

WMES School Council Meeting Minutes - October 1, 2024

Attendance: Sean Latta, Heather MacDonald, Rachel Green, Joseph Steeves, Shauna Fankhauser, Danielle Johnson, Brenna Fajnor, Kalyit Kaur, Sahijit Singh, Sandra Detmers, Carla Gimber, Tim Elford (two others also present who we missed their names).

Meeting called to order 7:36 pm

Approval of Agenda - motion Joseph Steeves, second Sandra Detmers

Approval of May Minutes - motion Joseph Steeves, second Sandra Detmers

Presentation of School Council Annual Report - see report attached

- There is a portion of the parent engagement grant remaining. A previous motion was made to spend money left over from Dr Mattatal's presentation on books he recommended, which we have done already.

Motion to use remaining parent engagement funds from the 2023/24 school year to buy unspecified books for the parent resource library by Danielle Johnson, seconded Brenna Fajnor. Carried.

Updated School Council Bylaws - see attached

- The School Council bylaws were updated over the course of the 2023/24 school year. Some portions were approved last year but the full document needs final approval, time was provided for people to read the document, no questions were asked nor comments made from anyone in attendance.

Motion to accept the bylaws by Joseph Steeves, seconded Danielle Johnson, Carried.

School Budget Presentation (Sean Latta) - see attached.

Sean went through according to parent's questions presented.

- The school does not receive funding for a full time Learning Commons/Nutrition position. The division provides 0.6 FTE for a Learning Commons staff member and the rest of Debbie's pay comes out of the school budget. Hot lunch is only one day a week this year to make her work load more manageable and limit her from having 10-12 hour work days.
- Rachel asked if there are any food insecure students who are affected by the decline in hot lunches. Sean mentioned there are currently no food insecure students but if that comes up, they would address it to make sure the student has lunch each day.
- LRSD does not pay directly for staff professional development so it all comes out of the school budget.

- A couple of notable increases over last year's budget: coding supplies as coding has been added to the curriculum and higher textbook allocation as the school purchased new math books to work with the combined class configuration this year.

Library Policy (Heather MacDonald) **[this agenda item had a significant amount of engagement from parents in attendance – the main points of communication are referenced here]**

- The library policy for the school is still being finalized but will be included in the parent handbook when it is completed.
- The school defers to the reading age/level provided by scholastic books for what is age appropriate.
- The school receives money from the scholastic book fair during parent teacher interview nights to spend on books.
- While the policy is being finalized at the school level the school is leaning on divisional policies, in particular admin procedures 206, 307 and 308 (attached) and the desire to provide an inclusive space and foster conversations at home.
- The school does go through the library to remove old books with politically incorrect language. There is no written policy for the requirements for a book to be deemed "politically incorrect". Clarity after the meeting was sought by email and we received the below:

Removal of books occurs for a number of reasons which may include outdated books, books that are not being signed out/read, and selections that do not meet the requirements of any pertinent legislation. An example I can provide of a book that was removed from our collection a couple of years back was "Indian in the Cupboard" as the terminology used in the book was not aligned with the efforts of Truth and Reconciliation.

- A question was asked regarding who actually approves and buys each book that comes into the library. The next morning clarity was sought by email and we received the below:

The purchase and approval of books at West Meadow School is a collaborative process between teachers, administration and the learning commons facilitator.

Motion for a list of controversial books (religion, human sexuality and/or sexual orientation) be provided for parents by Brenna Fajnor, second Danielle, carried. Further clarification is that the parent request would be submitted in writing and a written response would be expected.

- Heather indicated that this may be difficult to achieve. Rachel brought up the possibility of forming a School Council subcommittee to assist in making the list so there is not additional work on the administration or staff.
- A question was asked if the books brought in are read by someone. It was confirmed the learning commons teacher reads/skims all new books.

- Shauna mentioned it would be easy to continue to add to a parent resource list since the new books are being read/skimmed.

Cellphone Policy

- The province issued a mandate regarding cell phone use at schools. WMES regulations regarding cell phones already meet the requirements.
- Trustee Gimber added that LRSD is still developing their division-wide policy; if parents would like to provide input there is a feedback form on the division website to provide feedback.

Communication Home

- Communication will continue to come home through the WMES school app.
- It is hopeful the parent handbook being created will help with clear communication with parents/guardians.
- There has been a parent request for parents to be notified on days the public health nurse comes to provide immunizations; administration will do so.

Principal's Report (Sean Latta)

- The school has 305 students this year (with kindergarten students counted at 0.5)
- At the admin development today, they were informed the RCMP will no longer do criminal record checks for volunteers in the school. This is brand new information and hopefully further clarification will come in time.

Trustee Report (Carla Gimber)

- See attached for 4 key messages from the September 24, 2024 board of trustees meeting
- Our division has changed it's policy regarding ASCA, individual School Councils now need to opt in if they wish to be members. Schools who chose not to be members will receive the \$125 membership fee to be spent on parent engagement (following the same rules as the Parent Engagement Grant).

Election of Executive

Motion to elect Rachel Green for chair, Shauna Fankhauser for vice-chair, and Danielle Johnson for secretary for the 2024/25 WMES School Council by Joseph Steeves, all in favour, carried.

Date of the next meeting is to be determined.

Meeting Adjourned 8:42 pm.

Annual Report for West Meadows Elementary School
By Rachel Green, Chair

Activities:

Elections occurred in September and taking over as chair, in the last year we did the following in addition to the School Council meetings;

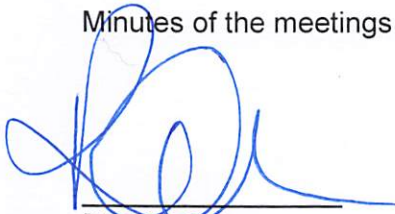
1. Organized and hosted the school trustee forum before the ward vote;
2. Created a copy of the library catalogue to be available to all parents and guardians;
3. Organized teacher meals for October and March parent teacher nights;
4. Had teachers and staff fill in their favourite things to send out to the parents and guardians for Christmas (and end of year) if they were wanting to show more personal appreciation to them;
5. Attended ASCA AGM;
6. Hosted Dr. Mattatall to come for a parent engagement night in May and add more books to our parent library;
7. As SC we did Christmas and end of year treats for staff and teachers along with last day of school coffee run;
8. Year End BBQ for the students, staff, teachers and families;
9. We redid our bylaws (with sections being voted on throughout the year) to be voted on at the AGM.

Financial Statement:

Alberta School Council Engagement (ASCE) Grant of \$500.00 was spent as follows:

1. \$300.00 for Dr. Mattatall's fee;
2. \$96.79 for recommended books for the Parent/Guardian Library; and
3. We have \$104.21 to continue to spend on remainder of books recommended.

Minutes of the meetings are attached hereto.



Rachel Green

West Meadow Elementary School Council Operational Bylaws

Updated September 2024

1. Mission:

The West Meadow Elementary School Council (WMES Council) strives to support every child and enrich the school experience for our families and staff through connection, discussion, and engagement.

2. Objectives:

The objectives of the WMES Council, in accordance with the Education Act section 55 and LRSD Administrative Procedure 110, are to:

- a) Advise the Principal and the Board respecting any matter relating to the school;
- b) Consult with the Principal concerning the students' opportunities to meet educational standards;
- c) Ensure that the fiscal management of the school is in accordance with the requirements of the Board and the Superintendent;
- d) Develop a common vision for the school and working to implement that vision by facilitating communication and planning regarding priorities and programs that are needed to meet the expectations of the local school community;
- e) Assist in creating a positive school experience for the school students, families and staff;
- f) Encourage and facilitate parent and guardian involvement in the school;
- g) Communicate openly with all members of the school community; and
- h) Make decisions based on the needs of all members of the school community.

3. Membership:

- a) The membership of the WMES Council shall consist of the following:
 - i. Every parent and guardian of a student enrolled in West Meadow Elementary School by default are members;
 - ii. The principal of the school;
 - iii. A teacher from the school, elected or appointed by the school staff and teachers (where possible), and
 - iv. A community member selected by the WMES Council (where possible).

4. Officers:

The officers of the WMES Council shall consist of a chair, a vice-chair, and a secretary.

- 1. Every parent or guardian member of the council is eligible to be elected as an officer of the WMES Council.
- 2. Officers will be elected for a one-year term at the annual meeting.

5. Duties of Officers:

Chairperson:

- 1. With the principal, plan WMES Council meeting agendas,
- 2. Facilitate WMES Council meetings,
- 3. Acts as a spokesperson for the WMES Council,
- 4. Serves as WMES Council's representative and attends regional meetings where possible, or delegates a representative to attend regional meetings on their behalf,
- 5. Develops and presents the annual report to the LRSD Board, in consultation with the Principal

Vice-Chair:

1. Shall assist the chairperson with duties assigned,
2. In the absence of the chairperson, assumes the duties of the chairperson both at local meetings and/or regional meetings where possible.

Secretary:

1. Keep accurate minutes and records of the meetings,
2. Provide a copy of meeting minutes and related documents to the school to be published to the school community.

6. Vacancies:

The WMES Council chairperson may appoint members to fill any officer vacancies created until the next annual meeting.

7. Voting Powers:

All parents and guardians will have one vote. The principal and teachers will be non voting members.

8. Fundraising Society

1. All financial matters (with the exception of the Alberta School Council Engagement (ASCE) Grant and fundraising will be the responsibility of the Fundraising Society.
2. The WMES Council will request to the Fundraising Society for any activities or events requiring financial assistance.
3. The WMES Council will reach out to the Fundraising society each year to gain an overview of the financial intentions of the society for the year.

9. Committees:

The WMES Council may appoint committees that consist of school council members and/or other school community members. Committees generally report on their activities at school council meetings and have a specific mandate given to them by the WMES Council.

10. Annual Meeting:

- a) The annual meeting of the WMES Council will be held not later than 30 days after the first instructional day of the school year.
- b) The meeting will be advertised throughout the school community at least 14 days in advance.
- c) The business of the annual meeting shall include:
 - i. Presentation of the annual report
 - ii. Proposed amendments to the Operational Bylaws
 - iii. Discussion of direction for the school council in the upcoming year
 - iv. Election of officers

11. Annual Report:

In accordance with *School Councils Regulation*, the WMES Council chairperson prepares and

provides the school board with an annual report that includes:

- a) Summary of the WMES Council's activities for the year;
- b) Financial statement;
- c) Copies of the minutes of each meeting;

The report should be provided by May 31 of each year unless the Board requires it at a later date. The WMES Council will make the report available to any members of the school community.

12. Meetings:

The WMES Council shall meet at least five times during the school year. Meetings can occur at the school, online or a hybrid of physical and online attendance.

Special meetings of the WMES Council may be called by any of the elected officers or at the written request of 10 parents and or guardians of the school community.

The quorum for meetings of the WMES Council shall be a minimum of four representatives.

Minutes from the meetings will be made available to all members of the school community by way of the school website. The WMES Council will endeavor that pending ratification minutes are clearly labeled when posted.

13. Voting Procedures:

Decisions at WMES Council meetings will be made by consensus as much as possible. The decision made by consensus must be stated clearly and recorded as such in the minutes of the meeting.

If a vote is taken, the motion must be moved and seconded and passed by 51 percent majority.

14. Amendments:

The operational bylaws remain in force from year to year unless amended at the annual meeting. Operational bylaws are reviewed annually at the May WMES Council meeting. Notice of proposed amendments will be published in the May minutes and voted on at the annual meeting.

The operational bylaws may be amended by a two-thirds majority at the annual meeting.

15. Conflict Resolution:

In accordance with the School Act, the WMES Council will abide by the conflict resolution procedures outlined by the Livingstone Range School Division #68 Administrative Procedure 152 as amended from time to time.

Further, in the case of conflict between a school council and the Principal, respecting disputes on policies proposed or adopted by the school, the Principal or the school council may appeal in writing to the Superintendent of Schools for assistance in resolving the dispute. The Superintendent shall inform the Board when an appeal from a Principal or school council has been received. If the Superintendent cannot resolve the dispute, the Superintendent shall refer the matter to the Board of Trustees, who may appoint an ad-hoc committee to investigate and bring back to the Board recommendations for resolving the dispute.

16. Removal of School Council Members:

Officers may be removed from the WMES Council should they:

- a) Miss three consecutive meetings without notice,
- b) Violate any of the objectives of the WMES Council.

Removal must be supported by a two-thirds majority vote of the WMES Council and reported promptly to the Livingstone Range School Division.



Parent Council Budget Summary 24/25

Divisional Budget Allocation

\$64,600

WMES Budget

Non Certificated Salaries

\$7100

Hot Lunch/Breakfast/LC Position: Difference between what we receive from central office allocation, Nutrition Grant and Hot Lunch Revenue from last year)

Certificated Salaries

\$5000

Sub Costs to Cover School Goals; Collaboration

Contracted Services

\$6000

Transportation (Field Trips) 4000

School Based Admin (School Events) 2000

Professional Development

\$4500

Staff PD, Staff PD Meals, Professional Resources

Supplies

\$33,700

General Supplies & Paper, Photocopying Expenses 20,000

Furniture; Other Equipment 500

Special Needs Supplies and Materials 500

Classroom Budget Allocations (Teacher Directed) 3000

Coding Resources; 3D Printing & Design 1000

Phys Ed Equipment 1000

Tech Software - Student; School App 3200

Tech Hardware 500

Kindergarten: Supplies for K room, Toys 500

Admin: Wellness Team; Admin Discretionary 2500

Discovery Days; Student Prizes, Student Awards 1000

(Also get \$1500 From Fundraising that we add to this)

School Textbooks / Resources

\$5500

School Textbooks; Math Workbooks

School Media and Library

\$1500

Library Books, Library Games/Activities, Novel Studies

Telephones

\$1300

This budget was originally submitted in May of 2024, and has since had some adjustments at the start of the new school year as opportunities and challenges have become clearer. Numbers have been simplified for ease of reporting.

WELCOMING, CARING, RESPECTFUL, AND SAFE LEARNING ENVIRONMENT

Background

Livingstone Range School Division is committed to providing a welcoming, caring, respectful, and safe learning environment that respects diversity, fosters a sense of belonging, and promotes student and staff well-being. Each student and staff member has the right to learn and work in an inclusive environment, free from bullying, discrimination, harassment, and violence where equality of opportunity, dignity, and respect are promoted.

Livingstone Range School Division affirms the rights of students and staff as provided for in the *Alberta Human Rights Act*, the *Canadian Charter of Rights and Freedoms*, and the *Alberta Occupational Health and Safety (OHS) Act, Regulations and Code*. Any form of discrimination of students or staff, as provided for in the *Alberta Human Rights Act*, the *Canadian Charter of Rights and Freedoms*, or the *Alberta Occupational Health and Safety Act, Regulations and Code* will not be tolerated.

The Division is committed to prevent harassment and violence while providing a supportive learning and working environment. In keeping with its legal and social responsibilities as an employer, the Division will treat any complaint by any person as a serious matter. All reported incidents will be investigated in a timely and respectful manner.

This procedure applies to all individuals who work, study, visit or volunteer within the Division's sites during work and school related activities, whether on, or off Division property.

Definitions

1. **Harassment** – any single incident or repeated incidents of objectionable or unwelcome conduct, comment, bullying or action by a person that the person knows or ought reasonably to know will or would cause offence or humiliation to a worker, or adversely affects the worker's health and safety. It is behaviour intended to intimidate, offend, degrade or humiliate a particular person or group. It is a serious issue and creates an unhealthy work environment resulting in psychological harm to workers.

Harassing behaviour can include:

- unwelcome conduct, comments, gestures or contact which causes offense or humiliation (e.g. name calling, harassing phone calls, spreading rumours);
- deliberate misgendering (i.e. referring to a person using terms or pronouns that do not align with the person's affirmed gender);
- physical or psychological bullying which creates fear or mistrust or which ridicules or devalues the individual (e.g. fist shaking, yelling);
- exclusion or isolation of individuals;
- intimidation (i.e. standing too close or making inappropriate gestures or comments);

- cyber bullying (e.g. posting or sending offensive or intimidating messages through social media or email);
 - deliberately setting the individual up to fail (e.g. making unreasonable demands, setting impossible deadlines, interfering with work);
 - intentionally withholding information or giving the wrong information;
 - taking away work or responsibility without cause; and
 - displaying or circulating offensive pictures or materials in print or electronic form.
2. **Violence** – whether at the school/worksite or school/work related means the threatened, attempted or actual conduct of a person that causes or is likely to cause physical or psychological injury or harm and includes domestic or sexual violence.
- Violent behaviour can include physical attack or aggression (e.g. hitting, shoving, pushing or kicking; throwing an object at a person; kicking an object the person is standing on, such as a ladder);
 - threatening behaviour (e.g. wielding a weapon at work, trying to hit a person, or destroying property);
 - verbal or written threats (e.g. verbally threatening to attack a person, leaving threatening notes or sending threatening emails to express an intent to inflict harm on a person);
 - sexual violence refers to any sexual act, attempt to obtain a sexual act, or other act directed against a person's sexuality using coercion, by any person regardless of their relationship to the victim, in a school/workplace or school/work related setting; and
 - domestic violence - a pattern of behaviour used by one person to gain power and control over another with whom a person has or has had a personal relationship. Domestic violence becomes a school/workplace hazard, and is no longer limited to a personal issue, when it occurs or spills over into the school/workplace.
3. **Complainant** – a person who believes they or another person has been the subject of Harassment or Violence and who seeks recourse through this procedure.
4. **Respondent** – A person against whom an allegation of Harassment or Violence has been made pursuant to this procedure.
5. **Mediation** – A process by which a neutral third party helps the people involved in the complaint reach a solution that is acceptable to both parties.

NOTE: THE NORMAL EXERCISE OF SUPERVISORY AUTHORITY INCLUDING BUT NOT LIMITED TO TRAINING, DIRECTION, INSTRUCTION, SUPERVISION, EVALUATION AND DISCIPLINE DOES NOT CONSTITUTE HARASSMENT.

PROCEDURES

Harassment and Violence are hazards and are addressed through formal hazard assessments, which are developed and reviewed in consultation with the Joint Work Site Health and Safety Committee as well as affected workers. The hazard assessments identify

potential situations that could put students and workers at risk and outlines steps to eliminate or control the hazards to prevent or minimize harm. Hazard Assessments are reviewed after reported incidents or at least every 3 years.

Staff receive training annually, or as recommended by the Superintendent or the Joint Work Site Health and Safety Committee on recognizing workplace harassment and violence, how to obtain immediate assistance, and how to report incidents.

If an incident of violence occurs and students/staff require immediate assistance, students/staff should call 911 and report to Principal and/or Superintendent to determine further steps that are required to ensure the safety of the affected student/staff member as well as any others.

All incidents must be reported to the Principal, Superintendent or designate. All reported incidents will be investigated. Corrective actions will be taken as required. The circumstances related to an incident as well as the name(s) of the complainant, the person(s) alleged to have committed the act, and any witnesses will not be disclosed unless where necessary or required by law.

1. COMPLAINT RESOLUTION MECHANISMS

- a) A complaint of Harassment or Violence under this procedure may be resolved by any one or more of the following mechanisms:
 - i. **Informal Resolution:** either by the Complainant informing the Respondent directly that their actions are unwelcome and must stop immediately, or where the Complainant is uncomfortable approaching the Respondent directly, requesting that a third party provide assistance by way of informal intervention, including Mediation;
 - ii. **Formal Resolution:** where informal resolution proves unsuccessful or is not appropriate in the circumstances, the Complainant may request a formal investigation initiated by a formal written complaint;
- b) In the absence of a specific complaint of Harassment or Violence, an independent investigation may be initiated by the Superintendent or designate where:
 - i. there is a pattern of inquiries or complaints over time which suggests the existence of a specific problem which has been identified but not corrected;
 - ii. there is reason to believe that a broader, systemic problem exists in the learning and/or working environment which causes, contributes to or encourages Harassment and/or violence;
 - iii. When an employer is aware that a worker is or is likely to be exposed to domestic violence at a work site, the employer must take reasonable precautions to protect the worker and any other persons at the work site likely to be affected;
 - iv. as a result of an investigation, a specific complaint is not supported but there is reasonable evidence to support that a broader systemic problem exists; or
 - v. In any other circumstances that the Superintendent or designate deems it appropriate.
- c) When an independent investigation is initiated as outlined above, the Superintendent or designate shall advise the parties involved of the commencement of an independent

investigation, including the reasons for initiating the investigation, and the process and procedures which will be followed in carrying out the investigation which may include but is not limited to the formal complaint resolution process as outlined in this administrative procedure.

- d) The Superintendent or designate may decide to assign the Complainant and/or Respondent to a different work area/learning environment during the mediation and/or investigation process.
- e) All staff and students are responsible for:
 - i. Complying with this administrative procedure;
 - ii. Making, in good faith, complaints of Harassment and/or Violence;
 - iii. Cooperating with any investigation that is undertaken in accordance with this administrative procedure, and;
 - iv. Not participating in harassment or violence.

2. INFORMAL COMPLAINT RESOLUTION PROCEDURES

a) Making an Informal Complaint

- i. Use of the informal complaint resolution procedures is not a pre-requisite to seeking a formal resolution, however, individuals are encouraged to first take direct action to resolve an issue by advising the Respondent (either verbally or in writing) at the earliest opportunity that his or her actions are unwelcome and tell them to stop.
- ii. If the Complainant has been unable to resolve the issue on their own, or the Complainant is not comfortable approaching the Respondent directly, the Complainant will proceed to make an informal complaint to a person in authority such as a trusted adult, teacher, counsellor, supervisor, principal, or the Superintendent if the complaint involves their supervisor or principal.

b) Responsibility of a Person in Authority receiving an Informal Complaint

When a person in authority receives an informal complaint, the following actions shall be taken in a timely manner by the person in authority to assist in resolving the complaint on an informal basis, namely:

- i. Review the complaint with the Principal, Superintendent or designate to determine the basis of the allegations being made, whether a formal investigation is required, and who is responsible to complete the next steps;
- ii. Notify the Respondent that an informal complaint has been received. The Respondent is entitled to know the name of the person(s) making the informal complaint, as well as the specifics of the allegations such as times, dates and the alleged conduct;
- iii. Meet with the Complainant and the Respondent to outline the allegations and attempt to resolve the complaint informally;
- iv. Provide mediation assistance to both parties if they are willing to engage in mediation; and
- v. Monitor the status of the complaint, holding if necessary, subsequent meetings with the Complainant and Respondent and taking any further steps as deemed

appropriate to ensure that the matter has been satisfactorily resolved.

3. FORMAL COMPLAINT RESOLUTION PROCEDURES

- a) A formal complaint may be filed in the following circumstances:
 - i. If the complaint has not been resolved at the informal level, including through mediation;
 - ii. Should the behavior continue; or
 - iii. If the Complainant, or the person in authority to whom the complaint has been made believe that the nature of the alleged behavior warrants formal resolution.
- b) A formal complaint shall be made in writing to a person in authority, when reasonable to do so, by the Complainant and contain the following:
 - i. the Complainant's name and position if any;
 - ii. who the Respondent(s) was/is/were/are;
 - iii. where the alleged incident(s) took place;
 - iv. when the alleged incident(s) took place;
 - v. the nature of the alleged incident(s);
 - vi. names of witnesses (if any); and
 - vii. what, if anything, was done to stop the bullying, discriminatory, harassing, or violent behaviour.
- c) If the Superintendent is identified as the Respondent, the entire matter shall be directed to the Board.
- d) Upon receiving the formal complaint, the person in authority shall report the complaint to the principal or supervisor, or if the complaint involves the principal or supervisor, the Superintendent, who shall:
 - i. Within ten (10) working days, carry out a preliminary review of the complaint to ensure that it is complete and determine whether or not there are reasonable grounds for investigation.
 - ii. After determining that the complaint is complete and there are reasonable grounds for investigation, the principal, supervisor, or Superintendent as the case may be, shall promptly inform the Complainant and Respondent that a formal complaint has been received and will be investigated. The Respondent(s) has a right to know the specifics of the allegation(s), including times, dates, the alleged conduct complained of, and receive a copy of the complaint.
- e) Complaints are to be made within a reasonable time frame from the date of the initial incident. Complaints, which are brought forward more than one (1) year from the date of the occurrence, may not be investigated at the discretion of the principal, supervisor or Superintendent as the case may be.
- f) If at any point in the formal process, the parties mutually agree that the informal approach is more appropriate, the formal process may be suspended.

4. FORMAL INVESTIGATION PROCESS

- a) Within five (5) working days of informing the parties that a formal complaint has been received in accordance with 3(d) above, an impartial investigator shall be assigned by the Superintendent or designate to conduct an investigation which will consist of interviews of the Complainant, the Respondent(s), and others who may have knowledge of the incident(s) or circumstance(s) that led to the complaint.
- b) In the case of a student Complainant, and/or Respondent, the parents of the student may be contacted at an appropriate time during the investigation at the discretion of the investigator, taking into consideration the age of the child and the nature of the allegations being investigated.
- c) The investigator shall make a written report with the findings of the investigation and recommendations to the Superintendent or designate within thirty (30) working days from the date the Respondent received notice of the complaint.
- d) Timelines may be extended at the discretion of the Superintendent or designate.
- e) Investigation reports are retained for at least 2 years after the incident.

5. OUTCOME

- a) Within ten (10) working days of receiving the Investigation report, the Superintendent or designate shall review the investigator's report and decide whether, on a balance of probabilities, there is enough evidence to conclude that Harassment or Violence has occurred.
- b) The Superintendent or designate shall communicate their decision to the parties and the parents/guardians of the Complainant and/or Respondent student as the case may be (unless the student is determined to be an independent student). Such communication shall be in accordance with the Freedom of Information and Protection of Privacy Act. Specifically, the information provided to the Complainant will be limited to the finding of whether or not Harassment or Violence has occurred within the meaning of the associated legislation and this administrative procedure, and whether or not disciplinary action will be imposed as a result. The specific nature of any disciplinary action taken against the Respondent(s) or others will not be disclosed to the Complainant or the parents/guardians of a Complainant.
- c) When the Superintendent or designate finds the complaint is founded, he/she shall determine appropriate corrective action which may include, but is not limited to:
 - i. Discipline of an employee found to have committed an action of Harassment or Violence, which may range from a reprimand up to and including termination of employment;
 - ii. Removal of the Respondent from the working or learning environment;
 - iii. Referral of the Complainant and/or Respondent to available supports such as the Division's Employee Assistance Program where applicable or other support resources within or outside of the school; and/or
 - iv. Initiate a formal evaluation of the Respondent if the complaint is related to staff performance.

6. UNSUBSTANTIATED COMPLAINTS

- a) If a person, in good faith, files a complaint that is not supported by evidence gathered during an investigation, that complaint will be dismissed, and no record of it will be put in the Respondent's file/ student record.
- b) If the complaint made (informal or formal) is determined, based on a balance of probabilities, to be made in good faith, there will be no penalty to the person who complained, and no record of a complaint, investigation, or decision will go in the Complainant's personnel file/student record.

7. COMPLAINTS MADE IN BAD FAITH

- a) If the complaint made (informal or formal) is determined, based on a balance of probabilities, to be made in bad faith, is vexatious or is clearly without merit, the complaint process shall be discontinued and disciplinary action may be taken against the Complainant , up to and including dismissal from employment, or exclusion from the Division's working and learning environment.

8. CONFIDENTIALITY

- a) The Division recognizes the difficulty of reporting Harassment and Violence and understands that confidentiality is important to Complainants.
- b) In order to carry out both informal and formal investigations under this procedure, all complaints and information gathered in the course of investigating a complaint, including the identity of the Complainant, Respondent and any witnesses, will only be disclosed:
 - i. As necessary for the purposes of this administrative procedure and to conduct any investigation in accordance with the principles of fairness and natural justice;
 - ii. In accordance with FOIP or any other statute; and
 - iii. Where disclosure is necessary due to an imminent threat to the safety of the Complainant or others.

9. RETALIATION

- a) Retaliation against individuals who have reported a complaint (informal or formal) or against any participants involved in an investigation under this administrative procedure will not be tolerated.
- b) Alleged acts of retaliation will be considered Harassment under this procedure and shall be investigated as a formal complaint, and if substantiated, will be subject to the same consequences as a founded complaint of Harassment.

10. RECORDS

- a) All records related to an investigation of Harassment, Violence or retaliation must be kept separate from a Respondent's personnel file, except when the allegations are determined to be substantiated.
- b) Records of student complaints and any disciplinary actions taken as a result, must be kept in accordance with the Student Record Regulation 97/2019.

- c) Investigation records are retained for at least 2 years after the incident.

11. OTHER ACTIONS

- a) In addition to seeking informal or formal resolution of a complaint of Harassment or Violence, nothing in this administrative procedure restricts a person's legal right to:
 - i. Make a complaint with the Alberta Human Rights Commission;
 - ii. Contact the police;
 - iii. Seek legal advice; or
 - iv. File a complaint with a professional regulatory body or employee union or association as applicable;
- b) Nothing in this administrative procedure negates an individual's duty to report behaviour to the proper authorities that gives the person reasonable and probable grounds to believe that a child is in need of intervention as required by the Child, Youth and Family Enhancement Act.
- c) A parent or a student, who is 16 years of age or older, may appeal a decision made by a Division employee that significantly affects the education of a student, as per Policy 14 Appeals Regarding Student Matters.

New Policy Dec. 2014

References

Alberta Occupational Health and Safety Act, Regulations and Code, 2018
Section 33, 52, 53, 197, 204, 222 Education Act
Alberta Human Rights Act
Board Policy 21
Board Policy 14
Administrative Procedure 308 Sexual Orientation and Gender Identity
Administrative Procedure 350 Student Expectations and Discipline

Updates: Numbering change from 308 to 307 - February, 2016
January, 2018; June, 2018, February, 2020

CONTROVERSIAL MATERIALS IN THE CLASSROOM

Background

The Division believes that intellectual inquiry requires material representing the widest range of interests so that students may freely explore the world of ideas. The process of instruction is a responsibility of the professional staff. Consequently, the Division respects the right and responsibility of teachers to use supplementary materials and to modify prescribed curricula to meet the educational needs of their students. It expects that sound, professional judgment will be exercised and that there will be consultation with others, including parents and other professional colleagues where deemed appropriate.

Procedures

1. The Division recognizes that parents may criticize teacher selection of materials.
2. This procedure is established to deal with criticism of teacher selected materials to achieve these ends:
 - a. to provide broad, basic guidelines for the selection of supplementary materials.
 - b. to set procedures in the case of an appeal of teacher-selected instructional materials. Such appeals shall be in accordance with Board Policy 14, Appeals Regarding Student Matters.
3. Materials used in schools should:
 - a. enrich and support the Program of Studies in a way that considers the varied interests, abilities, maturity levels and learning styles of students.
 - b. provide variety for students as they seek to gain factual knowledge, and develop literary appreciation and aesthetic values.
 - c. cause students to critically examine the information in the material(s) so that they are challenged to think clearly, reason logically, examine different points of view open-mindedly, and through these processes develop skills associated with arriving at sound judgments.
 - d. be representative of the many religious, ethnic and cultural perspectives that contribute to our national heritage.
4. The [Alberta Human Rights Act](#) (Section 11.1) requires Boards to provide parents with notice where courses of study, education programs or instructional materials, or instruction or activities, include subject matter that deals primarily and explicitly with religion, human sexuality or sexual orientation. If a parent makes a written request, teachers shall exempt the student from such instruction, course of study, education program or use of instructional material.

December, 2003
Updates: July 2011, April 2020

References

Education Act Section 58.1, 58.2
Section 11.1, Alberta Human Rights Act

Sexual Orientation & Gender Identification

Objective

Students, staff and all members of the school community have the right to learn and work in an environment free of discrimination, prejudice, and harassment. Sexual Orientation and Gender Identity rights will be protected under Division policy and procedure as is guaranteed under the *Canadian Charter of Rights and Freedoms*, *Freedom of Information and Protection of Privacy Act*, *Alberta Human Rights Act*, and *Alberta Education Act*.

As per Livingstone Range Policy 21, Welcoming, Caring, Respectful and Safe Learning Environments, the Board of Trustees is committed to providing learning environments that respect diversity, foster a sense of belonging and promotes student and staff wellbeing.

Procedure

A. Leadership

The Principal shall:

- 1) ensure all aspects of this procedure are clearly communicated to all staff, students, volunteers and families;
- 2) ensure staff know their professional responsibility to identify discriminatory attitudes and behaviours, and create welcoming, caring, respectful and safe learning environments;
- 3) ensure staff awareness of and adherence to all division policies/procedures with respect to diversity, equity, human rights, sexual orientation, gender identity, discrimination, prejudice, and harassment;
- 4) ensure staff utilize language and educational resources and approaches that are inclusive, age-appropriate, and respectful of diverse sexual orientations, gender identities, and gender expressions;
- 5) provide inclusive and respectful services and supports to sexual and gender minority staff, students and families;
- 6) ensure staff work proactively to eliminate systemic inequities and barriers to learning for sexual and gender minority students and families;
- 7) permit the establishment of the student organization or the holding of the activity at the school in accordance with the Education Act 35.1:

If one or more students attending a school operated by a board request a staff member employed by the board for support to establish a voluntary student organization, or to lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, designate a staff member to serve as the staff liaison to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity.

(3) The students may select a respectful and inclusive name for the organization, including the name “gay-straight alliance” or “queer-straight alliance”, after consulting with the principal.

(4) The principal shall immediately inform the board and the Minister if no staff member is available to serve as a staff liaison referred to in subsection (1), and if so informed, the

Minister shall appoint a responsible adult to work with the requesting students in organizing the activity or to facilitate the establishment, and the ongoing operation, of the student organization at the school.

B. Professional Learning

To assist all staff to become more knowledgeable about sexual and gender minority identities, cultures, and communities, staff may take advantage of professional learning opportunities to assist them in acquiring the knowledge, skills, attitudes, and appropriate teaching practices necessary to create safe, inclusive, equitable, and respectful schools.

C. Teaching and Learning Resources

Teaching and learning resources shall be chosen and/or updated to promote critical thinking and should include developmentally-appropriate materials that accurately reflect the diversity of Canada's sexual and gender minority families, cultures, and communities.

D. Gender Identity and Gender Expression

To support the safety, health, and educational needs of students and staff that identify as transgender or transsexual persons, division staff shall adhere to the following practices wherever possible and appropriate:

Names and Pronouns - A student or staff member has the right to be addressed by a name and pronoun that corresponds to the student's or staff member's consistently asserted gender identity.

Student Official Records and Communication - When requested by an independent student, or the parent/guardian, school forms and records must be changed to ensure that a student's preferred name and gender is current on class lists, timetables, student files, identification cards, etc. Students and parents/guardians are to be informed of limitations regarding their chosen name, gender identity or gender expression in relation to official Alberta Education records that require a legal name designation or change.

Gender-Segregated Activities - To the greatest extent possible, schools should reduce or eliminate the practice of segregating students by gender. In classroom activities or school programs where students are segregated by gender, all students should be given the option to be included in the group that corresponds to their consistently asserted gender identity.

Athletics, Locker Room, and Change Room Access and Accommodation

- a) All schools shall proactively review their student athletic policies (curricular, co-curricular and extra-curricular) to ensure they are inclusive of sexual and gender minority students. Transgender and transsexual students shall not be asked or required to have Physical Education outside of assigned class time, and shall, be permitted to participate in any gender-segregated activities in accordance with their consistently asserted gender identity, if they so choose.
- b) All students shall have access to locker room facilities that correspond to their consistently asserted gender identity. In locker rooms that require undressing in front of others, students who desire increased privacy, for any reason (e.g., medical, safety, religious, cultural, gender identity, etc.) shall be provided with accommodations that best

meet their individual needs and privacy concerns.

- c) **Overnight Accommodations-** Principals will ensure that overnight trips are inclusive of all students' needs and requirements (e.g., medical, safety, religious, cultural, gender identity, etc.).

Restroom Accessibility - All students shall have access to the restroom that allows for appropriate privacy. Staff shall consistently demonstrate sensitivity to the needs and safety of all students with respect to restroom access. The Principal shall ensure that individual solutions to restroom access are implemented with respect and discretion.

Dress Code – School dress codes must take into account that all students have the right to dress in a manner consistent with their gender identity or gender expression.

Resolving Conflict - The principal, having the final authority, shall ensure that the resolution of any conflict pertaining to this procedure results in reasonable accommodation and inclusiveness.

References

Section 31,32,33,35,35.1,36,37,41,53,197,222 Education Act
New Policy February, 2016
Reviewed: January, 2018
Updated: June, 2018; January 2020



BOARD OF TRUSTEES KEY MESSAGES

Following are the Key Messages from the Board of Trustees Regular Meeting held on Tuesday, September 24, 2024. Each month the Board Key Messages are shared at School Council Meetings. See your school's website for information about upcoming meetings and agendas.

- 1) **Summer School/FACES/International Students-Summer Program Presentation** – Darryl Seguin Superintendent presented to the Board of Trustees regarding this summer's programming within LRSD. This summer the FACES program was attended by 622 students, 486 of those students attended from outside our school division. Peaks International facilitated 2 courses to 9 students and 1 principal from a Tokyo Alberta Credited school for an 11 day program. Plans have been discussed for a second group from the same school in the 2024-2025 school year. The LRSD Summer School attendance continued to grow and had 155 student enrolled in many available program courses. 149 of these students completed one or more courses during the summer. Our work experience enrolled 46 students in courses such as Automotive Service Technician, Heavy Equipment Technician and Welder throughout the summer. To see the full presentation please visit our [LRSD you tube page](#). More information on our summer options can be seen on our [Pursuits page](#) on our website.
- 2) **Deputy Superintendent** – The Board of Trustees approved the appointment of Richard Feller, Associate Superintendent, Human and Learning Services, as Deputy Superintendent.
- 3) **Minister's Youth Council** - The Board of Trustees are pleased to announce that Jennifer Doerksen from J.T. Foster School has been selected for this year's Education Minister's Youth Council. The Minister's Youth Council consists of 40 junior and senior high students with diverse interests, identities, backgrounds and perspectives from all regions of Alberta. Students on the council provide their perspectives on a number of education topics. The Minister's Youth Council gives students opportunities to share input and perspectives on provincial programs and initiatives.
- 4) **School Visit Schedule** – Darryl Seguin, Superintendent reviewed the 2024-2025 School Visit Schedule with the Board of Trustees. This year the Board of Trustees will be visiting W.A Day, F.P. Walshe, Stavely, Granum, J.T. Foster, A.B. Daley, Matthew Halton, Canyon and the Willow Creek, Little Bow, Parkland and Clear Lake Colony schools.

Every student, every day.