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DRAFT

MINUTES OF THE PUBLIC BOARD MEETING

Meeting held at the Frank Robinson Education Centre
Boardroom, in Morinville, Alberta
On Wednesday, April 24, 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
Lisa Lacroix, Associate Superintendent, Human Resources
Sean Nicholson, Associate Superintendent, Corporate Services
Michelle Wilde, Recording Secretary

Call to Order

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

Land Acknowledgement

Board Chair Gibbons read the Land Acknowledgement Statement.

Approval of Agenda

028/2024 - Moved by Trustee Oatway-McLay that the agenda be approved as amended with the addition below:

11.1 - Transportation Route C11

CARRIED UNANIMOUSLY

Approval of Minutes

029/2024 - Moved by Trustee Murray-Elliott that the minutes of the Regular Meeting of March 20, 2024, be approved as presented.

CARRIED UNANIMOUSLY

Business Arising From The Minutes

No business arising from the minutes.

Presentations/Delegations

No presentations.

Action Items

2024-2025 Budget Assumptions

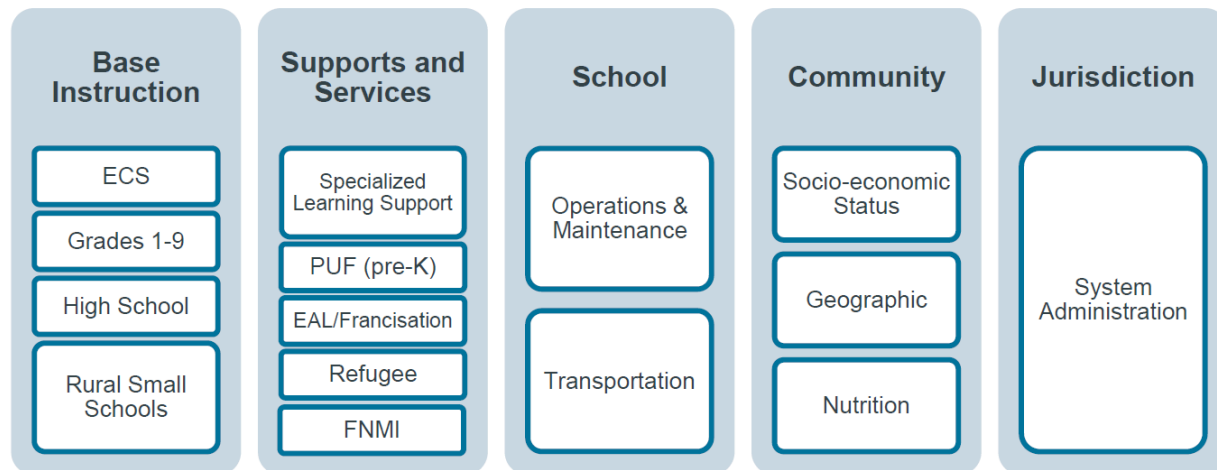
Governance Implication

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.

030/2024 - Moved by Trustee Buga that the Board of Trustees approve Budget Assumptions for 2024 - 2025 as presented at the April 24, 2024, Public Board Meeting.

CARRIED 4/3
Opposed: Trustee Briggs
Trustee Dwyer
Trustee Murray-Elliott

School Name Change: Morinville Public School

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.

031/2024 - Moved by Trustee Buga that the Board of Trustees approve the renaming of École Morinville Public School to Morinville Public School.

CARRIED UNANIMOUSLY

Board Policy 305: School Councils

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*.

032/2024 - Moved by Trustee Pequin that the Board of Trustees rescind *Board Policy 305: School Councils* as recommended at the April 24, 2024, Public Board meeting.

CARRIED UNANIMOUSLY

Board Policy 225: Role of the Board

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*.

[033/2024 - Moved by Trustee Briggs](#) 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.

CARRIED UNANIMOUSLY

Administrative Reports

2024 First Nation, Métis, and Inuit Education Gathering

Jonathan Konrad, Deputy Superintendent, Education Services presented a report on the 2024 First Nation, Métis, and Inuit Education Gathering.

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.

Communications Report - March & April 2024

Jonathan Konrad, Deputy Superintendent, Education Services presented the Communications Report - March & April 2024.

Deputy Superintendent, Education Services Report

Jonathan Konrad, Deputy Superintendent, Education Services presented the Deputy Superintendent, Education Services Report.

2023-2024 Superintendent Discretionary Fund

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

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 Avg Cost: \$43,300 | 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 | | |

Superintendent Report

Shawna Warren, Superintendent, presented the Superintendent Report.

Administrative Procedure 211: School Councils

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

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:

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

Trustees' Reports

Below are the submitted Trustee Reports.

Trustee Briggs (Bon Accord/Legal)

Trustee Briggs reported that she attended:

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

Trustee Buga (Morinville Area)

Trustee Buga reported that she attended:

- Alternate Learning School Advisory (Apr. 9)
- ASBA Speaker's Corner (Apr. 15)
- Committee of the Whole (Apr. 10)
- ÉMPS School Council (Apr. 8)
- ÉMPS Spring Concert (Apr. 17)
- Four Winds School Council (Apr. 11)
- Meeting with GSACRD (Apr. 24)
- Meeting with Principal (Apr. 3)
- Morinville Chamber Luncheon (Apr. 3)
- Public Board Meeting (Apr. 24)
- Redwater Mayor's Breakfast (Apr. 5)
- Sturgeon Creative Arts Festival (Apr. 18)
- Teal Up Day at Guthrie (Apr. 12)

Trustee Dwyer (Alcomdale/Villeneuve Area)

Trustee Dwyer reported that he attended:

- School Council Meeting

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

Trustee Murray-Elliott reported that she attended:

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

Trustee Oatway-McLay (Cardiff/Garrison)

Trustee Oatway-McLay reported:

- Report to be submitted
- Guthrie has a request to have Society for Fundraising
- Namao AG Society needs volunteers for May 23-24 Casino night

Trustee Pequin (Redwater/Coronado Area)

Trustee Pequin reported that she attended:

- Committee of the Whole (Apr. 10)
- Ochre Park School Council (Apr. 11)

- Public Board Meeting (Apr. 24)
- Sturgeon Creative Arts Festival (Apr. 18)

Committee of the Whole

The Board of Trustees received as information, the approved minutes of the meeting from the March 20, 2024, and the unapproved minutes of the meeting from the April 10, 2024, Committee of the Whole meetings.

Rotary Report

Trustee Dwyer shared a verbal report.

- May 9 meeting to welcome new Interact group as part of the Rotary Club.
- April 24 there was a vote to pay to send 3 students to Ripen - weekend of leadership training.
- Interact is quite an involved group.
- Funds are set aside to start Student Exchange. Challenge with finding host homes.

Health Break at 10:12 a.m. Meeting resumed at 10:22 a.m.

Reports from Special Committees/Task Groups

Alberta School Boards Association Representative

Chair Gibbons and Trustee Buga shared a verbal report.

Public School Boards Associate of Alberta Representative

Trustee Murray-Elliott presented a written report.

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.

Unfinished Business

Transportation Route C11

Trustee Dwyer shared a verbal update regarding concerns about Transportation Route C11.

Comment and Question Period

No comments or questions from the public.

In Camera

034/2024 - Moved by Trustee Oatway-McLay that the Board of Trustees move to In Camera at 10:35 a.m.

CARRIED UNANIMOUSLY

035/2024 - Moved by Trustee Oatway-McLay that the Board of Trustees revert to a public meeting at 12:02 p.m.

CARRIED UNANIMOUSLY

Adjournment

Trustee Oatway-McLay adjourned the meeting at 12:03 p.m.

Chair

Date

Associate Superintendent,
Corporate Services