

**MINUTES OF THE
PUBLIC BOARD MEETING**

Meeting held at the Frank Robinson Education Centre
Boardroom, in Morinville, Alberta
On Wednesday, June 18, 2025, at 10:00 a.m.

UNAPPROVED DRAFT

Table of Contents

	<u>Resolution #</u>
Motions	
Approval of Agenda	059
Approval of the Minutes of the Regular Board Meeting of May 28, 2025	060
Addition of August Public Board Meeting	061
Gibbons School Amalgamation	062
2025-2026 Student Advisory Committee Meetings	063
Combined Motion for Locally Developed Course Approval	064
Policy 215: Organization Chart - Rescinded	065
Policy 800: Religious Education and Instruction - Rescinded	066
Board Policy Renumbering and Summer Update	067

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UNAPPROVED DRAFT

Meeting held at the Frank Robinson Education Centre
Boardroom, in Morinville, Alberta
On Wednesday, June 18, 2025, at 10:00 a.m.

Attendance:

Tasha Oatway-McLay, Board Chair

Stacey Buga, Vice Chair

*Irene Gibbons, Trustee

Left at 11:41 a.m. Returned at 12:14 p.m.

Janine Pequin, Trustee

*Joe Dwyer, Trustee

Trish Murray-Elliott, Trustee

Shawna Warren, Superintendent

Jonathan Konrad, Deputy Superintendent, Education Services

Lisa Lacroix, Associate Superintendent, Human Resources

Sean Nicholson, Associate Superintendent, Corporate Services

Michelle Wilde, Recording Secretary

Dan Stephen, Division Principal, Education Services

Left at 11:29 a.m.

Franco Maisano, Executive Director, Corporate Service

Arrived at 11:14 a.m.

Left at 11:41 a.m.

*Online Attendance

Regrets:

Cindy Briggs, Trustee

Call to Order

Board Chair Oatway-McLay called the meeting to order at 10:00 a.m.

Land Acknowledgement

Trustee Gibbons read the Land Acknowledgement Statement.

Approval of Agenda

059/2025 - Moved by Trustee Murray-Elliott that the agenda be approved as presented.

CARRIED UNANIMOUSLY

Approval of Minutes

060/2025 - Moved by Trustee Buga that the minutes of the Regular Board Meeting of May 28, 2025, be approved as presented.

CARRIED UNANIMOUSLY

Business Arising From The Minutes

No business arising from the minutes.

Presentations/Delegations

Flight School (Flight 15 Course) Presentation by Sturgeon Composite High School Teacher Ken Stanski.

Action Items

Addition of August Public Board Meeting

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.

061/2025 - Moved by Trustee Buga 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.

CARRIED UNANIMOUSLY

Gibbons School Amalgamation

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.

062/2025 - Moved by Trustee Peguin 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.

CARRIED UNANIMOUSLY

2025-2026 Student Advisory Committee Meetings

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".

063/2025 - Moved by Trustee Buga 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).

CARRIED UNANIMOUSLY

Combined Motion for Locally Developed Course Approval

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.

064/2025 - Moved by Trustee Murray-Elliott 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

CARRIED UNANIMOUSLY

Policy 215: Organization Chart

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

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.

065/2025 - Moved by Trustee Buga 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.

CARRIED 4/2

Opposed: Trustee Dwyer
Trustee Murray-Elliott

Policy 800: Religious Education and Instruction

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

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.

066/2025 - Moved by Trustee Peguin THAT the Board of Trustees rescind Policy 800: Religious Education and Instruction.

CARRIED 5/1
Opposed: Trustee Dwyer

Board Policy Renumbering and Summer Update

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.

067/2025 - Moved by Trustee Peguin 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.

CARRIED UNANIMOUSLY

Administrative Reports

Off-Campus Education Report 2024-2025

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.

Fine Arts Report 2024-2025

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.

Quarterly Financial Report and Forecast - June 2025

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

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

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

The "Schedule of Revenues and Expenses" shows revenues and expenses from the Spring Budget, Quarter Two (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.

Stakeholder Engagement Summary 2024-2025

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.

Meeting recessed for break at 11:44 a.m. Meeting resumed at 11:48 p.m.

Communications Report - May & June 2025

Report shared as information.

Superintendent Report

Report shared as information.

Administrative Procedure 540: Communication Plan for Alexander First Nation Students

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.

Administrative Procedure 800: Language Programs

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.

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

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.

Administrative Procedure 855: Alternate Programming and Learning Opportunities

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.

Administrative Procedure 865: Information and Communication Technology

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.

Reports from Trustees and Standing Committees

Chair's Report

Below is the Chair's submitted report.

Chair Oatway-McLay (Cardiff/Garrison)

Chair Oatway-McLay reported that she attended:

- Agenda Review Meeting (Jun. 13)
- ASBA Spring General Meeting (Jun 1. - Jun. 3)
- Committee of the Whole Meeting (Jun. 18)
- PSBAA Spring General Assembly (Jun. 3 - Jun. 5)
- Public Board Meeting (Jun. 18)
- Rural Caucus Meeting (Jun. 1)

Trustees' Reports

Below are the submitted Trustee Reports.

Trustee Buga (Morinville Area)

Trustee Buga reported that she attended:

- Agenda Review Meeting (Jun. 13)
- ASBA Spring General Meeting (Jun 1. - Jun. 3)
- Bon Accord Community School Book Awards (Jun. 26)

- Committee of the Whole Meeting (*Jun. 18*)
- Four Winds Awards (*Jun. 27*)
- Four Winds Grade 9 Farewell (*Jun. 12*)
- Gibbons Grade 9 Farewell (*Jun. 6*)
- Learning Centres Graduation (*Jun. 19*)
- Legal Public School Book Awards and Year-End Picnic (*Jun. 25*)
- Morinville Pride Flag Raising (*Jun. 10*)
- MPS Indigenous Peoples' Day (*Jun. 20*)
- Morinville Public School Book Awards (*Jun. 26*)
- Public Board Meeting (*Jun. 18*)
- Redwater Graduation (*Jun. 14*)
- SCHS Fine Arts Awards (*Jun. 6*)
- SCHS Graduation (*Jun. 27*)

Trustee Dwyer (Alcomdale/Villeneuve Area)

Trustee Dwyer reported that he attended:

- Camilla School
- Committee of the Whole Meeting (*Jun. 18*)
- Public Board Meeting (*Jun. 18*)

Trustee Gibbons (Gibbons/Lamoureux)

Trustee Gibbons reported that she attended:

- ASBA Spring General Meeting (*Jun 1. - Jun. 3*)
- Committee of the Whole Meeting (*Jun. 18*)
- Landing Trail Awards (*Jun. 26*)
- PSBAA Spring General Assembly (*Jun. 3 - Jun. 5*)
- Public Board Meeting (*Jun. 18*)
- Rural Caucus Meeting (*Jun. 1*)
- SCHS Athletic Awards (*Jun. 12*)
- SCHS Graduation Ceremony (*Jun. 27*)

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

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

- Awards Presentations, Sturgeon Heights School (*Jun. 26*)
- Committee of the Whole Meeting (*Jun. 18*)
- Grade 9 Farewell, Sturgeon Heights School (*Jun. 26*)
- Music and Fine Arts Awards Night, SCHS (*Jun. 6*)
- One-to-One with the Superintendent (*Jun. 9*)
- PSBAA Awards Dinner (*Jun. 4*)
- PSBAA Spring General Assembly (*Jun. 3 - Jun. 5*)
- Public Board Meeting (*Jun. 18*)
- School Council, Sturgeon Heights School (*Jun. 16*)

- SCHS Graduation (*Jun. 27*)

Trustee Pequin (Redwater/Coronado Area)

Trustee Pequin reported that she attended:

- ASBA Spring General Meeting (*Jun 1. - Jun. 3*)
- Committee of the Whole Meeting (*Jun. 18*)
- Ochre Park Awards (*Jun. 26*)
- Public Board Meeting (*Jun. 18*)
- Redwater School Awards (*Jun. 6*)
- Redwater School Grad (*Jun. 14*)

Committee of the Whole

The Board of Trustees received as information the unapproved minutes of the meeting from the May 28, 2025, Committee of the Whole meeting.

Reports from Special Committees/Task Groups

Alberta School Boards Association Representative

Trustee Buga shared a verbal report.

Public School Boards Association of Alberta Representative

Trustee Murray-Elliott shared a verbal report.

Rotary Report

No Report Shared.

Chamber of Commerce Meetings

No Report Shared.

Community Services Advisory Board

No Report Shared.

Unfinished Business

No unfinished business.

Comment and Question Period

No questions were submitted.

In Camera

068/2025 - Moved by Trustee Buga that the Board of Trustees move to In Camera at 12:22 p.m.

CARRIED UNANIMOUSLY

Meeting recessed for lunch break at 12:22 p.m. Meeting resumed at 1:01 p.m.

069/2025 - Moved by Trustee Buga that the Board of Trustees revert to a public meeting at 2:09 p.m.

CARRIED UNANIMOUSLY

Adjournment

Meeting adjourned at 2:09 p.m.

Chair

Date

Associate Superintendent,
Corporate Services