



# BOARD OF TRUSTEES STURGEON PUBLIC SCHOOLS

## Public Board Meeting

# AGENDA

**Date:** September 24, 2025 **Start Time:** 10:00 a.m.

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

1. Call to Order
2. Land Acknowledgement - Trustee Murray-Elliott
3. Approval of Agenda
4. Approval of Minutes
5. Business Arising From The Minutes
6. Presentations/Delegations
7. Action Items
  - 7.1 2026/2027 School Year Calendar - Amendment
  - 7.2 Draft 2027/2028 School Year Calendar
  - 7.3 Joint Use and Planning Agreement - Town of Morinville JUPA
  - 7.4 Policy 2: Role of the Board
  - 7.5 Policy 3: Role of the Trustee
  - 7.6 Policy 4: Trustee Code of Conduct
  - 7.7 Policy 5: Role of the Board Chair
  - 7.8 Policy 6: Role of the Vice Chair
  - 7.9 Policy 8: Board Committees
  - 7.10 Policy 9: Policy Development
  - 7.11 Combined Motion for Locally Developed Courses Approval

## 8. Administrative Reports

- 8.1 Indigenous Student Success
- 8.2 Communications Report and Year in Review
- 8.3 Superintendent Report
- 8.4 Administrative Procedure 200: Process for Policy Work
- 8.5 Administrative Procedure 435: Employee Expense Claims and Reimbursement
- 8.6 Administrative Procedure 464: Fees
- 8.7 Administrative Procedure 710: Staff Personal Mobile Use
- 8.8 Administrative Procedure 732: SPS Employees Seeking or Elected to Public Office

## 9. Reports from Trustees and Standing Committees

- 9.1 Chair's Report
- 9.2 Trustees' Reports
  - 9.2.1 2024-2025 Work Plan
- 9.3 Committee of the Whole Report

## 10. Reports from Special Committees/Task Groups

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

## 11. Unfinished Business

## 12. Comment & Question Period

## 13. In Camera

## 14. Adjournment



**MINUTES OF THE  
PUBLIC BOARD MEETING**

Meeting held at the Frank Robinson Education Centre  
Boardroom, in Morinville, Alberta  
On Wednesday, August 27, 2025, at 1:00 p.m.

UNAPPROVED DRAFT

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**MINUTES OF THE  
PUBLIC BOARD MEETING**

Meeting held at the Frank Robinson Education Centre  
Boardroom, in Morinville, Alberta  
On Wednesday, August 27, 2025, at 1:00 p.m.

UNAPPROVED DRAFT

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**Attendance:**

Tasha Oatway-McLay, Board Chair

Stacey Buga, Vice Chair

Irene Gibbons, Trustee

Janine Pequin, Trustee

Joe Dwyer, Trustee

Left at 3:39 p.m.

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

Michael Graham, Director, Curriculum & Instruction

Jason Wiks, Principal, Summer School

Left at 1:33 p.m.

Michelle Wilde, Recording Secretary

**Regrets:**

Cindy Briggs, Trustee

**Call to Order**

Board Chair Oatway-McLay called the meeting to order at 1:00 p.m.

**Land Acknowledgement**

Trustee Buga read the Land Acknowledgement Statement.

**Approval of Agenda**

070/2025 - Moved by Trustee Murray-Elliott that the agenda be approved as presented.

**CARRIED UNANIMOUSLY**

**Approval of Minutes**

071/2025 - Moved by Trustee Dwyer that the minutes of the Regular Board Meeting of June 18, 2025, be approved as presented.

**CARRIED UNANIMOUSLY**

### Business Arising From The Minutes

No business arising from the minutes.

### Presentations/Delegations

No presentation.

### Action Items

#### Appointment of Substitute Returning Officer for the 2025 General Election

Section 13 of the Local Authorities Election Act provides that an elected authority may, by resolution, appoint a returning officer for the purposes of conducting elections under this Act by June 30 of the year in which the election occurs.

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.

**072/2025 - Moved by Trustee Buga** THAT the Board of Trustees approve Mary Lacroix, Associate Superintendent, Human Resources, as Substitute Returning Officer for the 2025 General Election.

**CARRIED UNANIMOUSLY**

#### Policy 7: Board Operations - Appendix D - Trustee Remuneration

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.

**073/2025 - Moved by Trustee Gibbons** 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.

**CARRIED UNANIMOUSLY**

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

*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.

**074/2025 - Moved by Trustee Buga** 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.

**CARRIED UNANIMOUSLY**

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

*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.

**075/2025 - Moved by Trustee Murray-Elliott** 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.

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

## Administrative Reports

### Summer School Enrolment Summary 2025

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.

### Communications Report - July and August 2025

Report shared as information.

### Superintendent Report

Report shared as information.

### Administrative Procedure 201: Organizational Structure

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.

### Administrative Procedure 831: Religious Education and Instruction

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.

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

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

## 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 (Aug. 26)
- Committee of the Whole Meeting (Aug. 27)
- Public Board Meeting (Aug. 27)

- TEBA Lock Out Engagement Session

### Inter-Ministerial Collaboration

Chair Oatway-McLay shared the Inter-Ministerial Collaboration letter sent to the Government of Alberta in June 2025.

### Trustees' Reports

Below are the submitted Trustee Reports.

#### Trustee Buga (Morinville Area)

Trustee Buga reported that she attended:

- Agenda Review Meeting (Aug. 26)
- Committee of the Whole Meeting (Aug. 27)
- Public Board Meeting (Aug. 27)
- TEBA Lock Out Engagement Session

#### Trustee Dwyer (Alcomdale/Villeneuve Area)

Trustee Dwyer reported that he attended:

- Committee of the Whole Meeting (Aug. 27)
- Public Board Meeting (Aug. 27)
- Rotary Meetings

#### Trustee Gibbons (Gibbons/Lamoureux)

Trustee Gibbons reported that she attended:

- Committee of the Whole Meeting (Aug. 27)
- Public Board Meeting (Aug. 27)
- Meet with the New Principal and Vice Principal at Gibbons School

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

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

- Committee of the Whole Meeting (Aug. 27)
- Public Board Meeting (Aug. 27)

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

Trustee Pequin reported that she attended:

- Committee of the Whole Meeting (Aug. 27)
- Public Board Meeting (Aug. 27)

### Committee of the Whole

The Board of Trustees received as information the unapproved minutes of the meeting from the June 18, 2025, Committee of the Whole meeting.



### Reports from Special Committees/Task Groups

#### Alberta School Boards Association Representative

Trustee Gibbons shared a verbal report.

#### Public School Boards Association of Alberta Representative

Trustee Murray-Elliott shared a verbal report.

#### Rotary Report

Trustee Dwyer shared a verbal report.

#### Chamber of Commerce Meetings

No Report Shared.

#### Community Services Advisory Board

No Report Shared.

### Unfinished Business

No unfinished business.

### Comment and Question Period

No questions were submitted.

### In Camera

**076/2025 - Moved by Trustee Peguin** that the Board of Trustees move to In Camera at 2:47 p.m.

**CARRIED UNANIMOUSLY**

Meeting recessed for break at 2:47 p.m. Meeting resumed at 3:00 p.m.

Trustee Dwyer recused himself at 3:39 p.m.

**077/2025 - Moved by Trustee Gibbons** that the Board of Trustees revert to a public meeting at 4:26 p.m.

**CARRIED UNANIMOUSLY**

**Adjournment**

Meeting adjourned at 4:26 p.m.

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Chair

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Date

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Associate Superintendent,  
Corporate Services

DRAFT



**Date:** September 24, 2025 **Agenda Item:** 7.1

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

**Originator(s):** Lisa Lacroix, Associate Superintendent Human Resources

**Subject:** **2026-2027 School Year Calendar - Amendment**

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**Recommended Motion:**

THAT the Board of Trustees approve an amendment to the 2026-2027 School Year Calendar, as presented at the September 24, 2025, Public Board meeting.

**Background:**

The current 2026-2027 School Year Calendar identifies school principal return dates that are not fully aligned with school office opening dates. In order to enhance operational readiness, improve service to families and maintain compliance with the ATA collective agreement, it is recommended that the calendar be amended so that school offices officially open on the same day that principals return.

This change will:

- Ensure consistent, predictable timelines for school start-up.
- Support operational planning by aligning leadership presence with public office availability.
- Comply with both Administrative Procedure 235: Operational School Year and Calendar and the provisions of the collective agreement.

If approved, the amended calendar will be re-circulated to the Administrative Council (Principals/Vice Principals), School Councils and the Teacher Board Advisory Committee for information. The updated version will also be posted to the Division's website and shared with school communities.

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

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

**COMPETENCY:** (1) Building Effective Relationships

**INDICATORS:** e. establishing constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations; and

f. facilitating the meaningful participation of members of the school community and local community in decision-making.

<b>COMPETENCY:</b>	(2) Modeling Commitment to Professional Learning
<b>INDICATORS:</b>	c. actively seeking out feedback and information from a variety of sources to enhance leadership practice.
<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.
<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 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

(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,

School day and year

60 A board shall determine and make publicly available for each school year the days, dates and number of days of school operation.

Funding Manual for School Authorities & Guide to Education

All students must receive the minimum required instructional hours and be provided sufficient opportunity to achieve the outcomes outlined in the programs of study/curriculum as mandated by legislation. The 2026-2027 school year calendar ensures these requirements are met.

Board Policy 2: Role of the Board

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

Board Policy 3: Role of the Trustee

2.1.1 Represent his or her constituents and consider the interests of all Division stakeholders when making decisions.

[Administrative Procedure 235: Operational School Year Calendar](#)

A board shall determine and make publicly available for each school year the days, dates and number of days of school operation (Education Act Section 60).

Administration is prepared to respond to questions at the September 24, 2025, Public Board meeting.

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

1. Amended 2026-2027 School Year Calendar
2. Amended 2026-2027 School Operational Year Details
3. Final 2026-2027 School Year Calendar Approved March 19, 2025

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JUNE 2027						
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**\*\* SUBJECT TO DIPLOMA EXAM SCHEDULE RELEASE**

## 2026-2027

**Amended**

**September 24, 2025**

<b>School Offices Open - NO CLASSES</b>	August 21-25
Division/School PD/Collaboration; Staff Meeting	August 26
Division/School PD/Collaboration; Staff Meeting	August 27
Operational Non-Instructional (K-12) - No Classes	August 28
Classes Begin	August 31
Labour Day - No Classes	September 7
National Truth & Reconciliation Day - No Classes	September 30
Thanksgiving Day - No Classes	October 12
Division/School PD/Collaboration; Staff Meeting	October 13
In lieu of Parent/Teacher Interviews - No Classes	November 9
Fall Break - No Classes	November 10
Remembrance Day - No Classes	November 11
Fall Break - No Classes	November 12 - 13
Classes Resume	November 16
Division/School PD/Collaboration; Staff Meeting	December 7
Christmas Break - No Classes	December 21
Classes Resume	January 4
Division/School PD/Collaboration; Staff Meeting	February 1
First Day of Classes - Semester Two	February 2
Teachers' Convention - No Classes	February 4-5
Family Day - No Classes	February 15
Division/School PD/Collaboration; Staff Meeting	March 8
In lieu of Parent/Teacher Interviews - No Classes	March 25
Good Friday - No Classes	March 26
Easter Monday - No Classes	March 29
Spring Break - No Classes	March 30 - April 4
Division/School PD/Collaboration; Staff Meeting	April 5
Classes Resume	April 6
Victoria Day - No Classes	May 24
Division/School PD/Collaboration; Staff Meeting	May 25
Division/School PD/Collaboration; Staff Meeting	June 7
Last Day of Classes	June 28
Operational Non-Instructional (K-12) - No Classes	June 29
Summer Vacation Begins	June 30

## School Year 2026-2027

(All dates are inclusive unless otherwise specified)

### AUGUST

Friday	21	School Offices Open
Wednesday	26	Division/School PD/Collaboration; Staff Meeting – No Classes
Thursday	27	Division/School PD/Collaboration; Staff Meeting – No Classes
Friday	28	Operational Non-Instructional Day – No Classes
Monday	31	All Classes (full day)

### SEPTEMBER

Monday	07	LABOUR DAY - No Classes
Wednesday	30	NATIONAL TRUTH & RECONCILIATION DAY – No Classes

### OCTOBER

Monday	12	THANKSGIVING DAY - No Classes
Tuesday	13	Division/School PD/Collaboration; Staff Meeting – No Classes

### NOVEMBER

Monday	9	Non-Instructional Day In Lieu of Parent-Teacher Interviews - No Classes
Tuesday	10	Fall Break - No Classes
Wednesday	11	REMEMBRANCE DAY – No Classes
Thursday	12	Fall Break - No Classes
Friday	13	Fall Break - No Classes
Monday	16	Classes Resume

### DECEMBER

Monday	07	Division/School PD/Collaboration; Staff Meeting – No Classes
Saturday	19	Christmas Break Begins

### JANUARY

Monday	04	Classes Resume
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References: Administrative Procedure 235 – *Operational School Year and Calendar*  
*School Operational Year Calendar 2026-2027*  
*School Operational Year Calendar Day Count 2026-2027*  
*Education Act Section 60*

## **FEBRUARY**

Monday	01	Division/School PD/Collaboration; Staff Meeting – No Classes
Tuesday	02	First Day of Classes - Semester Two
Thursday	04	Teachers' Convention - No Classes
Friday	05	Teachers' Convention - No Classes
Monday	15	FAMILY DAY - No Classes

## **MARCH**

Monday	08	Division/School PD/Collaboration; Staff Meeting – No Classes
Thursday	25	Non-Instructional Day In Lieu of Parent-Teacher Interviews - No Classes
Friday	26	GOOD FRIDAY – No Classes
Monday	29	EASTER MONDAY – No Classes
Tuesday	30	Spring Break Begins

## **APRIL**

Monday	05	Division/School PD/Collaboration; Staff Meeting – No Classes
Tuesday	06	Classes Resume

## **MAY**

Monday	24	VICTORIA DAY - No Classes
Tuesday	25	Division/School PD/Collaboration; Staff meeting – No Classes

## **JUNE**

Monday	07	Division/School PD/Collaboration; Staff Meeting – No Classes
Monday	28	Last Day of Classes
Tuesday	29	Operational Non-Instructional Day – No Classes
Wednesday	30	Summer Break Begins

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References: Administrative Procedure 235 – *Operational School Year and Calendar*  
*School Operational Year Calendar 2026-2027*  
*School Operational Year Calendar Day Count 2026-2027*  
*Education Act Section 60*



AUGUST 2026						
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SEPTEMBER 2026						
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OCTOBER 2026						
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JANUARY 2027						
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FEBRUARY 2027						
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MARCH 2027						
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APRIL 2027						
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MAY 2027						
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JUNE 2027						
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JULY 2027						
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**\*\* SUBJECT TO DIPLOMA EXAM SCHEDULE RELEASE**

## 2026-2027

**Final**

**March 19, 2025**

School Offices Open - NO CLASSES		August 19 - 25
Division/School PD/Collaboration; Staff Meeting		August 26
Division/School PD/Collaboration; Staff Meeting		August 27
Operational Non-Instructional (K-12) - No Classes		August 28
Classes Begin		August 31
Labour Day - No Classes		September 7
National Truth & Reconciliation Day - No Classes		September 30
Thanksgiving Day - No Classes		October 12
Division/School PD/Collaboration; Staff Meeting		October 13
In lieu of Parent/Teacher Interviews - No Classes		November 9
Fall Break - No Classes		November 10
Remembrance Day - No Classes		November 11
Fall Break - No Classes		November 12 - 13
Classes Resume		November 16
Division/School PD/Collaboration; Staff Meeting		December 7
Christmas Break - No Classes		December 21
Classes Resume		January 4
Division/School PD/Collaboration; Staff Meeting		February 1
First Day of Classes - Semester Two		February 2
Teachers' Convention - No Classes		February 4-5
Family Day - No Classes		February 15
Division/School PD/Collaboration; Staff Meeting		March 8
In lieu of Parent/Teacher Interviews - No Classes		March 25
Good Friday - No Classes		March 26
Easter Monday - No Classes		March 29
Spring Break - No Classes		March 30 - April 4
Division/School PD/Collaboration; Staff Meeting		April 5
Classes Resume		April 6
Victoria Day - No Classes		May 24
Division/School PD/Collaboration; Staff Meeting		May 25
Division/School PD/Collaboration; Staff Meeting		June 7
Last Day of Classes		June 28
Operational Non-Instructional (K-12) - No Classes		June 29
Summer Vacation Begins		June 30

	Operational Day - No Classes
	Operational Day - Day In Lieu - No Classes
	Non-Operational Day - No Classes
	Division/School PD/Collaboration; Staff Meeting - No Classes



**Date:** September 24, 2025 **Agenda Item:** 7.2

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

**Originator(s):** Lisa Lacroix, Associate Superintendent Human Resources

**Subject:** **Draft 2027-2028 School Year Calendar**

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**Recommended Motion:**

THAT the Board of Trustees approve in principle the draft 2027-2028 School Year Calendar as presented at the September 24, 2025, Public Board meeting, and

Further, direct Administration to circulate the draft 2027-2028 School Year Calendar for feedback as outlined in AP235.

**Background:**

The 2027-2028 Draft School Year Calendar has been developed to adhere to all legislative and policy requirements. As per *Administrative Procedure 235: Operational School Year and Calendar*, once the School Year Calendar has been approved in principle by the Board of Trustees, the calendar package will be referred to Administrative Council (Principals/Vice Principals) and School Councils for review and feedback prior to the Board's final approval. The proposed calendar will also be shared with the Teacher Board Advisory Committee for review and feedback.

Once all feedback has been received, the 2027-2028 School Year Calendar will be brought to the March 2026 Public Board meeting for final review and approval.

**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> | e. establishing constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations; and<br>f. facilitating the meaningful participation of members of the school community and local community in decision-making. |
| <b>COMPETENCY:</b> | (2) Modeling Commitment to Professional Learning  |
| <b>INDICATORS:</b> | c. actively seeking out feedback and information from a variety of sources to enhance leadership practice.  |

**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.

**COMPETENCY:** (7) Supporting Effective Governance  
**INDICATORS:** f. supporting the board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms; and  
l. facilitating ongoing public communication about the board's operations and the achievement of its goals and priorities.

**Governance Implications:**

Education Act

Board responsibilities

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

(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,

School day and year

60 A board shall determine and make publicly available for each school year the days, dates and number of days of school operation.

Funding Manual for School Authorities & Guide to Education

All students must receive the minimum required instructional hours and be provided sufficient opportunity to achieve the outcomes outlined in the programs of study/curriculum as mandated by legislation. The 2026-2027 school year calendar ensures these requirements are met.

Board Policy 2: Role of the Board

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

Board Policy 3: Role of the Trustee

2.1.1 Represent his or her constituents and consider the interests of all Division stakeholders when making decisions.

Administrative Procedure 235: Operational School Year Calendar

A board shall determine and make publicly available for each school year the days, dates and number of days of school operation (Education Act Section 60).



Administration is prepared to respond to questions at the September 24, 2025, Public Board meeting.

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

1. Draft 2027-2028 School Year Calendar
2. Draft 2027-2028 School Operational Year Count
3. Draft 2027-2028 School Operational Year Details

AUGUST 2027						
S	M	T	W	T	F	S
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29	30	31				

SEPTEMBER 2027						
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26	27	28	29	30		

OCTOBER 2027						
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31						

NOVEMBER 2027						
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DECEMBER 2027						
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JANUARY 2028						
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23	24	25	26	27	28	29
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FEBRUARY 2028						
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MARCH 2028						
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APRIL 2028						
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MAY 2028						
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JUNE 2028						
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JULY 2028						
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**\*\* SUBJECT TO DIPLOMA EXAM SCHEDULE RELEASE**

**2027-2028**

**\*\*DRAFT**

**September 24 2025**

School Offices Open - NO CLASSES		August 20
Division/School PD/Collaboration; Staff Meeting		August 25
Division/School PD/Collaboration; Staff Meeting		August 26
Operational Non-Instructional (K-12) - No Classes		August 27
Classes Begin		August 30
Labour Day - No Classes		September 6
National Truth & Reconciliation Day - No Classes		September 30
Thanksgiving Day - No Classes		October 11
Division/School PD/Collaboration; Staff Meeting		October 12
In Lieu of Parent/Teacher Interviews - No Classes		November 8
Fall Break - No Classes		November 9-10
Remembrance Day - No Classes		November 11
Fall Break - No Classes		November 12
Classes Resume		November 15
Division/School PD/Collaboration; Staff Meeting		December 6
Christmas Break - No Classes		December 20 - 31
Classes Resume		January 3
Division/School PD/Collaboration; Staff Meeting		January 31
First Day of Classes - Semester Two		February 1
Teachers' Convention - No Classes		February 3-4
Family Day - No Classes		February 21
Division/School PD/Collaboration; Staff Meeting		March 6
In Lieu of Parent/Teacher Interviews - No Classes		March 24
Spring Break - No Classes		March 27-31
Classes Resume		April 3
Good Friday - No Classes		April 14
Easter Monday - No Classes		April 17
Division/School PD/Collaboration; Staff Meeting		April 18
Victoria Day - No Classes		May 22
Division/School PD/Collaboration; Staff Meeting		May 23
Division/School PD/Collaboration; Staff Meeting		June 5
Last Day of Classes		June 28
Operational Non-Instructional (K-12) - No Classes		June 29
Summer vacation begins		June 30



Frank Robinson Education Centre  
9820-104 Street  
Morinville, AB T8R 1L8  
Phone: (780) 939-4341  
Fax: (780) 939-5520

	Operational Day - No Classes
	Operational Day - Day In Lieu - No Classes
	Non-Operational Day - No Classes
	Division/School PD/Collaboration; Staff Meeting - No Classes

	Non-Instructional		Instructional		Operational	
	1 to 9	10 to 12	1 to 9	10 to 12	1 to 9	10 to 12
August	3	3	2	2	5	5
September	0	0	20	20	20	20
October	1	1	19	19	20	20
November	1	1	17	17	18	18
December	1	1	12	12	13	13
January	1	1	20	20	21	21
<b>Total - Semester 1</b>	<b>7</b>	<b>7</b>	<b>90</b>	<b>90</b>	<b>97</b>	<b>97</b>
February	2	2	18	18	20	20
March	2	2	16	16	18	18
April	1	1	17	17	18	18
May	1	1	21	21	22	22
June	2	2	19	19	21	21
<b>Total - Semester 2</b>	<b>8</b>	<b>8</b>	<b>91</b>	<b>91</b>	<b>99</b>	<b>99</b>
<b>Operational Year Total</b>	<b>15</b>	<b>15</b>	<b>181</b>	<b>181</b>	<b>196</b>	<b>196</b>

References:	Admin Procedure	235 - Operational School Year and Calendar			
		School Operational Year Calendar 2027-2028			
		School Operational Year Calendar Day Count 2027-2028			
	Education Act	Section 60			

## School Year 2027-2028

(All dates are inclusive unless otherwise specified)

### AUGUST

Monday	23	School Offices Open
Wednesday	25	Division/School PD/Collaboration; Staff Meeting – No Classes
Thursday	26	Division/School PD/Collaboration; Staff Meeting – No Classes
Friday	27	Operational Non-Instructional Day – No Classes
Monday	30	All Classes (full day)

### SEPTEMBER

Monday	06	LABOUR DAY - No Classes
Thursday	30	NATIONAL TRUTH & RECONCILIATION DAY – No Classes

### OCTOBER

Monday	11	THANKSGIVING DAY - No Classes
Tuesday	12	Division/School PD/Collaboration; Staff Meeting – No Classes

### NOVEMBER

Monday	08	Non-Instructional Day In Lieu of Parent-Teacher Interviews - No Classes
Tuesday	09	Fall Break - No Classes
Wednesday	10	Fall Break - No classes
Thursday	11	REMEMBRANCE DAY – No Classes
Friday	12	Fall Break - No Classes
Monday	15	Classes Resume

### DECEMBER

Monday	06	Division/School PD/Collaboration; Staff Meeting – No Classes
Saturday	18	Christmas Break Begins

### JANUARY

Monday	03	Classes Resume
Monday	31	Division/School PD/Collaboration; Staff Meeting – No Classes

References: Administrative Procedure 235 – *Operational School Year and Calendar*  
*School Operational Year Calendar 2027-2028*  
*School Operational Year Calendar Day Count 2027-2028*  
*Education Act Section 60*

## **FEBRUARY**

Tuesday	01	First Day of Classes - Semester Two
Thursday	03	Teachers' Convention - No Classes
Friday	04	Teachers' Convention - No Classes
Monday	21	FAMILY DAY - No Classes

## **MARCH**

Monday	06	Division/School PD/Collaboration; Staff Meeting – No Classes
Friday	24	Non-Instructional Day In Lieu of Parent-Teacher Interviews – No Classes
Monday	27	Spring Break Begins

## **APRIL**

Monday	03	Classes Resume
Friday	14	GOOD FRIDAY – No Classes
Monday	17	EASTER MONDAY – No Classes
Tuesday	18	Division/School PD/Collaboration; Staff Meeting – No Classes

## **MAY**

Monday	22	VICTORIA DAY - No Classes
Tuesday	23	Division/School PD/Collaboration; Staff meeting – No Classes

## **JUNE**

Monday	05	Division/School PD/Collaboration; Staff Meeting – No Classes
Wednesday	28	Last Day of Classes
Thursday	29	Operational Non-Instructional Day – No Classes
Friday	30	Summer Vacation Begins

References: Administrative Procedure 235 – *Operational School Year and Calendar*  
*School Operational Year Calendar 2027-2028*  
*School Operational Year Calendar Day Count 2027-2028*  
*Education Act Section 60*





**Date:** September 24, 2025 **Agenda Item:** 7.3

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

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

**Subject:** **Joint Use and Planning Agreement - Town of Morinville JUPA**

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### **Recommended Motion:**

THAT the Board of Trustees approve the Joint Use and Planning Agreement - Town of Morinville Joint Use and Planning Agreement (**JUPA**) as presented at the Public Board meeting of September 24, 2025.

### **Background:**

On June 10, 2020, the Lieutenant Governor in Council approved an order in council proclaiming the Joint Use and Planning Agreement (JUPA) sections of Bill 25, the Red Tape Implementation Act, into force. This proclamation amends the Municipal Government Act and the Education Act.

The Date by which Municipalities and school jurisdictions must enter into a joint use and planning agreement as required by Section 53.1 (2) of the *Education Act* is extended to June 10, 2026. Sturgeon Public Schools is required to have a JUPA in place with each municipality in which we operate a school.

The Joint Use and Planning Agreement between the Town of Morinville, The Greater St. Albert Roman Catholic Separate School Division and The Sturgeon Public School Division has been completed and the attached Draft Joint Use and Planning Agreement - Town of Morinville JUPA is ready for Board review.

### **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;<br>e. establishing constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations; and<br>f. facilitating the meaningful participation of members of the school community and local community in decision-making. |

**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; 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; and  
e. ensuring that the board's fiscal and resource management is in accordance with all statutory, regulatory and board requirements.

**Governance Implications:**

Education Act

Joint use and planning agreements

53.1 (2) Where on the coming into force of this section a board is operating within the municipal boundaries of one or more municipalities, the board must, within 3 years after this section comes into force, or if the Minister extends that period under subsection (4), within the extended period, enter into an agreement under section 670.1 of the *Municipal Government Act* with each of the municipalities.

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 September 24, 2025, Public Board meeting.

**Attachment(s):**

1. Joint Use and Planning Agreement - Town of Morinville JUPA

## JOINT USE AND PLANNING AGREEMENT

THIS AGREEMENT MADE THIS \_\_\_\_ day of \_\_\_\_\_, 2025

BETWEEN:

### **THE TOWN OF MORINVILLE,**

a municipal corporation, incorporated under the laws of the

Province of Alberta

(referred to as the “**Municipality**”)

-AND-

### **THE GREATER ST. ALBERT ROMAN CATHOLIC**

#### **SEPARATE SCHOOL DIVISION**

a school division under the laws of the Province of Alberta

(referred to as “**The Greater St. Albert Roman Catholic Separate School Division**”)

-AND-

### **THE STURGEON PUBLIC SCHOOL DIVISION**

a school division under the laws of the Province of Alberta

(referred to as “**The Sturgeon Public School Division**”)

#### **WHEREAS:**

- A. The *Municipal Government Act* and the *Education Act* require a municipality and any school boards operating within the boundaries of the municipality to enter into and maintain a joint use and planning agreement;
- B. The Municipality and the Boards agree that joint use of municipal facilities and school board facilities is an important tool in providing educational, cultural and recreational opportunities for residents in a manner that reduces or eliminates the need to duplicate facilities thereby making the most effective use of the limited economic resources of the Municipality and Boards;

- C. It is the responsibility of each of the Boards to develop and deliver educational programs and to provide the necessary facilities and sites for these programs;
- D. It is the responsibility of the Municipality to plan, develop, operate and maintain park and recreational land, and facilities for recreational purposes, and to organize and administer public recreational programs;
- E. The *Municipal Government Act* allows the Municipality to obtain municipal reserve (MR), school reserve (SR) or municipal and school reserve (MSR) as lands within the Municipality are subdivided to meet the open space and site needs of the Municipality and Boards;
- F. The *Municipal Government Act* provides that a subdivision authority may require as a condition of subdivision approval that the owner of a parcel of land that is being subdivided provide Municipal Reserve land in an amount that may not exceed 10% of the parcel of land being subdivided less any land required to be provided as environmental reserve;
- G. The *Municipal Government Act* provides that where reserve land is required to be provided the subdivision authority must specify the amount, type and location of reserve land and allocate the reserve land between the Municipality and Boards either in accordance with an agreement between the Municipality and the Boards or, in the absence of an agreement, in accordance with the needs of the Municipality and Boards as those needs are determined by the subdivision authority;
- H. The Parties prefer to establish among themselves how their respective needs for and interests in reserve land will be determined, rather than each Party having to make submissions to the Municipality's subdivision authority at the time of each application for subdivision of land, in respect of dedication of reserve land to them;
- I. The Municipality and the Boards agree to enter into this Agreement in recognition of their mutual commitment to maximize the potential of the joint use of facilities, municipal reserve, school reserve, and municipal and school reserve lands in the Municipality of Morinville; and
- J. The Parties wish to create clarity, transparency, and consistency with respect to their agreed process for discussing, and where applicable implementing, methodologies for carrying out:
  - a) planning, development and use of School Sites on reserve land;
  - b) transfers of reserve land under the *Municipal Government Act*;
  - c) disposal of School Sites;
  - d) servicing of School Sites; and
  - e) the use of School Facilities and Municipal Facilities including matters related to maintenance, payment of fees and other liabilities associated with such facilities,

**NOW THEREFORE IN CONSIDERATION** of the mutual premises set out herein, the Parties agree as follows:

## **1) DEFINITIONS**

In this Agreement, the following terms shall be interpreted as having the following meanings:

- a) "Agreement" means this Agreement, as amended from time to time, and any Schedules which are attached hereto and which also may be amended from time to time.
- b) "*Arbitration Act*" means the *Arbitration Act*, RSA 2000, c. A-43, and any regulations made thereunder as amended or replaced from time to time.
- c) "Area Structure Plan" means a statutory plan adopted by the Municipality as per Division 4 of Part 17 of the *Municipal Government Act* and includes area redevelopment plans, municipal development plans and any other statutory plans as defined in that legislation.
- d) "Boards" means The Greater St. Albert Roman Catholic Separate School Division and Sturgeon Public School Division, collectively or individually as the context so requires.
- e) "Calendar Day" means any one of the seven (7) days in a week.
- f) "CAO" means the Chief Administrative Officer of the Municipality.
- g) "Community Use" means use by members of the general public and not a User Group.
- h) "Conceptual Scheme" means any conceptual scheme, outline plan, or other similar planning document adopted by the Municipality from time to time other than an Area Structure Plan.
- i) "Council" means the municipal council of the Municipality.
- j) "*Education Act*" means the *Education Act*, SA 2012, c. E-0.3, and any regulations made thereunder as amended or replaced from time to time.
- k) "Effective Date" means XXX, 2025.
- l) "Facility Operational Guidelines" means the guidelines for use of a facility as adopted by the Parties to efficiently operate the facilities from time to time or, in the absence of such guidelines having been adopted by the Parties, best practices for the operation of comparable facilities.
- m) "Facility Booking Office" means for the Municipality the individual or individuals responsible for coordinating the booking of Joint Use Space provided by the Municipality.
- n) "Facilities Coordinator" means an administrative staff person employed or contracted by the Boards responsible for coordinating the booking of Joint Use Space provided by the applicable Board or their designate.
- o) "Force Majeure Event" means any event causing a *bona fide* delay in the performance of any obligations under this Agreement (other than as a result of financial incapacity) and

not caused by an act, or omission, of either party, or a person not at arm's length with such party, resulting from:

- i) an inability to obtain materials, goods, equipment, services, utilities or labour;
  - ii) any statute, law, bylaw, regulation, order in Council, or order of any competent authority other than one of the parties;
  - iii) an inability to procure any license, permit, permission, or authority necessary for the performance of such obligations, after every reasonable effort has been made to do so;
  - iv) a strike, lockout, slowdown, or other combined action of works; or
  - v) an act of God or the King's enemies.
- p) "General Manager, Community and Infrastructure Services" means the general manager of the community services and infrastructure services departments of the Municipality.
  - q) "Information Access and Privacy Legislation" means the *Access to Information Act and Protection of Privacy Act* and any regulations made thereunder as amended or replaced from time to time.
  - r) "Joint Use Space" means those portions of a Municipal Facility or School identified in Schedules "A", "B", and "C" as being available for booking by the Parties or User Groups or for Community Use.
  - s) "Manager, Community Services" means the manager of the community services department of the Municipality.
  - t) "Maintenance" means the process of keeping property in good condition through regular checks, repairs, and updates, including any actions taken to prevent breakdowns, ensure proper functioning, and extend the lifespan of an object, system, or structure.
  - u) "Municipal and School Reserve" means the land designated as Municipal and School Reserve, as defined by the *Municipal Government Act*.
  - v) "Municipality" means the municipal corporation of the Town of Morinville, its predecessor, or, where the context so requires, the area contained within the boundaries of the Municipality.
  - w) "Municipal Facility" means a park, playground, playing field, building or part of a building owned, maintained and operated by the Municipality and includes those facilities identified in Schedule "A".
  - x) "*Municipal Government Act*" means the *Municipal Government Act*, RSA 2000, c-M-26, and any regulations made thereunder as amended or replaced from time to time.
  - y) "Municipal Reserve" means the land designated as Municipal Reserve, as defined by the *Municipal Government Act*.
  - z) "Operational Days" means a day established by the Boards on the approved school calendars, for the instruction of students for that year. Operational days include any day

staff are required to be on-site delivering curriculum, preparing materials or collaborating with other staff. All Statutory holidays as well as spring, summer, fall and Christmas breaks as listed on the approved school calendars are not considered Operational Days unless preapproved by the Boards.

- aa) "Parties" means the entities signing this Agreement collectively and Party shall mean one (1) of the signatories.
- bb) "Playfield" means a designated outdoor playing area designed for recreation or various sports and includes rectangular turf fields and ball diamonds.
- cc) "Province" means the Provincial Crown, or His Majesty in Right of Alberta, as represented by the appropriate minister, or, where the context so requires, the area contained within the Province.
- dd) "Reserve Land" means lands that are acquired as the dedication of Municipal Reserve, School Reserve, or Municipal and School Reserve, in accordance with the *Municipal Government Act*.
- ee) "School" means a building which is designed to accommodate students for instructional or educational purposes that is owned or controlled by a Board, including those Schools listed in Schedules "B" and "C".
- ff) "School Building Site" means all lands to be used immediately or in the future for the erection or placement of a school building or buildings (including ancillary buildings) and their operation and administration, together with those lands required for parking areas, walkways, driveways, fire lanes and other means of access.
- gg) "School Facility" means a park, playground, playing field, building or part of a building owned, maintained and operated by a Board and includes those facilities identified in Schedules "B" and "C".
- hh) "School Reserve" means land designated as School Reserve, as defined by the *Municipal Government Act*.
- ii) "School Site" means the School Building Site along with the Joint Use Space.
  - 1.1.1.1. "Special Use" means any booking that does not fall under the regular use identified under this agreement.
  - 1.1.1.2. "Sport Academies" means a curriculum-based program provided by a Board offered during school hours focusing on human athletic and sport performance training to further develop students.
- jj) "Superintendent" means the chief executive officer of each of the Boards.
- kk) "User Group" means any school or community group that fits within the eligibility criteria set out in herein and which books the use of Joint Use Space in accordance with this Agreement.

## **2) SCHEDULES**

- a) The following is a list of schedules to this Agreement which are incorporated into and form part of this Agreement:

Schedule "A" – Municipality of Morinville Facilities Available for Joint Use

Schedule "B" – The Greater St. Albert Roman Catholic Separate School Division School Facilities Available for Joint Use

Schedule "C" – The Sturgeon Public School Division School Facilities Available for Joint Use

Schedule "D" – Annual Bookings of Municipal Facilities by Schools

Schedule "E" – Annual Outdoor Site Maintenance of Board and Municipal Shared Facilities

Schedule "F" – Exception for Annual Outdoor Site Maintenance of Board and Municipal Shared Facilities

Schedule "G" – Bi-Annual Joint Use Meeting

Schedule "H" – Dispute Resolution Process

Schedule "I" – The Greater St. Albert Roman Catholic Separate School Division and The Sturgeon Public School Division Property Line Area Maps

Schedule "J" – Snow Removal and Grass Cutting School Site Maps of Board and Municipal Shared Facilities

## **PART A – JOINT USE**

### **3) OPERATING GUIDELINES FOR JOINT USE SPACE**

- a) The Municipality will make the Municipal Facilities outlined in Schedule "A" available to the Boards for school use during the hours specified in Schedule "A" at those times when such facilities are not in use for regular community programs, revenue producing functions or planned Maintenance. This shall include use of the Municipal Facilities by Sport Academies.
- b) Each of the Boards will make their respective School Facilities outlined in Schedules "B" or "C" available to the Municipality for community recreation and cultural activities during those hours specified in Schedules "B" and "C" at those times when such facilities are not in use for school activities, revenue producing functions or planned Maintenance.
- c) The Parties shall not allow Joint Use Space to be used pursuant to this Agreement unless such use complies with the applicable Facility Operational Guidelines in effect from time to time.



- d) The Municipality may, upon six (6) months' written notice to each of the Boards, amend Schedule "A" to either add to or remove from the list of Joint Use Space provided by the Municipality all or any portion of a Municipal Facility.
- e) The Boards may, upon six (6) months' written notice to the Municipality and the other Board, amend Schedule "B" or "C" as applicable to either add to or remove from the list of Joint Use Space provided by the Board all or any portion of a School Facility.
- f) Newly developed Joint Use Spaces shall be automatically added to the list of Joint Use Space in the applicable schedule without requiring amendment of this Agreement, with availability hours as determined by the owner of the facility acting reasonably, one (1) full operational year after development is complete, unless the applicable Party gives six (6) months' notice to remove such facility from the schedule in accordance with sections 3(d), (e) and (g) of this Agreement.
- g) Notice of the removal of all or any portion of a Joint Use Space from the list of Joint Use Space available shall include a written explanation as to why the specific Joint Use Space will no longer be available for use. The Parties agree that any of the Parties may share the written explanation with the public, at the discretion of the disclosing Party.
- h) Notwithstanding any other provision in this Agreement, the principal of a school or the manager of a Municipal Facility shall be able to determine if a particular use or User Group will be allowed to occur or use facilities in their school or facility.
- i) Appeals from a refusal by a principal or manager to allow a particular use within their school or facility may be made:
  - i) in the case of a refusal for use of a School Facility, to the Facilities Coordinator; and
  - ii) in the case of a refusal for use of a Municipal Facility, first to the Municipality's Manager, Community Services and thereafter to the General Manager, Community and Infrastructure Services.
- j) Notwithstanding any other provision in this Agreement, the Parties may remove from the list of Joint Use Space any facility or portion of a facility, either on a permanent or temporary basis, on notice to the other Parties if such facility or portion of a facility is needed by the Party to meet its responsibilities or to provide services or programs to its constituents.
- k) The regular repair and Maintenance of any Joint Use Space and its operational cost is the sole responsibility of the owner of the Joint Use Space with the exception of the shared Maintenance of School Facilities and Municipal Facilities as outlined in Schedule "E" or as otherwise specified herein.

#### **4) OTHER FACILITIES AND FIELDS**

- a) Any facilities or equipment of any Party not identified under Schedules “A”, “B” or “C” of this Agreement may be made available for use by other Parties on a case-by-case basis with a separate signed agreement.
- b) This Agreement does not apply to the Meadows Ball Diamonds facility of The Greater St. Albert Roman Catholic Separate School Division. The separate agreement respecting such facility between the Municipality and that Board shall continue to apply unless and until those Parties agree otherwise.

## **5) USER GROUP ELIGIBILITY**

- a) To be eligible to use a Joint Use Space in a School Facility, a User Group must be:
  - i) A community youth group, community not for profit group, cultural and recreational organization, minor sports organization, or other similar group organized by community organizations or the Municipality’s community services department;
  - ii) Engaged in activities that are recreational, cultural, educational or curriculum-based in nature; and
  - iii) Undertake, in writing, to have their members and participants uphold the Board’s rules and regulations and any rules imposed by the School.
- b) Boards are not included in this Agreement as User Groups when scheduling meeting space for the Boards at Municipal Facilities. Boards may still schedule meeting space at Municipal Facilities in accordance with the Municipality’s general booking requirements and will be charged fees as per the Municipality’s Fees and Charges Bylaw from time to time.
- c) A User Group may be barred from using Joint Use Space if:
  - i) The group has failed to pay fees related to the group’s prior use of any Joint Use Space;
  - ii) The group has failed to provide the required insurance;
  - iii) The group has failed to pay for damages which occurred as a result of the group’s prior use of any Joint Use Space;
  - iv) The past conduct of the group, or members of the group or invited participants, during the use of Joint Use Space was, in the opinion of the barring Party, inappropriate or not in keeping with the rules and regulations of the Joint Use Space that was booked, or, if repeated, would be likely to cause damage to the Joint Use Space.

## **6) FACILITY AVAILABILITY**

- a) Each Party will notify the others of any times and dates when their respective Joint Use Facilities will be unavailable for use pursuant to this Agreement by May 31 for the upcoming school year.
- b) The Boards will notify the Municipality of all the bookings of Municipal Facilities by May 31 for the upcoming school year, including the specified dates for those bookings identified in Schedule "D". The Parties will follow the Municipality's administrative booking procedures to assist with such bookings.
- c) The Boards' Joint Use Spaces will be available on the days and times specified in Schedules "B" and "C" unless such Joint Use Spaces are otherwise unavailable as set forth in this Agreement.
- d) The Boards' Joint Use Spaces may be made available outside of the times specified in Schedules "B" and "C" with the specific approval of the applicable Board.
- e) The Boards' use of Municipal Facilities pursuant to this Agreement may take place Monday through Friday between September and June inclusively during the times specified in Schedule "A" unless such Joint Use Spaces are otherwise unavailable as set forth in this Agreement.
- f) Municipal Facilities may be made available outside of the times specified above and in Schedule "A" with the specific approval of the Municipality.
- g) In the event of an emergency or unexpected circumstance or long-term closure, existing bookings of Joint Use Spaces may be cancelled or altered. In such events, the Parties will make reasonable efforts to accommodate the event in an alternate Joint Use Space.
- h) The Parties acknowledge and agree that the Joint Use Spaces will be, from time to time, unavailable due to becoming polling stations for elections.

**7) BOOKING JOINT USE SPACE**

- a) Booking School use of Municipal Facilities identified as Joint Use Space shall be made through the Municipality's Facility Booking Office.
- b) Booking the use of Joint Use Space within Schools by User Groups shall be made through the Municipality's Facility Booking Office.
- c) The Municipality shall require all User Groups to complete a rental request and then complete a rental agreement, in the form specified by the Municipality, to the Municipality's satisfaction.
- d) The Municipality shall provide viewer access to the calendar in the current booking software to the Boards for all municipal bookings of school Joint Use Spaces.
- e) The Municipality shall provide and pay for staffing associated with weekend Municipal use of School Facilities under this Agreement. Such staffing shall be

sufficient to ensure that User Groups are adequately supervised to ensure safety and prevention of damage and are in compliance with this Agreement. The Boards shall supply the Municipality with keys/badges/FOBs and related security clearance for access of School Facilities for the purposes of this Agreement.

- f) If the Municipality provides access to School Facilities, the Municipality shall ensure such School Facilities are opened, closed and secured.
- g) For clarification, booking the use of Municipal Facilities pursuant to this Agreement is in addition to and separate and apart from, the provision of twelve (12) days of use per calendar year, that the Morinville Community and Cultural Centre can be booked by The Greater St. Albert Roman Catholic Separate School Division as per the “Land Exchange Agreement (2018)” and “Facility License Agreement (2018)”, which agreements shall continue to apply, and are not amended or terminated by this Agreement.

#### **8) CANCELLATION OF BOOKINGS**

- a) Either Board may cancel the booking of that Board’s Joint Use Space. In the event of such cancellation, the Board shall provide as much prior notice as possible to the Municipality. The Municipality shall notify the scheduled User Group of such cancellation.
- b) The Municipality shall include provisions for cancellation in the rental agreement with the User Group. The Municipality shall ensure that such rental agreement allows for cancellations by the Boards as contemplated in this Agreement.
- c) The Municipality may cancel the booking of the Municipality’s Joint Use Space. The Municipality shall notify the scheduled User Group of such cancellation.

#### **9) FEES FOR JOINT USE SPACE**

- a) The Municipality may establish and collect fees from time to time pertaining to the use of Joint Use Spaces, which are in addition to any other amounts payable for damage or destruction of Joint Use Spaces. Such fees may include:
  - i) The use of any included specialized equipment;
  - ii) Set-up;
  - iii) The provision of all staff including specially trained or technical staff (ex. theatre technicians, fitness instructors), supervisory staff and hosts necessary for the use of the Joint Use Space;
  - iv) Any additional custodial services related to the use of the Joint Use Space; and
  - v) Surcharges for use of the Joint Use Space outside of the specified joint use hours.

## **10) EQUIPMENT**

- a) No equipment, furnishings or other items are included for use by a User Group pursuant to this Agreement unless otherwise stated in Schedule “A”, “B” or “C” or otherwise expressly agreed by the applicable Parties.

## **11) CUSTODIAL RESPONSIBILITY AND BUILDING/FACILITY MAINTENANCE RESPONSIBILITY**

- a) The Boards shall be responsible for custodial services for any Joint Use Space they own. This includes designated entrances, hallways and other associated areas necessarily used to access such Joint Use Space.
- b) The Municipality shall be responsible for custodial services for any Joint Use Space it owns. This includes designated entrances, hallways and other associated areas necessarily used to access such Joint Use Space.
- c) All Parties shall ensure that Joint Use Spaces are maintained in a reasonable manner having regard to the nature of the facilities and their general intended use. If the Municipality schedules any User Groups which require any additional custodial services beyond such standard, the Municipality shall obtain the prior consent of the applicable Board and the Municipality shall be responsible for arranging such additional custodial services at the Municipality’s expense.

## **12) DAMAGES TO JOINT USE SPACE**

- a) The Parties agree that Joint Use Spaces shall be left in the same or better condition following use, subject only to reasonable wear and tear, and:
  - i) In the event that a User Group using a Board’s Joint Use Space pursuant to this Agreement fails to leave the space in such condition, the Municipality shall restore the Joint Use Space to such condition, including any additional custodial services and repairing any damage, or shall reimburse the applicable Board for the cost of such work, at the option of the Board; and
  - ii) In the event that a School using a Municipal Joint Use Space pursuant to this Agreement fails to leave the space in such condition, the applicable Board shall reimburse the Municipality for the cost of restoring the Joint Use Space to such condition, including any additional custodial services and repairing any damage.

## **13) INSURANCE AND INDEMNIFICATION**

- a) Throughout the term of this Agreement, each Party shall carry:
  - i) Comprehensive general liability insurance on an occurrence form in an amount of not less than five million dollars (\$5,000,000.00), which shall include:
    - 1) Bodily injury property damage;
    - 2) Contingent employer’s liability; and

- 3) A term listing the other Parties as additional insureds, a severability of interests clause, a cross-liability clause, and an undertaking by the insurer to notify the other parties of any cancellation of the insurance;
- ii) All risk property insurance in an amount sufficient to cover the replacement of that Party's Joint Use Facilities; and
- iii) Any other form of insurance as any Party may reasonably require from time to time in form, amounts and for insurance risks against which a prudent party under similar circumstances would insure.
- b) All insurance to be carried pursuant to this Agreement shall be held with an insurer legally entitled to provide insurance coverage within the Province of Alberta.
- c) At any time when requested by any of the other Parties during the term of this Agreement, each Party shall provide the others with proof of insurance required by this Agreement.
- d) The Municipality shall require all User Groups to carry insurance as follows prior to using any Joint Use Spaces:
  - i) General Liability Insurance naming the Municipality or the Board in whose building or on whose land they are conducting their activities as additional insureds, with minimum coverages of:
    - 1) Five million dollars (\$5,000,000.00) for Joint Use Spaces owned by the Boards; and
    - 2) Five million dollars (\$5,000,000.00) for Joint Use Spaces owned by the Municipality.
- e) The Municipality shall ensure that all User Groups accept that they are using the Joint Use Spaces at their own risk.
- f) The Municipality is responsible for determining whether any Joint Use Spaces owned by the Boards are suitable for the intended purpose at the time of booking. The Boards make no representations or warranties respecting their Joint Use Spaces or their suitability for any purpose.
- g) The Municipality shall indemnify and hold harmless the Boards and their employees, elected officials, officers, directors, volunteers, agents and contractors from and against any claims or damages arising from the use of any of the School Facilities by any User Groups, including any claims or damages arising from such use for personal injury, illness (including death) and property damage.
- h) The Boards shall indemnify and hold harmless the Municipality and the Municipality's employees, elected officials, officers, directors, volunteers, agents and contractors from and against any claims or damages arising from the use of any of the Municipal

Facilities by the School, including any claims or damages arising from such use for personal injury, illness (including death) and property damage.

- i) The Municipality shall not allow, bring or permit to be brought any hazardous substance (as defined in any applicable environmental legislation) into any School Facilities except with the applicable Board's prior written consent, such consent to be in that Board's sole discretion. Regardless of such consent, the Municipality shall be solely responsible for any hazardous substances brought or allowed into any School Facilities while carrying out activities pursuant to this Agreement and shall indemnify and hold harmless the applicable Board from and against any and all penalties, remediation costs, losses, damages, claims, actions or causes of action in respect of such hazardous substance.
- j) The Boards shall not allow, bring or permit to be brought any hazardous substance (as defined in any applicable environmental legislation) into any Municipal Facilities except with the applicable Municipality's prior written consent, such consent to be in that Municipality's sole discretion. Regardless of such consent, the Boards shall be solely responsible for any hazardous substances brought or allowed into any Municipal Facilities while carrying out activities pursuant to this Agreement and shall indemnify and hold harmless the Municipality from and against any and all penalties, remediation costs, losses, damages, claims, actions or causes of action in respect of such hazardous substance.

**14) ANNUAL SITE MAINTENANCE OF SHARED FACILITIES**

- a) The Parties agree to carry out the Maintenance specified in Schedules "E" and "F" of this Agreement.

**15) PLAYING FIELDS AND PLAYGROUNDS**

- a) The Municipality shall carry out all required Maintenance of any Playfields on lands owned by the Municipality.
- b) The Maintenance of Playfields owned by the Boards shall be in accordance with Schedules "E" and "F" of this Agreement.
- c) The Parties agree to take reasonable steps to ensure that field markings in Playfields are in place at the commencement of the spring/summer season.
- d) Each Party shall perform regular assessments of Playfield conditions to determine short term and long term maintenance requirements.
- e) If a Party intends to refurbish (aerate, top dress and over seed) a Playfield or re-develop (stripping and grading and/or the complete replacement of the topsoil, finished surface (seed/sod/shale) and the replacing of goal posts or back fields) a Playfield, it shall give reasonable notice to the others. The Parties acknowledge that refurbishment of a Playfield is generally anticipated to result in that Playfield being

unavailable for use for one (1) year and that redevelopment of a Playfield is generally anticipated to be unavailable for use for two (2) years.

- f) Regardless of the source of funding or the installation of playground equipment or other improvements on a Playfield, the Party on whose land the Playfield is located shall at all times have the right to remove such improvements with or without replacing them, in that Party's sole discretion.
- g) Any Party may close Playfields at any time for reasons pertaining to weather, safety, and emergency maintenance requirements.

## **PART B – SCHOOL RESERVE PLANNING & ALLOCATION**

### **16) MUNICIPALITY AND BOARD MEETINGS**

- a) Unless the Parties agree that it is not necessary, the Parties shall meet at least annually to discuss issues of mutual concern including, but not limited to, updated contact information, upcoming planning areas where new School Sites may be contemplated and future School needs, and shall further meet bi-annually in accordance with Schedule "G".
- b) Meetings may be called ad-hoc by any Party to discuss specific items of interest as required.

### **17) DEMOGRAPHIC PROJECTION AND ENROLMENT STATISTICS**

- a) The Boards shall provide enrolment statistics to the Municipality annually, both per School and for the total division, after the Alberta Education September student account is finalized.
- b) The Municipality shall provide the Boards any updated land absorption and population projections at least two (2) weeks prior to the annual meeting of the Parties.

### **18) AREA STRUCTURE PLANS AND OTHER PLANNING DOCUMENTS**

- a) All proposed School Sites shall be identified in consultation with the Boards and shall be identified within Area Structure Plans adopted by the Municipality but shall not be pre-allocated to any one Board.
- b) Prior to the Municipality approving any Area Structure Plan, the Municipality shall consult with the Boards. If the Area Structure Plan is proposed by a developer, the Municipality shall facilitate discussions between the Boards and the developer to address planning for future School Sites within these lands. Provided that nothing in this Agreement is intended to constrain or limit the Municipality's discretion to pass resolutions relating to any Area Structure Plan or similar planning documents.
- c) Prior to the Municipality amending its Municipal Development Plan or any Area Structure Plan that includes a planned School Site, the Municipality shall consult with the Boards. If a developer is proposing such an amendment, the Municipality shall



facilitate a meeting between the developer and the Boards. Provided that nothing in this Agreement is intended to constrain or limit the Municipality's discretion to pass resolutions relating to any Area Structure Plan or similar planning documents.

- d) The Parties acknowledge and agree that while an Area Structure Plan may change from time to time in accordance with the discretion of the Municipality's Council:
  - i) there shall be no changes to the location or footprint of a proposed School Site without first consulting with the Boards;
  - ii) reserve land identified for transfer to a Board based on future expansion of the School is based on the ultimate design capacity of the School;
  - iii) the Boards shall be notified of any additional amendments to the land use concept that could reasonably affect school enrollment or capacity;
  - iv) the Boards will be given at least twenty-one (21) days to respond to any notice of any changes to an Area Structure Plan and the Municipality shall grant reasonable requests for extensions of this time period if such requests are made before the expiry of the initial twenty-one (21) day period; and
  - v) without restricting the other remedies available to the Boards at law, the Boards may challenge the decision of the Municipality regarding the allocation of Land Acquired as Reserves to School Sites through the dispute resolution process set out in Schedule "H" of this Agreement.
- e) To support adequate provision of School Sites, the Municipality shall circulate to the Boards all applications for:
  - i) Area Structure Plans, Conceptual Schemes, and amendments thereto which have a residential land use component; and
  - ii) All subdivision applications for lands not subject to an Area Structure Plans (excluding the Municipal Development Plan) or Conceptual Schemes.

#### **19) COMMITMENT OF LAND FOR SCHOOL SITES**

- a) When a Board is anticipating a new School Site, the Municipality will endeavor to assist the Board in its application for funding by committing by way of a letter of commitment or other formats as required by the Province to provide a fully serviced School Site should funding be granted. Should the Province require any letter of commitment from the owner or developer of the land containing the new School Site, the Municipality shall assist the Board in obtaining such letter.
- b) Nothing in this Agreement precludes the Municipality from committing to both Boards, within their respective applications for funding, to provide the same serviced School Site. In such a case, where possible, in each application the Municipality would commit to provide multiple serviced School Sites and the Province, or its designate,

shall be responsible for choosing the successful School Site for each proposal at the time funding is approved.

- c) If a Board's application for funding is successful, the School Site as assigned will be allocated to the selected Board for future construction. If any other applications for funding are currently in place by the other Board for the same School Site and have not been determined at the time of such approval, unless otherwise agreed by the Parties or directed by the Province of Alberta, such applications shall be deemed withdrawn.
- d) If a Board's application for funding is not successful, the site shall remain identified as a future School Site but is no longer committed for servicing by the Municipality in conjunction with the proposed project. The Parties may agree, subject to approval of their respective Council or Board of Trustees, to include the unfunded project in their respective future capital plans. However, in doing so, at no time shall the Parties be deemed to pre-allocate a School Site contrary to this Agreement.
- e) If both Boards' applications for funding are granted concurrently and the Province does not designate the School Site between the respective Boards, a meeting shall be called between the Parties for the purposes of finalizing School Site allocations to ensure separate sites are committed for development. If the Parties do not agree on the designation of School Sites, such dispute shall be resolved using the dispute resolution procedure set out in Schedule "H".
- f) If a Board is committed funding by the Province, it shall promptly notify the other Parties of the same.

## **20) LAND ACQUIRED AS RESERVES**

- a) Except as otherwise herein provided the title to land acquired as reserves shall initially be vested in the Municipality as Municipal Reserve.
- b) The Municipality shall transfer any land acquired as reserves to the Board for the consideration of One Dollar (\$1.00) when funding is committed by the Province for the construction of a School on that site. The School Building Site shall be designated as School Reserve upon registration of the transfer at the Alberta Land Titles office.
- c) If funding has been committed by the Province for the planning and or design/construction of a School at a School Building Site at the time of subdivision of the land acquired as reserve, the School Building Site shall be transferred to the Board as soon as it is serviced as set out herein.
- d) The Municipality shall service or cause the School Building Site to be serviced to the property line prior to transfer to the applicable Board. Such servicing shall consist of power, water, storm sewer, sanitary sewer, and telecommunications, excluding supernet, with reasonable capacities to service the intended School, with the exact location as determined by the Parties acting reasonably. The Municipality shall

provide such servicing within reasonable timelines to meet any timelines imposed by the Province of Alberta.

- e) The Municipality shall be responsible for all costs associated with the subdivision of the Reserve Lands and associated registration at the Alberta Land Titles Office to have the School Building Site transferred to the Board as School Reserve.

**21) JOINT PLANNING AND SCHOOL SITE REQUIREMENTS**

- a) When reviewing a proposed Area Structure Plan or Conceptual Scheme, or an amendment thereto, and bearing in mind provincial requirements, the Municipality shall consider that the land for a proposed School Site shall have:
  - i) sufficient area for effective use as a School Building Site;
  - ii) site frontage onto two collector roads for ease of access and traffic circulation, including consideration of the ability to separate school bus and parent drop-off zones;
  - iii) limited exposure to potentially harmful utility infrastructure, such as active well sites, pipelines, substations and other potential hazards to students, staff and other community users of school facilities;
  - iv) appropriate proximity to existing schools and residential areas needing school service, including consideration for the site's location related to existing and future Board bus routes;
  - v) services available in the area to be provided pursuant to this Agreement;
  - vi) the ability for the Parties to work together on dual school sites and/or indoor or site enhancements; and
  - vii) such considerations as the Municipality reasonably deems pertinent to the application.
- b) To ensure that the School Site has limited exposure to potential hazards as set out above, when reviewing a proposed Area Structure Plan or Conceptual Scheme, or an amendment thereto, creating or affecting a School Site, the Municipality shall have prepared or cause any developer applicant to prepare a risk assessment pertaining to any significant utility infrastructure or other hazards in proximity to the site, which document shall be provided to the Board and shall be considered by the Municipality in considering the proposed Area Structure Plan or Conceptual Scheme, or an amendment thereto.
- c) The Municipality and the applicable Board or Boards shall consult with each other on the site design of the School, the School Building Site, Joint Use Space and community facilities located on Joint Use Space.

- d) The Boards acknowledge that building and development permits may be required in respect of work on School Building Sites, subject to applicable bylaws of the Municipality.
- e) If land needed for a new School Site exceeds that which is to be provided in accordance with the *Municipal Government Act*, the Municipality shall be responsible for negotiating with landowners and entering into a separate agreement to purchase if required.

**22) DISPOSITION OF LANDS AND IMPROVEMENTS**

- a) Lands reserved hereunder for a School Building Site which are not developed shall be retained by the Municipality and used or disposed of subject to the provisions of the *Municipal Government Act*, the *Education Act*, all other relevant legislation, and all relevant regulations pertaining thereto, and the terms of this Agreement.
- b) Every five (5) years, the Municipality and Boards shall evaluate all undeveloped School Sites against the criteria for School Sites set forth above prior to the annual meeting of the Parties and should the Parties determine a site to be undevelopable as a School Site, the Boards' interest in the site shall be formally withdrawn by way of a formal written withdrawal issued to the Municipality by the Board no more than one hundred eighty (180) days following the annual meeting. The Boards shall be responsible for obtaining any formal confirmation required under regulation or ministerial order and shall forward a copy to the Municipality upon receipt, and the Boards' obligations pursuant to this section are conditional on such confirmation being granted.
- c) Reserve Lands reserved for a School Building Site which have been transferred to the Board but not developed and which are no longer required for Board purposes shall be transferred back to the Municipality for the consideration of one dollar (\$1.00), subject to the provisions of the *Municipal Government Act*, the *Education Act*, all other relevant legislation, and all relevant regulations pertaining thereto.
- d) When a School Building Site was developed by the Board on Reserve Lands, but it is no longer required for Board purposes, the Municipality shall be so notified in writing by the Board and shall have subject to the requirements of the *Education Act*, other relevant legislation, and all relevant regulations pertaining thereto, for a period of six (6) months after receipt of such notification, an option to purchase the dedicated lands and all improvements thereon at a purchase price determined as follows:
  - i) for the lands, excluding improvements, for the sum of one dollar (\$1.00); and
  - ii) for the improvements on the lands, at a value as determined by an independent qualified appraiser selected by mutual agreement by the Municipality and the applicable Board,

and the purchase price will be paid within 30 days, via a method of payment as agreed upon by the Parties, of the exercise of the option to purchase.

- e) If the Municipality does not exercise its option to purchase as set out above, the Municipality will work with the Board to dispose of the School Building Site in accordance with the *Municipal Government Act*, the *Education Act*, all other relevant legislation, and all relevant regulations pertaining thereto and the proceeds of the sale shall be divided in the following manner unless otherwise agreed between the Parties or directed by applicable legislation:
  - i) an independent qualified appraiser selected by mutual agreement by the Municipality and the applicable Board will be asked to assign a value to the land and a separate value for the improvements on the lands; and
  - ii) the Municipality will receive a payment equal to the percentage of the net sale proceeds attributed to the land value and the Board will receive a payment equal to the percentage of the net sale proceeds attributed to the improvements.
- f) Notwithstanding any provision of this Agreement to the contrary, the Boards shall be entitled to the entire proceeds of disposition of lands purchased, other than Reserve Land, by the Boards within the Municipality for a School Building Site.

## **PART C – GENERAL**

### **23) TERM, REVIEW AND AMENDMENT OF AGREEMENT**

- a) This Agreement shall be in force and effect as of the Effective Date and shall continue to be in effect until such time as it is amended by the Parties.
- b) Except as provided otherwise herein, this Agreement shall not be modified, varied or amended except by the written agreement of all of the Parties.
- c) The terms and conditions of this agreement shall be reviewed every five (5) years with the first such review scheduled in 2030 except as follows:
  - i) The Parties agree to meet annually to discuss administration of Municipal Facilities and School Facilities and to further discuss more effective facility use in accordance with Schedule “G.”

### **24) WITHDRAWAL, REVIEW AND TERMINATION**

- a) No party to this Agreement shall unilaterally withdraw or terminate this Agreement.
- b) Where one or more Parties view this Agreement as no longer meeting their interests, they shall give all Parties written notice of their request to review and/or amend all or part of this Agreement.

- c) If written notice requesting a review is received, all Parties shall commence a review of this Agreement within 30 Calendar Days of the date the last Party received the written notice and shall seek consensus on the updates and amendments. If such consensus is not reached, the dispute resolution provisions set forth in Schedule 'H' shall apply.
- d) Until such time as an amended agreement or replacement agreement has been created and agreed upon by all Parties, the terms and conditions of this Agreement shall remain in effect.

**25) DISPUTE RESOLUTION**

- a) Any disputes or disagreements arising out of this Agreement shall be dealt with in accordance with the dispute resolution process outlined in Schedule "H".

**26) APPLICABLE LAWS**

- a) This Agreement shall be governed by the laws of the Province of Alberta.

**27) INFORMATION ACCESS AND PRIVACY LEGISLATION**

- a) The Parties agree to comply with the requirements of *Access to Information Act and Protection of Privacy Act* insofar as it applies to the operations, records and personal information each Party has access to, collects, or uses in performing their respective rights and obligations under this Agreement.
- b) The Parties acknowledge that information and records maintained or submitted by the other party may be subject to the protection and access provisions of the *Access to Information and Protection of Privacy Acts* and regulations.

**28) INTERPRETATION**

- a) Words expressed in the singular shall, where the context requires, be construed in the plural, and vice versa.
- b) The insertion of headings and sub-headings is for convenience of reference only and shall not be construed so as to affect the interpretation or construction of this Agreement.

**29) TIME OF THE ESSENCE**

- a) Time is to be considered of the essence of this Agreement and therefore, whenever in this Agreement either the Municipality or the Boards are required to do something by a particular date, the time for the doing of the particular thing shall only be amended by written agreement of the Municipality and the Boards.
- b) If the date for doing anything pursuant to this Agreement falls on a weekend or holiday, the date shall be delayed to the next business day thereafter.

**30) NON-WAIVER**

- a) The waiver of any covenants, condition or provision hereof must be in writing. The failure of any Party, at any time, to require strict performance by the other Party of any covenant, condition or provision hereof shall in no way affect such Party's right thereafter to enforce such covenant, condition or provision, nor shall the waiver by any Party of any breach of any covenant, condition or provision hereof be taken or held to be a waiver of any subsequent breach of the same or any covenant, condition or provision.

### **31) NON-STATUTORY WAIVER**

- a) The Municipality in entering into this Agreement is doing so in its capacity as a municipal corporation and not in its capacity as a regulatory, statutory or approving body pursuant to any law of the Province of Alberta and nothing in this Agreement shall constitute the granting by the Municipality of any approval or permit as may be required pursuant to the Municipal Government Act and any other Act in force in the Province of Alberta. The Municipality, as far as it can legally do so, shall only be bound to comply with and carry out the terms and conditions stated in this Agreement, and nothing in this Agreement restricts the Municipality, its Council, its officers, servants or agents in the full exercise of any and all powers and duties vested in them in their respective capacities as a municipal government, as a municipal council and as the officers, servants and agents of a municipal government.
- b) Each Board in entering into this Agreement is doing so in its capacity as a school board and not in its capacity as a regulatory, statutory or approving body pursuant to any law of the Province of Alberta and nothing in this Agreement shall constitute the granting by the Board of any approval or permit as may be required pursuant to the *Education Act* and any other Act in force in the Province of Alberta. The Board, as far as it can legally do so, shall only be bound to comply with and carry out the terms and conditions stated in this Agreement, and nothing in this Agreement restricts the Board, its Board of Trustees, its officers, servants or agents in the full exercise of any and all powers and duties vested in them in their respective capacities as a school board and as the officers, servants and agents of a school board.

### **32) SEVERABILITY**

- a) If any of the terms and conditions as contained in this Agreement are at any time during the continuance of this Agreement held by any Court of competent jurisdiction to be invalid or unenforceable in the manner contemplated herein, then such terms and conditions shall be severed from the rest of the said terms and conditions, and such severance shall not affect the enforceability of the remaining terms and conditions in accordance with the intent of these presents.

### **33) FORCE MAJEURE**

- a) No Party shall be liable to the other Parties for any failure to comply with the terms of this Agreement if such failure arises due to a Force Majeure Event.

**34) NON-ASSIGNMENT OR TRANSFER**

- a) No Party may assign, pledge, mortgage or otherwise encumber its interest under this Agreement without the prior written consent of the other Parties hereto, which consent may be arbitrarily withheld. Any assignment, pledge or encumbrance contrary to the provisions hereof is void.

**35) SUCCESSORS**

- a) The terms and conditions contained in this Agreement shall extend to and be binding upon the respective heirs, executors, administrators, successors and assigns of the Municipality and the Boards.

**36) NOTICES**

- a) All and any required written notices in the performance and implementation of this Agreement shall be directed to the Parties to the attention of the Municipality's CAO or the Boards' Superintendents, as applicable, using the registered mail or email to the addresses as shown below:

**THE TOWN OF MORINVILLE**

10125 100 Ave, Morinville, AB T8R 1L6

Email: \_\_\_\_\_

**THE GREATER ST. ALBERT ROMAN CATHOLIC SEPARATE SCHOOL DIVISION**

6 St Vital Ave, St. Albert, AB T8N 1K2

Email: \_\_\_\_\_

**THE STURGEON PUBLIC SCHOOL DIVISION**

9820 104 St, Morinville, AB T8R 1L8

Email: \_\_\_\_\_

- b) Notices provided by registered mail shall be deemed received seven (7) days after posting and notices provided by email shall be deemed received the next business day after they are sent.
- c) The Parties may change the addresses for service from time to time on notice to the other Parties.

**IN WITNESS WHEREOF** the Parties execute this Agreement by the hands of their respective, duly authorized signatories as of the date first above written:



**THE TOWN OF MORINVILLE**

Per: \_\_\_\_\_

Per: \_\_\_\_\_(c/s)

**THE GREATER ST. ALBERT ROMAN CATHOLIC  
SEPARATE SCHOOL DIVISION**

Per: \_\_\_\_\_

Per: \_\_\_\_\_(c/s)

**THE STURGEON PUBLIC SCHOOL DIVISION**

Per: \_\_\_\_\_

Per: \_\_\_\_\_(c/s)

### Schedule "A" – Municipality of Morinville Facilities Available for Joint Use

Board use of Municipal owned facilities is permitted during school hours Monday - Friday from 8:00 a.m. - 4:15 p.m.			
Name of Facility	Legal Description of Parcel(s) Containing Facility	Availability	Description of Facility and Amenities
Morinville Leisure Centre (MLC)	Lot 3A, Block 21, Plan 1821145	Sept 1 to June 30	<p>Arena</p> <ul style="list-style-type: none"> <li>• 1 ice/dry surface</li> <li>• Hockey Nets</li> <li>• Score Clock</li> <li>• Sound system</li> <li>• Dressing Rooms</li> </ul> <p>Fieldhouse Courts</p> <ul style="list-style-type: none"> <li>• Courts for basketball, volleyball, soccer, badminton</li> <li>• Score Clocks with prior approval</li> <li>• Nets and hoops</li> <li>• Standards</li> <li>• Dressing Rooms</li> </ul>
Morinville Community Cultural Centre (MCCC)	Lot 3B, Block 21, Plan 1821145	Sept 1 to June 30	<p>Hall/ Theatre</p> <ul style="list-style-type: none"> <li>• Tables &amp; Chairs, Concession/Bar (no equipment included)</li> <li>• Dressing Rooms,</li> <li>• Up to 400 chairs maximum.</li> <li>• Tech time (Max seven (7) consecutive hours per day one (1) person), use of technical equipment</li> </ul>

			<p>(under supervision of Venue Tech <b>only</b>)</p> <ul style="list-style-type: none"> <li>• If retractable seating is requested, this is a minimum of a four (4) hour booking with current, applicable fees applied.</li> </ul> <p>Commercial Kitchen</p> <ul style="list-style-type: none"> <li>• Cooking appliances, Prep area, dishes, cutlery, freezer, cooler, Cleaning area</li> </ul> <p>Meeting Room 1</p> <ul style="list-style-type: none"> <li>• Chairs &amp; Tables</li> </ul> <p>Meeting Rooms 2-5</p> <ul style="list-style-type: none"> <li>• Chairs, Tables, Projector &amp; Screens</li> </ul>
Skyline Ball Diamonds 1, 2, 3, 4	Lot C, Block, Plan 80202274	Sept 1 to Oct 15 May 1 to June 30 (weather permitting)	<ul style="list-style-type: none"> <li>• Ball diamond with home plate and pitching plate</li> </ul> <p>Covered Shelter</p> <ul style="list-style-type: none"> <li>• Picnic Tables</li> </ul> <p>Skyline Community Kitchen</p> <ul style="list-style-type: none"> <li>• Upon availability</li> </ul>

Any facility, space and equipment not identified under Schedule “A” of this agreement may be available on a case by case basis with a separate signed agreement.

An email confirmation will be provided for bookings within Joint Use hours. Bookings outside Joint Use hours or if monetary amount is applied during Joint Use hours, a rental agreement will be required.

One (1) venue technician will be provided at no additional cost for up to seven (7) consecutive hours. Any work exceeding seven (7) hours or requiring an additional venue technician will be charged according to the current approved Fees and Charges Bylaw rates.

**Schedule “B” – The Greater St. Albert Roman Catholic Separate School Division Facilities Available for Joint Use**

School buildings will be available Monday - Friday from 6:00 p.m. - 10:00 p.m. Exceptions are those dates and times when a school facility is deemed unavailable by the Facilities Coordinator. Saturday and Sunday use may be available, on a case-by-case basis, with preapproval by the Facilities Coordinator.		
<b>Name of School</b>	<b>Legal Description of Parcel(s) Containing School</b>	<b>Description of Facility and Amenities</b>
Morinville Community High School (MCHS)	Plan 1821145 Block 21 Lot 3A in the Municipality of Morinville	Gymnasium: <ul style="list-style-type: none"> <li>• Nets, hoops, volleyball standards</li> <li>• All other equipment must be agreed in writing, including use of bleachers</li> </ul> Classrooms <ul style="list-style-type: none"> <li>• Desk and Chairs</li> </ul>
École Georges H. Primeau Middle School	Plan 7823006 Block 30 Lot 48SR in the Municipality of Morinville	Gymnasium: <ul style="list-style-type: none"> <li>• Nets, hoops, volleyball standards</li> <li>• All other equipment must be agreed in writing, including use of bleachers</li> </ul> Classrooms <ul style="list-style-type: none"> <li>• Desk and Chairs</li> </ul>
École Notre Dame Elementary School	Plan 7620979 Block 17 Lot R1 in the Municipality of Morinville	Gymnasium: <ul style="list-style-type: none"> <li>• Nets, hoops, volleyball standards</li> <li>• All other equipment must be agreed in writing</li> <li>• No Bleachers at site</li> </ul> Classrooms <ul style="list-style-type: none"> <li>• Desk and Chairs</li> </ul>
St. Kateri Tekakwitha Academy	Plan 1821753 Block 1 Lot 6SR In the Municipality of Morinville	Gymnasium: <ul style="list-style-type: none"> <li>• Nets, hoops, volleyball standards</li> </ul>

		<ul style="list-style-type: none"> <li>• All other equipment must be agreed in writing</li> <li>• No bleachers on site</li> </ul> Classrooms <ul style="list-style-type: none"> <li>• Desk and Chairs</li> </ul>
<u>North and South Meadows Ball Diamonds (Leased to Municipality)</u> <u>Available Sept 1 to Oct 15</u> <u>May 1 to June 30 (weather permitting)</u>	<u>Lot 2B, Block A, Plan 1223401</u>	<ul style="list-style-type: none"> <li>• Ball diamond with home plate and pitching plate</li> </ul>

Unless specifically noted otherwise, Joint Use Space shall only include gymnasiums and regular classrooms. Library space, music rooms, drama rooms, technology rooms and other specialized classrooms shall not be included as Joint Use Space unless listed in the table above.

### Schedule “C” – The Sturgeon Public School Division Facilities Available for Joint Use

School buildings will be available Monday - Friday from 6:00 p.m. - 10:00 p.m. Exceptions are those dates and times when a school facility is deemed unavailable by the Facilities Coordinator. Saturday and Sunday use may be available, on a case-by-case basis, with preapproval by the Facilities Coordinator.		
Name of School	Legal Description of Parcel(s) Containing School	Description of Facility and Amenities
Four Winds Public School	Plan 1723506 Block 27 Lot 2SR in the Municipality of Morinville	<p>Gymnasium:</p> <ul style="list-style-type: none"> <li>• Nets, hoops, volleyball standards</li> <li>• All other equipment must be agreed in writing, including bleachers</li> </ul> <p>Classrooms Loft Board, Document Camera, A/V System, Desk/Tables, Chairs</p> <p>Dance Hall</p> <ul style="list-style-type: none"> <li>• Yoga Mats, Audio System</li> </ul> <p>Gathering (Atrium)</p> <ul style="list-style-type: none"> <li>• Portable Audio System</li> </ul>
Morinville Public School	Plan 2916TR Block A Lot 2A in the Municipality of Morinville	<p>Gymnasium:</p> <ul style="list-style-type: none"> <li>• Nets, hoops, volleyball standards</li> <li>• All other equipment must be agreed in writing, including bleachers</li> </ul> <p>Classrooms</p> <ul style="list-style-type: none"> <li>• Desk, tables, Loft Board</li> </ul> <p>Outdoor Sports Field</p> <ul style="list-style-type: none"> <li>• Soccer &amp; Baseball</li> </ul>
Sturgeon Public School Division Board Office	Plan 7921912 Block 4 Lot 11 in the Municipality of Morinville	<ul style="list-style-type: none"> <li>• Tee Ball Diamond (available for Community Use)</li> </ul>

Unless specifically noted otherwise, Joint Use Space shall only include gymnasiums and regular classrooms. Library space, music rooms, drama rooms, technology rooms and other specialized classrooms shall not be included as Joint Use Space unless listed in the table above.

## Schedule "D" – Annual Bookings of Municipal Facilities by Schools

### Greater St. Albert Catholic School Division

Event	Name of School	Facility Required	Month(s)	Approx. Time Required
MCHS Coffee House	Morinville Community High School (MCHS)	Morinville Community Cultural Centre	April	1 full weekday
MCHS Christmas Play	Morinville Community High School (MCHS)	Morinville Community Cultural Centre	December	5 full consecutive weekdays
MCHS Hockey Game	Morinville Community High School (MCHS)	Morinville Leisure Centre (MLC)	December	1 weekday afternoon
MCHS Music Recitals	Morinville Community High School (MCHS)	Morinville Community Cultural Centre	June and December	1 full weekday each
École Georges H. Primeau Music Recitals	École Georges H. Primeau Middle School	Morinville Community Cultural Centre	June and December	1 full weekday each
École Georges H. Primeau Christmas Concert	École Georges H. Primeau Middle School	Morinville Community Cultural Centre	December	1 full weekday
École Georges H. Primeau Spring Play	École Georges H. Primeau Middle School	Morinville Community Cultural Centre	April	3 full weekdays
École Notre Dame Christmas Concert	École Notre Dame Elementary School	Morinville Community Cultural Centre	December	1 full weekday
St. Kateri Tekakwitha Christmas Concert	St. Kateri Tekakwitha Academy	Morinville Community Cultural Centre	December	1 full weekday



### Sturgeon Public School Division

Event	Name of School	Facility Required	Month(s)	Approx. Time Required
Four Winds Play	Four Winds Public School	Morinville Community Cultural Centre	May/June	5 full consecutive weekdays
Four Winds Christmas Concert	Four Winds Public School	Morinville Community Cultural Centre	December	1 full weekday
Morinville Public Christmas Concert	Morinville Public School	Morinville Community Cultural Centre	December	1 full weekday
Morinville Public Spring Concert	Morinville Public School	Morinville Community Cultural Centre	April	3 full weekdays

For the events named above, there will be no charge for bleacher set up, if required, and no charge for the room(s) bookings, regardless of the time booked. The dates for the above mentioned events must be submitted no later than May 31 of the current school year.

For all Christmas Concert bookings named in Schedule “D”, each school will have 1 full weekday (Morinville Community Cultural Centre Operational Hours 7 a.m. to 11 p.m.). Any additional weekday(s) outside Schedule “D”, current Fees and Charges will be applied for time that exceeds the Joint Use times of 8:00a.m. - 4:15p.m.

One (1) venue technician will be provided at no additional cost for up to seven (7) consecutive hours. Any work exceeding seven (7) hours or requiring an additional venue technician will be charged according to the current approved Fees and Charges Bylaw rates.

For events named above, there will be a facilities booking meeting with all Parties to determine dates and times no later than May 31 of the current school year for the subsequent school year.

### Schedule “E” – Annual Outdoor Site Maintenance of Board and Municipal Shared Facilities

This table represents shared base level service and maintenance requirements of amenities/facilities on both Greater St. Albert Roman Catholic Separate School and Sturgeon Public School Boards Properties. The service/maintenance is performed by both the Municipality and Boards indicated in the table below. Where indicated, the Bi-Annual meetings will be arranged by the Municipality, the first meeting held in April and the second meeting held in September. These meetings will have representation from both Boards and the Municipality.

Amenities	Task Required	Details	Responsible Party
Outdoor garbage cans	Pick up weekly	July 1 – Aug 31 Collection from all receptacles as indicated on Schedule “I”	Municipality
	Pick up weekly	Sept 1 – June 30 Collection from all receptacles as indicated on Schedule “I”	Board
	Replacement/ maintenance of garbage receptacles	Replacement Program to be discussed at Bi-Annual meeting to allow for consistency in aesthetics, functionality and key control.	Municipality and Board
Soccer Pitches/ Baseball Diamonds	Grass cutting/ weed treatment	Weather permitting dependent on Community User Group bookings with the Municipality as indicated on Schedule “I” and “J”.	Municipality
	Turf Maintenance	Discussed at Bi-Annual meeting. Review pitch/ diamond boundaries. All parties would share updates for planning purposes for this space and develop a Joint Action Plan if needed for items of turf and equipment maintenance.	Municipality
	Goal Post Maintenance		Municipality
	Backstop Fence Maintenance		Municipality
	Pest Control		Municipality

	Standards and Nets	September 1 - June 30 – Board		Municipality and Board
Outdoor Basketball Standards	Replacement of Nets	July 1- August 31 – Municipality  Monthly inspections required. Cost of replacement determined by time of inspection. Party replacing nets to bear the cost.		
	Replacement of Standards	As determined by Board. Annual inspection required in Spring.		Board
	Concrete/ Asphalt Repairs	As determined by Board. Annual inspection required in the Spring.		Board
Field Areas	Grass cutting	As per school site maps provide in Schedule “J”.		Municipality and Board
	Pest Control	As determined by the property Owner, and paid by the same.		Municipality and Board
Manicured Grassed Areas Surrounding Buildings	Grass cutting/ weed treatment	As per school site maps provide in Schedule “J”. Grassed areas surrounding the school cut and maintained by Boards. Cuts to occur bi-weekly and are weather dependent.		Board
Flower beds & garden	Watering	As required by Board practice		Board
	Weeding			
Playgrounds	Inspections	Monthly	Completed by CSA Certified staff	Board
		Annual	Arranged and booked by Municipality. Municipality to bill applicable Boards	Municipality

			for ½ of the inspection costs for their playgrounds. Reports to be shared with applicable Board.	
	Maintenance Repair	Repairs as per Board practice		Board
	Sand or Safety Surface	Replacement or top up as needed		Board
	Record Keeping of Inspections	Monthly Inspections		Board
		Annual Inspections– Shared with Board		Municipality
Parking Lots	Snow Removal and Sweeping	Property dependent as identified on map Schedule “J”		Board
	Line painting	As per Board practice		Board
	Potholes	As per Board practice		Board
Bus Lanes	Pull out lane on primary road	Completed by Municipality in accordance with snow by-laws on Operational days		Municipality
	Turn about or lane on school property	Completed in accordance with Board practices on Operational days EXCEPT at MCHS See Schedule “J” Exceptions		Board
Sidewalks	Snow Removal	Property dependent as identified on map Schedule “J” Completed on Operational Days		Board
	Maintenance and Repairs	Property dependent as identified on map Schedule “I” As per Municipality practice		Municipality

School Site Benches	Replacement and Repair	As per Board practice	Board
School Site Bike Racks	Replacement and Repair	As per Board practice	Board
Tree Maintenance	Trimming, Removal or Addition	Property dependent as identified on map Schedule "I"  Written notification required by both Board and Municipality to each other.	Board and Municipality

## Schedule “F” – Exception for Annual Outdoor Site Maintenance of Board and Municipal Shared Facilities

These items are to identify specialized areas, circumstances or equipment that are part of a specific school site. These items are to be addressed at the Bi-Annual meetings and where changes are required are to be addressed by the Municipality and Board Owner. Agreed upon Amendments are to be written by the Municipality and kept as supplemental to the Agreement until its review and then incorporated into the Joint Use and Planning Agreement.

### Morinville Community High School

Maintenance Item	Reference	Details/ Task Required	Action By
Snow Removal And Parking Lot Sweeping	Schedule “J” Parking Lot “A” and “B”	Snow removal as determined by Board practices. Sweeping completed annual after all snow has melted.	Board
	Schedule “J” Parking Lot “C”	As determined by Municipality	Municipality
	Schedule “J” Bus Lane “D”	Snow removal as determined by Municipality	Municipality
		Sweeping completed annually after all snow has melted.	Board
Running Track	Schedule “I”	Regular Floating once per week, weather permitting. Occurs April to October	Municipality
		Line Painting occurs annually in May	Board
		Weed Control on the track surface, completed twice during	Board

		April to October season	
		Grass Cutting - all grassed space inside and outside of the track. Weather permitting dependent on Community User Group bookings.	Municipality
		Shale to be assessed annually and discussed at Bi-annual meeting.	Board
Long Jump Pits	Schedule "I"	All weed control, sand maintenance and equipment are to be checked annually as per Board practices.	Board
Beach Volleyball Court	Schedule "I"	All weed control, sand maintenance and equipment are to be checked annually as per Board practices.	Board

### **Schedule “G” – Bi-Annual Joint Use Meeting**

1. The Bi-Annual Joint Use meeting will take place in May and October.
2. The attendees will be the administrative or operational representatives appointed by each of the Parties.
3. The meeting will be held at a mutually agreed upon location.
4. The agenda for the meeting shall be composed of the following:
  - a) Approval of minutes of previous meeting
  - b) Review Schedules A, B, C, D, E, and F of this Agreement as well as a review of the Reciprocal Use Administrative & Operational Procedures
  - c) New Business
  - d) Date and location for next bi-annual meeting
5. Minutes of the Bi-Annual Joint Use meeting will be emailed to all who attended.
6. The Municipality will be responsible for maintaining the records of the Bi-Annual Joint Use Meetings.
7. Any changes as a result of this meeting shall be addressed through an amending agreement to this Agreement and shall take effect upon execution of the amending agreement by all Parties.



## **Schedule “H” – Dispute Resolution Process**

### **1) DISPUTES REGARDING OPERATIONAL ISSUES**

- a) Any disputes regarding the scheduling of a specific use or User Group for use of a Joint Use Space shall be addressed as follows:
  - i) The administrative staff of the affected Parties shall attempt to resolve the dispute amongst themselves;
  - ii) If the administrative staff of the affected Parties are unable to resolve the dispute amongst themselves, the dispute shall be referred to the CAO of the Municipality and the Superintendent of the applicable Board in a timely manner;
  - iii) If the CAO and the Superintendent are unable to reach a resolution, the decision of the Party which owns the applicable Joint Use Space shall be final and binding.

### **2) ALL OTHER DISPUTES**

- a) Any disputes aside from disputes regarding operational issues as identified in the preceding section shall be addressed as follows:

#### **Step 1: Notice of Dispute**

- 1. When any Party believes there is a dispute under this Agreement and wishes to engage in dispute resolution, the Party alleging the dispute must give written notice of the matter(s) under dispute to the other Parties.
- 2. During a dispute, the Parties must continue to perform their obligations under this Agreement.

#### **Step 2: Negotiation**

- 3. Within 14 Calendar Days after the notice of dispute is given, each Party must appoint representatives to participate in one or more meetings, in person or by electronic means, to attempt to negotiate a resolution of the dispute.
- 4. Each Party shall identify the appropriate representatives who are knowledgeable about the issue(s) under dispute and the representatives shall work to find a mutually acceptable solution through negotiation. In preparing for negotiations, the Parties shall also clarify their expectations related to the process and schedule of meetings, addressing media inquiries, and the need to obtain Council and Board ratification of any resolution that is proposed.
- 5. Representatives shall negotiate in good faith and shall work together, combining their resources, originality and expertise to find solutions. Representatives shall attempt to craft a solution to the identified issue(s) by seeking to advance the interests of all Parties. Representatives shall fully explore the issue with a view to seeking an outcome that accommodates, rather than compromises, the interests of all concerned.

### **Step 3: Mediation**

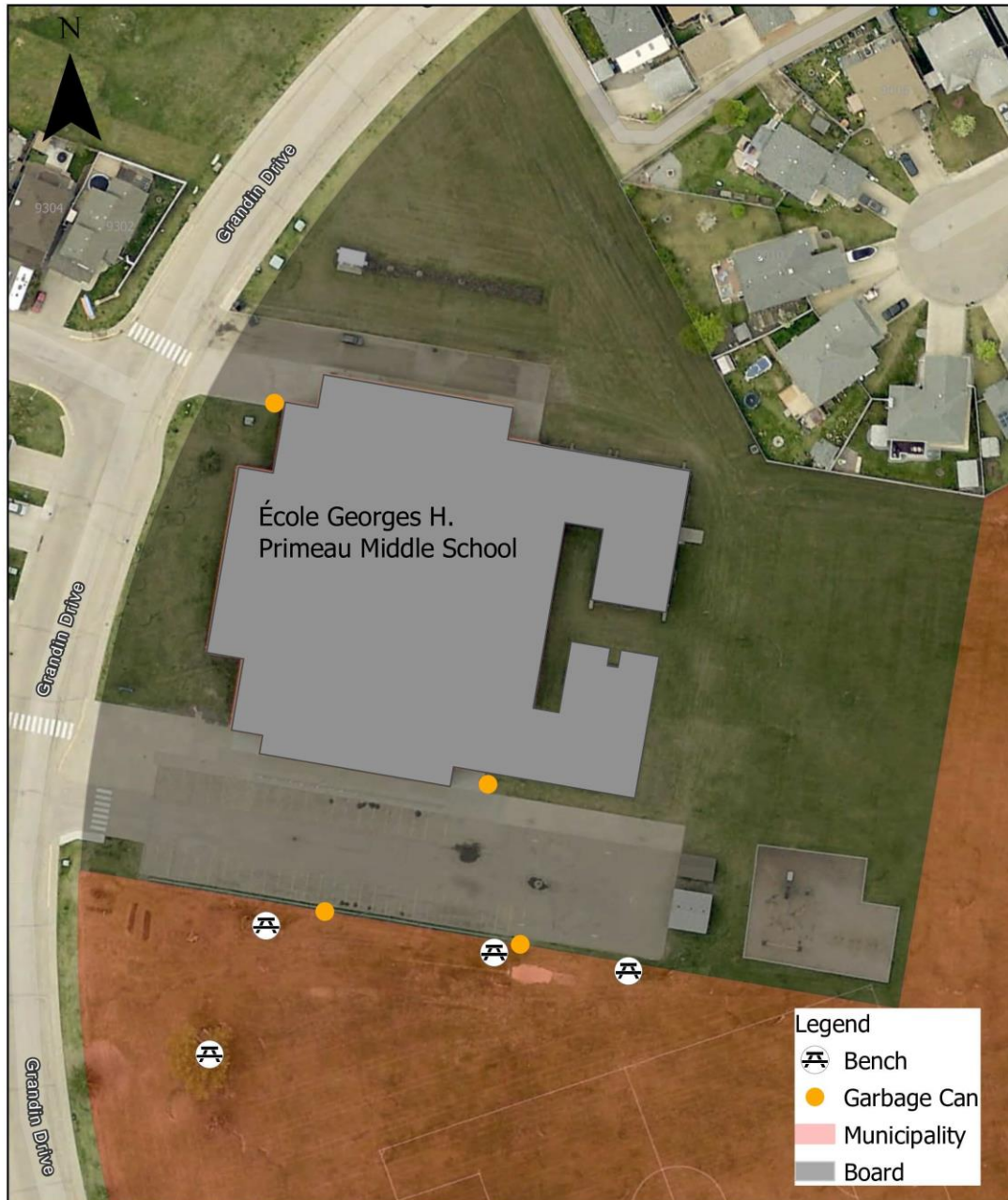
6. In the event that negotiation does not successfully resolve the dispute, the Parties agree to attempt mediation. The representatives must appoint a mutually acceptable mediator to attempt to resolve the dispute by mediation, within 14 Calendar Days of one Party's indication that negotiation has not resolved matters, nor be likely to. The Party giving such notice shall include the names of three mediators. The recipient Party(ies) shall select one name from the short list and advise the other Party(ies) of their selection within 10 Calendar Days of receipt of the list. The Parties shall thereafter co-operate in engaging the selected mediator in a timely manner.
7. The Party that initiated the dispute resolution process, must provide the mediator with an outline of the dispute and any agreed statement of facts within 14 Calendar Days of the mediator's engagement. The Parties must give the mediator access to all records, documents and information that the mediator may reasonably request.
8. The mediator shall be responsible for the governance of the mediation process. The Parties must meet with the mediator at such reasonable times as may be required and must, through the intervention of the mediator, negotiate in good faith to resolve their dispute. Time shall remain of the essence in pursuing mediation, and mediation shall not exceed ninety (90) Calendar Days from the date the mediator is engaged, without further written agreement of the parties.
9. All proceedings involving a mediator are without prejudice, and, unless the Parties agree otherwise, the cost of the mediator must be shared equally between the Parties.
10. If a resolution is reached through mediation, the mediator shall provide a report documenting the nature and terms of the agreement and solutions that have been reached. The mediator report will be provided to each Party.
11. If after ninety (90) Calendar Days from engagement of the mediator, or longer as agreed in writing by the Parties, resolution has not been reached, the mediator shall provide a report to the Parties detailing the nature of apparent impasse and/or consensus.

#### **Step 4: Arbitration**

12. In the event that Mediation does not successfully resolve the dispute, the Parties agree to move to Arbitration using a single arbitrator within 30 Calendar Days of receipt of the mediator's report, including appointing an arbitrator within that time. If the representatives can agree upon a mutually acceptable arbitrator, arbitration shall proceed using that arbitrator. If the representatives cannot agree on a mutually acceptable arbitrator, each Party shall produce a list of three candidate arbitrators. In the event there is agreement on an arbitrator evident from the candidate lists, arbitration shall proceed using that arbitrator.
  13. If the representatives cannot agree on an arbitrator, the Party that initiated the dispute resolution process must forward a request to the Minister of Education to appoint an arbitrator within 30 Calendar Days of the expiry of the time period in clause 12. Should the Minister of Education agree to appoint an arbitrator, the Parties agree to proceed using that arbitrator. Should the Minister of Education decline to appoint an arbitrator, then a request to appoint an arbitrator shall be made to the Court of King's Bench.
  14. Where arbitration is used to resolve a dispute, the arbitration and arbitrator's powers, duties, functions, practices and procedures shall be the same as those in the *Arbitration Act*.
  15. Subject to an order of the arbitrator or an agreement by the Parties, the costs of the arbitrator and arbitration process must be shared equally between the Parties.
  16. The decision of the arbitrator shall be final and binding on the Parties.
- b) Any mediation or arbitration pursuant to this Agreement shall take place in the Town of Morinville unless otherwise agreed between the parties.
  - c) The Parties may extend any of the timelines within this Agreement by written agreement.
  - d) All information disclosed during mediation or arbitration ("Disclosed Information") shall be treated as confidential and neither its delivery nor disclosure shall represent any waiver or privilege by a Party disclosing such Disclosed Information. Subject only to the rules of discovery or applicable laws, each Party agrees not to disclose the Disclosed Information to any other person or for any other purpose. Such Disclosed Information cannot be used in any subsequent proceedings without the consent of the Party who has made the disclosure. The Parties agree that any representative, mediator, or arbitrator shall not be subpoenaed or otherwise compelled as a witness in any proceedings for the purpose of testifying with respect to the nature or

substance of any dispute resolution process that may arise in relation to any matter that is a subject of this agreement. Nothing in this dispute resolution procedure shall require a Party to disclose information that is subject to confidentiality provisions with third parties.

Schedule "I" - The Greater St. Albert Roman Catholic Separate School Division and The Sturgeon Public School Division Property Line Area Maps



École Georges H. Primeau  
Middle School

Revised August 2025

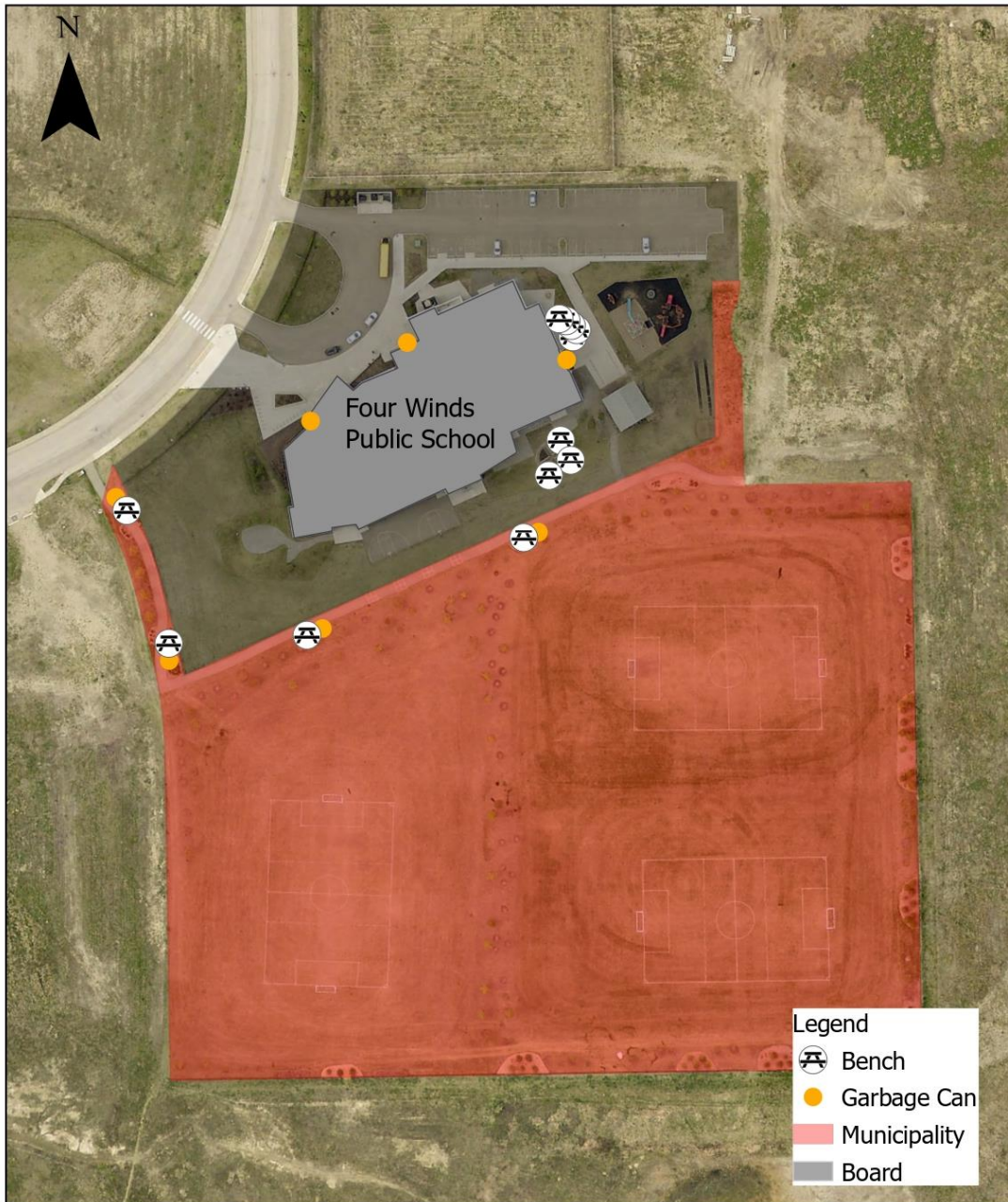
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# École Notre Dame Elementary School

Revised August 2025





## Four Winds Public School

Revised August 2025



## Morinville Community High School

Revised August 2025

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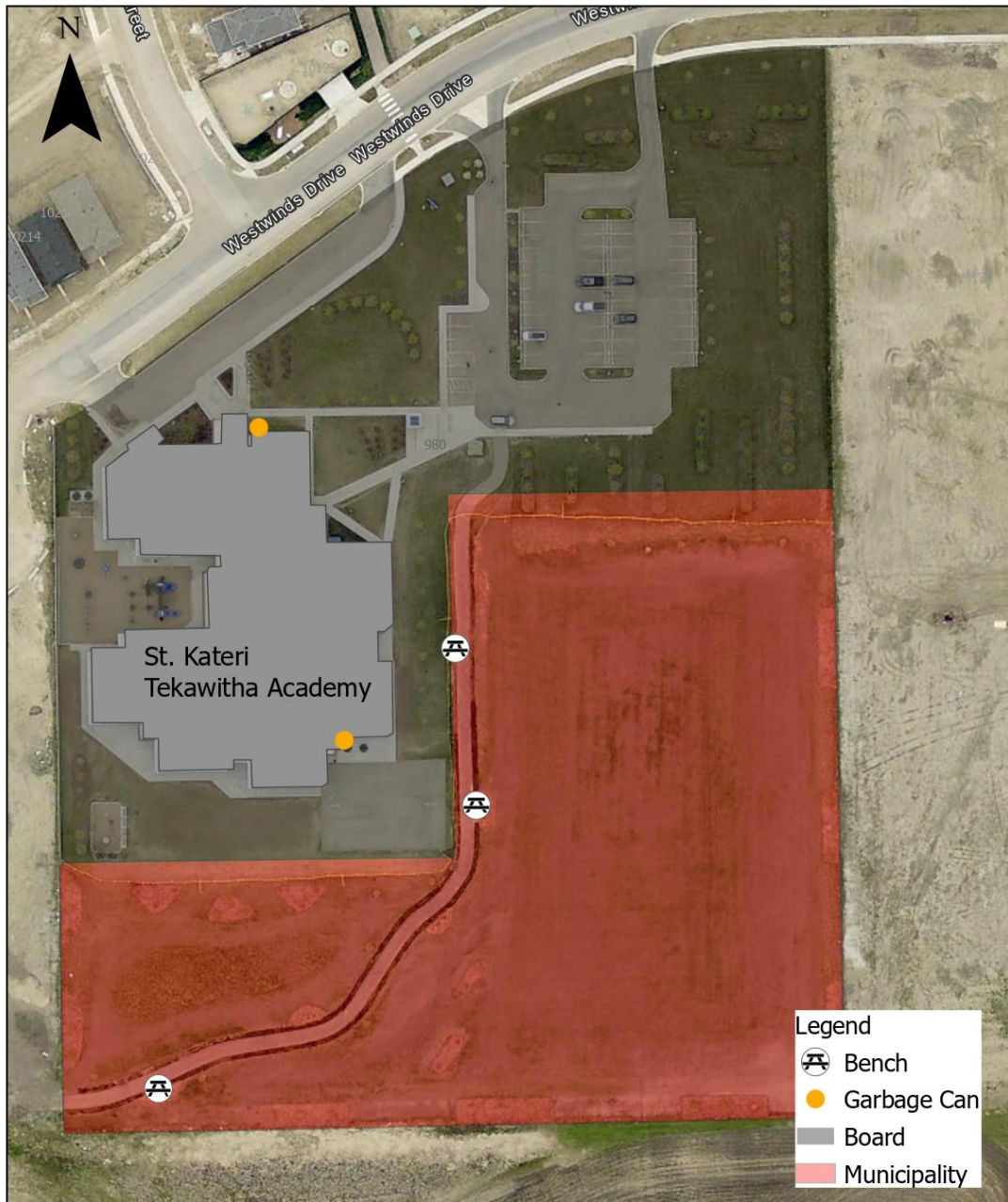




## Morinville Public School

Revised August 2025

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## St. Kateri Tekawitha Academy

Revised August 2025

0 10 20 40 Meters

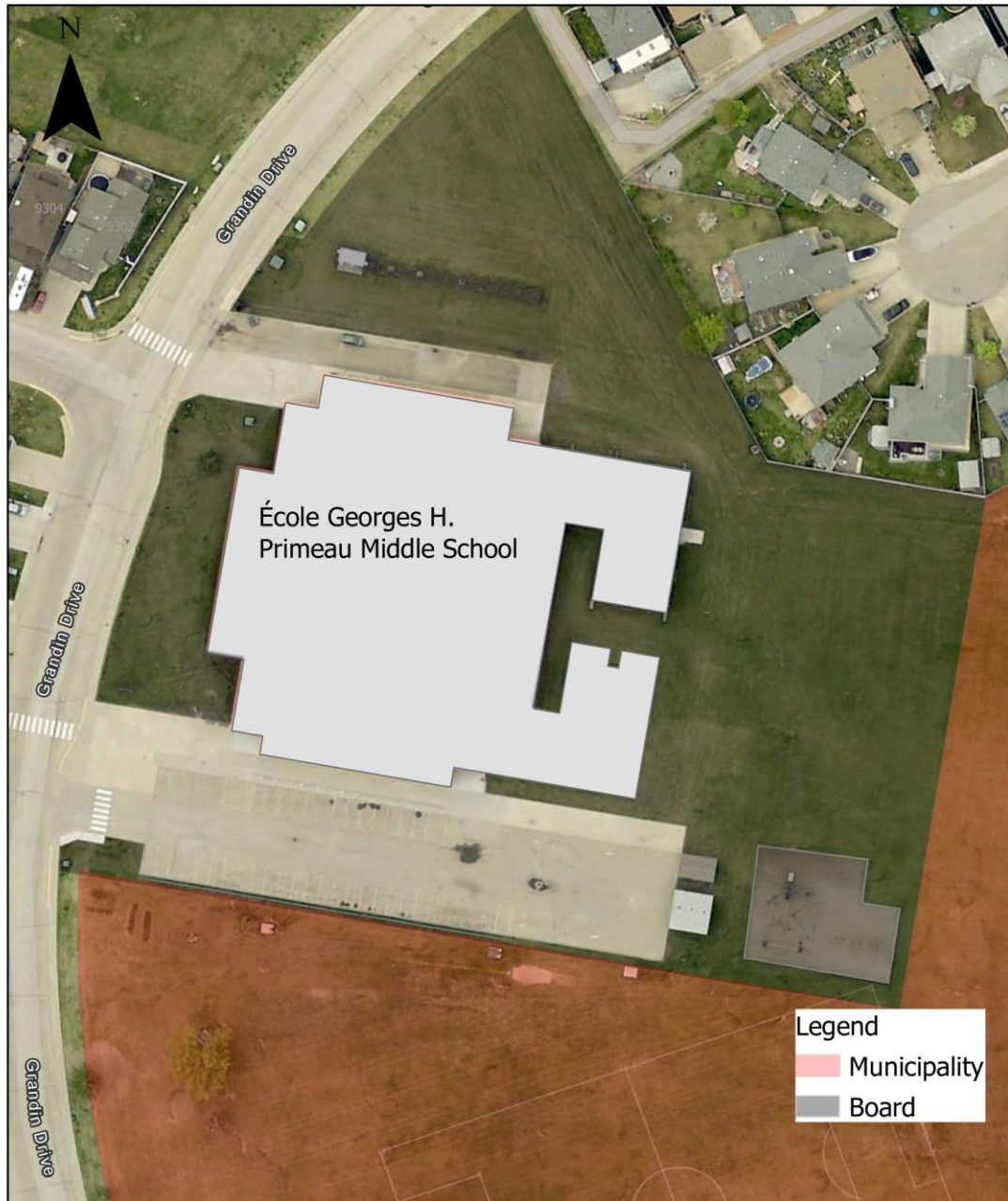




## Sturgeon Public Schools Board Office

Revised July 2025

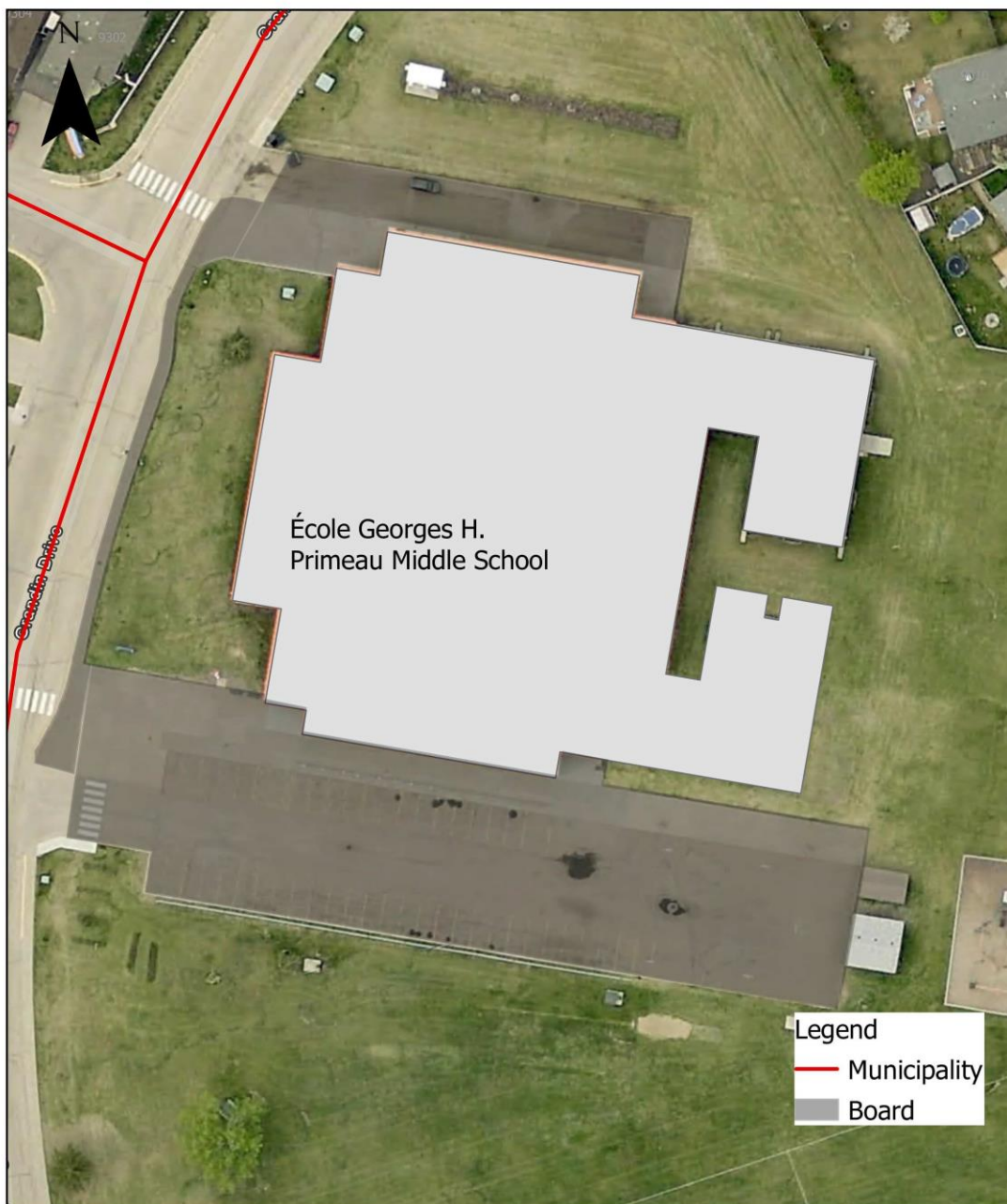
**Schedule "J" - Snow Removal and Grass Cutting School Site Maps of Board and Municipal Shared Facilities**



## École Georges H. Primeau Middle School Grass Cutting

Revised August 2025

0 5 10 20 Meters  
|-----|

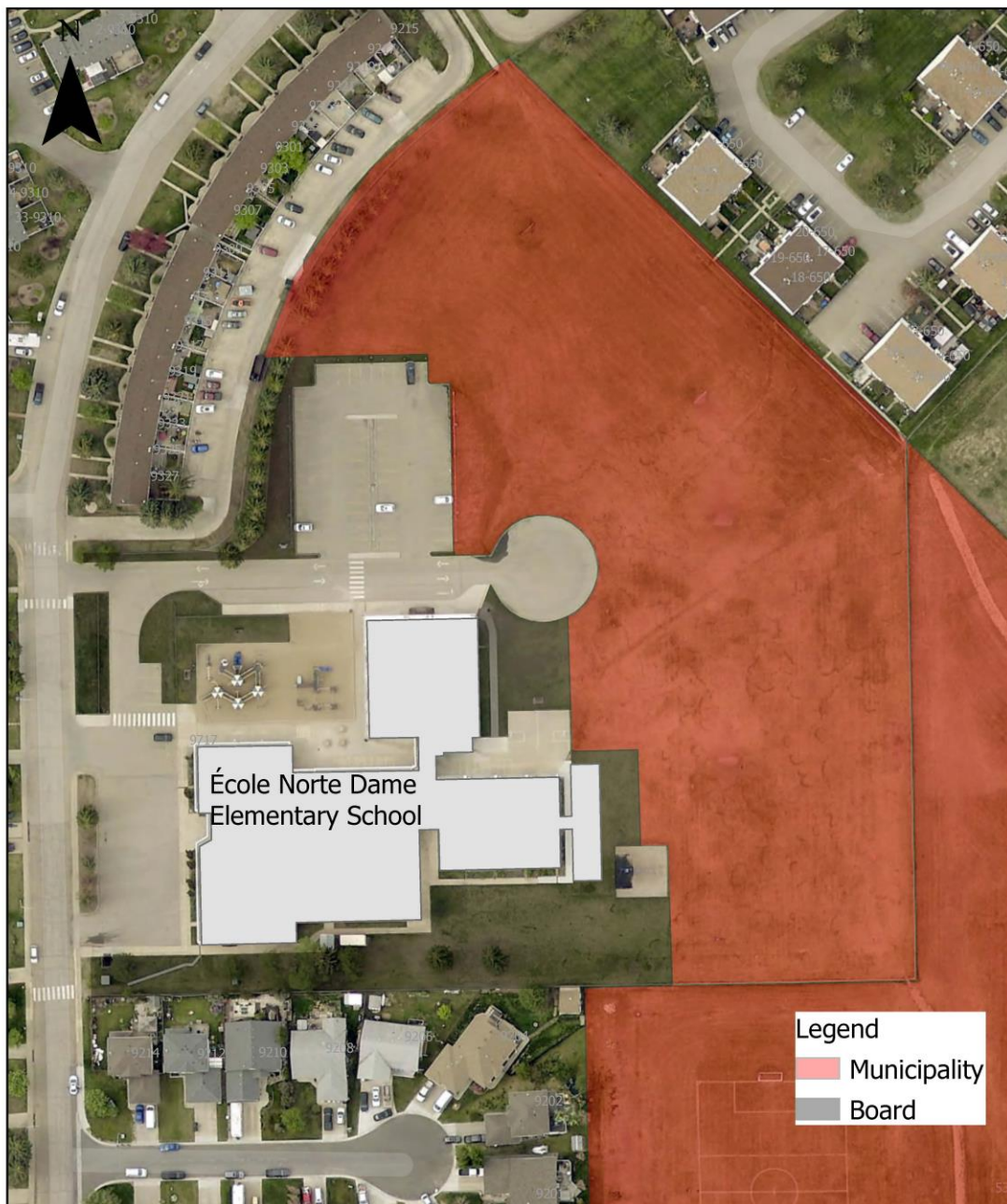


## École Georges H. Primeau Middle School Snow Removal

Revised August 2025

0 5 10 20 Meters





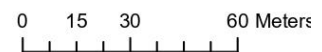
# École Norte Dame Elementary School Grass Cutting

Revised August 2025

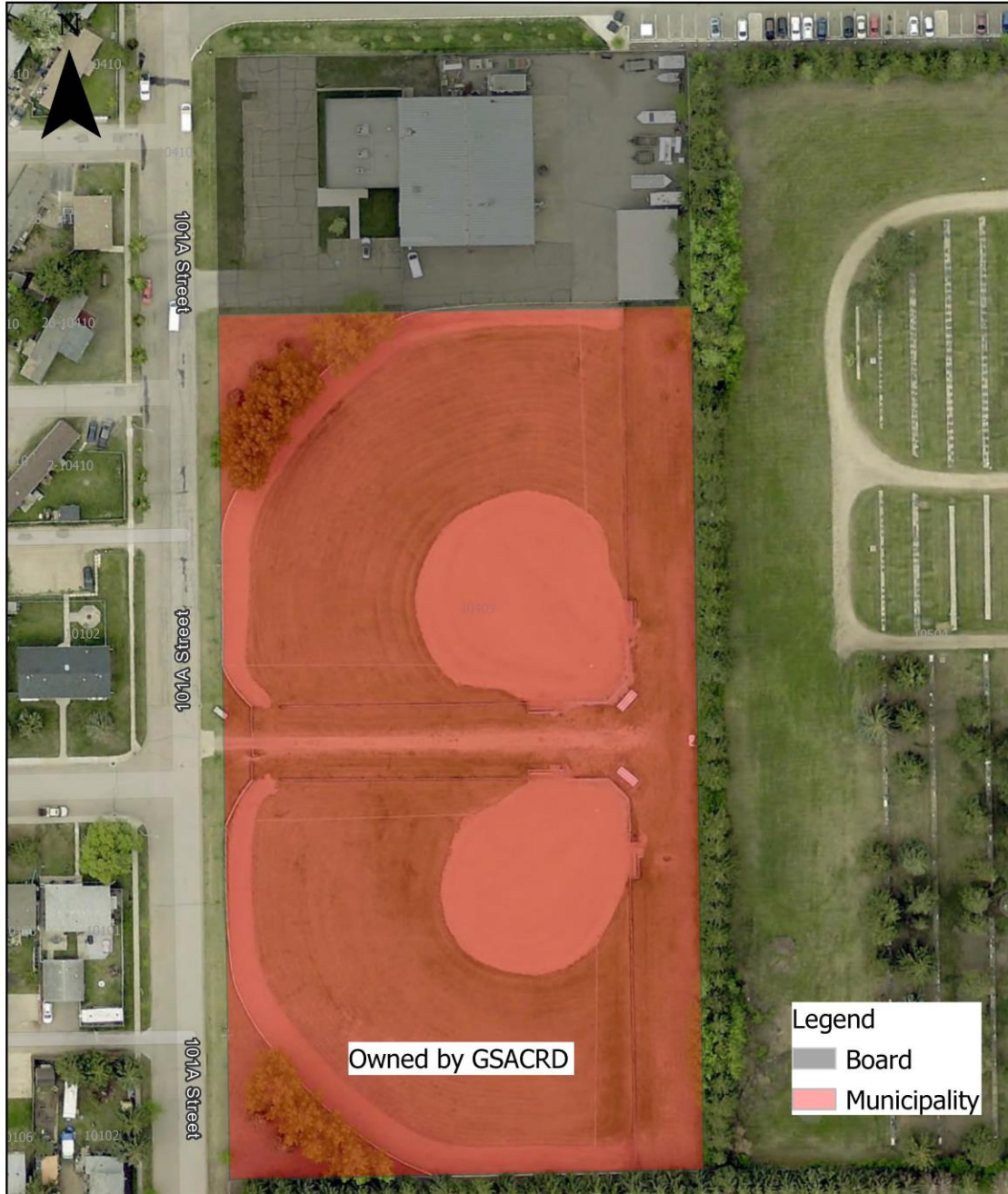


## Four Winds Public School Grass Cutting

Revised August 2025







## Meadows Diamond Grass Cutting

Revised August 2025



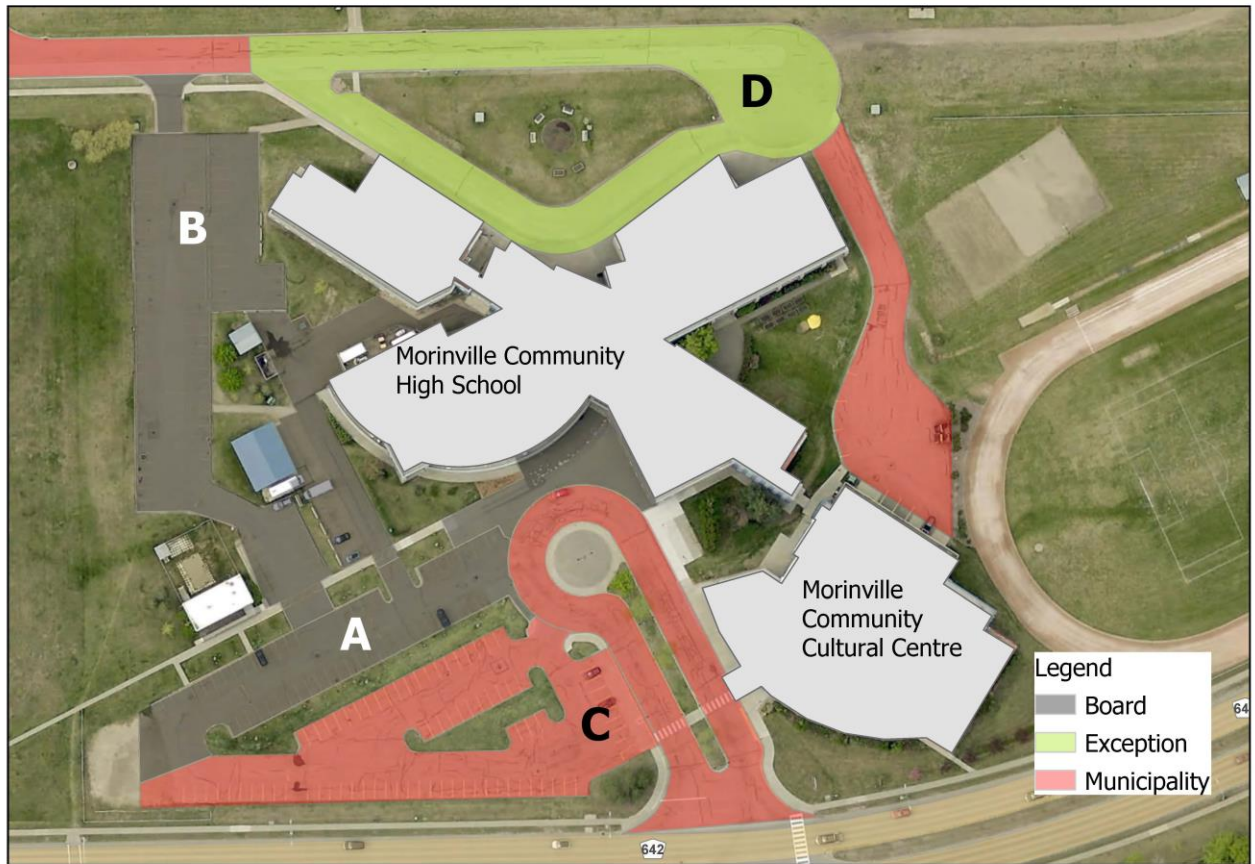




## Morinville Community High School Grass Cutting

Revised July 2025

0 15 30 60 Meters



## Morinville Community High School Snow Removal

Revised August 2025

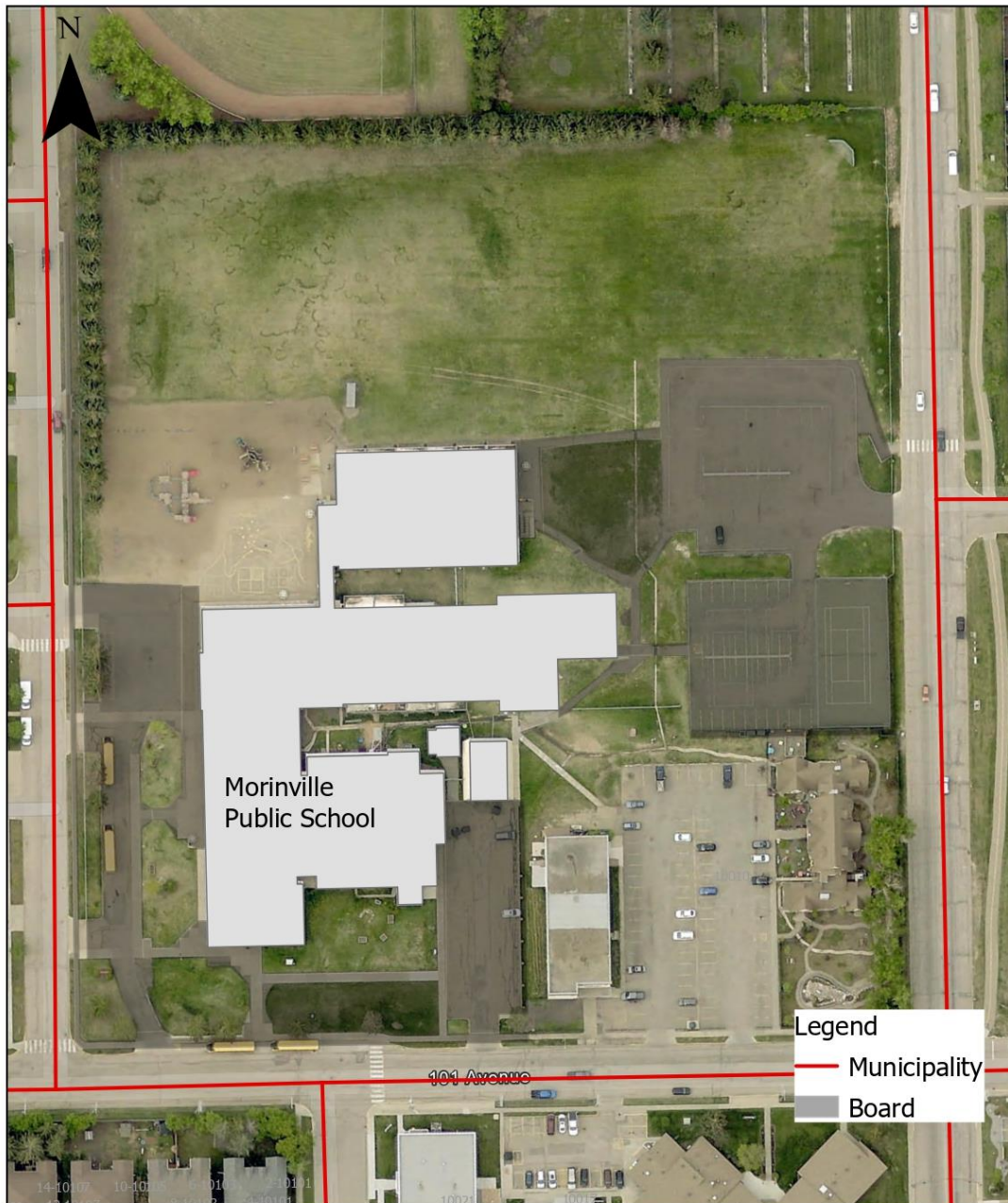




# Morinville Public School Grass Cutting

Revised August 2025

0 10 20 40 Meters



# Morinville Public School Snow Removal

Revised August 2025





## St. Kateri Tekawitha Academy Grass Cutting

Revised August 2025



# Sturgeon Public School Board Office Grass Cutting

Revised August 2025

0 5 10 20 Meters



**Date:** September 24, 2025 **Agenda Item:** 7.4

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

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

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

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**Recommended Motion:**

THAT the Board of Trustees approve the recommended revisions to Board *Policy 2: Role of the Board* as presented at the September 24, 2025, Public Board meeting.

**Background:**

Board Policy 2: Role of the Board defines the responsibilities of the Board of Trustees under the Education Act, establishing the governance framework for vision, direction, oversight and accountability in Sturgeon Public Schools. The policy outlines the Board's core duties, including ensuring access to appropriate programming, managing resources responsibly, engaging stakeholders and supporting the Superintendent in leading day-to-day operations. It also affirms the Board's commitment to safe, caring, respectful and inclusive learning environments in line with legislation and Division values.

Grounded in section 33 of the Education Act, Policy 2 clarifies the Board's role in programming, fiscal stewardship, community engagement, advocacy and strategic planning while distinguishing governance from administration. The most recent review has further strengthened the policy by expanding Trustee responsibilities to include reviewing Board representation at external events and strategic partnerships, providing orientation following municipal elections, supporting ongoing professional development to enhance governance capacity and annually reviewing memberships in local, provincial and national organizations. The Board has also formalized a policy review cycle, ensuring all policies are examined at least once per term.

With Trustee Elections approaching in October 2025, finalizing this policy ensures the incoming Board has a clear, robust framework to guide governance and maintain continuity, leaving the Division well-positioned for continued success.

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

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

**COMPETENCY:** (1) Building Effective Relationships

**INDICATORS:** 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:**

**INDICATORS:**

(7) Supporting Effective Governance

- a. establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity;
- f. supporting the board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms;
- g. implementing board policies and supporting the regular review and evaluation of their impact;
- 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;
- k. supporting the board in its engagement with the school community to develop a vision of a preferred future for student success; and
- l. facilitating ongoing public communication about the board's operations and 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**

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,
- (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,
- (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,



- (e) provide a continuum of supports and services to students that is consistent with the principles of inclusive education,
- (f) collaborate with municipalities, other boards and community-based service agencies in order to effectively address the needs of all students and manage the use of public resources,
- (g) collaborate with post-secondary institutions and the community to enable smooth transitions for students from secondary to post-secondary education,
- (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,
- (j) recruit the superintendent and entrust the day-to-day management of the school division to the staff through the superintendent,
- (k) develop and implement a code of conduct that applies to trustees of the board, including definitions of breaches and sanctions, in accordance with principles set out by the Minister by order,
- (l) comply with all applicable Acts and regulations,
- (m) establish appropriate dispute resolution processes, and
- (n) carry out any other matters that the Minister prescribes.

### Board Procedures Regulation

#### Policies and procedures

##### 4 The board must

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

### Policy 9: Policy Development

The Board believes that the primary means by which it provides governance to Sturgeon Public Schools is through written policies. These policies provide direction for the action of the Board, Superintendent, staff, students, electors and other agencies.

Administration is prepared to respond to questions at the September 24, 2025, Public Board meeting.

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

1. Policy 2: Role of the Board - Tracked Changes

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

### **POLICY**

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.

The Government of Alberta has legislated that the Board, as a partner in education, has the following responsibilities:

### **Education Planning and Programming**

The Board shall deliver appropriate education programming to meet the needs of all students enrolled in a school operated by the Board and to enable their success [Education Act s. 33(1)(a)]. Specifically, the Board:

1. Review and approve the vision for the Division.
2. Annually review and approve education goals including the Annual Education Plan.
3. Set governance standards for reviewing and approving educational programming.

### **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 [Education Act s. 33(1)(b)]. Specifically, the Board:

4. Develops and implements a reporting and accountability system on any matter the Minister prescribes;
5. Disseminates any information, in the reports and accounts produced, under the reporting and accountability system to students, parents, electors and/or the Minister in the manner the Minister prescribes; and
6. Reviews Division performance, on an ongoing basis, and approves the Annual Education Results Report.

### **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, advocacy initiatives 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.

### **School Council**

The Board of Trustees believes that school councils provide valuable advisory assistance to the school principal and to the Board [Education Act s.55, the School Councils Regulation, and the Alberta School Councils Resource Guide]. Specifically, the Board:

11. Meet at least annually with the Council of School Councils or School Council Chairs.
12. The Board of Trustees will pay for the annual membership of each school council in the Alberta School Council Association (ASCA) and support the reimbursement of registration fees for the equivalent of one registration fee per school for the Alberta School Councils' Association Conference, as an ongoing sponsorship.
  - School Councils may use the Alberta School Council Engagement (ASCE) Grant to support registration at the ASCA Conference.

### **Safe, Caring, Respectful and Healthy Environments**

The Board shall 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 [Education Act s. 33(1)(d)]. Specifically, the Board:

13. Maintain a policy respecting the Board's obligation to provide a welcoming, caring, respectful, healthy and safe learning environment that includes a code of conduct.
14. Model a culture of respect and integrity.
15. Develop culturally appropriate protocols to guide the Division.
16. Establish plans for collaborative work between the Division and First Nations.

## Supports and Services

The Board shall provide a continuum of supports and services to students that is consistent with the principles of inclusive education [Education Act s. 33(1)(e)]. Specifically, the Board:

17. Supports the removal of barriers with learning partners and within learning environments; and
18. Develops ongoing relationships with government, school and system leaders, families and community partners to strengthen and renew their understanding, skills and abilities to create flexible and responsive learning environments

## Collaboration

The Board shall collaborate with municipalities, other boards and community-based service agencies in order to effectively address the needs of all students and manage the use of public resources and collaborate with post-secondary institutions and the community to enable smooth transitions for students from secondary to post-secondary education [Education Act s. 33(1)(f)(g)]. Specifically, the Board:

19. Promotes positive community engagement within the Division;
20. Represents the community's needs, hopes and desires for education;
21. Supports the schools' programs, needs and desires to the community;
22. Acts as an advocate for public education and the Division;
23. Identifies issues for advocacy on an ongoing basis;
24. Develops an annual plan for advocacy including focus, key messages, relationships and mechanisms; (Appendix A)
25. Review and determine Board representation at external events and in strategic partnerships; and
- ~~26~~5. Promotes regular meetings and maintains timely, frank and constructive communication with elected officials, service providers, business leaders, thought leaders and all stakeholders to garner support for public education.

## Governance and Organization

The Board shall establish and maintain governance and organizational structures that promote student well-being and success, and monitor and evaluate their effectiveness [Education Act s. 33(1)(h)]. Specifically, the Board:

27. Provide orientation for Trustees following municipal elections;

28. Support ongoing professional development for Trustees to strengthen their governance capacity;

29. Annually review Board membership in local, provincial and national organizations;

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

31. Provide direction in those areas over which the Board wishes to retain authority;

32. Monitor the development, revision and implementation of policy;

33. Establish a policy review cycle ensuring all Board policies are reviewed at least once per term;

34. Develop a plan to foster governance excellence in fiduciary, strategic and generative engagement modes;

35. Annually evaluate Board effectiveness in meeting performance indicators and determine a positive path forward; and

36. Develop an Annual Work Plan with timelines.

### **Board/Superintendent Relations**

The Board shall recruit the Superintendent and entrust the day-to-day management of the school division to the staff through the Superintendent [Education Act s. 33(1)(j)]. Specifically, the Board:

37. Select the Superintendent and support succession planning as required;

38. Provide the Superintendent with clear corporate direction;

39. Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the Education Act;

40. Respect the authority of the Superintendent to carry out executive action and support the Superintendent's actions which are exercised within the delegated discretionary powers of the position;

41. Demonstrate mutual respect, integrity and support, which is then conveyed to the staff and the community;
42. Annually evaluate the Superintendent, in accordance with a pre-established performance appraisal; and
43. Annually review compensation of the Superintendent.

### **Resource Stewardship**

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

44. Within the context of the strategic plan, approve budget assumptions and establish priorities at the outset of the budget process.
45. Review and approve annual budget and allocation of resources.
46. Approve substantive budget adjustments when necessary.
47. Approve borrowing for capital expenditures within provincial restrictions.
48. Review and approve annually the Three-Year Capital Plan.
49. Receive, review and approve the annual Audited Financial Statements.
50. Acquire and dispose of land and buildings.
51. Approve student fees annually.
52. Set the mandate for provincial bargaining.
53. Ratify Memoranda of Agreement with bargaining units.
54. Approve transfer of funds to/from operating and capital reserves.
55. Approve annually signing authorities for the Division. Approve investment parameters in alignment with the Education Act Regulation.
56. Approve the Superintendent's contract.

### **Delegation**

The Board may delegate any of its powers and responsibilities subject to the provisions and restrictions as outlined in the Education Act.

## **Conduct**

The Board shall develop and implement a code of conduct that applies to trustees of the Board, including definitions of breaches and sanctions, in accordance with principles set out by the Minister by order [Education Act s. 33(1)(k)]. Specifically:

57. Each Trustee shall act ethically and responsibly as outlined in Policies 3 and 4. The Board collectively shall operate with the same high standards, acting always in the best interests of all students and their learning.

58. The Board shall support and hold accountable its individual Trustees and the Superintendent.

59. The Board shall establish with the Superintendent the parameters for their respective roles and not interfere with the performance of the tasks that have been agreed upon as administrative responsibilities.

60. The Board shall establish a Division Code of Conduct, by policy, to apply to all students (Policy 21).

## **Liability**

The Board shall comply with all applicable Acts and regulations [Education Act s. 33(1)(l)]. Specifically, the Board:

61. Acts in accordance with all statutory requirements; and

62. Maintains a Board Policy for whistle-blower protection (Policy 14).

## **Dispute Resolution**

The Board shall establish appropriate dispute resolution processes [Education Act s. 33(1)(m)]. Specifically, the Board:

63. Hears appeals as required by statute; and

64. Maintains a policy for Appeals Regarding Student Matters (Policy 13).

## **Ministerial Direction**

The Board shall carry out any other matters that the Minister prescribes [Education Act s. 33(1)(n)]. Specifically, the Board:

65. Performs Board functions required by governing legislation and Ministerial directives; and

66. Reviews and approves student attendance areas (Policy 12).

## **References:**

### **Policies:**

- 3: Role of the Trustee
- 4: Trustee Code of Conduct
- 10: Board Delegation of Authority
- 11: Superintendent of Schools
- 12: Attendance Areas
- 13: Appeals Regarding Student Matters
- 14: Public Interest Disclosure (Whistleblower Protection)
- 21: Student Conduct and Discipline

Appendix A - Advocacy Plan

Administrative Procedure: 211 - School Councils

Education Act: 33, 51, 52, 53, 54, 60, 67, 139, 222

School Councils Regulation 94/2019

School Fees Regulation 95/2019

Superintendent of Schools Regulation 98/2019

Board Procedures Regulation 82/2019

Alberta School Council Resource Guide

## **History**

2019 Jan 30 Initial Approval

2021 Oct 27 Reviewed

2022 Feb 23 Reviewed

2022 Mar 23 Amended

2023 Sep 27 Amended

2024 Apr 24 Amended

2025 Sep 24 Amended





**Date:** September 24, 2025 **Agenda Item:** 7.5

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

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

**Subject:** **Policy 3: Role of the Trustee**

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**Recommended Motion:**

THAT the Board of Trustees approve the recommended revisions to Board *Policy 3: Role of the Trustee* as presented at the September 24, 2025, Public Board meeting.

**Background:**

Board Policy 3: Role of the Trustee defines the ethical, fiduciary and representational responsibilities of individual Trustees. It emphasizes service in the public interest, integrity, accountability and respect, while affirming that the Board acts as a corporate body and Trustees hold no independent authority outside duly constituted Board decisions. Trustees are expected to uphold confidentiality, avoid conflicts of interest and place the Board's interests above personal interests.

The policy outlines expectations for attendance, participation and ongoing professional learning. Trustees must be knowledgeable in the Education Act and Board policies, support corporate decisions, respect the Superintendent's administrative authority and adhere to established communication protocols. Recent revisions strengthen provisions on attendance, complaint handling and public statements, clarify the Board Chair's spokesperson role and reinforce alignment with Administrative Procedure 221.

A new orientation component ensures newly elected and returning Trustees are well-briefed on governance structures, legislative requirements and Board practices. With Trustee Elections in October 2025, approving this policy now provides the incoming Board with clear expectations and a strong framework for ethical, effective governance.

**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>	e. establishing constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations; and

**COMPETENCY:  
INDICATORS:**

f. facilitating the meaningful participation of members of the school community and local community in decision-making.

(2) Modeling Commitment to Professional Learning

c. actively seeking out feedback and information from a variety of sources to enhance leadership practice.

**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.

**COMPETENCY:  
INDICATORS:**

(7) Supporting Effective Governance

f. supporting the board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms; and  
l. facilitating ongoing public communication about the board's operations and the achievement of its goals and priorities.

**Governance Implications:**

**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,

Trustee responsibilities

34 A trustee of a board, as a partner in education, has the responsibility to

- (a) fulfil the responsibilities of the board as set out in section 33,
- (b) be present and participate in meetings of the board and committees of the board,
- (c) comply with the board's code of conduct, and
- (d) engage parents, students and the community in matters related to education.

**Board Procedures Regulation**

Policies and procedures

4 The board must

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

[Policy 9: Policy Development](#)

The Board believes that the primary means by which it provides governance to Sturgeon Public Schools is through written policies. These policies provide direction for the action of the Board, Superintendent, staff, students, electors and other agencies.

Administration is prepared to respond to questions at the September 24, 2025, Public Board meeting.

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

1. Policy 3: Role of the Trustee - Tracked Changes

## Policy 3: Role of the Trustee

### POLICY

The Board of Trustees is committed to Public Education and its Trustee members shall conduct themselves ethically and responsibly in carrying out the duties that they have been elected to fulfill. It is expected that all interactions related to the operations of the Board is characterized by mutual respect, which acknowledges the dignity and worth of all individuals.

The Board of Trustees is a corporation. The decisions of the Board in a properly constituted meeting are those of the corporation. A Trustee who is given corporate authority to act on behalf of the Board may carry out duties individually, but only as an agent of the Board. In such cases, the actions of the Trustee are those of the Board, which is then responsible for them. A Trustee acting individually has only the authority and status of any other citizen of the division.

Trustees have a fiduciary duty to protect the interests of the Division, place the interests of the corporate board above their own, maintain confidentiality and avoid conflicts of interests.

### GUIDELINES

The role of each individual Trustee is to:

1. Become familiar with Division policies and procedures, meeting agendas and reports in order to participate in Board business.

4.2. Represent his or her constituents and consider the interests of all Division stakeholders when making decisions.

2.3. Be familiar with the Education Act and Division policies and procedures.

3.4. Be familiar with and adhere to the Trustee Code of Conduct.

4.5. Stay informed on significant developments in Public Education.

6. Participate in seminars, conferences and conventions so they can enhance the quality of leadership and service they offer the Division.

5.7. Following a Trustee development activity, share materials and ideas gained in written format with fellow Trustees.

8. Participate in, and contribute to, the decisions of the Board in order to provide the best solutions possible for the education of students within the Division.

6.9. Support the corporate decisions of the Board and refrain from making any statements that may give the impression that such a statement reflects the corporate opinion of the Board when it does not.

7.10. Respect and support the authority of the Superintendent to direct the work of administration and staff.

~~8-11.~~ 11. Observe the Board's rules of order for conduct at Board meetings.

~~9-12.~~ 12. Promote positive relationships between the Board and all Division stakeholders.

~~10-13.~~ 13. Trustees shall not attempt to exercise individual authority over the organization and/or schools; the Superintendent; or any member of the staff. In particular:

- a. Individual Trustees will not assume personal responsibility for resolving operational problems or complaints. Upon receiving a concern, complaint or information regarding a sensitive or confidential matter from a parent, staff member, community member or other stakeholder, about school operations, must forthwith refer this individual to the Superintendent for investigation and resolution.  
~~Any such complaints will be referred forthwith to the~~
  - i. If the individual attempts subsequent communication with the Trustee, the Trustee will respond that the concern has been forwarded to the Superintendent and will not engage in further conversation with the individual. AP 221 Focused and Effective Communication and the associated Appendices address specific complaint procedures.
- b. Trustees shall not encourage direct communication with employees and members of the public who attempt to bypass school or Central Office Administration but shall encourage employees and members of the public to utilize reporting lines at the school level or within Central Office Administration to bring concerns to the Board.
- c. Trustees shall comply with their fiduciary duty to inform Administration of concerns brought to their attention.

~~11-14.~~ 14. Trustees shall recognize that:

- a. The Board Chair is the official spokesperson for the Board of Trustees, and therefore, the only person authorized to speak to the public, media or other entities and communicate corporate decisions or positions on behalf of the Board, -except for those instances where the Board has delegated this role to another individual or group.
- b. Without limiting the right of Trustees to express their own personal views, when interacting with the public, media or other entities, Trustees shall accurately represent and accept the corporate decision of the Board, once a decision has been made.

~~12-15.~~ 15. Trustees shall be prepared for Board deliberations by attending in person or by electronic means:

- a. 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.
  - i. The presence or absence of every Trustee shall be recorded in the minutes. If a Trustee wishes to be absent during a meeting, they will declare this wish and ensure that the recording secretary has noted it. Failure to do so will result in inaccuracies in the recording of minutes.

- ii. As outlined in the Education Act, a person is disqualified from remaining as a Trustee of a board if that person is absent, without being authorized by a resolution of the board to do so, for three consecutive regular meetings of the board, unless his/her absence is due to illness and he/she provides evidence of that illness in the form of a medical certificate respecting the period of absence.
- iii. Repeated partial or late attendance shall be cause for disciplinary action, as determined by the Board.
- iv. Unless an absence has been previously approved by the Board, failure to attend regular and special meetings as well as scheduled committee meetings will result in the deduction from trustee remuneration.
- v. Two days per year are allowed without deduction for illness on the part of the Trustee, and two days of compassionate leave are also permitted. If, however, a Trustee is absent from any regular or special meeting of the Board or scheduled committee meetings due to illness, beyond the two sick days permitted, he/she must produce a doctor's certificate and no deduction from trustee remuneration will be made.

13.16. With regards to Standing Committees of the Board, the administrators assigned to support these committees will include in the meeting notes the date and time of the next scheduled committee meeting, the estimated length of the next scheduled meeting and the names of those Trustees who will be in attendance.

14.17. Trustees should attend Trustee Orientation and Renewal sessions, Board Retreats, School Council meetings, Student Discipline Hearings, Teacher Transfer Hearings and meetings with external organizations (such as Municipal Councils and Chamber of Commerce). Trustees are also expected to attend the annual general meetings of the Public School Boards' Association of Alberta (PSBAA) and/or the Alberta School Boards Association (ASBA) and other conferences as approved by the Board.

## 18. Board Orientation

As a result of elections, the Board may experience changes in membership. To ensure continuity and facilitate smooth transition from one Board to the next following an election, Trustees must be adequately briefed concerning existing Board policy and practice, statutory requirements, initiatives and long-range plans.

- a. The Board believes an orientation program is necessary for effective Trusteeship. All Trustees are expected to attend all aspects of the orientation program.
- b. The Division will offer an orientation program for all Trustees that provide information on:
  - i. Role of the Trustee and the Board;

- ii. Organizational structures and procedures of the Division;
- iii. Board policy, agendas and minutes;
- iv. Existing Division initiatives, annual reports, budgets, financial statements and long-range plans;
- v. Division programs and services;
- vi. Board's function as an appeal body; and
- vii. Statutory and regulatory requirements, including responsibilities with regard to conflict of interest.

c. The Board Chair and Superintendent are responsible for ensuring a Division orientation program for Trustees.

a.d. Board Policies, Administrative Procedures and the Trustee Handbook are available on the Division website for Trustees.

## **References:**

Policy 4: Trustee Code of Conduct

Policy 8: Board Committees

Education Act: Sections 33, 34, 51, 52, 53, 64, 67, 75, 85-897, 90-96

Board Procedures Regulation 82/2019

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

*Access to Information Act (ATIA)*

*Access to Information Act Regulation 133/2025*

## **History**

2022 Mar 23 Initial Approval

2025 Sep 24 Amended



**Date:** September 24, 2025 **Agenda Item:** 7.6

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

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

**Subject:** **Policy 4: Trustee Code of Conduct**

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**Recommended Motion:**

THAT the Board of Trustees approve the recommended revisions to Board *Policy 4, Trustee Code of Conduct* and its associated appendices, as presented at the September 24, 2025, Public Board meeting.

**Background:**

All Boards must “develop and implement a code of conduct that applies to trustees of the board, including definitions of breaches and sanctions” (Education Act Section 33 (1)(k)).

Board Policy 4: Trustee Code of Conduct sets the standards of ethical behaviour, integrity and professional responsibility expected of Trustees. As a cornerstone of governance, it reinforces public trust and ensures Trustees act in ways that uphold the Board’s reputation and decision-making in the best interests of students and the Division.

Over this Board term, Trustees have strengthened the policy and its appendices through extensive review, comparison with other divisions and alignment with the Education Act and Board Procedures Regulation. The revised policy provides a clear process for submitting, reviewing and investigating Code of Conduct complaints, with defined timelines, procedural safeguards and the Board’s role in determining breaches.

It also outlines possible sanctions, ranging from verbal warnings to public censure, ensuring fairness, transparency, and accountability. Final approval of the revised policy provides the incoming Board with a robust, enforceable framework for Trustee conduct that promotes respectful relationships, ethical governance and confidence in the Board’s commitment to public education.

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

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

**COMPETENCY:** (1) Building Effective Relationships

**INDICATORS:** d. modeling ethical leadership practices, based on integrity and objectivity.



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

(7) Supporting Effective Governance

- a. establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity;
- f. supporting the board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms;
- g. implementing board policies and supporting the regular review and evaluation of their impact;
- 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; and
- l. facilitating ongoing public communication about the board's operations and the achievement of its goals and priorities.

**Governance Implications:****Education Act**

Board responsibilities

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

- (k) develop and implement a code of conduct that applies to trustees of the board, including definitions of breaches and sanctions, in accordance with principles set out by the Minister by order,

**Board Procedures Regulation**

Policies and procedures

4 The board must

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

**Policy 9: Policy Development**

The Board believes that the primary means by which it provides governance to Sturgeon Public Schools is through written policies. These policies provide direction for the action of the Board, Superintendent, staff, students, electors and other agencies.

Administration is prepared to respond to questions at the September 24, 2025, Public Board meeting.

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

1. Policy 4: Trustee Code of Conduct - Clean Copy
2. Policy 4: Trustee Code of Conduct - Tracked Changes

## **Policy 4: Trustee Code of Conduct**

### **POLICY**

The Board of Trustees is committed to Public Education and its Trustee members shall conduct themselves ethically and responsibly in carrying out the duties that they have been elected to fulfill. It is expected that all interactions related to the operations of the Board are characterized by mutual respect, which acknowledges the dignity and worth of all individuals.

### **GUIDELINES**

#### **Board Oath of Office**

Every Trustee shall take and subscribe to the official oath prescribed by the Oaths of Office Act before commencing his/her duties and shall deposit the oath with the Secretary of the Board.

#### **Code of Ethics**

The Board's Code of Ethics (found in Appendix A) will be read aloud at an appropriate time during the Annual Organization Meeting.

#### **Code of Conduct**

1. Trustees shall represent the best interests of the entire Division. While Trustees are elected from specific wards, their primary responsibility is to represent the best interests of Sturgeon Public Schools as a whole, ensuring that decisions benefit the entire Division, not just their ward.
  - a. Trustees for Sturgeon Public Schools shall conduct themselves in an ethical and prudent manner which includes proper use of authority and appropriate decorum in group and individual behavior. Each Trustee shall behave in a manner that demonstrates respect for the dignity and worth of all individuals.
2. Trustees shall honour their fiduciary responsibilities which supersedes any conflicting loyalty including, but not limited to, the following:
  - a. any loyalty a trustee may have to any other advocacy, interest or political groups;
  - b. loyalty based upon membership on other boards or staff;
    - i. the personal interest of any trustee who is also a parent or guardian of a student in the organization; and
    - ii. being a relative of an employee of the organization.

3. Trustees shall carry out their responsibilities as outlined in Policy 3 with diligence and:
  - a. Trustees shall endeavour to work collaboratively with fellow Board members to further the work of the Board.
  - b. Trustees must be mindful of the fact that they are accountable to exercise the powers and discharge the duties of their office honestly and in good faith. Trustees shall exercise the degree of care, diligence and skill that a reasonably prudent person would exercise in comparable circumstances.
  - c. While using social media, Trustees shall be responsible for posts, sharing of posts and comments made, ensuring they are interpreted correctly and reflect the Division appropriately. Trustees must recognize that their online activity and interactions with the public on social media can dramatically affect the general public's perception of the trustee, the Board, The Sturgeon Public School Division, employees and schools within The Sturgeon Public School Division.
  - d. Trustees shall limit the use of technology for personal purposes during Board meetings or while representing the Board, to remain fully engaged in the matters at hand.
4. Trustees shall avoid any conflict of interest or bias with respect to their pecuniary interests:
  - a. By understanding pecuniary interest in a matter before the Board, as defined in the Education Act (S85).
  - b. By filing with the Board's secretary, a disclosure of interest statement as required by the Education Act (S.86), and updating forthwith if changes occur,
  - c. By complying with the Education Act (S88) which may involve the disclosure of pecuniary interest and/or abstaining from voting on the matter, and/or refraining from discussing the matter, and/or leaving the room while discussion occurs.
  - d. By determining whether he/she has a conflict of interest or personal bias requiring him/her to recuse him/herself from addressing a particular matter before the Board of Trustees. In making the determination respecting conflict of interest or personal bias each Trustee shall consider the following:
    - i. Whether a reasonably well-informed person would conclude that the Trustee has a substantial personal interest in the matter;

- ii. The Trustee's interest in the subject matter of the vote must go beyond that which he or she may have in common with other members of the community;
  - iii. The Trustee's interest in the matter must be something that will serve his or her own personal ends; and
  - iv. Where there is such an interest it must be so related to the subject matter of the vote before the Board of Trustees that a reasonably well-informed person would conclude that the interest may well influence the Trustee's vote and exercise of his or her public duty.
- 5. Trustees shall act in accordance with all applicable legislation, including but not limited to the [Alberta Human Rights Act](#), the [Criminal Code \(Canada\)](#), the [Education Act](#), the [Access to Information Act \(ATIA\)](#), the [Local Authorities Election Act](#) and the [Occupational Health and Safety Act](#).
- 6. Trustees must arrange their personal and professional affairs in such a way that promotes public confidence in their integrity and actions. Trustees should take care to avoid situations that may create an appearance of a conflict of interest or lack of transparency.
- 7. Trustees are prohibited from using their influence to advocate on behalf of others, including family, friends or organizations, before the Board. Trustees must avoid serving as agents for personal, family or third-party interests.
- 8. Trustees shall not use Division resources, including property, equipment, services or staff, for any election-related activities. Trustees must also refrain from using their position to advance their own candidacy in elections.
- 9. Trustees shall not accept gifts or benefits that could appear to influence their decision-making or that could create a conflict of interest. Trustees may only accept gifts or benefits received as part of protocol, provided their value does not exceed a reasonable amount.
- 10. Trustees shall observe confidentiality regarding information received as Trustees:
  - a. According to the Access to Information Act (ATIA), all information a Trustee receives regarding the School Board's mandate and functions are considered records under the control of the School Board. All records containing personal information about an identifiable individual such as employee information, student information or information in letters to the School Board, must be kept confidential and may only be released in accordance with ATIA. Employee information, student information or information in letters to the School Board must be kept confidential and may only be released in

accordance with AITA. Information received by individual Trustees in their capacity as trustees must also be processed and treated in accordance with FOIP.

- b. Trustees shall not use Board information for their own direct benefit or advantage. This requires that Board deliberations during in-camera or closed board planning meetings be kept confidential as required by law.
- c. As outlined in Policy 7: Board Operations, Trustees shall be provided with computer technology for the duration of their term. The device is owned by the Division and is loaned to trustees for the purpose of engaging in Division-related business only. Trustees are responsible for the reasonable protection and safety of the equipment and are expected to keep devices secure to ensure confidentiality of documents and/or correspondence. The assigned technology device is for the exclusive use of the trustee and shall not be used or accessed by anyone other than the trustee.
  - i. Trustees must comply with [Administrative Procedure 870: Responsible Use of Technology Resources](#); and
  - ii. Sign and agree to the terms in [870: AP870 - Exhibit 1 - Responsible Use of Technology Resources Protocol Staff](#).

## **Violation of Code of Conduct**

- 11. Trustees are encouraged to pursue conciliatory measures as the first means of remedying behaviour or activity that they believe violates Trustee Code of Conduct.
  - a. Conciliatory Measures
    - i. advise the Trustee that the behaviour or activity appears to contravene Trustee Code of Conduct;
    - ii. encourage the Trustee to acknowledge and agree to stop the prohibited behaviour or activity and to avoid future occurrences of the prohibited behaviour or activity; and;
    - iii. if addressing the Trustee privately does not resolve the matter, requesting the Chair to assist in informal discussion of the alleged complaint with the Trustee in an attempt to resolve the issue. In the event that the Chair is the subject of, or is implicated in a complaint, request the assistance of the Vice Chair.
- 12. If a resolution is not achieved and a complaint is to be filed, the complaint process is found in Appendix B.

13. The Board may impose sanctions on Trustees who violate the Code of Conduct found in Appendix D.

**References:**

Appendix A - Code of Ethics

Appendix B - Code of Conduct Complaint

Appendix C - Code of Conduct Hearing

Appendix D - Code of Conduct Sanctions

Policies:

2: Role of the Board

3: Role of the Trustee

7: Board Operations

Administrative Procedure 717: Workplace Violence and Harassment

Administrative Procedure 870: Responsible Use of Technology Resources

Education Act: Sections 64, 85, 86, 87, 88, 256

Board Procedures Regulation 82/2019

Access to Information Act (ATIA)

*Access to Information Act Regulation 133/2025*

Oaths of Office Act, 2014

**History**

2019 Jan 30 Initial Approval

2020 Jan 29 Reviewed

2022 Feb 23 Reviewed

2022 Mar 23 Amended

2025 Sep 24 Amended

#### **Policy 4: Appendix A - Code of Ethics**

As an elected member of the Board of Trustees,

1.0 I will devote time, thought and study to the duties and responsibilities of trusteeship so that I may render effective and credible service.

2.0 I will promote transparent, ethical governance practices, ensuring all decisions are made with equity, accountability and fairness in mind.

3.0 I will abide by the Board's Code of Conduct and understand that any violation of ethical standards may result in formal complaint procedures, hearings and potential sanctions as outlined by Board policy.

4.0 I will engage in ongoing professional development and learning opportunities to strengthen my effectiveness as a Trustee, particularly in areas of governance, ethics and leadership.

5.0 I will recognize that the expenditure of school funds is a public trust and I will support policies and practices which ensure that all such funds are expended efficiently, economically and in the best interest of the students and electors of the Division.

6.0 I will endeavour to work with my fellow Trustees in a spirit of harmony and cooperation in spite of differences of opinion that may arise during vigorous debate. I will avoid rancour and bitterness; observe proper decorum and behaviour; encourage full and open discussions in all matters with my fellow members of the Board.

7.0 I will act as a role model for students, staff and the community, promoting ethical behaviour and the highest standards of integrity in all my interactions.

8.0 I will address conflicts and differences of opinion with my fellow Trustees respectfully and constructively, both in Board meetings and outside of formal settings.

9.0 I will base my personal decision upon all available facts in each situation, voting my honest conviction in every case.

10.0 I will do everything possible to maintain the integrity, confidence and dignity of the office of the school Trustee and I will resist every temptation and outside pressure to misuse my position as a trustee to benefit either myself or any other individual or agency.

11. I will respect the confidentiality of information, discussions and decisions made in closed meetings or concerning sensitive matters, in accordance with Board policies and legal requirements.

12. I will support a culture where concerns about ethical conduct can be raised without fear of retaliation and will not engage in or condone any retaliatory behaviour toward those who raise such concerns in good faith.

13. I will avoid any conflicts of interest and make decisions that are in the best interest of the Division as a whole, ensuring that my fiduciary responsibilities are always fulfilled with integrity and impartiality.

14. I will not use my position as Trustee to influence Board decisions for personal, family or external interests and will avoid any appearance of favouritism or partiality.

15.0 I will remember at all times that as an individual, I have no legal authority outside the meetings of the Board, unless the Board has so delegated. My relationships with the school staff, the local citizenry and the media will be conducted on the basis of this fact.

16. I will be mindful of my conduct and communications, including on social media, understanding that my actions reflect on the Board as a whole. I will ensure that all public communication is respectful and in line with the Board's policies and values.

17.0 I will always bear in mind that the primary function of the Board is to establish the policies by which the schools are to be administered and that the daily administration of the educational program and conduct of school business shall be the responsibility of the Superintendent and his/her staff; therefore, I will refer complaints and other communications to the Superintendent in accordance with policies and procedures approved by the Board.

18.0 I will maintain professional and respectful relationships with the Superintendent and all school staff, understanding the importance of supporting their roles without interfering in day-to-day operations.

19.0 I will earnestly attempt to promote goals based on the needs and aspirations of the community and do my best to support effective educational programs for the students.

20.0 I will promote and support policies and actions that reflect the values of equity, diversity and inclusion, ensuring that all students, staff and community members are treated with fairness and respect.



## **Policy 4: Appendix B - Code Of Conduct Complaint**

### **1.0 Filing a Complaint**

#### **1.1 Who Can File a Complaint?**

Any Trustee who reasonably believes, in good faith, that another Trustee has violated the Board's Code of Conduct has the right to file an official complaint. The complaint must clearly outline the violation, providing enough detail for the Board to understand the issue and determine appropriate action.

#### **1.2 When to File a Complaint**

A complaint should be filed as soon as possible after the alleged violation occurs, preferably within 30 days, unless extenuating circumstances can be demonstrated. This ensures that the issue can be dealt with in a timely manner.

#### **1.3 How to File a Complaint**

The process to file a complaint is as follows:

- **Step 1: Prepare the Complaint**
  - The complaint must be in writing.
  - It must include your name (the complainant), the Trustee alleged to have violated the Code (the respondent), the section(s) of the Code that were violated and the details of the alleged behaviour or incident (including dates, times and any supporting evidence or witnesses).
- **Step 2: Submit the Complaint**
  - The complaint must be filed with the Board Chair.
  - If the complaint involves the Board Chair, it must be filed with the Vice Chair.
  - Ensure that you clearly mark the complaint as confidential.

#### **1.4 Right to be Heard**

The respondent Trustee will be given a full opportunity to respond to the complaint and provide their side of the situation. Procedural fairness will be upheld throughout the process to ensure a fair resolution for all parties.

#### **1.5 Support Resources**

Trustees may consult with the Board Chair, Vice Chair or their own personal legal counsel (legal counsel is for the corporate board only, not for individual trustees) to seek guidance on filing complaints, understanding the process or preparing responses to complaints.

Legal representation for both the Corporate Board and the respondent Trustee (at Trustee expense) may be present during the hearing process at the Special Board meeting.

#### 1.6 No Retaliation

Any act of retaliation or reprisal against a Trustee who files a complaint, or against any witness or person providing relevant information, is strictly prohibited. Any form of retaliation may lead to further sanctions under the Code of Conduct.

#### 1.7 What Happens Next?

Once the complaint is filed, the Chair (or Vice Chair) will forward a copy of the complaint to the Trustee alleged to have violated the Code and to all other Trustees within five (5) days of receiving the complaint. A Special Meeting of the Board shall be called within ten (10) days of the complaint being forwarded.

### **2.0 Handling and Forwarding the Complaint**

#### 2.1 Initial Review by Chair/Vice Chair

After receiving the complaint, the Chair (or Vice Chair, if applicable) will review the complaint to ensure it contains all the necessary information, including the following:

- Names of the complainant and respondent.
- Clear reference to the section(s) of the Code of Conduct that were allegedly violated.
- Detailed description of the incident(s), with supporting evidence, if available.

If the complaint is incomplete, the complainant will be notified within five (5) days and given an additional five (5) days to provide the necessary information. If the complaint is found invalid, it will be dismissed and the complainant will be notified in writing.

#### 2.2 Forwarding the Complaint to All Trustees

Once the Chair (or Vice Chair) has determined that the complaint is valid and complete, they will forward a copy of the complaint to all Trustees, including the Trustee alleged to have violated the Code, within five (5) days. The complaint shall be marked as strictly confidential when shared with Trustees.

### **3.0 Special Meeting and Confidentiality**

#### 3.1 Calling a Special Meeting

As soon as the complaint is forwarded to all Trustees, the Chair (or Vice Chair) shall call a Special Meeting of the Board to address the complaint. The Special Meeting

should be scheduled as soon as possible, ensuring that all Trustees are available to attend.

### 3.2 Neutral Decision-Makers

To ensure impartiality and fairness, any Trustee who has a conflict of interest or personal bias with respect to the complaint shall recuse themselves from the deliberation and decision-making process. This ensures that the remaining Trustees can make a fair and objective decision.

### 3.3 Confidentiality Requirements

All parties involved, including the complainant, the respondent and the remaining Trustees, must treat the complaint with the highest degree of confidentiality. Public disclosure of the complaint, its content, or the resulting decision without the Board's authorization will itself be deemed a violation of the Code of Conduct.

### 3.4 In Camera Hearing

The complaint will be heard in an In Camera session of the Special Meeting, in accordance with the procedures outlined in Appendix C: Code of Conduct Hearing.

## **4.0 Withdrawing a Complaint**

### 4.1 Voluntary Withdrawal

At any time before the hearing takes place, the complainant has the right to voluntarily withdraw the complaint by notifying the Chair (or Vice Chair) in writing.

### 4.2 Withdrawal Due to Resolution

If the complaint is resolved informally between the parties, the complainant must also notify the Chair (or Vice Chair) in writing that the complaint is withdrawn.

## **5.0 Board Decision to Withdraw or Dismiss a Complaint**

### 5.0 Board Discretion

The Board, at its discretion, may decide to dismiss or withdraw the complaint if it is found to be frivolous, vexatious, or lacking in sufficient evidence. The Board will review the complaint during the Special Meeting and the decision will be made by a majority vote of Trustees present and allowed to vote. In such cases, both the complainant and the respondent will be notified of the decision in writing.

## **6.0 Appeal Process for Dismissal of Complaint**

### 6.1 Filing an Appeal

If the complainant believes that the Board's decision to dismiss or withdraw the complaint was made in error or that it was not handled fairly, they have the right to file an appeal.

- The appeal must be filed in writing and submitted to the Board Chair (or Vice Chair) within ten (10) days of receiving the written notice of the Board's decision. The appeal must include:
  - The reason(s) why the complainant believes the dismissal was incorrect.
  - Any additional evidence or information that was not previously considered.

#### 6.2 Board Review of Appeal

The Board will review the appeal during the next regular, or Special Meeting, whichever comes first, in a closed, In Camera session. The complainant may be asked to provide further clarification or evidence during this review process.

#### 6.3 Final Decision

The Board's decision on the appeal will be final. Both the complainant and the respondent will be notified of the Board's final decision in writing. No further appeals will be permitted once the final decision has been made.

### **7.0 Appeal Process for Sanctions**

#### 7.1 Right to Appeal Sanctions

A Trustee who has been found to have violated the Code of Conduct and is subject to sanctions may appeal the severity or nature of the sanctions imposed by the Board.

#### 7.2 Filing the Appeals of Sanctions

The Trustee must file the appeal in writing with the Board Chair (or Vice Chair) within ten (10) days of receiving the written notice of sanctions. The appeal must include:

- Specific reason(s) why the Trustee believes the sanctions are unjustified or disproportionate to the violation.
- Any additional evidence or mitigating circumstances that were not presented during the original hearing.

#### 7.3 Sanctions Appeal Review

The Board will review the appeal of the sanctions at the next regular or Special Meeting. The Trustee appealing the sanctions may be asked to present additional evidence or information regarding the appeal.

#### 7.4 Final Decision on Sanctions Appeal

The Board's decision on the appeal of sanctions is final. Both the Trustee and the Board will receive written communication regarding the final decision. No further appeals will be allowed.

## **Policy 4: Appendix C - Code of Conduct Hearing**

### **1.0 Overview**

The Code of Conduct Hearing is conducted in an In Camera session, of a Special Board Meeting. Its purpose is to review the complaint, allow both the complainant and the respondent to present their positions and for the Board to deliberate and make a decision. The hearing will be guided by principles of fairness, confidentiality and due process.

### **2.0 Recording of the Hearing**

2.1 The Board, in its sole discretion, may record the In Camera session of the Special Board Meeting by electronic means. Trustees shall be advised by the presiding Chair at the commencement of the Code of Conduct Hearing if recording will take place.

2.2 Any recordings made during the hearing are confidential and must be stored securely. Access to the recordings will be permitted to those involved in the investigation or deliberation and they will be retained according to legal requirements.

### **3.0 Sequence of the Code of Conduct Hearing**

3.1 The complainant Trustee or their representative shall present the information supporting the complaint. This may be done orally, in writing or both. The complainant may present evidence, including witness testimony, documentation or any other relevant material. ;

3.2 The respondent Trustee, or their representative (if allowed), shall provide a presentation to address the allegations. This may also be done orally, in writing, or both. The respondent may present evidence, witnesses and other supporting information to dispute the complaint.;

3.3 The complainant Trustee shall then be given an opportunity to reply to the respondent Trustee's presentation;

3.4 The respondent Trustee shall then be provided a further opportunity to respond to any additional information or presentation and subsequent remarks;

3.5 The remaining Trustees of the Board, who do not have a conflict of interest or personal bias, shall be given the opportunity to ask questions of both parties. Trustees must ensure that their questions are neutral, respectful and focused on the facts of the case;

3.6 The complainant Trustee shall be given the opportunity to make final comments; and

3.7 The respondent Trustee shall be given the opportunity to make final comments.

#### **4.0 Private Deliberation by Trustees**

4.1 Following the presentation of the respective positions of the parties, the complainant, respondent and all other non-trustees must leave the room. The remaining Trustees shall deliberate in private. The Board may however, in its discretion, call upon legal advisors to assist them on points of law, or the drafting of a possible resolution.

4.2 If the remaining Trustees, during deliberation, require further information or clarification, the parties shall be reconvened and the requests made in the presence of both parties. If the information is not readily available, the presiding Chair may request a recess, or if necessary, adjourn the hearing to a later date.

4.3 In the case of an adjournment, no discussion by Trustees whatsoever of the matters heard at the Code of Conduct Hearing may take place until the meeting is reconvened.

#### **5.0 Deliberation and Resolution**

5.1 The remaining Trustees, in deliberation, may draft a resolution indicating what action, if any, may be taken regarding the respondent Trustee. The decision must be based on facts presented during the hearing and in line with the Board's policies and the Code of Conduct. If sanctions are imposed, the Board must determine whether the sanctions will be publicly disclosed or remain confidential.

5.2 The presiding Chair shall reconvene the parties to the Code of Conduct Hearing and request a motion to revert to the open meeting, in order to pass the resolution.

5.3 If the sanctions are to be kept confidential, the resolution passed in the open meeting shall include a general statement of the outcome (i.e. "The Board has resolved the complaint and determined an appropriate action"), without disclosing the specific sanctions publicly.

#### **6.0 Conclusion of the Hearing**

6.1 The decision made by the Board, including any sanctions, will be formally communicated to both the complainant and the respondent. This communication will take place in writing and delivered confidentially.



If sanctions are confidential, the communication must specify that the details of the sanctions are not to be disclosed publicly.

6.2 All documentation or records related to the Code of Conduct Hearing shall be returned to the Superintendent or designate immediately upon conclusion of the Code of Conduct Hearing and shall be retained in accordance with legal requirements. These materials will be stored securely and retained in accordance with legal requirements.

6.3 The presiding Chair shall declare the Special Board Meeting adjourned following the resolution and any final administrative tasks.

6.4 In cases where sanctions are determined to be confidential, the Board may use language in public communication that acknowledges the resolution of the complaint without revealing specific actions (i.e. “The Board has considered the complaint in accordance with its Code of Conduct and taken appropriate actions to address the matter.”)

## **7.0 Appeal Process**

Both the complainant and the respondent have the right to appeal the outcome of the hearing, whether it is a dismissal of the complaint or sanctions imposed. The appeal must follow the procedures outlined in Appendix B.

## **Policy 4: Appendix D - Code of Conduct Sanctions**

### **1.0 Compliance with the Code of Conduct**

1.1 Trustees shall conduct themselves in an ethical and prudent manner in compliance with the Trustee Code of Conduct. Failure to do so may result in the Board instituting sanctions.

1.2 Any violation of the Code of Conduct that results in sanctions will be addressed according to the principles of progressive discipline, ensuring the sanctions are corrective in nature.

### **2.0 Sanctions**

If a violation of the Code of Conduct is determined, the Board may impose, without limitation, any or all of the following sanctions on the Trustee:

- 2.1 Issuing a Letter of Censure to the Trustee.
- 2.2 Requesting the Trustee to issue a letter of apology.
- 2.3 Publicly reprimanding the Trustee through a motion of censure.
- 2.4 Publishing the letter of censure or a request for apology, along with the Trustee's response.
- 2.5 Requiring the Trustee to attend training or professional development.
- 2.6 Removing the Trustee from membership on a committee or committees of the Board.
- 2.7 Removing the Trustee from any chair or leadership role on committees.
- 2.8 Suspending or reducing the Trustee's remuneration for their services.
- 2.9 Restricting the Trustee's contact with Division staff.
- 2.10 Restricting the Trustee's access to Division facilities, property or services.
- 2.11 Restricting the Trustee's travel and representation on behalf of the Board.
- 2.12 Requiring the Trustee to return Division property or reimburse its value.
- 2.13 Restricting how Division documents are provided to the Trustee (i.e. providing watermarked paper copies only).
- 2.14 Imposing any other sanction the Board deems reasonable and appropriate in the circumstances, provided that the sanction does not prevent the Trustee from fulfilling the legislated duties of a trustee while the Trustee remains in office and the sanction is not contrary to the Education Act or any other enactment or common law.

But nothing in *Policy 4: Trustee Code of Conduct* requires the Board to impose a sanction for any contravention.

### **3.0 Confidentiality**

3.1 All complaints received under this Code of Conduct and all information gathered during the investigation process shall remain confidential unless the Board determines otherwise.

3.2 Public disclosure of the Board's decision regarding the complaint may be made at the Board's discretion, in accordance with legal requirements.

#### **4.0 Final Decision and Report**

4.1 Once the Board has made a decision regarding the sanctions, the final disposition of the complaint may be reported at the next public board meeting of the Board, as deemed appropriate.

## **Policy 4: Trustee Code of Conduct**

### **POLICY**

The Board of Trustees is committed to Public Education and its Trustee members shall conduct themselves ethically and responsibly in carrying out the duties that they have been elected to fulfill. It is expected that all interactions related to the operations of the Board are characterized by mutual respect, which acknowledges the dignity and worth of all individuals.

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2. Trustees shall honour their fiduciary responsibilities which supersedes any conflicting loyalty including, but not limited to, the following:
  - a. any loyalty a trustee may have to any other advocacy, interest or political groups;
  - b. loyalty based upon membership on other boards or staff;
    - i. the personal interest of any trustee who is also a parent or guardian of a student in the organization; and
    - ii. being a relative of an employee of the organization.

3. Trustees shall carry out their responsibilities as outlined in Policy 3 with diligence and:

- a. Trustees shall endeavour to work collaboratively with fellow Board members to further the work of the Board.

~~2.3.4 Trustees shall be loyal to the interests of Sturgeon Public Schools. This loyalty supersedes loyalty to the personal interest of any Trustee whether acting as an individual consumer of the School Division's services or not.~~

- b. Trustees must be mindful of the fact that they are accountable to exercise the powers and discharge the duties of their office honestly and in good faith. ~~To this end,~~ Trustees shall exercise the degree of care, diligence and skill that a reasonably prudent person would exercise in comparable circumstances.
- c. While using social media, Trustees shall be responsible for posts, sharing of posts and comments made, ensuring they are interpreted correctly and reflect the Division appropriately. Trustees must recognize that their online activity and interactions with the public on social media can dramatically affect the general public's perception of the trustee, the Board, The Sturgeon Public School Division, employees and schools within The Sturgeon Public School Division.
- d. Trustees shall limit the use of technology for personal purposes during Board meetings or while representing the Board, to remain fully engaged in the matters at hand.

4. Trustees shall avoid any conflict of interest or bias with respect to their pecuniary interests:

- a. By understanding pecuniary interest in a matter before the Board, as defined in the Education Act (S85).
- b. By filing with the Board's secretary, a disclosure of interest statement as required by the Education Act (S.86), and updating forthwith if changes occur,
- c. By complying with the Education Act (S88) which may involve the disclosure of pecuniary interest and/or abstaining from voting on the matter, and/or refraining from discussing the matter, and/or leaving the room while discussion occurs.
- d. ~~2.3.97 Trustees shall avoid any conflict of interest or personal bias with respect to their fiduciary responsibility owed to Sturgeon Public Schools. Each Trustee shall, in considering any matter,~~ By determining whether he/she has a conflict of interest or personal bias requiring him/her to recuse

him/herself from addressing a particular matter before the Board of Trustees. In making the determination respecting conflict of interest or personal bias each Trustee shall consider the following:

- i. Whether a reasonably well-informed person would conclude that the Trustee has a substantial personal interest in the matter;
  - ii. The Trustee's interest in the subject matter of the vote must go beyond that which he or she may have in common with other members of the community;
  - iii. The Trustee's interest in the matter must be something that will serve his or her own personal ends; and
  - iv. Where there is such an interest it must be so related to the subject matter of the vote before the Board of Trustees that a reasonably well-informed person would conclude that the interest may well influence the Trustee's vote and exercise of his or her public duty.
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10. Trustees shall observe confidentiality regarding information received as Trustees:
  - a. According to the [Access to Information Act \(ATIA\)](#) ~~Freedom of Information and Protection of Privacy Act (FOIP)~~, all information a Trustee receives regarding the School Board's mandate and functions are considered records

under the control of the School Board. All records containing personal information about an identifiable individual such as employee information, student information or information in letters to the School Board, must be kept confidential and may only be released in accordance with [ATIA FOIP](#). Employee information, student information or information in letters to the School Board must be kept confidential and may only be released in accordance with [ATIA FOIP](#). Information received by individual Trustees in their capacity as trustees must also be processed and treated in accordance with FOIP.

b. Trustees shall not use Board information for their own direct benefit or advantage. This requires that Board deliberations during in-camera or closed board planning meetings be kept confidential as required by law.

b.c. As outlined in Policy 7: Board Operations, trustees shall be provided with computer technology for the duration of their term. The device is owned by the Division and is loaned to trustees for the purpose of engaging in Division-related business only. Trustees are responsible for the reasonable protection and safety of the equipment and are expected to keep devices secure to ensure confidentiality of documents and/or correspondence. The assigned technology device is for the exclusive use of the trustee and shall not be used or accessed by anyone other than the trustee.

i. Trustees must comply with Administrative Procedure 870: Responsible Use of Technology Resources; and

ii. Sign and agree to the terms in 870: AP870 - Exhibit 1 - Responsible Use of Technology Resources Protocol Staff.

## **Violation of Code of Conduct**

11. Trustees are encouraged to pursue conciliatory measures as the first means of remedying behaviour or activity that they believe violates Trustee Code of Conduct. A Trustee who believes that a fellow Trustee has violated the Code of Conduct may seek resolution of the matter through appropriate conciliatory measures prior to commencing an official complaint under the Code of Conduct.

a. Conciliatory Measures

i. advise the Trustee that the behaviour or activity appears to contravene Trustee Code of Conduct;



- ii. [encourage the Trustee to acknowledge and agree to stop the prohibited behaviour or activity and to avoid future occurrences of the prohibited behaviour or activity; and;](#)
- iii. [if addressing the Trustee privately does not resolve the matter, requesting the Chair to assist in informal discussion of the alleged complaint with the Trustee in an attempt to resolve the issue. In the event that the Chair is the subject of, or is implicated in a complaint, request the assistance of the Vice Chair.](#)

12. If a resolution is not achieved and a complaint is to be filed, the complaint process is found in Appendix B.

13. The Board may impose sanctions on Trustees who violate the Code of Conduct found in Appendix D.

### **References:**

Appendix A - Code of Ethics

Appendix B - Code of Conduct Complaint

Appendix C - Code of Conduct Hearing

Appendix D - Code of Conduct Sanctions

Policies:

2: Role of the Board

3: Role of the Trustee

7: Board Operations

Administrative Procedure 717: Workplace Violence and Harassment

Education Act: Sections 64, 85, 86, 87, 88, 256

Board Procedures Regulation 82/2019

Freedom of Information and Protection of Privacy Act

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

[Access to Information Act Regulation 133/2025](#)

Oaths of Office Act, 2014

### **History**

2019 Jan 30 Initial Approval

2020 Jan 29 Reviewed

2022 Feb 23 Reviewed

2022 Mar 23 Amended

2025 Sep 24 Amended

## **Appendix A: Code of Ethics**

### **Policy 4: Appendix A - Code of Ethics**

As an elected member of the Board of Trustees,

1.0 I will devote time, thought and study to the duties and responsibilities of trusteeship so that I may render effective and credible service.

2.0 I will promote transparent, ethical governance practices, ensuring all decisions are made with equity, accountability and fairness in mind.

3.0 I will abide by the Board's Code of Conduct and understand that any violation of ethical standards may result in formal complaint procedures, hearings and potential sanctions as outlined by Board policy.

4.0 I will engage in ongoing professional development and learning opportunities to strengthen my effectiveness as a Trustee, particularly in areas of governance, ethics and leadership.

52.0 I will recognize that the expenditure of school funds is a public trust and I will support policies and practices which ensure that all such funds are expended efficiently, economically and in the best interest of the students and electors of the Division.

63.0 I will endeavour to work with my fellow Trustees in a spirit of harmony and cooperation in spite of differences of opinion that may arise during vigorous debate. I will avoid rancour and bitterness; observe proper decorum and behaviour; encourage full and open discussions in all matters with my fellow members of the Board.

7.0 I will act as a role model for students, staff and the community, promoting ethical behaviour and the highest standards of integrity in all my interactions.

8.0 I will address conflicts and differences of opinion with my fellow Trustees respectfully and constructively, both in Board meetings and outside of formal settings.

94.0 I will base my personal decision upon all available facts in each situation, voting my honest conviction in every case.

105.0 I will do everything possible to maintain the integrity, confidence and dignity of the office of the school Trustee and I will resist every temptation and outside pressure to misuse my position as a trustee to benefit either myself or any other individual or agency.

11. I will respect the confidentiality of information, discussions and decisions made in closed meetings or concerning sensitive matters, in accordance with Board policies and legal requirements.

12. I will support a culture where concerns about ethical conduct can be raised without fear of retaliation and will not engage in or condone any retaliatory behaviour toward those who raise such concerns in good faith.

13. I will avoid any conflicts of interest and make decisions that are in the best interest of the Division as a whole, ensuring that my fiduciary responsibilities are always fulfilled with integrity and impartiality.

14. I will not use my position as Trustee to influence Board decisions for personal, family or external interests and will avoid any appearance of favouritism or partiality.

15.0 I will remember at all times that as an individual, I have no legal authority outside the meetings of the Board, unless the Board has so delegated. My relationships with the school staff, the local citizenry and the media will be conducted on the basis of this fact.

16. I will be mindful of my conduct and communications, including on social media, understanding that my actions reflect on the Board as a whole. I will ensure that all public communication is respectful and in line with the Board's policies and values.

17.0 I will always bear in mind that the primary function of the Board is to establish the policies by which the schools are to be administered and that the daily administration of the educational program and conduct of school business shall be the responsibility of the Superintendent and his/her staff; therefore, I will refer complaints and other communications to the Superintendent in accordance with policies and procedures approved by the Board.

18.0 I will maintain professional and respectful relationships with the Superintendent and all school staff, understanding the importance of supporting their roles without interfering in day-to-day operations.

19.0 I will earnestly attempt to promote goals based on the needs and aspirations of the community and do my best to support effective educational programs for the students.

20.0 I will promote and support policies and actions that reflect the values of equity, diversity and inclusion, ensuring that all students, staff and community members are treated with fairness and respect.

**220: Appendix B - Code Of Conduct Complaint - Original Appendix - Replace with NEW Appendix B**

1.0 A Trustee who wishes to commence an official complaint, under the Code of Conduct, shall

1.1 File a letter of complaint with the Chair, or Vice Chair in the absence of the Board Chair, or in cases when the complaint is about the Chair,

1.2 Indicate the nature of the complaint and the section or sections of the Code of Conduct that are alleged to have been violated by the Trustee.

2.0 The Trustee who is alleged to have violated the Code of Conduct, and all other Trustees, shall be forwarded a copy of the letter of complaint by the Chair, or where otherwise applicable by the Vice Chair, within five (5) days of receipt by the Chair/Vice Chair of the letter of complaint.

3.0 When a Trustee files a letter of complaint, and a copy of that letter of complaint is forwarded to all Trustees, the filing, notification, content, and nature of the complaint shall be deemed to be strictly confidential, the public disclosure of which shall be deemed to be a violation this Trustee Code of Conduct.

4.0 Public disclosure of the complaint and any resulting decision taken by the Board may be disclosed by the Chair only at the direction of the Board, following the disposition of the complaint by the Board at a Code of Conduct hearing. Upon receipt of a complaint, a special meeting of the Board of Trustees shall be called. The Chair shall indicate at the commencement of the meeting, the nature of the business to be transacted and that the complaint shall be heard in an in-camera session of the Special Meeting.

5.0 Violation of the Code of Conduct may result in the Board instituting, without limiting what follows, any or all of the following sanctions:

5.1 Having the Board Chair write a letter of censure marked “personal and confidential” to the offending Trustee, on the approval of a majority of those Trustees present and allowed to vote at the Special Meeting of the Board. Trustees are allowed to vote if they do not have a conflict of interest and/or personal bias relative to the matter under consideration. The Trustee filing the complaint as well as the Trustee alleged to have violated the code shall not be eligible to vote;

5.2 Having a motion of censure passed by a majority of those Trustees present and allowed to vote at the Special Meeting of the Board;

5.3 Having a motion to remove the offending Trustee from one, some or all Board committees or other appointments of the Board, passed by a majority of those Trustees present and allowed to vote at the Special Meeting of the Board.

6.0 The Board may vote, at its discretion, to make public its findings at the Special Meeting, or at a Regular Meeting of the Board, where the Board has not upheld the complaint alleging a violation of the Board's Code of Conduct or, where there has been a withdrawal of the complaint or, under any other circumstances that the Board deems reasonable and appropriate to indicate publicly its disposition of the complaint.

7.0 Procedures for a Code of Conduct Hearing are found in Appendix C.

## **Policy 4: Appendix B - Code Of Conduct Complaint - NEW**

### **1.0 Filing a Complaint**

#### **1.1 Who Can File a Complaint?**

Any Trustee who reasonably believes, in good faith, that another Trustee has violated the Board's Code of Conduct has the right to file an official complaint. The complaint must clearly outline the violation, providing enough detail for the Board to understand the issue and determine appropriate action.

#### **1.2 When to File a Complaint**

A complaint should be filed as soon as possible after the alleged violation occurs, preferably within 30 days, unless extenuating circumstances can be demonstrated. This ensures that the issue can be dealt with in a timely manner.

#### **1.3 How to File a Complaint**

The process to file a complaint is as follows:

- **Step 1: Prepare the Complaint**
  - The complaint must be in writing.
  - It must include your name (the complainant), the Trustee alleged to have violated the Code (the respondent), the section(s) of the Code that were violated and the details of the alleged behaviour or incident (including dates, times and any supporting evidence or witnesses).
- **Step 2: Submit the Complaint**
  - The complaint must be filed with the Board Chair.
  - If the complaint involves the Board Chair, it must be filed with the Vice Chair.
  - Ensure that you clearly mark the complaint as confidential.

#### **1.4 Right to be Heard**

The respondent Trustee will be given a full opportunity to respond to the complaint and provide their side of the situation. Procedural fairness will be upheld throughout the process to ensure a fair resolution for all parties.

#### **1.5 Support Resources**

Trustees may consult with the Board Chair, Vice Chair or their own personal legal counsel (legal counsel is for the corporate board only, not for individual trustees) to seek guidance on filing complaints, understanding the process or preparing responses to complaints.

Legal representation for both the Corporate Board and the respondent Trustee (at Trustee expense) may be present during the hearing process at the Special Board meeting.

#### 1.6 No Retaliation

Any act of retaliation or reprisal against a Trustee who files a complaint, or against any witness or person providing relevant information, is strictly prohibited. Any form of retaliation may lead to further sanctions under the Code of Conduct.

#### 1.7 What Happens Next?

Once the complaint is filed, the Chair (or Vice Chair) will forward a copy of the complaint to the Trustee alleged to have violated the Code and to all other Trustees within five (5) days of receiving the complaint. A Special Meeting of the Board shall be called within ten (10) days of the complaint being forwarded.

### **2.0 Handling and Forwarding the Complaint**

#### 2.1 Initial Review by Chair/Vice Chair

After receiving the complaint, the Chair (or Vice Chair, if applicable) will review the complaint to ensure it contains all the necessary information, including the following:

- Names of the complainant and respondent.
- Clear reference to the section(s) of the Code of Conduct that were allegedly violated.
- Detailed description of the incident(s), with supporting evidence, if available.

If the complaint is incomplete, the complainant will be notified within five (5) days and given an additional five (5) days to provide the necessary information. If the complaint is found invalid, it will be dismissed and the complainant will be notified in writing.

#### 2.2 Forwarding the Complaint to All Trustees

Once the Chair (or Vice Chair) has determined that the complaint is valid and complete, they will forward a copy of the complaint to all Trustees, including the Trustee alleged to have violated the Code, within five (5) days. The complaint shall be marked as strictly confidential when shared with Trustees.

### **3.0 Special Meeting and Confidentiality**

#### 3.1 Calling a Special Meeting

As soon as the complaint is forwarded to all Trustees, the Chair (or Vice Chair) shall call a Special Meeting of the Board to address the complaint. The Special Meeting

should be scheduled as soon as possible, ensuring that all Trustees are available to attend.

### 3.2 Neutral Decision-Makers

To ensure impartiality and fairness, any Trustee who has a conflict of interest or personal bias with respect to the complaint shall recuse themselves from the deliberation and decision-making process. This ensures that the remaining Trustees can make a fair and objective decision.

### 3.3 Confidentiality Requirements

All parties involved, including the complainant, the respondent and the remaining Trustees, must treat the complaint with the highest degree of confidentiality. Public disclosure of the complaint, its content, or the resulting decision without the Board's authorization will itself be deemed a violation of the Code of Conduct.

### 3.4 In Camera Hearing

The complaint will be heard in an In Camera session of the Special Meeting, in accordance with the procedures outlined in Appendix C: Code of Conduct Hearing.

## **4.0 Withdrawing a Complaint**

### 4.1 Voluntary Withdrawal

At any time before the hearing takes place, the complainant has the right to voluntarily withdraw the complaint by notifying the Chair (or Vice Chair) in writing.

### 4.2 Withdrawal Due to Resolution

If the complaint is resolved informally between the parties, the complainant must also notify the Chair (or Vice Chair) in writing that the complaint is withdrawn.

## **5.0 Board Decision to Withdraw or Dismiss a Complaint**

### 5.0 Board Discretion

The Board, at its discretion, may decide to dismiss or withdraw the complaint if it is found to be frivolous, vexatious, or lacking in sufficient evidence. The Board will review the complaint during the Special Meeting and the decision will be made by a majority vote of Trustees present and allowed to vote. In such cases, both the complainant and the respondent will be notified of the decision in writing.

## **6.0 Appeal Process for Dismissal of Complaint**

### 6.1 Filing an Appeal



If the complainant believes that the Board's decision to dismiss or withdraw the complaint was made in error or that it was not handled fairly, they have the right to file an appeal.

- The appeal must be filed in writing and submitted to the Board Chair (or Vice Chair) within ten (10) days of receiving the written notice of the Board's decision. The appeal must include:
  - The reason(s) why the complainant believes the dismissal was incorrect.
  - Any additional evidence or information that was not previously considered.

#### 6.2 Board Review of Appeal

The Board will review the appeal during the next regular, or Special Meeting, whichever comes first, in a closed, In Camera session. The complainant may be asked to provide further clarification or evidence during this review process.

#### 6.3 Final Decision

The Board's decision on the appeal will be final. Both the complainant and the respondent will be notified of the Board's final decision in writing. No further appeals will be permitted once the final decision has been made.

### **7.0 Appeal Process for Sanctions**

#### 7.1 Right to Appeal Sanctions

A Trustee who has been found to have violated the Code of Conduct and is subject to sanctions may appeal the severity or nature of the sanctions imposed by the Board.

#### 7.2 Filing the Appeals of Sanctions

The Trustee must file the appeal in writing with the Board Chair (or Vice Chair) within ten (10) days of receiving the written notice of sanctions. The appeal must include:

- Specific reason(s) why the Trustee believes the sanctions are unjustified or disproportionate to the violation.
- Any additional evidence or mitigating circumstances that were not presented during the original hearing.

#### 7.3 Sanctions Appeal Review

The Board will review the appeal of the sanctions at the next regular or Special Meeting. The Trustee appealing the sanctions may be asked to present additional evidence or information regarding the appeal.

#### 7.4 Final Decision on Sanctions Appeal

The Board's decision on the appeal of sanctions is final. Both the Trustee and the Board will receive written communication regarding the final decision. No further appeals will be allowed.

## 220: Appendix C - Code of Conduct Hearing

~~Without limiting what appears below, the Chair shall ensure fairness in dealing with the complaint by adhering to the following procedures:~~

### 1.0 Overview

~~1.0~~ The Code of Conduct Hearing is ~~complaint shall be~~ conducted ~~at in an iIn eCamera session, “Code of Conduct Hearing”, of a Special Board Meeting. convened for that purpose.~~ Its purpose is to review the complaint, allow both the complainant and the respondent to present their positions and for the Board to deliberate and make a decision. The hearing will be guided by principles of fairness, confidentiality and due process.

### 2.0 Recording of the Hearing

~~21.1~~ The Board, in its sole discretion, may record the ~~iIn eCamera session of the Special Board Meeting by electronic means. Where recording will take place, t~~ Trustees shall be advised by the presiding Chair at the commencement of the Code of Conduct Hearing if recording will take place.

2.2 Any recordings made during the hearing are confidential and must be stored securely. Access to the recordings will be permitted to those involved in the investigation or deliberation and they will be retained according to legal requirements.

### 3.0 Sequence of the Code of Conduct Hearing

~~2.0~~ The sequence of the Code of Conduct Hearing shall be:

~~32.1~~ The ~~information supporting the~~ complainant Trustee or their representative shall ~~be presented the information supporting the complaint. This may be done orally, in writing or both. The complainant may present evidence, including witness testimony, documentation or any other relevant material. to members of the Board of Trustees and may be written or oral or both;~~

~~32.2~~ The respondent Trustee shall provide a presentation ~~to address the allegations. This which may also be done written or orally, in writing, or both. The respondent may present evidence, witnesses and other supporting information to dispute the complaint.;~~

~~32.3~~ The complainant Trustee ~~advancing the complaint~~ shall then be given an opportunity to reply to the respondent Trustee's presentation;

~~32.4~~ The respondent Trustee shall then be provided a further opportunity to respond to any additional information or presentation and subsequent remarks;

~~32.5~~ The remaining Trustees of the Board, ~~who do not have a conflict of interest or personal bias~~, shall be given the opportunity to ask questions of both parties. ~~Trustees must ensure that their questions are neutral, respectful and focused on the facts of the case.~~

~~32.6~~ The ~~complainant~~ Trustee ~~advancing the complaint~~ shall be given the opportunity to make final comments; and

~~32.7~~ The respondent Trustee shall be given the opportunity to make final comments.

#### **4.0 Private Deliberation by Trustees**

~~4.12.0~~ Following the presentation of the respective positions of the parties, the complainant, respondent and all other non-trustees must leave the room. ~~parties, and all persons, other than the remaining Trustees who do not have a conflict of interest, shall be required to leave the room, and t~~The remaining Trustees shall deliberate in private. The Board may however, in its discretion, call upon legal advisors to assist them on points of law, or the drafting of a possible resolution.

~~4.20~~ If the remaining Trustees, ~~in~~ during deliberation, require further information or clarification, the parties shall be reconvened and the requests made in the presence of both parties. If the information is not readily available, the presiding Chair may request a recess, or if necessary, ~~an adjournment of the Code of Conduct H~~hearing to a later date.

~~4.35.0~~ In the case of an adjournment, no discussion by Trustees whatsoever of the matters heard at the Code of Conduct Hearing may take place until the meeting is reconvened.

#### **5.0 Deliberation and Resolution**

~~5.16.0~~ The remaining Trustees, in deliberation, may draft a resolution indicating what action, if any, may be taken regarding the respondent Trustee. ~~The decision must be based on facts presented during the hearing and in line with the Board's policies and the Code of Conduct. If sanctions are imposed, the Board must determine whether the sanctions will be publicly disclosed or remain confidential.~~

~~5.27.0~~ The presiding Chair shall reconvene the parties to the Code of Conduct Hearing and request a motion to revert to the open meeting, in order to pass the resolution.

5.3 If the sanctions are to be kept confidential, the resolution passed in the open meeting shall include a general statement of the outcome (i.e. “The Board has resolved the complaint and determined an appropriate action”), without disclosing the specific sanctions publicly.

## **6.0 Conclusion of the Hearing**

~~6.18.0~~ The decision made by the Board, including any sanctions, will be formally communicated to both the complainant and the respondent. This communication will take place in writing and delivered confidentially.

If sanctions are confidential, the communication must specify that the details of the sanctions are not to be disclosed publicly.

6.2 All documentation or records related to the Code of Conduct Hearing shall be returned to the Superintendent or designate immediately upon conclusion of the Code of Conduct Hearing and shall be retained in accordance with legal requirements. ~~These materials will be stored securely and retained in accordance with legal requirements.~~

~~6.39.0~~ The presiding Chair shall declare the Special Board Meeting adjourned following the resolution and any final administrative tasks.

6.4 In cases where sanctions are determined to be confidential, the Board may use language in public communication that acknowledges the resolution of the complaint without revealing specific actions (i.e. “The Board has considered the complaint in accordance with its Code of Conduct and taken appropriate actions to address the matter.”)

## **7.0 Appeal Process**

Both the complainant and the respondent have the right to appeal the outcome of the hearing, whether it is a dismissal of the complaint or sanctions imposed. The appeal must follow the procedures outlined in Appendix B.

## **Policy 4: Appendix D - Code of Conduct Sanctions NEW**

### **1.0 Compliance with the Code of Conduct**

1.1 Trustees shall conduct themselves in an ethical and prudent manner in compliance with the Trustee Code of Conduct. Failure to do so may result in the Board instituting sanctions.

1.2 Any violation of the Code of Conduct that results in sanctions will be addressed according to the principles of progressive discipline, ensuring the sanctions are corrective in nature.

### **2.0 Sanctions**

If a violation of the Code of Conduct is determined, the Board may impose, without limitation, any or all of the following sanctions on the Trustee:

- 2.1 Issuing a Letter of Censure to the Trustee.
- 2.2 Requesting the Trustee to issue a letter of apology.
- 2.3 Publicly reprimanding the Trustee through a motion of censure.
- 2.4 Publishing the letter of censure or a request for apology, along with the Trustee's response.
- 2.5 Requiring the Trustee to attend training or professional development.
- 2.6 Removing the Trustee from membership on a committee or committees of the Board.
- 2.7 Removing the Trustee from any chair or leadership role on committees.
- 2.8 Suspending or reducing the Trustee's remuneration for their services.
- 2.9 Restricting the Trustee's contact with Division staff.
- 2.10 Restricting the Trustee's access to Division facilities, property or services.
- 2.11 Restricting the Trustee's travel and representation on behalf of the Board.
- 2.12 Requiring the Trustee to return Division property or reimburse its value.
- 2.13 Restricting how Division documents are provided to the Trustee (i.e. providing watermarked paper copies only).
- 2.14 Imposing any other sanction the Board deems reasonable and appropriate in the circumstances, provided that the sanction does not prevent the Trustee from fulfilling the legislated duties of a trustee while the Trustee remains in office and the sanction is not contrary to the Education Act or any other enactment or common law.

But nothing in *Policy 4: Trustee Code of Conduct* requires the Board to impose a sanction for any contravention.

### **3.0 Confidentiality**

3.1 All complaints received under this Code of Conduct and all information gathered during the investigation process shall remain confidential unless the Board determines otherwise.

3.2 Public disclosure of the Board's decision regarding the complaint may be made at the Board's discretion, in accordance with legal requirements.

#### **4.0 Final Decision and Report**

4.1 Once the Board has made a decision regarding the sanctions, the final disposition of the complaint may be reported at the next public board meeting of the Board, as deemed appropriate.



**Date:** September 24, 2025 **Agenda Item:** 7.7

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

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

**Subject:** **Policy 5: Role of the Chair**

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**Recommended Motion:**

THAT the Board of Trustees approve the newly developed Board *Policy 5: Role of the Chair* as presented at the September 23, 2025, Public Board meeting.

**Background:**

Board Policy 5: Role of the Chair establishes a dedicated policy outlining the responsibilities, authority and expectations of the Board Chair. This new policy ensures clarity and alignment with the Education Act, the Board Procedures Regulation and best practices in governance.

The policy defines the Chair's primary responsibility as leading the Board to function effectively as a cohesive corporate body. Duties include presiding over meetings, setting agendas with the Vice Chair and Superintendent, maintaining decorum, ensuring clear debate and serving as the official spokesperson, unless otherwise delegated. The Chair has no authority to direct the Superintendent but serves as a key liaison, supporting strong communication and governance.

Additional responsibilities include signing authority for official documents and financial transactions, approving expense claims and ensuring compliance with the Superintendent's contract. Adoption of Policy 5 addresses a gap in the governance framework and provides the incoming Board with a clear, codified role description that strengthens accountability and leadership continuity.

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

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

**COMPETENCY:** (1) Building Effective Relationships

**INDICATORS:** d. modeling ethical leadership practices, based on integrity and objectivity; and  
e. establishing constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations.

**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; and
- d. providing for the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities.

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

**INDICATORS:**

- a. establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity;
- f. supporting the board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms;
- g. implementing board policies and supporting the regular review and evaluation of their impact;
- 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;
- k. supporting the board in its engagement with the school community to develop a vision of a preferred future for student success;
- l. facilitating ongoing public communication about the board's operations and 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; and

## **Governance Implications:**

### **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,

#### Board Procedures Regulation

##### Organizational meeting

(3) At the organizational meeting, and afterwards at any time as determined by the board, the board must elect one of its members as chair and another as vice-chair to hold office during the pleasure of the board

Policies and procedures

4 The board must

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

[Policy 9: Policy Development](#)

The Board believes that the primary means by which it provides governance to Sturgeon Public Schools is through written policies. These policies provide direction for the action of the Board, Superintendent, staff, students, electors and other agencies.

Administration is prepared to respond to questions at the September 24, 2025, Public Board meeting.

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

1. Policy 5: Role of the Chair

## **Policy 5: Role of the Chair**

### **POLICY**

The Board, at the Organizational Meeting, or at any time as determined by the Board, shall select one of its members to act as Board Chair, to hold the office at the pleasure of the Board.

The primary responsibility of the Board Chair is to provide leadership and guidance to assist members of the Board to operate effectively as a group, in order to achieve the goals established for the Division in a competent manner.

### **BOARD CHAIR RESPONSIBILITIES**

The Board Chair shall have the authority on behalf of the Board to:

1. Ensure that the Board operates in accordance with its own policies
2. Call and preside over all Regular and Special meetings of the Board and ensure that such meetings are conducted in accordance with the Education Act and the policies as established by the Board.
3. Before each Board meeting, confer with the Vice Chair and the Superintendent on the items to be included on the agenda, the order of the items and become familiar with the items.
4. Perform the following duties during Board meetings:
  - a. Maintain the order and proper conduct and decorum of the meeting so that motions may be formally debated.
  - b. Ensure that all issues before the Board are well-stated and clearly expressed.
  - c. Display firmness, courtesy, tact, impartiality and willingness to give everyone an opportunity to speak on the subject under consideration.
  - d. If it is necessary to do so, the Chair may ask a Trustee to leave the meeting because of their disruptive behaviour, but this action must be supported by the majority of the Trustees present, who may vote on the question by show of hands or by secret ballot. A vote will be taken only when the Chair's ruling is challenged by one of the remaining Trustees. The length of a suspension shall not exceed the current meeting, and, at the discretion of the Chair, it may be limited to part of the meeting.
  - e. Ensure that debate is relevant. The Board Chair, in keeping with his/her responsibility to ensure that debate must be relevant to the question, shall, when s/he is of the opinion that the discussion is not relevant to the question, remind members that they must speak to the question.
  - f. Decide questions of order and procedure, subject to an appeal to the rest of the Board. The Board Chair may speak to points of order in preference to other members, and shall decide questions of order, subject to an appeal to the Board by any member duly moved. The Chair shall conduct all meetings of the Board according to the following rules of order firstly, ensuring compliance with the

Education Act and Board Procedures Regulation; secondly, compliance with the Board's own policies and lastly where the Education Act, Board Procedures Regulation or the Board's own policies do not address the matter, "Robert's Rules of Order Newly Revised 11th Edition" shall govern the conduct of meetings, where applicable.

- g. Ensure that deliberations at meetings are timely, fair, orderly and thorough, but also efficient, limited to time and kept to the point.
  - h. Submit motions or other proposals to the final decision of the meeting by a formal show of hands.
  - i. Ensure that each Trustee present in the meeting votes on all issues before the Board. When appropriate, advise Trustees of the possibility of a conflict of interest.
  - j. Extend such hospitality to Trustees, the Superintendent, the senior leadership team, SPS staff, stakeholders, the media and members of the public as is appropriate.
- 5. Be in regular contact with the Superintendent to maintain a working knowledge of current issues and events and provide counsel to the Superintendent. The Chair's authority shall not extend to implementing or making decisions that belong to the Board as a whole. Further, the Chair has no individual authority to supervise or direct the Superintendent.
- 6. Keep Trustees informed about issues and information relevant to the role of the Board.
- 7. Bring to the Board all matters requiring a corporate decision by the Board.
- 8. Act as the chief spokesperson for the Board except for those instances where the Board has delegated this role to another individual or group.
- 9. Represent the Board, or arrange alternative representation, at official meetings inside and outside of the Division.
- 10. Ensure that the Board engages in an annual assessment of its effectiveness as a Board.
- 11. Address inappropriate behaviour by Trustees when it impairs Board effectiveness and encourage cooperation, respect and unity among Board members.
- 12. Be responsible to ensure that the Board of Trustees is fully aware of the contents of the Superintendent's contract and for ensuring that the Board meets all the requirements of the contract.
- 13. Convey directly to the Superintendent such concerns as are related to him/her by trustees, parents or students that may affect the administration of the Division.
- 14. Act as a signing authority for Board minutes.
- 15. Act as a signing authority for the Division as follows:
  - a. As required by the Government of Alberta.

- b. As required by financial institutions.
- 16. Review and approve the Superintendent's vacation and review and approve expenditure claims on a monthly basis.
- 17. Review and approve Trustee expenditure claims. The Vice Chair will approve Chair Expenses.

**References:**

Policy 2: Role of the Board

Education Act: 3, 33-34, 52, 53, 64, 67, 75, 117.1, 200, 222

Local Authorities Election Act

**History**

2025 Sep 24 Initial Approval



**Date:** September 24, 2025 **Agenda Item:** 7.8

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

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

**Subject:** **Policy 6: Role of the Vice Chair**

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**Recommended Motion:**

THAT the Board of Trustees approve the newly developed Board *Policy 6: Role of the Vice Chair* as presented at the September 23, 2025, Public Board meeting.

**Background:**

Board Policy 6: Role of the Vice Chair provides a dedicated policy outlining the responsibilities, authority and expectations of the Vice Chair.

The Vice Chair is elected at the Board's Organizational Meeting, or at another time determined by the Board and serves at the pleasure of the Board. Their primary responsibility is to support the Chair in providing leadership and, when required, assume all duties of the Chair to ensure the Board fulfills its legislative and policy obligations. Key responsibilities include collaborating with the Chair and Superintendent to prepare agendas, acting as an alternate signing authority, assisting with Trustee orientation, reviewing the Chair's expense claims and supporting cooperation and unity among Trustees. Additional duties may be assigned by the Chair or the Board as needed.

Adopting Policy 6 ensures clarity in succession planning and strengthens collaborative governance. For the incoming Board following the October 2025 election, this policy provides a clear framework that enhances accountability, continuity, and alignment with the Education Act and related Board policies.

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

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

**COMPETENCY:** (1) Building Effective Relationships  
**INDICATORS:** d. modeling ethical leadership practices, based on integrity and objectivity.

**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.
- COMPETENCY:** (7) Supporting Effective Governance
- INDICATORS:**
- a. establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity;
  - f. supporting the board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms;
  - g. implementing board policies and supporting the regular review and evaluation of their impact;
  - 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;
  - k. supporting the board in its engagement with the school community to develop a vision of a preferred future for student success; and
  - l. facilitating ongoing public communication about the board's operations and the achievement of its goals and priorities.

**Governance Implications:****Education Act**

## Board responsibilities

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

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

**Board Procedures Regulation**

## Organizational meeting

(3) At the organizational meeting, and afterwards at any time as determined by the board, the board must elect one of its members as chair and another as vice-chair to hold office during the pleasure of the board

## Policies and procedures

## 4 The board must

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

[Policy 9: Policy Development](#)

The Board believes that the primary means by which it provides governance to Sturgeon Public Schools is through written policies. These policies provide direction for the action of the Board, Superintendent, staff, students, electors and other agencies.

Administration is prepared to respond to questions at the September 24, 2025, Public Board meeting.

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

1. Policy 6: Role of the Vice Chair



## **Policy 6: Role of the Vice Chair**

### **POLICY**

The Vice Chair shall be elected by the Board at its Organizational Meeting, and thereafter at any time determined by the Board, to hold office at the pleasure of the Board.

### **VICE CHAIR RESPONSIBILITIES**

The Vice Chair shall:

1. In the Board Chair's absence, act on behalf of the Board Chair and the Vice Chair shall have all the duties and responsibilities of the Board Chair.
2. The Vice Chair shall assist the Board Chair in ensuring the Board operates in accordance with its own policies and legislation.
3. Prior to each Board meeting, the Vice Chair shall, when possible, confer with the Board Chair and the Superintendent on items to be included on the agenda, the order of the items and become familiar with them.
4. The Vice Chair shall be an alternate signing authority for the Division.
5. Support the Board Chair in providing leadership and guidance to the Board.
6. Assist the Board Chair with orientation for new Trustees following municipal elections.
7. Review and sign off on the Board Chair's expense claims.
8. Encourage cooperation, respect and unity amongst board members.
9. At the request of the Chair, assist in addressing inappropriate behaviour on the part of a Trustee when it impairs Board effectiveness and encourage cooperation, respect and unity among Board members .
10. Undertake additional duties as assigned by the Board Chair or the Board.

### **References:**

Policy 2: Role of the Board

Policy 5: Role of the Board Chair

Education Act: 52, 53

### **History**

2025 Sep 24 Initial Approval



**Date:** September 24, 2025 **Agenda Item:** 7.9

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

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

**Subject:** **Policy 8: Board Committees**

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**Recommended Motion:**

THAT the Board of Trustees approve the revised Board *Policy 8: Board Committees* and its associated appendices, as presented at the September 24, 2025, Public Board meeting.

**Background:**

Board Policy 8: Board Committees establishes the framework through which the Board facilitates its work via standing and ad hoc committees, task groups, representatives and other structures as required. While committees may be delegated responsibilities, all governance authority remains with the Board. Committees enhance dialogue, explore issues in depth and make recommendations for the Board's consideration, but decisions rest solely with the Board.

The policy requires standing committees to be established annually at the Organizational Meeting with clear mandates and membership, and provides for additional committees as needed. It also sets out quorum, chair selection and reporting expectations to ensure transparency and accountability. Updated appendices define the roles and terms of reference for each committee, including a revised Committee of the Whole appendix that reaffirms its role as a venue for all Trustees to engage in generative discussion on governance, strategy and advocacy.

Adoption of the revised Policy 8 and its appendices strengthens governance structures, ensures clarity of purpose and provides the incoming Board with a clear and practical framework for committee operations and representation.

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

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

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

**COMPETENCY:  
INDICATORS:**

(6) School Authority Operations and Resources  
e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts; and  
f. respecting cultural diversity and appreciating differing perspectives expressed in the school community.

**COMPETENCY:  
INDICATORS:**

(7) Supporting Effective Governance  
f. supporting the board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms;  
g. implementing board policies and supporting the regular review and evaluation of their impact;  
k. supporting the board in its engagement with the school community to develop a vision of a preferred future for student success; and  
l. facilitating ongoing public communication about the board's operations and 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

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,

Trustee responsibilities

34 A trustee of a board, as a partner in education, has the responsibility to

(b) be present and participate in meetings of the board and committees of the board,

Board Procedures Regulation

Policies and procedures

4 The board must

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

[Policy 9: Policy Development](#)

The Board believes that the primary means by which it provides governance to Sturgeon Public Schools is through written policies. These policies provide direction for the action of the Board, Superintendent, staff, students, electors and other agencies.

Administration is prepared to respond to questions at the September 24, 2025, Public Board meeting.

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

1. Policy 8: Board Committees - Clean Copy
2. Policy 8: Board Committees - Tracked Changes

## **Policy 8: Board Committees**

### **POLICY**

The Board believes that the work of the Board may be facilitated through committees, both internal and standing.

The purpose of Board Committees is to provide an opportunity for all trustees to engage in dialogue.

The Board may delegate responsibilities and duties to committees and task groups; however, all governance authority remains with the Board. Committees may make recommendations, but no Board decisions are made at the committee level.

### **GUIDELINES**

1. The Board shall annually establish standing committees, including mandate and membership, at their organizational meeting.
2. The Board may establish additional committees, task groups, and/or any other structures, as deemed necessary by Board motion. The mandate, membership and term of such ad hoc committees, task groups and/or other structures shall be determined by Board motion.
3. If a committee member is unable to attend a committee meeting, then, providing a committee quorum is present, the meeting shall proceed.
4. Each committee shall select a chair to act as the Board liaison with the assigned administrator, unless already stated in the appendices to this policy who the chair is.
5. The committee shall report to the Board on a regular basis at the Public Board meeting.
6. Committees (Powers and Terms of Reference are in Appendices to this Policy.)
  - a. COMMITTEE OF THE WHOLE
  - b. STUDENT DISCIPLINE COMMITTEE
  - c. ATA NEGOTIATIONS COMMITTEE
  - d. TEACHER BOARD ADVISORY COMMITTEE (TBAC)
  - e. C.U.P.E. NEGOTIATIONS COMMITTEE
  - f. LABOUR MANAGEMENT COMMITTEE

g. STUDENT ADVISORY COMMITTEE

**APPOINTED REPRESENTATION**

7. The Board may, from time to time, appoint a trustee to act as a liaison representative to such external organizations or groups.
8. Appointed representatives shall report to the Board on a regular basis at the Public Board meeting.
9. Board representatives shall be appointed to the following groups:
  - a. Alberta School Boards Association (ASBA) Zone II (One Representative, One Alternate).
  - b. Public School Board Association (PSBAA) (One Representative, One Alternate)
  - c. Sturgeon County Community Services Advisory Board (One Trustee)
  - d. Teachers' Employer Bargaining Association (TEBA) (One Representative)
10. Board representatives may be appointed to the following groups:
  - a. School Joint Use Committee (Local Trustee and Principal)
  - b. School Councils
  - c. Local Chambers of Commerce
  - d. Morinville Sturgeon Rotary

**References:**

Education Act: Sections 51, 52 (1) (b)  
Board Procedures Regulation 82/2019

**History**

2019 Jan 30 Initial Approval  
2019 Nov 27 Amended  
2020 Jan 29 Amended  
2021 Oct 27 Reviewed  
2022 Feb 23 Amended  
2023 Jun 28 Amended  
2023 Aug 23 Amended  
2025 Sep 24 Amended

## **Policy 8: APPENDIX A - COMMITTEE OF THE WHOLE**

### **Committee Powers:**

The purpose of the Committee of the Whole (CoW) is to provide an opportunity for all trustees to engage in dialogue.

The Board gathers in the Committee of the Whole to engage in generative discussion on governance, strategic planning, advocacy, engagement and operational understanding.

### **Committee Terms of Reference**

1. Membership: All Trustees with a quorum of four. Chair of the Board or designate chairs the meeting.
2. No Board decisions are made during the Committee of the Whole.
3. Make recommendations for agenda items for subsequent Board meetings.
4. Administrator Assigned: Associate Superintendent, Corporate Services; Associate Superintendent, Human Resources; Deputy Superintendent, Education Services; Superintendent.
5. Record of Proceedings of Committee Meetings: Kept by Associate Superintendent, Corporate Services and reviewed by the Committee at its next meeting. Proceedings circulated to all Trustees and posted to the website.
6. Meetings shall be scheduled and held as required.
7. Reporting: The Committee Chair will report to the Board.

### **Committee Authority**

This Committee is established pursuant to Section 52 (1) (b) of the Education Act.

## **Policy 8: APPENDIX B - STUDENT DISCIPLINE COMMITTEE**

### **1.0 Committee Powers:**

1.1 To conduct hearings and expel or reinstate a student following a recommendation from a school principal for a student who has been suspended for a period greater than five days in accordance with Sections 36 and 37 of the Education Act.

### **2.0 Committee Terms of Reference**

2.1 Membership: Three Trustees excluding the Trustee from the student's designated ward. The local Trustee shall be provided notification of students from his/her area and may attend but only as an observer. Chair elected by the Committee. Quorum of two Trustees.

2.2 Voting Privileges: All members of the Committee may have the right to vote except in the case of a Trustee acting as an observer.

2.3 Administrator Assigned: Deputy Superintendent, Education Services.

2.4 Record of Proceedings of Committee Meetings: Kept by the Executive Assistant, Education Services.

2.5 Meetings: Held at the call of the Chair and/or administrator assigned. Meetings are closed to the public and are held "in camera".

2.6 Reporting: The Board shall be provided with a yearly report.

### **3.0 Committee Authority**

This Committee is established pursuant to Section 52 (1) (b) of the Education Act.

### **4.0 Hearing Process**

4.1 The Discipline Committee shall not discuss the student expulsion request prior to the meeting at which the student's case is heard.

4.2 In order to facilitate a comprehensive review of a recommendation for expulsion, the Board requires all relevant and available information to be presented with the principal's recommendation. Supporting documentation may include but is not limited to:

4.2.1 Current course enrollment.

4.2.2 Recent report card.

4.2.3 Attendance record for the school year to date.

4.2.4 Discipline records for the school year to date as well as any other relevant discipline records.



4.2.5 Most recent School Conduct Policy.

4.2.6 Individual Program Plan (IPP) and/or cumulative file review report indicating background information and any special needs.

4.2.7 Intervention checklist with a summary of interventions implemented to date.

4.3 During the Discipline Committee Meeting, the Discipline Committee should not hold any discussions with school administration on the merits of the administration's recommendation.

4.4 Through the Chair, Trustee committee members may request from the principal or designate and the student, parent and/or advocate, clarification of the facts without expressing opinion or decision.

4.5 Any information verbally provided to the Discipline Committee by administration shall be done in the presence of the student prior to the student having an opportunity to respond. When the Discipline Committee requires additional information prior to making a decision, the Discipline Committee Meeting should be adjourned and a new date set within the parameters of the Education Act for a continuation of the meeting.

4.6 Any additional information should be provided to the Discipline Committee in the presence of the student and the principal.

4.7 The principal and the student may each be allowed the opportunity to make a closing statement at the conclusion of the meeting.

4.8 Following the conclusion of questioning by the Committee, the student, principal, recording secretary, and all others present, shall depart and the Discipline Committee will debate the recommendation and make their decision in a private session.

4.9 In the event that the Discipline Committee during its private deliberations requires additional information, both the principal and the student should be recalled and any further questions should be asked in the presence of both the principal and the student.

4.10 The Discipline Committee shall recall the recording secretary to record a draft of their decision.

4.11 Subsequent to the Discipline Committee's impartial private deliberations, all parties will be recalled and the final decision shall be announced in the presence of both the principal and the student. The decision should include a reference to the recommendation for expulsion and the reasons for the decision. The Committee has the discretion to alter the terms of the expulsion.

4.12 The Committee shall render its decision for reinstatement or expulsion within the time limitations set out in the Education Act and shall promptly inform, in writing, the parents of the student, the student who is 16 years of age or older, and the principal accordingly and shall advise the parents of their right of appeal to the Minister of Alberta Education.

## **Policy 8: APPENDIX C - ATA NEGOTIATIONS COMMITTEE**

### **1.0 Committee Powers:**

1.1 To negotiate on the Board's behalf with representatives of the Alberta Teachers' Association on any matters pertaining to the adoption of a new Collective Agreement or changes to an existing Collective Agreement.

1.2 To sign and recommend to the Board a Memorandum of Agreement between the parties.

### **2.0 Committee Terms of Reference**

2.1 Membership: Three Trustees, with a quorum of two, elected at the Annual Organizational Meeting of the Board. Chair elected by the Committee.

2.2 Voting Privileges: Only Committee members may vote.

2.3 Administrative Support: Associate Superintendent, Human Resources; Associate Superintendent, Corporate Services; Director, Human Resources.

2.4 Record of Proceedings of Committee Meetings: Each party to negotiations maintains its own record. The Director, Human Resources, will ensure matters on which agreement has been reached are properly recorded.

2.5 Meetings: Held at the call of either party. The first meeting to be held in accordance with the Labour Relations Code Meetings are closed to the public.

2.6 Reporting: The Committee Chair will report to the Board periodically during the course of negotiations and will ultimately bring to the Board, for ratification, the negotiated Collective Agreement.

### **3.0 Committee Authority**

This Committee is established pursuant to Section 52 (1) (b) of the Education Act and pursuant to the Labour Relations Code and the Employment Standards Code.

## **Policy 8: APPENDIX D - TEACHER BOARD ADVISORY COMMITTEE (TBAC)**

### **1.0 Committee Powers:**

1.1 To meet with representatives of the teaching staff.

1.2 To discuss proposed changes to Board policy and regulations concerning teachers' working conditions, and requests for changes to Board policy and regulations by the Alberta Teachers' Association Local.

1.3 To refer to the Board or other Board Committee matters requiring Board or Committee attention.

### **2.0 Committee Terms of Reference**

2.1 Membership: Three Trustees, with a quorum of two, and a teacher (other than principal or vice-principal) from each of the schools within the Division. The Chair is one of the Board representatives, elected by the Board representatives.

2.2 Voting Privileges: Only Committee members may vote.

2.3 Administrative Support: Superintendent

2.4 Record of Proceedings of Committee Meetings: Kept by the administrator assigned and approved by the Committee at its next meeting. Proceedings circulated to all committee members, all Trustees, and the Superintendent.

2.5 Meetings: At the call of either side. Meetings are closed to the public.

2.6 Reporting: The Committee Chair will report to the Board.

### **3.0 Committee Authority**

This Committee is established pursuant to Section 52 (1) (b) of the Education Act and pursuant to the provisions of the Collective Agreement between the Board and the ATA Local.

## **Policy 8: APPENDIX E - C.U.P.E. Negotiations Committee**

### **1.0 Committee Powers:**

1.1 To negotiate on the Board's behalf with representatives of C.U.P.E. on any matters pertaining to the adoption of a new Collective Agreement or changes to an existing Collective Agreement in accordance with the Employment Standards Code.

1.2 To sign and recommend to the Board a Memorandum of Agreement between the parties.

### **2.0 Committee Terms of Reference**

2.1 Membership: Three Trustees, with a quorum of two, elected at the Annual Organizational Meeting of the Board. Chair elected by the Committee.

2.2 Voting Privileges: Only Committee members may vote.

2.3 Administrative Support: Associate Superintendent, Human Resources; Associate Superintendent, Corporate Services; Director, Human Resources.

2.4 Record of Proceedings of Committee Meetings: Each party involved in negotiations maintains its own record. The Director, Human Resources, records matters on which agreement has been reached.

2.5 Meetings: Held at the call of either party. The first meeting to be held in accordance with the Labour Relations Code. Meetings are closed to the public.

2.6 Reporting: The Committee Chair will report to the Board periodically during the course of negotiations and will ultimately bring to the Board, for ratification, the negotiated Collective Agreement.

### **3.0 Committee Authority**

The Committee is established pursuant to Section 52 (1) (b) of the Education Act and pursuant to the Labour Relations Code and the Employment Standards Code.

## **Policy 8: APPENDIX F - LABOUR MANAGEMENT COMMITTEE**

### **1.0 Committee Powers:**

1.1 To meet with representatives of Sturgeon Public staff included in the C.U.P.E. contract.

1.2 To discuss proposed changes to Board policy and regulations concerning staff included in the C.U.P.E. bargaining unit, requests for changes to Board policy and regulations requested by C.U.P.E. and matters pertaining to the administration of the collective agreement referred by either party.

1.3 To refer to the Board or other Board committee matters requiring Board or Committee attention.

### **2.0 Committee Terms of Reference**

2.1 Membership: Three Trustees, with a quorum of two. The Chair is one of the Board representatives.

2.2 Voting Privileges: Only Committee members may vote.

2.3 Administrative Support: Associate Superintendent, Human Resources; Associate Superintendent, Corporate Services

2.4 Record of Proceedings of Committee Meetings: Kept by the Associate Superintendent, Human Resources. Proceedings circulated to all Committee members, all Trustees, the President of C.U.P.E. and the Superintendent.

2.5 Meetings: Held at the call of the Chair and/or administrator assigned. Meetings are closed to the public.

2.6 Reporting: The Committee Chair will report to the Board.

### **3.0 Committee Authority**

This Committee is established pursuant to Section 52 (1) (b) of the Education Act and pursuant to the Collective Agreement between the Board and C.U.P.E

## **Policy 8: APPENDIX G - STUDENT ADVISORY COMMITTEE**

### **1.0 Committee Powers**

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.

1.2 The Student Advisory Committee shall:

1.2.1 Provide an opportunity for student representatives to engage in a dialogue with the Board and Superintendent about matters of mutual interest; and

1.2.2 Provide students with knowledge and understanding about Public Education and Sturgeon Public Schools.

### **2.0 Committee Terms of Reference**

2.1 Membership shall consist of:

2.1.1 Trustees. Chair of the Board or designate chairs the meeting.

2.1.2 The Deputy Superintendent and Superintendent (and/or designates); and

2.1.3 Student representatives from grades 7-12 as deemed prudent.

2.2 The Superintendent (or designate) shall request Principals to select student representatives:

2.2.1 Who demonstrate leadership abilities;

2.2.2 Who best represent the diverse views of their respective student body; and

2.2.3 Who are willing to share student views with the Board.

2.3 Administrative Support: Deputy Superintendent and Superintendent.

2.4 Record of Proceedings: Kept by the administrator assigned and approved by the Committee at its next meeting. Proceedings circulated to all committee members, all Trustees, and the Superintendent.

2.5 Meetings: 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.

### **3.0 Committee Authority**

3.1 This Committee is established pursuant to Section 52 (1) (b) of the Education Act.

## Policy 8: Board Committees

### POLICY

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

The purpose of Board Committees is to provide an opportunity for all trustees to engage in dialogue.

The Board may delegate responsibilities and duties to committees and task groups; however, all governance authority remains with the Board. Committees may make recommendations, but no Board decisions are made at the committee level. ~~The Board may delegate responsibilities and duties to such committees and task groups while retaining Board governance regarding any or all decisions or recommendations made by these committees.~~

### GUIDELINES

1. The Board shall annually establish standing committees, including mandate and membership, at their organizational meeting.
2. The Board may establish additional committees, task groups, and/or any other structures, as deemed necessary by Board motion. The mandate, membership and term of such ad hoc committees, task groups and/or other structures shall be determined by Board motion.
3. If a committee member is unable to attend a committee meeting, then, providing a committee quorum is present, the meeting shall proceed.
4. Each committee shall select a chair to act as the Board liaison with the assigned administrator, unless already stated in the appendices to this policy who the chair is.
5. The committee shall report to the Board on a regular basis at the Public Board meeting.
6. Committees (Powers and Terms of Reference are in Appendices to this Policy.)
  - a. COMMITTEE OF THE WHOLE
  - b. STUDENT DISCIPLINE COMMITTEE
  - c. ATA NEGOTIATIONS COMMITTEE
  - d. TEACHER BOARD ADVISORY COMMITTEE (TBAC)



- e. C.U.P.E. NEGOTIATIONS COMMITTEE
- f. LABOUR MANAGEMENT COMMITTEE
- g. STUDENT ADVISORY COMMITTEE

## APPOINTED REPRESENTATION

- 7. The Board may, from time to time, appoint a trustee to act as a liaison representative to such external organizations or groups.
- 8. Appointed representatives shall report to the Board on a regular basis at the Public Board meeting.
- 9. Board representatives shall be appointed to the following groups:

- a. Alberta School Boards Association (ASBA) Zone II (One Representative, One Alternate).
- b. Public School Board Association (PSBAA) (One Representative, One Alternate)
- c. Sturgeon County Community Services Advisory Board (One Trustee)

~~d. School Joint Use Committee (Local Trustee and Principal)~~

~~e. School Councils (Local Trustee, except Sturgeon Composite High School where, yearly, Trustees develop a rotating schedule of attendance; and SPVA School Council, where, yearly, Trustees develop a rotating schedule of attendance.)~~

~~f.d.~~ Teachers' Employer Bargaining Association (TEBA) (One Representative)

~~g. Local Chambers of Commerce~~

~~—Morinville Sturgeon Rotary~~

### 10. Board representatives may be appointed to the following groups:

- a. School Joint Use Committee (Local Trustee and Principal)
- b. School Councils
- c. Local Chambers of Commerce
- d. Morinville Sturgeon Rotary

## References:

Education Act: Sections 51, 52 (1) (b)  
Board Procedures Regulation 82/2019

## History

2019 Jan 30 Initial Approval

2019 Nov 27 Amended

2020 Jan 29 Amended

2021 Oct 27 Reviewed

2022 Feb 23 Amended

2023 Jun 28 Amended

2023 Aug 23 Amended

2025 Sep 24 Amended

## Policy 8: APPENDIX A - COMMITTEE OF THE WHOLE

### Committee Powers:

~~The Board believes that transparency and accountability should be demonstrated to the greatest extent possible and its decision making should be conducted in public. There are specific instances, however, when the public interest is best served by private discussion in “in camera” sessions. The Board holds in camera meetings to deal with land, labour and legal matters.~~

The purpose of the Committee of the Whole (CoW) is to provide an opportunity for all trustees to engage in dialogue.

The Board gathers in the Committee of the Whole to engage in generative discussion on governance, strategic planning, advocacy, engagement and operational understanding. ~~In addition, the Board gathers privately for professional development, to review the function of the Board and strategic planning purposes. 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 consideration of the matter at a Regular Board meeting.~~

### Committee Terms of Reference

1. Membership: All Trustees with a quorum of four. Chair of the Board or designate chairs the meeting.

2. No Board decisions are made during the Committee of the Whole.

2.3. Make recommendations for agenda items for subsequent Board meetings.

3.4. Administrator Assigned: Associate Superintendent, Corporate Services; Associate Superintendent, Human Resources; Deputy Superintendent, Education Services; Superintendent.

4.5. Record of Proceedings of Committee Meetings: Kept by Associate Superintendent, Corporate Services and reviewed by the Committee at its next meeting. Proceedings circulated to all Trustees and posted to the website.

5. Meetings shall be scheduled and held as required. Meetings: Committee meetings are scheduled as follows:

- ~~a. Pre Public Board Meeting Sessions: Held two Wednesdays before the Public Board meeting each month beginning at 9:00 a.m. These sessions are designed for in-depth preparatory discussions and are open to the public.~~
- ~~b. Public Board Meeting Days: Additional meetings take place in the afternoon of Public Board meeting days to finalize discussions and preparations. The exact~~

~~timing will be set based on the agenda and availability. Meetings are open to the public.~~

6. Reporting: The Committee Chair will report to the Board.

**Committee Authority**

This Committee is established pursuant to Section 52 (1) (b) of the Education Act.

## **Policy 8: APPENDIX B - STUDENT DISCIPLINE COMMITTEE**

### **1.0 Committee Powers:**

1.1 To conduct hearings and expel or reinstate a student following a recommendation from a school principal for a student who has been suspended for a period greater than five days in accordance with Sections 36 and 37 of the Education Act.

### **2.0 Committee Terms of Reference**

2.1 Membership: Three Trustees excluding the Trustee from the student's designated ward. The local Trustee shall be provided notification of students from his/her area and may attend but only as an observer. Chair elected by the Committee. Quorum of two Trustees.

2.2 Voting Privileges: All members of the Committee may have the right to vote except in the case of a Trustee acting as an observer.

2.3 Administrator Assigned: Deputy Superintendent, Education Services.

2.4 Record of Proceedings of Committee Meetings: Kept by the Executive Assistant, Education Services.

2.5 Meetings: Held at the call of the Chair and/or administrator assigned. Meetings are closed to the public and are held "in camera".

2.6 Reporting: The Board shall be provided with a yearly report.

### **3.0 Committee Authority**

This Committee is established pursuant to Section 52 (1) (b) of the Education Act.

### **4.0 Hearing Process**

4.1 The Discipline Committee shall not discuss the student expulsion request prior to the meeting at which the student's case is heard.

4.2 In order to facilitate a comprehensive review of a recommendation for expulsion, the Board requires all relevant and available information to be presented with the principal's recommendation. Supporting documentation may include but is not limited to:

4.2.1 Current course enrollment.

4.2.2 Recent report card.

4.2.3 Attendance record for the school year to date.

4.2.4 Discipline records for the school year to date as well as any other relevant discipline records.

4.2.5 Most recent School Conduct Policy.

4.2.6 Individual Program Plan (IPP) and/or cumulative file review report indicating background information and any special needs.

4.2.7 Intervention checklist with a summary of interventions implemented to date.

4.3 During the Discipline Committee Meeting, the Discipline Committee should not hold any discussions with school administration on the merits of the administration's recommendation.

4.4 Through the Chair, Trustee committee members may request from the principal or designate and the student, parent and/or advocate, clarification of the facts without expressing opinion or decision.

4.5 Any information verbally provided to the Discipline Committee by administration shall be done in the presence of the student prior to the student having an opportunity to respond. When the Discipline Committee requires additional information prior to making a decision, the Discipline Committee Meeting should be adjourned and a new date set within the parameters of the Education Act for a continuation of the meeting.

4.6 Any additional information should be provided to the Discipline Committee in the presence of the student and the principal.

4.7 The principal and the student may each be allowed the opportunity to make a closing statement at the conclusion of the meeting.

4.8 Following the conclusion of questioning by the Committee, the student, principal, recording secretary, and all others present, shall depart and the Discipline Committee will debate the recommendation and make their decision in a private session.

4.9 In the event that the Discipline Committee during its private deliberations requires additional information, both the principal and the student should be recalled and any further questions should be asked in the presence of both the principal and the student.

4.10 The Discipline Committee shall recall the recording secretary to record a draft of their decision.

4.11 Subsequent to the Discipline Committee's impartial private deliberations, all parties will be recalled and the final decision shall be announced in the presence of both the principal and the student. The decision should include a reference to the recommendation for expulsion and the reasons for the decision. The Committee has the discretion to alter the terms of the expulsion.

4.12 The Committee shall render its decision for reinstatement or expulsion within the time limitations set out in the Education Act and shall promptly inform, in writing, the parents of the student, the student who is 16 years of age or older, and the principal accordingly and shall advise the parents of their right of appeal to the Minister of Alberta Education.

## **Policy 8: APPENDIX C - ATA NEGOTIATIONS COMMITTEE**

### **1.0 Committee Powers:**

1.1 To negotiate on the Board's behalf with representatives of the Alberta Teachers' Association on any matters pertaining to the adoption of a new Collective Agreement or changes to an existing Collective Agreement.

1.2 To sign and recommend to the Board a Memorandum of Agreement between the parties.

### **2.0 Committee Terms of Reference**

2.1 Membership: Three Trustees, with a quorum of two, elected at the Annual Organizational Meeting of the Board. Chair elected by the Committee.

2.2 Voting Privileges: Only Committee members may vote.

2.3 Administrative Support: Associate Superintendent, Human Resources; Associate Superintendent Corporate Services; Director, Human Resources.

2.4 Record of Proceedings of Committee Meetings: Each party to negotiations maintains its own record. The Director, Human Resources, will ensure matters on which agreement has been reached are properly recorded.

2.5 Meetings: Held at the call of either party. The first meeting to be held in accordance with the Labour Relations Code Meetings are closed to the public.

2.6 Reporting: The Committee Chair will report to the Board periodically during the course of negotiations and will ultimately bring to the Board, for ratification, the negotiated Collective Agreement.

### **3.0 Committee Authority**

This Committee is established pursuant to Section 52 (1) (b) of the Education Act and pursuant to the Labour Relations Code and the Employment Standards Code.



## **Policy 8: APPENDIX D - TEACHER BOARD ADVISORY COMMITTEE (TBAC)**

### **1.0 Committee Powers:**

1.1 To meet with representatives of the teaching staff.

1.2 To discuss proposed changes to Board policy and regulations concerning teachers' working conditions, and requests for changes to Board policy and regulations by the Alberta Teachers' Association Local.

1.3 To refer to the Board or other Board Committee matters requiring Board or Committee attention.

### **2.0 Committee Terms of Reference**

2.1 Membership: Three Trustees, with a quorum of two, and a teacher (other than principal or vice-principal) from each of the schools within the Division. The Chair is one of the Board representatives, elected by the Board representatives.

2.2 Voting Privileges: Only Committee members may vote.

2.3 Administrative Support: Superintendent

2.4 Record of Proceedings of Committee Meetings: Kept by the administrator assigned and approved by the Committee at its next meeting. Proceedings circulated to all committee members, all Trustees, and the Superintendent.

2.5 Meetings: At the call of either side. Meetings are closed to the public.

2.6 Reporting: The Committee Chair will report to the Board.

### **3.0 Committee Authority**

This Committee is established pursuant to Section 52 (1) (b) of the Education Act and pursuant to the provisions of the Collective Agreement between the Board and the ATA Local.

## **Policy 8: APPENDIX E - C.U.P.E. Negotiations Committee**

### **1.0 Committee Powers:**

1.1 To negotiate on the Board's behalf with representatives of C.U.P.E. on any matters pertaining to the adoption of a new Collective Agreement or changes to an existing Collective Agreement in accordance with the Employment Standards Code.

1.2 To sign and recommend to the Board a Memorandum of Agreement between the parties.

### **2.0 Committee Terms of Reference**

2.1 Membership: Three Trustees, with a quorum of two, elected at the Annual Organizational Meeting of the Board. Chair elected by the Committee.

2.2 Voting Privileges: Only Committee members may vote.

2.3 Administrative Support: Associate Superintendent, Human Resources; Associate Superintendent, Corporate Services; Director, Human Resources.

2.4 Record of Proceedings of Committee Meetings: Each party involved in negotiations maintains its own record. The Director, Human Resources, records matters on which agreement has been reached.

2.5 Meetings: Held at the call of either party. The first meeting to be held in accordance with the Labour Relations Code. Meetings are closed to the public.

2.6 Reporting: The Committee Chair will report to the Board periodically during the course of negotiations and will ultimately bring to the Board, for ratification, the negotiated Collective Agreement.

### **3.0 Committee Authority**

The Committee is established pursuant to Section 52 (1) (b) of the Education Act and pursuant to the Labour Relations Code and the Employment Standards Code.

## **Policy 8: APPENDIX F - LABOUR MANAGEMENT COMMITTEE**

### **1.0 Committee Powers:**

1.1 To meet with representatives of Sturgeon Public staff included in the C.U.P.E. contract.

1.2 To discuss proposed changes to Board policy and regulations concerning staff included in the C.U.P.E. bargaining unit, requests for changes to Board policy and regulations requested by C.U.P.E. and matters pertaining to the administration of the collective agreement referred by either party.

1.3 To refer to the Board or other Board committee matters requiring Board or Committee attention.

### **2.0 Committee Terms of Reference**

2.1 Membership: Three Trustees, with a quorum of two. The Chair is one of the Board representatives.

2.2 Voting Privileges: Only Committee members may vote.

2.3 Administrative Support: Associate Superintendent, Human Resources; [Associate Superintendent Corporate Services](#)

2.4 Record of Proceedings of Committee Meetings: Kept by the Associate Superintendent, Human Resources. Proceedings circulated to all Committee members, all Trustees, the President of C.U.P.E. and the Superintendent.

2.5 Meetings: Held at the call of the Chair and/or administrator assigned. Meetings are closed to the public.

2.6 Reporting: The Committee Chair will report to the Board.

### **3.0 Committee Authority**

This Committee is established pursuant to Section 52 (1) (b) of the Education Act and pursuant to the Collective Agreement between the Board and C.U.P.E.

## **Policy 8: APPENDIX G - STUDENT ADVISORY COMMITTEE**

### **1.0 Committee Powers**

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.

1.2 The Student Advisory Committee shall:

1.2.1 Provide an opportunity for student representatives to engage in a dialogue with the Board and Superintendent about matters of mutual interest; and

1.2.2 Provide students with knowledge and understanding about Public Education and Sturgeon Public Schools.

### **2.0 Committee Terms of Reference**

2.1 Membership shall consist of:

2.1.1 Trustees. Chair of the Board or designate chairs the meeting.

2.1.2 The Deputy Superintendent and Superintendent (and/or designates); and

2.1.3 Student representatives from grades 7-12 as deemed prudent.

2.2 The Superintendent (or designate) shall request Principals to select student representatives:

2.2.1 Who demonstrate leadership abilities;

2.2.2 Who best represent the diverse views of their respective student body; and

2.2.3 Who are willing to share student views with the Board.

2.3 Administrative Support: Deputy Superintendent and Superintendent.

2.4 Record of Proceedings: Kept by the administrator assigned and approved by the Committee at its next meeting. Proceedings circulated to all committee members, all Trustees, and the Superintendent.

2.5 Meetings: 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.

### **3.0 Committee Authority**

3.1 This Committee is established pursuant to Section 52 (1) (b) of the Education Act.

**Date:** September 24, 2025 **Agenda Item:** 7.10

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

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

**Subject:** **Policy 9: Policy Development**

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**Recommended Motion:**

THAT the Board of Trustees approve the rewritten Board *Policy 9: Policy Development* as presented at the September 24, 2025, Public Board meeting.

**Background:**

Board Policy 9: Policy Development establishes the framework by which the Board of Trustees fulfills its statutory duty under the Education Act to govern through the adoption of written policies. The current policy, first approved in 2019 and amended periodically since, outlines the Board's responsibility for initiating, revising, or rescinding policies and provides for stakeholder input through processes such as School Councils, advisory committees and the Policy Tracker.

As part of its ongoing governance renewal work, the Board has undertaken a comprehensive review of Policy 9 to ensure clarity, transparency and alignment with best practices. The updated policy strengthens expectations around legislative compliance, stakeholder consultation and consistency across all policies. It introduces clear definitions, criteria for policy development and a structured process covering initiation, planning, drafting, consultation, approval and review.

Key refinements include:

- Expanded criteria requiring all Board policies to align with legislation, Board vision and system priorities.
- A minimum four-year review cycle to ensure policies remain relevant and effective.
- Enhanced stakeholder engagement expectations, proportional to a policy's scope and impact.

Explicit accountability measures requiring Superintendent reporting, public accessibility of policies and Board oversight of implementation.

These updates ensure Policy 9 not only guides the development of coherent, responsive governance policies but also reinforces the Board's commitment to transparency, consultation and accountability. Adoption of the revised policy will leave the incoming Board,

following the October 2025 elections, with a strong, modernized framework for policy development and review.

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

This report aligns with the [SLOS](#) 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.
<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>	f. supporting the board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms; g. implementing board policies and supporting the regular review and evaluation of their impact; k. supporting the board in its engagement with the school community to develop a vision of a preferred future for student success; and l. facilitating ongoing public communication about the board's operations and the achievement of its goals and priorities.

**Governance Implications:****Education Act**

Board responsibilities

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

- (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,
- (e) provide a continuum of supports and services to students that is consistent with the principles of inclusive education,

Trustee responsibilities

34 A trustee of a board, as a partner in education, has the responsibility to

(b) be present and participate in meetings of the board and committees of the board,

#### Board Procedures Regulation

Policies and procedures

4 The board must

(a) establish policies and procedures governing the conduct of meetings of the board and the administration and business of the board, and

(b) monitor and evaluate the effectiveness of the established policies and procedures on a regular basis.

#### Policy 2: Role of the Board

Governance and Organization

28. Monitor the development, revision and implementation of policy.

Administration is prepared to respond to questions at the September 24, 2025, Public Board meeting.

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

1. Policy 9: Policy Development - Rewrite
2. Policy 9: Policy Development - Current

## Policy 9: Policy Development - Rewrite

### POLICY

The Board of Trustees has a statutory duty under the *Education Act* to govern Sturgeon Public Schools through the adoption of written policies.

These policies:

- Provide the framework for effective governance and decision-making;
- Guide the actions of the Board, the Superintendent, staff, students, electors and partner agencies; and
- Communicate the Board's values, vision and priorities to the Division and the public.

The purpose of this policy is to ensure that the development, review, amendment and rescission of Board policies are conducted in a transparent, consistent and consultative manner that aligns with legislation and the needs of the Division.

### DEFINITIONS

For the purposes of this policy:

**Policy:** A statement of the Board's intent, beliefs, governing principles and expectations regarding specific areas of responsibility, formally adopted by Board motion to guide future actions.

**Board Governance Policy:** A policy that applies to the Board's internal operations and expectations of Trustees.

**Administrative Procedure:** Directives, procedures and assignment of responsibilities established by the Superintendent to implement Board policy and manage the operations of the Division.

**Stakeholders:** Individuals or groups affected by a policy or having a vested interest in its implementation. Stakeholders may include, but are not limited to, students, parents, staff, school councils, associations, unions, community members and partner organizations.

### Policy Criteria:

All Board policies shall:

1. Comply with the *Education Act*, Board Procedures Regulation and other applicable provincial and federal legislation;
2. Align with the Board's vision, mission and priorities and other Board policies;
3. Provide clear direction while allowing the Superintendent to exercise professional judgment in administration;
4. Be stated broadly enough to guide diverse situations while ensuring system-wide consistency;



5. Be capable of implementation, monitoring and evaluation; and
6. Be developed or reviewed with appropriate stakeholder engagement, proportionate to the policy's scope, potential impact and level of public trust.

## **Process for Policy Development and Review**

The Board shall follow a structured process for policy development and review unless an emergent situation requires expedited action.

### **1.1 Initiation**

1.1.1 Policy changes may be initiated by the Board, a Board Committee, the Superintendent or through a written request from stakeholders.

1.1.2 Requests must include a rationale and, where possible, supporting data or examples.

### **1.2 Planning**

1.2.1 The Board, in consultation with the Superintendent, will determine whether to proceed with development, review or recession.

1.2.2 The Superintendent may be directed to prepare background information, legislative references, sample policies and potential impacts.

### **1.3 Development**

1.3.1 Draft policies may be prepared by the Board, a Board Committee, or the Superintendent, as directed.

1.3.2 Drafts shall be reviewed by the Superintendent for legislative compliance and operational feasibility before presentation to the Board.

### **1.4 Consideration and Consultation**

1.4.1 Unless otherwise determined by the Board, new or substantively amended policies shall be considered at least twice before final approval.

1.4.1.1 **First Consideration:** Board discussion and direction for consultation.

1.4.1.2 **Stakeholder Consultation:** Conducted in accordance with Section 2 and **as coordinated by the Superintendent.** ~~Administrative Procedure 200: Process for Policy Work.~~

1.4.1.3 **Second Consideration:** Review of consultation feedback, possible amendments and motion for approval.

1.4.2 The Board may approve policies in a single meeting when urgency requires.

## **1.5 Approval**

1.5.1 Policies are approved by Board motion at a Public Board meeting.

1.5.2 Policies take effect upon approval unless a different effective date is specified.

## **1.6 Review**

1.6.1 Each policy will be reviewed at least once every four (4) years unless otherwise determined by the Board.

## **1.7 Recission**

1.7.1 The Board may rescind a policy at any time and, if appropriate, delegate the matter to the Superintendent for management through administrative procedures.

## **Stakeholder Engagement**

2.1 Stakeholder engagement is a valued part of policy development and review.

2.2 The nature, scope and method of consultation shall be ~~guided by Administrative Procedure 200: Process for Policy Work.~~ **determined by the Board in consultation with the Superintendent.**

2.3 Consultation shall be proportional to the policy's potential impact on student learning, Division operations and public interest.

## **Accountability and Reporting**

3.1 The Superintendent shall ensure that all Board-approved policies and administrative procedures are posted on the Division's website and accessible to staff, students, parents and the public.

3.2 The Superintendent shall inform the Board in a timely manner of substantive changes to administrative procedures related to Board policy.

3.3 The Board shall evaluate policy implementation through regular Superintendent reports and as part of its own annual evaluation.

## **References:**

Education Act, *Sections 33, 41, 42, 222*

Board Procedures Regulation 82/2019

Administrative Procedures(s):

~~AP200 – Process for Policy Work – to be updated to match policy 9~~

AP205 – Developing Administrative Procedures

## **History**

2019 Apr 24 Initial Approval

2020 Jan 29 Reviewed

2021 Oct 27 Reviewed  
2022 Jun 22 Amended  
2025 Sep 24 Amended

## **Policy 9: Policy Development - Current**

### **1.0 POLICY**

The Board believes that the primary means by which it provides governance to Sturgeon Public Schools is through written policies. These policies provide direction for the action of the Board, Superintendent, staff, students, electors and other agencies.

Accordingly, the initiation and/or adoption of new Board policies and revision and/or rescission of existing policies is solely the responsibility of the Board of Trustees.

The Board also believes that development and ongoing review of policies is necessary to ensure the governance and operation of the division remain consistent with Board beliefs, School Division needs, and compliance with the Education Act and Alberta Education regulations.

### **2.0 GUIDELINES**

2.1 The Superintendent of Schools shall make recommendations to the Board for the revision, rescission, and/or reclassification of existing Board Policies.

2.1.1 At any time, division stakeholders or stakeholder groups may submit recommendations regarding the need for policy development and/or review or rescission of existing policies.

2.1.2 Stakeholder recommendations, including supporting rationale, are to be forwarded, in writing, to the Superintendent, who will subsequently inform the Board.

2.2 Stakeholders may be provided with an opportunity for consultation and involvement in the development, review and/or rescission of policy statements through School Councils, the division's Teacher Board Advisory Committee and/or any other means as determined by the Board and/or its Standing Committees.

2.2.1 The current Policy Tracker will identify policies under review as well as their current status and it will be provided to the Board at Committee of the Whole meetings.

2.2.2 Unless otherwise determined by the Board, all policy development and review will be concluded by the end of the school year in which it was initiated.

2.2.3 In the event of an emergent or other situation where the Board considers that it is in the interests of the jurisdiction to do so, the Board acknowledges that it may take immediate action on a policy matter.

2.3 Each policy statement shall be reviewed on a cyclical basis unless otherwise determined by the Board.

2.4 The Superintendent is responsible for developing the specific implementation steps required to operationalize a Board Policy.

2.4.1 Administrative Procedures are not subject to Board approval but are available to the Board for information at the time of Policy approval and thereafter on an ongoing basis. The Board expects that Administrative Procedures will be developed by obtaining any necessary technical advice, stakeholder input, and legal opinions.

2.5 At any time, the Board may delete or suspend a policy and subsequently delegate to the Superintendent authority over a particular area.

**References:**

Board Procedures Regulation 82/2019

Administrative Procedures(s):

AP200 – Process for Policy Work

AP205 – Developing Administrative Procedures

**History**

2019 Apr 24 Initial Approval

2020 Jan 29 Reviewed

2021 Oct 27 Reviewed

2022 Jun 22 Amended



**Date:** September 24, 2025 **Agenda Item:** 7.11

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

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

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

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**Recommended Motion:**

THAT the Board of Trustees approve the following Locally Developed Courses as courses of study within Sturgeon Public School Division from September 1, 2025, to August 31, 2027.

Course Name	Version	Course Code	First Approved Year	Approved Start Date	Last Approved Year
Ballet 15	5 Credits (2023-2027)	LDC1412	2025-2026		2026-2027
Ballet 25	5 Credits (2023-2027)	LDC2412	2025-2026		2026-2027
Ballet 35	5 Credits (2023-2027)	LDC3412	2025-2026		2026-2027
Dance 15	3 Credits (2023-2027)	LDC1413	2025-2026		2026-2027
Dance 15	5 Credits (2023-2027)	LDC1413	2025-2026		2026-2027
Dance 25	3 Credits (2023-2027)	LDC2413	2025-2026		2026-2027
Dance 25	5 Credits (2023-2027)	LDC2413	2025-2026		2026-2027
Dance 35	5 Credits (2023-2027)	LDC3413	2025-2026		2026-2027
Dance 35	3 Credits (2023-2027)	LDC3413	2025-2026		2026-2027

**Background:**

In accordance with Alberta Education's guidelines for acquiring Locally Developed Courses (LDCs), a requesting school division does not require approval from the originating school

board(s). This streamlines the process and reduces the time required for divisions to access approved courses.

Typically, Sturgeon Public Schools seeks Board approval for LDC authorization in June for use in the following school year. This year, however, an additional request is being brought forward in September. Alberta Education has updated its guide to allow local approval motions occurring in September to be submitted at that time and considered “prior to the school year.” This change recognizes the needs of schools that may be reorganizing or rescheduling during September, and school authorities whose Board meetings are scheduled within the 10-month school year.

This request is being made at this time in direct response to a need identified by the Learning Centres, where both students and a teacher are ready to engage in these courses during the current school year.

Outlined below are the course descriptions for the nine Locally Developed Courses that Sturgeon Public Schools is requesting authorization to acquire.

1. Ballet 15 (5 credits) -

Course description: Ballet 15 is intended to introduce ballet to students who have had little or no experience with ballet upon entry into this course. In Ballet 15, students explore ballet foundations in order to expand their movement skills and technique. Students examine how the elements of composition guide the choreographic process when creating ballet choreography. As well, students explore how artistic elements can be used to communicate and express emotions and intent. In this course, students examine the relationship between ballet, society and culture. Students also consider both the transferable skills acquired through dance studies and possible dance-related careers.

2. Ballet 25 (5 credits) -

Course description: In Ballet 25, students model ballet foundations in order to expand their movement skills and technique. Students consider how the elements of composition can be applied to choreography, and they create and perform a ballet composition, collaboratively or individually. In this course, students examine how artistic elements can be used to enhance communication and expression. As well, students consider the ways that ballet, culture and society influence each other. In Ballet 25, career opportunities are explored and students relate these to their skills and interests

3. Ballet 35 (5 credits) -

Course description: In Ballet 35, students apply their knowledge of ballet foundations to enhance their growth in ballet technique. Students consider how analysis and reflection can be used to guide artistic choices when creating ballet choreography, and they create and critique an original ballet composition, applying ballet technique and the elements of composition. In this course, students critique

their use of artistic elements in order to enhance their communication and expression in ballet. As well, ballet's societal and cultural importance is analyzed. In Ballet 35, students apply a reflective and analytical process to the examination of dance-related career pathways.

4. Dance 15 (3 credits & 5 credits) -

Course description: Through the exploration of various dance genres and styles, students in Dance 15 develop basic genre-specific skills and techniques to demonstrate dance movements and phrases. Students create basic dance phrases incorporating elements of composition and explore self-expression through movement. In Dance 15, students explore the evolution of dance and the reciprocal relationship between dance and the societal context in which dance works are created. As well, students consider both the transferable skills acquired through dance studies and possible dance-related careers.

5. Dance 25 (3 credits & 5 credits) -

Course Description: In Dance 25, students develop increasingly complex skills and techniques in a variety of dance genres and styles. Students apply choreographic devices to the creation of dance phrases and analyze how artistic elements enhance communication and self-expression. The influence of dance in various societal, cultural, historical and contemporary contexts is examined in this course. Students in Dance 25 also consider the impact of various dance figures, both in present-day and historical contexts. Career opportunities in dance are explored and students relate these to their skills and interests.

6. Dance 35 (3 credits & 5 credits) -

Course description: In Dance 35, students extend and apply their knowledge of complex skills and techniques to a variety of dance genres and styles. Students apply their knowledge of elements of composition and choreographic tools to create a basic dance composition. In this course, students evaluate their use of artistic elements in order to effectively communicate intention. Students also analyze how societies and cultures influence dance in various historical and present-day contexts. In Dance 35, students apply a reflective and analytical process to the examination of dance-related career pathways.

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

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

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



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

**COMPETENCY:  
INDICATORS:**

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

**Governance Implications:**

Education Act

Courses, programs of study, etc.

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

General powers and duties of boards

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

Alberta Education - Locally Developed Courses

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

Government reviews and authorizes locally developed senior high courses.

Policy 2: Role of the Board

Education Planning and Programming

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

Stakeholder Engagement and Communication

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

Collaboration

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

Policy 11: Superintendent of Schools

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



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

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

Administration is prepared to respond to questions at the September 24, 2025, Public Board meeting.

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

Not applicable.

**Date:** September 24, 2025 **Agenda Item:** 8.1

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

**Originator(s):** Jonathan Konrad, Deputy Superintendent, Education Services  
Erin Murphy, Director, Education  
Maxine Hildebrandt, Coordinator, Indigenous Education

**Subject:** **Indigenous Student Success**

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**Background:**

**National Truth and Reconciliation Week, Orange Shirt Day and Supporting Activities:**

From September 23rd to 29th, all Sturgeon Public School (SPS) students will have the opportunity to engage in activities which acknowledge the histories, impact and truth of residential schools, and honour the survivors, their families and communities.

- Division-wide daily activity guides will be created and shared with elementary and secondary teachers. This includes vetted and linked resources and is intended as minimum expectations with the opportunities for teachers to leverage their previous learning into activities and lessons.
- Orange Shirt Day will be acknowledged throughout SPS on September 29th.
- Permanent Tipis remain in place at Sturgeon Composite High School, Four Winds School and Camilla School. A wide variety of learning experiences, as well as cultural teachings, have transpired in these school communities. The Tipi at the Frank Robinson Education Center will be moved to Lilian Schick School for further school based access to these resources and learning.

**Strategic Planning For 2025 - 2026**

The Division continues to focus on multiple research informed targets to support Indigenous Student Success and system improvement. Beyond academic achievement and attendance, the Division strives to create learning opportunities where Indigenous students see themselves and their culture represented in empowered learning and are meaningfully part of safe and healthy communities. Interesting opportunities for leadership and student voice create space for students to engage with their learning, culture and school communities.

By focusing on strength-based intercultural exchange, all students are exposed to foundational knowledge, Indigenous worldview, truth and history. As the Division continues

to prioritize and build community connections, all students benefit from intergenerational teaching, experiential and land-based learning and local and diverse Indigenous wisdom, language and culture. The Division continues to make concerted efforts to strengthen relationships with Alexander First Nation and Kipohtakaw Education Center (KEC), seeking opportunities for reciprocal connections. We also continue to foster a relationship with Elder Adam North Peigan, President of the Legacy of Hope Foundation.

Many of the key strategies outlined for the upcoming year represent a continuation of the groundwork initiated last year.

## Goals, Strategies and Measures of Success for 2025/2026:

### **Goal 1: Enhancing Local Community Partnerships and Intergenerational Connections**

Strategy: Establish and strengthen partnerships with local Indigenous community members, Elders and Knowledge Keepers to promote cultural exchange, support learning experiences and deepen connections between schools and Indigenous communities.

Measurable Data:

- Number of partnerships and collaborations formed with local Indigenous community members.
- Number of meaningful connections with Elders and Knowledge Keepers.
- Regular meetings between KEC, Camilla and Sturgeon Composite High School.
- Evidence of contributions to KEC/ Alexander First Nation.

### **Goal 2: Strengthening Community and Family Engagement**

Strategy: Create opportunities for Indigenous families to engage with schools through events, advisory committees and collaborative initiatives, fostering a supportive environment for Indigenous student success.

Measurable Data:

- Number of opportunities for support for schools interested in engaging with parent and family nights and programming.
- Continuation of the Indigenous Parent Advisory Committee.
- Collaborative initiatives and partnerships with local organizations and research projects. The Division is continuing to explore a joint project with Kipohtakaw Education Center and a research team out of the University of Calgary.
- The Division is working with Legacy of Hope to display exhibits for students, school staff and community members to experience, learn from and explore.

**Goal 3: Promoting Indigenous Student Academic Success and Graduation**

Strategy: Improve academic achievement, attendance and graduation rates among Indigenous students by providing culturally responsive and supportive educational environments. The Division has obtained an Indigenous Peoples Atlas of Canada. This resource will be used with the Call to Action Cohorts and with Social Studies teachers. Each school will have an opportunity to have this resource in their schools to leverage student learning and engagement.

**Measurable Data:**

- Improved academic performance, attendance and graduation rates among Indigenous students.
- Positive feedback from Indigenous students, families and community members through survey data and conversation.
- The number of school engagements with the Indigenous Peoples Atlas of Canada.

**Goal 4: Fostering Safe, Representative, Healthy School Communities:**

Strategy: Create school environments that reflect Indigenous culture, values and perspectives, ensuring that Indigenous students feel represented, safe and cared for. The Indigenous Education team will work with schools to establish student leadership to give opportunities for student voice and engagement with activities.

**Measurable Data:**

- Evidence of Indigenous representation, art and literature in schools.
- Feedback from Indigenous students, including representation in learning within a safe and caring environment.
- Number of times lead team members support school teams in weaving Indigenous Pedagogy and worldview throughout learning experiences.
- Number of engagements with student leadership teams in the schools to establish representation and community.

**Goal 5: Driving Systemic Change Through Professional Development**

Strategy: Implement systemic changes that embed Indigenous history, culture and ways of knowing into school practices through targeted professional development for teachers and staff.

**Measurable Data:**

- Number of professional development activities focusing on Teacher Quality Standard (TQS) and Leadership Quality Standard (LQS) 5; training teachers and staff on Indigenous history, culture and ways of knowing.

- Number of staff participating in additional optional PD offerings.
- Survey feedback from PD offerings.
- Creation of school based structures ensuring Call to Action Cohort leads share information and learning with school teams.
- The Indigenous Education Team will be doing a book study on Wayi Wah! Indigenous Pedagogies by Jo Chrona. This book was introduced at a College of Alberta School Superintendents (CASS) Summer Conference session and will help the team to bring further depth of understanding into practice.

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

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

<b>COMPETENCY:</b> <b>INDICATORS:</b>	(1) Building Effective Relationships c. building and sustaining relationships with First Nations, Métis, and Inuit parents/guardians, Elders, local leaders, and community members; and f. facilitating the meaningful participation of members of the school community and local community in decision-making
<b>COMPETENCY:</b> <b>INDICATORS:</b>	(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.
<b>COMPETENCY:</b> <b>INDICATORS:</b>	(4) Leading Learning b. providing learning opportunities, based on research informed principles of effective teaching, learning and leadership, to support building the capacity of all members of the school community to fulfill their educational roles; and e. ensuring that staff have access to resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students.
<b>COMPETENCY:</b> <b>INDICATORS:</b>	(5) Ensuring First Nations, Métis, and Inuit Education for All Students a. supporting staff in accessing the professional learning and capacity building needed to meet the learning needs of First Nations, Métis, Inuit and all other students; b. engaging and collaborating with neighbouring First Nations and Métis leaders, organizations and communities to optimize learning success and development of First Nations, Métis, Inuit and all other students;

- d. aligning school authority resources and building organizational capacity to support First Nations, Métis and Inuit student achievement; and
- e. pursuing opportunities and engaging in practices to facilitate reconciliation within the school community.

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

- (6) School Authority Operations and Resources
- f. respecting cultural diversity and appreciating differing perspectives expressed in the school community.

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

- (7) Supporting Effective Governance
- i. facilitating collaboration among the board, staff and First Nations, Métis and Inuit leaders, organizations and communities to establish strategic policy directions in support of First Nations, Métis and Inuit student achievement and development.

## **Governance Implications:**

### Education Act

#### Diversity and respect

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

#### Board responsibilities

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

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

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

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.

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.

The Board believes all members of the school community deserve opportunities to connect to their culture. Sturgeon Public School Division celebrates the diversity of our students and

communities and is committed to collaborating with community and cultural leaders to build and promote cultural connections.

#### Policy 2: Role of the Board

Safe, Caring, Respectful and Healthy Environments

The Board shall 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 [Education Act s. 33(1)(d)]. Specifically, the Board:

15. Develop culturally appropriate protocols to guide the Division.
16. Establish plans for collaborative work between the Division and First Nations.

Administration is prepared to respond to questions at the September 24, 2025, Public Board meeting.

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

1. [Legacy of Hope Website and Information](#)
2. [Indigenous Peoples Atlas of Canada Information](#)
3. ["Wayi Wah! Indigenous Pedagogies" Book Overview](#)
4. [TRC Secondary Schedule Planner.pdf](#)
5. [TRC Elementary Schedule Planner.pdf](#)



**Date:** September 24, 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 and Year in Review**

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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.

Two documents are provided for the Board's information this month:

- Communications Report (August–September 2025): a summary of recent activities undertaken by the Communications team in support of divisional priorities.
- Communications Year in Review 2024–2025: a reflective report highlighting progress toward the Division's five communication goals: highlighting staff expertise and excellence, ensuring consistency in communication and messaging, building staff capacity, improving broad public perception, and improving division-wide communication. This report includes data that demonstrates growth and identifies areas requiring continued attention in the coming year.

Together, these attachments provide both an update on current activities and a broader look back at the year's achievements in building awareness, engagement and support for public education in Sturgeon Public Schools.

**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> | (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 September 24, 2025, Public Board meeting.

**Attachment(s):**

1. Communications Report (August–September 2025)
2. Communications Year in Review 2024–2025

# Communications Report

## August & September 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 August & September has been focused on:

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

- Hosting the Division's first-ever **Communications Professional Development Day** on Friday, September 19, with a representative from each school in attendance. The training covered key topics, including:
  1. Creating content using Canva
  2. Managing school websites through Rally
  3. Understanding this year's monthly communications requirements through the new task list, and effectively using social media.
- This formal training, paired with the introduction of the monthly checklist, is designed to support greater consistency in communications practices across the Division.

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

- Creating and sharing a comprehensive list of mandatory events for the year with Admin teams, and adding them to the [Division Calendar](#). These events include:
  - Truth & Reconciliation Week
  - National Custodian Day
  - World Teachers' Day
  - Métis Week
  - Bullying Awareness Week
  - Educational Assistants' Appreciation Day
  - Pink Shirt Day
  - Substitute Teachers' Appreciation Week
  - Teal Up Day (Month of the Military Child)
  - Education Week
  - Earth Day
  - Administrative Professionals' Day

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- Hats On for Mental Health
  - Bus Driver Appreciation Day
  - Pride Week
  - National Indigenous Peoples Day
  - Digital Citizen Day
  - Division-Wide Remembrance Day Ceremonies

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

- Continuing work on informing the community about the upcoming Trustee Elections. All required public notices regarding nomination day and the election date were created and submitted to local newspapers for print. In addition, the [Division website](#) has been regularly updated with candidate information and other election-related details to ensure families and community members remain informed.

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

- Providing ongoing updates regarding the impending [labour action](#). Each media release and/or update received from TEBA required a rapid response to ensure information was clearly communicated across multiple channels. Updates were promptly posted to the Division website and distributed to all families via email, ensuring stakeholders have accurate, up-to-date information and adequate time to prepare.

### Aligns with Marketing Goal #5

- Prioritizing strong, clear outreach to stakeholders. We released the first edition of the [Sturgeon Public Scoop](#) for 2025/26, featuring updates on labour negotiations, Trustee Elections, the Division calendar, PowerSchool access, and back-to-school

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highlights from our schools. We also sent an email to all families with a guide to key information sources, including our website, social media channels, and newsletter subscription options. These efforts ensured families had easy access to important updates and resources from the outset of the year.

### **Sturgeon Public in the Media:**

- September 11, 2025 — Notice of Nomination Day (pg. 5)

[St Albert Gazette](#)

- September 17, 2025 — Notice of Nomination Day (pg. 5)

[Morinville Free Press](#)

- September 17, 2025 — Notice of Nomination Day (pg. 8)

[Redwater Review](#)

- September 4, 2025 — Notice of Nomination Day (pg. 6)

[St Albert Gazette](#)

- September 10, 2025 — Notice of Nomination Day (pg. 5)

[Morinville Free Press](#)

- September 10, 2025 — Notice of Nomination Day (pg. 8)

[Redwater Review](#)

### **Upcoming Events:**

- Truth & Reconciliation Week: September 23 - 29
- National Custodian Day: October 2
- World Teachers' Day: October 5
- Digital Citizen Day: October 29



**MARKETING & COMMUNICATIONS**

# A Year in Review

**2024 - 2025**





## GOAL #1

### Highlight Staff Expertise & Excellence

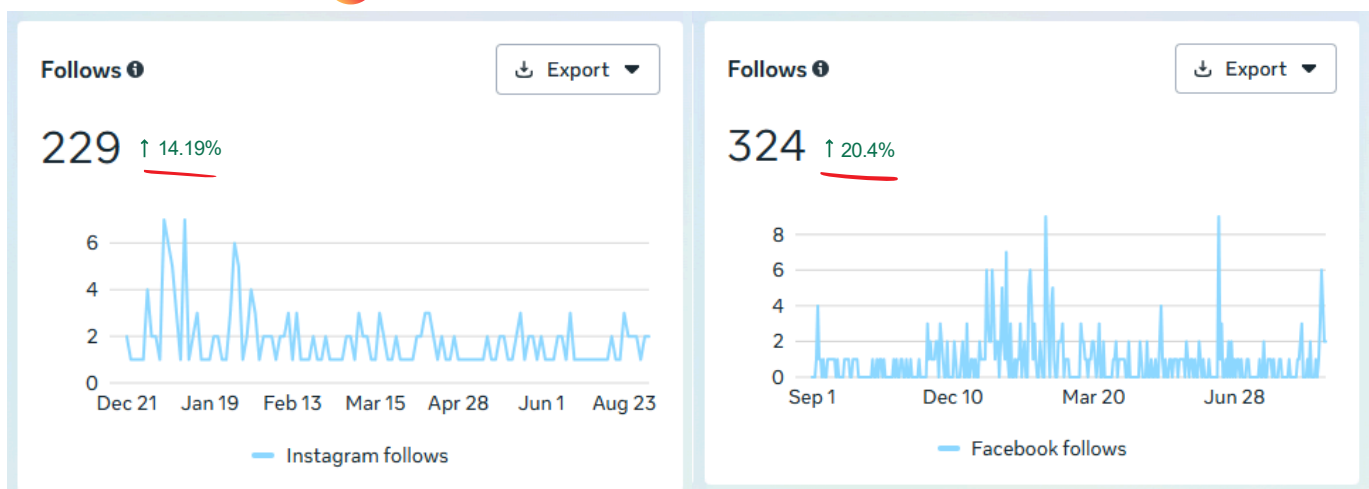
Use our social media channels to showcase the knowledge and talent of our staff, demonstrating their ability to successfully educate our students. Create content that allows staff to share their knowledge, teaching practices, and techniques.

#### Measures:

- Increase social media followers by 15% across all platforms.
- Achieve a 10% increase in post interactions (likes, shares, comments).

#### Result:

- Launched the **#SPSKnowsBest** video series featuring staff expertise in areas such as robotics, STEAM, Off Campus and Dual Credit programming, leadership development, and hands-on learning.
  - 13 videos across Facebook, Instagram, and TikTok generated **195,219 total views**.
- Produced a first-ever **video series celebrating 7 Edwin Parr Award nominees**, giving families an inside look at the Division's newest educators.
  - 7 videos across platforms generated **50,012 total views**.
- Social media growth exceeded targets:
  - **Instagram followers:** +14.19%
  - **Facebook followers:** +20.4%
  - **Average growth across platforms:** +17.29%





## GOAL #2

### Consistency in Communication and Messaging

*Standardize messaging across all platforms, including websites, Google Sites, School Messenger, newsletters, and social media. Recognize the unique needs of each school community and ensure important information is available across all platforms used by schools.*

#### Measure:

- Improve the consistency in messaging across all platforms.

#### Result:

- Completed the majority of **school visits** (prior to labour action) to provide staff with training, support, and content creation tools for Rally websites, newsletters, social media, and email.
- Schools demonstrated strong commitment to sharing information; however, **platform use remained inconsistent** (e.g., some prioritized Rally, while others relied almost exclusively on newsletters).
- To address these gaps moving forward:
  - Professional Development training will be provided on all communication platforms.
  - A monthly communications checklist will be introduced, ensuring families and stakeholders can reliably access essential information while accounting for staffing limitations.



## GOAL #3

### Building Staff Capacity

*Continue to train and support staff in effectively using our communication channels to ensure a smoother process for both staff and stakeholders. Provide consistent support and training through weekly rotational visits to schools. Collaborate with school Admin teams to achieve shared, long-term goals.*



#### Measures:

- Conduct meetings with every school by the end of September 2024 to establish communication goals for the 2024/25 school year
- Complete at least five visits to each school over the course of the school year to deliver training and support in achieving the outlined communication goals

#### Result:

- Successfully **conducted meetings with every school by the end of September 2024**, supporting the establishment of communication goals for the year.
- Completed **three rotational visits** to each school to deliver training and support toward these goals.
- Labour action limited the ability to complete all five planned visits, but consistent progress was made in building staff capacity and strengthening communication practices across the Division.



## GOAL #4

### Improve Broad Public Perception

*Leverage prominently displayed Google reviews as a crucial representation of our schools by actively gathering positive feedback that accurately reflects our schools' culture.*














#### Measure:

- Obtain a minimum of 10 positive Google reviews for each school by June, 2025.

#### Result:

- Schools across the Division experienced significant improvements in both the **quantity and quality of Google reviews**, strengthening their online presence and public perception.

Highlights include:

- Bon Accord Community School: +19 reviews (4.2 → 4.8 stars) 
- Camilla School: +18 reviews (3.8 → 4.8 stars) 
- Four Winds Public School: +20 reviews (3.4 → 4.2 stars) 
- Gibbons School: +15 reviews (3.1 → 4.1 stars) 
- Guthrie School: +14 reviews (3.9 → 4.5 stars) 
- Landing Trail School: +24 reviews (4.5 → 4.9 stars) 
- Legal Public School: +3 reviews (5.0 → 4.8 stars) 
- Lilian Schick School: +10 reviews (2.6 → 3.5 stars) 
- Morinville Public School: +28 reviews (3.6 → 4.5 stars) 
- Namao School: +22 reviews (3.9 → 4.4 stars) 
- Ochre Park School: +19 reviews (0 → 4.9 stars) 
- Redwater School: +12 reviews (1.0 → 3.3 stars) 
- Sturgeon Composite High School: +23 reviews (2.9 → 4.0 stars) 
- Sturgeon Heights School: +16 reviews (4.1 → 4.5 stars) 

- Division-wide, the Sturgeon Public Schools Google profile saw remarkable improvement: +84 reviews, raising its rating from 2.9 to 4.7 stars. 

## GOAL #5

### Improve Division Wide Communication

Reintroduce the monthly Division Newsletter focused on important Division information. Check in with Division Departments monthly to gather information for the newsletter.

#### Measure:

- Publish the newsletter monthly with a 40% readership rate.

#### Result:

- Successfully **published monthly newsletters** throughout the entire 2024/25 school year.
- Collaborated with Division departments to ensure families consistently received the most relevant and timely information.
- Achieved a **69.5% average open rate**, significantly surpassing the 40% readership goal.



#### Monitor performance

Sep 17, 2024 - Sep 16, 2025 • Compared to last 365 days • Includes Apple MPP

€ Total sends

5,426

↑ 410%

€ Open rate

69.5%

↑ 119%

€ Click rate

11.6%

↑ 186%

€ Unsubscribe rate

0.21%

↓ 64.0%

**Date:** September 24, 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.



*Sturgeon Team at the CASS/ASBOA Summer Learning Conference in August.*

- ★ A new initiative will place a technical staff member in each school one day per month to support classroom integration and staff questions. This is in addition to standard tech support. School visits from leadership will also occur to better understand local needs.
- ★ To support consistent and effective school-to-community communication, a Monthly Communications Checklist was introduced for the 2025-2026 school year. This Google Sheet outlines required communication tasks, such as blog posts, social media updates and newsletters and is shared with each school's designated communications contact at the beginning of each month. Tasks include both annual and recurring monthly items. At month-end, Principals receive a summary report showing completed and incomplete tasks, helping ensure reliable and transparent communication across all schools.

- ★ S/Sgt. McGunigal of the Morinville RCMP Detachment shared updates to the School Liaison Program aimed at strengthening relationships between law enforcement and schools. A key change includes the appointment of Constable Wills as the dedicated School Resource Officer (SRO), providing consistent monthly support to several schools in addition to his full-time role at SCHS and MCHS. Constable Imgrund will serve as the liaison for schools with younger student populations. Our students, our families, our schools and our communities are grateful for the detachment's commitment to creating safer, more connected school communities.
- ★ On September 3, the Superintendent and Deputy Superintendent, alongside the Division Principal, attended the "Welcome Breakfast" at the Building Futures site to personally welcome the inaugural group of students to this innovative program.
- ★ On Thursday, September 25, schools across the Division will participate in the 45th anniversary of Terry's Marathon of Hope and launch the new "Finish It" campaign. Participating schools received complimentary kits with promotional materials to support event planning.
- ★ The Superintendent and Deputy Superintendent met with the Jessica Martel Memorial Foundation and had a tour of Jessie's House. During the visit, they toured the facility and engaged in discussions on how to best support students currently living there.
- ★ 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.
- ★ 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** ▾ On August 21, math leaders in all schools developed and facilitated professional learning sessions for staff focused on collaborative mathematics instruction. The sessions utilized current resources, specifically MathUp K–6, to support effective teaching practices and build collective instructional capacity within school teams.
- ★ **Goal 2** ▾ Teachers of Kindergarten to Grade 3, along with school administrators and school authority leaders, were encouraged to register for Early Years Assessments (Vretta) information sessions. These sessions were scheduled for August 26 and 27, 2025, with the latter offered in French and a final session on September 4, 2025. The sessions aimed to support understanding and implementation of the assessment tools for early learners.
- ★ On August 28, the Building Futures program officially began. The classroom space (garage) had been completed and was set up in preparation for the start. There was strong

enthusiasm from both parents and students as the hands-on learning experience got underway.

- ★ The Director of Curriculum & Instruction has shared important updates from Alberta Education with school leaders regarding upcoming Field Testing for the draft Grade 7–9 curriculum. Principals and Vice Principals are asked to discuss and share this information with their Grade 7–9 teaching teams. Unlike curriculum piloting, which involves broader implementation, field testing will focus on pre-selected curriculum components trialled by a smaller group of nominated teachers who will provide feedback to Alberta Education.

In the coming weeks, Sturgeon Public Schools will have the opportunity to nominate interested teachers for this field testing process. Alberta Education will then select a focus group from these nominees to participate in the testing. An orientation meeting for the selected focus group teachers will take place in October.

## Next Steps & Timeline

- September: Teachers can express interest in participating. SPS will nominate teachers and begin communication with Alberta Education.
  - October: Alberta Education selects the focus group and holds the orientation meeting.
  - October to January: Field testing will be underway, including professional learning sessions and ongoing focus group meetings.
- ★ **Goal 2** ▾ Sturgeon Public Schools has finalized its 2025/26 Assessment Timeline, which outlines the provincial literacy and numeracy screening requirements. This information will be shared with schools as a Google Document, with a PDF version also available. A key change this year is that Grade 4 teachers will no longer be required to administer the literacy screener, as the tool has been in use for three consecutive years and is no longer yielding reliable data at that grade level.

For the 2025/26 school year, literacy and numeracy screeners will be administered to students in Grades 1 through 4. Schools will enter the resulting data into the VRETTA platform. To support this process, a designated staff member from each school was expected to register for a professional development session led by Alberta Education. A standardized parent letter template has also been provided to support school communication with families about the assessments.

- ★ At the start of the school year, principals were informed of updates to the Educational Assistant (EA) Coaches' roles and assignments. The EA Coaches, under Learning Services, provide training, mentorship and direct support to EAs working with students with complex needs, and assist in transitions into Early Childhood Education (ECE) classes. The EA Handbook and additional resources such as The Assessment of Basic Language and

Learning Skills-Revised (ABLLS-R) and Assessment of Functional Living Skills (AFLLS) guides, were shared to support staff.

- ★ As part of the Collegiate grant funding commitment, efforts were made to ensure all students in grades 7–12 were using MyBlueprint to track their academic and career progress. The Division Principal, Director of Curriculum & Instruction and the Collegiate Lead Teacher collaborated to guarantee student access and planned to connect with schools to support effective implementation for both teachers and students.

### **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 September 2025 edition (back-to-school issue) highlighted themes such as accommodation of student learning needs, vexatious-litigant proceedings involving parents, professional-boundary expectations and pitfalls of using personal cell phones to communicate with students, potential vicarious liability for school boards and jurisdictional considerations in labour-relations disputes.
- ★ In recognition of Fetal Alcohol Spectrum Disorder (FASD) Awareness Month this September, Alberta Education and Childcare shared a message encouraging schools to promote awareness and education around FASD. With International FASD Day observed on September 9, the 2025 theme “Everyone Plays a Part: Take Action!” highlights the importance of collective efforts in creating an inclusive and supportive environment for individuals with FASD. Staff were encouraged to complete [CanFASD’s free online training](#) (Levels 1 and 2). Additional resources and events are accessible online to support awareness and learning.
- ★ On September 15, 2025, all school staff across the Division gathered at Sturgeon Composite High School for a full-day Division Professional Development (PD) event. The day began with opening remarks from the Superintendent and senior leaders, followed by a presentation from Unplugged Canada and their newest partners, the Institute of Child Psychology and the Zebra Child & Youth Advocacy Centre. After the presentation, all school teams spent time reflecting on the information, the impact in schools and discussing “what next”. In the afternoon, School Office Administrative Assistants and Office Clerks who use SchoolEngage participated in a dedicated hands-on training session with the Applications team, focusing on the next phase of SchoolEngage, particularly write-backs at the school

level. The event provided a valuable opportunity for learning, collaboration and system-wide alignment.

- ★ At the beginning of September, the Superintendent participated in an online meeting with her mentor from the Educational Research Development & Innovation (ERDI), marking her first year of involvement with the organization. This exclusive mentorship opportunity is designed to be beneficial for her ongoing leadership development.
- ★ On September 26, the Superintendent will attend the first CASS Zone 2/3 meeting of the school year, engaging with colleagues from across the region to collaborate on educational leadership priorities.
- ★ The Beginning Teachers Conference is scheduled for September 26 and 27, 2025, in Edmonton. Online registration opened on May 31 and is available to teachers in their first two years of classroom teaching who have not previously attended, as well as those new to teaching in Alberta. The conference includes keynote addresses, breakout sessions, networking opportunities and professional learning focused on supporting early-career teachers.

### **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.

- ★ This year, the Superintendent is serving on the planning committee for the Alberta Rural Education Symposium (ARES). The first planning meeting took place on September 12, in preparation for the 2026 conference scheduled for March.
- ★ Collegiate programming began in several areas this year. SCHS CTS teachers started offering apprenticeship credits in Mechanics, Welding and Construction Tech, while planning and pricing for facility enhancements also commenced. Aviation programming is in development for semester two, with classes set to take place at Villeneuve Airport, where shop space will be converted into classrooms. Additionally, the Building Futures program launched successfully, with students actively engaged in hands-on construction work from the first day.





- ★ **Goal 1** ▾ An Administrative Council meeting was held on September 17, bringing together principals, vice principals, directors, managers and the senior executive team.
  - Key topics included: Labour Action Contingency Plans, Understanding How we are Funded, Updated School Library Standards, Unplugged Canada, Collaborative Data Analysis and Truth and Reconciliation and Indigenous Understanding.
- ★ **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.

- ★ The Division will observe Truth and Reconciliation Week from September 24-29, offering activities to educate students, staff and the community on Indigenous history, residential schools and reconciliation. This supports the Division's commitment to reconciliation and inclusive education.
- ★ Orange Shirt Day will be recognized on September 29 to honour Indigenous peoples affected by residential schools and raise awareness of their lasting impact. The Superintendent will participate, showing a commitment to reconciliation and supporting Indigenous education and cultural understanding.
- ★ The Indigenous Education Hub's September focus is the "History and Legacy of Residential Schools." Resources and activities for different grade levels are available to help educators integrate this topic into classroom learning.
- ★ Schools and Central Office will be closed on September 30 for the National Day of Truth and Reconciliation, a Board-directed holiday. This closure honours the history and impact of residential schools, supporting the Division's commitment to reconciliation and providing time for reflection and learning.
- ★ Schools will continue to designate a Call to Action Lead Teacher responsible for regularly sharing Truth and Reconciliation-related information with staff, either through standing staff meeting agenda items or other consistent formats. As discussed at the June 2025 Admin Council, new Alberta Education reporting requirements tied to the First Nations, Métis and Inuit Grant were introduced. School authorities must now report on the total funding received, the activities undertaken to support the Truth and Reconciliation Commission's

recommendations and the impact of these efforts on First Nations, Métis and Inuit student outcomes using local and provincial measures.

### **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.

- ★ Sturgeon Public Schools has established a [Labour Action Updates](#) page to keep families and staff informed regarding the current ATA labour action. As communicated in the latest update, strike action is scheduled to begin on October 6, 2025, unless a settlement is reached. The Division remains committed to transparency and timely communication and will continue to provide updates through email and the dedicated webpage.
- ★ The Associate Superintendent of Human Resources shared updated evaluation and supervision documents with principals, including revised guides for certificated staff, new evaluation guides for CUPE and GEC support staff and updated templates for principals, vice principals and teachers. Principals were instructed to review these documents for key timelines and processes.
- ★ On August 16, 2024, school administrative assistants received detailed training on Alberta Education's Student Information System (SIS) requirements regarding registration and re-enrolment forms. The training covered mandatory documentation such as verified registration forms with legal names and signatures, proof of residency or citizenship, legal guardianship or court orders and annual Aboriginal self-identification. Admin assistants were also informed about monitoring visa expiry dates and obtaining signed K-12 Non-Resident Agreements for applicable students, ensuring compliance with enrolment eligibility each school year.
- ★ The Division has transitioned to using Amazon Business for all purchasing needs. As a result, Prime memberships will no longer be reimbursed and staff were instructed to remove Sturgeon Visa cards from personal Amazon accounts. Personal Amazon accounts are not to be used for any Division-related purchases.
- ★ Prior to the start of the school year, information regarding bus evacuation drills was shared, including a new requirement for each bus to confirm that the child check system is operational. This update was also communicated at the transportation start-up meeting with bus operators and contractors. During drills, school staff assisting with the process must verify the system's functionality, reinforcing the Division's commitment to student safety during School Bus Safety Week.
- ★ Alberta Education released the Summer Update of the [2025/26 Funding Manual](#) on August 21. The update includes revised rate tables and adjustments to the Distance Education

Non-Primary Grant. For 2025/26, Learning Support Funding rates have been increased by 2.32% and various Program Supports and Services grant rates have been increased by an additional 2.68%, resulting in a combined 5% increase over 2024/25 rates.

- ★ In August, the Facilities team shared updates to the work order process to improve overall efficiency. The changes included a new written procedure, mandatory fields required to submit a work order and enhanced expectations for timelines and communication from facilities staff. These updates aimed to streamline operations and improve service responsiveness across the Division.
- ★ The technical team completed several key projects over the summer, including:
  - The PowerSchool SIS Core Upgrade and new user interface were successfully implemented over the summer to ensure continued use of the system. The technical team is actively monitoring for any lingering issues.
  - The Division completed a major transition from Microsoft Outlook to Gmail for all staff. While most of the project is complete, some systems, like PowerSchool and scan-to-email are still using Microsoft email and are scheduled for full transition by the end of September.
  - The SCHS computer lab was upgraded to Windows 11, while Redwater's lab remains pending due to construction, with completion expected by the end of September.
  - Approximately 85% of staff have been upgraded to Windows 11. Redwater staff will be upgraded in September, with Central Office and some school office staff to follow shortly after.
  - The Division standardized Wi-Fi equipment across schools. Upgrades are still needed in some gymnasiums and will be completed after lift training for technical staff is completed.
  - Integration of student data with Public School Works has faced challenges due to vendor delays. The team is awaiting confirmation that recent configuration changes are successful.
  - A custom application was developed to allow school staff to reset student passwords without submitting IT tickets. This tool has been introduced to Administrative Assistants.
  - Efforts to upgrade the phone system to meet new vendor email requirements were delayed by several roadblocks. Completion is now targeted for mid-September.
- ★ At the August Admin Council, school leadership was informed of key updates to Administrative Procedures prompted by new provincial legislation and ministerial directives. These included the Education Amendment Acts (Bill 27 and Bill 51), the Fairness and Safety in Sport Act (Bill 29), and Ministerial Order #030/2025 on School Library Standards. The mandates introduced new requirements such as parental consent for name/pronoun use and certain instructional content, restrictions on sports team participation based on biological sex and new standards for library content and access. In response, Sturgeon



Public Schools updated several Administrative Procedures to ensure alignment with these mandates and to support safe, inclusive and legally compliant learning environments.

- September Admin Council, school leadership worked through the updates to MO#30/2025 - [Ministerial Order on the Selection, Availability, and Access of School Library Materials](#).

- ★ On August 24, 2025, all parent communication regarding student transportation was completed by bus operators and contractors. This ensured families were informed about routes, times and expectations before the start of school.
- ★ Sturgeon Public Schools is launching a new online safety training program, PublicSchoolWORKS, to further strengthen the Division's commitment to safe, healthy and supportive learning environments. This program complements, but does not replace, the existing Hour Zero Emergency Preparedness Program. All staff have been assigned the required training modules that must be completed as part of both regulatory compliance and the Division's ongoing safety priorities.

PublicSchoolWORKS offers several user-friendly features, including automatic course tracking, reminder notifications and compliance reporting accessible to both school Principals and the Division Office. Staff are encouraged to begin by watching the orientation video and logging into the system. Support is available through school supervisors or by contacting the Division safety team directly.

- ★ On August 25, 2025, schools received detailed student bus information. This included route assignments and transportation schedules, allowing school staff to support students and families effectively at the start of the school year.
- ★ New expectations were added to AP728 (Training of SPS Staff in TCIS), effective immediately. All school administrators are now required to maintain active TCIS certification, which includes annual refresher assessments and six hours of content review. Each school must have at least 20% of staff trained in TCIS, with a minimum of three staff fully trained in safety and physical interventions. Additionally, any staff working with students experiencing significant dysregulation must be trained in safety interventions. All CUPE staff will also be offered safety intervention training during a designated PD day, regardless of TCIS certification.
- ★ Human Resources has provided updated phone lists for Central Office and schools, along with emergency contact cards for the 2025-2026 school year, ensuring accurate and current contact information for effective communication across departments.
- ★ Schools were asked to submit the names of their Health & Safety Representatives to the Director of HR prior to September 15th. Each school was required to designate one

representative from ATA and one from CUPE, with the stipulation that Principals and Vice Principals could not serve in these roles.

- ★ The Hour Zero program is the Division's online School Emergency Preparedness initiative. All employees must complete the required training courses, which include:
  - School Emergency Plan Overview
  - AB Violence and Harassment Awareness
  - OHS Awareness for Alberta Schools
  - WHMIS AwarenessEmployees will receive monthly emails for any additional training. Personal information must be updated by September 30, 2025.
- ★ [AP435 - Employee Expense Claims and Reimbursement](#) was recently shared with all employees by the Associate Superintendent of Corporate Services. The updated procedure includes revisions aimed at improving clarity and ensuring alignment with current practices and expectations. Employees are encouraged to review the changes to ensure compliance moving forward.
- ★ Central Office is implementing the Invoice Entry Web (IEW) system division-wide after its successful use in several schools. IEW, a module within Atrieve, enables team members to directly enter invoices and expense claims, which are then routed for approval and forwarded to Accounts Payable for processing. This eliminates manual processes, enhances efficiency and improves transparency. Training and support materials will be provided to ensure a smooth transition, with full implementation occurring in the coming weeks.
- ★ To support ongoing efforts to streamline financial operations, the General Ledger (GL) accounts have been updated for the 2025/26 school year. These updates aim to simplify GL coding and ensure accuracy. Staff are encouraged to consult the Budget Manager Inquiry tool for the latest list of active GL accounts.
- ★ By the end of September, the Student Accident Reporting system was rolled out through Public School Works. This online platform enabled staff to enter student accident reports efficiently. A training module was assigned and during the September 15, 2025, PD day, staff worked with Administrative Assistants to review and understand the system.
- ★ Beginning in September, the Superintendent, along with the Associate Superintendent of Corporate Services, Division Principal, Director of Facility Services and the Principal of Morinville Public School, has participated in weekly meetings with Government of Alberta officials to initiate discussions on the redesign of Morinville Public School.

- ★ Between September 15 and October 15, 2025, Transportation held start-up meetings with bus contractors to review procedures, address questions and reinforce expectations for the school year. These meetings were scheduled in coordination with each contractor.
- ★ **Goal 1** ▾ Between September 19 and 26, Learning Services staff planned to visit schools to discuss individual student needs and required supports directly with school teams.
- ★ On Friday, September 19, 2025, the Division held its first formal Communications Training Day to support school-based staff responsible for communications tasks. The session covered key topics such as using Canva and Rally, streamlining workflows with ChatGPT, effectively managing Instagram and Facebook and handling online community interactions. The focus was on training the staff member primarily responsible for the school website, typically the Admin Assistant, rather than those handling only social media. Schools were asked to confirm attendees by September 5 and sub coverage was provided by the Communications team when needed.
- ★ School administrators were instructed to finalize and submit their September monthly enrolment counts to the Data Coordinator by 11:00 a.m. on Monday, September 29, 2025, in preparation for the final submission to Alberta Education on October 2, 2025. After this deadline, no changes to enrolment data are permitted until official confirmation is provided. Admin Assistants were briefed at the August 20th meeting and were asked to save Audit Attendance Reports for specific dates: October 1st (covering September 29th and September 1–29) and November 3rd (covering October).
- ★ Alberta Education and Childcare's Low Incidence Supports & Services (LISS) Unit has opened referrals for the 2025-26 Travelling Low Vision Clinics (TLVCs), with a confirmed clinic in Edmonton on November 18. TLVCs are mobile, multidisciplinary assessments that support K–12 students with complex low vision needs by offering educational programming recommendations. Each clinic includes experts such as ophthalmologists, optometrists, assistive technology and mobility specialists, and CNIB representatives. Referrals must be coordinated through a Teacher of the Visually Impaired (TVI) and both a referral form and a family questionnaire are required. A full information package is available for schools to share with families and team members.
- ★ New Epi-Pens were distributed to schools in September. Staff were asked to return any Epi-Pens expiring in September 2025 so they could be sent back to the pharmacy.
- ★ The Atrieve system was updated to allow teachers to pre-book substitute teachers. Teachers were required to confirm availability with the substitute before entering their absence into the system.

- ★ The Division successfully secured Dual Credit Grant funding for the 2025-2026 school year, receiving an Enhancement Grant for the Redwater Foods Lab and a startup grant to support an Aboriginal Studies partnership with the University of Alberta and a Design Studies, Architecture course with Athabasca University.

### 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.

- ★ On September 8, 2025, school leadership received an update regarding the [Ministerial Order on the Selection, Availability, and Access of School Library Materials](#). Following a pause in implementation earlier this month, updated standards were released to clarify expectations and address concerns. The revisions emphasized protecting students from explicit sexual content while maintaining access to educational and classic literary works. Changes included a focus on visual depictions, improved definitions, greater flexibility for schools and teachers and a new implementation deadline of January 5, 2026. Additionally, school authorities are required to submit a list of materials they intend to remove by October 31, 2025.
- ★ In September, the Superintendent met with fellow members of the CASS Zone 2/3 Executive team to begin planning for the first meeting of the 2025-2026 school year. As the Secretary for this year, the Superintendent plays an active leadership role in supporting collaborative planning, with the first meeting scheduled for September 26.
- ★ On September 12, the Superintendent attended a webinar titled "Strike-Related Issues Relating to School Board Trustees," led by legal experts Teresa Haykowsky, K.C. and James Lingwood. The session provided a school board management perspective on preparing for and responding to teacher strikes, covering legal processes, communications, operational impacts and protocols for managing picket lines. The webinar was aimed at central office personnel, superintendents and trustees.
- ★ 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. Candidates for the 2025 election are now listed on the site, providing transparency and helping the public stay informed. 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.
- ★ 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. Specific Areas of Responsibility:

Administration is prepared to respond to questions at the September 24, 2025, Public Board meeting.

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

Not applicable.



**Date:** September 24, 2025 **Agenda Item:** 8.4

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

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

**Subject:** **Administrative Procedure 200: Process for Policy Work**

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**Background:**

Administrative Procedure 200: Process for Policy Work was originally developed to provide a step-by-step framework for policy development within Sturgeon Public Schools. At the time of its creation, Board Policy 9: Policy Development was narrower in scope and the AP served as a supporting document to clarify roles and responsibilities for both the Board and Administration.

Since then, Policy 9 has been comprehensively rewritten and updated (September 2025). The revised policy now clearly outlines the entire process for policy development, review, consultation, approval and rescission. This includes initiation, planning, stakeholder engagement, accountability and reporting. The level of detail now contained in Policy 9 eliminates the need for a companion administrative procedure.

**Rationale for Rescission:**

- Redundancy: The majority of content in AP200 duplicates what is already stated in Policy 9.
- Clarity of Governance vs. Administration: Policy 9 now fully establishes the governance framework for policy development. Retaining AP200 risks confusion between Board authority and administrative procedure.
- Efficiency: Removing AP200 reduces duplication and ensures a single, authoritative source, Policy 9, for guiding policy work.
- Consistency: References to AP200 within Policy 9 were updated to clarify that the Superintendent will coordinate the administrative processes required for stakeholder engagement and consultation.

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

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

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



**COMPETENCY:**

(7) Supporting Effective Governance

**INDICATORS:**

f. supporting the board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms;  
g. implementing board policies and supporting the regular review and evaluation of their impact; and  
k. supporting the board in its engagement with the school community to develop a vision of a preferred future for student success.

**Governance Implications:****Board Procedures Regulation**

Policies and procedures

4 The board must

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

**Policy 2: Role of the Board**

Governance and Organization

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 September 24, 2025, Public Board meeting.

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

1. Administrative Procedure 200: Process for Policy Work



## **200: Process for Policy Work**

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**Responsible Administrator: Superintendent**

### **PURPOSE**

A process for policy development is required in order for Sturgeon Public Schools to ensure an effective and efficient governance the public trust that is public education.

### **PROCEDURE**

1. The requirement to revise or create a new policy is identified by the Board of Trustees or the Superintendent.
2. Administration researches legal or regulatory information to the proposed revisions or new policy.
3. Administration develops a draft document of the policy for review.
4. The draft policy and/or revisions are recommended to the Board for consideration and direction.
5. Administration forwards the revised or new draft policy to appropriate stakeholders for input, as directed by the Board.
6. Input from appropriate stakeholders is considered and a final version is drafted.
  - 6.1 Administration reviews any input collected.
  - 6.2 Administration develops the final draft.

6.3 The final draft is forwarded to the Board of Trustees for discussion and direction.

## **References:**

Policy 9: Policy Development

## **History**

2020 Jan 29 Initial Approval

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**Administrative Procedures II. School Board Governance and Operations**

**Date:** September 24, 2025 **Agenda Item:** 8.5

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

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

**Subject:** **Administrative Procedure 435: Employee Expense Claims and Reimbursement**

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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.

Employee Expense Claims and Reimbursement provides a framework of accountability and rules to guide the effective oversight of public resources in the reimbursement and payment of travel, meals, hospitality and other expenses and allowances not addressed by regulations under the Public Service Act.

The revision to Administrative Procedure 435: Employee Expense Claims and Reimbursement, as well as AP435: Employee Expense Claims and Reimbursement- Exhibit 1 - Mileage Chart and AP435 -Employee Expense Claims and Reimbursement: Exhibit 2 - Employee Expense Form, were undertaken as part of the regular review schedule and to align with the Travel, meal and hospitality expenses policy. These changes enhance clarity and streamline processes.

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

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

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

**COMPETENCY:**

(7) Supporting Effective Governance

**INDICATORS:**

e. ensuring that the board's fiscal and resource management is in accordance with all statutory, regulatory and board requirements.

**Governance Implications:****Education Act**

Superintendent of schools

222(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.

**Government of Alberta Travel, Meal and Hospitality Expenses Policy**

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.

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

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

39. Within the context of the strategic plan, approve budget assumptions and establish priorities at the outset of the budget process.

**Admin Procedure 425: Purchasing Authority and Procedure**

All purchases fall within the framework of budget limitations and shall be consistent with good purchasing practices and the approved educational goals and programs of the Division.

**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 September 24, 2025, Public Board meeting.

**Attachment(s):**

1. AP435: Employee Expense Claims and Reimbursement - Clean Version
2. AP435: Employee Expense Claims and Reimbursement - Tracked Changes
3. AP435: Exhibit 1 - Mileage Chart
4. AP435: Exhibit 2 - Employee Expense Form

## **Administrative Procedure 435**

# **Employee Expense Claims and Reimbursement**

**1659538800**

**Responsible Administrator: Associate Superintendent Corporate Services**

### **PURPOSE**

Sturgeon Public Schools acknowledges that system personnel may incur additional expenses in completing their assigned duties. Employees may be reimbursed for authorized expense claims.

This Administrative Procedure provides a framework of accountability and rules to guide the effective oversight of public resources in the reimbursement and payment of travel, meals, hospitality, and other expenses and allowances not addressed by regulations under the Public Service Act. This Administrative Procedure ensures fair and reasonable practices and that individuals are appropriately reimbursed for costs incurred on Sturgeon Public School Division Business.

Both Claimants and Approvers shall take the following principles into account in determining whether to make claims for and authorize reimbursement and allowances:

1. Taxpayer dollars are to be used prudently and responsibly with a focus on accountability and transparency.
2. Reasonable effort should be made to ensure incurred expenses are at minimum cost to the Division.
3. All claims must support Division business.
4. Prior approval to incur expenses is obtained
5. Claims should be properly explained and documented, reasonable and appropriate

### **PROCESS**

School system personnel who incur expenses in carrying out their authorized duties shall be reimbursed by the Division upon submission of a properly completed and approved employee expense reimbursement form with such supporting receipts as may be required. Such expenses shall be within budgetary allocations for the specific type of expense.

### **PROCEDURE**

#### **1. General Guidelines:**

1.1 The supervisor must approve all expenses incurred with respect to the purchase of goods or services

1.1.1 It is recommended that personal credit cards are not to be used for the purchase of goods and services when a Division purchasing card (**P-Card**) is available. The use of a Division purchasing card provides tracking capabilities and can assist in negotiating reduced prices for the Division. However, a P-Card should not be used when mileage rates or per diem rates apply.

1.1.2 Employees and supervisors are responsible for ensuring that items paid on P-Cards are not submitted on an AP 435: Employee Expense Claims and Reimbursement - Exhibit 2 - Employee Expense Form.

1.1.3 All purchasing must adhere to Administrative Procedure 425: Purchasing Authority and Procedure.

1.2 The Division will reimburse employees for fair and reasonable travel, accommodation, and subsistence expenses while on approved business

1.3 Employees must submit a completed and approved [AP 435: Employee Expense Claims and Reimbursement - Exhibit 2 - Employee Expense Form](#) with supporting documentation, to Accounts Payable personnel in order to be reimbursed

1.4 Reimbursement claims must be supported with appropriate receipts and descriptions, indicating the nature of the expense.

1.4.1 Receipts are to indicate:

1.4.1.1 The vendor

1.4.1.2 A detailed description of the items purchased

1.4.1.3 Contact information of the vendor, including GST Registration number; and

1.4.1.4 If a meal is purchased or hosting is provided for a group meeting, the purpose of the meeting and a list of attendees

1.5 AP 435: Employee Expense Claims and Reimbursement - Exhibit 2 - Employee Expense Form must be submitted within thirty (30) calendar days of the end of the month in which the expense was incurred

1.5.1 Expense claims will be processed with rates in effect at the time of receipt by Accounts Payable personnel.

1.5.2 AP 435: Employee Expense Claims and Reimbursement - Exhibit 2 - Employee Expense Form submitted after thirty (30) calendar days of the end of the month in which the expense was incurred, may be reimbursed, subject to the approval of the Associate Superintendent of Corporate Services or designate.

1.5.3 AP 435: Employee Expense Claims and Reimbursement - Exhibit 2 - Employee Expense Form submitted after September 30 of the current school year, for expenses incurred prior to September 1 of the current school year, will not be reimbursed, unless otherwise approved by the Associate Superintendent of Corporate Services or designate.

1.6 Rates identified in this Administrative Procedure are outlined in the Government of Alberta Travel, Meal and Hospitality Expenses Policy.

1.7 Claims under this Administrative Procedure will be charged to the site budget for which the travel was required. Supervisors shall ensure there is a sufficient budget allocated for travel expenses.

1.8 Employees travelling outside of the province or Canada, on Division business, shall receive prior approval from their immediate supervisor and the Superintendent

## **2. Accommodations Expenses:**

2.1 The Division will reimburse for accommodations as follows:

2.1.1 Accommodation will be reimbursed at cost and must be supported by receipts. Fiscal restraint is to be exercised in accommodation arrangements; or

2.1.2 An allowance of thirty dollars (\$30.00) per night will be paid for the use of private accommodation.

## **3. Meal Expenses:**

3.1 Reasonable and appropriate meal expenses may be reimbursed. You may incur a meal expense when you are on Board business and you:

3.1.1 are outside the Division over a normal meal period, or

3.1.2 have prior approval for the expense (e.g. a business meeting within the Division that must occur over a meal period).

3.2 Individual employees are required to use the per diem rates, unless otherwise approved by the Associate Superintendent of Corporate Services:

3.2.1 Breakfast the per diem of \$13.00

3.2.2 Lunch the per diem of \$18.00

3.2.3 Dinner the per diem of \$28.00

3.2.4 The reimbursement for breakfast may be claimed if the employee is away from home prior to 0700 hours; and dinner if the employee does not arrive home until after 1900 hours



3.3 Actual meal receipts can be used while hosting is provided for a group business meeting:

3.3.1 Original, itemized receipts are required, and reimbursement must not exceed the actual amount spent.

3.3.2 The purpose of the meeting and a list of attendees.

3.3.3 Voluntary service tipping is not to exceed eighteen percent (18%) or twenty percent (20%) when there is a group of eight individuals or more.

3.3.4 Alcohol cannot be claimed and will not be reimbursed.

#### **4. Travel & Mileage Expenses**

4.1 Reimbursement for expenses incurred through the use of personal vehicles while on business shall be at the Division Kilometre Rate.

4.1.1 A travel allowance for the use of a personal automobile will be paid at a Division rate of \$0.57 Per Kilometre travelled as outlined on the Government of Alberta Travel, Meal and Hospitality Expenses Policy. Employees claiming the kilometre rate reimbursement for the use of personal vehicles shall be subject to the following:

4.1.1.1 Employees are responsible for the insurance coverage on their own vehicle, including any cost for additional coverage required for vehicle use while on Division business;

4.1.1.2 Expenses incurred for travel between an employee's residence and his/her designated workplace will not be reimbursed by the Division; and

4.1.1.3 Travel distances are to be calculated from the employee's designated workplace, on a return route for any distance **more than ten (10) Kilometres**. Unless prior approval has been given by the Associate Superintendent Corporate for exceptional circumstance

4.1.1.3.1 Standard per-kilometre distances between schools have been established and are to be applied when seeking reimbursement of approved expenses. Claims shall be calculated as determined year-to-year per [AP435: Employee Expense Claims and Reimbursement - Exhibit 1 - Mileage Chart](#)

4.1.1.3.2 If a location is not listed on AP435: Employee Expense Claims and Reimbursement - Exhibit 1 - Mileage Chart, Mileage shall be supported by a Google Map printout of the route taken with the kilometres travelled. The shortest distance available should always be used.

4.1.2 Should employees prefer to use a private vehicle to travel to areas serviced by airlines, they will be paid at the established rate per kilometre or at the cost of the same trip by regular economy airfare plus the cost of ground transportation, whichever is lower. Unless otherwise approved by the Associate Superintendent of Corporate Services or designated for exceptional circumstances.

4.1.3 Should employees prefer to use a rental vehicle to travel instead of their own vehicle, they will be paid at the established rate per kilometre or the cost of the rental vehicle plus operating expenses supported by receipts, whichever is lower.

4.1.3.1 Employees who choose to rent a vehicle must also take the vehicle insurance offered by the rental company for damage and liability.

4.1.4 Parking fees will be reimbursed at cost and must be supported by receipts.

4.1.5 Travel insurance charges for delays, cancellation and lost baggage will be reimbursed at cost, and must be supported by receipts; but will exclude medical insurance as this is provided through employee benefit plans

4.1.6 The purchase of fuel for personal vehicles is not allowed and should not be charged to an employee's division credit card. Mileage rates will be used and applied.

4.2 Employees who are required to travel between schools during the school day are eligible to claim travel allowance following prior approval of their supervisor.

4.3 Employees and Supervisors have a responsibility to create a work schedule that meets student-learning needs and takes into consideration prudent financial decisions.

4.4 On Division professional development days, where the work site is not at the school, the designated site becomes the place of work; therefore, mileage is not eligible to be claimed.

4.5 This Administrative Procedure applies to casual employees who are hired to replace a regular employee with the same assigned duties who are eligible for mileage reimbursement.

4.6 This Administrative Procedure does not apply to employees who accept positions for two regular employees in different schools or assignments with two assigned locations.

## **References:**

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

[Admin Procedure: 425 Purchasing Authority and Procedure](#)

Superintendent of Schools Regulation 98/2019

Government of Alberta Travel, Meal and Hospitality Expenses Policy

[AP 435: Employee Expense Claims and Reimbursement - Exhibit 1 - Mileage Chart](#)

[AP 435: Employee Expense Claims and Reimbursement - Exhibit 2 - Employee Expense Form](#)

## **History**

2020 Jan 29 Initial Approval

2021 Jan 29 Amended

2024 Mar 20 Amended

2025 Sep 02 Amended

## **Administrative Procedure 435**

# **Employee Expense Claims and Reimbursement**

**1659538800**

**Responsible Administrator: Associate Superintendent Corporate Services**

### **PURPOSE**

Sturgeon Public Schools acknowledges that system personnel may incur additional expenses in completing their assigned duties. Employees may be reimbursed for authorized expense claims. This Administrative Procedure provides a framework of accountability and rules to guide the effective oversight of public resources in the reimbursement and payment of travel, meals, hospitality, and other expenses and allowances not addressed by regulations under the Public Service Act. This Administrative Procedure ensures fair and reasonable practices and that individuals are appropriately reimbursed for costs incurred on Sturgeon Public School Division Business.

Both Claimants and Approvers shall take the following principles into account in determining whether to make claims for and authorize reimbursement and allowances:

1. Taxpayer dollars are to be used prudently and responsibly with a focus on accountability and transparency.
2. Reasonable effort should be made to ensure incurred expenses are at minimum cost to the Division.
3. All claims must support Division business.
4. Prior approval to incur expenses is obtained
5. Claims should be properly explained and documented, reasonable and appropriate

### **PROCESS**

School system personnel who incur expenses in carrying out their authorized duties shall be reimbursed by the Division upon submission of a properly completed and approved employee expense reimbursement form with such supporting receipts as may be required. Such expenses shall be within budgetary allocations for the specific type of expense.

### **PROCEDURE**

#### **Expenses:**

- ~~1. Claims for reimbursement of expenses should be submitted promptly within ten (10) calendar days of the reporting period cut-off. Each reporting period, in any given month is from the 19th of the prior month to the 18th of the current month. For example, in November, the current reporting period is October 19th to November 18th, and the reviewed and approved expense claim is due to Accounts Payable by November 28th. The only exception to this rule would be at fiscal year-end, August 31st, at which time we should aim to refrain from incurring out-of-pocket expenses during the period of August 19th to August 31st.~~
- ~~2. Approved expenses will be reimbursement for the following activities:~~
  - ~~2.1 Supervision of both extra-curricular and co-curricular activities, when such attendance has been approved by the Principal, Superintendent or designate.~~
  - ~~2.2 Other activities carried out by employees in the performance of their duties, eg. travel to medical facilities, necessary pickups and deliveries and home visits, when such attendance has been approved by the Principal, Superintendent or designate.~~
- ~~3. Approved expenses will be paid at the following rates:~~

~~3.1 Actual distance traveled in Alberta in the employee's vehicle, at the approved \$0.55 Per Kilometre travelled as outlined on the Government of Alberta Travel, Meal and Hospitality Expenses Policy.~~

~~3.2 Actual expenses for travel incurred by means other than the use of the employee's vehicle -- receipts required.~~

~~3.3 Actual accommodation and meal expenses with receipts.~~

~~3.4 \$13.00 for breakfast, \$17.00 for lunch and \$27.00 for dinner where receipts are not available.~~

~~3.5 Standard per kilometer distances between schools, Morinville locations and Edmonton have been established and are to be applied when seeking reimbursement of approved expenses. A chart showing these distances is attached.~~

#### **Mileage**

~~4. All mileage charges must be approved by the Principal /Supervisor for approved activities.~~

~~4.1 Mileage claims - operational days: (above normal miles travelled in a day)~~

~~4.1.1 from school to school shall be calculated as determined year-to-year per AP435 Appendix A - Mileage Chart.~~

~~4.1.2 from school to place of required activity shall be calculated from school to place of activity.~~

~~4.2 Mileage claims - non-operational days:~~

~~4.2.1 from home to place of activity shall be calculated from home to place of activity.~~

~~5. On Division professional development days, where the work site is not at the school, the designated site becomes the place of work, therefore mileage is not eligible to be claimed.~~

~~6. Employees who are required to travel between schools during the school day are eligible to claim travel allowance following prior approval of their supervisor.~~

~~7. Mileage claims for employee travel to their first worksite of the day are not eligible for reimbursement.~~

~~8. Mileage claims for employee travel from their last worksite of the day are not eligible unless their travel placed them farther from home than the distance from their home to their first worksite of the day. In these circumstances, the employee may claim the distance between their last worksite of the day and their first worksite of the day.~~

~~9. Employees are not eligible for travel expenses if their work site location alternates on different days. Employees are responsible for getting to their first worksite of the day.~~

~~10. Employees and Supervisors have a responsibility to create a work schedule that meets student learning needs and takes into consideration prudent financial decisions.~~

~~11. Claims for travel shall be submitted by the Employee for reimbursement, in accordance to Article 1 of this Administrative Procedure.~~

~~12. The Expense Claim Form shall be approved by the Supervisor of the site responsible for the expense.~~

~~13. Claims under this Administrative Procedure will be charged to the site budget for which the travel was required. Supervisors shall ensure there is a sufficient budget allocated for travel expenses.~~

~~14. This Administrative Procedure applies to casual employees who are hired to replace a regular employee with the same assigned duties who are eligible for mileage reimbursement.~~

~~15. This Administrative Procedure does not apply to casual employees who accept positions for two regular employees in different schools.~~

**AP435 Appendix A - Mileage Chart**  
**Form 435-01 - Employee Expense Form**

General Guidelines:

1.1. The supervisor must approve all expenses incurred with respect to the purchase of goods or services

1.1.1. It is recommended that personal credit cards are not to be used for purchase of goods and services when a Division purchasing card (P-Card) is available. The use of a Division purchasing card provides tracking capabilities and can assist in negotiating reduced prices for the Division. However, a P-Card should not be used when mileage rates or per diem rates apply.

1.1.2. Employees and supervisors are responsible for ensuring that items paid on P-Cards are not submitted on a Expense Reimbursement Claim Form (Form 435-01)

1.1.3. All purchasing must adhere to Administrative Procedure 425: Purchasing Authority and Procedure.

1.2. The Division will reimburse employees for fair and reasonable travel, accommodation, and subsistence expenses while on approved business

1.3. Employees must submit a completed and approved Expense Reimbursement Claim Form (Form 435-01) with supporting documentation, to Accounts Payable personnel in order to be reimbursed

1.4. Reimbursement claims must be supported with appropriate receipts and descriptions, indicating the nature of the expense.

1.4.1. Receipts are to indicate:

1.4.1.1. The vendor

1.4.1.2. A detailed description of the items purchased

1.4.1.3. Contact information of the vendor including GST Registration number; and

1.4.1.4. If a meal is purchased or hosting is provided for a group meeting, the purpose of the meeting and a list of attendees

1.5. Expense Reimbursement Claims (Form 435-01) must be submitted within thirty (30) calendar days of the end of the month in which the expense was incurred

1.5.1. Expense claims will be processed with rates in effect at the time of receipt by Accounts Payable personnel.

1.5.2. Expense Reimbursement Claims (Form 435-01) submitted after thirty (30) calendar days of the end of the month in which the expense was incurred, may be reimbursed, subject to the approval of Associate Superintendent of Corporate Services or designate.

1.5.3. Expense Reimbursement Claims (Form 435-01) submitted after September 30 of the current school year, for expenses incurred prior to September 1 of the current school year, will not be reimbursed, unless otherwise approved by the Associate Superintendent of Corporate Services or designate.

1.6. Rates identified in this Administrative Procedure are outlined in the Government of Alberta Travel, Meal and Hospitality Expenses Policy.

1.7. Claims under this Administrative Procedure will be charged to the site budget for which the travel was required. Supervisors shall ensure there is a sufficient budget allocated for travel expenses.



1.8. Employees traveling outside of the province or Canada, on Division business shall receive prior approval from their immediate supervisor and the Superintendent

2. Accommodations Expenses:

2.1. The Division will reimburse for accommodations as follows:

2.1.1.1. Accommodation will be reimbursed at cost and must be supported by receipts. Fiscal restraint is to be exercised in accommodation arrangements; or

2.1.1.2. An allowance of thirty dollars (\$30.00) per night will be paid for the use of private accommodation

3. Meal Expenses:

3.1. Reasonable and appropriate meal expenses may be reimbursed. You may incur a meal expense when you are on Board business and you:

3.1.1. are outside the Division over a normal meal period, or

3.1.2. have prior approval for the expense (e.g. a business meeting within the Division that must occur over a meal period).

3.2. Individual employees are required to use the per diem rates, unless otherwise approved by the Associate Superintendent of Corporate Services:

3.2.1.1. Breakfast the per diem of \$13.00

3.2.1.2. Lunch the per diem of \$18.00

3.2.1.3. Dinner the per diem of \$28.00

3.2.1.4. The reimbursement for breakfast may be claimed if the employee is away from home prior to 0700 hours; and dinner if the employee does not arrive home until after 1900 hours

3.3. Actual meal receipts can be used while hosting is provided for a group business meeting:

3.3.1. Original, itemized receipts are required, and reimbursement must not exceed the actual amount spent.

3.3.2. The purpose of the meeting and a list of attendees.

3.3.3. Voluntary service tipping is not to exceed eighteen (18%) or twenty per cent (20%) when there is a group of eight individuals or more.

3.3.4. Alcohol cannot be claimed and will not be reimbursed.

4. Travel & Mileage Expenses

4.1. Reimbursement for expenses incurred through the use of personal vehicles while on business shall be at the Division Kilometer Rate.

4.1.1. A travel allowance for the use of a personal automobile will be paid at a Division rate of \$0.57 Per Kilometre travelled as outlined on the Government of Alberta Travel, Meal and Hospitality Expenses Policy. Employees claiming the kilometer rate reimbursement for the use of personal vehicles shall be subject to the following:

4.1.1.1. Employees are responsible for the insurance coverage on their own vehicle, including any cost for additional coverage required for vehicle use while on Division business;

4.1.1.2. Expenses incurred for travel between an employee's residence and his/her designated workplace will not be reimbursed by the Division; and

4.1.1.3. Travel distances are to be calculated from the employee's designated workplace, on a return route for any distance more than ten (10) Kilometres. Unless prior approval has been given by the Associate Superintendent Corporate for exceptional circumstance

4.1.1.3.1. Standard per kilometer distances between schools have been established and are to be applied when seeking reimbursement of approved expenses. Claims shall be calculated as determined year-to-year per AP 435 Appendix A - Mileage Chart

4.1.1.3.2. If a location is not listed on AP 435 Appendix A - Mileage Chart, Mileage shall be supported by a Google Map print out of the route taken with the kilometer traveled. The shortest distance available should always be used.

4.1.2. Should employees prefer to use a private vehicle to travel to areas serviced by airlines, they will be paid at the established rate per kilometer or at the cost of the same trip by regular economy airfare plus the cost of ground transportation, whichever is lower. Unless otherwise approved by the Associate Superintendent of Corporate Services or designated for exceptional circumstance.

4.1.3. Should employees prefer to use a rental vehicle to travel instead of their own vehicle, they will be paid at the established rate per kilometer or the cost of the rental vehicle plus operating expenses supported by receipts, whichever is lower.

4.1.3.1. Employees who choose to rent a vehicle, must also take vehicle insurance offered by the rental company for damage and liability

4.1.4. Parking fees will be reimbursed at cost and must be supported by receipts.

4.1.5. Travel insurance charges for delays, cancellation and lost baggage will be reimbursed at cost, and must be supported by receipts; but will exclude medical insurance as this is provided through employee benefit plans

4.1.6. The purchase of fuel for personal vehicles is not allowed and should not be charged to an employees division credit card. Mileage rates will be used and applied.

4.2. Employees who are required to travel between schools during the school day are eligible to claim travel allowance following prior approval of their supervisor.

4.3. Employees and Supervisors have a responsibility to create a work schedule that meets student-learning needs and takes into consideration prudent financial decisions.

4.4. On Division professional development days, where the work site is not at the school, the designated site becomes the place of work, therefore mileage is not eligible to be claimed.

4.5. This Administrative Procedure applies to casual employees who are hired to replace a regular employee with the same assigned duties who are eligible for mileage reimbursement.

4.6. This Administrative Procedure does not apply to employees who accept positions for two regular employees in different schools or assignments with two assigned locations .

## **References:**

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

[Admin Procedure: 425 Purchasing Authority and Procedure](#)

Superintendent of Schools Regulation 98/2019

Government of Alberta Travel, Meal and Hospitality Expenses Policy

AP 435: Employee Expense Claims and Reimbursement - Exhibit 1 - Mileage Chart

AP 435: Employee Expense Claims and Reimbursement - Exhibit 2 - Employee Expense Form

## **History**

2020 Jan 29 Initial Approval

2021 Jan 29 Amended

2024 Mar 20 Amended

## AP:435 Exhibit 1 - Mileage Chart

Responsible Administrator: Associate Superintendent Corporate Services

Bon Accord	18	39	20	32	30	0*	19	0*	26	13	24	11	32	35	
Camilla	18	26	32	68	66	35	31	37	21	47	36	45	14		35
Colony	23	42	43	69	67	32	42	34	37	45	47	43		14	32
Gibbons	27	47	26	27	25	11	27	10	32	0*	31		43	45	11
Guthrie	26	20	0*	56	54	24	0*	26	38	33		31	47	36	24
Landing Trail	29	49	28	29	27	13	29	12	33		33	0*	45	47	13
Legal	21	40	33	56	54	26	33	25		33	38	32	37	21	26
Lilian Schick	20	41	22	31	29	0*	21		25	12	26	10	34	37	0*
Namao	21	21	0*	51	49	19		21	33	29	0*	27	42	31	19
Oak Hill	18	39	20	32	30		19	0*	26	13	24	11	32	35	0*
Ochre Park	50	69	48	0*		30	49	29	54	27	54	25	67	66	30
Redwater	52	71	50		0*	32	51	31	56	29	56	27	69	68	32
S.C.H.S.	22	22		50	48	20	0*	22	33	28	0*	26	43	32	20
Sturgeon Heights	21		22	71	69	39	21	41	40	49	20	47	42	26	39
CO/ÉMPFS/FWPS		21	22	52	50	18	21	20	21	29	26	27	23	18	18
	CO/ÉMPFS/FWPS	Sturgeon Heights	S.C.H.S.	Redwater	Ochre Park	Oak Hill	Namao	Lilian Schick	Legal	Landing Trail	Guthrie	Gibbons	Colony	Camilla	Bon Accord

\* AP 435 Section 4.1.1.3: Travel distances are to be calculated for any distance more than ten (10) Kilometres.

References:

Board Policy:

[7 Board Operations](#)

September 2025 Administrative Procedure:

[425 Purchasing Authority and Procedure](#)



**AP:435 - Exhibit 2 - Employee Expense Form**

Name: \_\_\_\_\_

Employee #: \_\_\_\_\_

**Do not edit formula cells (highlighted blue)**

[illegible]

**Do not edit formula cells (highlighted blue)**

**TOTAL TO REIMBURSE: \$0.00**

**Certification:**

I hereby certify that the whole of the expenditures were for Division Business and that amounts claimed have not been previously paid to me or on my behalf.

School/Location

Employee Name

**Employee Signature**

Date \_\_\_\_\_

Supervisor Name

**Supervisor Signature**

Date \_\_\_\_\_



**Date:** September 24, 2025 **Agenda Item:** 8.6

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

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

**Subject:** **Administrative Procedure 464: Fees**

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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.

Fees are assessed to students to offset the cost of providing educational and transportation services. Fees shall be utilized for the purpose for which it was obtained. The revisions to Administrative Procedure 464: Fees, as well as Administrative Procedure 464: Exhibit 2 - Fee Waiver Application, were undertaken as part of the regular review schedule. These changes enhance clarity, streamline processes and align the Administrative Procedure with the Fee Waiver Application.

**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> | e. ensuring that the board's fiscal and resource management is in accordance with all statutory, regulatory and board requirements.          |

**Governance Implications:****Education Act**

The Board shall annually approve the type and amount of fees that may be charged by the Division as part of the budget process to ensure effective stewardship of the Board's resources [*Education Act* s. 33(1)(i)].

**School Fees Regulation**

The School Fees Regulation sets out the requirements and limitations related to the fees that a school board is authorized to charge parents of students.

**School Transportation Regulation**

The School Transportation Regulation sets out the requirements respecting student transportation and limits on transportation fees.

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

The Board shall ensure effective stewardship of the Board's resources [*Education Act* s. 33(1)(i)]. Specifically, the Board: 39. Within the context of the strategic plan, approve budget assumptions and establish priorities at the outset of the budget process.

**Board Policy 18: Student Transportation Services**

The Board establishes and operates a student transportation system to provide service to students who reside within the boundaries of the Sturgeon Public School Division to attend their designated school. This service is available to all students within the Division who qualify for this service in accordance with the criteria outlined in the Education Act and Regulations and Board 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 September 24, 2025, Public Board meeting.

**Attachment(s):**

1. AP464: Fees - Clean Version
2. AP464: Fees - Tracked Changes
3. AP464: Exhibit 2 - Fee Waiver Application Clean version
4. AP464: Exhibit 2 - Fee Waiver Application Tracked Changes

## Administrative Procedure 464

# Fees

1692638100

**Responsible Administrator:** Associate Superintendent Corporate Services

## PURPOSE

Fees are assessed to students to offset the cost of providing educational and transportation services. Fees shall be utilized for the purpose which it was obtained

## DEFINITIONS

**School Fees:** shall refer to fees charged by the schools to enhance student learning opportunities; including field trip fees, event fees, student union fees, middle and high school option courses and instrument fees.

**Transportation Fees:** shall refer to fees that are charged for bus services for transportation to and from school. Transportation Fees are located in [Policy 18: Student Transportation Services - Exhibit 1 - Transportation Fee Schedule](#).

**Adult Fees:** shall refer to fees charged to a student who is 20 years of age or older by the start of the school year. The Alberta Government will no longer fund education for students who are 20 years of age as outlined in the Funding Manual and those wishing to acquire a high school diploma (or equivalent) must cover the cost of their education.

**Extra-curricular Fees:** shall refer to fees, charged on a cost recovery basis, for non-curricular items such as sports, clubs, travel, and other non-curriculum programs. Participation in an extra-curricular activity is on a voluntary basis.

**Non-resident Tuition Fees:** shall refer to tuition fees, with respect of an individual who attends a school operated by the board, and who is not a resident student of the board or any other board or the Government, and as legislated in the *Education Act* s. 13(2).

**Designated School:** shall refer to the school, assigned by the Board to a specific geographical area, and as legislated by the *Education Act* (S.10): "Enrolment in school operated by board".

## PROCESS

1.1 No parent shall pay a fee to offset basic educational services, or that is prohibited under provincial legislation, the *Alberta School Fees Regulation*, and the *Alberta School Transportation Regulation*.

1.2 Non-Resident Tuition Fees, Pre-Kindergarten Fees, Dual Credit Fee, Adult Tuition Fee, and High School Equivalency Evaluation are all set annually by the Division in [AP 464: Fees - Exhibit 1 - Fees](#).

1.3 The Principal may assign other fees at the school within the limits set by the Division on a cost recovery basis. Prior to charging the fee, the Principal shall consult with the School Council on the amount and the reason for the fee. This consultation shall:

1.3.1 Ensure the fees are on the School Council agenda to provide all parents with the opportunity to ask questions and provide feedback; and

1.3.2 Provide sufficient information as to the purpose of the fee and its intended use.

1.4 School Fee schedules shall be posted on each school's website and shall clearly define Division Fees and School Fees, in addition to mandatory versus optional fees.

1.5 A student transferring in after the start of the school term or out prior to the end of the school term, may have fees prorated or refunded as applicable. Requests for refunds from families transferring out of the Division during the school year will be assessed based on fee type, usage, and time of year.

1.6 The Principal shall ensure the return of any underutilized fees as specifically levied for an activity or event as prudent to do so.

### **Collection of Fees**

2.1 The Division is responsible for the collection of Transportation Fees and the school Principal or designate is responsible for ensuring the collection of all other fees and proper financial reporting.

2.2 All fees are due within 30 days of receipt. Overdue notices will be sent to parents who have not submitted payments.

2.3 A notice will be sent to parents with delinquent accounts. Outstanding accounts, other than those on payment plans or approved requests for waived fees, may be placed with a collection agency.

2.4 Before a student is allocated a seat on a bus, all transportation fees must be paid in full.

### **Waiver of Fees**

3.1 An [AP 464: Fees - Exhibit 2 - Fee Waiver Application](#) shall be made available, based on income level of **all parents** as defended by s. 47 of the *Family Law Act* unless there is a court order that directs financial responsibility.

3.2 The AP 464: Fees - Exhibit 2 - Fee Waiver Application shall be completed, and the final decision for such waiver rests with the Associate Superintendent, Corporate Services.

3.3 An AP 464: Fees - Exhibit 2 - Fee Waiver Application will not be considered for Ineligible Rider, Non-Resident Rider, Supplemental Bus, or other fees such as Academies, Textbook/Library Fines. Some special program fees may not be waived at the discretion of the principal.

### **Fees for Damaged Goods**

4.1 Principals shall be responsible for ensuring that all curricular, co-curricular and extra-curricular goods are returned by students and the appropriate charges are assessed for lost or damaged goods.

### **References:**

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

[Policy 18: Student Transportation Services](#)

[Education Act: Sections 13, 57, 59](#)

[School Fees Alberta Regulation 95/2019](#)

[School Transportation Alberta Regulation 96/2019](#)

[AP 464: Fees - Exhibit 1 - Fees](#)

[AP 464: Fees - Exhibit 2 - Fee Waiver Application](#)

[Policy 18: Student Transportation Services - Exhibit 1 - Transportation Fee Schedule](#)

### **History**

2023 August 23

2024 November 22

2025 Sep 1 Amended

# 464: Fees

Responsible Administrator: Associate Superintendent Corporate Services

## 1. PURPOSE

- 1.1. Fees are assessed to students to offset the cost of providing educational and transportation services. Fees shall be utilized for the purpose which it was obtained

## 2. DEFINITIONS

- 2.1. **School Fees:** shall refer to fees charged by the schools to enhance student learning opportunities; including field trip fees, event fees, student union fees, middle and high school option courses and instrument fees.
- 2.2. **Transportation Fees:** shall refer to fees that are charged for bus services for transportation to and from school. Transportation Fees are located in Policy 500: Student Transportation Services - Exhibit 1 - Transportation Fee Schedule.
- 2.3. **Adult Fees:** shall refer to fees charged to a student who is 20 years of age or older by the start of the school year. The Alberta Government will no longer fund education for students who are 20 years of age as outlined in the Funding Manual and those wishing to acquire a high school diploma (or equivalent) must cover the cost of their education.
- 2.4. **Extra-curricular Fees:** shall refer to fees, charged on a cost recovery basis, for non-curricular items such as sports, clubs, travel, and other non-curriculum programs. Participation in an extra-curricular activity is on a voluntary basis.
- 2.5. **Non-resident Tuition Fees:** shall refer to tuition fees, with respect of an individual who attends a school operated by the board, and who is not a resident student of the board or any other board or the Government, and as legislated in the *Education Act* s. 13(2).
- 2.6. **Designated School:** shall refer to the school, assigned by the Board to a specific geographical area, and as legislated by the *Education Act* (S.10): "Enrolment in school operated by board".

## 3. PROCESS

- 3.1. No parent shall pay a fee to offset basic educational services, or that is prohibited under provincial legislation, the *Alberta School Fees Regulation*, and the *Alberta School Transportation Regulation*.
- 3.2. Non-Resident Tuition Fees, Pre-Kindergarten Fees, Dual Credit Fee, Adult Tuition Fee, and High School Equivalency Evaluation are all set annually by the Division in AP 464: Fees - Exhibit 1 - Fees.
- 3.3. The Principal may assign other fees at the school within the limits set by the Division on a cost recovery basis. Prior to charging the fee, the Principal shall consult with the School Council on the amount and the reason for the fee. This consultation shall:
  - 3.3.1. Ensure the fees are on the School Council agenda to provide all parents with the opportunity to ask questions and provide feedback; and
  - 3.3.2. Provide sufficient information as to the purpose of the fee and its intended use.
- 3.4. School Fee schedules shall be posted on each school's website and shall clearly define Division Fees and School Fees, in addition to mandatory versus optional fees.
- 3.5. ~~The Fee Schedule shall be posted electronically on the Division website.~~
- 3.6. A student transferring in after the start of the school term or out prior to the end of the school term, may have fees prorated or refunded as applicable. Requests for refunds from families transferring out of the Division during the school year will be assessed based on fee type, usage, and time of year.
- 3.7. The Principal shall ensure the return of any underutilized fees as specifically levied for an activity or event as prudent to do so.

#### **4. Collection of Fees**

- 4.1. The Division is responsible for the collection of Transportation Fees and the school Principal or designate is responsible for ensuring the collection of all other fees and proper financial reporting.¶
- 4.2. All fees are due within 30 days of receipt. Overdue notices will be sent to parents who have not submitted payments. Obtained.



- 4.3. A notice will be sent to parents with delinquent accounts. Outstanding accounts, other than those on payment plans or approved requests for waived fees, may be placed with a collection agency.
- 4.4. Before a student is allocated a seat on a bus, all transportation fees must be paid in full.

## **5. Waiver of Fees**

- 5.1. An AP 464: Fees - Exhibit 2 - Fee Waiver Application shall be made available, based on income level of **all parents** as defended by s. 47 of the *Family Law Act* unless there is a court order that directs financial responsibility.
- 5.2. The AP 464: Fees - Exhibit 2 - Fee Waiver Application shall be completed, and the final decision for such waiver rests with the Associate Superintendent, Corporate Services.
- 5.3. An AP 464: Fees - Exhibit 2 - Fee Waiver Application will not be considered for ~~Choice Rider~~, Ineligible Rider, Non-Resident Rider, Supplemental Bus, or other fees such as Academies, Textbook/Library Fines. Some special program fees may not be waived at the discretion of the principal.

## **6. Fees for Damaged Goods**

- 6.1. Principals shall be responsible for ensuring that all curricular, co-curricular and extra-curricular goods are returned by students and the appropriate charges are assessed for lost or damaged goods.

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**References:**

Board Policy: 225 Role of the Board

Board Policy: 500 Student Transportation Services

*Education Act: Sections 13, 57, 59*

*School Fees Alberta Regulation 95/2019*

*School Transportation Alberta Regulation 96/2019*

AP 464: Fees - Exhibit 1 - Fees

AP 464: Fees - Exhibit 2 - Fee Waiver Application

Policy 500: Student Transportation Services - Exhibit 1 - Transportation Fee Schedule

**History**

2023 August 23

2024 November 22

## AP 464: Fees - Exhibit 2 - Fee Waiver Application

To support parents who encounter financial hardship, the division can reduce fees as outlined in [Administrative Procedure 464 - Fees](#) . When completing the form:

- Both Section A and Section B must be completed and submitted with supporting documentation to be reviewed.
- Waiver of Fees does not cover fees related to students Ineligible Rider, Non-Resident Rider, Supplemental Bus, extra-curricular activities (including Sports Fees), or other fees such as Academies, Textbook/Library Fines, Summer Schools, and Options. Some Special program fees may not be waived at the discretion of the principal.
- Completed Fee Waiver form and supporting documents should be forwarded to the [cos.finance@sturgeon.ab.ca](mailto:cos.finance@sturgeon.ab.ca) for review.

SECTION A: Application Information (Parent, Guardian, Independent Student)	
Last name: _____	First name: _____
Street _____	City: _____
Address: _____	
Province: _____	Postal Code: _____
Home phone _____	Cell phone: _____
Email: _____	
Number of people residing in household: _____ Adults _____ Children _____	

Name of Student	School(s) Attending	Grade	Description of Fees to be Waived (school fees, transportation fees, etc)	Fee Amount

\_\_\_\_\_  
Signature of Applicant

\_\_\_\_\_  
Date

### SECTION B Confidential Financial Information (Please Check One)

<input type="checkbox"/>	I have attached a copy of a 2024 Proof of Income statement from the Canada Revenue Agency for ALL PARENTS as defined by the S47 of the Family Law Act, unless there is a court order. If Proof of Income statement is not provided for ALL PARENTS, this option will not be considered. To obtain a Proof of Income Statement, call the Canada Revenue Agency 1-800-959-8281.
<input type="checkbox"/>	I have attached a copy of a valid Social Services Health Benefits card (must list dependent student(s)).
<input type="checkbox"/>	I have attached a copy of my Alberta Works Health benefit card WITH proof of eligibility letter (must list dependent student(s)).
<input type="checkbox"/>	I have attached a cheque stub for Employment Insurance Benefits (Name and amount received must be visible)

### Instructions

Please complete both section A and B, sign and submit the completed application form with supporting document(s) to your school if school fees are being waived. If transportation fees are included with school fees, the school will submit to Corporate Services once reviewed.

If students from multiple schools are listed on the form signatures are required from both school principals.

If **only** Transportation Fees are being requested to be waived, please submit the completed form to [cos.finance@sturgeon.ab.ca](mailto:cos.finance@sturgeon.ab.ca).

*It is important to note: Until you have been notified that your request for a waiver has been approved, you are liable for your assessed fees. It is our goal to process waiver of fees applications within 3 weeks of their receipt. If you submitted a waiver of fees application and have not heard back within this time frame, please contact our office.*

### Fee Waiver Income Guidelines

The following chart from Statistic Canada of family income levels will be used to determine fee waivers.

Number in Family	100% Waiver	50% Waiver
1 Person	<\$27,436	\$27,436- \$36,489
2 Persons	<\$33,782	\$33,782- \$44,930
3 Persons	<\$41,530	\$41,530- \$55,235
4 Persons	<\$50,424	\$50,424- \$67,064
5 Persons	<\$57,191	\$57,191- \$76,064
6 Persons	<\$64,503	\$64,503- \$85,788
7 or more Persons	<\$71,813	\$71,813- \$95,512

The personal information collected on this form will be used to respond to your request. This collection is under the authorized section 4 (c) of the *Protection of Privacy Act*. For questions about the collection of personal information, contact the Access to Information Coordinator of the Sturgeon Public School Division at 780-939-4341.

## 464: Exhibit 2 - Fee Waiver Application

To support parents who encounter financial hardship, the division can reduce fees as outlined in Administrative Procedure 464 - Fees . Please Refer to AP 464 – Fees for more detailed information. When completing the form:

- Both Section A and Section B must be completed and submitted with supporting documentation to be reviewed.
- Waiver of Fees does not cover fees related to students ~~Choice Rider~~, Ineligible Rider, non-resident students, supplemental bus, extra-curricular activities (including Sports Fees), or other fees such as Academies, Textbook/Library Fines, Summer Schools, and Options.
- Completed Fee Waiver form and supporting documents should be forwarded to the Principal of the student's school [cos.finance@sturgeon.ab.ca](mailto:cos.finance@sturgeon.ab.ca) for review.

SECTION A: Application Information (Parent, Guardian, Independent Student)	
Last name: _____	First name: _____
Street _____	City: _____
Address: _____	
Province: _____	Postal Code: _____
Home phone _____	Cell phone: _____
Email: _____	
Number of people residing in household: _____ Adults _____ Children _____	

Name of Student	School(s) Attending	Grade	Description of Fees to be Waived (school fees, transportation fees, etc)	Fee Amount

Signature of Applicant _____	Date _____
<del>Signature of Principal or Transportation Manager</del> _____	<del>Date</del> _____
<del>Signature of Associate Superintendent Corporate Services</del> _____	<del>Date</del> _____

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SECTION B Confidential Financial Information (Please Check One)	
<input type="checkbox"/>	I have attached a copy of a 2023 Proof of Income statement from the Canada Revenue Agency for ALL PARENTS as defined by the S47 of the Family Law Act, unless there is a court order. If Proof of Income statement is not provided for ALL PARENTS, this option will not be considered. To obtain a Proof of Income Statement, call the Canada Revenue Agency 1-800-959-8281.
<input type="checkbox"/>	I have attached a copy of a valid Social Services Health Benefits card (must list dependent student(s)).
<input type="checkbox"/>	I have attached a copy of my Alberta Works Health benefit card WITH proof of eligibility letter (must list dependent student(s)).
<input type="checkbox"/>	I have attached a cheque stub for Employment Insurance Benefits (Name and amount received must be visible)

### Instructions

Please complete both section A and B, sign and submit the completed application form with supporting document(s) to your school if school fees are being waived. If transportation fees are included with school fees, the school will submit to Corporate Services once reviewed.

If students from multiple schools are listed on the form signatures are required from both school principals.

If **only** Transportation Fees are being requested to be waived, please submit the completed form to ([SPSDtransportation@sturgeon.ab.ca](mailto:SPSDtransportation@sturgeon.ab.ca) removed and )cos.finance@sturgeon.ab.ca for review.

*It is important to note: Until you have been notified that your request for a waiver has been approved, you are liable for your assessed fees. It is our goal to process waiver of fees applications within 3 weeks of their receipt. If you submitted a waiver of fees application and have not heard back within this time frame, please contact our office.*

### Fee Waiver Income Guidelines

The following chart from Statistic Canada of family income levels will be used to determine fee waivers.

Number in Family	100% Waiver	50% Waiver
1 Person	<\$26,662	\$26,662 - \$35,461
2 Persons	<\$32,830	\$32,830 - \$43,664
3 Persons	<\$40,359	\$40,359 - \$53,678
4 Persons	<\$49,003	\$49,003 - \$65,174
5 Persons	<\$55,579	\$55,579 - \$73,920
6 Persons	<\$62,685	\$62,685 - \$83,371
7 or more Persons	<\$69,789	\$69,789 - \$92,820



The personal information collected on this form will be used to respond to your request. This collection is under the authorized section 4 (c) of the *Protection of Privacy Act*. For questions about the collection of personal information, contact the Access to Information Coordinator of the Sturgeon Public School Division at 780-939-4341.

**Date:** September 24, 2025 **Agenda Item:** 8.7

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

**Originator(s):** Lisa Lacroix, Associate Superintendent Human Resources

**Subject:** **Administrative Procedure 710: Staff Personal Mobile Use**

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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 ([AP205: Developing Administrative Procedures](#)).

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

The Administrative Procedure, formerly titled *Staff Cell Phone Use*, has been updated with only minor revisions. The most notable change is the updated title, *Staff Personal Mobile Device Use*, to better reflect and incorporate all digital devices beyond cell phones. In addition, wording and grammar adjustments were made throughout the document to improve clarity and consistency. These changes do not alter the intent, expectation or application of the Administrative Procedure.

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

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

**COMPETENCY:** (2) Modeling Commitment to Professional Learning  
**INDICATORS:** d. seeking and critically reviewing educational research and applying it to decisions and practices, as appropriate.

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

**Governance Implications:**[Education Act](#)

Superintendent of schools

222 (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:



(d) providing leadership in all matters relating to education in the school division.

[Policy 10: Board Delegation of Authority](#)

All authority delegated to the staff of the Division is delegated through the Superintendent.

[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 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 September 24, 2025, Public Board meeting.

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

1. Administrative Procedure 710: Staff Personal Mobile Use - Tracked Changes

## 710: Staff Personal Mobile Device Cell Phone Use

Responsible Administrator: Associate Superintendent Human Resources

### PURPOSE

Sturgeon Public Schools has an obligation to provide a safe, productive and professional environment for students and employees.

Division employees can more effectively contribute to the workplace by refraining from the personal use of a Personal Mobile Device cell phone during assigned duties.

The Division has a responsibility to ensure employee personal mobile device cell phone use during all assigned duties does not interfere with social and instructional outcomes for students.

### Definitions:

**Assigned Duties:** All work-related responsibilities, including instruction, supervision, meetings, travel on Division business and any other duties assigned by the supervisor.

**Personal Mobile Device:** any electronic device capable of communication, data access or recording (ie. cell phone, smartwatch, tablet)

### PROCESS

The Associate Superintendent Human Resources shall maintain this Administrative Procedure.

### PROCEDURE

#### Assigned Duties

1. **Safety While Driving:** Employees must not use a personal mobile device for non-emergent purposes while operating a vehicle on Division Business. ~~During all assigned duties, employees will refrain from using their cell phone for non-emergent situations while driving.~~ In emergent situations, ~~the employees~~ will either safely come to a complete stop before using their personal mobile device cell phone or utilize a hands-free device. ~~to safely use their cell phone.~~
2. **Personal Use During Assigned Duties:** ~~Every e~~Employees shall refrain from using their personal mobile device cell phone for personal use during assigned duties unless expressly authorized under section 3.
3. **Exceptions for Emergencies:** If an ~~E~~employees ~~who~~ anticipates the need ~~to respond to their~~ for urgent communication personal cell phone during assigned duties, they must ~~should~~ discuss the situation this need with their school Principal/direct supervisor. Any ~~These~~ exceptions must ~~should~~ be temporary, situational and ~~and for emergent situations and documented via email or note to file.~~

4. **Supervisor Responsibilities:** Principals/supervisors ~~are~~ shall be responsible for communicating ~~these cell phone use~~ expectations and ensuring consistent application within their work locations. ~~during assigned duties.~~

#### Discipline

5. Failure to comply with the guidelines communicated in this administrative procedure regarding the safe and appropriate use of personal mobiles ~~cellular~~ devices may result in discipline up to and including termination of employment.

#### **References:**

Policy 11: Superintendent of Schools

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

Administrative Procedure 870: Responsible Use of Technology Resources

Exhibit 1 - Responsible Use of Technology Resources Protocol Staff

Occupational Health and Safety Act – Section 2

Traffic Safety Act - Section 115.1 ~~Alberta Distracted Driving Regulation~~

#### **History**

2020 Jan 29 Initial Approval

2025 Sep 24 Amended

**Date:** September 24, 2025 **Agenda Item:** 8.8

**To:** Board of Trustees

**From:** Shawna Warren, Superintendent

**Originator(s):** Lisa Lacroix, Associate Superintendent Human Resources

**Subject:** **Administrative Procedure 732: SPS Employees Seeking or Elected to Public Office**

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**Background:**

Administrative Procedure 732: *SPS Employees Seeking or Elected to Public Office* has been updated to reflect minor wording changes. Specifically, redundant or outdated references have been removed and new clarifying language has been added. These adjustments ensure the procedure is clearer, more consistent and aligned with current practice.

In addition, the section addressing elections for Trustees has been added to better clarify expectations and processes. These updates provide improved guidance for employees seeking or holding public office, including circumstances where an employee may be elected as a Trustee. The changes modernize the language without altering the intent of the procedure.

**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> | d. modeling ethical leadership practices, based on integrity and objectivity.  |
|                    |  |
| <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>h. implementing programs and procedures for the effective management of human resources in support of mentorship, capacity building and succession planning. |

**Governance Implications:****Education Act****Eligibility**

74(1) In addition to sections 48(1) and (1.1) and 48.1 of the Local Authorities Election Act, this section applies to determine whether an individual is a resident of a public school division or a separate school division for the purposes of determining eligibility to vote or to be

nominated as a candidate for election as a trustee of a school board under the Local Authorities Election Act.

#### [Local Authorities Election Act](#)

The Local Authorities Election Act governs municipal elections by establishing procedures around campaigning, voting and counting of votes.

#### [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 September 24, 2025, Public Board meeting.

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

1. Administrative Procedure 732: SPS Employees Seeking or Elected to Public Office - Tracked Changes

## **732: SPS Employees Seeking or Elected to Public Office**

**Responsible Administrator: Associate Superintendent Human Resources**

### **PURPOSE**

Sturgeon Public Schools believes that employees who are elected to public office are rendering public service and should be supported in their willingness to serve.

### **PROCESS**

The Associate Superintendent Human Resources is responsible for maintaining this Administrative Procedure.

### **PROCEDURE**

1. Leaves of absence will be granted to staff members seeking to be or elected to public office according to the following guidelines:

1.1 Leave of absence without pay for up to six days in a school year shall be granted to an employee who is seeking to be or has been elected to a civic [municipal](#) office.

1.2 An employee who is elected to a provincial (MLA) or federal (MP) government office or other full-time office, shall be granted a leave of absence without pay for the duration of one term of government.

1.3 An employee may retain their regular benefits while on leave, if they agree to pay the employer and employee share of premiums directly to ~~the~~ [the](#) benefit provider unless [they he/she is/are](#) elected to a provincial, federal, or other full-time office.

2. Application for leaves of absence to attend conferences [related to elected office](#) shall be made at least two weeks in advance of the proposed dates of such leave to allow [time for](#) processing the request.

2.1 Application for extended leave of absence shall follow staffing timelines.

3. All applications for leave under this Administrative Procedure shall be directed to the Superintendent for approval.

4. Leave for a teacher that extends beyond one school year, shall be subject to the receipt of a resignation from ~~designation to~~ any supervisory or administrative [designation. position](#).

5. Any leave required for this purpose is subject to ~~Administrative~~ [Administrative](#) Procedure 730 Sturgeon Public Schools Employee Absences/Leaves – All Staff.

### **[Trustee Election](#)**

6. In accordance with the Local Authorities Election Act, an employee of Sturgeon Public School Division is not eligible to be nominated as a school board trustee unless they have taken a leave of absence in accordance with Section 22.1 of the Act. Employees must not be actively employed by the Division on the nomination day unless on such approved leave.

6.1 If an employee who takes a leave of absence is not elected, the employee may return to work, in the position the employee held before the leave commenced, on the 5th day after election day, or the first working day after the 5th day.

6.2 If an employee who takes a leave of absence is declared elected, the employee is deemed to have resigned that position as an employee the day the employee takes the official oath of office as an elected official.


7. It is the responsibility of the employee seeking election to educate themselves on the entirety of section 22 of the Local Authorities Election Act when considering running for trusteeship.

#### **References:**


Admin Procedure: 730 Sturgeon Public Schools Employee Absences/Leaves – All Staff  
[Local Authorities Election Act](#)


#### **History**


2020 Jan 29 Initial Approval  
[2025 Sept 24 Amended](#)

<div>  <div> <h1>Sturgeon Public Schools</h1> <h2>2024-2025 Board Strategic Plan</h2> </div> </div>		
Priority 1: Empowered Learning	Priority 2: Healthy Communities	Priority 3: Responsible Leadership
<b>Support Division Schools to Connect with Local Community Groups:</b>	<b>Engage with Community Members and Agencies to Further Trust, Respect and Truth &amp; Reconciliation:</b>	<b>Enhance and Promote Community and Government Relations</b>
<ul style="list-style-type: none"> <li>Continue to facilitate connections between schools and local community groups to enhance real-world learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Trustee representation at Community Meet and Greet events, Chamber of Commerce, Truth and Reconciliation events. etc</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate with municipalities on potential innovative initiatives to benefit all students.</li> </ul>
<b>Board Professional Development:</b>	<b>Facilitate Meetings Between Schools and Community Services:</b>	<ul style="list-style-type: none"> <li>Engage in cross-ministerial work between businesses, private industry and school boards, including partnerships with PSBAA, ASBA and Rural Caucus.</li> </ul>
<ul style="list-style-type: none"> <li>Engage in continuous professional development to model a culture of lifelong learning among board members and SPS staff.</li> </ul>	<ul style="list-style-type: none"> <li>Strengthen relationships with Family and Community Support Services (FCSS) in Gibbons, Morinville and Sturgeon County to support holistic student well-being.</li> </ul>	<b>Book Meetings with MLAs and MPs:</b>
<b>Understand and Support Resourcing Needs to Schools:</b>	<b>Meet with AG Societies and Community Groups:</b>	<ul style="list-style-type: none"> <li>Arrange meetings with Members of the Legislative Assembly (MLAs) and Members of Parliament (MPs) to discuss educational priorities and advocate for the Division's interests.</li> </ul>
<ul style="list-style-type: none"> <li>Advocate for appropriate resources to meet the complex needs of schools; including support for non-core programming such as Music, Art and Physical Education and Wellness (PEW).</li> </ul>	<ul style="list-style-type: none"> <li>Engage with agricultural societies and community groups invested in schools to foster a sense of community and support for student success.</li> </ul>	<b>Foster Relationships with Neighbouring School Boards:</b>
<b>Gain a Better Understanding of Programming Across the Division:</b>	<b>Ensure Board Representation at Community and School Events:</b>	<ul style="list-style-type: none"> <li>Connect with regional school boards to discuss common concerns and collaboration opportunities.</li> </ul>
<ul style="list-style-type: none"> <li>Review the 24-27 Education Plan and all 23-24 Board Presentations to grow Trustee understanding about Division Programming to ensure alignment with Empowered Learning goals and student needs.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain a visible presence at community and school events throughout the year, reinforcing the Division's commitment to building healthy communities.</li> </ul>	<b>Create and Review Position Statements:</b>
	<b>Promote Classroom Complexity Funding:</b>	<ul style="list-style-type: none"> <li>Dedicate time in Committee of the Whole meetings to create and review position statements that align with the Division's strategic priorities and advocate for optimal student learning and resource management.</li> </ul>
	<ul style="list-style-type: none"> <li>Attend PSBAA and ASBA events to advocate for funding that addresses the complexities within classrooms to support diverse learning needs and enhance the overall learning environment</li> </ul>	



	<h1>Sturgeon Public Schools</h1> <h2>2024-2025 Board Strategic Plan - Year End Results</h2>	
<h3>Priority 1: Empowered Learning</h3>		
<b>Support Division Schools to Connect with Local Community Groups:</b>		
<ul style="list-style-type: none"> <li>Continue to facilitate connections between schools and local community groups to enhance real-world learning experiences.</li> </ul>		
<ul style="list-style-type: none"> <li>Rotary Interact Support at SCHS</li> </ul>		
<ul style="list-style-type: none"> <li>Work with JMMF to expand program, nominated them for PSBAA and ASBA awards</li> </ul>		
<ul style="list-style-type: none"> <li>Ongoing Collaboration with Base Commander</li> </ul>		
<ul style="list-style-type: none"> <li>Cadets will be meeting at Four Winds</li> </ul>		
<b>Board Professional Development:</b>		
<ul style="list-style-type: none"> <li>Engage in continuous professional development to model a culture of lifelong learning among board members and SPS staff.</li> </ul>		
<ul style="list-style-type: none"> <li>PD with lawyer to understand legal implications during labour disputes; PD with consultant and ASBA provided PD regarding Code of Conduct policy</li> </ul>		
<ul style="list-style-type: none"> <li>Trustees attended various PD from our associations</li> </ul>		
<ul style="list-style-type: none"> <li>Trustees attended association SGMs</li> </ul>		
<b>Understand and Support Resourcing Needs to Schools:</b>		
<ul style="list-style-type: none"> <li>Advocate for appropriate resources to meet the complex needs of schools; including support for non-core programming such as Music, Art and Physical Education and Wellness (PEW).</li> </ul>		
<ul style="list-style-type: none"> <li>Letter of Support for CASA - Include other host boards. Motion at Dec 18 Public Board</li> </ul>		
<ul style="list-style-type: none"> <li>Trustees attended opportunities to engage with the Minister via our associations and with MLAs</li> </ul>		
<ul style="list-style-type: none"> <li>Advocacy letter re: PCN restructuring June 2025</li> </ul>		
<ul style="list-style-type: none"> <li>Letter of support for Wolf Creek advocacy</li> </ul>		
<b>Gain a Better Understanding of Programming Across the Division:</b>		
<ul style="list-style-type: none"> <li>Review the 24-27 Education Plan and all 23-24 Board Presentations to grow Trustee understanding about Division Programming to ensure alignment with Empowered Learning goals and student needs.</li> </ul>		
<ul style="list-style-type: none"> <li>Reviewed 24-27 Ed Plan and worked to create the updated 25-28 Ed Plan</li> </ul>		
<ul style="list-style-type: none"> <li>Career pathways initiatives - WE, RAP, Green Cert, etc</li> </ul>		
<u>Presentations:</u>		
<ul style="list-style-type: none"> <li>October 2024 - Four Winds Public School Inspire Program</li> </ul>		
<ul style="list-style-type: none"> <li>December 2024 - Ochre Park - A Place to Study and Outdoor Learning</li> </ul>		
<ul style="list-style-type: none"> <li>January 2025 - SHINE Beyond Limits</li> </ul>		
<ul style="list-style-type: none"> <li>February 2025 - Passion Learning &amp; Sparks - Landing Trail School</li> </ul>		
<ul style="list-style-type: none"> <li>March 2025 - Interact Club - Sturgeon Composite High School</li> </ul>		
<ul style="list-style-type: none"> <li>April 2025 - Minister's Youth Council for Education - Kylie McGuire - Sturgeon Composite High School</li> </ul>		
<ul style="list-style-type: none"> <li>May 2025 - Student Panel - Indigenous Gathering</li> </ul>		
<ul style="list-style-type: none"> <li>June 2025 - Flight School - Sturgeon Composite High School</li> </ul>		

	<h1>Sturgeon Public Schools</h1> <h2>2024-2025 Board Strategic Plan - Year End Results</h2>	
<h3>Priority 2: Healthy Communities</h3>		
<b>Engage with Community Members and Agencies to Further Trust, Respect and Truth &amp; Reconciliation:</b>		
<ul style="list-style-type: none"> <li>Trustee representation at Community Meet and Greet events, Chamber of Commerce, Truth and Reconciliation events. etc</li> </ul>		
<ul style="list-style-type: none"> <li>Admin and Trustees attend Orange Shirt Day Walk with AFN</li> </ul>		
<ul style="list-style-type: none"> <li>Trustees attended Community engagement events hosted by the division as well as by our communities including Orange Shirt Day events and Indigenous Peoples Month events</li> </ul>		
<b>Facilitate Meetings Between Schools and Community Services:</b>		
<ul style="list-style-type: none"> <li>Strengthen relationships with Family and Community Support Services (FCSS) in Gibbons, Morinville and Sturgeon County to support holistic student well-being.</li> </ul>		
<b>Meet with AG Societies and Community Groups:</b>		
<ul style="list-style-type: none"> <li>Engage with agricultural societies and community groups invested in schools to foster a sense of community and support for student success.</li> </ul>		
<ul style="list-style-type: none"> <li>Associate Superintendent of Corporate Services &amp; Team connected with Namao Ag. 11/24 re: Joint Use Agreement</li> </ul>		
<ul style="list-style-type: none"> <li>St. Albert Chamber of Commerce meetings</li> </ul>		
<ul style="list-style-type: none"> <li>Rotary Club</li> </ul>		
<ul style="list-style-type: none"> <li>Community Services Advisory Committee meetings</li> </ul>		
<b>Ensure Board Representation at Community and School Events:</b>		
<ul style="list-style-type: none"> <li>Maintain a visible presence at community and school events throughout the year, reinforcing the Division's commitment to building healthy communities.</li> </ul>		
<ul style="list-style-type: none"> <li>Trustees attended many community and school events including Morinville Pride flag raising, Sturgeon Strides, Awards Nights, and celebrations</li> </ul>		
<ul style="list-style-type: none"> <li>Teal Up, Remembrance Day Ceremonies, Awards, Farewells &amp; graduations.</li> </ul>		
<ul style="list-style-type: none"> <li>Meet the Community night and school welcome back events</li> </ul>		
<ul style="list-style-type: none"> <li>School Councils</li> </ul>		
<b>Promote Classroom Complexity Funding:</b>		
<ul style="list-style-type: none"> <li>Attend PSBAA and ASBA events to advocate for funding that addresses the complexities within classrooms to support diverse learning needs and enhance the overall learning environment</li> </ul>		
<ul style="list-style-type: none"> <li>Trustees network with other trustees for best practice, innovative ideas</li> </ul>		
<ul style="list-style-type: none"> <li>Open mic with Minister at PSBAA SGM pressed for answers</li> </ul>		
<ul style="list-style-type: none"> <li>Attend events with Ministers and MLAs</li> </ul>		

	<h1>Sturgeon Public Schools</h1> <h2>2024-2025 Board Strategic Plan - Year End Results</h2>	
<b>Priority 3: Responsible Leadership</b>		
<b>Enhance and Promote Community and Government Relations</b>		
<ul style="list-style-type: none"> <li>Collaborate with municipalities on potential innovative initiatives to benefit all students.</li> </ul>		
<ul style="list-style-type: none"> <li>JUPA; CSAC; Sturgeon County, elevate on collegiate; Work with Town of Redwater re building futures;</li> </ul>		
<ul style="list-style-type: none"> <li>Engage in cross-ministerial work between businesses, private industry and school boards, including partnerships with PSBAA, ASBA and Rural Caucus.</li> </ul>		
<ul style="list-style-type: none"> <li>Edmonton Airports, Elevate, Sturgeon County = flight school</li> </ul>		
<ul style="list-style-type: none"> <li>Town of Gibbons, JUPA, Town of Redwater - promoting dual credit opportunities - ie Building Futures. Building Futures</li> </ul>		
<b>Book Meetings with MLAs and MPs:</b>		
<ul style="list-style-type: none"> <li>Arrange meetings with Members of the Legislative Assembly (MLAs) and Members of Parliament (MPs) to discuss educational priorities and advocate for the Division's interests.</li> </ul>		
<ul style="list-style-type: none"> <li>Follow up with Shane Getson Re: ASBA conversation</li> </ul>		
<ul style="list-style-type: none"> <li>Multiple meetings with MLA Nally re: Legal Public School</li> </ul>		
<ul style="list-style-type: none"> <li>Collaborate with MLA Nally and GSACRD</li> </ul>		
<ul style="list-style-type: none"> <li>Meeting with Minister and MLA Getson re: school announcement</li> </ul>		
<ul style="list-style-type: none"> <li>PSBAA rep MLA &amp; Minister of Ed. Reception</li> </ul>		
<b>Foster Relationships with Neighbouring School Boards:</b>		
<ul style="list-style-type: none"> <li>Connect with regional school boards to discuss common concerns and collaboration opportunities.</li> </ul>		
<ul style="list-style-type: none"> <li>Connect with neighbouring School Boards</li> </ul>		
<ul style="list-style-type: none"> <li>Letter of support for Wolf Creek Survey data advocacy</li> </ul>		
<ul style="list-style-type: none"> <li>Board Chairs meetings during labour dispute</li> </ul>		
<ul style="list-style-type: none"> <li>Chair, MLA Nally, and Chair of sister board meeting re: Legal Public School</li> </ul>		
<ul style="list-style-type: none"> <li>Meetings with board chairs to discuss common issues and best practice</li> </ul>		
<ul style="list-style-type: none"> <li>Board chairs of SPSPD &amp; GSACRD meeting re cooperation</li> </ul>		
<b>Create and Review Position Statements:</b>		
<ul style="list-style-type: none"> <li>Dedicate time in Committee of the Whole meetings to create and review position statements that align with the Division's strategic priorities and advocate for optimal student learning and resource management.</li> </ul>		
<ul style="list-style-type: none"> <li>Discussed position statements and advocacy priorities at Dec 4 COW (Rural transportation safety, AI legislation from the Province, Facility assessment, Provincially mandated screeners, Dual-credit funding, etc)</li> </ul>		
<ul style="list-style-type: none"> <li>Create an Ad Hoc Position Statement writing committee at March Public Board</li> </ul>		
<ul style="list-style-type: none"> <li>Reviewed positions statements for SGM; majority of trustees were present at FGM/SGM to have fulsome discussion of positions in real time</li> </ul>		



**Date:** September 24, 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 this 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 September 24, 2025, Public Board meeting.

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

1. Approved Minutes of the Meeting - August 27, 2025
2. Unapproved Minutes of the Meeting - September 10, 2025 (To be brought forward for approval at the September 24, 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, August 27, 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  
Michael Graham, Director, Curriculum & Instruction  
Michelle Wilde, Recording Secretary

**Regrets:**

Cindy Briggs, Trustee

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**1. Call to Order**

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

**2. Approval of the Agenda**

Moved by Trustee Oatway-McLay that the Board of Trustees accept the agenda as presented.

**CARRIED UNANIMOUSLY**

**3. Approval of the Committee Minutes**

Moved by Trustee Dwyer that the Board of Trustees accept the Committee Meeting Minutes of June 18, 2025, as presented.

**CARRIED UNANIMOUSLY**

**4. Environmental Scan**

A roundtable review of Google Workspace.

**5. Trustee Monthly Expense Report**

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

**6. Policy Reference**

Board Policies, now aligned with the G-TECH Model, were linked for Trustee review and edits over the summer months.

Policies 7, 19 and 20 were the focus of the CoW discussion due to:

- June 1, 2025 - 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.
- Recent changes to the *Education Act, 2025 (formerly Bill 27 and Bill 29)*

Policies 2, 3, 5 & 6 were reviewed and have been recommended to be brought forward at the September 24, 2025 Public Board Meeting.

Policies 4 & 8 were reviewed and will be brought forward for a second reading at the September 10, 2025 Committee of the Whole.

Meeting recessed for break at 10:13 a.m. Meeting resumed at 10:20 a.m.

**7. 2024/2025 Work Plan**

Agenda item deferred.

**8. Trustee Handbook**

Agenda item deferred.

**9. Adjournment**

The meeting adjourned at 12:05 p.m.

**Next meeting:** Wednesday, September 10, 2025, at 9:00 a.m.

## **MINUTES OF THE COMMITTEE OF THE WHOLE**

Meeting held at the Frank Robinson Education Centre  
Boardroom, in Morinville, Alberta  
On Wednesday, September 10, 2025, at 9:00 a.m.

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### **Attendance:**

Tasha Oatway-McLay, Board Chair	
Stacey Buga, Vice Chair	
Irene Gibbons, Trustee	Arrived at 10:44 a.m.
Joe Dwyer, Trustee	
Janine Pequin, Trustee	
Trish Murray-Elliott, Trustee	
Shawna Warren, Superintendent	
Jonathan Konrad, Deputy Superintendent, Education Services	Left meeting at 12:45 p.m.
Sean Nicholson, Associate Superintendent, Corporate Services	
Lisa Lacroix, Associate Superintendent, Human Resources	
Michael Graham, Director, Curriculum & Instruction	Left meeting at 12:45 pm
Michelle Wilde, Recording Secretary	Left meeting at 12:45 pm

### **Regrets:**

Cindy Briggs, Trustee

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#### **1. Call to Order**

Vice Chair Buga called the meeting to order at 9:02 a.m.

#### **2. Approval of the Agenda**

Moved by Trustee Oatway-McLay that the Board of Trustees accept the agenda as presented with the following change:

Moved items 7 and 8 to follow the environmental scan.

**CARRIED UNANIMOUSLY**

#### **3. Approval of the Committee Minutes**

Moved by Trustee Murray-Elliott that the Board of Trustees accept the Committee Meeting Minutes of August 27, 2025, as presented.

**CARRIED UNANIMOUSLY**

#### **4. Environmental Scan**

Process for returning Trustee Technology and the plan for evergreening for Trustee end of term was discussed. Trustees shared updates from the first School Council meetings and shared information about school start up and concerns brought to their attention.



Meeting recessed for break at 10:14 a.m. Meeting resumed at 10:21 a.m.

## **5. Finance and Human Resources**

### **5.1 2026/2027 School Year Calendar - Amendment**

The Board of Trustees reviewed a suggested amendment to the 2026/2027 School Year Calendar.

2026/2027 School Year Calendar - Amendment was discussed and is being forwarded to the September 24, 2025, Public Board meeting.

### **5.2 Draft 2027/2028 School Year Calendar**

The Board of Trustees reviewed the draft 2027/2028 School Year Calendar.

Draft 2027/2028 School Year Calendar is being forwarded to the September 24, 2025, Public Board meeting.

### **5.3 Audit Services Plan**

The Board of Trustees reviewed the Audit Services Plan presented by the Associate Superintendent, Corporate Services.

## **6. Facility Services**

### **6.1 Joint Use and Planning Agreement (JUPA) Morinville**

The Board of Trustees reviewed the JUPA Morinville as presented by the Associate Superintendent, Corporate Services.

## **7. Transportation Services**

The Board of Trustees discussed Transportation Services.

## **8. Policy Review**

The Board of Trustees reviewed board policies for finalization before the end of their term.

Policy 4: Trustee Code of Conduct received final review and is being forwarded to the September 24, 2025, Public Board meeting.

Policy 8: Board Committees received final review and is being forwarded to the September 24, 2025, Public Board meeting.

Policy 9: Policy Development received final review and is being forwarded to the September 24, 2025, Public Board meeting.

Meeting recessed for lunch at 11:59 a.m. Meeting resumed at 12:45 p.m.

**9. Advocacy**

The Board of Trustees reviewed their 2024/2025 Work Plan.

Meeting recessed for break at 2:25 p.m. Meeting resumed at 2:30 p.m.

**10. September Public Board Agenda**

The Board of Trustees reviewed the draft agenda for the September 24, 2025, Public Board meeting.

**11. Adjournment**

The meeting adjourned at 3:20 p.m.

**Next meeting:** Wednesday, September 24, 2025, at 9:00 a.m.