Trip Proposal Form.
- ~~3.2~~ 3.11 Approval shall only be given when the principal is satisfied that all criteria on the Field Trip Checklist and/or in the Safety Guidelines-Field Trip Safety Plan documents forms have been met.
- 3.12 Gifts, entertainment and/or incentive trips or other personal services shall not be accepted or solicited by divisional staff when planning and coordinating school field trips.
- 3.13 School administration shall provide a report to school councils on all school field trips on a regular basis and no less than every five (5) months (i.e. January and June).
- ~~3.12~~ 3.14 For further information, please refer to www.youthsafeoutdoors.ca website, or the Alberta School Boards Insurance Exchange website at <http://www.asbie.com/index.php>
- 3.15 Principals shall approve all teacher supervisors. Principals may authorize other staff/people other than teachers to provide supervision when warranted.

Field trips during the school day

- ~~3.2~~ 3.16 The principal must give approval for all field trips. Approval ~~shall may be~~ may be given after completion of the following: using the Field Trip Proposal Form and the Field Trip Checklist and/or Safety Guidelines.
1. The Offsite Field Trip Proposal Form
 2. Field Trip Checklist
 3. Consent of Parent/Guardian and Acknowledgement of Risk form

References:	Board Policy:	D/I/8 – Purchasing F/II/1 – Curricular and Extra-curricular Fees F/II/2 – Field Trips
	Admin Practice(s):	Administration 22 – Curricular and Extra Curricular Fees Collection Educational Services 7 – Curricular and Extra Curricular Fees Financial Management 4 – Purchasing Authority and Procedure



ADMINISTRATION 5 – Field Trip Operational Procedures

Date: November 24, 2004

Responsible Administrator: Superintendent

- ~~3.9 — All school sponsored activities during the regular school day will use transportation provided by the school/Division.~~
- ~~3.10 — Schools, or school staff, shall not arrange for transportation other than indicated and approved on the Field Trip Proposal Form. 3.2 3.12 Approval shall only be given when the principal is satisfied that all criteria on the Field Trip Checklist and/or in the Safety Guidelines documents have been met.~~
- ~~3.12 — For further information, please refer to www.youthsafeoutdoors.ca website.~~
- ~~3.13 — School administration shall provide a report to school councils on all school field trips on a regular basis and no less than every five (5) months (i.e. January and June).~~

Overnight/Outdoor Education and Out of Province Field Trips

- ~~3.3~~ **3.17** 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 the Province of Alberta. ~~The pink and goldenrod copies of the Field Trip Proposal Form, along with the Field Trip Checklist and supporting documentation, shall be submitted to the Superintendent at least three (3) weeks prior to the date of the proposed trip. The Board shall be provided, as information, all field trips that are overnight and/or out of province~~
- 3.18** To request approval to plan an overnight field trip the following documentation shall be submitted to the Superintendent for consideration four weeks prior to the trip:
1. Overnight/Outdoor Education Field Trip Proposal
 2. Field Trip Safety Plan
 3. Field Trip Approval Checklist
 4. Parent Correspondence Letter
 5. Consent of Parent/Guardian and Acknowledgement of Risk form
 6. Program/Activity Plan
 7. Any other supporting documents

References:	Board Policy:	D/I/8 – Purchasing F/II/1 – Curricular and Extra-curricular Fees F/II/2 – Field Trips
	Admin Practice(s):	Administration 22 – Curricular and Extra Curricular Fees Collection Educational Services 7 – Curricular and Extra Curricular Fees Financial Management 4 – Purchasing Authority and Procedure



ADMINISTRATION 5 – Field Trip Operational Procedures

Date: November 24, 2004

Responsible Administrator: Superintendent

- 3.19 The Board shall be provided, as information, all field trips that are overnight and/or out-of-province.
- ~~3.8 ——— Dependent on the Safety Guidelines for the activities planned, principals or the Superintendent may require completion of the Qualifications Form and/or the Trip Plan Form.~~
- ~~3.11 ——— Related Forms:~~
 - ~~3.11.1 — Field Trip Proposal Form~~
 - ~~3.11.2 — Field Trip Checklist Form~~
 - ~~3.11.3 — Field Trip Transportation Permit~~
 - ~~3.11.4 — Qualifications Form~~
 - ~~3.11.5 — Field Trip Safety Plan~~
 - ~~3.11.6 — Consent of Parent/Guardian and Acknowledgement of Risk Form~~

Community Based Tours and Trips

- 3.20 Excursions planned during any vacation periods (non-operational school days), and not directly sponsored by a school or the Division, are outside of the school year and therefore are the total and full responsibility of the planners, tour agencies and/or the transportation agencies involved. Even though such non-school and non-Division excursions may be valuable, they are “non-Divisional” activities and cannot be supported or legally approved by the Board.
- 3.20.1 Materials relating to community trips shall not be photocopied or distributed at schools.
- 3.20.2 Planning and/or recruitment for community trips shall not take place on school property or in schools operated by Sturgeon School Division.
- 3.20.3 Any staff members who participate in a community trip shall communicate leave requests with the Associate Superintendent of Human Resources.

References:	Board Policy:	D/I/8 – Purchasing F/II/1 – Curricular and Extra-curricular Fees F/II/2 – Field Trips
	Admin Practice(s):	Administration 22 – Curricular and Extra Curricular Fees Collection Educational Services 7 – Curricular and Extra Curricular Fees Financial Management 4 – Purchasing Authority and Procedure



Committee of the Whole Memorandum

Date: February 8, 2017

To: Committee of the Whole

From: Ruth Kuik, Associate Superintendent, Education Services

Subject: Policy F/III/4 – Student Evaluation Policy
Proposed amended name Policy F/III/4– Student Assessment,
Evaluation and Reporting

Background:

Attached for Trustee review is Policy F/III/4 – Student Evaluation Policy (proposed amended name Policy F/III/4– Student Assessment, Evaluation and Reporting). Suggested revisions are provided for Trustee consideration.

Associated Admin Practices Educational Services 1 – Protocol for Reporting of Provincial Achievement Test and Diploma Examination Results and Educational Services 21 – Assessment, Evaluation and Reporting of Student Achievement, with suggested revisions are also attached for Trustee information.

Recommendation:

That the Committee of the Whole review Policy F/III/4 – Student Evaluation Policy (proposed amended name Policy F/III/4– Student Assessment, Evaluation and Reporting) and advise Senior Administration accordingly.



1.0 POLICY

- 1.1 The Board accepts the responsibility for the establishment and maintenance of high standards of educational achievement for its students.
- 1.2 The Board believes that the primary responsibility for the continuing evaluation of student achievement lies with each school and its teachers.
- 1.3 The Board requires that the processes, measures and criteria used for the purposes of student assessment ~~and evaluation~~ and reporting shall be clearly communicated to parents/guardians and students.

2.0 GUIDELINES

- ~~2.1 The Superintendent or designate shall maintain Divisional procedures and practices to facilitate the assessment, evaluation and reporting of student learning.~~

References: Admin Practice(s): ES 1 - Protocol for Reporting of Provincial Achievement Test and Diploma Examination Results
ES 21 - Assessment, Evaluation and Reporting Student Achievement



EDUCATIONAL SERVICES 1 – Protocol for Reporting of Provincial Achievement Test and Diploma Examination Results

Date: Mar. 25, 2003 Revised: Oct. 26, 2011 Responsible Administrator: ~~Chief Deputy Superintendent~~
Associate Superintendent, Education Services

1.0 RATIONALE

The Board believes that schools should report on an annual basis to its public results on Provincial Achievement Tests and Provincial Diploma Examinations.

2.0 PROCESS

The ~~Chief Deputy Superintendent~~ Associate Superintendent, Education Services will be responsible to maintain the process and ensure that it is followed.

3.0 GUIDELINES

3.1 Principals shall report to their public in the following areas:

3.1.1 Results for the Acceptable Standard and the Standard of Excellence on Provincial Achievement Tests and Diploma Examinations for all students enrolled in the grade level or course.

3.1.2 Five Year Analysis of Provincial Achievement Test and Diploma Examination results.

3.1.3 Achievement of School and Division Targets as outlined in the Three Year Education Plan.

3.1.4 School and Division Action Plans that shall be implemented to address areas of need.

3.2 Principals shall report to their public in accordance with guidelines established by Alberta Education.

References:	Board Policy:	D/I/6 Appeals F/III/4 Student Evaluation Policy Student Assessment, Evaluation and Reporting
	Admin Practice(s):	ES 21 – Assessment, Evaluation and Reporting of Student Achievement
	School Act:	Section 18, 20
	Guide to Education	



EDUCATIONAL SERVICES 21 –Assessment, Evaluation and Reporting of Student Achievement

Date: Oct. 26, 2011 Revised: Feb. 8, 2012 Responsible Administrator: ~~Chief Deputy Superintendent~~
Associate Superintendent, Education Services

1.0 RATIONALE

The Board believes that fair and just practices for assessment, evaluation and reporting of student achievement form an essential component of a quality educational system.

The Board believes in the importance of reporting to parents/guardians the assessment and evaluation criteria as well as student achievement information.

2.0 PROCESS

The ~~Chief Deputy Superintendent~~ Associate Superintendent, Education Services will be responsible to maintain this administrative practice.

3.0 GUIDELINES

3.1 The following terms for the use of this administrative practice and the interpretation of related documentation and actions are defined as:

3.1.1 “Fair” means free from bias or dishonesty, and “fairness” is concerned with addressing the student as an individual.

3.1.2 “Just” means deserved, and “justice” is concerned with assessing groups of students equitably, in accordance with standards or requirements.

3.1.3 “Assessment” refers to the process of collecting, interpreting, and communicating information about a student’s progress in relation to the learning outcomes.

3.1.3.1 “Formative assessment” or “assessment for learning” refers to assessments that take place during instruction and learning to:
3.1.3.1.1 inform students, on an ongoing basis, about their progress towards achieving the intended learning outcome,

References:	<i>Board Policy:</i>	<i>D/I/6 Appeals</i> <i>F/III/4 Student Evaluation Policy Student Assessment, Evaluation and Reporting</i>
	<i>Admin Practice(s):</i>	<i>ES 1 – Protocol for Reporting of Provincial Achievement Test and Diploma Examination Results</i>
	<i>School Act:</i>	<i>Section 18, 20</i>
	<i>Guide to Education</i>	



EDUCATIONAL SERVICES 21 –Assessment, Evaluation and Reporting of Student Achievement

Date: Oct. 26, 2011 Revised: Feb. 8, 2012 Responsible Administrator: ~~Chief Deputy Superintendent~~
Associate Superintendent, Education Services

- 3.1.3.1.2 identify the gains and difficulties students are experiencing in what they are being asked to learn or perform,
 - 3.1.3.1.3 provide specific, descriptive and meaningful feedback,
 - 3.1.3.1.4 motivate students to learn by providing feedback on a continuous basis, and
 - 3.1.3.1.5 monitor student performance toward the expected learning outcomes as set out in the programs of study and adjust instruction on the basis of the findings where necessary.
- 3.1.3.2 “Summative assessment” or “assessment of learning” refers to assessment that takes place after an instructional segment such as a group of integrated lessons, unit, reporting period or grade to:
- 3.1.3.2.1 describe the degree to which each student has achieved the learning outcomes as set out in the programs of study,
 - 3.1.3.2.2 understand the students’ achievement at the end of the instructional segment and to inform future instructional planning,
 - 3.1.3.2.3 synthesize assessment information and results obtained from assessments conducted for each instructional segment for the reporting period to form grades and comments, which summarize each student’s strengths and areas of need, to be communicated to students and parents/guardians at the end of the reporting period, and
 - 3.1.3.2.4 evaluate the effectiveness of the instruction used during the reporting period.
- 3.1.4 “Evaluation” is judgment about the student’s level of performance in relation to standards or requirements.
- 3.1.5 “Reporting” refers to communication of student achievement; “formal reporting” refers to written reports for permanent records used to communicate student progress to parents and to assist in promotion decisions; “informal reporting” refers to written progress reports not kept in the student’s file or oral reporting to parents.

References: *Board Policy:* ~~D/I/6 Appeals~~
~~F/III/4 Student Evaluation Policy~~ *Student Assessment, Evaluation and Reporting*

Admin Practice(s): *ES 1 – Protocol for Reporting of Provincial Achievement Test and Diploma Examination Results*

School Act: *Section 18, 20*

Guide to Education



EDUCATIONAL SERVICES 21 –Assessment, Evaluation and Reporting of Student Achievement

Date: Oct. 26, 2011 Revised: Feb. 8, 2012 Responsible Administrator: ~~Chief Deputy Superintendent~~
Associate Superintendent, Education Services

- 3.2 Assessment, evaluation and reporting of student achievement ~~are~~ **is** the responsibility of a student’s teachers under the supervision of the school ~~principal~~ **Principal**.
- 3.3 **Assessment shall include clear and timely communication between parent/guardians, students and teachers.**
- ~~3.3-3.4~~ **Principals shall ensure that the school has a clear and concise policy related to the assessment and evaluation of student achievement in accordance with Board policy and guidelines and Alberta Education regulations.**
- ~~3.4~~**3.5** **Principals shall ensure that teachers use the ~~D~~divisional reporting system to provide clear and concise information on student achievement to student, parents/guardians and school staff.**
- 3.6 **Principals shall ensure that:**
 - 3.6.1 **Each student receive a minimum of one written teacher comment concerning individual academic growth a minimum of three times per year, to coincide with two parent teacher conferences and the end of the school year.**
 - 3.6.2 **Teachers who teach a complementary course shall provide students with a minimum of one written comment in their complementary courses at the end of each term.**
 - 3.6.3 **Principals shall direct, at the school level, who is most responsible for grade level commenting based on the individual school's homeroom environment and the number of academic teachers at grade level.**
- ~~3.5~~**3.7** **Teachers shall ensure that learning outcomes for each course and/or program and the criteria for successful completion of each are clearly specified and communicated to students and parents/guardians at the beginning of each course or program.**

References: *Board Policy:* ~~D/I/6 Appeals~~
~~F/III/4 Student Evaluation Policy~~ **Student Assessment, Evaluation and Reporting**

Admin Practice(s): **ES 1 – Protocol for Reporting of Provincial Achievement Test and Diploma Examination Results**

School Act: **Section 18, 20**

Guide to Education



EDUCATIONAL SERVICES 21 –Assessment, Evaluation and Reporting of Student Achievement

Date: Oct. 26, 2011 Revised: Feb. 8, 2012 Responsible Administrator: ~~Chief Deputy Superintendent~~
Associate Superintendent, Education Services

- ~~3.5.1~~ **3.7.1** The course description, including learning outcomes, evaluation components and weighting, shall be placed in the section of the Teacher Gradebook provided for such description.
- ~~3.5.2~~ **3.7.2** The course description, evaluation components and weightings shall be updated annually or as otherwise required.
- 3.6 3.8** Teachers shall ensure that a variety of assessment techniques, both formative and summative, are used to measure student achievement and are included in the Teacher Gradebook.
- ~~3.6.1~~ **3.8.1** Descriptions shall be included for all assessment tasks shown in the Teacher Gradebook. The description shall also include the date on which the assigned assessment task is due, and include or reference, where applicable, any rubric, scale or other criteria used to judge student performance on the task.
- ~~3.6.2~~ **3.8.2** Notwithstanding the exercise of teacher judgment regarding the progress of any student, formative assessments shall not normally be included in the determination of a student's final grade.
- 3.7 3.9** A student's final standing in any course shall be based on a number of indicators of achievement throughout the term.
- 3.8 3.10** Evaluation of student growth as a learner and development of personal and social skills shall be reported separate from academic achievement of learner outcomes.
- 3.9 3.11** Using the electronic reporting system mandated by the Division, updating of student progress towards achievement of learning outcomes shall be undertaken by teachers on a regular basis as directed by the Superintendent and communicated through the Superintendent's Administrator Council.

References: *Board Policy:* ~~D/I/6 Appeals~~
~~F/III/4 Student Evaluation Policy~~ *Student Assessment, Evaluation and Reporting*

Admin Practice(s): *ES 1 – Protocol for Reporting of Provincial Achievement Test and Diploma Examination Results*

School Act: *Section 18, 20*

Guide to Education



EDUCATIONAL SERVICES 21 –Assessment, Evaluation and Reporting of Student Achievement

Date: Oct. 26, 2011 Revised: Feb. 8, 2012 Responsible Administrator: ~~Chief Deputy Superintendent~~
Associate Superintendent, Education Services

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- ~~3.10~~ 3.12 Student achievement shall be reported in writing to students and parents/guardians on a schedule approved as part of the school's annual program planning by the Principal.
- ~~3.11~~ 3.13 A schedule of parent-teacher interviews shall be approved as part of the school's annual program planning by the Principal and be complemented by additional home contact as needed to support student growth and achievement.
- ~~3.12~~ 3.14 The Principal shall develop and apprise students and parents/guardians of an appropriate school appeal policy for when a student or parent/guardian requests a review of a final achievement mark in a course.
- Draft*

References: *Board Policy:* ~~D/I/6 Appeals~~
~~F/III/4 Student Evaluation Policy~~ *Student Assessment, Evaluation and Reporting*

Admin Practice(s): *ES 1 – Protocol for Reporting of Provincial Achievement Test and Diploma Examination Results*

School Act: *Section 18, 20*

Guide to Education



Committee of the Whole Memorandum

Date: February 8, 2017
To: Committee of the Whole
From: Ruth Kuik, Associate Superintendent, Education Services
Subject: Policy G/II/4 – Student Illness or Accident

Background:

Attached for Trustee review is Policy G/II/4 – Student Illness or Accident. Suggested revisions are provided for Trustee consideration.

Associated Admin Practice Student Services 11 – Student Illness or Accident – with suggested revisions is also attached for Trustee information.

Recommendation:

That the Committee of the Whole review Policy G/II/4 – Student Illness or Accident and advise Senior Administration accordingly.

COMMITTEE 9.9



1.0 POLICY

1.1 The Board recognizes that situations may arise where a student is injured or becomes ill. In some situations, where students remain at school, the school shall make a reasonable effort to contact the parent/guardian and to make the student comfortable.

1.2 The Board also recognizes that, in some instances, the health needs of the ill or injured student are best served by the transportation of such students to an appropriate medical facility.

1.2.1 Furthermore, the Board recognizes that in responding to emergency medical situations, staff shall determine the safest possible means of transportation.

~~1.3 The Board also recognizes that its employees will be called upon to determine the most appropriate mode of transporting ill or injured students~~ recognizes that emergency medical transportation authorized by a staff member is the safest possible means of transportation.

~~1.4 The Board further recognizes its responsibility to establish guidelines and approved procedures which will enable employees to arrive at an appropriate determination.~~

1.4 The Board recognizes that staff members are expected to take any action to provide medical assistance as would be expected of any reasonable adult.

References: Admin Practice(s): *SS 11 – Student Illness or Accident*
School Act: *Sections 18, 20, 45, 60, 61*



STUDENT SERVICES 11 – Student Illness or Accident

Date: Oct. 13, 2010

Revised: Apr. 10, 2013

Responsible Administrator: Associate
Superintendent, Student **Education** Services

1.0 RATIONALE

Reasonable effort shall be made to secure parent/guardian transport of ill or injured students.

2.0 PROCESS

~~Only in circumstances where such actions are impractical or impossible, the employee of the Board shall initiate other courses of action sanctioned by Policy G/II/4 and these guidelines.~~

The Associate Superintendent, Education Services will be responsible to maintain this Administrative Practice.

3.0 GUIDELINES

3.1 Where, in the opinion of the principal or designate, an ill or injured student may remain at school, the principal or designate shall:

3.1.1 Attempt to notify the parent/guardian of the extent of the illness or accident.

3.1.2 Take the student to the medical room and arrange for the student's comfort.

3.1.3 Ensure reasonable supervision of the student while in the medical room.

3.1.4 In case of injury, record the incident on the "Student **Accident** Report Form".

3.1.4.1 For accidents requiring a physician or ambulance, the original of this report must be forwarded to the Secretary-Treasurer and a copy retained in the school.

3.2 If consideration is given to sending an ill or injured student home from school, the principal or designate shall:

3.2.1 Contact parent/guardian by telephone, at home or place of work, to ensure the student is escorted home, or to a designated agreed upon location.

3.2.2 Keep the student at school until the parent/guardian is contacted.

References: *Board Policy: G/II/4 Student Illness or Accident*
School Act: Sections 18, 20, 45, 60, 61



STUDENT SERVICES 11 – Student Illness or Accident

Date: Oct. 13, 2010

Revised: Apr. 10, 2013

Responsible Administrator: Associate
Superintendent, ~~Student~~ **Education** Services

- 3.3 Where, in the opinion of the principal or designate, an ill or injured student must be transported to a medical facility, the employee shall:
- 3.3.1 Notify the parent/guardian, if possible, of the extent of the illness or injury.
 - 3.3.2 Arrange for transportation from the following transportation modes:
 - 3.3.2.1 transport by the parent/guardian of the student;
 - 3.3.2.2 transport in a vehicle owned by a properly certified ambulance service;
- 3.4 Where an employee of the Board accompanies the student during transportation, he/she shall be granted leave of absence from regular duty with full pay and benefits.
- 3.5 Where transportation occurs by means of a properly certificated ambulance driver:
- 3.5.1 An ~~employee~~ **staff member** or designate shall accompany the student, either within the ambulance or by private vehicle.
 - 3.5.2 An ~~employee~~ **staff member** shall, as soon as it is practicable, submit a written report to the principal detailing all circumstances.
 - 3.5.3 All invoices for ambulance service are the responsibility of the parent. The School shall provide the parent all applicable forms to arrange for reimbursement from the Board Student Accident Policy Insurers.

References: *Board Policy: G/II/4 Student Illness or Accident*
School Act: Sections 18, 20, 45, 60, 61



Committee of the Whole Memorandum

Date: February 8, 2017
To: Committee of the Whole
From: Education Policy Committee
Subject: Truth and Reconciliation document

Background:

Attached for Trustee review is a draft document in response to action items from the Truth and Reconciliation document.

Recommendation:

That the Committee of the Whole review this draft document and advise Senior Administration accordingly.

Principles of Reconciliation

The Truth and Reconciliation Commission of Canada believes that in order for Canada to flourish in the twenty-first century, reconciliation between Aboriginal and non-Aboriginal Canada must be based on the following principles.

1. The United Nations Declaration on the Rights of Indigenous Peoples is the framework for reconciliation at all levels and across all sectors of Canadian society.
2. First Nations, Inuit, and Métis peoples, as the original peoples of this country and as self-determining peoples, have Treaty, constitutional, and human rights that must be recognized and respected.
3. Reconciliation is a process of healing of relationships that requires public truth sharing, apology, and commemoration that acknowledge and redress past harms.
4. Reconciliation requires constructive action on addressing the ongoing legacies of colonialism that have had destructive impacts on Aboriginal peoples' education, cultures and languages, health, child welfare, administration of justice, and economic opportunities and prosperity.
5. Reconciliation must create a more equitable and inclusive society by closing the gaps in social, health, and economic outcomes that exist between Aboriginal and non-Aboriginal Canadians
6. All Canadians, as Treaty peoples, share responsibility for establishing and maintaining mutually respectful relationships.
7. The perspectives and understandings of Aboriginal Elders and Traditional Knowledge Keepers of the ethics, concepts, and practices of reconciliation are vital to long-term reconciliation.

8. Supporting Aboriginal peoples' cultural revitalization and integrating Indigenous knowledge systems, oral histories, laws, protocols, and connections to the land into the reconciliation process are essential.

9. Reconciliation requires political will, joint leadership, trust building, accountability, and transparency, as well as a substantial investment of resources.

10. Reconciliation requires sustained public education and dialogue, including youth engagement, about the history and legacy of residential schools, Treaties, and Aboriginal rights, as well as the historical and contemporary contributions of Aboriginal peoples to Canadian society.

Truth and Reconciliation Commission of Canada: Calls to Action

Education	Sturgeon School Division Response
<p>6. We call upon the Government of Canada to repeal Section 43 of the Criminal Code of Canada.</p>	<p>Section 43: Every schoolteacher, parent or person standing in the place of a parent is justified in using force by way of correction toward a pupil or child, as the case may be, who is under his care, if the force does not exceed what is reasonable under the circumstances.</p> <p>No action considered</p>
<p>7. We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians.</p>	<p>No action considered</p>
<p>8. We call upon the federal government to eliminate the discrepancy in federal education funding for First Nations children being educated on reserves and those First Nations children being educated off reserves.</p>	<p>Consideration to move this item to Advocacy:</p> <ul style="list-style-type: none"> a. Letter of support regarding equality of funding to be sent to The Honourable Rona Ambrose.

<p>9. We call upon the federal government to prepare and publish annual reports comparing funding for the education of First Nations children on and off reserves, as well as educational and income attainments of Aboriginal peoples in Canada compared with non-Aboriginal people.</p>	<p>No action considered</p>
<p>10. We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles:</p> <ul style="list-style-type: none"> i. Providing sufficient funding to close identified educational achievement gaps within one generation. ii. Improving education attainment levels and success rates. iii. Developing culturally appropriate curricula. iv. Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses. v. Enabling parental and community responsibility, control, and accountability, similar to what parents enjoy in public school systems. vi. Enabling parents to fully participate in the education of their children. vii. Respecting and honoring Treaty relationships. 	<p>Systemic change required</p> <p>3YEP</p> <p>Refer to Alberta Education's business plan.</p> <p>Alberta Education</p> <p>Investigation: Cree course at a high school level or the formation of a Cree Club as determined by student interest.</p> <p>No action considered: Federal Legislation</p> <p>3YEP Plan Consultation School councils</p> <p>Education Services Agreement</p>
<p>11. We call upon the federal government to provide adequate funding to end the backlog of First Nations students seeking a post-secondary education</p>	<p>No action considered</p>

<p>12. We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.</p>	<p>Future consideration for possible ECE programming</p>
<p style="text-align: center;">Education for Reconciliation</p>	
<p>62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:</p> <p>i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.</p> <p>ii. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.</p> <p>iii. Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms.</p> <p>iv. Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education</p>	<p>Provincial government: Curriculum development SSD teacher participation in expert working groups developing curriculum</p> <p>When requested by Alberta Education , SSD Administration provides feedback</p> <p>No action considered</p> <p>No action considered</p>
<p>63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:</p> <p>i. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.</p>	<p>Alberta Education: Curriculum Development School level: library resource review Blanket ceremonies FNMI cohort</p>

<p>ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.</p> <p>iii. Building student capacity for intercultural understanding, empathy, and mutual respect.</p> <p>iv. Identifying teacher-training needs relating to the above.</p>	<p>Alberta Education: curriculum development FNMI Cohort: sharing of best practice</p> <p>Blanket ceremonies</p> <p>Principals and teachers identify PD needs Division PD plan FNMI Cohort</p>
<p>64. We call upon all levels of government that provide public funds to denominational schools to require such schools to provide an education on comparative religious studies, which must include a segment on Aboriginal spiritual beliefs and practices developed in collaboration with Aboriginal Elders.</p>	<p>No action considered</p>
<p>65. We call upon the federal government, through the Social Sciences and Humanities Research Council, and in collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Centre for Truth and Reconciliation and its partner institutions, to establish a national research program with multi-year funding to advance understanding of reconciliation.</p>	<p>No action considered</p>



Committee of the Whole Memorandum

Date: February 8, 2017
To: Committee of the Whole
From: Education Policy Committee
Subject: Exemptions from the topics of sexuality and religion in schools

Background:

Attached for Trustee review is a draft document in response to parent requests for exemptions from the topics of sexuality and/or religion in schools. This document would be provided as a response to individual parent requests to exempt students from the topics of sexuality and/or religion.

In addition, a sample cover letter has been provided. This letter would be personalized and attached to the Division's response document. As indicated in the sample cover letter, administration would welcome a meeting with parents requesting their child be exempted from the topics of sexuality and/or religion.

Recommendation:

That the Committee of the Whole receive, as information, this draft document in response to parent requests for exemptions from the topics of sexuality and religion in schools.

In making all decisions relative to a student's educational experience, Sturgeon School Division is required to comply with the appropriate legislation including the School Act, Alberta Human Rights Act, Freedom of Information and Protection of Privacy Act (FOIPP), as well as their Board Policies and Administrative Practices. For your ease of reference please find below a summary of the guidance legislation provides relative to decisions concerning requests pertaining to religion and human sexuality.

1. Primary and explicit references to religion and human sexuality

Pursuant to section 50.1 of the School Act, School Boards are required to provide notice to a parent of a student where courses of study, educational programs or instructional materials, that deal primarily and explicitly with religion or human sexuality. In those cases where the teacher receives a written request, signed by the parent, that the student be excluded from the instruction, course of study, educational program or use of instructional materials, the teacher shall permit the student to leave the classroom or remain in the classroom without taking part in the instruction, course of study or educational program. Sturgeon School Division staff are made fully aware of and comply with this direction.

Therefore, in accordance with the School Act, and Division Administrative Practice: Educational Services 17 – CALM/Human Sexuality, a notification will be provided to parents where courses of study, educational programs or instructional materials contain subject matter that deal primarily and explicitly with religion or human sexuality. Once the information has been provided, the school will request the parent(s)/guardian(s) of a student in a Health or CALM course indicate, in a written form, their choice of either "opting-in" or "opting-out" of the human sexuality segments of the program. The school will then deliver the program or a modified version of the program based upon the written choice of the parent(s)/guardian(s). As previously stated, where the teacher receives a written request signed by the parent that the student be excluded from the instruction, course of study, educational program or use of instructional materials, the teacher shall permit the student to leave the classroom or remain in the classroom without taking part in the instruction according to the stated wishes or direction of the parents.

2. Incidental and indirect references to religion and human sexuality

Section 50.1 does not apply to student behavior or interactions that are not related to courses of study, educational programs or instructional materials. Therefore section 50.1 does not apply to incidental or indirect references to religion, religious themes or human sexuality in a course of study or educational program, whether referenced by teachers and/or students.

Furthermore, Section 50.1 does not affect the ability of boards and teachers to address bullying or disciplinary issues, including those related to human sexuality.

3. Gay Straight Alliances (GSA's)

The notice to parents required under section 50.1 of the School Act also does not apply to the establishment of, or student membership or participation in, student-led organizations such as gay-straight alliances as per section 16.1 of the School Act. As such, peer-support groups, student-led organizations such as gay-straight alliances and other similar types of clubs fall outside of these the parameters established by section 50.1 and reviewed on page one of this document.

Occasionally parents may request that they may be notified if their child expresses confusion about, or struggles with, gender identity as well as any other issue (physical, mental, emotional, sexual, psychological or otherwise) affecting their child's well-being, regardless of whether their child consents to that disclosure.

While we appreciate a parent's concerns, Sturgeon School Division is required to comply with the Freedom of Information and Protection of Privacy Act (FOIPP), as well as its own policies and procedures for the protection of the student's personal information and privacy. Under the Freedom of Information and Protection of Privacy Act, a school may disclose personal information of students to parents against the wishes of the student in limited circumstances only, for example if the Division believes the disclosure will avert or minimize imminent danger to any person or if disclosure would not be an unreasonable invasion of the student's personal privacy.

In order to make a determination that a disclosure would not be an unreasonable invasion of personal privacy, a school would have to weigh factors including: the age of the student; the family situation; the sensitivity of the information being sought; whether the student supplied the information in confidence, and whether there are compelling reasons affecting anyone's health.

As an example, it would not be an unreasonable invasion of personal privacy to disclose a student's personal information to the parent if there were compelling circumstances affecting either the health or safety of the student or of any other person. It is important to stress however, that schools are required to weigh the factors set forth in the Freedom of Information and Protection of Privacy Act in deciding whether to disclose a student's personal information.

The Board, in compliance with its legal obligations under the School Act, and in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms, has developed a number of policies that help guide the division when addressing these issues:

1. Policy D/III/1 – Equity, Diversity, Inclusion and Human Rights;
2. Policy D/III/2 – Sexual Orientation, Gender Identity and Gender Expression;
3. Board Regulation Administration 5 – Sexual Orientation, Gender Identity, and Gender Expression;
4. Administrative Practice Education Services 23 – Equity, Diversity, Inclusion and Human Rights;
5. Administrative Practice Educational Services 24 – Sexual Orientation, Gender Identity, and Gender Expression.

Administrative Practice Educational Services 24 – Sexual Orientation, Gender Identity, and Gender Expression, in particular, states that the Principal shall “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”.

The Guidelines for Best Practices issued by the Alberta Minister of Education has also stated that staff should respect the student’s privacy and confidentiality and that it is important to “protect a student’s personal information and privacy, including, where possible, having a student’s explicit permission before disclosing information related to the student’s sexual orientation, gender identity or gender expression to peers, parents, guardians or other adults in their lives”.

To reiterate, in all such undertakings Sturgeon School Division is required to consider the factors set forth in the legislation and Board policies prior to releasing a student’s personal information, received in confidence, without their consent. In making a determination the Division will be guided by the health and safety of the student.

Summary

The Division encourages and appreciates parents to working together with their child’s teacher and school administration in all areas affecting their child’s educational experience and academic success. The above-noted guidelines provide some insight into the legislation that assists with the decision-making process relative to questions and concerns in the noted areas however open and ongoing communication among those most responsible for a child’s growth and success supports the best overall outcome for each individual child.

DRAFT



SAMPLE LETTER

PERSONAL AND CONFIDENTIAL

Date _____

Parent name & address _____

Dear _____:

Re: Parental Request for Notification, dated _____

Thank you for providing us with your Parental Request for Notification, dated _____. Sturgeon School Division encourages parents to discuss their concerns and appreciates that open and frank dialogue is an essential foundation to a healthy and productive school atmosphere. I appreciate hearing your concerns regarding the instruction of _____ to your child/children _____.

Please see the attached document which provides details with respect to Sturgeon School Division's procedures and practices regarding parent notification where courses of study, and/or educational programs or instructional materials contain subject matter that deals primarily and explicitly with religion or human sexuality.

I am happy to meet with you to discuss your concerns regarding the instruction of _____, or any of the Board policies and related administrative practices.

Sincerely,

Ruth Kuik, B.Ed., M. Ed.
Associate Superintendent, Education Services

Attachment

cc: School Principal