



BOARD OF TRUSTEES STURGEON PUBLIC SCHOOLS

Public Board Meeting

AGENDA

Date: April 24, 2024 **Start Time:** 9:00 a.m.

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

1. Call to Order
2. Land Acknowledgement - Chair Gibbons
3. Approval of Agenda
4. Approval of Minutes
5. Business Arising From The Minutes
6. Presentations/Delegations
7. Action Items
 - 7.1 2024-2025 Budget Assumptions
 - 7.2 School Name Change: Morinville Public School
 - 7.3 Board Policy 305: School Councils
 - 7.4 Board Policy 225: Role of the Board
8. Administrative Reports
 - 8.1 2024 First Nation, Métis, and Inuit Education Gathering
 - 8.2 Communications Report - March & April 2024
 - 8.3 Deputy Superintendent, Education Services Report
 - 8.4 2023-2024 Superintendent Discretionary Fund

- 8.5 Superintendent Report
- 8.6 Administrative Procedure 211: School Councils

9. [Reports from Trustees and Standing Committees](#)

- 9.1 Chair's Report
- 9.2 Trustees' Reports
 - 9.2.1 [Board Strategic Work Plan](#)
- 9.3 Committee of the Whole Report
- 9.4 Rotary Report

10. [Reports from Special Committees/Task Groups](#)

- 10.1 Alberta School Boards Association Representative
- 10.2 Public School Boards Association of Alberta Representative

11. [Unfinished Business](#)

12. [Comment & Question Period](#)

13. [In Camera](#)

14. [Adjournment](#)

**MINUTES OF THE
PUBLIC BOARD MEETING**

Meeting held at the Frank Robinson Education Centre
Boardroom, in Morinville, Alberta
On Wednesday, March 20, 2024, at 9:00 a.m.

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MINUTES OF THE PUBLIC BOARD MEETING

Meeting held at the Frank Robinson Education Centre
Boardroom, in Morinville, Alberta
On Wednesday, March 20, 2024, at 9:00 a.m.

Attendance:

Irene Gibbons, Board Chair
Cindy Briggs, Vice Chair
Janine Pequin, Trustee
Joe Dwyer, Trustee
Stacey Buga, Trustee
Trish Murray-Elliott, Trustee
Shawna Warren, Superintendent
Lisa Lacroix, Associate Superintendent, Human Resources
Sean Nicholson, Associate Superintendent, Corporate Services
Michelle Wilde, Recording Secretary

Robert Litchfield, Director, Technology Services	left meeting at 10:45 a.m.
Steven Holkham, Director, Facility Services	attended meeting at 9:32 a.m. left meeting at 10:10 a.m.
Nicole Farwell, Coordinator, Curriculum	left meeting at 9:29 a.m.
	attended meeting at 10:11 a.m. left meeting at 10:26 a.m.
Kourtney Kerr, Technology Lead Teacher	left meeting at 9:29 a.m.
Shannon Campbell Requa, Director, Education Planning	left meeting at 9:29 a.m.
	attended meeting at 10:11 a.m. left meeting at 10:26 a.m.

Regrets:

Tasha Oatway-McLay, Trustee

Call to Order

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

Land Acknowledgement

Trustee Briggs read the Land Acknowledgement Statement.

Approval of Agenda

[019/2024 - Moved by Trustee Briggs](#) that the agenda be approved as presented.

CARRIED UNANIMOUSLY

Approval of Minutes

020/2024 - Moved by Trustee Dwyer that the minutes of the Regular Meeting of February 28, 2024, be approved as presented.

CARRIED UNANIMOUSLY

Business Arising From The Minutes

No business arising from the minutes.

Presentations/Delegations

Education Planning Presentation presented by:

Shannon Campbell Requa, Director, Education Planning
 Nicole Farwell, Coordinator, Curriculum
 Kourtney Kerr, Technology Lead Teacher

Action Items

2025/2026 School Calendar

As per AP235 Operational School Year and Calendar and the Education Act Section 60: A board shall determine and make publicly available for each school year the days, dates and number of days of school operation.

An operational school year calendar, which includes the School Operational Calendar Day Count and Details, shall be prepared for approval in principle by the Board on or before April 1 one full school year preceding the operational school year through a formal process. The school year shall meet the requirements as set out in the Education Act and will generally provide for sufficient instructional days to attend to the hours of instruction required by Alberta students.

- Early Childhood Services (ECS): 475 per school year
- Grades 1 through 9: 950 hours per school year
- Grades 10 through 12: 1000 hours per school year (500 per semester)

Following the review of the preliminary operational school year calendar, as per AP 235, the final operational school year calendar shall be drafted for approval by the Board by November 1 of the preceding academic year. The updated 2025/2026 School Calendar was first reviewed at the March 6, 2024, Committee of the Whole meeting. The following questions were posed by the Committee:

- 1) Does this new calendar cause any issues with Diploma Exams?
 - a) This calendar does not cause any issue with Diploma Exams as the last Diploma in June 2026 is Tuesday, June 23 from 9:00 a.m. - 12:00 p.m. and is Science 30.

- 2) Has the venue for SCHS Graduation 2026 been booked?
 - a) No date or venue for June 2026 has been booked at this time. The school cannot book more than one year in advance.

- 3) September 30th National Day of Truth and Reconciliation is on a Tuesday that year. What does it mean for staff and how people are paid?
 - a) On February 23, 2022, the Board of Trustees made the following motion:

#009/2022 - Moved by Ms. Irene Gibbons that the Board of Trustees approve Draft C as the final version of the 2022/2023 School Calendar as presented at the February 23, 2022, Public Board meeting; and

Further, September 30 become a Board-directed holiday recognizing the National Day of Truth and Reconciliation.

AP235 Operational School Year and Calendar was updated to reflect this Board Decision.

CARRIED UNANIMOUSLY

As per Board Motion and AP 235, National Day for Truth and Reconciliation is classified as a non-operational day: “A day that students and staff do not attend, including but not limited to Fall, Winter, Spring and Summer Breaks and general holidays”.

021/2024 - Moved by Trustee Murray-Elliott that the Board of Trustees approve the 2025/2026 School Calendar as presented at the March 20, 2024, Public Board meeting.

CARRIED UNANIMOUSLY

2024-2027 Draft Three Year Capital Plan

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

There are multiple factors considered in the three year capital plan, some solution request drivers are building condition index, community renewal, efficiency solutions, enrolment pressures, functionality & programming and health & safety. Capital project requests on the three year capital plan are categorized by the following five classifications; new school, addition to existing school, modernization of existing schools, replacement school and/or a solution.

As per *Board Policy 225: Role of the Board*, The Board of Trustees is responsible for reviewing and approving the Division's Three Year Capital Plan.

022/2024 - Moved by Trustee Pequin that the Board of Trustees approve the Three Year Capital Plan as presented at the March 20, 2024, Public Board meeting.

CARRIED UNANIMOUSLY

Board Policy 110: Welcoming Inclusive, Safe and Healthy Environments

The Board of Trustees is responsible for reviewing Board Policies on an ongoing basis in order to adhere to the requirements necessary to provide excellence in public education and comply with the Education Act and provincial, as well as federal, legislation. The Board, as elected officials of the community, provides overall direction and leadership to the Division. Policies are intended to set the direction, goals and expectations at a higher level, guiding the Division towards its mission.

As part of the annual review process, Administration has reviewed *Policy 110: Welcoming and Inclusive, Safe and Healthy Environments*. The recommended changes to the Policy include the broadening of the school community to include community members and volunteers as per Board request. This underscores the right for all members of a school community to learn, work and volunteer in environments that respect equity, diversity, inclusion and human rights. Emphasizing collective responsibility calls on everyone involved with The Sturgeon Public School Division to create and maintain a positive culture in schools and workplaces that are free from harassment, bullying, discrimination and violence.

Administration reviewed the correlated Administrative Procedure, *AP711 Welcoming Inclusive, Safe and Healthy Environments*, and updated the procedure to ensure it also captured volunteers and all members of the school community to uphold the commitment of the Board of Trustees to foster a learning and working environment free from violence and harassment as outlined in Policy 110. The AP establishes a comprehensive framework outlining the Division's stance against such acts and provides procedures to address them, emphasizing roles and responsibilities to ensure a safe and respectful environment. *AP 711* was brought to the February 28, 2024, Public Board meeting as information.

A new Administrative Procedure, *AP717: Workplace Violence and Harassment*, was created and shared as information at the February 28, 2024, Public Board meeting to uphold the commitment of the Board of Trustees to foster a learning and working environment free from violence and harassment as outlined in Policy 110. The AP establishes a comprehensive framework outlining the Division's stance against such acts and provides procedures to address them, emphasizing roles and responsibilities to ensure a safe and respectful environment.

Board Policy 110: Welcoming Inclusive, Safe and Healthy Environments was brought to the February 14, 2024, Committee of the Whole for a first reading and the March 6, 2024 Committee of the Whole for a second reading.

023/2024 - Moved by Trustee Buga that the Board of Trustees approve *Board Policy 110: Welcoming Inclusive, Safe and Healthy Environments* as presented at the March 20, 2024, Public Board Meeting.

CARRIED UNANIMOUSLY

Board Policy 300: School Based Decision-Making

The Board of Trustees is responsible for reviewing Board Policies on an ongoing basis in order to adhere to the requirements necessary to provide excellence in public education and comply with the Education Act and provincial, as well as federal, legislation. The Board, as elected officials of the community, provides overall direction and leadership to the Division.

Policies provide direction and signal the major intentions and priorities of the board of trustees. Directional policy is expressed in the board goals and strategic directions and is clearly aligned with government priorities. Directional policies signal long-term institutional commitments to student achievement and well-being, to values and to fairness.

The Education Act, Board Policy 105: Vision, Mission and Values, Board Policy 225: Role of the Board, Board Policy 240: Policy Development and Board Policy 700: Superintendent of Schools capture the governance role of the Board of Trustees for school based decision making.

Policy 300: School Based Decision Making was brought to the March 6, 2024, Committee of the Whole for review.

A new Administrative Procedure has been developed, *AP210: Role of School Administration*, to replace existing *AP210: School Based Decision Making* to ensure that Principals and Vice Principals have a clear procedure outlining their responsibilities.

Administration has reviewed and recommends rescinding *Board Policy 300: School Based Decision-Making*.

024/2024 - Moved by Trustee Buga that the Board of Trustees rescind *Board Policy 300: School Based Decision-Making* as recommended at the March 20, 2024, Public Board meeting.

CARRIED UNANIMOUSLY

Omnibus Motion for Board Policies 405, 415, 420 & 425

The Board of Trustees is responsible for reviewing Board Policies on an ongoing basis in order to adhere to the requirements necessary to provide excellence in public education and comply with the Education Act and provincial, as well as federal, legislation. The Board, as elected officials of the community, provides overall direction and leadership to the Division. Policies are intended to set the direction, goals and expectations at a higher level, guiding the Division towards its mission.

Policy 225: Role of the Board clearly defines the Board's governance responsibilities for resource stewardship as defined in the Education Act section 33.1(i):

Policy 225:

Resource Stewardship

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

38. Within the context of the strategic plan, approve budget assumptions and establish priorities at the outset of the budget process.
39. Review and approve annual budget and allocation of resources.
40. Approve substantive budget adjustments when necessary.
41. Approve borrowing for capital expenditures within provincial restrictions.
43. Receive, review and approve the annual Audited Financial Statements.
44. Acquire and dispose of land and buildings.
45. Approve student fees annually.
48. Approve transfer of funds to/from operating and capital reserves.
49. Approve annually signing authorities for the Division. Approve investment parameters in alignment with the Education Act Regulation.

Administration has reviewed and recommends rescinding *Board Policies 405, 415, 420 and 425*.

025/2024 - Moved by Trustee Pequin that the Board of Trustees approve the following Omnibus Motion to rescind the following Board Policies:

Board Policy 405: Budget Development and Transparency

Board Policy 415: Local Authorities Pension Plan

Board Policy 420: Income Tax Deductions Receipts for Donations Received by the Division

Board Policy 425: Revenue from Property Tax Sources

CARRIED UNANIMOUSLY

Administrative Reports

IMR/CMR Expenditure Report

Sean Nicholson, Associate Superintendent, Corporate Services and Steven Holkham, Director, Facility Services presented the IMR/CMR Expenditure Report.

A board has the responsibility to manage its facilities to ensure that education is delivered in a safe learning environment. This includes ensuring school facilities meet all regulatory requirements, particularly as they pertain to providing a safe and healthy environment.

As per the Funding Manual, IMR funding may only be used for the purpose for which it is intended. School Jurisdictions may use the funding to:

- a. Ensure school facilities meet all regulatory requirements, particularly as they pertain to providing a safe and healthy learning environment.
- b. Preserve and improve the quality of the learning environment by:
 - i. Replacing building components that have failed;
 - ii. Prolonging the life of the school facility through planned, proactive replacement of major components; and
 - iii. Upgrading of the educational areas to meet program requirements.
- c. Meet the requirements of children/students requiring specialized supports and services; or
- d. Replace or upgrade building components to improve energy conservation and efficiency to achieve cost savings as a result.

Also as per the Funding Manual, CMR funding allocations have been based on specific maintenance and renewal projects identified by the division.

The IMR program is annual funding based on the school year (September 1 to August 31), and CMR the Government of Alberta fiscal year is (April 1st to March 31st) which is allocated to school jurisdictions on a formula basis. IMR/CMR plans address critical maintenance and renewal projects in the division's facilities.

- a. IMR statement of final costs must be submitted to Alberta Education by November 30 of each school year
- b. CMR statement of final costs must be submitted to Alberta Education by June 30 of each school year.

Provided in the attachment for information is an update regarding Infrastructure Maintenance and Renewal (IMR) and Capital Maintenance and Renewal (CMR) Plan for the 2023 - 2024 school year.

Funding Information

The Government of Alberta changed Infrastructure Maintenance Renewal (IMR) funding allocations in 2021-2022 by dividing the total amount of funds received into IMR and Capital Maintenance Renewal (CMR) funding. Below is a list of the funding received over the last five years

School Year	IMR	CMR	Total
2019 - 2020	\$1,678,582	\$0.00	\$1,678,582
2020 - 2021	\$749,737	\$926,844	\$1,676,581
2021 - 2022	\$718,661	\$779,217	\$1,497,878
2022 - 2023	\$700,368	\$483,829	\$1,184,197
2023 - 2024	\$695,683	\$355,263	\$1,050,946

IMR and CMR funding has declined drastically over the last five years. The Division has seen a reduction of \$627,636 over the last three years as construction costs have increased.

Numeracy Report

Shannon Campbell Requa, Director, Education Planning and Nicole Farwell, Coordinator, Curriculum, presented the Numeracy Report.

Alberta Education defines numeracy as the ability, confidence and willingness to engage with quantitative and spatial information to make informed decisions in all aspects of daily living. A numerate individual has the confidence and awareness to know when and how to apply quantitative and spatial understandings at home, at school, at work or in the community. The Numeracy Report provides an overview of the numeracy intervention processes currently in place across Sturgeon Public Schools. The report includes current results reporting to support an understanding of the requirement for intervention.

Technology Services Report

Robert Litchfield, Director, Technology Services presented the Technology Services Report.

Working together with all departments and educators, Technology Services is committed to providing the needs of Sturgeon Public School Division, ultimately creating 21st century learning environments for enduring success. The use of technology within Sturgeon Public Schools is aligned in support of the Three Year Education Plan.

Health Break at 10:34 a.m. Meeting resumed at 10:45 a.m.

Communications Report - February & March 2024

Shawna Warren, Superintendent presented the Communications Report - February & March 2024.

Quarterly Financial Report - Quarter Two (Q2)

Sean Nicholson, Associate Superintendent, Corporate Services presented the Quarterly Financial Report - Quarter Two (Q2).

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

This report provides the second quarter financial results as of February 29, 2024. The "Schedule of Revenues and Expenses" shows revenues and expenses from the Spring Budget, Quarter One (Q1) Forecast, Quarter Two (Q2) Forecast, Year to Date as of February 29, 2024, and percentage comparisons of Year to Date to Spring Budget and Quarter Two Forecast.

The Division on February 29, 2024, should expect revenues and expenses between 50 per cent (6/12 months) & 60 per cent (6/10 months). Overall actual revenues are at 52% of the Q2 Forecasted budget, while expenses are at 51% of the Q2 Forecasted budget.

- Year-to-date revenues as of February 29, 2024: \$42.6 million or 52 per cent of total forecasted revenues.
- Year-to-date expenses as of February 29, 2024: \$43.3 million or 51 per cent of total forecasted expenses.
- Year-to-date operating deficit as of February 29, 2024: \$0.7 million

Up to the end of Q2, the Division received the following additional revenues/funding not previously included in the Spring Budget:

Grant/Revenue	Amount	Received in
Alberta School Council Engagement Grant	\$8,000	Q2
Learning disruption support funds	\$101,513	Q1
Low Incidence Support Services	\$46,426	Q1
Other Alberta school authorities	\$31,244	Q1, Q2

Odyssey Grant 22-23 balance of funding	\$9,000	Q2
School Bus Driver Grant	\$22,000	Q1, Q2
Totals	\$218,183	

The following are announced additional funding not previously included in the Spring Budget and not received by the Division as of the end of this quarter:

Grant/Revenue	Amount	Expected in
School Nutrition Program - One Time Payment	\$47,568	Q3

In Q2, the Division re-classified actual secondment revenue from Sales and Services into Alberta Education Revenue and Other Revenue. This was done after the Q2 forecasted amount. Q3 forecast will reflect this secondment revenue re-classification.

2023-2024 Superintendent Discretionary Fund

Shawna Warren, Superintendent, presented an update on the 2023-2024 Superintendent Discretionary Fund.

February 22, 2024, to March 13, 2024, the following additional staffing FTE and resources have been allocated to schools using Superintendent Discretionary Fund dollars:

- Refund of \$599.00 was returned to the budget due to one individual being unable to attend STEAM PD and one individual attending only a portion.

2023 -2024 Superintendent Discretionary		Total Budget \$		600,000				
As at March 11, 2024		Total Committed to Student Success \$		510,752				
		Total Available \$		89,248				
Budget Item Description	Date	# FTE	# of months	Cost	Budgeted	Available	GL Codes	
Direct staffing to schools (K- 12)				\$ 225,113	\$ 500,000	\$ 274,887	obj-prg-185-ele-1c	
Teachers	Avg Cost: \$110,000		Totals:	2.08		\$ 141,240	216-300-185-000-47 316-300-185-000-47	
Guthrie School	Oct 10, 2023	0.20	8.50	\$ 18,700				
Namao School	Nov 01, 2023	0.38	8.00	\$ 33,440				
Landing Trail School	Nov 01, 2023	0.10	8.00	\$ 8,800				
Landing Trail School	Dec 11, 2023	0.40	7.00	\$ 30,800				
Redwater School	Jan 29, 2024	1.00	4.50	\$ 49,500				
CUPE				Avg Cost: \$43,300		Totals:	3.31	\$ 83,873
EA Colony	May 16, 2023	1.00	10.00	\$ 43,300				
Vocational EA at SCHS	May 25, 2023	-1.00	10.00	\$ (43,300)				
EA at SCHS	Nov 16, 2023	0.61	7.00	\$ 18,490				
EA at LT	Dec 11, 2023	0.50	7.00	\$ 15,165				
EA at BACS	Dec 22, 2023	1.00	6.00	\$ 25,980				
EA at LPS	Jan 11, 2024	0.20	5.50	\$ 4,763				
EA at BACS	Feb 15, 2024	1.00	4.50	\$ 19,485				
Other (Emergent Priorities staff, non-staff and resources)				\$ 285,639	\$ 100,000	\$ (185,639)	610-300-185-000-47	
Social Worker SCHS Success Centre	Sep 28, 2023	0.60		\$ 36,498				
Child and Youthcare Workers	Aug 31, 2023	7.00		\$ 78,470				
Child and Youthcare Worker	Dec 11, 2023	1.00		\$ 39,830				
Child and Youthcare Worker	Dec 11, 2023	1.00		\$ 39,830				
Child and Youthcare Worker	Dec 11, 2023	1.00		\$ 9,520				
Child and Youthcare Worker	Dec 11, 2023	1.00		\$ 9,520				
Social Worker Division-Wide	Dec 11, 2023	1.00		\$ 56,200				
STEAM Professional Development	Jan 09, 2024			\$ 13,031			215-300-185-700-42 315-300-185-700-42 410-300-185-700-42	
STEAM Refund	Mar 11, 2024			\$ (599)				
TCIS Resources	Jan 19, 2024			\$ 839			610-300-185-000-47	
SPS Division Drumline Jr High Training Camps	Jan 30, 2024			\$ 2,500			612-300-185-700-13	

Superintendent Report

Shawna Warren, Superintendent, presented the Superintendent Report.

Administrative Procedure 210: Role of School Administration

Shawna Warren, Superintendent, presented a new Administrative Procedure 210: Role of School Administration.

Administrative Procedure 205: Developing Administrative Procedures

Shawna Warren, Superintendent presented an update to Administrative Procedure 205: Developing Administrative Procedures.

Administrative Procedure 435: Employee Expense Claims and Reimbursement

Sean Nicholson, Associate Superintendent, Corporate Services presented an update to Administrative Procedure 435: Employee Expense Claims and Reimbursement.

Reports from Trustees and Standing Committees

Chair's Report

Below is the Chair's submitted report.

Chair Gibbons (Gibbons/Lamoureux)

Chair Gibbons reported that she attended:

- Agenda Review with the Superintendent (*Mar. 5 & Mar. 15*)
- ASBA Board Chair Working Session with Alberta Education Ministry (*Mar. 18*)
- Committee of the Whole Meeting (*Mar. 6 & Mar. 20*)
- Council of School Councils' Meeting (*Mar. 7*)
- Education Minister appear before Standing Committee on Families and Communities for Budget Estimates (*Mar. 12*)
- Landing Trail Conversations and ASCA Presentation (*Mar. 20*)
- Landing Trail Parent Conversation and ICE Presentation (*Mar. 14*)
- Meeting with MLA Nally and Town of Gibbons Mayor Deck (*Mar. 7*)
- Meeting with St. Albert Public School Board of Trustees (*Mar. 6*)
- Parent Engagement Session (*Mar. 5*)
- Public Board Meeting (*Mar. 20*)
- Rural Caucus Meeting (*Mar. 3*)
- SLC/MLC/SPVA School Council Meeting (*Mar. 5*)
- Trustee Panelist for ATA Political Engagement Seminar (*Mar. 2*)

Trustees' Reports

Below are the submitted Trustee Reports.

Trustee Briggs (Bon Accord/Legal)

Trustee Briggs reported that she attended:

- Committee of the Whole Meeting (*Mar. 6 & Mar. 20*)
- Council of School Councils' Meeting (*Mar. 7*)
- Joint Use Committee Meeting Town of Bon Accord (*Mar. 13*)
- Legal School Council Meeting (*Mar. 21*)
- Lilian Schick School Council and RPA Meeting (*Mar. 18*)
- Meeting at Central Office (*Mar. 11*)
- Meeting with St. Albert Public School Board (*Mar. 6*)
- Public Board Meeting (*Mar. 20*)

Trustee Buga (Morinville Area)

Trustee Buga reported that she attended:

- Alberta Rural Education Symposium (*Mar. 3 - 5*)
- Citizenship Ceremony at Four Winds (*Mar. 21*)
- Committee of the Whole (*Mar. 6 & Mar. 20*)
- Council of School Councils' (*Mar. 7*)
- École Morinville Public School Character Assembly (*Mar. 15*)
- École Morinville Public School Council (*Mar. 4*)
- Four Winds School Council (*Mar. 7*)
- Gibbons School Career Fair (*Mar. 19*)

- Jessica Martel Memorial Foundation Women's Day Luncheon (*Mar. 7*)
- Meeting with Principal (*Mar. 1*)
- Meeting with St. Albert Public Schools (*Mar. 6*)
- PSBAA - Choice in Education (*Mar. 1*)
- Public Board Meeting (*Mar. 20*)
- SCHS School Council (*Mar. 18*)
- SPVA Flex Friday (*Mar. 15*)

Trustee Dwyer (Alcomdale/Villeneuve Area)

Trustee Dwyer reported that he attended:

- Playgrounds and Insurance Concerns

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

Trustee Murray-Elliott reported that she attended:

- Committee of the Whole Meeting (*Mar. 6 & Mar. 20*)
- Council of School Councils' Meeting (*Mar. 7*)
- CUPE Negotiations (*Mar. 11*)
- Meeting with St. Albert Public Schools Board of Trustees (*Mar. 6*)
- PSBAA Webinar: Choice in Alberta Education (*Mar. 1*)
- Public Board Meeting (*Mar. 20*)
- School Council, Sturgeon Heights School (*Mar. 18*)

Trustee Pequin (Redwater/Coronado Area)

Trustee Pequin reported that she attended:

- Committee of the Whole (*Mar. 6 & Mar. 20*)
- Council of School Councils' Meeting (*Mar. 7*)
- Meeting with St. Albert Public School Board (*Mar. 6*)
- Ochre Park School Council (*Mar. 14*)
- Public Board Meeting (*Mar. 20*)
- Redwater School Council (*Mar. 13*)
- Redwater School Open House (*Mar. 5*)
- Zone $\frac{2}{3}$ (*Mar. 22*)

Alberta Rural Education Symposium

Trustee Buga presented a written report.

March 3-5 at River Cree; Attended by Superintendent Shawna Warren and Trustee Stacey Buga

The Alberta Rural Education Symposium was initiated by the Minister of Education in 2012. Alberta Education organized and planned the entire one-day symposium. Since 2013, the Alberta Rural Education Symposium Planning Committee has been an

example of effective collaboration between education stakeholder groups. The committee is made up of representatives from the Alberta Teachers' Association, the Alberta School Boards Association, the Alberta School Councils Association, the Alberta School Business Officials Association, the College of Alberta School Superintendents and Alberta Education.

Evening with the Minister - hosted by Andrea Holowka, CASS President

- Education Minister was interviewed and opened the floor to questions for 1.5 hours and he stayed to mingle for another hour. No other MLAs attended the MLA reception.

Reconciliation, a Message of Hope - Cadmus Delorme

- He acknowledged big issues like lobster fishing rights in the East, missing women in the landfill in Manitoba, the Oka Crisis, etc, but remained positive about moving forward together. "The greatest warrior is the one who brings peace"
- He suggested we be radically open-minded and "share your heart before you ask for a hand"

Equity, Diversity and Voice in a Rural Context - Dr. Leyton Schnellert

- He brings awareness to intersectionality and how diversity includes differences in physical abilities, socio-economic background, learning abilities, as well as ethnic background, gender identity, and lived experiences.
- "Don't get everyone to the same level, take everyone to their next level"

Governance - Dr. Jordan Tinney

- Interactive presentation - 4 steps Start with recognition of successes, Grieving or letting go of what you cannot change, Action - what can you do?, Vision - Where do you want to be, what does it look like?
- Interactive presentation - interviewing tablemates, 4 questions about rural education (based on above 4 steps) - at the end of the exercise, everyone came up with similar solutions to most issues being to build community and advocate for the unique opportunities in Rural Alberta.

Student Panel - Facilitated by Dr. Jordan Tinney

- Great to hear students being strong advocates for rural education. It's always valuable to hear those same 4 themes from the student voice. Many similar themes of community being a strength for them.

Education and the Survival of Rural Alberta - Dr. Ken Coates

- Some interesting stats about rural Canada. 90% of Canadians live within 150km of the US border. In turn, this means that a large majority of decision

makers also live in these spaces and may not know or understand how important rural Canada is to our culture and economic future.

- It is critical to use what we have, be creative, and share loudly the benefits of rural life.

Committee of the Whole

The Board of Trustees received as information, the approved minutes of the meeting from the February 28, 2024, and the unapproved minutes of the meeting from the March 6, 2024, Committee of the Whole meetings.

Rotary Report

Trustee Dwyer shared a verbal report.

- Attended the Teacher's Convention and the Rotary has a teacher exchange program.
- Interact group at SCHS working on a video on a show.
- Asked Rotary for \$1000 for the Camilla play and received it.

Reports from Special Committees/Task Groups

Alberta School Boards Association Representative

Trustee Pequin shared her verbal report.

Public School Boards Associate of Alberta Representative

Trustee Murray-Elliott presented a written report.

PSBAA Webinar, presentation of "Choice in Alberta Education: Challenges and Opportunities for Public Schools" presented on March 1, 2024. Shared in Google Drive.

Next PSBC is scheduled for April 11 and 12 at DoubleTree in Edmonton.

PSBAA Spring General Assembly 2024 in Calgary, May 30 – June 1.

Summer PSBC meeting August 7 – 9 in Grande Prairie.

Unfinished Business

No unfinished business.

Comment and Question Period

No comments or questions from the public.

In Camera

026/2024 - Moved by Trustee Pequin that the Board of Trustees move to In Camera at 11:47 a.m.

CARRIED UNANIMOUSLY

Lunch Break at 12:08 p.m. Meeting resumed at 12:40 p.m.

027/2024 - Moved by Trustee Briggs that the Board of Trustees revert to a public meeting at 1:19 p.m.

CARRIED UNANIMOUSLY

Adjournment

Trustee Pequin adjourned the meeting at 1:19 p.m.

Chair

Date

Associate Superintendent,
Corporate Services





Date: April 24, 2024 **Agenda Item:** 7.1

To: Board of Trustees

From: Shawna Warren, Superintendent

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

Governance Policy: [Board Policy 225: Role of the Board](#)
[Board Policy 230: Board Committees](#)
[Board Policy 700: Superintendent of Schools](#)

Additional Reference: *Education Act*

Assurance Domain: Governance

Superintendent Leadership Quality Standard (SLQS)

SLQS Competencies ([SLQS](#) / [Board Policy 700](#)):
School Authority Operations and Resources
Supporting Effective Governance

Subject: **2024 -2025 Budget Assumptions**

Purpose:

For approval. Motion required.

Recommended Motion:

THAT the Board of Trustees approve Budget Assumptions for 2024 - 2025 as presented at the April 24, 2024, Public Board Meeting.

Background:

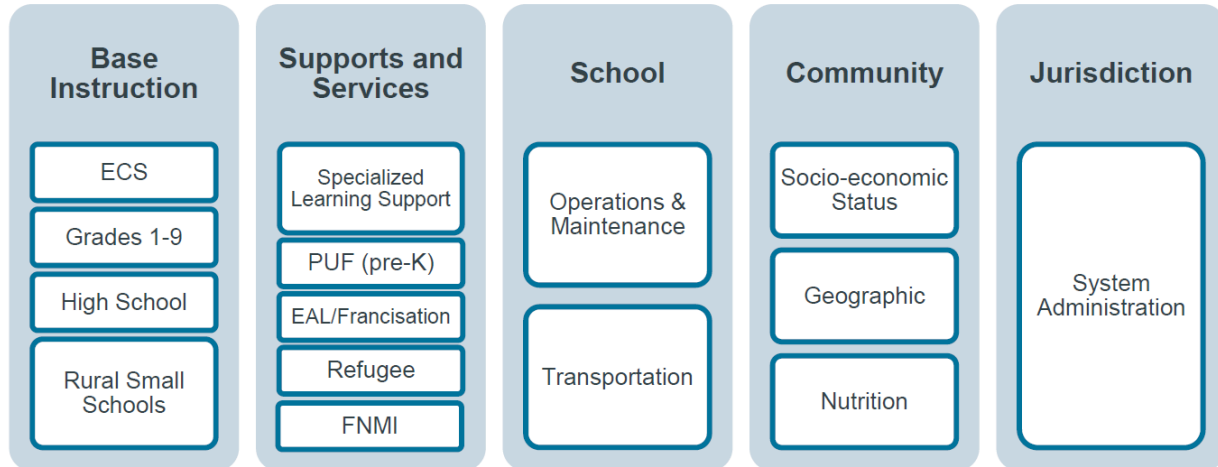
Governance Implication

The Board shall ensure effective stewardship of the Board’s resources, within the context of the strategic plan, approved budget assumptions and establish priorities at the outset of the budget process. As per the Education Act 139(2)(a), the board shall, in each year, on or before May 31, prepare and submit to the Minister a budget for the fiscal year beginning on the following September 1. The Board of Trustees reviews and approves the budget on an annual basis. These assumptions are used to develop the budget and provide information to support these responsibilities.

Alberta Education Funding:

Alberta Education provides funding to school boards through the annual Education Funding Manual for School Authorities. Funding is allocated primarily on a Weighted Moving Average (**WMA**) for instruction, and facilities operations and maintenance. School Boards have the responsibility and are in the best position to determine how to allocate these funds to meet student needs at the local level.

Alberta’s funding model consists of 15 major grant allocations:



Transportation Funding:

Transportation is centrally managed by Transportation Services. Funding for the 2024-2025 school year is currently based on estimates from the division 2023-2024 grant submission. Funding for the 2024-2025 school year will be updated when the 2024-2025 application is complete and approved by Alberta Education.

As per the Funding Manual, transportation funding is targeted funding and must be used for the purpose it was allocated for and cannot be transferred to support other program areas.

Facility Operations and Maintenance Funding:

The Operations and Maintenance (O&M) Grant is provided to school authorities to address the authority’s responsibility for the operation and maintenance, safety and security of all school buildings, including costs relating to the supervision of this program (Funding Manual 2024-2025).

Facility operations and maintenance is centrally managed by the Facilities Services Department. The funding allocation is based on the total projected funding for three grants:

1. Operations and Maintenance (**O&M**) grant.
2. Infrastructure, Maintenance and Renewal grant (**IMR**).

3. Capital Maintenance and Renewal (**CMR**) grant.
 - 2024-2025 funding amount: \$870,644 (2023-2024: \$355,263).

Targeted program allocation supports the day-to-day upkeep of school facilities as well as the maintenance and renewal of Division owned buildings.

Centrally Managed Instructional Programs:

The funding framework provides the flexibility to school boards to utilize the funds in a manner that they deem the most effective use of resources to deliver educational services to its stakeholders. The Board may also direct funds to centrally managed instructional programs to reflect district priorities. The following are centrally managed allocations:

- **Program Unit Funding (PUF):**

A Board may provide an early childhood services program consistent with the goals and standards adopted or approved by the Minister and the Education Act (Education Act, Section 21).

The Early Childhood Services (ECS) Program Unit Funding (PUF) Grant is provided to school authorities for children with a severe disability or severe language delay who require additional supports beyond that offered in a regular ECS program (Funding Manual 2024-2025).

PUF is centrally managed to ensure universal services can be offered and are in place through Occupational Therapists, Speech Language Pathologists and positions as needed. Allocations are given out to schools to support the hiring of Education Assistants but are still monitored centrally.

- **Specialized Learning Supports (SLS):**

A Board, as a partner in education, has the responsibility to provide a continuum of supports and services to students that is consistent with the principles of inclusive education (Education Act Section 33(1)(e)).

The Specialized Learning Support (SLS) Grant provides additional funding for the entire school jurisdiction to provide a continuum of supports and services to children/students in an inclusive learning environment. School jurisdictions are responsible for ensuring their SLS funding is disbursed based on child/student needs related to supports required for learning (Funding Manual 2024-2025).

Learning Supports refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these

resources to ensure quality teaching and leading and optimum learning for all (Assurance Domain).

Working together as a team of trustees, parents, community, staff and students, we create safe, respectful and collaborative learning environments where students are prepared to meet and excel at the challenges presented by the global community (Policy 105 Vision, Mission and Values).

Funding is also allocated centrally to have trained professionals provide services for support in schools. Support such as Speech Language Pathologist, Therapy Aides, and Occupational Therapists are again common examples. All of the SLS funding for grades one to twelve is provided to schools based on a Tiered System that has been developed to group students of various needs together and fund them at different rates. The Division will contribute additional funding towards SLS out of other funding envelopes to support the needs of the Division.

- **Alternative Programming:**

A board, as a partner in education, has the responsibility to deliver appropriate education programming to meet the needs of all students enrolled in a school operated by the board and to enable their success (Education Act Section 33(a)).

The Board values learning choices, believing that one size does not fit all. The Board recognizes that to prepare students for their futures, we must meet their diverse needs along the way (Board Policy 105 Vision, Mission and Values).

Funding is allocated centrally to ensure the maintenance of specialized programming at the school level such as the CASA Mental Health Service Classrooms, Learning Centres (Outreach Programming, Alternative Programming, Summer School and Home Education) and Specialized Programming.

- **HYPE (Mental Health Capacity Building (MHCB) in Schools Initiative:**

A board, as a partner in education, has the responsibility to collaborate with municipalities, other boards and community-based service agencies in order to effectively address the needs of all students and manage the use of public resources (Education Act Section 33 (1)(f)).

Mental Health Capacity Building (MHCB) works to promote positive mental health in children, youth and families in the communities where they live.

The initiative is based on research and best practice that demonstrates that mental and emotional wellbeing can be developed, nurtured and supported through promotion and prevention efforts.

MHCB programming builds the capacity of knowledge and skills, and bolsters protective factors in children and youth so they can achieve the best possible health outcomes across their lifespan.

Funding is provided by Alberta Health Services and allocated to support student mental health capacity building in schools.

- **Mental Health in Schools Pilot Grant (MHIN Two Year Pilot Program Grant):**

A board, as a partner in education, has the responsibility to establish and maintain governance and organizational structures that promote student well-being and success and monitor and evaluate their effectiveness (Education Act Section 33 (1)(h)).

The Mental Health in Schools Pilot Grant is provided to school authorities to support the development of a school-based services model to integrate and expand access to mental health services for children and youth from elementary to high school (Funding Manual 2024-2025).

Funding is allocated to support the delivery of a continuum of supports and services in schools. Alberta Education announced a two-year pilot project, focusing on supporting the mental health of students in schools. 2024-2025 is year two of the pilot.

- **S.H.I.N.E (Disability services):**

A board, as a partner in education, has the responsibility to collaborate with municipalities, other boards and community-based service agencies in order to effectively address the needs of all students and manage the use of public resources (Education Act Section 33 (1)(f)).

Funding is provided through Family Support for Children with Disabilities (**FSCD**) and is provided through Children and Family Services. Funding is based on allocation and is provided to provide supports to students in schools.

- **Jordan's Principle:**

Is centrally managed and allocation is based on application to the federal government for funding to support First Nations students.

- **First Nations, Métis and Inuit Program (FNMI):**

The First Nations, Métis and Inuit (FNMI) Grant is allocated to assist school authorities in providing system, program and instructional supports while adhering to Assurance Framework requirements. School authorities must plan and monitor education outcomes for First Nations, Métis and Inuit students. The FNMI Grant

enables school authorities to drive the closure of the systemic education gap. The FNMI Grant supports the implementation of Truth and Reconciliation Commission recommendations (Funding Manual 2024-2025).

Funding is allocated to support Indigenous students across the Division.

- **Curriculum & Instruction:**

The Board envisions a well-rounded education where students are motivated and supported to pursue their unique path to future success (Policy 105 Vision, Mission and Values).

Optimal Learning for all Students is the priority for Sturgeon Public Schools. The domains of Teaching and Leading, Learning Supports and Governance support this priority and integrate local context to ensure students of Sturgeon Public Schools meet, and excel at, the challenges presented by the global community (Education Plan 2023-2026).

Funding to support the implementation of the new curriculum in grades 4 to 6 is not captured in the jurisdiction profile but is outlined in the 2024-2025 Funding Manual. The Curriculum Learning and Teaching Resources Grant is provided to school authorities for learning and teaching resources to support the implementation of the new curriculum in grades 4 to 6. The Curriculum Professional Learning and Collaboration Grant is provided to school authorities to support teachers in implementing the new curriculum. Grant funding will be calculated using the actual September count date enrolments for the current school year.

Funding is allocated to:

- support student growth and achievement to ensure students achieve provincial learning outcomes and demonstrate strength in literacy and numeracy within real-world applications;
- ensure effective student assessment and evaluation practices; and
- support teacher mentorship and new curriculum implementation.

2023-2026 Education Plan

- **School Leadership Support**

The Board values excellence in teaching (Policy 105 Vision, Mission and Values).

Research indicates that leadership development has a positive effect on school and student performance. School leaders who are granted the autonomy to make important decisions require leadership support. When the core responsibilities of leadership are defined, school leaders are able to respond with practices which improve teaching and learning.

Funding is allocated to ensure teaching and leadership excellence occurs in all schools for the success and high achievement of students. This includes providing professional development opportunities and working alongside school Principals in the development of instructional practice, supervision of staff and scheduling and planning for the successful operation of a school facility. This also includes creating opportunities for Vice Principals and aspiring Sturgeon Public leaders to build capacity and community in alignment with the Division's vision and values.

- **Technology Services:**

Funds are allocated to support technology services for Division Office and schools. These services include the maintenance of the networks, maintenance of software licenses, purchases of computer hardware, Division website maintenance, virtual learning support and other technology services.

- **Other Centrally Managed Items:** Other items like Insurance, Board Pooled Staffing (Maternity Leave, Sick Leave, Secondment), Amortization, Alberta Teacher Retirement Fund (ATRF), Communications, Occupational Health & Management are centrally managed.

School Allocation:

The majority of education funding is allocated to schools to meet the needs of student learning. The Budgeting Principles Allocation Model provides equitable resource distribution to each school based on the following principles:

- Equity: The Board allocates resources equitably to all schools based on the learning needs of all students.
- School principals are learning leaders and are responsible for utilizing allocated funds in a prudent and effective manner to deliver learning services.
- The basis of allocation is primarily enrolment driven recognizing the value of a strong basic allocation rate.
- Additional support is provided for unique student learning needs, including English as an Additional Language (EAL) and students with complex learning needs.
- The basis of allocation to schools and allocation rates will be reviewed and updated annually based on available funding from Alberta Education.

This is a funding allocation model only; the allocation factors below do not represent targeted spending. Each school can utilize its funding allocation, with proper consultation within its community, in the best way possible to meet student needs so that the goals of the Board can be achieved.

- **Certificated Staff Allocation:**
Funding allocation to schools based on the Weighted Moving Average (**WMA**) derived from the planned class size and the standard cost for teachers. Allocations are based on the funded enrolments and the WMA.
- **School Support Staff Allocation:**
Funding allocation to schools is based on a per-student rate derived from the support staff FTEs per student. Allocations are based on the funded WMA only and the projected standard cost of school-based support staff.
- **Finance Clerk Allocation:**
Each school is provided an allocation to support a Finance Clerk position to handle the financial needs of each school.
- **School Principal Allocation:**
Each school is allocated a Full-Time Equivalent (FTE) for principal administration time. Removing teaching assignments allows more time for Principals to build their capacity to be instructional leaders. Principals, however, with permission from the Superintendent, may choose to teach classes.
- **School Vice Principal Allocation:**
Each school is provided an allocation for Vice Principal administration time based on the WMA of the school. These allocations range from 0.50 to 2.00 depending on the school size.
- **Operating Budget Allocation:**
Each school is allocated an operating budget (Supplies Budget) of four to eight per cent of the above allocations for operational expenses.
- **School Counselor/Social Worker Allocation:**
Each school is provided a base allocation to support counseling/social work in the schools and the allocation increases with the WMA of the school.
- **Learning Support Lead (LSL) Allocation:**
Funding is allocated to schools to support teachers, parents and students to ensure Individual Program Plans, Learning Plans, student assessment and program coordination are in place for students with additional learning needs. This allocation is based on the number of needs identified in the school by the Learning Services Team in collaboration with the school principal.

- **Other Allocation:**

Other Allocations may be provided for items such as Nutrition Programs, School Council Engagement and Dual Credit as funding is received based on students or application for funding.

Administration is prepared to respond to questions at the April 24, 2024, Public Board meeting.

Attachment(s):

1. 2024-2025 Assumptions and Risk Summary

The following table outlines the assumptions used to develop the 2024/2025 operating budget for The Sturgeon Public School Division, the basis for the assumption and the risk associated if the assumption is not correct.

2024/2025 Budget Assumptions and Risk Summary			
Category	Assumption	Basis for Assumption	Associated Budget Risk
Revenues and Resources Available:			
Operating Reserves	The Division maintains operating reserves within the caps identified by Alberta Education.	<p>The Division is required to have a minimum operating reserve balance of 1% of the prior year's total audited operating expenses and a maximum of 3.77% of the prior year's audited operating expenses for the 2023-2024 school year.</p> <p>The maximum limit is increased to 6% for the 2024-2025 School Year</p>	Any reserves in excess of the reserve limits will require approval to carry forward or will be clawed back by Alberta Education.
Alberta Government Funding	Funding is calculated based on the 2024-2025 funding manual.	The funding manual drives the methodology for determining the Provincial funding for the Division.	The risk of the funding manual changing in a year is low, but the Division receives the majority of its funding and any changes to the provincial funding manual could have a significant impact. Stabilization funding is an example of this.

<p>Enrolment</p>	<p>The Division enrolments are projected to increase by less than 1% for the upcoming year.</p>	<p>The Division enrolments have been estimated using Barager, feedback from school leaders and historical data.</p>	<p>The risk is high as funding is based on the WMA enrolment. Any change in the estimate will affect the funding received through an adjustment in February/March.</p>
<p>Transportation Program</p>	<p>Transportation operates within its funding envelope (grants and fees).</p>	<p>The cost of running the regional transportation system will be supported through transportation grants and transportation user fees. Service will be adjusted as required to operate within the funding envelope.</p>	<p>The risk is high. Variables such as ridership and the impacts of inflation elevate the risk.</p>
<p>Operations & Maintenance / Infrastructure Maintenance Renewal Funding</p>	<p>Operations & Maintenance will attempt to operate within the funding received.</p>	<p>Operations and Maintenance will adjust projects and services based on the amount of available funding.</p>	<p>Risk is moderate with rising construction costs, inflation and utilities.</p>
<p>Fees</p>	<p>School and Transportation fees are set at cost recovery.</p>	<p>The sites forecast fee for the following year is based on the best information available at the time.</p>	<p>The risk is high for Transportation fees as final ridership is unknown and the impact of inflation could change rapidly along with changes in funding from the Government of Alberta will cause the division to look at all of the transportation rates.</p> <p>The risk is low for School fees as they are charged on a cost recovery basis and expenditures are adjusted as needed.</p>

<p>Other Revenues</p>	<p>Other revenues have been based on historical trends and projections.</p>	<p>The Division receives other revenues from the federal government, Alberta Health Services and Children and Family Services. Investment income projections have estimated a three basis point decrease for the upcoming year.</p>	<p>The risk is low as most revenues change with a change in expenses.</p> <p>Investment income risk is moderate as this depends on the Bank of Canada rate increase/decrease.</p>
<p>Expenses:</p>			
<p>Teacher compensation</p>	<p>Average teacher compensation (salary + Benefits) will increase to \$111,070 for the 2024/2025 School Year (2023-2024: \$107,820)</p>	<p>A reduction in staff has led to an increase in the cost of current staff.</p> <p>The following benefit rate will increase: CPP Enhancement Program was introduced in January 2024 Extended Health ↑ 11% Dental ↑ 12.% Life ↓ 4% Extended Disability Benefit ↓ 4%</p>	<p>Risk is moderate as a new round of local bargaining has not yet started and the average cost can change as staffing levels change.</p>
<p>Support Staff- Compensation</p>	<p>Average costs will be budgeted on current salaries. Benefits will be budgeted based on forecasted rates by group.</p>	<p>Average salaries are used for all school-based positions and are determined by using actual salaries for current staffing and projected increases. The following benefit rate will increase: CPP Enhancement Program was introduced in January 2024 Extended Health ↑ 11% Dental ↑ 12.% Life ↓ 4% Extended Disability Benefit ↓ 4%</p>	<p>The risk is high. The Canadian Union of Public Employees (CUPE) collective agreement expired on August 31, 2020, and negotiation has not been completed.</p>

Human Resources	Staffing will be budgeted by site, based on the staffing requirements determined by the site administrator, to meet the needs of the students within the allocations provided to the schools.	Staffing decisions are made according to the availability of resources and delivery of educational programming and services.	Risk is moderate as staffing will be based on projected enrolments and school allocations.
Insurance	Rate increases will be at an inflationary level.	The Division's insurance reciprocal (ARMIC) expects rate increases to inflationary levels.	The risk is moderate. ARMIC's rates could change based on the plans' claim history and catastrophic events across the globe.
Utilities	Utilities have been budgeted based on estimated consumption, current usage and projected rates.	Current contract rates were used, and consumption was estimated based on past experience and market projections.	Risk is moderate as the Division is locked into a fixed rate, but usage can vary depending on the weather. Carbon tax increases also increase costs.
Services and Supplies Costs	It is assumed that goods and services costs will increase in 2024-2025. Sites will budget costs within their given allocations.	Inflation has been trending at decade high numbers due to supply chain challenges and Covid-19 issues.	The risk is moderate, inflation will decrease purchasing power.



Date: April 24, 2024 **Agenda Item:** 7.2

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Shawna Warren, Superintendent

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

Additional Reference: [Board Policy 225: Appendix A - Advocacy Plan](#)

Assurance Domain: Governance
Local & Societal

Superintendent Leadership Quality Standard (SLQS)

SLQS Competencies ([SLQS](#) / [Board Policy 700](#)):

- Building Effective Relationships
- Visionary Leadership
- School Authority Operations and Resources
- Supporting Effective Governance

Subject: **School Name Change: Morinville Public School**

Purpose:

For approval. Motion required.

Recommended Motion:

THAT the Board of Trustees approve the renaming of École Morinville Public School to Morinville Public School.

Background:

A board, as a partner in education, has the responsibility to provide, where appropriate, for the engagement of parents in board matters (Education Act Section 33(1)(c)). The Board provides overall direction and leadership to the Division and exercises its authority through a democratic process (Policy 225 Role of the Board).

Morinville Public School has had multiple, informal name changes over the years. The legal name registered with Alberta Education, however, has always been and continues to be Morinville Public School.

The following is a summary of informal name changes since 2012:

- When the school opened in 2012, it was named Morinville Public Elementary School.
- September 2014, the 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 School 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 École Morinville Public School by Board Motion on September 25, 2019.

The Division has expanded French Immersion programming a grade each year beginning with Kindergarten in 2012. French Immersion programming is now offered in three different schools, Morinville Public School, Four Winds Public School and Sturgeon Composite High School, Kindergarten through High School.

The school has never had a permanent name sign on the outside of the building. To date, it continues to have a large vinyl sign hanging above the front doors to the school. To support the Board to make an informed decision regarding the forward facing name of the school that considered community values and represented the interests of the entire Division, the Principal engaged parents in a survey to gather feedback on the name change. 113 parents responded to the survey. 76/133 (67%) parents supported having the legal name of Morinville Public School as the forward facing name.

Administration is prepared to respond to questions at the April 24, 2024, Public Board meeting.

Attachment(s):

Not applicable.



Date: April 24, 2024 **Agenda Item:** 7.3

To: Board of Trustees

From: Shawna Warren, Superintendent

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

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

Additional Reference: Education Act Section 55
School Councils Regulation
Alberta School Councils' Association School Council Resource Guide
Policy 221: Role of the Trustee
Policy 700: Superintendent of Schools
AP243: School Education Plans and Annual Results Report

Assurance Domain: Governance

Superintendent Leadership Quality Standard (SLQS)
SLQS Competencies ([SLQS](#) / [Board Policy 700](#)):
Supporting Effective Governance

Subject: **Board Policy 305: School Councils**

Purpose:

For approval. Motion required.

Recommended Motion:

THAT the Board of Trustees rescind *Board Policy 305: School Councils* as recommended at the April 24, 2024, Public Board meeting.

Background:

The Board of Trustees is responsible for reviewing Board Policies on an ongoing basis in order to adhere to the requirements necessary to provide excellence in public education and comply with the Education Act and provincial, as well as federal, legislation. The Board, as elected officials of the community, provides overall direction and leadership to the Division.

Policies provide direction and signal the major intentions and priorities of the board of trustees. Directional policy is expressed in the board goals and strategic directions and is clearly aligned with government priorities. Directional policies signal long-term institutional commitments to student achievement and well-being, to values and to fairness.

The content of *Policy 305: School Councils* is captured in the legislation that governs the responsibilities of the Board through the Education Act and the School Councils Regulation and is captured in three current Board policies; Policy 221, 225 and Policy 700.

Policy 305: School Councils was brought to the March 6, March 20 and April 10, 2024, Committee of the Whole meetings for review.

A new Administrative Procedure, *AP211 School Councils* was created to outline the legislative operational requirements, responsibilities and role of school councils. School Councils are an important link between the Division and school communities. School Councils bring forward critical perspectives about education, the needs of schools and concerns of the community.

The Superintendent recognizes that community support of schools enhances the quality of learning outcomes for students and School Councils have the potential to foster such community support. The Superintendent supports the required establishment of school councils in a manner consistent with the Education Act, the School Councils Regulation and the Alberta School Councils Resource Guide.

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

Administration has reviewed and recommends rescinding *Board Policy 305: School Councils*.

Administration is prepared to respond to questions at the April 24, 2024, Public Board meeting.

Attachment(s):

1. Policy 305: School Councils
2. Administrative Procedure 211: School Councils

Policy 305

School Councils - Recommend to rescind and create a new AP.

This policy is captured in legislation and current policy.

Education Act Section 55

School Councils Regulation Section 14

Board Policy 225: Role of the Board - Section on Stakeholder Engagement and Communication, specifically #9

Board Policy 700: Superintendent of Schools

Exercising Effective Governance: Policies provide direction and signal the major intentions and priorities of the board of trustees. Directional policy is expressed in the board goals and strategic directions and is clearly aligned with government priorities. Directional policies signal long-term institutional commitments to student achievement and well-being, to values, and to fairness.

1.0 POLICY

The Board of Trustees believes that school councils provide valuable advisory assistance to the school principal and to the Board. The Board of Trustees supports the required establishment of school councils in a manner consistent with Section 55 of the Education Act, the School Councils Regulation, and the Alberta School Councils Resource Guide. **Clearly outlined in Policy 225 Stakeholder Engagement (#9).**

2.0 GUIDELINES

2.1 For each school, operated by a board, a school council must be established in accordance with regulations.

2.2 The majority of the members of a school council must be parents of students enrolled in the school.

2.3 A school council may, at its discretion:

2.3.1 advise the principal and the board respecting any matters relating to the school;

2.3.2 perform any duty or function delegated to it by the board accordance with the delegation;

2.3.3 consult with the principal so that the principal may ensure that students in the school have the opportunity to meet the standards of education set by the Minister; and

2.3.4 consult with the principal so that the principal may ensure that the fiscal management of the school is in accordance with the requirements of the board and the superintendent.

2.4 Subject to regulations, a school council may establish and implement policies in the school that the council considers necessary to carry out its functions.

2.5 A school council may make bylaws governing its meetings and the conduct of its affairs.

2.6 Subject to the regulations, a Board may establish and implement policies respecting

school councils. **Verbatim Section 55 Education Act.**

2.7 The Board of Trustees supports the reimbursement of registration fees for the equivalent of one registration fee per school for the Alberta School Councils' Association Conference, as an ongoing sponsorship. **This is through Board Motion. Not every Board motion needs a policy.**

2.8 Rules for Continuance of School Councils

2.8.1 A general organizational meeting shall be called annually by the Principal not later than forty (40) days after the start of the school year or as specified in the by-laws of the school council. **School Councils Regulation.**

2.9 School Council Reports

Pursuant to School Councils Regulation, the Chair of the school council must prepare and provide to the Board annually, by September 30 of each year, a written report:

2.9.1 summarizing the activities of the school council in the previous school year;

2.9.2 a financial statement relating to money handled by the school council in the school year, detailing the receipt, handling and use of any money by the school council in the previous school year; **School Councils Regulation.**

2.9.3 a school council must retain at the school a copy of the minutes for each meeting of the school council and make them available to the board or public on request;

2.9.4 a school council must retain the minutes for each meeting of the school council for at least 7 years; and **School Councils Regulation.**

2.9.5 The Board shall refer the school council's report to the Superintendent of Schools for consideration and recommendation to the Board. **Policy 700: Superintendent of Schools.**

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

2.10 Dispute Resolution

The Board shall establish a dispute resolution process to address disputes between the principal and the school

council with respect to policies proposed or adopted for a school **Education Act Section 55 (8)**

References:

[Policy 245 - Appeals](#)

[Education Act: Section 55](#)

[School Councils Regulation 94/2019](#)

[Alberta School Council Resource Guide](#)

History

2019 Mar 27 Initial Approval

2020 Jan 29 Amended
2021 Oct 27 Reviewed
2021 Nov 24 Amended



211: School Councils

Responsible Administrator: Deputy Superintendent, Education Services

Background

The Education Act states that, for each school operated by a Board, a school council must be established in accordance with the regulations.

School Councils are an important link between the Division and school communities. School Councils bring forward critical perspectives about education, the needs of schools and concerns of the community.

The Superintendent recognizes that community support of schools enhances the quality of learning outcomes for students in the classrooms and School Councils have the potential to foster such community support. The Superintendent supports and encourages the formation of School Councils for each of its schools in accordance with the Education Act and the School Councils Regulation.

Procedures

1. Each School Council is guided by section 55 of the *Education Act*, School Councils Regulation and the Alberta School Councils' Association School Council Resource Guide.
2. The School Council may, at its discretion, advise the Principal on matters relating to the school's:
 - 2.1 Overall mission, philosophy, policies, rules and goals
 - 2.2 Education Plan
 - 2.3 Budget

2.4 Annual Education Reporting Results (AERR)

2.5 The delivery of instructional and support programs

2.6 Fundraising activities

3. The Principal is responsible for reporting the following to the School Council:

3.1 Budget (quarterly)

3.2 Education Plan (annually)

3.3 Annual Education Results Report (AERR) (annually)

3.3 Counselling and Wellness Plans (annually)

4. Opportunity for Communication between School Councils and the Board of Trustees is extremely important. As per *Board Policy 221: Role of the Trustee*, the designated Trustee may attend School Council meetings as a non-advisory, non-voting member.

4.1 A School Council may request an appointment to meet with the Board at a meeting of the Board regarding one or more issues specified in the request;

4.1.1 The request shall be in writing to the Superintendent.

5. A Council of School Councils (COSC) provides an opportunity for the Division's school council membership to meet and share strategies and experiences. COSC enables effective communication among the School Councils, the Division, the Superintendent and the community. As per *Board Policy 225: Role of the Board*, COSC will meet at least once annually.

Conflict resolution

School Councils and principals are encouraged to make every effort to work together constructively and positively to resolve issues. When an impasse occurs between the School Council and the school's Principal regarding policies proposed or adopted for the school, the following procedures to determine a final and binding decision shall apply.

6. As per the Education Act 55(8), procedures for Conflict Resolution between School Council and the Principal include but are not limited to the following:

6.1 In the event of such a dispute, either the Chair of the School Council or the Principal may request the Superintendent to act as, or to appoint a designate to assist in the resolution of the impasse.

6.2 If reasonable mediation efforts by the Superintendent fail to bring about a successful resolution, then the Superintendent shall make a decision regarding the matter and inform the parties in writing of that decision in a timely manner.

6.3 Either the School Council Chair or the Principal may submit a written appeal to the Board regarding the Superintendent's decision within ten (10) days from the date of receipt of that decision under the Board's policy on appeals.

6.4 The decision of the Board or its committee making such a decision on appeal will be final and binding on all parties concerned with the matter under appeal.

School Council Reporting Requirements

7. Pursuant to School Councils Regulation, the Chair of the school council must prepare and provide to the Board annually, by September 30 of each year, a written report:

7.1 Summarizing the activities of the school council in the previous school year; The template will be provided. Template can be seen in Appendix A.

7.1.1 A financial statement relating to money handled by the school council in the school year, detailing the receipt, handling and use of any money by the school council in the previous school year;

7.2 School Councils are to maintain, at the school, an official record book containing minutes of each meeting of the School Council for at least 7 years, signed by the Chair and the person preparing the minutes, and to make such record available to the Superintendent on request.

7.3 School Councils shall communicate results of any studies undertaken and/or articles outlining significant accomplishments, major school events or projects to the Division as prudent to do so;

7.3.1 Submissions shall be coordinated by the School Council Chair through the principal to the Deputy Superintendent Education Services.

Dissolution

The Division accepts its responsibility to ensure that the best interests of its students and their community are being served by the presence of a School Council. Circumstances may occur where the Board may determine it is advisable and necessary to move to dissolve a School Council

8. As per the Education Act 55(9), The Board may request that the Minister of Education dissolves a School Council if the Minister is of the opinion that the School Council is not carrying out its responsibilities.

9. The Board may request the Minister to dissolve or suspend a School Council if, in the opinion of the Board, such negative conditions exist (e.g. fraudulent, criminal or unethical behaviour; internal dissension or adversarial relationships; disruption to the tone or climate of a school; or ongoing, unresolved disputes between council and Principal) that the interests of the students are not being well served.

10. Where the Board determines that it will submit a request for such dissolution to the Minister, it will provide written notice to that School Council and provide opportunity for the School Council to meet with the Board to discuss the concerns, before asking the Minister to proceed.

11. Where the Minister dissolves a School Council or where establishment is unsuccessful, the Principal is required to take all reasonable steps to establish an interim advisory committee for the school to serve as a School Council for the remainder of the school year. Such a committee is to include several parents, a teaching staff member and a minimum of one (1) community member.

References:

Appendix A: Reporting Template

Board Policies:

221: Role of the Trustee

225: Role of the Board

Education Act Sections: 33, 52, 53, 55, 197, 222, 251

School Councils Regulation 94/2019

Alberta School Councils' Association School Council Resource Guide

AP243: School Education Plans and Annual Results Report

History

2024 Mar 06 Procedure Established

Administrative Procedures II. School Board Governance and Operations

Name of School

School Council

Year in Review 20xx – 20xx

Written by:

Chairperson

Enter Name:

SCHOOL COUNCIL YEAR IN REVIEW

20xx – 20xx

Include a comprehensive summary of each meeting – i.e. Executive elections, COSC, Names/Titles of presentations or reports and name of each presenter (i.e. Principal, PFA, outside organizations).

September 20xx

Sample information/update/presentation to include in report:

- Election of Executive
- School Code of Conduct
- Open House/Meet the Staff Event
- Upcoming Events
- PFA Report
- Report from Principal

October 20xx

Sample information/update/presentation to include in report:

- Enrollment update from Principal
- Upcoming Events
- PFA Report
- Report from Principal

November 20xx

Sample information/update/presentation to include in report:

- Accountability Pillar Results from Principal
- Information from Council of School Council's Meeting
- Remembrance Day Ceremony
- Upcoming Events
- PFA Report
- Report from Principal

December 20xx

Sample information/update/presentation to include in report:

- Sturgeon Public Schools Annual Education Results Report from Principal
- Upcoming Events
- PFA Report
- Report from Principal

January 20xx

Sample information/update/presentation to include in report:

- School Education Plan from Principal

- Upcoming Events
- PFA Report
- Report from Principal

February 20xx

Sample information/update/presentation to include in report:

- Review School Supply List for upcoming school year
- Review Code of Conduct for upcoming school year
- PFA Report
- Report from Principal

March 20xx

Sample information/update/presentation to include in report:

- Upcoming Events
- PFA Report
- Report from Principal

April 20xx

Sample information/update/presentation to include in report:

- Upcoming Events
- PFA Report
- Report from Principal

May 20xx

Sample information/update/presentation to include in report:

- Upcoming Events
- PFA Report
- Report from Principal

June 20xx

Sample information/update/presentation to include in report:

- Sturgeon Public Schools Education Plan
- Upcoming Events
- PFA Report
- Report from Principal

Name of School
School Council - Financial Statement
REPORTING PERIOD: September 1, 20xx - August 31, 20xx

ASSETS	Cash/Bank Account/Common Shares	\$	
	List any other Assets:		
	•	\$	
	•	\$	
	•	\$	
	TOTAL ASSETS	\$	
LIABILITIES	TOTAL LIABILITIES	\$	
INCOME	List Income:		
	•	\$	
	•	\$	
	•	\$	
	TOTAL INCOME	\$	
DISBURSEMENTS	List Disbursements:		
	•	\$	
	•	\$	
	•	\$	
	TOTAL DISBURSEMENTS	\$	
PROFIT/LOSS	Bank Balance Sept 1, 20xx	\$	
	Withdrawals	\$	
	Deposits	\$	
	Bank Balance August 31, 20xx	\$	

THIS FINANCIAL STATEMENT HAS BEEN REVIEWED AND APPROVED BY:

Name:	
Position:	
Date:	

NOTE: This report is based on funds managed by the School Council, not funds managed by the school Fundraising Society.



Date: April 24, 2024 **Agenda Item:** 7.4

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Shawna Warren, Superintendent

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

Additional Reference: [Board Policy 130: Public Interest Disclosure \(Whistleblower Protection\)](#)
[Board Policy 220: Trustee Code of Conduct](#)
[Board Policy 221: Role of the Trustee](#)
[Board Policy 245: Appeals Regarding Student Matters](#)
[Board Policy 700: Superintendent of Schools](#)
[Board Policy 701: Board Delegation of Authority](#)
[Board Policy 900: Student Conduct and Discipline](#)
Education Act: Sections 33, 51-54, 60, 67, 139, 222
Board Procedures Regulation 82/2019
School Fees Regulation 95/2019
Superintendent of Schools Regulation 98/2019

Assurance Domain: Governance
Local & Societal

Superintendent Leadership Quality Standard (SLQS)

SLQS Competencies ([SLQS](#) / [Board Policy 700](#)):
Building Effective Relationships
Supporting Effective Governance

Subject: **Board Policy 225: Role of the Board**

Purpose:

For approval. Motion required.

Recommended Motion:

THAT the Board of Trustees approve revised Board *Policy 225: Role of the Board* with recommended changes as presented at the April 24, 2024, Public Board meeting.

Background:

The Board of Trustees is responsible for reviewing Board Policies on an ongoing basis in order to adhere to the requirements necessary to provide excellence in public education and comply with the Education Act and provincial, as well as federal, legislation. The Board, as elected officials of the community, provides overall direction and leadership to the Division.

Policies provide direction and signal the major intentions and priorities of the board of trustees. Directional policy is expressed in the board goals and strategic directions and is clearly aligned with government priorities. Directional policies signal long-term institutional commitments to student achievement and well-being, to values and to fairness.

Administration has reviewed and updated *Policy 225: Role of the Board* as discussed at the Committee of the Whole meetings on March 6, March 20 and April 10, 2024. In response to Trustee feedback, the policy has been updated to capture the Board's belief statement on the value of school councils and the Board's commitment to allocate funding to pay for the annual membership of each school council in the Alberta School Council Association (ASCA) and the reimbursement of registration fees for the equivalent of one registration fee per school for the Alberta School Councils' Association Conference.

Administration is prepared to respond to questions at the April 24, 2024, Public Board meeting.

Attachment(s):

1. Board Policy 225: Role of the Board - Tracked Changes

225: Role of the Board

POLICY

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

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

Education Planning and Programming

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

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

Assurance and Accountability

The Board shall be accountable and provide assurances to students, parents, the community and the Minister for student achievement of learning outcomes [Education Act s. 33(1)(b)]. Specifically, the Board:

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

Stakeholder Engagement and Communication

The Board shall provide, where appropriate, for the engagement of parents, students, staff and the community, including municipalities and the local business community, in Board matters,

including the Board's plans and the achievement of goals and targets within those plans [Education Act s. 33(1)(c)]. Specifically, the Board:

7. Establish processes to engage the community and stakeholders in a dialogue about Division programs and future planning.
8. Make informed decisions that consider community values and represent the interests of the entire Division.
- ~~9. Meet at least annually with the Council of School Councils or School Council Chairs. Moved to 11.~~
- ~~940.~~ Promote the schools' programs which reflect the needs and desires of the community.
- ~~10.44.~~ Report Division outcomes to the community annually.

School Council

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

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

Safe, Caring, Respectful and Healthy Environments

The Board shall ensure that each student enrolled in a school operated by the Board and each staff member employed by the Board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging [Education Act s. 33(1)(d)]. Specifically, the Board:

- ~~132.~~ Maintain a policy respecting the Board's obligation to provide a welcoming, caring, respectful, healthy and safe learning environment that includes a code of conduct.

143. Model a culture of respect and integrity.

154. Develop culturally appropriate protocols to guide the Division.

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

Supports and Services

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

176. Supports the removal of barriers with learning partners and within learning environments; and

187. Develops ongoing relationships with government, school and system leaders, families and community partners to strengthen and renew their understanding, skills and abilities to create flexible and responsive learning environments

Collaboration

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

198. Promotes positive community engagement within the Division;

2049. Represents the community's needs, hopes and desires for education;

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

224. Acts as an advocate for public education and the Division.

232. Identifies issues for advocacy on an ongoing basis.

243. Develops an annual plan for advocacy including focus, key messages, relationships and mechanisms (Appendix A).

254. Promotes regular meetings and maintains timely, frank and constructive communication with elected officials, service providers, business leaders, thought leaders and all stakeholders to garner support for public education.

Governance and Organization

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

- 265. Develop, approve and monitor the implementation of policies to guide the Division and the Board.
- 276. Provide direction in those areas over which the Board wishes to retain authority.
- 287. Monitor the development, revision and implementation of policy.
- 298. Develop a plan to foster governance excellence in fiduciary, strategic and generative engagement modes.
- 3029. Annually evaluate Board effectiveness in meeting performance indicators and determine a positive path forward.
- 310. Develop an annual work plan with timelines.

Board/Superintendent Relations

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

- 324. Select the Superintendent and support succession planning as required.
- 332. Provide the Superintendent with clear corporate direction.
- 343. Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the Education Act.
- 354. 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.
- 365. Demonstrate mutual respect, integrity and support, which is then conveyed to the staff and the community.
- 376. Annually evaluate the Superintendent, in accordance with a pre-established performance appraisal.

387. Annually review compensation of the Superintendent.

Resource Stewardship

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

398. Within the context of the strategic plan, approve budget assumptions and establish priorities at the outset of the budget process.

4039. Review and approve annual budget and allocation of resources.

410. Approve substantive budget adjustments when necessary.

424. Approve borrowing for capital expenditures within provincial restrictions.

432. Review and approve annually the Three-Year Capital Plan.

443. Receive, review and approve the annual Audited Financial Statements.

454. Acquire and dispose of land and buildings.

465. Approve student fees annually.

476. Set the mandate for provincial bargaining.

487. Ratify Memoranda of Agreement with bargaining units.

498. Approve transfer of funds to/from operating and capital reserves.

5049. Approve annually signing authorities for the Division. Approve investment parameters in alignment with the Education Act Regulation.

510. Approve the Superintendent's contract.

Delegation

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

Conduct

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

524. Each Trustee shall act ethically and responsibly as outlined in Policies 220 and 221. The Board collectively shall operate with the same high standards, acting always in the best interests of all students and their learning.

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

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

554. The Board shall establish a Division Code of Conduct, by policy, to apply to all students (Policy 900).

Liability

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

565. Acts in accordance with all statutory requirements; and

576. Maintains a Board Policy for whistle-blower protection (Policy 130).

Dispute Resolution

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

587. Hears appeals as required by statute; and

598. Maintains a policy for Appeals Regarding Student Matters (Policy 245).

Ministerial Direction

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

6059. Performs Board functions required by governing legislation and Ministerial directives; and

610. Reviews and approves student attendance areas (Policy 200).

References:

Policies:

130 - Public Interest Disclosure (Whistleblower Protection)

200 - Attendance Areas

220 - Trustee Code of Conduct

221 - Role of the Trustee

245 - Appeals Regarding Student Matters

700 - Superintendent of Schools

701 - Board Delegation of Authority

900 - Student Conduct and Discipline

[Administrative Procedure: 211 - School Councils](#)

Appendix A - Advocacy Plan

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

[School Councils Regulation 94/2019](#)

School Fees Regulation 95/2019

Superintendent of Schools Regulation 98/2019

Board Procedures Regulation 82/2019

[Alberta School Council Resource Guide](#)

History

2019 Jan 30 Initial Approval

2021 Oct 27 Reviewed

2022 Feb 23 Reviewed

2022 Mar 23 Amended

2023 Sep 27 Amended

[2024 Xxx xx Amended](#)

Date: April 24, 2024 **Agenda Item:** 8.1

To: Board of Trustees

From: Shawna Warren, Superintendent

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

Governance Policy: [Board Policy 225 - Role of the Board](#)
[Board Policy 700 - Superintendent of Schools](#)

Assurance Domain: Student Growth and Achievement
Local & Societal Context

Superintendent Leadership Quality Standard (SLQS)

SLQS Competencies ([SLOS](#) / [Board Policy 700](#)):
Building Effective Relationships
Visionary Leadership

Subject: **2024 First Nation, Métis, and Inuit Education Gathering**

Purpose:

For information.

Background:

In partnership with Alberta Education, CASS (College of Alberta School Superintendents) will be hosting the First Nation, Métis, and Inuit Education Gathering on April 24 - 26, 2024 at the Fantasyland Hotel, Edmonton. The theme is **Kinship Relations for Student Success**.

To encourage kinship and continue learning together CASS requested school divisions nominate Elders, working in schools, to attend this gathering. The selected Elders represent nominations from a diverse range of school authorities, which include:

1. Alexander First Nation
2. Aspen View Public Schools
3. Battle River School Division
4. Canadian Rockies Public Schools
5. Edmonton Public Schools
6. Elk Island Catholic Schools
7. High Prairie School Division
8. Kainai Board of Education
9. Siksika Board of Education
10. Sturgeon Public Schools

In total, 26 nominations were received, demonstrating the strong relationships that school authorities have established and continue to foster.

Sturgeon Public School Division was informed that the nomination of Elder Adam North-Peigan was chosen to be sponsored as a guest of CASS at this event. Elder Adam has accepted the invitation to attend. This will be an exciting opportunity for Elder Adam to engage in cultural conversations and explore how kinship ties can enhance academic achievement and holistic well-being. Sturgeon Public Schools will also have several leaders attend this event. The delegation will bring back strategies to Sturgeon schools for building kinship and deepening Indigenous ways of knowing to support spiritual, academic, emotional and physical growth and success.

Administration is prepared to respond to questions at the April 24, 2024, Public Board meeting.

Attachment(s):

Not applicable.



Date: April 24, 2024 **Agenda Item:** 8.2

To: Board of Trustees

From: Shawna Warren, Superintendent

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

Governance Policy: [Board Policy 225: Role of the Board](#)
[Board Policy 700: Superintendent of Schools](#)

Additional Reference: [AP220: Communications](#)

Assurance Domain: Local & Societal Context

Superintendent Leadership Quality Standard (SLQS)
SLQS Competencies ([SLQS](#) / [Board Policy 700](#)):
Building Effective Relationships
Visionary Leadership

Subject: **Communications Report - March & April 2024**

Purpose:

For information.

Background:

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

Attached is the Communications Report on activities for March and April 2024.

Administration is prepared to respond to questions at the April 24, 2024, Public Board meeting.

Attachment(s):

1. Communications Report for March and April 2024

Board Memorandum

March & April 2024



**Sturgeon
Public Schools**

Dare to reimagine learning

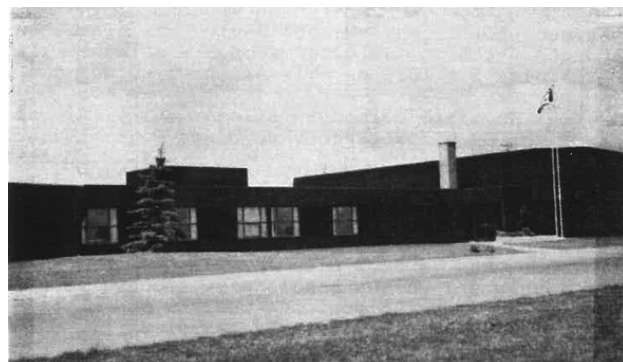
Communications
Report

OVERVIEW OF GOALS

Connecting with the School Community

GOAL #1: WEBSITE ENHANCEMENT

Objective: Improve website content and visuals to increase site visits and provide reliable, up-to-date information.



GOAL #2: KINDERGARTEN EXPO

Objective: Increase Pre-Kindergarten and Kindergarten enrolment by hosting informative Expos.

GOAL #3: GRADE 9 RETENTION

Objective: Build a sense of community to retain grade 9 students transitioning to Sturgeon Composite High School.

GOAL #4: FRENCH IMMERSION GROWTH

Objective: Increase enrolment in the new French Immersion program at Sturgeon Composite High School.

GOAL #5: COMMUNITY COLLABORATION

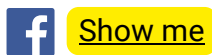
Objective: Strengthen community connections by being more visible in school communities.



Communications in March & April has been focused on:

Aligns with Marketing Goal 5

- Celebrating the Month of the Military Child. We provided each school with a teal version of their logo for use on social media and other documents. We enhanced our Division website with a dedicated webpage that outlined the significance of the Month of the Military Child, offering resources for military families, informative videos and details of events hosted by the Military Family Resource Centre. In collaboration with Guthrie School, we also produced a video featuring students explaining the Month of the Military Child and Teal Up Day. On Teal Up Day, our team attended the event at Guthrie School to capture and share the day's activities on social media, take photos for distribution to local news outlets and gather images for inclusion on school websites.



April is Month of the Military Child

In April, we celebrate Month of the Military Child to recognize military children for their strength and resiliency.

Military children face unique challenges throughout deployments, absences, relocations and frequent change. It is during these times where military children remain strong and resilient that they are often compared to the dandelion. Much like the dandelion, military children can put down roots almost anywhere. They are impossible to destroy. They adapt easily and can survive nearly anywhere. They bloom everywhere the wind carries them and they stand ready to fly into the breezes to take them into new adventures, new lands, and new friends. Military children are resilient.



Wear Teal on Friday, April 12th

April 12th is Teal Up Day! Teal Up Day started in April 2021 in Shilo, Manitoba to recognize Canadian military children and the important contributions they make to the Canadian Armed



Communications in March & April has been focused on:

Aligns with Marketing Goal 4

- Promoting French Immersion programming across the Division. Each school that offers French Immersion received a stand-up sign branded with their logo and school colours to promote the program. Additionally, we developed a comprehensive advertising campaign that included a billboard ad, a radio spot, digital ads and a Google ad, all designed to highlight our exceptional French Immersion programming and ensure community awareness of its availability.



Communications in March & April has been focused on:

Aligns with Marketing Goal 1

- Updating the Division website. This month, we successfully updated several key pages, including:

1. [Division](#)
2. [Our Guiding Principles](#)
3. [Curriculum](#)
4. [Learning Services](#)
5. [Division Services](#)
6. [Superintendent's Office](#)
7. [Corporate Services](#)
8. [Education Services](#)
9. [Human Resources](#)
10. [Transportation](#)
11. [Facilities](#)
12. [Scholarships](#)
13. [French Immersion](#)

All information on the Division website is now accurate and fully up to date.

Sturgeon Public in the Media

Aligns with Marketing Goal 5

- April 1, 2024 — Registration is Open at Legal Public School
Legal Lerie
- April 12, 2024 — Alberta School Honours Children from Military Families
Global News
- April 16, 2024 — Sturgeon School Division celebrates Teal Up Day
Morinville News
- April 16, 2024 — Camilla School cutting Footloose in Morinville
Morinville News
- April 17, 2024 — School News
Redwater Review
- April 17, 2024 — School News
Morinville Free Press

Upcoming Events

- Earth Day: April 23, 2024
- Administrative Professionals Day: April 24, 2024
- Hats On! For Mental Health: May 1, 2024
- Red Dress Day: May 5, 2024

Date: April 24, 2024 **Agenda Item:** 8.3

To: Board of Trustees

From: Shawna Warren, Superintendent

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

Governance Policy: [Board Policy 700: Superintendent of Schools](#)

Additional Reference: *Education Act: Sections 8, 11(1), 52-53, 222, 223, 224*
Freedom of Information and Protection of Privacy Act
Superintendent of Schools Regulation 98/2019
Superintendent Leadership Quality Standard

Assurance Domain: Student Growth & Achievement
Teaching & Leading
Learning Supports
Governance
Local & Societal

Superintendent Leadership Quality Standard (SLQS)SLQS Competencies ([SLQS](#) / [Board Policy 700](#)):

- Building Effective Relationships
- Modeling Commitment to Professional Learning
- Visionary Leadership
- Leading Learning
- Ensuring First Nations, Métis, and Inuit Education for All Students
- School Authority Operations and Resources
- Supporting Effective Governance

Subject: **Deputy Superintendent, Education Services Report**

Purpose:

For information.

Background:

In alignment with the Division's mission, vision, values and goals, the Deputy Superintendent, Education Services collaborates with the Superintendent to accomplish the overarching and specific responsibilities outlined in the Education Act and Board policy. The Deputy Superintendent reports directly to the Superintendent and plays a pivotal role within Sturgeon Public Schools, providing leadership and support in areas such as curriculum and instruction, educational planning, Indigenous student success, student and learning support services, information technology, marketing and communications, as well as leadership and program development.

This report highlights recent events, projects and meetings attended by the Deputy Superintendent, directly contributing to educational advancement and the fulfillment of the Board's mission and values. By sharing this information, the Board gains insights necessary for effective governance.

Curriculum and Instruction

Providing leadership and vision in implementing professional development to equip teachers and leaders with the knowledge and skills to deliver research proven approaches to teaching literacy, numeracy, science, social studies, financial and computer literacy. Ensuring excellence in teaching across the Division.

- Supported the final round of resource purchasing to support the new curriculum in schools. Science K-3, Math 4-6 and ELAL 4-6 were the focus, with some preparation toward the introduction of Science 4-6 next year.
- Mid-year Reading Comprehension Tool (RCAT) testing occurred in all schools with grades 5 to 9. This allowed teachers to consider which of the five comprehension strategies to focus on: Associate Meaning, Evaluate, Identify and Interpret Ideas and Details, Interpret Text Organization and Make Connections.
- Attended meetings with Alberta Education to provide feedback on the Draft Social Studies Curriculum. Internal meetings were also held and feedback from Division leaders was provided to Alberta Education.
- Attended the Division PD day and supported the organization of the event to ensure all staff shared in learning, while creating time for school specific activities to occur in the afternoon.

Educational Planning

Providing leadership and vision in the examination of achievement metrics and input from stakeholders, both at the division and school levels, to shape and establish effective educational strategies that enhance outcomes and align with the Board's mission, vision, and values, creating optimal learning for all students.

- Supported the last round of School Presentations to the Board. The Director of Education Planning met with each Principal in person and helped leadership to understand school assurance measures data and determine which elements of their School Education plan should be included in the presentation.
- Reviewed grade 1 Literacy and Numeracy screeners from January. This data allowed Learning Coaches to work with teachers in addressing any learning challenges students may have, and design intervention activities to help students gain needed skills.
- Reviewed the School Assessment Plan template and supported Principals to finalize conversations with staff to produce and publish school assessment plans. All schools will post these plans by the end of the year to support student success in 2024 - 2025.

- Rebuilt the Provincial Achievement Tests accommodation and exemption process. Template communication was created and shared with the Principals with tracking designated at the Central Office.
- Worked on the question set for each survey that went out to Parents, Students and Staff in April. Analysis of results was also supported and an early report was provided to the Board.
- The Student Advisory Committee met online to discuss what students need to be successful in school and how to navigate high school. A summary of feedback was provided to the Board.
- Student leaders from the Student Advisory Committee have met, and are now ready to host an in-person, student engagement in the coming weeks. Results from those meetings will inform School plans and Division plans.

Indigenous Student Success

Providing leadership and vision in supporting Indigenous student success by promoting well-being, participation, engagement and achievement. Teachers and administrators are supported through professional development to apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

- Indigenous Family nights were celebrated at Camilla, Lilian Schick and Four Winds. These encouraged understanding of Indigenous ways and supported deeper belonging and connection in each school.
- Worked with Alberta Education, Saddle Lake First Nation, Onion Lake First Nation and the Federal government to support students attending Sturgeon Public Schools living at Lionsheart Wellness Centre.
- Cree Language teachings have been added to the Aboriginal Studies course at Sturgeon Composite High School. Students in this course had the opportunity to travel to Hinton and Jasper, join with students from Alexander First Nation, and learn about the land and Indigenous history.
- Met with leadership from Kipohtakaw Education Centre, Camilla School and Sturgeon Composite High School to discuss current challenges we share in education and opportunities for students and staff to work together. Several events were celebrated and planned for.
- Supported the Indigenous keynote panel for the March 11th PD day. This allowed all Sturgeon Public staff to hear directly from Indigenous leaders and reflect on how the practice could enhance classroom experience with Indigenous ways of knowing.

Student and Learning Support Services

Providing leadership and vision in implementing professional development to equip teachers and leaders in establishing and sustaining inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe. Ensuring all students' needs are met with programming aligned to ensure success.

- Collected and reviewed the 2024-2025 supply lists for each school. This ensures reasonable requests are made to families and that schools generally align with classroom materials.

- Collected and reviewed each School's Student Code of Conduct. In accordance with Board Policy, a Student Code of Conduct should be clear for students and parents and the strategy for communication shall be established prior to the commencement of a new school year.
- Supported the organization of two additional cohorts of TCIS training. This year, Sturgeon Public trained five cohorts of teachers and EAs in TCIS and will train one more in May. The number of staff trained is over 130 across the division. In addition to the targeted cohort training, all Sturgeon Public Schools have hosted understanding TCIS PD for staff, so that all staff are aware of the program and its approach.
- Attended the monthly CASA Classroom Leadership Meetings and supported the Learning Services team and school administration in improving this program for students.
- PD for Library Technicians was approved and arranged for March 11th PD so they could attend ME Lazerte High School and discuss ways they support literacy, improve school collections, and work with students to develop deeper research skills. The PD was deeply appreciated.
- Administrative Assistants and Office Clerks will be invited to attend the final PowerSchool SIS User Group meeting on April 29th. This is a full day of training and has been built to ensure student data is efficiently and accurately maintained and our staff is supported.

Information Technology

Providing leadership and vision in implementing professional development to equip teachers and leaders to use innovative technology to engage students, meet unique learning needs, and inspire new ways of teaching and learning. Ensuring resources are allocated across the Division in a fair and equitable manner for all students.

- With feedback from Principals, the Educational Assistant Chromebook Rollout has been adjusted from a 1 to 1 initiative to a pod or group based model. EAs indicated they appreciate the improved access to technology, however, they do not require a daily, personal device.
- All STEAM Games activities and challenges have been planned. The technical package, which prepares schools for this event went out at the beginning of April, Judges have been invited, and excitement is now building! The event will be held at SCHS on May 23, 2024.
- Reworked the Division's Evergreen and net-new student device program to provide for a 2 to 1 ratio in all schools in 2024-2025. This will ensure equity of access in all Sturgeon Public Schools and allow Principals to make decisions regarding additional, unique technology they may support in schools.
- The Google First initiative was reviewed and clearly communicated to all Leadership. Starting in August, all staff will have a single Sturgeon ID and all files will be organized in Google Drive. Google Workspace and Apps for Education will be the supported platforms creating less variety in file formats and more consistency in storage location.
- Student Information Services (SIS) attended 9 evening events in schools. The team talks with parents to help them understand how to log in to PowerSchool, how to use the App, and answer other questions related to finding and understanding student academic information.

Marketing and Communications

Providing leadership and vision in promoting and enhancing the Division's reputation by spotlighting the outstanding educational programs within each school and the remarkable success stories of Sturgeon Public Schools' students. Building a profile in the media with a positive narrative, including community connection and celebrating our students' achievement.

- Directly supported a few Schools with Open Houses and promoted all Open Houses across the division to showcase the great work in our schools and ensure parents in the community came out to learn of new programs for the fall.
- Organized and supported the Division's 2024 - 2025 registration blitz process. This is the third year Sturgeon Public has promoted a registration blitz for families to indicate their interest in remaining with or joining the Division for the coming school year. This supports more accurate planning in schools and helps ensure students and families are prepared for next year.
- Honoured Pink Shirt Day and discussed with Principals how to address bullying, and embrace kindness and respect in schools.
- Summer School programming was finalized, and Marketing and Communications worked to promote courses and activities in all schools. Registration opened on March 18th. Response was very quick with CALM and Physical Education filling up fast. A review has already started regarding program capacity for next year.
- Attended Teal Up Day at Guthrie School and supported communication and promotion of the Month of the Military Child in our schools and community. Marketing and Communications worked with MFRC and Guthrie School leadership to host many positive experiences on Teal Up Day and promote events within the community.

Leadership and Program Development

Providing leadership and vision in creating opportunities for teachers and school leaders to develop leadership capacity and to support staff in fulfilling their educational roles. Ensuring all schools develop and implement innovative programming to motivate students to pursue their unique path to succeed in the global community.

- Guided and supported Principals to understand the requirements for the Edwin Parr Teaching Award. Supported nomination submissions to the Board and encouraged celebration of the achievement of new teachers.
- Continued to share all changed or edited Administrative Procedures with Principals at Admin. Council meetings. On a related note, organized and chaired all Admin. Council meetings each month to ensure school leadership has the opportunity to support each other and discuss with Central Office direction and future initiatives.
- Supported and participated in the Franklin Covey leadership PD on April 11th. This reviewed the four disciplines of execution or 4D model to reach important goals. In addition, leadership reflected on the recent 360 evaluations and how to turn feedback into goals for continual improvement.

- Worked with the Senior Executive team to rebuild the program planning documents and process. This will allow school leaders to better understand how to staff programs and ensure support is in place to meet student needs.
- Supported the principal community of practice and SALT cohort ensuring current and future school leadership is engaged in learning about and meeting the LQS to support schools.
- Met with school leaders in French Immersion and division finance to review OLEP funding and support. A new procedure for grant application and disbursement will be implemented for next year.
- Reviewed current LOGOs enrolment and worked with the principals of Lilian Schick and Landing Trail to approach community leaders regarding promotion and potential redesign of the program in schools.
- Participated in the Superintendent's Monthly Principal meetings, gaining insight into monthly school successes and challenges, offering support and follow-up.
- Attended weekly Senior Executive meetings to ensure clear interdepartmental communication, facilitating problem-solving and insight into departmental challenges.
- Planned and hosted monthly Education Services Leadership meetings to foster regular communication and collaboration among leaders, ensuring alignment with the Education Plan.
- Conducted monthly 1:1 meetings with direct reports. These sessions offer focused planning and developmental feedback for continuous growth and improvement.
- Attended the CASS Zone $\frac{2}{3}$ meeting and the CASS Spring Conference. Each event offered the opportunity to provide feedback to Alberta Education regarding curriculum and needed support. The Spring Conference offered specific information and training on AI in schools. Connections with other divisions and their work with AI were developed.

Program Enhancement and Development

Providing leadership, vision, and support to division and school leaders to develop and enhance a wide variety of programming choices for students. These programs build engagement and ensure all students can find their own, unique path to success.

- Supported Dual Credit programming to include students from neighboring school divisions which brings in financial support, and allows Sturgeon students to have access to Dual Credit programs in those divisions as well.
- Traveled to Medicine Hat (Prairie Rose School Division) to tour and discuss the Aviation programs for students. This first hand experience allowed for conversation with division and classroom leadership, and to see directly what student learning looked like at an airport and how it could support future career success.
- Reviewed, edited and approved field trips to Jasper, Hinton, Camp Nakamun, Vermillion, Long Lake, Jackson Lake, Calgary, Rocky Mountain House, and Sun Peaks.
- Teachers from Redwater and CO visited New Myrnam School to learn more about how a very small school is working with the town and businesses to offer engaging programming. Exciting ideas include renovating a bus, building a tiny home, creating a greenhouse with hydroponics and many more that can be done with small numbers of staff and students!

Stakeholder Assurance

Provide leadership in engaging stakeholders, analyzing feedback, and providing assurance of continuous improvement. This includes thoughtful, considerate, and respectful dialogue with Division Stakeholders - Parents, Staff, Community - in order to improve programming, resolve student behaviour incidents, and strengthen parent/guardian and community connection.

- Supported communications and school leadership to encourage parents to participate in the annual Alberta Education Assurance Survey. Schools were encouraged to highlight actions and strategies aligned with each of the assurance domains in January and February so parents could provide informed feedback.
- Improved optional academic reporting that can be generated by specific schools to support more traditional reporting than PowerSchool look-up. This will help reach parents who struggle with technology to stay informed regarding student progress.
- Worked with Principals to share ideas for the Alberta School Council Engagement (ASCE) Grant. This supports parent engagement in schools and the development of School Councils. Next year the tracking of funding will be more available to school Finance Clerks.
- Hosted the second Council of School Council's meeting at Sturgeon Heights School. The evening provided clarity on the role of School Council, Parent Fundraising, and School Administration. Insight regarding insurance and the School Council's responsibility for playgrounds and structures was provided.
- Attended and supported the remaining Parent Engagement evenings. These were designed to encourage parents to share both areas of success and growth or improvement for schools. The nights were well attended and provided meaningful conversations and data for local and division leaders to create plans for improvement.
- Supported the work of the Board through providing a variety of reports and presentations highlighting the work of Education Services and each specific school.
- Answered regular calls and emails from principals, vice principals and division leaders regarding student discipline, parent concerns, field trip considerations, and staff interactions.
- Built communication letters for Principals to use to inform parents about upcoming PATs in May and June.

Administration is prepared to respond to questions at the April 24, 2024, Public Board meeting.

Attachment(s):

Not applicable.



Date: April 24, 2024 **Agenda Item:** 8.4

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Shawna Warren, Superintendent

Governance Policy: [Board Policy 700: Superintendent of Schools](#)

Additional Reference: [Board Policy 220: Appendix A - Code of Ethics](#)
Education Act: Section 139(1)(2)
Freedom of Information and Protection of Privacy Act

Assurance Domain: Learning Supports
Governance

Superintendent Leadership Quality Standard (SLQS)

SLQS Competencies ([SLQS](#) / [Board Policy 700](#)):
School Authority Operations and Resources

Subject: **2023-2024 Superintendent Discretionary Fund**

Purpose:

For information.

Background:

The expenditure of school funds is a public trust and the Board must ensure that all such funds are expended efficiently, economically and in the best interest of the students and electors of the Division (Policy 220: Appendix A - Code of Ethics).

The Superintendent strategically allocates resources in the interests of all students and ensures effective alignment of human resources with the Division’s goals and priorities (SLQS #6).

As part of the budget process, a certain amount of dollars are allocated annually in a budget section titled “Superintendent Discretionary”. For the 2023-2024 school year, the total budgeted dollar amount allocated in the Superintendent’s Discretionary Fund is \$600,000; \$500,000 for staffing and \$100,000 for non-staffing emergent priorities.

The Superintendent Discretionary Fund is a dollar amount set aside to support schools with additional staffing and/or resource requirements that arise after the budget has been approved. At the August 23, 2023, Public Board meeting, May 2023 to July 2023 Superintendent Discretionary spending was reported which included recovering 1.0 FTE

Educational Assistant from Sturgeon Composite High School and allocating 1.0 FTE Educational Assistant to Morinville Colony school. Allocated budget remained at \$600,000.

During the September 27, 2023, Public Board meeting, it was reported that Superintendent Discretionary spending for the period of August 16 to September 20 included the addition of 0.5FTE Social Worker at Sturgeon Composite High School to support the Student Success Centre. This is a full-time position which includes 0.5FTE being funded by the Mental Health Capacity Building (MHCB) Grant (HYPE), with a total cost of \$28,256 against the Superintendent's Discretionary budget.

During the October 25, 2023, Public Board meeting, it was reported that the Superintendent's Discretionary spending for the period of September 20 to October 18 included the addition of 0.1FTE to the full-time Social Worker position at Sturgeon Composite High School to support the Student Success Centre at an additional cost of \$8,242 against the budget.

During the November 29, 2023, Public Board meeting, it was reported that the Superintendent Discretionary spending for the period of October 19 to November 22 included additional funds (retroactive to August 31) required to cover the actual cost of the 7.0FTE Child and Youthcare Workers for the 2023-2024 school year and additional teacher FTEs at Guthrie School, Namao School and Landing School for an additional cost of \$139,410 against the budget.

During the December 20, 2023, Public Board meeting, it was reported that the Superintendent's Discretionary spending for the period of November 23 to December 13 included 1.1FTE for Educational Assistants at SCHS and Landing Trail, 4.0FTE for Child and Youthcare Workers at Lilian Schick and Redwater (2 full time and 2 positions requiring cost top up funds), 0.4FTE Teacher at Landing Trail and 1.0FTE Social Worker Division wide for an additional cost of \$200k against the budget.

During the January 24, 2024, Public Board meeting, it was reported that the Superintendent's Discretionary spending for the period of December 14, 2023 - January 17, 2024, included an additional 1.0FTE for an Educational Assistant to support two grade 1 classes at Bon Accord Community School, additional 0.2FTE for an Educational Assistant at Legal Public School for a new pre-kindergarten student with complex needs with 0.3FTE coming out of the Specialized Learning Supports (SLS) Grant Budget and funding of STEAM PD to build capacity for STEAM programming across the Division; supporting 10 teacher leaders across the Division to attend.

During the February 28, 2024, Public Board meeting, it was reported that the Superintendent's Discretionary spending for the period of January 18 to February 21 included resources for Therapeutic Crisis Intervention in Schools (TCIS), additional funding



for STEAM PD, funding to support Division Drumline Jr. High Training Camp, 1.0 teacher FTE at Redwater School and 1.0 FTE allocation for an EA at BACS.

During the March 20, 2024, Public Board meeting, it was reported that the Superintendent's Discretionary spending for the period of February 22 to March 13 included a refund of \$599 returned to the budget.

Update:

March 14, 2024, to April 17, 2024, the following additional staffing FTE and resources have been allocated to schools using Superintendent Discretionary Fund dollars:

- \$11,000.00 for 1.0 Teacher FTE to cover a returning teacher at Ochre Park School to ensure consistency for students.
- \$9,743.00 for a 1.0 FTE Educational Assistant for the remainder of the school year at Namao School to support a new student with complex needs.

2023 -2024 Superintendent Discretionary				Total Budget	\$ 600,000	
As at April 8, 2024				Total Committed to Student Success		\$ 531,495
				Total Available		\$ 68,505
Budget Item Description	Date	# FTE	# of months	Cost	Budgeted	Available
Direct staffing to schools (K- 12)				\$ 245,856	\$ 500,000	\$ 254,144
Teachers	Avg Cost: \$110,000		Totals: 3.08	\$ 152,240		
Guthrie School	Oct 10, 2023	0.20	8.50	\$ 18,700		
Namao School	Nov 01, 2023	0.38	8.00	\$ 33,440		
Landing Trail School	Nov 01, 2023	0.10	8.00	\$ 8,800		
Landing Trail School	Dec 11, 2023	0.40	7.00	\$ 30,800		
Redwater School	Jan 29, 2024	1.00	4.50	\$ 49,500		
OP	Apr 08, 2024	1.00	1.00	\$ 11,000		
CUPE				Totals: 4.31	\$ 93,616	
EA Colony	May 16, 2023	1.00	10.00	\$ 43,300		
Vocational EA at SCHS	May 25, 2023	-1.00	10.00	\$ (43,300)		
EA at SCHS	Nov 16, 2023	0.61	7.00	\$ 18,490		
EA at LT	Dec 11, 2023	0.50	7.00	\$ 15,155		
EA at BACS	Dec 22, 2023	1.00	6.00	\$ 25,980		
EA at LPS	Jan 11, 2024	0.20	5.50	\$ 4,763		
EA at BACS	Feb 15, 2024	1.00	4.50	\$ 19,485		
EA at Namao	Apr 08, 2024	1.00	2.50	\$ 9,743		
Other (Emergent Priorities staff, non-staff and resources)				\$ 285,639	\$ 100,000	\$ (185,639)
Social Worker SCHS Success Centre	Sep 28, 2023	0.60		\$ 36,498		
Child and Youthcare Workers	Aug 31, 2023	7.00		\$ 78,470		
Child and Youthcare Worker	Dec 11, 2023	1.00		\$ 39,830		
Child and Youthcare Worker	Dec 11, 2023	1.00		\$ 39,830		
Child and Youthcare Worker	Dec 11, 2023	1.00		\$ 9,520		
Child and Youthcare Worker	Dec 11, 2023	1.00		\$ 9,520		
Social Worker Division-Wide	Dec 11, 2023	1.00		\$ 56,200		
STEAM Professional Development	Jan 09, 2024			\$ 13,031		
STEAM Refund	Mar 11, 2024			\$ (599)		
TCIS Resources	Jan 19, 2024			\$ 839		
SPS Division Drumline Jr High Training Camps	Jan 30, 2024			\$ 2,500		



Administration is prepared to respond to questions at the April 24, 2024, Public Board meeting.

Attachment(s):

Not applicable.



Date: April 24, 2024 **Agenda Item:** 8.5

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Shawna Warren, Superintendent

Governance Policy: [Policy 700: Superintendent of Schools](#)

Additional Reference: *Education Act: Sections 8, 11(1), 52-53, 222, 223, 224*
Freedom of Information and Protection of Privacy Act
Superintendent of Schools Regulation 98/2019
Superintendent Leadership Quality Standard

Assurance Domain: Student Growth & Achievement
Teaching & Leading
Learning Supports
Governance
Local & Societal

Superintendent Leadership Quality Standard (SLQS)

SLQS Competencies ([SLQS](#) / [Board Policy 700](#)):

- Building Effective Relationships
- Modeling Commitment to Professional Learning
- Visionary Leadership
- Leading Learning
- Ensuring First Nations, Métis, and Inuit Education for All Students
- School Authority Operations and Resources
- Supporting Effective Governance

Subject: **Superintendent Report**

Purpose:

For information.

Background:

A superintendent of schools, as referred to in the Education Act, as chief executive officer of the board and chief education officer of the school authority, provides the board with information, advice and support required for the fulfillment of its governance role, and reports to the Minister on all matters required of the superintendent as identified in the Education Act and other provincial legislation (SLQS). Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

The Alberta government has a system for schools and school authorities to consistently assess progress and demonstrate success called the Assurance Framework. The framework has 5 assurance areas with related performance measures that enable schools and school authorities to show their communities how they are performing each year.

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

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

Building Effective Relationships

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

- ★ On March 13th, the Superintendent visited the ComTech program at SCHS and engaged in a hands-on activity where they created T-shirts for the entire Central Office team. This creative initiative was inspired by a suggestion from a Central Office staff member, demonstrating a commitment to team building and the practical application of ideas. The event not only showcased the Superintendent's support for educational programs but also highlighted the importance of collaboration and innovation within the school division's community.



- ★ The Superintendent, the Associate Superintendent of Corporate Services and the Director of Facilities participated in ongoing meetings with the Town of Gibbon's Chief Administrative Officer (CAO) and administrative staff. These meetings support the strategic partnership that integrates the Division's capital plan with Gibbon's growth and development objectives. These meetings are instrumental in ensuring that educational planning and town expansion efforts are closely coordinated, reflecting a commitment to mutual progress.
- ★ On March 21, 2024, Four Winds Public School hosted its second Enhanced Bilingual Citizenship Ceremony, an event attended by the Associate Superintendent, Corporate Services. This ceremony marked a significant occasion, following the inaugural event held on June 8, 2023. It was a momentous day dedicated to welcoming new Canadians as they completed their citizenship process. This celebration not only reflected the school's commitment to fostering an inclusive community but also reinforced the importance of citizenship and the shared values of diversity and belonging.
- ★ Since the last report, monthly Principal meetings, organized by school groupings (K-4; K-9, 5-9, and 10-12), have continued to effectively bring together school-based leadership along with the Superintendent and the Education Services leadership team. These sessions have been instrumental as a vital platform for engaging in meaningful discussions, exchanging ideas, and developing innovative strategies aimed at enhancing the success and well-being of both students and staff.
- ★ April 8th, the Superintendent and Division Principal met online with Sturgeon County's Sr. Advisor, Economic Ecosystems & Competitiveness and Director, Economic Innovation and Growth to discuss Hydrogen power, the possibilities for collaboration and educational opportunities for our students.
 - As a result of this meeting, three SPS leaders were sent to the *Accelerating Canada's Hydrogen Future* conference in Edmonton on April 23rd and 24th to further explore and learn about the possibilities of Hydrogen and the role of K-12 Education.
- ★ On the morning of April 12th, the Superintendent brought greetings to the "Teal Up" event at Guthrie School on the Edmonton Garrison military base. The Division is proud of our longstanding history of a strong military family presence across all our schools. This longstanding history was represented by the attendance of military students from: Guthrie, Morinville Public, Four Winds, Landing Trail and Gibbons. The day was a wonderful celebration to recognize the resilience and strength of our military children.

Thanks to the partnership with the Military Family Resource Centre (MFRC), the senior team joined in ordering Teal T-shirts. Additionally, the Board Chair and Trustee Buga attended the event and the Board Chair brought greetings on behalf of the Board of Trustees.



- ★ The Superintendent and Board Chair joined 3rd Canadian Division Support Base Edmonton, Personnel Support Services Commanding Officer Lieutenant Colonel Robert “Sandy” Cooper and Chief Warrant Officer Robert Zavitz for their annual Business Luncheon held Friday, April 12, 2024, at the Edmonton Garrison Officers’ Mess. Attending these luncheons supports the Superintendent to foster positive and productive relationships with members of the local community.
- ★ April 15, the Superintendent met with the Economic Development Officer from Sturgeon County who is responsible for Economic Innovation and Growth to further discuss potential collaboration between the School Division and the County for volunteering and work experience for Sturgeon Public students.
- ★ On the morning of April 23rd, the Superintendent dedicated her time to a classroom visit at Morinville Colony School, immersing herself in the unique educational environment of the school. This visit was an opportunity to engage directly with students and staff. Her presence underscored the Division's commitment to supporting our diverse educational settings and highlighted the importance of understanding the varied contexts in which students learn.
- ★ Preparations are underway for the 2024 Staff Recognition event set to take place on May 17th, continuing a cherished tradition that has been celebrated annually since 1985. This event honours the dedicated service of employees within the Division, acknowledging their contributions and commitment with awards for those who have reached significant milestones in their tenure. The recognition encompasses a range of accolades, including long-service pins and/or gifts, tailored to celebrate the steadfast dedication of staff members to Sturgeon Public Schools. This Board-sponsored event not only serves as an opportunity to appreciate current staff but also to celebrate our retiring employees who have demonstrated considerable loyalty and service to the Division.
- ★ Since its introduction at the start of the 2023-2024 school year, the "Joy Squad" initiative has continued to thrive, fostering a positive team culture within Central Office. This dedicated team has not only maintained its tradition of surprising staff with delightful treats but has also expanded its repertoire of morale-boosting activities. Activities included distributing chocolates on Valentine's Day and orchestrating an Easter Egg hunt right before Spring Break. In April, the squad hosted a pizza lunch for the staff, reinforcing a commitment to foster a positive work environment.
- ★ The Superintendent has sustained an initiative introduced in January 2023, aimed at recognizing Central Office staff members' birthdays each month. This gesture fosters a sense of belonging within the team.

- ★ The Senior Executive Weekly Meetings, an established practice within the organization, bring together key figures including the Superintendent, Deputy Superintendent of Education Services, Associate Superintendent of Corporate Services and Associate Superintendent of Human Resources. The agenda covers Public Board Meeting Presentations, Public Board Meetings and Committee of the Whole Agendas, upcoming Alberta Education Deadlines and any pressing issues that require a collaborative approach. Additionally, the meetings serve as a platform for addressing feedback received from stakeholders or schools that necessitate a team response and reviewing task lists or action items stemming from Board Meetings.

Leading Learning

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

- ★ Registration for the Sturgeon Public Summer School opened on March 18th, 2024, and is scheduled to close on June 21st, 2024. Summer School is designed to meet the diverse needs of high school students seeking to catch up, upgrade or advance in their studies. Offering a range of courses, summer school aims to provide a supportive and enriching environment for academic improvement, fulfillment of graduation requirements or accelerated learning throughout July.
- ★ On April 2, Sturgeon Public Schools sent out an annual Parent Survey via PowerSchool to families within the Division. This survey aimed to gather valuable feedback from parents to enhance programming and services. Parents were encouraged to spend 10-15 minutes providing their input on the school's strengths and areas needing improvement, with assurances that their responses would remain anonymous. The survey window closed on April 11th.
- ★ April is the Month of the Military Child! Each school received a teal version of the school logo via the communications hub, to use throughout April. The Military Family Resource Centre hosted numerous events for youth and families during this month which was shared with families. On April 12th the Division celebrated "Teal Up".
- ★ On April 8, a virtual Therapeutic Crisis Intervention for Schools (TCIS) Life Space Interview (LSI) Refresher, titled "TCIS ONLINE Refresher - Practicing LSI and test review," was offered to Division staff. This session is part of a rotation for training, designed to reinforce and update the skills of educators in managing crisis situations and conducting Life Space Interviews effectively. The refresher course aimed to review key concepts, practice LSI techniques, and prepare participants for the associated test, ensuring that staff remain proficient in these critical intervention strategies.

- ★ On April 8, schools participated in observing the solar eclipse, experiencing approximately 23% coverage. Central Office issued guidance for this event, urging schools to shift outdoor activities between 11:30 a.m. and 1:00 p.m. indoors, prioritizing safety due to the risks of direct sun viewing during the eclipse. Educators were instructed to inform students about these dangers and the necessity of using proper eye protection, like ISO 12312-2 standard glasses. Schools communicated with parents about the eclipse, the safety measures in place and the option for students to opt-out of organized viewing activities. Despite the limited visibility, the event presented an educational opportunity, with recommendations to view the eclipse online through resources like NASA/Exploratorium's livestream.

- ★ On April 8th, a meeting of 19 Learning Support Leads (LSLs) took place to discuss and plan student transitions for the upcoming year. This meeting provided an opportunity for LSLs from receiving schools to meet with their counterparts from sending schools, facilitating better coordination and support for students. Additionally, the LSLs participated in professional development focused on understanding the differences between the medical model and the social model of inclusion, enhancing their approach to student support.

- ★ On April 10th, an invitation-only meeting called TCIS CNN was held, drawing 20 participants from various schools, including administrators, Learning Support Leads (LSLs), Special Program teachers, Educational Assistants (EAs) and Child and Youth Counselors (CYCs). The attendees received specialized training focused on TCIS Complex Needs and Neurodiversity. They were taught how to conduct adapted Life Space Interviews (LSIs), Advocate LSIs, and learned several communication tools useful for working with students with complex needs.

- ★ On April 22nd, the Beginning Teacher Cohort met to explore topics centered around Optimal Learning and Assessment and STEAM education at SPS. The session provided new educators with insights and strategies for integrating science, technology, engineering, the arts and mathematics into their teaching practices. This gathering aimed to enhance the participants' instructional skills and broaden their understanding of effective educational methodologies in these interdisciplinary areas.

- ★ On April 23rd, a meeting of the Learning Coaches took place where they reviewed High Impact Teaching strategies and discussed ways to coach these methods effectively. The coaches explored how to identify and implement these strategies in classrooms, with a specific focus on enhancing math and science lessons. Additionally, there was a discussion on the use of math manipulative kits to aid in teaching, ensuring that these tools are utilized to maximize student engagement and understanding. This meeting served as a touchpoint for exchanging ideas and refining coaching techniques to support educational excellence.

- ★ On April 25th, approximately 19 behavior leads from various schools convened for a meeting. They worked through mock scenarios and developed a Collaborative Support Plan. The meeting also focused on setting up Positive Behavior Supports and strategizing for the upcoming year, aiming to enhance behavior management strategies within their schools.
- ★ On April 26th, the Specialized Programming (formerly GOALS) Cohort met for a half day to do transition meetings for the 2024-2025 school year, review class lists, review resourcing, evaluate this current year and plan for next year.
- ★ On April 29th, a Learning Services meeting will be held on the professional development day, serving as the staff meeting for various learning service providers such as occupational therapists, speech-language pathologists and psychologists. The participants will receive professional development on the differences between the Medical Model and the Social Model. Additionally, the meeting will include transition planning and a review of the Master caseload for the upcoming year.
- ★ On April 29th, the PowerSchool User Group (PSUG) End of Year Meeting will take place, targeting school administrative assistants and office clerks. The meeting will focus on providing updates from the Central Office departments and include a review and training session on the requirements needed to close out the year. This session is essential for ensuring that all administrative staff are well-prepared and informed about end-of-year procedures.
- ★ April 30th - Safety and Restraint Refresher - Train the Trainers for TCIS are meeting to refresh their safety intervention training and Physical Restraint training - focusing on how to teach these techniques in their schools. They will also review the risks of restraint including physical harm, asphyxia and risk to self and the student. Through this they will review "Making high risk decisions" and they will be reminded of the Ministerial Order and documentation provided by the Alberta Government in relation to Physical Restraint and Seclusion guidelines.
- ★ The Sturgeon Public School Division is excited to host its fifth STEAM Games on Thursday, May 23, 2024, at Sturgeon Composite High School, from 9:15 AM to 2:00 PM. Celebrating educational excellence, this event will bring together students from Grades 1 to 12 to engage in challenges based on science, technology, engineering, arts and mathematics, under the theme "A Cosmic Odyssey." Teams will innovate by creating prototypes, designing solutions, and testing devices to address real-world, space-themed problems, fostering skills in collaboration, critical thinking, and creative design.

The STEAM Games are not just a competition but a showcase of the talents and interests of students in STEAM disciplines. Sturgeon County sponsors a complimentary hot dog lunch for students provided by Spirits' Grill.

To support the preparation for this event, an internal website has been established, serving as a hub for detailed challenge information and event specifics. A Technical Package for Administrators and Teachers has been created and is accessible through this site, ensuring that schools are well-prepared upon their arrival at the event. This package provides essential guidance and resources tailored for the participating teams.

- ★ The Superintendent regularly holds one-on-one meetings with direct reports each month, fostering an environment of open communication and tailored leadership across the school division. These essential sessions offer a venue for individual performance reviews, goal-setting activities, and addressing any arising challenges or opportunities. They represent a setting for the Superintendent to extend guidance and support, while also obtaining a holistic view of the division's operations from diverse perspectives. These meetings play a critical role in enhancing the professional development of team members and strengthening the collective efficacy of the leadership team.
- ★ On April 16th, the Superintendent attended the "Superintendent Coaching - Supporting Leaders to Lead" webinar, an interactive session aimed at enhancing the skills of district leaders to become transformational rather than just instructional leaders. The webinar focused on developing participants' influential leadership roles, executive presence and actionable steps to unlock their full potential. This professional learning event targeted at school division superintendents and senior leadership team members was highly recommended for its ability to provide a sanctuary for leaders to engage deeply with critical aspects of their roles.
- ★ On April 18th, the Superintendent attended the Creative Arts Festival at Sturgeon Composite High School, an event held from 3:30 p.m. to 6:00 p.m., marking its inaugural occasion. This early evening event was organized to showcase the Division's artistic talents, featuring a display of "Best of the Best" artworks. These selected pieces will in turn be rotated at Central Office.
- ★ On April 22nd, the Division celebrated its annual Sturgeon Night of Music (SNOM) event at the Winspear Centre, an evening dedicated to showcasing the exceptional talents of students in music. Consistent with tradition, the Superintendent served as the Master of Ceremonies, a role she embraces each year to highlight the importance of music education and the Division's commitment to nurturing student creativity. Through this annual involvement, the Superintendent not only adds a personal touch to the evening but also reinforces the supportive framework the Division provides for arts and culture. The event showcases the vibrant musical talents within the school division.

- ★ The April edition of the Learning Support Lead (LSL) Monthly newsletter highlighted updates from the HUB, including the Professional Development (PD) Menu and Behaviour Supports. A special note was made about the upcoming transitions at the next LSL meeting, urging attendees to come prepared with a completed transition list for discussion. The newsletter also focused on the Behaviour Strategy of the Month, emphasizing "Talk it out rather than act out: Active Listening" for all grades. It encouraged educators to delve deeper into active listening, a key co-regulation strategy combining verbal and non-verbal techniques like silence, eye contact, body language, facial expressions, and managing personal space. The strategy, aimed at fostering understanding and reducing defensiveness, involves letting children talk about their issues, using questions to probe deeper, and employing empathetic responses to connect with and validate their feelings, ultimately promoting change.

Modeling Commitment to Professional Learning

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

- ★ At the CASS Annual Learning Conference on March 20th, keynote speaker Dr. Meredith Honig delved into the transformative role of school authorities in fostering equitable teaching and learning environments. With a focus on students identifying as Indigenous, people of colour, and those experiencing poverty, Dr. Honig, a distinguished Professor of Education Policy, Organizations, & Leadership at the University of Washington, highlighted the overlooked potential of central offices and system education leaders in driving systemic change. Drawing from over a decade of research with her team, she shared compelling insights on how shifting from mere tinkering to profound transformation of central systems, with equity as the primary driver, can lead to substantial improvements in educational outcomes. Through her address titled "From Tinkering to Transformation: How School Authorities Drive Equitable Teaching and Learning," Dr. Honig elucidated the key distinctions between superficial adjustments and deep systemic changes, supporting her arguments with successful examples from various districts. Her extensive background, including the establishment of the District Leadership Design Lab (DL2) and her advisory roles, underscores her commitment to redesigning school district central offices as catalysts for educational equity, emphasizing the strategic position of school district central office leaders in eliminating systemic barriers to educational equity for historically underserved communities.
 - As a result of this professional development session, the Superintendent took the initiative to read Dr. Honig's book titled *From Tinkering to Transformation: How School Authorities Drive Equitable Teaching and Learning* to dig deeper into the research on how to action deep systemic change.

- ★ The Superintendent's commitment to professional learning is exemplified through her engagement with Dr. Dwayne Michael Zarichny's dissertation on "[Supporting Effective School Board Governance](#)." This research resonates with the evolving role of superintendents in Alberta, highlighting a shift from solely managing the board to embodying multifaceted competencies, particularly in fostering effective governance practices. Zarichny's work, addressing the challenge of enhancing superintendent and trustee collaboration for improved governance, echoes the necessity for continuous, research-informed professional development. This alignment emphasizes critical reflection and action on innovative leadership strategies that promise long-term benefits for educational communities.
 - The Superintendent shared the dissertation with the Board of Trustees on April 13, 2024.

- ★ In April, on the 11th, 15th and 22nd, the Superintendent participated in the continuation of the CASS Continuing Education Program (CEP) Course Development titled "Supporting Effective Governance". This marked the development of the second course in the series. Dr. Scott Morrison, a retired Superintendent, led an advisory team including Superintendent Warren and 6 current Alberta Superintendents. Collective efforts were focused on enriching the curriculum for a second course aimed at both current and aspiring Superintendents, thereby making a significant contribution to the CASS CEP program.

- ★ On April 11th, the Superintendent, Principals, Vice Principals and Central Office leadership team members convened for a follow-up event titled "Building Leaders: Using Feedback and Execution to Change the Game". This full-day professional development session built upon the foundations laid during the September executive coaching day with Betsy Wierda, focusing on the exploration of 360 feedback, identification of key strengths, enhancement of school systems and evolution of leadership practices. The day was dedicated to examining survey data through a strength-focused lens, reviewing the 4 Essential Roles of Great Leaders, and delving into the 4 Disciplines of Execution. The objective was to leverage these insights and frameworks to set effective professional growth plan goals, marking a significant step in the continuous development of leadership within the school division.

- ★ April 17, 2024 - Second Meeting - CASS CEP program - Working Committee - Self-Assessment Tools for Regulated Members - The Superintendent is participating on a committee with fellow Superintendents to develop self-assessment tools to support CASS regulated members (Superintendents and Deputy Superintendents) in self-assessing their professional capacity as it relates to Alberta's professional practice standards. Once developed, these tools will be integrated into the CASS Continuing Education Program, offering members valuable resources for identifying their professional learning needs specific to system education leadership.

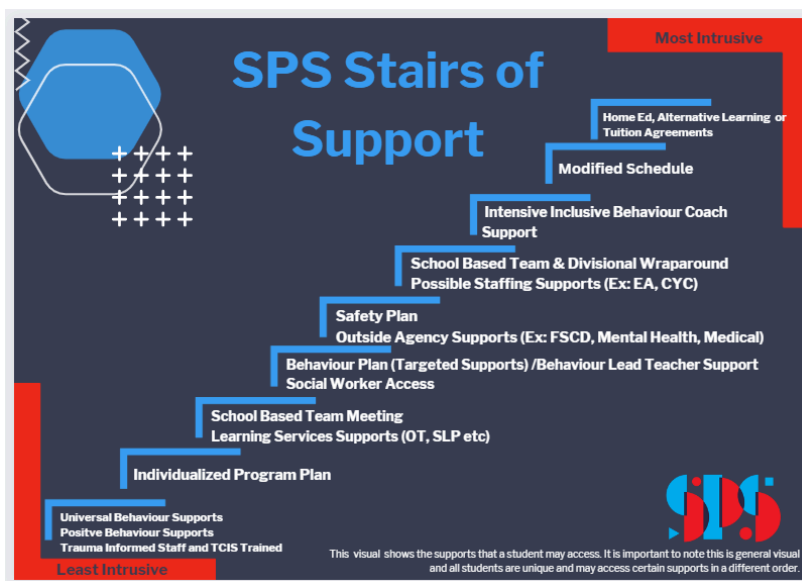
The committee discussed what could be developed for self-reflection tools for system education leaders and conceptualized what system education leaders need to further their professional growth. These self-reflection tools will be used in the new Continuing Education Program (CEP), framing what we develop with the professional practice standards as they relate to reflective practice.

- ★ School leadership teams from the Division attended the uLead 2024 conference, hosted by the Council for School Leadership of the Alberta Teachers' Association. From April 14-16, they participated in engaging discussions on innovative leadership practices. This event provided an opportunity for local leaders to explore pioneering leadership models and to connect and network through a series of keynote and breakout sessions.
- ★ On April 18th, the Superintendent, Deputy Superintendent, Division Principals and Education Services Directors engaged in a follow-up discussion with a member from FranklinCovey, focusing on the 4 Essential Roles and the 4 Disciplines of Execution. This meeting centered around the concept of WIGs (Wildly Important Goals) and the development of a Division Partnership aimed at moving forward strategically. The session provided a platform for in-depth dialogue on how to effectively implement these disciplines and roles within the division, leveraging the expertise of FranklinCovey to enhance leadership practices and drive organizational success.

Visionary Leadership

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

- ★ This year the Division introduced Inclusive Behaviour Coaches. This visual illustrates all of the supports we have for behaviour in SPS.



- ★ The Alberta Minister of Education, Demetrios Nicolaides, announced the 2024/25 Minister's Youth Council call for applications on March 25. This initiative seeks to involve around 40 junior and senior high school students aged 14 to 19 from various backgrounds in Alberta, to have a say in the educational system. Participants will interact directly with the minister and senior leaders, offering insights to improve education. The announcement praised the previous council's contributions and indicated plans to include new and returning members. This opportunity allows students to impact education policy, develop leadership skills, and leave a lasting legacy. Applications are open until April 30, 2024. This information was shared with school leadership teams to encourage youth participation.
- ★ April 17th - First Meeting - The Superintendent was asked to join the Canadian Interscholastic Athletic Administrators Association (CIAAA) through a recommendation from a colleague. The CIAAA is a National Organization that promotes educational athletics through the professional development of Athletic Administrators with a focus on character and leadership. The group was looking for Superintendents who are champions of school athletics. This Association is bringing together a group of superintendents from British Columbia, Alberta, Saskatchewan, Manitoba and Prince Edward Island as an advisory group to discuss how we can grow the support for athletics in our schools.

Ensuring First Nations Métis and Inuit Education for all Students

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

- ★ In April, the Indigenous Education Hub chose "Connections to the Land" as its monthly focus, underscoring the importance of land-based learning across all educational levels. For students in Kindergarten through Grade 3, as well as Grades 4-6, the hub is introducing resources from the KTCEA's initiative to develop a Common, Consistent Curriculum. This curriculum aims to harmonize teaching and learning across schools and grades, embedding it deeply in Cree language and culture, local ways of knowing and being, and crucially, land-based education. This approach is extended to students in grades 7-12, ensuring a consistent and culturally grounded educational experience throughout their schooling. Additionally, a YouTube video on Métis land-based learning is included among the resources, offering a broadened perspective on the diverse indigenous approaches to education that connect students more deeply with their heritage and the environment.
- ★ In partnership with Alberta Education, the College of Alberta School Superintendents (CASS) will host the First Nation, Métis, and Inuit Education Gathering from April 24-26, 2024, at the Fantasyland Hotel in Edmonton. The event, themed "Kinship Relations for Student Success," encourages kinship and learning.

In early January, Divisions were invited to nominate an Elder to attend the Gathering as a guest of CASS. Sturgeon Public School Division nominated Elder Adam North-Peigan. A total of 26 Elders and Knowledge Keepers from different school authorities were nominated this year. The Division is excited to announce that Elder North-Peigan was chosen to attend this gathering. With support from the Ministry, CASS will waive Elder Adam's registration fees, including the banquet, and provide accommodation at the Fantasyland Hotel for two nights. The Division will provide Elder North-Peigan with an honorarium to honour the Elder's time and knowledge.

This represents an exciting opportunity to participate in cultural discussions and explore how kinship ties can improve academic achievement and holistic well-being. Several leaders from Sturgeon Public Schools will also attend the gathering alongside Elder North-Peigan.

- ★ On April 3rd, a quarterly leadership meeting took place as part of an ongoing initiative that began on May 5, 2022, when leadership staff from Sturgeon Composite High School, Camilla School, and senior executives met with the administration from the Alexander First Nation Education (AFNE) and KEC leadership at the Kipohtakaw Education Centre. This initiative aimed to strengthen connections between the respective communities, support smooth transitions between schools and explore collaborative opportunities. During the initial 2022 meeting, it was agreed to establish regular meetings, rotating among the schools involved. The April 3rd session with KEC, involving representatives from Sturgeon Public and Kipohtakaw Education Centre, is a continuation of these efforts, focusing on enhancing educational outcomes and fostering community ties through strategic discussions and shared planning.

- ★ On April 30th, the Call to Action Cohort is scheduled to meet at Alexander First Nation to engage in a session focused on strengthening community connections, cultural teachings and learning about Treaty relations. This meeting aims to bring together various stakeholders to enhance understanding and cooperation through cultural exchange and educational discussions. It represents a significant opportunity for participants to deepen their appreciation of indigenous cultures and the historical and ongoing implications of treaties.

School Authority Operations and Resources

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

- ★ To enhance operational efficiency and effectiveness, a *Transportation Information for Schools Guide* was created to be shared with school administrators, administrative assistants and office clerks. It is a quick reference guide for information related to Transportation Services.

- ★ On March 28th, the Division hosted a Trade Show Equipment Fair at SCHS for our Sturgeon Custodial/Caretaker staff. The staff engaged in a practical session, starting up the snow removal equipment to provide a refresher on its operational process, engaging in product demonstrations and the safe handling of the equipment, including a review of the Personal Protective Equipment (PPE).



- ★ In an organizational shift, the reporting structure for Finance Clerks and Business Managers was changed to direct reporting to the Principals, integrating them as part of the school staff. This decision was shared in advance with the Division Leadership to ensure transparency. Effective April 1st, 2024, all employment-related matters for these roles, including performance reviews and time-off requests, will now bypass the Finance Department and be managed by the Principals. Despite this change, the Finance Department continues to support these staff members with meeting deadlines, training opportunities and daily assistance.

- ★ On April 2, 2024, the Joint Workplace Health & Safety Committee (JWHSC) convened to discuss several key points. In the meeting, it was reported that most locations have achieved over a 90% completion rate for the Hour Zero initiative, with the Director of Human Resources tasked to follow up with schools below this threshold. The Director also briefed on the progress of the Occupational Health & Safety Management System, developed through the Alberta Association for Safety Partnerships, indicating that a draft will soon be reviewed by the Senior Executive team, with potential for committee collaboration on form development.

Additionally, the committee reviewed incident reports, noting 89 employee incidents recorded, 59 of which occurred since December 2023. No formal worker concerns were presented, though efforts are ongoing to enhance incident reporting efficiency, including the introduction of Google Forms and the rollout of Chromebooks to alleviate access issues on mobile phones. The committee also plans to recruit new members in the upcoming school year.

- ★ Ongoing Weekly Budget Meetings: Since the end of February, the Superintendent has been holding regular weekly meetings with the Senior Team, focusing on strategically and proactively planning the resource allocation for the 2024-2025 school budgets. This initiative began in anticipation of and continued after, the release of the Division's funding profile and the [Funding Manual](#) on March 28, 2024. The objective behind these ongoing discussions is to ensure that the decisions made reflect the best interests of Sturgeon Public students, with an emphasis on directing financial resources effectively into classrooms.
- ★ April 22nd and 23rd, Principals will meet with the Associate Superintendent of Corporate Services and the Executive Director of Corporate Services for an overview and introduction of the budget for the 24-25 school year. The meetings will include:
 - an explanation of where we are at currently and the prior year's allocation;
 - the changes in MyBudgetFile compared to the RPT format;
 - explanations of the structure and fund allocations for the 2024-2025 school year; and
 - the overall budget process and expectations.
- ★ The reception area at Central Office experienced a technology update. The TV display, which had previously required a laptop to mirror information, has been upgraded. This improvement allows the display to autonomously show useful information for visitors without the need for a laptop connection. Consequently, the spare laptop, once dedicated to this task, became available for broader use. It was particularly mentioned that this laptop could assist parents without home computer access in completing online registrations and it was also made available to staff members as needed.

- ★ Sturgeon Public School Division is set to continue its partnership with CASA Mental Health into the 2024-2025 school year, maintaining the provision of mental health support for rural students and families within its schools. This collaboration, which began in 2022, is bolstered by the Government of Alberta's commitment of \$87 million to enhance child and youth mental health services. For the 2024/25 school year, mental health classrooms will support students in Grades 7-9 at Guthrie School, while Grades 10-12 will continue at Sturgeon Composite High School. The CASA Teams, including mental health therapists, support assistants and allied health supports, will continue to provide comprehensive services.

Supporting Effective Governance

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

- ★ The Superintendent provided Trustees with the monthly speaking points for School Council meetings and Stakeholders in general to support effective governance. Topics include:
 - Standing Items
 - Trustee Talk
 - Board Meetings are recorded and online
 - Focused and Effective Communication
- ★ On the afternoon of April 24th, the Board of Trustees and senior administration from Sturgeon Public School Division will meet with representatives from Greater St. Albert Catholic Schools. This meeting aims to explore potential collaboration opportunities between the two school divisions. The meeting is aligned with the Board's Strategic Plan and meets the Board's legislative responsibility to "collaborate with other boards in order to effectively address the needs of all students and manage the use of public resources" (Education Act Section 33 (1)(f)).
- ★ The "Superintendent Week-at-a-Glance" initiative, which was launched in the 2022-2023 school year, continues to play a crucial role in enhancing transparency and trust within the school community. This ongoing effort involves sharing the Superintendent's weekly schedule with the Board, school-based leaders and central office leadership, providing insights into the Superintendent's planned activities for the upcoming week. This practice is instrumental in promoting transparency and improving communication.

- ★ The Board Chair, Vice Chair and the Superintendent continue to hold regular agenda review meetings for the Committee of the Whole and Public Board sessions, demonstrating their commitment to thorough preparation and strategic foresight. Conducted prior to each meeting, these reviews run through the agenda package to ensure administration is well-prepared to address all topics and provides the required information to support the Board's governance role.
- ★ In supporting the Chair and Board of Trustees, the Superintendent facilitated the dissemination of crucial updates to the Sturgeon Public Schools (SPS) community, including students, families, and staff, regarding the legal case of Ardmore Properties Inc. v Sturgeon School Division No. 24. This effort was aimed at maintaining transparency and ensuring all stakeholders were well-informed about the developments in the case. A letter was sent out, detailing the events following the initial court decision on October 12, 2022. It highlighted that Ardmore Properties Inc. had appealed against both the decision and the costs award, but notably discontinued the substantive appeal shortly before the Court of Appeal date on March 5, 2024, leaving only the appeal of the costs award to be addressed. The Court of Appeal of Alberta's dismissal of the costs award appeal meant that the original court decision would stand without further proceedings. By relaying this information, the Superintendent supported the Board to conclude a complex and extended legal battle, ensuring the SPS community understood the finality of the court's decisions and the implications for the Division.
- ★ Throughout the year, during the Committee of the Whole meetings, School Leadership Teams were invited to present information about their schools to the Board of Trustees. These sessions offered valuable insights into each school's operations and achievements. Following these presentations, the Superintendent took the initiative to send letters to all Administration teams, providing feedback on their Board Presentations.
- ★ The Superintendent remains committed to ensuring the continuous creation and distribution of the "Trustee Talk" newsletter on a monthly basis, reflecting an ongoing effort to maintain open and effective communication within the Division. This initiative involves not only the distribution of the newsletter throughout the Division but also its publication on both the Division's website and the web pages of all schools. By doing so, the Superintendent facilitates a transparent sharing of information, updates and insights from the Trustees, ensuring that all members of the school community are informed.

Administration is prepared to respond to questions at the April 24, 2024, Public Board meeting.

Attachment(s):

Not applicable.



Date: April 24, 2024 **Agenda Item:** 8.6

To: Board of Trustees

From: Shawna Warren, Superintendent

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

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

Additional Reference: [Board Policy 221: Role of the Trustee](#)
[Board Policy 700: Superintendent of Schools](#)
[AP243: School Education Plans and Annual Results Report](#)
Education Act Section 55
School Councils Regulation
Alberta School Councils' Association School Council Resource Guide

Assurance Domain: Learning Supports
Governance
Local & Societal

Superintendent Leadership Quality Standard (SLQS)
SLQS Competencies ([SLQS](#) / [Board Policy 700](#)):
Building Effective Relationships
Visionary Leadership
Leading Learning
Supporting Effective Governance

Subject: **Administrative Procedure 211: School Councils**

Purpose:
For information.

Background:

A new Administrative Procedure, *Administrative Procedure 211: School Councils* was created to outline the legislative operational requirements, responsibilities and role of school councils. School Councils are an important link between the Division and school communities. School Councils bring forward critical perspectives about education, the needs of schools and concerns of the community.

The Superintendent recognizes that community support of schools enhances the quality of learning outcomes for students and School Councils have the potential to foster such community support. The Superintendent supports the required establishment of school councils in a manner consistent with the Education Act, the School Councils Regulation and the Alberta School Councils Resource Guide.



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

Administrative Procedure 211: School Councils was brought to the March 6, March 20 and April 10, 2024 Committee of the Whole meetings for review.

Administration is prepared to respond to questions at the April 24, 2024, Public Board meeting.

Attachment(s):

1. Administrative Procedure 211: School Councils



211: School Councils

Responsible Administrator: Deputy Superintendent, Education Services

Background

The Education Act states that, for each school operated by a Board, a school council must be established in accordance with the regulations.

School Councils are an important link between the Division and school communities. School Councils bring forward critical perspectives about education, the needs of schools and concerns of the community.

The Superintendent recognizes that community support of schools enhances the quality of learning outcomes for students in the classrooms and School Councils have the potential to foster such community support. The Superintendent supports and encourages the formation of School Councils for each of its schools in accordance with the Education Act and the School Councils Regulation.

Procedures

1. Each School Council is guided by section 55 of the *Education Act*, School Councils Regulation and the Alberta School Councils' Association School Council Resource Guide.
2. The School Council may, at its discretion, advise the Principal on matters relating to the school's:
 - 2.1 Overall mission, philosophy, policies, rules and goals
 - 2.2 Education Plan
 - 2.3 Budget

2.4 Annual Education Reporting Results (AERR)

2.5 The delivery of instructional and support programs

2.6 Fundraising activities

3. The Principal is responsible for reporting the following to the School Council:

3.1 Budget (quarterly)

3.2 Education Plan (annually)

3.3 Annual Education Results Report (AERR) (annually)

3.3 Counselling and Wellness Plans (annually)

4. Opportunity for Communication between School Councils and the Board of Trustees is extremely important. As per *Board Policy 221: Role of the Trustee*, the designated Trustee may attend School Council meetings as a non-advisory, non-voting member.

4.1 A School Council may request an appointment to meet with the Board at a meeting of the Board regarding one or more issues specified in the request;

4.1.1 The request shall be in writing to the Superintendent.

5. A Council of School Councils (COSC) provides an opportunity for the Division's school council membership to meet and share strategies and experiences. COSC enables effective communication among the School Councils, the Division, the Superintendent and the community. As per *Board Policy 225: Role of the Board*, COSC will meet at least once annually.

Conflict resolution

School Councils and principals are encouraged to make every effort to work together constructively and positively to resolve issues. When an impasse occurs between the School Council and the school's Principal regarding policies proposed or adopted for the school, the following procedures to determine a final and binding decision shall apply.

6. As per the Education Act 55(8), procedures for Conflict Resolution between School Council and the Principal include but are not limited to the following:

6.1 In the event of such a dispute, either the Chair of the School Council or the Principal may request the Superintendent to act as, or to appoint a designate to assist in the resolution of the impasse.

6.2 If reasonable mediation efforts by the Superintendent fail to bring about a successful resolution, then the Superintendent shall make a decision regarding the matter and inform the parties in writing of that decision in a timely manner.

6.3 Either the School Council Chair or the Principal may submit a written appeal to the Board regarding the Superintendent's decision within ten (10) days from the date of receipt of that decision under the Board's policy on appeals.

6.4 The decision of the Board or its committee making such a decision on appeal will be final and binding on all parties concerned with the matter under appeal.

School Council Reporting Requirements

7. Pursuant to School Councils Regulation, the Chair of the school council must prepare and provide to the Board annually, by September 30 of each year, a written report:

7.1 Summarizing the activities of the school council in the previous school year; The template will be provided. Template can be seen in Appendix A.

7.1.1 A financial statement relating to money handled by the school council in the school year, detailing the receipt, handling and use of any money by the school council in the previous school year;

7.2 School Councils are to maintain, at the school, an official record book containing minutes of each meeting of the School Council for at least 7 years, signed by the Chair and the person preparing the minutes, and to make such record available to the Superintendent on request.

7.3 School Councils shall communicate results of any studies undertaken and/or articles outlining significant accomplishments, major school events or projects to the Division as prudent to do so;

7.3.1 Submissions shall be coordinated by the School Council Chair through the principal to the Deputy Superintendent Education Services.

Dissolution

The Division accepts its responsibility to ensure that the best interests of its students and their community are being served by the presence of a School Council. Circumstances may occur where the Board may determine it is advisable and necessary to move to dissolve a School Council

8. As per the Education Act 55(9), The Board may request that the Minister of Education dissolves a School Council if the Minister is of the opinion that the School Council is not carrying out its responsibilities.

9. The Board may request the Minister to dissolve or suspend a School Council if, in the opinion of the Board, such negative conditions exist (e.g. fraudulent, criminal or unethical behaviour; internal dissension or adversarial relationships; disruption to the tone or climate of a school; or ongoing, unresolved disputes between council and Principal) that the interests of the students are not being well served.

10. Where the Board determines that it will submit a request for such dissolution to the Minister, it will provide written notice to that School Council and provide opportunity for the School Council to meet with the Board to discuss the concerns, before asking the Minister to proceed.

11. Where the Minister dissolves a School Council or where establishment is unsuccessful, the Principal is required to take all reasonable steps to establish an interim advisory committee for the school to serve as a School Council for the remainder of the school year. Such a committee is to include several parents, a teaching staff member and a minimum of one (1) community member.

References:

Appendix A: Reporting Template

Board Policies:

221: Role of the Trustee

225: Role of the Board

Education Act Sections: 33, 52, 53, 55, 197, 222, 251

School Councils Regulation 94/2019

Alberta School Councils' Association School Council Resource Guide

AP243: School Education Plans and Annual Results Report

History

2024 Mar 06 Procedure Established

Administrative Procedures II. School Board Governance and Operations

Name of School

School Council

Year in Review 20xx – 20xx

Written by:

Chairperson

Enter Name:

SCHOOL COUNCIL YEAR IN REVIEW

20xx – 20xx

Include a comprehensive summary of each meeting – i.e. Executive elections, COSC, Names/Titles of presentations or reports and name of each presenter (i.e. Principal, PFA, outside organizations).

September 20xx

Sample information/update/presentation to include in report:

- Election of Executive
- School Code of Conduct
- Open House/Meet the Staff Event
- Upcoming Events
- PFA Report
- Report from Principal

October 20xx

Sample information/update/presentation to include in report:

- Enrollment update from Principal
- Upcoming Events
- PFA Report
- Report from Principal

November 20xx

Sample information/update/presentation to include in report:

- Accountability Pillar Results from Principal
- Information from Council of School Council's Meeting
- Remembrance Day Ceremony
- Upcoming Events
- PFA Report
- Report from Principal

December 20xx

Sample information/update/presentation to include in report:

- Sturgeon Public Schools Annual Education Results Report from Principal
- Upcoming Events
- PFA Report
- Report from Principal

January 20xx

Sample information/update/presentation to include in report:

- School Education Plan from Principal

- Upcoming Events
- PFA Report
- Report from Principal

February 20xx

Sample information/update/presentation to include in report:

- Review School Supply List for upcoming school year
- Review Code of Conduct for upcoming school year
- PFA Report
- Report from Principal

March 20xx

Sample information/update/presentation to include in report:

- Upcoming Events
- PFA Report
- Report from Principal

April 20xx

Sample information/update/presentation to include in report:

- Upcoming Events
- PFA Report
- Report from Principal

May 20xx

Sample information/update/presentation to include in report:

- Upcoming Events
- PFA Report
- Report from Principal

June 20xx

Sample information/update/presentation to include in report:

- Sturgeon Public Schools Education Plan
- Upcoming Events
- PFA Report
- Report from Principal

Name of School
School Council - Financial Statement
REPORTING PERIOD: September 1, 20xx - August 31, 20xx

ASSETS	Cash/Bank Account/Common Shares	\$	
	List any other Assets:		
	•	\$	
	•	\$	
	•	\$	
	TOTAL ASSETS	\$	
LIABILITIES	TOTAL LIABILITIES	\$	
INCOME	List Income:		
	•	\$	
	•	\$	
	•	\$	
	TOTAL INCOME	\$	
DISBURSEMENTS	List Disbursements:		
	•	\$	
	•	\$	
	•	\$	
	TOTAL DISBURSEMENTS	\$	
PROFIT/LOSS	Bank Balance Sept 1, 20xx	\$	
	Withdrawals	\$	
	Deposits	\$	
	Bank Balance August 31, 20xx	\$	

THIS FINANCIAL STATEMENT HAS BEEN REVIEWED AND APPROVED BY:

Name:	
Position:	
Date:	

NOTE: This report is based on funds managed by the School Council, not funds managed by the school Fundraising Society.



Date: April, 2024
To: Board of Trustees
From: Irene Gibbons, Ward 7
Governance Policy: [Policy 235: Board Operations](#)
Subject: Trustee Report

Purpose:

For information.

Background:

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

- April 5, 2024 Redwater Mayoral Breakfast
- April 8, 2024 Gibbons School Council Meeting
- April 9, 2024 Committee of the Whole Agenda Review
- April 9, 2024 Landing Trail School Council and PIA AGM
- April 10, 2024 Committee of the Whole Meeting
- April 12, 2024 Teal up at Guthrie
- April 12, 2024 Services Business Lunch
- April 15, 2024 Namao School Council Meeting
- April 18, 2024 Creative Arts Festival
- April 19, 2024 Zone 2/3 Meeting
- April 19, 2024 Public Board and Committee of the Whole Agenda Review
- April 22, 2024 Sturgeon Night of Music
- April 24, 2024 Public Board Meeting
- April 24, 2024 Meeting with Greater St. Albert Catholic Schools Board of Trustees



Date: April 24, 2024
To: Board of Trustees
From: Cindy Briggs, Ward 2
Governance Policy: [Board Policy 235: Board Operations](#)
Subject: Trustee Report - April

Purpose:
For information.

Background:

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

- April 9, 2024 Agenda Review Meeting
- April 10, 2024 Committee of the Whole Meeting
- April 11, 2024 Public School Board Association Supper and Speaker
- April 18, 2024 Legal Public School Council Meeting
- April 19, 2024 Agenda Review Meeting
- April 22, 2024 Sturgeon Night of Music
- April 23, 2024 Bon Accord Community School Council
- April 24, 2024 Public Board Meeting
- April 24, 2024 Meeting with Greater St. Albert Catholic School Board



Date: April 24, 2024
To: Board of Trustees
From: Trish Murray-Elliott, Ward 4
Governance Policy: [Policy 235: Board Operations](#)
Subject: Trustee Report

Purpose:
For information.

Background:

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

- April 3, 2024 Morinville Chamber of Commerce, Speaker MLA Dale Nally
- April 10, 2024 Committee of the Whole Meeting
- April 10, 2024 ICE Presentation, Sturgeon Heights School
- April 11, 2024 PSBC PD Sessions
- April 11, 2024 Sturgeon Heights School Open House
- April 12, 2024 PSBC Council Meeting
- April 22, 2024 Sturgeon Night of Music
- April 24, 2024 Public Board Meeting
- April 24, 2024 Meeting with GSACRD



Date: April 24, 2024
To: Board of Trustees
From: Stacey Buga, Ward 5
Governance Policy: [Board Policy 235: Board Operations](#)
Subject: Trustee Report

Purpose:
For information.

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

<u>Date</u>	<u>Event</u>
3-Apr-24	Morinville Chamber Luncheon
3-Apr-24	Meeting with Principal
5-Apr-24	Redwater Mayor's Breakfast
8-Apr-24	ÉMPS School Council
9-Apr-24	Alternate Learning School Advisory
10-Apr-24	Committee of the Whole
11-Apr-24	Four Winds School Council
12-Apr-24	Teal Up Day at Guthrie
15-Apr-24	ASBA Speaker's Corner
17-Apr-24	ÉMPS Spring Concert
18-Apr-24	Sturgeon Creative Arts Festival
19-Apr-24	ASBA Zone 2/3 (afternoon)
22-Apr-24	Sturgeon Night of Music
24-Apr-24	Public Board Meeting
24-Apr-24	Meeting with GSACRD



Date: April 24, 2024 **Agenda Item:** 9.3

To: Board of Trustees

From: Shawna Warren, Superintendent

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

Governance Policy: [Board Policy 230: Board Committees](#)
[Board Policy 700: Superintendent of Schools](#)

Additional Reference: [Board Policy 230: Appendix A - Committee of the Whole](#)
Education Act: Sections 51, 52(1)(b)
Board Procedures Regulation 82/2019

Assurance Domain: Governance
Local & Societal

Superintendent Leadership Quality Standard (SLQS)

SLQS Competencies ([SLQS](#) / [Board Policy 700](#)):

Building Effective Relationships
School Division Operations and Resources
Supporting Effective Governance

Subject: **Committee of the Whole Report**

Purpose:

For information.

Background:

The Board believes that the work of the Board may be facilitated through committees, both standing and ad hoc, task groups, and/or other structures as determined from time to time (Policy 230). The Board may delegate responsibilities and duties to such committees and task groups while retaining Board governance regarding any or all decisions or recommendations made by these committees. The Committee of the Whole is established pursuant to Section 52 (1) (b) of the Education Act.

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

deeper level of understanding prior to the consideration of the matter at a Regular Board Meeting (Policy 230, Appendix A).

On March 20, 2024, and April 10, 2024, the Committee of the Whole met to discuss a number of topics chosen in advance by both the Board of Trustees and the Senior Administrative Team. The following reports attached are a record of those meetings.

The Board Chair is prepared to respond to questions at the April 24, 2024, Public Board meeting.

Attachment(s):

1. Approved Minutes of the Meeting - March 20, 2024
2. Unapproved Minutes of the Meeting - April 10, 2024 (To be brought forward for approval at the April 24, 2024, Committee of the Whole).

**MINUTES OF THE
COMMITTEE OF THE WHOLE**

Meeting held at the Frank Robinson Education Centre Boardroom, in
Morinville, Alberta

On Wednesday, March 20, 2024, at 1:25 p.m.

APPROVED

Attendance:

Irene Gibbons, Board Chair

Cindy Briggs, Vice Chair

Janine Pequin, Trustee

Joe Dwyer, Trustee

Stacey Buga, Trustee

Trish Murray-Elliott, Trustee

Shawna Warren, Superintendent

Sean Nicholson, Associate Superintendent, Corporate Services

Steven Holkham, Director, Facility Services

arrived at 2:58 p.m

left meeting at 3:11 p.m.

Michelle Wilde, Recording Secretary

Regrets:

Tasha Oatway-McLay, Trustee

1. Call to Order

Chair Gibbons called the meeting to order at 1:25 p.m.

2. Approval of the Agenda

Moved by Trustee Murray-Elliott that the Board of Trustees accept the agenda as amended with the following changes:

6.1 Sand/Playground messaging

8.2 Budget

Policy 230 Appendix A

CARRIED UNANIMOUSLY

3. Approval of the Committee Minutes

Moved by Chair Gibbons that the Committee of the Whole meeting minutes of March 6, 2024, be revised and brought to the April 10, 2024, for review and approval.

CARRIED UNANIMOUSLY

Comments by the Committee:

- The Board of Trustees would prefer minutes remain at a high level and highlight the work being done at Committee of the Whole.
 - Audio recording of future meetings with a transcription are to be kept in an internal drive for reference purposes.

4. Presentations - No presentations.

5. Policy

5.1 5.1 PSBAA - Module 7 - Exercising Authentic Governance: The School Board's Role as Policymaker

The Board of Trustees discussed the importance of policies and the purpose of the previous Policy Committee.

5.2 Policy 305: School Councils: Shawna Warren, Superintendent recommended this policy be rescinded and replaced with an Administrative Procedure.

[Policy 305: School Councils will be brought to the April 24, 2024, Public Board meeting.](#)

5.2.1 Administrative Procedure 211: School Councils: Shawna Warren, Superintendent, presented the new Administrative Procedure 211: School Councils.

Questions by the Committee:

- Trustee Buga - 6.1.1 Complaints 5 days no later than 10 days 6.3 add trustee of the repeal, can you clarify? Should Trustees recuse themselves?
 - Superintendent Warren - I will bring back information and confirm.

[Administrative Procedure 211: School Councils will be brought to the April 10, 2024, Committee of the Whole meeting for further discussion.](#)

5.2.2 Policy 225: Role of the Board: Shawna Warren, Superintendent, presented amendments to Policy 225: Role of the Board as discussed at the March 6, 2024, Committee of the Whole meeting.

Discussion held around Alberta School Council Association membership and conference.

[Policy 225: Role of the Board will be brought to the April 10, 2024, Committee of the Whole meeting for further discussion.](#)

5.3 International Trips in 2024: Shawna Warren, Superintendent provided information on International Trips in 2024.

- Rugby in Ireland March 20-29; and
- Social Studies March 22-27, Mediterranean trip.

6. Capital Projects and Facility Services Department Update - No update.

6.1 Sand/Playground Messaging: Trustee Briggs requested clarification on the cost of sand.

Steven Holkham, Director, Facility Services provided information on the cost:

- Original cost includes trucking to remove and then move sand around. Higher risk equipment dig further down. Different requirements for different equipment. Small repairs, anything from hardware, that doesn't require buying assembly pieces purchased from a playground manufacturer if not able to be fixed will be removed.

Questions by the Committee:

- Trustee Briggs - What kind of sand are we using? The schools believe they are responsible for the sand in the playground. But the Board is responsible for the health and safety of the students. Are we liable if a student gets hurt?
 - Chair Gibbons - it has to be playground sand.
 - Associate Superintendent Nicholson - The Division does not support sand replacement. There is no funding from Alberta Education for playground maintenance. Any allocated funds would come out of classrooms.
- Trustee Briggs - If someone gets hurt, are we liable?
 - Associate Superintendent Nicholson - We would shut down the playground if it is a severe safety issue. We are looking for alternative ways to get sand.

7. Advocacy

7.1 ASBA: The Board of Trustees discussed potential position statements.

7.2 PSBAA: No discussion on PSBAA.

7.3 Upcoming School Events/Trustee Attendance

The Board of Trustees reviewed upcoming school events.

- Trustees Dwyer, Murray-Elliott and Buga would like to attend the Chamber of Morinville State of Province on April 3.

- Chair Gibbons and Trustee Buga would like to attend the Town of Redwater Mayor's Breakfast on April 5.

7.4 2023-2024 Board Strategic Plan

The Board of Trustees discussed progress on the Board Strategic Plan.

8. Audit, Finance and Human Resources

8.1 Trustee Monthly Expense Report

The Board of Trustees reviewed the Trustee Monthly Expense Report.

Questions by the Committee:

- Trustee Murray-Elliott - What does per diem benefits mean?
 - Associate Superintendent Nicholson - It is the benefits you pay on the Per Deim amount (CPP or an associated ASEBP benefits).

8.2 Budget Clarification

The Board of Trustees asked clarifying questions on the budget process.

Questions by the Committee:

- Trustee Murray-Elliott - I'm concerned that we have enough time to discuss. One of the most important jobs and put emphasis on it.
 - Superintendent Warren - Budget will be discussed at the two April Committee of the Whole meetings and the May Committee of the Whole. Additional meetings can be scheduled if the Board feels they have not had enough time to review the budget.

9. Transportation - No update.

10. Governance

10.1 2024-2025 Board Meeting Schedule

The Board of Trustees reviewed different options for the 2024-2025 Board Meeting Schedule.

10.2 PSBAA Professional Development

Agenda item deferred.

10.3 Trustee Handbook Review - 2023-2024

Agenda item deferred.

10.4 Board Meeting Procedures Review - Robert's Rule of Order - Board Meeting in Slow Motion.

Agenda item deferred.

11. Adjournment

Trustee Pequin adjourned the meeting at 3:41 p.m.

Next meeting: Wednesday, April 10, 2024 (*FULL DAY*)

MINUTES OF THE COMMITTEE OF THE WHOLE

Meeting held at the Frank Robinson Education Centre Boardroom, in
Morinville, Alberta

On Wednesday, April 10, 2024, at 9:00 a.m.

Attendance:

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

Presentation Attendees:

Jenaia Gingras, Principal	<i>arrived at 9:07 a.m.</i>	<i>left meeting at 9:39 p.m.</i>
Lori Moores, Vice Principal	<i>arrived at 9:07 a.m.</i>	<i>left meeting at 9:39 p.m.</i>
Jeff Borle, Principal	<i>arrived at 9:40 a.m.</i>	<i>left meeting at 10:25 p.m.</i>
Shannon Requa, Director, Education Planning	<i>arrived at 9:07 a.m.</i>	<i>left meeting at 10:25 p.m.</i>

1. Call to Order

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

2. Approval of the Agenda

Moved by Trustee Murray-Elliott that the Board of Trustees accept the agenda as amended with the additions below:

- 9.6.2 PSBC Challenges Report
- 9.6.3 PSBC Question - Election Readiness

CARRIED UNANIMOUSLY

3. Approval of the Committee Minutes

Moved by Trustee Buga that the Board of Trustees accept the Committee Meeting Minutes of March 6, 2024, as presented.

CARRIED UNANIMOUSLY

4. Approval of the Committee Minutes

Moved by Trustee Buga that the Board of Trustees accept the Committee Meeting Minutes of March 20, 2024, as presented.

CARRIED UNANIMOUSLY

5. Presentations

5.1 Ochre Park School: Jenaia Gingras, Principal and Lori Moores, Vice Principal presented.

5.2 Oak Hill School: Jeff Borle, Principal, presented.

Meeting recessed for break at 10:25 a.m.

Meeting resumed at 10:35 a.m.

6. Audit, Finance and Human Resources

6.1 2024-2025 Preliminary Budget: Sean Nicholson, Associate Superintendent, Corporate Services provided information on the 2024-2025 Preliminary Budget and Budget Assumptions. Discussion ensued.

Meeting recessed for lunch at 12:13 p.m.

Meeting resumed at 12:54 p.m.

6.2 Real Property Governance Act: Sean Nicholson, Associate Superintendent, Corporate Services provided a verbal update on the Real Property Governance Act.

6.3 CASA Update: Shawna Warren, Superintendent provided an update on CASA Classrooms for the 2024-2025 School Year with the announcement that the Jr. High CASA classroom is moving from Gibbons School to Guthrie School.

7. Policy

7.1 Board Policy 225: Role of the Board: Shawna Warren, Superintendent brought forward recommended amendments to this policy based on Trustee feedback from the previous Committee of the Whole.

[Board Policy 225: Role of the Board will be brought to the April 24, 2024, Public Board Meeting.](#)

7.1.1 Administrative Procedure 211: School Councils: Shawna Warren, Superintendent brought forward as information changes to this administrative procedure as a result of Trustee feedback at the previous Committee of the Whole.

7.1.2 Board Policy 305: School Councils: Shawna Warren, Superintendent brought forward the recommendation for this policy to be rescinded.

[Board Policy 305: School Councils will be brought to the April 24, 2024, Public Board Meeting.](#)

8. Capital Projects and Facility Services

8.1 Capital Projects and Facility Services Department Update

8.1.1 Playground Audit Summary: Sean Nicholson, Associate Superintendent, Corporate Services provided information on the Playground Audit Summary.

8.2 JUPA

Agenda item deferred.

9. Advocacy

9.1 Agenda - Greater St. Albert Catholic Schools

Trustees discussed agenda items for a meeting with Greater St. Albert Catholic Schools.

9.2 School Name - Morinville Public School

Trustees reviewed the survey results regarding changing the name of the school in Morinville and discussion ensued.

[School Name - Morinville Public School will be brought to the April 24, 2024, Public Board Meeting.](#)

9.3 Student Advisory Summary

Jonathan Konrad, Deputy Superintendent, Education Services provided a summary of the February 2024 Student Advisory Committee meeting.

9.4 Update on Provincial Achievement Tests (PATs) for Grade 6 Students

Jonathan Konrad, Deputy Superintendent, Education Services provided a verbal update on Provincial Achievement Tests (PATs) for Grade 6 Students for the 2023-2024 school year.

9.5 ASBA

Trustee Buga provided an update from the ASBA Zone 2/3 meeting.

9.5.1 ASBA Zone 2/3 MLA Engagement Evening

Trustees discussed the ASBA Zone 2/3 MLA Engagement Evening.

9.6 PSBAA

9.6.1 PSBAA SGA Gift Basket

Trustees discussed the PSBAA SGA Gift Basket.

9.6.2 PSBC Challenges Report

Trustees discussed the PSBC Challenges Report.

9.6.3 PSBC Question - Election Readiness

Trustees discussed PSBC Question - Election Readiness.

9.7 Upcoming School Events/Trustee Attendance

The Board of Trustees reviewed upcoming school events.

9.8 2023-2024 Board Strategic Plan

Agenda item deferred.

10. Transportation: no update.

11. Governance

11.1 PSBAA Professional Development

Agenda item deferred.

11.2 Trustee Handbook Review - 2023-2024

Chair Gibbons discussed the role of the Vice Chair and compared to other divisions. Trustees were asked to sit in the document and be prepared to work to update at a future meeting.

11.3 Board Meeting Procedures Review - Robert's Rule of Order - Board Meeting in Slow Motion.

Agenda item deferred.

12. Adjournment

Chair Gibbons adjourned the meeting at 3:12 p.m.

Next meeting: Wednesday, April 24, 2024, after the Public Board.



Date: April 24, 2024
To: Board of Trustees
From: Trish Murray-Elliott, Trustee
Originator(s): Trish Murray-Elliott, Trustee, PSBAA Representative
Subject: **PSBAA Update, April 2024**

Purpose:

For information.

Background:

PSBAA Gift Basket Info – other boards considering \$150 range, suggested themed baskets, not swag. For example, Movie In / Movie Out or Games Night.

April 2024 PSBC – PD sessions were very interesting.

PSBC Meeting:

Starting to work on Election Readiness. Will be referring to it as PEP (Promote, Elevate and Protect) Have improvements over last Election Readiness to encourage more uptake:

- Non-partisan

- Earlier timing and distribution of materials

- PSBAA will work more closely with Divisions' Communications teams to provide more info ahead of time including how to utilize the materials given and how to customize to fit needs of each Board

Budget - PSBC is recommending a 5% increase in membership rates for 2025

Would like land acknowledgements from students for future meetings

PSBAA Spring General Assembly 2024 in Calgary, May 30 – June 1.

Summer PSBC meeting August 7 – 9 in Grande Prairie.

Attachment(s):

1. April 2024 PSBC Meeting Summary



PUBLIC SCHOOL BOARDS'
ASSOCIATION OF ALBERTA™

PUBLIC SCHOOL BOARDS' COUNCIL MEETING SUMMARY APRIL 2024

Date: April 19, 2024
From: Troy Tait, Executive Director and CEO
To: PSBC Representatives, Alternates and Board Chairs
Copy: Board of Directors, Superintendents

Re: April 11 – 12, 2024 Professional Development and Public School Boards' Council Meeting

The Public School Boards' Council met in person, with some delegates attending via Zoom. We are pleased to offer the following summary from the April 11-12, 2024 Professional Development and Council Meeting.

Professional Learning – April 11, 2024

Our Thursday professional learning day included the following presenters:

1. Jason Daniels, Ph.D: Assistant Professor in the Faculty of Education at Concordia University of Edmonton spoke on *'The Push and Pull of Technology: Understanding the Impact of the Internet, Social Media, AI and other Digital Media on our Children'*

Jason spoke about:

- the visceral reaction adults have to children using technology. “what is just different, and what is different that we need to really think about?”
- 86% of young children have a social media account before the age of 9. As well as 36% of 10-year-olds have smart phones. Every year kids gain access to technologies and phones younger and younger. Which begs the question, if the kids who don't have one, are they left out of the social environment their peers are involved in?
- Jason examined the level of connection adults have to their phones as well. 80% of people reach for their phone before doing anything else when starting their day. Discussed the “instant panic” feeling we have when we don't know where are phone is.
- Smartphones lead to anxiety and depression in multiple ways. Smartphones were introduced in 2007, and by 2015 fully 92 percent of [teens and young adults owned a smartphone](#). The rise in depressive symptoms correlates with smartphone adoption during that period, even when matched year by year - Jean Twenge.
- When we engage in face-to-face communication, social information is conveyed by vocal and visual cues in the context of the situation. Non-verbal communication is an important part of communicating and it includes facial expressions, eye contact, tone of voice as well as posture, space between individuals, etc.
- Bullying through social media and smart phones allows it to happen nonstop to a child. Before technologies bullying only happened in person. You were “safe” at home or when you were physically away from the bully.

- How do we work with technologies and set healthy boundaries? Working with the facts that we know and solving and utilizing what we have available to us.
 - What is cognitive load? The volume of mental resources (including attention, perception and memory) required to complete a task.
2. Annalee Nutter, Superintendent and Malcolm Setter, Trustee for Fort McMurray Public Schools provided a presentation on ***'Powerful Connections'***

Annalee and Malcom focused on: Strategies and Ideas for connecting with Indigenous Community Members to develop relationships.

- Reconciliation requires sustained public education and dialogue, including youth engagement, about the history and legacy of residential schools, treaties, and Aboriginal rights, as well as the historical and contemporary contributions of Aboriginal peoples to Canadian society.
 - Professional development for educators to increase knowledge and understanding of the histories, cultures, and perspectives of Indigenous peoples.
 - Developing and implementing curriculum and learning resources that incorporate Indigenous knowledge and perspectives.
 - Understanding cultural bias and stereotypes and how to better educate yourself on the history
 - Annalee discussed knowing protocol for greeting, for asking questions, and for creating relationships within the community. “give and take” mentality. Seeking places to connect is part of the first steps.
 - Land based learning. Experiencing the culture and learning the medicine wheel and what this interactive learning has to offer. Students do earn credit through this learning.
3. Clarice Anderson and Sheila Williams from the Edmonton Public School Board presented on ***'Strengthening Relationships'***.

Clarice and Shelia spoke about...

- Breaking down the reconciliation model framework and what that looks like (Action, Awareness, Atonement, and Acknowledgement)
- Now I know what I know, and how can we move forward? Discussing the important work of truth and reconciliation and what that looks like in the education system.
- Shelia and Clarice dove into the Indian Act of 1876 and some of the ruling and logistics of it. This included the process and obstacles for receiving land from the federal government.
- Intergenerational trauma plays out within communities. Relationship denial is a big piece of that trauma.
- **Traditional Protocol** is the presentation of tobacco or a gift to an Elder or Knowledge Keeper. Protocol represents a verbal contract between two parties, as the Elder or Knowledge Keeper is agreeing to the request and the person offering protocol is committing to respect the process. The use of protocol is dependent on the cultural practices of the Elder, Knowledge Keeper and the community.
- Shelia and Clarice presented two videos on the correct way to offer tobacco to elders and the protocol on smudging.

4. Tim Stensland Ed.D – Former Deputy Superintendent for Northland School Division presented on the topic ***'Being Coherent with Your Priorities: From Formulation to Implementation'***

Tim's key take aways were: responding to the political context, responding to policy, responding to the many reform efforts and initiatives which create disjointedness and incoherence. As well as a predominant management priority that has a limited focus on student learning.

- Three of Tim's key findings from his work he shared were: Coherence was described as a clear strategic priority with three other necessary components. Coherence is created through enactment of the strategic plan, and there was little consistency in the way leaders described their approach to implementation and enactment of the strategic plan.
 - Themes emerged in Tim's analysis: It is a myth that strategic plans create coherence; it is a false assumption for leaders to make. Having individual district leaders agree with the strategic plan does not create coherence, and there is a disconnect between the conceptualization of coherence and the enactment of coherence.
 - A process of implementation/enactment is more effective when it is made sense of, mediated, and struggled over. (just like policy).
 - Tim gave examples of how PSBAA members can utilize this info going forward. This included; Taking advantage of your opportunity to create your personalized definition of Assurance. As well as maximizing the potential to use engagement, direct stakeholders, external stakeholders, and internal stakeholders to build out and define the strategic priorities.
 - Take advantage of your opportunity to customize your personalized definition of Assurance. For example; Balance the emphasis on specific legislative reporting requirements while at the same time taking the necessary approach for engagement/assurance to ensure you attend to what is most valuable to your board – making progress on your priorities.
5. Chris Scheetz is Co-host for CISN Country and a Five Time CCMA Major Market Personality of the Year was our dinner speaker for the evening. Chris shared his journey of coming from humble beginnings in rural Alberta, to raising millions for Edmonton throughout his career. Is presentation titled ***'Small Towns and Big Dreams'*** was both inspiring and informative.

Chris spoke about his journey through radio and how many opportunities during his career has given him valuable life lessons. Such lessons included community empathy, being vulnerable, and how communication and connection is a power tool that can be used in all parts of life.

PSBC Meeting April 12, 2024

Board of Directors Reports

All Board of Directors provided written reports, included in the agenda packages, as well as verbal updates.

Executive Director and CEO's Report

The Executive Director and CEO provided a written report, included in the agenda package, and a verbal update was also provided.

Environmental Scan / Board Sharing

An environmental scan was presented by each attending Board representative. Each Board was requested to share on the following question:

What were the barriers to participating in the Election Readiness material for the provincial election and what can be done to overcome these barriers for the future?

Challenges Boards are Facing (from February PSBC Environmental Scan)

Pat Grisonich – Co-Chair of the Political Relations Committee opened a conversation on the challenges that each board is facing. This information was discussed during the meeting and all information was requested to be submitted to the PSBAA office for the Political Relations Committee to review.

Election Readiness

During the past provincial election in 2023, a large amount of material was produced by the administration for our use in our local communities. Unfortunately, the uptake of this information was less than we were anticipating.

We view the upcoming election as very important for public school trustees and during the meeting the following takeaways were concluded:

- That the work will be non-partisan
- The timing of and the distribution of materials will be done earlier
- The Association will be working more closely with your communications team, giving them more information ahead of the materials coming and it will include:
 - How to utilize the materials given
 - How it can be customized to fit the needs of your board

We will also be changing the name of the material from Election Readiness to PEP (Promote, Elevate, and Protect) seeing as that is the intention of the information. The intent is to ensure that the individuals who do get elected are committed to public education and that every individual understands the value and role of trustees.

Budget 2025

The Chair of the Budget Committee gave a current report on the budget and an outlook on the budget for 2025.

After a thorough discussion, the membership recommended a 5% increase in the membership rates for 2025.

Call to Action

Here are your Calls to Action:

- Watch for the NEW PEP materials (Protect, Elevate, Promote)
- Bring a land acknowledgment from students in your division

The next PSBC meeting will be held August 7 - 9, 2024 in Grande Prairie.

Online Evaluation

The Board of Directors invites your feedback about the April 2024 PSBC meeting. Your comments, suggestions and insights inform the Association's professional development planning, programs and meeting format. If you haven't already done so, please provide your feedback by clicking on the following links:

Professional Learning and PSBC Meeting Survey:

<https://www.surveymonkey.com/r/PNM639N>

SCAN the QR Code:



As always, if you have any questions about the April 2024 meeting summary or the PSBC Meeting, please feel free to contact me at 780.479.8080 or by email at executivedirector@public-schools.ab.ca.

Troy Tait

Executive Director and CEO