



# BOARD OF TRUSTEES STURGEON PUBLIC SCHOOLS

## Public Board Meeting

# AGENDA

**Date:** August 27, 2025

**Start Time:** 1:00 p.m.

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

1. Call to Order
2. Land Acknowledgement - Trustee Dwyer
3. Approval of Agenda
4. Approval of Minutes
5. Business Arising From The Minutes
6. Presentations/Delegations
7. Action Item
  - 7.1 Appointment of Substitute Returning Officer for the 2025 General Election
  - 7.2 Policy 7: Board Operations - Appendix D: Trustee Remuneration
  - 7.3 Policy 19: Welcoming, Caring, Respectful, Inclusive, Safe and Healthy Environments
  - 7.4 Policy 20: Sexual Orientation and Gender Identities
8. Administrative Reports
  - 8.1 Summer School Enrolment Summary 2025
  - 8.2 Communications Report - July & August 2025
  - 8.3 Superintendent Report
  - 8.4 Administrative Procedure 201: Organizational Structure
  - 8.5 Administrative Procedure 831: Religious Education and Instruction

- 8.6 Administrative Procedures - Updates in Response to the Education Act Amendments

- 9. Reports from Trustees and Standing Committees

- 9.1 Chair's Report
  - 9.1.1 Inter-Ministerial Collaboration Letter
- 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

UNAPPROVED DRAFT

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

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## MINUTES OF THE PUBLIC BOARD MEETING

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



**Date:** August 27, 2025 **Agenda Item:** 7.1

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

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

**Subject:** **Appointment of Substitute Returning Officer for the 2025 General Election**

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**Recommended Motion:**

THAT the Board of Trustees approve Mary Lacroix, Associate Superintendent, Human Resources, as Substitute Returning Officer for the 2025 General Election.

**Background:**

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.

The Board previously appointed Sean Nicholson, Associate Superintendent, Corporate Services, as Returning Officer. As a result of a vacancy in the position of Substitute Returning Officer, it is necessary to appoint a replacement to ensure appropriate support and continuity in the administration of the 2025 General Election.

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

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

- |                    |   |
|--------------------|---|
| <b>COMPETENCY:</b> | (6) School Authority Operations and Resources   |
| <b>INDICATORS:</b> | a. providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements; and<br>c. delegating responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness.      |
| <b>COMPETENCY:</b> | (7) Supporting Effective Governance   |
| <b>INDICATORS:</b> | e. ensuring that the board's fiscal and resource management is in accordance with all statutory, regulatory and board requirements; and<br>f. supporting the board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms. |

**Governance Implications:****Local Authorities Election Act (LAEA) of Alberta**

Section 13 Appointment of returning officer and substitute returning officer.

**Education Act**

Board Powers and Elections Section 73

**Board Policy 2: Role of the Board**

As elected representatives of the community, the Board of Trustees is held accountable through the Education Act. The Board provides overall direction and leadership to the Division. The Board is a corporate entity and exercises its authority through a democratic process and always models a culture of respect and integrity.

Administration is prepared to respond to questions at the August 27, 2025, Public Board meeting.

**Attachment(s) and/or link(s):**

Not applicable.



**Date:** August 27, 2025 **Agenda Item:** 7.2

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

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

**Subject:** **Policy 7: Board Operations - Appendix D - Trustee Remuneration**

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**Recommended Motion:**

THAT the Board of Trustees approve Policy 7: Board Operations - Appendix D - Trustee Remuneration with recommended changes as presented at the August 27, 2025, Public Board meeting.

**Background:**

On June 1, 2025, the Government of Alberta implemented updates to its Travel, Meal and Hospitality Expenses Policy, which outlines revised mileage reimbursement rates and meal per diem amounts for public sector employees.

As Sturgeon Public Schools aligns its trustee remuneration practices with the Government of Alberta's policy framework, Board Policy 7: Board Operations - Appendix D: Trustee Remuneration requires corresponding updates to ensure consistency, transparency and fiscal responsibility in accordance with provincial standards.

The revised appendix reflects updated rates for mileage and meals and maintains the Division's commitment to aligning trustee compensation with current public sector guidelines. Approval of the updated appendix will ensure continued compliance and equitable treatment of trustee-related expenses.

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

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

<b>COMPETENCY:</b>	(6) School Authority Operations and Resources
<b>INDICATORS:</b>	a. providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements; and e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts.
<b>COMPETENCY:</b>	(7) Supporting Effective Governance
<b>INDICATORS:</b>	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

- (h) establish and maintain governance and organizational structures that promote student well-being and success, and monitor and evaluate their effectiveness,
- (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.

**Board Policy 2: 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 August 27, 2025, Public Board meeting.

**Attachment(s) and/or link(s):**

1. Board Policy 7: Board Operations: Appendix D - Trustee Remuneration - Clean Copy
2. Board Policy 7: Board Operations: Appendix D - Trustee Remuneration - Tracked Changes
3. [Travel, meal and hospitality expenses policy](#)

## Policy 7: APPENDIX D - Trustee Remuneration

<b>Trustee Honorarium</b>	Chair	\$23,212
	Vice Chair	\$22,156
	Trustees	\$22,101
<b>Per Diem Allowance</b>	Two Hour Rate	\$37.50
<b>Communication Allowance</b>	Internet & Telephone	\$75
<b>Meal Allowance</b>	Breakfast	\$13.00
	Lunch	\$18.00
	Dinner	\$28.00
<b>Mileage Rate</b>	per kilometre	\$0.570

## Policy 7: APPENDIX D - Trustee Remuneration

<b>Trustee Honorarium</b>	Chair	\$23,212
	Vice Chair	\$22,156
	Trustees	\$22,101
<b>Per Diem Allowance</b>	Two Hour Rate	\$37.50
<b>Communication Allowance</b>	Internet & Telephone	\$75
<b>Meal Allowance</b>	Breakfast	\$13.00
	Lunch	<del>\$17.00</del> <u>\$18.00</u>
	Dinner	<del>\$27.00</del> <u>\$28.00</u>
<b>Mileage Rate</b>	per kilometre	<del>\$0.550</del> <u>\$0.57</u>



## **TRAVEL, MEAL AND HOSPITALITY EXPENSES POLICY**

July 3, 2025

### **1. Purpose and Principles**

- (1) This policy provides a framework of accountability and rules to guide the effective oversight of public resources in the reimbursement and payment of travel, meal, hospitality, and other expenses and allowances not addressed by regulations under the Public Service Act. This policy is intended to ensure fair and reasonable practices, and to ensure that individuals are properly reimbursed for expenses incurred on Government Business.
- (2) Both Claimants and Approvers shall take the following principles into account in determining whether to make claims for and authorize reimbursements and allowances:
  - (a) taxpayer dollars are to be used prudently and responsibly with a focus on accountability and transparency;
  - (b) travel, meal, hospitality and other expenses must support Government Business objectives;
  - (c) travel, meal, hospitality and other expenses must be demonstrated to be necessary and economical with due regard for health, safety and security;
  - (d) only legitimate and approved expenses incurred in relation to Government Business may be reimbursed;
  - (e) prior approval to incur expenses is obtained where appropriate;
  - (f) accommodation and vehicle providers available under standing offers are presumed to provide the greatest overall value; and
  - (g) claims should be:
    - (i) able to withstand scrutiny by the Auditor General of Alberta and members of the public;
    - (ii) properly explained and documented;
    - (iii) reasonable; and
    - (iv) appropriate.

## 2. Interpretation

In this policy:

- (a) “Approver” means, with respect to a Claimant, an individual with the authority to approve reimbursements or allowances under this policy;
- (b) “Claimant” means any individual described in section 3(1) who seeks reimbursement of an expense or payment of an allowance under this policy;
- (c) “Deputy Head” has the meaning set out in the *Financial Administration Act*;
- (d) “Government Business” means activities intended to promote and achieve the goals and objectives of the Government of Alberta;
- (e) “Hospitality Expenses” means any expenses incurred in respect of hospitality provided to guests of the government or individuals otherwise not engaged in work for the government as a matter of courtesy or to facilitate Government Business, to the extent such expenses are not recovered from the attendees, including, without limitation, activities such as:
  - (i) engaging in discussion of official public matters with, or sponsoring formal conferences for:
    - (A) representatives from other governments;
    - (B) publicly funded organizations;
    - (C) business and industry;
    - (D) public interest groups; or
    - (E) labour groups;
  - and
  - (ii) engaging in discussion of official public matters with, or sponsoring formal conferences for:
    - (A) honouring distinguished people for exceptional public service in Alberta; and
    - (B) conducting prestigious ceremonies for heads of state, government or distinguished guests from the private sector;
- (f) “Regulations” means regulations dealing with expenses and made under the *Public Service Act*;
- (g) “Work Area” means, with respect to a Claimant:
  - (i) any point within and up to 25 kilometres outside of the municipality in which the Claimant’s office or primary place of work is located;

- (ii) if the terms of their employment require the Claimant to work daily or near daily more than 25 kilometres outside of the municipality referred to in subparagraph (i), any point within that assigned area; or
- (iii) for any Claimant who does not have an office or primary place of work, the geographic area in which the employee is required by the terms of their employment to carry out their assigned duties;

and

- (h) “Working Session Expenses” means any expenses incurred in respect of food or non-alcoholic beverages provided to individuals described in section 3(1) and to any third parties attending meetings held to facilitate Government Business.

### **3. Application and Scope**

- (1) This policy applies to all expenses sought to be reimbursed and allowances claimed in relation to Government Business, by or on behalf of:
  - (a) the Premier, Ministers, Associate Ministers, and Parliamentary Secretaries,
  - (b) employees within the offices of the Premier, Ministers and Associate Ministers,
  - (c) “Senior Officials” whose exclusion from the Government of Alberta classification plan is approved by Order in Council and who are paid directly by the Government of Alberta,
  - (d) Deputy Ministers, and
  - (e) all other employees as defined under the *Public Service Act*,
 unless otherwise addressed in the Regulations.
- (2) Notwithstanding subsection (1), this policy does not apply with respect to any fee for service or individual employment contractual obligations to make reimbursements or allowances.
- (3) This policy applies regardless of how an expense has been paid for or is being reimbursed (e.g. Government Procurement Card, credit card billed directly to the Government, the Government Expense Claims System, etc.).

### **4. Exemption**

The Treasury Board may grant an exemption from all or part of this policy.

## **5. General Requirements and Authority**

- (1) Notwithstanding any other provision of this policy, except section 3(2):
  - (a) no expense may be reimbursed or allowance paid except under this policy or under the Regulations;
  - (b) reimbursement and allowance may only be made in respect of expenses, or the portion of expenses, incurred in relation to Government Business, unless otherwise expressly stated in this policy;
  - (c) a Claimant shall not claim and an Approver shall not approve reimbursement and an allowance in respect of the same expense or the same portion of an expense; and
  - (d) a Claimant shall not claim and an Approver shall not approve reimbursement of alcohol as part of a travel or meal expense.
- (2) Individuals incurring Hospitality Expenses, Working Session Expenses, travel, meal, accommodation, or related incidental expenses, and other expenses expressly described in this policy with a Government Procurement Card or a credit card billed directly to the Government shall adhere to the requirements governing reimbursements and allowances insofar as possible.
- (3) Individuals incurring expenses other than expenses described in subsection (2) with a Government Procurement Card or a credit card billed directly to the Government shall adhere to the requirements and principles set out in section 1(2).
- (4) Expenses incurred by one individual on behalf of another must be attributed to the individual for whom those Expenses were incurred.
- (5) The Controller may issue interpretive bulletins or guidelines in respect of this policy.
- (6) Approvers and Claimants must use any form prescribed by the President of Treasury Board, and Minister of Finance for the purposes of this policy.
- (7) All claims and approvals must be explained and documented having regard to the principles set out in section 1(2).
- (8) A claim for reimbursement or allowance must be made within a reasonable time after the expense or occasion giving rise to the claim. However, in no event may reimbursement or allowance be approved more than two years after that time, unless approved by an Approver referenced in section 6(2)(a) or (b), other than a designate.

## **6. Approval of Reimbursements and Allowances**

- (1) Subject to the other requirements set out in this policy, Approvers shall approve the reimbursement of expenses and payment of allowances incurred in relation to Government Business.

- (2) The following individuals may approve reimbursements or allowances as follows:
  - (a) deputy heads or their designates, for any “Senior Officials” under section 3(1)(c) and within their ministry, and for employees under their administration;
  - (b) the Premier, Ministers and Associate Ministers, or their designates, for deputy heads under their administration; and
  - (c) for all other Claimants, other than the Premier, Ministers and Associate Ministers, any individual to whom they immediately report or whom otherwise have been designated by the Premier, a Minister, Associate Minister or deputy head, as the case may be.
- (3) Unless otherwise expressly set out in this policy, a Claimant seeking reimbursement of an expense or payment of an allowance must:
  - (a) in the case of reimbursement or allowance, submit a written statement signed by the Claimant and the Approver and attesting by the Claimant that the expense
    - (i) was incurred in relation to Government Business, and
    - (ii) has not been claimed previously; and
  - (b) additionally, in the case of reimbursement, submit
    - (i) a detailed itemized receipt or,
    - (ii) if no receipt is available, a written statement signed by the Claimant and the Approver and attesting by the Claimant as to why a receipt cannot be provided.
- (4) Approvers and Claimants are accountable for their decisions, which must be:
  - (a) subject to good judgment and informed knowledge of the situation;
  - (b) exercised in appropriate circumstances; and
  - (c) compliant with the principles and requirements set out in this policy.
- (5) Approvers must document their rationale for approval decisions for each claim where they have exercised discretion.
- (6) It is the responsibility of both the Approver and the Claimant to work out appropriate arrangements that would meet the test of being fair and equitable.
- (7) A Claimant may elect to personally incur expenses exceeding those permitted or approved under this policy. A Claimant must clearly distinguish between business and personal expenses.

- (8) When a Claimant receives a discount, credit or bonus for travel that reduces the original travel cost at the time the expense is incurred, the Claimant may only claim reimbursement of the net expense.
- (9) When a Claimant is charged GST on an expense reimbursable under this Policy, the Claimant shall be reimbursed either the total amount shown on the receipt, including the GST, or the maximum reimbursable amount, whichever is less. GST and other taxes cannot be claimed on allowances.
- (10) A Claimant must repay a reimbursement to the extent the related expense is credited or refunded.

#### **6.1 Oversight of Premier's, Ministers' and Associate Ministers' Expenses**

- (1) The Premier, Ministers and Associate Ministers are responsible for ensuring that reimbursements and allowances in respect of their own expenses are consistent with the principles and limitations set out in this policy.
- (2) The Premier, Ministers and Associate Ministers shall ensure that reports of their expenses reimbursed or allowances paid are reported to the Chair of the Treasury Board, in the form and at the frequency determined by the Treasury Board.

### **7. Reimbursement of Travel Expenses and Allowances**

#### **Claimable Expenses With a Receipt**

- (1) Subject to any requirements set out in sections 8, 9 and 10, a Claimant may claim reimbursement of the following expenses incurred by travelling for Government Business, attending a government sponsored seminar, pre-retirement seminar, or interview selection panel:
  - (a) air fare;
  - (b) automobile rental;
  - (c) rail fare;
  - (d) excess baggage charges where extra equipment is required because of duties being performed;
  - (e) charges for electronic communication related to government business;
  - (f) charges for business related phone calls;
  - (g) inter-municipal bus fares, including airport bus; and
  - (h) internet connectivity in hotels, airplanes or other public places.

### **Claimable Expenses Without a Receipt**

- (2) A Claimant may claim reimbursement for the following expenses incurred by travelling for Government Business, attending a government sponsored seminar, pre-retirement seminar, or interview selection panel, to the maximum amount set out in Appendix "A":
  - (a) intra-municipal public transportation;
  - (b) taxi or town car, limousine or similar vehicle fares; and
  - (c) parking charges.

## **8. Expenses and Allowances While Travelling on Government Business**

### **Travel by Air**

- (1) An Approver shall only approve economy class air travel, unless otherwise permitted under this section.
- (2) An Approver referenced in section 6(2)(a) or (b) may approve business class air travel:
  - (a) if a medical condition necessitates an upgraded travel class and a supporting physician's note is provided prior to booking; or
  - (b) for a demonstrated business reason.
- (3) An Approver may only approve business class air travel under subsection (2) in advance of the travel.

### **Other Travel Routes or Modes of Transportation**

- (4) If an Approver has authorized transportation by a Claimant that is not the most direct, practical or cost-effective in the circumstances, the Claimant may claim the lesser of:
  - (a) the actual expense of the transportation; or
  - (b) an allowance equivalent to the expense of the most direct, practical or cost-effective route and mode of transportation.

### **Travel Outside of Canada**

- (5) When travelling outside of Canada, a Claimant may be reimbursed for the expense of procuring a business visa or passport, and related expenses, where required and where the Claimant does not hold one.
- (6) A Claimant shall be paid in Canadian currency for any allowances related to foreign travel or for reimbursement for expenses incurred in a foreign currency and supported by receipts.



- (7) A Claimant shall be reimbursed for losses incurred due to any change in the rate of exchange for foreign currency purchased to meet reimbursable expenses when travel is required outside of Canada.
- (8) A Claimant may claim the expense of travel medical insurance purchased for travel outside of Canada.
- (9) If a Claimant becomes ill and requires medical attention or hospitalization or both while travelling outside of Canada, the Claimant may claim reimbursement of any related expenses in excess of personal coverage in Alberta and any purchased travel medical insurance.
- (10) A Claimant may claim the expense of travel immunizations.

#### **Travel by Third Party Vehicle**

- (11) A Claimant may claim reimbursement for the actual expense of hiring or renting third party vehicles. The actual expense shall be the amount shown on the invoice plus a gratuity of up to 20 percent.
- (12) A Claimant may claim the expense of hiring a taxi and may only claim the expense of hiring a town car, limousine or similar vehicle if there is a valid business purpose.
- (13) A Claimant may claim the expense of renting a vehicle if there is a valid business purpose and if the size and type of the vehicle is appropriate for the number of passengers, road conditions, and nature of the need. In-car navigation systems and electronic toll payment (where appropriate) are reimbursable expenses but expenses for all other convenience options are not reimbursable.

#### **Travel by Claimant Vehicle**

- (14) Subject to subsection (16), an Approver may authorize one of the following allowances for a given day:
  - (a) a vehicle mileage allowance at the rate set out in Appendix "A" if a Claimant uses their private vehicle to travel for Government Business or to attend a pre-retirement seminar;
  - (b) a daily vehicle allowance at the rate set out in Appendix "A" for each day a Claimant's private vehicle is used for Government Business in a given week,
  - (c) an adverse driving condition allowance at the rate set out in Appendix "A" for each day the Claimant's private vehicle is used for Government Business, plus the vehicle mileage allowance under clause (a), when:
    - (i) travel of 10 kilometres or more is on unpaved roads; or
    - (ii) travel is over terrain without roads; or
    - (iii) the vehicle must be frequently stopped and parked (normally 5 or more times), during a single trip in urban areas; or

- (d) a vehicle mileage allowance at the rate set out in Appendix "A", having regard to the principles set out in section 1(2), if a Claimant uses their private vehicle for Government Business where another means of transport is more appropriate.
- (15) An Approver may approve the travel expenses of a Claimant or an external applicant requested to appear before a selection panel in accordance with this Policy, except with respect to mileage expenses incurred in the use of a private vehicle, in which case the rate is as set out in Appendix "A".
- (16) An Approver must not authorize an allowance or a portion of an allowance under subsection (14)(a) or (d) to the extent it relates to travel between the Claimant's residence and office or primary place of work.

#### **Business Insurance for Private Vehicles**

- (17) If an insurer requires the Claimant's private vehicle to be insured for use when travelling for Government Business, the Claimant may claim the incremental expense of the business premium to the maximum set out in Appendix "A", pro-rated if the insurance is for less than a year.

### **9. Other Expenses and Allowances While Travelling on Government Business**

- (1) Except with respect to allowances claimed under subsections (5) and (6), no Claimant shall be eligible for reimbursement of expenses and allowances under this section unless:
  - (a) the Claimant has been authorized by the deputy head or designate to travel outside of their Work Area for Government Business purposes; and
  - (b) the claim for reimbursement or allowance is solely for those expenses incurred outside the Claimant's Work Area.

#### **Meal Allowances**

- (2) When travelling on Government Business, a Claimant may claim the applicable meal allowance set out in Appendix "A".
- (3) When a Claimant is travelling on Government Business for part of a day, the Claimant may claim the meal allowance:
  - (a) for breakfast, if the departure time is 7:30 a.m. or earlier or the return time is 7:30 a.m. or later, or
  - (b) for lunch, if the departure time is 1:00 p.m. or earlier or the return time is 1:00 p.m. or later, or
  - (c) for dinner, if the departure time is 6:30 p.m. or earlier or the return time is 6:30 p.m. or later.

- (4) A Claimant must not claim a meal allowance if a meal is provided at no cost, unless the Claimant declines the meal because of a demonstrated:
  - (a) dietary restriction; or
  - (b) business reason.
- (5) If a meal is included in the expense of airfare, a Claimant cannot claim a meal allowance unless the flight is delayed. When the flight is delayed, a meal allowance may be claimed in accordance with subsections (1) and (2).
- (6) If a Claimant and spouse or benefit partner attends a government sponsored pre-retirement seminar, the Claimant may claim the spouse's or benefit partner's meals in accordance with this policy.

#### **Accommodation Expenses**

- (7) When a Claimant is travelling on Government Business or attending a government sponsored pre-retirement seminar, and overnight accommodation away from the Claimant's residence is necessary, the actual expense of accommodation or an allowance at the rate set out in Appendix "A" per night may be claimed.

#### **Personal Expenses**

- (8) For each consecutive twenty-four hour period spent travelling on Government Business, a Claimant may claim an allowance for personal expenses at the rate set out in Appendix "A".

#### **Personal Long Distance Telephone Expenses**

- (9) A Claimant may claim for the expense of one personal long distance call each twenty-four hour period.

#### **Laundry Expenses**

- (10) A Claimant may claim for laundry and dry cleaning expenses incurred after four consecutive nights while travelling.

### **10. Expenses and Allowances While Not Travelling**

- (1) If a Claimant is entitled to be paid overtime, then the Claimant may claim up to the amount set out in Appendix "A" with a receipt for the purchase of a meal during a break in an authorized overtime period or immediately following completion of an authorized overtime period, where the overtime period exceeds two consecutive hours beyond normal daily working hours.
- (2) An Approver referenced in section 6(2)(a) or (b) may authorize a Claimant under their administration who is not travelling to claim, in the amounts set out in Appendix "A",
  - (a) an allowance for meal expense covered in this policy; or
  - (b) a reimbursement or an allowance for accommodation expenses covered in this policy.

## **11. Working Sessions**

- (1) A Claimant may claim reimbursement of Working Session Expenses.
- (2) An Approver shall pre-approve in writing any Working Session Expenses of \$1,500 or over before any arrangements are made. Such approvals may not be given by a deputy head's designate.
- (3) An Approver, other than a deputy head's designate, may delegate the approval of Working Session Expenses below \$1,500.

## **12. Professional Memberships**

Claimants may claim for reimbursement of the expense of professional memberships where appropriate for the performance of the Claimant's job (e.g. Law Society of Alberta, College of Physicians and Surgeons, The Association of Professional Engineers and Geoscientists of Alberta, professional accounting organizations, trade organizations, etc.).

## **13. Hospitality Events**

- (1) A Claimant may claim Hospitality Expenses if the hospitality:
  - (a) is provided in an economical and consistent manner;
  - (b) facilitates Government Business; and
  - (c) is considered desirable as a matter of courtesy or protocol.
- (2) A Claimant may only claim Hospitality Expenses if the event involves one or more participants who are not described in section 3(1).
- (3) Hospitality Expenses:
  - (a) involving the serving of alcohol, or
  - (b) of \$600 or more,require prior written approval.
- (4) Approvals under subsection (3) shall only be given:
  - (a) by the Premier, a Minister, an Associate Minister or a deputy head;
  - (b) before any arrangements are made; and
  - (c) in cases where alcohol is provided, where the arrangements ensure the alcohol is provided in a responsible manner (e.g. food must always be served).

- (5) Claimants and Approvers shall strive to minimize Hospitality Expenses where possible, having due regard for the nature, size and intended business purpose of the hospitality event.
- (6) A Claimant shall ensure that:
  - (a) the attendance of each host or government representative is documented and justified;
  - (b) the number of host or government representatives attending the event is minimized and limited to those who have the most direct involvement with the business purpose of the event; and
  - (c) partners of host or government representatives attend only when required by protocol.
- (7) All claims for reimbursement of Hospitality Expenses shall include the following details:
  - (a) purpose;
  - (b) date(s);
  - (c) location; and
  - (d) type of hospitality event (e.g. breakfast, lunch, dinner, reception, refreshments, etc.).

**See also:**

- [Travel, Meal and Hospitality Expenses Policy – Interpretation Bulletins](#)

**See next page for Appendix A – Travel and Meal Reimbursement and Allowance Rates.**

## APPENDIX A

### Travel and Meal Reimbursement and Allowance Rates Effective June 1, 2025

Expense Type	Section Reference	Reimbursement with Receipt	Allowance without Receipt
Claimable Travel Expenses Without a Receipt	7(2)	N/A	\$12.75
Private Vehicle Mileage Allowance	8(14)(a)	N/A	\$0.570 per kilometre travelled
Daily Vehicle Allowance	8(14)(b)	N/A	\$10.25 per day
Adverse Driving Condition Allowance	8(14)(c)	N/A	\$8.55 per day
Other Use of Private Vehicle	8(14)(d)	N/A	\$0.165 per kilometre
Travel to Selection Panels	8(15)	Per general rules of reimbursement	\$0.165 per kilometre
Business Insurance	8(17)	\$500 per year Maximum	N/A
Meals in Canada			
Breakfast	9(2)	N/A	\$13.00
Lunch	9(2)	N/A	\$18.00
Dinner	9(2)	N/A	\$28.00
Meals Outside of Canada	9(2)	N/A	Per Appendices C and D of the National Joint Council Travel Policy, as amended from time to time
Accommodation	9(7)	Actual expense	\$20.15
Personal	9(8)	N/A	\$7.35 in Canada  \$14.65 outside of Canada
Overtime Meals	10(1)	Actual expense up to \$10.35	N/A



**Date:** August 27, 2025 **Agenda Item:** 7.3

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

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

**Subject:** **Policy 19: Welcoming, Caring, Respectful, Inclusive, Safe and Healthy Environments**

---

**Recommended Motion:**

THAT the Board of Trustees approve recommended changes to Board *Policy 19: Welcoming, Caring, Respectful, Inclusive, Safe and Healthy Environments*, as presented at the August 27, 2025, Public Board meeting.

**Background:**

*Policy 19: Welcoming, Caring, Respectful, Inclusive, Safe and Healthy Environments* has been reviewed and updated to reflect recent changes to the *Education Act, 2025 (formerly Bill 27 and Bill 29)*. These legislative amendments come into effect on September 1, 2025 and require school divisions to ensure their local policies are consistent with updated provincial legislation.

The revised policy maintains the Board's commitment to supporting the rights, safety and well-being of students and staff regardless of their sexual orientation, gender identity or gender expression. Updates were made to ensure that the policy is aligned with the new legislation and that it accurately reflects the Board's obligations under provincial law.

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

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

**COMPETENCY:**  
**INDICATORS:**

- (1) Building Effective Relationships
  - a. collaborating with community and provincial agencies to address the needs of students and their families;
  - d. modeling ethical leadership practices, based on integrity and objectivity;
  - 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:** (4) Leading Learning  
**INDICATORS:** a. fostering in the school community equality and respect with regard to rights as provided for in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms; and  
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.

**COMPETENCY:** (7) Supporting Effective Governance  
**INDICATORS:** 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; 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

- (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

Responsibilities re parental notification and consent for preferred name and pronouns

33.2(1) In this section, “new preferred name or pronouns” means a name or pronouns that

- (a) vary from the name or pronouns that teachers, teacher leaders and other school staff have regularly used when referring to the student, and
- (b) the student prefers for reasons related to the student’s gender identity.

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.

Board Policy 2: 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 August 27, 2025, Public Board meeting.

**Attachment(s) and/or link(s):**

1. Policy 19: Welcoming, Caring, Respectful, Inclusive, Safe and Healthy Environments - Clean Copy
2. Policy 19: Welcoming, Caring, Respectful, Inclusive, Safe and Healthy Environments - Tracked Changes

# **Policy 19: Welcoming, Caring, Respectful, Inclusive, Safe and Healthy Environments**

## **POLICY**

The Board is committed to establishing and maintaining a welcoming, caring, respectful, inclusive, equitable, safe and healthy learning and working environment that respects diversity and fosters a sense of belonging. This policy fulfills the Board's obligations under the Education Act, the Alberta Human Rights Act and other applicable legislation.

The Board believes that all members of the school community, including students, staff members, and community members, have the right to learn, work, participate in school-related activities and volunteer in environments that respect: equity, diversity, inclusion and human rights. Such environments create the conditions where everyone can prosper.

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.

The Board is committed to providing environments that support the positive mental health of students and staff and reflect research informed practices related to trauma sensitivity and strength-based approaches to teaching and learning.

The Board believes it is the collective responsibility of all those involved with the Division to create and maintain positive cultures in our schools and workplaces. As such, the Board is committed to providing environments free from harassment, bullying, discrimination and violence.

## **Definitions:**

For the purposes of this policy equity, diversity, and inclusion are defined as:

**Equity:** A condition or state of fair, inclusive, and respectful treatment of all people. Equity means treating people in ways that take individual differences into consideration.

**Diversity:** The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sexual orientation, and socio-economic status.

**Inclusion:** Is based on the principles of acceptance and welcoming of all students. Students see themselves reflected in their studies, their physical surroundings, and the broader environment, in which all individuals are honored and diversity is respected.

## **SCOPE**

This policy applies to all members of the school community, including but not limited to:

- Trustees
- Division employees
- Students
- Parents/guardians
- Volunteers
- Contractors and service providers
- Visitors

This policy applies:

- On all Division-operated premises
- At all school-related functions and activities, whether on or off Division property
- To all means of communication, including verbal, written, telephone, email, internet, intranet, and social media interactions
- To off-campus and online conduct (including cyberbullying) where such conduct impacts the school environment or school-related activities.

#### **References:**

[Policy 1: Vision, Mission and Values](#)

[Policy 20: Sexual Orientation and Gender Identities](#)

[Policy 21: Student Conduct and Discipline](#)

[Administrative Procedure 711: Welcoming Inclusive, Safe and Healthy Environments](#)

[Administrative Procedure 717: Workplace Violence and Harassment](#)

[Administrative Procedure 831: Religious Education and Instruction](#)

Education Act: Sections 8, 16, 31, 32, 33, 35, 35.1, 36, 37, 41, 51, 52, 53

Canadian Charter of Rights and Freedoms

Alberta Human Rights Act

[Access to Information Act \(ATIA\)](#)

Access to Information Act Regulation 133/2025

Guidelines for Best Practices: Alberta Government (2016)

Occupational Health and Safety Act

Ministerial Order 030/2025

#### **History**

2019 Apr 24 Initial Approval

2020 Jan 29 Reviewed

2021 Oct 27 Reviewed

2022 Jun 22 Amended

2023 Apr 26 Amended

2024 Mar 20 Amended

2025 Aug 27 Amended

## Policy 19: Welcoming, Caring, Respectful, Inclusive, Safe and Healthy Environments - **Tracked**

### POLICY

The Board ~~believes in the importance of, and~~ is committed to, establishing and maintaining a welcoming, caring, respectful, inclusive, equitable, safe and healthy learning and working environment that respects diversity and fosters a sense of belonging. This policy fulfills the Board's obligations under the Education Act, the Alberta Human Rights Act and other applicable legislation.

The Board believes that all members of the school community, including students, staff members, and community members, have the right to learn, work, participate in school-related activities and volunteer in environments that respect: equity, diversity, inclusion and human rights. Such environments create the conditions where everyone can prosper.

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.

The Board is committed to providing environments that support the positive mental health of students and staff and reflect research informed practices related to trauma sensitivity and strength-based approaches to teaching and learning.

The Board believes it is the collective responsibility of all those involved with the Division to create and maintain positive cultures in our schools and workplaces. As such, the Board is committed to providing environments free from harassment, bullying, discrimination and violence.

### Definitions:

For the purposes of this policy equity, diversity, and inclusion are defined as:

**Equity:** A condition or state of fair, inclusive, and respectful treatment of all people. Equity means treating people in ways that take individual differences into consideration.

**Diversity:** The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sexual orientation, and socio-economic status.

**Inclusion:** Is based on the principles of acceptance and welcoming of all students. Students see themselves reflected in their studies, their physical surroundings, and the broader environment, in which all individuals are honoured and diversity is respected.

## **SCOPE**

This policy applies to all members of the school community, including but not limited to:

- Trustees
- Division employees
- Students
- Parents/guardians
- Volunteers
- Contractors and service providers
- Visitors

This policy applies:

- On all Division-operated premises
- At all school-related functions and activities, whether on or off Division property
- To all means of communication, including verbal, written, telephone, email, internet, intranet, and social media interactions
- To off-campus and online conduct (including cyberbullying) where such conduct impacts the school environment or school-related activities.

## **References:**

Policy 1: Vision, Mission and Values

Policy 20: Sexual Orientation and Gender Identities

Policy 21: Student Conduct and Discipline

Administrative Procedure 711: Employee Conduct – Welcoming Inclusive, Safe and Healthy Environments

Administrative Procedure 717: Workplace Violence and Harassment

Administrative Procedure 831: Religious Education and Instruction

Education Act: Sections 8, 16, 31, 32, 33, 35, 35.1, 36, 37, 41, 51, 52, 53

~~Vision, Mission and Values Statement~~

Canadian Charter of Rights and Freedoms

Alberta Human Rights Act

~~Freedom of Information and Protection of Privacy Act~~

Access to Information Act (ATIA)

Access to Information Act Regulation 133/2025

Guidelines for Best Practices: Alberta Government (2016)

Occupational Health and Safety Act

Ministerial Order 030/2025

## **History**

2019 Apr 24 Initial Approval

2020 Jan 29 Reviewed



2021 Oct 27 Reviewed  
2022 Jun 22 Amended  
2023 Apr 26 Amended  
2024 Mar 20 Amended  
2025 Aug 27 Amended



**Date:** August 27, 2025 **Agenda Item:** 7.4

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

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

**Subject:** **Policy 20: Sexual Orientation and Gender Identities**

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**Recommended Motion:**

THAT the Board of Trustees approve recommended changes to Board *Policy 20: Sexual Orientation and Gender Identities*, as presented at the August 27, 2025, Public Board meeting.

**Background:**

*Policy 20: Sexual Orientation and Gender Identities* has been reviewed and updated to reflect recent changes to the *Education Act, 2025 (formerly Bill 27 and Bill 29)*. These legislative amendments come into effect on September 1, 2025 and require school divisions to ensure their local policies are consistent with updated provincial legislation.

The revised policy maintains the Board's commitment to supporting the rights, safety and well-being of students and staff regardless of their sexual orientation, gender identity or gender expression. Updates were made to ensure that the policy is aligned with the new legislation and that it accurately reflects the Board's obligations under provincial law.

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

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

**COMPETENCY:**

**INDICATORS:**

- (1) Building Effective Relationships
  - a. collaborating with community and provincial agencies to address the needs of students and their families;
  - d. modeling ethical leadership practices, based on integrity and objectivity;
  - 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:** (4) Leading Learning  
**INDICATORS:** a. fostering in the school community equality and respect with regard to rights as provided for in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms; and  
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.

**COMPETENCY:** (7) Supporting Effective Governance  
**INDICATORS:** 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; 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

- (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

Responsibilities re parental notification and consent for preferred name and pronouns

33.2(1) In this section, “new preferred name or pronouns” means a name or pronouns that

- (a) vary from the name or pronouns that teachers, teacher leaders and other school staff have regularly used when referring to the student, and
- (b) the student prefers for reasons related to the student’s gender identity.

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.

Board Policy 2: 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 August 27, 2025, Public Board meeting.

**Attachment(s) and/or link(s):**

1. Policy 20: Sexual Orientation and Gender Identities - Clean Copy
2. Policy 20: Sexual Orientation and Gender Identities - Tracked Changes

# Policy 20: Sexual Orientation and Gender Identities

## POLICY

The Board believes in the importance of and is committed to establishing and maintaining a welcoming, caring, respectful, inclusive, equitable, safe and healthy learning and working environments that respect diversity and foster a sense of belonging for members of the school community. This includes students, staff, and families who identify or are perceived as two-spirit, lesbian, gay, bisexual, transgender, transsexual, queer, gender fluid, or those who are questioning their sexual orientation, gender identity, or gender expression (2SLGBTQ+). The Board expects that all members of this diverse community be welcomed, respected, accepted and supported in every school and workplace.

All members of the school community and those employed by the Board have the right to learn and work in an environment free from prejudice, harassment and discrimination. This right is guaranteed under the *Charter of Rights and Freedoms*, *Alberta Human Rights Act* and *Alberta Education Act*. As such, these rights are to be supported and enforced so that all members of Sturgeon Public Schools may work together in inclusive, equitable, safe, healthy and respectful environments.

The Board believes that all 2SLGBTQ+ students, staff and families have the right to:

- have their confidentiality respected, in accordance with the Education Act and relevant legislation;
- request recognition of their preferred name and pronouns, subject to legislative requirements regarding parental involvement for students under 18; and
- have their unique identities, families, cultures and communities included, represented, valued and respected within all aspects of the school environment.

## DEFINITIONS

Definitions: For the purposes of this policy the most current definitions can be accessed at the following link:

*GSAs and QSAs in Alberta Schools: A Guide for Teachers*

Sexual and Gender Minority Terms and Definitions:

<https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Human-Rights/Issues/PD-80-6%20GSA-QSA%20Guide%202018.pdf>

## **GUIDELINES**

The Board is committed to establishing environments where all 2SLGBTQ+ students, staff and families have the right to:

- be fully included and represented in an inclusive and respectful manner by all school personnel in accordance with legislative guidelines;
- have equitable access to supports, services and protections provided to all students, staff and families;
- have a mechanism by which to address harassment, prejudice, discrimination, intimidation, bullying and/or violence; and
- have their unique identities, families, cultures and communities represented and valued in all facets of the school environment.

The Board believes that staff members are better prepared to respond to and support matters associated with sexual orientation, gender identity, or gender expression when they have the benefit of related education and professional development opportunities, as well as an awareness of, and access to, research and/or professional readings relative to this topic. The Board is committed to:

- supporting school-based leaders to develop, implement and evaluate inclusive educational strategies, professional development opportunities and administrative guidelines to ensure that sexual and gender student minorities and their families are welcomed and treated with dignity and respect in all facets of the school community while adhering to the legal rights of parents and the requirements under the Education Act; and
- supporting principals and schools in implementing educational initiatives and developing school environments that respect the sexual and gender minority's unique identity, families, cultures and communities, in compliance with provincial legislation.

The Board of Trustees may establish a task group or groups to provide input and recommendations relative to the implementation of Policy 20: Sexual Orientation and Gender Identities.

- The membership of any task group(s) may vary based on the identified goals and objectives established by the Board of Trustees relative to Policy 20: Sexual Orientation and Gender Identities.
- Prior to forming any task group(s) the Board of Trustees will identify:
  - The specific objectives,
  - Membership representation,
  - Preferred timeline and
  - Reporting process for the task group(s).

The Board will comply with requirements established by the Minister.

**References:**

*Administrative Procedures:*

*AP712: Sexual Orientation and Gender Identities*

*AP717: Workplace Violence and Harassment*

Section 1, 2, 16, 18(1)(2), 19, 33(2)(3), 35, 52, 53, 58, 196, 197, 222 *Education Act*

Policy 1: *Vision, Mission and Values*

*Canadian Charter of Rights and Freedoms*

*Alberta Human Rights Act*

*GSA's and QSA's in Alberta Schools: ATA*

*Guidelines for Best Practices: Alberta Government (2016)*

*Access to Information Act (ATIA)*

*Access to Information Act Regulation 133/2025*

*Personal Information and Protection Act*

**History**

2019 Mar 27 Initial Approval

2020 Jan 29 Amended

2021 Oct 27 Reviewed

2022 Jun 22 Amended

2023 Apr 26 Reviewed

2025 Aug 27 Amended

## Policy 20: Sexual Orientation and Gender Identities - Tracked

### POLICY

The Board believes in the importance of and is committed to establishing and maintaining a welcoming, caring, respectful, inclusive, equitable, safe and healthy learning and working environments that respect diversity and foster a sense of belonging for members of the school community. This includes students, staff, and families who identify or are perceived as two-spirit, lesbian, gay, bisexual, transgender, transsexual, queer, gender fluid, or those who are questioning their sexual orientation, gender identity, or gender expression (2SLGBTQ+). The Board expects that all members of this diverse community be welcomed, respected, accepted and supported in every school and workplace.

All members of the school community and those employed by the Board have the right to learn and work in an environment free from prejudice, harassment and discrimination. This right is guaranteed under the *Charter of Rights and Freedoms*, *Alberta Human Rights Act* and *Alberta Education Act*. As such, these rights are to be supported and enforced so that all members of Sturgeon Public Schools may work together in inclusive, equitable, safe, healthy and respectful environments.

The Board believes that all 2SLGBTQ+ students, staff and families have the right to have:

- have their confidentiality ~~protected and~~ respected, in accordance with the *Education Act* and relevant legislation; ~~and~~
- ~~self-identification and determination; and~~
- request recognition of their preferred name and pronouns, subject to legislative requirements regarding parental involvement for students under 18; ~~and~~
- have their unique identities, families, cultures and communities included, represented, valued and respected within all aspects of the school environment.

### DEFINITIONS

Definitions: For the purposes of this policy the most current definitions can be accessed at the following link:

*GSAs and QSAs in Alberta Schools: A Guide for Teachers*

Sexual and Gender Minority Terms and Definitions:



## GUIDELINES

The Board is committed to establishing environments where all 2SLGBTQ+ students, staff and families have the right to:

- be fully included and represented in an inclusive and respectful manner by all school personnel **in accordance with legislative guidelines;**
- have equitable access to ~~the same~~ supports, services and protections provided to all students, staff and families;
- have a mechanism by which to address harassment, prejudice, discrimination, intimidation, bullying and/or violence; and
- ~~see~~ **have** their unique identities, families, cultures and communities ~~are~~ represented and valued in all facets of the school environment.

The Board believes that staff members are better prepared to respond to and support matters associated with sexual orientation, gender identity, or gender expression when they have the benefit of related education and professional development opportunities, as well as an awareness of, and access to, research and/or professional readings relative to this topic. The Board is committed to:

- supporting ~~school-based leaders~~ **administration** to develop, implement and evaluate inclusive educational strategies, professional development opportunities and administrative guidelines to ensure that sexual and gender student minorities and their families are welcomed and treated with dignity and respect in all facets of the school community **while adhering to the legal rights of parents and the requirements under the Education Act;** and
- supporting principals and schools in implementing educational initiatives and developing school environments that respect the sexual and gender minority's unique identity, families, cultures and communities, **in compliance with provincial legislation.**

The Board of Trustees may establish a task group or groups to provide input and recommendations relative to the implementation of Policy 20: Sexual Orientation and Gender Identities.

- The membership of any task group(s) may vary based on the identified goals and objectives established by the Board of Trustees relative to Policy 20: Sexual Orientation and Gender Identities.
- Prior to forming any task group(s) the Board of Trustees will identify:
  - The specific objectives,
  - Membership representation,
  - Preferred timeline and

- Reporting process for the task group(s).

The Board will comply with requirements established by the Minister.

#### References:

*Administrative Procedures:*

*AP712: Sexual Orientation and Gender Identities*

*AP717: Workplace Violence and Harassment*

Section 1, 2, 16, 18(1)(2), 19, 33(2)(3), 35, 52, 53, 58, 196, 197 222 Education Act

~~Education Act: Sections 33 (2), (3), 35.1~~

*Policy 1: Vision, Mission and Values*

*Canadian Charter of Rights and Freedoms*

*Alberta Human Rights Act*

*GSA's and QSA's in Alberta Schools: ATA*

*Guidelines for Best Practices: Alberta Government (2016)*

~~Access to Information Act (ATIA) Freedom of Information and Protection of Privacy Act~~

~~Access to Information Act Regulation 133/2025~~

~~Personal Information and Protection Act~~ Personal Information and Protection Act

**Commented [1]:** As of June 11, 2025, the Access to Information Act (ATIA) has replaced part of the FOIP Act to modernize access to information laws in Alberta.

#### History

2019 Mar 27 Initial Approval

2020 Jan 29 Amended

2021 Oct 27 Reviewed

2022 Jun 22 Amended

2023 Apr 26 Reviewed

2025 Aug 27 Amended



**Date:** August 27, 2025 **Agenda Item:** 8.1

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

**Originator(s):** Jonathan Konrad, Deputy Superintendent, Education Services  
Jason Wiks, Principal, Summer School

**Subject:** **Summer School Enrolment Summary 2025**

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**Background:**

The attached Summer School report outlines the background, benefits, enrolment statistics and key dates for our Summer School program. Summer school is designed to support students in catching up, upgrading or getting ahead in their high school studies. By offering flexible options and a variety of courses, students are provided with the opportunity to thrive academically.

The Summer School program supports the Board's mission by creating a collaborative and respectful learning environment where students can excel academically, and aligns with the values of excellence in teaching, shared responsibility, and providing learning choices to meet diverse student needs.

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

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

- |                    |  |
|--------------------|--|
| <b>COMPETENCY:</b> | (1) Building Effective Relationships   |
| <b>INDICATORS:</b> | f. facilitating the meaningful participation of members of the school community and local community in decision-making.  |
|                    |  |
| <b>COMPETENCY:</b> | (3) Visionary Leadership   |
| <b>INDICATORS:</b> | c. promoting in the school community a common understanding of and support for the school authority's goals, priorities and strategic initiatives; and<br>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. |
|                    |  |
| <b>COMPETENCY:</b> | (4) Leading Learning   |
| <b>INDICATORS:</b> | 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:  
INDICATORS:**

- (7) Supporting Effective Governance  
c. ensuring that all students in the school authority have the opportunity to meet the standards of education set by the Minister of Education; and  
d. ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities.

**Governance Implications:**

**Education Act**

Courses, programs of study, etc.

18(1) The Minister may do the following:

- (a) prescribe courses or programs of study;

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,

**Board Policy 1: Vision, Mission and Values**

**VALUES**

Learning choices. One size does not fit all. We recognize that to prepare students for their futures, we must meet their diverse needs along the way.

**Board Policy 2: Role of the Board**

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

**Board Policy 11: 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.

Administration is prepared to respond to questions at the August 27, 2025, Public Board meeting.

**Attachment(s):**

1. Summer School Report with Enrolment



# Summer School Report with Enrolment for 2025

## Background

Sturgeon Public Summer School was established with the aim of meeting the diverse needs of students who are seeking opportunities to catch up, upgrade, or get ahead on their high school studies. Whether students are looking to improve their grades, fulfill graduation requirements, or accelerate their learning, our summer school program offers flexible options to support their academic goals. Through a variety of courses and resources, we strive to provide a supportive and enriching environment where students can thrive academically during July. Our dedicated team of educators is committed to helping students succeed and reach their full potential, empowering them to achieve success in their educational journey.

## Benefits of Summer School

- Accelerate Academic Goals.
- Upgrade marks.
- Make room in a high school schedule for courses that previously would not fit.
- Explore career and post secondary pathways through Dual Credit Course Offerings
- Earn high school credits in a flexible and convenient manner regardless of schedule, even on the job or at summer camp!







## Enrolment Year over Year

Physical Education continued to be a highly sought-after course in Summer School. The first 54 spots were filled on the opening day of registration, with additional students quickly placed on a waitlist.



A highlight of this year's program was the new partnership with **HeLa Ventures**. Our Summer School PE 10 class spent three days and two nights in Nordegg at the HeLa camp ([HeLa Ventures](#)). Students engaged in outdoor activities including white-water rafting, mountain biking, and hiking. The experience provided opportunities for students to build teamwork, resilience, and self-confidence while forming strong relationships with peers and staff. These connections and skills will support a smoother transition into the upcoming school year. The overwhelmingly positive response confirmed both the popularity of PE and the added value of expanding learning beyond the classroom.





## Important Dates

- Registration for Summer School 2025 opened March 17, 2025
- All courses ran from July 2nd to July 25th, with the exception of Physical Education which began on June 30 and was completed on July 11th.
- Final exams took place from July 28th to 30th starting at 8:45am.

The number of RAP and WE students this summer has been generally maintained from the previous school year, with 56 total students involved in off campus programs. We are grateful to all the businesses who partner with us in summer school and throughout the year to provide these valuable experiences for our students. CAREERS has also been an integral part of our programming, assisting in placements, and information on apprenticeship programs, and internships.

## Enrolment Highlights

### Grade 9 (Top Selections)

- CALM (3 Credits) – 41 students
- Bundle 3 (Phys Ed 10, CALM) – 30 students
- Bundle 2 (Phys Ed 10, CALM, HCS3000, HCS3010) – 24 students  
(Phys Ed 10 Single also had 7 students, smaller uptake.)

Insight: While CALM was the most common single selection, Phys Ed bundles together (Bundle 2 + Bundle 3) accounted for 54 students, showing Phys Ed was a major driver of enrolment in Grade 9.

### Grades 10–12 (Top Selections)

CALM (3 Credits) – 61 students

RAP or Work Experience ONLY – 54 students

Social Studies 20-1 – 18 students

Insight: Among older students, CALM and RAP/Work Experience dominate, with Phys Ed having relatively low demand.

## Enrolment - Students of All

	End of April	End of May	By Deadline	Total Number
2024-2025	350	409	583	563
2023-2024	243	310	411	371
2022-2023	206	246	277	336
2021-2022				244







	End of April	End of May	By Deadline	Total Number
2024-2025	350	409	583	563
2023-2024	243	310	411	371
2022-2023	206	246	277	336
2020-2021				319

### Registration - Courses

	End of April	End of May	By Deadline	Total Number	Total Credits Earned
2024-2025	488	550	753	754	1973
2023-2024	407	494	640	575	1563
2022-2023	277	310	336	499	1592
2021-2022				377	1252
2020-2021				536	1640



PE 10 CCT Indoor Golf Centre



PE 10 Biking - Edmonton River Valley

## Course Content Repository

The summer school staff created a repository of online courses that can be utilized for future summer schools and by high school teachers across the division to support learning in multiple contexts. These courses will be improved each year to ensure students and teachers have access to high level content that reflects the best in current teaching and assessment practices. We will also need to reflect on and adapt to the impact Artificial Intelligence will have on online learning environments.







**Date:** August 27, 2025 **Agenda Item:** 8.2

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

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

**Subject:** **Communications Report - July and August 2025**

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**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 July and August 2025.

**Status & Relationship to Superintendent Leadership Quality Standard (SLOS):**

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

- |                    |  |
|--------------------|--|
| <b>COMPETENCY:</b> | (1) Building Effective Relationships   |
| <b>INDICATORS:</b> | a. collaborating with community and provincial agencies to address the needs of students and their families.                                       |
|                    |  |
| <b>COMPETENCY:</b> | (3) Visionary Leadership   |
| <b>INDICATORS:</b> | c. promoting in the school community a common understanding of and support for the school authority's goals, priorities and strategic initiatives. |
|                    |  |
| <b>COMPETENCY:</b> | (6) School Authority Operations and Resources  |
| <b>INDICATORS:</b> | e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts.                           |
|                    |  |
| <b>COMPETENCY:</b> | (7) Supporting Effective Governance  |
| <b>INDICATORS:</b> | 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 2: 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 11: 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 August 27, 2025, Public Board meeting.

**Attachment(s):**

1. Communications Report for July and August 2025

# Communications Report

July & August, 2025

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## 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
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## Communications in July & August has been focused on:

### Aligns with all Marketing Goals

- Promoting our Collegiate programming. We developed a comprehensive brand kit, including an official logo and launched a dedicated section on the [Division website](#). For the Aviation program, we produced promotional materials such as flyers and event signage that were showcased at the YEG Charity Golf Classic (August 15) to raise awareness and build visibility.



### Aligns with Marketing Goals #2, #3 & #5

- Building systems that strengthen consistency and capacity across the Division. We developed a monthly communications checklist to help schools streamline their efforts and ensure alignment with Division priorities. In addition, we finalized plans for our first-ever Communications-focused PD Day in late September. This training will equip staff with practical skills in Rally, Canva, social media and online community engagement, supporting stronger and more effective communication with stakeholders.

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## Aligns with Marketing Goals #2 & #5

- Informing the community about the upcoming [Trustee Election](#). We developed a comprehensive outreach campaign that includes emails, website content, social media advertising, newspaper ads, flyers and other promotional materials. These efforts are designed to ensure widespread awareness of the opportunity to run for Trustee.



## Aligns with all Marketing Goals

This month, Communications prepared for the upcoming school year by:

- Creating and scheduling social media posts for PD Days, holidays and key dates
- Updating school websites with current fee lists
- Reviewing and refreshing the Division website, including the staff directory
- Mapping out important event dates for schools to support advance planning
- Scheduling reminder emails for recurring tasks such as website updates

These behind-the-scenes efforts provide a strong foundation for consistent and timely communication with families.

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### **Upcoming Events:**

- First Day of Classes: August 28th
- National Truth & Reconciliation Day: September 30th

**Date:** August 27, 2025 **Agenda Item:** 8.3

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

**Originator(s):** Shawna Warren, Superintendent

**Subject:** **Superintendent Report**

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**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.

- ★ On June 27, the Superintendent, Board Chair Oatway-McLay, Vice Chair Buga and Trustees Gibbons and Murray-Elliott attended the Sturgeon Composite High School graduation ceremony, celebrating the accomplishments of students and demonstrating their ongoing support for school community events.



- ★ In August, the Superintendent communicated with Principals and Vice Principals, requesting they share with ATA staff information about teaching opportunities in Europe through the Department of National Defence. These positions, located in Belgium and the Netherlands, are open for application between September 1 and November 1, 2025. The Superintendent included a letter from the Director of Children's Education Management and a recruitment poster to support awareness and encourage teacher participation in the CAF Overseas Schools initiative.
- ★ **Goal 1** On August 25 & 26, the Senior Executive Team conducted a Division-wide Road Show, visiting each school to connect directly with staff and school leaders. These visits

provided an opportunity to build relationships, share key priorities for the upcoming year and offer visible, supportive leadership across the system.

- ★ **Goal 1** ▾ On August 25, the Superintendent hosted the first Central Office staff meeting of the 2025-26 school year. This meeting served to reconnect staff after the summer break, provided important updates, outlined Staff Expectations to ensure coherence across departments and shared strategic priorities and initiatives for the year ahead.
- ★ The Superintendent holds monthly 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 2025-2026.
  - Bi-Monthly Principal meetings, grouped by school type, with the Superintendent and the Education Services leadership team.
  - Weekly Senior Executive Committee meetings.
  - Regular meetings with direct reports to focus on mentorship and growth.
  - 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.

- ★ **Goal 2** ▾ The Superintendent shared a provincial update on the June 2025 administration of assessments, highlighting the continued implementation of the digital assessment platform, early years screening update, and participation in diploma exams and PATs. Key enhancements included teacher dashboard improvements, field testing, digital marking and upcoming professional learning opportunities to support the digital transition. Security protocols and professional conduct expectations were also emphasized. Teachers and/or school-based leaders from our Division participated in marking or related professional learning.
- ★ From August 13-15, the Superintendent attended the CASS/ASBOA Summer Learning Conference, a premier professional development event for education and school business leaders across Alberta. The conference featured six CASS Continuing Education Program (CEP) courses and sessions for ASBOA members, each designed to strengthen leadership capacity in the evolving landscape of system education and operations. The Superintendent was joined by the Deputy Superintendent, Associate Superintendents of Human Resources and Corporate Services and Directors from the Division, emphasizing a shared commitment to professional learning and leadership excellence.
  - The Superintendent participated in the “Providing Instructional Leadership” course. This interactive, research-informed session focused on enhancing the capacity of central office leaders to support and develop school principals as effective instructional leaders. The course provided opportunities to share best practices, engage in deep professional reflection and collaborate with colleagues from across the province. Key learning outcomes included: developing and modeling system-wide instructional leadership practices, utilizing collaborative professional learning

structures, prioritizing organizational conditions that enable effective instructional leadership, and using appropriate data sets to measure impact, set direction, and determine leadership priorities. Pre-course work supported participants in engaging meaningfully with these concepts during the session.

- ★ **Goal 1** - On Wednesday, August 20, administrative assistants and school office staff gathered at Camilla School for a full-day professional learning session. The event, designed to equip participants with the tools and knowledge needed for a successful school year, featured sessions led by various departments, including Technology Services, Corporate Services and Education Services. Topics ranged from year start-up tasks and Alberta Education reporting requirements to PowerSchool's new user interface and Google tools. The day fostered cross-departmental collaboration, open dialogue and practical support, culminating in a Q&A and collaborative troubleshooting session.
- ★ Math August 21, 2025, select teachers and teacher leaders across the division who indicated interest in being the Math Lead in their school for 2025-2026 participated in a day of professional learning to introduce a newly designed Mathematics learning plan. This Math Learning Plan emphasizes collaborative leadership and instructional consistency across all grade levels. Lead teachers will co-develop and deliver professional development sessions during PD days, focusing on integrating Math Up for K-6 and aligned instructional strategies for Grades 7-12. Key components include effective use of pre-assessments, strategies for using math manipulatives, and ongoing professional collaboration supported by scheduled release time. This initiative aims to deepen pedagogical understanding and enhance student learning outcomes across the division.
- ★ Wednesday, August 27, 2025, all Division staff will participate in 3 hours of Therapeutic Crisis Intervention in Schools (TCIS) Professional Development.

## 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 June 2025 edition featured recent education law cases across Canada, focusing on student behaviour, teacher negotiations, administrative procedures and broader systemic issues. Key cases include the dismissal of a civil claim following a student's expulsion for repeated misconduct, a court requiring more evidence before approving a bullying-related settlement, binding arbitration in Saskatchewan addressing teacher salaries and classroom complexity, a review affirming police

authority to interview students in suspected abuse cases and a tribunal decision affirming a student athlete's dependency under his sister's insurance policy.

- The July special issue of Pendulum Law confronts a deeply concerning trend: a significant number of recent Canadian legal cases involving sexual misconduct, exploitation and abuse of students by teachers, coaches and school staff. It highlights multiple criminal convictions and class actions, including cases of educators engaging in sexual relationships with current or former students, often facilitated through social media. These cases involve serious breaches of trust, exploitation of vulnerable youth (including LGBTQ2+ students) and failures by institutions to prevent or respond appropriately. The publication calls on school boards, leaders and professional associations to address this ongoing problem through clear policy, education, accountability and preventative strategies to protect students and rebuild trust in the education system.

## 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** ▾ The first Administrative Council meeting of the school year was held on August 22, bringing together principals, vice principals, directors, managers and the senior executive team. The meeting served as an important opportunity to align leadership across the Division, set the tone for the upcoming school year and engage in collaborative planning and dialogue.
  - Key topics included:
    - Walking through all new Policies and Administrative Procedures that were developed over the summer in response to new government legislation and discussing best practices for communicating out to all schools staff and implementation.
    - Connection – Deepening understanding of the Division's direction
    - Business – Department conversations and the impact of new Administrative Procedures
    - Culture – Strengthening Positive Behaviour Supports across schools
    - Skill Building – Exploring what's new in Google tools
    - Book Study – Introducing The Anxious Generation
    - Community – Unplugged Division in Western Canada
  
- ★ **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.

### ★ Expectations for All Schools:

- Provide time during school-based staff meetings for TQS 5 and Call to Action.
- Cohort Leads to share information regarding monthly themes and resources.
- Recognize September 29, 2025: Truth and Reconciliation and Orange Shirt Day - TRC Resources & sign-up, SPS Indigenous Education Hub.
- Recognize Nov 17-21, 2025: Métis Week celebrations.
- Recognize June as National Indigenous Peoples Month.
- Recognize June 19, 2026: National Indigenous Peoples Day.
- Monthly Themes for teaching and learning:
  - September - History and Legacy of Residential Schools
  - October - Indigenous Role Models/Leaders
  - November - Métis Culture and History
  - December - Treaties/Land Agreements
  - January - Inuit Culture and History
  - February - Indigenous Authors and Literature
  - March - Nehiyawak (Cree) Culture
  - April - Connections to the Land
  - May - Missing and Murdered Indigenous Peoples
  - June - National Indigenous Peoples Month

## 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.

- ★ The Director of Learning Services shared an important transportation update for CASA Classrooms at the end of June, noting that the previous restriction preventing "school of choice" riders from receiving fee waivers has been lifted. This change eliminates financial barriers for CASA students requiring transportation, provided proof of need is submitted. The registration process has also been simplified; families now only need to register once for their home school, supporting smoother transitions and reducing administrative burden. Coordination with bus contractors and dual registration for both home and Guthrie Schools will be managed internally to ensure seamless service.
- ★ The Sr. Team has been working throughout August to finalize the Division's Labour Action Contingency Plan in preparation for potential ATA labour action. A [dedicated webpage](#) has also been created to keep families informed with timely updates and important information.

- ★ At the beginning of July, the IT Department completed the Division's transition from Microsoft Office to the Google platform. All staff are now operating within the Google Suite, enabling improved collaboration, cloud-based access and streamlined communication across schools and departments. This shift reflects a strategic move toward modern, efficient digital tools that support both instructional and operational effectiveness.
- ★ A temporary staff member has been hired in the Transportation Services Department to provide extra support during their busiest period. For the next month, this new team member will assist with managing the increased workload, ensuring smooth operations and timely responses to transportation needs across the Division. This temporary staffing will enhance the department's efficiency and help maintain a high level of service during this critical time.
- ★ **Goal 1** ▾ Throughout the summer, the Superintendent participated in interviews for new staff members across the Division. This involvement reflects a continued commitment to ensuring high-quality hiring practices and selecting candidates who align with the Division's values, priorities and focus on student success.
- ★ The Superintendent's office has been actively working over the summer to transition existing administrative procedures to align with the G-Tech model adopted by the Board of Trustees for Board policies. The work is still ongoing and any proposed contextual changes to Administrative Procedures (other than simple reference and/or numbering updates due to policy renumbering) will be brought to the Public Board as information.
- ★ Over the summer, the south parking lot of Central Office underwent significant maintenance with a full repaving project. The work was completed to improve safety, accessibility and the overall condition of the lot, ensuring a smoother and more durable surface for staff and visitors.
- ★ The Senior Team worked collaboratively to update policies, administrative procedures and supporting documentation in alignment with the new Ministerial Orders, ensuring they were in place for the start of the school year.
- ★ A training session was scheduled for August 26 to review the enhanced user interface of the PowerSchool SIS for identified central office users. Feedback on the new interface has been positive and user input has contributed to the development of support documentation available on the Office Hub.

## 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** ▾ Over the summer months, the Superintendent and Board of Trustees have engaged in a comprehensive review of governance policies to ensure alignment with Division goals, current government legislation and best practices in educational leadership. This work supports clarity, consistency and strategic focus in governance. The updated policies are being finalized in preparation for the incoming Board following the October 2025 election, ensuring a strong foundation for effective leadership and decision-making moving forward.
- ★ 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 new/updated "Big Rocks" list for 2025-2026, highlighting key strategic planning items. These will be standing agenda item topics at each Committee of the Whole meeting, once the new Board is in place, to support the Board's governance role.
- ★ 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.

## **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).

[Board Policy 10: 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

[Board Policy 11: 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.

Administration is prepared to respond to questions at the August 27, 2025, Public Board meeting.

**Attachment(s) and/or link(s):**

Not applicable.

**Date:** August 27, 2025 **Agenda Item:** 8.4

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

**Originator(s):** Shawna Warren, Superintendent

**Subject:** **Administrative Procedure 201: Organizational Structure**

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**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.

In alignment with this framework, *Administrative Procedure 201: Organizational Structure* has been developed to guide the internal reporting relationships and structural hierarchy within the Division. This replaces Policy 215: Organization Chart, which was rescinded by the Board on June 18, 2025, following a multi-stage review and recommendation process by the Policy Committee.

This transition supports the Division's continued implementation of the G-Tech model, which distinguishes governance from administration by emphasizing that operational matters be managed through administrative procedures, while the Board remains focused on strategic direction and student success.

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

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

<b>COMPETENCY:</b>	(6) School Authority Operations and Resources
<b>INDICATORS:</b>	b. ensuring effective alignment of the school authority's human resources to achieve the school authority's education plan;
	c. delegating responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness;
	e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts; and
	h. implementing programs and procedures for the effective management of human resources in support of mentorship, capacity building and succession planning.

<b>COMPETENCY:</b>	(7) Supporting Effective Governance
<b>INDICATORS:</b>	d. ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities; 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

(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.

Board Policy 2: 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 August 27, 2025, Public Board meeting.

**Attachment(s) and/or link(s):**

1. [Administrative Procedure 201: Organizational Structure](#)
2. [2025/2026 Organizational Chart](#)



## 201: Organizational Structure

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**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

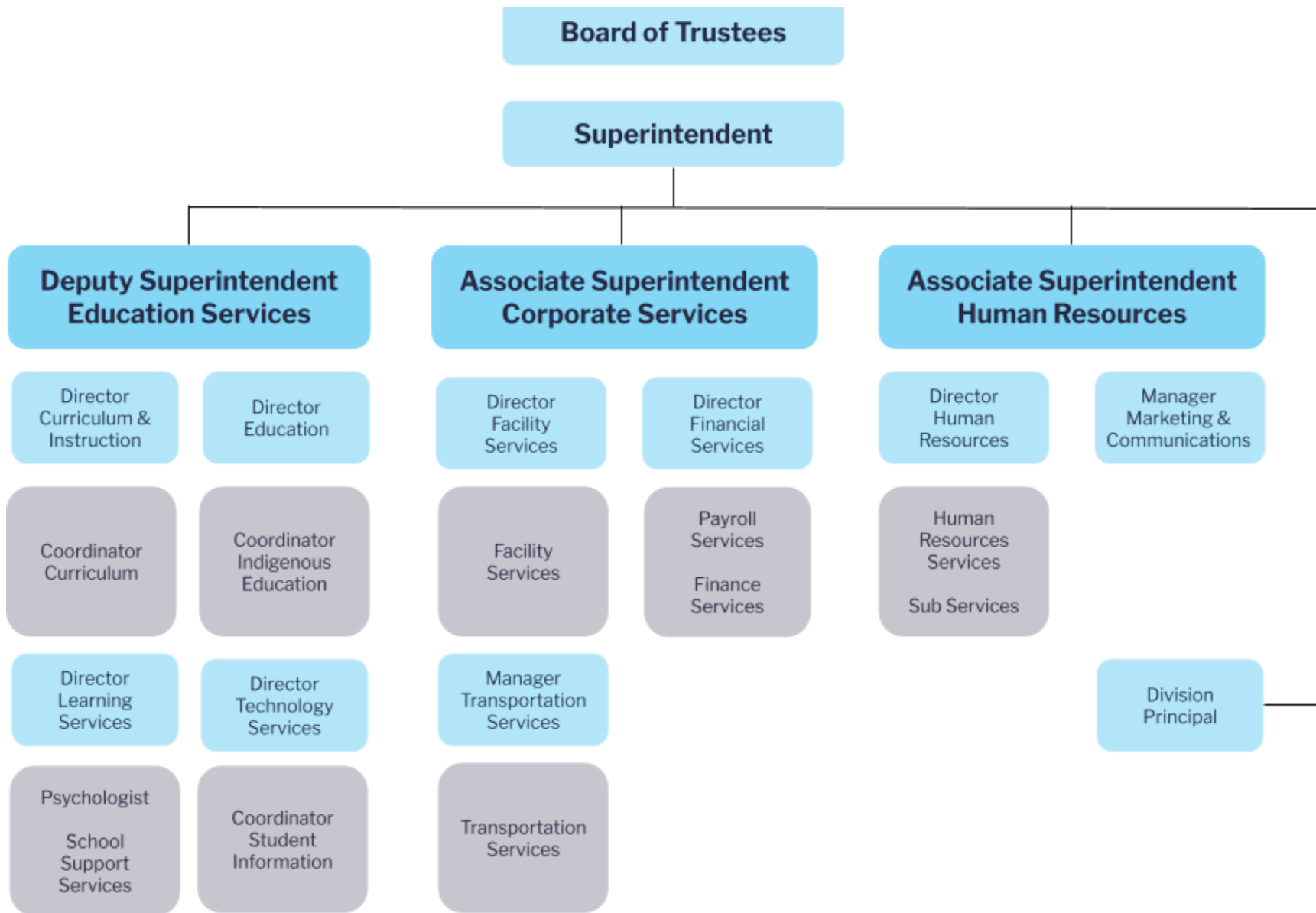
Policy 11: Superintendent of Schools

AP221: Focused and Effective Communication

### **History**

2025 Jun 18 Initial Approval

## Organizational Structure 2025-2026





**Date:** August 27, 2025 **Agenda Item:** 8.5

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

**Originator(s):** Shawna Warren, Superintendent

**Subject:** **Administrative Procedure 831: Religious Education and Instruction**

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**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.

On June 18, 2025, the Board of Trustees approved the rescission of Policy 800: Religious Education and Instruction, following a multi-stage review and recommendation process by the Policy Committee and Committee of the Whole. This action reflects the Division's ongoing implementation of the G-Tech model of governance, which clearly distinguishes governance from administration by emphasizing that operational matters be managed through administrative procedures, while the Board remains focused on strategic direction and student success.

The development of *Administrative Procedure 831: Religious Education and Instruction* ensures continued compliance with Alberta Education requirements and supports consistent, respectful and inclusive practices across the Division.

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

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

**COMPETENCY:**  
**INDICATORS:**

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

**COMPETENCY:** (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:** 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.

### Board Policy 2: 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

### 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 August 27, 2025, Public Board meeting.

**Attachment(s) and/or link(s):**

1. [Administrative Procedure 831: Religious Education and Instruction](#)



## **831: Religious Education and Instruction**

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**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**

#### **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.

2.2.2.2 The Deputy Superintendent may 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 Deputy and seek Deputy prescription of such courses.

2.2.2.4 The Deputy 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 Deputy 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.

2.2.2.6 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

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

## 2.4 Participation in Activities

2.4.1 Student participation is authorized 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**

2025 Jun 18 Initial Approval

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### **Administrative Procedures VIII. Curriculum and Instruction**

**Date:** August 27, 2025 **Agenda Item:** 8.6

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

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

**Subject:** **Administrative Procedures - Updates in Response to the Education Act Amendments**

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**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.

Recent provincial legislation and ministerial direction introduce new, enforceable mandates that impact a range of Administrative Procedures. These changes include:

**Education Amendment Acts, 2024 (Bill 27) and 2025 (Bill 51)**

- Require parental notification and, for students under 16, consent before staff may use a student's chosen name or pronouns related to gender identity.
- Mandate parental opt-in consent for instruction or activities dealing primarily and explicitly with gender identity, sexual orientation, or human sexuality.
- Require Ministerial approval for learning materials or external presenters addressing these topics.
- Establish a right to education during emergencies, ensuring students have access to in-person learning during public health emergencies or states of emergency.
- Require parental consent for non-routine health measures for students aged 15 and under during emergencies (notification only for ages 16+).
- Enable regulations that will guide expectations for learning in emergencies.

**Fairness and Safety in Sport Act, 2025 (Bill 29)**

- Applies to students age 12 and older (U13+).
- Limits female-only teams and divisions to athletes biologically female at birth, while ensuring co-ed options for transgender students.

**Ministerial Order #030/2025 – School Library Standards**

- Prohibits explicit sexual content in all K–12 libraries.
- Limits non-explicit sexual content to high school (grades 10–12) if developmentally appropriate.



- Requires boards to have public policies, regular reviews, supervised access, and transparent catalogues.
- In effect, on October 1, 2025, policies/APs must be public by January 1, 2026.

To ensure compliance, Sturgeon Public Schools is bringing forward updates to a number of Administrative Procedures, including those related to emergency preparedness, student records, inclusive and safe environments, instructional resources, student conduct and extra-curricular athletics:

- AP231: At Home Learning
- AP305: Emergency Preparedness Response Plan
- AP306: Emergency Health Issues Response
- AP520: Student Records Management
- AP711: Welcoming, Inclusive, Safe and Healthy Environments
- AP712: Sexual Orientation and Gender Identities
- AP716: Comprehensive School Health
- AP825: CALM/Health Human Sexuality
- AP830: Controversial Issues in Education
- AP832: Learning Materials Selection
- AP835: Challenge of Learning Resources
- AP901: Student Conduct
- AP920: Extra-Curricular Athletics

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

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

<b>COMPETENCY:</b>	(1) Building Effective Relationships
<b>INDICATORS:</b>	a. collaborating with community and provincial agencies to address the needs of students and their families.
<b>COMPETENCY:</b>	(2) Modeling Commitment to Professional Learning
<b>INDICATORS:</b>	d. seeking and critically reviewing educational research and applying it to decisions and practices, as appropriate.
<b>COMPETENCY:</b>	(3) Visionary Leadership
<b>INDICATORS:</b>	c. promoting in the school community a common understanding of and support for the school authority's goals, priorities and strategic initiatives; and d. ensuring that the vision expressed in the school authority's education plan is responsive to the ongoing review of the school authority's achievements, meets all requirements

identified in provincial legislation and incorporates the school community's perspectives.

**COMPETENCY:  
INDICATORS:**

(4) Leading Learning  
a. fostering in the school community equality and respect with regard to rights as provided for in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms; 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:  
INDICATORS:**

(6) School Authority Operations and Resources  
a. providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements; and  
e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts.

**COMPETENCY:  
INDICATORS:**

(7) Supporting Effective Governance  
d. ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities;  
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

- (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,

- (h) establish and maintain governance and organizational structures that promote student well-being and success, and monitor and evaluate their effectiveness,
- (l) comply with all applicable Acts and regulations,

### [Board Policy 1: Vision, Mission and Values](#)

#### VISION

Sturgeon Public School Division: where, through a well-rounded education, students are motivated and supported to pursue their unique path to future success.

#### 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.

### [Board Policy 2: Role of the Board](#)

As elected representatives of the community, the Board of Trustees is held accountable through the Education Act. The Board provides overall direction and leadership to the Division. The Board is a corporate entity and exercises its authority through a democratic process and always models a culture of respect and integrity.

### [Board Policy 11: 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.

### [Board Policy 19: Welcoming Inclusive, Safe and Healthy Environments](#)

The Board believes that all members of the school community, including students, staff members, and community members, have the right to learn, work and volunteer in environments that respect: equity, diversity, inclusion, and human rights. Such environments create the conditions where everyone can prosper.

### [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 August 27, 2025, Public Board meeting.

**Attachment(s) and/or link(s):**

1. AP231: At Home Learning - New
2. AP305: Emergency Preparedness Response Plan - Tracked Changes
3. AP306: Emergency Health Issues Response - New
4. AP520: Student Records Management - Tracked Changes
5. AP711: Welcoming, Caring, Respectful, Inclusive, Safe and Healthy Environments - Tracked Changes
6. AP712: Sexual Orientation and Gender Identities - Rewrite & Current
7. AP716: Comprehensive School Health - Tracked Changes
8. AP825: CALM/Health Human Sexuality - Tracked Changes
9. AP830: Controversial Issues in Education - Tracked Changes
10. AP832: Learning Materials Selection - New
11. AP835: Challenge of Learning Resources - Tracked Changes
12. AP901: Student Conduct - Tracked Changes
13. AP920: Extra-Curricular Athletics - New

# 231: At Home Learning

**Responsible Administrator: Superintendent**

## PURPOSE

The Division will provide at-home learning for students when circumstances necessitate such action. At-home learning is a temporary measure, directed by the Superintendent and is not intended to replace or serve as a permanent alternative to in-person learning.

## DEFINITION

**At-home learning** means teacher-directed education programming provided by a Board to a student on a temporary basis at the student's residence or at a location other than the student's regularly attended school.

## PROCEDURE

1. The Superintendent will strictly limit the at-home learning option for students. This limitation ensures alignment with the Division's Emergency Preparedness and Health Response procedures, including Administrative Procedure 305 Emergency Preparedness Response Plan and Administrative Procedure 306 Emergency Health Issues Response.

- 1.1 Factors considered when determining whether at-home learning is required include the safety of school facilities, safety of students, directives from public health or emergency authorities, equitable access to learning for all students and the availability of necessary technology and programming.

2. The Superintendent will ensure an in-person learning option is available for all students in grades 1-12 if temporary shifts to at-home learning within the Division occur. Where a student's regular school facility is unavailable, the Division will explore options such as other Division schools or approved community facilities to ensure continued in-person learning opportunities.

- 2.1 Exemptions to this requirement may occur for a period of up to three days through a notification to the Minister of Education by the Superintendent.
- 2.2 An exemption for a period of longer than three days may occur on a request to the Minister by the Superintendent and a subsequent Ministerial Order.

3. The Superintendent will make reasonable efforts to enable each student to continue with the same courses and education program that the student is enrolled in as of the date at-home learning begins. At-home learning will ensure students receive the required hours of instruction, have attendance monitored and are supported in participating in provincial assessments, with appropriate supervision and evaluation of student progress. The Division will also make reasonable efforts to

support students who may face barriers to at-home learning, including access to technology, language supports and specialized programming.

**References:**

Policy 17: [Inclement Weather](#)

Admin Procedure: [245 Health and Safety](#)

Admin Procedure: [255 Inclement Weather and Outdoor Air Quality Decisions for Schools](#)

Admin Procedure: [305 SPS Emergency Preparedness Response Plan](#)

Admin Procedure: 306 Emergency Health Issues Response

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Section 3, 3.1, 11, 33, 52, 53, 196, 197, 222 Education Act

Emergency Management Act

Emergency Medical Aid Act

Access to Information Act (ATIA)

Health Information Act

Occupational Health and Safety Act

Public Health Act

Communicable Disease Regulation (AR 238/85)

In-Person Learning Regulation (AR13/2025)

Alberta Fire Code

**History**

2025 August 27 Approved

# 305: ~~SPS~~Emergency Preparedness Response Plan

**Responsible Administrator: Superintendent**

## **PURPOSE**

Sturgeon Public Schools recognizes its responsibility to take reasonable measures to ensure the safety and welfare of students and staff in the event of emergency circumstances.

The ~~SPS~~Emergency Preparedness Response Plan works in conjunction with other local emergency agencies. Individual school plans, along with the Division Plan, are reviewed annually and after an emergency occurs.

There is an on-site, School Emergency Response Team (SERT) at each SPS school, along with a Division-based Administrative Command Team (ACT) that provides support and aid to schools at the time of an emergency. All Division staff are regularly trained on emergency protocols and drills are practiced at each school.

Standardized protocols and procedures provide the basis for response, however, the way in which the Division responds to an emergency is greatly influenced by the specifics of the incident.

The Division collaborates closely with local emergency personnel to ensure plans are coordinated with appropriate agencies. The Division's plans do not replace the authority of law enforcement, fire or EMS. All Division staff work in full co-operation with these agencies.

This procedure works in coordination with Administrative Procedure 306 Emergency Health Issues Response and Administrative Procedure 231 At Home Learning to ensure safety, health, and continuity of education during emergencies.

## **PROCESS**

- The Superintendent or Emergency Operations Center (EOC) Director is responsible for the process of maintaining guidelines for the Sturgeon Public Schools Emergency Preparedness Response Plan.
- The Superintendent or Information Officer is responsible for coordinating all communications with the media during emergency situations.
- The Incident Commander (most responsible person in emergency circumstances) for a school is the Principal and for Central Office is the Superintendent or Emergency Operations Center (EOC) Director.

- The school principal's responsibility in emergencies is to act in a reasonable manner and with full regard for the safety and well-being of all students.

## **PROCEDURE**

1. Central Office will maintain a division Emergency Preparedness Response Plan, which schools will use to respond appropriately to emergency circumstances.
  - 1.1 Central Office will maintain a division Administrative Command Team (ACT) and schools will maintain a site-based School Emergency Response Team (SERT).
  - 1.2 The division Administrative Command Team (ACT) provides support to individual schools during emergency situations.
  - 1.3 The site-based School Emergency Response Team (SERT) responds to emergency situations according to the protocols as developed in the Emergency Preparedness Response Plans.
2. All Division employees are to be knowledgeable about the Division's Emergency Preparedness Response Plan and shall fulfill their duties accordingly.
3. The Principal and the Superintendent or EOC Director are responsible for reviewing division and school Emergency Preparedness Response Plans with all employees each school year.
4. In an emergency situation, the Principal and the Superintendent or designate will follow the procedures as outlined in the Sturgeon Public Schools Emergency Preparedness Response Plan.
  - 4.1 In the case of a significant health outbreak, the Principal and Superintendent or designate shall follow the procedures outlined in AP 306 Emergency Health Issues Response. If a temporary shift to at-home learning is required, AP 231 At Home Learning shall apply.
5. Under certain emergency circumstances, a Principal may close a school following consultation with the Superintendent.
6. During severe weather conditions:
  - 6.1 It is expected that staff shall report for duty.
  - 6.2 Staff shall accept all students that arrive at school.
  - 6.3 If the Superintendent or designate suspends school bus transportation services, teachers will not conduct examinations, nor introduce new curriculum.
  - 6.4 Parents bringing their children to school on days the school bus does not operate, shall be responsible for picking up their children at the end of the school day or making other arrangements.



- 6.5 Absences by students for transportation challenges that include bus failure, decision of a contractor not to operate, or suspension of transportation services by the Superintendent or designate, shall be deemed excusable, and shall also not affect the granting of credit in high school courses.
7. The Principal and the Superintendent or designate shall:
- 7.1 Coordinate professional development activities to support the Emergency Preparedness Response Plan.
  - 7.2 Follow the procedures for the proper documentation of incidents.
  - 7.3 Follow procedures for coordinating municipal services in the event of an emergency.
  - 7.4 Follow the communication plan for employees, media, parents, students and the public, **ensuring alignment with protocols in Administrative Procedure 306 for health-related emergencies.**
  - 7.5 Ensure that the emergency supply list is maintained as outlined in the Division Emergency Preparedness Response Plan.
  - 7.6 **Ensure continuity of student learning in the event of extended school closures or disruptions, in accordance with Administrative Procedure 231 At Home Learning.**
8. The Principal shall:
- 8.1 Conduct training and drills to help better prepare students and staff for possible emergency situations.
  - 8.2 Conduct drills throughout the year to rehearse emergency procedures ~~(refer to AP245 Health and Safety)~~(refer to Administrative Procedure 245 Health and Safety).
    - 8.2.1 Each school shall perform a lockdown at least two times each year.
    - 8.2.2 Each school shall perform six fire drills each year.
  - 8.3 Include a copy of the *Sturgeon Public Schools Emergency Preparedness Program Guide for Students, Parents and Guardians* in their school newsletter and share with School Council no later than November 1st of each school year.

#### **References:**

Policy 17: Inclement Weather

Admin Procedure: 231 At Home Learning

Admin Procedure: 245 Health and Safety

Admin Procedure: 255 Inclement Weather and Outdoor Air Quality Decisions for Schools

Admin Procedure: 306 Emergency Health Issues Response

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Alberta Fire Code

**History**

2020 Jan 29 Initial Approval

2022 Feb 7 Amended

2024 Sep 23 Amended

2025 Aug 27 Amended

# **306: Emergency Health Issues Response**

**Responsible Administrator: Superintendent**

## **PURPOSE**

The Division, in cooperation with the provincial government and Alberta Health Services, supports efforts to minimize emergency health issues and their disruption to the operational activities of the Division. The administrators and staff are expected to ensure the most effective and efficient use of resources for the maximum benefit and protection of students, staff and facilities.

## **PROCEDURE**

1. In the event that Alberta Health Services identifies evidence of a significant health issue outbreak in the region, the Superintendent has the authority to make final decisions regarding crisis response, as guided by Administrative Procedure 305 SPS Emergency Preparedness Response Plan.
  - 1.1. When a state of emergency is declared by a Ministry of the Alberta Government, the particular ministry will have such authority.
2. The Superintendent will communicate a standard set of response protocols in a Crisis Response Plan for dealing with significant health issues to ensure that members of administration and staffs are familiar with roles and processes in the event of an outbreak. The Crisis Response Plan must align with Administrative Procedure 305 Emergency Preparedness Response Plan and Administrative Procedure 231 At Home Learning to ensure both safety and continuity of student education.
3. Every student has a right to education during emergencies declared under the Public Health Act or the Emergency Management Act as in clause 1.1 above.
  - 3.1. The Superintendent must ensure that students are provided either in-person learning or at-home learning in accordance with Administrative Procedure 231 At Home Learning and relevant Regulations and Orders.
  - 3.2. The Principal must ensure parental notification and consent is obtained for students under the age of 16. For students aged 16 or older, both the student's consent and parental notification are required for any Board-established health measures that apply directly to the student.
  - 3.3. Clause 3.2 does not apply to any health measure specifically exempted by Order of the Minister.
4. In accordance with directives emanating from federal and provincial authorities and the consequent circumstances that may prevail, the Superintendent may temporarily suspend the Division's current practices and operating guidelines.

**References:****Policy 17: Inclement Weather**

Admin Procedure: 231 At Home Learning

Admin Procedure: [245 Health and Safety](#)

Admin Procedure: [255 Inclement Weather and Outdoor Air Quality Decisions for Schools](#)

Admin Procedure: [305 SPS Emergency Preparedness Response Plan](#)

Hour Zero Crisis Consulting Ltd.

Section 3, 3.1, 11, 33, 52, 53, 196, 197, 222 Education Act

Emergency Management Act

Emergency Medical Aid Act

Access to Information Act (ATIA)

Health Information Act

Occupational Health and Safety Act

Public Health Act

Communicable Disease Regulation (AR 238/85)

In-Person Learning Regulation (AR13/2025)

Alberta Fire Code

**History**

2025 August 27 Approved

# 520: Student Records Management

## Responsible Administrators:

Deputy Superintendent Education Services  
Associate Superintendent Corporate Services

## PURPOSE

The Education Act directs that the Board ensure that a system of recording information is in place for each student enrolled in its schools.

A Student Record shall be established and maintained at the highest standard of integrity. It must be treated as confidential to the student, the parent/legal guardian, and to The Sturgeon Public School Division staff and shall be used to promote the educational welfare of students.

## PROCESS

The Deputy Superintendent Education Services and the Associate Superintendent Corporate Services are responsible for maintaining this Administrative Procedure and ensuring that the policies and procedures established by the Board relating to Student Records comply with the Student Record Regulation and the ~~Freedom of Information and Protection of Privacy Act (FOIP)~~ *Access to Information Act (ATIA)*.

## PROCEDURE

1. For the purpose of this Administrative Procedure:
  - 1.1 An independent student means a student who is:
    - 1.1.1 18 years of age or older; or
    - 1.1.2 16 years of age or older; and
      - 1.1.2.1 who is living independently as determined by the Board in accordance with section 6 of the *Education Act*; or
      - 1.1.2.2 party to an agreement under the *Child, Youth and Family Enhancement Act*, section 57.2.
  - 1.2 Parent, unless otherwise specified, means in respect of a student or a child enrolled in an early childhood services program. Subject to subsection 1.2.6:
    - 1.2.1 the guardian as set out in section 20 of the Family Law Act;
    - 1.2.2 the guardian appointed under Part 1, Division 5 of the Child, Youth and Family Enhancement Act, if the guardian notifies the Board in writing of the guardian's appointment; or
    - 1.2.3 the guardian appointed under section 22 or 23 of the Family Law Act, if the guardian notifies the Board in writing of the guardian's appointment;
    - 1.2.4 notwithstanding subsection 1.2.1, 1.2.2 and 1.2.3, the guardian of a student appointed under:

- 1.2.4.1 a temporary or permanent guardianship order under section 31 or 34 of the Child, Youth and Family Enhancement Act;
- 1.2.4.2 a permanent guardianship agreement under section 11 of the Child, Youth and Family Enhancement Act; or
- 1.2.4.3 a private guardianship order under section 56 of the *Child, Youth and Family Enhancement Act*, if the guardian notifies the Board in writing of the guardian's appointment; or
- 1.2.5 notwithstanding subsection 1.2.1, 1.2.2, 1.2.3 and 1.2.4, the Minister of Justice and Solicitor General, if the student is in custody under the Corrections Act, the Corrections and Conditional Release Act (Canada), or the Youth Criminal Justice Act (Canada); and
- 1.2.6 the authority of a guardian to act under the Education Act is subject to any limitation imposed by law on the authority of the guardian, and where a person claims to be a parent or guardian or claims the existence of any limitation on the authority of a parent or guardian, the onus is on that person to provide proof of the claim.

2. Student means a person who is:

- 2.1 enrolled in a school; or
- 2.2 required by the *Education Act* to attend school but does not include a child younger than six (6) years of age who is enrolled in an early childhood services program.

3. Administration of Security

- 3.1 The Deputy Superintendent Education Services is responsible for record maintenance, security, and access to Student Records at the system level.
- 3.2 The school principal is responsible for record maintenance, security, and access to Student Records at the school level; and
- 3.3 All reasonable efforts must be taken to ensure that Student Records and Confidential Records are kept secure and confidential.
- 3.4 Files and other paper records must be kept in locked containers or in rooms that are not freely accessible to those who have neither a custodial responsibility nor a requirement for the performance of their duties; and
- 3.5 Electronic Student Records must be protected using access controls, including security levels, passwords, and other controls and procedures established by the Deputy Superintendent Education Services and school principals or their designate.

4. Types of Records

4.1 Student Record

- 4.1.1 A record is maintained for each student or child in the school in which that student is enrolled. It shall contain all information that is directly

useful in facilitating the student or child's education and shall contain all information required in *Education Act, Student Record Regulation*;

4.1.2 The school principal or designate is responsible for establishing a Student Record for each student upon the student's initial registration at Sturgeon Public Schools; and

4.1.3 The school principal or designate is responsible for updating Student Records annually.

#### 4.2 Confidential Record

4.2.1 A Confidential Record is a record kept separate from the Student Record and it contains information of a sensitive nature, the disclosure of which, in the opinion of the Superintendent, would clearly be injurious to the student or child; and

4.2.2 Retention and storage of Confidential Records must adhere to the standards of the professional regulatory body which guides the record keeper ie: Social Work, Psychology. Counselling notes created by teaching staff and others not governed by another professional regulation, should be kept for a minimum period of one (1) full school year following the last supports provided to the student, with record destruction in June. Reports or materials placed in confidential files shall be stamped "Confidential" and must be stored in a locked container. The Student Record will indicate the existence of a Confidential Record.

### 5. Information included in Student Record

5.1 The Student Record for a student or child must contain all information affecting the decisions made about the education of the student or child that is collected and maintained by a Board, regardless of the manner in which the Student Record is maintained or stored, including:

5.1.1 the student's or child's name;

5.1.1.1 as registered under the Vital Statistics Act if the student or child was born in Alberta;

5.1.1.2 as registered under the applicable legislation of the province or territory in which the student or child was born, if the student or child was born in a province or territory of Canada other than Alberta; or

5.1.1.3 as shown on the documents under which the student or child was lawfully admitted to Canada, if the student or child was born outside of Canada and any other surnames by which the student or child is known.

5.1.2 the student identification number assigned to the student by the Minister and any student identification number assigned to the student or child by The Sturgeon Public School Division;

5.1.3 the name of the student's or child's parent or guardian;

- 5.1.4 proof of guardianship of the student or child and any documents evidencing limits on the guardianship of the student or child;
- 5.1.5 the birth date of the student or child;
- 5.1.6 the gender of the student or child;
- 5.1.7 the addresses, email addresses and telephone numbers of the student or child and of the student's or child's parent or guardian;
- 5.1.8 the name of the resident Board of the student;
- 5.1.9 the citizenship of the student or child and, if the student or child is not a Canadian citizen, the type of document pursuant to which the student or child is lawfully entitled to remain in Canada, and the expiry date of that document;
- 5.1.10 the names of all schools attended by the student or child in Alberta and the dates of enrolment, if known except for the names of any schools in respect of which including the name of the school would be contrary to subsection 71.4;
- 5.1.11 an annual summary, or a summary at the end of each semester, of the student's or child's achievement or progress in the courses and programs in which the student is enrolled;
- 5.1.12 the results obtained by the student or child on any:
  - 5.1.12.1 provincial assessment under a program established by the Minister;
  - 5.1.12.2 diagnostic test; and
  - 5.1.12.3 standardized tests, under any testing program to all or a large portion of the students or children or to a specific grade level of students.
- 5.1.13 any accommodation or exemption in respect of a provincial assessment under a program established by the Minister;
- 5.1.14 in relation to any formal intellectual, behavioral or emotional assessment or evaluation administered individually to the student or child;
  - 5.1.14.1 the name of the assessment or evaluation, a summary of the results of the assessment or evaluation, the date of the assessment or evaluation, the name of the individual who administered the assessment or evaluation; any interpretive report relating to the assessment or evaluation, and any action taken as program planning as a result of the assessment, evaluation or interpretive report, including, without limitation, the provision of specialized supports or services.
- 5.1.15 in relation to any formal intellectual, behavioral or emotional assessment or evaluation requested by the student's or child's parent or guardian and administered to the student or child by an independent party;
  - 5.1.15.1 the name of the assessment or evaluation, a summary of the results of the assessment or evaluation, the date of the assessment or evaluation, the name of the individual who administered the assessment or evaluation; any interpretive report



relating to the assessment or evaluation, and any action taken as program planning as a result of the assessment, evaluation or interpretive report, including, without limitation, the provision of specialized supports or services.

- 5.1.16 any health information that the parent or guardian of the student or child or the student wishes to be placed on the Student Record;
- 5.1.17 an annual summary of the student's or child's school attendance;
- 5.1.18 information about any suspension of more than one day or expulsion relating to the student or the student's rights pursuant to the *Education Act*, must be:
  - 5.1.18.1 retained in the Student Record for a student; and
  - 5.1.18.2 be removed from the Student Record for a student not later than three (3) years after the date on which the suspension or expulsion began.
- 5.1.19 if the parent or guardian of the student or child has the right to have the student or child receive primary and secondary school instruction in the French language under section 23 of the Canadian Charter of Rights and Freedoms, a notation to indicate that and a notation to indicate whether the parent or guardian wishes to exercise that right;
- 5.1.20 if the parent or guardian of the student or child or the student or child wishes to provide information that the student is of aboriginal ancestry, a notation indicating whether the student or child is Status Indian/First Nations, Non-Status Indian/First Nations, Métis or Inuit; and
- 5.1.21 if an individualized program plan is specifically devised for a student or child for a school year, the plan and any amendments to the plan must be placed on the Student Record of that student or child in addition to summaries of all individualized program plans for previous school years for that student or child.
  - 5.1.21.1 Principals shall use discretion in determining whether sensitive or confidential information not explicitly required should be included in the Student Record.
- 5.1.22 Notification and Consent for Gender-Related Preferred Name or Pronoun Changes
  - 5.1.22.1 When a student aged 15 and under requests to be referred to by a gender-related preferred name or pronouns, the Principal shall notify the student's parent(s) immediately and seek parental consent. If the parent does not consent, the school shall not use the new preferred name or pronouns when referring to the student in school.
  - 5.1.22.2 When a student aged 16 or 17 makes such a request, the Principal shall notify the student's parent(s) immediately (consent is not required).

5.1.22.3 If the Principal reasonably believes that notifying parents could result in harm to the student—or if the student requests it—the student shall receive appropriate support or counselling prior to notification.

5.1.22.4 Form 520-1: Parent or Legal Guardian Approval for Preferred Names and Pronouns shall be used to document parental consent or notification under this section.

5.2 Each year that a student or child is enrolled in a school operated by The Sturgeon Public School Division, the principal or designate must ensure that:

5.2.1 information included in the Student Record, subsection 5.1 must be updated in the Student Record for the student or child annually; and

5.2.2 any information to which subsection 5.1.18.2 applies is removed from the Student Record for the student or child annually.

5.2.3 The Principal shall ensure the Student Record is reviewed annually for completeness and accuracy.

6. The Sturgeon Public School Division will require a student's or child's parent/guardian or an independent student to provide an acceptable, legible copy of:

6.1 the student's or child's Birth Certificate, and, if applicable, Change of Name Certificate, if the student or child was born in Canada; or

6.2 another official document acceptable to the Division, referred to in subsection 5.1.1.3, if the student or child was born outside Canada; and

6.3 the student's or child's Canadian Citizenship Certificate or the document pursuant to which the student or child is lawfully admitted to Canada for permanent or temporary residence.

7. The Student Record for a student or child maintained or retained by The Sturgeon Public School Division must not include:

7.1 any information contained in:

7.1.1 notes and observations prepared by and for the exclusive use of a teacher, teacher assistant, counsellor or principal that are not used in program placement decisions; and

7.1.2 a report or an investigation record relating to the student or child under the Child, Youth and Family Enhancement Act; or

7.1.3 counselling records relating to the student or child that are or may be personal, sensitive, or embarrassing to the student, unless subsection 8 applies; or

7.1.4 any information that identifies a student as a young person as defined in the Youth Justice Act or the Youth Criminal Justice Act (Canada) and all information relating to that student in that capacity.

8. The Sturgeon Public School Division may include in a Student Record any information referred to in subsection 7.1.3 if, in the Board's opinion, inclusion of the information in the Student Record would be:
  - 8.1 in the public interest; or
  - 8.2 necessary to ensure the safety of students or children and staff.
9. The Division will exclude from a Student Record a test instrument or any part of it relating to a test, examination, assessment or evaluation referred to in subsection 5.1.12, 5.1.14 or 5.1.15, but if there is an appeal relating to the test, examination, assessment or evaluation or an evaluation of a student or child in respect of the test, examination, assessment, or evaluation, the persons referred to under section 56(3) of the *Education Act* may review the test instrument as if it were part of the Student Record.
10. Access to Student Records
  - 10.1 The Deputy Superintendent Education Services or the school principal shall ensure that the persons who, under section 56 of the *Education Act*, are entitled to review the Student Record of a student or child are informed that they are entitled to review the Student Record;
    - 10.1.1 The following persons may review the Student Record maintained in respect of a student or child enrolled in an early childhood services program:
      - 10.1.1.1 the student;
      - 10.1.1.2 the student's parent or guardian, except where the student is an independent student; or
      - 10.1.1.3 the parent or guardian of a child enrolled in an early childhood services program.
  - 10.2 The Associate Superintendent Corporate Services, or the school principal, must ensure that the contents of a Student Record are disclosed;
    - 10.2.1 in accordance with the ~~*Freedom of Information and Protection of Privacy Act (FOIP)*~~ *Access to Information Act (ATIA)*;
    - 10.2.2 in accordance with sections 56 and 70 of the *Education Act*;
    - 10.2.3 to an employee of The Sturgeon Public School Division, if the information in the Student Record is necessary for the performance of the duties of the employee;
    - 10.2.4 to the Minister of Education if the information is necessary for the performance of the duties of the Minister;
    - 10.2.5 with proof of identity to:
      - 10.2.5.1 the parent/guardian in the case of a child or a student who is under 16 years of age, or
      - 10.2.5.2 the student or the parent/guardian in the case of a student is 16 years of age or older.

- 10.2.6 to the Department of Justice and Solicitor General or its designate when requested by the Department or its designate;
- 10.2.7 to a Medical Officer of Health (MOH) as defined in the Public Health Act or their designate, at their written request, for the purpose of contacting a parent or guardian of a student, or contacting an independent student, respecting voluntary health programs, including immunization, hearing, vision, speech and dental health programs, and for the purpose of communicable disease control;
  - 10.2.7.1 a student's name, address, postal code, date of birth, gender, grade level and school; and
  - 10.2.7.2 the name, address, postal code, telephone number and electronic address;
    - 10.2.7.2.1 of parent or guardian of a student other than an independent student, or
    - 10.2.7.2.2 of an independent student; and
    - 10.2.7.2.3 any other information prescribed in the regulations.
- 10.2.8 to a Child Welfare Worker at their written request, subject to the Child, Youth and Family Enhancement Act and the workers presentation of picture identification containing their employee number;
- 10.2.9 to a school in accordance with the provisions for transfer of a Student Record in subsection 13 of this Administrative Procedure;
- 10.2.10 in accordance with any other regulation under the Act, or
- 10.2.11 upon request from either a Francophone regional authority or the Minister of Education for the purpose of disclosing information to a Francophone regional authority, disclose the name, address, date of birth, gender and school of a student or child whose parent or guardian has been noted under subsection 5.1.19, as having a right to have the student or child receive primary and secondary school instruction in the French Language under section 23 of the *Canadian Charter of Rights and Freedoms* and the name address and telephone number of the student's or child's parent or guardian.

## 11. Procedure for access to Student Records

- 11.1 Before access is given to a Student Record, the record must be reviewed by the school principal or designate, in accordance with the ~~Freedom of Information and Protection of Privacy Act (FOIP)~~ **Access to Information Act (ATIA)**, to ensure that there is no reference to, or personal information of others, included in the Student Record;
- 11.2 Information about a student that is excluded from the Student Record under subsection 5 of this Administrative Procedure may be requested under ~~FOIP~~**(ATIA)**;

- 11.3 Persons who are entitled to examine the contents of a Student Record may do so on an appointment basis. The appointment can be made at the location where the record is housed or at another suitable place in the presence of the Deputy Superintendent Education Services, school principal or their designate;
- 11.4 When a Student Record contains information, a test result or an evaluation or information administered by an employee or an agent of the Division who has relevant recognized expertise or training in the subject area, arrangements must be made as soon as possible for the employee, agent or a suitable alternate to be available for the purpose of providing an explanation and interpretation of its contents; and
- 11.5 When a record contains information prepared by a person who is not an employee or agent of the Division, the person who wishes to review, or has reviewed, the record must be referred to the originator of the information for an explanation and interpretation of its contents.
- 11.6 A request for a copy of a Student Record by an individual or agency other than a school to which the student has newly transferred must:
- 11.6.1 be in writing, include the identity of the individual or agency making the request and include *a signature*; and
  - 11.6.2 *identify* what part of the record is to be released. In the event of a request for a paper copy of the Student Record, a cost recovery copying fee will apply.

## 12. Transfer of The Sturgeon Public School Division Student Records

- 12.1 Parental consent is not required to transfer The Sturgeon Public School Division Student Records;
- 12.2 If a student transfers from the Division to another school in Alberta:
- 12.2.1 the principal or designate of the school from which the student or child transfers may disclose the Student Record for the student or child containing the information referred to in subsection 5.1 to the receiving school; and
  - 12.2.2 the school to which the student or child transfers may collect the Student Record for the student or child containing the information referred to in subsection 5.1.
- 12.3 If the Student Record for a student or child who transfers from a school in Alberta to another school in Alberta is not in electronic form, the Board from which the student or child transfers must, on receipt of a written request from the school to which the student or child transfers, send the original Student Record for the student or child containing the information referred to in subsection 5.1;
- 12.4 If a student or child transfers from the Division to a school outside Alberta, the Deputy Superintendent Education Services or designate must:
- 12.4.1 send a copy of the student record for the student or child containing the information referred to in section 5.1; and

12.4.2 keep the original digital record for at least seven (7) years after the date the student could be expected to have completed grade 12, if the student had not transferred from the school. 12.5 Additional documentation may be required for transfer of Student Records outside of Alberta or Canada.

### 13. Maintenance and storage of Inactive Student Records

13.1 Inactive Student Records will be centrally stored in the Division Central Office and will be maintained in accordance with record retention guidelines, pursuant to the *Education Act Student Record Regulation*.

### 14. Retention of Student Record

14.1 The Sturgeon Public School Division must retain the Student Record for a student or child containing the information referred to in subsection 5.1 for seven (7) years after the student or child ceases to attend a school operated by the Division or until the Student Record has been provided in accordance with subsection 12; and

14.2 If a student or child transfers from a school in Alberta to a school outside Alberta, The Sturgeon Public School Division must retain the Student Record for the student or child containing the information referred to in subsection 5.1 for seven (7) years after the date the student or child would have been expected to have completed grade 12 had the student or child not transferred from the school.

### 15. Compliance

15.1 The Sturgeon Public School Division delegates the Deputy Superintendent Education Services to be responsible for ensuring that the policies and Administrative Procedures established by the Board relating:

15.1.1 to Student Records subsection 5; and

15.1.2 to information referred to in subsection 7; comply with this Administrative Procedure, the *Education Act*, the *Student Record Regulation* and the ~~*Freedom of Information and Protection of Privacy Act (FOIP)*~~ *Access to Information Act (ATIA)*.

### References:

*Administrative Procedure 300: Security of Personal and Division Information*

*AP520 Exhibit 1 - Parent or Legal Guardian Approval Form for Preferred Names and Pronouns*

*Education Act Sections: 1(1), (2), (3), 6, 42, 43, 56, 65, 70, 201*

*Education Act Student Record Regulation*

*Provincial Assessment Directive*

*Canadian Charter of Rights and Freedoms Section 23*

*Child, Youth and Family Enhancement Act*

*Corrections Act*

*Corrections and Conditional Release Act*

*Family Law Act*

~~*Freedom of Information and Protection of Privacy Act (FOIP)*~~

*Access to Information Act (ATIA)*

~~*Freedom of Information and Protection of Privacy Regulation*~~

*Access to Information Act Regulation 133/2025*

*Public Health Act*

*Vital Statistics Act*

*Youth Justice Act*

*Youth Criminal Justice Act*

## **History**

2020 Jan 29 Initial Approval

2021 Aug 27 Amended

2024 Jun 19 Reviewed

2025 Aug 27 Amended

# 711: Welcoming, Caring, Respectful, Inclusive, Safe and Healthy Environments

**Responsible Administrator: Deputy Superintendent, Education Services**

## **PURPOSE**

The Division is committed to establishing and maintaining a welcoming, caring, respectful, inclusive, equitable, safe and healthy learning and working environment that respects diversity and fosters a sense of belonging. This Administrative Procedure fulfills the Board's obligations under the Education Act, the Alberta Human Rights Act and other applicable legislation.

~~The Board believes in the importance of, and is committed to, establishing and maintaining a welcoming, inclusive, equitable, safe and healthy environment for all students, staff, and members of the school community.~~

All members of the school community, including students, staff members and community members, have the right to learn, work, participate in school-related activities and volunteer in environments that respect: equity, diversity, inclusion and human rights. Such environments create the conditions where everyone can prosper.

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.

The Division is committed to providing environments that support the positive mental health of students and staff and reflect research informed practices related to trauma sensitivity and strength-based approaches to teaching and learning.

It is the collective responsibility of all those involved with the Division to create and maintain positive cultures in our schools and workplaces. As such, the Division is committed to providing environments free from harassment, bullying, discrimination and violence.~~The Board believes that everyone has the right to learn and work in an environment that respects diversity and promotes equity, inclusion and human rights.~~

~~The Board believes that all members of a school community share the responsibility to foster respect for diversity and promote equity, inclusion and human rights.~~

## **PROCESS**

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

## **PROCEDURE**

### **Definitions**



Bullying: repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more individuals in the school community, including psychological harm or harm to an individual's reputation.

Discrimination: negative differential treatment of a person or group on the basis of race, religious beliefs, colour, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, sexual orientation, gender identity or gender expression.

Inclusion: is based on the principles of acceptance and welcoming of all students. Students see themselves reflected in their studies, their physical surroundings, and the broader environment, in which all individuals are honoured and diversity is respected.

Intimidation: intentional behaviour which knowingly or should be reasonably known to cause fear of injury or harm.

School Community: students enrolled in the school and their parents/guardians; children enrolled in an Early Childhood Services program at the school and their parents/guardians; the school staff; and other persons who have an interest in the school.

**Principals shall:**

- ensure all staff members share responsibility for proactively creating and maintaining welcoming, **caring, respectful**, inclusive, equitable, safe and healthy learning environments that acknowledge and promote understanding, respect and the recognition of the diversity, equity, inclusion and human rights of all students and families within the school community;
- ensure all members of the school community are aware of the expectation to model respectful conduct, inclusive behaviour and an understanding and appreciation for diversity, equity and human rights;
- provide equity of opportunity, and access to programs, services, and resources to support all students in realizing their full potential;
- ~~support~~**immediately grant permission for student organizations and student-led activities that promote equality and non-discrimination, including but not limited to: Gay–Straight Alliances (GSAs), Queer–Straight Alliances (QSAs), Diversity clubs, Anti-racism clubs and Anti-bullying clubs**~~the establishment of a student organization or the holding of an activity at the school;~~
  - When an external organization or party is invited to present to a GSA, QSA, or other student club on topics relating primarily and explicitly to gender identity, sexual orientation, or human sexuality, the organization

and its materials shall require prior approval by the Minister of Education in accordance with the Education Act.

- a reasonable time from the date the principal receives the request, designate a staff member to serve as a staff liaison;
- inform students of their right to select a respectful and inclusive name for the organization or activity, including the name Gay Straight Alliance or Queer Straight Alliance, after consulting with the Principal;
- be responsible for ensuring that any notification of a student organization or activity is limited to the fact of the establishment of the organization or holding of the activity;
- immediately inform the Deputy Superintendent if no staff member is available to serve as a staff liaison;
  - The Superintendent shall communicate with the Minister should a staff member not be available to serve as a staff liaison.
- receive, investigate, report on and respond to inappropriate behaviour and actions, such as discrimination, intimidation or bullying, whether they occur in person or in digital form, on or off school property;
- create a clear reporting and investigative process and a safe environment for students, parents/guardians, staff and members of the school community to bring concerns forward in a timely manner;
- provide information about these processes, including, if appropriate, supports and strategies to resolve complaints;
- establish and maintain a written student code of conduct;
- hold everyone under their authority accountable for their behaviour and actions such as discrimination, intimidation or bullying; and work with staff, students and families to provide supports and resolve issues and concerns in a timely fashion.

**Teachers shall:**

- help all students work to their full potential and develop their sense of self-worth;
- assist students to be empathetic leaders in their classroom, school and community by building positive social, leadership and resiliency skills;

- maintain standards of behaviour for all students to contribute to a positive school climate; and
- communicate regularly and meaningfully with parents/guardians and report incidents of discrimination, intimidation and bullying, to administration and assist administration when conducting an investigation into such incidents.

Students and families play an important role in creating and maintaining welcoming, caring, respectful, **inclusive**, safe and **healthy inclusive** learning environments.

Students, parents and guardians have the responsibility to meet the expectations as outlined in Policy **21900** - Student Conduct and Discipline and Administrative Procedure **9001** - Student Conduct.

### **References:**

*Board Policy 1: Vision, Mission and Values*

*Board Policy 19: Welcoming Inclusive, Safe and Healthy Environments*

*Board Policy 20: Sexual Orientation and Gender Identities*

*Board Policy **21900**: Student Conduct and Discipline*

**Administrative Procedure 831: Religious Education and Instruction**

*Admin Procedure 717: Workplace Violence and Harassment*

*Admin Procedure **9001**: Student Conduct*

*The Education Act: Section 8, 16, 31, 32, 33, 35, 35.1, 36, 37, 41, 51, 52, 53*

*Canadian Charter of Rights and Freedoms*

*Alberta Human Rights Act*

**Access to Information Act (ATIA)**

**Access to Information Act Regulation 133/2025**

~~**Freedom of Information and Protection of Privacy Act**~~

**Occupational Health and Safety Act**

**Ministerial Order 030/2025**

### **History**

2020 Jan 29 Initial Approval

2022 Jun 22 Amended

2024 Feb 28 Amended

**2025 Aug 27 Amended**

# **712: Sexual Orientation, Gender Identity and Human Sexuality - Rewrite**

**Responsible Administrator: Deputy Superintendent Education Services**

## **PURPOSE**

Sturgeon Public Schools strives to ensure that all students and staff members are provided with a welcoming, caring, respectful, inclusive, equitable, safe and healthy working and learning environment that respects diversity and fosters a sense of belonging for all students and staff members. All students and staff members share responsibility for creating and maintaining a work environment that is free of discrimination and harassment. Complaints of discrimination and harassment based on sexual orientation and gender identity shall be promptly investigated and resolved as stated in Policy 20: Sexual Orientation and Gender Identities, Policy 21: Student Conduct and Discipline and AP717: Workplace Violence and Harassment.

Any language or behaviour that degrades, labels, stereotypes, incites hatred, prejudice, discrimination and harassment towards students, staff, or families based on their sexual orientation or gender identity will not be tolerated.

The Division will provide gender identity, sexual orientation and human sexuality instruction as mandated through the grades 4 through 6 Physical Health and Wellness Program, the grades 7 through 9 Health and Personal Life Skills Program and Senior High School Life Management (CALM 20 Course).

## **PROCESS**

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

## **PROCEDURE**

1. Schools shall ensure that the school student code of conduct references a prohibition of language or behaviour that degrades, labels, stereotypes, incites hatred, prejudice, discrimination or harassment.
2. The Principal shall:
  - 2.1 consult with staff, parents and students in the development of school based policies and practices that support the implementation of this Administrative Procedure;
  - 2.2 ensure all aspects of this Administrative Procedure are clearly and periodically communicated to all students, families and staff;
  - 2.3 ensure that students are informed of their ability to request support to establish or lead an activity or organization intended to promote an

- inclusive, equitable, safe and healthy environment that respects diversity and fosters a sense of belonging including but not limited to organizations such as gay-straight alliances, diversity clubs and anti-bullying clubs and that any refusal to establish such a request may be appealed to the Board of Trustees in accordance with Section 35.1 of the *Education Act*;
- 2.4 ensure staff members address and provide appropriate remedial consequences for all interactions involving the use of comments, behaviours and actions which are homophobic, transphobic, and sexist, whether they occur in person or in digital form, on or off school property;
  - 2.5 ensure staff members know their professional responsibility to identify discriminatory attitudes and behaviours and create inclusive, equitable, safe, healthy and respectful learning environments;
  - 2.6 ensure awareness and adherence to all Board Policies and Division Administrative Procedures with respect to diversity, equity, human rights, sexual orientation, gender identities, discrimination, prejudice and harassment;
  - 2.7 ensure staff review AP 832: Learning Materials Selection and utilize language, educational resources and approaches that enrich curriculum, foster inquiry, reflect diverse perspectives and are developmentally appropriate, in accordance with the Education Act, Ministerial Order 030/2025, and Division procedures.
  - 2.8 provide inclusive and respectful services and supports to sexual and gender minority students and families;
  - 2.9 ensure staff will not refer students to programs or services that attempt to change or repair a student's sexual orientation or gender identity;
  - 2.10 ensure staff work proactively to eliminate systemic inequities and barriers to learning for sexual and gender minority students and families;
  - 2.11 identify a staff member to serve as a safe contact for sexual and gender minority students;
  - 2.12 inform the school community about the location and availability of this safe contact resource person;
  - 2.13 ensure discriminatory behaviours and complaints will be taken seriously, documented and dealt with expeditiously;
  - 2.14 ensure that the school's Student Code of Conduct is consistent with legislation and Board Policy, is publicly available, reviewed annually, provided to all school staff, students and parents of the students of the school.
3. To assist all staff to become more knowledgeable about sexual and gender minority identities, cultures, and communities, schools will provide professional learning opportunities to assist all staff to acquire the knowledge, skills, attitudes, and appropriate teaching practices necessary to create - caring, welcoming, inclusive, equitable, safe, healthy and respectful schools.

#### **4. Gender Identity and Expression**

To support the safety, health, well-being and educational needs of students who identify as, or are perceived to be, gender minorities, staff shall adhere to the following recommended practices wherever possible and appropriate:

4.1 Names and Pronouns - If a student requests that a new preferred name or pronouns be used by teachers, teacher leaders and other school staff when referring to the student in the school:

4.1.1 In the case of a student who is under 16 years of age, notify the student's parent or guardian of the request and seek the parent's/guardian's consent for the use of the new preferred name when referring to the student in the school.

4.1.1.1 If the parent/guardian does not consent, a teacher, teacher leader or other school staff members shall not use the new preferred name or pronouns when referring to the student in school.

4.1.1.2 If notifying the student's parent or guardian or seeking the parent's/guardian's consent is reasonably expected to cause emotional or psychological harm to the student, or the student requests access to assistance, the school shall ensure that the student is provided with counselling or other assistance before notifying the student's parent or guardian.

4.1.2 In the case of a student who is 16 or 17 years of age, notify the student's parent of the request (consent is not required).

#### **5. Official Records and Communication**

Refer to Administrative Procedure 520: Student Records Management

#### **6. Athletics, Locker Room and Change Room Access and Accommodation**

6.1 All schools shall proactively review their student athletic policies to ensure they are inclusive of sexual and gender minority students. Transgender and transsexual students shall not be asked or required to have Physical Education outside of assigned class time, and shall, subject to the Fairness and Safety in Sport Regulation, be permitted to participate in gender-segregated activities. For female-only competitions, eligibility is restricted to students whose sex at birth is female, as confirmed under the Regulation. In all other gender-segregated or mixed competitions, students may participate in accordance with their consistently asserted gender identity.

6.2 All students shall, subject to safety considerations, have access to locker room facilities that correspond to their consistently asserted gender identity. In locker rooms that require undressing in front of others, students

who desire increased privacy, for any reason (e.g., medical, religious, cultural, gender identity, personal preference) shall be provided with accommodations that best meet their individual needs and privacy concerns.

6.3 All students and staff shall have access to the restroom that allows for appropriate privacy. Staff shall consistently demonstrate sensitivity to the needs and safety of all students with respect to restroom or locker room access. The Principal shall ensure that individual solutions to restroom access or locker room are implemented with respect and discretion.

6.4 The use of locker room facilities or restrooms by transgender and transsexual students shall be assessed on a case-by-case basis with the goals of maximizing the student's social integration, ensuring the student's safety and comfort, minimizing stigmatization and providing equal opportunity to participate fully in school programming. The decision with regard to use of locker rooms or restroom facilities shall be made in consultation with the transgender student.

6.5 In accordance with the Fairness and Safety in Sport Regulation, eligibility in female-only competitions may be confirmed at registration by written confirmation from the student (age 12+) or parent/guardian, and may be subject to a formal challenge procedure administered by the Division. Challenges must be in writing, will be reviewed promptly, and bad faith challenges may be sanctioned.

7. All students and staff have the right to dress in a manner consistent with their consistently asserted gender identity or gender expression and within the guidelines established by schools.

8. All students, regardless of their sexual orientation or gender identity, have the right to participate in all curricular and extra-curricular activities.

## **References**

[\*Board Policy 1: Vision, Mission and Values\*](#)

[\*Board Policy 19: Welcoming Inclusive, Safe and Healthy Environments\*](#)

[\*Board Policy 20: Sexual Orientation and Gender Identities\*](#)

[\*Board Policy 21: Student Conduct and Discipline\*](#)

[\*Administrative Procedure 717: Workplace Violence and Harassment\*](#)

[\*Administrative Procedure 920: Extra-Curricular Athletics\*](#)

*The Education Act: Section 3, 16, 35.1, 42*

*Canadian Charter of Rights and Freedoms*

*Alberta Human Rights Act*

[\*GSA's and QSA's in Alberta Schools: ATA\*](#)

[\*Access to Information Act \(ATIA\)\*](#)

*Access to Information Act Regulation 133/2025*

*Fairness and Safety in Sport Act*  
*Fairness and Safety in Sport Regulation (AR 124/2025)*  
*Guidelines for Best Practices: Alberta Government*

**History**

2020 Jan 29 Initial Approval  
2022 Jun 22 Amended  
2025 Aug 27 2025



# 712: Sexual Orientation and Gender Identities

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**Responsible Administrator: Deputy Superintendent Education Services**

## **PURPOSE**

The Board is committed to establishing and maintaining welcoming inclusive, equitable safe and healthy learning and working environments that respect diversity and foster a sense of belonging for all members of the school community. This includes students, staff, and families who identify or are perceived as two spirit, lesbian, gay, bisexual, transgender, transsexual, queer, gender fluid or questioning their sexual orientation, gender identity, or gender expression (2SLGBTQ+). The Board expects all members of this diverse community to be welcomed, respected, accepted, and supported in every school and workplace.

All members of the school community have the right to learn and work in an environment free of discrimination, prejudice, and harassment. This right is guaranteed under the *Canadian Charter of Rights and Freedoms*, *Alberta Human Rights Act*, and *Alberta Education Act*. These rights shall be supported and enforced so that all members of the school community may work together in an atmosphere of mutual respect and appreciation for individual differences. The Board will not tolerate harassment, bullying, intimidation, or discrimination of a person's real or perceived sexual orientation or gender identity.

# **PROCESS**

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

## **PROCEDURE**

1. Sturgeon Public Schools strives to ensure that all students and staff members are provided with inclusive, equitable, safe and healthy working environment that respects diversity and fosters a sense of belonging for all students and staff members. All students and staff members share responsibility for creating and maintaining a work environment that is free of discrimination and harassment. Complaints of discrimination and harassment based on sexual orientation and gender identity shall be promptly investigated and resolved as stated in the Administrative Procedure 717: Workplace Violence and Harassment.

Any language or behavior that degrades, labels, stereotypes, incites hatred, prejudice, discrimination and harassment towards students, staff, or families on their real or perceived sexual orientation or gender identity will not be tolerated.

2. Schools shall ensure that the school student code of conduct references a prohibition of language or behavior that degrades, labels, stereotypes, incites hatred, prejudice, discrimination or harassment.

3. The Principal shall:

3.1 consult with staff, parents and students in the development of school based policies and practices that support the implementation of division Policy 20;

3.2 ensure all aspects of this Administrative Procedure are clearly and periodically communicated to all students, families and staff;

3.3 ensure that students are informed of their ability to request support to establish or lead an activity or organization intended to promote an inclusive, equitable, safe and healthy environment that respects diversity and fosters a sense of belonging including but not limited to organizations such as gay-straight alliances, diversity clubs and anti-bullying clubs and that any refusal to establish such a request may be appealed to the Board of Trustees in accordance with Section 35.1 of the *Education Act*;

3.4 ensure staff members address and provide appropriate remedial consequences for all interactions involving the use of comments, behaviours and actions which are homophobic, transphobic, and sexist, whether they occur in person or in digital form, on or off school property;

3.5 ensure staff members know their professional responsibility to identify discriminatory attitudes and behaviors and create inclusive, equitable, safe, healthy and respectful learning environments;

3.6 ensure awareness and adherence to all district policies with respect to diversity, equity, human rights, sexual orientation, gender identities, discrimination, prejudice and harassment;

3.7 ensure staff utilize language and educational resources and approaches that are inclusive; age-appropriate, and respectful of diverse sexual orientations and gender identities;

3.8 provide inclusive and respectful services and supports to sexual and gender minority students and families;

3.9 ensure staff will not refer students to programs or services that attempt to change or repair a student's sexual orientation or gender identity;

3.10 ensure staff work proactively to eliminate systemic inequities and barriers to learning for sexual and gender minority students and families;

3.11 identify a staff member to serve as a safe contact for sexual and gender minority students;

3.12 inform the school community about the location and availability of this safe contact resource person;

3.13 ensure discriminatory behaviours and complaints will be taken seriously, documented and dealt with expeditiously;

3.14 ensure that the school's Student Code of Conduct is consistent with Board requirements, is publicly available, reviewed annually, provided to all school staff, students and parents of the students of the school;

3.15 ensure all staff recognize the confidentiality of the sexual orientation and gender identity of all students and protect them from unwanted disclosure of such information.

4. To assist all staff to become more knowledgeable about sexual and gender minority identities, cultures, and communities, schools will provide professional learning opportunities to assist all staff to acquire the knowledge, skills, attitudes, and appropriate teaching practices necessary to create -inclusive, equitable, safe, healthy and respectful schools.

5. Staff members shall ensure that learning resources shall be chosen and/or updated to promote critical thinking and should include age-appropriate materials that accurately reflect the diversity of sexual and gender minority families, cultures, and communities.

## **Gender Identity and Expression**

6. To support the safety, health, well-being and educational needs of students who identify as, or are perceived to be, gender minorities, staff shall adhere to the following recommended practices wherever possible and appropriate:

6.1 Names and Pronouns - A student or staff member has the right to be addressed by a name and pronoun that corresponds to his or her consistently asserted gender identity.

6.2 Official Records and Communication -

6.2.1 When requested in writing by an independent student, or the parent/guardian all school forms and records shall be changed to ensure that a student's preferred name and sex, or gender is current on internal school documentation including: class lists, timetables, student files, identification cards.

6.2.1.1 Legal guardians or the independent student provides the request to the school principal.

6.2.1.2 The principal will consult with the applicable staff regarding the requested change.

6.2.1.3 The Principal advises the Administrative Assistant to add the preferred name and/or change the gender identity within PowerSchool.

6.2.2 Subject to Alberta Education changing the requirements, a student's preferred name will appear on unofficial documents such as, but not limited to: student notifications, Diploma Exams labels, Provincial Assessment labels, Detailed Academic Report (DAR).

6.2.3 An independent student or the parent/guardian shall be informed by school staff that a legal name change is required if they desire the official Alberta Education documents to reflect another name (Official transcripts ordered through *MyPass*, credentials such as diplomas /certificates).

6.3 Gender-Segregated Activities - To the greatest extent possible, schools should reduce or eliminate the practice of segregating students by gender (except for already established single gender-based alternative programs).

In classroom activities or school programs where students are segregated by gender, all students should be given the option to be included in the group that corresponds to their consistently asserted gender identity.

6.4 Athletics, Locker Room, and Change Room Access and Accommodation

6.4.1 All schools shall proactively review their student athletic policies to ensure they are inclusive of sexual and gender minority students. Transgender and transsexual students shall not be asked or required to have Physical Education outside of assigned class time, and shall, subject to safety considerations, be permitted to participate in any gender-segregated activities in accordance with their consistently asserted gender identity.

6.4.2 All students shall, subject to safety considerations, have access to locker room facilities that correspond to their consistently asserted gender identity. In locker rooms that require undressing in front of others, students who desire increased privacy, for any reason (e.g., medical, religious, cultural, gender identity, personal preference) shall be provided with accommodations that best meet their individual needs and privacy concerns.

6.4.3 All students and staff shall have access to the restroom that allows for appropriate privacy. Staff shall consistently demonstrate sensitivity to the needs and safety of all students with respect to restroom or locker room access. The Principal shall ensure that individual solutions to restroom access or locker room are implemented with respect and discretion.

6.4.4 The use of locker room facilities or restrooms by transgender and transsexual students shall be assessed on a case-by-case basis with the goals of maximizing the student's social integration, ensuring the student's safety and comfort, minimizing stigmatization and providing equal opportunity to participate fully in school programming. The decision with regard to use of locker rooms or restroom facilities shall be made in consultation with the transgender student.

7. All students and staff have the right to dress in a manner consistent with their consistently asserted gender identity or gender expression and within the guidelines established by schools.

8. All students, regardless of their sexual orientation or gender identity, have the right to participate in all curricular and extra-curricular activities.

## References

*Policy 19: Welcoming Inclusive, Safe and Healthy Environments*  
*Policy 20: Sexual Orientation and Gender Identities*  
*Policy 21: Student Conduct and Discipline*  
*Administrative Procedure 717: Workplace Violence and Harassment*  
*The Education Act: Section 3, 16, 35.1, 42*  
*Vision, Mission and Values Statement*  
*Canadian Charter of Rights and Freedoms*  
*Alberta Human Rights Act*  
*GSA's and QSA's in Alberta Schools: ATA*  
*Access to Information Act (ATIA)*  
*Access to Information Act Regulation 133/2025*  
*Guidelines for Best Practices: Alberta Government*

## History

2020 Jan 29 Initial Approval  
2022 Jun 22 Amended

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**Administrative Procedures VII. Personnel and Employee Relations (Employee Conduct)**

## Comprehensive School Health

**Responsible Administrator:** Deputy Superintendent Education Services

### PURPOSE

Consistent with the Education Act, this Administrative Procedure affirms the duty of the Division to ensure safe, caring, respectful and welcoming learning environments for all students. Comprehensive School Health is an integrated approach that provides students and staff with opportunities to observe and learn positive health attitudes and behaviours. It includes a broad spectrum of programs, activities, partnerships and services that take place in schools and communities in order to enhance health and build productive and satisfying relationships across their community.

Health and education are interdependent: healthy students are better learners, and better educated individuals are healthier. Research has shown that comprehensive school health is an effective way to enhance that linkage, improving both health and educational outcomes and encouraging healthy behaviours that last a lifetime. In the classroom, comprehensive school health facilitates improved academic achievement and can lead to fewer behavioural problems. In the broader school environment, it helps students develop the skills they need to be physically and emotionally healthy for life.

### PROCESS

The Deputy Superintendent Education Services shall be responsible for maintaining this Administrative Procedure.

### PROCEDURE

1. The school staff shall address the four distinct but interrelated components of Comprehensive School Health.
  - 1.1 Social and Physical Environment includes the quality of the relationships between the school community, the emotional well-being of students and the buildings, grounds, play spaces and equipment in and around the school.
  - 1.2 Teaching and Learning includes resources, activities and curriculum where students gain skills and knowledge related to health and wellness.
  - 1.3 Healthy School Policy includes practices, decision-making processes, policies and procedures that promote and support health and wellness.
  - 1.4 Partnerships and Services includes connections between schools, families, community organizations, health services and other sectors that support student health.



2. Physical Wellbeing: the ability, motivation and confidence to make choices that result in healthy growth, development, and care of the body.
  - 2.1 Active living: developing knowledge, skills and attitudes that correspond with leading a healthy, active lifestyle.
  - 2.2 Healthy eating: promoting healthy food choices and healthy attitudes about food.
3. Mental Health: the capacity of each of us to feel, think and act in ways that enhance our ability to enjoy life and deal with the challenges we face (Public Health Agency of Canada).
4. Positive Social Environments: building a predictable and safe environment, relating positively and respectfully to others, and supporting a strong sense of belonging and connection.
5. Division schools and work environments work towards creating and maintaining environments that support a division culture of health and wellness by:
  - 5.1 recognizing the importance of students' and staff wellness;
  - 5.2 establishing environments that support and integrate active living, healthy eating, and positive social environments;
  - 5.3 acknowledging that active living, healthy eating, and mental health play significant roles in students' and staff overall health and wellness; and
  - 5.4 promoting healthy attitudes toward active living, healthy eating, mental health, and positive social environments.
6. Division schools and work environments work towards supporting active living by:
  - 6.1 encouraging successful and meaningful engagement in physical activity and encourage lifelong fitness; and
  - 6.2 encouraging students to engage in physical activity inside and outside of regular curriculum (e.g. community events, clubs, special events, teams, intramurals, etc.) to support their development as healthy, active learners.
7. Division school and work environments work towards supporting healthy eating by:
  - 7.1 fostering knowledge, skills, and attitudes that promote healthy eating, promoting nutrition education, and create an environment of positive food messages;
  - 7.2 establishing a strong connection between nutrition education and foods available at the school/workplace; and
  - 7.3 creating an environment where healthy foods are available, accessible, and promoted as the best choice.
8. Division schools works towards supporting mental health by:

- 8.1 implementing school wide approaches that increase understanding of mental health and mental illness;
  - 8.2 supporting strength based approaches that build resilience;
  - 8.3 supporting social emotional learning and regulation;
  - 8.4 offering a continuum of supports including universal, targeted, and specialized supports and services; and
  - 8.5 partnering with community and health service providers to promote access to service. **All information gathered through mental health or wellness supports shall be documented and managed in accordance with Administrative Procedure 520: Student Records, ensuring compliance with the Education Act and related amendments.**
  - 8.6 developing a Counselling Wellness Plan, led by the school counsellor, to align and enhance mental health supports as part of the comprehensive approach to student well-being. **The development and implementation of the Counselling Wellness Plan shall include communication with and, where required, obtaining consent from parents/guardians in accordance with the Education Act amendments.**
9. Division schools work towards supporting positive social environments by:
    - 9.1 fostering relationships between students, staff, the school division, and community;
    - 9.2 supporting and embedding character education programs to support emotional well-being, creating learning environments where emotional well-being is role modelled and developed in students;
    - 9.3 accessing resources and links with community agencies, partners, and support networks to help students develop the skills to be aware of and monitor their emotional well-being;
    - 9.4 recognizing the importance of students' emotional, social, intellectual, and physical wellness to their success in school and expect students to adhere to the Division's Code of Conduct and schools' code of conduct, **consistent with Section 33.1 of the Education Act;**
    - 9.5 promoting digital citizenship education including a proactive approach regarding the physical and psychological health risks of technology; and
    - 9.6 encouraging reporting to a responsible adult all incidents of threats, bullying, harassment, violence, intimidation, or discrimination.
    - 9.7 ensuring the Counselling Wellness Plan is collaboratively developed with staff, clearly communicated with the school council and community, and focused on fostering positive relationships and a sense of belonging.

#### **References:**

[Policy ~~110~~ 19: Welcoming Inclusive, Safe and Healthy Environments](#)  
[Policy ~~900~~ 21: Student Conduct and Discipline](#)  
[Administrative Procedure 211: School Councils](#)  
**[Administrative Procedure 520: Student Records](#)**  
[Administrative Procedure 711: Welcoming Inclusive, Safe and Healthy](#)

[Environments](#)

[Comprehensive School Health Approach - Alberta Health Services](#)

[Working Together to Support Mental Health in Alberta Schools - Alberta Education](#)

[Public Health Agency of Canada](#)

[Education Act: Section 33.1](#)

[Joint Consortium for School Health \(JCSH\)](#)

## **History**

2020 Jan 29 Initial Approval

2020 Jul 24 Amended

2024 Jun 19 Amended

2024 Dec 19 Amended

2025 Aug 27 Amended

# 825: CALM/Health Human Sexuality

**Responsible Administrator: Superintendent**

## PURPOSE

~~Sturgeon Public Schools believes that~~ The primary responsibility for the teaching of human sexuality belongs to the family.

~~Instruction in human sexuality will be provided by schools unless parents make an informed decision to exclude their children from such instruction.~~ Instruction in human sexuality will only be provided to students when a parent/guardian has given explicit opt-in consent, in accordance with the Education Act.

The Program of Studies for CALM and Health Programs in Alberta identifies the outcomes of the program including human sexuality understandings.

## PROCESS

The Principal will be responsible for maintaining the process.

## PROCEDURE

1. Each school will provide ~~key~~ clear, accessible information to parent(s)/guardian(s) to allow them to make an informed decision on their child's participation in the human sexuality segments of the CALM and health programs.
2. The communication of this information to parent(s)/guardian(s) will occur a minimum of ~~two weeks~~ 30 days prior to the introduction of the human sexuality segments of the program. The notice will include: (a) the specific topics that deal primarily and explicitly with gender identity, sexual orientation, or human sexuality; (b) the planned date(s); and (c) the teacher(s) or presenter(s). Notice must be sent directly to parents and posted on the school website and, where applicable, in the school newsletter. ~~The information on the program may include a written outline of the program and/or an information session.~~
3. Once the information has been provided, the school will request ~~the~~ a written opt-in from the parent(s)/guardian(s) of a student in a health or CALM course. (Form 825-1) indicate, in a written form, their choice of either "opting in" or "opting out" of the human sexuality segments of the program. The school will then deliver the program, or a modified version of the program based upon the written choice of the parent(s)/guardian(s). The parent/guardian may consent to all or part of the identified content. Students whose parent(s)/guardian(s) do not opt-in will be provided an alternate learning experience that meets curricular outcomes unrelated to the human sexuality segment(s).

4. If a school does not receive a written **opt-in** statement from the parent(s)/guardian(s), the school will make reasonable efforts to contact the parent(s)/guardian(s). If, at this point, the parent(s)/guardian(s) has not responded, the student will **not** be included in the human sexuality segments of the program and will be provided an alternate learning experience that meets curricular outcomes.
5. ~~The selection of resources to support the Human Sexuality segments of the program will comply with the “Selection of Resources” administrative procedure that requires the resource have the approval of the Superintendent.~~ **Principals shall not permit the use or provision of learning and teaching resources that deal primarily and explicitly with gender identity, sexual orientation, or human sexuality unless approved by the Minister. This Minister approval for resources is not required when such resources are used to provide religious instruction; however, external parties require Minister approval in all cases. Where an external party is involved, both the resources and the party must be approved by the Minister.**
6. **The opt-in requirement does not apply to incidental or indirect references to gender identity, sexual orientation, or human sexuality that may arise spontaneously during classroom interaction.**
7. **Schools will retain records of parental opt-in decisions for the current school year in accordance with Division record-management and Access to Information Act (ATIA) requirements.**

### **References:**

*Admin Procedure: 830 Controversial Issues in Education*  
*Admin Procedure: 835: Challenge of Learning Resources*  
*Exhibit 1: Form 825-1 Parental opt-in Consent*  
*Education Act Section 58*  
*Alberta Human Rights Act: 3(1), 3(2)*  
*Alberta Education Guide to Education ECS to Grade 12*  
*Access to Information Act (ATIA)*  
*Access to Information Act Regulation 133/2025*

### **History**

2020 Jan 29 Initial Approval  
2025 Aug 27 Amended

# 830: Controversial Issues in Education

**Responsible Administrator: Deputy Superintendent Education Services**

## PURPOSE

~~Sturgeon Public Schools believes that~~ Through a well-rounded education, students are motivated and supported to pursue their unique path in future success.

By working together we create safe, respectful and collaborative learning environments where students are prepared to meet, and excel at, the challenges presented by a global community.

Opportunities to deal with sensitive issues and topics are an integral part of student learning.

Studying controversial issues is important in preparing students to participate responsibly in a democratic and pluralistic society.

Controversial issues must be handled in a balanced manner that respects the rights and opinions reflected by different perspectives.

Instruction on sensitive topics will comply with the Education Act, including parental opt-in and advance notice requirements where subject matter deals primarily and explicitly with gender identity, sexual orientation, or human sexuality.

## PROCESS

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

## PROCEDURE

1. When a controversial issue is addressed, the information presented shall:
  - 1.1 Be of an educational nature;
  - 1.2 Represent alternative points of view, subject to the condition that resources used are not restricted by any federal or provincial law, or by the policy of the Board of Trustees;
  - 1.3 Appropriately reflect the maturity, capabilities, and educational needs of students;
  - 1.4 Effectively meet the requirements of provincially prescribed and approved courses of study and education programs;
  - 1.5 Reflect local, as well as provincial, national and international contexts.

2. Controversial issues which have been anticipated by the teacher and those which may arise incidentally in the course of instruction shall be used to promote critical inquiry rather than advocacy for a particular position.
3. Where courses, programs of study or instructional materials, or instruction or exercises, include subject matter that deals primarily and explicitly with gender identity, sexual orientation, or human sexuality:
  - 3.1 The school must provide written notice at least 30 days before instruction begins or materials are first used, including: topic(s), date(s), and the teacher/presenter. Notice must be sent directly to parents and also posted on the school website and, where applicable, shared via the school newsletter.
  - 3.2 A student may participate only if the parent/guardian has provided written opt-in consent (the form may allow consent to all or part of the identified content).
  - 3.3 Students without opt-in consent will be provided an alternate learning experience that meets curricular outcomes unrelated to the identified content.
  - 3.4 Schools must retain records of parental opt-in decisions for the current school year in accordance with Division record-management and FOIP requirements.
  - 3.5 The Division's parental notification and consent administrative procedures must be publicly available.
4. The principal shall not permit the use or provision of learning and teaching resources that deal primarily and explicitly with gender identity, sexual orientation, or human sexuality unless approved by the Minister of Education (this approval is not required when such resources are used to provide religious instruction).
  - 4.1 Where an external party presents learning and teaching resources that deal primarily and explicitly with these topics, both the resources and the external party must be approved by the Minister, whether or not the presentation occurs in a religious context.
  - 4.2 Principals must follow the current provincial resource review/approval process when seeking approvals.
5. The opt-in requirement does not apply to incidental or indirect references that may arise spontaneously during classroom interaction. (Opt-in applies only where the subject matter is primarily and explicitly about these topics.)
- ~~3.6~~ 6. The school should play a supportive role to that of the parent/guardian in the areas of values and moral development and shall handle parent views on

controversial issues with respect and sensitivity.

~~4. As per Section 58.2 of the Education Act, notification to parents/guardians is required where the instructional materials, exercises, outcomes and courses contain subject matter that deals primarily and explicitly with religion or human sexuality.~~

7. As per the Education Act, s.58.1 requires notification where subject matter deals primarily and explicitly with religion. Sections 58.11–58.12 require 30-day notice and parental opt-in where subject matter deals primarily and explicitly with gender identity, sexual orientation, or human sexuality.

5.8. As per Admin Procedure 825 CALM/Health Human Sexuality, schools will follow the 30-day notice and opt-in process for relevant Health and CALM outcomes. ~~the communication of this information to parent(s)/guardian(s) will occur a minimum of two weeks prior to the introduction of the human sexuality segments of the program.~~

### **References:**

*Admin Procedure: 825 CALM/Health Human Sexuality*

*Admin Procedure: 835 Challenge of Learning Resources*

*Education Act Section 58*

*Alberta Human Rights Act: 3(1), 3(2)*

*Alberta Education Guide to Education ECS to Grade 12*

[Provincial Resource Review Guide](#)

### **History**

2020 Jan 29 Initial Approval

2020 Jul 24 Amended

2025 Aug 27 Amended



# 832: Learning Materials Selection

**Responsible Administrator: Deputy Superintendent Education Services**

## PURPOSE

The Division maintains high-quality school library (learning commons/classroom collection) materials that enrich curriculum, foster inquiry, reflect diverse perspectives, and are developmentally appropriate, in accordance with the Education Act, Ministerial Order 030/2025, and Division procedures.

## DEFINITIONS

**School library:** any dedicated library space in a school, including a learning commons or classroom collection. Excludes a library governed by the *Libraries Act* located in a school building.

**School library materials:** materials (print/electronic) accessible to children or students in a school library; does not include learning and teaching resources (a) authorized/approved by the Minister or (b) selected and used by a teacher to support curricular outcomes.

**Explicit sexual content / Non-explicit sexual content / Non-sexual content / Developmentally appropriate / Grade 10:** as defined in Ministerial Order 030/2025.

Note: Learning and teaching resources used to deliver instruction remain governed by the Education Act (authorization/approval powers) and Division procedures (including AP 825, AP 830).

## PROCEDURE

- 1 Selection principles
  - 1.1 Materials support the Alberta Program of Studies and Division priorities; are appropriate to student maturity, abilities and interests; reflect a range of viewpoints; and promote understanding and respect for others. Preference may be given to Canadian-developed resources where other factors are equal.
  - 1.2 Selection considers, as applicable: alignment with Ministerial Order 030/2025; educational relevance; timeliness/enduring value; subject significance; quality of writing/production; readability/appeal; authoritativeness; reputation of the publisher/producer; format; and price.
  - 1.3 Gift/donated materials are evaluated by the same criteria. Items no longer meeting criteria or in poor condition are removed and de-catalogued.
- 2 Standards for availability and access

- 2.1 No explicit sexual content may be selected for inclusion in school libraries or made available to children or students.
- 2.2 Children and students below Grade 10 must not access materials containing non-explicit sexual content.
- 2.3 Students in Grade 10 or higher may access non-explicit sexual content only when developmentally appropriate.
- 2.4 The Division and schools must review collections on a continual basis to ensure compliance with these Standards and Division procedures.

### 3 Roles and responsibilities

- 3.1 Deputy Superintendent Education Services: oversees Division-wide compliance, selection standards, supervision guidance, public catalogue, and alignment with challenge processes under AP 835; provides information/reporting to the Minister on request.
- 3.2 Principals (and designated library/learning commons staff): implement this AP at school level, including selection, ongoing evaluation and weeding, supervision of access during the school day (library and any other collections), and accurate catalogue entries.
- 3.3 Staff supervision: Staff supervise student access to school library materials and to any other collections accessible during the school day (e.g., classroom shelves, hallway displays) to prevent access to materials students are not permitted to access.

### 4. Collection evaluation

Each school, in collaboration with teaching and library staff, continually assesses its collection and conducts an annual review to:

- 4.1 Confirm compliance with Ministerial Order 030/2025;
- 4.2 Replace/refresh physical and digital resources;
- 4.3 Ensure sufficiency across curricular areas (especially core) and support new/revised curricula;
- 4.4 Support diverse learning needs; verify age/developmental appropriateness; and ensure quality, accuracy, credibility, artistic/literary merit, and respectful/accurate representation (including of First Nations and Métis peoples).

### 5 Public catalogue

The Division maintains a current, publicly available listing of all school library materials (print/digital). Schools must ensure holdings are accurate in the Division database.

### 6. Communication & Implementation

Principals will share school-level processes (e.g., supervision practices, catalogue access, and how to initiate reconsideration under AP 835) with staff and school councils.

7. Relationship to classroom instruction resources

This AP applies to school library materials. Learning/teaching resources used to deliver curriculum are governed by the Education Act (Ministerial authorization/approval) and Division procedures AP 825: CALM/Health Human Sexuality and AP 830: Controversial Issues in Education. Where those resources deal primarily and explicitly with gender identity, sexual orientation, or human sexuality, Ministerial approval and parental notice/opt-in apply under Division procedures.

8. Challenges and reconsideration

Requests to review, change access, reconsider, or remove specific school library materials are handled under AP 835 Challenge of Learning Resources. AP 835 will consider this AP and Ministerial Order 030/2025 when making decisions.

**Reference:**

Admin Procedure: 825 CALM/Health Human Sexuality

Exhibit 1: Form 825-1 Parental opt-in Consent

Admin Procedure: 830 Controversial Issues in Education

Admin Procedure: 835 Challenge of Learning Resources

Ministerial Order 030/2025: Standards for the Selection, Availability, and Access of School Library Materials

Education Act: Sections 18, 58

Alberta Human Rights Act: 3(1), 3(2)

Alberta Education Guide to Education ECS to Grade 12

Provincial Resource Review Guide

**History:**

2025 Aug 27 Initial Approval

# 835: Challenge of Learning Resources

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

## PURPOSE

Sturgeon Public Schools recognizes that parents/guardians may **request reconsideration** ~~challenge the use of~~ teaching or learning resources **included in the learning commons (library) collection or** used in a school's educational program **by a staff member or consultant.**

When a teaching or learning resource is challenged, **the Principal will ensure the concern is addressed through a fair, timely and transparent process that respects intellectual freedom and the professional responsibility of staff in selecting materials.** ~~the principles of freedom to read, listen and view and the professional responsibility of staff in selecting materials must be defensible.~~

Parents/**guardians** ~~have the right to~~ **may** determine, only for their own child(ren), **whether a particular resource is used; decisions about resources for other students are made by the school in accordance with provincial approvals and Division procedures.** ~~the reading, viewing and listening matter used in instructional programming.~~

## PROCESS

The ~~Associate~~ **Deputy** Superintendent Education Services shall be responsible for maintaining this Administrative Procedure.

## PROCEDURE

### 1. ~~Informal Information~~ Reconsideration

Upon receiving a complaint concerning a teaching or learning resource, the Principal shall attempt to resolve the matter at the school level.

- 1.1 The Principal or designate shall explain the guiding principles involved in the selection of teaching or learning resources and the manner in which the teaching or learning resource in question is utilized in the school's education program.
- 1.2 The Principal shall make a reasonable effort to comply with a written request from a parent/guardian to restrict access by their child(ren) to a supplemental learning resource.

### 2. Formal Reconsideration

- 2.1 If a parent/guardian wishes to pursue a complaint beyond the informal level, **the complainant shall be asked to complete Form 835-1: Request for Reconsideration of Teaching or Learning Resources.** ~~a Request for~~

~~Reconsideration of Teaching or Learning Resources Form shall be completed and forwarded to the Principal.~~

- 2.2 The complaint is to be received courteously and non-judgmentally by the individual who is contacted.
- 2.2.3 The Principal shall ~~forward one~~ confirm that a copy of the Request for Reconsideration of Teaching or Learning Resources Form has been provided to the ~~Associate~~ Deputy Superintendent and Superintendent for review.
- 2.3.1 Materials in question shall be evaluated with respect to:
- 2.3.1.1 Administrative Procedure 832 Learning Materials Selection;
  - 2.3.1.2 Administrative Procedure 830 Controversial Issues in Education;
  - 2.3.1.3 Alberta Education policy re: Controversial Issues in the Classroom; and
  - 2.3.1.4 Existing community culture and values.
- 2.4 The Deputy Superintendent shall, within fourteen (14) business days of receiving the request, review the request and either issue a decision, or advise the parent/guardian that a recommendation is being made to the Superintendent to establish a Reconsideration Committee.  
~~same and reply to the parent/guardian either rendering a decision on the matter or indicating to the parent/guardian that a recommendation is being made to the Superintendent for a Reconsideration Committee to be established to review the matter.~~
- 2.35 If the Superintendent elects to establish a Reconsideration Committee, ~~he/she~~ they shall:
- 2.35.1 Establish the membership and mandate of the Committee.
  - 2.35.2 Establish reasonable timelines for the Committee to be formed, to evaluate the learning resource and to prepare a confidential written report.
  - 2.35.3 Review and consider the recommendation of the Committee and render a decision on the matter to the parent/guardian and the school Principal, within fourteen (14) business days of receiving the Committee's report.
- 2.5.4 Resources remain in circulation/use during reconsideration unless the Superintendent determines otherwise.
- 2.46 The parent/guardian and the school Principal ~~shall have the right to~~ may appeal, in writing, to the Board of Trustees within seven (7) business days of receiving the Superintendent's decision regarding:
- 2.46.1 A judgment against the establishment of a Reconsideration Committee.
  - 2.46.2 The decision rendered by the Superintendent with regard to the teaching or learning resource.

## ~~2.5 Exhibit 1~~

### ~~2.5.1 Request for Reconsideration of Teaching or Learning Resources Form~~

#### **Reference:**

~~Board Policy: 245 Appeals Regarding Student Matters~~

**Admin Procedure: 832 Learning Materials Selection**

AP835 Exhibit 1: Request for Reconsideration of Teaching or Learning Resources Form

**Ministerial Order 030/2025: Standards for the Selection, Availability, and Access of School Library Materials**

Education Act: Sections 58, 196, 197, 222

Alberta Education Guide to Education: ECS to Grade 12 “Controversial Issues”

Canadian Library Association Position Statement on Intellectual Freedom

#### **History**

2020 Jan 29 Initial Approval

2020 Jul 24 Amended

**2025 Aug 27 Amended**

# 901: Student Conduct

**Responsible Administrator: Deputy Superintendent Education Services**

## PURPOSE

Sturgeon Public Schools recognizes its responsibility to maintain a welcoming, caring, respectful and safe learning and working environment in schools.

## PROCESS

The Deputy Superintendent, Education Services shall be responsible for administering this Administrative Procedure.

## PROCEDURE

1. Principals shall develop a written School Code of Student Conduct consistent with Board Policy ~~900~~<sup>21</sup> Student Conduct and Discipline and in consultation with students, parents/guardians, the School Council and staff. The School Code of Student Conduct shall be reviewed annually with any revisions communicated to the Deputy Superintendent Education Services.
2. Principals shall make copies of the School Code of Student Conduct available to students, parents/guardians and staff, on the school's website and in print if requested.
3. Principals shall review the School Code of Student Conduct with the School Council annually.
4. Schools shall review the School Code of Student Conduct with all students annually.
5. A School Code of Student Conduct shall include:
  - 5.1 expectations for student behaviour;
  - 5.2 a range of specific corrective measures that will be taken when students are found responsible for unacceptable behaviour;
  - 5.3 provisions regarding safety and security offences;
  - 5.4 expectations for the safe and effective use of a Personal Communication Device (PCD) while in class or at school;
  - 5.5 restrictions on social media use and access to social media while at school, on school networks, and on school devices; and
  - 5.6 any other matter which the Principal deems necessary.
6. Students, as partners in education, have the responsibility to:
  - 6.1 attend school regularly and punctually,

- 6.2 be ready to learn and actively engage in and diligently pursue the student's education; including completion of assignments and homework,
- 6.3 ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,
- 6.4 respect the rights of others in the school,
- 6.5 refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether it occurs within the school building, during the school day or by electronic means,
- 6.6 comply with the rules of the school and the policies of the board,
- 6.7 cooperate with everyone authorized by the board to provide education programs and other services,
- 6.8 to be accountable to the student's teachers and other school staff for the student's conduct, and
- 6.9 positively contribute to the student's school and community.

7. Furthermore students are expected to:

- 7.1 Resolve conflict or seek assistance to resolve conflict in a respectful, peaceful, safe, and non-threatening manner that is conducive to learning and growth. Strategies for addressing conflict between students may include counselling, mediation or forms of restorative practice.
- 7.2 Use school and personal technology appropriately and ethically.
- 7.3 Conduct themselves with academic integrity and refrain from and report all incidents of academic misconduct including, but not limited to, cheating, plagiarizing, or submitting work supported by Artificial Intelligence (AI) without acknowledging its use.
- 7.4 Children and students may not use Personal Communication Devices (PCDs) during instructional time, or during any school sponsored activity, such as assembly or talk by a guest.
  - 7.4.1 PCDs are not be taken into test or examination settings, unless students have been given explicit permission to do so.
  - 7.4.2 PCDs are not be used in settings such as change rooms, washrooms, private counseling rooms, that have the potential to violate a person's reasonable expectation of privacy.
  - 7.4.3 If children and students have PCDs with them during instructional time, they are required to keep these devices on silent or powered off, and stored out of view.
  - 7.4.5 Students who bring PCDs to the school are expected to comply with all parts of [Administrative Procedure 901: Student Conduct](#), and the School's Code of Student Conduct may be subject to disciplinary measures detailed in the School's Code of Student Conduct and in [Administrative Procedure 901: Student Conduct](#).



7.4.6 PCDs are valuable electronic devices. The security and storage of these items is the sole responsibility of the owner or user. The Division assumes no responsibility for the safety, security, loss, repair or replacement of PCDs.

7.4.6.1 PCDs that are taken temporarily from students by teachers or administrators must be securely stored.

7.5 Children and Students may not access social media during instructional time on PCDs, nor at any time on school networks or on school devices.

8. Students will be held responsible and accountable to Sturgeon Public Schools and its agents for unacceptable behaviour whether it occurs within the school building, during the school day or by electronic means.
9. Beyond school hours, students will be held responsible for unacceptable behaviour has connection back to the school and has a demonstrated detrimental impact on the welfare of other students or staff.
10. Examples of unacceptable behaviours include but are not limited to:
  - 10.1 conduct which verbally, physically, or emotionally threatens the safety of students or staff;
  - 10.2 conduct which demonstrates disrespect for ethnic, racial, religious, and sexual diversity;
  - 10.3 possession of a weapon, or anything used, or intended for use in causing injury to any person, or for the purposed of threatening or intimidating any person;
  - 10.4 assault;
  - 10.5 possession, distribution, and/or use of illicit, prohibited or restricted substances in school or on school property;
  - 10.6 possession, use, display, or distribution of offensive messages, videos, or images.
  - 10.7 discrimination or harassment;
  - 10.8 accessing PCDs during instructional time, school sponsored activities, exams, or in areas where privacy is expected unless explicitly allowed to do so by staff;
  - 10.9 accessing social media during instructional time or on school networks;
  - 10.10 participating in or contributing to cyberbullying;
  - 10.11 participating in or contributing to froshing or hazing activities;
  - 10.12 extortion;
  - 10.13 disruptive behaviour, willful disobedience or defiance of authority;
  - 10.14 interference with the orderly conduct of classes and school activities;
  - 10.15 willful damage to school or other's property;
  - 10.16 tampering with items such as fire alarms or safety equipment;
  - 10.17 criminal activity;

10.18 bystander encouragement or involvement.

11. When determining responses, interventions, or consequences for a student who engages in unacceptable behaviour, a teacher or Principal will consider:
  - 11.1 whether the student has failed to comply with the Education Act, Board Policy, or with the School Code of Student Conduct;
  - 11.2 the effect of the student's behaviour upon other students, the staff, the school, and the community;
  - 11.3 the nature of the action or incident that calls for disciplinary measures;
  - 11.4 informing and/or consulting with the student's parents/guardians when it is warranted;
  - 11.5 the student's previous conduct;
  - 11.6 the student's unique circumstances (age, maturity, extenuating circumstances);
  - 11.7 the impact of the proposed action on the student's future behaviour;
  - 11.8 any other information the teacher or Principal considers appropriate or relevant; and
  - 11.9 whether the student's conduct is injurious to the physical or mental well being of others in the school.
12. When a student engages in unacceptable behaviour, responses, interventions, and consequences may include, but are not limited to:
  - 12.1 Temporary assignment of a student to an alternate, supervised area within the school.
  - 12.2 Temporary assignment of a student to an alternate learning location.
  - 12.3 Short term removal of privileges.
  - 12.4 Short term or longer term removal of access to PCD. Repeat offences could lead to the student not being allowed to bring a PCD to the school for determined length of time.
  - 12.5 Interventions such as positive behaviour supports, contracts, and counselling.
  - 12.6 Restorative practices, where appropriate and agreed upon by impacted staff and students.
  - 12.7 Replacement or restitution for loss or or damage to property.
  - 12.8 Suspension or expulsion from bus transportation.
  - 12.9 In-school or out-of-school suspension.
  - 12.10 Referral to the Attendance Board.
  - 12.11 Recommendation for expulsion.
13. Depending on the resources that are available, the Principal shall arrange for support, if needed, for students who may be impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour.

14. Where the behaviour of a student involves a violent threat, the Principal shall refer to the Violent Threat Risk Assessment (VTRA) protocol. This protocol allows the Principal, in consultation with the Director Learning Services, to involve regional partners such as RCMP, Alberta Health Services, and Children Services to collaborate on the risk assessment and implementation of recommendations for support.
15. Each teacher or Principal will ensure that appropriate documentation procedures are employed to record disciplinary actions.
16. The Principal must maintain order and discipline in the school, on school grounds, and during activities sponsored or approved by the Board and, therefore, has the responsibility for and the authority to establish and maintain appropriate procedures conducive to an acceptable standard of student discipline (Education Act, Section 197).

#### **References:**

*Ministerial Order (#014/2024)*

*Policy 1: Vision, Mission and Values*

*Board Policy ~~110~~ 19: Welcoming Inclusive, Safe and Healthy Environments*

*Board Policy ~~230~~ 8: Board Committees*

*Board Policy ~~900~~ 21: Student Conduct and Discipline*

*Administrative Procedure 901: Student Conduct, Exhibit 1 - Social Media - Student Access*

*Education Act: Sections 31, 32, 33, 34, 35, 36, 37, 196, 197*

*~~Freedom of Information and Protection of Privacy Act~~*

*Access to Information Act (ATIA)*

*Alberta Human Rights Act*

*Tobacco, Smoking and Vaping Reduction Act*

*Violent Threat Risk Assessment (VTRA) Protocol*

#### **History**

2020 Jan 29 Initial Approval

2021 Feb 11 Amended

2023 May 15 Amended

2024 Jun 19 Amended

2024 Aug 28 Amended

2025 Aug 27 Amended

# **920: Extra-Curricular Athletics**

**Responsible Administrator: Deputy Superintendent Education Services**

## **PURPOSE**

Sturgeon Public Schools believes in and encourages interschool sports programs which provide educational experiences which will help students grow physically, mentally, emotionally, socially and morally.

This Administrative Procedure applies to relevant sports as defined in the Fairness and Safety in Sport Act and its Regulation, including interschool competitive athletics coordinated or sponsored by the Division.

“Female-only league, class or division” and “sex at birth” have the meanings set out in the Fairness and Safety in Sport Regulation.

## **PROCESS**

The Deputy Superintendent, Education Services shall be responsible for maintaining the procedure. In Sturgeon Public Schools, athletics are coordinated through the Interschool Sports Committee (ISC) Coordinator at the junior high level, Athletics Directors at the high school level, and the Division Principal as the central office liaison.

## **PROCEDURE**

1. School facilities and Division owned equipment (excluding transportation) shall be available, free of charge, to students participating in extra-curricular athletics programs. Students may be required to provide their own personal equipment.
2. A fee may be charged to students to defray the costs of participation in extra-curricular athletics programs. Financial support may also be achieved through school fundraising projects.
  - 2.1. If fees are charged, a statement of accounts shall be kept in accordance with Administrative Procedure 464: Fees and is subject to periodic review and audit.
  - 2.2. No profit or benefit shall be realized by a school or the Division as a result of extra-curricular fees being charged.
3. Extra-curricular athletics programs shall be conducted in an environment of fairness, good sportsmanship and safety.
  - 3.1. Principals shall ensure proper supervision for all extra-curricular activities.
  - 3.2. Schools will minimize loss of instructional time for coaches and athletes.

4. Extra-curricular athletics programs are to provide for maximum opportunities for both males and females to participate in a variety of activities (individual, dual, team).
  - 4.1. In female-only competitions, eligibility is female sex at birth for athletes 12 years of age and older. At the time of registration, the individual—or if a minor, the parent/guardian—must confirm in writing that they understand and meet the eligibility requirement.
  - 4.2. The eligibility of any individual in a female-only competition may be challenged in writing by any coach in the competition or any parent of an individual participating in the competition. Confidential challenges are to be submitted to the Deputy Superintendent (or designate) for an immediate ruling, after consultation with the ISC Coordinator (junior high), the Athletics Director (high school), and the Division Principal. Subsequent to the competition, the Deputy's ruling may be appealed to the Superintendent.
    - 4.2.1 The Division may dismiss a challenge if, in the Division's opinion, reasonable grounds do not exist.
    - 4.2.2 The Division may direct the individual (or, if a minor, the parent/guardian) to file a copy of the individual's birth registration document with the Division for eligibility determination.
    - 4.2.3 Within a reasonable time after a birth registration document is filed, the Division will determine whether the individual meets the eligibility requirement (if the document indicates sex at birth is female) or does not meet the requirement.
    - 4.2.4 If the Division determines the individual does not meet the requirement, the individual is prohibited from participating in the female-only competition.
    - 4.2.5 The Division may reconsider a prior dismissal under 4.2.1.
    - 4.2.6 The Division may impose reasonable sanctions against a person who brings a challenge in bad faith.
  - 4.3. The Division will meet the reporting and policy obligations set out in the Fairness and Safety in Sport Regulation and will align school athletics with the Alberta Schools Athletic Association (ASAA) policies and procedures.
  - 4.4. Females may compete in male competitions.
  - 4.5. Mixed gender or mixed sex competitions may occur as determined by the ISC Coordinator (junior high) or the school's Athletics Director (high school), in consultation with the Division Principal when appropriate.
  - 4.6. Reporting to the Minister
    - 4.6.1 Within 3 business days of a written challenge being made, the Division will notify the Minister.
    - 4.6.2 Within 30 business days after a challenge is made, the Division will report the decision on that challenge to the Minister.

- 4.6.3 Annually (once every 12 months), the Division will report on requests for and the establishment of mixed-gender or mixed-sex leagues/classes/divisions.
  - 4.6.4 Upon the Minister's request, the Division Principal will coordinate information collection, and the Deputy Superintendent will submit the required reports to the Minister regarding complaints or decisions under this AP.
- 4.7 Privacy and Records
  - 4.7.1 Where required to decide a challenge, the Division may collect and use personal information contained in a birth registration document, for the sole purpose of determining eligibility under this AP.
  - 4.7.2 Collection may be from the individual or, if a minor, from the parent/guardian.
  - 4.7.3 Any records created under this section are managed in accordance with Administrative Procedure 520: Student Records Management.
- 5. Extra-curricular athletics programs are to be organized and directed by coaches who stress educational objectives, fairness, safety, active participation by all participants, competence in the sport with an emphasis on enjoyment.
- 6. All extra-curricular athletics programs at a school are subject to the approval of the Principal.
- 7. Staff involved with extra-curricular athletics programs are to be familiar with the contents of the document Safety Guidelines for Secondary Interschool Athletics in Alberta and follow the recommended safety practices as is reasonable in the circumstances.
- 8. Athletics Coordination
  - 8.1. Junior high athletics will be coordinated through the Sturgeon Interschool Sports Council (ISC) Coordinator, appointed annually from among school principals.
    - 8.1.1 Duties include scheduling, playoff organization, and communication among schools.
  - 8.2. High school athletics will be coordinated at each school by the Athletics Director in collaboration with the school's Principal.
    - 8.2.1. Duties include scheduling, playoff organization, and communication within and between schools.
  - 8.3. The Division Principal will serve as the central office liaison for athletics matters, ensuring consistency with division policy, alignment with ASAA expectations, and support for the Deputy Superintendent in responding to challenges and fulfilling ministerial reporting requirements under the Fairness and Safety in Sport Regulation.

- 8.4. The ISC Coordinator (junior high) and Athletics Directors (high school) will meet with principals as needed, at minimum once per year. The Division Principal may convene additional meetings to address division-wide athletics matters.
- 8.5. The ISC Coordinator (junior high) and Athletics Directors (high school) may receive funds from participating schools to support expenses of sports activities.
9. All coaches shall emphasize safety of the athletes and not allow students to be put in competitive situations where their physical health is in danger.
  - 9.1. Coaches are to be knowledgeable about any physical problems regarding students under their direction as well as being aware of each student's Alberta Health Care number, name of the family physician, and a home phone number.
  - 9.2. Parents have the responsibility of informing the coach of any relevant physical or medical problems.
10. Coaches are role models and will model for all students under their charge and for this reason are to model a high degree of sportsmanship, fairness, consistency, and self-control to their own students, students and coaches on other teams, and officials.
  - 10.1. The self-esteem of each athlete must be respected.
  - 10.2. Parental communication must be evident.
11. At extra-curricular athletic events students will behave in a manner that reflects positively on their school.
12. Early in the sports season the parents will be offered the opportunity to be informed of the coach's procedures and expectations in regards to the students and their parents. Early in the season, the coach shall provide a copy of the provisional game schedule to the parents.
13. Student travel to athletic events is subject to Administrative Procedure 310: Off-Site Activities - Day Trips and in Province Overnight and Administrative Procedure 312: Off-Site Activities - Out of Province and International Trips.
14. The Principal may approve a coach who is not a member of the school's teaching staff.
  - 14.1. The Principal must provide guidance and direction to this coach in regards to all rules and procedures pertaining to extra-curricular athletics.

14.2. If a person, other than a member of a teaching staff, coaches a school team, the Principal will assign a teacher to the coach for the purpose of coordinating and managing the team's activities.

14.2.1. The teacher liaison must be present for Zone and Provincial Competitions.

15. Student members of school teams must travel to all away games as directed by the Principal.

**Reference:**

Admin Procedure 310: Off-Site Activities - Day Trips

Admin Procedure 312: Off-Site Activities - Out of Province and International Trips

Admin Procedure 464: Fees

Admin Procedure 520: Student Records Management

Education Act: Sections 1, 6, 11, 31, 32, 33, 52, 53, 196, 197, 204, 222

Access to Information Act

Fairness and Safety in Sport Act

Protection of Privacy Act

Vital Statistics Act

Fairness and Safety in Sport Regulation

School Fees Regulation

Guide to Education ECS to Grade 12

Physical Education Safety Guidelines

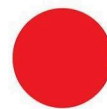
Safety Guidelines for Physical Activity in Alberta Schools

Safety Guidelines for Secondary Inter-School Athletics in Alberta

**History**

2025 Aug 27 Initial Approval





June 19, 2025

**Honourable Demetrios Nicolaides**  
Minister of Education and Childcare  
Government of Alberta

**Honourable Adriana LaGrange**  
Minister of Health  
Government of Alberta

**Honourable Rick Wilson**  
Minister of Mental Health and Addiction  
Government of Alberta

Dear Ministers Nicolaides, LaGrange and Wilson,

**RE: Inter-Ministerial Collaboration – Health/Education/Mental Health & Addiction**

On behalf of the Board of Trustees for Sturgeon Public Schools, I am writing to raise a strategic opportunity as Alberta transitions from the Primary Care Network model to the newly formed Primary Care Alberta (PCA) agency. As this significant transformation in health service delivery unfolds, the timing presents a rare and vital opportunity to align cross-ministerial priorities, specifically those of Education, Health, and Health and Addiction, in a way that will yield improved outcomes for students and families and long-term cost efficiencies for the province.

This is not a call for more burden, but for better alignment of services. We urge your ministries to consider a provincial framework that integrates primary health care services, including mental health supports, directly into schools and school communities, potentially referring to the former Regional Collaborative Service Delivery (RCSD) model; analyzing “what worked well and what did not” as the launch point for discussion.

**Why It Matters**

The Education Ministry Business Plan 2025–2028 highlights a priority to “expand mental health and well-being supports for students” (Outcome 1.2) and “improve access to qualified professionals” (Outcome 4.5). This aligns with Premier Danielle Smith’s 2023 Mandate Letter to the Minister of Education, which called for the expansion of prevention and early intervention mental health supports integrated within schools and communities. We echo and support this direction.





Yet, from the frontline, we also live the realities: Alberta classrooms are facing increased complexity, overstretched staff and insufficient access to health professionals. The recent strike vote by 95% of Alberta Teachers' Association members sends a clear message that the current model is unsustainable: "We are expected to do more with less every year" (ATA President Jason Schilling, June 2025).

June 14, 2025, on *Your Province, Your Premier*, Premier Danielle Smith, recently acknowledged these same pressures, stating:

We're now beginning to hear from teachers about the issues and conditions in the classroom around aggression and safety... complexity you can manage if it's a small number of students, but if you start getting six or eight students in a classroom that have complex needs, it becomes overwhelming if you don't have an education assistant.

She further emphasized:

We often allow the school boards... and we just expect them to manage... What we're hearing is that, that process is not working as well as it should.

This moment demands action but also offers opportunity.

### **The Opportunity**

We believe that the emerging PCA framework can serve as the backbone for a renewed collaborative education/healthcare service delivery model, where cross ministerial funds support coordinated healthcare delivery in school communities, directed and governed through Primary Care Alberta or other system aligned health agencies.

In Sturgeon Public Schools, the implementation of CASA Classrooms has provided important lessons and successes, as well as surfaced critical challenges. CASA's mandate supports a small, specific population of students with targeted, intensive mental health needs. While this model is essential, it does not address the broader group of students who experience persistent dysregulation and complex mental health challenges that manifest daily in classrooms.

These students, while not eligible for CASA Classroom, significantly impact the learning environment for others. Their needs often exceed what school-based staff are equipped to manage without additional system supports. When appropriate and coordinated mental health services are not available within schools, the safety, inclusivity, and well-being of both students and staff are compromised.



CASA Classrooms have demonstrated the value of cross-sector collaboration. When education and health partners are aligned, open to adaptation, and willing to jointly invest in shared solutions, the result is improved access to care, reduced strain on acute systems, and better outcomes for students. However, a broader system of collaboration between education and mental health and wellness is required to create safe, caring, respectful, and welcoming schools for *all* students, not just those eligible for specialized services.

Research into collaborative healthcare and education models reveals that regions such as Parkland County and Fort McMurray have existing partnerships in place within their Primary Care Networks (PCNs), which are now part of the newly formed Edmonton Corridor. This illustrates the capacity for cross-ministerial success in meeting the needs of our students that is currently happening in the Edmonton Corridor.

Based on the above mentioned research, our goal is to create a collaborative education and health partnership in our region within the Edmonton Corridor. This will alleviate pressure on hospitals and community-based emergency services, a priority identified in the PCA framework as articulated in the agency's 2025 FAQ: to "[prevent] downstream demand on acute services" and provide care "closer to home".

By incentivizing coordinated healthcare service delivery for school communities through clear inter-ministerial collaboration, Alberta has a real chance to:

- Increase access to care for students and families
- Reduce long-term system costs across ministries
- Support teacher retention by reducing burnout and burden
- Support the complex needs of neurodiverse students (drastic increase in %)
- Support the mental health of our children and families
  - In our lifetime, 1 in 5 people will experience a mental illness and as many as 10% of people over the age of 15 will battle a drug or alcohol dependency. The financial impact on society is in the billions of dollars. The emotional impact on families and individuals is incalculable ([GoA](#) Children's Mental Health).
- While Alberta's current programs and services are helping to address the needs of Albertans struggling with addiction, mental health problems and mental illness, we know more must be done.
- Improve measurable student outcomes, such as high school completion and post-secondary transitions which are targets clearly outlined in the 2025-2028 Education Ministry Business Plan.



## **A Vision for Alberta's Future**

In her 2023 Mandate letter, Premier Smith stated that “ensuring our children receive a world-class education is a top priority” and that students with mental health needs must be “provided with every opportunity to flourish”.

June 14, 2025, Premier Smith also noted the importance of reassessing how classroom needs are supported, stating:

We may have to be a little bit more hands-on... if it's going to prevent us from getting to a deal with the teachers because they don't believe we're addressing the true workplace issues.

This vision can only be realized through intentional, integrated planning across ministries. We must incentivize collaboration, not simply coordination.

We would welcome the opportunity to contribute to a cross-ministerial planning process or pilot initiative. In doing so, we believe Alberta can demonstrate national leadership in health and education integration, while investing in the well-being of its future workforce and citizens.

Sincerely,

A handwritten signature in black ink that reads "T. Oatway-McLay".

Tasha Oatway-McLay  
Board Chair, Sturgeon Public Schools

cc Honourable Dale Nally, MLA, Morinville-St. Albert  
Shane Getson, MLA, Lac Ste. Anne-Parkland  
Marilyn Dennis, ASBA President  
Dennis MacNeil, PSBAA President  
School Board Superintendents  
Alberta School Councils' Association  
School Board Chairs





**Date:** August 27, 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**

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**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 the June 18, 2025, Committee of the Whole meeting.

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

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

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

**Board Policy 3: 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.

**Board Policy 8: 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.

**Board Policy 8: 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.

The Board Chair is prepared to respond to questions at the August 27, 2025, Public Board meeting.

**Attachment(s) and/or link(s):**

1. Unapproved Minutes of the Meeting - June 18, 2025 (To be brought forward for approval at the August 27, 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, June 18, 2025, at 9:00 a.m.

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**Attendance:**

Tasha Oatway-McLay, Board Chair  
Stacey Buga, Vice Chair  
\*Irene Gibbons, Trustee  
\*Joe Dwyer, Trustee  
Janine Pequin, Trustee  
Trish Murray-Elliott, Trustee  
Shawna Warren, Superintendent  
Jonathan Konrad, Deputy Superintendent, Education Services  
Sean Nicholson, Associate Superintendent, Corporate Services  
Michelle Wilde, Recording Secretary  
\*Online Attendance

**Regrets:**

Cindy Briggs, Trustee

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**1. Call to Order**

Vice Chair Buga called the meeting to order at 9:04 a.m.

**2. Approval of the Agenda**

Moved by Trustee Murray-Elliott 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 28, 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.

Meeting recessed for Public Board at 9:45 a.m. Meeting resumed at 2:18 p.m.

**6. Trustee Monthly Expense Report**

The Board of Trustees received an updated Trustee Monthly Expense Report.

**7. Policy Reference**

All Board Policies were linked for review and edits over the summer months.

**8. Governance**

**8.1 Advocacy Letter**

The Board of Trustees reviewed an advocacy letter.

**8.2 Work Plan 2024-2025**

The Board of Trustees reviewed their Work Plan for 2024-2025.

**8.3 Trustee Handbook**

The Trustee Handbook is linked for review and edits over the summer months. Policy Committee Meeting to be scheduled in July.

**9. Adjournment**

The meeting adjourned at 3:28 p.m.

**Next meeting:** Wednesday, August 27, 2025, at 9:00 a.m.