

Public Board Meeting Agenda

March 23, 2022

4:00 P.M.

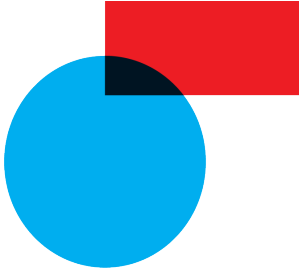
Meeting will be live streamed at:

https://teams.microsoft.com/l/meetup-join/19%3ameeting_NWFiODcxMzctMTNhMy00Nzc5LWFmZDktNGFjY2M5ZmJkMDgx%40thread.v2/0?context=%7b%22Tid%22%3a%22edfb9876-5027-4b93-a551-95984679e286%22%2c%22id%22%3a%2242e271b0-058f-4b22-a718-69419c492b15%22%7d



**Sturgeon
Public Schools**

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AGENDA

BOARD

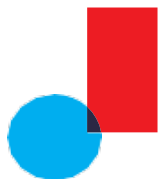
March 23, 2022

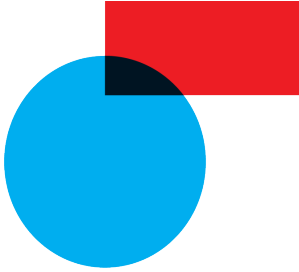
1. CALL TO ORDER
2. CONSIDERATION OF AGENDA
 - 2.1 Additions/Deletions to Agenda
 - 2.2 Approval of Agenda
3. APPOINTMENTS
4. READING AND APPROVING OF MINUTES
 - 4.1 Approval of the Minutes of the Regular Meeting of February 23, 2022
5. PRESENTATIONS
6. REPORTS FROM SENIOR EXECUTIVE
 - 6.1 2021 Thoughtexchange Report
 - 6.2 AP215 – Community Partnerships
 - 6.3 AP221 – Focused and Effective Communication
 - 6.4 AP235 – Operational School Year and Calendar
 - 6.5 BYOD Program Update
 - 6.6 Class Size Information Reporting
 - 6.7 Communications Report
 - 6.8 Monthly Financial Report
 - 6.9 Monthly IT Report
7. REPORTS FROM TRUSTEES AND STANDING COMMITTEES
 - 7.1 Chair’s Report
 - 7.2 Trustees Report
 - 7.3 Advocacy Committee
 - 7.4 Building and Maintenance Committee
 - 7.5 Finance and Human Resources Committee



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AGENDA

BOARD

March 23, 2022

7.6 Policy Committee

7.7 Transportation Committee

8. REPORTS FROM SPECIAL COMMITTEES/TASK GROUPS

8.1 Alberta School Boards Association Representative

8.2 Public School Boards Association of Alberta Representative

9. NEW BUSINESS

9.1 2023/2024 School Calendar

9.2 Hold Harmless COVID Mitigation Allocation Proposal

9.3 Three Year Capital Plan

9.4 Noon Student/Child Transportation Services

9.5 Policy 220 – Trustee Code of Conduct

9.6 Policy 221 – Role of the Trustee

9.7 Policy 410 – Fees

9.8 Policy 700 – Superintendent of Schools

9.9 Policy 701 – Board Delegation of Authority

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. IN CAMERA; LABOUR; LEGAL

16. ADJOURNMENT



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**Sturgeon
Public Schools**

**Minutes of the Meeting of
The Board of Trustees of
The Sturgeon Public School Division
Held at Morinville on February 23, 2022**

Table of Contents

	Resolution #
Approval of Agenda	005
Approval of the Minutes of the Special Meeting	006
Approval of the Minutes of the Regular Meeting	007
Education Committee Work Plan 2021/2022	008
New Business	
2022/2023 School Calendar	009
2021/2022 Capital Projects & Access to Reserves	010
Town of Legal Catchment	011
Board and Committee Meetings	012
Policy 230 – Board Committees	013
Policy 105 – Vision, Mission and Values	014
Policy 220 – Trustee Code of Conduct	015
Policy 225 – Board Responsibility and Conduct	016
Policy 231 – Student Advisory Committee	017
Policy 240 – Policy Development	018



**Sturgeon
Public Schools**

**Minutes of the Meeting of
The Board of Trustees of
The Sturgeon Public School Division
Held at Morinville on February 23, 2022**

PRESENT

Mr. Joe Dwyer, Chair
Ms. Irene Gibbons, Vice Chair
Mrs. Cindy Briggs, Trustee
Mrs. Janine Pequin, Trustee
Mrs. Stacey Buga, Trustee
Mrs. Tasha Oatway-McLay, Trustee
Ms. Trish Murray-Elliott, Trustee
Ms. Shawna Walter, Acting Superintendent
Mr. Jonathan Konrad, Acting Deputy Superintendent, Education Services
Ms. Liliana LeVesconte, Associate Superintendent, Corporate Services
Mrs. Lisa Lacroix, Associate Superintendent, Human Resources
Mrs. Rita Raposo, Manager, Human Resources

CALL TO ORDER

The Chair called the meeting to order at 4:00 p.m.

APPROVAL OF AGENDA

#005/2022 – Moved by Ms. Irene Gibbons that the agenda be approved as presented.

CARRIED UNANIMOUSLY

APPOINTMENTS

APPROVAL OF MINUTES

#006/2022 – Moved by Ms. Trish Murray-Elliott that the minutes of the Special Meeting of January 17, 2022, be approved as presented.

CARRIED UNANIMOUSLY

#007/2022 – Moved by Mrs. Tasha Oatway-McLay that the minutes of the Regular Meeting of January 26, 2022, be approved as presented.

CARRIED UNANIMOUSLY

PRESENTATIONS

Redwater HYPE – Mental Health Capacity Building Presentation by Carina Chenoweth

REPORTS FROM SENIOR EXECUTIVE

ASCA AGM, Conference & Trade Show – April 2022 Update

Mr. Jonathan Konrad, Acting Deputy Superintendent, Education Services, brought forward as information, an update on the ASCA AGM, Conference & Trade Show.

As presented at the February 9, 2022, Committee of the Whole meeting, the Alberta School Councils' Association (ASCA) Conference takes place on April 22nd and 23rd, 2022, followed by the ASCA Annual General Meeting (AGM) on April 24th, 2022, and will be an online event. All Parents, Principals, Teachers and School Council members are invited to attend, however, School Councils may have only one Voting Delegate at the AGM. Should school councils wish, they may authorize another delegate to vote on their behalf and properly authorized delegates may hold up to 9 proxy votes.

The Event Brochure, Event Schedule, Fee Schedule and Pre-Meeting Preparation Planning Documents for the ASCA Conference have been released online and are attached for your reference. Pursuant to Policy 305 "The Board of Trustees supports the reimbursement of registration fees for the equivalent of one registration fee per School Council for the Alberta School Councils' Association Conference, as an ongoing sponsorship".

January 12, 2022, Education Services emailed information to all School Council Chairs and Vice Chairs, Principals, Vice Principals and to the Board of Trustees. Follow-up communication is planned to clarify the Board support for one registration fee per School Council and to share further conference details.

Communications Report

Ms. Shawna Walter, Acting Superintendent, brought forward as information, the Communications Report for February 2022.

Communications in February has been focused on:

- Continuation of promoting Pre-K and Kindergarten programs Information Nights in February;
- Ready logistics and creative marketing materials for the start of the Division-wide 2022-2023 Registration Campaign on February 28, 2022 (Includes all schools and Summer School creative);
- Continuing to tell SPS stories on an ongoing basis through social media and website updates;
- Media Relations around MERV-13 filtration;
- Communicating Government changes in COVID-19 restrictions;
- Planning promotional video shoot for Sturgeon Public Virtual Academy (SPVA) and recording new testimonials from the LOGOS program. Use as promotion on SPVA website, corresponding LOGOS school websites, and on social media;
- Planning and executing advertising around Sturgeon Composite High School Open House, March 10, 2022;
- Planning and website content creation for Camilla School Grand Opening, April 8, 2022;
- Creating and sharing a new K-12 Curriculum Facts page on the SPS website;
- Creating and updating SPS website content on an ongoing basis; and
- Visiting schools to get creative content for social media.

Monthly Financial Report

Ms. Liliana LeVesconte, Associate Superintendent, Corporate Services, brought forward as information, the January 2022 Board Financial Report for the month ending January 31, 2022.

The Year-to-Date Division's actual financial results are tracking close to budget in both the revenues and expenses sides, with the exception of K to 12 Instruction, primarily due to provincial-directed unbudgeted adjustments.

When compared to the budget, the actual expenses by program:

- K - 12 Revenue is higher than budgeted mainly due to the Targeted Funding(\$233k) announced after the budgeting cycle, COVID Mitigation/Hold Harmless funding (\$725k) adjustment announced in August 2021, and fees collected at the beginning of the school year rather than every month.
- Operations and Maintenance overspent by \$332k mainly due to the costs related to the Modular Project at École Morinville Public (\$378k).
- Student Transportation overspent \$51k mainly due to the one-time payment to the Bus Contractors and greater than budgeted ridership, which resulted in additional incurred distance costs to the Division. Also, the funding from the government is spread over 12 months, while our expenses are incurred in the first 10 months of the school year.
- System Administration underspent \$12k mainly due to the timing of expenses, such as legal, licenses and software contracted services.

Sturgeon Night of Music and Fine Arts – Spring 2022

Ms. Shawna Walter, Acting Superintendent, brought forward as information, an updated regarding the Sturgeon Night of Music and Fine Arts scheduled for spring 2022.

Pre-pandemic years, Sturgeon Public Schools would host a Sturgeon Night of Music and Fine Arts at the Winspear Centre in Edmonton.

This past January, it was decided that the event would not move forward for the 2021-2022 school year due to:

1. The uncertainty of the pandemic.
2. COVID-19 mitigation measures disrupting music programming:
 - a. Music programs have not operated at full capacity since March 2020 which would have negatively impacted the quality of the performances.
3. The Restrictions Exemption Program was in effect at the Winspear and could potentially impact accessibility for Sturgeon Public students and families.

The deposit for the Winspear Centre has been carried forward to next year for April 24, 2023.

For spring 2022, Music and art teachers will be moving forward with creating a multimedia presentation that will celebrate art and music in our schools.

Teachers' Employer Bargaining Association (TEBA) Update

Mrs. Lisa Lacroix, Associate Superintendent, Human Resources, brought forward as information, an update regarding the Teachers' Employer Bargaining Association (TEBA).

The Alberta Teachers' Association (ATA) Grievance Procedure was revised effective February 1, 2022. All teacher grievances will be initially filed and carried by the school division. TEBA may opt-in, in consultation with the school division, to assume carriage over grievances that relate to the interpretation of language negotiated by TEBA or matters of relevance to multiple or all school divisions. This new grievance model acknowledges that TEBA is not the employer and that school divisions are best positioned to resolve disputes on administrative decisions and processes.

Unresolved grievances will be reviewed and determined if transitioned to the new grievance procedure. Central grievances will be determined by February 28, 2022, and Local Grievances will be determined by March 31, 2022.

The Letter of Understanding has been added to our ATA Collective Agreement.

REPORTS FROM TRUSTEES AND STANDING COMMITTEES

CHAIR'S REPORT

A verbal and written report was provided.

Chair Dwyer (Alcomdale/Villeneuve Area)

Chair Dwyer reported that he attended:

- Book Study: The Governance Core
- Building and Maintenance Committee Meeting
- Camilla School New Build – Warranty Meeting
- Committee of the Whole Meeting
- Education Committee Meeting (February 2)
- Education Committee Meeting (February 9)
- Education Committee Meeting (February 16)
- Interviews for CO Staff
- Meeting with Chief Arcand
- Meeting with MLA Shane Getson
- Post Budget Meeting with Minister LaGrange and Deputy Minister Tremblay
- PSBAA: Professional Learning
- PSBC Meeting
- Public Board Meeting
- Remote Hearing: Ardmore Properties Inc. v. Sturgeon School Division No. 24 (February 4)
- Remote Hearing: Ardmore Properties Inc. v. Sturgeon School Division No. 24 (February 17)
- Student Advisory Committee Meeting
- Transportation Committee Meeting
- Various Meetings with Central Office Administration

TRUSTEES' REPORTS

Verbal and written reports were provided.

Trustee Briggs (Bon Accord/Legal)

Trustee Briggs reported that she attended:

- Committee of the Whole Meeting
- Book Study: The Governance Core
- Education Committee Meeting
- PSBAA: Professional Learning
- Virtual Bon Accord Community School, School Council and Program Support Society Meeting
- Virtual Lilian Schick School Council and Room Parent Meeting
- Virtual Community Services Advisory Board Meeting (CSAB)

Trustee Buga (Morinville Area)

Trustee Buga reported that she attended:

- ASBA Trustee Orientation Session #2
- ASBA Zone 2/3 Meeting
- ATA Trustee Luncheon
- Building and Maintenance Committee Meeting
- Committee of the Whole Meeting
- École Morinville Public School, School Council Meeting
- Education Committee Meeting (February 2)
- Education Committee Meeting (February 9)
- Education Committee Meeting (February 16)
- Four Winds Public School, School Council Meeting
- PSBC Meeting
- PSBC PD Sessions
- SPVA/Learning Centre Advisory Committee Meeting
- Student Advisory Committee Meeting
- Transportation Committee Meeting

Trustee Gibbons (Gibbons/Lamoureux)

Trustee Gibbons reported that she attended:

- Board Chair/Vice Chair Orientation
- Building and Maintenance Committee Meeting
- Committee of the Whole Meeting
- Education Committee Meeting (February 9)
- Education Committee Meeting (February 16)
- Gibbons School, School Council Meeting
- Interviews for CO Staff
- Landing Trail School, School Council Meeting
- PSBAA Professional Learning
- Transportation Committee Meeting

Trustee Murray-Elliott (Sturgeon Valley/West St. Albert)

Trustee Murray-Elliott reported that she attended:

- ASBA Trustee Orientation Session #2
- Book Study: The Governance Core
- Committee of the Whole Meeting
- Education Committee Meeting (February 2)
- Education Committee Meeting (February 9)
- Education Committee Meeting (February 16)
- PSBAA Professional Learning
- PSBC Council Meeting
- Student Advisory Committee
- Sturgeon Composite High School, School Council Meeting
- Visited Sturgeon Heights School – Ms. Johanssen and Principal Chute
- Visited Sturgeon Heights School – Discussed Democracy with Grade 6 Social Studies Class

Trustee Oatway-McLay (Cardiff/Garrison)

Trustee Oatway-McLay reported that she attended:

- Committee of the Whole Meeting
- Guthrie School, School Council Meeting
- Public School Board Committee Meeting
- Student Advisory Committee

Trustee Pequin (Redwater/Coronado Area)

Trustee Pequin reported that she attended:

- ASBA Zone 2/3 Meeting
- Committee of the Whole Meeting
- Education Committee Meeting
- Student Advisory Committee Meeting
- TEBA Engagement Session (January 31)
- TEBA Engagement Session (February 22)

ADVOCACY COMMITTEE

No report was provided.

An Advocacy Committee meeting is scheduled for March 14, 2022.

BUILDING AND MAINTENANCE COMMITTEE

A verbal report was provided. A Building and Maintenance Committee meeting was held on February 23, 2022.

A Building and Maintenance Committee Meeting is scheduled for March 1, 2022.

EDUCATION COMMITTEE

A verbal report was provided.

An Education Committee meeting is scheduled for March 9, 2022.

Education Committee Work Plan 2021/2022

An update to the Education Committee Work Plan for the 2021/2022 School Year was developed at the February 2, 2022, Education Committee Meeting.

#008/2022 – Moved by Mrs. Stacey Buga that the Board of Trustees approve the updated Education Committee Work Plan 2021/2022 as presented at the February 23, 2022, Public Board meeting.

CARRIED UNANIMOUSLY

FINANCE AND HUMAN RESOURCES COMMITTEE

A verbal report was provided.

A Finance and Human Resources Committee Meeting is scheduled for March 2, 2022.

TRANSPORTATION COMMITTEE

A verbal report was provided. A Transportation Committee meeting was held on February 23, 2022.

A Joint Transportation Committee Meeting is scheduled for March 9, 2022.

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

2022/2023 School Calendar

The Federal Government established September 30 as the National Day for Truth and Reconciliation for all federally regulated workplaces. The provincial government did not designate September 30 as a general holiday in Alberta.

Due to the addition of National Day for Truth and Reconciliation, the Board directed administration to gather feedback on the draft calendar and in turn provide draft alternate proposals for the 2022/2023 School Calendar.

At the February 9, 2022, Committee of the Whole meeting, four draft calendars were presented for consideration. Upon additional review, Administration recommends that Draft D not be considered for non-compliance with AP235.

Draft A is the original Draft presented at the October 27, 2021, Public Board Meeting, Draft B, and C are drafts created based on feedback received.

Draft A

- Original Calendar – Approved in Principle on October 27, 2021
- Important Things to Consider:
 - September 30 remains a PD Day
 - Division/School PD/Collaboration; Staff meeting
 - 9 PD, 2 Operational/no classes, 2 Convention, Fall break; and
 - Semester instructional days are balanced.

Draft B

- Add in PD Day on August 26
- Designate September 30th as a General Holiday or Non-Instructional Day
- Important Things to Consider:
 - 9 PD, 2 Operational/no classes, 2 Convention, Fall break; and
 - Semester instructional days are balanced.

Draft C

- Add in PD Day on August 26
- Designate September 30th as General Holiday or Non-Instructional Day
- Assign PD Day to December 5th
- Remove PD Day from February 27th
- Important Things to Consider:
 - 9 PD, 2 Operational/no classes, 2 Convention, Fall break; and
 - Semester instructional days are not balanced.

#009/2022 – Moved by Ms. Irene Gibbons that the Board of Trustees approve Draft C as the final version of the 2022/2023 School Calendar as presented at the February 23, 2022, Public Board meeting; and

Further, September 30 become a Board-directed holiday recognizing the National Day of Truth and Reconciliation.

CARRIED UNANIMOUSLY

2021/2022 Capital Projects & Access to Reserves

During the 2020-2021 school year, several capital projects were approved for executing, utilizing our capital reserves. Due to logistics issues and shifting of priorities, the projects did not proceed during the 2020-2021 school year, however, they are expected to be completed during the 2021-2022 school year. As a result, a new approval is required from the Board to proceed.

Alberta Education allows School Boards to proceed with projects without further government approval, if the projects are capital in nature, and there are sufficient funds in the capital reserve. Our capital reserve balance is \$3,144,222.

The Division has prioritized the following capital projects to be completed before August 31, 2022:

PROJECT	COST ESTIMATE
NAMAO – HOME ECONOMICS ROOM	\$150,000
CAMILLA – FENCING OF PROPERTY	\$100,000
CAMILLA AND FOUR WINDS – STORAGE FACILITIES	\$100,000
LILIAN SCHICK - SIDEWALKS	\$100,000
STURGEON HEIGHTS – SIDEWALKS	\$60,000
REDWATER & GIBBONS – FRONT ENTRANCE DESIGN	\$30,000
TOTAL FUNDING FROM RESERVES	\$540,000

#010/2022 – Moved by Mrs. Tasha Oatway-McLay that the Board of Trustees approve the prioritized list of Capital Projects & Access to \$540,000 in Capital Reserves as presented at the February 23, 2022, Public Board meeting.

CARRIED 6/7

Opposed: Mrs. Cindy Briggs

Town of Legal Catchment

Sturgeon Public Schools opened Morinville Public School in 2011 and in January 2020, the Division opened its second school in the town of Morinville. The opening of Four Winds Public School

separated Morinville Public School into two schools; a Pre-K – Grade 4 school and a Grade 5-9 school. Both schools have dual track French Immersion and English programming. French Immersion has grown a grade per year since 2011; beginning the fall of 2021, the program now includes Kindergarten to Grade 9.

Since Sturgeon Public Schools gained access to the Town of Legal in 2011, the Board has offered families a choice of attending École Morinville Public School (ÉMPS), Four Winds Public School (FWPS), Bon Accord Community School (BACS) or Lilian Schick School (LS), even though the Town of Legal is in the Bon Accord catchment. This practice does not align with Division Policy. Policy 200 Attendance Areas, states that resident students are designated to attend schools in attendance areas as established by the Board:

- While resident students are designated to attend schools in attendance areas established by the Board, educational or programming needs of students or student/parent preferences may warrant consideration of allowing attendance at a school other than the designated school.
- Resident students may register in schools other than their designated school providing there are sufficient resources and facilities available to accommodate the student. Resident students may register in Programs of Choice (e.g. Logos, French Immersion) at Division schools.
- When a student attends a school outside a designated attendance area, transportation may become the parent(s)/ guardian('s)/ independent student's responsibility.

Enrolment

Monthly enrolment reporting for November 30, 2021:

- BACS has an enrolment of 217 Pre-K to Grade 4 students
 - Legal 6 Pre-K/K students
- LS has an enrolment of 239 Grade 5 – 9 students
- ÉMPS has an enrolment of 565 Pre-K to Grade 4 students
- FWPS has an enrolment of 420 Grade 5 – 9 students

Capture Rates

BACS

- BACS has captured 39% of the students living in the catchment for 21-22
- 55 K-4 Regular Program students are currently attending other SPS schools

Lilian Schick

- LS has captured 41% of the students living in the catchment for 21-22 both regular program and LOGOS
- 59 5-9 Regular Program students are currently attending other SPS schools

ÉMPS

- ÉMPS has captured 48% of the K-4 students living in the catchment for 21-22 both regular program and French Immersion.
- 20 K-4 Regular Program students are currently attending other SPS schools

FWPS

- FWPS has captured 41% of the 5-9 students living in the catchment for 21-22 both regular program and French Immersion (which has increased since the opening of the new school: 18/19 – 33%, 19/20 – 38%, 20/21 – 38%)

- 16 5-9 Regular Program students are currently attending other SPS schools

Transportation

Currently, Town of Legal families have the choice to attend a Morinville or Bon Accord school for the same cost = resident rider fee \$225/year.

Choice Rider fee is \$300/year

ÉMPS and FWPS are reaching enrolment capacity and to ensure efficient utilization of SPS facilities the Division must identify strategies that will meet the needs of SPS students for the next 10 years.

Attendance Pattern

Town of Legal Students

Regular Program

23 Town of Legal students attend Morinville Schools for regular programming.

School of Attendance	Enrolment													Subtotals				
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	PK-4	5-9	10-12	PK-12
Morinville Public School	0	1	2	1	3	5	0	0	0	0	0	0	0	0	12	0	0	12
Four Winds Public School	0	0	0	0	0	0	2	1	4	4	0	0	0	0	0	11	0	11
Sturgeon Composite High School	0	0	0	0	0	0	0	0	0	0	0	4	4	0	0	0	8	8
Lillian Schick School	0	0	0	0	0	0	1	0	0	1	1	0	0	0	0	3	0	3
Bon Accord Community School	0	1	1	0	0	0	0	0	0	0	0	0	0	0	2	0	0	2
Camilla School	0	0	1	0	1	0	0	0	0	0	0	0	0	0	2	0	0	2
Total by Grade	0	2	4	1	4	5	3	1	4	5	1	4	4	0	16	14	8	38

French Immersion

5 Town of Legal students attend Morinville Schools for French Immersion programming = 4 ÉMPS, 1 FWPS

#011/2022 – Moved by Mrs. Tasha Oatway-McLay that the Board of Trustees approve that, effective the 2022/2023 School Year, the Bon Accord Catchment boundary will be applied and Town of Legal families be charged the Choice Rider Transportation Fee to attend École Morinville Public and Four Winds Public Schools, except for French Immersion students, as presented at the February 23, 2022, Public Board meeting,

- Current ÉMPS/FWPS students and siblings NOT grandfathered.

CARRIED 4/3

Opposed: Mrs. Cindy Briggs

Ms. Irene Gibbons

Mrs. Janine Pequin

Meeting recessed at 6:06 p.m. for a dinner break.

Meeting resumed at 6:26 p.m.

Board and Committee Meetings

The Board believes that transparency and accountability should be demonstrated to the greatest extent possible, and its decision making should be conducted in public. There are specific instances, however, when the public interest is best served by private discussion in “in camera” sessions. The Board holds in camera meetings to deal with land, labour and legal matters.

In addition, the Board believes that the work of the Board may be facilitated through committees, both standing and ad hoc, task groups and/or other structures as determined time to time. It is important for the Board to gather privately for professional development, to review the function of

the Board and for strategic planning purposes. The Board also uses these opportunities to explore matters to a greater depth, seek clarification from Administration and discuss matters requiring a deeper level of understanding prior to consideration of the matter at a Regular Board meeting.

Policy 230 - Board Committees was updated to reflect the direction of the Board to better define Board Committees and their purpose. The updated policy reflects the Board's need to receive information, ask questions and discuss upcoming items.

#012/2022 – Moved by Mr. Joe Dwyer that the Board of Trustees move the Committee of the Whole meeting to a working committee:

- Decisions will not be made at the Committee of the Whole.
- Discussion, motions, voting and subsequent decisions will be made at the Public Board.
- Public reporting will continue at the Public Board.

And further, that the Board of Trustees approve that the regular Public Board meeting be held on the fourth Wednesday of each month at 4:00 p.m. at the Frank Robinson Education Centre in Morinville.

CARRIED UNANIMOUSLY

Policy 230 – Board Committees

The Board believes that transparency and accountability should be demonstrated to the greatest extent possible, and its decision making should be conducted in public. There are specific instances, however, when the public interest is best served by private discussion in “in camera” sessions. The Board holds in camera meetings to deal with land, labour and legal matters.

In addition, the Board believes that the work of the Board may be facilitated through committees, both standing and ad hoc, task groups and/or other structures as determined from time to time. It is important for the Board to gather privately for professional development, to review the function of the Board and for strategic planning purposes. The Board also uses these opportunities to explore matters to a greater depth, seek clarification from Administration and discuss matters requiring a deeper level of understanding prior to consideration of the matter at a Regular Board meeting.

Administration has updated Policy 230 – Board Committees to reflect the direction of the Board to better define Board Committees and their purpose.

The Education Committee reviewed Policy 220 – Trustee Code of Conduct at their February 16, 2022, committee meeting and have recommended it come to the Public Board meeting for approval.

#013/2022 – Moved by Ms. Trish Murray-Elliott that the Board of Trustees approve Policy 230 – Board Committees as presented at the February 23, 2022, Public Board meeting.

CARRIED UNANIMOUSLY

Policy 105 – Vision, Mission and Values

During the 2018-2019 school year, the Division completed a comprehensive Board Policy Review. The Education Committee (Policy Committee) had oversight of the review process, which saw 129 policies and 14 Board Regulations condensed to 43 policies. A Policy Tracker was created to schedule a regular review of all policies under the responsible administrator.

Administration has reviewed and updated Policy 105 – Vision, Mission and Values as part of its review of policies that fall under the Office of the Superintendent. The policy updates are minor format and grammar changes.

The Education Committee reviewed Policy 105 – Vision, Mission and Values at their February 16, 2022, committee meeting and have recommended it come to the Public Board meeting for approval.

#014/2022 – Moved by Ms. Trish Murray-Elliott that the Board of Trustees approve Policy 105 – Vision, Mission and Values as presented at the February 23, 2022, Public Board meeting.

CARRIED UNANIMOUSLY

Policy 220 – Trustee Code of Conduct

During the 2018-2019 school year, the Division completed a comprehensive Board Policy Review. The Education Committee (Policy Committee) had oversight of the review process, which saw 129 policies and 14 Board Regulations condensed to 43 policies. A Policy Tracker was created to schedule a regular review of all policies under the responsible administrator.

Administration has updated Policy 220 – Trustee Code of Conduct to clearly define and establish expectations of Trustee conduct while carrying out the duties they have been elected to fulfill. The description of the role of a Trustee has been removed from Policy 220 and Policy 221 has been created to clearly outline the role of the Trustee.

The Education Committee reviewed Policy 220 – Trustee Code of Conduct at their February 16, 2022, committee meeting and have recommended it come to the Public Board meeting for approval.

#015/2022 – Moved by Mrs. Stacey Buga that the Board of Trustees defer Policy 220 – Trustee Code of Conduct to the March 23, 2022, Public Board meeting.

CARRIED UNANIMOUSLY

Policy 225 – Board Responsibility and Conduct

During the 2018-2019 school year, the Division completed a comprehensive Board Policy Review. The Education Committee (Policy Committee) had oversight of the review process, which saw 129 policies and 14 Board Regulations condensed to 43 policies. A Policy Tracker was created to schedule a regular review of all policies under the responsible administrator.

Administration has updated Policy 225 – Board Responsibilities and Conduct to clearly define and establish expectations and responsibilities of the Board as it provides overall direction and leadership to the Division. Policy 225 updates include the reorganization of information into the body of the policy and the removal of duplicate information.

The Education Committee reviewed Policy 225 – Board Responsibility and Conduct at their February 16, 2022, committee meeting and have recommended it come to the Public Board meeting for approval.

#016/2022 – Moved by Mrs. Janine Pequin that the Board of Trustees approve Policy 225 – Board Responsibility and Conduct as presented at the February 23, 2022, Public Board meeting.

CARRIED UNANIMOUSLY

Policy 231 – Student Advisory Committee

During the 2018-2019 school year, the Division completed a comprehensive Board Policy Review. The Education Committee (Policy Committee) had oversight of the review process, which saw 129 policies and 14 Board Regulations condensed to 43 policies. A Policy Tracker was created to schedule a regular review of all policies under the responsible administrator.

Administration has reviewed and updated Policy 231 – Student Advisory Committee as part of its review of policies that fall under the Office of the Superintendent. Policy 231 updates are minor grammar changes.

The Education Committee reviewed Policy 231 – Student Advisory Committee at their February 16, 2022, committee meeting and have recommended it come to the Public Board meeting for approval.

#017/2022 – Moved by Mrs. Stacey Buga that the Board of Trustees approve Policy 231 – Student Advisory Committee as presented at the February 23, 2022, Public Board meeting.

CARRIED UNANIMOUSLY

Policy 240 – Policy Development

During the 2018-2019 school year, the Division completed a comprehensive Board Policy Review. The Education Committee (Policy Committee) had oversight of the review process, which saw 129 policies and 14 Board Regulations condensed to 43 policies. A Policy Tracker was created to schedule a regular review of all policies under the responsible administrator.

Administration has reviewed and updated Policy 240 – Policy Development as part of its review of policies that fall under the Office of the Superintendent. Policy 240 updates are minor grammar changes, updating references and replacing the School Act with the Education Act.

The Education Committee reviewed Policy 240 – Policy Development at their February 16, 2022, committee meeting and have recommended it come to the Public Board meeting for approval.

#018/2022 – Moved by Mrs. Stacey Buga that the Board of Trustees approve Policy 240 – Policy Development as presented at the February 23, 2022, Public Board meeting.

CARRIED UNANIMOUSLY

UNFINISHED BUSINESS

NOTICES OF MOTION

There were no Notices of Motion.

INFORMATION

COMMENT & QUESTION PERIOD

ATA

No report was provided.

CUPE

A verbal report was provided.

COMMUNITY MEMBERS

No questions were noted from community members.

MEDIA

No report was provided.

REQUESTS FOR INFORMATION

IN CAMERA

#019/2022 – 6:45 p.m. – Moved by Mrs. Tasha Oatway-McLay that the Board go in camera.

CARRIED UNANIMOUSLY

Acting Superintendent left the meeting at 8:00 p.m.

#020/2022 – 8:46 p.m. – Moved by Mrs. Tasha Oatway-McLay that the Board revert to public.

CARRIED UNANIMOUSLY

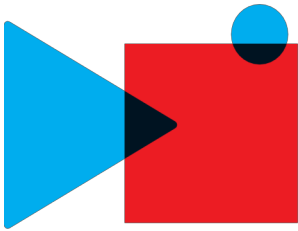
ADJOURNMENT

The Chair adjourned the meeting at 8:46 p.m.

Chair

Date

Associate Superintendent,
Corporate Services



BOARD MEMORANDUM

Date: March 23, 2022
To: Board of Trustees
From: Shawna Walter, Acting Superintendent
Originator(s): Jonathan Konrad, Acting Deputy Superintendent, Education Services
Tanya Sloan, Student Information Specialist
Subject: 2021 Thoughtexchange Report

Purpose:

To be received as information.

Background:

Between April 7th and April 20th administration will be hosting the division-wide Thoughtexchange Engagement with all stakeholders. Our question will be similar to last year to help continue the conversation on improving student learning and achievement.

2022 Question

What are the most important things that Sturgeon Public Schools are doing or should consider doing to improve student learning in our schools next year?

The Thoughtexchange platform allows all stakeholders to share their ideas and then to vote or 'star' on ideas that they believe are most important. In this way, the strongest or most supported thoughts rise to the top for everyone to see and for administration to consider when building the Education Plan.

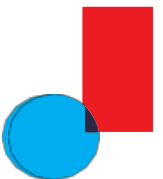
Results will be presented at the Public Board Meeting on May 25th, 2022, as part of the Stakeholder Engagement and Education Plan Development information. To provide a clear and accurate picture of the stakeholder responses and to foster a deeper understanding of the upcoming 2022 Thoughtexchange data; attached you will find the Thoughtexchange Report from April 2021.

Administration is prepared to respond to questions at the March 23, 2022, Public Board meeting.

Sincerely,

Shawna Walter, M.Ed
Acting Superintendent

Attachment



Exchange Summary

Jonathan Konrad, Sturgeon School Division No. 24
April 8, 2021

What are the most important things that Sturgeon Public Schools are doing or should consider doing to improve student achievement in our schools next year?



PARTICIPATION

Breakdown of Participation



566

Participants



520

Thoughts



5,886


Ratings



PARTICIPATION

Breakdown of Participation

Please choose the grade level your thoughts are most closely connected to:

%		Answer
1%	(8)	Pre-Kindergarten
6%	(29)	Kindergarten
7%	(37)	Grade 1
7%	(39)	Grade 2
9%	(45)	Grade 3
8%	(41)	Grade 4
8%	(44)	Grade 5
7%	(39)	Grade 6
10%	(52)	Grade 7
8%	(41)	Grade 8
4%	(20)	Grade 9
6%	(29)	Grade 10
5%	(24)	Grade 11
4%	(23)	Grade 12
10%	(52)	n/a



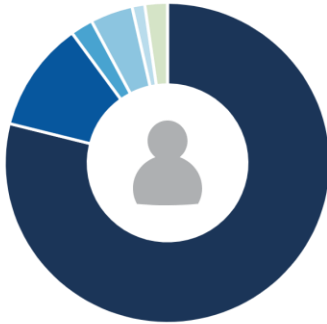









PARTICIPATION

Breakdown of Participation



What best describes your role within your school community?



%		Answer
80%	(411)	 Parent or Guardian
11%	(59)	 Teacher
2%	(9)	 Educational Assistant
4%	(19)	 Administration
1%	(8)	 Other Staff
2%	(9)	 Community Member



WORDCLOUD
Top Rated







THOUGHTS



Key Thoughts



Menta Health for Teachers Teachers need healthy bodies and minds to help support our students. It's challenging to pour from an empty cup.

4.4  (14 )
Ranked #1 of 520



Promoting a well-rounded approach to education such as community projects, wellness activities, outdoor classroom, etc. This helps engage students in their learning and builds a connection to our community.

4.3  (23 )
Ranked #2 of 520

Give teachers more support. Students are at so many different levels and need extra help to help all students succeed.

4.3  (21 )
Ranked #3 of 520

The class sizes ensure each child gets the assistance they need. A very positive environment where each child is encouraged to blossom. Elementary teachers play a huge role in shaping how our kids feel about learning for the rest of their lives. I appreciate the our teachers.

4.3  (20 )
Ranked #4 of 520

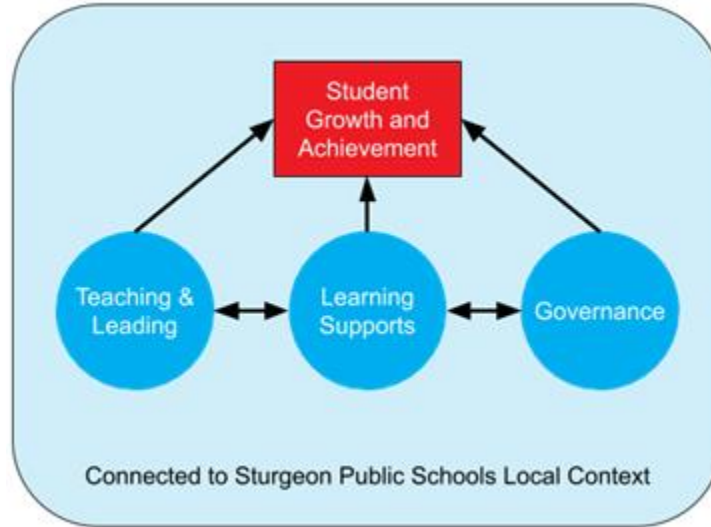
Adequate communication with parents to ensure parents know when there are project due. Or if a student is struggling with a concepts. If support and time is not available in class, parents can step up and help at home or get extra help outside school.

4.3  (19 )
Ranked #5 of 520



Assurance Domains

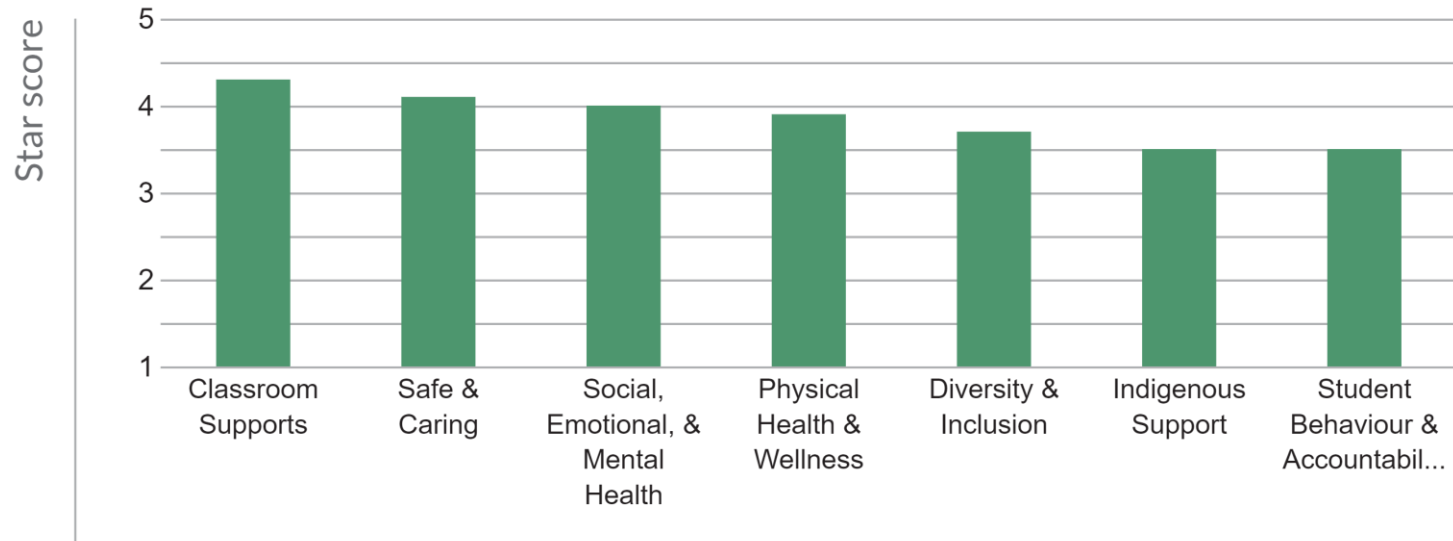
Thoughts were organized into the five Alberta Education Assurance Domains
Then themes were recognized within each domain and ranked.





LEARNING SUPPORTS

Top Themes by star score



Domain:
Learning
Supports



THOUGHTS

Theme: Classroom Supports



Give teachers more support. Students are at so many different levels and need extra help to help all students succeed.

4.3 ★★★★★ (21 👤)

Opportunities for students who are below grade level to get extra support from a support teacher or EA Having a small groups work on individual needs is beneficial to student learning.

4.3 ★★★★★ (19 👤)

Additional Supports This will ensure all students are reached in large classes of 28+ students with 6+ IPPs/LPs/Behavioural Plans

4.3 ★★★★★ (15 👤)

Domain:
Learning
Supports



THOUGHTS

Theme: Safe & Caring



The class sizes ensure each child gets the assistance they need. A very positive environment where each child is encouraged to blossom. Elementary teachers play a huge role in shaping how our kids feel about learning for the rest of their lives. I appreciate the our teachers.

4.3 ★★★★★ (20 👤)

During covid the school has gone above and beyond with their teaching whether it be online or in person It's important for kids to feel safe in their learning environment and to know their teacher(s) are looking out for them.

4.2 ★★★★★ (19 👤)

SPS continues to have caring staff that are dedicated to working with their students to be successful. Relationships with students, getting to know their strengths and areas of need, and knowing how to work with students at their needs is crucial.

4.2 ★★★★★ (8 👤)

Domain:
Learning
Supports



THOUGHTS

Theme: Social, Emotional, & Mental Health



More inclusivity & mental health check in's needs to remain on the forefront even more through this pandemic. Mental Health is declining in young students and not only are teachers,parents burnt out but students are lost.

4.3 ★★★★★ (15 👤)

I think it important to highlight mental health in our school Now more than every student needs the mental health support and strategies to build their resiliency for now and the future

4.1 ★★★★★ (12 👤)

When planning classes for next year I believe it will be important to consider placing friend groups in the same class cohort. The mental health of our children is fragile, especially now, and having the comfort of a few good friends in their cohort is important.

4.1 ★★★★★ (12 👤)

Domain:
Learning
Supports



THOUGHTS

Theme: Physical Health & Wellness



Get outside It's safer and great for kids to move freely

4.1 ★★★★★ (19 👤)

School Sports students need school sports to be able to release energy

4.1 ★★★★★ (14 👤)

More time spent outside Fresh air and less time in front of screens

4.0 ★★★★★ (23 👤)

Domain:
Learning
Supports



THOUGHTS

Theme: Diversity & Inclusion



- Diverse needs** The children need more EA support in the classroom especially those with diverse needs. They also need more support from the CLT to meet their goals 4.1 ★★★★★ (10 👤)
- Anti-Racism Education** In a rural, majority-white district, it can be difficult for BIPOC students who face prejudice and bullying in schools every day. We could do more 3.8 ★★★★★ (13 👤)
- Inclusion matters** Inclusion promotes mental health by building relationships, creating safe environments, connection & building confidence. Confidence builds performance. 3.8 ★★★★★ (13 👤)

Domain:
Learning
Supports



THOUGHTS

Theme: Indigenous Support



First Nation, Métis, and Inuit supports Indigenous students tend to achieve below white students, and the Indigenous community has hesitancy about Eurocentric public education.

3.8 ★★★★★ (12 👤)

Indigenous Education Following the TQS for inclusion of FNMI content into curriculum is an important part of truth and reconciliation

3.1 ★★★★★ (12 👤)

Domain:
Learning
Supports



THOUGHTS

Theme: Student Behaviour & Accountability



Make students more accountable Because that's how life works

3.9 ★★★★★ (22 👤)

I think that having students being more accountable for having their assignments handed in on time. I think students should be held accountable daily to show what they accomplished in the block rather than doing nothing.

3.8 ★★★★★ (7 👤)

I believe cell phones are distracting many students with social media and gaming during the day, and should not be allowed in our school buildings. Phones are often a source of cyber bullying. Gaming distracts students during instruction and impedes appropriate class participation.

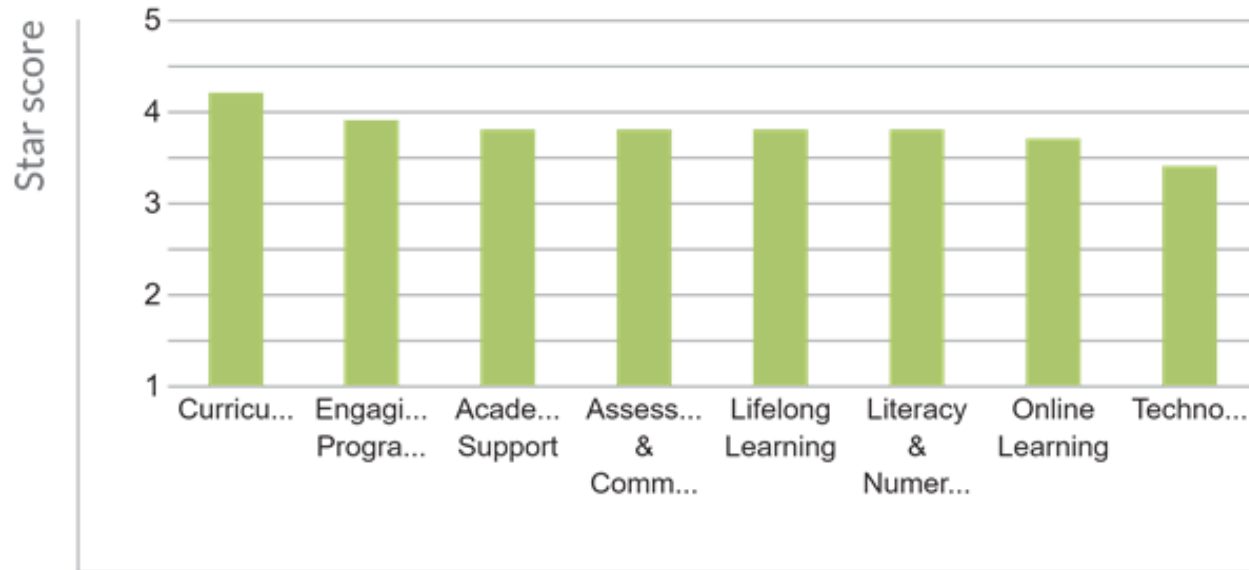
3.7 ★★★★★ (16 👤)

Domain:
Learning
Supports



STUDENT GROWTH & ACHIEVEMENT

Top Themes by star score



Domain:
Student Achievement



THOUGHTS

Theme: Curriculum



Not participating in the curriculum pilot was a wise decision. This would have been an added stress on students, parents and teachers that was unnecessary.

4.3 ★★★★★ (15 👤)

Schools should not be imposing political ideologies at primary and elementary grade levels. Children should be taught the 4 core subjects of math, english, science, and social studies (history/geography) without a political bias.

4.1 ★★★★★ (16 👤)

I think the curriculum should be child-appropriate. It is important to ensure that our children's minds are not traumatized or skewed by developmentally inappropriate materials.

4.1 ★★★★★ (15 👤)

Domain:
Student Achievement



THOUGHTS

Theme: Engaging Programming



I love that Namao School spends time outdoors. It was a thing pre COVID with walks, run-athons, lose parts play ground. Now with increased regulations or restrictions the children get to spend more time outdoor with gym classes, and regular classes expanding out doors

4.3 ★★★★★ (16 👤)

Stick to strong academic principles. Provide innovative programs. Create a strong community environment.

4.3 ★★★★★ (16 👤)

Hands on learning opportunities and projects Engaging for students

4.3 ★★★★★ (13 👤)

Domain:
Student Achievement



THOUGHTS

Theme: Academic Support



Need more help for kids that are on the cusp of failing Success is important for all

4.1 ★★★★★ (13 👤)

Extra help for my child.

3.9 ★★★★★ (14 👤)

More support for kids I would like to see more support for kids who are struggling with reading and numeracy, like small groups with a teacher where they learn basic skills

3.8 ★★★★★ (19 👤)

Domain:
Student Achievement



THOUGHTS

Theme: Assessment & Communication



Adequate communication with parents to ensure parents know when there are project due. Or if a student is struggling with a concepts. If support and time is not available in class, parents can step up and help at home or get extra help outside school.

4.3 ★★★★★ (19 👤)

More access for parents since Covid has been a good thing Prior to closures/online learning I only had a vague idea what my child was learning. Now I can access my child's work online & make sure it's done.

4.2 ★★★★★ (12 👤)

communication with home keep parents connected to what's happening at school

4.0 ★★★★★ (21 👤)

Domain:
Student Achievement



THOUGHTS

Theme: Lifelong Learning



Better prepare students for University The difference in the workload between a high school student and a university student is astronomical! My daughter was completely overwhelmed

4.1 ★★★★★ (23 👤)

CTF courses designed to help students grow their own passions Develop life long learners

4.0 ★★★★★ (13 👤)

Students should have more career exploration. Helps motivate them to do well in class when they have a goal or purpose. Having career insight allows them to see the means to an end!

3.9 ★★★★★ (14 👤)

Domain:
Student Achievement



THOUGHTS

Theme: Literacy & Numeracy



- Provide targeted interventions for literacy instruction.** Students that are far below grade level in their reading and writing need additional support to enable them the opportunity to catch up to grade level 4.1 ★★★★★ (22 👤)
- Guided math** learning math through centres and games 4.1 ★★★★★ (10 👤)
- Help students become strong readers as soon as possible** Because this sets kids up for success. 4.0 ★★★★★ (23 👤)

Domain:
Student Achievement



THOUGHTS

Theme: Online Learning



SPS has provided great options for learners unable to be in a regular classroom. This is important because these options may fit a learner or family better than more traditional options.

4.1 ★★★★★ (8 👤)

I feel one important thing Sturgeon School Division is taking care of student learning through synchronous online learning platform. This is important as it helps to keep students on track, attending and staying on top of their learning day by day.

4.1 ★★★★★ (7 👤)

For some of my children this online form has been an eye opener in understanding what type of learners they are. My children having the ability to learn in a quiet environment, less noise and distraction. Their mental and physical health greatly improved

4.0 ★★★★★ (7 👤)

Domain:
Student Achievement



THOUGHTS

Theme: Technology



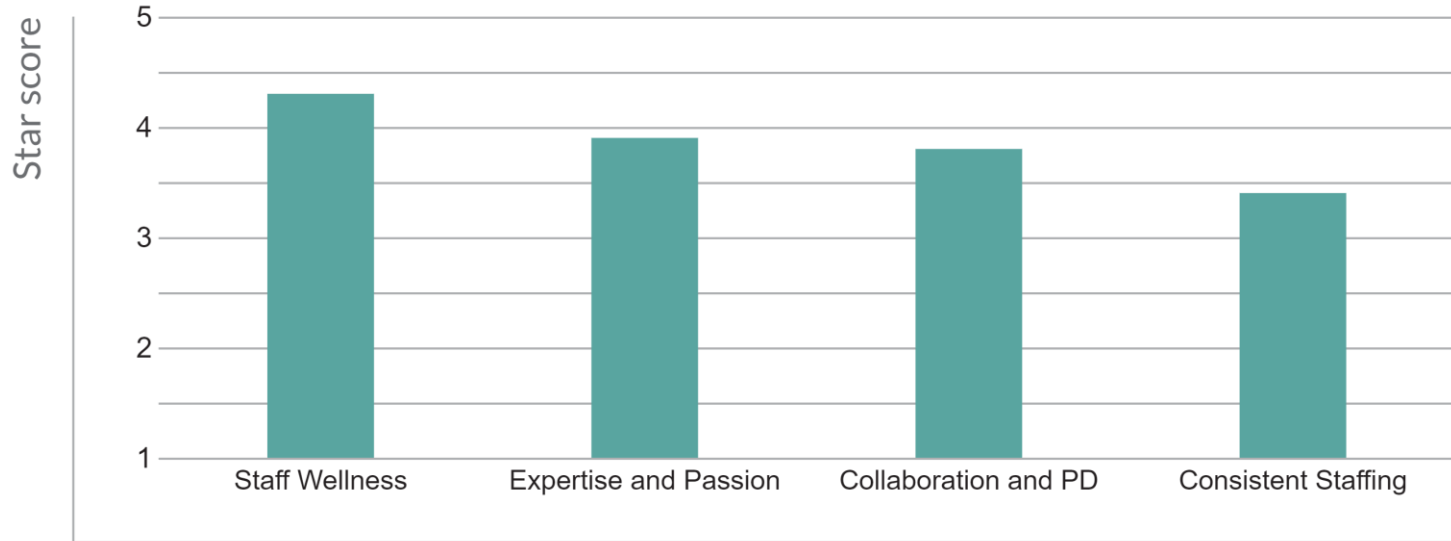
- Technology Reliability** Technology needs to work well and efficiently if it is going to be an asset. We can't be trouble shooting problems in the middle of class. 4.3 ★★★★★ (15 👤)
- Chromebooks** Especially this year it was important to have technology easily accessible for students. We are almost at a 1:1 ratio for our population. 3.9 ★★★★★ (13 👤)
- Promethean boards are out of date and quickly dying.** We appreciate the support and plan in replacing and updating tech in the classrooms so that students can see and hear the material being presented. 3.9 ★★★★★ (12 👤)

Domain:
Student Achievement



TEACHING & LEADING

Top Themes by star score



Domain:
Teaching and
Leading



THOUGHTS

Teaching & Leading / Staff Wellness



- Menta Health for Teachers** Teachers need healthy bodies and minds to help support our students. It's challenging to pour from an empty cup. 4.4 ★★★★★ (14 👤)
- Staff and support team wellness should be at the top of the list of priorities for the division.** Teachers and support staff are the only constant part of the equation for student achievement. Well cared for staff will lead to student achievement. 4.2 ★★★★★ (10 👤)
- If you want student achievement, start by taking care of your teachers. If you do this, the students will succeed.** Teacher burnout, cutbacks, lack of support, and a lack of respect all add up to stress, illness, and teachers thinking about leaving the profession. 4.1 ★★★★★ (10 👤)



Domain:
Teaching and
Leading



THOUGHTS

Theme: Expertise and Passion



Ensuring teachers that have both expertise and passion for the subject are teaching the subject. It's awesome to hear my child come home and share stories that show the teacher's passion for the subject. It makes kids more engaged

4.1 ★★★★★ (10 👤)

Train, support, and maintain quality staff.

3.8 ★★★★★ (12 👤)

They should hire fresh new teachers who want to teach. Those teachers who have a lower grade average overall due to lack of teaching should retire. It's important for students overall.

3.2 ★★★★★ (14 👤)

Domain:
Teaching and
Leading



THOUGHTS

Teaching & Leading / Collaboration and PD



collaboration between teachers improves teaching and learning in the classroom

3.9 ★★★★★ (10 👤)

Staff work very well together - there is lots of collaboration and sharing of assignments and units. Sharing is a part of learning and being a team player. These are skills that can be applied to future grades and later, jobs.

3.9 ★★★★★ (8 👤)

Self-assess regularly Some things are going to work beautifully and some things are not. Be open to that. Strive to improve, modify, add to, change as needed.

3.8 ★★★★★ (8 👤)





THOUGHTS

Theme: Consistent Staffing



- Consistency** Consistency of staff is important to achievement. The board needs to stop shuffling administrators between schools **3.8** ★★★★★ (10 👤)
- Continuity of administration in schools.** Turn over every year is stressful for students and staff. It does not create a positive atmosphere when everyone is waiting for the next change **3.5** ★★★★★ (8 👤)
- Maintain the staff currently in our Headstart Program** The team working at Ochre Park are absolutely the reason I have seen so much improvement in my son's speech and social skills. **3.2** ★★★★★ (6 👤)

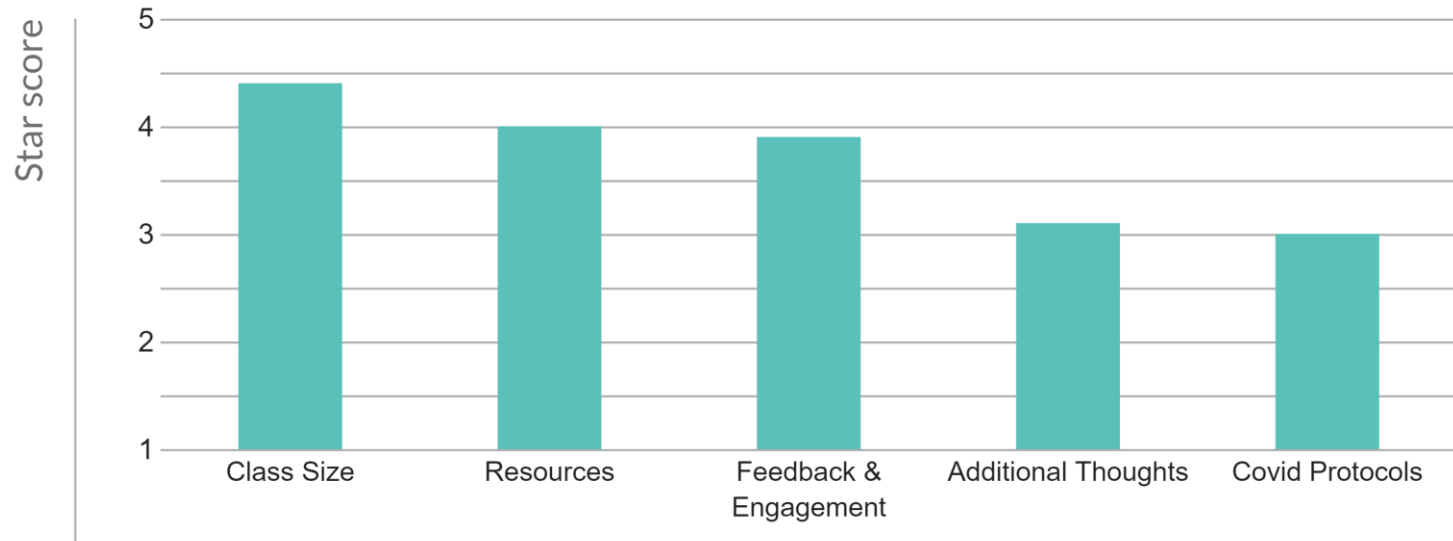


Domain:
Teaching and
Leading



GOVERNANCE

Top Themes by star score



Domain:
Governance



THOUGHTS

Theme: Class Size



Keep kids classes at manageable sizes so teachers can properly assess the students.

Students will slip through the cracks if concept understanding is not checked.

4.3 ★★★★★ (18 👤)

Small class sizes. Teachers cannot provide additional supports to students when there are 30 students in a class. It is also impossible to maintain social distancing.

4.3 ★★★★★ (14 👤)

Small class sizes continued Large class sizes result in cluttered classroom environments which does not facilitate learning and is overwhelming for students.

4.2 ★★★★★ (14 👤)





THOUGHTS

Theme: Resources



Focus should be in classroom, not cutting budgets. Public school is for the kids, and the people who teach them. Take care of our teachers, and they Will take care of our kids.

4.2 ★★★★★ (16 👤)

More money for help, for all staff from EA'S , office staff to the custodians, they are the slaves who work hard and are not paid for it enough !!! Those staff do it all those schools would not run without them, they go above and beyond what there job descriptions are and they are taken advantage

4.1 ★★★★★ (13 👤)

Providing more access to resources and ideas to help with students achievement success. When teacher's have access to good resources it makes it easier for them to plan and have a students learning more knowledge.

4.0 ★★★★★ (15 👤)





THOUGHTS

Theme: Feedback & Engagement



Thank you for asking for parental feedback! Nothing is more important to me than my child's education: these are her stepping stones for the future. I appreciate you asking for our comments:)

4.2 ★★★★★ (11 👤)

Requesting Teacher Feedback It would be beneficial to the students if teachers were able to provide meaningful feedback (like this!) to improve future years.

3.9 ★★★★★ (15 👤)

Thanks for inviting [dialogue.it](#)'s appreciated. It's important to be able to discuss these things openly, rationally and critically.

3.6 ★★★★★ (6 👤)





THOUGHTS

Theme: Additional Thoughts



SSD should continue to provide transportation services to rural students who have attended Sturgeon Public Schools their entire student lives. Many will have no option but to uproot our children from the only community and peers they've ever known, AND while experiencing a pandemic. Disgusting

3.4 ★★☆☆☆ (2 👤)

Focus on general ideas instead of ideology in school. I think it's important that kids learn how to think rather than what to think. I think that teaching kids this will help them.

3.3 ★★☆☆☆ (3 👤)

Improve ranking Fraser Institute: EMPS was rated 2.8/10 vs Camilla which was 7.4/10. EMPS has had a downward trend for several years

3.1 ★★☆☆☆ (12 👤)



Domain:
Governance



THOUGHTS

Theme: Covid Protocols



A thoughtful, well laid out, well executed plan to begin the the year! A superb job handling tracing and cases. Excellent communication. Helped with determining our family direction.

3.8  (12 )

When a classroom is isolated, siblings who go into isolation should be offered the same learning opportunities as the isolated class. When siblings are kept home, to prevent potential spread to other classrooms, they are not given equal education, and aren't marked as self-isolated.

3.5  (16 )

Find ways to allow for activities and events for the kids around potential restrictions

With everything else so restricted there it would be nice if there were options for clubs during lunch (lego,dance, art, etc)

3.5  (6 )

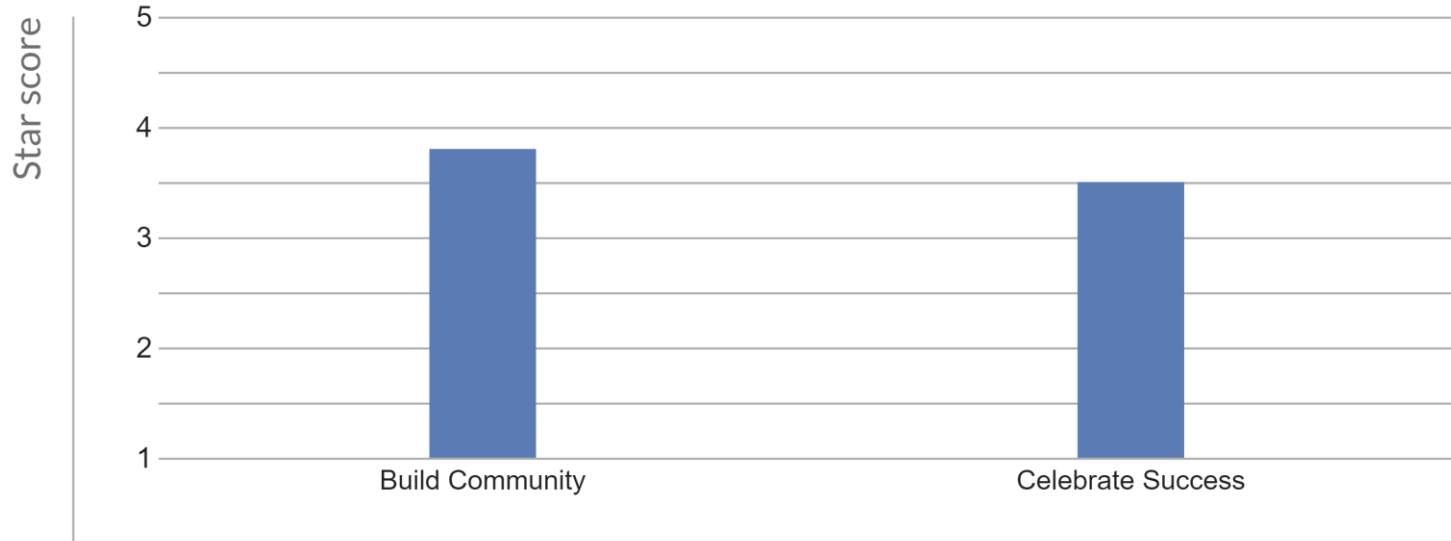


Domain:
Governance



LOCAL & SOCIETAL CONTEXT

Top Themes by star score



Domain:
Local & Societal



THOUGHTS

Theme: Build Community



Promoting a well-rounded approach to education such as community projects, wellness activities, outdoor classroom, etc. This helps engage students in their learning and builds a connection to our community.

4.3  (23 )

I think it is important to allow parent volunteers, student teachers and practicum students into the schools to help the teachers. Especially in light of a reduction of teaching staff, an increase in students per class, and budget cuts. The schools and teachers need all the help they can get

4.1  (13 )

Community Connections allows students to feel a part of something bigger than just their home or there school, that they can all be connected in some way

3.7  (14 )

Domain:
Local & Societal



THOUGHTS

Theme: Celebrate Success



Celebrate student GROWTH Each child grows and develops at a different rate. We need to celebrate learner growth, not just "grades"

4.0  (18 👤)

Celebrate ALL learning styles and successes Student achievement isn't simply receiving high marks in the core subjects. We need to celebrate the arts, STEAM, creativity, etc.

3.9  (18 👤)

Rewards and recognition for effort and improvement . Not all kids will be able to achieve a certain academic standard, however, everyone is capable of improvement and this should be celebrated.

3.8  (19 👤)

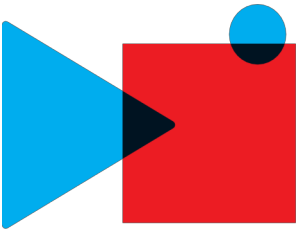
Domain:
Local & Societal



WRAP UP
Next Steps

Thanks for participating





BOARD
MEMORANDUM

Date: March 23, 2022
To: Board of Trustees
From: Shawna Walter, Acting Superintendent
Originator(s): Office of the Superintendent
Subject: AP215 – Community Partnerships

Purpose:

For information.

Background:

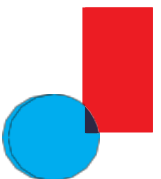
During the 2018-2019 school year, the Division completed a comprehensive Board Policy Review and Administrative Procedure Review. Both a Policy Tracker and Procedure Review Tracker were created to schedule a regular review of all policies and administrative procedures (AP).

Administration has reviewed AP215 – *Community Partnerships* as part of the review process. Minor updates were applied to the administrative procedure.

Administration is prepared to respond to questions at the March 23, 2022, Public Board meeting.

Sincerely,

Shawna Walter, M.Ed
Acting Superintendent





PURPOSE

Strong community partnerships are integral to building strong schools and strong communities.

Sturgeon Public Schools believes that community partnerships encourage schools to:

- Cooperate with community agencies in the development of programs and services.
- Establish and maintain close communication with families in the neighbourhood.
- Reflect on Division and Community Values.
- Contribute to a strong community in support of public education.

PROCESS

The Superintendent or designate will be responsible to administer this Administrative Procedure.

PROCEDURE

1. All partnerships with the Division or at the school level require the approval of the Superintendent
2. Before granting approval, the Superintendent will inform the Board of significant proposed community partnerships.
3. All partnerships must be evaluated annually.
4. The extent of the implementation of community school projects or programs will be subject to the availability of funds and compliance with other Administrative Procedures.



PURPOSE

Strong community partnerships are integral to building strong schools and strong communities.

Sturgeon Public Schools believes that community partnerships encourage schools to:

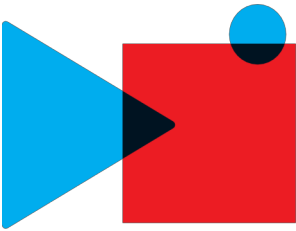
- Cooperate with community agencies in the development of programs and services.
- Establish and maintain close communication with families in the neighbourhood.
- Reflect on Division and Community Values.
- Contribute to a strong community in support of public education.

PROCESS

The Superintendent/~~CEO~~ or designate will be responsible to administer this Administrative Procedure.

PROCEDURE

1. All partnerships with the Division or at the school level require the approval of the Superintendent/~~CEO~~.
2. Before granting approval, the Superintendent/~~CEO~~ will inform the Board of significant proposed community partnerships.
3. All partnerships must be evaluated annually.
4. The extent of the implementation of community school projects or programs will be subject to the availability of funds and compliance with other Administrative Procedures.



B O A R D
MEMORANDUM

Date: March 23, 2022
To: Board of Trustees
From: Shawna Walter, Acting Superintendent
Originator(s): Lisa Lacroix, Associate Superintendent, Human Resources
Subject: AP221 – Focused and Effective Communication

Purpose:

For information.

Background:

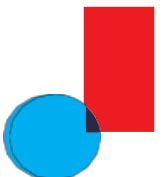
Focused and effective communication is an interest-based dispute resolution approach for dealing with communication and challenges between internal and external stakeholders. Administration has conducted a review of *AP717 – Healthy Interactions Program* and has replaced it with a new Administrative Procedure - *AP221 - Focused and Effective Communication*. AP221 clearly defines the process for open communication and dispute resolution in Sturgeon Public Schools. Along with *AP221 - Focused and Effective Communication*, administration has created two (2) flow charts to clearly outline the steps of the Focused and Effective Communication process for external stakeholders and internal Sturgeon Public Employees.

Administration is prepared to respond to questions at the March 23, 2022, Public Board meeting.

Sincerely,

Shawna Walter, M.Ed
Acting Superintendent

Attachment





PURPOSE

To maintain safe, caring, healthy and respectful learning and working environments, open communication between all parties is essential. The success of all students is the guiding principle for all dispute resolution at the school and division level.

When differences of opinion occur, the most effective method to achieve resolution is direct communication between the parties involved. It is in the best interest of all parties to resolve disputes respectfully and in a timely manner. This procedure establishes the Division's process for open communication and dispute resolution.

PROCESS

The Associate Superintendent, Human Resources, will be responsible to maintain this procedure.

PROCEDURE

1. Individuals are expected to address their concerns in person or in writing to the person(s) involved.
2. In Central Office,
 - 2.1 managers and supervisors are responsible for encouraging staff to mutually resolve issues with stakeholders and colleagues.
3. At a school site:
 - 3.1 administrators are responsible for encouraging staff to mutually resolve issues with stakeholders and colleagues.
 - 3.2 classroom teachers and school administrators are best situated to resolve disputes and concerns.
4. Direct communication and resolution are preferable, however, the situation may be dealt with through administrative review if:
 - 4.1 the concern or complaint process does not result in a satisfactory conclusion or a plan of action, or
 - 4.2 one of the parties refuses to take part in the resolution, or

References: Policies: 221 - Role of the Trustee
 245 - Appeals
 700 - Superintendent of Schools
 Appendix A: Flow Chart for Focused and Effective Communication – External Stakeholders
 Appendix B: Flow Chart for Focused and Effective Communication – Internal SPS Employees



Responsible Administrator: Associate Superintendent Human Resources

4.3 the supervisor/administrator does not feel the resolution process is appropriate for the situation.

5. Begin by identifying the parties most directly involved or impacted by the dispute.

5.1 Dispute resolutions involving classroom matters:

5.1.1 shall be discussed directly with the teacher or staff member.

5.1.2 which remain unresolved through the resolution process may be elevated to school administration.

5.2 Dispute resolution involving school matters:

5.2.1 shall be discussed with the school administrator.

5.2.2 which remain unresolved through the resolution process may be elevated to the Office of the Superintendent.

5.3 Dispute resolution involving Central Office matters:

5.3.1 shall start with the parties directly involved.

5.3.2 which remain unresolved through the resolution process may be elevated to the direct supervisor.

5.3.3 which the direct supervisor is unable to achieve resolution then the issue may be elevated to the Senior Administrator assigned to the department.

6. Resolution processes will not be elevated to a higher level unless both parties have met in person, attempted resolution of the issue and have detailed documentation of such meetings. Should the issue remain unresolved after completion of these steps the issue may be elevated to a higher level.

7. A Trustee, upon receiving an inquiry, will inform the Superintendent who shall address the complaint using the process outlined.

8. The Office of the Superintendent may involve individuals to assist with dispute resolution, at the school level.

References: Policies: 221 - Role of the Trustee
245 - Appeals
700 - Superintendent of Schools
Appendix A: Flow Chart for Focused and Effective Communication – External Stakeholders
Appendix B: Flow Chart for Focused and Effective Communication – Internal SPS Employees



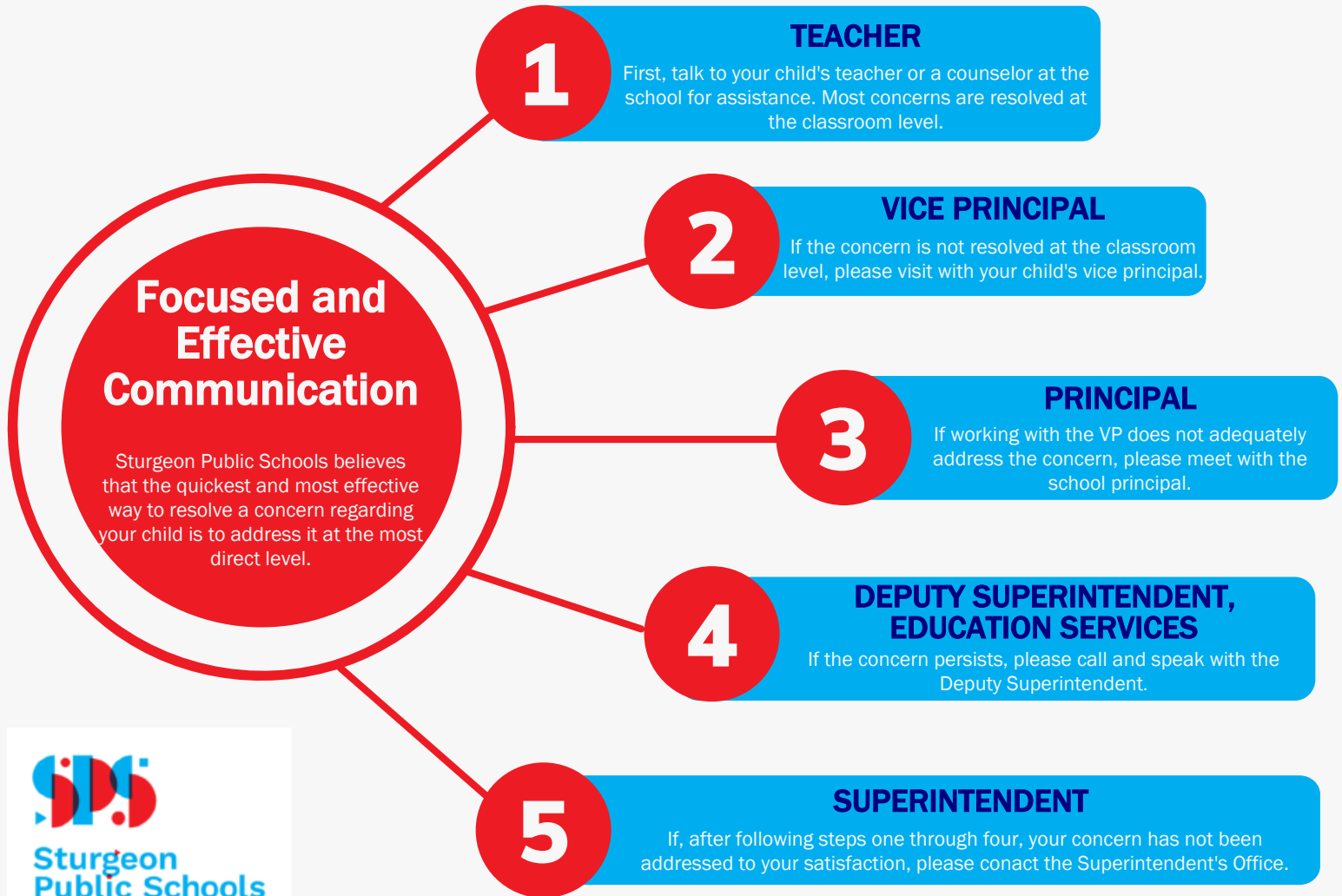
PROCESS FOR APPEAL

9. Board Policy 245: Appeals outlines the Board's Process for Appeals.

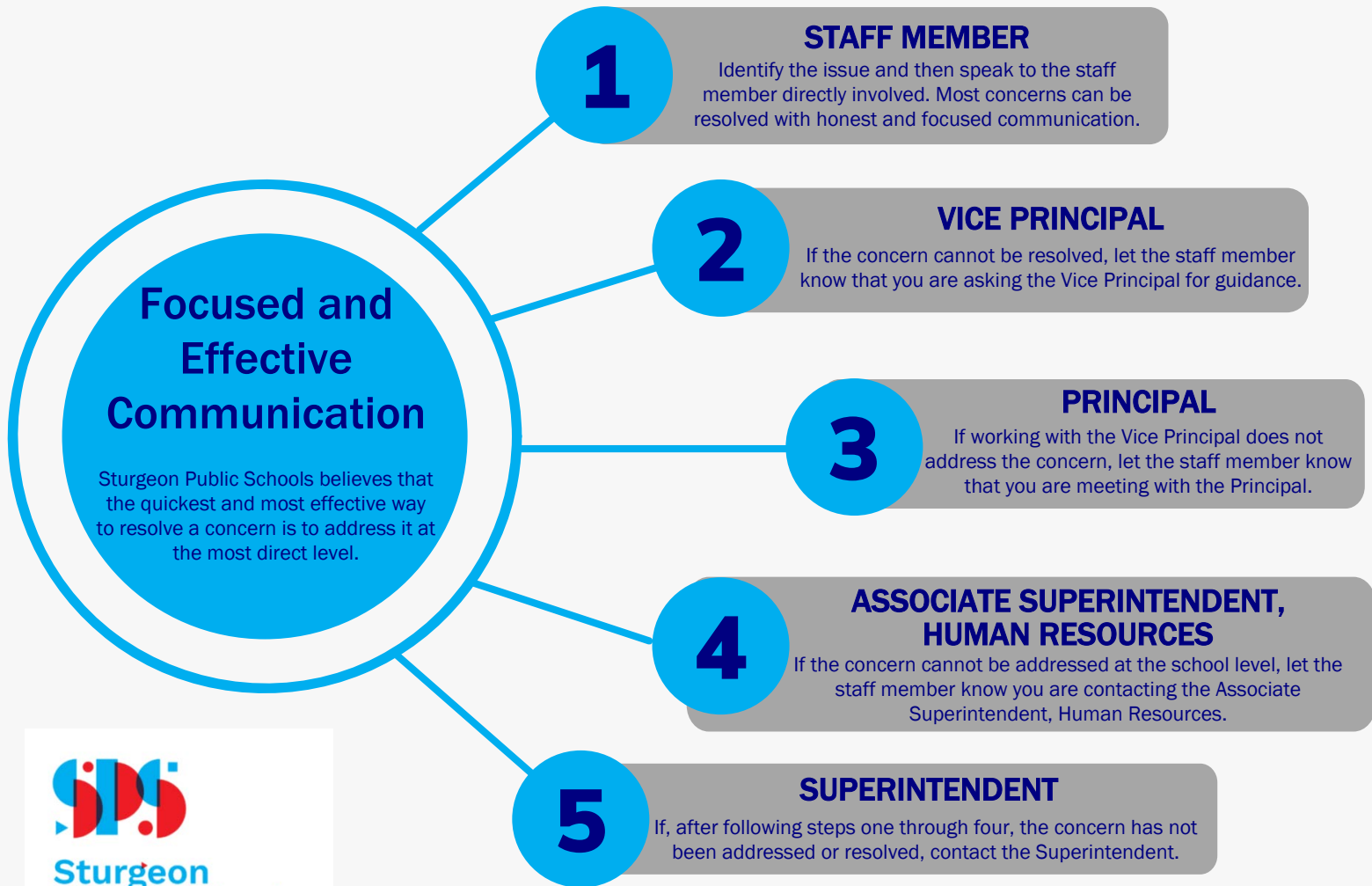
DRAFT

References: Policies: 221 - Role of the Trustee
245 - Appeals
700 - Superintendent of Schools
Appendix A: Flow Chart for Focused and Effective Communication – External Stakeholders
Appendix B: Flow Chart for Focused and Effective Communication – Internal SPS Employees

Flow Chart for Focused and Effective Communication - External Stakeholders



Flow Chart for Focused and Effective Communication - Internal SPS Employees



**Sturgeon
Public Schools**

Dare to reimagine Learning

*Members of the Alberta Teachers' Association are reminded to follow the Code of Professional Conduct when addressing concerns with ATA members.



Responsible Administrator: **Associate Superintendent** People ServicesHuman Resources

PURPOSE

To maintain a safe, caring, healthy and respectful learning and working environments, open communication between all parties is essential. The success of all students is the guiding principle for all dispute resolution at the school and division level.

When differences of opinion occur, the most effective method to achieve resolution is direct communication between the parties involved. It is in the best interest of all parties to resolve disputes respectfully and in a timely manner. This procedure establishes the Division's process for open communication and dispute resolution.

PROCESS

The **Associate** Superintendent, People ServicesHuman Resources, will be responsible to maintain this this procedure.

PROCEDURE

1. Individuals are expected to address their concerns in person or in writing to the person(s) or persons involved.
2. **In Central Office,**
 - 2.1 managers and supervisors are responsible for encouraging staff to mutually resolve issues with stakeholders and colleagues.
3. **At a school sites:**
 - 3.1 administrators are responsible for encouraging staff to mutually resolve issues with stakeholders and colleagues.
 - 3.2 classroom teachers and school administrators are best situated to resolve disputes and concerns.
4. Direct communication and resolution is preferable; however, when the concern or complaint process does not result in a satisfactory conclusion or plan of action, or when one of the parties refuses to take part in the resolution, or when the supervisor/administrator does not feel the

References: [Policy 221: Role of the Trustee](#)
[Policy 245: Appeals](#)
[Policy 700: Superintendent of Schools](#)
[Appendix: Flow Chart for Focused and Effective Communication](#)



Responsible Administrator: **Associate Superintendent People Services**
Human Resources

resolution process is appropriate for the situation, they may choose to deal with the situation through an administrative review.

Classroom teachers and school administrators are best situated to resolve disputes and concerns.

4.

5. Begin by identifying the parties most directly involved or impacted by the dispute.

5.1 Disputes resolutions involving classroom matters:-

5.1.1 ~~mMatters~~ shall be discussed directly with the teacher or staff member.

5.1.2 ~~if the matter which remain is~~ unresolved through the resolution process may be elevated to school administration, ~~either the Vice Principal or the Principal.~~

5.3.2 Dispute resolution involving school matters ~~will shall shall~~ start with school administration, ~~either the Vice Principal or the Principal.~~

5.3.2.1 ~~Matters will shall shall~~ be discussed with the school administrator.

5.3.2.2 ~~If the matter is which remain~~ unresolved through the resolution process may be elevated to the Office of the Superintendent.

45.3 Dispute resolution involving Central Office matters:

5.3.1 shall start with the parties directly involved.

45.3.12 ~~If resolution between the parties cannot be achieved then the issue may which remain unresolved through the resolution process may be elevated to the direct supervisor.~~

45.3.23 ~~If the direct supervisor is unable to achieve resolution then the issue may be elevated to – the Senior Administrator assigned to the department.~~

6. Resolution processes will not be elevated to a higher level unless both parties have met in person, ~~to attempted~~ resolution of the issue and ~~the issue remains unsolved after have~~ detailed documented ~~ation of such meetings, attempts to do so.~~ Should the issue remain unresolved after completion of these steps the issue may be elevated to a higher level.

4.

7. A Trustee, upon receiving an inquiry, will inform the Superintendent who shall address the complaint using the process outlined.

5.2 Classroom teachers and school administrators are best situated to resolve disputes and

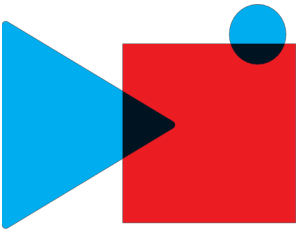
- References:
- [Policy 221: Role of the Trustee](#)
 - [Policy 245: Appeals](#)
 - [Policy 700: Superintendent of Schools](#)
 - [Appendix: Flow Chart for Focused and Effective Communication](#)



Responsible Administrator: **Associate** Superintendent **People**
Services **Human Resources**

Draft

- References:
- [Policy 221: Role of the Trustee](#)
 - [Policy 245: Appeals](#)
 - [Policy 700: Superintendent of Schools](#)
 - [Appendix: Flow Chart for Focused and Effective Communication](#)



BOARD
MEMORANDUM

Date: March 23, 2022
To: Board of Trustees
From: Shawna Walter, Acting Superintendent
Originator(s): Lisa Lacroix, Associate Superintendent, Human Resources
Subject: AP235 – Operational School Year and Calendar

Purpose:

For information.

Background:

The Board of Trustees requested administration to review AP235 – *Operational School Year and Calendar*. It was requested the statement “Monday through Friday” in article 6 be removed to allow more flexibility for the Christmas Break when creating school year calendars.

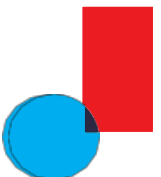
In addition, definitions were added and the date for final approval of the Calendar, article 2, was amended. The change of date for final approval accommodates the registration timeline of students for the upcoming school year.

Administration is prepared to respond to questions at the March 23, 2022, Public Board meeting.

Sincerely,

Shawna Walter, M.Ed
Acting Superintendent

Attachment





Responsible Administrator: Associate Superintendent Human Resources

PURPOSE

Sturgeon Public Schools must establish an operational school year calendar in accordance with the Education Act with the opening day, closing day and the number of days of school operation in each school year.

PROCESS

The Associate Superintendent Human Resources will be responsible for the process of establishing the operational school year.

Definitions

- a) Instructional Day: A day during the school year when students receive instruction.
- b) Instructional Time: Assigned time of instruction to students.
- c) Non-instructional Day: A day when school staff have duties assigned by the Board, but students do not attend.
- d) Non-operational Day: A day that students and staff do not attend, including but not limited to Fall, Winter, Spring and Summer Breaks and general holidays.
- e) Operational Day: A day on which teachers provide instruction and/or have other duties assigned by the Board (includes both instructional and non-instructional days).
- f) School Calendar: Includes instructional, non-instructional and operational days

PROCEDURE

Approval in Principle

1. An operational school year calendar, which includes the School Operational Calendar Day Count and Details, shall be prepared for approval in principle by the Board of Trustees on or before April 1 one full school year preceding the operational school year through a formal process that includes:
 - 1.1 Senior Executive initial review;

References: *Board Policy: 205 Operational School Year*
School Operational Year Calendar Details
School Operational Year Calendar Day-Count
School Operational Year Calendar
Three Year Educational Plan
Education Act: Section 60



- 1.2 Committee of the Whole initial review, and
- 1.3 Board Meeting approval in principle.

Final Approval

- 2. The operational school year calendar shall be prepared for final approval by the Board of Trustees on or before November 1 of the preceding operational school year through a formal process that includes:
 - 2.1 Senior Executive final review;
 - 2.2 Committee of the Whole final review;
 - 2.3 Administrative Council review;
 - 2.4 Teacher-Board Advisory Committee (TBAC) review;
 - 2.5 School Council review, and
 - 2.6 Board of Trustees final approval.
- 3. The operational school year calendar will have no less than 180 instructional days.
- 4. The first day of operation in the school year shall be established to ensure that:
 - 4.1 students at all grade levels have access to at least the minimum hours of instruction specified by Alberta Education
 - 4.2 teachers have access to any professional development activity deemed necessary at the Division or school level, and
 - 4.3 school staff have time deemed necessary for school year start-up
- 5. The last day of operation in the school year shall be June 30, except when that date falls on a Saturday or Sunday.

References: *Board Policy: 205 Operational School Year
School Operational Year Calendar Details
School Operational Year Calendar Day-Count
School Operational Year Calendar
Three Year Educational Plan
Education Act: Section 60*




6. A fixed Christmas school break shall be established which shall include two (2) full weeks and encompass the December 24 to January 2 period.
7. A fixed spring school break shall consist of five (5) consecutive school days inclusive of Good Friday or Easter Monday should either of these days occur during the five (5) day interval. The March break shall commence either the final full operational week of March or the last Monday of March.
8. The following shall be classified as non-operational periods:
 - 8.1 Labour Day
 - 8.2 National Day for Truth and Reconciliation
 - 8.3 Thanksgiving Day
 - 8.4 Remembrance Day
 - 8.5 Family Day
 - 8.6 Good Friday
 - 8.7 Easter Monday
 - 8.8 Victoria Day
 - 8.9 Summer School Break
 - 8.10 Christmas School Break
 - 8.11 Spring School Break
9. There shall be two (2) days in each school year for Teachers' Convention.
10. The Board may approve operational, non-instructional days for some or all of the following purposes:
 - 10.1 Parent/teacher conference – two (2) days

References: *Board Policy: 205 Operational School Year
School Operational Year Calendar Details
School Operational Year Calendar Day-Count
School Operational Year Calendar
Three Year Educational Plan
Education Act: Section 60*



- 10.2 Opening and closing of schools at the beginning and the end of the school year – one (1) day (Senior High), three (3) days (Elementary/Junior High)
 - 10.3 Professional Development days
 - 10.4 Other days approved by the Board in accordance with the Education Act.
11. After the approval of the school year by the Board, the Superintendent shall ensure that the Minister is advised in accordance with the Education Act.

A decorative graphic element on the left side of the page, consisting of a red semi-circle at the top, a dark blue vertical bar in the middle, and a light blue vertical bar at the bottom.

References: *Board Policy: 205 Operational School Year
School Operational Year Calendar Details
School Operational Year Calendar Day-Count
School Operational Year Calendar
Three Year Educational Plan
Education Act: Section 60*



PURPOSE

Sturgeon Public Schools must establish an operational school year calendar in accordance with the Education Act with the opening day, closing day and the number of days of school operation in each school year.

PROCESS

The Associate Superintendent Human Resources~~People Services~~ will be responsible for the process of establishing the operational school year.

Definitions

- a) Instructional Day: A day during the school year when students receive instruction.
- b) Instructional Time: Assigned time of instruction to students.
- c) Non-instructional Day: A day when school staff have duties assigned by the Board, but students do not attend.
- d) Non-operational Day: A day that students and staff do not attend, including but not limited to Fall, Winter, Spring and Summer Breaks and ~~statutory~~ general holidays.
- e) Operational Day: A day on which teachers provide instruction and/or have other duties assigned by the Board (includes both instructional and non-instructional days).
- f) School Calendar: Includes instructional, non-instructional and operational days

PROCEDURE

Approval in Principle

1. An operational school year calendar, which includes the School Operational Calendar Day Count and Details, shall be prepared for approval in principle by the Board of Trustees on or before April 1 one full school year preceding the operational school year through a formal

References: *Board Policy: 205 Operational School Year
School Operational Year Calendar Details
School Operational Year Calendar Day-Count
School Operational Year Calendar
Three Year Educational Plan
Education Act: Section 60*



process that includes:

- 1.1 Senior Executive initial review;
- 1.2 Committee of the Whole initial review, and
- 1.3 Board Meeting approval in principle.

Final Approval

2. The An operational school year calendar shall be prepared for final approval by the Board of Trustees on or before April 1 November 1 of the preceding operational school year through a formal process that includes:
 - 2.1 Senior Executive final review;
 - 2.2 Committee of the Whole final review;
 - 2.3 Administrative Council review;
 - 2.4 Teacher-Board Advisory Committee (TBAC) review;
 - 2.5 School Council review, and
 - 2.6 Board of Trustees final approval.
3. The operational school year calendar will have no less than 180 instructional days.
4. The first day of operation in the school year shall be established to ensure that:
 - 4.1 students at all grade levels have access to at least the minimum hours of instruction specified by Alberta Education
 - 4.2 teachers have access to any professional development activity deemed necessary at the Division or school level, and
 - 4.3 school staff have time deemed necessary for school year start-up
5. The last day of operation in the school year shall be June 30, except when that date falls on a Saturday or Sunday.

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School Operational Year Calendar Details
School Operational Year Calendar Day-Count
School Operational Year Calendar
Three Year Educational Plan
Education Act: Section 60*



Responsible Administrator: Associate Superintendent Human Resources~~People Services~~

6. A fixed Christmas school break shall be established which shall include two (2) full weeks (~~Monday through Friday~~) and encompass the December 24 to January 2 period.
7. A fixed spring school break shall consist of five (5) consecutive school days inclusive of Good Friday or Easter Monday should either of these days occur during the five (5) day interval. The March break shall commence either the final full operational week of March or the last Monday of March.
8. The following shall be classified as non-operational periods:

~~8.1~~ 8.1 Labour Day

~~8.18.2~~ 8.18.2 National Day for Truth and Reconciliation

~~8.28.3~~ 8.28.3 Thanksgiving Day

~~8.38.4~~ 8.38.4 Remembrance Day

~~8.48.5~~ 8.48.5 Family Day

~~8.58.6~~ 8.58.6 Good Friday

~~8.68.7~~ 8.68.7 Easter Monday

~~8.78.8~~ 8.78.8 Victoria Day

~~8.88.9~~ 8.88.9 Summer School Break

~~8.98.10~~ 8.98.10 Christmas School Break

~~8.108.11~~ 8.108.11 Spring School Break

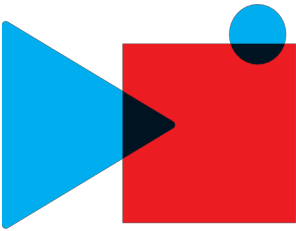
9. There shall be two (2) days in each school year for ~~teachers'~~ Teachers' ~~Ce~~onvention.
10. The Board may approve operational, non-instructional days for some or all of the following purposes:
 - 10.1 Parent/teacher conference – two (2) days

References: *Board Policy: 205 Operational School Year
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- 10.2 Opening and closing of schools at the beginning and the end of the school year – one (1) day (Senior High), three (3) days (Elementary/Junior High)
 - 10.3 Professional Development days
 - 10.4 Other days approved by the Board in accordance with the Education Act.
11. After the approval of the school year by the Board, the Superintendent/~~CEO~~ shall ensure that the Minister is advised in accordance with the Education Act.

References: *Board Policy: 205 Operational School Year*
School Operational Year Calendar Details
School Operational Year Calendar Day-Count
School Operational Year Calendar
Three Year Educational Plan
Education Act: Section 60



B O A R D
MEMORANDUM

Date: March 23, 2022
To: Board of Trustees
From: Shawna Walter, Acting Superintendent
Originator(s): Jonathan Konrad, Acting Deputy Superintendent, Education Services
Subject: BYOD Program Update



Purpose:

For Information.

Background:

There are currently four schools offering Bring Your Own Device (BYOD) programming in Sturgeon Public Schools. Education Services has gathered information from each school regarding BYOD Programs and summarized how the program currently operates, how parents are informed about the program, and how students are supported to make the best use of personal technology at school and at home.

BYOD programs can provide more learning opportunities, but they also come with challenges regarding access and costs to families. Before considering adding a BYOD program, schools should reflect on their goals for technology in learning and engage in open conversation with parents at school council to see what the community envisions for their students.

Administration is prepared to respond to questions at the March 23, 2022, Public Board meeting.

Sincerely,

Shawna Walter, M.Ed
Superintendent

Attachment





Bring Your Own Device in Sturgeon Public Schools

2022

Background

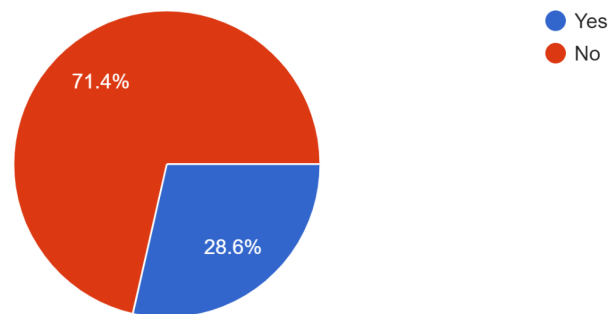
Over the last few years, laptops, chromebooks, and mobile devices have become affordable and provide users with 24/7 access to ideas, resources, people and communities. Web-based tools and resources have changed the landscape of learning. Students now have at their fingertips unlimited access to digital content, resources, experts, databases and communities of interest. By effectively leveraging such resources, schools can deepen student learning, develop digital literacy, fluency and citizenship to prepare students for the high tech world in which they will live, learn and work.

Bring your own device (BYOD) refers to technology models where students bring a personally owned device to school for the purpose of learning. A personally owned device is any technology device brought into the school and owned by a student or the student's family.

Demographics

Schools Currently Offering BYOD programs

14 responses



BYOD Schools include: Gibbons, Redwater, Namao, and Sturgeon Heights.

Common Reasons why BYOD is **NOT** offered or considered in your school

- Would love to have BYOD. Currently there are a lot of families who cannot afford this expense.
- With the transiency rate of the military we would have difficulty getting students to purchase technology throughout the year. This would happen every year not like other schools.
- Our demographics make it hard to have this program. We have devices for each student and the ones that can afford a device do purchase their own.

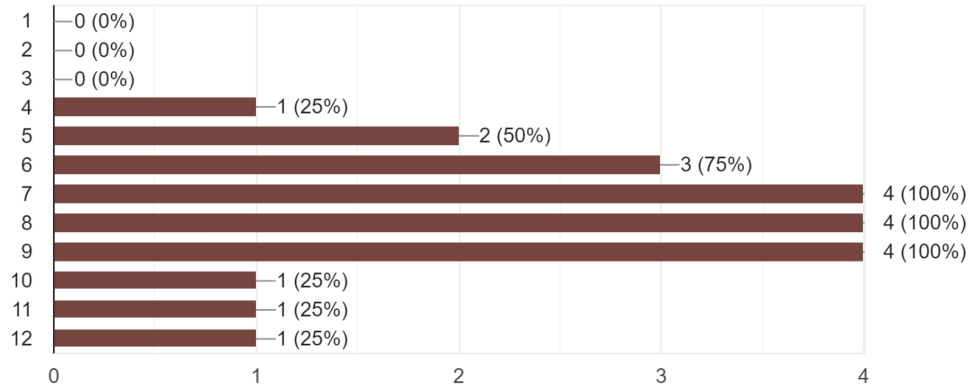




- Students in most of our classes would not use their devices all day. Some of our families would struggle to be able to financially make this work. Students at a younger level would have a much greater chance of damaging the device when it is in a backpack.

Grade Levels Covered in BYOD

4 responses

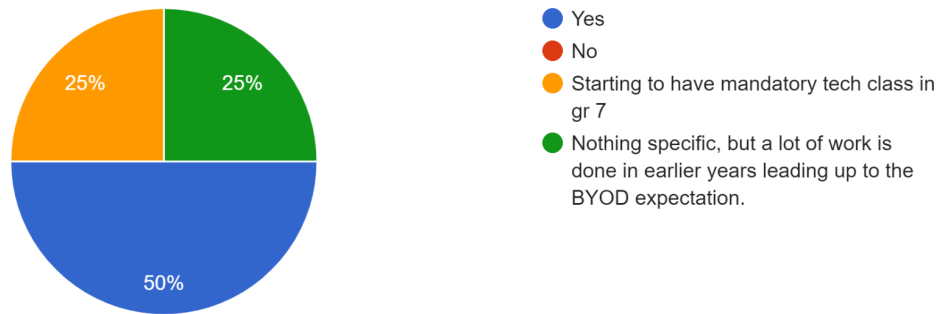


Program Details

Instructional Support

Does your school dedicate instructional time in the first grade level of BYOD for students to understand common software and hardware?

4 responses



Recommended Hardware

In each of the four schools, a Chromebook is the recommended device.





Program Growth and Evolution

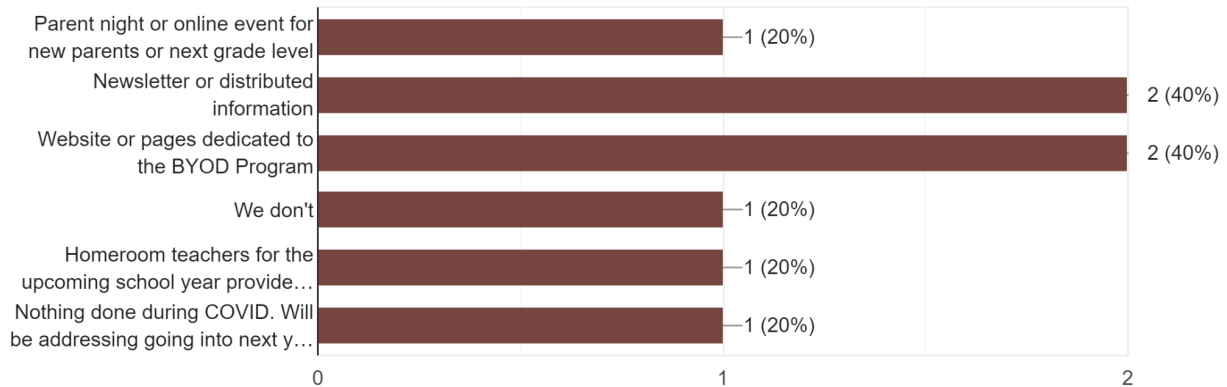
- An area of growth we are working on is digital clean up and digital binder organization. We are also working on easy bookmark tabs etc. Our grade 5 teachers do a great job of starting this in the fall.
- Staff have requested that students are bringing and using Chromebooks daily to access Google Classroom in grades 4 to 9. It is the most efficient way to supply work to students who are away for a variety of reasons.

Communication and Support

Parent Communication

How does your school inform parents coming into the BYOD Program? (Check all that apply)

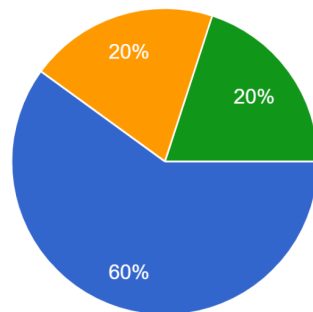
5 responses



Forgotten Devices or Support for Families who Cannot Afford

Does each classroom have access to spare hardware for students who have forgotten their device?

5 responses



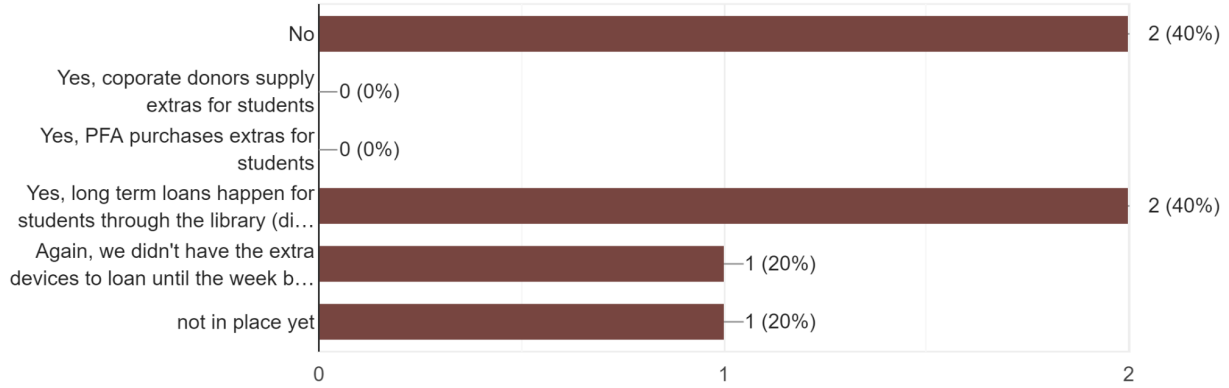
- Yes
- No
- We were really limited in extra devices. So this was a struggle. We just received 19 new Chromebooks, so this will really help.
- Devices are available for sign out in the library for inventory control.





Does your school have a program that helps families who cannot afford a device? (Check all that apply)

5 responses

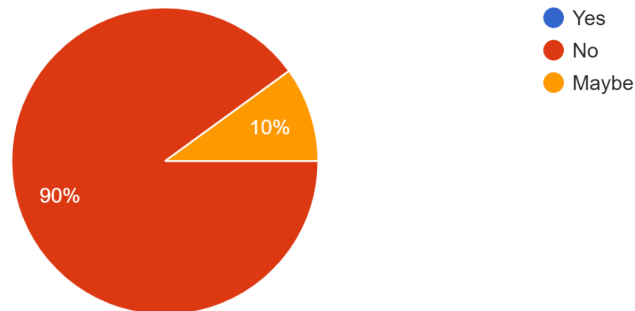


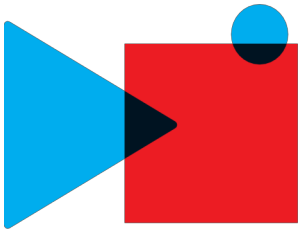
BYOD Growth in Division

Planning on considering adding BYOD

Does your school plan on offering a BYOD Program?

10 responses





BOARD MEMORANDUM

Date: March 23, 2022
To: Board of Trustees
From: Shawna Walter, Acting Superintendent
Originator(s): Jonathan Konrad, Acting Deputy Superintendent, Education Services
Tanya Sloan, Student Information Specialist
Subject: Class Size Information Reporting

Purpose:

To be received as information.

Background:

September 2019, Alberta Education discontinued the Class Size Survey Initiative and reporting by school jurisdictions.

Administration continues to track class size data to provide a Division snapshot and trend analysis. Class Size Information is gathered using the same criteria as the previous Alberta Education's Class Size Survey Initiative:

- A class is defined as a group of students with ONE teacher for 50% or more of the instructional time devoted to a subject.
- A multi-grade classroom with one teacher is counted as one class.
- Multi-graded classrooms are included in the higher-grade level. i.e. Grade $\frac{3}{4}$ combined would be included in the 4-6 category.
- Only first semester courses are included in this report.
- Only core courses are included – Language Arts, Social Studies, Math and Science. Irregular classes such as work experience and Distance Learning are not included.
- Outreach programs, the Hutterite Colony and Oak Hill are not included in the report.
- Data reported in this survey is as of **29 September 2021**. Significant staffing additions have been made at nearly all sites.

Administration would like to remind the Board of Trustees that Class Sizes and Class Targets are a function of the budget process. Administration is prepared to respond to questions at the March 23, 2022, Public Board meeting.

Sincerely,

Shawna Walter, M.Ed
Acting Superintendent

Attachment

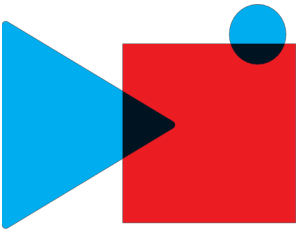


2021 - 2022 Class Size Analysis

All data reflects 29 September 2021 counts

Core Course Class Size Averages as of September 29												
Average by Subject Category	K to 3			4 to 6			7 to 9			10 to 12		
	2021/22	2020/21	2019/20	2021/22	2020/21	2019/20	2021/22	2020/21	2019/20	2021/22	2020/21	2019/20
Language Arts	20.23	18.64	20.28	23.71	24.22	23.32	22.80	25.04	23.52	25.17	25.33	25.85
Mathematics	20.23	18.64	20.28	23.71	24.22	23.32	23.50	24.67	23.50	20.53	21.54	24.96
Social Studies	20.23	18.64	20.28	23.71	24.22	23.32	24.19	25.04	24.25	30.79	23.70	23.74
Science	20.23	17.82	20.28	24.30	23.74	23.32	24.17	25.04	24.94	25.63	20.38	18.37
AB 2003 Target	17.00			23.00			25.00			27.00		
AB 18/19 Avg	20.40			22.80			23.50			23.50		
Board Directed	19.45	19.45	19.45	27.95	27.95	25.95	29.95	29.95	27.95	29.95	29.95	26.30
Overall Average	20.23	18.44	20.28	23.85	24.10	23.32	23.66	24.95	24.05	25.53	22.74	23.23
Difference with Board	-0.78	1.02	-0.83	4.10	3.85	2.63	6.29	5.00	3.90	4.42	7.21	3.07
Difference with 2003 Target	-3.23	-1.44	-3.28	-0.85	-1.10	-0.32	1.34	0.05	0.95	1.47	4.26	3.77
Difference with 2018/19 Avg	0.17	1.97	0.12	-1.05	-1.30	-0.52	-0.16	-1.45	0.55	-2.03	0.76	0.27

Note: Many schools have received additional teaching staff since September. For example Sturgeon Composite had 4 teaching staff added to their allocation after this data was collected. This had a major impact on class sizes. For example, on this sheet, SCHS has 3 Science 10 classes; 34, 35, 32. Now they have multiple classes; 17, 19, 20, 16, 16, 13. All well below the core target of 27, or board recommended 29.95.



B O A R D
MEMORANDUM

Date: March 23, 2022
To: Board of Trustees
From: Shawna Walter, Acting Superintendent
Originator(s): Karen Meurer, Communications Advisor
Subject: Communications Report

Purpose:

For information.

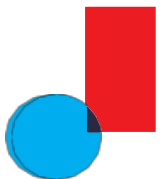
Background:

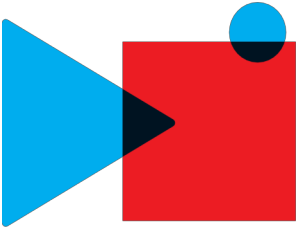
The Communications Report for the month of March 2022 is included for Trustee information.

Administration is prepared to respond to questions at the March 23, 2022, Public Board meeting.

Sincerely,

Shawna Walter, M.Ed
Acting Superintendent

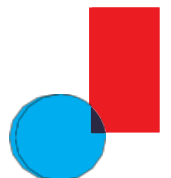


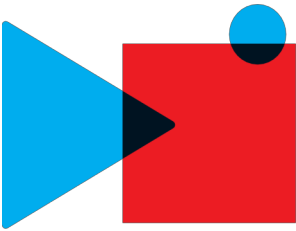


Communications Report

Communications in March has been focused on:

- Rolling out the planned marketing campaign for 2022-23 registration. Started with the internal school's registration blitz and will move into the full public registration campaign on March 24th. Content will start with Summer School and then move into highlighting each school and its unique programs within (ie: LT/Lilian Schick – LOGOS);
- Continuing to tell SPS stories and achievements through Division and school websites and social media;
- Continuing to build great relationships with media on an ongoing basis, following up with interview requests and pitching stories. Most notable for March was the media follow-up by FortSaskOnline/MIX 107.9 FM on the announcement of the new Superintendent, officially starting September 1, 2022. Ms. Walter was featured in an online article and chosen as the Morning Show *Person of the Day*. It was a great good news story for the Division which resonated with the community at large;
- Updated and revised the LOGOS brochure and website information for planned promotion of the program;
- In production: shooting footage of student testimonials and interview of Principal Christy Filgate to produce a promotional video for SPVA, Parent Directed Home Education, and Shared Responsibility programming;
- Supporting Principals with social media platforms and promoting unique programming in their schools;
- Continuing to book in “stock photo” shoots with schools to continue to build up our SPS Stock Photo Library, to be used in marketing materials, on websites, and in social media;
- Continuing to update the SPS Curriculum Facts website page with the latest announcement and information from the Government;
- Planning for the Camilla School Grand Opening Ceremony April 8, 2022;
- Planning for the inaugural Sturgeon Composite High School *Sturgeon Strides Walk-A-Thon* charity event happening May 19, 2022; and
- Planning for the Sturgeon Public Schools' Staff Recognition on May 20, 2022.





BOARD
MEMORANDUM

Date: March 23, 2022

To: Board of Trustees

From: Shawna Walter, Acting Superintendent

Originator(s): Liliana LeVesconte, Associate Superintendent, Corporate Services

Subject: Monthly Financial Report – February 2022

Purpose:

For information.

Background:

The Board Financial Report for the month ending February 28, 2022, is included for your information.

The Year-to-Date Division's actual financial results are tracking close to budget in both the revenues and expenses sides, with the exception of K to 12 Instruction, primarily due to provincially-directed unbudgeted adjustments. This is being proposed for mitigation in a separate recommendation at the March 23, 2022, Public Board meeting.

When compared to the budget, the actual expenses by program:

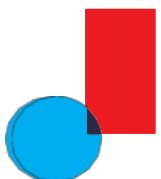
- K- 12 Revenue is higher than budgeted mainly due to the Targeted Funding (\$233k) announced after the budgeting cycle, COVID Mitigation/Hold Harmless funding (\$870k) adjustment announced in August 2021, and fees collected at the beginning of the school year rather than every month.
- Operations and Maintenance overspent by \$152k mainly due to the costs related to the Modular Project at École Morinville Public (\$378k).
- Student Transportation is overspent by \$310k mainly due to the one-time payment to the Bus Contractors and greater than budgeted ridership, which resulted in additional incurred distance costs to the Division. Also, the funding from the government is spread over 12 months, while expenses are incurred in the first 10 months of the school year.
- External services are tracking below budget by \$35k, mainly due to a reduction in secondments.

Administration is prepared to respond to questions at the March 23, 2022, Public Board meeting.

Sincerely,

Shawna Walter, M.Ed
Acting Superintendent

Attachment



The Sturgeon School Division
2021-2022 School Year

As At February 28, 2022
Targeted Percent 50%

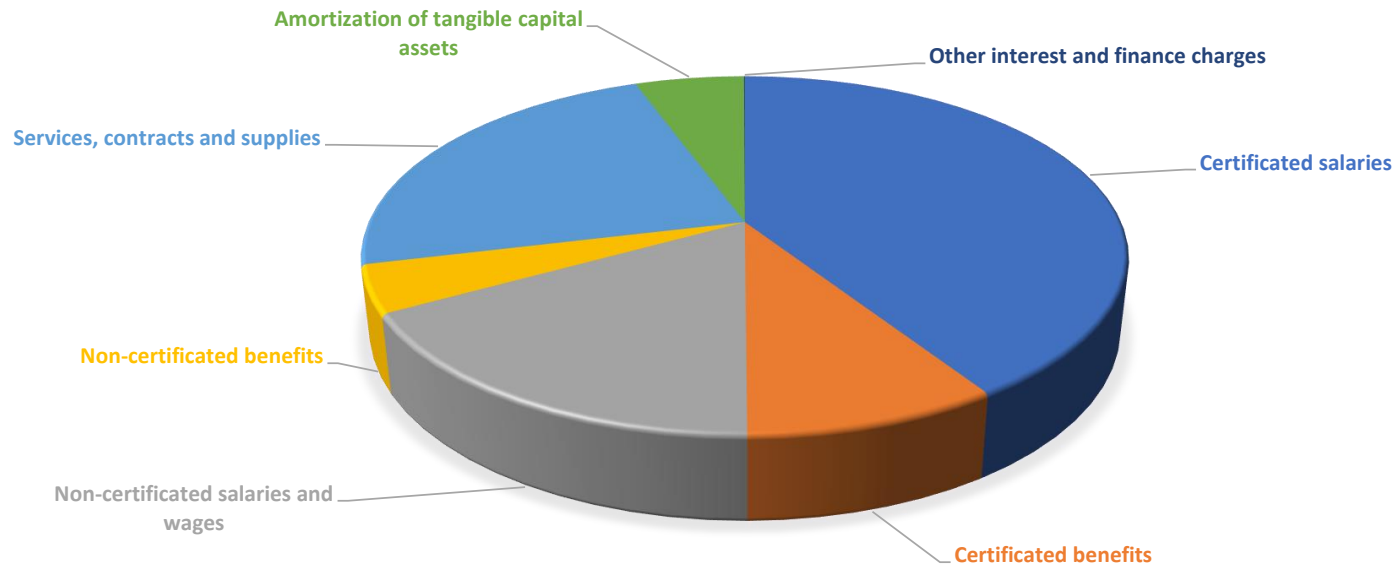
REVENUES	Instruction		Operations & Maintenance	Transportation	System Administration	External Services	TOTAL
	Pre Kindergarten	Kindergarten to Grade 12					
Alberta Education	\$ 2,114,520	\$ 25,141,375	\$ 2,770,497	\$ 2,230,569	\$ 1,344,647	\$ 230,412	\$ 33,832,019
Alberta Infrastructure & Amortization			\$ 1,950,366				\$ 1,950,366
Other - Government of Alberta		\$ 609,964					\$ 609,964
Federal Government and First Nations		\$ 268,734					\$ 268,734
Fees	\$ 35,385	\$ 569,447		\$ 529,816		\$ 1,565	\$ 1,136,213
Sales of services and products		\$ 80,214		\$ 7,615	\$ 586	\$ 53,767	\$ 142,182
Investment income			\$ 6,270		\$ 56,425		\$ 62,695
Gifts and donations		\$ 59,058					\$ 59,058
Rental of facilities		\$ -				\$ 26,509	\$ 26,509
Fundraising		\$ 68,373					\$ 68,373
Other		\$ 10,695					\$ 10,695
TOTAL REVENUES	\$ 2,149,905	\$ 26,807,860	\$ 4,727,133	\$ 2,768,000	\$ 1,401,658	\$ 312,253	\$ 38,166,807
Approved Budget Revenues	\$ 4,363,674	\$ 51,447,004	\$ 9,035,748	\$ 5,031,137	\$ 2,770,896	\$ 646,149	\$ 73,294,608
Percent Collected of Budget Received	49.27%	52.11%	52.32%	55.02%	50.59%	48.33%	52.07%

EXPENSES

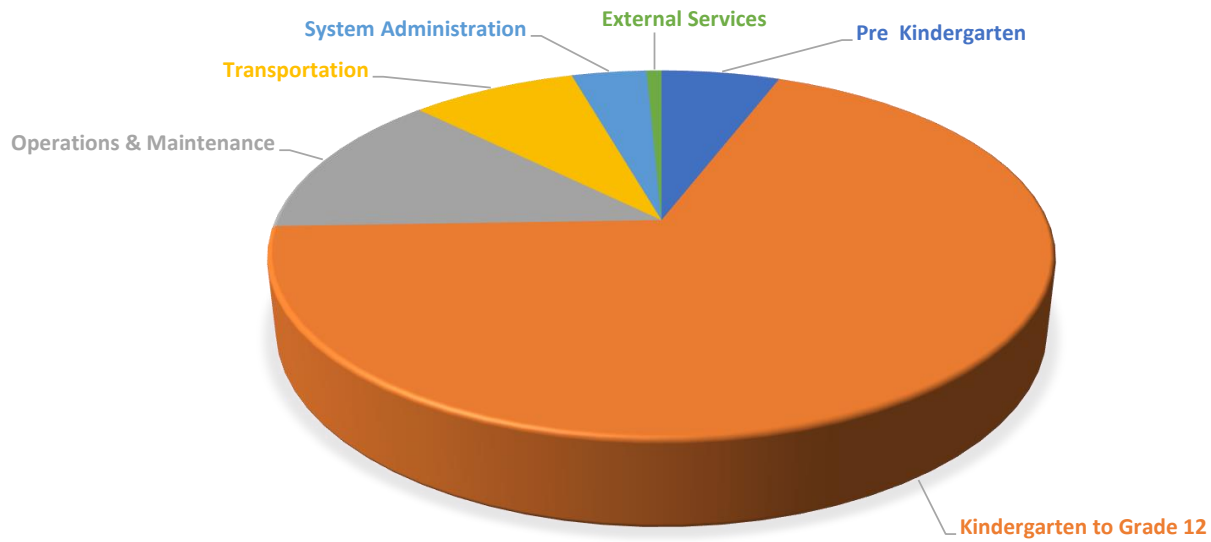
Certificated salaries	\$ 650,025	\$ 14,317,579			\$ 186,399	\$ 235,090	\$ 15,389,092
Certificated benefits	\$ 84,268	\$ 3,305,416			\$ 17,654	\$ 23,343	\$ 3,430,680
Non-certificated salaries and wages	\$ 1,117,842	\$ 3,711,553	\$ 882,052	\$ 72,149	\$ 633,991	\$ 10,565	\$ 6,428,152
Non-certificated benefits	\$ 277,135	\$ 921,039	\$ 255,525	\$ 16,781	\$ 136,398	\$ 2,730	\$ 1,609,609
Services, contracts and supplies	\$ 69,108	\$ 3,565,242	\$ 1,718,753	\$ 2,987,527	\$ 401,774	\$ 5,665	\$ 8,748,068
Amortization of tangible capital assets		\$ 41,003	\$ 2,022,541	\$ 1,100	\$ 15,588		\$ 2,080,233
Other interest and finance charges		\$ 15,646			\$ 321		\$ 15,967
TOTAL EXPENSES	\$ 2,198,376	\$ 25,877,478	\$ 4,878,872	\$ 3,077,556	\$ 1,392,125	\$ 277,393	\$ 37,701,801
Approved Budget Expenses	\$ 4,363,674	\$ 51,177,400	\$ 9,035,748	\$ 5,031,137	\$ 2,770,898	\$ 613,574	\$ 72,992,431
Percent Spent of Budget	50.38%	50.56%	54.00%	61.17%	50.24%	45.21%	51.65%

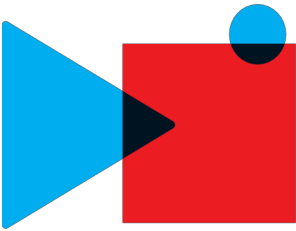
OPERATING SURPLUS (DEFICIT)	\$ (48,472)	\$ 930,382	\$ (151,739)	\$ (309,557)	\$ 9,533	\$ 34,859	\$ 465,006
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ACTUAL EXPENSES BY OBJECT



ACTUAL EXPENSES BY PROGRAM





BOARD
MEMORANDUM

Date: March 23, 2022
To: Board of Trustees
From: Shawna Walter, Acting Superintendent
Originator(s): Liliana LeVesconte, Associate Superintendent, Corporate Services
Steve Schick, Director, Technology Services
Subject: Monthly IT Report – February 2022

Purpose:

For information.

Background:

Find attached a written IT Report for February 2022.

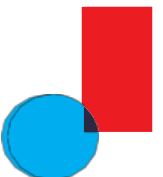
The Chromebook evergreening is now complete for all schools. This month, we experienced a six-hour downtime due to a Cybera software failure. Cybera provides our firewall/security systems, and when not available, we lose connectivity outside of our firewalls.

Administration is prepared to respond to questions at the March 23, 2022, Public Board Meeting.

Sincerely,

Shawna Walter, M.Ed
Acting Superintendent

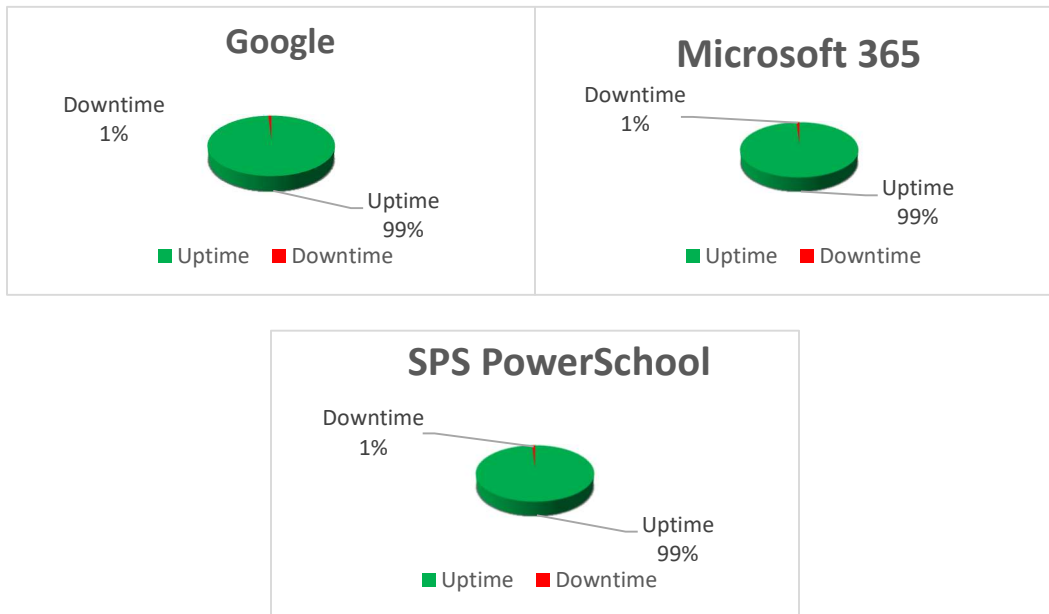
Attachment



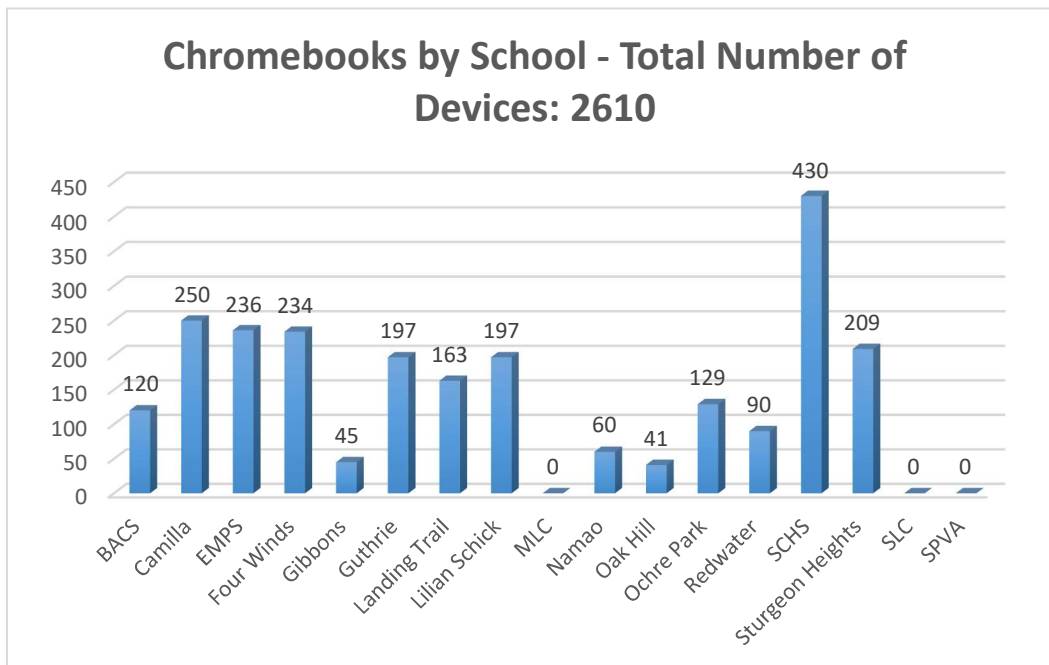
Monthly Technology Services Report

February 1 to February 28, 2022

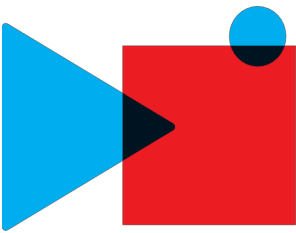
Connectivity Checks



Chromebook Information



Chromebook details: Evergreening project has concluded for this device type
 Outage Details: An outage at the Cybera datacenter resulted in six hours of downtime



BOARD MEMORANDUM

Date: March 23, 2022
To: Board of Trustees
From: Stacey Buga, Advocacy Committee Chair
Subject: Advocacy Committee

Purpose:

For information.

Background:

The Advocacy Committee makes recommendations to the Board regarding the advocacy priorities and strategies to be undertaken by the Board of Trustees. The Committee recommends and reviews policies related to advocacy. The Committee is to undertake ad hoc Committee work relative to the Alberta School Boards Association (ASBA) and the Public School Boards' Association of Alberta (PSBAA).

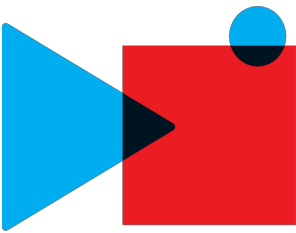
Report Summary:

The Advocacy Committee held a meeting on March 14, 2022. The following is a summary of the meeting:

- A Student Advisory Committee meeting is scheduled for April 28, 2022
 - Student Advisory Chair feedback/recommendations discussed
- As part of the Engagement Plan:
 - Alexander First Nation (AFN)
 - The Board Chair met with Chief Arcand, Alexander First Nation (AFN)/Treaty 6, in February.
 - The Superintendent and Deputy Superintendent met with the Director of Education (AFN) and the Assistant Director of Education (AFN) on March 2, 2022.
 - A subcommittee will be created
 - School-based team meetings schedule to be drafted
 - The Board Chair met with MLA Shayne Getson Lac Ste. Anne-Parkland February 2022.
 - Board introduction letters are being drafted by administration and will be sent to the Town of Legal, the Town of Bon Accord, the Edmonton Garrison Military Family Resource Centre (MFRC), Greater St. Albert Catholic School Division (GSACRD) Board of Trustees, and St. Albert Public Schools Board of Trustees.
 - Fall 2022, Board introduction letters will be sent to the Town of Morinville and the Town of Redwater.
- Community Participation Opportunities were discussed.
- Administration is drafting a letter on behalf of the Board of Trustees to go to Alberta Education addressing the increase in Transportation costs.

The Advocacy Committee Chair is prepared to respond to questions at the March 23, 2022, Public Board meeting.





BOARD MEMORANDUM

Date: March 23, 2022
To: Board of Trustees
From: Cindy Briggs, Building and Maintenance Committee Chair
Subject: Building and Maintenance Committee

Purpose:

For information.

Background:

The Building and Maintenance Committee makes recommendations to the Board regarding the Board's real property, as well as the Division's Capital Plan and Modular requests. The Committee recommends and reviews policies related to buildings. The Committee also reviews tenders, Division managed major projects, and architectural designs for new buildings, and subsequently make recommendations to the Board.

Report Summary:

This summary is from the Building and Maintenance Committee Meeting held on March 1, 2022.

There were 2 items under New Business that were discussed:

~ **Draft Town of Morinville Joint Use Agreement**

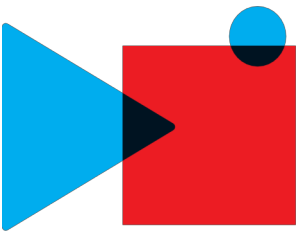
Walked through the changes that took place. There are a few items that require clarification with the Town of Morinville. A meeting is needed between Sturgeon Public Schools, GSACRD and the Town of Morinville before moving forward.

~ **Review of the RQB Ag Society Joint Use Agreement**

Tabled for future discussion.

The Building and Transportation Committee Chair is prepared to respond to questions at the March 23, 2022, Public Board meeting.





BOARD MEMORANDUM

Date: March 23, 2022
To: Board of Trustees
From: Tasha Oatway-McLay, Finance and Human Resources Committee Chair
Subject: Finance and Human Resources Committee

Purpose:

For information.

Background:

The Finance and Human Resources Committee makes recommendations to the Board regarding the budget priorities and strategies to be undertaken by the Board of Trustees, as well the Superintendent evaluation and compensation, and the review of the annual financial statements. The Committee recommends and reviews policies related to financial and human resources matters.

Report Summary:

This summary is from the Finance and Human Resources Committee Meeting held on March 2, 2022.

There were 9 items under New Business that were discussed:

~ **People Services Name Change to Human Resources**

Accepted as proposed

~ **Funding Profile Announcement for 2022-2023**

Minister's Slide Deck reviewed and discussed. The Division is waiting for the Funding Profile & Manual Release on March 31, 2022

~ **Funding Comparison 2021-2022 vs 2022-2023**

Reviewed the funding projections based on WMA projections

~ **Resource Planning Tool (RPT) (old RAC) Overview**

Reviewed the new RPT

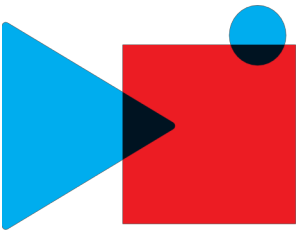
~ **Audit Committee Discussion**

Tabled for next meeting

~ **Schedule of Budget Meetings**

Meetings will be at the March – April – May Committee of the Whole plus 1 additional meeting in April, if needed

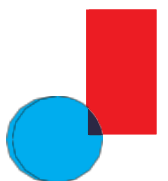


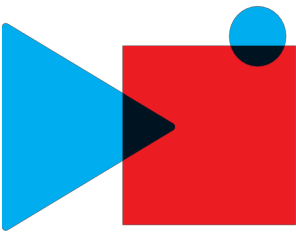


BOARD MEMORANDUM

- ~ **Trustee Technology**
Discussions on needs took place. Further discussions were tabled.
- ~ **Financial Transparency to our Stakeholders (Brought forward as an item from November 24, 2021, Committee of the Whole)**
Resolved through new Monthly Financial Reporting
- ~ **2023/2024 Draft Calendar**
Was shared at the March Committee of the Whole Meeting – reviewed as proposed.

The Finance and Human Resources Committee Chair is prepared to respond to questions at the March 23, 2022, Public Board meeting.





B O A R D
MEMORANDUM

Date: March 23, 2022
To: Board of Trustees
From: Irene Gibbons, Transportation Committee Chair
Subject: Joint Transportation Committee

Purpose:

For information.

Background:

The Transportation Committee makes recommendations to the Board regarding matters related to student transportation. The Committee recommends and reviews policies related to student transportation matters. The Committee also liaises with the bus contractors on governance issues.

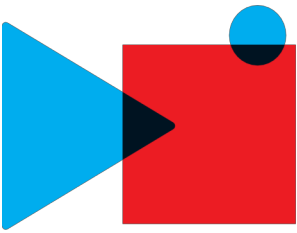
Report Summary:

This summary is from the Joint Transportation Committee Meeting held on March 9, 2022.

There were 7 items under New Business that were discussed:

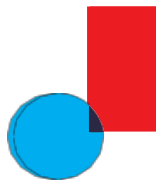
- ~ **Review of the Draft Amended Student Transportation Agreement**
Walked through proposed changes. Additional discussion to take place at the March Board Meeting in context to budget.
- ~ **Student Misconduct Procedure**
Reviewed the proposed process and the process was approved.
- ~ **Proposed RFP Evaluation Survey**
Survey to be sent out by the Transportation Manager.
- ~ **Discontinuance of Enhanced COVID Cleaning Supplement**
To be reviewed by the Board at the Public Board Meeting.
- ~ **2022-2023 Distance Rate**
The rate was presented.
- ~ **PD Days for Bus Drivers and Annual Meetings**
Item was discussed.
- ~ **Shuttle Bus Rate @ 275**
To be reviewed by the Board in context to budget.

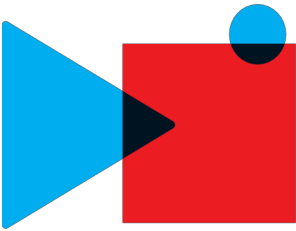




B O A R D
MEMORANDUM

The Transportation Committee Chair is prepared to respond to questions at the March 23, 2022, Public Board meeting.





B O A R D
MEMORANDUM

Date: March 23, 2022
To: Board of Trustees
From: Shawna Walter, Acting Superintendent
Originator(s): Lisa Lacroix, Associate Superintendent, Human Resources
Subject: 2023/2024 School Calendar

Purpose:

For approval. Motion required.

Motion:

- a) That the Board of Trustees approve in principle the Draft version of the 2023/2024 School Calendar as presented at the March 23, 2022, Public Board meeting.

Background:

Attached is the Draft 2023/2024 Calendar Package. Administration recommends that the Draft 2023/2024 Calendar be considered for approval in principle.

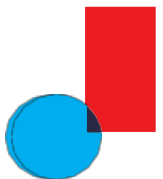
Once the 2023/2024 Calendar is approved in principle, the package will be sent to Administrative Council, Teacher Board Advisory Committee, School Staff and School Councils for feedback. Feedback received will be brought back to the Board of Trustees for consideration at the October 2022 Committee of the Whole meeting.

Administration is prepared to respond to questions at the March 23, 2022, Public Board meeting.

Sincerely,

Shawna Walter, M.Ed
Acting Superintendent

Attachment



2023-2024

DRAFT VERSION
March 23, 2022

AUGUST 2023

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

SEPTEMBER 2023

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

OCTOBER 2023

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

NOVEMBER 2023

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

DECEMBER 2023

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

JANUARY 2024

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

FEBRUARY 2024

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		

MARCH 2024

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 2024

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

MAY 2024

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 2024

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						

JULY 2024

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

School Offices Open - NO CLASSES

Division/School PD/Collaboration; Staff Meeting	August 21 - 25
Division/School PD/Collaboration; Staff Meeting	August 28
Division/School PD/Collaboration; Staff Meeting	August 29
Operational Non-Instructional (K-12) - No Classes	August 30
Classes Begin	August 31
Labour Day - No Classes	September 4
Thanksgiving Day - No Classes	October 9
Division/School PD/Collaboration; Staff Meeting	October 10
Fall Break	November 4 - 9
In Lieu of Parent/Teacher Interviews - No Classes	November 10
Classes Resume	November 13
Division/School PD/Collaboration; Staff Meeting	December 4
Christmas Break	Dec. 23 - Jan 7
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
Family Day - No Classes	February 19
Division/School PD/Collaboration; Staff Meeting	March 11
In Lieu of Parent/Teacher Interviews - No Classes	March 22
Spring Break	March 23 - 28
Good Friday - No Classes	March 29
Easter Monday - No Classes	April 1
Classes Resume	April 2
Division/School PD/Collaboration; Staff Meeting	April 29
Division/School PD/Collaboration; Staff Meeting	May 17
Victoria Day - No Classes	May 20
Division/School PD/Collaboration; Staff Meeting	June 3
Last Day of Classes	June 27
Operational Non-Instructional (K-12) - No Classes	June 28
Summer Vacation Begins	June 29



Frank Robinson Education Centre
9820-104 Street
Morinville, AB T8R 1L8
Phone: (780) 939-4341
Fax: (780) 939-5520

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

	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	1.0	1.0	4.0	4.0
SEPTEMBER	0.0	0.0	20.0	20.0	20.0	20.0
OCTOBER	1.0	1.0	20.0	20.0	21.0	21.0
NOVEMBER	1.0	1.0	17.0	17.0	18.0	18.0
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	7.0	7.0	90.0	90.0	97.0	97.0
FEBRUARY	2.0	2.0	18.0	18.0	20.0	20.0
MARCH	2.0	2.0	14.0	14.0	16.0	16.0
APRIL	1.0	1.0	20.0	20.0	21.0	21.0
MAY	1.0	1.0	21.0	21.0	22.0	22.0
JUNE	2.0	2.0	18.0	18.0	20.0	20.0
TOTAL - SEMESTER II	8.0	8.0	91.0	91.0	99.0	99.0
OPERATIONAL YEAR TOTAL	15.0	15.0	181.0	181.0	196.0	196.0

References:

Policy: 205 Operational School Year
 Admin AP235 – Operational School Year and Calendar
 Procedure: School Operational Year Calendar 2023-2024
 School Operational Year Calendar Day Count 2023-2024
 Education Act Section 60

School Year 2023-2024

(All dates are inclusive unless otherwise specified)

AUGUST

Monday	21	School Offices Open
Monday	28	Division/School PD/Collaboration; Staff Meeting – No Classes
Tuesday	29	Division/School PD/Collaboration; Staff Meeting – No Classes
Wednesday	30	Operational Non-Instructional Day – No Classes
Thursday	31	All Classes (full day)

SEPTEMBER

Monday	4	LABOUR DAY - No Classes
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OCTOBER

Monday	9	THANKSGIVING DAY - No Classes
Tuesday	10	Division/School PD/Collaboration; Staff Meeting – No Classes

NOVEMBER

Saturday	4	Fall Break Begins
Thursday	10	Non-Instructional Day In Lieu of Parent-Teacher Interviews - No Classes
Monday	13	Classes Resume

DECEMBER

Monday	4	Division/School PD/Collaboration; Staff Meeting – No Classes
Saturday	23	Christmas Break Begins

JANUARY

Monday	8	Classes Resume
Wednesday	31	Division/School PD/Collaboration; Staff Meeting – No Classes

References: Policy: *205 Operational School Year*
 Admin Procedure: *AP235 – Operational School Year and Calendar*
School Operational Year Calendar 2023-2024
School Operational Year Calendar Day Count 2023-2024
 Education Act Section 60

FEBRUARY

Tuesday	1	First Day of Classes - Semester Two
Thursday	8	Teachers' Convention - No Classes
Friday	9	Teachers' Convention - No Classes
Monday	19	FAMILY DAY - No Classes

MARCH

Monday	11	Division/School PD/Collaboration; Staff Meeting – No Classes
Friday	22	Non-Instructional Day In Lieu of Parent-Teacher Interviews – No Classes
Saturday	23	Spring Break Begins
Friday	29	GOOD FRIDAY – No Classes

APRIL

Monday	1	EASTER MONDAY – No Classes
Tuesday	2	Classes Resume
Monday	29	Division/School PD/Collaboration; Staff Meeting – No Classes

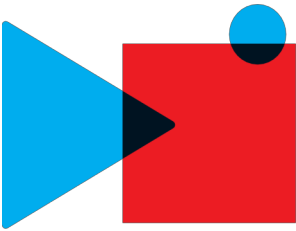
MAY

Friday	17	Division/School PD/Collaboration; Staff meeting – No Classes
Monday	20	VICTORIA DAY - No Classes

JUNE

Monday	3	Division/School PD/Collaboration; Staff Meeting – No Classes
Thursday	27	Last Day of Classes
Friday	28	Operational Non-Instructional Day – No Classes
Saturday	29	Summer Break Begins

References: Policy: *205 Operational School Year*
Admin Procedure: *AP235 – Operational School Year and Calendar*
School Operational Year Calendar 2023-2024
School Operational Year Calendar Day Count 2023-2024
Education Act Section 60



B O A R D
MEMORANDUM

Date: March 23, 2022
To: Board of Trustees
From: Shawna Walter, Acting Superintendent
Originator(s): Liliana LeVesconte, Associate Superintendent, Corporate Services
Subject: Hold Harmless COVID Mitigation Allocation Proposal

Purpose:

For approval. Motion required.

Motion:

a) That the Board of Trustees approve the *Hold Harmless COVID Mitigation Allocation Proposal* as presented at the March 23, 2022, Public Board meeting.

Or

b) Defer the proposal to a future date.

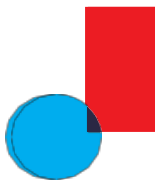
Background:

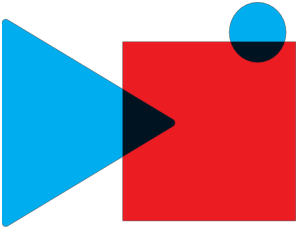
According to Policy 225, Section 2.9.3, the Board is required to approve substantive budget adjustments when necessary.

August 2021, the Province requested that the 2020-21 Funding Adjustment be reported under the 2020-2021 fiscal year, as opposed to in-and-out in the same year. That reduced the surplus reported in 2020-2021 but created an unbudgeted surplus in 2021-2022.

Below is a list of potential non-capital initiatives to be funded through this surplus. Administration believes that these initiatives can be delivered before Aug 31, 2022.

PROJECT	COST ESTIMATE
SCHOOL VENTILATION	\$450,000
WATERMAIN BREAK ALARMS TO PREVENT FLOODS	\$80,000
RELOCATIONS OF ECOLE MORINVILLE PUBLIC MODULARS	\$678,200
SIGNS FOR SCHOOLS	\$17,600
ATRIEVE TIME ENTRY UPGRADE	\$28,500
BMS TEMPERATURE ALARMS IN MODULARS	\$80,000
GIBBONS SCHOOL OFFICE, FOYER AND GYM PAINTING	\$30,000
UNBUDGETED SNOW REMOVAL COSTS	\$25,000
CENTRAL OFFICE SPACE ADJUSTMENTS	\$30,000
BON ACCORD EXTERIOR PAINTING AND MAINTENANCE	\$60,000
STURGEON COMPOSITE HIGH SCHOOL FLOOD CLAIM DEDUCTABLE	\$50,000
TOTAL FUNDING ALLOCATION	\$1,529,300



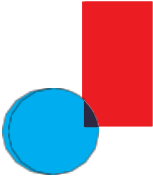


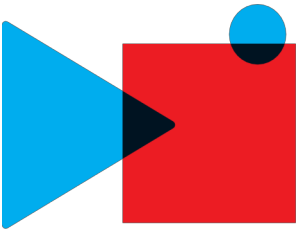
B O A R D
MEMORANDUM

Administration is prepared to respond to questions at the March 23, 2022, Public Board meeting.

Sincerely,

Shawna Walter, M.Ed
Acting Superintendent





BOARD
MEMORANDUM

Date: March 23, 2022
To: Board of Trustees
From: Shawna Walter, Acting Superintendent
Originator(s): Liliana LeVesconte, Associate Superintendent, Corporate Services
Subject: Three Year Capital Plan

Purpose:

For approval. Motion required for submission to Alberta Education on April 1, 2022.

Motion:

- a) That the Board of Trustees approve the Three Year Capital Plan 2023-2024 as presented at the March 23, 2022, Public Board meeting.

Background:

The Division has to prepare and update its Three Year Capital Plan and submit it to Alberta Education on or prior to April 1 of each year. The Capital Plan is intended for review and approval by the Government and subsequently, fund the approved projects. The Government announces its approvals on an annual basis, and we anticipate receiving a response to this enclosed Three Year Capital Plan around March 2023.

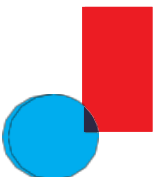
The Division is required to prepare all the planning and design of the projects in collaboration with members of the community and other stakeholders.

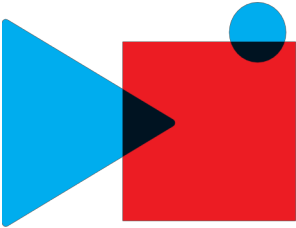
Upon Board approval and consequent submission to the Government, the Division will begin engagement activities.

Report Summary:

NEW CONSTRUCTION, MODERNIZATION, PRESERVATION AND STUDIES

SCHOOL	2022-2023		2023-2024		2024-2025	
		Priority		Priority		Priority
Gibbons School	Solution	1				
École Morinville Public	Solution	2				
Sturgeon Heights School	Modernization	3				
Redwater School			Replacement	1		
Landing Trail School			Modernization	2		
Bon Accord School					Replacement	2



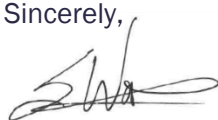


B O A R D
MEMORANDUM

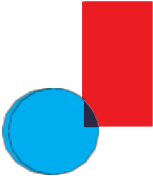
PORTABLE ADDITIONS, REPLACEMENTS AND RELOCATIONS

		2022-2023	2023-2024	2024-2025
		Priority	Priority	Priority
Namao School	Addition of 2 Modulars	1		
Redwater School	Demolish 2 Modulars	2		
Landing Trail School	Demolish and Replace 2 Modulars	3		

Administration is prepared to respond to questions at the March 23, 2022, Public Board meeting.

Sincerely,

Shawna Walter, M.Ed
Acting Superintendent

Attachment





Three Year Capital Plan Report

Sturgeon Public Schools Three Year Capital Plan Report

Table of Contents

1. OVERVIEW
2. CAPITAL REQUESTS - SCHOOL SUMMARIES / EVALUATIONS
3. PRIORITY #1 – GIBBONS SCHOOL SOLUTION – GIBBONS, AB
PRIORITY #2 – ÉCOLE MORINVILLE PUBLIC SCHOOL SOLUTION – MORINVILLE, AB
PRIORITY #3 – STURGEON HEIGHTS SCHOOL MODERNIZATION – ST. ALBERT, AB

1. Overview

Between July 2019 and March 2020, Sturgeon Public School Division engaged START Architecture (formerly ONPA Architects) to undertake a Facility Plan to examine the conditions which influence the use of the existing facilities in the Division where issues related to student population growth and educational program needs were concerned.

The components of the study which form its key elements consisted of the following:

1. **Facility Evaluations:** These were carried out in order to make assessments of existing space utilization and to provide recommendations where program needs are concerned.
2. **Capital Plan:** A proposal for submission to Alberta Education for funding has been prepared as part of the study. This will reflect the major recommendations of the study.
3. **School Input:** Site visits were conducted at each of the school facilities and information received has been incorporated into the plan.
4. **Model for the Future:** The study has embodied a series of processes which will be of value in future years where decisions related to space utilization are concerned. These include:
 - Capital Plan submissions
 - Enrolment statistics
 - Space data recording for facilities management
 - Community input

In a time of limited resources, there is an increasing expectation on School Boards across the Province to assess facility needs in considerable detail as well as review all possible alternatives for delivering education programs and accommodating students. These options are many and varied.

The main objective of the study performed by START Architecture was to assist Sturgeon Public School Division in making determinations for the future by addressing the issue of student population as it relates to spaces, programs and enrolments.

**PROPOSED 3 YEAR CAPITAL PLAN: STURGEON PUBLIC SCHOOLS PROJECTS
IDENTIFIED FOR CAPITAL FUNDING FOR NEW CONSTRUCTION,
MODERNIZATION, PRESERVATION AND STUDIES**

NEW CONSTRUCTION, MODERNIZATION, PRESERVATION AND STUDIES

SCHOOL	2022-2023	2022-2023 Priority	2023-2024	2023-2024 Priority	2024-2025	2024-2025 Priority
Gibbons School	Solution	1				
École Morinville Public School	Solution	2				
Sturgeon Heights School	Modernization	3				
Redwater School			Replacement	1		
Landing Trail School			Modernization	2		
Bon Accord School					Replacement	2

**PROPOSED 3 YEAR CAPITAL PLAN: STURGEON PUBLIC SCHOOLS
PROJECTS IDENTIFIED FOR CAPITAL FUNDING FOR PORTABLE ADDITIONS,
REPLACEMENTS AND RELOCATIONS**

PORTABLE ADDITIONS, REPLACEMENTS AND RELOCATIONS

SCHOOL	2022-2023	2022-2023 Priority	2023-2024	2023-2024 Priority	2024-2025	2024-2025 Priority
Namao School	Addition of 2 Modulars	1				
Redwater School	Demolish 2 Modulars	2				
Landing Trail School	Demolish and Replace 2 Modulars	3				

2. Capital Requests - School Summaries / Evaluations

Priority #1 – Gibbons School Solution, Gibbons, AB

Originally built in 1951, the school went through a few additions and demolitions, with the newest addition completed in 1994. The school is a large building that lacks adequate functional design. It suffers from a lack of natural light and natural ventilation in several teaching spaces and has many deficiencies in the code requirements, including health and safety issues related to hazardous materials. The electrical systems are past life expectancy which increases the risk exposure to our students and staff. Gibbons School provides education for grades 5 to 9, alongside Landing Trail School, grades Pre-kindergarten to 4, in a growing community that is expected to see increases in enrolment.

Approximate Cost: \$20,000,000 (Planning and Design required)

Priority #2 – École Morinville Public School Solution, Morinville, AB

With continued growth and large enrolments and utilization rates in recent years, the school required a significant number of portables and modular classrooms to be added to the site. The result is a very large, spread out, and poorly functioning school within an increasingly tight site. Although the opening of Four Winds Public School resulted in the transfer of students in grades 5-9, the student population at Morinville Public School continues to grow. A major reconfiguration or replacement of the school and site is required.

Approximate Cost: \$20,000,000 (Planning and Design Required)

Priority #3 – Sturgeon Heights School Modernization, St. Albert, AB

The school was built in 1971, with a circular design in mind, and has six Modulares attached, with the newest one added in 2017. The school's functional design does not meet requirements in a few areas, such as security, gymnasium, science classrooms, ancillary space, and non-instructional space. The main health and safety concerns stem from hazardous material and the mechanical and electrical system past their design life.

Approximate Cost: \$7,500,000 (Planning and Design Required)

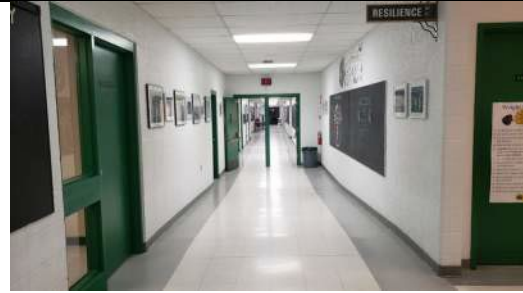
STURGEON PUBLIC SCHOOLS
PRIORITY #1 – GIBBONS SCHOOL
 4908 51 Avenue, Gibbons AB, T0A 1N0



Year Built:	1951 - Original Building (Demolished)
Additions:	1954 - Addition (Demolished) 1958 - Addition 1966 - Addition 1974 - Addition 1993 - Addition (2 Portables) 1994 - Addition
Key Driver:	Health & Safety Program
Grades Served:	5-9
Permanent Classrooms:	15
Portable Classrooms:	2
Gross Area:	4812.10 m ²
Capacity:	451
Enrolment:	274
Utilization:	61%
Instructional Program:	Basic academics plus computers, art, music, French, foods, CTS, fashion, construction, and sports programs.
Building Deferred Maintenance: (VFA 2022)	\$3,500,00
Building FCI: (2022)	27.58% (Fair)
Parking Requirements:	29 Required, 38 Currently Available



There is confusion about which is the main entrance. Visual cues could be improved such as differentiating the materials at the entrance, moving the school sign closer, and installing flag poles.



The interior corridor ramp does not meet current building code standards.



The dust collector in the industrial arts area may not be adequate and should be reviewed in relation to current code requirements.



Barrier-free access needs to be improved for all washrooms in terms of stall size, counter heights and clearances, and urinals.



While the interior areas are large, the configuration of the school means that a number of these spaces do not have natural lighting or ventilation.



Entrances require upgrades to meet accessibility and building code guidelines.



Supervision of the main entrance from the office is an issue. This is the view upon entering the school.



Acoustic baffles are required in the gym to reduce reverberation.

SUMMARY STATEMENT

The School Division is looking for a Solution for Gibbons School that involves several factors related to the impacted schools, the condition of the impacted schools, and the site development that align with the Town's plans. A large building, it suffers from a number of additions and renovations over the years that results in a spread out building with security issues and a lack of natural light and natural ventilation in a number of teaching spaces, and many code deficiencies.

OBSERVATIONS, COMMENTS, AND RECOMMENDATIONS

The school is 60 years old. There are major deficiencies and code requirements related to the age of the facility. There is a lack of barrier-free access to many parts of the school. A groundwater problem has also been identified. Program deficiencies exist specifically, the fact that there are two small gymnasiums as opposed to one large gymnasium. To accommodate junior-high programming the gym should meet Alberta Provincial guidelines. There are no multipurpose spaces to support current standards of learning, making the existing school a strong candidate for a small "right sized" replacement school. The modernization of this school is not cost, design and building efficient. Building a replacement school would:

- Improve safety or security of the students with increased compliance with health and safety issues of hazardous material eliminated (an environmental assessment was conducted on this building in 2021). **Bill 73 outlines that where areas are subject to increased risks of health and safety of Albertans compliance of health and safety and other applicable legislation should be considered.**
- It would have a positive economic impact on the development of the area and surrounding areas.
- Improve delivery of programs and services to the students of the area.
- It would enhance the resiliency of community as the gym facilities are also utilized by the community.
- It would engage the community with a gym design that attracts more physical activity and enhancement to the local communities.
- It would improve the social and environmental circumstances in the community and local conditions by removing the obstacles noted in the drivers below.

The main drivers for the replacement of this school are:

- The administration area is located a distance from the main entrance of the school and consequently, there is no view of anyone entering the school, creating security issues and concerns. The administration area needs to be relocated to the front of the school to ensure the safety of staff and students. **Bill 73 outlines that where areas are subject to increased risks of health and safety of Albertans compliance of health and safety and other applicable legislation should be considered.**
- The school was built in 1958 with additions in 1966, 1974 and 1994 and its aging conditions and components need to be addressed immediately.
- The deferred maintenance for the school is \$5.1 million with an FCI of 28%. The two potables have FCI of 18% and total deferred maintenance of \$101,900.
- The replacement of the original mechanical/ventilation systems, electrical system and building envelope which are well past their life expectancy, including hazmat abatement (according to the environmental assessment) and the sprinkler system of the building is required to address code. These systems need immediate attention and in the case of the electrical system, it poses a potential danger to staff and students. The gas lines which are corroding and prone to leaks are a safety concern.

- Approximately 80% of the roof requires replacement.
- There are groundwater issues in the small gymnasium and although a sump pump has been added to remediate, however, it remains a constant issue and has caused mold.
- The walls and flooring are in poor condition and require replacement. For example, in several areas of the school, the floors are cracking severely and there are base tile separating from the floor.
- The stucco is peeling off the exterior of the building and the deterioration is a result and an internal condensation issue. Based on the exterior drawings, it appears that the exterior walls are 8” concrete block filled with loose fill insulation, therefore, it is likely the insulation has settled, and condensation is forming in the cavity. Bursting of pipes during cold weather is likely also related to the insulation of the exterior walls. In order to provide additional insulation and address condensation issues, the exterior wall would need to be re-cladded on the exterior.
- The site configuration has the bus lane and parking lot in the same area which causes congestion and safety issues. This is compounded by the fact that the buses are split between the two parking lots which create further travel distance and cross-over of site circulation. The site is nearing capacity for parking. There is only one designated barrier-free parking stall that is used daily and this does not meet code.
- The sidewalks around the school are not barrier-free and are deteriorating. Barrier free access is required at the main and other entrances in which code compliance of 50% has not been met. There are large lips on the entrance’s doors, making it difficult for wheelchair access.
- There are no universal washrooms for students.
- Due to the additions over the years many alcoves exist around the exterior of the school and students have been known to hide in these alcoves.
- The interior ramp in the school does not meet the current code and reconfiguration is needed to bring it up to code.
- There is no natural light or natural ventilation in the CTF (Cafeteria Area). Windows are required to alleviate this problem.
- This school has two small gyms and is good for scheduling. The West gym does not have an associated change room which can cause issues for older students using this space as they must walk from the change room to the other side of the school to access the gym. This can be very intimidating for students who are shy and cause an emotional situation where physical activity is avoided.
- Due to the current configuration, students face long travel times between classes. This is difficult to address without a major configuration.
- The current configuration of the school is challenging for supervision due to the number of corridors. This is a common issue in older schools that have had multiple additions or renovations over the years. **Bill 73 quotes “the extent to which the project or program is expected to result in the improved delivery of programs and services”.**
- The current layout of the school makes it difficult to intercept conflict among students when it arises. Often issues have escalated by the time the staff gets to the area. Students have become aware of the blind area and even though areas have cameras, there are areas where supervision is difficult with the current school configuration. **Bill 73 states “whether the project or program is expected to decrease risks to the health and safety or security of Albertans or increase compliance with health and safety”**, we believe that this school fits the health and safety requirement needs of the children attending this school.

- There is low utilization for Gibbons School 5 to 9; currently, the school can hold 498. The 2022 enrollment data indicated that only 258 students attend this school. This leaves a deficit of 250 students. The utilization is projected to continually be in the decline as we move into the future.

Program Requirement

This school provides the only public education to students in Grades 5-9 in Gibbons. In comparison to the Alberta Education Guidelines, the school is approximately 168 m² larger than a 500 capacity, grades 5-9 school and has 16 regular, undersized classrooms, as opposed to the 12-regular classroom (80m²) in the guidelines. There is no ancillary or gathering space, besides the undersized Learning Commons. A school of this capacity should have 490 m² in CTS space and this school has none. Home Economics, Fashion and Woodworking are currently offered in a small, dated area.

Access to the CTF Foods area is through the gymnasium. The CTF area requires configuration so that the students can access the CTF Foods area from the corridor. The adjacency of the gym to the CTF foods also contributed to a noise transfer from the gym to the CTF Food area.

The existing spaces, which for the most part are dated classrooms, need to be reconfigured to provide multi-purpose space which needs to be flexible and adaptable, to allow for interactive learning. Installation of movable walls and gathering spaces are needed so students can work independently or in small groups. This concept is a necessity today to offer 21-century learning to the students. Having considered the spacing issues and the costing issues it would better serve the community to have a new school than to try and reconfigure a 60-year-old school which would defiantly have other unforeseen issues due to the age and the maintenance issues observed.

Site Readiness

Currently, Gibbons School site has plenty of land to build the new school. The remaining school can be left functioning during the new school construction. The new construction would be fenced off and construction could be initiated as soon as funds were available. The close proximity to the existing school will allow for the underground utilities to be extended to meet the new school requirements. The site would have previously been subjected to soils investigation with documentation detailed to the community governing bodies.

The transition for the students and community would be smooth and engaging as both entities would be meters away from the existing school; thus, having no concerns from the community regarding location.

The Town of Gibbons is also exploring opportunities to construct a joint use recreation facility that would determine the adjacent site that the Town is planning to offer for the school replacement.

Impacted School

Landing Trail School is located in Gibbons and houses Pre K-4, it was built in 1981 and has additions of portables in 1977 (4 portables), 1982 (additional 4 portables), 2013 (1 portable), 2014 (2 Portables). This school has an enrolment of 263 students in 2021 and in 2022 saw a decline to 248 students. The school has an existing capacity of 464 with the provincial guidelines at 450.

Eight of the 12 portables have been identified as poor condition from a study done by START architects in March 2020. The Deferred Maintenance of the school is \$5.3 million and FCI of 33%. The portables have a total of deferred maintenance of (excluding three no data in VFA) at \$442,300 and FCI from 13% to 0%.

It was recommended by START architects that the eight portables be used for storage, decanting or demolition as per the attached Floor Plan.

Distance of Gibbons Schools

Gibbons distance between K-4 and 5-9 is 2.2 km. See Google Map Attached. This would allow for busing to continue with only changes to the routes involved. The parents who drop off their kids would only experience a short drive and still be within the community.

Priority

Gibbons school is the number one priority in our capital plan submission for 2023/2024 and aligns with our submitted 10-year plan.

Landing Trails School is number 5 in our capital plan submission for 2023/2024 and aligns with our submitted 10-year plan.

RECAPP RECOMMENDATIONS 2016 - 2025 (Lifecycle Replacement)

1. Exterior:

- Replace metal siding on 1974 gymnasium
- Replace joint sealants around window and door openings
- Repaint steel canopies at the main and north entrance
- Repaint metal doors and frames
- Repaint block walls (1966, 1974 sections)
- Replace windows, 1974 section
- Replace entrance door (1966, 1974 section)
- Replace utility doors (1974 section)
- Replace membrane roofing, (1958, 1974, 1994 sections), built-up roofing (1966 section), replace SBS roofing over the music room
- Replace skylights

2. Interior:

- Replace folding panel partitions
- Replace toilet and shower partitions
- Replace lockers
- Replace resilient stairs
- Replace wall panelling in gymnasium
- Replace ceramic wall and floor tiles in washroom and showers (1966, 1974 sections)
- Replace gym wood floor (1958 gym)
- Replace parquet flooring in the shop
- Replace VCT and resilient flooring throughout
- Replace carpet
- Replace acoustic ceiling tiles
- Replace casework (1966, 1974 sections)

3. Mechanical:

- Replace stainless steel sinks
- Replace showers
- Replace drinking fountains
- Replace all washrooms fixtures (toilets, urinals sinks) (1966, 1974 sections)
- Replace building systems controls.
- Replace domestic water valves, backflow preventors (1966, 1974 sections)
- Replace domestic water recirculation pump (1966, 1974 sections)
- Replace domestic water heaters
- Replace chimney and combustion air (1966, 1974 sections)
- Replace furnaces (1974 section)
- Replace air handling units
- Replace hot water distribution system (1966, 1974 sections)
- Replace exhaust fans

- Replace heat exchangers (1994 section)
- Replace rooftop air conditioning unit (1994 section)
- Replace fan coil units (1974, 1994 section)
- Replace finned tube radiation (1966, 1974 sections)
- Replace pneumatic control components
- replace existing DDC control system

4. Electrical:

- Replace main electrical switchboard
- Replace branch circuit panelboards
- Replace combination magnetic starters (1974, 1994 sections)
- Replace emergency lighting battery packs
- Connect exit sign to battery packs
- Replace fire detection panel and field devices
- Replace intrusion alarm system
- Replace public address system

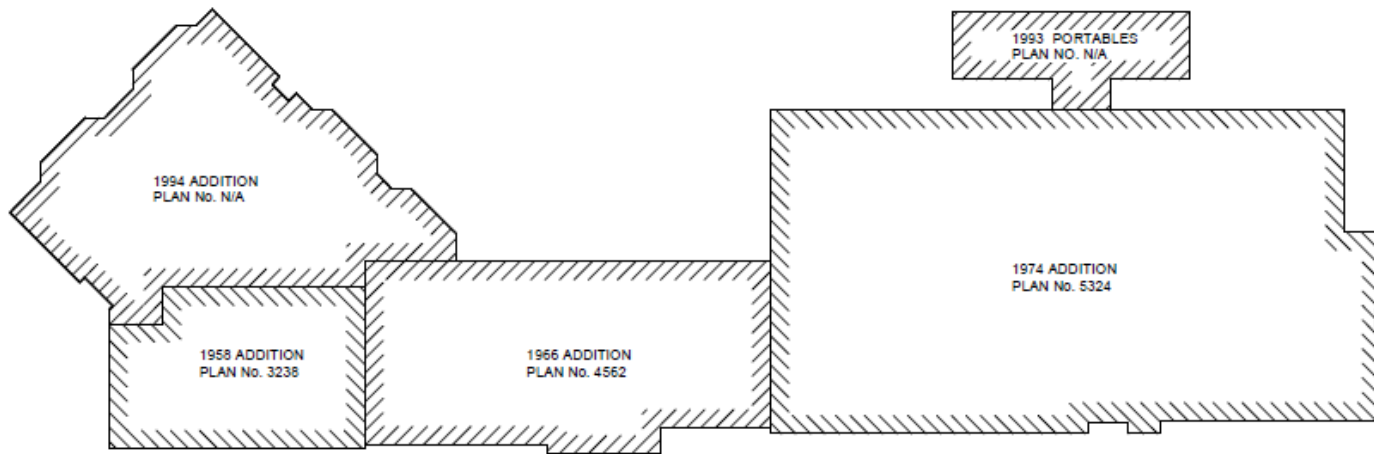
AREA COMPARISON CHART

**GIBBONS SCHOOL
GRADES 5-9**

Existing School (473 Total Capacity)		Provincial Guidelines (500 Capacity 5-9 School)		Variance
Instructional Space		Instructional Space		
	Total Area		Total Area	
13 Classrooms	969.8	12 Classrooms @ 80m2	960	9.80
1 Science Classrooms	86.4	2 Science Classrooms @ 120m2	240	(153.60)
1 Large Ancillary	132.7	1 Large Ancillary @ 130m2	130	2.70
3 Small Ancillary	256.2	3 Small Ancillary @ 90m2	270	(13.80)
0 Information Services	0	2 Information Services @ 115m2	230	(230.00)
2 Gymnasium	746.2	1 Gymnasium	595	151.20
Gym Storage	66.2	Gym Storage	60	6.20
2 CTS	173.6	1 CTS	200	(26.40)
1 Library	205.6	1 Library	200	5.60
Subtotal:	2636.7	Subtotal:	2885	(248.30)
Total Instructional	2636.7	Total Instructional Area:	2885	(248.30)
Number of Instructional Spaces:	23	Number of Instructional Spaces:	23	0
Non-Instructional Space		Non-Instructional Space		
	Total Area		Total Area	
Admin/Staff Areas	308.4	Admin/Staff Areas	307	1.40
Wrap Around & Collaboration Space	67.9	Wrap Around & Collaboration Space	30	37.90
Mechanical	217	Mechanical	162	55.00
Recycle Room	0	Recycle Room	11	(11.00)
Physical Education	240.3	Physical Education	130	110.30
Circulation	826.4	Circulation	671	155.40
Wall Area	227.8	Wall Area	322	(94.20)
Storage	138.70	Storage	94	44.70
Washrooms	112.6	Washrooms	60	52.60
Accessible Washroom Facility	0	Accessible Washroom Facility	12	(12.00)
Flexible Space	36.3	Flexible Space	120	(83.70)
Wiring Network	0	Wiring Network	40	(40.00)
Total Non-Instructional	2175.4	Total Non-Instructional	1959	216.40

Total Area 4812.1
Area per Student n/a

Total Area 4844 (31.90)
Area per Student 9.29



PROPERTY LINE

PROPERTY LINE

PROPERTY LINE

PROPERTY LINE



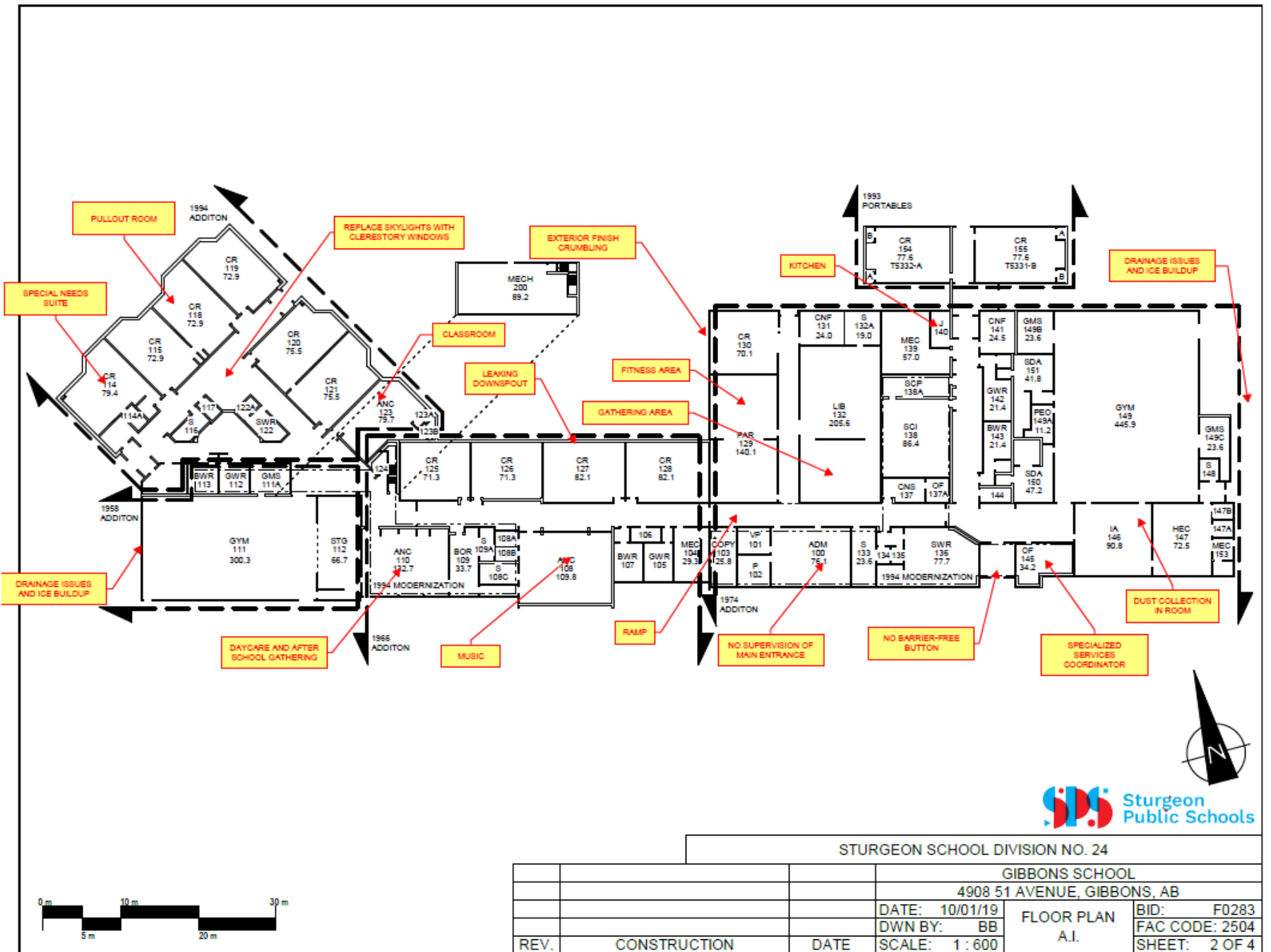
LEGAL DESCRIPTION:
 LOT 18
 BLOCK 13
 PLAN 568TR
 GIBBONS, ALBERTA

STURGEON SCHOOL DIVISION NO. 24

GIBBONS SCHOOL

4908 51 AVENUE, GIBBONS, AB

			DATE: 10/01/19	SITE PLAN A.I.	BID: F0283
			DWN BY: BB		FAC CODE: 2504
REV.	CONSTRUCTION	DATE	SCALE: 1 : 750		SHEET: 1 OF 4



STURGEON SCHOOL DIVISION NO. 24

GIBBONS SCHOOL
4908 51 AVENUE, GIBBONS, AB

DATE: 10/01/19	BID: F0283
DWN BY: BB	FAC CODE: 2504
SCALE: 1 : 600	SHEET: 2 OF 4

REV.	CONSTRUCTION	DATE

FLOOR PLAN
A.I.

**STURGEON PUBLIC SCHOOL DIVISION
 PRIORITY #2 – ÉCOLE MORINVILLE PUBLIC SCHOOL
 10020 - 101 Avenue, Morinville, Alberta, T8R 1L5**



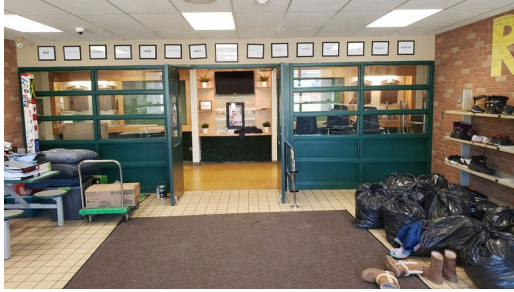
Year Built:	1957- Original Building
Additions:	1966 - Addition 1976 - Addition 1985 - Addition and Modernization 1991 - Addition (6 portables) 2015 - Addition (6 Portables) 2016 - Addition (9 Portables) 2017 - Addition (3 Modulares)
Grades Served:	Pre-K-4
Permanent Classrooms:	17
Portable Classrooms:	16
Gross Area:	4,640 m2
Capacity:	663
Enrolment:	445
Utilization:	70.1%
Instructional Program:	Basic academics in English and French (Immersion) (K-4) plus Pre-K, computers, music, art, construction, foods and fashion.
Building Deferred Maintenance: (VFA 2022)	\$2,740,000; Portables \$254,900
Building FCI: (VFA 2022)	28% (Fair)
Site Deferred Maintenance:	N/A
Parking Space Requirements	65 Required, 105 Currently Available



2016 / 2017 Modulares
and Link

PROPERTY LINE
UTILITY RIGHT OF WAY





The location of the administration area in relation to the front entrance is good but visibility could be improved to make the entrance more welcoming and improve supervision.



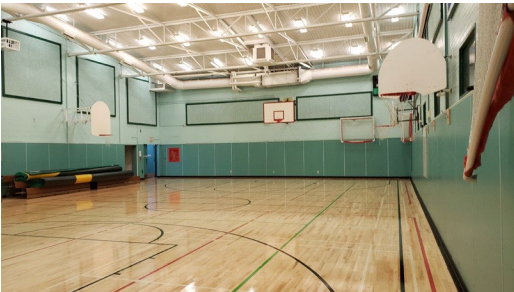
The large footprint that has developed over time has created a large number of alcoves which causes issues for supervision and security.



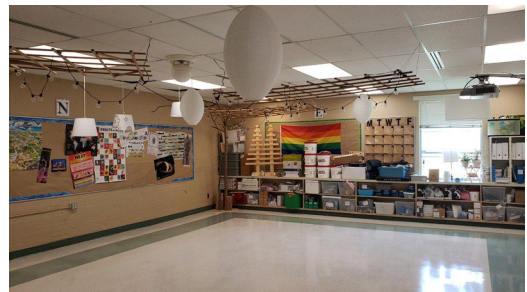
The gym is sunken in relation to the rest of the floor plate. A lift is required for barrier-free access.



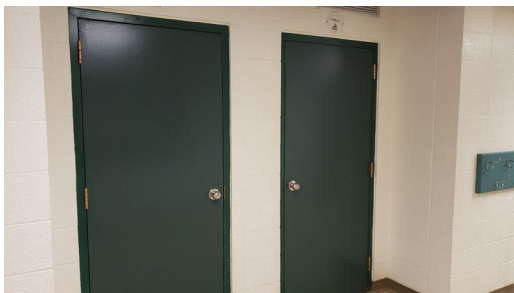
Barrier-free access needs to be improved for all washrooms in terms of stall size, counter heights and clearances, and urinals.



The gym does not have a divider curtain, in spite of the need for two classes using the space at the same time.



A large number of classrooms have fabric over the light fixtures or have hanging plug-in lamps with extension cords in the ceiling spaces. This is done to provide a variety of lighting levels but is against code and are to be removed.



Most classrooms have solid doors with no side lite. This creates a closed off classroom from the corridor.



Breakout rooms and counselling spaces are required in the school. The school currently uses the boot room between the school and the Modulars as breakout space.

SUMMARY STATEMENT

The school has seen continual growth with modulars in order to house two functioning schools. With the opening of Four Winds Public School, a replacement is needed. The Division is exploring several options, including a redistribution of grades between the two schools in the Town of Morinville.

OBSERVATIONS, COMMENTS, AND RECOMMENDATIONS

The school is 65 years old. The building received additions in 1966, 1976. In 1985 the school had another addition and a modernization project. Portables were introduced in 1991 (2), 2015 (6), 2016 (9) and in 2017 another three modulars were received. Nine of the portables have since been removed and demolished. Leaving the school with 19 portables two of the portables are washroom facilities.

There are major deficiencies and code requirements related to the age of the facility. There is a lack of barrier-free access in many parts of the school. The gym is unique in that it is sunken down below the remaining school. The school sits on a high-water table. Remediation of water exposure is the use of sump pumps. The sump pumps are in continuous motion and subject to constant observation. The change rooms and the washroom are located on the second level and access by stairs poses issues when students are utilizing the gym facilities. With the large footprint of the school and the configuration, it has several alcoves existing. The alcoves need consistent supervision as students have been known to hide out in them. Remediation of cameras have been installed and still, the problem exists. The school has hazardous material in the building that has been substantiated by a study done by Golder. The hazardous materials to be removed would increase any renovation/modernization escalating the cost. Compliance with health and safety issues of hazardous material requires elimination (as per Golder Report). **Bill 73 outlines that where areas are subject to increased risks of health and safety of Albertans compliance with health and safety and other applicable legislation should be considered.**

Modernization/renovation is not cost efficient and would be an incorrect distribution of funding for this project. Building a replacement school would:

- Improve safety or security of the students with increased compliance with health and safety issues of hazardous material eliminated (see Golder Report). **Bill 73 outlines that where areas are subject to increased risks of health and safety of Albertans compliance with health and safety and other applicable legislation should be considered.**
- It would have a positive economic impact on the development of the area and surrounding areas.
- Improve delivery of programs and services to the students.
- It would move the students into a school environment instead of portable classrooms.
- It would remove the deferred maintenance on this building.
- It would improve the social and environmental circumstances in the community and local conditions by removing the obstacles noted in the drivers below.

The main drivers for the replacement of this school are:

- The electrical and mechanical systems are original with some upgrades done to the boiler over the years.
- The Morinville school roof has had patchwork done over the years and still has not been completed. This is a continuous project and absorbs a great deal of CMR to complete it.

- There is a lack of barrier-free access to many parts of the school.
- The gymnasium sunken structure did not have original barrier-free access. A ramp was placed at one entrance for equipment access and the design configuration had to be steep, making it hard to move equipment to the stage area. There is a lift put in place at the other entrance for barrier-free wheelchair access.
- The gymnasium design does not allow for adjacent washrooms or change rooms. The washroom and change rooms are located on the second floor and are accessed by stairs that are not barrier-free. Students engaging in activity in the gym must move from the second floor to the gym making it an awkward flow, especially since gym times are scheduled back-to-back. It also contributes to the students feeling uncomfortable with multi grades interacting to ready themselves for the gym.
- The sunken gymnasium site is above a high-water table. The fact that it is sunken, lower than the remainder of the school, leaves it more vulnerable to water penetration. This has been remedied using sump pumps that are consistently in use. Any mechanical failure would be detrimental to the area. Consistent monitoring must be done by staff. It also has in the past contributed to a mold problem and compliance with health and safety issues of hazardous material requires elimination (see Golder Report). **Bill 73 outlines that where areas are subject to increased risks of health and safety of Albertans compliance with health and safety and other applicable legislation should be considered.**
- The school and the portables set up do not allow for multi-purpose spaces to support 21st century learning.
- The entrances are congested due to the number of students that access these spaces and utilizing the area for getting changed into the outdoor attire.
- The U shape school and the many portables make the footprint large and spread out. Travel time is acutely felt for elementary students.
- The configuration of the sensory room is near the library/classroom. Students in the library/classroom are exposed to the noise traveling through the walls from the sensory room. Students who might need to access the sensory room may not avail of it due to privacy issues.
- The staff room is undersized and there is inadequate storage.
- The location of the administration area in relation to the front entrance is good but visibility could be improved to make the entrance more secure and inviting.
- This school has a junior headstart program and more change tables for younger students should be considered.
- Barrier-free access needs to be improved for all washrooms in terms of stall size, counter heights, clearance, and urinal heights.
- Windows in the classroom have lost their functionality and require replacement.
- The building envelop of the school is 65 years old and is in need of replacement.
- The kitchen should be moved close to the gym to allow for a better community and student use.
- The gym requires a divider curtain because two classes are running at the same time making it difficult for the group to keep within their respective area.

- The corridors are narrow and congested.
- There isn't enough storage and the changerooms are used for the overflow.
- The reverberation in the gym is quite strong and makes it difficult for using the sound system for instruction. Installation of sound baffles are required in the area.
- The doors to the classrooms do not have windows or sidelights in them which makes them very closed off from the corridor.
- The staff room has been relocated to the stage area. This allows the administration to expand and allow for more space.
- More water fountains are required throughout the school or put sinks in the classrooms to monitor the usage and have it contained especially with the covid transmission.
- There is a parking deficit at the school and parking is taking place in the bus lane. More parking can be achieved if a reconfiguration of the circulation was done.
- The bus lane is not large enough to accommodate the number of buses coming to the site. 9 buses need to be accommodated.
- The chain link fence that surrounds the school restricts students from accessing the play area. The fencing should be reconfigured to allow students ample play area.
- The deferred maintenance for this school is \$2.74 million with an FCI of 28%. The portables deferred maintenance is \$254,900 and an FCI of 20%.
- With the opening of the Four Winds Public School students have been moved out to the new school, leaving an excess of spaces, a poor functional design, and a lower utilization rate. Building a right size school and engaging in a modern design would bring this school into the future. Four Winds Public School is already at capacity. With a new school, it could alleviate the capacity issues at Four Winds Public School by having grades 5 and 6 at École Morinville Public School and making the Four Winds Public School a Junior High school with room for the students.

Program Requirements

In reviewing the drivers for a new school, you can see that the classroom spaces were over crowded and smaller, and some were not functional for the school needs. With students moving to Four Winds Public School, it left lower utilization and excess space. Even though there is excess space it does not mean that the remaining school now contains functional spaces. It means that the classrooms/spaces are less populated. The school still has a lot of problems with the programming and is in need of a better functional configuration throughout the school. This is a great opportunity to build a replacement school, bringing the functional planning up to code, having up-to-date technology and having a school for K-6 instead of a K-4. Since Four Winds Public School is at capacity, this solution could resolve issues at both schools.

Another alternative is to consider the replacement school for Pre-K to 9 and redesign the existing Four Winds Public School into a High School.

Site Readiness

Currently, École Morinville Public School site has plenty of land to build the replacement school. The remaining school can be left functioning during the new school construction. The new construction would be fenced off and construction could be initiated as soon as funds were available. The proximity to the existing school will allow for the underground utilities to be extended to meet the new school requirements. The site would have previously been subjected to soil investigation with documentation detailed to the community governing bodies.

The transition for the students and community would be smooth and engaging as both entities would be meters away from the existing school thus, having no concerns from the community regarding location.

Impacted School

Four Winds Public School was built in 2020 and currently has grades 5 to 12 students in attendance. The school has no deferred maintenance and is in excellent shape. École Morinville Public School transferred students to the new Four Winds Public School when it opened. The school is now at capacity with the transfer of students. The students are in the state-of-the-art school and are thriving. École Morinville Public School is a feeder school for Four Winds Public School. With Four Winds Public School already at capacity in the coming years, there will be a need to expand the school or bring in portables.

Distance of Morinville School to Four Winds

The distance between École Morinville Public School K-4 and Four Winds Public School 5-12 is 2.2 km.

Priority

École Morinville Public School is number two for our capital plan submission for 2023/2024 and aligns with our submitted 10-year plan.

RECAPP RECOMMENDATIONS 2016 - 2025 (Lifecycle Replacement)

1. Exterior:

- Replace metal siding (1975 section)
- Replace sealants around windows and doors
- Replace windows (1966 section)
- Replace entrance doors, utility doors
- Replace roofing
- Replace downspout (1976 section)

2. Interior:

- Replace visual display boards
- Replace toilet/shower partitions
- Replace metal lockers
- Replace wall tile in washrooms
- Replace resilient flooring
- Replace carpet flooring
- Replace acoustic ceiling tile
- Replace fixed casework
- Replace blinds

3. Mechanical:

- Replace stainless steel sinks
- Replace showers
- Replace drinking fountains
- Replace all washroom fixtures (toilets, urinal, sinks)
- Replace isolation valves, backflow preventers
- Replace hot water pumps, hot water heaters, heating boilers (1985 renewal), chimney, air handling units, (1985 renewal), roof exhaust fans, reheat coils, vestibule heaters, finned tube radiation, pneumatic control, BMCS system

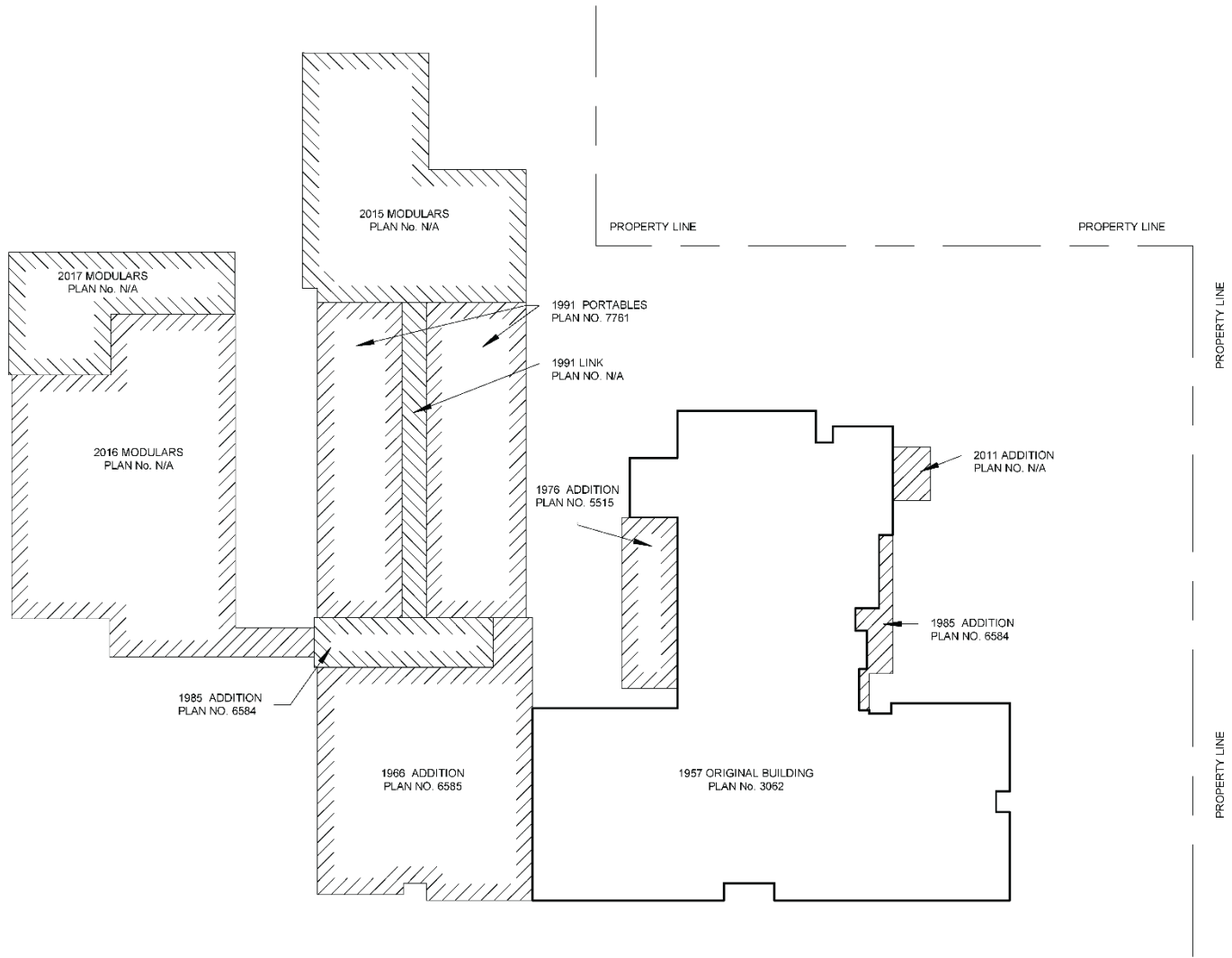
4. Electrical:

- Replace main electrical switchboard
- Replace panel boards
- Replace motor starters and accessories
- Replace fluorescent fixtures
- Replace emergency lighting battery packs
- Replace intrusion detection system
- Replace call system
- Replace fire alarm system

AREA COMPARISON CHART

MORINVILLE PUBLIC SCHOOL
GRADES K-4

Existing School (663 Capacity)		Provincial Guidelines (650 Capacity School -Grades K-4)		Variance
Instructional Space		Instructional Space		
	Total Area		Total Area	
30 Classrooms	2074	18 Classrooms @ 80m2	1440	634.00
0 Science Classrooms	0	0 Science Classrooms @ 120m2	0	0.00
0 Science Classrooms	0	3 Science Classrooms @ 95m2	285	(285.00)
0 Large Ancillary	0	2 Large Ancillary @ 130m2	260	(260.00)
3 Small Ancillary	234.7	3 Small Ancillary @ 90m2	270	(35.30)
1 Info Services	94.4	0 Info Services @ 115m2	0	94.40
1 Gymnasium	422.8	1 Gymnasium	595	(172.20)
Gym Storage	82.8	Gym Storage	60	22.80
1 Library	181.4	1 Library	260	(78.60)
0 CTS	0	0 CTS	0	0.00
Subtotal:	3090.1	Subtotal:	3170	(79.90)
Total Instructional	3090.1	Total Instructional Area:	3170	(79.90)
Number of Instructional Spaces:	36	Number of Instructional Spaces:	28	8
Non-Instructional Space		Non-Instructional Space		
	Total Area		Total Area	
Admin/Staff Areas	214.8	Admin/Staff Areas	397	(182.20)
Wrap Around & Collaboration Space	0	Wrap Around & Collaboration Space	40	(40.00)
Mechanical & Meter Rooms	197	Mechanical & Meter Rooms	189	8.00
Recycle Room (LEED)	0	Recycle Room (LEED)	11	(11.00)
Physical Education	130.1	Physical Education	95	35.10
Circulation	816.3	Circulation	792	24.30
Wall Area	352.2	Wall Area	380	(27.80)
Storage	132.1	Storage	111	21.10
Washrooms	220.1	Washrooms	78	142.10
Accessible Washroom Facility	0	Accessible Washroom Facility	24	(24.00)
Flexible Space	0	Flexible Space	156	(156.00)
Wiring Network	26.1	Wiring Network	30	(3.90)
Total Non-Instructional	2088.7	Total Non-Instructional	2303	(214.30)
Total Area	5178.8	Total Area	5473	(294.20)
Area per Student	n/a	Area per Student	8.19	

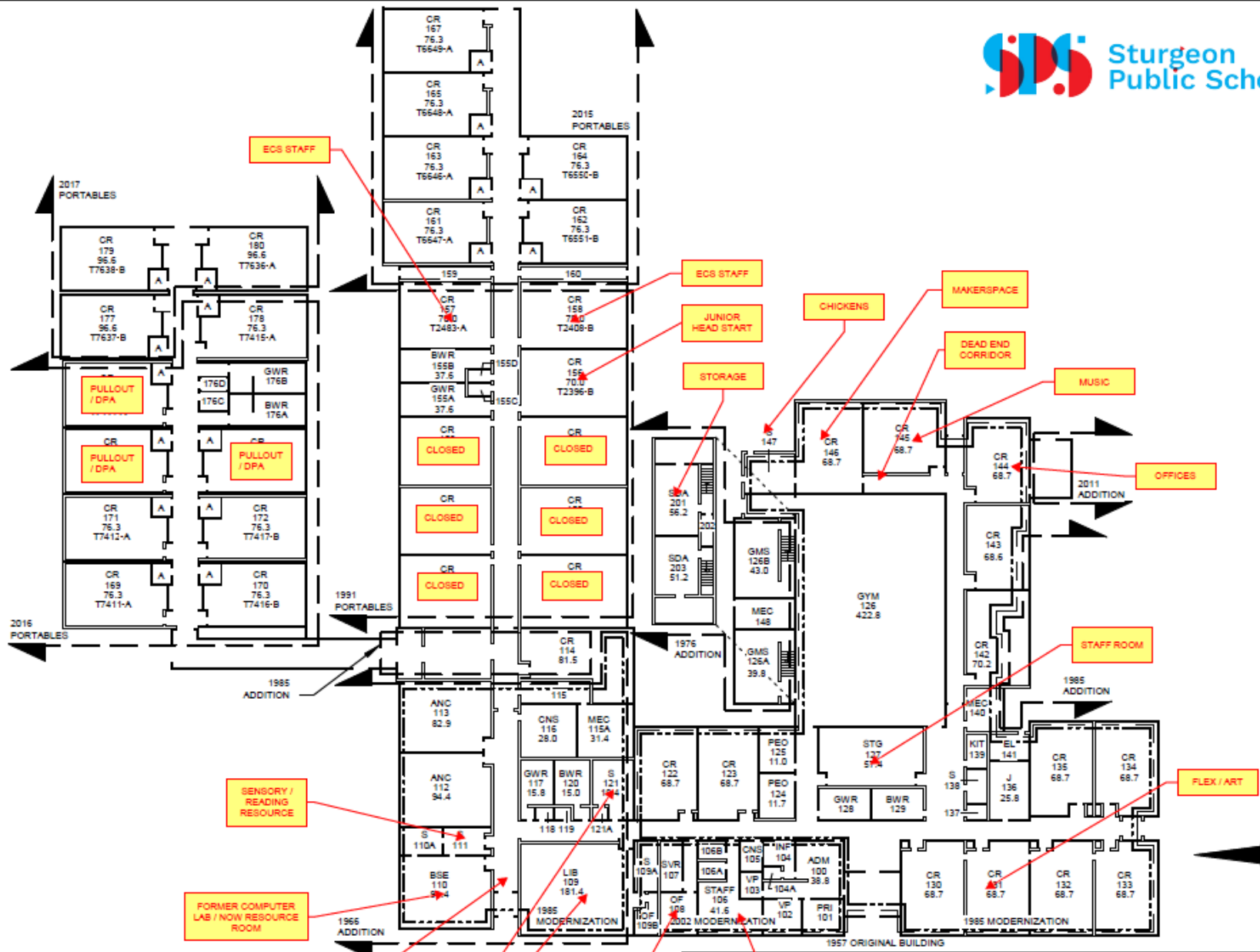


STURGEON SCHOOL DIVISION NO. 24



LEGAL DESCRIPTION:
 LOT 2A
 BLOCK A
 PLAN 2916TR
 SE Sec 4 Twp 56 R25 W4
 MORINVILLE, ALBERTA

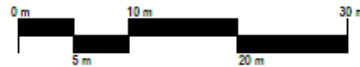
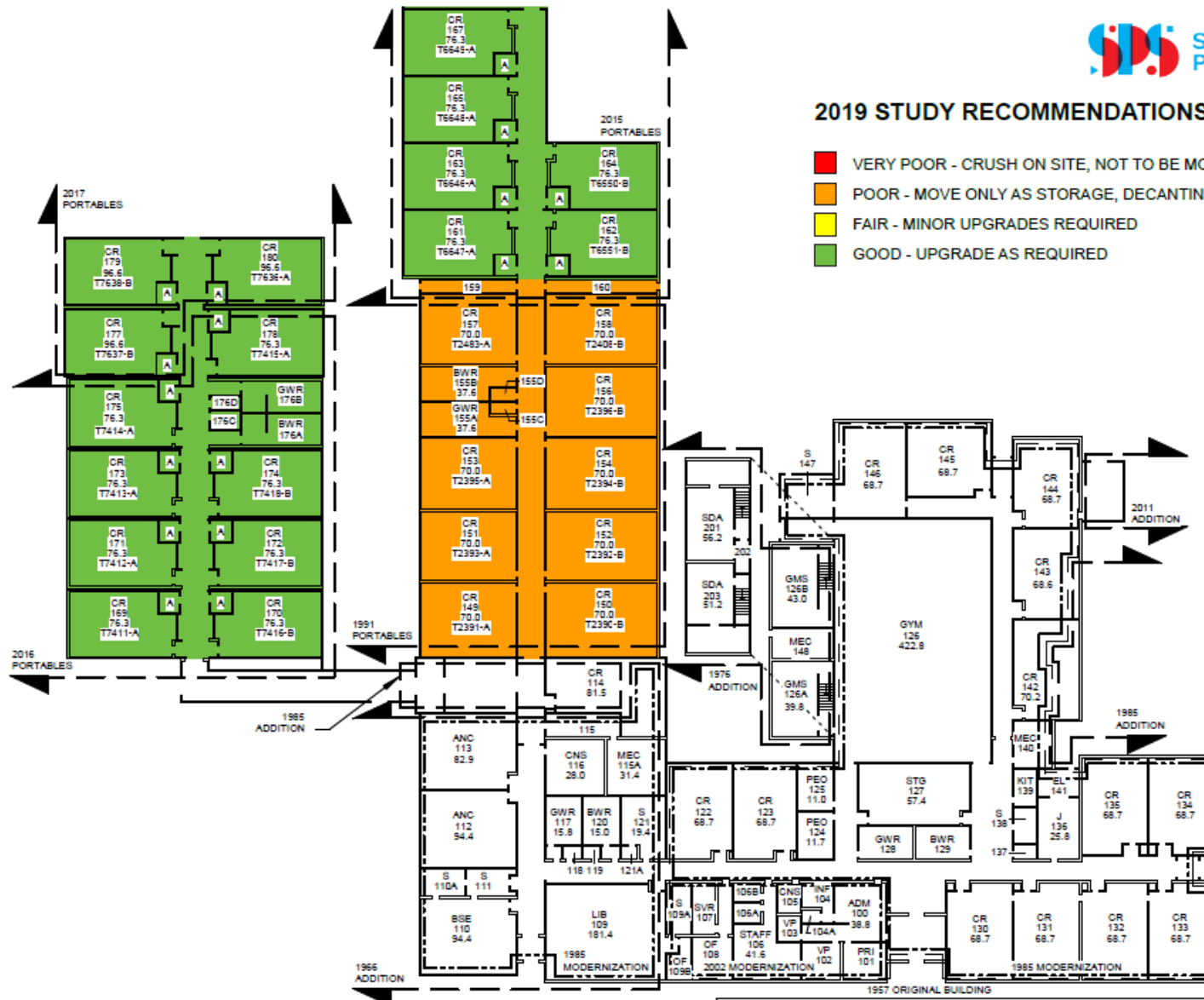
MORINVILLE PUBLIC SCHOOL			
10020 - 101 AVENUE, MORINVILLE, AB			
		DATE: 10/01/2019	BID: F6110
		DWN BY: BB	FAC CODE: 1582
REV.	CONSTRUCTION	DATE	SCALE: 1 : 750
			SITE PLAN A.I.
			SHEET: 1 OF 4



STURGEON SCHOOL DIVISION NO. 24			
MORINVILLE PUBLIC SCHOOL			
10020 - 101 AVENUE, MORINVILLE, AB			
REV.	CONSTRUCTION	DATE	SCALE: 1 : 600
		DATE: 10/01/2019	FLOOR PLAN A.I.
		DWN BY: BB	BID: F6110
			FAC CODE: 1582
			SHEET: 2 OF 4

2019 STUDY RECOMMENDATIONS - MODULARS

- VERY POOR - CRUSH ON SITE, NOT TO BE MOVED
- POOR - MOVE ONLY AS STORAGE, DECANTING OR DEMOLISH ON SITE
- FAIR - MINOR UPGRADES REQUIRED
- GOOD - UPGRADE AS REQUIRED



STURGEON SCHOOL DIVISION NO. 24			
MORINVILLE PUBLIC SCHOOL			
10020 - 101 AVENUE, MORINVILLE, AB			
	DATE: 10/01/2019	FLOOR PLAN A.I.	BID: F6110
	DWN BY: BB		FAC CODE: 1582
REV.	CONSTRUCTION		DATE

STURGEON PUBLIC SCHOOLS
PRIORITY #3 – STURGEON HEIGHTS SCHOOL
 50 Hogan Road, St. Albert, Alberta, T8N 3X7



Year Built:	1971 - Original Building
Additions:	1989 - Addition (2 Portables) 2015 - Addition (1 Portable) 2016 - Addition (1 Portable) 2017 - Addition (2 Portables) 2019 - Addition (2 Portables)
Grades Served:	Pre-K-9
Permanent Classrooms:	19
Portable Classrooms:	8
Gross Area:	4664.88 m ²
Capacity:	549
Enrolment:	467
Utilization:	85%
Instructional Program:	Basic academics plus art, music, CTS, foods, computers, French, Catholic Religion, and Pre-Kindergarten and special needs programs.
Building Deferred Maintenance: (VFA 2022)	\$4,000,000, Portables \$142,800
Building FCI: (VFA 2022)	25% (Fair), Portables 19% (Good)
Site Deferred Maintenance:	N/A
Parking Space Requirements:	38 Required, 89 Currently Available



PROPERTY LINE

UTILITY RIGHT OF WAY

NORTH





The location of the administration area in relation to the front entrance is good but visibility could be improved to make the entrance more welcoming and improve supervision.



Barrier-free access needs to be improved for all washrooms in terms of stall size, counter heights and clearances, and urinals.



Due to the size of windows and the configuration of the school, additional natural lighting and ventilation are required.



The staff parking area and North access lane flood frequently.



The configuration of the site leads to severe traffic congestion. Accidents have occurred and unsafe parking practices are used. The bus lane is separate from the student drop off area but both lanes use the same exit. In addition, the direction of flow of traffic in front of the school necessitates that students must walk between the cars and across the traffic lane.



The learning commons serve many functions in addition to the library. It also functions as a gathering space for junior high students and a wellness hub.



It has been identified that there are a number of areas around the school that have issues with drainage at the walkways and ice forming in the spring.



The elementary locker area is severely congested due to being a central hub for circulation through the school. It was noted that traffic needs to be directed at peak times.

SUMMARY STATEMENT

With the addition of modular classrooms to the West, the core of the school is overtaxed and suffering congestion. The circular layout of the building makes expansion difficult and inefficient.

OBSERVATIONS, COMMENTS, AND RECOMMENDATIONS

School Modernization. The school is 51 years old. Portables were added in 1989 (2), 2015(1), 2016(1), 2017(2), 2019(2). The school has no barrier-free access in a school that has a number of physically handicapped students. The school design was originally built as an open concept school, circular in design with classrooms. The school is outdated and does not fit the needs for current and future learning. Program deficiencies exist with the instructional & non-instructional space, as it is undersized according to the Alberta Education guidelines. The school has hazardous materials throughout the school. (see Golder Report). The circular shape of the school makes it hard to function with portables. The enrolment is increasing in this school and a modernization project is needed to ensure that the increase in enrolment can be met. The students will flourish in a learning facility that prepares them for the future. The current condition of this school is an outdated design concept.

- Improving the safety or security of the students will increase compliance with health and safety issues of hazardous material eliminated (see Golder Report). **Bill 73 outlines that where areas are subject to increased risks of health and safety of Albertans compliance with health and safety and other applicable legislation should be considered.**
- It would have a positive economic impact on the development of the area and surrounding areas.
- Improve delivery of programs and services to the students of the area.
- It would enhance the resiliency of community as the gym facilities are also utilized by the community.
- It would engage the community with a gym design that attracts more physical activity and enhancement to the local communities.
- It would improve the social and environmental circumstances in the community and local conditions by removing the obstacles noted in the drivers below.

The main drivers for the modernization of this school are:

- The mechanical/electrical systems are at the end of their design life.
- The school has experienced ventilation issues.
- The building envelope is well past its life expectancy.
- The building contains hazardous material throughout (See Golder Report).
- The building does not have a sprinkler system that meets code.
- Much of the flooring is original to the school and cannot be replaced due to the containment of hazardous material.
- Most of the school has no barrier-free access.
- The interior classrooms have no natural light.

- There is a number of areas around the school that have drainage issues with ice forming in the winter and spring.
- The staff parking area to the North side floods frequently.
- The configuration of the site leads to severe traffic congestion. Accidents have occurred and unsafe parking practices are used. The bus lane is separated from the student's drop off area but both lanes use the same exist. The traffic flow in front of the school necessitates that students must walk between the cars and across the traffic lane. Reconfiguring the traffic flow in the opposite direction so that students are let off directly on the sidewalk with dedicated drop off lanes is one solution to this problem.
- With the installation of the modular, it blocks all views to the north playfields and supervision to this area is difficult.
- Additional lighting is required in the staff parking area, access lane, and around the perimeter, so that staff feels safe and secure, and the school can be seen.
- The elementary locker area is severely congested due to being a central hub for circulation through the school. It was noted that traffic needs to be re-directed at peak times.
- The administration area is located in the school's interior and has no view of the front entrance of the school, which is a security issue. **Bill 73 outlines that where areas are subject to increased risks of health and safety of Albertans compliance with health and safety and other applicable legislation should be considered.**
- The deferred maintenance of this school is \$4.0 million with FCI of 25%. There are eight portables. Only two of the eight are in VFA and they have a deferred maintenance of \$142,800 with FCI of 19%.

Program Requirements

Sturgeon Heights School is Sturgeon Public School Division's only school in St. Albert. The school is very undersized for its capacity when compared to the Alberta Education Guidelines and consequently has very limited CTS, ancillary and flex space. The proposed modernization will reconfigure the school's existing space and add to the existing space. The rectangular portion of the school will provide a new gymnasium, CTS space and additional ancillary and gathering space. The new ancillary and gathering space need to be multi-purpose, flexible and adaptable, to all for interactive learning which is a necessity today to offer 21st century learning to students. The circular shape of the school will necessitate a well thought out project and could possibly result in some space being added to the school. The plan should address the busing and parent drop off/pick-up concerns and challenges.

Site Readiness

The school would undergo modernization and therefore may not need any additional space. However, there is ample room to add to the school, should it be deemed necessary. The Utilities would not be a problem as it would tie into the existing building.

Impacted School

Since this is the only public school that belongs to the Division there would be no impact to any other school.

Priority

Sturgeon Heights School is the number 3 in our capital plan submission for 2023/2024 and aligns with our submitted 10-year plan.

RECAPP RECOMMENDATIONS 2014 - 2025 (Lifecycle Replacement)

1. Exterior:

- Replace exterior doors
- Replace roofing
- Replace metal rainwater leaders
- Replace skylight

2. Interior:

- Replace folding partition
- Replace visual display boards
- Replace toilet and shower partitions
- Replace lockers
- Replace ceramic floor and wall tiles
- Replace gymnasium wood floor
- Replace carpet
- Replace acoustic ceiling tiles
- Replace casework

3. Mechanical:

- Replace stainless steel sinks
- Replace showers
- Replace drinking fountains
- Replace all washroom fixtures (toilets, urinal, sinks)

- Replace domestic water valves and backflow preventor
- Replace hot water circulation pump, hot water heaters, hot water heating boilers, type 'B' gas vents, reciprocating compressor, replace condenser, air handling system, hot water distribution system, rooftop exhaust fans, reheat coils, humidifiers, fan coil units, perimeter radiation, unit heater

4. Electrical:

- Replace line voltage thermostats
- Replace pneumatic controls
- Replace main distribution equipment
- Replace branch circuit panelboards (1971 section)
- Replace motor starters
- Replace emergency lighting battery packs
- Replace public address system

5. Modulars (1989):

- Replace building envelope
- Replace building interior
- Replace electrical systems
- Replace mechanical systems

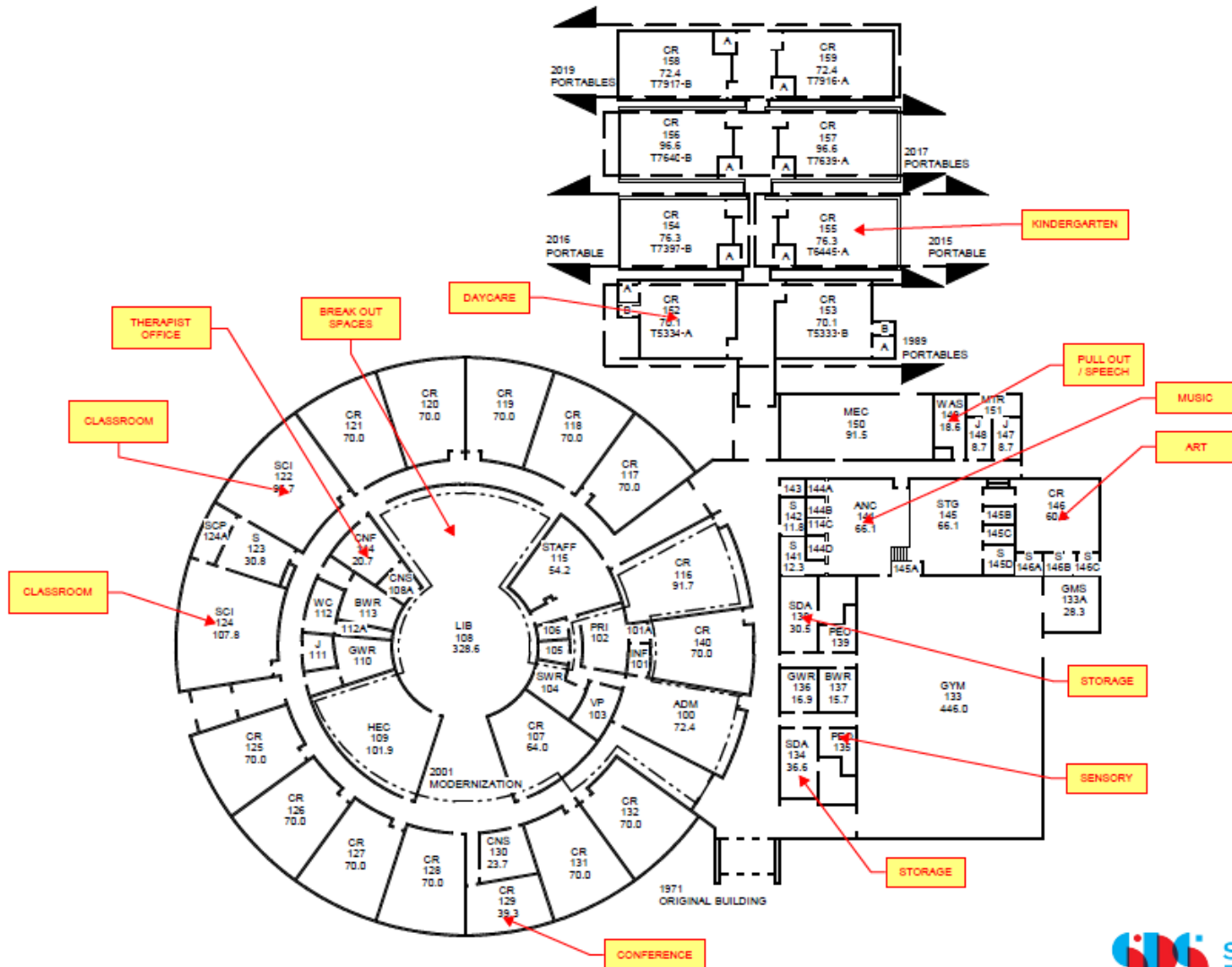
AREA COMPARISON CHART

STURGEON HEIGHTS SCHOOL
GRADES Pre-K-9

Existing School (549 Capacity)		Provincial Guidelines (550 Capacity School - K-6)		Variance	
Instructional Space		Instructional Space			
	Total Area		Total Area		
24	Classrooms	1725.8	15 Classrooms @ 80m2	1200	525.80
1	Science Classrooms	107.8	1 Science Classrooms @ 120m2	120	(12.20)
1	Science Classrooms	95.7	1 Science Classrooms @ 95m2	95	0.70
0	Large Ancillary		1 Large Ancillary @ 130m2	130	(130.00)
2	Small Ancillary	132.2	3 Small Ancillary @ 90m2	270	(137.80)
0	Info Services	0	1 Info Services @ 115m2	120	(120.00)
1	Gymnasium	446	1 Gymnasium	515	(69.00)
	Gym Storage	28.3	Gym Storage	52	(23.70)
1	CTS	101.9	1 CTS	200	(98.10)
1	Library	328.6	1 Library	220	108.60
Subtotal:		2966.3	Subtotal:	2922	44.30
Total Instructional		2966.3	Total Instructional Area:	2922	44.30
Number of Instructional Spaces:		31	Number of Instructional Spaces:	25	6
Non-Instructional Space		Non-Instructional Space			
	Total Area		Total Area		
	Admin/Staff Areas	269	Admin/Staff Areas	307	(38.00)
	Wrap Around & Collaboration Space	18.6	Wrap Around & Collaboration Space	30	(11.40)
	Mechanical & Meter Rooms	175.4	Mechanical & Meter Rooms	162	13.40
	Recycle Room (LEED)	0	Recycle Room (LEED)	11	(11.00)
	Physical Education	86.3	Physical Education	100	(13.70)
	Circulation	716.1	Circulation	679	37.10
	Wall Area	191	Wall Area	326	(135.00)
	Storage	127.1	Storage	95	32.10
	Washrooms	84.6	Washrooms	66	18.60
	Accessible Washroom Facility	30.5	Accessible Washroom Facility	12	18.50
	Flexible Space	0	Flexible Space	132	(132.00)
	Wiring Network	0	Wiring Network	40	(40.00)
Total Non-Instructional		1698.6	Total Non-Instructional	1960	(261.40)

Total Area **4664.9**
Area per Student n/a

Total Area **4882 (217.10)**
Area per Student 8.5

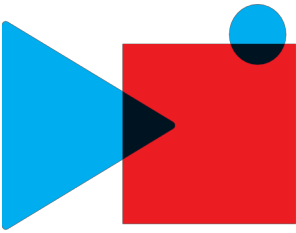


STURGEON SCHOOL DIVISION NO. 24

STURGEON HEIGHTS SCHOOL
50 HOGAN ROAD, ST. ALBERT, AB



			DATE: 10/01/2019	FLOOR PLAN	BID: F0285
			DWN BY: BB	A.I.	FAC CODE: 2506
REV.	CONSTRUCTION	DATE	SCALE: 1 : 600		SHEET: 2 OF 4



BOARD MEMORANDUM

Date: March 23, 2022
To: Board of Trustees
From: Shawna Walter, Acting Superintendent
Originator(s): Liliana LeVesconte, Associate Superintendent, Corporate Services
Subject: Noon Student/Child Transportation Services

Purpose:

For approval. Recommendation required.

Recommendation:

a) That the Board of Trustees approve the discontinuation of Noon Student/Child Transportation Services to reduce costs of Transportation Services by \$122,635.

or

b) That the Board of Trustees approve the discontinuation of Noon Child Transportation Services for Pre-Kindergarten to reduce the cost of Noon Transportations by \$97,635.

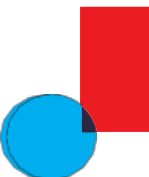
or

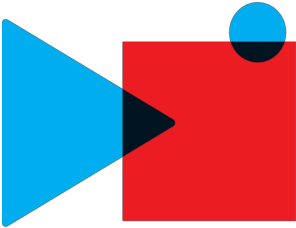
c) That the Board of Trustees approve the continuation of the same Noon Student/Child Transportation Services, as the current year (maintain the status quo) and continue to incur a deficit of \$122,635 for this service.

Background:

The Division must prepare a balanced budget for review and approval by the Board, on an annual basis. Transportation Services has reviewed the implication of the inflationary and budgetary pressures for the upcoming school year and is expecting a large deficit of over \$700,000. To offset this anticipated deficit, administration has identified scenarios for consideration by the Board, one of them being the elimination of Noon Student/Child Transportation Services.

The Division provides ineligible services for students and children of the Division for Noon Transportation. The services are considered ineligible due to not being funded by Alberta Education, therefore, considered discretionary/subsidized services. Despite the fees charged to families, the Division incurs a deficit of \$122,635 by subsidizing this service.



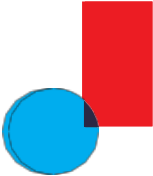


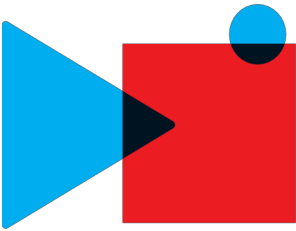
B O A R D
MEMORANDUM

Administration is prepared to respond to questions at the March 23, 2022, Public Board meeting.

Sincerely,

Shawna Walter, M.Ed
Acting Superintendent





B O A R D
MEMORANDUM

Date: March 23, 2022
To: Board of Trustees
From: Shawna Walter, Acting Superintendent
Originator(s): Office of the Superintendent
Subject: Policy 220 – Trustee Code of Conduct

Purpose:

For approval. Motion required.

Motion:

- a) That the Board of Trustees approve Policy 220 – *Trustee Code of Conduct* as presented at the March 23, 2022, Public Board meeting.

Background:

During the 2018-2019 school year, the Division completed a comprehensive Board Policy Review. The Education Committee (Policy Committee) had oversight of the review process, which saw 129 policies and 14 Board Regulations condensed to 43 policies. A Policy Tracker was created to schedule a regular review of all policies under the responsible administrator.

Administration has updated Policy 220 – *Trustee Code of Conduct* to clearly define and establish expectations of Trustee conduct while carrying out the duties they have been elected to fulfill. The description of the role of a Trustee has been removed from Policy 220 and Policy 221 has been created to clearly outline the role of the Trustee.

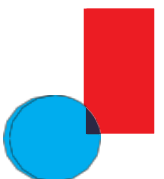
The Policy Committee reviewed Policy 220 – *Trustee Code of Conduct* at their February 16, 2022, committee meeting and have recommended it to the Public Board meeting for approval.

Administration is prepared to respond to questions at the March 23, 2022, Public Board meeting.

Sincerely,

Shawna Walter, M.Ed
Acting Superintendent

Attachment





Trustee Code of Conduct

EFFECTIVE: January 30, 2019

REVISED:

REVIEW: 2024-2025

1.0 POLICY

The Board of Trustees is committed to Public Education and its Trustee members shall conduct themselves ethically and responsibly in carrying out the duties that they have been elected to fulfill. It is expected that all interactions related to the operations of the Board is characterized by mutual respect, which acknowledges the dignity and worth of all individuals.

2.0 GUIDELINES

2.1 Board Oath of Office

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

2.2 Code of Ethics

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

2.3 Code of Conduct

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

2.3.2 Trustees shall carry out their responsibilities as outlined in Policy 221 with diligence.

2.3.3 Trustees shall endeavor to work collaboratively with fellow Board members to further the work of the Board.

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

2.3.5 Trustees must be mindful of the fact that they are accountable to exercise the powers and discharge the duties of their office honestly and in good faith. To this end, Trustees

References: Policies: 120 Harassment Policy
225 Board Responsibility and Conduct
235 Conduct at Meetings
Policy 220: Trustee Conduct
Education Act: Sections 64, 85, 86, 87, 88, 256
Board Procedures Regulation 82/2019
Freedom of Information and Protection of Privacy Act
Oaths of Office Act, 2014

Trustee Code of Conduct

EFFECTIVE: January 30, 2019

REVISED:

REVIEW: 2024-2025

shall exercise the degree of care, diligence and skill that a reasonably prudent person would exercise in comparable circumstances.

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

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

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

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

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

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

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

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

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

References: Policies: 120 Harassment Policy
225 Board Responsibility and Conduct
235 Conduct at Meetings
Policy 220: Trustee Conduct
Education Act: Sections 64, 85, 86, 87, 88, 256
Board Procedures Regulation 82/2019
Freedom of Information and Protection of Privacy Act
Oaths of Office Act, 2014

Trustee Code of Conduct

EFFECTIVE: January 30, 2019

REVISED:

REVIEW: 2024-2025

2.3.8 Trustees shall observe confidentiality regarding information received as Trustees.

2.3.8.1 According to the Freedom of Information and Protection of Privacy Act (FOIP), all information a Trustee receives regarding the School Board's mandate and functions are considered records under the control of the School Board. All records containing personal information about an identifiable individual such as employee information, student information or information in letters to the School Board, must be kept confidential and may only be released in accordance with FOIP. Employee information, student information or information in letters to the School Board must be kept confidential and may only be released in accordance with FOIP. Information received by individual Trustees in their capacity as trustees must also be processed and treated in accordance with FOIP.

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

2.4 Violation of Code of Conduct

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

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

References: Policies: 120 Harassment Policy
225 Board Responsibility and Conduct
235 Conduct at Meetings
Policy 220: Trustee Conduct
Education Act: Sections 64, 85, 86, 87, 88, 256
Board Procedures Regulation 82/2019
Freedom of Information and Protection of Privacy Act
Oaths of Office Act, 2014

Trustee Code of Conduct

EFFECTIVE: January 30, 2019

REVISED:

REVIEW: 2024-2025

Appendix A - Code of Ethics

As an elected member of the Board of Trustees,

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

References: Policies: 120 Harassment Policy
225 Board Responsibility and Conduct
235 Conduct at Meetings
Policy 220: Trustee Conduct
Education Act: Sections 64, 85, 86, 87, 88, 256
Board Procedures Regulation 82/2019
Freedom of Information and Protection of Privacy Act
Oaths of Office Act, 2014



Trustee Code of Conduct

EFFECTIVE: January 30, 2019

REVISED:

REVIEW: 2024-2025

Appendix B - Code Of Conduct Complaint

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

References: Policies: 120 Harassment Policy
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 Oaths of Office Act, 2014



Trustee Code of Conduct

EFFECTIVE: January 30, 2019

REVISED:

REVIEW: 2024-2025

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

References: Policies: 120 Harassment Policy
225 Board Responsibility and Conduct
235 Conduct at Meetings
Policy 220: Trustee Conduct
Education Act: Sections 64, 85, 86, 87, 88, 256
Board Procedures Regulation 82/2019
Freedom of Information and Protection of Privacy Act
Oaths of Office Act, 2014



Trustee Code of Conduct

EFFECTIVE: January 30, 2019

REVISED:

REVIEW: 2024-2025

Appendix C - Code of Conduct Hearing

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

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

References: Policies: 120 Harassment Policy
 225 Board Responsibility and Conduct
 235 Conduct at Meetings
 Policy 220: Trustee Conduct
 Education Act: Sections 64, 85, 86, 87, 88, 256
 Board Procedures Regulation 82/2019
 Freedom of Information and Protection of Privacy Act
 Oaths of Office Act, 2014



Trustee Code of Conduct

EFFECTIVE: January 30, 2019

REVISED:

REVIEW: 2024-2025

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

References: Policies: 120 Harassment Policy
 225 Board Responsibility and Conduct
 235 Conduct at Meetings
 Policy 220: Trustee Conduct
 Education Act: Sections 64, 85, 86, 87, 88, 256
 Board Procedures Regulation 82/2019
 Freedom of Information and Protection of Privacy Act
 Oaths of Office Act, 2014



Trustee Responsibility and Code of Conduct

EFFECTIVE: January 30, 2019

REVISED: ~~January 29, 2020~~

REVIEW: ~~2020-2021~~2024-2025

1.0 POLICY

The Board of Trustees is committed to the preservation and enhancement of public education and its trustee members shall conduct themselves at all times ethically and responsibly in carrying out the responsibilities, duties that they have been elected to fulfill. It is expected that all interactions related to the operations of the Board is characterized by mutual respect, which acknowledges the dignity and worth of all individuals.

2.0 GUIDELINES

2.1 Board Oath of Office

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

2.2 Code of Ethics

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

2.3 Code of Conduct

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

~~2.3.1~~ 2.3.2 Trustees shall carry out their responsibilities as outlined in Policy 220 with diligence.

2.3.3 Trustees shall endeavor to work collaboratively with fellow Board members to further the work of the Board.

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

2.3.3 Trustees must be mindful of the fact that they are accountable to exercise the powers and discharge the duties of their office honestly and in good faith. To this end, Trustees

-
- References: Policies: 120 Harassment Policy
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Education Act: Sections 64, 85, 86, 87, 88, 256
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Oaths of Office Act, 2014



Trustee Responsibility and Code of Conduct

EFFECTIVE: January 30, 2019

REVISED: ~~January 29, 2020~~

REVIEW: ~~2020-2021~~2024-2025

shall exercise the degree of care, diligence and skill that a reasonably prudent person would exercise in comparable circumstances.

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

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

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

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

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

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

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

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

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

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



Trustee Responsibility and Code of Conduct

EFFECTIVE: January 30, 2019

REVISED: ~~January 29, 2020~~

REVIEW: ~~2020-2021~~2024-2025

2.3.6 Trustees shall observe confidentiality regarding information received as Trustees.

2.3.6.1 According to the Freedom of Information and Protection of Privacy Act (FOIP), all information a Trustee receives regarding the ~~sSchool bBoard~~'s mandate and functions are considered records under the control of the ~~sSchool bBoard~~. All records containing personal information about an identifiable individual such as employee information, student information or information in letters to the ~~sSchool bBoard~~, must be kept confidential and may only be released in accordance with FOIP. Employee information, student information or information in letters to the ~~sSchool bBoard~~ must be kept confidential and may only be released in accordance with FOIP. Information received by individual Trustees in their capacity as trustees must also be processed and treated in accordance with FOIP.

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

2.4 Violation of Code of Conduct

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

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

2.5 Trustee Responsibilities

~~2.5.1 The role of each individual Trustee is to:~~

~~2.5.1.1 Represent his or her constituents and consider the interests of all dDivision stakeholders when making decisions.~~

~~2.5.1.2 Be familiar with the Education Act and Division policies and procedures.~~

~~2.5.1.3 Be familiar with and adhere to the Trustee Code of Conduct.~~

~~2.5.1.4 Stay informed on significant developments in Public eEducation.~~

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

EFFECTIVE: January 30, 2019

REVISED: ~~January 29, 2020~~

REVIEW: ~~2020-2021~~2024-2025

~~2.5.1.5 — Following a Trustee development activity, share materials and ideas gained in written format with fellow Trustees.~~

~~2.5.1.6 — Support the corporate decisions of the Board.~~

~~2.5.1.7 — Respect and support the authority of the Superintendent/CEO to direct the work of administration and staff.~~

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

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

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

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

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

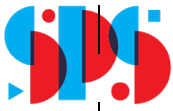
~~2.5.2.3 — Trustees shall comply with their fiduciary duty to inform ~~a~~Administration of concerns brought to their attention.~~

~~2.5.3 — Trustees shall recognize that:~~

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

~~2.5.3.2 — Without limiting the right of Trustees to express their own personal views, when interacting with the public, media or other entities, Trustees shall~~

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



Trustee Responsibility and Code of Conduct

EFFECTIVE: January 30, 2019

REVISED: ~~January 29, 2020~~

REVIEW: ~~2020-2021~~2024-2025

~~accurately represent and accept the corporate decision of the Board, once a decision has been made.~~

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

~~2.5.4.1 All ~~r~~Regularly scheduled or ~~s~~Special ~~m~~Meetings of the Board of Trustees and any ~~c~~Committee ~~m~~Meetings to which they are assigned, on a regular and punctual basis.~~

~~2.5.4.1.1 The presence or absence of every Trustee shall be recorded in the minutes. If a Trustee wishes to absent himself/herself during the course of a meeting, he/she will declare this wish and ensure that the recording secretary has noted it. Failure to do so will result in inaccuracies in the recording of minutes.~~

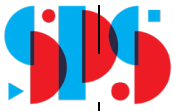
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~~2.5.4.1.3 Repeated partial or late attendance shall be cause for disciplinary action, as determined by the Board.~~

~~2.5.4.1.4 Unless an absence has been previously approved by the Board, failure to attend Regular and Special Board Meetings as well as scheduled committee meetings, will result in the deduction from trustee remuneration.~~

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



Trustee Responsibility and Code of Conduct

EFFECTIVE: January 30, 2019

REVISED: ~~January 29, 2020~~

REVIEW: ~~2020-2021~~2024-2025

~~2.6~~ With regards to Standing Committees of the Board, the ~~a~~Administrators assigned to support these ~~c~~Committees will include in the meeting notes the date and time of the next scheduled ~~c~~Committee ~~m~~Meeting, the estimated length of the next scheduled meeting and the names of those Trustees who will be in attendance.

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

~~2.8~~ Board Chair Responsibilities

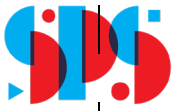
The Board Chair shall have the authority on behalf of the Board to:

~~2.8.1~~ Preside at all Board meetings.

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

~~Represent the cCorporate Board as required.~~

References: Policies: 120 Harassment Policy
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Trustee Responsibility and Code of Conduct

EFFECTIVE: January 30, 2019

REVISED: ~~January 29, 2020~~

REVIEW: ~~2020-2021~~2024-2025

Appendix A - Code of Ethics

As an elected member of the Board of Trustees,

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

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



Trustee Responsibility and Code of Conduct

EFFECTIVE: January 30, 2019

REVISED: ~~January 29, 2020~~

REVIEW: ~~2020-2021~~2024-2025

Appendix B - Code Of Conduct Complaint

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

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

EFFECTIVE: January 30, 2019

REVISED: ~~January 29, 2020~~

REVIEW: ~~2020-2021~~2024-2025

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

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



Trustee Responsibility and Code of Conduct

EFFECTIVE: January 30, 2019

REVISED: ~~January 29, 2020~~

REVIEW: ~~2020-2021~~2024-2025

Appendix C - Code of Conduct Hearing

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

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

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

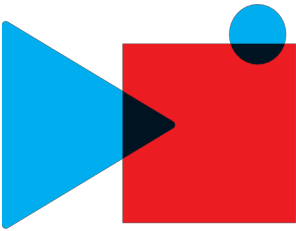
EFFECTIVE: January 30, 2019

REVISED: ~~January 29, 2020~~

REVIEW: ~~2020-2021~~2024-2025

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

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



BOARD
MEMORANDUM

Date: March 23, 2022
To: Board of Trustees
From: Shawna Walter, Acting Superintendent
Originator(s): Office of the Superintendent
Subject: Policy 221 – Role of the Trustee

Purpose:

For approval. Motion required.

Motion:

- a) That the Board of Trustees approve Policy 221 – *Role of the Trustee* as presented at the March 23, 2022, Public Board meeting.

Background:

Administration has created a new policy, Policy 221 – *Role of the Trustee* to clearly define and establish expectations of the role of a Trustee. The description of the role of the Trustee was removed from Policy 220 and captured in this new Policy.

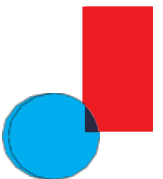
The Policy Committee reviewed Policy 221 – *Role of the Trustee* at their February 16, 2022, committee meeting and have recommended it to the Public Board meeting for approval.

Administration is prepared to respond to questions at the March 23, 2022, Public Board meeting.

Sincerely,

Shawna Walter, M.Ed
Acting Superintendent

Attachment





Role of the Trustee

EFFECTIVE:

REVISED:

REVIEW: 2024-2025

1.0 POLICY

The Board of Trustees is committed to Public Education and its Trustee members shall conduct themselves ethically and responsibly in carrying out the duties that they have been elected to fulfill. It is expected that all interactions related to the operations of the Board is characterized by mutual respect, which acknowledges the dignity and worth of all individuals.

2.0 GUIDELINES

2.1 The role of each individual Trustee is to:

- 2.1.1 Represent his or her constituents and consider the interests of all Division stakeholders when making decisions.
- 2.1.2 Be familiar with the Education Act and Division policies and procedures.
- 2.1.3 Be familiar with and adhere to the Trustee Code of Conduct.
- 2.1.4 Stay informed on significant developments in Public Education.
- 2.1.5 Following a Trustee development activity, share materials and ideas gained in written format with fellow Trustees.
- 2.1.6 Support the corporate decisions of the Board.
- 2.1.7 Respect and support the authority of the Superintendent to direct the work of administration and staff.
- 2.1.8 Observe the Board’s rules of order for conduct at Board meetings.
- 2.1.9 Promote positive relationships between the Board and all Division stakeholders.

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

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

References: Policies: 220 Trustee Conduct
230 Board Committees
Education Act: 34, 51, 52, 67, 75, 85-87
Board Procedures Regulation 82/2019
Freedom of Information and Protection of Privacy Act



Role of the Trustee

EFFECTIVE:

REVISED:

REVIEW: 2024-2025

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

2.2.3 Trustees shall comply with their fiduciary duty to inform Administration of concerns brought to their attention

2.3 Trustees shall recognize that:

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

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

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

2.4.1 All regularly scheduled or special meetings of the Board of Trustees and any committee meetings to which they are assigned, on a regular and punctual basis.

2.4.1.1 The presence or absence of every Trustee shall be recorded in the minutes. If a Trustee wishes to be absent during a meeting, they will declare this wish and ensure that the recording secretary has noted it. Failure to do so will result in inaccuracies in the recording of minutes.

2.4.1.2 As outlined in the Education Act, a person is disqualified from remaining as a Trustee of a board if that person is absent, without being authorized by a resolution of the board to do so, for three consecutive regular meetings of the board, unless his/her absence

References: Policies: 220 Trustee Conduct
230 Board Committees
Education Act: 34, 51, 52, 67, 75, 85-87
Board Procedures Regulation 82/2019
Freedom of Information and Protection of Privacy Act

Role of the Trustee

EFFECTIVE:

REVISED:

REVIEW: 2024-2025

is due to illness and he/she provides evidence of that illness in the form of a medical certificate respecting the period of absence.

2.4.1.3 Repeated partial or late attendance shall be cause for disciplinary action, as determined by the Board.

2.4.1.4 Unless an absence has been previously approved by the Board, failure to attend regular and special meetings as well as scheduled committee meetings will result in the deduction from trustee remuneration.

2.4.1.5 Two days per year are allowed without deduction for illness on the part of the Trustee, and two days of compassionate leave are also permitted. If, however, a Trustee is absent from any regular or special meeting of the Board or scheduled committee meetings due to illness, beyond the two sick days permitted, he/she must produce a doctor's certificate and no deduction from trustee remuneration will be made.

2.5 With regards to Standing Committees of the Board, the administrators assigned to support these committees will include in the meeting notes the date and time of the next scheduled committee meeting, the estimated length of the next scheduled meeting and the names of those Trustees who will be in attendance.

2.6 Trustees should attend Trustee Orientation and Renewal sessions, Board Retreats, School Council meetings, Student Discipline Hearings, Teacher Transfer Hearings and meetings with external organizations (such as Municipal Councils and Chamber of Commerce). Trustees are also expected to attend the annual general meetings of the Public School Boards' Association of Alberta (PSBAA) and/or the Alberta School Boards Association (ASBA) and other conferences as approved by the Board.

2.7 Board Chair Responsibilities

The Board, at the Organizational Meeting and thereafter at any time as determined by the Board, shall elect one of its members to act as Board Chair, to hold the office at the pleasure of the Board. The Board Chair shall have the authority on behalf of the Board to:

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230 Board Committees
Education Act: 34, 51, 52, 67, 75, 85-87
Board Procedures Regulation 82/2019
Freedom of Information and Protection of Privacy Act

Role of the Trustee

EFFECTIVE:

REVISED:

REVIEW: 2024-2025

- 2.7.1 Preside at all Board meetings and ensure that meetings are conducted in accordance with the Education Act and policies and procedures established by the Board.
- 2.7.2 Before each Board meeting confer with the Vice Chair and the Superintendent on the items to be included on the agenda, the order of the items and become familiar with the items.
- 2.7.3 Bring to the Board all matters requiring a corporate decision by the Board. In regular contact with the Superintendent and Vice Chair to maintain a working knowledge of current issues and events.
 - 2.7.3.1 Sign all documents required by law or as authorized by the action of the Board.
 - 2.7.3.2 Represent the Corporate Board as required.
 - 2.7.3.3 Ensure that the Board engages in an annual assessment of its effectiveness as a Board.

2.8 Vice Chair Responsibilities

- 2.8.1 The Vice Chair shall be elected by the Board at its Organizational Meeting, and thereafter at any time determined by the Board, to hold office at the pleasure of the Board. The Vice Chair shall:
 - 2.8.1.1 In the Board Chair's absence, act on behalf of the Board Chair and the Vice Chair shall have all the duties and responsibilities of the Board Chair.
 - 2.8.1.2 The Vice Chair shall assist the Board Chair in ensuring the Board operates in accordance with its own policies and procedures.
 - 2.8.1.3 Prior to each Board meeting, the Vice Chair shall confer with the Board Chair and the Superintendent on items to be included on the agenda, the order of the items and become familiar with them.
 - 2.8.1.4 The Vice Chair shall be an alternate signing authority for the Division.

References: Policies: 220 Trustee Conduct
230 Board Committees
Education Act: 34, 51, 52, 67, 75, 85-87
Board Procedures Regulation 82/2019
Freedom of Information and Protection of Privacy Act

Role of the Trustee

EFFECTIVE:

REVISED:

REVIEW: 2024-2025

1.0 POLICY

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- 2.1.5 Following a Trustee development activity, share materials and ideas gained in written format with fellow Trustees.
- 2.1.6 Support the corporate decisions of the Board.
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Education Act: 34, 51, 52, 67, 75, 85-87
Board Procedures Regulation 82/2019
Freedom of Information and Protection of Privacy Act

Role of the Trustee

EFFECTIVE:

REVISED:

REVIEW: 2024-2025

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Board Procedures Regulation 82/2019
Freedom of Information and Protection of Privacy Act

Role of the Trustee

EFFECTIVE:

REVISED:

REVIEW: 2024-2025

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2.7 Board Chair Responsibilities

The Board, at the Organizational Meeting and thereafter at any time as determined by the Board, shall elect one of its members to act as Board Chair, to hold the office at the pleasure of the Board. The Board Chair shall have the authority on behalf of the Board to:

References: Policies: 220 Trustee Conduct
230 Board Committees
Education Act: 34, 51, 52, 67, 75, 85-87
Board Procedures Regulation 82/2019
Freedom of Information and Protection of Privacy Act

Role of the Trustee

EFFECTIVE:

REVISED:

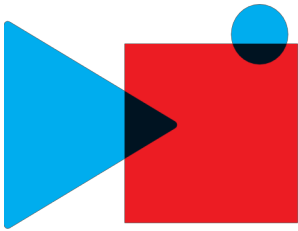
REVIEW: 2024-2025

- 2.7.1 Preside at all Board meetings and ensure that meetings are conducted in accordance with the Education Act and policies and procedures established by the Board.
- 2.7.2 Before each Board meeting confer with the Vice Chair and the Superintendent on the items to be included on the agenda, the order of the items and become familiar with the items.
- 2.7.3 Bring to the Board all matters requiring a corporate decision by the Board. In regular contact with the Superintendent and Vice Chair to maintain a working knowledge of current issues and events.
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 - 2.7.3.2 Represent the Corporate Board as required.
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 - 2.8.1.3 Prior to each Board meeting, the Vice Chair shall confer with the Board Chair and the Superintendent on items to be included on the agenda, the order of the items and become familiar with them.
 - 2.8.1.4 The Vice Chair shall be an alternate signing authority for the Division.

References: Policies: 220 Trustee Conduct
230 Board Committees
Education Act: 34, 51, 52, 67, 75, 85-87
Board Procedures Regulation 82/2019
Freedom of Information and Protection of Privacy Act



B O A R D
MEMORANDUM

Date: March 23, 2022
To: Board of Trustees
From: Shawna Walter, Acting Superintendent
Originator(s): Liliana LeVesconte, Associate Superintendent, Corporate Services
Subject: Policy 410 – Fees

Purpose:

For approval. Motion required.

Motion:

- a) That the Board of Trustees approve Policy 410 – Fees as presented at the March 23, 2022, Public Board meeting.

Background:

During the 2018-2019 school year, the Division completed a comprehensive Board Policy Review. The Education Committee (Policy Committee) had oversight of the review process, which saw 129 policies and 14 Board Regulations condensed to 43 policies. A Policy Tracker was created to schedule a regular review of all policies under the responsible administrator.

Administration has reviewed and updated Policy 410 – Fees as part of its review of policies. The policy updates are minor format and grammar changes.

The Policy Committee reviewed Policy 410 – Fees at their February 16, 2022, committee meeting and have recommended it come to the Public Board meeting for approval.

Administration is prepared to respond to questions at the March 23, 2022, Public Board meeting.

Sincerely,

Shawna Walter, M.Ed
Acting Superintendent

Attachment



Fees

EFFECTIVE: March 27, 2020

REVISED: February 2022

REVIEW: 2024-2025

1.0 POLICY

The Board ensures financial accountability annually through the development and oversight of the budget which includes the assessment, review and approval of administrative fees.

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

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

The Board assesses Complementary Learning Resources Fees to provide needed materials to students to enhance educational opportunities, and Transportation Fees to provide the service.

2.0 DEFINITIONS

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

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

2.3 Complementary Learning Resources include consumable supplies and resources that enhance and support learning during either curricular, co-curricular or extra-curricular activities.

2.4 Transportation Fees are applied to students accessing transportation services.

3.0 GUIDELINES

References: *Policy 245 Appeals*
Exhibit 1: Complementary Learning Resources Fee Schedule
Exhibit 2: Transportation Fee Schedule
Fee Waiver Application Form
Education Act
School Fees Regulation 95/2019

Fees

EFFECTIVE: March 27, 2020

REVISED: February 2022

REVIEW: 2024-2025

- 3.1 Fees are reviewed and approved by the Board, on an annual basis, as part of the budget process.
- 3.2 Approval Process
 - 3.2.1 In consultation with the school staff, the Principal will identify those curricular, co-curricular and extra-curricular activities that will be scheduled for the coming school year.
 - 3.2.2 The schedule will include a plan for the funding of each activity.
 - 3.2.3 The Principal will present the completed schedule of curricular, co-curricular and extra-curricular activities to the School Council, indicating the means for funding the activities. The Principal will take into consideration advice received from the School Council subsequent to the presentation.
 - 3.2.4 The schedule of curricular, co-curricular and extra-curricular activities, once complete with a clear indication as to fees to be levied to parents/guardians, shall be forwarded to the Superintendent on or before April 30th.
 - 3.2.5 For any new fees or fees increased by an amount that exceeds 5% of the fee or cost set out in the Division's current fee schedule, the Principal shall provide rationale to justify the proposed implementation of a new fee or a proposed increase to the existing fees. This does not apply to offsite activities and extra-curricular travel.
 - 3.2.6 The Principal shall ensure that a student shall not be penalized because of an inability to meet the financial requirements of a given curricular, co-curricular or extra-curricular activity (excluding academies, extended student trips or tours not necessary to meet the learning expectations of a particular grade or course).
- 3.3 Parent Notification

References: *Policy 245 Appeals*
Exhibit 1: Complementary Learning Resources Fee Schedule
Exhibit 2: Transportation Fee Schedule
Fee Waiver Application Form
Education Act
School Fees Regulation 95/2019

Fees

EFFECTIVE: March 27, 2020

REVISED: February 2022

REVIEW: 2024-2025

Once the fees are approved, schools shall notify parents of the fee schedules for the subsequent school year and the processes for payment plans, refunds and waiving of fees, if applicable.

3.4 Supplementing Funding

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

3.5 Complementary Learning Resources Fees

3.5.1 At the start of the annual budget process the Board will determine the Complementary Learning Resource Fees for the following school year.

3.6 Transportation Fees

3.6.1 At the start of the annual budget process the Board will determine the Transportation Fees for the following school year.

3.6 Collection of Fees

3.6.1 The Associate Superintendent, Corporate Services will be responsible for ensuring the collection of fees.

3.6.2 If a student joins the Division mid-year, annual fees will be pro-rated accordingly.

3.6.3 Curricular, co-curricular and extra-curricular fees are due for payment within 30 days after being invoiced. Schools shall send notice to parents who have not submitted payments and request such fees.

3.6.4 Complementary Learning Resource Fees are due for payment within 30 days after being invoiced.

References: *Policy 245 Appeals*
Exhibit 1: Complementary Learning Resources Fee Schedule
Exhibit 2: Transportation Fee Schedule
Fee Waiver Application Form
Education Act
School Fees Regulation 95/2019

Fees

EFFECTIVE: March 27, 2020

REVISED: February 2022

REVIEW: 2024-2025

3.6.5. Transportation Fees are due upon registration. Students will be provided with Bus Passes for the school year when the Transportation Fees are paid, or a payment plan has been established.

3.7 Delinquent Accounts

3.7.1 In December and March, a notice will be sent to parents with delinquent accounts.

3.7.2 Outstanding accounts, other than those on payment plans or approved request for waived fees, may be placed with a collection agency.

3.8 Waiver of Fees

3.8.1 In cases of genuine hardships, parents may submit a fee waiver application to the Principal.

3.8.1.2 A fee waiver application will not be considered for non-resident students or families with children attending School of Choice.

3.8.2 All fee waiver applications will be reviewed and approved by the Associate Superintendent, Corporate Services.

3.9 Refunds

3.9.1 Annual fees will be partially refunded only when a student leaves the Division within the first month of registration.

3.9.2 Requests for refunds from families transferring out of the Division during the school year will be assessed based on fee type, usage, and time of year.

3.10 Fees for Damaged Goods

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

3.11 Appeals

References: *Policy 245 Appeals*
Exhibit 1: Complementary Learning Resources Fee Schedule
Exhibit 2: Transportation Fee Schedule
Fee Waiver Application Form
Education Act
School Fees Regulation 95/2019

Fees

EFFECTIVE: March 27, 2020

REVISED: February 2022

REVIEW: 2024-2025

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

References: *Policy 245 Appeals*
Exhibit 1: Complementary Learning Resources Fee Schedule
Exhibit 2: Transportation Fee Schedule
Fee Waiver Application Form
Education Act
School Fees Regulation 95/2019

Fees

EFFECTIVE: March 27, 2020

REVISED: ~~April 2020~~February 2022

REVIEW: 2024-2025

1.0 POLICY

The Board ensures financial accountability annually through the development and oversight of the budget which includes the assessment, review and approval of administrative fees.

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

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

The Board assesses Complementary Learning Resources Fees to provide needed materials to students to enhance educational opportunities, and Transportation Fees to provide the service.

2.0 DEFINITIONS

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

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

2.3 Complementary Learning Resources include consumable supplies and resources that enhance and support learning during either curricular, co-curricular or extra-curricular activities.

2.4 Transportation Fees are applied to students accessing ~~bus services~~transportation services.

3.0 GUIDELINES

References: *Policy 245 Appeals*
Exhibit 1: Complementary Learning Resources Fee Schedule
Exhibit 2: Transportation Fee Schedule
Fee Waiver Application Form
Education Act
School Fees Regulation 95/2019

Fees

EFFECTIVE: March 27, 2020

REVISED: ~~April 2020~~February 2022

REVIEW: 2024-2025

3.1 Fees are reviewed and approved by the Board, on an annual basis, as part of the budget process.

3.2 Approval Process

~~3.2.1 School based curricular and extra-curricular fees~~

3.2.~~12~~In consultation with the school staff, the Principal will identify those curricular, co-curricular and extra-curricular activities that will be scheduled for the coming school year.

3.2.~~32~~The schedule will include a plan for the funding of each activity.

3.2.~~43~~The Principal will present the completed schedule of curricular, co-curricular and extra-curricular activities to the School Council, indicating the means for funding the activities. The Principal will take into consideration advice received from the School Council subsequent to the presentation.

3.2.~~54~~The schedule of curricular, co-curricular and extra-curricular activities, once complete with a clear indication as to fees to be levied to parents/guardians, shall be forwarded to the Superintendent/~~CEO~~ on or before April 30th. ~~The schedule will be presented at the Committee of the Whole Meeting in May.~~

3.2.~~65~~For any new fees or fees increased by an amount that exceeds 5% of the fee or cost set out in the Board's Division's current fee schedule, the Principal shall provide rationale to justify the proposed implementation of a new fee or a proposed increase to the existing fees. This does not apply to offsite activities~~field trips~~ and extra~~non~~-curricular travel.

3.2.~~76~~The Principal shall ensure that a student shall not be penalized because of an inability to meet the financial requirements of a given curricular, co-curricular or extra-curricular activity (excluding academies, extended student trips or tours not necessary to meet the learning expectations of a particular grade or course).

References: *Policy 245 Appeals*
Exhibit 1: Complementary Learning Resources Fee Schedule
Exhibit 2: Transportation Fee Schedule
Fee Waiver Application Form
Education Act
School Fees Regulation 95/2019

Fees

EFFECTIVE: March 27, 2020

REVISED: ~~April 2020~~ February 2022

REVIEW: 2024-2025

3.3 Parent Notification

~~In May and June of each school year~~ Once the fees are approved, schools shall notify parents of the fee schedules for the subsequent school year and the processes for payment plans, refunds and waiving of fees, if applicable.

3.4 Supplementing Funding

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

3.5 Complementary Learning Resources Fees

3.5.1 At the start of the annual budget process the Board will determine the Complementary Learning Resource Fees for the following school year.

3.6 Transportation Fees

~~3.6.1 At the start of the annual budget process the Board will determine the Transportation Fees for the following school year.~~

~~The Board will consider and approve the Transportation Fee schedule during the annual budget process.~~

3.6 Collection of Fees

3.6.1 The Associate Superintendent, Corporate Services will be responsible for ensuring the collection of fees ~~is undertaken according to Policy 410.~~

3.6.2 If a student joins the Division mid-year, annual fees will be ~~assessed pro-rated~~ assessed pro-rated accordingly.

3.6.3 Curricular, co-curricular and extra-curricular fees are due ~~September 30th each year~~ for payment within 30 days after being invoiced. Schools shall send notice to parents who have not submitted payments and request such fees.

References: *Policy 245 Appeals*
Exhibit 1: Complementary Learning Resources Fee Schedule
Exhibit 2: Transportation Fee Schedule
Fee Waiver Application Form
Education Act
School Fees Regulation 95/2019

Fees

EFFECTIVE: March 27, 2020

REVISED: ~~April 2020~~ February 2022

REVIEW: 2024-2025

3.6.4 Complementary Learning Resource Fees are due ~~September 30th each year~~ for payment within 30 days after being invoiced.

3.6.5. Transportation Fees are due upon registration. Students will be provided with Bus Passes for the school year when the Transportation Fees are paid, or a payment plan has been established.

3.7 Delinquent Accounts

3.7.1 In December and March, a notice will be sent to parents with delinquent accounts.

3.7.2 Outstanding accounts, other than those on payment plans or approved request for waived fees, ~~shall~~ may be placed with a collection agency.

3.8 Waiver of Fees

3.8.1 In cases of genuine hardships, parents may submit a fee waiver application to the Principal.

3.8.1.2 ~~A f~~ Fee waiver applications ~~are~~ will not be considered for non-resident students or families with children attending Schools of Choice.

3.8.2 All fee waiver applicationss will be reviewed and approved by the Associate Superintendent, Corporate Services.

3.9 Refunds

3.9.1 Annual fees will be partially refunded only when a student leaves the Division within the first month of registration.

3.9.2 Requests for refunds from families transferring out of the Division during the school year will be assessed based on fee type, usage, and time of year.

3.10 Fees for Damaged Goods

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

References: *Policy 245 Appeals*
Exhibit 1: Complementary Learning Resources Fee Schedule
Exhibit 2: Transportation Fee Schedule
Fee Waiver Application Form
Education Act
School Fees Regulation 95/2019



Fees

EFFECTIVE: March 27, 2020

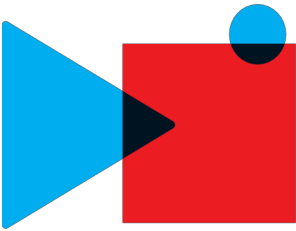
REVISED: ~~April 2020~~ February 2022

REVIEW: 2024-2025

3.11 Appeals

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

References: *Policy 245 Appeals*
Exhibit 1: Complementary Learning Resources Fee Schedule
Exhibit 2: Transportation Fee Schedule
Fee Waiver Application Form
Education Act
School Fees Regulation 95/2019



BOARD
MEMORANDUM

Date: March 23, 2022
To: Board of Trustees
From: Shawna Walter, Acting Superintendent
Originator(s): Lisa Lacroix, Associate Superintendent, Human Resources
Subject: Policy 700 – Superintendent of Schools

Purpose:

For approval. Motion required.

Motion:

- a) That the Board of Trustees approve Policy 700 – *Superintendent of Schools* as presented at the March 23, 2022, Public Board meeting.

Background:

During the 2018-2019 school year, the Division completed a comprehensive Board Policy Review. The Education Committee (Policy Committee) had oversight of the review process, which saw 129 policies and 14 Board Regulations condense to 43 policies.

Administration has updated Policy 700 – *Superintendent of Schools* to clearly define and establish expectations of the Superintendent. The Board Delegation of Authority has been removed from Policy 700 and Policy 701 – Board Delegation of Authority has been created to clearly identify the duties delegated to the Superintendent.

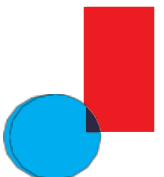
The Policy Committee reviewed Policy 700 – *Superintendent of Schools* at their March 9, 2022, committee meeting and have recommended it come to the Public Board meeting for approval.

Administration is prepared to respond to questions at the March 23, 2022, Public Board meeting.

Sincerely,

Shawna Walter, M.Ed
Acting Superintendent

Attachment





Superintendent of Schools

EFFECTIVE: March 27, 2019

REVISED: January 2022

REVIEW: 2023-2024

1.0 POLICY

The Superintendent is the Chief Executive Officer of the Board and the Chief Education Officer of the Division and is accountable to the Board of Trustees for the conduct and operations of the Division. All authority delegated to the staff of the Division is delegated through the Superintendent.

The Superintendent plays a critical collaborative role in supporting the leadership of the Board by advising, informing, and supporting the Board by recommending actions to address current and emerging issues in alignment with the mission, vision, and value statements of the Division

Specific Areas of Responsibility:

1.0 Student Welfare

- 1.1 Ensures each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
- 1.2 Ensures the accommodation, safety and welfare of students while participating in school programs or while being transported to and from school programs on transportation provided by the Division.
- 1.3 Ensures the learning environment accommodates all Division students.

2.0 Educational Leadership

- 2.1 Provides leadership in all matters related to education in the Division
- 2.2 Implements education policies established by the Minister and the Board.
- 2.3 Provides leadership to foster conditions necessary for student learning and success.
- 2.4 Ensures leadership is a shared responsibility of everyone within the organization and builds leadership capacity.

3.0 Fiscal Responsibility

- 3.1 Ensures the fiscal management of the Division by the Associate Superintendent, Corporate Services, is in accordance with the terms and conditions of any funding received by the Board under the Education Act or any other application Act or Regulation.
- 3.2 Ensures the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
- 3.3 Directs the development of and monitors the budget for the Division.

Superintendent of Schools

EFFECTIVE: March 27, 2019

REVISED: January 2022

REVIEW: 2023-2024

4.0 Personnel Management

- 4.1 Has overall authority and responsibility for all personnel related matters, except the development of mandates for collective bargaining and those personnel matters precluded by legislation, collective agreement or Board policy.
- 4.2 Ensures the coordination and integration of human resources within the Division.

5.0 Policy/Administrative Procedure

- 5.1 Provides leadership in the planning, development, implementation and evaluation of Board policies.
- 5.2 Develops and keeps up-to-date Administrative Procedures consistent with Board policy and provincial policies, regulations and procedures.

6.0 Superintendent/Board Relations

- 6.1 Establishes and maintains positive, professional working relations with the Board.
- 6.2 Respects and honors the Board's role and responsibilities and facilitates the implementation of that role as defined by Board policy.
- 6.3 Provides the information which the Board requires to perform its role.

7.0 Strategic Planning and Reporting

- 7.1 Ensures the strategic planning process is developed for:
 - 7.1.1 The Education Plan;
 - 7.1.2 Division goals;
 - 7.1.3 Budget;
 - 7.1.4 Facility plans;
 - 7.1.5 Technology plans;
 - 7.1.6 Transportation plans.
- 7.2 Implements plans as approved by the Board.
- 7.3 Involves the Board in the establishment of strategic priorities and key results early in the process, with final Board approval.



Superintendent of Schools

EFFECTIVE: March 27, 2019

REVISED: January 2022

REVIEW: 2023-2024

8.0 Communications and Community Relations

- 8.1 Takes actions to ensure open, transparent, positive internal and external communications are developed and maintained.
- 8.2 Keeps the Board updated through the provision of monitoring reports.
- 8.3 Ensures parents have a high level of satisfaction with the services provided and the responsiveness of the Division.
- 8.4 Participates actively in school-based activities in to enhance and support the Division's core beliefs and principles.
- 8.5 Acts as, or designates, the head of the organization for the purposes of the Freedom of Information and Protection of Privacy.

9.0 Leadership Practices

- 9.1 Practices leadership with integrity while carrying out the directives of the Board and the Minister.
- 9.2 Develops and maintains positive and effective relationships with provincial and regional government departments and external agencies.
- 9.3 Builds a positive and innovative culture based on trust, honesty and respect.

Superintendent of Schools

EFFECTIVE: April 24, 2019

REVISED: ~~March 25, 2020~~ January 2022 REVIEW: 2023-20234

1.0 POLICY

The Superintendent ~~is the/CEO,~~ as Chief Executive Officer of the Board of Trustees and Chief Education Officer of the Division, and is responsible to the Board of Trustees for the conduct and operations of the Division. All authority delegated to the staff of the Division is delegated through the Superintendent. ~~lead and supervise the operation of the school system, and is accountable, in that undertaking, to the Board of Trustees.~~

The Superintendent plays a critical collaborative role in supporting the leadership of the Board by advising, informing, and supporting the Board by recommending actions to address current and emerging issues in alignment with the mission, vision and value statement of the Division.

Specific Areas of Responsibility:

2.0 GUIDELINES

1.0 Student Welfare

1.1 Ensures each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

1.2 Ensures the accommodation, safety and welfare of students while participating in school programs or while being transported to and from school programs on transportation provided by the Division.

1.3 Ensures the learning environment accommodates all Division Students.~~2.1 Pursuant to 1.0 of this policy, the Board of Trustees delegates to the Superintendent/CEO full responsibility for the total operation of the school system including the power to do, or sub-delegate the authority to do, any act or thing or exercise any power that the Board of Trustees may or is required to do or exercise except for those powers which, in accordance with Section 52(4) of the Education Act, cannot be delegated~~

2.02 Educational Leadership

2.1 Provides leadership in all matters related to education in the Division.

2.2 Implements education policies established by the Minister and the Board.

2.3 Provides leadership to foster conditions necessary for student learning and success.

References: *Education Act: Section 52, 222, 223, 224*

Freedom of Information and Protection of Privacy Act

(4) _____ Delegation of Power

_____ Section 222 (4); (5) _____ Superintendent of Schools

_____ Section 223 _____ Term of Appointment

_____ Section 224 _____ Regulation

Superintendent of Schools

EFFECTIVE: April 24, 2019

REVISED: ~~March 25, 2020~~ January 2022 REVIEW: 2023-20234

- 2.4 Ensures leadership is a shared responsibility of everyone within the organization and builds leadership capacity.
- 3.0 Fiscal Responsibility
 - 3.1 Ensures the fiscal management of the Division by the Associate Superintendent, Corporate Services, is in accordance with the terms and conditions of any funding received by the Board under the Education Act or any other application Act or Regulation.
 - 3.2 Ensures the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
 - 3.3 Directs the development of and monitors the budget for the Division.
- 4.0 Personnel Management
 - 4.1 Has overall authority and responsibility for all personnel related matters, except the development of mandates for collective bargaining and those personnel matters precluded by legislation, collective agreement or Board policy.
 - 4.2 Ensures the coordination and integration of human resources within the Division.
- 5.0 Policy/Administrative Procedure
 - 5.1 Provides leadership in the planning, development, implementation and evaluation of Board policies.
 - 5.2 Develops and keeps up-to-date Administrative Procedures consistent with Board policy and provincial policies, regulations and procedures.
- 6.0 Superintendent/Board Relations
 - 6.1 Establishes and maintains positive, professional working relations with the Board.
 - 6.2 Respects and honors the Board's role and responsibilities and facilitates the implementation of that role as defined by Board policy.
 - 6.3 Provides the information which the Board requires to perform its role.
- 7.0 Strategic Planning and Reporting

References: *Education Act: Section 52, 222, 223, 224*
Freedom of Information and Protection of Privacy Act
 (4) _____ Delegation of Power
 _____ Section 222 (4); (5) Superintendent of Schools
 _____ Section 223 Term of Appointment
 _____ Section 224 Regulation

Superintendent of Schools

EFFECTIVE: April 24, 2019

REVISED: ~~March 25, 2020~~ January 2022 REVIEW: 2023-20234

- 7.1 Ensures the strategic planning process is developed for:
 - 7.1.1 The Education Plan;
 - 7.1.2 Division goals;
 - 7.1.3 Budget;
 - 7.1.4 Facility plans;
 - 7.1.5 Technology plans;
 - 7.1.6 Transportation plans.
- 7.2 Implements plans as approved by the Board.
- 7.3 Involves the Board in the establishment of strategic priorities and key results early in the process, with final Board approval.
- 8.0 Communications and Community Relations
 - 8.1 Takes actions to ensure open, transparent, positive internal and external communications are developed and maintained.
 - 8.2 Keeps the Board updated through the provision of monitoring reports.
 - 8.3 Ensures parents have a high level of satisfaction with the services provided and the responsiveness of the Division.
 - 8.4 Participates actively in school-based activities in to enhance and support the Division's core beliefs and principles.
 - 8.5 Acts as, or designates, the head of the organization for the purposes of the Freedom of Information and Protection of Privacy.
- 9.0 Leadership Practices
 - 9.1 Practices leadership with integrity while carrying out the directives of the Board and the Minister.
 - 9.2 Develops and maintains positive and effective relationships with provincial and regional government departments and external agencies.
 - 9.3 Builds a positive and innovative culture based on trust, honesty and respect.

References:	<i>Education Act: Section 52, 222, 223, 224</i>
	<i>Freedom of Information and Protection of Privacy Act</i>
(4) _____	Delegation of Power
_____	Section 222 (4); (5) Superintendent of Schools
_____	Section 223 Term of Appointment
_____	Section 224 Regulation



Superintendent of Schools

EFFECTIVE: April 24, 2019

REVISED: ~~March 25, 2020~~ January 2022 REVIEW: 2023-20234

Notwithstanding Clause 2.1, the Board of Trustees delegates to the Superintendent/CEO only:

~~2.2.1 the authority to suspend the services of a teacher including, without limitation, the authority under Section 213 (2) of the Education Act to suspend a teacher from the performance of the teacher's duties without prior notice if the Superintendent/CEO is of the opinion that the welfare of students is threatened by the presence of the teacher; and~~

~~2.2.2 the power to terminate the services of teacher~~

~~2.3 A decision of the Superintendent/CEO to suspend or terminate the services of a teacher is not appealable to the Board of Trustees.~~

~~2.4 With respect to the powers specified in 2.2 above, the Board of Trustees requires the Superintendent/CEO to:~~

~~2.4.1 advise the Board of Trustees forthwith in writing of any suspension directed pursuant to such delegated authority~~

~~2.4.2 advise the affected teacher forthwith in writing of the reasons for the suspension of the teacher and~~

~~2.4.3 forward a copy of the notice of suspension together with a written statement of the facts alleged, to the Board of Trustees and to the Minister.~~

~~2.5 With respect to the powers specified in 2.2 above, the Board of Trustees requires the Superintendent/CEO to:~~

~~2.5.1 advise the Board of Trustees forthwith in writing of any termination made pursuant to such delegated power; and~~

~~2.5.2 provide the affected teacher with written notice of any termination made pursuant to such delegated authority in accordance with the requirements of the Education Act.~~

3.0 GENERAL ROLE

~~3.1 The Superintendent/CEO shall be directly responsible and accountable to the Board of Trustees. He/she will work with, assist and advise the Board of Trustees on matters arising in all areas of Board jurisdiction and will provide the information necessary for sound decision-~~

References: *Education Act: Section 52, 222, 223, 224*

Freedom of Information and Protection of Privacy Act

(4) _____ Delegation of Power

_____ Section 222 (4); (5) _____ Superintendent of Schools

_____ Section 223 _____ Term of Appointment

_____ Section 224 _____ Regulation

Superintendent of Schools

EFFECTIVE: April 24, 2019

REVISED: ~~March 25, 2020~~ **January 2022** REVIEW: 2023-20234

~~making. He/she has the responsibility of recommending to the Board of Trustees appropriate policies for governing the operation of the system and for implementing and acting within the policies adopted by the Board. The Superintendent/CEO is responsible for the development, delivery and maintenance of an educational program which ensures optimum educational opportunity for all students in the jurisdiction. Authority may be delegated by the Superintendent/CEO to other system personnel, but the Superintendent/CEO shall be accountable for the tasks performed and the results achieved.~~

~~3.2 — Without limiting the scope of responsibility, the Board of Trustees directs attention to the key result areas identified in the current job description for the Superintendent/CEO and the duties as outlined in the Education Act, Section 222 (4) and (5).~~

~~3.3 — The appointment of the Superintendent/CEO shall conform to the requirements of the Education Act and Ministerial Regulations with respect to notification and qualifications.~~

References:	<i>Education Act: Section 52, 222, 223, 224</i>
	<i>Freedom of Information and Protection of Privacy Act</i>
(4) _____	Delegation of Power
_____	Section 222 (4); (5) Superintendent of Schools
_____	Section 223 Term of Appointment
_____	Section 224 Regulation



B O A R D
MEMORANDUM

Date: March 23, 2022
To: Board of Trustees
From: Shawna Walter, Acting Superintendent
Originator(s): Lisa Lacroix, Associate Superintendent, Human Resources
Subject: Policy 701 – Board Delegation of Authority

Purpose:

For approval. Motion required.

Motion:

- a) That the Board of Trustees approve Policy 701 – *Board Delegation of Authority* as presented at the March 23, 2022, Public Board meeting.

Background:

During the 2018-2019 school year, the Division completed a comprehensive Board Policy Review. The Education Committee (Policy Committee) had oversight of the review process, which saw 129 policies and 14 Board Regulations condensed to 43 policies. A Policy Tracker was created to schedule a regular review of all policies under the responsible administrator.

Administration has created a new Policy 701 – *Board Delegation of Authority* to clearly identify the duties delegated to the Superintendent.

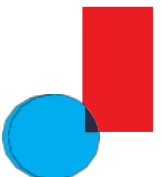
The Policy Committee reviewed Policy 701 – *Board Delegation of Authority* at their March 9, 2022, committee meeting and have recommended it come to the Public Board meeting for approval.

Administration is prepared to respond to questions at the March 23, 2022, Public Board meeting.

Sincerely,

Shawna Walter, M.Ed
Acting Superintendent

Attachment





Board Delegation of Authority DRAFT

EFFECTIVE:

REVISED:

REVIEW: 2023-2024

1.0 POLICY

The Superintendent is the Chief Executive Officer of the Board and the Chief Education Officer of the Division and is accountable to the Board of Trustees for the conduct and operations of the Division. All authority delegated to the staff of the Division is delegated through the Superintendent.

The Superintendent plays a critical collaborative role in supporting the leadership of the Board by advising, informing, and supporting the Board by recommending actions to address current and emerging issues in alignment with the mission, vision, and value statements of the Division

DELEGATION

- 1.1 In accordance with Section 52(1) of the *Education Act*, the Board authorizes the Superintendent of Schools to do any act, or thing, or exercise any power that the Board, may or is required to do or exercise, except those matters which, in accordance with Section 52(4) of the *Education Act*, cannot be delegated.
- 1.2 In accordance with Section 52(5)(a) of the *Education Act*, the Board delegates authority to the Superintendent of Schools to suspend the services of a teacher under Sections 213(1) and (2) of the *Education Act*.
- 1.3 In accordance with Section 52(5)(b) of the *Education Act*, the Board delegates authority to the Superintendent of Schools to terminate the services of a teacher.
- 1.4 With respect to Section 52(5)(a) and Section 52(5)(b), the Superintendent will:
 - 1.4.1 advise the Board of Trustees forthwith in writing of any suspension
 - 1.4.2 advise the affected teacher forthwith in writing of the reasons for the suspension and
 - 1.4.3 forward a copy of the suspension together with a written statement of facts alleged to the Minister.
- 1.5 A decision of the Superintendent of Schools to suspend or terminate the services of a teacher is not appealable to the Board.
- 1.6 Pursuant to Section 95 of the *Freedom of Information and Protection of Privacy Act*, the Board designates the Superintendent as head of the Division for the purposes of the *Freedom of Information and Protection of Privacy Act*.
- 1.7 Notwithstanding the above, the Board also reserves to itself the authority to make decisions on specific matters requiring Board approval in accordance with Board policies.