Date:	June 18, 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:	**Board Policy Renumbering and Summer Update**		

Recommended Motion:

THAT the Board of Trustees approve the renumbering and reformatting of Board Policies under the G-Tech model, to be completed and posted online over the summer of 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 shows that student achievement and well-being are best supported when Boards focus on governance; setting clear direction and delegating operational matters to administration.

In alignment with this commitment and as part of its regular cycle of policy review, the Board approved a transition to the G-Tech Model, a policy framework widely used across Alberta school divisions and supported by governance best practices, including those promoted by the Public School Boards' Association of Alberta (PSBAA). This model emphasizes the development of high-impact governance policies and the delegation of day-to-day operational procedures to the administrative team.

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

- Establishing policy that guides the Division's mission, vision, and priorities;
- Ensuring policies support accountability, equity, and student success;
- Delegating operational matters to the Superintendent and Division leadership.

In keeping with Section 33(1)(i) of the Education Act, which obligates the Board to ensure effective stewardship of resources, the G-Tech transition includes:

- A renumbering of all existing policies to reflect G-Tech categories;
- Reformatting policies to improve clarity, consistency and accessibility;
- Removing redundant or outdated policies better suited as administrative procedures.

The Board Policy renumbering and reformatting work will be completed by Division administration over the summer of 2025, with the updated versions posted to the public website before the start of the 2025-2026 school year. Policy content will NOT be changed unless otherwise approved through separate motions. Trustees will be notified when the renumbered policies are published.

This initiative strengthens the Board's focus on strategic governance, supports transparency and ensures policies remain responsive to system needs while aligned with provincial legislation and best practices.

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 June 18, 2025, Public Board meeting.

Attachment(s):
1. Board Policy List
2. PSBAA Policy Checklist
3. G-Tec Model

Board Policy List

Policy 1: Vision, Mission and Values

Policy 2: Role of the Board
      Appendix A: Advocacy Plan

Policy 3: Role of the Trustee

Policy 4: Trustee Code of Conduct
      Appendix A: Code of Ethics
      Appendix B: Code of Conduct Complaint
      Appendix C: Code of Conduct Hearing

Policy 5: Role of the Board Chair *(in development)*

Policy 6: Role of the Vice Chair *(in development)*

Policy 7: Board Operations
      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

Policy 8: Board Committees
      Appendix A: Committee of the Whole
      Appendix B: Student Discipline Committee
      Appendix C: ATA Negotiations Committee
      Appendix D: Teacher Board Advisory Committee (TBAC)
      Appendix E: C.U.P.E. Negotiations Committee
      Appendix F: Labour Management Committee
      Appendix G: Student Advisory Committee

Policy 9: Policy Development

Policy 10: Board Delegation of Authority

Policy 11: Superintendent of Schools

Policy 12: Attendance Areas

Good Governance for School Boards
Trustee Professional Development Program
Module 7 – Exercising Effective Governance:
The School Board's Role as Policy-maker

Checklist: Policy Development Guiding Questions

General considerations for all policies:

_____ Is the policy ethical? Does it align with the Board's values, vision and mission?

_____ Does the document employ gender-neutral and inclusive language?

_____ Are key terms in the policy adequately defined?

_____ Is the policy written in a manner that can be understood by a wide audience?

_____ Is terminology consistent in the draft policy and across related policies?

_____ What resources of time, people and budget will be needed to develop, implement and/or monitor this policy?

_____ Does the draft policy follow the board policy template?

Planning Stages

_____ Is a policy required, or is the issue better resolved through other means such as improved communication, an educational campaign, or a memo?

_____ Are the resources, knowledge, and expertise available to develop a policy on this issue?

_____ Will there be any training or professional learning requirements associated with the development, implementation or monitoring of this policy? If so, how will they be addressed?

_____ Is there an existing policy with the same or a similar intent?

_____ Have policies from other school boards been reviewed and compared?

_____ Have plans been made on how the policy will be implemented and who will be responsible for implementing it?

_____ Have plans been made on how the policy will be communicated to the school jurisdiction, community, constituents and any applicable external organizations?

Drafting and Reviewing the Policy

_____ Is the purpose of the policy clearly established in the document?

_____ Have related policies and procedures and other documents, like the jurisdiction's Education Plan, been reviewed to ensure the draft policy aligns with them?

_____ If there are pre-existing policies that are interrelated or overlap, are appropriate references included to related policies and is it clear when each policy will apply?

_____ Does the policy accurately reflect current practice?

_____ Have applicable legislation (e.g. _Education Act_) and regulations been identified and reviewed to ensure that the draft policy is in alignment?

_____ Is it clear to whom and what the policy applies?

_____ Have all procedures been separated from the policy?

_____ Have all references in the draft policy been verified as accurate and current?

Consultations

_____ Have experts in the subject area been consulted?

_____ Have all staff, community members, and stakeholders been identified who may be impacted by the terms of the draft policy?

_____ Have stakeholders been consulted and had an opportunity to provide input and feedback on the draft policy?

_____ Have consultations been considered and appropriate revisions made to the draft policy?

Policy Approval

_____ Has the draft policy been presented to the board for approval?

_____ If changes were determined to be necessary, have they been made?

_____ If changes were required and have been made, has the policy been resubmitted to the board for approval?

_____ Has the Board Policy Handbook been revised to include the new policy?

ADAPTED FROM: University of Victoria, _Policy Development and Review Checklist_.

G-TEC Policy Model
Governing Through Engagement and Collaboration

ALBERTA SCHOOL BOARDS ASSOCIATION

G-TEC Policy Model Deliverables

Board Policy Handbook

Admin Procedures Manual

Forms Directory

A G-TEC Board

1. Division Foundational Statements
2. Role of the Board
3. Role of the Trustee
4. Trustee Code of Conduct
5. Role of the Board Chair
6. Role of the Vice-Chair
7. Board Operations
8. Board Committees
9. Board Representatives
10. Policy Making
11. Board Delegation of Authority
12. Role of the Superintendent
13. Appeals and Hearings Regarding Student Matters
14. Hearings on Teacher Transfers
15. School Closure
16. Recruitment and Selection of Personnel
17. Student Transportation Services
18. Alternative Programs
19. Welcoming, Caring, Respectful, Safe and Healthy Learning and Working Environments