



BOARD OF TRUSTEES STURGEON PUBLIC SCHOOLS

Public Board Meeting

AGENDA

Date: June 28, 2023 **Start Time:** 12:00 p.m.

Location: Frank Robinson Education Centre
9820-104 Street, Morinville, AB

1. Call to Order
2. Land Acknowledgement
3. Consideration of Agenda
 - 3.1 Additions/Deletions to Agenda
 - 3.2 Approval of Agenda
4. Appointments
5. Reading and Approving of Minutes
 - 5.1 Approval of the Minutes of the Regular Meeting of May 24, 2023
 - 5.2 Approval of the Minutes of the Special Meeting of June 14, 2023
6. Presentations
 - 6.1 Education Planning Presentation
7. Reports from Senior Executive
 - 7.1 Annual Report re: Off-Campus Education
 - 7.2 Communications Report – June 2023
 - 7.3 Monthly Financial Report – May 2023
 - 7.4 Monthly IT Report – June 2023
 - 7.5 Administrative Procedure 860 – Student Division Awards, Scholarships and Bursaries
8. Reports from Trustees and Standing Committees
 - 8.1 Chair's Report
 - 8.2 Trustees' Report
 - 8.3 Advocacy Committee
 - 8.3.1 Advocacy Committee Year End Report
 - 8.4 Audit, Finance and Human Resources Committee
 - 8.4.1 Audit, Finance and Human Resources Committee Year End Report

- 8.5 Building and Maintenance Committee
 - 8.5.1 Building and Maintenance Committee Year End Report
- 8.6 Policy Committee
 - 8.6.1 Policy Committee Year End Report
- 8.7 Transportation Committee
 - 8.7.1 Transportation Committee Year End Report

9. Reports from Special Committees/Task Groups

- 9.1 Alberta School Boards Association Representative
- 9.2 Public School Boards Association of Alberta Representative

10. New Business

- 10.1 2022-2023 Capital Projects Funded through Capital Reserves
- 10.2 Organizational and First Public Board Meeting 2023-2024
- 10.3 Student Advisory Committee Schedule 2023-2024
- 10.4 Authorization of Junior High Locally Developed Optional Course – Academic Skill Building
- 10.5 Omnibus Motion for Locally Developed Course Approval – Senior High
- 10.6 Policy 100 – History of Sturgeon Public Schools
- 10.7 Policy 230 – Board Committees
- 10.8 Policy 245 – Appeals Regarding Student Matters
- 10.9 Policy 905 – Awards and Recognition Policy

11. Unfinished Business

12. Notices of Motion

13. Information

14. Comment and Question Period

- 14.1 ATA; CUPE
- 14.2 Community Members
- 14.3 Media

15. Requests for Information

16. In Camera

17. Adjournment



**Sturgeon
Public Schools**

**Minutes of the Meeting of
The Board of Trustees of
The Sturgeon Public School Division
Held at Morinville on May 24, 2023**

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**Sturgeon
Public Schools**

**Minutes of the Meeting of
The Board of Trustees of
The Sturgeon Public School Division
Held at Morinville on May 24, 2023**

PRESENT

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

CALL TO ORDER

The Chair called the meeting to order at 9:00 a.m.

LAND ACKNOWLEDGEMENT

Trustee Tasha Oatway-McLay read the Land Acknowledgement Statement.

APPROVAL OF AGENDA

#030/2023 – Moved by Ms. Trish Murray-Elliott that the agenda be approved as presented.

CARRIED UNANIMOUSLY

APPOINTMENTS

APPROVAL OF MINUTES

#031/2023 – Moved by Mrs. Stacey Buga that the minutes of the Regular Meeting of April 26, 2023, be approved as presented.

CARRIED UNANIMOUSLY

#032/2023 – Moved by Mrs. Cindy Briggs that the minutes of the Organizational Meeting of May 8, 2023, be approved as presented.

CARRIED UNANIMOUSLY

PRESENTATIONS

REPORTS FROM SENIOR EXECUTIVE

Alberta School Boards' Association (ASBA) Honouring Spirit: Indigenous Student Awards

Mrs. Shawna Warren, Superintendent, brought forward as information, a memo on the Alberta School Boards' Association (ASBA) Honouring Spirit: Indigenous Student Awards.

The Alberta School Boards' Association (ASBA) Honouring Spirit: Indigenous Student Awards are intended to recognize First Nations, Métis and Inuit students who model strength and commitment in the pursuit of their personal education paths and embrace their own gifts, strengths and potential while celebrating the ways of their people.

Sturgeon Public Virtual Academy (SPVA) school counsellor, Kristen Lapierre, nominated Grade 8 student, Sierra Balkwill for the 2022-2023 Honouring Spirit: Indigenous Student Awards. "Sierra has modeled leadership qualities and empowers others to be their best and achieve their own dreams and goals", states Ms. Lapierre in her Letter of Support. Although Ms. Balkwill was not a selected recipient of the award, she was recognized as an Honourable Mention. She will be publicly recognized at the SPVA Awards Ceremony in June. The Board Chair will also send a congratulatory letter on behalf of the Board of Trustees.

Sturgeon Composite High School (SCHS) First Nations, Métis and Inuit Student Success Coach, John Valliere, nominated Grade 12 student, Tristan Poitras for the 2022-2023 Honouring Spirit: Indigenous Student Awards. "All told, I believe Tristan is a young man of talent and character. He is growing to become a committed learner and a natural leader. I have every confidence that his future is very bright", states Mr. Valliere in his Letter of Support. Although Mr. Poitras was not a selected recipient of the award, he was recognized as an Honourable Mention. He will be publicly recognized at the SCHS Fall Awards. The Board Chair will also send a congratulatory letter on behalf of the Board of Trustees.

School Resource Officer Award Recipient – Building Blocks of the Community

Mr. Jonathan Konrad, Deputy Superintendent, brought forward as information, a memo on the School Resource Officer Award Recipient – Building Blocks of the Community.

The 2023 Building Blocks of the Community Award recognizes an individual that has contributed to the continued growth of youth within Sturgeon County. The Neighbourhood Development Coordinator of Sturgeon County shared with Sturgeon Public School Division that the Student Resource Officer, of Sturgeon Composite High School, Constable Simon Lajoie, was nominated by members of the Youth Leadership Team, Sturgeon County, and was selected as the recipient of the 2023 Building Blocks of the Community Award.

Constable Simon Lajoie, was invited to be recognized and received his award at the Sturgeon County Volunteer Appreciation Celebration on April 19, 2023, at the Morinville Rendez Vous Centre.
Communications Report – May 2023

Communications Report - May 2023

Mr. Jonathan Konrad, Deputy Superintendent, Education Services, brought forward as information, the Communications Report for May 2023.

Monthly Financial Report – April 2023

Mrs. Liliana LeVesconte, Associate Superintendent, Corporate Services, brought forward as information, the Monthly Financial Report – April 2023.

Monthly IT Report – May 2023

Mr. Jonathan Konrad, Deputy Superintendent, Education Services, brought forward as information, the Monthly IT Report – May 2023.

REPORTS FROM TRUSTEES AND STANDING COMMITTEES**Chair’s Report**

A verbal and written report was provided.

Chair Gibbons (Gibbons/Lamoureux)

Chair Gibbons reported that she attended:

- ASBA Zone 2/3 Awards Banquet (May 26)
- Audit, Finance and Human Resources Committee Meeting (May 3)
- Bus Driver Appreciation Lunch (May 3)
- Committee of the Whole Meeting (May 10)
- Gibbons School Council Meeting (May 8)
- Landing Trail 40th Anniversary Committee Meeting (May 9)
- Landing Trail Art Show (May 11)
- Landing Trail School Council Meeting (May 11)
- Meeting with Gibbons School Principal and School Council Chair (May 5)
- Meeting with Superintendent – Agenda Review (May 5)
- Organizational Meeting (May 8)
- Policy Committee Meeting (May 15)
- Public Board Agenda Review Meeting with Superintendent (May 23)
- Staff Recognition Event (May 19)
- Sturgeon County Meeting (May 10)
- Superintendent Evaluation Meeting (May 8)
- Superintendent Meeting (May 17)

TRUSTEES’ REPORTS

Verbal and written reports were provided.

Trustee Pequin left the Board meeting at 9:32am and returned at 9:33am.

Trustee Briggs (Bon Accord/Legal)

Trustee Briggs reported that she attended:

- Bon Accord Community School Council and Program Support Society Meeting (May 24)
- Bus Diver Appreciation Lunch (May 3)
- Committee of the Whole Meeting (May 10)
- Landing Trail Art Show (May 11)
- Legal School Carnival (May 13)
- Lilian Schick School Council and Room Parent Association Meeting (May 29)
- Organizational Meeting (May 8)

- Rock of Ages Morinville Community Cultural Centre (*May 9*)
- Staff Recognition 2023 (*May 19*)
- Sturgeon County Meeting (*May 10*)
- Superintendent Evaluation Meeting (*May 8*)

Trustee Buga (Morinville Area)

Trustee Buga reported that she attended:

- Alternative Learning School Council (*May 9*)
- ASBA Speaker's Corner (*May 23*)
- ASBA Zone 2/3 Awards Banquet (*May 26*)
- ASBA Zone 2/3 Meeting (*May 26*)
- Audit, Finance and Human Resources Committee Meeting (*May 3*)
- Bus Driver Appreciation Lunch (*May 3*)
- CASA Open House (*May 8*)
- Committee of the Whole Meeting (*May 10*)
- École Morinville Public School Council (*May 1*)
- École Morinville Public School Literacy Day (*May 5*)
- École Morinville Public School Moosehide Walk (*May 11*)
- Four Winds Public School Council (*May 4*)
- Inspire Banquet at Four Winds Public School (*May 18*)
- Landing Trail Art Night (*May 11*)
- Legal Public School Carnival (*May 13*)
- Meeting with Sturgeon County (*May 10*)
- Organizational Meeting (*May 8*)
- Public Board Meeting (*May 24*)
- Rock of Ages (*May 9*)
- Staff Recognition Event (*May 19*)
- Student Advisory Committee Meeting (*May 16*)
- Sturgeon Strides (*May 18*)
- Superintendent Evaluation Meeting (*May 8*)
- Transportation Committee Meeting (*May 24*)

Trustee Dwyer (Alcomdale/Villeneuve Area)

Trustee Dwyer reported that he attended:

- Bus Driver Appreciation Lunch (*May 3*)
- Camilla School Council (*May 16*)
- Committee of the Whole Meeting (*May 10*)
- Organizational Meeting (*May 8*)
- Public Board Meeting (*May 24*)
- Rotary Meetings (*May 3, 10, 17, 24, and 31*)
- Staff Recognition (*May 19*)
- Sturgeon County Meeting (*May 10*)
- Superintendent Evaluation Meeting (*May 8*)
- Transportation Committee Meeting (*May 24*)

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

Trustee Murray-Elliott reported that she attended:

- Audit, Finance and Human Resources Committee Meeting (*May 3*)

- Bus Driver Appreciation Lunch (May 3)
- Committee of the Whole Meeting (May 10)
- Meeting with Sturgeon County (May 10)
- Organizational Meeting (May 8)
- Policy Committee Meeting (May 15)
- Public Board Meeting (May 24)
- Rock of Ages presented by Camilla School (May 8)
- School Council Meeting, Sturgeon Composite High School (May 16)
- School Council Meeting, Sturgeon Heights School (May 15)
- Staff Recognition (May 19)
- Student Advisory Committee Meeting (May 16)
- Sturgeon Strides, Sturgeon Composite High School (May 18)
- Superintendent Evaluation Meeting (May 8)
- Transportation Committee Meeting (May 24)

Trustee Oatway-McLay (Cardiff/Garrison)

Trustee Oatway-McLay reported that she attended:

- Guthrie School Council Meeting
- Namao School Council Meeting
- St. Albert Chamber of Commerce Webinar: Busting Myths of Autism in the Workplace

Trustee Pequin (Redwater/Coronado Area)

Trustee Pequin reported that she attended:

- ASBA Zone 2/3 Meeting (May 1, and 26)
- Hats on for Mental Health, Redwater School (May 3)
- TEBA Meeting (May 3)
- Bus Driver Appreciation Lunch (May 3)
- Audit, Finance and Human Resources Committee Meeting (May 3)
- Volunteer Tea, Ochre Park School (May 5)
- Superintendent Evaluation Meeting (May 8)
- Organizational Meeting (May 8)
- Committee of the Whole Meeting (May 10)
- Policy Committee Meeting (May 15)
- Redwater School, School Council Meeting (May 15)
- Ochre Park School, School Council Meeting (May 15)
- Student Advisory Committee Meeting (May 16)
- Mental Health Morning, Redwater School (May 18)
- Staff Recognition Event (May 19)
- Board Agenda Review Meeting (May 23)
- Public Board Meeting (May 24)
- Awards Ceremony, Ochre Park School (May 26)

ADVOCACY COMMITTEE

A verbal report was provided.

An Advocacy Committee meeting is scheduled for June 7, 2023.

AUDIT, FINANCE AND HUMAN RESOURCES COMMITTEE

On May 3, 2023, the Audit, Finance, and Human Resources Committee convened for a meeting. Here is a revised summary of the proceedings:

- External members of the Audit Committee were introduced through a written introduction. The primary focus of the meeting revolved around the review and in-depth discussion of the 2023-2024 Draft Budget.

BUILDING AND MAINTENANCE COMMITTEE

The Building and Maintenance Committee held a meeting on April 26, 2023. The following is a summary of that meeting:

- Old Business:
 - The interim spring break project list was successfully completed, including the installation of urinals at Four Winds Public School and the replacement of hot water tanks.
 - To ensure the upkeep of older structures, facility management is currently completing the semi-annual cleaning of ducts, including filter replacements.
 - Snow was cleared from the Ochre Park roof, and water drainage has been accomplished. The contractor will revisit the site for a warranty assessment review.
 - The Division and Sturgeon County have mutually agreed to a proposal for Camilla School permitting the release of water drainage into the pond.
- New Business:
 - The Division has received a letter from Alberta Education extending the JUPA (Joint Use & Planning Agreement) deadline to June 2025. Drafts for Morinville, the City of St. Albert, and Sturgeon County are presently being drafted.
 - Facilities personnel have been diligently working during evenings and weekends since mid-April to complete the cleaning of parking lots and the repair of potholes. Ground maintenance schedules have already commenced for each school.
 - The issue of AEDs (Automated External Defibrillators) at Bon Accord School and Lilian Schick School will be escalated to the HR department for further action.

POLICY COMMITTEE

The Policy Committee held a meeting on May 15, 2023. The following is a summary of that meeting:

- Policy 100 – History of Sturgeon Public Schools was reviewed.
 - The Policy Committee agreed to have a clear policy, with the historic content captured as an Appendix that is to be amended for consistency. Administration will bring Policy 100 back to the next Policy Committee meeting on June 7, 2023, for further review.
- Policy 230 – Board Committees was reviewed.
 - The Policy Committee requested that Administration provide further information with respect to Joint Use and Joint Use and Planning (JUPA) and the opportunities for Trustee involvement with them. Administration will bring Policy 230 back to the next Policy Committee on June 7, 2023, for further review.
- Policy 245 – Appeals Regarding Student Matters was reviewed.
 - The Policy Committee requires more time to review the policy as it underwent a significant rewrite. Administration will bring Policy 245 back to the next Policy Committee meeting on June 7, 2023, for further review.

- Policy 320 – Inclement Weather was reviewed.
 - The Policy Committee recommended that the policy capture both raw temperature and raw temperature with wind chill. Administration is to forward the amended policy to the next Transportation Committee on May 24, 2023, for further review.
- Policy 905 – Awards Policy – Students was reviewed.
 - The Policy Committee has referred Policy 905 to the June 28, 2023, Public Board meeting for review and approval.
- Administrative Procedure 900 – Student Conduct was brought forward for information.

The next Policy Committee meeting is scheduled for June 7, 2023, at 9:00 a.m.

TRANSPORTATION COMMITTEE

A Transportation Committee meeting is scheduled for the afternoon of May 24, 2023.

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

2023-2024 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 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 2023-2024 Budget Report, Presentation and Alberta Education Budget Submission Templates are included for review and approval.

#033/2023 – Moved by Mrs. Stacey Buga that the Board of Trustees approve the 2023-2024 Budget as presented at the May 24, 2023, Public Board meeting.

CARRIED UNANIMOUSLY

Meeting recessed for a break at 10:41 a.m.

Meeting resumed at 10:52 a.m.

Sturgeon Public Schools DRAFT Education Plan 2023-2026

At the May 10, 2023, Committee of the Whole Meeting, the Board of Trustees reviewed the DRAFT Education Plan 2023 - 2026. Following that meeting, Trustees had the opportunity to provide comments and revision requests to Administration which have been reviewed and incorporated into the current DRAFT.

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 optimal student learning. The Education Plan uses key insights from the 2022 Annual Education Results Report, along with consideration of contextual information and input from stakeholder engagement. The key priority, outcomes and strategies direct the work in schools and at a system level to advance Sturgeon Public School's Mission, Vision, and Values.

The Education Plan outlines 14 outcomes and 19 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

#034/2023 – Moved by Mrs. Cindy Briggs that the Board of Trustees approve *the* DRAFT Sturgeon Public School Division Education Plan for 2023-2026 with amendments to change the Assurance

wording on the Domain “Learning supports” as indicated by Jonathan Konrad and include the addition of the Inspire Program as a partner, as presented at the May 24, 2023, Public Board Meeting.

CARRIED UNANIMOUSLY

2023-2024 Council of School Councils’ Meeting

The Council of School Councils’ (COSC) is an informal gathering of the chair and/or vice chair of each school council for the purpose of sharing information, building connections between the school councils and facilitating communication between the Board of Trustees, school councils and the Division’s administrative team.

As per policy 225: *Board Responsibility and Conduct* section 2.2.3, the Board of Trustees must meet “at least annually with the Council of School Councils or School Council Chairs”. Each year, the Board of Trustees hosts the first meeting of the Sturgeon Public Schools’ Council of School Councils. The first meeting is usually held in late October or early November in order to give all Sturgeon Public schools the opportunity to have their first school council meeting to elect their chair and vice chair positions. In addition, there are no individual school council meetings on the dates provided, and consideration has also been given to avoid Parent Teacher Interview evenings.

Administration will bring a Memo before the Board in the Fall of 2023, requesting further direction regarding venue location and choice of meals or refreshments.

#035/2023 – Moved by Mrs. Tasha Oatway-McLay that the Board of Trustees approve that the 2023-2024 Council of School Councils’ meetings will take place in person on Wednesday, November 15, 2023, and Thursday, March 7, 2024.

CARRIED UNANIMOUSLY

Superintendent Evaluation Report

The Superintendent Evaluation Report is an assessment of the performance of the Superintendent of Sturgeon Public Schools over the past 18 months. The report is based on a set of evaluation criteria that have been established by the Superintendent Leadership Quality Standard (SLQs).

It is important to keep in mind that the Superintendent Evaluation Report is intended solely for the use of the Sturgeon Public Schools Board of Trustees and will not be shared publicly as it contains information related to the evaluation of an employees’ performance.

#036/2023 – Moved by Mrs. Janine Pequin that the Board of Trustees approve the Superintendent Evaluation Report, as developed in the evaluation workshop of May 8, 2023, as an accurate accounting of the Superintendent’s performance for the period of November 4, 2021, to May 1, 2023; AND FURTHER

That the Board of Trustees authorize the Board Chair to make any required technical edits and sign the report on the Board’s behalf.

CARRIED UNANIMOUSLY

UNFINISHED BUSINESS

NOTICES OF MOTION

There were no Notices of Motion.

INFORMATION

COMMENT & QUESTION PERIOD

ATA

No verbal report was provided.

CUPE

No verbal report was provided.

COMMUNITY MEMBERS

Jayce Cornelius, Student Advisory Committee co-chair, provided a verbal update.

MEDIA

Not in attendance.

REQUESTS FOR INFORMATION

IN CAMERA

#037/2023 – 11:43 a.m. – Moved by Mrs. Tasha Oatway-McLay that the Board go in camera.

CARRIED UNANIMOUSLY

Meeting recessed for lunch at 11:43 a.m.

Meeting resumed at 12:04 p.m.

#038/2023 – 12:59 p.m. – Moved by Mrs. Tasha Oatway-McLay that the Board revert to public.

CARRIED UNANIMOUSLY

ADJOURNMENT

Trustee Tasha Oatway-McLay adjourned the meeting at 12:59 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 14, 2023**

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Public Board Meeting Time – June 28, 2023	S-06



**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 14, 2023**

ROLL CALL

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

CALL TO ORDER

The Chair called the meeting to order at 2:00 p.m.

Public Board Meeting Time – June 28, 2023

S-06/2023 – Moved by Mrs. Janine Pequin that the Board of Trustees approve changing the start time for the Public Board meeting on June 28, 2023, to 12:00 p.m.

CARRIED 6/1
Opposed: Mr. Joe Dwyer

CLOSE OF THE MEETING

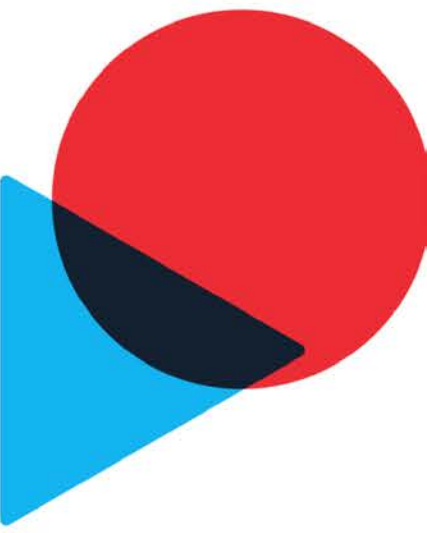
The meeting adjourned at 2:07p.m.

Chair

Date

Associate Superintendent,
Corporate Services

Education Planning

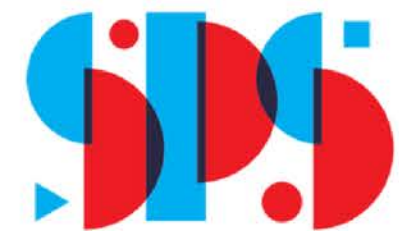


Shannon Requa - Director of Education Planning

Nicole Farwell - Coordinator of Curriculum

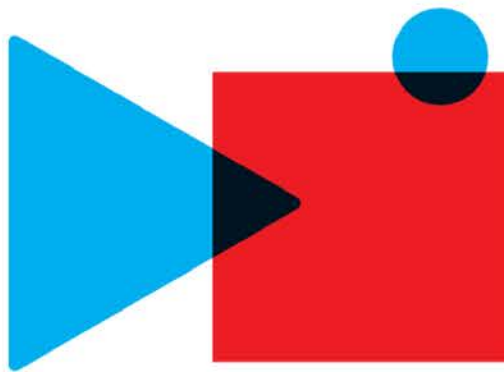
Kourtney Kerr - Educational Technology Lead

Taryn Donald - Indigenous Education Lead

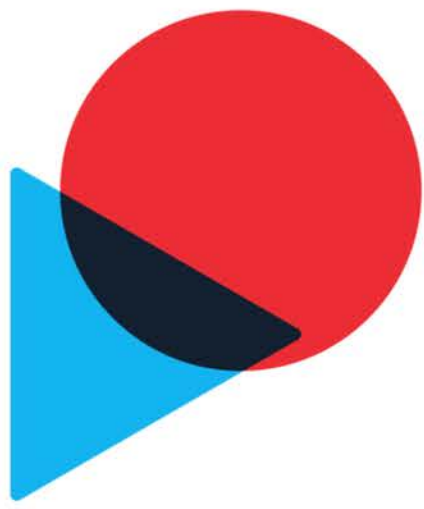


**Sturgeon
Public Schools**

Dare to reimagine learning



Education Planning Vision

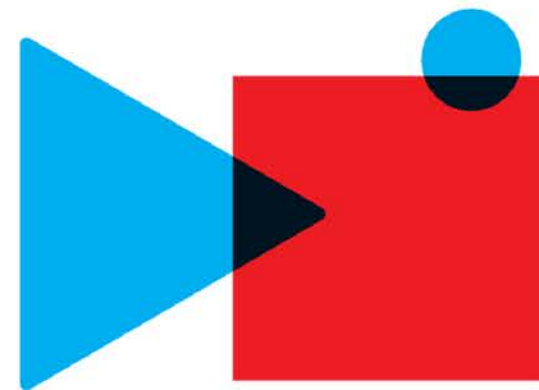


By enacting the Education Plan outcomes,

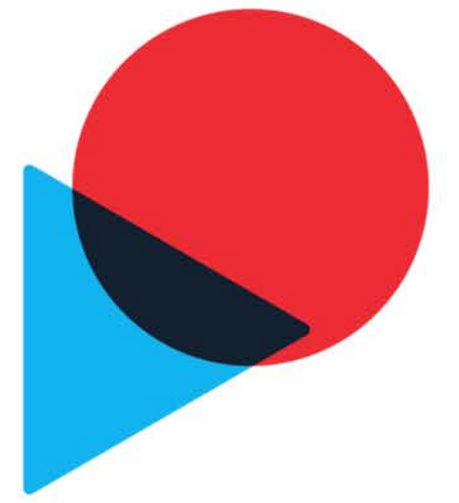
All students and staff experience

Optimum Learning and

Quality Leading advancing the Board's Mission, Vision
and Values

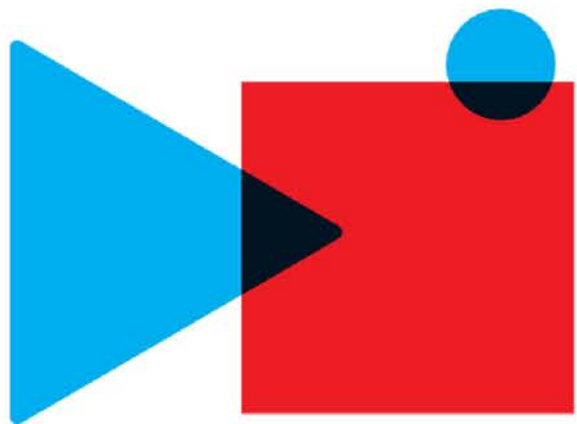


Our Purpose

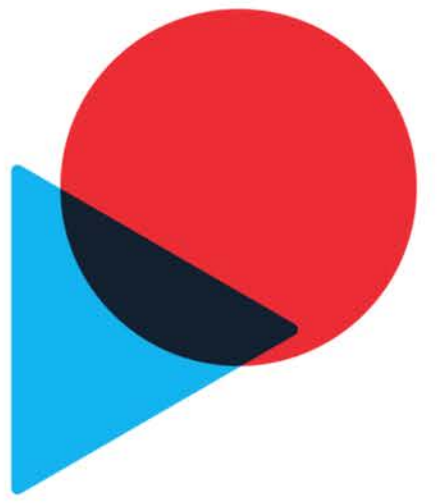


We support and empower teachers and leaders to leverage research-based, evidence-informed best practice through modeling quality teaching.

Sturgeon Public students deserve the very best

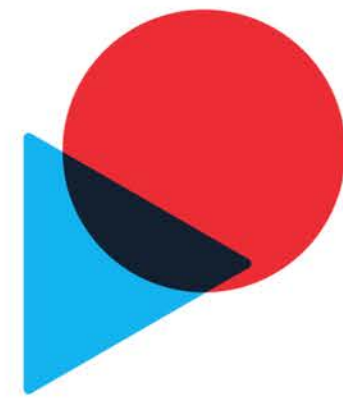


Please watch for evidence of:



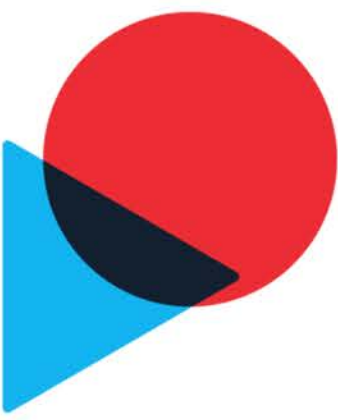
- establishing clear, actionable goals
- living the Division's Mission, Vision & Values
- modeling best practice
- creating active, hands-on and research-based learning in a variety of settings
- making a direct impact for students

Optimum Learning Theory of Action



SLQS, LQS & TQS Results in Quality school leadership, teaching and optimum learning						
Central Office	Ongoing Analysis of the Context	LEADS TO	Decisions about what leadership knowledge and abilities to apply.	RESULTS IN	Quality school leadership	Optimum learning for all Students
School Leadership			Decisions about which pedagogical knowledge and abilities to apply.		Quality teaching	
Teachers						

Leadership Support & PD



What is SPS doing well?

"Aligning Admin PD with relevant expectations and tasks of admin ex: building Ed. Plans. Being really clear and transparent that PD choices are imbedded in research. This really helps with teacher buy-in..."

-SPS Principal

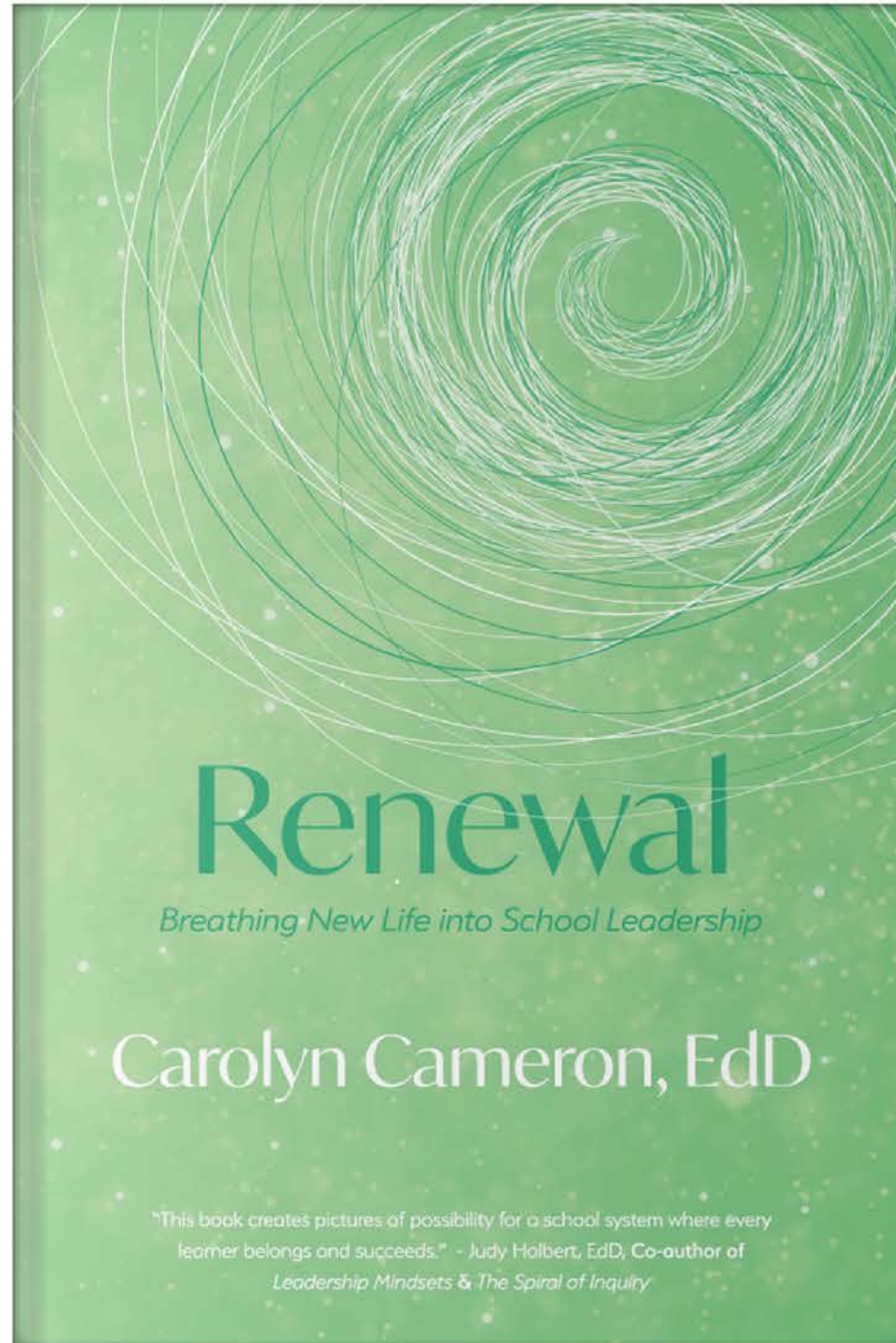
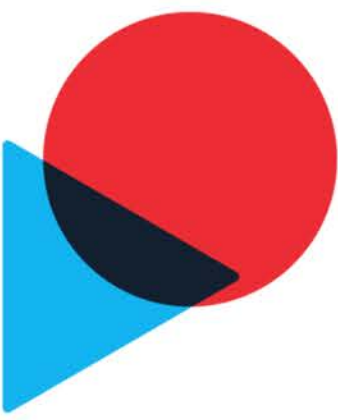


11 Monthly Afternoons

Topics included:

- Creating psychological safety and collaborative teams
- Education Plan Goals and Division Service Gap Analysis
- Best-practice in Assessment
- Leading the Collective Agreement
- New Curriculum
- Communication and Culture
- Effective Supervision and Evaluation
- Data Analysis Review and Future Goal Setting
- Indigenous Foundational Knowledge

VP Cohort and SALT

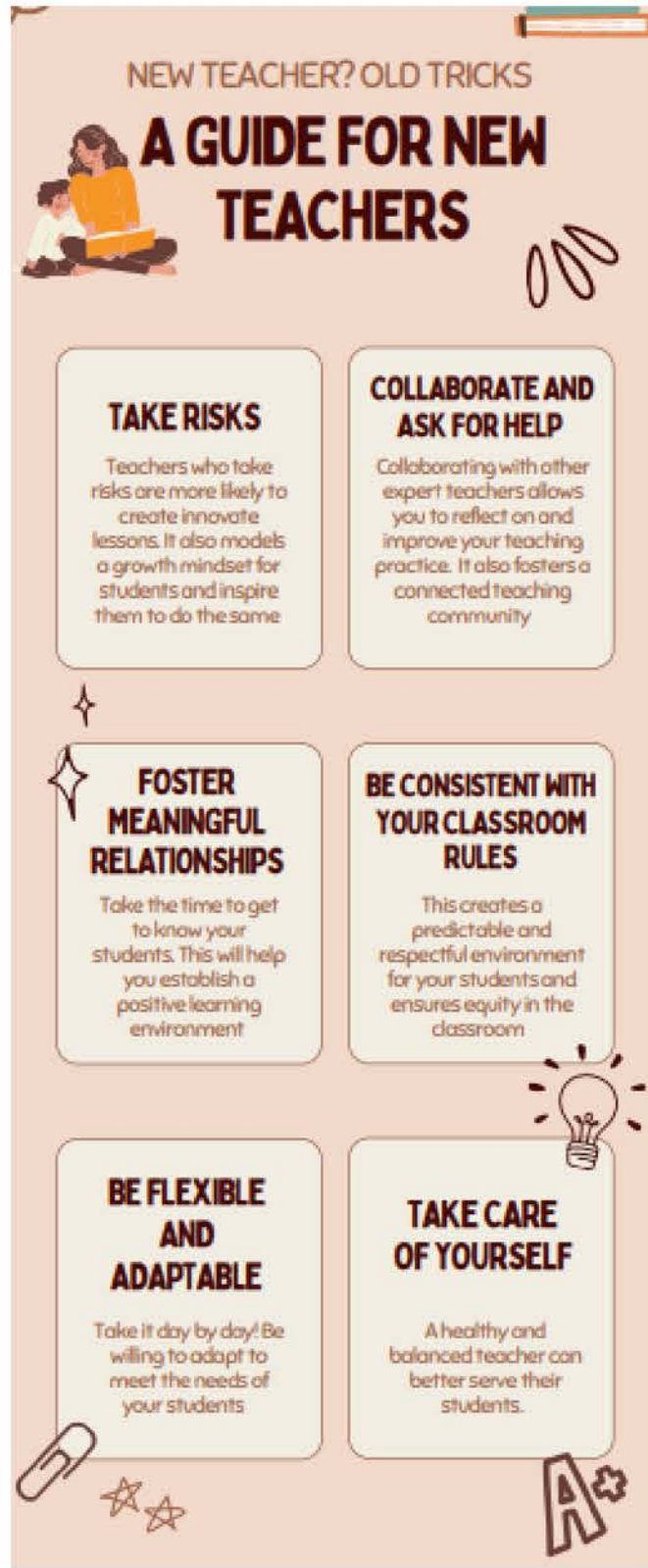
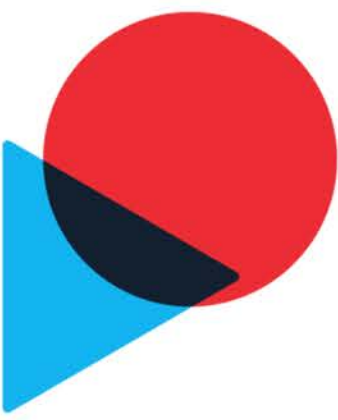


These two separate cohorts focus on skills aligned with the Leadership Quality Standard (LQS):

- Year 3 of VP Cohort focused on Instructional Leadership with support from Dr. Carolyn Cameron
- Year 2 of Sturgeon Aspiring Leadership Team (SALT) focused on the following topics:
 - Data-driven decision making
 - Supporting diverse learners
 - Leading Indigenous Education
 - Individual school-based leadership projects

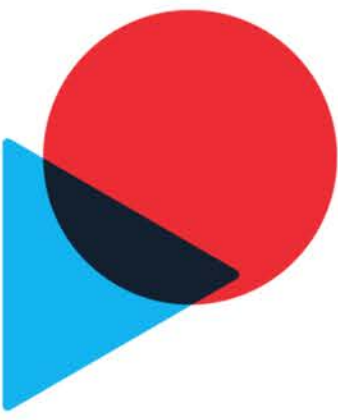
"Salt gave me a window into school leadership, and inspired me to dream big for my career"

Beginning Teachers



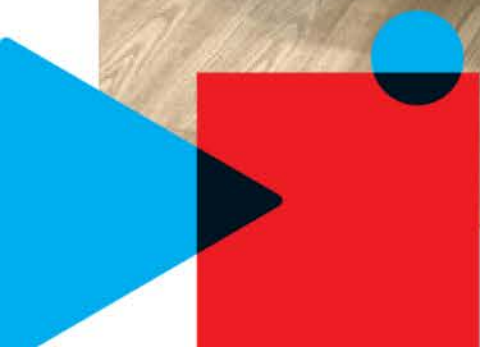
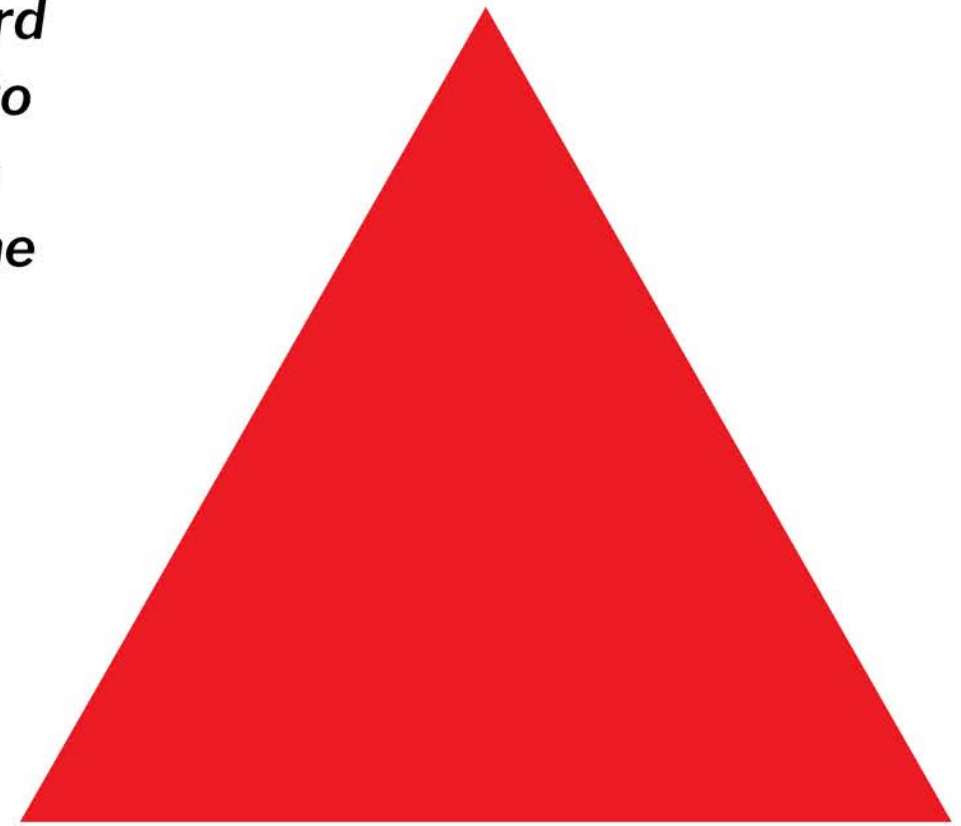
- Mentorship connections for new teachers strengthen practice
- Cohort met 4 times and topics included:
 - Effective planning and assessment
 - Communicating with parents and parent teacher interviews
 - Reflective practice and continuous improvement
 - Holistic approaches, behaviour support and Indigenous Education

Learning Coaches



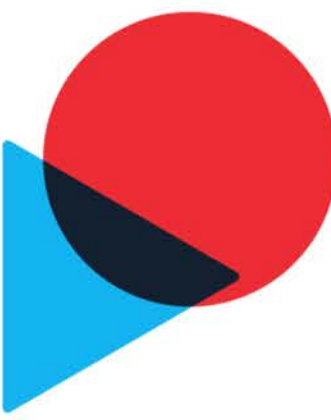
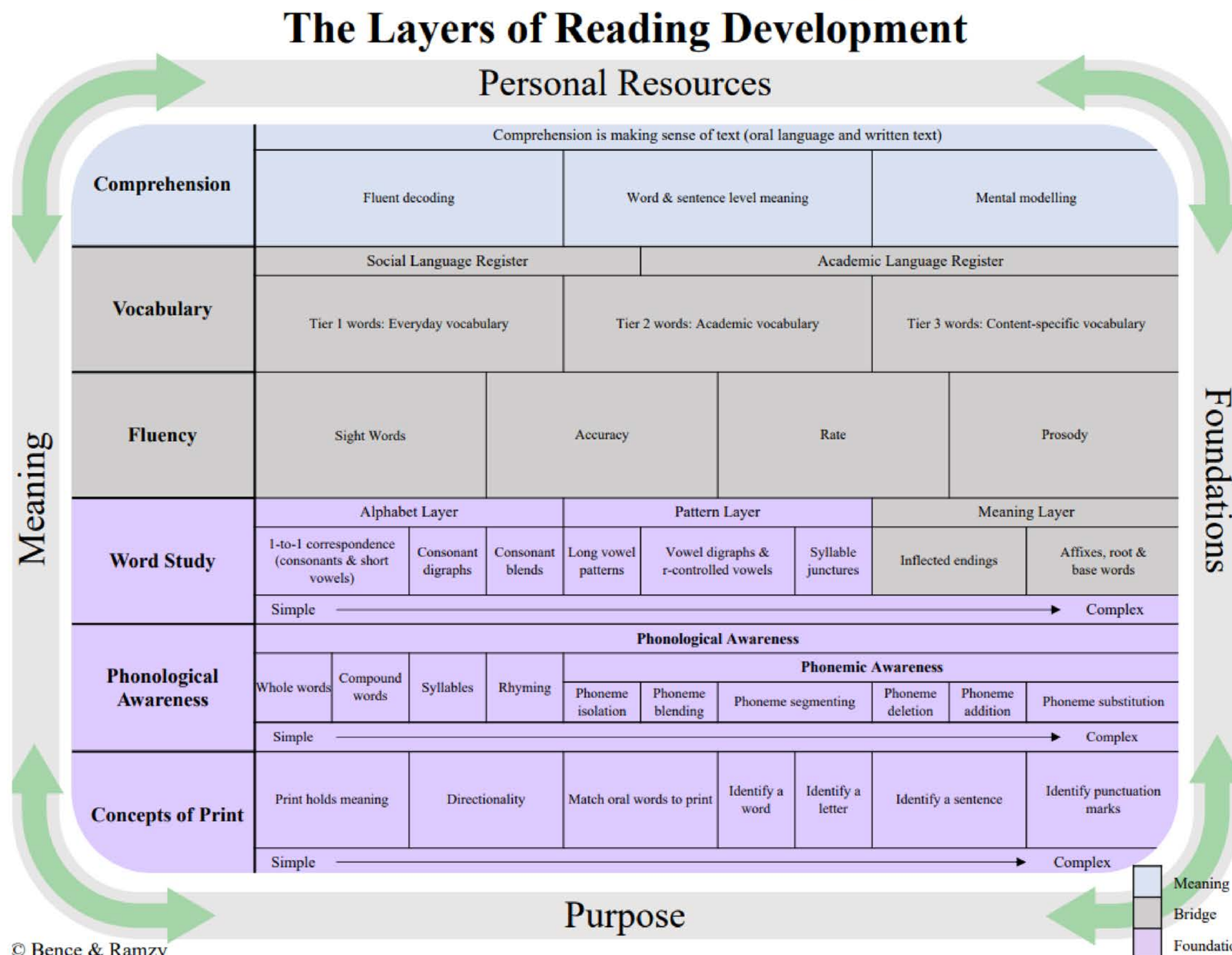
- Met 6 full days, 2 1/2 days
- Connection between classroom work and the School Education Plan

"Working with other Learning Coaches in the Division has allowed us to move the teaching and learning forward in a way that is meaningful to each school context, while aligning with the vision of the Division."



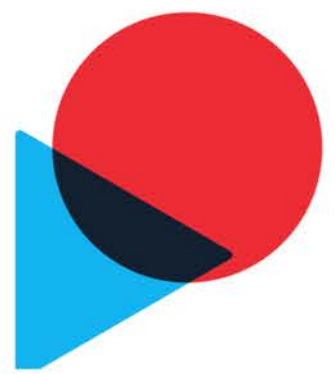
Literacy

The Layers of Reading Development



Sturgeon Public Schools
 Dare to reimagine learning

Numeracy



Early Layers of Number Sense

Date: _____

1. What did you notice?
Blue Botabla teal box

2. What do you wonder?
Is there another box?

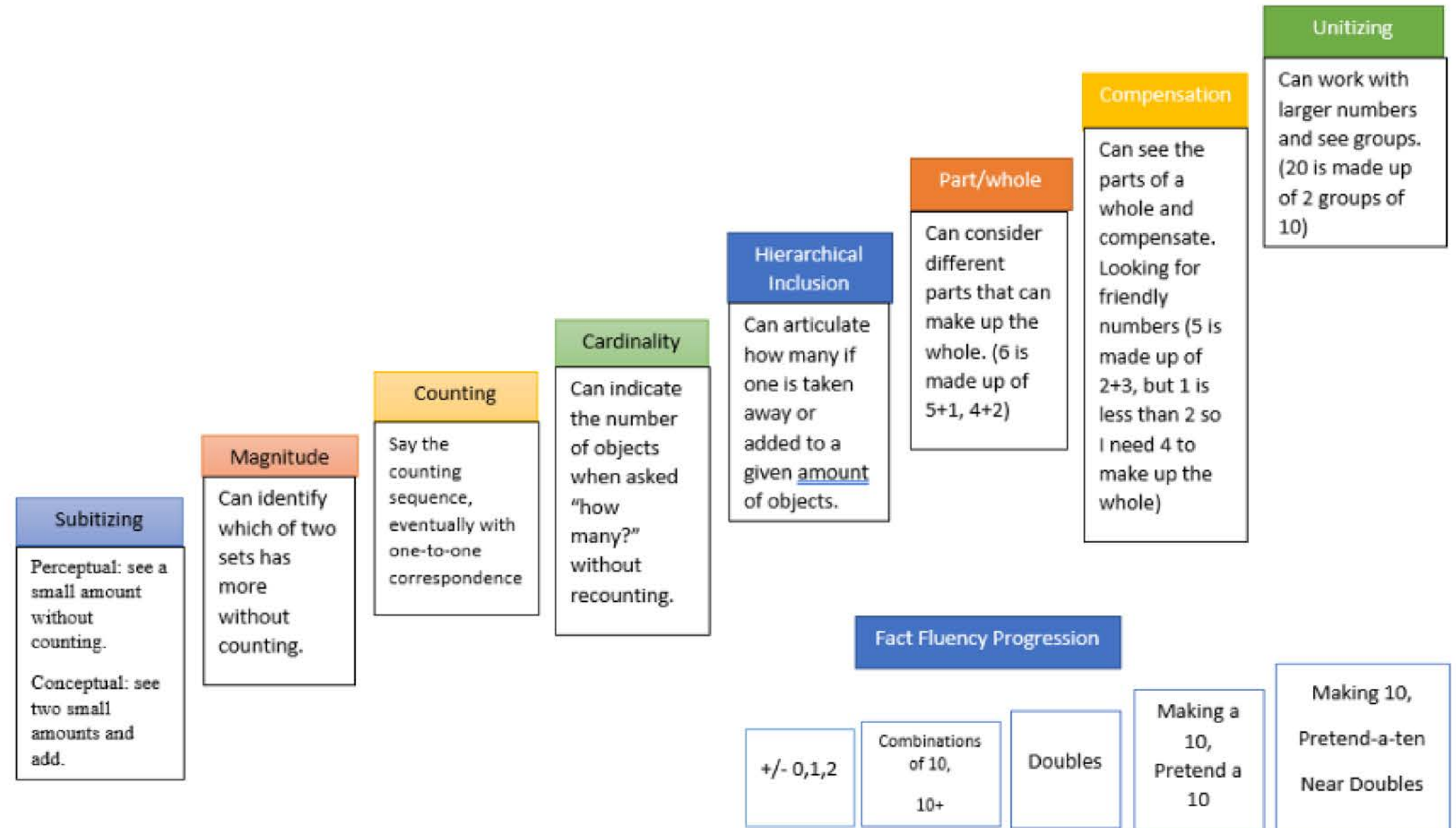
3. Main question:

4. Estimate:
24

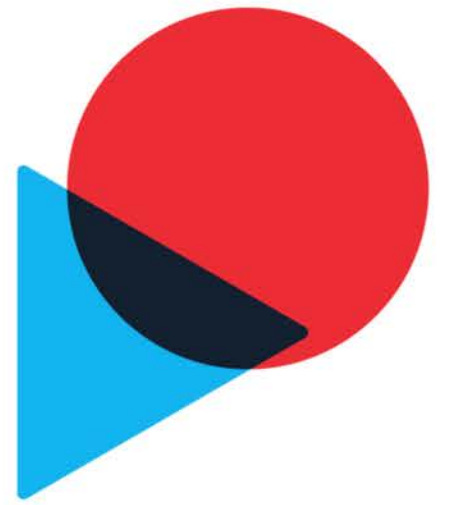
5. What information do you need?

6. Show your thinking:
Blue Green
yellow red

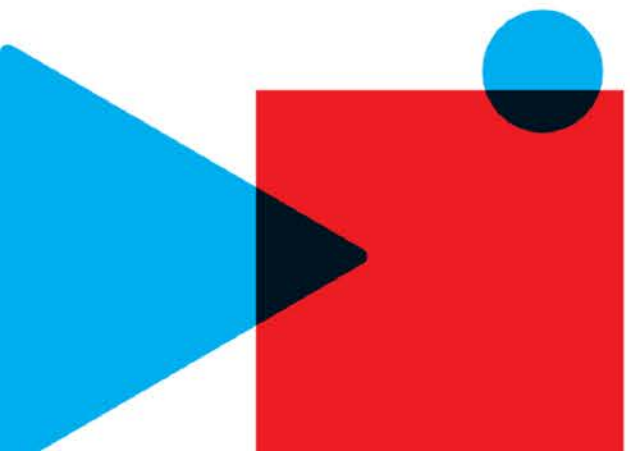
$(6 + 6 + 6 = 24) (3 + 3 + 3 + 3 = 11)$



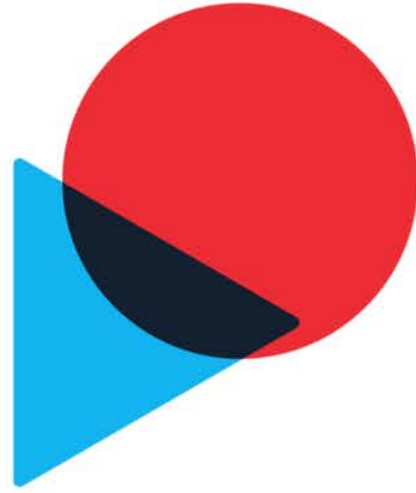
New Curriculum - PD



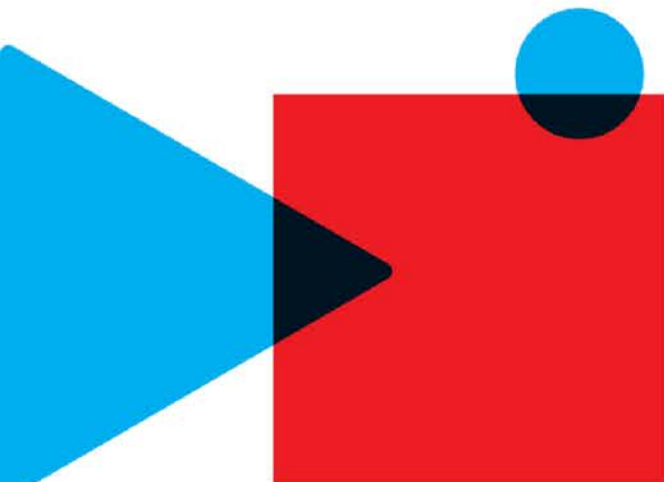
- Over 400 attendees at professional learning sessions
- 21 different sessions offered



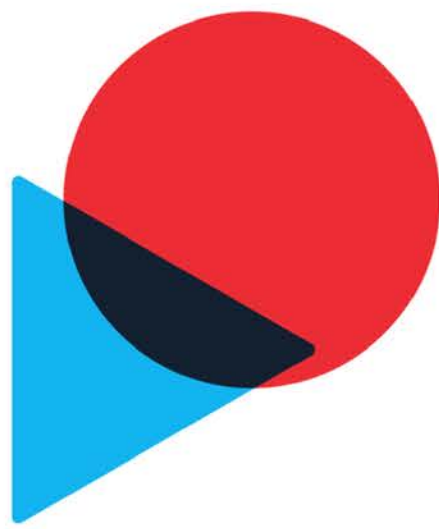
New Curriculum-Resources



- Over 60 resources have Division support
- Common math resource K-6

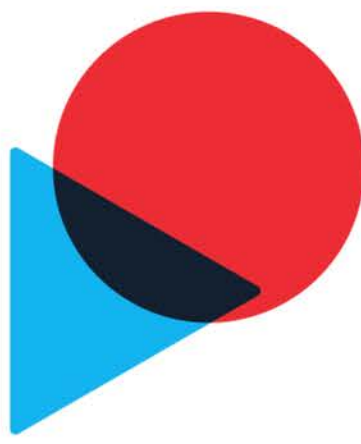


New Curriculum Working Groups

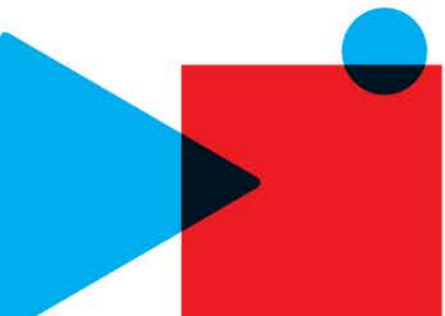
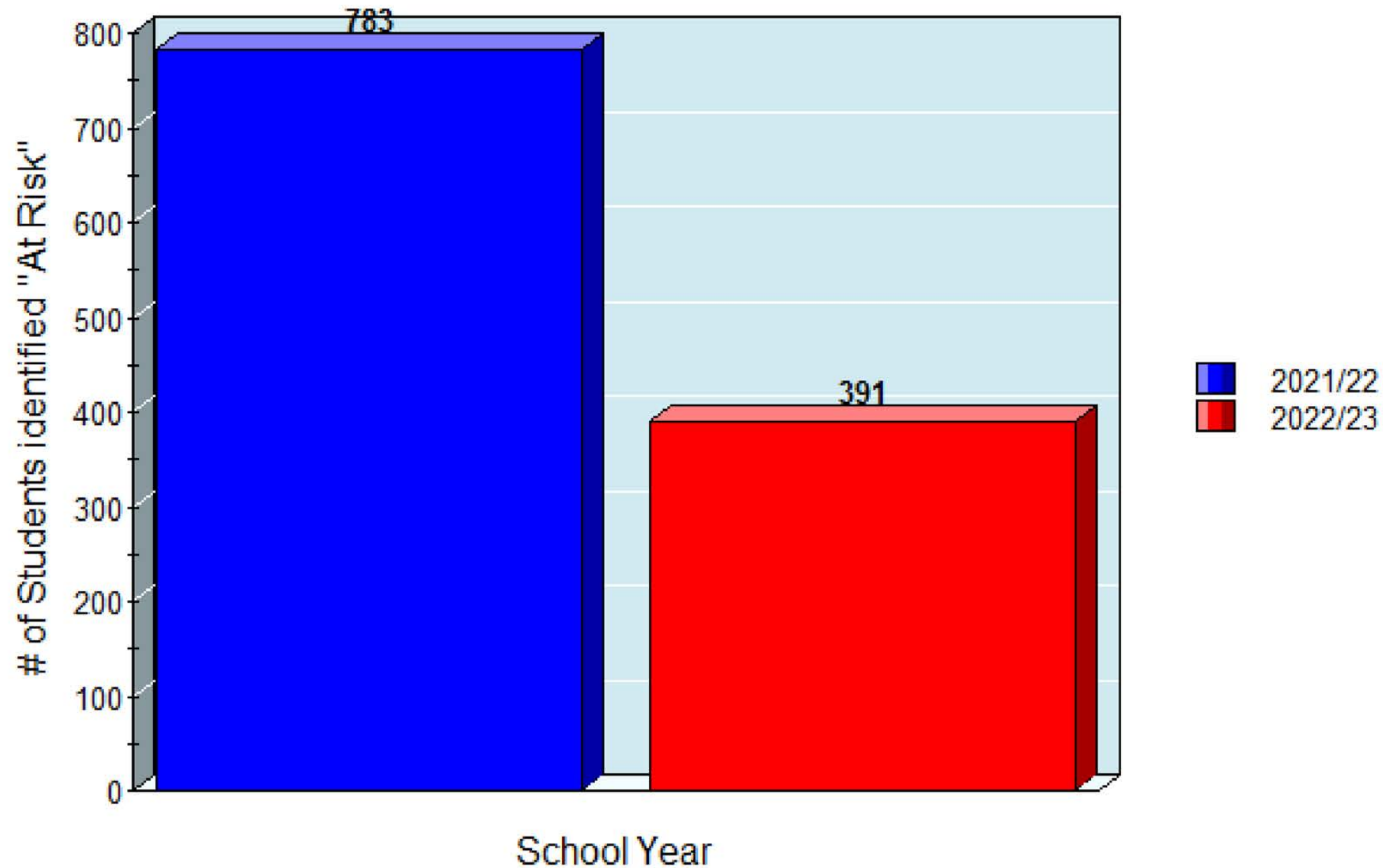


- 6 Working Groups
- 15 Meetings
- Created Sample Long Range Plans for each grade
- Identified Essential Skills and Procedures
- Professional Learning opportunities designed for administrators to continue into next year

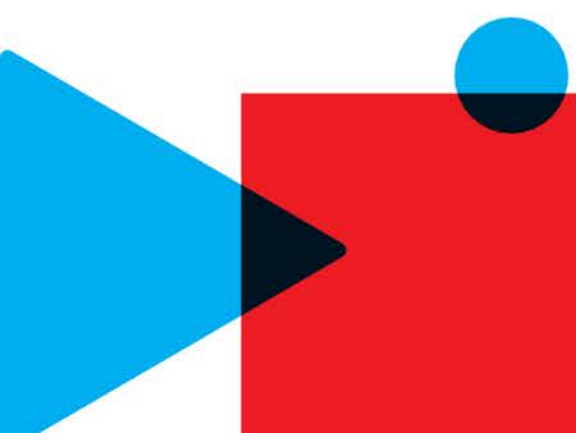
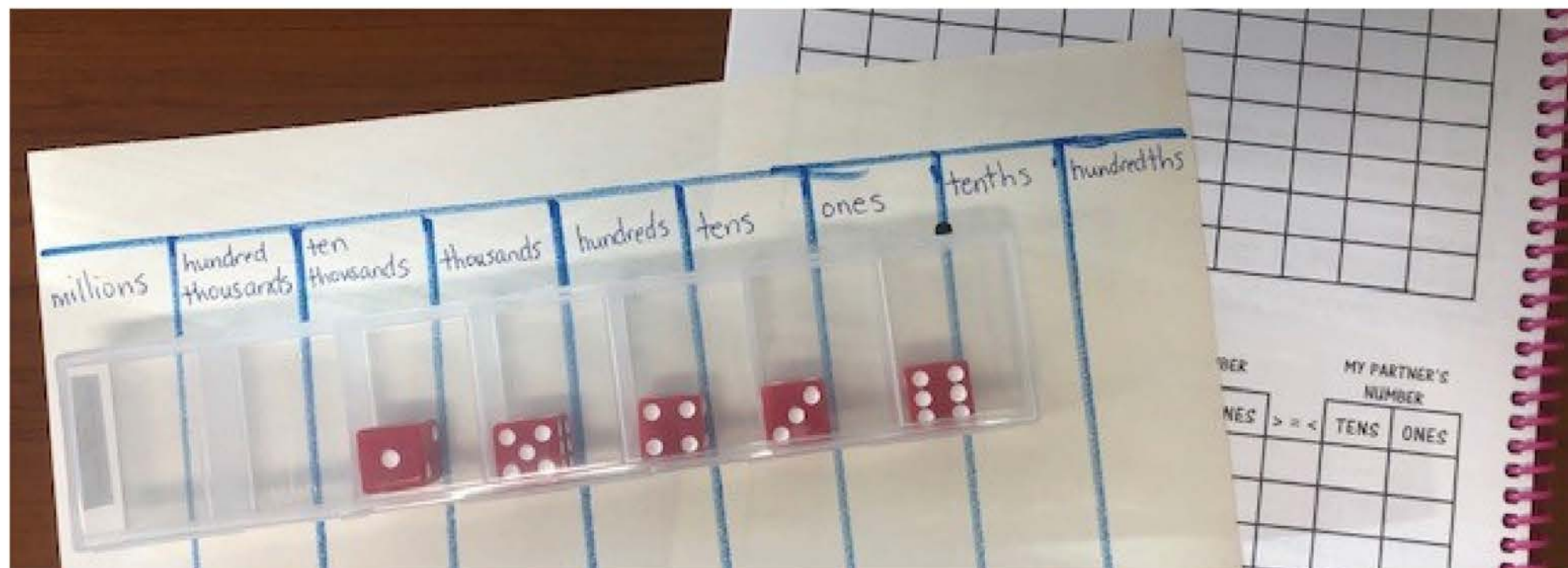
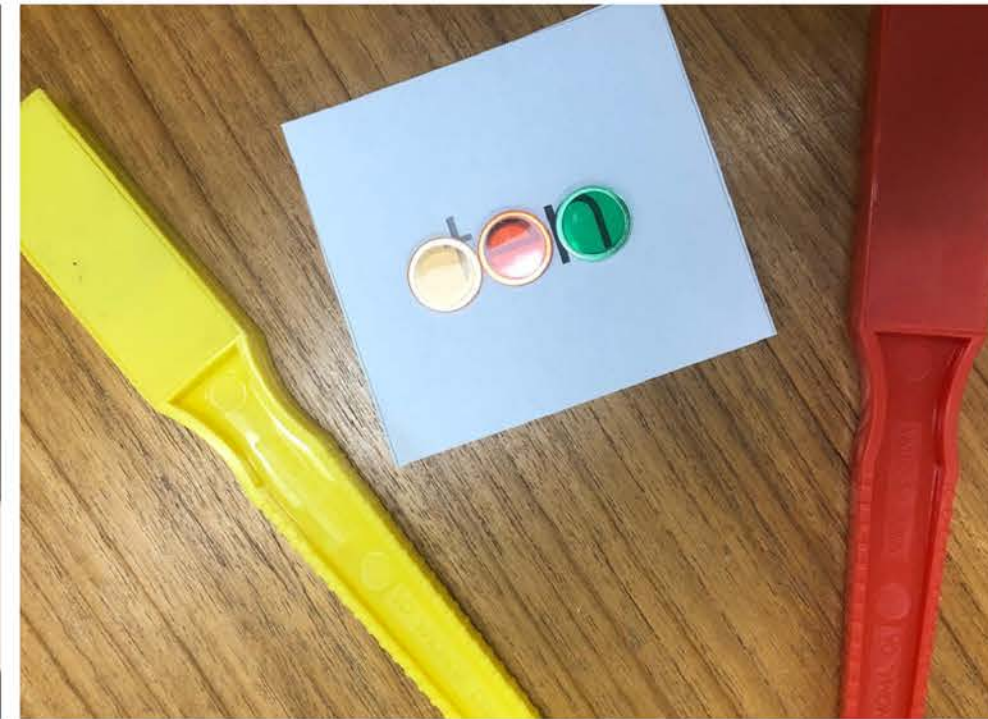
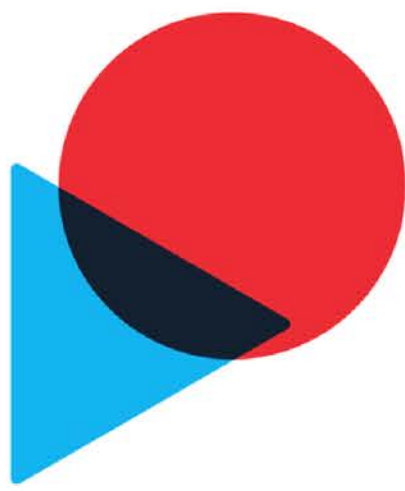
Learning Interruption Support



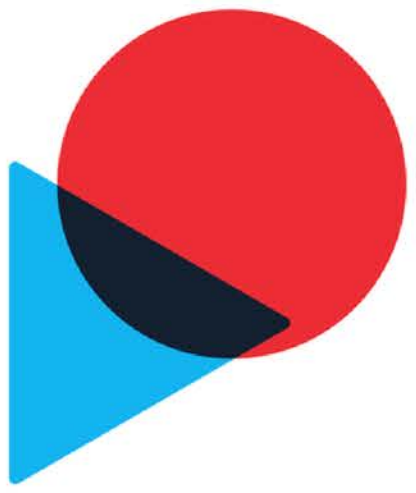
SPS Learning Interruption Support



Learning Interruption Intervention

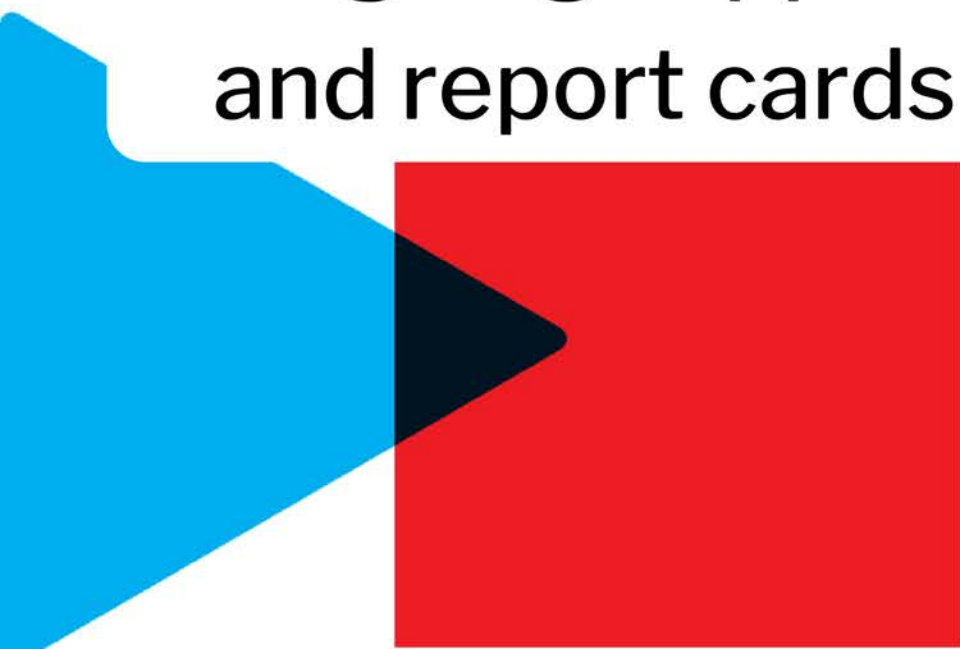


Educational Technology

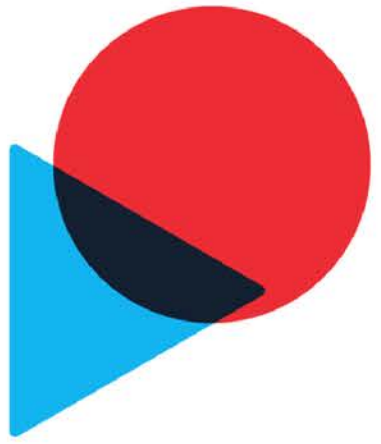


PowerTeacher Pro

- Personalized support to teachers
 - Welcome Back PD session
 - Initial setup for teachers in schools (Sturgeon Heights, Ochre Park, BACS, Guthrie, Namao, Legal)
 - Grade storage in schools at semester end (Redwater and SCHS)
- 23 How-To documents created and added to the Assessment Hub
- Ongoing support with teachers and Admin Assistants with setups, comments and report cards

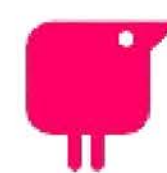


Educational Technology



Division Licenses and Device Support

- **Mathletics** - roll-over data from previous year; CASA classroom setup
- **Raz-Kids** - license allocation for teachers and administrators
- **TextHelp** - Read&Write, Equatio
- **GradeTransferer** - extension pilot for high schools and learning centers
- **Standard Apps** for iPads in K-3 classrooms
- **Support for Learning Services** - accessibility options
- **LOFT Board strategies** at Guthrie and Division PD on March 13



texthelp®

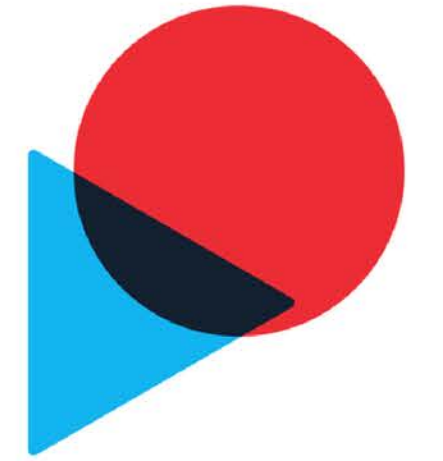
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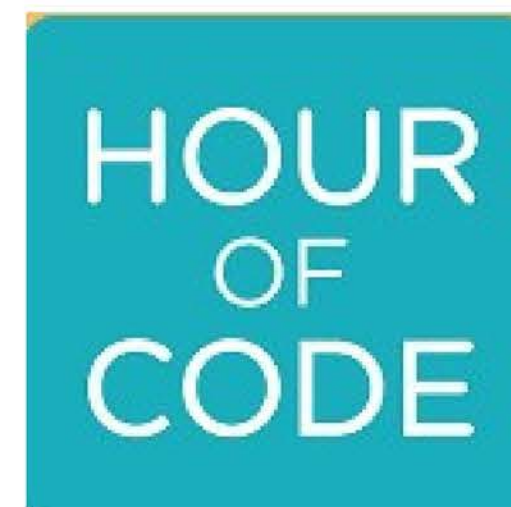
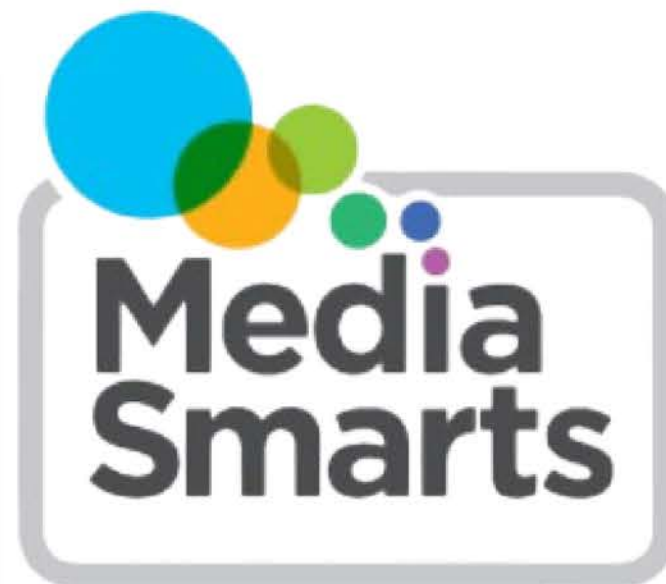
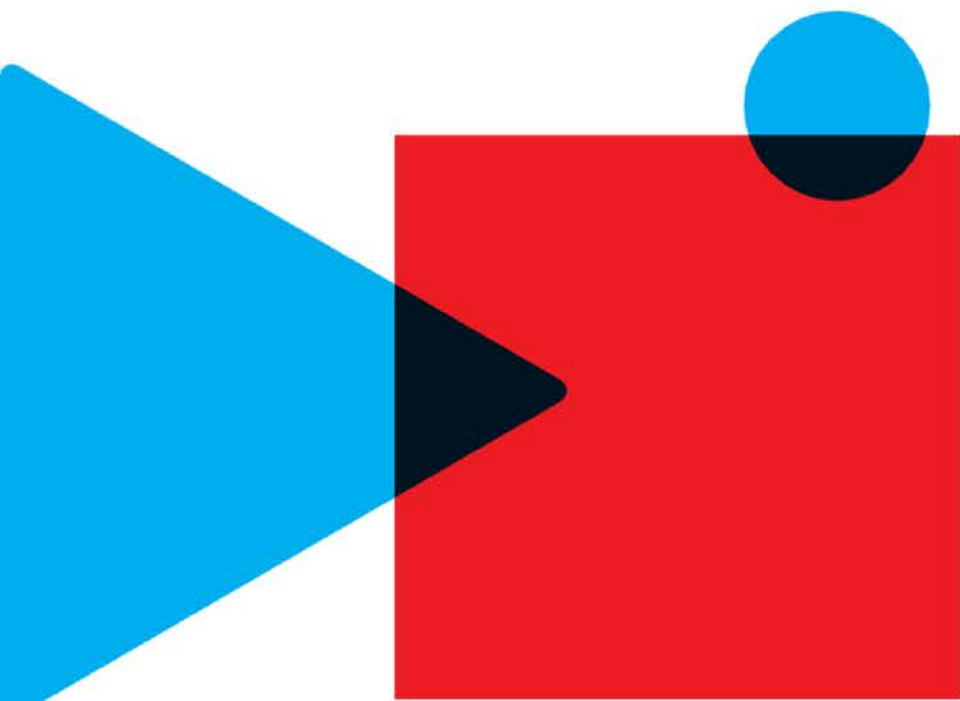
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Educational Technology

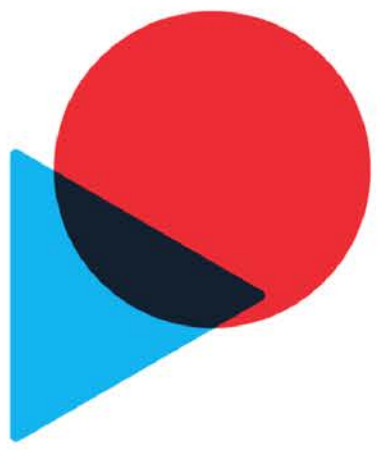


Promoting Student Engagement

- Media Literacy Week and Digital Citizen Day Activities
- Hour of Code Week Activities
- STEAM education support for teachers (micro:bits, Minecraft EDU, 3D printing)
- STEAM progressions and STEAM 2023 event with the STEAM Cohort

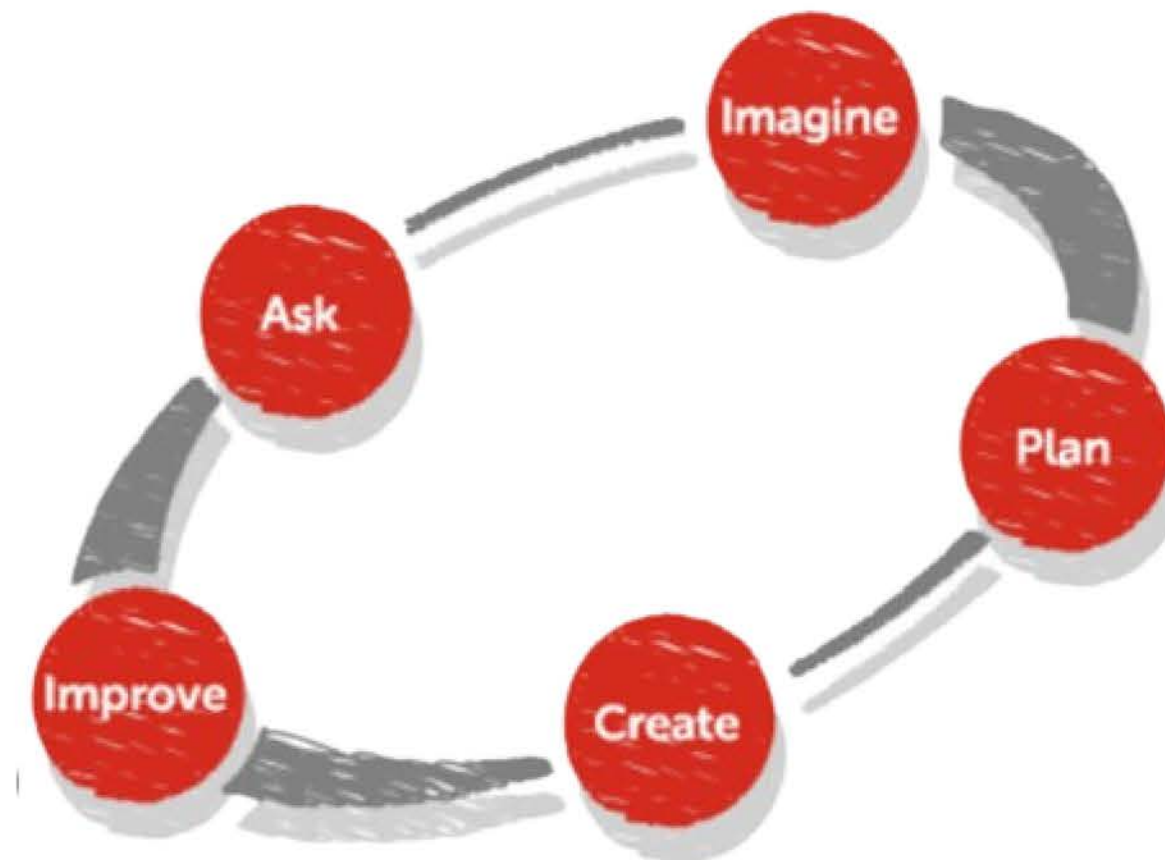


Educational Technology



STEAM 2023 May-Ker Month

- Created to build capacity in teachers and students in the areas of STEAM
- Focused on the Engineering Design Process
- STEAM Cohort Teachers offered support to schools



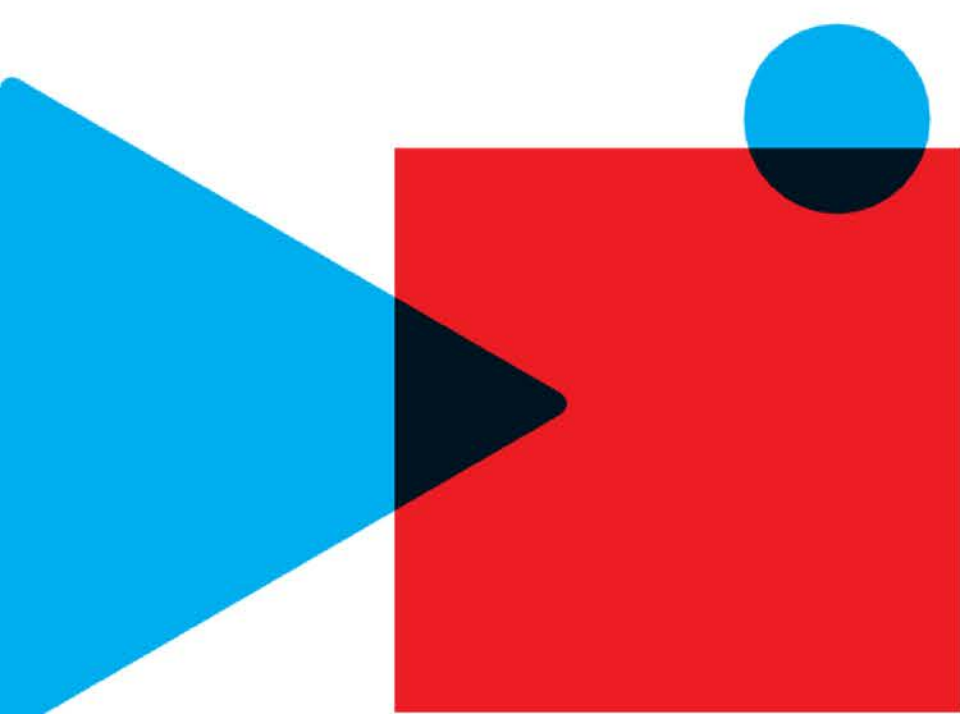
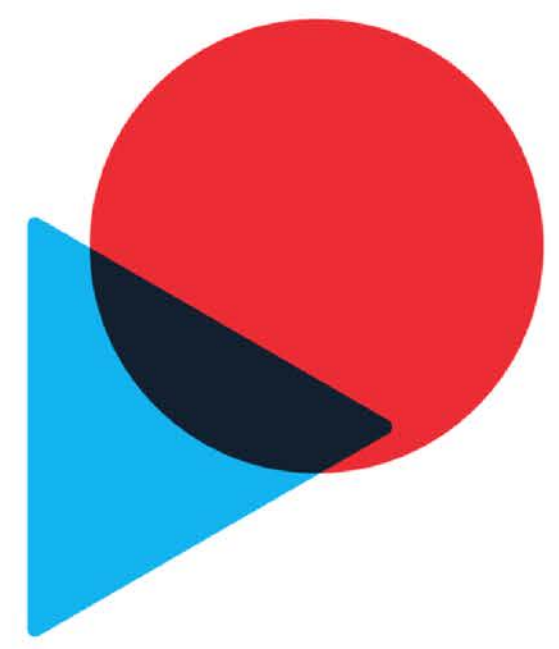
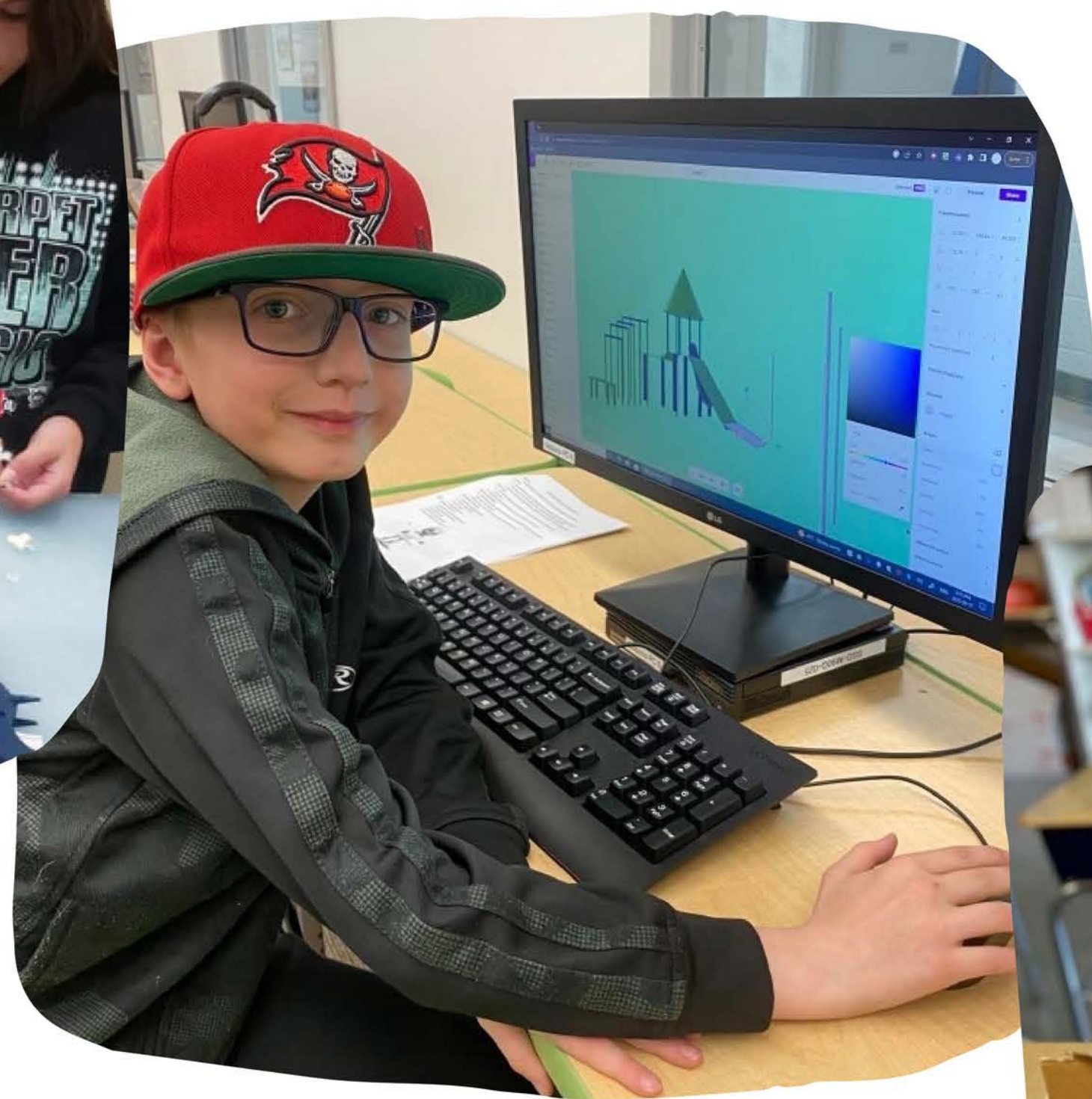
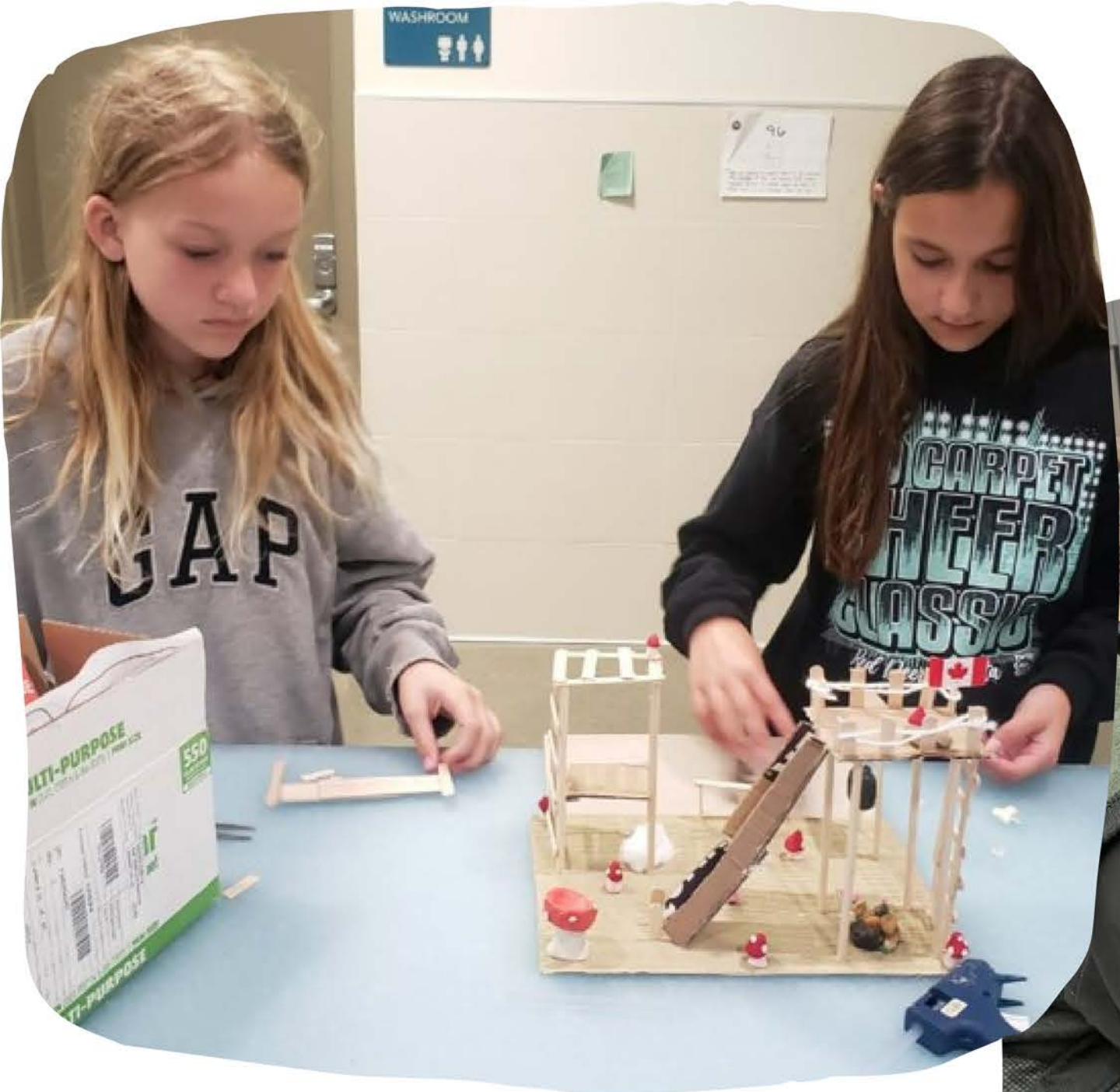
- Student teams selected one of four theme-based challenges



Create a Character



It's Game Time



**Meet Me at the
Playground**



Playing Safe

Educational Technology

STEAM 2023 May-Ker Month

- Final products at each school within each grade division were judged
- Medals for winning teams and certificates for all participants
- 10 micro:bit prizes for social media posts with #SPSMaykerMonth

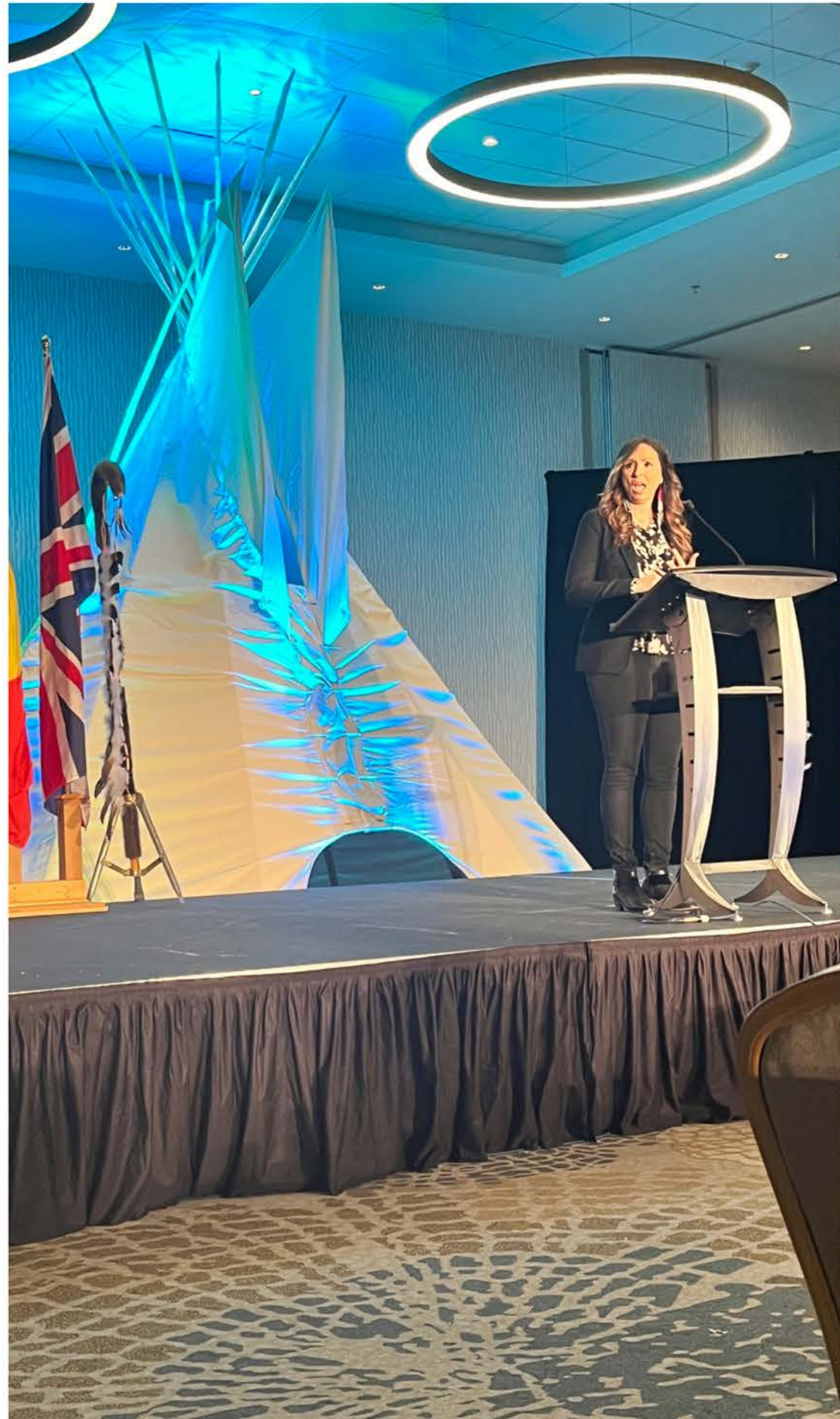


Indigenous Education

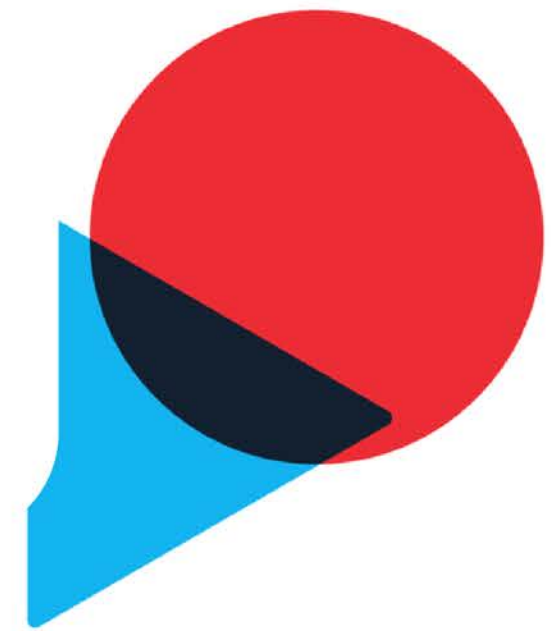
Professional Learning

- School Leadership offered blanket exercises, River Walks and PLC time with Indigenous Education Lead
- School staff had the opportunity to participate in Ribbon Skirt workshops, smudge teachings, resource revamping
- Indigenous Education team participated multiple learning opportunities (CASS, FNEC, Take Me Outside)





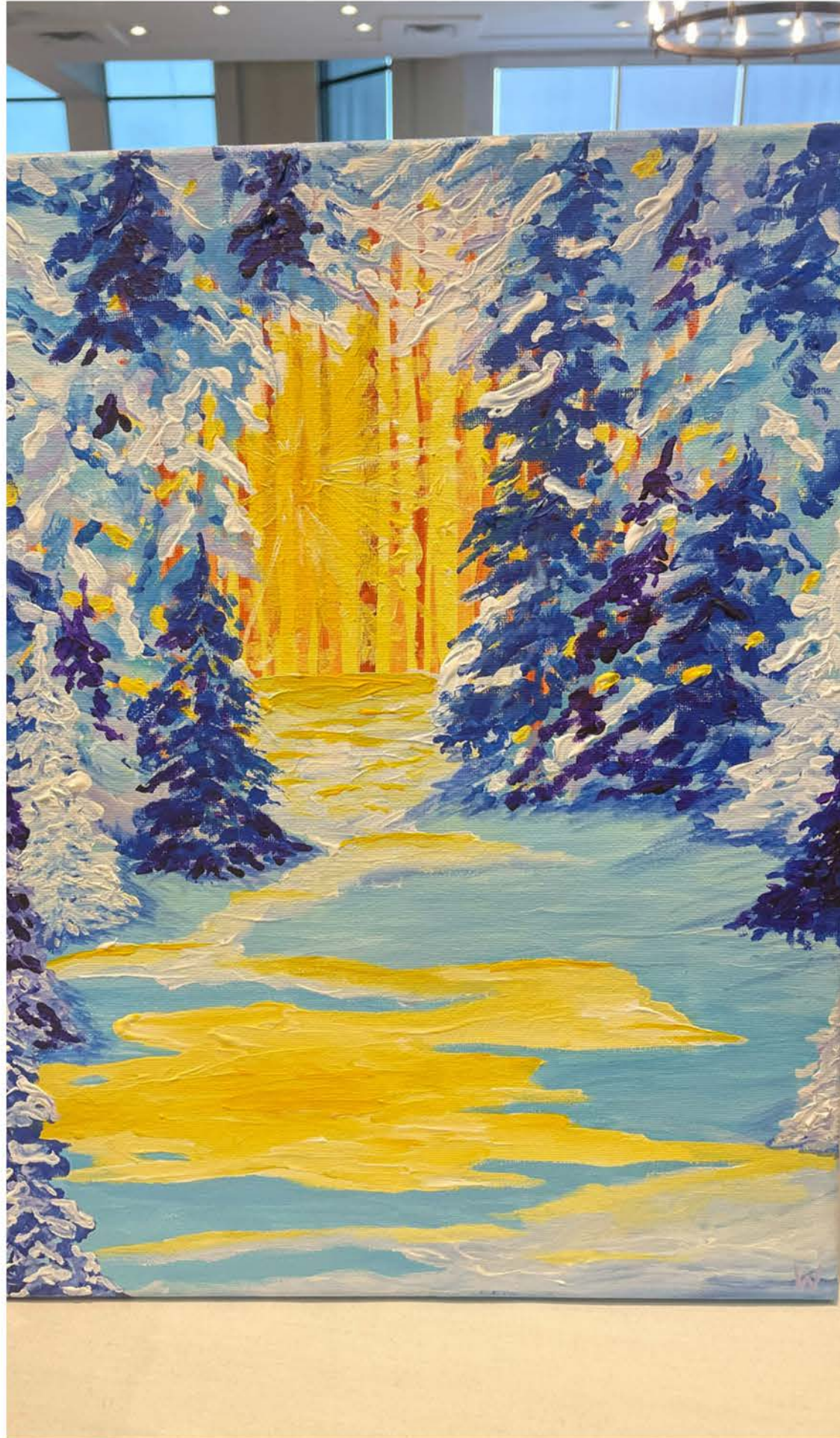
Indigenous Education

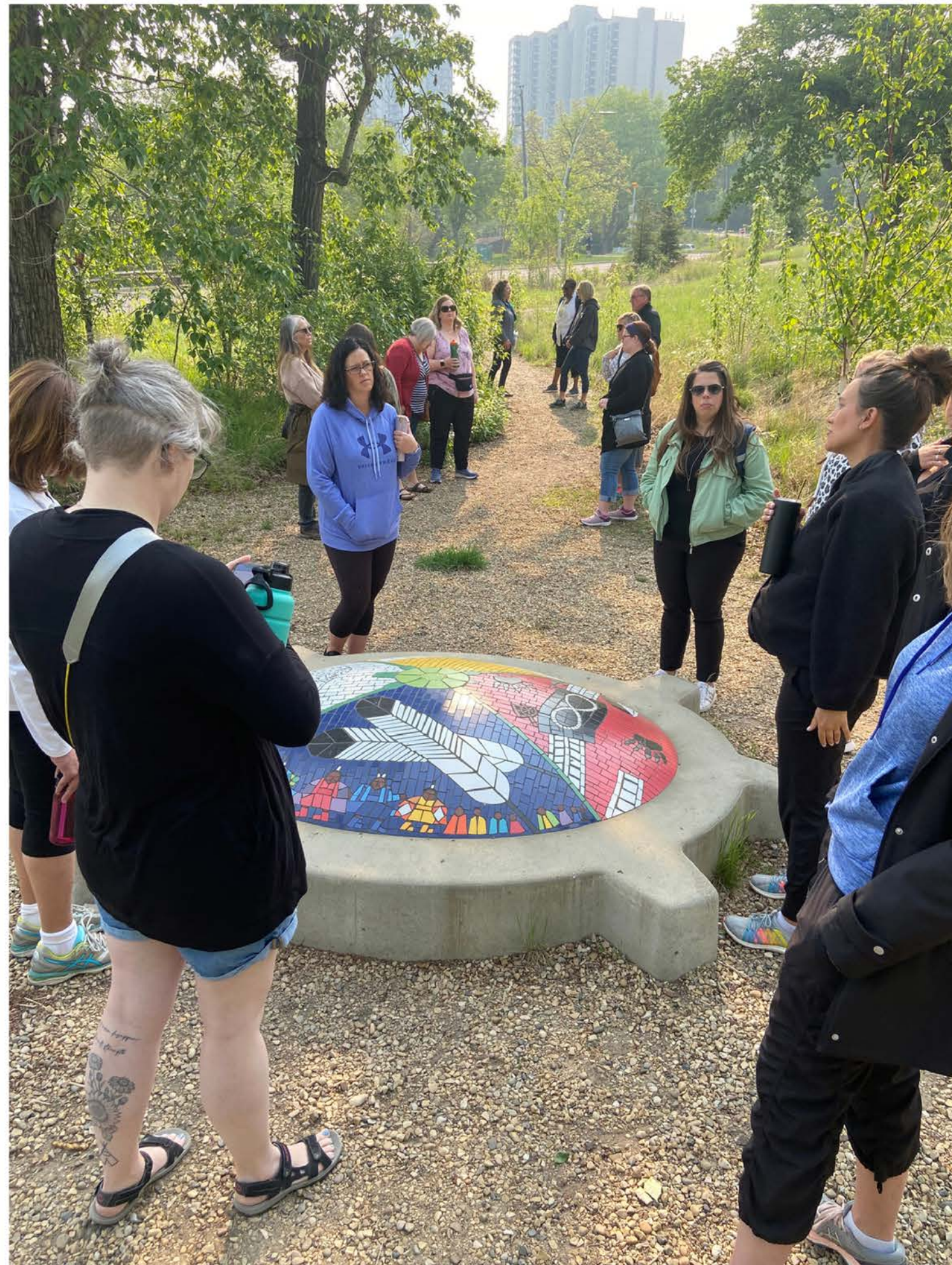


Call to Action cohort

- **Cohort met 5 times this year (at least 1 staff from each school)**
 - Musee Heritage
 - Indigenous Peoples Experience
 - Treaty/Smudge
 - Art & Drumming- Eugene Alexis
 - Sacred Land (kihcikaw askiy)
- **Additional learning opportunities**
 - EXNS (UofA)
 - 4 Seasons of Indigenous Education
 - Hoop Dancing Workshop
 - CASS Indigenous Gathering
 - Take Me Outside conference







Indigenous Education

Student Success

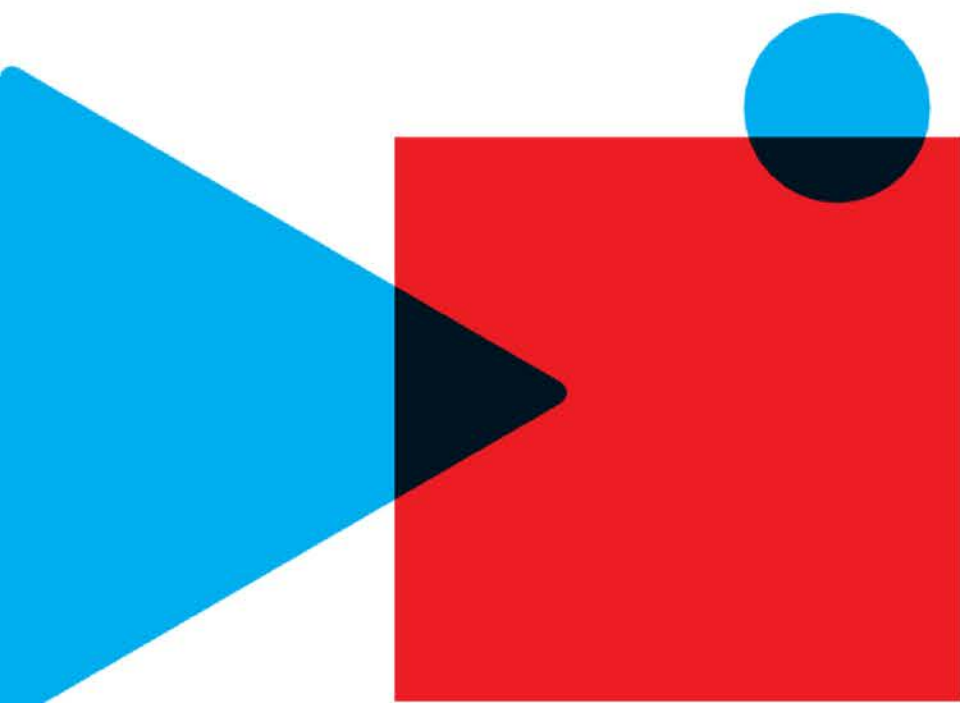
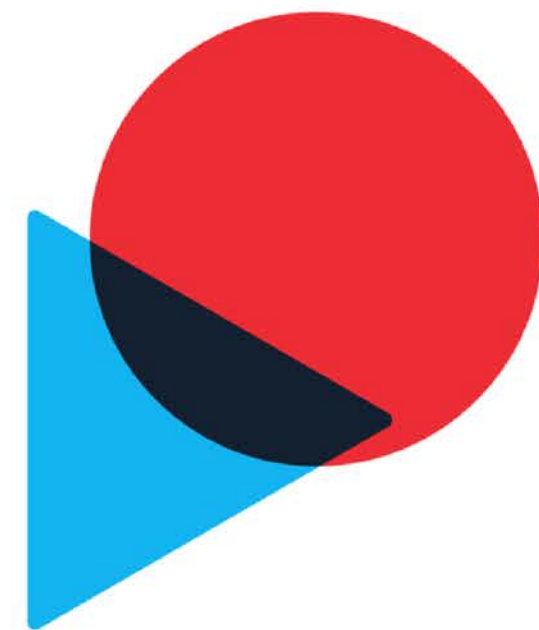
- Student participation in River Walk, Blanket exercises, land base learning opportunities, Culture Camp at AFN, Ribbon Skirt workshops, Indigenous Games, Feast & Round Dance
- Direct work with students through Indigenous Students success coaches at RW/SCHS as well as Indigenous Student Counsellor at Camilla/FWPS
- Smudging opportunities at most schools through Call to Action leads and school counsellors
- Increased visibility through artwork, language and use of resources (Sense of Belonging)
- Regular meetings with KEC staff to align goals and supports for First Nation students







Questions





DATE: June 28, 2023

TO: Board of Trustees

FROM: Shawna Warren, Superintendent

ORIGINATOR: Jonathan Konrad, Deputy Superintendent, Education Services
Kari Morgan, Division Principal
Sherri Devolder, Principal, Sturgeon Composite High School
Christy Filgate, Principal, Redwater School

GOVERNANCE POLICY: [Policy 700 – Superintendent of Schools](#)

ADDITIONAL REFERENCE: [AP845 – Off-Campus Education](#)
Assurance Domain – [Student Growth and Achievement](#)

SUBJECT: Annual Report re: Off-Campus Education

PURPOSE:

For information.

BACKGROUND:

In accordance with *Administrative Procedure 845 – Off-Campus Education (Section 5)*, please find attached, a report regarding the Off-Campus Education programs offered in the Division’s high schools in the 2022–2023 school year.

Administration is prepared to respond to questions at the June 28, 2023, Public Board meeting.

ATTACHMENT(S):

1. Off-Campus Education Report – Redwater School
2. Off-Campus Education Report – Sturgeon Composite High School/Learning Centres



Redwater School

OFF-CAMPUS EDUCATION 2022 -2023

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), Dual Credit, and the Green Certificate Program for those students with interest in training for an agricultural occupation.

Work Experience and Career Internship:

students earned Off Campus credits at the following locations:

- Armstrong Trucking
- Connect Energy
- Eleniak Farms
- Evolution Mechanical
- Fusion
- IGA
- Harbour Pool
- Leader In Training Program
- Millcreek Sand and Gravel
- Paradise Inn and Suites
- Redwater Public Library
- Redwater School
- Redwater Golf Course
- Rick's Oilfield Hauling
- Thorhild County
- Town of Redwater
- Candice Vertypora

Registered Apprenticeship Program (RAP):

- Two student received 75 credits were achieved by two students, one in millwright (35 credits) and one in Heavy Equipment Technologist (40 credits). Total 75 credits for RAP.
- Three students are currently actively planning for a 2022-23 RAP placement for summer and to continue into the upcoming school year. (This involves participation in work experience, aligning 30 level courses to be taken in Grade 11 or Distance Learning and completing applications).

Dual Credit Students

- There were 7 students in dual credit earning 24 credits at the 30 level. 3 students at NAIT in Advanced Welding and 4 with Olds College In Vet Tech, and Technology all Around us.

Alberta Agriculture's Green Certificate Program:

- One student completed the remaining 6/16 credits of Cow Calf (OTH 9900, 9901, 9902) this school year. He completed his Green Certificate in this grade 12 year.

Credits earned for 2022- 2023 school year (Work Experience and Career Internship):

- Approximately 137 credits in work experience, plus 75 RAP credits, plus 6 Green Certificate credits, 24 dual credit classes = approximately 242 Total Off Campus Credits. These numbers may change/increase slightly by the end of June.

Sturgeon Composite High School/Learning Centers

OFF-CAMPUS EDUCATION 2022-2023



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 **2022/2023** year, students enrolled in approximately:

- **268** off-campus 5 credit courses at Sturgeon Composite High School and Learning Centers from July 2nd, 2022 to June 30th 2023. RAP students take multiple classes up to 40 credits. Work experience can get a maximum 15 credits.
- **26** sections of 5 credits at MLC/SLC with a total **21** students.
- **162** students enrolled in off campus programming in Sturgeon Public School Division for 2022-2023 July 2022- June 2023.
- **24** Dual Credit students in 7 different courses in Olds College, Lakeland College and NAIT.
- **3** students in the Green Certificate Program.
- Sturgeon Composite High School students will earn approximately **1335** 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:

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

Students were employed in off-campus work experience at local businesses including but not limited to:

- | | |
|----------------------|--------------------|
| ➤ Boston Pizza | ➤ Prairie Gardens |
| ➤ Dollar Tree | ➤ Dairy Queen |
| ➤ Badger Parts | ➤ Tim Hortons |
| ➤ McDonalds | ➤ Fas Gas |
| ➤ B2K Vegetable Farm | ➤ 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.
- **31** 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 at SCHS.

Registered Apprenticeship Program (RAP):

Throughout the regular school year approximately **30** 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
- Private Farm Operators
(approximately 10)
- 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.

Alberta Agriculture’s Green Certificate Program:

- 3 students enrolled in the Green Certificate from grades 10-12.
- 1 in Equine and 2 in the Cow/Calf program.
- Alberta Education began funding this program in September 2018, which has reduced the financial barrier.

Course Enrolments from last 4 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 0.5 FTE:

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

Course Enrolment 2021/2022 0.5 FTE:

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

Course Enrolment 2022/2023 1.0 FTE:

2022/2023	SCHS Course Enrolment	Learning Centres Course Enrolment
Yearly Total -	247	21

Dual Credit:

- 24 students enrolled in dual credit with 12 at NAIT, 2 at Lakeland College and 10 at Olds College
- These are the courses the students were registered in:
 - Intro to the Veterinary Profession
 - Training for Performance
 - Producing Horticulture Crops
 - American Sign Language Level 1
 - Advanced Welding Technologist Welding 1000

Summer 2023

Current Enrolment: 71 students as of June 1, 2023



DATE: June 28, 2023

TO: Board of Trustees

FROM: Shawna Warren, Superintendent

ORIGINATOR: Jonathan Konrad, Deputy Superintendent, Education Services
Lauren Walter, Manager, Marketing & Communications

GOVERNANCE POLICY: [Policy 225 – Board Responsibility and Conduct](#)
[Policy 700 – Superintendent of Schools](#)

ADDITIONAL REFERENCE: [AP220 – Communications](#)
Assurance Domain – Local and Societal Context

SUBJECT: Communications Report – June 2023

PURPOSE:

For information.

BACKGROUND:

The Superintendent is committed to ensuring open, transparent, positive internal and external communications are developed and maintained. In accordance with this commitment, the Superintendent employs a Communications Manager whose primary role is to establish and maintain effective Division and school communication.

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

Administration is prepared to respond to questions at the June 28, 2023, Public Board meeting.

ATTACHMENT(S):

1. Communications Report – June 2023

Board Memorandum

May 2023 & June 2023



**Sturgeon
Public Schools**

Dare to reimagine learning

Communications
Report

Marketing Goals

As outlined in the 2022/23
Communications Plan



1. SPS BLOG/NEWSLETTER

The blog/newsletter will be used to update parents—as well as the greater community—on the positive things that are happening in the division, such as:

1. Events
2. News
3. Award Wins
4. Projects
5. Initiatives



2. TRADITIONAL MEDIA

The aim of this year's Communication Plan is to build connection with other media organizations in our community. Each month, stories will be submitted to Sturgeon County—as well as each Town Administration—highlighting exciting news about our schools. Having local organizations circulate our success stories will contribute to our positive community reputation, while simultaneously promoting our programs.



3. WEBSITE UPDATES

The website will be updated so that the format and content are concise, informative, and user friendly. A particular area of improvement will be the individual school sites—which will be made more uniform and easy for current and prospective parents to navigate.

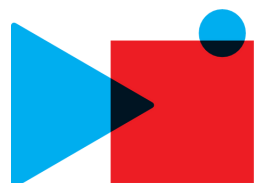


4. SOCIAL MEDIA

The goal of our social media is to be more engaging and innovative than ever before. We will post photo and video content daily that:

- A) Reflects our Core Values
- B) Is Engaging
- C) Follows Current Social Media Trends
- D) Utilizes Algorithmic Patterns to Reach a Large Audience

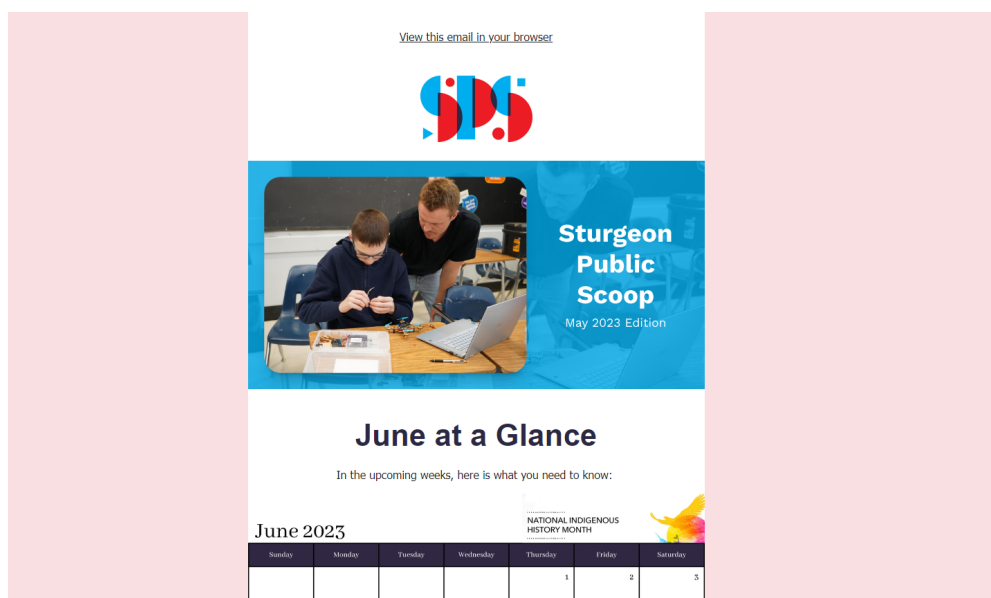
The social media platforms we will be utilizing are:



Communications in May & June has been focused on:

- The May edition of the Division Newsletter. This edition included: information and details on National Indigenous History Month as well as Pride Week, details on the 2023-2026 Education Plan, our Division's Edwin Parr Award Nominee, May-ker Month, and other exciting updates.

Aligns with Marketing Goal 1



Show me the May Edition of the Newsletter

- Promoting our Pre-Kindergarten programming through the distribution of print materials. Our Pre-Kindergarten infographic flyers were placed in Daycares, Dentist Offices, Doctors Offices, Post Offices, and other high traffic areas within our School Communities.

Aligns with Marketing Goal 2

Communications in May & June has been focused on:

- Showcasing our Division's active participation in Pride Week, ensuring our Sturgeon Public Schools branding reflected inclusivity and diversity. To demonstrate our support, we updated our branding across all platforms with vibrant rainbow pride colours. Furthermore, we shared photos capturing our schools' engagement in various Pride initiatives and events, celebrating the spirit of inclusiveness within our community.

Aligns with all Marketing Goals



Sturgeon
Public Schools

Celebrating Pride Week

Jun 1, 2023



Celebrating Pride Week

Embracing Diversity in Sturgeon Public Schools


Sturgeon Public Schools will be celebrating Pride Week the week of June 5th – 9th, 2023. The Board believes in the importance of, and is committed to, establishing and maintaining 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. To honour the importance of inclusive environments that respect diversity our



Show me

Day 166



 We are grateful for the opportunity to celebrate and promote inclusivity for all students during Pride Week. Let's continue to spread love and acceptance within our community! 🌈❤️

 #heartforNamao
#180daysofNamaogratitude



Show me

Communications in May & June has been focused on:

- Collaborating with CASA Mental Health Services to host a Mental Health Classrooms Open House at Gibbons School. In addition to spreading the word about the Open House via School Messenger, Social Media, and notifying media contacts, posters were created as a way to engage and inform parents at the event about what the classrooms have to offer.

Aligns with all Marketing Goals

CALOCUS-CASII: Child and Adolescent Level of Care/Service Intensity Utilization System						
Level 0	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Prevention and Health Management	Recovery Maintenance and Health Management	Low-intensity Community-based Services	High-intensity Community-based Services	Medically Monitored Community-based Services: Intensive Integrated Services Without 24-hour Psychiatric Monitoring	Medically Monitored Intensive Integrated Services: Non-secure, 24-hour Service with Psychiatric Monitoring	Medically Monitored Secure, Integrated Intensive Services: Non-Secure, 24-hour Service with Psychiatric Management
Community Partners and Primary Care Networks			Alberta Health Services			

THE MISSING MIDDLE

Hearing from our care providers, partners and families helped CASA Mental Health to better define its core services to determine where CASA provides the most value in the continuum of mental health care. Where mental health prevention and promotion services are already available in the community, and hospitalization is available through the provincial health system when needed, CASA is focused on serving diagnosed children and youth in the missing middle levels of acuity, with the aim of preventing hospitalization down the road and empowering our patients to thrive in their communities during and after treatment.



Double the Number of Kids

- Expand our current services within the facilities we currently occupy,
- Build and expand virtual services, and
- Work with partners to bring mental health services closer to kids by offering CASA programming in other organizations facilities/space.

VISION

A community where all children, youth and their families are provided with timely mental health care and empowered to thrive

MISSION

To build resilience through holistic, evidence-informed and compassionate care, and to advocate for children, youth and families with mental illness

VALUES

Community
 Child-centred and family-inclusive care
 Collaboration
 Equity, diversity and inclusion
 Outcomes-based accountability

- Assisting Landing Trail School in mobilizing the community for the grand commemoration of Landing Trail's 40th Anniversary. Alongside the development of an engaging anniversary website, impactful social media posts and website announcements were made to generate widespread awareness. Additionally, a thoughtfully crafted flyer was designed and circulated throughout the town of Gibbons, ensuring maximum outreach and involvement.



Sturgeon Public in the Media

Aligns with Marketing Goal 2

- June 12, 2023 — Sturgeon Composite Hosts Alumni Concert
St Albert Gazette
- June 1, 2023 — Talent and Heart Collide in Four Winds Public School's Annie Jr.
Morinville Online
- June 21, 2023 — Celebrating 40 Years at Ochre Park
Redwater Review
- A Congratulations to our 2023 Graduating Class will be shared in the June 28th Edition of the Redwater Review, and the June 29th version of the St. Albert Gazette

Upcoming Events

- Last Day of Classes - June 29th
- Welcome Back 2023 - August 29th



DATE: June 28, 2023

TO: Board of Trustees

FROM: Shawna Warren, Superintendent

ORIGINATOR: Liliana LeVesconte, Associate Superintendent, Corporate Services

GOVERNANCE POLICY: [Policy 405 - Budget Development and Transparency](#)

ADDITIONAL REFERENCE: [AP 415 - Fiscal Reporting](#)
 Education Act: Sections 139(1)(2), 143, 180, 183, 184
 Assurance Domain - [Governance](#)

SUBJECT: Monthly Financial Report- May 2023

PURPOSE:

For information.

BACKGROUND:

The Board Financial Report for May 2023 is included for Trustee information.

Every month, at the Public Meeting of the Board, as stated in Policy 405 - 2.6 – “The Board shall receive a financial report of budget and year-to-date revenues and expenditures, along with a variance analysis for the previous month.”

The Monthly Budget Report includes a column for Instructional Centralized Supports. In addition, a Non-budgeted Additional Grants column for amounts received after the approved budget is tracked outside the approved budget. The Instructional Centralized Supports include Information Technology, Education Planning, Community Engagement, Curriculum Development, Specialized Learning Support, Program Unit Funding (PUF), Human Resources, Student Health and Wellness, Division PD, Division Principal and Evergreening.

As of the end of May 2023, the Division’s deficit is \$4.17M.

The Division received unbudgeted grants released, totalling \$1,049,344 (unspent balance to date \$403k) offsetting our anticipated deficit:

Alberta School Councils Engagement (includes unspent funds from prior year)	\$12,416
Dual Credit Programming (includes unspent funds from prior year)	\$186,109
Learning Disruption Support (includes unspent funds from prior year)	\$178,794
Low Incidence Support Services (LISS)	\$40,902
Support for Ukrainian Students	\$63,250
Curriculum Planning (unspent funds from prior year)	\$230,465
French as a Second Language	\$59,758
Mental Health in Schools	\$277,650

Not including the unbudgeted grants, the Division has a \$4.57M deficit, as opposed to a deficit of \$1.76M as planned as of May 31, 2023. The Targeted Deficit for 2022-2023 is \$2,337,972, however, the ministerial approval reduced that deficit to \$2,037,417. The Division will be required to meet the access to the Unrestricted Surplus as approved by the Minister, by adding to our operating statement a portion of the PUF Deferred funds, and/or offset our capital expenditures costs from the capital reserve, and/or reduce the planned Capital Contribution to Reserves.

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

- Pre-K - 12
 - Revenues are tracking to budget and include the ATA Salary Settlement top up (\$404k), Student Enrolment Growth grant (\$138k), offset by lower-than-expected fee collection, higher than anticipated donations (\$184k), mostly related to graduation, and fundraising revenues (\$78k) and several smaller revenues sources.
 - Expenses are higher than budgeted by \$2.08M, mainly due to accelerated timing of instructional expenses over the first 10 months of the fiscal year (while funding continues in equal monthly payments), and the ATA Salary Settlement (404k).
 - Underfunded ATA Salary Settlements which are based on 2021-2022 counts and do not include the related benefit cost (\$72k);
 - CPP and EI costs are expected to decrease due to reaching maximum contributions (\$200k);
 - 10 months employees and sub costs not taking place over the summer months; and
 - Increased unbudgeted costs with subs (\$185k).
- Centralized Instructional Services
 - Revenues are higher than budgeted by \$566k due to additional Indigenous Student funding for Learning Services and interest revenue. A portion of interest revenue was allocated to supporting technology upgrades (\$159k).
 - Expenses are \$484k higher due to Learning Services and Supports expenses offsetting the additional revenue as well as some expenses taking place over the first 10 months of the year but anticipated to track closer to budget by the end of the school year. Additional amortization for the Loft Boards that were capitalized at year end, but not budgeted (\$171K). The amortization is anticipated to affect the year end deficit.
- Operations & Maintenance
 - Revenue includes additional, unbudgeted Alberta Education funding of \$85k to cover the rent for Legal Public School and a settlement from the liquidation of assets under the ASBIE old insurance of \$95k and 275K of additional interest revenue has been transferred to offset the loss incurred due to disposal of assets.
 - Expenses are higher than budgeted by \$1.16M due to \$176k for the SCHS Flood while the insurance funds were received in the 2021-2022 school year, higher than budgeted snow clearing costs (\$197k), and the loss on disposal of obsolete surveillance equipment (\$255k), higher than budgeted salaries and benefits expense due to unbudgeted positions (\$120k), all anticipated to affect the year end deficit. Utility costs are higher during the winter season, and the timing of insurance premiums will level out by the end of the year.



- Transportation Services
 - Revenue is higher than budgeted due to Transportation fees being collected at the beginning of the year, and additional revenue received for the fuel subsidy program.
 - Expenses are higher than budgeted mainly due to fuel subsidy received being paid out to the bus contractors and contractor cost taking place over 10 months as opposed to 12.

- System Administration
 - Revenue is higher than budgeted due to additional interest earned on the deposit accounts (\$112k), and unbudgeted \$45k for ASBIE property equity final payout.
 - Expenses are tracking as per budget.

- External Services
 - Revenues are lower than budgeted due to less Alberta Education Interchanges (secondments).
 - Expenses are lower than budgeted due to less secondments and less subs budgeted under this category.

- Non-Budgeted Additional Grants
 - Grants were received later in the year and continue to come but are anticipated to be spent by the end of the year.

- Capital Investment to May 31, 2023 adds up to \$504k which will reduce the overall access to our unrestricted surplus.

Administration is prepared to respond to questions at the June 28, 2023, Public Board meeting.

ATTACHMENT(S):

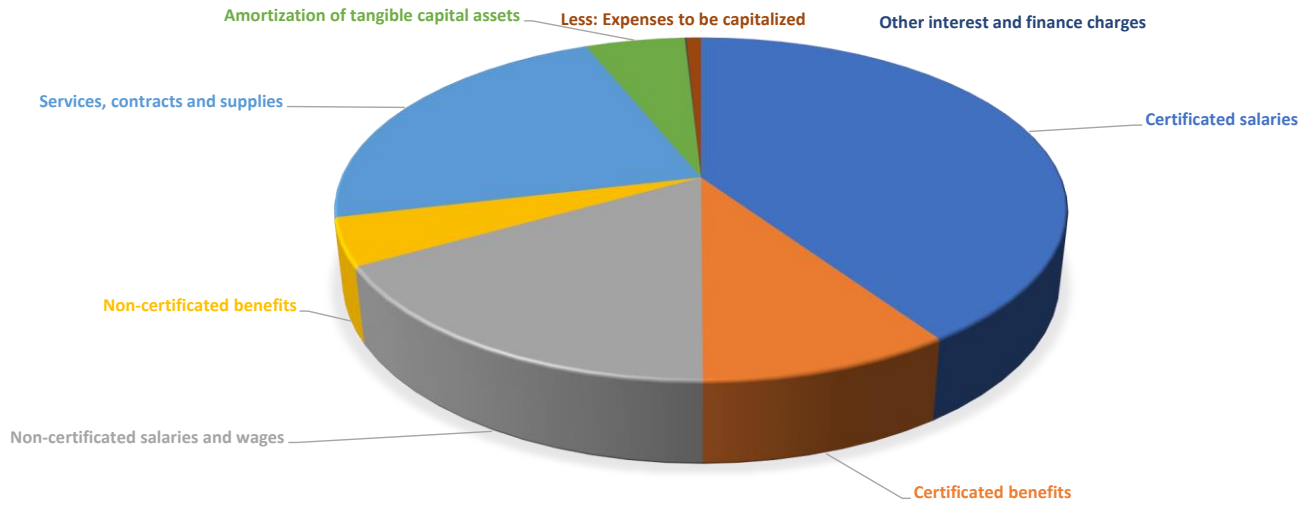
1. May 2023 Monthly Financial Report

The Sturgeon Public School Division
2022-2023 School Year

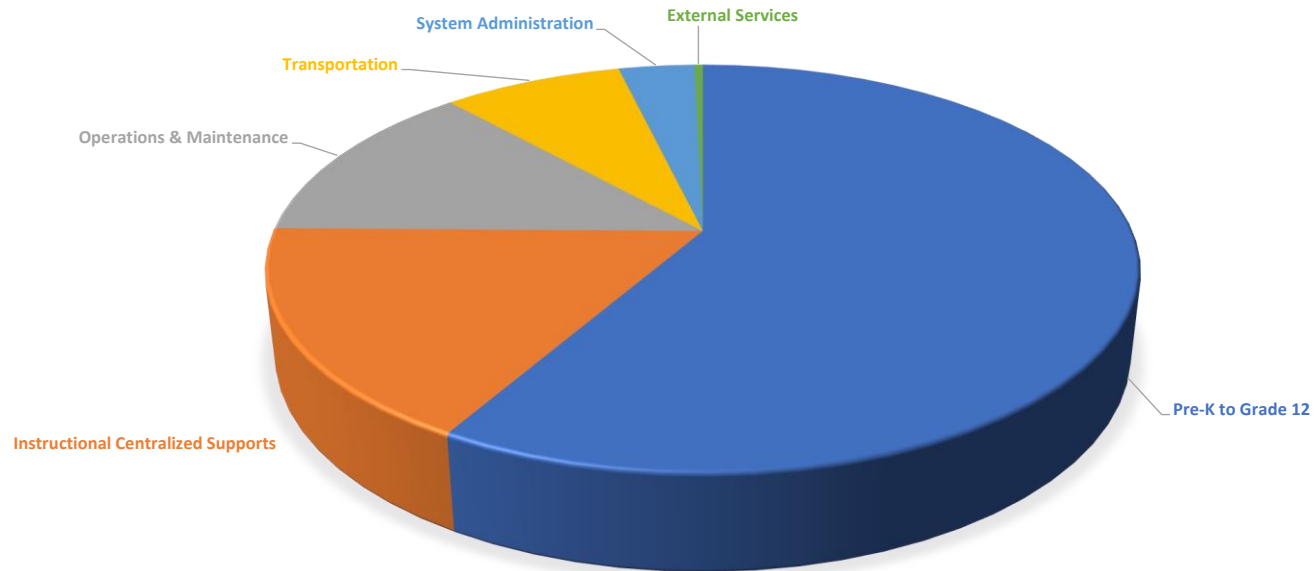
May 2023 - Target Percent - 75%

	Pre-K to Grade 12	Instructional Centralized Supports	Operations & Maintenance	Transportation	System Administration	External Services	TOTAL	Non budgeted Additional Grants
REVENUES								
Alberta Education	\$ 29,593,269	\$ 9,884,467	\$ 4,008,063	\$ 3,729,592	\$ 2,016,702	\$ 147,721	\$ 49,379,815	\$ 1,049,345
Alberta Infrastructure & Amortization	\$ -	\$ -	\$ 2,929,724				\$ 2,929,724	
Other - Government of Alberta	\$ 842,774	\$ -					\$ 842,774	
Federal Government and First Nations	\$ 298,132	\$ 519,716					\$ 817,848	
Fees	\$ 1,132,196	\$ -		\$ 720,090		\$ 1,954	\$ 1,854,241	
Sales of services and products	\$ 218,972	\$ 495		\$ 950	\$ 1,412	\$ 72,713	\$ 294,542	
Investment income	\$ 75,000	\$ 159,018	\$ 275,535		\$ 232,361		\$ 741,913	
Gifts and donations	\$ 257,681	\$ -					\$ 257,681	
Rental of facilities	\$ 29,434	\$ 13,073	\$ -			\$ 19,249	\$ 61,755	
Fundraising	\$ 151,293	\$ -					\$ 151,293	
Other	\$ 2,983	\$ 723	\$ 176,255		\$ 47,687		\$ 227,648	
TOTAL REVENUES	\$ 32,601,734	\$ 10,577,492	\$ 7,389,577	\$ 4,450,633	\$ 2,298,161	\$ 241,637	\$ 57,559,234	\$ 1,049,345
Approved Budget Revenues	\$ 43,158,454	\$ 13,348,236	\$ 9,291,157	\$ 5,693,792	\$ 2,789,294	\$ 372,178	\$ 74,653,111	
Percent Collected of Budget Received	75.54%	79.24%	79.53%	78.17%	82.39%	64.93%	77.10%	
EXPENSES								
Certificated salaries	\$ 23,281,397	\$ 1,854,065			\$ 262,004	\$ 182,640	\$ 25,580,107	\$ 183,885
Certificated benefits	\$ 5,666,850	\$ 230,040			\$ 29,574	\$ 22,087	\$ 5,948,551	\$ 19,844
Non-certificated salaries and wages	\$ 2,786,875	\$ 5,274,429	\$ 1,534,307	\$ 130,476	\$ 937,492	\$ 13,877	\$ 10,677,458	\$ 153,089
Non-certificated benefits	\$ 666,146	\$ 1,454,318	\$ 419,564	\$ 33,352	\$ 234,912	\$ 5,397	\$ 2,813,689	\$ 30,322
Services, contracts and supplies	\$ 3,926,410	\$ 1,711,927	\$ 3,251,491	\$ 4,764,339	\$ 602,597		\$ 14,256,764	\$ 259,174
Amortization of tangible capital assets	\$ 180,803	\$ 141,817	\$ 2,974,113	\$ 2,145	\$ 23,446		\$ 3,322,324	\$ -
Other interest and finance charges	\$ 17,651	\$ -		\$ 17,664	\$ 446		\$ 35,761	\$ -
Less: Expenses to be capitalized	\$ (279,623)	\$ (171,291)	\$ (47,684)	\$ (5,851)			\$ (504,450)	\$ -
TOTAL EXPENSES	\$ 36,246,510	\$ 10,495,305	\$ 8,131,791	\$ 4,942,125	\$ 2,090,472	\$ 224,001	\$ 62,130,205	\$ 646,315
Approved Budget Expenses	\$ 45,556,346	\$ 13,348,236	\$ 9,291,157	\$ 5,693,792	\$ 2,789,294	\$ 372,178	\$ 77,051,003	
Percent Spent of Budget	79.56%	78.63%	87.52%	86.80%	74.95%	60.19%	80.64%	
OPERATING SURPLUS (DEFICIT)	\$ (3,644,777)	\$ 82,187	\$ (742,214)	\$ (491,492)	\$ 207,689	\$ 17,636	\$ (4,570,971)	\$ 403,030

ACTUAL EXPENSES BY OBJECT



ACTUAL EXPENSES BY PROGRAM





DATE: June 28, 2023

TO: Board of Trustees

FROM: Shawna Warren, Superintendent

ORIGINATOR: Jonathan Konrad, Deputy Superintendent, Education Services
Robert Litchfield, Director, Technology Services

GOVERNANCE POLICY: [Policy 700 – Superintendent of Schools](#)

ADDITIONAL REFERENCE: [AP865 – Information and Communication Technology](#)
Assurance Domain – Learning Supports
Assurance Domain – Governance

SUBJECT: Monthly IT Report – June 2023

PURPOSE:

For information.

BACKGROUND:

While the school year is ending, the Tech team still has work to complete over the summer. The Team plans to deploy 53 digital screens to schools, deploy approximately 100 iPads and implement a more streamlined technical procurement process.

Administration is prepared to respond to questions at the June 28, 2023, Public Board meeting.

ATTACHMENT(S):

1. Monthly IT Report – June 2023



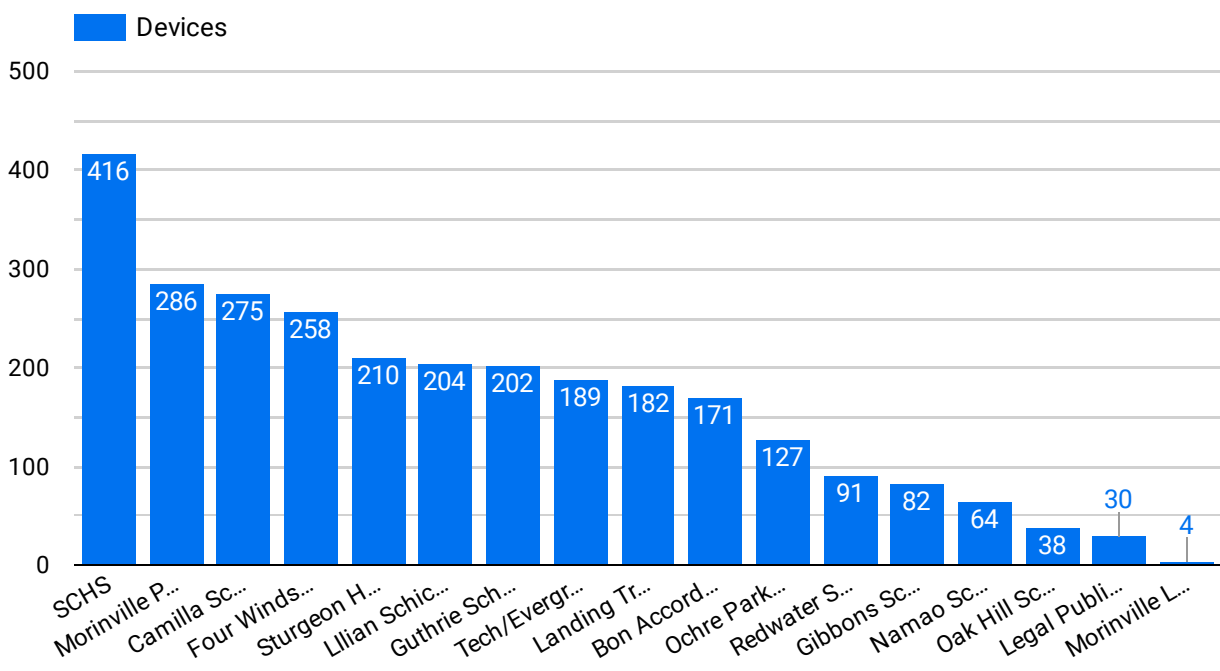
Monthly Board Report - May Data

Primary System Availability

99.9% uptime is considered very good, and is what our suppliers support

Google	Microsoft	PowerSchool	SuperNet
100 %	100 %	99.2 %	100 %

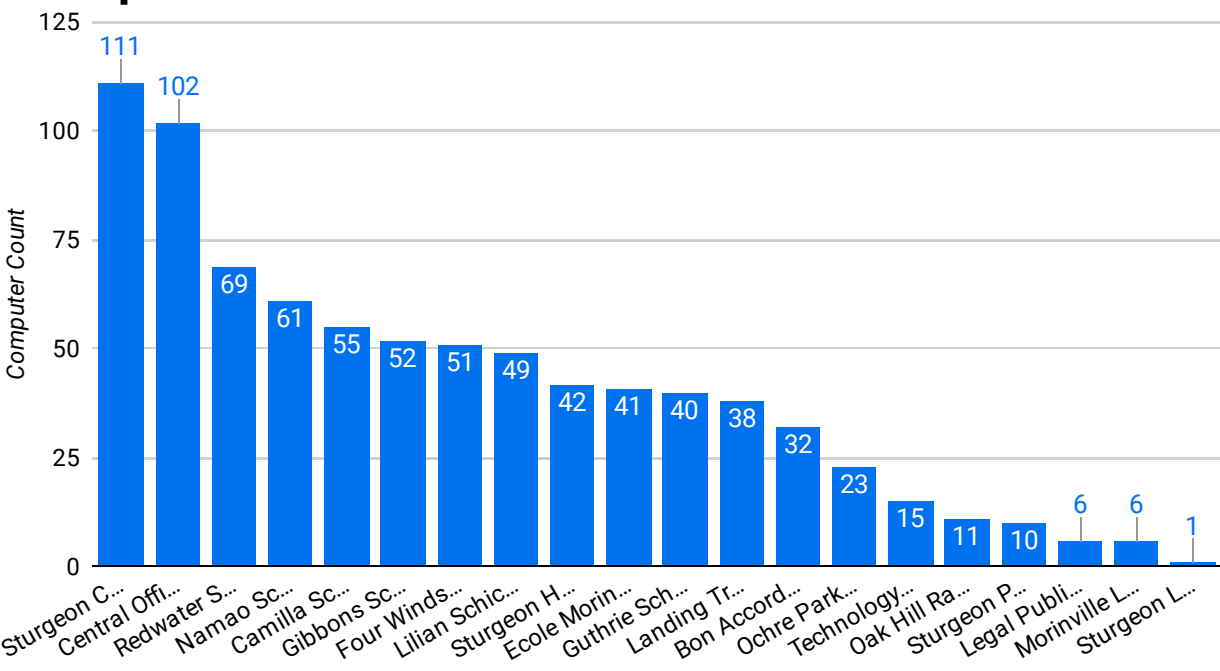
ChromeBook Fleet



Items listed under Tech/Evergreen consist of repair replacement stock, evergreen replacement stock and stock that has yet to be deployed

Evergreen (Year) ^	Devices
2022	121
2023	62
2024	384
2025	526
2026	600
2027	1,139

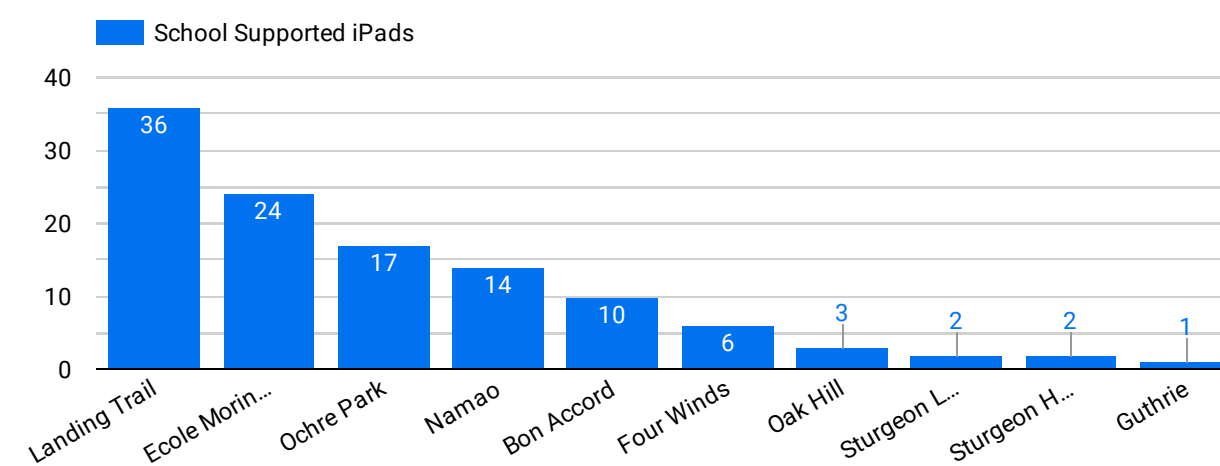
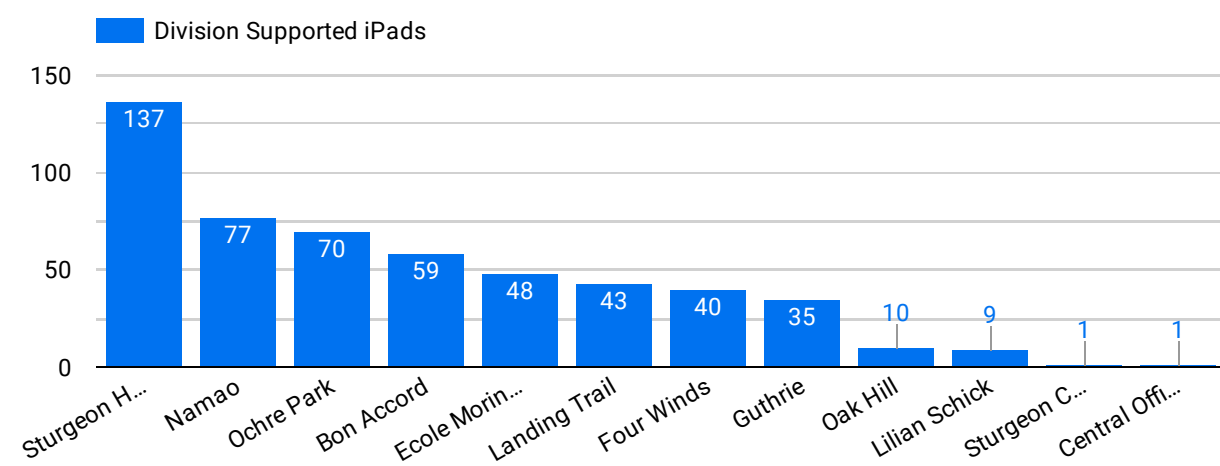
Computer Fleet



Items listed under Central Office consist of devices used by CO staff, repair replacement stock, evergreen replacement stock and stock that has yet to be deployed

Evergreen (Year) ^	Record Count
2022	6
2023	40
2024	303
2025	164
2026	274
2027	91

iPad Fleet



Evergreen (Year) ^	Record Count
2023	431
2025	5
2026	94

Printer Fleet

Printer Group ^	Total Printed Pages	Percentage Colour	Single Sided	Double Sided	Print Jobs
Sturgeon Heights	33,708	3.96%	12,126	21,582	873
Sturgeon Composite	49,636	3.36%	6,018	43,618	715
Redwater	28,560	4.18%	6,808	21,752	642
Ochre Park	27,039	19.27%	15,065	11,974	1,792
Oak Hill	2,402	47.27%	752	1,650	114
Namao	37,726	3.12%	11,958	25,768	878
Lilian Schick	25,101	2.44%	6,431	18,670	1,104
Leaning Centers	50,772	1.47%	16,612	34,160	887
Guthrie	28,288	2.11%	10,012	18,276	700
Gibbons	31,248	2.86%	6,288	24,960	630
Ecole Morinville	29,304	3.21%	14,236	15,068	735
Central Office	3,698	43.89%	1,324	2,374	271
Camilla	63,958	3.66%	15,946	48,012	1,133
Bon Accord	18,903	5.7%	11,157	7,746	978

Note: Four Winds School is excluded from the printer report as it is managed separately

Trees Consumed
60.42

CO2 Produced (kg)
6,394.4

Equivalent Bulb Hours
400,364.8



DATE: June 28, 2023
TO: Board of Trustees
FROM: Shawna Warren, Superintendent
ORIGINATOR: Jonathan Konrad, Deputy Superintendent, Education Services
GOVERNANCE POLICY: [Policy 905 – Awards Policy – Students](#)
ADDITIONAL REFERENCE: Assurance Domain – [Student Growth and Achievement](#)
SUBJECT: Administrative Procedure 860 – Student Division Awards, Scholarships and Bursaries

PURPOSE:

For information.

BACKGROUND:

To ensure Sturgeon Public School Division recognizes the value of partnerships with communities, organizations and businesses that support student excellence, Administration has updated *Administrative Procedure 860 – Student Division Awards, Scholarships and Bursaries* to *Administrative Procedure 860 – Division Awards, Scholarships, Bursaries, and Recognition* to action the amendments to Board Policy 905.

Administration is prepared to respond to questions at the June 28, 2023, Public Board meeting.

ATTACHMENT(S):

1. *Administrative Procedure 860 – Division Awards, Scholarships, Bursaries, and Recognition – Clean Copy*
2. *Administrative Procedure 860 – Division Awards, Scholarships, Bursaries, and Recognition – Tracked Changes*

Administrative Procedure 860

Division Awards, Scholarships, Bursaries, and Recognition

1659539640

Responsible Administrator: Deputy Superintendent, Education Services

PURPOSE

Sturgeon Public Schools recognizes outstanding student performance and significant improvement in performance in various curricular, extra-curricular and service programs. Strong partnerships with communities, organizations and businesses supports student excellence, and Sturgeon Public Schools recognizes individuals or organizations who have made a significant contribution to advancing the Mission, Vision, and Values of the Division.

PROCESS

The Principal, in consultation with staff members, shall be responsible for the selection of students to be recognized for outstanding student performance or significant improvement in performance.

Recognition of outstanding student performance and improvement shall be given through letters, Board meetings, special events, Trustee attendance at individual school awards ceremonies, or media.

Grade 12 students are eligible to apply for a Sturgeon Public School Schools' \$1000.00 scholarship and a \$500.00 bursary.

PROCEDURE

Senior High Academic Awards

1. Grades 10, 11 and 12 High School Honour and Merit shall be awarded annually to students who have met the [Alexander Rutherford High School Achievement Scholarship](#) requirements.

1.1 A Division bookmark will be presented to students, who have achieved honours according to the [Alexander Rutherford High School Achievement Scholarship requirements](#).

1.2 A Division pen and pencil set will be presented to the student in each high school in the Division achieving the highest standing in Grade 10, 11 and 12 on the basis set out in 1.

Junior High Academic Awards

2. On the recommendation of the Principal, in consultation with staff members, awards will be presented to each student in full-time attendance at the Grade 7, 8 and 9 levels as follows:

2.1 A Division refrigerator magnet will be presented to students who have an 80% average in Language Arts, Social Studies, Mathematics and Science, and a pass mark in all other subjects in which the student is enrolled. French Immersion may include French Language Arts (FLA); 80% average in four of the five core subjects (FLA, ELA, SS, SC and Math – lowest mark may be removed from average).

2.2 A Division pen will be presented to the student at each school achieving the highest standing in Grade 7, 8 and 9 on the basis set out in 2.1.

Book Awards

3. A book is presented to the most deserving student in each homeroom in Grades K-9. The award can be customized to each student's preference i.e. a book or books, DVD's, digital apps (iTunes card), educational computer games, etc.

Selection of the winners will be made by the staff of each school on the following criteria:

- Individual development;
- Contribution to the welfare and progress of the homeroom and school.

4. The Principal shall submit to the Director, Financial Services, a "Sturgeon Public Schools Book Awards Eligibility Form" for each school year.

5. The Principal of each school shall submit to the Executive Assistant to the Associate Superintendent, Corporate Services a "Student Awards Order Form" by the end of May in each school year. The exception will be Division high schools that hold their awards ceremony in the fall of the following school year.

6. A list of award recipients and any unused award items shall be returned to the Executive Assistant to the Associate Superintendent, Corporate Services following each school's awards ceremony.

7. Principals shall submit, for approval, to the Superintendent criteria for any and all in-school awards developed by Division schools.

Grade 12 Scholarship

8. A scholarship of \$1,000.00 will be awarded to all grade 12 students upon completion of their scholarship year who meet the following guidelines:

8.1 Apply for the scholarship by September 30th of the calendar year in which the student graduates from high school;

8.2 Have attended a Division school in the school year for which the scholarship is awarded;

8.3 Meet the Grade 12 Honours criteria according to the [Alexander Rutherford High School Achievement Scholarship requirements](#).

8.4 Qualify for a High School Diploma;

8.4.1 Results of Diploma Appeal Examinations will be accepted with the onus being on the students to notify the school of the results of the appeal prior to September 1st of the scholarship year.

8.4.2 The mark used for determining eligibility is the final mark awarded to the student on the Alberta Education Results Statement.

8.5 Enroll in a full-time program of studies at a university or post-secondary educational institution, or enroll in an apprenticeship program, within fifteen (15) months after high school graduation.

8.6 Obtain after September 15 for the Fall Term or after January 15 for the Winter Term, confirmation of enrollment at a university or other post-secondary institution, or enrolment in an apprenticeship program. The confirmation of enrollment is to be submitted to the Deputy Superintendent, Education Services by October 15th or February 15th, appropriate to the registered term. Such confirmation shall be required prior to the issuance of a student's scholarship cheque.

8.7 The scholarship shall be payable to the student and presented at their school's annual awards night or following their confirmation of enrolment at a university or recognized post-secondary institution, or enrolment in an apprenticeship program.

Grade 12 Bursary

9. Each year two graduating students of the Division who do not qualify for a Grade 12 scholarship will be awarded a \$500.00 bursary.

9.1 The number of bursaries shall be two (2) per year, one \$500 bursary to a student graduate from Redwater School and one \$500 bursary to a student graduate from Sturgeon Composite High School.

9.2 The bursary shall be payable to the student and presented at their school's annual awards night following their confirmation of registration at a recognized post-secondary institution or in an apprenticeship program.

9.3 The school principal, in consultation with a school selection committee, shall recommend a student to receive the bursary and submit such name and other required details to the Executive Assistant to the Deputy Superintendent, Education Services.

9.4 Factors to be taken into consideration by the Principal and school selection committee shall include:

9.4.1 the level of student achievement and the effort exhibited by the student in attaining this level,

9.4.2 the student's participation in co- and extra-curricular activities, both school and community, and

9.4.3 other bursaries or scholarships for which the student may be eligible.

9.5 The student must have attended a Division high school and qualify for a high school diploma with an average of 70% based on the student's Grade 12 level courses in at least 25 credits.

9.6 The student must enroll in a course of studies at a recognized post secondary institution or apprenticeship program within fifteen (15) months after high school graduation.

9.7 The student must submit confirmation of enrollment at a post-secondary institution or in an apprenticeship program. Such enrolment shall be confirmed by the Executive Assistant to the Deputy Superintendent, Education Services prior to the issuance of a student's bursary cheque.

9.8 The student must apply for the bursary by September 30th of the calendar year in which the student graduates.

Recognition Award

10. Each year schools will recognize individuals or organizations who have made significant contributions to advancing the Mission, Vision, and Values of Sturgeon Public Schools.

10.1 Each school will update a plaque, sponsored by the board, in which names or recipients will be displayed on in the school.

10.2 Each year during the school awards ceremony the individual, business or group will be recognized for their contribution.

10.3 The school principal, in consultation with a school selection committee, shall recommend an individual, business or group to receive the award and submit selections and other required details to the Executive Assistant to the Deputy Superintendent, Education Services.

References:

[Board Policy: 905 Award and Recognitions Policy - Alexander Rutherford High School Achievement Scholarship Requirements](#)

History

2020 Jan 29 Initial Approval

2021 May 20 Amended

Administrative Procedure 860

Student-Division Awards, Scholarships, ~~and~~ Bursaries, and Recognition

1659539640

Responsible Administrator: Deputy Superintendent, Education Services

PURPOSE

Sturgeon Public Schools recognizes outstanding student performance and significant improvement in performance in various curricular, extra-curricular and service programs. Strong partnerships with communities, organizations and businesses supports student excellence, and Sturgeon Public Schools recognizes individuals or organizations who have made a significant contribution to advancing the Mission, Vision, and Values of the Division.

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Selection of the winners will be made by the staff of each school on the following criteria:

- Individual development;
- Contribution to the welfare and progress of the homeroom and school.

4. The Principal shall submit to the Director, Financial Services, a "Sturgeon Public Schools Book Awards Eligibility Form" for each school year.

5. The Principal of each school shall submit to the Executive Assistant to the Associate Superintendent, Corporate Services a "Student Awards Order Form" by the end of May in each school year. The exception will be Division high schools that hold their awards ceremony in the fall of the following school year.

6. A list of award recipients and any unused award items shall be returned to the Executive Assistant to the Associate Superintendent, Corporate Services following each school's awards ceremony.

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8.3 Meet the Grade 12 Honours criteria according to the [Alexander Rutherford High School Achievement Scholarship requirements](#).

8.4 Qualify for a High School Diploma;

8.4.1 Results of Diploma Appeal Examinations will be accepted with the onus being on the students to notify the school of the results of the appeal prior to September 1st of the scholarship year.

8.4.2 The mark used for determining eligibility is the final mark awarded to the student on the Alberta Education Results Statement.

8.5 Enroll in a full-time program of studies at a university or post-secondary educational institution, or enroll in an apprenticeship program, within fifteen (15) months after high school graduation.

8.6 Obtain after September 15 for the Fall Term or after January 15 for the Winter Term, confirmation of enrollment at a university or other post-secondary institution, or enrolment in an apprenticeship program. The confirmation of enrollment is to be submitted to the Deputy Superintendent, Education Services by October 15th or February 15th, appropriate to the registered term. Such confirmation shall be required prior to the issuance of a student's scholarship cheque.

8.7 The scholarship shall be payable to the student and presented at their school's annual awards night or following their confirmation of enrolment at a university or recognized post-secondary institution, or enrolment in an apprenticeship program.

Grade 12 Bursary

9. Each year two graduating students of the Division who do not qualify for a Grade 12 scholarship will be awarded a \$500.00 bursary.

9.1 The number of bursaries shall be two (2) per year, one \$500 bursary to a student graduate from Redwater School and one \$500 bursary to a student graduate from Sturgeon Composite High School.

9.2 The bursary shall be payable to the student and presented at their school's annual awards night following their confirmation of registration at a recognized post-secondary institution or in an apprenticeship program.

9.3 The school principal, in consultation with a school selection committee, shall recommend a student to receive the bursary and submit such name and other required details to the Executive Assistant to the Deputy Superintendent, Education Services.

9.4 Factors to be taken into consideration by the Principal and school selection committee shall include:

9.4.1 the level of student achievement and the effort exhibited by the student in attaining this level,

9.4.2 the student's participation in co- and extra-curricular activities, both school and community, and

9.4.3 other bursaries or scholarships for which the student may be eligible.

9.5 The student must have attended a Division high school and qualify for a high school diploma with an average of 70% based on the student's Grade 12 level courses in at least 25 credits.

9.6 The student must enroll in a course of studies at a recognized post secondary institution or apprenticeship program within fifteen (15) months after high school graduation.

9.7 The student must submit confirmation of enrollment at a post-secondary institution or in an apprenticeship program. Such enrolment shall be confirmed by the Executive Assistant to the Deputy Superintendent, Education Services prior to the issuance of a student's bursary cheque.

9.8 The student must apply for the bursary by September 30th of the calendar year in which the student graduates.

Recognition Award

10. Each year schools will recognize individuals or organizations who have made significant contributions to advancing the Mission, Vision, and Values of Sturgeon Public Schools.

10.1 Each school will update a plaque, sponsored by the board, in which names or recipients will be displayed on in the school.

10.2 Each year during the school awards ceremony the individual, business or group will be recognized for their contribution.

10.3 The school principal, in consultation with a school selection committee, shall recommend an individual, business or group to receive the award and submit selections and other required details to the Executive Assistant to the Deputy Superintendent, Education Services.

References:

Board Policy: 905 Award and Recognitionss Policy - Students
Alexander Rutherford High School Achievement Scholarship Requirements

History

2020 Jan 29 Initial Approval
2021 May 20 Amended



DATE: June 28, 2023
TO: Board of Trustees
FROM: Irene Gibbons, Board Chair
GOVERNANCE POLICY: [Policy 235 – Conduct of Board Meetings](#)

SUBJECT: Trustee Report – June 2023

PURPOSE:

For information.

BACKGROUND:

The following are recent events, functions and meetings attended by the Trustee:

- June 1, 2023 – PSBAA Spring General Meeting
- June 2, 2023 – PSBAA Spring General Meeting
- June 3, 2023 – PSBAA Spring General Meeting
- June 4, 2023 – ASBA Spring General Meeting, Pre-conference meeting
- June 5, 2023 – ASBA Spring General Meeting
- June 6, 2023 – ASBA Spring General Meeting
- June 7, 2023 – Policy Committee Meeting
- June 7, 2023 – Meeting with Superintendent, Agenda Review
- June 9, 2023 – SLC/MLC Grade 12 graduation dinner
- June 13, 2023 – SCHS Athletic Awards
- June 14, 2023 – Committee of the Whole Meeting
- June 14, 2023 – SCHS Fine Arts Awards
- June 16, 2023 – Greater St. Albert Catholic School Board Meeting
- June 23, 2023 – Policy Committee Meeting
- June 23, 2023 – CO Staff Year End lunch
- June 23, 2023 – Franklin Covey Webinar: Great School Boards
- June 24, 2023 – SCHS Grade 12 Graduation
- June 27, 2023 – Meeting with Superintendent, Agenda Review
- June 28, 2023 – Landing Trail Awards
- June 28, 2023 – Public Board Meeting
- June 29, 2023 – Gibbons School Awards



DATE: June 28, 2023
TO: Board of Trustees
FROM: Janine Pequin, Trustee
GOVERNANCE POLICY: [Policy 235 – Conduct of Board Meetings](#)

SUBJECT: Trustee Report – June 2023

PURPOSE:

For information.

BACKGROUND:

The following are recent events, functions and meetings attended by the Trustee:

- June 3 Redwater Grad
- June 5 & 6 ASBA SGM
- June 7 Policy and Advocacy Committee Meetings
- June 8 Redwater School Year End Concert
- June 9 Redwater School Awards
- June 14 Board Agenda Review
- June 14 Committee of the Whole Meeting
- June 14 Special Board Meeting
- June 15 40th Bday Touch a Truck at Ochre Park
- June 16 GSACRD Meeting
- June 23 Policy Committee Meeting
- June 23 End of School Lunch CO
- June 27 Board Agenda Review
- June 28 Public Board Meeting
- June 28 Ochre Park Awards
- June 29 TEBA



DATE: June 28, 2023
TO: Board of Trustees
FROM: Cindy Briggs, Trustee
GOVERNANCE POLICY: [Policy 235 – Conduct of Board Meetings](#)

SUBJECT: Trustee Report – June 2023

PURPOSE:

For information.

BACKGROUND:

The following are recent events, functions and meetings attended by the Trustee:

- June 3, 2023- Redwater School Graduation Ceremony
- June 7, 2023- Lilian Schick Grade 9 Farewell Ceremony
- June 14, 2023-Special Board Meeting
- June 14, 2023- Committee of the Whole Meeting
- June 16, 2023- GSACRD Meeting
- June 19, 2023-Community Service Advisory Board Sturgeon County Meeting
- June 24, 2023- Sturgeon Composite Graduation Ceremony
- June 27, 2023- Legal Public School Awards Ceremony
- June 28, 2023- Town of Bon Accord Meeting
- June 28, 2023- Public Board Meeting
- June 29, 2023- Bon Accord Community School and Lilian Schick School Awards Ceremony



DATE: June 28, 2023
TO: Board of Trustees
FROM: Joe Dwyer, Trustee
GOVERNANCE POLICY: [Policy 235 – Conduct of Board Meetings](#)

SUBJECT: Trustee Report – June 2023

PURPOSE:

For information.

BACKGROUND:

The following are recent events, functions and meetings attended by the Trustee:

- June 14 Committee of the Whole Meeting
- June 16 GSACRD meeting
- June 19 Volunteer Appreciation Event at Camilla
- June 21 Camilla Indigenous event
- June 23 End of School Central Lunch
- June 23 Franklin Covey Webinar
- June 27 Colony End of Year Pizza Event
- June 28 Public Board Meeting
- June 29 Camilla Awards
- June 30 Three Rotary Meetings



DATE: June 28, 2023
TO: Board of Trustees
FROM: Trish Murray-Elliott, Trustee
GOVERNANCE POLICY: [Policy 235 – Conduct of Board Meetings](#)

SUBJECT: Trustee Report – June 2023

PURPOSE:

For information.

BACKGROUND:

The following are recent events, functions and meetings attended by the Trustee:

- PSBAA SGM, June 1 to June 3
- Volunteer Appreciation Tea, Sturgeon Heights School, June 6
- Policy Committee Meeting, June 7
- Sturgeon Heights School Grade 9 Farewell, June 8
- Sturgeon Composite High School Specialized Grad, June 12
- Athletic Awards, Sturgeon Composite High School, June 13
- Committee of the Whole Meeting, June 14
- Music and Fine Arts Awards, Sturgeon Composite High School, June 14
- Meeting with GSACRD, June 16
- School Council Meeting, Sturgeon Heights, June 19
- Policy Committee Meeting, June 23
- Division Office Luncheon, June 23
- Franklin Covey Governance Webinar, June 23
- Sturgeon Composite High School Graduation, June 24
- Sturgeon Heights School Awards, June 28
- Public Board Meeting, June 28



DATE: June 28, 2023
TO: Board of Trustees
FROM: Stacey Buga, Trustee
GOVERNANCE POLICY: [Policy 235 – Conduct of Board Meetings](#)

SUBJECT: Trustee Report – June 2023

PURPOSE:

For information.

BACKGROUND:

The following are recent events, functions and meetings attended by the Trustee:

- June 1, 2023 ÉMPS May-ker Judging
- June 1, 2023 FWPS Annie Production
- June 2, 2023 ÉMPS Volunteer Tea
- June 2, 2023 Landing Trail 40th Anniversary
- June 3, 2023 Redwater Graduation
- June 4, 2023 Rural Caucus Meeting
- June 4-6, 2023 ASBA SGM
- June 7, 2023 Morinville Chamber Luncheon
- June 7, 2023 Advocacy Committee Meeting
- June 8, 2023 Citizenship Ceremony
- June 8, 2023 FWPS Grade 9 Farewell
- June 9, 2023 Learning Centres Graduation
- June 12, 2023 SCHS Specialized Programming Grad
- June 13, 2023 SCHS Athletics Awards
- June 14, 2023 SCHS Fine Arts Awards
- June 15, 2023 FWPS Volunteer Tea
- June 15, 2023 ÉMPS Family Carnival
- June 16, 2023 Meeting with GSACRD
- June 16, 2023 SPVA Grade 9 Farewell
- June 21, 2023 Indigenous People's Day Morinville
- June 23, 2023 Policy Committee Meeting
- June 23, 2023 CO Staff Luncheon
- June 23, 2023 Franklin Covey Seminar
- June 24, 2023 SCHS Graduation
- June 28, 2023 ÉMPS Book Awards
- June 28, 2023 Public Board Meeting
- June 29, 2023 FWPS Awards



DATE: June 28, 2023

TO: Board of Trustees

FROM: Stacey Buga, Committee Chair

GOVERNANCE POLICY: [Policy 221 – Role of the Trustee](#)
[Policy 230 – Board Committees](#)
[Policy 230 – Board Committees; Appendix K – Advocacy Committee](#)
[Policy 231 – Student Advisory Committee](#)

ADDITIONAL REFERENCE: [Policy 225 – Board Responsibility and Conduct](#)
[Administrative Procedure 250 – Student Advisory Committee](#)
Board Procedures Regulation 82/2019
Education Act: Section 34, 51, 52(1)(b)
Assurance Domains – [Governance & Local and Societal Context](#)

SUBJECT: Advocacy Committee

PURPOSE:

For information.

BACKGROUND:

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

- The Student Advisory Committee is a sub-committee of the Advocacy Committee. The Board believes in, and supports, the inclusion of a student voice in its deliberations. The Student Advisory Committee provides an opportunity for student representatives to engage in a dialogue with the Board and Superintendent about matters of mutual interest and provides students with knowledge and understanding about Public Education and Sturgeon Public School Division. Two grade 7–9 students and two grade 10-12 students from schools across the Division make up the Student Advisory Committee.

REPORT SUMMARY:

The Advocacy Committee held a meeting on June 7, 2023. The following is a summary of that meeting:

- Discussed agenda for GSACRD meeting June 16, 2023;
- Reviewed Friend of Education ASBA Award – Division Top Donors in 2022-2023;
- Reviewed May 2023 Staff Recognition Staff Survey Feedback;
- Reviewed Advocacy Committee Year End Report;
- Discussed Student Advisory Co-Chair Recognition;
- Discussed Student Advisory Committee Proposed Dates for the 2023-2024 School Year; and



- Holiday Card Artwork Search.

The Committee Chair is prepared to respond to questions at the June 28, 2023, Public Board meeting.



DATE: June 28, 2023

TO: Board of Trustees

FROM: Stacey Buga, Committee Chair

GOVERNANCE POLICY: [Policy 221 – Role of the Trustee](#)
[Policy 230 – Board Committees](#)
[Policy 230 – Board Committees; Appendix K – Advocacy Committee](#)
[Policy 231 – Student Advisory Committee](#)

ADDITIONAL REFERENCE: [Policy 225 – Board Responsibility and Conduct](#)
[Administrative Procedure 250 – Student Advisory Committee](#)
Board Procedures Regulation 82/2019
Education Act: Section 34, 51, 52(1)(b)
Assurance Domains – [Governance & Local and Societal Context](#)

SUBJECT: Advocacy Committee Year End Report

PURPOSE:

For information.

BACKGROUND:

The Advocacy Committee developed a Work Plan for the 2022-2023 School Year, which was approved by the Board in October 2022. 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:

- ✓ Chambers of Commerce:
 - The Committee discussed the Chambers of Commerce in different communities and the important role they play. This was brought to the Board, and it was decided that the Board of Trustees would become members of:
 - Fort Saskatchewan Chamber of Commerce (new membership);
 - St. Albert Chamber of Commerce (new membership);
 - Town of Legal Chamber of Commerce (new membership);
 - Town of Morinville Chamber of Commerce (previous member); and
 - Town of Redwater Chamber of Commerce (new membership).
- ✓ Council of School Councils' (COSC):
 - The Committee recommended that COSC be held twice annually. The meetings were held:
 - October 25, 2022; and
 - March 21, 2023.
- ✓ Municipal Partner Meetings:
 - Town of Morinville (January 25, 2023);
 - Town of Redwater (February 15, 2023); and
 - Sturgeon County (May 10, 2023).



- ✓ Neighbouring School Division Board of Trustees Meeting:
 - Greater St. Albert Catholic Schools (June 16, 2023).

- ✓ Provincial Election – Candidate Meetings:
 - NDP Candidate Karen Shaw – Morinville-St. Albert (April 26, 2023);
 - UCP Candidate Dale Nally – Morinville-St. Albert (May 10, 2023 – CANCELLED due to provincial wildfires);
 - UCP Candidate Shane Getson – Lac St. Anne-Parkland (May 10, 2023 – CANCELLED due to provincial wildfires); and
 - NPD Candidate Oneil Carlier – Lac St. Anne-Parkland (declined an invitation to meet).
 - The Advocacy Committee recommends the Board meets with MLAs Nally and Getson in fall 2023.

- ✓ Student Advisory Committee Meetings:
 - December 12, 2022 (in person);
 - February 27, 2023 (virtually); and
 - May 16, 2023 (in person).

- ✓ Trustee Representation at events in 2022-2023:
 - The Board of Trustees ensured Board representation at events throughout the 2022-2023 school year.

The Committee Chair is prepared to respond to questions at the June 28, 2023, Public Board meeting.



DATE: June 28, 2023

TO: Board of Trustees

FROM: Trish Murray-Elliott, Committee Chair

GOVERNANCE POLICY: [Policy 230 – Board Committees](#)

ADDITIONAL REFERENCE: [Policy 225 – Board Responsibility and Conduct](#)
[Policy 405 – Budget Development and Transparency](#)
[Board Procedures Regulation 82/2019](#)
[Education Act: Section 34, 51, 52\(1\)\(b\)](#)
Assurance Domain - [Governance](#)

SUBJECT: Audit, Finance and Human Resources Committee Year End Report

PURPOSE:

For information.

BACKGROUND:

The Audit, Finance and Human Resources Committee developed a Work Plan for the 2022-2023 School Year, which was approved by the Board in October 2022. The Committee is pleased to provide an update regarding the work undertaken by the Audit, Finance and Human Resources Committee at the direction of the Board. The work completed includes:

- ✓ Audit Committee
 - The Division was able to recruit two external members to be part of the Audit Committee for the 2022-2023 financial year end.
- ✓ Superintendent Evaluation
 - A full evaluation of the Superintendent was conducted by the Board and completed in May 2023.
- ✓ Financial Transparency
 - Two new documents were designed and prepared to present the 2023-2024 Budget: the presentation and the budget report.
- ✓ Challenges with recruiting and retaining staff
 - Additional job advertising locations such as university job boards have been added to each job posting;
 - HR attended the job fair at Concordia University. Two Division French Immersion Staff attended the job fair at Campus St. Jean on the Division's behalf;
 - A review of reference questions used during recruitment is on-going; and
 - Exit interviews are completed for all departing employees.
- ✓ Board Evaluation
 - Timeline and process to be determined



- ✓ Budget
 - The Board approved the 2023-2024 Budget on May 24, 2023

- ✓ Annual Financial Statements
 - To be prepared by November 30, 2023

The Committee Chair is prepared to respond to questions at the June 28, 2023, Public Board meeting.



DATE: June 28, 2023

TO: Board of Trustees

FROM: Cindy Briggs, Committee Chair

GOVERNANCE POLICY: [Policy 230 – Board Committees](#)

ADDITIONAL REFERENCE: [Policy 225 – Board Responsibility and Conduct](#)
[Policy 405 – Budget Development and Transparency](#)
[Administrative Procedure 600 – Capital Plan Development](#)
[Administrative Procedure 605 – Site and Playground Development Procedures](#)
[Administrative Procedure 615 – School Facilities and Equipment Maintenance](#)
Board Procedures Regulation 82/2019
Education Act: Section 34, 51, 52(1)(b)
Assurance Domain - [Governance](#)

SUBJECT: Building and Maintenance Committee Year End Report

PURPOSE:
For information.

BACKGROUND:

The Building and Maintenance Committee developed a Work Plan for the 2022-2023 School Year, which was approved by the Board in October 2022. 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:

- ✓ Joint Use and Planning Agreements (JUPA) – Morinville, Bon Accord, Gibbons, Redwater, Sturgeon County:
 - Work is underway with all the municipalities, including the City of St. Albert and the Town of Legal.
 - The deadline was extended to June 2025.
- ✓ Grass cutting and snow clearing:
 - Contracts are in place for 2023-2024 and the 2023-2024 Budget reflects the additional cost.
- ✓ 3- and 10-year Capital Plans:
 - The 3 Year Capital Plan was approved by the Board in March 2023.
 - The 10 Year Capital Plan is to be re-opened and reviewed.
- ✓ Aging buildings, build a plan and advocate through ASBA, PSBAA:
 - Working with the associations and Alberta Education to mitigate a plan to support increased funding for Building Upgrades.
- ✓ Building Maintenance Schedule



- ✓ Lagoon
- ✓ Joint Use with Rivière Qui Barre Agricultural Society
- ✓ Playgrounds

The Committee Chair is prepared to respond to questions at the June 28, 2023, Public Board meeting.



DATE: June 28, 2023

TO: Board of Trustees

FROM: Janine Pequin, Committee Chair

GOVERNANCE POLICY: [Policy 221 – Role of the Trustee](#)
[Policy 230 – Board Committees](#)
[Policy 230 – Board Committees; Appendix B – Policy Committee](#)

ADDITIONAL REFERENCE: [Policy 225 – Board Responsibility and Conduct](#)
[Education Act: Sections 51, 52 \(1\) \(b\)](#)
[Board Procedures Regulation 82/2019](#)
Assurance Domain – Governance

SUBJECT: Policy Committee

PURPOSE:

For information.

BACKGROUND:

The Board of Trustees is responsible to review Board Policies on an ongoing basis in order to adhere to the requirements necessary to provide excellence in public education and comply with the Education Act and provincial, as well as federal, legislation.

The Policy Committee reviews all policies within a three year cycle or on an annual basis as determined by the Board of Trustees, or by Board Committees who submit recommendations regarding the need for policy development or review of existing policies.

Policies brought before the Policy Committee are reviewed and discussed through first, second and third readings as needed. Once the Policy Committee has completed recommended amendments, the Committee Chair refers the policy to a Public Meeting of the Board of Trustees. The initiation and/or adoption of new Board policies and revisions and/or rescission of existing policies is solely the responsibility of the Board of Trustees.

REPORT SUMMARY:

The Policy Committee held a meeting on June 7, 2023. The following is a summary of that meeting:

- *Policy 100 – History of Sturgeon Public Schools* was reviewed.
 - The Policy Committee has referred Policy 100 with amendments, to the June 28, 2023, Public Board meeting for review and approval.
- *Policy 230 – Board Committees* was reviewed.
 - The Policy Committee has referred Policy 230 with amendments, to the June 28, 2023, Public Board meeting for review and approval.



- *Policy 245 – Appeals Regarding Student Matters* was reviewed.
 - The Policy Committee has referred *Policy 245* as re-written, to the June 28, 2023, Public Board meeting for review and approval.

The Policy Committee held a meeting on June 23, 2023. The following is a summary of that meeting:

- *Policy 410 – Fees* was reviewed
- *Policy 500 – Transportation* was reviewed

The Policy Committee Chair is prepared to respond to questions at the June 28, 2023, Public Board meeting.



DATE: June 28, 2023

TO: Board of Trustees

FROM: Janine Pequin, Committee Chair

GOVERNANCE POLICY: [Policy 221 – Role of the Trustee](#)
[Policy 230 – Board Committees](#)
[Policy 230 – Board Committees; Appendix B – Policy Committee](#)

ADDITIONAL REFERENCE: [Policy 225 – Board Responsibility and Conduct](#)
Board Procedures Regulation 82/2019
Education Act: Section 34, 51, 52(1)(b)
Assurance Domains – [Governance & Local and Societal Context](#)

SUBJECT: Policy Committee Year End Report

PURPOSE:

For information.

BACKGROUND:

The Policy Committee developed a Work Plan for the 2022-2023 School Year, which was approved by the Board in October 2022. 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:

- 110 – Welcoming Inclusive, Safe and Healthy Environments – April 26, 2023
- 100 – History of Sturgeon Public Schools – forwarded to June 28, 2023, Public Board
- 115 – Sexual Orientation and Gender Identities – April 26, 2023
- 125 – Advocacy Plan – April 26, 2023
- 130 – Public Interest Disclosure (Whistleblower Protection) – January 25, 2023
- 230 – Board Committees – forwarded to June 28, 2023, Public Board
- 231 – Student Advisory Committee – January 25, 2023
- 245 – Appeals Regarding Student Matters – forwarded to June 28, 2023, Public Board
- 700 – Superintendent of Schools – September 28, 2022
- 810 – Off-Site Activities – March 22, 2023
- 900 – Student Conduct and Discipline – March 22, 2023
- 905 – Awards Policy – Students – forwarded to June 28, 2023, Public Board

The following policies were reviewed at the June 23, 2023, Policy Committee Meeting:

- 410 – Fees
- 500 – Transportation

The Committee Chair is prepared to respond to questions at the June 28, 2023, Public Board meeting.



DATE: June 28, 2023
TO: Board of Trustees
FROM: Joe Dwyer, Committee Chair
GOVERNANCE POLICY: [Policy 230 – Board Committees](#)
ADDITIONAL REFERENCE: [Policy 225 – Board Responsibility and Conduct](#)
[Policy 405 – Budget Development and Transparency](#)
[Policy 500 - Transportation](#)
[Administrative Procedure 550 – Contract Bus Service](#)
Board Procedures Regulation 82/2019
Education Act: Section 34, 51, 52(1)(b)
Assurance Domain - [Governance](#)

SUBJECT: Transportation Committee

PURPOSE:

For information.

BACKGROUND:

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

REPORT SUMMARY:

The Transportation Committee held a meeting on May 24, 2023. The following is a summary of that meeting:

- Administration provided an update on the Transportation Services budget tracking;
- Administration provided information on an extension that was awarded to an existing contractor to cover the additional section for a CASA Mental Health Service Classroom student starting April 2023 until the end of the school year;
- Summary of the RFPs:
 - 59 applied for their existing routes;
 - 11 routes had multiple respondents; and
 - Contracts were awarded the week of May 15, 2023, and were to be signed by June 15, 2023.
- The Division uses the Sturgeon County app to request hazards to be removed. Other sources of information are also used in collaboration with Sturgeon County;
- The Division is introducing a school staggered start process for the 2023-2024 school year;
- The bus pass process was reviewed. Enhanced software and tablets are being installed in the next 6-8 months to ensure better tracking of students on buses;
- The noon transportation application deadline is August 11, 2023, but could be extended as needed to better assess the needs and financial feasibility of route implementation; and



- Students riding regular buses are assessed regular fees, and students riding Special Education buses are exempt from fees.

The Committee Chair is prepared to respond to questions at the June 28, 2023, Public Board meeting.



DATE: June 28, 2023

TO: Board of Trustees

FROM: Joe Dwyer, Committee Chair

GOVERNANCE POLICY: [Policy 230 – Board Committees](#)

ADDITIONAL REFERENCE: [Policy 225 – Board Responsibility and Conduct](#)
[Policy 405 – Budget Development and Transparency](#)
[Policy 500 - Transportation](#)
[Administrative Procedure 550 – Contract Bus Service](#)
[Board Procedures Regulation 82/2019](#)
[Education Act: Section 34, 51, 52\(1\)\(b\)](#)
Assurance Domain - [Governance](#)

SUBJECT: Transportation Committee Year End Report

PURPOSE:

For information.

BACKGROUND:

The Transportation Committee developed a Work Plan for the 2022-2023 School Year, which was approved by the Board in October 2022. 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:

- ✓ Clarity into all dimensions of Transportation
 - Revenue and expense (a clear Bus example)
 - Routes
 - Two routes were added to reduce ride times and congestion
 - Detail regarding 2.4 km implications
 - Funding Manual was updated and changes were directed by Alberta Education
- ✓ Insurance
 - In progress
- ✓ Promote positive relationships with bus contractors and clarify expectations
 - Meetings took place at both the Board level and the Administration level
- ✓ Communications plan for contractors and dispute resolution process
 - Incorporated in meetings and contracts
- ✓ Engagement with municipalities and stakeholders to discuss walking boundaries and safety for students
- ✓ Review school attendance areas for transportation
 - Completed as part of the Attendance Boundaries Review
 - Transportation Maps updated



- ✓ Review of Choice Ridership
 - Funding Manual was updated

- ✓ Fuel Contingency
 - Incorporated in the new Distance Rate
 - To be reviewed on an annual basis

The Committee Chair is prepared to respond to questions at the June 28, 2023, Public Board meeting.



DATE: June 28, 2023

TO: Board of Trustees

FROM: Shawna Warren, Superintendent

ORIGINATOR: Liliana LeVesconte, Associate Superintendent, Corporate Services
Denis Henderson, Director, Facilities

GOVERNANCE POLICY: [Policy 405- Budget Development and Transparency](#)

ADDITIONAL REFERENCE: *Education Act: Sections 139(1)(2), 143,180,183,184*
Assurance Domain - [Governance](#)

SUBJECT: 2022-2023 Capital Projects Funded through Capital Reserves

PURPOSE:

For approval. Motion required.

RECOMMENDED MOTION:

- a) That the Board of Trustees approve the Capital Projects for 2022-2023 as presented at the June 28, 2023, Public Board meeting.

BACKGROUND:

During the 2022-2023 Budget approval and reserve mitigation planning, several capital projects were highlighted for executing, utilizing our Capital Reserves.

2022-2023 Capital Projects and Access to Reserves

(Historical - As prepared during the 2022-2023 budget process)

PROJECT NAME	ANTICIPATED COMPLETION	COST ESTIMATE
STURGEON HEIGHTS WEIGHT/GYM ROOM	2022-2023	\$100,000
REDWATER FRONT ENTRANCE	2022-2023	\$250,000
LIGHTING RETROFIT PROJECT	2022-2023	\$1,835,630
GIBBONS SCHOOL ENTRANCE*	2022-2023	\$250,000
LANDING TRAIL ROOF*	Summer 2023	\$574,730
		\$3,010,360

*These projects would proceed subject to the value scoping solution for the Capital Plan priorities.

In addition to these projects, the Division set aside \$600k for O&M Asbestos Remediation and Shop Design.

Based on the opening balance for capital reserves, the Division has \$4.46M in Capital Reserves. The Division budgeted \$3.61M for capital projects, which will reduce capital reserves to \$851k.



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
AFS Balance at August 31, 2022	\$ 6,240,994	\$ 6,341,158	\$ 4,461,103	\$ 5,741,158	\$ 98,200	\$ -	\$ 686,875	\$ 600,000	\$ 3,644,222	\$ -	\$ 31,806
Operating surplus (deficit)	\$ (2,337,972)										
Board funded tangible capital asset additions	\$ (1,584,462)	\$ -	\$ (3,610,360)	\$ -	\$ -	\$ -	\$ (600,000)	\$ -	\$ (3,010,360)	\$ -	\$ -
Amortization of tangible capital assets	\$ 4,370,347										
Capital revenue recognized	\$ (3,886,994)										
Budgeted amortization of ARO tangible capital as	\$ 83,920										
Estimated disposal tangible capital assets	\$ 505,038										
Net transfers to operating reserves		\$ -						\$ -		\$ -	
Net transfers to capital reserves	\$ (2,500,000)		\$ 2,500,000		\$ (98,200)				\$ 2,598,200		\$ -
Balance at August 31, 2023	\$ 890,871	\$ 6,341,158	\$ 3,350,743	\$ 5,741,158	\$ -	\$ -	\$ 86,875	\$ 600,000	\$ 3,232,062	\$ -	\$ 31,806

The Lilian Schick Roof project was not completed in 2021-2022 as anticipated. The project was completed during the 2022-2023 school year and the cost will offset most of the remaining balance in capital reserves.

The contribution to capital reserves this year was budgeted at \$2.5M, however, that amount will be dependent on the ability to meet the minister-approved unrestricted surplus ending balance as of August 31, 2023, of \$300k.

The following capital projects will require capital reserve funds to offset the **estimated costs of \$3.4M:**

1. **\$1.8M Energy Retrofit** – LED Lighting replacement to take place before August 31, 2023 (Ochre Park School, Redwater School, Namao School, Guthrie School, Bon Accord Community School, Lilian Schick School, Landing Trail School). Lighting and controls upgrade includes:
 - a. Retrofit all light fixtures with highly efficient LED fixtures;
 - b. Utilize dimmable fixtures to control the brightness in classrooms and create electrical efficiency; and
 - c. Utilize occupancy/motion sensors with time delay shutoffs to minimize the consumption of electricity.
2. **\$550k SCHS Field House.** Pembina Pipeline has verbally committed to matching Division funding. Schematic design and documents are still in progress and are anticipated to begin during Summer 2023 and continue into the new school year.
3. **\$450k Sidewalks** (Gibbons School and Landing Trail School). This project is intended to be completed by August 31, 2023 to maintain safe sidewalks for students and staff.
4. **\$600k O&M Shop Asbestos Remediation and Redesign.** During the 2021-2022 school year, an environmental assessment was conducted and asbestos remediation was recommended in the O&M Shop. During the planning stages of this project which also identified a required decant for certain sections, the shop was redesigned to meet the functional needs of the facilities operations.



DATE: June 28, 2023
TO: Board of Trustees
FROM: Shawna Warren, Superintendent
ORIGINATOR: Superintendent's Office
GOVERNANCE POLICY: [Policy 235 – Conduct of Board Meetings](#)
ADDITIONAL REFERENCE: *Education Act: Sections 33, 34, 65, 75*
Board Procedures Regulation 82/2019
Assurance Domain – [Governance](#)
SUBJECT: Organizational and First Public Board Meeting 2023-2024

PURPOSE:

For approval. Motion required.

RECOMMENDED MOTION:

- a) That the Board of Trustees approve the date of August 23, 2023, for the Organizational Meeting and the first Public Board meeting of 2023-2024 to be held at the Frank Robinson Education Centre in Morinville at 9:00 a.m.

BACKGROUND:

As stated in Policy 235 – Conduct of Board Meetings, *“The organizational meeting of the Board shall be held annually at the August Board meeting [...]”*. At the organizational meeting, the Board will establish the dates, start time, and place of regular meetings, as well, as committee membership.

Following the Organizational Meeting in August, the first Public Board meeting of the 2023-2024 School Year will commence.

Administration is prepared to respond to questions at the June 28, 2023, Public Board meeting.

ATTACHMENT(S):

Not applicable.



DATE: June 28, 2023

TO: Board of Trustees

FROM: Shawna Warren, Superintendent

ORIGINATOR: Advocacy Committee
Shawna Warren, Superintendent
Jonathan Konrad, Deputy Superintendent, Education Services

GOVERNANCE POLICY: [Policy 230 – Board Committees](#)
[Policy 231 – Student Advisory Committee](#)

ADDITIONAL REFERENCE: [Policy 125 – Advocacy Plan](#)
[AP250 – Student Advisory Committee](#)
Board Procedures Regulation 82/2019
Assurance Domain – [Governance and Local & Societal](#)

SUBJECT: Student Advisory Committee Schedule 2023-2024

PURPOSE:

For approval. Motion required.

RECOMMENDED MOTION:

- a) That the Board of Trustees approve the Student Advisory Committee meeting dates and format for the 2023-2024 school year as provided at the June 28, 2023, Public Board meeting.

BACKGROUND:

As per policy 231 – *The format of the Student Advisory Committee and the meeting schedule for the next year shall be determined annually by the current year Advocacy Committee.*

At the Advocacy Committee held on June 7, 2023, the committee recommends that the Board establish the following meetings for the Student Advisory Committee for the 2023-2024 school year.

The Advocacy Committee would like to hold the first Student Advisory Committee meeting on November 28, 2023, in person, a second meeting on February 27, online, and a third meeting on May 28, 2023, in person.

Administration is prepared to respond to questions at the June 28, 2023, Public Board meeting.

ATTACHMENT(S):

Not applicable.



DATE: June 28, 2023
TO: Board of Trustees
FROM: Shawna Warren, Superintendent
ORIGINATOR: Jonathan Konrad, Deputy Superintendent, Education Services
GOVERNANCE POLICY: [Policy 700 – Superintendent of Schools](#)
ADDITIONAL REFERENCE: [AP820 – Locally Developed Courses](#)
Assurance Domain – [Student Growth and Achievement](#)

SUBJECT: Authorization of Junior High Locally Developed Optional Course – Academic Skill Building

PURPOSE:

For approval. Motion required.

RECOMMENDED MOTION:

- a) That the Board of Trustees approve the Authorization of the Junior High Locally Developed Optional Course – Academic Skill Building to be authorized as a course of study within Sturgeon Public School Division from September 1, 2023 to June 30, 2026.

BACKGROUND:

School divisions have the flexibility to develop locally developed courses at the Junior High level. These learning opportunities can extend or expand on the Program of Studies. Additionally, locally developed courses accommodate student needs and interests as well as encourage and support innovative learning and teaching practices.

Administration is prepared to respond to questions at the June 28, 2023, Public Board meeting.

ATTACHMENT(S):

- 1. Course Outline – Junior High Locally Developed Optional Course – Academic Skill Building



LOCALLY DEVELOPED OPTIONAL COURSE PROPOSAL

Reference – [Education and Training/Kindergarten to Grade 12 Education/Curriculum and Programs of Study/Locally Developed Courses/Overview](#)

School Authority:	Sturgeon Public School Division
School(s) where course may be offered:	All junior high schools
Title of Course:	Academic Skill Building
Grade(s) at which the course may be offered:	7, 8, 9
Start Date:	September 2023
End Date:	June 30, 2026

Philosophy:

Students have a wide range of abilities and skills. While a vast array of learning strategies are taught within each course, students benefit through development of their personal learning skills, as well as work and study habits. When students become actively involved in their learning, they take greater responsibility to plan, monitor and assess their achievement.

Rationale:

This course is designed to assist students to experience success in their core courses. It will provide alternate tools, skills and learning strategies tailored to individual needs. Through explicit instruction, guided practice and ongoing feedback, students will have the opportunity to maximize their achievement.

CAREER AND TECHNOLOGY FOUNDATIONS (CTF) and STATEMENT OF GENERAL LEARNER EXPECTATIONS:

- 1. Students will become aware of their personal learning styles or preferences**
 - 1.1 Students will recognize that individuals learn in different ways and at different rates.
 - 1.2 Students will identify strategies that are effective for them as learners.
 - 1.3 Students will monitor effectiveness of strategies used.





2. Students will develop a greater sense of responsibility for independent learning

- 2.1 Students will demonstrate the ability to manage time wisely.
- 2.2 Students will demonstrate the ability to set goals and to establish and carry through a plan of action.
- 2.3 Students will demonstrate ability to prepare an action plan to deal with barriers to learning.
- 2.4 Students will demonstrate willingness to take risks by attempting new approaches and strategies.

Anticipated Enrolment:

- Up to 30 students per class

Special Facilities and Equipment:

- As required by individual students

Controversial or sensitive course components and treatment:

- None

Learning resources:

- Student planners
- Digital and print material

No significant overlap with provincially developed curriculum

Assessment standards:

Students will be assessed according to the learner outcomes of the course. Teacher assessment will be based on good practice including research-based assessment tools, teacher observations, and other relevant evidence. Student participation, cooperation, attendance and attitude will be monitored and reported separately from the course mark.

Plan for course evaluation and monitoring:

- Course offering will be evaluated as part of the school's program planning and the Division's monitoring of school programs.





DATE: June 28, 2023

TO: Board of Trustees

FROM: Shawna Warren, Superintendent

ORIGINATOR: Jonathan Konrad, Deputy Superintendent, Education Services

GOVERNANCE POLICY: [Policy 700 – Superintendent of Schools](#)

ADDITIONAL REFERENCE: [AP820 – Locally Developed Courses](#)
Assurance Domain – [Student Growth and Achievement](#)

SUBJECT: Omnibus Motion for Locally Developed Course Approval – Senior High

PURPOSE:

For approval. Motion required.

RECOMMENDED MOTION:

- a) That the Board of Trustees approve the following Locally Developed Courses as courses of study within the Sturgeon Public School Division from September 1, 2023, to August 31, 2027:
 - Creative Writing and Publishing 15 – 3 credits
 - Creative Writing and Publishing 15 – 5 credits
 - Creative Writing and Publishing 25 – 3 credits
 - Creative Writing and Publishing 25 – 5 credits
 - Creative Writing and Publishing 35 – 5 credits

BACKGROUND:

As per, Alberta Education’s new guidelines and process with respect to school divisions acquiring Locally Developed Courses, the requesting school board no longer requires approval from the originating school board(s), thus, alleviating the time it takes for school divisions to gain approval to access these requested courses. 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 28, 2023, Public Board meeting.

ATTACHMENT(S):

1. Course Outline – Creative Writing and Publishing 15 – 3 credits
2. Course Outline – Creative Writing and Publishing 15 – 5 credits
3. Course Outline – Creative Writing and Publishing 25 – 3 credits
4. Course Outline – Creative Writing and Publishing 25 – 5 credits
5. Course Outline – Creative Writing and Publishing 35 – 5 credits

LOCALLY DEVELOPED COURSE OUTLINE

Creative Writing & Publishing (2019)
Creative Writing & Publishing (2019)
Creative Writing & Publishing (2019)
Creative Writing & Publishing (2019)
Creative Writing & Publishing (2019)
Creative Writing & Publishing (2019)

Submitted By:

The Calgary School Division

Submitted On:

Feb. 27, 2019

Course Basic Information

<u>Outline Number</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	09/01/2019	08/31/2023	Developed	Authorization	G10
15-5	125.00	09/01/2019	08/31/2023	Developed	Authorization	G10
25-3	62.50	09/01/2019	08/31/2023	Developed	Authorization	G10
25-5	125.00	09/01/2019	08/31/2023	Developed	Authorization	G10
35-3	62.50	09/01/2019	08/31/2023	Developed	Authorization	G10
35-5	125.00	09/01/2019	08/31/2023	Developed	Authorization	G10

Course Description

By following their writing interests and passions, students in Creative Writing & Publishing will write in a variety of specific creative writing genres. Moreover, students will build and manage their own digital portfolios and participate in the publishing process. The course is built upon increasing sophistication in the understanding of concepts and application of strategies and skills that provide students with the opportunity to engage in the work in creative and innovative ways. In the 3-credit course students will build a digital portfolio to demonstrate skills and growth. In the 5-credit course, students will, in addition, select from their growth portfolio to create a professional portfolio that showcases their best work and assists them in marketing their skills and abilities.

Course Prerequisites

15: prerequisite | none

25: prerequisite | 15

35: prerequisite | 25

Sequence Introduction (formerly: Philosophy)

In Creative Writing and Publishing, students cultivate their creativity and communication skills to become engaged thinkers about the media they create and participate in, and awareness of their role as ethical citizens with an entrepreneurial spirit in writing and publishing. In this course, students follow their writing interests and passions and engage in opportunities to write in a variety of genres that encourage them to experiment with new ideas, concepts and processes in various communication mediums. Students will create and manage their own digital portfolios.

Student Need (formerly: Rationale)

This course provides students with the opportunity to explore interests, passions and career possibilities in writing and publishing. Students will have the opportunity to create original texts and follow editing, publishing and marketing processes using current approaches and technologies. Students will learn through liaising with professional writing organizations, submitting to established publications and creating their own publications.

Scope and Sequence (formerly: Learner Outcomes)

Students will explore and learn about various mediums of expression and writing markets, and demonstrate understanding of the requirements that different markets have for submissions. Students will also assess how to effectively submit their writing to specific publications. This locally developed course provides additional opportunities for students to develop and refine the Alberta Education learner competencies by engaging in purposeful participation in democratic citizenship, expressing identity through literary arts, and perseverance and excellence in the work they engage in.

The guiding questions span all course levels. Where a learner outcome spans all levels, students are expected to show an increased sophistication and refinement of skills and in demonstrating the outcome. This course is built upon the following guiding questions. The guiding questions span all course levels. Where a learner outcome spans all levels, students are expected to show an increased sophistication and refinement of skills and in demonstrating the outcome. This course is built upon the following guiding questions.

Guiding Questions (formerly: General Outcomes)

- 1 How can original texts contribute to the development of artistry?**
- 2 How can students work collaboratively and alongside professional organizations to explore and apply elements of creative writing?**
- 3 How can the evaluation of creative writing markets support students in refining texts?**
- 4 What skills are needed in the publication process?**

Learning Outcomes (formerly: Specific Outcomes)

1 How can original texts contribute to the development of artistry?	15-3	15-5	25-3	25-5	35-3	35-5
1.1 Experiment with and create texts in a variety of genres with a focus on poetry and speech writing.	X					
1.2 Assess their own creative writing strengths and areas for growth.	X		X		X	
1.3 Create works in a variety of genres with a focus on fiction, script writing and non-fiction.			X			
1.4 Reflect on and revise personal processes and preferences for creating texts such as time management, professional writing processes and tools, and collaborating with others in development.	X		X		X	
1.5 Create non-traditional forms of texts such as postmodern, cross genre and graphic novels.		X		X		X
1.6 Specialize and write for a publication in a genre of interest.						X

2 How can students work collaboratively and alongside professional organizations to explore and apply elements of creative writing?	15-3	15-5	25-3	25-5	35-3	35-5
2.1 Generate and share specific feedback including positive comments and suggestions for improvement.	X		X		X	
2.2 Invite and apply constructive suggestions for improvement from peers and/or outside editors.	X		X		X	
2.3 Adapt constructive approaches and suggestions for improvement based on one's own purpose or intent.			X		X	
2.4 Evaluate constructive suggestions for improvement considering one's own purpose and explain why specific suggestions are or are not utilized in the final draft.					X	
2.5 Research regional professional writing organizations and publications.		X		X		

2.6 Assess which regional professional organizations provide services that will best support one's own writing in given genres.	X	X
2.7 Liaise with regional professional writing organizations to enhance understanding of writing and learning opportunities, networking and writing careers.	X	X

3 How can the evaluation of creative writing markets support students in refining texts?	15-3	15-5	25-3	25-5	35-3	35-5
3.1 Research potential publishers, markets and submission requirements for given genres.	X		X		X	
3.2 Create and send query submissions to prospective publications.			X		X	
3.3 Compare and contrast professional markets that showcase a writer's work with markets whose primary purpose is to sell something to new writers.	X		X			
3.4 Present edited work orally to an audience.	X		X		X	
3.5 Evaluate various publications for a specific piece of writing.				X		X
3.6 Organize and submit writing following the format required by a specific publisher.				X		X
3.7 Differentiate between first publication rights and copyright.				X		X
3.8 Research and present the rejections of work of well-known and published authors.	X					
3.9 Assess the context of rejections of currently well-known authors.				X		
3.10 Apply knowledge of rejections to revise and/or submit their own work.						X
3.11 Create a writing resume with an up-to-date list of publications.				X		X
3.12 Analyze readings and performances by published authors.	X			X		X
3.13 Apply techniques used by published authors to a reading of one's own work.				X		X

3.14 Assess and explain the effectiveness of techniques used in readings and or performances in their own work or the work of others.	X
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4 What skills are needed in the publication process?	15-3	15-5	25-3	25-5	35-3	35-5
4.1 Collaborate with peers to review and edit one's own writing.	X		X		X	
4.2 Research current editorial processes.		X		X		X
4.3 Design and implement an editorial board to create an original publication.				X		X
4.4 Take a leadership role on an editorial board for an original publication.						X
4.5 Develop recommendations for writers to enhance final manuscripts.						X
4.6 Collaborate over time with other authors, artists, and/or graphic designers for an original publication.	X			X		X
4.7 Demonstrate understanding of how to apply for and acquire an ISBN number for the National Library of Canada and the Canadian Cataloguing and Publication Data.				X		X

Facilities or Equipment

Facility

No required facilities.

Facilities:

Equipment

No required equipment specified.

Learning and Teaching Resources

No required resources.

Sensitive or Controversial Content

No sensitive or controversial content.

Issue Management Strategy

Health and Safety

No directly related health and safety risks.

Risk Management Strategy

Statement of Overlap with Existing Programs

Provincial Courses with Overlap and/or Similarity

ELA 10-20-30

Identified Overlap/Similarity

Both courses focus on the appreciation of the artistry of literature, using language to communicate for a variety of purposes, audiences, and contexts.

Reasoning as to Why LDC is Necessary

The Creative Writing and Publishing course provides students with the opportunity to develop creative texts for specific markets, working alongside professionals and organizations to support this work, and the publishing process.

Locally Developed Courses with Overlap and/or Similarity

Journalism 15-25-35

Identified Overlap/Similarity

Both courses provide students with the opportunity to explore and create original texts for a variety of audiences.

Reasoning as to Why LDC is Necessary

The Creative Writing and Publishing course focuses on developing texts outside of the realm of journalism and news, and to engage beyond the journalism production process. Students focus on a wide range of creative and artistic texts and audiences for a variety of markets.

Student Assessment

This course has no unique assessment requirements.

Course Approval Implementation and Evaluation

No specific processes.

LOCALLY DEVELOPED COURSE OUTLINE

Creative Writing & Publishing (2019)
Creative Writing & Publishing (2019)
Creative Writing & Publishing (2019)
Creative Writing & Publishing (2019)
Creative Writing & Publishing (2019)
Creative Writing & Publishing (2019)

Submitted By:

The Calgary School Division

Submitted On:

Feb. 27, 2019

Course Basic Information

<u>Outline Number</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	09/01/2019	08/31/2023	Developed	Authorization	G10
15-5	125.00	09/01/2019	08/31/2023	Developed	Authorization	G10
25-3	62.50	09/01/2019	08/31/2023	Developed	Authorization	G10
25-5	125.00	09/01/2019	08/31/2023	Developed	Authorization	G10
35-3	62.50	09/01/2019	08/31/2023	Developed	Authorization	G10
35-5	125.00	09/01/2019	08/31/2023	Developed	Authorization	G10

Course Description

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Course Prerequisites

15: prerequisite | none

25: prerequisite | 15

35: prerequisite | 25

Sequence Introduction (formerly: Philosophy)

In Creative Writing and Publishing, students cultivate their creativity and communication skills to become engaged thinkers about the media they create and participate in, and awareness of their role as ethical citizens with an entrepreneurial spirit in writing and publishing. In this course, students follow their writing interests and passions and engage in opportunities to write in a variety of genres that encourage them to experiment with new ideas, concepts and processes in various communication mediums. Students will create and manage their own digital portfolios.

Student Need (formerly: Rationale)

This course provides students with the opportunity to explore interests, passions and career possibilities in writing and publishing. Students will have the opportunity to create original texts and follow editing, publishing and marketing processes using current approaches and technologies. Students will learn through liaising with professional writing organizations, submitting to established publications and creating their own publications.

Scope and Sequence (formerly: Learner Outcomes)

Students will explore and learn about various mediums of expression and writing markets, and demonstrate understanding of the requirements that different markets have for submissions. Students will also assess how to effectively submit their writing to specific publications. This locally developed course provides additional opportunities for students to develop and refine the Alberta Education learner competencies by engaging in purposeful participation in democratic citizenship, expressing identity through literary arts, and perseverance and excellence in the work they engage in.

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- 3 How can the evaluation of creative writing markets support students in refining texts?**
- 4 What skills are needed in the publication process?**

Learning Outcomes (formerly: Specific Outcomes)

1 How can original texts contribute to the development of artistry?	15-3	15-5	25-3	25-5	35-3	35-5
1.1 Experiment with and create texts in a variety of genres with a focus on poetry and speech writing.	X					
1.2 Assess their own creative writing strengths and areas for growth.	X		X		X	
1.3 Create works in a variety of genres with a focus on fiction, script writing and non-fiction.			X			
1.4 Reflect on and revise personal processes and preferences for creating texts such as time management, professional writing processes and tools, and collaborating with others in development.	X		X		X	
1.5 Create non-traditional forms of texts such as postmodern, cross genre and graphic novels.		X		X		X
1.6 Specialize and write for a publication in a genre of interest.						X

2 How can students work collaboratively and alongside professional organizations to explore and apply elements of creative writing?	15-3	15-5	25-3	25-5	35-3	35-5
2.1 Generate and share specific feedback including positive comments and suggestions for improvement.	X		X		X	
2.2 Invite and apply constructive suggestions for improvement from peers and/or outside editors.	X		X		X	
2.3 Adapt constructive approaches and suggestions for improvement based on one's own purpose or intent.			X		X	
2.4 Evaluate constructive suggestions for improvement considering one's own purpose and explain why specific suggestions are or are not utilized in the final draft.					X	
2.5 Research regional professional writing organizations and publications.		X		X		

2.6 Assess which regional professional organizations provide services that will best support one's own writing in given genres.	X	X
2.7 Liaise with regional professional writing organizations to enhance understanding of writing and learning opportunities, networking and writing careers.	X	X

3 How can the evaluation of creative writing markets support students in refining texts?	15-3	15-5	25-3	25-5	35-3	35-5
3.1 Research potential publishers, markets and submission requirements for given genres.	X		X		X	
3.2 Create and send query submissions to prospective publications.			X		X	
3.3 Compare and contrast professional markets that showcase a writer's work with markets whose primary purpose is to sell something to new writers.	X		X			
3.4 Present edited work orally to an audience.	X		X		X	
3.5 Evaluate various publications for a specific piece of writing.				X		X
3.6 Organize and submit writing following the format required by a specific publisher.				X		X
3.7 Differentiate between first publication rights and copyright.				X		X
3.8 Research and present the rejections of work of well-known and published authors.	X					
3.9 Assess the context of rejections of currently well-known authors.				X		
3.10 Apply knowledge of rejections to revise and/or submit their own work.						X
3.11 Create a writing resume with an up-to-date list of publications.				X		X
3.12 Analyze readings and performances by published authors.	X			X		X
3.13 Apply techniques used by published authors to a reading of one's own work.				X		X

3.14 Assess and explain the effectiveness of techniques used in readings and or performances in their own work or the work of others.	X
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4 What skills are needed in the publication process?	15-3	15-5	25-3	25-5	35-3	35-5
4.1 Collaborate with peers to review and edit one's own writing.	X		X		X	
4.2 Research current editorial processes.		X		X		X
4.3 Design and implement an editorial board to create an original publication.				X		X
4.4 Take a leadership role on an editorial board for an original publication.						X
4.5 Develop recommendations for writers to enhance final manuscripts.						X
4.6 Collaborate over time with other authors, artists, and/or graphic designers for an original publication.	X			X		X
4.7 Demonstrate understanding of how to apply for and acquire an ISBN number for the National Library of Canada and the Canadian Cataloguing and Publication Data.				X		X

Facilities or Equipment

Facility

No required facilities.

Facilities:

Equipment

No required equipment specified.

Learning and Teaching Resources

No required resources.

Sensitive or Controversial Content

No sensitive or controversial content.

Issue Management Strategy

Health and Safety

No directly related health and safety risks.

Risk Management Strategy

Statement of Overlap with Existing Programs

Provincial Courses with Overlap and/or Similarity

ELA 10-20-30

Identified Overlap/Similarity

Both courses focus on the appreciation of the artistry of literature, using language to communicate for a variety of purposes, audiences, and contexts.

Reasoning as to Why LDC is Necessary

The Creative Writing and Publishing course provides students with the opportunity to develop creative texts for specific markets, working alongside professionals and organizations to support this work, and the publishing process.

Locally Developed Courses with Overlap and/or Similarity

Journalism 15-25-35

Identified Overlap/Similarity

Both courses provide students with the opportunity to explore and create original texts for a variety of audiences.

Reasoning as to Why LDC is Necessary

The Creative Writing and Publishing course focuses on developing texts outside of the realm of journalism and news, and to engage beyond the journalism production process. Students focus on a wide range of creative and artistic texts and audiences for a variety of markets.

Student Assessment

This course has no unique assessment requirements.

Course Approval Implementation and Evaluation

No specific processes.

LOCALLY DEVELOPED COURSE OUTLINE

Creative Writing & Publishing (2019)
Creative Writing & Publishing (2019)
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Creative Writing & Publishing (2019)
Creative Writing & Publishing (2019)

Submitted By:

The Calgary School Division

Submitted On:

Feb. 27, 2019

Course Basic Information

<u>Outline Number</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	09/01/2019	08/31/2023	Developed	Authorization	G10
15-5	125.00	09/01/2019	08/31/2023	Developed	Authorization	G10
25-3	62.50	09/01/2019	08/31/2023	Developed	Authorization	G10
25-5	125.00	09/01/2019	08/31/2023	Developed	Authorization	G10
35-3	62.50	09/01/2019	08/31/2023	Developed	Authorization	G10
35-5	125.00	09/01/2019	08/31/2023	Developed	Authorization	G10

Course Description

By following their writing interests and passions, students in Creative Writing & Publishing will write in a variety of specific creative writing genres. Moreover, students will build and manage their own digital portfolios and participate in the publishing process. The course is built upon increasing sophistication in the understanding of concepts and application of strategies and skills that provide students with the opportunity to engage in the work in creative and innovative ways. In the 3-credit course students will build a digital portfolio to demonstrate skills and growth. In the 5-credit course, students will, in addition, select from their growth portfolio to create a professional portfolio that showcases their best work and assists them in marketing their skills and abilities.

Course Prerequisites

15: prerequisite | none

25: prerequisite | 15

35: prerequisite | 25

Sequence Introduction (formerly: Philosophy)

In Creative Writing and Publishing, students cultivate their creativity and communication skills to become engaged thinkers about the media they create and participate in, and awareness of their role as ethical citizens with an entrepreneurial spirit in writing and publishing. In this course, students follow their writing interests and passions and engage in opportunities to write in a variety of genres that encourage them to experiment with new ideas, concepts and processes in various communication mediums. Students will create and manage their own digital portfolios.

Student Need (formerly: Rationale)

This course provides students with the opportunity to explore interests, passions and career possibilities in writing and publishing. Students will have the opportunity to create original texts and follow editing, publishing and marketing processes using current approaches and technologies. Students will learn through liaising with professional writing organizations, submitting to established publications and creating their own publications.

Scope and Sequence (formerly: Learner Outcomes)

Students will explore and learn about various mediums of expression and writing markets, and demonstrate understanding of the requirements that different markets have for submissions. Students will also assess how to effectively submit their writing to specific publications. This locally developed course provides additional opportunities for students to develop and refine the Alberta Education learner competencies by engaging in purposeful participation in democratic citizenship, expressing identity through literary arts, and perseverance and excellence in the work they engage in.

The guiding questions span all course levels. Where a learner outcome spans all levels, students are expected to show an increased sophistication and refinement of skills and in demonstrating the outcome. This course is built upon the following guiding questions. The guiding questions span all course levels. Where a learner outcome spans all levels, students are expected to show an increased sophistication and refinement of skills and in demonstrating the outcome. This course is built upon the following guiding questions.

Guiding Questions (formerly: General Outcomes)

- 1 How can original texts contribute to the development of artistry?**
- 2 How can students work collaboratively and alongside professional organizations to explore and apply elements of creative writing?**
- 3 How can the evaluation of creative writing markets support students in refining texts?**
- 4 What skills are needed in the publication process?**

Learning Outcomes (formerly: Specific Outcomes)

1 How can original texts contribute to the development of artistry?	15-3	15-5	25-3	25-5	35-3	35-5
1.1 Experiment with and create texts in a variety of genres with a focus on poetry and speech writing.	X					
1.2 Assess their own creative writing strengths and areas for growth.	X		X		X	
1.3 Create works in a variety of genres with a focus on fiction, script writing and non-fiction.			X			
1.4 Reflect on and revise personal processes and preferences for creating texts such as time management, professional writing processes and tools, and collaborating with others in development.	X		X		X	
1.5 Create non-traditional forms of texts such as postmodern, cross genre and graphic novels.		X		X		X
1.6 Specialize and write for a publication in a genre of interest.						X

2 How can students work collaboratively and alongside professional organizations to explore and apply elements of creative writing?	15-3	15-5	25-3	25-5	35-3	35-5
2.1 Generate and share specific feedback including positive comments and suggestions for improvement.	X		X		X	
2.2 Invite and apply constructive suggestions for improvement from peers and/or outside editors.	X		X		X	
2.3 Adapt constructive approaches and suggestions for improvement based on one's own purpose or intent.			X		X	
2.4 Evaluate constructive suggestions for improvement considering one's own purpose and explain why specific suggestions are or are not utilized in the final draft.					X	
2.5 Research regional professional writing organizations and publications.		X		X		

2.6 Assess which regional professional organizations provide services that will best support one's own writing in given genres.	X	X
2.7 Liaise with regional professional writing organizations to enhance understanding of writing and learning opportunities, networking and writing careers.	X	X

3 How can the evaluation of creative writing markets support students in refining texts?	15-3	15-5	25-3	25-5	35-3	35-5
3.1 Research potential publishers, markets and submission requirements for given genres.	X		X		X	
3.2 Create and send query submissions to prospective publications.			X		X	
3.3 Compare and contrast professional markets that showcase a writer's work with markets whose primary purpose is to sell something to new writers.	X		X			
3.4 Present edited work orally to an audience.	X		X		X	
3.5 Evaluate various publications for a specific piece of writing.				X		X
3.6 Organize and submit writing following the format required by a specific publisher.				X		X
3.7 Differentiate between first publication rights and copyright.				X		X
3.8 Research and present the rejections of work of well-known and published authors.	X					
3.9 Assess the context of rejections of currently well-known authors.				X		
3.10 Apply knowledge of rejections to revise and/or submit their own work.						X
3.11 Create a writing resume with an up-to-date list of publications.				X		X
3.12 Analyze readings and performances by published authors.	X			X		X
3.13 Apply techniques used by published authors to a reading of one's own work.				X		X

3.14 Assess and explain the effectiveness of techniques used in readings and or performances in their own work or the work of others.	X
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4 What skills are needed in the publication process?	15-3	15-5	25-3	25-5	35-3	35-5
4.1 Collaborate with peers to review and edit one's own writing.	X		X		X	
4.2 Research current editorial processes.		X		X		X
4.3 Design and implement an editorial board to create an original publication.				X		X
4.4 Take a leadership role on an editorial board for an original publication.						X
4.5 Develop recommendations for writers to enhance final manuscripts.						X
4.6 Collaborate over time with other authors, artists, and/or graphic designers for an original publication.	X			X		X
4.7 Demonstrate understanding of how to apply for and acquire an ISBN number for the National Library of Canada and the Canadian Cataloguing and Publication Data.				X		X

Facilities or Equipment

Facility

No required facilities.

Facilities:

Equipment

No required equipment specified.

Learning and Teaching Resources

No required resources.

Sensitive or Controversial Content

No sensitive or controversial content.

Issue Management Strategy

Health and Safety

No directly related health and safety risks.

Risk Management Strategy

Statement of Overlap with Existing Programs

Provincial Courses with Overlap and/or Similarity

ELA 10-20-30

Identified Overlap/Similarity

Both courses focus on the appreciation of the artistry of literature, using language to communicate for a variety of purposes, audiences, and contexts.

Reasoning as to Why LDC is Necessary

The Creative Writing and Publishing course provides students with the opportunity to develop creative texts for specific markets, working alongside professionals and organizations to support this work, and the publishing process.

Locally Developed Courses with Overlap and/or Similarity

Journalism 15-25-35

Identified Overlap/Similarity

Both courses provide students with the opportunity to explore and create original texts for a variety of audiences.

Reasoning as to Why LDC is Necessary

The Creative Writing and Publishing course focuses on developing texts outside of the realm of journalism and news, and to engage beyond the journalism production process. Students focus on a wide range of creative and artistic texts and audiences for a variety of markets.

Student Assessment

This course has no unique assessment requirements.

Course Approval Implementation and Evaluation

No specific processes.

LOCALLY DEVELOPED COURSE OUTLINE

Creative Writing & Publishing (2019)
Creative Writing & Publishing (2019)
Creative Writing & Publishing (2019)
Creative Writing & Publishing (2019)
Creative Writing & Publishing (2019)
Creative Writing & Publishing (2019)

Submitted By:

The Calgary School Division

Submitted On:

Feb. 27, 2019

Course Basic Information

<u>Outline Number</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	09/01/2019	08/31/2023	Developed	Authorization	G10
15-5	125.00	09/01/2019	08/31/2023	Developed	Authorization	G10
25-3	62.50	09/01/2019	08/31/2023	Developed	Authorization	G10
25-5	125.00	09/01/2019	08/31/2023	Developed	Authorization	G10
35-3	62.50	09/01/2019	08/31/2023	Developed	Authorization	G10
35-5	125.00	09/01/2019	08/31/2023	Developed	Authorization	G10

Course Description

By following their writing interests and passions, students in Creative Writing & Publishing will write in a variety of specific creative writing genres. Moreover, students will build and manage their own digital portfolios and participate in the publishing process. The course is built upon increasing sophistication in the understanding of concepts and application of strategies and skills that provide students with the opportunity to engage in the work in creative and innovative ways. In the 3-credit course students will build a digital portfolio to demonstrate skills and growth. In the 5-credit course, students will, in addition, select from their growth portfolio to create a professional portfolio that showcases their best work and assists them in marketing their skills and abilities.

Course Prerequisites

15: prerequisite | none

25: prerequisite | 15

35: prerequisite | 25

Sequence Introduction (formerly: Philosophy)

In Creative Writing and Publishing, students cultivate their creativity and communication skills to become engaged thinkers about the media they create and participate in, and awareness of their role as ethical citizens with an entrepreneurial spirit in writing and publishing. In this course, students follow their writing interests and passions and engage in opportunities to write in a variety of genres that encourage them to experiment with new ideas, concepts and processes in various communication mediums. Students will create and manage their own digital portfolios.

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This course provides students with the opportunity to explore interests, passions and career possibilities in writing and publishing. Students will have the opportunity to create original texts and follow editing, publishing and marketing processes using current approaches and technologies. Students will learn through liaising with professional writing organizations, submitting to established publications and creating their own publications.

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Students will explore and learn about various mediums of expression and writing markets, and demonstrate understanding of the requirements that different markets have for submissions. Students will also assess how to effectively submit their writing to specific publications. This locally developed course provides additional opportunities for students to develop and refine the Alberta Education learner competencies by engaging in purposeful participation in democratic citizenship, expressing identity through literary arts, and perseverance and excellence in the work they engage in.

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- 2 How can students work collaboratively and alongside professional organizations to explore and apply elements of creative writing?**
- 3 How can the evaluation of creative writing markets support students in refining texts?**
- 4 What skills are needed in the publication process?**

Learning Outcomes (formerly: Specific Outcomes)

1 How can original texts contribute to the development of artistry?	15-3	15-5	25-3	25-5	35-3	35-5
1.1 Experiment with and create texts in a variety of genres with a focus on poetry and speech writing.	X					
1.2 Assess their own creative writing strengths and areas for growth.	X		X		X	
1.3 Create works in a variety of genres with a focus on fiction, script writing and non-fiction.			X			
1.4 Reflect on and revise personal processes and preferences for creating texts such as time management, professional writing processes and tools, and collaborating with others in development.	X		X		X	
1.5 Create non-traditional forms of texts such as postmodern, cross genre and graphic novels.		X		X		X
1.6 Specialize and write for a publication in a genre of interest.						X

2 How can students work collaboratively and alongside professional organizations to explore and apply elements of creative writing?	15-3	15-5	25-3	25-5	35-3	35-5
2.1 Generate and share specific feedback including positive comments and suggestions for improvement.	X		X		X	
2.2 Invite and apply constructive suggestions for improvement from peers and/or outside editors.	X		X		X	
2.3 Adapt constructive approaches and suggestions for improvement based on one's own purpose or intent.			X		X	
2.4 Evaluate constructive suggestions for improvement considering one's own purpose and explain why specific suggestions are or are not utilized in the final draft.					X	
2.5 Research regional professional writing organizations and publications.		X		X		

2.6 Assess which regional professional organizations provide services that will best support one's own writing in given genres.	X	X
2.7 Liaise with regional professional writing organizations to enhance understanding of writing and learning opportunities, networking and writing careers.	X	X

3 How can the evaluation of creative writing markets support students in refining texts?	15-3	15-5	25-3	25-5	35-3	35-5
3.1 Research potential publishers, markets and submission requirements for given genres.	X		X		X	
3.2 Create and send query submissions to prospective publications.			X		X	
3.3 Compare and contrast professional markets that showcase a writer's work with markets whose primary purpose is to sell something to new writers.	X		X			
3.4 Present edited work orally to an audience.	X		X		X	
3.5 Evaluate various publications for a specific piece of writing.				X		X
3.6 Organize and submit writing following the format required by a specific publisher.				X		X
3.7 Differentiate between first publication rights and copyright.				X		X
3.8 Research and present the rejections of work of well-known and published authors.	X					
3.9 Assess the context of rejections of currently well-known authors.				X		
3.10 Apply knowledge of rejections to revise and/or submit their own work.						X
3.11 Create a writing resume with an up-to-date list of publications.				X		X
3.12 Analyze readings and performances by published authors.	X			X		X
3.13 Apply techniques used by published authors to a reading of one's own work.				X		X

3.14 Assess and explain the effectiveness of techniques used in readings and or performances in their own work or the work of others.	X
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4 What skills are needed in the publication process?	15-3	15-5	25-3	25-5	35-3	35-5
4.1 Collaborate with peers to review and edit one's own writing.	X		X		X	
4.2 Research current editorial processes.		X		X		X
4.3 Design and implement an editorial board to create an original publication.				X		X
4.4 Take a leadership role on an editorial board for an original publication.						X
4.5 Develop recommendations for writers to enhance final manuscripts.						X
4.6 Collaborate over time with other authors, artists, and/or graphic designers for an original publication.	X			X		X
4.7 Demonstrate understanding of how to apply for and acquire an ISBN number for the National Library of Canada and the Canadian Cataloguing and Publication Data.				X		X

Facilities or Equipment

Facility

No required facilities.

Facilities:

Equipment

No required equipment specified.

Learning and Teaching Resources

No required resources.

Sensitive or Controversial Content

No sensitive or controversial content.

Issue Management Strategy

Health and Safety

No directly related health and safety risks.

Risk Management Strategy

Statement of Overlap with Existing Programs

Provincial Courses with Overlap and/or Similarity

ELA 10-20-30

Identified Overlap/Similarity

Both courses focus on the appreciation of the artistry of literature, using language to communicate for a variety of purposes, audiences, and contexts.

Reasoning as to Why LDC is Necessary

The Creative Writing and Publishing course provides students with the opportunity to develop creative texts for specific markets, working alongside professionals and organizations to support this work, and the publishing process.

Locally Developed Courses with Overlap and/or Similarity

Journalism 15-25-35

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The Creative Writing and Publishing course focuses on developing texts outside of the realm of journalism and news, and to engage beyond the journalism production process. Students focus on a wide range of creative and artistic texts and audiences for a variety of markets.

Student Assessment

This course has no unique assessment requirements.

Course Approval Implementation and Evaluation

No specific processes.

LOCALLY DEVELOPED COURSE OUTLINE

Creative Writing & Publishing (2019)
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Creative Writing & Publishing (2019)

Submitted By:

The Calgary School Division

Submitted On:

Feb. 27, 2019

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
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25-3	62.50	09/01/2019	08/31/2023	Developed	Authorization	G10
25-5	125.00	09/01/2019	08/31/2023	Developed	Authorization	G10
35-3	62.50	09/01/2019	08/31/2023	Developed	Authorization	G10
35-5	125.00	09/01/2019	08/31/2023	Developed	Authorization	G10

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Course Prerequisites

15: prerequisite | none

25: prerequisite | 15

35: prerequisite | 25

Sequence Introduction (formerly: Philosophy)

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- 3 How can the evaluation of creative writing markets support students in refining texts?**
- 4 What skills are needed in the publication process?**

Learning Outcomes (formerly: Specific Outcomes)

1 How can original texts contribute to the development of artistry?	15-3	15-5	25-3	25-5	35-3	35-5
1.1 Experiment with and create texts in a variety of genres with a focus on poetry and speech writing.	X					
1.2 Assess their own creative writing strengths and areas for growth.	X		X		X	
1.3 Create works in a variety of genres with a focus on fiction, script writing and non-fiction.			X			
1.4 Reflect on and revise personal processes and preferences for creating texts such as time management, professional writing processes and tools, and collaborating with others in development.	X		X		X	
1.5 Create non-traditional forms of texts such as postmodern, cross genre and graphic novels.		X		X		X
1.6 Specialize and write for a publication in a genre of interest.						X

2 How can students work collaboratively and alongside professional organizations to explore and apply elements of creative writing?	15-3	15-5	25-3	25-5	35-3	35-5
2.1 Generate and share specific feedback including positive comments and suggestions for improvement.	X		X		X	
2.2 Invite and apply constructive suggestions for improvement from peers and/or outside editors.	X		X		X	
2.3 Adapt constructive approaches and suggestions for improvement based on one's own purpose or intent.			X		X	
2.4 Evaluate constructive suggestions for improvement considering one's own purpose and explain why specific suggestions are or are not utilized in the final draft.					X	
2.5 Research regional professional writing organizations and publications.		X		X		

2.6 Assess which regional professional organizations provide services that will best support one's own writing in given genres.	X	X
2.7 Liaise with regional professional writing organizations to enhance understanding of writing and learning opportunities, networking and writing careers.	X	X

3 How can the evaluation of creative writing markets support students in refining texts?	15-3	15-5	25-3	25-5	35-3	35-5
3.1 Research potential publishers, markets and submission requirements for given genres.	X		X		X	
3.2 Create and send query submissions to prospective publications.			X		X	
3.3 Compare and contrast professional markets that showcase a writer's work with markets whose primary purpose is to sell something to new writers.	X		X			
3.4 Present edited work orally to an audience.	X		X		X	
3.5 Evaluate various publications for a specific piece of writing.				X		X
3.6 Organize and submit writing following the format required by a specific publisher.				X		X
3.7 Differentiate between first publication rights and copyright.				X		X
3.8 Research and present the rejections of work of well-known and published authors.	X					
3.9 Assess the context of rejections of currently well-known authors.				X		
3.10 Apply knowledge of rejections to revise and/or submit their own work.						X
3.11 Create a writing resume with an up-to-date list of publications.				X		X
3.12 Analyze readings and performances by published authors.	X			X		X
3.13 Apply techniques used by published authors to a reading of one's own work.				X		X

3.14 Assess and explain the effectiveness of techniques used in readings and or performances in their own work or the work of others.	X
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4 What skills are needed in the publication process?	15-3	15-5	25-3	25-5	35-3	35-5
4.1 Collaborate with peers to review and edit one's own writing.	X		X		X	
4.2 Research current editorial processes.		X		X		X
4.3 Design and implement an editorial board to create an original publication.				X		X
4.4 Take a leadership role on an editorial board for an original publication.						X
4.5 Develop recommendations for writers to enhance final manuscripts.						X
4.6 Collaborate over time with other authors, artists, and/or graphic designers for an original publication.	X			X		X
4.7 Demonstrate understanding of how to apply for and acquire an ISBN number for the National Library of Canada and the Canadian Cataloguing and Publication Data.				X		X

Facilities or Equipment

Facility

No required facilities.

Facilities:

Equipment

No required equipment specified.

Learning and Teaching Resources

No required resources.

Sensitive or Controversial Content

No sensitive or controversial content.

Issue Management Strategy

Health and Safety

No directly related health and safety risks.

Risk Management Strategy

Statement of Overlap with Existing Programs

Provincial Courses with Overlap and/or Similarity

ELA 10-20-30

Identified Overlap/Similarity

Both courses focus on the appreciation of the artistry of literature, using language to communicate for a variety of purposes, audiences, and contexts.

Reasoning as to Why LDC is Necessary

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Locally Developed Courses with Overlap and/or Similarity

Journalism 15-25-35

Identified Overlap/Similarity

Both courses provide students with the opportunity to explore and create original texts for a variety of audiences.

Reasoning as to Why LDC is Necessary

The Creative Writing and Publishing course focuses on developing texts outside of the realm of journalism and news, and to engage beyond the journalism production process. Students focus on a wide range of creative and artistic texts and audiences for a variety of markets.

Student Assessment

This course has no unique assessment requirements.

Course Approval Implementation and Evaluation

No specific processes.



DATE: June 28, 2023
TO: Board of Trustees
FROM: Shawna Warren, Superintendent
ORIGINATOR: Shawna Warren, Superintendent
Jonathan Konrad, Deputy Superintendent, Education Services
GOVERNANCE POLICY: [Policy 100 – History of Sturgeon Public Schools](#)
ADDITIONAL REFERENCE: Assurance Domain – [Local & Societal](#)
SUBJECT: Policy 100 – History of Sturgeon Public Schools

PURPOSE:

For approval. Motion required.

RECOMMENDED MOTION:

- a) That the Board of Trustees approve the revised Board *Policy 100 – History of Sturgeon Public Schools* as recommended by the Policy Committee and presented at the June 28, 2023, Public Board meeting.

BACKGROUND:

The Board of Trustees is responsible to review Board Policies on an ongoing basis in order to adhere to the requirements necessary to provide excellence in public education and comply with the Education Act and provincial, as well as federal, legislation. The following revised policy is in support of this responsibility.

Administration has reviewed and updated *Policy 100 – History of Sturgeon Public Schools* as part of its review of policies that fall under the Superintendent’s Office.

The Policy Committee reviewed and updated *Policy 100 – History of Sturgeon Public Schools* at their June 7, 2023, committee meeting and has recommended it to the Public Board meeting for approval.

Administration is prepared to respond to questions at the June 28, 2023, Public Board meeting.

ATTACHMENT(S):

- 1. Policy 100 – History of Sturgeon Public Schools – Rewrite
- 2. Policy 100 – History of Sturgeon Public Schools – Current

Policy 100 - History of Sturgeon Public Schools

1.0 Policy

1.1 The Board believes in the importance of acknowledging and celebrating the history and development of Sturgeon Public Schools. Understanding how the school division has grown and changed over the years supports better community involvement, a greater sense of belonging, and a clear appreciation of the hard work that has built a great rural public education school division.

2.0 Guidelines

2.1 Each year the Superintendent (and/or designate) will review and revise the History of Sturgeon Public Schools and provide the changes as Appendix A to this policy, in addition to informing the Board of Trustees at the Public Board meeting, and School Administration at the Administrative Council meeting in October each year.

References:

100: Appendix A – A History of Sturgeon Public Schools



Appendix A - A Short History of Sturgeon Public Schools

The Province of Alberta was founded within the Dominion of Canada in 1905. The system of education which had been in force in the Northwest Territories was continued and provided education up to the grade eight levels.

By 1935, Alberta was more widely settled and with the rapid advancement of the age of technology, there was a demand from industry and the public in general for higher education. Due to the poor financial state of many of the rural school districts following the depression of the 1930s, it was necessary for the Provincial Government to act. Consequently, in 1936, legislation was passed which provided for the establishment of school divisions.

The Sturgeon School Division, consisting of five sub-divisions, was formed by Ministerial Order on January 1, 1939, the five trustees having been elected shortly prior to its formation.

The following five trustees were sworn in at the first organizational meeting held on December 6, 1938:

Sub-division No. 1	Mr. J. G. Dusseault
Sub-division No. 2	Mr. Angus L. McGillis
Sub-division No. 3	Mr. Harry Speers
Sub-division No. 4	Mr. John E. Holmes
Sub-division No. 5	Mr. M. D. Tkachuk

Mr. Speers was appointed Chairman of the Board; Mr. J. E. Holmes, Vice-Chairman; Mr. E. Meaden was appointed Secretary-Treasurer; and Mr. J. J. LeBlanc was the provincially appointed Superintendent of Schools for the Division.

At the time of its inception, the Sturgeon School Division consisted mainly of one and two-room schools with a few larger schools. Gradually the idea of centralizing the schools around major villages became popular, but the progress of this re-organization was interrupted by the commencement of World War II.

1939, saw the schools of Bon Accord School District No. 438, Camilla School District No. 470, Namao School, and Gibbons School District included in the Sturgeon School Division. This also included Ufford School District No. 2328 (which went on to become Redwater School District No. 2328) that remained a part of Sturgeon School Division until June 1, 1947.

One of the alternatives to centralization during this period was the formation of dormitories. One such dormitory was established in Bon Accord in 1943.

Following the cessation of hostilities, centralization was resumed, and the dormitories were closed by 1949.

Between January 1, 1947, and June 1, 1948 St. Albert School District No. 3 (RCP) and the Legal School District No. 1738 were included in the Sturgeon School Division. In 1947, the Thorhild School Division No. 57 and the Westlock School Division No. 37 were formed which resulted in Sturgeon losing a total of 30 sub-divisions to these new school divisions.

With the acquisition of "New Town" status by the Town of St. Albert in 1957, the St. Albert School District was excluded from the Sturgeon School Division. In 1959, the people of the Amelia School District requested and were granted permission to become part of the County of Thorhild.



Appendix A - A Short History of Sturgeon Public Schools

In 1955, due to a re-organization of the boundaries of the municipalities and the school districts and in preparation for introduction of the County System in the Province, the Vimy School District was lost to Westlock.

With the formation of the County of Sturgeon in January 1961, Sturgeon School Division ceased to exist, and the School Committee of the County assumed the responsibilities for the administration of education formerly vested in the Divisional Board.

Pursuant to a plebiscite requested by the electors, the area reverted from the County of Sturgeon No. 15 to the Municipal District of Sturgeon No. 90, and School Division status on July 12, 1965.

By Ministerial Order dated October 13, 1966, the number of sub-divisions within the Sturgeon School Division was reduced from five to four, following the exclusion of the seven sub-divisions comprising the Legal centralization. This resulted in a reduction of the Board membership to four Trustees.

In September 1966, some high school facilities within the Division were closed and high school students were sent to St. Albert and Edmonton to complete their education. By September 1970, all high school students were being educated in St. Albert and Edmonton.

In September 1971, Sturgeon Heights School opened as part of Sturgeon School Division. This allowed the division to accommodate students from the closure of Cunningham School in Morinville in 1969.

In the fall of 1972, the Morinville Hutterite Colony School joined the Sturgeon School Division.

On September 6, 1977, following public petition, Sub-division No. 1 of the County of Thorhild was transferred to Sturgeon School Division, increasing the number of trustees to five. In October of that year, following some re-arrangement of the sub-divisions, and at the request of the Minister, seven trustees were elected. This brought the community of Redwater into Sturgeon School Division.

In 1977, the Division constructed Sturgeon Composite High School which offers a comprehensive selection of academic, complimentary and Career and Technology studies (CTS) programming.

In the years 1976 - 1979 an increase of 2,400 students (from 2,300 to 4,700) was experienced. Since 1979, enrolments remain relatively stable at approximately 5,400 students.

During the 1981 - 1982 school year, the City of Edmonton annexed a portion of the south-east corner of the M.D. of Sturgeon which included the Horse Hill School which, as a result, was transferred to the Edmonton Public Schools in July 1982. Many of the remaining rural residents from the Horse Hill area came to Landing Trail School. This annexation, coupled with a down-turn in Alberta's economy, resulted in a 'dip' in enrolments during the period 1983 to 1986.

On December 2, 1982, Landing Trail School officially opened. Currently a K-4 school, it first opened to serve rural students K-9 around the town of Gibbons.

On February 17, 1983, Ochre Park School, was opened to serve the community of Redwater.

Appendix A - A Short History of Sturgeon Public Schools

May 1984, saw the official opening of Lilian Schick School to serve the Bon Accord community.

In the spring of 1989 the Board of Trustees, in keeping with the philosophy of the ward system, resolved to make electoral boundaries and attendance boundaries co-terminus wherever feasible.

In September 1994, Guthrie School at Lancaster Park, Canadian Forces Base Edmonton, became part of Sturgeon School Division.

In September 1995, Oak Hill School in Bon Accord also came under the Division's jurisdiction. Oak Hill School had been previously administered by Sturgeon School Division from 1979 until 1990.

In November 1995, the Division opened an alternative education program, the Sturgeon Learning Centre, to provide educational learning opportunities for senior high students and young adults.

In the fall of 1996, the School Division launched one of the first educational wide area networks in Alberta, *Route #24*, that introduced the Internet and a variety of related technology as an instructional tool to enhance student learning. In January 2000, the Division upgraded to a wireless network with the assistance of an Innovation Grant from Alberta Learning.

In July 1997, the alternate school programs were expanded to include the Morinville Learning Centre, which was originally developed in partnership with the Greater St. Albert Catholic Regional Division. Sturgeon School Division assumed full responsibility for the Centre in 1999. In 1999, the Sturgeon Learning Center celebrated the graduation of its first group of students who had successfully completed the Alberta Diploma requirements.

Significant building projects that occurred during the latter half of the 1990's included the modernization of Bon Accord School in 1998, the building of the Morinville Colony School in 1999 and the replacement of Guthrie School in Lancaster Park, Edmonton Garrison was completed in 2003.

In September 2003, the Redwater Learning Center was established and served local students until its closure in 2010.

A modernization of Namao School was completed in 2010.

In June 2011 as per the St. Albert and Sturgeon Valley School Districts Establishment Act, Sturgeon School Division was charged with the responsibility of providing public education to students resident to the Towns of Morinville and Legal. Classes in Morinville started out in the local Community Cultural Centre (grades 1 - 4) and the Parish Hall (Pre-School - Kindergarten). In September 2012, the Government of Alberta transferred George P. Vanier School in Morinville from Greater St. Albert Catholic School Division (GSCRD) to Sturgeon School Division. The school was renamed Morinville Public Elementary School and opened its doors in September 2012.

In September 2014, Morinville Public Elementary School was renamed Morinville Public School to reflect the addition of Junior High classes with the first group of Grade 7 students.



Appendix A - A Short History of Sturgeon Public Schools

A major modernization of Sturgeon Composite High School was completed at the beginning of the 2018-2019 school year.

In September 2019, Morinville Public School split into two schools: Morinville Public Elementary School and Four Winds Public School. Both schools were housed in the same building awaiting the new 5-9 school build.

Morinville Public Elementary School was renamed to École Morinville Public School in September 2019, to recognize the school as a dual-track Public Education program.

In January 2020, a newly built school called Four Winds Public School opened its doors to students in Grades 5 to 9 in Morinville for the 2019-2020 school year.

A modernization of the Frank Robinson Education Centre was completed in 2020.

The rebuild of Camilla School in Rivière Qui Barre was completed in March 2021.

In September 2021, Sturgeon Public Virtual Academy was opened in response to the positive online learning experience supporting students through the COVID-19 Pandemic.

Appendix A - A Short History of Sturgeon Public Schools

Past and Present Trustees

ALLEN, Hugh	1952 - 1954	McCUE, Arthur	1951 - 1955
AUSTIN, Reg	1965 - 1974	McDONELL, John	1965 - 1983
BAUMAN, John	1980 - 1995	McGILLIS, Angus	1939 - 1944
BEVINGTON, Don	1961 - 1965	MAHE, Paul	1951 only
BEVINGTON, Joyce	1977 - 1989	MARTINEAU, Ferd	1945 - 1950/ 1965 - 1966
BILECKI, Olga	1974 - 1977		
BORLE, Ed	1957 - 1960	MESSIER, Ladis	1951 - 1954
BRIGGS, Cindy	2021 -	MILLER, Wendy	2004 - 2017
BUGA, Stacey	2021 -	MILLIGAN, Richard	1989 - 1998
CHAUVET, Paul	1945 - 1954	MILLIGAN, Robert	1998 - 2010
CLEMENT, C.	1960 only	MURRAY-ELLIOTT, Trish	2019 -
COMO, Roy	1962 - 1964	MYCHASIW, Michelle	2013 - 2016
COURCHESNE, Ed	1961 - 1964	NOBERT, Alphonse	1961 only
CUNNINGHAM, Toby	1945 - 1956	NOWAK, Tracy	2007 - 2017
DEEDMAN, William	1965 only	OATWAY-MCLAY, Tasha	2017 -
DUSSEAULT, Joseph	1939 - 1944	PASICHNEY, William	1944 - 1946
DWYER, Joe	2017 -	PAUL, Harold	1969 - 1977
EVERITT, Keith	1977 - 1986	PEQUIN, Janine	2017 -
FEATHERLEY, Misty	2013 - 2021	PORTER, Bruce	1951 only
FLYNN, Willie	1956 - 1965	PORTER, Shelly	2010 - 2013/ 2014 - 2017
FORCADE, Lionel	1955 - 1959		
FRAZIER, Penny	2004 - 2007	REYNOLDS-KUIPER, Dorothy	1986 - 1992
FUNDYTUS, Careen	1995 - 2010	REYNOLDS, Linda	1992 - 1998
GARON, Leo	1940 - 1943	ROSS, Neil	1947 - 1951
GERVAIS, Therese	1995 - 2004	ROSS CARLETON, Micky	1986 - 2004
GRAY, Brent	2010 - 2013	RYE, Lawrence	1961 - 1965
GIBBONS, Irene	2021 -	REMILLARD, D. (Mrs.)	1955 - 1957
HOLE, Lois	1967 - 1979	SHERWIN, Shane	2017 - 2018
HOLMES, John	1939 - 1948	SIMONOWITS, Robert	1995 - 1998
HORNER, Gail	1998 - 2007	ST. ONGE, Harvey	1966 only
HOOD, Don	1977 - 1980	SPEERS, Harry	1939 - 1950
HRYNCHUK, Fred	1998 - 2010	STEVENS, Joyce	1983 - 1992
JENKINS, Archie	1955 - 1960	TKACHUK, M.D.	1939 - 1940
JEWELL, Terry	1980 - 1995/ 1998 - 2021	VAN DE WALLE, Walter	1958 - 1965
		VENESS, William	1953 - 1955
KLUFAS, Harry	1980 - 1986	VISSCHER, Cathy	1992 - 1995
KLUTHE, Lawrence	1965 only	WALKER, Stanley	1961 - 1965
KOHLE, Elizabeth	2007 - 2021	WALL, Ruth	1977 - 1980
KONSORADA, Nick	1965 only	WARD, Jim	1977 - 1980
KRIEGER, Daryl	2010 - 2013	WILSON, George	1965 - 1969
LESBURG, Albert	1965 - 1967	WILSON, Lloyd	1956 - 1960
		ZUIDEMA, Peter	1980 - 1998

Appendix A - A Short History of Sturgeon Public Schools

Past and Present Superintendents

WARREN, Shawna	2022 -
CAMPBELL, Mary Lynne R.	2018 - 2022
DICK, Michèle	2007 - 2018
MILLER, Evan	2000 - 2007
ROBERTSON, J. Kenneth	1998 - 2000
HOGARTH, John	1994 - 1998
THIESSEN, Roy D.	1986 - 1994
TAYLOR, Anthony	1985 - 1986
HEPPLER, Walter	1979 - 1985
ROBINSON, Frank	1970 - 1979
KUNST, A. E.	1964 - 1970
SWAN, J. F.	1955 - 1964
SCOTT, R. J.	1939 - 1942 & 1945 - 1955
ERICKSON, E. M.	1942 - 1945
LE BLANC, J. J.	1938 - 1939 & 1942

Past and Present Secretary Treasurers

LEVESCONTE, Liliana	2020 -
BROOKS, Charmaine	2018 - 2020
PAULIK, Iva	2013 - 2018
PARASYNCHUK, Karen	2002 - 2013
PILSNER, Marlene	2000 - 2002
ISBISTER, Andrew	1997 - 2000
LLOYD, Murray	1984 - 1997
KRAUSKOPF, Charles	1965 - 1984
NOBERT, Alphonse	1962 - 1965
MEADEN, E.	1938 - 1962



100: History of Sturgeon Public Schools

The Province of Alberta was founded within the Dominion of Canada in 1905. The system of education which had been in force in the Northwest Territories was continued and provided education up to the grade eight levels.

By 1935, Alberta was more widely settled and with the rapid advancement of the age of technology, there was a demand from industry and the public in general for higher education. Due to the poor financial state of many of the rural school districts following the depression of the 1930s, it was necessary for the Provincial Government to take action. Consequently, in 1936, legislation was passed which provided for the establishment of school divisions.

The Sturgeon School Division, consisting of five sub-divisions, was formed by Ministerial Order on January 1, 1939, the five trustees having been elected shortly prior to its formation.

The following five trustees were sworn in at the first organizational meeting held on December 6, 1938:

- Sub-division No. 1 Mr. J. G. Dusseault
- Sub-division No. 2 Mr. Angus L. McGillis
- Sub-division No. 3 Mr. Harry Speers
- Sub-division No. 4 Mr. John E. Holmes
- Sub-division No. 5 Mr. M. D. Tkachuk

Mr. Speers was appointed Chairman of the Board; Mr. J. E. Holmes, Vice-Chairman; Mr. E. Meaden was appointed Secretary-Treasurer; and Mr. J. J. LeBlanc was the provincially-appointed Superintendent of Schools for the Division.

At the time of its inception, the Sturgeon School Division consisted mainly of one and two-room schools with a few larger schools. Gradually the idea of centralizing the schools around major villages became popular, but the progress of this re-organization was interrupted by the commencement of World War II.

One of the alternatives to centralization during this period was the formation of dormitories. One such dormitory was established in Bon Accord in 1943.

Following the cessation of hostilities, centralization was resumed and the dormitories were closed by 1949.

Between January 1, 1947 and June 1, 1948 St. Albert School District No. 3 (RCP) and the Legal School District No. 1738 were included in the Sturgeon School Division. In 1947, the Thorhild School Division No. 57 and the Westlock School Division No. 37 were formed which resulted in Sturgeon losing a total of 30 sub-divisions to these new school divisions.

With the acquisition of “New Town” status by the Town of St. Albert in 1957, the St. Albert School District was excluded from the Sturgeon School Division. In 1959, the people of the Amelia School District requested and were granted permission to become part of the County of Thorhild.

In 1955, due to a re-organization of the boundaries of the municipalities and the school districts and in preparation for introduction of the County System in the Province, the Vimy School District was lost to Westlock.

With the formation of the County of Sturgeon in January 1961, Sturgeon School Division ceased to exist and the School Committee of the County assumed the responsibilities for the administration of education formerly vested in the Divisional Board.

Pursuant to a plebiscite requested by the electors, the area reverted to Municipal District and School Division status on July 12, 1965.

By Ministerial Order dated October 13, 1966, the number of sub-divisions within the Sturgeon School Division was reduced from five to four, following the exclusion of the seven sub-divisions comprising the Legal centralization. This resulted in a reduction of the Board membership to four Trustees.

On September 6, 1977 following public petition, Sub-division No. 1 of the County of Thorhild was transferred to Sturgeon School Division, increasing the number of trustees to five. In October of that year, following some re-arrangement of the sub-divisions, and at the request of the Minister, seven trustees were elected. This brought the community of Redwater into Sturgeon School Division.

Since the re-formation of Sturgeon School Division in 1965, numerous changes have taken place within the area. In the spring of 1989 the Board of Trustees, in keeping with the philosophy of the ward system, resolved to make electoral boundaries and attendance boundaries co-terminus wherever feasible.

In September 1966, some high school facilities within the Division were closed and high school students were sent to St. Albert and Edmonton to complete their education. By September 1970, all high school students were being educated in St. Albert and Edmonton. In 1977, the Division constructed Sturgeon Composite High School which offers a comprehensive selection of academic, complimentary and Career and Technology studies (CTS) programming.

In the fall of 1972, the Morinville Hutterite Colony School joined the Sturgeon School Division.

In the years 1976 - 1979 an increase of 2,400 students (from 2,300 to 4,700) was experienced. Since 1979, enrolments remain relatively stable at approximately 5,400 students.

During the 1981 - 1982 school year, the City of Edmonton annexed a portion of the south-east corner of the M.D. of Sturgeon which included the Horse Hill School which, as a result, was transferred to the Edmonton Public Schools in July 1982. This annexation, coupled with a downturn in Alberta's economy, resulted in a 'dip' in enrolments during the period 1983 to 1986.

In September 1994, Guthrie School at Lancaster Park, Canadian Forces Base Edmonton, became part of Sturgeon School Division.

In September 1995, Oak Hill School in Bon Accord also came under the Division's jurisdiction. Oak Hill School had been previously administered by Sturgeon School Division from 1979 until 1990.

In the fall of 1996, the School Division launched one of the first educational wide area networks in Alberta, Route #24, that introduced the Internet and a variety of related technology as an instructional tool to enhance student learning. In January 2000, the Division upgraded to a wireless network with the assistance of an Innovation Grant from Alberta Learning.

In November 1995, the Division opened an alternative education program, the Sturgeon Learning Centre, to provide educational learning opportunities for senior high students and young adults.

In July 1997, the alternate school programs were expanded to include the Morinville Learning Centre, which was originally developed in partnership with the Greater St. Albert Catholic Regional Division. Sturgeon School Division assumed full responsibility for the Centre in 1999. In 1999, the Sturgeon Learning Center celebrated the graduation of its first group of students who had successfully completed the Alberta Diploma requirements.

The Redwater Learning Center was established in September 2003 and served local students until its closure in 2010.

Significant building projects that occurred during the latter half of the 1990's included the modernization of Bon Accord School in 1998, the building of the Morinville Colony School in 1999 and the replacement of Guthrie School in Lancaster Park, Edmonton Garrison was completed in 2003.

A modernization of Namao School was completed in 2010.

In September 2012 as per the St. Albert and Sturgeon Valley School Districts Establishment Act, Sturgeon School Division was charged with the responsibility of providing public education to students resident to the Towns of Morinville and Legal. Classes in Morinville started out in the local Community Cultural Centre (grades 1 – 4) and the Parish Hall (PreSchool – Kindergarten). In June 2012, the Government of Alberta transferred George P. Vanier School in Morinville from Greater St. Albert Catholic School Division (GSCRD) to Sturgeon School Division. The school was renamed Morinville Public Elementary School and opened its doors in September 2012. As of school year 2018-2019, more than 907 students (Pre-School – grade 9) called Morinville Public School home.

A major modernization of Sturgeon Composite High School was completed at the beginning of the 2018-2019 school year. Additional new builds for Sturgeon Public Schools are expected over the coming years. A new school, Four Winds Public School in the Town of Morinville is being built and is expected to open in 2020; the rebuild of Camilla School in Rivière Qui Barre is expected to break ground in the 2018-2019 school year and a modernization of the Frank Robinson Education Centre in the Town of Morinville was commenced in the 2018-2019 school year.

ALLEN, Hugh 1952 - 1954
AUSTIN, Reg 1965 - 1974
BAUMAN, John 1980 - 1995
BEVINGTON, Don 1961 - 1965
BEVINGTON, Joyce 1977 - 1989
BILECKI, Olga 1974 - 1977
BORLE, Ed 1957 - 1960
CHAUVET, Paul 1945 - 1954
CLEMENT, C. 1960 only
COMO, Roy 1962 - 1964
COURCHESNE, Ed 1961 - 1964
CUNNINGHAM, Toby 1945 - 1956
DEEDMAN, William 1965 only
DUSSEAUULT, Joseph 1939 - 1944
DWYER, Joe 2017 -
EVERITT, Keith 1977 - 1986
FEATHERLEY, Misty 2013 -
FLYNN, Willie 1956 - 1965
FORCADE, Lionel 1955 - 1959
FRAZIER, Penny 2004 -2007
FUNDYTUS, Careen 1995 -2010
GARON, Leo 1940 - 1943
GERVAIS, Therese 1995 - 2004
GRAY, Brent 2010 - 2013
HOLE, Lois 1967 - 1979
HOLMES, John 1939 - 1948
HORNER, Gail 1998 - 2007
HOOD, Don 1977 - 1980
HRYNCHUK, Fred 1998 -2010
JENKINS, Archie 1955 - 1960
JEWELL, Terry 1980 - 1995/1998 -
KLUFAS, Harry 1980 - 1986
KLUTHE, Lawrence 1965 only
KOHLE, Elizabeth 2007 -
KONSORADA, Nick 1965 only
KRIEGER, Daryl 2010 - 2013

McGILLIS, Angus 1939 - 1944
MAHE, Paul 1951 only
MARTINEAU, Ferd 1945 -
1950/1965 - 1966
MESSIER, Ladis 1951 - 1954
MILLER, Wendy 2004 - 2017
MILLIGAN, Richard 1989 - 1998
MILLIGAN, Robert 1998 - 2010
MURRAY-ELLIOTT, Trish 2019 -
NOWAK, Tracy 2007 - 2017
OATWAY-MCLAY, Tasha 2017 -
PASICHNEY, William 1944 - 1946
PAUL, Harold 1969 - 1977
PEQUIN, Janine 2017 -
PORTER, Bruce 1951 only
PORTER, Shelly 2010 -
2013/2014 - 2017
REYNOLDS-KUIPER, Dorothy
1986 - 1992
REYNOLDS, Linda 1992 - 1998
ROSS, Neil 1947 - 1951
ROSS CARLETON, Micky 1986 -
2004
RYE, Lawrence 1961 - 1965
REMILLARD, D. (Mrs.) 1955 - 1957
SHERWIN, Shane 2017 - 2018
SIMONOWITS, Robert 1995 -
1998
ST. ONGE, Harvey 1966 only
SPEERS, Harry 1939 - 1950
STEVENS, Joyce 1983 - 1992
TKACHUK, M.D. 1939 - 1940
VAN DE WALLE, Walter 1958 -
1965
VENESS, William 1953 - 1955
VISSCHER, Cathy 1992 - 1995
WALKER, Stanley 1961 - 1965
WALL, Ruth 1977 - 1980
WARD, Jim 1977 - 1980
WILSON, George 1965 - 1969
WILSON, Lloyd 1956 - 1960

LESBURG, Albert 1965 - 1967

McCUE, Arthur 1951 - 1955

McDONELL, John 1965 - 1983

ZUIDEMA, Peter 1980 - 1998

Past and Present Superintendents

CAMPBELL, Mary Lynne R. 2018 -

DICK, Michele 2007 - 2018

MILLER, Evan 2000 - 2007

ROBERTSON, J. Kenneth 1998 - 2000

HOGARTH, John 1994 - 1998

THIESSEN, Roy D. 1986 - 1994

TAYLOR, Anthony 1985 - 1986

HEPPLER, Walter 1979 - 1985

ROBINSON, Frank 1970 - 1979

KUNST, A. E. 1964 - 1970

SWAN, J. F. 1955 - 1964

SCOTT, R. J. 1939 - 1942 & 1945 -
1955

ERICKSON, E. M. 1942 - 1945

LE BLANC, J. J. 1938 - 1939 & 1942

Past and Present Secretary

Treasurers

PAULIK, Iva 2013 - 2018

PARASYNCHUK, Karen 2002 - 2013

PILSNER, Marlene 2000 - 2002

ISBISTER, Andrew 1997 - 2000

LLOYD, Murray 1984 - 1997

KRAUSKOPF, Charles 1965 - 1984

NOBERT, Alphonse 1962 - 1965

MEADEN, E. 1938 - 1962

History

2019 Apr 24 Initial Approval

2020 Jan 29 Amended

2021 Oct 27 Reviewed

Policy Handbook I. Introduction, Foundations and Philosophical Commitments



DATE: June 28, 2023
TO: Board of Trustees
FROM: Shawna Warren, Superintendent
ORIGINATOR: Shawna Warren, Superintendent
GOVERNANCE POLICY: [Policy 221 - Role of the Trustee](#)
[Policy 225 - Board Responsibility and Conduct](#)
ADDITIONAL REFERENCE: Education Act
Assurance Domain - [Governance](#)
SUBJECT: Policy 230 – Board Committees

PURPOSE:

For approval. Motion required.

RECOMMENDED MOTION:

- a) That the Board of Trustees approve the revised Board *Policy 230 – Board Committees* as recommended by the Policy Committee and presented at the June 28, 2023, Public Board meeting.

BACKGROUND:

The Board of Trustees is responsible to review Board Policies on an ongoing basis in order to adhere to the requirements necessary to provide excellence in public education and comply with the Education Act and provincial, as well as federal, legislation. The following revised policy is in support of this responsibility.

Administration has reviewed and updated *Policy 230 – Board Committees*.

The Policy Committee reviewed and updated *Policy 230 – Board Committees* at their June 7, 2023, committee meeting and has recommended it to the Public Board meeting for approval.

Administration is prepared to respond to questions at the June 28, 2023, Public Board meeting.

ATTACHMENT(S):

- 1. Policy 230 – Board Committees – Clean Copy
- 2. Policy 230 – Board Committees – Tracked Changes

230: Board Committees

1.0 POLICY

The Board believes that the work of the Board may be facilitated through committees, both standing and ad hoc, task groups, and/or other structures as determined from time to time.

The Board may delegate responsibilities and duties to such committees and task groups while retaining Board governance regarding any or all decisions or recommendations made by these committees.

2.0 GUIDELINES

2.1 The Board shall annually establish standing committees, including mandate and membership, at their organizational meeting.

2.2 The Board may establish additional committees, task groups, and/or any other structures, as deemed necessary by Board motion. The mandate, membership and term of such ad hoc committees, task groups and/or other structures shall be determined by Board motion.

2.3 If a committee member is unable to attend a committee meeting, then, providing a committee quorum is present, the meeting shall proceed.

2.4 Each committee shall select a chair to act as the Board liaison with the assigned administrator.

2.5 Each committee will develop an annual work plan and report same to the Board for review and approval.

2.6 The committee shall report to the Board on a regular basis at the Public Board meeting.

2.7 Committees (Powers and Terms of Reference are in Appendices to this Policy.)

2.7.1 COMMITTEE OF THE WHOLE

2.7.2 POLICY COMMITTEE

2.7.3 STUDENT DISCIPLINE COMMITTEE

2.7.4 ATA NEGOTIATIONS COMMITTEE

2.7.5 TEACHER BOARD ADVISORY COMMITTEE (TBAC)

2.7.6 C.U.P.E. NEGOTIATIONS COMMITTEE

2.7.7 LABOUR MANAGEMENT COMMITTEE

2.7.8 BUILDING AND MAINTENANCE COMMITTEE

2.7.9 AUDIT, FINANCE AND HUMAN RESOURCES COMMITTEE

2.7.10 TRANSPORTATION COMMITTEE

2.7.11 ADVOCACY COMMITTEE

3.0 Appointed Representation

3.1 The Board may, from time to time, appoint a trustee to act as a liaison representative to external organizations or groups.

3.2 Appointed representatives shall report to the Board on a regular basis at the Public Board meeting.

3.3 Board representatives shall be appointed to the following groups:

3.3.1 Alberta School Boards Association (ASBA) Zone II (One Representative, One Alternate)

3.3.2 Public School Board Association (PSBAA) (One Representative, One Alternate)

3.3.3 Sturgeon County Community Services Advisory Board (One Trustee)

3.3.4 School Joint Use Committee (Local Trustee and principal)

3.3.5 School Councils (Local Trustee, except Sturgeon Composite High School where, yearly, Trustees develop a rotating schedule of attendance; and SPVA School Council, where, yearly, Trustees develop a rotating schedule of attendance)

3.3.6 Teachers' Employer Bargaining Association (TEBA) (One Representative)

3.3.7 Local Chambers of Commerce

3.3.8 Morinville Rotary

References:

Education Act: Sections 51, 52 (1) (b)

Board Procedures Regulation 82/2019

Administrative Procedure AP250 – Student Advisory Committee

History

2019 Jan 30 Initial Approval

2019 Nov 27 Amended

2020 Jan 29 Amended

2021 Oct 27 Reviewed

2022 Feb 23 Amended

230: Board Committees

1.0 POLICY

The Board believes that the work of the Board may be facilitated through committees, both standing and ad hoc, task groups, and/or other structures as determined from time to time.

The Board may delegate responsibilities and duties to such committees and task groups while retaining Board governance regarding any or all decisions or recommendations made by these committees.

2.0 GUIDELINES

2.1 The Board shall annually establish standing committees, including mandate and membership, at their organizational meeting.

2.2 The Board may establish additional committees, task groups, and/or any other structures, as deemed necessary by Board motion. The mandate, membership and term of such ad hoc committees, task groups and/or other structures shall be determined by Board motion.

2.3 If a committee member is unable to attend a committee meeting, then, providing a committee quorum is present, the meeting shall proceed.

2.4 Each committee shall select a chair to act as the Board liaison with the assigned administrator.

2.5 Each committee will develop an annual work plan and report same to the Board for review and approval.

2.6 The committee shall report to the Board on a regular basis at the Public Board meeting.

2.7 Committees (Powers and Terms of Reference are in Appendices to this Policy.)

2.7.1 COMMITTEE OF THE WHOLE

2.7.2 POLICY COMMITTEE

2.7.3 STUDENT DISCIPLINE COMMITTEE

2.7.4 ATA NEGOTIATIONS COMMITTEE

2.7.5 TEACHER BOARD ADVISORY COMMITTEE (TBAC)

2.7.6 C.U.P.E. NEGOTIATIONS COMMITTEE

2.7.7 LABOUR MANAGEMENT COMMITTEE

2.7.8 BUILDING AND MAINTENANCE COMMITTEE

2.7.9 AUDIT, FINANCE AND HUMAN RESOURCES COMMITTEE

2.7.10 TRANSPORTATION COMMITTEE

2.7.11 ADVOCACY COMMITTEE

3.02.8 Appointed Representation

3.1 The Board may, from time to time, appoint a trustee to act as a liaison representative to external organizations or groups.

3.2 Appointed representatives shall report to the Board on a regular basis at the Public Board meeting. ~~As:~~

3.3 Board representatives shall be appointed to the following groups:

2.83.3.1 Alberta School Boards Association (ASBA) Zone II (One Trustee Representative, One Alternate)

2.83.3.2 Public School Board Association (PSBAA) (One Trustee Representative, One Alternate)

2.83.3.3 Sturgeon County Community Services Advisory Board (One Trustee)

2.8.3.3.4 School Joint Use Committee (Local Trustee and principal)

2.8.53.3.5 School Councils (Local Trustee, except Sturgeon Composite High School where, yearly, Trustees develop a rotating schedule of attendance; and SPVA School Council, where, yearly, Trustees develop a rotating schedule of attendance)

2.8.63.3.6 Teachers' Employer Bargaining Association (TEBA) (One Trustee Representative)

3.3.7 Local Chambers of Commerce

3.3.8 Morinville Rotary

References:

Education Act: Sections 51, 52 (1) (b)

Board Procedures Regulation 82/2019

Administrative Procedure AP250 – Student Advisory Committee

History

2019 Jan 30 Initial Approval

2019 Nov 27 Amended

2020 Jan 29 Amended

2021 Oct 27 Reviewed

2022 Feb 23 Amended



DATE: June 28, 2023

TO: Board of Trustees

FROM: Shawna Warren, Superintendent

ORIGINATOR: Shawna Warren, Superintendent

GOVERNANCE POLICY: [Policy 221 - Role of the Trustee](#)
[Policy 225 - Board Responsibility and Conduct](#)
[Policy 230 - Board Committees, Appendix C Student Discipline Committee](#)
[Policy 701 - Board Delegation of Authority](#)
[Policy 700 - Superintendent of Schools](#)

ADDITIONAL REFERENCE: Education Act
[AP221 – Focused and Effective Communication](#)
[AP720 Appendix A – Hearings on Teacher Transfers](#)
 Assurance Domain – Governance

SUBJECT: Policy 245 – Appeals Regarding Student Matters

PURPOSE:

For approval. Motion required.

RECOMMENDED MOTION:

- a) That the Board of Trustees approve the revised Board *Policy 245 – Appeals Regarding Student Matters, as recommended by the Policy Committee* and presented at the June 28, 2023, Public Board meeting.

BACKGROUND:

The Board of Trustees is responsible to review Board Policies on an ongoing basis in order to adhere to the requirements necessary to provide excellence in public education and comply with the Education Act and provincial, as well as federal, legislation. The following revised policy is in support of this responsibility.

Policy 245 – Appeals Regarding Student Matters has be revised to ensure a more accurate representation of the appeal process for student matters, while also establishing a clear and standardized process for the Board of Trustees to consider appeals.

The Policy Committee reviewed *Policy 245 – Appeals Regarding Student Matters* at their June 7, 2023, committee meeting and has recommended it to the Public Board meeting for approval.

Administration is prepared to respond to questions at the June 28, 2023, Public Board meeting.

ATTACHMENT(S):

- 1. Policy 245 – Appeals Regarding Student Matters – Rewrite
- 2. Policy 245 – Appeals – Current Policy

Policy 245 - Appeals Regarding Student Matters

1.0 Policy

The Board provides clear processes for parents and/or students to appeal administrative decisions that directly affect the student's education.

The Board supports the importance of a fair process of appeal while recognizing the authority of the Superintendent, the Principal or the Teacher as the final authority in legislated or delegated matters.

The Division's appeal process is intended to provide a process to ensure that final decisions are fairly derived. The process is not intended for an individual to appeal a decision out of disagreement with that decision.

The Board will hear appeals of administrative decisions on all matters other than the expulsion of students, which are submitted in accordance with section 42 of the Education Act.

The Student Discipline Committee, consisting of Board members, is responsible for handling student expulsions. Additional details about the committee can be found in Policy 230 – Board Committees - Appendix C - Student Discipline Committee.

2.0 Guidelines

2.1 Prior to a decision being appealed to the Board, a parent and, in the case of a student who is sixteen (16) years of age or older, shall follow the processes identified in Administrative Procedure 221 - Focused and Effective Communication.

2.2 The parent or, where subsection 2.1 applies, the student, has the right to appeal to the Board a decision of the Superintendent that significantly affects the education of a student. The Superintendent must advise the parent or student of their right to appeal to the Board.

2.3 The appeal to the Board shall be made within five (5) days from the date that the individual was informed of the Superintendent's decision.

2.3.1 The appeal must be filed in writing and must contain the name of the party filing the appeal, the date, the matter at hand and the reason for the appeal.

2.3.2 If the appeal is sent electronically, the burden of proof of delivery is on the appellant.

2.4 The parent, or the student (subsection 2.1), when appealing a decision to the Board, has the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parent or the student.

2.5 If the Board decides not to hear the appeal, the Board will inform the parent, or the student, in writing the reason for the decision.

2.6 The hearing of the appeal shall be scheduled to ensure that the person making the appeal and the Superintendent, or designate, whose decision is being appealed, has sufficient notice and time to prepare for the presentation.

2.7 The Board Chair shall consider any requests for adjournments of hearings of appeals regarding student matters, and must consider the reason for the request and whether the person making the request has sufficient notice and time to prepare for the presentation.

2.9 The appeal shall be heard at an in-camera meeting of the Board, with specified individuals in attendance.

2.9.1 The Board reserves the right to make its decision at a subsequent meeting. The parties to the appeal will be advised when the decision will be made.

2.10 The appeal hearing shall be conducted in accordance with the following guidelines:

2.10.1 The Board Chair shall outline the purpose of the hearing, including:

2.10.1.1 An opportunity for the parties to make representation in support of their respective positions to the Board. This may include expert medical, psychological and educational data and may be presented by witnesses. The information presented may include both written and verbal communication;

2.10.1.2 A process for the Board to receive information and to review the facts of the dispute; and

2.10.1.3 A process through which the Board can reach a fair and impartial decision.

2.11 Notes of the proceedings shall be recorded for the purpose of the Board's records. Individual trustee notes will not be part of the Board's records and are not subject to production.

2.12 The Superintendent and/or designate(s) shall explain the decision under appeal and give reasons for the decision.

2.13 The appellant shall present the appeal and the reasons for the appeal and shall have an opportunity to respond to information provided by the Superintendent and/or designate(s).

2.14 The Superintendent and/or designate(s) shall have an opportunity to respond to information presented by the appellant.

2.15 Board members shall have the opportunity to ask questions or clarification from both parties.

2.16 No cross-examination of the parties shall be allowed, though questions may be directed to the other party through the Board Chair with the permission of the Board Chair

2.17 The Board shall meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The recording secretary will remain in attendance but shall not take part in any discussion and the discussion will not be recorded. The Board may have legal counsel in attendance.

2.18 If the Board requires additional information or clarification in order to make its decision, both parties to the appeal will be requested to return to the hearing for the required additional information.

2.19 The Board shall make every effort to make a decision based on the process described above on the same day as the hearing.

2.20 The Board decision and the reasons for that decision shall be communicated to the appellant once a decision has been reached and confirmed in writing following the hearing. Included in the communication to the appellant shall be information that the appellant has the right to seek a review by the Minister if the matter under appeal is a matter described in section 43 of the Education Act.

References:

[Policy 221 - Role of the Trustee](#)

[Policy 230 - Board Committees, Appendix C - Student Discipline Committee](#)

[Administrative Procedures 221 - Focused and Effective Communication](#)

Education Act: Sections 41, 42, 43, 52



245: Appeals

1.0 POLICY

The Board of Trustees expects staff members to resolve issues with individuals in a proactive, respectful and timely manner. The Board recognizes that a resolution acceptable to both parties cannot always be achieved. The Board respects the rights of individuals to appeal decisions of the Administration to the Board. Therefore, upon written request, the Board may hear appeals when a decision significantly affects the education of a student. In addition, the Board reserves the right to hear or not to hear appeals on other matters.

Appeals shall be heard by the Board or Committee of the Board, depending upon the nature of the appeal as determined by the Board

2.0 GUIDELINES

2.1 **Dispute Resolution**

2.1.1 The individual must be prepared to address his/her concern in person or in writing to the person or persons involved.

2.1.2 Administrators are responsible for encouraging staff to mutually resolve issues with stakeholders. If the issue remains unresolved, it should, then, be referred to the site based administrator.

2.1.3 Administrators are responsible for ensuring that stakeholder concerns are documented. The documentation should include:

2.1.3.1 A description of the concern;

2.1.3.2 A record of the stakeholder/staff interactions, staff decisions and actions, and stakeholder actions; as well as,

2.1.3.3 Related correspondence.

2.1.4 Generally, complaints or concerns regarding school based matters can be resolved with the parties involved. The Superintendent and/or a Trustee may receive a request to intervene in school or administrative affairs. In this event, the complaint/concern will be resolved according to the following:

2.1.4.1 The Superintendent or designate will, as appropriate, refer a complaint/concern to the school or department, engage in mediation, or conduct an inquiry.

2.1.4.2 The Superintendent or designate will ensure, in co-operation with schools and departments, that parents/guardians are provided with the opportunity to express their concerns and be heard by school-based and/or division Administrators.

2.1.4.3 The Trustee, upon receipt of an inquiry/concern, will refer the individual to the Superintendent. The concern will be addressed as outlined above.

2.1.5 Upon receiving an inquiry, the Superintendent or designate will ascertain if all local avenues for resolution have been considered. If not, the individual will be advised to do so as the first means of achieving resolution.

2.1.6 If the individual feels his/her concern has not been addressed by the parties involved, the concerns are to be taken to the immediate supervisor.

2.1.7 When all other steps have been followed, the Superintendent or designate will contact the individual and school-based and/or Division Administrators in an attempt to resolve the issue.

2.1.8 If resolution of the issue is not achieved at the Superintendent level, the individual shall be advised of his/her right to an appeal to the Board if the matter significantly affects the education of a student.

2.2 Appeal Process

2.2.1 If the issue is not resolved at the local administrative level, the administrator will inform the stakeholder that the matter may be directed to the Superintendent of Schools or his/her designate.

2.2.2 The site Administrator shall ensure stakeholders are provided a copy of Policy 245 – Appeals.

2.2.3 If the issue is not resolved by the Superintendent or designate, he/she shall inform the stakeholder of the Board's appeal procedures.

2.2.4 If further action is desired, the next step would be to the Superintendent of Schools and subsequently an appeal in writing to the Board of Trustees.

2.2.5 The Board will decide at its next meeting after receiving the request whether or not to hear the appeal.

2.2.6 If the Board decides not to hear the appeal, the Board will inform the stakeholder in writing of the reason(s) for the decision.

2.2.7 If the Board decides to hear the appeal, the Superintendent will inform the stakeholder, in writing, of the proposed date and location for the appeal hearing. A copy of the Appeal Policy will be provided at the same time.

2.2.8 The Board shall address the appeal in one of two ways, by: 2.2.8.1 The Board as a Committee of the Whole

2.2.8.2 A sub-committee of the Board

2.2.9 The appeal hearing will be conducted in accordance with a pre-set agenda (Appendix A).

2.2.10 The stakeholder making the appeal may be represented by an advocate or legal counsel, at the individual's own initiative and expense.

2.2.11 The Administration may also use an advocate or legal counsel.

2.2.12 The Board will inform both parties of the result of the appeal, in writing, within three days of the appeal hearing. If the Board upholds the Administration's decision, then in the same letter, the individual will be informed of the right of appeal to the Minister under section 44 of the Education Act (where applicable).

2.3 Appeal of Teacher

Transfer In the event of a teacher appeal of a transfer, the process will be as outlined in Section 144 of the Education Act.

References:

Education Act: Sections 41, 42, 44, 212

Policy 220 – Trustee Responsibility and Conduct

History

2019 Mar 27 Initial Approval

2020 Feb 26 Amended

2021 Oct 27 Reviewed



245: APPENDIX A - APPEAL HEARING

EFFECTIVE: March 27, 2019

REVISED: February 28, 2020

REVIEW: 2022-2023

1.0 Call to Order

2.0 Call for any Conflict of Interest Disclosures

3.0 Agenda Consideration and Approval

4.0 Motion to Go-in-Camera

5.0 Introduction by Superintendent

6.0 Outline of Procedure – Chair

7.0 Superintendent's and/or Representative's Presentation

8.0 Trustee Questions of Superintendent and/or Representative

9.0 Applicant's and/or Representative's Presentation 10.0 Trustee Questions of Applicant and/or Representative

11.0 Recess if Desire

12.0 Superintendent's and/or Representative's Rebuttal

13.0 Applicant's and/or Representative's Rebuttal

14.0 Opportunity for Questions by Trustees

15.0 Deliberations by the Board in Closed Session

16.0 Call all Parties back to Meeting

17.0 Motion to Go-Out-of-Camera

18.0 Board Decision by Motion and Vote

19.0 Adjournment

References:

Education Act: Sections 41, 42, 44, 212

Policy 220 – Trustee Responsibility and Conduct

Policy Handbook II. School Board Governance and Operations



DATE: June 28, 2023

TO: Board of Trustees

FROM: Shawna Warren, Superintendent

ORIGINATOR: Jonathan Konrad, Deputy Superintendent, Education Services

GOVERNANCE POLICY: [Policy 221 - Role of the Trustee](#)
[Policy 225 - Board Responsibility and Conduct](#)
[Policy 905 - Awards Policy - Students](#)

ADDITIONAL REFERENCE: [AP860 - Student Division Awards, Scholarships and Bursaries](#)
Assurance Domain - Student Growth & Achievement

SUBJECT: Policy 905 - Awards and Recognition Policy

PURPOSE:

For approval. Motion required.

RECOMMENDED MOTION:

- a) That the Board of Trustees approve the revised Board *Policy 905 - Awards and Recognition Policy*, as recommended by the Policy Committee and presented at the June 28, 2023, Public Board meeting.

BACKGROUND:

The Board of Trustees is responsible to review Board Policies on an ongoing basis in order to adhere to the requirements necessary to provide excellence in public education and comply with the Education Act and provincial, as well as federal, legislation. The following revised policy is in support of this responsibility.

Administration has reviewed and updated *Policy 905 - Awards Policy - Students* as part of its review of policies that fall under Education Services. As part of this review and update the name of this policy was changed to *Awards and Recognition Policy*.

The Policy Committee reviewed *Policy 905 - Awards Policy - Students* at their March 1, April 6, and May 15, 2023, committee meetings. Amendments focused on including a belief statement clarifying the importance of community partners who support education and a guideline to ensure all schools will recognize those individuals or organizations annually. The committee has recommended it to the Public Board meeting for approval.

- *Policy 905 - Awards Policy - Students* was reviewed. Information was provided to further the understanding as to where the financial support for each award and recognition was coming from.

Administration is prepared to respond to questions at the June 28, 2023, Public Board meeting.



ATTACHMENT(S):

1. Policy 905 – Awards and Recognition Policy – Clean Copy
2. Policy 905 – Awards and Recognition Policy – Tracked Changes

Policy 905

Awards and Recognition Policy

1.0 POLICY

The Board believes students should be recognized for excellence in various curricular, extracurricular and service programs. The Board believes that students should be recognized for improvement in academic achievement and personal performance.

The Board believes in building strong partnerships with communities, organizations and businesses and believes it is important to recognize individuals or organizations who have made a significant contribution to advancing the Mission, Vision, and Values of Sturgeon Public Schools.

2.0 GUIDELINES

2.1 A Division Awards Program which will recognize excellence shall be maintained and shall include the following:

2.1.1 Grade 12 Scholarships

2.1.2 Grade 12 Bursaries

2.1.3 Senior High Academic Awards

2.1.4 Junior High Academic Awards

2.1.5 Books Awards

2.1.6 Other awards as may be determined

2.2 Recognition of individuals or organizations who have made significant contributions to advancing the Mission, Vision, and Values of Sturgeon Public Schools shall be given each year.

2.3 Local Trustees shall be invited to assist in presenting Division awards and recognition.

2.4 The Board shall approve all costs associated with the Division Awards Program as part of the budget process.

References:

[Administrative Procedure: AP860 –Division Awards, Scholarships, Bursaries, and Recognition](#)

History

2019 Jun 26 Initial Approval

2020 Jan 29 Reviewed

2021 Oct 27 Reviewed

Policy 905

Awards and Recognition Policy ~~–Students~~

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2.~~3~~2 Local Trustees shall be invited to assist in presenting Division awards to students.

2.~~4~~3 The Board shall approve all costs associated with the Division Awards Program as part of the budget process.

References:

[*Administrative Procedure: AP860 – Student Division Awards, Scholarships and Bursaries*](#)

History

2019 Jun 26 Initial Approval

2020 Jan 29 Reviewed

2021 Oct 27 Reviewed