

# MINUTES OF THE PUBLIC BOARD MEETING

Meeting held at the Frank Robinson Education Centre  
Boardroom, in Morinville, Alberta  
On Wednesday, May 28, 2025, at 10:00 a.m.

UNAPPROVED DRAFT

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**Resolution #**

Motions

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On Wednesday, May 28, 2025, at 10:00 a.m.

UNAPPROVED DRAFT

**Attendance:**

Tasha Oatway-McLay, Board Chair  
Stacey Buga, Vice Chair  
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  
Sean Nicholson, Associate Superintendent, Corporate Services  
Franco Maisano, Executive Director, Corporate Services  
Michelle Wilde, Recording Secretary

Left at 12:38 p.m.

**Regrets:**

Cindy Briggs, Trustee

**Call to Order**

Board Chair Oatway-McLay called the meeting to order at 10:02 a.m.

**Land Acknowledgement**

Trustee Pequin read the Land Acknowledgement Statement.

**Approval of Agenda**

[038/2025 - Moved by Trustee Murray-Elliott](#) that the agenda be approved as presented.

**CARRIED UNANIMOUSLY**

**Approval of Minutes**

[039/2025 - Moved by Trustee Buga](#) that the minutes of the Regular Board Meeting of April 23, 2025, be approved as presented.

**CARRIED UNANIMOUSLY**

**040/2025 - Moved by Trustee Peguin** that the minutes of the Special Board Meeting of May 7, 2025, be approved as presented.

**CARRIED UNANIMOUSLY**

### **Business Arising From The Minutes**

No business arising from the minutes.

### **Presentations/Delegations**

Student Panel - Indigenous Gathering consisting of the following students: Brady Nanooch, Tori Arcand, Keagan Pahtayken and Ava Sanderson, along with staff members: Shannon Campbell Requa, Andrea Deelstra and Daniel Lehman presented to the Board of Trustees.

Meeting recessed for break at 11:14 a.m. Meeting resumed at 11:23 a.m.

### **Action Items**

#### Draft 2025-2026 Budget

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.

**041/2025 - Moved by Trustee Buga** THAT the Board of Trustees approve the Draft 2025-2026 Budget as presented at the May 28, 2025, Public Board Meeting.

**CARRIED 5/1**  
**Opposed: Trustee Dwyer**

**Sturgeon Public Schools DRAFT Education Plan 2025-2028**

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.

**042/2025 - Moved by Trustee Gibbons** 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.

**CARRIED UNANIMOUSLY**

Meeting recessed for break at 12:38 p.m. Meeting resumed at 1:15 p.m.

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

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.

**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;

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BOARD CHAIR

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ASSOCIATE SUPERINTENDENT  
CORPORATE SERVICES

Read a second time on May 28, 2025;

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BOARD CHAIR

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ASSOCIATE SUPERINTENDENT  
CORPORATE SERVICES

Read a third time on May 28, 2025;

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BOARD CHAIR

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ASSOCIATE SUPERINTENDENT  
CORPORATE SERVICES

**043/2025 - Moved by Trustee Oatway-McLay** 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.

**CARRIED UNANIMOUSLY**

**044/2025 - Moved by Trustee Oatway-McLay** 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.

**CARRIED UNANIMOUSLY**

**045/2025 - Moved by Trustee Oatway-McLay** 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.

**CARRIED UNANIMOUSLY**

**046/2025 - Moved by Trustee Oatway-McLay** 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.

**CARRIED UNANIMOUSLY**

**Appointment of Returning Officer and Substitute Returning Officer for the 2025 General Election**

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.

**047/2025 - Moved by Trustee Murray-Elliott** 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.

**CARRIED UNANIMOUSLY**

**Authorization for Agreements with Municipalities and Sturgeon County for the 2025 General Election**

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.

**048/2025 - Moved by Trustee Buga** 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.

**CARRIED UNANIMOUSLY**

### 2025-2026 Council of School Councils' Meetings

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.

**049/2025 - Moved by Trustee Buga** 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.

**CARRIED UNANIMOUSLY**

### Policy 100: History of Sturgeon Public Schools

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.

**050/2025 - Moved by Trustee Buga** THAT the Board of Trustees rescind Policy 100: History of Sturgeon Public Schools.

### **CARRIED UNANIMOUSLY**

#### **Policy 235: Board Operations**

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.

**051/2025 - Moved by Trustee Buga** 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.

**CARRIED UNANIMOUSLY**

### Policy 700: Appendix A - Evaluation of the Superintendent of Schools

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.



**052/2025 - Moved by Trustee Peguin** 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.

**CARRIED UNANIMOUSLY**

Policy 805: Home Education

**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.

**053/2025 - Moved by Trustee Buga** THAT the Board of Trustees rescind Policy 805: Home Education and direct administration to manage home education programming through an administrative procedure.

**CARRIED UNANIMOUSLY**

#### Policy 810: Off-Site Activities

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.

### **Rationale:**

- **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.

**054/2025 - Moved by Trustee Murray-Elliott** THAT the Board of Trustees rescind Policy 810: Off-Site Activities.

**CARRIED UNANIMOUSLY**

#### **Policy 815: Outreach Programs**

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.

**055/2025 - Moved by Trustee Buga** THAT the Board of Trustees rescind Policy 815: Outreach Programs.

**CARRIED UNANIMOUSLY**

**Policy 910: School Resource Officer**

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

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

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

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

Furthermore, Section 33(1)(i) of the Education Act mandates that the Board has the responsibility to "ensure effective stewardship of the Board's resources". Streamlining policies by removing redundancies and transferring operational matters to administrative procedures supports this requirement. Streamlining policies by removing redundancies and transferring operational matters to administrative procedures supports this requirement and aligns with the G-Tech Model's focus on maintaining a strategic and student-focused policy framework.

### **Principles of Effective Policy Making:**

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

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

### **Review and Recommendation:**

Administration conducted a thorough review of the policies, referring to the G-Tech Model, and reviewing other School Boards who use the G-Tech Model.

#### **Review of Policy 910:**

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

- April 23, 2025, Public Board Meeting, motion to defer to the next Committee of the Whole; and
- May 7, 2025, Committee of the Whole, recommendation that separate memos for policies 100, 805, 810, 815 and 910 be brought to the May 28, 2025, Public Board meeting for review and approval.

### **Rationale:**

- **Governed by Operational Agreement:** The School Resource Officer Agreement (SRO) is defined and managed through a Triparty Agreement between The Sturgeon Public School Division, Greater St. Albert Roman Catholic Separate School Division and the Town of Morinville, which is negotiated and maintained by administration. It outlines roles, responsibilities and reporting relationships, making it operational, not governance-related.
- **No Precedent or Supporting Framework:**
  - The Board does not currently have any other policies or administrative procedures addressing service agreements.
  - Board Policy 910 exists as an outlier within the policy framework and is inconsistent with how similar agreements are handled across the Division.
- **Partner Alignment:** The Greater St. Albert Roman Catholic Separate School Division, as a partner in the SRO agreement, does not have a Board policy or administrative procedure on this topic, further underscoring that this matter is managed operationally, not through governance.
- **Consistency with Effective Policy Practice:** According to the Policy Checklist in PSBAA's Module 7: Exercising Effective Governance, policies should only be developed where governance direction is required. Matters regulated through legal agreements do not require separate policies.

### **Governance Implications:**

- **Clarity in Roles and Responsibilities:**
  - The Board is responsible for setting direction and priorities, while the Superintendent oversees operational implementation.
- **Legal and Regulatory Compliance:**
  - These changes ensure alignment with the Education Act, which requires policies to focus on board governance rather than operational matters.

- **Efficiency and Accountability:**

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

- **Transparency and Public Confidence:**

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

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

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

**056/2025 - Moved by Trustee Gibbons** THAT the Board of Trustees rescind Policy 910: School Resource Officer.

**CARRIED UNANIMOUSLY**

## **Administrative Reports**

### IMR/CMR Update Report

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:

- Ensure school facilities meet all regulatory requirements, particularly as they pertain to providing a safe and healthy learning environment.
- Preserve and improve the quality of the learning environment by:
- Meet the requirements of children/students requiring specialized supports and services; or
- 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.

<b>School Year</b>	<b>IMR</b>	<b>CMR</b>	<b>Total</b>
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.

<b><u>Project Type</u></b>	<b><u>Location</u></b>	<b><u>Estimated Costs</u></b> <b><u>(Updated May, 2025)</u></b>
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
<b>Total Estimated Costs:</b>	<b>Total</b>	<b>\$865,000</b>

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)

<b>CMR Project Type</b>	<b>Status</b>	<b>Location</b>	<b>Estimated Costs</b>
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
<b>Total Estimated Costs:</b>			<b>\$1,450,000</b>

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

#### Communications Report - March April & May 2025

Report shared as information.

#### Superintendent Report

Report shared as information.

### **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:

- Committee of the Whole Meetings (May 7, May 14 & May 28)
- Long Service Awards (May 14)
- Public Board Meeting (May 28)
- Special Board Meeting (May 7)

Trustees' Reports

Below are the submitted Trustee Reports.

Trustee Buga (Morinville Area)

Trustee Buga reported that she attended:

- Committee of the Whole Meetings (May 7, May 14 & May 28)
- Edwin Parr Awards Night (May 23)
- Fine Arts Celebration at SCHS
- Long Service Awards (May 14)
- Public Board Meeting (May 28)
- Special Board Meeting (May 7)
- STEAM Games (May 1)
- Sturgeon Night of Music (Apr. 28)
- Beetlejuice Play

Trustee Dwyer (Alcomdale/Villeneuve Area)

Trustee Dwyer reported that he attended:

- Sturgeon Night of Music (Apr. 28)
- Camilla School Council (May 27)

Trustee Gibbons (Gibbons/Lamoureux)

Trustee Gibbons reported that she attended:

- Committee of the Whole (May 7, May 14 & May 28)
- Edwin Parr Awards Night (May 23)
- Gibbons School Council Meeting (May 12)
- LT Art Show (May 8)
- Provincial Drumline Competition - Sturgeon Composite High School (May 15)
- Public Board Meeting (May 28)
- Special Board Meeting (May 7)
- Zone 2/3 Meeting (May 23)

Trustee Murray-Elliott (Sturgeon Valley/West St. Albert)

Trustee Murray-Elliott reported that she attended and submitted her report:

- A Little Princess, Sturgeon Heights Musical Theatre (May 21)
- Committee of the Whole Meeting (May 7, May 14 & May 28)

- Edwin Parr Awards Ceremony (May 23)
- Governance Discussion with Grade 6, Sturgeon Heights School (Apr. 30)
- Long Service Awards (May 14)
- One-to-One Meeting with the Superintendent (May 12)
- Public Board Meeting (May 28)
- School Council, Sturgeon Composite High School (May 26)
- School Council, Sturgeon Heights School (May 12)
- STEAM Games (May 1)
- Sturgeon Strides, Sturgeon Composite High School (May 15)
- Unplugged St. Albert Presentation (May 29)
- Volunteer Tea, Sturgeon Heights School (May 22)

#### Trustee Pequin (Redwater/Coronado Area)

Trustee Pequin reported that she attended:

- Committee of the Whole Meetings (May 7, May 14 & May 28)
- Long Service Awards (May 14)
- Public Board Meeting (May 28)
- Special Board Meeting (May 7)

#### Committee of the Whole

The Board of Trustees received as information the approved minutes of the April 23, 2025, and May 7, 2025, Committee of the Whole meetings and the unapproved minutes of the meeting from the May 14, 2025, Committee of the Whole meeting.

#### Policy Committee

Nothing to report.

#### 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 Murray-Elliott shared a verbal report.

#### Rotary Report

Trustee Dwyer shared a verbal report.

Chamber of Commerce Meetings

No reports shared.

Community Services Advisory Board

Nothing to report.

**Unfinished Business**

No unfinished business.

Meeting recessed for break at 2:38 p.m. Meeting resumed at 2:43 p.m.

**Comment and Question Period**

Questions were submitted via the Q&A and will be responded by email.

**In Camera**

057/2025 - Moved by Trustee Gibbons that the Board of Trustees move to In Camera at 2:44 p.m.

**CARRIED UNANIMOUSLY**

058/2025 - Moved by Trustee Buga that the Board of Trustees revert to a public meeting at 3:45 p.m.

**CARRIED UNANIMOUSLY**

**Adjournment**

Meeting adjourned at 3:45 p.m.

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Chair

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Date

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Associate Superintendent,  
Corporate Services