

- 8.6 Policy Committee
- 8.7 Transportation Committee

9. Reports from Special Committees/Task Groups

- 9.1 Alberta School Boards Association Representative
- 9.2 Public School Boards Association of Alberta Representative

10. New Business

- 10.1 Policy 110 – Welcoming Inclusive, Safe and Healthy Environments
- 10.2 Policy 115 – Sexual Orientation and Gender Identities
- 10.3 Policy 125 – Advocacy Plan
- 10.4 Policy 430 – Trustee Remuneration and Expense Reimbursement

11. Unfinished Business

12. Notices of Motion

13. Information

14. Comment and Question Period

- 14.1 ATA; CUPE
- 14.2 Community Members
- 14.3 Media

15. Requests for Information

16. In Camera

17. Adjournment



**Sturgeon
Public Schools**

**Minutes of the Meeting of
The Board of Trustees of
The Sturgeon Public School Division
Held at Morinville on March 22, 2023**

Table of Contents

	Resolution #
Approval of Agenda.....	013
Approval of the Minutes of the Regular Meeting.....	014
New Business	
2024-2025 School Year Calendar	015
General Employee Condition Increase to Salary	016
Three Year Capital Plan 2023-2025	017
Policy 810 – Off-Site Activities	018
Policy 900 – Student Conduct and Discipline	019



**Sturgeon
Public Schools**

**Minutes of the Meeting of
The Board of Trustees of
The Sturgeon Public School Division
Held at Morinville on March 22, 2023**

PRESENT

Mr. Joe Dwyer, Chair
Ms. Irene Gibbons, Vice Chair
Mrs. Cindy Briggs, Trustee
Mrs. Janine Pequin, Trustee
Mrs. Stacey Buga, Trustee
Mrs. Tasha Oatway-McLay, Trustee
Ms. Trish Murray-Elliott, Trustee
Mrs. Shawna Warren, Superintendent
Mr. Jonathan Konrad, Deputy Superintendent, Education Services
Mrs. Liliana LeVesconte, Associate Superintendent, Corporate Services
Mrs. Lisa Lacroix, Associate Superintendent, Human Resources

CALL TO ORDER

The Chair called the meeting to order at 9:00 a.m.

LAND ACKNOWLEDGEMENT

Chair Joe Dwyer read the Land Acknowledgement Statement.

APPROVAL OF AGENDA

Added: 7.8 Edwin Parr Nomination
Deleted: 6.1 SCHS Drumline – Virtual Presentation

#013/2023 – Moved by Ms. Irene Gibbons that the agenda be approved as amended.

CARRIED UNANIMOUSLY

APPOINTMENTS

APPROVAL OF MINUTES

#014/2023 – Moved by Mrs. Tasha Oatway-McLay that the minutes of the Regular Meeting of February 22, 2023, be approved as presented.

CARRIED UNANIMOUSLY

PRESENTATIONS

REPORTS FROM SENIOR EXECUTIVE

PSBAA The Advocate – Board Chair’s Message

Mrs. Shawna Warren, Superintendent, brought forward as information, a memo on PSBAA The Advocate – Board Chair’s Message.

The Public Schools Boards’ Association of Alberta (PSBAA) has a monthly newsletter that is distributed to all member boards called *The Advocate*. A feature that was introduced in 2020 proved to be a popular addition to the newsletter. So popular, that PSBAA has carried it through the 2021-2023 school years. This feature is the Board Chair’s Message.

Each Board Chair is given the opportunity to provide approximately 200-250 words +/- (two to three paragraphs) on a topic of their choice of what is happening in their Division.

As per the schedule set by PSBAA, Sturgeon Public School Board Chair’s message was approved by the Board Chair on January 20, 2023, and sent in January 2023 for the February 2023 publication of *The Advocate*.

Stakeholder Engagement Plan – Update

Mr. Jonathan Konrad, Deputy Superintendent, Education Services, brought forward as information, an update on the Stakeholder Engagement Plan.

In the 2022 – 2023 school year, Administration has hosted a series of meetings and surveys to ensure feedback from various community stakeholders is considered when designing the Division’s programs and building the Division’s three year Education Plan.

Alberta Education Assurance Survey

The Alberta Education Assurance Survey is a provincial-wide survey that asks students in grades 4, 7, and 10, their parents, and all teaching staff to reflect on a variety of dimensions that impact education and school climate. The survey is conducted in February and March each year, and captures feedback on the following dimensions:

- Citizenship
- Student Learning Engagement
- Education Quality
- Welcoming, Caring, Respectful, and Safe Learning Environments
- Access to Supports and Services
- Parent Involvement

OurSchool Student Survey

The OurSchool Student Survey is a division-level survey which asks all students in grades 4 through to grade 12 to provide insight into their learning at school. The survey is conducted in February and captures feedback on the following dimensions:

- Social and Institutional Engagement
- Intellectual Engagement, including Interest and motivation
- Emotional Health
- Specific Academic outcomes for Language Arts, Science, and Math
- Quality of Instruction, including Rigor

- Social Context at school including Adult Advocates
- Classroom Context with Positive Teacher-Student Relations and Expectations for Success
- A variety of family context factors that support Student Achievement.

Parent Engagement Survey

This survey invites all parents and guardians in Sturgeon Public Schools to provide insight into their current experience and share feedback on how to improve student learning. This survey is planned to go out on March 17 to all parents in all grades. It will provide feedback across the following dimensions:

- Quality of Education
- Supports and Resources to Support Student Needs
- Developing Attitudes and Behaviour for Life Long Learning
- Teacher support, guidance and Availability outside of class
- Citizenship and Effective Discipline in Schools
- Policies and Procedures that Support Student Success
- Areas that Sturgeon Public Schools are doing well and areas that Schools could improve.

School Leadership Engagement

School Leadership Engagement conversations. Planned for the April 12th Administration Council, these sessions will include broad questions related to:

- What does Sturgeon Public Schools do well?
- What can Sturgeon Public Schools do to improve?
- What do you think parental or guardian involvement should look like in schools?
- How can Sturgeon Public Schools support parents/families to take a more active role in ensuring students' success in education?

Staff Professional Learning and Learning Improvement Survey

The Staff Engagement Survey is conducted each year after the final Division Wide Professional Development Day. This survey captures feedback on the following dimensions or questions:

- Quality and Usefulness of PD on PD Days and throughout the year.
- Quality and Usefulness of events or PD in helping develop Foundational Knowledge and Understanding of First Nations, Métis and Inuit.
- Areas of practice that will require the most support for the coming years in schools.
- What does Sturgeon Public Schools do well?
- What can Sturgeon Public Schools do to improve?
- What do you think parental or guardian involvement should look like in schools?
- How can Sturgeon Public Schools support parents/families to take a more active role in ensuring students' success in education?

Student Engagement

Student Engagement. These sessions will be led by Students from the Student Advisory Council in every school that has Junior or Senior High Classes. Their completion date is planned for April 7th. These will be in-person discussions and will focus on the following questions:

- What does Sturgeon Public Schools do well?
- How can Sturgeon Public Schools improve education for all students?
- What does parental or guardian involvement in school mean to you?
- Do you feel like you have an adult that you connect with at school?

Each of these surveys or engagements will provide insight into how Sturgeon Public School is currently meeting the needs of students, staff and parents, and how the Division can improve

schools and better provide optimal learning for all students. The results of each are communicated to the leadership of each school, and a summary will be shared with the Board of Trustees along with the presentation of the Education Plan in May. A more detailed presentation of the feedback will be provided to the Board and the School Division in the Annual Education Results Report each November.

Administrative Procedure 722 – Contracts for Newly Designated Principals and Vice Principals

Mrs. Lisa Lacroix, Associate Superintendent, Human Resources, brought forward as information, a memo on Administrative Procedure 722 – Contracts for Newly Designated Principals and Vice Principals.

Administration is amending *Administrative Procedure 722 - Contracts for Newly Designated Principals and Vice Principals*. This change would align the wording to the Alberta Teachers' Association Collective Agreement.

Communications Report – March 2023

Mr. Jonathan Konrad, Deputy Superintendent, Education Services, brought forward as information, the Communications Report for March 2023.

Monthly Financial Report – February 2023

Mrs. Liliana LeVesconte, Associate Superintendent, Corporate Services, brought forward as information, the Monthly Financial Report – February 2023.

Monthly IT Report – March 2023

Mr. Jonathan Konrad, Deputy Superintendent, Education Services, brought forward as information, the Monthly IT Report – March 2023.

2022-2023 Superintendent Discretionary Fund

Mrs. Shawna Warren, Superintendent, brought forward as information, the 2022-2023 Superintendent Discretionary Fund update.

February 15, 2023 – March 13, 2023, the following additional staffing FTE and resources have been added to schools using Superintendent Discretionary Fund dollars:

- Salary cost adjustment on all impacted salaries due to ATA settlement
- Ochre Park teacher FTE for additional academic support
- Namao additional teacher FTE to support the Learning Coach and Mental Health and Wellness Coach role.

Edwin Parr Nomination

Mrs. Shawna Warren, Superintendent, brought forward as information, the Sturgeon Public Schools Edwin Parr Nominee for 2022-2023.

Alberta Schools Boards Association's (ASBA) Edwin Parr Teacher Awards recognize excellent first-year teachers across the province.

Ms. Chelsea Leigh Critchley of Four Winds Public School was nominated by the Principal, Mr. Dan Requa.

REPORTS FROM TRUSTEES AND STANDING COMMITTEES

CHAIR'S REPORT

A verbal and written report was provided.

Chair Dwyer (Alcomdale/Villeneuve Area)

Chair Dwyer reported that he attended:

- ASBA Election Advocacy Webinar (*March 20*)
- Building and Maintenance Committee Meeting (*March 22*)
- Camilla School Council PD (*March 13*)
- Committee of the Whole Meeting (*March 8*)
- Council of School Councils' Meeting (*March 21*)
- Governance Meeting (*March 8*)
- Meeting with Administration (*March 8*)
- Minister Curriculum Townhall (*March 20*)
- Public Board Meeting (*March 22*)
- Transportation Committee Meeting (*March 22*)
- Trustee Protocols and Remuneration Meeting (*March 22*)
- Trustee Remuneration Meeting (*March 8*)
- Two Discipline Hearings (*March 10*)

TRUSTEES' REPORTS

Verbal and written reports were provided.

Trustee Briggs (Bon Accord/Legal)

Trustee Briggs reported that she attended:

- Building and Maintenance Committee Meeting (*March 22*)
- Committee of the Whole Meeting (*March 8*)
- Council of School Councils' Meeting (*March 21*)
- Governance Meeting (*March 8*)
- Public Board Meeting (*March 22*)
- Remuneration Meeting (*March 8*)
- Sturgeon Composite Open House (*March 8*)
- Transportation Committee Meeting (*March 22*)

Trustee Buga (Morinville Area)

Trustee Buga reported that she attended:

- ASBA Elections Advocacy Meeting (*March 20*)
- ASBA Zone 2/3 Virtual Meeting (*March 17*)
- Building and Maintenance Committee Meeting (*March 22*)
- Committee of the Whole Meeting (*March 8*)
- Council of School Councils' Meeting (*March 21*)
- Discipline Hearing (*March 10*)
- Four Winds "Supreme Court" (*March 9*)
- Jessica Martel Memorial Foundation IWD Celebration (*March 7*)
- Meeting with the Superintendent (*March 2*)
- Morinville Chamber Luncheon (*March 1*)
- Policy Committee Meeting (*March 1*)

- Protocols and Trustee Remuneration Meeting (*March 22*)
- Public Board Meeting (*March 22*)
- SPVA/Learning Centre School Council Meeting (*March 14*)
- Transportation Committee Meeting (*March 22*)

Trustee Buga corrected that in February, she did not attend the Legal Chamber AGM on the 23rd.

Trustee Gibbons (Gibbons/Lamoureux)

Trustee Gibbons reported that she attended:

- Alberta Rural Education Symposium (*March 6 & 7*)
- Committee of the Whole Meeting (*March 8*)
- Council of School Councils' Meeting (*March 21*)
- Landing Trail 40th Anniversary Committee (*March 9*)
- Landing Trail School Council Meeting (*March 9*)
- Policy Committee Meeting (*March 1*)
- Public Board Meeting (*March 22*)
- Redwater Chamber of Commerce Board Meeting (*March 16*)
- Trustee Protocols and Remuneration Meeting (*March 22*)

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

Trustee Murray-Elliott reported that she attended:

- Policy Committee Meeting (*March 1*)
- Governance Meeting (*March 8*)
- Committee of the Whole Meeting (*March 8*)
- Trustee Remuneration Meeting (*March 8*)
- Sturgeon Composite High School Open House (*March 8*)
- Two Disciplinary Hearings (*March 10*)
- Sturgeon Heights School Council Meeting (*March 20*)
- Council of School Councils' Meeting (*March 21*)
- Public Board Meeting (*March 22*)
- Protocols and Trustee Remuneration Meeting (*March 22*)
- Building and Maintenance Committee Meeting (*March 22*)
- Transportation Committee Meeting (*March 22*)

Trustee Oatway-McLay (Cardiff/Garrison)

Trustee Oatway-McLay reported that she attended:

- Committee of the Whole Meeting (*March 8*)
- Governance Meeting (*March 8*)
- Namao School Council Meeting
- Protocols and Trustee Remuneration Meeting (*March 22*)
- Public Board Meeting (*March 22*)
- Trustee Remuneration Meeting (*March 8*)

Trustee Pequin (Redwater/Coronado Area)

Trustee Pequin reported that she attended:

- ASBA Zone 2/3 Meeting (*March 17*)
- Committee of the Whole Meeting (*March 8*)
- Council of School Councils' Meeting (*March 21*)

- Ochre Park School Awards Ceremony (*March 23*)
- Ochre Park School Council Meeting (*March 20*)
- Ochre Park School Tour with Redwater Mayor and CAO (*March 9*)
- Policy Committee Meeting (*March 1*)
- Protocols and Trustee Remuneration Meeting (*March 22*)
- Public Board Meeting (*March 22*)
- TEBA (*March 21*)

ADVOCACY COMMITTEE

The Advocacy Committee held a meeting on February 22, 2023. The following is a summary of that meeting:

- Reviewed the Committee Work Plan;
- Reviewed and discussed the Friends of Education Award through ASBA;
- Began initial discussion for the Staff Recognition Event;
- Reviewed the agenda for the Student Advisory Committee meeting on February 27, 2023;
- Discussed COSC and possible topics for the spring meeting;
- The Provincial Election was discussed and the committee would like to create an information sheet on topics the Board is advocating for; and
- PSBAA Award – Promoting and Advancing the Calls to Action of the Truth and Reconciliation Commission of Canada in relation to Education within Alberta was discussed.

A Student Advisory Committee meeting was held on February 27, 2023. The following is a summary of that meeting:

- The meeting was held virtually;
- A summary of the December 12, 2022, meeting was reviewed;
- A student-led activity and survey results were discussed;
- An Advocacy Committee question was put to the committee; and
- Future agenda ideas were discussed for the May meeting.

AUDIT, FINANCE AND HUMAN RESOURCES COMMITTEE

The Audit, Finance and Human Resources Committee held a meeting on February 22, 2023. The following is a summary of that meeting:

- The 2024-2025 School Year Calendar was presented, there were some amendments made and it was brought forward to the Committee of the Whole on the March 8, 2023, meeting;
- The General Employment Conditions (GEC) Review was presented and reviewed. It was recommended to be brought forward to the Committee of the Whole at the March 8, 2023, meeting for additional discussion;
- Key Budget Drivers were presented in draft. Updated Key Budget Drivers will be provided to the Board as part of the 2023-2024 Budget Approval process in May 2023; and
- Audit Committee Membership Requirements were discussed. At the time of this meeting, the Division had not received any interested candidates. The Division continued advertising

efforts through other venues such as Chambers and Trustees sharing at School Council meetings.

- Since this committee meeting, the Division has secured two members of the community to be part of the Audit Committee.

BUILDING AND MAINTENANCE COMMITTEE

The Building and Maintenance Committee held a meeting on February 22, 2023. The following is a summary of that meeting:

- Discussion on the gender neutral washroom design, and the cleaning requirements of washrooms;
- Contracted services for snow removal are over budget, and costs will continue to escalate until the end of winter; and
- Value Scoping document produced by Start Architecture was briefly reviewed, with a view to being used for Capital Planning.

A Building and Maintenance Committee meeting is scheduled for March 22, 2023.

POLICY COMMITTEE

The Policy Committee held a meeting on March 1, 2023. The following is a summary of that meeting:

- *Policy 900 – Student Conduct and Discipline* was reviewed in November, January and March. The intent was to consider a clause that would address Personal Communication Devices. The current version has also been reviewed by the Administration Council of Principals.
 - The Policy Committee has referred this policy to the March 22, 2023, Public Board meeting for review and approval.
- *Policy 810 – Off-Site Activities* was reviewed. The addition of language to indicate that the Superintendent or designate will also consider the learning objectives for off-site trips was added.
 - The Policy Committee has referred this policy to the March 22, 2023, Public Board meeting for review and approval.
- *Policy 905 - Awards Policy – Students* was reviewed. Consideration and discussion to add a clause that would expand this policy to ensure schools also recognize individuals, communities, organizations or businesses that have significantly advanced the Vision, Mission and Values of Sturgeon Public Schools. The Committee has asked that Principals review the proposed changes at the March 15, 2023, Administrative Council and bring feedback to the next meeting.

A Policy Committee meeting is scheduled for April 6, 2023.

TRANSPORTATION COMMITTEE

A Transportation Committee meeting is scheduled for March 22, 2023.

REPORTS FROM SPECIAL COMMITTEES

ALBERTA SCHOOL BOARDS ASSOCIATION REPRESENTATIVE

A verbal report was provided.

PUBLIC SCHOOL BOARDS ASSOCIATION OF ALBERTA REPRESENTATIVE

A verbal report was provided.

Meeting recessed for a break at 10:03 a.m.

Meeting resumed at 10:08 a.m.

NEW BUSINESS**2024-2025 School Year Calendar**

The 2024-2025 School Year Calendar was approved in principle at the October 26, 2022, Public Board meeting. The calendar was then forwarded to School Councils, the Teacher Board Advisory Committee, and Principals for review and feedback. Below is a summary of the feedback received.

Staff and parent/guardian responses

- One School Council preferred to start school earlier in August and have a shorter fall break; and
- No other feedback was received.

Teacher Board Advisory Committee responses

- Not a lot of feedback;
- November Break is appreciated by most; and
- Mixed reactions about PD days being on Mondays vs Fridays.

#015/2023 – Moved by Ms. Trish Murray-Elliott that the Board of Trustees approve the 2024-2025 School Year Calendar as presented at the March 22, 2023, Public Board meeting.

CARRIED UNANIMOUSLY

General Employee Condition Increase to Salary

The last increase for the General Employee Condition Employee salary grids was on September 1, 2015. At the February 22, 2023, Audit, Finance and Human Resources Committee meeting, an increase of 1.25% effective June 1, 2023, for the General Employee Condition Employees was discussed and forwarded to the Public Board meeting on March 22, 2023, for consideration.

Alberta Teachers Association employees received an increase of 0.5% effective June 10, 2022, and an increase of 1.25% effective September 1, 2022, with an additional 2% effective September 1, 2023.

#016/2023 – Moved by Mrs. Tasha Oatway-McLay that the Board of Trustees approve an increase to the General Employee Condition salary grids of 1.25% effective June 1, 2023, as presented at the March 22, 2023, Public Board meeting.

CARRIED UNANIMOUSLY**Three Year Capital Plan 2023-2025**

The Division must prepare and update its Three Year Capital Plan and submit it to Alberta Education on or prior to April 1 of each year. The Capital Plan is intended for review and approval by the Government and subsequently, fund the approved projects. The Government announces its approvals on an annual basis, and an anticipated response to this enclosed Three Year Capital Plan is expected around March 2024.

The Division is required to prepare all the planning and design of the projects in collaboration with members of the community and other stakeholders.

Upon Board approval and consequent submission to the Government, the Division will begin planning activities.

Report Summary:**NEW CONSTRUCTION, MODERNIZATION, PRESERVATION AND STUDIES**

SCHOOL	2023-2024	2023-2024 Priority	2024-2025	2024-2025 Priority	2025-2026	2025-2026 Priority
Gibbons School	Solution	1				
École Morinville Public School	Solution	2				
Sturgeon Heights School	Modernization	3				
Redwater School			Replacement	1		
Landing Trail School			Modernization	2		
Bon Accord School					Replacement	1

MODULAR ADDITIONS, REPLACEMENTS AND RELOCATIONS

SCHOOL	2022-2023	2022-2023 Priority	2023-2024	2023-2024 Priority	2024-2025	2024-2025 Priority
Namao School	Addition of 2 Modulares	1				
Redwater School	Demolish 2 Modulares	2				
Landing Trail School	Demolish 2 Modulares and Relocate 2 Modulares	3	Evergreening 2 Modular Classrooms	1		
Four Winds Public School			Addition of 2 Modulares	2		

#017/2023 – Moved by Ms. Irene Gibbons that the Board of Trustees approve the Three Year Capital Plan as presented at the March 22, 2023, Public Board meeting.

CARRIED UNANIMOUSLY**Policy 810 – Off-Site Activities**

Administration has reviewed and updated *Policy 810 – Off-Site Activities* as part of its review of policies that fall under Education Services.

The Policy Committee reviewed *Policy 810 – Off-Site Activities* at their March 1, 2023, committee meeting and has recommended it to the Public Board meeting for approval.

- *Policy 810 – Off-Site Activities* was reviewed. The addition of language to indicate that the Superintendent or designate will also consider the learning objectives for off-site trips was added.

#018/2023 – Moved by Mrs. Tasha Oatway-McLay that the Board of Trustees approve *Policy 800 – Off-Site Activities* as presented at the March 22, 2023, Public Board meeting.

CARRIED UNANIMOUSLY

Policy 900 – Student Conduct and Discipline

Administration has reviewed and updated *Policy 900 – Student Conduct and Discipline* as part of its review of policies that fall under Education Services. *Policy 900 – Student Conduct and Discipline* is to be reviewed on an annual basis.

The Policy Committee reviewed *Policy 900 – Student Conduct and Discipline* at their March 1, 2023, committee meeting and has recommended it to the Public Board meeting for approval.

- *Policy 900 – Student Conduct and Discipline* was reviewed in November, January and March. The intent was to consider a clause that would address Personal Communication Devices. The current version has also been reviewed by the Administration Council of Principals.

#019/2023 – Moved by Mrs. Janine Pequin that the Board of Trustees approve *Policy 900 – Student Conduct and Discipline* as presented at the March 22, 2023, Public Board meeting.

CARRIED UNANIMOUSLY

UNFINISHED BUSINESS

NOTICES OF MOTION

There were no Notices of Motion.

INFORMATION

COMMENT & QUESTION PERIOD

ATA

No verbal report was provided.

CUPE

No verbal report was provided.

COMMUNITY MEMBERS

Jayce Cornelius, Student Advisory Committee co-chair, provided a verbal update.

MEDIA

Not in attendance.

REQUESTS FOR INFORMATION

IN CAMERA

#020/2023 – 10:30 a.m. – Moved by Mrs. Tasha Oatway-McLay that the Board go in camera.

CARRIED UNANIMOUSLY

Meeting recessed for lunch at 11:56 a.m.

Meeting resumed at 12:18 p.m.

#021/2023 – 12:40 p.m. – Moved by Mrs. Stacey Buga that the Board revert to public.

CARRIED UNANIMOUSLY

ADJOURNMENT

Trustee Irene Gibbons adjourned the meeting at 12:40 p.m.

Chair

Date

Associate Superintendent,
Corporate Services



DATE: April 26, 2023
TO: Board of Trustees
FROM: Shawna Warren, Superintendent
ORIGINATOR: Jonathan Konrad, Deputy Superintendent, Education Services
Shannon Campbell Requa, Director, Educational Planning
GOVERNANCE POLICY: [Policy 700 – Superintendent of Schools](#)
ADDITIONAL REFERENCE: Assurance Domain – [Teaching and Leading](#)
SUBJECT: Education Planning Assurance Report

PURPOSE:

For information.

BACKGROUND:

The areas of Indigenous Education, Curriculum and Instruction, Educational Technology and Professional Learning are supported by the Director of Education Planning. The Education Planning team is responsible to provide the following assurance to stakeholders and the public:

Public assurance occurs when:

- Sturgeon Public students demonstrate strong achievement across provincial learning outcomes, engage critically and continuously progress as learners;
- Sturgeon Public teachers and principals demonstrate all dimensions of the Teaching or Leadership Quality Standard in a collaborative culture of learning; and
- All students belong and learn in environments that support their needs. Public confidence is built when system resources are used to ensure optimum learning for all.

Attached is a spring update of the work completed in schools and across the Division to build achievement, develop instructional practice and ensure all students belong and have access to optimum learning.

Administration is prepared to respond to questions at the April 26, 2023, Public Board meeting.

ATTACHMENT(S):

1. Education Planning Assurance Report 2023



Domain: Student Growth & Achievement

Public assurance occurs when Sturgeon Public students demonstrate strong achievement across provincial learning outcomes, engage critically and continuously progress as learners.

New Curriculum - Led out by the Curriculum Coordinator

This year, Sturgeon Public introduced a new curriculum for K-3 English Language Arts (ELAL), K-3 Math and K-6 Physical Education and Wellness (PEW). Professional development (PD) sessions were designed based on teacher needs. Additionally, curriculum working groups were created allowing teachers to work collaboratively to build Division resources.

Professional Development for New Curriculum

- Completed a needs assessment survey with all K-6 teachers
- Using survey feedback, designed the “SPS New Curriculum Professional Learning Menu” that included more than 20 sessions addressing teacher needs
- Used internal and external presenters
- **Over 351** attendees will participate over the course of the 22-23 school year. Sessions included:
 - Indigenous Games for Physical Education and Wellness
 - Writing in New Curriculum Dec. 8 & Jan. 19 AM
 - Mathology Jan. 16 AM
 - High Frequency Word Lists Jan. 17 PM
 - Math Through Indigenous Ways of Knowing March 20 PM
 - Math Games with One Eyed Jacks Jan. 24 AM
 - Fractions in Division One Jan. 24 PM
 - High Impact Vocabulary Strategies Jan. 26 AM
 - Fact Fluency Kit Feb. 8 AM
 - Developing Number Sense Feb. 7 AM
 - Financial Literacy Feb. 22 AM
 - Essential Skills and Procedures Feb. 22 PM
 - Using Mathology March 2
 - Inclusion in Sturgeon Public April 20 AM
 - Fountas and Pinnell April 27 PM
 - Outcomes Based Reporting May 9 AM
 - Sturgeon Assessment May 16 AM
 - Outdoor Classroom May 24 ALL DAY
 - Design K-2 Literacy Program June 6 AM
 - Financial Literacy across Curriculum

Curriculum Working Groups

- 14+ content expert teachers participated in 7 separate groups:
 - K-3 & 4-6 English Language Arts & Literature (ELAL)
 - K-3 & 4-6 Math
 - K-4 French Language Arts & Literature (FLAL)
 - K-6 Physical Education and Wellness



- K-3 Science
- These groups developed:
 - Essential Skills and Procedures for each grade level (foundation for meeting students where they are at - Universal Design for Learning)
 - Sample Year Plans
 - Supporting resources (learning activities and supports)

New Curriculum Implementation for Next Year

- Supported implementation for next year's new curriculum through the initial "Unpacking Curriculum" session:
 - Offered for all K-3 Science and FLAL teachers and all 4-6 ELAL and Math teachers at the March 13th, 2023, PD Day.

Resources for New Curriculum

- Researched and created a comprehensive "SPS Recommended and Supported Resource" list.
- Empowered schools to choose resources that meet their individual needs from the list.
- Priority areas included numeracy, phonics & phonemic awareness, and reading intervention.

Intervention Supports

For the 2022-2023 school year, Alberta Education allocated dedicated funds to address learning gaps experienced by grades 1 to 4 students in response to the learning loss due to the COVID-19 pandemic. Education Planning used both direct small group teaching (pull-out) and in-class small group instruction (push-in).

1. The Division focused direct interventions on grade 4 students in both Numeracy and Literacy:
 - Increased the FTE of two current teachers providing support at Guthrie and Ochre Park and hired two intervention teachers to work across all other grade 1-3 schools.
 - Hired a consultant who supported two days of rigorous training and intervention plan design.
 - Intervention teachers work with students twice weekly and focus on phonics, reading comprehension, number sense and fact fluency
2. In-class interventions were led by Learning Coaches who were trained to work alongside teachers to provide in-class intervention for grades 1-3.
 - Learning Coaches participated in two days of training focused on effective small group instruction in both literacy and numeracy.

Domain: Teaching and Leading

Public assurance occurs when Sturgeon Public teachers and Principals demonstrate all dimensions of the Teaching or Leadership Quality Standard in a collaborative culture of learning.

Staff Development - Designed strategic professional learning opportunities to support student achievement.



Learning Coaches

Learning Coaches work alongside teachers to support and improve teaching practice. Learning Coaches serve all K-9 teachers. This year the Education Planning Team:

- Established clear alignment between Learning Coach work and School Education Plan goals;
- Provided regular connection and professional learning opportunities around; improving coaching skills and best practice teaching strategies;
- Developed skills around vetting and sharing recommended resources;
- Outlined effective co-teaching and lesson modeling strategies;
- Focused on data-driven decision making and productive data collection;
- Facilitated inter-school collaboration and sparked shared projects around literacy and science; and
- refined skills and strategies to support effective Professional Learning Communities (PLCs).

Professional Learning

In order to build teacher competence and confidence in teaching students to improve their literacy skills, the Division ran the Layers of Literacy professional development through a collaboration with the authors of the framework. Five professional learning sessions were offered to all interested teachers division wide. There was participation from every school. Two personalized coaching sessions with the authors to support implementation were also held. This resource is directly aligned with the new curriculum implementation.

Education Planning also organized and hosted two Division PD days that included keynote speakers and professional development breakout sessions. Over 40 breakout sessions were offered on a wide variety of topics ensuring meaningful professional development for all SPS staff. This year the keynote speakers included:

1. Dr. Shelley Moore to support the implementation of the “5P’s of Inclusion”. Four joint coaching sessions for Learning Coaches and Learning Support Leads (LSLs) were also facilitated with Dr. Moore, and
2. Jonathan Rivera, CEO and Founder of Qi Creative for division-wide PD on wellbeing and supporting all students toward success.

Beginning Teacher Cohort & Mentorship

Over 25 beginning teachers have four dedicated sessions that focus on building teacher capacity related to the Teacher Quality Standard (TQS). This includes fostering effective relationships, engaging in career long learning, demonstrating a professional body of knowledge, establishing inclusive learning environments, applying foundational knowledge about First Nations, Métis and Inuit, and adhering to legal frameworks and policies. Beginning teachers have access to support from mentors and are supported with sub release time to work collaboratively with and learn from more experienced colleagues.

Leadership Development - Thoughtfully designed supports to develop and support leaders and aspiring leaders in the Division.



School Based Leadership Support

It has been a priority to provide effective support to Principals and Vice Principals as many are navigating new roles. This often took the form of informal mentorship and coaching. Additionally, the Director of Education Planning spent 2+ months as Acting Principal in Redwater School and worked to provide leadership stability, staff support, and transition support for the incoming principal.

Assurance and Planning

The Director of Education Planning drafted the Annual Education Results Report (AERR) under the direction of the Deputy Superintendent. The School Education Plan template was redesigned to focus on streamlined and meaningful goals. Each administrative team received individualized support. Goals are precise and measurable. An individualized approach was also used to support the Principals and Vice Principals as they prepared and completed the redesigned format for the School Education Plan Presentations to the Board of Trustees.

Leadership PD

School and Division leaders participate in monthly professional development focused on the Leadership Quality Standard through a wide range of relevant topics including: goal setting, psychological safety, gap analysis, new curriculum implementation, effective assessment, leading with the ATA Collective Agreement, teacher supervision and evaluation, effective school culture and Indigenous Education.

Vice Principal Cohort

Vice Principals participate in three sessions specific to instructional leadership facilitated by Dr. Carolyn Cameron.

Sturgeon Aspiring Leadership Team (SALT) - Led out by the Principal of Camilla School.

Aspiring leaders are supported to develop their leadership skills through four meetings designed to support growth around the Leadership Quality Standard. Interested teachers apply to participate and successful candidates are enrolled in the cohort for two years. The focus this year was on Indigenous Education, inclusive environments, data-based decision making and school-based leadership projects.

Educational Technology - Led out by the Educational Technology Lead Teacher.

The Educational Technology Lead Teacher provides elbow to elbow support for teachers as they navigate evolving technology and foster healthy digital citizenship. They also serve as a liaison and support to technology services. Specifically, this role supports:

- PowerTeacher Portal and PowerTeacher Pro;
- Google Classroom;
- Division-wide subscriptions such as: Mathletics, Mathology and Raz-Kids;
- Emerging technology relevant to teaching and learning (Hapara, OrbitNote, Read&Write, Equatio and Chrome extensions);
- Loft Board training and support;
- Media Literacy Week (October 24-28, 2022) and Digital Citizen Day (October 26, 2022). Activities were distributed to schools and made accessible on the Division website;
- iPad management strategies were implemented alongside the Learning Services Team;



- Management of Apps for K-3 iPads streamlined in coordination with the Technology Services Team, in coordination with K-3 teachers;
- School technology needs assessment was conducted through personal connections with each Principal;
- Development of a STEAM cohort to facilitate professional learning and sharing around best practices; and
- SPS STEAM 2023: May-ker Month planning for division-wide STEAM initiative.

Domain: Learning Supports

Public assurance occurs when all students belong and learn in environments that support their needs. Public confidence is built when system resources are used to ensure optimum learning for all.

Indigenous Education

With the leadership of the Indigenous Education Lead and support from the Métis Learning Coach, Indigenous Student Success Coach, and Indigenous Counsellor, Education Planning supports learning environments where Indigenous students can be successful academically, feel a sense of belonging and see themselves in shared learning experiences. The Department has embarked on resource vetting, library review, creating physical spaces for connection, direct student support and graduation coaching, Indigenous student leadership opportunities, family engagement evenings, Métis historical and cultural teachings and blanket exercises for all grades 4,7 and 10 students, several school staff, the Board of Trustees and central office staff. Connections with community members and participation in collaborative work with representatives from Kipohtakaw Education Centre and Alexander First Nation have also occurred.

Education Planning operates with the following guiding ideas:

- student and family voices are sought out, amplified and meaningfully guide the work;
- honour Indigenous ways of being and move through relationship and holism; and
- gather and measure progress through impactful data.

Call to Action Cohort - Led out by the Indigenous Education Lead Teacher.

The Call to Action Cohort meets four times throughout the year to build teacher leader capacity with foundational knowledge, cultural learning and experiences, and truth and reconciliation. The group is designed to embody cultural teachings and model ways of knowing and being while providing practical resources for participants to share back with colleagues. Additionally, members of this cohort are supported to share back their learning with colleagues through staff meetings and PD days.



DATE: April 26, 2023

TO: Board of Trustees

FROM: Shawna Warren, Superintendent

ORIGINATOR: Liliana LeVesconte, Associate Superintendent, Corporate Services

GOVERNANCE POLICY: [Policy 405 – Budget Development and Transparency](#)

ADDITIONAL REFERENCE: [Administrative Procedure 600 – Capital Plan Development](#)
[Administrative Procedure 605 – Site and Playground Development Procedures](#)
[Administrative Procedure 615 – School Facilities and Equipment Maintenance](#)
Board Procedures Regulation 82/2019
Education Act: Section 34, 51, 52(1)(b)
Assurance Domain – [Governance](#)

SUBJECT: Modular Classroom Update

PURPOSE:

For information.

BACKGROUND:

Alberta Education announced on November 17, 2022, that the 2023-2024 Modular Program will be funded again and taking submissions from Divisions on December 16, 2022. The Division put an application to Alberta Education on December 16, 2022, for the demolition of four old moduls and the addition of two new moduls.

Alberta Education has recently reviewed Sturgeon Public School Division’s submission as part of the 2022/2023 Modular Classroom Program and the Division has been informed that the following modular classroom requests have been approved:

1. Demolition and site restoration of two modular/portable classrooms at Redwater School. These moduls were installed in 1985 and are not required for instructional space. These units were assessed to be in very poor condition, with high levels of mold and fungal contamination, and have been sealed off from the building to contain the cross-contamination with the rest of the school. The demolition will bring the space utilization of Redwater School to 69%.
2. Demolition and site restoration of two modular/portable classrooms at Landing Trail School. These moduls were installed in 1982, are in poor condition and are the cause of health complaints from staff and students. The school does not require this additional instructional space, and the demolition of these two units will improve the space utilization for the school from 76% to 84%.



The Division did not receive approval for the addition of two modular units at Namao School.

Administration is prepared to respond to questions at the April 26, 2023, Public Board meeting.

ATTACHMENT(S):

1. Modular Classroom Program Letter

March 31, 2023

Ms. Liliana Levesconte
Associate Superintendent, Corporate Services
Sturgeon School Division
9820 - 104 Street
Morinville AB T8R 1L8

Sent via email: liliana.levesconte@sturgeon.ab.ca

Dear Ms. Levesconte:

Alberta Education has recently reviewed Sturgeon School Division's submission as part of the 2023/24 Modular Classroom Program. I am pleased to inform you that the following modular classroom requests have been approved for your jurisdiction:

- Demolition and site restoration of two modular/portable classrooms at Redwater School; and
- Demolition and site restoration of two modular/portable classrooms at Landing Trail School.

Approval of these requests was based on your school jurisdiction identifying an urgent need regarding student accommodation for the coming year. Please be advised that if the modular classroom project is not complete by December 31, 2023, the approval for the units affected may be rescinded.

Your school jurisdiction will receive the fully funded modular classrooms, and the province will pay for 100 per cent of the reasonable costs to deliver and set up and will consider additional costs to support a connecting link as required.

Prior to the commencement of any tendering or use of your own forces, a completed prep sheet for each project must be submitted to Infras.MCP@gov.ab.ca. Please advise your school jurisdiction staff to access the necessary prep sheets at alberta.ca/planning-and-building-schools.aspx. Failure to submit a prep sheet may impact the funding availability for this project.

.../2

Ms. Liliana Levesconte
Page Two

Upon receipt of the signed construction contract and approval of a Payment Request Form, your school jurisdiction will receive 80 per cent of the total funding for your modular classroom projects. Once your statement of final costs has been submitted, the provincial portion of the actual expenditures, up to the remaining 20 per cent, will be forwarded to your school jurisdiction. A completed statement of final costs form must be submitted by the end of the 2023/24 school year in order to ensure a final payment is available and your jurisdiction remains eligible for future modular approvals. The Payment Request Form can be obtained online at alberta.ca/planning-and-building-schools.aspx.

Please note that school jurisdictions have an obligation to maintain and insure all approved modular classrooms.

Should your school jurisdiction staff have any questions regarding this approval or the approval process, please have them contact your Capital Planning Manager.

For any questions regarding the procurement, transportation or set up of the approved projects, please email Infras.MCP@gov.ab.ca or contact Drew Wesolowsky, Specials Projects Engineer, Capital Projects Delivery, at 825-975-4121 (toll-free by first dialing 310-0000).

Sincerely,



Erin Owens, B.Sc., B.Ed.
Executive Director
Capital Planning

cc: Judith Wright
Director, Program Management and Integration, Infrastructure



DATE: April 26, 2023
TO: Board of Trustees
FROM: Shawna Warren, Superintendent
ORIGINATOR: Liliana LeVesconte, Associate Superintendent, Corporate Services
GOVERNANCE POLICY: [Policy 405 – Budget Development and Transparency](#)
ADDITIONAL REFERENCE: [Administrative Procedure 400 – Budget Development](#)
[Administrative Procedure 415 – Fiscal Reporting](#)
[Administrative Procedure 600 – Capital Plan Development](#)
Education Act
Assurance Domain - [Governance](#)

SUBJECT: Pre-Planning Grant Update

PURPOSE:

For information.

BACKGROUND:

On April 4, 2022, The Sturgeon Public School Division sent a letter to Alberta Education with the objective to seek support toward achieving accommodation planning for six aging schools. The accommodation planning is intended to address appropriate school capacities, improve program excellence and opportunities, efficient and effective use of facilities, develop a modular classroom strategy, and explore closure and consolidation opportunities and partnership opportunities.

On March 29, 2023, The Sturgeon Public School Division received a letter of approval from Alberta Education for up to \$50,000 of pre-planning funding to cover the costs for the Value Scoping exercise held November 29 and December 1, 2022, for schools in Gibbons, Morinville, St. Albert, Redwater, and Bon Accord.

Administration is prepared to respond to questions at the April 26, 2023, Public Board meeting.

ATTACHMENT(S):

1. Planning Funds Approval Letter

AR120746

March 29, 2023

Ms. Liliana Levesconte
Associate Superintendent, Corporate Services
Sturgeon School Division
Frank Robinson Education Centre
9820 - 104 Street
Morinville AB T8R 1L8

Dear Ms. Levesconte:

In response to your April 4, 2022 letter to Allison Matichuk, Capital Planning Manager, I am pleased to advise you of the following funding allocation for Sturgeon Public School Division:

- Approval of up to \$50,000 of planning funding to cover the costs for planning for Sturgeon Public School Division schools in Gibbons, Morinville, St. Albert, Redwater and Bon Accord.

I understand from your letter that Sturgeon Public's objectives are to ensure appropriate school capacities, enable program excellence, develop a modular classroom strategy, and explore closure and consolidation opportunities and partnership opportunities. This will include contracting the services of a consultant to meet with the school jurisdiction, conduct facility tours, facilitate a planning session and prepare a report that compares various solutions.

Alberta Education staff will proceed with the initial payment of 60 per cent to your jurisdiction. The request to release final payment must be submitted to your Capital Planning Manager via a filled and signed Final Payment Request Form, along with all invoices, proof of payment and a copy of deliverables. The form and related documents must be submitted no later than November 30, 2024. Failure to submit may result in the remaining payment being retained by the department to address other priority projects.

.../2

Ms. Liliana Levesconte
Page Two

Should you have any questions, please contact Allison Matichuk, Capital Planning Manager, at allison.matichuk@gov.ab.ca or 780-643-1453 (toll-free by first dialing 310-0000).

Sincerely,

A handwritten signature in black ink, appearing to read 'CSewell', written in a cursive style.

Christine Sewell
Assistant Deputy Minister
Financial Services and Capital Planning



DATE: April 26, 2023

TO: Board of Trustees

FROM: Shawna Warren, Superintendent

ORIGINATOR: Jonathan Konrad, Deputy Superintendent, Education Services
Lauren Walter, Manager, Marketing & Communications

GOVERNANCE POLICY: [Policy 225 – Board Responsibility and Conduct](#)
[Policy 700 – Superintendent of Schools](#)

ADDITIONAL REFERENCE: [AP220 – Communications](#)
Assurance Domain – Local and Societal Context

SUBJECT: Communications Report – April 2023

PURPOSE:

For information.

BACKGROUND:

The Superintendent is committed to ensuring open, transparent, positive internal and external communications are developed and maintained. In accordance with this commitment, the Superintendent employs a Communications Manager whose primary role is to establish and maintain effective Division and school communication.

The monthly Communications Report for the month of April is included for Trustee information.

Administration is prepared to respond to questions at the April 26, 2023, Public Board meeting.

ATTACHMENT(S):

1. Communications Report – April 2023

Board Memorandum

March 2023 & April 2023



**Sturgeon
Public Schools**

Dare to reimagine learning

Communications
Report

Marketing Goals

As outlined in the 2022/23
Communications Plan



1. SPS BLOG/NEWSLETTER

The blog/newsletter will be used to update parents—as well as the greater community—on the positive things that are happening in the division, such as:

1. Events
2. News
3. Award Wins
4. Projects
5. Initiatives



2. TRADITIONAL MEDIA

The aim of this year's Communication Plan is to build connection with other media organizations in our community. Each month, stories will be submitted to Sturgeon County—as well as each Town Administration—highlighting exciting news about our schools. Having local organizations circulate our success stories will contribute to our positive community reputation, while simultaneously promoting our programs.



3. WEBSITE UPDATES

The website will be updated so that the format and content are concise, informative, and user friendly. A particular area of improvement will be the individual school sites—which will be made more uniform and easy for current and prospective parents to navigate.

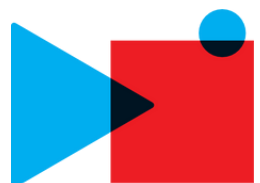
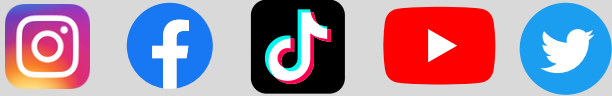


4. SOCIAL MEDIA

The goal of our social media is to be more engaging and innovative than ever before. We will post photo and video content daily that:

- A) Reflects our Core Values
- B) Is Engaging
- C) Follows Current Social Media Trends
- D) Utilizes Algorithmic Patterns to Reach a Large Audience

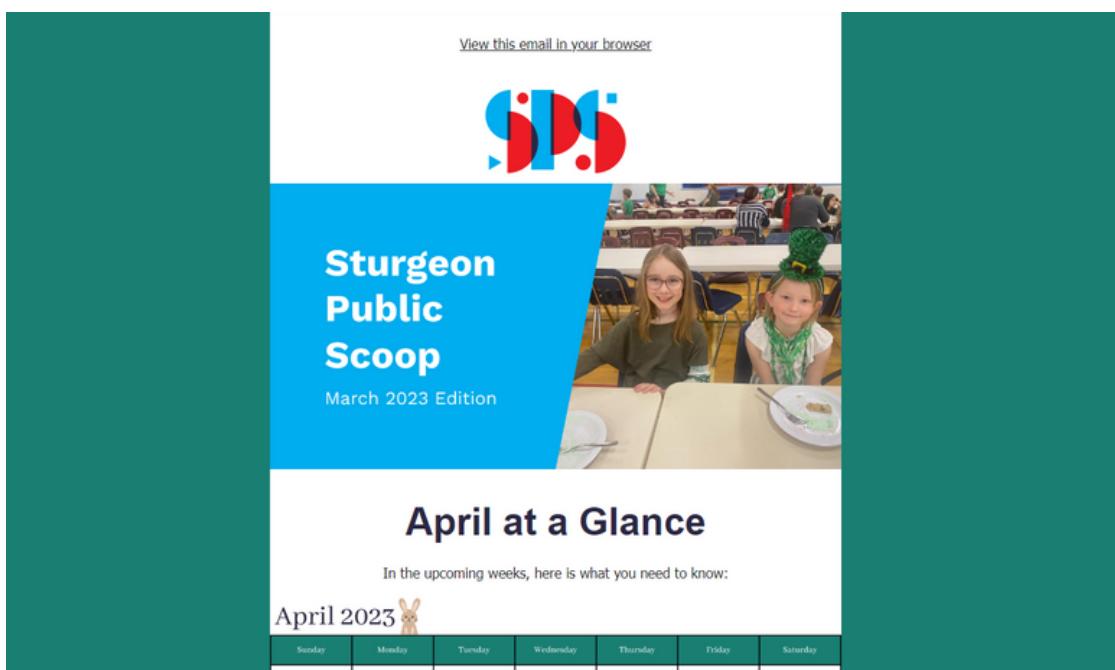
The social media platforms we will be utilizing are:



Communications in March & April has been focused on:

- The March edition of the Division Newsletter. This edition included: a reminder to register for Summer School, information on the importance of Month of the Military Child, an update on the CASA Mental Health Classrooms, details on the Suze Casey Seminar for SPS parents and guardians, news of the Legal Public School Spring Carnival, and other exciting updates.

Aligns with Marketing Goal 1



[Show me the March Edition of the Newsletter](#)

Communications in March & April has been focused on:

- Promoting registration for Summer School, 2023. To encourage enrolment, Communications created:
 1. Created social media infographics that were circulated on the Division's social media platforms as well as the platforms of individual schools.
 2. Sent out an email marketing campaign to families with information on all courses.
 3. Purchased newspaper advertisements that included course details and the benefits of registering for Summer School.

The collective efforts to promote Summer School programming successfully increased enrolment (as of April 14th) by more than 157.5% from last year. April 14th of 2022, there were 73 students enrolled. As of April 14th of this year, there were 188.

Aligns with all Marketing Goals



Show me




Show me

Communications in March & April has been focused on:

- Showcasing the Division's involvement in Month of the Military Child and 'Teal Up' Day. In collaboration with the Edmonton Military Family Resource Centre and staff members in the Division, shared resources and information on social media platforms as well as the website demonstrating Sturgeon's commitment to supporting and acknowledging the military students in the Division.

Aligns with Marketing Goals 1, 3 & 4




 [Show me](#)




 [Show me](#)




 [Show me](#)



 [Show me](#)

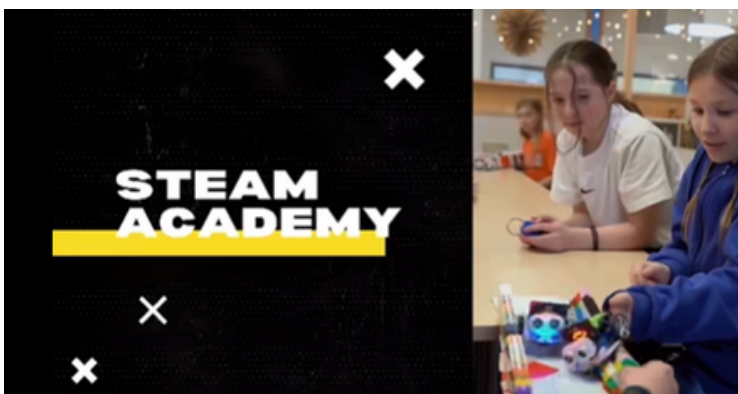


 [Show me](#)

Communications in March & April has been focused on:

- Creating promotional materials to support the events going on in schools. For the Sturgeon Heights Open House, a series of videos highlighting their various academies were put together. For Legal Public School's Spring Carnival, Communications designed the branding that was used for a sign, a billboard, and various social media posts. Additionally, communication was put together to be sent to local businesses to invite them to participate in the event. Lastly, to encourage registration at Guthrie School, graphics were designed for a portable sign.

Aligns with Marketing Goals 1, 3 & 4



Show me

Communications in March and April has been focused on:

- Promoting the Suze Casey Seminar for parents and guardians. To encourage parents to attend this seminar, multiple promotional graphics and videos were created for social media, sent an email with the event details to all Sturgeon Public Schools families, and created promotional material to be circulated by the individual schools. These efforts resulted in more than 80 parents and guardians registering for the event.

Aligns with Marketing Goals 1 & 4



Show me



Show me

- Promoting the upcoming Transition to Adulthood Fair. To provide interested families with more information on the event, Communications created a webpage outlining all of the important information as well as a list of the vendors attending the event. Additionally, a promotional poster was created and circulated to both Redwater School and Sturgeon Composite High School.

Aligns with Marketing Goals 3 & 4



Transition to Adulthood Fair

Event Details

This event takes place on May 25th, 2023 from 5:00PM to 8:00PM at Sturgeon Composite High School.

Overview

Join us for an informative and empowering event focused on supporting life after high school for students with developmental disabilities and their families.

This event is designed to provide valuable resources and guidance on post-secondary education, employment, and independent living. Our guest speakers are experts in the field and will offer practical advice and strategies for navigating the transition to adulthood. In addition to expert speakers, we are excited to have vendors from various industries joining us to share information about employment opportunities. This is a unique opportunity to connect with supports to gain employment and learn about job training programs that can help your child achieve their career goals. Don't miss out on this chance to discover new possibilities and support your child's future success.

Featuring Presentations from:

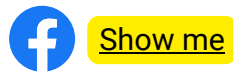


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Communications in March and April has been focused on:

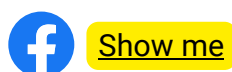
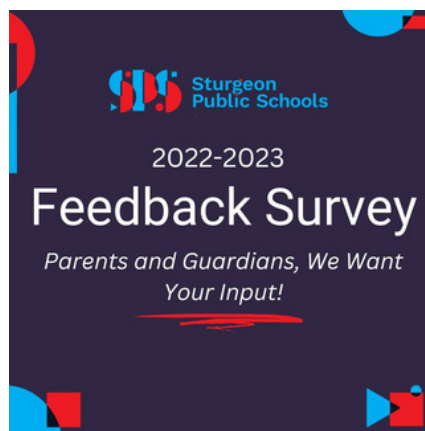
- Sharing the news of the Division's new collaborative partnership with the Town of Gibbons. This news was shared to multiple local news outlets, to all Sturgeon Public Schools families via email, and to all Division social media outlets.

Aligns with Marketing Goals 1, 3 & 4



- Encouraging Sturgeon Public Schools families to complete the Parent Feedback Survey. Multiple email reminders were sent to families in addition to sharing social media posts to both the Division platforms, and the platforms of individual schools. Collective efforts resulted in more than 440 responses from parents and guardians.

Aligns with Marketing Goals 3 & 4



Sturgeon Public in the Media

Aligns with Marketing Goal 2

- April 16, 2023 — Sturgeon Comp students learn to weld through dual-credit course
St Albert Gazette
- April 18, 2023 — Rotary donation helps support Camilla School's upcoming theatrical production
Morinville Online
- April 17, 2023 — EMPS Learning Farm seeking community liaison
Morinville Online
- March 28, 2023 — High school-level French Immersion coming to SCHS this fall
Morinville Online
- March 20, 2023 — SCHS student designs MFGA's new logo
Morinville Online
- March 14, 2023 — Sturgeon Comp expanding French Immersion program to high school
St Albert Gazette
- April 17, 2023 — Gibbons hopes new school will replace existing schools
Fort Sask Online
- April 13, 2023 — More Details for New Gibbons School
Fort Sask Online
- April 19, 2023 — School-Wide Lunch
Redwater Review
- April 5, 2023 — Redwater Students Visit the Citadel
Redwater Review

Upcoming Events

- Hats on for Mental Health - May 3
- Celebrate Education Week - May 1 to 5
- Red Dress Day - May 5
- Mental Health Week - May 2 to 5
- Moose Hide Campaign Day - May 11



DATE: April 26, 2023

TO: Board of Trustees

FROM: Shawna Warren, Superintendent

ORIGINATOR: Liliana LeVesconte, Associate Superintendent, Corporate Services

GOVERNANCE POLICY: [Policy 405 - Budget Development and Transparency](#)

ADDITIONAL REFERENCE: [AP 415 - Fiscal Reporting](#)
 Education Act: Sections 139(1)(2), 143, 180, 183, 184
 Assurance Domain - [Governance](#)

SUBJECT: Monthly Financial Report- March 2023

PURPOSE:

For information.

BACKGROUND:

The Board Financial Report for March 2023 is included for Trustee information.

Every month, at the Public Meeting of the Board, as stated in Policy 405 - 2.6 – “The Board shall receive a financial report of budget and year-to-date revenues and expenditures, along with a variance analysis for the previous month.”

The Monthly Budget Report includes a column for Instructional Centralized Supports. In addition, a Non-budgeted Additional Grants column for amounts received after the approved budget is tracked outside the approved budget. The Instructional Centralized Supports include Information Technology, Education Planning, Community Engagement, Curriculum Development, Specialized Learning Support, Program Unit Funding (PUF), Human Resources, Student Health and Wellness, Divisional PD, Division Principal, and Evergreening.

As of the end of March 2023, the Division’s deficit is \$1.15M, due to:

1. New unbudgeted grants released, totalling \$918,151 (unspent balance to date \$557k) offsetting our anticipated deficit:

Alberta School Councils Engagement (includes unspent funds from prior year)	\$12,416
Dual Credit Programming (includes unspent funds from prior year)	\$186,109
Learning Disruption Support (includes unspent funds from prior year)	\$178,794
Low Incidence Support Services (LISS)	\$40,902
Support for Ukrainian Students	\$63,250
Curriculum Planning (unspent funds from prior year)	\$230,465
French as a Second Language	\$51,964
Mental Health in Schools	\$154,250

2. Higher than budgeted interest revenue on deposit accounts (\$447K).
3. Timing of certain revenues and expenses, such as fee collection, insurance and utilities.
4. The Division expensed \$456k on unbudgeted capital equipment (Loft Boards, Gym displays, etc.) using operating dollars.
5. Higher than budgeted amortization for unsupported capital assets due to asset classification at the end of 2021-2022 (144k).

When excluding the above noted temporary surplus, the Division would have had a deficit of \$2.49M, as opposed to a deficit of \$1.36M as planned as of March 31, 2023. The Targeted Deficit for 2022-2023 is \$2,337,972, however, the ministerial approval reduced that deficit to \$2,037,417. This amount includes the operating dollars invested in capital assets (\$456k to date). The Division will be required to meet the access to the Unrestricted Surplus as approved by the Minister, by adding to the operating statement a portion of the PUF Deferred funds, offset capital expenditures costs from the capital reserve, and/or reducing the planned Capital Contribution to Reserves.

There have been a few unbudgeted expenses, which are detailed below.

When compared to the budget, the actual variances by program:

- Pre-K - 12
 - Revenues are higher than budgeted by \$1.03M, due to ATA Salary Settlement top up (\$315k), Student Enrolment Growth grant (\$138k), the timing of fee collection, higher than anticipated donations (\$167k), mostly related to graduation, and fundraising revenues (\$62k) and a number of smaller revenues sources.
 - Expenses are higher than budgeted by \$865k, mainly due to accelerated timing of instructional expenses over the first 10 months of the fiscal year, and the ATA Salary Settlement (\$315k).
- Centralized Instructional Services
 - Revenues are higher than budgeted by \$437k due to the timing of additional Indigenous Students funding for Learning Services; a portion of the interest revenue was allocated to supporting technology upgrades (\$148k).
 - Expenses are slightly higher due to Learning Services expenses taking place over the first 10 months of the year but anticipating to track closer to budget by the end of year, and additional amortization for the Loft Boards that were capitalized at year end, but not budgeted (\$163k for the entire year). The amortization is anticipated to affect the year end deficit.
- Operations & Maintenance
 - Revenue includes additional, unbudgeted Alberta Education funding of \$85k to cover the rent for Legal Public School and a settlement from the liquidation of assets under the ASBIE old insurance of \$95k.
 - Expenses are higher than budgeted by \$1.06M due to \$176k for the SCHS Flood while the insurance funds were received in the 2021-2022 school year, higher than budgeted snow clearing costs (\$197k), and the loss on disposal of obsolete surveillance equipment (\$255k), higher than budgeted salaries and benefits expense due to unbudgeted positions (\$120k), all anticipated to affect the year end deficit. Utility costs are higher during the winter season, and the timing of insurance premiums will level out by the end of the year (~\$250k).
- Transportation Services
 - Revenue is higher than budgeted due to Transportation fees being collected at the beginning of the year, and additional revenue received for the fuel subsidy program.
 - Expenses are higher than budgeted mainly due to fuel subsidy received being paid out to the bus contractors, contractors cost taking place over 10 months as



opposed to 12, the addition of a Bon Accord Route in September 2022, offset by the elimination of two routes in August 2022, after the budget cycle.

- System Administration
 - Revenue is higher than budgeted due to additional interest earned on the deposit accounts (\$319k), and unbudgeted \$40k for ASBIE property equity final payout.
 - Expenses are tracking close to budget.
- External Services
 - Revenues are lower than budgeted due to less secondments.
 - Expenses are lower than budgeted due to less secondments and less subs budgeted under this category.
- Non-Budgeted Additional Grants
 - Grants were received later in the year and continue to come but anticipated to be spent by the end of the year.
- Capital Investment to March 31, 2023, adds up to \$456k, and it will reduce the overall unrestricted surplus.

Administration is prepared to respond to questions at the April 26, 2023, Public Board meeting.

ATTACHMENT(S):

1. March 2023 Monthly Financial Report

The Sturgeon Public School Division
2022-2023 School Year

New

Target Percent - 58%

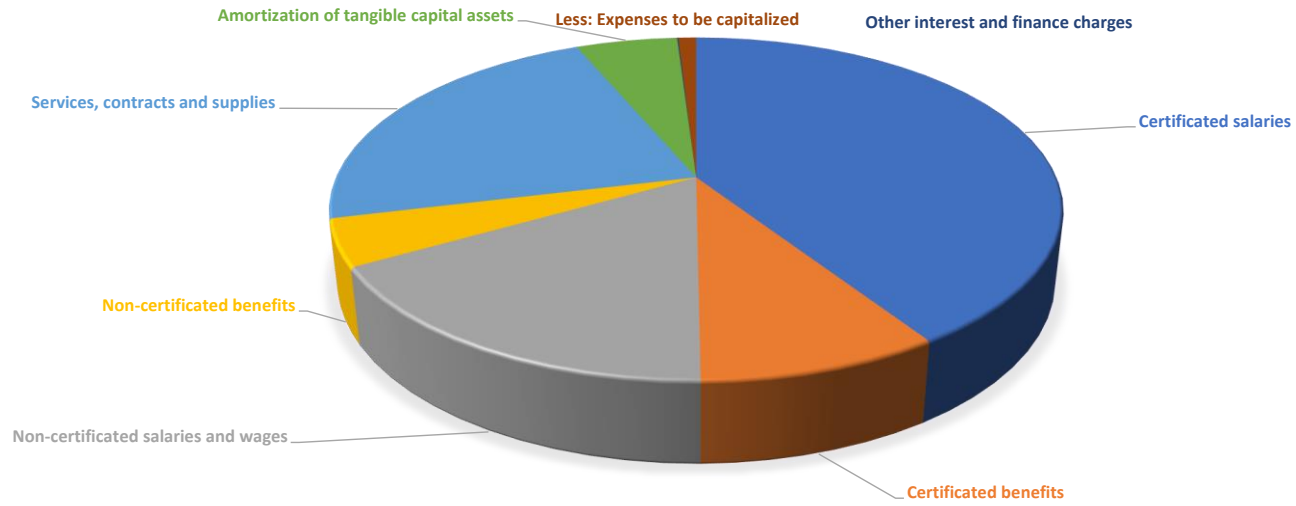
REVENUES	Pre-K to Grade 12	Instructional Centralized Supports	Operations & Maintenance	Transportation	System Administration	External Services	TOTAL	Non budgeted Additional Grants
Alberta Education	\$ 23,840,003	\$ 7,716,718	\$ 3,119,363	\$ 2,920,938	\$ 1,568,666	\$ 127,435	\$ 39,293,122	\$ 918,151
Alberta Infrastructure & Amortization	\$ 3,435	\$ 12,838	\$ 2,292,051				\$ 2,308,324	
Other - Government of Alberta	\$ 651,505	\$ -					\$ 651,505	
Federal Government and First Nations	\$ 232,132	\$ 335,353					\$ 567,485	
Fees	\$ 960,702	\$ -		\$ 716,820		\$ 1,954	\$ 1,679,476	
Sales of services and products	\$ 158,426	\$ 495		\$ 950	\$ 1,412	\$ 53,514	\$ 214,797	
Investment income	\$ -	\$ 148,018			\$ 419,305		\$ 567,323	
Gifts and donations	\$ 223,452	\$ -					\$ 223,452	
Rental of facilities	\$ 27,816	\$ 9,173	\$ -			\$ 15,531	\$ 52,520	
Fundraising	\$ 106,364	\$ -					\$ 106,364	
Other	\$ 237	\$ 723	\$ 114,742		\$ 40,363		\$ 156,065	
TOTAL REVENUES	\$ 26,204,071	\$ 8,223,317	\$ 5,526,156	\$ 3,638,708	\$ 2,029,746	\$ 198,434	\$ 45,820,432	\$ 918,151
Approved Budget Revenues	\$ 43,158,454	\$ 13,348,236	\$ 9,291,157	\$ 5,693,792	\$ 2,789,294	\$ 372,178	\$ 74,653,111	
Percent Collected of Budget Received	60.72%	61.61%	59.48%	63.91%	72.77%	53.32%	61.38%	

EXPENSES

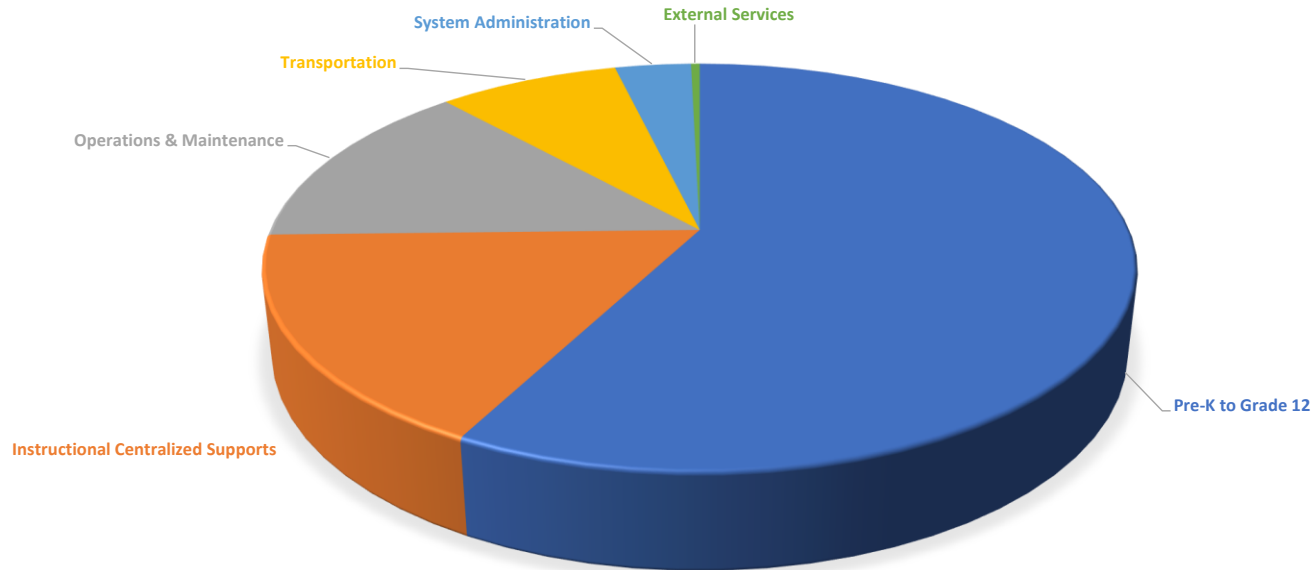
Certificated salaries	\$ 17,949,573	\$ 1,450,937			\$ 203,775	\$ 150,526	\$ 19,754,811	\$ 126,605
Certificated benefits	\$ 4,178,790	\$ 170,246			\$ 21,879	\$ 17,526	\$ 4,388,442	\$ 13,337
Non-certificated salaries and wages	\$ 2,143,967	\$ 4,033,596	\$ 1,188,220	\$ 101,476	\$ 725,047	\$ 10,544	\$ 8,202,851	\$ 76,931
Non-certificated benefits	\$ 507,503	\$ 1,106,815	\$ 322,398	\$ 25,488	\$ 176,550	\$ 4,103	\$ 2,142,858	\$ 14,859
Services, contracts and supplies	\$ 2,748,961	\$ 1,331,933	\$ 2,681,933	\$ 3,665,409	\$ 451,975		\$ 10,880,212	\$ 129,639
Amortization of tangible capital assets	\$ 124,922	\$ 111,443	\$ 2,333,202	\$ 1,580	\$ 18,214		\$ 2,589,361	\$ -
Other interest and finance charges	\$ 14,410	\$ -		\$ 14,622	\$ 44		\$ 29,076	\$ -
Less: Expenses to be capitalized	\$ (229,934)	\$ (172,410)	\$ (47,684)	\$ (5,851)			\$ (455,879)	\$ -
TOTAL EXPENSES	\$ 27,438,194	\$ 8,032,559	\$ 6,478,070	\$ 3,802,723	\$ 1,597,485	\$ 182,700	\$ 47,531,731	\$ 361,371
Approved Budget Expenses	\$ 45,556,346	\$ 13,348,236	\$ 9,291,157	\$ 5,693,792	\$ 2,789,294	\$ 372,178	\$ 77,051,003	
Percent Spent of Budget	60.23%	60.18%	69.72%	66.79%	57.27%	49.09%	61.69%	

OPERATING SURPLUS (DEFICIT)	\$ (1,234,123)	\$ 190,758	\$ (951,915)	\$ (164,015)	\$ 432,261	\$ 15,735	\$ (1,711,299)	\$ 556,780
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ACTUAL EXPENSES BY OBJECT



ACTUAL EXPENSES BY PROGRAM





DATE: April 26, 2023

TO: Board of Trustees

FROM: Shawna Warren, Superintendent

ORIGINATOR: Jonathan Konrad, Deputy Superintendent, Education Services
Robert Litchfield, Director, Technology Services

GOVERNANCE POLICY: [Policy 700 – Superintendent of Schools](#)

ADDITIONAL REFERENCE: [AP865 – Information and Communication Technology](#)
Assurance Domain – Learning Supports
Assurance Domain – Governance

SUBJECT: Monthly IT Report – April 2023

PURPOSE:

For information.

BACKGROUND:

The Technical team has completed an inventory of the iPad fleet to ensure 2023/2024 budget accurately reflects the Evergreen needs of schools. During this process, it was discovered that there are a lot of discontinued devices in the inventory. Pending budget approval, these devices will be upgraded through the 2023/2024 Evergreen program.

As a result of the iPad inventory activity, going forward the Division will include the iPad fleet as part of the monthly reporting.

Administration is prepared to respond to questions at the April 26, 2023, Public Board meeting.

ATTACHMENT(S):

1. Monthly IT Report – April 2023



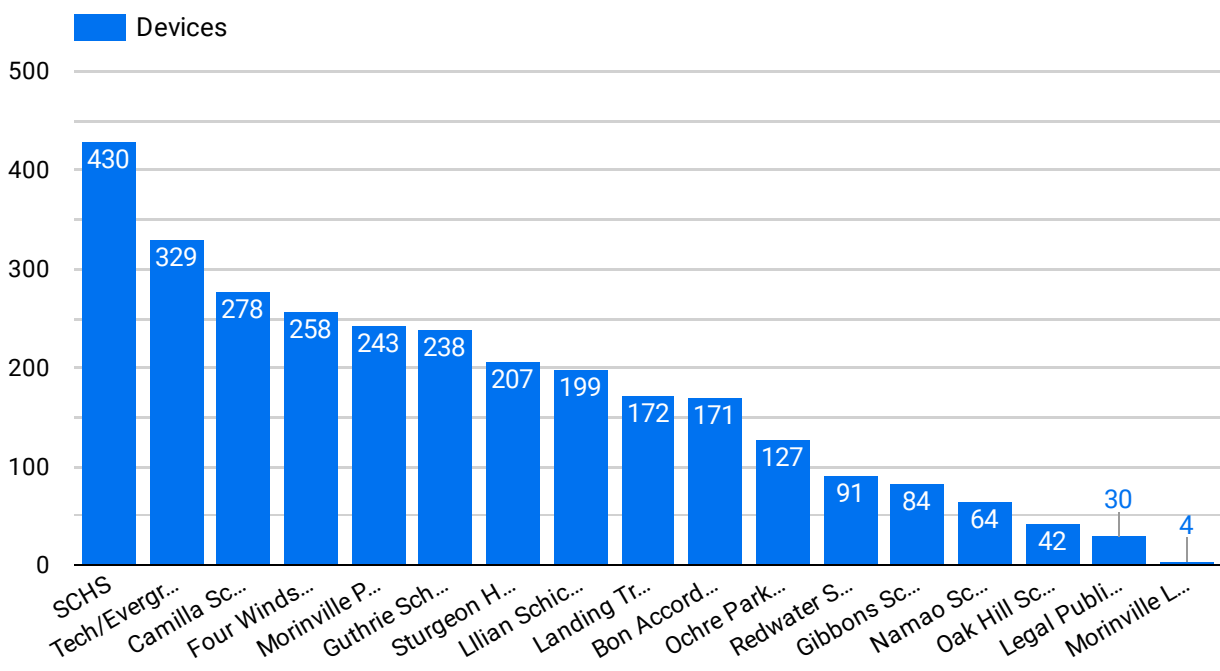
Monthly Board Report - March Data

Primary System Availability

99.9% uptime is considered very good, and is what our suppliers support

Google	Microsoft	PowerSchool	SuperNet
100 %	100 %	99.79%	100 %

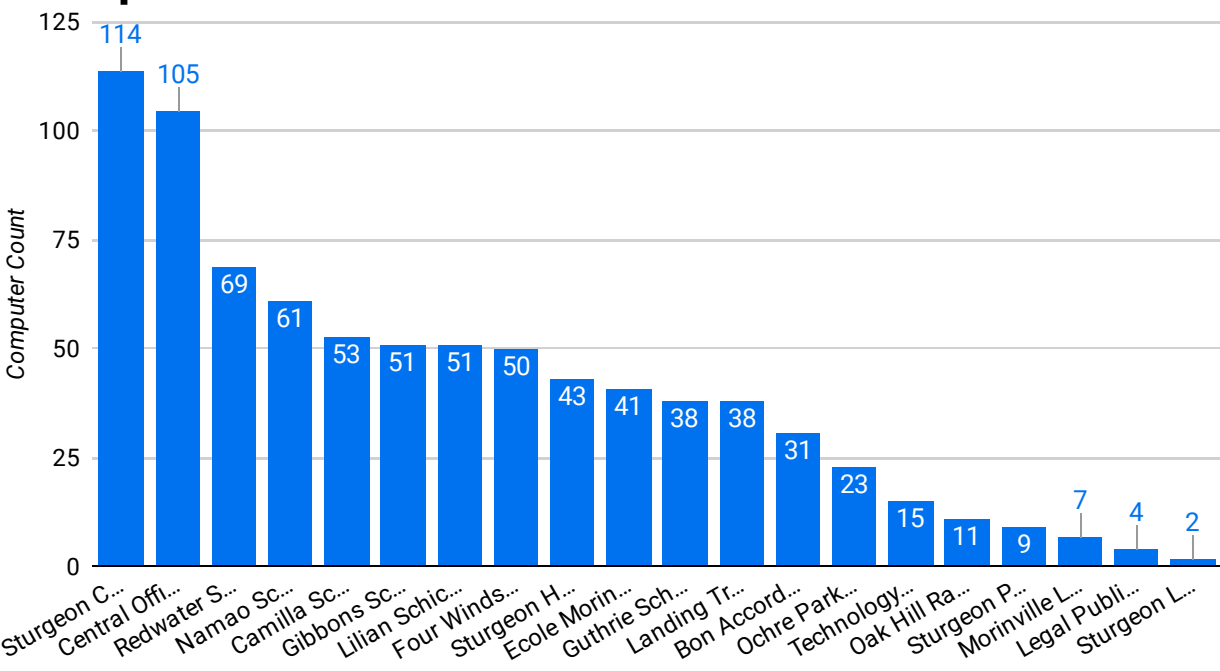
ChromeBook Fleet



Items listed under Tech/Evergreen consist of repair replacement stock, evergreen replacement stock and stock that has yet to be deployed

Evergreen (Year)	Devices
2022	169
2023	148
2024	492
2025	655
2026	783
2027	723

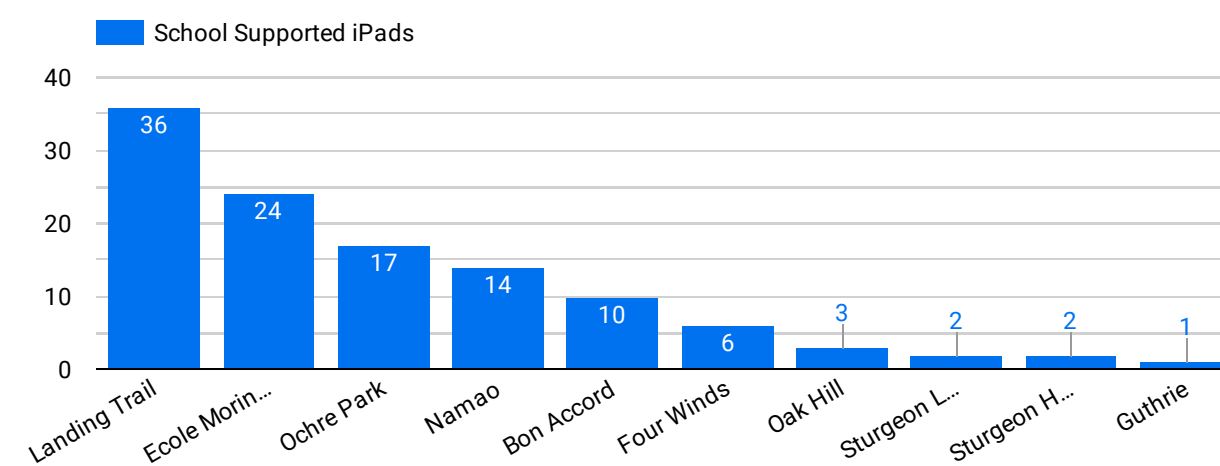
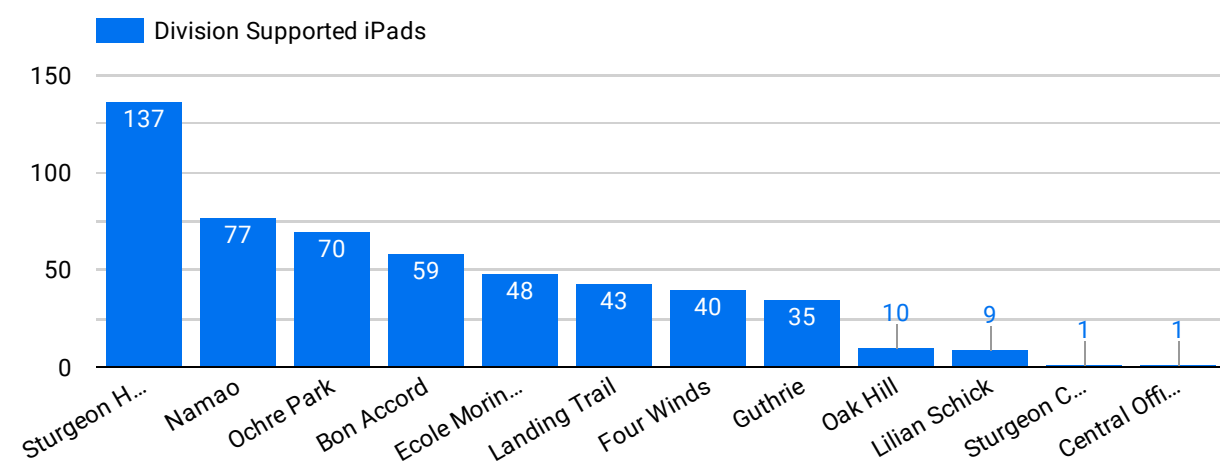
Computer Fleet



Items listed under Central Office consist of devices used by CO staff, repair replacement stock, evergreen replacement stock and stock that has yet to be deployed

Evergreen (Year)	Record Count
2022	21
2023	42
2024	308
2025	165
2026	277
2027	73

iPad Fleet



Evergreen (Year)	Record Count
2023	431
2026	94
2025	5

Printer Fleet

Printer Group	Total Printed Pages	Percentage Colour	Single Sided	Double Sided	Print Jobs
Sturgeon Heights	29,148	1.25%	9,922	19,226	607
Sturgeon Composite	23,637	3.07%	4,007	19,630	461
Redwater	19,202	6.36%	4,834	14,368	464
Ochre Park	20,458	19.32%	13,310	7,148	1,129
Oak Hill	2,027	30.52%	405	1,622	74
Namao	24,442	2.32%	9,902	14,540	546
Lilian Schick	11,364	7.15%	3,398	7,966	645
Leaning Centers	22,599	0.65%	7,745	14,854	433
Guthrie	16,236	4.73%	6,976	9,260	423
Gibbons	17,954	3.76%	2,848	15,106	333
Ecole Morinville	29,440	1.01%	10,014	19,426	585
Central Office	3,731	3.29%	555	3,176	134
Camilla	38,858	2.36%	11,810	27,048	624
Bon Accord	11,312	5.22%	6,326	5,064	427

Note: Four Winds School is excluded from the printer report as it is managed separately

Trees Consumed
49.78

CO2 Produced (kg)
5,268.7

Equivalent Bulb Hours
329,880.5



DATE: April 26, 2022

TO: Board of Trustees

FROM: Shawna Warren, Superintendent

ORIGINATOR: Superintendent's Office
Liliana LeVesconte, Associate Superintendent, Corporate Services

GOVERNANCE POLICY: [Policy 405 – Budget Development and Transparency](#)
[Policy 700 – Superintendent of Schools](#)

ADDITIONAL REFERENCE: *Education Act: Section 139(1)(2),
Freedom of Information and Protection of Privacy Act
Assurance Domains – [Learning Supports & Governance](#)*

SUBJECT: 2022-2023 Superintendent Discretionary Fund

PURPOSE:

For information.

BACKGROUND:

Based on the information gathered in previous Superintendent Discretionary Fund updates, it can be seen that the Superintendent Discretionary Fund is an important resource that the Division uses to support schools with additional staffing requirements that arise after the budget has been approved. For the 2022-2023 school year, the budget dollar amount allocated in the fund was \$800,000.

Monthly, at each Public Board meeting held throughout the school year, the Superintendent reported on the Superintendent Discretionary Fund spending. The spending to date has included additional teacher FTE, CUPE FTE, and GEC FTE, as well as resources and salary cost adjustments. The Division also received Supplemental Enrolment Growth Funding, which was added to the Superintendent Discretionary Budget.

However, as of the March 22, 2023, Public Board meeting, the Superintendent Discretionary Fund for the 2022-2023 school year has been fully utilized. Therefore, this report will no longer come forward for the remainder of the 2022-2023 school year, indicating that the Division has exhausted the allocated budget for this purpose.

The Superintendent Discretionary Fund has been an essential resource for the Division, helping to address unforeseen staffing requirements and ensuring that schools have the necessary resources to provide a quality education to Sturgeon Public students. The regular reporting of the spending provided transparency and accountability to ensure resources were allocated in the best interests of students and in alignment with the Division's goals and priorities.

Administration is prepared to respond to questions at the April 26, 2023, Public Board meeting.

ATTACHMENT(S):

Not applicable.



DATE: April 26, 2022

TO: Board of Trustees

FROM: Shawna Warren, Superintendent

ORIGINATOR: Board of Trustees
Shawna Warren, Superintendent

GOVERNANCE POLICY: [Policy 225 – Board Responsibility and Conduct](#)

ADDITIONAL REFERENCE: [Policy 220 – Trustee Code of Conduct](#)
[Policy 221 – Role of the Trustee](#)
[Policy 235 – Conduct of Board Meetings](#)
[Policy 700 – Superintendent of Schools](#)
Education Act
Assurance Domains – [Governance](#)

SUBJECT: Sturgeon Public School Division Trustee Handbook – Guide to Effective Governance 2022-2023

PURPOSE:

For information.

BACKGROUND:

The Board of Trustees has developed a new Trustee Handbook that outlines the beliefs, policies, and practices related to Board Governance. The Trustees’ Handbook is a crucial tool to help Trustees lead by example in all decisions and activities, ultimately benefiting public education and the students at Sturgeon Public Schools.

An excellent governance culture is characterized by a Board that consistently operates in an environment of trust, respect, and professional demeanor. The Board sets the tone for the entire division in how it carries out its governance responsibilities, and the handbook contains clear statements and explanations of the connections between policy and application and the process where the direction of the organization is set that guides the Board’s decision-making processes.

The handbook includes expectations and procedures for individual trustees, both as members of the Board and as representatives of the communities that elected them. Trustees are expected to govern themselves accordingly. As per policy 225, the Board evaluates itself annually against Board effectiveness in meeting policies, norms, principles, protocols, and expectations contained in this handbook to continually improve its governance practices.

The Board of Trustees believes that transparency and accountability are essential in ensuring public confidence in its operations and conduct. That is why the handbook has been shared on the Division website.

ATTACHMENT(S):

1. Sturgeon Public School Division Trustee Handbook – Guide to Effective Governance 2022-2023



Sturgeon Public School Division

Trustee Handbook

Guide to Effective Governance

2022- 2023

Governance is the process where the direction of the organization is set, the structure is established, and accountability both fiscal and programmatic is assured. Governance is the connection between communities and professionals, between policy and application, between strategy and tactics.

The Governance Core: Schools Boards, Superintendents and Schools Working Together.
(Fullan & Campbell, 2019)

Preface

Public education and the students of Sturgeon Public Schools are best served by a Board of Trustees that leads by example in all its decisions and activities. The Trustees' Handbook contains clear statements and explanations of the beliefs, policies and practices related to Board Governance. An excellent governance culture is characterized by a Board that consistently operates in an environment of trust, respect and professional demeanor. The Board sets the tone for the entire division in how it carries out its governance responsibilities.

The Trustee Handbook includes expectations and procedures for individual trustees, both as members of the Board and as representatives of the communities that elected them. Trustees are expected to govern themselves accordingly. As per policy 225, annually, the Board evaluates itself against Board effectiveness in meeting policies, norms, principles, protocols and expectations contained in this handbook to continually improve its governance practices. The Handbook is shared on the Division website to foster greater transparency and accountability in relation to the Board's operations and conduct. Transparency around the role and responsibilities of an elected Board of Trustees and how it is meeting its own standards and expectations convey public confidence.

The Trustee Handbook details how the Board accomplishes its main governance tasks:

- representing the interests of the communities it serves and reflecting the values of the communities in its decision making,
- serving as an advocate and steward of public education,
- setting priorities and policies to provide leadership and overall direction for the Division,
- allocating resources to the Division to fulfill its responsibilities,
- monitoring the implementation of policies,
- evaluating the results achieved in the Division,
- reporting the results achieved to its public,
- serving as a communication bridge between the community and the Division, and hiring and evaluating the Superintendent of Schools to ensure accountability to students and the public.

Contents

Preface	2
School Boards and Trustees in Alberta	5
Alberta's Publicly Funded Education System	5
Effective School Boards:	6
Understanding the Realities of Governance – The Three Realities of Governance.	7
Sturgeon Public School Board of Trustees Guiding Principles	7
Sturgeon Public School Board of Trustees Adopted Norms	8
Sturgeon Public School Board of Trustees Adopted Protocols	8
Sturgeon Public School Division	12
Ward Boundaries Map	16
Organizational Chart: Sturgeon Public School Division	16
Board Governance	17
Policies and Administrative Procedures	20
Hiring and Appraisal of a Superintendent of Schools	20
Board/Superintendent Relations	20
The Three-Year Education Plan	21
Accountability for Student Learning	21
Accountability to Community	22
Accountability to Provincial Government	22
Budget	22
Capital Planning	23
Fiscal Accountability	23
Advocates of Public Education	23
Professional Learning	24
Board Professional Learning	24
Trustee Remuneration	24
Additional Responsibilities as required by the Education Act	24
Specific Responsibilities of Individual Trustees	25
Legal Responsibilities and Liabilities	26
Pecuniary Interest	27
Confidentiality	27
Liability	28
Disqualification	28
Board Operations	28
Parent and Community Engagement – Working with School Councils, Parent Involvement Committees and Communities	31
Board Evaluation/Self-Assessment	33
Advice for New Trustees	33

References	34
Websites	34
Appendix	35
Education Acronyms	48

School Boards and Trustees in Alberta

Provincial governments fund public education through taxes and oversee public school programs. Governing school boards, which are democratically elected, play a critical role in the delivery of public education by bringing community voice to public education and overseeing the needs of their individual schools and the jurisdiction.

School boards are an important part of Alberta's political landscape and represent democratic participation in public education. They partner with communities and provincial governments. School boards have helped build an equitable, inclusive, accessible, publicly funded education system to serve the families and students of Alberta.

Governing school boards are a link between the community and provincial government. They assist families and the public to navigate questions concerning schools and funding. School boards advocate for education funding and highlight the importance of equitable access to education for all students. School boards care about students and are committed to creating the conditions necessary for student wellbeing and success. They understand the critical role they play in leadership and setting direction.

Alberta's Publicly Funded Education System

In Alberta, school boards exist because of the belief that decisions made closest to the people being governed are the most effective. To this end, the Government of Alberta funds education for students aged six to eighteen enrolled in formal education programs. The province's [Education Act](#) and its regulations establish the framework for the delivery of education programming in Alberta. Many partners work together in this endeavor including the provincial government, school boards, educators, students, parents, Indigenous partners and the public. Collaboration and inclusion play a vital role in ensuring that all partners are working together to share knowledge, skills and experience to improve student and staff wellbeing and student success and achievement.

A shared moral imperative- a relentless commitment to the learning of all students, no exceptions -must drive the work of the board and its individual and collective action (p. 18)

Alberta Education has the following responsibilities:

- Develop the curriculum and set standards
- Evaluate curriculum and assess outcomes
- Teacher development and certification
- Teacher and Teacher Leader Conduct and Competency
- Support students with diverse learning needs
- Fund and support school boards
- First Nation, Métis and Inuit and Francophone education
- Oversee basic education policy and regulations

Effective School Boards:

School boards are advocates for Alberta's children – assessing educational policies to support what is best for the development of the whole child.

School boards are champions for education – keeping the positive image of schools before the community to ensure that education is given a high priority and the school community is aware of school authorities' accomplishments.

School boards are partners in education – working with and being the voice of parents and public community members to ensure the best education possible for all children, everywhere in Alberta.

School boards are strategic governors – setting strategic priorities in light of community expectations, available resources, needs of students and sound educational practice.

School boards are political officials – reporting to the public electorate through the democratic process, school boards are a government entity charged with the responsibility to govern the affairs of the school authority under the *Education Act*.

School boards are evaluators – ensuring policies and practices are effective; ensuring effective management of resources; overseeing the effectiveness of leadership; ensuring policies are implemented in a fair and just manner and effective in achieving intended results for students.

School boards are communicators – interacting with the many groups and people who have a stake in K-12 education.

School boards are policy makers – developing policies that guide the administration and other employees in achieving the School Board's goals for student success and wellness.

School boards are financial planners – ensuring transparency to the public for the dollars spent in the school authority and the results for public investment, in addressing the needs of students and the wants of the community.

School boards are legislators – setting local policy to meet local contextual needs and help drive public policy changes at the provincial level.

School boards are lobbyists – communicating with all orders of government to make sure that local voices are heard by those who have the power to keep education needs high on the list of priorities.

School boards are a bridge – connecting with the community and sharing information of the school authority, the provincial government and the public.

School boards make a difference – caring about the needs of children today and for the future; school boards provide important oversight into the education system ensuring

parents' voices, students' needs and school community thinking remain at the forefront in our education system.

(Alberta School Boards' Association)

Understanding the Realities of Governance – *The Three Realities of Governance.*

1. You are elected as an individual, but you govern as a member of a team. You didn't get to pick your team; you may not even like everyone on the team, but it's your team.
2. You do not have authority as an individual trustee to fix the problems you promised to fix in your campaign. Only the board has authority to take action.
3. Your success as a trustee is completely dependent on the success of your board. The public, appropriately, tends to judge the success of the board by the board's accomplishments, not by what individuals do.

(Campbell & Fullan, 2018)

Six key elements which define effective governance:

1. Highly effective trustees govern with a well-developed governance mindset. Trustees with a governance mind set make the essential transition from campaigning to governing: from candidate to trustee.
2. Superintendents take purposeful action to support the board and governance.
3. The board creates, sustains and operates within the positive governance infrastructure and culture.
4. The board carries out its governance responsibilities in a collaborative way always recognizing that achieving the moral imperative is the real work of governance.
5. The board utilizes proven governance tools and strategies to create and sustain effective governance.
6. The board develops and implements a comprehensive plan to onboard new trustees: The plan focuses on listening and learning from and inviting new board members into the governance culture of coherence, the shared moral imperative and strategic goals.

(Campbell & Fullan, 2018)

Sturgeon Public School Board of Trustees Guiding Principles

1. Stay focused on supporting the whole student to ensure they achieve their potential
2. Govern with transparency and integrity in an approachable manner
3. Govern together as a collaborative team with all stakeholders in alignment with our vision, mission and values
4. Govern to encourage innovative approaches in Education
5. Govern to provide all students with an opportunity to be successful in their life path
6. Govern to create a safe and caring environment for staff and students

Sturgeon Public School Board of Trustees Adopted Norms

1. We communicate openly and honestly
2. We respect and support each other
3. We listen before we respond
4. We focus on the needs of the whole Division
5. We take risks for our students
6. We stand up for what we are passionate about
7. We focus on the positive
8. We take the role of Trustee seriously

Sturgeon Public School Board of Trustees Adopted Protocols

Preparation for Meetings	
1.	Trustees are prepared for Board meetings and make decisions based on all the information available.
2.	All questions about the Agenda are to be answered before the meeting. Trustees will seek clarification through the Board Chair. The Board Chair will seek clarification through the Superintendent. The Board Chair will respond to all Trustees with the clarification prior to the meeting.
3.	Trustees are prepared with questions before the meeting begins.
4.	<p>If a Trustee is seeking further information regarding an agenda item, the Trustee will inform the Board Chair via email with a cc to all Trustees. The Board Chair may seek additional information from the Superintendent. Any requests to staff go through the Superintendent.</p> <ul style="list-style-type: none"> • Public Board Meetings - Additional information requests must be submitted by Monday end of day before the Wednesday Public Board meeting.
5.	Any items to be added to the Public Board Agenda should be brought to the Board Chair's attention before the meeting. An emergent item may be added to the agenda at a Board meeting with the approval of the Board, following Robert's Rule of Order.
6.	As per <i>Policy 221 - Role of the Trustee</i> , before each Board meeting, the Board Chair and the Vice Chair will meet with the Superintendent to review all items included on the agenda, the order of the items and to become familiar with the items.
Conduct of Meetings	
1.	As per <i>Policy 235 - Conduct of Board Meetings</i> , the Board will follow Robert's Rules of Order for operational procedures during Public Board and Board Committee meetings except where applicable legislation provides different or additional directives.

2.	<p>The Board Chair:</p> <ul style="list-style-type: none"> ● Will remain impartial and maintain order of the meeting; ● No person may speak before being acknowledged by the Board Chair; and/or ● All remarks must be addressed to the Chair – no cross debate is permitted.
3.	<p>Main Motion:</p> <ul style="list-style-type: none"> ● A Trustee must obtain the floor by being recognized by the Board Chair ● All discussion must happen before the motion ● Trustee makes a main motion ● If the motion is in order, the Board Chair will open debate ● The maker of a motion has the right to speak first in debate. The maker of the motion must speak in favour of the motion. ● Trustees speaking to the motion will open with “I speak in favour of the motion” or “I speak against the motion” ● The main motion is debated along with any secondary motions that are debatable. ● Debate on Subsidiary, Privileged and Incidental motions (if debatable or amendable) take precedence over debate on the main motion and must be decided before debate on the main motion can continue. ● Debate is closed when: <ul style="list-style-type: none"> ○ Discussion has ended ● The Board Chair restates the motion, and if necessary, clarifies the consequences of affirmative and negative votes ● The Board Chair calls for a vote by asking “All in favor?” Those in favor raise their hand. Then asking “All opposed?” Those opposed will raise their hand. ● The Board Chair announces the result
4.	<p>Effective Deliberation:</p> <ul style="list-style-type: none"> ● All discussion must be relevant to the immediately pending question ● No Trustee can speak a second time until everyone wishing to debate the motion has had an opportunity to speak once ● It is not permissible to speak against one’s own motion (but one can vote against one’s own motion) ● Debate must address issues not personalities – no one is permitted to make personal attacks or question the motives of other Trustees
5.	<p>Reports from Administration will include the information required for the Board to make an informed decision</p>
6.	<p>Amendment – Before the vote is taken on a motion, it may be amended by:</p> <ul style="list-style-type: none"> ● Striking out words ● Inserting or adding words ● Striking out words and inserting others in their place ● Substituting one (1) paragraph or resolution for another

7.	All Trustees will stand behind the decision of the Board, accept responsibility for all Board decisions regardless of the vote and speak with one voice after a decision has been made.
8.	As per <i>Policy 220 - Trustee Code of Conduct</i> , Board deliberations during in-camera or closed board planning meetings must be kept confidential as required by law.

Board Structure & Operations

1.	To foster continual learning, schedule Board work/study sessions and discussion meetings and attend professional development necessary to grow in a governance role. <ul style="list-style-type: none"> As per <i>Policy 221 - 2.1.5</i>, following a Trustee development activity, share materials and ideas gained in written format with fellow Trustees. Documents are to be uploaded to the Shared Google Drive.
2.	Trustee Handbook <ul style="list-style-type: none"> Keep the Handbook up-to-date <ul style="list-style-type: none"> review 3 times over the course of the year at Committee of the Whole Meetings Use the Trustee Handbook as part of the Board Evaluation Use the Trustee Handbook at the Board Retreat each fall to work through the Board’s Fiduciary, Strategic and Generative Leadership roles (pages 17-19), Accountability and Evidence Informed Decision making Provide an orientation to new board members using the Trustee Handbook
3.	Provide the Board Chair with a copy of Robert’s Rule of Order Book
4.	Trustees should notify the school principal when planning on visiting the school and should discuss School Council Agenda items with the Principal ahead of each School Council meeting.
5.	Schools will be encouraged to send calendar invites, instead of emails, to Trustees to attend school events. <ul style="list-style-type: none"> For larger events or events where the Board feels Trustee representation is important, the Board Chair will ensure that at least one Trustee attends. <ul style="list-style-type: none"> The local Trustee must indicate to the Board Chair if they are unable to attend an event identified as important. School Event Attendance is a standing item on the Committee of the Whole.
6.	Respect and support the authority of the Superintendent to direct the work of administration and staff. (<i>Policy 221 - Role of the Trustee 2.1.7</i>)

Board Accountability

1.	As per <i>Policy 221</i> , ensure common language between the Superintendent and the Board of Trustees when responding to concerns from the community. <u>See item #2 under Board as Community Members.</u>
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	<p>Sturgeon Public School Division values our stakeholders and values the voice of our stakeholders. Trustees will direct concerns to the Superintendent and encourage stakeholders to follow the Division’s Focused and Effective Communication procedure.</p> <p>When stakeholders have a concern, the quickest and most effective way to resolve a concern is to address it at the most direct level.</p> <ul style="list-style-type: none"> ● Have you talked to the teacher? ● Have you talked to the Principal? ● If you have done both, then next reach out to the Office of the Superintendent. Dial 780-939-4341 ask for the Office of the Superintendent. <p>221: Focused and Effective Communication</p> <p>APPENDIX A: Flow Chart for Focused and Effective Communication - External Stakeholders</p>
2.	Establish multi year and annual Division priorities and goals
3.	To ensure that the Superintendent is meeting the requirements of <i>Policy 700 The Role of the Superintendent of Schools</i> , and the requirements of the SLQS, the Board of Trustees will evaluate the Superintendent’s performance annually.
4.	As per <i>Policy 225 Board Responsibility and Conduct</i> , the Board will annually evaluate Board effectiveness in meeting performance indicators and determine a positive path forward.
Board as Community Leaders	
1.	Any media inquiries on decisions or positions on behalf of the Board are directed to the Board Chair (<i>Policy 221</i>)
2.	<p>As per <i>Policy 221</i>, Trustees shall not attempt to exercise individual authority over the organization and/or schools; the Superintendent; or any member of the staff. In particular:</p> <ul style="list-style-type: none"> ● Individual Trustees will not assume personal responsibility for resolving operational problems or complaints. Any such complaints will be referred forthwith to the Superintendent for investigation and resolution ● 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 ● Trustees shall comply with their fiduciary duty to inform Administration of concerns brought to their attention ● See also item #1 under Board Accountability

3.	Trustees will make every attempt to attend Board functions. As per <i>Policy 221 - The Role of the Trustee</i> , 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.
4.	Trustees do not publicly criticize a Division employee or Board member.
5.	Trustees take no private or public actions that will compromise the Division. As per <i>Policy 220: Appendix A - Code of Ethics</i> - Trustees will maintain the integrity, confidence and dignity of the office of the school Trustee and will resist every temptation and outside pressure to misuse position as a trustee to benefit self or any other individual or agency.
6.	As per <i>Policy 220: Appendix A - Code of Ethics</i> , Trustees will remember at all times that as an individual, a Trustee has no legal authority outside the meetings of the Board, unless the Board has so delegated. Trustee relationships with the school staff, the local citizenry and the media will be conducted on the basis of this fact.
7.	As per <i>Policy 220: Appendix A - Code of Ethics 1.0</i> , Trustees participate, when possible, in opportunities that provide professional growth as noted above in Board Structure and Operations. Commit to continuous improvement through annual self-evaluation.
8.	Trustees will make every attempt to attend external events when invited as a Trustee of Sturgeon Public School Division (ie. partner events where invited as local Trustee, or town hall type meetings that are valuable to attend). <ul style="list-style-type: none"> ● At the Committee of the Whole, Trustees will discuss upcoming events they are attending. If a Trustee is not able to attend on behalf of the Board, the Board can decide if another Trustee should attend. ● Any changes that happen between CoW meetings, the Trustee will email the Board Chair with a cc to all Trustees to ask if another Trustee is able to attend on his/her behalf.

Sturgeon Public School Division

Sturgeon Public School Division serves the needs of approximately 5,100 students in 18 schools throughout Sturgeon County and several bordering municipalities. In addition to the traditional school environment, the Division also provides public education through the Morinville Colony School, Oak Hill School and through two Outreach/Alternative Learning Centers (Grades 7 - 12) located in Morinville and Gibbons. The Outreach/Alternative Learning Centers provide alternative school settings that offer an opportunity to learn using a flexible, individualized approach.

The History of Sturgeon Public School Division

The Province of Alberta was founded within the Dominion of Canada in 1905. The system of education which had been in force in the Northwest Territories was continued and provided education up to the grade eight levels.

By 1935, Alberta was more widely settled and with the rapid advancement of the age of technology, there was a demand from industry and the public in general for higher education. Due to the poor financial state of many of the rural school districts following the depression of the 1930s, it was necessary for the Provincial Government to take action. Consequently, in 1936, legislation was passed which provided for the establishment of school divisions.

The Sturgeon School Division, consisting of five sub-divisions, was formed by Ministerial Order on January 1, 1939, the five trustees having been elected shortly prior to its formation. At the time of its inception, the Sturgeon School Division consisted mainly of one and two-room schools with a few larger schools. Gradually the idea of centralizing the schools around major villages became popular, but the progress of this reorganization was interrupted by the commencement of World War II.

One of the alternatives to centralization during this period was the formation of dormitories. One such dormitory was established in Bon Accord in 1943. Following the cessation of hostilities, centralization was resumed, and the dormitories were closed by 1949.

Between January 1, 1947 and June 1, 1948 St. Albert School District No. 3 (RCP) and the Legal School District No. 1738 were included in the Sturgeon School Division. In 1947, the Thorhild School Division No. 57 and the Westlock School Division No. 37 were formed which resulted in Sturgeon losing a total of 30 sub-divisions to these new school divisions.

With the acquisition of “New Town” status by the Town of St. Albert in 1957, the St. Albert School District was excluded from the Sturgeon School Division. In 1959, the people of the Amelia School District requested and were granted permission to become part of the County of Thorhild.

In 1955, due to a reorganization of the boundaries of the municipalities and the school districts and in preparation for introduction of the County System in the Province, the Vimy School District was lost to Westlock.

With the formation of the County of Sturgeon in January 1961, Sturgeon School Division ceased to exist, and the School Committee of the County assumed the responsibilities for the administration of education formerly vested in the Divisional Board. Pursuant to a plebiscite requested by the electors, the area reverted to Municipal District and School Division status on July 12, 1965.

By Ministerial Order dated October 13, 1966, the number of subdivisions within the Sturgeon School Division was reduced from five to four, following the exclusion of the seven

sub-divisions comprising the Legal centralization. This resulted in a reduction of the Board membership to four Trustees.

On September 6, 1977 following a public petition, Sub-division No. 1 of the County of Thorhild was transferred to Sturgeon School Division, increasing the number of trustees to five. In October of that year, following some re-arrangement of the sub-divisions, and at the request of the Minister, seven trustees were elected. This brought the community of Redwater into the Sturgeon School Division.

Since the re-formation of Sturgeon School Division in 1965, numerous changes have taken place within the area. In the spring of 1989 the Board of Trustees, in keeping with the philosophy of the ward system, resolved to make electoral boundaries and attendance boundaries co-terminus wherever feasible.

In September 1966, some high school facilities within the Division were closed and high school students were sent to St. Albert and Edmonton to complete their education. By September 1970, all high school students were being educated in St. Albert and Edmonton. In 1977, the Division constructed Sturgeon Composite High School which offers a comprehensive selection of academic, complimentary and Career and Technology studies (CTS) programming.

In the fall of 1972, the Morinville Hutterite Colony School joined the Sturgeon School Division.

In the years 1976 - 1979 an increase of 2,400 students (from 2,300 to 4,700) was experienced. Since 1979, enrolments remain relatively stable at approximately 5,400 students.

During the 1981 - 1982 school year, the City of Edmonton annexed a portion of the south-east corner of the M.D. of Sturgeon which included the Horse Hill School which, as a result, was transferred to the Edmonton Public Schools in July 1982. This annexation, coupled with a downturn in Alberta's economy, resulted in a 'dip' in enrolments during the period 1983 to 1986.

In September 1994, Guthrie School at Lancaster Park, Canadian Forces Base Edmonton, became part of Sturgeon School Division. In September 1995, Oak Hill School in Bon Accord also came under the Division's jurisdiction. Oak Hill School had been previously administered by Sturgeon School Division from 1979 until 1990.

In the fall of 1996, the School Division launched one of the first educational wide area networks in Alberta, Route #24, that introduced the Internet and a variety of related technology as an instructional tool to enhance student learning. In January 2000, the Division upgraded to a wireless network with the assistance of an Innovation Grant from Alberta Learning.

In November 1995, the Division opened an alternative education program, the Sturgeon Learning Centre, to provide educational learning opportunities for senior high students and young adults.

In July 1997, the alternate school programs were expanded to include the Morinville Learning Centre, which was originally developed in partnership with the Greater St. Albert Catholic Regional Division. Sturgeon School Division assumed full responsibility for the Centre in 1999. In 1999, the Sturgeon Learning Center celebrated the graduation of its first group of students who had successfully completed the Alberta Diploma requirements.

The Redwater Learning Center was established in September 2003 and served local students until its closure in 2010.

Significant building projects that occurred during the latter half of the 1990's included the modernization of Bon Accord School in 1998, the building of the Morinville Colony School in 1999 and the replacement of Guthrie School in Lancaster Park, Edmonton Garrison was completed in 2003.

A modernization of Namao School was completed in 2010.

In June 2011 as per the St. Albert and Sturgeon Valley School Districts Establishment Act, Sturgeon School Division was charged with the responsibility of providing public education to students who are resident to the Towns of Morinville and Legal. Classes in Morinville started out in the local Community Cultural Centre (grades 1 - 4) and the Parish Hall (Pre-School - Kindergarten). In September 2012, the Government of Alberta transferred George P. Vanier School in Morinville from Greater St. Albert Catholic School Division (GSACRD) to Sturgeon School Division. The school was renamed Morinville Public Elementary School and opened its doors in September 2012.

A major modernization of Sturgeon Composite High School was completed at the beginning of the 2018-2019 school year.

September 2014, Morinville Public Elementary School was renamed Morinville Public School to reflect the addition of Junior High classes with the first group of Grade 7 students.

September 2019 Morinville Public School split into two schools: Morinville Public Elementary and Four Winds Public School. Both schools were housed in the same building awaiting the new 5-9 school build.

Morinville Public Elementary School was renamed to École Morinville Public School in September 2019 to recognize the school as a dual track Public Education program.

In January 2020 a newly built school called Four Winds Public School opened its doors to students in Grades 5-9 in Morinville for the 2019-2020 school year.

A modernization of the Frank Robinson Education Centre was completed in 2020.

The rebuild of Camilla School in Rivière Qui Barre was completed in March 2021.

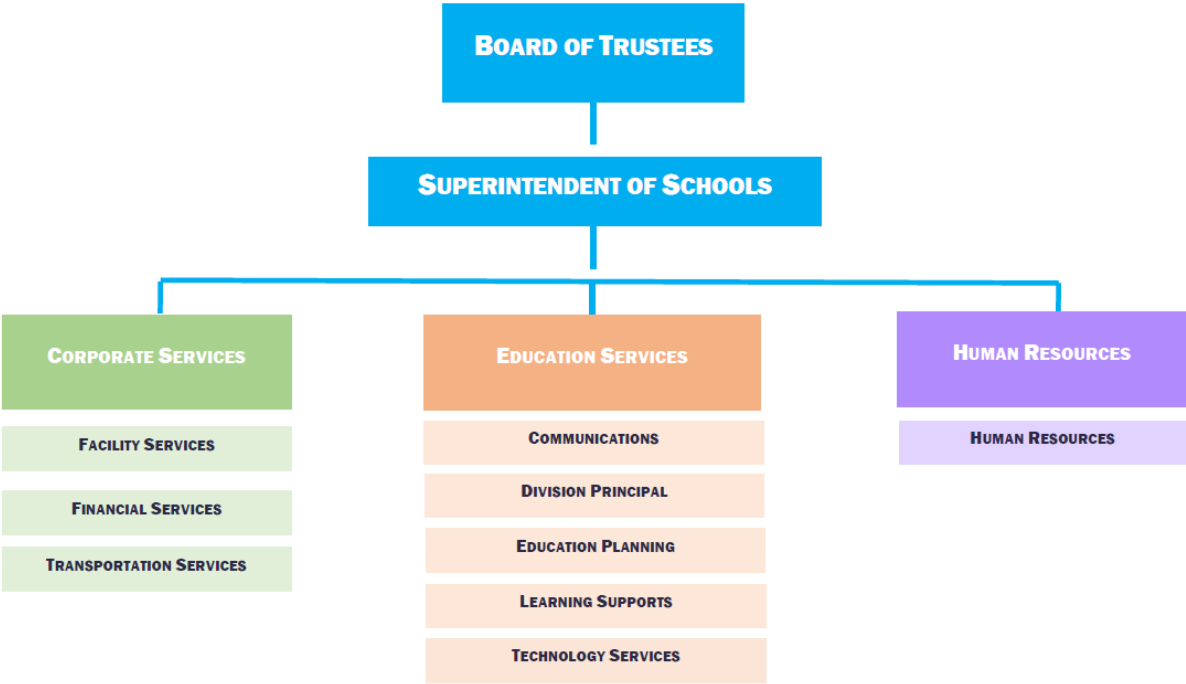
2021/2022 Alternative Learning new location opened in Gibbons. A Trustee was appointed to this new school.

In June 2022 the Division secured a school in the Town of Legal that included office space, 3 classrooms, a gymnasium, green space, a playground and parking. Sturgeon Public Schools opened Legal Public School in September 2022.

Ward Boundaries Map

<https://www.sturgeon.ab.ca/download/394351>

Organizational Chart: Sturgeon Public School Division



Board Governance

Trustees lead through governance in three ways:

A high performing trustee knows that excellence in governance requires purposeful action. (p.32)

A. Fiduciary Leadership

When fulfilling its fiduciary leadership role, the school board focuses on its legal responsibilities. The school board ensures:

- Each student has the opportunity to achieve to their potential
- Children are safe in school
- The jurisdiction's financial and capital resources are well managed
- Its business is conducted in a legal and ethical manner

Sturgeon Public School Board demonstrates fiduciary leadership by:

B. Strategic Leadership

When acting in its strategic leadership role, the school board is planning for the future, informed by environmental scans, the school board works on:

- The Division's vision, mission, values and goals; while,
- Making decisions about resources, programs and services that reflect its long-term priorities.

Sturgeon Public School Board demonstrates strategic leadership by:

C. Generative Leadership

In this role, the school board engages in public consultation and talks to the community about the community's needs, the community's youth and the future so that all the citizens have an opportunity to shape the direction that education takes locally. The board shares direction setting and decision making with others. The community is provided with the opportunity to share the direction that education takes locally.

Sturgeon Public School Board demonstrates generative leadership by:

Balancing Accountabilities

In carrying out their role, trustees have the challenge of balancing their responsibilities and allegiances as representatives of their communities with their role as education leaders within the decision-making body of the board as a whole.

Effective board governance is dependent on a clear understanding of and respect for roles and responsibilities.

Insert example

Evidence Informed Decision Making

The board’s decisions must be evidence based and informed by research which supports educational goals. Boards should base their decisions on a wide variety of evidence and current research to ensure the best strategic and policy approaches are followed.

Consultation and engagement are vital to guarantee that a diversity of voices and perspectives are heard. Consultation and collaboration with families, staff, students, community members and diverse stakeholders provide information that will support effective decision making.

The Board of Trustees is committed to the Assurance Model which includes financial transparency, accountability and continuous improvement. The Board of Trustees believes that assurance happens when stakeholders are engaged and consulted throughout the development of the budget and the education plan.

Insert evidence of assurance

Stakeholder engagement opportunities

Priorities capital planning

School councils

COSC

Policies and Administrative Procedures

The board is responsible for providing strategic leadership. In the book, The Governance Core, the authors report that moving from a conceptual understanding of the moral imperative to a well developed, transparent and highly focused set of policies and strategic goals is crucial to setting direction. (p. 124) Through policy the board provides direction, voices its philosophy and provides the framework and overarching guidelines for the operation of the school division's school system and the actions of the board's employees.

Board policies are developed to highlight and support the governance function of the board and are reviewed on a regular basis.

Administrative procedures are the primary written source of the administrative direction for the school division. They are designed to be entirely consistent with board policies and are an extension of the policy in the form of procedures.

These separate documents reinforce the distinction between the board's responsibility and the Superintendent's executive or administrative duties. Further guidance comes from the Education Act (Section 33) where a distinction is made between a school board's duties which are mandatory and its powers which are discretionary.

Effective trustees understand that they are not on the board to administer the organization but rather to govern it. (p. 38)

Hiring and Appraisal of a Superintendent of Schools

Under the Education Act (Sections 33, 222, 223) the Board of Trustees is responsible to hire a superintendent and as such, the superintendent is the only employee of the board. The Board is responsible for conducting annual evaluations of the Superintendent.

The Board works collaboratively with the Superintendent and the Executive Team in a respectful collaborative manner to carry out executive action and support the Superintendent's actions which are exercised within the delegated discretionary powers of the position. This delegation of authority is outlined in [Board Policy 701-Board Delegation of Authority](#).

A school board's relationship with the superintendent is the most important relationship in the school system.

(Alberta School Board's Association, 2017)

Board/Superintendent Relations

- Select the Superintendent
- Provide the Superintendent with clear corporate direction
- Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the Education Act.
- 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.
- Demonstrate mutual respect and support, which is conveyed to the staff and community.
- Annually evaluate the Superintendent.

- Annually review compensation for the Superintendent.

The Three-Year Education Plan

The Board has a duty to be knowledgeable and contribute to and inform the Division's Three-Year Education Plan.

A Three-Year Education Plan is a formal document that demonstrates accountability and provides assurance to all stakeholders for continuous improvement. The document is a living document that addresses a three-year cycle to maintain a consistent timeframe and roll forward with plans updated annually with a new year added for each year completed. Sturgeon Public School Division's Education Plan and Annual Education Results Reports are consistent with Alberta Education's vision, mission and priorities. The Education Plan outlines priorities for student learning, guides budget decisions and forms the basis for reporting on progress and achievement.

The Board is responsible for approving processes and timelines for the refinement of the Three-Year Education Plan. This includes identifying Board priorities at the beginning of the planning process, monitoring the achievement of outcomes, evaluating annually the effectiveness of the Division in achieving the priorities and desired results and annually approving the updated Three Year-Education Plan/Report for submission to Alberta Education and submission to the public.

Board Policy 225-Board Responsibility and Conduct guides the work of Education Planning and Programming.

Accountability for Student Learning

- Provide overall direction for the Division by establishing mission and vision as in *Policy 105 – Vision, Mission and Values*
- Annually approve the process and timelines for the refinement of the Three-Year Education Plan.
- Identify Board priorities at the outset of the annual Three-Year Education planning process.
- Monitor the achievement of outcomes.
- Annually evaluate the effectiveness of the Division in achieving established priorities and desired results.
- Annually approve the fixed Three-Year Education Plan/Report for submission to Alberta Education and for distribution to the public.

Accountability to Community

- Make informed decisions that consider community values and represent the interests of the entire Division.
- Establish processes and provide opportunities for focused community engagement and feedback.
- Promote school programs, needs and desires to the community.
- Report Division outcomes to the community at least annually.
- Develop appeal procedures and hold hearings as required by statute and/or Board policy.
- Model a culture of respect and integrity.

Accountability to Provincial Government

- Act in accordance with all statutory requirements to implement provincial and educational standards and policies.
- Perform Board functions required by governing legislation and existing Board policy.

Budget

Assurance is a broad concept that encompasses accountability, engagement, transparency and reporting. It means demonstrating to Albertans that the education system is meeting student needs and that students are successful. The assurance model implemented alongside funding changes provide opportunities for parents to engage with education system governors and help shape local priorities and initiatives.

The annual budget must address the mission, vision, values and guiding principles of Sturgeon Public School Division in the best possible manner, meeting the needs of all students in the system at the most reasonable cost. The preparation of the annual budget is an integral component of the planning process for the Division. The budget is based on the priorities set out in the Three-Year Education Plan and the budget assumptions and guidelines established annually by the Board in [Policy 405-Budget Development and Transparency](#) and [Administrative Procedure 400 – Budget Development](#).

The Board must approve a budget annually for submission to Alberta Education. The Board receives monthly financial updates based on the approved budget.

Capital Planning

The Board must review and approve the Three-Year Capital Plan as presented and discussed with the Senior Team annually for submission to Alberta Education. Planning must take into consideration the long-range plan of the school division.

Fiscal Accountability

- Approve budget assumptions and establish priorities at the outset of the budget process.
- Approve annual budget and allocation of resources to achieve desired results.
- Approve substantive budget adjustments when necessary.
- Monitor the fiscal management of the Division through receipt of quarterly variance analyses and year-end projections.
- Approve the appointment of the Auditor.
- Receive Audit Report and ensure the terms of engagement are met.
- Approve annually the Three-Year Capital Plan for submission to Alberta Education.
- Set the parameters for negotiations after soliciting advice from the Superintendent and others.
- Approve compensation changes for employees/groups.
- At its discretion, ratify Memoranda of Agreements with bargaining units.
- Approve transfer of funds to/from reserves

Advocates of Public Education

The Education Act (Section 34) includes the role of a trustee to engage parents, students and the community in matters related to education. The Board is committed to advocate for public education in general and for Sturgeon Public Schools to support student learning. [Policy 125-Advocacy Plan](#) details the Board's advocacy framework with specific strategies and measures to address the needs of the students and communities served.

Advocacy

- Act as an advocate for public education and Sturgeon Public School Division.
- Identify issues for advocacy on an ongoing basis.
- Plan for advocacy including focus, key messages, relationships and mechanisms.
- Promote regular meetings and maintain timely, authentic and constructive communication with locally elected officials.
- Annually meet with the Minister and Deputy Ministers from Alberta Education.
- Maintain open and collaborative relationships with other school boards.
- Engage in pre-election advocacy to ensure that elected politicians and candidates are aware of challenges facing the Division.

Professional Learning

The Board supports and participates in ongoing Professional Learning to stay abreast of current educational governance and pedagogy. This enables each trustee to view the operation of the School Division through an informed lens. Professional Learning events may be at a local, provincial or national level. Professional Learning opportunities become part of the Board's annual work plan as outlined in [Policy 225-Board Responsibilities and Conduct](#).

Board Professional Learning

- Develop an annual plan for Board/Trustee professional development
- Develop the Board's annual work plan with associated timelines
- Annually evaluate the Board's effectiveness

Trustee Remuneration

Trustees have a legislated role to fulfill, and as such are to be fairly reimbursed for time spent in carrying out Board business. The remuneration for Trustee Professional Learning is addressed in [Policy 430- Trustee Remuneration and Expenses](#). The Board annually reviews and establishes rates for trustee remuneration, per diem honorarium, a general expense allowance and a travel allowance reimbursement of personal expenses. In addition, the Board annually reviews and determines the remuneration for trustees attending Board approved professional development opportunities such as meetings, conferences, conventions and workshops.

Additional Responsibilities as required by the Education Act

[Policy 245 - Appeals and Hearings Regarding Student Matters](#): The Education Act Section 42 speaks to the Board's responsibility to hear appeals on student matters. Trustees must not participate in any discussions related to specific students that may result in an appeal to the Board to ensure the appeal process and decision of the Board remains transparently objective.

Hearings on Teacher Transfers: The Education Act Section 212 (3) speaks to the Board's responsibility to hear appeals from a teacher who has received a notice of transfer. Trustees must not participate in any discussions related to a specific teacher transfer that may result in an appeal to the Board to ensure the appeal process and decision of the Board remains transparently objective.

Specific Responsibilities of Individual Trustees

A clear understanding of a school board trustee's role and responsibilities is fundamental to good governance. As the representatives in their local school division jurisdiction, trustees are required to listen to the concerns and needs of their communities, bring those to the attention of the board and the school division, and translate these into policy and strategic directions to ensure that they promote the success of all learners. [Policy 221- Role of the Trustee](#) and [Administrative Procedure 221- Focused and Effective Communication](#) address Trustee responsibilities and processes for effective communication.

They (trustees) can never take off their board hat as long as they are on the board. In everyone's mind a trustee will always be a trustee and as such be privy to special information and have the ability to exercise power in the school district.

(p. 80)

- Become familiar with Division policies and procedures, meeting agendas and reports in order to fully participate in Board business.
- Provide for the engagement of parents, students, staff and various communities.
- Respectfully bring forward and advocate for local issues and concerns.
- Refer matters not covered by Board policy, but requiring a corporate decision to the Board for discussion.
- Refer administrative matters to the Superintendent.
- The trustee's role upon receiving a concern or complaint from a parent, staff member or community member about operations is outlined in [Administrative Procedure 221- Focused and Effective Communication](#).
- Keep the Superintendent and the Board informed in a timely manner of all matters coming to their attention that might affect the Division. Personnel matters are to be brought to the attention of the Superintendent only.
- Attend Board meetings, and committee meetings as assigned, prepared to participate in, and contribute to, the decisions of the Board in order to provide the best solutions possible for education within the Division.
- Maintain confidentiality when dealing with Board matters and in-camera discussions.
- Recognize their fiduciary responsibility to the Division and act in the best interests of the Division understanding that Division needs are paramount.
- When delegated responsibility, will exercise such authority within the defined terms of reference in a responsible and effective way.
- Participate in Board/trustee development sessions so the quality of leadership and service in the Division can be enhanced.

- Be cognizant of provincial, national and international educational issues and trends.
- Share the materials and ideas gained with fellow trustees at a Board meeting following a trustee development activity.
- Strive to develop a positive and respectful learning and working culture both within the Board and the Division.
- Liaise with School Council(s) as assigned and attend COSC meetings.
- Represent the Board at official meetings, including Alberta Education and provincial association meetings, as well as at public functions that require a Board representative.
- Become familiar with, and adhere to, the Trustee Code of Conduct as outlined in [Policy 220-Trustee Code of Conduct](#).
- Report any violation of the Trustee Code of Conduct to the Board Chair, or where applicable, to the Vice-Chair.
- School Trustees are Commissioners for Oaths because of their office or status, as described in the [Notaries and Commissioners Act](#). For further information, refer to the [Information and Instructions for Commissioners for Oaths](#) booklet. Example of printing:

FirstName LastName
Ex Officio - School Trustee

Ex Officio means membership “by virtue of office” and includes all the rights and responsibilities.

Legal Responsibilities and Liabilities

The Education Act sets out the duties and powers that govern all School Boards and Trustees, SPS policies and are supported by the Alberta School Boards Association (ASBA). As “statutory delegates” whose authority is derived from the [Education Act](#), trustees must be aware of the legal parameters within which a trustee carries out their role as a member of the board. Five key areas make up a trustee's legal responsibilities:

- Fiduciary duty,
- Pecuniary Interest,
- Confidentiality,
- Liability; and
- Disqualification.

Fiduciary Duty

Fiduciary duty requires all trustees to act in the best interests of the corporate board as a whole, as opposed to in one's own personal interest or the interest of another entity.

In order to fulfill their fiduciary duty, directors and officers MUST:

- act honestly and in good faith in regard to the corporation;
- respect the trust and confidence that have been reposed in them to manage the assets of the corporation in pursuit of the realization of the objects of the corporation;
- avoid conflicts of interest with the corporation;
- maintain the confidentiality of information they acquire by virtue of their position, and
- serve the corporation selflessly, honestly and loyally.

Pecuniary Interest

Pecuniary interest is one form of conflict of interest. "Pecuniary" means "monetary". Section 85 (1)(b) of the [Education Act](#) defines the pecuniary interests of a trustee as "an interest in a matter that could monetarily affect" the trustee and those individuals for whom the trustee has a deemed pecuniary interest. The pecuniary interest of the trustee's spouse or adult interdependent partner that is known to the trustee, or of which the trustee should reasonably know, is also deemed to be the pecuniary interest of the trustee.

It is also important to note that the test of pecuniary interest is that it could affect the trustee's interest, not that it would. In other words, the intentions or motives of the trustee do not matter - it is what could happen that counts.

Confidentiality

At the beginning of each term, trustees take an oath of office requiring them to act in the best interests of the corporation (school board). Information trustees receive in confidence must be respected and not disclosed to members of the public or taken advantage of for personal gain. There are significant consequences for breaches of confidentiality.

- All information a trustee receives related to the Division's mandate and function are considered records and under control of the Division. All records containing personal information about an identifiable individual (which may or may not include employees, students, or parents) must be kept confidential and may only be released in accordance with the [Freedom and Protection of Privacy Act](#).
- Trustees must not disclose confidential deliberations relating to school board business to anyone. It may be a breach of a trustee's fiduciary duty or the trustee's code of conduct to disclose the content of in-camera meeting discussions.

Nothing will betray trust on a board more quickly than breaching confidentiality. Many new trustees do not understand how significant this is.

(p. 103)

(ASBA Trustee Handbook)

Liability

All authority delegated by the province under legislation is to the corporate school board; not to individual trustees. Therefore, any action brought against the school board is against the corporate board – not individual trustees.

The exceptions to this are in the case of:

- Improper use of funds
- Non-performance of statutory duties
- Personal gain
- Breach of common law

While the Education Act also contains a “good faith” protection from liability for trustees, this provision does not provide a defense to an allegation of defamation, nor does it affect the legal liability of the corporate board itself.

Every trustee should be engaged in the deep learning required to make informed governance decisions. (p. 102)

Disqualification

The [Education Act](#) (Section 87) outlines the circumstances that would disqualify a trustee from remaining as a trustee of the board.

Board Operations

Orientation

During an election year, Administration will provide a package of information to all candidates when nominations close that includes; A calendar of events for trustee elects/trustees; an overview of Board and trustee committees, roles and responsibilities; Sturgeon Public School Division’s Trustee Handbook; and other pertinent information in preparation for post-election responsibilities.

Board Meetings

Board meetings provide an opportunity for Trustees to share knowledge, experience, expertise, ideas, attitudes and expectations in order to effectively carry out the duties vested in the Board of Trustees by the Education Act and other legislation. The Board has adopted policies so the business of the Board can be conducted in an orderly and efficient manner. All points of procedure not provided for in policy shall be decided in accordance with modified Robert’s Rules of Order. As the fundamental obligation of the Board is to preserve, if not enhance, the public trust in education, meetings of the Board address this obligation by drawing on the expertise of the Superintendent and Senior Administrative Team to help trustees understand the educational, fiduciary, financial, human and community implications of any decisions.

One of the most practical uses of protocols is to help new trustees understand how things are done on the board, what is acceptable and what is not.
(p. 119)

In-Camera Meetings

The [Education Act](#) provides that a meeting of a committee of the board, including a committee of the whole board, may be closed to the public, the media and any trustee who has declared a conflict of interest. Trustees must be aware of the confidentiality that applies to in-camera sessions. As a member of the board, a trustee's role is to respect the board's decision-making process and not discuss any aspect of private matters, including the nature of the topic and anything that occurred during the in-camera meeting. Furthermore, the Freedom of Information and Protection of Privacy (FOIP) Act guides trustees against discussing some matters, such as those discussed at an in-camera meeting or hearing, in public.

(Adapted from the Alberta School Boards Association – Trustee Handbook (2017 – 2021))

As outlined in *Policy 220 - Trustee Code of Conduct*, Trustees shall comply with provincial and school system requirements relating to all matters of confidentiality. In the course of duties, Trustees may become privy to confidential information received outside of an “in-camera” meeting. Trustees must not:

- disclose or release by any means to any staff member of the Division, member of the public, including the media, any confidential information acquired by virtue of their office, unless the disclosure is required by law or authorized by the Board;
- access or attempt to gain access to confidential information in the custody or control of Sturgeon Public School Division unless it is necessary for the performance of the Trustee's duties and is not otherwise prohibited by the Board, and only then if the information is acquired through appropriate channels in accordance with applicable Board Policies and Administrative Procedures;
- use confidential information for personal benefit or for the benefit of any other individual or organization.

Board Meetings – Operations

The Board conducts its business through public meetings. The details of Board Operations are outlined in [Policy 235- Conduct of Board Meetings](#). Regular Board meetings consist of a Committee of the Whole meeting and a Public Board Meeting (see [Policy 230 - Board Committees](#) for more information about the Committee of the Whole).

Board meeting dates and times shall be as established at the Organizational Meeting of each year.

- All meetings will ordinarily be held in the Frank Robinson Centre in Morinville, Alberta.
- Notwithstanding the schedule established in the Organizational Meeting, the Board may, by resolution, alter the schedule in such manner as it deems appropriate.

Public Board Meeting Agendas

Agenda Preparation

As outlined in [*Policy 235 – Conduct of Board Meetings*](#) the Superintendent and/or designate is responsible for preparing an agenda for Board meetings in consultation with the Board Chair. Trustees who wish to have an item added to the agenda are to contact the Board Chair. An emergent item may be added to the agenda at a Board meeting with the approval of the Board.

Delivery of Agendas

The agenda package, containing the agenda and supporting information, will be made available for all trustees to review, three (3) business days prior to the Board meeting. Committee memos should reflect the intention/purpose of the meeting including; who was in attendance, who presented, and any content/links associated with the information being shared. A copy of the agenda for public meetings will be posted on the division's website at least three (3) business days preceding the meeting. Any elector may inspect the agenda and obtain a copy from the Division's website.

Motions and Recommendations

Board business is facilitated through group discussion, debate and voting on either individual trustee motions or recommendations from the Superintendent or a Board Committee.

To pass, a motion must be supported by a majority of the trustees at the meeting where there is quorum. If it is a tie vote, the motion is lost.

It is the fiduciary duty of each trustee to act in the best interests of the corporate board as a whole, as opposed to in one's own personal interest or the interest of another entity. Once a vote is taken and a motion is passed, a unified board moves forward, with every trustee supporting the decision of the Board. Any trustee, including the Board Chair, may submit a motion for consideration by the Board of Trustees. No seconder is needed.

Minutes

The proceedings of all regular Board meetings will be recorded. Board minutes contain all motions, recommendations, Board requests for information and questions approved by the Board that require Administrative action. The Board shall maintain and preserve by means of minutes a record of its proceedings and resolutions.

Communication Protocols

Effective communication about Sturgeon Public School Division's education programs and supports for each learner engenders understanding and support for the division and for public education.

The Board Chair acts as the official spokesperson for the Board, except for those instances where the Board has delegated this role to another individual or group and for the Division when there are potential political implications as defined by [*Policy 221 - Role of the Trustee*](#).

The Superintendent is the official spokesperson for the Division. As trustees are key spokespeople for the division, they should seek out opportunities to highlight what is happening in the division and with the work of the Board and adhere to communication protocols that encourage communicating in a timely, accurate/transparent and respectful manner.

Board Committees and Representations

Sturgeon Public School Division follows applicable legislation where trustees participate in committees to conduct the business of the division in a transparent manner. The categories of committees include:

- Standing committees generally address ongoing or recurring matters, such as those specified in the legislation and are an integral part of the board structure.
- Committee of the Whole is a standing committee that addresses matters that fall outside the purview of other committees.
- Ad hoc committees are established to assist the Board on a specific project for a specific period.

The Board's Standing and Ad Hoc Committees are reviewed annually and are outlined in [*Policy 230- Committees of the Board*](#).

Parent and Community Engagement – Working with School Councils, Parent Involvement Committees and Communities

Sturgeon Public School's Trustees are committed to collaborating meaningfully with our learners and communities to support student learning and well-being. This is highlighted in the Division Education Plan.

- Govern with transparency and integrity in an approachable manner
- We consult widely and in a variety of ways with our learners, parents and communities to include their voice in our decision-making and build partnerships moving forward.
- We make decisions based on available information and in the best interest of all students.
- We take risks for our students.
- We listen before we respond.

School Councils

The Government of Alberta recognizes the value of parents and the community in the education of children, and by law (Education Act, Section 35) requires school councils in every school operated by a school board in Alberta.

Established school councils:

- focus on what is best for all students in the school
- consider the interests of all school stakeholders
- develop, maintain and reflect the culture of the school
- represent the parent voice in the school community

Every Sturgeon Public school, except for Legal Public School(2022-2023) which currently has a Parent Advisory Committee, has a school council comprised of parents, principals, teachers, and attended by a ward trustee, who work together to effectively support and enhance student learning. The school council plays an important role as an advisory body to the school principal and the school board. The school council helps to create a sense of community in the school and helps to build the relationship between parents, educators and the community.

School trustees attend each school council meeting to provide updates on key issues discussed at the Board meetings and to ensure parent perspectives are heard and this informs Board decision making. Information about individual School Councils can be found on each school website.

Council of School Councils

The Council of School Councils (COSC) is an umbrella organization for school councils and parents in the Sturgeon Public School Division. Their role is to share information and facilitate communication within the SPS communities to enhance the education of all its students.

Each school council chair, or designate, is the representative to COSC. A Chair for COSC is elected by this group each year and sets the agenda for meetings held in the school year. The Board of Trustees hosts the first COSC meeting in October of each school year.

Trustees, the superintendent and school administrators are invited to attend the meetings. Alberta School Councils Association. The Alberta School Councils' Association (ASCA) provides support and resources, including knowledge and skill development, consultation and workshops, to enhance meaningful parent contribution and participation in school councils and COSCs across the province.

As a province-wide organization of school councils, ASCA:

- Brings the parental perspective on education issues to government and others;

- Provides resources and support to enhance school council effectiveness;
- Promotes the involvement and engagement of parents in education, primarily through school councils;
- Works with other education organizations and government to promote excellence in public education;
- Provides well-researched and timely information on education to school councils

Board Evaluation/Self-Assessment

Effective Boards of Trustees are not above accountability and thus [Policy 225-Board responsibility and Conduct](#) addresses the development of a yearly work plan and an annual evaluation of Board effectiveness based on:

- Educational Planning and Programming
- Stakeholder Engagement and Communication
- Safe, Caring, Respectful and Healthy Environments
- Accountability to Provincial Government
- Advocacy
- Policy
- Board/Superintendent Relations
- Board Development
- Fiscal Accountability

One of the major characteristics of effective governance is the extent to which governing boards conduct regular self-assessments of their own effectiveness.

(p. 141)

Advice for New Trustees

- You are in this for the long haul; it is a marathon not a sprint.
- Stay strategic and focused. Never forget the bottom line is children not adults. Do not get distracted by the administrative issues that you are not responsible for and pay other people to deal with.
- Develop the mindset that will allow you to excel in every aspect of the governance job. Remember, governance is a system job and a strategic job and requires deep learning and managing your manner.
- Your superintendent is the most important partner of the board and is crucial to the success of the education program. Develop a responsible and respectful relationship and nourish it.
- Be the model of civic leadership for the Division's children. Do not disappoint them.
(P.149)

References

Campbell, D. & Fullan, M. (2019) *The Governance Core: School Boards, Superintendents, and School Working Together*. Thousand Oaks, CA: Corwin.

The Board of Trustees and the Superintendent used this resource as a book study to deepen their knowledge about governance and the role of the Board.

Alberta School Boards Association. *Trustee Handbook (2017-2021)*.

Websites

[Sturgeon Public School Division](#)

[Alberta Education](#)

[Government of Alberta Education Act](#)

[Canadian School Boards Association](#)

[Alberta Schools Boards Association](#)

[Alberta School Councils Association](#)

Appendix

Education Jargon and Acronyms

Every sector speaks its own language. Often technical, this language or jargon, can be confusing, lacking in meaning or incomprehensible to people who are not familiar with the topic under discussion. These are commonly found acronyms used in Alberta School Trustee documents.

A

Accountability A process designed to determine whether those responsible for certain tasks or activities have discharged them in the manner intended and have achieved the desired results.

Accountability Pillar A framework for assessing how the province's education system is performing using a broad range of measures. The information is used by schools, school jurisdictions and the province to determine if learning goals are being met, to develop and implement strategies to improve results, and to report to parents and communities.

Accountability Pillar Online Reporting Initiative (APORI) A mandate from Alberta Education that all school boards publish the results achieved through the government's Accountability Pillars. APORI results are published annually, and report on outcomes and performance measures; this data is then used for informed decision-making for the purpose of improving programs and student results in subsequent years.

Accumulated Operating Surplus (AOS) The sum of the unrestricted net assets and operating reserves. Represents funds available to cover future deficits. The AOS, together with capital surplus and capital reserves, would form what is called "retained earnings" in the private sector.

Activities: Co-Curricular Learning activities which complement learning objectives and are conducted outside the classroom.

Activities: Extracurricular Activities usually outside of the classroom and outside of normal school hours designed to provide opportunities for students to pursue athletic, vocational or avocational interests.

Ad Hoc (typically describes a committee) Established for a specific purpose, issue, or concern and usually operational for a short period of time.

Administrative Allowance A sum of money, determined in collective bargaining, usually paid to administrators and supervisors in addition to their regular salary.

Administrative Procedure Methods and processes before an administrative board (i.e. school board) as distinguished from judicial procedure which applies to court. Administrative procedure can be found in school board policy.

Alberta Assessment Consortium (AAC) A recognized education partner in the province of Alberta. An independent voice, the AAC provides informed responses to assessment topics that impact student learning. A membership entails access to a variety of assessment-related resources and professional learning opportunities.

Alberta School Boards Association (ASBA) An association of all school boards in the province. Organized into five Zones representing different geographic regions of the province, each school board is a member of one of the Zones. The ASBA facilitates information sharing, lobbying, advocacy, and professional development between school boards across the Province.

Alberta School Councils Association (ASCA) A non-profit society that promotes and supports effective school council practices and demonstrates how parental engagement can enhance school improvement strategies. The ASCA is governed by an elected, volunteer board of directors comprised of parents on school councils from across Alberta.

Alberta School Foundation Fund (ASFF) All money raised through education property taxes is placed in the Alberta School Foundation Fund. The Alberta School Foundation Fund Regulation sets out the requirements for how funds are to be allocated for student education programs and services. It also sets out the criteria to determine when a student is eligible for funding and when payments are to be made.

Alberta Teachers Association (ATA) The professional organization that oversees both the professional conduct and the competence of teachers employed by school boards in Alberta. All teachers employed by a school board in Alberta are required to become active members of the Association.

Alternative Program An education program that emphasizes a particular language, culture, religion or subject matter or uses a particular teaching philosophy (i.e. an outreach program). Special education programs, programs for children who are guaranteed by the Charter of Rights and Freedoms to receive instruction in French, or programs of religious education offered by a separate school board are not alternative programs.

Annual Education Results Report (AERR) Highlights the accomplishments and progress made toward meeting goals and objectives established by the jurisdiction in its Three Year Plan. Results of mandatory and optional measures gathered through the year from activities such as ongoing reviews, evaluations, surveys, planning sessions and workshops also will be communicated. The AERR can be found on RVS' corporate website.

Arbitration The determination of a dispute by an arbitrator; a procedure to determine an interest dispute.

Assurance A broad concept that encompasses accountability, engagement, transparency and reporting.

Assurance Model A framework with a focus on demonstrating to stakeholders and communities that the education system is meeting the needs of students and that students are successful. Assurance is achieved through authentic engagement between education partners and by creating and sustaining a culture of continuous improvement.

Attendance Board Body established by the minister of education to review matters respecting the failure of a student to attend school.

Audited Financial Statement Formal financial statements audited by an independent firm of accountants.

Authentic Assessment A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.

Authentic Learning Lessons and activities framed around "real life" contexts.

Arbitration The determination of a dispute by an arbitrator; a procedure to determine an interest dispute.

B

Balanced Assessment (BA) A process that allows for a variety of different assessment techniques to be utilized, including student self-reflection, peer assessment, and goal setting. BA involves the day to day gathering of evidence by both teachers and students about where they are in relation to the desired outcomes of the learning. This information is used to guide instruction and next steps.

Bargaining Agent The organization authorized by law that acts on behalf of employees in collective bargaining or as a party to a collective agreement with an employer or employer's organization, whether or not the bargaining agent is a certified bargaining agent.

Bargaining Unit A defined group of employees with similar, general job characteristics on whose behalf the bargaining agent negotiates with their employer. (i.e. ATA Local, CUPE Local)

Basic Literacy Language proficiency and numeracy at levels necessary to function on the job and in society.

Bill Draft legislation which is introduced into the legislature or Parliament. Once it's approved a bill becomes an act.

Blended Program An educational program consisting of two distinct parts: a school provided program where

- a) a school board is responsible for the delivery and evaluation of achievement and
- b) a Home Education Program that meets the requirements of the Home Education Regulations, pursuant to the School Act.

Budget Report Form A form supplied by the provincial government wherein school boards identify their estimated revenues and expenditures for the school year.

Bylaws The set of rules adopted by an organization to regulate its proceedings

C

Capital Expenditure Spending money on something relatively permanent like a building or a school bus. The item must be worth more than \$5,000.

Capital Maintenance and Renewal (CMR) The Alberta Government program that provides funds for capital projects and infrastructure.

(2021-24 Alberta Government Capital Plan) Career and Technology Foundations (CTF) - is an optional program that allows students to explore their interests and passions as they learn about various career possibilities and occupational areas. The CTF Program of Studies is based on 14 learning outcomes that identify what students are expected to learn and what will be assessed, and are the same for grades 5 to 9.

Career and Technology Studies (CTS) Courses that help students move through school towards further education and work. Course options can include everything from digital design to mechanics or cosmetology.

Certificated Employees, who as a condition of employment, must possess a valid teacher's certificate.

Charter A charter is an agreement to establish and administer a charter school. The charter describes the unique educational service the charter school will provide, how it will operate and the student outcomes it intends to achieve.

Class Size The number of students scheduled to receive instruction at one time by one teacher. Note: Class size is usually larger than the pupil-teacher ratio because all certificated staff (principals, teacher librarians, etc.) are included in calculating the ratio.

Cohort The total group of students registered in a particular grade, including students who may be enrolled in a modified program. These students are all counted in the provincial achievement test results. (Synonym: full cohort)

Collective Agreement A written agreement between an employer and a bargaining agent of employees, acting on behalf of a unit of employees (i.e. the school jurisdiction and the ATA) containing provisions respecting the terms and conditions of employment and related matters. This agreement is negotiated at bargaining tables and is enforceable through arbitration.

Collective Bargaining Negotiating with a view to concluding or renewing a collective agreement.

College of Alberta School Superintendents (CASS) The professional voice of system education leaders. CASS provides leadership, expertise and advocacy to improve, promote and champion public education.

Community Learning Hubs Places where people can come see, learn and participate in intellectually rich, future-oriented activities.

Communities of Practice Groups of people with a common area of interest who come together to share, create, and learn from one another.

Competencies The knowledge, skills, and attitudes necessary to be competitive in the workforce.

Computer Adaptive Assessment (CAA) A school-based computer assessment tool that tailors a test's difficulty to each student.

Computer Assisted Instruction (CAI) Supplementing instruction by having students engage in learning activities with a computer.

Contracts

Continuing: A contract of employment between a board and a teacher that remains in force from year to year.

Interim: A contract of employment between a board and a teacher, for not more than 360 teaching days but may be less than a complete school year.

Probationary: A contract of employment between a board and teacher for a complete school year, during which the teacher is on probation.

Temporary: A contract of employment between a board and a teacher for the purpose of replacing a teacher who is absent from his/her duties for a period of 20 or more consecutive teaching days.

Council of Ministers of Education of Canada (CMEC) All provinces and territories are members of The Council of Ministers of Education of Canada (CMEC), an intergovernmental body founded in 1967 by ministers of education to serve as:

- a forum to discuss policy issues
- a mechanism through which to undertake activities, projects, and initiatives in areas of mutual interest
- a means by which to consult and cooperate with national education organizations and the federal government
- an instrument to represent the education interests of the provinces and territories internationally

Council on Alberta Teaching Standards (COATS) This council advises the minister of education on programs for the preparation of teachers and the requirements for Alberta teaching certificates; conditions under which suspension or cancellation of certificates are justified and policy, practice and outcomes in the area of teacher evaluation.

Count Date Refers to the date on which student enrolment is counted for the purpose of calculating funding. If the count date is Sept. 30, only those enrolled on that date can be included in the count. If

Sept. 30 falls on a weekend, the last school day in September is used as the count date. Kindergarten to Grade 9 students are counted.

Credit Enrolment Units (CEUs) A conditional grant allocated to school boards for senior high school courses that are based on the Alberta Programs of Study and delivered through appropriate access to instruction. Funding is ongoing and is distributed at several points during the school year.

Credit Enrolment Units (CEUs)

A conditional grant allocated to school boards for senior high school summer school courses that are based on the Alberta Program of Study and delivered through appropriate access to instruction.

Cross Curricular Learning activities that cross into more than one subject area to provide a deeper, richer experience for learners.

Cumulative Record Card This form contains information about a student such as vital statistics, test results and student attendance.

D

Daily Physical Activity (DPA) The goal of Daily Physical Activity (DPA) is to increase students' physical activity levels. DPA is based on the belief that healthy students are better able to learn and that school communities provide supportive environments for students to develop positive habits needed for a healthy, active lifestyle.

Debenture

Similar to a bond (a long-term debt) but usually secured by asset

E

Early Childhood Services (ECS) The umbrella term for programs provided to children between the ages of two and a half and six years of age. This includes programs for young children with severe or mild/moderate special needs, English as a Second Language or Francization programs and Kindergarten.

Ecological Intelligence The act of comprehending systems in their complexity, as well as the interplay between natural and man-made worlds.

EduLink Software designed to assist schools, district offices, and Alberta Education to electronically exchange Student Information (SIS) Registration, Course Mark and Diploma Exam Registration, as well as other types of data.

English as a Second Language (ESL) Programs designed for students whose first language is not English.

Expulsion Disciplinary action that results in the permanent removal of a student from a particular school.

F

First Nations, Métis, and Inuit Education (FNMI) Strategies developed by the Ministry of Education to improve achievement among FNMI students, and to close the gap between FNMI and non-FNMI students in the areas of literacy and numeracy, retention of students in school, graduation rates, and advancement to post-secondary studies. As a jurisdiction, we work together with FNMI communities, Elders, parents, teachers and other education stakeholders throughout the province to learn from each other to best meet the needs of FNMI learners.

Francization Program that helps students attending Francophone schools who do not have sufficient French language skills.

Francophone Education program offered for students with rights under Section 23 of the Canadian Charter of Rights and Freedoms to receive school instruction in French.

Freedom of Information and Protection of Privacy Act (FOIP) This legislation sets out rules regarding the collection, use and disclosure of personal information.

Funding Framework Formula for distributing funds to school boards.

G

General Equivalency Diploma (GED)

Method of obtaining a high school equivalency diploma that requires a registered individual complete and pass five subject tests.

Generative Governance A model that promotes greater community involvement in the development of youth. Generative governance also encourages board members to rise above their fiduciary role of exercising legal responsibilities of oversight and stewardship, and to delve deeper into inquiry, exploring root causes, values, optional courses, and new ideas.

Grade Level of Achievement (GLA) Teachers providing Alberta Education with their judgment of their student's achievement in meeting the program of studies outcomes in Grades 1 to 9 language arts and mathematics

“Grandfather” clause To continue an existing service or benefit for identified individuals or groups of people when that service or benefit is being phased out or eliminated.

Grievance A disagreement between the parties to a collective agreement about the meaning or application of the collective agreement or any violation of the collective agreement.

I

Impasse In negotiations, the point at which bargaining cannot proceed because no agreement can be reached on the remaining issues in dispute.

Infrastructure Maintenance & Renewal (IMR) The Alberta Government program that provides funds for capital projects and infrastructure for the primary purpose of investing in the repair and replacement of major facility components. (Prior to 2021.)

In Camera Meeting A private meeting which is not open to the public. Syn. Committee of the whole, meeting in committee; executive session; conference committee

Increment Salary increases for employees, usually for each additional year of experience, to a maximum amount.

Individualized Instruction A teaching method which sees the teacher modify his/her instruction according to the abilities or interests of the individual student.

Individualized Program Plan (IPP) A plan of action designed to address a student's special needs, based on diagnostic information which provides the basis for intervention strategies. All students with exceptional needs, from severely disabled to the gifted and talented, require an IPP. Syn. Individualized Education Plan (IEP)

In Loco Parentis A Latin phrase meaning "in place of the parent." It is a common law element that establishes the role of school board personnel as being that of reasonable and prudent parents in relationship to students.

Inquiry-Based Learning Seeking for truth, information, or knowledge through posing and solving problems.

Instructional Materials Centre (IMC) A centrally-located facility for the storage, distribution, and production of audio/visual aids and instructional materials. Syn. Media centre, LRSC

Integration Placing children irrespective of ability, intelligence, or handicap into a regular classroom. Syn. Mainstreaming

ISTE Net Standards

The roadmap to learning, teaching, and growing professionally in an increasingly digital world.

L

Leadership Quality Standard (LQS) In Alberta, outlines the professional expectations that principals and school jurisdiction leaders must demonstrate to create the conditions under which teachers can do their best work.

Learners All members of a community, including, students, parents, teachers, support staff, administrators, trustees, and community members.

Learning Commons A physical space that allows people to connect, collaborate and access workstations equipped with software supporting a variety of networks and uses.

Learning Disability An inability to learn due to a physical, mental, or emotional affliction, which may be corrected. Categorized as mild, moderate or severe.

Leave of Absence

A period of time granted to an employee to be absent from work, with or without pay.

M

Mainstreaming Placing children irrespective of ability, intelligence, or handicap into a regular classroom. Syn. Integration

Makerspace Learning Makerspace learning involves play-based environments where students are able to experiment with electronic, robotic, programmatic and similar modern environments to engage in innovation and problem solving and discover how devices in our world work. Maker-centered Learning environments empower students to explore interests, engage in design thinking and build competencies within the contexts of Science, Technology, Engineering, Arts/Humanities and Mathematics (STEAM).

Mean

The average of a group of scores.

Median The middle score in a list arranged from highest to lowest. Example: two, six, seven, 15, 21, 30, 39. The median is 15.

Mediation The process by which a third party attempts to facilitate a resolution to a dispute between two parties

Memorandum of Agreement The document signed by the parties involved in negotiating a collective agreement. The memorandum is subject to ratification by the school board and the union membership.

Middle School A form of school organization providing instructional services to children aged 10 to 14 (Grades 5 to 8).

Mild/Moderate One of the terms given to the group of specific categories that allow school jurisdictions to identify those children and students who require special education. This includes students with learning disabilities, emotional / behavioural disabilities, mild or moderate cognitive disabilities, hearing disabilities, visual disabilities, communication disabilities or delays gifted and talented, physical and medical disabilities or multiple disabilities.

Mill Unit of measurement used for calculating taxes on property. One mill is 1/1000 of the assessed property value. i.e. If the assessed property value is \$1,000, one mill yields \$1.

Multi-Modal Professional Learning A journey involving the use of multiple modes of professional learning, i.e., online, symposiums, etc.

Multiple Learning Pathways Selecting from several teaching strategies so that material is presented to facilitate effectiveness for each learner.

N

Non-Resident Student A student whose parents reside in a school jurisdiction other than the one in which the student is enrolled.

O

Organizational Meeting The first meeting of the school board after a general election. The chair and vice-chair are elected at this meeting.

P

Pedagogy Strategies or style of instruction.

Personalized Learning Environments The tailoring of pedagogy, curriculum, and learning methods to meet the unique needs and aspirations of individual learners, often with extensive use of technology in the process.

Professional Learning Within the context of Sturgeon Public's Three Year Plan, refers to professional learning activities.

Professional practice standard In Alberta, identifies the competency requirements for members of a profession.

Program Unit Funding (PUF) Funding available to ECS program operators to provide individual programs for children with severe disabilities. This funding is available for a maximum of three years and is designed to provide continuous support up to Grade 1.

Programs of Study Identify what students are expected to learn and be able to do in all subjects and grades.

Provincial Achievement Tests (PAT) Tests that are administered annually in French and English Language Arts and Mathematics in Grade 3, and English and French Language Arts, Mathematics, Science and Social Studies in Grades 6 and 9. PAT's are administered to determine if students are learning what they are expected to learn, as well as to provide a report to the province as to how well students have achieved provincial standards at given points in their schooling. PAT's assist schools, authorities, and the province in monitoring and improving student learning.

Public Private Partnership (P3s) Concept for providing schools through, but not limited to:

- financing options such as developer build/lease back
- partnerships to provide new schools in new subdivisions
- partnerships involving school boards, private sector developers, municipal government and community organizations
- re-use excess school space
- sharing facilities with post-secondary educational institutions and business organizations.

Project Based Learning An active learning experience, as compared to a more traditional book / desk style of learning.

Pupil-Teacher Ratio (PTR) Number of students in a school or school system divided by the number of certificated teaching staff.

R

Registered Apprenticeship Program (RAP)

Experiential learning undertaken by a senior high school student:

- as an integral part of a planned school program;
- which is under the co-operative supervision of a teacher coordinator and the employer;
- where a student is a registered apprentice;
- where the program meets the Acts and regulations of Alberta Enterprise and Advanced Education relating to apprenticeship training; and
- which constitutes a separate course based on 25 hours per credit

Regulation A rule or order having the force of law issued by the executive branch of a government. In school systems, a regulation derives from board policy and is viewed as a directive for action.

Resident Student A student of the school jurisdiction in which his or her parents reside and who is a student for which a board receives funding.

Rubric An assessment tool for communicating expectations of quality.

S

September Count Date This is the specified date that school authorities must take an enrolment count of all their children/students for the calculation of WMA (weighted moving average) enrolment. This enrollment count must be done on the last instructional day of September. If September 30 is a non-instructional day for a school authority, then the last instructional day of September shall be used as the September count date. The submission date for this count will be the third instructional day after the September count date. School authorities should keep their student enrolment data updated regularly verifying it prior to submission of the September count.

School Annual Results Report (SARR) Each school is required to submit an annual results report, which is reviewed by the Superintendent of Schools, the Associate Superintendent of Schools and the Director of Schools. The SAAR contains results from the Alberta Education and RVS Accountability Pillar, the Satisfaction Survey, PAT results, as well as an analysis of results derived from school specific surveys and other school-specific information.

School Councils A group of parents of students attending the school that provide functions set out in section 17 of the School Act. According to the School Act, each school council shall be established in accordance with the regulations for each school operated by the board.

School Education Plan (SEP) Each school is required to submit an annual School Education Plan (SEP) to the Superintendent of Schools for approval. This plan is developed in consultation with staff, and with advice from the School Council, and according to parameters, guidelines, and expectations outlined in RVS' SEP Manual and other Superintendent directives and procedures. The plan details the school's mission and vision statements, recent achievements, expected challenges, and outlines goals, outcomes, performance measures, and outlines strategies developed to meet said goals.

Severe Disabilities This term refers to students who have severe emotional/behavioural disabilities, severe cognitive disabilities, severe delays involving language, deafness, blindness, severe physical and medical disabilities or severe multiple disabilities.

Site-Based Management Involves principals, staff members and school councils in making decisions about instructional programs and services at the school level and how funds are allocated to them. Syn. site-based decision-making.

Special Education Special education refers to the education of students and ECS children identified with mild, moderate, or severe disabilities or as gifted and talented.

Standardized Tests A test administered according to standardized procedures which assesses a student's performance by comparison to standards. In the case of provincial achievement tests, the standards are 'acceptable standard' and 'standard of excellence'.

STEM/STEAM

"STEM" represents science, technology, engineering and mathematics. "STEAM" represents "STEM" plus the arts – humanities, language arts, dance, drama, music, visual arts, design and new media. Both "STEM" and "STEAM" are approached through inquiry and problem-based learning methods used in the creative design thinking process.

Strike Includes:

- cessation of work;
- refusal to work;
- refusal to continue to work by two or more employees acting together for the purpose of compelling their employer to agree to terms or conditions of employment.

Student Information System (SIS) A software application used by the jurisdiction to manage student data. A SIS provides capabilities for entering student tests and other assessment scores through an electronic grade book, building student schedules, tracking student attendance, and managing many other student-related data needs.

Superintendent Leadership Quality Standard (SLQS) In Alberta, defines the professional expectations that superintendents must demonstrate to create the conditions under which school leaders and teachers can do their best work.

SuperNet The Alberta SuperNet was built to connect public institutions across the province – schools, hospitals, colleges, universities, libraries, and municipal offices – to a broadband network for high-speed Internet access, video conferencing, and other services.

Suspension: Student When a principal or teacher suspends a student from attending school.

T

Teacher In Alberta, an individual employed by a school board who, as a condition of employment, must possess a valid Alberta teaching certificate.

Teaching Quality Standard (TQS) In Alberta, describes the professional expectations for teachers who work directly with students.

Three-Year Education Plan As mandated by Alberta Education, all jurisdictions are required to develop a rolling three-year plan that outlines jurisdictional goals and objectives.

Trans-Disciplinary Practices Lesson plans that cross two or more disciplinary boundaries (i.e., subjects) to create a holistic approach to learning.

U

Understanding by Design (UbD) A framework for improving student achievement. Emphasizing the teacher's critical role as a designer of student learning, UbD works within the standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments of student understanding, and craft effective and engaging learning activities.

Universal Design for Learning (UDL) An approach calls for teachers to develop individual learning plans for students and helps meet the challenge of diversity by suggesting flexible instructional materials, techniques, and strategies that empower educators to meet these varied needs.

Utilization Factor The formula established by the provincial government to how full a school is. It is expressed as a percentage.

W

Weighted Moving Average (WMA) As of September 2020, Alberta Education now uses the weighted moving average method for almost all K to 12 education grants. This calculates average enrolment by assigning a larger weighting to the more recent year's enrolment than weighting on the previous year's enrolment. This makes it easier for school boards to predict enrolment and minimizes school authorities having to adjust their revenue forecasts or staffing levels throughout the school year.

Wrap-Around Services A team of individuals from different organizations who tend to the well-being of a child or youth by collaboratively developing, implementing and evaluating an individualized plan of care.

Y

Year: Fiscal The year within which an organization collects and spends money.

Year: School In Alberta a board establishes the opening and closing dates of all schools under its jurisdiction for the following 12-month period

Education Acronyms

AERR	Annual Education Results Report - report to Board with stakeholder feedback including Accountability Pillar
CST	Complex Support Team (Divisional support team for K-12)
CWP	Counselling and Wellness Plans
DHH	Deaf and Hard of Hearing
DIP	Diploma Exams
ECE	Early Childhood Education - How Sturgeon Public refers to all Pre-K programming
ECS	Early Childhood Services - includes Pre-K and K as AB Education does not differentiate between K and Pre-K
Effect Size	John Hattie's work - The impact measure of an intervention to influence student achievement
ERLC	Edmonton Regional Learning Consortium is one of seven regional consortia in Alberta established to support regional professional development needs for all those who influence student learning
F & P	Fountas & Pinnell - Leveled Literacy Intervention Program
FNMI	First Nation, Metis & Inuit
FSW	Family Support Worker (Social workers)
IPP/SLP	Individual Program Plans/Student Learning Plan
Learning Sprint	Professional Development Process of short cycles of teaching practices and analysis of impact
LDC	Locally Developed Courses
LSL	Learning Support Lead
MIPI	Math Intervention Programming Instrument. Written by all grade 2 to 10
MFRC	Military Family Resource Center
NME	Neurosequential Model in Education - Understanding Trauma and the Brain in the Education Setting
OT	Occupational Therapy/ist
PAT	Provincial Achievement Tests. Available for all core at the end of grade 6 and 9

PBS	Positive Behaviour Supports
PD	Professional Development
PLC	Professional Learning Community
PIA	Privacy Impact Assessment describes how proposed administrative practices or information systems may affect the privacy of the individuals who are the subjects of the information
PUF	Program Unit Funding (Pre-K program)
Read Theory	An online reading comprehension assessment tool for students
RTI	Response to Intervention (a process to provide targeted teaching to help struggling students catch up)
SLA	Student Learning Assessment. Available for literacy and numeracy at the beginning of grade 3
SLP	Speech Language Pathologist or Student Learning Plan
SLS	Specialized Learning Support (AB Ed grant for special Ed needs Gr. K-12)
SNOMFA	Sturgeon Night of Music & Fine Arts
STEAM	Science, Technology, Engineering, Arts & Mathematics
STEM	Science, Technology, Engineering & Mathematics
UBD	Understanding by Design. A three-stage backward design process for educational planning
UDL	Universal Design for Learning. A flexible approach that allows all students equal opportunity to succeed



DATE: April 26, 2023
TO: Board of Trustees
FROM: Joe Dwyer, Chair
GOVERNANCE POLICY: [Policy 235 – Conduct of Board Meetings](#)

SUBJECT: Trustee Report – April 2023

PURPOSE:

For information.

BACKGROUND:

The following are recent events, functions and meetings attended by the Trustee:

- April 11 Danielle Smith Event in Gibbons
- April 12 Committee of the Whole Meeting
- April 14 Guthrie Military Day
- April 26 Public Board Meeting
- April 26 Building and Maintenance Committee Meeting
- April 26 Provincial Candidate Meeting
- April 5 Rotary Meeting
- April 12 Rotary Meeting
- April 13 Government Announcement on MELT program



DATE: April 26, 2023
TO: Board of Trustees
FROM: Janine Pequin, Trustee
GOVERNANCE POLICY: [Policy 235 – Conduct of Board Meetings](#)

SUBJECT: Trustee Report – April 2023

PURPOSE:

For information.

BACKGROUND:

The following are recent events, functions and meetings attended by the Trustee:

- April 6 Redwater Mayor's Breakfast
- April 6 Policy Committee Meeting
- April 12 Committee of the Whole Meeting
- April 13 Superintendent Evaluation Interview
- April 14 Guthrie School Teal Up
- April 17 Grip and Grin with Town of Gibbons
- April 26 Public Board Meeting
- April 26 Provincial Candidate Meeting
- April 26 Redwater School Council Meeting



DATE: April 26, 2023
TO: Board of Trustees
FROM: Cindy Briggs, Trustee Ward 2
GOVERNANCE POLICY: [Policy 235 – Conduct of Board Meetings](#)

SUBJECT: Trustee Report – April 2023

PURPOSE:

For information.

BACKGROUND:

The following are recent events, functions and meetings attended by the Trustee:

- April 11- Gibbons Town Hall Danielle Smith Event
- April 12- St. Albert Chamber of Commerce Danielle Smith Event
- April 12- Committee of the Whole Meeting
- April 13- Superintendent Evaluation Interview
- April 17- Lilian Schick Visit AM
- April 17- Lilian Schick School Council and Room Parent Association Meeting
- April 17- Grip and Grin Media Release at Landing Trail School
- April 24- Sturgeon Night of Music and Fine Arts
- April 25- Bon Accord Community School School Council and Program Support Society
- April 26- Public Board Meeting
- April 26- Building and Maintenance Committee Meeting
- April 26- Provincial Candidate Meeting



DATE: April 26, 2023
TO: Board of Trustees
FROM: Trish Murray-Elliott, Trustee
GOVERNANCE POLICY: [Policy 235 – Conduct of Board Meetings](#)

SUBJECT: Trustee Report – April 2023

PURPOSE:

For information.

BACKGROUND:

The following are recent events, functions and meetings attended by the Trustee:

- Policy Committee Meeting, April 6
- Superintendent Evaluation Interview, April 11
- St. Albert Chamber of Commerce Luncheon, guest speaker Danielle Smith, April 12
- Committee of the Whole Meeting, April 12
- School Council Meeting, Sturgeon Composite High School, April 12
- PSBC PD Day, Dinner with guest speaker Janet Brown, April 13
- PSBC Business Meeting, April 14
- Partnership with Town of Gibbons Announcement, April 17
- School Council Meeting, Sturgeon Heights School, April 17
- Sturgeon Heights School Open House, April 20
- PSBAA PD film presentation, Backpack Full of Cash, April 20
- Sturgeon Night of Music and Fine Arts, April 24
- Public Board Meeting, April 26
- Building and Maintenance Committee Meeting, April 26
- Meeting with Provincial Election Candidate, April 26



DATE: April 26, 2023
TO: Board of Trustees
FROM: Stacey Buga, Trustee
GOVERNANCE POLICY: [Policy 235 – Conduct of Board Meetings](#)

SUBJECT: Trustee Report – April 2023

PURPOSE:

For information.

BACKGROUND:

The following are recent events, functions and meetings attended by the Trustee:

- April 3, 2023 ÉMPS School Council Meeting
- April 4, 5, 2023 ATA Negotiations Committee Meetings
- April 5, 2023 Morinville Chamber of Commerce Luncheon
- April 6, 2023 Policy Committee Meeting
- April 11, 2023 Alternative Learning School Council Meeting
- April 12, 2023 Committee of the Whole Meeting
- April 13, 2023 Superintendent Evaluation Interview - Virtual
- April 13, 2023 Four Winds Public School Open House
- April 13, 2023 Suze Casey Presentation
- April 14/15, 2023 Inclusion Alberta Conference
- April 18, 19, 24, 25, 2023 Edwin Parr Meetings
- April 20, 2023 Backpack Full of Cash
- April 21, 2023 Meeting with Superintendent re: citizenship speech
- April 24, 2023 Sturgeon Night of Music and Fine Arts
- April 26, 2023 Public Board Meeting
- April 26, 2023 Building and Maintenance Committee Meeting
- April 26, 2023 Provincial Candidate Meeting



DATE: April 26, 2023
TO: Board of Trustees
FROM: Irene Gibbons
GOVERNANCE POLICY: [Policy 235 – Conduct of Board Meetings](#)

SUBJECT: Trustee Report – April 2023

PURPOSE:

For information.

BACKGROUND:

The following are recent events, functions and meetings attended by the Trustee:

- April 4 & 5, 2023 – ATA Negotiations Committee Meeting
- April 6, 2023 – Policy Committee Meeting
- April 11, 2023 – An evening with Premier Danielle Smith, Gibbons Community Cultural Centre
- April 12, 2023 - Board Agenda Review – Committee of the Whole
- April 12, 2023 – Committee of the Whole Meeting
- April 13, 2023 – Landing Trail 40th Anniversary Committee Meeting
- April 13, 2023 – Landing Trail School Council
- April 14 & 15, 2023 - Inclusion Alberta Conference
- April 17, 2023 – Media release with Town of Gibbons
- April 21, 2023 – Board Agenda Review – Public Board Meeting
- April 26, 2023 – Public Board Meeting
- April 26, 2023 – Meeting with Provincial Candidate
- April 28, 2023 – Matilda Play Gibbons School



DATE: April 26, 2023

TO: Board of Trustees

FROM: Cindy Briggs, Committee Chair

GOVERNANCE POLICY: [Policy 230 – Board Committees](#)

ADDITIONAL REFERENCE: [Policy 225 – Board Responsibility and Conduct](#)
[Policy 405 – Budget Development and Transparency](#)
[Administrative Procedure 600 – Capital Plan Development](#)
[Administrative Procedure 605 – Site and Playground Development Procedures](#)
[Administrative Procedure 615 – School Facilities and Equipment Maintenance](#)
Board Procedures Regulation 82/2019
Education Act: Section 34, 51, 52(1)(b)
Assurance Domain - [Governance](#)

SUBJECT: Building and Maintenance Committee

PURPOSE:

For information.

BACKGROUND:

The Building and Maintenance Committee makes recommendations to the Board regarding the Board’s real property, as well as the Division’s Capital Plan and Modular requests. The Committee recommends and reviews policies related to buildings. The Committee also reviews tenders, Division managed major projects, and architectural designs for new buildings, and subsequently make recommendations to the Board.

REPORT SUMMARY:

The Building and Maintenance Committee held a meeting on March 22, 2023. The following is a summary of that meeting:

- The following Camilla School updates were discussed
 - Update on the solutions regarding drainage issues;
 - Plan number 3 was submitted to the County, and the Division is waiting for feedback from the County;
 - The site is being monitored; and
 - Gym floor deficiency is still outstanding.
- A detailed list of the projects was provided by Facility Services pertaining to the interim Spring Break Projects.
- Maintenance of older structures are being prioritized based on urgency and conditions. O&M shop asbestos abatement is done, and interior reconfiguration continues.



- There was a discussion around school roof deficiencies for Ochre Park School and other schools' roofs. All work is under warranty.
- There are insufficient funds provided by Alberta Education for a self-sustained Operations and Maintenance Department, CMR, and IMR, requiring other financial contributions such as instructional dollars and board funded capital reserve.

The Committee Chair is prepared to respond to questions at the April 26, 2023, Public Board meeting.



DATE: April 26, 2023

TO: Board of Trustees

FROM: Janine Pequin, Committee Chair

GOVERNANCE POLICY: [Policy 221 – Role of the Trustee](#)
[Policy 230 – Board Committees](#)
[Policy 230 – Board Committees; Appendix B – Policy Committee](#)

ADDITIONAL REFERENCE: [Policy 225 – Board Responsibility and Conduct](#)
[AP250 – Student Advisory Committee](#)
[Education Act: Sections 51, 52 \(1\) \(b\)](#)
Board Procedures Regulation 82/2019
Assurance Domain – Governance

SUBJECT: Policy Committee

PURPOSE:

For information.

BACKGROUND:

The Policy Committee reviews all policies within a three year rotation or, for certain policies, on an annual basis as determined by the Board of Trustees, or by Board Committees who submit recommendations regarding the need for policy development or review of existing policies.

Policies brought before the Policy Committee are reviewed and discussed through first, second and third readings as needed. Once the Policy Committee has completed recommended amendments, the Committee Chair refers the policy to a Public Meeting of the Board of Trustees. The initiation and/or adoption of new Board policies and revisions and/or rescission of existing policies is solely the responsibility of the Board of Trustees.

REPORT SUMMARY:

The Policy Committee held a meeting on April 6, 2023. The following is a summary of that meeting:

- *Policy 110 – Welcoming Inclusive, Safe and Healthy Environments* was reviewed with an additional clause amended to address the importance of celebrating student and staff cultures and collaborating with community and cultural leaders to build connections to those cultures.
 - The Policy Committee has referred this policy to the April 26, 2023, Public Board meeting for review and approval.
- *Policy 115 – Sexual Orientation and Gender Identities* was reviewed.
 - The Policy Committee has referred this policy to the April 26, 2023, Public Board meeting for review and approval.



- *Policy 125 – Advocacy Plan* was reviewed.
 - The Policy Committee has referred this policy to the April 26, 2023, Public Board meeting for review and approval.

- *Policy 905 – Awards Policy – Students* was reviewed.
 - The Policy Committee had requested Administration to bring *Administrative Procedure 860 – Student Division Awards, Scholarships and Bursaries* with amendments to help clarify how changes to this Policy would affect operations. Administration will bring Policy 905 back to the next Policy Committee on May 3, 2023, for further review.

The next Policy Committee meeting is scheduled for May 3, 2023, at 1:30 p.m.

The Policy Committee Chair is prepared to respond to questions at the April 26, 2023, Public Board meeting.



DATE: April 26, 2023
TO: Board of Trustees
FROM: Joe Dwyer, Committee Chair
GOVERNANCE POLICY: [Policy 230 – Board Committees](#)
ADDITIONAL REFERENCE: [Policy 225 – Board Responsibility and Conduct](#)
[Policy 405 – Budget Development and Transparency](#)
[Policy 500 - Transportation](#)
[Administrative Procedure 550 – Contract Bus Service](#)
[Board Procedures Regulation 82/2019](#)
[Education Act: Section 34, 51, 52\(1\)\(b\)](#)
Assurance Domain - [Governance](#)

SUBJECT: Transportation Committee

PURPOSE:

For information.

BACKGROUND:

The Transportation Committee makes recommendations to the Board regarding matters related to student transportation. The Committee recommends and reviews policies related to student transportation matters. The Committee also liaises with the bus contractors on governance issues.

REPORT SUMMARY:

The Transportation Committee held a meeting on March 22, 2023. The following is a summary of that meeting:

- The 2022-2023 budget review and projections.
- Training Costs (MELT and 2–S) were discussed and it was shared that the 2023-2024 Funding Manual allows for training costs to be submitted for payment to Alberta Education effective April 2023, on a quarterly basis. The first submission deadline is July 14, 2023, and it is based on actual costs incurred.
- Bus Driver Appreciation Lunch May 3, 2023. The event has been finalized and invites/RSVPs have been sent out.
- Budget for 2023-2024 was briefly discussed. An updated financial viability and needs assessment review of noon transportation is ongoing. The Division will implement the 1 & 2 KM funding rules for the 2023-2024 Budget.
- Fuel Price Contingency will continue during the 2023-2024 school year, and the contractor rate does not require adjustment, as the market price is built into the new model for contractor payment.



- Two new bus routes have been added. One for Sturgeon Heights to alleviate ride times and the other for Gibbons/Landing Trail to alleviate congestion.
- The Division is currently investigating the advantages/disadvantages of using a new system for bus pass scanning and tracking. Two opportunities are being evaluated: Tyler Drives and Bus Planner.
- Communication to families will be provided to support the implementation of the new funding model.
- *Drivafy* Training has had almost 100% participation in the Division-sponsored PD for contractors and operators. The training session focused mainly on mitigation strategies to address misbehaviors during bus ridership.

The Committee Chair is prepared to respond to questions at the April 26, 2023, Public Board meeting.



DATE: April 26, 2023

TO: Board of Trustees

FROM: Shawna Warren, Superintendent

ORIGINATOR: Jonathan Konrad, Deputy Superintendent, Education Services

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

ADDITIONAL REFERENCE: [Policy 115 – Sexual Orientation and Gender Identities](#)
[Policy 120 – Harassment Policy](#)
[Policy 900 – Student Conduct and Discipline](#)
[AP711 – Employee Conduct – Welcoming Inclusive, Safe and Healthy Environments](#)
Assurance Domain – [Learning Supports](#)

SUBJECT: Policy 110 – Welcoming Inclusive, Safe and Healthy Environments

PURPOSE:

For approval. Motion required.

RECOMMENDED MOTION:

- a) That the Board of Trustees approve *Policy 110 – Welcoming Inclusive, Safe and Healthy Environments* as presented at the April 26, 2023, Public Board meeting.

BACKGROUND:

Administration has reviewed and updated *Policy 110 – Welcoming Inclusive, Safe and Healthy Environments* as part of its review of policies that fall under Education Services. *Policy 110 – Welcoming Inclusive, Safe and Healthy Environments* is to be reviewed on an annual basis.

The Policy Committee reviewed and updated *Policy 110 – Welcoming Inclusive, Safe and Healthy Environments* at their April 6, 2023, committee meeting and has recommended it to the Public Board meeting for approval.

- The additional clause addresses the importance of celebrating student and staff cultures and collaborating with community and cultural leaders to build connections to those cultures.

Administration is prepared to respond to questions at the April 26, 2023, Public Board meeting.

ATTACHMENT(S):

1. Policy 110 – Welcoming Inclusive, Safe and Healthy Environments – Clean Copy
2. Policy 110 – Welcoming Inclusive, Safe and Healthy Environments – Tracked Changes

Policy 110

Welcoming Inclusive, Safe and Healthy Environments

1656017280

1.0 POLICY

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

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

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

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

Definitions:

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

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

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

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

References:

[*Policy 115 – Sexual Orientation and Gender Identities*](#)

[*Policy 120 – Harassment Policy*](#)

[*Policy 900 – Student Conduct and Discipline*](#)

Administrative Procedure: AP711 – Employee Conduct – Welcoming Inclusive, Safe and Healthy Environments

Education Act: Sections 16, 35, 35.1

Vision, Mission and Values Statement

Canadian Charter of Rights and Freedoms

Alberta Human Rights Act

Freedom of Information and Protection of Privacy Act

Guidelines for Best Practices: Alberta Government (2016)

History

2019 Apr 24 Initial Approval

2020 Jan 29 Reviewed

2021 Oct 27 Reviewed

2022 Jun 22 Amended

Policy 110

Welcoming Inclusive, Safe and Healthy Environments

1656017280

1.0 POLICY

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

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

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

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

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

Definitions:

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

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

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

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

References:

[*Policy 115 – Sexual Orientation and Gender Identities*](#)

[*Policy 120 – Harassment Policy*](#)

[*Policy 900 – Student Conduct and Discipline*](#)

[*Administrative Procedure: AP711 – Employee Conduct – Welcoming Inclusive, Safe and Healthy Environments*](#)

Education Act: Sections 16, 35, 35.1

[*Vision, Mission and Values Statement*](#)

Canadian Charter of Rights and Freedoms

Alberta Human Rights Act

Freedom of Information and Protection of Privacy Act

[*Guidelines for Best Practices: Alberta Government \(2016\)*](#)

History

2019 Apr 24 Initial Approval

2020 Jan 29 Reviewed

2021 Oct 27 Reviewed

2022 Jun 22 Amended



DATE: April 26, 2023

TO: Board of Trustees

FROM: Shawna Warren, Superintendent

ORIGINATOR: Jonathan Konrad, Deputy Superintendent, Education Services

GOVERNANCE POLICY: [Policy 115 – Sexual Orientation and Gender Identities](#)

ADDITIONAL REFERENCE: [Policy 120 – Harassment Policy](#)
[AP712 – Employee Conduct – Sexual Orientation and Gender Identities](#)
 Assurance Domain – [Learning Supports](#)

SUBJECT: Policy 115 – Sexual Orientation and Gender Identities

PURPOSE:

For approval. Motion required.

RECOMMENDED MOTION:

- a) That the Board of Trustees approve *Policy 115 – Sexual Orientation and Gender Identities* as presented at the April 26, 2023, Public Board meeting.

BACKGROUND:

Administration has reviewed *Policy 115 – Sexual Orientation and Gender Identities* as part of its review of policies that fall under Education Services. *Policy 115 – Sexual Orientation and Gender Identities* is to be reviewed on an annual basis.

The Policy Committee reviewed *Policy 115 – Sexual Orientation and Gender Identities* at their April 6, 2023, committee meeting with no amendments brought forward, and has recommended it to the Public Board meeting for approval.

Administration is prepared to respond to questions at the April 26, 2023, Public Board meeting.

ATTACHMENT(S):

- 1. Policy 115 – Sexual Orientation and Gender Identities – Clean Copy

Policy 115

Sexual Orientation and Gender Identities

1656018420

1.0 POLICY

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

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

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

- their confidentiality protected and respected,
- self-identification and determination; and
- their unique identities, families, cultures and communities included, represented, valued and respected within all aspects of the school environment.

2.0 DEFINITIONS

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

GSAs and QSAs in Alberta Schools: A Guide for Teachers

Sexual and Gender Minority Terms and Definitions:

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

3.0 GUIDELINES

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

3.1.1 be fully included and represented in an inclusive and respectful manner by all school personnel.

3.1.2 have equitable access to the same supports, services and protections provided to all students, staff and families.

3.1.3 have a mechanism by which to address harassment, prejudice, discrimination, intimidation, bullying and/or violence.

3.1.4 see their unique identities, families, cultures and communities are represented and valued in all facets of the school environment.

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

3.2.1 Supporting administration to develop, implement and evaluate inclusive educational strategies, professional development opportunities and administrative guidelines to ensure that sexual and gender student minorities and their families are welcomed and treated with dignity and respect in all facets of the school community.

3.2.2 Supporting principals and schools in implementing educational initiatives and developing school environments that respect the sexual and gender minority's unique identity, families, cultures and communities.

3.3 The Board of Trustees may establish a task group or groups to provide input and recommendations relative to the implementation of Policy 115 - Sexual Orientation and Gender Identities.

3.4 The membership of any task group(s) may vary based on the identified goals and objectives established by the Board of Trustees relative to Policy 115 - Sexual Orientation and Gender identities.

3.5 Prior to forming any task group(s) the Board of Trustees will identify:

- The specific objectives,
- Membership representation,
- Preferred timeline and
- Reporting process for the task group(s).

4.0 The Board will comply with requirements established by the Minister.

References:

[Policy 120 – Harassment Policy](#)

[Administrative Procedure: AP712 – Employee Conduct – Sexual Orientation and Gender Identities](#)

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

[Vision, Mission and Values Statement](#)

Canadian Charter of Rights and Freedoms

Alberta Human Rights Act

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

[Guidelines for Best Practices: Alberta Government \(2016\)](#)

Freedom of Information and Protection of Privacy Act

Personal Information and Protection Act

History

2019 Mar 27 Initial Approval

2020 Jan 29 Amended

2021 Oct 27 Reviewed

2022 Jun 22 Amended



DATE: April 26, 2023
TO: Board of Trustees
FROM: Shawna Warren, Superintendent
ORIGINATOR: Board of Trustees
Shawna Warren, Superintendent
GOVERNANCE POLICY: [Policy 125 – Advocacy Plan](#)
ADDITIONAL REFERENCE: Board Procedures Regulation 82/2019
Assurance Domain – [Governance](#)
SUBJECT: Policy 125 – Advocacy Plan

PURPOSE:

For approval. Motion required.

RECOMMENDED MOTION:

- a) That the Board of Trustees approve *Policy 125 – Advocacy Plan* as presented at the April 26, 2023, Public Board meeting.

BACKGROUND:

Administration has reviewed *Policy 125 – Advocacy Plan* as part of its review of policies that fall under the Office of the Superintendent. There are no changes recommended.

The Policy Committee reviewed *Policy 125 – Advocacy Plan* at the April 6, 2023, committee meeting and has recommended it to the Public Board meeting for approval.

Administration is prepared to respond to questions at the April 26, 2023, Public Board meeting.

ATTACHMENT(S):

1. *Policy 125 – Advocacy Plan*

Policy 125

Advocacy Plan

In their ongoing commitment to excellence in public education and student success in Sturgeon Public Schools, the Board of Trustees has developed an advocacy framework that establishes the priority areas of focus for the Board in the coming years. While specific strategies and measures will evolve in response to the needs of the division and the communities being served, the initial focus will be on the following **Key Priorities**:

1.0 **ENHANCE** student participation and involvement in decisions that affect their education and school experience.

2.0 **ENGAGE** people in their communities to build value for and facilitate their participation in the public education of our students.

3.0 **ESTABLISH** relationships with external organizations to broaden support for schools, facilitate new opportunities for funding, and enhance student and community wellbeing.

4.0 **ENCOURAGE** innovation in Division projects that are directly related to enhancing student achievement and success.

As the Board's Advocacy Plan continues to evolve, increased information and specificity will be added, along with updates relative to progress being made in the accomplishment of priority area goals and outcomes.

References:

Board Procedures Regulation – 82/2019

History

2019 May 22 Initial Approval

2020 Jan 29 Reviewed

2021 Oct 27 Reviewed



DATE: April 26, 2023

TO: Board of Trustees

FROM: Shawna Warren, Superintendent

ORIGINATOR: Board of Trustees
Shawna Warren, Superintendent

GOVERNANCE POLICY: [Policy 430 – Trustee Remuneration and Expense Reimbursement](#)

ADDITIONAL REFERENCE: [AP425 – Purchasing Authority and Procedure](#)
[AP435 – Employee Expense Claims and Reimbursement](#)
Board Procedures Regulation 82/2019
Assurance Domain – [Governance](#)

SUBJECT: Policy 430 – Trustee Remuneration and Expense Reimbursement

PURPOSE:

For approval. Motion required.

RECOMMENDED MOTION:

- a) That the Board of Trustees approve *Policy 430 – Trustee Remuneration and Expense Reimbursement* as presented at the April 26, 2023, Public Board meeting.

BACKGROUND:

A board, as a partner in education, has the responsibility to ensure effective stewardship of the board’s resources (*Education Act 33.1(i)*). The Board of Trustees ensure transparency to the public for the dollars spent in the school authority, therefore, *Policy 430 – Trustee Remuneration and Expense Reimbursement* underwent a thorough review process at multiple Committee of the Whole meetings, including February 8, 2023, March 8, 2023, and April 12, 2023.

One significant change made to the policy is the update of Exhibit A, which now provides a clear and concise definition of what is covered under the basic honorarium for trustees and the per diem allowance.

Administration is prepared to respond to questions at the April 26, 2023, Public Board meeting.

ATTACHMENT(S):

- 1. *Policy 430 – Trustee Remuneration and Expense Reimbursement – Tracked Changes*

Trustee Remuneration and Expense Reimbursement

1.0 POLICY

The Board believes that Trustees of the Division who incur expenses in carrying out their authorized duties should be reimbursed by the Division upon submission of an approved expense claim.

The Board will establish guidelines and procedures for the reimbursement of approved expenses from annual budget allocations. The Chair will approve Trustee and Superintendent expenses. The Vice Chair will approve Chair expenses.

Trustee remuneration shall change at the same rate and at the same time as changes to the salary scales contained in the General Employment Conditions.

2.0 GUIDELINES

2.1 Trustees carrying out their authorized duties will be expected to exercise the same care in incurring expenses that a prudent person would exercise in traveling on personal business.

2.2 Approved expenses incurred by Trustees will be reimbursed in accordance with the requirements and subject to the limitation specified in the guidelines and procedures.

2.3 Advances will not be paid to cover any approved expenses.

2.4 Claims for reimbursement of expenses should be submitted promptly and within one (1) month of the expenses being incurred.

2.5 All expense reimbursement claims must be on an individual Trustee basis other than expenses incurred pursuant to Guideline 2.6.

2.6 A Division credit card will be provided to the Board Chair upon request.

2.6.1 Expenses incurred and charged to such credit cards shall be in line with the intent of this policy.

2.7 Approved expenses **are found in Exhibit A.** ~~will be reimbursed for the following activities:~~

~~2.7.1 Attendance at conferences, workshops, seminars and meetings, when such attendance has been approved by the Board for Trustee attendance.~~

~~2.7.2 Other approved activities carried out by Trustees in the performance of their duties,~~

~~e.g. Board appointees to Ad Hoc Committees or other organizations.~~

2.8 Approved expenses will be reimbursed at the rates set out in an exhibit applicable to this policy.

3.0 PROCEDURES

3.1 Claims for the reimbursement of approved expenses are to be submitted for payment to the **Board Chair**. ~~Superintendent or designate~~. Questions will be directed to the Board Chair.

4.0 EXHIBIT A

4.1 Approved expenses will be paid at the following rates:

4.1.1 Actual distance traveled in Alberta in the Trustee's vehicle, at the approved Canada Customs and Revenue Agency rate.

4.1.2 Actual voucher expenses for travel incurred by means other than the use of the Trustee's vehicle – receipts required.

4.1.3 Actual voucher subsistence expenses for approved conferences, workshops, seminars and meetings.

4.1.4 \$10.00 for breakfast, \$14.00 for lunch and \$22.00 for dinner where vouchers are not available.

4.2 Standard per kilometer distances between schools, Central Office and Edmonton have been established and are to be applied when seeking reimbursement of approved expenses. A chart showing these distances is attached to this policy.

4.3 A general expense allowance determined annually as part of the budget process.

References:

~~[Guidelines for Trustee Expense and Per Diem Claims](#)~~

Policy 430 - Exhibit A

Board Procedures Regulation 82/2019

Administrative Procedures:

AP425– Purchasing Authority and Procedure

AP435– Employee Expense Claims and Reimbursement

History

2019 Apr 24 Initial Approval

2020 Jan 29 Reviewed

2021 Oct 27 Reviewed

Exhibit A

1. Trustee Remuneration

Chair \$22,000

Vice Chair \$21,000

Trustees (5x 20,000) \$100,000

Professional Development (7 x 3,400) \$23,800

The principles of trustee remuneration shall include a basic honorarium for trustees, which provide for all services rendered by a trustee to attend:

- 1.1 Regular, Committee and Special Board meetings;
- 1.2 Division meetings with staff, parents and/or students;
- 1.3 Meetings with other School Boards, local municipalities and governments - elected officials and personnel;
- 1.4 School Council meetings;
- 1.5 Staff Recognition, Welcome Back Breakfast, Christmas Luncheon and School Openings, as Board functions/events organized by the Board
- 1.6 Attendance at school events/celebrations, concerts, productions and/or activities.
- 1.7 Attendance at social functions of the staff;
- 1.8 Informal, unsolicited school or office visits and individual meetings with members of the staff or public;
- 1.9 Attendance at graduation/school awards ceremonies;
- 1.10 Attendance at extra-curricular school activities; and
- 1.11 Superintendent Informal Evaluation as the only employee of the Board.

2. Per Diem Allowance

In addition to the basic honoraria, a per diem allowance is available to trustees to cover the costs of attending those activities not provided for in the basic honoraria.

- 2.1 ASBA Zone Meetings (designate and alternate can claim);
- 2.2 Alberta Education Meetings/Events;
- 2.3 PSBAA Zone Meetings - (designate and alternate can claim);
- 2.4 Attendance at meetings held by other organizations to which the Board appoints a representative (example; Community Service Advisory Board);
- 2.5 Board Retreat, school tours and school presentations;
- 2.6 Professional development (Relevant to role of Trustee)
- 2.7 TEBA Meetings;
- 2.8 ASBA/PSBAA Conferences;
- 2.9 Discipline Hearings;
- 2.10 Negotiations - 7th Meeting onward (including 7th meeting); and
- 2.11 Superintendent Formal Evaluation as the only employee of the Board.

Claiming of this allowance shall be done in half day increments (4 hours), inclusive of travel.

Half Day Rate - \$75.00

Full Day Rate - \$150.00

3. Other Expenses

The Division shall pay or reimburse trustees for the following expenses, receipt must be attached, related to:

3.1 Registration;

3.2 Parking;

3.3 Meals;

3.3.1 Without receipt - \$10.00 for breakfast, \$14.00 for lunch and \$22.00 for dinner where vouchers are not available; or

3.3.2 Amount on the receipt (the Division will not reimburse alcohol purchases).

3.4 Accommodation.