



BOARD OF TRUSTEES STURGEON PUBLIC SCHOOLS

Public Board Meeting

AGENDA

Date: June 18, 2025 **Start Time:** 10:00 a.m.

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

1. [Call to Order](#)
2. [Land Acknowledgement](#) - Trustee Gibbons
3. [Approval of Agenda](#)
4. [Approval of Minutes](#)
5. [Business Arising From The Minutes](#)
6. [Presentations/Delegations](#)
 - 6.1 Flight School - Sturgeon Composite High School
7. [Action Item](#)
 - 7.1 Addition of August Public Board Meeting
 - 7.2 Gibbons School Amalgamation
 - 7.3 2025-2026 Student Advisory Committee Meetings
 - 7.4 Combined Motion for Locally Developed Course Approval
 - 7.5 Policy 215: Organization Chart
 - 7.6 Policy 800: Religious Education and Instruction
 - 7.7 Board Policy Renumbering and Summer Update

8. Administrative Reports

- 8.1 Off-Campus Education Report 2024-2025
- 8.2 Fine Arts Report 2024-2025
- 8.3 Quarterly Financial Report and Forecast - June 2025
- 8.4 Stakeholder Engagement Summary 2024-2025
- 8.5 Communications Report - May & June 2025
- 8.6 Superintendent Report
- 8.7 Administrative Procedure 540: Communication Plan for Alexander First Nation Students
- 8.8 Administrative Procedure 800: Language Programs
- 8.9 Administrative Procedure 810: Protocol for Reporting Provincial Achievement & Diploma Examination Results
- 8.10 Administrative Procedure 855: Alternate Programming and Learning Opportunities
- 8.11 Administrative Procedure 865: Information and Communication Technology

9. Reports from Trustees and Standing Committees

- 9.1 Chair's Report
- 9.2 Trustees' Reports
- 9.3 Committee of the Whole Report

10. Reports from Special Committees/Task Groups

- 10.1 Alberta School Boards Association Representative
- 10.2 Public School Boards Association of Alberta Representative
- 10.3 Rotary Report
- 10.4 Chamber of Commerce Meetings
- 10.5 Community Services Advisory Board

11. Unfinished Business

12. Comment & Question Period

13. In Camera

14. Adjournment

**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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UNAPPROVED DRAFT

Resolution #

Motions

Policy 810: Off-Site Activities - Rescinded	054
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DRAFT

**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

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;

BOARD CHAIR

ASSOCIATE SUPERINTENDENT
CORPORATE SERVICES

Read a second time on May 28, 2025;

BOARD CHAIR

ASSOCIATE SUPERINTENDENT
CORPORATE SERVICES

Read a third time on May 28, 2025;

BOARD CHAIR

ASSOCIATE SUPERINTENDENT
CORPORATE SERVICES

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.

School Year	IMR	CMR	Total
2021 – 2022	\$718,661	\$779,217	\$1,497,878
2022 – 2023	\$700,368	\$483,829	\$1,184,197
2023 – 2024	\$695,683	\$355,263	\$1,050,946
2024 - 2025	\$688,143	\$879,614	\$1,567,757
2025 - 2026	\$658,509	\$871,000	\$1,529,509

IMR and CMR funding has declined slightly for the 2025-2026 School Year. IMR and CMR funding did decline in 2022-2023 for two years, but has increased by over half a million dollars for the previous year.

Infrastructure Maintenance and Renewal (IMR) Update

The Division spent \$662,459 on IMR in the 2023-2024 school year. Provided as an attachment for information is the 2023-2024 Infrastructure Maintenance and Renewal (IMR) Expenditures, previously shared at the November 27, 2024, Public Board meeting.

The Division had an opening balance for the 2024-2025 school year of \$401,114 and has been approved for funding in the amount of \$688,143, for a total of \$1,089,257 available for planning.

The Facilities Services Team has been focusing the IMR funding towards the following project areas in the 2024-2025 school year.

<u>Project Type</u>	<u>Location</u>	<u>Estimated Costs</u> <u>(Updated May, 2025)</u>
PA System Repairs	Various Schools	\$175,800
Mechanical Equipment Repairs	Various Schools	\$80,000
Electrical & Security System Repairs	Various Schools	\$36,100
Painting	Various Schools	\$100,000
Flooring Repairs	Various Schools	\$95,900
Concrete/Asphalt Repairs	Various Schools	\$190,000
Minor Exterior Repairs	Various Schools	20,400
Minor Interior Repairs	Various Schools	138,200
Roofing Repair	Various Schools	\$28,600
Total Estimated Costs:	Total	\$865,000

This will leave the Division with a carry forward of \$224,257 for the 2025-2026 School Year. The estimated funding for 2025-2026 is \$658,509, and this will leave a total of \$882,766 available for the 2025-2026 school year.

Capital Maintenance and Renewal (CMR) Update

The Division spent \$513,619 in CMR in the 2024-2025 school year (**April 1, 2024, to March 31, 2025**). Provided as an attachment for information is the 2024-2025 Capital Maintenance and Renewal (CMR) Expenditures as reported to the Government of Alberta.

- 2024-2025 Opening CMR Balance: \$611,286
- 2024-2025 Funding Amount: \$879,614
- Less Expenditures in 2024-2025: \$513,619
- 2025-2026 Opening Balance: \$977,281

The Division has an opening balance for the 2025-2026 CMR year of \$977,281 and has been approved for funding in the amount of \$871,000, for a total of \$1,848,281 available for planning.

The Facilities Services Team is planning on focusing the CMR funding towards the following project areas in the 2025-2026 CMR year (April 1, 2025, to March 31, 2026)

CMR Project Type	Status	Location	Estimated Costs
PA System Replacements	In Progress	Various Schools	\$50,000
Roofing Replacements	Planning	Various Schools	\$475,000
Mechanical System Replacements	Planning	Various Schools	\$500,000
Electrical System Replacements	In Progress	Various Schools	\$125,000
Concrete/Asphalt Replacements	In Progress	Various Schools	\$100,000
Camera Replacement Pilot Project	Development	Various Schools	\$50,000.
Dry System Replacement	Out for tender	Guthrie	\$150,000
Contingency	Planning	Various Schools	\$100,000
Total Estimated Costs:			\$1,450,000

This will leave the Division with a remaining balance of \$398,281 in CMR funding at the end of 2025-2026, if all projects are completed.

Facility Services IMR & CMR Challenges

Funding and Construction Cost Increase

From 2021 to 2024, the Division saw a total decrease in IMR/CMR funding of \$0.6M. This decrease was during a time when construction costs were on the rise and inflation rates

were at an all-time high. In the 2024-2025 school year, the Division did see an increase in funding of \$0.5M, returning it to the same level as in 2020-2021. This Division's IMR/CMR funding for the 2025-2026 school year is \$1.5M, which is slightly lower than what was received in 2024-2025 of \$1.6M, despite cost increases.

Tariffs have a significant impact on the construction sector. Higher construction costs may have an impact on the number of IMR & CMR projects the Division can deliver in the next couple of years. Tariffs could also impact procurement, manufacturing and delivery of key products with longer lead times that are required for projects. Tariffs also threaten the value of the Canadian dollar and will have an impact on the Division's IMR & CMR spending capabilities.

Age of Infrastructure

Sturgeon School Division is experiencing challenges with the amount of funding received annually for the IMR/CMR programs and the Division's needs. The majority of the buildings in the Division were built between the 1950s and 1980s, these buildings require more maintenance and upkeep than newer buildings. Many of our buildings are aging, the electrical/mechanical systems are close to end of life. Aging buildings and systems create a strain on the operations staff and resources by leading to more work orders. Our older buildings require more resources to maintain, but the funding does not consider the age of our buildings and we get the same funding for both a new building and an older building.

Capital Project Approval and Utilization

The Division getting a capital project approved would help with the resource drain of our older buildings. However, this is a large challenge every school division faces because each division is competing with one another for capital project approval. In a climate where schools across the province are over capacity, aging buildings with lower utilization are a challenge to get approval. Underutilized buildings still have a certain amount of square meters that the Facilities Services team needs to maintain and service. Utilization affects funding, but it doesn't consider the fact that these buildings still need to be operated despite low utilization

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.

Chair

Date

Associate Superintendent,
Corporate Services



Date: June 18, 2025 **Agenda Item:** 7.1

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Shawna Warren, Superintendent

Subject: **Addition of August Public Board Meeting**

Recommended Motion:

THAT the Board of Trustees approve adding a Public Board meeting on August 27, 2025, with a start time of 1:00 p.m. to allow additional time for a Committee of the Whole meeting beginning at 9:00 a.m. for policy review.

Background:

Recent amendments to the *Education Act*, effective September 1, 2025, require updates to several Board policies to ensure alignment with new legislative requirements. Specifically, Board Policy 115: Sexual Orientation and Gender Identities is currently not aligned with direction from Alberta Education and must be revised and approved prior to the implementation deadline.

To support compliance with the legislation and allow sufficient time for policy review and approval, Administration recommends scheduling an additional Public Board Meeting on August 27, 2025. This will ensure that the current Board of Trustees can carry out the required revisions in advance of the September 1, 2025, effective date.

The Board also has numerous policies that were scheduled for review during the 2024-2025 school year that need to be finalized before the 2025-2026 school year begins to set up the new Board of Trustees for success, who will be in place after the October 2025 election.

The regularly scheduled Public Board Meeting on September 24, 2025, will remain on the calendar. This ensures continuity of governance leading into the October 2025 municipal election, at which time a new Board of Trustees will be elected and sworn in.

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

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

- | | |
|--------------------|--|
| COMPETENCY: | (6) School Authority Operations and Resources |
| INDICATORS: | e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts. |
| COMPETENCY: | (7) Supporting Effective Governance |
| INDICATORS: | d. ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities; |

- f. supporting the board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms;
- g. implementing board policies and supporting the regular review and evaluation of their impact; and
- j. building the capacity of the board and staff to predict, communicate and respond to emergent circumstances, including emergency readiness and crisis management, and to political, social, economic, legal and cultural contexts and trends.

Governance Implications:**Education Act**

Board responsibilities

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

General powers and duties of boards

53(1) A board shall

- (a) establish, maintain and implement policies necessary for fulfilling its responsibilities under section 33,

Board Procedures Regulation

Regular meetings

- 2(1) The board must hold as many regular meetings as it considers necessary to deal adequately with its business.
- (2) The resolution of the board establishing the regular meetings of the board must state the date, time and place of the regular meeting

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.

Policy 235: Board Operations

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

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

Attachment(s):

Not applicable.



Date: June 18, 2025 **Agenda Item:** 7.2

To: Board of Trustees

From: Shawna Warren, Superintendent

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

Subject: **Gibbons School Amalgamation**

Recommended Motion:

THAT the Board of Trustees approve the Gibbons School Amalgamation if the Gibbons & Landing Trail Solution is approved for construction as part of the Board's Three Year Capital Plan.

Background:

On February 26, 2025, administration provided a summary of the Gibbon's community engagement event. This report highlights the success of the community engagement and the feedback from stakeholders in the community.

As outlined in Board Policy 600: School Closure, once the public meeting is held, the decision around the amalgamation has to be made through Board Resolution.

Board Policy 600, Section 2.4 Decision states:

2.4.1 The Board shall not make a final decision on the proposed closure until at least 3 weeks have passed since the date of the public meeting.

2.4.2 The Board shall give due consideration to any written submissions on the proposed closure that it receives after the public meeting.

2.4.3 The Board shall by resolution decide whether to close the school.

The Division's number one priority on its capital plan is proposing to combine Gibbons School and Landing Trail School into one new Kindergarten to Grade 9 school building. In an effort to strengthen the project proposal to the government and provide effective stewardship, the Division engaged with their school communities as part of informing any future decisions.

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

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

COMPETENCY:	(1) Building Effective Relationships
INDICATORS:	a. collaborating with community and provincial agencies to address the needs of students and their families.

Governance Implications:[Education Act](#)

Closure of schools

62(1) A board may, only by resolution, permanently or temporarily

(a) close a school, or

(5) A policy established pursuant to subsection (2) related to the permanent closure of a school must provide for

(a) adequate opportunity for the public to respond to the board's proposal to permanently close a school,

[Policy 600: School Closure](#)

The Board understands that changing populations and conditions of buildings may necessitate school closure. A decision to close a school shall be made after considering the input from stakeholders.

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

Attachment(s):

Not applicable.



Date: June 18, 2025 **Agenda Item:** 7.3

To: Board of Trustees

From: Shawna Warren, Superintendent

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

Subject: **2025-2026 Student Advisory Committee Meetings**

Recommended Motion:

THAT the Board of Trustees approve that the 2025 - 2026 Student Advisory Committee meetings take place in a host school on Tuesday, November 4, 2025 (in person) and at a different host school on Tuesday, April 14, 2026 (in person).

Background:

As per Policy 230, Appendix G - Student Advisory Committee, section 1.1, "The Board believes in, and supports, the inclusion of a student voice in its deliberations, therefore, the Board shall annually establish a Student Advisory Committee."

The Student Advisory Committee is a gathering of Student Representatives from grades 7 - 12 from each school for the purpose of providing opportunities for student representatives to engage in dialogue with the Board and the Superintendent about matters of mutual interest, and to provide students with knowledge and understanding about Public Education and Sturgeon Public Schools.

As per Policy 230, Appendix G - Student Advisory Committee, section 2.5, "The format of the Student Advisory Committee and the meeting schedule for the next year shall be determined annually by the Committee of the Whole. These recommendations will be brought forward for review and approval at the Public Board Meeting".

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

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

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

COMPETENCY:	(7) Supporting Effective Governance
INDICATORS:	k. supporting the board in its engagement with the school community to develop a vision of a preferred future for student success.

Governance Implications:**Education Act**

Board responsibilities

33(1) A board, as a partner in education, has the responsibility to

- (c) provide, where appropriate, for the engagement of parents, students, staff and the community, including municipalities and the local business community, in board matters, including the board's plans and the achievement of goals and targets within those plans

Policy 225: Role of the Board

Stakeholder Engagement and Communication

7. Establish processes to engage the community and stakeholders in a dialogue about Division programs and future planning.

Policy 230: Board Committees: Appendix G - Student Advisory Committee

1.1 The Board believes in, and supports, the inclusion of a student voice in its deliberations, therefore, the Board shall annually establish a Student Advisory Committee.

Policy 700: Superintendent of Schools

The Superintendent of Schools provides the Board with information, advice, and support required for the fulfillment of its governance role. The Superintendent plays a critical and collaborative role in supporting the leadership of the Board by advising, informing, and supporting the Board to address current and emerging issues.

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

Attachment(s):

Not applicable.



Date: June 18, 2025 **Agenda Item:** 7.4

To: Board of Trustees

From: Shawna Warren, Superintendent

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

Subject: **Combined Motion for Locally Developed Course Approval**

Recommended Motion:

THAT the Board of Trustees approve the following Locally Developed Courses as courses of study within Sturgeon Public School Division from September 1, 2025, to August 31, 2026, September 1, 2025, to August 31, 2028 and September 1, 2025, to August 31, 2029.

Course Name	Version	Course Code	First Approved Year	Approved Start Date	Last Approved Year
Building Communities of Hope 15	3 Credits (2024-2028)	LDC1078	2025-2026		2027-2028
Building Communities of Hope 25	3 Credits (2024-2028)	LDC2076	2025-2026		2027-2028
Building Communities of Hope 35	3 Credits (2024-2028)	LDC3177	2025-2026		2027-2028
Business Problem Solving 15	5 Credits (2024-2028)	LDC1111	2025-2026		2027-2028
Chamber Ensemble 15	3 Credits (2025-2029)	LDC1417	2025-2026		2028-2029
Chamber Ensemble 15	5 Credits (2025-2029)	LDC1417	2025-2026		2028-2029
Chamber Ensemble 25	3 Credits (2025-2029)	LDC2417	2025-2026		2028-2029
Chamber Ensemble 25	5 Credits (2025-2029)	LDC2417	2025-2026		2028-2029
Chamber Ensemble 35	3 Credits (2025-2029)	LDC3417	2025-2026		2028-2029
Chamber Ensemble 35	5 Credits (2025-2029)	LDC3417	2025-2026		2028-2029
Content Literacy Level 1 15	3 Credits (2025-2029)	LDC0010	2025-2026		2028-2029



Content Literacy Level 1 15	5 Credits (2025-2029)	LDC0010	2025-2026		2028-2029
Content Literacy Level 2 15	3 Credits (2025-2029)	LDC2035	2025-2026		2028-2029
Content Literacy Level 2 15	5 Credits (2025-2029)	LDC2035	2025-2026		2028-2029
Content Literacy 25	3 Credits (2025-2029)	LDC002 0	2025-2026		2028-2029
Content Literacy 25	5 Credits (2025-2029)	LDC002 0	2025-2026		2028-2029
Design Thinking for Innovation 15	3 Credits (2025-2029)	LDC1131	2025-2026		2028-2029
Design Thinking for Innovation 15	5 Credits (2025-2029)	LDC1131	2025-2026		2028-2029
Design Thinking for Innovation 25	3 Credits (2025-2029)	LDC2131	2025-2026		2028-2029
Design Thinking for Innovation 25	5 Credits (2025-2029)	LDC2131	2025-2026		2028-2029
Design Thinking for Innovation 35	3 Credits (2025-2029)	LDC3131	2025-2026		2028-2029
Design Thinking for Innovation 35	5 Credits (2025-2029)	LDC3131	2025-2026		2028-2029
Engineering and Design 15	5 Credits (2024-2028)	LDC1147	2025-2026		2027-2028
Film and Media Art 15	3 Credits (2025-2029)	LDC1092	2025-2026		2028-2029
Film and Media Art 15	5 Credits (2025-2029)	LDC1092	2025-2026		2028-2029
Film and Media Art 25	3 Credits (2025-2029)	LDC2092	2025-2026		2028-2029
Film and Media Art 25	5 Credits (2025-2029)	LDC2092	2025-2026		2028-2029
Film and Media Art 35	3 Credits (2025-2029)	LDC3092	2025-2026		2028-2029
Film and Media Art 35	5 Credits (2025-2029)	LDC3092	2025-2026		2028-2029



Forensic Studies 25	3 Credits (2025-2029)	LDC2256	2025-2026		2028-2029
Forensic Studies 35	3 Credits (2025-2029)	LDC3256	2025-2026		2028-2029
Forensic Studies 35	5 Credits (2025-2029)	LDC3256	2025-2026		2028-2029
Instrumental Jazz 15	3 Credits (2025-2029)	LDC1431	2025-2026		2028-2029
Instrumental Jazz 15	5 Credits (2025-2029)	LDC1431	2025-2026		2028-2029
Instrumental Jazz 25	3 Credits (2025-2029)	LDC2431	2025-2026		2028-2029
Instrumental Jazz 25	5 Credits (2025-2029)	LDC2431	2025-2026		2028-2029
Instrumental Jazz 35	3 Credits (2025-2029)	LDC3431	2025-2026		2028-2029
Instrumental Jazz 35	5 Credits (2025-2029)	LDC3431	2025-2026		2028-2029
Leadership, Character & Social Responsibility 15	3 Credits (2025-2029)	LDC1509	2025-2026		2028-2029
Leadership, Character & Social Responsibility 15	5 Credits (2025-2029)	LDC1509	2025-2026		2028-2029
Leadership, Character & Social Responsibility 25	3 Credits (2025-2029)	LDC2509	2025-2026		2028-2029
Leadership, Character & Social Responsibility 25	5 Credits (2025-2029)	LDC2509	2025-2026		2028-2029
Leadership, Character & Social Responsibility 35	3 Credits (2025-2029)	LDC3509	2025-2026		2028-2029
Leadership, Character & Social Responsibility 35	5 Credits (2025-2029)	LDC3509	2025-2026		2028-2029
Mental Health Literacy 15	3 Credits (2024-2028)	LDC1027	2025-2026		2027-2028
Social Emotional Wellbeing 15	3 Credits (2021-2026)	LDC1176	2025-2026		2025-2026
Social Literacy 15	3 Credits (2024-2028)	LDC1023	2025-2026		2027-2028

Social Literacy 25	3 Credits (2024-2028)	LDC2023	2025-2026		2027-2028
Vocal Jazz 15	5 Credits (2025-2029)	LDC1433	2025-2026		2028-2029
Vocal Jazz 25	5 Credits (2025-2029)	LDC2433	2025-2026		2028-2029
Vocal Jazz 35	5 Credits (2025-2029)	LDC3433	2025-2026		2028-2029
Workplace Essential Skills 25	5 Credits (2025-2029)	LDC2743	2025-2026		2028-2029
Workplace Essential Skills 35	5 Credits (2025-2029)	LDC3743	2025-2026		2028-2029

Background:

As per Alberta Education's guidelines and process with school divisions acquiring Locally Developed Courses, the requesting school board does not require approval from the originating school board(s), thus alleviating the time it takes for school divisions to gain approval to access these requested courses. The next step in this process is to receive Board approval for this authorization.

Below is a listing of the course outlines for the requested 53 locally developed courses that Sturgeon Public School Division is looking to acquire.

1. **Building Communities of Hope 15 (3 credits) -**

Course description: Building Communities of Hope 15 is a high school course (3 credits) designed to support students to define hope in relation to wellbeing, and to learn how to set and meet goals to create opportunities for hope in all wellbeing domains and to develop resilience when facing stress

2. **Building Communities of Hope 25 (3 credits) -**

Course description: Building Communities of Hope 25 is a high school course (3 credits) designed to support students to extend their investigation of hope in relation to wellbeing, and to investigate theories about stress that inform how to create pathways to achieve wellbeing goals that promote personal and community resiliency in a variety of contexts (school, work, team sports, recreation, social, personal).

3. **Building Communities of Hope 35 (3 credits) -**

Course description: Building Communities of Hope 35 is a high school course (3 credits) designed to support students to extend their investigation of theories of hope from "self-oriented" to "other-oriented" theories. Other-oriented theories involve students in investigating how focusing on improving hope for others in a

variety of contexts (school, work, team sports, recreation, social, personal) builds communities that are more hopeful and positively affects their own sense of hope and wellbeing, and ultimately their identities.

4. Business Problem Solving (5 credits) -

Course description: Business Problem Solving 15 investigates real-world problems facing businesses in today's fast-changing global marketplace where radical invention is on the minds of many business leaders.

Business Problem Solving is based on Global Online Academy's Business Problem Solving course. Global Online Academy, which is a delivery option for this course, provides experiences in which students can work collaboratively and share their perspectives within a globally networked society.

5. Chamber Ensemble 15 (3 credits & 5 credits) -

Course Description: Students are introduced to small ensemble playing and demonstrate musical skills through preparation and performance of diverse small ensemble repertoire. Students will identify the role of melody and harmony and participate as a collaborative musician within the small ensemble. Students will define the small ensemble rehearsal process of tuning, cues, starting and ending a piece, and aligning music to be performance ready.

The 5-credit course extends the learning through a critical analysis of the music performance of others.

6. Chamber Ensemble 25 (3 credits & 5 credits) -

Course description: This course expands on concepts of small ensemble playing introduced at the 15 level. Students refine ensemble playing and demonstrate musical skills through preparation and performance of diverse small ensemble repertoire. Students will demonstrate through performance the role of melody and harmony and participate as a collaborative musician within the small ensemble. Students will tune, cue, start and end pieces, and align music to be performance ready.

The 5-credit course extends the learning through a critical analysis of the music performance of others. Students will explore the relationship between the performance of others and personal performance.

7. Chamber Ensemble (3 credits & 5 credits) -

Course description: This course expands on concepts of small ensemble playing introduced at the 25 level. Students continue to refine ensemble playing and demonstrate advanced musical skills through preparation and performance of diverse small ensemble repertoire. Students will highlight through performance the role of melody, harmony, and countermelody and take turns leading and following collaboratively within a small ensemble including the navigation of tempo fluctuations. These enhanced skills will enable students to align music to be performance ready.

The 5-credit course extends the learning through a critical analysis of the nuanced stylistic differences in music performance of others. Students will incorporate elements of the performance of others into their personal performance.

8. Content Literacy Level 1 15 (3 credits & 5 credits) -

Course description: Content Literacy 1 15 and Content Literacy 2 15 are courses designed to support students who struggle with learning because of difficulties attaining and demonstrating understandings found in subject area instructional materials.

The course sequence for Content Literacy 1 15 will align with relevant curricular outcomes from grade 10 level courses.

Curricular outcomes for Content Literacy 2 15 will be an extension of the outcomes in Content Literacy 15.

This course focuses on teaching strategies for comprehending text outside the parameters of the language arts. This course is designed for students of all academic levels and for all core subject areas and is not intended for those students who require intense remedial reading intervention.

9. Content Literacy Level 2 15 (3 credits & 5 credits) -

Course description: Content Literacy Level 1 -15 and Content Literacy Level 2 - 15 are courses designed to support students who struggle with learning because of difficulties attaining and demonstrating understandings found in subject area instructional materials.

The course sequence for Content Literacy Level 1 - 15 will align with relevant curricular outcomes from grade 10 level courses.

Content Literacy Level 2 - 15 will build upon Content Literacy Level 1 - 15.

This course focuses on teaching strategies for comprehending text outside the parameters of the language arts. This course is designed for students of all academic levels and for all core subject areas and is not intended for those students who require intense remedial reading intervention.

10. Content Literacy 25 (3 credits & 5 credits) -

Course Description: Content Literacy Level 1 -15 and Content Literacy Level 2 - 15 are courses designed to support students who struggle with learning because of difficulties attaining and demonstrating understandings found in subject area instructional materials.

The course sequence for Content Literacy Level 1 - 15 will align with relevant curricular outcomes from grade 10 level courses.

Content Literacy Level 2 - 15 will build upon Content Literacy Level 1 - 15.

This course focuses on teaching strategies for comprehending text outside the parameters of the language arts. This course is designed for students of all academic levels and for all core subject areas and is not intended for those students who require intense remedial reading intervention.

11. Design Thinking for Innovation 15 (3 credits & 5 credits) -

Course Description: At the 15 level, students are introduced to the fundamental concepts of design thinking, creative development, and innovation. The teacher becomes facilitator, guiding students through foundational skills and concepts with a focus on exploration and experimentation. Students engage in teacher-generated and/or co-generated projects where newly learned technical skills and design thinking processes are applied. The emphasis is on the development of a basic understanding of design cycles, collaboration, and hands-on making. Through structured activities and collaborative learning, students start to grasp how creative problem-solving can be applied to real-world challenges.

The 3 and 5 course(s) focuses on introducing students to basic skills, concepts and theories of the design thinking process to explore how innovators and/or inventors work to solve real world challenges. The 5-credit option provides a deeper investigation of these ideas through additional opportunities for extended projects and more complex problem-solving tasks.. In the 5-credit option, students will work on multi-iterative projects that require increasing commitment, greater resiliency, critical thinking, and problem-solving. The focus remains on learning through doing with an emphasis on collaboration and reflexive practices.

By the end of the Level 15 level coursework, students will have a foundational understanding of creative processes, the value of teamwork, iteration, and feedback to refine the quality of one's thinking and approach to solving problems. The Level 15 courses serve as a springboard for more interdisciplinary and student- created inquiry-based projects in subsequent grades.

12. Design Thinking for Innovation 25 (3 credits & 5 credits) -

Course Description: At the 25 level, students build upon their foundational knowledge of design thinking, expanding their autonomy and ability to generate ideas independently. The teacher takes on the role of collaborator, working alongside students as they begin to take on more responsibility for their own projects. Students engage in more complex, student-generated or co-generated projects, applying their skills in an increasingly hands-on, self-directed manner. Collaboration and reflection become a key element of learning, with students encouraged to work together to explore, experiment, and refine their designs.

The 3 and 5 credit course(s) challenges students to explore design thinking and creative problem-solving in greater depth to further develop the attitudes and skills necessary for innovative problem-solving. Students identify real world problems and create interdisciplinary projects that allow them to demonstrate their growing technical and inventive capabilities. Students tackle more ambitious projects that require independent research, idea generation, and iteration. Students participate in regular formative feedback cycles with teachers and peers to refine ideas and

expand upon existing skills. In the 5 credit course, students are expected to take on a greater share of the creative direction by identifying the problem and articulating solutions. Through this deeper exploration, students will develop a stronger understanding of the creative process and begin to cultivate a more robust approach to solving real-world problems. By the end of the course, students will have increased their sense of accountability in the learning process and see themselves as an agent of change.

13. Design Thinking for Innovation 35 (3 credits & 5 credits) -

Course Description: At the 35 level, students push the potential of their creative development and design thinking journey at high school. Here, the teacher's role shifts to that of mentor, guiding students through highly autonomous, student-driven inquiry-based projects. Students are expected to take full ownership of their learning, from idea generation to problem solving and final execution. They tackle complex, multi-iterative projects that integrate interdisciplinary concepts, requiring a high level of creativity, collaboration, and independent thought.

The 3 and 5 credit course(s) at the 35 level offers students a deep exploration of design thinking, innovation, and creative development. With more opportunity and resources dedicated to project work, students will focus on mastering advanced design processes and applying them to real-world challenges. In the 5 credit course, students will explore complex problems in depth, drawing on a wide range of tools, technologies, and creative strategies to innovate and invent original solutions. The teacher, as mentor, provides personalized support, helping students refine their ideas, overcome obstacles, and push the boundaries of their creativity. Upon course completion, students will have developed a high level of autonomy and transferable skills (critical thinking and problem-solving; innovation, creativity, and entrepreneurship; self-directed learning, collaboration, and communication; global citizenship and sustainability; and digital citizenship) to prepare them for the future to meet the demands of today's global economy and society.

14. Engineering and Design 15 (5 credits) -

Course Description: Throughout the course, students will explore the varied roles engineers play in society, solve problems, and develop engineering knowledge and skills. The course is developed to help students adopt and apply a problem based learning mindset when solving engineering problems and developing products. Additionally, students will gain experience working in groups as they solve problems and develop new products.

If students are conducting any experiments for this course, teachers should follow their school division's health and safety protocols and are encouraged to complete a risk assessment. As well, teachers should refer to Alberta Education's Health and Safety in the Science Classroom (2019) document.

15. Film and Media Art 15 (3 credits & 5 credits) -

Course Description: Film and Media Art 15 is the introduction of film and media art as an artistic form of expression. Students identify and describe foundational aspects of

film study through identifying formal elements, such as: composition, lighting, sound, colour, design, visual storytelling cinematography, character, narrative, mise-en-scene, and editing. Students examine film expression by reflecting on their personal beliefs and worldviews and students will create films with an emphasis on collaboration and communication. Film and Media Art includes various formats and genres, such as: short and long-form films and animations, documentaries, commercials, broadcasts, and music videos. The 5-credit course extends the collaboration and critique of the film production process and study by requiring the in-depth application of technical skills, techniques, equipment and roles within the practice of film and media arts.

16. Film and Media Art 25 (3 credits & 5 credits) -

Course Description: Film and Media Art 25 expands on the concepts of film and media introduced at the 15 level. Students apply formal elements, such as: composition, lighting, sound, colour, design, visual storytelling cinematography, character, narrative, mise-en-scene, and editing. Students refine film expression by reflecting on their personal beliefs and worldviews and students will create films with an emphasis on collaboration and communication. Media analysis will include content from diverse and global perspectives. Film and Media Art includes various formats and genres, such as: short and long-form films and animations, documentaries, commercials, broadcasts, and music videos. The 5-credit course extends the collaboration of the film production process and study by requiring further development in artistic expression and critique of films. Students demonstrate a range of creative and technical roles required for the planning and creation of films and media art with in-depth application of technical skills, techniques, equipment.

17. Film and Media Art 35 (3 credits & 5 credits) -

Course Description: Film and Media Art 35 refines critical and analytical skills as a continuation of the 25 level. Students demonstrate formal elements while honing their film expression through reflecting on personal beliefs and worldviews, creating films with an emphasis on collaboration and communication. Students will engage in a range of activities which could include filmmaking, filming scenes, experimenting with equipment and software, storyboarding, story writing, and critiquing. Through their creative practice, students master tools and techniques, explore meaningful topics, and gain insight into the social, historical, and cultural influences and theories shaping media.

The 5-credit course emphasizes analysis and audience interpretation through the process of formal and informal peer critique. Students will articulate their artistic intent, which will be reflected in their application of advanced film techniques in the production of multiple forms of film and media arts.

18. Forensic Studies 25 (3 credits) -

Course Description: In Forensic Studies 25, students use real-world case studies and scenarios to explore how techniques and processes are used to examine forensic evidence at crime scenes and how forensic evidence can be analyzed. In this course, students examine the historical contributions of pioneers in the field of forensic

science, the roles and responsibilities of a variety of forensic experts in a criminal investigation, and how forensic evidence may be used in legal proceedings. Throughout Forensic Studies 25, emphasis is placed on considering the ethical issues which exist in the field of forensics. As well, students have the opportunity to examine a variety of careers in the field of forensics.

19. Forensic Studies 35 (3 credits & 5 credits) -

Course Description: In Forensic Studies 35 (3 Credits), students engage in a critical examination of how forensic techniques and processes are used at crime scenes and how analytical techniques are applied to forensic evidence. In this course, students examine the ongoing evolution of the field of forensic science, the impact that effective collaboration between forensic experts has on a criminal investigation, and how forensic evidence can be used to determine outcomes in legal cases. Throughout Forensic Studies 35 (3 Credits), students analyze ethical considerations in the collection, interpretation and use of forensic evidence. Students also examine various perspectives on the ethics of using biometrics and other profiling techniques. In Forensic Studies 35 (3 Credits), students research a career of their choice in the field of forensics.

In Forensic Studies 35 (5 Credits), students will investigate and evaluate the processes involved in the collection and preservation of crime scene evidence. This course allows students to study scientific concepts, technologies, and methods relating to the investigation of crimes leading to solving active cases and cold cases, and overturning wrongful convictions. As students delve into forensic studies, they will investigate and analyze the strengths and limitations of forensic evidence analysis. This course encourages an engaging and interdisciplinary approach to learning.

20. Instrumental Jazz 15 (3 credits & 5 credits) -

Course Description: Instrumental Jazz 15 is designed as an extension of the Instrumental Music 10 course. Students will explore the concepts of form, style, interpretation, fundamental improvisational concepts, and analytical listening of master jazz musician recordings. In the 5 credit course, students will experience the curriculum in more depth, including a greater focus on analysis of recordings and performance practice, as well as further exploration opportunities to develop improvisational skills.

21. Instrumental Jazz 25 (3 credits & 5 credits) -

Course Description: This course expands on the concepts of Instrumental Jazz introduced at the 15 level. Students will apply the concepts of form, style, interpretation, improvisation, and analytical listening through ensemble playing. Through performance, students will demonstrate the role of melody and harmony. Students will participate as collaborative musicians within the ensemble, and learning will culminate through performance. The 5-credit course extends the learning through a critical analysis of the music performance of others. Students will explore the relationship between the performance of others and personal performance.

22. Instrumental Jazz 35 (3 credits & 5 credits) -

Course Description: This course expands on the concepts of Instrumental Jazz introduced at the 25 level. Students will analyze and synthesize the concepts of form, style, interpretation, improvisation, and analytical listening through ensemble playing and performance. Students will continue to develop their musicianship by analyzing and manipulating melody and harmony to create emotional and thematic effects. Students will participate as a collaborative musician within the ensemble and take on leadership and mentorship roles. Students' learning will culminate through performance. The 5-credit course further extends student learning through a critical analysis of the nuanced stylistic differences in music performance of others. Students will incorporate elements of the performance of others into their personal performance.

23. Leadership, Character & Social Responsibility 15 (3 credits & 5 credits) -

Course Description: LDC1509 is an introductory course that develops students' leadership skills, character, and a sense of social responsibility. The course supports students in developing an understanding and recognition of their personal leadership styles, and examines case studies to build a foundation to lead others by example. Through active participation in class and community initiatives, students apply what they learn in real-world contexts. Students explore diverse leadership styles and qualities of effective leaders. A key component of student success is the development of a self-growth plan to chart their personal goals, growth as a leader, and identify their key motivators in leadership. Emphasis is placed on decision making, collaboration, team building, and understanding how to build safe and inclusive environments. Communication is a key focus, with students learning to express their ideas clearly and build strong relationships. They also explore the role of technology and social media in modern leadership, and engage in individual and group leadership projects related to cultural awareness, sustainability, and global citizenship. Core values highlighted in the course include leadership in its many forms, critical thinking, creativity, empathy, communication and collaboration. By the end of the course students will have refined their leadership style, strengthened their character, and gained a deeper understanding of their responsibilities to themselves and others.

24. Leadership, Character & Social Responsibility 25 (3 credits & 5 credits) -

Course Description: LDC2509 focuses on developing students' leadership abilities, character, and sense of social responsibility. The course supports students in developing an understanding and recognition of their personal leadership styles, and examines case studies to build a foundation to lead others by example. They will actively participate in both in-class and out of class initiatives, taking on leadership roles that challenge them to apply and reflect on their learning. The course emphasizes ethical leadership, decision making, effective communication, and teamwork. Students will continue to explore various leadership styles, deep diving into case studies, connecting with their own leadership style to analyze and evaluate. A key component of student success is the development of a self-growth plan to chart their personal goals, growth as a leader, and identify their key motivators in leadership. Students will engage in planning, leading, and evaluating leadership and training activities. Key topics include ethics and integrity, public relations, the value of community involvement and volunteerism, safe and developmentally appropriate

practices, and conflict resolution. Students will demonstrate commitment to team success through responsibility, punctuality, and active involvement in decision making and operations. Through case studies, leadership projects, and reflective practice, students will learn to motivate others, communicate with passion, and influence their communities. Core values include leadership, critical thinking, communication, empathy, creativity and collaboration, helping students better understand themselves as leaders and develop the skills to lead in more structured, impactful ways.

25. Leadership, Character & Social Responsibility 35 (3 credits & 5 credits) -

Course Description: LDC3509 is the final course in the leadership, character, and social responsibility series where advanced development in leadership is emphasized. Building on prior learning, students will refine their personal leadership style and philosophy while deepening their understanding of what it means to lead with integrity, vision, and purpose. Students will take on significant leadership responsibilities in both in-class and out of class contexts, apply critical values and attitudes to lead by example. They will lead teams, plan and execute events, and conduct pre-, during-, and post-event evaluations. Focus areas include team assembly and dynamics, conflict resolution, ethical decision making, and public relations. Throughout the course, students will demonstrate strong communication skills in a variety of situations, maintaining respect, confidence, initiative, courage and trust. They will take responsibility for team commitments, punctuality, and performance improvement. Students will also analyze leadership techniques and strategies through case studies and real life applications. By developing a defined leadership philosophy and applying it to a leadership project, students will demonstrate the ability to motivate and inspire others, manage group processes, and lead larger, more structured teams. Core values including leadership, critical thinking, communication, empathy, creativity and collaboration - guide students as they emerge as confident, ethical, and socially responsible leaders.

26. Mental Health Literacy 15 (3 credits) -

Course Description: Mental Health Literacy as a locally developed course creates awareness and a common language to discuss mental wellness, mental distress, mental health problems, and mental health disorders/illnesses. This course provides a supportive structure for students to explore mental health resources and proactive strategies for managing personal mental wellbeing.

27. Social Emotional Wellbeing 15 (3 credits) -

Course Description: Social Emotional Wellbeing 15 is intended to support the positive development of social emotional learning and mental health of students. Through the exploration of the following five social emotional learning domains: Self Awareness, Self Management, Social Awareness, Relationship Skills and Responsible Decision Making.

Students will be provided with a strong social emotional foundation that will focus on topics such as managing and understanding emotions, being strength-based, stress and anxiety management, self-discipline, resilience, mindfulness, visible thinking,

problem-solving, conflict resolution, empathy, perspective-taking, communication, teamwork, and relationship building. Social Emotional Wellbeing 15 is intended to provide a strong social emotional foundation to high school students by teaching evidence-based lessons that explicitly foster personal and social capabilities.

Rationale

Today's schools are becoming increasingly more complex and school leaders, educators and community agencies are now seeing students facing a range of stressors, anxieties and mental health issues. The need to build a social and emotional well-being foundation that will provide a safe and positive learning environment for our students is required that will help them manage their own social emotional well-being as well as enhance their ability to succeed in school, careers, and life. The coordinated and intentional instruction of social emotional skills will help students develop the resilience to deal with change, challenge and unpredictability both in and out of school.

28. Social Literacy 15 (3 credits) -

Course Description: The purpose of this course is for students to discover, develop and apply social competencies in school, work, and the community. Having a repertoire of appropriate and effective social skills lays a foundation for personal, professional, and community success. Students will learn to identify their unique strengths and areas of growth thereby enabling them to effectively select, rehearse and generalize evidence-based strategies proven effective with neuro-diverse learners.

29. Social Literacy 25 (3 credits) -

Course Description: Social Literacy 25 further supports students to discover, develop and apply social competencies in school, work, and the community. Having a repertoire of appropriate and effective social skills lays a foundation for personal, professional, and community success.

Skills are broken down through a process of task-analysis, where each discrete step is mastered before introducing the next skill level, which allows students to develop and strengthen their proficiencies in relation to their unique abilities. Areas of focus include verbal and non-verbal communication, digital communication, perspective taking, self-awareness, problem solving and cognitive flexibility.

30. Vocal Jazz 15 (5 credits)-

Course Description: Students in Vocal Jazz 15 will explore fundamental vocal jazz skills, collaboration, and critical reflection on performances in a small ensemble performance-based context within the contemporary/jazz genres. In 15-5 students will explore fundamental vocal jazz skills, collaboration, and critical reflection on performances in a small ensemble and solo performance-based contexts within the contemporary/jazz genres.

31. Vocal Jazz 25 (5 credits) -

Course Description: Students in Vocal Jazz 25 will apply fundamental vocal jazz skills, collaboration, and critical reflection on performances in a small ensemble performance-based context within the contemporary/jazz genres. Students in the 5 credit course will apply fundamental vocal jazz skills, collaborate, and critically reflect on performances in small ensemble and solo performance-based contexts within the contemporary/jazz genres.

32. Vocal Jazz 35 (5 credits) -

Course Description: Students in Vocal Jazz 35 will synthesize fundamental vocal jazz skills, collaborate, and critically analyze performances in a small ensemble performance-based context within the contemporary/jazz genres. Students in the 5 credit course will synthesize fundamental vocal jazz skills, collaborate, and critically analyze performances in a small ensemble and solo performance-based context within the contemporary/jazz genres.

33. Workplace Essential Skills 25 (5 credits) -

Course Description: In Workplace Essential Skills 25, students have the opportunity to build literacy and foundational skills that may be used to effectively access information and solve problems in today's complex world of work. These skills include reading, document use, numeracy (money math, scheduling, budgeting and accounting, measurement and calculation, data analysis, numerical estimation), writing, oral communication, working with others, thinking skills (job task planning, decision making, problem solving, finding information), digital technology, and continuous learning.

In this course, students examine how thinking skills are important when making decisions and solving problems. As well, students consider how actions in the digital world carry both risks and benefits. In Workplace Essential Skills 25, there is a focus on exploring how effective communication and collaboration skills fosters the ability to accomplish goals and interact respectfully in the work environment. Students in this course also examine how financial literacy and numeracy skills can be applied in the workplace.

34. Workplace Essential Skills 35 (5 credits) -

Course Description: Workplace Essential Skills 35 provides students with the opportunity to develop and refine various literacy and foundational skills that are necessary in the workplace. These skills include reading, document use, numeracy (money math, scheduling, budgeting and accounting, measurement and calculation, data analysis, numerical estimation), writing, oral communication, working with others, thinking skills (job task planning, decision making, problem solving, finding information), digital technology, and continuous learning.

In this course, students apply thinking skills when presented with various workplace scenarios involving decision making and problem solving. Throughout Workplace Essential Skills 35, students refine their communication and collaboration skills in a variety of workplace contexts. In this course, students engage with a variety of workplace texts to develop their ability to locate key information, determine purpose and intent, and convey information. In Workplace Essential Skills 35, students

develop their financial literacy and numeracy skills as they apply financial processes, solve simple and complex problems and work with calculating material and labour costs.

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

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

COMPETENCY: (3) Visionary Leadership
INDICATORS: c. promoting in the school community a common understanding of and support for the school authority's goals, priorities and strategic initiatives; and
 d. ensuring that the vision expressed in the school authority's education plan is responsive to the ongoing review of the school authority's achievements, meets all requirements identified in provincial legislation and incorporates the school community's perspectives.

COMPETENCY: (4) Leading Learning
INDICATORS: e. ensuring that staff have access to resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students.

Governance Implications:

[Education Act](#)

Courses, programs of study, etc.

18(e) approve any course, program of study or learning and teaching resource that may be submitted to the Minister by a board or another operator of a school for use in a school.

General powers and duties of boards

53 (2) (a) subject to section 18 and any regulations under this Act, develop, acquire or offer courses or programs,

[Alberta Education - Locally Developed Courses](#)

School authorities may approve, develop or acquire locally developed courses for kindergarten through Grade 12 students.

Government reviews and authorizes locally developed senior high courses.

[Policy 225: Role of the Board](#)

Education Planning and Programming

3. Set governance standards for reviewing and approving educational programming.

Stakeholder Engagement and Communication

9. Promote the schools' programs which reflect the needs and desires of the community.

Collaboration

21. Supports the schools' programs, needs and desires to the community

[Policy 700: Superintendent of Schools](#)

The Superintendent of Schools provides the Board with information, advice, and support required for the fulfillment of its governance role. The Superintendent plays a critical and collaborative role in supporting the leadership of the Board by advising, informing, and supporting the Board to address current and emerging issues.

[Administrative Procedure 820: Locally Developed Courses](#)

Sturgeon Public Schools believes that locally developed courses meet specific educational needs of students.

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

Attachment(s):

Not applicable.

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**

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:

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

Governance Implications:

Education Act

Board responsibilities

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

Board Procedures Regulation

Policies and procedures

4 The board must

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

Policy 225: Role of the Board

Governance and Organization

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

28. Monitor the development, revision and implementation of policy

Administration is prepared to respond to questions at the 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 | |

Date: June 18, 2025 **Agenda Item:** 7.6

To: Board of Trustees

From: Shawna Warren, Superintendent

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

Subject: **Policy 800: Religious Education and Instruction**

Recommended Motion:

THAT the Board of Trustees rescind Policy 800: Religious Education and Instruction.

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 800:

- 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 800 was reviewed again and brought to the June 18, 2025, Public Board meeting for review and approval.

Rationale:

- **Legislative Coverage:** The content of Policy 800 is fully addressed within the Education Act, specifically:
 - Section 19: Alternative Programs, which governs the provision of education programs that emphasize a particular religion, language, culture, or subject matter;

- Section 58: Religious and Patriotic Instruction or Exercises, which permits such instruction under specified conditions; and
 - Section 58.1: Notice to Parent, which outlines the requirement to provide advance written notice and accommodate parent choice regarding religious content.
- These sections ensure that any religious instruction or programming delivered within a public school setting is regulated, transparent and respectful of parental rights and student diversity.
- **Operational Oversight through Administrative Procedure:** Matters related to religious education and instruction are operational in nature and are best addressed through an administrative procedure that ensures compliance with legislation, consistency in practice and responsiveness to local context. This policy will be managed through a new Administrative Procedure:
 - AP831: Religious Education and Instruction
- This new procedure will provide clear guidance for school-level implementation, including parental notification, exemption processes and adherence to constitutional and legal obligations.
- **Redundancy and Clarity:** Maintaining a Board policy that reiterates what is already captured in legislation and in an administrative procedure introduces unnecessary duplication. Rescinding Policy 800 allows for a clearer and more efficient policy framework, ensuring the Board's focus remains on governance-level priorities rather than operational implementation.
- **Alignment with Effective Governance Practices:** In accordance with Module 7: Exercising Effective Governance (PSBAA), Board policies should be limited to areas requiring governance oversight, accountability structures, or strategic direction. Since religious instruction is legislated and operationally administered, it no longer meets the threshold for Board-level policy.
- **Support for the G-Tech Model:** This rescission reflects the Board's commitment to the G-Tech governance model by ensuring policies remain high-impact, non-operational and legally aligned. It enables administration to continue delivering religious and alternative programming in accordance with Alberta Education legislation and locally developed procedures.

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:

COMPETENCY:	(3) Visionary Leadership
INDICATORS:	<p>c. promoting in the school community a common understanding of and support for the school authority's goals, priorities and strategic initiatives; and</p> <p>d. ensuring that the vision expressed in the school authority's education plan is responsive to the ongoing review of the school authority's achievements, meets all requirements identified in provincial legislation and incorporates the school community's perspectives.</p>
COMPETENCY:	(6) School Authority Operations and Resources
INDICATORS:	<p>a. providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements;</p> <p>c. delegating responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness; and</p> <p>e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts.</p>

COMPETENCY:

(7) Supporting Effective Governance

INDICATORS:

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. Policy 800: Religious Education and Instruction
2. Draft Administrative Procedure 831: Religious Education and Instruction
3. Board Policy List
4. PSBAA Policy Checklist
5. G-Tec Model

800: Religious Education and Instruction - Recommend to Rescind and move to an Administrative Procedure

Captured in Legislation - Education Act Section 19 “Alternative Programs”, Section 58 “Religious and Patriotic Instruction or Exercises” including Section 58.1 Notice to Parent

1.0 POLICY

The Board believes that our schools have a role in helping children develop emotionally, intellectually, physically, morally and spiritually.

The Board believes in religious tolerance, the acknowledgement of religious diversity, the maintenance of inclusive environments in its schools, and the provision of appropriate opportunities for students to give expression to their religious beliefs.

The Board believes that while many education activities may be perceived to include incidental or indirect reference to religion or religious themes, these may provide valuable learning and cultural opportunities for students, serve to acknowledge the religious diversity that exists among students, and provide students with opportunity to express their personal beliefs, when done in an inclusive and non-discriminatory manner and does not involve indoctrination.

2.0 GUIDELINES

2.1 In accordance with the Education Act, the Alberta Act, the School Ordinance of the Northwest Territories, the Constitution of Canada, and the Alberta Human Rights Act, the Board encourages the practice of providing opportunities for students to take part in religious instruction during the day and may prescribe religious instruction to be offered to its students.

2.2 Offering religious instruction

2.2.1 The Principal shall annually:

2.2.1.1 Inquire of parents/guardians as to whether or not they wish to have their child(ren) participate in a religious instruction course, and

2.2.1.2 Facilitate receipt of written approval for students whose parents/guardians wish them to participate in any religious instruction course.

2.2.1.3 In accordance with the Education Act, the Alberta Act, the School Ordinance of the Northwest Territories, the Constitution of Canada and the Alberta Human Rights Act:

2.2.1.3.1 Receive indication from any parents/ guardians who do not wish to have their child(ren) participate in a religious instruction course, and

2.2.1.3.2 Make provision to provide an alternate course of instruction for any student(s) whose parents/guardians do not wish them to participate in a religious instruction course.

2.2.2 Approval Process

2.2.2.1 Whenever parents/guardians request that religious instruction courses be made available at a school, the Principal shall advise the Superintendent, who will advise the Board of Trustees.

2.2.2.2 The Board of Trustees may, through the Superintendent, direct the Principal to determine the degree of parent/guardian interest around such request for religious instruction courses through surveys, meetings or any other appropriate means of gathering information, and establish a timeframe for such undertaking.

2.2.2.3 The Principal shall present information obtained, including the rationale for the request for religious instruction courses and the determined degree of parent/guardian interest in the request, to the Board and seek Board prescription of such courses.

2.2.2.4 The Board shall consider the rationale presented, including the tradition and culture of the school community, as well as the determined degree of parent/guardian interest and may prescribe the religious instruction courses to be included in the school's course offerings.

2.2.2.5 For schools where the Board prescribes religious instruction courses, the Principal shall typically present information regarding such courses as part of the school's instructional program plan for the coming school year. Such information shall include:

2.2.2.5.1 The grades or grade groupings for which religious instruction will be offered,

2.2.2.5.2 The scheduling, as per legislation, of instruction per week,

2.2.2.5.3 The process by which parents/guardians will indicate their approval or non-approval for their child(ren) to participate in a religious instruction course,

2.2.2.5.4 The course of instruction to be offered to any student whose parents/guardians indicate that their child is not to participate in a religious instruction course, and

2.2.2.5.5 If any persons other than teachers are to provide the religious instruction to the students.

2.3 Alternative Programs

In accordance with The Education Act the Board may establish an alternative program that emphasizes religion and includes:

2.3.1 Courses of study

2.3.2 Instructional materials, and

2.3.3 Instruction or exercises that deal primarily and explicitly with religion.

2.4 Participation in Activities

2.4.1 The Board authorizes student participation in the following activities which may include incidental or indirect reference to religion or religious themes:

2.4.1.1 A moment of silence at a special event such as a Remembrance Day ceremony,

2.4.1.2 Appropriate and inclusive ceremonial prayer at special events such as graduation exercises,

2.4.1.3 Participation in extra-curricular activities such as religious clubs,

2.4.1.4 Preparation for, and performance of, musical or dramatic selections with incidental religious themes or content, with the understanding that such selections shall not contain religious exercises such as prayers or bible readings and where the preparation and performance of those selections takes place in an inclusive, nondiscriminatory manner and do not involve indoctrination.

2.4.1.5 Concerts and activities in recognition of holidays with a religious basis, where such concerts and activities do not contain religious exercises such as prayers or bible readings and the concert or activity takes place in an inclusive, non-discriminatory manner and do not involve indoctrination.

2.4.1.6 Activities of a religious nature associated with the study of other cultures, and activities as part of provincially authorized courses of study such as Religious Ethics 20, Religious Meanings 20, and World Religions 30 where sufficient student interest warrants the offering of such courses.

2.4.2 Parent Notification and Exemption Provisions

2.4.2.1 In accordance with the Education Act, parents/guardians shall be provided notice where courses of study, educational programs or instructional materials, or instruction or exercises include subject matter that deals primarily and explicitly with religion.

2.4.2.2 Exemptions from Participation Principals shall ensure that:

2.4.2.2.1 Provision is made to accommodate the wishes of parents/guardians who make written request that their child(ren) be exempted from participating in activities dealing primarily and explicitly with religious theme or content,

2.4.2.2.2 An appropriate alternate activity is provided for nonparticipants

2.4.2.2.3 Depending on the parent request, the students are permitted to leave the classroom or place where the activity is taking place for the duration of the activity that includes the primary

and explicit religious theme or content, or the students are permitted to remain in the classroom or place of activity without taking part in the activity, and

2.4.2.2.4 Non-participants are treated discreetly and with respect at all times.

2.5 Wearing Faith-Based Symbols

Students may wear faith-based jewelry, objects or articles of clothing at school or during school sponsored activities, as long as these are worn discreetly, do not have a proselytizing message, and meet the requirements of the school's standards of dress and grooming.

References:

Education Act: Sections 16, 61, 58 (1) (a) (b), and 58.1

Alberta Act, 1905: Section 17

School Ordinance of the Northwest Territories, 1901: Sections 137 and 138

Constitution Act, 1867: Section 93

Alberta Human Rights Act Preamble

History

2019 Mar 27 Initial Approval

2019 Oct 23 Reviewed

2020 Jan 29 Amended

2021 Oct 27 Reviewed

AP831: Religious Education and Instruction - Draft

Responsible Administrator: Deputy Superintendent, Education Services

PURPOSE

Sturgeon Public Schools believes that our schools have a role in helping students develop emotionally, intellectually, physically, morally and spiritually.

Sturgeon Public Schools believes in religious tolerance, the acknowledgement of religious diversity, the maintenance of inclusive environments in its schools and the provision of appropriate opportunities for students to give expression to their religious beliefs.

Sturgeon Public Schools believes that while many education activities may be perceived to include incidental or indirect reference to religion or religious themes, these may provide valuable learning and cultural opportunities for students, serve to acknowledge the religious diversity that exists among students and provide students with opportunity to express their personal beliefs, when done in an inclusive and non-discriminatory manner and does not involve indoctrination.

PROCESS

The Deputy Superintendent, Education Services, shall be responsible for maintaining the procedure.

2.0 GUIDELINES

2.1 In accordance with the Education Act, the Alberta Act, the School Ordinance of the Northwest Territories, the Constitution of Canada, and the Alberta Human Rights Act, Sturgeon Public Schools encourages the practice of providing opportunities for students to take part in religious instruction during the day and may prescribe religious instruction to be offered to its students.

2.2 Offering religious instruction

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2.2.2.5.5 If any persons other than teachers are to provide the religious instruction to the students.

2.2.2.6 The Deputy Superintendent, or designate, shall report annually to the Board the number and location of schools offering religious instruction courses.

2.3 Alternative Programs

In accordance with The Education Act, the Division may establish an alternative program that emphasizes religion and includes:

2.3.1 Courses of study

2.3.2 Instructional materials, and

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Alberta Human Rights Act Preamble

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
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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 | |

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: | (3) Visionary Leadership |
| INDICATORS: | <ul style="list-style-type: none">c. promoting in the school community a common understanding of and support for the school authority's goals, priorities and strategic initiatives; andd. ensuring that the vision expressed in the school authority's education plan is responsive to the ongoing review of the school authority's achievements, meets all requirements identified in provincial legislation and incorporates the school community's perspectives. |
| COMPETENCY: | (6) School Authority Operations and Resources |
| INDICATORS: | <ul style="list-style-type: none">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; ande. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts. |
| COMPETENCY: | (7) Supporting Effective Governance |
| INDICATORS: | <ul style="list-style-type: none">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; andg. 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,

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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):

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2. PSBAA Policy Checklist
3. G-Tec Model



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Good Governance for School Boards

Trustee Professional Development Program

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

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ADAPTED FROM: [University of Victoria, Policy Development and Review Checklist.](#)



G-TEC Policy Model

Governing Through Engagement and Collaboration

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Date: June 18, 2025 **Agenda Item:** 8.1

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Jonathan Konrad, Deputy Superintendent, Education Services
Dan Stephen, Division Principal

Subject: **Off-Campus Education Report 2024-2025**

Background:

Off-Campus Education programming within Sturgeon Public Schools provides high school students with meaningful opportunities to explore career pathways, gain hands-on experience and earn high school credits through community partnerships and work-based learning. In alignment with Administrative Procedure 845: Off-Campus Education (Section 5), this report outlines the scope and impact of Off-Campus Education in the 2024-2025 school year at Redwater School, Sturgeon Composite High School and the Learning Centres.

Programs include Work Experience, Career Internship, the Registered Apprenticeship Program (RAP), Dual Credit and the Green Certificate Program. Participation levels continue to grow across the Division, with notable student credit attainment, expanding partnerships with local businesses and post-secondary institutions and innovative approaches to overcoming scheduling and instructional barriers in small school contexts.

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

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

COMPETENCY:	(1) Building Effective Relationships
INDICATORS:	a. collaborating with community and provincial agencies to address the needs of students and their families.

Governance Implications:

Education Act

Off-campus education programs

22(1) A board may provide off-campus education programs for its students.

(2) A board may enter into an agreement with a person to provide a workplace for students who are participating in an off-campus education program.

(3) When a student wishes to participate in an off-campus education program, the board shall obtain the consent of the student's parent or, if the student is 16 years of age or older, of the student.

(4) A student who is participating in an off-campus education program is considered to be attending school while at the workplace provided for the program.

[Policy 225: Role of the Board](#)

Education Planning and Programming

The Board shall deliver appropriate education programming to meet the needs of all students enrolled in a school operated by the Board and to enable their success

Stakeholder Engagement and Communication

9. Promote the schools' programs which reflect the needs and desires of the community.

Collaboration

The Board shall collaborate with municipalities, other boards and community-based service agencies in order to effectively address the needs of all students and manage the use of public resources and collaborate with post-secondary institutions and the community to enable smooth transitions for students from secondary to post-secondary education.

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

Attachment(s):

1. Off-Campus Education Report - Redwater School
2. Off-Campus Education Report - Sturgeon Composite High School & Learning Centres



Redwater High School

The Off-Campus Education program at Redwater High School consists of the Work Experience Program and Career Internship both on and off campus, the Registered Apprenticeship Program (RAP), Dual Credit and the Green Certificate Program for those students with interest in training for an agricultural occupation.

Work Experience and Career Internship

Students earned Off Campus credits at the following locations:

<ul style="list-style-type: none"> • Connect Energy Services Corp. • IGA • Thorhild County • Pinnacle Scaffolding • Williams Livestock • C. Young Welding • Acme Scrap Iron & Metals • Redwater Tim Hortons • PTW Canada • Phat Patties • Bill Armstrong Trucking LTD 	<ul style="list-style-type: none"> • Redwater School • Jaystone Ranch • LTD Oilfield Services Inc. • Spedden Gardens Restaurant Inc. • Legal Machining & Welding • Pembina Pipeline Corporation
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Registered Apprenticeship Program (RAP):

5 students, who earned 75 credits, were enrolled in the RAP program for the 2024/2025 school year.

- 20 credits in Heavy Equipment Technologist
- 20 credits in the Electrician program
- 35 credits in the Welding program
- Three students are currently enrolled with Careers to start RAP placements for the summer and continue into the next school year. All students either have current placements and will continue working there or have completed all applications for summer RAP employment.

Dual Credit Students

- There were 9 students enrolled in dual credit earning 41 credits at the 30 level. 2 students enrolled with NAIT in the Advanced Welding cohort, 2 students enrolled with Northern Lakes College in the Educational Assistant Program And 5 students enrolled with NAIT in the Culinary Arts program.



Alberta Agriculture's Green Certificate Program:

- We have two grade 11 students who are registered in the Green Certificate Program. One student enrolled in the Equine program and one student enrolled in the Feedlot program.
- The student enrolled in the Feedlot program, completed the entire Green Certificate this year, earning his certificate with Lakeland College and 16 (30 level) credits.

Credits earned for 2024-2025 school year (Work Experience and Career Internship):

- There were 16 students enrolled in Work Experience this year and have earned a total 160 credits. These numbers may change/increase slightly by the end of June.
- Approximately 160 credits earned in work experience, 75 RAP credits, 41 dual credit credits, and 21 green certificate credits = 297 Total Off Campus credits.

Prerequisite Credits for Off-Campus Programs (2024/2025)

- In order to ensure that students have the flexibility to enroll in off-campus programming throughout the year; the workplace safety, workplace safety systems, and agriculture safety were included with off-campus programming this year.
- 15 students completed HCS3000, 7 students completed HCS3010, and 9 students completed AGR 3000 = 31 credits

Program Highlights

- This year, the interest and enrolment in the Off-Campus program continues to grow with 41% of the high school students participating in an off-campus course. Interest in the RAP program also continues to grow with many grade 9 students signed up to start their Career pathways journey.
- Support for the program from community business partners has grown significantly. Between increased interest in opening up RAP positions for our high school students to entertaining early conversations about potential week long training trades focused sessions, the Off-Campus programming has established the foundational support from the Redwater community.
- The Culinary Arts dual credit program, offered in partnership with NAIT, has been a huge success. The program has inspired the participating students to look at a potential career in culinary arts, while sparking interest and curiosity in NAIT programming amongst the other students who were not able to participate in the afterschool program.
- For the first time in RWS Green Certificate history, our student in grade 11 has completed the entire Feedlot certificate one year early! His dedication to completing the training and driving to Westlock and Vermillion for his testing days is commendable.

Challenges the program faced this year

- As demand for off-campus programming continues to grow, the limited teaching time available presents challenges, especially when this program consists of four



distinct programs. Each program is tailored to different student needs and course requirements, often resulting in up to 20 separate gradebooks each term. At this point, the constraints on teaching hours poses a hurdle in sustaining and growing the program to align with community demand and career pathway planning.

- Employer feedback has shown concern that many RAP students do not have the basic competencies such as tool knowledge, entry level skills, and basic math facts which has limited their growth in the program. Without the infrastructure to offer CTS courses that align with the skilled trades programs, as well as, single course programming for high school Math classes, students are facing barriers when entering the RAP program.
- Programming for dual credit options posed a challenge with a rigid timetable due to the nature of a small high school. Asynchronous or after school dual credit programs are the most accessible because of this.

Sturgeon Composite High School / Learning Centres

The Off-Campus Education program consists of the Work Experience Program, both on and off campus. This includes the Registered Apprenticeship Program (RAP), Dual Credit, and the Alberta Agriculture Green Certificate Program. These programs offer students opportunities to explore career goals while obtaining high school credits.

In the 2024/2025 year, students at SCHS enrolled in approximately:

- 81 Students earned 700 credits in work experience.
- 32 students earned 400 credits in RAP. RAP students take multiple classes up to 40 credits. Work experience can get a maximum 15 credits.
- 45 students earned 165 credits in Dual Credit. This included 4 different courses in Lakeland College and NAIT.
- 2 students earned 10 credits in the Green Certificate Program.
- Sturgeon Composite High School students will earn approximately 1,275 credits through off-campus / work experience, RAP, Dual Credit and Green Certificate programs including the summer programs.

In the 2024/2025 year, students at the Learning Centres enrolled in approximately:

- 13 students earned 90 credits through work experience at the learning centres.

Work Experience and Career Internship

Supportive employers included many businesses throughout:

<ul style="list-style-type: none"> • Bon Accord • Gibbons • Edmonton • Fort Saskatchewan • Spruce Grove 	<ul style="list-style-type: none"> • Morinville • Redwater • St. Albert • Sherwood Park • Legal 	<ul style="list-style-type: none"> • Onaway • Westlock • Sturgeon County
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Students were employed in off-campus work experience at local businesses including but not limited to:

<ul style="list-style-type: none"> • Independent Food • CFMWS • LCJ Green House • McDonalds • 2BK Vegetable Farm • Prairie Gardens • A&W • McSween Fabrication • Namao Autobody • Kaltire • Belly Up Pub and Grub • VanBeek Developments 	<ul style="list-style-type: none"> • Redwater Health Center • Gibbons Motor Toys • Kitty Cat Daycare • Edmonton Garrison Memorial Golf & Country Club • Dairy Queen • Tim Hortons • Fas Gas • Norfab • Jiffy Lube • St. Albert Dodge • Swiss Chalet • Forte Fitness Equipment
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Students earned work experience credits to gain employment skills and meet diploma and certificate requirements. Work Experience is limited to summer for the bulk of students. Students in the Knowledge & Employability Program and students working in the school with teachers, and students needing the credit to graduate can take work experience through the year.

Sturgeon students continued to take part and earn credits in our community volunteer programs including:

- Students worked on-site with teachers in classes such as ART, Welding, Phys. Ed., Music, Cooking, Construction, Cafeteria, Custodian, Sports Medicine, Phys. Ed. and Mechanics at SCHS.

Registered Apprenticeship Program (RAP):

Throughout the regular school year approximately 30 students were involved in apprenticeship training in trades, double to the previous year:

<ul style="list-style-type: none"> • Electrician • Heavy Equipment Technician • Automotive Service Technician • Concrete Finisher 	<ul style="list-style-type: none"> • Millwright • Welder • Sheet Metal Worker • Roofer • Agricultural Mechanic • Crane Operator • Plumber 	<ul style="list-style-type: none"> • Rig Technician • Insulator • Parts Technician
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Students worked at local companies including:

<ul style="list-style-type: none"> • Morton Motor Sports • Rhyno Plumbing • DOW • South Fort Chev • Armada Electrical • Hedstrom Mechanical • Marks Auto • Abacus Enterprises • Canco Energy • C Bros • McEwans Fertilizer • NorFab 	<ul style="list-style-type: none"> • Mill Creek Sand and Gravel • 2BK Vegetable Farm • Northern Weldarc • John Deere • Ventures Welding • Tri Star Controls • R.R.C Insulation Services • Coronado Truck Services • Private Farm Operators • Bishop Industrial • Pembina • West Star Trucking
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RAP students are encouraged to begin RAP programs in their grade 11 year starting in July and continuing on to the end of January. Students in grade 12 will do the “RAP Extended” program the semester after their high school graduation through Careers Next Generation.

Alberta Agriculture's Green Certificate Program:

- 2 students enrolled in the Green Certificate from grades 10-12.
- 1 in Equine and 1 in the Cow/Calf program.
- Alberta Education began funding this program in September 2018, which has reduced the financial barrier.

Dual Credit/Green Certificate:

45 students earning 165 credits, in 4 different courses in Lakeland College and NAIT.

- These are the courses the students were registered in:
 - Equine Operations and Care
 - Cow/Calf
 - Nait Welding 1000
 - Apprenticeship Safety
 - Tools and Equipment
 - Oxyfuel and Plasma Arc
 - Nait Heavy Equipment Tech 1000
 - Basic Tools and Material
 - HEA Safety
 - Bearings and Seals

Summer 2025

Current Enrolment for Off Campus programs including RAP and Work Experience:

- 30 students as of May 30, 2025
- Registration closes June 15, 2025

Course Enrolments from last 4 years:

Course Enrolment 2021/2022 0.5 FTE:

2021/2022	SCHS Course Enrolment	Learning Centres Course Enrolment
Yearly Total	159	4

Course Enrolment 2022/2023 1.0 FTE:

2022/2023	SCHS Course Enrolment	Learning Centres Course Enrolment
Yearly Total	247	21

Course Enrolment 2023/2024 1.0 FTE:

2023/2024	SCHS Course Enrolment	Summer School	Learning Centres Course Enrolment
Yearly Total	126 students 167 courses 833 credits	52 students 65 courses 326 credits	13 students 90 credits

Course Enrolment 2024/2025 1.0 FTE:

2024/2025	SCHS Course Enrolment	Summer School	Learning Centres Course Enrolment
Yearly Total	159 students 1275 credits	TBD-students TBD- credits	WE: 12 students 133 credits RAP: 1 student 5 credits

Date: June 18, 2025 **Agenda Item:** 8.2

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Jonathan Konrad, Deputy Superintendent, Education Services
Dan Stephen, Division Principal

Subject: **Fine Arts Report 2024-2025**

Background:

The attached Fine Arts Report for the 2024-2025 school year highlights the breadth of Fine Arts programming offered across Sturgeon Public Schools, including Art, Music and Drama. These programs are delivered through provincially authorized curriculum, Career and Technology Foundations (CTF), Career and Technology Studies (CTS) and Locally Developed Courses (LDCs), ensuring a variety of meaningful learning experiences. The report celebrates student engagement in creative expression, performance and community showcases such as the Sturgeon Night of Music and the Creative Arts Festival.

This work directly reflects the Division's Mission to create safe, respectful and collaborative learning environments and aligns with the Vision of supporting students on their unique path to future success. Fine Arts programming fosters belonging and mutual respect and exemplifies the Division's commitment to learning choice by offering diverse opportunities for students to explore and grow through the arts.

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

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

- | | |
|--------------------|--|
| COMPETENCY: | (1) Building Effective Relationships |
| INDICATORS: | f. facilitating the meaningful participation of members of the school community and local community in decision-making. |
| | |
| COMPETENCY: | (3) Visionary Leadership |
| INDICATORS: | c. promoting in the school community a common understanding of and support for the school authority's goals, priorities and strategic initiatives; and
d. ensuring that the vision expressed in the school authority's education plan is responsive to the ongoing review of the school authority's achievements, meets all requirements identified in provincial legislation and incorporates the school community's perspectives. |

COMPETENCY:

(4) Leading Learning

INDICATORS:

e. ensuring that staff have access to resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students,

Governance Implications:**Education Act**

Diversity and respect

16(1) All courses or programs of study and instructional materials used in a school must reflect the diverse nature and heritage of society in Alberta, promote understanding and respect for others and honour and respect the common values and beliefs of Albertans.

Board responsibilities

33(1) A board, as a partner in education, has the responsibility to

(a) deliver appropriate education programming to meet the needs of all students enrolled in a school operated by the board and to enable their success,

(d) ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,

Policy 105: Vision, Mission and Values**MISSION**

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

Policy 110: Welcoming Inclusive, Safe and Healthy Environments

The Board believes in the importance of, and is committed to, establishing, and maintaining a welcoming, inclusive, equitable, safe, and healthy environment that respects diversity and fosters a sense of belonging.

Policy 225: Role of the Board

Education Planning and Programming

The Board shall deliver appropriate education programming to meet the needs of all students enrolled in a school operated by the Board and to enable their success

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

Attachment(s):

1. Fine Arts Report 2024-2025



Fine Arts Report 2024 - 2025

BACKGROUND

In Sturgeon Public Schools, Programming strives to provide a well rounded education and strives for excellence in a variety of areas. Sturgeon Public Schools is proud to offer diverse programs to students because that's how learning comes alive for them. One of the areas that this diverse programming comes alive in Sturgeon Public Schools is through Fine Arts education.

As outlined in the Fine Arts Program of Study, "...an articulated Fine Arts program involves students as creators, performers, historians, critics and consumers. The Fine Arts enable students to enhance the depth and breadth of their expression and intuitive response to fine art."

Fine Arts Programs in Alberta

The Fine Arts Program of Study in Alberta consists of Art, Music, Drama and variations of these courses as explored through the prescribed programs of study, Career and Technology Foundations Courses (CTF), Career and Technology Studies Courses (CTS) and Locally Developed Courses.(LDC's).

The Fine Arts Program of study is explored in a variety of ways in Sturgeon Public Schools in order to best meet the needs of our learners in the variety of contexts our diverse division consists of. Schools offer Art, Drama and Music through prescribed curriculum courses, clubs, CTF, CTS and LDC's.

Fine Arts in Kindergarten through grade 6

ART

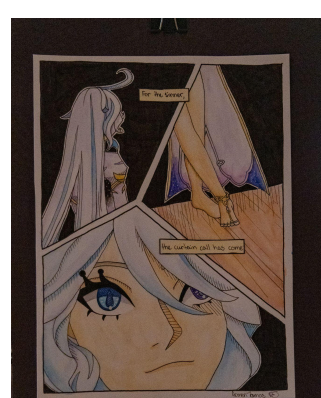
The Alberta Education Elementary [Art Program of Studies](#) identifies four main components:

Elementary Art: Components of Visual Learning		
Components	Description	Opportunities Provided
Reflection	Responses to visual forms of nature, designed objects and	<ul style="list-style-type: none"> Grow and develop as an individual;





	artworks.	<ul style="list-style-type: none"> • Develop perceptual awareness • Learn visual arts skills and concepts to interpret and communicate with the visual symbol; • Utilize Creativity; • Develop artistic values; • Reflect upon and appreciate the cultural aspects of art; • Relate and appreciate art in everyday life.
Depiction	Development of imagery based on observations of the visual world.	
Composition	Organization of images and their qualities in the creation of unified statements.	
Expression	Use of art materials as a vehicle or medium for saying something in a meaningful way	



MUSIC

The Alberta Education Elementary [Music Program of Studies](#) dictates, through the music program students will develop:

Elementary Music: Components of Visual Learning		
Concepts	Skills	Attitudes
Rhythm	Singing	An enjoyment of music, that is neither trivial nor transient, should permeate the entire music program so that a lasting delight in music is created. If there is no enjoyment in the music program, all the other values will be lost. Positive attitudes toward music are fostered by success in singing, playing instruments, listening, moving, reading (and writing) and creating music. (Alberta Education Program of Studies)
Melody	Playing Instruments	
Harmony	Listening	
Form	Moving	
Expression	Reading and Writing	
	Creating	





DRAMA

The Alberta Education Elementary [Drama Program of Studies](#) strives to support students to develop an appreciation of theatre as an traditional art form.

Goals of the drama Program:

1. To acquire knowledge of self and others that results from reflecting on dramatic play.
2. To develop competency in communication skills through drama.
3. To foster an appreciation for drama as an artform.

Elementary Drama: Dramatic Forms of Expression	
Focus	Skills
Moving	<ul style="list-style-type: none"> • Dramatic Movement • Mime
Speaking	<ul style="list-style-type: none"> • Choral Speech • Story Telling
Moving and Speaking	<ul style="list-style-type: none"> • Dramatization • Puppetry • Choric drama • Readers' Theatre • Story Theatre • Playmaking • Group drama





Fine Arts in Grades 7 through 9

ART

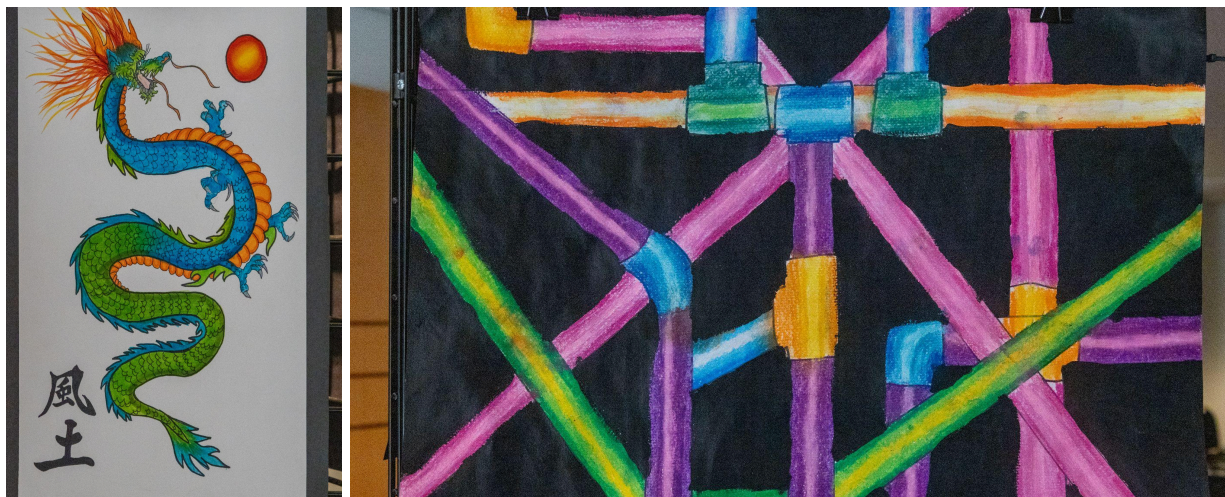
The Alberta Grade [7-9 Art Program of Studies](#) has the following as areas of focus:

- The organization of visual material;
- Think and behaving as artists;
- Demonstrating the values that surround creation and cherishing art forms; and
- Appreciating ways in which people express their feelings in visual forms.

Secondary Art: Components of Artistic Expression

Drawings or delineations	• Recording Visual information and discoveries
Compositions or structures	• Assembling images together to create meaning
Encounters with art	• Meeting and responding to Visual Imagery





MUSIC

The [music program of studies in grades 7-9](#) supports students to make sense of the meaning of music as performers, listeners, evaluators, consumers, historians and composers.

Secondary Music: Choral and General Instrumental. Program Goals:			
Secondary Music Program	Choral Music Program	General Music Program	Instrumental Music Program
To develop skills in listening, performing and using notational systems.	SINGING: To discover, develop and evaluate their talents and abilities.	SINGING/PLAYING: To explore and develop musical skills.	PLAYING: To discover, develop and evaluate their talents and abilities relative to playing a musical instrument.
To encourage students to strive for musical excellence.	READING: To interpret rhythm, melody, harmony, form and expression.	LISTENING: To develop the ability to make aesthetic judgments.	LISTENING: To develop the ability to make aesthetic judgments.
To enable students to understand, evaluate and appreciate a variety of music	LISTENING: To develop the ability to make aesthetic judgments.	CREATING: To learn how music is organized.	READING: To interpret rhythm, melody, harmony, form and expression.
To provide experiences that will foster the development of self-expression, creativity and communication through music.	CREATING: To develop an additional avenue of self expression by composing, improvising and interpreting music.	VALUING: To make students aware of the implications of music in our society with respect to music careers; music as a source of personal fulfillment.	CREATING: To develop an additional avenue of self expression by composing, improvising and interpreting music.
To make students aware of the history of music	VALUING: To make students aware of the		VALUING: To make students aware of the





and the implications of music in our society	implications of music in our society with respect to music careers; music as a source of personal fulfillment.		implications of music in our society with respect to music careers; music as a source of personal fulfillment.
	PLAYING: To develop functional instrumental skills as an aid to individualized vocal practice.		

DRAMA

The [Drama program of studies for grades 7-9](#) promotes drama as both an art form and a medium for learning and teaching. It can develop the whole person – emotionally, physically, intellectually, imaginatively, aesthetically, and socially – by giving form and meaning to experience through “acting out”. It fosters positive group interaction as students learn to make accommodations in order to pursue shared goals.

Students will progress through the dramatic forms of expression at the secondary level. Greater emphasis is placed upon the development of the individual as a creator, performer, historian, critic and patron.

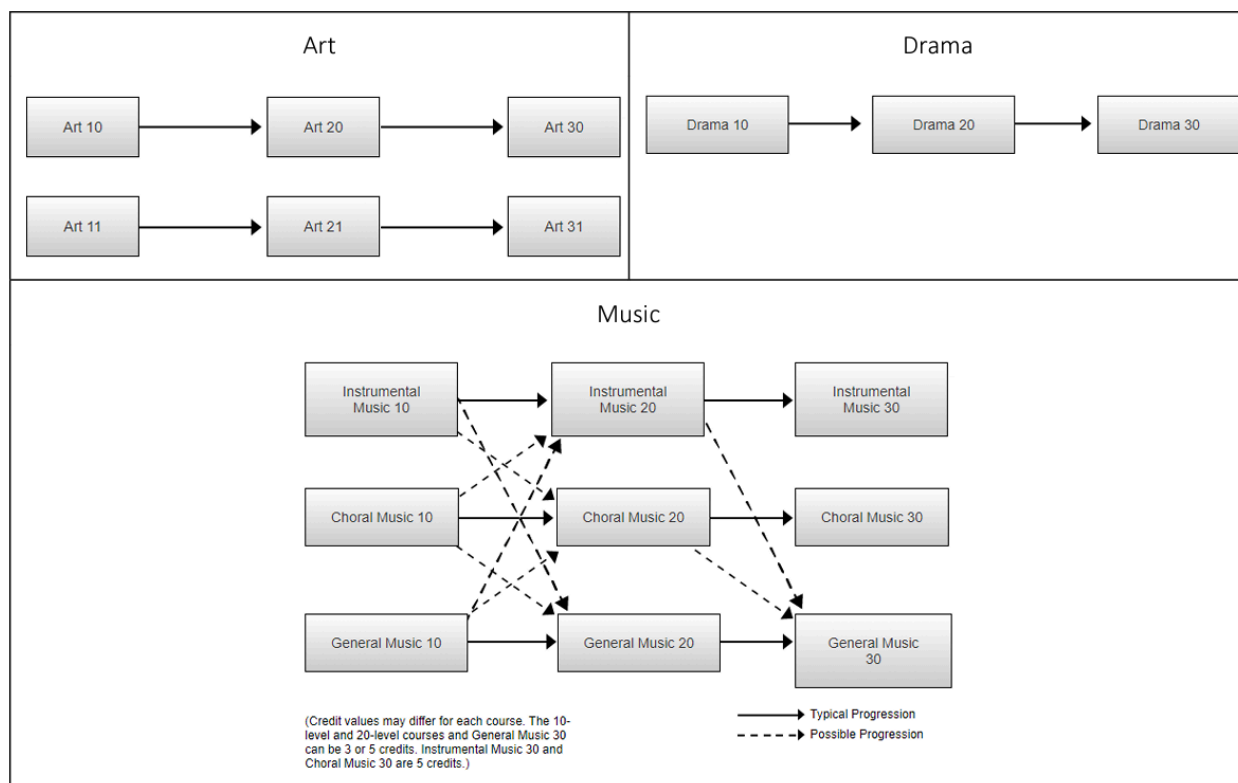
Secondary Drama		
Goals of the Drama Program	Disciplines that communicate	Disciplines that enhance communication
To acquire knowledge of self and others through participation in and reflection on dramatic experience.	MOVEMENT - tableau, creative movement, mime, dance drama, improvised dance, choreographed dance, stage fighting, clowning, mask	THEATRE STUDIES - performance analysis, theatre history, the script
To develop competency in communication skills through participation in and exploration of various dramatic disciplines.	SPEECH - storytelling, oral interpretation, choral speech, radio plays	TECHNICAL THEATRE - lighting, sound, makeup, costume, set, properties, puppetry, mask, visual media, management (stage/house/business)
To develop an appreciation for drama and theatre as a process and art form.	IMPROVISATION/ ACTING - creative drama, planned improvisation, spontaneous improvisation, theatre sports, group drama, puppetry, choric drama, readers' theatre, story theatre, scripted work, monologues, audition pieces, collective, musical theatre, film/video	





Fine Arts and Locally Developed Courses in Grades 10 to 12

The [Fine Arts Program of Studies in Grades 10-12](#) provides many avenues for students to explore their interests and to develop their artistic capabilities.



Locally Developed Courses

In addition to Art, Drama, and Music (available in three separate forms: Choral, General and Instrumental), and Career and Technology Studies (which utilizes the art of design), Fine Arts programming is also provided through the following Locally Developed Courses in Sturgeon Public Schools.

- Drumline
- Audio: Electronic Music Creation
- Performing Arts
- Guitar
- Film Studies
- Design Studies





Fine Arts in Sturgeon Public Schools

Sturgeon Public Schools is proud to offer a variety of structures to provide Fine Arts programming within our schools. In addition to the Provincially Authorized Courses in Art, Drama and Music, School Choirs and Drama Clubs, Fine Arts Extracurricular Clubs, Career and Technology Foundations Courses (CTF), and Locally Developed Courses (LDCs) are all ways in which Fine Arts programming is delivered within our schools.

Choir and Band

We are fortunate in Sturgeon Public Schools to have amazing Fine Arts staff throughout our schools. The majority of Sturgeon Public Schools offer choir and those that do not are looking for ways to implement it next school year. Choirs perform in the community, at school events, hockey games and at the Sturgeon Night of Music

For 2024-2025, Sturgeon Public Schools has 6 schools with Band programs. Sturgeon Composite High School competed in numerous provincial competitions and festivals, winning awards in every category for which they competed. This year Sturgeon Composite High School hosted the Provincial Drumline Competition and placed first in both categories.

All Junior High schools received a drumline demo and short Drumline camp to expand interest for future SCHS students.





Drama Productions

This year, Students in Sturgeon Public Schools performed the following drama/Musical Productions

- Junior High School Spring One Act performances
- Where The Wild Things Are
- Lion King Jr Musical
- A Little Princess - The Musical
- Big Bad!
- Beetlejuice
- High School Provincial One Act Play Festival



Extracurricular and Co-curricular Clubs and Activities

In addition to opportunities in Choir and Drama, Extracurricular Clubs serve as a great way for students to participate in the Fine Arts. The clubs listed below are just some of the opportunities available to our students in Sturgeon Public Schools. Clubs are either run at recesses, lunches or after schools.





- Art Club
- Dance Club
- E-Sports
- Creative Arts
- Knitting Club
- Cheer Club
- One Acts
- Drama Club
- Guitar Club
- Handbells
- Ukulele Club
- Musical Theatre

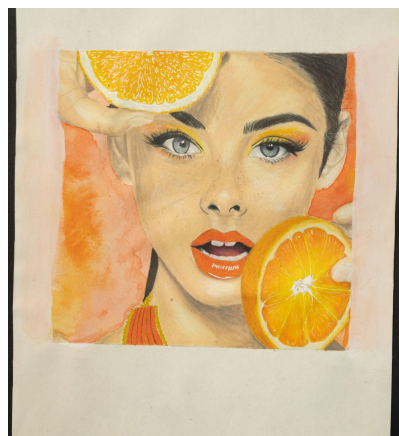
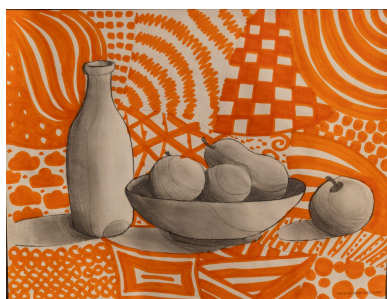
There are also a number of Sturgeon Public Schools that offer academy programming in Fine arts. These include a Performance Academy as well as a multifaceted Fine Arts Academy that touches on a variety of the Arts.

Sturgeon Night of Music and Fine Arts

Sturgeon Public Schools is extremely proud of all the opportunities that students have to participate in Fine Arts. The Sturgeon Night of Music and Fine Arts is a chance to showcase the hard work that students and staff have put in through the year.

Creative Arts Festival at Sturgeon Composite High School

The Creative Arts celebration was hosted by Sturgeon Composite High School on April 25th, 2025. With close to 1000 pieces of artwork from students in Kindergarten to Grade 12 from most of our Sturgeon Public Schools on display, it was an amazing experience for our aspiring artists and their proud families in attendance. Several hundred visitors had the opportunity to share this experience together with their children. In addition, the extended art display of these pieces of work from this celebration will be placed throughout the Frank Robinson Education Center for the 2025-26 school year.





Sturgeon Night of Music at the Winspear Center



On April 28, 2025, The Winspear Center for the Arts hosted the annual Sturgeon Night of Music. The evening featured a variety of performances from students in Kindergarten through to Grade 12. These performances included an Elementary East Choir, and Elementary West Choir, High School Choirs, Drumline, Junior High Mass Band, and Sturgeon Heights Musical Theatre. Over 400 students from 13 schools participated in an amazing night of music.

Family and friends of the performers were treated to the hard work of the students as well as special performances by Sturgeon Public Schools staff. The evening showed off the dedication of staff and students towards Fine Arts and are already looking forward to the 2025-26 Sturgeon Night of Music and Fine Arts.





Moving Forward

While Sturgeon Public Schools offers a variety of quality Fine Arts opportunities for our students, we continually strive for improvement. Some of the areas we look to expand or develop more for the 2025-26 school year are:

- Continuing to evolve the Sturgeon Night of Music and Fine Arts based on student, parent and staff feedback.
- The expansion of the drum line program into the junior high schools with drum kits available for sign out for a unit of time.
- Looking for ways to collaborate on musicals to broaden the experience for more SPS students.



Date: June 18, 2025 **Agenda Item:** 8.3

To: Board of Trustees

From: Shawna Warren, Superintendent

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

Subject: **Quarterly Financial Report and Forecast - June 2025**

Background:

The board annually approves a budget based on projected enrolments, revenues and expenses. The budget plots a course for the Board to provide education services in its jurisdiction and to address local priorities. Responsible fiscal management requires the Board to monitor the Division's financial results to ensure that the organization operates according to its plan and to adjust operations if necessary.

The fiscal year for The Sturgeon Public School Division (SPS) is September 1 to August 31. Administration will be providing three quarterly financial reports and an annual financial report as follows:

- First Quarterly Report (January)
- Second Quarterly Report (April)
- Third Quarterly Report (June)
- Audited Financial Statement (November of the subsequent school year)

The "Schedule of Revenues and Expenses" shows revenues and expenses from the Spring Budget, Quarter Two (Q3) Forecast, Year to Date as of May 31, 2025, and percentage comparisons of Year to Date to Spring Budget and Quarter Three Forecast.

The Division at May 31, 2025, should expect revenues and expenses between 75% (9/12 months) & 90% (9/10 months). Overall, actual revenues are at 74% of the Q3 Forecasted budget, while expenses are at 73% of the Q3 Forecasted budget.

- Year-to-date revenues as of May 31, 2025: \$60.3 million or 74 per cent of total forecasted revenues.
- Year-to-date expenses as of May 31, 2025: \$59.4 million or 73 per cent of total forecasted expenses.
- Year-to-date operating surplus as of May 31, 2025: \$0.97 million
- The Quarter 3 projected operating surplus goes to \$0.057 million versus Spring Budget operating deficit of \$1.2 million.

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

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

COMPETENCY:	(6) School Authority Operations and Resources
INDICATORS:	<ul style="list-style-type: none"> b. ensuring effective alignment of the school authority's human resources to achieve the school authority's education plan; and e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts.
COMPETENCY:	(7) Supporting Effective Governance
INDICATORS:	<ul style="list-style-type: none"> d. ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities; e. ensuring that the board's fiscal and resource management is in accordance with all statutory, regulatory and board requirements; f. supporting the board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms; and l. facilitating ongoing public communication about the board's operations and the achievement of its goals and priorities.

Governance Implications:

[Education Act](#)

Board responsibilities

33(1) A board, as a partner in education, has the responsibility to

- (i) ensure effective stewardship of the board's resources

[Policy 220: Trustee Code of Conduct](#)

2.3.5 Trustees must be mindful of the fact that they are accountable to exercise the powers and discharge the duties of their office honestly and in good faith. To this end, Trustees shall exercise the degree of care, diligence and skill that a reasonably prudent person would exercise in comparable circumstances.

[Policy 225: Role of the Board](#)

Resource Stewardship

The Board shall ensure effective stewardship of the Board's resources [Education Act s. 33(1)(i)].

[Policy 700: Superintendent of Schools](#)

The Superintendent of Schools, as referred to in the Education Act, is the Chief Executive Officer of the Board of Trustees and Chief Education Officer of the Division. The

Superintendent directly reports to the Board of Trustees and is accountable to the Board of Trustees on behalf of students and the public, for the total operation of the school system in a manner that is consistent with the requirements of the Education Act, Alberta Education regulations, the Superintendent Leadership Quality Standard, Board policies, Division vision, mission and values, and the Education Plan goals.

[Administrative Procedure 400: Budget Development](#)

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

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

Attachment(s):

1. Sturgeon Public School Division Quarterly Report for Q3 ending May 31, 2025

QUARTERLY FINANCIAL REPORT

THIRD QUARTER (Q3)

September 1, 2024 to May 31, 2025

Purpose of Quarterly Report:

- Monitor Activity
- Review Variances
- Highlight Key Points

Schedule of Revenues and Expenses

2024-2025

For the quarter ending May 31, 2025

In Thousand's

Percentage of Fiscal Year Completed

75%

	Spring Budget	Q1 Forecast	Q2 Forecast	Q3 Forecast	Year to Date as at May 31, 25	% Actual to Spring Budget	% Actual to Q3 Forecast
REVENUES							
Alberta Education	\$ 69,224	\$ 70,489	\$ 70,376	\$ 70,163	\$51,603	75%	74%
Alberta Infrastructure	3,321	3,321	3,371	3,371	2,518	76%	75%
Other - Government of Alberta	1,404	1,598	1,602	1,639	1,206	86%	74%
Federal Government and First Nations	2,134	2,348	2,385	1,819	1,413	66%	78%
Other Alberta school authorities	40	50	50	44	33	83%	75%
Fees	2,050	2,150	2,152	2,138	1,736	85%	81%
Sales of services and products	240	224	226	268	222	93%	83%
Investment income	450	450	538	540	444	99%	82%
Gifts and donations	334	407	423	444	391	117%	88%
Rental of facilities	119	134	142	147	115	97%	78%
Fundraising	135	147	161	150	144	107%	96%
Gains on disposal of tangible capital assets	-	-	-	-	0	-	-
Other Revenues	71	477	497	502	492	693%	98%
TOTAL REVENUES	\$ 79,522	\$ 81,795	\$ 81,923	\$ 81,225	\$ 60,317	76%	74%

	Spring Budget	Q1 Forecast	Q2 Forecast	Q3 Forecast	Year to Date as at May 31, 25	% Actual to Spring Budget	% Actual to Q3 Forecast
EXPENSES BY CATEGORY							
Certificated salaries	\$ 31,579	\$ 31,574	\$ 31,672	\$ 31,586	\$23,810	75%	75%
Certificated benefits	8,140	8,159	8,187	7,682	5,595	69%	73%
Non-certificated salaries and wages	14,500	14,862	14,776	13,504	10,512	72%	78%
Non-certificated benefits	4,640	4,744	4,700	4,075	2,990	64%	73%
SUB - TOTAL	\$ 58,859	\$ 59,338	\$ 59,335	\$ 56,847	\$ 42,907	73%	75%
Services, contracts and supplies	\$ 16,949	\$ 18,367	\$ 18,256	\$ 19,320	\$ 12,731	75%	66%
Amortization of Capital	4,902	4,919	4,919	4,943	3,666	75%	74%
Other interest and finance charges	57	55	59	58	47	82%	81%
Losses on disposal of tangible capital assets	-	-	-	-	-	-	-
Other expense	-	-	-	-	-	-	-
TOTAL EXPENSES	\$ 80,767	\$ 82,679	\$ 82,569	\$ 81,168	\$ 59,351	73%	73%
Annual Operating Surplus (Deficit)	\$ (1,245)	\$ (884)	\$ (646)	\$ 57	\$ 966		

	Spring Budget	Q1 Forecast	Q2 Forecast	Q3 Forecast	Year to Date as at May 31, 25	% Actual to Spring Budget	% Actual to Q3 Forecast
EXPENSES BY PROGRAM OPERATION							
Instruction: ECS	\$ 3,716	\$ 3,766	\$ 3,744	\$ 3,529	\$ 2,708	73%	77%
Instruction: Grades 1 to 12	57,424	59,284	59,278	57,771	41,347	72%	72%
Operations & Maintenance	10,461	10,362	10,361	10,626	7,833	75%	74%
Transportation	5,863	5,948	5,923	5,908	5,011	85%	85%
System Administration	2,886	2,948	2,898	2,955	2,170	75%	73%
External Services	417	371	365	379	282	68%	74%
TOTAL EXPENSES	\$ 80,767	\$ 82,679	\$ 82,569	\$ 81,168	\$ 59,351	73%	73%
Annual Operating Surplus (Deficit)	\$ (1,245)	\$ (884)	\$ (646)	\$ 57	\$ 966		

Revenues By Month

2024-2025

In Thousand's

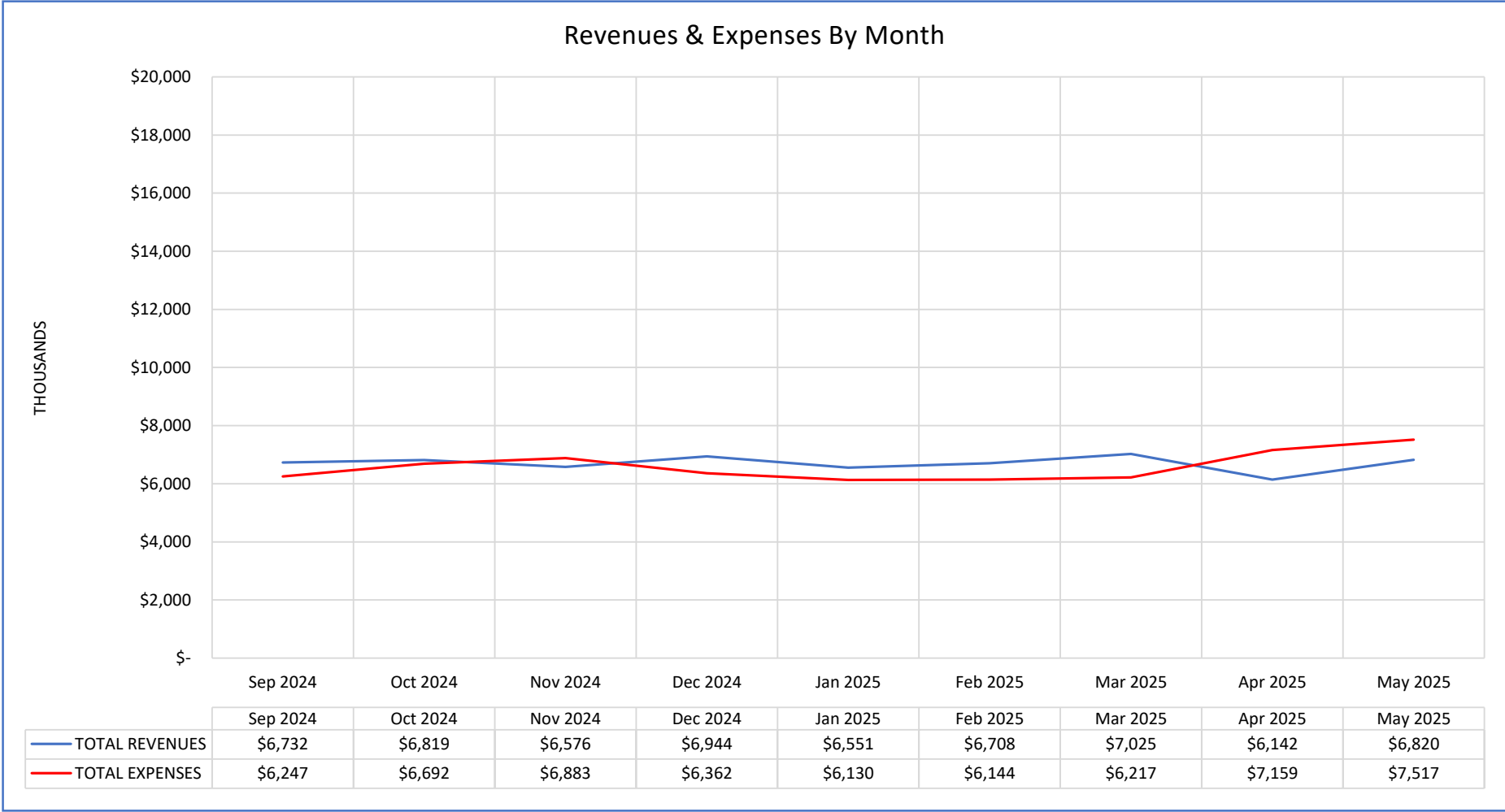
Revenues	Sep 2024	Oct 2024	Nov 2024	Dec 2024	Jan 2025	Feb 2025	Mar 2025	Apr 2025	May 2025	Totals
Alberta Education	\$ 5,620	\$ 5,880	\$ 5,757	\$ 5,671	\$ 5,814	\$ 5,605	\$ 6,267	\$ 5,222	\$ 5,767	\$ 51,603
Alberta Infrastructure	277	277	277	277	277	277	302	277	277	2,518
Other - Government of Alberta	126	157	137	129	125	130	129	137	136	1,206
Federal Government and First Nations	88	92	77	149	85	418	71	175	258	1,413
Other Alberta school authorities	1	15	4	4	1	4	1	1	2	33
Fees	446	229	148	146	131	123	105	200	208	1,736
Sales of services and products	16	23	21	24	16	17	18	31	56	222
Investment income	42	46	37	36	35	99	58	46	45	444
Gifts and donations	55	75	48	30	22	53	49	19	40	391
Rental of facilities	15	9	19	11	14	11	13	13	10	115
Fundraising	7	14	50	24	7	5	9	13	15	144
Gains on disposal of tangible capital assets	-	-	-	-	-	-	-	-	-	-
Other Revenues	39	2	1	443	24	(34)	3	8	6	492
TOTAL REVENUES	\$ 6,732	\$ 6,819	\$ 6,576	\$ 6,944	\$ 6,551	\$ 6,708	\$ 7,025	\$ 6,142	\$ 6,820	\$ 60,317

Expenses By Month

2024-2025

In Thousand's

Expenses	Sep 2024	Oct 2024	Nov 2024	Dec 2024	Jan 2025	Feb 2025	Mar 2025	Apr 2025	May 2025	Totals
Certificated salaries	\$ 2,563	\$ 2,643	\$ 2,608	\$ 2,605	\$ 2,652	\$ 2,673	\$ 2,677	\$ 2,719	\$ 2,670	\$ 23,810
Certificated benefits	551	553	490	479	681	687	687	695	772	5,595
Non-certificated salaries and wages	1,359	1,298	1,312	1,276	883	631	629	1,398	1,726	10,512
Non-certificated benefits	370	362	351	418	244	171	264	370	440	2,990
SUB - TOTAL	\$ 4,843	\$ 4,856	\$ 4,761	\$ 4,778	\$ 4,460	\$ 4,162	\$ 4,257	\$ 5,182	\$ 5,608	\$ 42,907
Services, contracts and supplies	\$985	\$1,423	\$1,711	\$1,173	\$1,259	\$1,572	\$1,550	\$1,562	\$1,496	12,731
Amortization of Capital	407	407	407	407	407	407	407	409	408	3,666
Other interest and finance charges	12	6	4	4	4	3	3	6	5	47
Losses on disposal of tangible capital assets	-	-	-	-	-	-	-	-	-	-
Other expense	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	\$ 6,247	\$ 6,692	\$ 6,883	\$ 6,362	\$ 6,130	\$ 6,144	\$ 6,217	\$ 7,159	\$ 7,517	\$ 59,351



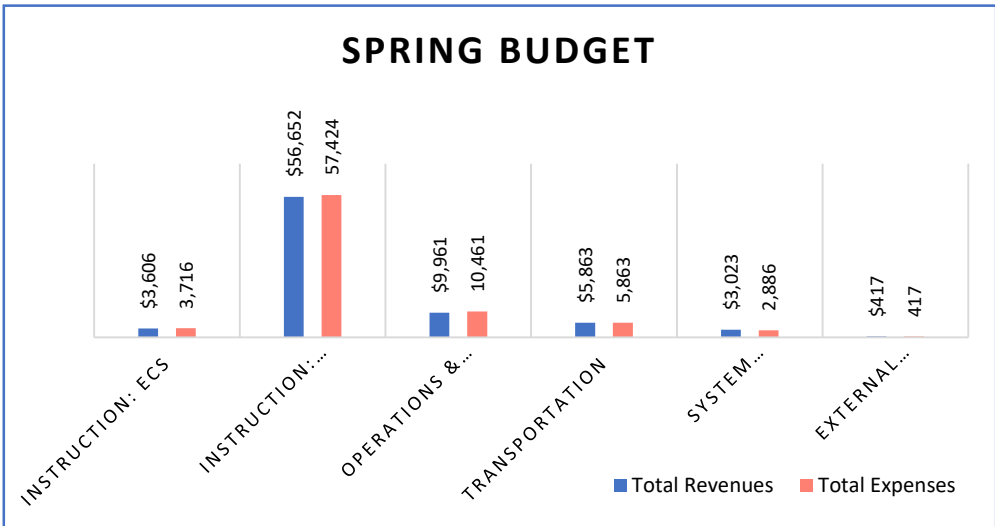
SUMMARY BY PROGRAM OPERATIONS

2024-2025

SPRING BUDGET SUMMARY

The Spring Budget Summary shows the total revenues and expenses by program operations as taken from the Spring Budget approved by the Board of Trustees on May 28, 2024.

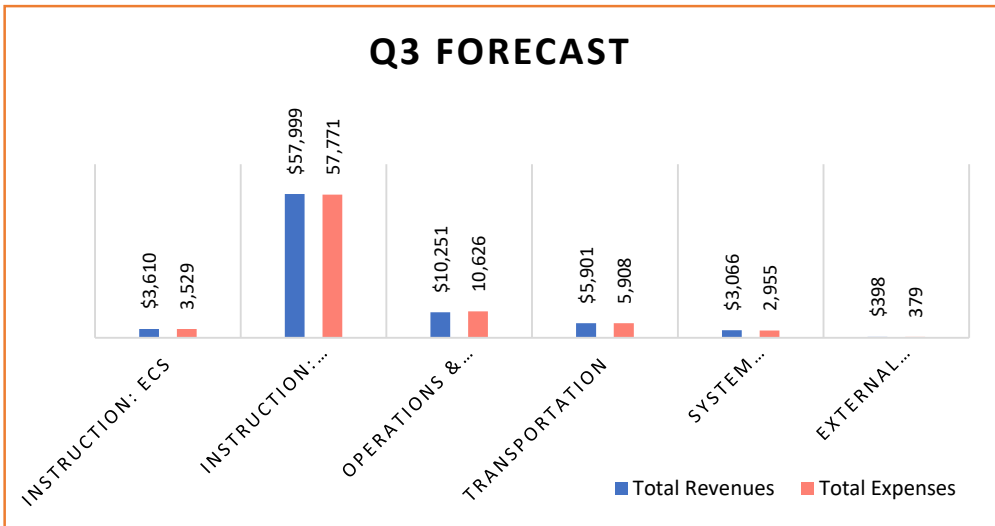
Spring Budget	Instruction: ECS	Instruction: Grades 1 to 12	Operations & Maintenance	Transportation	System Administrati on	External Services	TOTALS
Total Revenues	\$ 3,606	\$ 56,652	\$ 9,961	\$ 5,863	\$ 3,023	\$ 417	\$ 79,522
Total Expenses	3,716	57,424	10,461	5,863	2,886	417	80,767
Annual Operating Surplus (Deficit)	\$ (110)	\$ (772)	\$ (500)	\$ -	\$ 137	\$ -	\$ (1,245)



QUARTER 3 FORECAST SUMMARY

The Quarter 3 Forecast Summary shows the total revenues and expenses by program operations as forecasted.

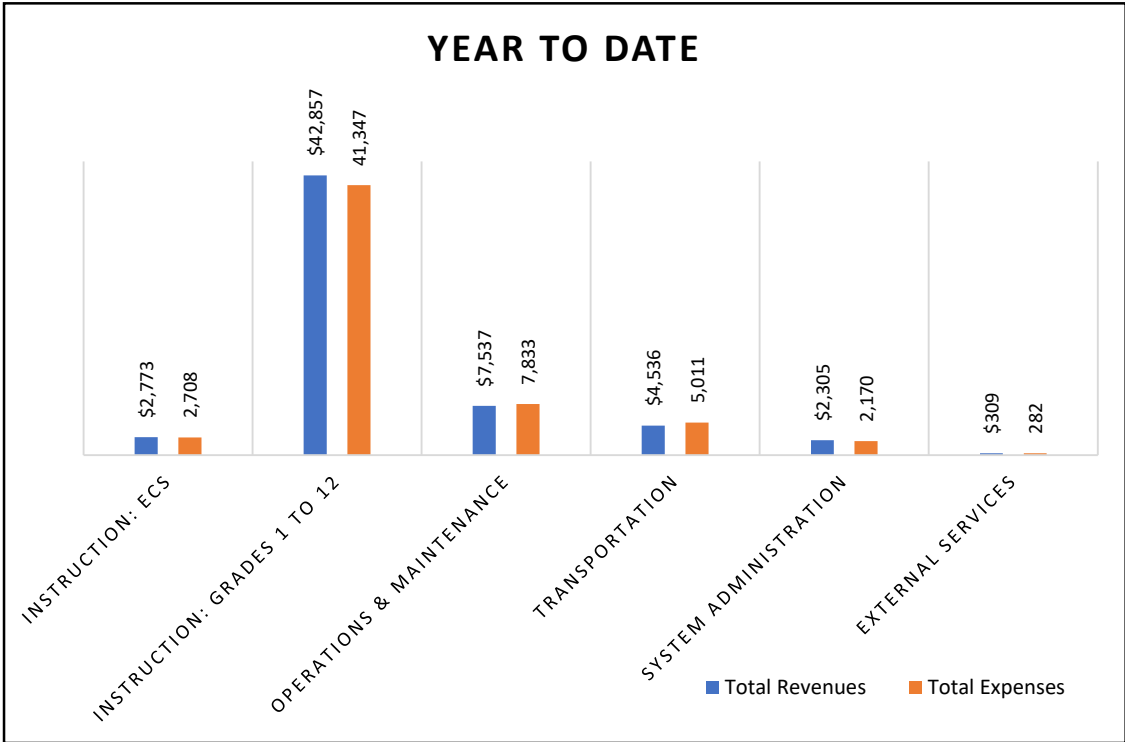
Q3 Forecast	Instruction: ECS	Instruction: Grades 1 to 12	Operations & Maintenance	Transportation	System Administrati on	External Services	TOTALS
Total Revenues	\$ 3,610	\$ 57,999	\$ 10,251	\$ 5,901	\$ 3,066	\$ 398	\$ 81,225
Total Expenses	3,529	57,771	10,626	5,908	2,955	379	81,168
Annual Operating Surplus (Deficit)	\$ 81	\$ 228	\$ (375)	\$ (7)	\$ 111	\$ 19	\$ 57



YEAR TO DATE AS AT MAY 31, 25 SUMMARY

The Year to Date Summary shows the total revenues and expenses as recorded in the Division's financial system at the end of the this quarter.

Year to Date as at May 31, 25	Instruction: ECS	Instruction: Grades 1 to 12	Operations & Maintenance	Transportation	System Administrati on	External Services	TOTALS
Total Revenues	\$ 2,773	\$ 42,857	\$ 7,537	\$ 4,536	\$ 2,305	\$ 309	\$ 60,317
Total Expenses	2,708	41,347	7,833	5,011	2,170	282	59,351
Annual Operating Surplus (Deficit)	\$ 65	\$ 1,510	\$ (296)	\$ (475)	\$ 135	\$ 27	\$ 966



Date: June 18, 2025 **Agenda Item:** 8.4

To: Board of Trustees

From: Shawna Warren, Superintendent

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

Subject: **Stakeholder Engagement Summary 2024-2025**

Background:

Sturgeon Public Schools gathers and uses stakeholder voice and performance data to inform strategic direction. While all referenced materials have previously been shared with the Board, this memo, along with the attached and linked reports, consolidates that information and reinforces the Division's transparent and responsive approach to assurance and planning.

It also complements the 2025–2028 Education Plan, approved by the Board at the May 28, 2025, Public Board Meeting, by summarizing the provincial and local engagement activities and measures that informed its development.

The Plan reflects extensive consultation with students, parents, staff and community partners and is structured around three strategic goals: Empowered Learning, Healthy School Communities and Future Readiness.

Timeline for Engagement and Board Reporting

The following Board meetings included updates, presentations and review of the measures and engagement processes that informed the development of the Education Plan:

- **May 18, 2024 – Public Board:** Stakeholder Engagement Plan presented as part of Education Plan.
- **November 6, 2024 – Committee of the Whole:** Draft AERR (2023–2024) presented.
- **November 27, 2024 – Public Board:** AERR approved; provincial results formally shared.
- **March 5, 2025 – Committee of the Whole:** Stakeholder Engagement Plan adjustments.
- **March 19, 2025 – Public Board:** Engagement timelines confirmed.
- **April 9, 2025 – Committee of the Whole:** Business & Community Engagement event planning.
- **May 14, 2025 – Committee of the Whole:** Draft Education Plan presented with preliminary engagement findings.

- **May 28, 2025 – Public Board:** Education Plan approved; summary engagement results presented for public reporting.

Engagement and Measures Informing the 2025–2028 Education Plan

The following provincial and local data sources were used to develop the 2025–2028 Education Plan:

Provincial Measures

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

Local Division and School Measures

- Student Survey – Education Plan Goal Questions
- Parent and Guardian Survey – Education Plan Goal Questions
- Staff Survey – Education Plan Goal Questions
- Staff Professional Learning Survey
- In-Person Engagement – Business and Community Event (April 15, 2025)
- In-Person Engagement – Student Advisory Committee
- In-Person Engagement – Student-Led Engagement Conversations in Schools
- Review – School Education Plans
- Feedback – Leadership Development Teams (Admin Council, VP Cohorts, SALT)

Participation Summary

To support both the AERR and the development of the 2025–2028 Education Plan, the Division gathered feedback from a large cross-section of stakeholders over two school years:

	2023-2024 Provincial	2023-2024 Local Measures	2024-2025 Spring Local Measures
Students	1044	2506	2323
Parents	246	370	460
Staff	324	395	327

While full provincial results are detailed in the 2023/24 AERR, early analysis of Spring 2025 local engagement helped shape the Plan’s final strategies and reflected the lived experience and priorities of students, families and staff across the Division.

Transparency and Use of Feedback

The Division's approach to assurance includes intentional engagement, collaborative reflection, and visible action based on feedback. This cycle is ongoing and embedded in system-wide and school-based planning.

When we connect:

- Provincial surveys in the Fall
- Local surveys and engagements in the Spring
- In-person opportunities throughout the year

When we report:

- Draft findings shared with Committee of the Whole
- Final data and analysis presented at Public Board
- Summary engagement themes integrated into the Education Plan and AERR

How we act:

- Feedback informs strategic goals, system-level planning and school-level priorities
- Themes are discussed by school leaders, central services and community partners

How we close the loop:

- Detailed results are shared publicly each November in the AERR, posted on the Division website
- Education Plan summaries (including engagement highlights) are posted annually in May
- A summary of themes from the April 15 Business & Community Engagement event was shared directly with participants on May 27, 2025
- Local survey results have been shared with school principals, who are reviewing and incorporating the data into School Education Plans for 2025–2026

Conclusion

Each engagement and data source provides insight into how Sturgeon Public Schools is currently meeting the needs of students, staff and families and how it can continue to improve. The Division remains committed to transparent, collaborative planning that reflects the voices of its community. A full report of results will continue to be shared annually through the AERR in November.

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

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

COMPETENCY:

INDICATORS:

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

COMPETENCY:	(3) Visionary Leadership
INDICATORS:	<p>c. promoting in the school community a common understanding of and support for the school authority's goals, priorities and strategic initiatives; and</p> <p>d. ensuring that the vision expressed in the school authority's education plan is responsive to the ongoing review of the school authority's achievements, meets all requirements identified in provincial legislation and incorporates the school community's perspectives.</p>
COMPETENCY:	(6) School Authority Operations and Resources
INDICATORS:	e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts.
COMPETENCY:	(7) Supporting Effective Governance
INDICATORS:	<p>k. supporting the board in its engagement with the school community to develop a vision of a preferred future for student success; and</p> <p>l. facilitating ongoing public communication about the board's operations and the achievement of its goals and priorities.</p>

Governance Implications:

Education Act

Board responsibilities

33(1) A board, as a partner in education, has the responsibility to

(b) be accountable and provide assurances to students, parents, the community and the Minister for student achievement of learning outcomes,

(c) provide, where appropriate, for the engagement of parents, students, staff and the community, including municipalities and the local business community, in board matters, including the board's plans and the achievement of goals and targets within those plans,

Policy 105: Vision, Mission and Values

Values

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

Policy 225: Role of the Board

Stakeholder Engagement and Communication

7. Establish processes to engage the community and stakeholders in a dialogue about Division programs and future planning.

8. Make informed decisions that consider community values and represent the interests of the entire Division.
9. Promote the schools' programs which reflect the needs and desires of the community.
10. Report Division outcomes to the community annually.

Collaboration

19. Promotes positive community engagement within the Division;
20. Represents the community's needs, hopes and desires for education;
21. Supports the schools' programs, needs and desires to the community;
22. Acts as an advocate for public education and the Division.
23. Identifies issues for advocacy on an ongoing basis.

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

Attachment(s):

1. **Business and Community Engagement Summary – April 15, 2025**
This report outlines themes and recommendations from 26 community partners to support innovative, career-connected learning
2. **Spring 2025 Local Stakeholder Engagement – Early Summary**
This document summarizes feedback from over 3,100 student, parent and staff responses aligned to Division priorities.
3. **Alberta Education Assurance Results Report (AERR) – 2023–2024**
This publicly available report includes PAT and Diploma Exam results, provincial survey findings and longitudinal performance metrics
[Annual Education Results Report \(AERR\) 2023 - 2024](#)
4. **Division Education Plan 2023 - 2028**
Aligned with the Board's Mission, Vision, and Values, this publicly available plan articulates the Board's approved outcomes, measures and strategies to meet our priority of Student Success and Division Wellness.
[Division Education Plan 2023 - 2028](#)



Business and Community Engagement Report

Overview

On April 15, 2025, Sturgeon Public Schools hosted a Business and Community Engagement Evening at the Morinville Community Cultural Centre. The event brought together 26 partners representing local businesses, agricultural leaders, social service organizations, post-secondary institutions (such as NAIT), municipal representatives, and public corporations with local ties. Also in attendance were three school board trustees, one consultant, and four members of the Central Office team.

The evening aimed to move beyond the question, “What kind of graduates do you want to see?” Instead, participants were invited to explore how we can collaborate now—during students’ K–12 education—to provide real-world experiences that prepare them for future success in trades, agriculture, aviation, and other emerging fields.



Guests were encouraged to connect with others, enjoy refreshments, and engage in meaningful dialogue about expanding and strengthening partnerships between schools and the broader community.

Evening Highlights

The evening began with a welcome from Board Vice-Chair Stacey Buga and a land acknowledgement, followed by remarks from Deputy Superintendent Jonathan Konrad outlining the goals of the evening and the broader direction of Sturgeon Public Schools.

A keynote presentation by Division Principal Dan Stephen highlighted the Division’s growing focus on career-connected learning. This included:

- Dual credit opportunities and partnerships with post-secondary partners, such as NAIT to provide high school students with experiential, post-secondary experiences (e.g., Saturday Heavy Equipment Technician sessions).
- The Building Futures program in partnership with San Rufo Homes, where 28 Grade 10 students complete core subjects while also building a house alongside skilled tradespeople.
- A developing aviation pathway at Villeneuve Airport, where students engage in flight training and industry exploration in partnership with Elevate Aviation and Centennial Flight School..





Following this, attendees participated in a World Café–style dialogue. Each table responded to three core questions about student readiness and partnership opportunities, recorded their thoughts, then rotated to build on other tables’ ideas. In the final round, each group refined and pitched their best “blue sky” idea—a bold vision for doing education differently in Sturgeon.



Themes from the Evening

- **Employment Readiness and Essential Skills**

Participants emphasized the importance of preparing students with essential professional skills such as resume writing, interview techniques, financial literacy, digital literacy, workplace communication, and understanding employer expectations (e.g., punctuality, no cell phone use, dress code). Many business partners also identified a need for soft skill development—confidence, teamwork, problem solving, and etiquette.

Students need to understand the ‘rules’ of work—how to show up, how to behave, and how to contribute meaningfully.

- **Confidence, Leadership, and Mentorship**

Building confidence and leadership capacity in students emerged as a clear priority. Many groups encouraged ongoing mentorship opportunities between students and professionals in agriculture, trades, tourism, and other sectors. Interactions like guest speaking, shadowing, and collaborative projects with community leaders were seen as key to helping students envision successful futures.

Mentorship should start early—junior high at the latest—to build trust, excitement, and personal connections to work and community.

- **Broadening Career Pathways Beyond Traditional Trades**

While skilled trades remain a core focus, attendees stressed the importance of exposing students to a wider array of industries—especially agriculture, tourism, small business, entrepreneurship, and arts. Sturgeon’s unique economy and rural setting offer rich career possibilities that should be celebrated and embedded in learning.





We need students to see that farming, tourism, and small business ownership are not only valid—they're vital to our region's success.

- **Real-World, Out-of-the-Box Experiential Learning Experiences**

Innovative, hands-on programs such as school-run businesses, farm placements, mock villages, and greenhouses were championed across all groups. These immersive experiences help students build confidence, apply their learning, and understand responsibility in a meaningful context.

Students gain pride and purpose when they see the direct impact of their work—whether feeding animals or growing produce for their own cafeteria.

- **Early Exposure and Community Connection**

A recurring theme was the need to begin career exploration and community connection much earlier—well before high school. Suggestions included elementary mentorships, volunteering at events, and scaffolded exposure to different careers and community roles. Community partners also expressed a desire for better mechanisms to partner with schools and access key planning contacts.

Let's start early. Give kids a glimpse of what's possible—then keep opening doors all the way through high school.





Stakeholder Engagement Local Summary Report 2025

Overview

In Spring 2025, Sturgeon Public Schools (SPS) undertook a division-wide stakeholder engagement process to gather feedback from students, parents, school staff, and central office staff. Building on the previous year's structure, the 2025 engagement used online surveys and an in-person Business and Community Engagement Evening, which gathered input from industry, municipal, and post-secondary partners on real-world learning and career readiness. While distinct from the Education Plan-aligned surveys, this feedback provides valuable insight into future direction and program planning. This combined analysis draws on over 3,110 survey responses and numerous qualitative insights. The results are organized to align with the division's 2024–2025 strategic goals: Empowered Student & Staff Learning, Healthy, Safe, School Communities, and Responsible Leadership & Opportunity.

Engagement in Spring Local Surveys by Group

Stakeholder	Format	Number of Responses
Students (Gr. 4-12)	Online Survey	2,323
Parents	Online Survey	460
School and CO Staff	Online Survey	327

Survey Design and Analysis Approach

The 2024–2025 student, staff, and parent surveys were organized around Sturgeon Public Schools' three strategic priorities: Empowered Student & Staff Learning, Healthy, Safe, School Communities, and Responsible Leadership & Opportunity. These goals are closely aligned with the Alberta Education Assurance Domains: Student Growth and Achievement, Teaching and Leading, Learning Supports, and Governance and Local Context.

Each section of the survey included a set of Likert-scale questions, followed by open-ended prompts for additional input. This report mirrors that structure by presenting quantitative findings (including areas of strength and areas for growth) and illustrative quotes that represent key themes. Visual charts summarize the highest and lowest agreement levels across stakeholder groups to support planning and accountability.





Empowered Student & Staff Learning

Key metrics showing high levels of staff efficacy and parent satisfaction are shown below.

Strengths

- 75% of students agreed they are successful at school.
- 58% of students find their learning useful.
- 80% of parents are satisfied with numeracy education; 79% with overall education.
- 79% of students say teachers treat them kindly; 76% say fairly.
- 98% of staff believe they directly impact student learning.
- 96% of staff feel confident in planning instruction and 91% feel capable of supporting inclusive classrooms.

Areas for Growth

- Engagement in core subjects is a concern: 50% of students do not look forward to Language Arts, and 49% do not look forward to Math.
- Staff responses reflect a desire for more support around student behaviour and new curriculum implementation

Qualitative Themes

- Parents and students emphasized gratitude for staff effort
- Concerns included curriculum demands, screen time, academic rigor, and assessment consistency

“Thank you for the work all staff members do here. I just wanted to show my gratitude.” — Student

“Thank you for everything you have done. All of my kids have had a very good experience with extra-curriculars, field trips, and learning.” — Parent





Healthy, Safe, School Communities

This section reflects strong perceptions of care, inclusion, and safety among students, parents, and staff.

Strengths

- 80% of parents agree their school community is caring.
- 79% of parents say their school is safe.
- 82% of students report learning about First Nations, Métis and Inuit perspectives.
- 80% of students say they learn about residential schools.
- 91% of staff say their school fosters inclusive practices.
- 93% of staff say their school is committed to Truth and Reconciliation.

Areas for Growth

- 17% of students disagreed that it's okay to be different at their school, indicating a need for stronger inclusion and belonging.
13% of students feel their principal or vice principal does not care about them, suggesting an opportunity to strengthen leadership-student relationships.
- 29% of parents responded neutrally regarding access to mental health support, and 9% disagreed, showing uncertainty or gaps in visibility.
- Central Office staff emphasized the importance of accessible wellness supports and professional learning opportunities across schools.

Qualitative Themes

- Student feedback cited noise and privacy issues in washrooms
- Parents noted a need for more supports for diverse learners
- Desire for greater inclusion and emotional safety in classrooms

“We can see how much you care. Keep fostering an environment of inclusion and community.” — Parent

“People are really kind and welcoming. It makes me feel safe and happy to come to school.” — Student

*“I like how everyone is included. You can just be yourself here.”
— Student*





Responsible Leadership & Opportunity

Key indicators in this section demonstrate stakeholder involvement and leadership support across the division.

Strengths

- 71% of students say their parents play a big role in their education
- 85% of parents agree they have opportunities to be involved
- 73% of parents feel community and volunteer involvement is encouraged
- 93% of staff agree their school supports Truth and Reconciliation meaningfully

Areas for Growth

- 18% of parents disagreed that SPS is preparing their child for life after school, highlighting the need for stronger focus on career readiness and life skills.
- 24% of students have not volunteered at school, and 21% have not participated in leadership opportunities, indicating a need to expand access and encouragement for student involvement.
- Staff and Central Office feedback identified opportunities to improve communication clarity, role alignment, and support systems across schools and departments.

Qualitative Themes

- Community values identified across school sites include: respect, inclusion, communication, accountability, and care
- Parents want more active, outdoor learning and reduced passive screen time
- Staff and parent feedback emphasized the importance of leadership accessibility, student voice, and practical readiness for future opportunities

“My kids have adored the teachers at both schools. I’m so thankful for the support we receive as a whole family.” —
Parent

“Students need more real-world learning and guidance for what comes next.” — Staff

These staff sentiments were echoed in the division’s April 2025 Business and Community Engagement Evening. Partners emphasized the need for career-connected learning, mentorship, and real-world experiences—from agriculture





to aviation. Their feedback revealed strong community interest in expanding beyond traditional trades and embedding out-of-the-box learning experiences such as student-run businesses, municipal internships, or micro-society models.

Next Steps

Looking Ahead: Informing Future Readiness This evidence strengthens the division's decision to evolve from the previous goal of Responsible Leadership & Opportunity toward a forward-looking focus on Innovative Learning and Future Readiness, as outlined in the 2025–2026 Education Plan.

While the 2025 surveys were designed to align with the previous year's goals, key indicators in the responses also support the division's shift toward the new 2025–2026 goal of Innovative Learning and Future Readiness. Early indicators include:

- 18% of parents expressing concern about life preparedness
- Staff interest in career education and leadership development
- Qualitative feedback highlighting the need for real-world learning, reduced screen time, and improved transitions to post-secondary or the workforce

This shift is further reinforced by the Business and Community Engagement Evening, where partners proposed immersive models like career academies, greenhouses, student-run villages, and mentorship pipelines. These ideas highlight not only the appetite for deeper collaboration but also the alignment between community priorities and the division's future-focused direction.

Five key themes from the Business and Community Engagement Evening further underscore this direction: a shared emphasis on employment readiness skills; growing student confidence through mentorship; expanding beyond traditional trades; offering out-of-the-box learning experiences; and fostering early exposure and stronger connections with community partners.

These responses will help shape strategies under the new goal and guide implementation of innovative programs and partnerships in the year ahead.





Date: June 18, 2025 **Agenda Item:** 8.5

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Jonathan Konrad, Deputy Superintendent, Education Services
Lauren Walter, Manager, Marketing & Communications

Subject: **Communications Report May & June 2025**

Background:

Aligning with the Board's value of Communication, the Superintendent is committed to ensuring open, transparent, positive internal and external communications are developed and maintained. In accordance with this commitment, the Superintendent directs the creation and review of an annual Communication Plan to establish and maintain effective Division and school communication.

Attached is the Communications Report on activities for May and June 2025.

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

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

- | | |
|--------------------|--|
| COMPETENCY: | (1) Building Effective Relationships |
| INDICATORS: | a. collaborating with community and provincial agencies to address the needs of students and their families. |
| | |
| COMPETENCY: | (3) Visionary Leadership |
| INDICATORS: | c. promoting in the school community a common understanding of and support for the school authority's goals, priorities and strategic initiatives. |
| | |
| COMPETENCY: | (6) School Authority Operations and Resources |
| INDICATORS: | e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts. |
| | |
| COMPETENCY: | (7) Supporting Effective Governance |
| INDICATORS: | l. facilitating ongoing public communication about the board's operations and the achievement of its goals and priorities. |

Governance Implications:**Education Act****Board responsibilities**

33(1) A board, as a partner in education, has the responsibility to

(b) be accountable and provide assurances to students, parents, the community and the Minister for student achievement of learning outcomes,

(c) provide, where appropriate, for the engagement of parents, students, staff and the

community, including municipalities and the local business community, in board matters, including the board's plans and the achievement of goals and targets within those plans,

Policy 225: Role of the Board**Stakeholder Engagement and Communication**

The Board shall provide, where appropriate, for the engagement of parents, students, staff and the community, including municipalities and the local business community, in Board matters, including the Board's plans and the achievement of goals and targets within those plans [Education Act s. 33(1)(c)]. Specifically, the Board:

7. Establish processes to engage the community and stakeholders in a dialogue about Division programs and future planning.

8. Make informed decisions that consider community values and represent the interests of the entire Division.

9. Promote the schools' programs which reflect the needs and desires of the Community.

10. Report Division outcomes to the community annually.

Policy 700: Superintendent of Schools

The Superintendent directly reports to the Board of Trustees and is accountable to the Board of Trustees on behalf of students and the public, for the total operation of the school system in a manner that is consistent with the requirements of the Education Act, Alberta Education regulations, the Superintendent Leadership Quality Standard, Board policies, Division vision, mission and values, and the Education Plan goals.

Administrative Procedure 220: Communications

The development of a strategic communication plan facilitates timely and coordinated sharing of information regarding the priorities and operation of the school division. As such, it is an important component in the process of increasing awareness, understanding and support of public education and the division.

3. Preparation of the strategic communications plan shall be coordinated by the Superintendent or designate and will be provided to the Board as information.



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

Attachment(s):

1. Communications Report for May and June 2025

Communications Report

May & June, 2025



Overview of Goals

1. Highlight Staff Expertise & Excellence
 2. Consistency in Communication and Messaging
 3. Building Staff Capacity
 4. Improve Broad Public Perception
 5. Improve Division Wide Communication
-

Communications in May & June has been focused on:

Aligns with Marketing Goals #2 & #5

- A broad range of website updates to prepare for the 2025–26 school year. We have been gathering and uploading revised program descriptions, handbooks and codes of conduct, school supply lists, and “Meet the Teacher” dates. As updated information is received from each school, it is being promptly published to ensure families have access to the most current details. We remain on track to complete all school website updates by the final day of classes in June, supporting a smooth and informed start-up in September.

Aligns with Marketing Goals #2 & #5

- Supporting Division-wide awareness and engagement for Pride Week. We shared a comprehensive support document with schools, which included parent letters, FAQs, and key messaging to help foster open and productive communication with families. To further support transparency and understanding, we also created a Division-wide [Pride Week](#) landing page. With Communications’ support, every school in the Division also shared their rainbow version of their logo, reinforcing a unified message of inclusion and celebration across all communities.



Aligns with Marketing Goals #4 & #5

- Developing a new [Collegiate Programming](#) section on the Division website. This page—along with dedicated subpages—highlights key programs such as Aviation, Building Futures, and Skilled Trades. The goal is to ensure families are well-informed about the diverse and innovative opportunities available to students across the Division, and to showcase the breadth of our programming in a clear and accessible format.

Aligns with Marketing Goal #4

- Carrying out a final marketing push for Guthrie School and Legal Public School to support enrolment efforts. For Guthrie, we launched a targeted digital advertising campaign and added a new [Book a Tour](#) page to the school's website, allowing prospective families to schedule visits with ease. For Legal Public School, we designed and launched a billboard advertisement encouraging registration for the 2025–26 school year, helping to raise visibility within the local community.

Aligns with Marketing Goal #5

- Publishing the June edition of the [Sturgeon Public Scoop](#), featuring a variety of highlights and updates. This edition included information about Pride Week, National Indigenous Peoples Day, Transportation Registration, and more.

Aligns with Marketing Goal #5

- Celebrating our graduates. Communications placed congratulatory messages for the Sturgeon Public Schools Class of 2025 in both the *St. Albert Gazette* and the *Redwater Review*. These ads acknowledged the accomplishments of our students and extended Division-wide best wishes as they move on to new opportunities beyond high school.

Upcoming Events:

- National Indigenous Peoples Day: June 21st
- School Based Award Ceremonies and Celebrations: Last week of June
- Last Day of Classes: June 27th

Date: June 18, 2025 **Agenda Item:** 8.6

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Shawna Warren, Superintendent

Subject: **Superintendent Report**

Background:

The Superintendent is committed to keeping the Board informed regarding progress in the Board's approved outcomes, measures and strategies articulated in the Division's Education Plan to meet our priority of Student Achievement. Using key insights from the Annual Education Results Report, the Division's Education Plan directs the work in schools and at a system level.

This report offers a concise overview of recent events and attended meetings that have influenced the Division's trajectory in the past month. By highlighting significant interactions and their implications, this report aims to provide the Board of Trustees with valuable insights into the Division's proactive leadership, collaborative partnerships, and ongoing operations enhancement.

As per Ministerial Order 003/2020 (AMENDED 2023), the Superintendent Leadership Quality Standard applies to superintendents. All superintendents are expected to meet the Superintendent Leadership Quality Standard throughout their careers. The superintendent of schools as referred to in the Education Act is accountable for the demonstration of all of the competencies identified in the Superintendent Leadership Quality Standard.

Board Goals for the Superintendent

As part of the Superintendent's 2024–2025 Evaluation Summary, presented on February 12, 2025, the Board of Trustees established three key goals. These goals, set by the Board, are intended to guide and focus the Superintendent's leadership throughout the school year.

- **Goal 1** ▾ : It is essential that a positive culture be maintained and enhanced in the coming years.
- **Goal 2** ▾ : Student Learning must be a focus, especially in the areas of literacy and numeracy.
- **Goal 3** ▾ : The Board and Superintendent must be “first team”. This is the responsibility of both the Board and the Superintendent.

Throughout the Superintendent's Report, coloured tabs will indicate where specific items align with each of the goals established by the Board.

Building Effective Relationships

A superintendent establishes a welcoming, caring, respectful and safe learning environment by building positive and productive relationships with members of the school community and the local community.

- ★ Sturgeon Public Schools is dedicated to creating safe, supportive and inclusive environments where all students can thrive. As part of this commitment, the Division uses the Therapeutic Crisis Intervention for Schools (TCIS) system; a trauma-informed framework that equips staff with strategies to prevent and de-escalate crises while fostering emotional regulation and healthy coping skills among students. By implementing TCIS division-wide, Sturgeon enhances student well-being and strengthens relationships among students, staff and families. This [message](#), along with an informative graphic, was shared via SchoolMessenger, the website, Facebook and Instagram to help families understand the value and impact of TCIS in their children's schools.
- ★ During the week of June 2-6, Sturgeon Public Schools celebrated Pride Week across the Division, with meaningful and age-appropriate activities planned at all schools. These initiatives reflected the Division's ongoing commitment to creating inclusive, respectful and supportive learning environments where every student feels valued and seen. The celebration of Pride Week reinforced a culture of belonging and highlighted the Division's dedication to equity and diversity.
- ★ Student awards were distributed this month across schools in recognition of academic excellence, citizenship and personal achievement. These celebrations highlighted student success and fostered a sense of pride and belonging within the school community, engaging staff, students and families in meaningful recognition of achievement.
- ★ Throughout the month, schools across the Division held numerous end-of-year celebrations, graduations and award ceremonies. These events brought together students, staff, families and community members to honour achievements, mark important milestones and celebrate the collective efforts of the school community in creating supportive and successful learning environments.
- ★ On June 10, Trustee Buga, Trustee for Morinville, attended the Pride Flag raising ceremony hosted by the Town of Morinville. Her presence demonstrated Sturgeon Public Schools' commitment to fostering inclusive, respectful and welcoming environments for all students, staff and community members. The event was an opportunity to stand in solidarity with the 2SLGBTQIA+ community and affirm the Division's values of equity, diversity and belonging.
- ★ On June 12, the Superintendent, along with the Associate Superintendent, Corporate Services, attended Landing Trail School's Summer Festival. The event celebrated the end of the school year with students, staff and families, fostering community spirit and connection.

- ★ On June 14, the Superintendent attended Redwater School's Grade 12 Graduation Ceremony and delivered remarks to the graduating class. The event was a celebration of student achievement, perseverance and the support of families and staff throughout their educational journey.
- ★ On June 19, the Superintendent will attend the Learning Centres' Graduation Dinner to celebrate the achievements of the graduating students. This event will provide an opportunity to recognize the hard work and perseverance of learners who have reached this important milestone.
- ★ **Goal 1** ▾ The final Open Mic with the Superintendent for the 2024-2025 school year will be held on June 24. This session will provide staff with an open forum to share feedback, ask questions and engage in direct dialogue with the Superintendent. These ongoing conversations support transparency, collaboration and a strong sense of connection across the Division.
- ★ On June 27, the Superintendent will attend Sturgeon Composite High School's Graduation Ceremony and deliver remarks to the Class of 2025. This special occasion will celebrate the accomplishments of graduating students and recognize the support of families, staff and the school community.
- ★ The Superintendent holds bi-weekly meetings with the Communications Team to ensure strategic and effective communication across the Division. These meetings focus on aligning messaging and marketing with divisional goals, addressing emerging issues and fostering transparent and consistent engagement with stakeholders, including staff, students, families and the broader community.
- ★ The [Sturgeon Public Scoop](#) is the Division's newsletter, providing important updates and information to the school community. It serves as a key communication tool, sharing news, events and essential resources with staff, students and families throughout the school year.
- ★ **Goal 1** ▾ The Superintendent continues the "Woot Woot Wagon" initiative throughout the school year. Each month, a Senior Executive team member brings the wagon through Central Office, offering treats to staff as part of an ongoing effort to promote a positive and supportive work environment.
- ★ The Superintendent continues to connect monthly with neighbouring school division Superintendents. These regular meetings promote collaboration, the sharing of best practices and the discussion of common challenges, strengthening relationships and fostering regional cooperation.

- ★ **Goal 1** ▾ The Superintendent has continued an initiative introduced in January 2023 aimed at recognizing Central Office staff members' birthdays each month.
- ★ **Goal 1** ▾ The Superintendent writes a “Welcome to the Sturgeon Public Team” card to all new staff who join Central Office. This gesture reflects the Superintendent's commitment to fostering a welcoming workplace culture.
- ★ **Goal 1** ▾ The Superintendent continues to write personalized thank you cards to various Division staff members for their contributions and celebrations occurring throughout the Division.
- ★ **Goal 3** ▾ The Superintendent transitioned her “Superintendent Week-at-a-Glance” to a weekly newsletter titled “From the Desk of the Superintendent” that is shared every Friday with the Board of Trustees, school leadership and Central Office leadership. This new format includes a blog post and key information items from the government.
- ★ **Goal 1** ▾ The Superintendent continues the leadership and central office staff engagement meetings from 2022-2023 to support collaboration and professional development in 2024-2025.
 - Monthly Principal meetings, grouped by school type, with the Superintendent and the Education Services leadership team.
 - Weekly Senior Executive Committee meetings.
 - Regular 1:1 meetings with direct reports to focus on mentorship and growth.
 - A new monthly Central Office leadership meeting will focus on strategic planning and clear roles and responsibilities across departments.

Leading Learning

A superintendent establishes and sustains a learning culture in the school community that promotes ongoing critical reflection on practice, shared responsibility for student success and continuous improvement.

- ★ On June 2, the Learning Services Community of Practice & Collaboration met at Central Office. The morning began with team members working in their community of practice groups to engage in targeted professional development and advance discipline-specific goals. This was followed by collaborative sessions focused on shared caseloads.
- ★ June 2, School Office Training
- ★ June 3, M&M Monthly Meeting held their last meeting at Central Office.
- ★ **Goal 1** ▾ On June 11, the final Administrative Council session of the school year was held at Cattail Golf Club, bringing together Principals, Vice Principals, Directors, Managers and the

Senior Leadership Team. This culminating session provided an opportunity for reflection, collaboration and celebration of the year's achievements. It also supported continued alignment among leadership teams as they prepare for the upcoming school year, reinforcing a shared commitment to student success and organizational excellence.

★ June 13, K-4 Social Studies Preparation

★ June 26, Learning Services Meeting

Modeling Commitment to Professional Learning

A superintendent engages in career-long professional learning and ongoing critical reflection, identifying and acting on research-informed opportunities for enhancing leadership, teaching, and learning.

- ★ The Superintendent subscribes to the monthly Pendulum Law newsletter. Each month, Pendulum Law shares interesting education law cases relevant to different professional environments.
 - The May 2025 edition featured 4 educational law court case summaries in Canada, including a Nunavut court's approval of an \$8 million settlement for students sexually abused by a teacher, reinforcing institutional accountability. In Alberta, a court ruled that a teacher's post-graduation relationship with a former student was not criminal, due to a lack of a continuing position of trust. A Nova Scotia teacher's workplace injury claim was dismissed, confirming such matters fall under labour arbitration. In British Columbia, an independent school was ordered to release non-personal records from an off-campus incident, affirming student privacy rights. Lastly, a New Brunswick court upheld a signed release, barring a claim against a union, emphasizing the binding nature of voluntarily executed agreements.
- ★ The Superintendent has agreed to continue in the role of primary contact for the CASS Community of Practice focused on Chief Superintendents. Her commitment reflects an ongoing dedication to enhancing leadership practices and fostering collaborative professional growth as planning begins for the 2025-2026 school year.
- ★ For the 2025-2026 school year, the Superintendent will serve as the Secretary for CASS Zone 2/3. This leadership role will involve active collaboration with colleagues across the zone, contributing to the strategic planning and professional learning of superintendents and supporting the advancement of educational leadership within the province.

Visionary Leadership

A superintendent engages with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs.

- ★ **Goal 1** ▾ To promote innovation and continuous improvement, the Superintendent continues to hold Leadership Strategic Planning meetings every few months with central office leadership. The most recent meeting was on May 27, 2025. Based on the book “The Pruning Principle”, the continued focus was "our takeaways from Labour Action" - Pruning Principle questions: 1. What aspects of our current approach might be unnecessary or overcomplicating? 2. What could be taken away to achieve the desired outcome? 3. How can we streamline our approach to focus only on what truly matters and still get most of the upside? 4. Are there any resources or tools that we are using that might be redundant or unneeded? Or are there tools or resources that we should be using that would help us do less better?
- ★ Sturgeon Composite High School will host the 2026 ASAA Provincial Rugby 15s Championships on June 12 & 13, 2026.
- ★ **Goal 1** ▾ To reinforce common understanding, the Superintendent’s weekly “From the Desk of the Superintendent” always includes a tailored message informed by research on effective learning, teaching and leadership that reinforces the Division’s vision, mission and values.

Ensuring First Nations Métis and Inuit Education for all Students

A superintendent establishes the structures and provides the resources necessary for the school community to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

- ★ In June, the Indigenous Education Hub focused on "National Indigenous History Month," emphasizing the importance of recognizing and celebrating the history, heritage and contributions of Indigenous peoples in Canada. Resources provided included a slideshow for "National Indigenous Peoples Day," celebrated on June 21st, which is a day dedicated to honouring the diverse cultures and outstanding achievements of First Nations, Inuit, and Métis peoples. Additionally, a Teacher and Parent Guide for Indigenous Peoples Day was made available, along with specific resources for students in K-6 and 7-12, to enhance understanding and appreciation of Indigenous history and culture.
- ★ On June 20, all schools across the Division will celebrate National Indigenous Peoples Day, recognizing and honouring the rich histories, cultures and contributions of First Nations, Métis, and Inuit peoples. The Superintendent will take part in the Division-wide recognition by attending events at Namao School, joining students and staff in meaningful activities that promote learning, respect and reconciliation.

School Authority Operations and Resources

A superintendent directs school authority operations and strategically allocates resources in the interests of all students and in alignment with the school authority's goals and priorities.

- ★ On June 16, the Superintendent and Associate Superintendent, Corporate Services met with the Superintendent and Associate Superintendent of Finance from St. Albert Public Schools. The meeting focused on discussing topics of mutual interest and benefit, including shared challenges, operational practices and opportunities for collaboration.
- ★ Throughout the month of July, Central Office will be closed to the public on Fridays. In addition, the office will be fully closed to the public from July 28 to August 8 to allow for the repaving of the south parking lot. This timeframe was chosen strategically, as it aligns with the period when many staff are on vacation, minimizing disruption while ensuring necessary facility improvements are completed efficiently.
- ★ On June 13, a communication was sent to families outlining important details about student transportation for the 2025-2026 school year. The message clarified who needs to complete an online transportation application and set a deadline of July 14, 2025, for submission. It also informed families about the 2025-2026 transportation fee schedule approved by the Board of Trustees, with payment options and a final payment deadline of August 22, 2025. Additionally, changes to the bus pass system were explained to ensure a smooth transition for families and students.
- ★ Over the summer months, preparation will begin for the 2025-2026 school year. This includes planning, resource alignment and collaborative work across departments to ensure a smooth and successful start for students and staff in the fall. The Superintendent will support and oversee these efforts to maintain focus on Division priorities and student success.
- ★ The Finance Department provided a year-end summary to Administrative Teams, school office staff, finance clerks and central office personnel outlining key deadlines for invoices, Visa reconciliations and expense claim submissions.
- ★ **Goal 2 ▾** Math-Up has been purchased for all K-6 teachers in the Division to support mathematics instruction. At this time, the Division will not extend the purchase to Grades 7-9 until the new curriculum is released and the resource is aligned accordingly. Schools may choose to make individual license purchases for Grades 7-9 if needed. While the Education Planning team will assist with the initial assignment of school licenses, ongoing license management, including adjustments due to staffing changes, will be the responsibility of the school's lead administrator.

Supporting Effective Governance

A superintendent of schools as referred to in the Education Act, as chief executive officer of the board and chief education officer of the school authority, provides the board with information, advice and support required for the fulfillment of its governance role, and reports to the Minister on all matters required of the superintendent as identified in the Education Act and other provincial legislation.

- ★ **Goal 3** ▾ Following the Board's approval of the 2025-2026 Budget at the May 28 Public Board Meeting, the Superintendent supported the Board in sharing the [letter](#) with Division families and ensuring its publication on social media.
- ★ At the end of May, the Deputy Superintendent sent a message to all School Council Chairs reminding them of the annual reporting requirement outlined in Administrative Procedure 211: School Councils. The communication included the "School Council Year in Review 2024–2025 Report" template and requested that completed reports be submitted via email. While the official deadline is September 30, 2025, the Deputy Superintendent encouraged early submissions by June 30 to ensure details are fresh and captured before summer break. Financial statements may be submitted separately in September.
- ★ **Goal 3** ▾ On June 1, the Superintendent, along with Trustee Buga, attended the Rural Caucus meeting in Calgary. This gathering provided an opportunity to engage with educational leaders from across the province, discuss shared challenges and opportunities in rural education and advocate for the needs of the Division.
- ★ **Goal 3** ▾ From June 1-3, the Superintendent, along with Chair Oatway-McLay and Trustees Buga, Gibbons and Pequin, attended the Alberta School Boards Association (ASBA) Spring General Meeting. This important professional gathering included a keynote presentation by Chantal Hébert, offering national political insights and a panel discussion with public affairs experts on Alberta politics, K-12 education policy and advocacy strategies. The event also featured remarks and a Q&A session with the Minister of Education and Childcare. Delegates participated in professional development sessions on navigating polycrisis, objective decision-making under political pressures, strategic communications to build trust and leading impactful school board governance.
- ★ **Goal 3** ▾ From June 3-5, the Superintendent attended the Public School Boards' Association of Alberta (PSBAA) Spring General Assembly alongside Chair Oatway-McLay and Trustees Gibbons and Murray-Elliott. The event featured a variety of learning opportunities centered on advancing educational equity, reconciliation, the impact of generative AI on education and preparing for governance in a polarized political landscape. Notable sessions included a presentation by Dr. Emily Milne on strategies to support academic potential through equity-focused practices, a reconciliation address by Elder Clarence Wolfleg Sr., a deep dive into AI and its educational implications by Dr. Alec Couros and practical election-readiness

strategies shared by Maurice Fritze. The Minister of Education and Childcare, Demetrios Nicolaides, also addressed attendees, reinforcing government priorities and policy directions.

- ★ **Goal 3** ▾ The Superintendent organized all board policies in a shared Google platform to facilitate Trustee review over the summer. This initiative supports the timely finalization of policies prior to the upcoming election, ensuring the incoming board is equipped with clear, up-to-date governance documents that promote continuity and informed decision-making.
- ★ **Goal 3** ▾ The Superintendent prepared a draft of the Trustee Handbook for the 2025-2026 school year to support Trustees in reviewing and finalizing the document ahead of the upcoming election. This proactive step ensures that incoming board members will have a clear and comprehensive guide to support their governance role, reinforcing continuity, clarity and effective onboarding for the new board.
- ★ **Goal 3** ▾ Through its membership in the Public School Boards' Association of Alberta (PSBAA), Sturgeon Public Schools receives a regular subscription to Insight into Government, an independent newsletter providing political analysis and updates relevant to Alberta's public sector. These updates are shared with the Board of Trustees upon receipt to support informed governance.
- ★ **Goal 3** ▾ The Superintendent and her team have provided ongoing support to the Policy Committee in progressing toward the G-Tech governance model. This collaborative effort has involved reviewing current practices, aligning with best governance standards and ensuring that policy development reflects a clear division of roles and responsibilities between governance and administration.
 - Supported the development of a comprehensive review schedule to ensure all Board policies are reviewed annually, promoting consistency, relevance and alignment with the G-Tech governance model.
- ★ A dedicated website has been designed to provide comprehensive information and resources for the [Trustee Election - 2025](#). This user-friendly platform offers guidance for prospective candidates, key election details and insights into the role of a Trustee. Additionally, a [Trustee Election Handbook](#) has been created to support individuals interested in running for election. The handbook serves as an essential resource, outlining the responsibilities, expectations and contributions of Trustees in shaping the future of education within the Division. Together, the website and handbook aim to inform and inspire candidates while promoting transparency and engagement in the election process.
- ★ **Goal 3** ▾ The Superintendent has initiated planning for the Board Orientation scheduled for October 2025. This process includes coordinating with appropriate consultants to ensure a well-structured and informative experience that will support the incoming Board of Trustees in gaining a clear understanding of their governance role. The orientation will focus

on building a strong foundation for effective collaboration, informed decision-making and alignment with the Division's goals and responsibilities under the Education Act.

- ★ **Goal 3 ▾** The Superintendent meets with the Board Chair and Vice Chair to review agenda packages before the Committee of the Whole and Public Board meetings, as per Board policy.
- ★ **Goal 3 ▾** The Superintendent created a "Big Rocks" list for 2024-2025, highlighting key strategic planning items. These are standing agenda item topics at each Committee of the Whole meeting to support the Board's governance role.
- ★ **Goal 3 ▾** September 27, 2024, the Superintendent extended an offer to the Board of Trustees to schedule regular one-on-one meetings, either monthly or bi-monthly, based on individual preference and availability. These meetings could be held in person or virtually to accommodate Trustee schedules.
- ★ The Superintendent remains committed to creating and distributing the "Trustee Talk" newsletter on a monthly basis, ensuring transparent communication across the Division. The newsletter is shared throughout the Division and published on the website and school web pages, providing updates and insights from the Trustees to keep the school community informed.
- ★ The Superintendent provides "Trustee Speaking Points" to all Trustees on a monthly basis, right after the Public Board meeting, to support trustees in engagement with stakeholders and/or share the Board's work summary at School Council meetings.
- ★ As a continued practice, the Superintendent created a 2025-2026 Budget Summary letter for all stakeholders to support the 2025-2026 Budget.

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

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

COMPETENCY:

(7) Supporting Effective Governance

INDICATORS:

- a. establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity;
- c. ensuring that all students in the school authority have the opportunity to meet the standards of education set by the Minister of Education;
- d. ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities;
- e. ensuring that the board's fiscal and resource management is in accordance with all statutory, regulatory and board requirements; and
- h. ensuring the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities.

Governance Implications:**Education Act**

Superintendent of schools

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

(3) The superintendent is the chief executive officer of the board and the chief education officer of the school division.

(4) The superintendent shall carry out the duties assigned to the superintendent by the board.

(5) The superintendent shall supervise the operation of schools and the provision of education programs in the school division, including, but not limited to, the following:

- (a) implementing education policies established by the Minister;
- (b) ensuring that students have the opportunity in the school division to meet the standards of education set by the Minister;
- (c) ensuring that the fiscal management of the school division by the treasurer or secretary-treasurer is in accordance with the terms or conditions of any grants received by the board under this Act or any other Act;
- (d) providing leadership in all matters relating to education in the school division.

Superintendent of Schools Regulation (Alberta Regulation 98/2019)

Qualifications

2(1) No individual may be appointed as a superintendent unless the individual has a superintendent leadership certificate issued under the *Certification of Teachers and Teacher Leaders Regulation* (AR 84/2019).

Policy 700: Superintendent of Schools

The Superintendent of Schools, as referred to in the Education Act, is the Chief Executive Officer of the Board of Trustees and Chief Education Officer of the Division. The Superintendent directly reports to the Board of Trustees and is accountable to the Board of Trustees on behalf of students and the public, for the total operation of the school system in a manner that is consistent with the requirements of the Education Act, Alberta Education regulations, the Superintendent Leadership Quality Standard, Board policies, Division vision, mission and values, and the Education Plan goals. The Superintendent of Schools provides the Board with information, advice, and support required for the fulfillment of its governance role. The Superintendent plays a critical and collaborative role in supporting the leadership of the Board by advising, informing, and supporting the Board to address current and emerging issues. Specific Areas of Responsibility:

[Policy 701: Board Delegation of Authority](#)

The Superintendent is the Chief Executive Officer of the Board and the Chief Education Officer of the Division and is accountable to the Board of Trustees for the conduct and operations of the Division. All authority delegated to the staff of the Division is delegated through the Superintendent.

The Superintendent plays a critical collaborative role in supporting the leadership of the Board by advising, informing, and supporting the Board by recommending actions to address current and emerging issues in alignment with the mission, vision, and value statements of the Division

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

Attachment(s):

Not applicable.

Date: June 18, 2025 **Agenda Item:** 8.7

To: Board of Trustees

From: Shawna Warren, Superintendent

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

Subject: **Administrative Procedure 540: Communication Plan for Alexander First Nation Students**

Background:

Administrative Procedure 540 has been reviewed to confirm continued alignment with the Education Services Agreement between Sturgeon Public Schools and Alexander First Nation. The procedure outlines expectations for communication, data sharing and collaborative engagement to support the educational progress and well-being of Alexander First Nation students attending division schools under the agreement.

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

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

- | | |
|--------------------|---|
| COMPETENCY: | (1) Building Effective Relationships |
| INDICATORS: | c. building and sustaining relationships with First Nations, Métis and Inuit parents/guardians, Elders, local leaders and community members. |
| COMPETENCY: | (5) Ensuring First Nations, Métis and Inuit Education for All Students |
| INDICATORS: | d. aligning school authority resources and building organizational capacity to support First Nations, Métis and Inuit student achievement; and
e. pursuing opportunities and engaging in practices to facilitate reconciliation within the school community. |

Governance Implications:**Education Act**

Board responsibilities

33(1) A board, as a partner in education, has the responsibility to

- (d) ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,

63 Education services agreements for First Nations students

[Policy 110: Welcoming Inclusive, Safe and Healthy Environments](#)

The Board believes all members of the school community deserve opportunities to connect to their culture. Sturgeon Public School Division celebrates the diversity of our students and communities and is committed to collaborating with community and cultural leaders to build and promote cultural connections.

[Policy 225: Role of the Board](#)

Safe, Caring, Respectful and Healthy Environments

16. Establish plans for collaborative work between the Division and First Nations.

[Policy 700: Superintendent of Schools](#)

5.0 Ensuring First Nations, Métis, and Inuit Education for All Students

5.1 The Superintendent establishes the structures and provides the resources necessary for the school community to acquire and apply foundational knowledge about First Nations, Métis, and Inuit for the benefit of students.

[Administrative Procedure 205: Developing Administrative Procedures](#)

Administrative Procedures are the written directives, procedures and assignment of responsibilities established and approved by the Superintendent that direct the implementation of and achievement of desired outcomes of Board policy, Division Vision, Mission and Values, and the effective operation of the Division.

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

Attachment(s):

1. Administrative Procedure 540 - Communication Plan for Alexander First Nation Students - Tracked Changes

Administrative Procedure 540

Communication Plan for Alexander First Nation Students

Responsible Administrator: ~~Deputy Associate~~ Superintendent Education Services

PURPOSE

Alexander First Nation students attend Sturgeon Public Schools under an agreement that we will provide educational services to students funded by the resident educational authority. Sturgeon Public Schools will provide Alexander First Nation education authority with timely information regarding the progress of their students.

PROCESS

The ~~Deputy Associate~~ Superintendent, Education Services will be responsible for administering this Administrative Procedure.

PROCEDURE

1. Parents of all Alexander First Nation resident students attending Sturgeon Public Schools under the enrolment code 330 will be informed that student information will be released to Alexander First Nation for the purpose of reporting progress to that authority.
2. Access to Power School Parent Portal for Alexander First Nation students attending our schools will be available to Alexander First Nation in order to provide student progress information in the following areas:
 - 2.1 Student report cards;
 - 2.2 Attendance reports;
 - 2.3 Student conduct reports;
3. On request by Alexander First Nation, the principal will provide the following information where applicable:
 - 3.1 Student psychological assessment results;
 - 3.2 Program placement recommendations;
 - 3.3 Provincial achievement results;
 - 3.4 Provincial diploma exam results;
 - 3.5 Individual Program Plans (IPP)
4. School principals are responsible to provide information and an invitation to Alexander First Nation regarding relevant:
 - 4.1 Individual case conferences;
 - 4.2 School and program orientations and open houses;
 - 4.3 School awards ceremonies;
5. The ~~Deputy Associate~~ Superintendent, Education Services, or designate, will facilitate a minimum of two meetings annually regarding programming for students involving school administration and Alexander First Nation, and Learning Services in ~~October~~ September and February January. End of year reporting will be facilitated at the schools.

6. Requests by Alexander First Nation for admission of students under tuition agreement will be reviewed by the ~~Deputy Associate~~ Superintendent, Education Services ~~or designate~~, for approval and for resource determination that might impact funding requirements.

7. Withdrawal of students under tuition agreement, as outlined in the Education Services Agreement, will be reviewed by the Deputy Superintendent, Education Services for approval only after documented consultation with Alexander First Nation.

References:

Alexander First Nation Education Services Agreement

History

2020 Jan 29 Initial Approval

2020 Jul 24 Amended

Date: June 18, 2025 **Agenda Item:** 8.8

To: Board of Trustees

From: Shawna Warren, Superintendent

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

Subject: **Administrative Procedure 800: Language Programs**

Background:

Administrative Procedures are the written directives, procedures and assignment of responsibilities established and approved by the Superintendent that direct the implementation of and achievement of desired outcomes of Board policy, Division Vision, Mission and Values and the effective operation of the Division ([AP 205 Developing Administrative Procedures](#)).

Administrative Procedures are reviewed and developed on a regularly scheduled basis.

Administrative Procedure 800 has been reviewed to reaffirm the Division's commitment to offering diverse language learning opportunities, including French as a Second Language and French Immersion. Updates clarify expectations for participation, exemption processes and the conditions under which additional language programs may be offered based on student interest and enrolment.

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

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

- | | |
|--------------------|---|
| COMPETENCY: | (3) Visionary Leadership |
| INDICATORS: | c. promoting in the school community a common understanding of and support for the school authority's goals, priorities and strategic initiatives. |
| | |
| COMPETENCY: | (4) Leading Learning |
| INDICATORS: | b. providing learning opportunities, based on research informed principles of effective teaching, learning and leadership, to support building the capacity of all members of the school community to fulfill their educational roles; and
c. ensuring that all instruction in the school authority addresses learning outcomes outlined in programs of study. |

Governance Implications:**Education Act**

Language of instruction

17(1) Every student is entitled to receive instruction in English.

(2) Notwithstanding subsection (1), a board may authorize the use of French or any other language as a language of instruction.

Board responsibilities

33(1) A board, as a partner in education, has the responsibility to

- (d) ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,

[Policy 110: Welcoming Inclusive, Safe and Healthy Environments](#)

The Board believes all members of the school community deserve opportunities to connect to their culture. Sturgeon Public School Division celebrates the diversity of our students and communities and is committed to collaborating with community and cultural leaders to build and promote cultural connections.

[Policy 225: Role of the Board](#)

Education Planning and Programming

3. Set governance standards for reviewing and approving educational programming.

Stakeholder Engagement and Communication

9. Promote the schools' programs which reflect the needs and desires of the community.

[Policy 700: Superintendent of Schools](#)

The Superintendent directly reports to the Board of Trustees and is accountable to the Board of Trustees on behalf of students and the public, for the total operation of the school system in a manner that is consistent with the requirements of the Education Act, Alberta Education regulations, the Superintendent Leadership Quality Standard, Board policies, Division vision, mission and values, and the Education Plan goals.

[Administrative Procedure 205: Developing Administrative Procedures](#)

Administrative Procedures are the written directives, procedures and assignment of responsibilities established and approved by the Superintendent that direct the implementation of and achievement of desired outcomes of Board policy, Division Vision, Mission and Values, and the effective operation of the Division.

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

Attachment(s):

1. Administrative Procedure 800: Language Programs - Tracked Changes

Administrative Procedure 800

Language Programs

Responsible Administrator: ~~Deputy Associate~~ Superintendent Education Services

PURPOSE

Student learning is enhanced and enriched by opportunities to study languages.

Sturgeon Public Schools supports providing opportunities for students to have access to second language courses in languages other than English or French.

French is an official language of Canada and the opportunity to study French is to be provided in all Division schools.

PROCESS

The ~~Deputy Associate~~ Superintendent Education Services is responsible for maintaining this Administrative Procedure.

PROCEDURE

French as a Second Language

1. There is an expectation that all students in Grades 4 –6 will have the opportunity to participate in French as a Second Language instruction.

1.1 There may be circumstances where a principal and/or parent/guardian may request an exemption from French as a Second Language instruction.

1.2 Any requests for exemption shall be forwarded in writing to the ~~Deputy Associate~~ Superintendent, Education Services for review and approval.

2. Students shall have the opportunity to participate in French as a Second Language instruction in Grades 7-12 where sufficient ~~interest and enrolment numbers~~ support programming.

French Immersion

3. The Alberta Education Program of Studies shall be used as the basis of delivery of French Immersion Programming.

4. French Immersion is available in the Division where community interest, enrolment and facility requirements can support programming.

Additional Languages

5. Other language programs as approved by Alberta Education may be offered in the Division provided student interest and enrolment is sufficient.

History

2020 Jan 29 Initial Approval

2020 Jul 24 Amended

Date: June 18, 2025 **Agenda Item:** 8.9

To: Board of Trustees

From: Shawna Warren, Superintendent

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

Subject: **Administrative Procedure 810: Protocol for Reporting Provincial Achievement & Diploma Examination Results**

Background:

Administrative Procedures are the written directives, procedures and assignment of responsibilities established and approved by the Superintendent that direct the implementation of and achievement of desired outcomes of Board policy, Division Vision, Mission and Values and the effective operation of the Division ([AP 205 Developing Administrative Procedures](#)).

Administrative Procedures are reviewed and developed on a regularly scheduled basis.

Administrative Procedure 810 has been reviewed to ensure continued alignment with Alberta Education expectations for public reporting. The procedure outlines the responsibility of school principals to share student achievement data on Provincial Achievement Tests and Diploma Examinations, and to report on trends and targets in support of transparency and continuous improvement.

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

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

COMPETENCY: (4) Leading Learning
INDICATORS: g. ensuring school authority student assessment and evaluation procedures are fair, appropriate, evidence-informed and used to enhance learning, teaching and leadership.

COMPETENCY: (6) School Authority Operations and Resources
INDICATORS: e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts.

Governance Implications:**Education Act**

Board responsibilities

33(1) A board, as a partner in education, has the responsibility to

(b) be accountable and provide assurances to students, parents, the community and the Minister for student achievement of learning outcomes,

Accountability of board

67(1) A board shall develop and implement a reporting and accountability system on any matter the Minister prescribes.

(2) A board shall disseminate any information in the reports and accounts produced under the reporting and accountability system it develops under subsection (1) to students, parents, electors or the Minister in the manner the Minister prescribes.

(3) A board shall use any information in the reports and accounts produced under the reporting and accountability system it develops under subsection (1) in the manner the Minister prescribes.

[Policy 225: Role of the Board](#)

Assurance and Accountability

The Board shall be accountable and provide assurances to students, parents, the community and the Minister for student achievement of learning outcomes.

[Administrative Procedure 205: Developing Administrative Procedures](#)

Administrative Procedures are the written directives, procedures and assignment of responsibilities established and approved by the Superintendent that direct the implementation of and achievement of desired outcomes of Board policy, Division Vision, Mission and Values, and the effective operation of the Division.

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

Attachment(s):

1. Administrative Procedure 810: Protocol for Reporting Provincial Achievement & Diploma Examination Results

Administrative Procedure 810

Protocol for Reporting Provincial Achievement & Diploma Examination Results

Responsible Administrator: ~~Deputy Associate~~ Superintendent Education Services

PURPOSE

Sturgeon Public Schools believes that schools should report on an annual basis to its public results on Provincial Achievement Tests and Provincial Diploma Examinations.

PROCESS

The ~~Deputy Associate~~ Superintendent Education Services will be responsible for administering this Administrative Procedure.

PROCEDURE

1. Principals shall report to their public in the following areas:
 - 1.1 Results for the Acceptable Standard and the Standard of Excellence on Provincial Achievement Tests and Diploma Examinations for all students enrolled in the grade level or course.
 - 1.2 ~~When available from Alberta Education~~, Five Year Analysis of Provincial Achievement Test and Diploma Examination results.
 - 1.3 Achievement of School and Division Targets as outlined in the Three-Year Education Plan.
 - 1.4 School and Division Planning documents shall be implemented to address areas of need.
2. Principals shall report to their public in accordance with guidelines established by Alberta Education.

References:

Board Policy: 245 Appeals Regarding Student Matters

Admin Procedure: 805 Assessment, Evaluation and Reporting of Student Achievement

Education Act: Section 67

Guide to Education

History

2020 Jan 29 Initial Approval

2021 May 20 Amended



Date: June 18, 2025 **Agenda Item:** 8.10

To: Board of Trustees

From: Shawna Warren, Superintendent

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

Subject: **Administrative Procedure 855: Alternate Programming and Learning Opportunities**

Background:

Administrative Procedures are the written directives, procedures and assignment of responsibilities established and approved by the Superintendent that direct the implementation of and achievement of desired outcomes of Board policy, Division Vision, Mission and Values and the effective operation of the Division ([AP 205 Developing Administrative Procedures](#)).

Administrative Procedures are reviewed and developed on a regularly scheduled basis.

Administrative Procedure 855 has been updated to clarify the roles and responsibilities related to student placement in alternate programs, including outreach, home education and out-of-division schooling. Revisions reflect current legislative references, reinforce transportation and tuition expectations and ensure consistent decision-making processes in support of diverse student needs across resident and non-resident contexts.

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

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

- | | |
|--------------------|--|
| COMPETENCY: | (4) Leading Learning |
| INDICATORS: | b. providing learning opportunities, based on research informed principles of effective teaching, learning and leadership, to support building the capacity of all members of the school community to fulfill their educational roles; and
e. ensuring that staff have access to resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students. |
| COMPETENCY: | (6) School Authority Operations and Resources |
| INDICATORS: | a. providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements;
c. delegating responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness; and |

e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts.

Governance Implications:**Education Act****Alternative programs**

(2) A board may offer an alternative program to a student whose parent requests it where, in the opinion of the board,

(a) the board has sufficient resources and facilities to offer the alternative program, and

(b) the alternative program is appropriate to meet the student's education needs.

Home education programs

20(1) A parent of a student may provide, at home or elsewhere, a type of home education program for the student in accordance with the regulations.

Off-campus education programs

22(1) A board may provide off-campus education programs for its students.

Continuing education

23(1) A board, in addition to meeting its obligations under section 11(1), may develop or provide courses to any person on any subject.

Policy 225: Role of the Board**Education Planning and Programming**

The Board shall deliver appropriate education programming to meet the needs of all students enrolled in a school operated by the Board and to enable their success

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

Attachment(s):

1. Administrative Procedure 855 - Alternate Programming and Learning Opportunities
- Tracked Changes

855: Alternate Programming and Learning Opportunities

Responsible Administrator: ~~Deputy Associate~~ Superintendent Education Services

PURPOSE

Sturgeon Public Schools provides programming that meets the educational needs of resident students as outlined in the Education Act.

While the instructional needs for most students are accommodated within the Division's schools, the learning needs of some students maybe provided in an alternate learning environment or program.

Decisions regarding student placement shall involve the parent/guardian and student, teacher, the school Principal and the Director, Learning Support, and shall consider, but not be limited to, the following:

- Programming needs of the student;
- Programming options available, and
- Student and parent/guardian preferences.

PROCESS

The ~~Deputy Associate~~ Superintendent Education Services is responsible for maintaining this Administrative Procedure.

PROCEDURE

1. Every placement decision must be directed toward the educational interest of the student and must consider the impact of the decision on the total population of students served, as well as the availability of resources.
2. Relevant educational, psychological and medical documentation will be used in a determination of the programming needs of the student.

Resident Students

3. Principals shall ensure that resident status is established at the time of enrolment of all students.
4. Principals shall ensure that appropriate assessments are available prior to admission at the school level.
5. If a parent/guardian requests an alternative placement in the school or division, the Principal shall, where appropriate for the student's educational program, assist them to find a suitable alternative placement.

6. The Principal shall ensure that the parent/guardian is aware that transportation is the responsibility of the parent/guardian when a placement is selected outside of attendance boundaries.

6.1 If there is space on an existing bus and route, requests for transportation may be considered.

7. If parent(s)/guardian(s) request an alternative school placement for a student with identified needs, the Director, Learning Support shall, where appropriate for the student's educational program, assist them to find a suitable alternative.

8. The Director, Learning Support shall ensure that the parent/guardian is aware that, unless directed by the Director, Learning Support to attend a program of need, transportation is the responsibility of the parent/guardian when a placement is selected outside of the attendance boundary.

8.1 If there is space on an existing bus and route, requests for transportation may be considered.

9. If the Principal is considering a placement change for a student which involves a change of program or school, the Principal shall ensure that:

9.1 Prior to a decision, discussions are held with the parent/guardian, teacher, student and the receiving Principal about an alternate school placement regarding the rationale for the change and the placement options which are available.

10. If the Principal is considering a programming change for a student with identified needs, which involves a change of school, the Principal, in partnership with the Director, Learning Support, shall ensure that:

10.1 Prior to a decision, discussions are held with parent/guardian, student and the receiving school Principal regarding the rationale for the change of programming and the placement options which are available; and

10.2 When a placement change is being considered for the subsequent school year, these discussions shall be held as soon as possible.

11. A parent/guardian seeking a placement that is out of their attendance boundary will be accepted into Division schools provided the space and resources to serve student needs are available at the school level.

11.1 Transportation is the responsibility of the parent/guardian. If there is space on an existing bus and route, requests for transportation may be considered.

12. If the Division does not offer programming which the Division deems necessary to meet a student's learning requirements, the Division shall sponsor the student in an out-of-division placement.

13. Prior to a decision for out-of-division placement, there shall be a review of:

13.1 The student's programming needs; and

13.2 Placement options available within the Division.

14. The Superintendent shall be responsible for approving an out-of-division placement, which involves responsibility by Sturgeon Public Schools. Requests for out-of-division placements initiated by the parent/guardian shall be directed, in writing, to the Director, Learning Support.

15. Decisions relating to a request will be made within forty school days of receipt of the request.

16. Where a requested out-of-division placement is not approved, the Director, Learning Support shall advise the parent/guardian of appeal procedures.

17. If unable to resolve a dispute regarding placement, the Director, Learning Support shall direct the student to a placement; advise the parent/guardian in writing of the placement and of their right to appeal the placement, provide information on the process to be followed; and furnish the Superintendent with a written record of information pertinent to the decision and the disagreement.

18. Out-of-division placements shall be reviewed and approved on an annual basis. The Director, Learning Support shall communicate programming and placement decisions for the subsequent school year for a student placed out-of-division to parent/guardian no later than May 31.

Non-Resident Students

19. Parent(s)/guardian(s) of non-resident students seeking admission to SPS schools shall complete a SPS Registration Form to establish legal name, age, and citizenship. Under the Education Act, Section 4, a student is a resident student of the board in which the student's parent/guardian resides.

20. Non-resident students may be accepted into SPS schools provided the space and resources to serve student needs are available at the school level.

20.1 Transportation is the responsibility of the parent/guardian. If there is space on an existing bus and route, requests for transportation may be considered.

21. The Division reserves the right to deny the registration of students who require additional services beyond the resources provided through Alberta Education funding. If the registration is accepted, tuition fees will be charged to the sending school jurisdiction on a cost recovery basis and registration will be held until payment is received. If the Division is unable to program to meet the needs of the student, then responsibility for programming reverts to the sending school jurisdiction.

22. Principals shall ensure that tuition fees are covered by a sponsorship letter or that suitable arrangements have been made for payment before students in the following categories can be admitted to SPS schools:

22.1 Students over the age of 19 as of September 1 in that school year;

22.2 Foreign students (in Canada on a student visa and parent/guardian living outside of Canada);

22.3 Students sponsored by Indigenous and Northern Affairs Canada (INAC) or resident students of a reserve;

22.4 Students whose parent/guardian reside outside of Division boundaries.

23. Parent/guardian of students or independent students subject to a tuition fee shall obtain a letter of sponsorship for fees from the school jurisdiction or government agency responsible.

24. Non-resident student programming costs shall be determined annually by the Secretary Treasurer.

25. If a non-resident student's residency status changes to resident while in attendance at a Division school, the changes shall be recorded in the student record and tuition fees shall be refunded on a pro-rated basis.

Mature Students

26. Students who turn 19 on or prior to September 1st, and are eligible for funding under the Education Act Section 3(a) will be served in Division high schools when:

26.1 Resources (programs, classes and necessary supports) are available.

26.2 Normal transportation is available (or transportation is provided by the student).

26.3 The student, Principal and Director, Learning Support determine that a school placement is appropriate for the student turning 20 during the school year.

26.4 The final decision regarding placement rests with the ~~Deputy Associate~~ Superintendent, Education Services.

Outreach Programs

27. The Division Outreach Program is an alternate learning program that may be available to high school students who, for various reasons, are not successful in the traditional high school setting.

27.1 Outreach Programs are available to resident and non-resident students. Non-resident students must have their primary registration with Sturgeon Public Schools.

27.2 Programs will focus on those students who are unable to attend or benefit from a traditional school program.

27.3 When determining eligibility, the best interests of the individual student will be the deciding factor.

27.4 When a student enrolls in the Outreach Program as well as another Sturgeon Public School, the administrators of the schools involved will ensure the appropriate personnel coordinate the programming.

27.4.1 Students may enroll in a partial program at an Outreach Centre while maintaining enrolment in other Sturgeon Public Schools.

27.4.1.1 Students enrolling in the Outreach Program must indicate if they are enrolled in another school.

27.5 Attendance expectations at an Outreach Program will vary depending on the needs and circumstances of each student. These expectations are set out in the individual student's plan or contract.

Program

28. Outreach Programs will follow the Alberta Education Programs of Study and may include locally developed senior high courses.

29. To support student success the outreach program must provide students with educational supports and services that are in addition to the Programs of Study. Examples of these services include: personal and career counselling, conflict resolution, anger management training, gifted and talented programs, time management training, and study skills.

29.1 Individual programs will be based on an assessment of individual student needs and created in consultation with the student and his/her parents/guardians.

29.2 Students, in consultation with professional staff, will have the primary responsibility to develop and implement their own individual programs.

29.3 Outreach Programs will provide the equivalent of 25 hours of access to a certificated teacher for each credit offered.

30. Student registration is open to:

30.1 High School students

30.2 High School students referred to the program by the school principal, Director, Learning Support or the Board.

31. Student registration will include a placement interview, development of a learning plan and payment of tuition and Complementary Learning Resource fee. Student's registration is not complete until all fees are paid.

31.1 All students will pay the Division Complementary Learning Resource fee for each semester/school year.

32. Transportation is not provided to the Outreach Program.

Home Education

33. Sturgeon Public Schools recognizes home education as a parent-directed alternate program under the Education Act and Home Education Regulation (AR 89/2019).

34. Parents/guardians choosing home education may do so under the supervision of Sturgeon Public Schools, or by notifying another willing supervising board, as outlined in provincial legislation.

35. The Deputy Superintendent, Education Services, or designate is responsible for overseeing home education programs supervised by the Division and ensuring compliance with all legislative requirements.

References:

Education Act: Sections 3, 4, 11, 20, 43

Board Policies:

245: Appeals Regarding Student Matters

500: Student Transportation Services

~~815: Outreach Programs~~

Admin Procedures:

300: Security of Personal and Division Information

464: Fees

Alberta Education Guide to Education

Alberta Education Outreach Handbook

Home Education Regulation 89/2019

Date: June 18, 2025 **Agenda Item:** 8.11

To: Board of Trustees

From: Shawna Warren, Superintendent

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

Subject: **Administrative Procedure 865: Information and Communication Technology**

Background:

Administrative Procedures are the written directives, procedures and assignment of responsibilities established and approved by the Superintendent that direct the implementation of and achievement of desired outcomes of Board policy, Division Vision, Mission and Values and the effective operation of the Division ([AP 205 Developing Administrative Procedures](#)).

Administrative Procedures are reviewed and developed on a regularly scheduled basis.

Administrative Procedure 865: Information and Communication Technology has been reviewed and updated to ensure alignment with current practice, clarity regarding school-based and division-wide responsibilities and to provide updated guidance on the oversight, access and security of technology resources within the Division. Updates also reflect evolving expectations for device management, software approvals and remote access protocols.

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

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

- | | |
|--------------------|--|
| COMPETENCY: | (6) School Authority Operations and Resources |
| INDICATORS: | a. providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements; |
| | c. delegating responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness; and |
| | e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts. |
| | |
| COMPETENCY: | (7) Supporting Effective Governance |
| INDICATORS: | e. ensuring that the board's fiscal and resource management is in accordance with all statutory, regulatory and board requirements. |

Governance Implications:

[Education Act](#)

Board responsibilities

- 33(1) A board, as a partner in education, has the responsibility to (a) deliver appropriate education programming to meet the needs of all students enrolled in a school operated by the board and to enable their success,
- (d) ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,
- (i) ensure effective stewardship of the board's resources,
- (l) comply with all applicable Acts and regulations,

[Policy 105: Vision, Mission and Values](#)

MISSION

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

[Policy 110: Welcoming Inclusive, Safe and Healthy Environments](#)

The Board believes in the importance of, and is committed to, establishing, and maintaining a welcoming, inclusive, equitable, safe, and healthy environment that respects diversity and fosters a sense of belonging.

[Policy 700: Superintendent of Schools](#)

The Superintendent of Schools provides the Board with information, advice, and support required for the fulfillment of its governance role. The Superintendent plays a critical and collaborative role in supporting the leadership of the Board by advising, informing, and supporting the Board to address current and emerging issues.

[Administrative Procedure 205: Developing Administrative Procedures](#)

Administrative Procedures are the written directives, procedures and assignment of responsibilities established and approved by the Superintendent that direct the implementation of and achievement of desired outcomes of Board policy, Division Vision, Mission and Values, and the effective operation of the Division.

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

Attachment(s):

1. Administrative Procedure 865: Information and Communication Technology - Tracked Changes

865: Information and Communication Technology

Responsible Administrator: Deputy Superintendent Education Services

PURPOSE

To ensure technology is used in the service of learning and supports efficient system administration and operations.

PROCESS

The Deputy Superintendent Education Services shall maintain and facilitate this Administrative Procedure.

PROCEDURE

1. The Superintendent or designate shall ensure technology is aligned in support of the Three Year Education Plan.
2. The Deputy Superintendent Education Services shall be responsible for the oversight and monitoring of the Division Technology Funding and Evergreening Plan.
 - 2.1. Technology purchases, deployment, installation and associated costs included in the Division's Technology Budget and Evergreening plan are the responsibility of the Division's Technology Services Department.
 - 2.2. The Division's Evergreening Plan includes computing technology for students, teachers, administrators, administrative support and system software.
 - 2.3. Schools wishing to add, modify or enhance technology beyond the existing Technology Budget and Evergreening Plan will contact the Director Technology and Logistics to ensure compatibility. The associated costs are distributed to the school based budget.
 - 2.4. The Principal, in collaboration with the Technology Services Department, shall review annually and implement the school plan for school-based technologies within available budget allocations.
3. The Principal, in consultation with the Technology Services Department, shall be responsible for the development, implementation, and evaluation of the school technology plan in alignment with the Division's Three Year Education Plan. The annual school plan shall ensure:
 - 3.1. Equitable and appropriate access to devices, network resources, and other technologies for all students.
 - 3.2. Appropriate access to devices, network resources and other technologies for staff in the performance of responsibilities.

4. Software

4.1. Principals must ensure the Director of Technology ~~and Logistics~~ is consulted before any device accesses the network to seek approval.

4.1.1. Installation of new technology must be managed by the Technology Services Department.

5. Guidelines for Purchases

5.1. Technology purchases are based on Division standards ~~and requests for Division or department software must follow AP 868: Software Review and Approval.~~

5.2. The Technology Services Department responds to requests for service through the HelpDesk.

5.3. There are no costs associated with allocating existing resources (i.e. software licenses and devices)

6. Guidelines for Remote Access into Division Equipment

6.1. The Technology Services Department can investigate what could be defined as meta data. This would include:

6.1.1. Who is or has logged into a computer.

6.1.2. What is running on that computer; Processes, DLLs, Tasks, Executables, etc.

6.1.3. Details of the computer's state. I/O, RAM/HD/CPU utilization etc.

6.2. The Technology Services Department should not access the following without express permission of the user (staff), or the Principal in the case of a student device:

6.2.1. Specific files or their content.

6.2.2. Screen visual or what is being displayed on the screen.

6.2.3. Audio content or what is currently playing on the device.

6.2.4. Microphone or Camera. These devices should not be turned on, nor their feeds accessed.

6.2.5. Geolocation data, should the device provide this. The concern is that it may reveal a person's private ~~address~~ address and if they have not shared that with the Division, this would seem inappropriate.

6.3. In the case of an emergency, the Director Technology Services ~~and Logistics~~ can override the above if they believe the network, systems, or data are in danger of

being compromised or damaged in any way. They must provide clear and documented reasons for why this action was taken.

- 6.4. All investigations should be logged into a location and through a process that allows it to be retrieved if requested.
- 6.5. This guidance does not translate to **student owned or Bring-Your-Own-Device (BYOD) systems**~~devices~~. The most that the Technology Services Department can do is capture a specific MAC and/or IP and the traffic related to that device. The Principal would need to do a specific investigation in the school, with the student and the parent.

Administrative Procedure 300: Security of Personal and Division Information

Administrative Procedure 721: Teachers and Professional Development

Administrative Procedure 727: Support Staff and Professional Development

Administrative Procedure 868: Software

Exhibit 1 – Responsible Use of Technology Resources Protocol Staff

Exhibit 2 – Responsible Use of Technology Resources Protocol Students

History

2020 Jan 29 Initial Approval

2024 Jun 19 Amended



Date: June 18, 2025 **Agenda Item:** 9.3

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Committee of the Whole
Senior Administrative Team

Subject: **Committee of the Whole Report**

Background:

The Committee of the Whole meets to discuss a number of topics chosen in advance by both the Board of Trustees and the Senior Administrative Team. The following report attached is a record of this meeting.

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

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

- | | |
|--------------------|---|
| COMPETENCY: | (3) Visionary Leadership |
| INDICATORS: | a. ensuring that the vision is informed by research on effective learning, teaching and leadership; and
b. promoting innovation and continuous improvement by building structures and developing strategies to support staff in professional collaboration. |
| COMPETENCY: | (6) School Authority Operations and Resources |
| INDICATORS: | a. providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements;
b. ensuring effective alignment of the school authority's human resources to achieve the school authority's education plan; and
e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts. |
| COMPETENCY: | (7) Supporting Effective Governance |
| INDICATORS: | a. establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity;
b. ensuring that all students and staff are provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
c. ensuring that all students in the school authority have the |

opportunity to meet the standards of education set by the Minister of Education;

d. ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities; and

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

Governance Implications:**Education Act**

Delegation of power

52(1) Subject to subsections (4) and (5), a board may authorize

(b) a committee of the board or a committee established by the board, or to do any act or thing or exercise any power that the board may do or exercise or is required to do or exercise.

Policy 230: Board Committees

The Board believes that the work of the Board may be facilitated through committees, both standing and ad hoc, task groups, and/or other structures as determined from time to time.

Policy 230: Appendix A - Committee of the Whole

The Board believes that transparency and accountability should be demonstrated to the greatest extent possible. The purpose of the Committee of the Whole is to provide an opportunity for all Trustees to engage in professional development, review the function of the Board and strategic planning purposes, review and develop Board policies and make recommendations for agenda items for subsequent Board meetings. The Board also uses this opportunity to explore matters to a greater depth, seek clarification from Administration and discuss matters requiring a deeper level of understanding prior to the consideration of the matter at a Regular Board Meeting.

Policy 221: Role of the Trustee

2.4 Trustees shall be prepared for Board deliberations by attending in person or by electronic means:

2.4.1 All regularly scheduled or special meetings of the Board of Trustees and any committee meetings to which they are assigned, on a regular and punctual basis.

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

Attachment(s):

1. Unapproved Minutes of the Meeting - May 28, 2025 (To be brought forward for approval at the June 18, 2025, Committee of the Whole).

**MINUTES OF THE
COMMITTEE OF THE WHOLE**

Meeting held at the Frank Robinson Education Centre
Boardroom, in Morinville, Alberta
On Wednesday, May 28, 2025, at 9:00 a.m.

Attendance:

Tasha Oatway-McLay, Board Chair
Stacey Buga, Vice Chair
Irene Gibbons, Trustee
Janine Pequin, Trustee Arrived at 9:01 a.m.
Joe Dwyer, Trustee
Trish Murray-Elliott, Trustee
Shawna Warren, Superintendent
Jonathan Konrad, Deputy Superintendent, Education Services
Lisa Lacroix, Associate Superintendent, Human Resources
Sean Nicholson, Associate Superintendent, Corporate Services
Michelle Wilde, Recording Secretary

Regrets:

Cindy Briggs, Trustee

1. Call to Order

Vice Chair Buga called the meeting to order at 9:01 a.m.

2. Approval of the Agenda

Moved by Trustee Gibbons that the Board of Trustees accept the agenda as presented.

CARRIED UNANIMOUSLY

3. Approval of the Committee Minutes

Moved by Trustee Oatway-McLay that the Board of Trustees accept the Committee Meeting Minutes of May 14, 2025, as presented.

CARRIED UNANIMOUSLY

4. Environmental Scan

A roundtable discussion ensued where Trustees shared local concerns.

5. Public Board Meeting Preparation

The Board of Trustees finalized preparations for the upcoming Public Board Meeting.

6. Adjournment

The meeting adjourned at 9:47 a.m.

Next meeting: Wednesday, June 18, 2025, at 9:00 a.m.