

**Date:** June 18, 2025 **Agenda Item:** 7.5

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

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

**Subject:** **Policy 215: Organization Chart**

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**Recommended Motion:**

THAT the Board of Trustees rescind Policy 215: Organization Chart and direct administration to manage the organizational structure of the Division through an administrative procedure.

**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 In line with this commitment, the Policy Committee has identified several policies for rescission, as they are either outdated, redundant or better addressed through administrative procedures.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 215:**

- 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.
- June 18, 2025, Committee of the Whole, Policy 215 was reviewed again and brought to the June 18, 2025, Public Board meeting for review and approval.

**Rationale:**

- **Operational Scope:** The organization chart serves as an internal administrative tool that outlines reporting relationships and structural hierarchy within the Division. Its primary function is to guide internal operations, staffing decisions, and workflow efficiency; areas

that fall under the Superintendent's responsibility as defined by Section 222 of the Education Act and Board Policy 700: Superintendent of Schools.

- **Transition to Administrative Procedure:** Given its operational nature, oversight and updates to the organization chart are more appropriately addressed through an Administrative Procedure. This transition ensures that the chart can be updated responsively by administration as staffing structures evolve, without requiring Board approval.
- **Redundancy and Efficiency:** Maintaining a Board policy for the organization chart creates unnecessary duplication, as the content is better suited to flexible administrative processes. Removing it as a policy reduces policy clutter and allows governance documents to focus on strategic direction and oversight functions.
- **Alignment with Effective Governance Practices:** As outlined in Module 7: Exercising Effective Governance (PSBAA), Board policies should exist only when a governance response is required. The organization chart does not establish Board direction, require enforcement, or contribute to accountability structures at the governance level.
- **Support for the G-Tech Model:** This rescission reinforces the Board's adoption of the G-Tech Model by ensuring that governance policies remain strategic, student-focused and non-operational. It strengthens the distinction between governance and administration, allowing the Board to concentrate on matters that directly impact student success, legal compliance, and 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:**
  - This initiative 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:

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

## **Governance Implications:**

### **Education Act**

Board responsibilities

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

#### Board Procedures Regulation

Policies and procedures

4 The board must

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

#### Policy 225: Role of the Board

Governance and Organization

26. Develop, approve and monitor the implementation of policies to guide the Division and the Board.

28. Monitor the development, revision and implementation of policy

Administration is prepared to respond to questions at the June 18, 2025, Public Board meeting.

#### **Attachment(s):**

1. Policy 215: Organization Chart
2. DRAFT Administrative Procedure 201: Organizational Structure
3. Board Policy List
4. PSBAA Policy Checklist
5. G-Tec Model

## **215: Organization Chart - To be rescinded and replaced with an AP.**

### **1.0 POLICY**

The Board of Trustees, which is responsible for providing high quality educational programs for students, acknowledges the necessity of discharging this responsibility through a well ordered administrative and management structure.

### **2.0 GUIDELINES**

2.1 The Superintendent of Schools, as the Chief Executive and Educational Officer for the division, is responsible for the effective functioning of an appropriate administrative and management structure within the budget guidelines established by the Board.

2.2 The Board expects the Superintendent to keep the management structure current and able to respond to the changing needs of the school system.

2.3 To this end, the Superintendent may re-organize lines of authority and revise the Organizational Chart, subject to Board approval. Any permanent changes to the Organization Chart shall be implemented only upon Board approval.

2.4 Additional staff positions may be added on a temporary basis, from time to time, as required and as approved by the Superintendent, and as advised to the Board.

2.5 All division employees are accountable to the Superintendent. The Superintendent is accountable to the Board of Trustees.

[Download Organization Chart](#)

### **History**

2019 Mar 27 Initial Approval

2020 Jan 29 Amended

2021 Oct 27 Reviewed

2022 Jun 22 Amended

# **AP201: Organizational Structure - DRAFT**

**Responsible Administrator: Superintendent**

## **PURPOSE**

The Superintendent recognizes the importance of establishing a clear organizational structure.

## **PROCEDURE**

1. The Superintendent shall annually ensure an organizational structure exists to facilitate the efficient and effective operation of the Division.
2. The structure shall provide clarity in outlining the working, communication and reporting relationships.
3. The Superintendent shall ensure that the organizational structure is shared as prudent to do so.

## **References**

[Download Organizational Chart](#)

Education Act Sections 33, 52, 53, 68, 197, 204, 222, 225

Policy 700: Superintendent of Schools

AP221: Focused and Effective Communication

## **History**

2025 Jun 18 Initial Approval



## 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







Policy 13: Appeals Regarding Student Matters

Policy 14: Public Interest Disclosure (Whistleblower Protection)

Policy 15: School Closure

Policy 16: Public Use of School Buildings and Property

Policy 17: Inclement Weather

Policy 18: Student Transportation Services

Policy 19: Welcoming Inclusive, Safe and Healthy Environments

Policy 20: Sexual Orientation and Gender Identities

Policy 21: Student Conduct and Discipline

Policy 22: Awards and Recognition

Policy 23: Employee Recognition

Policy 24: Educational Leaves of Professional Staff





# **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

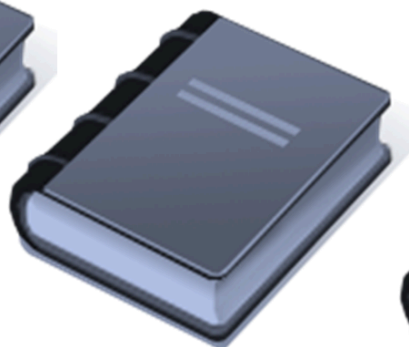
*Governing Through Engagement and Collaboration*

## G-TEC Policy Model Deliverables

Board Policy Handbook



Admin Procedures Manual



Forms Directory



## A G-TEC Board

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