

**March 31, 2016
Special Board Meeting
Attachments**

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BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: MARCH 31, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: 2017-2018 CAPITAL PLAN

ORIGINATOR: TRUDY RASMUSON, SECRETARY-TREASURER

REGCOMMENDATION
That the Board of Trustees approve the 2017-2018 Capital Plan, as attached.

CURRENT SITUATION: The attached capital plan lists the proposed projects for the division along with detailed information on each project. This must be submitted to the department by April 1.

BACKGROUND:

BLIMS Projects - Web Access for Capital Plan Submission

WAP2000 - Summary Report
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EPR Id	Location	Title	Key Driver(s)	Asset Name	Submission Status	Project Sub - Category	Client Ranking File #	Scheduled Start Date	Capital Plan Submission Year	Total Project Cost	Total Provincial Support (Infras)	Other Support (GOA/Fed/Private)
7881	WABASCA - DESMARAIS	Wabasca New School	Demographics, Economic growth		Submitted	New - New Facilities	1	2011	2017	\$17,097,717.39	\$17,097,717.39	\$0.00
7859	PADDLE PRAIRIE	Paddle Prairie School - Modernization	Infrastructure condition		Submitted	Preservation - Facility	2	2010	2017	\$9,230,334.60	\$9,230,334.60	\$0.00
7872	CALLING LAKE	Calling Lake - Modernization	Environmental factors, Infrastructure condition, Social changes		Submitted	Expansion - Site Servicing Costs	3	2010	2017	\$10,232,200.01	\$10,232,200.01	\$0.00
7890	COLD LAKE	Elizabeth - Gym Addition and conversion of Activity Room	Infrastructure condition, Social changes		Submitted	Preservation - Facility	4	2010	2017	\$5,990,742.40	\$5,990,742.40	\$0.00
7886	WABASCA - DESMARAIS	Mistashiy - Modernization	Economic growth, Infrastructure condition, Program changes		Submitted	Preservation - Facility	5	2011	2017	\$14,794,706.50	\$14,794,706.50	\$0.00
9303	CONKLIN	Conkén School - New School	Demographics, Economic growth		Submitted	New - Replacement Facilities	6	2012	2017	\$8,195,959.22	\$8,195,959.22	\$0.00
7876	FORT CHIPEWYAN	Athabasca Delta Community School - Modernization	Environmental factors, Infrastructure condition		Submitted	Preservation - Facility	7	2013	2017	\$11,616,318.14	\$11,616,318.14	\$0.00
7879	CHARD	Father R. Perin - Modernization	Infrastructure condition, Social changes		Submitted	Preservation - Facility	8	2013	2017	\$4,802,309.37	\$4,802,309.37	\$0.00
7891	SPUTINOW	J.F. Dion School - Modernization	Infrastructure condition, Social changes		Submitted	Preservation - Facility	9	2010	2017	\$6,504,655.52	\$6,504,655.52	\$0.00
7861	FORT MACKAY	Fort McKay - Modernization	Social changes, Infrastructure condition		Submitted	Modernization - Facility	10	2013	2017	\$3,135,342.47	\$3,135,342.47	\$0.00
Total										\$91,600,285.63	\$91,600,285.63	\$0.00

Final Submission Sign-off:

 Representative Name

 Signature

 Date

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: MARCH 31, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: POLICY 20 - SEXUAL ORIENTATION AND GENDER IDENTITY

ORIGINATOR: EDUCATION COMMITTEE

REGCOMMENDATION

That the Board of Trustees approve, the housekeeping change to Policy 20, Sexual Orientation and Gender Identity, as attached.

BACKGROUND



Policy 20

Sexual Orientation and Gender Identity

The Board is committed to establishing and maintaining a safe, inclusive, equitable, and welcoming learning and teaching environment for all members of the school community. This includes those students, staff, and families who identify or are perceived as lesbian, gay, bisexual, transgender, transsexual, two-spirit, queer (LGBTQ) or questioning their sexual orientation, gender identity, or gender expression. The Board expects all members of this diverse community to be welcomed, respected, accepted, and supported in every school.

All members of the school community have the right to learn and work in an environment free of discrimination, prejudice, and harassment. This right is guaranteed under the Canadian Charter of Rights and Freedoms, Alberta Human Rights Act, and Alberta School Act. These rights shall be supported, and enforced so that all members of the school community may work together in an atmosphere of mutual respect and appreciation for individual differences. The Board will not tolerate harassment, bullying, intimidation, or discrimination on the basis of a person's actual or perceived sexual orientation, gender identity, or gender expression.

The Board believes that all sexual and gender minority students, staff and families have the right to:

1. Be treated fairly, equitably, and with dignity and respect;
2. Have their confidentiality protected and respected;
3. Self-identification and determination;
4. Freedom of conscience, expression, and association;
5. Be fully included in an inclusive, positive, and respectful manner by all school personnel;
6. Have equitable access to the same supports, services and protections provided to heterosexual students and families;
7. Have avenues of recourse (without fear of reprisal) available to them when they are victims of harassment, prejudice, discrimination, intimidation, bullying, and/or violence; and
8. Have their unique identities, families, cultures, and communities included, valued and respected within all aspects of the school environment.



Policy 20

Sexual Orientation and Gender Identity

The Board is committed to implementing measures that will:

1. Define appropriate expectations, behaviours, language, and actions in order to prevent discrimination, prejudice, and harassment through greater awareness of, and responsiveness to, their harmful effects.
2. Ensure that all such discriminatory behaviours and complaints will be taken seriously, documented, and dealt with expeditiously and effectively through consistently applied policy and procedures.
3. Improve understanding of the individual lives of sexual and gender minorities and their families, cultures, and communities.
4. Develop, implement, and evaluate inclusive educational strategies, professional development opportunities, and administrative guidelines to ensure that sexual and gender minorities and their families are welcomed and treated with respect and dignity in all aspects of the school community.

Policy The Board expects that:

1. Students and staff who identify as lesbian, gay, bisexual, transgender and/or queer (LGBTQ) shall be treated fairly, equitably, with respect and have their confidentiality protected.
2. Employees of Northland School Division shall not tolerate harassment, bullying, intimidation or discrimination on the basis of a person's actual or perceived sexual orientation, gender identity, or gender expression.
3. The principal shall support student groups, including Gay-Straight Alliances or Queer-Straight Alliances, where interest by students has been expressed. Students may select a respectful and inclusive name for the group, in consultation with the school principal.
4. The principal shall promote and provide inclusive education, professional development opportunities and support for staff to support same-gender parented families and students who are LGBTQ.
5. The principal shall appoint and publicly identify a staff member to serve as a safe contact on LGBTQ issues in their school community. The safe contact shall inform the school community about available district and community supports and resources.



Policy 20

Sexual Orientation and Gender Identity

6. The principal will ensure the safety, health and educational needs of students who identify as transgender, transsexual or gender queer and promote best practices, including universal design of washrooms, preferred name and pronouns, information contained on the student record, and access to locker room facilities, field trips, and extracurricular activities consistent with a student's lived gender identity or gender expression.
7. Students who identified as LGBTQ are encouraged to report any incident or victimization, harassment, discrimination, intimidation or bullying to the school principal/safe contact person.
8. The principal shall ensure satisfactory resolution to any conflict that may arise in the process of providing reasonable accommodation and inclusive practices in keeping with the best interests of the student.
9. The principal shall ensure that all students, staff and families are aware of this policy, promote equality and non-discrimination with respect to gender, gender identity, gender expression and/or sexual orientation.

BOARD OF TRUSTEES

**COLIN KELLY
TRUSTEE OF THE BOARD**

DATE: MARCH 31, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: PROCEDURE 100, SAFE & CARING SCHOOLS

ORIGINATOR: STEPHANIE SUTHERLAND, SUPERVISOR OF STUDENT SERVICES

RECOMMENDATION
That the Board of Trustees receive as information the changes to Procedure 100, Safe & Caring Schools, as attached.

BACKGROUND:

**Safe and Caring
and Inclusive
Schools**

Background

The goal of the division is to develop responsible, caring and respectful members of a just, peaceful and democratic society. In order to achieve this goal, it is essential that all members of the school community: **students, family, staff and community members**, assist and promote the development of a safe and caring school environment.

Creating a safe, caring and inclusive school requires all schools to identify and implement strategies that ensure the safety, belonging and full participation of all members of the school community.

Procedures

- 1. Practices that support safe, caring and inclusive learning environments include:**
 - 1.1 Providing supports that respond to a student's individual needs**
 - 1.2 Defining appropriate expectations, behaviours, language and actions in order to prevent discrimination, prejudice and harassment through greater awareness of, and responsiveness to, their harmful effects.**
 - 1.3 Ensuring that discriminatory behaviours and complaints are taken seriously, documented and dealt with expeditiously.**
 - 1.4 Respecting an individual's right to self-identification;**
- 2. Principals shall:**
 - 2.1 ensure all staff members share responsibility for proactively creating and maintaining welcoming, caring, respectful, safe and inclusive learning**

**Safe and Caring
and Inclusive
Schools**

- environments that acknowledge and promote understanding and appreciation of the diversity, equity and human rights of all students and families within the school community;
- 2.2 ensure all members of the school community are aware of the expectation to model respectful conduct, inclusive behavior, and an understanding and appreciation for diversity, equity and human rights;
 - 2.3 provide equity of opportunity, and equity of access to programs, services, and resources to support all students in realizing their full potential;
 - 2.4 receive, investigate, report on and respond to inappropriate behavior and actions, such as discrimination, intimidation or bullying;
 - 2.5 create a clear reporting and investigative process and a safe environment for students and parents/guardians to bring concerns forward in a timely manner;
 - 2.6 provide information about these processes, including, if appropriate, supports and strategies to resolve complaints;
 - 2.7 hold everyone accountable for their behavior and actions such as discrimination, intimidation or bullying; and
 - 2.8 Ensuring dress codes respect an individual's culture, gender identity and gender expression;
 - 2.9 Providing professional learning opportunities that build the capacity of staff to understand and support Aboriginal learning and culture, diverse sexual orientations, gender identities and gender expressions;



**Safe and Caring
and Inclusive
Schools**

- 2.10 Using a comprehensive whole-school approach to promote healthy relationships and prevent and respond to bullying behaviour;**
 - 2.11 work alongside staff, students and families to provide supports and resolve issues and concerns in a timely fashion.**
- 3. Staff shall:**
- 3.1 help all students work to their full potential and develop their sense of self-worth;**
 - 3.2 assist students to be positive contributors to their classroom, school and community by building social, interpersonal, assertiveness, empathy, conflict resolution and leadership skills;**
 - 3.3 maintain consistent standards of behavior for all students to contribute to a positive school climate;**
 - 3.4 communicate regularly and meaningfully with parents/guardians; and**
 - 3.5 report all incidents of discrimination, intimidation; and bullying, and assist administration when conducting an investigation into such incidents.**
- 4. The principal shall advise parents of the following expectations for them in the creation of a safe and caring school:**
- 4.1 To have input into the development of school policies and procedures.
 - 4.2 To support the school policies and procedures and encourage their children to understand and respect them.
 - 4.3 To encourage their children to pursue their studies diligently.
 - 4.4 To maintain communication with school staff regarding the progress of their children and attend scheduled conferences with their children.



Safe and Caring and Inclusive Schools

- ~~4.5 — To encourage and support the regular and punctual attendance of their children.~~
- ~~3.6 — To advise the principal and/or the school staff of any problems and issues their children are having with other students or members of the school community.~~
- ~~5. — The principal and teachers are to advise students that they are expected to:
 - ~~4.1 — Be diligent in pursuing their studies.~~
 - ~~4.2 — Attend school regularly and punctually.~~
 - ~~4.3 — Co-operate fully with everyone authorized by the board to provide educational programs and other services.~~
 - ~~4.4 — Comply with the rules of the school.~~
 - ~~4.5 — Respect the rights of others.~~
 - ~~4.6 — Be accountable to the school staff for their own conduct.~~~~
- ~~6. — The resolution of any problems or issues arising from the application of these procedures will be dealt with in accordance with the specific procedures established for that issue or problem.~~

Procedures

- ~~7. — The principal shall work with, and direct, the staff of the school to maintain order and discipline in the school, on school grounds, buses and during school approved activities.~~
- ~~8. — The principal shall, in cooperation with the Local School Board Committee, strive to:
 - ~~2.1 — Ensure that students in the school have the opportunity to achieve provincial standards of education.~~
 - ~~2.2 — Develop an action plan in consultation with all community stakeholders that will:
 - ~~8.1.1 — Ensure the development of a basic package of essential information such as class lists, school timetable, student~~~~~~



**Safe and Caring
and Inclusive
Schools**

~~demographics, blue prints and school maps, emergency services and emergency plans:~~

- ~~8.1.2 Contain an identification of the internal and external communication systems necessary to communicate with all components of the division:~~
- ~~8.1.3 Review and update on an annual basis the roles and responsibilities of students, staff, parents and appropriate community agencies to support safe and caring schools:~~
- ~~8.1.4 Ensure crisis management and school disaster plans are in place:~~
- ~~8.1.5 Encourage staff development and training necessary to create a safe and caring school:~~

BOARD OF TRUSTEES

COLIN KELLY
TRUSTEE OF THE BOARD

DATE: MARCH 31, 2016

PRESENTED BY: DONNA BARRETT, SUPERINTENDENT OF SCHOOLS

SUBJECT: PROCEDURE 304, STUDENT CONDUCT

ORIGINATOR: STEPHANIE SUTHERLAND, SUPERVISOR OF STUDENT SERVICES

REGOMMENDATION

That the Board of Trustees receive as information, the changes to Procedure 304, Student Conduct, as attached.

BACKGROUND:



Background

If all students are to benefit from the instructional program in school and from the wide variety of activities planned for them by the teaching staff, both inside and outside of the school building, then students must conduct themselves in an acceptable manner. ~~The establishment and enforcement of standards of student conduct and behavior consistent with the school's mission statement, vision, values, core commitments and goals that support the creation of a favorable learning environment must occur.~~

Procedure

Student Rights and Responsibilities

- 1. Students shall be treated with dignity, respect, and fairness by other students and staff.**
- 2. Students shall be provided with a learning environment that is free from physical, emotional, social abuse, bullying and cyber bullying.**
- 3. Students and parents shall be informed of the Division's and school's expectations for student behaviour within the school, the school grounds, and during school activities.**
- 4. In the event of student misbehaviour, students and parents shall have the right to offer an explanation, and to be informed about consequences of misbehaviour.**
- 5. Students shall exercise their responsibilities to:**
 - 5.1 use their abilities and talents to gain maximum learning benefits from their school experiences;**
 - 5.2 contribute to a climate of mutual trust and respect conducive to effective learning, personal development, and social living; and**
 - 5.3 attend school regularly and punctually. Appropriate opportunities for student consultation and**



involvement in student related matters shall be provided.

STUDENT BEHAVIOUR AND CONDUCT

The Division supports the endeavours of staff, students, parents, and the community to ensure positive student behaviour and conduct. In addition, the Division expects parents and students to recognize their responsibility in developing student self-discipline.

- 1. Students shall be responsible and accountable for their behaviour and conduct:**
 - 1.1 while involved in school-sponsored or related activities;**
 - 1.2 while on school property;**
 - 1.3 during any recess or lunch periods on or off school property;**
 - 1.4 while travelling to and from school; and**
 - 1.5 beyond the hours of school operation if the behaviour or conduct detrimentally affects the welfare of individual students or the governance, climate, or efficiency of the school(s) (*School Act* Sections 24(1)(b) and 24(7)(b)).**
- 2. Parents play a vital role in developing student behaviour and conduct. It is the Division's expectation that parents:**
 - 2.1 be aware of the Division administrative procedures and the school's expectations for student behaviour and conduct;**
 - 2.2 review the Division administrative procedures and the school's expectations for student behaviour and conduct with their child(ren);**



- 2.3 work with the school to resolve student behavioural issues when they affect their child(ren); and
 - 2.4 co-operate with the school's or Division's recommended course of action prior to re-admission of the student following a student suspension.
3. Students shall show respect for:
- 3.1 school authority;
 - 3.2 others and their property;
 - 3.3 ethnic, racial, religious, and gender differences;
 - 3.4 school attendance and punctuality;
 - 3.5 work habits, assignments and homework;
 - 3.6 school property;
 - 3.7 textbooks and equipment;
 - 3.8 fire alarms and safety equipment; and
 - 3.9 Division administrative procedures relating to smoking, alcohol, drugs and inhalants.
4. Failure to meet the expectations for behaviour and conduct shall result in some or all of the following consequences:
- 4.1 problem solving, monitoring or reviewing behaviour expectation with student and reprimand;
 - 4.2 parental involvement;
 - 4.3 temporary removal of privileges;
 - 4.4 detention of student;
 - 4.5 temporary exclusion of student from class;
 - 4.6 in-school suspension;
 - 4.7 out-of-school suspension;
 - 4.8 behaviour contract with student;
 - 4.9 restitution for property damage to an individual or Division;
 - 4.10 referral for assessment of student to develop appropriate programming;



- 4.11 referral to attendance Board;**
- 4.12 involvement of police; and**
- 4.13 expulsion from a school or all Division's schools.**
- 5. Grounds for disciplinary action that could lead to suspension or expulsion exist where a student has demonstrated unacceptable behaviour such as:**
 - 5.1 conduct which threatens the safety of students and/or staff;**
 - 5.2 possession of a weapon on a student's person, or in a student's locker or desk, that is dangerous to students and staff. A weapon is anything used, designed to be used or intended for use in causing death or injury to any person, or for the purpose of threatening or intimidating any person.**
 - 5.3 displaying or brandishing a weapon in a threatening or intimidating manner;**
 - 5.4 assaulting another person;**
 - 5.5 possession or use of illegal drugs, alcohol, or inhalants in school and on school property;**
 - 5.6 contravention of Division's policies and regulations related to student harassment, smoking, student attendance, and student rights and responsibilities;**
 - 5.7 theft;**
 - 5.8 wilful disobedience and/or open opposition to authority;**
 - 5.9 use or display of improper or profane language;**
 - 5.10 wilful damage to school or others' property;**
 - 5.11 interfering with the orderly conduct of class(es) or the school;**
 - 5.12 contravention of the code of conduct as set out in the *School Act* Section 12;**



- 5.13** contravention of the provisions of Section 27 of the *School Act* related to trespassing, loitering, and causing a disturbance; and/or
- 5.14** use of technology such as computers, cameras, cell phones, and other digital equipment for purposes that are illegal, unethical, immoral, or inappropriate.
- 6.** The principal and school staff shall inform students of their responsibility to comply with the requirements identified in Section 12 of the *School Act*.
- 7.** The principal, in consultation with the Local School Division Committee, superintendent and staff, ~~and with the approval of the Local School Division Committee~~ shall develop a code of behavior and discipline policy for the school consistent with this procedure.
- 8.** The teaching staff shall be guided by "reasonableness" and fair and just treatment of all students when developing classroom rules of conduct and disciplinary measures.
- 9.** The local code of conduct and discipline policy is to focus upon:
- 9.1** Developing as far as possible in every student the capacity for intelligent self-control.
- 9.2** Establishing clearly understood and reasonable limits to student behavior that can be consistently respected and updated.
- 9.3** Recognizing that the maintenance of effective student behavior is the responsibility of students, staff and parents.



- 9.4 Establishing regulations and procedures in the school through the cooperative involvement of students, staff and parents.**
- 10. The principal shall be responsible for making parents, staff and students fully aware of the code of behavior and discipline policy of the school.**
- 11. The teacher shall identify the rules of conduct within the classroom and for identifying disciplinary measures that must conform to the expectations of the school and the division.**

Procedures

- ~~6. The principal and school staff shall inform students of their responsibility to comply with the requirements identified in Section 12 of the *School Act*.~~
- ~~7. The principal, in consultation with the superintendent and staff, and with the approval of the Local School Division Committee shall develop a code of behavior and discipline policy for the school.~~
- ~~8. The local code of conduct and discipline policy should focus upon:~~
- ~~3.1 Developing as far as possible in every student the capacity for intelligent self-control.~~
 - ~~3.2 Establishing clearly understood and reasonable limits to student behavior that can be consistently respected and updated.~~
 - ~~3.3 Recognizing that the maintenance of effective student behavior is the responsibility of students, staff and parents.~~
 - ~~3.4 Establishing regulations and procedures in the school through the cooperative involvement of students, staff and parents.~~
- ~~9. The principal shall be responsible for making parents, staff and students fully aware of the code of behavior and discipline policy of the school.~~



Student Conduct

- ~~10. The teacher shall identify the rules of conduct within the classroom and for identifying disciplinary measures that must conform to the expectations of the school and the division.~~
- ~~11. The teaching staff shall be guided by "reasonableness" and fair and just treatment of all students when developing classroom rules of conduct and disciplinary measures.~~
- ~~12. If a principal believes that the school has insufficient resources or expertise to deal with a disciplinary issue, the superintendent must be advised.~~
- ~~13. Teachers should consider the following guidelines when dealing with situations requiring disciplinary measures:
 - ~~8.1 Teachers may temporarily remove from their classroom a student whose conduct continues to be detrimental to the work of the class after having been given reasonable warning. The exclusion is to be used temporarily to settle the class down, provide a "cooling off period" if necessary and should be followed up with an individual conference with the student in order to secure the desired behavior.~~
 - ~~8.2 Penalties or consequences for misbehavior should be appropriate to the circumstances. Discipline systems that bear a poor relationship to appropriate process and consequence involving the automatic imposition of pre-determined penalties for certain acts should be avoided. Consequences selected should be chosen to encourage the desired changes in student behavior or attitude.~~
 - ~~8.3 Teachers should avoid getting into power struggles with students. While upholding the dignity and authority of the teacher's position is important, students will generally respond more effectively to a quietly worded request that respects their dignity than strongly voiced public reprimands.~~
 - ~~8.4 A "cooling off" period between the commission of the offense and the imposition of punishment is usually advisable. When either the teacher or students are angry or upset, judgment is often impaired and focusing on issues is more difficult.~~
 - ~~8.5 Teachers should recognize that "good discipline" often depends on their ability to spot and check unacceptable behavior in its early stages before it escalates into a disruptive confrontation. This~~~~

**Student Conduct**

~~requires constant monitoring of the class throughout the class period. Moving around the class during a lesson is highly recommended.~~

~~8.6—As an educational institution the school must provide an environment that allows children's' creative talents and abilities to emerge. This implies that students will test the boundaries and make mistakes. Use of positive reinforcement for desired behavior is a powerful tool that teachers can use to consistently encourage desired growth. The freedom to make mistakes must be respected. Mistakes and their correction are important aspects of learning.~~

~~8.7—Unacceptable methods of discipline will not be supported. Examples of these are:~~

~~8.7.1—Physical attacks by the teacher upon a student.~~

~~8.7.2—Use of corporal punishment.~~

~~8.7.3—Mass detentions and mass punishments imposed to punish a small number of offenders~~

~~8.7.4—Detaining students for disciplinary purposes in an arbitrary or inflexible fashion that prevents students from meeting other legitimate, important, commitments.~~

~~8.7.5—Verbal attack by a teacher upon a student including such things as name calling, use of sarcasm, profanity, and unfavorable personal references and attempts to belittle the student.~~