



# BOARD OF TRUSTEES STURGEON PUBLIC SCHOOLS

## Public Board Meeting

# AGENDA

**Date:** June 19, 2024 **Start Time:** 9:00 a.m.

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

1. Call to Order
2. Land Acknowledgement - Trustee Buga
3. Approval of Agenda
4. Approval of Minutes
  - 4.1 Approval of the Minutes of the Regular Board Meeting of May 22, 2024
  - 4.2 Approval of the Minutes of the Special Board Meeting of May 28, 2024
5. Business Arising From The Minutes
6. Presentations/Delegations
7. Action Items
  - 7.1 Organizational and First Public Board Meeting 2024-2025
  - 7.2 2024-2025 Student Advisory Committee Schedule
  - 7.3 Camilla and Storage Facility Approval
  - 7.4 Omnibus Motion for Locally Developed Course Approval
8. Administrative Reports
  - 8.1 2024 Prime Minister's Award for Teaching Excellence

- 8.2 Fine Arts Report
- 8.3 Off-Campus Education Report
- 8.4 Indigenous Education Report
- 8.5 Third Quarter Financial Report and Forecast June 2024
- 8.6 Communications Report - May and June 2024
- 8.7 Superintendent Report
- 8.8 Administrative Procedures - Education Services Department

## 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

## 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, May 22, 2024, at 9:00 a.m.

---

Table of Contents

	<b><u>Resolution #</u></b>
Approval of Agenda .....	036
Approval of Minutes .....	037
Motions	
2024-2025 Council of School Councils' Meetings .....	038

DRAFT

## MINUTES OF THE PUBLIC BOARD MEETING

Meeting held at the Frank Robinson Education Centre  
Boardroom, in Morinville, Alberta  
On Wednesday, May 22, 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

Arrived at 9:19 a.m

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

*\*Attended meeting virtually*

---

### Call to Order

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

### Land Acknowledgement

Trustee Murray-Elliott read the Land Acknowledgement Statement.

### Approval of Agenda

[036/2024 - Moved by Trustee Murray-Elliott](#) that the agenda be approved as presented.

**CARRIED UNANIMOUSLY**

### Approval of Minutes

[037/2024 - Moved by Trustee Murray-Elliott](#) that the minutes of the Regular Meeting of April 24, 2024, be approved as presented.

**CARRIED UNANIMOUSLY**

### Business Arising From The Minutes

No business arising from the minutes.

## Presentations/Delegations

No presentations.

## Action Items

### 2024-2025 Council of School Councils' Meetings

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

As per *Policy 225 - Role of the Board; School Council*, section 11, the Board of Trustees is to "meet at least annually with the Council of School Councils or School Council Chairs". Each year, the Board of Trustees hosts the first meeting of the Sturgeon Public Schools' Council of School Councils. The first meeting is usually held in late October or early November in order to give all Sturgeon Public schools the opportunity to have their first school council meeting to elect their chair and vice chair positions.

In addition, there are no individual school council meetings on the dates provided, and consideration has also been given to avoid Parent Teacher Interview evenings.

Administration will bring a Memo before the Board in the Fall of 2024, requesting further direction regarding venue location and choice of meals or refreshments.

**038/2024 - Moved by Trustee Murray-Elliott** that the Board of Trustees approve that the 2024 - 2025 Council of School Councils' meetings will take place in person on Wednesday, October 23, 2024, and Wednesday, March 5, 2025.

**CARRIED UNANIMOUSLY**

## Administrative Reports

### Career and Technology Report

Jonathan Konrad, Deputy Superintendent, Education Services presented the Career and Technology Report.

### Communications Report - April & May 2024

Jonathan Konrad, Deputy Superintendent, Education Services presented the Communications Report - April & May 2024.

### 2023-2024 Superintendent Discretionary Fund

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

April 17, 2024, to May 15, 2024, the following additional staffing FTE and resources have been allocated to schools using Superintendent Discretionary Fund dollars:

- \$68,505.00 to cover the top up costs of Therapeutic Crisis Intervention for Schools training for Sturgeon Public Staff for the 2023-2024 school year.

2023 -2024 Superintendent Discretionary					Total Budget \$600,000	
As at April 20, 2024			Total Committed to Student Success		\$600,000	
					Total Available	
					\$0	
Budget Item Description	Date	# FTE	# of months	Cost	Budgeted	Available
<b>Direct staffing to schools (K-12)</b>					<b>\$ 245,856</b>	<b>\$ 254,144</b>
Teachers	Avg Cost: \$110,000		<b>Totals:</b>	<b>3.08</b>	<b>\$ 152,240</b>	
Guthrie School	Oct10, 2023	0.20	8.50	\$ 18,700		
Namao School	Nov 01, 2023	0.38	8.00	\$ 33,440		
Landing Trall School	Nov 01, 2023	0.10	8.00	\$ 8,800		
Landing Trall School	Dec 11, 2023	0.40	7.00	\$ 30,800		
Redwater School	Jan 29, 2024	1.00	4.50	\$ 49,500		
OP	Apr 08, 2024	1.00	1.00	\$ 11,000		
<b>CUPE</b>					<b>\$ 93,616</b>	
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		
EA at Namao	Apr 08, 2024	1.00	2.50	\$ 9,743		
<b>Other (Emergent Priorities staff, non-staff and resources)</b>					<b>\$ 354,144</b>	<b>\$ (254,144)</b>
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		
STEAM Refund	Mar 11, 2024			\$ (599)		
TCIS Resources	Jan 19, 2024			\$ 839		
SPS Division Drumline Jr High Training Camps	Jan 30, 2024			\$ 2,500		
TCIS Implementation 2023-2024	Apr 20, 2024			\$ 68,505		

As of the May 22, 2024, Public Board meeting, the Superintendent Discretionary Fund for the 2023-2024 school year has been fully utilized. Therefore, this report will no longer come forward for the remainder of the 2023-2024 school year, indicating that the Division has exhausted the allocated budget for this purpose.

Superintendent Report

Shawna Warren, Superintendent, presented the Superintendent Report.

Administrative Procedure 235: Operational School Year and Calendar

Lisa Lacroix, Associate Superintendent, Human Resources presented an update to Administrative Procedure 235: Operational School Year and Calendar.

To ensure comprehensive consultation and alignment with the needs and preferences of the Sturgeon Public Division communities, *Administrative Procedure 235: Operational School Year and Calendar* approval process has been amended.

The approval in principle date has been amended to November 1, one full school year preceding the operational school year. Additionally, the final approval date has been amended to April 1, one full school year preceding the operational school year. These changes align with current practice.

#### Administrative Procedure 255: Inclement Weather and Outdoor Air Quality Decisions for Schools

Jonathan Konrad, Deputy Superintendent, Education Services presented an update to Administrative Procedure 255: Inclement Weather and Outdoor Air Quality Decisions for Schools.

In order to support the Board's belief in the safety and well-being of all Sturgeon Public students at school during inclement weather, AP255 has been reviewed and additional wording has been added to address Outdoor Air Quality.

#### Administrative Procedure 871: Use of Personal Mobile Device for Division Business

Jonathan Konrad, Deputy Superintendent, Education Services presented an update to Administrative Procedure 871: Use of Personal Mobile Device for Division Business.

In order to support the Board's commitment to fiscal responsibility, Administrative Procedure 871 has been revised to more accurately reflect Staff use of Personal Mobile devices for conducting Sturgeon Public business.

### **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 Meeting with Superintendent (*May 15 & 31*)
- Board Governance PD (*May 8*)
- Committee of the Whole (*May 9*)
- Edwin Parr and Friends of Education Awards Banquet (*May 24*)
- Gibbons School Fine Arts Performance (*May 31*)
- Gibbons School, School Council (*May 6*)
- Landing Trail School Council (*May 7*)
- Meeting with Minister Nicolaides (*May 16*)

- MFRC Gala (May 11)
- MLA Zone 2/3 MLA Engagement Night (May 8)
- Presentation Review with Board Consultant (May 1)
- Public Board Meeting/Committee of the Whole Meeting (May 22)
- Special Board Meeting (May 28)
- Staff Recognition (May 17)
- Student Advisory Committee Meeting (May 28)
- Sturgeon Strides (May 16)
- Virtual Meeting with Chief of Staff James Johnson (May 3)
- Zone 2/3 Meeting (May 24)

### The Role of the Trustee

Irene Gibbons, Board Chair presented a report on the Role of the Trustee.

Trustees have responsibilities similar to those of directors of any other corporation, including a common law “fiduciary duty” or “fiduciary responsibility”. Fiduciary duty of trustees may be described as: a duty of loyalty, an obligation to act in a manner that puts the Division’s interest ahead of all other interests and a duty to act honestly and in good faith with a view to the best interests of the Division.

A trustee, as a partner in education, has the responsibility to fulfill the responsibilities of the board as set out in section 33 of the Education Act and comply with the Board’s code of conduct (Education Act Section 34).

As outlined in Policy 221 - Role of the Trustee, it is explicitly stated:

*2.1.7 Respect and support the authority of the Superintendent to direct the work of administration and staff.*

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

*In particular:*

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

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

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

Additionally, the Education Act, Section 33(1)(j) emphasizes the responsibility of the board in relation to the Superintendent:

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

Trustees are reminded to adhere to legislation and policy. Bypassing the Superintendent by contacting employees directly with requests is in breach of Trustee Code of Conduct. Such actions undermine the established structure and impede the effective management of the school division.

The Superintendent is the primary point of contact for all operational matters and any concerns or requests shall be communicated through the appropriate channels to ensure consistency and respect for the roles within the organization.

### Trustees' Reports

Below are the submitted Trustee Reports.

#### Trustee Briggs (Bon Accord/Legal)

Trustee Briggs reported that she attended:

- Board PD (May 8)
- Bon Accord Community School Tea (May 7)
- Committee of the Whole (May 9)
- CUPE Negotiations (May 3)
- Edwin Parr Banquet (May 24)
- Legal Block Party (May 16)
- Lilian Schick School Council and Room Parent Association (May 6)
- MLA Engagement (May 8)
- Public Board Meeting (May 22)
- Special Board Meeting (May 28)
- Staff Recognition SCHS (May 17)

#### Trustee Buga (Morinville Area)

Trustee Buga reported that she attended:

- Alternate Learning Advisory Committee (May 14)
- Committee of the Whole - Online (May 9)
- Committee of the Whole/PD (May 8)

- Four Winds School Council (May 9)
- Four Winds Welcome Night (May 16)
- Inspire Gala (May 23)
- Mean Girls (May 29)
- Morinville Public School Council (May 6)
- Phone Interview - Board Evaluation (May 13)
- PSBAA (May 30)
- Public Board Meeting (May 22)
- Special Board Meeting (May 28)
- Staff Recognition (May 17)
- STEAM Games (May 23)
- Student Advisory Agenda Meeting (May 14)
- Student Advisory Committee (May 28)
- Sturgeon Strides (May 16)
- Zone 2/3 MLA Event (May 8)

Trustee Dwyer (Alcomdale/Villeneuve Area)

Trustee Dwyer reported that he attended:

- Appreciation Breakfast for Teachers and Bus Drivers at Camilla
- CUPE Negotiations
- Footloose Performance
- School Council Meeting
- Track and Field Day

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

Trustee Murray-Elliott reported that she attended:

- Committee of the Whole Meeting / Board Evaluation (May 8)
- Committee of the Whole Meeting - Budget (May 9)
- CUPE Negotiations (May 3)
- Edwin Parr Awards Ceremony (May 24)
- Phone Meeting with Board Evaluation Consultant (May 15)
- PSBAA SGM (May 30 & 31)
- Public Board Meeting / Committee of the Whole Meeting (May 22)
- School Council, SCHS (May 27)
- School Council, Sturgeon Heights School (May 13)
- Senator Paula Simons Speaks to Grade 12 Social Studies (May 15)
- Special Board Meeting (May 28)
- STEAM Games (May 23)
- Staff Recognition (May 17)
- Student Advisory Committee (May 28)
- Sturgeon Strides (May 16)



Trustee Oatway-McLay (Cardiff/Garrison)

Trustee Oatway-McLay reported:

- Guthrie School Council
- Namao Ag Society Casino (May 23)
- Staff Appreciation

Trustee Pequin (Redwater/Coronado Area)

Trustee Pequin reported that she attended:

- Board PD (May 8)
- Board PD Follow Up (May 21)
- Committee of the Whole (May 9)
- Ochre Park School Council (May 9)
- Public Board Meeting (May 22)
- Redwater School Council (May 21)
- Redwater School Musical Theatre (May 29)
- Special Board Meeting (May 28)
- Staff Recognition (May 17)
- Student Advisory (May 28)
- Zone 2/3 (May 24)
- Zone 2/3 MLA Engagement Night (May 8)

Committee of the Whole

The Board of Trustees received as information, the approved minutes of the meeting from the April 24, 2024, and the unapproved minutes of the meeting from the May 9, 2024, Committee of the Whole meetings.

Rotary Report

Trustee Dwyer shared a verbal report.

- Officially welcomed Interact group at SCHS with a pizza lunch;
- Sponsoring other projects with the SCHS Interact group;
- Sponsored the lunch at Sturgeon Strides; and
- Rotary provided \$1,000 to Camilla for the Footloose play.

### **Reports from Special Committees/Task Groups**

Alberta School Boards Association Representative

Chair Gibbons and Trustee Pequin shared a verbal report.

Public School Boards Associate of Alberta Representative

Trustee Murray-Elliott presented a written report.

PSBAA Gift Basket Info - Theme for SPS gift basket is Summer Fun Outdoor Activities. Thanks to Tasha for doing most of the shopping.

At the 2024 ASCA Conference, PSBAA was awarded The Friend of ASCA Award, which recognized PSBAA's strong support for ASCA, its commitment to nurturing supportive school environments and family engagement in education and empowering students to achieve their full potential.

PSBAA Spring General Assembly 2024 in Calgary, May 30 – June 1. The theme this year is: “Navigating our Future: Transformative Governance and Leadership.”

Summer PSBC meeting August 7 – 9 in Grande Prairie. Contact me for details.

Reminder to ask for Student Land Acknowledgements for future PSBAA meetings.

### Unfinished Business

No unfinished business.

### Comment and Question Period

No comments or questions from the public.

### In Camera

**039/2024 - Moved by Trustee Oatway-McLay** that the Board of Trustees move to In Camera at 9:49 a.m.

**CARRIED UNANIMOUSLY**

*Health Break at 9:48 a.m. Meeting resumed at 9:53 a.m.*

**040/2024 - Moved by Trustee Briggs** that the Board of Trustees revert to a public meeting at 11:59 a.m.

**CARRIED UNANIMOUSLY**

**Adjournment**

Trustee Oatway-McLay adjourned the meeting at 11:59 a.m.

-----  
Chair

-----  
Date

-----  
Associate Superintendent,  
Corporate Services

DRAFT



**MINUTES OF THE  
SPECIAL BOARD MEETING**

Meeting held at the Frank Robinson Education Centre  
Boardroom, in Morinville, Alberta  
On Wednesday, May 28, 2024, at 5:00 p.m.

Table of Contents

	<b><u>Resolution #</u></b>
Motions	
Three Year Education Plan 2024-2027 .....	S-01
Budget 2024-2025 .....	S-02
Transportation and Fees and Allowances .....	S-03

DRAFT



**Sturgeon  
Public Schools**

**MINUTES OF THE  
SPECIAL BOARD MEETING**

Meeting held at the Frank Robinson Education Centre  
Boardroom, in Morinville, Alberta  
On Wednesday, May 28, 2024, at 5:00 p.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

*\*Attended meeting virtually*

**Call to Order**

Board Chair Gibbons called the meeting to order at 5:02 p.m.

**Land Acknowledgement**

Trustee Oatway-McLay read the Land Acknowledgement Statement.

**Sturgeon Public Schools DRAFT Three Year Education Plan 2024-2027**

**S-01/2024 - Moved by Trustee Murray-Elliott** that the Board of Trustees approve the DRAFT Sturgeon Public School Division Three Year Education Plan for 2024 - 2027 as presented with the amendment on page 18 to the second last bullet point to include “*and Provincial Partners*” at the May 28, 2024, Special Board meeting.

**CARRIED UNANIMOUSLY**

**2024-2025 Draft Budget**

**S-02/2024 - Moved by Trustee Buga** that the Board of Trustees approve the 2024-2025 Budget as presented at the May 28, 2024, Special Board meeting.

**CARRIED 6/1**  
**Opposed: Trustee Briggs**

**Transportation and Fees and Allowances**

**S-03/2024 - Moved by Trustee Buga** that Board of Trustees approve Transportation and Fees and Allowances as presented at the May 28, 2024, Special Board meeting.

**CARRIED UNANIMOUSLY**

**Close of the Meeting**

The meeting adjourned at 5:43p.m.

-----  
Chair

-----  
Date

-----  
Associate Superintendent,  
Corporate Services



**Date:** June 19, 2024 **Agenda Item:** 7.1  
**To:** Board of Trustees  
**From:** Shawna Warren, Superintendent  
**Originator(s):** Superintendent's Office  
**Governance Policy:** [Policy 235: Board Operations](#)  
**Additional Reference:** *Education Act: Sections 33, 34, 65, 75*  
*Board Procedures Regulation 82/2019*  
**Assurance Domain:** Governance

**Superintendent Leadership Quality Standard (SLQS)**

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

School Authority Operations and Resources  
Supporting Effective Governance

**Subject:** **Organizational and First Public Board Meeting 2024-2025**

---

**Purpose:**

For approval. Motion required.

**Recommended Motion:**

THAT the Board of Trustees approve the date of August 28, 2024, for the Organizational meeting and the first Public Board meeting of the 2024-2025 school year to be held at the Frank Robinson Education Centre in Morinville at 9:00 a.m.

**Background:**

The Board's ability to discharge its obligations in an efficient and effective manner is dependent upon the development and implementation of a sound organization design. The meetings of the Board must be held in public and no person shall be excluded from them except for improper conduct (Education Act 64 (1)).

The organizational meeting of a board must be held annually at a time and place to be fixed by the secretary of the board (ALBERTA REGULATION 82/2019 Education Act Board Procedures Regulation).

In adherence to Policy 235: Board Operations, "*the organizational meeting of the Board shall be held annually at the August Board meeting [...]*". During this meeting, essential decisions are made, including the establishment of dates, start times and venue for regular meetings, as well as the appointment of committee members and the election of the Chair and Vice



Chair. The Organizational Meeting lays the foundation for the Board's operations in the coming year and ensures alignment with all relevant legislation and Board Policy.

Following the August Annual Organizational Meeting, the Board will proceed to conduct its first Public Board meeting of the 2024-2025 school year.

Administration is prepared to respond to questions at the June 19, 2024, Public Board meeting.

**Attachment(s):**

Not applicable.





**Date:** June 19, 2024 **Agenda Item:** 7.2

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

**Originator(s):** Jonathan Konrad, Deputy Superintendent, Education Services  
Shannon Campbell Requa, Director, Education Planning

**Governance Policy:** [Board Policy 225: Role of the Board](#)  
[Board Policy 230: Board Committees, Appendix G - Student Advisory Committee](#)  
[Board Policy 700: Superintendent of Schools](#)

**Assurance Domain:** Governance  
Student Growth & Achievement

**Superintendent Leadership Quality Standard (SLQS)**

SLQS Competencies ([SLQS](#) / [Board Policy 700](#)):  
Building Effective Relationships  
Modeling Commitment to Professional Learning  
Visionary Leadership  
Leading Learning

**Subject:** **2024-2025 Student Advisory Committee Meetings**

---

**Purpose:**

For approval. Motion required.

**Recommended Motion:**

THAT the Board of Trustees approve that the 2024-2025 Student Advisory Committee meetings take place in a host school on Tuesday, October 29, 2024 (in person) and in a different host school on Tuesday, April 15, 2025 (in person).

**Background:**

As per *Policy 230, Appendix G - Student Advisory Committee*, section 1.1, “The Board believes in, and supports, the inclusion of a student voice in its deliberations, therefore, the Board shall annually establish a Student Advisory Committee.”

The Student Advisory Committee is a gathering of Student Representatives from grades 7 - 12 from each school for the purpose of providing opportunities for student representatives to engage in dialogue with the Board and the Superintendent about matters of mutual interest and to provide students with knowledge and understanding about Public Education and Sturgeon Public Schools.



*As per Policy 230, Appendix G - Student Advisory Committee, section 2.5, “The format of the Student Advisory Committee and the meeting schedule for the next year shall be determined annually by the Committee of the Whole. These recommendations will be brought forward for review and approval at the Public Board Meeting”.*

Administration is prepared to respond to questions at the June 19, 2024, Public Board meeting.

**Attachment(s):**

Not applicable.



**Date:** June 19, 2024 **Agenda Item:** 7.3

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

**Originator(s):** Sean Nicholson, Associate Superintendent, Corporate Services  
Steven Holkham, Director, Facility Services

**Governance Policy:** [Board Policy 225: Role of the Board](#)

**Additional Reference:** [Administrative Procedure 400: Budget Development](#)  
Education Act: Sections 139(1)(2), 143

**Assurance Domain:** Governance

**Superintendent Leadership Quality Standard (SLQS)**  
SLQS Competencies ([SLQS](#) / [Board Policy 700](#)):  
School Authority Operations and Resources  
Supporting Effective Governance

**Subject:** **Camilla and Storage Facility Approval**

---

**Purpose:**

For approval. Motion required.

**Recommended Motion:**

THAT the Board of Trustees approve \$135,000 of capital reserves to be allocated to the construction of the Camilla Storage Facility.

**Background:**

An update was requested on the Camilla Storage Facilities project that was approved at the February 23, 2022, Public Board Meeting.

At the February 23, 2022, Public Board Meeting, the Board of Trustees approved the following motion:

*“That the Board of Trustees approve the prioritized list of Capital Projects & Access to \$540,000 in Capital Reserves as presented at the February 23, 2022, Public Board meeting.”*



This approval was for a list of six projects

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

The approved report is attached for reference.

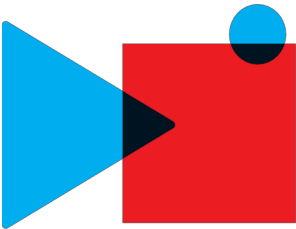
**CAMILLA AND FOUR WINDS – STORAGE FACILITIES:**

\$100,000 was allocated to build two storage facilities, one at Camilla and the other at Four Winds. The construction of the Four Winds storage facility ended up with a final cost of \$130,000, leaving no money for the Camilla storage facility.

Administration is prepared to respond to questions at the June 19, 2024, Public Board meeting.

**Attachment(s):**

1. Memo 9.2 - 2021-2022 Capital Projects & Access to Reserves



**B O A R D**  
MEMORANDUM

**Date:** February 23, 2022  
**To:** Board of Trustees  
**From:** Shawna Walter, Acting Superintendent  
**Originator(s):** Liliana LeVesconte, Associate Superintendent, Corporate Services  
**Subject:** 2021/2022 Capital Projects & Access to Reserves

**Purpose:**  
For approval. Motion required.

- Motion:**
- a) That the Board of Trustees approve the prioritized list of Capital Projects & Access to \$540,000 in Capital Reserves as presented at the February 23, 2022, Public Board meeting.

Or

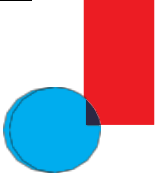
  - b) Defer the projects to a future date.

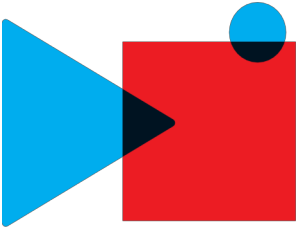
**Background:**  
During the 2020-2021 school year, several capital projects were approved for executing, utilizing our capital reserves. Due to logistics issues and shifting of priorities, the projects did not proceed during the 2020-2021 school year, however, they are expected to be completed during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

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

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

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



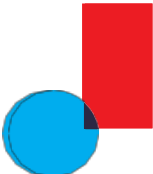


**B O A R D**  
MEMORANDUM

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

Sincerely,

Shawna Walter, M.Ed  
Acting Superintendent





**Date:** June 19, 2024 **Agenda Item:** 7.4

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

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

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

**Additional Reference:** [AP820: Locally Developed Courses](#)  
[Locally Developed Courses; Alberta Education](#)

**Assurance Domain:** Student Growth & Achievement

### 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:** **Omnibus Motion for Locally Developed Course Approval**

---

### Purpose:

For approval. Motion required.

### Recommended Motion:

THAT the Board of Trustees approve the following Locally Developed Courses as courses of study within The Sturgeon Public School Division from September 1, 2024, to August 31, 2027 and August 31, 2028.

Course Name	Version	Course Code	First Approved Year	Approved Start Date	Last Approved Year
Audio 15	3 Credits (2023-2027)	LDC1471	2024-2025		2026-2027
Audio 15	5 Credits (2023-2027)	LDC1471	2024-2025		2026-2027
Audio 25	3 Credits (2023-2027)	LDC2471	2024-2025		2026-2027



Audio 25	5 Credits (2023-2027)	LDC2471	2024-2025		2026-2027
Audio 35	3 Credits (2023-2027)	LDC3471	2024-2025		2026-2027
Audio 35	5 Credits (2023-2027)	LDC3471	2024-2025		2026-2027
Aviation - Flight 15	3 Credits (2023-2027)	LDC1351	2024-2025		2026-2027
Aviation - Flight 25	3 Credits (2023-2027)	LDC2351	2024-2025		2026-2027
Aviation - Flight 35	3 Credits (2023-2027)	LDC3841	2024-2025		2026-2027
Military Studies 15	3 Credits (2024-2028)	LDC1051	2024-2025		2027-2028
Military Studies 15	5 Credits (2024-2028)	LDC1051	2024-2025		2027-2028
Military Studies 25	3 Credits (2024-2028)	LDC2051	2024-2025		2027-2028
Military Studies 25	5 Credits (2024-2028)	LDC2051	2024-2025		2027-2028
Military Studies 35	3 Credits (2024-2028)	LDC3051	2024-2025		2027-2028
Military Studies 35	5 Credits (2024-2028)	LDC3051	2024-2025		2027-2028
Reading Foundations A 15	3 Credits (2024-2028)	LDC1296	2024-2025		2027-2028
Reading Foundations A 15	5 Credits (2024-2028)	LDC1296	2024-2025		2027-2028

### **Background:**

As per Alberta Education’s guidelines and process with school divisions acquiring Locally Developed Courses, the requesting school board does not require approval from the originating school board(s), thus alleviating the time it takes for school divisions to gain approval to access these requested courses. The next step in this process is to receive Board approval for this authorization.

Below is a listing of the course outlines for the requested locally developed courses that Sturgeon Public School Division is looking to acquire.



1. Audio 15 (3 credits & 5 credits) -

Course Description: Audio 15 provides students with the opportunity to develop a basic understanding of the fundamentals of sound engineering theory and its practice in the audio production industry. In this course, students explore basic audio production techniques to create simple sonic compositions. By examining various roles and industry practices, students consider how the audio production industry is organized, in terms of roles and practices, as well as how economic factors impact choices in audio production. In Audio 15, students explore audio production in various historical and contemporary contexts in order to better understand the tools, processes and techniques that are used. Career pathways associated with audio production are explored.

2. Audio 25 (3 credits & 5 credits) -

Course Description: Audio 25 provides students with the opportunity to further develop their understanding of sound engineering theory and its practice in the audio production industry. In this course, students apply a variety of audio production techniques to create sonic compositions. As students deepen their understanding of techniques, tools and processes used in audio production, they are encouraged to explore various solutions to creative problems. In Audio 25, the interplay between audio production and the music industry is examined. Career pathways associated with audio production are examined and analyzed.

3. Audio 35 (3 credits & 5 credits) -

Course Description: Audio 35 provides students with the opportunity to apply their understanding of sound engineering theory and its practice in the audio production industry to their own creative process. In this course, students use a range of audio production techniques to create complex sonic compositions. Students apply their understanding of audio production techniques, tools and processes to formulate unique solutions to creative problems and achieve their artistic goals. In Audio 35, the evolution of audio production is analyzed. Students will consider how audio production studies have aided in the development of transferable skills and how potential audio production career pathways relate to their future career aspirations.

4. Aviation - Flight 15 (3 credits) -

Course Description: The Aviation-Flight courses are based on expectations equivalent to Transport Canada and as such, students will work with real-world curricula from which they may identify any applicable career life skills through their learning. Students will gain knowledge, understanding and skills through their experiences in this course, and will be required to think critically, conceptualize and apply the knowledge that they gain. At the 15 level, Transport Canada documentation for pilot training, are based on the progression of studying the standards and requirements, supports obtaining a private pilot's license.

5. Aviation - Flight 25 (3 credits) -

Course Description: The Aviation-Flight courses are based on expectations equivalent to Transport Canada and as such, students will work with real-world curricula from which they may identify any applicable career life skills through their learning. Students will gain knowledge, understanding and skills through their experiences in this course, and will be required to think critically, conceptualize and apply the knowledge that they gain. At the 25 level, Transport Canada documentation for pilot training, based on the progression of studying the standards and requirements, supports obtaining a commercial pilot's license.

6. Aviation - Flight 35 (3 credits) -

Course Description: The Aviation-Flight courses are based on expectations equivalent to Transport Canada and as such, students will work with real-world curricula from which they may identify any applicable career life skills through their learning. Students will gain knowledge, understanding and skills through their experiences in this course, and will be required to think critically, conceptualize and apply the knowledge that they gain. At the 35 level, Transport Canada documentation of pilot training, based on the progression of studying the standards and requirements, supports obtaining an Instrument Flying Certification.

7. Military Studies 15 (3 credits & 5 credits) -

Course Description: Military organizations in Canada and abroad play a significant role in cultivating patriotism, humanitarian values and peace as well as preserving a country's heritage, sovereignty, environment, economic stability and security. Through examination of multiple perspectives, factors and resources, students in Military Studies 15 will think critically to examine the role of the military in shaping collective identity in historical and contemporary societies.

8. Military Studies 25 (3 credits & 5 credits) -

Course Description: Military organizations in Canada and abroad play a significant role in cultivating patriotism, humanitarian values and peace as well as preserving a country's heritage, sovereignty, environment, economic stability and security. Through examination of multiple perspectives, factors and resources, students in Military Studies 25 will think critically to assess justifications for war and military action in historical and contemporary contexts.

9. Military Studies 35 (3 credits & 5 credits) -

Course Description: Military organizations in Canada and abroad play a significant role in cultivating patriotism, humanitarian values and peace as well as preserving a country's heritage, sovereignty, environment, economic stability and security. Through examination of multiple perspectives, factors and resources, students in Military Studies 35 will think critically to evaluate the ethics of military action and

structures, and their effects on local and Indigenous populations in both historical and contemporary international societies.

10. Reading Foundations A 15 (3 credits & 5 credits) -

Course Description: Students will participate in learning meant to positively support their identities as readers within a rich literacy environment. This course will strengthen students' language comprehension, which includes background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge, as well as word recognition, which includes phonological awareness, decoding, and sight recognition skills so that they can experience success in academic and social contexts. Students, supervised by their teacher, will complete diagnostic assessments to understand the skills and next steps to support their reading development. Through a variety of texts and activities, students will build their confidence, motivation, metacognition and strategy use while reading. Students will learn specific reading strategies and apply these to a variety of diverse and increasingly complex texts with an emphasis on predicting, inferring, making connections and summarizing.

Administration is prepared to respond to questions at the June 19, 2024, Public Board meeting.

**Attachment(s):**

Not applicable.



**Date:** June 19, 2024 **Agenda Item:** 8.1  
**To:** Board of Trustees  
**From:** Shawna Warren, Superintendent  
**Originator(s):** Mr. Dan Requa, Principal, Four Winds Public School  
**Governance Policy:** [Board Policy 710: Employee Recognition](#)  
**Additional Reference:** [Board Policy 700: Superintendent of Schools](#)  
**Assurance Domain:** Teaching & Leading  
Local & Societal

### **Superintendent Leadership Quality Standard (SLQS)**

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

Modeling Commitment to Professional Learning  
Visionary Leadership  
Leading Learning

**Subject:** **2024 Prime Minister's Award for Teaching Excellence**

---

### **Purpose:**

For information.

### **Background:**

The Prime Minister's Awards for Teaching Excellence have been celebrating exceptional elementary and secondary school teachers across all disciplines since 1994, with more than 1,800 educators honoured to date. These awards recognize teachers for their outstanding achievements in education and their dedication to preparing students for a digital and innovation-based economy. The recipients of the Teaching Excellence Awards are celebrated for their remarkable contributions to the field of education, fostering environments that inspire and prepare youth to thrive in an ever-evolving world. Award recipients are determined based on a rigorous two-tier selection process undertaken by over 180 volunteers from the education and early childhood education communities across Canada.

The Prime Minister's Awards for Teaching Excellence in STEM specifically honours inspirational teachers in Science, Technology, Engineering and Mathematics (STEM) at both the elementary and secondary school levels. These awards recognize educators who excel in keeping students engaged in STEM learning and who contribute to developing the culture of innovation that is crucial for Canada's future. These teachers play a pivotal role in cultivating students' interest and skills in STEM fields, ensuring they are well-equipped to drive the nation's innovation and technological advancements.

Mr. Dan Requa, Principal of Four Winds Public School nominated Christina Dafoe for this prestigious award.

Christine Dafoe is a dedicated STEAM (Science, Technology, Engineering, Arts and Mathematics) educator with extensive knowledge and innovative teaching methods, stemming from her background as a former tech-industry professional. She integrates the latest STEAM resources into her teaching, benefiting students and fellow educators with her enthusiasm, curiosity and creativity.

Christine's teaching approach is modeled on the scientific method: identifying opportunities, experimenting with solutions, evaluating outcomes, adapting and trying again. Her innovative thinking ensures students and others have access to cutting-edge STEAM experiences.

On June 12, 2024, it was officially announced that Christina Dafoe is a recipient of the Prime Minister's Award for Teaching Excellence in STEM. Christina headed to Ottawa for the official presentation on June 18, 2024.

Congratulations to Christina for this well-deserved recognition of her outstanding contributions to education!

Administration is prepared to respond to questions at the June 19, 2024, Public Board meeting.

**Attachment(s):**

1. News Release - [Canada celebrates its top educators for the 30th year, honouring them with the Prime Minister's Awards](#)



**Date:** June 19, 2024 **Agenda Item:** 8.2

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

**Originator(s):** Jonathan Konrad, Deputy Superintendent, Education Services  
Kari Morgan, Division Principal  
Dan Stephen, Division Principal

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

**Additional Reference:** [Programs of Study; Alberta Education](#)

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

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

**Subject:** **Fine Arts Report**

---

**Purpose:**

For information.

**Background:**

The attached Fine Arts Report for the 2023-2024 school year provides a concise overview of the Fine Arts programs across the Division, including highlights of student achievements, program offerings and future plans. This report was developed to showcase the breadth and impact of our Fine Arts programming, emphasizing our commitment to nurturing creativity and artistic expression among students.

This report aligns with and advances our Board's Mission, Vision and Values by demonstrating our dedication to creating safe, respectful and collaborative learning environments. It highlights our focus on excellence in teaching, shared responsibility, mutual respect, and offering diverse learning choices that meet the unique needs of every student.

Administration is prepared to respond to questions at the June 19, 2024, Public Board meeting.

**Attachment(s):**

1. Fine Arts Report 2023 - 2024



# Fine Arts Report 2023 - 2024

## BACKGROUND

Sturgeon Public School Division programming strives to provide a well rounded education and strives for excellence in a variety of areas. The Division is proud to offer diverse programs to students because we know that ‘one size does not fit all’ and that to prepare students for their futures, we must meet their diverse needs along the way (Policy 105 Vision, Mission and Values). One of the areas that this diverse programming is evident is through Fine Arts education.

As outlined in the Alberta Fine Arts Program of Study, “...an articulated Fine Arts program involves students as creators, performers, historians, critics and consumers. The Fine Arts enable students to enhance the depth and breadth of their expression and intuitive response to fine art.”

## Fine Arts Programs in Alberta

The Fine Arts Program of Study in Alberta consists of Art, Music, Drama and variations of these courses as explored through the prescribed programs of study, Career and Technology Foundations Courses (CTF), Career and Technology Studies Courses (CTS) and Locally Developed Courses (LDCs).

The Fine Arts Program of Study is explored in a variety of ways in Sturgeon Public Schools in order to best meet the needs of our students in a variety of contexts. Schools offer Art, Drama and Music through prescribed curriculum courses, clubs, CTF, CTS and LDCs.

## Fine Arts in Kindergarten through Grade 6

### ART

The Alberta Education Elementary [Art Program of Studies](#) identifies four main components:

Elementary Art: Components of Visual Learning		
Components	Description	Opportunities Provided
Reflection	Responses to visual forms of	<ul style="list-style-type: none"> <li>Grow and develop as an</li> </ul>







	nature, designed objects and artworks.	individual; <ul style="list-style-type: none"> <li>• Develop perceptual awareness</li> <li>• Learn visual arts skills and concepts to interpret and communicate with the visual symbol;</li> <li>• Utilize Creativity;</li> <li>• Develop artistic values;</li> <li>• Reflect upon and appreciate the cultural aspects of art;</li> <li>• Relate and appreciate art in everyday life.</li> </ul>
<b>Depiction</b>	Development of imagery based on observations of the visual world.	
<b>Composition</b>	Organization of images and their qualities in the creation of unified statements.	
<b>Expression</b>	Use of art materials as a vehicle or medium for saying something in a meaningful way	



## MUSIC

The Alberta Education Elementary [Music Program of Studies](#) dictates, through the music program students will develop:

Elementary Music: Components of Visual Learning		
Concepts	Skills	Attitudes
<b>Rhythm</b>	Singing	An enjoyment of music, that is neither trivial nor transient, should permeate the entire music program so that a lasting delight in music is created. If there is no enjoyment in the music program, all the other values will be lost. Positive attitudes toward music are fostered by success in singing, playing instruments, listening, moving, reading (and writing) and creating music. (Alberta Education Program of Studies)
<b>Melody</b>	Playing Instruments	
<b>Harmony</b>	Listening	
<b>Form</b>	Moving	
<b>Expression</b>	Reading and Writing	
	Creating	







## DRAMA

The Alberta Education Elementary [Drama Program of Studies](#) strives to support students to develop an appreciation of theatre as a traditional art form.

Goals of the Drama Program:

1. To acquire knowledge of self and others that results from reflecting on dramatic play.
2. To develop competency in communication skills through drama.
3. To foster an appreciation for drama as an art form.

Elementary Drama: Dramatic Forms of Expression	
Focus	Skills
<b>Moving</b>	<ul style="list-style-type: none"> <li>● Dramatic Movement</li> <li>● Mime</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>● Choral Speech</li> <li>● Story Telling</li> </ul>
<b>Moving and Speaking</b>	<ul style="list-style-type: none"> <li>● Dramatization</li> <li>● Puppetry</li> <li>● Choric drama</li> <li>● Readers' Theatre</li> <li>● Story Theatre</li> <li>● Playmaking</li> <li>● Group drama</li> </ul>





## Fine Arts in Grades 7 through 9

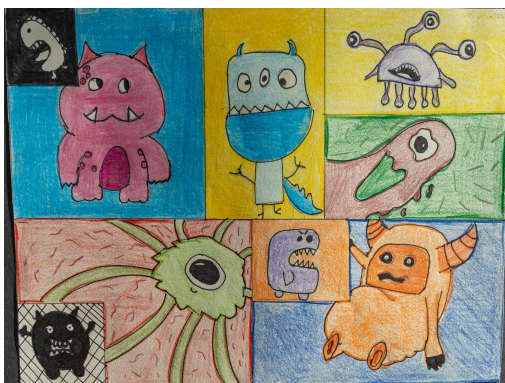
### ART

The Alberta Grade [7-9 Art Program of Studies](#) has the following as areas of focus:

- The organization of visual material;
- Think and behaving as artists;
- Demonstrating the values that surround creation and cherishing art forms; and
- Appreciating ways in which people express their feelings in visual forms.

#### Secondary Art: Components of Artistic Expression

Drawings or delineations	<ul style="list-style-type: none"> <li>• Recording Visual information and discoveries</li> </ul>
Compositions or structures	<ul style="list-style-type: none"> <li>• Assembling images together to create meaning</li> </ul>
Encounters with art	<ul style="list-style-type: none"> <li>• Meeting and responding to Visual Imagery</li> </ul>





## MUSIC

The [Music Program of Studies in grades 7-9](#) supports students to make sense of the meaning of music as performers, listeners, evaluators, consumers, historians and composers.

<b>Secondary Music: Choral and General Instrumental. Program Goals:</b>			
<b>Secondary Music Program</b>	<b>Choral Music Program</b>	<b>General Music Program</b>	<b>Instrumental Music Program</b>
To develop skills in listening, performing and using notational systems.	SINGING: To discover, develop and evaluate their talents and abilities.	SINGING/PLAYING: To explore and develop musical skills.	PLAYING: To discover, develop and evaluate their talents and abilities relative to playing a musical instrument.
To encourage students to strive for musical excellence.	READING: To interpret rhythm, melody, harmony, form and expression.	LISTENING: To develop the ability to make aesthetic judgments.	LISTENING: To develop the ability to make aesthetic judgments.
To enable students to understand, evaluate and appreciate a variety of music	LISTENING: To develop the ability to make aesthetic judgments.	CREATING: To learn how music is organized.	READING: To interpret rhythm, melody, harmony, form and expression.
To provide experiences that will foster the development of self-expression, creativity and communication through music.	CREATING: To develop an additional avenue of self expression by composing, improvising and interpreting music.	VALUING: To make students aware of the implications of music in our society with respect to music careers; music as a source of personal fulfillment.	CREATING: To develop an additional avenue of self expression by composing, improvising and interpreting music.
To make students aware of the history of music and the implications of music in our society	VALUING: To make students aware of the implications of music in our society with respect to music careers; music as a source of personal fulfillment.		VALUING: To make students aware of the implications of music in our society with respect to music careers; music as a source of personal fulfillment.
	PLAYING: To develop functional instrumental skills as an aid to individualized vocal practice.		

## DRAMA

The [Drama Program of Studies for grades 7-9](#) promotes drama as both an art form and a medium for learning and teaching. It can develop the whole person – emotionally, physically, intellectually, imaginatively, aesthetically, and socially – by giving form and meaning to experience through “acting out”. It fosters positive group interaction as students learn to make accommodations in order to pursue shared goals.

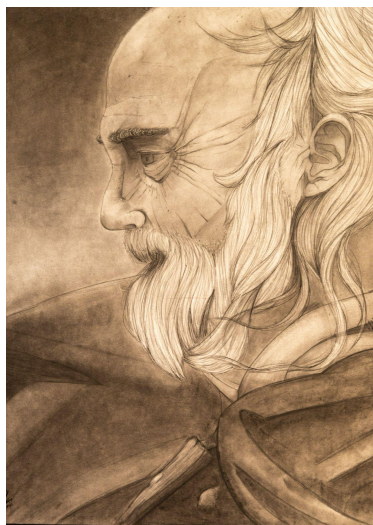






Students will progress through the dramatic forms of expression at the secondary level. Greater emphasis is placed upon the development of the individual as a creator, performer, historian, critic and patron.

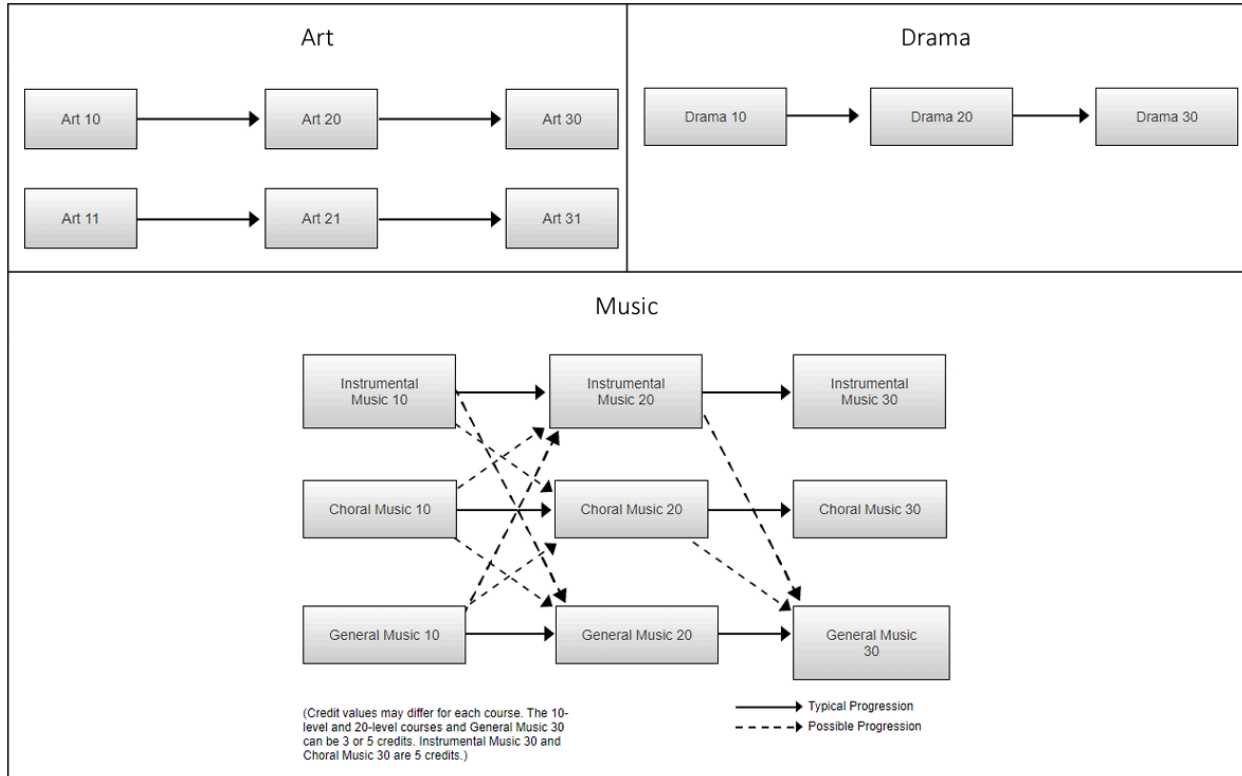
Secondary Drama		
Goals of the Drama Program	Disciplines that communicate	Disciplines that enhance communication
To acquire knowledge of self and others through participation in and reflection on dramatic experience.	MOVEMENT - tableau, creative movement, mime, dance drama, improvised dance, choreographed dance, stage fighting, clowning, mask	THEATRE STUDIES - performance analysis, theatre history, the script
To develop competency in communication skills through participation in and exploration of various dramatic disciplines.	SPEECH - storytelling, oral interpretation, choral speech, radio plays	TECHNICAL THEATRE - lighting, sound, makeup, costume, set, properties, puppetry, mask, visual media, management (stage/house/business)
To develop an appreciation for drama and theatre as a process and art form.	IMPROVISATION/ ACTING - creative drama, planned improvisation, spontaneous improvisation, theatre sports, group drama, puppetry, choric drama, readers' theatre, story theatre, scripted work, monologues, audition pieces, collective, musical theatre, film/video	





## Fine Arts and Locally Developed Courses in Grades 10 to 12

The [Fine Arts Program of Studies in Grades 10-12](#) provides many avenues for students to explore their interests and to develop their artistic capabilities.



### Locally Developed Courses

In addition to Art, Drama, and Music (available in three separate forms: Choral, General and Instrumental), and Career and Technology Studies (which utilizes the art of design), Fine Arts programming is also provided through the following Locally Developed Courses in Sturgeon Public Schools.

- Drumline
- Audio Music
- Performing Arts
- Guitar
- Film Studies
- Design Studies





## Fine Arts in Sturgeon Public Schools

Sturgeon Public Schools is proud to offer a variety of structures to provide Fine Arts programming within our schools. In addition to the Provincially Authorized Courses in Art, Drama and Music, School Choirs and Drama Clubs, Fine Arts Extracurricular Clubs, Career and Technology Foundations Courses (CTF), and Locally Developed Courses (LDCs) are all ways in which Fine Arts programming is delivered within our schools.

### Choir and Band

We are fortunate in Sturgeon Public Schools to have amazing Fine Arts staff throughout our schools. The majority of Sturgeon Public Schools offer choir and those that do not are looking for ways to implement it next school year.

For 2023-2024, Sturgeon Public Schools has 7 schools with Band programs. Sturgeon Composite High School competed in numerous provincial competitions and festivals, winning awards in every category for which they competed.

We are looking to explore possibilities to have Band opportunities in more of our schools for 2024-2025 as well as looking at expanding the drumline into Junior High through Drumline line camps taking place for our junior high students.





## Drama Productions

This year, students performed the following Drama/Musical Productions

- Footloose
- Mean Girls Junior
- Rumpelstiltskin
- Finding Nemo
- Little Mermaid
- High School Provincial One Act Play Festival



## Extracurricular and Co-curricular Clubs and Activities

In addition to opportunities in Choir and Drama, Extracurricular Clubs serve as a great way for students to participate in the Fine Arts. The clubs listed below are just some of the opportunities available to our students in Sturgeon Public Schools. Clubs are run at recess, lunch or after school.

- Art Club
- Dance Club
- E-Sports
- Creative Arts
- Knitting Club
- Cheer Club
- One Acts
- Drama Club
- Guitar Club
- Handbells
- Ukulele Club
- Musical Theatre

There are also a number of schools that offer exceptional programming in Fine arts. These include Performance Arts as well as a multifaceted Fine Arts Option that touches on a variety of the Arts.





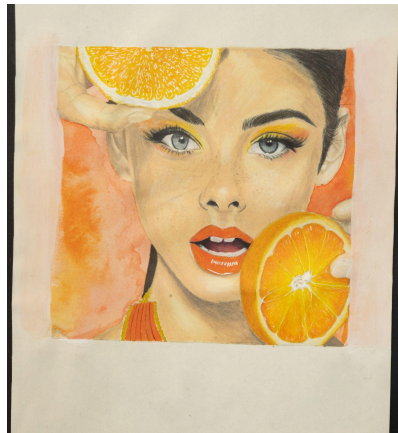
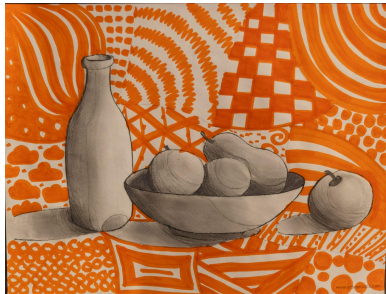


## Sturgeon Night of Music and Fine Arts

Sturgeon Public Schools is extremely proud of the opportunities students have to participate in Fine Arts. The Sturgeon Night of Music and the Creative Arts Festival are a chance to showcase the hard work that students and staff have put in through the year.

### **Creative Arts Festival at Sturgeon Composite High School**

The Creative Arts Festival was hosted by Sturgeon Composite High School on April 18th, 2024. With close to 1000 pieces of artwork from students in Kindergarten to Grade 12 from most of our Sturgeon Public Schools on display, it was an amazing experience for our aspiring artists and their proud families in attendance. Several hundred visitors had the opportunity to share this experience together with their children. “Best of the Best” works of art were then displayed at the Winspear alongside the music programs during the Sturgeon Night of Music. In addition, the extended art display of these pieces of work from this celebration will be placed throughout the Frank Robinson Education Center for the 2024-2025 school year.







## Sturgeon Night of Music at the Winspear Centre



On April 22, 2024, the Winspear Centre for the Arts hosted the 44th Annual Sturgeon Night of Music. The evening featured a variety of performances from students in Kindergarten through Grade 12. These performances included an Elementary East Choir and Elementary West Choir, High School Choirs, Drumline, Junior High Mass Band and Sturgeon Heights Musical Theatre. Over 400 students from 13 schools participated in an amazing night of music.

Family and friends of the performers were treated to the hard work of the students as well as special performances by Sturgeon Public Schools staff. The evening showed off the dedication of staff and students towards Fine Arts and are already looking forward to the 2024-2025 Sturgeon Night of Music.





## Moving Forward

While Sturgeon Public Schools offers a variety of quality Fine Arts opportunities for our students, we continually strive for improvement. Some of the areas we look to expand or develop more for the 2024-2025 school year are:

- Continuing to evolve the Sturgeon Night of Music based on student, parent and staff feedback.
- Continuing to evolve the Creative Arts Festival based on student, parent and staff feedback.
- The expansion of the drumline program into junior high schools with drum kits available for sign out for a unit of time.
- The exploration of opportunities to increase student involvement in Band.
- Looking for ways to collaborate on musicals to broaden the experience for more SPS students.





**Date:** June 19, 2024 **Agenda Item:** 8.3

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

**Originator(s):** Jonathan Konrad, Deputy Superintendent, Education Services  
Shannon Campbell Requa, Director, Education Planning

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

**Additional Reference:** [AP845: Off-Campus Education](#)

**Assurance Domain:** Student Growth & Achievement

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

**Subject:** **Off-Campus Education Report**

---

**Purpose:**

For information.

**Background:**

In accordance with *Administrative Procedure 845 - Off-Campus Education (Section 5)*, please find attached a report regarding Off-Campus Education programs offered in the Division's high schools in the 2023 - 2024 school year.

Administration is prepared to respond to questions at the June 19, 2024, Public Board meeting.

**Attachment(s):**

1. Off-Campus Education Report - Redwater School
2. Off-Campus Education Report - Sturgeon Composite High School



## Redwater School

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

### Work Experience and Career Internship

Students earned Off-Campus credits at the following locations:

<ul style="list-style-type: none"> <li>● Connect Energy Services Corp.</li> <li>● IGA</li> <li>● KimbrAna House Inc.</li> <li>● Spedden Gardens Restaurant Inc.</li> <li>● Sidetrack Garage</li> <li>● Ahti's Steak &amp; Pizza</li> <li>● Legal Machining &amp; Welding</li> <li>● Pembina Pipeline Corporation</li> </ul>	<ul style="list-style-type: none"> <li>● Millcreek Sand and Gravel</li> <li>● Redwater School</li> <li>● Burger Baron</li> <li>● Mark's Diner</li> <li>● Jaystone Ranch</li> <li>● Copperfield Farms</li> <li>● LTD Oilfield Services Inc.</li> <li>● Town of Redwater</li> </ul>
---	---

### Registered Apprenticeship Program (RAP):

- 11 students, who earned 110 credits, were enrolled in the RAP program for the 2023/2024 school year.
  - 65 credits in Heavy Equipment Technologist
  - 20 credits in Instrumentation & Control Technician
  - 25 credits in Electrician program
- Eight students are currently enrolled with Careers to start RAP placements for the summer and continue into the next school year. All students either have current placements and will continue working there or have completed all applications for summer RAP employment.
- 75 credits were achieved by two students, one in millwright (35 credits) and one in Heavy Equipment Technologist (40 credits). Total 75 credits for RAP.
- Three students are currently actively planning for a 2023/2024 RAP placement for summer and to continue into the next school year. (This involves participation in work experience, aligning 30 level courses to be taken in Grade 11 or Distance Learning and completing applications).

### Dual Credit Students

- There were 6 students in Dual Credit earning 24 credits at the 30 level. 2 students enrolled with NAIT in the Advanced Welding cohort, 1 student enrolled with Northern Lakes College in the Educational Assistant Program and 3 students enrolled with Norquest in the Health Care Aide Program.
- There were 7 students in dual credit earning 24 credits at the 30 level. 3 students at NAIT in Advanced Welding and 4 with Olds College In Vet Tech and Technology all Around us.



## **Alberta Agriculture's Green Certificate Program:**

- We have two grade 10 students who have registered in the Green Certificate Program. One student enrolled in the Equine program and one student enrolled in the Feedlot program. They are currently working through the manuals and will be signing up for testing in the fall.
- We had one student complete the remaining 6/16 credits of Cow Calf (OTH 9900, 9901, 9902) this school year. He completed his Green Certificate in this grade 12 year.

## **Credits Earned for 2023/2024 School Year (Work Experience and Career Internship):**

- Approximately 110 credits earned in work experience, plus 110 RAP credits, and 24 in dual credit classes = 244 Total Off-Campus credits. These numbers may change/increase slightly by the end of June.
- Approximately 137 credits in work experience, plus 75 RAP credits, plus 6 Green Certificate credits, and 24 dual credit classes = approximately 242 Total Off-Campus Credits. These numbers may change/increase slightly by the end of June.

## **Prerequisite Credits for Off-Campus Programs (2023/2024)**

- In order to ensure that students have the flexibility to enrol in off-campus programming throughout the year; workplace safety, workplace safety systems, and agriculture safety were included with off-campus programming this year.
- 35 students completed HCS3000, 9 students completed HCS3010, and 6 students completed AGR 3000 = 50 credits

## **Program Highlights**

- This year was spent rebuilding the connections with community businesses and employers. The support from our community businesses was crucial in the success of the program this year and will continue to grow as we work collaboratively to offer unique and individualized career opportunities for our students.
- There was a significant increase in interest for both the RAP program and dual credit programs, in particular with our grade 9 and 10 students.
- Three students completed the introductory Health Care Aide courses and two grade 12 students have enrolled in Norquest to continue with the program next year.
- One of our grade 12 students was the first electrical RAP student with Pembina Pipelines who just introduced the program within their company this year.

## **Challenges the Program Faced this Year**

- Programming for Dual Credit options posed a challenge with a rigid timetable due to the nature of a small high school. Asynchronous or after school Dual Credit programs are the most accessible because of this.
- The new inreach model that many RAP students must utilize in order to complete core coursework has made it cumbersome to monitor the progress of students participating in RAP.





## Sturgeon Composite High School / Learning Centres

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

### In the 2023/2024 year, students at SCHS enrolled in approximately:

- 75 Students earned 370 credits in work experience.
- 25 students earned 375 credits in RAP. RAP students take multiple classes for up to 40 credits. Work experience can get a maximum of 15 credits.
- 22 students earned 68 credits in Dual Credit. This included 6 different courses at Olds College, Lakeland College, and NAIT.
- 4 students earned 20 credits in the Green Certificate Program.
- Sturgeon Composite High School students will earn approximately 1,164 credits through off-campus / work experience, RAP, Dual Credit and Green Certificate programs including the summer programs.

### In the 2023/2024 year, students at the Learning Centres enrolled in approximately:

- 13 students earned 90 credits through work experience at the learning centres.

### Work Experience and Career Internship

Supportive employers included many businesses throughout:

<ul style="list-style-type: none"> <li>• Bon Accord</li> <li>• Gibbons</li> <li>• Edmonton</li> <li>• Fort Saskatchewan</li> <li>• Spruce Grove</li> </ul>	<ul style="list-style-type: none"> <li>• Morinville</li> <li>• Redwater</li> <li>• St. Albert</li> <li>• Sherwood Park</li> <li>• Legal</li> </ul>	<ul style="list-style-type: none"> <li>• Calahoo</li> <li>• Westlock</li> <li>• Sturgeon County</li> </ul>
--	--	--

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

<ul style="list-style-type: none"> <li>• Petherbridge Farms</li> <li>• CFMWS</li> <li>• LCJ Green House</li> <li>• McDonalds</li> <li>• B2K Vegetable Farm</li> <li>• Prairie Gardens</li> <li>• A&amp;W</li> </ul>	<ul style="list-style-type: none"> <li>• Redwater Health Center</li> <li>• Gibbons Motor Toys</li> <li>• Kitty Cat Daycare</li> <li>• Ed.Garrison Golf Course</li> <li>• Dairy Queen</li> <li>• Tim Hortons</li> <li>• Fas Gas</li> </ul>
---	---

Students earned work experience credits to gain employment skills and meet diploma and certificate requirements. Work Experience is limited to summer for the bulk of students. Students in the Knowledge & Employability Program and students working in the school with



teachers, and students needing the credit to graduate can take work experience throughout the year.

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

- Students worked on-site with teachers in classes such as ART, Welding, Phys. Ed., Music, Cooking, Construction, Cafeteria, Custodian, Sports Medicine, Phys. Ed. and Mechanics at SCHS.

**Registered Apprenticeship Program (RAP):**

Throughout the regular school year approximately 30 students were involved in apprenticeship training in trades, double to the previous year:

<ul style="list-style-type: none"> <li>• Electrician</li> <li>• Heavy Equipment Technician</li> <li>• Automotive Service Technician</li> <li>• Concrete Finisher</li> <li>• Plumber</li> </ul>	<ul style="list-style-type: none"> <li>• Millwright</li> <li>• Welder</li> <li>• Sheet Metal Worker</li> <li>• Roofer</li> <li>• Agricultural Mechanic</li> </ul>	<ul style="list-style-type: none"> <li>• Rig Technician</li> <li>• Painter &amp; Decorator</li> <li>• Insulator</li> <li>• Parts Technician</li> </ul>
--	---	--

Students worked at local companies including:

<ul style="list-style-type: none"> <li>• Morton Motor Sports</li> <li>• Rhyno PLumbing</li> <li>• DOW</li> <li>• South Fort Chev</li> <li>• Armada Electrical</li> <li>• Hedstrom Mechanical</li> <li>• Marks Auto</li> <li>• Abacus Enterprises</li> <li>• Canco Energy</li> <li>• C Bros</li> </ul>	<ul style="list-style-type: none"> <li>• Mill Creek Sand and Gravel</li> <li>• 2BK Vegetable Farm</li> <li>• Northern Weldarc</li> <li>• John Deer</li> <li>• TNT Power Tongs</li> <li>• Ventures Welding</li> <li>• Tri Star Controls</li> <li>• R.R.C Insulation Services</li> <li>• Coronado Truck Services</li> <li>• Private Farm Operators</li> <li>• Bishop Industrial</li> </ul>
---	--

RAP students are encouraged to begin RAP programs in their grade 11 year starting in July and continuing to the end of January. Students in grade 12 will do the “RAP Extended” program the semester after their high school graduation through Careers Next Generation.

**Alberta Agriculture’s Green Certificate Program:**

- 4 students enrolled in the Green Certificate from grades 10-12.
- 1 in Equine and 3 in the Cow/Calf program.

## OFF-CAMPUS EDUCATION 2023 - 2024



- Alberta Education began funding this program in September 2018, which has reduced the financial barrier.

### Dual Credit:

22 students earning 68 credits, in 6 different courses in Olds College, Lakeland College, and NAIT.

- These are the courses the students were registered in:
  - Intro to the Veterinary Profession
  - Cow/Calf
  - Advanced Welding Technologist Welding 1000
  - Apprenticeship Safety
  - Tools and Equipment
  - Oxyfuel and Plasma Arc

### Summer 2024

Current Enrolment for Off-Campus programs including RAP and Work Experience:

- 45 students as of May 30, 2024
- Registration closes July 2, 2024

### Course Enrolments from the last 4 years:

Course Enrolment 2020/2021 0.5 FTE:

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

Course Enrolment 2021/2022 0.5 FTE:

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

Course Enrolment 2022/2023 1.0 FTE:

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



# OFF-CAMPUS EDUCATION 2023 - 2024



Course Enrolment 2023/2024 1.0 FTE:

2023/2024	SCHS Course Enrolment	Summer School	Learning Centres Course Enrolment
Yearly Total	126 students 167 courses  833 credits	52 students 65 courses  326 credits	13 students   90 credits



**Date:** June 19, 2024 **Agenda Item:** 8.4

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

**Originator(s):** Jonathan Konrad, Deputy Superintendent, Education Services  
Shannon Campbell Requa, Director, Education Planning

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

**Additional Reference:** [Indigenous Education: Alberta Education](#)

**Assurance Domain:** Student Growth & Achievement  
Learning Supports

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

**Subject:** **Indigenous Education Report**

---

**Purpose:**

For information.

**Background:**

This report highlights the Division’s ongoing commitment to enhancing the educational experiences and outcomes for First Nations, Métis and Inuit students. It aligns with the Board’s mission to create safe, respectful and collaborative learning environments. By fostering partnerships with Indigenous communities, students are motivated to pursue their unique paths to future success. Key strategies outlined in the report, such as growing local community partnerships and providing individualized holistic student support, are direct reflections of the Board’s commitment to excellence in teaching and shared responsibility.

The Indigenous Education Report showcases progress and the Division’s dedication to continuous improvement in meeting the diverse needs of students.

Administration is prepared to respond to questions at the June 19, 2024, Public Board meeting.

**Attachment(s):**

1. Indigenous Education and Student Success Report 2023 - 2024



# Indigenous Education and Student Success in 2023 - 2024

## Demographics

The percentage of students self-identifying as First Nations, Métis and Inuit has remained relatively stable over the last year. There is an overall increase in students self-identifying as Métis this year.

Students self-identifying as:	2022-2023		2023-2024	
	#	%	#	%
Métis	320	6.2 %	349	6.7 %
Non-status First Nation	128	2.5%	132	2.4 %
Status First Nation	260	5.0%	263	5.0 %
Federally Funded First Nation	36	0.1%	31	0.1%
Inuit	22	0.004%	21	0.004%
Total	730	14.11%	765	14.59%

## Key Strategies for Indigenous Success in 2023 - 2024

1. Growing Local Community Partnerships and Intergenerational Connections
2. Strengthening Community and Family Engagement
3. Providing Individualized, Holistic Student Support
4. Fostering Safe, Caring, and Representative School Environments
5. Creating Systemic Change

### 1. Growing Local Community Partnerships and Intergenerational Connections

#### Partnerships and Collaborations with Elders and Knowledge Keepers

A number of key partnerships were fostered and blossomed this year. With support from Helen Arcand, First Nations, Métis and Inuit Student Counsellor, students at Four Winds and Camilla schools have had the honour of learning from and with 13 individuals including Elders and Knowledge Keepers recognized in Alexander First Nation. These teachings included storytelling, crafting, turtle teachings, regalia and pow wow teachings among other





topics. Students were given the opportunity to teach about their personal regalia alongside Knowledge Keepers from the community.

Additionally, the Division has fostered a relationship with Elder Adam North Peigan who has guided staff and supported students in Redwater and Lilian Schick schools. His expertise and time have been very meaningful to students in class and during the Indigenous Family Night event hosted at Lilian Schick School. He also honoured SPS by attending the CASS Indigenous Gathering with our staff. Elder Adam is the past President of the Sixties Scoop Indigenous Society of Alberta and has served public office as a Governor to the South Fraser Health Region in BC and Piikani First Nation Chief and Council. Elder Adam has developed training programs used by the College of Alberta Registered Nurses Association, the Alberta Teachers Association and the City of Calgary Police. In addition to educating students at the University of Alberta, University of Calgary and University of British Columbia, in 2023, Elder Adam was awarded the Queen Elizabeth's Platinum Jubilee Medal for his significant contributions to the Province of Alberta in moving reconciliation forward for all Canadians. Currently, Elder Adam is the Senior Engagement Advisor in the Indigenous Wellness Core working with the Wisdom Council at Alberta Health Services and President of the Legacy of Hope Foundation.

For the first time, the Division will be hosting a Division National Indigenous Peoples Day event. Indigenous student leadership groups from Camilla, Four Winds and SCHS came together to lead the planning. Over 30 community guests will provide interactive learning stations allowing groups of students to engage with Pow Wow, Inuit Culture, Métis Fiddle and Jig, crafting, storytelling, games, lacrosse, bannock making and other activities. Student leaders will actively host the day with support from the Indigenous Education Lead Team.

The Division continues to strengthen academic course connections with First Nations partners. SCHS Health Sciences students learned about traditional healing with Knowledge Keeper Joanna Campiou and Aboriginal Studies students participated in weekly Cree language learning with Alexander First Nation language instructor Kaitlin Arcand. There is an expansion of the Aboriginal Studies Program at SCHS with 10 and 20 level credits now being offered.

Many school leads are independently fostering meaningful community connections and relationships creating wonderful learning experiences in their schools (Brian Janvier, Elder Bill Sewepagaham, Tammy Lamouche, Dallas Arcand and others)

## **Cultural Events**

This year, we have expanded inter-school learning experiences with Kipohtakaw Education Centre (KEC) with the following activities for students:

- Fox Creek Medicine Harvesting Trip October 25 (8 SCHS students attended)
- Hinton Sr. High School Conference March 5-7 (7 SCHS Students attended overnight)





- KEC Elementary Culture Camp June 4 -6 (hosted classes of students from Gibbons, Four Winds, and Camilla Schools)
- School leaders (including Director, Coordinator, Principals, and Division Principal) participated in Tipi Teachings, Medicine Harvest, and Feasts with KEC this year.
- Indigesteam visited LS with a digital Pow Wow program. This event combined STEAM challenges with robotics and traditional storytelling and cultural teachings from an Elder.

## **Reciprocal Relationship with KEC**

We continue to foster healthy relationships with KEC and considerable headway has been achieved in strengthening this connection.

- KEC and SPS Leadership met as an opportunity to discuss current and future collaborative work (in attendance, SPS Superintendent, Deputy Superintendent, Director, KEC Director of Education, Assistant Director, Cultural Advisor, and Principal)
- Held 4 leadership meetings as key communication touchpoints (Oct, Dec, Feb, Apr), with a final meeting on June 13
- Hosted 2 Student Success meetings at each school. Decided as a collective team to host 3 Student Success meetings at each school next year (early Nov, Feb, and May) allowing for increased timelines of communication
- SPS staff provided PD Opportunities for KEC staff
- Worked together to create collaborative learning experiences for students (Culture Camps, Conference, Land-based Learning experiences)

## **2. Strengthening Community and Family Engagement**

### **Family Nights, Conversations and Connection**

This year, Indigenous Family Nights were introduced to encourage engagement and celebrate Indigenous family connections around Sturgeon Public Schools. Events included:

- Camilla School with Elder Isabelle Arcand in community conversations (Jan 23, 2024)
- Lilian Schick with Adam North Peigan offering prayer and teachings about feasts to support community engagement (Jan. 24, 2024)
- Four Winds with Beverly Burnstick in community conversations (Feb 12, 2024)
- Redwater School with Joanna Campiou offering prayer and smudge (May 1, 2024)

## **3. Providing Individualized, Holistic Student Support**

### **Student Counsellors, Success Coaches and Personal Connection**

This year the Division welcomed a new First Nations, Métis and Inuit Student Counsellor to Camilla and Four Winds schools. This has been a wonderful addition to the Indigenous





Education lead team and Helen Arcand has provided invaluable guidance and has served as an amazing connector between Sturgeon Public Schools and local community members, knowledge keepers and Elders. The Student Success Coaches, Daniel Lehman and John Valliere, in SCHS, Redwater School and Lilian Schick School connected with students and helped staff consider approaches in learning aligned with Indigenous ways of knowing and being. In tracking the number of daily student touchpoints, collectively there have been over 3200 student connections throughout the 2023-2024 school year. Indigenous Student Success Coach Year Plans (ISSC) were completed at the school level, and student support will continue next year through School Counselors and Learning Support Leads.

## **4. Fostering Safe, Caring and Representative School Environments**

### **Visible Cultural Connections and Indigenous Spaces within Schools**

This year, “Apiwikamik” continues to be a well utilized central space at SCHS. Opportunities for kinship, academic support and holistic wellness exist in this space. Next year, the school plans to have this space as a ‘homebase’ for the Indigenous Education Coordinator and First Nations Cultural Liaison. Providing opportunity for visibility and continued student support in SCHS. This year, Lilian Schick School also dedicated a learning and support space for Indigenous Students just off their learning commons. Cultural connections, smudging and support have led to high, regular usage. Anecdotally, this room has been highly valued by students, staff and school administration. We continue to review, refine and add to our school libraries. This year we introduced new resources around Métis culture and heritage.

## **5. Creating Systemic Change**

### **Learning and Experience for all Staff**

This year, all teachers and educational assistants (EAs) participated in the SPS Division-wide PD day (March 11, 2023) with a keynote focusing on Teacher Quality Standard (TQS) 5 and Leadership Quality Standard (LQS) 5. The Division welcomed a panel of scholars from the University of Alberta which included: Etienna Moostoos-Lafferty, Karen West and Megan Tippler. These academics, who are all also certified teachers, introduced unique perspectives on teaching through place study.

The Division Call to Action Cohort is composed of over 30 volunteers who prioritize and lead-out learning back at their schools. This year, the Division focused on broadening the membership and Included Indigenous Student EAs, advisors from Alexander First Nation, and Etienna Moostoos-Lafferty, Indigenous Scholar from the University of Alberta. This work focused on refining our understanding of Indigenous pedagogy by focusing on elements of learning from and with people, place and process.





## Looking Forward

- Continuing Call to Action Cohort with increased focus of staff bringing their experiences to all staff within their school and building connections with local Elders and Knowledge Keepers by school.
- Deepening partnership and connection to Alexander First Nation, with plans for reciprocal professional learning opportunities, local school partnerships between classes within Kipohtakaw Education Centre (KEC) and continuing cultural camps and trips.
- “Apiwikamik” at SCHS will be a ‘homebase’ for the Indigenous Education Coordinator and First Nations Cultural Liaison.
- Opportunity through Legacy of Hope for partnership for learning displays throughout the Division.
- Exploring the opportunity to work with a Scholar from the University of Calgary, Jennifer Markides and partners from KEC on a collaborative research project to better meet student needs.
- Expansion of Aboriginal Studies program to include 10, 20 and 30 level credits.



**Date:** June 19, 2024 **Agenda Item:** 8.5

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

**Originator(s):** Sean Nicholson, Associate Superintendent, Corporate Services

**Governance Policy:** [Board Policy 225: Role of the Board](#)

**Additional Reference:** [Administrative Procedure 400: Budget Development](#)  
Education Act: Sections 139(1)(2), 143

**Assurance Domain:** Governance

**Superintendent Leadership Quality Standard (SLQS)**  
SLQS Competencies ([SLQS](#) / [Board Policy 700](#)):  
School Division Operations and Resources  
Supporting Effective Governance

**Subject:** **Third Quarter Financial Report and Forecast June 2024**

---

**Purpose:**

For information.

**Background:**

The Board annually approves a budget based on projected enrolments, revenues and expenses. The budget plots a course for the Board to provide educational services in its jurisdiction and to address local priorities. Responsible fiscal management requires the Board to monitor the Division's financial results to ensure that the organization operates according to its plan and to adjust operations if necessary.

The fiscal year for The Sturgeon Public School Division (SPS) is September 1 to August 31. Administration will be providing three quarterly financial reports and an annual financial report as follows:

- First Quarterly Report (January)
- Second Quarterly Report (April)
- Third Quarterly Report (June)
- Audited Financial Statement ( November of the subsequent school year)

The “Schedule of Revenues and Expenses” shows revenues and expenses from the Spring Budget, Quarter One (Q1) Forecast, Quarter Two (Q2) Forecast, Quarter Three (3) Forecast, Year to Date as of May 31, 2024, and percentage comparisons of Year to Date to Spring Budget and Quarter Three Forecast.



The Division on May 31, 2024, should expect revenues and expenses between 75% (9/12 months) & 90% (9/10 months). Overall actual revenues are at 76% of the Q3 Forecasted budget, while expenses are at 77% of the Q3 Forecasted budget.

- Year-to-date revenues as of May 31, 2024: \$62.7 million or 76 per cent of total forecasted revenues.
- Year-to-date expenses as of May 31, 2024: \$66.6 million or 77 per cent of total forecasted expenses.
- Year-to-date operating deficit as of May 31, 2024: \$3.8 million

Up to the end of Q3, the Division received the following additional revenues/funding not previously included in the Spring Budget:

Grant/Revenue	Amount	Received in
Alberta School Council Engagement Grant	\$8,000	Q2
Learning Disruption Support Funds	\$101,513	Q1
Low Incidence Support Services	\$46,426	Q1
Other Alberta School Authorities	\$31,244	Q1, Q2
Odyssey Grant 22-23 balance of funding	\$9,000	Q2
School Bus Driver Grant	\$22,000	Q1, Q2
School Nutrition Program - One Time Payment	\$47,568	Q3
<b>Total</b>	<b>\$265,751</b>	

The following are announced additional funding not previously included in the Spring Budget and not received by the Division as of the end of this quarter:

Grant/Revenue	Amount	Expected in
Modular Demolition Redwater School	\$181,077	Q4
Modular Demolition Landing Trail School	\$243,592	Q4

In Q3, the Division re-classified portions of supported amortization revenue from Alberta Infrastructure to Alberta Education, Gifts and Donations and Other Revenue. In the past, this was done as part of the year-end on the Financial Statements.

Administration is prepared to respond to questions at the June 19, 2024, Public Board meeting.

**Attachment(s):**

1. Sturgeon Public School Division Quarterly Report for Q3 ending May 31, 2024

# QUARTERLY FINANCIAL REPORT

## THIRD QUARTER (Q3)

September 1, 2023 to May 31, 2024

Purpose of Quarterly Report:

- Monitor Activity
- Review Variances
- Highlight Key Points

# Schedule of Revenues and Expenses

2023-2024

For the quarter ending May 31, 2024

In Thousand's

Percentage of Fiscal Year Completed

75%

REVENUES	Spring Budget	Q1 Forecast	Q2 Forecast	Q3 Forecast	Year to Date as at May 31, 24	% Actual to Spring Budget	% Actual to Q3 Forecast
Alberta Education	\$ 70,519	\$ 70,916	\$ 71,154	\$ 71,704	\$ 54,500	77%	76%
Alberta Infrastructure	4,215	4,215	4,215	3,793	2,538	60%	67%
Other - Government of Alberta	1,300	1,310	1,310	1,414	1,035	80%	73%
Federal Government and First Nations	1,086	1,086	1,086	1,218	1,183	109%	97%
Other Alberta school authorities	-	-	-	38	35	100%	92%
Fees	1,941	1,945	1,945	1,926	1,706	88%	89%
Sales of services and products	190	374	374	244	239	126%	98%
Investment income	620	920	920	747	626	101%	84%
Gifts and donations	67	67	67	313	279	416%	89%
Rental of facilities	56	56	56	128	119	213%	93%
Fundraising	54	54	54	150	149	276%	99%
Gains on disposal of tangible capital assets	-	-	-	52	34	100%	65%
Other Revenues	-	159	159	286	264	100%	92%
<b>TOTAL REVENUES</b>	<b>\$ 80,048</b>	<b>\$ 81,101</b>	<b>\$ 81,340</b>	<b>\$ 82,013</b>	<b>\$ 62,707</b>	<b>78%</b>	<b>76%</b>

EXPENSES BY CATEGORY	Spring Budget	Q1 Forecast	Q2 Forecast	Q3 Forecast	Year to Date as at May 31, 24	% Actual to Spring Budget	% Actual to Q3 Forecast
Certificated salaries	\$ 35,130	\$ 35,889	\$ 35,889	\$ 35,816	\$ 26,844	76%	75%
Certificated benefits	8,318	8,489	8,489	8,538	6,356	76%	74%
Non-certificated salaries and wages	15,156	14,040	14,067	14,504	12,091	80%	83%
Non-certificated benefits	4,402	4,382	4,382	4,035	3,289	75%	82%
<b>SUB - TOTAL</b>	<b>\$ 63,006</b>	<b>\$ 62,801</b>	<b>\$ 62,827</b>	<b>\$ 62,893</b>	<b>\$ 48,580</b>	<b>77%</b>	<b>77%</b>
Services, contracts and supplies	\$ 16,438	\$ 17,732	\$ 17,943	\$ 18,489	\$ 14,444	88%	78%
Amortization of Capital	4,766	4,766	4,766	4,722	3,529	74%	75%
Other interest and finance charges	54	-	-	-	-	0%	-
Losses on disposal of tangible capital assets	-	-	-	-	-	-	-
Other expense	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	<b>\$ 84,264</b>	<b>\$ 85,299</b>	<b>\$ 85,536</b>	<b>\$ 86,104</b>	<b>\$ 66,553</b>	<b>79%</b>	<b>77%</b>
Annual Operating Surplus (Deficit)	\$ (4,216)	\$ (4,198)	\$ (4,196)	\$ (4,091)	\$ (3,846)		

EXPENSES BY PROGRAM OPERATION	Spring Budget	Q1 Forecast	Q2 Forecast	Q3 Forecast	Year to Date as at May 31, 24	% Actual to Spring Budget	% Actual to Q3 Forecast
Instruction: ECS	\$ 3,717	\$ 2,581	\$ 2,581	\$ 4,742	\$ 3,849	104%	81%
Instruction: Grades 1 to 12	60,983	62,977	63,214	61,043	46,428	76%	76%
Operations & Maintenance	10,536	10,762	10,762	11,277	8,627	82%	77%
Transportation	5,825	5,796	5,796	5,910	5,297	91%	90%
System Administration	2,843	2,881	2,881	2,749	2,068	73%	75%
External Services	360	302	302	383	284	79%	74%
<b>TOTAL EXPENSES</b>	<b>\$ 84,264</b>	<b>\$ 85,299</b>	<b>\$ 85,536</b>	<b>\$ 86,104</b>	<b>\$ 66,553</b>	<b>79%</b>	<b>77%</b>
Annual Operating Surplus (Deficit)	\$ (4,216)	\$ (4,198)	\$ (4,196)	\$ (4,091)	\$ (3,846)		

# Revenues By Month

2023-2024

In Thousand's

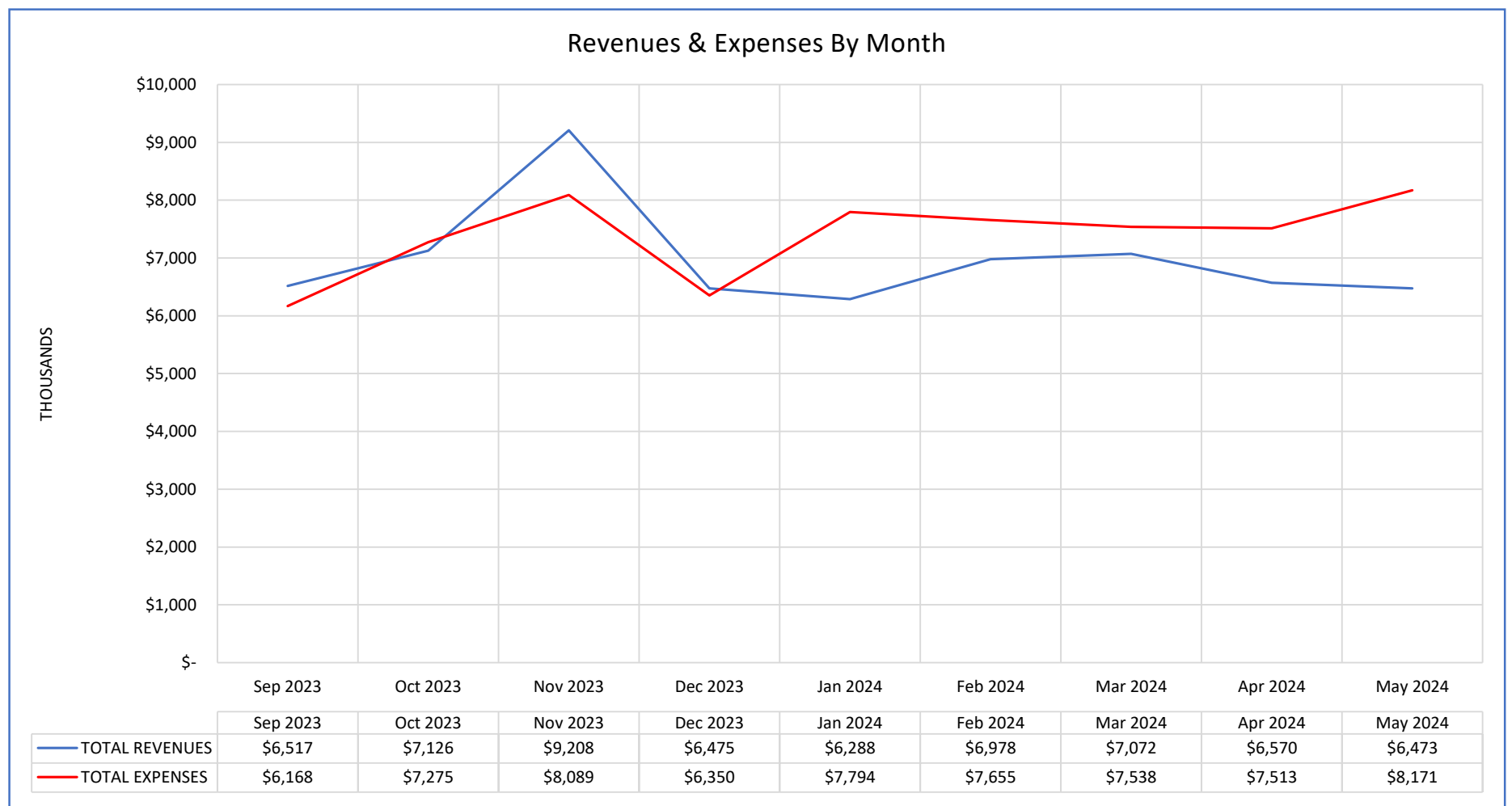
Revenues	Sep 2023	Oct 2023	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	Apr 2024	May 2024	Totals
Alberta Education	\$ 5,607	\$ 6,534	\$ 8,541	\$ 6,105	\$ 5,902	\$ 6,094	\$ 6,446	\$ 3,822	\$ 5,447	\$ 54,498
Alberta Infrastructure	-	-	-	-	-	-	48	2,214	277	2,539
Other - Government of Alberta	78	100	152	113	113	117	118	120	123	1,034
Federal Government and First Nations	31	31	31	31	31	360	290	71	307	1,183
Other Alberta school authorities	2	2	2	7	3	16	3	-	1	36
Fees	672	255	127	67	122	164	84	79	137	1,707
Sales of services and products	23	44	26	25	23	(12)	32	35	43	239
Investment income	78	80	74	65	75	61	58	69	65	625
Gifts and donations	15	12	48	35	12	10	12	103	32	279
Rental of facilities	4	11	8	8	4	16	38	19	12	120
Fundraising	7	20	35	16	2	6	26	21	15	148
Gains on disposal of tangible capital assets	-	34	-	-	-	-	-	-	-	34
Other Revenues	-	3	164	3	1	146	(83)	17	14	265
<b>TOTAL REVENUES</b>	<b>\$ 6,517</b>	<b>\$ 7,126</b>	<b>\$ 9,208</b>	<b>\$ 6,475</b>	<b>\$ 6,288</b>	<b>\$ 6,978</b>	<b>\$ 7,072</b>	<b>\$ 6,570</b>	<b>\$ 6,473</b>	<b>\$ 62,707</b>

# Expenses By Month

2023-2024

In Thousand's

Expenses	Sep 2023	Oct 2023	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	Apr 2024	May 2024	Totals
Certificated salaries	\$ 2,881	\$ 2,857	\$ 3,189	\$ 2,957	\$ 3,021	\$ 2,974	\$ 2,961	\$ 2,971	\$ 3,033	\$ 26,844
Certificated benefits	590	587	617	612	788	784	772	779	827	6,356
Non-certificated salaries and wages	1,297	1,255	1,362	1,316	1,311	1,368	1,346	1,411	1,425	12,091
Non-certificated benefits	358	348	346	353	371	386	363	384	381	3,290
<b>SUB - TOTAL</b>	<b>\$ 5,126</b>	<b>\$ 5,047</b>	<b>\$ 5,514</b>	<b>\$ 5,238</b>	<b>\$ 5,491</b>	<b>\$ 5,512</b>	<b>\$ 5,442</b>	<b>\$ 5,545</b>	<b>\$ 5,666</b>	<b>\$ 48,581</b>
Services, contracts and supplies	\$1,042	\$1,455	\$2,186	\$722	\$1,908	\$1,747	\$1,699	\$1,577	\$2,107	14,443
Amortization of Capital	-	773	389	390	395	396	397	391	398	3,529
Other interest and finance charges	-	-	-	-	-	-	-	-	-	-
Losses on disposal of tangible capital assets	-	-	-	-	-	-	-	-	-	-
Other expense	-	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	<b>\$ 6,168</b>	<b>\$ 7,275</b>	<b>\$ 8,089</b>	<b>\$ 6,350</b>	<b>\$ 7,794</b>	<b>\$ 7,655</b>	<b>\$ 7,538</b>	<b>\$ 7,513</b>	<b>\$ 8,171</b>	<b>\$ 66,553</b>

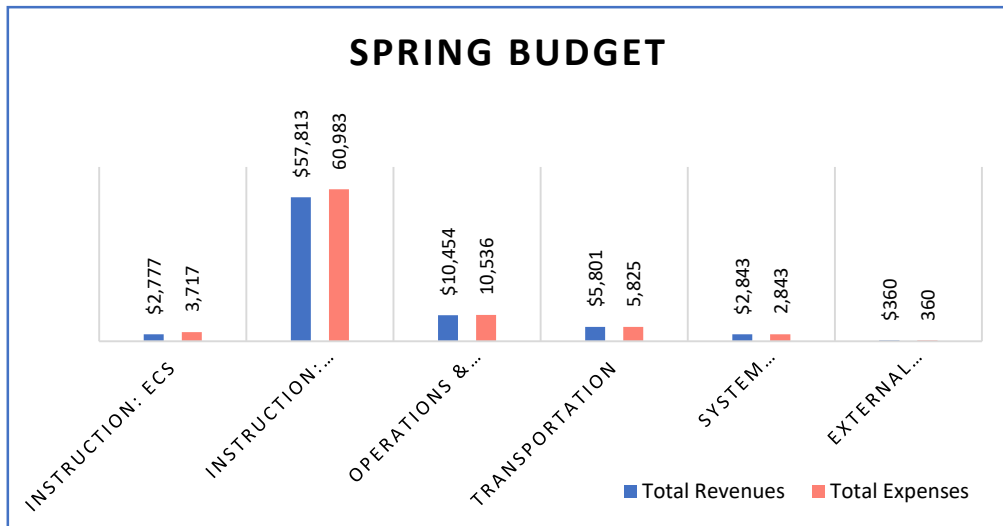


# SUMMARY BY PROGRAM OPERATIONS

## SPRING BUDGET SUMMARY

The Spring Budget Summary shows the total revenues and expenses by program operations as taken from the Spring Budget approved by the Board of Trustees on May 24, 2023.

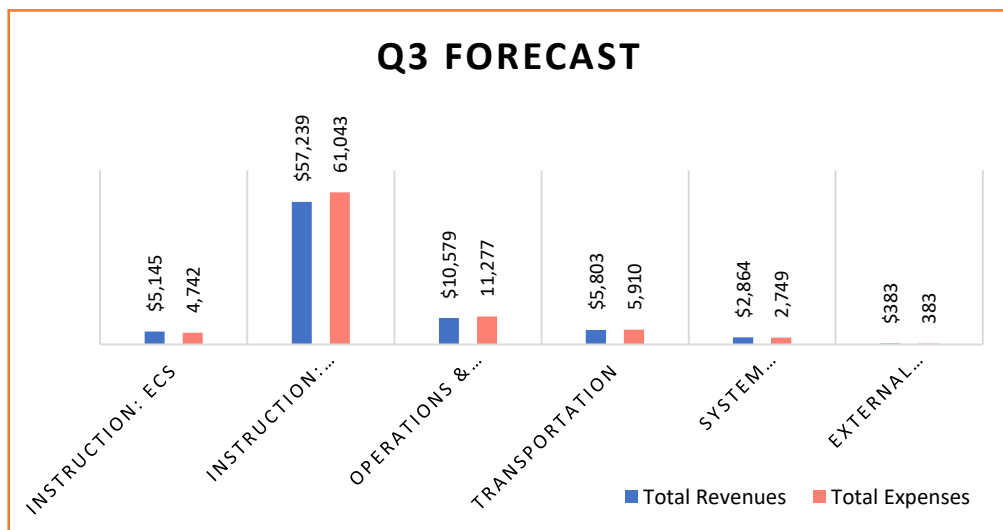
Spring Budget	Instruction: ECS	Instruction: Grades 1 to 12	Operations & Maintenance	Transportation	System Administration	External Services	TOTALS
Total Revenues	\$ 2,777	\$ 57,813	\$ 10,454	\$ 5,801	\$ 2,843	\$ 360	\$ 80,048
Total Expenses	3,717	60,983	10,536	5,825	2,843	360	84,264
Annual Operating Surplus (Deficit)	\$ (940)	\$ (3,170)	\$ (82)	\$ (24)	\$ -	\$ -	\$ (4,216)



## QUARTER 3 FORECAST SUMMARY

The Quarter 3 Forecast Summary shows the total revenues and expenses by program operations as forecasted.

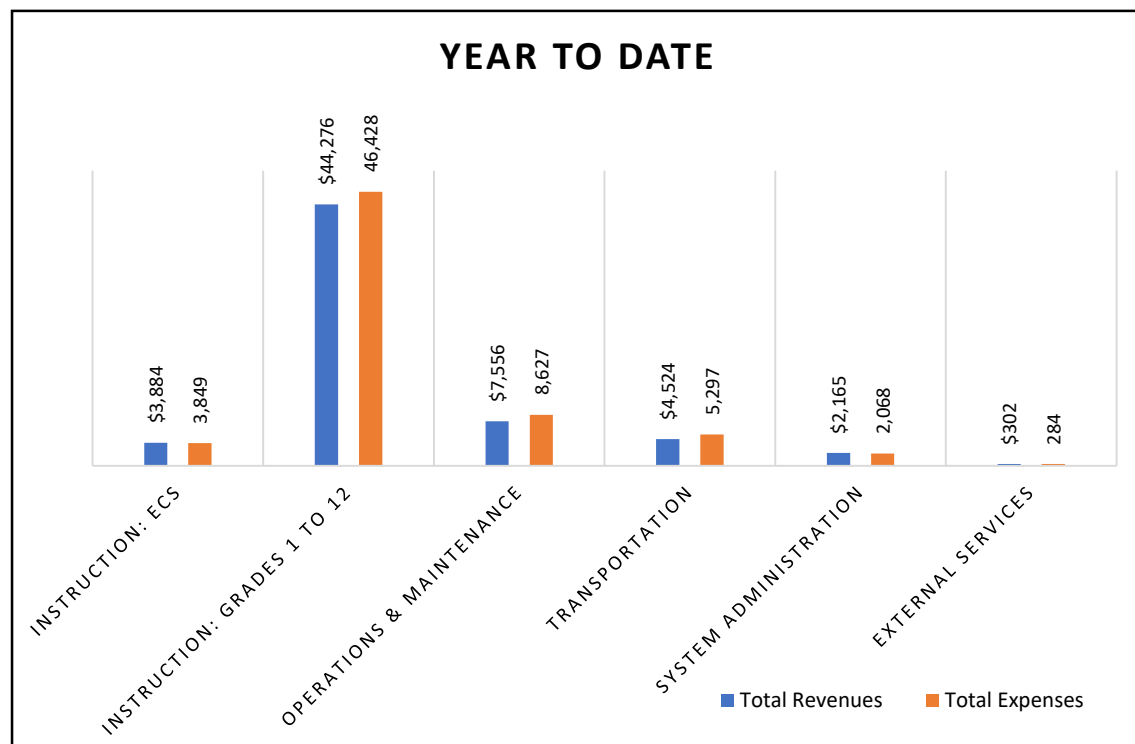
Q3 Forecast	Instruction: ECS	Instruction: Grades 1 to 12	Operations & Maintenance	Transportation	System Administration	External Services	TOTALS
Total Revenues	\$ 5,145	\$ 57,239	\$ 10,579	\$ 5,803	\$ 2,864	\$ 383	\$ 82,013
Total Expenses	4,742	61,043	11,277	5,910	2,749	383	86,104
Annual Operating Surplus (Deficit)	\$ 403	\$ (3,804)	\$ (698)	\$ (107)	\$ 115	\$ -	\$ (4,091)



## YEAR TO DATE AS AT MAY 31, 24 SUMMARY

The Year to Date Summary shows the total revenues and expenses as recorded in the Division's financial system at the end of the this quarter.

Year to Date as at May 31, 24	Instruction: ECS	Instruction: Grades 1 to 12	Operations & Maintenance	Transportation	System Administration	External Services	TOTALS
Total Revenues	\$ 3,884	\$ 44,276	\$ 7,556	\$ 4,524	\$ 2,165	\$ 302	\$ 62,707
Total Expenses	3,849	46,428	8,627	5,297	2,068	284	66,553
Annual Operating Surplus (Deficit)	\$ 35	\$ (2,152)	\$ (1,071)	\$ (773)	\$ 97	\$ 18	\$ (3,846)





**Date:** June 19, 2024 **Agenda Item:** 8.6

**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 - May and June 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 May and June 2024.

Administration is prepared to respond to questions at the June 19, 2024, Public Board meeting.

**Attachment(s):**

1. Communications Report for May and June 2024

# Board Memorandum

May & June 2024



**Sturgeon  
Public Schools**

Dare to reimagine learning

Communications  
Report

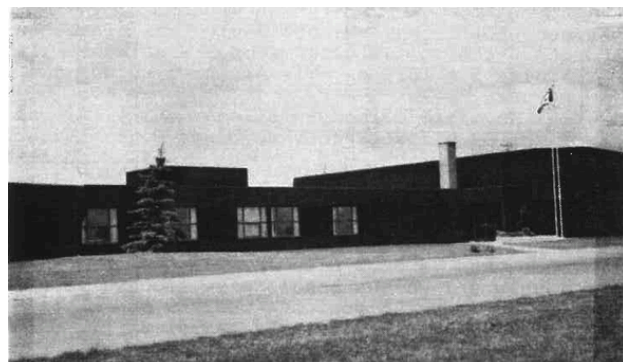
# OVERVIEW OF GOALS

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 May & June has been focused on:

## Aligns with all Marketing Goals

- Promoting registration at Guthrie School. To boost enrolment, we have implemented a comprehensive marketing campaign that includes print and radio advertising, Google ads, and the distribution of printed materials in the North End of Edmonton. Additionally, we have featured parent testimonials to provide personal insights into the school's community and offerings. The primary aim of these initiatives is to raise public awareness that Guthrie School welcomes all families, not strictly those affiliated with the military.



## Aligns with all Marketing Goals

- Showcasing our Division's commitment to fostering inclusivity and diversity within our school community. In celebration of Pride Week, we created rainbow versions of all school logos to symbolize our support. Furthermore, we developed a dedicated [webpage](#) to serve as a comprehensive resource for families. This page explained the significance of Pride, outlined relevant legislation, and provided examples of past activities conducted by our schools to promote this initiative.



# Communications in May & June has been focused on:

## Aligns with all Marketing Goals

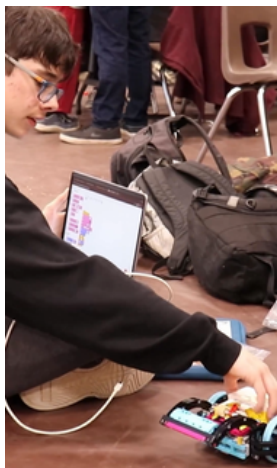
- Showcasing our participation in Hats on for Mental Health Day. We produced a video featuring the unique hats worn by our Central Office Staff, demonstrating their support for mental health and wellness initiatives across our Division.



Show me

## Aligns with all Marketing Goals

- Spotlighting the STEAM Games. Our team attended the event to provide live updates and created engaging social media content. Additionally, we crafted a detailed blog post on our website that summarized the event, highlighting the success and dedication of our students who participated.



Show me



Show me

# Communications in May & June has been focused on:

## Aligns with all Marketing Goals

- Promoting the athletic accomplishments of our students. We produced a video celebrating the achievements of the Sturgeon Composite High School Rugby team, which not only reached the Tier 1 Edmonton Metro Final but also secured their second consecutive Provincial Championship title.



[Show me](#)

# Sturgeon Public in the Media

## Aligns with Marketing Goal 5

- June 10, 2024 — Sturgeon Spirits triumphant in first annual Red and Black Bowl  
**Heartland News**
- May 22, 2024 — Fifth annual STEAM Games showcasing students collaboration  
**Heartland News**
- June 10, 2024 — Sturgeon Spirits Claim Victory in Inaugural Red & Black Bowl  
**Morinville News**
- June 1, 2024 — Teachers, schools, decry funding cuts  
**St. Albert Gazette**
- May 30, 2024 — Mean Girls Production by Four Winds School Impresses Audience  
**Morinville News**
- May 30, 2024 — STEAM Games go to the moon in Sturgeon Public  
**St. Albert Gazette**

## Upcoming Events

---

- National Indigenous Peoples Day: June 21
- Last Day of Classes: June 27



**Date:** June 19, 2024 **Agenda Item:** 8.7

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

**Originator(s):** Shawna Warren, Superintendent

**Governance Policy:** [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.

- ★ On the evening of May 24, the Superintendent, Board Chair Gibbons, Vice Chair Briggs and Trustee Murray-Elliott joined SCHS leadership and the Division nominee to attend the ASBA Zone 2/3 Awards Banquet to honour the Edwin Parr & Friends of Education nominees. The Division's Edwin Parr nominee was Christopher Jansen, teacher at SCHS. The event celebrated exceptional first-year Kindergarten to Grade 12 teachers from Zone 2/3 who were nominated by their respective school divisions for the Edwin Parr Teacher Award for their outstanding contributions to education.



- ★ On May 24, the media interviewed Konnor Wood, teacher at Gibbons School, for a video produced by Alberta Medical Association and Makers with Change. The interview highlighted the program and the volunteer efforts of the school, which have contributed to creating inclusive tools for people with disabilities. The video should be released on June 27, 2024 through the AMA eNews.
  
- ★ In partnership with Sturgeon County and the RQB Agricultural Society, this year's County Bounty in July will be held on Camilla School grounds and in the RQB Arena, due to the closure of Cardiff Park this summer. The Division was happy to accommodate in facilitating this event for our community partners, ensuring the continuation of this valued community tradition.
  
- ★ Following the final Student Advisory Committee meeting of the 2023-2024 school year, the Superintendent sent Thank You cards to all participants, expressing heartfelt gratitude for their involvement. The message acknowledged the invaluable insights contributed by our student leaders, emphasizing the significant impact their voices have in shaping the future of Sturgeon Public Schools.
  
- ★ Four Winds Public School issued a challenge to Central Office staff: "Are you ready to take on Four Winds classes in a structure-building challenge?" The school's leadership group and Child and Youth Care worker team organized this event to support Youth Empowerment and Support Services (YESS) in Edmonton, an organization dedicated to assisting youth in need. Classes created "snack structures" that were judged before being donated to YESS. Central Office was invited to join in the challenge, with judging and collection occurring on May 31.





- ★ On June 1, the Superintendent, Board Chair Gibbons and Trustee Pequin attended the Redwater Graduation Ceremony. Trustee Pequin and the Superintendent delivered speeches congratulating the graduates. Both shared words of encouragement, celebrating the achievements of the students as they reached this significant milestone and participated in the handing out of certificates.
  
- ★ The Superintendent shared information with School Administrative Teams about the return of the annual "West Country Hearth Attack" obstacle course and team-building event, which serves as a fundraiser for a senior facility in Villeneuve. The event, held in September, is a significant public relations initiative, bringing together community members, local politicians, families, Sturgeon employees and local schools for a fun-filled day supporting a great cause. The event is known for its challenging obstacle course, attracting participants of all fitness levels who work together to overcome obstacles. The Superintendent highlighted the strong support from Sturgeon Schools in the past and included a poster, a promotional video link, and the event registration link.
  
- ★ The Division celebrated Pride Week from June 4-7, embracing diversity and promoting inclusivity throughout the school community. Various activities and events were organized to raise awareness, support LGBTQ+ students and staff, and foster an environment of acceptance and respect. The celebration highlighted the Division's commitment to creating a welcoming and inclusive atmosphere for everyone, reinforcing the values of equality and understanding. Pride Week was a vibrant and meaningful occasion, demonstrating the Division's dedication to supporting all individuals and celebrating the richness of diversity.





- ★ On June 6, the Superintendent and Board Chair Gibbons attended the SCHS Fine Arts Awards, celebrating the achievements of students in Music, Art and Drama.
- ★ On June 11, the Superintendent and Trustee Buga were honoured to attend the Morinville Pride Flag Raising at Town Hall. This event was a significant occasion, celebrating diversity and inclusivity within the community. By participating in the flag-raising ceremony, the Superintendent and Trustee Buga demonstrated their support for the LGBTQ2+ community and reinforced the Division's commitment to fostering a welcoming and inclusive environment for all.



- ★ On June 11, the Superintendent and Trustee Murray-Elliott attended the Sturgeon Athletics Award Banquet and Dinner at Sturgeon Composite High School. The Superintendent delivered a speech congratulating the accomplishments of the school's athletes.
- ★ 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. These are the final meetings of the 2023-2024 school year.
- ★ The Superintendent commenced the third and final round of School Tours/Superintendent Visits for the 2023-2024 school year at the end of May, continuing into June. This series of

visits aimed to connect with each school within the Division, reinforcing the commitment to collaboration, student success and inclusive environments. By visiting the schools, the Superintendent fostered stronger relationships, gained valuable insights and ensured that the Division's goals and values were consistently upheld across all educational settings. These visits concluded in June, marking a successful end to the school year.

- ★ On June 14, the Superintendent organized a BBQ lunch for Central Office staff to celebrate the end of the school year and usher in the summer break.
- ★ On June 20, the Joy Squad will distribute their final item for the 2023-2024 school year. The Joy Squad, dedicated to fostering a positive and vibrant culture within the office, has consistently organized events and small gestures throughout the year to boost morale and create a sense of community.
- ★ On June 25, the Superintendent will visit a classroom at Morinville Colony School. This visit will provide an opportunity to engage with students and staff, observe the learning environment and support the educational initiatives taking place at the school. The Superintendent looks forward to gaining insights into the school's unique programs and fostering connections with the Morinville Colony School community.
- ★ On June 26, the Superintendent will attend the Awards and Grade 4 Farewell Ceremony at Landing Trail School. This event will celebrate the achievements of students and mark an important milestone for the Grade 4 students as they transition to the next stage of their education. (All Year-end Awards Ceremonies will have Central Office Staff Representation).
- ★ On June 27, the Superintendent will attend the MLC/SLC Graduation Dinner. This event will celebrate the accomplishments of the graduating students from both the MLC and SLC programs. The Superintendent looks forward to honoring the graduates' hard work and achievements, congratulating them on reaching this significant milestone and sharing in the joy of their success with students, families and staff members.
- ★ On June 28, the Superintendent will attend the Sturgeon Composite High School Graduation Ceremony. She will also deliver a speech to celebrate and congratulate the graduates on their achievements.
- ★ The Superintendent, Associate Superintendent of Corporate Services and Director of Facilities participated in ongoing meetings with the Town of Gibbons' Chief Administrative Officer (CAO) and administrative staff. These meetings support the strategic partnership that aligns the Division's capital plan with Gibbons' growth and development objectives. By ensuring that educational planning and town expansion efforts are closely coordinated, these meetings reflect a commitment to mutual progress and community development.

- ★ The Superintendent has continued an initiative introduced in January 2023, aimed at recognizing Central Office staff members' birthdays each month.
- ★ The Superintendent continues to write personalized thank you cards to various Division staff members for events and celebrations occurring throughout the Division. This practice fosters a culture of acknowledgment and appreciation.
  - June 2024, the Superintendent wrote personalized thank you cards to the 117 staff, students and community members who coached Jr. and Sr. High sports teams across the Division over the course of the 2023-2024 school year acknowledging their countless hours of dedication and commitment to our athletic programs.
- ★ The Senior Executive Weekly Meetings, attended by the Superintendent, Deputy Superintendent of Education Services, Associate Superintendent of Corporate Services and Associate Superintendent of Human Resources, cover key topics such as Public Board Meeting Presentations, Agendas, Alberta Education Deadlines and pressing issues requiring collaboration. These meetings also address stakeholder feedback and review action items from Board Meetings.
- ★ The Redwater and District Agricultural Society has requested the use of the Redwater School field for their upcoming Discovery Day Weekend, scheduled from August 16-18. This event, which has been held on the school field for the past 15 years, has received permission to proceed as planned.

### **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.

- ★ The Fédération Culturelle Canadienne-française (FCCF) is launching ImmersART, a microfinancing program designed to fund artistic and cultural activities in French immersion schools for students in grades 7 to 12. This initiative, supported by Canadian Heritage, aims to enrich the French learning experience by offering immersive life experiences in French and fostering a sense of belonging within a diverse, pan-Canadian Francophonie. The contact information was provided by the Superintendent's Office to two schools in the Division that have French immersion students in grades 7 to 12; Four Winds Public School and Sturgeon Composite High School. This strategic collaboration is anticipated to significantly enhance the educational landscape for French immersion students by integrating meaningful cultural engagement into their curriculum. More information to come in August.
- ★ In June, the Admin Council's professional learning session for Vice Principals and Principals included an afternoon dedicated to Data Review, Education Plan Review and School-based

PD planning for 24-25. Additionally, norms were developed in collaboration with School Leadership to guide these efforts.

- ★ The Associate Superintendent of Corporate Services attended the ASBOA Annual Conference from June 9-11, 2024, in Calgary. The conference, a premier event for school business leaders, featured sessions to enhance vertical and horizontal leadership skills across various areas such as Finance, Human Resources, Technology and more. It aimed to foster better leadership, resulting in improved workplaces and greater student success.
- ★ Therapeutic Crisis Intervention for Schools (TCIS) - June 5, a meeting was held with the Train the Trainers (TXTs) and school designates. During the meeting, participants received a comprehensive 6-hour Training Binder, which included materials, slideshows and links necessary for conducting a successful professional development with school based staff session on August 27 to kick off the new school year. Additionally, the June assessments for staff needing to complete the re-assessment to maintain certification were distributed. Certificates for all staff who successfully completed TCIS training were also provided and will be shared with the appropriate individuals for their own records.
- ★ The Science 4-6 Curriculum Working Group met on June 6 for a full-day session. Teachers were provided materials and resources to enhance the curriculum and spent the day collaborating on valuable supports for the entire Division.
- ★ June 10, the Assessment of Basic Language and Learning Skills (ABLLS) Cohort Two which includes Pre-K and K teachers, LSLs and members of the Learning Services team, convened to outline the rollout plan for ABLLS in the upcoming school year. This initiative aims to address curriculum gaps and support the continuous growth and learning of students with complex needs from Pre-K through Grade 12 in our Division.
- ★ June 10, Learning Support Leads (LSL) met to explore what worked well from the year, what changes they need to look at and what training was the most helpful. They also discussed some new processes for next year and explored what the new service delivery model could look like.
- ★ June 10, the Call to Action Cohort completed a comprehensive review of their roles and responsibilities and reflected on their successes and challenges related to the group's seven commitments: attending all meetings, sharing learning with school staff, acting as connectors to resources, advocating for First Nations, Métis, and Inuit student success, creating safe and decolonized spaces in Sturgeon Public Schools, leading and planning school events that promote truth and reconciliation and completing a Winter Count Project to represent their year's learning. Each cohort member shared their Winter Count projects, which included wood carvings, beaded lanyards, finger-woven sashes, image collections, drawings, paintings and poetry, showcasing their deep investment and reflection. The

meeting also covered the year-end reflection survey, offering participants a chance to provide feedback on this year's learning opportunities and input for future planning.

- ★ June 13, the Learning Coach meeting focused on enhancing team collaboration and defining the role of a Learning Coach. Key agenda items included the importance of land acknowledgments, sitting in a circle to foster a supportive community and reviewing the roles and responsibilities of Learning Coaches. The meeting also covered discussions on how Learning Coaches can support school leadership teams and explored transformational coaching to refine teaching practices. High Impact Teaching Strategies in Literacy and Numeracy instruction were introduced, along with activities incorporating these strategies to be used as breaks throughout the day.
- ★ On June 26, Learning Services will have their final meeting of the 2023-2024 school year. In this meeting they will look back on the year and look ahead to the next year. The plan for the service delivery model and the level of services provided next year will be shared.
- ★ Every month, the Superintendent holds one-on-one meetings with direct reports, promoting open dialogue and personalized leadership throughout the Division. These meetings are crucial for evaluating performance, setting goals and addressing issues or opportunities. They provide a platform for personalized advice and support while offering a comprehensive understanding of the Division's operations from various perspectives. This consistent interaction enhances professional growth and strengthens the leadership team's collective impact, aligning efforts with the division's educational objectives. These meetings will be suspended during the summer holidays and will resume when everyone returns in August.

### **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.

- ★ A 6-hour professional development session for TCIS was successfully completed, marking the end of the first year of training and setting the stage for the next academic year. TXT trainers attended this event, held in the Coronado Room, where they engaged in a comprehensive review of the training materials and participated in a re-testing session to maintain their TXT Certification. The day facilitated a constructive exchange of feedback, ideas and support among the trainers, aligning with the administrators' desire for a consolidated annual training session. The event also served as a preparatory step for the trainers, equipping them to effectively roll out the TCIS training in their respective schools for the upcoming year.



- ★ June 24 - Leadership Support in the World of Artificial Intelligence - A group of Superintendents from Zone 2/3 coming together to collaborate as a collective body to unpack AI.
  
- ★ The Superintendent has registered to attend the CASS/ASBOA Summer Learning Conference August 14-16, 2024. This conference offers an opportunity for system education and school business leaders to enhance their professional learning. It features seven CASS Continuing Education Program (CEP) courses and a course specifically for ASBOA members, designed to empower delegates with leadership knowledge and skills. These courses provide invaluable insights and practical strategies for navigating the evolving landscape of system education and school business leadership.
  - The Superintendent has been asked to join a former Superintendent and a current Superintendent to lead out the CEP course titled “Leading to Support Effective Governance”.
  - This course is designed to guide system leaders through readings, discussions and reflections on their roles and responsibilities in supporting effective governance, a crucial competency for superintendents and aspiring superintendents. It includes practical activities and scenarios to develop concrete actions. Participants will clearly define their role in effective governance, identify actions within their school jurisdiction, learn tactics to enhance trustees’ understanding of governance, acquire necessary communication skills and create a personalized roadmap for working productively with a Board.
  
- ★ The 2024 CASS Leading for Learning Program for Experienced School Leaders event will be held at Olds College from July 2-4. The Leading for Learning short course is designed to bring leaders together as a learning community to reflect on their own leadership style and education practices. The Superintendent was asked by a CASS Leadership Consultant to jointly present a session titled “Leadership from Within”. The Superintendent has asked Dan Requa, Principal, to join her in this presentation to provide his current SPS school leadership perspective and experiences. This CASS professional development is open to school-based leaders across the province.
  - In today’s rapidly evolving world, leadership isn’t about positional authority; it’s about influence, inspiration and impact. True leadership stems from within, from a deep understanding of oneself, and a commitment to continuous growth and development. “Leadership from Within” emphasizes that leadership is not just a role or a set of skills; it’s a way of thinking and living. There are no shortcuts on the journey to authentic leadership. It requires introspection, courage and a willingness to challenge oneself. In this session, participants will gain practical insights, tools and techniques to lead with authenticity, integrity and resilience. Whether you’re a seasoned leader or an emerging talent, “Leadership from Within” will challenge you to unlock your full potential and make a positive difference in your school/school authority and beyond. Through a series of interactive exercises, discussions and

reflective practices, participants will discover how to cultivate their unique leadership style, harness their inner resources and lead with purpose and authenticity.

### **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.

- ★ May 28 - The Superintendent, Deputy Superintendent and the Division Principals met with the Chief Executive Officer of Edmonton Global to discuss future collaboration opportunities and foster connections with industry to ensure the success of our students.
  
- ★ The Communications Team crafted and shared a post on the Rural Caucus of Alberta School Boards website, highlighting the fifth annual Sturgeon STEAM Games titled "[Fifth Annual STEAM Games Highlight Sturgeon Public Schools' Talent](#)." This dynamic event, held on May 23rd, brought together approximately 220 students from Grades 1 to 12 across 13 schools in the Division to showcase their skills in science, technology, engineering, arts, and mathematics. The post detailed how the event fostered collaboration, critical thinking and creative problem-solving through challenges themed around outer space. Students tackled various tasks, including a Programming Challenge, Prototype Challenge, and Pathway Challenge and created sculptures for an Artistic Design Challenge. The post celebrated the remarkable talent and ingenuity of the students, reflecting the Division's commitment to nurturing future leaders in STEAM fields and the vibrant educational environment at Sturgeon Public Schools.
  
- ★ This year marks the 30th anniversary of the [Prime Minister's Awards](#), celebrating 69 of Canada's top educators who have demonstrated exceptional creativity and dedication in their fields. The Honourable François-Philippe Champagne and the Honourable Jenna Sudds, on behalf of Prime Minister Justin Trudeau, recognized educators across categories such as Teaching Excellence, Teaching Excellence in STEM and Excellence in Early Childhood Education. These awards highlight the pivotal role educators play in shaping the future of Canadian youth, fostering an environment of curiosity, creativity and ambition.

Among the esteemed recipients, [Christina Dafoe](#) from Sturgeon Public Schools stands out for her pioneering work in creating a STEAM academy, integrating cutting-edge practices in robotics, coding and 3D printing. Congratulations, Christina, for your outstanding contribution to education and for inspiring the next generation of innovators within our very own Division!

- ★ June Admin Council, Principals and central office leaders spent dedicated time to vision setting for the 24-25 school year. The vision setting included two groups with two separate topics:

- Principals and leadership - develop a broad vision for Career Pathways and Student Success within Sturgeon Public Schools and Community.
- CO leadership - Breaking Down Silos, improving communication and collaboration between departments, establishing a regular Director and Manager Meeting

### **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.

- ★ On May 29th, the Central Office Tipi was set up, and all Central Office staff were invited to join in a special event. From 10:00 AM until 2:00 PM, Joanna and Kyle Campiou, along with staff and students from Camilla School, hosted Tipi Teachings and the set-up process. This event provided an opportunity for staff to engage in cultural learning and community building through hands-on participation in the Tipi setup and teachings.
- ★ On June 1st, School Leaders and Central Office Administration were extended an invitation to participate in a Sweat Lodge led by Mason Arcand and Elder Fred Campion. This optional event required a full-day commitment and offered a local ceremony focused on connection, prayer and healing, involving exposure to heat.
- ★ On June 5, staff and students had the opportunity to virtually attend Métis Jigging 101, a free session offered by Rupertsland Institute. Information about this event was shared with staff and posted around schools to encourage participation. Luc Gauthier, a highly regarded jigger within the Métis Nation of Alberta, led the session. Gauthier, known for his extensive experience and representation of the Métis Nation in the province, provided an excellent workout and a rich learning experience focused on the cultural dance of the Métis people.
- ★ In June, the Indigenous Education Hub focused on "National Indigenous History Month," emphasizing the importance of recognizing and celebrating the history, heritage and contributions of Indigenous peoples in Canada. Resources provided included a slideshow for "National Indigenous Peoples Day," celebrated on June 21st, which is a day dedicated to honoring the diverse cultures and outstanding achievements of First Nations, Inuit, and Métis peoples. Additionally, a Teacher and Parent Guide for Indigenous Peoples Day was made available, along with specific resources for students in K-6 and 7-12, to enhance understanding and appreciation of Indigenous history and culture.
- ★ The 2024 Indigenous Education Support and Partnership Review, which was provided to the KEC leadership team, highlighted various initiatives and events that took place throughout the year. Key activities included completing Blanket Exercises for specific grades at several schools, staff PD sessions on Métis history and identity and sharing residential school experiences. Community connections were strengthened through presentations,



inter-school learning experiences and family engagement nights. Local Elders and Knowledge Keepers provided valuable insights and cultural teachings. The Division also focused on integrating Indigenous knowledge into the curriculum, offering land-based lessons and expanding the SCHS Aboriginal Studies Program. Collaborative efforts with KEC and SPS included leadership meetings, student success meetings and PD opportunities, emphasizing the importance of fostering meaningful partnerships to support Indigenous students' success.

- ★ The utilization of Jordan's Principle funding to provide support through Educational Assistants (EAs) and Child and Youth Care Workers (CYCs) has been instrumental in fostering the academic, social and emotional development of 20 students. Personalized lesson plans, supplementary resources and individualized guidance have led to marked improvements in their academic performance. The staff's ability to tailor teaching strategies to individual learning needs has ensured academic parity and bolstered students' confidence. EAs and CYCs have also played a crucial role in supporting students' social and emotional wellbeing by creating a safe and nurturing environment, offering empathetic listening and providing targeted interventions. This comprehensive support has resulted in notable improvements in academic performance, classroom engagement and peer interactions, as well as increased confidence and a positive attitude towards learning. The transformative impact of this support, made possible through Jordan's Principle funding, has empowered students to overcome challenges, achieve academic success, and develop essential life skills. Moving forward, there is a commitment to continue leveraging this support to further enhance students' academic and social-emotional wellbeing.
- ★ On June 10, the Superintendent and Trustee Pequin joined students, staff and community members for an assembly at Ochre Park School for Dallas Arcand's Hoop Dance performance.
- ★ On June 21, all schools across the Division will host activities to recognize National Indigenous Peoples Day. These events celebrate Indigenous culture, history and contributions, providing students and staff with opportunities to engage in various educational and cultural activities. The activities aim to foster a deeper understanding and appreciation of Indigenous heritage, promoting inclusivity and respect within the school communities.

### **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.

- ★ In March, the Superintendent sent a memo to all central office 12-month staff members regarding the Summer Closure and Friday Lieu Time Program. The memo announced that the Central Office would be closed on Friday, August 2, 2024, and Tuesday, August 6, 2024.

Additionally, the office would close to the public on Fridays throughout July, offering staff the options to participate in the Summer Friday Lieu Time Program, use vacation days, or attend work as usual.

- ★ On May 29, the Superintendent sent a message to all Sturgeon Public families regarding the 2024-2025 Budget, which was approved at the May 28 Special Board meeting. The communication included [a letter and a graphic](#), providing detailed information about the budget decisions and their implications for the upcoming school year.
- ★ On June 3, the Superintendent celebrated Namao School's administrative staff for their exceptional performance in the registration blitz by sharing a "Soup with the Sup" lunch, awarded as a prize for their remarkable success. Thank you to Division Principal, Kari Morgan, for her homemade soup! Namao School registered 98.84% of their students by the deadline.
- ★ In May, Alberta Education contacted the Division, along with other Divisions who received the MHIN Pilot Grant, to feature the Division's initiatives in a series of interviews and videos. Their communications team filmed key activities, including Morning Regulation Routines, Positive Playgrounds for structured recess, Social Emotional Learning with Kimochis, and Community Connections with local organizations like the Boys and Girls Club and FCSS. These insights were compiled into a concise two-minute video, highlighting the positive impact of the MHIN Pilot Grant on schools. The video was officially released on June 4th and can be viewed [here](#).
- ★ Sturgeon Public Virtual Academy (SPVA) will undergo changes for the 2024-2025 school year due to low enrolment numbers. SPVA will no longer offer programming for grade 7 students and there will be a shift to an independent learning model. Support and course delivery will still be available from teachers through the learning center. The Division remains committed to providing alternative education platforms and will continue to offer the Home Education option to families.
- ★ Transportation registrations for the 2024-2025 school year are currently ongoing. Families are encouraged to complete their registrations promptly to ensure transportation arrangements are in place for the upcoming school year. Timely registration helps the Division plan routes and allocate resources effectively, ensuring a smooth and efficient transportation experience for all students. For more information and to register, please visit the Division's transportation webpage.

### **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 third Student Advisory Committee meeting was held on May 28, 2024, at Namao School. Discussions focused on defining acceptance and inclusivity, identifying career pathway opportunities and sharing treasured school memories.
- ★ On May 28, the Board of Trustees convened a Special Board meeting to address critical matters for the upcoming years. During this Special Board meeting, the [2024-2025 budget](#) was reviewed and approved, ensuring financial stability and strategic allocation of resources. Additionally, the [Education Plan 2024-2027](#) was passed, outlining a comprehensive roadmap for academic and operational excellence over the next three years. This meeting marked a significant step forward in setting the foundation for continued growth and success within the Division.
- ★ On June 5 and June 13, the Board participated in Professional Learning and conducted its annual self-evaluation to assess its performance in relation to its roles and responsibilities. This systematic review aimed to identify strengths and areas needing improvement within the Board's operations. The self-evaluation was structured around the Board's role and responsibility statement, ensuring a focused and comprehensive analysis.
- ★ During the Board's Professional Learning Day on June 5, Brian Callaghan, a PSBAA Education Consultant, presented Trustee Buga and Chair Gibbons with Certificates of Completion for successfully completing the 21 professional development modules. This accomplishment reflects their dedication to continuous learning and improvement, demonstrating their commitment to personal and professional growth and to the enhancement of public education. The PSBAA designed these modules to provide valuable knowledge and support for school boards. The completion of these modules highlights their passion for excellence and proactive leadership, contributing to the success and well-being of students, teachers and staff in their communities.



- ★ The Superintendent provided Trustees with the monthly speaking points for School Council meetings and Stakeholders in general to support effective governance.
- ★ At the June 19 Public Board meeting, the Board of Trustees will schedule their Organizational Meeting and the first Public Board meeting for the 2024-2025 school year. More information about these upcoming meetings can be found in memo 7.1.
- ★ Work has begun on planning the Trustees Board Retreat, scheduled for September 12-13. This retreat aims to facilitate strategic discussions, team building and goal setting for the upcoming year.
- ★ The "Superintendent Week-at-a-Glance" initiative, launched in the 2022-2023 school year, will continue to enhance transparency and trust within the school community. This effort involves sharing the Superintendent's weekly schedule with the Board, school-based leaders, and central office leadership, providing insights into the Superintendent's planned activities. The initiative will conclude at the end of the school year and will commence again when staff return at the end of August. This practice is instrumental in promoting transparency and improving communication.
- ★ The Board Chair, Vice Chair and the Superintendent continue to hold regular agenda review meetings for the Committee of the Whole and Public Board sessions, demonstrating their commitment to thorough preparation and strategic foresight. These reviews, conducted prior to each meeting, ensure that the administration is well-prepared to address all topics and provide the necessary information to support the Board's governance role. In June, only one agenda review meeting was held due to no Committee of the Whole meeting.
- ★ The Superintendent remains committed to the creation and distribution of the "Trustee Talk" newsletter on a monthly basis, reflecting an ongoing effort to maintain open and effective communication. This initiative includes distributing the newsletter throughout the Division and publishing it on the Division's website and the web pages of all schools. By doing so, the Superintendent ensures transparent sharing of information, updates, and insights from the Trustees, keeping all school community members informed. However, there will be no "Trustee Talk" in July due to the absence of Board meetings during that month.

Administration is prepared to respond to questions at the June 19, 2024, Public Board meeting.

**Attachment(s):**

Not applicable.



**Date:** June 19, 2024 **Agenda Item:** 8.8

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

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

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

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

**Superintendent Leadership Quality Standard (SLQS)**

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

Building Effective Relationships  
Visionary Leadership  
Leading Learning  
School Authority Operations and Resources  
Supporting Effective Governance

**Subject:** **Administrative Procedures - Education Services Department**

---

**Purpose:**

For information.

**Background:**

Attached for Trustee information are Administrative Procedures that fall under the responsible administration of the Education Services Department which have been reviewed and/or revised.

- Administrative Procedure 230 - School Entrance Age
- Administrative Procedure 241- Annual Education Results Report
- Administrative Procedure 242 - Three Year Education Plan
- Administrative Procedure 243 - School Education Plans and Results Report
- Administrative Procedure 310- Off-Site Activities
- Administrative Procedure 470 - Cell Phone Provision
- Administrative Procedure 500 - Child Abuse and Neglect Prevention
  - Administrative Procedure 500 - Child Abuse and Neglect Prevention - Attachment 1 - Alberta Children's Services & Law Enforcement Disclosure

- Administrative Procedure 500 - Child Abuse and Neglect Prevention - Attachment 2 - Confirmation of Report to Alberta Children's Services
- Administrative Procedure 505 - Agencies Interviewing Students at School
- Administrative Procedure 515 - Homebound Students
- Administrative Procedure 520 - Student Records Management
- Administrative Procedure 521 - Independent Student Status
- Administrative Procedure 525 - Counselling Services
- Administrative Procedure 716 - Healthy School Communities
- Administrative Procedure 728 - Training of Staff in Therapeutic Crisis Intervention for Schools (TSIS)
- Administrative Procedure 865 - Information and Communication Technology
- Administrative Procedure 870 - Responsible Use of Technology Resources
- Administrative Procedure 875 - Personal Electronic Devices
- Administrative Procedure 901 - Student Conduct

The tracked changes shown within the attachments are reflective of the Education Services team members' collaborative efforts; and within Google Workspace these changes are shown as additions and/or strikeouts in various text colours. Administrative Procedures that were reviewed, but no changes were made or recommended, are linked below, while Procedures with changes are attached in PDF format.

Administration is prepared to respond to questions at the June 19, 2024, Public Board meeting.

**Attachment(s):**

1. Administrative Procedure 230 - School Entrance Age - Tracked changes
2. [Administrative Procedure 241 - Annual Education Results Report](#) - Reviewed; no changes
3. [Administrative Procedure 242 - Three Year Education Plan](#) - Reviewed; no changes
4. [Administrative Procedure 243 - School Education Plans and Results Report](#) - Reviewed; no changes
5. Administrative Procedure 310- Off-Site Activities - Tracked changes
6. Administrative Procedure 470 - Cell Phone Provision - Tracked changes
7. Administrative Procedure 500 - Child Abuse and Neglect Prevention - Tracked changes
  - Administrative Procedure 500 - Child Abuse and Neglect Prevention - Attachment 1 - Alberta Children's Services & Law Enforcement Disclosure - Tracked changes
  - [Administrative Procedure 500 - Child Abuse and Neglect Prevention - Attachment 2 - Confirmation of Report to Alberta Children's Services](#) - Reviewed; no changes



8. Administrative Procedure 505 - Agencies Interviewing Students at School - Tracked changes
  - Administrative Procedure 505 - Agencies Interviewing Students at School - Attachment 1 - Alberta Children's Services & Law Enforcement Disclosure - Tracked changes
9. Administrative Procedure 515 - Homebound Students - Tracked changes
10. Administrative Procedure 520 - Student Records Management - Tracked changes
11. [Administrative Procedure 521 - Independent Student Status](#) - Reviewed; no changes
12. Administrative Procedure 525 - Counselling Services - Rescinded
13. Administrative Procedure 716 - Healthy School Communities - Tracked changes
14. Administrative Procedure 728 - Training of SPS Staff Therapeutic Crisis Intervention for Schools (TCIS) - Tracked changes
15. Administrative Procedure 865 - Information and Communication Technology - Tracked changes
16. Administrative Procedure 870 - Responsible Use of Technology Resources - Tracked changes
  - Administrative Procedure 870 - Exhibit 1 - Responsible Use of Technology Resources Protocol Staff - Tracked changes
  - Administrative Procedure 870 - Exhibit 2 - Technology Resources Responsible Use Protocol Students - Tracked changes
17. Administrative Procedure 875 - Personal Electronic Devices - Tracked changes
18. Administrative Procedure 901 - Student Conduct - Accepted changes
19. Administrative Procedure 901 - Student Conduct - Tracked changes



## Administrative Procedure 230

# School Entrance Age

1659538320

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

### PURPOSE

Sturgeon Public Schools believes that beginning students shall have the opportunity to attend school in accordance with the Education Act.

### PROCESS

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

### PROCEDURE

1. Grade 1 Age An individual who, as of September 1st in a year, is 6 years of age or older, shall attend school. An individual who attains the age of 6 years on or before December 31st in a school year shall be permitted to enter grade 1 at school opening.
2. Kindergarten Age An individual who attains the age of 5 years on or before December 31st in a school year, shall be permitted to enter into a Kindergarten Program at school opening.
3. Birth certificates or other official documents shall be submitted as proof of age of beginning students. A photocopy of this document shall be kept on file at the school.
4. Principals of schools offering Grade 1 or Kindergarten shall make appropriate arrangements for the admission of beginning students in accordance with the guidelines and the school year set by the Board.
5. A parent/guardian wishing to appeal the decision of the school principal with regard to admission of a Kindergarten or Grade 1 student shall do so in writing to the Superintendent.
  - 5.1 The appeal must include:
    - 5.1.1 evidence of consultation with the school principal and any other appropriate school staff, and
    - 5.1.2 the parent's/guardian's reasons for requesting early registration of the child in the Kindergarten or Grade 1 program.

References:

Education Act: Sections 7, 21

Early Childhood Services Regulation (87/2019): Section 2

Funding Manual for School Authorities

**History**

2020 Jan 29 Initial Approval

2021 Feb 10 Amended

## **Administrative Procedure 310**

### **Off-Site Activities**

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

#### **PURPOSE**

Student learning can be enhanced through off-site activities. Off-site activities enable students to participate in quality educational experiences that are at the heart of the educational process and connected to the Guide to Education, Programs of Study, curriculum and learning outcomes.

Sturgeon Public Schools will not compromise the safety and security of staff and students. Therefore, all decisions related to off-site activities will be based on a safety and security-first criteria.

#### **PROCESS**

The Superintendent or designate will be responsible for the process involving approval of off-site activities.

The Superintendent may cancel or interrupt any approved off-site activity at any time up to the point of return from that activity where the Superintendent considers the safety and well-being of students and supervisors to be at unusual risk, real or potential, due to emergent circumstances.

#### **DEFINITIONS**

**Low Risk** are learning experiences conducted off school grounds during the day which do not extend overnight, and transportation is not involved. Students walk to the activity. Trips may include but are not limited to a walk to the senior's center to perform.

**Day Trips – Low Risk to Moderate** are learning experiences conducted off school grounds during the day which do not extend overnight and present themselves as moderate to low risk activities. Trips may include but are not limited to Fort Edmonton Park and the TELUS World of Science.

Principal approval is required.

**Day Trips – High Risk** are learning experiences conducted off school grounds during the day which do not extend overnight and present themselves as high risk activities. Trips may include but are not limited to canoeing, skiing, and snowboarding.

Principal approval is required.

**Extra-Curricular Season of Play** are competitions conducted on school property and / or at opposing schools or public venues during the day, evenings and weekends which do not extend overnight and present themselves as high risk activities. Competitions may include but are not limited to basketball, volleyball, and football.

Principal approval is required.

**Overnight – Moderate Risk** are learning experiences within Alberta that are conducted off school grounds where students remain overnight at a destination and are involved in low to moderate risk activities. Trips may include but are not limited to sports tournaments, band festivals, and hiking.

Principal and Superintendent/~~CEO~~ or designate approval is required.

**Overnight – High Risk** are learning experiences outside of Alberta that are conducted off school grounds where students remain overnight at a destination and are involved in high risk activities. Trips may include but are not limited to canoeing, skiing, and snowboarding.

Principal and Superintendent or designate approval is required.

**National Trips - High Risk** *School Leadership requires preauthorization by the Superintendent or designate prior to exploration* of any National Trip and subsequent communication with parents or students. **A written proposal must be submitted to the Superintendent or designate a minimum of six (6) months prior to any planned National Trip.**

Principal and Superintendent or designate approval is required.

**International Trips – High Risk** *School Leadership requires preauthorization by the Superintendent or designate prior to exploration* of any International Trip and subsequent communication with parents or students. **A written proposal must be submitted to the Superintendent or designate a minimum of six (6) months prior to any planned International Trip.**

Principal and Superintendent or designate approval is required.

## **PROCEDURE**

1. The Superintendent or designate has the power to authorize requests for off-site activities provided that the proposal includes:
  - 1.1 Attention to the safety, security, and appropriate supervision of students.
  - 1.2 Attention to risk management of the proposed activities.
  - 1.3 Protection of students, staff, and volunteers of the Division.
  - 1.4 An itinerary that would be deemed safe by a reasonable parent/guardian and meets the needs of all students.
    - 1.4.1 Supervisors shall not entertain major deviations to the proposed itinerary of any trip once parental consent has been received.
  - 1.5 Accommodation and travel arrangements that would be deemed safe by a reasonable parent/guardian.

1.6 A budget that is reasonable, not prohibitive and addresses the costs associated with the trip.

1.6.1 Excludes academies, athletic teams, year-end celebrations, and extended trips or tours not necessary to meet learning expectations in a grade or course.

1.7 Provision for alternative educational programs for those students whose parents do not wish them to participate.

1.8 No communication with students or parents/guardians shall occur prior to obtaining the applicable approvals.

1.9 Parent/guardian permission or approval.

1.10 No trip that exceeds five (5) school days.

1.11 The Superintendent or designate has the right to modify or cancel a national or international trip without compensation.

1.11.1 If a trip needs to be cancelled for any reason, attempts will be made to refund trip fees that may have been paid by students and/or parents/guardians; and

1.11.2 In the event a national or international trip or trip outside of Alberta is modified or cancelled, the Superintendent or designate shall bear no responsibility for the costs incurred.

## **2. Supervision**

2.1 No teacher shall be assigned instructional time specifically to organize off-site activities.

2.2 Each off-site activity shall have a designated teacher-in-charge. The teacher shall be in attendance for the duration of any high risk, overnight or out-of-province trips.

2.2.1 The teacher shall provide a report by phone or email to the Superintendent or designate in the event of unusual circumstances resulting in a major modification to the itinerary of the trip.

2.3 The teacher shall immediately report any serious injury, ambulance call out, or hospital visit to the Superintendent or designate.

2.4 The teacher must always have overall responsibility for the off-site activity to ensure compliance with this procedure. The teacher shall ensure that supervision is always available and that supervisors are prepared to deal with any emergencies that may arise. The supervisory arrangements shall consider:

2.4.1 Student age, maturity, needs, and ability;

2.4.2 The inherent risk of the activity; and

2.4.3 The circumstances of the activity.

2.5 The teacher shall be familiar with and conduct a safety assessment of the proposed off-site activity.

2.6 The teacher shall ensure that training, preparation, orientation, and expectations are provided to all students and supervisors.

2.7 The teacher shall be responsible for ensuring that the following items are present and readily available on off-site activities:

2.7.1 List of student participants;

2.7.2 Phone contact numbers of parents/guardians/emergency contacts listed on the *Off-Site Activity Permission Form*;

2.7.3 Information regarding medication and medi-alert needs of participants; and

2.7.4 An appropriately equipped portable first aid kit.

2.8 To protect the privacy of individuals, the teacher shall ensure the information in articles 2.7.1, 2.7.2 and 2.7.3 is kept secure at all times as per *Administrative Procedure 300 - Security of Personal and Division Information*.

2.9 On overnight trips involving students of both genders, male and female supervisors shall be present.

2.10 For high-risk activities, competent instruction and supervision in these activities are mandatory. Competence may be established by virtue of a certificate from a governing body for activities such as skiing and canoeing. In areas where certificates are not issued, competency may be recognized by virtue of experience and demonstrated expertise in the activity.

2.11 A Principal may authorize persons other than teachers to provide supervision or instruction when warranted by the nature of the specific activity to meet the safety requirements of this administrative procedure.

2.12 Only assigned teachers and authorized supervisors shall accompany students on an off-site activity. Volunteers must be approved as a supervisor by the Principal and are required to have a current criminal record check and vulnerable sector check as per *Administrative Procedure 315 – Volunteers – section 2*.

2.13 When necessary, Principals are expected to seek advice and assistance from experts in planning off-site activities and in assessing risk.

### **3. Guidelines for approval**

3.1 All grades will be considered for approval of day trips.

3.2 Students in Grades 4-6 will only be considered for travel within Alberta.

3.3 Students in Grades 7-9 may be considered for national travel.

3.4 Students in Grades 10-12 may be considered for international travel.

#### 4. Planning Procedures

4.1 Teachers are expected to submit an Off-Site Activity/Excursion Request via CLEVR to the Principal in accordance with the following timelines:

**Day Trip** – The Principal must provide written approval to the teacher organizer at least ten (10) days prior to the Trip.

**Overnight Trip** – The Principal must provide written approval to the teacher organizer at least thirty (30) days prior to the Trip.

**National or International Trips** – The Principal *requires preauthorization by the Superintendent or designate prior to exploration* of any National Trip and subsequent communication with parents or students. **A written proposal must be submitted to the Superintendent or designate a minimum of six (6) months prior to any planned National Trip.**

The Request must address the following:

4.1.1 Educational goals established for the activity which are compatible with the objectives of the course(s) being taught;

4.1.2 The extent to which the off-site activity will interfere with the student's entire educational program;

4.1.3 The budget, ensuring that students who are unable to pay associated fees are not excluded from the off-site activity (with the exceptions noted in 1.6.1);

4.1.4 The type of transportation required;

4.1.5 When deemed appropriate based on activity and distance travelled, access to an emergency support vehicle is recommended if one is not readily available;

4.1.6 An itinerary outlining approximate times at which the off-site activity will be conducted at specific locations;

4.1.7 The numbers and names of adults who will attend as supervisors and the proposed level or ratio of supervision;

4.1.8 Information related to safety procedures and medical procedures for those that may require such; and

4.1.9 A thorough review of the excluded activities and the variety of risks involved.

4.2 For school activities that involve more than one trip outside the boundaries of the school such as swimming lessons, physical education classes, outdoor education classes and interschool sports within a league, a single parent consent will suffice if the information to the parent/guardian includes both a schedule and dates of all activities. Any changes to the schedule must be communicated to the parent/guardian in writing. Should any of these be high-risk activities, separate off-site parental consent must be obtained.

A single parent consent will suffice for walking trips in the neighborhood of the school. The *Off-Site Activities Annual Consent is accessed via the Parent Portal.*

4.3 Teachers are also responsible to:

4.3.1 Review staff, supervision and liability implications;

4.3.2 Estimate the costs associated with the activity;



- 4.3.3 Have an initial discussion with the Principal to review policy requirements and obtain approval to proceed with planning;
- 4.3.4 Consult with other teachers who teach courses to students who will be affected by the trip; and
- 4.3.5 Ensure meaningful alternative in-school learning experiences are made available for those students not participating in the off-site activity.

4.4 Employees are always expected to comply with the Division's Administrative Procedure 713 - *Alcohol and Substances in the Workplace* while on off-site activities.

4.5 For Out-of-Province and International Trips, teachers must consult the Canadian Consulate Web Page at <http://travel.gc.ca/travelling/advisories> for Travel Advisory information at the initial and final stages of the planning process.

- 4.5.1 One (1) day prior to the trip the teacher must verify that the Canadian Consulate is permitting travel to that specific destination.

4.6 Off-site activities/excursions that are not directly sponsored by a school or the Division are the total responsibility of the planners, tour agencies and transportation agencies involved.

- 4.6.1 Division staff is advised that they must not in any way be involved, even on an advisory basis, in such trips/excursions as outlined in 4.6 above.
- 4.6.2 Division staff are not to recruit students, or photocopy and/or distribute material on behalf of community-based tours and trips.
- 4.6.3 Any staff who participate in community trips shall communicate leave requests to the Associate Superintendent Human Resources.

4.7 All staff and authorized supervisors are included in the Division's liability insurance when acting within the scope of their duties as approved by school administration. It is incumbent upon off-site activity planners to ensure that appropriate insurance coverage exists for the activity to be undertaken.

- 4.7.1 Student Accident Insurance coverage is limited to trips within Canada. Travel accident insurance is required for international trips. The Student Accident Insurance policy provides protection while students are attending school events within their own province. There is very limited coverage available under the policy when a student is out of the country for a school event, therefore it should not be solely relied upon.
- 4.7.2 When using a private contractor to transport children (e.g., private bus), the supervisory teacher must make certain that the vehicle has adequate insurance, the driver is appropriately licensed, and the Principal is informed of the driver's name.
- 4.7.3 For any off-site activities involving participation in sports and other physical activities, all staff members must adhere to the Safety Guidelines for Physical Activity in Alberta Schools.

4.8 A student representing their school at school sponsored events shall be transported in Principal approved transportation, by their own parents, by him/herself or by staff with

parental permission. Parents shall advise the Principal or supervising teacher in writing, in advance of the activity if the student is not traveling with the rest of the students.

- 4.8.1 The student will not transport any other student other than a sibling; and
- 4.8.2 Dismissing a student directly from an off-site activity venue to the care of the custodial parent/guardian is permitted, however, if the student is to be dismissed to a parent/guardian of a friend, the parent/guardian must advise the Principal or supervising teacher in writing.

## 5. Supervision and Volunteers

5.1 All off-site activities/excursions must be under the direct supervision of at least one (1) teacher.

5.2 Both male and female supervisors will be provided for overnight (or longer) co-educational trips.

5.3 The teacher is responsible for ensuring that an acceptable level of student discipline is maintained.

5.4 To ensure appropriate student behavior and safety, the Principal is responsible for adhering adequate supervision for different activities as outlined in the "*Safety Guidelines for Physical Activity in Alberta Schools*".

5.5 Instructors who are not employed by the Division are eligible to be supervisors.

5.6 Everyone involved in the off-site activity/excursion must be dressed/equipped in a manner appropriate to the activities to be undertaken.

5.7 Volunteers must comply with the requirements of *Administrative Procedure 315 – Volunteers*. In addition, volunteers are expected to:

- 5.7.1 Know the details of the planned activity, and their specific duties and authority prior to departure;
- 5.7.2 Support and follow the school code of conduct;
- 5.7.3 Report any inappropriate conduct to the teacher-in-charge;
- 5.7.4 Adhere to the schedule on the itinerary;
- 5.7.5 Dress appropriately according to the type of activity; and
- 5.7.6 Fulfill their duties for the duration of the trip/excursion.

5.8 The teacher-in-charge will ensure that appropriate communication devices are taken on the off-site activity so that constant communication within the group and access to external communication is available as required.

5.9 Overnight trips require volunteer parent/guardian supervisors to provide a current (within the last three years) clean criminal record check and a vulnerable sector check. In consultation with the Superintendent or designate, unclean record checks will be reviewed.

5.9.1 For information related to recommended supervision ratios and instructional considerations, visit: Safety Guidelines for Physical Activity in Alberta Schools which is available on the website at:

[https://education.alberta.ca/media/160206/sg\\_pa\\_final\\_2014.pdf](https://education.alberta.ca/media/160206/sg_pa_final_2014.pdf)

5.10 For safety reasons, only students and staff may attend off-site activities.

## **6. Safety Guidelines**

With respect to student safety, the Principal and staff are to take reasonable measures to minimize the risk to students participating in off-site activities. Safety guidelines are as follows:

6.1 Outdoor activities should not be conducted when extreme environmental factors present a danger to student health and safety.

6.2 There is a pre-planned itinerary from which the trip supervisor will not deviate unless, in the opinion of the supervising teacher, it is necessary to do so in emergency or extenuating circumstances.

6.3 When off-site activities/excursions are planned for remote wilderness areas, the supervising teacher shall:

6.3.1 Provide to the Principal a report written by the supervising teacher or other qualified individual that provides an on-site visit review of the area prior to

requesting permission to take students on a trip to that particular location; such previews are to be undertaken whenever a new location is being considered for use, or when a location is being used for a different season of the year;

6.3.2 Be familiar with the area and with seasonal variations for the location they plan to visit;

6.3.3 Use professional guides when appropriate or as directed;

6.3.4 Have established safety and emergency procedures understood by all participants;

6.3.5 Ensure that appropriate communication devices are taken on the trip;

6.3.6 Ensure constant communication within the group and access to external communication as needed;

6.3.7 Inform appropriate local authorities such as the RCMP, forestry or park officials about the program, the location and route;

6.3.8 Establish procedures to contact the Principal via RCMP, forestry, or park officials in the event of an emergency;

6.3.9 Be aware of the location of the nearest accessible medical station;

6.3.10 Ensure that required permits, fishing licenses, and area use permits have been obtained from appropriate authorities; and

6.3.11 Ensure that if a group splits into two (2) or more independent travelling groups, each group must have a Division approved supervisor.

6.4 The possession and use of alcohol and/or illegal drugs by any participant, including staff and volunteer supervisors, is strictly prohibited during the duration of the off-site activity and applies to all off-site activities regardless of the age of the participants or

local laws, customs and culture. All participants shall be made aware of the local laws and customs that may impact their conduct and decisions.

## **7. Service Providers**

If the school does not have qualified staff or volunteers or the necessary equipment to instruct a specialized activity, a reputable service provider should be used. The service provider should be expected to instruct and supervise students in addition to school supervisors. Although a service provider is used, the teacher-in-charge is still required to complete a site assessment and risk analysis.

7.1 Most service providers require waivers to be completed by the client, however, since this measure is not valid or applicable in the case of minors it is necessary for the school to enter into an alternate contractual agreement. The Principal must ensure that the service provider has adequate insurance to cover the activity. Schools, teachers and students are not permitted to sign waivers from service providers where the school, teacher or student/guardian sign away their legal rights.

## **Specialized Activities**

The Division is a member of Alberta Risk Managed Insurance Consortium (ARMIC), which requires all members to follow the [SPHEREs Guidelines](#).

As schools plan activities for students, the SPHEREs guidelines should be reviewed, including the Fundamental Reading. These should be reviewed in conjunction with ARMIC's Activities List as ARMIC prohibits some high-risk activities. Both documents will evolve over time as the educational curriculum changes and as new standards emerge in school athletics program

If a school wants to engage in an activity that is not identified in SPHEREs, every effort should be made to compare the elements of the activity to recognized activities to identify and assess the risks.

If any element of the activity is prohibited by ARMIC, the whole activity is considered prohibited.

If the division remains uncertain of the risk and whether the activity might be prohibited due to some of its elements, the division should seek guidance from the Risk Management Committee.

For all activities undertaken the following questions should be considered:

- Have the SPHEREs Guidelines been reviewed?
- Is the activity prohibited by ARMIC?
- Is the school board the most appropriate host or sponsor of the activity? (i.e. should the activity be sponsored by a community or parent association or should the decision to engage in the activity rest solely with parents?)
- Does the activity have to be practiced or can it be demonstrated to reach the learning outcome?

- Are there safer alternatives that would achieve the same educational benefit?
- Is First Aid and CPR support available?
- Has an Emergency Action Plan been developed?
- Is emergency communication available?
- Are the instructors and supervisors of the activity qualified and have the appropriate certifications?
- Does the instructor have liability insurance, as required by SPHEReS?
- Are appropriate supervisors/chaperones available?
- Is the activity appropriate for the age, abilities, and size of the student group?
- Is there sufficient equipment available for the activity? Has it been inspected?
- Is safe transportation available?
- Have risk mitigation strategies been identified?

In the event the Division chooses to use a third-party vendor to host an activity and/or provide specialized training, school boards must take the following steps:

- Ensure all instructors are appropriately certified;
- Ensure an appropriate number of chaperones;
- Obtain a certificate of liability insurance.

In the event a third-party vendor refuses to provide a certificate of insurance, the school board should consider avoiding the activity or choosing another vendor. Additionally, if the vendor requires a waiver of liability:

- The school should consider avoiding the activity;
- A school cannot sign waivers on behalf of minors;

The use of a third party vendor can help limit the risk exposure to the Division and a prohibited activity can be conducted through a third party vendor but a Certificate of insurance for Commercial General Liability must be obtained with a minimum of \$2 Million or \$5 coverage identified, depending on the activity. The Division also should be listed as an additional insurer. All approvals for prohibited activity and certificates required must be submitted to Corporate Services for review and approval. ¶

## 8. Prohibited Activities

Prohibited activity: shall mean an activity that is not acceptable by The Sturgeon Public School Division and are those activities included, but not limited to: [Appendix A - Prohibited Activities List](#). Schools should not participate in prohibited activities unless through a third party vendor.

## 98. Water Activities

8.1 Each off-site activity that includes water-related activities must have a safety assessment, unless the activity is on an approved activities list.

8.2 All participants involved in sailing or boating activities must wear a Transport Canada approved lifejacket or Personal Flotation Device.

8.3 For activities involving canoeing, sailing or power craft, the activity must meet or exceed the Safety Guidelines for Physical Activity in Alberta Schools.

8.4 When canoe activities take place on lakes or rivers, the teacher must have visited the site prior to the trip and be familiar with the proposed route and the seasonal conditions at the time of the activity.

8.5 Adequate instruction and demonstration must be given to all participants involved before allowing the participants to undertake any water-related activity.

## ~~9. Hot Tubs/Swimming Pools~~

~~9.1 Students may not use swimming pools or hot tubs in proximity to swimming pools, unless there is a lifeguard on duty.~~



~~9.2 If the facility operator does not provide a lifeguard at a hot tub or swimming pool, students may use the hot tub/swimming pool if the school provides a lifeguard over the age of twenty (20) years with current certification in National Lifeguard Service (NLS), Standard First Aid, and CPR Basic Rescuer.~~

## 10. Skiing and Snowboarding

10.1 Downhill skiing and snowboarding, while considered High Risk activities, are acceptable for students in grades 4 to 12, if the following conditions are met:

10.1.1 Skiing or snowboarding are part of a well-balanced yearly program and reflect the school's commitment to quality physical education.

10.1.2 The activity includes, at a minimum, one (1) mandatory ski/snowboard lesson by a qualified instructor to identify student level of proficiency and provide safety guidelines on the hill.

10.1.3 Prior to the skiing or snowboarding trip, the teacher must:

10.1.3.1 Be familiar with the ski resort;

10.1.3.2 Contact the ski operator in order to arrange student identification and controls procedure; and

10.1.3.3 Understand the ski resort's emergency protocol.

10.2 Upon arrival at the ski resort, the teacher must:

10.2.1 Divide students into levels of ability as described by the parent's signed acknowledgement of the student's skier or snowboarder's classification.

10.2.2 Assist the ski resort staff with grouping students for their mandatory lesson.

10.2.3 Along with the ski resort staff, emphasize to the students that they will be given permission to use specified slopes or trails, and that the use of other slopes or trails is prohibited.

10.2.4 Assist the ski resort staff with controlling student access to slopes or trails.

10.3 At the conclusion of the mandatory lesson:

10.3.1 The ski resort instructor will identify the level of ability of the students and assign appropriate ski or snowboarding slopes or trails.

10.3.2 Students may begin supervised skiing and snowboarding on the assigned slopes or trails.

10.3.3 During the supervised ski time, students must ski in pairs or groups of three (3) or four (4).

10.3.4 The minimum supervision ratio for skiing and snowboarding is one (1) supervisor to fifteen (15) students: Grades 4 – 6; twenty (20) students: Grades 7 – 9; thirty (30) students: Grades 10 -12, including at least one (1) supervisor in the ski lodge.

10.3.5 Supervision of ski slopes must be carried out by supervising on a constant rotation system by supervisors.

10.3.6 All participants in skiing and snowboarding activities must:

10.3.6.1 Wear a CSA approved ski helmet; and

10.3.6.2 Ski or snowboard only on open runs within the ski area that match the student's level of ability as determined by the parent/guardian.

10.3.7 Snowboard Terrain Parks are excluded.

10.3.8 Use of snowblades, mini-skiing and ski boards are high risk activities and are not permitted.

## **11. Accidents and Emergencies**

11.1 If an accident occurs during an off-site activity/excursion, the supervising teacher must:

11.1.1 Assess the situation and if injuries have occurred, attend to the immediate medical concerns.

11.1.2 Determine whether the off-site activity/excursion will continue based upon all the circumstances.

11.1.3 Notify the Principal or designate at the earliest opportunity, if serious injuries have occurred so that the Principal or designate may inform the parent(s)/guardian(s).

11.1.4 Complete a Student Injury Report within forty-eight (48) hours of the incident, or as soon as possible upon return to the school, and forward it to the Superintendent or designate.

## **12. National and International Trips**

12.1 Protocol: School Leadership requires preauthorization by the Superintendent or designate prior to exploration of any International Trip and subsequent communication



with parents/guardians or students. **A written proposal must be submitted to the Superintendent or designate a minimum of six (6) months prior to any planned trip.**

12.2 Travel requests may be considered only after the following criteria has been applied:

12.2.1 Has there been an investigation to determine if this experience can be achieved in Canada?

12.2.2 Does this experience directly align with Student Learning Outcomes in the curriculum?

12.2.3 Is the potential destination considered safe to travel by Canadian Government Travel alert websites?

12.3 International Trips are considered only for grades 10 - 12.

12.4 The guideline for adult supervisor/student ratio is one to eight (1-8), with co-ed supervisors if both genders of students are attending the trip. Additional supervision is required for students with special needs or who require accommodations.

12.5 All trips require a minimum of two (2) supervisors.

12.6 Supervisors are expected to be Division employees of the school community.

12.7 All suitable staff must be notified by the Principal of possible international trip(s) at the school.

12.8 In order to meet the minimum number of required adult supervisors, staff supervisor's expenses are to be paid through the collection of international trip fees.

12.9 Non-supervisory adults cannot participate in a field trip.

12.10 Travel credits are not to be used for personal or family use; these credits must be turned over to the school to offset the cost of travel for students or to purchase merchandise for student use.

12.11 The Government of Canada strongly recommends that Canadian children carry a consent letter if they are travelling abroad alone, with only one parent/guardian, with friends, relatives, or with a group. Guidelines regarding Consent Letters are provided by the Government of Canada on their website:

<https://travel.gc.ca/travelling/children/consent-letter>

### 13. Approval

13.1 **For all off-site activities which occur during the school day**, written approval for the off-site activity is obtained by the teacher from the Principal prior to any expectations on the part of the students and/or parents/guardians that the off-site activity will occur. In seeking this approval, the teacher will complete the Off-Site Activity Proposal in CLEVR and submit to the Principal.

13.2 Parents/guardians are to be advised of the nature of the off-site activity and written permission for the child(ren) to attend is to be provided once all approvals have been granted.

13.3 **For activities which take place overnight**, written approval for the trip is obtained by the teacher from the Principal, and the Principal will obtain written approval from the Superintendent or designate, prior to any expectations on the part of the students and/or parents/guardians that the trip will occur. In seeking this approval, the teacher will complete the proposal in CLEVR and submit to the Principal, who will in turn submit to the Superintendent or designate.

13.4 The Superintendent or designate will review the proposed trip and may, depending on the type of trip, grant preliminary approval, which would indicate permission to proceed with the planning and communication processes or final approval.

13.5 Parents/guardians are to be advised of the nature of the trip and written permission for the child(ren) to attend is to be provided once all approvals have been granted.

#### **References:**

*Board Policy: [225 Role of the Board](#)*

*Board Policy: ~~[410 Fees](#)~~*

*Board Policy: [810 Off-Site Activities](#)~~Field Trips~~*

*Admin Procedure: [315 Volunteers](#)*

*Admin Procedure: [425 Purchasing Authority and Procedure](#)*

*Admin Procedure: [713 Alcohol and Substances in the Workplace](#)*

*[Student Injury Report Form](#)*

*[Off-Site Activities Annual Consent](#)*

*[Safety Guidelines for Physical Activity in Alberta Schools](#)*

#### **History**

2020 Jan 29 Initial Approval

2021 Aug 31 Amended

2024

## Administrative Procedure 470

# Cell Phone Provision

1663686420

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

### PURPOSE

Sturgeon Public Schools shall determine job responsibilities that may require the use of a cell phone device.

### PROCESS

The ~~Deputy Superintendent Education Services Associate Superintendent Corporate Services~~ shall be responsible for administering this Administrative Procedure.

### PROCEDURE

1. This procedure applies to all employees who, for safety or business continuity purposes, require a Division owned cell phone.
2. Eligibility criteria may include the following:
  - 2.1 The duties of the position require that the employee work regularly away from land line communication and needs to be immediately accessible.
  - 2.2 The duties of the position are such that immediate emergency response is critical or the employee is responsible for critical infrastructure or operational support and needs to be immediately accessible at all times.
  - 2.3 The duties of the position require a significant amount of travel during regular work hours or outside normal hours and related to Division business.
3. Rather than provide communication technology, the Superintendent or designate may instead reimburse an employee for the business use of their personal device in accordance with AP 871: Use of Personal Mobile Device for Division business.

### Division-Owned Cell Phone Devices:

3. Additional charges resulting from use of a division-owned cell phone that is not business related shall be reimbursed by the employee to the Division.
  - 3.1 Division-owned cell phones may be used for any legitimate safety, security or emergency purposes.
4. If the employee's illegitimate or illegal conduct results in the need to terminate or change

the cell phone contract, the employee shall bear the cost of any fees.

5. The employee is expected to return the division-owned device while on an extended leave of absence or upon their termination of employment.

### **General:**

6. Division owned cell phones must be password protected and locked when not in use.

7. If a division owned cell phone device is lost or stolen, the employee shall immediately report it to his/her supervisor, service provider and the Division Technology Services Department.

8. Roaming charges for business-related expenses shall have prior supervisor's written approval. Supervisors shall send an email to Accounts Payable and the Technology Services Department notifying them of additional charges to be incurred or reimbursed as well as the start and end dates of the roaming period.

9. Division owned cellphones will be enrolled into an MDM (Mobile Device Management) where settings will be forced in order to setup, inventory, manage and secure.

### References:

#### Admin Procedure:

~~300 Security of Personal and Division Information~~

~~865 Information and Communication Technology Cell Phone Allowance Request Form~~

~~Employee Expense Claim Form~~

~~Network Resources Responsible Use Protocol for Staff Form~~

*AP300 - Security of Personal and Division Information*

*AP865 - Information and Communication Technology*

*AP870 - Technology Resources Responsible Use SPS Staff Exhibit 1*

### **History**

2020 Jan 29 Initial Approval

## Administrative Procedure 500

# Child Abuse and Neglect Prevention

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

### PURPOSE

Children, as a matter of right, should be safe, secure and adequately cared for at home, at school and in the community.

The school has a responsibility to protect the confidentiality, safety and well-being of students where access by outside agencies for investigative purposes is required.

While parents/guardians have primary responsibility to ensure the welfare of their children, the helping professions and community institutions such as schools, human services, medical services, police and the courts have particular responsibility beyond that of citizens to safeguard children from abuse and neglect.

Under the *Child, Youth and Family Enhancement Act*, staff are obliged to report suspected cases of child abuse and neglect to appropriate authorities and, also, to cooperate as necessary with Children's Services, police and medical services in the investigation of alleged child abuse and neglect.

### PROCESS

School principals shall ensure that all school personnel and volunteers understand system expectations, prescribed behaviors by adults, and the physical, behavioral and emotional indicators of child abuse and neglect.

#### Obligation to Report

The *Child, Youth and Family Enhancement Act* outlines the legal obligation to report suspected neglect or abuse to the Children's Services Authority and provides protection from legal action against a person making a report unless the reporting is done maliciously or without reasonable and probable grounds. ▀

#### Obligation to Cooperate with Investigation

School system staff have a legal obligation and moral responsibility to work collaboratively with those involved in investigating alleged cases of child abuse or neglect.

The Investigation of child protection complaints is the responsibility of child welfare workers from the local Children's Services Authority, who may, where appropriate, be assisted by Police Services.

### PROCEDURE

#### 1. Reporting

##### 1.1 Internal Reporting

1.1.1 Any staff member having reasonable and probable grounds to believe that a student has been subjected to abuse or neglect, or who is concerned about abuse or neglect of a student, may consult with their Principal, the Vice Principal, their school counsellor, ~~the system psychologist,~~ or the Director of Learning ~~Support~~Services.

1.1.2 It is possible that allegations of child abuse may be made against teachers or other school personnel. In all such cases, the Principal and the ~~Associate~~Deputy Superintendent shall be informed, whether the report originates in the school or elsewhere.

1.1.3 If a staff member has reported suspected abuse or neglect of a child and remains uncertain of the child's safety following the report, they may pass information on to the Director of Learning ~~Support~~Services who may contact the appropriate Children's Services Director.

## 1.2 External Reporting

1.2.1 The staff member who has received the report has the legal obligation to contact the appropriate authorities of Children's Services. When such a report is made to Children's Services, the staff member must inform the Principal that a report has been made.

1.2.2 The Principal or designate shall ensure that a record of each report to Children's Services is recorded on the *Confirmation of Report to Alberta Children's Services form*. This form shall be stored confidentially in a counselling file and a copy submitted to the Director of Learning Support Services and not in the Cumulative Record uploaded to the PASI record .

1.2.3 Knowledge of a suspected case of child abuse or neglect is confidential and the details of a report to Child, Youth and Family Services shall be restricted to the staff member initiating the report and the school professionals they consulted within 1.1.1. Information should be disclosed in a manner that balances the safety of a child with confidentiality.

## 2. Cooperation with Investigation – Refer to AP505 Agencies Interviewing Students at School

### 2.1 Access to Students

2.1.1 *The Child, Youth and Family Enhancement Act* mandates investigation of suspected child abuse or neglect and provides authority for Children's Services workers and peace officers to enter schools. Access to students for investigative purposes is required where the student is an alleged victim of abuse or neglect. Investigators are expected to consider the convenience of school and student when negotiating a time for access.

### 3. Investigative Interviews with School Staff

3.1 Children's Services or police authorities, investigating a complaint of child abuse or neglect from whatever source, may wish to interview teachers or other school personnel having regular contact with the student or having other specific information pertinent to the investigation. The Principal will assist the investigators by identifying and facilitating these contacts.

### 4. Child Personal Safety Education

4.1 Principals of primary schools shall ensure implementation of the Safety and Responsibility outcomes from the Health & Life Skills program of studies.

## References:

*Child, Youth and Family Enhancement Act*

[Children's Services & Law Enforcement Disclosure Form](#)

[Confirmation of Report to Alberta Children's Services Form](#)

## History

2020 Jan 29 Initial Approval

2021 Sep 29 Amended

Freedom of Information and Protection of Privacy Provisions  
**Alberta Children's Services  
& Law Enforcement Disclosure**

-----  
Name of Public Body

hereby requests, pertaining to

-----  
Name of Student or Other Identifier

- Disclosure of personal information
- Access to the student
- Access to the staff regarding the student
- Access to surveillance recordings

Pursuant to: \_\_\_\_\_  
Statute (Act), Bylaw or Description of Purpose, **Case Number (if applicable)**

-----  
Requesting Official Name and Title

\_\_\_\_\_  
Date

Identification presented

-----  
Badge Number (if applicable)

**Sturgeon Public Schools Use**

Request    Approved    Denied

-----  
Principal (or Designate)

-----  
Date

References: Sturgeon Public Schools Administrative Procedure 505 – Agencies Interviewing Students at School





## Administrative Procedure 505

# Agencies Interviewing Students at School

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

## PURPOSE

Schools have a responsibility to protect the confidentiality, safety and well-being of students where access by outside agencies for investigative purposes is requested.

## PROCESS

The ~~Deputy Superintendent~~ ~~Associate Superintendent~~ Education Services or designate is delegated the responsibility of maintaining this Administrative Procedure.

## PROCEDURE

School level investigations shall be deferred to the police once an offense is believed to fall within the *Criminal Code*.

### 1. Interviewing of Students by Officers of the Law

1.1 The Principal or designate shall ensure that the following guidelines concerning interviewing of students by officers of the law are observed:

1.1.1 The officer shall be questioned as to the urgency of the matter.

1.2 The Principal or designate must allow the officer to proceed under the following circumstances:

1.2.1 if the officer possesses a warrant (either for arrest or search);

1.2.2 if the officer is "in hot pursuit" after the commission of an offence;

1.2.3 if the officer possesses blanket powers of search, etc., as defined by legislation (an example is drug offences);

1.2.3.1 The Principal or designate shall attempt to contact the parent or legal guardian of the student in order to apprise them of the situation prior to an interview.

1.2.3.2 In the event that the parent or legal guardian could not be contacted per Section 1.2.3.1, the parent or legal guardian shall be notified of the interview by telephone, failing that by registered letter.

1.2.3.4 In the absence of the parent or legal guardian, the student shall be informed that he/she has the right to have the Principal or designate remain with the student at all times during which the officer is present.

1.2.3.5 The Principal or designate will ensure that the student is advised of his/her rights as set out in Section 1.3.

1.3 The student has the right:

1.3.1 to be informed of the reason for the interview;

1.3.2 to contact a lawyer;

1.3.3 to not answer any question, except as to identity, and to the identity of his/her parents;

1.3.4 to be advised that statements he/she makes can be used against him/her in subsequent proceedings;

1.3.5 to know whether or not he/she is under arrest, and if so, the reason therefore;

1.3.6 to refuse to continue to answer questions until he/she has had an opportunity to obtain advice either from his parents, legal guardian or a lawyer.

1.4 An officer requested student interview that fails to answer the criteria as set out in Section 1.2 shall be informed that the interview must take place outside of school hours and premises.

### 1.5 Documentation Must be Maintained

1.5.1 The Principal shall ask the officer of the law to present identification, and to provide an explanation as to the nature of the investigation being conducted, to state reasons for wanting to conduct the interview in the school and to complete the *Alberta Children's Services & Law Enforcement Disclosure Form*.

1.5.1.1 A written copy of the *Alberta Children's Services & Law Enforcement Disclosure Form* will be kept by school administration for the current school year.

## 2. Interviewing of Students by Children's Services representative

2.1 ~~The Investigation of child protection complaints is the responsibility of child welfare workers from the local Child and Family Services Authority, who may, where appropriate, be assisted by Police Services.~~

2.2 ~~School authorities have a responsibility to cooperate with personnel from the Department of Children's Services and the Principal or designate also have a responsibility to the students to stand in loco parentis. Both of these areas of responsibility must be considered in instances when personnel from Children's Services request permission of school authorities to interview a student on school premises during school hours.~~

2.32 The Principal shall ask the Children's Services worker to present identification, and to provide an explanation as to the nature of the investigation being conducted, to state reasons for wanting to conduct the interview in the school and to complete an *Alberta Children's Services & Law Enforcement Disclosure Form*.

2.43 The Principal or designate shall ensure that the following guidelines concerning the interviewing of students are observed:

2.34.1 The Children's Services representative must acknowledge that the matter falls within their legislated right.

2.34.2 The Children's Services representative must complete and sign the *Alberta Children's Services & Law Enforcement Disclosure Form*.

2.54 The school shall attempt to contact the parent or legal guardian of the student in order to apprise them of the situation unless instructed by Children's Services not to do so.

2.65 ~~The Principal or designate shall inform the student that he/she has the right to request the Principal or designate be present during the interview.~~

To enable the student to speak freely and openly to the investigators, it is usually appropriate for the student and the investigators to be alone. Occasionally a student may request or require the reassuring but non-participating presence of a familiar staff member; therefore, there may be instances when the principal and the investigators agree that a school representative is to be present during the interview.

2.76 A written copy of the *Alberta Children's Services & Law Enforcement Disclosure Form* will be kept by school administration for the current school year.

## 3. Interviewing of Students by Other Agencies

3.1 Requested access to students by other external agencies without legislated access must be accompanied by a written consent of parent or guardian.

### **References:**

Admin Procedure: 500 Child Abuse and Neglect Prevention  
Alberta Children's Services & Law Enforcement Disclosure Form  
*Children First Act*  
*Child, Youth and Family Enhancement Act*  
*Freedom of Information and Protection of Privacy Act (FOIP)*

**History**

2020 Jan 29 Initial Approval  
2021 Sep 29 Amended

Freedom of Information and Protection of Privacy Provisions  
**Alberta Children's Services  
& Law Enforcement Disclosure**

-----  
Name of Public Body

hereby requests, pertaining to

-----  
Name of Student or Other Identifier

- Disclosure of personal information
- Access to the student
- Access to the staff regarding the student
- Access to surveillance recordings

Pursuant to: \_\_\_\_\_

Statute (Act), Bylaw or Description of Purpose, **Case Number (if applicable)**

-----  
Requesting Official Name and Title

\_\_\_\_\_  
Date

Identification presented

-----  
Badge Number (if applicable)

**Sturgeon Public Schools Use**

Request    Approved    Denied

-----  
Principal (or Designate)

-----  
Date

References: Sturgeon Public Schools Administrative Procedure 505 – Agencies Interviewing Students at School



## Administrative Procedure 515

# Homebound Students

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

### PURPOSE

Sturgeon Public School's students who are unable to attend regular school classes for medical reasons should be provided with alternate learning opportunities.

### PROCESS

The ~~Associate~~ Deputy Superintendent Education Services or designate shall be responsible for administering this Administrative Procedure.

### PROCEDURE

1. In order to be eligible for Homebound Student Services, a student must:
  - 1.1 Have written confirmation from a medical doctor indicating that the student is unable to attend school.
  - 1.2 Be capable of benefiting from Homebound Student Services.
  - 1.3 Be recommended for Homebound Student Services by the Principal of the school in which the student is enrolled.
2. The student will remain enrolled in the referring school and is considered excusably absent while receiving Homebound Student Services. A student receiving such services shall not lose Senior High School credits solely because of non-attendance.
3. Access to the referring school's supplies and resources shall continue during the period the student is receiving Homebound Student Services.
4. The Principal of the referring school remains responsible for the student's program.
5. Where appropriate, a student who has an expected absence of more than five (5) months shall be enrolled in courses provided by ~~Alberta Distance Learning~~ Sturgeon Learning Centre or another service provided by the Division.
6. The Principal of the referring school shall inform the Director ~~Student Services~~ Learning Services the need for Homebound Student Services for a qualifying student. The following information shall be provided:
  - 6.1 A copy of the medical report advising of the need for Homebound Student Services.
  - 6.2 Age, grade, program, home location, etc., of the student.
  - 6.3 The estimated length of time that Homebound Student Services will be necessary.
7. The Principal shall consult with the Director ~~Student Achievement and Results~~ Learning Services regarding the number of hours and type of service to be provided.
8. Upon approval of the request by the Superintendent or designate, the necessary personnel shall be engaged.
9. The Principal of the referring school shall retain responsibility for evaluation of the student and reporting progress to parent(s)/guardian(s).
  - 9.1 The teacher or teacher assistant providing the Homebound Student Services shall be accountable to, and report to the Principal of the referring school.

### References:

Board Policy 805 Home Education

### History

2020 Jul 24 Initial Approval

## Administrative Procedure 520

# Student Records Management

### Responsible Administrators:

Associate Superintendent Corporate Services

~~Deputy Associate~~ Superintendent Education Services

### PURPOSE

The Education Act directs that the Board ensure that a system of recording information is in place for each student enrolled in its schools.

A Student Record shall be established and maintained at the highest standard of integrity. It must be treated as confidential to the student, the parent/legal guardian, and to The Sturgeon Public School Division staff, and shall be used to promote the educational welfare of students.

### PROCESS

The Associate Superintendent Corporate Services and the ~~Deputy Associate~~ Superintendent Education Services are responsible for maintaining this Administrative Procedure and ensuring that the policies and procedures established by the Board relating to Student Records comply with the Student Record Regulation and the *Freedom of Information and Protection of Privacy Act (FOIP)*.

### PROCEDURE

1. For the purpose of this Administrative Procedure:

1.1 An independent student means a student who is:

1.1.1 18 years of age or older; or

1.1.2 16 years of age or older; and

1.1.2.1 who is living independently as determined by the Board in accordance with section 6 of the *Education Act*; or

1.1.2.2 party to an agreement under the *Child, Youth and Family Enhancement Act*, section 57.2.

1.2 Parent, unless otherwise specified, means in respect of a student or a child enrolled in an early childhood services program. Subject to subsection 1.2.6,

1.2.1 the guardian as set out in section 20 of the Family Law Act;

1.2.2 the guardian appointed under Part 1, Division 5 of the Child, Youth and Family

Enhancement Act, if the guardian notifies the Board in writing of the guardian's appointment; or

1.2.3 the guardian appointed under section 22 or 23 of the Family Law Act, if the guardian notifies the Board in writing of the guardian's appointment;

1.2.4 notwithstanding subsection 1.2.1, 1.2.2 and 1.2.3, the guardian of a student appointed under:

1.2.4.1 a temporary or permanent guardianship order under section 31 or 34 of the *Child, Youth and Family Enhancement Act*;

1.2.4.2 a permanent guardianship agreement under section 11 of the *Child, Youth and Family Enhancement Act*; or

1.2.4.3 a private guardianship order under section 56 of the *Child, Youth and Family Enhancement Act*, if the guardian notifies the Board in writing of the guardian's appointment; or  
1.2.5 notwithstanding subsection 1.2.1, 1.2.2, 1.2.3 and 1.2.4, the Minister of Justice and Solicitor General, if the student is in custody under the *Corrections Act*, the *Corrections and Conditional Release Act (Canada)*, or the *Youth Criminal Justice Act (Canada)*; and  
1.2.6 the authority of a guardian to act under the *Education Act* is subject to any limitation imposed by law on the authority of the guardian, and where a person claims to be a parent or guardian or claims the existence of any limitation on the authority of a parent or guardian, the onus is on that person to provide proof of the claim.

2. Student means a person who is:

2.1 enrolled in a school; or

2.2 required by the *Education Act* to attend school but does not include a child younger than six (6) years of age who is enrolled in an early childhood services program.

3. Administration of Security

3.1 The **Deputy Associate** Superintendent Education Services is responsible for record maintenance, security, and access to Student Records at the system level.

3.2 The school principal is responsible for record maintenance, security, and access to Student Records at the school level; and

3.3 All reasonable efforts must be taken to ensure that Student Records and Confidential Records are kept secure and confidential.

3.4 Files and other paper records must be kept in locked containers or in rooms that are not freely accessible to those who have neither a custodial responsibility nor a requirement for the performance of their duties; and

3.5 Electronic Student Records must be protected using access controls, including security levels, passwords, and other controls and procedures established by the **Deputy Associate**-Superintendent Education Services and school principals or their designate.

4. Types of Records

4.1 Student Record

4.1.1 A record is maintained for each student or child in the school in which that student is enrolled. It shall contain all information that is directly useful in facilitating the student or child's education and shall contain all information required in *Education Act, Student Record Regulation*;

4.1.2 The school principal or designate is responsible for establishing a Student Record for each student upon the student's initial registration at Sturgeon Public Schools; and

4.1.3 The school principal or designate is responsible for updating Student Records annually.

4.2 Confidential Record

4.2.1 A Confidential Record is a record kept separate from the Student Record and it contains information of a sensitive nature, the disclosure of which, in the opinion of the Superintendent, would clearly be injurious to the student or child; and

4.2.2 Retention and storage of Confidential Records must adhere to the standards of the professional regulatory body which guides the record keeper ie: Social Work, Psychology.



Counselling notes created by teaching staff and others not governed by another professional regulation, should be kept for a minimum period of one (1) full school year following the last supports provided to the student, with record destruction in June. Reports or materials placed in confidential files shall be stamped “Confidential” and must be stored in a locked container. The Student Record will indicate the existence of a Confidential Record.

## 5. Information included in Student Record

5.1 The Student Record for a student or child must contain all information affecting the decisions made about the education of the student or child that is collected and maintained by a Board, regardless of the manner in which the Student Record is maintained or stored, including:

5.1.1 the student’s or child’s name;

5.1.1.1 as registered under the Vital Statistics Act if the student or child was born in Alberta;

5.1.1.2 as registered under the applicable legislation of the province or territory in which the student or child was born, if the student or child was born in a province or territory of Canada other than Alberta; or

5.1.1.3 as shown on the documents under which the student or child was lawfully admitted to Canada, if the student or child was born outside of Canada and any other surnames by which the student or child is known.

5.1.2 the student identification number assigned to the student by the Minister and any student identification number assigned to the student or child by The Sturgeon Public School Division;

5.1.3 the name of the student’s or child’s parent or guardian;

5.1.4 proof of guardianship of the student or child and any documents evidencing limits on the guardianship of the student or child;

5.1.5 the birth date of the student or child;

5.1.6 the gender of the student or child;

5.1.7 the addresses, email addresses and telephone numbers of the student or child and of the student’s or child’s parent or guardian;

5.1.8 the name of the resident Board of the student;

5.1.9 the citizenship of the student or child and, if the student or child is not a Canadian citizen, the type of document pursuant to which the student or child is lawfully entitled to remain in Canada, and the expiry date of that document;

5.1.10 the names of all schools attended by the student or child in Alberta and the dates of enrolment, if known except for the names of any schools in respect of which including the name of the school would be contrary to subsection 7.1.4;

5.1.11 an annual summary, or a summary at the end of each semester, of the student’s or child’s achievement or progress in the courses and programs in which the student is enrolled;

5.1.12 the results obtained by the student or child on any:

5.1.12.1 provincial assessment under a program established by the Minister;

5.1.12.2 diagnostic test; and

5.1.12.3 standardized tests, under any testing program to all or a large portion of the students or children or to a specific grade level of students.

5.1.13 any accommodation or exemption in respect of a provincial assessment under a program established by the Minister;

5.1.14 in relation to any formal intellectual, behavioral or emotional assessment or evaluation administered individually to the student or child;

5.1.14.1 the name of the assessment or evaluation, a summary of the results of the assessment or evaluation, the date of the assessment or evaluation, the name of the individual who administered the assessment or evaluation; any interpretive report relating to the assessment or evaluation, and any action taken as program planning as a result of the assessment, evaluation or interpretive report, including, without limitation, the provision of specialized supports or services.

5.1.15 in relation to any formal intellectual, behavioral or emotional assessment or evaluation requested by the student's or child's parent or guardian and administered to the student or child by an independent party;

5.1.15.1 the name of the assessment or evaluation, a summary of the results of the assessment or evaluation, the date of the assessment or evaluation, the name of the individual who administered the assessment or evaluation; any interpretive report relating to the assessment or evaluation, and any action taken as program planning as a result of the assessment, evaluation or interpretive report, including, without limitation, the provision of specialized supports or services.

5.1.16 any health information that the parent or guardian of the student or child or the student wishes to be placed on the Student Record;

5.1.17 an annual summary of the student's or child's school attendance;

5.1.18 information about any suspension of more than one day or expulsion relating to the student or the student's rights pursuant to the *Education Act*, must be:

5.1.18.1 retained in the Student Record for a student; and

5.1.18.2 be removed from the Student Record for a student not later than three (3) years after the date on which the suspension or expulsion began.

5.1.19 if the parent or guardian of the student or child has the right to have the student or child receive primary and secondary school instruction in the French language under section 23 of the *Canadian Charter of Rights and Freedoms*, a notation to indicate that and a notation to indicate whether the parent or guardian wishes to exercise that right;

5.1.20 if the parent or guardian of the student or child or the student or child wishes to provide information that the student is of aboriginal ancestry, a notation indicating whether the student or child is Status Indian/First Nations, Non-Status Indian/First Nations, Métis or Inuit; and

5.1.21 if an individualized program plan is specifically devised for a student or child for a school year, the plan and any amendments to the plan must be placed on the Student Record of that student or child in addition to summaries of all individualized program plans for previous school years for that student or child.

5.2 Each year that a student or child is enrolled in a school operated by The Sturgeon Public School Division, the principal or designate must ensure that:

5.2.1 information included in the Student Record, subsection 5.1 must be updated in the Student Record for the student or child annually; and

5.2.2 any information to which subsection 5.1.18.2 applies is removed from the Student Record for the student or child annually.

6. The Sturgeon Public School Division will require a student's or child's parent/guardian or an independent student to provide an acceptable, legible copy of:

6.1 the student's or child's Birth Certificate, and, if applicable, Change of Name Certificate, if the student or child was born in Canada; or

6.2 another official document acceptable to the Division, referred to in subsection 5.1.1.3, if the student or child was born outside Canada; and

6.3 the student's or child's Canadian Citizenship Certificate or the document pursuant to which the student or child is lawfully admitted to Canada for permanent or temporary residence.

7. The Student Record for a student or child maintained or retained by The Sturgeon Public School Division must not include:

7.1 any information contained in:

7.1.1 notes and observations prepared by and for the exclusive use of a teacher, teacher assistant, counsellor or principal that are not used in program placement decisions; and

7.1.2 a report or an investigation record relating to the student or child under the Child, Youth and Family Enhancement Act; or

7.1.3 counselling records relating to the student or child that are or may be personal, sensitive, or embarrassing to the student, unless subsection 8 applies; or

7.1.4 any information that identifies a student as a young person as defined in the Youth Justice Act or the Youth Criminal Justice Act (Canada) and all information relating to that student in that capacity.

8. The Sturgeon Public School Division may include in a Student Record any information referred to in subsection 7.1.3 if, in the Board's opinion, inclusion of the information in the Student Record would be:

8.1 in the public interest; or

8.2 necessary to ensure the safety of students or children and staff.

9. The Division will exclude from a Student Record a test instrument or any part of it relating to a test, examination, assessment or evaluation referred to in subsection 5.1.12, 5.1.14 or 5.1.15, but if there is an appeal relating to the test, examination, assessment or evaluation or an evaluation of a student or child in respect of the test, examination, assessment, or evaluation, the persons referred to under section 56(3) of the *Education Act* may review the test instrument as if it were part of the Student Record.

10. Access to Student Records

10.1 The [Deputy Associate](#) Superintendent Education Services or the school principal shall ensure that the persons who, under section 56 of the *Education Act*, are entitled to review the Student Record of a student or child are informed that they are entitled to review the Student Record;

10.1.1 The following persons may review the Student Record maintained in respect of a student or child enrolled in an early childhood services program:

10.1.1.1 the student;

10.1.1.2 the student's parent or guardian, except where the student is an independent student;  
or

10.1.1.3 the parent or guardian of a child enrolled in an early childhood services program.

10.2 The Associate Superintendent Corporate Services, or the school principal, must ensure that the contents of a Student Record are disclosed;

10.2.1 in accordance with the *Freedom of Information and Protection of Privacy Act (FOIP)*;

10.2.2 in accordance with sections 56 and 70 of the *Education Act*;

10.2.3 to an employee of The Sturgeon Public School Division, if the information in the Student Record is necessary for the performance of the duties of the employee;

10.2.4 to the Minister of Education if the information is necessary for the performance of the duties of the Minister;

10.2.5 with proof of identity to:

10.2.5.1 the parent/guardian in the case of a child or a student who is under 16 years of age, or

10.2.5.2 the student or the parent/guardian in the case of a student is 16 years of age or older.

10.2.6 to the Department of Justice and Solicitor General or its designate when requested by the Department or its designate;

10.2.7 to a Medical Officer of Health (MOH) as defined in the Public Health Act or their designate, at their written request, for the purpose of contacting a parent or guardian of a student, or contacting an independent student, respecting voluntary health programs, including immunization, hearing, vision, speech and dental health programs, and for the purpose of communicable disease control;

10.2.7.1 a student's name, address, postal code, date of birth, gender, grade level and school;  
and

10.2.7.2 the name, address, postal code, telephone number and electronic address;

10.2.7.2.1 of parent or guardian of a student other than an independent student, or

10.2.7.2.2 of an independent student; and

10.2.7.2.3 any other information prescribed in the regulations.

10.2.8 to a Child Welfare Worker at their written request, subject to the *Child, Youth and Family Enhancement Act* and the workers presentation of picture identification containing their employee number;

10.2.9 to a school in accordance with the provisions for transfer of a Student Record in subsection 13 of this Administrative Procedure;

10.2.10 in accordance with any other regulation under the Act, or

10.2.11 upon request from either a Francophone regional authority or the Minister of Education for the purpose of disclosing information to a Francophone regional authority, disclose the name, address, date of birth, gender and school of a student or child whose parent or guardian has been noted under subsection 5.1.19, as having a right to have the student or child receive primary and secondary school instruction in the French Language under section 23 of the *Canadian Charter of Rights and Freedoms* and the name address and telephone number of the student's or child's parent or guardian.

## 11. Procedure for access to Student Records

11.1 Before access is given to a Student Record, the record must be reviewed by the school principal or designate, in accordance with the *Freedom of Information and Protection of Privacy*

*Act (FOIP)*, to ensure that there is no reference to, or personal information of others, included in the Student Record;

11.2 Information about a student that is excluded from the Student Record under subsection 5 of this Administrative Procedure may be requested under FOIP;

11.3 Persons who are entitled to examine the contents of a Student Record may do so on an appointment basis. The appointment can be made at the location where the record is housed or at another suitable place in the presence of the [Deputy Associate](#) Superintendent Education Services, school principal or their designate;

11.4 When a Student Record contains information, a test result or an evaluation or information administered by an employee or an agent of the Division who has relevant recognized expertise or training in the subject area, arrangements must be made as soon as possible for the employee, agent or a suitable alternate to be available for the purpose of providing an explanation and interpretation of its contents; and

11.5 When a record contains information prepared by a person who is not an employee or agent of the Division, the person who wishes to review, or has reviewed, the record must be referred to the originator of the information for an explanation and interpretation of its contents.

11.6 A request for a copy of a Student Record by an individual or agency other than a school to which the student has newly transferred must:

11.6.1 be in writing, include the identity of the individual or agency making the request and include a signature; and

11.6.2 identify what part of the record is to be released. In the event of a request for a paper copy of the Student Record, a cost recovery copying fee will apply.

## 12. Transfer of The Sturgeon Public School Division Student Records

12.1 Parental consent is not required to transfer The Sturgeon Public School Division Student Records;

12.2 If a student transfers from the Division to another school in Alberta:

12.2.1 the principal or designate of the school from which the student or child transfers may disclose the Student Record for the student or child containing the information referred to in subsection 5.1 to the receiving school; and

12.2.2 the school to which the student or child transfers may collect the Student Record for the student or child containing the information referred to in subsection 5.1.

12.3 If the Student Record for a student or child who transfers from a school in Alberta to another school in Alberta is not in electronic form, the Board from which the student or child transfers must, on receipt of a written request from the school to which the student or child transfers, send the original Student Record for the student or child containing the information referred to in subsection 5.1;

12.4 If a student or child transfers from the Division to a school outside Alberta, the [Deputy Associate](#) Superintendent Education Services or designate must:

12.4.1 send a copy of the student record for the student or child containing the information referred to in section 5.1; and

12.4.2 keep the original digital record for at least seven (7) years after the date the student could be expected to have completed grade 12, if the student had not transferred from the

school. 12.5 Additional documentation may be required for transfer of Student Records outside of Alberta or Canada.

### 13. Maintenance and storage of Inactive Student Records

13.1 Inactive Student Records will be centrally stored in the Division Central Office and will be maintained in accordance with record retention guidelines, pursuant to the *Education Act Student Record Regulation*.

### 14. Retention of Student Record

14.1 The Sturgeon Public School Division must retain the Student Record for a student or child containing the information referred to in subsection 5.1 for seven (7) years after the student or child ceases to attend a school operated by the Division or until the Student Record has been provided in accordance with subsection 12; and

14.2 If a student or child transfers from a school in Alberta to a school outside Alberta, The Sturgeon Public School Division must retain the Student Record for the student or child containing the information referred to in subsection 5.1 for seven (7) years after the date the student or child would have been expected to have completed grade 12 had the student or child not transferred from the school.

### 15. Compliance

15.1 The Sturgeon Public School Division delegates the [Deputy Associate Superintendent Education Services](#) to be responsible for ensuring that the policies and Administrative Procedures established by the Board relating:

15.1.1 to Student Records subsection 5; and

15.1.2 to information referred to in subsection 7; comply with this Administrative Procedure, the *Education Act*, the *Student Record Regulation* and the *Freedom of Information and Protection of Privacy Act*.

### **References:**

*Administrative Procedure: 300 Security of Personal and Division Information*

*Education Act Sections: 1(1), (2), (3), 6, 42, 43, 56, 65, 70, 201*

*Education Act Student Record Regulation*

*Provincial Assessment Directive*

*Canadian Charter of Rights and Freedoms Section 23*

*Child, Youth and Family Enhancement Act*

*Corrections Act*

*Corrections and Conditional Release Act*

*Family Law Act*

*Freedom of Information and Protection of Privacy Act (FOIP)*

*Freedom of Information and Protection of Privacy Regulation*

*Public Health Act*

*Vital Statistics Act*

*Youth Justice Act*

*Youth Criminal Justice Act*

**History**

2020 Jan 29 Initial Approval

2021 Aug 27 Amended



# **Recommendation to rescind this AP and rewrite AP 716 Healthy School Communities Comprehensive School Health to include any additions**

## **525: Counseling Services**

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

### **PURPOSE**

Sturgeon Public Schools believes in a community approach to assist all students in achieving their full potential. Counseling is an integral part of a healthy school community, which includes a continuum of supports and services.

### **PROCESS**

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

### **PROCEDURE**

1. The Superintendent of Schools shall ensure that counseling services are available to all Sturgeon Public Schools students as directed by the Board.
2. Principals shall ensure that counseling services are available to all students within their schools.
3. Counseling supports and services address students' educational, personal, social, emotional, and career needs. This is facilitated by the development of a continuum of supports and services, which includes a school counsellor, other school/ division staff, and parents/ guardians working together with community services and professionals.
4. Through a comprehensive counselling and wellness approach, school communities build welcoming, caring, respectful and safe learning environments that support healthy relationships and facilitate student learning. Each school is responsible for having a Counselling Wellness Plan that is the shared responsibility of the entire school staff.
5. Schools shall have counsellors who have successful certified teaching experience, current counselling knowledge and skills focused on communication, awareness, prevention, and intervention. This is supported divisionally through on-going professional development.
6. As outlined in the School Counsellor Handbook, the school counsellor shall:
  - 6.1 Take the lead in developing the Counselling Wellness Plan, coordinating services, and providing direct and indirect support to students, staff, and parents/guardians.
  - 6.2 Acknowledge the limited scope of their practice, which requires them to refer to specialized outside services to best meet the needs of students.

~~6.3 Support transitions and career planning.~~

~~6.4 Have a non-administrative assignment when possible.~~

~~7. Principals shall be responsible for monitoring and communicating the effectiveness of the counselling supports and services to appropriate stakeholders, in accordance with these guidelines.~~

**References:**

~~Sturgeon Public Schools—Counselling Wellness Plan  
School Counsellor Handbook~~

**History**

~~2020 Jan 29 Initial Approval~~

~~2020 Jul 24 Amended~~

# **716: Healthy School Communities- Comprehensive School Health**

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

## **PURPOSE**

Comprehensive School Health is an integrated approach that provides students and staff with opportunities to observe and learn positive health attitudes and behaviors. It includes a broad spectrum of programs, activities, partnerships and services that take place in schools and communities in order to enhance health and build productive and satisfying relationships across their community.

Health and education are interdependent: healthy students are better learners, and better-educated individuals are healthier. Research has shown that comprehensive school health is an effective way to enhance that linkage, improving both health and educational outcomes and encouraging healthy behaviors that last a lifetime. In the classroom, comprehensive school health facilitates improved academic achievement and can lead to fewer behavioral problems. In the broader school environment, it helps students develop the skills they need to be physically and emotionally healthy for life.

~~Sturgeon Public Schools believes that health and education are interdependent; healthy students are better learners and well educated individuals are healthier. Through a Comprehensive School Health approach, school communities will create a culture of wellness that is inclusive, collaborative and connected. Staff shall promote and support the physical, intellectual, spiritual, social, emotional and mental well-being of students and continuously strive to strengthen our capacity as a healthy setting for living, learning and working.~~

## **PROCESS**

~~Using a team approach to harmonize the four components of Comprehensive School Health students will be supported to realize their full potential as learners and as healthy productive members of society.~~

The ~~Associate~~ Deputy Superintendent Education Services shall be responsible for maintaining this Administrative Procedure.

## **PROCEDURE**

1.1 The school staff shall address the four distinct but ~~inter-related~~ interrelated components that provide a strong foundation for a healthy school. ~~of Comprehensive School Health.~~

1.1.1 Social and Physical Environment includes the quality of the relationships between the school community, the emotional well-being of students and the buildings, grounds, play spaces and equipment in and around the school.

1.1.2 Teaching and Learning includes resources, activities and curriculum where students gain skills and knowledge related to health and wellness.

1.1.3 Healthy School Policy includes practices, decision-making processes, policies and procedures that promote and support health and wellness.

1.1.4 Partnerships and Services includes connections between schools, families, community organizations, health services and other sectors that support student health.

1.2 Physical wellbeing: the ability, motivation and confidence to make choices that result in healthy growth, development, and care of the body.

1.2.1 Active living: developing knowledge, skills and attitudes that correspond with leading a healthy, active lifestyle.

1.2.2 Healthy eating: promoting healthy food choices and healthy attitudes about food.

1.3 Mental Health: the capacity of each of us to feel, think and act in ways that enhance our ability to enjoy life and deal with the challenges we face (Public Health Agency of Canada).

1.4 Positive Social Environments: building a predictable and safe environment, relating positively and respectfully to others, and supporting a strong sense of belonging and connection.

2.0 Division schools and work environments work towards creating and maintaining environments that support a division culture of health and wellness by:

2.1 recognizing the importance of students' and staff' wellness;

2.2 establishing environments that support and integrate active living, healthy eating and positive social environments;

2.3 acknowledging that active living, healthy eating, and mental health play significant roles in students and staff' overall health and wellness; and

2.4 promoting healthy attitudes toward active living, healthy eating, mental health and positive social environments.

3.0 Division schools and work environments work towards supporting active living by:

3.1 encouraging successful and meaningful engagement in physical activity and encourage lifelong fitness; and

3.2 encouraging students to engage in physical activity inside and outside of regular curriculum (e.g. community events, clubs, special events, teams, intramurals, etc.) to support their development as healthy, active learners.

4.0 Division schools and work environments work towards supporting healthy eating by:

4.1 fostering knowledge, skills and attitudes that promote healthy eating, promoting nutrition education and create an environment of positive food messages;

4.2 establishing a strong connection between nutrition education and foods available at the school/workplace;

4.3 creating an environment where healthy foods are available, accessible and promoted as the best choice; and

5.0 Division schools work towards supporting mental health by:

5.1 implementing school-wide approaches that increase understanding of mental health and mental illness;

5.2 supporting strength based approaches that build resilience;

5.3 supporting social-emotional learning and regulation;

5.4 offering a continuum of supports including universal, targeted and specialized supports and services; and

5.5 partnering with community and health service providers to promote access to service.

6.0 Division schools work towards supporting positive social environments by:

6.1 fostering relationships between students, staff, the school division and community;

6.2 supporting and embedding character education programs to support emotional well-being, creating learning environments where emotional well-being is role modeled and developed in students;

6.3 accessing resources and links with community agencies, partners and support networks to help students develop the skills to be aware of and monitor their emotional well-being;

6.4 recognizing the importance of students' emotional, social, intellectual and physical wellness to their success in school and expect students to adhere to the Division's Code of Conduct and schools' code of conduct;

6.5 promoting digital citizenship education including a proactive approach regarding the physical and psychological health risks of technology; and

6.6 encouraging reporting to a responsible adult all incidents of threats, bullying, harassment, violence, intimidation or discrimination.

## 1. Social and Physical Environment

Staff shall:

~~1.1 Create welcoming, caring, respectful and safe~~ ~~inclusive, safe and healthy~~ learning environments that respect diversity and nurture a sense of belonging and positive sense of self for all students and staff.

~~1.2 Create learning environments where social-emotional, physical and nutritional well-being are modeled and developed in students and staff.~~

~~1.3 Recognize that the buildings, grounds, play spaces and equipment in and surrounding the school should be safe and promote a healthy, active lifestyle.~~

## 2. Teaching and Learning

Staff shall:

~~2.1 Integrate health and wellness across curricular areas.~~

~~2.2 Promote and encourage the development of physical, social-emotional, and nutritional competencies.~~

~~2.3 Encourage students to think critically about the impact of their choices on their current and long-term health.~~

~~2.4 Have access to professional learning opportunities and resources related to health and well-being.~~

### 3. Healthy School Policy

Staff shall:

~~3.1 Meet all provincial curricular requirements with respect to Daily Physical Activity (DPA), Physical Education, Health, and Career and Life Management (CALM).~~

~~3.2 In consultation with school councils, develop a practice, where healthy foods are available and promoted as the healthier choice.~~

~~3.3 Welcome, care for, respect and create safety for everyone in Division schools, in accordance with the Education Act.~~

~~3.4 Include school-level practices for healthy schools within the school's Counseling and Wellness Plan.~~

### 4. Partnerships and Services

Staff shall:

~~4.1 Foster positive connections between the school and families.~~

~~4.2 Engage in developing supportive working relationships within schools and within the Division.~~

~~4.3 Where appropriate and possible partner with community organizations to deliver and support programs and services to collectively advance healthy school communities.~~

### **References:**

~~Admin Procedure: 525 Counselling Services~~

~~Policy 110: Welcoming Inclusive, Safe and Healthy Environments~~

~~Policy 900: Student Conduct and Discipline~~

~~Admin. Procedure 711: Welcoming Inclusive, Safe and Healthy Environments~~

~~Comprehensive School Health Approach- Alberta Health Services~~

~~Working Together to Support Mental Health in Alberta Schools- Alberta Education~~



Public Health Agency of Canada

Education Act: Section 33.1

Joint Consortium for School Health (JCSH)

~~Physical Education Programs of Study~~

~~Health and Career and Life Management Programs of Study~~

~~Daily Physical Activity: A Handbook for Grades 1-9 Schools~~

~~Guide to Education, ECS to Grade 12: "Daily Physical Activity Policy, Daily Physical Activity (Grade 1 to 9")~~

~~Alberta Nutrition Guidelines for Children and Youth (Choose Most Often, Choose Sometimes, Choose Least Often from Alberta Nutrition Guidelines for Children and Youth)~~

## **History**

2020 Jan 29 Initial Approval

2020 Jul 24 Amended

# 728: Training of SPS Staff in ~~Non-Violent Crisis Intervention (NVC)~~ **Therapeutic Crisis Intervention for Schools (TCIS)**

Responsible Administrator: ~~Deputy Associate~~ Superintendent Education Services/Associate Superintendent Human Resources

## PURPOSE

Sturgeon Public Schools believes in the importance of establishing and maintaining a welcoming, caring, respectful and safe working and learning environment.

## PROCESS

The ~~Deputy Associate~~ Superintendent Education Services in concert with the Associate Superintendent Human Resources will ensure that trainers are available to offer **Therapeutic Crisis Intervention for Schools** ~~the Non-Violent Crisis Intervention (NVC) Training program~~ to Division staff.

## PROCEDURE

1. ~~The Director of Learning Services~~ **Principals** shall develop and implement an information and training program ~~for the Division and to support schools.~~

2. **Principals shall implement an information and training program within their school:**

~~24.1~~ School staff shall become aware of the health, safety and medical needs of those students with whom they interact. In keeping with FOIP regulations, the school shall inform the parents/guardians of the need to inform those staff members working with the child of the need to share appropriate information on the child.

~~24.2~~ Principals shall give preference to individual staff members who hold current **TCIS** ~~NVC~~ certification for staffing programs for special needs students.

~~24.2.1~~ Each school shall maintain an adequate number of staff trained in **Therapeutic Crisis Intervention for Schools** ~~Non-Violent Crisis Intervention.~~

24.2.2 The number of staff requiring ~~TCIS NVCI~~ certification training shall be determined annually by the Principal in consultation with the Director of Learning ~~Services Support~~ after consideration is given to known student needs.

2. ~~TCIS NVCI~~ training shall be of two types:

2.1 Initial training shall be available ~~semi - annually~~ usually in ~~October and January~~ ~~February~~.

2.2 Recertification training shall ~~occur throughout the school year requiring 10 hours of refresher training to be assessed available~~ annually usually in ~~June~~ ~~August~~.

3. To maintain certification, staff members shall receive ~~TCIS NVCI~~ recertification training every ~~year~~ ~~two years~~.

4. ~~Positions Centralized programs~~ that have potential for high rates of student behaviour shall be staffed with certified ~~TCIS NVCI~~ employees, or with employees who shall have access to ~~TCIS NVCI~~ training.

5. All staff shall be provided Professional Development to become TCIS Knowledgeable at the beginning of the school year through a 6 hour training module. This will be presented to staff by a ~~Train-the-Trainer~~ of TCIS or a fully certificated TCIS staff member.

#### History

2020 Jan 29 Initial Approval

2020 Jul 24 Amended

# 865: Information and Communication Technology

Responsible Administrator: Deputy Superintendent of Education Services

## PURPOSE

To ensure technology is used in the service of learning and supports efficient system administration and operations.

## PROCESS

The ~~Deputy Superintendent Education Services~~ ~~Associate Superintendent Corporate Services~~ shall maintain and facilitate this Administrative Procedure.

## PROCEDURE

1. The Superintendent or designate shall ensure technology is aligned in support of the Three Year Education Plan.
2. The ~~Deputy Superintendent Education Services~~ ~~Associate Superintendent Corporate Services~~ shall be responsible for the oversight and monitoring of the Division Technology ~~Funding and~~ Evergreening Plan.
  - 2.1. Technology purchases, deployment, installation and associated costs included in the Division's Technology ~~Budget and~~ Evergreening plan are the responsibility of the Division's Technology Services Department.
  - 2.2. The Division's Evergreening Plan includes ~~computing~~ technology for ~~students,~~ teachers, administrators, administrative support and system software.
  - 2.3. Schools wishing to add, modify or enhance technology ~~beyond the existing Technology Budget and Evergreening Plan~~ will contact the Director of Technology and Logistics to ensure compatibility. ~~The and~~ associated costs ~~are distributed, including labour at a rate of \$50.00/hour,~~ to the school based budget.
  - 2.4. The Principal, in collaboration with the Technology Services Department, shall review annually and implement the school plan for school-based technologies within available budget allocations.
3. The Principal, in consultation with the Technology Services Department, shall be responsible for the development, implementation, and evaluation of the school technology plan in alignment with the Division's Three Year Education Plan. The annual school plan shall ensure:
  - 3.1. Equitable and appropriate access to devices, network resources, and other technologies for all students.
  - 3.2. Appropriate access to devices, network resources and other technologies for staff in the performance of responsibilities.
4. Software

- 4.1. Principals must ensure the Director of Technology and Logistics is consulted before any device accesses the network to seek approval.
  - 4.1.1. Installation of new technology must be managed by the Technology Services Department.
5. Guidelines for Purchases
  - 5.1. Technology purchases are based on Division standards.
  - 5.2. The Technology Services Department responds to requests for service through the HelpDesk.
  - 5.3. There are no costs associated with allocating existing resources (i.e. software licenses and devices)
  - ~~5.4. Facility Services prioritizes emergent requests for repairs through their HelpDesk.~~
6. Guidelines for Remote Access into Division Equipment
  - 6.1. The Technology Services Department can investigate what could be defined as meta data. This would include:
    - 6.1.1. Who is or has logged into a computer
    - 6.1.2. What is running on that computer; Processes, DLLs, Tasks, Executables, etc.
    - 6.1.3. Details of the computer's state. I/O, RAM/HD/CPU utilization etc
  - 6.2. The Technology Services Department should not access the following without express permission of the user (staff), or the Principal in the case of a student device:
    - 6.2.1. Specific files or their content.
    - 6.2.2. Screen visual or what is being displayed on the screen.
    - 6.2.3. Audio content or what is currently playing on the device.
    - 6.2.4. Microphone or Camera. These devices should not be turned on, nor their feeds accessed.
    - 6.2.5. Geolocation data, should the device provide this. The concern is that it may reveal a person's private address and if they have not shared that with the Division, this would seem inappropriate.
  - 6.3. In case of an emergency, the Director of Technology and Logistics can override the above if they believe the network, systems or data are in danger of being compromised or damaged in any way. They must provide clear and documented reasons for why this action was taken.
  - 6.4. All investigations should be logged in to a location and through a process that allows it to be retrieved if requested.
  - 6.5. This guidance does not translate to BYOD devices. The most that Technology Services can do is capture a specific MAC and/or IP and the traffic related to that device. The Principal would need to do a specific investigation in the school, with the student and parent.

## History

2020 Jan 29 Initial Approval

2024 Feb 29 Revision 14

# 870: Responsible Use of Technology Resources

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

## PURPOSE

Sturgeon Public Schools (SPS) provides staff and students with technology resources that support teaching, learning or administrative operations. The Division also allows personal devices to access the network.

## PROCESS

The ~~Deputy Superintendent Education Services Associate~~ ~~Superintendent Corporate Services~~ is responsible for this Administrative Procedure and shall review with principals and other supervisors on an annual basis.

## PROCEDURE

1. Principals and supervisors shall review the following documents with all ~~school-based~~ employees that report to them on an annual basis:
  - 1.1. this Administrative Procedure;
  - 1.2. Responsible use of Technology Resources Agreement - Staff (Exhibit 1); and,
  - 1.3. AP 300 Security of Personal and Divisional Information.
2. The Division promotes a culture of innovation and learning through the responsible and ethical use of Artificial Intelligence (AI). AI tools must be reviewed for privacy, bias, discrimination, accuracy, and the potential harm that may come with their use. No student identifying information may be uploaded into any type of AI tool.
3. The Responsible use of Technology Resources Agreement - Staff (Exhibit 1) will be signed by all SPS staff annually.
4. The Human Resources Department shall ensure that all new staff members have signed the Responsible use of Technology Resources Agreement - Staff (Exhibit 1) during the orientation process.
5. Principals shall ensure teachers review on an annual basis, the Responsible Use of Technology Resources Agreement - Students (Exhibit 2) with all students within the context of digital citizenship.



6. The Responsible Use of Technology Resources Agreement - Students (Exhibit 2) will be reviewed and signed by ~~parents~~parent/guardians and students annually.
7. The Division may authorize the executive of the respective employee association or union to use technology resources to conduct association or union business.
8. Technology resources shall not be used to campaign, canvass for support, debate, or in any other manner encourage Division employees to take political action.
9. Technology resources shall not be used to promote positions in conflict with Division policies, programs, or other operational guidelines or directives.
10. For network security and the safety of all users, Sturgeon Public Schools monitors network activity. If the Division discovers activities that do not comply with applicable law or Division policy, records will be retrieved in accordance with due process.

## References:

Admin Procedure:

300 Security of Personal and Division Information

721 Teachers and Professional Development

727 Support Staff and Professional Development

865 Information and Communication Technology

875 Personal Electronic Devices

Exhibit 1 – Responsible Use of Technology Resources Protocol Staff

Exhibit 2 – Responsible Use of Technology Resources Protocol Students

History

2020 Jan 29 Initial Approval

2021 Aug 10 Amended

# 870: Exhibit 1 - Responsible Use of Technology Resources Protocol Staff

Date: August 10, 2021

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

## PURPOSE

Sturgeon Public Schools provides staff with technology resources that support teaching, learning or administrative operations. Technology resources refers to all resources on the Division ~~network including network of including~~, but not limited to, Internet access, ~~email-mail~~ accounts, installed software, personal file storage areas and all hardware attached to the network.

## PRINCIPLES OF USE

- All technology resources are intended for education and administrative use.
- As the owner of all technology resources, The Division retains the right to monitor their use.
- The use of technology resources is subject to all policies and procedures of both the Division and individual schools/sites related to technology, property or conduct.

## CONDITIONS OF USE

- Staff are expected to use technology resources to further the mission of the Division. Personal use of these resources is NOT permitted.
- ~~Staff are encouraged to consider the responsible and ethical use of Artificial Intelligence (AI) tools for professional creation of materials. Staff who choose to use AI tools will:~~
  - ~~Ensure no student identifying information is uploaded into any type of AI tool.~~
  - ~~Acknowledge using AI if the content is generative and large parts will be used as new ideas, content, or shared as facts or statements.~~
  - ~~Do so in a manner that upholds a commitment to privacy, safety, ethical and professional standards, demonstrating the importance of digital citizenship and thoughtful application of technology.~~

- Staff will ensure that publishing of any personal information about themselves or other network users on the Internet or in publicly viewed files meets the FOIP guidelines established by the Division.
- Staff who discover inappropriate material on the network are expected to advise their school administrator and/or the ~~Deputy Superintendent Education Services Associate~~ ~~Superintendent Corporate Services~~.
- Staff will use their assigned login only in the manner intended. This includes accessing only network resources assigned to their login. Staff will not use another person's files, output, or credentials.
- Staff are responsible for the security of access (login and password) to their network resources and will not share the credentials with anyone.
- In order to protect personal and corporate identities, staff must adhere to the password protocol which includes password history limitations and password age, length and complexity.
- Staff will not decrease the operation of or access to technology resources through inappropriate use of technology resources, malicious activity directed against technology resources, or ~~through~~ unauthorized use of personal program/data files.
- Staff will follow the procedures in AP 300 Security of Personal and Division Information and AP 870 Responsible Use of Technology Resources.
- Consequences of inappropriate use of technology resources could include loss of network privileges, suspension, financial liability for damages, and disciplinary or legal action.
- In the event of damage to a resource, the school or department will be responsible for the cost of the repair, remediation or replacement (whichever is deemed most feasible) of the resource(s) that is/are damaged. It is at the discretion of the Principal or head of the department if the cost is to be transferred to the individual responsible for the damage.
- Examples of Technology Resources

Below are examples of what items fall under the classification of technology resources:

Desktop PC Computers	Scanners	Speakers
Laptop or Notebook Computers	Document cameras	Digital camera
Chromebooks	Monitors	Media/DVD player
Mobile phones	Hallway displays	Printers and 3D Printers
iPads and other tablets	Gymnasium audio/visual equipment	Web cameras
Interactive Displays – LOFT	Desktop phones	STEAM Robotics
Multimedia Projectors	Keyboards/Mice	Account Login

## ACKNOWLEDGEMENT

I understand and agree to follow the conditions of this Responsible Use Protocol. I have read AP 300 and AP 870 and understand the procedures.

Staff Member (Print): \_\_\_\_\_

Staff Member Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Admin Procedure:

300 Security of Personal and Division Information  
721 Teachers and Professional Development  
727 Support Staff and Professional Development  
865 Information and Communication Technology  
875 Personal Electronic Devices

# 870: Exhibit 2 - Technology Resources Responsible Use Protocol Students

Date: August 10, 2023

Responsible Administrator: Deputy Superintendent Education Services

## PURPOSE

Sturgeon Public Schools provides students with technology resources that support learning. Technology resources refers to all resources on the network of Sturgeon Public Schools including, but not limited to, Internet access, email accounts, installed software, personal file storage areas and all hardware attached to the network.

## PRINCIPLES OF USE

- All technology resources are intended for educational use.
- As the owner of all technology resources, Sturgeon Public Schools retains the right to monitor their use.
- The use of technology resources is subject to all policies and practices of both Division and individual schools/sites related to technology, property or conduct.

## CONDITIONS OF USE

- Students shall use technology resources for appropriate educational purposes only.
- Students over 13 years of age are allowed to consider the responsible and ethical use of Artificial Intelligence (AI) tools for support in their learning and education. This can only be done if the following is agreed to and completed:
  - Teachers have discussed appropriate and in-appropriate and responsible use of AI in learning and education with the student.
  - Parents are fully aware of which tool(s) will be used and how each is used.
  - During use, the student will ensure that no student or school identifying information is uploaded into any type of AI tool. Identifying information may include ~~Such as~~ the name of any students, teachers, or the school name or the Division.
  - The use of AI is acknowledged or credited in any ~~projects or summative assessment activities~~ work the student submits. Submitting work supported by AI without acknowledging its use will be considered academic misconduct.

- AI is used ~~Do so~~ in a manner that upholds a commitment to privacy, safety, and ethical standards, demonstrating the importance of digital citizenship and thoughtful application of technology
- Students who discover material on the network that is inappropriate or makes them feel uncomfortable should report the material to a staff member.
- Students will use their assigned login only in the manner intended. This includes accessing only network resources assigned to their login. Students will not use another person's files, output or credentials.
- Students are responsible for the security of access (login and password) to their network resources and will not share their credentials with anyone.
- Access to technology resources with personal devices is subject to Administrative Procedures 865 - Information and Communication Technology, 900 - Student Conduct, and individual school policies and practices.
- Consequences of inappropriate use of network resources could include disciplinary action including, but not limited to, loss of network privileges, recommendation for withdrawal from a course, suspension, financial liability for damages, or legal action.
- In the event of damage to a resource, the school or department will be responsible for the cost of the repair, remediation or replacement (whichever is deemed most feasible) of the resource(s) that is/are damaged. It is at the discretion of the Principal or head of the department if the cost is to be transferred to the individual responsible for the damage.

## Examples of Technology Resources

Below are examples of what items fall under the classification of technology resources:

Desktop PC Computers	Scanners	Speakers
Laptop or Notebook Computers	Document cameras	Digital camera
Chromebooks	Monitors	Media/DVD player
Mobile phones	Hallway displays	Printers and 3D Printers
iPads and other tablets	Gymnasium audio/visual equipment	Web cameras
Interactive Displays – LOFT	Desktop phones	STEAM Robotics
Multimedia Projectors	Keyboards/Mice	Account Login

Please place a checkmark by each statement below to indicate you have read and understand the "Responsible Use of Technology".

<b>Responsible Use of Technology</b>	<b>Agree</b>
--------------------------------------	--------------

Teachers and School Administration will guide my use of technology at school.	
I will use technology while at school for educational purposes, and at times when teachers or School Administration allow.	
I will be careful with school technology, and treat it respectfully.	
I will be careful about the personal information I share online. If I am unsure of a site or a request for information, I will check with my parents and my teacher before proceeding.	
If I accidentally access a site that is not appropriate for school, I will close my browser and let my teacher know.	
I will not download or install any software, music, movies or shared files of any kind.	
I will protect my password and not share it with any other students.	
I will log out of computers or Chromebooks when I am not using them.	
I will not use the account of another student or teacher to access technology.	
I will not use technology while at school to distract others from learning.	
I will work with my teacher to better understand if the information I find online is accurate and reliable.	
I will give credit for any photos or information I find online and use for assignments.	
I understand that my use of school technology or the Division provided account is under the supervision of my teacher or School Administration. If they have reason to think I have been using technology inappropriately, they may look at my account, files, and logs to see my activities.	
I understand that my access to technology and/or the Internet may be removed by my teacher or the School Administration if I have not used it responsibly.	

Students may bring personal technology to school. However the security and maintenance of that device remains the responsibility of the student. Also, each year, teachers will review the Student Code of Conduct, which includes guidelines for using personal communication devices. Should a student misuse a personal device while at school, their access to the device may be removed, and repeated misuse may result in the student not being allowed to bring a personal device to school.

Please place a checkmark by each statement below to indicate you have read and understand the “Use of Personal Device Responsibilities”.

<b>Use of Personal Device Responsibilities</b>	<b>Agree</b>
I will only connect to the school wireless network and not plug my personal device into the wired network at school.	
I will ensure my device is up-to-date and has virus protection software installed.	
I will not use peer-to-peer software or web-hosting services for the purpose of downloading music, video, or software while connected to the school wireless network.	
I will only use my device when my teacher or School Administration indicate it is the right time to do so.	
I will not use my device to record audio, take pictures, or record video of anyone at school without their expressed permission and the expressed permission of a staff member.	
If my teacher or School Administration have reason to think I have misused my personal device they may ask me to show the device memory to indicate what audio, pictures, or video I may have taken, and direct me to delete files that I did not have	



permission to create or that violate the privacy of others.	
I understand the care, maintenance, and security of my device is my own responsibility.	
I understand that the school is not responsible for the loss, theft or damage of my device. I am fully responsible for my own property while it is at school.	

## Acknowledgement

I have read with my child, understand and agree to follow the conditions of this Responsible Use Protocol.

Parent/Guardian name (print): \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Student Name (print): \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Admin Procedure:

300 Security of Personal and Division Information

721 Teachers and Professional Development

727 Support Staff and Professional Development

865 Information and Communication Technology

900 Student Conduct

## Administrative Procedure 875

# Personal Electronic Devices

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

### PURPOSE

The responsible use of personally owned digital devices for instructional purposes can support the learning process and the administration of business operations.

### PROCESS

The ~~Deputy Superintendent Education Services Associate~~ ~~Superintendent Corporate Services~~ will be responsible for administering this Administrative Procedure.

### PROCEDURE

- The Deputy Superintendent Education Services or designate shall establish ~~Administrative Procedures policy~~ and guidelines to ensure the responsible use of personally owned digital devices for instructional purposes within the school environment.
- All FOIP guidelines and agreements must be followed when capturing images or video of students or staff. Further, when staff are capturing images or video they must consider the following:
  - Division owned technology should be used when capturing images of students or staff for use in publications, websites or on Social Media.
  - When it is not possible to use Division technology, staff may use their personal device, provided all FOIP guidelines and agreements are followed and any files are deleted from the device within 14 days. Staff must also ensure no copies remain on the device, including any backup cloud services.
- ~~The Principal shall publish annually the Division's policy and guidelines in the student handbook as part of a program to teach the practices of responsible digital citizenship.~~
- The Division's policy and guidelines may make provision for consequences for failure to practice responsible use of personally owned digital devices. This may include, but is not limited to, temporary confiscation, loss of network privileges, recommendation for withdrawal from a course, suspension, financial liability for damages, or legal action.

### References:

Admin Procedure: 300 Security of Personal and Division Information

Admin Procedure: 721 Teachers and Professional Development

Admin Procedure: 727 Support Staff and Professional Development

Admin Procedure: 865 Information and Communication Technology

~~Admin Procedure: 870 Responsible Use of Technology Resources~~

### History

2020 Jan 29 Initial Approval

## **Administrative Procedure 901**

### **Student Conduct**

**Responsible Administrator: Deputy Superintendent, Education Services**

#### **PURPOSE**

Sturgeon Public Schools recognizes its responsibility to maintain a welcoming, caring, respectful and safe learning and working environment in schools.

#### **PROCESS**

The Deputy Superintendent, Education Services shall be responsible for administering this Administrative Procedure.

#### **PROCEDURE**

1. Principals shall develop a written School Code of Student Conduct consistent with Board Policy 900 Student Conduct and Discipline and in consultation with students, parents/guardians, School Council and staff. The School Code of Student Conduct shall be reviewed annually with any revisions communicated to the Deputy Superintendent, Education Services.
2. Principals shall make copies of the School Code of Student Conduct available to students, parents/guardians and staff, on the school's website and in print if requested.
3. Principals shall review the School Code of Student Conduct with School Council annually.
4. Schools shall review the School Code of Student Conduct with all students annually.
5. A school code of student conduct shall include:
  - 5.1 expectations for student behavior;
  - 5.2 a range of specific corrective measures that will be taken when students are found responsible for unacceptable behaviour;
  - 5.3 provisions regarding safety and security offences;
  - 5.4 expectations for the safe and effective use of a Personal Communication Device while in class or at school;
  - 5.5 any other matter which the Principal deems necessary.
6. Students, as partners in education, have the responsibility to:
  - 6.1 attend school regularly and punctually,
  - 6.2 be ready to learn and actively engage in and diligently pursue the student's education; including completion of assignments and homework,
  - 6.3 ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,
  - 6.4 respect the rights of others in the school,
  - 6.5 refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether it occurs within the school building, during the school day or by electronic means,
  - 6.6 comply with the rules of the school and the policies of the board,

6.7 co-operate with everyone authorized by the board to provide education programs and other services,

6.8 be accountable to the student's teachers and other school staff for the student's conduct, and

6.8 positively contribute to the student's school and community.

7. Furthermore, students are expected to:

7.1 Resolve conflict or seek assistance to resolve conflict in a respectful, peaceful, safe and nonthreatening manner that is conducive to learning and growth. Strategies for addressing conflict between students may include counselling, mediation or forms of restorative practice.

7.2 Use school and personal technology appropriately and ethically.

7.3. Conduct themselves with academic integrity and refrain from and report all incidents of academic misconduct including, but not limited to, cheating, plagiarizing, or submitting work supported by Artificial Intelligence (AI) without acknowledging its use.

8. Students will be held responsible and accountable to Sturgeon Public Schools and its agents for unacceptable behaviour whether it occurs within the school building, during the school day or by electronic means.

9. Beyond school hours, students will be held responsible for unacceptable behaviour if that behaviour has a connection back to the school and has a demonstrated detrimental impact on the welfare of other students or staff.

10. Examples of unacceptable behaviours include but are not limited to:

10.1 conduct which verbally, physically or emotionally threatens the safety of students or staff;

10.2 conduct which demonstrates disrespect for ethnic, racial, religious and sexual diversity;

10.3 possession of a weapon, or anything used, or intended for use in causing injury to any person, or for the purposes of threatening or intimidating any person;

10.4 assault;

10.5 possession, distribution and/or use of illicit, prohibited or restricted substances in school or on school property;

10.6 possession, use, display or distribution of offensive messages, videos or images.

10.7 discrimination or harassment;

10.8 participating in or contributing to cyberbullying;

10.9 participating in, or contributing to frothing or hazing activities;

10.10 extortion;

10.11 disruptive behaviour, willful disobedience or defiance of authority;

10.12 interference with the orderly conduct of classes and school activities;

10.13 willful damage to school or other's property;

10.14 tampering with items such as fire alarms, or safety equipment;

- 10.15 criminal activity;
- 10.16 bystander encouragement or involvement

11. When determining responses, interventions or consequences for a student who engages in unacceptable behaviour, a teacher or Principal will consider:

- 11.1 whether the student has failed to comply with the Education Act, Board Policy, Division Code of Conduct or with the School Code of Student Conduct;
- 11.2 the effect of the student's behaviour upon other students, the staff, the school and the community;
- 11.3 the nature of the action or incident that calls for disciplinary measures;
- 11.4 informing and/or consulting with the student's parents/guardians when it is warranted;
- 11.5 the student's previous conduct;
- 11.6 the student's unique circumstances (age, maturity, extenuating circumstances);
- 11.7 the impact of proposed action on the student's future behaviour;
- 11.8 any other information the teacher or Principal considers appropriate or relevant;
- 11.9 whether the student's conduct is injurious to the physical or mental well-being of others in the school.

12. When a student engages in unacceptable behaviour, responses, interventions and consequences may include, but are not limited to:

- 12.1 Temporary assignment of a student to an alternate supervised area within the school.
- 12.2 Temporary assignment of a student to an alternate learning location.
- 12.3 Short term removal of privileges.
- 12.4 Interventions such as positive behaviour supports, contracts and counselling.
- 12.5 Restorative practices, where appropriate and agreed upon by impacted staff and students.
- 12.6 Replacement or restitution for loss of or damage to property.
- 12.7 Suspension or expulsion from bus transportation.
- 12.8 In-school or out-of-school suspension.
- 12.9 Referral to the Attendance Board.
- 12.10 Recommendation for expulsion.

13. Depending on the resources that are available, the Principal shall arrange for support, if needed, for students who may be impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour.

14. Where the behaviour of a student involves a violent threat, the Principal shall refer to the Violent Threat Risk Assessment (VTRA) protocol. This protocol allows the Principal, in consultation with the Director, Learning Services, to involve regional partners such as RCMP, Alberta Health Services and Children Services to collaborate on the risk assessment and implementation of recommendation for support.

15. Each teacher or Principal will ensure that appropriate documentation procedures are employed to record disciplinary actions.

16. The Principal must maintain order and discipline in the school, on school grounds and during activities sponsored or approved by the Board and, therefore, has the responsibility for and the authority to establish and maintain appropriate procedures conducive to an acceptable standard of student discipline (Education Act, Section 197).

**References:**

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

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

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

[\*Board Policy: 230 Board Committees\*](#)

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

[\*Education Act: Sections 31, 32, 33, 34, 35, 36, 37, 196, 197\*](#)

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

[\*Alberta Human Rights Act\*](#)

[\*Tobacco, Smoking and Vaping Reduction Act 141/2021\*](#)

[\*Tobacco, Smoking and Vaping Reduction Act\*](#)

[\*Violent Threat Risk Assessment \(VTRA\) Protocol\*](#)

**History**

2020 Jan 29 Initial Approval

2021 Feb 11 Amended

2023 May 15 Amended

2024 June

## Administrative Procedure 9019

### Student Conduct

Responsible Administrator: Deputy Superintendent, Education Services

#### PURPOSE

Sturgeon Public Schools recognizes its responsibility to maintain a welcoming, caring, respectful and safe learning and working environment in schools.

#### PROCESS

The Deputy Superintendent, Education Services shall be responsible for administering this Administrative Procedure.

#### PROCEDURE

1. Principals shall develop a written School Code of Student Conduct consistent with Board Policy 900 Student Conduct and Discipline and in consultation with students, parents/guardians, ~~the School Council~~ and staff. ~~The School Code of Student Conduct shall should be reviewed annually with any revisions communicated to the Deputy Superintendent, Education Services.~~

2. Principals shall make copies of the School Code of Student Conduct available to students, parents/guardians and staff, on the school's website and in print if requested.

3. ~~Principals shall review the School Code of Student Conduct with the School Council annually.~~

4. Schools shall review the School Code of Student Conduct with **all** students annually.

5. A school code of student conduct shall include:

5.1 expectations for student behavior;

5.2 a range of specific corrective measures that will be taken when students are found responsible for unacceptable behaviour;

5.3 provisions regarding safety and security offences;

5.4 expectations for the safe and effective use of a Personal Communication Device while in class or at school;

5.5 any other matter which the Principal deems necessary.

~~5. Students will be held responsible and accountable to Sturgeon Public Schools and its agents for unacceptable behaviour whether it occurs within the school building, during the school day or by electronic means.~~

~~6. Beyond school hours, students will be held responsible for unacceptable behaviour if that behaviour has a connection back to the school and has a demonstrated detrimental impact on the welfare of other students or staff.~~

6. Students ~~and their parents/guardians~~, as partners in education, have the responsibility to:

6.1 attend school regularly and punctually,

6.2 ~~be ensure the student is~~ ready to learn and actively engage in and diligently pursue the student's education; including completion of assignments and homework,

6.3 ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,



67.4 respect the rights of others in the school,

67.5 refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether it occurs within the school building, during the school day or by electronic means,

67.6 comply with the rules of the school and the policies of the board,

67.7 co-operate with everyone authorized by the board to provide education programs and other services,

67.8 be accountable to the student's teachers and other school staff for the student's conduct, and

~~7.7 fully cooperate with school authority and personnel authorized to provide educational programs and other services throughout the school day and during all school-sponsored activities and beyond the hours of school operation if that behavior or conduct has a connection back to the school and a demonstrated detrimental impact on the welfare of individual students, and~~

67.9 positively contribute to the student's school and community.

7. Furthermore, students are expected to:

7.1 Resolve conflict or seek assistance to resolve conflict in a respectful, peaceful, safe and nonthreatening manner that is conducive to learning and growth. Strategies for addressing conflict between students may include counselling, mediation or forms of restorative practice.

7.2 Use school and personal technology appropriately and ethically.

7.3. Conduct themselves with academic integrity and refrain from and report all incidents of academic misconduct including, but not limited to, cheating, plagiarizing, or submitting work supported by Artificial Intelligence (AI) without acknowledging its use.

85. Students will be held responsible and accountable to Sturgeon Public Schools and its agents for unacceptable behaviour whether it occurs within the school building, during the school day or by electronic means.

96. Beyond school hours, students will be held responsible for unacceptable behaviour if that behaviour has a connection back to the school and has a demonstrated detrimental impact on the welfare of other students or staff.

~~10. 8. Consequences including intervention, suspension and/or recommendation for expulsion, from school or bus, depending on individual circumstances, may be imposed when a student fails to meet the expectations for student conduct articulated in the School Code of Conduct and/or Education Act. Some e-~~ E Examples of unacceptable behaviours include but are not limited to:

8.1 conduct which verbally, physically or emotionally threatens the safety of students or staff;

8.2 conduct which demonstrates disrespect for ethnic, racial, religious and sexual diversity;

8.3 possession of a weapon, or anything used, or intended for use in causing injury to any person, or for the purposes of threatening or intimidating any person;

8.4 assault;

8.5 possession, distribution and/or use of illicit, prohibited or restricted substances in school or on school property;

8.6 possession, use, display or distribution of offensive messages, videos or images.

~~8.6 willful damage to school or other's property;~~

8.7 discrimination or harassment;

8.8 participating in or contributing to ~~cyberbullying~~ ~~eyber-bullying~~;

8.9 participating in, or contributing to froshing or hazing activities;

8.10 extortion;

8.11 disruptive behaviour, willful disobedience or defiance of authority;

8.12 interference with the orderly conduct of classes and school activities;

8.13 willful damage to school or other's property;

8.143 tampering with items such as fire alarms, or safety equipment;

8.154 criminal activity;

8.165 bystander encouragement or involvement

9. When ~~determining responses, interventions or consequences for when a student who engages in unacceptable behaviour misconduct~~ disciplining a student a teacher or Principal will consider:

9.1 whether the student has failed to comply with the Education Act, ~~Board Policy, Division Code of Conduct~~ or with the School Code of Student Conduct;

9.2 the effect of the student's behaviour upon other students, the staff, the school and the community;

9.3 the nature of the action or incident that calls for disciplinary measures;

9.4 informing and/or consulting with the student's parents/guardians when it is warranted;

9.5 the student's previous conduct;

9.6 the student's unique circumstances (age, maturity, extenuating circumstances);

9.7 the impact of proposed action on the student's future behaviour;

9.8 any other information the teacher or Principal considers appropriate or relevant;

9.9 whether the student's conduct is injurious to the physical or mental well-being of others in the school.

10. When a student engages in unacceptable behaviour, responses, interventions and consequences may include, but are not limited to:

10.1 Temporary assignment of a student to an alternate supervised area within the school.

10.2 Temporary assignment of a student to an alternate learning location.

10.3 Short term removal of privileges.

10.4 Interventions such as positive behaviour supports, contracts and counselling.

10.5 Restorative practices, where appropriate and agreed upon by impacted staff and students.

- 10.6 Replacement or restitution for loss of or damage to property.
- 10.7 Suspension or expulsion from bus transportation.
- 10.8 In-school or out-of-school suspension.
- 10.9 Referral to the Attendance Board.
- 10.10 Recommendation for expulsion.

~~1140. Depending~~ ~~Depending~~ on the resources that are available, the Principal shall arrange for support, if needed, for students who may be impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour.

124. Where the behaviour of a student involves a violent threat, the Principal shall refer to the Violent Threat Risk Assessment (VTRA) protocol. This protocol allows the Principal, in consultation with the Director, Learning ~~Services Support~~, to involve regional partners such as RCMP, Alberta Health Services and Children Services to collaborate on the risk assessment and implementation of recommendation for support.

132. Each teacher or Principal will ensure that appropriate documentation procedures are employed to record disciplinary actions.

143. ~~As per the Education Act,~~ the Principal ~~or designate~~ must maintain order and discipline in the school, on school grounds and during activities sponsored or approved by the Board and, therefore, has the responsibility for and the authority to establish and maintain appropriate procedures conducive to an acceptable standard of student discipline (~~Education Act, Section 197~~).

#### References:

[Policy 105: Vision, Mission and Values](#)  
[Policy 110: Welcoming Inclusive, Safe and Healthy Environments](#)  
[Policy 115: Sexual Orientation and Gender Identities](#)  
[Board Policy: 230 Board Committees](#)  
[Board Policy: 900 Student Conduct and Discipline](#)  
[Education Act: Sections 31, 32, 33, 34, 35, 36, 37, 196, 197](#)  
[Freedom of Information and Protection of Privacy Act](#)  
[Alberta Human Rights Act](#)  
~~[Prevention of Youth Tobacco Use Regulation 149/2003](#)~~  
~~[Tobacco, Smoking and Vaping Reduction Act 141/2021](#)~~  
[Tobacco, Smoking and Vaping Reduction Act](#)  
[Violent Threat Risk Assessment \(VTRA\) Protocol](#)

#### History

2020 Jan 29 Initial Approval  
2021 Feb 11 Amended  
2023 May 15 Amended  
2024 June



**Date:** June 19, 2024  
**To:** Board of Trustees  
**From:** Irene Gibbons, Ward 7  
**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:

- June 1, 2024 Redwater Grade 12 Graduation
- June 2 - 4, 2024 ASBA Spring General Meeting
- June 5, 2024 Board Evaluation
- June 7, 2024 Gibbons School Grade 9 Farewell
- June 14, 2024 Agenda Review Meeting with Superintendent
- June 17, 2024 Virtual Meeting Education Minister: Use of Personal Mobile Devices in Schools
- June 17, 2024 Government of Alberta Live Stream: Limiting Distractions in Alberta Schools
- June 17, 2024 Agenda Items Review with Associate Superintendent, Corporate Services
- June 19, 2024 Public Board Meeting
- June 21, 2024 Landing Trail and Gibbons School National Indigenous Day Activities
- June 25, 2024 Landing Trail Summer Festival
- June 28, 2024 Sturgeon Composite High School Graduation



**Date:** June 19, 2024  
**To:** Board of Trustees  
**From:** Cindy Briggs, Ward 2  
**Governance Policy:** [Board Policy 235: Board Operations](#)  
**Subject:** Trustee Report - June

---

**Purpose:**

For information.

**Background:**

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

- June 5- Board Professional Learning
- June 13- Board Professional Learning-Cancelled
- June 17- Joint Use Meeting Town of Bon Accord
- June 17-CSAB Meeting
- June 19- Public Board Meeting
- June 19- Fearless in the Forest Legal Public School
- June 20- Oak Hill Year End Celebration
- June 20- Legal School Council Meeting
- June 21- BACS Breakfast
- June 21- Lilian Schick National Indigenous Peoples Day
- June 26- Legal Public and Lilian Schick Awards Day
- June 27- BACS Awards Day
- June 28- Sturgeon Composite Graduation



**Date:** June 19, 2024  
**To:** Board of Trustees  
**From:** Trish Murray-Elliott, Ward 4  
**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:

- June 1, 2024 PSBAA SGM
- June 5, 2024 Committee of the Whole Meeting / Board Evaluation
- June 6, 2024 Grade Nine Farewell, Sturgeon Heights School
- June 11, 2024 Athletic Awards Ceremony, SCHS
- June 17, 2024 School Council, Sturgeon Heights School
- June 19, 2024 Public Board Meeting / Committee of the Whole Meeting
- June 27, 2024 Awards Presentations, Sturgeon Heights School
- June 28, 2024 SCHS Graduation Ceremony



**Date:** May 22, 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>
1-Jun-24	PSBAA SGM
5-Jun-24	Board Development
6-Jun-24	Four Winds Grade 9 Farewell
11-Jun-24	Morinville Pride Flag Raising Ceremony
13-Jun-24	MPS Family Carnival
19-Jun-24	Public Board Meeting
20-Jun-24	SPVA Grade 9 Farewell
25-Jun-24	Four Winds Awards
25-Jun-24	MPS Pipe Ceremony and Feast
26-Jun-24	MPS Book Awards
27-Jun-24	Alternate Learning Graduation Dinner
28-Jun-24	SCHS Graduation





**Date:** June 19, 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, 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 May 22, 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 reports attached are a record of that meeting.

The Board Chair is prepared to respond to questions at the May 22, 2024, Public Board meeting.

**Attachment(s):**

1. Unapproved Minutes of the Meeting - May 22, 2024 (To be brought forward for approval at the June 19, 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, May 22, 2024, at 12:35 p.m.

---

**Attendance:**

Irene Gibbons, Board Chair

Cindy Briggs, Vice Chair

\*Janine Pequin, Trustee

left meeting at 2:44 p.m.

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

Franco Maisano, Executive Director of Corporate Services

left meeting at 3:50 p.m.

*\*Attended meeting virtually*

---

**1. Call to Order**

Chair Gibbons called the meeting to order at 12:35 p.m.

**2. Approval of the Agenda**

Moved by Trustee Oatway-McLay that the Board of Trustees accept the agenda as presented.

**CARRIED UNANIMOUSLY**

**3. Approval of the Committee Minutes**

Moved by Trustee Murray-Elliott that the Board of Trustees accept the Committee Meeting Minutes of May 9, 2024, as amended with the day of the week correction from Wednesday to Thursday.

**CARRIED UNANIMOUSLY**

**4. Audit, Finance and Human Resources**

**4.1 Draft 2024-2025 Budget:** Sean Nicholson, Associate Superintendent, Corporate Services provided information on the Draft 2024-2025 Budget. Discussion ensued.

Draft 2024-2025 Budget will be brought to the May 28, 2024, Special Board meeting.

- 4.2 Board Professional Learning and Board Evaluation:** The Board Chair brought forward Professional Learning and Board Evaluation. Discussion ensued.

Board Professional Learning and Board Evaluation will be included in the 2024-2025 budget and brought to the May 28, 2024, Special Board meeting.

- 4.3 Transportation and Fees and Allowances:** Sean Nicholson, Associate Superintendent, Corporate Services provided information on the Transportation and Fees and Allowances. Discussion ensued.

Transportation and Fees and Allowances for 2024-2025 will be brought to the May 28, 2024, Special Board meeting.

- 4.4 Trustee Monthly Expense Report:** Sean Nicholson, Associate Superintendent, Corporate Services provided the Trustee Monthly Expense Report.

Meeting recessed for break at 3:32 p.m.

Meeting resumed at 3:39 p.m.

## 5. Advocacy

- 5.1 Draft 2024-2027 Education Plan:** Jonathan Konrad, Deputy Superintendent, Education Services provided the Draft 2024-2027 Education Plan. Discussion ensued.

Draft 2024-2027 Education Plan will be brought to the May 28, 2024, Special Board meeting.

- 5.2 ASBA**  
Update provided.

- 5.3 PSBAA**  
No update.

- 5.4 Upcoming School Events/Trustee Attendance**  
Trustees reviewed and discussed upcoming school events.

- 5.5 2023-2024 Board Strategic Plan**  
Trustees reviewed and discussed progress on the 2023-2024 Board Strategic Plan.

## 6. Policy

**6.1 PSBAA - Module 7 - Exercising Authentic Governance: The School Board's Role as Policy Maker**

Agenda item linked for Trustee reference.

**6.2 Policy 900: Student Conduct and Discipline**

Agenda item deferred.

**6.2.1 Administrative Procedure 901: Student Conduct**

Agenda item deferred.

**6.3 Policy 700: Superintendent of Schools**

Agenda item deferred.

**6.4 Policy 800: Religious Education and Instruction**

Agenda item deferred.

**6.4.1 Administrative Procedure 825**

Agenda item deferred.

**6.4.2 Administrative Procedure 830: Controversial Issues and Resources**

Agenda item deferred.

**6.4.3 Administrative Procedure 835: Challenge of Learning Resources**

Agenda item deferred.

**6.5 Policy 805: Home Education**

Agenda item deferred.

**6.5.1 Administrative Procedure xxx: Home Education**

Agenda item deferred.

**6.6 Policy 810: Off-Site Activities**

Agenda item deferred.

**6.7 Policy 815: Outreach Programs**

Agenda item deferred.

**6.8 Policy 910: School Resource Officer**

Agenda item deferred.

**7. Capital Projects and Facility Services**

**7.1 Capital Projects and Facility Services**

**7.1.1 Deferred Maintenance**

Agenda item deferred.

**7.1.2 Sand Specifications**

Agenda item deferred.

**7.1.3 Potholes and Parking Lots**

Agenda item deferred.

**7.1.4 School Cleanliness**

Agenda item deferred.

**7.2 JUPA**

Agenda item deferred.

**8. Transportation:** no update.

**9. Governance**

**9.1 PSBAA Professional Development**

**9.1.1 Module 10 - Advocacy**

Agenda item deferred.

**9.1.2 Module 18 - Social Media - Strategy and Purpose**

Agenda item deferred.

**9.2 Trustee Handbook Review - 2023-2024**

Agenda item deferred.

**9.3 Board Meeting Procedures Review**

Agenda item deferred.

**10. Adjournment**

Chair Gibbons adjourned the meeting at 4:26 p.m.

**Next meeting:** Wednesday, June 5, 2024



**Date:** June 19, 2024  
**To:** Board of Trustees  
**From:** Trish Murray-Elliott, Trustee  
**Originator(s):** Trish Murray-Elliott, Trustee, PSBAA Representative  
**Subject:** **PSBAA Update, June 2024**

---

**Purpose:**  
For information.

**Background:**

PSBAA Spring General Assembly 2024 took place in Calgary, May 30 – June 1. The theme this year was “Navigating our Future: Transformative Governance and Leadership.” There were some amazing presenters at this year’s conference. Enthusiasm and humor were integral parts of the entertaining and engaging presentations. The interactive exercises were enlightening and thought-provoking, which many found beneficial. The slideshows, which everyone is encouraged to view, have been posted to the PSBAA website.

Summer PSBC meeting August 7 – 9 in Grande Prairie.

Reminder to ask for Student Land Acknowledgements for future PSBAA meetings.

**Attachment(s):**  
Not applicable