



Date: May 28, 2025 **Agenda Item:** 7.10

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Committee of the Whole
Policy Committee
Shawna Warren, Superintendent

Subject: **Policy 805: Home Education**

Recommended Motion:

THAT the Board of Trustees rescind Policy 805: Home Education and direct administration to manage home education programming through an administrative procedure.

Rationale for Rescission and Administrative Procedure Development:

- **Legislative Compliance: Section 20 of the Education Act** outlines the parameters for Home Education, specifying that a parent may provide a home education program supervised by a willing board or accredited private school. This oversight function is the responsibility of administration, not the Board.
 - Home Education Programming is also clearly defined by legislation in the Alberta Government's [Home Education Regulation 89/2019](#)
 - [Home Education Notification Form Alberta Education Fillable PDF](#)
 - [Home Education Learning Plan Template AB Programs Of Study](#)
 - [Home Education Learning Plan Template Schedule](#)
 - [Home Education Reimbursement Request Form](#)
 - Home Education Programming is also outlined in the Funding Manual
- **Operational Scope:** The day-to-day approval, supervision and documentation of home education programs are operational tasks under the Superintendent's purview and thus more appropriately addressed through operations.
- **Consistency with Other Divisions:** Other public school divisions, such as Parkland School Division (PSD Administrative Procedure 220) and Fort McMurray Public School Division (FMPSD Administrative Procedure 220), manage Home Education exclusively through administrative procedures rather than board policy.
- **System Alignment:** Home Education will be captured in Administrative Procedure 855: Alternate Programs and Learning Opportunities, which also houses other programming models. This placement aligns with other related APs, including:
 - AP 800: Language Programs

- AP 845: Off Campus Education

Background:

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.

As part of this commitment, the Board has approved a transition to the G-Tech Model, which emphasizes high-impact governance policies and the delegation of operational matters to administration. This model is widely adopted among Alberta school divisions and is supported by governance best practices, including those outlined by the Public School Boards' Association of Alberta (PSBAA) and in Module 7: Exercising Effective Governance.

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. Streamlining policies by removing redundancies and transferring operational matters to administrative procedures supports this requirement and aligns with the G-Tech Model's focus on maintaining a strategic and student-focused policy framework.

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.
- Ensure policy relevance through cyclical reviews and stakeholder engagement.

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.

Review of Policy 805:

- February 24, 2025, Policy Committee reviewed a group of policies that Administration brought forward as consideration for rescission based on the G-Tech model. The recommendation from the Policy Committee was for the policies to be sent to the next CoW for further discussion and then moved to the March 19, 2025, Public Board meeting for rescission;
- March 5, 2025, Reviewed at Committee of the Whole. Recommendation from Committee of the Whole - An omnibus memo for these policies to be rescinded is to be brought to the March 19, 2025, Public Board meeting;
- March 19, 2025, Public Board meeting, the Omnibus Motion (Policies 100, 215, 800, 805, 810, 815 and 910) was defeated;
- April 16, 2025, Policy Committee meeting. The Policy Committee recommended that Policies 215 and 800 be removed from the Omnibus Motion and brought forward as independent motions;
- April 23, 2025, Public Board Meeting, motion to defer to the next Committee of the Whole; and
- May 7, 2025, Committee of the Whole, recommendation that separate memos for policies 100, 805, 810, 815 and 910 be brought to the May 28, 2025, Public Board meeting for review and approval.

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.

- **Support for the G-Tech Model:**

- Adopting the G-Tec Model reinforces the Board's commitment to a governance framework that is modern, focused and aligned with Alberta's leading practices for effective school board governance.

By rescinding this policy, the Board aims to streamline its policy framework, eliminate redundancies and enhance governance efficiency.

Status & Relationship to Superintendent Leadership Quality Standard (SLQS):

This report aligns with the [SLQS](#) in the following way:

COMPETENCY:	(3) Visionary Leadership
INDICATORS:	<ul style="list-style-type: none"> c. promoting in the school community a common understanding of and support for the school authority's goals, priorities and strategic initiatives; and d. ensuring that the vision expressed in the school authority's education plan is responsive to the ongoing review of the school authority's achievements, meets all requirements identified in provincial legislation and incorporates the school community's perspectives.
COMPETENCY:	(6) School Authority Operations and Resources
INDICATORS:	<ul style="list-style-type: none"> a. providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements; c. delegating responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness; and e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts.
COMPETENCY:	(7) Supporting Effective Governance
INDICATORS:	<ul style="list-style-type: none"> d. ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities; f. supporting the board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms; and g. implementing board policies and supporting the regular review and evaluation of their impact.

Governance Implications:

Education Act

Board responsibilities

- 33(1) A board, as a partner in education, has the responsibility to
- (i) ensure effective stewardship of the board's resources,

Board Procedures Regulation

Policies and procedures

4 The board must

- (a) establish policies and procedures governing the conduct of meetings of the board and the administration and business of the board, and
- (b) monitor and evaluate the effectiveness of the established policies and procedures on a regular basis.

Policy 225: Role of the Board

Governance and Organization

- 26. Develop, approve and monitor the implementation of policies to guide the Division and the Board.
- 28. Monitor the development, revision and implementation of policy

Administration is prepared to respond to questions at the May 28, 2025, Public Board meeting.

Attachment(s):

1. Policy 805: Home Education
2. [Administrative Procedure 855: Alternate Programming and Learning Opportunities](#)

805: Home Education

Captured in Legislation - Education Act Section 20 - Home Education Programs

Move to an AP. Home Education is operational and not governance.

<https://www.psd.ca/board/administrative-procedures/4754>

<https://www.fmpsdschools.ca/board/procedures/5013>

Moving this policy to an AP places it with:

AP 855 Alternate Programs and Learning Opportunities

AP 800 Language Programs

AP 845 Off Campus Education

1.0 POLICY

The Board recognizes that parents/guardians have a right and responsibility to make decisions regarding the education of their children.

The Board recognizes and affirms the right of resident parents/guardians to provide a home education program for their child within the parameters of provincial policy, regulation and procedures.

The Board recognizes that it has a responsibility to ensure that the student has access to an education program according to Section 20 of the Education Act.

2.0 GUIDELINES

2.1 Special circumstances may warrant consideration and approval being granted for a resident student of Sturgeon Public Schools to be excused from school attendance providing that the necessary steps or actions have been discharged certifying that the student is under effective instruction at home or elsewhere.

2.2 The provision of home education services shall be approved and monitored through the Deputy Superintendent, Education Services or designate.

2.3 In recognizing any parental request for home education, the Deputy Superintendent, Education Services shall ensure that the educational welfare of the student is maintained in accordance with the Education Act and Home Education Regulation.

2.4 In recognizing any parental request for home education, the Deputy Superintendent, Education Services shall ensure that the legal commitment by the parents to the educational welfare of the student is understood and executed.

2.5 Applications

2.5.1 Applications for home education shall be completed by the parent in accordance with Home Education Regulation 89/2019.

2.5.2 Applications for home education shall, if possible, be filed on or prior to the commencement of the school academic year.

2.6 Monitoring

2.6.1 One to four visitations shall be carried out under the supervision of the Deputy Superintendent, Education Services or designate.

2.6.2 To include two assessments per year for each student.

2.6.3 Official student records to be kept by the student's resident school.

2.7 Use of School Neighborhood school facilities will be accessible when appropriate supervision is available.

2.8 Funding

2.8.1 The Division will provide to parents/guardians of home education students an amount equal to 50% of the Alberta Education Home Education grants received subject to the following conditions:

2.8.1.1 The home education student must have been enrolled with the Division by September 30th of the school year.

2.8.1.2 The funds are for the purchase of learning resources and directly related to educational material.

2.8.1.3 The parent/guardian must provide receipts for such materials.

2.8.2 The Division may pay Alberta Distance Learning Centre fees on behalf of parents/guardians of home education students enrolled with the Division by September 30th of the school year, and such payments will be considered part of the 50% payment.

2.9 Non-compliance

2.9.1 Should parents/guardians and/or students not comply with requirements of the Education Act and Home Education Regulation and Board policy relative to home education:

2.9.2 Parents/guardians will be notified and asked to meet requirements.

2.9.3 A further meeting to resolve the issue shall be called.

2.9.4 Parents/guardians will be given sufficient time to comply.

2.9.5 If parents/guardians refuse to comply, the Division shall terminate the home education program pursuant to Section 8 of the Home Education Regulation.

References:

Education Act: Section 20

Home Education Regulation 89/2019

History

2019 Mar 27 Initial Approval

2020 Jan 29 Amended

2021 Oct 27 Reviewed