BOARD OF TRUSTEES
STURGEON PUBLIC SCHOOLS

Public Board Meeting

AGENDA

Date: August 28, 2024   **Start Time:**   9:30 a.m.

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

1.   Call to Order

2.   Approval of Agenda

3.   Approval of Minutes

4.   Business Arising From The Minutes

5.   Presentations/Delegations

6.   Action Items

    6.1   JUPA Governance Clause Recommendation

7.   Administrative Reports

    7.1   Pembina Pipeline Corporation Grant
    7.2   Summer School Enrolment Summary
    7.3   Communications Report - July and August 2024
    7.4   2024-2025 Superintendent Discretionary Fund
    7.5   Superintendent Report
    7.6   Administrative Procedure 901: Student Conduct
    7.7   Administrative Procedure 870: Responsible Use of Technology Resources

8. Reports from Trustees and Standing Committees

    8.1   Chair's Report
    8.2   Trustees' Reports
        8.2.1   [Board Strategic Work Plan](#)
    8.3   Committee of the Whole Report

9. Reports from Special Committees/Task Groups

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

10. Unfinished Business

11. Comment & Question Period

12. In Camera

13. Adjournment

MINUTES OF THE
PUBLIC BOARD MEETING
Meeting held at the Frank Robinson Education Centre
Boardroom, in Morinville, Alberta
On Wednesday, June 19, 2024, at 9:00 a.m.

Table of Contents

MINUTES OF THE
PUBLIC BOARD MEETING

Meeting held at the Frank Robinson Education Centre
Boardroom, in Morinville, Alberta
On Wednesday, June 19, 2024, at 9:00 a.m.

Attendance:

Irene Gibbons, Board Chair
Cindy Briggs, Vice Chair
Janine Pequin, Trustee
Joe Dwyer, Trustee
Stacey Buga, Trustee
Tasha Oatway-McLay, Trustee
Trish Murray-Elliott, Trustee
Shawna Warren, Superintendent
Jonathan Konrad, Deputy Superintendent, Education Services
Lisa Lacroix, Associate Superintendent, Human Resources
Sean Nicholson, Associate Superintendent, Corporate Services
Michelle Wilde, Recording Secretary
Franco Maisano, Executive Director of Corporate Services   left meeting 10:11 a.m.
Shannon Campbell Requa, Director, Education Planning   left meeting 10:11 a.m.
Kari Morgan, Division Principal, Education Services   left meeting 10:11 a.m.
Dan Stephen, Division Principal, Education Services   left meeting 10:11 a.m.

Call to Order

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

Land Acknowledgement

Trustee Buga read the Land Acknowledgement Statement.

Approval of Agenda

041/2024 - Moved by Trustee Pequin that the agenda be approved as presented.

CARRIED UNANIMOUSLY

Approval of Minutes

042/2024 - Moved by Trustee Oatway-McLay that the minutes of the Regular Board Meeting of May 22, 2024, be approved as presented.

CARRIED UNANIMOUSLY

043/2024 - Moved by TrusteeOatway-McLay that the minutes of the Special Board Meeting of May 28, 2024, be approved as presented.

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CARRIED UNANIMOUSLY

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Business Arising From The Minutes

No business arising from the minutes.

Presentations/Delegations

No presentations.

Action Items

Organizational and First Public Board Meeting 2024-2025

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.

044/2024 - Moved by Trustee Briggs 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.

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CARRIED UNANIMOUSLY

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2024-2025 Student Advisory Committee Meetings

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*".

045/2024 - Moved by Trustee Buga 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).

CARRIED UNANIMOUSLY

Camilla and Storage Facility Approval

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

PROJECT	COST ESTIMATE
NAMAO – HOME ECONOMICS ROOM	$150,000
CAMILLA – FENCING OF PROPERTY	$100,000
CAMILLA AND FOUR WINDS – STORAGE FACILITIES	$100,000

LILIAN SCHICK - SIDEWALKS	$100,000
STURGEON HEIGHTS – SIDEWALKS	$60,000
REDWATER & GIBBONS – FRONT ENTRANCE DESIGN	$30,000
TOTAL FUNDING FROM RESERVES	**$540,000**

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.

046/2024 - Moved by Trustee Oatway-McLay that the Board of Trustees approve $135,000 of capital reserves to be allocated to the construction of the Camilla Storage Facility.

Amended Motion 046/2024
046/2024 - Moved by Trustee Pequin that the Board of Trustees approve to a maximum of $135,000 of capital reserves to be allocated to the Camilla Storage Facility.

CARRIED UNANIMOUSLY

Omnibus Motion for Locally Developed Course Approval
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.

047/2024 - Moved by Trustee Oatway-McLay 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

CARRIED UNANIMOUSLY

Administrative Reports

2024 Prime Minister's Award for Teaching Excellence

Shawna Warren, Superintendent presented information on the 2024 Prime Minister's Award for Teaching Excellence.

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!

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

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.

Off-Campus Education Report
Jonathan Konrad, Deputy Superintendent, Education Services presented the Off-Campus Education Report.

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.

<u>Indigenous Education Report</u>
Jonathan Konrad, Deputy Superintendent, Education Services presented the Indigenous Education Report.

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.

<u>Third Quarter Financial Report and Forecast June 2024</u>
Sean Nicholson, Associate Superintendent, Corporate Services presented the Third Quarter Financial Report and Forecast June 2024.

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
Total	$265,751	

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.

Communications Report - May and June 2024
Jonathan Konrad, Deputy Superintendent, Education Services presented the Communications Report - May and June 2024.

<u>Superintendent Report</u>
Shawna Warren, Superintendent, presented the Superintendent Report.

<u>Administrative Procedures - Education Services Department</u>
Jonathan Konrad, Deputy Superintendent, Education Services presented updates to Administrative Procedures within the Education Services Department.

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.

Health Break at 10:11 a.m. Meeting resumed at 10:21 a.m.

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 Items Review with Associate Superintendent, Corporate Services *(Jun. 17)*
- Agenda Review Meeting with Superintendent (Jun. 14)
- ASBA Spring General Meeting *(Jun. 2-4)*
- Board Evaluation *(Jun. 5)*
- Gibbons School Grade 9 Farewell *(Jun. 7)*
- Government of Alberta Live Stream: Limiting Distractions in Alberta School *(Jun. 17)*
- Landing Trail and Gibbons School National Indigenous Day Activities *(Jun. 21)*
- Landing Trail Summer Festival *(Jun. 25)*
- Public Board Meeting *(Jun. 19)*
- Redwater Grade 12 Graduation *(Jun. 8)*
- Sturgeon Composite High School Graduation *(Jun. 28)*
- Virtual Meeting Education Minister: Use of Personal Mobile Devices in Schools *(Jun. 17)*

Trustees' Reports
Below are the submitted Trustee Reports.

Trustee Briggs (Bon Accord/Legal)
Trustee Briggs reported that she attended:
- Board Professional Learning *(Jun. 5)*
- Board Professional Learning - Cancelled *(Jun. 13)*
- Bon Accord Community School Awards Day *(Jun. 27)*
- Bon Accord Community School Breakfast *(Jun. 21)*
- Community Services Advisory Board Meeting *(Jun. 17)*
- Fearless in the Forest Legal Public School *(Jun. 19)*
- Joint Use Meeting Town of Bon Accord *(Jun. 17)*
- Legal Public and Lilian Schick Awards Day *(Jun. 26)*
- Legal School Council Meeting *(Jun. 20)*
- Lilian Schick National Indigenous Peoples Day *(Jun. 21)*
- Oak Hill Year End Celebration *(Jun. 20)*
- Public Board Meeting *(Jun. 19)*
- Sturgeon Composite Graduation *(Jun. 28)*

Trustee Buga (Morinville Area)

Trustee Buga reported that she attended:

- Alternate Learning Graduation Dinner *(Jun. 27)*
- Board Development *(Jun. 5)*
- Four Winds Awards *(Jun. 25)*
- Four Winds Grade 9 Farewell *(Jun. 6)*
- Morinville Pride Flag Raising Ceremony *(Jun. 11)*
- Morinville Public School Book Awards *(Jun. 26)*
- Morinville Public School Family Carnival *(Jun. 13)*
- Morinville Public School Pipe Ceremony and Feast *(Jun. 25)*
- PSBAA Spring General Meeting *(Jun. 1)*
- Public Board Meeting *(Jun. 19)*
- SCHS Graduation *(Jun. 28)*
- SPVA Grade 9 Farewell *(Jun. 20)*

Trustee Dwyer (Alcomdale/Villeneuve Area)

Trustee Dwyer reported that he attended:

- Camilla School Council Meeting *(Jun. 18)*
- Grade 9 Farewell at Camilla School
- National Day of Indigenous Peoples at Camilla School *(Jun. 21)*

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

Trustee Murray-Elliott reported that she attended:

- Athletic Awards Ceremony, SCHS *(Jun. 11)*
- Awards Presentations, Sturgeon Heights School *(Jun. 27)*
- Committee of the Whole Meeting / Board Evaluation *(Jun. 5)*
- Grade Nine Farewell, Sturgeon Heights School *(Jun. 6)*
- PSBAA Spring General Meeting *(Jun. 1)*
- Public Board Meeting / Committee of the Whole Meeting *(Jun. 19)*
- School Council, Sturgeon Heights School *(Jun. 17)*
- SCHS Graduation Ceremony *(Jun. 28)*

Trustee Oatway-McLay (Cardiff/Garrison)

Trustee Oatway-McLay reported:

- Awards and Farewell Meetings
- Guthrie School Council
- Namao School Council AGM

Trustee Pequin (Redwater/Coronado Area)

Trustee Pequin reported that she attended:

- ASBA Spring General Meeting *(Jun. 2-4)*
- Board Evaluation *(Jun. 5)*

- Book Awards Ochre Park *(Jun. 26)*
- Dallas Arcand Assembly at Ochre Park *(Jun. 10)*
- Grade 4 Farewell Ochre Park *(Jun. 25)*
- Ochre Park School Council *(Jun. 6)*
- Public Board Meeting *(Jun. 19)*
- Redwater Graduation *(Jun. 1)*
- Redwater School Athletic and Book Awards *(Jun. 7)*
- Redwater School Year End Concert *(Jun. 6)*

Committee of the Whole
The Board of Trustees received as information, the unapproved minutes of the meeting from the May 22, 2024, Committee of the Whole meeting.

Rotary Report
Trustee Dwyer shared a verbal report.

- Working with Interact Club out of the University of Alberta and how they can work with the Interact Club at SCHS.

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 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 years' 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.

Unfinished Business

No unfinished business.

Comment and Question Period

No comments or questions from the public.

In Camera

048/2024 - Moved by Trustee Oatway-McLay that the Board of Trustees move to In Camera at 10:45 a.m.

CARRIED UNANIMOUSLY

Lunch break at 12:04 p.m. Meeting resumed at 12:45 p.m.

Meeting recessed at 1:56 p.m. and resumed at 2:04 p.m.

049/2024 - Moved by Trustee Oatway-McLay that the Board of Trustees revert to a public meeting at 2:15 p.m.

CARRIED UNANIMOUSLY

050/2024 - Moved by Chair Gibbons that the Board of Trustees approve contracted bus operators to work with administration regarding contracts and contract issues.

CARRIED UNANIMOUSLY

051/2024 - Moved by Chair Gibbons that the Board of Trustees approve amendment one to the Superintendent's contract.

CARRIED 6/1
Opposed: Trustee Dwyer

052/2024 - Moved by Trustee Pequin that the Board of Trustees approve amendment two to the Superintendent's contract.

CARRIED 4/3
Opposed: Trustee Briggs
Trustee Dwyer
Trustee Murray-Elliott

Adjournment

Trustee Oatway-McLay adjourned the meeting at 2:24 p.m.

_____
Chair

_____
Date

_____
Associate Superintendent,
Corporate Services

Date: August 28, 2024   **Agenda Item:** 6.1

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*
                          Board Policy 605: Public Use of School Buildings and Property

Assurance Domain: Governance
                          Local & Societal

Superintendent Leadership Quality Standard (SLQS)
SLQS Competencies (SLQS / Board Policy 700):
                          Building Effective Relationships
                          School Authority Operations and Resources
                          Supporting Effective Governance

Subject: **JUPA Governance Clause Recommendation**

Purpose:
For approval. Motion required.

Recommended Motion:
THAT the Board of Trustees approve the use of a Joint Use Planning Agreement without the Governing Committee and that any issues arising from the agreement will be dealt with first between administration staff and then escalated to the Board as needed.

Background:
Currently two Joint Use and Planning Agreements are being worked on

1. The City of St.Albert area, which includes:
   a. THE CITY OF ST. ALBERT
   b. THE GREATER ST. ALBERT ROMAN CATHOLIC SEPARATE SCHOOL DIVISION
   c. THE FRANCOPHONE REGIONAL AUTHORITY OF THE GREATER NORTH CENTRAL FRANCOPHONE EDUCATION REGION
   d. THE ST. ALBERT SCHOOL DIVISION
   e. THE STURGEON PUBLIC SCHOOL DIVISION

2. The Town of Morinville area, which includes:
   a. THE TOWN OF MORINVILLE

    b. THE GREATER ST. ALBERT ROMAN CATHOLIC SEPARATE SCHOOL DIVISION

    c. THE STURGEON PUBLIC SCHOOL DIVISION

In both of these agreements, the parties have identified that they will not have a governing committee for the following reasons:

- Once the agreement is in place and approved by the Council (City/Town) and the School Board, it is administrative and most effectively dealt with between administrative personnel.
- If issues do arise with the agreement it should be taken to the School Board to amend the agreements, in which a meeting between the Council and the School Board can be arranged at any time.
- Reduce the number of meetings required and the difficulty of getting every member together.

As other parties of the agreements do not wish to have a governance committee included, Sturgeon Public School Division would have to create their own agreements between the municipalities and the Division.

Examples of wording for the governance committee have been attached for reference. In addition, an example of a dispute resolution clause has been included to identify how the Board would be involved if administration staff could not resolve an issue.

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

Attachment(s):
1. GOVERNING COMMITTEE EXAMPLES
2. ALTERNATIVE SOLUTIONS EXAMPLES

GOVERNING COMMITTEE EXAMPLES FOR JOINT USE AND PLANNING AGREEMENTS

Example One - GOVERNING COMMITTEE
1. The Governing Committee shall consist of two (2) Council members and the CAO or their designate and two (2) Board members and the Superintendent or their designate from each Board. The Governing Committee shall meet on an ******* basis.
2. The role of the Governing Committee shall be to provide recommendations to the Council and Boards regarding:
   2.1. Reviews of this Agreement and proposed amendments to this Agreement from time to time; and
   2.2. Resolution of any issues or matters of disagreement that arise.
3. Quorum of the Governing Committee shall consist of at least two representatives from each Party attending each agreed upon meeting. The Governing Committee may adopt such rules of procedure as may be agreed upon by its members.
4. The CAO and each Superintendent may be accompanied by administration, staff and/or resource personnel as deemed necessary by the CAO or the respective Superintendent.
5. Meetings of the Governing Committee shall be considered in-camera closed to encourage and facilitate frank and open discussion. All decisions of the Governance Committee shall require consensus of its members.

Example Two - GOVERNING COMMITTEE
1. The governance committee will meet annually in May. This meeting will be attended by a governance committee consisting of
   a. two (2) members of Council of the Municipality and the Municipality's CAO or their designate;
   b. two (2) school trustees of the Greater St. Albert Roman Catholic Separate School Division and the Superintendent of that Board or their designate; and
   c. two (2) school trustees of the Sturgeon Public School Division and the Superintendent of that Board or their designate
2. In addition to the annual meeting of the Governance Committee, the Governance Committee shall meet as required to carry out its functions pursuant to Schedule "H" – Dispute Resolution Process for Joint Use and at any other times when required pursuant to this Agreement or when the parties determine such a meeting is appropriate.
3. The Governance Committee's role will be to:.
   a. Provide recommendations to Council and to the Boards regarding reviews of this Agreement and proposed amendments to this Agreement; and
   b. Recommend resolutions of any issues or matters of disagreement that arise.

DISPUTES REGARDING OPERATIONAL ISSUES

1. Any disputes regarding the scheduling of a specific use or User Group for use of a Joint Use Space shall be addressed as follows:

    1.1. The administrative staff of the affected Parties shall attempt to resolve the dispute amongst themselves;

    1.2. If the administrative staff of the affected Parties are unable to resolve the dispute amongst themselves, the dispute shall be referred to the Municipality and the Board in a timely manner;

    1.3. If the Municipality and the Board are unable to reach a resolution, the decision of the Party which owns the applicable Joint Use Space shall be final and binding .

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

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Shawna Warren, Superintendent

Governance Policy: *Board Policy 105: Vision, Mission and Values*
Board Policy 110: Welcoming Inclusive, Safe and Healthy Environments
Board Policy 225: Role of the Board

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

Superintendent Leadership Quality Standard (SLQS)
SLQS Competencies (SLQS / Board Policy 700):
Building Effective Relationships
Visionary Leadership
School Authority Operations and Resources
Supporting Effective Governance

Subject: **Pembina Pipeline Corporation Grant**

Purpose:
For information.

Background:
During the 2023-2024 school year, the Superintendent's Office submitted multiple grant applications and spent time searching for different external funding sources to ensure all Sturgeon Public students have access to nutritious meals. In response to the rising cost of food and the increase in the number of students accessing food in each school, this initiative was aimed at expanding the support for students to ensure they have access to nutritious food to promote learning and well-being.

We are excited to announce that, earlier this month, the Division received confirmation from one of the grant applications. Pembina has approved our grant application for Redwater School and Ochre Park School. The two schools will receive a nutrition grant for the 2024-2025 school year sponsored by Pembina which will be administered through the Breakfast Club of Canada. These funds will be disbursed between the two schools to enhance their existing nutrition programs.

The Division will continue working with the Breakfast Club of Canada to ensure the effective implementation of the grant to support these programs.

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

Attachment(s):
Not applicable.

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

To: Board of Trustees

From: Shawna Warren, Superintendent

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

Governance Policy: *Policy 225: Role of the Board*
                        Policy 700: Superintendent of Schools

Assurance Domain: Student Growth and Achievement

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

Subject: **Summer School Enrolment Summary**

Purpose:
For information.

Background:
The attached Summer School report outlines the background, benefits, enrolment statistics and key dates for the Division's Summer School program. Summer School is designed to support students in catching up, upgrading or getting ahead in their high school studies. By offering flexible options and a variety of courses, students are provided with the opportunity to thrive academically.

The Summer School program supports the Board's mission by creating a collaborative and respectful learning environment where students can excel academically and aligns with the values of excellence in teaching, shared responsibility and providing learning choices to meet diverse student needs.

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

Attachment(s):
1.   Summer School Report with Enrolment

Summer School Report with Enrolment for 2024

Background

Sturgeon Public Summer School (SPSS) was established with the aim of meeting the diverse needs of students who are seeking opportunities to catch up, upgrade or get ahead in their high school studies. Whether students are looking to improve their grades, fulfill graduation requirements, or accelerate their learning, summer school programming offers flexible options to support their academic goals. Through a variety of courses and resources, the Division strives to provide a supportive and enriching environment where students can thrive academically during July. Our dedicated team of educators is committed to helping students succeed and reach their full potential, empowering them to achieve success in their educational journey.

Benefits of Summer School
- Accelerate Academic Goals.
- Upgrade marks.
- Make room in a high school schedule for courses that previously would not fit.
- Explore career and post-secondary pathways through Dual Credit Course Offerings
- Earn high school credits in a flexible and convenient manner regardless of schedule, even on the job or at summer camp!

North Saskatchewan River Float

Edmonton Remax Field Slo-Pitch

Enrolment Year Over Year

Physical Education (PE) continues to be a popular course for students. This year the first 36 spots were filled on the first day of registration and all others were placed on a waiting list. In response to the significant show of interest, a third cohort was added and all students who requested PE (54), were enrolled and successfully completed.

SPSS had many inquiries from out of division students (as far as Calgary) for academic courses. Many withdrew after realizing all exams and major written assignments were to be completed in person, but the Division still had 50 students from outside SPS.

Important Dates
- Registration for Summer School 2024 opened on March 18, 2024.
- Registered Apprenticeship Program (RAP) students registered early, by June 1
- Work Experience (WE) students registered by June 21
- All courses ran from July 2nd to July 25th, with the exception of Physical Education which began on July 1st and was completed on July 12th.
- Final exams took place from July 25th to 29th starting at 8:45am.

The number of RAP and WE students this summer has been generally maintained from the previous school year, with 53 total students involved in off-campus programs. (52 in summer 2023). We are grateful to all the businesses who partnered with us in summer school and who partner with us throughout the year to provide these valuable experiences for our students. CAREERS has also been an integral part of our programming, assisting in placements and information on apprenticeship programs and internships.

Enrolment - Students of All

	End of April	End of May	By Deadline	Total Number
2023-2024	243	310	411	371
2022-2023	206	246	277	336
2021-2022				244
2020-2021				319

PE 10 Longboarding

Registration - Courses

	End of April	End of May	By Deadline	Total Number	Total Credits Earned
2023-2024	407	494	640	575	1563
2022-2023	277	310	336	499	1592
2021-2022				377	1252
2020-2021				536	1640

PE 10 CCT Indoor Golf Centre

PE 10   Biking - Edmonton River Valley

Date:	August 28, 2024	**Agenda Item:** 7.3	

To: Board of Trustees

From: Shawna Warren, Superintendent

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

Governance Policy: *Policy 225: Role of the 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 - July and August 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 July and August 2024.

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

Attachment(s):
1.   Communications Report for July and August 2024

Board Memorandum: Communications Report
July & August 2024

Overview of Goals:

1. Website Enhancement
   - Objective: Improve website content and visuals to increase site visits and provide reliable, up-to-date information.
2. Kindergarten Expo
   - Objective: Increase Pre-Kindergarten and Kindergarten awareness among members of our communities by hosting informative Expos.
3. Grade 9 Retention:
   - Objective: Build a sense of community to retain grade 9 students transitioning to Sturgeon Composite High School.
4. French Immersion Growth:
   - Objective: Increase public awareness of our French Immersion programs at the Elementary, Junior High, and High School levels.
5. Community Collaboration:
   - Objective: Strengthen community connections by being more visible in school communities.

Communications in July & August has been focused on:

- Promoting Guthrie School through a comprehensive marketing campaign aimed at the North end of Edmonton. Our strategy included a mix of print and radio advertising, Google Ads, and digital ads featuring impactful parent testimonials. For our billboard ads, we took a bold and attention-grabbing approach by incorporating a touch of shock value. The headline, "We Want Your Kids," was prominently displayed in large font, followed by the clarifying text, "to come to Guthrie School," in smaller print. This edgy tactic successfully captured public attention. The effectiveness of our campaign is reflected in the results, with Guthrie School receiving 23 new registrations between July 1st and August 20th. **(Aligns With All Goals)**

- Ensuring that school websites were up-to-date and ready for the new school year. We assisted schools with updating supply lists, revising registration information, adjusting fee schedules, and making necessary changes to administrative details. **(Aligns With Goal #1)**

Board Memorandum: Communications Report
July & August 2024

- Collaborating with the Transportation Department to enhance the Division website with a new "Find My School" feature. This tool allows users to search for their address and quickly locate their designated school on a map. Additionally, users can filter results by grade level, program, and other criteria to find the most relevant options. **(Aligns With Goal #1)**

- Strategic planning for the upcoming 2024/25 school year. We developed several key resources to ensure effective communication with stakeholders throughout the year **(Aligns With All Goals)**:

  - **Media Contact List:** We compiled a comprehensive media contact list to guide schools in reaching out to local media outlets for pitching stories, placing advertisements, and more.
  - **Scheduled Social Media Posts:** We created and scheduled social media posts for the entire year to keep stakeholders informed about important dates, such as statutory holidays, PD days without classes, and other key reminders.
  - **Community Events Master List:** We assembled a master list of community events for the year, which was shared with all schools. This list includes opportunities for schools to register or participate in events like "Meet the Community" night.
  - **Division Calendar Updates:** We added mandatory important dates, such as Pink Shirt Day and Truth & Reconciliation Week, to the Division calendar, making it easy for stakeholders to view and plan for these events.
  - **School Visit Schedule:** We created a schedule for weekly visits to schools, ensuring ongoing support for their communication efforts with stakeholders.

- Developing promotional materials, including postcards and brochures, to highlight off-campus and dual credit opportunities for high school students. These materials will be distributed at schools and featured at events like Open Houses to encourage student enrollment and support the growth of these valuable programs. **(Aligns With Goal #5)**

Board Memorandum: Communications Report

July & August 2024

Sturgeon Public in the Media:

- June 29, 2024 — Four Winds Public teacher gets national STEM award
  [St Albert Gazette](#)
- June 20, 2024 — St. Albert marks National Indigenous Peoples Day
  [St Albert Gazette](#)
- June 13, 2024 — Sturgeon, Jasper Place High Schools Begin New Football Tradition
  [St. Albert Gazette](#)
- August 8, 2024 — Mental Health in Schools Pilot: Sturgeon Public Schools
  [YourAlberta (Government of Alberta)](#)
- July 16, 2024 — Veronica Palmer's Silver Triumph at Karate Nationals Leads to Junior Pan American Games
  [Morinville News](#)
- June 26, 2024 — Local Educator Honoured with National Teaching Excellence Award in STEM
  [Morinville News](#)

Upcoming Events:

- First Day of Classes: August 29
- Truth & Reconciliation Week: September 23 – 27

Date:	August 28, 2024	**Agenda Item:** 7.4	

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s):   Shawna Warren, Superintendent

Governance Policy: *Board Policy 700: Superintendent of Schools*

Additional Reference: *Board Policy 220: Appendix A - Code of Ethics*
Education Act: Section 139(1)(2)
Freedom of Information and Protection of Privacy Act

Assurance Domain: Learning Supports
Governance

Superintendent Leadership Quality Standard (SLQS)
SLQS Competencies (SLQS / Board Policy 700):
                School Authority Operations and Resources

Subject: **2024-2025 Superintendent Discretionary Fund**

Purpose:
For information.

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

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

As part of the budget process, a certain amount of dollars are allocated annually in a budget section titled "Superintendent Discretionary". For the 2024-2025 school year, the total budgeted dollar amount allocated in the Superintendent's Discretionary Fund is $312,510 for staffing and non-staffing emergent priorities.

The Superintendent Discretionary Fund is a dollar amount set aside to support schools with additional staffing and/or resource requirements that arise after the budget has been approved. To date, for the 2024-2025 school year, the following resources have been allocated using Superintendent Discretionary Fund dollars:

- Additional Administrative Allowance funding to add a second Vice Principal at Four Winds Public School to support the growing population, student complexity and ensure student success.
- BACS 0.17FTE Learning Support Lead (LSL) teacher allocation to support complex student needs.

2024 -2025 Superintendent Discretionary				Budget		$312,510
As at July 5, 2024			Total Committed to Student Success			$33,881
			Total Available			$278,629

Budget Item Description		Date	# FTE	# of months	Cost	Budgeted	Available
Direct staffing to schools (K-12)					$ 33,881	$ 312,510	$ 278,629
Teachers	Avg Cost: $111,067	Totals:	0.17		$ 33,881		
Four Winds - additional VP Allowance		May 29, 2024			$ 15,000		
BACS - additional 0.17 FTE support		Jul 05, 2024	0.17	10.00	$ 18,881		

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

Attachment(s):

Not applicable.

Date: August 28, 2024   **Agenda Item:** 7.5

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.

★ To foster a culture of trust and transparency, the Superintendent initiated the "Superintendent Week-at-a-Glance" calendar during the 2022-2023 school year. This calendar is sent every Friday afternoon to the Board, school-based leadership, and central office leadership to outline the Superintendent's activities for the upcoming week. The Superintendent has chosen to continue this initiative through the 2024-2025 school year.

★ On August 23, the Division hosted the first Administrative Council meeting of the 2024-2025 school year. This meeting brought together all Principals, Vice Principals, and Central Office leadership to provide department updates. The Superintendent focused on Self-Reflective Practices; working through building individual Leadership Constitutions (Scott O'Neil, 2021, *Be Where Your Feet Are*).

★ The Superintendent and Senior Executive team are planning a comprehensive road show on August 26 and 27. The team will visit all schools within the Division to welcome staff to the new school year. This initiative aims to foster a sense of unity and support, ensuring that all staff members feel valued and motivated as they embark on the 2024-2025 school year.

★ As we commence the 2024-2025 school year, the Superintendent is continuing the engagement meetings that were established in the 2022-2023 school year to encourage collaboration and professional development:

- Monthly Principal meetings will gather groups of similar schools (K-4, K-9, 5-9, and 10-12) along with the Superintendent and the Education Services leadership team. These meetings will provide a forum for meaningful discussions, idea exchange and the development of innovative strategies to ensure the success and well-being of both students and staff.
- Weekly Senior Executive Committee meetings will streamline decision-making and ensure swift responses to emerging educational challenges.
- Recognizing the importance of personalized communication and mentorship, the Superintendent will hold regular 1:1 meetings with direct reports. These individual sessions will offer a platform for dialogue, professional development and growth opportunities.
- New this year is the addition of a leadership meeting at Central Office that will meet monthly for Leadership Strategic Planning meetings. These sessions will focus on discussing "Big Rocks" identifying, "Who is Impacted", determining "Who is the Most Responsible Party (MRP)", and evaluating "How the Department is Improving." This strategic approach aims to ensure that key issues are addressed, responsibilities are clearly defined and continuous improvement is achieved across all departments.

★ For the 2024-2025 school year, leadership will continue the initiative known as the "Joy Squad". The primary mission of this Joy Squad is to promote a positive working environment in Central Office. Each month, the squad will distribute surprises to enhance the overall work environment and build team spirit.

★ To help families get ready for the new 2024-2025 school year, a blog post was posted on the website with important information such as Staggered Start Dates, a link to the school calendar, details on the new Limiting Distractions in Alberta Classrooms legislation, instructions for student transportation and school registration, a link to the PowerSchool Parent Portal, and other valuable resources. The blog is easily accessible and has been promoted on social media under the title "Getting Ready for Back to School!"

★ Over the summer months, the Superintendent actively worked to resolve several concerns raised by parents and stakeholders. Through open, clear communication, the Superintendent addressed issues and ensured that all voices were heard.

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.

★ On July 4th, the Superintendent, along with Dan Requa, Principal, and Colleen Symyrozum-Watt, CASS Consultant, facilitated a session called "Leadership from Within" at

the 2024 CASS Leading for Learning Program for Experienced School Leaders in Olds, Alberta presenting to a group of principals and vice principals from 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 gained practical insights, tools and techniques to lead with authenticity, integrity and resilience. Whether seasoned leaders or emerging talents, "Leadership from Within" challenged participants to unlock their full potential and make a positive difference in their schools and beyond. Through a series of interactive exercises, discussions and reflective practices, participants discovered how to cultivate their unique leadership style, harness their inner resources and lead with purpose and authenticity.

★ On August 16, 2024, school administrative assistants and office clerks met at the Central Office in Morinville for a professional development session. Facilitated by the Student Information Coordinator, Student Information Specialist and Executive Assistant of Corporate Services, the agenda included updates from Central Services, a review of student records management, custody and guardianship protocols and Alberta Education demographic and enrolment data.

★ School Assessment Plans - This is the first year each school is starting with an Assessment Plan (created over the course of the 2023-2024 school year). Each school's Assessment Plan is or will be posted on the school website and Principals will review with all teachers during start-up PD days in August.

★ August 23rd afternoon - School Leadership Teams (Principals and Vice Principals) professional development focus was *Let Compassion Lead the Way*. Professional development that explored emotional intelligence to help leaders move from being simply empathetic to compassionate, and ultimately, to practicing wise compassion. Leaders learned how to do difficult things and have hard conversations in a humane way in their role as a leader to help teams thrive at work.

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.

★ In July and August, the Superintendent has focused on enhancing her leadership skills and knowledge by reading five insightful books. These books delve into the core aspects of personal and professional development, providing valuable lessons on self-leadership, overcoming self-deception and staying grounded in the face of challenges:

- "Leadership from Within" by Peter Urs Bender: This book emphasizes that leadership starts with leading oneself. It distinguishes between leaders driven by external pressures and those motivated by a desire to help and grow. The five key steps to personal and professional leadership outlined include knowing oneself, having vision and passion, taking risks, effective communication, and tracking progress and results.

- "Leadership and Self-Deception: Getting Out of the Box" by The Arbinger Institute: Through an engaging story, this book reveals how individuals often sabotage their own efforts by justifying their actions. It teaches readers to recognize and overcome these self-deceptions to improve relationships and achieve greater happiness.

- "Be Where Your Feet Are" by Scott O'Neil: Sharing personal experiences and lessons from various influential figures, this book offers seven principles for staying present, grounded, and thriving. It highlights the importance of authenticity, connection, and gratitude, providing a framework for personal growth and resilience in the face of challenges.

- "How The Way We Talk Can Change The Way We Work - Seven Languages For Transformation" by Robert Kegan and Lisa Laskow Lahey. Why is the gap so great between our hopes, our intentions, even our decisions and what we are actually able to bring about? Even when we are able to make important changes in our own lives or the groups we lead at work, why are the changes so frequently short-lived and we are soon back to business as usual? What can we do to transform this troubling reality? This book is a carefully guided journey designed to help answer these very questions. The book provides the tools to create a powerful new build-it-yourself mental technology.

- "The Imperfect Board Member" by Jim Brown. This book unfolds governance concepts into the journey of a fictional CEO as he navigates governance challenges on two boards: the one in his own company and the other a non-profit.

★ On August 13, the Superintendent, the Associate Superintendent Human Resources, Chair Gibbons and Trustee Buga attended the 2024 Education Law Day seminar. This in-person event featured an informative discussion on the impacts of construction law, labour and employment, human rights and privacy within the education sector. Topics covered included a review of construction law, a 2023 overview of education law and human rights issues affecting both students and staff.

★ The Superintendent attended the CASS/ASBOA Summer Learning Conference from August 14-16, 2024. This conference piloted the CASS Continuing Education Program (CEP) courses. Regulated CASS members who participated earned one course towards their five-year mandatory accreditation requirement of five courses.

During the conference, the Superintendent participated in and was a guest presenter at the "Leading to Support Effective Governance" professional learning course. This course was designed to guide participants through readings, discussions and reflections on their roles and responsibilities in supporting effective governance, a critical competency for superintendents. Through scenarios and practical activities, participants developed concrete actions and applied tactics for developing trustee understanding of governance, communication skills and creating a roadmap for productive collaboration with the Board.

★ The Superintendent was invited to participate in an Executive Coaching Program for a period of two months, offered pro bono by an individual completing their Executive Coaching Certification in August 2024. This opportunity allowed the Superintendent to engage in focused leadership development, gaining insights into strategic decision-making, effective communication and personal growth.

★ On August 21, the Superintendent attended an online session offered by the Public School Boards' Association of Alberta (PSBAA) regarding the PEP initiative, which stands for Promote, Elevate, and Protect Public School Education in Alberta. PEP is a non-partisan effort aimed at strengthening perceptions of public schools among K-12 stakeholders and Albertans. The initiative focuses on promoting positive views of public schools, elevating their efforts by addressing challenges such as funding inequities and achievement gaps and protecting the public school system from legislative and financial threats. Through advocacy and communication, PEP aims to improve support for public education across the province.

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.

★ August 13, 2024, the Division Principal attended a Generative Artificial Intelligence (AI) Summit initiated by a neighboring school division. The summit included leaders from neighbouring school divisions and was led out by Advanced Learning Partnerships. Topics included: understanding Generative AI, how AI will impact society and education, tool utilization and practical next steps. The team is working closely with other school divisions to ensure consistent sharing and learnings on Generative AI to support student success. What is Generative AI? Generative Artificial Intelligence (AI) Algorithms that can be used to create new content, including audio, code, images, text, simulations and videos.

★ The Communications team played a pivotal role in promoting registration at Guthrie School in June by launching a targeted 'edgy' campaign to increase awareness and engagement. Through a variety of channels, including social media, newsletters and community outreach, the team ensured that families were well-informed about the registration process and the unique programs offered at the school. Their efforts created a clear and welcoming message, encouraging more families to consider Guthrie School as an educational choice for their children.

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.

★ July 10, 2024, the Deputy Superintendent and the Director of Education Planning facilitated the second Indigenous Parent Advisory meeting as a follow-up to the June 26th initial meeting at St. Height's School. The Division is working towards forming an Indigenous Advisory Council. The purpose of these two meetings was to gather valuable insight and guidance around future learning opportunities and improving schools for Indigenous students and families. Due to the enthusiasm that came out of the first meeting on June 26th, despite it being summer vacation, the group wanted to meet again to keep momentum going. The next meeting will be scheduled after the start up of the school year to ensure we create the opportunity for all stakeholders to participate.

★ A collection of "hubs"/websites were designed in the 2023-2024 school year to bring together resources and information around a common theme, need, or team. The Indigenous Education Hub provides resources and guiding documents to teachers and staff. The focus for September is the History and Legacy of Residential Schools with the week of September 23-27, 2024, being designated as Truth and Reconciliation Week.

★ Sturgeon Public School teachers continue to indicate advancing their own Indigenous Foundational knowledge and weaving Indigenous ways of knowing throughout their teaching as a top priority.

★ This year's team includes:
   ○ Director, Education Planning
   ○ Métis Learning Coach
   ○ Indigenous Coordinator
   ○ Indigenous Student Counselor

★ Expectations for All Schools:
   ○ Provide time during school-based staff meetings for TQS 5 and Call to Action.
   ○ Cohort Leads to share information regarding monthly themes and resources.

- Recognize Sep 23-27, 2024: Truth and Reconciliation Week and Orange Shirt Day - TRC Resources & sign-up, SPS Indigenous Education Hub.
- Recognize Nov 18-22, 2024: Métis Week celebrations.
- Recognize June as National Indigenous Peoples Month.
- Recognize June 21, 2025: National Indigenous Peoples Day.
- Monthly Themes for teaching and learning:
  - September - History and Legacy of Residential Schools
  - October - Indigenous Role Models/Leaders
  - November - Métis Culture and History
  - December - Treaties/Land Agreements
  - January - Inuit Culture and History
  - February - Indigenous Authors and Literature
  - March - Nehiyawak (Cree) Culture
  - April - Connections to the Land
  - May - Missing and Murdered Indigenous Peoples
  - June - National Indigenous Peoples Month

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.

★ Over the summer, teams at Central Office worked on relocating the Boardroom and the Morinville Learning Centre (MLC). This change allows the MLC to be situated in its originally desired location which is in the best interests of students.

★ On August 28th, a mandatory training day is organized for all Educational Assistants (EAs) at Sturgeon Composite High School. The objective of this training will be to ensure that all EAs have a consistent understanding of their roles and responsibilities and receive the same foundational training. The sessions will cover topics such as bias, universal strategies for regulation, lifts and transfers and communication systems and visuals. Additionally, EA coaches will collaborate with EAs in August to share up-to-date information.

★ The Superintendent provides a monthly report - 2024-2025 Superintendent Discretionary Fund - highlighting strategic resource allocation in line with Division goals and priorities to ensure staffing and resources are allocated to schools to support optimal student success.

★ In May, Sturgeon Public Schools announced plans to consolidate its digital platforms into a single system by adopting Google Workspace, aiming to streamline operations and enhance collaboration. However, due to concerns that have since emerged, the initiative has been paused. The team will spend the coming school year addressing these issues and refining the transition process, with the goal of implementing the system in the summer of 2025.

This delay ensures that the Division can fully address potential challenges before moving forward with the platform change.

★ A temporary staff member has been hired in the Transportation Services Department to provide extra support during their busiest period. For the next month, this new team member will assist with managing the increased workload, ensuring smooth operations and timely responses to transportation needs across the Division. This temporary staffing will enhance the department's efficiency and help maintain a high level of service during this critical time.

Supporting Effective Governance

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

★ The Superintendent is supporting the Board Retreat scheduled for September 12 and 13, 2024, by ensuring that the Board has all necessary information, resources and strategic guidance to facilitate effective governance discussions. This support includes preparing relevant reports, advising on key issues and aligning the retreat's agenda with the Division's goals and priorities.

★ Over the summer months, the Superintendent and Senior Executives updated Administrative Procedures in response to new legislation from the Government aimed at limiting distractions in the classroom. This work ensures that the Division's procedures align with provincial requirements and supports distraction free learning environments for students in the new school year. A draft policy has also been created for the Board's consideration.

★ Throughout the summer months, the Superintendent maintained ongoing communication with the Board of Trustees, providing timely updates whenever new information became available. This included sharing announcements from Alberta Education regarding additional funding opportunities and informing the Board about measures being taken to support students impacted by wildfires. By keeping the Board informed on critical developments, the Superintendent ensured that the Trustees were well-prepared to respond to emerging issues and make informed decisions in alignment with the Division's priorities.

★ The Superintendent has created a "Big Rocks" list which includes items under the Board's Fiduciary responsibility for 2024-2025 school year. These items will be shared and discussed at the August 28, 2024, Committee of the Whole to support the Board in their governance role.

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

Attachment(s):
Not applicable.

Information Report

Date: August 28, 2024 **Agenda Item:** 7.6

To: Board of Trustees

From: Shawna Warren, Superintendent

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

Governance Policy: *Board Policy 230: Board Committees*
Board Policy 900: Student Conduct and Discipline
Administrative Procedure 901: Student Conduct

Additional Reference: Ministerial Order #014/2024
Alberta Frequently asked Questions
Minister Letter to Parents
UNESCO Report on Technology in Education (2023)
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
Violent Threat Risk Assessment (VTRA) Protocol
Vision, Mission and Values Statement

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

Subject: **Administrative Procedure 901: Student Conduct**

Purpose:
For information.

Background:
In response to Ministerial Order #014/2024 – Standards for the Use of Personal Mobile Devices and Social Media in Schools – Administration spent the summer updating all

applicable Administrative Procedures in advance of the start of the school year to set our schools up for success.

It is in the best interest of our students, our staff and our school community at large to adopt and implement these new legislated requirements at the beginning of the school year instead of trying to shift part way through on January 1, 2025 (mandated implementation date).

The two updated Administrative Procedures (along with the corresponding exhibits) were shared with Principals, Vice Principals and School Office Staff earlier this month so that the school-based leadership teams could get their Student Code of Conduct/Handbooks updated and create their plans for implementation to meet these new legislative requirements.

Attached is revised *Administrative Procedure 901: Student Conduct* which includes a new Exhibit; *AP901: Exhibit 1: Social Media - Student Access*

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

Attachment(s):
1. Administrative Procedure 901: Student Conduct - Website Version
2. Administrative Procedure 901: Student Conduct - Tracked Changes
3. NEW - AP901: Exhibit 1: Social Media - Student Access

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, the 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 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 behaviour;

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 (PCD) while in class or at school;

5.5 restrictions on social media use and access to social media while at school, on school networks, and on school devices; and

5.6 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 cooperate with everyone authorized by the board to provide education programs and other services,

6.8 to be accountable to the student's teachers and other school staff for the student's conduct, and

6.9 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 non-threatening 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.

7.4 Children and students may not use Personal Communication Devices (PCDs) during instructional time, or during any school sponsored activity, such as assembly or talk by a guest.

7.4.1 PCDs are not be be taken into test or examination settings, unless students have been given explicit permission to do so.

7.4.2 PCDs are not be used in settings such as change rooms, washrooms, private counseling rooms, that have the potential to violate a person's reasonable expectation of privacy.

7.4.3 If children and students have PCDs with them during instructional time, they are required to keep these devices on silent or powered off, and stored out of view.

7.4.5 Students who bring PCDs to the school are expected to comply with all parts of *Administrative Procedure 901: Student Conduct*, and the School's Code of Student Conduct may be subject to disciplinary measures detailed in the School's Code of Student Conduct and in *Administrative Procedure 901: Student Conduct*.

7.4.6 PCDs are valuable electronic devices. The security and storage of these items is the sole responsibility of the owner or user. The Division assumes no responsibility for the safety, security, loss, repair or replacement of PCDs.

7.4.6.1 PCDs that are taken temporarily from students by teachers or administrators must be securely stored.

7.5 Children and Students may not access social media during instructional time on PCDs, nor at any time on school networks or on school devices.

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 has 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 purposed 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 accessing PCDs during instructional time, school sponsored activities, exams, or in areas where privacy is expected unless explicitly allowed to do so by staff;

10.9 accessing social media during instructional time or on school networks;

10.10 participating in or contributing to cyberbullying;

10.11 participating in or contributing to froshing or hazing activities;

10.12 extortion;

10.13 disruptive behaviour, willful disobedience or defiance of authority;

10.14 interference with the orderly conduct of classes and school activities;

10.15 willful damage to school or other's property;

10.16 tampering with items such as fire alarms or safety equipment;

10.17 criminal activity;

10.18 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, 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 the proposed action on the student's future behaviour;

11.8 any other information the teacher or Principal considers appropriate or relevant; and

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 Short term or longer term removal of access to PCD. Repeat offences could lead to the student not being allowed to bring a PCD to the school for determined length of time.

12.5 Interventions such as positive behaviour supports, contracts, and counselling.

12.6 Restorative practices, where appropriate and agreed upon by impacted staff and students.

12.7 Replacement or restitution for loss or or damage to property.

12.8 Suspension or expulsion from bus transportation.

12.9 In-school or out-of-school suspension.

12.10 Referral to the Attendance Board.

12.11 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 recommendations 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:

Ministerial Order (#014/2024)
Board Policy 110: Welcoming Inclusive, Safe and Healthy Environments
Board Policy 230: Board Committees
Board Policy 900: Student Conduct and Discipline
Administrative Procedure 901: Student Conduct, Exhibit 1 - Social Media - Student Access
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
Violent Threat Risk Assessment (VTRA) Protocol
Vision, Mission and Values Statement

History

2020 Jan 29 Initial Approval
2021 Feb 11 Amended
2023 May 15 Amended
2024 Jun 19 Amended
2024 Aug 28 Amended

Administrative Procedures IX. Students

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, the 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 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 behaviour;
    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 (PCD) while in class or at school;
    5.5 restrictions on social media use and access to social media while at school, on school networks, and on school devices; and
    5.6 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 cooperate with everyone authorized by the board to provide education programs and other services,

6.8 to be accountable to the student's teachers and other school staff for the student's conduct; and

6.9 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 non-threatening manner that is conducive~~conductive~~ 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.

7.4 Children and students may not use ~~P~~personal ~~c~~Communication ~~d~~Devices (PCDs) during instructional time, or during any school-sponsored activity, such as an assembly or talk by a guest.

7.4.1 PCDs are not to be taken into test or examination settings, unless students have been given explicit permission to do so.

7.4.2 PCDs are not to be used in settings such as change rooms, washrooms, private counselling rooms, that have the potential to violate a person's reasonable expectation of privacy.

7.4.3 If children and students have PCDs~~personal communication devices~~ with them during instructional time, they are required to keep these devices on silent or powered off, and stored out of view.

7.4.4 Exceptions for PCD use may be made by a principal or designate for health, medical or special learning needs. This must be determined in advance, and with parental consent.

7.4.5 Students who bring PCDs to the school are expected to comply with all parts of Administrative Procedure 901 (Student Conduct) and the School's Code of Student Conduct. Students who consistently refuse to comply with the Division's procedures for use of PCDs in the school setting and or the School's Code of Student Conduct may be subject to disciplinary measures detailed in the School's Code of Student Conduct and in Administrative Procedure 901 (Student Conduct).

7.4.6 PCDs are valuable electronic devices. The security and storage of these items is the sole responsibility of the owner or user. The Division assumes no responsibility for the safety, security, loss, repair or replacement of PCDs.

7.4.6.1 PCDs that are taken temporarily from students by teachers or administrators must be securely stored.

7.5 Children and students may not access social media during instructional time on PCDs~~personal communication devices~~, nor at any time on school networks or on school devices.

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 that 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 accessing PCDs during instructional time, school sponsored activities, exams, or in areas where privacy is expected unless explicitly allowed to do so by staff;
    10.9 accessing social media during instructional time or on school networks;
    10.10 participating in or contributing to cyberbullying;
    10.11 participating in or contributing to froshing or hazing activities;
    10.12 extortion;
    10.13 disruptive behaviour, willful disobedience or defiance of authority;
    10.14 interference with the orderly conduct of classes and school activities;
    10.15 willful damage to school or other's property;
    10.16 tampering with items such as fire alarms or safety equipment;
    10.17 criminal activity; and
    10.18 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, 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 the proposed action on the student's future behaviour;
    11.8 any other information the teacher or Principal considers appropriate or relevant; and
    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 Short term or longer term removal of access to PCD. Repeat offences could lead to the student not being allowed to bring a PCD to the school for a determined length of time.

12.54 Interventions such as positive behaviour supports, contracts, and counselling.
12.65 Restorative practices, where appropriate and agreed upon by impacted staff and students.
12.76 Replacement or restitution for loss or or damage to property.
12.87 Suspension or expulsion from bus transportation.
12.98 In-school or out-of-school suspension.
12.109 Referral to the Attendance Board.
12.110 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 recommendations 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:

Ministerial Order (#014/2024)
Board Policy 110: Welcoming Inclusive, Safe and Healthy Environments
Policy Board Policy 230: Board Committees
Board Policy 900: Student Conduct and Discipline
Administrative Procedure 901: Exhibit 1 - Social Media
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 -
This statute is repealed, not in force.

Tobacco, Smoking and Vaping Reduction Act
Violent Threat Risk Assessment (VTRA) Protocol
Vision, Mission and Values Statement

History

2020 Jan 29 Initial Approval
2021 Feb 11 Amended
2023 May 15 Amended
2024 August 8 Amended

901: Exhibit 1 - Social Media - Student Access

Purpose
Students are entitled to welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self. To reduce distractions, maximize learning time, support student mental health and reduce opportunities for cyberbullying, social media sites are restricted within Sturgeon Public Schools.

Definition
Social media refers to a range of online platforms and tools that enable individuals and groups to create, share, and exchange information, ideas and content. These platforms facilitate communication and interaction through various forms such as text, images, videos and links. Common examples of social media include, but are not limited to, websites and applications like Facebook, Twitter, Instagram, YouTube, TikTok and LinkedIn.

Procedure
Access to Social Media sites is restricted and actively blocked on Sturgeon Public School's open network. Student devices, such as Chromebooks, and all personal devices that connect to this network will not have access to any of the Social Media sites listed below.

Restricted Social Media sites or platforms

1. Facebook	17. Twitch	34. Steemit
2. Instagram	18. WeChat	35. Gab
3. X (Twitter)	19. Viber	36. Parler
4. LinkedIn	20. Telegram	37. Rumble
5. Snapchat	21. Signal	38. Odysee
6. TikTok	22. Amino	39. Triller
7. YouTube	23. Houseparty	40. CloutHub
8. Pinterest	24. Yubo	41. BitChute
9. Reddit	25. VSCO	42. Imgur
10. WhatsApp	26. Byte	43. DLive
11. Messenger (Facebook Messenger)	27. Kik	44. Uplive
	28. Wattpad	45. Vimeo
12. Discord	29. Periscope	46. Mix
13. Tumblr	30. Flipgrid	47. 9GAG
14. Quora	31. Band	48. DeviantArt
15. Nextdoor	32. Minds	49. Behance
16. Clubhouse	33. MeWe	50. SoundCloud

This list includes platforms used for various purposes such as communication, content sharing, collaboration and entertainment, which are popular among students and the general public. The list is not exhaustive, but will continue to evolve.

Date:	August 28, 2024	**Agenda Item:** 7.7

To: Board of Trustees

From: Shawna Warren, Superintendent

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

Governance Policy: *Administrative Procedure 870: Responsible Use of Technology Resources*

Additional Reference: Ministerial Order #014/2024
Alberta Frequently asked Questions
Minister Letter to Parents
UNESCO Report on Technology in Education (2023)
Administrative Procedure 300: Security of Personal and Division Information
Administrative Procedure 721: Teachers and Professional Development
Administrative Procedure 727: Support Staff and Professional Development
Administrative Procedure 865: Information and Communication Technology
Exhibit 1 – Responsible Use of Technology Resources Protocol Staff
Exhibit 2 – Responsible Use of Technology Resources Protocol Students

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

Subject: **Administrative Procedure 870: Responsible Use of Technology Resources**

Purpose:

For information.

Background:

In response to Ministerial Order #014/2024 – Standards for the Use of Personal Mobile Devices and Social Media in Schools – Administration spent the summer updating all applicable Administrative Procedures in advance of the start of the school year to set our schools up for success.

It is in the best interest of our students, our staff and our school community at large to adopt and implement these new legislated requirements at the beginning of the school year instead of trying to shift part way through on January 1, 2025 (mandated implementation date).

The two updated Administrative Procedures (along with the corresponding exhibits) were shared with Principals, Vice Principals and School Office Staff earlier this month so that the school-based leadership teams could get their Student Code of Conduct/Handbooks updated and create their plans for implementation to meet these new legislative requirements.

Attached is the revised *Administrative Procedure 870: Responsible Use of Technology Resources,* the revised *AP870: Exhibit 1 - Responsible Use of Technology Resources Protocol - Staff* and the revised *AP870: Exhibit 2 - Responsible Use of Technology Resources Protocol - Students.*

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

Attachment(s):
1. [Administrative Procedure 870: Responsible Use of Technology Resources - Website Version](#)
2. Administrative Procedure 870: Responsible Use of Technology Resources - Tracked Changes
3. [870: Exhibit 1 - Responsible Use of Technology Resources Protocol - Staff](#)
4. [870: Exhibit 2 - Responsible Use of Technology Resources Protocol - Students](#)

870: Responsible Use of Technology Resources

Responsible Administrator: Deputy Superintendent Education 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 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 employees that report to them on an annual basis:

    1.1 this Administrative Procedure;

    1.2 *Responsible Use of Technology Resources Protocol Acknowledgment - 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 Protocol Acknowledgment - 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 Protocol Acknowledgment - Staff (Exhibit 1)* during the orientation process.

5. Principals shall ensure teachers review on an annual basis, the *Responsible Use of Technology Resources Protocol Acknowledgment - Students (Exhibit 2)* with all students within the context of digital citizenship.

6. The *Responsible Use of Technology Resources Protocol Acknowledgment - Students (Exhibit 2)* will be reviewed and signed by parents/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, SPS 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:

Administrative Procedure 300: Security of Personal and Division Information
Administrative Procedure 721: Teachers and Professional Development
Administrative Procedure 727: Support Staff and Professional Development
Administrative Procedure 865: Information and Communication Technology
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
2024 Jun 19 Amended
2024 Aug 28 Amended

Administrative Procedures VIII. Curriculum and Instruction (Information Technology)

Administrative Procedure 870

Responsible Use of Technology Resources

Responsible Administrator: Deputy Superintendent Education 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 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 employees that report to them on an annual basis:
    1.1 this Administrative Procedure;
    1.2 *Responsible Use of Technology Resources Protocol Acknowledgment - 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 Protocol Acknowledgment - 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 Protocol Acknowledgment - Staff (Exhibit 1)* during the orientation process.

5. Principals shall ensure teachers review on an annual basis, the *Responsible Use of Technology Resources Protocol Acknowledgment - Students (Exhibit 2)* with all students within the context of digital citizenship.

6. The *Responsible Use of Technology Resources Protocol Acknowledgment - Students (Exhibit 2)* will be reviewed and signed by parents/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, SPSturgeon 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:

Administrative Procedure 300: Security of Personal and Division Information

Administrative Procedure 721: Teachers and Professional Development

Administrative Procedure 727: Support Staff and Professional Development

Administrative Procedure 865: Information and Communication Technology

Administrative Procedure 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

2024 Jun 19 Amended

Responsible Use of Technology Resources Protocol Staff

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, but not limited to, Internet access, email accounts, installed software, personal file storage areas and all hardware attached to the network.

Sturgeon Public Schools recognizes that the responsible use of Personal Communication Devices (PCDs) by staff for instructional purposes can support the learning process and the administration of business operations.

Sturgeon Public Schools recognizes that the use of electronic social media by staff is a viable means to engage colleagues, parents and students in the enhancement of student learning. The Division is committed to supporting the use of electronic social media by staff to interact knowledgeably and responsibly for instructional and professional development purposes. The Division recognizes that parents and legal guardians entrust educators with the duty to educate their children, and the use of the Internet and electronic social media has the potential to affect that trust.

DEFINITIONS

Technology Resources: Includes all resources on the Division network, such as Internet access, email accounts, installed software, personal file storage, and hardware attached to the network.

Electronic Social Media: Refers to electronic access to and use of blogs, personal websites, RSS feeds, postings on wikis, and other interactive sites, including but not limited to Facebook, Twitter, Instagram, YouTube and other social media platforms.

Personal Communication Devices (PCDs): Refers to mobile phones, tablets and other portable electronic devices that can be used for communication and accessing the Internet.

PRINCIPLES OF USE

- All technology resources are intended for education and administrative use.

- As the owner of all technology resources, tThe 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 will not disclose confidential student information, images, or confidential school, department, or personnel records without obtaining written consent from the principal, supervisor, or parent/legal guardian. Staff are expected to adhere to the Freedom of Information and Protection of Privacy Act (FOIP) and ensure that publishing personal information on the Internet or in publicly viewed files meets the Division's FOIP guidelines.

- Staff may use of Personal Communication Devices (PCDs) for instructional purposes or to engage colleagues, parents and students:

  - All FOIP guidelines and agreements must be followed when capturing images or videos of students or staff. Further, when staff are capturing images or videos 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 own 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 Division's policy and guidelines may make provision for consequences for failure to practice responsible use of technology resources, social media and PCDsPersonal Communication Devicespersonally owned digital devices. This may include, but is not limited to, loss of network privileges, suspension, financial liability for damages and disciplinary or legal action.

- Staff may use electronic social media to engage colleagues, parents and students in the enhancement of student learning:

  - Staff are not authorized to use electronic social media sites to represent a school, department or the Division unless they have received written permission from a principal or supervisor. If a social media user is identified as an employee of the Division but did not receive such permission, their social media profile or

- Online correspondence between staff and students must be related to coursework or school-sanctioned clubs and activities. All school-sanctioned electronic social media groups must have at least two staff members with administrative privileges and will be supervised and monitored by a teacher. Staff are prohibited from initiating or accepting electronic "friend" invitations from students unless it is part of an existing school course or club structure with proper administrative oversight.

- Staff may be disciplined if their social media comments, postings or other technology use, whether personal or school/Division-related, result in a disruption to the school or Division environment, negatively impact their ability to perform their duties or violate Division policies. This includes posting or promoting content or images that are defamatory, pornographic, proprietary, harassing or that create a negative work environment.

- Staff participating in electronic social media activities must respect copyright laws, not only regarding the content produced on social media sites but also concerning the software that enables them to operate. Staff must comply with the Freedom of Information and Protection of Privacy Act (FOIP) and the Copyright Act when posting anything online.

● Staff are encouraged to consider the responsible and ethical use of Artificial Intelligence (AI) tools for the 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.

● 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 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 Security of Personal and Division Information and AP 870 Responsible Use of Technology Resources.

Staff Member (Print): _____

Staff Member Signature: _____

Date: _____

REFERENCE:

Administrative Procedure 300: Security of Personal and Division Information
Administrative Procedure 721: Teachers and Professional Development
Administrative Procedure 727: Support Staff and Professional Development
Administrative Procedure 865: Information and Communication Technology
Administrative Procedure 870: Responsible Use of Technology Resources
Administrative Procedure 875: Personal Electronic Devices

Technology Resources Responsible Use Protocol
Students

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, procedures 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 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 AI tool. Identifying information may include the name of any student, teacher, school or the Division.

  - The use of AI is acknowledged or credited in any work the student submits. Submitting work supported by AI without acknowledging its use will be considered academic misconduct.

- ○ AI is used 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 may not access any type of social media while at school during instructional hours. Further, they may not access any type of social media at any time while on a school device, or connected to the school network.

- 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 Policy 900 Student Conduct and Discipline, Administrative Procedures 865 - Information and Communication Technology, 901 - Student Conduct, 901 - Exhibit 1 - Social Media Student Access and individual school policies and practices.

- Consequences of inappropriate use of network resources are guided by Administrative Procedure 901, School Code of Student Conduct and School Code of Student Conduct and could include disciplinary action such as including, but not limited to, loss of network privileges, recommendation for withdrawal from a course, suspension, financial liability for damages or legal action.

- Consequences of inappropriate use of Personal Communication Devices (PCDs) are guided by Administrative Procedure 901, School Code of Student Conduct and School Code of Student Conduct and could include disciplinary action such as short term or longer term removal of access to PCD. Repeat offensces could lead to the student not being allowed to bring a PCD to the school for a determined length of time. Further consequences may result as determined by the Principal.

- 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 in Schools

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

Student Agreement or Acknowledgement

Use of School Technology

Please place a checkmark by each statement below to indicate you have read and understand the "Responsible Use of Technology".

Responsible Use of Technology	Agree
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 access social media while on a school device or on the school network.	
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.	

Use of Personal Technology for Learning

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 personal devices as part of a Bring Your Own Device (BYOD) program and 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".

Use of Personal Device for Learning Responsibilities	Agree
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 access social media during instructional time	
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's 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 videos 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.	

Use of Personal Technology for Communication

Children and students may not use personal communication devices during instructional time. Personal communication devices would include a cell phone, tablet, smartwatch, or any device capable of connecting to a network of any kind and communicating with others. For this agreement, this does not include a device part of a BYOD program at school. If children and students have personal communication devices with them during instructional time, they are required to keep these devices on silent or powered off, and stored out of view.

Exceptions regarding the use of Personal Communication Devices and access to Social Media may be made by a principal or designate for health, medical or special learning needs. This must be determined in advance of use and with parental consent.

June 2024

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: _____

REFERENCE

Administrative Procedure 300: Security of Personal and Division Information

Administrative Procedure 721: Teachers and Professional Development

Administrative Procedure 727: Support Staff and Professional Development

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

        Administrative Procedure 901: Exhibit 1 - Social Media

Responsible Use of Technology Resources Protocol Staff

PURPOSE

Sturgeon Public School Division provides staff with technology resources that support teaching, learning or administrative operations. Technology resources refers to all resources on the Division network including, but not limited to, Internet access, email accounts, installed software, personal file storage areas, and all hardware attached to the network.

Sturgeon Public Schools recognizes that the responsible use of Personal Communication Devices (PCDs) by staff for instructional purposes can support the learning process and the administration of business operations.

Sturgeon Public Schools recognizes that the use of electronic social media by staff is a viable means to engage colleagues, parents, and students in the enhancement of student learning. The Division is committed to supporting the use of electronic social media by staff to interact knowledgeably and responsibly for instructional and professional development purposes. The Division recognizes that parents and legal guardians entrust educators with the duty to educate their children, and the use of the Internet and electronic social media has the potential to affect that trust.

DEFINITIONS

Technology Resources: Includes all resources on the Division network, such as internet access, email accounts, installed software, personal file storage, and hardware attached to the network.

Electronic Social Media: Refers to electronic access to and use of blogs, personal websites, RRS feeds, postings on wikis, and other interactive sites, including but not limited to Facebook, Twitter, Instagram, YouTube and other social media platforms.

Personal Communication Devices (PCDs): Refers to mobile phones, tablets and other portable electronic devices that can be used for communication and accessing the Internet.

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.

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August 2024

- 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 is expected to use technology resources to further the mission of the Division. Personal use of these resources is NOT permitted.

- Staff will not disclose confidential student information, images, or confidential school, department, or personnel records without obtaining written consent from the principal, supervisor, or parent/legal guardian. Staff are expected to adhere to the Freedom of Information and Protection of Privacy Act (FOIP) and ensure that publishing personal information on the Internet or in publicly viewed files meets the Division's FOIP guidelines.

- Staff may use Personal Communication Devices (PCDs) for instructional purposes or to engage colleagues, parents, and students:

  o All FOIP guidelines and agreements must be followed when capturing images or videos of students or staff. Further, when staff are capturing images or videos, 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 own 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 Division's policy and guidelines may make provision for consequences for failure to practice responsible use of technology resources, social media and PCDs. This may include, but is not limited to, loss of network privileges, suspension, financial liability for damages and disciplinary or legal action.

- Staff may use electronic social media to engage colleagues, parents, and students in the enhancement of student learning:

  o Staff are not authorized to use electronic social media sites to represent a school, department, or the Division unless they have received written permission from a principal or supervisor. If a social media user is identified as an employee of the Division but did not receive such permission, their social media profile or posts must clearly state that they are not representing the views of a school, department, or the Division.

  o Online correspondence between staff and students must be related to coursework or school-sanctioned clubs and activities. All school-sanctioned electronic social media groups must have

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August 2024

at least two staff members with administrative privileges and will be supervised and monitored by a teacher. Staff are prohibited from initiating or accepting electronic "friend" invitations from students unless it is part of an existing school course or club structure with proper administrative oversight.

- o Staff may be disciplined if their social media comments, postings, or other technology use, whether personal or school/Division-related, result in a disruption to the school or Division environment, negatively impact their ability to perform their duties or violate Division policies. This includes posting or promoting content or images that are defamatory, pornographic, proprietary, harassing or that create a negative work environment.

- o Staff participating in electronic social media activities must respect copyright laws, not only regarding the content produced on social media sites but also concerning the software that enables them to operate. Staff must comply with the Freedom of Information and Protection of Privacy Act (FOIP) and the Copyright Act when posting anything online.

- Staff are encouraged to consider the responsible and ethical use of Artificial Intelligence (AI) tools for the professional creation of materials. Staff who choose to use AI tools will:

  - o Ensure no student identifying information is uploaded into any type of AI tool.

  - o Acknowledge using AI if the content is generative and large parts will be used as new ideas, content, or shared as facts or statements.

  - o 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 who discover inappropriate material on the network are expected to advise their school administrator and/or the Deputy Superintendent Education 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 will 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 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*.

- In the event of damage to a resource, the school or department will be responsible for the cost of 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

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August 2024

ACKNOWLEDGEMENT

I understand and agree to follow the conditions of this Responsible Use Protocol. I have read *AP 300: Security of Personal and Division Information* and *AP 870: Responsible Use of Technology Resources* and understand these procedures.

Staff Member Name (Print): _____

Staff Member Signature: _____

Date: _____

REFERENCE

Administrative Procedure 300: Security of Personal and Division Information
Administrative Procedure 721: Teachers and Professional Development
Administrative Procedure 727: Support Staff and Professional Development
Administrative Procedure 865: Information and Communication Technology
Administrative Procedure 870: Responsible Use of Technology Resources

Responsible Use of Technology Resources Protocol Students

PURPOSE

Sturgeon Public School Division 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 procedures of both the 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:

    o Teachers have discussed appropriate and responsible use of AI in learning and education with the student.

    o Parents are fully aware of which tool(s) will be used and how each is used.

    o During use, the student will ensure that no student or school identifying information is uploaded into any AI tool. Identifying information may include the name of any student, teacher, school, or the Division.

    o The use of AI is acknowledged or credited in any work the student submits. Submitting work supported by AI without acknowledging its use will be considered academic misconduct.

- o AI is used 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 may not access any type of social media while at school during instructional hours. Further, they may not access any type of social media at any time while on a school device, or connected to the school network.

- 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 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 *Policy 900: Student Conduct and Discipline*, *Administrative Procedure 865: Information and Communication Technology*, and *Administrative Procedure 901: Student Conduct*, *Administrative Procedure 901: Student Conduct; Exhibit 1 – Social Media – Student Access*, and individual school policies and practices.

- Consequences of inappropriate use of network resources are guided by *Administrative Procedure 901: Student Conduct* and School Code of Student Conduct and could include disciplinary action such as, loss of network privileges, recommendation for withdrawal from a course, suspension, financial liability for damages, or legal action.

- Consequences of inappropriate use of Personal Communications Devices (PCDs) are guided by *Administrative Procedure 901: Student Conduct* and Student Conduct and School Code of Student Conduct and could include disciplinary action such as short term or longer term removal of access to PCD. Repeat offences could lead to the student not being allowed to bring PCD to the school for a determined length of time. Further consequences may result as determined by the Principal.

- 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.

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August 2024

EXAMPLES Of TECHNOLOGY RESOURCES IN SCHOOLS

Below are examples of what items fall under the classification of technology resources:

Desktop PC Computers	Scanners	Speakers
Laptop or 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

STUDENT AGREEMENT OR ACKNOWLEDGEMENT

Use of School Technology

Please place a checkmark (✓) by each statement below to indicate you have read and understand the "Responsible Use of Technology".

Responsible Use of Technology	Agree
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 Administrators 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 accidently 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 logout of computers or Chromebooks when I am not using them.	
I will not access social media while on a school device or on the school network.	
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.	

USE OF PERSONAL TECHNOLOGY FOR LEARNING

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 personal devices such as part of Bring Your Own Device (BYOD) program and 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".

Use of Personal Device for Learning Responsibilities	Agree
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 access social media during instructional time.	
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.	

USE OF PERSONAL TECHNOLOGY FOR COMMUNICATION

Children and students may not use personal communication devices during instructional time. Personal communication devices would include a cell phone, tablet, smartwatch, or any device capable of connecting to a network of any kind and communicating with others. For this agreement, this does not include a device part of a BYOD program at school. If children and students have personal communication

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August 2024

devices with them during instructional time, they are required to keep these devices on silent or powered off and stored out of view.

Exceptions regarding the use of Personal Communication Devices and access to social media may be made by a principal or designate for health, medical or special learning needs. This must be determined in advance of use with parental consent.

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: _____

REFERENCE

Administrative Procedure 300: Security of Personal and Division Information
Administrative Procedure 721: Teachers and Professional Development
Administrative Procedure 727: Support Staff and Professional Development
Administrative Procedure 865: Information and Communication Technology
Administrative Procedure 870: Responsible Use of Technology Resources
Administrative Procedure 901: Student Conduct
Administrative Procedure 901: Student Conduct; Exhibit 1 – Social Media – Student Access

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August 2024

Date:	August 28, 2024	**Agenda Item:** 8.3
To:	Board of Trustees	
From:	Shawna Warren, Superintendent	
Originator(s):	Committee of the Whole Senior Administrative Team	
Governance Policy:	*Board Policy 230: Board Committees* *Board Policy 700: Superintendent of Schools*	
Additional Reference:	*Board Policy 230: Appendix A - Committee of the Whole* *Education Act:* Sections 51, 52(1)(b) *Board Procedures Regulation 82/2019*	
Assurance Domain:	Governance Local & Societal	

Superintendent Leadership Quality Standard (SLQS)
SLQS Competencies (SLQS / Board Policy 700):
               Building Effective Relationships
               School Division Operations and Resources
               Supporting Effective Governance

Subject:	**Committee of the Whole Report**

Purpose:
For information.

Background:
The Board believes that the work of the Board may be facilitated through committees, both standing and ad hoc, task groups, and/or other structures as determined from time to time (Policy 230). The Board may delegate responsibilities and duties to such committees and task groups while retaining Board governance regarding any or all decisions or recommendations made by these committees. The Committee of the Whole is established pursuant to Section 52 (1) (b) of the Education Act.

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

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

On June 19, 2024, the Committee of the Whole met to discuss a number of topics chosen in advance by both the Board of Trustees and the Senior Administrative Team. The following report attached is a record of this meeting.

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

Attachment(s):
1. Unapproved Minutes of the Meeting - June 19, 2024 (To be brought forward for approval at the August 28, 2024, Committee of the Whole).

MINUTES OF THE
COMMITTEE OF THE WHOLE
Meeting held at the Frank Robinson Education Centre Boardroom, in Morinville, Alberta
On Wednesday, June 19, 2024, at 12:35 p.m.

Attendance:

Irene Gibbons, Board Chair
Cindy Briggs, Vice Chair
Janine Pequin, Trustee
Joe Dwyer, Trustee   Left meeting at 3:57 p.m.
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   Left meeting at 4:16 p.m.
Sean Nicholson, Associate Superintendent, Corporate Services
Michelle Wilde, Recording Secretary
Evan Soper, Facilities Coordinator, Facility Services   Arrived at 3:18 p.m.   Left meeting at 4:00 p.m.

1. Call to Order
Chair Gibbons called the meeting to order at 12:45 p.m.

2. Approval of the Agenda
<u>Moved by Trustee Buga</u> that the Board of Trustees accept the agenda as presented.

CARRIED UNANIMOUSLY

3. Approval of the Committee Minutes
<u>Moved by Trustee Buga</u> that the Board of Trustees accept the Committee Meeting Minutes of May 22, 2024, as presented.

CARRIED UNANIMOUSLY

4. Policy

4.2 Policy Recommendations: Shawna Warren, Superintendent, brought forward as information a document regarding Policy Recommendations. Discussion ensued.

4.3 Policy 900: Student Conduct and Discipline: Shawna Warren, Superintendent, brought forward, recommended changes to Policy 900: Student Conduct and Discipline.

Policy 900: Student Conduct and Discipline will be brought back to the Committee of the Whole meeting for further discussion.

5.   Advocacy

5.1   County Bounty: Sean Nicholson, Associate Superintendent, Corporate Services brought forward information about County Bounty.

5.2   Important Dates for the Board of Trustees
The Chair brought forward a document for discussion.

5.3   ASBA
Update provided.

5.4   PSBAA
No update.

5.5   Upcoming School Events/Trustee Attendance
Trustees reviewed and discussed upcoming school events.

5.6   2023-2024 Board Strategic Plan
Trustees reviewed and discussed progress on the 2023-2024 Board Strategic Plan.

6.   Audit, Finance and Human Resources

6.1   Trustee Monthly Finance Report: Sean Nicholson, Associate Superintendent, Corporate Services provided the Trustee Monthly Expense Report.

6.2   Survey: Classroom Complexity Grant: Spring 2024 Reporting: Shawna Warren, Superintendent, provided the survey responses to the Classroom Complexity Grant: Spring 2024 request.

7.   Capital Projects and Facility Services

7.1   Capital Projects and Facility Services

7.1.1   Deferred Maintenance: Sean Nicholson, Associate Superintendent, Corporate Services provided an update on Deferred Maintenance.

7.1.2   Sand Specifications: Sean Nicholson, Associate Superintendent, Corporate Services provided an update on Sand Specifications.

7.1.3 **Potholes and Parking Lots:** Sean Nicholson, Associate Superintendent, Corporate Services provided an update on Potholes and Parking Lots.

7.1.4 **School Cleanliness:** Sean Nicholson, Associate Superintendent, Corporate Services provided an update on School Cleanliness.

7.2 **JUPA:** Sean Nicholson, Associate Superintendent, Corporate Services provided an update on JUPA.

7.3 **Boardroom/MLC Move:** Shawna Warren, Superintendent and Sean Nicholson, Associate Superintendent, Corporate Services provided information on the Boardroom and MLC move.

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 **Staff Recognition May 2024 Feedback**
Survey results for feedback on Staff Recognition held in May 2024 were provided to the Trustees for discussion.

9.2 **Trustee Handbook Review - 2023-2024**
Agenda item deferred.

10. **Adjournment**
Chair Gibbons adjourned the meeting at 4:19 p.m.

Next meeting: Wednesday, August 28, 2024