

- 8.4 Administrative Procedure 711: Welcoming Inclusive, Safe and Healthy Environments
- 8.5 Administrative Procedure 717: Violence and Harassment

9. Reports from Trustees and Standing Committees

- 9.1 Chair's Report
- 9.2 Trustees' Reports
 - 9.2.1 [Board Strategic Work Plan](#)
- 9.3 Committee of the Whole Report
- 9.4 Rotary Report

10. Reports from Special Committees/Task Groups

- 10.1 Alberta School Boards Association Representative
- 10.2 Public School Boards Association of Alberta Representative
 - 10.2.1 Greatest Challenges Discussion

11. Unfinished Business

12. Comment & Question Period

13. In Camera

14. Adjournment

**MINUTES OF THE
PUBLIC BOARD MEETING**

Meeting held at the Frank Robinson Education Centre
Boardroom, in Morinville, Alberta
On Wednesday, January 24, 2024, at 9:00 a.m.

Table of Contents

	<u>Resolution #</u>
Approval of Agenda	001
Approval of Minutes	002
Motions	
Edwin Parr Selection Committee	003
Board Policy 315: Opening Exercises, Flag Protocol and Recognition of Dignitaries - Rescinded	004
Board Policy 400: Financial Accountability and Audit - Rescinded	005

DRAFT

MINUTES OF THE PUBLIC BOARD MEETING

Meeting held at the Frank Robinson Education Centre
Boardroom, in Morinville, Alberta
On Wednesday, January 24, 2024, at 9:00 a.m.

Attendance:

Irene Gibbons, Board Chair

Cindy Briggs, Vice Chair

Janine Pequin, Trustee

Joe Dwyer, Trustee

Stacey Buga, Trustee

*Tasha Oatway-McLay, Trustee

Trish Murray-Elliott, Trustee

Shawna Warren, Superintendent

Jonathan Konrad, Deputy Superintendent, Education Services

Lisa Lacroix, Associate Superintendent, Human Resources

Sean Nicholson, Associate Superintendent, Corporate Services

Michelle Wilde, Recording Secretary

Kari Morgan, Division Principal, Education Services *arrived 9:00 a.m./left 9:32 a.m.*

Shannon Requa Campbell, Director, Education Planning *arrived 9:00 a.m./left 9:45 a.m.*

Nicole Farwell, Coordinator, Curriculum *arrived 9:00 a.m./left 9:45 a.m.*

Rita Raposo, Director, Human Resources *arrived 9:00 a.m./left 9:50 a.m.*

*Janet Westworth, Local ATA President *arrived 9:30 a.m./left 9:35 a.m.*

**Attended meeting virtually*

Call to Order

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

Land Acknowledgement

Trustee Pequin read the Land Acknowledgement Statement.

Approval of Agenda

001/2024 - Moved by Trustee Murray-Elliott that the agenda be approved with the amended changes below:

8.1 Alternative Programming Report

8.2 Literacy Report

8.3 Workplace Safety Report

Have been moved before 7.0 Action Items

CARRIED UNANIMOUSLY

Approval of Minutes

002/2024 - Moved by Trustee Briggs that the minutes of the Regular Meeting of December 20, 2023, be approved with the following amendments:

Add to the Trustee Reports for Trustee Buga and Trustee Murray-Elliott the SCHS Christmas performance at the Arden Theatre.

CARRIED UNANIMOUSLY

Business Arising From The Minutes

No business arising from the minutes.

Presentations/Delegations

No presentations/delegations.

Health Break at 9:52 a.m. Meeting resumed 10:01 am

Action Items

Edwin Parr Selection Committee

The Board is responsible for adhering to the Board's Annual Work Plan. The Edwin Parr Selection Committee recommendation is in support of this responsibility.

Edwin Parr homesteaded in the Meanook area near Athabasca in 1920. Prior to 1925, he began his long career in educational affairs as a member of the board of the George Lake School District. He served as Chair of the Board with the Athabasca School Division and was on the Council of the County of Athabasca from its formation in 1959 until his death in January 1963. Edwin Parr was President of the Alberta School Trustees' Association from 1956 to 1962. Ed Parr, as he was known to all, instituted an "Annual Teacher Award" in his school system. Each year, a member of the teaching staff was chosen to receive a gold watch and an appropriate certificate for long and meritorious service.

In searching for a way in which his memory might be perpetuated and to honour the profession he so dearly respected, the Alberta School Trustees' Association established the Edwin Parr Teacher Award in 1964.

Criteria:

- Any first year Kindergarten - Grade 12 teacher is eligible for nomination
- A minimum of 100 full-time equivalent days of teaching within the current school year is required (ie. September 2023 to June 20, 2024)

- May have up to 120 days of teaching service prior to signing a full-time contract.

The Board's nomination for the Edwin Parr Teacher Award is required to be submitted by March 18, 2024.

003/2024 - Moved by Trustee Murray-Elliott that the Board of Trustees review the submissions for the Edwin Parr Teacher Award at the February 14, 2024, Committee of the Whole, and make their selection for nomination at the February 28, 2024, Public Board meeting.

CARRIED UNANIMOUSLY

Board Policy 315: Opening Exercises, Flag Protocol and Recognition of Dignitaries

The Remembrance Day Act clearly defines the legislative responsibilities of the Board for Remembrance Day ceremonies:

1. *A board, as defined in the Education Act, shall on Remembrance Day, with respect to each of its schools,*
 - a. *arrange for a remembrance ceremony that will encompass at least the time period from 11:00 a.m. to 11:05 a.m., or*
 - b. *ensure the observance of 2 minutes' silence from 11:00 a.m. to 11:02 a.m.*
2. *If a ceremony referred to in subsection (1)(a) is held at a school, all pupils shall either attend the ceremony or remain in the school, silent, during the ceremony.*
3. *If Remembrance Day falls on a day on which the school is not open, the board shall comply with subsection (1) on the school day immediately preceding Remembrance Day.*

A board, as a partner in education, has the responsibility to entrust the day-to-day management of the school division to the staff through the superintendent (33 (1)(j)).

Board Policy 240: Policy Development states, "at any time, the Board may delete or suspend a policy and subsequently delegate to the Superintendent authority over a particular area (2.5)".

Administration has created a new Administrative Procedure, AP335 - Protocols for Opening Exercises, Flags and Recognition of Dignitaries, using feedback from Trustees, administration and two respected teacher leaders with longstanding experience with Remembrance Day Ceremonies protocols who have a military background.

This new Administrative Procedure, which includes an Appendix for Remembrance Day ceremonies and a Remembrance Day Ceremony handbook for SPS staff, is specific, detailed

and focused. It will enable all areas of the organization to fulfill day-to-day responsibilities to students, employees and the public regarding protocols for special events.

004/2024 - Moved by Trustee Briggs that the Board of Trustees rescind Board Policy 315: Opening Exercises, Flag Protocol and Recognition of Dignitaries as recommended at the January 24, 2024 Public Board meeting.

CARRIED UNANIMOUSLY

Board Policy 400: Financial Accountability and Audit

The Board of Trustees is responsible for reviewing 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 Board, as elected officials of the community, provides overall direction and leadership to the Division.

Administration has reviewed and recommends rescinding Board Policy 400: Financial Accountability and Audit. The Education Act (section 137) clearly defines the term “auditor” and mandates each board to appoint an auditor (section 138). The fiscal year of a board is set as September 1 to the following August 31, unless otherwise specified by the Minister. The board shall in each year submit an annual budget for the upcoming fiscal year, along with financial statements, the auditor’s report, and any written communications between the auditor and the board regarding internal control systems and accounting procedures (section 139). Additional requirements related to financial statements, authority to disclose personal information, the Auditor’s report, the Audit Committee, and the application of funds are all outlined in the Education Act (sections 140-143).

The Board’s role in ensuring financial accountability and audit requirements is captured in Board Policy 225: Role of the Board, which is in accordance with the Education Act and corresponding regulations.

The Board shall annually review and approve the budget and audited financial statements as part of the budget process to ensure effective stewardship of the Board’s resources [Education Act s. 33(1)(i)].

005/2024 - Moved by Trustee Briggs that the Board of Trustees rescind Board Policy 400: Financial Accountability and Audit as recommended at the January 24, 2024 Public Board meeting.

CARRIED UNANIMOUSLY

Administrative Reports

Alternative Programming Report

Kari Morgan, Division Principal, Education Services presented the Alternative Programming Report.

Off-Campus, Work Experience, Dual-Credit, Green Certificate, Outreach and Online programming allow students to learn in alternate settings and through experiences that align with their needs and interests. Offering these programs aligns with the Board's mission to provide a well-rounded education and the value of ensuring learning choices exist for all students. This also aligns with the Choice in Education Act amendments to the Education Act in June 2020.

The Alternative Programming Report provides an overview of the strong variety of program options that students may access in Sturgeon Public Schools.

Literacy Report

Shannon Campbell Requa, Director, Education Planning and Nicole Farwell, Curriculum Coordinator, presented the Literacy Report.

Literacy has traditionally been thought of as reading and writing. Although these are essential components of literacy, today our understanding of literacy encompasses much more. Literacy is a lifelong journey that commences with language acquisition from infancy, and its acquisition is influenced by ongoing instruction and practice. Alberta Education defines literacy as the ability, confidence and willingness to engage with language to acquire, construct and communicate meaning in all aspects of daily living. Through effective teaching methods and timely assessments, coupled with purposeful interventions, nearly every child can master the skills of reading and writing.

The attached "Literacy Assessment, Instruction and Support Report" provides detailed information on the Division's literacy assessment tools, results and support initiatives for the 2023/2024 school year, including the allocation of funds to hire intervention teachers to aid grade 4 and 5 students based on screening data and teacher recommendations.

Workplace Safety Report

Rita Raposo, Director, Human Resources presented the Workplace Safety Report.

Section 33 of the Education Act, states that "(1) A board, as a partner in education, has the responsibility to (d) ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging".

The Occupational Health and Safety Act defines the Board's legislative duty to take all reasonable and practical measures to safeguard the health, safety and welfare of employees. Additionally, the Act mandates the Board to ensure that workers involved in the employer's tasks receive adequate training in all aspects necessary to carry out their work in a healthy and safe manner.

The Alberta Workers' Compensation Board Regulations stipulate that the Board has a responsibility to work collaboratively with employees to prevent workplace injuries. In the event of workplace injuries, it is mandated that they be reported promptly. Furthermore, the Board is obligated to reinstate the employee either to their original position or an alternative job following a workplace injury, ensuring a secure and supportive return to work.

Sturgeon Public School Division (SPS) is committed to building and preserving a safe, productive and healthy working environment for staff, students and school community and is responsible for ensuring the legislative requirements of the Education Act and the Occupational Health and Safety (OHS) Act are followed in Sturgeon Public School Division. The following report is in response to this commitment and these responsibilities.

Report Summary:

SPS complies with regulations set forth in the legislative requirements and has enacted measures to ensure the safety of students, employees and community at all SPS facilities. The following report is a summary of programs, practices and statistical information for SPS staff and students.

Communications Report - December 2023 & January 2024

Jonathan Konrad, Deputy Superintendent, Education Services presented the Communications Report - December 2023 & January 2024.

Deputy Superintendent, Education Services Report

Jonathan Konrad, Deputy Superintendent, Education Services presented the Deputy Superintendent, Education Services Report.

2023-2024 Superintendent Discretionary Fund

Shawna Warren, Superintendent, presented an update on the 2023-2024 Superintendent Discretionary Fund.

December 14, 2023 - January 17, 2024, the following additional staffing FTE and resources have been allocated to schools using Superintendent Discretionary Fund dollars:

- Additional 1.0FTE for an Educational Assistant to support two grade 1 classes at Bon Accord Community School.

- Additional 0.2FTE for an Educational Assistant at Legal Public School for a new pre-kindergarten student with complex needs. 0.3FTE coming out of the Specialized Learning Supports (SLS) Grant Budget.
- Funding of STEAM PD to build capacity for STEAM programming across the Division. Supporting 10 teacher leaders across the Division to attend.

2023 -2024 Superintendent Discretionary					Total \$600,00.00
		\$ 500,000			
Budget Item Description	# FTE	Avg Salary & Ben	Cost	Date	Totals
Direct staffing to schools (K- 12)					
Teachers		\$ 110,000.00			
Guthrie School	0.20		\$ 18,700	Tuesday, October 10, 2023	
Namoo School	0.38		\$ 33,440	Wednesday, November 1, 2023	
Landing Trail School	0.10		\$ 8,800	Wednesday, November 1, 2023	
Landing Trail School	0.40		\$ 30,800	Monday, December 11, 2023	
Total	1.08				\$91,740.00
Direct staffing to schools (K- 12)					
CUPE (EA Avg \$43,300)		\$ 43,300.00			
EA Colony	1.0		\$ 43,300.00	Tuesday, May 16, 2023	
Vocational EA at SCHS	-1.0		\$ (43,300.00)	Thursday, May 25, 2023	
EA at SCHS	0.6		\$ 18,489.10	Thursday, November 16, 2023	
EA at LT	0.5		\$ 15,155.00	Monday, December 11, 2023	
EA at BACS	1.0		\$ 25,980.00	Friday, December 22, 2023	
EA at LPS	0.2		\$ 4,763.00	Thursday, January 11, 2024	
Total	2.31				\$64,387.10
Other (Emergent Priorities staff, non-staff and resources)		\$ 100,000			
Social Worker SCHS Success Centre	0.60		\$ 36,498.00	Thursday, September 28, 2023 updated	
Child and Youthcare Workers	7.00		\$ 78,470.00	Thursday, August 31, 2023	
Child and Youthcare Worker	1.00		\$ 39,830.00	Monday, December 11, 2023	
Child and Youthcare Worker	1.00		\$ 39,830.00	Monday, December 11, 2023	
Child and Youthcare Worker	1.00		\$ 9,520.00	Monday, December 11, 2023	
Child and Youthcare Worker	1.00		\$ 9,520.00	Monday, December 11, 2023	
Social Worker Division-Wide	1.00		\$ 56,200.00	Monday, December 11, 2023	
STEAM Professional Development			\$11,650.00	Tuesday, January 9, 2024	
Total	12.60				\$281,518.00
Total Costs					\$437,645.10
Total budget remaining					\$162,354.90

Superintendent Report

Shawna Warren, Superintendent, presented the Superintendent Report.

Administrative Procedure 335: Protocols for Opening Exercises, Flags and Recognition of Dignitaries

Shawna Warren, Superintendent, presented the new Administrative Procedure 335: Protocols for Opening Exercises, Flags and Recognition of Dignitaries.

Reports from Trustees and Standing Committees

Chair's Report

Below is the Chair's submitted report.

Chair Gibbons (Gibbons/Lamoureux)

Chair Gibbons reported that she attended:

- Agenda Review Meetings with the Superintendent (*Jan. 8 & Jan. 22*)
- Collaboration Meeting Between Division Programs and Community Services (*Jan. 12*)
- Committee of the Whole (*Jan. 10*)
- MLA Dale Nally Meeting (*Jan. 10*)
- MLA Shane Getson Meeting (*Jan. 24*)
- Public Board (*Jan. 24*)

Trustees' Reports

Below are the submitted Trustee Reports.

Trustee Briggs (Bon Accord/Legal)

Trustee Briggs reported that she attended:

- Bon Accord School Council and Program Support Society (*Jan. 23*)
- Committee of the Whole (*Jan. 10*)
- CUPE Negotiations (*Jan. 23*)
- Family Night at Lilian Schick School (*Jan. 24*)
- Legal Public School Council (*Jan. 18*)
- Lilian Schick School Council and Room Parent Association (*Jan. 22*)
- MLA Meeting with Dale Nally (*Jan. 10*)
- MLA Meeting with Shane Getson (*Jan. 24*)
- Pre-K & Kindergarten Expo at Redwater School (*Jan. 16*)
- Public Board Meeting (*Jan. 24*)

Trustee Buga (Morinville Area)

Trustee Buga reported that she attended:

- Alternate Learning Advisory Committee (*Jan. 16*)
- ASBA Speaker's Corner (*Jan. 22*)
- ASBA Zone 2/3 (online) (*Jan. 19*)
- Committee of the Whole (*Jan. 10*)
- ÉMPS School Council (*Jan. 8*)
- Four Seasons of Reconciliation Webinar - Robin Wall Kimmerer (*Jan. 11*)
- Four Winds School Council (*Jan. 11*)
- Four Winds Winter Showcase (*Jan. 11*)
- Lilian Schick Performance by Tammy Rae (*Jan. 19*)
- Meeting with MLA Dale Nally (*Jan. 10*)
- Meeting with MLA Shane Getson (*Jan. 24*)
- Pre-K & Kindergarten Expo in Morinville (*Jan. 17*)
- Public Board (*Jan. 24*)

Trustee Dwyer (Alcomdale/Villeneuve Area)

Trustee Dwyer reported that he attended:

- Committee of the Whole Meeting (*Jan. 10*)
- CUPE Negotiations (*Jan. 23*)
- Public Board Meeting (*Jan. 24*)
- Stakeholder Input at Camilla School (*Jan. 16*)

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

Trustee Murray-Elliott reported that she attended:

- Committee of the Whole Meeting (*Jan. 10*)
- Community Engagement Session, Camilla School (*Jan. 16*)
- CUPE Negotiations (*Jan. 23*)
- Meeting with MLA Dale Nally (*Jan. 10*)
- Meeting with MLA Shane Getson (*Jan. 24*)
- Public Board Meeting (*Jan. 24*)
- School Council, Sturgeon Composite High School (*Jan. 22*)
- School Council, Sturgeon Heights School (*Jan. 15*)

Trustee Oatway-McLay (Cardiff/Garrison)

Trustee Oatway-McLay reported that she attended:

- Namao School Council

Trustee Pequin (Redwater/Coronado Area)

Trustee Pequin reported that she attended:

- ASBA Zone 2/3 (*Jan. 19*)
- Committee of the Whole (*Jan. 10*)
- Meeting with MLA Dale Nally (*Jan. 10*)
- Meeting with MLA Shane Getson (*Jan. 24*)
- Pre-K & Kindergarten Expo at Redwater School (*Jan. 16*)
- Public Board Meeting (*Jan. 24*)
- Ochre Park School Council Meeting (*Jan. 25*)
- Reading at Ochre Park Students (*Jan. 22*)
- Redwater School Junior High Musical Theatre (*Jan. 19*)
- Redwater School, School Council Meeting (*Jan. 15*)

Board Strategic Work Plan

The Board discussed the Board Strategic Work Plan.

Committee of the Whole

The Board of Trustees received as information, the unapproved Minutes of the meeting from the January 10, 2024, Committee of the Whole meeting.

Reports from Special Committees/Task Groups

Alberta School Boards Association Representative

Trustee Pequin shared her verbal report.

Public School Boards Associate of Alberta Representative

Trustee Murray-Elliott presented a written report.

PSBAA webinar, Friday February 2, 2:30 to 4:00, presenting Choice in Alberta Education Paper. The Boardroom in Central Office has been booked for viewing.

PSBC at DoubleTree in Edmonton on February 8 and 9. PSBAA has recently added some additional options to attend including Speaker/Dinner event and single day options.

Action Item: The Environmental Scan is asking each division: What are the greatest challenges your school division is currently facing? What are some possible solutions and what strategies are you using or developing to address these challenges?

On January 16, PSBAA sent an email to all Trustees with info about their 2024 Special Recognition Awards in the categories of:

- Advancing Association Business and Initiatives
- Dick Baker Legacy Award
- Special Contribution to Public Education
- Special Contribution to Public Education: Media
- Promoting and Advancing One or More of the Calls to Action of the Truth and Reconciliation Commission of Alberta

Action Item: Does the Division want to make a nomination in any of the above categories?

Deadline for nominations: Friday, March 31, 2024.

Next PSBC is scheduled for April 11 and 12.

Unfinished Business

No unfinished business.

Comment and Question Period

No comments or questions from the public.

In Camera

006/2024 - Moved by Trustee Briggs that the Board of Trustees move to In Camera at 11:04 a.m.

CARRIED UNANIMOUSLY

Health Break at 11:04 a.m. Meeting resumed 11:13 am

007/2024 - Moved by Trustee Murray-Elliott that the Board of Trustees revert to a public meeting at 12:24 p.m.

CARRIED UNANIMOUSLY

Adjournment

Trustee Pequin adjourned the meeting at 12:24 p.m.

Chair

Date

Associate Superintendent,
Corporate Services



Learning Services

2023 Education Plan Presentation

Assurance Domains and Learning Services



Spotlight On: Strength & Celebration

- TCIS: Therapeutic Crisis Intervention in Schools
- Mental Health & Wellness
- Inclusive Coaches
 - Behaviour
 - Programming



"TCIS has been a transformative program for our school community and as staff become more comfortable, we will see an amazing transformation within our school community. The comprehensive training and support provided have

~ Vice Principal

Area of Focus

- Pilot Project: ABLLS-R
- Equity Based Allocation
- Social Workers
- Behaviour Lead Cohort

“

.... With ABLLS, we have been able to tailor students' instruction and develop individualized goals and strategies to meet the unique needs ... and support to reach their full potential"

~ LSL, Bon Accord Community School

”



Student Supports

- Registered Nurse
- Expressive and Receptive Language Groups
- Inclusive Behaviour Coaches
- Overall Learning Services Caseload



“Your dedication and commitment to support us in accessing speech and language support while at school has truly made remarkable positive impact on our lives...”

~ Grade 3 Parent



Staff Supports

- TCIS trained
- TCIS CNN
- HUB
- EA Appreciation Day
- Level B trained
- EA coaches
- Inclusive Coaches



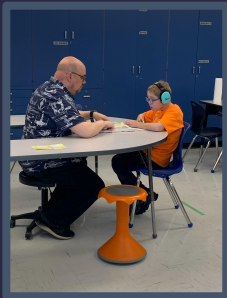
“... When dealing with our tricky students, they offer a different perspective and help build staff's toolboxes all while increasing staff competency.”

~ LSL



Programming Supports

- ABLLS-R Programming
- K&E
- Specialized Programming



“... I can't express just how valuable this programming and these amazing people are! Perhaps to you, our son is one student but to our son these wonderful people are a big part of his world!”

~ Parent

Mental Health & Wellness Supports

- ASIST Trained
- VTRA trained
- Crisis situations & Suicide Risk Assessments
- Mindful Mentors (M&Ms)



“...allowed the kids to express creativity, enhance social skills and engage in physical activities, which all tie into our mental health.”

~ M&M Mental Health Worker

Family Supports

- Social Workers
- S.H.I.N.E (FSCD)
- Pre- K and K EXPOS and intakes



“

“... The Expo definitely got her more excited about starting school and we've had to start a very large countdown till September!”

~ Parent who attended an SPS Pre K Expo

”



Thank you for your time
and letting us share our
heart work

Questions??





Date: February 28, 2024 **Agenda Item:** 7.1

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Lisa Lacroix, Associate Superintendent of Human Resources

Governance Policy: [Board Policy 110: Welcoming Inclusive, Safe and Healthy Environments](#)

Additional Reference: [Alberta Human Rights Act](#)
[Canadian Charter of Rights and Freedoms](#)
[Alberta Government: Harassment and Violence in the Workplace](#)
[Occupational Health and Safety Act](#)

Assurance Domain: Governance

Superintendent Leadership Quality Standard (SLQS)
SLQS Competencies ([SLQS](#) / [Board Policy 700](#)):
Supporting Effective Governance

Subject: **Board Policy 120: Harassment Policy**

Purpose:

For approval. Motion required.

Recommended Motion:

THAT the Board of Trustees rescind *Board Policy 120: Harassment Policy* as recommended at the February 28, 2024 Public Board meeting.

Background:

The Board of Trustees is responsible for reviewing 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 Board, as elected officials of the community, provides overall direction and governance to the Division.

A review of *Board Policy 120: Harassment Policy* was conducted by Administration. Policies are intended to set the direction, goals and expectations at a higher level, guiding the Division towards its mission. *Board Policy 120* delves into operational details that are more appropriately addressed through an administrative procedure.

Board Policy 120: Harassment Policy was brought to the January 10, 2024, Committee of the Whole for a first reading. At that meeting, Trustees requested that the Policy be reviewed again at the February Committee of the Whole and that Administration ensure that the

definition of harassment be captured and volunteers be captured in a policy and/or procedure.

The current version of *Policy 110: Welcoming Inclusive, Safe and Healthy Environments* captures a governance statement for harassment. Policy 110, however, has been updated for Board consideration to include volunteers and is included in the February 28, 2024 Committee of the Whole agenda for Board review.

Board Policy 105, defines the Division's Vision, Mission and Values: "Students, staff and parents all deserve to be treated with respect. By fostering reciprocal respect within our system, we will all be able to reach our full potential".

A new Administrative Procedure, *AP717: Workplace Violence and Harassment* has been created. The primary purpose of this procedure is to uphold the commitment of the Board of Trustees to foster a learning and working environment free from violence and harassment as outlined in Policy 110. The AP establishes a comprehensive framework outlining the Division's stance against such acts and provides procedures to address them, emphasizing roles and responsibilities to ensure a safe and respectful environment.

The Associate Superintendent of Human Resources is responsible for maintaining this Administrative Procedure, which covers definitions of harassment, reprisal, violence and related terms. It establishes the Division's commitment to addressing workplace violence and harassment involving employees, students, parents, volunteers and members of the public.

The Superintendent or designate is tasked with ensuring that all employees receive training on recognizing workplace violence and harassment, training on appropriate responses and procedures for reporting. This information is essential for fostering a culture of awareness and proactive prevention. Clear reporting mechanisms are outlined, emphasizing the importance of promptly reporting any concerns related to school safety or unsafe situations. Alternative reporting options are provided to address situations where the designated recipient of harassment complaints is the alleged harasser.

This new AP describes the investigation procedures and the commitment to confidentiality. It explicitly prohibits reprisals against those who report incidents in good faith.

The Administrative Procedure, along with associated training practices, is subject to regular review and updates. Compliance is reinforced through legal references such as the Alberta Human Rights Act, the Canadian Charter of Rights and Freedoms, Alberta Government guidelines, and the Occupational Health and Safety Act.



Administration is prepared to respond to questions at the January 24, 2024, Public Board meeting.

Attachment(s):

1. Board Policy 120: Harassment Policy
2. New - Administrative Procedure 717: Workplace Violence and Harassment

Policy 120 – Recommendation to Rescind Policy and Replace with AP

Harassment Policy

1.0 POLICY

The Board of Trustees of Sturgeon Public Schools is committed to providing a harassment free learning and working environment for staff, students, volunteers and visitors to schools.

DEFINITION

1.1 The following definition deals with workers. Sturgeon Public Schools applies the same definition to treatment of students, volunteers, and visitors to schools.

1.1.1 “Harassment” – “any single incident or repeated incidents of objectionable or unwelcome conduct, comment, bullying or action by a person that the person knows or ought reasonably to know will or would cause offence or humiliation to a worker, or adversely affects the worker’s health and safety, and includes:

1.1.2.1 conduct, comment, bullying or action because of race, religious beliefs, colour, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, gender, gender identity, gender expression and sexual orientation, and

1.1.2.2 a sexual solicitation or advance, but excludes any reasonable conduct of an employer or supervisor in respect of the management of workers or a work site;”

2.0 GUIDELINES

2.1 An employee, student, parent or volunteer who subjects a student, staff member, parent, volunteer to harassment may be subject to disciplinary action.

2.2 The Board of Trustees may take appropriate action against anyone whose conduct has resulted in harassment of students, employees, or representatives of the Board of Trustees.

2.3 This policy does not preclude an individual’s right to file an appeal with the Board of Trustees. This includes parental appeals on behalf of minors.

2.4 The Board of Trustees is committed to providing on going assistance to all employees, students and administrative personnel with respect to issues of personal and/or sexual harassment. This includes a comprehensive educational component about the Board of Trustees’ Harassment Policy.

2.5 The Superintendent is delegated the responsibility and authority to enact this Policy.

2.6 It is the responsibility of all Sturgeon Public Schools personnel, particularly administrators and supervisors, to take immediate and appropriate corrective action in all situations involving personal or sexual harassment complaints.

2.7 It is the responsibility of all supervisory personnel to make staff and students aware of this Policy.

2.8 Dealing with Harassment

2.8.1 Complainant's Responsibility - People who believe they have been the subject of harassment by a Sturgeon Public Schools employee, parent, student or volunteer should make their objection clearly known to the offender and/or the person in authority. While it is preferable that objections to harassment be voiced to the offender, it is not a prerequisite to filing a complaint.

2.8.2 Students can obtain advice and assistance regarding strategies designed to address peer harassment or teacher/student harassment by contacting a teacher, a counsellor or an administrator (for example, principal, and superintendent).

2.8.3 Any complaint must be filed within a reasonable time from the occurrence of the last incident. The Board of Trustees of Sturgeon Public Schools reserves the right not to deal with any complaint that is based on alleged incidents that occurred more than one (1) year prior to the date of the complaint or where, in the opinion of the Board of Trustees, the complaint is not under their jurisdiction.

2.9 Informal Resolution

2.9.1 An individual may choose to initiate action to resolve a harassment situation. Possible action could include some or all of the following:

2.9.1.1 The complainant may inform the harasser that the actions are unwelcome and must stop immediately.

2.9.1.2 The complainant may request the involvement of a colleague, administrator or supervisor to provide informal intervention towards an acceptable resolution of the situation.

2.9.1.3 The complainant should keep a record of incident(s) that lists dates, times, locations, possible witnesses, description of incident(s), personal response and outcome.

2.9.2 A complainant may wish to approach the situation with the assistance of the Associate Superintendent Human Resources or an assigned advisor.

2.9.2.1 The complainant may request oral or written support and/or intervention. The complainant must be prepared to share the nature and details of the complaint with the assigned advisor.

2.9.2.2 The advisor will consult with the complainant within ten (10) working days.

2.9.2.3 Subsequent to consultation and further exploration of case specifics, the advisor will make a recommendation within thirty (30) working days. If the complaint is not resolved, the parties may move to formal recourse.

2.10 Procedure for Formal Recourse (The investigation of allegations under this Policy must be impartial and objective.)

2.10.1 Allegation of harassment of a student by a student

2.10.1.1 When an allegation of harassment is made by one student against another, the matter will normally be resolved in accordance with Student Conduct Policy and Administrative Practices and the school's code of conduct or other regulations. When an investigation is required, it will be conducted as follows:

2.10.1.2 School Investigations

2.10.1.2.1 The Associate Superintendent Human Resources will inform the respondent that a complaint has been received.

2.10.1.2.2 The Associate Superintendent Human Resources will conduct an investigation, which may consist of personal interviews with the complainant, the respondent and others who might have knowledge of the incidents or circumstances that led to the complaint. The complainant and respondent and/or parent/guardian shall be contacted at an appropriate point during the investigation.

2.10.1.2.3 Upon completion of the investigation, the Associate Superintendent Human Resources shall communicate the results to both parties and where applicable, to parents/guardian.

2.10.1.2.4 If the school official believes the complaint is valid, the school official shall determine appropriate disciplinary actions.

2.10.2 Employee Investigation

2.10.2.1 The formal process of complaint may be pursued if the informal process does not resolve the situation or if the complainant or the Associate Superintendent Human Resources believes the formal process to be more appropriate.

2.10.2.2 The complainant must submit a formal complaint in writing to the Associate Superintendent Human Resources to commence a formal process.

2.10.2.3 For people with disabilities, communication problems or small children, alternative methods for filing a complaint, such as tape recorders, scribes, and so on, are acceptable.

2.10.2.4 Complainants are encouraged to file a complaint as soon as possible after the incident.

2.10.2.5 If at any point in the formal process consensus is reached that the informal approach is more appropriate, the formal process may be suspended.

2.10.2.6 If a formal investigation is deemed necessary, the Associate Superintendent Human Resources shall:

2.10.2.6.1 Advise the alleged harasser, in writing, of the nature and specifics of the allegations and that an investigation has been initiated and will inform the respondent of his or her rights under Board Policy, The Education Act and other relevant legislation.

2.10.2.6.2 Advise the complainant of the investigation.

2.10.2.6.3 Provide the respondent with a copy of the written complaint.

2.10.2.6.4 Advise both of the policies, procedures and guidelines which will be followed and make both parties aware of the Employee Assistance Program.

2.10.2.6.5 Interview the respondent, complainant and witnesses separately.

2.10.2.7 Investigation

2.10.2.7.1 The investigation shall be carried out by the Associate Superintendent Human Resources or designate. The complainant has the right to request that the investigation be of the same gender as themselves.

2.10.2.7.2 If the Associate Superintendent Human Resources is identified as the alleged harasser, the entire matter shall be directed to the Deputy Superintendent Education Services.

2.10.2.7.3 If the Deputy Superintendent Education Services is identified as the alleged harasser, the entire matter shall be directed to the Superintendent.

2.10.2.7.4 If the Superintendent is identified as the alleged harasser, the entire matter shall be directed to the Board of Trustees.

2.10.2.7.5 The standard of proof to be used in determining if a complaint has merit is based on a balance of probabilities.

2.10.2.7.6 The respondent will be given all the details related to the allegations.

2.10.2.7.7 The respondent is entitled to representation.

2.10.2.7.8 The respondent shall be provided with the evidence against him or her and shall be given a reasonable opportunity to be heard and reply to that evidence.

2.10.2.7.9 The investigation and report shall not contain or be influenced by information that is prejudicial, ill-founded or irrelevant, and findings of fact shall be based upon evidence, not assumptions.

2.10.2.7.10 The investigation shall not consider irrelevant information and will consider all relevant information.

2.10.2.7.11 The investigator shall forward a written report with the findings of the investigation and the recommendations to the Superintendent within thirty (30) working days

2.10.2.7.12 Based on recommendations and evidence in the report, the Superintendent shall take action that is consistent with Board policies and practice relating to employee discipline.

2.10.2.7.13 The Superintendent or designate will advise the complainant of the outcome of the investigation; action to redress will be taken as soon as possible. Appeals by either party must be made in writing to the Superintendent within ten (10) working days after the said action has been taken. It should be noted that extenuating circumstances may affect some of the time lines outlined in this document. Such circumstances will be documented and communicated to all parties involved as they arise.

2.10.2.7.14 Appropriate disciplinary action will be taken in the event of intentionally false, malicious or vindictive complaints.

2.10.2.7.15 The Superintendent shall assure that appropriate support services are set in place for the employee if the allegations of harassment are dismissed (Employee Family Assistance Program). The Superintendent shall also make appropriate support services available for victims of harassment (Employee Family Assistance Program).

2.11 Systemic Investigations

2.11.1 To ensure that schools are free from harassment, the Superintendent may decide to conduct an investigation in the absence of a specific complaint to address, resolve or prevent harassment in the work and/or learning environment.

2.11.2 The Superintendent could choose to do this under any of the following circumstances:

2.11.2.1 There is a pattern of inquiries and/or complaints over time that suggests the existence of a specific problem that has been identified but not corrected.

2.11.2.2 There is reason to believe that a broader, systemic problem exists in the work and/or learning environment that causes, contributes to, or encourages harassment.

2.11.2.3 An investigation does not support a complaint but there is reasonable evidence of a broader systemic problem.

2.11.3 Prior to proceeding with an independent investigation, a summary of the situation that explains why the investigation is being recommended even though there was no complaint will be drafted.

2.11.3.1 This summary, prepared by the Associate Superintendent Human Resources, will be presented to the Superintendent for consideration. When such an investigation is approved, the appropriate parties will be advised of the intent to conduct a systemic investigation, the reasons for initiating the investigation and the process/procedures that will be implemented.

2.11.3.2 In lieu of a systemic investigation, the Board of Trustees may also initiate activities to increase awareness of harassment and the effects on staff, students, parents and volunteers.

2.12 Confidentiality

2.12.1 Concerns or complaints received pursuant to these regulations shall be held in strict confidence between the complainant, respondent and others who may be required to be involved.

2.12.2 Information regarding the complaint is kept separate and secure from the employee's record of service file.

2.12.3 Any files involving allegations against a student shall be kept separate and secure from that student's official record.

2.12.4 Anyone who breaches confidentiality may be subject to disciplinary action.

2.12.5 Confidentiality of information is not the same as anonymity. The respondent is entitled to know the identity of the complainant and to receive a written copy of the complaint outlining the specifics of the allegation(s).

2.13 Record of Findings

2.13.1 If the allegation of harassment is found to be true following an investigation, the record of the investigation and final disposition will be kept in the employee's file or in the official student record file. After a period of three (3) years, the employee or student may request that all such material be removed from the file. The decision to remove the material is at the discretion of the Superintendent.

2.13.2 If the investigation fails to disclose evidence to support the allegation of harassment, no record of the complaint shall be retained in the respondent's record of service file.

2.14 Vindication

In the event that allegations are shown to be false, the respondent may require that a letter of vindication be included in his or her record of service file.

2.15 Protection Against Retaliation

Retaliation against the complainant for reporting personal and/or sexual harassment will not be tolerated. Any attempt at retaliation will be viewed as harassment and will be subject to the provisions of this Policy.

2.16 False Charges

2.16.1 If an investigation determines that complaints were made by an employee in an intentionally false, malicious or vindictive manner, appropriate disciplinary action, dismissal or legal action shall result.

2.16.2 Intentionally false, malicious or vindictive complaints made by a student shall result in disciplinary action and may include suspension or expulsion.

2.17 Allegations Regarding Others Concerns relating to harassment by someone other than an employee or student shall be handled on an individual basis. Advice may be sought from the Associate Superintendent Human Resources.

2.18 Appeal Process

2.18.1 Employees Employees who are not satisfied with action taken with respect to enforcement of this Policy are entitled to pursue the matter in the manner set forth as follows:

2.18.1.1 Matters that are covered either by the employee's collective agreement or employment practices and procedures may be pursued in accordance with the grievance or appeal procedure outlined in the appropriate collective agreement or employment practices and procedures document.

2.18.1.2 If the matter is not covered by a collective agreement or employment practices and procedures documents, an appeal may be made in writing to the Superintendent within ten (10) working days.

2.18.1.3 The Superintendent will respond within thirty (30) working days.

2.18.1.4 Either party has the right to seek civil or criminal redress through the courts or to file a complaint with their union, association or the Alberta Human Rights Commission.

2.18.2 Students Students who are not satisfied with action taken with respect to enforcement of this Policy are entitled to pursue the matter set forth as follows:

2.18.2.1 An appeal may be made in writing to the Superintendent or designate within ten (10) school days.

2.18.2.2 The Superintendent or designate will respond within thirty (30) school days.

2.19 Other Avenues of Recourse

2.19.1 This Policy does not affect an individual's right to file a complaint or to respond to a complaint with the Human Rights Commission or to seek other redress provided for by law. Complaints to the Alberta Human Rights Commission must be filed within one (1) year of the alleged incident or, in the case of a series of incidents, within one (1) year of the most recent incident.

2.19.2 It should also be noted that sexual and other forms of assault are covered under the Criminal Code of Canada and that police may be asked to investigate.

References:

Alberta Human Rights Act, 2018

Canadian Charter of Rights and Freedoms

Alberta Government: Harassment and Violence in the Workplace:

<https://www.alberta.ca/workplace-harassment-violence.aspx>

History

2019 Mar 27 Initial Approval

2021 Oct 27 Reviewed

Administrative Procedure 717

Workplace Violence and Harassment

Responsible Administrator: Associate Superintendent of Human Resources

Purpose

The Board of Trustees of Sturgeon Public School Division is dedicated to fostering a learning and working environment free from violence and harassment. This Administrative Procedure outlines the Division's stance against acts of violence and harassment involving employees, students, parents, volunteers, and members of the public. It establishes procedures for addressing workplace violence and harassment and clarifies roles and responsibilities to ensure a safe and respectful environment.

Process

The Associate Superintendent of Human Resources shall maintain this Administrative Procedure.

Definitions

Harassment: refers to any single incident or repeated incidents of objectionable or unwelcome conduct, comment, bullying, or action by a person which the person knows or ought reasonably to know will or would cause offence, humiliation or adversely affect an employee's health and safety.

Harassment includes a sexual solicitation or advance and actions related to, race, religious beliefs, colour, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, gender, gender identity, gender expression, or sexual orientation.

Harassment excludes reasonable conduct by an employer or supervisor in managing employees or a work site.

Reprisal: denotes any act of retaliation, either direct or indirect.

Violence: encompasses threatened, attempted, or actual conduct of a person, whether at a worksite or related to work, that causes or is likely to cause physical or psychological injury or harm and includes domestic or sexual violence.

Worksite: refers to a location where an employee is or is likely to be engaged in any occupation and includes any vehicle or mobile equipment used by an employee in an occupation.

Procedure

With respect to Training and Education:

1. The Superintendent or designate shall ensure that all employees receive training and education on workplace violence and harassment, including understanding their roles and responsibilities under this Administrative Procedure. This training shall cover, at minimum, the following topics:

1.1. Recognizing workplace violence and harassment.

1.2. Appropriate response to workplace violence and harassment, including seeking assistance.

1.3. Procedures for reporting, investigating, and documenting incidents of workplace violence and harassment.

2. A copy of this Administrative Procedure shall be made publicly available through the Division website.

With respect to Reporting

3. Employees must promptly report any concerns related to school safety, unsafe or harmful situations at a worksite, that they are aware of, or is likely to occur to their supervisor, the Superintendent or designate or the Associate Superintendent of Human Resources. Reports made to a supervisor shall be communicated to the Superintendent or the designate.

4. Alternative reporting mechanisms shall be accessible to employees when the designated recipient of harassment complaints is the alleged harasser.

4.1 Should the respondent be the direct supervisor the matter should be referred to the Associate Superintendent of Human Resources.

4.2 Should the respondent be the Associate Superintendent of Human Resources the matter should be referred to the Deputy Superintendent of Education Services.

5. Appropriate assistance shall be extended to any employee who is the victim of violence or harassment, including referring them to a healthcare professional if necessary and informing them of the Employee Family Assistance Program.

6. Employees who are at risk of domestic violence in the workplace are encouraged to notify their immediate supervisor and the Associate Superintendent of Human Resources.

Consideration for an Informal Practice:

7. Employees who experience violence and/or harassment can take the following actions without fear of reprisal:

7.1. Express their concerns to the alleged offender verbally or in writing, requesting the unwelcome behavior or action cease immediately. The complainant may seek the assistance of a third party.

7.2. Discuss the situation with the respondent's supervisor, the alleged victim's supervisor, or the Associate Superintendent of Human Resources.

7.3 Carefully record details of the incident and identify witnesses to the conduct.

7.4 Employees are not required to engage in the informal process before filing a formal complaint and may switch to the formal complaint process at any time during the informal procedure.

Consideration for a Formal Practice:

8. An employee is subject to violence and/or harassment may file a written complaint with their school administrator or site supervisor. If the respondent is the direct supervisor or school administrator, the complaint should be brought to the attention of the Associate Superintendent of Human Resources. No correspondence related to the complaint will be placed in the complainant's personnel file.

8.1. The formal complaint must be in writing and include:

8.1.1. Date and time of each reported incident.

8.1.2. The nature of the violence or harassment.

8.1.3. Names of individuals involved in the incident.

8.1.4. Names of witnesses.

8.1.5. A full description of the incident.

9. Upon receiving a written complaint, the Superintendent or designate shall conduct a thorough investigation.

9.1. Employees shall not be demoted, dismissed, disciplined, or denied a promotion, advancement, or employment opportunity for lodging a complaint when they genuinely believed they were the subject of violence, harassment, or the threat of violence in the workplace.

Investigation Procedures:

10. Investigations shall be conducted as promptly as possible by the Superintendent or designated authority and shall include:

10.1. Informing the respondent of the complaint.

10.1.1 A copy of the complaint detailing the complaint's allegations shall be provided to the respondent and shall explain that the respondent may reply to the complainant's allegations in writing.

10.1.2 The reply shall be made known to the complainant before the case proceeds.

10.2 Interviewing the complainant, individuals involved in the incident, and identified witnesses.

10.3. Interviewing any other persons with knowledge of the incident.

10.4 Taking statements from all parties involved in the incident.

11. If necessary, the Superintendent or designate may employ outside assistance or request the use of legal counsel.

12. The Superintendent or designate shall take all measures to prevent any unnecessary disclosure of the incident and the identities of the parties.

Disposition of the Complaint:

13. Following the investigation the Superintendent or designate will determine the complaint is substantiated. If the investigation finds that violence and/or harassment have occurred, a written report of the remedial action will be given to the affected employees, as appropriate.

14. If the complainant decides not to file a formal complaint, senior management may decide to file a formal complaint based on the investigation of the incident, against the alleged offender.

15. The Superintendent or designate shall retain investigation reports for a minimum of two years after the incident.

Systematic Harassment

16. Regardless of whether a complaint has been made, when concerns about a worksite or school environment are brought to the attention of the Superintendent or designate, the Superintendent may direct a systemic review of the worksite or school.

Regarding Fraudulent or Malicious Complaints:

17. Unfounded, frivolous, or fraudulent allegations of violence and/or harassment can cause significant harm to the respondent, the Division, or the Division's staff. Therefore, if the Superintendent or designate determines that an employee knowingly has made false statements regarding an allegation of workplace violence or harassment, immediate disciplinary action including possible dismissal shall be taken.

Regarding Confidentiality:

18. All records of violence or harassment and subsequent investigations are considered confidential and strictly prohibited from being disclosed to anyone except as required by law.

19. In cases where criminal proceedings are forthcoming, the Superintendent or designate shall assist police agencies, lawyers, insurance companies, and courts to the fullest extent.

20. The Superintendent or designate shall take all necessary measures to protect the privacy of the individuals involved and to ensure that complainants and respondents are treated fairly and respectfully.

20.1. The Superintendent or designate shall protect this privacy so long as doing so remains consistent with the enforcement of this Administrative Procedure and adherence to the law.

20.2. Neither the name of the person reporting the facts nor the circumstances surrounding them shall be disclosed to anyone unless such disclosure is necessary for an investigation or disciplinary action.

Reprisal:

21. This Administrative Procedure prohibits reprisals against individuals who, acting in good faith, report incidents of workplace violence and/or harassment or act as witnesses. The Superintendent or designate shall take reasonable and practical measures to prevent reprisals, threats of reprisal, or further violence and/or harassment.

Disciplinary Measures:

22. If the Superintendent or designate determines that an employee has been involved in harassing or violent behaviour or unacceptable conduct towards another employee, immediate disciplinary action shall be taken. Disciplinary measures may include counselling, formal warnings, and other disciplinary actions, and could include possible immediate dismissal without further notice.

Employee Roles and Responsibilities:

23. All employees are personally accountable and responsible for complying with this Administrative Procedure. Employees are expected to make every effort to prevent and eliminate violence and/or harassment in the work environment and to promptly report a problem or incident when observed or reported to them.

24. Any employee who has been a victim of, or is at potential risk of domestic violence, is encouraged to inform human resources if they believe that the aggressor may attempt to contact them at work. The Division shall take all reasonable precautions to protect the employee from domestic violence that has followed them into the workplace.

With respect to Colleagues:

25. An employee who witnesses violence or harassment in the workplace concerning a colleague should:

25.1. Inform the victim that, in the opinion of the employee, violence or harassment was witnessed and is unacceptable.

25.2. If the victim does not perceive themselves as a victim of violence or harassment, the incident should be considered closed.

25.3. If comfortable, the employee may inform the alleged offender that their actions are unacceptable.

25.4. Encourage the victim to report the incident to their school administrator or site supervisor.

With respect to School Administration and Site Supervisors:

26. School administrators and site supervisors are legally responsible for creating and maintaining a violence and harassment free workplace.

27. School administrators and/or site supervisors shall enforce this Administrative Procedure and ensure its consistent application in the daily operations of the Division.

28. School administrators and/or site supervisors shall address potential problems in the workplace before they escalate, supporting the employee without bias and documenting offensive actions.

29. If a school administrator and/or a site supervisor becomes aware of violence and/or harassment in the workplace, and fails to address it, they may be named as co-respondents in a complaint and may be liable in legal proceedings.

Review:

30. This Administrative Procedure and its associated training procedures shall be reviewed and updated as necessary, including after an incident of violence or harassment occurs or upon recommendation from the Joint Worksite Health and Safety Committee or representative or at least every three years.

Special Circumstances:

31. If an employee has a legal court order such as a restraining order or “no-contact” order against another individual, they are encouraged to notify their supervisor, and provide a copy of that order to the human resources department. This action may be necessary if the employee believes the aggressor may attempt to contact them at work, in direct violation of the court order. Such information shall be kept confidential.

32. If any visitor at the workplace is seen with a weapon, known to possess one, or makes a verbal threat or assault against an employee or another individual, employee witnesses must immediately contact the police, emergency response services, their immediate supervisor, and the human resources department.

References:

[Policy 105: Vision, Mission and Values](#)

[Policy 110: Welcoming Inclusive, Healthy and Safe Environments](#)

[Administrative Procedure 711: Welcoming Inclusive, Safe and Healthy Environments](#)

[Alberta Human Rights Act](#)

[Canadian Charter of Rights and Freedoms](#)

[Alberta Government: Harassment and Violence in the Workplace](#)

[Occupational Health and Safety Act](#)



Date: February 28, 2024 **Agenda Item:** 7.2

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Shawna Warren, Superintendent

Governance Policy: [Board Policy 230: Board Committees](#)
[Board Policy 230: Appendix A - Committee of the Whole](#)

Additional Reference: Education Act: Sections 51, 52(1)(b)
Board Procedures Regulation 82/2019

Assurance Domain: Governance

Superintendent Leadership Quality Standard (SLQS)
SLQS Competencies ([SLQS](#) / [Board Policy 700](#)):
Supporting Effective Governance

Subject: **Board Policy 230: Appendix A - Committee of the Whole**

Purpose:

For approval. Motion required.

Recommended Motion:

THAT the Board of Trustees approve the amendments to *Board Policy 230: Appendix A - Committee of the Whole* as presented at the February 28, 2024, Public Board meeting.

Background:

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 (Policy 230). The Committee of the Whole provides the Board with the structure to:

gather privately for professional development, to review the function of the Board and strategic planning purposes. The Board also uses this opportunity to explore matters to a greater depth, seek clarification from Administration and discuss matters requiring a deeper level of understanding prior to consideration of the matter at a Regular Board meeting (Policy 230: Appendix A).

Administration is recommending that the Board add a second Committee of the Whole meeting as a standing committee on the afternoons of Public Board to provide the Board additional dedicated time for professional development to grow understanding in the legislation that guides the role of the Board and time to review Board policies that support the governance role.



Administration is prepared to respond to questions at the February 28, 2024, Public Board meeting.

Attachment(s):

1. Board Policy 230: Appendix A - Committee of the Whole - Tracked Changes

230: APPENDIX A - COMMITTEE OF THE WHOLE

1.0 Committee Powers:

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

In addition, the Board gathers privately for professional development, to review the function of the Board and strategic planning purposes. The Board also uses this opportunity to explore matters to a greater depth, seek clarification from Administration and discuss matters requiring a deeper level of understanding prior to consideration of the matter at a Regular Board meeting.

2.0 Committee Terms of Reference

2.1 Membership: All Trustees with a quorum of four. Chair of the Board or designate chairs the meeting.

2.2 Make recommendations for agenda items for subsequent Board meetings.

2.3 Administrator Assigned: Associate Superintendent, Corporate Services; Associate Superintendent, Human Resources; Deputy Superintendent, Education Services; Superintendent.

2.4 Record of Proceedings of Committee Meetings: Kept by Associate Superintendent, Corporate Services and reviewed by the Committee at its next meeting. Proceedings circulated to all Trustees and posted to the website.

2.5 Meetings: Committee meetings are scheduled as follows:

2.5.1 Pre-Public Board Meeting Sessions: Held two Wednesdays before the Public Board meeting each month beginning at 9:00 a.m. These sessions are designed for in-depth preparatory discussions and are open to the public. Meetings are open to the public.

2.5.2 Public Board Meeting Days: Additional meetings take place in the afternoon of Public Board meeting days to finalize discussions and preparations. The exact timing will be set based on the agenda and availability. Meetings are open to the public.

2.6 Reporting: The Committee Chair will report to the Board.

3.0 Committee Authority

This Committee is established pursuant to Section 52 (1) (b) of the Education Act.

References:

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

Board Procedures Regulation 82/2019



Date: February 28, 2024 **Agenda Item:** 7.4
To: Board of Trustees
From: Shawna Warren, Superintendent
Originator(s): Jonathan Konrad, Deputy Superintendent, Education Services
Governance Policy: [Policy 225: Role of the Board](#)
[Policy 700 - Superintendent of Schools](#)
Additional Reference: [Alberta School Board Association Guidelines](#)
Assurance Domain: Governance

Superintendent Leadership Quality Standard (SLQS)

SLQS Competencies ([SLQS](#) / [Board Policy 700](#)):

Building Effective Relationships
Modeling Commitment to Professional Learning
Visionary Leadership
Leading Learning

Subject: **Edwin Parr Teacher Nomination**

Purpose:

For approval. Motion required.

Recommended Motion:

THAT the Board of Trustees

1. Nominate Jacqueline Fraser as the Board's nominee for the Edwin Parr Awards for 2013-2024, recognizing her exceptional teaching within her first year.

OR

2. Nominate Chris Jansen as the Board's nominee for the Edwin Parr Award for 2023-2024, recognizing his exceptional teaching within his first year.

Background:

Alberta School Boards Association's (ASBA) Edwin Parr Teacher Award recognizes excellent first-year teachers across the province.

History

Edwin Parr homesteaded in the Meanook area near Athabasca in 1920. Prior to 1925 he began his long career in educational affairs as a member of the board with the George Lake

School District. He served as Chair of the Board with the Athabasca School Division and was on the Council of the County of Athabasca from its formation in 1959 until his death in January 1963. Edwin Parr was President of the Alberta School Trustees' Association from 1956 to 1962. Ed Parr, as he was known to all, instituted an "Annual Teacher Award" in his school system. Each year, a member of the teaching staff was chosen to receive a gold watch and an appropriate certificate for long and meritorious service.

In searching for a way in which his memory might be perpetuated and to honour the profession he so dearly respected, the Alberta School Trustees' Association established the *Edwin Parr Teacher Award* in 1964.

Criteria:

- Any first year Kindergarten - Grade 12 teacher is eligible for nomination
- A minimum of 100 full-time equivalent days of teaching within the current school year is required (ie. September 2023 to June 20, 2024)
- May have up to 120 days of teaching service prior to signing a full-time contract.

The Board's nomination for the Edwin Parr Teacher Award is required to be submitted by March 18, 2024.

Administration is prepared to respond to questions at the February 28, 2024, Public Board meeting.

Attachment(s):

1. Edwin Parr Nomination Package for Jacqueline Fraser
2. Edwin Parr Nomination Package for Chris Jansen



Date: February 28, 2024 **Agenda Item:** 8.1

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Jonathan Konrad, Deputy Superintendent, Education Services
Lauren Walter, Manager, Marketing and Communications

Governance Policy: [Board Policy 225: Role of the Board](#)
[Board Policy 700: Superintendent of Schools](#)

Additional Reference: [AP220: Communications](#)

Assurance Domain: Local & Societal Context

Superintendent Leadership Quality Standard (SLQS)
SLQS Competencies ([SLQS](#) / [Board Policy 700](#)):
Building Effective Relationships
Visionary Leadership

Subject: **Communications Report - January & February 2024**

Purpose:

For information.

Background:

Aligning with the Board’s value of Communication, the Superintendent is committed to ensuring open, transparent, positive internal and external communications are developed and maintained. In accordance with this commitment, the Superintendent directs the creation and review of an annual Communication Plan to establish and maintain effective Division and school communication.

Attached is the Communications Report on activities for January and February 2024.

Administration is prepared to respond to questions at the February 28, 2024, Public Board meeting.

Attachment(s):

1. Communications Report for January & February 2024

Board Memorandum

January & February 2024



**Sturgeon
Public Schools**

Dare to reimagine learning

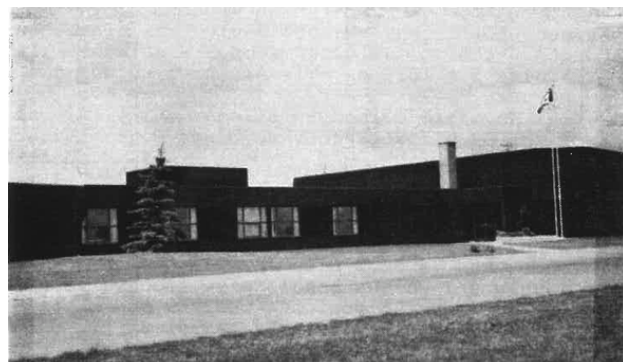
Communications
Report

OVERVIEW OF GOALS

Connecting with the School Community

GOAL #1: WEBSITE ENHANCEMENT

Objective: Improve website content and visuals to increase site visits and provide reliable, up-to-date information.



GOAL #2: KINDERGARTEN EXPO

Objective: Increase Pre-Kindergarten and Kindergarten enrolment by hosting informative Expos.

GOAL #3: GRADE 9 RETENTION

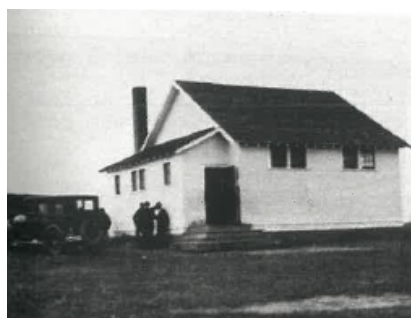
Objective: Build a sense of community to retain grade 9 students transitioning to Sturgeon Composite High School.

GOAL #4: FRENCH IMMERSION GROWTH

Objective: Increase enrolment in the new French Immersion program at Sturgeon Composite High School.

GOAL #5: COMMUNITY COLLABORATION

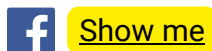
Objective: Strengthen community connections by being more visible in school communities.



Communications in January & February has been focused on:

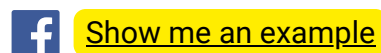
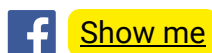
Aligns with Marketing Goal 1

- The creation of a tribute video, showcasing gratitude from parents, staff and students towards Educational Assistants (EAs) for their invaluable contributions to the Division. This video was warmly embraced at the appreciation event and gained significant traction on social media, amassing over 4,000 organic views.



Aligns with All Marketing Goals

- For the 2024-2025 Registration Blitz, Communications developed and disseminated promotional materials across Division and individual school social media pages and websites. Additionally, an email campaign was launched, targeting current students to highlight the registration blitz. This initiative proved to be exceptionally effective, with over 57% of the existing student body registering for the upcoming academic year within the initial two weeks of the registration period, marking the department's most successful blitz to date.



Communications in January & February has been focused on:

Aligns with Marketing Goal 5

- Reaching out to SPS families to promote the Parent Engagement evenings. To ensure high attendance, Communications dispatched emails a week prior to each event, inviting families and emphasizing the importance of their participation and feedback. Furthermore, Communications introduced a registration form for each event, enabling the Division to directly email attendees on the day of the event with reminders, childcare information and other pertinent details, thereby enhancing the overall experience and participation rate. Additionally, Communications created a video for the events themselves, highlighting the positive changes implemented as a result of previous parent feedback to enhance students' educational experience.
-

Aligns with Marketing Goal 1

- The implementation of several updates to the Division website, including relocating the "calendar" page for increased visibility at the top of the menu. Communications refreshed the summer school registration page with new courses and the current year's enrolment dates. For clearer communication, the team consolidated the information for the Morinville and the Sturgeon Learning Centres, addressing previous confusion due to separate websites. Additionally, the programs page received a comprehensive update, now featuring detailed information on alternative learning, athletics, French Immersion, Kindergarten, Land & Agriculture, Off Campus & Dual Credit, Pre-Kindergarten, Religion, and STEAM.

Sturgeon Public in the Media

Aligns with Marketing Goal 5

- February 8, 2024 — Sturgeon Heights School hosts second-annual Bonhomme Carnival
St Albert Gazette
- January 31, 2024 — Celebration for the Stingers
Morinville Free Press
- January 15, 2023 — Guthrie School students working to make difference at CFB Edmonton
Global News

Upcoming Events

- Parent Engagement Evenings
 - March 5: Gibbons Gym, (Landing Trail / Gibbons)
- Council of School Councils: March 7, 2024, St. Heights School
- Pink Shirt Day: February 28, 2024
- International Women's Day: March 8, 2024



Date: February 28, 2024 **Agenda Item:** 8.2
To: Board of Trustees
From: Shawna Warren, Superintendent
Originator(s): Shawna Warren, Superintendent
Governance Policy: [Board Policy 405: Budget Development and Transparency](#)
[Board Policy 700: Superintendent of Schools](#)
Additional Reference: *Education Act: Section 139(1)(2)*
Freedom of Information and Protection of Privacy Act
Assurance Domain: Learning Supports
Governance

Superintendent Leadership Quality Standard (SLQS)

SLQS Competencies ([SLQS](#) / [Board Policy 700](#)):
School Authority Operations and Resources

Subject: **2023-2024 Superintendent Discretionary Fund**

Purpose:

For information.

Background:

The expenditure of school funds is a public trust and the Board must ensure that all such funds are expended efficiently, economically and in the best interest of the students and electors of the Division (Policy 220: Appendix A - Code of Ethics).

The Superintendent strategically allocates resources in the interests of all students and ensures effective alignment of human resources with the Division’s goals and priorities (SLQS #6).

As part of the budget process, a certain amount of dollars are allocated annually in a budget section titled “Superintendent Discretionary”. For the 2023-2024 school year, the total budgeted dollar amount allocated in the Superintendent’s Discretionary Fund is \$600,000; \$500,000 for staffing and \$100,000 for non-staffing emergent priorities.

The Superintendent Discretionary Fund is a dollar amount set aside to support schools with additional staffing and/or resource requirements that arise after the budget has been approved. At the August 23, 2023, Public Board meeting, May 2023 to July 2023 Superintendent Discretionary spending was reported which included recovering 1.0 FTE

Educational Assistant from Sturgeon Composite High School and allocating 1.0 FTE Educational Assistant to Morinville Colony school. Allocated budget remained at \$600,000.

During the September 27, 2023, Public Board meeting, it was reported that Superintendent Discretionary spending for the period of August 16 to September 20 included the addition of 0.5FTE Social Worker at Sturgeon Composite High School to support the Student Success Centre. This is a full-time position which includes 0.5FTE being funded by the Mental Health Capacity Building (MHCB) Grant (HYPE), with a total cost of \$28,256 against the Superintendent Discretionary budget.

During the October 25, 2023, Public Board meeting, it was reported that the Superintendent Discretionary spending for the period of September 20 to October 18 included the addition of 0.1FTE to the full time Social Worker position at Sturgeon Composite High School to support the Student Success Centre at an additional cost of \$8,242 against the budget.

During the November 29, 2023, Public Board meeting, it was reported that the Superintendent Discretionary spending for the period of October 19 to November 22 included additional funds (retroactive to August 31) required to cover the actual cost of the 7.0FTE Child and Youthcare Workers for the 2023-2024 school year and additional teacher FTEs at Guthrie School, Namao School and Landing School for an additional cost of \$139,410 against the budget.

During the December 20, 2023, Public Board meeting, it was reported that the Superintendent Discretionary spending for the period of November 23 to December 13 included 1.1FTE for Educational Assistants at SCHS and Landing Trail, 4.0FTE for Child and Youthcare Workers at Lilian Schick and Redwater (2 full time and 2 positions requiring cost top up funds), 0.4FTE Teacher at Landing Trail and 1.0FTE Social Worker Division wide for an additional cost of \$200k against the budget.

During the January 24, 2024, Public Board meeting, it was reported that the Superintendent Discretionary spending for the period of December 14, 2023 - January 17, 2024 included additional 1.0FTE for an Educational Assistant to support two grade 1 classes at Bon Accord Community School, additional 0.2FTE for an Educational Assistant at Legal Public School for a new pre-kindergarten student with complex needs with 0.3FTE coming out of the Specialized Learning Supports (SLS) Grant Budget and funding of STEAM PD to build capacity for STEAM programming across the Division; supporting 10 teacher leaders across the Division to attend.



Update:

January 18, 2024 to February 21, 2024, the following additional staffing FTE and resources have been allocated to schools using Superintendent Discretionary Fund dollars:

- \$839.20 for resources for Therapeutic Crisis Intervention in Schools (TCIS).
- Additional 1.0FTE Teacher at Redwater School for the remainder of the 2023-2024 school year to support a large Grade 9 class.
- \$2,500 to support Division Drumline Jr High Training Camp. Two-day Training Camp after school/evening offered to students in Grades 8 & 9. Second night to coincide with STRIDES.
- Additional \$1,381 required for STEAM PD. Updated costs for all 11 individuals originally included in the proposal and adding the STEAM Lead Team members who were not initially included on the proposal.
- 1.0EA FTE allocated to an Educational Assistant position at BACS for the remainder of the 2023-2024 school year (Jordan's Principle funding followed the student who moved out of the Division).

2023 -2024 Superintendent Discretionary					Total Budget	\$	600,000
As at February 15, 2024					Total Committed to Student Success		\$ 511,351
					Total Available		\$ 88,649
Budget Item Description	Date	# FTE	# of months	Cost	Budgeted	Available	
Direct staffing to schools (K- 12)					\$ 225,113	\$ 500,000	\$ 274,887
Teachers	Avg Cost: \$110,000		Totals:	2.08	8.50	\$ 141,240	
Guthrie School	Oct 10, 2023	0.20	8.50	\$ 18,700			
Namao School	Nov 01, 2023	0.38	8.00	\$ 33,440			
Landing Trail School	Nov 01, 2023	0.10	8.00	\$ 8,800			
Landing Trail School	Dec 11, 2023	0.40	7.00	\$ 30,800			
Redwater School	Jan 29, 2024	1.00	4.50	\$ 49,500			
CUPE					Avg Cost: \$43,300		Totals:
EA Colony	May 16, 2023	1.00	10.00	\$ 43,300			
Vocational EA at SCHS	May 25, 2023	-1.00	10.00	\$ (43,300)			
EA at SCHS	Nov 16, 2023	0.61	7.00	\$ 18,490			
EA at LT	Dec 11, 2023	0.50	7.00	\$ 15,155			
EA at BACS	Dec 22, 2023	1.00	6.00	\$ 25,980			
EA at LPS	Jan 11, 2024	0.20	5.50	\$ 4,763			
EA at BACS	Feb 15, 2024	1.00	4.50	\$ 19,485			
Other (Emergent Priorities staff, non-staff and resources)					\$ 286,238	\$ 100,000	\$ (186,238)
Social Worker SCHS Success Centre	Sep 28, 2023	0.60		\$ 36,498			
Child and Youthcare Workers	Aug 31, 2023	7.00		\$ 78,470			
Child and Youthcare Worker	Dec 11, 2023	1.00		\$ 39,830			
Child and Youthcare Worker	Dec 11, 2023	1.00		\$ 39,830			
Child and Youthcare Worker	Dec 11, 2023	1.00		\$ 9,520			
Child and Youthcare Worker	Dec 11, 2023	1.00		\$ 9,520			
Social Worker Division-Wide	Dec 11, 2023	1.00		\$ 56,200			
STEAM Professional Development	Jan 09, 2024			\$ 13,031			
TCIS Resources	Jan 19, 2024			\$ 839			
SPS Division Drumline Jr High Training Camps	Jan 30, 2024			\$ 2,500			



Administration is prepared to respond to questions at the February 28, 2024, Public Board meeting.

Attachment(s):

Not applicable.



Date: February 28, 2024 **Agenda Item:** 8.3

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Shawna Warren, Superintendent

Governance Policy: [Board Policy 700: Superintendent of Schools](#)

Additional Reference: *Education Act: Sections 8, 11(1), 52-53, 222, 223, 224*
Freedom of Information and Protection of Privacy Act
Superintendent of Schools Regulation 98/2019
Superintendent Leadership Quality Standard

Assurance Domain: Student Growth & Achievement
Teaching & Leading
Learning Supports
Governance
Local & Societal

Superintendent Leadership Quality Standard (SLQS)

SLQS Competencies ([SLQS](#) / [Board Policy 700](#)):

- Building Effective Relationships
- Modeling Commitment to Professional Learning
- Visionary Leadership
- Leading Learning
- Ensuring First Nations, Métis, and Inuit Education for All Students
- School Authority Operations and Resources
- Supporting Effective Governance

Subject: **Superintendent Report**

Purpose:

For information.

Background:

A superintendent of schools, as referred to in the Education Act, as chief executive officer of the board and chief education officer of the school authority, provides the board with information, advice and support required for the fulfillment of its governance role, and reports to the Minister on all matters required of the superintendent as identified in the Education Act and other provincial legislation (SLQS). Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

The Alberta government has a system for schools and school authorities to consistently assess progress and demonstrate success called the Assurance Framework. The framework has 5 assurance areas with related performance measures that enable schools and school authorities to show their communities how they are performing each year.

The Senior Administrative Leadership Team is committed to keeping the Board informed regarding progress in the Board's approved outcomes, measures and strategies articulated in the Division's Education Plan to meet our priority of Student Achievement. Using key insights from the Annual Education Results Report, the Division's Education Plan directs the work in schools and at a system level.

This report offers a concise overview of recent events and attended meetings that have influenced the Division's trajectory in the past month. By highlighting significant interactions and their implications, this report aims to provide the Board of Trustees with valuable insights into the Division's proactive leadership, collaborative partnerships, and ongoing operations enhancement.

Building Effective Relationships

A superintendent establishes a welcoming, caring, respectful and safe learning environment by building positive and productive relationships with members of the school community and the local community.

- ★ Since the last report, monthly Principal meetings, organized by school groupings (K-4; K-9, 5-9, and 10-12), have continued to effectively bring together school-based leadership along with the Superintendent and the Education Services leadership team. These sessions have been instrumental as a vital platform for engaging in meaningful discussions, exchanging ideas, and developing innovative strategies aimed at enhancing the success and well-being of both students and staff. Recent meetings have covered a variety of topics, including:
 - Playground Audits
 - AEDs in schools - updating parts
 - Registration 2024-2025
 - Programming 2024-2025
 - Open Houses
 - Parent Engagement Evenings

- ★ The Superintendent and Associate Superintendent, Corporate Services maintain a consistent and collaborative dialogue with the Chief Administrative Officer (CAO) of the Town of Gibbons through ongoing weekly meetings with the Associate Superintendent, Corporate Services and the Director of Facilities. These meetings are focused on discussing the development of the town and the future of education within the community. This partnership exemplifies a strategic approach to aligning educational planning with the town's growth and development objectives.

- ★ On Pink Shirt Day, February 28, 2024, students, staff, the Superintendent and the Board of Trustees of Sturgeon Public Schools united in a powerful display of solidarity and support for anti-bullying initiatives. Dressed in pink shirts, the Division symbolized its commitment to creating a welcoming, respectful and safe learning environment for all students.
- ★ February 9, 2024, the Superintendent and Deputy Superintendent met with Alberta Education, the Assistant Deputy Minister, Program and System Support Division and an Education Director, to discuss Lionsheart Education Centre students to build an understanding of the residency and guardianship of the children living at the centre.
- ★ The Superintendent attended Legal Public School's School Council meeting on Thursday, February 15, 2024, to support parents' understanding of the history of SPS in the Town of Legal and support their advocacy for public education in the Town of Legal.
- ★ February 21, 2024, the Superintendent met with the Mayor of Sturgeon County to discuss current needs and trends in the Division, the progress on current collaboration projects and potential future collaborations.
- ★ February 22, 2024, CASS Neighbours Connects held their informal monthly virtual meeting that bridges the educational landscape between school divisions in zone 2/3. This initiative fosters collaboration and information exchange between neighbouring Superintendents. These meetings offer a unique opportunity to share best practices, discuss emerging trends and address common challenges. CASS Neighbours Connects provides an avenue for Superintendents to collectively work towards enhancing the quality of education in our respective Divisions.
- ★ On February 22, 2024, the Superintendent attended a Lunch and Learn webinar hosted by Life in the Heartland, a collaborative communications initiative dedicated to enhancing resident awareness of industrial projects and development in Alberta's Industrial Heartland region. This free one-hour webinar invited participants to "Grab your lunch and join us" for an informative session, offering live updates and insights into the activities and projects of companies operating within this critical industrial zone. The event served as a platform for the Superintendent to stay informed about the ongoing developments in the Heartland area.

Leading Learning

A superintendent establishes and sustains a learning culture in the school community that promotes ongoing critical reflection on practice, shared responsibility for student success and continuous improvement.

- ★ January 31, 2024, Site Based PD Day - Community of Practice (COP) for Child and Youth Care (CYC) Workers. This school year, because of the newness of the CYC positions, a Community of Practice was created. On January 31st, CYC workers came together as a

group to meet. The COP was led out by the Director of Learning Services and the Learning Services Team. Agenda topics included: CYC connections across all schools, the role within the K-12 system, community connections, what is working and any challenges being faced.

- ★ February 20, 2024 - Professional Learning and Collaboration for School Counsellors. ATA presentation on "Confidentiality Issues Related to Counselling" was a significant event aimed at enhancing the professional capabilities of school counsellors. Presented by the ATA, this session delved into critical areas such as the paramount importance of confidentiality in counselling, the responsibilities associated with note-taking, and the limitations on the usage of these notes. The conversation touched upon the recent government announcement, reassuring our school counsellors of the robustness of Sturgeon's policies and administrative procedures. The ATA reinforced the importance of confidence in these policies and procedures in dealings with families, highlighting that without specific government policy or legislation, there will be no change in the commendable work being done in SPS.
- ★ SALT - Shadow days are underway, Sturgeon Aspiring Leaders spend a day shadowing a current principal. This is a great opportunity to build capacity across the Division to allow potential future leaders to experience 'a day in the life of a principal'.
- ★ Learning Support Leads and Behaviour Leads ½ day Professional Learning for February:
 - Module 6 in the Brain Story: The Brain Story: Module 6: Air Traffic Control: Building Executive Functioning and Self-Regulation Capacities
- ★ February Admin Council professional development focus for Principals:
 - Violent Threat Risk Assessment (VTRA) Review
 - Exemplars, Scenarios and Table Talks
 - Crisis Response Review
 - Exemplars, Scenarios and Table Talks
 - Therapeutic Crisis Intervention in Schools (TCIS) Review
 - Exemplars, Scenarios and Table Talks
- ★ The Superintendent conducts ongoing monthly 1:1 meetings with direct reports, fostering a culture of open communication and personalized leadership within the school division. These meetings are an essential platform for discussing individual performance, setting goals and addressing any challenges or opportunities that arise. They provide a valuable opportunity for the Superintendent to offer tailored guidance and support, while also gaining insights into the various aspects of the division's operations from different perspectives. This regular, individualized engagement not only strengthens the professional development of team members but also enhances the overall effectiveness of the division's leadership team, ensuring a cohesive approach to achieving the division's educational goals and priorities.

- ★ A comprehensive Professional Development Menu has been established for teachers involved in the implementation of the new curriculum this year. The allocation of specific half-day release time sessions based on the curricula are being implemented, including three sessions for K-3 Science and 4-6 ELAL/Math, two sessions for K-3 Math, and abbreviated versions of K-3 ELAL – Layers of Reading Videos. Additionally, K-6 ELAL and administration staff have also been allocated two half-day sessions each for professional development. This initiative aims to support and enhance the effectiveness of curriculum implementation within the Division.
- ★ Monday, February 5, 2024, the Superintendent joined Superintendents and Board Chairs from across the province in an online meeting with Minister Nicolaidis to discuss the Premier’s announcement on Supporting Alberta’s students. The meeting summarized the policies Alberta’s government is introducing to ensure children are supported as they grow into adulthood and become the people they want to be. Over the next several months, Alberta Education will be having discussions with all education partners to gather input on implementing these policies.
- ★ February 16, 2024, the Superintendent collaborated with the Deputy Superintendent, the Director of Learning Services and two principals to reflect on current inclusive learning practices and focus on improvement for the remainder of 2023-2024 and the upcoming school year. The meeting was a brainstorming of ideas using examples from other divisions and schools.

Modeling Commitment to Professional Learning

A superintendent engages in career-long professional learning and ongoing critical reflection, identifying and acting on research-informed opportunities for enhancing leadership, teaching, and learning.

- ★ The Faculty of Education at Concordia University of Edmonton (CUE) held a career fair on February 1, as part of the Employment Processes Program for students preparing for careers in teaching. Graduating students had the opportunity to attend multiple 20-minute sessions where school divisions provided information about job openings, application procedures, and related matters. The Superintendent joined the Associate Superintendent of Human Resources and the Director of Human Resources to promote Sturgeon Public Schools.
- ★ The Superintendent attended an online webinar titled Learn Proven Strategies to Bolster Staff Well-being. Teacher shortages are recognized as a global phenomenon and, though many factors contribute to educator attrition, poor working conditions and high levels of stress are frequently cited as causes. This stress is a result of the multi-faceted nature of jobs in education, and the reality is that, over time, the teaching profession has become

progressively more complex. This intensification of the profession is having negative effects on staff, and ultimately students.

- The webinar presented research driven strategies specifically designed to overcome challenges in:
 - Organizational characteristics, such as:
 - improved job control;
 - conflict resolution;
 - improved recognition;
 - workload management;
 - team collaboration; and
 - building communication.
 - Safe & Inclusive School Environment
 - enhanced school environment and
 - supported school safety and reduced bullying of staff.
- ★ Alberta Technology Leaders in Education (ATLE) and Alberta Education (ABED) hosted a lunchtime roundtable titled "Leading provincial exam implementation in your schools" on Tuesday, February 27, from noon to 1 PM via Zoom. This session, particularly relevant for administrators, focused on the administration of provincial exams using the new Alberta Education Vretta tool. Attendees discussed strategies for successful implementation of the Vretta tool, addressing the challenges of its newness and the difference in teachers supervising exams versus those who have tested the tool in classes. The meeting aimed to explore ways to enhance familiarity with the tool, integrate it into authentic assessment practices, and reduce potential issues on exam days, while also sharing good practices and addressing participants' questions.

Visionary Leadership

A superintendent engages with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs.

- ★ On February 7th, 2024, in recognition of National Women and Girls in Sports Day, the Superintendent attended a significant event titled "ASAA Beyond Boundaries: Women in Sport Workshop and Luncheon" dedicated to empowering female coaches, administrators, officials and athletic directors involved in High School Athletics. This event was a vibrant assembly focusing on developing meaningful solutions to the challenges women in sports face within the province. It featured an array of guest speakers who have been pivotal in changing the game and leading sports initiatives in the region. The attendance of the Superintendent underscored the Division's commitment to supporting gender equality and promoting inclusive practices in school sports and beyond.
- ★ January 25/February 29 - The Superintendent was part of two online meetings with multiple community members and Sturgeon Public staff to identify potential partners interested in

collaborating on a community improvement initiative, drawing inspiration from the past success of the Regional Collaborative Service Delivery (RCSD) model. The RCSD model, which was canceled in fall 2020, was a regional partnership between school authorities, Alberta Health Services (AHS), Child and Family Services Authorities (CFSA) and other community stakeholders. Under RCSD, partners worked together on a regional basis to meet the identified needs of children and youth. RCSD resources were pooled and shared to support the identified needs of children and youth in a given region. Children and youth throughout the region had equitable access to services regardless of their school program.

The discussion centered on understanding the services, supports, programs, focus areas, and age groups served by community partners, as well as addressing reporting requirements and potential obstacles. Valuable insights were shared from prior successful partnerships, ultimately leading to a commitment to align their project with the previous RCSD model. The goal is to team up to provide our communities with supports and services throughout Sturgeon County through community programming:

- FCSS, Families First Society, MHCB-HYPE, FSCD-SHINE, MHIN-M&Ms, Boys and Girls Clubs
 - [New Draft Google Site](#) created so all members can find information.
- ★ The Superintendent attended Parent Engagement Sessions on February 5th, 15th and 27th; at SCHS, FWPS and BACS. These sessions were integral in fostering open communication and collaboration between the school division and parents. Demonstrating a commitment to community involvement and feedback, the Superintendent's presence at these sessions underscored the importance of these discussions in shaping education in Sturgeon Public Schools.
- ★ In February, the Superintendent continued the second round of school tours which began in January, continuing her commitment to deeply engage with staff, students and the general school community. These tours emphasize the Superintendent's dedication to directly sharing in the successes of our schools and addressing the evolving needs and challenges of each school. Revisiting the schools reinforces earlier connections with teachers and students and provides the opportunity to assess the progress made since the initial visits. Consistent interaction allows for a more dynamic and responsive approach to educational leadership, ensuring that the concerns and feedback of the school communities are not only heard but actively integrated into future strategies and decisions.
- ★ February 8, 2024, the Superintendent met with the Communications Manager and Communications Advisor to discuss Division Communication Priorities and embark on the creation of a Division centred Timeline/Priorities Framework.

Ensuring First Nations Métis and Inuit Education for all Students

A superintendent establishes the structures and provides the resources necessary for the school community to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

- ★ The school division dedicated the month of February to focusing on Indigenous Literature and Authors, providing resources tailored to each grade level. By curating a selection of literature and resources from Indigenous authors, the Division is actively enriching the curriculum, offering students and educators valuable perspectives and insights. This focus not only broadens students' understanding and appreciation of Indigenous cultures but also supports the development of a more inclusive and comprehensive educational environment.

School Authority Operations and Resources

A superintendent directs school authority operations and strategically allocates resources in the interests of all students and in alignment with the school authority's goals and priorities.

- ★ The school division recently submitted a comprehensive survey to the Public School Boards' Association of Alberta (PSBAA) focusing on the Recruitment and Retention of Teachers and Professional Staff in Rural and Northern Alberta. This survey is a significant contribution to understanding the unique challenges and opportunities in these areas. It encompasses detailed data and insights into the factors affecting the recruitment and retention of educational professionals in rural and northern communities. This submission reflects the Division's proactive approach in addressing critical staffing issues and contributing to broader discussions and strategies for educational staffing in Alberta. By sharing this information, the Division aims to inform policy-making and support initiatives that enhance the quality and stability of education in regions where recruitment and retention are particularly challenging.
- ★ The Superintendent has been conducting ongoing bi-weekly meetings focused on the capital plan, leading up to the submission deadline to Alberta Education on April 1, 2024. These meetings play a crucial role in the strategic planning and development of the division's capital projects. The meetings are to ensure all components of the plan are meticulously reviewed, updated and aligned with the division's educational needs and goals. The bi-weekly cadence of these meetings highlights the significance and urgency of the capital planning process, facilitating regular assessments and necessary modifications. This structured and collaborative approach is geared towards creating a detailed and well-formulated submission to Alberta Education, showcasing the division's dedication to efficiently managing its resources and infrastructure to meet the current and future educational requirements of its students and staff.

- ★ The Division will expand Legal Public School to accommodate Grade 5 students within the school beginning the 2024-2025 school year. This expansion reflects a commitment to ensure that students receive quality education without the need to leave their community.
- ★ Literacy and Numeracy intervention started for Grade 4&5 students on February 12, 2024. In 2023/24 the plan for Sturgeon Public Schools for literacy and numeracy intervention follows the plan in past years with a few modifications in response to identified areas of growth in our programming. Three 0.5 FTE intervention teachers receive up to 3 days of training in literacy and numeracy intervention prior to entering schools, including time to practice implementing the SPS Intervention Lesson Plan Model. The intended schedule will be from early February until the end of May 2024. These teachers will spend the morning providing small group instruction to grade 4&5 students that have been identified as requiring additional support.
- ★ Registration for the 2024-2025 school year opened February 5th. Current families were notified through PowerSchool, and the school registration process is actively being promoted on the Division website and through various social media platforms.
- ★ The Facilities Department has organized training days in small groups scheduled for late February and early March, focused on educating staff about camera access and operation within the school facilities. Additionally, these sessions will include discussions regarding the security of doors and the fob access system. These efforts underscore the commitment to enhancing security and safety measures to protect students, staff and our communities, ensuring a safe learning environment for all.
- ★ The Superintendent's travel rate is governed through the Superintendent of Schools Regulation (98/2019) which aligns with the Government of Alberta's "[Travel, Meal and Hospitality Expenses Policy](#)", emphasizing that “taxpayer dollars are to be used prudently and responsibly with a focus on accountability and transparency”. This GoA policy underscores the necessity for officials to exercise caution and discretion when utilizing public funds for travel-related expenses, ensuring that every expenditure is justified and serves the public interest. The GoA policy was recently updated with amendments made to the mileage rate and the meal allowance rates. All Division staff travel, meal and expenses will follow suit and align with the GoA policy effective April 1, 2024.

Supporting Effective Governance

A superintendent of schools as referred to in the Education Act, as chief executive officer of the board and chief education officer of the school authority, provides the board with information, advice and support required for the fulfillment of its governance role, and reports to the Minister on all matters required of the superintendent as identified in the Education Act and other provincial legislation.

- ★ The Superintendent provided Trustees with the monthly speaking points for School Council meetings and Stakeholders in general to support effective governance. Topics include:
 - Standing Items
 - Trustee Talk
 - Board Meetings are recorded and online
 - Division Newsletter
 - Focused and Effective Communication

- ★ The “Superintendent Week-at-a-Glance” continues to play a pivotal role in fostering transparency and trust within the school community. Initially launched in the 2022-2023 school year, this initiative involves the weekly distribution of the Superintendent’s calendar, providing insights into the upcoming week’s activities to the Board, school-based leadership and central office leadership. This practice enhances transparency, communication and collaboration.

- ★ February 12, the Superintendent, Deputy Superintendent and Director of Education Planning attended the annual meeting with the Division’s assigned Alberta Education Manager to review the Division’s Annual Education Results Report (AERR), as required by legislation, to ensure it meets Alberta Education Requirements. Basic requirements include:
 - Accountability statement signed by the board chair
 - Permalink to the annual education results report on the Division website
 - Whistleblower protection report
 - Budget – Actual Comparison
 - Summary of Financial Results
 - A web link to the Audited Financial Statements (AFS)
 - A web link to the Provincial Roll Up of AFS information
 - At least 4 years of data for the following provincial measures
 - High School Completion
 - Citizenship
 - Student Learning Engagement
 - Provincial Achievement data
 - Early Years Literacy and Numeracy Assessments
 - Education Quality
 - Welcoming, Caring, Respectful and Safe Learning Environment
 - Access to Supports and Services
 - Parental Involvement
 - Observations and questions in the meeting included:
 - Successes
 - Challenges
 - Current and Future Mitigation Strategies

- ★ The Board Chair and the Superintendent continue to hold regular Committee of the Whole and Public Board agenda review meetings, a practice that underscores the commitment to thorough preparation and strategic planning. These meetings, scheduled before each Committee of the Whole and Public Board meeting, are dedicated to reviewing the agenda package in detail. This process ensures that both the Board Chair and the Superintendent are well-informed on the topics and issues to be discussed. These agenda review sessions reflect a collaborative approach to governance and facilitate informed discussion and decision-making.

- ★ The second Student Advisory Committee meeting for the 2023-2024 school year convened virtually on February 27, featuring engaging activities and discussions. The session included round table discussions on “What Should School & Community Leaders Know about What Students Need?” and “Entry to High School - Easing Transitions: Advice from our High School Student Leaders”.

- ★ Feb. 20 - The Board of Trustees, the Superintendent and the Principal of Guthrie School met with M.P. Dane Lloyd to discuss the possibility of collaboration between the Federal Government, the Provincial Government and the school division to increase recruitment and retention in the Canadian Armed Forces through the K-12 Educational System.

Administration is prepared to respond to questions at the February 28, 2024, Public Board meeting.

Attachment(s):

Not applicable.



Date: February 28, 2024 **Agenda Item:** 8.3.1
To: Board of Trustees
From: Shawna Warren, Superintendent
Originator(s): Shawna Warren, Superintendent
Governance Policy: [Policy 225: Role of the Board](#)
Additional Reference: [Policy 700 Superintendent of Schools](#)
Assurance Domain: Governance
Local & Societal

Superintendent Leadership Quality Standard (SLQS)

SLQS Competencies ([SLQS](#) / [Board Policy 700](#)):

Visionary Leadership
School Authority Operations and Resources
Supporting Effective Governance

Subject: **Legal Public School Grade Configuration 2024-2025**

Purpose:

For information.

Background:

Sturgeon Public Schools gained access to the Town of Legal in 2011 and, up until the fall of 2022, the Division offered families a choice of attending ÉMPS, FWPS, BACS or LS. The Division also ran pre-kindergarten programming in the Town of Legal and from 2013-2022 it ran as an Intergenerational Program in the Chateau Sturgeon Seniors Lodge.

As announced in June 2022, the Division secured a school in the Town of Legal to open the 2022-2023 school year. Legal Public School currently offers pre-kindergarten to grade 4 programming under the guidance of Ms. Kessia Brenneis who serves as the Principal of both Legal Public School and Bon Accord Community School (BACS). The school has three classrooms, a gymnasium, office space, a playground with green space and parking.

For the upcoming 2024-2025 school year, Legal Public School will expand to include grade 5, making the school a pre-kindergarten to grade 5. The Division is proud to be able to offer Legal families with pre-kindergarten to grade 5 aged children the choice of Public Education in their home community. The Board and Administration continue to advocate for space in the Town of Legal for Grades 6 - 9.



Administration is prepared to respond to questions at the February 28, 2024, Public Board meeting.

Attachment(s):

Not applicable.



Date: February 28, 2024 **Agenda Item:** 8.4

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Jonathan Konrad, Deputy Superintendent, Education Services

Governance Policy: [Board Policy 110: Welcoming Inclusive, Safe and Healthy Environments](#)

Additional Reference: [Board Policy 105: Vision, Mission and Values](#)
[Board Policy 115: Sexual Orientation and Gender Identities](#)
[Board Policy 900 - Student Conduct and Discipline](#)
[Administrative Procedure 711: Employee Conduct - Welcoming Inclusive, Safe and Healthy Environments](#)
Education Act: Sections 16, 35, 35.1
Vision, Mission and Values Statement
Canadian Charter of Rights and Freedoms
Alberta Human Rights Act
Freedom of Information and Protection of Privacy Act

Assurance Domain: Student Growth & Achievement
Teaching & Leading
Learning Supports
Governance
Local & Societal

Superintendent Leadership Quality Standard (SLQS)
SLQS Competencies ([SLQS](#) / [Board Policy 700](#)):
Building Effective Relationships
Ensuring First Nations, Métis, and Inuit Education for All Students
School Authority Operations and Resources
Supporting Effective Governance

Subject: **Administrative Procedure 711: Welcoming Inclusive, Safe and Healthy Environments**

Purpose:
For information.

Background:
Board Policy 105, defines the Division’s Vision, Mission and Values: “Students, staff and parents all deserve to be treated with respect. By fostering reciprocal respect within our system, we will all be able to reach our full potential”.

Policy 110 captures the Board’s governance statement for harassment:

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

Policy 110 was updated to capture volunteers, as per Board request, and will go to the February 28, 2024, Committee of the Whole for further input and review. Administration has reviewed the correlated Administrative Procedure, *AP711 Welcoming Inclusive, Safe and Healthy Environments*, and updated the procedure to ensure it also captured volunteers and all members of the school community to uphold the commitment of the Board of Trustees to foster a learning and working environment free from violence and harassment as outlined in Policy 110. The AP establishes a comprehensive framework outlining the Division's stance against such acts and provides procedures to address them, emphasizing roles and responsibilities to ensure a safe and respectful environment.

Administration is prepared to respond to questions at the February 28, 2024, Public Board meeting.

Attachment(s):

1. Administrative Procedure 711: Welcoming Inclusive, Safe and Healthy Environments - Tracked Changes

Welcoming Inclusive, Safe and Healthy Environments

Responsible Administrator: Deputy Superintendent Education Services

PURPOSE

The Board believes in the importance of, and is committed to, establishing and maintaining a welcoming, inclusive, equitable, safe and healthy environment for all students, ~~and employees~~ **staff, and members of the school community.**

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

The Board believes that all members of a school community share the responsibility to foster respect for diversity and promote equity, inclusion and human rights.

PROCESS

The Deputy Superintendent Education Services is responsible for maintaining this Administrative Procedure.

PROCEDURE

Definitions

Bullying: repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more individuals in the school community, including psychological harm or harm to an individual's reputation.

Discrimination: negative differential treatment of a person or group on the basis of race, religious beliefs, colour, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, sexual orientation, gender identity or gender expression.

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

Intimidation: intentional behaviour which knowingly or should be reasonably known to cause fear of injury or harm.

School Community: students enrolled in the school and their parents/guardians; children enrolled in an Early Childhood Services program at the school and their parents/guardians; the school staff; and other persons who have an interest in the school.

1. Principals shall:

1.1 ensure all staff members share responsibility for proactively creating and maintaining welcoming, inclusive, equitable, safe and healthy learning environments that acknowledge and promote understanding, respect and the recognition of the diversity, equity, inclusion and human

rights of all students and families within the school community;

1.2 ensure all members of the school community are aware of the expectation to model respectful conduct, inclusive behaviour and an understanding and appreciation for diversity, equity and human rights;

1.3 provide equity of opportunity, and access to programs, services, and resources to support all students in realizing their full potential;

1.4 immediately grant permission for the establishment of a student organization or the holding of an activity at the school;

1.5 a reasonable time from the date the principal receives the request, designate a staff member to serve as a staff liaison;

1.6 inform students of their right to select a respectful and inclusive name for the organization or activity, including the name Gay Straight Alliance or Queer Straight Alliance, after consulting with the Principal;

1.7 be responsible for ensuring that any notification of a student organization or activity is limited to the fact of the establishment of the organization or holding of the activity;

1.8 immediately inform the Deputy Superintendent if no staff member is available to serve as a staff liaison;

1.8.1 The Superintendent shall communicate with the Minister should a staff member not be available to serve as a staff liaison.

1.9 receive, investigate, report on and respond to inappropriate behaviour and actions, such as discrimination, intimidation or bullying, whether they occur in person or in digital form, on or off school property;

1.10 create a clear reporting and investigative process and a safe environment for students, parents/guardians, staff and members of the school community to bring concerns forward in a timely manner;

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

1.12 establish and maintain a written student code of conduct;

1.13 hold everyone under their authority accountable for their behaviour and actions such as discrimination, intimidation or bullying; and work with staff, students and families to provide supports and resolve issues and concerns in a timely fashion.

2. Teachers shall:

2.1 help all students work to their full potential and develop their sense of self-worth;

2.2 assist students to be empathetic leaders in their classroom, school and community by building positive social, leadership and resiliency skills;

2.3 maintain standards of behaviour for all students to contribute to a positive school climate; and

2.4 communicate regularly and meaningfully with parents/guardians and report incidents of discrimination, intimidation and bullying, to administration and assist administration when conducting an investigation into such incidents.

3. Students and families play an important role in creating and maintaining welcoming, caring, respectful, safe and inclusive learning environments.

4. Students, parents and guardians have the responsibility to meet the expectations as outlined in Policy 900 - Student Conduct and Discipline and Administrative Procedure 900 - Student Conduct.

References:

[Policy 105: Vision, Mission and Values](#)

[Board Policy: 110 Welcoming Inclusive, Safe and Healthy Environments](#)

[Policy 115: Sexual Orientation and Gender Identities](#)

~~[Board Policy: 120 Harassment](#)~~ [Administrative Procedure 717: Workplace Violence and Harassment](#)

[Board Policy: 900 Student Conduct and Discipline](#)

[Admin Procedure: 900 Student Conduct](#)

[The Education Act: Section 35, 35.1](#)

[Canadian Charter of Rights and Freedoms](#)

[Alberta Human Rights Act](#)

[Freedom of Information and Protection of Privacy Act](#)

History

2020 Jan 29 Initial Approval

2022 Jun 22 Amended



Date: February 28, 2024 **Agenda Item:** 8.5

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Lisa Lacroix, Associate Superintendent of Human Resources

Governance Policy: [Board Policy 110: Welcoming Inclusive, Safe and Healthy Environments](#)

Additional Reference: [Board Policy 105: Vision, Mission and Values](#)
[Board Policy 115: Sexual Orientation and Gender Identities](#)
[Board Policy 900: Student Conduct and Discipline](#)
[Administrative Procedure 711: Employee Conduct - Welcoming Inclusive, Safe and Healthy Environments](#)
Education Act: Sections 16, 35, 35.1
Vision, Mission and Values Statement
Canadian Charter of Rights and Freedoms
Alberta Human Rights Act
Freedom of Information and Protection of Privacy Act

Assurance Domain: Governance

Superintendent Leadership Quality Standard (SLQS)
SLQS Competencies ([SLQS](#) / [Board Policy 700](#)):
Building Effective Relationships
Ensuring First Nations, Métis, and Inuit Education for All Students
School Authority Operations and Resources
Supporting Effective Governance

Subject: ***Administrative Procedure 717: Workplace Violence and Harassment***

Purpose:

For information.

Background:

Board Policy 105, defines the Division’s Vision, Mission and Values: “Students, staff and parents all deserve to be treated with respect. By fostering reciprocal respect within our system, we will all be able to reach our full potential”.

Policy 110 captures the Board’s governance statement for harassment: “The Board believes it is the collective responsibility of all those involved with the Division to create and maintain positive cultures in our schools and workplaces. As such, the Board is committed to providing environments free from harassment, bullying, discrimination and violence”.

AP717: Workplace Violence and Harassment has been created to uphold the commitment of the Board of Trustees to foster a learning and working environment free from violence and harassment as outlined in Policy 110. The AP establishes a comprehensive framework outlining the Division's stance against such acts and provides procedures to address them, emphasizing roles and responsibilities to ensure a safe and respectful environment.

The Associate Superintendent of Human Resources is responsible for maintaining this Administrative Procedure, which covers definitions of harassment, reprisal, violence and related terms. It establishes the Division's commitment to addressing workplace violence and harassment involving employees, students, parents, volunteers and members of the public.

The Superintendent or designate is tasked with ensuring that all employees receive training on recognizing workplace violence and harassment and training on appropriate responses and procedures for reporting. This information is essential for fostering a culture of awareness and proactive prevention. Clear reporting mechanisms are outlined, emphasizing the importance of promptly reporting any concerns related to school safety or unsafe situations. Alternative reporting options are provided to address situations where the designated recipient of harassment complaints is the alleged harasser.

This new AP describes the investigation procedures and the commitment to confidentiality. It explicitly prohibits reprisals against those who report incidents in good faith.

The Administrative Procedure, along with associated training practices, is subject to regular review and updates. Compliance is reinforced through legal references such as the Alberta Human Rights Act, the Canadian Charter of Rights and Freedoms, Alberta Government guidelines and the Occupational Health and Safety Act.

Administration is prepared to respond to questions at the February 28, 2024, Public Board meeting.

Attachment(s):

1. *Administrative Procedure 717: Workplace Violence and Harassment*

Administrative Procedure 717

Workplace Violence and Harassment

Responsible Administrator: Associate Superintendent of Human Resources

Purpose

The Board of Trustees of Sturgeon Public School Division is dedicated to fostering a learning and working environment free from violence and harassment. This Administrative Procedure outlines the Division's stance against acts of violence and harassment involving employees, students, parents, volunteers, and members of the public. It establishes procedures for addressing workplace violence and harassment and clarifies roles and responsibilities to ensure a safe and respectful environment.

Process

The Associate Superintendent of Human Resources shall maintain this Administrative Procedure.

Definitions

Harassment: refers to any single incident or repeated incidents of objectionable or unwelcome conduct, comment, bullying, or action by a person which the person knows or ought reasonably to know will or would cause offence, humiliation or adversely affect an employee's health and safety.

Harassment includes a sexual solicitation or advance and actions related to, race, religious beliefs, colour, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, gender, gender identity, gender expression, or sexual orientation.

Harassment excludes reasonable conduct by an employer or supervisor in managing employees or a work site.

Reprisal: denotes any act of retaliation, either direct or indirect.

Violence: encompasses threatened, attempted, or actual conduct of a person, whether at a worksite or related to work, that causes or is likely to cause physical or psychological injury or harm and includes domestic or sexual violence.

Worksite: refers to a location where an employee is or is likely to be engaged in any occupation and includes any vehicle or mobile equipment used by an employee in an occupation.

Procedure

With respect to Training and Education:

1. The Superintendent or designate shall ensure that all employees receive training and education on workplace violence and harassment, including understanding their roles and responsibilities under this Administrative Procedure. This training shall cover, at minimum, the following topics:

1.1. Recognizing workplace violence and harassment.

1.2. Appropriate response to workplace violence and harassment, including seeking assistance.

1.3. Procedures for reporting, investigating, and documenting incidents of workplace violence and harassment.

2. A copy of this Administrative Procedure shall be made publicly available through the Division website.

With respect to Reporting

3. Employees must promptly report any concerns related to school safety, unsafe or harmful situations at a worksite, that they are aware of, or is likely to occur to their supervisor, the Superintendent or designate or the Associate Superintendent of Human Resources. Reports made to a supervisor shall be communicated to the Superintendent or the designate.

4. Alternative reporting mechanisms shall be accessible to employees when the designated recipient of harassment complaints is the alleged harasser.

4.1 Should the respondent be the direct supervisor the matter should be referred to the Associate Superintendent of Human Resources.

4.2 Should the respondent be the Associate Superintendent of Human Resources the matter should be referred to the Deputy Superintendent of Education Services.

5. Appropriate assistance shall be extended to any employee who is the victim of violence or harassment, including referring them to a healthcare professional if necessary and informing them of the Employee Family Assistance Program.

6. Employees who are at risk of domestic violence in the workplace are encouraged to notify their immediate supervisor and the Associate Superintendent of Human Resources.

Consideration for an Informal Practice:

7. Employees who experience violence and/or harassment can take the following actions without fear of reprisal:

7.1. Express their concerns to the alleged offender verbally or in writing, requesting the unwelcome behavior or action cease immediately. The complainant may seek the assistance of a third party.

7.2. Discuss the situation with the respondent's supervisor, the alleged victim's supervisor, or the Associate Superintendent of Human Resources.

7.3 Carefully record details of the incident and identify witnesses to the conduct.

7.4 Employees are not required to engage in the informal process before filing a formal complaint and may switch to the formal complaint process at any time during the informal procedure.

Consideration for a Formal Practice:

8. An employee is subject to violence and/or harassment may file a written complaint with their school administrator or site supervisor. If the respondent is the direct supervisor or school administrator, the complaint should be brought to the attention of the Associate Superintendent of Human Resources. No correspondence related to the complaint will be placed in the complainant's personnel file.

8.1. The formal complaint must be in writing and include:

8.1.1. Date and time of each reported incident.

8.1.2. The nature of the violence or harassment.

8.1.3. Names of individuals involved in the incident.

8.1.4. Names of witnesses.

8.1.5. A full description of the incident.

9. Upon receiving a written complaint, the Superintendent or designate shall conduct a thorough investigation.

9.1. Employees shall not be demoted, dismissed, disciplined, or denied a promotion, advancement, or employment opportunity for lodging a complaint when they genuinely believed they were the subject of violence, harassment, or the threat of violence in the workplace.

Investigation Procedures:

10. Investigations shall be conducted as promptly as possible by the Superintendent or designated authority and shall include:

10.1. Informing the respondent of the complaint.

10.1.1 A copy of the complaint detailing the complaint's allegations shall be provided to the respondent and shall explain that the respondent may reply to the complainant's allegations in writing.

10.1.2 The reply shall be made known to the complainant before the case proceeds.

10.2 Interviewing the complainant, individuals involved in the incident, and identified witnesses.

10.3. Interviewing any other persons with knowledge of the incident.

10.4 Taking statements from all parties involved in the incident.

11. If necessary, the Superintendent or designate may employ outside assistance or request the use of legal counsel.

12. The Superintendent or designate shall take all measures to prevent any unnecessary disclosure of the incident and the identities of the parties.

Disposition of the Complaint:

13. Following the investigation the Superintendent or designate will determine the complaint is substantiated. If the investigation finds that violence and/or harassment have occurred, a written report of the remedial action will be given to the affected employees, as appropriate.

14. If the complainant decides not to file a formal complaint, senior management may decide to file a formal complaint based on the investigation of the incident, against the alleged offender.

15. The Superintendent or designate shall retain investigation reports for a minimum of two years after the incident.

Systematic Harassment

16. Regardless of whether a complaint has been made, when concerns about a worksite or school environment are brought to the attention of the Superintendent or designate, the Superintendent may direct a systemic review of the worksite or school.

Regarding Fraudulent or Malicious Complaints:

17. Unfounded, frivolous, or fraudulent allegations of violence and/or harassment can cause significant harm to the respondent, the Division, or the Division's staff. Therefore, if the Superintendent or designate determines that an employee knowingly has made false statements regarding an allegation of workplace violence or harassment, immediate disciplinary action including possible dismissal shall be taken.

Regarding Confidentiality:

18. All records of violence or harassment and subsequent investigations are considered confidential and strictly prohibited from being disclosed to anyone except as required by law.

19. In cases where criminal proceedings are forthcoming, the Superintendent or designate shall assist police agencies, lawyers, insurance companies, and courts to the fullest extent.

20. The Superintendent or designate shall take all necessary measures to protect the privacy of the individuals involved and to ensure that complainants and respondents are treated fairly and respectfully.

20.1. The Superintendent or designate shall protect this privacy so long as doing so remains consistent with the enforcement of this Administrative Procedure and adherence to the law.

20.2. Neither the name of the person reporting the facts nor the circumstances surrounding them shall be disclosed to anyone unless such disclosure is necessary for an investigation or disciplinary action.

Reprisal:

21. This Administrative Procedure prohibits reprisals against individuals who, acting in good faith, report incidents of workplace violence and/or harassment or act as witnesses. The Superintendent or designate shall take reasonable and practical measures to prevent reprisals, threats of reprisal, or further violence and/or harassment.

Disciplinary Measures:

22. If the Superintendent or designate determines that an employee has been involved in harassing or violent behaviour or unacceptable conduct towards another employee, immediate disciplinary action shall be taken. Disciplinary measures may include counselling, formal warnings, and other disciplinary actions, and could include possible immediate dismissal without further notice.

Employee Roles and Responsibilities:

23. All employees are personally accountable and responsible for complying with this Administrative Procedure. Employees are expected to make every effort to prevent and eliminate violence and/or harassment in the work environment and to promptly report a problem or incident when observed or reported to them.

24. Any employee who has been a victim of, or is at potential risk of domestic violence, is encouraged to inform human resources if they believe that the aggressor may attempt to contact them at work. The Division shall take all reasonable precautions to protect the employee from domestic violence that has followed them into the workplace.

With respect to Colleagues:

25. An employee who witnesses violence or harassment in the workplace concerning a colleague should:

25.1. Inform the victim that, in the opinion of the employee, violence or harassment was witnessed and is unacceptable.

25.2. If the victim does not perceive themselves as a victim of violence or harassment, the incident should be considered closed.

25.3. If comfortable, the employee may inform the alleged offender that their actions are unacceptable.

25.4. Encourage the victim to report the incident to their school administrator or site supervisor.

With respect to School Administration and Site Supervisors:

26. School administrators and site supervisors are legally responsible for creating and maintaining a violence and harassment free workplace.

27. School administrators and/or site supervisors shall enforce this Administrative Procedure and ensure its consistent application in the daily operations of the Division.

28. School administrators and/or site supervisors shall address potential problems in the workplace before they escalate, supporting the employee without bias and documenting offensive actions.

29. If a school administrator and/or a site supervisor becomes aware of violence and/or harassment in the workplace, and fails to address it, they may be named as co-respondents in a complaint and may be liable in legal proceedings.

Review:

30. This Administrative Procedure and its associated training procedures shall be reviewed and updated as necessary, including after an incident of violence or harassment occurs or upon recommendation from the Joint Worksite Health and Safety Committee or representative or at least every three years.

Special Circumstances:

31. If an employee has a legal court order such as a restraining order or “no-contact” order against another individual, they are encouraged to notify their supervisor, and provide a copy of that order to the human resources department. This action may be necessary if the employee believes the aggressor may attempt to contact them at work, in direct violation of the court order. Such information shall be kept confidential.

32. If any visitor at the workplace is seen with a weapon, known to possess one, or makes a verbal threat or assault against an employee or another individual, employee witnesses must immediately contact the police, emergency response services, their immediate supervisor, and the human resources department.

References:

[Policy 105: Vision, Mission and Values](#)

[Policy 110: Welcoming Inclusive, Healthy and Safe Environments](#)

[Administrative Procedure 711: Welcoming Inclusive, Safe and Healthy Environments](#)

[Alberta Human Rights Act](#)

[Canadian Charter of Rights and Freedoms](#)

[Alberta Government: Harassment and Violence in the Workplace](#)

[Occupational Health and Safety Act](#)



Date: February 28, 2024
To: Board of Trustees
From: Janine Pequin, Ward 1
Governance Policy: [Policy 235: Board Operations](#)
Subject: Trustee Report

Purpose:
For information.

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

- February 14 CoW
- February 15 Ochre Park School Council
- February 20 Meeting with M.P. Dane Lloyd
- February 22 Redwater School Council
- February 22 Redwater Parent Engagement
- February 23 Zone 2/3
- February 27 Student Advisory Committee
- February 28 Public Board Meeting / CoW



Date: February 28, 2024
To: Board of Trustees
From: Cindy Briggs, Ward 2
Governance Policy: [Board Policy 235: Board Operations](#)
Subject: Trustee Report - January

Purpose:
For information.

Background:

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

- February 8, 2024 Public School Board Association Dinner and Speaker Graham Thompson
- February 12, 2024 Community Services Advisory Board Meeting (CSAB)
- February 14, 2024 Committee of the Whole Meeting
- February 15, 2024 Legal Kindergarten Open House
- February 15, 2024 Legal Public School Council
- February 20, 2024 Meeting with M.P. Dane Lloyd
- February 23, 2024 Archery Tournament BACS and Lilian Schick students
- February 27, 2024 Stakeholder Engagement Bon Accord Community School
- February 27, 2024 Joint School Council Meeting BACS and Lilian Schick



Date: February 28, 2024
To: Board of Trustees
From: Trish Murray-Elliott, Ward 4
Governance Policy: [Board Policy 235: Board Operations](#)
Subject: Trustee Report

Purpose:
For information.

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

- February 5 Community Engagement, SCHS
- February 8 PSBC PD Session and Dinner with Guest Speaker
- February 9 PSBC Business Meeting
- February 12 School Council Meeting, Sturgeon Heights School
- February 14 CoW Meeting
- February 20 Meeting with M.P. Dane Lloyd
- February 26 School Council Meeting, SCHS
- February 28 Public Board Meeting / CoW Meeting
- February 29 Open House, SCHS



Date: February 28, 2024
To: Board of Trustees
From: Stacey Buga, Ward 5
Governance Policy: [Board Policy 235: Board Operations](#)
Subject: Trustee Report

Purpose:
For information.

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

<u>Date</u>	<u>Event</u>
● 6-Feb-24	Parent Engagement at SCHS
● 7-Feb-24	Chamber Luncheon
● 8/9-Feb-24	Public School Board Conference
● 14-Feb-24	Committee of the Whole
● 15-Feb-24	Parent Engagement at Four Winds Public School
● 15-Feb-24	Alternate Learning Advisory Committee
● 20-Feb-24	Meeting with M.P. Dane Lloyd
● 21-Feb-24	ASBA Virtual Engagement
● 27-Feb-24	Student Advisory Committee
● 28-Feb-24	Public Board Meeting / Committee of the Whole
● 29-Feb-24	SCHS Open House



DeccDate: February 28, 2024
To: Board of Trustees
From: Tasha Oatway-McLay, Ward 6
Governance Policy: [Policy 235: Board Operations](#)
Subject: Trustee Report

Purpose:
For information.

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

- Feb 5, 2024 Guthrie School Council
- Feb 12, 2024 Namao School Council
- Feb 14, 2024 Committee of the Whole
- Feb 19, 2024 Meeting w/ M.P. Dane Lloyd
- Feb 28, 2024 Public Board Meeting



Date: February 28, 2024 **Agenda Item:** 9.3

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Committee of the Whole
Senior Administrative Team

Governance Policy: [Board Policy 230: Board Committees](#)
[Board Policy 700: Superintendent of Schools](#)

Additional Reference: [Board Policy 230: Appendix A - Committee of the Whole](#)
Education Act: Sections 51, 52(1)(b)
Board Procedures Regulation 82/2019

Assurance Domain: Governance
Local & Societal

Superintendent Leadership Quality Standard (SLQS)

SLQS Competencies ([SLQS](#) / [Board Policy 700](#)):

Building Effective Relationships
School Division Operations and Resources
Supporting Effective Governance

Subject: **Committee of the Whole Report**

Purpose:

For information.

Background:

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 (Policy 230). 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. The Committee of the Whole is established pursuant to Section 52 (1) (b) of the Education Act.

The Board believes that transparency and accountability should be demonstrated to the greatest extent possible. The purpose of the Committee of the Whole is to provide an opportunity for all Trustees to engage in professional development, review the function of the Board and strategic planning purposes, review and develop Board policies and make recommendations for agenda items for subsequent Board meetings. The Board also uses this opportunity to explore matters to a greater depth, seek clarification from

Administration and discuss matters requiring a deeper level of understanding prior to the consideration of the matter at a Regular Board Meeting (Policy 230, Appendix A).

On February 14, 2024, the Committee of the Whole met to discuss a number of topics chosen in advance by both the Board of Trustees and the Senior Administrative Team. The following report attached is a record of this meeting.

The Board Chair is prepared to respond to questions at the February 28, 2024, Public Board meeting.

Attachment(s):

1. Unapproved Minutes of the Meeting - February 14, 2024 (To be brought forward for approval at the February 28, 2024, Committee of the Whole).

**MINUTES OF THE
COMMITTEE OF THE WHOLE**

Meeting held at the Frank Robinson Education Centre Boardroom, in Morinville, Alberta

On Wednesday, February 14, 2024, at 9:00 a.m.

Attendance:

Irene Gibbons, Board Chair		
Cindy Briggs, Vice Chair		
*Janine Pequin, Trustee		
Joe Dwyer, Trustee		
Stacey Buga, Trustee		
*Tasha Oatway-McLay, Trustee		left meeting at 3:36 p.m.
Trish Murray-Elliott, Trustee		
Shawna Warren, Superintendent		
Jonathan Konrad, Deputy Superintendent, Education Services		left meeting at 2:01 p.m.
Sean Nicholson, Associate Superintendent, Corporate Services		
Lisa Lacroix, Associate Superintendent, Human Resources		left meeting at 1:55 p.m.
Franco Maisano, Executive Director, Corporate Services	arrived at 12:53 p.m.	left meeting at 1:15 p.m.
Steven Holkham, Director, Facility Services	arrived at 12:53 p.m.	left meeting at 1:07 p.m.
Michelle Wilde, Recording Secretary		left meeting at 3:51 p.m.

Presentation Attendees:

Darla Clark, Principal	arrived at 9:00 a.m.	left meeting at 9:40 a.m.
Matt Ohm, Vice Principal	arrived at 9:00 a.m.	left meeting at 9:40 a.m.
Jason Wiks, Principal	arrived at 9:40 a.m.	left meeting at 10:15 a.m.
Erin Murphy, Vice Principal	arrived at 9:40 a.m.	left meeting at 10:15 a.m.
Kevin Elias, Principal	arrived at 11:00 a.m.	left meeting at 11:37 a.m.
Kim Payne, Vice Principal	arrived at 11:00 a.m.	left meeting at 11:37 a.m.
Shannon Requa, Director, Education Planning	arrived at 9:00 a.m.	left meeting at 10:17 a.m.
	arrived at 11:00 a.m.	left meeting at 11:37 a.m.

*Attended meeting virtually

1. Call to Order

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

2. Approval of the Agenda

Moved by Trustee Briggs that the Board of Trustees accept the agenda with amendments:

- shift all of 10.0 Governance to accommodate addition of:
10.2 Supervision at Schools

CARRIED UNANIMOUSLY

3. Approval of the Committee Minutes

Moved by Trustee Briggs that the Board of Trustees accept the Committee Meeting Minutes of January 10, 2024, as presented.

CARRIED UNANIMOUSLY

4. Presentations

4.1 Lilian Schick School: Darla Clark, Principal and Matt Ohm, Vice Principal presented.

4.2 Guthrie School: Jason Wiks, Principal and Erin Murphy, Vice Principal presented.

Meeting recessed for at 10:17 a.m.

Meeting resumed at 10:25 a.m.

4.3 Camilla/Morinville Colony School: Kevin Elias, Principal and Kim Payne, Vice Principal presented.

5. Policy

5.1 PSBAA - Module 7 - Exercising Authentic Governance: The School Board's Role as Policy Maker: The Board of Trustees reviewed PSBAA Module 7 - Exercising Authentic Governance: The School Board's Role as Policy Maker.

5.2 Policy 120: Harassment Policy: Lisa Lacroix, Associate Superintendent, Human Resources recommended that this policy be rescinded and replaced with an Administrative Procedure.

Policy 120: Harassment Policy will be brought to the February 28, 2024, Public Board meeting.

Comments and Questions by the Committee:

- Trustee Pequin - keep it as a policy and stop after point 2.5-2.7.
- Trustee Briggs - This should go to AP
- Trustee Oatway-McLay - Maybe keep it. But take parts from Policy 120 and add to Policy 110.
- Trustee Buga - Could the definition of Harassment be included in Policy 110?
- Trustee Pequin - Policy 110 is very vague.
- Trustee Oatway-McLay - The Board should add some of the language around harassment from policy 120 into policy 110.
- Chair Gibbons- Safe and inclusive environment is covered in 110.

- Trustee Oatway-McLay- Policy 120 under section 2.1-2.5 can this be added to 110 to strengthen the wording.
- Trustee Buga- Policy 120 focuses on negative wording.
- Trustee Pequin - The board is instructed to refer back and follow policy. It is important to keep the language in the policy.
- Trustee Buga - Can we refer to AP to volunteers and parents
- Trustee Murray-Elliott - The Board is going to have to become better versed on AP's.
- Trustee Buga - Policies and AP's are well connected and access the wording. Okay with rescinding policy 120.
- Trustee Dwyer - Policy 120 and Policy 110 are different.
- Chair Gibbons - What is the board's governance statement on Harassment.
- Trustee Briggs - These are action bullets and getting confused between Policy 110 and policy 120.
- Trustee Oatway-McLay Does policy 110 have the strong enough wording.
- Trustee Buga - positive messaging, policies should remain positive not highlighting the negative.
- Trustee Oatway-McLay Policy 110 says everything that the board needs to say when compared to the checklist.
- Trustee Briggs - What are we struggling with or hanging onto?
- Trustee Pequin - Unable to discuss Policy 110 until a decision is made regarding Policy 120.
- Trustee Murray-Elliott - Is the board ready to let this policy go?
- Chair Gibbons - is anyone strongly opposed to moving Policy 120 to the Public Board meeting?
- Chair Gibbons - recommend that we move Policy 120 to the February 28, 2024 Public Board meeting.

Meeting recessed for lunch at 12:11 p.m.

Meeting resumed at 12:45 p.m.

5.2.1 AP717: Workplace Violence and Harassment: Lisa Lacroix, Associate Superintendent, Human Resources, presented the new administrative procedure.

AP717: Workplace Violence and Harassment will be brought to the February 28, 2024, Public Board meeting.

5.3 Policy 110: Welcoming Inclusive, Safe and Healthy Environments: Shawna Warren, Superintendent recommended amendments to this policy.

Comments and Questions by the Committee:

- Requested the definition of harassment be captured.
- Would like Policy 130: Public Interest Disclosure (Whistleblower Protection) be provided the next time this policy is reviewed.

Policy 110: Welcoming Inclusive, Safe and Healthy Environments will be brought to the February 28, 2024, Committee of the Whole meeting for further discussion.

5.3.1 AP711: Welcoming Inclusive, Safe and Healthy Environments: Shawna Warren, Superintendent brought forward amendments to this administrative procedure.

AP711: Welcoming Inclusive, Safe and Healthy Environments will be brought to the February 28, 2024, Public Board meeting.

5.4 Policy 235: Board Operations: Shawna Warren, Superintendent recommended amendments to this policy.

Comments and Questions by the Committee:

- Trustee Murray- Elliott - Do trustees need to follow the GoA rates for mileage?
- Trustee Buga - Ethics behind the Superintendent and staff having a rate that is different from the trustees.
- Trustee Briggs - Optics but also part way through the term.
- Trustee Dwyer - These are only guidelines and put anything we want. Finish this year as it is. Rewrite for the new board.
- Trustee Oatway-McLay- Go with GoA mileage and then include a vehicle allowance?
- Trustee Pequin - Trustees were given a raise in line in GEC last year, and so should continue with the mileage that is part of the GEC?
- Trustee Dwyer - Carbon taxes will be increasing.
- Trustee Murray-Elliott - would prefer to be untied to GEC.
- Chair Gibbons - Be brought to the next Committee of the Whole meeting for discussion.

Policy 235: Board Operations will be brought to the February 28, 2024, Committee of the Whole meeting for further discussion.

5.5 Policy 230: Appendix A - Committee of the Whole: Shawna Warren, Superintendent recommended amendments to this policy appendix.

Comments and Questions by the Committee:

- Trustee Murray-Elliott- Could we move school presentations to PBM day and then CoW is a work day?
- Trustee Oatway-McLay - Would like moving presentations, but however works but on board for full days.
- Trustee Pequin - Would like to see both full days utilized. To have time for fulsome discussions.
- Trustee Briggs - Could we get an agenda Package 3 days before CoW similar to PBM.
 - Superintendent Warren- Admin will try their best to provide an agenda, but not all the documents/attachments/links. It is CoW (a working meeting).
- Trustee Murray-Elliott - Encourage everyone to take a turn as Chair but appreciate the option to opt out.

Policy 230: Appendix A - Committee of the Whole will be brought to the February 28, 2024, Public Board meeting.

5.6 2023-2024 Board Policy Tracker:

Agenda item deferred.

- 6. Capital Projects and Facility Services Department Update** - Steven Holkham, Director, Facility Services provided a verbal update on Capital Projects and Facility Services.

Comments and Questions by the Committee:

- Trustee Buga - Can you please provide a high level list of information regarding the aging buildings.
 - Associate Superintendent Nicholson- In the process of creating a list - to be provided.
- Trustee Dwyer - Camilla will they be replacing the trees that were torn down at the north end of the school
 - Steven Holkham, Director, Facility Services - Will look into this question and bring the information back.
- Trustee Briggs - Status of the field house.
 - Associate Superintendent Nicholson - Board funds were set aside but the costs came in much higher than budgeted. Waiting to hear back from donors.
- Associate Superintendent Nicholson - Work is being done on the Capital Plan.
- Trustee Dwyer - Deferred list of maintenance that is outstanding.
 - Associate Superintendent Nicholson- confirmed that there is a list of outstanding maintenance.

7. Advocacy

7.1 ASBA

7.1.1 Awards Discussion

- Trustees reviewed ASBA Awards and their deadlines.

7.1.1.1 Edwin Parr Teacher Nominations

- Superintendent Warren - Division does not have any nominations that can be brought forward.
- Trustee Buga - Can the board be provided with the names to provide an acknowledgement of the accomplishment.
 - Superintendent Warren - Will speak to the principals regarding a list. Potentially a memo to come to March PB.

7.1.2 National Framework for a School Food Program Act

- Chair Gibbons - CSBA advocating for the Universal Food Program. The bill is to have it distributed to all schools.
- Trustee Buga - This will be part of the meeting next week. Already exists at Federal level, given to the Province, the Province uses grants.
- Trustee Murray-Elliott- will this take it out of the Province hands?
- Chair Gibbons - Will be joining the meeting online and bring forward information at the next Committee of the Whole meeting.

7.2 PSBAA

7.2.1 Awards Discussion

- Trustees reviewed PSBAA Awards and their deadlines.

7.2.2 PSBAA Recruitment and Retention of Teachers and Professional Staff in Rural and Northern Alberta Survey Feedback

- Provided as information only.

7.3 Agenda Items / Meeting Preparations

7.3.1 Meeting with M.P. Dane Lloyd - February 20, 2024

- Trustees and Administration discussed agenda items for the meeting.

7.3.2 Student Advisory Committee Meeting - February 27, 2024

- Trustees and Administration discussed agenda items for the meeting.
- Trustee Buga is concerned about the 1 hour timeframe - very full agenda.

7.3.3 Meeting with St. Albert Public Schools - March 6, 2024

- Trustees and Administration discussed agenda items for the meeting.

7.3.4 Council of School Councils' - March 7, 2024

- Trustees and Administration discussed agenda items for the meeting.

7.4 Upcoming School Events/Trustee Attendance

The Board of Trustees reviewed upcoming school events.

7.5 2023-2024 Board Strategic Plan

The Board of Trustees pushed this agenda item to the February 28, 2024 Committee of the Whole.

8. Audit, Finance and Human Resources

8.1 Trustee Monthly Expense Report

The Board of Trustees reviewed their monthly expense report.

8.2 Budget 2024-2024 - Sean Nicholson, Associate Superintendent, provided a verbal update on Budget 2024-2025.

9. Transportation

9.1 Insurance Update

Sean Nicholson, Associate Superintendent, Corporate Services provided a verbal update regarding insurance.

Comments and Questions by the Committee:

- Trustee Briggs - how many CBOs do not carry the \$25M?
- Trustee Oatway-McLay - How does this affect their premiums? Are premiums expected to increase?
- Trustee Buga - Bus Contractors were unable to locate insurance at \$10M. This will be very challenging for Bus Contractors. Can we advocate for the Province to help fund the high premiums?
- Trustee Briggs- How long is the Bus Contractor agreement? Will you bring information back to the board?

10. Governance

10.1 Board Approval for Letters/Emails/Communications Sent on Behalf of the Board

The Board of Trustees reviewed Board Policy 221: Role of the Trustee and Board Policy 225: Role of the Board.

- Trustee Murray-Elliott - Letter sent on behalf of the Board to MLA Getson, disappointed with the tone. Should the board review letters before they are sent out?
- Trustee Buga - Tone of letters are different depending on who the recipient is. The Board Chair at the next Board meeting should provide an update. It should be written somewhere what the expectations are for communications.
- Trustee Briggs - Board needs to know every communication that is sent on behalf of the board.
- Trustee Dwyer - Communication should be reviewed by the board before it is sent.
- Trustee Pequin - Communication should be shared, email is acceptable if time sensitive.
- Chair Gibbons - Speeches given or anything being spoken on behalf of the board, should it be approved by the board. What are the parameters included in this?
- Trustee Buga - Trustee Handbook is a standing item and is a larger conversation.
- Chair Gibbons - Move the Trustee Handbook to the next Committee of the Whole meeting.

10.2 Supervision at Schools

- Trustee Murray-Elliott brought forward a concern that came from SH School Council. The Principal of the school is responsible for this concern and is dealing with it. No Board role.

10.3 Google First Initiative

Jonathan Konrad, Deputy Superintendent, Education Services provided information on the Google First Initiative.

Comments and Questions by the Committee:

- Trustees requested PD for Google use when this initiative is implemented.

Meeting recessed for break at 2:01 p.m.

Meeting resumed at 2:06 p.m.

10.4 2024-2025 Board Meeting Schedule

Agenda item deferred.

10.5 PSBAA Professional Development

Agenda item deferred.

10.6 Trustee Handbook Review - 2023-2024

Agenda item deferred.

10.7 Board Meeting Procedures Review - Robert's Rule of Order - Board Meeting in Slow Motion.

Agenda item deferred.

11. Adjournment

Chair Gibbons adjourned the meeting at 3:51 p.m.

Next meeting: Wednesday, February 28, 2024, after the Public Board. *(HALF DAY)*

DRAFT



Date: February 28, 2024
To: Board of Trustees
From: Trish Murray-Elliott, Trustee
Originator(s): Trish Murray-Elliott, Trustee, PSBAA Representative
Subject: **PSBAA Update, February 2024**

Purpose:

For information.

Background:

Summary of previous PSBC on Feb. 8 and 9 has been posted to Google Drive. It was discussed at CoW but rushed due to time constraints, I am happy to answer any questions at this time.

PSBAA Webinar presentation of “Choice in Alberta Education: Challenges and Opportunities for Public Schools” on March 1, Friday. The Boardroom has been booked.

Upcoming PSBAA newsletter, the Advocate, is due out shortly.

The next PSBC is scheduled for April 11 and 12 at DoubleTree in Edmonton.

PSBAA Spring General Assembly 2024 in Calgary, May 30 – June 1.

Summer PSBC meeting August 7 – 9 in Grande Prairie.

On the PSBAA website homepage were the familiar-looking faces of the SCHS drumline, Mr. Swenson and Trustees from the fall PSBC meeting.

Action item: Fill out, as a Board, the PSBAA survey on the greatest challenges and possible solutions. To be submitted at the April PSBC Meeting. The form is attached to the Board Agenda Package for Trustees to start compiling thoughts. It can be worked on during CoW.

Attachment(s):

Not applicable.

