

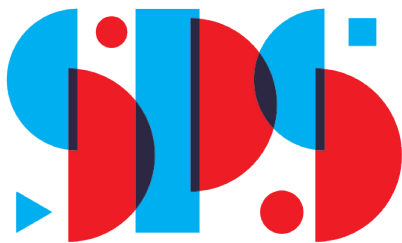
Public Board Meeting Agenda

June 22, 2022

4:00 P.M.

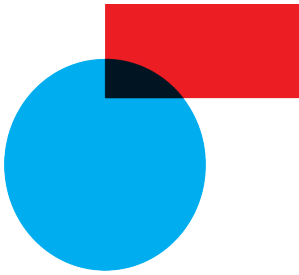
Meeting will be live streamed at:

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**

Dare to reimagine learning

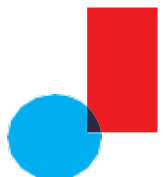


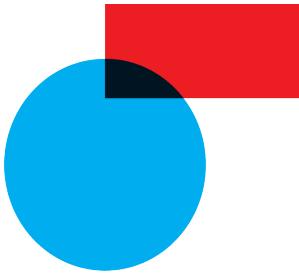
AGENDA

BOARD

June 22, 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 May 25, 2022
 - 4.2 Approval of the Minutes of the Special Meeting of June 8, 2022
5. PRESENTATIONS
6. REPORTS FROM SENIOR EXECUTIVE
 - 6.1 Administrative Procedure 905 – Student Attendance at School
 - 6.2 Communications Report
 - 6.3 Language Immersion (Grandfathered Agreement)
 - 6.4 LOGOS Review
 - 6.5 Monthly Financial Report – May 2022
 - 6.6 Monthly IT Report
 - 6.7 Annual Report: Off-Campus Education
7. REPORTS FROM TRUSTEES AND STANDING COMMITTEES
 - 7.1 Chair's Report
 - 7.2 Trustees Report
 - 7.3 Advocacy Committee
 - 7.3.1 Student Advisory Committee Co-Chair Report
 - 7.3.2 Advocacy Committee Year End Report





AGENDA

BOARD

June 22, 2022

7.4 Building and Maintenance Committee

7.4.1 Building and Maintenance Committee Year End Report

7.5 Finance and Human Resources Committee

7.5.1 Finance and Human Resources Committee Year End Report

7.6 Policy Committee

7.6.1 Policy Committee Year End Report

7.7 Transportation Committee

7.7.1 Transportation Committee Year End Report

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 2021-2022 Transfer to Capital Reserves

9.2 Omnibus Motion for Locally Developed Course Approval

9.3 Summer Meetings

9.4 Policy 110 – Equity, Diversity, Inclusion and Human Rights

9.5 Policy 115 – Sexual Orientation, Gender Identity, and Gender Expression

9.6 Policy 215 – Organization Chart

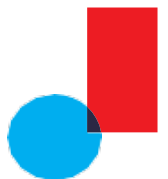
9.7 Policy 235 – Conduct of Board Meetings

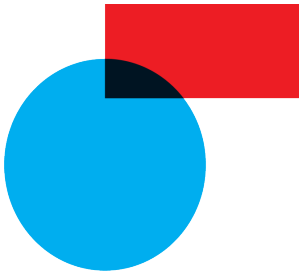
9.8 Policy 310 – Non-Funded Students

9.9 Policy 320 – Inclement Weather: Student Transportation Services

9.10 Policy 435 – Technology Equipment for Trustees

9.11 Policy 500 – Transportation





AGENDA

BOARD

June 22, 2022

9.12 Policy 605 – Public Use of School Buildings and Property

9.13 Policy 900 – Student Conduct and Discipline

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

16. ADJOURNMENT



**Sturgeon
Public Schools**

Dare to reimagine learning





**Sturgeon
Public Schools**

**Minutes of the Meeting of
The Board of Trustees of
The Sturgeon Public School Division
Held at Morinville on May 25, 2022**

Table of Contents

	Resolution #
Approval of Agenda	047
Approval of the Minutes of the Regular Meeting	048
New Business	
2022-2023 Draft Budget	049
2022 Borrowing Resolution	050
Sturgeon Public Schools DRAFT Education Plan 2022-2025	051
Religious Education and Instruction or Character Education at Sturgeon Heights School	052
Policy 410 - Fees	053



**Sturgeon
Public Schools**

**Minutes of the Meeting of
The Board of Trustees of
The Sturgeon Public School Division
Held at Morinville on May 25, 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
Mrs. Shawna Warren, Acting Superintendent
Mr. Jonathan Konrad, Acting Deputy Superintendent, Education Services
Ms. Liliana LeVesconte, Associate Superintendent, Corporate Services
Mrs. Lisa Lacroix, Associate Superintendent, Human Resources

CALL TO ORDER

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

APPROVAL OF AGENDA

Added Aaron Chute, Principal, Sturgeon Heights School, to the presentations section.

#047/2022 – Moved by Ms. Trish Murray-Elliott that the agenda be approved as amended.

CARRIED UNANIMOUSLY

APPOINTMENTS

APPROVAL OF MINUTES

#048/2022 – Moved by Mrs. Cindy Briggs that the minutes of the Regular Meeting of April 27, 2022, be approved as presented.

CARRIED UNANIMOUSLY

PRESENTATIONS

Religious Education and Instruction or Character Education at Sturgeon Heights School

Mr. Aaron Chute, Principal, Sturgeon Heights School, presented on Religious Education and Instruction or Character Education at Sturgeon Heights School.

REPORTS FROM SENIOR EXECUTIVE

2022 ThoughtExchange Summary Report

Mr. Jonathan Konrad, Acting Deputy Superintendent, Education Services, brought forward as information, the 2022 ThoughtExchange Summary Report.

At the May 11, 2022, Committee of the Whole Meeting, the Board of Trustees was presented information with respect to the 2022 ThoughtExchange Summary Report. Between April 7th and April 20th, Administration hosted the division-wide ThoughtExchange Engagement with all Stakeholders. Our question was 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 while building our Education Plan.

Each thought provided by stakeholders is read and reviewed by Senior Administration. Thoughts are tagged and organized into the five assurance domains; Student Growth & Achievement, Learning Supports, Teaching & Leading, Governance, and Local & Societal Context. The results of the ThoughtExchange inform the annual Education Plan, the annual budget, and are further reviewed by each school Administration team to inform areas of improvement for next year. Attached you will find the ThoughtExchange Summary Report from April 2022. (The 2021 ThoughtExchange Summary Report from April 2021, is also included as information and can be found on the Division website).

AP496 – Complementary Learning Resource Fee - Rescinded

Ms. Liliana LeVesconte, Associate Superintendent, Corporate Services, brought forward as information, that AP496 – Complementary Learning Resources Fee has been rescinded.

At the April 27, 2022, Public Board meeting, the Board of Trustees made the following motion:

#036/2022 – Moved by Mr. Joe Dwyer that the Board of Trustees eliminate the Complementary Learning Resource Fees from the Division moving forward as presented at the April 27, 2022, Public Board meeting.

CARRIED UNANIMOUSLY

Accordingly, Administrative Procedure 496 – Complementary Learning Resources Fee has been rescinded.

Communications Report

Mrs. Shawna Warren, Acting Superintendent, brought forward as information, the Communications Report for May 2022.

Communications in May has been focused on:

- Social media posting and engagement – focus on sharing content created and shared from schools in Sturgeon Public;
- Prep work for Budget 2022-2023 communication is ongoing;
- West Country Hearth Attack returning and registration is open;
- Ongoing Summer School Registration; and
- Ongoing Registration postings for the 2022-2023 School Year.

Upcoming Events:

- Sturgeon Heights 50th Anniversary Celebration – June 1, 2022;
- Pride Week – June 7, 2022;
- National Indigenous Peoples Day – June 21, 2022;
- Graduation Celebrations;
- Grade 9 Farewell Celebrations;
- Bus Registration Commences;
- School Spotlight videos; and
- Schools' Out for Summer – June 29, 2022.

Monthly Financial Report

Ms. Liliana LeVesconte, Associate Superintendent, Corporate Services, brought forward as information, the Board Financial Report for the month ending April 30, 2022.

The Year-to-Date Division's actual financial results are tracking ahead of budget on both the revenues and expenses sides.

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

- K-12 revenue is higher than budgeted mainly due to the Targeted Funding (\$380k) announced after the budgeting cycle, COVID Mitigation/ Hold Harmless funding (\$1.180M) adjustment announced in August 2021, and fees collected at the beginning of the school year rather than every month, offset by funds allocated to the Board approved projects that are completed (\$511k).
- Board approved operating and capital projects intended to be funded from the COVID Mitigation/ Hold Harmless funds have been started but not all completed, and not all funds have been moved to the Operations and Maintenance budget yet.
- System Administration is tracking a slightly higher budget mainly due to Alberta Education's advance payment due to their year-end (\$60k) and higher than budgeted investment income (\$20k).

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

- Operations and Maintenance are overspent by \$94k mainly due to the costs related to the Board approved projects in progress (not funded yet), and lower than budgeted utilities.
- Student Transportation is overspent by \$389k 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 most of the expenses are incurred in the first 10 months of the school year. It's anticipated that the department will break even.

- External services are tracking below budget by \$45k, mainly due to a reduction in secondments.
- System Administration is slightly underspent due to the timing of software implementation (\$50k).

Monthly IT Report

Ms. Liliana LeVesconte, Associate Superintendent, Corporate Services, brought forward as information, the monthly IT Report for April 2022.

Chromebook evergreening is complete for all schools for the 2021-2022 school year. This month, the Division experienced two planned outages to implement security patches. The updates were successful and all systems were restored the same day.

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 (*May 11 & May 25*)
- Building and Maintenance Committee Meeting (*May 25*)
- Camilla School, School Council Meeting (*May 17*)
- Committee of the Whole Meeting (*May 11*)
- Meeting with the Town of Legal (*May 11*)
- Policy Committee Meeting (*May 25*)
- Public Board Meeting (*May 25*)
- Rotary Club Meetings
- School Tours (*May 2, 4, and 9*)
- SOGI Presentation with Dr. Wells (*May 11*)
- Staff Recognition Event (*May 20*)
- Student Advisory Committee Meeting (*April 28*)
- 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:

- Book Study: The Governance Core (*May 11 & May 25*)
- Bon Accord Community School, School Council Meeting (*May 24*)
- Building and Maintenance Committee Meeting (*May 25*)
- Committee of the Whole Meeting (*May 11*)
- Community Services Advisory Board Meeting (CSAB) Tours (*May 7*)
- Meeting with the Town of Legal (*May 11*)
- Public Board Meeting (*May 25*)
- School Tours (*May 2, 4, 6, and 9*)
- SOGI Presentation with Dr. Wells (*May 11*)

- Staff Recognition Event (*May 20*)

Trustee Buga (Morinville Area)

Trustee Buga reported that she attended:

- ASBA Coffee Conversations (*May 2*)
- Book Study: The Governance Core (*May 11 & May 25*)
- Building and Maintenance Committee Meeting (*May 25*)
- Committee of the Whole Meeting (*May 11*)
- École Morinville Public School Literacy Day (*May 19*)
- École Morinville Public School, School Council Meeting (*May 2*)
- Four Winds Scrabble Day and Spelling Bee (*April 29*)
- JUPA Meeting with the Town of Morinville (*May 19*)
- Meeting with the Town of Legal (*May 11*)
- Moose Hide Day at École Morinville Public School (*May 12*)
- Policy Committee Meeting (*May 25*)
- Public Board Meeting (*May 25*)
- River Walk with Dr. Dwayne Donald and Namao School staff (*May 20*)
- School Tours (*May 2, 4, 6, and 9*)
- SOGI Presentation with Dr. Wells (*May 11*)
- Sturgeon Public Virtual Academy School Advisory Meeting (*May 17*)
- Staff Recognition Event (*May 20*)

Trustee Gibbons (Gibbons/Lamoureux)

Trustee Gibbons reported that she attended:

- Book Study: The Governance Core (*May 11 & May 25*)
- Building and Maintenance Committee Meeting (*May 25*)
- Committee of the Whole Meeting (*May 11*)
- Find Your Village (*May 25*)
- Gibbons School Elementary Production of “Frozen” (*May 13*)
- Gibbons School, School Council Meeting and PIA Meeting (*May 2*)
- Landing Trail School, School Council Meeting and PIA Meeting (*May 12*)
- Meeting with the Town of Gibbons CAO (*May 18*)
- Meeting with the Town of Legal (*May 11*)
- Policy Committee Meeting (*May 25*)
- Public Board Meeting (*May 25*)
- School Tours (*May 2, 4, 6, and 9*)
- SOGI Presentation with Dr. Wells (*May 11*)
- Staff Recognition Event (*May 20*)

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

Trustee Murray-Elliott reported that she attended:

- Book Study: The Governance Core (*May 11 & May 25*)
- Building and Maintenance Committee Meeting (*May 25*)
- Committee of the Whole Meeting (*May 11*)
- Meeting with the Town of Legal (*May 11*)
- Policy Committee Meeting (*May 25*)
- Public Board Meeting (*May 25*)
- Read to three Grade One classes, Sturgeon Heights School (*May 3*)

- River Walk with Dr. Dwayne Donald and Namao School staff (*May 20*)
- School Tours (*May 2, 4, 6, and 9*)
- SOGI Presentation with Dr. Wells (*May 11*)
- Staff Recognition Event (*May 20*)
- Sturgeon Composite High School, School Council Meeting (*May 17*)
- Sturgeon Composite High School Stride A Thon (*May 19*)
- Sturgeon Heights School, School Council Meeting (*May 16*)

Trustee Oatway-McLay (Cardiff/Garrison)

Trustee Oatway-McLay reported that she attended:

- Committee of the Whole Meeting (*May 11*)
- Guthrie School, School Council Meeting (*May 2*)
- Namao School, School Council Meeting (*May 17*)
- Public Board Meeting (*May 25*)
- School Tours (*May 2 and 4*)
- Staff Recognition Event (*May 20*)
- Student Advisory Committee Meeting (*April 28*)

Trustee Pequin (Redwater/Coronado Area)

Trustee Pequin reported that she attended:

- Book Study: The Governance Core (*May 11*)
- Committee of the Whole Meeting (*May 11*)
- Meeting with the Town of Legal (*May 11*)
- Public Board Meeting (*May 25*)
- Public Works Lunch at Ochre Park School (*May 18*)
- Redwater School, School Council Meeting (*May 16*)
- School Tours (*May 2, 4, 6, and 9*)
- SOGI Presentation with Dr. Wells (*May 11*)
- TEBA Meeting (*May 10 and 19*)

ADVOCACY COMMITTEE

A verbal and written report was provided.

This summary is from the Student Advisory Committee Meeting held on April 28, 2022.

The Student Advisory Committee met on April 28, 2022 in person at Namao School. Approximately 22 students from grades 7 to 12 met with the Trustees and the Senior Admin team to talk about their experience in schools. The conversation was led by student Co-Chair Jayce Cornelius from Redwater, and was focused around three questions,

- What great student activities are happening in your school?
- Which activities are student led or student organized?
- How do students have a voice in activities or with school administration?

In addition, the Advisory Committee asked student representatives to share ideas on how to better inform parents about learning and activities in school.

BUILDING AND MAINTENANCE COMMITTEE

A verbal report was provided.

A Building and Maintenance Committee meeting was held on May 25, 2022.

FINANCE AND HUMAN RESOURCES COMMITTEE

No report was provided.

POLICY COMMITTEE

A verbal report was provided.

A Policy Committee meeting was held on May 25, 2022.

TRANSPORTATION COMMITTEE

No report was provided.

REPORTS FROM SPECIAL COMMITTEES

ALBERTA SCHOOL BOARDS ASSOCIATION REPRESENTATIVE

A verbal report was provided.

PUBLIC SCHOOL BOARDS ASSOCIATION OF ALBERTA REPRESENTATIVE

A verbal report was provided.

NEW BUSINESS

2022/2023 Draft Budget

In line with Policy 405 *Budget Development and Transparency*, Administration engages in a consultative process with Division stakeholders to develop and draft the system budget and bring it forward to the Board of Trustees for review and approval. Section 139 of the Education Act outlines the expectations for financial reporting for school boards. Sub-section 2 requires school boards to annually prepare and submit to the Minister, a budget for the upcoming fiscal year on or before May 31.

Sturgeon Public School Division's Budget is the fiscal plan intended to achieve the stated goals and objectives of the Board in accordance with the Division's Vision, Mission and Values, Education Plan Priorities and the Board Priorities.

Vision, Mission and Values

Vision: Sturgeon Public School Division: where, through a well-rounded education, students are motivated and supported to pursue their unique path to future success.

Mission: Working together as a team of trustees, parents, community, staff and students, we create safe, respectful and collaborative learning environments where students are prepared to meet and excel at, the challenges presented by the global community.

Values: Excellence in teaching. Shared responsibility. Mutual respect. Belonging. Learning choices. Communication.

The Board believes that the annual system budget and the Education Plan, together with annual school budgets, are key planning documents for the continuous improvement of the quality of education for students (Policy 405 – Budget Development and Transparency).

The 2022-2023 Funding Manual and Funding Profile were released on March 24th, 2022. The following are highlights of the funding model.

Grant Increases/Decreases:

1. Base instruction rates increased by 1%
2. Operations and Maintenance grant increased by 1%
3. Transportation grant increased by 4.6%
4. IMR grant decreased by 2.66%
5. CMR grant decreased by 37.91%
6. The Division lost Rural Small School funding due to enrolment above the threshold, and we are now funded for those students under Basic Instruction, resulting in over \$70,000 of lost funding overall
7. All other funding changes were due to the WMA rate trending down, due to being calculated now over the enrolment during COVID years. However, the enrolment impact has been held harmless, and the Division has been offset with Bridge Funding of \$9,445,939. This is reflected in our funding profile as one number now, as opposed to two numbers: one for COVID mitigation and one for bridge funding.
8. Overall, the Division funding has increased by \$598,975

Reserves Policies

A maximum operating limit on reserves has been implemented for August 31, 2023, and any funds over the cap will be recovered by Alberta Education.

- The maximum operating reserve percentage for each school jurisdiction is equivalent to the jurisdiction's System Administration percentage (range between 3.15 percent to 4.95 percent). The Division's percent has not been confirmed yet.
- The maximum operating reserve balance for the 2022-2023 school year will be determined by multiplying the maximum operating reserve percentage by the Total Expenses as per the August 31, 2022, Audited Financial Statement (AFS) balance.
- No maximum operating reserve limit balance will be below \$100,000. School jurisdictions will be required to maintain a minimum 1 percent operating reserve balance.
- Any operating reserve balance in excess of the operating reserve maximum will be recovered by Alberta Education through an equivalent reduction from scheduled payments for the remainder of the school year.
- Alberta Education will provide notification of the excess reserve balances and the planned payment reductions, following a review of AFS on November 30, 2023. The Minister may authorize an exemption to the maximum, based on one or more of the following criteria:

- Clear demonstration of a short-term requirement to utilize the reserves. One time project that requires an accumulation of reserves e.g., new technology system, supplement to a capital project.
- The project is required for the safety of students.
- The project has been preapproved by the Minister including the accumulation of reserve funds.
- Written request from the Chair of the Board of Trustees identifying the applicable criteria to support the request.

The 2022-2023 Draft Budget is based on several key budget assumptions:

- The Division has prepared the budget based on the following class size targets:

Grade	SPS 22/23	SPS 21/22	*Alberta 18/19 Average	Alberta Education 2003 Guide
Pre-K to 3	19.45	19.45	20.40	17.0
4 - 6	26.95	27.95	22.80	23.0
7 - 9	28.95	29.95	23.50	25.0
10 - 12	28.95	29.95	23.50	27.0

*Alberta Education discontinued the Class Size Survey Initiative in September 2019

- Enrolment projections continue to escalate year over year:

Program	22/23	21/22	20/21
Pre-K to 12	5,059	5,029	4,704
AFN	30	36	27
Home Education	44	34	101
Total	5,133	5,099	4,850

- Draft Revenues for 2022-2023 are higher than 2021- 2022 by \$1.3 million, primarily due to an increase in the grant from Alberta Education by \$599 thousand.
- Draft Expenditures for 2022-2023 are higher than 2021- 2022 by \$4 million, primarily due to a \$3 million increased allocation to Instruction. The draft budget includes a 15% increase in teaching staff in schools, a 39% increase in educational assistants, dedicated FTE to reduce split-grade classes, an increase in counselling FTE, and a multi-year proposed Division Cohesive Student Support Model.
- The Division is continuing to support Student Mental Health and Wellness and will allocate \$1.5 million for this initiative in 2022-2023. The Division is also requesting approval from the Minister to continue this program for two more years thereafter.
- The PUF and Inclusive Education programs remain underfunded and continue to be supported through base grant dollars. Pre-Kindergarten teachers are now captured under the Base Instruction Certificated Staff line and represent 9.5 FTE.
- Evergreening budget has increased by \$50 thousand due to an increase in equipment requiring support and the cost escalation for the equipment and licenses, in general.
- Student Transportation Services expenditures will increase by \$662 thousand, due to increased ridership and contractual obligations to Bus Contractors. This service is underfunded by over \$450 thousand, despite the increased grant allocation of 4.6% (\$205 thousand) from Alberta Education.

- Alberta Education has not communicated any plans for Bridge Funding, so it is unclear what the future holds for those dollars. The 2022-2023 Funding Manual did, however, introduce a maximum operating limit on reserves. Effective August 31, 2023, any funds over the reserve cap will be recovered by Alberta Education. School divisions are required to obtain Ministerial approval prior to utilizing operating reserves or transferring to capital reserves as per the Education Act.
- Capital Renewal projects add up to \$3.6 million. Most of our schools are over 50 years old and have \$48.9 million in outstanding Deferred Maintenance. For 2022-2023, the Division submitted \$7 million worth of projects for CMR funding, of which, all were approved as eligible, however, only \$483,829 funding was received. The Division is proposing to transfer \$2.5 million from operating reserves to capital reserves to support these projects.

#049/2022 – Moved by Mrs. Tasha Oatway-McLay that the Board of Trustees approve the 2022-2023 Draft Budget as presented at the May 25, 2022, Public Board meeting.

CARRIED UNANIMOUSLY

2022 Borrowing Resolution

On an annual basis, our bank requires a borrowing resolution to be duly passed by the Board of Trustees.

#050/2022 – Moved by Mrs. Cindy Briggs that the Board of Trustees approve the 2022 Borrowing Resolution as presented at the May 25, 2022, Public Board meeting.

CARRIED UNANIMOUSLY

Sturgeon Public Schools DRAFT Education Plan 2022-2025

At the May 11, 2022 Committee of the Whole Meeting, the Board of Trustees reviewed the DRAFT Education Plan 2022 - 2025. The Education Plan must be approved by the Board of Trustees and posted on the Division website by May 31st of each year.

The Division's Education Plan articulates the Board's approved outcomes, measures and strategies to meet our priority of student achievement. The Education Plan uses key insights from the Annual Education Results Report, along with consideration of contextual information and input from stakeholder engagement processes to inform the key priorities, outcomes and strategies that direct the work in schools and at a system level.

The Education Plan outlines key priorities, outcomes and strategies in the following Assurance Domains:

1. Student Growth and Achievement;
2. Teaching and Leading
3. Learning Supports
4. Governance; and,
5. Local and Societal Context

#051/2022 – Moved by Mrs. Tasha Oatway-McLay that the Board of Trustees approve the DRAFT Sturgeon Public School Division Education Plan for 2022-2025.

CARRIED UNANIMOUSLY

Religious Education and Instruction or Character Education at Sturgeon Heights School

Historically Sturgeon Heights School has offered all students the opportunity to participate in the Lord's Prayer and Religions Instruction. At the beginning of the 2011- 12 school year, playing the Lord's Prayer over the school public address system was suspended. The Board of Trustees initiated a review in 2012 which resulted in allowing parents/guardians to choose the option of enrolling their children in the Lord's Prayer or wellness activities. In accordance with Policy 315 and Policy 800, the Board of Trustees directed Sturgeon Heights School to ask parents/guardians annually if they would like their child(ren) to participate in the Lord's Prayer or wellness activities each morning and Religious Education and Instruction or Character Education on Friday afternoons.

Over the past few years, there has been a documented trend demonstrating a decrease in interest from parents/guardians in enrolling their children in the recitation of the Lord's Prayer in the morning and Religious Education and Instruction on Friday afternoons.

At both the March 9, 2022, and May 11, 2022, Committee of the Whole Board meetings, Principal Chute presented background information and requested that the Board of Trustees provide direction to obtain parent/guardian and staff feedback related to Opening Exercises and Religious Education at Sturgeon Heights School.

Following the March Committee of the Whole, the Administration engaged parents and staff in the following activities:

- At the March 21, 2022, School Council meeting, parents/guardians were apprised of information trends and invited to participate in a survey to gather feedback on programming choices.
 - See Appendix 1 - March 21: School Council Agenda.
- 2022/2023 Programming Options for Grades 1 to 6 survey was electronically administered to families from April 11 until April 24, 2022.
 - See Appendix 2 - Parent/Guardian Survey.
- The SHS Staff Survey: 2022/2023 Programming Options survey was electronically administered on April 19, 2022.
 - See Appendix 3 - SHS Staff Survey: 2022/2023 Programming Options.
- At the April 25, 2022, School Council Meeting, Principal Chute presented compiled survey results and invited discussion.
 - See Appendix 4 - April 25: School Council Agenda.

Following this work, the Administration at Sturgeon Heights prepared the attached report to inform the Board of Trustees of the level of parent/guardian interest in a daily opening prayer and religious instruction courses.

#052/2022 – Moved by Ms. Trish Murray-Elliott that the Board of Trustees remove the prescription for the recitation of the Lord's Prayer each morning and remove the prescription for Religious Education courses at the end of each week at Sturgeon Heights School.

CARRIED UNANIMOUSLY

Policy 410 - Fees

At the April 27, 2022, Public Board Meeting, the Board of Trustees approved the following motion:

#036/2022 – Moved by Mr. Joe Dwyer that the Board of Trustees eliminate the Complementary Learning Resource Fees from the Division moving forward as presented at the April 27, 2022, Public Board meeting.

CARRIED UNANIMOUSLY

Accordingly, Administration has reviewed and updated Policy 410 – Fees, removing Complementary Learning Resource Fees.

#053/2022 – Moved by Ms. Trish Murray-Elliott that the Board of Trustees approve Policy 410 – Fees as presented at the May 25, 2022, Public Board Meeting.

CARRIED UNANIMOUSLY

UNFINISHED BUSINESS**NOTICES OF MOTION**

There were no Notices of Motion.

INFORMATION**COMMENT & QUESTION PERIOD****ATA**

A verbal 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**

#054/2022 – 5:58 p.m. – Moved by Mrs. Tasha Oatway-McLay that the Board go in camera.

CARRIED UNANIMOUSLY

Meeting recessed at 5:58 p.m. for a dinner break.

Meeting resumed at 6:27 p.m.

Mr. Joe Dwyer left the meeting at 6:40 p.m.

Mr. Joe Dwyer returned to the meeting at 6:51 p.m.

#055/2022 – 7:25 p.m. – Moved by Ms. Irene Gibbons that the Board revert to public.

CARRIED UNANIMOUSLY

ADJOURNMENT

Mrs. Tasha Oatway-McLay adjourned the meeting at 7:26 p.m.

Chair

Date

Associate Superintendent,
Corporate Services



Sturgeon
Public Schools

Special Board Meeting of
The Board of Trustees of
The Sturgeon Public School Division
Held at Morinville on June 8, 2022

Table of Contents

	Resolution #
Education Services Agreement – Alexander First Nation	S-04
New School in Legal - Name	S-05



**Sturgeon
Public Schools**

**Minutes of the Special Board Meeting of
The Board of Trustees of
The Sturgeon Public School Division
Held at Morinville on June 8, 2022**

ROLL CALL

Present were Trustees: Mr. Joe Dwyer; Ms. Irene Gibbons; Mrs. Cindy Briggs; Mrs. Janine Pequin; Mrs. Stacey Buga; Mrs. Tasha Oatway-McLay; Ms. Trish Murray-Elliott; Mrs. Shawna Warren, Acting Superintendent; Ms. Liliana LeVesconte, Associate Superintendent, Corporate Services; Mr. Jonathan Konrad, Acting Deputy Superintendent, Education Services; and Mrs. Lisa Lacroix, Associate Superintendent Human Resources.

CALL TO ORDER

The Chair called the meeting to order at 4:01 p.m.

Education Services Agreement – Alexander First Nation

S-04/2022 – Moved by Mrs. Tasha Oatway-McLay that the Board of Trustees approve the Education Services Agreement with Alexander First Nation for the term of 2022-2027, as presented at the Special Board meeting of June 8, 2022.

CARRIED UNANIMOUSLY

New School in Legal – Name

S-05/2022 – Moved by Mrs. Cindy Briggs that the Board of Trustees approve ‘Legal Public School’ for the name of the new school in Legal.

CARRIED UNANIMOUSLY

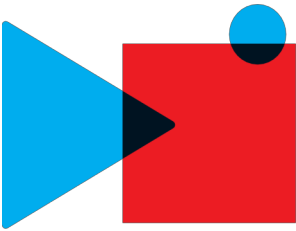
CLOSE OF THE MEETING

The meeting adjourned at 4:20 p.m.

Chair

Date

Associate Superintendent,
Corporate Services



BOARD
MEMORANDUM

Date: June 22, 2022
To: Board of Trustees
From: Shawna Warren, Acting Superintendent
Originator(s): Jonathan Konrad, Acting Deputy Superintendent, Education Services
Subject: Administrative Procedure 905 – Student Attendance at School



Purpose:

For information.

Background:

During the Covid-19 pandemic, student attendance became a significant concern for school administration. Working with the Division’s Mental Health & Wellness Coordinator, a committee of school administrators reviewed Administrative Procedure 905, and created templates for Attendance Improvement Plans and Attendance Letters to be used by all Division schools.

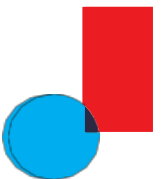
Administrative Procedure 905 – Student Attendance at School is included for Trustee information.

Administration is prepared to respond to questions at the June 22, 2022 Public Board meeting.

Sincerely,

Shawna Warren, M.Ed
Acting Superintendent

Attachment





BACKGROUND

Sturgeon Public Schools believes regular school attendance is a significant contributing factor to student learning, positive connections at school, and student progress. When there is an attendance concern, it is usually the first indicator that a student is having other challenges. (Alberta Education)

PURPOSE

All students who on September 1 are 6 years of age or older and younger than 16 years of age, subject to subsection 7(2) of the *Education Act*, shall attend school.

PROCESS

The Deputy Superintendent Education Services will be responsible to maintain the procedure.

PROCEDURE

1. The Principal shall reference the importance of regular attendance in students/parents/guardians and teacher communications.
 - 1.1 Teachers/office staff shall maintain accurate and timely records for student attendance and ensure these are available to parents/guardians through PowerSchool.
 - 1.2 The Principal and staff shall encourage students to attend school on a regular basis and shall report student attendance to parents/guardians as outlined in these guidelines.
 - 1.3 Elementary and junior high schools shall report student attendance to parents/guardians at each formal reporting period.
 - 1.4 Notwithstanding section 2.1 elementary and junior high schools shall communicate with the student (where appropriate) and with parents/guardians regarding student's attendance once 10% or more unexcused absences occur.
 - 1.5 Notwithstanding section 2.1 senior high schools shall communicate with the student and parents/guardians regarding student's attendance after three (3) or more unexcused absences have been recorded.

References: *Board Policy: [900 Student Conduct and Discipline](#)*
[Education Act](#)
[Alberta Education Guide to Education: ECS to Grade 12](#)
Resources: *[Attendance Strategies](#)*
[Attendance Tool Kit](#)



2. Parents/guardians are expected to ensure their child(ren) attends school regularly.
 - 2.1 The parents/guardians are responsible for providing the school with an explanation (phone calls, messages and/or emails) if their child(ren) will not be in attendance on any given school day. All absences, whether excused or unexcused will be accumulated towards a total number of absences.
3. If the school does not receive notice from the parents/guardians concerning a student's absence as required in Section 2.1 above, the school or the Power School system will communicate to parents/guardians and advise them of the student's absence.
4. Teachers shall communicate with parents/guardians when absences by a student interfere with their school learning.
 - 4.1 Teachers shall maintain documentation of communication (phone calls, messages and/or emails) through log entries on PowerSchool with parents/guardians regarding the student's absences.
 - 4.2 Teachers shall report to school administration when absenteeism is determined (as indicated in 1.4/1.5) and a letter will be sent home by the school advising the parents/guardians of the student's absence.
 - 4.3 Should attendance not improve as per action in 4.2, teachers will report to the administration/counsellor team with cooperation and collaboration from the parents/guardians and student will explore and determine a targeted Attendance Improvement Plan and/or support that would be best to address the absenteeism.
 - 4.4 Monitoring and reasonable efforts to document the outcome of the plan will be done by school personnel.
5. If learning continues to be adversely affected by lack of attendance and the Attendance Improvement Plan or other supports are not successful, the school shall send a letter (outlining the Attendance Improvement Plan/or other supports in place and any additional communication attempts) and an attendance report to the parents/guardians. Included will be the expectations as outlined in the *Education Act* (Sections 7 - 9 and/or 45 - 50).
 - 5.1 For student's 16 years/older as of September 1st, ongoing strategies and communication will be determined by the school.

References: [Board Policy: 900 Student Conduct and Discipline](#)
[Education Act](#)
[Alberta Education Guide to Education: ECS to Grade 12](#)


Resources: [Attendance Strategies](#)
[Attendance Tool Kit](#)



Date: May 25, 2022

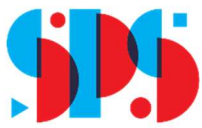
Responsible Administrator: Deputy Superintendent
Education Services

6. If lack of attendance persists following reasonable efforts outlined in the Attendance Improvement Plan and/or other supports, the Principal shall inform the Deputy Superintendent Education Services/designate, send a letter as deemed appropriate as per the *Education Act* (Section 7) and proceed to involve specialized interventions from Alberta Education through the Office of Student Attendance and Re-engagement (OSAR).
7. If OSAR is not successful in establishing improved/regular attendance by the student, the family and the student (as per the *Education Act*, Sections 7 and 8) shall be referred to the Attendance Board (Section 9) at Alberta Education by the Principal of the school.
8. The Attendance Board description and responsibility is outlined in the *Education Act* under sections 46, 47, 48 and 49.

A decorative graphic 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: [900 Student Conduct and Discipline](#)*
[Education Act](#)
[Alberta Education Guide to Education: ECS to Grade 12](#)

Resources: *[Attendance Strategies](#)*
[Attendance Tool Kit](#)



BACKGROUND PURPOSE

Sturgeon Public Schools believes regular school attendance is a significant contributing factor to student learning. positive connections at school, and student progress. When there is an attendance concern, it is usually the first indicator that a student is having other challenges. (Alberta Education)

PURPOSE

All students who on September 1 are 6 years of age or older and younger than 16 years of age, subject to subsection 7(2) of the Education Act, shall attend school.

PROCESS

The ~~Deputy Associate~~ Superintendent Education Services will be responsible to maintain the procedure.

PROCEDURE

1. The Principal shall reference the importance of regular attendance in students/parents/guardians and teachers communications.

1.1 Teachers/office staff shall maintain accurate and timely records for student attendance and ensure these are available to parents/guardians through PowerSchool.

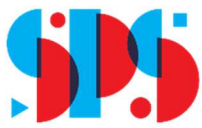
1. _____

2. 1.2 The Principal and staff shall encourage students to attend school on a regular basis and shall report student attendance to parents/guardians as outlined in these guidelines.

3. 1.3 The parent/guardian shall be asked to advise the school if the student will not be in attendance on any given day Elementary and junior high schools shall report student attendance to parents/guardians at each formal reporting period.

1.4 ~~If the school does not receive notice from the parent/guardian concerning a student's absence as required in Section 3 above, the school shall attempt to contact the parent/guardian and advise them of the student's absence~~ Notwithstanding section 2.1 elementary and junior high schools shall communicate with the student (where appropriate) and with parents/guardians regarding student's attendance once 10% or more unexcused absences occur.

References: Board Policy: 900 Student Conduct and Discipline
~~Education Act: Sections 45-50~~
Alberta Education Guide to Education: ECS to Grade 12
Resources: Attendance Strategies
Attendance Tool Kit



Responsible Administrator: Associate ~~Deputy~~ Superintendent
Education Services

- 1.5 Notwithstanding section 2.1 senior high schools shall communicate with the student and parents/guardians regarding student’s attendance after three (3) or more unexcused absences have been recorded.
2. Parents/guardians are expected to ensure their child(ren) attends school regularly.
 - 2.1 The parents/guardians are responsible for providing the school with an explanation (phone calls, messages and/or emails) if their child(ren) will not be in attendance on any given school day. All absences, whether excused or unexcused will be accumulated towards a total number of absences.
3. If the school does not receive notice from the parents/guardians concerning a student’s absence as required in Section 2.1 above, the school or the Power School system will communicate to parents/guardians and advise them of the student’s absence.
4. Teachers shall communicate with parents/guardians when absences by a student interfere with their school learning.
 - 4.1 Teachers shall maintain documentation of communication (phone calls, messages and/or emails) through log entries on PowerSchool with parents/guardians regarding the student’s absences.
 - 4.2 Teachers shall report to school administration when absenteeism is determined (as indicated in 1.4/1.5) and a letter will be sent home by the school advising the parents/guardians of the student’s absence.
 - 4.3 Should attendance not improve as per action in 4.2, teachers will report to the administration/counsellor team with cooperation and collaboration from the parents/guardians and student will explore and determine a targeted Attendance Improvement Plan and/or support that would be best to address the absenteeism.
 - 4.4 Monitoring and reasonable efforts to document the outcome of the plan will be done by school personnel.
- ~~4. Schools shall maintain accurate and timely records for student attendance and ensure these are available to parents/guardians through PowerSchool.~~

References: Board Policy: 900 Student Conduct and Discipline
~~Education Act: Sections 45–50~~
Alberta Education Guide to Education: ECS to Grade 12

Resources: Attendance Strategies
Attendance Tool Kit



~~5. The school shall send an attendance report on a student to the parent/guardian if, in the opinion of the staff and school administration, a student's achievement is being adversely affected by lack of attendance. The school may request a meeting of school personnel, the student, and/or the parent/guardian, to discuss the student's attendance.~~

~~Notwithstanding Section 6 of these guidelines, elementary and junior high schools shall report student attendance to parents/guardians at each formal reporting period.~~

5. If learning continues to be adversely affected by lack of attendance and the Attendance Improvement Plan or other supports are not successful, the school shall send a letter (outlining the Attendance Improvement Plan/ or other supports in place and any additional communication attempts) and an attendance report to the parents/guardians. Included will be the expectations as outlined in the Education Act (Sections 7 - 9 and/or 45 - 50).

5.1 For student's 16 years/older as of September 1st, ongoing strategies and communication will be determined by the school.

~~6. Notwithstanding Section 6 of these guidelines, senior high schools shall communicate with the student and parent/guardian regarding a student's attendance after ten (10) or more cumulative unexcused absences for all courses have been recorded.~~

6. If lack of attendance persists following reasonable efforts outlined in the Attendance Improvement Plan and/or other supports, the Principal shall inform the Deputy Superintendent Education Services/designate, send a letter as deemed appropriate as per the Education Act (Section 7) and proceed to involve specialized interventions from Alberta Education through the Office of Student Attendance and Re-engagement (OSAR).

~~7. If lack of attendance persists, following reasonable efforts by the school to remedy same, the Principal shall contact the Associate Superintendent Education Services or designate, who may institute proceedings as provided for in the Education Act.~~

7. If OSAR is not successful in establishing improved/regular attendance by the student, the family and the student (as per the Education Act, Sections 7 and 8) shall be referred to the Attendance Board (Section 9) at Alberta Education by the Principal of the school.

References: Board Policy: 900 Student Conduct and Discipline
~~Education Act: Sections 45-50~~
Alberta Education Guide to Education: ECS to Grade 12

Resources: Attendance Strategies
Attendance Tool Kit



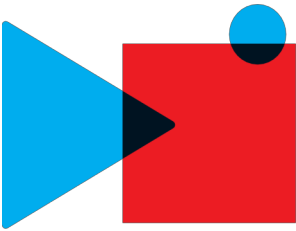
Sturgeon
Public Schools

Date: July 24, 2020

Responsible Administrator: Associate ~~Deputy~~ Superintendent
Education Services

8. The Attendance Board description and responsibility is outlined in the Education Act under sections 46, 47, 48 and 49.

References: Board Policy: 900 Student Conduct and Discipline
Education Act: Sections 45-50
Alberta Education Guide to Education: ECS to Grade 12
Resources: Attendance Strategies
Attendance Tool Kit



BOARD
MEMORANDUM

Date: June 22, 2022
To: Board of Trustees
From: Shawna Warren, Acting Superintendent
Originator(s): Office of the Superintendent
Subject: Communications Report

Purpose:

For information.

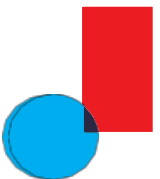
Background:

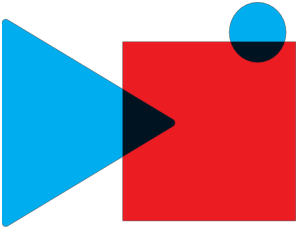
The Communications Report for the month of June is included for Trustee information.

Administration is prepared to respond to questions at the June 22, 2022, Public Board meeting.

Sincerely,

Shawna Warren, M.Ed
Acting Superintendent





Communications Report

Communications in June has been focused on:

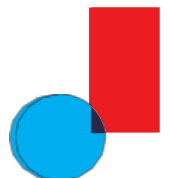
- Social media posting and engagement – focus on sharing content created and shared by Sturgeon Public Schools;
- New Legal Public School [media release](#), open registration and promotion;
- School Spotlight videos rolled out weekly on Facebook;
- Ongoing Registration postings for the 2022-2023 School Year;
- Transportation Registration for the 2022-2023 School Year;

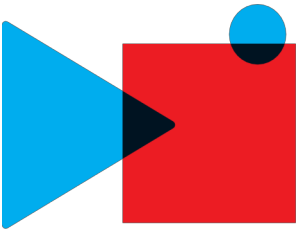
Sturgeon Public in the Media:

- June 7, 2022 – Sturgeon Heights celebrates 50th
 - St. Albert Today: [Sturgeon Heights celebrates 50th](#)
- June 8, 2022
 - The Redwater Review: [Students, staff, and volunteers put on successful track meet at Redwater School](#)
- June 12, 2022
 - St. Albert Today: [Some St. Albert schools to pilot new subject curriculums](#)
- June 15, 2022
 - St. Albert Today – page 34 – [New Sturgeon Public school in Legal](#)

Upcoming Events:

- Last Day of School – June 29, 2022;
- Fête Au Village – July 22-23, 2022;
- Central Office Closure – July 25-29, 2022; and
- Welcome Back – August 30, 2022.





B O A R D
MEMORANDUM

Date: June 22, 2022
To: Board of Trustees
From: Shawna Warren, Acting Superintendent
Originator(s): Liliana LeVesconte, Associate Superintendent, Corporate Services
Amy Hebert, Manager, Transportation Services
Subject: Language Immersion (Grandfathered Agreement)

Purpose:

For information.

Background:

Since the 2012–2013 school year, the Division has entered into an Education Agreement (parent provided transportation) with the following school jurisdictions:

- Elk Island Public Schools
- Greater St. Albert Catholic Schools
- St. Albert Public Schools

In 2019-2020, the Language Immersion Agreements were being accessed by 37 students in 23 families. 12 students in Grades 1–6, 11 in Grades 7–9 and 14 in Grades 10–12. The majority attended St. Albert Public Schools for French Immersion programming.

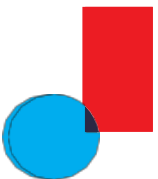
For 2021-2022, the program included:

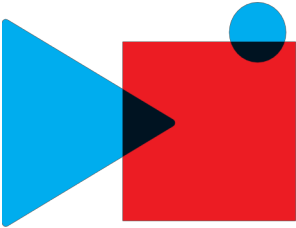
- One Grade 11 and one Grade 12 students at Elk Island Public Schools
- One Grade 12 student at St. Albert Public Schools

The Agreement is cost neutral as the grant supports the cost of parent-provided transportation stipend and 6% for Administration.

Language Immersion Education Agreements were offered to families interested in attending programs not offered by Sturgeon Public Schools (i.e. French Immersion). Resident families were provided with transportation funding to transport their child(ren) to neighbouring school divisions to access these programs. French immersion programming is now offered within Sturgeon Public Schools, Kindergarten to Grade 9, with expansion into High School beginning the 2023-2024 school year, therefore, these agreements with neighbouring divisions will no longer be needed.

As directed by the Board of Trustees in June 2020, the Division is grandfathering the program for Educational Services Agreements – Language Immersion – Transported Students.





B O A R D
MEMORANDUM

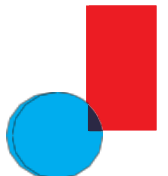
For 2022/2023, the program includes:

- One Grade 12 student at Elk Island Public School

Administration is prepared to respond to questions at the June 22, 2022, Public Board meeting.

Sincerely,

Shawna Warren, M.Ed
Acting Superintendent





B O A R D
MEMORANDUM

Date: June 22, 2022
To: Board of Trustees
From: Shawna Warren, Acting Superintendent
Originator(s): Jonathan Konrad, Acting Deputy Superintendent, Education Services
Subject: LOGOS Review



Purpose:

For Information.

Background:

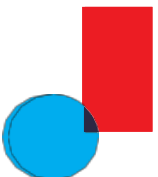
At the June 8, 2022, Committee of the Whole meeting, the Board Trustees reviewed and provided feedback regarding the LOGOS Program Review and Recommendations.

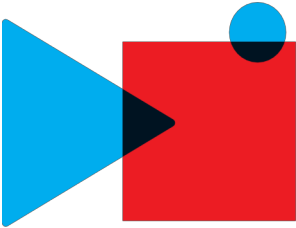
Responding to a perceived drop in enrolment, the Acting Deputy Superintendent commenced a program review the fall of 2021 as per Administrative Procedure 240: System, School, and Program Evaluation.

During the 2021/22 school year, Sturgeon Public schools were actively involved in responding to the conditions shaped by COVID-19. Cohort groupings, student attendance, staff continuity, program continuity, and occasions for parent/family involvement were adversely affected. The LOGOS Program is grounded on the shared experiences of gathering, worshipping, and celebrating, which were not possible during this school year.

For these reasons, a complete review of the LOGOS Program considering data from 2021/22 would lack reliability. Consequently, the recommendation is to follow the strategic plan outlined in the attached report for School Year 2022/23, which would provide one year of stability and opportunity for program growth. A program review should be considered for School Year 2023/24.

Administration is prepared to respond to questions at the June 22, 2022, Public Board Meeting.





B O A R D
MEMORANDUM

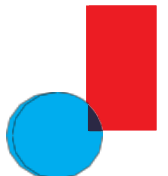
Questions brought forward at the Committee of the Whole meeting on June 8, 2022

1. Will we increase communication regarding the LOGOS Program before commencing a program review? Who will be leading the communication?
 - Increased communication with the community and improved recruitment for the LOGOS Steering Committee is part of the recommendations. Broad communication will be coordinated through Central Office; however, specific and local communication will come regularly from school administration to better connect with local needs.

Sincerely,

Shawna Warren, M.Ed
Acting Superintendent

Attachment





LOGOS Program Review Report 2021/22

On April 24th, 2021, during an In-Camera meeting of the Board, Ms. S. Walter, former Associate Superintendent Education Services, provided updated enrolment and demographic information regarding the LOGOS program. The data detailed historic enrolment, present enrolment and future enrolment predictions based on Baragar Software data.

It was reported that enrolment in the LOGOS program has dropped significantly over the past five years, particularly at Lilian Schick School. Landing Trail School has also experienced declining enrolment in the LOGOS program.

The report stated that during the 2021-22 school year the Division would complete a full LOGOS program review to:

1. Evaluate the validity of the program
2. Seek the degree of community interest
3. Develop possible future program formats

In the school year 2021/22, the Acting Deputy Superintendent commenced a program review in accordance with Administrative Procedure 240: System, School and Program Evaluation, Section 4: Program Evaluation is foundational to program review and evaluation. AP 240 assists in the decision-making process with reference to:

- 4.1 alignment with statutory and policy requirements,
- 4.2 the maintenance, modification, or discontinuation of existing programs,
- 4.3 the need for development and implementation of other programs,
- 4.4 the ways in which existing or proposed objectives could be attained in a more efficient and effective manner and;
- 4.5 the ways in which student results on Provincial Achievement Test or Diploma Exams can be improved.

This review examined the following:

- A. LOGOS Program goal
- B. Communication from the Division
- C. Enrolment Predictions for 2022/23
- D. Present Enrolment and Programming
- E. Funding for Staffing
- F. Impact of the LOGOS program on the school
- G. Causes of decreasing enrolment
- H. Engagement Survey Results.





A. Program Goal:

To offer parents/families the choice of enrolling their children in Christian-based education in a public-school setting.

B. Division Promotional Communication:

LOGOS is a non-denominational Christian-based program offered in a nurturing setting, where children are taught to love God and others. The Christian environment is enhanced through daily activities (prayer, scripture reading, praise), periodic chapel times and assemblies that build faith, celebrate Christian holidays and bring the LOGOS community together for fellowship. The LOGOS program supports the spiritual values parents teach at home, ensuring each child’s faith is nurtured, reinforced and sustained at school. Students learn the same subject matter as others in the school system, but most courses are taught from a Christian viewpoint.

C. Enrolment predictions 2022/23

[Landing Trail School Enrolment Projection \(003\).pdf](#)

[Lilian Schick School Enrolment Projection \(003\).pdf](#)

D. Present Programming 2021- 2022

Landing Trail School

Grade	Enrolment
K	20
1	15
2/3	15
3/4	15

Lilian Schick School

Grade	Enrolment
5/6	24
7/8	22
9	12





E. Funding Staffing Allocation

Staffing is allocated through the Resource Planning Tool (RPI) and is based on enrolment with discretionary staffing requests for improved programming considered.

F. Impact of the LOGOS program on the school

1. Enrolment trends.

Landing Trail	Program	Enrolment Average	
		K - 3	Grade 4
2018-19	LOGOS	21.67	18.00
	Regular	17.71	18.33
2019-20	LOGOS	17.00	8.00
	Regular	19.73	17.33
2020-21	LOGOS	17.33	12.00
	Regular	18.20	18.00
2021-22	LOGOS	17.67	8.00
	Regular	23.67	23.67

Lilian Schick	Program	Enrolment Average	
		5 - 6	7 - 9
2018-19	LOGOS	21.50	22.00
	Regular	22.00	33.00
2019-20	LOGOS	17.00	23.00
	Regular	23.30	26.25
2020-21	LOGOS	20.65	29.00
	Regular	23.00	26.00
2021-22	LOGOS	24.00	25.60
	Regular	21.00	22.00

2. Both schools report LOGOS students moving into regular programming as a result of social interactions resulting from being part of a static cohort.

3. A few students in foster care require extra supports.





G. Causes of Decreasing Enrolment

1. Transportation costs per student: LOGOS as a Program of Choice

Transportation Fee Schedule	
Resident School Rider	\$225.00
ECE & K Resident School	\$130.00
Choice Rider	\$300.00
ECE & K Choice Rider	\$165.00
Supplemental Bus	\$180.00
Outside Boundary Rider	\$425.00
Noon Rider	\$300.00
Replacement Bus Pass	\$20.00

2. Lilian Schick School no longer runs a Hockey Academy whereas Gibbons School has retained a Hockey Academy. Therefore, LOGOS students must choose Gibbons School if they are interested in hockey programming.

3. Parents/families may choose to attend schools located in the community of residence.

4. Transportation: length of bus ride. Students being transported on the LOGOS bus can experience ridership times of one hour. Fifteen (15) students are picked up in the Town of Gibbons by BA 7 at 7:20 am. and the bus completes the rural Bon Accord route before dropping students off at Lilian Schick School at 8:20 am.

H. Engagement Survey Results: Broad Themes

(Respondents: LT -10 LS- 7)

1. LOGOS provides a strong sense of community with shared experiences.
2. Parents/families see their values reflected in programming.
3. Parents/families see what they are teaching at home being reinforced at school.
4. Parents/families trust that teachers share their beliefs.
5. Returning to chapel, gatherings and assemblies will reinforce the sense of community valued by LOGOS parents and families.
6. Programming in Junior High should be homeroom based.

Summary:

During the 2021/22 school year, Sturgeon Public schools were actively involved in responding to the conditions shaped by COVID-19. Cohort groupings, student attendance, staff continuity, program continuity, and occasions for parent/family involvement were adversely affected. The LOGOS program is grounded on the shared experiences of gathering, worshipping, and celebrating, which were not possible during this school year.





For these reasons, a complete review of the LOGOS program considering data from 2021/22 would lack reliability. Consequently, Administration will follow the strategic plan outlined here, which will provide one year of stability and opportunity for program growth. A LOGOS Program Review will be conducted over the course of the 2023/24 school year.

School Year 2022/23 Strategic Plan:

1. Engage in external communication.

- Advertising of the LOGOS program in churches and the community.
- Printed material available for schools for distribute.
- Establish connection with community services, such as realtors.

Timeline: September – November 2022.

2. Revitalize the Steering Committee

- Develop a frame of reference to clarify roles.
- Engage the Steering Committee in advertising and recruitment of students.
- Create a meeting time that allows for more parent/family attendance and involvement.
- School administration involvement in creating the Steering Committee meeting agenda to ensure substance and direction.

Timeline: September - December 2022.

3. Program of Choice Transportation

- Consideration and review of classifying LOGOS as a Program of Choice which results in transportation fee implications.

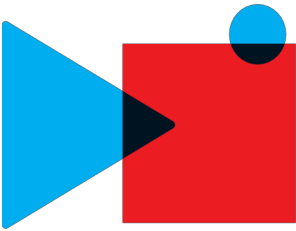
Timeline: as determined by Senior Administration.

4. School Leadership

- Mentorship of school administrators to increase their knowledge and understanding of the LOGOS program.
- Visit LOGOS programs in other school jurisdictions.

Timeline: September 2022 – June 2023.





BOARD MEMORANDUM

Date: June 22, 2022
To: Board of Trustees
From: Shawna Warren, Acting Superintendent
Originator(s): Liliana LeVesconte, Associate Superintendent, Corporate Services
Subject: Monthly Financial Report – May 2022

Purpose:

For information.

Background:

The Board Financial Report for the month ending May 31, 2022, is included for your information.

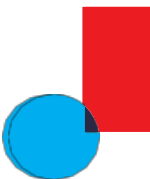
The Year-to-Date Division's actual financial results are tracking slightly ahead of budget on both the revenues and expenses sides.

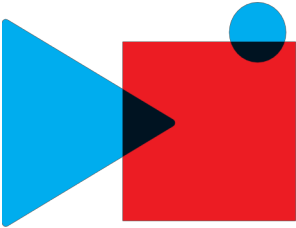
When compared to the budget, the actual revenues by program:

- K – 12 Revenue is higher than budgeted mainly due to the Targeted Funding (\$380k) announced after the budgeting cycle, COVID Mitigation/ Hold Harmless funding (\$1.328M) adjustment announced in August 2021 offset by funds allocated to the Board approved projects that are completed (\$511k).
- Board approved operating and capital projects intended to be funded from the COVID Mitigation/ Hold Harmless funds have been started but not all completed, and not all funds have been moved to the Operations and Maintenance budget.
- System Administration is tracking higher than budgeted mainly due to higher than budgeted investment income (\$45k).

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

- Operations and Maintenance is overspent by \$199k due to the costs related to the Board approved projects in progress (not funded yet), and lower than budgeted utilities.
- Student Transportation is overspent by \$605k 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. The Division anticipates the department will break even by the end of the fiscal year.





B O A R D
MEMORANDUM

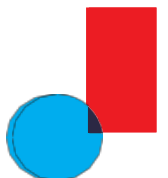
- System Administration is slightly underspent due to the timing of software implementation (\$50k), lower than budgeted legal costs (\$20k) and lower than budgeted communication costs (\$53k).
- External services are tracking below budget by \$60k, mainly due to a reduction in secondments.

Administration is prepared to respond to questions at the June 22, 2022, Public Board meeting.

Sincerely,

Shawna Warren, M.Ed
Acting Superintendent

Attachment



The Sturgeon School Division
2021-2022 School Year

As At May 31, 2022
Targeted Percent 75%

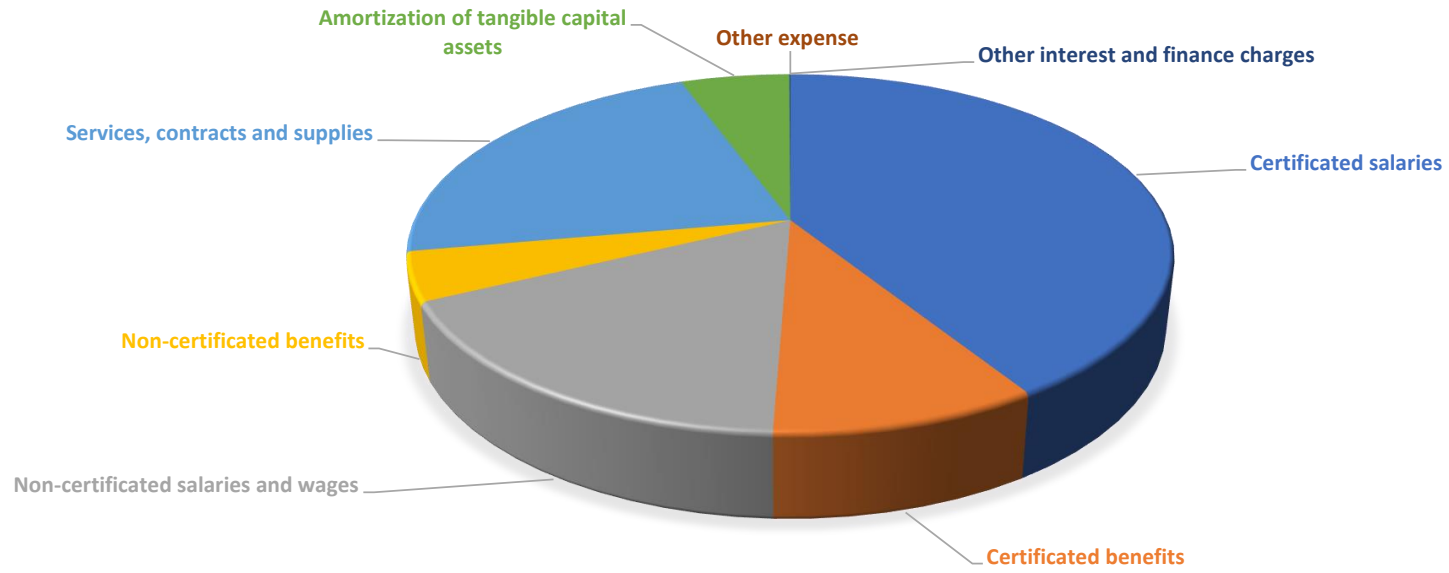
REVENUES	Instruction		Operations & Maintenance	Transportation	System Administration	External Services	TOTAL
	Pre Kindergarten	Kindergarten to Grade 12					
Alberta Education	\$ 3,153,845	\$ 37,985,586	\$ 4,040,074	\$ 3,345,407	\$ 2,016,702		\$ 50,541,613
Alberta Infrastructure & Amortization			\$ 2,925,549		\$ -		\$ 2,925,549
Other - Government of Alberta		\$ 889,003				\$ 332,214	\$ 1,221,217
Federal Government and First Nations		\$ 397,146					\$ 397,146
Fees	\$ 40,036	\$ 873,388		\$ 539,729		\$ 1,565	\$ 1,454,718
Sales of services and products		\$ 173,128		\$ 7,615	\$ 586	\$ 81,701	\$ 263,030
Investment income			\$ -		\$ 125,373		\$ 125,373
Gifts and donations		\$ 142,906					\$ 142,906
Rental of facilities		\$ -	\$ -			\$ 38,379	\$ 38,379
Fundraising		\$ 100,876					\$ 100,876
Other		\$ 7,010	\$ 113,606		\$ 44,637		\$ 165,254
TOTAL REVENUES	\$ 3,193,881	\$ 40,569,044	\$ 7,079,229	\$ 3,892,751	\$ 2,187,298	\$ 453,859	\$ 57,376,060
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	73.19%	78.86%	78.35%	77.37%	78.94%	70.24%	78.28%

EXPENSES

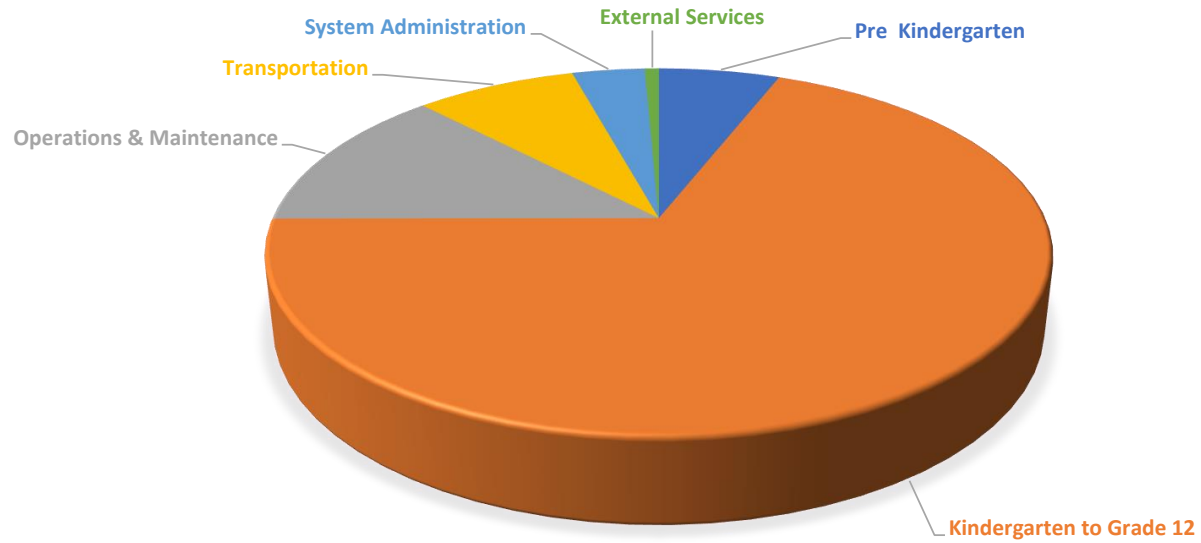
Certificated salaries	\$ 988,928	\$ 21,659,819			\$ 274,399	\$ 336,121	\$ 23,259,267
Certificated benefits	\$ 135,639	\$ 5,218,212			\$ 29,143	\$ 38,818	\$ 5,421,812
Non-certificated salaries and wages	\$ 1,698,573	\$ 5,642,243	\$ 1,350,766	\$ 108,601	\$ 946,358	\$ 10,565	\$ 9,757,106
Non-certificated benefits	\$ 426,750	\$ 1,433,051	\$ 387,420	\$ 25,818	\$ 215,012	\$ 2,730	\$ 2,490,781
Services, contracts and supplies	\$ 127,393	\$ 5,060,794	\$ 2,505,842	\$ 4,361,599	\$ 538,940	\$ 5,665	\$ 12,600,233
Amortization of tangible capital assets		\$ 61,505	\$ 3,033,812	\$ 1,650	\$ 23,382		\$ 3,120,349
Other interest and finance charges		\$ 27,473			\$ 354		\$ 27,827
Other expense							\$ -
TOTAL EXPENSES	\$ 3,377,282	\$ 39,103,096	\$ 7,277,839	\$ 4,497,668	\$ 2,027,588	\$ 393,900	\$ 56,677,374
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	77.40%	76.41%	80.54%	89.40%	73.17%	64.20%	77.65%

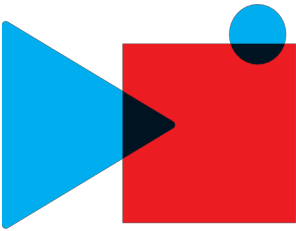
OPERATING SURPLUS (DEFICIT)	\$ (183,401)	\$ 1,465,947	\$ (198,610)	\$ (604,917)	\$ 159,709	\$ 59,958	\$ 698,686
------------------------------------	--------------	--------------	--------------	--------------	------------	-----------	------------

ACTUAL EXPENSES BY OBJECT



ACTUAL EXPENSES BY PROGRAM





BOARD
MEMORANDUM

Date: June 22, 2022
To: Board of Trustees
From: Shawna Warren, Acting Superintendent
Originator(s): Liliana LeVesconte, Associate Superintendent, Corporate Services
Steve Schick, Director, Technology Services
Subject: Monthly IT Report – May 2022

Purpose:

For information.

Background:

Find attached a written IT Report for May 2022.

May 2022, the Division experienced one planned outage to implement security patches. The update was successful, and all systems were restored the same day.

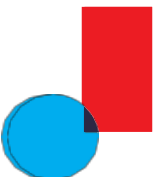
The Division also had a telecommunication outage due to the upgrades to Supernet 2.0. The upgrades were reversed and telecommunications services were restored. The Technology Services Department is investigating the root cause of the failed upgrades to Supernet 2.0 with the government.

Administration is prepared to respond to questions at the June 22, 2022, Public Board Meeting.

Sincerely,

Shawna Warren, M.Ed
Acting Superintendent

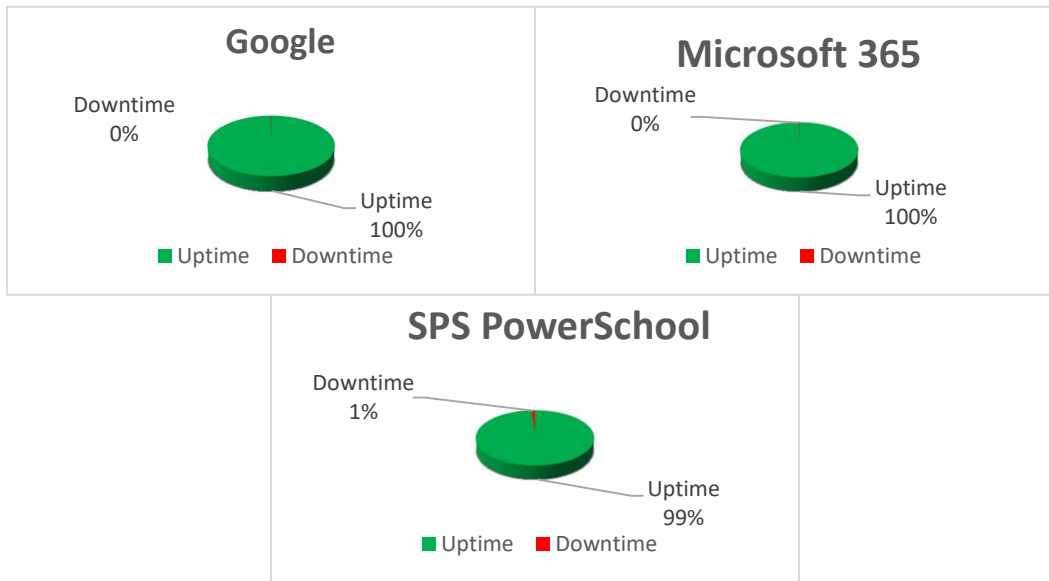
Attachment



Monthly Technology Services Report

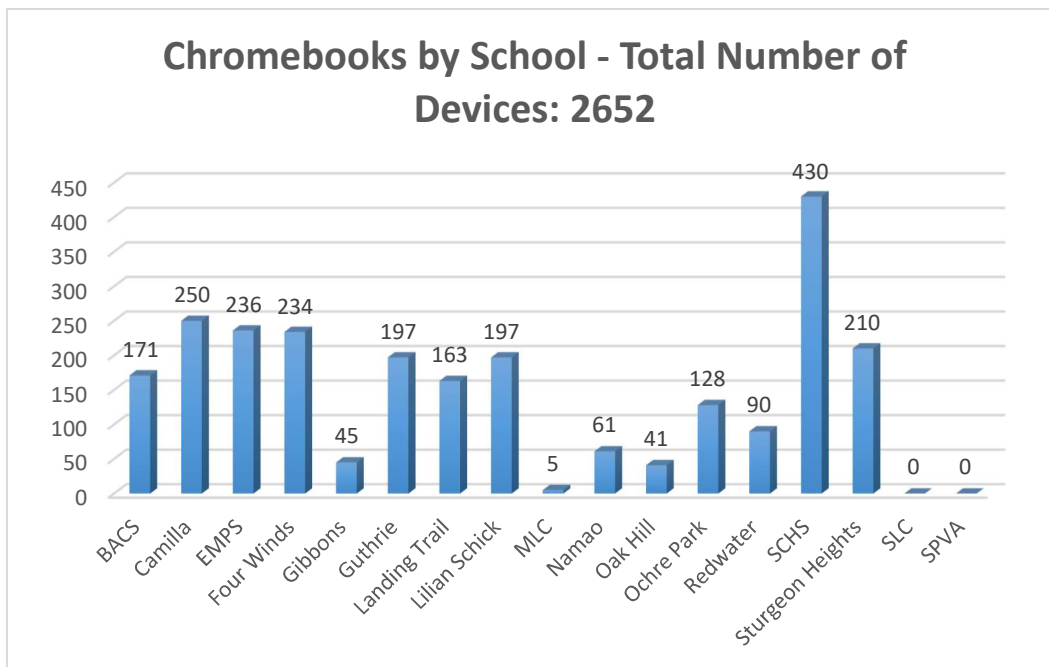
May 1 to May 31, 2022

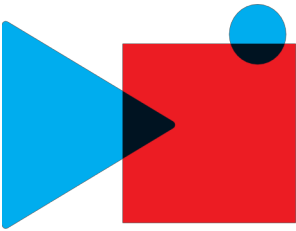
Connectivity Checks



Outage Details: There was only one planned outage to implement security patches resulting in brief downtime during this period

Chromebook Information





BOARD
MEMORANDUM

Date: June 22, 2022
To: Board of Trustees
From: Shawna Warren, Acting Superintendent
Originator(s): Jonathan Konrad, Acting Deputy Superintendent, Education Services
Sherri Devolder, Chantelle Cadieux, Sturgeon Composite High School
Kari Morgan, Niki Ballance, Redwater School
Subject: Annual Report re: Off-Campus Education



Purpose:

For Information.

Background:

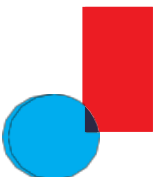
In accordance with *Administrative Procedure 845 – Off-Campus Education (Section 5)*, attached please find a report regarding the Off-Campus Education programs offered in the Division's high schools in 2021 – 2022.

Administration is prepared to respond to questions at the June 22, 2022, Public Board meeting.

Sincerely,

Shawna Warren, M.Ed
Acting Superintendent

Attachment





Redwater School

OFF-CAMPUS EDUCATION 2021 - 2022

The Off-Campus Education program at Redwater School consists of the Work Experience Program and Career Internship both on and off campus, the Registered Apprenticeship Program (RAP), and the Green Certificate Program for those students with interest in training for an agricultural occupation.

Work Experience and Career Internship:

22 students earned Off Campus credits at the following locations:

- Connect Energy
- Country Quality Meats
- Eleniak Farms
- Evolution Mechanical
- Dodge (Redwater)
- HYPE
- IGA
- Harbour Pool
- Millcreek Sand and Gravel
- Red Apple
- Redwater School
- Redwater Golf Course
- Rite On Electric
- Thorhild County
- Tim Horton's
- Town of Redwater

Registered Apprenticeship Program (RAP):

- One student received 20 credits for Heavy Equipment Technician (HET). Another student received 25 credits for Mechanics (AST). One student received 35 credits for Electrician. One student received 5 credits for Millwright. Total 85 credits for RAP.
- Four students are currently actively planning for a 2022-23 RAP placement (This involves participation in work experience, aligning 30 level courses to be taken in Grade 11 or Distance Learning and completing applications). Two additional students with the possibility of one more will begin their RAP placements this summer.

Alberta Agriculture's Green Certificate Program:

- We had one student complete 10/16 credits of Cow Calf (OTH 9900, 9901, 9902) this school year. He will complete the other 6 credits next school year.

Credits earned for 2021 - 2022 school year (Work Experience and Career Internship):

- Approximately 200 credits plus 85 RAP credits plus 10 Green Certificate credits = approximately 285 Total Off Campus Credits. These numbers may change/increase slightly by the end of June. Our RAP students are finding work placements, but we do not have as many students able to find as much Work Experience placements. I feel we are still feeling the impacts of COVID on work placements.

Sturgeon Composite High School

OFF-CAMPUS EDUCATION 2021 - 2022



The Off-Campus Education program consists of the Work Experience Program, both on and off campus. This includes the Registered Apprenticeship Program (RAP), Dual Credit, and the Alberta Agriculture Green Certificate Program. These programs offer students opportunities to explore career goals while obtaining high school credits.

In the **2021/2022** year, students enrolled in approximately:

- **159** off-campus 5 credit courses at Sturgeon Composite High School. RAP students take multiple classes up to 40 credits.
- **128** students enrolled in off campus programming for 2021 – 2022.
- **22** Dual Credit students in 9 different courses in Olds College and Lakeland College.
- **9** students in the Green Certificate Program.
- Sturgeon Composite High School students will earn approximately **795** credits through off-campus/work experience, RAP, Dual Credit and Green Certificate programs including the summer programs.

Work Experience and Career Internship:

Supportive employers included many businesses throughout:

- Bon Accord
- Gibbons
- Edmonton
- Fort Saskatchewan
- Spruce Grove
- Morinville
- Redwater
- St. Albert
- Sherwood Park
- Legal
- Calahoo
- Westlock

Students were employed in off-campus work experience at local businesses including:

- Boston Pizza
- Dollar Tree
- Badger Parts
- McDonalds
- B2K Vegetable Farm
- Prairie Gardens
- Dairy Queen
- Tim Hortons
- Fas Gas
- Lily Lake Resort

Students earned work experience credits to gain employment skills and meet diploma and certificate requirements. Work Experience is limited to summer for the bulk of students. Students in the Knowledge & Employability Program and students working in the school with teachers, and students needing the credit to graduate can take work experience through the year.

Sturgeon students continued to take part and earn credits in our community summer volunteer programs including:

- Sturgeon County's Job Experience Training (JET) program.
- 29 students worked on-site with teachers in classes such as ART, Welding, Phys. Ed., Music, Cooking, Construction, Cafeteria, Custodian, Sports Medicine, Phys. Ed, and Mechanics.
- Over the summer, approximately 30 work experience students worked on earning credits towards their high school diploma in either a paid or a volunteer position.

Registered Apprenticeship Program (RAP):

Throughout the regular school year approximately 22 students were involved in apprenticeship training in trades, double to the previous year:

- Electrician
- Heavy Equipment Technician
- Automotive Service Technician
- Concrete Finisher
- Plumber
- Millwright
- Welder
- Sheet Metal Worker
- Roofer
- Agricultural Mechanic
- Rig Technician
- Painter & Decorator
- Insulator
- Parts Technician

Students worked at local companies including:

- City of St. Albert
- Country Steel
- Badgers Truck Parts
- Sturgeon Composite High School
- Boltena Concrete
- Hedstrom Mechanical
- Jepsen Electrical
- Abacus Enterprises
- Kiwi Nurseries
- C Bros
- Pyramid Corporation
- Mill Creek Sand and Gravel
- 2BK Vegetable Farm
- Altaland Steelworks LP
- Rocky Mountain Equipment
- TNT Power Tongs
- Londonderry Chrysler
- Tri Star Controls
- R.R.C Insulation Services
- Coronado Truck Services

RAP students are encouraged to begin RAP programs in their grade 11 year starting in July and continuing on to the end of January. Students in grade 12 will do the “RAP Extended” program the semester after their high school graduation through Careers Next Generation. There were approximately 22 students involved in RAP programs over the summer months of 2021.

Alberta Agriculture’s Green Certificate Program:

- 9 students enrolled in the Green Certificate from grades 10-12.
- 6 students were enrolled in the Equine program and 3 in the Cow/Calf program.
- Alberta Education began funding this program in September 2018, which has reduced the financial barrier.

2021/2022	SCHS Course Enrolment	SCHS TOTAL CREDITS
Term 3/4 (summer 2021)	45 (10 RAP)	400
Term 1 (Sept 2021-Jan 2022)	23 (10 RAP)	215
Term 2 (Feb 2022-June 2022)	29 (14 RAP)	360
Yearly Total -	97	975

Course Enrolments from last 3 years:

Course Enrolment 2019/2020 1.0 FTE:

2019/2020	SCHS Course Enrolment	Learning Centres Course Enrolment
Yearly Total	216	4

Course Enrolment 2020/2021 0.5FTE:

2020/2021	SCHS Course Enrolment	Learning Centres Course Enrolment
Yearly Total	138	4

Course Enrolment 2021/2022 0.25FTE:

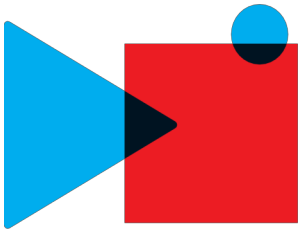
2021/2022	SCHS Course Enrolment	Learning Centres Course Enrolment
Yearly Total -	159	4

Dual Credit Enrolment for 2021 – 2022

Dual Credit Course Offerings	Enrolment	College
Introduction to the Veterinary Profession	7	Olds College
Marketing for Hospitality and Tourism	1	Olds College
Veterinary Practices-Team Connections	3	Olds College
Introduction to Sports Management	2	Olds College
Global and Sustainable Tourism	2	Olds College
Applied Ecology	1	Olds College
Sign Language	2	Lakeland College
Play- Early Childhood	3	Lakeland College
Heavy Oil and Gas	1	Lakeland College
Total Dual Credit Enrolment	22	SCHS (21) and Redwater (1)

Summer 2022

Current Enrolment: 47 students as of June 6, 2022



BOARD MEMORANDUM

Date: June 22, 2022

To: Board of Trustees

From: Stacey Buga, Committee Chair
Shawna Warren, Acting Superintendent

Subject: Advocacy Committee Year End Report

Purpose:

For information.

Background:

The Advocacy Committee developed a Work Plan for the 2021-2022 School Year, which was approved by the Board in December 2021. The Committee is pleased to provide an update regarding the work undertaken by the Advocacy Committee at the direction of the Board. The work completed includes:

- ✓ Municipal Partner Meetings:
 - Sturgeon County Council (March 23, 2022);
 - Town of Bon Accord Council (April 13, 2022);
 - Town of Legal Council (May 11, 2022); and
 - Town of Morinville Council (June 15, 2022).

- ✓ On behalf of the Board of Trustees, the Board Chair:
 - Met with Alexander First Nation Chief Arcand (March 2022)
 - Town of Gibbons Mayor and CAO (April 1, 2022);
 - Accompanied by Trustee Murray-Elliott, attended a Town Hall with MLA Shane Getson (April 13, 2022); and
 - Attended a School Bus Transportation Town Hall with MLA Shane Getson, MLA Dale Nally and Sheldon Granger (June 14, 2022)

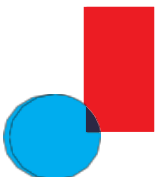
- ✓ Community Partnership Meeting:
 - Edmonton Garrison Military Family Resource Centre (June 8, 2022).

- ✓ Student Advisory Committee Meetings:
 - February 2, 2022 – met virtually; and
 - April 28, 2022 – met in person.

- ✓ Participation in Parades as a Division
 - Town of Legal Fête au Village July 22-23, 2022

The Committee Chair is prepared to respond to questions at the June 22, 2022, Public Board meeting.

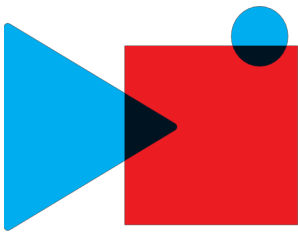
Attachment





Advocacy Committee Work Plan 2021/2022

Activity	MRP
Connect with MLAs and Municipal Partners	Advocacy Committee
Connect with sister boards – SPS/GSACRD/Aspen View/EIPS/EICS	Advocacy Committee
Connect with Indigenous Leaders	Advocacy Committee
Student Advisory Committee	Advocacy Committee
Cell Phone Policy	Advocacy Committee
Participate in Parades as a Division	Advocacy Committee



BOARD MEMORANDUM

Date: June 22, 2022

To: Board of Trustees

From: Cindy Briggs, Committee Chair
Liliana LeVesconte, Associate Superintendent, Corporate Services

Subject: Building and Maintenance Committee Year End Report

Purpose:

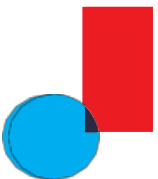
For information.

Background:

The Building and Maintenance Committee developed a Work Plan for the 2021-2022 School Year, which was approved by the Board in December 2021. The Committee is pleased to provide an update regarding the work undertaken by the Building and Maintenance Committee at the direction of the Board. The work completed includes:

- ✓ Update on changes within the credentials and operations of the Facilities Team
 - Fostering timely and transparent communication
- ✓ Preventative maintenance plan:
 - Priorities for snow clearing / grass maintenance
 - Snow clearing contracts created for 22-23
 - Grass maintenance schedule in place with school event tracking being coordinated
- ✓ Capacity for sprucing up older buildings
 - Review of the Three-Year Capital Plan
 - Allocation of funds to non-capital maintenance projects
- ✓ Review of Joint Use Agreements for alignment
 - JUPA Agreements review started
- ✓ Playground for Schools:
 - Inventory/Condition
 - Working with Parent Fundraising Groups to address deficiencies
- ✓ Debenture – Energy Retrofit – Revisit
 - Debenture not required

The Committee Chair is prepared to respond to questions at the June 22, 2022, Public Board meeting.



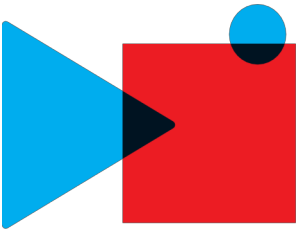


Building & Maintenance Committee

Work Plan

2021/2022

Activity	MRP
Update on changes within the credentials and operations of the Facilities Team	Building & Maintenance Committee
Preventative maintenance plan: <ul style="list-style-type: none">• Priorities for snow clearing / grass maintenance	Building & Maintenance Committee
Capacity for sprucing up older buildings	Building & Maintenance Committee
Review of joint use agreements for alignment	Building & Maintenance Committee
Playground for schools: <ul style="list-style-type: none">• Inventory/Condition	Building & Maintenance Committee
Debenture – Energy Retrofit – revisit	Building & Maintenance Committee



BOARD MEMORANDUM

Date: June 22, 2022

To: Board of Trustees

From: Tasha Oatway-McLay, Committee Chair
Liliana LeVesconte, Associate Superintendent, Corporate Services
Lisa Lacroix, Associate Superintendent, Human Resources

Subject: Finance and Human Resources Committee Year End Report

Purpose:

For information.

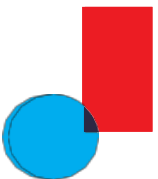
Background:

The Finance and Human Resources Committee developed a Work Plan for the 2021-2022 School Year, which was approved by the Board in December 2021. The Committee is pleased to provide an update regarding the work undertaken by the Finance and Human Resources Committee at the direction of the Board. The work completed includes:

- ✓ Audit Committee
- ✓ Budget Process / RAC
- ✓ Transparency with Financials
- ✓ EA Certification / Training
 - Wages
 - An environmental scan was conducted in January 2022 by the Human Resources Department to ensure that we remain competitive
 - Training
 - Education Services ensures that all new Educational Assistants (EA) are provided with new hire training.
 - Five (5) days are being added to the Educational Assistant schedule for the upcoming school year to provide EA professional development.
- ✓ Technology for Trustees
- ✓ 430: Trustee Remuneration and Expense Reimbursement

The Superintendent Evaluation was not conducted this year as the current Superintendent has been in an acting role since November 4, 2021. The evaluation process will be completed during the 2022/2023 school year.

The Committee Chair is prepared to respond to questions at the June 22, 2022, Public Board meeting





Finance and Human Resources Committee

Work Plan

2021/2022

Activity	MRP
Audit Committee	Finance and Human Resources Committee
Budget Process/RAC	Finance and Human Resources Committee
Superintendent Evaluation	Finance and Human Resources Committee
Transparency with Financials	Finance and Human Resources Committee
EA Certification / Training <ul style="list-style-type: none"><li data-bbox="176 883 310 911">• Wages<li data-bbox="176 922 327 950">• Training	Finance and Human Resources Committee
Technology for Trustees	Finance and Human Resources Committee



BOARD MEMORANDUM

Date: June 22, 2022

To: Board of Trustees

From: Stacey Buga, Committee Chair
Jonathan Konrad, Acting Deputy Superintendent, Education Service

Subject: Policy Committee Year End Report



Purpose:

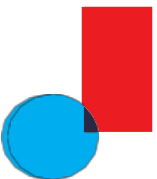
For information.

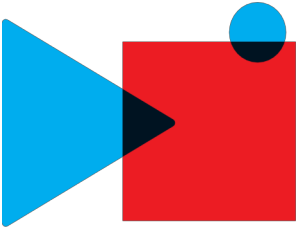
Background:

The Policy Committee developed a Work Plan for the 2021-2022 School Year, which was approved by the Board in December 2021. The work plan was amended by the Board at the February 2022 Public Board meeting. The Committee is pleased to provide an update regarding the work undertaken by the Policy Committee at the direction of the Board. The work completed includes:

The following policies were reviewed and forwarded to the Board of Trustees to consider:

- 105 – Vision, Mission and Values – February 23, 2022
- 110 – Equity, Diversity, Inclusion and Human Rights – May 25, 2022
- 115 – Sexual Orientation, Gender Identity and Gender Expression – May 25, 2022
- 215 – Organization Chart- *pending*, June 22, 2022
- 220 – Trustee Conduct – March 23, 2022
- 221 – Role of the Trustee – March 23, 2022
- 225 – Board Responsibility and Conduct – February 23, 2022
- 230 – Board Committees – February 23, 2022
- 231 – Student Advisory Committee – February 23, 2022
- 240 – Policy Development – February 23, 2022
- 305 – School Councils – November 24, 2022
- 310 – Non-Resident Students – *pending*, June 22, 2022
- 320 – Inclement Weather – *pending*, June 22, 2022
- 400 – Financial Accountability & Audit – December 22, 2021
- 410 – Fees – March 23 and May 25, 2022
- 435 – Technology Equipment for Trustees – *pending*, June 22, 2022
- 500 – Transportation – *pending*, June 22, 2022
- 605 – Use of School Buildings- *pending*, June 22, 2022
- 700 – Superintendent of Schools – March 23, 2022
- 701 – Board Delegation of Authority – March 23, 2022
- 900 – Student Conduct and Discipline – *pending*, June 22, 2022





B O A R D
MEMORANDUM

The following policy was reviewed and forwarded to the next calendar year for further revision:

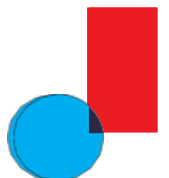
- 100 - History of the Sturgeon Public Schools

Presentations were organized to support Trustee professional growth related to policies being reviewed in the 2021-2022 school year:

- SOGI Background Presentation to Board – March 9, 2022
- SOGI Professional Development for Trustees – May 11, 2022

The Committee Chair is prepared to respond to questions at the June 22, 2022, Public Board meeting.

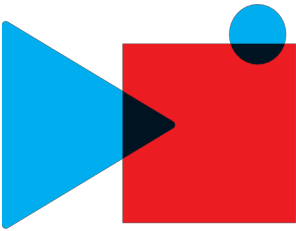
Attachment





Policy Committee Work Plan 2021/2022

Activity	MRP
<p>Policies for Review:</p> <ul style="list-style-type: none">• 900 – Student Conduct and Discipline<ul style="list-style-type: none">○ AP900• 110 – Equity, Diversity, Inclusion and Human Rights• 115 – Sexual Orientation, Gender Identity and Gender Expression• 305 – School Councils	Policy Committee
SOGI In-Service and/or Professional Development for all Trustees	Policy Committee
SOGI SPS Background Presentation to the Board	Policy Committee
Review policies referred to the Education Committee by Administration and/or the Board of Trustees.	Policy Committee



BOARD MEMORANDUM

Date: June 22, 2022

To: Board of Trustees

From: Irene Gibbons, Committee Chair
Liliana LeVesconte, Associate Superintendent, Corporate Services

Subject: Transportation Committee Year End Report

Purpose:

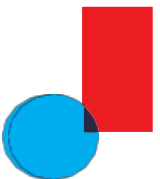
For information.

Background:

The Transportation Committee developed a Work Plan for the 2021-2022 School Year, which was approved by the Board in December 2021. The Committee is pleased to provide an update regarding the work undertaken by the Transportation Committee at the direction of the Board. The work completed includes:

- ✓ Review Contractors' Contract
 - Joint Contractor Committee Meetings
 - New contracts discussed and implemented
- ✓ Relationship
 - Open and transparent communication with our Contractors
 - Letter to the Minister to address transportation services funding
- ✓ On behalf of the Board of Trustees, the Board Chair:
 - Accompanied by Trustee Murray-Elliot, attended a Town Hall with MLA Shane Getson (April 13, 2022); and
 - Attended a School Bus Transportation Town Hall with MLA Shane Getson, MLA Dale Nally and Sheldon Granger (June 14, 2022)
- ✓ RFP Workshop
 - One workshop was offered, based on request and interest

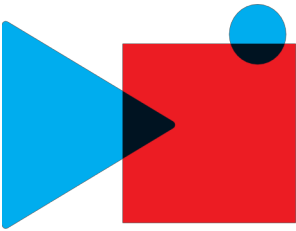
The Committee Chair is prepared to respond to questions at the June 22, 2022, Public Board meeting.





Transportation Committee Work Plan 2021/2022

Activity	MRP
Review Contractors' Contract <ul style="list-style-type: none">• How to value our small contractors?	Transportation Committee
Relationship	Transportation Committee
RFP Workshop	Transportation Committee



BOARD
MEMORANDUM

Date: June 22, 2022
To: Board of Trustees
From: Shawna Warren, Acting Superintendent
Originator(s): Liliana LeVesconte, Associate Superintendent, Corporate Services
Subject: 2021-2022 Transfer to Capital Reserves

Purpose:

For approval. Motion required.

Motion:

That the Board of Trustees approve the 2021-2022 Transfer of \$750,000 to Capital Reserves as presented at the June 22, 2022, Public Board meeting.

Background:

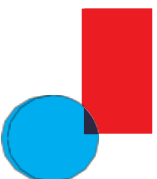
2021-2022 Budget as approved by the Board in May 2021, and subsequently approved by the Minister of Education allows the Division to transfer \$750,000 from Unrestricted Surplus to Capital Reserves during the 2021-2022 fiscal year. The \$750,000 is split into \$250,000 Capital Reserve for Machinery and Equipment, and \$500,000 Board Capital Reserves intended to be used for capital priorities, as determined by Board.

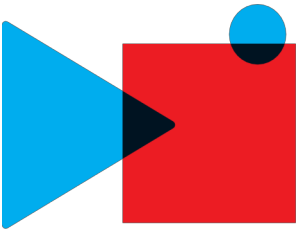
Administration is prepared to respond to questions at the June 22, 2022, Public Board meeting.

Sincerely,

Shawna Warren, M.Ed
Acting Superintendent

Attachment





BOARD MEMORANDUM

Date: June 22, 2022
To: Board of Trustees
From: Shawna Warren, Acting Superintendent
Originator(s): Jonathan Konrad, Acting Deputy Superintendent, Education Services
Subject: Omnibus Motion for Locally Developed Course Approval

Purpose:

For approval. Motion required.

Motion:

That the Board of Trustees approve the following Locally Developed Courses as a course of study within The Sturgeon Public School Division for the terms listed below.

Background:

At the June 8, 2022, Committee of the Whole meeting, the Board of Trustees reviewed the recommendation for the Omnibus Motion regarding Locally Developed Courses, through Alberta Education's Locally Developed Courses Online Management System. The Sturgeon Public School Division has received both originating Board and Alberta Education approval to offer the courses listed below. The next step in this process is to receive Board approval for this authorization.

The course descriptions for the Locally Developed Courses that require Board approval are attached for Trustee information.

Administration is prepared to respond to questions at the June 22, 2022, Public Board meeting.

Competencies in Math 15 for 3 credits acquired from The Red Deer School Division to be authorized as a course for study within The Sturgeon Public School Division from September 1, 2022, to August 31, 2026.

Competencies in Math (2022) 15 for 5 credits acquired from The Red Deer School Division to be authorized as a course for study within The Sturgeon Public School Division from September 1, 2022, to August 31, 2026.

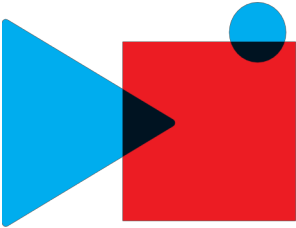


Schedule of Reserves for the Year Ending August 31, 2022

	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED		INTERNALLY RESTRICTED RESERVES BY PROGRAM							
		TOTAL OPERATING RESERVES	TOTAL CAPITAL RESERVES	School & Instruction Related		Operations & Maintenance		Board & System Administration		Transportation	
				Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves
1 AFS Balance at August 31, 2021	\$ 4,942,114	\$ 6,485,483	\$ 4,215,852	\$ 5,885,483	\$ 98,200	\$ -	\$ 941,624	\$ 600,000	\$ 3,144,222	\$ -	\$ 31,806
2 Operating surplus (deficit)	\$ 302,177										
3 Board funded tangible capital asset additions	\$ -	\$ -	\$ (1,814,460)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (1,814,460)	\$ -	\$ -
4 Amortization of tangible capital assets	\$ 4,023,485										
6 Capital revenue recognized	\$ (3,793,919)										
7 Net transfers to operating reserves		\$ -						\$ -		\$ -	
8 Net transfers to capital reserves	\$ (750,000)		\$ 750,000		\$ -		\$ 250,000		\$ 500,000		\$ -
9 Balance at August 31, 2022	\$ 4,723,857	\$ 6,485,483	\$ 3,151,392	\$ 5,885,483	\$ 98,200	\$ -	\$ 1,191,624	\$ 600,000	\$ 1,829,762	\$ -	\$ 31,806

Schedule of Reserves for the Year Ending August 31, 2023

	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED		INTERNALLY RESTRICTED RESERVES BY PROGRAM							
		TOTAL OPERATING RESERVES	TOTAL CAPITAL RESERVES	School & Instruction Related		Operations & Maintenance		Board & System Administration		Transportation	
				Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves
10 Balance at August 31, 2022	\$ 4,723,857	\$ 6,485,483	\$ 3,151,392	\$ 5,885,483	\$ 98,200	\$ -	\$ 1,191,624	\$ 600,000	\$ 1,829,762	\$ -	\$ 31,806
11 Operating surplus (deficit)	\$ (2,337,972)										
12 Board funded tangible capital asset additions	\$ -	\$ -	\$ (3,610,360)	\$ -	\$ -	\$ -	\$ (600,000)	\$ -	\$ (3,010,360)	\$ -	\$ -
13 Amortization of tangible capital assets	\$ 4,263,293										
14 Capital revenue recognized	\$ (3,999,474)										
15 Net transfers to operating reserves								\$ -		\$ -	
16 Budgeted amortization of ARO tangible capital assets	\$ 150,000	\$ -						\$ -		\$ -	
17 Net transfers to capital reserves	\$ (2,500,000)		\$ 2,500,000		\$ -				\$ 2,500,000		\$ -
18 Balance at August 31, 2023	\$ 299,704	\$ 6,485,483	\$ 2,041,032	\$ 5,885,483	\$ 98,200	\$ -	\$ 591,624	\$ 600,000	\$ 1,319,402	\$ -	\$ 31,806



BOARD MEMORANDUM

Learning Strategies 15/25/35 for 3 credits acquired from The Calgary Roman Catholic Separate School Division to be authorized as a course of study within The Sturgeon Public School Division from September 1, 2022, to August 31, 2026.

Learning Strategies 15/25/35 for 5 credits acquired from The Calgary Roman Catholic Separate School Division to be authorized as a course of study within The Sturgeon Public School Division from September 1, 2022, to August 31, 2026.

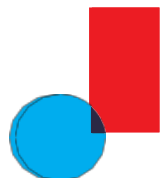
Musical Theatre 15/25/35 for 3 credits acquired from The Calgary Roman Catholic Separate School Division to be authorized as a course of study within The Sturgeon Public School Division from September 1, 2022, to August 31, 2026.

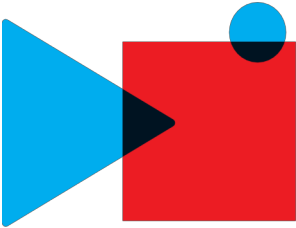
Musical Theatre 15/25/35 for 5 credits acquired from The Calgary Roman Catholic Separate School Division to be authorized as a course of study within The Sturgeon Public School Division from September 1, 2022, to August 31, 2026.

Psychology – Abnormal 35 for 3 credits acquired from The Pembina Hills School Division to be authorized as a course for study within The Sturgeon Public School Division from September 1, 2022, to August 31, 2026.

Questions brought forward at the Committee of the Whole meeting on June 8, 2022

1. Does SPS have any locally developed approved courses we have developed?
 - Sturgeon Public Schools has developed some Junior High courses in the past, like Fit-for-Life. However, as these expire, teachers are able to provide the learning experiences for students under the Career and Technology Foundations (CTF) framework. Sturgeon Public does not have any locally developed High School courses written by Sturgeon teachers at this time.
2. Is there a need for these courses? Do students access them?
 - Many locally developed courses address emerging student interests or new career or education opportunities. Allowing these courses to be available for our students ensures our High Schools can offer courses that meet student interest and need. The courses being requested come from our current school administration as identified areas of study students and teachers want in our schools.





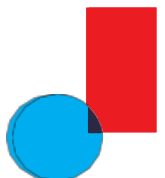
B O A R D
MEMORANDUM

3. Is there a financial obligation for us to buy these courses? Why is it a 4 year term and not a 3 year term?
 - There is no specific fee paid to Alberta Education or the authorizing school division to be allowed to use these courses.
4. Psychology course - Dual Credit. Where does it fall? Is it part of Dual Credit?
 - This course can be offered by teachers within a classroom setting or through our learning centers. It does not require a partnership with a Post-Secondary institution and is not part of the Dual Credit Program.
5. What is Competencies in Math?
 - This course is an excellent choice for students who would like to take Math 10C, but need some skill development before enrolling in that course.

Sincerely,

Shawna Warren, M.Ed
Acting Superintendent

Attachment



LOCALLY DEVELOPED COURSE OUTLINE

Competencies in Math (2022) 15-3

Submitted By:

The Sturgeon School Division

Submitted On:

Jun. 2, 2022

Course Basic Information

<u>Outline</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-3	62.50	09/01/2022	08/31/2026	Acquired	Authorization	G10

Course Description

Competencies in Math 15 will cover topics including number sense, logical reasoning, measurement, algebra, graphical reasoning, statistics and probability.

The course will enhance numeracy skills in students, develop their critical thinking and problem solving abilities, and set them up for success in future courses in mathematics.

The **5-credit version** includes all learning outcomes from all topics.

The **3-credit version** includes learning outcomes from Number Sense and a minimum of two complete additional topics (Logic and Reasoning, Measurement, Algebra, Graphical Reasoning, Statistics and Probability) from the 5-credit version. This flexibility is provided to meet the learning needs of the students.

This locally developed course does not meet the mathematics requirement for graduation.

Course Prerequisites

No prerequisites.

Sequence Introduction (formerly: Philosophy)

This course aims to improve student mastery of mathematical skills, concepts and ideas. Students will extend their knowledge beyond performing routine operations and will be encouraged to explore a deeper understanding of mathematical concepts through critical thinking and exploration exercises. Students will collaborate with their teacher and peers on exploring multiple ways to solve problems. As such, students will be challenged to become engaged learners, critical thinkers, and competent problem solvers.

Student Need (formerly: Rationale)

Some students struggle to make sense of mathematics as they experience gaps in previous learning and may require additional resources and strategies to fill in these gaps. While the required help is often within reach in their school environment, the one resource often lacking is time. This course aims to give these students an opportunity to be successful in mathematics and have them reach their full potential as engaged learners by providing them with additional strategies, alternate approaches, resources and time with the ultimate goal of learners enrolling in provincial Mathematics 10 courses.

Scope and Sequence (formerly: Learner Outcomes)

The goal of this course is to enhance the numeracy skills of students. Students will use numeracy willingly and confidently in their everyday lives and will be able to communicate effectively using the language of mathematics.

Students will explore a variety of mathematical topics that will lead to an appreciation for mathematics in real-life contexts. In this course, students will discover multiple ways to solve problems and they will develop an appreciation for mathematical contributions to advancements in society.

3-credit version REQUIRED (entire topic)

- Number Sense

3-credit version REQUIRED (a minimum of two of the following additional topics - all Specific Outcomes)

- Logic and Reasoning

- Measurement

- Algebra

- Graphical Reasoning

- Statistics and Probability

5-credit version requires all topics.

LOCALLY DEVELOPED COURSE OUTLINE

Competencies in Math (2022) 15-5

Submitted By:

The Sturgeon School Division

Submitted On:

May. 30, 2022

Course Basic Information

<u>Outline</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-5	125.00	09/01/2022	08/31/2026	Acquired	Authorization	G10

Course Description

Competencies in Math 15 will cover topics including number sense, logical reasoning, measurement, algebra, graphical reasoning, statistics and probability.

The course will enhance numeracy skills in students, develop their critical thinking and problem solving abilities, and set them up for success in future courses in mathematics.

The **5-credit version** includes all learning outcomes from all topics.

The **3-credit version** includes learning outcomes from Number Sense and a minimum of two complete additional topics (Logic and Reasoning, Measurement, Algebra, Graphical Reasoning, Statistics and Probability) from the 5-credit version. This flexibility is provided to meet the learning needs of the students.

This locally developed course does not meet the mathematics requirement for graduation.

Course Prerequisites

No prerequisites.

Sequence Introduction (formerly: Philosophy)

This course aims to improve student mastery of mathematical skills, concepts and ideas. Students will extend their knowledge beyond performing routine operations and will be encouraged to explore a deeper understanding of mathematical concepts through critical thinking and exploration exercises. Students will collaborate with their teacher and peers on exploring multiple ways to solve problems. As such, students will be challenged to become engaged learners, critical thinkers, and competent problem solvers.

Student Need (formerly: Rationale)

Some students struggle to make sense of mathematics as they experience gaps in previous learning and may require additional resources and strategies to fill in these gaps. While the required help is often within reach in their school environment, the one resource often lacking is time. This course aims to give these students an opportunity to be successful in mathematics and have them reach their full potential as engaged learners by providing them with additional strategies, alternate approaches, resources and time with the ultimate goal of learners enrolling in provincial Mathematics 10 courses.

Scope and Sequence (formerly: Learner Outcomes)

The goal of this course is to enhance the numeracy skills of students. Students will use numeracy willingly and confidently in their everyday lives and will be able to communicate effectively using the language of mathematics.

Students will explore a variety of mathematical topics that will lead to an appreciation for mathematics in real-life contexts. In this course, students will discover multiple ways to solve problems and they will develop an appreciation for mathematical contributions to advancements in society.

3-credit version REQUIRED (entire topic)

- Number Sense

3-credit version REQUIRED (a minimum of two of the following additional topics - all Specific Outcomes)

- Logic and Reasoning

- Measurement

- Algebra

- Graphical Reasoning

- Statistics and Probability

5-credit version requires all topics.

LOCALLY DEVELOPED COURSE OUTLINE

Learning Strategies 15-3

Learning Strategies 25-3

Learning Strategies 35-3

Submitted By:

The Sturgeon School Division

Submitted On:

May. 30, 2022

Course Basic Information

<u>Outline</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-3	62.50	09/01/2022	08/31/2026	Acquired	Authorization	G10
25-3	62.50	09/01/2022	08/31/2026	Acquired	Authorization	G10
35-3	62.50	09/01/2022	08/31/2026	Acquired	Authorization	G10

Course Description

Learning Strategies is a series of course designed to assist high school students in developing the understandings, literacies, skills, and values to be successful in learning in all high school subjects and in lifelong learning. In collaboration with teachers, educational assistants, peers and parents, students will explore, develop, deepen, and apply a range of strategies for academic success. Progressively, students gain confidence, realize increased independence, and apply their strategies to other learning contexts.

While the nature of learning is complex and not always strictly linear, Learning Strategies content progresses in rigor from remembering and comprehending (15 level), to applying and analyzing (25 level), to creating and evaluating (35 level).

Level 15: As students transition to the expectations of high school, they will explore, comprehend, and begin to select for their personal learning strategies toolkits a range of learning strategies with direct instruction and guidance from their learning team.

Level 25: As students work to become independent and strategically learning high school students, they will analyze, strengthen, and continue to apply to their personal learning strategies toolkits with increasing confidence.

Level 35: As students prepare to transition to post-secondary and life-long learning, they will innovate and implement learning strategies with increased independence for successful high school completion and assemble their personalized toolkit that will be beneficial in further learning endeavors.

The **5-credit version** includes all learning outcomes from all topics.

The **3-credit version** includes all learning outcomes from the “Self Advocacy and Relationship Management in Learning” theme and a minimum of two complete additional themes from the 5-credit version: (understanding yourself and others as learners, organization and time and material management, understanding the learning process, preparing for evaluation). This flexibility is provided to meet the learning needs of the students.

Course Prerequisites

Learning Strategies 15 – none

Learning Strategies 25 – Learning Strategies 15

Learning Strategies 35 – Learning Strategies 25

Sequence Introduction (formerly: Philosophy)

Learning Strategies is a series of courses that ask students to explore a range of strategies to learn more efficiently, reflectively, critically, collaboratively, and more confidently. It is organized into five themes, each with direct application to learning scenarios in the classroom and beyond (understanding yourself and others as learners, organization and time and material management, understanding the learning process, preparing for evaluation, and self-advocacy and relationship management in learning).

Student Need (formerly: Rationale)

Just as the activity of reading in school shifts from learning how to read to reading to learn, high school curricula and practice often emphasizes the “what” of learning, ie. content, over the “how” of learning, ie. strategies. Many high school students, diverse learners in particular, would continue to benefit from instruction in how to learn most effectively across their subjects and into post-secondary education and other adult learning scenarios.

Indigenous thought describes education as a “lifelong, holistic process that begins while a child is still in the womb and continues so long as a person draws breath, encompassing all those learnings we need to live long and well on Mother Earth”. (Castenallano et. al, 2000, p. 1). Given the primacy of learning as a core human activity throughout an individual’s life span, a course that directly addresses how to learn deeply and effectively would be a developmental asset for any student.

Scope and Sequence (formerly: Learner Outcomes)

(Theme 1) **Understanding Self and Others as Learner:** *Students will develop, revise, and share detailed personalized profiles of how they understand their selves as learners pursuing their highest levels of achievement. Additionally, they will come to understand how a learning space may be augmented by having learners with a variety of learning characteristics (eg. styles, preferences, intelligences). They will consider how just learning spaces honor diversity.*

- *General Outcome 1 Students will investigate how their particular characteristics as learners, when researched and understood, and incorporated in their learning, help them learn more effectively.*

- *General Outcome 2 Students will gain an understanding of which equity and accessibility considerations support their personal diversity as learners as well as the diversity of other students.*

(Theme 2) **Organization and Management of and Resources (Time Human, and Material):** *Students will learn and implement a range of strategies to organize and manage resources including time and materials; they will assess and augment their own organizational strategies, learn about effective goal setting, and set goals.*

- *General Outcome 3 Students will develop an understanding of the purpose and importance of organization and management, and apply this understanding to their own contexts.*

- *General Outcome 4 Students will demonstrate the ability to set goals and to establish, implement, monitor, evaluate and revise a plan of action and set priorities.*

(Theme 3) **Understanding the Learning Process:** *Students will engage with increasing self-awareness and strategic facility, in the learning process, including preparing to learn, relaxation techniques, note-taking, skill development, and maximizing memory.*

- *General Outcome 5 Students will reflect on and implement techniques to*

maintain alertness, awareness, and relaxation in academic settings.

· *General Outcome 6 Students will reflect on and develop learning process skills including note-taking, skill development, studying, and maximizing memory*

(Theme 4) Responding to Assessment and Evaluation:*Students will reflect on the assessment and evaluation process in schools as it occurs over a variety of disciplines and develop strategies to respond with increasing facility to assessment and evaluation*

· *General Outcome 7 Students will develop an awareness of and monitor test and assignment requirements, grading processes, and the details of their own academic progress.*

· *General Outcome 8 Students will consider test-taking barriers and strategies and develop a plan to strategically manage their test-taking process*

(Required Theme) Self-Advocacy and Relationship Management in

Learning: *Students will develop increasingly sophisticated understandings of self-advocacy, resilience, and relationship management and self-advocate, build resiliency, and manage relationships in academic contexts with increasing confidence.*

· *General Outcome 9 Students will build resiliency and address barriers to learning*

· *General Outcome 10 Students will develop a conceptual understanding of self-advocacy and practice self-advocating.*

LOCALLY DEVELOPED COURSE OUTLINE

Learning Strategies 15-5

Learning Strategies 25-5

Learning Strategies 35-5

Submitted By:

The Sturgeon School Division

Submitted On:

May. 30, 2022

Course Basic Information

<u>Outline</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-5	125.00	09/01/2022	08/31/2026	Acquired	Authorization	G10
25-5	125.00	09/01/2022	08/31/2026	Acquired	Authorization	G10
35-5	125.00	09/01/2022	08/31/2026	Acquired	Authorization	G10

Course Description

Learning Strategies is a series of course designed to assist high school students in developing the understandings, literacies, skills, and values to be successful in learning in all high school subjects and in lifelong learning. In collaboration with teachers, educational assistants, peers and parents, students will explore, develop, deepen, and apply a range of strategies for academic success. Progressively, students gain confidence, realize increased independence, and apply their strategies to other learning contexts.

While the nature of learning is complex and not always strictly linear, Learning Strategies content progresses in rigor from remembering and comprehending (15 level), to applying and analyzing (25 level), to creating and evaluating (35 level).

Level 15: As students transition to the expectations of high school, they will explore, comprehend, and begin to select for their personal learning strategies toolkits a range of learning strategies with direct instruction and guidance from their learning team.

Level 25: As students work to become independent and strategically learning high school students, they will analyze, strengthen, and continue to apply to their personal learning strategies toolkits with increasing confidence.

Level 35: As students prepare to transition to post-secondary and life-long learning, they will innovate and implement learning strategies with increased independence for successful high school completion and assemble their personalized toolkit that will be beneficial in further learning endeavors.

The **5-credit version** includes all learning outcomes from all topics.

The **3-credit version** includes all learning outcomes from the “Self Advocacy and Relationship Management in Learning” theme and a minimum of two complete additional themes from the 5-credit version: (understanding yourself and others as learners, organization and time and material management, understanding the learning process, preparing for evaluation). This flexibility is provided to meet the learning needs of the students.

Course Prerequisites

Learning Strategies 15 – none

Learning Strategies 25 – Learning Strategies 15

Learning Strategies 35 – Learning Strategies 25

Sequence Introduction (formerly: Philosophy)

Learning Strategies is a series of courses that ask students to explore a range of strategies to learn more efficiently, reflectively, critically, collaboratively, and more confidently. It is organized into five themes, each with direct application to learning scenarios in the classroom and beyond (understanding yourself and others as learners, organization and time and material management, understanding the learning process, preparing for evaluation, and self-advocacy and relationship management in learning).

Student Need (formerly: Rationale)

Just as the activity of reading in school shifts from learning how to read to reading to learn, high school curricula and practice often emphasizes the “what” of learning, ie. content, over the “how” of learning, ie. strategies. Many high school students, diverse learners in particular, would continue to benefit from instruction in how to learn most effectively across their subjects and into post-secondary education and other adult learning scenarios.

Indigenous thought describes education as a “lifelong, holistic process that begins while a child is still in the womb and continues so long as a person draws breath, encompassing all those learnings we need to live long and well on Mother Earth”. (Castenallano et. al, 2000, p. 1). Given the primacy of learning as a core human activity throughout an individual’s life span, a course that directly addresses how to learn deeply and effectively would be a developmental asset for any student.

Scope and Sequence (formerly: Learner Outcomes)

(Theme 1) **Understanding Self and Others as Learner:** *Students will develop, revise, and share detailed personalized profiles of how they understand their selves as learners pursuing their highest levels of achievement. Additionally, they will come to understand how a learning space may be augmented by having learners with a variety of learning characteristics (eg. styles, preferences, intelligences). They will consider how just learning spaces honor diversity.*

- *General Outcome 1 Students will investigate how their particular characteristics as learners, when researched and understood, and incorporated in their learning, help them learn more effectively.*

- *General Outcome 2 Students will gain an understanding of which equity and accessibility considerations support their personal diversity as learners as well as the diversity of other students.*

(Theme 2) **Organization and Management of and Resources (Time Human, and Material):** *Students will learn and implement a range of strategies to organize and manage resources including time and materials; they will assess and augment their own organizational strategies, learn about effective goal setting, and set goals.*

- *General Outcome 3 Students will develop an understanding of the purpose and importance of organization and management, and apply this understanding to their own contexts.*

- *General Outcome 4 Students will demonstrate the ability to set goals and to establish, implement, monitor, evaluate and revise a plan of action and set priorities.*

(Theme 3) **Understanding the Learning Process:** *Students will engage with increasing self-awareness and strategic facility, in the learning process, including preparing to learn, relaxation techniques, note-taking, skill development, and maximizing memory.*

- *General Outcome 5 Students will reflect on and implement techniques to*

maintain alertness, awareness, and relaxation in academic settings.

- *General Outcome 6 Students will reflect on and develop learning process skills including note-taking, skill development, studying, and maximizing memory*

(Theme 4) Responding to Assessment and Evaluation:*Students will reflect on the assessment and evaluation process in schools as it occurs over a variety of disciplines and develop strategies to respond with increasing facility to assessment and evaluation*

- *General Outcome 7 Students will develop an awareness of and monitor test and assignment requirements, grading processes, and the details of their own academic progress.*

- *General Outcome 8 Students will consider test-taking barriers and strategies and develop a plan to strategically manage their test-taking process*

(Required Theme) Self-Advocacy and Relationship Management in

Learning: *Students will develop increasingly sophisticated understandings of self-advocacy, resilience, and relationship management and self-advocate, build resiliency, and manage relationships in academic contexts with increasing confidence.*

- *General Outcome 9 Students will build resiliency and address barriers to learning*

- *General Outcome 10 Students will develop a conceptual understanding of self-advocacy and practice self-advocating.*

LOCALLY DEVELOPED COURSE OUTLINE

Musical Theatre 15-3

Musical Theatre 25-3

Musical Theatre 35-3

Submitted By:

The Sturgeon School Division

Submitted On:

Jun. 1, 2022

Course Basic Information

<u>Outline</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-3	62.50	09/01/2022	08/31/2026	Acquired	Reauthorization	G10 G11 G12
25-3	62.50	09/01/2022	08/31/2026	Acquired	Reauthorization	G10 G11 G12
35-3	62.50	09/01/2022	08/31/2026	Acquired	Reauthorization	G10 G11 G12

Course Description

The Musical Theatre 15/25/35 courses will focus on all performance components of the musical theatre genre: dance, drama, and music. Students will learn to work as a repertory company and promote an entrepreneurial spirit through collaborating with each other, the school community, as well as community arts partners. They will research the historical content of the production through scripts and other useful resources. Students will also become aware of and design all costume and makeup requirements of their characters as well as the decisions and planning regarding technical aspects of the production. Musical Theatre 15-25-35 must be a scheduled course for students, instructed by a certificated teacher as part of their contract for instructional time.

Course Prerequisites

There is no formal prerequisite at the 15 level, but it is highly recommended that the student be registered in, or have credit in Drama 10, Choral 10, Dance 15, or have departmental approval.

Musical Theatre 15 is the prerequisite for Musical Theatre 25 and Musical Theatre 25 is the prerequisite for Musical Theatre 35.

Sequence Introduction (formerly: Philosophy)

Through Musical Theatre 15-25-35, it is expected that students develop competencies in the dance, drama, and vocal disciplines through project work and/or practical performance. The program will foster an appreciation for the form and a professional attitude towards performance, preparing students for a life-long appreciation of theatre or related performance experiences and the possibility of post secondary studies in the genre.

Student Need (formerly: Rationale)

The Musical Theatre LDC aims to provide integrated study in dance, drama, and vocal music. Although LDCs exist for each of these topics individually, a large part of the theatre repertory includes works intended to feature all three strands in the same performance, with no current foundational course designed to address works of this nature. This course is essential for students who seek to make a serious commitment to a well-rounded experience in theatre performance.

Scope and Sequence (formerly: Learner Outcomes)

Because musical theatre is performance-based, it is expected that the outcomes delivered in Level 15 would be repeated, enhanced, and extended throughout the three levels of the course, alongside the addition of newly introduced outcomes and increasing responsibility throughout Levels 25 and 35.

Students enrolled in Musical Theatre 15-25-35 will learn to work as a company. In addition to acquiring and practising techniques and skills which enable them to become competent singers, dancers, and actors, students will be expected to contribute to other aspects of musical theatre production. As such, they will develop a sense of ensemble work through making a personal commitment to sharing the responsibilities and obligations necessary for performance.

Musical Theatre 15 (5 credit) will be a teacher-initiated course centred on large group activities allowing students to share their individual strengths in music, dance, or drama, while developing new skills. Students will also have the opportunity to increase the depth of their understanding of the history and multi-disciplinary nature of the genre.

Musical Theatre 25 will provide students with the opportunity to work in smaller groups and to take on some of the required production responsibilities as peer coaches (e.g., as dance captains, vocal sectional leaders, stage managers, costume co-ordinators, or props coordinators), while continuing to develop and enhance the skills from Musical Theatre 15.

Musical Theatre 35 will provide individual students with opportunities to set stage direction, musical direction, and choreography for a musical theatre number. Solo and ensemble work is an expectation of the 35 level of this course, while continuing to develop and enhance the skills from Musical Theatre 15 and 25.

LOCALLY DEVELOPED COURSE OUTLINE

Musical Theatre 15-5

Musical Theatre 25-5

Musical Theatre 35-5

Submitted By:

The Sturgeon School Division

Submitted On:

Jun. 1, 2022

Course Basic Information

<u>Outline</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-5	125.00	09/01/2022	08/31/2026	Acquired	Reauthorization	G10 G11 G12
25-5	125.00	09/01/2022	08/31/2026	Acquired	Reauthorization	G10 G11 G12
35-5	125.00	09/01/2022	08/31/2026	Acquired	Reauthorization	G10 G11 G12

Course Description

The Musical Theatre 15/25/35 courses will focus on all performance components of the musical theatre genre: dance, drama, and music. Students will learn to work as a repertory company and promote an entrepreneurial spirit through collaborating with each other, the school community, as well as community arts partners. They will research the historical content of the production through scripts and other useful resources. Students will also become aware of and design all costume and makeup requirements of their characters as well as the decisions and planning regarding technical aspects of the production. Musical Theatre 15-25-35 must be a scheduled course for students, instructed by a certificated teacher as part of their contract for instructional time.

Course Prerequisites

There is no formal prerequisite at the 15 level, but it is highly recommended that the student be registered in, or have credit in Drama 10, Choral 10, Dance 15, or have departmental approval.

Musical Theatre 15 is the prerequisite for Musical Theatre 25 and Musical Theatre 25 is the prerequisite for Musical Theatre 35.

Sequence Introduction (formerly: Philosophy)

Through Musical Theatre 15-25-35, it is expected that students develop competencies in the dance, drama, and vocal disciplines through project work and/or practical performance. The program will foster an appreciation for the form and a professional attitude towards performance, preparing students for a life-long appreciation of theatre or related performance experiences and the possibility of post secondary studies in the genre.

Student Need (formerly: Rationale)

The Musical Theatre LDC aims to provide integrated study in dance, drama, and vocal music. Although LDCs exist for each of these topics individually, a large part of the theatre repertory includes works intended to feature all three strands in the same performance, with no current foundational course designed to address works of this nature. This course is essential for students who seek to make a serious commitment to a well-rounded experience in theatre performance.

Scope and Sequence (formerly: Learner Outcomes)

Because musical theatre is performance-based, it is expected that the outcomes delivered in Level 15 would be repeated, enhanced, and extended throughout the three levels of the course, alongside the addition of newly introduced outcomes and increasing responsibility throughout Levels 25 and 35.

Students enrolled in Musical Theatre 15-25-35 will learn to work as a company. In addition to acquiring and practising techniques and skills which enable them to become competent singers, dancers, and actors, students will be expected to contribute to other aspects of musical theatre production. As such, they will develop a sense of ensemble work through making a personal commitment to sharing the responsibilities and obligations necessary for performance.

Musical Theatre 15 (5 credit) will be a teacher-initiated course centred on large group activities allowing students to share their individual strengths in music, dance, or drama, while developing new skills. Students will also have the opportunity to increase the depth of their understanding of the history and multi-disciplinary nature of the genre.

Musical Theatre 25 will provide students with the opportunity to work in smaller groups and to take on some of the required production responsibilities as peer coaches (e.g., as dance captains, vocal sectional leaders, stage managers, costume co-ordinators, or props coordinators), while continuing to develop and enhance the skills from Musical Theatre 15.

Musical Theatre 35 will provide individual students with opportunities to set stage direction, musical direction, and choreography for a musical theatre number. Solo and ensemble work is an expectation of the 35 level of this course, while continuing to develop and enhance the skills from Musical Theatre 15 and 25.

LOCALLY DEVELOPED COURSE OUTLINE

Psychology – Abnormal 35-3

Submitted By:

The Sturgeon School Division

Submitted On:

May. 31, 2022

Course Basic Information

<u>Outline</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
35-3	62.50	09/01/2022	08/31/2026	Acquired	Reauthorization	G12

Course Description

Psychology - Abnormal 35 provides students with an overview of normal and abnormal behaviour within the conditions that affect individuals in our society. Students learn about perspectives of abnormality, causal factors, types of disorders, as well as assessment methods, prevention, and treatment.

Sensitive & Controversial Issues

Several mental illnesses result from abuse and trauma. Other mental illnesses result in behaviours that fall far outside the realm of what society considers ordinary or acceptable. Information presented in this course is meant solely for educational purposes and should be presented in a non-offensive manner. Validation and acceptance of those who are experiencing mental health issues is one of the main reasons this course was created.

Psychology - Abnormal 35 should not trigger or exacerbate any mental health issues. Should an issue arise, teachers are recommended to share their concerns with appropriate provincial mental-health support services.

Course Prerequisites

Personal Psychology 20 or General Psychology 20

Sequence Introduction (formerly: Philosophy)

The social sciences are an important component of a well-rounded education that enables students to broaden their knowledge, acquire transferable skills, and develop the values and attitudes advantageous to living in a global society. Students with social science literacy skills will gain an increased understanding of human interaction and, by studying Psychology - Abnormal 35 specifically, can demonstrate empathy and compassion for those experiencing mental illness. This course highlights the facts that mental illness is not a character defect and that mental illness can affect anyone of any culture, age, or gender identity.

The Psychology - Abnormal 35 curriculum encourages thinking and exploration in the areas of self-understanding, diversity, and one's relations with others; students reflect on who they are and who they may become.

Student Need (formerly: Rationale)

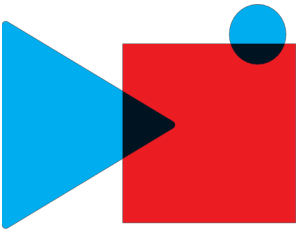
Psychology is one of the many fields of study that provides a frame of reference for students to understand themselves, others, and social relationships. Addressing issues in psychology assists students in understanding, interpreting, and participating in society with increasing insight and skill. Students will benefit from developing skills that help them become engaged thinkers as they explore why people act in certain ways under given circumstances. Students, as ethical citizens who strive to improve the human condition, will learn to better understand human behaviour, the relationship between human behaviour and problems and issues in society, as well as think critically about solutions that may improve and maintain the mental health of Albertans.

Scope and Sequence (formerly: Learner Outcomes)

Students will benefit from studying this course because of the inherent value in increasing one's understanding of behaviour; both their own behaviour and that of others.

Students will understand that

- culture and stereotypes influence the interpretation of behavior
- predisposition, psychosocial factors, and sociocultural factors interact to influence behavior as do physical, emotional, and nutritional deprivation
- there are similarities between the symptoms and causes of clinical, cognitive, and personality disorders
- there are varying degrees to which peoples' lives are disrupted because of mental illness.



BOARD
MEMORANDUM

Date: June 22, 2022
To: Board of Trustees
From: Shawna Warren, Acting Superintendent
Originator(s): Office of the Superintendent
Subject: Summer Meetings

Purpose:

For approval. Motion required.

Motion:

That the Board of Trustees suspend regular meetings for the months of July and August 2022; and

That the Board of Trustees hold their annual organizational meeting and first public board meeting of the 2022-2023 school year on August 24, 2022, at 4:00 p.m.

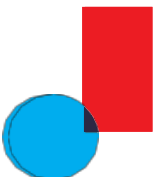
Background:

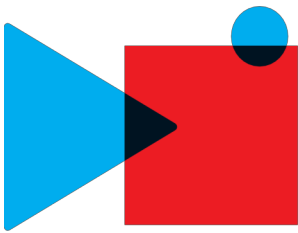
It has been past practice of the Board to suspend summer meetings of the Board. Should the Board of Trustees need to meet to review specific items, the Chair is empowered to call a special meeting at his discretion.

Administration is prepared to respond to questions at the June 22, 2022, Public Board meeting.

Sincerely,

Shawna Warren, M. Ed
Acting Superintendent





BOARD
MEMORANDUM

Date: June 22, 2022
To: Board of Trustees
From: Shawna Warren, Acting Superintendent
Originator(s): Jonathan Konrad, Acting Deputy Superintendent, Education Services
Subject: Policy 110 – Equity, Diversity, Inclusion and Human Rights

Purpose:

For approval. Motion required.

Motion:

That the Board of Trustees approve Policy 110 – *Welcoming Inclusive, Safe and Healthy Environments* as presented at the June 22, 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 110 – *Equity, Diversity, Inclusion and Human Rights*, which included renaming the policy to *Welcoming Inclusive, Safe and Healthy Environments*, as part of its review of policies during the 2021-2022 school year.

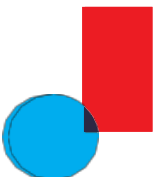
The Policy Committee reviewed Policy 110 – *Welcoming Inclusive, Safe and Healthy Environments* at their May 25, 2022, committee meeting and have recommended it to the Public Board meeting for approval.

Administration is prepared to respond to questions at the June 22, 2022, Public Board meeting.

Sincerely,

Shawna Warren, M.Ed
Acting Superintendent

Attachment



Welcoming Inclusive, Safe and Healthy Environments

EFFECTIVE: April 24, 2019

REVISED: June 22, 2022

REVIEW: 2023/24

1.0 POLICY

The Board believes in the importance of, and is committed to, establishing, and maintaining a welcoming, inclusive, equitable, safe, and healthy environment that respects diversity and fosters a sense of belonging.

The Board believes that students and staff members have the right to learn and work in environments that respect: equity, diversity, inclusion, and human rights. Such environments create the conditions where students and staff can prosper.

The Board is committed to providing environments that support the positive mental health of students and staff and reflect research informed practices related to trauma sensitivity and strength-based approaches to teaching and learning.

The Board believes it is the collective responsibility of all those involved with the Division to create and maintain positive cultures in our schools and workplaces. As such, the Board is committed to providing environments free from harassment, bullying, discrimination and violence.

Definitions:

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

Equity: A condition or state of fair, inclusive, and respectful treatment of all people. Equity means treating people in ways that take individual differences into consideration.

Diversity: The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sexual orientation, and socio-economic status.

References: Policy 115 – Sexual Orientation and Gender Identities
Policy 120 – Harassment Policy
Policy 900 – Student Conduct and Discipline
Administrative Procedure: Employee Conduct – Welcoming Inclusive, Safe and Healthy Environments
Education Act: Sections 16, 35, 35.1
Vision, Mission and Values Statement
Canadian Charter of Rights and Freedoms
Alberta Human Rights Act
Freedom of Information and Protection of Privacy Act
[Guidelines for Best Practices: Alberta Government](#) (2016)

Welcoming Inclusive, Safe and Healthy Environments

EFFECTIVE: April 24, 2019

REVISED: June 22, 2022

REVIEW: 2023/24

Inclusion: Is based on the principles of acceptance and welcoming of all students. Students see themselves reflected in their studies, their physical surroundings, and the broader environment, in which all individuals are honored and diversity is respected.

References: Policy 115 – Sexual Orientation and Gender Identities
Policy 120 – Harassment Policy
Policy 900 – Student Conduct and Discipline
Administrative Procedure: Employee Conduct – Welcoming Inclusive, Safe and Healthy Environments
Education Act: Sections 16, 35, 35.1
Vision, Mission and Values Statement
Canadian Charter of Rights and Freedoms
Alberta Human Rights Act
Freedom of Information and Protection of Privacy Act
[Guidelines for Best Practices: Alberta Government](#) (2016)

Equity, Diversity, Inclusion and Human Rights

Welcoming Inclusive, Safe and Healthy Environments

EFFECTIVE: April 24, 2019

REVISED: ~~January 29, 2020~~

REVIEW: ~~2021-2022~~

1.0 POLICY

The Board believes in the importance of, and is committed to, establishing and maintaining a welcoming, ~~earing~~ inclusive, equitable, safe and healthy ~~respectful and safe working and learning~~ environment that respects diversity and fosters a sense of belonging.

The Board believes that ~~each~~ students and staff members ~~has~~ have the right to learn and work in ~~an~~ environments that respects: equity, diversity, inclusion, and human rights. ~~Such environments create the conditions where students and staff can prosper.~~

The Board is committed to providing environments that support the positive mental health of students and staff and reflect research informed practices related to trauma sensitivity and strength-based approaches to ~~teaching and learning and working.~~

The Board believes it is the collective responsibility of all those involved with the Division to create and maintain positive cultures in our schools and workplaces. ~~all members of the school community share in the responsibility to recognize and respect: equity, diversity, inclusion and human rights.~~ As such, the Board is committed to providing environments free from harassment, bullying, discrimination and violence.

Definitions:

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

Equity: A condition or state of fair, inclusive, and respectful treatment of all people. Equity means treating people in ways that take individual differences into consideration.

Diversity: The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language,

References: Policy 115 – Sexual Orientation ~~and~~ Gender Identities ~~and~~ Gender Expression
 Policy 120 – Harassment Policy
 Policy 900 – Student Conduct and Discipline
 Administrative Procedure: ~~AP711~~—Employee Conduct – ~~Equity, Diversity, Welcoming Inclusive, Safe and Healthy Environments Inclusion and~~ Human Rights

~~Education Act: Sections 16, 33 35, 35.1~~
 Vision, Mission and Values Statement
 Canadian Charter of Rights and Freedoms
 Alberta Human Rights Act
 Freedom of Information and Protection of Privacy Act
 Guidelines for Best Practices: Alberta Government (2016)

Formatted: Tab stops: Not at 7.94 cm

Formatted: Font: Italic

Formatted: Font: Italic

Formatted: Font: Italic

Equity, Diversity, Inclusion and Human Rights

Welcoming Inclusive, Safe and Healthy Environments

EFFECTIVE: April 24, 2019

REVISED: ~~January 29, 2020~~

REVIEW: ~~2021-2022~~

physical and intellectual ability, race, religion, sexual orientation, and socio-economic status.

Inclusion: ~~is~~ ~~Is~~ based on the principles of acceptance and welcoming of all students. Students see themselves reflected in their studies, their physical surroundings, and the broader environment, in which all individuals are honored and diversity is respected.

References: Policy 115 – Sexual Orientation ~~and~~ ~~Gender Identities~~ ~~and~~ ~~Gender Expression~~
 Policy 120 – Harassment Policy
 Policy 900 – Student Conduct and Discipline
 Administrative Procedure: ~~AP711~~—Employee Conduct – ~~Equity, Diversity, Welcoming Inclusive, Safe and Healthy Environments~~ ~~Inclusion and~~ Human Rights
~~Education Act: Sections 16, 33 35, 35.1~~
 Vision, Mission and Values Statement
~~Canadian Charter of Rights and Freedoms~~
~~Alberta Human Rights Act~~
~~Freedom of Information and Protection of Privacy Act~~
~~Guidelines for Best Practices: Alberta Government (2016)~~

Formatted: Tab stops: Not at 7.94 cm
Formatted: Font: Italic
Formatted: Font: Italic
Formatted: Font: Italic



BOARD
MEMORANDUM

Date: June 22, 2022
To: Board of Trustees
From: Shawna Warren, Acting Superintendent
Originator(s): Jonathan Konrad, Acting Deputy Superintendent, Education Services
Subject: Policy 115 – Sexual Orientation, Gender Identity, and Gender Expression

Purpose:

For approval. Motion required.

Motion:

That the Board of Trustees approve Policy 115 – *Sexual Orientation and Gender Identities* as presented at the June 22, 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 115 – *Sexual Orientation, Gender Identity, and Gender Expression* which included renaming the policy to *Sexual Orientation and Gender Identities*, as part of its review of policies during the 2021-2022 school year.

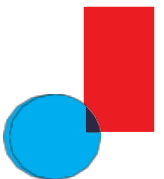
The Policy Committee reviewed Policy 115 – *Sexual Orientation and Gender Identities* at their May 25, 2022, committee meeting and have recommended it to the Public Board meeting for approval.

Administration is prepared to respond to questions at the June 22, 2022, Public Board meeting.

Sincerely,

Shawna Warren, M.Ed
Acting Superintendent

Attachment





Sexual Orientation and Gender Identities

EFFECTIVE: March 27, 2019

REVISED: June 22, 2022

REVIEW: 2023/24

1.0 POLICY

The Board believes in the importance of and is committed to establishing and maintaining a welcoming inclusive, equitable safe and healthy learning and working environments that respect diversity and foster a sense of belonging for members of the school community. This includes students, staff, and families who identify or are perceived as two-spirit, lesbian, gay, bisexual, transgender, transsexual, queer, gender fluid, or those who are questioning their sexual orientation, gender identity, or gender expression (2SLGBTQ+). The Board expects that all members of this diverse community be welcomed, respected, accepted and supported in every school and workplace.

All members of the school community and those employed by the Board have the right to learn and work in an environment free from prejudice, harassment and discrimination. This right is guaranteed under the *Charter of Rights and Freedoms*, *Alberta Human Rights Act* and *Alberta Education Act*. As such, these rights are to be supported and enforced so that all members of Sturgeon Public Schools may work together in inclusive, equitable, safe, healthy and respectful environments.

The Board believes that all 2SLGBTQ+ students, staff and families have the right to have:

- their confidentiality protected and respected,
- self-identification and determination; and
- their unique identities, families, cultures and communities included, represented, valued and respected within all aspects of the school environment.

2.0 DEFINITIONS

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

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

Sexual and Gender Minority Terms and Definitions:

<https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Human-Rights-Issues/PD-80-6%20GSA-QSA%20Guide%202018.pdf>

References: Administrative Procedure: AP - Employee Conduct - Sexual Orientation and Gender Identities
Board Policy 120 - Harassment
Education Act: Sections 33 (2), (3), 35.1
Vision, Mission and Values Statement
Canadian Charter of Rights and Freedoms
Alberta Human Rights Act
[GSA's and QSA's in Alberta Schools: ATA](#)
[Guidelines for Best Practices: Alberta Education](#) (2016)
Freedom of Information and Protection of Privacy Act
Personal Information Protection Act

Sexual Orientation and Gender Identities

EFFECTIVE: March 27, 2019

REVISED: June 22, 2022

REVIEW: 2023/24

3.0 GUIDELINES

- 3.1 The Board is committed to establishing environments where all 2SLGBTQ+ students, staff and families have the right to:
 - 3.1.1 be fully included and represented in an inclusive and respectful manner by all school personnel.
 - 3.1.2 have equitable access to the same supports, services and protections provided to all students, staff and families.
 - 3.1.3 have a mechanism by which to address harassment, prejudice, discrimination, intimidation, bullying and/or violence
 - 3.1.4 see their unique identities, families, cultures and communities are represented and valued in all facets of the school environment.

- 3.2 The Board believes that staff members are better prepared to respond to and support matters associated with sexual orientation, gender identity, or gender expression when they have the benefit of related education and professional development opportunities, as well as an awareness of, and access to, research and/or professional readings relative to this topic. The Board is committed to
 - 3.2.1 Supporting administration to develop, implement and evaluate inclusive educational strategies, professional development opportunities and administrative guidelines to ensure that sexual and gender student minorities and their families are welcomed and treated with dignity and respect in all facets of the school community.
 - 3.2.2 Supporting principals and schools in implementing educational initiatives and developing school environments that respect the sexual and gender minority's unique identity, families, cultures and communities.

- 3.3 The Board of Trustees may establish a task group or groups to provide input and recommendations relative to the implementation of Policy 115 Sexual Orientation and Gender Identities.

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

References: Administrative Procedure: AP - Employee Conduct - Sexual Orientation and Gender Identities
Board Policy 120 - Harassment
Education Act: Sections 33 (2), (3), 35.1
Vision, Mission and Values Statement
Canadian Charter of Rights and Freedoms
Alberta Human Rights Act
[GSA's and QSA's in Alberta Schools: ATA](#)
[Guidelines for Best Practices: Alberta Education](#) (2016)
Freedom of Information and Protection of Privacy Act
Personal Information Protection Act



Sexual Orientation and Gender Identities

EFFECTIVE: March 27, 2019

REVISED: June 22, 2022

REVIEW: 2023/24

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

- The specific objectives,
- Membership representation,
- Preferred timeline and
- Reporting process for the task group(s).

4.0 The Board will comply with requirements established by the Minister.

References: Administrative Procedure: AP - Employee Conduct - Sexual Orientation and Gender Identities
Board Policy 120 - Harassment
Education Act: Sections 33 (2), (3), 35.1
Vision, Mission and Values Statement
Canadian Charter of Rights and Freedoms
Alberta Human Rights Act
[GSA's and QSA's in Alberta Schools: ATA](#)
[Guidelines for Best Practices: Alberta Education](#) (2016)
Freedom of Information and Protection of Privacy Act
Personal Information Protection Act

Sexual Orientation and, Gender Identities ~~Identity and Gender~~ Expression

EFFECTIVE: March 27, 2019

REVISED: ~~January 29, 2020~~

REVIEW: ~~2021-2022~~

1.0 POLICY

The Board believes in the importance of, and is committed to establishing and maintaining a ~~welcoming, caring, respectful,~~ inclusive, equitable ~~and safe and healthy and respectful~~ learning and working environments that respects diversity and fosters a sense of belonging for members of the school community. This includes students, staff, and families who identify or are perceived as all students and staff including those who self-identify as sexual or gender minorities (LGBTQ+), including but not limited to: two-spirit, lesbian, gay, bisexual, transgender, transsexual, ~~two-spirit~~, queer, gender fluid, or those who are questioning their sexual orientation, gender identity, or gender expression (2SLGBTQ+). The Board expects that all members of this diverse community be welcomed, respected, accepted and supported in every school and workplace.

All members of the school community and those employed by the Board have the right to learn and work in an environment free from prejudice, harassment and discrimination. This right is guaranteed under the *Charter of Rights and Freedoms*, *Alberta Human Rights Act* and *Alberta Education Act*. As such, these rights are to be supported and enforced so that all members of Sturgeon Public Schools may work together in inclusive, equitable, safe, healthy and respectful environments.

The Board believes that all 2SLGBTQ+ students, staff and families have the right to have:

- their confidentiality protected and respected,
- self-identification and determination; and
- their unique identities, families, cultures and communities included, represented, valued and respected within all aspects of the school environment.

2.0 DEFINITIONS

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

References: ~~Administrative Procedure: AP712 - Employee Conduct - Sexual Orientation and, Gender Identities and Gender Expression~~
~~Board Policy 120 - Harassment~~
~~Education Act: Sections 33 (2), (3), 35.1~~
~~Vision, Mission and Values Statement~~
~~Canadian Charter of Rights and Freedoms~~
~~Alberta Human Rights Act~~
~~GSA's and QSA's in Alberta Schools: ATA~~
~~Guidelines for Best Practices: Alberta Education (2016)~~
~~Freedom of Information and Protection of Privacy Act~~
~~Personal Information Protection Act~~

Formatted: Tab stops: Not at 7.94 cm

Formatted: Font: Italic

Formatted: Font: Italic

Formatted: Font: Italic

Sexual Orientation and, Gender Identities Identity and Gender Expression

EFFECTIVE: March 27, 2019

REVISED: ~~January 29, 2020~~

REVIEW: ~~2021-2022~~

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

Sexual and Gender Minority Terms and Definitions:

<https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Human-Rights-Issues/PD-80-6%20GSA-QSA%20Guide%202018.pdf>

3.0 GUIDELINES

3.1 ~~The Board is committed to establishing environments where all 2SLGBTQ+ students, staff and families have the right to:~~

- 3.1.1 ~~be fully included and represented in an inclusive and respectful manner by all school personnel.~~
- 3.1.2 ~~have equitable access to the same supports, services and protections provided to all students, staff and families.~~
- 3.1.3 ~~have a mechanism by which to address harassment, prejudice, discrimination, intimidation, bullying and/or violence~~
- 3.1.4 ~~see their unique identities, families, cultures and communities are represented and valued in all facets of the school environment.~~

3.2 ~~The Board believes that staff members are better prepared to respond to and support matters associated with sexual orientation, gender identity, or gender expression when they have the benefit of related education and professional development opportunities, as well as an awareness of, and access to, research and/or professional readings relative to this topic. The Board is committed to ~~To this end the Board will direct administration to:~~~~

3.2.1 ~~Supporting administration to develop, implement and evaluate inclusive educational strategies, professional development opportunities and administrative guidelines to ensure that sexual and gender student minorities and their families are welcomed and treated with dignity and respect in all facets of the school community.~~

References: ~~Administrative Procedure: AP712 - Employee Conduct - Sexual Orientation and, Gender Identities and Gender Expression~~
~~Board Policy 120 - Harassment~~
~~Education Act: Sections 33 (2), (3), 35.1~~
~~Vision, Mission and Values Statement~~
~~Canadian Charter of Rights and Freedoms~~
~~Alberta Human Rights Act~~
~~GSA's and QSA's in Alberta Schools: ATA~~
~~Guidelines for Best Practices: Alberta Education (2016)~~
~~Freedom of Information and Protection of Privacy Act~~
~~Personal Information Protection Act~~

- Formatted:** Font: Franklin Gothic Book, 11 pt, Not Bold, Font color: Red
- Formatted:** Font: Franklin Gothic Book, 11 pt, Font color: Red
- Formatted:** Font: Franklin Gothic Book, 11 pt, Font color: Red
- Formatted:** Normal, No bullets or numbering
- Formatted:** Indent: Left: 1.27 cm, Tab stops: Not at 5.08 cm
- Formatted:** Font: Franklin Gothic Book, 11 pt, Font color: Red
- Formatted:** Font: Franklin Gothic Book, 11 pt, Font color: Red
- Formatted:** Indent: Left: 1.27 cm, Tab stops: Not at 5.08 cm
- Formatted:** Font: Bold
- Formatted:** Font: Franklin Gothic Book, 11 pt, Font color: Accent 3
- Formatted:** Tab stops: Not at 7.94 cm
- Formatted:** Font: Italic
- Formatted:** Font: Italic
- Formatted:** Font: Italic

Sexual Orientation and, Gender Identities Identity and Gender Expression

EFFECTIVE: March 27, 2019

REVISED: ~~January 29, 2020~~

REVIEW: ~~2021-2022~~

3.2.2 Supporting principals and schools in implementing educational initiatives and developing school environments that respect the sexual and gender minority's unique identity, families, cultures and communities.

~~3.1~~

~~3.23.3~~ The Board of Trustees may, ~~from time to time~~, establish a task group or groups to provide input and recommendations relative to the implementation of Policy 115 Sexual Orientation and, Gender Identities ~~ies, and Gender Expression~~.

~~3.2~~ 3.4 The membership of any task group(s) may vary based on the identified goals and objectives established by the Board of Trustees relative to Policy 115 Sexual Orientation and, Gender-identities ~~Identity, and Gender Expression~~.

~~3.3~~ 3.5 Prior to forming any task group(s) the Board of Trustees will identify:

~~3.3.1~~ * The specific objectives,

~~3.3.2~~ * Membership representation,

~~3.3.3~~ * Preferred timeline and

~~3.3.4~~ * Reporting process for the task group(s).

4.0 The Board will comply with requirements established by the Minister.

- References:
- Administrative Procedure: AP~~712~~ - Employee Conduct - Sexual Orientation and, Gender Identities ~~and Gender Expression~~
 - Board Policy 120 - Harassment
 - Education Act: Sections 33 (2), (3), 35.1
 - Vision, Mission and Values Statement
 - Canadian Charter of Rights and Freedoms
 - Alberta Human Rights Act
 - GSA's and QSA's in Alberta Schools: ATA
 - Guidelines for Best Practices: Alberta Education (2016)
 - Freedom of Information and Protection of Privacy Act
 - Personal Information Protection Act

Formatted: Font: Franklin Gothic Book, 11 pt, Not Bold, Font color: Accent 3

Formatted: Normal, No bullets or numbering, Tab stops: Not at 3.81 cm

Formatted: Normal, No bullets or numbering

Formatted: Font: Franklin Gothic Book, 11 pt, Font color: Accent 3

Formatted: Normal, No bullets or numbering

Formatted: Font: Franklin Gothic Book, 11 pt, Font color: Accent 3

Formatted: Normal, Indent: Left: 2.54 cm, No bullets or numbering

Formatted: Font: Franklin Gothic Book, 11 pt, Font color: Accent 3

Formatted: Normal, Indent: First line: 0 cm

Formatted: Normal, Indent: Left: 2.54 cm, No bullets or numbering

Formatted: Font: Franklin Gothic Book, 11 pt, Font color: Accent 3

Formatted ...

Formatted ...

Formatted: Indent: Left: 2.54 cm

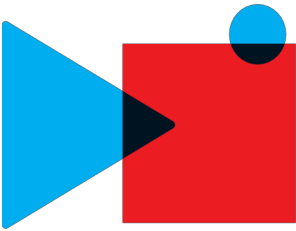
Formatted ...

Formatted: Tab stops: Not at 7.94 cm

Formatted: Font: Italic

Formatted: Font: Italic

Formatted: Font: Italic



B O A R D
MEMORANDUM

Date: June 22, 2022
To: Board of Trustees
From: Shawna Warren, Acting Superintendent
Originator(s): Policy Committee
Subject: Policy 215 – Organization Chart

Purpose:

For approval. Motion required.

Motion:

That the Board of Trustees approve Policy 215 – *Organization Chart* as presented at the June 22, 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 215 – *Organization Chart* as part of its review of policies during the 2021-2022 school year.

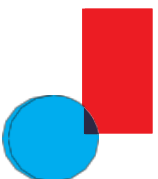
The Policy Committee reviewed Policy 215 – *Organization Chart* at their June 15, 2022, committee meeting and has recommended it to the Public Board meeting for approval.

Administration is prepared to respond to questions at the June 22, 2022, Public Board meeting.

Sincerely,

Shawna Warren, M.Ed
Acting Superintendent

Attachment





Organization Chart

EFFECTIVE: March 27, 2019

REVISED: June 22, 2022

REVIEW: 2025-2026

1.0 POLICY

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

2.0 GUIDELINES

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

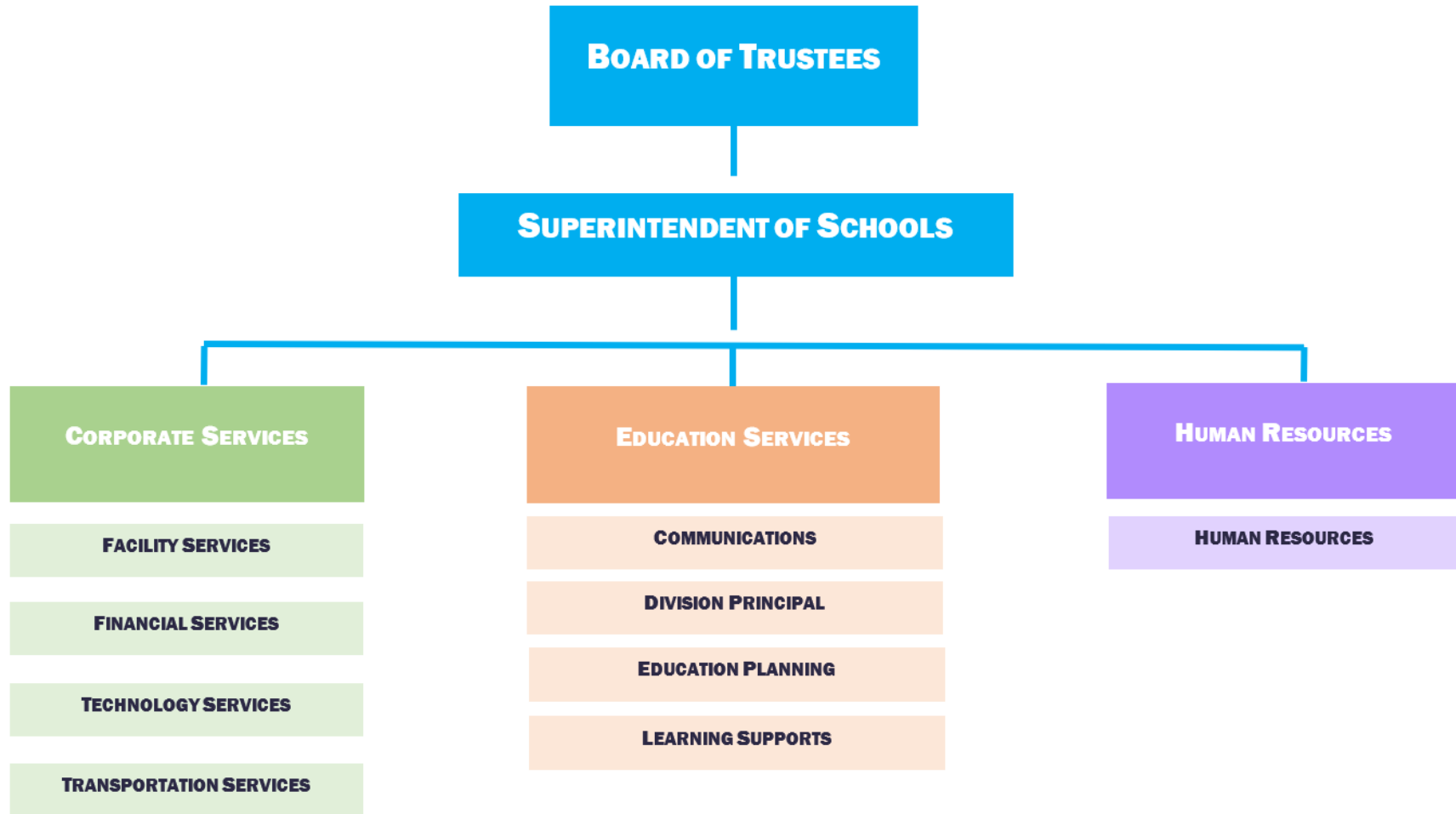
References: Education Act Section 222

Organization Chart

EFFECTIVE: March 27, 2019

REVISED: June 22, 2022

REVIEW: 2025-2026



References: Education Act Section 222

Organization Chart

EFFECTIVE: March 27, 2019

REVISED: June 22, 2022

REVIEW: ~~2021-2022~~2025-2026

1.0 POLICY

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

2.0 GUIDELINES

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

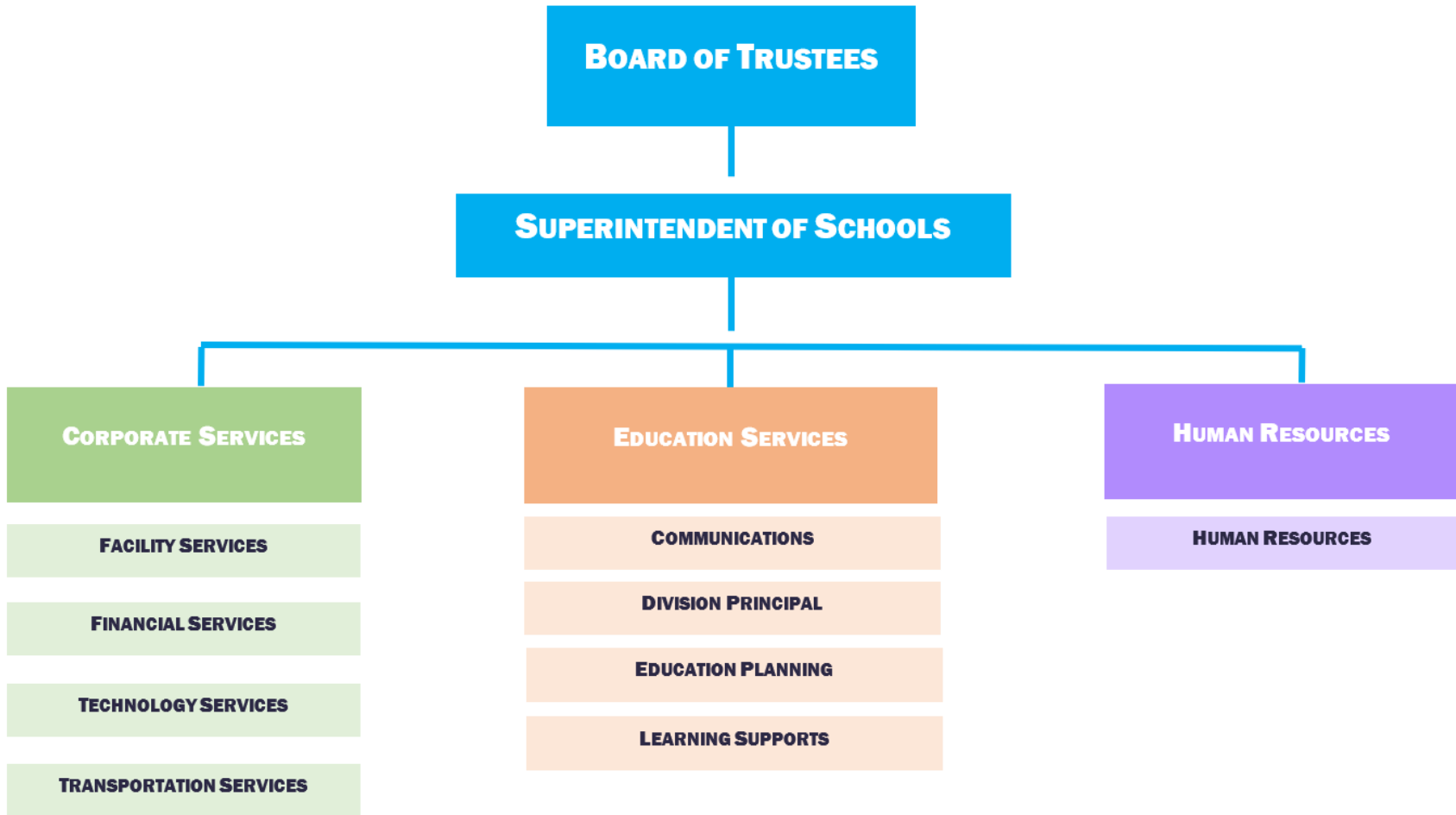
References: Education Act Section 222

Organization Chart

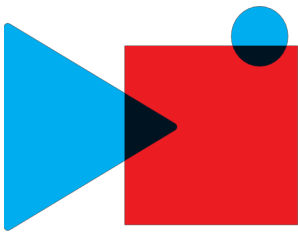
EFFECTIVE: March 27, 2019

REVISED: June 22, 2022

REVIEW: 2025-2026



References: Education Act Section 222



BOARD
MEMORANDUM

Date: June 22, 2022
To: Board of Trustees
From: Shawna Warren, Acting Superintendent
Originator(s): Superintendent's Office
Subject: Policy 235 – Conduct of Board Meetings

Purpose:

For approval. Motion required.

Motion:

That the Board of Trustees approve Policy 235 – *Conduct of Board Meetings* as presented at the June 22, 2022, Public Board meeting.

Background:

At the June 8, 2022, Committee of the Whole meeting, a new Board agenda format and order was presented. The new agenda will have the motion/discussion pieces moved to the beginning of the agenda to address the most important items first.

Accordingly, Administration has reviewed and updated, Policy 235 – *Conduct of Board Meetings*, appendix B – Sturgeon Public Schools Board Meeting Agenda. Administration has also updated the wording to be consistent with other policies, removing the CEO title.

Administration is prepared to respond to questions at the June 22, 2022, Public Board meeting.

Sincerely,

Shawna Warren, M.Ed
Acting Superintendent

Attachment





Conduct of Board Meetings

EFFECTIVE: March 27, 2019

REVISED:

REVIEW: 2024-2025

1.0 POLICY

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

2.0 GUIDELINES

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

Treaty 6 Acknowledgement Statement:

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

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

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

2.6 Preparation of Board Meeting Agendas

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

References: Education Act: Division 2, Board Procedures;
Division 5, Conflict of Interest and Disqualification
Sections 33, 34, 64, 75
Board Procedures Regulation 82/2019
Robert’s Rules of Order

Conduct of Board Meetings

EFFECTIVE: March 27, 2019

REVISED:

REVIEW: 2024-2025

2.6.2 Agenda Items

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

2.6.3 Distribution of Agenda Kits

2.6.3.1 Regular Board Meeting Agenda kits will be available on the division website or delivered in person to the residence of each trustee or other place designated by the trustee, no later than 5:00 pm three (3) business days prior to the Board Meeting.

2.6.3.2 Closed and/or In Camera Meeting Agenda kits will be provided at the meeting.

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

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

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

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

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

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

References: Education Act: Division 2, Board Procedures;
Division 5, Conflict of Interest and Disqualification
Sections 33, 34, 64, 75
Board Procedures Regulation 82/2019
Robert's Rules of Order



Conduct of Board Meetings

EFFECTIVE: March 27, 2019

REVISED:

REVIEW: 2024-2025

- 2.8.5 Speakers shall address their comments to the Board Chair.
- 2.8.6 Should a speaker utter comments that are disruptive, or negatively impact any person or entity, the speaker will be removed from the meeting.
- 2.8.7 The Board Chair will thank the speaker and/or delegation on behalf of the Board.
- 2.8.8 Any speaker wishing a response from the Board shall provide their comments and any associated questions, in writing, addressed to the Board of Trustees. A response from the Board will be provided, in writing, within 2 weeks of the receipt of the written request for same.

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

2.10 Preparation and Approval of Minutes

- 2.10.1 The minutes of board meetings will state the date and venue of the meeting, the Trustees and members of the administration present and those trustees absent. The minutes shall contain all motions, board requests for information and notices of motion. They shall also state the time at which the meeting was called to order, the time that the meeting reverted from a closed to an open meeting, the time and duration of any recesses and the time the meeting adjourned or was closed.
- 2.10.2 The minutes of the previous meeting or other past meetings shall be provided to the Board prior to the meeting at which they are to be approved. It is the Trustees' responsibility to check for accuracy of content and, if necessary, to request changes and corrections.
- 2.10.3 Minutes, once approved, are only subject to change by a formal resolution.

2.11 Open Meetings

All meetings shall be held in accordance with the Education Act, Section 64.

2.12 Special Meetings of the Board

Special meetings of the Board shall be called in accordance with the Education Act, Section 64.

References: Education Act: Division 2, Board Procedures;
Division 5, Conflict of Interest and Disqualification
Sections 33, 34, 64, 75
Board Procedures Regulation 82/2019
Robert's Rules of Order



Conduct of Board Meetings

EFFECTIVE: March 27, 2019

REVISED:

REVIEW: 2024-2025

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

3.0 PROCESS

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

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

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

3.4 A maximum of six Trustees may attend a meeting of the Board by electronic means.

3.5 The Board Chair or designate must be physically present in the meeting room.

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

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

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

3.9 The Chair of the Board may refuse to permit a Trustee to participate in a meeting by electronic means or other communication facilities in order to meet the requirements of subsections 3.4 and 3.7.

4.0 ANNUAL GENERAL MEETING OF THE BOARD

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

References: Education Act: Division 2, Board Procedures;
Division 5, Conflict of Interest and Disqualification
Sections 33, 34, 64, 75
Board Procedures Regulation 82/2019
Robert’s Rules of Order



Conduct of Board Meetings

EFFECTIVE: March 27, 2019

REVISED:

REVIEW: 2024-2025

- 4.1.1 Prior to November 15 in each year
- 4.1.2 At a convenient place within the Division
- 4.1.3 At a date, time and place specified by the Board.

References: Education Act: Division 2, Board Procedures;
Division 5, Conflict of Interest and Disqualification
Sections 33, 34, 64, 75
Board Procedures Regulation 82/2019
Robert's Rules of Order

Conduct of Board Meetings

EFFECTIVE: March 27, 2019

REVISED:

REVIEW: 2024-2025

APPENDIX A

Sturgeon Public Schools

Board Organizational Meeting

Agenda

- 1.0 Roll Call
- 2.0 Call to Order - The Associate Superintendent, Corporate Services will call the meeting to order and act as Chair.
- 3.0 Treaty 6 Acknowledgement Statement.
- 4.0 Declaration of Returning Officer - if applicable
- 5.0 Oath of Office - if applicable
- 6.0 Election of Board Chair - may, at the request of one Trustee, be handled by a secret ballot. Upon declaration of election, the elected Board Chair shall assume the Chair.
- 7.0 Election of Vice-Chair - may, at the request of one Trustee, be handled by a secret ballot.
- 8.0 Code of Ethics - the Board Chair will read the Code of Ethics.
- 9.0 Date, Time, Place of Regular Meetings.
- 10.0 Trustee Committees
 - 10.1 Advocacy Committee
 - 10.2 Building & Maintenance Committee
 - 10.3 Finance & People Services Committee
 - 10.4 Education Committee
 - 10.5 Transportation Committee
- 11.0 Trustee membership of committees - the Board will establish their operational structure (committees, task groups, etc.) and elect trustee representatives to these. It will also elect its representatives to organizations.

References: Education Act: Division 2, Board Procedures;
Division 5, Conflict of Interest and Disqualification
Sections 33, 34, 64, 75
Board Procedures Regulation 82/2019
Robert's Rules of Order

Conduct of Board Meetings

EFFECTIVE: March 27, 2019

REVISED:

REVIEW: 2024-2025

- 11.1** Committee of the Whole
- 11.2** Municipal Liaison Committee
- 11.3** ATA Negotiations Committee
- 11.4** CUPE Negotiations Committee
- 11.5** Teacher Board Advisory Committee (Policy Advisory – ATA)
- 11.6** Labour Management Committee (Policy Advisory – CUPE)

- 12.0** Board Representatives to Other Organizations
 - 12.1** Alberta School Boards Association
1 Representative, 1 Alternate Representative
 - 12.2** Public School Boards Association of Alberta
1 Representative, 1 Alternate Representative
 - 12.3** Sturgeon Composite High School – School Council Representative (Alternating)
 - 12.4** Student Discipline Committee (as required)
 - 12.5** Morinville Rotary Representative
 - 12.6** Community Services Advisory Representative

- 13.0** Close of Meeting

References: Education Act: Division 2, Board Procedures;
Division 5, Conflict of Interest and Disqualification
Sections 33, 34, 64, 75
Board Procedures Regulation 82/2019
Robert’s Rules of Order

Conduct of Board Meetings

EFFECTIVE: March 27, 2019

REVISED:

REVIEW: 2024-2025

APPENDIX B

Board of Trustees
Sturgeon Public Schools

Agenda

- 1.0 Call to Order
 - 1.1 Treaty 6 Acknowledgement
- 2.0 Approval of the Agenda
- 3.0 Approval of the Minutes
 - 3.1 Approval of the Minutes of the Regular Meeting of _____
- 4.0 Delegation/Presentation
- 5.0 New Business
- 6.0 Reports from Senior Executive
- 7.0 Reports from Trustees and Standing Committees
 - 7.1 Chair's Report
 - 7.2 Trustees' Reports
- 8.0 Association/Local Reports
- 9.0 Comment and Question Period
- 10.0 In Camera Session
- 16.0 Adjournment

References: Education Act: Division 2, Board Procedures;
Division 5, Conflict of Interest and Disqualification
Sections 33, 34, 64, 75
Board Procedures Regulation 82/2019
Robert's Rules of Order

Conduct of Board Meetings

EFFECTIVE: March 27, 2019

REVISED: November 25, 2020

REVIEW: 2024-2025

1.0 POLICY

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

2.0 GUIDELINES

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

Treaty 6 Acknowledgement Statement:

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

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

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

2.6 Preparation of Board Meeting Agendas

- 2.6.1** The Superintendent of Schools/~~CEO~~, in consultation with the Board Chair will prepare agendas for Board meetings.

References: Education Act: Division 2, Board Procedures;
Division 5, Conflict of Interest and Disqualification
Sections 33, 34, 64, 75
Board Procedures Regulation 82/2019
Robert’s Rules of Order

Conduct of Board Meetings

EFFECTIVE: March 27, 2019

REVISED: November 25, 2020

REVIEW: 2024-2025

2.6.2 Agenda Items

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

2.6.3 Distribution of Agenda Kits

2.6.3.1 Regular Board Meeting Agenda kits will be available on the division website or delivered in person to the residence of each trustee or other place designated by the trustee, no later than 5:00 pm three (3) business days prior to the Board Meeting.

2.6.3.2 Closed and/or In Camera Meeting Agenda kits will be provided at the meeting.

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

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

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

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

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

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

References: Education Act: Division 2, Board Procedures;
Division 5, Conflict of Interest and Disqualification
Sections 33, 34, 64, 75
Board Procedures Regulation 82/2019
Robert's Rules of Order

Conduct of Board Meetings

EFFECTIVE: March 27, 2019

REVISED: November 25, 2020

REVIEW: 2024-2025

- 2.8.5 Speakers shall address their comments to the Board Chair.
- 2.8.6 Should a speaker utter comments that are disruptive, or negatively impact any person or entity, the speaker will be removed from the meeting.
- 2.8.7 The Board Chair will thank the speaker and/or delegation on behalf of the Board.
- 2.8.8 Any speaker wishing a response from the Board shall provide their comments and any associated questions, in writing, addressed to the Board of Trustees. A response from the Board will be provided, in writing, within 2 weeks of the receipt of the written request for same.

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

2.10 Preparation and Approval of Minutes

- 2.10.1 The minutes of board meetings will state the date and venue of the meeting, the Trustees and members of the administration present and those trustees absent. The minutes shall contain all motions, board requests for information and notices of motion. They shall also state the time at which the meeting was called to order, the time that the meeting reverted from a closed to an open meeting, the time and duration of any recesses and the time the meeting adjourned or was closed.
- 2.10.2 The minutes of the previous meeting or other past meetings shall be provided to the Board prior to the meeting at which they are to be approved. It is the Trustees' responsibility to check for accuracy of content and, if necessary, to request changes and corrections.
- 2.10.3 Minutes, once approved, are only subject to change by a formal resolution.

2.11 Open Meetings

All meetings shall be held in accordance with the Education Act, Section 64.

2.12 Special Meetings of the Board

Special meetings of the Board shall be called in accordance with the Education Act, Section 64.

References: Education Act: Division 2, Board Procedures;
Division 5, Conflict of Interest and Disqualification
Sections 33, 34, 64, 75
Board Procedures Regulation 82/2019
Robert's Rules of Order

Conduct of Board Meetings

EFFECTIVE: March 27, 2019

REVISED: November 25, 2020

REVIEW: 2024-2025

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

3.0 PROCESS

- 3.1 A Trustee may participate in a meeting of the Board by electronic means or other communication facilities if the electronic means or other communication facilities enable the Trustees participating in the meeting and members of the public attending the meeting to hear each other.
- 3.2 Meetings of the Board include regular Public Board Meetings and the Committee of the Whole Meetings.
- 3.3 A Trustee who participates in a meeting by electronic means is considered present at the meeting and will be recorded as in attendance.
- 3.4 A maximum of six Trustees may attend a meeting of the Board by electronic means.
- 3.5 The Board Chair or designate must be physically present in the meeting room.
- 3.6 All votes of the Board taken at any meeting in which a Trustee participates through electronic communication shall be taken by roll call vote.
- 3.7 Except for cause due to illness or emergency, no Trustee shall attend more than two meetings of the Board through virtual means within a one year period. (Sept. 01 – Aug. 31)
- 3.8 A Trustee who wishes to participate in a Board meeting by means of electronic communication shall notify the Board Chair as soon as reasonably possible. Except in the case of a declared emergency, a Trustee shall provide such notice not less than two (2) days before the Board meeting in question.
- 3.9 The Chair of the Board may refuse to permit a Trustee to participate in a meeting by electronic means or other communication facilities in order to meet the requirements of subsections 3.4 and 3.7.

4.0 ANNUAL GENERAL MEETING OF THE BOARD

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

References: Education Act: Division 2, Board Procedures;
Division 5, Conflict of Interest and Disqualification
Sections 33, 34, 64, 75
Board Procedures Regulation 82/2019
Robert's Rules of Order



Conduct of Board Meetings

EFFECTIVE: March 27, 2019

REVISED: November 25, 2020

REVIEW: 2024-2025

- 4.1.1 Prior to November 15 in each year
- 4.1.2 At a convenient place within the Division
- 4.1.3 At a date, time and place specified by the Board.

References: Education Act: Division 2, Board Procedures;
Division 5, Conflict of Interest and Disqualification
Sections 33, 34, 64, 75
Board Procedures Regulation 82/2019
Robert's Rules of Order

Conduct of Board Meetings

EFFECTIVE: March 27, 2019

REVISED: November 25, 2020

REVIEW: 2024-2025

APPENDIX A

Sturgeon Public Schools

Board Organizational Meeting

Agenda

- 1.0 Roll Call
- 2.0 Call to Order - The Associate Superintendent, Corporate Services will call the meeting to order and act as Chair.
- 3.0 Treaty 6 Acknowledgement Statement.
- 4.0 Declaration of Returning Officer - if applicable
- 5.0 Oath of Office - if applicable
- 6.0 Election of Board Chair - may, at the request of one Trustee, be handled by a secret ballot. Upon declaration of election, the elected Board Chair shall assume the Chair.
- 7.0 Election of Vice-Chair - may, at the request of one Trustee, be handled by a secret ballot.
- 8.0 Code of Ethics - the Board Chair will read the Code of Ethics.
- 9.0 Date, Time, Place of Regular Meetings.
- 10.0 Trustee Committees
 - 10.1 Advocacy Committee
 - 10.2 Building & Maintenance Committee
 - 10.3 Finance & People Services Committee
 - 10.4 Education Committee
 - 10.5 Transportation Committee
- 11.0 Trustee membership of committees - the Board will establish their operational structure (committees, task groups, etc.) and elect trustee representatives to these. It will also elect its representatives to organizations.

References: Education Act: Division 2, Board Procedures;
Division 5, Conflict of Interest and Disqualification
Sections 33, 34, 64, 75
Board Procedures Regulation 82/2019
Robert's Rules of Order

Conduct of Board Meetings

EFFECTIVE: March 27, 2019

REVISED: November 25, 2020

REVIEW: 2024-2025

- 11.1 Committee of the Whole
- 11.2 Municipal Liaison Committee
- 11.3 ATA Negotiations Committee
- 11.4 CUPE Negotiations Committee
- 11.5 Teacher Board Advisory Committee (Policy Advisory – ATA)
- 11.6 Labour Management Committee (Policy Advisory – CUPE)

- 12.0 Board Representatives to Other Organizations
 - 12.1 Alberta School Boards Association
1 Representative, 1 Alternate Representative
 - 12.2 Public School Boards Association of Alberta
1 Representative, 1 Alternate Representative
 - 12.3 Sturgeon Composite High School – School Council Representative (Alternating)
 - 12.4 Student Discipline Committee (as required)
 - 12.5 Morinville Rotary Representative
 - 12.6 Community Services Advisory Representative

- 13.0 Close of Meeting

References: Education Act: Division 2, Board Procedures;
Division 5, Conflict of Interest and Disqualification
Sections 33, 34, 64, 75
Board Procedures Regulation 82/2019
Robert’s Rules of Order



Conduct of Board Meetings

EFFECTIVE: March 27, 2019

REVISED: November 25, 2020

REVIEW: 2024-2025

APPENDIX B

Board of Trustees
Sturgeon Public Schools

~~Board Meeting~~ Agenda

1.0 Call to Order

~~1.1~~ Treaty 6 Acknowledgement

2.0 ~~Consideration of Agenda~~ Approval of the Agenda

~~2.1~~ Additions/Deletions to Agenda

~~2.2~~ Approval of Agenda

~~3.0~~ Appointments

~~3.1~~ _____

~~4.3.0~~ Reading and Approving of Minutes Approval of the Minutes

~~4.3.1~~ Approval of the Minutes of the Regular Meeting of _____

~~5.4.0~~ Delegation/Presentations

~~5.1~~ _____

5.0 New Business

6.0 Reports from Senior Executive

7.0 Reports from Trustees and Standing Committees

7.1 Chair's Report

7.2 Trustees' Reports

7.3 Advocacy Committee

References: Education Act: Division 2, Board Procedures;
Division 5, Conflict of Interest and Disqualification
Sections 33, 34, 64, 75
Board Procedures Regulation 82/2019
Robert's Rules of Order



Conduct of Board Meetings

EFFECTIVE: March 27, 2019

REVISED: November 25, 2020

REVIEW: 2024-2025

~~7.4 — Building & Maintenance Committee~~

~~7.5 — Education Committee~~

~~7.6 — Finance & People Services Committee~~

~~7.7 — Transportation Committee~~

8.0 Reports from Special Committees/Task Groups

~~8.1 — Alberta School Boards Association Representative~~

~~8.2 — Public School Boards Association of Alberta Representative Association/Local Reports~~

9.0 — New Business

~~9.1 — _____~~

~~9.2 — _____~~

~~9.3 — _____~~

~~10.0 — Unfinished Business~~

~~10.1 — _____~~

~~11.0 — Notices of Motion~~

~~12.0 — Information~~

~~13.0~~ Comment ~~and~~ & Question Period

~~13.1 — ATA; CUPE~~

~~13.2 — Community Members~~

~~13.3 — Media~~

~~14.0 — Requests for Information~~

~~15~~10.0 In Camera Session

References: Education Act: Division 2, Board Procedures;
Division 5, Conflict of Interest and Disqualification
Sections 33, 34, 64, 75
Board Procedures Regulation 82/2019
Robert's Rules of Order



Conduct of Board Meetings

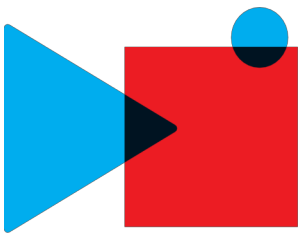
EFFECTIVE: March 27, 2019

REVISED: November 25, 2020

REVIEW: 2024-2025

16.0 Adjournment

References: Education Act: Division 2, Board Procedures;
Division 5, Conflict of Interest and Disqualification
Sections 33, 34, 64, 75
Board Procedures Regulation 82/2019
Robert's Rules of Order



B O A R D
MEMORANDUM

Date: June 22, 2022
To: Board of Trustees
From: Shawna Warren, Acting Superintendent
Originator(s): Liliana LeVesconte, Associate Superintendent, Corporate Services
Subject: Policy 310 – Non-Funded Students

Purpose:

For approval. Motion required.

Motion:

That the Board of Trustees approve Policy 310 – *Non-Funded Students* as presented at the June 22, 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.

At the April 27th Public Board Meeting the Board approved the motion for the: 2022-2023 Non-Funded Student Fee Schedule. In agreement with the Education Act Section 4(1)(8), Policy 310 requires that the Board maintains a schedule of non-funded student tuition fees. The Board authorizes the registration of Non-funded students if there is room in the school and there are appropriate programs and resources available.

Administration has reviewed and updated Policy 310 – *Non-Funded Students* removing the title Non-Resident Students and changing it to Non-Funded Students.

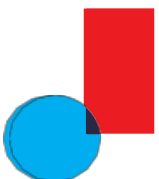
The Policy Committee reviewed Policy 310 – *Non-Funded Students* at their May 25, 2022, committee meeting and have recommended it to the Public Board Meeting for approval.

Administration is prepared to respond to questions at the June 22, 2022, Public Board meeting.

Sincerely,

Shawna Warren, M.Ed
Acting Superintendent

Attachment



Non-Funded Students

EFFECTIVE: March 27, 2019

REVISED: May 2022

REVIEW: 2024-2025

1.0 POLICY

The Board believes that Sturgeon Public Schools was established to provide an education for students who are residents of this system (as defined by the Education Act) and who are eligible to receive provincial funding. The Board recognizes that the need may arise to accommodate non-funded students.

2.0 DEFINITIONS

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

“Non-funded students” are students not eligible to receive funding from Alberta Education.

“Foreign/temporary student” is a non-funded student whose parents are citizens of, and/or reside in another country.

3.0 GUIDELINES

- 3.1 The Superintendent is responsible for the administration of this Policy.
- 3.2 The Principal shall be responsible for the decision to accept non-funded students, subject to the following guidelines.
- 3.3 The Board authorizes the registration of students who do not reside in this system, hereinafter called non-funded students, to attend regular programs in Division schools if:
 - 3.3.1 there is room in the school;
 - 3.3.2 there are appropriate programs and resources available;
 - 3.3.3 where appropriate funding is not available, arrangements are made for the payment of any student tuition fees; and
 - 3.3.4 students who are not residents of Alberta produce a valid student Canadian visa or documentation showing them to be residents of Canada.

References: Education Act: Section 4(1)(8)
Funding Manual for School Authorities, Alberta Education



Non-Funded Students

EFFECTIVE: March 27, 2019

REVISED: May 2022

REVIEW: 2024-2025

- 3.4 Registration of non-funded students shall be reviewed on an annual (school year) basis.
- 3.5 The Board will maintain a schedule of non-funded student tuition fees. The Superintendent- will establish the tuition fees applicable. This fee will be reviewed on an annual basis.
- 3.6 Registration of non-funded students will not be confirmed until the first full instructional day of the school year.
- 3.7 Prior to acceptance of a foreign/temporary student, the school Principal must ensure that the student's parent/guardian submits a cheque or confirms an electronic transfer of funds to the Division for the full amount of the foreign student tuition fees and all other applicable fees. If a foreign student parent/guardian is unable to meet these requirements the school Principal is not to accept the foreign student's registration.
- 3.8 This policy does not apply to students participating in a reciprocal exchange program.

References: Education Act: Section 4(1)(8)
Funding Manual for School Authorities, Alberta Education

Non-Funded Students

EFFECTIVE: March 27, 2019

REVISED: ~~May 2022~~

REVIEW: 2024-2025

1.0 POLICY

The Board believes that Sturgeon Public Schools was established to provide an education for students who are residents of this system (as defined by the Education Act) and who are eligible to receive provincial funding. The Board recognizes that the need may arise to accommodate non-funded students.

2.0 DEFINITIONS

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

“Non-funded students” are students not eligible to receive funding from Alberta Education.

“Foreign/temporary student” is a non-funded student whose parents are citizens of, and/or reside in another country.

3.0 GUIDELINES

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

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

3.3 The Board authorizes the registration of students who do not reside in this system, hereinafter called non-funded students, to attend regular programs in Division schools if:

3.3.1 there is room in the school;

3.3.2 there are appropriate programs and resources available;

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

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

References: Education Act: Sections 4(1)(8)
Funding Manual for School Authorities, Alberta Education

Deleted: Resident

Deleted: September 23, 2020

Deleted: 2

Deleted: 3

Deleted: the

Deleted: '

Deleted: system

Deleted: but

Deleted: resident

Formatted: Font: Franklin Gothic Book, Bold, Font color: Accent 2

Deleted: /CEO

Deleted: resident

Deleted: resident

Non-Funded Students

EFFECTIVE: March 27, 2019

REVISED: ~~May 2022~~

REVIEW: 2024-2025

3.4 Registration of non-funded students shall be reviewed on an annual (school year) basis.

3.5 The Board will maintain a schedule of non-funded student tuition fees. The Superintendent will establish the tuition fees applicable. This fee will be reviewed on an annual basis.

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

3.7 Prior to acceptance of a foreign/temporary student, the school Principal must ensure that the student's parent/guardian submits a cheque or confirms an electronic transfer of funds to the Division for the full amount of the foreign student tuition fees and all other applicable fees. If a foreign student parent/guardian is unable to meet these requirements the school Principal is not to accept the foreign student's registration.

3.8 This policy does not apply to students participating in a reciprocal exchange program.

Deleted: Resident

Deleted: September 23, 2020

Deleted: 2

Deleted: 3

Deleted: resident

Deleted: /CEO

Deleted: -resident

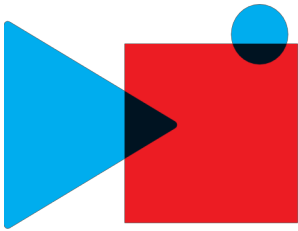
Deleted: foreign

Deleted: n

Commented [RK1]: Do we want to say temporary/foreign throughout this paragraph or is once sufficient?

Formatted: Indent: Left: 0.5", No bullets or numbering

References: Education Act: Sections 4(1)(8)
[Funding Manual for School Authorities, Alberta Education](#)



B O A R D
MEMORANDUM

Date: June 22, 2022
To: Board of Trustees
From: Shawna Warren, Acting Superintendent
Originator(s): Liliana LeVesconte, Associate Superintendent, Corporate Services
Subject: Policy 320 – Inclement Weather: Student Transportation Services

Purpose:

For approval. Motion required.

Motion:

That the Board of Trustees approve Policy 320 – *Inclement Weather: Student Transportation Services* as presented at the June 22, 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 320 – *Inclement Weather: Student Transportation Services* as part of its review of policies during the 2021-2022 school year.

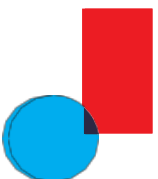
The Policy Committee reviewed Policy 320 – *Inclement Weather: Student Transportation Services* at their May 25, 2022, committee meeting and have recommended it to the Public Board Meeting for Approval.

Administration is prepared to respond to questions at the June 22, 2022, Public Board meeting.

Sincerely,

Shawna Warren, M.Ed
Acting Superintendent

Attachment



Inclement Weather: Student Transportation Services

EFFECTIVE: March 27, 2019

REVISED: June 22, 2022

REVIEW: 2023-2024

1. POLICY

The Board believes that the responsibility of the safety of school bus passengers during periods of inclement weather or hazardous road conditions is shared by the Board, its staff, school bus operators and by parent/guardians.

The final decision to send a child to the bus stop or to school rests with the parents/guardians, even though buses and schools may be operational.

School bus service may be suspended at a temperature of minus forty (40) degrees Celsius, as determined by the Weather Network at Bon Accord, AB., or as articulated in 2.4.1. Other contributing factors include:

- Visibility under 1 km or impassable roads;
- Reports from bus drivers, counties or municipalities concerning the conditions of rural roads;
- Notification of severe weather provided by Alberta Emergency Alert and or;
- Information received from neighboring school jurisdictions.

2. GUIDELINES

2.1 This Policy will be shared in school newsletters no later than November first of each school year.

2.2 Schools Remain Open

2.2.1 Regardless of the routes affected by suspension of school bus service, all schools will remain open and will receive students who are transported to school by their parents/guardians.

2.3 Communication of Altered or Cancelled Bus Service

A decision by the Superintendent to suspend school bus service shall be communicated to all families. Communication channels will include local media, the Division website, and social media.

References: Administrative Procedure: AP575 Suspension of School Bus Privileges
Exhibit 1: Flow Chart of Student Misconduct
Exhibit 2: Transportation Rules and Regulations

Inclement Weather: Student Transportation Services

EFFECTIVE: March 27, 2019

REVISED: June 22, 2022

REVIEW: 2023-2024

2.4 Bus Service Altered or Cancelled

2.4.1 The Superintendent or designate determines whether or not school bus service should be cancelled or altered.

2.4.1.1 The Superintendent shall direct a system wide suspension of school bus service when climatic and/or road conditions constitute a significant hazard to the safety and well-being of school bus passengers.

2.4.1.2 Suspension of school bus services may be limited to a specific region or route of Sturgeon Public Schools.

2.5 Proper Clothing

2.5.1 Parents/guardians shall ensure that their children who are school bus passengers are wearing weather appropriate clothing.

References: Administrative Procedure: AP575 Suspension of School Bus Privileges
Exhibit 1: Flow Chart of Student Misconduct
Exhibit 2: Transportation Rules and Regulations



Inclement Weather: Student Transportation Services

EFFECTIVE: March 27, 2019

REVISED: [June 22, 2022](#)

REVIEW: 2023-2024

1. POLICY

The Board believes that the responsibility of the safety of school bus passengers during periods of inclement weather or hazardous road conditions is shared by the Board, its staff, school bus operators and by parent/guardians.

The final decision to send a child to the bus stop or to school rests with the parents/guardians, even though buses and schools may be operational.

School bus service ~~shall~~ may be suspended at a temperature of minus forty (40) degrees Celsius, as determined by the Weather Network at Bon Accord, AB., or as articulated in 2.4.1. Other contributing factors include:

- Visibility under 1 km or impassable roads;
- Reports from bus drivers, counties or municipalities concerning the conditions of rural roads;
- Notification of severe weather provided by Alberta Emergency Alert and or;
- Information received from neighboring school jurisdictions.

~~Schools shall remain open when school bus services are suspended by the Superintendent/CEO or designate and will receive students who are transported to school by their parents/guardians. [AH1]~~

~~The Principal or designate shall be responsible for determining the need for suspension of recess and/or other student activities as a result of inclement weather. The lowest temperature at which students will be required to go outside shall be -25 Celsius including wind chill and as determined by the Weather Network at Bon Accord [RK2], AB.~~

2. GUIDELINES

2.1 This Policy will be shared in school newsletters no later than November first of each school year.

2.2 Schools Remain Open

2.2.1 Regardless of the routes affected by suspension of school bus service, all schools will remain open and will receive students who are transported to school by their parents/guardians. [AH3]

References: Administrative Procedure: AP575 Suspension of School Bus Privileges
Exhibit 1: Flow Chart of Student Misconduct
Exhibit 2: Transportation Rules and Regulations



Inclement Weather: **Student Transportation Services**

EFFECTIVE: March 27, 2019

REVISED: June 22, 2022

REVIEW: 20232-20243

2.3 Communication of Altered or Cancelled Bus Service

~~2.3.1~~ Media Notification

A decision by the Superintendent/~~CEO or designate~~ to suspend school bus service shall be communicated to all families. by the Transportation Coordinator through the following official eCommunication channels will include local media, the Division website, and social media. :

~~2.3.1.1~~ local radio stations (e.g. CFCW, CHED, CBC and C1SN);

~~2.3.1.2~~ television stations Global and City TV; and

~~2.3.1.3~~ the Division website and social media accounts.~~[[1]]~~

2.4 Bus Service Altered or Cancelled

2.4.1 ~~Suspended by Superintendent/CEO or Transportation Coordinator~~ The Superintendent or designate determines whether or not school bus service should be cancelled or altered.

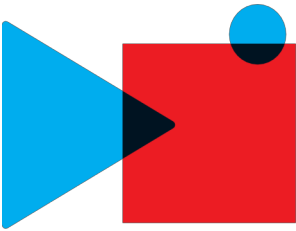
2.4.1.1 The Superintendent/~~CEO or designate~~ shall direct a system wide suspension of school bus service ~~in every instance when~~ in their opinion, climatic and/or road conditions constitute a significant hazard to the safety and well-being of school bus passengers. ~~Attempts should be made to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

2.4.1.2 Suspension of school bus services may be limited to a specific region or route of Sturgeon Public Schools.

2.5 Proper Clothing

2.5.1 Parents/guardians shall ensure that their children who are school bus passengers are wearing weather appropriate clothing.

References: Administrative Procedure: AP575 Suspension of School Bus Privileges
Exhibit 1: Flow Chart of Student Misconduct
Exhibit 2: Transportation Rules and Regulations



B O A R D
MEMORANDUM

Date: June 22, 2022
To: Board of Trustees
From: Shawna Warren, Acting Superintendent
Originator(s): Policy Committee
Subject: Policy 435 – Technology Equipment for Trustees

Purpose:

For approval. Motion required.

Motion:

That the Board of Trustees approve Policy 435 – *Technology Equipment for Trustees* as presented at the June 22, 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 435 – *Technology Equipment for Trustees* as part of its review of policies during the 2021-2022 school year.

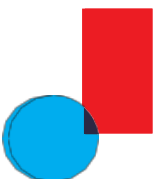
The Policy Committee reviewed Policy 435 – *Technology Equipment for Trustees* at their May 25, 2022, committee meeting and has recommended it come to the Public Board meeting for approval.

Administration is prepared to respond to questions at the June 22, 2022, Public Board meeting.

Sincerely,

Shawna Warren, M.Ed
Acting Superintendent

Attachment



Technology Equipment for Trustees

EFFECTIVE: June 26, 2019

REVISED: June 22, 2022

REVIEW: 2025-2026

1.0 POLICY

To facilitate communication and the sharing of information trustees shall be provided with computer technology (i.e. laptop and printer). The device is owned by the Division and is loaned to trustees for the purpose of engaging in Division related business. Consumables (i.e. Print cartridges and maintenance kits) shall be covered under Policy 430 – Trustee Remuneration and Expense Reimbursement.

2.0 GUIDELINES

- 2.1 Technology devices will be replaced consistent with the Division's technology replacement plan.
- 2.2 All equipment will be returned at the end of the trustee's term of office.
 - 2.2.1 Within 7 days of an election or resignation, outgoing trustees must return all devices to the Division.
- 2.3 Trustees are responsible for the reasonable protection and safety of the equipment and are expected to keep devices secure to ensure confidentiality of documents and/or correspondence.
- 2.4 The assigned technology device is for the exclusive use of the trustee and shall not to be used or accessed by anyone other than the trustee.
- 2.5 Basic training in the use of email, backing up files and use of division software will be provided by Division staff as needed.
- 2.6 General maintenance and upgrades of trustee devices shall be on an as needed basis. If Division equipment needs repair, it will be returned to the Division. If required, the trustee will be provided with a replacement device.
- 2.7 Trustees will receive a stipend of \$600.00 per annum for Internet connection at a fixed rate of \$50/month.

References: Board Policy: 430 Trustee Remuneration and Expense Reimbursement

Technology Equipment for Trustees

EFFECTIVE: June 26, 2019

REVISED: June 22, 2022

REVIEW: 2025-2026

1.0 POLICY

~~To facilitate communication and the sharing of information t~~Trustees shall be provided with computer technology (i.e. laptop and printer), ~~a device to carry out board business. The device is owned by the Division and is loaned to trustees for the purpose of engaging in Division related business.~~ Consumables (~~ie.i.e.~~ Print cartridges and maintenance kits) shall be covered under Policy 430 – Trustee Remuneration and Expense Reimbursement. ~~All Board provided equipment will be maintained by the Division.~~

2.0 GUIDELINES

~~2.1~~ Technology devices will be replaced consistent with the Division's technology replacement plan.

~~2.1 2.2~~ All equipment will be returned at the end of the tTrustee's term of office, ~~or can be purchased by the departing Trustee at the fair market value of the equipment at that time.~~ [LL1][LL2][RK3][RK4]

~~2.2.11~~ Purchased devices will be reset to factory defaults before being released to the departing Trustee. Within 7 days of an election or resignation, outgoing trustees must return all devices to the Division.

~~2.1.2~~ Purchased equipment once owned by the departing Trustee will no longer be supported by the Division.

2.3 Trustees are responsible for the reasonable protection and safety of the equipment and are expected to keep devices secure to ensure confidentiality of documents and/or correspondence.

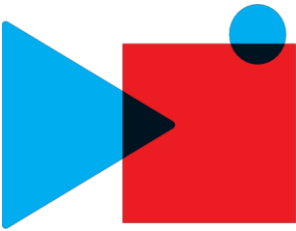
2.4 The assigned technology device is for the exclusive use of the trustee and shall not to be used or accessed by anyone other than the trustee.

2.5 Basic training in the use of email, backing up files and use of division software will be provided by Division staff as needed.

2.6 General maintenance and upgrades of trustee devices shall be on an as needed basis. If Division equipment needs repair, it will be returned to the Division. If required, the trustee will be provided– with a replacement device.

2.72 Trustees will receive a stipend of \$600.00 per annum for Internet connection at a fixed rate of \$50/month, ~~to offset other technology related expenses (ie. Internet).~~

References: Board Policy: 430 Trustee Remuneration and Expense Reimbursement



BOARD
MEMORANDUM

Date: June 22, 2022
To: Board of Trustees
From: Shawna Warren, Acting Superintendent
Originator(s): Liliana LeVesconte, Associate Superintendent, Corporate Services
Subject: Policy 500 - Transportation

Purpose:

For approval. Motion required.

Motion:

That the Board of Trustees approve Policy 500 – *Transportation* as presented at the June 22, 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 500 – *Transportation*, which includes only minor changes, as part of its review of policies during the 2021-2022 school year.

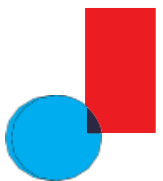
The Policy Committee reviewed Policy 500 – *Transportation* at their May 25, 2022 committee meeting and have recommended it to the Public Board Meeting for Approval.

Administration is prepared to respond to questions at the June 22, 2022, Public Board meeting.

Sincerely,

Shawna Warren, M.Ed
Acting Superintendent

Attachment



Transportation

EFFECTIVE: March 27, 2019

REVISED: May 25, 2022

REVIEW: 2024-2025

1.0 POLICY

The Board has established and operates a student transportation system to provide service to students attending their designated school. This service is available to all students within the Division who qualify for this service in accordance with the criteria outlined in this Policy, the Education Act and Regulations.

The Board believes that the responsibility for the provision of safe student transportation service is shared by employees of the Division, school bus contractors, school bus operators, parents/guardians and students.

The Board believes that its responsibility to provide safe and efficient transportation services can be accomplished by contracting with private firms and individuals.

2.0 DEFINITIONS

- 2.1 Student – is an individual who is registered in Grades 1 – 12.
- 2.2 Resident School Rider - any student who lives 2.4 kms or farther from their designated school and attends their designated school.
- 2.3 Choice Rider - any student who lives 2.4 kms or closer to their designated school, or who attends a school other than their designated school.
 - 2.3.1 This excludes French Immersion and Redwater students enrolled in CTS programming at Sturgeon Composite High School, not offered at Redwater. These students will be assessed a Resident School Rider fee.
- 2.4 Supplemental Bus - any student who is accessing an additional bus to an alternate address.
- 2.5 Outside Boundary Rider - any student who lives outside of the Sturgeon Public Schools transportation boundary and attends a Sturgeon Public School.

References: *Policy 245 Appeals*
Policy 410 Fees
Administrative Procedure 550 Contract Bus Service
Administrative Procedure 580 Non-Resident/Non-Attendance Area Student Transportation
Education Act: Sections 7(1), 4(1)(8), 59(1)
School Transportation Regulation AR96/2019

Transportation

EFFECTIVE: March 27, 2019

REVISED: May 25, 2022

REVIEW: 2024-2025

3.0 GUIDELINES

- 3.1 Subject to the regulations, a Division shall provide for the transportation of a student on regular morning and afternoon school bus routes, to and from the site of the school in which the Division has enrolled the student if:
 - 3.1.1 the student resides within the boundaries of the district or division, and
 - 3.1.2 the student resides within the attendance area established by the Policy 200.
 - 3.1.3 the criteria, if any, set out in the regulations are met.
- 3.2 Children and students residing less than 2.4 km to the designated school site may be provided with transportation service only if space is available on an existing school bus route.
- 3.3 Transportation fees are reviewed and approved by the Board as part of the budget process.
- 3.4 Bus Operator Contracts
 - 3.4.1 Contracts shall be awarded to the most qualified applicant and in compliance with Board Policy or Administrative Procedures.
 - 3.4.2 Transportation Services, -Human Resources and one other administrator appointed by the Superintendent shall administer the process for selection of a new contractor.
 - 3.4.3 School buses will only be operated by contractors who are properly licensed and who have been approved by Transportation Services.
 - 3.4.4 School bus operators shall always operate their school buses in compliance with any legislation federal, provincial or municipal with respect to student transportation and school bus operation.
 - 3.4.5 School bus operators shall always operate their school buses in compliance with the Division Policy and Administrative Procedures.

References: *Policy 245 Appeals*
Policy 410 Fees
Administrative Procedure 550 Contract Bus Service
Administrative Procedure 580 Non-Resident/Non-Attendance Area Student Transportation
Education Act: Sections 7(1), 4(1)(8), 59(1)
School Transportation Regulation AR96/2019

Transportation

EFFECTIVE: March 27, 2019

REVISED: May 25, 2022

REVIEW: 2024-2025

3.5 Changes in Bus Fleet

3.5.1 Increases and decreases in School Bus Fleet process:

- 3.5.1.1 Transportation Services and the Associate Superintendent, Corporate Services make a recommendation to the Superintendent;
- 3.5.1.2 Once the Superintendent has accepted this recommendation, the Transportation Committee will review the changes.

3.6 Fees

The fee schedule is approved by the Board on an annual basis and published under Policy 410 - Exhibit 1.

A prorated fee will be assessed as per the *Education Act* regulations to all new students joining the Division during the school year.

- 3.6.1 The Associate Superintendent, Corporate Services or designate shall be responsible for ensuring the collection of transportation fees is undertaken according to Division Policy and Administrative Procedures and for communicating the need for transportation fees to parents/guardians annually.

3.6.2 Fee Collection

- 3.6.2.1 Fees shall be due and payable at the time of registration. Bus passes will be issued upon payment, or upon an established payment schedule.
- 3.6.2.2 The Division reserves to right to remove services if payment is not received and no attempt is made to settle the overdue fees.

References: *Policy 245 Appeals*
Policy 410 Fees
Administrative Procedure 550 Contract Bus Service
Administrative Procedure 580 Non-Resident/Non-Attendance Area Student Transportation
Education Act: Sections 7(1), 4(1)(8), 59(1)
School Transportation Regulation AR96/2019

Transportation

EFFECTIVE: March 27, 2019

REVISED: May 25, 2022

REVIEW: 2024-2025

3.6.3 Refunds

- 3.6.3.1 Refund requests will be reviewed by Transportation Services on a case-by-case basis.

3.6.4 Waivers

- 3.6.4.1 In cases of genuine hardships, the Associate Superintendent, Corporate Services, in consultation with the school Principal, has the discretion to waive or make alternative payment arrangements. Any concerns and disputes of the transportation fees will follow the process as per Policy 245 – Appeals.

3.7 Routes and Schedules

- 3.7.1 Prior to commencement of each school year, Transportation Services shall establish bus routes for each school attendance area.
- 3.7.2 The school bus operator/contractor will confirm that each family on their route has been informed of the pickup location and the time of the school bus pickup prior to the commencement of the school year.
- 3.7.3 Prior to September 15th of each year, the Transportation Services shall provide each school with school bus route numbers and passenger lists for all buses that service the attendance area of the school.
- 3.7.4 The Principal shall provide Transportation Services with the name of any student who withdraw from the school or who is expelled or suspended from the school.
- 3.7.5 Alterations or extensions of school bus routes shall require the approval of the Transportation Services with the exception of short-term alterations or extensions incurred in emergency situations.

References: *Policy 245 Appeals*
Policy 410 Fees
Administrative Procedure 550 Contract Bus Service
Administrative Procedure 580 Non-Resident/Non-Attendance Area Student Transportation
Education Act: Sections 7(1), 4(1)(8), 59(1)
School Transportation Regulation AR96/2019

Transportation

EFFECTIVE: March 27, 2019

REVISED: May 25, 2022

REVIEW: 2024-2025

3.7.6 The Principal shall give advance notice to students, parents, and school bus operators of any planned activity that will change normal school operational hours and consequently reflect a change in school bus operating times.

3.8 Extra Distance

Extra distances incurred by school bus operators because of a bus route extension or alteration are to be recorded on a Notice of Change Form and submitted to Transportation Services for approval and payment.

References: *Policy 245 Appeals*
Policy 410 Fees
Administrative Procedure 550 Contract Bus Service
Administrative Procedure 580 Non-Resident/Non-Attendance Area Student Transportation
Education Act: Sections 7(1), 4(1)(8), 59(1)
School Transportation Regulation AR96/2019

Transportation

EFFECTIVE: March 27, 2019

REVISED: May 25, 2022

REVIEW: 2024-2025

Deleted: April 2020

1.0 POLICY

The Board has established and operates a student transportation system to provide service to students attending their designated school. This service is available to all students within the Division who qualify for this service in accordance with the criteria outlined in this Policy, the Education Act and Regulations.

Deleted: a child and/or

Deleted: a child's or

Deleted: '

Deleted: directed

Deleted: children and/or

The Board believes that the responsibility for the provision of safe student transportation service is shared by employees of the Division, school bus contractors, school bus operators, parents/guardians and students.

Commented [LL1]: We are not funded to provide transportation services to Pre-k and K, and therefore, we should not promise to provide services to children, only to students. This aligns with the neighboring division language.

The Board believes that its responsibility to provide safe and efficient transportation services can be accomplished by contracting with private firms and individuals.

Deleted: as

Deleted: Board

Deleted:

2.0 DEFINITIONS

2.1 Student - is an individual who is registered in Grades 1 - 12.

Formatted: Indent: Left: 0", First line: 0"

2.2 Resident School Rider - any student who lives 2.4 kms or farther from their designated school and attends their designated school.

Deleted: <#>Child - is an individual who attends an Early Childhood program and is not registered in Grades 1 - 12. ¶

2.3 Choice Rider - any student who lives 2.4 kms or closer to their designated school, or who attends a school other than their designated school.

2.3.1 This excludes French Immersion and Redwater students enrolled in CTS programming at Sturgeon Composite High School, not offered at Redwater. These students will be assessed a Resident School Rider fee.

2.4 Supplemental Bus - any student who is accessing an additional bus to an alternate address.

Deleted: <#>Noon Rider - any student who is utilizing noon transportation for ECE Pre-K or K programming. Please note that notNot all ECE Pre-K or K students will have access to this service, and no Government funding is received to support this service.

2.5 Outside Boundary Rider - any student who lives outside of the Sturgeon Public Schools transportation boundary and attends a Sturgeon Public School.

Deleted: <#>¶

3.0 GUIDELINES

Deleted:

- References:
- Policy 245 Appeals*
 - Policy 410 Fees*
 - [Administrative Procedure 550 Contract Bus Service](#)
 - [Administrative Procedure 580 Non-Resident/Non-Attendance Area Student Transportation](#)
 - Education Act: Sections 7(1), 4(1)(8), 59(1)*
 - School Transportation Regulation AR96/2019*

Transportation

EFFECTIVE: March 27, 2019

REVISED: May 25, 2022

REVIEW: 2024-2025

Deleted: April 2020

3.1 Subject to the regulations, a Division shall provide for the transportation of a student on regular morning and afternoon school bus routes, to and from the site of the school in which the Division has enrolled the student if:

Deleted: board

Deleted: board

- 3.1.1 the student resides within the boundaries of the district or division, and
- 3.1.2 the student resides within the attendance area established by the Policy 200.
- 3.1.3 the criteria, if any, set out in the regulations are met.

3.2 Children and students residing less than 2.4 km to the designated school site may be provided with transportation service only if space is available on an existing school bus route.

Deleted: Early Childhood Services (ECS) children enrolled in half day programs operated by the Board may be provided with transportation services at noon only if resources are available

Formatted: Indent: Left: 0.49", No bullets or numbering

3.2 Transportation fees are reviewed and approved by the Board as part of the budget process.

Formatted: Indent: Left: 0.49", No bullets or numbering

Deleted: annually to determine the need to assess fees, and are approved ...

3.3 Bus Operator Contracts,

Deleted: by April 30th of each year

Deleted: :

3.3.1 Contracts shall be awarded to the most qualified applicant and in compliance with Board Policy or Administrative Procedures.

Deleted: Practice

Deleted: The Coordinator of

3.3.2 Transportation Services, Human Resources and one other administrator appointed by the Superintendent shall administer the process for selection of a new contractor.

Deleted: s, a

Deleted: People Services

Deleted: representative

3.3.3 School buses will only be operated by contractors who are properly licensed and who have been approved by Transportation Services.

Deleted: or designate

Deleted: operators

3.3.4 School bus operators shall always operate their school buses in compliance with any legislation federal, provincial or municipal with respect to student transportation and school bus operation.

Deleted: the

Deleted: Coordinator of

Deleted: at all times

Deleted: at all times

3.3.5 School bus operators shall always operate their school buses in compliance with the Division Policy and Administrative Procedures.

Deleted: Practice

Deleted:

- References:
- Policy 245 Appeals*
 - Policy 410 Fees*
 - [Administrative Procedure 550 Contract Bus Service](#)
 - [Administrative Procedure 580 Non-Resident/Non-Attendance Area Student Transportation](#)
 - Education Act: Sections 7(1), 4(1)(8), 59(1)*
 - School Transportation Regulation AR96/2019*

Transportation

EFFECTIVE: March 27, 2019

REVISED: May 25, 2022

REVIEW: 2024-2025

Deleted: April 2020

3.4 Changes in Bus Fleet

3.4.1 Increases and decreases in School Bus Fleet process:

Deleted: - the sequence of events shall be

3.4.1.1 Transportation Services and the Associate Superintendent, Corporate Services make a recommendation to the Superintendent;

Deleted: The

Deleted: Coordinator of

3.4.1.2 Once the Superintendent has accepted this recommendation, the Transportation Committee will review the changes.

Deleted:

Deleted: of

Deleted: s

Deleted: /CEO

3.5 Fees

The fee schedule is approved by the Board on an annual basis and published under Policy 410 - Exhibit 1.

Deleted: the Coordinator of Transportation Services shall communicate to

Deleted: of the Board

A prorated fee will be assessed as per the *Education Act* regulations to all new students joining the Division during the school year.

Deleted: As per approved

Deleted: (

Deleted: 2

Deleted:)

3.5.1 The Associate Superintendent, Corporate Services or designate shall be responsible for ensuring the collection of transportation fees is undertaken according to Division Policy and Administrative Procedures and for communicating the need for transportation fees to parents/guardians annually.

Deleted: of

3.5.2 Fee Collection

3.5.2.1 Fees shall be due and payable at the time of registration. Bus passes will be issued upon payment, or upon an established payment schedule.

Deleted: at time of

Deleted: being established.

3.5.2.2 The Division reserves to right to remove services s if payment is not received and no attempt is made to settle the overdue fees.

3.5.3 Refunds

3.7.3.1 Refund requests will be reviewed by Transportation Services on a case-by-case basis.

Deleted:

References:

Policy 245 Appeals

Policy 410 Fees

Administrative Procedure 550 Contract Bus Service

Administrative Procedure 580 Non-Resident/Non-Attendance Area Student Transportation

Education Act: Sections 7(1), 4(1)(8), 59(1)

School Transportation Regulation AR96/2019

Transportation

EFFECTIVE: March 27, 2019

REVISED: [May 25, 2022](#)

REVIEW: 2024-2025

Deleted: April 2020

3.5.4 Waivers

3.5.4.1 In cases of genuine hardships, the Associate Superintendent, Corporate Services, in consultation with the school Principal, has the discretion to waive or make alternative payment arrangements. Any concerns and disputes of the transportation fees will follow the process as per Policy 245 – Appeals.

3.6 Routes and Schedules

3.6.1 Prior to commencement of each school year, Transportation Services shall establish bus routes for each school attendance area.

Deleted: the Coordinator of

3.6.2 The school bus operator/contractor will confirm that each family on their route has been informed of the pickup location and the time of the school bus pickup prior to the commencement of the school year.

3.6.3 Prior to September 15th of each year, the Transportation Services shall provide each school with school bus route numbers and passenger lists for all buses that service the attendance area of the school.

Deleted: Coordinator of

Deleted:

Deleted: maps

3.6.4 The Principal shall provide Transportation Services with the name of any student who withdraws from the school or who is expelled or suspended from the school.

Deleted: s

Deleted: s

Deleted: s

3.6.5 Alterations or extensions of school bus routes shall require the approval of the Transportation Services with the exception of short-term alterations or extensions incurred in emergency situations.

Deleted: Coordinator of

3.6.6 The Principal shall give advance notice to students, parents, and school bus operators of any planned activity that will change normal school operational hours and consequently reflect a change in school bus operating times.

Deleted:

- References:
- Policy 245 Appeals*
 - Policy 410 Fees*
 - [Administrative Procedure 550 Contract Bus Service](#)
 - [Administrative Procedure 580 Non-Resident/Non-Attendance Area Student Transportation](#)
 - Education Act: Sections 7(1), 4(1)(8), 59(1)*
 - School Transportation Regulation AR96/2019*

Transportation

EFFECTIVE: March 27, 2019

REVISED: [May 25, 2022](#)

REVIEW: 2024-2025

Deleted: April 2020

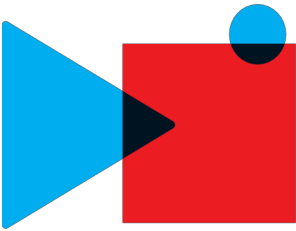
3.7 Extra Distance

Extra distances incurred by school bus operators because of a bus route extension or alteration are to be recorded on a Notice of Change Form and submitted to Transportation Services for approval and payment.

Deleted: the Coordinator of

References: *Policy 245 Appeals*
Policy 410 Fees
[Administrative Procedure 550 Contract Bus Service](#)
[Administrative Procedure 580 Non-Resident/Non-Attendance Area Student Transportation](#)
Education Act: Sections 7(1), 4(1)(8), 59(1)
School Transportation Regulation AR96/2019

Deleted:



B O A R D
MEMORANDUM

Date: June 22, 2022
To: Board of Trustees
From: Shawna Warren, Acting Superintendent
Originator(s): Policy Committee
Subject: Policy 605 – Use of School Buildings

Purpose:

For approval. Motion required.

Motion:

That the Board of Trustees approve Policy 605 – *Use of School Buildings* as presented at the June 22, 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 605 – *Use of School Buildings* as part of its review of policies during the 2021-2022 school year.

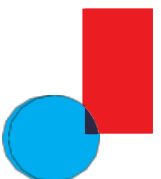
The Policy Committee reviewed Policy 605 – *Use of School Buildings* at their May 25, 2022, committee meeting and has recommended it come to the Public Board meeting for approval.

Administration is prepared to respond to questions at the June 22, 2022, Public Board meeting.

Sincerely,

Shawna Warren, M.Ed
Acting Superintendent

Attachment





Use of School Buildings

EFFECTIVE: March 27, 2019

REVISED: June 22, 2022

REVIEW: 2025-2026

1.0 POLICY

The Board believes that school facilities and its lands/sites are primarily designed to serve student learning and should also be used for the benefit of the communities in which they are located.

2.0 GUIDELINES

- 2.1 Functions sponsored by the school or by Sturgeon Public Schools shall take preference over those sponsored by any other organization.
- 2.2 The Board may permit public use of school buildings and land/sites by approved community groups or individuals. Priority shall be given in the following order to:
 - 2.2.1 Activities involving students who attend the school.
 - 2.2.2 Activities involving students who attend Division schools.
 - 2.2.3 Non-profit resident community groups
 - 2.2.4 Non-profit non-resident community groups
 - 2.2.5 Profit generated / out- of- community groups
- 2.3 The Board believes that through the approval of Joint-Use and Planning Agreements with local community groups or municipalities, it will make the best use of both school facilities (buildings, grounds, equipment), and, of community or municipal facilities (skating rinks, tennis courts, etc.).
 - 2.3.1 Such agreements should be in a standard format to allow for a uniform approach throughout the Division. Procedures in the specific Joint-Use and Planning Agreement are applicable to each school.
 - 2.3.2 Joint-Use and Planning Agreements must provide for the establishment of a Joint-Use and Planning Committee with equal representation from the Board, and, from the community group or municipality.
 - 2.3.3 Joint-Use and Planning Committees shall be delegated the powers to:
 - 2.3.3.1 Oversee the use of the facilities on an equitable basis for all residents within the jurisdiction of either of the parties to the agreement;
 - 2.3.3.2 Develop and enforce rules and regulations and to set and collect user fees for the use of the facilities; obtain financial reports on the operation of the facilities. Joint-Use and Planning Agreements and all amendments thereto are subject to the prior approval of both the Board, and, the community group or municipality.

References: Education Act: Section 189
Administrative Procedure AP215 – Community Partnerships

Use of School Buildings

EFFECTIVE: March 27, 2019

REVISED: June 22, 2022

REVIEW: 2025-2026

2.4 Staff Use of Facilities

- 2.4.1 Staff wishing to use School Division facilities, sites and/or equipment shall request approval from the Principal or Vice-Principal, or in the case of Central Office staff, from the Associate Superintendent Corporate Services, prior to the activity.
- 2.4.2 In those instances where equipment is to be taken home to assist in an activity directly related to the staff member's assignment, the sign out form must be completed and approved by the Principal or Vice-Principal.

2.5 Review of Facility and Land/Site Use

The Board may regularly review facility and land/site usage for school programs and school operations to determine efficiency and effective program delivery. Such reviews will be directed to determine the future of such programs or schools when:

- 2.5.1 The Board believes such a review will improve the availability of programs or efficiency of operations;
- 2.5.2 Operating, maintenance, renovation, and/or transportation costs place excessive demands on the Division's budget; or
- 2.5.3 A review is recommended by the Superintendent.

References: Education Act: Section 189
Administrative Procedure AP215 – Community Partnerships

Use of School Buildings

EFFECTIVE: March 27, 2019

REVISED: [June 22, 2022](#)

REVIEW: 2025-2026

1.0 POLICY

The Board believes that school facilities and its lands/sites are primarily designed to serve student learning ~~but~~ and should also be used for the benefit of the communities in which they are located.

2.0 GUIDELINES

2.1 Functions sponsored by the school or by Sturgeon Public Schools shall take preference over those sponsored by any other organization.

2.2 The Board may permit public use of school buildings and ~~property~~ land/sites by approved community groups or individuals. Priority shall be given in the following order to:

2.2.1 Activities involving students who attend the school.

2.2.2 Activities involving students who attend Division schools.

2.2.3 Non-profit resident community groups

2.2.4 Non-profit non-resident community groups

2.2.5 Profit generated / out-of-community groups

2.3 The Board believes that through the approval of Joint-Use and Planning Agreements with local community groups or municipalities, it will make the best use of both school facilities (buildings, grounds, equipment), and, of community or municipal facilities (skating rinks, tennis courts, etc.).

2.3.1 Such agreements should be in a standard format to allow for a uniform approach throughout the Division. Procedures in the specific Joint-Use and Planning Agreement are applicable to each school.

2.3.2 Joint-Use and Planning Agreements must provide for the establishment of a Joint-Use and Planning Committee with equal representation from the Board, and, from the community group or municipality.

2.3.3 Joint-Use and Planning Committees shall be delegated the powers to:

2.3.3.1 Oversee the use of the facilities on an equitable basis for all residents within the jurisdiction of either of the parties to the agreement;

2.3.3.2 Develop and enforce rules and regulations and to set and collect user fees for the use of the facilities; obtain financial reports on the operation of the facilities. Joint-Use and Planning Agreements and all amendments thereto are subject to the prior approval of both the Board, and, the community group or municipality.

2.4 Staff Use of Facilities

References: Education Act: Sections [51, 53, 189](#)
Administrative Procedure AP215 – Community Partnerships

Use of School Buildings

EFFECTIVE: March 27, 2019

REVISED: [June 22, 2022](#)

REVIEW: 2025-2026

2.4.1 Staff wishing to use School Division facilities, **sites** and/or equipment shall request approval from the Principal or Vice-Principal, or in the case of Central Office staff, from the ~~Superintendent or designate~~ [Associate Superintendent Corporate Services](#), prior to the activity.

2.4.2 In those instances where equipment is to be taken home to assist in an activity directly related to the staff member's assignment, the sign out form must be completed and approved by the Principal or Vice-Principal.

2.5 Review of Facility [and Land/Site](#) Use

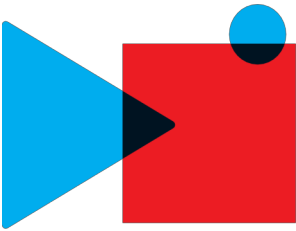
The Board may regularly review facility [and land/site](#) usage for school programs and school operations to determine efficiency and effective program delivery. Such reviews will be directed to determine the future of such programs or schools when:

2.5.1 The Board believes such a review will improve the availability of programs or efficiency of operations;

2.5.2 Operating, maintenance, renovation, and/or transportation costs place excessive demands on the Division's budget; or

2.5.3 A review is recommended by the Superintendent.

References: Education Act: Sections [51, 53, 189](#)
Administrative Procedure AP215 – Community Partnerships



BOARD
MEMORANDUM

Date: June 22, 2022
To: Board of Trustees
From: Shawna Warren, Acting Superintendent
Originator(s): Jonathan Konrad, Acting Deputy Superintendent, Education Services
Subject: Policy 900 – Student Conduct and Discipline

Purpose:

For approval. Motion required.

Motion:

That the Board of Trustees approve Policy 900 – *Student Conduct and Discipline* as presented at the June 22, 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 900 – *Student Conduct and Discipline* as part of its review of policies during the 2021-2022 school year.

The Policy Committee reviewed Policy 900 – *Student Conduct and Discipline* at their May 25, 2022, committee meeting and have recommended it to the Public Board meeting for approval.

Administration is prepared to respond to questions at the June 22, 2022, Public Board meeting.

Sincerely,

Shawna Warren, M.Ed
Acting Superintendent

Attachment



Student Conduct and Discipline

EFFECTIVE: March 27, 2019

REVISED: May 25, 2022

REVIEW: 2022-2023

1.0 POLICY

Policy 900 shall be reviewed by the Board of Trustees on an annual basis and shall be publicly available on Sturgeon Public Schools web site.

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

The Board believes that to maintain a welcoming, caring, respectful and safe learning and working environment, students must attend school regularly, be punctual, diligent in their studies, and be respectful and considerate to everyone in the school community.

The Board believes that parents and guardians are partners in education and expects that they will support the schools in ensuring a welcoming, caring, respectful and safe working and learning environment.

2.0 DEFINITIONS

- 2.1 **Bullying:** Repeated and hostile or demeaning behavior by an individual in the school community where the behavior is intended to cause harm, fear or distress to one or more individuals in the school community, including psychological harm or harm to an individual's reputation.
- 2.2 **Diversity:** The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sexual orientation, and socio-economic status.
- 2.3 **Discrimination** is an action or a decision that treats a person or a group badly for reasons such as their race, age or disability. The Human Rights Act lists as grounds for which discrimination is prohibited: national or ethnic origin, colour, religion, age, sex, sexual orientation, gender identity or expression, marital status, family status, genetic characteristics, disability and conviction for an offence for which a pardon has been granted or in respect of which a record suspension has been ordered.

References: Policy 115 - Sexual Orientation, Gender Identity, and Gender Expression
Policy 120 - Harassment Policy
Policy 230 - Board Committees and Appointed Representation
Administrative Procedure: AP900 – Student Conduct
Education Act: Sections 31, 32, 33, 34, 35, 36, 37, 197
Alberta Human Rights Act
Freedom of Information and Protection of Privacy Act
Prevention of Youth Tobacco Use Regulation 149/2003
Tobacco Reduction Act
Vision, Mission and Values Statement



Student Conduct and Discipline

EFFECTIVE: March 27, 2019

REVISED: May 25, 2022

REVIEW: 2022-2023

- 2.4 Harassment: Harassment is a form of discrimination. It includes any unwanted physical or verbal behavior that offends or humiliates you. Generally, harassment is a behavior that persists over time. Serious one-time incidents can also sometimes be considered harassment.
- 2.5 Illicit: all prohibited substances, which include but are not limited to, illegal drugs as defined in the Controlled Drugs and Substances Act. Examples include: Methamphetamines, Cocaine, Ecstasy and Heroin.
- 2.6 Restricted/Prohibited: controlled legal substances which have parameters for legal use. Examples include, but are not limited to, Tylenol 3, Benzodiazepines, Barbiturates, Cannabis, tobacco, tobacco-like products and alcohol.

3.0 GUIDELINES

- 3.1 Each school shall develop a code of student conduct to be reviewed annually by the Superintendent or designate.
 - 3.1.1 Principals will review the Code of Student Conduct with School Council annually.
 - 3.1.2 Principals will review the Code of Student Conduct with students annually.
- 3.2 The Board believes that students must comply with school rules set out in the school's code of student conduct.
- 3.3 The Board prohibits bullying, harassing, discriminatory, and violent behaviors and expects allegations of such behavior to be investigated in a timely and respectful manner.
- 3.4 Attendance
 - 3.4.1 The Board believes that regular attendance is a significant contributing factor to student learning and therefore that students enrolled in school should attend on a regular basis.

References: Policy 115 - Sexual Orientation, Gender Identity, and Gender Expression
Policy 120 - Harassment Policy
Policy 230 - Board Committees and Appointed Representation
Administrative Procedure: AP900 – Student Conduct
Education Act: Sections 31, 32, 33, 34, 35, 36, 37, 197
Alberta Human Rights Act
Freedom of Information and Protection of Privacy Act
Prevention of Youth Tobacco Use Regulation 149/2003
Tobacco Reduction Act
Vision, Mission and Values Statement

Student Conduct and Discipline

EFFECTIVE: March 27, 2019

REVISED: May 25, 2022

REVIEW: 2022-2023

- 3.4.2 The Board believes that, although student attendance is primarily the responsibility of the student and the parent/guardian, the school has a responsibility to encourage student attendance.
- 3.5 Illicit, Prohibited and Restricted Substances
 - 3.5.1 The possession, distribution and/or use of illicit, prohibited and restricted substances are forbidden.
 - 3.5.2 The Board believes that the Division, in co-operation with families, community and law enforcement agencies, has a responsibility to:
 - 3.5.2.1 Ensure all division schools, grounds and school sponsored events are designated smoke, vape and tobacco free environments.
 - 3.5.2.2 Educate students regarding illicit, prohibited and restricted substance abuse.
 - 3.5.2.3 Ensure that students who are under the influence of illicit, prohibited or restricted substances or possess drug paraphernalia while under school supervision receive appropriate consequences, which may include recommendation for expulsion.
 - 3.5.2.4 Ensure that students who possess and/or distribute, prohibited or restricted substances while under school supervision receive appropriate consequences, which may include recommendation for expulsion.
 - 3.5.2.5 Ensure that students who possess and/or distribute illicit substances while under school supervision are recommended for expulsion.
 - 3.5.3 Principals shall take disciplinary action with a student found at school or at a school sanctioned activity, who has consumed, is under the influence of, is in possession of, or is distributing illicit, prohibited or restricted substances.
- 3.6 Students will be held responsible and accountable to Sturgeon Public Schools and its agents for their behavior and conduct beyond the hours of school operation, if that

References: Policy 115 - Sexual Orientation, Gender Identity, and Gender Expression
Policy 120 - Harassment Policy
Policy 230 - Board Committees and Appointed Representation
Administrative Procedure: AP900 – Student Conduct
Education Act: Sections 31, 32, 33, 34, 35, 36, 37, 197
Alberta Human Rights Act
Freedom of Information and Protection of Privacy Act
Prevention of Youth Tobacco Use Regulation 149/2003
Tobacco Reduction Act
Vision, Mission and Values Statement



Student Conduct and Discipline

EFFECTIVE: March 27, 2019

REVISED: May 25, 2022

REVIEW: 2022-2023

behavior or conduct has a connection back to the school and demonstrated detrimental impact on the welfare of individual students.

3.7 Suspension/Expulsion

- 3.7.1 The Board believes the suspension or expulsion of a student is to be invoked when other measures have proven to be ineffective or when the seriousness of the offense warrants such action.
- 3.7.2 The Board believes an impartial Student Discipline Committee of the Board should be delegated the responsibility for conducting meetings and either expelling or reinstating students as provided for in the Education Act.
- 3.7.3 In the event that expulsion becomes necessary, the Board reserves the right to make rules respecting the conditions under which an expelled student may be re-enrolled.
- 3.7.4 Discipline Hearing Process - See Policy 230 – Board Committees and Appointed Representation, Appendix C - Student Discipline Committee.

References: Policy 115 - Sexual Orientation, Gender Identity, and Gender Expression
Policy 120 - Harassment Policy
Policy 230 - Board Committees and Appointed Representation
Administrative Procedure: AP900 – Student Conduct
Education Act: Sections 31, 32, 33, 34, 35, 36, 37, 197
Alberta Human Rights Act
Freedom of Information and Protection of Privacy Act
Prevention of Youth Tobacco Use Regulation 149/2003
Tobacco Reduction Act
Vision, Mission and Values Statement

Student Conduct and Discipline

EFFECTIVE: March 27, 2019

REVISED: ~~June 23, 2021~~ May 25, 2022 REVIEW: 2022-2023

1.0 POLICY

Policy 900 shall be reviewed by the Board of Trustees on an annual basis and shall be publicly available on Sturgeon Public Schools web site.

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

The Board believes that to maintain a welcoming, caring, respectful and safe learning and working environment, students must attend school regularly, be punctual, diligent in their studies, and be respectful and considerate to everyone in the school community.

The Board believes that parents and guardians are partners in education and expects that they will support the schools in ensuring a welcoming, caring, respectful and safe working and learning environment.

2.0 DEFINITIONS

- 2.1** Bullying: Repeated and hostile or demeaning behavior by an individual in the school community where the behavior is intended to cause harm, fear or distress to one or more individuals in the school community, including psychological harm or harm to an individual's reputation.
- 2.2** Diversity: The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sexual orientation, and socio-economic status.
- 2.3** Discrimination is an action or a decision that treats a person or a group badly for reasons such as their race, age or disability. The Human Rights Act lists as grounds for which discrimination is prohibited: national or ethnic origin, colour, religion, age, sex, sexual orientation, gender identity or expression, marital status, family status, genetic characteristics, disability and conviction for an offence for which a pardon has been granted or in respect of which a record suspension has been ordered.

References: Policy 115 - Sexual Orientation, Gender Identity, and Gender Expression
Policy 120 - Harassment Policy
Policy 230 - Board Committees and Appointed Representation
Administrative Procedure: AP900 – Student Conduct
Education Act: Sections 31, 32, 33, 34, 35, 36, 37, 197
Alberta Human Rights Act
Freedom of Information and Protection of Privacy Act
Prevention of Youth Tobacco Use Regulation 149/2003
Tobacco Reduction Act
Vision, Mission and Values Statement



Student Conduct and Discipline

EFFECTIVE: March 27, 2019

REVISED: ~~June 23, 2021~~ May 25, 2022 REVIEW: 2022-2023

- 2.4 Harassment: Harassment is a form of discrimination. It includes any unwanted physical or verbal behavior that offends or humiliates you. Generally, harassment is a behavior that persists over time. Serious one-time incidents can also sometimes be considered harassment.
- 2.5 Illicit: all prohibited substances, which include but are not limited to, illegal drugs as defined in the Controlled Drugs and Substances Act. Examples include: Methamphetamines, Cocaine, Ecstasy and Heroin.
- 2.6 Restricted/Prohibited: controlled legal substances which have parameters for legal use. Examples include, but are not limited to, Tylenol 3, Benzodiazepines, Barbiturates, Cannabis, tobacco, tobacco-like products and alcohol.

3.0 GUIDELINES

- 3.1 Each school shall develop a code of student conduct to be reviewed annually by the Superintendent/~~CEO~~ or designate.
 - 3.1.1 Principals will review the Code of Student Conduct with School Council annually.
 - 3.1.2 Principals will review the Code of Student Conduct with students annually.
- 3.2 The Board believes that students must comply with school rules set out in the school’s code of student conduct.
- 3.3 The Board prohibits bullying, harassing, discriminatory, and violent behaviors and expects allegations of such behavior to be investigated in a timely and respectful manner.
- 3.4 Attendance
 - 3.4.1 The Board believes that regular attendance is a significant contributing factor to student learning and therefore that students enrolled in school should attend on a regular basis.
 - 3.4.2 The Board believes that, although student attendance is primarily the responsibility of the student and the parent/guardian, the school has a responsibility to encourage student attendance.

References: Policy 115 - Sexual Orientation, Gender Identity, and Gender Expression
 Policy 120 - Harassment Policy
 Policy 230 - Board Committees and Appointed Representation
 Administrative Procedure: AP900 – Student Conduct
 Education Act: Sections 31, 32, 33, 34, 35, 36, 37, 197
 Alberta Human Rights Act
 Freedom of Information and Protection of Privacy Act
 Prevention of Youth Tobacco Use Regulation 149/2003
 Tobacco Reduction Act
 Vision, Mission and Values Statement

Student Conduct and Discipline

EFFECTIVE: March 27, 2019

REVISED: ~~June 23, 2021~~ May 25, 2022 REVIEW: 2022-2023

3.5 Illicit, Prohibited and Restricted Substances

- 3.5.1 The possession, distribution and/or use of illicit, prohibited and restricted substances are forbidden.
- 3.5.2 The Board believes that the Division, in co-operation with families, community and law enforcement agencies, has a responsibility to:
 - 3.5.2.1 Ensure all division schools, grounds and school sponsored events are designated smoke, vape and tobacco free environments.
 - 3.5.2.2 Educate students regarding illicit, prohibited and restricted substance abuse.
 - 3.5.2.3 Ensure that students who are under the influence of illicit, prohibited or restricted substances or possess drug paraphernalia while under school supervision receive appropriate consequences, which may include recommendation for expulsion.
 - 3.5.2.4 Ensure that students who possess and/or distribute, prohibited or restricted substances while under school supervision receive appropriate consequences, which may include recommendation for expulsion.
 - 3.5.2.5 Ensure that students who possess and/or distribute illicit substances while under school supervision are recommended for expulsion.
- 3.5.3 Principals shall take disciplinary action with a student found at school or at a school sanctioned activity, who has consumed, is under the influence of, is in possession of, or is distributing illicit, prohibited or restricted substances.

3.6 Students will be held responsible and accountable to Sturgeon Public Schools and its agents for their behavior and conduct beyond the hours of school operation, if that behavior or conduct has a connection back to the school and demonstrated detrimental impact on the welfare of individual students.

3.7 Suspension/Expulsion

References: Policy 115 - Sexual Orientation, Gender Identity, and Gender Expression
Policy 120 - Harassment Policy
Policy 230 - Board Committees and Appointed Representation
Administrative Procedure: AP900 – Student Conduct
Education Act: Sections 31, 32, 33, 34, 35, 36, 37, 197
Alberta Human Rights Act
Freedom of Information and Protection of Privacy Act
Prevention of Youth Tobacco Use Regulation 149/2003
Tobacco Reduction Act
Vision, Mission and Values Statement

Student Conduct and Discipline

EFFECTIVE: March 27, 2019

REVISED: ~~June 23, 2021~~ May 25, 2022 REVIEW: 2022-2023

- 3.7.1 The Board believes the suspension or expulsion of a student is to be invoked when other measures have proven to be ineffective or when the seriousness of the offense warrants such action.
- 3.7.2 The Board believes an impartial Student Discipline Committee of the Board should be delegated the responsibility for conducting meetings and either expelling or reinstating students as provided for in the Education Act.
- 3.7.3 In the event that expulsion becomes necessary, the Board reserves the right to make rules respecting the conditions under which an expelled student may be re-enrolled.
- 3.7.4 Discipline Hearing Process - See Policy 230 – Board Committees and Appointed Representation, Appendix C - Student Discipline Committee.

References: Policy 115 - Sexual Orientation, Gender Identity, and Gender Expression
Policy 120 - Harassment Policy
Policy 230 - Board Committees and Appointed Representation
Administrative Procedure: AP900 – Student Conduct
Education Act: Sections 31, 32, 33, 34, 35, 36, 37, 197
Alberta Human Rights Act
Freedom of Information and Protection of Privacy Act
Prevention of Youth Tobacco Use Regulation 149/2003
Tobacco Reduction Act
Vision, Mission and Values Statement