BOARD OF TRUSTEES
STURGEON PUBLIC SCHOOLS

Public Board Meeting

AGENDA

Date: May 28, 2025   **Start Time:**   10:00 a.m.

Location: Frank Robinson Education Centre
9820 - 104 Street, Morinville, Alberta

1.   Call to Order

2.   Land Acknowledgement - Trustee Pequin

3.   Approval of Agenda

4.   Approval of Minutes

   4.1   Approval of the Minutes of the Regular Board Meeting of April 23, 2025
   4.2   Approval of the Minutes of the Special Board Meeting of May 7, 2025

5.   Business Arising From The Minutes

6.   Presentations/Delegations

   6.1   Student Panel - Indigenous Gathering

7.   Action Item

   7.1   Draft 2025-2026 Budget
   7.2   Sturgeon Public Schools DRAFT Education Plan 2025-2028
   7.3   Bylaw 01-2025 Authorize the Establishment of Multiple Voting Stations Within the Subdivisions of Sturgeon Public School Division in Cooperation with Municipalities and Sturgeon County for the 2025 General Election
   7.4   Appointment of Returning Officer and Substitute Returning Officer for the 2025 General Election

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

MINICES OF THE
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.

**Sturgeon
Public Schools**

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

2025-2026 Budget Assumptions

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			
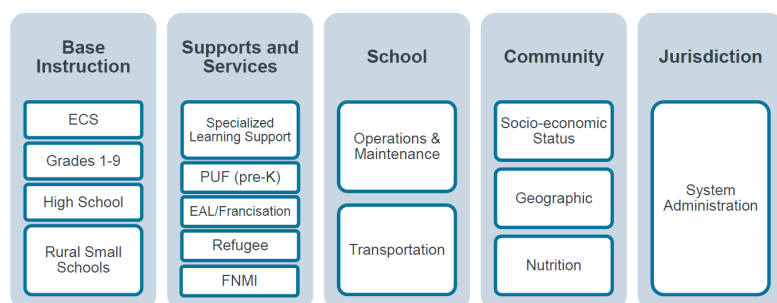
Transportation Funding:

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.

<div align="right">**CARRIED UNANIMOUSLY**</div>

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.

<div align="right">**CARRIED UNANIMOUSLY**</div>

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 <u>Administrative Procedure 310: Off-Site Activities</u>, 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 <u>Administrative Procedure 855: Alternate Programs and Learning Opportunities</u>, 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

MINUTES OF THE
SPECIAL BOARD MEETING
Meeting held at the Frank Robinson Education Centre
Boardroom, in Morinville, Alberta
On Wednesday, May 7, 2025, at 3:00 p.m.

Sturgeon
Public Schools

Table of Contents

MINUTES OF THE
SPECIAL BOARD MEETING

Meeting held at the Frank Robinson Education Centre
Boardroom, in Morinville, Alberta
On Wednesday, May 7, 2025, at 3:00 p.m.

Sturgeon Public Schools

Attendance:

Tasha Oatway-McLay, Board Chair
Stacey Buga, Vice Chair
Cindy Briggs, Trustee
Irene Gibbons, Trustee
*Janine Pequin, Trustee
Trish Murray-Elliott, Trustee
Shawna Warren, Superintendent
Jonathan Konrad, Deputy Superintendent, Education Services
Lisa Lacroix, Associate Superintendent, Human Resources
Sean Nicholson, Associate Superintendent, Corporate Services
*Virtual Attendance

Regrets:

Joe Dwyer, Trustee

Call to Order

Board Chair Oatway-McLay called the meeting to order at 3:03 p.m.

Shawna Warren, Superintendent and Jonathan Konrad, Deputy Superintendent, Education Services, left the room.

Superintendent Contract

S-28/2025 - Moved by Trustee Gibbons that the Board of Trustees move to In Camera at 3:04 p.m.

CARRIED UNANIMOUSLY

S-29/2025 - Moved by Trustee Gibbons that the Board of Trustees revert to a public meeting at 3:11 p.m.

CARRIED UNANIMOUSLY

S-30/2025 - Moved by Trustee Oatway- McLay that the Board of Trustees approve Amendment One (2025) to the Superintendent's contract.

CARRIED 5/1
Opposed: Trustee Briggs

Close of the Meeting

The meeting adjourned at 3:13 p.m.

_____
Chair

_____   _____
Date   Associate Superintendent,
Corporate Services

Date: May 28, 2024   **Agenda Item:** 7.1

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s):   Sean Nicholson, Associate Superintendent, Corporate Services
                               Franco Maisano, Executive Director, Corporate Services

Subject: **Draft 2025-2026 Budget**

Recommended Motion:

THAT the Board of Trustees approve the Draft 2025-2026 Budget as presented at the May 28, 2025, Public Board Meeting.

Background:

The Board of Trustees reviews and approves the budget on an annual basis.

Sturgeon Public School Division's Budget is the fiscal plan intended to achieve the stated goals and objectives of the Board in accordance with the Division's Mission, Vision and Values and Education Plan Priorities.

The Board believes that the annual system budget and the Education Plan, together with annual school budgets, are key planning documents for the continuous improvement of the quality of education for students.

The 2024-2025 Alberta Education Budget submission Templates are included for review and approval.

Context:

Budget Highlights, Plans & Assumptions:
- The 2025/26 school year budget reflects the mission, vision, values and goals as set forth by the Board of Trustees in its foundational statements and reflects the priorities in the Division's Three-year Education Plan.
- Sturgeon Public School Division has an approximate budget of $79 million, which is utilized to provide public education services to the students in its jurisdiction.
- The Division serves approximately 5,200 funded students from Early Childhood (ECS) to Grade 12 within 17 schools.
- Overall, the Division is expecting a deficit of $0.9 million in the 2025/26 school year. The deficit is mainly attributed to a loss in resources and an increase in costs.
  - Revenues have declined from the loss of operational funding from the Government of Alberta and support from the Federal Government.

- ○ Reserves usage is also declining because reserves have been depleted to support needs in the classroom.
- ○ Concern continues to grow as the Division is facing many cost pressures that substantially exceed funding increases. Cost pressures include: Inflation, Tariffs, Benefits, Insurance, Utilities, Construction Costs, Grid Creep and Unfunded Labour Negotiation Settlement.
- Continued reduction in Stabilization Funding ($2.9M) is expected over the next three years.

Assumptions:
- Revenue Assumptions:
  - ○ Enrolment is projected to be stable for the 2025/2026 school year with a less than One Per Cent (1%) increase (based on projected student headcount).
  - ○ Operational funding has increased by $0.15M. This will help offset an already underfunded system, however, costs are continuing to increase significantly.
  - ○ The Division has seen a loss in Federal funding support for Jordan's Principle, which is a substantial loss of $1.7M. The projected loss for the 2025/2026 school year is $2.2M.
  - ○ It is assumed that the Division will see a decrease in the prime rate.

- Expense Assumptions:
  - ○ As a result of economic conditions, political pressures and inflation, the Division is experiencing increased costs. Tariffs and general cost increases are expected across all areas in the Division.
    - ■ Benefits costs have continued to increase,
    - ■ Utility costs can fluctuate drastically and estimates have been based on historical usage and estimated rates. Carbon tax has been removed, but if this returns, the Division will see a $0.25 million increase in utility costs.
    - ■ Construction, insurance, technology, vehicles, fuel and other supply costs have also gone up as a result of inflation.
    - ■ Unfunded labour settlement cost with no offsetting revenue increase has resulted in a loss of support in classrooms and will prove to be challenging in future years.
  - ○ Standard cost of certificated teachers has increased due to changes in staff composition and benefits increases. This has not been supported by an increase in funding. The standard cost of a teacher went up from $111,067 to $112,800, a 1.6% increase from the 2024/2025 school year.
  - ○ Technology Services, Transportation Services, Learning Services and Facility Management are budgeted centrally.

- Staffing:
    - Staffing levels have been reduced to align with the reduction in resources available and cost increases. Further reduction may be required if funding is not increased to offset cost increase. This will be done to ensure a balanced budget.
    - The Division is seeing an increase in support required by students and is concerned about the level of funding provided to support these needs through staffing in the future.

Significant Business and Financial Risks:
- Government Funding
    - Stabilization funding ($2.9M) is expected to be removed over the next three years, which will impact services provided to students.
    - The Division has yet to hear about some funding announcements and how certificated staff settlements will be funded. If funding is not provided to adequately support these settlements, there will be further reductions in educational services.
- Enrolment:
    - If enrolment increases in September 2025, the Division will be expected to support those additional students with the same funding because the Division will not see a funding adjustment until the following school year. In addition, because of the Adjusted Enrolment Method (AEM), the Division also only sees 70% of the funding for any new students.
    - There is always a level of uncertainty around enrolment projections, especially for ECS.
- Inflation and Cost Escalations
    - Inflation and cost escalations are still very uncertain. The Division could continue to see increased costs for many key items it needs to support student learning and Division buildings. If costs continue to escalate, this could be a risk to the Division and a budget adjustment may have to be made.
    - There is a large uncertainty in tariffs.
- Classroom complexity and rising mental health and wellness challenges will continue to escalate. These growing pressures have depleted the Division's reserves and, going forward, the services may need to be realigned to meet the essential requirements for Education.

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

This report aligns with the SLQS in the following way:

COMPETENCY:	(3) Visionary Leadership
INDICATORS:	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:	a. providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements;
	b. ensuring effective alignment of the school authority's human resources to achieve the school authority's education plan; and
	e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts.
COMPETENCY:	(7) Supporting Effective Governance
INDICATORS:	d. ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities;
	e. ensuring that the board's fiscal and resource management is in accordance with all statutory, regulatory and board requirements; and
	j. building the capacity of the board and staff to predict, communicate and respond to emergent circumstances, including emergency readiness and crisis management, and to political, social, economic, legal and cultural contexts and trends.

Governance Implications:

Education Act

Board Responsibilities

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.

Policy 225: Role of the Board
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.

Administrative Procedure 400: Budget Development
The allocation of funds is a consultative process that is key to the system and its schools operating in an effective and efficient manner. The appropriate distribution of funds is a necessity for a healthy school division. Involvement by stakeholders in the development of the budget process is key to having the final budget understood, accepted and properly administered.

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

Attachment(s):
1. Draft 2025-2026 Budget

BUDGET
REPORT
FOR THE YEAR ENDING AUGUST 31, 2026

[Education Act, Sections 139(2)(a) and 244]

1110   The Sturgeon School Division
Legal Name of School Jurisdiction

9820 104 Street NW Morinville AB AB T8R 1L8; (780) 939-4341; Sean.Nicholson@sturgeon.ab.ca

Contact Address, Telephone & Email Address

BOARD CHAIR

Tasha Oatway-McLay

Name	Signature

SUPERINTENDENT

Mrs. Shawna Warren

Name	Signature

SECRETARY TREASURER or TREASURER

Sean Nicholson

Name	Signature

Certified as an accurate summary of the year's budget as approved by the Board

of Trustees at its meeting held on   May 28, 2025   .

Date

c.c.   Alberta Education
Financial Reporting & Accountability Branch
10th floor, 44 Capital Boulevard, 10044 108th Street NW, Edmonton AB T5J 5E6
E-MAIL: EDC.FRA@gov.ab.ca

TABLE OF CONTENTS

Legend:

Blue	Data input is **required**	Grey	No entry required - the cell is protected.
Pink	Populated from data entered in this template (i.e. other tabs)	White	Calculation cells. These are protected and cannot be changed
Green	Populated based on information previously submitted to Alberta Education	Yellow	Flags to draw attention to sections requiring entry depending on other parts of the s

HIGHLIGHTS, PLANS, ASSUMPTIONS AND RISKS SUMMARY- 2025/2026 BUDGET REPORT

The following were presented to the Board and approved as underlying the budget. These key points and assumptions used in development of the budget take into

consideration the economic environment of the jurisdiction, focus on anticipated changes from current year, and are realistic and consistent with the three year

Education Plan. At a minimum, they disclose key budget assumptions, financial & business risks, and specific strategies explaining how this budget will

support the jurisdiction's plans.

Budget Highlights, Plans & Assumptions:

•The 2025/26 school year budget reflects the mission, vision, values, and goals as set forth by the Board of Trustees in its foundational statements and reflects the priorities in the Division's Three-year Education Plan.

•Sturgeon Public School Division has an approximate budget of $79 million, which is utilized to provide public education services to the students in its jurisdiction.

•The Division serves approximately 5,200 funded students from Early Childhood (ECS) to Grade 12 within 17 schools.

•Overall, the Division is expecting a deficit of $0.9 million in the 2025/26 school year. The deficit is mainly attributed to a loss in resources and an increase in costs.

- • Revenues have declined from the loss of operational funding from the Government of Alberta and support from the Federal Government.
- • Reserves usage is also declining as reserves have been depleted as they were used to support needs in the classroom.
- • Concern continues to grow as the Division is faced with many cost pressures that substantially exceed funding increases. Cost pressure include: Inflation, Tariffs, Benefits, Insurance, Utilities, Construction Costs, Grid Creep, and Unfunded Negotiation Settlement.

•Stabilization funding ($2.9M) is expected to decrease over the next three years.

Assumptions:

•Revenue Assumptions

- • Enrolment is projected to be stable for the 2025/2026 school year with a less than One Per Cent (1%) increase (based on projected student headcount).
- • Operational funding has increased by $0.15M. This will help offset an already underfunded program. However costs are continuing to increase significantly.
- • The Division has seen a substantial loss in Federal support for Jordan's Principle funding of $1.7M, which was estimated at $2.2M for the 2025/2026 year.
- • It is assumed that the division will see a decrease in the prime rate.

•Expense Assumptions

- • As a result of economic conditions, political pressures and inflation, the division is seeing increased costs. Tariffs and general cost increases are being expected across all areas in the division.
  - • Benefits costs have continued to increase.
  - • Utility costs can fluctuate drastically, and estimates have been based on historical usage and estimated rates. Carbon tax has been removed but if this returns the division will see at least a $0.25 million increase in utility costs.
  - • Constructions, insurance, technology, vehicles, fuel and other supplies costs have also gone up as a result of inflation.
  - • Unfunded settlement increase with no offsetting revenue increase has caused a loss of supports in the classroom and will prove to be challenging in future years.
- • Standard cost of certificated teachers has increased due to change in staff composition and benefits increases. This has not been supported by an increase in funding. The standard cost of a teacher went up from $111,067 to $112,800, a 1.6% increase from the 2024/2025 school year.
- • Technology Services, Transportation Services, Learning Services, and Facility Management, are budgeted centrally.

•Staffing

- • Staff levels have been reduced to align with the reduction in resources available and cost increases. Further reduction may be required, if funding is not increased to offset cost increases. This will be done to ensure a balanced budget.
- • The division is seeing an increase in support required by students and is concerned about the level of funding provided to support these needs through staffing in the future.

Significant Business and Financial Risks:

•Government Funding

- • Stabilization funding ($2.9M) is expected to be removed over the next three years, which will impact services provided to students.
- • The Division has yet to hear about some funding announcements and how certificated staff settlements will be funded. If funding is not provided to adequately support these settlements, there will be further reductions in educational services.

•Enrolment

- • If enrollment increases in September 2025 the division will be expected to support students with the same funding, as the division won't see an adjustment until the following school year. In addition, because of the Adjusted Enrolment Method (**AEM**), the division also only sees 70% of the funding for any new students.
- • There is always a level of uncertainty around enrollment projections, especially for ECS.

•Inflation and Cost Escalations

- • Inflation and cost escalations are still very uncertain. The division could continue to see increased costs for many key items it needs to support student learning and school buildings. If costs continue to escalate this could be a risk to the division and budget adjustments may have to be made.
- • There is a large uncertainty in tariffs.

•The classroom complexity and rising mental health and wellness challenges will continue to escalate. These growing pressures have depleted the division's reserves, and going forward the services may need to be realigned to meet the essential requirements for Education.

BUDGETED STATEMENT OF OPERATIONS
for the Year Ending August 31

	Approved Budget 2025/2026	Approved Budget 2024/2025	Actual Audited 2023/2024
REVENUES			
Government of Alberta	$ 74,137,797	$73,989,304	$76,840,381
Federal Government and First Nations	$ 350,000	$2,134,458	$952,078
Property taxes	$ -	$0	$0
Fees	$ 2,255,784	$2,050,106	$1,822,817
Sales of services and products	$ 230,809	$240,146	$284,838
Investment income	$ 316,400	$450,300	$776,365
Donations and other contributions	$ 559,362	$467,059	$518,720
Other revenue	$ 191,493	$190,641	$473,791
TOTAL REVENUES	$78,041,645	$79,522,014	$81,668,990
EXPENSES			
Instruction - ECS	$ 3,763,611	$3,715,751	$4,586,081
Instruction - Grade 1 to 12	$ 55,164,048	$57,424,348	$60,446,619
Operations & maintenance	$ 10,287,035	$10,461,258	$10,894,333
Transportation	$ 5,875,954	$5,862,855	$6,102,089
System Administration	$ 3,209,932	$2,886,363	$2,830,799
External Services	$ 601,691	$417,338	$376,449
TOTAL EXPENSES	$78,902,271	$80,767,913	$85,236,370
ANNUAL SURPLUS (DEFICIT)	($860,626)	($1,245,899)	($3,567,380)

BUDGETED ALLOCATION OF EXPENSES (BY OBJECT)
for the Year Ending August 31

	Approved Budget 2025/2026	Approved Budget 2024/2025	Actual Audited 2023/2024
EXPENSES			
Certificated salaries	$ 30,947,687	$31,578,934	$35,352,182
Certificated benefits	$ 7,772,443	$8,139,784	$8,415,583
Non-certificated salaries and wages	$ 13,733,943	$14,499,965	$14,371,647
Non-certificated benefits	$ 4,339,064	$4,640,104	$4,092,749
Services, contracts, and supplies	$ 17,034,035	$16,949,305	$18,172,428
Capital and debt services			
Amortization of capital assets			
Supported	$ 3,925,885	$3,934,566	$3,865,139
Unsupported	$ 1,090,327	$967,942	$914,464
Interest on capital debt			
Supported	$ -	$0	$0
Unsupported	$ -	$0	$0
Other interest and finance charges	$ 58,887	$57,313	$52,178
Losses on disposal of capital assets	$ -	$0	$0
Other expenses	$ -	$0	$0
TOTAL EXPENSES	$78,902,271	$80,767,913	$85,236,370

BUDGETED SCHEDULE OF PROGRAM OPERATIONS
for the Year Ending August 31

		Approved Budget 2025/2026							Actual Audited 2023/24
	REVENUES	Instruction		Operations and Maintenance	Transportation	System Administration	External Services	TOTAL	TOTAL
		ECS	Grade 1 to 12						
(1)	Alberta Education	$ 3,239,970	$ 50,431,458	$ 6,609,593	$ 5,322,660	$ 3,160,357	$ 505,305	$ 69,269,343	$ 71,682,126
(2)	Alberta Infrastructure - non remediation	$ -	$ -	$ 3,246,106	$ -	$ -	$ -	$ 3,246,106	$ 3,719,184
(3)	Alberta Infrastructure - remediation	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
(4)	Other - Government of Alberta	$ -	$ 1,596,748	$ -	$ -	$ -	$ -	$ 1,596,748	$ 1,392,567
(5)	Federal Government and First Nations	$ -	$ 350,000	$ -	$ -	$ -	$ -	$ 350,000	$ 952,078
(6)	Other Alberta school authorities	$ -	$ 25,600	$ -	$ -	$ -	$ -	$ 25,600	$ 46,504
(7)	Out of province authorities	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
(8)	Alberta municipalities-special tax levies	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
(9)	Property taxes	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
(10)	Fees	$ 261,550	$ 1,466,340		$ 527,894		$ -	$ 2,255,784	$ 1,822,817
(11)	Sales of services and products	$ 472	$ 176,223	$ -	$ -	$ -	$ 54,114	$ 230,809	$ 284,838
(12)	Investment income	$ -	$ 278,000	$ -	$ 25,400	$ 13,000	$ -	$ 316,400	$ 776,365
(13)	Gifts and donations	$ -	$ 230,982	$ 131,960	$ -	$ -	$ -	$ 362,942	$ 357,868
(14)	Rental of facilities	$ -	$ 36,710	$ 105,510	$ -	$ -	$ -	$ 142,220	$ 153,597
(15)	Fundraising	$ -	$ 196,420	$ -	$ -	$ -	$ -	$ 196,420	$ 160,852
(16)	Gains on disposal of tangible capital assets	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 40,229
(17)	Other	$ -	$ -	$ -	$ -	$ -	$ 49,273	$ 49,273	$ 279,965
(18)	**TOTAL REVENUES**	$ 3,501,992	$ 54,788,481	$ 10,093,169	$ 5,875,954	$ 3,173,357	$ 608,692	$ 78,041,645	$ 81,668,990
	EXPENSES								
(19)	Certificated salaries	$ 1,287,398	$ 28,751,123			$ 388,272	$ 520,894	$ 30,947,687	$ 35,352,182
(20)	Certificated benefits	$ 208,974	$ 7,379,791			$ 102,881	$ 80,797	$ 7,772,443	$ 8,415,583
(21)	Non-certificated salaries and wages	$ 1,564,787	$ 8,426,182	$ 2,100,227	$ 178,763	$ 1,463,984	$ -	$ 13,733,943	$ 14,371,647
(22)	Non-certificated benefits	$ 547,622	$ 2,704,461	$ 600,007	$ 51,735	$ 435,239	$ -	$ 4,339,064	$ 4,092,749
(23)	SUB - TOTAL	$ 3,608,781	$ 47,261,557	$ 2,700,234	$ 230,498	$ 2,390,376	$ 601,691	$ 56,793,137	$ 62,232,161
(24)	Services, contracts and supplies	$ 154,830	$ 7,179,726	$ 3,345,952	$ 5,640,456	$ 713,071	$ -	$ 17,034,035	$ 18,172,428
(25)	Amortization of supported tangible capital assets	$ -	$ -	$ 3,925,885	$ -	$ -	$ -	$ 3,925,885	$ 3,865,139
(26)	Amortization of unsupported tangible capital assets	$ -	$ 677,765	$ 116,498	$ -	$ 102,198	$ -	$ 896,461	$ 747,459
(27)	Amortization of supported ARO tangible capital assets	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
(28)	Amortization of unsupported ARO tangible capital assets	$ -	$ -	$ 193,866	$ -	$ -	$ -	$ 193,866	$ 167,005
(29)	Accretion expenses	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
(30)	Supported interest on capital debt	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
(31)	Unsupported interest on capital debt	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
(32)	Other interest and finance charges	$ -	$ 45,000	$ 4,600	$ 5,000	$ 4,287	$ -	$ 58,887	$ 52,178
(33)	Losses on disposal of tangible capital assets	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
(34)	Other expense	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
(35)	**TOTAL EXPENSES**	$ 3,763,611	$ 55,164,048	$ 10,287,035	$ 5,875,954	$ 3,209,932	$ 601,691	$ 78,902,271	$ 85,236,370
(36)	**OPERATING SURPLUS (DEFICIT)**	$ (261,619)	$ (375,567)	$ (193,866)	$ -	$ (36,575)	$ 7,001	$ (860,626)	$ (3,567,380)

BUDGETED SCHEDULE OF FEE REVENUE
for the Year Ending August 31

FEES	Approved Budget 2025/2026	Approved Budget 2024/2025	Actual 2023/2024
TRANSPORTATION	$527,894	$447,616	$470,582
BASIC INSTRUCTION SUPPLIES (Instructional supplies, & materials)	$0	$0	$0
LUNCHROOM SUPERVISION & NOON HOUR ACTIVITY FEES	$16,693	$0	$0
FEES TO ENHANCE BASIC INSTRUCTION			
Technology user fees	$2,260	$2,390	$2,161
Alternative program fees	$185,840	$205,350	$169,995
Fees for optional courses	$440,880	$403,065	$492,372
ECS enhanced program fees	$210,440	$110,700	$122,932
Activity fees	$530,289	$553,945	$274,120
Other fees to enhance education (Describe here)	$0	$0	$0
NON-CURRICULAR FEES			
Extra-curricular fees	$341,488	$327,040	$290,655
Non-curricular goods and services	$0	$0	$0
Non-curricular travel	$0	$0	$0
OTHER FEES (Describe here)	$0	$0	$0
TOTAL FEES	$2,255,784	$2,050,106	$1,822,817

PLEASE DO NOT USE "SCHOOL GENERATED FUNDS" AS A CATEGORY

Please disclose amounts paid by parents of students that are recorded as "Sales of services and products" (rather than fee revenue). Note that this schedule should include only amounts collected from parents and so it may not agree with the Statement of Operations.	Approved Budget 2025/2026	Approved Budget 2024/2025	Actual 2023/2024
Cafeteria sales, hot lunch, milk programs	$26,850	$37,250	$7,324
Special events	$0	$10,000	$58,089
Sales or rentals of other supplies/services	$70,549	$89,160	$169,224
International and out of province student revenue	$0	$0	$0
Adult education revenue	$7,000	$7,000	$0
Preschool	$0	$0	$0
Child care & before and after school care	$0	$0	$0
Lost item replacement fees	$2,105	$2,470	$5,416
Other (describe) Fundraising	$0	$0	$160,852
Other (describe)	$0	$0	$0
Other (describe)	$0	$0	$0
Other (describe)	$0	$0	
Other (describe)	$0	$0	
TOTAL	$106,504	$145,880	$400,905

PROJECTED SCHEDULE OF CHANGES IN ACCUMULATED OPERATING SURPLUS (SUMMARY)

for the Year Ending August 31

	(1) ACCUMULATED OPERATING SURPLUS/DEFICITS (2+3+4+7)	(2) INVESTMENT IN TANGIBLE CAPITAL ASSETS	(3) ENDOWMENTS	(4) ACCUMULATED SURPLUS FROM OPERATIONS (5+6)	(5) UNRESTRICTED SURPLUS	(6) INTERNALLY RESTRICTED OPERATING RESERVES	(7) INTERNALLY RESTRICTED CAPITAL RESERVES
Actual balances per AFS at August 31, 2024	$13,261,047	$6,137,860	$0	$3,954,352	$0	$3,954,352	$3,168,835
2024/2025 Estimated impact to AOS for:							
Prior period adjustment	$0	$0	$0	$0	$0	$0	$0
Estimated surplus(deficit)	($63,598)			($63,598)	($63,598)		
Estimated board funded capital asset additions		$369,550		($16,550)	$0	($16,550)	($353,000)
Projected board funded ARO tangible capital asset additions		$0		$0	$0	$0	$0
Estimated disposal of unsupported tangible capital assets	$0	($14,000)		$0	$0		$14,000
Budgeted disposal of unsupported ARO tangible capital assets	$0	$0		$0	$0		$0
Estimated amortization of capital assets (expense)		($4,729,062)		$4,729,062	$4,729,062		
Estimated capital revenue recognized - Alberta Education		$415,787		($415,787)	($415,787)		
Estimated capital revenue recognized - Alberta Infrastructure		$3,320,894		($3,320,894)	($3,320,894)		
Estimated capital revenue recognized - Other GOA		$0		$0	$0		
Estimated capital revenue recognized - Other sources		$131,960		($131,960)	($131,960)		
Budgeted amortization of ARO tangible capital assets		($167,129)		$167,129	$167,129		
Budgeted amortization of supported ARO tangible capital assets		$0		$0	$0		
Budgeted board funded ARO liabilities - recognition		$0		$0	$0		
Budgeted board funded ARO liabilities - remediation		$0		$0	$0		
Estimated changes in Endowments	$0		$0	$0	$0		
Estimated unsupported debt principal repayment		$0		$0	$0	$0	$0
Estimated reserve transfers (net)				($796,823)	($963,952)	$167,129	$796,823
Estimated assumptions/transfers of operations - capital lease addition	$0	$0	$0	$0	$0	$0	$0
Estimated Balances for August 31, 2025	$13,197,449	$5,465,860	$0	$4,104,931	$0	$4,104,931	$3,626,658
2025/26 Budget projections for:							
Budgeted surplus(deficit)	($860,626)			($860,626)	($860,626)		
Projected board funded tangible capital asset additions		$650,000		($100,000)	$0	($100,000)	($550,000)
Projected board funded ARO tangible capital asset additions		$0		$0	$0	$0	$0
Budgeted disposal of unsupported tangible capital assets	$0	$0		$0	$0		$0
Budgeted disposal of unsupported ARO tangible capital assets	$0	$0		$0	$0		$0
Budgeted amortization of capital assets (expense)		($4,822,346)		$4,822,346	$4,822,346		.
Budgeted capital revenue recognized - Alberta Education		$547,819		($547,819)	($547,819)		
Budgeted capital revenue recognized - Alberta Infrastructure		$3,246,106		($3,246,106)	($3,246,106)		
Budgeted capital revenue recognized - Other GOA		$0		$0	$0		
Budgeted capital revenue recognized - Other sources		$131,960		($131,960)	($131,960)		
Budgeted amortization of ARO tangible capital assets		($193,866)		$193,866	$193,866		
Budgeted amortization of supported ARO tangible capital assets		$0		$0	$0		
Budgeted board funded ARO liabilities - recognition		$0		$0	$0		
Budgeted board funded ARO liabilities - remediation		$0		$0	$0		
Budgeted changes in Endowments	$0		$0	$0	$0		
Budgeted unsupported debt principal repayment		$0		$0	$0		
Projected reserve transfers (net)				($229,701)	($229,701)	$0	$229,701
Projected assumptions/transfers of operations - capital lease addition	$0	$0	$0	$0	$0	$0	$0
Projected Balances for August 31, 2026	$12,336,823	$5,025,533	$0	$4,004,931	$0	$4,004,931	$3,306,359

SCHEDULE OF USES FOR ACCUMULATED SURPLUSES AND RESERVES
for the Year Ending August 31

		Unrestricted Surplus Usage			Operating Reserves Usage			Capital Reserves Usage		
		Year Ended			Year Ended			Year Ended		
		31-Aug-2026	31-Aug-2027	30-Aug-2028	31-Aug-2026	31-Aug-2027	30-Aug-2028	31-Aug-2026	31-Aug-2027	30-Aug-2028
Projected opening balance		**$0**	**$0**	**$0**	**$4,104,931**	**$4,004,931**	**$4,004,931**	**$3,626,658**	**$3,306,359**	**$3,501,033**
Projected excess of revenues over expenses (surplus only)	Explanation	$0	$0	$0						
Budgeted disposal of board funded TCA and ARO TCA	Explanation	$0	$0	$0	$0	$0	$0	$0	$0	$0
Budgeted amortization of capital assets (expense)	Explanation	$5,016,212	$5,036,212	$5,056,212		$0	$0			
Budgeted capital revenue recognized, including ARO assets amortization	Explanation	($3,925,885)	($3,941,538)	($3,957,191)		$0	$0			
Budgeted changes in Endowments	Explanation	$0	$0	$0		$0	$0			
Budgeted board funded ARO liabilities - recognition	Explanation	$0	$0	$0		$0	$0			
Budgeted board funded ARO liabilities - remediation	Explanation	$0	$0	$0		$0	$0			
Budgeted unsupported debt principal repayment	Explanation	$0	$0	$0		$0	$0			
Projected reserves transfers (net)	Unsupported amortization to capital reserves	($229,701)	($694,674)	($1,099,022)	$0	$0	$0	$229,701	$694,674	$1,099,022
Projected assumptions/transfers of operations	Techonology asset renewal	$0	$0	$0	$0	$0	$0	$0	$0	$0
Increase in (use of) school generated funds	Explanation	$0	$0	$0		$0	$0		$0	$0
New school start-up costs	Explanation	$0	$0	$0		$0	$0		$0	$0
Decentralized school reserves	Explanation	$0	$0	$0		$0	$0		$0	$0
Non-recurring certificated remuneration	Grid creep, CUPE Salary Settlement	($800,626)	($400,000)	$0		$0	$0			
Non-recurring non-certificated remuneration	Explanation	$0	$0	$0		$0	$0			
Non-recurring contracts, supplies & services	Explanation	$0	$0	$0		$0	$0			
Professional development, training & support	Explanation	$0	$0	$0		$0	$0			
Transportation Expenses	Explanation	$0	$0	$0		$0	$0			
Operations & maintenance	Increased insurance costs - unsupported	$0	$0	$0		$0	$0			
English language learners	Explanation	$0	$0	$0		$0	$0			
System Administration	Elections	($60,000)	$0	$0		$0	$0			
OH&S / wellness programs	Explanation	$0	$0	$0		$0	$0			
B & S administration organization / reorganization	Explanation	$0	$0	$0		$0	$0			
Debt repayment	Explanation	$0	$0	$0		$0	$0			
POM expenses	Explanation	$0	$0	$0		$0	$0		$0	$0
Non-salary related programming costs (explain)	Explanation	$0	$0	$0		$0	$0			
Repairs & maintenance - School building & land	Explanation	$0	$0	$0		$0	$0			
Repairs & maintenance - Technology	Explanation	$0	$0	$0		$0	$0			
Repairs & maintenance - Vehicle & transportation	Explanation	$0	$0	$0		$0	$0			
Repairs & maintenance - Administration building	Explanation	$0	$0	$0		$0	$0			
Repairs & maintenance - POM building & equipment	Explanation	$0	$0	$0		$0	$0			
Repairs & maintenance - Other (explain)	Explanation	$0	$0	$0		$0	$0			
Capital costs - School land & building	Explanation	$0	$0	$0	$0	$0	$0	($550,000)	$0	$0
Capital costs - School modernization	Explanation	$0	$0	$0	$0	$0	$0	$0	$0	$0
Capital costs - School modular & additions	Explanation	$0	$0	$0	$0	$0	$0	$0	$0	$0
Capital costs - School building partnership projects	Explanation	$0	$0	$0	$0	$0	$0	$0	$0	$0
Capital costs - Technology	Techonology asset renewal	$0	$0	$0	$0	$0	$0	$0	$0	$0
Capital costs - Vehicle & transportation	Explanation	$0	$0	$0	($50,000)	$0	$0	$0	$0	$0
Capital costs - Administration building	Explanation	$0	$0	$0	$0	$0	$0	$0	$0	$0
Capital costs - POM building & equipment	Explanation	$0	$0	$0	$0	$0	$0	$0	($500,000)	($500,000)
Capital Costs - Furniture & Equipment	Explanation	$0	$0	$0	($50,000)	$0	$0	$0	$0	$0
Capital costs - Other	Explanation	$0	$0	$0	$0	$0	$0	$0	$0	$0
Building leases	Explanation	$0	$0	$0		$0	$0		$0	$0
Other 1 - please use this row only if no other row is appropriate	Explanation	$0	$0	$0		$0	$0		$0	$0
Other 2 - please use this row only if no other row is appropriate	Explanation	$0	$0	$0		$0	$0		$0	$0
Other 3 - please use this row only if no other row is appropriate	Explanation	$0	$0	$0		$0	$0		$0	$0
Other 4 - please use this row only if no other row is appropriate	Explanation	$0	$0	$0		$0	$0		$0	$0
Estimated closing balance for operating contingency		**$0**	**$0**	**($0)**	**$4,004,931**	**$4,004,931**	**$4,004,931**	**$3,306,359**	**$3,501,033**	**$4,100,055**

Total surplus as a percentage of 2026 Expenses		0.092662605	0.095129888	10.27%
ASO as a percentage of 2026 Expenses		5.08%	5.08%	5.08%

DETAILS OF RESERVES AND
MAXIMUM OPERATING RESERVE LIMIT EXEMPTION CRITERIA
for the Year Ending August 31, 2025

This template is designed to provide information about your school jurisdiction's reserves and to assist you in determining if you need to submit a letter requesting an exemption to exceed the maximum limit of Operating Reserves to the Minister. It has been split in to two parts, Part 1: exemptions (Row 21 - 51) and Part 2: transfers between operating and capital reserves (Row 52 - 67).

Complete Part 1 if over 6% in cell B24. Check for flag in cell E27.
Part 1: As per the 2024/25 Funding Manual, a formal request for an exemption to exceed the 2024/25 maximum operating reserve must be approved by the board and submitted to the Minister. If a reserve request to exceed the limit is required, please submit your formal letter by November 30, 2025. This tab should be attached as a supplement to your formal request. School jurisdictions who are projecting their 2024/25 operating reserves to be over their 2024/25 maximum limit, which is based on 6% of school jurisdiction's 2023/34 total expenses, and intend to submit a formal 2024/25 exemption request must complete Section A (if a 2023/24 exemption request was made and Ministerial approved) and Section B, explaining the rationale for an exemption and demonstrating when operating reserves will be drawn down below 6% over the subsequent school years.

Complete Part 2 if projecting transfers between operating and capital reserves.
Part 2: If your school jurisdiction is projecting to transfer between operating and capital reserves for the 2024/25 and/or 2025/26 school year, please complete the section under Row 52.
The transfer amounts reported should agree with the 'AOS' tab. Please note that a letter requesting Ministerial approval is required to transfer from Capital to Operating Reserves.

PART 1: EXEMPTIONS

		Amount
Estimated Accumulated Surplus/(Deficit) from Operations as at Aug. 31, 2025	$	4,104,931
Less: School Generated Funds in Operating Reserves (from 2023/24 AFS)		$662,120
Estimated 2024/25 Operating Reserves	4.04%	**$3,442,811**
Maximum 2024/25 Operating Reserve Limit	6.00%	$ 5,114,182
Estimated 2024/25 Operating Reserves Over Maximum Limit	$	**(1,671,371)**

SECTION A: 2023/24 EXEMPTION REQUEST

$	79,341
2024-25	

Cell E29 reports your school jurisdiction's 2023/24 Ministerial approval exemption amount over your 2023/24 maximum limit.
Cell E30 shows the school year you planned to return below the limit, as per your 2023/24 exemption approval.

If you've been approved for a 2023/24 exemption and will be requesting an exemption for 2024/25, please provide the following details below: Have you followed the drawdown plan from your 2023/24 exemption request? If yes, please outline what has been achieved. Please indicate the $ figure amounts and initiatives.
If not, please explain any deviations from the original plan and the reasons for the changes.

SECTION B: (MAX LIMIT EXEMPTION CRITERIA)

Please provide **detailed rationale** and planned usage for operating reserves in excess of the 2024/25 maximum:

$	(1,671,371)

Please note that this does not constitute as a Ministerial request for approval. An exemption request letter submitted to the Minister is still required for an exemption for the 2024/25 school year.

Provide a detailed drawdown plan to illustrate how and when the reserve balance will be below 6.0%.

	2025/26	2026/27	2027/28	Additional Comments
Opening operating reserve balance	$ 3,442,811	$ 3,442,811	$ 3,442,811	
[Itemized description for increase/(decrease) to reserves]				
[Itemized description for increase/(decrease) to reserves]				
[Itemized description for increase/(decrease) to reserves]				
[Itemized description for increase/(decrease) to reserves]				
[Itemized description for increase/(decrease) to reserves]				
[Itemized description for increase/(decrease) to reserves]				
	$ 3,442,811	$ 3,442,811	$ 3,442,811	
	4.04%	4.04%	4.04%	

PART 2: TRANSFERS BETWEEN OPERATING AND CAPITAL RESERVES

Please report the projected amounts and detailed rationale for transfers between operating reserves and capital reserves for the 2024/25 and 2025/26 school year. The net transfer between operating and capital reserves should agree the amounts reported in the 'AOS' tab. (**Note: Ministerial approval is required to transfer from Capital to Operating Reserves**):

	2024-25	Detailed Rationale
Projected Transfer from Operating to Capital Reserves *(Please enter a negative amount)* $	(796,823)	Unsupported Amortization
Projected Transfer from Capital to Operating Reserves *(Please enter a positive amount)* $	-	
Net Transfer Between Operating and Capital Reserves $	**(796,823)**	

	2025-26	Detailed Rationale
Projected Transfer from Operating to Capital Reserves *(Please enter a negative amount)* $	(229,701)	Unsupported Amortization
Projected Transfer from Capital to Operating Reserves *(Please enter a positive amount)* $	-	
Net Transfer Between Operating and Capital Reserves $	**(229,701)**	

PROJECTED STUDENT STATISTICS

FULL TIME EQUIVALENT (FTE) ENROLLED STUDENTS

	Budgeted 2025/2026 (Note 2)	Actual 2024/2025	Actual 2023/2024	
Grades 1 to 12				
Eligible Funded Students:				
Grades 1 to 9	3,514	3,537	3,584	Head count
Grades 10 to 12	1,208	1,151	1,045	Head count
Total	4,722	4,688	4,629	Grade 1 to 12 students eligible for base instruction funding from Alberta Education.
Percentage Change	0.7%	1.3%		If +/- 3% variance change from 2024/25 budget, please provide explanation here
Other Students:				
Total	31	36	40	Note 3
Total Net Enrolled Students	4,753	4,724	4,669	
Home Ed Students	15	15	14	Note 4
Total Enrolled Students, Grades 1-12	4,768	4,739	4,683	
Percentage Change	0.6%	1.2%		
Of the Eligible Funded Students:				
Students with Severe Disabilities	215	213	210	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	354	406	338	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.
EARLY CHILDHOOD SERVICES (ECS)				
Eligible Funded Children	501	488	524	ECS children eligible for ECS base instruction funding from Alberta Education.
Other Children	-	-	-	ECS children not eligible for ECS base instruction funding from Alberta Education.
Total Enrolled Children - ECS	501	488	524	
Program Hours	475	475	475	Minimum program hours is 475 Hours
FTE Ratio	0.500	0.500	0.500	Actual hours divided by 950
FTE's Enrolled, ECS	251	244	262	
Percentage Change	2.7%	-6.9%		If +/- 3% variance change from 2024/25 budget, please provide explanation here.
Home Ed Students	-	-	-	Note 4
Total Enrolled Students, ECS	501	488	524	
Percentage Change	2.7%	-6.9%		
Of the Eligible Funded Children:				
Students with Severe Disabilities (PUF)	109	139	134	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	41	60	88	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.

NOTES:

1) Enrolment is to be completed WHEREVER APPLICABLE and are 'as at September 30th' for each year.

2) Budgeted enrolment is to be based on best information available at time of the 2025/2026 budget report preparation.

3) Other Grade 1 to 12 students that are not eligible for base instruction funding from Alberta Education include First Nations students living on reserves for which tuition fee payments are made from Band or AANDC (Code 330), students younger than 5 1/2 or older than 20, and out-of-province and foreign students.

4) Because they are funded separately, Home Education students are not included with total net enrolled students. Home Education Kindergartens, under ECS, do not apply to charter schools.

PROJECTED STAFFING STATISTICS
FULL TIME EQUIVALENT (FTE) PERSONNEL

CERTIFICATED STAFF	Budget 2025/2026 Total	Union Staff	Actual 2024/2025 Total	Union Staff	Actual 2023/2024 Total	Union Staff	Notes
School Based	280.1	280.1	287.1	287.1	331.7	331.7	Teacher certification required for performing functions at the school level.
Non-School Based	9.9	7.9	11.0	9.0	12.1	10.1	Teacher certification required for performing functions at the system/central office level.
Total Certificated Staff FTE	290.0	288.0	298.1	296.1	343.8	341.8	FTE for personnel possessing a valid Alberta teaching certificate or equivalency.
Percentage Change	-2.7%		-13.3%		-15.7%		If +/- 3% variance change from 2024/25 budget, please provide explanation here.
If an average standard cost is used, please disclose rate:	112,800		-		-		
Student F.T.E. per certificated Staff	18.17		17.53		15.14		

Certificated Staffing Change due to:

	-						
Enrolment Change	-						
Other Factors	(8.1)						Reduction in funding from Government of Alberta and cost increases
Total Change	(8.1)	-					Year-over-year change in Certificated FTE

Breakdown, where total change is Negative:

Continuous contracts terminated	-	-					FTEs
Non-permanent contracts not being renewed	(1.1)	-					FTEs
Other (retirement, attrition, etc.)	(7.0)	-					Retirements
Total Negative Change in Certificated FTEs	(8.1)	-					Breakdown required where year-over-year total change in Certificated FTE is 'negative' only.

Please note that the information in the section below only includes Certificated Number of Teachers (not FTEs):

Certificated Number of Teachers

Permanent - Full time	214.0	212.0	252.0	250.0	225.0	223.0
Permanent - Part time	15.0	15.0	3.0	3.0	3.0	3.0
Probationary - Full time	23.0	23.0	33.0	33.0	45.0	45.0
Probationary - Part time	-	-	-	-	1.0	1.0
Temporary - Full time	32.0	32.0	42.0	42.0	69.0	69.0
Temporary - Part time	11.0	11.0	2.0	2.0	6.0	6.0

NON-CERTIFICATED STAFF

	Total	Union Staff	Total	Union Staff	Total	Union Staff	Notes
Instructional - Education Assistants	109.5	109.5	159.1	159.1	165.8	165.8	Personnel support students as part of a multidisciplinary team with teachers and other other support personnel to provide meaningful instruction
Instructional - Other non-certificated instruction	94.2	33.2	85.6	30.6	-	-	Personnel providing instruction support for schools under 'Instruction' program areas other than EAs
Operations & Maintenance	37.4	-	36.2	-	38.0	-	Personnel providing support to maintain school facilities
Transportation - Bus Drivers Employed	-	-	-	-	-	-	Bus drivers employed, but not contracted
Transportation - Other Staff	2.1	-	2.2	-	2.0	-	Other personnel providing direct support to the transportion of students to and from school other than bus drivers employed
Other	19.8	-	18.8	-	104.1	95.9	Personnel in System Admin. and External service areas.
Total Non-Certificated Staff FTE	263.0	142.7	301.9	189.7	309.9	261.7	FTE for personnel not possessing a valid Alberta teaching certificate or equivalency.
Percentage Change	-12.9%		-2.6%		-15.1%		

Explanation of Changes to Non-Certificated Staff:

Elimination of Jordan's Principal Funding. Unfunded union settlement.

Additional Information

Are non-certificated staff subject to a collective agreement?   **Some staff are.**

Please provide terms of contract for 2024/25 and future years for non-certificated staff subject to a collective agreement along with the number of qualifying staff FTE's.

The current collective agreement for the non-certificated union staff listed above expires August 2028.

Date:	May 28, 2025	**Agenda Item:** 7.2	
To:	Board of Trustees		
From:	Shawna Warren, Superintendent		
Originator(s):	Committee of the Whole Jonathan Konrad, Deputy Superintendent, Education Services		
Subject:	**Sturgeon Public Schools DRAFT Education Plan 2025 - 2028**		

<u>Recommended Motion:</u>

THAT the Board of Trustees approve the DRAFT Sturgeon Public School Division Education Plan for the 2025 - 2028 as presented at the May 28, 2025, Public Board meeting.

<u>Background:</u>

At the May 14, 2025, Committee of the Whole Meeting, the Board of Trustees reviewed the DRAFT *Sturgeon Public Schools Education Plan 2025–2028*. Following this meeting, Trustees were invited to provide feedback and revision requests, which were reviewed by Administration and incorporated into the final draft.

As per Alberta Education requirements, the Education Plan must be approved by the Board of Trustees and posted publicly on the Division website by May 31 of each year.

This Education Plan articulates the Board's approved strategic direction, outcomes, and measures to achieve the Division's overarching priority of **Student Success and Division Wellness.** It draws on key insights from the *2023–2024 Annual Education Results Report (AERR),* incorporates contextual information, and reflects input from extensive stakeholder engagement with students, families, staff and community members.

Rooted in the Assurance Framework, the Plan outlines three key goals that guide the Division's work at the school and system level over the next three years:

- **Empowered Student and Staff Learning**
- **Healthy, Safe School Communities**
- **Future Readiness and Innovative Learning**

These goals directly align with Alberta Education's 2025–2028 Business Plan and the five domains of assurance: Student Growth & Achievement, Teaching & Leading, Learning Supports, Governance and Local & Societal Context.

By focusing on these areas, the Division commits to equipping students with the knowledge, skills and experiences to thrive in an evolving world, while fostering inclusive, respectful and supportive learning environments.

Status & Relationship to Superintendent Leadership Quality Standard (SLQS):
This report aligns with the SLQS in the following way:

COMPETENCY:	(1) Building Effective Relationships
INDICATORS:	f. facilitating the meaningful participation of members of the school community and local community in decision-making.

COMPETENCY:	(3) Visionary Leadership
INDICATORS:	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:	(7) Supporting Effective Governance
INDICATORS:	d. ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities; and
	k. supporting the board in its engagement with the school community to develop a vision of a preferred future for student success.

Governance Implications:
Education Act
Accountability of board
67(1) A board shall develop and implement a reporting and accountability system on any matter the Minister prescribes.
(2) A board shall disseminate any information in the reports and accounts produced under the reporting and accountability system it develops under subsection (1) to students, parents, electors or the Minister in the manner the Minister prescribes.
(3) A board shall use any information in the reports and accounts produced under the reporting and accountability system it develops under subsection (1) in the manner the Minister prescribes.

Policy 225: Role of the Board
Education Planning and Programming

The Board shall deliver appropriate education programming to meet the needs of all students enrolled in a school operated by the Board and to enable their success [Education Act s. 33(1)(a)]. Specifically, the Board:
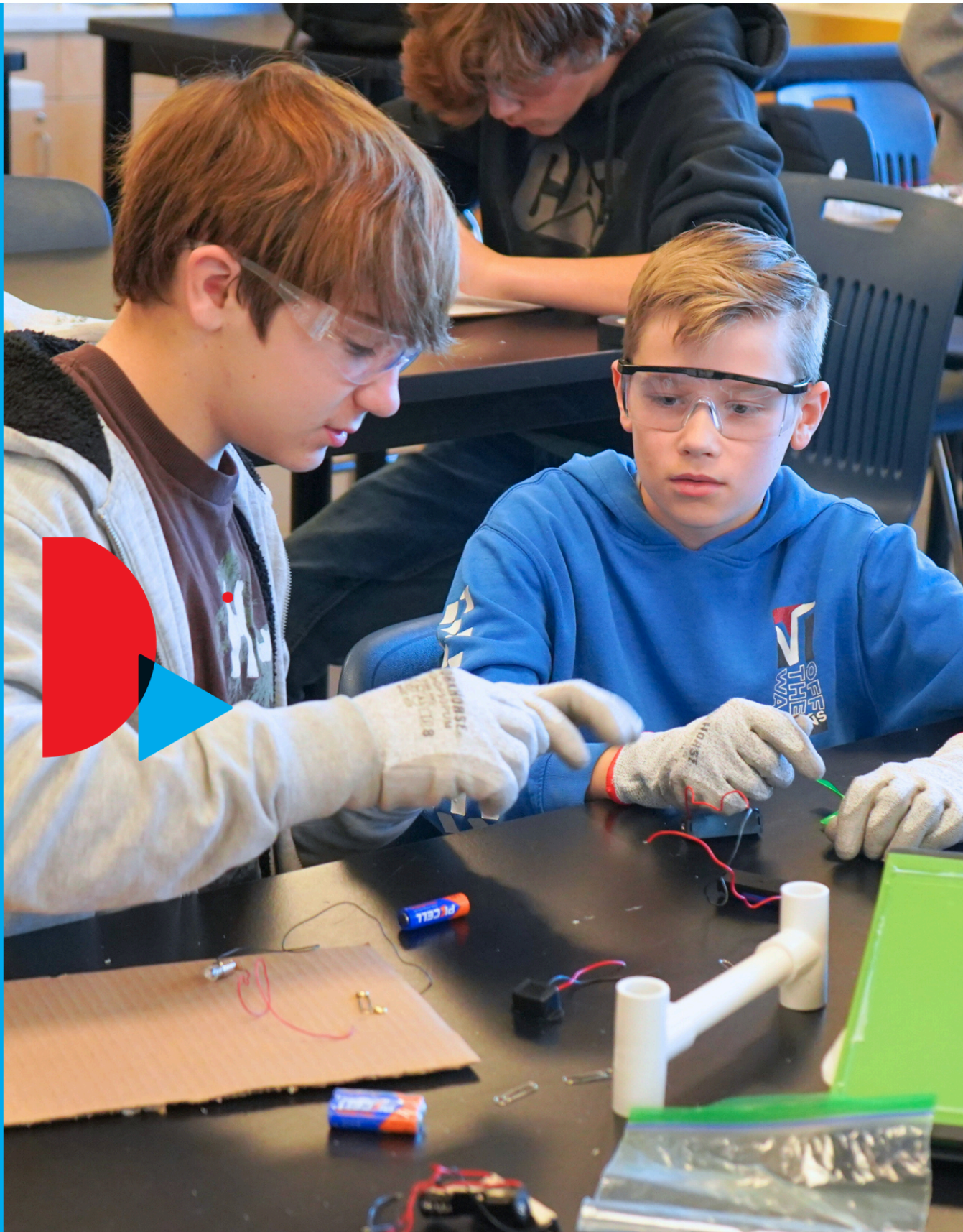
2. Annually review and approve education goals including the Annual Education Plan.

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

Attachment(s):
1. DRAFT Education Plan 2025 - 2028

Sturgeon Public Schools

Dare to reimagine learning

Education Plan

2025-2028

Table of Contents

Message from the Board

The Board of Trustees is excited to share our Education Plan for 2025 -2028. This plan reflects the hard work and dedication of our staff, parents and the wider community.

We are committed to fostering a safe, caring, and inclusive environment. Our achievements are the result of collective efforts, and through collaboration, we can create enriching educational experiences that empower our students. Community involvement is crucial in achieving our educational goals.

In today's rapidly changing world, we are dedicated to providing innovative and diverse educational opportunities. We will equip students with the skills and knowledge they need to succeed.

As we move forward, we invite each of you to continue to be active participants in our journey. Your input, involvement and support are invaluable as we work together to fulfill our mission and vision.

Together, let's celebrate our successes, embrace our challenges, and continue to strive for excellence in education.

-Tasha Oatway-McLay , Chair Board of Trustees, Sturgeon Public Schools

Trustees for Sturgeon Public Schools. (L to R, Janine Pequin, Irene Gibbons, Tasha Oatway-McLay, Joe Dwyer, Cindy Briggs, Trish Murray-Elliott, Stacey Buga.)

Foundational Statements

WHO WE ARE

Our Mission

Working together as a team of trustees, parents, community, staff and students, we create safe, respectful and collaborative learning environments where students are prepared to meet and excel at the challenges presented by the global community.

WHAT WE STRIVE FOR

Our Vision

Sturgeon Public Schools: where, through a well-rounded education, students are motivated and supported to pursue their unique path to future success.

GUIDING PRINCIPLES

Our Values

Excellence in Teaching

We know that magic can happen when students are engaged, excited and feel connected to their learning and their teachers.

Shared Responsibility

We all have an important part to play in the education process. Working together, we strive for excellence so we can build a stronger future for us all.

Mutual Respect

Students, staff and parents all deserve to be treated with respect. By fostering reciprocal respect within our system, we will all be able to reach our full potential.

Belonging

Students must be able to learn in healthy environments where they feel safe; have strong connections; are free from bullying; and where their physical, intellectual and emotional needs are met. We are a school division and a family.

Learning Choice

One size does not fit all. We recognize that to prepare students for their future, we must meet their diverse needs along the way.

Communication

To do the challenging work of educating the next generation, we must keep the communication channels open. We value open, honest and timely communications.

Division Profile

Sturgeon Public Schools

Largest Employer

Sturgeon Public Schools is the largest employer in Sturgeon County with more than 320 teachers and 250 support staff.

5, 192 Students

Serving students from Pre-Kindergarten to Grade 12.

Rural Public Schools

Sturgeon Public School Division has a total of **17** schools.

Unique Programming

We offer specialized, innovative programs tailored to meet the diverse needs of our students.

Programs

✳ Alternative Learning

We offer alternative learning options to meet diverse student needs, including the Learning Centres—with campuses in Morinville and Gibbons —and a flexible Home Education program.

✳ Athletics

Our athletes compete across various leagues: Junior High students in the Sturgeon Interschool Sports League, Sturgeon Composite High School in Edmonton Metro Athletics, and Redwater High School in the Alberta Schools' Athletic Association (North Central Zone).

✳ Pre-Kindergarten

Pre-Kindergarten supports the developmental needs of children aged 2 years 8 months to 4 years 7 months, laying the foundation for future success.

✳ Kindergarten

Kindergarten helps children transition into school and prepare for Grade 1. Many schools offer supplemental programs focused on STEAM and Outdoor Learning to spark curiosity, support healthy development, and build connections to the environment.

✳ Land & Agriculture

Land and agriculture-based learning programs enrich education by immersing students in nature and agriculture, fostering a deeper understanding of ecology and sustainability. These hands-on experiences enhance students' knowledge, health, and environmental responsibility, promoting lifelong stewardship of the land.

✳ STEAM

Hands-on learning opportunities and specialized instruction in the areas of Science, Technology, Engineering, Art & Mathematics prepare students with skills for the future.

✴ French Immersion

Our French Immersion program at Morinville Public School, Four Winds Public School, and Sturgeon Composite High School enables non-French speakers to become bilingual, preparing them for international careers and providing academic and professional skills.

✴ Flight School

The Aviation-Flight courses align with Transport Canada standards, providing students with real-world curricula to develop career and life skills. Through hands-on experiences, including flight simulator training, students enhance their knowledge and critical thinking skills, beginning the process to obtain a private pilot's license.

✴ Off Campus & Dual Credit

Students have the opportunity to expand their horizons and gain valuable skills while still in high school. Our program encompasses a variety of pathways, including the Dual Credit Program, Registered Apprenticeship Program (RAP), and Work Experience, all aimed at providing students with unique learning experiences beyond the traditional classroom setting.

✴ Building Futures

Building Futures is a unique opportunity for incoming Grade 10 students to spend the school year building a house from the ground up. Students earn high school credits while gaining hands-on experience in construction and learning directly from professionals such as carpenters, electricians, plumbers, interior designers, and project managers.

✴ Music & Fine Arts

Arts education forms a core part of our curriculum, fostering creativity, critical thinking, and self-expression from Kindergarten through High School. Our diverse programs in visual arts, music, dance, and drama allow students to explore and develop their talents comprehensively.

✴ Religion

Students have the opportunity to participate in optional faith-based instruction. Our programs offer a non-denominational Christian environment within the public school setting, allowing students to complement the faith practiced in their homes. Through these programs, students can engage in prayer and fellowship, fostering a supportive environment for spiritual growth.

Inclusive Learning & Supports

① Differentiated Learning

Inclusive education practice based on the Universal Design for Learning (UDL) which ensures all children can access the curriculum, and demonstrate their learning.

② Specialized Programming

Specialized Programming supports students with significant learning challenges, focusing on meaningful inclusion, independence, and tailored instruction. Available across all division schools, it offers varied educational settings to enhance student experiences and learning opportunities. Supported by teachers, educational assistants, and other services, the programming is designed to meet each student's specific needs.

③ Therapeutic Crisis Intervention

We implemented the Therapeutic Crisis Intervention In Schools (TCIS) philosophy, training educators in crisis management and emotional support techniques. TCIS emphasizes proactive strategies for creating safe, nurturing educational environments, enabling students to thrive academically and emotionally while empowering educators to handle crises effectively and foster positive student behavior and resilience.

④ CASA Mental Health Classrooms

Sturgeon Public Schools is leading the way provincially and working alongside CASA to provide two CASA classrooms within Sturgeon to assist with meeting the Mental Health needs of students.

Measures and Stakeholder Voice

Engagements and Measures Influencing this Plan (2025 - 2028)

The following provincial and local measures, along with survey and engagement feedback, informed the development of this Education Plan, which reflects a commitment to empowered learning, healthy school communities, and future readiness. Full results are available in the 2023/24 Annual Education Results Report (AERR).

Provincial
- Survey - Alberta Education Assurance (AEA)
- Results - Provincial Achievement Tests and Diploma Exams
- Results - High School Completion, Drop Out and Rutherford Rates

Local Division and School
- Survey - Student, Education Plan Goals
- Survey - Parent and Guardian, Education Plan Goals
- Survey - Staff, Education Plan Goals
- Survey - Staff Professional Learning Survey
- In-Person - Business and Community Engagement
- In-Person - Student Advisory Committee
- In-Person - Student Led Student Engagement Conversations in Schools
- Review - School Education Plans
- Feedback - Leadership Development Teams (Admin Council, VP and SALT)

Primary measures and data are reported in the 2023/24 AERR. Early analysis of spring 2025 engagement feedback was also considered, particularly in shaping strategies that respond to local needs and student experience. Building on these measures and feedback, the following activities are planned to ensure ongoing reflection, responsiveness, and alignment with divisional goals.

**Engagements and Measures Planned for 2025 - 2026**

Assurance is achieved through relationship building, engagement with education partners and by creating and sustaining a culture of continuous improvement and collective responsibility. In the coming year, Sturgeon Public Schools will track the following measures, build relationships with stakeholders through the following events and provide the following opportunities for direct feedback to refine the Education Plan.

Provincial
- Continue all required surveys, provincial assessments and statistics.

Local Division and School
- Lead Measures - Consider the lead measures of success as outlined for each Goal below
- Survey - Student, Education Plan Goals
- Survey - Parent and Guardian, Education Plan Goals
- Survey - Staff, Education Plan Goals
- Survey - Staff Professional Learning Survey
- In-Person - Business and Community Engagement
- In-Person - Student Advisory Committee
- In-Person - Stakeholder Engagement Event
- Review - School Education Plans
- Feedback - Leadership Development Teams (Admin Council, VP and SALT)
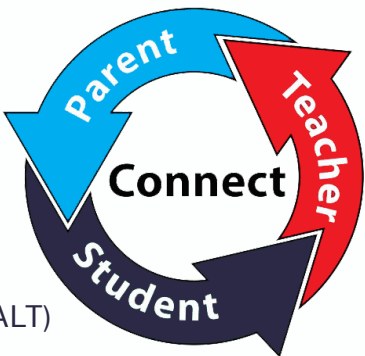
Priority and Goals

Priority: Student Success and Division Wellness

To achieve student success within a healthy and sustainable school division, Sturgeon Public Schools has identified three priority goals to be achieved over the next three years:

1. Empowered Student and Staff Learning
2. Healthy, Safe, School Communities
3. Future Readiness, and Innovative Learning

By focusing on these three goals, Sturgeon Public Schools will empower students to succeed in a changing world and foster a safe, respectful, and collaborative learning environment for all.

Goals, Outcomes and Strategies

In alignment with Alberta's assurance framework, education partners commit to continuous improvement through a shared focus on student needs, evidence-informed decisions, and local context. This collective approach supports the Division's commitment to empowered learning, healthy communities, and responsive leadership.

Each of the three goals includes a set of outcomes—statements that describe what success will consistently look like across the Division. Strategies are designed to help achieve these outcomes and are measurable, evolving as needed to ensure meaningful progress.

Empowered Learning	Healthy Communities	Future Readiness
• Students and educators know their purpose, think critically and collaboratively, and cultivate identities as lifelong learners. • Students actively engage in relevant learning that fosters competencies like critical thinking, problem solving, collaboration, citizenship, creativity, and personal growth. • Learning experiences meet students' current level of achievement and focus on growth through effective, data-informed assessment. • Educators understand foundational Indigenous knowledge and design learning experiences that honor multiple ways of knowing, contribute to truth and reconciliation, and foster equity and belonging.	• Staff, students and families collaborate to create a school community that is equitable, safe, caring and respectful. • Staff, students, and families model active citizenship and respond to diverse learning needs with appropriate supports and programming. • School communities actively promote mental health, well-being, and resilience through shared responsibility and coordinated supports. • School communities are committed to truth and reconciliation, create safe, respectful, culturally responsive learning environments, and maintain meaningful relationships with local Indigenous Elders, Knowledge Keepers, and communities.	• Staff and students actively participate in and lead school and community projects. • Students pursue personalized pathways and develop the skills, mindsets, and experiences to adapt, innovate, and lead in a changing world. • Board and Division leaders foster partnerships that expand programming and strengthen connections between schools, communities, and Provincial partners. • Resources are stewarded to support student success and respond to emerging needs and community priorities.

Goal One: Empowered Learning

Public assurance occurs when Sturgeon Public students demonstrate strong achievement across provincial learning outcomes, engage critically and continuously progress as learners.

17.8% & 12.9%

PAT and Diploma Standard of Excellence

Provincial exam excellence results were mixed. Grade 6 saw strong gains, improving PAT excellence results, while Diploma excellence remained stable at 12.9%, a result that continues to track below the provincial average.

81.3%

3-Year High School Completion (All Students)

Sturgeon students exceed the provincial average for on-time high school completion.

76.6%

3-Year Completion (Indigenous Students)

A 10.8% increase over the previous year. Well above provincial average (58.6%).

LOCAL

Student Engagement Survey 2024-2025:
"The things I learn in school are useful" — 63%
"I look forward to Language Arts" - 50%
"I look forward to Math" - 51%

These averages reflect a steady decline from Grades 4–6 to Grades 10–12, where only 35% of students report looking forward to core subjects.

SPS Parent Survey 2024-2025:
"I am satisfied with mathematics education" — 80%

Outcomes that will be consistently achieved

- Students and educators know their purpose, think critically and collaboratively, and cultivate identities as lifelong learners.

- Students actively engage in relevant learning that fosters competencies like critical thinking, problem solving, collaboration, citizenship, creativity, and personal growth.

- Learning experiences meet students' current level of achievement and focus on growth through effective, data-informed assessment.

- Educators understand foundational Indigenous knowledge and design learning experiences that honor multiple ways of knowing, contribute to truth and reconciliation, and foster equity and belonging.

Highlighted Data from the 2023-24 AERR with early 2024-25 Stakeholder Feedback

For the 2023-2024 provincial measures, approximately 246 parents, 1044 students and 324 teachers responded to the surveys. For the 2023-2024 local measures, approximately 370 parents, 2506 students and 395 staff responded to the surveys. For the 2024-2025 local measures, approximately 460 parents, 327 staff and 2323 students completed the surveys. (Longitudinal data for PAT, Diploma, and Completion Rates are available in the Division's 2023–2024 AERR.)

Key Indicators: 2023–2024 Snapshot with 2024-2025 Local Surveys

Measure	2022 2023	2023 2024	Commentary
Grade 6 PAT – Acceptable	64.7%	65.2%	Slight increase, nearing AB average
Grade 6 PAT – Standard of Excellence	13.3%	17.8%	Notable improvement
Grade 9 PAT – Acceptable	67.5%	64.0%	Drop, though above provincial avg
Grade 9 PAT – Standard of Excellence	15.9%	9.9%	Significant decline – area of need
Diploma Exams – Standard of Excellence	13.7%	12.9%	Stable but below AB average
3-Year Completion Rate (All Students)	76.9%	81.3%	Improved and above AB average
3-Year Completion Rate (Indigenous)	65.8%	76.6%	Significant improvement
5-Year Completion Rate (All Students)	89.0%	79.6%	Decline, now below AB average
5-Year Completion Rate (Indigenous)	78.4%	73.1%	Slight drop, but above AB average
Learning Engagement – Student Report	67.6%	66.1%	Slight decrease, sustained concern
"My school work is interesting" (Gr. 10)	59%	59%	Persistently low
Parent: Preparing child for life after school	57%	67%	Improved, but still under 70%

Reflective Summary

Sturgeon Public Schools continues to demonstrate areas of academic strength, particularly at the Grade 6 level, where both acceptable and excellence indicators improved. Encouragingly, the 3-Year High School Completion rate has risen above the provincial average, with notable gains among Indigenous students. These results reflect a positive trajectory for foundational learning and student transitions.

However, areas for focused attention remain. Grade 9 results, especially at the standard of excellence, declined significantly — highlighting a need to reinforce engagement and rigour in middle years. Similarly, the drop in 5-Year Completion suggests the need to re-examine strategies supporting student re-engagement and alternative pathways. While parent perceptions have improved regarding life readiness, student responses suggest limited

engagement with core subjects such as math and language arts. Nearly 1 in 4 students disagreed that they look forward to these subjects, reinforcing the need for engaging, experiential and culturally relevant instruction.

These trends shape the strategic adjustments in the sections that follow, with continued emphasis on high-impact assessment and instruction, Indigenous knowledge integration, and real-world connections that foster lifelong learning. Staff survey data indicates strong confidence in their ability to impact student learning, reinforcing the Division's readiness to implement high-impact strategies effectively. Low engagement in core subjects may also affect students' perceptions of future readiness — reinforcing the need for relevant, real-world learning opportunities across grade levels.

Strategies to reach the desired outcomes of Empowered Student & Staff Learning.

- Educators will prioritize active, experiential, and land-based learning that builds understanding, critical thinking, collaboration, and core competencies for lifelong learning.
- Leaders and educators will deepen their understanding of assessment through professional learning focused on outcomes-based practices, shared grading scales, and triangulated strategies (conversations, observations, and products).
- Teachers and leaders will use a range of student data—including screening tools, diagnostic assessments, and learning progressions—to determine current proficiency levels, inform instruction, and design targeted learning experiences.
- Schools will continue to implement High Impact Teaching Strategies to enhance instruction, cross-curricular connections, and student engagement.
- To address challenges in mathematics achievement and support new curriculum implementation, the Division has adopted MathUP, a comprehensive, research-based resource developed by Canadian educator Dr. Marian Small. MathUP supports concept-based, inclusive numeracy instruction in Grades K–9 and aligns with Alberta's curriculum.
- Staff will deepen their understanding of Indigenous foundational knowledge and collaborate with Call to Action leads and community members to design learning experiences that contribute to truth and reconciliation, and foster equity, identity, and success for Indigenous learners.
- Indigenous perspectives will be woven throughout curricula, land-based learning, and school experiences to strengthen cultural awareness, understanding, and appreciation across all grade levels.
- At Sturgeon Composite High School, holistic student support will continue to be provided in Apiw'kamik, the Indigenized learning space, through the leadership of the Division's Cultural Liaison.

Measures to illustrate success and inform the next cycle

Lead measures that occur within the year.
- Collaboration and sharing of effective practices through school-based professional learning communities and division cohorts.
- Implementation of the Division's updated assessment driving documents and introducing a 4 point grade scale in instructional planning and professional development.
- Use of MathUP as a core numeracy instructional tool in Grades K–9 to support student learning and teacher practice aligned to the new Alberta curriculum.
- Differentiated instruction informed by classroom assessments, screeners, and diagnostic tools (e.g., LeNS, CC3, RCAT, and Numeracy Screeners).
- Ongoing school-based review of Indigenous student achievement, with targeted supports aligned to cultural responsiveness and reconciliation outcomes.
- Collection and analysis of local data on student engagement, motivation, and perceptions of relevance and success.

Lag measures that are influenced by Lead measures. Analyzed at the end of an academic year.
- Provincial Achievement Tests (Grades 6 & 9) – Acceptable and Excellence.
- Diploma Examinations – Acceptable and Excellence.
- Early Years Screeners (LeNS, CC3, Numeracy) -% reduction in students identified as "at risk."
- 3-Year and 5-Year High School Completion Rates (All Students and Indigenous Students).
- Alberta Education Assurance (AEA) Survey: Learning Engagement and Education Quality.
- Division Student Survey: Measures of perceived success, subject interest, and relevance of learning.
- Parent Survey: Satisfaction with literacy and numeracy instruction.

Implementation

In 2025–2026, Sturgeon Public Schools will continue to focus on fostering high-quality, engaging learning environments grounded in strong instruction and meaningful student connections. Implementation priorities will respond directly to division data, staff capacity, and provincial curriculum direction.

Key areas of action include:

- MathUP Implementation:
  To address identified areas of need in mathematics achievement, particularly at the Grade 9 level, the Division will implement MathUP as the core K–9 resource. Aligned with Alberta's new curriculum and rooted in the work of renowned educator Dr. Marian Small, MathUP will support concept-based, inclusive numeracy instruction across classrooms.

- Effective Assessment Practices:
  Schools will deepen their use of outcome-based assessment aligned to the new curriculum. Through professional learning focused on a shared grade scale, teachers will improve the accuracy and reliability of reporting. By triangulating assessment and offering students engaging ways to demonstrate learning, educators will more clearly reflect progress toward outcomes.

- Assessment-Informed Instruction:
  Teachers will make purposeful use of provincial screeners and classroom assessments (e.g., LeNS, CC3, RCAT, Numeracy Screeners) to determine students' current levels of understanding and adjust instruction accordingly. Professional learning and school-based collaboration will focus on using this data to support differentiated learning.

- Indigenous Education and Truth & Reconciliation:
  Educators will deepen their engagement with Indigenous foundational knowledge by integrating land-based learning, cultural perspectives, and relationship-building into their classroom practices. The Division will continue to support school teams in collaborating with Call to Action leads and Indigenous community members.

- STEAM and Cross-Curricular Learning:
  The Division will expand hands-on learning opportunities through continued support of STEAM programming, including the Division-wide STEAM Games. These Division-wide experiences, including the SPS STEAM Games, support real-world problem solving, collaboration, and creativity, and address student feedback on the need for engaging and meaningful learning.

- Professional Learning Focus Areas:
  Division and school-based professional learning will prioritize:
    - Effective assessment practices
    - High impact instructional strategies
    - Numeracy through MathUP
    - Indigenous education and cultural responsiveness
    - Use of classroom data to inform growth

Goal Two: Healthy School Communities

Public assurance is built when all students belong and learn in environments that meet their needs, and when system resources are used effectively to support learning for all.

77.9%

Citizenship, Overall

Slight increase over the prior year, though still 1.5% below the provincial average.

81.4%

Access to Supports and Services

Now exceeds the provincial average, reflecting progress in providing responsive services to students.

83.7%

Welcoming, Caring, Respectful and Safe Learning

Continues to trend slightly below the provincial average (84.0%), though improving.

LOCAL

Student Engagement Survey 2024-2025:
"My school is safe" — 73%
"My school is caring" — 69%
"My school is respectful" — 66%

Agreement with statements about safety, caring, and respect declines sharply from elementary to high school.

Parent Survey 2024–2025:
"Students have access to appropriate mental health supports" — 58%

Staff Survey 2024–2025:
Student behaviour (51%) and mental health and wellness (50%) should be top PD priority

---

Outcomes that will be consistently achieved

- Staff, students and families collaborate to create a school community that is equitable, safe, caring and respectful.

- Staff, students, and families model active citizenship and respond to diverse learning needs with appropriate supports and programming.

- School communities actively promote mental health, well-being, and resilience through shared responsibility and coordinated supports.

- School communities are committed to truth and reconciliation, create safe, respectful, culturally responsive learning environments and maintain meaningful relationships with local Indigenous Elders, Knowledge Keepers and communities.

Highlighted Data from the 2023–24 AERR and recent local survey feedback

The following measures reflect provincial results and recent feedback from students, parents, and staff on school climate, well-being, and learning environments.

Key Indicators: 2023–2024 Snapshot with 2024-2025 Local Surveys

Measure	2022 2023	2023 2024	Commentary
AEA Survey – Citizenship	77.2%	77.9%	Slight increase, still below AB avg
AEA Survey – Welcoming, Caring, Respectful, and Safe Learning Environments	83.0%	83.7%	Upward trend, near AB avg
AEA Survey – Access to Supports & Services	79.3%	81.4%	Improved, now above AB avg
AEA Survey – Professional Learning	84.0%	84.2%	Stable, staff continue to value PD
Student: "My school is safe"	70.0%	73.0%	Improved overall, but wide gaps across grades
Student: "My school is caring"	68.0%	69.0%	Slight increase, declines at upper grades
Student: "My school is respectful"	66.0%	66.0%	No change overall, low in Grades 7 to 12
Staff PD Priority - Behaviour	48%	51%	Most requested area of PD
Staff PD Priority - Mental Health	46%	50%	Steady increase in demand

Reflective Summary

Provincial measures show steady improvement across key areas, with results in Citizenship, Access to Supports, and WCRSLE either matching or exceeding provincial averages. Staff continue to report strong access to professional learning opportunities.

Local data shows slight gains in students' perceptions of safety, caring, and respect. However, agreement with these statements declines significantly at the junior and senior high levels, highlighting the need for targeted support during adolescence. Notably, the percentage of students who agreed that their Principal or Vice Principal cares about them rose to 69%, up from 61% the year prior — a sign of strengthened relationships between students and school leadership.

Mental health remains a shared priority. Over half of staff identified student behaviour and wellness as top professional learning needs, and only 58% of parents agreed that students have adequate access to mental health supports. These results highlight the need to continue whole-school approaches like SWPBS, TCIS, and trauma-informed practices to strengthen supports and promote well-being across school communities.

Strategies to reach the desired outcomes of Healthy, Safe, School Communities

- Staff develop curricular and co-curricular opportunities that build a shared understanding of equity, citizenship, wellness, and respectful relationships.
- School leaders engage multidisciplinary teams to deliver responsive programming focused on student well-being, academic success, and family involvement.
- Educators communicate proactively with students and families to support diverse learning and behavioural needs, and to strengthen inclusive, collaborative school communities.
- Schools promote mental health and resilience through whole-school approaches such as School-Wide Positive Behaviour Supports (SWPBS), Therapeutic Crisis Intervention for Schools (TCIS), trauma-informed practices, and access to internal and external supports.
- School communities honour Indigenous perspectives by inviting Elders,Knowledge Keepers, families, and communities into learning environments nurturing relationships with local Indigenous partners.

Measures to illustrate success and inform the next cycle

Lead measures that occur within the year.
- Implementation of school-wide initiatives that promote active citizenship, equity, and respectful behaviour (e.g., SWPBS, leadership opportunities, school-wide campaigns).
- Use of Therapeutic Crisis Intervention for Schools (TCIS) strategies such as Life Space Interviews to support student regulation and safety planning.
- Engagement of Elders, Knowledge Keepers, families, community and local Indigenous partners in school activities and events.
- Staff participation in professional learning focused on student behaviour, mental health, and trauma-informed practices.

Lag measures that are influenced by Lead measures. Analyzed at the end of an academic year.
- AEA Survey – Citizenship
- AEA Survey – Welcoming, Caring, Respectful and Safe Learning Environment
- AEA Survey – Access to Supports and Services
- AEA Survey – Professional Learning
- Local surveys – student, staff, and parent perception of school safety, kindness, and respectful relationships
- Local staff survey – perceptions of professional learning priorities and impact

2025 - 2028 Implementation

Collaboration among teachers, school leaders, counsellors, and specialized teams will promote a whole-school approach to active citizenship, positive mental health, and inclusive learning environments. This work is guided by a shared commitment to equity, resilience, and student well-being.

A key component of this work is the implementation of School-Wide Positive Behaviour Supports (SWPBS) to foster respectful and caring school cultures. This includes:

- Leadership commitment and stakeholder engagement
- Ongoing analysis of school climate and behaviour data
- Clear, values-aligned expectations for behaviour
- Consistent reinforcement and modelling of expectations
- Use of equitable restorative practices
- Comprehensive professional learning for staff
- Meaningful engagement of families and community partners
- Data-informed decision-making and continuous improvement

In addition, school teams will continue to implement and refine the Therapeutic Crisis Intervention for Schools (TCIS) framework to support student self-regulation and de-escalation. This includes:

- Proactive, trauma-informed strategies to prevent crises
- Safe, sensitive crisis response aligned with individualized plans
- Reflective practices (e.g., Life Space Interviews) to build student capacity for emotional regulation and positive coping
- Annual training to ensure staff competency and confidence in these approaches

Sturgeon Public Schools is also committed to strengthening reciprocal relationships with Indigenous families and communities. Elders and Knowledge Keepers, and families are welcomed into school spaces to guide learning and deepen understanding of truth and reconciliation. These partnerships support relevant and respectful integration of Indigenous perspectives into all learning environments.

Tailored programming and supports such as Individualized Program Plans (IPPs), Learning Plans, Behaviour Plans, and Safety Plans will continue to reflect each student's strengths and needs. Together, these strategies ensure students experience school as a safe, caring, and respectful environment where they are supported to thrive.

Highlight - Indigenous Student Success and Building a Culture of Belonging

The Division's commitment to fostering strong community connections has led to remarkable achievements and celebrations. Partnerships and working relationships have flourished, creating a vibrant tapestry of collaboration. Through multiple Culture Camps, inter-school sports contests, student success meetings and collaborative professional development sessions, the Division has seen neighbouring students and staff come together in powerful ways.

At SCHS, Language Learning opportunities have been bolstered through Aboriginal Studies Classes and partnership with Kipohtakaw Education Centre (KEC), Alexander First Nation. This initiative aims to preserve and promote Indigenous languages, fostering cultural pride and understanding. Furthermore, initiatives like the SCHS Health Pathways Class's exploration of traditional medicines and healing practices with a local Knowledge Keeper have provided students with enriching learning experiences grounded in Indigenous knowledge.

Strength of community and a sense of belonging continues to flourish in schools throughout the Division. Sturgeon Composite High School features an Indigenous hub in a meeting room known as "Apiw'kamik" which translates to "living room" in Cree. This meeting place is aptly named and it truly lives up to its name. It has become a welcoming, inclusive space where students not only feel at home, but also feel seen, supported, and valued. The uniqueness of this meeting space is more than just a room for learning—it's an open and welcome community space. Students are supported not only by the staff in the space, but also by one another. School staff had the privilege of witnessing students from all different friend groups come together in this space, helping each other with schoolwork and supporting each other emotionally and socially.

The Division's Indigenous Education Lead Team involves an Indigenous Education Coordinator, a First Nations Cultural Liaison, and a Métis Learning Coach. The team members work with Elders, Knowledge Keepers, and community resource personnel and offer cultural teachings, Indigenous land-based learning initiatives, and traditional knowledge systems to staff and students throughout the Division.

The invaluable guidance and support provided by multiple Elders, including Adam North-Peigan who attended the College of Alberta School Superintendent (CASS) First Nations, Métis and Inuit Gathering as a guest of Sturgeon Public Schools, have enriched the journey towards truth and reconciliation and cultural understanding. The Division looks forward to working closely with Adam to bring a deeper understanding of Indigenous history to the learning community.

Looking ahead to the coming school year, Sturgeon Public Schools has identified several areas for growth and development:

- Expansion of Cultural Exchange Learning Experiences: Offer more overnight culture camps to provide high school students with immersive learning experiences rooted in Indigenous traditions. Continue to strengthen and expand the Penpal Cultural Exchange program in partnership with Kipohtakaw Education Center (in Alexander First Nation).

- Enhanced Curricular Connections: Continue to explore and develop opportunities for curricular connections that integrate Indigenous perspectives across various subject areas.

- Empowering Student Leadership: Plans are underway to develop and empower student leadership groups at Sturgeon Composite High School, Lilian Schick, Four Winds, Redwater, and Camilla School, fostering a sense of agency and pride among Indigenous youth.

- National Indigenous Peoples Day Celebration: Expand National Indigenous Peoples Day Celebration, bringing together students from grades 5-9 to honor and celebrate Indigenous culture and heritage. Celebrations and festivities will occur at Division-wide events as well as at the individual school level.

- Expansion of Indigenous Family Engagement: Building on the success of Indigenous Family nights; continue to work with an Indigenous Parent Advisory group and create spaces for meaningful dialogue and collaboration.

- Additionally, the Call to Action cohort, composed of 31 dedicated staff, continues to drive positive change and foster authentic engagement with Indigenous ways of knowing and being in their respective schools across the Division. The Division is grateful for the participation of partners from Alexander First Nation in the Call to Action Cohort. Additionally, we recognize the contributions of community scholars, facilitators, knowledge keepers and Elders whose wisdom and guidance enrich the journey towards reconciliation and understanding.

- The Division's commitment to strengthening community connections remains steadfast. Through collaborative efforts and a deep respect for Indigenous knowledge, the Division continues to create inclusive learning environments where all students thrive.

Goal Three: Future Readiness

Public assurance occurs when Sturgeon Public Schools engages transparently with stakeholders, stewards resources responsibly and focuses on preparing students for a changing world. Innovative, real-world learning fosters future-ready citizens and leaders.

78.0%

Parental Involvement in Education

Slight improvement from the previous year and 1.5% below the provincial average (79.5%), reinforcing the need to strengthen parent–school engagement.

79.6%

High School Completion (5-Year)

A notable 9.4% drop from the previous year, now sitting 6.3% below the provincial average (85.9%), highlighting a need to support long-term student success.

LOCAL

Student Engagement Survey 2024-2025:
"I have been a leader at school in some way this year" — 54%
"I have volunteered at school or in the community this year" — 55%

Parent Survey 2024–2025:
"My child is being prepared for life outside of school" — 57%
"My perspective is valued by school staff" — 62%

Community Engagement 2025:
Stakeholders emphasized a need for real-world learning, student mentorship, and future-readiness across sectors including trades, agriculture, aviation, and entrepreneurship.

Outcomes that will be consistently achieved

- Staff and students actively participate in and lead school and community projects.

- Students pursue personalized pathways and develop the skills, mindsets, and experiences to adapt, innovate and lead in a changing world.

- Board and Division leaders foster partnerships that expand programming and strengthen connections between schools, communities and Provincial partners.

- Resources are stewarded to support student success and respond to emerging needs and community priorities.

Highlighted Data from the 2023–24 AERR and recent local survey feedback

The following measures reflect provincial results and recent feedback from students, parents, staff, and community partners on student leadership, future readiness and access to meaningful learning opportunities.

Key Indicators: 2023–2024 Snapshot with 2024-2025 Local Surveys

Measure	2022 2023	2023 2024	Commentary
AEA Survey – Parental Involvement in Education (Just Parents)	62.0%	65.5%	Slight improvement; continued focus on engagement
Local Parent Survey – Preparing child for life after school	—	57.0%	Underscores need for future-readiness programming
Local Student Survey – "I have been a leader at school this year"	—	54.1%	Baseline for student leadership involvement
Local Student Survey – "I have volunteered at school or in the community"	—	55.1%	Reflects moderate engagement; room to grow
Local Student Survey – "The things I learn in school are useful"	—	58.0%	Perceived relevance remains a challenge
High School Completion (3-year)	76.9%	81.3%	Strong improvement; encouraging outcome
High School Completion (5-year)	89.0%	79.6%	Decline suggests a need to support long-term success
Local Parent Survey – My perspective is valued by school staff	—	62.4%	Highlights need for inclusive, responsive leadership
Local Staff Survey – School fosters Truth and Reconciliation	—	93.0%	Reinforces commitment to inclusive, community-connected leadership
Business/Community Engagement – Key Themes	—	✔	Clear demand for innovation, real-world learning, and mentorship

Reflective Summary

Just over half of students report participating in leadership (54%) or volunteering (55%) opportunities, suggesting a foundation for civic involvement with room to grow. Only 57% of parents agree their child is being prepared for life after school, pointing to the need for stronger life and career readiness programming.

Career-focused learning continues to expand. In 2023–24, 215 students earned a combined 1,490 credits through Dual Credit, RAP, Flight School and Green Certificate programs. Staff and community partners strongly support growing these opportunities—especially those connecting students to local industries, emerging sectors and real-life responsibilities.

Parental involvement remains stable at 74.7%, but below the provincial average, reinforcing the need to strengthen school–home connections. Feedback from surveys and community engagement events highlights a strong appetite for innovation, mentorship, life skills development, and immersive learning experiences.

Together, these results support a focused effort on building personalized pathways, strengthening early exposure to careers, and expanding real-world experiences in partnership with local organizations. By fostering confidence, capability, and community connection, Sturgeon Public Schools will equip students with the skills to thrive in an evolving world.

Strategies to reach the desired outcomes of Future Readiness & Innovative Learning

- Staff, students and families will continue to engage in leadership and volunteer opportunities that contribute to school and community life, fostering civic responsibility, ethical participation and life-ready habits.

- Students will be supported in exploring personalized learning pathways through expanded opportunities for career exploration, mentorship and immersive, real-world learning. This includes the enhanced use of myBlueprint to facilitate self-discovery, goal setting and informed decision-making.

- Schools will begin career awareness and mentorship programming in earlier grades. Starting in junior high, students will access age-appropriate, community-connected opportunities that also support life skills such as communication, time management, and personal well-being.

- Division leadership, in partnership with schools, will continue to host annual stakeholder engagements to assess progress, inform planning and understand community needs.

- The Board of Trustees will direct a budget that advances the Mission, Vision and Values of Sturgeon Public Schools, stewarding resources to maximize access to innovative learning opportunities.

- Partnerships with community organizations, post-secondary institutions, municipalities and local industry will be expanded to enhance programming such as Dual Credit, Building Futures and Aviation Pathways—providing students with mentorship, hands-on learning and career-connected experiences.

- Schools will integrate experiential and community-connected learning into programming, including opportunities in skilled trades, agriculture, aviation, tourism, entrepreneurship and technology, allowing students to apply their learning in authentic settings that mirror real-life challenges and opportunities.

Measures to illustrate success and inform the next cycle

Lead measures that occur within the year.
- Students and staff initiate or participate in leadership, volunteer, or community-based projects
- myBlueprint is used regularly across schools to support student career/life planning and goal setting

- Stakeholder engagement sessions are held to gather input and assess progress on innovative learning goals
- New or expanded partnerships are established to support real-world programming (e.g., Dual Credit, Building Futures, Aviation)
- Schools report on implementation of experiential and community-connected learning within programming

Lag measures that are influenced by Lead measures. Analyzed at the end of an academic year.
- High School Completion rates (3-year and 5-year)
- AEA Survey – Parental Involvement in Education
- Local Survey – Parent satisfaction with future-readiness ("My child is being prepared for life outside of school")
- Local Survey – Student participation in leadership and volunteerism
- Local Survey – Student engagement in career planning or pathway exploration

2025 - 2028 Implementation

Sturgeon Public Schools will continue to strengthen student engagement through leadership, mentorship and hands-on learning that reflects the priorities of local families, businesses and community partners. The Student Advisory Committee will remain a key structure for student voice and leadership, offering meaningful opportunities for students to inform Division decision-making and contribute to school and community life. These efforts ensure students are not only heard, but also actively involved in shaping their learning environment and broader school culture.

Programming that connects students to local industries will continue to expand, including Dual Credit, Flight School, Registered Apprenticeship (RAP) and the Building Futures partnership with San Rufo Homes. These initiatives reflect the Division's growing emphasis on immersive, career-connected learning and have been strongly endorsed by community stakeholders.

The Division will also continue exploring out-of-the-box, experiential programming models—such as school as a village, student-run businesses and farm-based learning environments—that promote engagement, leadership and applied learning. To support this work, the Marketing and Communications department will build on the success of its staff spotlight series by showcasing innovative programs through video features, student stories, and targeted campaigns—raising awareness of future-ready opportunities while strengthening school–community connections.

To support student career planning across all schools, myBlueprint will be re-emphasized as a Division-wide tool for helping students explore pathways, set goals and document progress. Its expanded use responds directly to feedback from students, staff and families for more personalized, accessible and forward-looking planning resources.

Sturgeon Public Schools will also continue to pursue emerging opportunities in areas such as aviation, skilled trades, technology, and agriculture—aligning educational experiences with workforce needs and regional strengths. Community partnerships will remain central to this work, ensuring students learn in relevant, future-focused contexts while strengthening local connections. Additionally, core learning experiences will focus on Alberta Education's Student Competencies, fostering critical thinking, communication, problem solving, collaboration, cultural and global citizenship, creativity and personal growth.

Together, these efforts will ensure students are equipped with the knowledge, skills and confidence to thrive in a changing world.

Partnerships

Sturgeon Public Schools values its many partnerships that develop student entrepreneurship, cultural understanding and sustain wellness. This value permeates through Sturgeon Public Schools as individual schools develop local connections to encourage students to understand local contexts. Getting involved with local businesses, community groups and government helps to build ethical citizens, expands opportunities for supporting students and parents and creates diverse and resilient communities.

- Fearless in the Forest and Pioneer Trails North Foundation to improve and promote outdoor education.

- Alberta Schools' Athletic Association for High Schools to provide the opportunity for teams to compete provincially.

- SOGI 123 to support sexual and gender diverse students and staff.

- Alberta Health Services, Military Family Resource Centre (MFRC) and Sturgeon County in sustaining a comprehensive school health program in all schools.

- Alberta Health Services, Probations, Children and Family Services, RCMP, City of St. Albert, Towns of Gibbons, Bon Accord, Redwater, Morinville, Sturgeon County and CFB Lancaster Park, to participate in the Violence Threat Risk Assessment (VTRA) protocol and ensure the safety and well-being of all school communities.

- Organizations and businesses in Redwater and Alberta Health Services to promote better mental health and wellness in the community and in our schools through the Mental Health Capacity Building Grant (MHCB) - HYPE (Helping Young People Excel).

- S.H.I.N.E (Supporting Hope and Independence in Natural Environments) provides a wealth of community connection related to Families Support for Children with Disabilities connecting parents to community partners, therapists and consultants within Sturgeon County who can provide families with a variety of supports or avenues for further assessment. This group also connects with Sturgeon Public School therapists to provide consistent and appropriate support to children across their environments.

- Dr. Chandra Lebenhagen, founder of Including Autism, supports Division staff by bringing the most relevant and evidence based research to support Autistic Students.

- CASA Mental Health to deliver mental health service in classrooms to address the need for services closer to students by bridging a child's mental health and school needs.

- The Jessica Martel Memorial Foundation created the Inspire Program designed for junior high female students to explore and embrace their full potential. Working with Four Winds Public School, this transformative program delves into important topics such as leadership, building healthy relationships, overcoming bullying, fostering positive self-image, navigating societal pressures and embracing overall wellness.

- Therapeutic Crisis Intervention for Schools (TCIS) through Cornell University to create a trauma-sensitive environment where students and adults are safe and feel safe.

- Partnerships with other school divisions to meet the needs of all learners. Including support for students with Complex Communication Needs.

- Kipohtakaw Education Center, and partners at Alexander First Nation Education are close educational allies. The Division values and honours their leadership and insight and works together to support all students including those supported through the education services agreement.

- Students receive high school credit as well as credit for the course at the post secondary level through Dual Credit partnerships. Currently, students from across the school division are working with NAIT in their welding and heavy equipment tech programs, as well as various others through Norquest College, Olds College, SAIT, and Northern Lakes College.

- Collaborative working relationships with Capital Region School divisions in sharing dual credit opportunities for students.

- Partnership with CAREERS assists students in finding apprenticeship opportunities and career internships. The coordinator provides support to off campus coordinators and hosts online job safety courses for students.

- Numerous local businesses provide work experience placements and partner with schools in Registered Apprenticeship Programs.

- Partnership with Sturgeon County on a Youth Emergency Services Camp where students are exposed to a variety of Emergency Services Careers over a 3 day camp.

- Schools work in collaboration with Sturgeon County recruiting students for the summer JET program - Job Experience Training. High School students may receive work experience credits for this training.

- Partnership with Centennial Flight School by providing the ground school portion of a Private Pilot's License for our students in flight courses.

- Aboriginal Teacher Education Program (ATEP) at the University of Alberta - student teachers will bring indigenous perspectives to our schools in their field experience program

System Assurance and Plan Structure

Assurance in Alberta's education system is achieved when school authorities, education partners, and community members engage meaningfully across five domains: Student Growth and Achievement, Teaching and Leading, Learning Supports, Governance, and Local and Societal Context.

The strategic goals of Sturgeon Public Schools—Empowered Learning, Healthy Communities, and Future Readiness—reflect these domains and demonstrate alignment with the 2025–2028 Alberta Education Business Plan. The table below outlines how each divisional goal supports both the provincial assurance framework and key ministry outcomes.

Sturgeon Public Schools Goal	Aligned Assurance Domains	Aligned Alberta Education Business Plan Outcomes
Empowered Learning	- Student Growth & Achievement - Teaching & Leading - Governance	- Alberta's students are successful - K–12 system and workforce are well-managed
Healthy Communities	- Learning Supports - Local & Societal Context - Governance	- Alberta's students are successful - First Nations, Métis and Inuit students are successful - K–12 system and workforce are well-managed
Future Readiness	- Local & Societal Context - Student Growth & Achievement - Governance	- Alberta's students are successful - Access to learning opportunities in a modern economy - K–12 system and workforce are well-managed

This table illustrates alignment between Sturgeon Public Schools' strategic goals, the five Assurance Framework domains, and the four outcomes from Alberta Education's 2025–2028 Business Plan.

Accountability Statement

The Education Plan for Sturgeon Public Schools was prepared under the direction of the Board in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the Education Plan for 2025 - 2028 on May XX, 2025.

Budget and Capital Plan

Budget Report Documents
For information on Sturgeon Public School's Budget and Financial Statements, see our website at:

www.sturgeon.ab.ca/division/plans-reports-documents

Capital Planning
For Information on Sturgeon Public School's IMR and Capital Plan see our website at:

www.sturgeon.ab.ca/division/plans-reports-documents

For additional information please contact:

Corporate Services
780.939.4341

Date:	May 28, 2025	**Agenda Item:**	7.3

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Sean Nicholson, Associate Superintendent, Corporate Services

Subject: **Bylaw 01-2025 Authorize the Establishment of Multiple Voting Stations Within the Subdivisions of Sturgeon Public School Division in Cooperation with Municipalities and Sturgeon County for the 2025 General Election**

Recommended Motion:

THAT the Board of Trustees approve Bylaw 01-2025 to Authorize the Establishment of Multiple Voting Stations Within the Subdivisions of Sturgeon Public School Division in Cooperation with Municipalities and Sturgeon County for the 2025 General Election, at the first reading in this meeting to Authorize the Establishment of multiple Voting Stations within the subdivisions of Sturgeon Public School Division in cooperation with Municipalities and Sturgeon County for the 2025 General Election.

THAT the Board of Trustees approve Bylaw 01-2025 at the second reading in this meeting to Authorize the Establishment of Multiple Voting Stations within the Subdivisions of Sturgeon Public School Division in cooperation with Municipalities and Sturgeon County for the 2025 General Election.

THAT the Board of Trustees approve the third reading of Bylaw 01-2025 to Authorize the Establishment of Multiple Voting Stations Within the Subdivisions of Sturgeon Public School Division in cooperation with Municipalities and Sturgeon County for the 2025 General Election.

THAT the Board of Trustees approve Bylaw 01-2025 at the third reading in this meeting in order to Authorize the Establishment of Multiple Voting Stations Within the Subdivisions of Sturgeon Public School Division in cooperation with Municipalities and Sturgeon County for the 2025 General Election.

Background:

Under the *Local Authorities Election Act (LAEA) of Alberta*, school divisions are permitted to coordinate with municipalities for the administration of elections. Section 2(2) of the Act allows elected authorities to enter into agreements for the conduct of elections, while Section 2(3) outlines that the designated authority must ensure adherence to the Act's procedures. Section 3(1) also provides flexibility for school boards and municipalities with overlapping jurisdictions to establish shared responsibilities for conducting elections. In

alignment with this legislative framework, the Board of Trustees is proposing a bylaw to authorize Voting stations in municipalities with which agreements have been made, ensuring consistency with the voting procedures and hours set by those municipalities and Sturgeon County for the October 20, 2025, General Election.

Status & Relationship to Superintendent Leadership Quality Standard (SLQS):
This report aligns with the SLQS in the following way:

COMPETENCY: **INDICATORS:**	(6) School Authority Operations and Resources a. providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements; and c. delegating responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness.
COMPETENCY: **INDICATORS:**	(7) Supporting Effective Governance e. ensuring that the board's fiscal and resource management is in accordance with all statutory, regulatory and board requirements; and f. supporting the board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms.

Governance Implications:
Local Authorities Election Act (LAEA) of Alberta
Section 2 and Section 3 Joint Elections

Education Act
Section 73 Procedure for Elections

Policy 225: Role of the Board
As elected representatives of the community, the Board of Trustees is held accountable through the Education Act. The Board provides overall direction and leadership to the Division. The Board is a corporate entity and exercises its authority through a democratic process and always models a culture of respect and integrity.

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

Attachment(s):
1. Bylaw 01-2025 - Authorize the Establishment of Multiple Voting Stations Within the Subdivisions of Sturgeon Public School Division in Cooperation with Municipalities and Sturgeon County for the 2025 General Election

THE STURGEON PUBLIC SCHOOL DIVISION

BYLAW NO. 01-2025

A BYLAW TO AUTHORIZE THE ESTABLISHMENT OF MULTIPLE VOTING STATIONS WITHIN THE SUBDIVISION OF STURGEON PUBLIC SCHOOL DIVISION IN COOPERATION WITH MUNICIPALITIES AND STURGEON COUNTY FOR THE 2025 GENERAL ELECTION

Whereas Section 37(3) of the Local Authorities Election Act RSA 2000 Chapter L-21 provides that the elected authority may pass a bylaw by June 30 of a year in which a general election is to be held allowing the returning office of the elected authority to designate more than one voting station for each subdivision.

And whereas Section 73 of the Education Act SA, 2012 Chapter E-0.3 provides for the procedures for general elections held pursuant to this Act are to be governed by this Act and the *Local Authorities Election Act.*

And whereas the Board of Trustees of the Sturgeon Public School Division may wish to designate more than one voting station within each subdivision, where it is working both with the County and Municipalities.

Now Therefore the Board of Trustees of the Sturgeon Public School Division enacts the following:

1- The Board Authorizes the Establishment of Multiple Voting Stations Within the Subdivisions of Sturgeon Public School Division in Cooperation with Municipalities and Sturgeon County for the 2025 General Election.

Effective Date

2. This bylaw shall come into force on the day it is passed.

Read a first time on May 28, 2025;

_____
BOARD CHAIR

_____
ASSOCIATE SUPERINTENDENT
CORPORATE SERVICES

Read a second time on May 28, 2025;

_____   _____
BOARD CHAIR   ASSOCIATE SUPERINTENDENT
                                               CORPORATE SERVICES

Read a third time on May 28, 2025;

_____   _____
BOARD CHAIR   ASSOCIATE SUPERINTENDENT
                                               CORPORATE SERVICES

Recommendation Report

Date:	May 28, 2025 **Agenda Item:** 7.4
To:	Board of Trustees
From:	Shawna Warren, Superintendent
Originator(s):	Sean Nicholson, Associate Superintendent, Corporate Services
Subject:	**Appointment of Returning Officer and Substitute Returning Officer for the 2025 General Election**

Recommended Motion:

THAT the Board of Trustees approve Sean Nicholson, Associate Superintendent, Corporate Services, Secretary Treasurer, is appointed as Returning Officer and Franco Maisano, Executive Director, Corporate Services, is appointed as Substitute Returning Officer for the purposes of conducting elections under the Local Authorities Election Act.

Background:

Section 13 of the Local Authorities Election Act provides that an elected authority may, by resolution, appoint a returning officer for the purposes of conducting elections under this Act by June 30 of the year in which the election occurs.

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

This report aligns with the SLQS in the following way:

COMPETENCY: **INDICATORS:**	(6) School Authority Operations and Resources a. providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements; and c. delegating responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness.
COMPETENCY: **INDICATORS:**	(7) Supporting Effective Governance e. ensuring that the board's fiscal and resource management is in accordance with all statutory, regulatory and board requirements; and f. supporting the board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms.

Governance Implications:

Local Authorities Election Act (LAEA) of Alberta

Section 13 Appointment of returning officer and substitute returning officer.

[Education Act](#)
Board Powers and Elections Section 73

[Policy 225: Role of the Board](#)
As elected representatives of the community, the Board of Trustees is held accountable through the Education Act. The Board provides overall direction and leadership to the Division. The Board is a corporate entity and exercises its authority through a democratic process and always models a culture of respect and integrity.

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

Attachment(s):
Not applicable.

Date:	May 28, 2025 **Agenda Item:** 7.5
To:	Board of Trustees
From:	Shawna Warren, Superintendent
Originator(s):	Sean Nicholson, Associate Superintendent, Corporate Services
Subject:	**Authorization for Agreements with Municipalities and Sturgeon County for the 2025 General Election**

Recommended Motion:

THAT the Board of Trustees approve the authorization of the Division to enter into an agreement with Municipalities and Sturgeon County for the purpose of conducting the 2025 General Election in accordance with the *Local Authorities Election Act (LAEA) of Alberta*. The Division shall adhere to the bylaws and election procedures as established by each municipality or town with which an agreement is entered into.

Background:

Under the *Local Authorities Election Act (LAEA) of Alberta,* school divisions are permitted to coordinate with municipalities for the administration of elections. Section 2(2) of the Act allows elected authorities to enter into agreements for the conduct of elections, while Section 2(3) outlines that the designated authority must ensure adherence to the Act's procedure.

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

This report aligns with the SLQS in the following way:

COMPETENCY: INDICATORS:	(6) School Authority Operations and Resources a. providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements; and c. delegating responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness.
COMPETENCY: INDICATORS:	(7) Supporting Effective Governance e. ensuring that the board's fiscal and resource management is in accordance with all statutory, regulatory and board requirements; and f. supporting the board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms.

Governance Implications:

Local Authorities Election Act (LAEA) of Alberta
Section 2 Joint Elections
2(2) An elected authority may by resolution enter into an agreement with one or more elected authorities in the same area for the conduct of any election.

Education Act
Board Powers and Elections Section 73

Policy 225: Role of the Board
As elected representatives of the community, the Board of Trustees is held accountable through the Education Act. The Board provides overall direction and leadership to the Division. The Board is a corporate entity and exercises its authority through a democratic process and always models a culture of respect and integrity.

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

Attachment(s):
Not applicable.

Date:	May 28, 2025	**Agenda Item:**	7.6

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Jonathan Konrad, Deputy Superintendent, Education Services

Subject: **2025 - 2026 Council of School Councils' Meetings**

Recommended Motion:
THAT the Board of Trustees approve that the 2025 - 2026 Council of School Councils' meetings will take place in person on Wednesday, November 26, 2025, and Wednesday, March 4, 2026.

Background:
The Council of School Councils' (COSC) is an informal gathering of the Chair and/or Vice Chair of each school council for the purpose of sharing information, building connections between the school councils and facilitating communication between the Board of Trustees, school councils and the Division's administrative team.

As per *Policy 225 - Role of the Board*; *School Council*, section 11, the Board of Trustees is to "*meet at least annually with the Council of School Councils or School Council Chairs*". Each year, the Board of Trustees hosts the first meeting of the Sturgeon Public Schools' Council of School Councils. The first meeting is usually held in late October or early November in order to give all Sturgeon Public schools the opportunity to have their first school council meeting to elect their chair and vice chair positions.
In addition, there are no individual school council meetings on the dates provided, and consideration has also been given to avoid Parent Teacher Interview evenings.

Administration will bring a Memo to the October 2025 Public Board meeting, requesting further direction from the newly elected Board regarding venue location and choice of meals or refreshments.

Status & Relationship to Superintendent Leadership Quality Standard (SLQS):
This report aligns with the SLQS in the following way:

COMPETENCY: (1) Building Effective Relationships
INDICATORS: e. establishing constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations; and
f. facilitating the meaningful participation of members of the school community and local community in decision-making.

COMPETENCY: (7) Supporting Effective Governance

INDICATORS: a. establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity;

l. facilitating ongoing public communication about the board's operations and the achievement of its goals and priorities; and

m. promoting constructive relations between the board and staff, as well as provincial authorities, post-secondary institutions and education stakeholder organizations.

Governance Implications:

Policy 225: Role of the Board

School Council

The Board of Trustees believes that school councils provide valuable advisory assistance to the school principal and to the Board [Education Act s.55, the School Councils Regulation, and the Alberta School Councils Resource Guide]. Specifically, the Board:

11. Meet at least annually with the Council of School Councils or School Council Chairs.

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

Attachment(s):

Not applicable.

Date:	May 28, 2025	**Agenda Item:** 7.7
To:	Board of Trustees	
From:	Shawna Warren, Superintendent	
Originator(s):	Committee of the Whole Policy Committee Shawna Warren, Superintendent	
Subject:	**Policy 100: History of Sturgeon Public Schools**	

Recommended Motion:

THAT the Board of Trustees rescind Policy 100: History of Sturgeon Public Schools.

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 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 100:

- 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:

- The history of the Division is not a governance matter requiring Board policy.
- The content does not meet the criteria outlined in the Policy Checklist for necessary policy (i.e., it does not require enforcement, define expectations, or support governance oversight).
- The Division's history continues to be preserved and celebrated on the Division's public website under a dedicated "Our History" section, where it remains accessible and relevant for community members and stakeholders.

- Maintaining it as an informational piece rather than a formal Board policy aligns with the G-Tech Model, allowing policy to focus on priority governance areas that directly impact student success, legal compliance, or system improvement.

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: 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: 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: 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:
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. History of Sturgeon Public Schools

Recommendation Report

Date: May 28, 2025   **Agenda Item:** 7.8

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Committee of the Whole
Policy Committee
Shawna Warren, Superintendent
Sean Nicholson, Associate Superintendent, Corporate Services

Subject: **Policy 235: Board Operations**

Recommended Motion:

THAT the Board of Trustees approve Policy 235: Board Operations with recommended changes as presented at the May 28, 2025, Public Board meeting, with the understanding that all financial provisions outlined in the policy shall come into effect on September 1, 2025.

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.

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.

Recommendation:

Administration conducted a thorough review of the policy as part of the Board's regular policy review cycle and in response to Trustee discussions and deliberations related to the 2025–2026 Budget.

Review of Policy 235:

- February 24, 2025, first reviewed by the Policy Committee;
- March 5, 2025, discussed at the Committee of the Whole;
  - March 5 Committee of the Whole - Draft Policy permanently linked as a standing agenda item. All Trustees were given commenter access (Access 24/7).
- March 19, 2025, Committee of the Whole;
- April 9, 2025, scheduled for review at Committee of the Whole, however, the policy was deferred;
- April 16, 2025, reviewed by the Policy Committee;
- April 23, 2025, Committee of the Whole; and
- May 7, 2025, Committee of the Whole, recommendation that the policy be brought to the May 28, 2025, Public Board meeting for review and approval with an effective date of September 1, 2025, for Trustee Remuneration changes.

The final version presented reflects the feedback gathered throughout this consultative process and is aligned with the Board's commitment to continuous improvement and responsible governance.

This revised *Policy 235: Board Operations* includes updates to *APPENDIX D - Trustee Remuneration* and the moving of *APPENDIX E - Technology Equipment for Trustees* into the body of the policy.

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

This report aligns with the SLQS in the following way:

COMPETENCY:	(6) School Authority Operations and Resources
INDICATORS:	a. providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements; and
	e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts.

COMPETENCY:	(7) Supporting Effective Governance
INDICATORS:	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

   (h) establish and maintain governance and organizational structures that promote student well-being and success, and monitor and evaluate their effectiveness,

   (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 235: Board Operations - Clean Copy
   2. Policy 235: Board Operations - APPENDIX D - Trustee Remuneration
   3. Policy 235: Board Operations - Tracked Changes

235: Board Operations

POLICY

The Board's ability to discharge its obligations in an efficient and effective manner is dependent upon the development and implementation of a sound organization design. The meetings of the Board must be held in public and no person shall be excluded from them except for improper conduct (Education Act 64 (1)).

There are times when public interest is best served by private discussion of specific issues through in-camera sessions. It is necessary to protect individual privacy and the Board's own position in negotiating either collective agreements or contracts and therefore the Board may go in-camera for issues dealing with individual students, individual employees, land, labour, litigation or negotiation.

The Board believes that effectiveness and transparency of decision-making are facilitated by conducting regular and committee meetings (virtually and in-person) as often as is necessary to deal adequately with its business (Board Procedures Regulation 82/2019) with clearly defined policies that are communicated clearly to the public.

GUIDELINES

1. The Board will follow Robert's Rules of Order for operational procedures during Public Board and Board Committee meetings except where applicable legislation provides different or additional directives (Board Procedures Regulation 82/2019).

2. The organizational meeting of the Board shall be held annually at the August Board meeting, except in an election year, where it will be held within 4 weeks of an election date. The agenda for this meeting is found in Appendix A.

> 2.1 An official swearing-in ceremony shall be scheduled following confirmation of trustee election results in a general election year.
>
> > 2.1.1 Each trustee shall take the oath of office or make an affirmation as called upon in accordance with the agenda.
> >
> > 2.1.2 Special swearing-in provisions shall be made for a trustee taking office following a by-election.

3. The Board will establish, by resolution at the Annual Organizational Meeting, the dates, start time, standing adjournment time, and place of the regular meetings of the Board. The format for the agendas of these meetings is found in Appendix B.

4. The Board will acknowledge the Treaty 6 territory with the Treaty 6 Acknowledgement Statement at the Annual Organizational Meeting.

5. A quorum, which is a simple majority of the number of trustees, must be present for every duly constituted meeting.

6. All meetings will ordinarily be held in the Division Office in Morinville.

7. Meetings of the Board shall not be held without the Superintendent and/or designate(s) in attendance, unless the Superintendent's employment contract is being discussed.

WARDS

As per the Education Act (s. 76), the Board provides for the nomination and election of trustees within the Division by wards (electoral subdivisions). The Board believes it is best served by an electoral ward system, with each ward being equitable, in terms of the electoral population served.

Electoral wards will be established based primarily on representation by population.

Each ward's population should follow the Electoral Boundaries commission's recommendation that the population of a proposed ward should not vary +/- 25% from the average ward population.

Sturgeon Public Schools will also give consideration to the geographic area served and communities served in establishing its electoral wards.

The Board has determined that there shall be seven (7) electoral wards as specified in the Exhibit to this policy.

Any changes to the electoral ward boundaries shall be by Ministerial Order.

A copy of The Sturgeon Public School Division Electoral Wards is attached as Appendix C of this policy.

PREPARATION OF PUBLIC BOARD MEETING AGENDAS

8. Before each Board meeting, the Board Chair and Vice Chair shall confer with the Superintendent on the items to be included on the agenda, the order of the items and to become familiar with the items.

9. Agenda Items to be considered for inclusion in the Public Board Meeting Agenda must be submitted to the Board Chair or Superintendent of Schools eight (8) days prior to the meeting.

10. Distribution of Agenda Kits.

10.1 Regular Board Meeting Agenda kits will be available on the division website, no later than 5:00 p.m. three (3) business days or 5 calendar days prior to the Board Meeting.

10.2 Closed and/or In Camera Meeting Agenda kits will be provided at the meeting.

11. The Board Chair may depart from the order of business set forth on the Agenda with the consent of a majority of trustees present.

12. Public Board meetings of the Board shall not be held without the Superintendent and/or designate(s) in attendance, unless the Superintendent's employment contract is being discussed.

PUBLIC PARTICIPATION AT BOARD MEETINGS

The Board believes that input and feedback on educational issues from stakeholders is of value and, as such, supports opportunities for the Board to hear from and engage with the public. Any group or individual who wishes to appear before the Board to make a presentation to or a request of the Board will first discuss the request with the Superintendent of Schools or a designate. This provides the presenter an opportunity to clarify his/her understanding of Division procedures related to the presentation topic and determine what other assistance may be available through the administration. If after meeting with the administration an appearance before the Board is still desired;

13. Any appointments made with the Board by delegations and/or by individual stakeholders will be dealt with at the designated time (or as close to it as possible following completion of discussion of the last item) regardless of the position reached in the Agenda. Any delegations appearing before the Board will be made aware of the Board's practice with respect to delegations coming before the Board or its Committees.

13.1   The delegation and/or individual stakeholders shall provide the Superintendent five (5) business days' written notice of intent, prior to the regular Board meeting at which they wish to appear; the notice shall include a written brief articulating the matter and added to the Board package to ensure Trustees have the information at the same time as the Superintendent.

13.1.1   The Board reserves the right to determine whether the delegation will be heard by the Board. For matters clearly within the mandate of the Board, the Board Chair, in consultation with the Superintendent of Schools, will make appropriate arrangements for the delegation to be heard.

13.1.2   The Board Chair and the Superintendent may jointly agree to waive the foregoing requirements in special circumstances.

13.2   Once confirmed, an individual stakeholder may speak for three minutes at the identified public Board meeting under the agenda category "Presentations/Delegations".

13.3   In the case of a delegation, 10 minutes shall be provided to a maximum of two (2) speakers.

13.4   The total duration of the "Presentations/Delegations" section of the agenda shall not exceed 20 minutes. Exceptions to the time limits may be made by the Board Chair or a majority vote of the Board.

13.5   Speakers shall address their comments to the Board Chair.

13.6   Should a speaker utter comments that are disruptive, or negatively impact any person or entity, the speaker will be removed from the meeting.

13.7   The Board Chair will thank the speaker and/or delegation on behalf of the Board.

13.8   If a decision is required in response to a presentation, the Board will render its decision at a subsequent meeting and in a timely manner.

    13.8.1   Any speaker wishing a response from the Board shall provide their comments and any associated questions, in writing, addressed to the Board of Trustees. A response from the Board will be provided, in writing, within 2 weeks of the receipt of the written request for same.

13.9   The Board may also incorporate a recess session during a regular meeting of the Board, for the purpose of unscheduled public participation.

14. During the Comment & Question period of a Public Board meeting:

14.1 The Comment & Question period is intended to enable the public to obtain clarifying information regarding a current or past agenda item from the Board.

14.2 The Comment & Question period is not to be used as a political forum, or for furthering presentations by delegations, or to deal with matters that should properly be dealt with through other channels.

14.3 The Board may consider questions brought forward not pertaining to the current or past agendas.

14.4 Questions related to individual Trustees, staff or students of Sturgeon Public Schools will not be recognized.

14.5 Persons directing questions to the Board at a regular meeting shall do so in writing in advance via Google Form. The question must be submitted by 4:00pm the day before the Public Board Meeting. Each individual shall be limited to one question and one follow up question on the response to that question.

 14.5.1 If the meeting is being held in-person and the persons wishing to ask a question are present, the Board Chair shall identify the questioner or request the questioner to identify themselves and ask their question to the Board Chair.

 14.5.2 If the meeting is being held electronically, persons wishing to ask a question shall email their question to the Board's Google Form to be read by the Board Chair and addressed accordingly.

14.6 The Board Chair shall rule on any question which is placed, as to whether the answer will either be verbal or written.

14.7 No one shall ask the same question at any one meeting when the Board Chair rules that the question has been answered.

14.8 The Board Chair shall rule on when a question has been given sufficient time and ask that the next question be placed.

14.9 Should a question be asked on topics where the Board will not have, and cannot be expected to have, information necessary to respond appropriately, a reply will be given at the next regular meeting of the Board, or a written response will be provided as soon as possible.

14.10 The Board Chair may direct any question to other Division staff to respond.

AUDIO/VIDEO RECORDING DEVICES

15. The Board expects that anyone wanting to use recording devices at a public Board meeting shall notify the Board Chair. Public Board Meetings may be recorded and/or live-streamed. If a Public Board Meeting is to be recorded and/or live-streamed, participants will be notified.

PREPARATION AND APPROVAL OF MINUTES

16. The minutes of board meetings will state the date and venue of the meeting, the Trustees and members of the administration present and those trustees absent. The minutes shall contain all motions, board requests for information and notices of motion. They shall also state the time at which the meeting was called to order, the time that the meeting reverted from a closed to an open meeting, the time and duration of any recesses and the time the meeting adjourned or was closed.

17. The minutes of the previous meeting or other past meetings shall be provided to the Board prior to the meeting at which they are to be approved. It is the Trustees' responsibility to check for accuracy of content and, if necessary, to request changes and corrections.

18. Minutes, once approved, are only subject to change by a formal resolution.

SPECIAL MEETINGS OF THE BOARD

Occasionally, unanticipated or emergent issues require immediate Board attention and/or action.

19. Special meetings of the Board shall be called in accordance with Section 3 of the Board Procedures Regulation.

20. Special meetings of the Board shall not be held without the Superintendent and/or designate(s) in attendance, unless the Superintendent's employment contract is being discussed.

IN-CAMERA

The Board may, by resolution, schedule an in-camera meeting at a time or place agreeable to the Board, or recess a meeting in progress for the purpose of meeting in-camera.

Such resolutions shall be recorded in the minutes of the Board and shall specify those individuals eligible to attend in addition to trustees and the Superintendent.

21. The Board may convene in-camera only to discuss matters of a sensitive nature, including:

    21.1 Personnel; either

        21.1.1 Individual students; or

        21.1.2 Individual employees;

    21.2 Matters relating to negotiations;

    21.3. Acquisition/disposal of real property;

    21.4. Litigation brought by or against the Board;

    21.5. Other topics that a majority of the trustees present feel should be held in private, in the public interest.

22. In-camera sessions shall be closed to the public and press.

23. The Board shall only discuss the matter(s) that gave rise to the in-camera meeting.

24. Board members and other persons attending the session shall maintain confidentiality and shall not disclose the details of the discussion at such sessions.

25. In-camera minutes shall be marked as privileged and confidential.

26. The Board shall, during the in-camera session, adopt only such resolution and/or recommendation as is required to re-convene the Board in an open, public meeting, with due consideration to protection of personal or proprietary information.

ATTENDANCE AT MEETINGS

27. A Trustee may participate in a meeting of the Board by electronic means or other communication facilities if the electronic means or other communication facilities enable the Trustees participating in the meeting and members of the public attending the meeting to hear each other (Board Procedures Regulation Section 5).

28. Meetings of the Board include regular Public Board Meetings and the Committee of the Whole Meetings.

29. A Trustee who participates in a meeting by electronic means is considered present at the meeting and will be recorded as in attendance (Board Procedures Regulation Section 5).

30. A Trustee who wishes to participate in a Board meeting by means of electronic communication shall notify the Board Chair as soon as reasonably possible. Except in the case of a declared emergency, a Trustee shall provide such notice not less than two (2) days before the Board meeting in question.

31. While electronic participation is accommodated, in-person attendance is strongly encouraged as it fosters a more effective collaborative environment within the Board.

TRUSTEE COMPENSATION AND EXPENSES

32. The Board believes that Trustees of the Division who incur expenses in carrying out their authorized duties should be reimbursed by the Division upon submission of an approved expense claim.

33. The Board will establish guidelines and procedures for the reimbursement of approved expenses from annual budget allocations. The Chair will approve Trustee and Superintendent expenses. The Vice Chair will approve Chair expenses.

34. Trustees carrying out their authorized duties will be expected to exercise the same care in incurring expenses that a prudent person would exercise in travelling on personal business.

35. Approved expenses incurred by Trustees will be reimbursed in accordance with the requirements and subject to the limitation specified in this policy.

Trustee remuneration, 235: APPENDIX D - Trustee Remuneration, will be reviewed at least once every term to determine alignment with trustees compensation, within the Province of Alberta.

36. Trustee Honorarium & Per Diems

    36.1 The principles of trustee remuneration shall include a basic honorarium for trustees, which provides for all services rendered by a trustee to attend:

        36.1.1 Regular, Committee and Special Board meetings;

        36.1.2 Division meetings with staff, parents and/or students;

        36.1.3 Meetings with other School Boards, local municipalities and government-elected officials and personnel, School Council meetings;

        36.1.4 Staff Recognition, Welcome Back Breakfast, Christmas Luncheon and School Openings, as Board functions/events organized by the Board;

        36.1.5 Attendance at school events/celebrations, concerts, productions and/or activities;

        36.1.6 Attendance at social functions of the staff;

        36.1.7 Informal, unsolicited school or office visits and individual meetings with members of the staff or public;

        36.1.8 Attendance at graduation/school awards ceremonies;

        36.1.9 Attendance at extra-curricular school activities; and

        36.1.10 Superintendent Informal Evaluation as the only employee of the Board.

    36.2 In addition to the basic honoraria, a per diem allowance is available to trustees to cover the costs of attending those activities not provided for in the basic honorarium.

        36.2.1 ASBA Zone Meetings (designate and alternate can claim);

        36.2.2 Alberta Education Meetings/Events;

        36.2.3 PSBAA Zone Meetings (designate and alternate can claim);

        36.2.4 Attendance at meetings held by other organizations to which the Board appoints a representative (example: Community Service Advisory Board);

36.2.5 Board Retreat, school tours and school presentations;

36.2.6 Professional Development (Relevant to the role of Trustee);

36.2.7 TEBA Meetings;

36.2.8 ASBA/PSBAA Conferences;

36.2.9 Discipline Hearings;

36.2.10 Bargaining Table Session

36.2.11 Superintendent Formal Evaluation as the only employee of the Board.

36.3 Claiming of Per Diem allowance shall be done in two hour increments, up to a maximum of twelve hours. This is inclusive of travel and Per Diem rates are set out in Appendix D - Trustee Remuneration.

37. Subsistence

37.1 Reasonable and appropriate subsistence expenses may be reimbursed. Trustees may incur a meal expense when they are on Board business. Expense will be reimbursed as follows:

37.1.1 When individual trustees are claiming meal expenses, the per diem rate as outlined in the Government of Alberta Travel, Meal and Hospitality Expenses Policy will be used.

37.1.2 The breakfast allowance may be claimed if the trustee is away from home prior to 0700 and the dinner allowance may be claimed if the trustee does not arrive home until after 1900 hours.

37.2 When hosting is provided for a business meeting of the Board, actual cost incurred with itemized receipt (the Division will not reimburse alcohol purchases). Meals for business meetings will be arranged by administration unless otherwise approved by the Board Chair.

37.3 No subsistence allowance is claimable for a meal provided in conjunction with a function, meeting, or conference, unless previously approved by the Board Chair.

37.4 Subsistence allowances are set out in Appendix D - Trustee Remuneration.

38. Travel and Kilometres

38.1 Reimbursement for expenses incurred through the use of personal vehicles can be claimed based on actual distance travelled in Alberta, at the approved Per Kilometre travelled as outlined on the Government of Alberta Travel, Meal and Hospitality Expenses Policy.

38.1.1 Actual voucher expenses for travel incurred by means other than the use of the Trustee's vehicle can be claimed with receipts.

38.1.2 Standard per kilometre distances between schools and Central Office have been established and are to be applied when seeking reimbursement of approved expenses. A chart showing these distances is in Administrative Procedure 435: AP435 Appendix A - Mileage Chart.

38.1.3 Parking fees will be reimbursed at cost and must be supported by receipts.

38.1.4 Pooling of transportation is encouraged.

39. Accommodation Expenses

39.1 Will be reimbursed at cost and must be supported by receipts. Fiscal restraint is to be exercised in accommodation arrangements.

39.2 Standard room accommodation may be claimed for out-of-region travel or multi-day meetings in the same location. (Out of regions is considered anything over 100 km one way). Unless otherwise approved by the Board Chair.

TRUSTEE LEADERSHIP AND SKILLS DEVELOPMENT

40. The Board believes that trustees, by virtue of the fact that they have been elected, have been identified as leaders in their community. To nurture this quality of leadership, the Board believes that a culture of excellence must be developed at the Board level that provides opportunities for trustees to exercise and enhance their leadership skills and to be identified in their communities.

41. The Board will plan specific professional learning activities designed to assist trustees in their efforts to improve their understanding of their governance role.

42. The Board will provide the opportunity for trustees to participate in school board trustee conferences, workshops and conventions held by provincial school board associations. Trustees will share information from these events in their Trustee Reports and upload resources into the shared Trustee Google Drive.

43. Trustees are expected and may, without approval from the Board, attend the following functions:

43.1 Alberta School Boards' Association Annual Fall Conference;

43.2 Public School Boards' Association of Alberta Annual Fall Conference;

43.3 SPS Board Retreat;

43.4 SPS Board organized professional learning;

43.5 Scheduled Board and Committee Meetings;

44. The Board Chair can approve the exemption of trustees from required functions.

45. The Board Chair may attend, without prior authorization of the Board, any meetings or events called that invite the Board Chair's attendance as representation of the Board (e.g., Alberta Education, ASBA Board Chairs' meeting). The Board Chair will report on their attendance at these events at the next regular Board meeting.

46. Health Benefits

46.1 Trustees will participate in the Division benefit plans for the following items, with ninety percent (90%) cost coverage.

46.2 If a Trustee is ineligible for Division benefit plans, they will be reimbursed upon submission of receipts, to the maximum value identified in 46.1.

47. Compensation

47.1 Claims for reimbursement of expenses should be submitted promptly and within thirty (30) calendar days of the end of the month for which the claim is made.

47.2 Compensation will be contingent upon the completion of the appropriate forms and claims.

47.3 Advances will not be paid to cover any approved expenses.

47.4 All expense reimbursement claims must be on an individual Trustee basis.

47.5 Claims for the reimbursement of approved expenses are to be submitted for payment to the Board Chair. Questions will be directed to the Board Chair.

48. Division Credit Card

48.1 A Division credit card will be provided to the Board Chair upon request.

48.2 Expenses incurred and charged to such credit cards shall be in line with the intent of this policy.

49. Other Expenses

49.1 Registration and conference fees will be reimbursed at cost with receipt.

49.2 Trustees will receive a communication allowance for internet and telephone as outlined in Appendix D - Trustee Remuneration.

50. Public Disclosure of Trustee Compensation and Expenses.

50.1 To provide greater transparency and disclosure of trustee compensation, monthly summaries of trustee honoraria and expenses will be publicly disclosed.

50.2 Each month's summary is to be posted online, to the Division website, for a period of twelve (12) months.

TECHNOLOGY EQUIPMENT FOR TRUSTEES

51. To facilitate communication and the sharing of information, trustees shall be provided with computer technology for the duration of their term, which will include a division approved printer if required. The device is owned by the Division and is loaned to trustees for the purpose of engaging in Division-related business only.

52. Technology devices will be replaced consistent with the Division's technology replacement plan.

53. All equipment will be returned at the end of the trustee's term of office.

54. Within seven (7) days of an election or resignation, outgoing trustees must return all devices to the Division.

55. Trustees are responsible for the reasonable protection and safety of the equipment and are expected to keep devices secure to ensure confidentiality of documents and/or correspondence.

56. The assigned technology device is for the exclusive use of the trustee and shall not to be used or accessed by anyone other than the trustee.

57. Basic training in the use of email, backing up files and use of division software will be provided by Division staff as needed.

58. General maintenance and upgrades of trustee devices shall be on an as needed basis. If Division equipment needs repair, it will be returned to the Division. If required, the trustee will be provided with a replacement device.

TRUSTEE CONFLICT OF INTEREST

59. The trustee is directly responsible to the electorate of the Division and to the Board.

60. Upon election to office, the trustee must complete a disclosure of personal interest statement and accept a position of public trust. The trustee is expected to act in a manner which will enhance the trust accorded to the trustee, and, through the trustee, the trust accorded to the Board.

61. The Board believes that its ability to discharge its obligations is dependent upon the trust and confidence of the electorate in its Board and its trustee members. Therefore, the Board believes in the requirement to declare a conflict of interest.

61.1 The trustee is expected to be conversant with sections 85-96 of the Education Act and Board Policy 220: Trustee Code of Conduct.

61.2 The trustee is solely responsible for declaring themselves to be in a possible conflict of interest.

61.2.1 The trustee will make such a declaration in an open meeting prior to Board or committee discussion of the subject matter which may place the trustee in conflict of interest.

61.2.2 Following the declaration of conflict of interest by a trustee, all debate and action will cease until the trustee has left the room.

61.3 It will be the responsibility of the trustee in conflict to absent themselves from the meeting in accordance with the requirements of the Education Act and Board Policy 220: Trustee Code of Conduct. It is also the responsibility of the trustee to ensure that his/her declaration and absence is properly recorded within the minutes.

References:
Education Act:
Division 2, Board Procedures;
Division 5, Conflict of Interest and Disqualification
Sections 33, 34, 64, 75
Appendix A - Sturgeon Public Schools Board Organizational Meeting Agenda
Appendix B - Sturgeon Public Schools Board Meeting Agenda
Appendix C - Electoral Wards
Appendix D - Trustee Remuneration
AP425– Purchasing Authority and Procedure
AP435– Employee Expense Claims and Reimbursement
AP435 Appendix A - Mileage Chart
Board Procedures Regulation 82/2019
Robert's Rules of Order
Government of Alberta Travel, Meal and Hospitality Expenses Policy

History
2019 Mar 27 Initial Approval
2020 Jan 29 Amended
2020 Mar 25 Amended
2020 Nov 25 Amended
2021 Oct 27 Reviewed
2022 Jun 22 Amended
2023 Oct 25 Amended
2025 May 28 Amended

235: APPENDIX D - Trustee Remuneration

Trustee Honorarium	Chair	$23,212
	Vice Chair	$22,156
	Trustees	$22,101
Per Diem Allowance	Two Hour Rate	$37.50
Communication Allowance	Internet & Telephone (Monthly)	$75
Meal Allowance	Breakfast	$13.00
	Lunch	$17.00
	Dinner	$27.00
MIleage Rate	per kilometre travelled	$0.550

235: Board Operations

POLICY

The Board's ability to discharge its obligations in an efficient and effective manner is dependent upon the development and implementation of a sound organization design. The meetings of the Board must be held in public and no person shall be excluded from them except for improper conduct (Education Act 64 (1)).

There are times when public interest is best served by private discussion of specific issues through in-camera sessions. It is necessary to protect individual privacy and the Board's own position in negotiating either collective agreements or contracts and therefore the Board may go in-camera for issues dealing with individual students, individual employees, land, labour, litigation or negotiation.

The Board believes that effectiveness and transparency of decision-making are facilitated by conducting regular and committee meetings (virtually and in-person) as often as is necessary to deal adequately with its business (Board Procedures Regulation 82/2019) with clearly defined policies~~rocedures~~ that are communicated clearly to the public.

GUIDELINES

1. The Board will follow Robert's Rules of Order for operational procedures during Public Board and Board Committee meetings except where applicable legislation provides different or additional directives (Board Procedures Regulation 82/2019).

2. The organizational meeting of the Board shall be held annually at the August Board meeting, except in an election year, where it will be held within 4 weeks of an election date. The agenda for this meeting is found in Appendix A.

> 2.1 An official swearing-in ceremony shall be scheduled following confirmation of trustee election results in a general election year.
>
> > 2.1.1 Each trustee shall take the oath of office or make an affirmation as called upon in accordance with the agenda.
> >
> > 2.1.2 Special swearing-in provisions shall be made for a trustee taking office following a by-election.

3. The Board will establish, by resolution at the Annual Organizational Meeting, the dates, start time, standing adjournment time, and place of the regular meetings of the Board. The format for the agendas of these meetings is found in Appendix B.

4. The Board will acknowledge the Treaty 6 territory with the Treaty 6 Acknowledgement Statement at the Annual Organizational Meeting.

5. A quorum, which is a simple majority of the number of trustees, must be present for every duly constituted meeting.

6. All meetings will ordinarily be held in the Division Office in Morinville.

7. Meetings of the Board shall not be held without the Superintendent and/or designate(s) in attendance, unless the Superintendent's employment contract is being discussed.

WARDS

As per the Education Act (s. 76), the Board provides for the nomination and election of trustees within the Division by wards (electoral subdivisions). The Board believes it is best served by an electoral ward system, with each ward being equitable, in terms of the electoral population served.

Electoral wards will be established based primarily on representation by population.

Each ward's population should follow the Electoral Boundaries commission's recommendation that the population of a proposed ward should not vary +/- 25% from the average ward population.

Sturgeon Public Schools will also give consideration to the geographic area served and communities served in establishing its electoral wards.

The Board has determined that there shall be seven (7) electoral wards as specified in the Exhibit to this policy.

Any changes to the electoral ward boundaries shall be by Ministerial Order.

A copy of The Sturgeon Public School Division Electoral Wards is attached as Appendix C of this policy.

PREPARATION OF PUBLIC BOARD MEETING AGENDAS

8. Before each Board meeting, the Board Chair and Vice Chair shall confer with the Superintendent on the items to be included on the agenda, the order of the items and to become familiar with the items.

9. Agenda Items to be considered for inclusion in the Public Board Meeting Agenda must be submitted to the Board Chair or Superintendent of Schools eight (8) days prior to the meeting.

10. Distribution of Agenda Kits.

10.1 Regular Board Meeting Agenda kits will be available on the division website, no later than 5:00 p.m. three (3) business days or 5 calendar days prior to the Board Meeting.

10.2 Closed and/or In Camera Meeting Agenda kits will be provided at the meeting.

11. The Board Chair may depart from the order of business set forth on the Agenda with the consent of a majority of trustees present.

12. Public Board meetings of the Board shall not be held without the Superintendent and/or designate(s) in attendance, unless the Superintendent's employment contract is being discussed.

PUBLIC PARTICIPATION AT BOARD MEETINGS

The Board believes that input and feedback on educational issues from stakeholders is of value and, as such, supports opportunities for the Board to hear from and engage with the public. Any group or individual who wishes to appear before the Board to make a presentation to or a request of the Board will first discuss the request with the Superintendent of Schools or a designate. This provides the presenter an opportunity to clarify his/her understanding of Division procedures related to the presentation topic and determine what other assistance may be available through the administration. If after meeting with the administration an appearance before the Board is still desired;

13. Any appointments made with the Board by delegations and/or by individual stakeholders will be dealt with at the designated time (or as close to it as possible following completion of discussion of the last item) regardless of the position reached in the Agenda. Any delegations appearing before the Board will be made aware of the Board's practice with respect to delegations coming before the Board or its Committees.

13.1 The delegation and/or individual stakeholders shall provide the Superintendent five (5) business days' written notice of intent, prior to the regular Board meeting at which they wish to appear; the notice shall include a written brief articulating the matter and added to the Board package to ensure Trustees have the information at the same time as the Superintendent.

13.1.1 The Board reserves the right to determine whether the delegation will be heard by the Board. For matters clearly within the mandate of the Board, the Board Chair, in consultation with the Superintendent of Schools, will make appropriate arrangements for the delegation to be heard.

13.1.2 The Board Chair and the Superintendent may jointly agree to waive the foregoing requirements in special circumstances.

13.2   Once confirmed, an individual stakeholder may speak for three minutes at the identified public Board meeting under the agenda category "Presentations/Delegations".

13.3   In the case of a delegation, 10 minutes shall be provided to a maximum of two (2) speakers.

13.4   The total duration of the "Presentations/Delegations" section of the agenda shall not exceed 20 minutes. Exceptions to the time limits may be made by the Board Chair or a majority vote of the Board.

13.5   Speakers shall address their comments to the Board Chair.

13.6   Should a speaker utter comments that are disruptive, or negatively impact any person or entity, the speaker will be removed from the meeting.

13.7   The Board Chair will thank the speaker and/or delegation on behalf of the Board.

13.8   If a decision is required in response to a presentation, the Board will render its decision at a subsequent meeting and in a timely manner.

    13.8.1   Any speaker wishing a response from the Board shall provide their comments and any associated questions, in writing, addressed to the Board of Trustees. A response from the Board will be provided, in writing, within 2 weeks of the receipt of the written request for same.

13.9   The Board may also incorporate a recess session during a regular meeting of the Board, for the purpose of unscheduled public participation.

14. During the Comment & Question period of a Public Board meeting:

14.1 The Comment & Question period is intended to enable the public to obtain clarifying information regarding a current or past agenda item from the Board.

14.2 The Comment & Question period is not to be used as a political forum, or for furthering presentations by delegations, or to deal with matters that should properly be dealt with through other channels.

14.3 The Board may consider questions brought forward not pertaining to the current or past agendas.

14.4 Questions related to individual Trustees, staff or students of Sturgeon Public Schools will not be recognized.

14.5 Persons directing questions to the Board at a regular meeting shall do so in writing in advance via Google Form. The question must be submitted by 4:00pm the day before the Public Board Meeting. Each individual shall be limited to one question and one follow up question on the response to that question.

> 14.5.1 If the meeting is being held in-person and the persons wishing to ask a question are present, the Board Chair shall identify the questioner or request the questioner to identify themselves and ask their question to the Board Chair.

> 14.5.2 If the meeting is being held electronically, persons wishing to ask a question shall email their question to the Board's Google Form to be read by the Board Chair and addressed accordingly.

14.6 The Board Chair shall rule on any question which is placed, as to whether the answer will either be verbal or written.

14.7 No one shall ask the same question at any one meeting when the Board Chair rules that the question has been answered.

14.8 The Board Chair shall rule on when a question has been given sufficient time and ask that the next question be placed.

14.9 Should a question be asked on topics where the Board will not have, and cannot be expected to have, information necessary to respond appropriately, a reply will be given at the next regular meeting of the Board, or a written response will be provided as soon as possible.

14.10 The Board Chair may direct any question to other Division staff to respond.

14.1 The public may ask a question of the Board. To ask a question of the Board, the speaker must raise their hand (in the chat, if online), wait to be called upon by the Board Chair and have their camera on (if online). The Chair will ask the speaker to state his or her name, and the question to be addressed. The Board Chair shall answer the question or direct the question to the Superintendent.

14.2 The Board will not permit negative statements being made about particular individuals or schools whether named or identifiable by the context. As stated in 14.6, should a speaker utter comments that are disruptive, or negatively impact any person or entity, the speaker will be removed from the meeting.

14.3 Questions or Comments with respect to the following issues will not be permitted:

> 14.3.1 the security of the property of The Sturgeon Public School Division,

14.3.2 personal information of an individual, including but not limited to a student, an employee, or a group thereof, of The Sturgeon Public School Division,

14.3.3 a proposed or pending acquisition or disposition of property by or for The Sturgeon Public School Division,

14.3.4 labour relations or employee negotiations,

14.3.5 a law enforcement matter, litigation, or potential litigation, including matters before administrative tribunals affecting The Sturgeon Public School Division, or

14.3.6 the consideration of a request for access for information under the Freedom of Information and Protection of Privacy Act.

14.3.7 With the exception of the Board Chair, who may provide clarification as required, Trustees will not make comments or ask questions of the speaker.

AUDIO/VIDEO RECORDING DEVICES

15. The Board expects that anyone wanting to use recording devices at a public Board meeting shall notify the Board Chair. Public Board Meetings may beare recorded and/or live-streamed. If a Public Board Meeting is to be recorded and/or live-streamed, participants will be notified.

PREPARATION AND APPROVAL OF MINUTES

16. The minutes of board meetings will state the date and venue of the meeting, the Trustees and members of the administration present and those trustees absent. The minutes shall contain all motions, board requests for information and notices of motion. They shall also state the time at which the meeting was called to order, the time that the meeting reverted from a closed to an open meeting, the time and duration of any recesses and the time the meeting adjourned or was closed.

17. The minutes of the previous meeting or other past meetings shall be provided to the Board prior to the meeting at which they are to be approved. It is the Trustees' responsibility to check for accuracy of content and, if necessary, to request changes and corrections.

18. Minutes, once approved, are only subject to change by a formal resolution.

SPECIAL MEETINGS OF THE BOARD

Occasionally, unanticipated or emergent issues require immediate Board attention and/or action.

19. Special meetings of the Board shall be called in accordance with Section 3 of the Board Procedures Regulation.

20. Special meetings of the Board shall not be held without the Superintendent and/or designate(s) in attendance, unless the Superintendent's employment contract is being discussed.

IN-CAMERA

The Board may, by resolution, schedule an in-camera meeting at a time or place agreeable to the Board, or recess a meeting in progress for the purpose of meeting in-camera.

Such resolutions shall be recorded in the minutes of the Board and shall specify those individuals eligible to attend in addition to trustees and the Superintendent.

21. The Board may convene in-camera only to discuss matters of a sensitive nature, including:

    21.1 Personnel; either

        21.1.1 Individual students; or

        21.1.2 Individual employees;

    21.2 Matters relating to negotiations;

    21.3. Acquisition/disposal of real property;

    21.4. Litigation brought by or against the Board;

    21.5. Other topics that a majority of the trustees present feel should be held in private, in the public interest.

22. In-camera sessions shall be closed to the public and press.

23. The Board shall only discuss the matter(s) that gave rise to the in-camera meeting.

24. Board members and other persons attending the session shall maintain confidentiality and shall not disclose the details of the discussion at such sessions.

25. In-camera minutes shall be marked as privileged and confidential.

26. The Board shall, during the in-camera session, adopt only such resolution and/or recommendation as is required to re-convene the Board in an open, public meeting, with due consideration to protection of personal or proprietary information.

ATTENDANCE AT MEETINGS

27. A Trustee may participate in a meeting of the Board by electronic means or other communication facilities if the electronic means or other communication facilities enable the Trustees participating in the meeting and members of the public attending the meeting to hear each other (Board Procedures Regulation Section 5).

28. Meetings of the Board include regular Public Board Meetings and the Committee of the Whole Meetings.

29. A Trustee who participates in a meeting by electronic means is considered present at the meeting and will be recorded as in attendance (Board Procedures Regulation Section 5).

30. A Trustee who wishes to participate in a Board meeting by means of electronic communication shall notify the Board Chair as soon as reasonably possible. Except in the case of a declared emergency, a Trustee shall provide such notice not less than two (2) days before the Board meeting in question.

31. While electronic participation is accommodated, in-person attendance is strongly encouraged as it fosters a more effective collaborative environment within the Board.

TRUSTEE COMPENSATION AND EXPENSES

32. The Board believes that Trustees of the Division who incur expenses in carrying out their authorized duties should be reimbursed by the Division upon submission of an approved expense claim.

33. The Board will establish guidelines and procedures for the reimbursement of approved expenses from annual budget allocations. The Chair will approve Trustee and Superintendent expenses. The Vice Chair will approve Chair expenses.

34. Trustees carrying out their authorized duties will be expected to exercise the same care in incurring expenses that a prudent person would exercise in travelling on personal business.

35. Approved expenses incurred by Trustees will be reimbursed in accordance with the requirements and subject to the limitation specified in this policy.

Trustee remuneration, 235: APPENDIX D - Trustee Remuneration, will be reviewed at least once every term to determine alignment with trustees compensation, within the Province of Alberta.

36. Trustee Honorarium & Per Diems

36.1 The principles of trustee remuneration shall include a basic honorarium for trustees, which provides for all services rendered by a trustee to attend:

36.1.1 Regular, Committee and Special Board meetings;

36.1.2 Division meetings with staff, parents and/or students;

36.1.3 Meetings with other School Boards, local municipalities and government-elected officials and personnel, School Council meetings;

36.1.4 Staff Recognition, Welcome Back Breakfast, Christmas Luncheon and School Openings, as Board functions/events organized by the Board;

36.1.5 Attendance at school events/celebrations, concerts, productions and/or activities;

36.1.6 Attendance at social functions of the staff;

36.1.7 Informal, unsolicited school or office visits and individual meetings with members of the staff or public;

36.1.8 Attendance at graduation/school awards ceremonies;

36.1.9 Attendance at extra-curricular school activities; and

36.1.10 Superintendent Informal Evaluation as the only employee of the Board.

36.2 In addition to the basic honoraria, a per diem allowance is available to trustees to cover the costs of attending those activities not provided for in the basic honorarium.

36.2.1 ASBA Zone Meetings (designate and alternate can claim);

36.2.2 Alberta Education Meetings/Events;

36.2.3 PSBAA Zone Meetings (designate and alternate can claim);

36.2.4 Attendance at meetings held by other organizations to which the Board appoints a representative (example: Community Service Advisory Board);

36.2.5 Board Retreat, school tours and school presentations;

36.2.6 Professional Development (Relevant to the role of Trustee);

36.2.7 TEBA Meetings;

36.2.8 ASBA/PSBAA Conferences;

36.2.9 Discipline Hearings;

36.2.10 Bargaining Table Session

36.2.11 Superintendent Formal Evaluation as the only employee of the Board.

36.3 Claiming of Per Diem allowance shall be done in two hour increments, up to a maximum of twelve hours. This is inclusive of travel and Per Diem rates are set out in Appendix D - Trustee Remuneration.

37. Subsistence

37.1 Reasonable and appropriate subsistence expenses may be reimbursed. Trustees may incur a meal expense when they are on Board business. Expense will be reimbursed as follows:

37.1.1 When individual trustees are claiming meal expenses, the per diem rate as outlined in the Government of Alberta Travel, Meal and Hospitality Expenses Policy will be used.

37.1.2 The breakfast allowance may be claimed if the trustee is away from home prior to 0700 and the dinner allowance may be claimed if the trustee does not arrive home until after 1900 hours.

37.2 When hosting is provided for a business meeting of the Board, actual cost incurred with itemized receipt (the Division will not reimburse alcohol purchases). Meals for business meetings will be arranged by administration unless otherwise approved by the Board Chair.

37.3 No subsistence allowance is claimable for a meal provided in conjunction with a function, meeting, or conference, unless previously approved by the Board Chair.

37.4 Subsistence allowances are set out in Appendix D - Trustee Remuneration.

38. Travel and Kilometres

38.1 Reimbursement for expenses incurred through the use of personal vehicles can be claimed based on actual distance travelled in Alberta, at the approved Per Kilometre travelled as outlined on the Government of Alberta Travel, Meal and Hospitality Expenses Policy.

38.1.1 Actual voucher expenses for travel incurred by means other than the use of the Trustee's vehicle can be claimed with receipts.

38.1.2 Standard per kilometre distances between schools and Central Office have been established and are to be applied when seeking reimbursement of approved expenses. A chart showing these distances is in Administrative Procedure 435: AP435 Appendix A - Mileage Chart.

38.1.3 Parking fees will be reimbursed at cost and must be supported by receipts.

38.1.4 Pooling of transportation is encouraged.

39. Accommodation Expenses

39.1 Will be reimbursed at cost and must be supported by receipts. Fiscal restraint is to be exercised in accommodation arrangements.

39.2 Standard room accommodation may be claimed for out-of-region travel or multi-day meetings in the same location. (Out of regions is considered anything over 100 km one way). Unless otherwise approved by the Board Chair.

TRUSTEE LEADERSHIP AND SKILLS DEVELOPMENT

40. The Board believes that trustees, by virtue of the fact that they have been elected, have been identified as leaders in their community. To nurture this quality of leadership, the Board believes that a culture of excellence must be developed at the Board level that provides opportunities for trustees to exercise and enhance their leadership skills and to be identified in their communities.

41. The Board will plan specific professional learning activities designed to assist trustees in their efforts to improve their understanding of their governance role.

42. The Board will provide the opportunity for trustees to participate in school board trustee conferences, workshops and conventions held by provincial school board associations. Trustees will share information from these events in their Trustee Reports and upload resources into the shared Trustee Google Drive.

43. Trustees are expected and may, without approval from the Board, attend the following functions:

43.1 Alberta School Boards' Association Annual Fall Conference;

43.2 Public School Boards' Association of Alberta Annual Fall Conference;

43.3 SPS Board Retreat;

43.4 SPS Board organized professional learning;

43.5 Scheduled Board and Committee Meetings;

44. The Board Chair can approve the exemption of trustees from required functions.

45. The Board Chair may attend, without prior authorization of the Board, any meetings or events called that invite the Board Chair's attendance as representation of the Board (e.g., Alberta Education, ASBA Board Chairs' meeting). The Board Chair will report on their attendance at these events at the next regular Board meeting.

46. Health Benefits

46.1 Trustees will participate in the Division benefit plans for the following items, with ninety percent (90%) cost coverage.

46.2 If a Trustee is ineligible for Division benefit plans, they will be reimbursed upon submission of receipts, to the maximum value identified in 46.1.

47. Compensation

47.1 Claims for reimbursement of expenses should be submitted promptly and within thirty (30) calendar days of the end of the month for which the claim is made.

47.2 Compensation will be contingent upon the completion of the appropriate forms and claims.

47.3 Advances will not be paid to cover any approved expenses.

47.4 All expense reimbursement claims must be on an individual Trustee basis.

47.5 Claims for the reimbursement of approved expenses are to be submitted for payment to the Board Chair. Questions will be directed to the Board Chair.

48. Division Credit Card

48.1 A Division credit card will be provided to the Board Chair upon request.

48.2 Expenses incurred and charged to such credit cards shall be in line with the intent of this policy.

49. Other Expenses

49.1 Registration and conference fees will be reimbursed at cost with receipt.

49.2 Trustees will receive a communication allowance for internet and telephone as outlined in Appendix D - Trustee Remuneration.

50. Public Disclosure of Trustee Compensation and Expenses.

50.1 To provide greater transparency and disclosure of trustee compensation, monthly summaries of trustee honoraria and expenses will be publicly disclosed.

50.2 Each month's summary is to be posted online, to the Division website, for a period of twelve (12) months.

TECHNOLOGY EQUIPMENT FOR TRUSTEES

51. To facilitate communication and the sharing of information, trustees shall be provided with computer technology for the duration of their term, which will include a division approved printer if required. The device is owned by the Division and is loaned to trustees for the purpose of engaging in Division-related business only.

52. Technology devices will be replaced consistent with the Division's technology replacement plan.

53. All equipment will be returned at the end of the trustee's term of office.

54. Within seven (7) days of an election or resignation, outgoing trustees must return all devices to the Division.

55. Trustees are responsible for the reasonable protection and safety of the equipment and are expected to keep devices secure to ensure confidentiality of documents and/or correspondence.

56. The assigned technology device is for the exclusive use of the trustee and shall not to be used or accessed by anyone other than the trustee.

57. Basic training in the use of email, backing up files and use of division software will be provided by Division staff as needed.

58. General maintenance and upgrades of trustee devices shall be on an as needed basis. If Division equipment needs repair, it will be returned to the Division. If required, the trustee will be provided with a replacement device.

TRUSTEE CONFLICT OF INTEREST

59. The trustee is directly responsible to the electorate of the Division and to the Board.

60. Upon election to office, the trustee must complete a disclosure of personal interest statement and accept a position of public trust. The trustee is expected to act in a manner which will enhance the trust accorded to the trustee, and, through the trustee, the trust accorded to the Board.

61. The Board believes that its ability to discharge its obligations is dependent upon the trust and confidence of the electorate in its Board and its trustee members. Therefore, the Board believes in the requirement to declare a conflict of interest.

61.1 The trustee is expected to be conversant with sections 85-96 of the Education Act and Board Policy 220: Trustee Code of Conduct.

61.2 The trustee is solely responsible for declaring themselves to be in a possible conflict of interest.

61.2.1 The trustee will make such a declaration in an open meeting prior to Board or committee discussion of the subject matter which may place the trustee in conflict of interest.

61.2.2 Following the declaration of conflict of interest by a trustee, all debate and action will cease until the trustee has left the room.

61.3 It will be the responsibility of the trustee in conflict to absent themselves from the meeting in accordance with the requirements of the Education Act and Board Policy 220: Trustee Code of Conduct. It is also the responsibility of the trustee to ensure that his/her declaration and absence is properly recorded within the minutes.

TRUSTEE COMPENSATION AND EXPENSES

The Board believes that Trustees of the Division who incur expenses in carrying out their authorized duties should be reimbursed by the Division upon submission of an approved expense claim.

The Board will establish guidelines and procedures for the reimbursement of approved expenses from annual budget allocations. The Chair will approve Trustee and Superintendent expenses. The Vice Chair will approve Chair expenses.

Trustee remuneration may change at the same rate and at the same time as changes to the salary scales contained in the General Employment Conditions.

Trustees carrying out their authorized duties will be expected to exercise the same care in incurring expenses that a prudent person would exercise in travelling on personal business.

32. Approved expenses incurred by Trustees will be reimbursed in accordance with the requirements and subject to the limitation specified in the guidelines and procedures.

33. Advances will not be paid to cover any approved expenses.

34. Claims for reimbursement of expenses should be submitted promptly and within one (1) month of the expenses being incurred.

35. All expense reimbursement claims must be on an individual Trustee basis other than expenses incurred pursuant to Guideline 2.6.

36. A Division credit card will be provided to the Board Chair upon request.

36.1 Expenses incurred and charged to such credit cards shall be in line with the intent of this policy.

37. Approved expenses are found in Appendix D.

38. Approved expenses will be reimbursed at the rates set out in Appendix D applicable to this policy.

39. Claims for the reimbursement of approved expenses are to be submitted for payment to the Board Chair. Questions will be directed to the Board Chair.

40. Approved expenses will be paid at the following rates:

40.1 Actual distance travelled in Alberta in the Trustee's vehicle, at the approved Per Kilometre travelled as outlined on the Government of Alberta Travel, Meal and Hospitality Expenses Policy. Canada Customs and Revenue Agency rate.

40.2 Actual voucher expenses for travel incurred by means other than the use of the Trustee's vehicle — receipts required.

40.3 Actual voucher subsistence expenses for approved conferences, workshops, seminars and meetings. Actual accommodation and meal expenses with receipts.

40.4 $130.00 for breakfast, $174.00 for lunch and $272.00 for dinner where vouchers receipts are not available.

41. Standard per kilometrer distances between schools and Central Office and Edmonton have been established and are to be applied when seeking reimbursement of approved expenses. A chart showing these distances is attached to this policy.

42. A general expense allowance is determined annually as part of the budget process.

TECHNOLOGY EQUIPMENT FOR TRUSTEES

To facilitate communication and the sharing of information trustees shall be provided with computer technology (i.e. laptop and printer) for the duration of their term. The device is owned by the Division and is loaned to trustees for the purpose of engaging in Division related business. Consumables (i.e. Print cartridges and maintenance kits) shall be reimbursed. See Appendix E.

References:
Education Act:
Division 2, Board Procedures;
Division 5, Conflict of Interest and Disqualification
Sections 33, 34, 64, 75
Appendix A - Sturgeon Public Schools Board Organizational Meeting Agenda
Appendix B - Sturgeon Public Schools Board Meeting Agenda
Appendix C - Electoral Wards
Appendix D - Trustee Remuneration
Appendix E - Technology Equipment for Trustees

AP425– Purchasing Authority and Procedure
AP435– Employee Expense Claims and Reimbursement
AP435 Appendix A - Mileage Chart
Board Procedures Regulation 82/2019
Robert's Rules of Order
Government of Alberta Travel, Meal and Hospitality Expenses Policy

History
2019 Mar 27 Initial Approval
2020 Jan 29 Amended
2020 Mar 25 Amended
2020 Nov 25 Amended
2021 Oct 27 Reviewed
2022 Jun 22 Amended
2023 Oct 25 Amended
2025 Xxx xx Amended

Date: May 28, 2025   **Agenda Item:** 7.9

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s):   Policy Committee
Lisa Lacroix, Associate Superintendent Human Resources

Subject: **Policy 700: Appendix A - Evaluation of the Superintendent of Schools**

Recommended Motion:

THAT the Board of Trustees approve Policy 700: Appendix A - Evaluation of the Superintendent of Schools with recommended changes as presented at the May 28, 2025, Public Board meeting.

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.

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.

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 appendix to this policy has undergone thorough review and consideration.

Review of Policy 700: Appendix A:
- May 22, 2024, one year ago, the policy was first brought forward at the Committee of the Whole meeting, where the item was deferred;
- August 28, 2024, discussion at the Committee of the Whole;
- September 9, 2024, reviewed at the Policy Committee;
- October 11, 2024, reviewed at Policy Committee;
- October 23, 2024, reviewed at Committee of the Whole;
- November 27, 2024, approved at the Public Board meeting;
- February 24, 2025, reviewed at Policy Committee meeting;
- March 12, 2025, reviewed at Policy Committee meeting;
- April 16, 2025, reviewed at Policy Committee meeting;
- April 23, 2025, reviewed at Committee of the Whole; and
- May 7, 2025, reviewed at Committee of the Whole. Recommended that the policy appendix be brought to the next Public Board meeting on May 28, 2025, for review and approval.

Status & Relationship to Superintendent Leadership Quality Standard (SLQS):
This report aligns with the SLQS in the following way:

COMPETENCY: **INDICATORS:**	(7) Supporting Effective Governance a. establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity; g. implementing board policies and supporting the regular review and evaluation of their impact; and h. ensuring the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities.

Governance Implications:
Education Act
Board responsibilities
33(1) A board, as a partner in education, has the responsibility to
      (h) establish and maintain governance and organizational structures that promote student well-being and success, and monitor and evaluate their effectiveness,

General powers and duties of boards
53(1) A board shall
> (a) establish, maintain and implement policies necessary for fulfilling its responsibilities under section 33,

Superintendent of schools
222 (1.1) Unless otherwise authorized under this Act, a board must appoint as a superintendent of schools only a teacher who holds a superintendent leadership certificate prescribed by the regulations and issued under this Act.

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.

Superintendent of Schools Regulation 98/2019
The Superintendent of Schools Regulation sets out the qualifications that an individual must meet in order to be appointed as a school board superintendent or acting superintendent.

Superintendent Leadership Quality Standard
Sets out the standards that superintendents of schools are expected to meet throughout their careers. The superintendent of schools is accountable for the demonstration of all of the competencies identified in the Standard. The chief deputy superintendent is accountable for the demonstration of all of the competencies directly related to their assigned role(s) under the direction of the superintendent of schools.

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 700: Appendix A - Evaluation of the Superintendent of Schools - Clean Copy
2. Policy 700: Appendix A - Evaluation of the Superintendent of Schools - Tracked Changes

700: Appendix A - Evaluation of the Superintendent of Schools
Responsible Administrator: Associate Superintendent Human Resources

PURPOSE
The Superintendent of Schools evaluation process has been developed by the Board of Trustees to be consistent with the expectations of the role identified in Board Policy, the Education Act, the Superintendent Leadership Quality Standard (referred to as SLQS throughout this document), and the Superintendent of Schools Regulation.

Evaluation is designed to recognize strengths and identify areas requiring attention. The evaluation process and supporting information sources shall serve to:
- provide feedback on the Superintendent's leadership and performance in all areas of the Superintendent Leadership Quality Standard
- allow the Superintendent to report on successes and challenges during the year, and provide feedback relating to continuous improvement efforts and annual goals
- recognize areas and trends that are showing positive change or progress
- enable the Board and Superintendent to engage in dialogue about results, any issues or concerns associated with the role and the evaluation process
- inform the organizational outcomes, key performance competencies, and Superintendent's own goals for the next evaluation cycle
- Serve as a tool in determining salary and contract considerations

To ensure that the Superintendent is meeting the requirements of Policy 700 The Role of the Superintendent of Schools, and the requirements of the SLQS, the Board of Trustees will formally evaluate the Superintendent's performance on a regular basis according to the following guidelines.

PROCESS
The Associate Superintendent, Human Resources is responsible for administering this Administrative Procedure.

PROCEDURE
1. Criteria for Evaluation.

   1.1 The criteria for the first evaluation will be those set out in the Superintendent Leadership Quality Standard (SLQS).

   1.2 In subsequent evaluations, the criteria will be those defined and those listed or revised after each evaluation, plus any growth goals provided by the Board in the previously written evaluation report(s).

   1.3 Such growth goals may be areas requiring actions which must be taken to address trends, issues, or external realities that will enhance Division success.

1.4 The SLQS will be used by the Board to evaluate the Superintendent. The Board will review the evidence and will determine whether, and/or to what extent, the SLQS have been achieved. The SLQS will be used in the development of the summative performance evaluation for the Superintendent of Schools. For each of the seven (7) competencies, the Superintendent of Schools will be assessed in the final report. The SLQS is not intended to have every indicator reported on. The SLQS indicators are suggestions which are likely to lead to the achievement of the competency but may be included, excluded or changed based on the superintendent's context.

1.5 Data relative to the SLQS will be collected by a mutually agreed upon external individual by interviewing a representative group of principals and direct reports in a 360° performance measure. "Direct reports" are defined to be those individuals who report directly to the Superintendent on the Division's organizational chart.

2. Superintendent Evidence Document

2.1 The Superintendent will provide an evidence document which will be made available to the Board approximately one (1) week before the evaluation meeting.

2.2 The purpose of the evidence document is to provide evidence that the seven (7) SLQS competencies and goals set by the Board during the previous evaluation are being addressed in the Superintendent's work.

2.3 Evidence will be organized under each competency as listed in the SLQS.

3. Evaluation Session

3.1 The Board will assess during an evaluation session whether the Superintendent has successfully met the established goals and competencies outlined in the SLQS and the goals set during the previous evaluation.

3.2 The Board and the Superintendent will be present during the evaluation.

3.3 The Superintendent will be invited to ensure the Board has full information and may choose to enter into discussion to ensure the evidence provided has been understood.

3.4 The Superintendent may leave the room when the Board develops the growth goals/areas for emphasis and the conclusion section.

3.5 The evaluation report will reflect the corporate Board.

EVALUATION PROCESS

4. The Superintendent evaluation process shall:

4.1 Provide for accountability, growth, and the strengthening of the relationship between the Board and the Superintendent and is aligned with the Superintendent's roles (Board Policy 700, Education Act) and is linked to the Division's goals. The written report will affirm specific accomplishments and will identify areas of growth.

4.2 Meet the contractual requirement that the Superintendent and Board come to a mutual agreement relative to the comprehensive evaluation process to be followed. The Board will meet and discuss the evaluation process, format, and instrumentation with the Superintendent.

4.3 Highlight that a key role of the Superintendent, as the Chief Education Officer for the Division, is to enhance student achievement and success for all children.

4.4 Highlight a key role of the Superintendent, as the Chief Executive Officer for the Division, is to achieve accountability responsibilities in alignment with Division goals and objectives and support the Board in its governance role.

4.5 Identify how the Superintendent works with the board as a "governance team" and assures collective responsibility for building a unity of purpose, communicating a common vision, and creating a positive organizational culture.

4.6 Recognize that the board/superintendent governance relationship is supported by the staff in the division which reports to the Superintendent.

4.7 Align with and based upon the Superintendent's roles and responsibilities, The Division's goals and objectives, and Alberta Education's SLQS.

4.8 Be based on evidence from multiple data sources relating to the specific responsibility areas identified in Board Policy 700 and will assess the Superintendent of School's performance in the seven (7) competency areas identified in the SLQS. The process will include a discussion of the evidence document prepared by the Superintendent of Schools.

4.9 Ensure Board feedback is provided regularly, is supported by specific examples, and will focus on areas over which the Superintendent has authority.

4.10 Be a performance-based assessment system. Such an evaluation shall focus on improvement over time and consider the previous evaluation data in identifying and addressing areas of growth.

5. Evaluation Report

5.1 The Board shall report its evaluation of the Superintendent in writing. A summary document will be prepared and signed by the Board Chair and the Superintendent of Schools at the conclusion of the process for each formal performance evaluation.

5.2 The performance evaluation report shall contain a description of the important contextual details that existed during the term of the performance evaluation, and a summary of the superintendent's performance in the competency areas identified in the SLQS. The summary document will also include the identification of relative strength areas, suggestions for growth, and recommendations regarding division priorities identified by the Board. A final signed document is provided to the superintendent for inclusion in his/her personnel file.

5.3 If the Board determines that the performance of the Superintendent has not successfully met the established goals and competencies outlined in the SLQS and the goals set during the previous evaluation, it shall describe in writing, in detail, with supporting examples, such unsatisfactory performance. The evaluation shall include recommendations and resources for areas of improvement in all instances where the Board deems the Superintendent's performance to be unsatisfactory.

5.4 The Superintendent will have the right to make a written response to the evaluation within thirty (30) days of receiving the evaluation. The Board's evaluation and the Superintendent's response shall become a permanent attachment to the Superintendent's personnel file.

6. The Board and Superintendent shall review the policies which guide the process, format, and timeline for the upcoming year.

7. Timeline

7.1 Superintendent evaluations will be conducted as per the Superintendent's employment contract.

7.2 The Board may choose, at its sole discretion, to evaluate the Superintendent in any additional school year not noted in the employment contract.

7.3 the Board must inform the Superintendent in writing by September 30 of the school year in which an evaluation will be conducted.

7.4 The final evaluation report must be delivered to the Superintendent no later than May 15 of the year in which the evaluation is conducted.

8. In any school year in which the Superintendent is not evaluated, the Superintendent's performance shall be deemed to be proficient.

700: Appendix A - Evaluation of the Superintendent of Schools
Responsible Administrator: Associate Superintendent Human Resources

PURPOSE
The Superintendent of Schools evaluation process has been developed by the Board of Trustees to be consistent with the expectations of the role identified in Board Policy, the Education Act, the Superintendent Leadership Quality Standard (referred to as SLQS throughout this document), and the Superintendent of Schools Regulation.

Evaluation is designed to recognize strengths and identify areas requiring attention. The evaluation process and supporting information sources shall serve to:
- provide feedback on the Superintendent's leadership and performance in all areas of the Superintendent Leadership Quality Standard
- allow the Superintendent to report on successes and challenges during the year, and provide feedback relating to continuous improvement efforts and annual goals
- recognize areas and trends that are showing positive change or progress
- enable the Board and Superintendent to engage in dialogue about results, any issues or concerns associated with the role and the evaluation process
- inform the organizational outcomes, key performance competencies, and Superintendent's own goals for the next evaluation cycle
- Serve as a tool in determining salary and contract considerations

To ensure that the Superintendent is meeting the requirements of Policy 700 The Role of the Superintendent of Schools, and the requirements of the SLQS, the Board of Trustees will formally evaluate the Superintendent's performance on a regular basis according to the following guidelines.

PROCESS
The Associate Superintendent, Human Resources is responsible for administering this Administrative Procedure.

PROCEDURE
1. Criteria for Evaluation.

    1.1 The criteria for the first evaluation will be those set out in the Superintendent Leadership Quality Standard (SLQS).

    1.2 In subsequent evaluations, the criteria will be those defined and those listed or revised after each evaluation, plus any growth goals provided by the Board in the previously written evaluation report(s).

    1.3 Such growth goals may be areas requiring actions which must be taken to address trends, issues, or external realities that will enhance Division success.

1.4 ~~T~~ The SLQS will be used by the Board to evaluate the Superintendent. The Board will review the evidence and will determine whether, and/or to what extent, the SLQS have been achieved. The SLQS will be used in the development of the summative performance evaluation for the Superintendent of Schools. For each of the seven (7) competencies, the Superintendent of Schools will be assessed in the final report. ~~as Not Proficient or Proficient.~~ The SLQS is not intended to have every indicator reported on. The SLQS indicators are suggestions which are likely to lead to the achievement of the competency but may be included, excluded or changed based on the superintendent's context.

1.5 Data relative to the SLQS will be collected by a mutually agreed upon external individual by interviewing a representative group of principals and direct reports in a 360° performance measure. "Direct reports" are defined to be those individuals who report directly to the Superintendent on the Division's organizational chart.

2. Superintendent Evidence Document

2.1 The Superintendent will provide an evidence document which will be made available to the Board approximately one (1) week before the evaluation meeting.

2.2 The purpose of the evidence document is to provide evidence that the seven (7) SLQS competencies and goals set by the Board during the previous evaluation are being addressed in the Superintendent's work.

2.3 Evidence will be organized under each competency as listed in the SLQS.

3. Evaluation Session

3.1 The Board will assess during an evaluation session whether the Superintendent has successfully met the established goals and competencies outlined in the SLQS and the goals set during the previous evaluation. ~~and to what extent the Superintendent has achieved each competency (ie proficient or not proficient).~~

3.2 The Board and the Superintendent will be present during the evaluation.

3.3 The Superintendent will be invited to ensure the Board has full information and may choose to enter into discussion to ensure the evidence provided has been understood.

3.4 The Superintendent may leave the room when the Board develops the growth goals/areas for emphasis and the conclusion section.

3.5 The evaluation report will reflect the corporate Board.

<u>EVALUATION PROCESS</u>

4. The Superintendent evaluation process shall:

4.1 Provide for accountability, growth, and the strengthening of the relationship between the Board and the Superintendent and is aligned with the Superintendent's roles (Board Policy 700, Education Act) and is linked to the Division's goals. The written report will affirm specific accomplishments and will identify areas of growth.

4.2 Meet the contractual requirement that the Superintendent and Board come to a mutual agreement relative to the comprehensive evaluation process to be followed. The Board will meet and discuss the evaluation process, format, and instrumentation with the Superintendent.

4.3 Highlight that a key role of the Superintendent, as the Chief Education Officer for the Division, is to enhance student achievement and success for all children.

4.4 Highlight a key role of the Superintendent, as the Chief Executive Officer for the Division, is to achieve accountability responsibilities in alignment with Division goals and objectives and support the Board in its governance role.

4.5 Identify how the Superintendent works with the board as a "governance team" and assures collective responsibility for building a unity of purpose, communicating a common vision, and creating a positive organizational culture.

4.6 Recognize that the board/superintendent governance relationship is supported by the staff in the division which reports to the Superintendent.

4.7 Align with and based upon the Superintendent's roles and responsibilities, The Division's goals and objectives, and Alberta Education's SLQS.

4.8 Be based on evidence from multiple data sources relating to the specific responsibility areas identified in Board Policy 700 and will assess the Superintendent of School's performance in the seven (7) competency areas identified in the SLQS. The process will include a discussion of the evidence document prepared by the Superintendent of Schools.

4.9 Ensure Board feedback is provided regularly, is supported by specific examples, and will focus on areas over which the Superintendent has authority.

4.10 Be a performance-based assessment system. Such an evaluation shall focus on improvement over time and consider the previous evaluation data in identifying and addressing areas of growth.

5. Evaluation Report

5.1 The Board shall report its evaluation of the Superintendent in writing. A summary document will be prepared and signed by the Board Chair and the Superintendent of Schools at the conclusion of the process for each formal performance evaluation.

5.2 The performance evaluation report shall contain a description of the important contextual details that existed during the term of the performance evaluation, and a summary of the superintendent's performance in the competency areas identified in the SLQS. The summary document will also include the identification of relative strength areas, suggestions for growth, and recommendations regarding division priorities identified by the Board. A final signed document is provided to the superintendent for inclusion in his/her personnel file.

5.3 If the Board determines that the performance of the Superintendent ~~is not proficient in any respect,~~has not successfully met the established goals and competencies outlined in the SLQS and the goals set during the previous evaluation, it shall describe in writing, in detail, with supporting examples, such unsatisfactory performance. The evaluation shall include recommendations and resources for areas of improvement in all instances where the Board deems the Superintendent's performance to be unsatisfactory.

5.4 The Superintendent will have the right to make a written response to the evaluation within thirty (30) days of receiving the evaluation. The Board's evaluation and the Superintendent's response shall become a permanent attachment to the Superintendent's personnel file.

6. The Board and Superintendent shall review the policies which guide the process, format, and timeline for the upcoming year.

7. Timeline

7.1 Superintendent evaluations will be conducted as per the Superintendent's employment contract.

7.2 The Board may choose, at its sole discretion, to evaluate the Superintendent in any additional school year not noted in the employment contract.

7.3 the Board must inform the Superintendent in writing by September 30 of the school year in which an evaluation will be conducted.

7.4 The final evaluation report must be delivered to the Superintendent no later than May 15 of the year in which the evaluation is conducted.

8. In any school year in which the Superintendent is not evaluated, the Superintendent's performance shall be deemed to be proficient.

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: **INDICATORS:**	(3) Visionary Leadership 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: **INDICATORS:**	(6) School Authority Operations and Resources 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: **INDICATORS:**	(7) Supporting Effective Governance 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 Progamming and Learning Opportunities

805: Home 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

Date: May 28, 2025 **Agenda Item:** 7.11

To: Board of Trustees

From: Shawna Warren, Superintendent

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

Subject: **Policy 810: Off-Site Activities**

Recommended Motion:
THAT the Board of Trustees rescind Policy 810: Off-Site Activities.

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 810:

- 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.

<u>**Rationale:**</u>

- **Operational in Nature:** The detailed execution of off-site activities is the responsibility of school-based staff under the supervision of Division administration, not the Board.

- **Comprehensive Administrative Procedures:**
    - AP310 governs day trips and overnight travel within Alberta.

- AP312 addresses travel outside of Alberta and internationally, including additional safety and documentation protocols.

- **Redundancy:** The existence of a Board policy that duplicates administrative procedure causes confusion, reduces clarity and does not contribute to the Board's strategic governance work.

- **Adaptability:** Administrative procedures can be updated more frequently to reflect changes in safety standards, travel advisories, or insurance requirements, ensuring responsiveness to evolving operational needs.

- **Alignment with PSBAA Guidelines:** According to Module 7: Exercising Effective Governance, policy should focus on direction, not operations. Where issues are already regulated or operationally implemented, a separate policy is not necessary.

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: **INDICATORS:**	(3) Visionary Leadership 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: **INDICATORS:**	(6) School Authority Operations and Resources 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: **INDICATORS:**	(7) Supporting Effective Governance 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 810: Off-Site Activities
2. Administrative Procedure 310: Off-Site Activities - Day Trips and In Province Overnight
3. Administrative Procedure 312: Off-Site Activities - Out of Province and International Trips

810: Off-Site Activities - Recommend to Rescind

Related: AP310 Off Site Activities

1.0 POLICY

The Board of Trustees believes that off-site school sponsored activities can enhance student learning and development. Off-site activities enable students to participate in quality educational experiences that are at the heart of the educational process and connected to the Guide to Education, Programs of Study, curriculum and learning outcomes.

The Superintendent or designate shall be responsible for approving and monitoring off-site activity requirements and expectations to promote learning, and ensure student and staff safety.

References:

Board Policy: [410 – Student Fees](#)
 Administrative Procedure: [AP310 – Off-Site Activities](#)

History

2019 Apr 24 Initial Approval
2020 Jan 29 Reviewed
2021 Oct 27 Reviewed
2021 Nov 24 Amended
2023 Mar 22 Amended

Date: May 28, 2025   **Agenda Item:** 7.12

To: Board of Trustees

From: Shawna Warren, Superintendent

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

Subject: **Policy 815: Outreach Programs**

Recommended Motion:
THAT the Board of Trustees rescind Policy 815: Outreach Programs.

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 815:

- 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:

- **Eligibility and Program Requirements** are clearly defined by the Government - https://www.alberta.ca/outreach-programs

- **Operational Scope:** Outreach programs are designed and managed at the administrative level to respond to student needs through flexible programming, partnerships and

staffing, all of which are implementation-focused and not within the scope of Board governance.

- **Administrative Procedure Coverage:**
  - AP855: Alternate Programs and Learning Opportunities, Section 27, provides clear direction on the establishment and oversight of outreach programs.
  - The procedure defines expectations for programming design, student eligibility, reporting and compliance with Alberta Education regulations.

- **Redundancy and Efficiency:** The existence of a Board policy on outreach programming duplicates the content already provided in AP855, reducing clarity and increasing policy clutter.

- **Alignment with Effective Governance Practices:** As outlined in Module 7: Exercising Effective Governance (PSBAA), policies should be established only when the issue requires a governance response, not when it is effectively handled through existing administrative authority.

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: **INDICATORS:**	(3) Visionary Leadership 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: **INDICATORS:**	(6) School Authority Operations and Resources 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: **INDICATORS:**	(7) Supporting Effective Governance 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 815: Outreach Programs
2. Administrative Procedure 855: Alternate Programs and Learning Opportunities

815: Outreach Programs Recommend to Rescind

Outreach Programs are addressed in AP 855 Alternate Programs and Learning Opportunities section 27.

1.0 POLICY

The Board recognizes that it has a responsibility to ensure students have access to an education program according to the Education Act. The Board believes that Outreach Programs provide an alternative to regular school programs and services for resident High School students, who for a variety of reasons, find that regular school programs and services do not meet their needs.

2.0 GUIDELINES

2.1 The Board delegates the Superintendent or designate the responsibility of establishing and monitoring operational procedures to provide alternate learning opportunities when required.

2.2 The Division Outreach Program is consistent with the Alberta Education Outreach Programs Handbook.

2.3 The primary goal of Outreach Programs is to assist students to complete high school or upgrade high school course marks.

References:

Education Act: 3, 11(1)
Alberta Education Outreach Programs Handbook
Administrative Procedure AP 855 – Alternate Programming and Learning Opportunities

History

2021 Feb 24 Initial Approval
2021 Oct 27 Reviewed

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.

<u>**Rationale:**</u>

- **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: **INDICATORS:**	(3) Visionary Leadership 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: **INDICATORS:**	(6) School Authority Operations and Resources 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: **INDICATORS:**	(7) Supporting Effective Governance 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 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

Date:	May 28, 2025	**Agenda Item:** 8.1	
To:	Board of Trustees		
From:	Shawna Warren, Superintendent		
Originator(s):	Sean Nicholson, Associate Superintendent, Corporate Services		
	Steven Holkham, Director, Facility Services		
Subject:	**IMR/CMR Update Report**		

Background:

Sturgeon Public School Division serves approximately 70,000 Square Meters across 14 sites that span parts of St. Albert, the majority of Sturgeon County, Morinville, Bon Accord, Gibbons, Redwater and Legal. The Division has four sites that we do not manage the maintenance of. The majority of the division schools were built between 1950 to 1980.

The Division receives both Infrastructure Maintenance and Renewal (IMR) & Capital Maintenance and Renewal (CMR) funding to help maintain and repair these buildings.

As per the Funding Manual, IMR and CMR are both targeted grants that may only be used for the purpose for which it is intended. School Jurisdictions may use the funding to:

A. Ensure school facilities meet all regulatory requirements, particularly as they pertain to providing a safe and healthy learning environment.
B. Preserve and improve the quality of the learning environment by:
C. Meet the requirements of children/students requiring specialized supports and services; or
D. Replace or upgrade building components to improve energy conservation and efficiency to achieve cost savings as a result.

CMR can be spent on similar items, but is focused on large-scale projects that meet the criteria for capitalization, such as whole system replacements or substantial building component replacements.

The report is broken down into three sections:

1. Infrastructure Maintenance and Renewal (**IMR**) & Capital Maintenance and Renewal (**CMR)** Funding

2. Infrastructure Maintenance and Renewal (IMR) Update

3. Capital Maintenance and Renewal (CMR) Update

4. Facility Services IMR & CMR Challenges

Infrastructure Maintenance and Renewal (IMR) & Capital Maintenance and Renewal (CMR) Funding

The IMR program is annual funding based on the school year (**September 1 to August 31**), and CMR is the Government of Alberta fiscal year (**April 1st to March 31st**), which is allocated to school jurisdictions on a formula basis. IMR/CMR plans address critical maintenance and renewal projects in the division's facilities.

1. IMR statement of final costs must be submitted to Alberta Education by **December 30** of each school year.
2. CMR statement of final costs must be submitted to Alberta Education by **June 30** of each school year.

The Government of Alberta changed Infrastructure Maintenance Renewal (IMR) funding allocations in 2021-2022 by dividing the total amount of funds received into IMR and Capital Maintenance Renewal (CMR) funding. Below is a list of the funding received over the last five years.

School Year	IMR	CMR	Total
2021 – 2022	$718,661	$779,217	$1,497,878
2022 – 2023	$700,368	$483,829	$1,184,197
2023 – 2024	$695,683	$355,263	$1,050,946
2024 - 2025	$688,143	$879,614	$1,567,757
2025 - 2026	$658,509	$871,000	$1,529,509

IMR and CMR funding has declined slightly for the 2025-2026 School Year. IMR and CMR funding did decline in 2022-2023 for two years, but has increased by over half a million dollars for the previous year.

Infrastructure Maintenance and Renewal (IMR) Update

The Division spent $662,459 on IMR in the 2023-2024 school year. Provided as an attachment for information is the 2023-2024 Infrastructure Maintenance and Renewal (IMR) Expenditures, previously shared at the November 27, 2024, Public Board meeting.

The Division had an opening balance for the 2024-2025 school year of $401,114 and has been approved for funding in the amount of $688,143, for a total of $1,089,257 available for planning.

The Facilities Services Team has been focusing the IMR funding towards the following project areas in the 2024-2025 school year.

Project Type	Location	Estimated Costs (Updated May, 2025)
PA System Repairs	Various Schools	$175,800
Mechanical Equipment Repairs	Various Schools	$80,000
Electrical & Security System Repairs	Various Schools	$36,100
Painting	Various Schools	$100,000
Flooring Repairs	Various Schools	$95,900
Concrete/Asphalt Repairs	Various Schools	$190,000
Minor Exterior Repairs	Various Schools	20,400
Minor Interior Repairs	Various Schools	138,200
Roofing Repair	Various Schools	$28,600
Total Estimated Costs:	**Total**	**$865,000**

This will leave the Division with a carry forward of $224,257 for the 2025-2026 School Year. The estimated funding for 2025-2026 is $658,509, and this will leave a total of $882,766 available for the 2025-2026 school year.

Capital Maintenance and Renewal (CMR) Update

The Division spent $513,619 in CMR in the 2024-2025 school year (**April 1, 2024, to March 31, 2025)**. Provided as an attachment for information is the 2024-2025 Capital Maintenance and Renewal (CMR) Expenditures as reported to the Government of Alberta.

- 2024-2025 Opening CMR Balance: $611,286
- 2024-2025 Funding Amount: $879,614
- Less Expenditures in 2024-2025: $513,619
- 2025-2026 Opening Balance: $977,281

The Division has an opening balance for the 2025-2026 CMR year of $977,281 and has been approved for funding in the amount of $871,000, for a total of $1,848,281 available for planning.

The Facilities Services Team is planning on focusing the CMR funding towards the following project areas in the 2025-2026 CMR year (April 1, 2025, to March 31, 2026)

CMR Project Type	Status	Location	Estimated Costs
PA System Replacements	In Progress	Various Schools	$50,000
Roofing Replacements	Planning	Various Schools	$475,000
Mechanical System Replacements	Planning	Various Schools	$500,000
Electrical System Replacements	In Progress	Various Schools	$125,000
Concrete/Asphalt Replacements	In Progress	Various Schools	$100,000
Camera Replacement Pilot Project	Development	Various Schools	$50,000.
Dry System Replacement	Out for tender	Guthrie	$150,000
Contingency	Planning	Various Schools	$100,000
Total Estimated Costs:			**$1,450,000**

This will leave the Division with a remaining balance of $398,281 in CMR funding at the end of 2025-2026, if all projects are completed.

Facility Services IMR & CMR Challenges
Funding and Construction Cost Increase
From 2021 to 2024, the Division saw a total decrease in IMR/CMR funding of $0.6M. This decrease was during a time when construction costs were on the rise and inflation rates were at an all-time high. In the 2024-2025 school year, the Division did see an increase in funding of $0.5M, returning it to the same level as in 2020-2021. This Division's IMR/CMR funding for the 2025-2026 school year is $1.5M, which is slightly lower than what was received in 2024-2025 of $1.6M, despite cost increases.

Tariffs have a significant impact on the construction sector. Higher construction costs may have an impact on the number of IMR & CMR projects the Division can deliver in the next couple of years. Tariffs could also impact procurement, manufacturing and delivery of key products with longer lead times that are required for projects. Tariffs also threaten the value of the Canadian dollar and will have an impact on the Division's IMR & CMR spending capabilities.

Age of Infrastructure
Sturgeon School Division is experiencing challenges with the amount of funding received annually for the IMR/CMR programs and the Division's needs. The majority of the buildings in the Division were built between the 1950s and 1980s, these buildings require more maintenance and upkeep than newer buildings. Many of our buildings are aging, the electrical/mechanical systems are close to end of life. Aging buildings and systems create a strain on the operations staff and resources by leading to more work orders. Our older buildings require more resources to maintain, but the funding does not consider the age of our buildings and we get the same funding for both a new building and an older building.

Capital Project Approval and Utilization
The Division getting a capital project approved would help with the resource drain of our older buildings. However, this is a large challenge every school division faces because each division is competing with one another for capital project approval. In a climate where schools across the province are over capacity, aging buildings with lower utilization are a challenge to get approval. Underutilized buildings still have a certain amount of square meters that the Facilities Services team needs to maintain and service. Utilization affects funding, but it doesn't consider the fact that these buildings still need to be operated despite low utilization.

Status & Relationship to Superintendent Leadership Quality Standard (SLQS):
This report aligns with the SLQS in the following way:

COMPETENCY: (6) School Authority Operations and Resources

INDICATORS:	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: **INDICATORS:**	(7) Supporting Effective Governance
	e. ensuring that the board's fiscal and resource management is in accordance with all statutory, regulatory and board requirements;
	f. supporting the board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms; and
	j. building the capacity of the board and staff to predict, communicate and respond to emergent circumstances, including emergency readiness and crisis management, and to political, social, economic, legal and cultural contexts and trends.

Governance Implications:
Education Act
Sections 139(1)(2), 143, 180, 183, 184

Policy 225: Role of the Board
Resource Stewardship
The Board shall ensure effective stewardship of the Board's resources [Education Act s. 33(1)(i)]. Specifically, the Board, "within the context of the strategic plan, approve budget assumptions and establish priorities at the outset of the budget process" (Policy 225, Section 39)..

Administrative Procedure 600: Capital Plan Development
All sites in Sturgeon Public Schools shall be maintained at as high level as possible within the available resources. Careful planning is a critical part in enabling this to happen.

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

Attachment(s):
1. NEW: 2024-2025 Capital Maintenance and Renewal (CMR) Expenditures (April 1st to March 31st).
2. OLD: 2023-2024 Infrastructure Maintenance and Renewal (IMR) Expenditures (September 1 to August 31). - Previously shared at the November 27, 2024, Public Board meeting.

2024-2025 Capital Maintenance and Renewal (CMR) Expenditures

CMR Project Type	Location	Actual Costs
PA System Replacements	Ochre Park School	$39,129
PA System Replacements	Landing Trail School	$55,706
PA System Replacements	Namao School	$68,225
Mechanical Dry System Replacement	Guthrie School	$18,186
Mechanical BAS System	Namao School	$25,613
Mechanical Boiler Replacement	Gibbons School	$178,195
Asphalt Replacement	Gibbons School	$71,856.
Electrical System Replacements	Bon Accord School	$24,537
Electrical System Replacements	Sturgeon Heights School	$32,172
Total Actual Costs:		**$513,619**

2023-2024 Infrastructure Maintenance and Renewal (IMR) Expenditures

Location	Project Description	Costs
Bon Accord	BMS System	$29,326
Bon Accord School	Fire alarm device modernization	$6,462
Morinville Public School	Washroom Renovation: Tile, Ceilings, LED Lighting, Partitions, Counters and Fixtures	$121,053
Morinville Public School	Accessibility front doors access repair	$1,400
Gibbons	Renovate Boys Washroom 107	$7,464
Gibbons School	Paint and door refresh	$15,508
Guthrie	AHU/Boiler/AHE	$13,336
Guthrie School	Dry system replacement	$24,808
Landing Trail School	Office refresh: painting, floors, T-bar replacement, and LED lighting	$38,166
Lilian Schick	Classroom Cabinet Upgrades	$92,532
Lilian Schick	LED Lighting	$8,311
Lilian Schick School	Painting doors and frames	$10,673
Lilian Schick School	Library flooring replacement	$5,787
Morinville Elementary Public	BMS System	$9,031
Morinville Elementary Public	MPS Locker Reno	$6,322
Namao	LED Light Repair	$28,776
Namao	Fence Project	$19,388
Ochre Park	Ochre Park Bathroom 22-23	$8,616
Ochre Park School	Replace damaged exterior brick walls	$2,928
Redwater School	Galvanized pipe replacement	$44,975
Redwater School	Mech room abatement	$25,104

Sturgeon Heights	Concrete/Asphalt - Parking Lot Repair	$9,495
Sturgeon Heights School	Classroom modernizations	$16,817
Various Schools	Minor Interior Repairs	$44,767
Various Schools	Fire Systems	$34,083
Various Schools	Mechanical Repairs	$22,742
Various Schools	Minor Exterior Repairs	$4,888
Various Schools	Minor Roofing Repairs	$4,846
Various Schools	Security Upgrades	$3,542
Various Schools	LED Lighting	$1,314
Total Costs		**$662,459**

Date:	May 28, 2025	**Agenda Item:** 8.2	
To:	Board of Trustees		
From:	Shawna Warren, Superintendent		
Originator(s):	Jonathan Konrad, Deputy Superintendent, Education Services Lauren Walter, Manager, Marketing & Communications		
Subject:	**Communications Report April & May 2025**		

Background:

Aligning with the Board's value of Communication, the Superintendent is committed to ensuring open, transparent, positive internal and external communications are developed and maintained. In accordance with this commitment, the Superintendent directs the creation and review of an annual Communication Plan to establish and maintain effective Division and school communication.

Attached is the Communications Report on activities for April and May 2025.

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

This report aligns with the SLQS in the following way:

COMPETENCY: **INDICATORS:**	(1) Building Effective Relationships a. collaborating with community and provincial agencies to address the needs of students and their families.
COMPETENCY: **INDICATORS:**	(3) Visionary Leadership c. promoting in the school community a common understanding of and support for the school authority's goals, priorities and strategic initiatives.
COMPETENCY: **INDICATORS:**	(6) School Authority Operations and Resources e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts.
COMPETENCY: **INDICATORS:**	(7) Supporting Effective Governance l. facilitating ongoing public communication about the board's operations and the achievement of its goals and priorities.

Governance Implications:

Education Act
Board responsibilities
33(1) A board, as a partner in education, has the responsibility to

(b) be accountable and provide assurances to students, parents, the community and the Minister for student achievement of learning outcomes,

(c) provide, where appropriate, for the engagement of parents, students, staff and the

community, including municipalities and the local business community, in board matters, including the board's plans and the achievement of goals and targets within those plans,

Policy 225: Role of the Board
Stakeholder Engagement and Communication
The Board shall provide, where appropriate, for the engagement of parents, students, staff and the community, including municipalities and the local business community, in Board matters, including the Board's plans and the achievement of goals and targets within those plans [Education Act s. 33(1)(c)]. Specifically, the Board:

7. Establish processes to engage the community and stakeholders in a dialogue about Division programs and future planning.

8. Make informed decisions that consider community values and represent the interests of the entire Division.

9. Promote the schools' programs which reflect the needs and desires of the Community.

10. Report Division outcomes to the community annually.

Policy 700: Superintendent of Schools
The Superintendent directly reports to the Board of Trustees and is accountable to the Board of Trustees on behalf of students and the public, for the total operation of the school system in a manner that is consistent with the requirements of the Education Act, Alberta Education regulations, the Superintendent Leadership Quality Standard, Board policies, Division vision, mission and values, and the Education Plan goals.

Administrative Procedure 220: Communications
The development of a strategic communication plan facilitates timely and coordinated sharing of information regarding the priorities and operation of the school division. As such, it is an important component in the process of increasing awareness, understanding and support of public education and the division.

3. Preparation of the strategic communications plan shall be coordinated by the Superintendent or designate and will be provided to the Board as information.

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

Attachment(s):

1. Communications Report for April and May 2025

Communications Report
April & May, 2025

Overview of Goals

1. Highlight Staff Expertise & Excellence
2. Consistency in Communication and Messaging
3. Building Staff Capacity
4. Improve Broad Public Perception
5. Improve Division Wide Communication

Communications in April & May has been focused on:

Aligns with Marketing Goal #1

- Producing the latest installment of *SPS Knows Best*, our staff spotlight series. The May feature highlighted Brooke Thomson, a Kindergarten teacher at Bon Accord Community School. In the video series, Brooke shared insights into early learning in her classroom, emphasizing how she empowers young students to take on leadership roles and uses positive affirmations to ensure each child feels supported, valued, and seen.
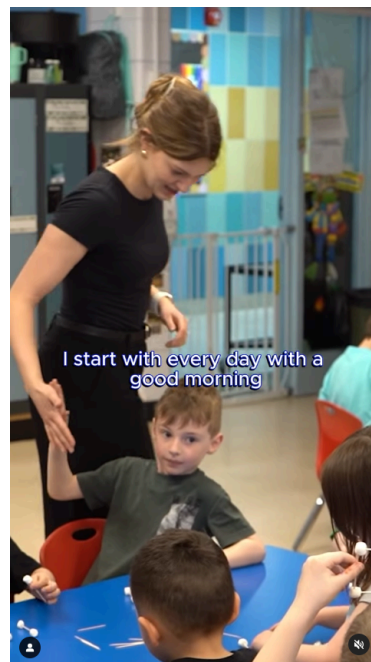
Aligns with Marketing Goals #4 & #5

- Promoting awareness of our Pre-Kindergarten programming. To support this goal, we launched a targeted advertising campaign that included multiple digital ads

across various platforms, as well as a mail drop featuring an infographic flyer designed to inform families about the benefits and accessibility of our Pre-Kindergarten program.

Aligns with Marketing Goals #2 & #5

- Increasing awareness of the Division's use of Therapeutic Crisis Intervention for Schools (TCIS). To support this effort, we developed a one-page infographic that was shared with all families via email. The content was also adapted into a newsletter insert that schools can include in their individual newsletters, and it will be featured in an upcoming edition of the Division newsletter to ensure consistent messaging across platforms.

Aligns with Marketing Goal #5

- Promoting school bus safety. We created a graphic emphasizing the importance of stopping for school buses when their lights are flashing, accompanied by a caption detailing the serious penalties for failing to do so. The post was shared across Facebook and Instagram, reaching over 10,000 viewers. It was also featured in the Division newsletter to further reinforce this critical safety message.

Aligns with Marketing Goal #5

- Publishing the May edition of the *Sturgeon Public Scoop*, featuring a variety of highlights and updates. This edition included information about Mental Health and Wellness Week, the Creative Arts Festival, STEAM Games, Sturgeon Night of Music, school bus safety reminders, and more.

Sturgeon Public in the Media

- May 19, 2025 — Sturgeon Composite Hosts Drumline Provincial Championship

  St. Albert Gazette

- May 12, 2025 — St. Albert/Sturgeon Students Show Skills

  St. Albert Gazette

Upcoming Events:

- Pride Week: June 2nd to 6th
- National Indigenous Peoples Day: June 21st
- School Based Award Ceremonies and Celebrations: Last week of June
- Last Day of Classes: June 27th

Date:	May 28, 2025	**Agenda Item:** 8.3	
To:	Board of Trustees		
From:	Shawna Warren, Superintendent		
Originator(s):	Shawna Warren, Superintendent		
Subject:	**Superintendent Report**		

Background:

The Superintendent is committed to keeping the Board informed regarding progress in the Board's approved outcomes, measures and strategies articulated in the Division's Education Plan to meet our priority of Student Achievement. Using key insights from the Annual Education Results Report, the Division's Education Plan directs the work in schools and at a system level.

This report offers a concise overview of recent events and attended meetings that have influenced the Division's trajectory in the past month. By highlighting significant interactions and their implications, this report aims to provide the Board of Trustees with valuable insights into the Division's proactive leadership, collaborative partnerships, and ongoing operations enhancement.

As per Ministerial Order 003/2020 (AMENDED 2023), the Superintendent Leadership Quality Standard applies to superintendents. All superintendents are expected to meet the Superintendent Leadership Quality Standard throughout their careers. The superintendent of schools as referred to in the Education Act is accountable for the demonstration of all of the competencies identified in the Superintendent Leadership Quality Standard.

Board Goals for the Superintendent

As part of the Superintendent's 2024–2025 Evaluation Summary, presented on February 12, 2025, the Board of Trustees established three key goals. These goals, set by the Board, are intended to guide and focus the Superintendent's leadership throughout the school year.

- **Goal 1 ᐧ :** It is essential that a positive culture be maintained and enhanced in the coming years.

- **Goal 2 ᐧ :** Student Learning must be a focus, especially in the areas of literacy and numeracy.

- **Goal 3 ᐧ :** The Board and Superintendent must be "first team". This is the responsibility of both the Board and the Superintendent.

Throughout the Superintendent's Report, coloured tabs will indicate where specific items align with each of the goals established by the Board.

Building Effective Relationships

A superintendent establishes a welcoming, caring, respectful and safe learning environment by building positive and productive relationships with members of the school community and the local community.

★ During Mental Health Week (May 5–9, 2025), Sturgeon School Division introduced the theme "Stick it to Stigma" to promote mental health awareness and reduce stigma through engaging, school-wide activities. Mental health staff supported schools by offering ideas and fostering conversations around student well-being. A key event was a whole-school lacrosse or floor hockey game, symbolizing collective action against stigma. Schools had the flexibility to adapt the initiative to their students' interests with other sports like soccer or basketball. School based leadership and school counsellors were invited to collaborate with the MHCB HYPE Team to tailor the event to their local school communities.

★ On May 5, Bus Driver Appreciation Day was recognized across the Division. The Transportation Department sent thank-you messages and $5 coffee gift cards to schools for distribution to their bus drivers. This gesture acknowledged the essential role drivers play in student safety and daily operations, showing gratitude for their dedication and service to the school community.

★ On the evening of May 5th, the Superintendent attended the "Villeneuve Hamlet: Future Possibilities" community engagement session. The event, organized by Sturgeon County, provided local residents with an opportunity to share their ideas and aspirations regarding the future of the Hamlet, including discussions on community amenities, potential growth and emerging needs. The Superintendent's presence supported relationship-building with local stakeholders and reinforced the Division's commitment to being an engaged and responsive community partner.

★ Goal 1 ▾ The Superintendent met with the Local ATA Executives to engage in open dialogue and discuss matters relevant to teaching, learning and professional practice within the Division. The meeting fostered mutual understanding, strengthened professional relationships and supported ongoing collaboration between leadership and educators.

★ The Division facilitated coordination between Sturgeon Public Schools' contracted bus providers and Sturgeon County emergency services, offering transportation support for potential evacuation efforts or firefighter transport during the Redwater Recreational Area fire. This proactive collaboration demonstrated leadership in crisis response, community partnership, and student and public safety.

★ Staff were reminded via email from Human Resources about their access to *Perkopolis*, an exclusive discount program offering savings on travel, technology, fashion and more. This

initiative supports staff well-being and appreciation by highlighting benefits available to them through their employment.

★ On May 13, the Superintendent had a telephone conversation with a representative from Unplugged Canada: St. Albert Chapter regarding their upcoming parent session titled *"Protecting Childhood: Delaying Smartphones and Social Media."* The session, taking place on May 29 at Wildrose School, features expert speakers who will discuss the impact of early smartphone and social media use on children's development, learning and safety. Following the conversation, the invitation was shared with families through school principals and on social media, offering an opportunity for interested parents to attend and engage with the community initiative.

★ Goal 1 ▾ On May 14th, the Board of Trustees, Superintendent (serving as MC), and other Senior Executives attended the 2025 Staff Recognition Dinner. The event celebrated staff members who have dedicated 25 or more years of service, honoured retirees and recognized the Division's Edwin Parr Award nominees. While only those with 25+ years of service and retirees were invited to attend the dinner, staff marking 5, 10, 15 and 20 years of service were also recognized separately and received pins, certificates and gift cards as tokens of appreciation. The evening served as a meaningful tribute to the dedication and contributions of staff across the Division.

★ On May 15, 2025, Sturgeon Composite High School held its annual Sturgeon Strides charity event in support of local food banks. The day began with opening ceremonies and featured the student-organized "Sturgeon Strid-Lympics," a series of Olympic-style activities for participants. The event also included a community "Show & Shine" car display and the Alberta Provincial Drumline Competition, where the school's drumlines performed alongside groups from across the province. The full-day celebration concluded with closing ceremonies, bringing together students, staff and community members to support a meaningful cause through active participation and school spirit. The Superintendent attended the event.

★ In preparation for Pride Week (June 2–6, 2025), principals and counsellors have received a comprehensive set of resources to support inclusive practices and reinforce safe, welcoming school environments for 2SLGBTQ+ students, staff, and families. The "Supporting and Understanding Pride Week" document provides key talking points, legal and policy overviews, sample responses to questions and communication tools for engaging with families and the public. Additionally, a dedicated webpage and a coordinated social media strategy will help schools celebrate Pride Week while managing community interactions respectfully.

★ On the evening of May 21, the Superintendent delivered remarks at Sturgeon Heights School's production of *A Little Princess*. The performance showcased the talents and

dedication of students involved in the school's Fine Arts program. The Superintendent's attendance and remarks reflected ongoing support for the arts and recognition of the creativity and hard work of both students and staff involved in the production.

★ On the evening of May 23, the Superintendent, Vice Chair Buga, Trustee Murray-Elliott, Principal Requa and Division Edwin Parr nominee Ella Stanley, along with her guests, attended the ASBA Zone 2/3 Awards Banquet. The event celebrated outstanding first-year teachers from across the zone, recognizing their contributions to education and student success.

★ The Superintendent received an invitation to attend CASA Mental Health's 2025 Annual General Meeting, scheduled for September 24 at the Alberta Teachers' Association. The event will include a keynote panel discussion featuring patients, families, and therapists from CASA Classrooms, highlighting lived experiences and the impact of mental health programming.

★ The Superintendent holds bi-weekly meetings with the Communications Team to ensure strategic and effective communication across the Division. These meetings focus on aligning messaging and marketing with divisional goals, addressing emerging issues and fostering transparent and consistent engagement with stakeholders, including staff, students, families and the broader community.

★ The Sturgeon Public Scoop is the Division's newsletter, providing important updates and information to the school community. It serves as a key communication tool, sharing news, events and essential resources with staff, students and families throughout the school year.

★ Goal 1 ⌄ The Superintendent continues the "Woot Woot Wagon" initiative throughout the school year. Each month, a Senior Executive team member brings the wagon through Central Office, offering treats to staff as part of an ongoing effort to promote a positive and supportive work environment.

★ The Superintendent continues to connect monthly with neighbouring school division Superintendents. These regular meetings promote collaboration, the sharing of best practices and the discussion of common challenges, strengthening relationships and fostering regional cooperation.

★ Goal 1 ⌄ The Superintendent has continued an initiative introduced in January 2023 aimed at recognizing Central Office staff members' birthdays each month.

★ Goal 1 ⌄ The Superintendent writes a "Welcome to the Sturgeon Public Team" card to all new staff who join Central Office. This gesture reflects the Superintendent's commitment to fostering a welcoming workplace culture.

★ Goal 1 ▾ The Superintendent continues to write personalized thank you cards to various Division staff members for their contributions and celebrations occurring throughout the Division.

★ Goal 3 ▾ The Superintendent transitioned her "Superintendent Week-at-a-Glance" to a weekly newsletter titled "From the Desk of the Superintendent" that is shared every Friday with the Board of Trustees, school leadership and Central Office leadership. This new format includes a blog post and key information items from the government.

★ Goal 1 ▾ The Superintendent continues the leadership and central office staff engagement meetings from 2022-2023 to support collaboration and professional development in 2024-2025.
   ○ Monthly Principal meetings, grouped by school type, with the Superintendent and the Education Services leadership team.
   ○ Weekly Senior Executive Committee meetings.
   ○ Regular 1:1 meetings with direct reports to focus on mentorship and growth.
   ○ A new monthly Central Office leadership meeting will focus on strategic planning and clear roles and responsibilities across departments.

Leading Learning

A superintendent establishes and sustains a learning culture in the school community that promotes ongoing critical reflection on practice, shared responsibility for student success and continuous improvement.

★ A newly confirmed committee for the 2024–2026 term will guide the province's Trades, Apprenticeship and Vocational Education (TAVE) initiatives by uniting representatives from education, industry and government. Among those selected is our Division Principal, who will contribute to this cross-sector collaboration alongside CASS zone representatives and members from organizations such as Alberta Education, post-secondary institutions and industry partners. The committee's collective expertise reflects a strong commitment to enhancing career education pathways and ensuring that students are well-prepared for opportunities in skilled trades and emerging industries.

★ In support of Mental Health Week (May 5–9), schools have received a comprehensive toolkit designed to promote mental health awareness and reduce stigma. The resource includes ready-to-use lesson plans, classroom activities, a parent/guardian letter and the interactive "Stick It to Stigma" game and display. Materials such as posters and Post-it notes have been provided to ensure every student and staff member can participate. This initiative, developed by the HYPE Team, aims to foster a caring and inclusive school environment where mental health is openly acknowledged and supported.

- On May 7th, the Division celebrated Hats On for Mental Health, an initiative aimed at raising awareness and reducing stigma surrounding mental health. Students and staff across schools wore hats to show their support and the Superintendent participated in the event, demonstrating visible leadership in promoting mental wellness throughout the school community.

★ Sturgeon Public Schools is welcoming families to the 2025-2026 Pre-Kindergarten year with a renewed model of early childhood programming. The updated program will be led by Level 3 Early Childhood Educators under the direction of the new Director of Education. With her extensive background in Pre-Kindergarten and Inclusive Education, Ms. Murphy will guide the development of inclusive, responsive programming tailored to meet the diverse needs of young learners. Pre-K children will continue receiving support from Speech Language Pathologists, Occupational Therapists, Behaviour Advisors and Educational Assistants.

Modeling Commitment to Professional Learning
A superintendent engages in career-long professional learning and ongoing critical reflection, identifying and acting on research-informed opportunities for enhancing leadership, teaching, and learning.

★ The Superintendent subscribes to the monthly Pendulum Law newsletter. Each month, Pendulum Law shares interesting education law cases relevant to different professional environments.
  - The April 2025 edition featured legal analyses on human rights complaints, reasonable use of force by educators, student privacy rights and access to equitable education during labour disputes. These case studies enhance the Superintendent's understanding of the legal landscape in education, informing professional decision-making and ensuring alignment with current legal standards and best practices.

★ On May 9, the Superintendent attended the CASS Zone 2/3 meeting, joining educational leaders from across the region to engage in professional dialogue, share insights and discuss current priorities in education. The meeting provided an opportunity to collaborate on system-level strategies and remain informed on provincial initiatives affecting teaching and learning.

★ This month, the Superintendent read *The Anxious Generation* and ordered additional copies of the book to make available for staff members who are interested in reading it.
  - The Anxious Generation by Jonathan Haidt explores the rise in anxiety, depression and other mental health challenges among young people, particularly in relation to the impact of smartphones, social media and overprotection. Haidt argues that the shift to a phone-based childhood has significantly altered how children develop

resilience and social skills, and he offers practical solutions to help restore a healthier, more balanced upbringing.

Visionary Leadership

A superintendent engages with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs.

★ Following Dr. Peter Rawlek's presentation at CASS on the intersection of healthcare and education, the Superintendent initiated discussions to explore how a similar model could be implemented in Sturgeon Public Schools. Dr. Rawlek, a full-time physician with Calgary Catholic and former Trauma Team Leader, brings over 20 years of medical experience. These discussions have expanded to include the Director of Learning Services, who is actively collaborating with neighbouring school divisions to help us bring this to fruition. Notably, Sturgeon's social workers are progressing toward being able to make direct referrals to psychiatry, significantly improving access to timely mental health support for students. The Division is considering broader partnerships to better align educational practices with the medical realities many students face, ensuring safe, responsive learning environments that prioritize wellness.

★ Sturgeon Heights School Council, on behalf of its parent community, partnered with Unplugged Canada to address the growing mental health concerns related to smartphone and social media use among youth. This collaborative initiative included a parent information session, a book club centered around *The Anxious Generation* by Jonathan Haidt and community meetups aimed at fostering in-person connections for children. Recognizing the broader relevance of this work, Sturgeon Heights shared its engagement model and resources with all school council chairs and vice chairs across the Division, encouraging them to support similar efforts in their own communities. This outreach aims to build a unified, informed network of parents committed to promoting healthier digital habits and student well-being, laying the groundwork for a division-wide rollout in the 2025–2026 school year.

★ Goal 1 ▾ To promote innovation and continuous improvement, the Superintendent continues to hold Leadership Strategic Planning meetings every few months with central office leadership. The most recent meeting was on April 22, 2025. Based on the book "The Pruning Principle", the focus was "our takeaways from Labour Action" - Pruning Principle questions: 1. What aspects of our current approach might be unnecessary or overcomplicating? 2. What could be taken away to achieve the desired outcome? 3. How can we streamline our approach to focus only on what truly matters and still get most of the upside? 4. Are there any resources or tools that we are using that might be redundant or unneeded? Or are there tools or resources that we should be using that would help us do less better?

★ Goal 1 ▾ To reinforce common understanding, the Superintendent's weekly "From the Desk of the Superintendent" always includes a tailored message informed by research on effective learning, teaching and leadership that reinforces the Division's vision, mission and values.

Ensuring First Nations Métis and Inuit Education for all Students

A superintendent establishes the structures and provides the resources necessary for the school community to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

★ In May, the Indigenous Education Hub's focus was on "Recognizing and Honouring Missing and Murdered Indigenous Peoples," highlighting the significance of Red Dress Day on May 5th and Moosehide Campaign Day on May 15th. Red Dress Day, inspired by Métis artist Jaime Black's REDress Project, serves to commemorate and raise awareness about the disproportionate violence faced by Indigenous women, girls and two-spirit people (MMIWG2S) in Canada, using empty red dresses as a poignant symbol of those who have been taken.

Moosehide Campaign Day further emphasizes the collective responsibility to address violence, particularly against women, and involves men and boys in the conversation and action toward change. The hub provided educators with resources to engage students across all age groups, including a comprehensive Student and Youth Engagement Guide by Charlene Bearhead for the National Inquiry into Missing and Murdered Indigenous Women and Girls, lesson plans for the Moosehide Campaign, and a presentation for creating red dress art. These materials aimed to foster understanding, research, and supportive actions among students, contributing to a broader awareness and honouring of missing and murdered Indigenous peoples.

★ Students from Sturgeon Composite High School participated in the Indigenous Youth Panel at the recent FNMI Gathering, where they shared their personal experiences and perspectives to help educators foster inclusive and culturally respectful learning environments. Their preparation was supported by the Division's Cultural Liaison and Métis Learning Coach. This opportunity arose through collaboration with Dianne Roulson and internal staff, reflecting a strong team effort. The Superintendent has invited the students to present again at the May Public Board meeting to share their voice with Trustees.

★ On May 12, the Superintendent, Director of Education Planning, Principal of SCHS, Coordinator of Curriculum and Coordinator of Indigenous Education met to explore a formal research partnership with Dr. Jennifer Markides from the Werklund School of Education. Dr. Markides specializes in collaborations between public and First Nation school authorities, with a focus on amplifying high school student voices and supporting holistic student

success through grant-funded initiatives. This collaborative effort is aligned with ongoing commitments to equity and innovation in education.

★ Session 4 of the "Indigenous Knowledge and 4-6 Science Curriculum Implementation" series took place on May 15, 2025. This session focused on preparing educators for the summer months by emphasizing the importance of building relationships and engaging with the community. Educators were encouraged to ground themselves by spending time outdoors and reflecting on how this connection to the land could enhance science education.

★ On May 21, Sturgeon Public Schools held an Administrative Council meeting that combined regular leadership discussions with an afternoon of land-based professional learning. The morning agenda included updates, small group discussions and leadership reflections. Following a picnic lunch, attendees participated in a River Lot 56 Learning Walk led by the Métis Learning Coach. This experiential session explored the local Indigenous history of the St. Albert area, including connections to the Edmonton Residential School and Métis river lots.

★ All schools in the Division have been offered the opportunity to host a day of Indigenous programming for their students, led by the Division's Indigenous Education Coordinator. This initiative supports personalized learning experiences grounded in Indigenous knowledge and traditions. In addition to the one-day sessions, schools may also request further support to enhance Indigenous education throughout the year.

★ The Director of Education Planning reached out to school principals requesting them to schedule meetings to discuss their planning for National Indigenous Peoples Day (NIPD). Schools were encouraged to include their Call to Action Lead in these meetings, with divisional release time available to support their participation. The communication emphasized the importance of aligning school-level efforts with divisional goals and offered flexibility and ongoing support to ensure meaningful and inclusive planning for this significant day.

School Authority Operations and Resources
A superintendent directs school authority operations and strategically allocates resources in the interests of all students and in alignment with the school authority's goals and priorities.

★ Since March, the Superintendent and her team have been diligently working on the 2025-2026 budget to ensure it aligns with division priorities and student needs. With a submission deadline of May 31, this ongoing process involves strategic planning, resource allocation and collaboration across departments to support effective and efficient school division operations.

★ Staff were informed that, beginning in July, their email will transition to Gmail as part of the Division's Google Workspace environment. This change aligns communication tools across the Division, as students and classrooms already use Gmail. Staff will use their existing Google accounts, with updated email addresses shifting from @edu.sturgeon.ab.ca to @sturgeon.ab.ca. While old messages will remain accessible via Outlook, calendar events will need to be manually recreated in Google Calendar. Additional guidance will be provided to support the transition and ensure minimal disruption.

★ On May 29, the Superintendent and Deputy Superintendent will attend a webinar titled "Social Media Litigation: A Path Towards Remediation and Social Change." Hosted by Cuming & Gillespie LLP, the session will explore how school boards across Alberta can collaborate to seek damages and systemic change related to the harm caused by major social media platforms like Meta, TikTok and Snapchat. The webinar will cover the legal landscape of ongoing litigation, opportunities for school board involvement and insights from experienced class action lawyers, offering a low-risk path for engagement.

Supporting Effective Governance

A superintendent of schools as referred to in the Education Act, as chief executive officer of the board and chief education officer of the school authority, provides the board with information, advice and support required for the fulfillment of its governance role, and reports to the Minister on all matters required of the superintendent as identified in the Education Act and other provincial legislation.

★ Through its membership in the Public School Boards' Association of Alberta (PSBAA), Sturgeon Public Schools receives a regular subscription to Insight into Government, an independent newsletter providing political analysis and updates relevant to Alberta's public sector. These updates are shared with the Board of Trustees upon receipt to support informed governance.

○ The May 9, 2025, edition featured significant developments, including Alberta NDP Leader Naheed Nenshi's strong leadership review vote, the election of Robert Prevost as Pope Leo XIV and David Hancock's appointment as Assistant Chief Justice for the Edmonton Family and Youth Division. Of particular provincial relevance, the newsletter highlighted the Alberta Teachers' rejection of a proposed wage agreement and Premier Danielle Smith's national-address-style speech introducing the "Alberta Next" panel, which may lay the groundwork for a 2026 provincial referendum. Additional political commentary included Speaker Nathan Cooper's appointment as Alberta's Special Envoy to the United States, the Alberta NDP's constitutional amendment allowing members to opt out of federal party affiliation, and growing discussions around Alberta separatism, including reactions from the Bloc Québécois and the emergence of the Alberta Republican Party. Sharing these insights ensures Trustees

remain current on evolving political narratives that may influence education policy, funding and governance.

★ The Superintendent and her team have provided ongoing support to the Policy Committee in progressing toward the G-Tech governance model. This collaborative effort has involved reviewing current practices, aligning with best governance standards and ensuring that policy development reflects a clear division of roles and responsibilities between governance and administration.
  ○ Supported the development of a comprehensive review schedule to ensure all Board policies are reviewed annually, promoting consistency, relevance and alignment with the G-Tech governance model.

★ Goal 3 ▾ During the Redwater Fire, the Superintendent maintained regular communication with the Board of Trustees, providing timely updates to ensure they were well-informed and able to fulfill their governance responsibilities during the emergency.

★ Goal 1 ▾ Under Board direction, the Superintendent's Office led the planning and execution of the 2025 Staff Recognition Dinner. The event, sponsored by the Board, was designed to fulfill the Trustees' governance role in recognizing long-serving staff, retirees and award nominees. This coordination ensured the event aligned with the Board's values and priorities.

★ A dedicated website has been designed to provide comprehensive information and resources for the [Trustee Election - 2025](link). This user-friendly platform offers guidance for prospective candidates, key election details and insights into the role of a Trustee. Additionally, a [Trustee Election Handbook](link) has been created to support individuals interested in running for election. The handbook serves as an essential resource, outlining the responsibilities, expectations and contributions of Trustees in shaping the future of education within the Division. Together, the website and handbook aim to inform and inspire candidates while promoting transparency and engagement in the election process.

★ The Superintendent has initiated planning for the Board Orientation scheduled for October 2025. This process includes coordinating with appropriate consultants to ensure a well-structured and informative experience that will support the incoming Board of Trustees in gaining a clear understanding of their governance role. The orientation will focus on building a strong foundation for effective collaboration, informed decision-making and alignment with the Division's goals and responsibilities under the Education Act.

★ Goal 3 ▾ The Superintendent meets with the Board Chair and Vice Chair to review agenda packages before the Committee of the Whole and Public Board meetings, as per Board policy.

★ Goal 3 ▾ The Superintendent created a "Big Rocks" list for 2024-2025, highlighting key strategic planning items. These are standing agenda item topics at each Committee of the Whole meeting to support the Board's governance role.

★ Goal 3 ▾ September 27, 2024, the Superintendent extended an offer to the Board of Trustees to schedule regular one-on-one meetings, either monthly or bi-monthly, based on individual preference and availability. These meetings could be held in person or virtually to accommodate Trustee schedules.

★ The Superintendent remains committed to creating and distributing the "Trustee Talk" newsletter on a monthly basis, ensuring transparent communication across the Division. The newsletter is shared throughout the Division and published on the website and school web pages, providing updates and insights from the Trustees to keep the school community informed.

★ The Superintendent provides "Trustee Speaking Points" to all Trustees on a monthly basis, right after the Public Board meeting, to support trustees in engagement with stakeholders and/or share the Board's work summary at School Council meetings.

★ As a continued practice, the Superintendent created a 2025-2026 Budget Summary letter for all stakeholders to support the 2025-2026 Budget.

Status & Relationship to Superintendent Leadership Quality Standard (SLQS):
This report aligns with the SLQS in the following way:

COMPETENCY: **INDICATORS:**	(7) Supporting Effective Governance a. establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity; c. ensuring that all students in the school authority have the opportunity to meet the standards of education set by the Minister of Education; d. ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities; e. ensuring that the board's fiscal and resource management is in accordance with all statutory, regulatory and board requirements; and h. ensuring the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities.

Governance Implications:
Education Act
Superintendent of schools
222 (1.1) Unless otherwise authorized under this Act, a board must appoint as a superintendent of schools only a teacher who holds a superintendent leadership certificate prescribed by the regulations and issued under this Act.

(3) The superintendent is the chief executive officer of the board and the chief education officer of the school division.

(4) The superintendent shall carry out the duties assigned to the superintendent by the board.

(5) The superintendent shall supervise the operation of schools and the provision of education programs in the school division, including, but not limited to, the following:

     (a) implementing education policies established by the Minister;

     (b) ensuring that students have the opportunity in the school division to meet the standards of education set by the Minister;

     (c) ensuring that the fiscal management of the school division by the treasurer or secretary-treasurer is in accordance with the terms or conditions of any grants received by the board under this Act or any other Act;

     (d) providing leadership in all matters relating to education in the school division.

Superintendent of Schools Regulation (Alberta Regulation 98/2019)
Qualifications
2(1) No individual may be appointed as a superintendent unless the individual has a superintendent leadership certificate issued under the *Certification of Teachers and Teacher Leaders Regulation* (AR 84/2019).

Policy 700: Superintendent of Schools
The Superintendent of Schools, as referred to in the Education Act, is the Chief Executive Officer of the Board of Trustees and Chief Education Officer of the Division. The Superintendent directly reports to the Board of Trustees and is accountable to the Board of Trustees on behalf of students and the public, for the total operation of the school system in a manner that is consistent with the requirements of the Education Act, Alberta Education regulations, the Superintendent Leadership Quality Standard, Board policies, Division vision, mission and values, and the Education Plan goals. The Superintendent of Schools provides the Board with information, advice, and support required for the fulfillment of its governance role. The Superintendent plays a critical and collaborative role in supporting the leadership of the Board by advising, informing, and supporting the Board to address current and emerging issues. Specific Areas of Responsibility:

Policy 701: Board Delegation of Authority
The Superintendent is the Chief Executive Officer of the Board and the Chief Education Officer of the Division and is accountable to the Board of Trustees for the conduct and operations of the Division. All authority delegated to the staff of the Division is delegated through the Superintendent.

The Superintendent plays a critical collaborative role in supporting the leadership of the Board by advising, informing, and supporting the Board by recommending actions to address current and emerging issues in alignment with the mission, vision, and value statements of the Division

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

Attachment(s):

Not applicable.

Date: May 28, 2025 **Agenda Item:** 9.3

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Committee of the Whole
Senior Administrative Team

Subject: **Committee of the Whole Report**

Background:
The Committee of the Whole meets to discuss a number of topics chosen in advance by both the Board of Trustees and the Senior Administrative Team. The following report attached is a record of this meeting.

Status & Relationship to Superintendent Leadership Quality Standard (SLQS):
This report aligns with the SLQS in the following way:

COMPETENCY: **INDICATORS:**	(3) Visionary Leadership a. ensuring that the vision is informed by research on effective learning, teaching and leadership; and b. promoting innovation and continuous improvement by building structures and developing strategies to support staff in professional collaboration.
COMPETENCY: **INDICATORS:**	(6) School Authority Operations and Resources a. providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements; b. ensuring effective alignment of the school authority's human resources to achieve the school authority's education plan; and e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts.
COMPETENCY: **INDICATORS:**	(7) Supporting Effective Governance a. establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity; b. ensuring that all students and staff are provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging; c. ensuring that all students in the school authority have the

opportunity to meet the standards of education set by the Minister of Education;

d. ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities; and

m. promoting constructive relations between the board and staff, as well as provincial authorities, post-secondary institutions and education stakeholder organizations.

Governance Implications:

Education Act

Delegation of power

52(1) Subject to subsections (4) and (5), a board may authorize

    (b) a committee of the board or a committee established by the board, or

to do any act or thing or exercise any power that the board may do or exercise or is required to do or exercise.

Policy 230: Board Committees

The Board believes that the work of the Board may be facilitated through committees, both standing and ad hoc, task groups, and/or other structures as determined from time to time.

Policy 230: Appendix A - Committee of the Whole

The Board believes that transparency and accountability should be demonstrated to the greatest extent possible. The purpose of the Committee of the Whole is to provide an opportunity for all Trustees to engage in professional development, review the function of the Board and strategic planning purposes, review and develop Board policies and make recommendations for agenda items for subsequent Board meetings. The Board also uses this opportunity to explore matters to a greater depth, seek clarification from Administration and discuss matters requiring a deeper level of understanding prior to the consideration of the matter at a Regular Board Meeting.

Policy 221: Role of the Trustee

2.4 Trustees shall be prepared for Board deliberations by attending in person or by electronic means:

    2.4.1 All regularly scheduled or special meetings of the Board of Trustees and any committee meetings to which they are assigned, on a regular and punctual basis.

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

Attachment(s):

1. Approved Minutes of the Meeting - April 23, 2025 and May 7, 2025.
2. Unapproved Minutes of the Meeting - May 14, 2025 (To be brought forward for approval at the May 28, 2025, Committee of the Whole).

MINUTES OF THE
COMMITTEE OF THE WHOLE
Meeting held at the Frank Robinson Education Centre
Boardroom, in Morinville, Alberta
On Wednesday, April 23, 2025, at 9:00 a.m.

Attendance:
Tasha Oatway-McLay, Board Chair
Stacey Buga, Vice Chair
Cindy Briggs, Trustee
Irene Gibbons, Trustee   Left at 4:05 p.m
Janine Pequin, Trustee
Joe Dwyer, Trustee
Trish Murray-Elliott, Trustee
Shawna Warren, Superintendent
Jonathan Konrad, Deputy Superintendent, Education Services
Lisa Lacroix, Associate Superintendent, Human Resources
Sean Nicholson, Associate Superintendent, Corporate Services
Michelle Wilde, Recording Secretary
Franco Maisano, Executive Director, Corporate Services   Left at 9:45 a.m

1. **Call to Order**
   Vice Chair Buga called the meeting to order at 9:00 a.m.

2. **Approval of the Agenda**
   Moved by Trustee Oatway-McLay that the Board of Trustees accept the agenda as presented.

   CARRIED UNANIMOUSLY

3. **Approval of the Committee Minutes**
   Moved by Trustee Gibbons that the Board of Trustees accept the Committee Meeting Minutes of April 9, 2025, as presented.

   CARRIED UNANIMOUSLY

4. **Audit, Finance and Human Resources**

   4.1 **Standing Items**
   2024-2025 Budget Assumptions
   2025-2026 Budget Assumptions
   2025-2026 Budget Assumptions and Risk Summary
   2025-2026 Funding Manual
   Budget Retrenchment Plan
   Jurisdiction Profile
   Jurisdiction Profile Comparison
   Budget Timelines

4.2   Draft Budget Overview

The Board of Trustees reviewed and discussed the budget assumptions.

Meeting recessed for Public Board at 9:45 a.m. Meeting resumed at 4:02 p.m.

4.3   Review of Draft Board Budget - Policy 235

The Board of Trustees reviewed and discussed a presented budget graphic summary.

4.4   Trustee Monthly Expense Report

The Board of Trustees reviewed the Trustee Monthly Expense Report.

5.   Transportation

5.1   Transportation Budget Information

The Board of Trustees reviewed and discussed the transportation budget.

6.   Environmental Scan

Agenda item deferred.

7.   Policy 235: Board Operations

The Board of Trustees reviewed and discussed Policy 235 with suggested changes.

Policy 235: Board Operations will be brought to the next Committee of the Whole meeting for further discussion.

8.   Policy 700: Appendix A - Evaluation of Superintendent of Schools

Agenda item deferred.

9.   Policy 220: Trustee Code of Conduct

Agenda item deferred.

10.   Governance

10.1   March 19, 2025 Public Board Review

Agenda item deferred.

10.2   PSBAA Professional Development

Agenda item deferred.

10.3   Trustee Handbook Review

Agenda item deferred.

10.4   Work Plan 2024-2025
Agenda item deferred.

10.5   2025-2026 SPS Board Policy List and Review Schedule
Agenda item deferred.

11.   Advocacy

11.1   School Nutrition Data Survey
Agenda item deferred.

11.2   ASBA Collective Bargaining Survey
Agenda item deferred.

11.3   School Board Survey - Financial Impact of 2025 Support Staff Strike
Agenda item deferred.

11.4   2024-2025 Big Rocks
Nothing new to discuss. Agenda item deferred.

11.5   ASBA
Agenda item deferred.

11.6   PSBAA
Agenda item deferred.

11.7   Correspondence Review
Agenda item deferred.

11.8   Upcoming School Events/Trustee Attendance
Agenda item deferred.

12.   Capital Projects and Facility Services

12.1   Capital Plan
Linked as reference. Agenda item deferred.

13.   Adjournment
The meeting adjourned at 5:11 p.m.

Next meeting: Wednesday, May 7, 2025, at 3:15 p.m.

MINUTES OF THE
COMMITTEE OF THE WHOLE

Meeting held at the Frank Robinson Education Centre
Boardroom, in Morinville, Alberta
On Wednesday, May 7, 2025, at 3:15 p.m.

Attendance:

Tasha Oatway-McLay, Board Chair
Stacey Buga, Vice Chair
Cindy Briggs, Trustee   Left at 6:01 P.M.
Irene Gibbons, Trustee
*Janine Pequin, Trustee
Trish Murray-Elliott, Trustee
Shawna Warren, Superintendent
Jonathan Konrad, Deputy Superintendent, Education Services   Left at 4:48 PM
Lisa Lacroix, Associate Superintendent, Human Resources
Sean Nicholson, Associate Superintendent, Corporate Services
Michelle Wilde, Recording Secretary
*Virtual Attendance

Regrets:

Joe Dwyer, Trustee

1. **Call to Order**

   Vice Chair Buga called the meeting to order at 3:15 p.m.

2. **Approval of the Agenda**

   Addition of 4.0 Governance and Conduct.

   Moved by Trustee Gibbons that the Board of Trustees accept the agenda as amended.

   CARRIED UNANIMOUSLY

3. **Approval of the Committee Minutes**

   Moved by Trustee Pequin that the Board of Trustees accept the Committee Meeting Minutes of April 23, 2025, with the edited attendance listed below as presented. Trustee Briggs left the meeting at 4:05 and not Trustee Gibbons.

   CARRIED UNANIMOUSLY

4. **Governance and Conduct**

   Tasha Oatway-McLay, Board Chair, brought forward a memo that was shared with the Board of Trustees regarding governance and code of conduct issues with recommendations.

5.   Policy 235: Board Operations

The Board of Trustees reviewed Policy 235: Board Operations and Appendix D - Trustee Remuneration with recommended changes and discussed.

Meeting recessed for break at 4:38 p.m. Meeting resumed at 4:41 p.m.

Policy 235: Board Operations will be brought to the May 28, 2025, Public Board meeting for review and approval with an effective date of September 1, 2025, for Trustee Remuneration changes.

6.   Policy 700: Appendix A - Evaluation of Superintendent of Schools

The Board of Trustees reviewed Policy 700: Appendix A - Evaluation of Superintendent of Schools with recommended changes and discussed.

Policy 700: Appendix A - Evaluation of Superintendent of Schools will be brought to the next Public Board meeting on May 28, 2025, for review and approval.

7.   Omnibus Motion for Board Policies

The Board of Trustees reviewed the omnibus motion for board policies and the G-tech model for policies. Discussion ensued.

Separate memos for the below policies will be brought to the May 28, 2025, Public Board meeting for review and approval:
- Policy 100: History of Sturgeon Public Schools
- Policy 805: Home Education
- Policy 810: Off-Site Activities
- Policy 815: Outreach Programs
- Policy 910: School Resource Officer

8.   Policy 215: Organization Chart

The Board of Trustees reviewed and discussed Policy 215: Organization Chart.

Policy 215: Organization Chart will be brought to the June Committee of the Whole meeting for further discussion.

9.   Policy 800: Religious Education and Instruction

The Board of Trustees reviewed and discussed Policy 800: Religious Education and Instruction.

Policy 800: Religious Education and Instruction will be brought to the June Committee of the Whole meeting for further discussion.

10.   **Policy 220: Trustee Code of Conduct**
        Agenda item deferred.

11.   **2025-2026 SPS Board Policy List and Review Schedule**
        The Board of Trustees reviewed and discussed the 2025-2026 SPS Board Policy List and
        Review Schedule.

12.   **Budget 2025-2026**
        Sean Nicholson, Associate Superintendent, Corporate Services, provided information on
        budget 2025-2026.

13.   **Adjournment**
        The meeting adjourned at 6:36 p.m.

        Next meeting: Wednesday, May 14, 2025, at 9:00 a.m.

MINUTES OF THE
COMMITTEE OF THE WHOLE
Meeting held at the Frank Robinson Education Centre
Boardroom, in Morinville, Alberta
On Wednesday, May 14, 2025, at 9:00 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
Lisa Lacroix, Associate Superintendent, Human Resources   Left at 2:30 p.m.
Sean Nicholson, Associate Superintendent, Corporate Services   Left at 2:30 p.m.
Franco Maisano, Executive Director of Corporate Services   Left at 2:30 p.m.
Michelle Wilde, Recording Secretary
*Online Attendance

1.   Call to Order
Vice Chair Buga called the meeting to order at 9:00 a.m.

2.   Approval of the Agenda

Move 5.1 Draft Education Plan 2025-2028 to the top of the agenda.

Moved by Trustee Oatway-McLay that the Board of Trustees accept the agenda with amendments.

CARRIED UNANIMOUSLY

3.   Approval of the Committee Minutes
Moved by Trustee Gibbons that the Board of Trustees accept the Committee Meeting Minutes of May 7, 2025, as presented.

CARRIED UNANIMOUSLY

4.   Draft Education Plan 2025-2028
Jonathan Konrad, Deputy Superintendent, Education Services, walked the Board of Trustees through the Draft Education Plan 2025-2028 and responded to questions.

Meeting recessed for break at 10:11 a.m. Meeting resumed at 10:17 a.m.

Draft Education Plan 2025-2028 will be brought to the May 28, 2025, Public Board meeting for final review and approval. Trustees have commenter access and were asked to provide feedback by Tuesday, May 20th, end of day, to ensure feedback is captured in the Draft Education Plan coming to the May 28th Public Board meeting.

5.   **Audit, Finance and Human Resources**

Draft 2025-2026 Budget
Sean Nicholson, Associate Superintendent, Corporate Services and Franco Maisano, Executive Director of Corporate Services, walked through the Draft 2025-2026 Budget with the Board of Trustees and responded to questions.

Meeting recessed for break at 11:10 a.m. Meeting resumed at 11:17 a.m.

The Draft 2025-2026 Budget will be brought to the May 28, 2025, Public Board meeting for final review and approval.

Meeting recessed for lunch at 12:05 p.m. Meeting resumed at 12:46 p.m.

6.   **Advocacy**

Stakeholder Engagement Report
Jonathan Konrad, Deputy Superintendent, Education Services, walked through the Stakeholder Engagement Report with the Board of Trustees and responded to questions.

Business and Community Engagement Report
Jonathan Konrad, Deputy Superintendent, Education Services, walked through the Business and Community Engagement Report with the Board of Trustees and responded to questions.

2024-2025 Big Rocks
Nothing new brought forward for discussion.

ASBA
Nothing to discuss.

PSBAA
Troy Tait, Executive Director and CEO, and Dennis MacNeil, President of PSBAA, met with the Board of Trustees.

Meeting recessed for break at 3:35 p.m. Meeting resumed at 3:40 p.m.

Correspondence Review
Agenda item deferred.

Upcoming School Events/Trustee Attendance
The Board of Trustees reviewed and discussed upcoming events.

6. **Agenda Review - May 28, 2025, Public Board Meeting**
The Board of Trustees reviewed the current agenda for the May 28, 2025, Public Board meeting.

7. **Environmental Scan**
Special Board Meeting called for May 28, 2025, at 3:00 p.m.

8. **Governance**

Policy 220: Trustee Code of Conduct
Agenda item deferred.

Work Plan 2024-2025
Agenda item deferred.

2025-2026 SPS Board Policy List and Review Schedule
Agenda item deferred.

9. **Capital Projects and Facility Services** - No update.

10. **Transportation** - No update.

11. **Adjournment**
The meeting adjourned at 4:07 p.m.

Next meeting: Wednesday, May 28, 2025, at 9:00 a.m.