

Date: May 28, 2025 **Agenda Item:** 7.13

To: Board of Trustees

From: Shawna Warren, Superintendent

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

Subject: **Policy 910: School Resource Officer**

Recommended Motion:

THAT the Board of Trustees rescind Policy 910: School Resource Officer.

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 In line with this commitment, the Policy Committee has identified several policies for rescission, as they are either outdated, redundant or better addressed through administrative procedures.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 910:

- 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.

Rationale:

- **Governed by Operational Agreement:** The School Resource Officer Agreement (SRO) is defined and managed through a Triparty Agreement between The Sturgeon Public School Division, Greater St. Albert Roman Catholic Separate School Division and the Town of Morinville, which is negotiated and maintained by administration. It outlines roles, responsibilities and reporting relationships, making it operational, not governance-related.

- **No Precedent or Supporting Framework:**
 - The Board does not currently have any other policies or administrative procedures addressing service agreements.
 - Board Policy 910 exists as an outlier within the policy framework and is inconsistent with how similar agreements are handled across the Division.
- **Partner Alignment:** The Greater St. Albert Roman Catholic Separate School Division, as a partner in the SRO agreement, does not have a Board policy or administrative procedure on this topic, further underscoring that this matter is managed operationally, not through governance.
- **Consistency with Effective Policy Practice:** According to the Policy Checklist in PSBAA's Module 7: Exercising Effective Governance, policies should only be developed where governance direction is required. Matters regulated through legal agreements do not require separate policies.

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.

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

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

COMPETENCY:	(3) Visionary Leadership
INDICATORS:	<p>c. promoting in the school community a common understanding of and support for the school authority's goals, priorities and strategic initiatives; and</p> <p>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.</p>
COMPETENCY:	(6) School Authority Operations and Resources
INDICATORS:	<p>a. providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements;</p> <p>c. delegating responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness; and</p> <p>e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts.</p>
COMPETENCY:	(7) Supporting Effective Governance
INDICATORS:	<p>d. ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities;</p> <p>f. supporting the board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms; and</p> <p>g. implementing board policies and supporting the regular review and evaluation of their impact.</p>

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 910: School Resource Officer

910: School Resource Officer

Greater St Albert Catholic does not have a policy or AP regarding the school resource officer and they are partners in the agreement.

This is an operational service agreement. The Board does not have any AP's that address service agreements therefore this Policy is an outlier.

1.0 POLICY

The Board believes in the importance of, and is committed to, establishing and maintaining a welcoming, caring, respectful and safe working and learning environment.

The Board believes that a regular onsite presence of a police officer helps prevent anti-social, destructive, illegal and unacceptable behavior at school and in the community. Having one RCMP peace officer as a School Resource Officer (SRO) provides a direct connection between the community, the school and the police.

To recognize the need to be proactive and preventative in providing policing support resources for Sturgeon Composite High School students, Sturgeon Public School Division, Greater St. Albert Roman Catholic Separate School Division and the Town of Morinville have signed a triparty School Resource Officer Agreement.

2.0 GUIDELINES

2.1 The School Resource Officer at Sturgeon Composite High School is not an employee of the Division and is, at all times, a police officer managed and supervised through the Morinville RCMP Detachment.

2.2 As a member of the RCMP, the SRO's primary authorities and duties first come from those being a Police Officer of the RCMP.

References:

Section 31, 33 Education Act
Child, Youth and Family Enhancement Act
Children First Act
Controlled Drugs and Substances Act
Youth Criminal Justice Act
Criminal Code (Canada)

History

2020 Nov 25 Initial Approval
2021 Oct 27 Reviewed