MINUTES OF THE
PUBLIC BOARD MEETING
Meeting held at the Frank Robinson Education Centre
Boardroom, in Morinville, Alberta
On Wednesday, April 23, 2025, at 10:00 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, April 23, 2025, at 10:00 a.m.

Attendance:

Tasha Oatway-McLay, Board Chair
Stacey Buga, Vice Chair
Cindy Briggs, Trustee
Irene Gibbons, Trustee
Janine Pequin, Trustee
Joe Dwyer, Trustee
Trish Murray-Elliott, Trustee
Shawna Warren, Superintendent
Jonathan Konrad, Deputy Superintendent, Education Services   Left at 2:00 p.m
Lisa Lacroix, Associate Superintendent, Human Resources
Sean Nicholson, Associate Superintendent, Corporate Services
Darwin Krips, Principal, Sturgeon Composite High School   Left at 10:21 a.m.
Kylie McGuire, Minister's Youth Council   Left at 10:21 a.m.
Shannon Campbell Requa, Director, Education Planning   Left at 11:54 a.m.
Shelley Greenwood, Director, Learning Services   Left at 11:54 a.m.
Franco Maisano, Executive Director, Corporate Services
Nicole Farwell, Coordinator, Curriculum   Left at 11:54a.m
Maxine Hildebrandt, Coordinator, Indigenous Education   Left at 11:54 a.m
Michelle Wilde, Recording Secretary

Call to Order

Board Chair Oatway-McLay called the meeting to order at 10:00 a.m.

Land Acknowledgement

Trustee Briggs read the Land Acknowledgement Statement.

Approval of Agenda

024/2025 - Moved by Trustee Gibbons that the agenda be approved with the changes below as amended:

> Moved 8.1 -Education Planning Report 2024/25 moved to 6.2 Education Planning Report 2024/25
> Moved - 8.2 Learning Services Report 2024/25 will be moved to 6.3 Learning Services Report 2024/25

Deferred 7.6 Joint Use and Planning Agreement - City of St. Albert JUPA Public Board Meeting

Deferred 7.7 Joint Use and Planning Agreement - Town of Morinville JUPA to the next Public Board Meeting

CARRIED UNANIMOUSLY

Approval of Minutes

025/2025 - Moved by Trustee Buga that the minutes of the Regular Board Meeting of March 19, 2025, be approved as presented.

CARRIED UNANIMOUSLY

026/2025 - Moved by Trustee Briggs that the minutes of the Special Board Meeting of March 20, 2025, be approved as presented.

CARRIED UNANIMOUSLY

027/2025 - Moved by Trustee Briggs that the minutes of the Regular Meeting of April 9, 2025, be approved as presented.

CARRIED UNANIMOUSLY

Business Arising From The Minutes

No business arising from the minutes.

Presentations/Delegations

Kylie McGuire from Sturgeon Composite High School presented on the Minister's Youth Council.

Education Planning Report 2024/25
Presented by: Shannon Campbell Requa, Director, Education Planning; Nicole Farwell, Coordinator, Curriculum; Maxine Hildebrandt, Coordinator, Indigenous Education.

The Education Planning department plays a central role in supporting student learning across Sturgeon Public Schools through curriculum implementation, professional development, instructional leadership, and data-informed decision making.

In 2024/25, the department provided key support in several areas, including the implementation of new K–6 Science and French Immersion Language Arts and Literature

curricula, early literacy and numeracy intervention, and the piloting of outcome-based reporting and new math resources. Ongoing professional learning for school leaders and beginning teachers helped strengthen instructional capacity across the Division.

Education Planning also led Division-wide initiatives in educational technology and artificial intelligence, supported the development of a new grading framework, and coordinated Indigenous education initiatives through land-based learning, cultural partnerships and the Call to Action cohort. In addition, the team played a key operational role during CUPE Labour Action, helping ensure stability and continuity in school operations.

Through data analysis, stakeholder engagement, and collaborative planning, the department continues to guide school-based improvement efforts and advance the goals of the Division Education Plan: Empowered Learning, Healthy Communities and Responsible Leadership.

Learning Services Report 2024/25
Presented by: Shelley Greenwood, Director, Learning Services.

The 2024–2025 Learning Services Report provides an overview of how Sturgeon Public Schools continues to operationalize its commitment to inclusive education, mental health and wellness, and collaborative service delivery. The report highlights key developments from the past year, including expanded therapeutic supports, enhanced coaching models for staff, innovative programming such as CASA Classrooms, and system-wide trauma-informed practices like TCIS. Data-informed planning, family partnerships, and community collaborations remain central to the division's approach in supporting students from Pre-Kindergarten through Grade 12.

The Learning Services team coordinates resources and agencies with schools and SPSD families to facilitate a variety of programming and support services. This work is grounded in the principles and obligations outlined in the Education Act and guided by the standards for inclusive education in Alberta.

Specific to Learning Services, the Education Act outlines the Board's responsibilities 33(1) as follows: A board, as a partner in education, has the responsibility to

  a. deliver appropriate education programming to meet the needs of all students enrolled in a school operated by the board and to enable their success,
  b. ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,

c. provide a continuum of supports and services to students that is consistent with the principles of inclusive education,

d. collaborate with municipalities, other boards and community-based service agencies in order to effectively address the needs of all students and manage the use of public resources.

The vision for student learning in Alberta, as per the Ministerial Order on Student Learning, is that "students will gain the knowledge and skills to form the foundations for successful and fulfilling lives, and make meaningful contributions to their communities and the world."

In addition to the Education Act and the Ministerial Order on Student Learning, we are guided by the Standards for Special Education (2004) and the Six Principles of Inclusive Education as outlined by Alberta Education:

- Anticipate, value and support diversity and learner differences
- High expectations for all learners
- Understand learners' strengths and needs
- Remove barriers within learning environments
- Build capacity
- Collaborate for success.
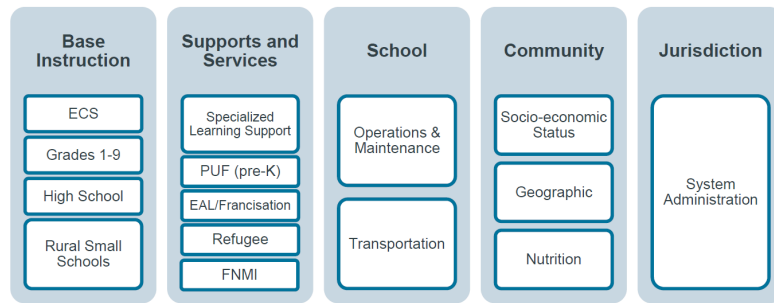
Action Items

<u>2025-2026 Budget Assumptions</u>

Governance Implication

The Board shall ensure effective stewardship of the Board's resources, within the context of the strategic plan, approved budget assumptions and establish priorities at the outset of the budget process. As per the Education Act 139(2)(a), the board shall, in each year, on or before May 31, prepare and submit to the Minister a budget for the fiscal year beginning on the following September 1. The Board of Trustees reviews and approves the budget on an annual basis. These assumptions are used to develop the budget and provide information to support these responsibilities.

Alberta Education Funding:

Alberta Education provides funding to school boards through the annual Education Funding Manual for School Authorities. Funding is allocated primarily on an Adjusted Enrolment Method (**AEM**) for instruction, and facilities operations and maintenance. School Boards have the responsibility and are in the best position to determine how to allocate these funds to meet student needs at the local level.

Alberta's funding model consists of 15 major grant allocations:

Base Instruction	Supports and Services	School	Community	Jurisdiction
ECS	Specialized Learning Support	Operations & Maintenance	Socio-economic Status	System Administration
Grades 1-9	PUF (pre-K)		Geographic	
High School	EAL/Francisation	Transportation	Nutrition	
Rural Small Schools	Refugee			
	FNMI			

Transportation Funding:

Transportation is centrally managed by Transportation Services. Funding for the next school year is currently based on estimates from the division's most recent grant submission. Funding estimates will be updated when the application is complete and approved by Alberta Education.

As per the Funding Manual, transportation funding is targeted funding and must be used for the purpose it was allocated for and cannot be transferred to support other program areas.

Facility Operations and Maintenance Funding:

The Operations and Maintenance (**O&M**) Grant is provided to school authorities to address the authority's responsibility for the operation and maintenance, safety and security of all school buildings, including costs relating to the supervision of this program.

Facility operations and maintenance is centrally managed by the Facility Services Department. The funding allocation is based on the total projected funding for three grants:

1. Operations and Maintenance (**O&M**) grant.
2. Infrastructure, Maintenance and Renewal grant (**IMR**).
3. Capital Maintenance and Renewal (**CMR**) grant.

Targeted program allocation supports the day-to-day upkeep of school facilities as well as the maintenance and renewal of Division-owned buildings.

Centrally Managed Instructional Programs:

The funding framework provides the flexibility to school boards to utilize the funds in a manner that they deem the most effective use of resources to deliver educational services to its stakeholders. The Board may also direct funds to centrally managed instructional programs to reflect district priorities. The following are centrally managed allocations:

- **Program Unit Funding (PUF):**
  The Early Childhood Services (**ECS**) Program Unit Funding (**PUF**) Grant is provided to school authorities for children with a severe disability or severe language delay who require additional supports beyond that offered in a regular ECS program.

  PUF is centrally managed to ensure universal services can be offered and are in place through Occupational Therapists, Speech Language Pathologists and positions as needed. Allocations are given out to schools to support the hiring of Education Assistants.

- **Supports & Services (S&S):**
  The Supports & Services (**S&S**) Grants provide additional funding for the entire school jurisdiction to provide a continuum of supports and services to children/students in an inclusive learning environment. School jurisdictions are responsible for ensuring their **S&S** funding is disbursed based on child/student needs related to supports required for learning.

  Learning Supports refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all.

  Funds are also allocated centrally to have trained professionals provide services for support in schools. Support such as Speech Language Pathologists, Therapy Aides, Social Workers and Occupational Therapists are again common examples. S&S funding for grades one to twelve is also allocated to schools based on a Tiered System that has been developed to group students of various needs together and fund them at different rates. The Division will contribute additional funding towards **S&S** out of other funding envelopes to support the needs of the Division.

- **Alternative Programming:**
  Funding is allocated centrally to ensure the maintenance of specialized programming at the school level, such as the **CASA** Mental Health Service Classrooms, Learning Centres (Outreach Programming, Building Futures, Summer School and Home Education) and Specialized Programming.

- **HYPE (Mental Health Capacity Building (MHCB) in Schools Initiative:**
  Mental Health Capacity Building (**MHCB**) works to promote positive mental health in children, youth and families in the communities where they live.

The initiative is based on research and best practice that demonstrates that mental and emotional wellbeing can be developed, nurtured and supported through promotion and prevention efforts.

MHCB programming builds the capacity of knowledge and skills, and bolsters protective factors in children and youth so they can achieve the best possible health outcomes across their lifespan.

Funding is provided by Alberta Health Services and allocated to support student mental health capacity building in schools.

- **S.H.I.N.E. (Disability Services):**
  Funding is provided through Family Support for Children with Disabilities (**FSCD)** and is provided through Children and Family Services. Funding is based on approved contracts and is provided to provide supports to students in schools.
- **Jordan's Principle:**
  Is centrally managed and allocation is based on application to the Federal Government for funding to support First Nations students. This is dependent on approval of funding from the Federal Government or provincial legislation.

- **First Nations, Métis and Inuit Program (FNMI**):
  The First Nations, Métis and Inuit (**FNMI**) Grant is allocated to assist school authorities in providing system, program and instructional supports while adhering to Assurance Framework requirements. School authorities must plan and monitor education outcomes for First Nations, Métis and Inuit students. The **FNMI** Grant enables school authorities to drive the closure of the systemic education gap. The **FNMI** Grant supports the implementation of Truth and Reconciliation Commission recommendations. Some funding is allocated centrally to provide common support across the Division.

- **Curriculum & Instruction:**
  The Curriculum Learning and Teaching Resources Grant is provided to school authorities for learning and teaching resources to support the implementation of the new curriculum in grades 4 to 6. The Curriculum Professional Learning and Collaboration Grant is provided to school authorities to support teachers in implementing the new curriculum. Grant funding will be calculated using the actual September count date enrolments for the current school year.

  Funding is allocated to:
    - support student growth and achievement to ensure students achieve provincial learning outcomes and demonstrate strength in literacy and numeracy within real-world applications;

- ensure effective student assessment and evaluation practices; and
- support teacher mentorship and new curriculum implementation.

- **School Leadership Support**
  Research indicates that leadership development has a positive effect on school and student performance. School leaders who are granted the autonomy to make important decisions require leadership support. When the core responsibilities of leadership are defined, school leaders are able to respond with practices which improve teaching and learning.

  Funding is allocated to ensure teaching and leadership excellence occurs in all schools for the success and high achievement of students. This includes providing professional development opportunities and working alongside school Principals in the development of instructional practice, supervision of staff and scheduling and planning for the successful operation of a school facility. This also includes creating opportunities for Vice Principals and aspiring Sturgeon Public leaders to build capacity and community in alignment with the Division's vision and values.

- **Technology Services**:
  Funds are allocated to support technology services for the Division Office and schools. These services include the maintenance of the networks, maintenance of software licenses, purchases of computer hardware, Division website maintenance, virtual learning support and other technology services.

  Equitable access to reliable and secure technology is essential for teaching, learning and operations across the Division. It is assumed that funds will continue to be allocated to sustain core technology infrastructure and services, including network maintenance, device and hardware renewal, software licensing, Division website support and virtual learning platforms. Investment in technology is viewed as foundational to student engagement, staff efficiency and responsive service delivery.

- **Other Centrally Managed Items:** Other items like Insurance, Board Pooled Staffing (Maternity Leave, Sick Leave, Secondment), Amortization, Alberta Teacher Retirement Fund (**ATRF**), Communications, Occupational Health & Management are centrally managed.

School Allocation:
The majority of education funding is allocated to schools to meet the needs of student learning. The Budgeting Principles Allocation Model provides equitable resource distribution to each school based on the following principles:

- Equity: The Division allocates resources equitably to all schools based on the learning needs of all students.
- School principals are learning leaders and are responsible for utilizing allocated funds in a prudent and effective manner to deliver learning services in alignment with their legislative responsibilities as defined in the Education Act and Leadership Quality Standard (**LQS**).
- The basis of allocation is primarily enrolment driven, recognizing the value of a strong basic allocation rate.
- Additional support is provided for unique student learning needs, including English as an Additional Language (**EAL**) and students with complex learning needs.
- The basis of allocation to schools and allocation rates will be reviewed and updated annually based on available funding from Alberta Education.

This is a funding allocation model only; the allocation factors below do not represent targeted spending. Each school can utilize its funding allocation, with proper consultation within its community, in the best way possible to meet student needs so that the goals of the Board can be achieved.

- **Certificated Staff Allocation:**
  Funding allocation to schools based on the Adjusted Enrolment Method (**AEM**) derived from the estimated enrolment and the standard cost for teachers. Allocations are based on the funded enrolments and the **AEM**.

- **School Support Staff Allocation:**
  Funding allocation to schools is based on a per-student rate derived from the support staff FTEs per student. Allocations are based on the funded **AEM** only and the projected standard cost of school-based support staff.

- **Finance Clerk Allocation:**
  Each school is provided an allocation to support a Finance Clerk position to handle the financial needs of each school.

- **School Principal Allocation**:
  Each school is allocated a Full-Time Equivalent (**FTE**) for principal administration time. Removing teaching assignments allows more time for Principals to build their capacity to be instructional leaders. Principals, however, with permission from the Superintendent, may choose to teach classes.

- **School Vice Principal Allocation**:
  Each school is provided an allocation for Vice Principal administration time based on the **AEM** of the school. These allocations range from 0.50 to 2.00, depending on the school size.

- **Operating Budget Allocation:**
  Each school is allocated an operating budget (Supplies Budget) of four to eight per cent of the above allocations for operational expenses.

- **School Counsellor/Social Worker Allocation:**
  Each school is provided a base allocation to support counselling/social work in the schools and the allocation increases with the **AEM** of the school.

- **Learning Support Lead (LSL) Allocation:**
  Funding is allocated to schools to support teachers, parents and students to ensure Individual Program Plans, Learning Plans, student assessment and program coordination are in place for students with additional learning needs. This allocation is based on the number of needs identified in the school by the Learning Services Team in collaboration with the school principal.

- **Service and Supports Allocation**
  Each school is intended to support specialized learning needs who may require additional support from the school. Four allocations are provided in consultation with Education Services to help support this objective:
  - Program Unit Funding (**PUF**): Each eligible school is provided an allocation from the Centrally managed PUF funding to support coded PUF students in their schools.
  - First Nations, Métis and Inuit (**FNMI**) Allocation: An allocation is provided to each school based on the number of self-identified First Nations, Métis and Inuit students in their school.
  - Specialized Learning Supports (**SLS**) Allocation: Each school is provided an allocation based on a Tiered System that has been developed to group grades one to twelve students of various needs together and fund them at different rates.
  - English as an Additional Language (**EAL**): Each school is provided with an allocation based on the number of students who have been assessed as needing additional language support

- **Other Allocations:**
  Other Allocations may be provided for items such as Knowledge and Employability Grades 8-12 Allocation (K&E), Nutrition Programs, School Council Engagement and Dual Credit, as funding is received based on students' need or application for funding.

028/2025 - Moved by Trustee Gibbons THAT the Board of Trustees approve Budget Assumptions for 2025 - 2026 as presented at the April 23, 2025, Public Board meeting.

CARRIED UNANIMOUSLY

Meeting recessed for break at 12:15 p.m. Meeting resumed at 1:00 p.m.

Policy 500: Student Transportation Services and Policy 500: Student Transportation
Services - Exhibit 1 - Transportation Fee Schedule
Administration would like the Board to consider the following changes to *Policy 500: Student
Transportation Services* to include updating the fee name of "Outside Boundary Rider" to
"Non-Resident Rider" to align Division terminology and add the new Policy 500 Student
Transportation Services - Exhibit 1 - Transportation Fee Schedule.

The Board of Trustees is responsible for reviewing and approving Transportation Fees as
captured in Board Policy 225: Role of the Board.

The Fee and Allowances for 2025-2026 are being presented with a fee increase from the
2024-2025 school year for approval. The fee increase is due to the continued increase in
operating costs incurred by Contractors, including fuel, resulting in a higher rate being paid
each month. We are also looking ahead to additional costs of software and equipment
purchased through the Division. We anticipate that this fee increase will generate an
additional revenue of $62,000 in the 2025-2026 school year.

We have included an anticipated adjustment of 8% to account for items such as fee
waivers, family rates and partial year service. We will have the family rate more visible for
the upcoming school year to ensure parents and guardians are able to ask for this to be
applied to their accounts. We have also included an anticipated uncollected fee rate of 4%
for fees which are not paid. An additional change from 2024-2025 is the updated fee name
of "Outside Boundary Rider" to "Non-Resident Rider" to align with Division terms.

029/2025 - Moved by Trustee Gibbons THAT the Board of Trustees approve the edits to
Board Policy 500: Student Transportation Services and Policy 500: Student Transportation
Services - Exhibit 1 - Transportation Fee Schedule as presented at the Public Board
meeting of April 23, 2025.

CARRIED UNANIMOUSLY

Omnibus Motion for Board Policies
The Board of Trustees is committed to maintaining a policy framework that is strategic, relevant
and aligned with the Division's mission and legal obligations. Research demonstrates that
student achievement and well-being are best supported when boards focus on governance
policies that provide clear direction while delegating administrative matters to staff (Leithwood,

2013). Regular policy reviews are essential to ensure that policies remain relevant and effective. In line with this commitment, the Policy Committee has identified several policies for rescission, as they are either outdated, redundant or better addressed through administrative procedures.

Board Policy 225: Role of the Board establishes that the Board's core governance responsibilities include:

- Developing policies that guide the Division's mission, vision and improvement efforts.
- Ensuring that policies focus on accountability, equity and student success.
- Delegating operational details to administration.

Furthermore, Section 33(1)(i) of the Education Act mandates that the Board has the responsibility to "ensure effective stewardship of the Board's resources". Streamlining policies by removing redundancies and transferring operational matters to administrative procedures supports this requirement.

Principles of Effective Policy Making:
As outlined in the Public School Boards' Association of Alberta (PSBAA)*Module 7: Exercising Authentic Governance*, strong school boards develop and maintain policies that:

- Focus on student achievement and well-being.
- Provide clear direction without micromanaging administrative functions.
- Ensure compliance with legislation and government requirements.
- Engage stakeholders through open and accountable policy development.
- Enable effective decision-making and risk management.
- Align with evidence-based practices and board goals.

Review and Recommendation:
Administration conducted a thorough review of the policies, referring to the G-Tech Model, and reviewing other School Boards who use the G-Tech Model. The Policy Committee reviewed the policies at the February 24, 2025, Policy Committee meeting and referred them to the March 19, 2025, Public Board meeting, where the Omnibus Motion was defeated. The policies were reviewed again at the April 16, 2025, Policy Committee meeting and the Policy Committee recommended that Policies 215 and 800 be removed from the Omnibus Motion and brought forward as independent motions. The Policy Committee recommends to the Board of Trustees rescinding the following Board Policies:

Board Policy 100: History of Sturgeon Public Schools
The historical context of the Division is well-documented and does not require a standalone policy. The history of the Division has a dedicated section on the Sturgeon Public website.

Board Policy 805: Home Education
The Education Act (Section 20) defines home education as an operational function. It is recommended that this Board Policy be moved to an administrative procedure.

Board Policy 810: Off-Site Activities
Guidelines for off-site activities are already outlined in [Administrative Procedure 310: Off-Site Activities](#), eliminating the need for a separate Board policy.

Board Policy 815: Outreach Programs
Outreach initiatives are operational matters and are best addressed through administrative procedure. Outreach Programs are addressed in [Administrative Procedure 855: Alternate Programs and Learning Opportunities](#), section 27.

Board Policy 910: School Resource Officer
The roles and responsibilities of School Resource Officers are defined through an operational service agreement.

Governance Implications:

- **Clarity in Roles and Responsibilities:**

  - The Board is responsible for setting **direction and priorities**, while the Superintendent oversees **operational implementation**.

- **Legal and Regulatory Compliance:**

  - These changes ensure alignment with the **Education Act**, which requires policies to focus on **board governance** rather than operational matters.

- **Efficiency and Accountability:**

  - **Reducing policy clutter** allows the Board to concentrate on **strategic priorities** that impact student success and system improvement.

- **Transparency and Public Confidence:**

  - By focusing on **high-impact policies**, the Board ensures that its governance efforts remain **student-centered and publicly accountable**.

By rescinding these policies, the Board aims to streamline its policy framework, eliminate redundancies and enhance governance efficiency, thereby better serving the Division's stakeholders.

Meeting recessed for break at 1:11 p.m. Meeting resumed at 1:47 p.m.

030/2025 - Moved by Trustee Buga THAT the Board of Trustees defer the following Omnibus Motion to the next Committee of the Whole for discussion and to bring back to the Public Board Meeting:

Board Policy 100: History of Sturgeon Public Schools
Board Policy 805: Home Education
Board Policy 810: Off-Site Activities
Board Policy 815: Outreach Programs
Board Policy 910: School Resource Officer

CARRIED 6/1
Opposed: Trustee Pequin

Policy 215: Organization Chart

The Board of Trustees is committed to maintaining a policy framework that is strategic, relevant and aligned with the Division's mission and legal obligations. Research demonstrates that student achievement and well-being are best supported when boards focus on governance policies that provide clear direction while delegating administrative matters to staff (Leithwood, 2013). Regular policy reviews are essential to ensure that policies remain relevant and effective. In line with this commitment, the Policy Committee has identified several policies for rescission, as they are either outdated, redundant or better addressed through administrative procedures.

Board Policy 225: Role of the Board establishes that the Board's core governance responsibilities include:

- Developing policies that guide the Division's mission, vision and improvement efforts.
- Ensuring that policies focus on accountability, equity and student success.
- Delegating operational details to the Superintendent and staff.

Furthermore, Section 33(1)(i) of the Education Act mandates that the Board has the responsibility to "ensure effective stewardship of the Board's resources". Streamlining policies by removing redundancies and transferring operational matters to administrative procedures supports this requirement.

Principles of Effective Policy Development:

As outlined in the Public School Boards' Association of Alberta (PSBAA)*Module 7: Exercising Authentic Governance*, strong school boards develop and maintain policies that:

- Focus on student achievement and well-being.
- Provide clear direction without micromanaging administrative functions.
- Ensure compliance with legislation and government requirements.
- Engage stakeholders through open and accountable policy development.
- Enable effective decision-making and risk management.
- Align with evidence-based practices and board goals.

Review and Recommendation:
Administration conducted a thorough review of the policies, referring to the G-Tech Model, and reviewing other School Boards that use the G-Tech Model. The Policy Committee reviewed the policies that were grouped into an Omnibus Motion at the February 24, 2025, Policy Committee meeting and referred them to the March 19, 2025, Public Board meeting, where the Omnibus Motion was defeated. The policies were reviewed again at the April 16, 2025, Policy Committee meeting and the Policy Committee recommended that Policy 215 be removed from the Omnibus Motion and brought forward as an independent motion. The Policy Committee recommends that the Board of Trustees rescind Board Policy 215: Organization Chart.

Board Policy 215: Organization Chart
Organizational structures are dynamic and best managed through an administrative procedure rather than a fixed policy. As outlined in the Public School Boards' Association of Alberta (PSBAA)Module 7: Exercising Authentic Governance, strong school boards develop and maintain policies that "provide clear direction without micromanaging administrative functions".

Governance Implications:

- **Clarity in Roles and Responsibilities:**

    - The Board is responsible for setting **direction and priorities**, while the Superintendent oversees **operational implementation**.

- **Legal and Regulatory Compliance:**

    - These changes ensure alignment with the **Education Act**, which requires policies to focus on **board governance** rather than operational matters.

- **Efficiency and Accountability:**

    - **Reducing policy clutter** allows the Board to concentrate on **strategic priorities** that impact student success and system improvement.

    - The Education Act does not prescribe or require the establishment of an organizational chart as a governance responsibility for Boards of Trustees; operational structuring remains the responsibility of the Superintendent.

- **Transparency and Public Confidence:**

    - By focusing on **high-impact policies**, the Board ensures that its governance efforts remain **student-centered and publicly accountable**.

By rescinding this policy, the Board aims to streamline its policy framework, eliminate redundancies and enhance governance efficiency, thereby better serving the Division's stakeholders.

031/2025 - Moved by Trustee Buga THAT the Board of Trustees defer Policy 215: Organization Chart to the next Committee of the Whole for discussion and to bring back to the Public Board Meeting.

CARRIED 5/2
Opposed: Trustee Gibbons
Trustee Pequin

Policy 800: Religious Education and Instruction

The Board of Trustees is committed to maintaining a policy framework that is strategic, relevant and aligned with the Division's mission and legal obligations. Research demonstrates that student achievement and well-being are best supported when boards focus on governance policies that provide clear direction while delegating administrative matters to staff (Leithwood, 2013). Regular policy reviews are essential to ensure that policies remain relevant and effective. In line with this commitment, the Policy Committee has identified several policies for rescission, as they are either outdated, redundant or better addressed through administrative procedures.

Board Policy 225: Role of the Board establishes that the Board's core governance responsibilities include:

- Developing policies that guide the Division's mission, vision and improvement efforts.
- Ensuring that policies focus on accountability, equity and student success.
- Delegating operational details to the Superintendent and staff.

Furthermore, Section 33(1)(i) of the Education Act mandates that the Board has the responsibility to "ensure effective stewardship of the Board's resources". Streamlining policies by removing redundancies and transferring operational matters to administrative procedures supports this requirement.

Principles of Effective Policy Development:

As outlined in the Public School Boards' Association of Alberta (PSBAA)*Module 7: Exercising Authentic Governance*, strong school boards develop and maintain policies that:

- Focus on student achievement and well-being.
- Provide clear direction without micromanaging administrative functions.
- Ensure compliance with legislation and government requirements.
- Engage stakeholders through open and accountable policy development.
- Enable effective decision-making and risk management.
- Align with evidence-based practices and board goals.

Review and Recommendation:
Administration conducted a thorough review of the policies, referring to the G-Tech Model, and reviewing other School Boards that use the G-Tech Model. The Policy Committee reviewed the policies that were grouped into an Omnibus Motion at the February 24, 2025, Policy Committee meeting and referred them to the March 19, 2025, Public Board meeting, where the Omnibus Motion was defeated. The policies were reviewed again at the April 16, 2025, Policy Committee meeting and the Policy Committee recommended that Policy 800 be removed from the Omnibus Motion and brought forward as an independent motion. The Policy Committee recommends that the Board of Trustees rescind Board Policy 800: Religious Education and Instruction.

Board Policy 800: Religious Education and Instruction
As outlined in the Public School Boards' Association of Alberta (PSBAA)Module 7: Exercising Authentic Governance, strong school boards develop and maintain policies that "ensure compliance with legislation and government requirements".

The contents of Policy 800 are clearly captured in the Education Act, specifically:
- Section 19: Alternative programs,
- Section 58: Religious and Patriotic Instruction and Exercises, and
- Section 58.1: Parental Notice Requirements

Governance Implications:
- **Clarity in Roles and Responsibilities:**

  - Rescinding this policy reinforces the Board's role in setting strategic direction, with operational matters delegated to the Superintendent.

- **Legal and Regulatory Compliance:**

  - Eliminating policies that duplicate statutory requirements ensures that the Board's governance work remains focused and compliant with the Education Act.

- **Efficiency and Accountability:**

  - **Reducing unnecessary policy volume** allows the Board to focus on high-impact **governance work** that supports student success and system improvement.

- **Transparency and Public Confidence:**

  - By focusing on **high-impact policies**, the Board ensures that its governance efforts remain **student-centered and publicly accountable**.

Conclusion:

Rescinding Policy 800 will streamline the Division's policy framework, eliminate redundancies and enhance governance efficiency in alignment with legislative requirements and best practices. This action supports the Board's commitment to high-quality, effective governance that best serves students, families and the broader community.

033/2025 - Moved by Trustee Buga THAT the Board of Trustees defer Policy 800: Religious Education and Instruction to the next Committee of the Whole for discussion and to bring back to the Public Board Meeting.

CARRIED 5/2
Opposed: Trustee Gibbons
Trustee Pequin

Administrative Reports

Quarterly Financial Report and Forecast - April 2025

The Board annually approves a budget based on projected enrolments, revenues and expenses. The budget plots a course for the Board to provide education 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 Two (Q2) Forecast, Year to Date as of February 28, 2025, and percentage comparisons of Year to Date to Spring Budget and Quarter Two Forecast.

As of February 28, 2025, the Division should expect revenues and expenses between 50% (6/12 months) & 60% (6/10 months). Overall, actual revenues are at 51% of the Q2 Forecasted budget, while expenses are at 48% of the Q2 Forecasted budget.

- Year-to-date revenues as of February 28, 2025: $40.3 million or 50 per cent of total forecasted revenues.

- Year-to-date expenses as of February 28, 2025: $38.5 million or 48 per cent of total forecasted expenses.
- Year-to-date operating surplus as of February 28, 2025: $1.8 million
- The Quarter 2 projected operating deficit goes to $0.6 million versus Spring Budget operating deficit of $1.2 million.

Communications Report - March & April 2025
Report shared as information.

Superintendent Report
Report shared as information.

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

As part of this review, Administrative Procedure 310: Off-Site Activities has been divided into two separate procedures to improve clarity and specificity:

- Administrative Procedure 310 – Off-Site Activities: Day Trips and In-Province
- Administrative Procedure 312 – Off-Site Activities: Out-of-Province and International

Because this is a structural change resulting in two new Administrative Procedures, they are attached as new documents, rather than shown with tracked changes. The original Administrative Procedure 310: Off-Site Activities is also linked below.

Additional Administrative Procedures with edits are attached in PDF format with tracked changes visible (as additions and/or strikeouts in coloured text from the Google Workspace revision history):

- Administrative Procedure 815 – Senior High School Credit Load
- Administrative Procedure 820 – Locally Developed Courses

Administrative Procedure 464: Fees
Administrative Procedures are the written directives, procedures and assignment of responsibilities established and approved by the Superintendent that direct the implementation of and achievement of desired outcomes of Board policy, Division Vision, Mission and Values and the effective operation of the Division (*AP 205 Developing Administrative Procedures*).

Administrative Procedures are reviewed and developed on a regularly scheduled basis.

Administrative Procedure 464: Fees has been reviewed and updated as part of the review of Policy 500: Student Transportation Services. Fees are assessed to students to offset the cost of providing educational and transportation services. Fees shall be utilized for the purpose for which it was obtained.

Administrative Procedure 700: Staffing

Administrative Procedures are the written directives, procedures and assignments of responsibilities established and approved by the Superintendent that direct the implementation of and achievement of desired outcomes of Board policy, Division Vision, Mission and Values and the effective operation of the Division (AP 205 Developing Administrative Procedures).

Administrative Procedures are reviewed and developed on a regularly scheduled basis to ensure they remain relevant, efficient and align with legislative requirements, collective agreements and operational needs.

Administrative Procedure 700: Staffing has been restructured and consolidated to replace Administrative Procedures 700, 701, 702 and 703. The previous administrative procedures covered overlapping areas of staffing, including hiring, selection processes and staff assignments, which created redundancy. Combining these administrative procedures into a single, comprehensive Administrative Procedure provides greater clarity, consistency and alignment in how staffing decisions are made across the Division.

The updated administrative procedure streamlines recruitment and hiring processes, clarifies roles and responsibilities and ensures greater transparency in staffing decisions.

Administrative Procedure 721: Staff Professional Development

Administrative Procedures are the written directives, procedures and assignment of responsibilities established and approved by the Superintendent that direct the implementation of and achievement of desired outcomes of Board policy, Division Vision, Mission and Values and the effective operation of the Division (AP 205 Developing Administrative Procedures).

Administrative Procedures are reviewed and developed on a regularly scheduled basis.

As part of the regular review cycle, *Administrative Procedure 721: Teachers and Professional Development* has undergone a comprehensive review. During this process, all Administrative Procedures related to professional learning across the Division were examined. To improve clarity and consistency, relevant content from *Administrative Procedure 715: Division Staff Development* and *Administrative Procedure 727: Support Staff and Professional Development* has been consolidated into a single, updated procedure. The revised procedure has been renamed *Administrative Procedure 721: Staff Professional Development* to better reflect its

inclusive scope, encompassing all staff rather than focusing solely on teachers. The updated Administrative Procedure was developed with input from Education Services team members at Central Office and school Principals.

Reports from Trustees and Standing Committees

Chair's Report
Below is the Chair's submitted report.

Chair Oatway-McLay (Cardiff/Garrison)
Chair Oatway-McLay reported that she attended:
- Agenda Review *(Apr. 3 & Apr. 17)*
- Committee of the Whole *(Apr. 9 & Apr. 23)*
- Funding Announcement: MPS *(Apr. 1)*
- Meeting with Legal *(Apr. 7)*
- Public Board Meeting *(Apr. 23)*
- Teal Up - Guthrie School *(Apr. 11)*

Trustees' Reports
Below are the submitted Trustee Reports.

Trustee Briggs (Bon Accord/Legal)
Trustee Briggs reported that she attended:
- Business Partner Engagement *(Apr. 15)*
- Committee of the Whole *(Apr. 9 & Apr. 23)*
- Funding Announcement Morinville Public School *(Apr. 1)*
- Legal, Bon Accord and Lilian Schick School Visit *(Apr. 4)*
- Legal Public School Council *(Apr. 17)*
- Lilian Schick and Bon Accord School Visit *(Apr. 17)*
- MLA Engagement *(Apr. 9)*
- Policy Committee Meeting *(Apr. 16)*
- Public Board Meeting *(Apr. 23)*
- Public Schools Boards' Association *(Apr. 10 & Apr. 11)*
- Sturgeon Night of Music *(Apr. 28)*

Trustee Buga (Morinville Area)
Trustee Buga reported that she attended:
- Agenda Review *(Apr. 3 & Apr. 17)*
- Business Engagement Evening *(Apr. 15)*
- Committee of the Whole *(Apr. 9 & Apr. 23)*
- Creative Arts Festival - SCHS *(Apr. 25)*
- Four Winds Open House *(Apr. 24)*

- Funding Announcement at MPS with MLA Nally *(Apr. 1)*
- Morinville Chamber of Commerce Meeting *(Apr. 2)*
- Policy Committee Meeting *(Apr. 16)*
- Principal Meetings *(Apr. 10, Apr. 14, Apr. 16 & Apr. 17)*
- PSBAA Webinar *(Apr. 25)*
- Public Board *(Apr. 23)*
- Student Advisory Agenda Review *(Apr. 11)*
- Student Advisory Committee *(Apr. 15)*
- Sturgeon Night of Music *(Apr. 28)*

Trustee Dwyer (Alcomdale/Villeneuve Area)
Trustee Dwyer reported that he attended:
- Camilla Parent Fundraising Association
- Camilla Play
- Committee of the Whole *(Apr. 9 & Apr. 23)*
- Public Board Meeting *(Apr. 23)*

Trustee Gibbons (Gibbons/Lamoureux)
Trustee Gibbons reported that she attended:
- Committee of the Whole *(Apr. 9 & Apr. 23)*
- Policy Committee Meeting *(Apr. 16)*
- Public Board Meeting *(Apr. 23)*
- Zone 2/3 Edwin Parr Committee Interview *(Apr. 7 & Apr. 8)*
- Zone 2/3 Meeting *(Apr. 14)*

Trustee Murray-Elliott (Sturgeon Valley/West St. Albert)
Trustee Murray-Elliott reported that she attended and submitted her report:
- Committee of the Whole *(Apr. 9 & Apr. 23)*
- Community Engagement Meeting *(Apr. 15)*
- Funding Announcement for Morinville Replacement School *(Apr. 1)*
- Policy Committee Meeting *(Apr. 16)*
- PSBC Dinner and Speaker *(Apr. 10)*
- Public Board Meeting *(Apr. 23)*
- School Council, Sturgeon Heights School *(Apr. 14)*
- Sturgeon Night of Music *(Apr. 28)*

Trustee Pequin (Redwater/Coronado Area)
Trustee Pequin reported that she attended:
- Committee of the Whole *(Apr. 9 & Apr. 23)*
- Junior High Badminton
- Ochre Park School Council *(Apr. 10)*
- Policy Committee *(Apr. 16)*

- Public Board Meeting *(Apr. 23)*
- Redwater School Council *(Apr. 15)*

Committee of the Whole
The Board of Trustees received as information the approved minutes of the March 19, 2025, Committee of the Whole meeting and the unapproved minutes of the meeting from the April 9, 2025, Committee of the Whole meeting.

Policy Committee
The Policy Committee held a meeting on April 16, 2025. The following is a summary of that meeting:

- Policy 235: Board Operations was discussed along with Appendices D & E.
  - Will come to April 23, 2025, CoW for Board Discussion
- The Committee reviewed the Omnibus Motion for Board Policies from March 19, 2025 and decided to pull out policies 215 and 800 and bring them individually to the April 23 Public Board. The other policies will remain in an Omnibus Motion and will be brought to the April 23, 2025, Public Board.
- 2025-2026 Fee Proposal and 500: Exhibit 1 - Transportation Fee Schedule Policy 500: Student Transportation was referred from the Committee of the Whole and discussed.
  - Will come to April 23, 2025, Public Board for final review and approval.
- Policy 700: Appendix A - Evaluation of Superintendent of Schools was brought forward with recommended changes from the Committee.
  - Will come back to the Policy Committee with the changes recommended for another review.
- No new meeting date at this time.

Position Statement Committee
Nothing to report.

Reports from Special Committees/Task Groups

Alberta School Boards Association Representative
Trustee Gibbons shared a verbal report.

Public School Boards Association of Alberta Representative
Trustee Briggs shared a verbal report.

Rotary Report
Trustee Dwyer shared a verbal report.

Chamber of Commerce Meetings
Trustee Buga and Trustee Dwyer shared verbal reports.

Community Services Advisory Board
Nothing to report.

Unfinished Business

No unfinished business.

Comment and Question Period

No comments or questions from the public.

In Camera

033/2025 - Moved by Trustee Briggs that the Board of Trustees move to In Camera at 2:27 p.m.

CARRIED UNANIMOUSLY

034/2025 - Moved by Trustee Gibbons that the Board of Trustees revert to a public meeting at 4:02 p.m.

CARRIED UNANIMOUSLY

Adjournment

Meeting adjourned at 4:02 p.m.

_____
Chair

_____   _____
Date   Associate Superintendent,
                                                        Corporate Services