



BOARD OF TRUSTEES STURGEON PUBLIC SCHOOLS

Public Board Meeting

AGENDA

Date: March 19, 2025

Start Time: 10:00 a.m.

Location: Virtual Meeting

[Join the meeting now](#)

Meeting ID: 255 056 767 020

Passcode: X2V2Hq

1. [Call to Order](#)
2. [Land Acknowledgement](#) - Trustee Buga
3. [Approval of Agenda](#)
4. [Approval of Minutes](#)
 - 4.1 Approval of the Minutes of the Regular Board Meeting of February 26, 2025
 - 4.2 Approval of the Minutes of the Special Board Meeting of March 5, 2025
 - 4.3 Approval of the Minutes of the Special Board Meeting of March 12, 2025
5. [Business Arising From The Minutes](#)
6. [Presentations/Delegations](#)
 - 6.1 Interact Club - Sturgeon Composite High School
7. [Action Item](#)
 - 7.1 2026/2027 School Calendar
 - 7.2 2025-2028 Three-Year Capital Plan
 - 7.3 Evaluation of Superintendent of Schools
 - 7.4 Gibbons School Amalgamation

- 7.5 Establishment of an Advocacy Committee or an Ad Hoc Position Statement Committee
- 7.6 Omnibus Motion for Board Policies

8. Administrative Reports

- 8.1 Edwin Parr First Year Teacher Division Nominee
- 8.2 Numeracy Support in Sturgeon Public Schools, 2024/25
- 8.3 Technology Services Report Spring 2025 Update
- 8.4 Stakeholder Engagement Adjustment
- 8.5 Communications Report - February & March 2025
- 8.6 Superintendent Report

9. Reports from Trustees and Standing Committees

- 9.1 Chair's Report
 - 9.1.1 ASBA Friends of Education Award Nomination
- 9.2 Trustees' Reports
- 9.3 Committee of the Whole Report
- 9.4 Policy Committee Report

10. Reports from Special Committees/Task Groups

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

11. Unfinished Business

12. Comment & Question Period

13. In Camera

14. Adjournment

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DRAFT



**Sturgeon
Public Schools**

MINUTES OF THE PUBLIC BOARD MEETING

Meeting held virtually

On Wednesday, February 26, 2025, at 10:00 a.m.

Attendance:

- *Tasha Oatway-McLay, Board Chair
- *Stacey Buga, Vice Chair
- *Cindy Briggs, Trustee
- *Irene Gibbons, Trustee
- *Janine Pequin, Trustee
- *Joe Dwyer, Trustee
- *Trish Murray-Elliott, Trustee
- *Shawna Warren, Superintendent
- *Jonathan Konrad, Deputy Superintendent, Education Services
- *Lisa Lacroix, Associate Superintendent, Human Resources
- *Sean Nicholson, Associate Superintendent, Corporate Services
- *Louise Loh, Principal, Landing Trail School
- *Michelle Wilde, Recording Secretary
- *Online Attendance

Left at 10:20 a.m.

Chair Oatway-McLay Opening Statement:

Welcome to the February 26, 2025, Public Board Meeting of the Sturgeon Public School Division Board of Trustees. We are pleased to have members of the public joining us virtually and we thank you for your interest in the work of the Board.

Before we begin, I would like to take a moment to clarify the role of the Board of Trustees and the expectations for all attendees during this meeting.

The Board of Trustees is a governance body responsible for making decisions in the best interest of our students, families, staff and community. Our meetings are held in public to ensure transparency and accountability in our decision-making processes. However, it is important to note that public board meetings are not public forums. Attendees are here as observers and cannot engage in discussions or pose questions during the meeting unless specifically invited to do so through designated processes.

In accordance with Board Policy, the Board Procedures Regulation and the Education Act, all individuals are expected to conduct themselves respectfully during this meeting. Any disruption, including improper conduct, will result in removal from the meeting. This ensures that the Board can fulfill its responsibilities efficiently and effectively.

I also want to address the fact that we are currently in the midst of labour action with one of our employee groups. As such, please be advised that questions or comments related to

CUPE labour action, negotiations, or other confidential matters will not be entertained during this public meeting. These topics are addressed privately during in-camera sessions, in alignment with Board Policy, the Education Act and related legislation to protect individual privacy and the Board's negotiating position. To keep everyone informed, we have updated our website to include a dedicated section for Labour Action Updates. This area is regularly refreshed with the latest information.

30% of our staff in schools are out on job action right now. For the duration of the strike, the Minister of Education has granted Sturgeon Public Schools, via Ministerial Order, an exemption from the In-Person Learning Regulation. Administration, in collaboration with our schools, have identified any students with complex needs that require additional support. If that student's continued attendance for in-person learning may risk the health and safety of that student or other students or staff, that student is exempt from in-person learning. Considering the health and safety at all times, our schools, in collaboration with the family, are trying to make every reasonable effort to have the student attend in person for part of a school day or part of a school week while keeping the health and safety of the student, other students and staff at the core. The Ministerial Order also requires the Board, in consideration of the health and safety of the student or other students or staff, to make reasonable efforts to continue in-person learning for the student by making reasonable efforts to hire qualified staff or enter into contracts for services with qualified third-party providers to perform the support or assistance for the student. There is some misunderstanding out there about the court decision last week regarding the In-Person Learning Regulation Ministerial Order. Last week, the Court of King's Bench awarded the Minister of Education one week to review the order and potentially issue a new one by tomorrow, February 27th. Our Exemption to the In-person Learning Regulation is still in effect. No changes at this time.

We know that this is putting a strain on families. We appreciate your patience and understanding. Our priority is in-person learning, however, the health and safety of all students and staff must take precedence. This is a very challenging time and we ask for your continued patience and cooperation. Please reach out to your school principal if you have any questions or concerns.

The Board remains committed to openness, transparency, and fostering public trust through sound governance practices. We appreciate your understanding and cooperation as we proceed with the business on today's agenda.

Call to Order

Board Chair Oatway-McLay called the meeting to order at 10:00 a.m.

Land Acknowledgement

Board Chair Oatway-McLay read the Land Acknowledgement Statement.

Approval of Agenda

[009/2025 - Moved by Trustee Murray-Elliott](#) that the agenda be approved as presented.

CARRIED UNANIMOUSLY

Approval of Minutes

[010/2025 - Moved by Trustee Buga](#) that the following minutes be approved as presented:

Minutes of the Regular Board Meeting of January 29, 2025;
 Minutes of the Special Board Meeting of February 3, 2025;
 Minutes of the Special Board Meeting of February 5, 2025;
 Minutes of the Special Board Meeting of February 12, 2025; and
 Minutes of the Special Board Meeting of February 20, 2025.

CARRIED UNANIMOUSLY

Business Arising From The Minutes

No business arising from the minutes.

Presentations/Delegations

Passion Learning & Sparks presented by Louise Loh, Principal, Landing Trail School.

Action Items

No action items.

Administrative Reports

Alberta Education Assurance Survey Updates 2024-2025

Shawna Warren, Superintendent and Jonathan Konrad, Deputy Superintendent, Education Services, presented the Alberta Education Assurance Survey Updates 2024-2025.

In December, the Sturgeon Public School Division Board of Trustees took a proactive step in advocating for improvements to Alberta's provincial data collection and reporting processes. The Board sent a [formal advocacy letter](#) to Minister Nicolaides, aligning with

concerns previously raised by Wolf Creek Public Schools. The letter emphasized the need for refinements to enhance the usefulness, accuracy, and timeliness of data collected through Provincial Achievement Tests (PATs), Diploma exams, and stakeholder surveys.

Key recommendations included:

- **Survey Design Improvements:** Addressing issues such as the misleading impact of “don’t know” responses in parental surveys and refining the ‘Parental Involvement’ measure to ensure more accurate feedback.
- **Survey Distribution & Accessibility:** Advocating for a modernized survey distribution process to increase parent participation.
- **Data Timeliness & Relevance:** Highlighting the challenges posed by the delayed release of PAT and Diploma data, which hinders school planning and Annual Education Results Reports (AERR) submissions.
- **Data Interpretation Clarity:** Calling for clearer thresholds for significance to prevent misinterpretations of minor statistical fluctuations.
- **Addressing Data Suppression:** Recommending strategies to ensure equitable representation in data collection, particularly for underrepresented groups such as Indigenous and English as an Additional Language (EAL) students.

In response to this advocacy, the Government of Alberta has implemented changes for the 2024/2025 school year, marking a significant step forward. A recent government email outlines improvements to the Alberta Education Assurance Survey, scheduled to run from February 18 to March 21, 2025. Notably, the government has introduced:

- **Online Distribution of Parent Survey Codes:** Schools can now access and distribute unique parent random access codes electronically through the Extranet, improving accessibility and participation rates.
- **Enhanced Access to Student and Teacher Survey Codes:** Schools can retrieve and request additional random access codes more efficiently via the Online Survey Admin application.
- **Continued Paper Survey Option:** To maintain inclusivity, paper surveys will still be available for school authorities that have requested them in previous years.

This development demonstrates progress in addressing the concerns raised by the Board, particularly in improving survey distribution and accessibility to enhance response rates and data reliability. These changes support more meaningful data collection, allowing school divisions to better assess educational outcomes and inform decision-making. Sturgeon Public School Division will continue to advocate for further refinements to ensure data collection and reporting processes provide the most accurate and useful insights for schools, students and families.

Joint Use and Planning Agreements Deadline Extension Order and Town of Morinville JUPA and City of St. Albert JUPA

Sean Nicholson, Associate Superintendent, Corporate Services presented on the Joint Use and Planning Agreements Deadline Extension Order and Town of Morinville JUPA and City of St. Albert JUPA.

The Division received a letter on February 13, 2025, from the Minister of Education that included the Ministerial Order #009/2025 that extended the date until June 10, 2026, for the Board to enter into JUPA with a municipality.

The Division is currently working on Joint Use and Planning Agreements and the two agreements that are closest to completion are with the Town of Morinville and the City of St. Albert. These agreements have been attached for reference.

A status update on all agreements is below:

- The Town of Morinville
 - Close to completion
- City of St. Albert
 - Close to completion
- Sturgeon County
 - Agreement has been sent and a preliminary review done. Waiting to receive a response for review from the county.
- The Town of Redwater
 - Waiting on a response from the town
- The Town of Gibbons
 - Waiting on a response from the town
- The Town of Legal
 - Town is sending an agreement
- The Town of Bon Accord
 - A draft copy was sent and waiting for feedback.

Summary of Gibbons Community Engagement Report

Shawna Warren, Superintendent and Sean Nicholson, Associate Superintendent, Corporate Services presented the Summary of Gibbons Community Engagement Report.

On October 23, 2024, administration gave a report on Gibbons School and Landing Trail School and the Board made the following motion:

THAT the Board of Trustees approve the process required to initiate the proposed closure of Gibbons School and Landing Trail School for the amalgamation of both schools into one new K-9 school on a new school site and direct the Superintendent to start the notification process as per Board Policy 600.

Following this motion, administration began the process outlined in *Board Policy 600, School Closure*. A public information evening was held on Tuesday, December 3, 2024, at 6:30 p.m. at Gibbons School allowing the public to learn more about the proposed project and provide feedback.

The Division's number one priority on its capital plan is proposing to combine Gibbons School and Landing Trail School into one new Kindergarten to Grade 9 school building. In an effort to strengthen the project proposal to the government and provide effective stewardship, the Division engaged with their school communities as part of informing any future decisions.

Between December 3rd and 20th, 2024, almost 50 community members and 325 student submissions were received to provide feedback on the proposed Gibbons and Landing Trail School Solution. Community members were given the option to provide feedback either through in person participation at the December 3 workshop or through an online survey.

A multi-channel communication strategy was used to encourage participation, targeting families and stakeholders in the Gibbons and Landing Trail School communities:

- Direct Email Invitations
- School Newsletters:
- Personal Invitations:
- Dedicated Web Pages:
- Take-Home Flyers:
- Social Media and Digital Advertising:

At the end of the Community Engagement evening, evaluations of the session were completed by participants and results were very positive:

- 88% of respondents believe the Division is listening
- 96% of respondents felt this was a good use of their time
- 96% of Respondents felt the information was openly shared
- 100% of respondents felt they had an opportunity to provide their thoughts
- 80% of respondents believe that the Division will consider their input
- 61% of respondents felt they had a better understanding about how the Division works and how decisions are made

The findings from this feedback showed similarities in hopes, concerns and ideas among students, parents and the broader school community. A summary of the information was compiled into six key areas:

1. What people currently appreciate
2. Opportunities
3. Concerns
4. Considerations for amalgamation

5. Programming considerations
6. Recommendation to consider moving forward

Communications Report - January & February 2025

Jonathan Konrad, Deputy Superintendent, Education Services presented the Communications Report - January & February 2025.

Superintendent Report

Shawna Warren, Superintendent presented the Superintendent Report.

Reports from Trustees and Standing Committees

Chair's Report

Below is the Chair's submitted report.

Chair Oatway-McLay (Cardiff/Garrison)

Chair Oatway-McLay reported that she attended:

- Agenda Review (Feb. 21 & Feb. 28)
- ASBA's Speaker's Corner - Trustee Code of Conduct (Feb. 24)
- Board Professional Development (Feb. 10)
- Budget Speech (Feb. 27)
- Committee of the Whole (Feb. 12)
- Chairs Meeting (Feb. 5 & Feb. 20)
- Meeting with MLA Nally & GSACRD Chair (Feb. 21)
- Meeting with the Vice Chair and Superintendent (Feb. 3, Feb. 6, Feb. 13, Feb. 14 & Feb. 18)
- Negotiation Committee Meeting (Feb. 10 & Feb. 18)
- Policy Committee Meeting (Feb. 24)
- Public Board Meeting (Feb. 26)
- Special Board Meeting (Feb. 3, Feb. 5, Feb. 12 & Feb. 20)

Trustees' Reports

Below are the submitted Trustee Reports.

Trustee Briggs (Bon Accord/Legal)

Trustee Briggs reported that she attended:

- ASBA Speaker's Corner (Feb. 24)
- Board Professional Development (Feb. 10)
- Committee Meeting (Feb. 10, Feb. 12, Feb. 14 & Feb. 18)
- Committee of the Whole (Feb. 26)
- Discipline Hearing (Feb. 25)
- Negotiation (Feb. 13)

- Policy Committee Meeting (Feb. 24)
- Public Board Meeting (Feb. 26)
- Public School Boards Association Conference (Feb. 6 & Feb. 7)
- Special Board Meeting (Feb. 3, Feb. 5, Feb. 12 & Feb. 20)
- Superintendent Evaluation (Feb. 12)

Trustee Buga (Morinville Area)

Trustee Buga reported that she attended:

- Agenda Review (Feb. 21 & Feb. 28)
- ASBA Speaker's Corner (Feb. 24)
- ASBA Zone 2/3 Meeting (Feb. 21)
- Board of Trustees Professional Development (Feb. 10)
- Committee of the Whole (Feb. 26)
- Policy Committee Meeting (Feb. 24)
- Public Board Meeting (Feb. 26)
- Special Board Meeting (Feb. 3, Feb. 5, Feb. 12 & Feb. 20)
- Superintendent Evaluation (Feb. 12)

Trustee Dwyer (Alcomdale/Villeneuve Area)

Trustee Dwyer reported that he attended:

- Board Professional Development (Feb. 10)
- Committee of the Whole (Feb. 26)
- Discipline Hearing (Feb. 25)
- Public Board Meeting (Feb. 26)
- Special Board Meeting (Feb. 3, Feb. 5, Feb. 12 & Feb. 20)
- Superintendent Evaluation (Feb. 12)

Trustee Gibbons (Gibbons/Lamoureux)

Trustee Gibbons reported that she attended:

- ASBA PD - Code of Conduct with Michael Solowan (Feb. 24)
- Committee of the Whole Meeting (Feb. 26)
- Negotiations (Feb. 13)
- Negotiation Committee Meeting (Feb. 10 & Feb 14)
- Policy Committee Meeting (Feb. 24)
- Public Board Meeting (Feb. 26)
- Special Board Meeting (Feb. 3, Feb. 5, & Feb. 12)
- Superintendent Evaluation (Feb. 12)

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

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

- ASBA Speaker's Corner (Feb. 24)
- Board Professional Development (Feb. 10)

- Committee of the Whole (Feb. 26)
- CUPE Negotiation Committee Meeting (Feb. 10, Feb. 12, Feb. 13, Feb. 14 & Feb. 18)
- Discipline Hearing (Feb. 25)
- Policy Committee Meeting (Feb. 24)
- PSBC PD/Dinner and Council Meeting (Feb. 6 & Feb. 7)
- Public Board Meeting (Feb. 26)
- Special Board Meeting (Feb. 3, Feb. 5, Feb. 12 & Feb. 20)
- Superintendent Evaluation (Feb. 12)

Trustee Pequin (Redwater/Coronado Area)

Trustee Pequin reported that she attended:

- Board PD (Feb. 10)
- Committee of the Whole (Feb. 26)
- Policy Committee Meeting (Feb. 24)
- Public Board Meeting (Feb. 26)
- Special Board Meeting (Feb. 3, Feb. 5, Feb. 12 & Feb. 20)
- Superintendent Evaluation (Feb. 12)

Committee of the Whole

The Board of Trustees received as information the unapproved minutes of the meeting from the January 29, 2025, Committee of the Whole meeting.

Policy Committee

Trustee Pequin shared a verbal report.

Reports from Special Committees/Task Groups

Alberta School Boards Association Representative

Trustee Gibbons and Trustee Buga shared a verbal report.

Public School Boards Associate of Alberta Representative

Trustee Briggs shared a verbal report.

Rotary Report

Trustee Dwyer shared a verbal report.

Chamber of Commerce Meetings

No Chamber of Commerce meetings were attended.

Community Services Advisory Board

Trustee Briggs shared a verbal report.

Meeting recessed for break at 10:51 a.m. Meeting resumed at 11:01 a.m.

Unfinished Business

No unfinished business.

Comment and Question Period

Chair Oatway-McLay Statement:

We will now take a 10 minute recess so we can review the questions submitted by the public during this meeting. A reminder that questions or comments must be respectful and aligned with our policies. Negative statements about individuals, schools, or entities will not be acknowledged.

Please note that questions or comments regarding certain sensitive matters, such as labour relations, including the ongoing CUPE strike, employee negotiations, or other restricted topics as outlined in policy, cannot be addressed in this forum. These restrictions are in place to protect the integrity of ongoing processes and ensure compliance with privacy and legal obligations.

For matters outside the scope of this meeting, I encourage you to direct your concerns to the appropriate channels, such as the Division's administrative office, where they can be addressed more effectively.

Thank you for your cooperation and understanding as we strive to maintain a respectful and productive dialogue today.

No comments or questions from the public.

In Camera

011/2025 - Moved by Trustee Briggs that the Board of Trustees move to In Camera at 11:01 a.m.

CARRIED UNANIMOUSLY

012/2025 - Moved by Trustee Gibbons that the Board of Trustees revert to a public meeting at 12:41 p.m.

CARRIED UNANIMOUSLY

Adjournment

Trustee Gibbons adjourned the meeting at 12:41 p.m.

Chair

Date

Associate Superintendent,
Corporate Services

DRAFT



**Sturgeon
Public Schools**

**MINUTES OF THE
SPECIAL BOARD MEETING**

Meeting held at the St. Albert Inn & Suites
in St. Albert, Alberta

On Wednesday, March 5, 2025, at 3:11 p.m.

UNAPPROVED DRAFT

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DRAFT



**Sturgeon
Public Schools**

**MINUTES OF THE
SPECIAL BOARD MEETING**

Meeting held at the St. Albert Inn & Suites
in St. Albert, Alberta

On Wednesday, March 5, 2025, at 3:11 p.m.

Attendance:

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

Call to Order

Board Chair Oatway-McLay called the meeting to order at 3:11 p.m.

Edwin Parr Teacher Nomination

S-20/2025 - Moved by Trustee Murray-Elliott that the Board of Trustees nominate Ella Stanley as the Board's nominee for the Edwin Parr First Year Teacher Award for 2024-2025, recognizing her exceptional teaching within her first year.

Each School Board in the province may submit only one nominee to their ASBA Zone Chair. Ella Stanley's nomination will be forwarded to the Zone 2/3 selection committee.

CARRIED UNANIMOUSLY

Labour Action Update

S-21/2025 - Moved by Trustee Briggs that the Board of Trustees move to In Camera at 3:13 p.m.

CARRIED UNANIMOUSLY

S-22/2025 - Moved by Trustee Briggs that the Board of Trustees revert to a public meeting at 4:04 p.m.

CARRIED UNANIMOUSLY

Close of the Meeting

The meeting adjourned at 4:03 p.m.

Chair

Date

Associate Superintendent,
Corporate Services

DRAFT



**Sturgeon
Public Schools**

**MINUTES OF THE
SPECIAL BOARD MEETING**

Virtual Meeting
Frank Robinson Education Centre
On Wednesday, March 12, 2025, at 4:00 p.m.

UNAPPROVED DRAFT

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Motions

Resolution #

DRAFT



**Sturgeon
Public Schools**

**MINUTES OF THE
SPECIAL BOARD MEETING**

Virtual Meeting
Frank Robinson Education Centre
On Wednesday, March 12, 2025, at 4:00 p.m.

Attendance:

- *Tasha Oatway-McLay, Board Chair
- *Stacey Buga, Vice Chair
- *Cindy Briggs, Trustee
- *Irene Gibbons, Trustee
- *Janine Pequin, Trustee
- *Joe Dwyer, Trustee
- *Trish Murray-Elliott, Trustee
- *Shawna Warren, Superintendent
- *Jonathan Konrad, Deputy Superintendent, Education Services
- *Lisa Lacroix, Associate Superintendent, Human Resources
- *Sean Nicholson, Associate Superintendent, Corporate Services
- *Attended Meeting Virtually*

Call to Order

Board Chair Oatway-McLay called the meeting to order at 4:00 p.m.

Labour Action Update

S-23/2025 - Moved by Trustee Briggs that the Board of Trustees move to In Camera at 4:00 p.m.

CARRIED UNANIMOUSLY

S-24/2025 - Moved by Trustee Gibbons that the Board of Trustees revert to a public meeting at 5:12 p.m.

CARRIED UNANIMOUSLY

Close of the Meeting

The meeting adjourned at 5:13 p.m.

Chair

Date

Associate Superintendent,
Corporate Services



Date: March 19, 2025 **Agenda Item:** 7.1

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Lisa Lacroix, Associate Superintendent Human Resources
Committee of the Whole

Subject: **2026/2027 School Year Calendar**

Recommended Motion:

THAT the Board of Trustees approve the 2026/2027 School Year Calendar as presented at the March 19, 2025 Public Board meeting.

Background:

The 2026/2027 School Year Calendar was approved in principle at the Public Board meeting on September 23, 2024. Subsequently, a survey was distributed to all staff, parents/guardians and community stakeholders to gather feedback. There were 1180 respondents to the survey. Key survey questions and responses are summarized below.

- **Should the Division continue to maintain the Fall Break the second week of November 2026?**
 - A large majority of staff and most parents/guardians/community members strongly support continuing the Fall Break in the second week of November.
- **Should the Division reduce the Fall break by two days to extend summer break and have students return on Monday, August 31, 2026 (instead of Thursday, August 27, 2026)?**
 - Just over half of parents/guardians/ community members support shortening the Fall Break and lengthening the summer break.
 - A large majority of staff prefer keeping the current length of Fall Break and do not support shifting the start date from Thursday, August 27, to Monday, August 31.
- **Are the number of Professional Development (PD) Days allocated sufficient (There are 9 PD days and 5 non-operational days scheduled)**
 - Most respondents feel the number of PD days is appropriate.

- **Do you prefer Professional Development Days on Monday or Friday?**
 - Responses were almost evenly split between Monday and Friday
 - A slightly higher proportion of staff favored PD days on Monday.
- **Do you have any additional feedback or suggestions regarding the 2026/2027 School Year Calendar?**
 - Consider early dismissal once a month in place of multiple PD days.
 - Attach PD days to existing holidays whenever possible.
 - Appreciation for having the opportunity to provide input.
 - Positive feedback on communication with parents.
 - Many staff emphasize the importance of the Fall Break for mental health and well-being.

Administration reflected on the survey results and made changes where possible based on feedback. In addition, some adjustments to the 2026/2027 School Year Calendar were necessary based on the diploma exam dates.

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

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

- | | |
|--------------------|--|
| COMPETENCY: | (1) Building Effective Relationships |
| INDICATORS: | f. facilitating the meaningful participation of members of the school community and local community in decision-making. |
| COMPETENCY: | (3) Visionary Leadership |
| INDICATORS: | d. ensuring that the vision expressed in the school authority's education plan is responsive to the ongoing review of the school authority's achievements, meets all requirements identified in provincial legislation and incorporates the school community's perspectives. |
| COMPETENCY: | (4) Leading Learning |
| INDICATORS: | e. ensuring that staff have access to resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students. |
| COMPETENCY: | (7) Supporting Effective Governance |
| INDICATORS: | k. supporting the board in its engagement with the school community to develop a vision of a preferred future for student success. |

Governance Implications:**Education Act**

School day and year

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

Guide to Education: ECS to Grade 12

The Guide to Education: ECS to Grade 12 should be read in conjunction with the Education Act and associated regulations, and the Funding Manual for School Authorities. The Guide is developed by Alberta Education for the use of administrators, counsellors, teachers and other parties engaged in the delivery of quality education. It is consistent with the objectives and underlying principles of the Education Act, and contains key requirements and other information for the implementation of education programming and the operation of schools.

Board Policy 225: Role of the Board

As elected representatives of the community, the Board of Trustees is held accountable through the Education Act. The Board provides overall direction and leadership to the Division.

Administrative Procedure 235: Operational School Year and Calendar

Final Approval

2. The operational school year calendar shall be prepared for final approval by the Board on or before April 1 one full school year preceding the operational school year through a formal process that includes:

- 2.1 Senior Executive final review;
- 2.2 Committee of the Whole final review;
- 2.3 Administrative Council review;
- 2.4 Teacher-Board Advisory Committee (TBAC) review
- 2.5 Canadian Union of Public Employees Local 4625;
- 2.6 School Council review, and
- 2.7 Board final review and approval

Administration is prepared to respond to questions at the March 19, 2025, Public Board meeting.

Attachment(s):

1. 2026/2027 School Year Calendar
2. 2026/2027 School Year Calendar Details
3. 2026/2027 School Year Calendar Day-Count

AUGUST 2026

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER 2026

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER 2026

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER 2026

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY 2027

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY 2027

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH 2027

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL 2027

S	M	T	W	T	F	S
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY 2027

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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE 2027

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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

JULY 2027

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

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

2026-2027

**Draft changes to Approved in Principle Calendar
March 19, 2025**

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

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



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

School Year 2026-2027

(All dates are inclusive unless otherwise specified)

AUGUST

Wednesday	19	School Offices Open
Wednesday	26	Division/School PD/Collaboration; Staff Meeting – No Classes
Thursday	27	Division/School PD/Collaboration; Staff Meeting – No Classes
Friday	28	Operational Non-Instructional Day – No Classes
Monday	31	All Classes (full day)

SEPTEMBER

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

OCTOBER

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

NOVEMBER

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

DECEMBER

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

JANUARY

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

FEBRUARY

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

MARCH

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

APRIL

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

MAY

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

JUNE

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

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



Draft Changes to Approved in Principle Calendar - March 19, 2025 FOR SCHOOL YEAR: 2026-2027

	Non-Instructional		Instructional		Operational	
	1 to 9	10 to 12	1 to 9	10 to 12	1 to 9	10 to 12
August	3	3	1	1	4	4
September	0	0	20	20	20	20
October	1	1	20	20	21	21
November	1	1	16	16	17	17
December	1	1	13	13	14	14
January	0	0	20	20	20	20
Total - Semester 1	6	6	90	90	96	96
February	3	3	16	16	19	19
March	2	2	17	17	19	19
April	1	1	19	19	20	20
May	1	1	19	19	20	20
June	2	2	19	19	21	21
Total - Semester 2	9	9	90	90	99	99
Operational Year Total	15	15	180	180	195	195

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



Date: March 19, 2025 **Agenda Item:** 7.2

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Sean Nicholson, Associate Superintendent, Corporate Services
Steven Holkham, Director, Facility Services

Subject: **2025-2028 Three-Year Capital Plan**

Recommended Motion:

THAT the Board of Trustees approve the 2025-2028 Three Year Capital Plan as presented at the March 19, 2025 Public Board Meeting.

Background:

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.

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

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

COMPETENCY: (1) Building Effective Relationships
INDICATORS: f. facilitating the meaningful participation of members of the school community and local community in decision-making.

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

- COMPETENCY:** (7) Supporting Effective Governance
- INDICATORS:**
- d. ensuring that the board’s plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities; and
 - e. ensuring that the board’s fiscal and resource management is in accordance with all statutory, regulatory and board requirements.

Governance Implications:

[School Capital Plan Manual](#)

The School Capital Manual serves as a resource for school jurisdictions (not including private and federal schools) to develop their understanding of their roles and responsibilities regarding the prioritization, implementation and funding of approved school infrastructure projects. The manual also provides details to develop their three-year capital plans, which school jurisdictions develop to build or improve facilities.

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

Resource Stewardship

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

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

[Administrative Procedure 600: Capital Plan Development](#)

All sites in Sturgeon Public Schools shall be maintained at as high level as possible within the available resources. Critical Planning is a critical part in enabling this to happen. The Director of Facilities and the Secretary Treasurer will facilitate a consultative process which leads to a Draft Capital Plan being brought forward to the Board for direction.

Administration is prepared to respond to questions at the March 19, 2025, Public Board meeting.

Attachment(s):

- 1. 2025-2028 Three-Year Capital Plan

STURGEON PUBLIC
SCHOOL DIVISION
3-YEAR
CAPITAL
PLAN

2025-2028



PREFACE

Each year, school divisions across the province are required to submit a Three-Year Capital Plan to Alberta Education. The Three-Year Capital Plan (2025-2028) is a summary of the Division's capital priorities for the next three years and includes many assumptions and estimates. Once approved by the Board of Trustees, the priorities are entered into the provincial database system, along with all supporting and required documentation.

Some items to keep in mind when reviewing the capital plan:

- The Three-Year Capital Plan is a list of projects submitted to the Government of Alberta for approval and consideration in its infrastructure planning process. If projects are not approved by the Government of Alberta, the Division does not have the funding to proceed.
- While the plan includes scheduled start dates, end dates and costs, they are estimates and suggestions only. Once the Government of Alberta approves the project, they will determine the actual timelines and budget for the project.

Sturgeon Public School Division's Three-Year Capital Plan priorities have been tailored to mitigate environmental concerns, high maintenance drain on CMR, IMR and operational funding. The capital plan priority school sites have a higher VFA condition rating, higher annual operational costs and increasing annual deferred maintenance costs for the Division. The key drivers for the Division's capital priorities are health & safety, reducing annual operational costs, accessibility issues, sustainability, aging infrastructure solutions, energy conservation and end of life mechanical and electrical systems. As such, the following guiding principles were used in the determination of the Three-Year Capital Plan:

Guiding Principles

- Enable implementation of the Board's strategic goals in the Three-Year Capital Plan.
- Optimize educational programs and facilities to accommodate existing and projected enrolments.
- Strive for increased efficiency in school facility maintenance, administration and operational costs.

The following are data driven factors considered in determining the top priorities for the Capital Plan:

- Standing Maintenance/ Renewal Program
- Enrolment and Utilization Statistics/ Trends
- Health and Safety of Facilities
 - ↳ Alberta Infrastructure School Audits
- Community Partnership and Consultation

In a time of limited resources, there is an increasing expectation on school divisions across the province to assess facility needs in considerable detail as well as review all possible alternatives for delivering education programs and accommodating all students. These options are many and varied.

DATA COLLECTION

Facilities Data

The Division collected data and input from various sources, where available, to analyze and prioritize projects. Facilities data was collected from government systems and was updated through review by independent contractors. Facilities information is represented in Appendix A - Facilities Data.

Enrolment Information

Historical enrolment information was collected from the Funding Event System (FES), which is maintained by the Government of Alberta. Enrolment projections were collected from Baragar, which considers demographic information such as birth rates, capture rates and various other factors. Enrolment projections were updated based on local context from school principals and local municipalities where available.

DATA ANALYSIS

Standing Maintenance and Renewal Program

Deferred Maintenance is the expected maintenance on a building over an established time frame. Five-year deferred maintenance was reviewed from each site and the following are the top three schools with the highest deferred maintenance:

- Gibbons School - \$10.0 Million
- Landing Trail School – \$8.5 Million
- Sturgeon Heights School - \$7.3 Million

This represents a potential costs savings that could be put towards the completion of a modernization or new school.

Health and Safety of Schools

The Facilities Condition Index (FCI) is an industry benchmark that measures the relative condition of a building and its safety. The schools with FCI over 30% include:

- Lilian Schick School – Poor (42%)
- Landing Trail School – Fair (35%)
- Redwater School – Fair (32%)
- Morinville Public School – Fair (31%)
- Gibbons School – Fair (30%)

Enrolment and Utilization Statistics/Trends

The Division is expected to see increases in enrolment and utilization rates over the next three years. The following schools are expected to see enrolment increases that will have a utilization rate above 85%:

- Sturgeon Heights School
- Gibbons School
- Landing Trail School
- Namao School
- Four Winds Public School

Community Partnership and Consultation

The Division has been in conversation with the Town of Gibbons to form a partnership and acquire land for a potential site for new schools. The Town has provided a Commitment Letter and a plan to develop specialized joint use facilities.

CONTENTS



PRIORITY NUMBER 1 - GIBBONS & LANDING TRAIL SCHOOL SOLUTION _____ **5**

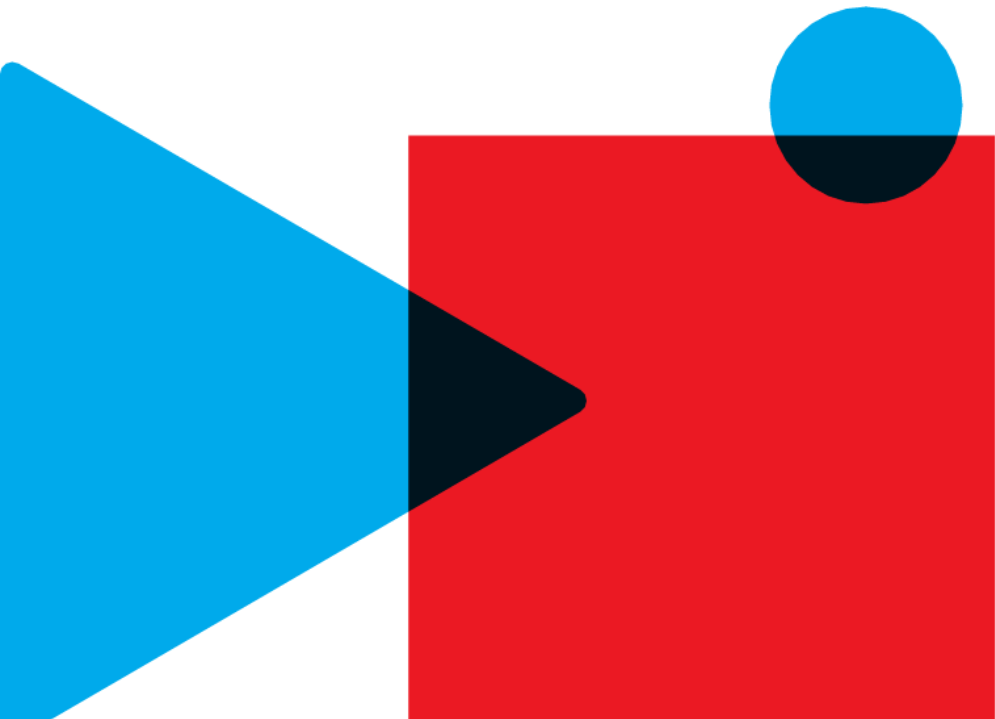
Priority Number 1 - Fact Sheet _____ **7**

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Priority Number 2 - Fact Sheet _____ **9**

Appendix A - Facilities Data _____ **10**

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PRIORITY NUMBER 1

GIBBONS & LANDING TRAIL SOLUTION

GIBBONS SCHOOL

Solution



Gibbons School Description

Originally built in 1958, the school has gone through many demolitions, renovations and additions with the newest addition completed in 1994. The school accommodates students from grades five to nine. The building lacks adequate functional design. It suffers from a lack of natural light, natural clean ventilation in several classroom spaces and has many deficiencies in the code requirements, including health and safety issues related to hazardous materials. The mechanical and electrical system are at the end of life and require a tremendous amount of deferred maintenance to maintain a healthy operational environment.

LANDING TRAIL SCHOOL

Solution



Landing Trail School Description

Landing Trail School was constructed in 1981 with four portable classrooms attached to the south side. In the same year, four additional portable classrooms, constructed in 1977, were attached on the east side of the school. Three additional portables were added to the school, one of them on the south side and the other two on the east end of the facility. The school accommodates students from kindergarten to grade four and is the feeder school to Gibbons School. The building lacks natural ventilation in several teaching spaces and has many deficiencies in the code requirements, including health and safety issues related to hazardous materials. The exterior envelope is constructed of coarse stucco finish applied to a steel wire mesh on the exterior walls of the stage and gymnasium. Deterioration and cracks were noticed in the stucco finish which needs to be replaced to prevent mold.



PROJECT OVERVIEW

Sturgeon Public Schools is looking for a Solution for Gibbons & Landing Trail Schools that involves several factors related to the condition of the impacted schools and the site development that aligns with the Town of Gibbon's future capital plans.

The Town of Gibbons is expecting to see a drastic increase in population over the next ten years. Sturgeon Public School Division has been working with the Town of Gibbons to align with their respective capital plan to address this expected growth. The Town of Gibbons has secured a plot of land, approximately 30 acres in size, with more land in reserve for future population growth. The partnership with the Town of Gibbons creates a shared joint use space that would connect the new schools to the town's recreational facility. This solution, which is currently being explored, will likely lead to significant savings for all parties involved in the collaborative partnership.

The proposed plan, in partnership with the town, would require the construction of one new school, to replace the two existing schools, on the reserve land provided by the town. This new site would address many concerns with the current facilities such as:

- Large, deferred maintenance costs and aging infrastructure
- Inadequate facilities configurations
- Lack of programing opportunities such as Career and Technology Foundations (CTF) spaces
- Lack of natural light and natural ventilation in several teaching spaces
- Deficiencies in the code requirements, including health and safety issues related to hazardous material

The Town of Gibbons has shared its expected growth and plan with the Premier of Alberta, requesting support and has provided Sturgeon Public Schools with a Commitment Letter outlining some of the key requirements for the construction of a school build, such as:

- Land Transfer Process
- Municipal Zoning
- Budget Approval for completion of Services
- Anticipate Site Availability
- Expiry of Commitment

The ability for the Town of Gibbons to work in partnership with Sturgeon Public Schools to develop an extremely dynamic campus that focuses on the needs of the broader community help to ensure success long into the future. The opportunity to strike a strong balance of educational needs with community wellness and have it packaged in a manner that is strategic, efficient, collaborative, and financially prudent both from a capital and operational perspective, is the foundation for a healthy community.



PRIORITY NUMBER 1 - FACT SHEET

PROJECT ESTIMATE: \$40,524,834

PROJECT DRIVER FACTS

Sturgeon Public School Division Project Drivers

- Deferred maintenance and sustainability costs
- Health & Safety
- Demographics
- Improve delivery of programs and services to the students of the area
- Partnership with the Town of Gibbons and Joint Use Opportunities
- Cost Savings

Town of Gibbons Project Drivers

- Collaborative partnership (Gibbons and Landing Trail Schools / Leisure Centre with shared facilities)
- Highway access infrastructure development
- Municipal facilities future initiatives (Recreation/Leisure Centre)

QUICK FACTS

Gibbons School

- Year Constructed: 1958 (Additions in 1966, 1974, 1993, 1994)
- Utilization Percentage: 69% (Projected 88%)
- Facility Condition Index (FCI): 30 (fair)
- Deferred maintenance in the next 5 years: \$10.0 Million

Landing Trail School

- Year Constructed: 1981 (Additions in 1981, 1982, 2013, 2014)
- Utilization Percentage: 75% (Projected 96%)
- Facility Condition Index (FCI): 35 (fair)
- Deferred maintenance in the next 5 years: \$8.5 Million

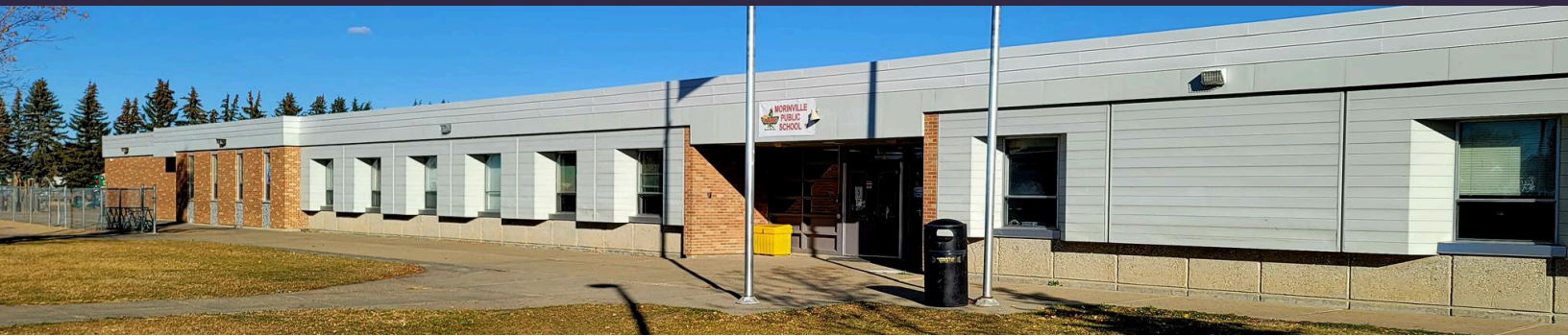
REQUEST

The current capacity of the two schools combined is 925 students, and we are requesting a new school with a capacity for 860 students. This change will result in a decrease in total gross area while increasing the instructional area.



PRIORITY NUMBER 2

MORINVILLE PUBLIC SCHOOL



Morinville Public School Description:

Morinville Public School, Pre-Kindergarten to Grade 4, is in the Town of Morinville. The school has a high percentage of modular classrooms, corridors and washrooms. The modulators make up 45% of the gross square meters of the entire school. The result is a very large, spread out and poorly functioning school within an increasingly tight site. With continued community population growth, large enrolments and utilization rates in recent years, the school required a significant number of modular classrooms to be added to the site. The original school, built in 1957, featured a sunken gymnasium that is about 4 feet below the grade. The gymnasium floor has been replaced and repaired multiple times because of the high-water table. The elevation of the gym floor causes hydrostatic pressure pushing water through the concrete slab and the walls below grade. These conditions cause unseen mold and health concerns for our students, staff and joint use community groups. The gymnasium change rooms and washrooms are located on the second level and access by stairs poses accessibility issues when students are utilizing the gym facilities.



PROJECT OVERVIEW

Morinville Public School solution requires a new school built on the northwest side of the property to create a sustainable building, healthy learning environment and environmental responsibility for our future community.

The Town of Morinville has experienced high spikes of population growth over the last few years, in turn making the enrolment rates increase rapidly at the school. The solution of a school replacement is imperative for the sustainability of the infrastructure, health & safety of our community, energy conservation and impact on the environment. When the school split in two with the opening of the new Four Winds Public School (Grades 5 to 9 moved to the new school), what remained was a poor functional design and a lower utilization rate. Four Winds Public School (FWPS) is already at capacity. A new replacement school could alleviate the capacity issues at FWPS by having grades 5 and 6 move back to Morinville Public School and making the Four Winds Public School a Junior High school which would address capacity issues.

Currently, the Morinville Public School site has plenty of land to build a replacement school. The school can be left functioning during the new school construction.



PRIORITY NUMBER 2 - FACT SHEET

PROJECT ESTIMATE:

\$27,770,685

QUICK FACTS

Morinville Public School

- Year Constructed: 1958 (Additions in 1966, 1974, 1993, 1994)
- Facility Condition Index (FCI): 31 (fair)
- Deferred maintenance in the next 5 years: \$4.2 Million

PROJECT DRIVER FACTS

- Health & Safety
 - Deferred maintenance & Sustainability
 - Program Changes
 - Cost Savings
-
- Program and school configuration benefits
 - School would be eligible for Playground Funding
 - Support enrolment pressure at Four Winds Public School

REQUEST

The Division is requesting a replacement school with a capacity for 740 students, accompanied by a change in grade configuration from K-4 to K-6. This adjustment aims to alleviate enrolment pressures at Four Winds Public School.

APPENDIX B: PROJECTED ENROLMENT

WARD 1

Town of Redwater

Ochre Park School
Redwater School

WARD 2

Town of Bon Accord

Bon Accord Community School
Lilian Schick School

WARD 3

Camilla School

WARD 4

Sturgeon Heights School

WARD 5

Town of Morinville

Morinville Public School
Four Winds Public School

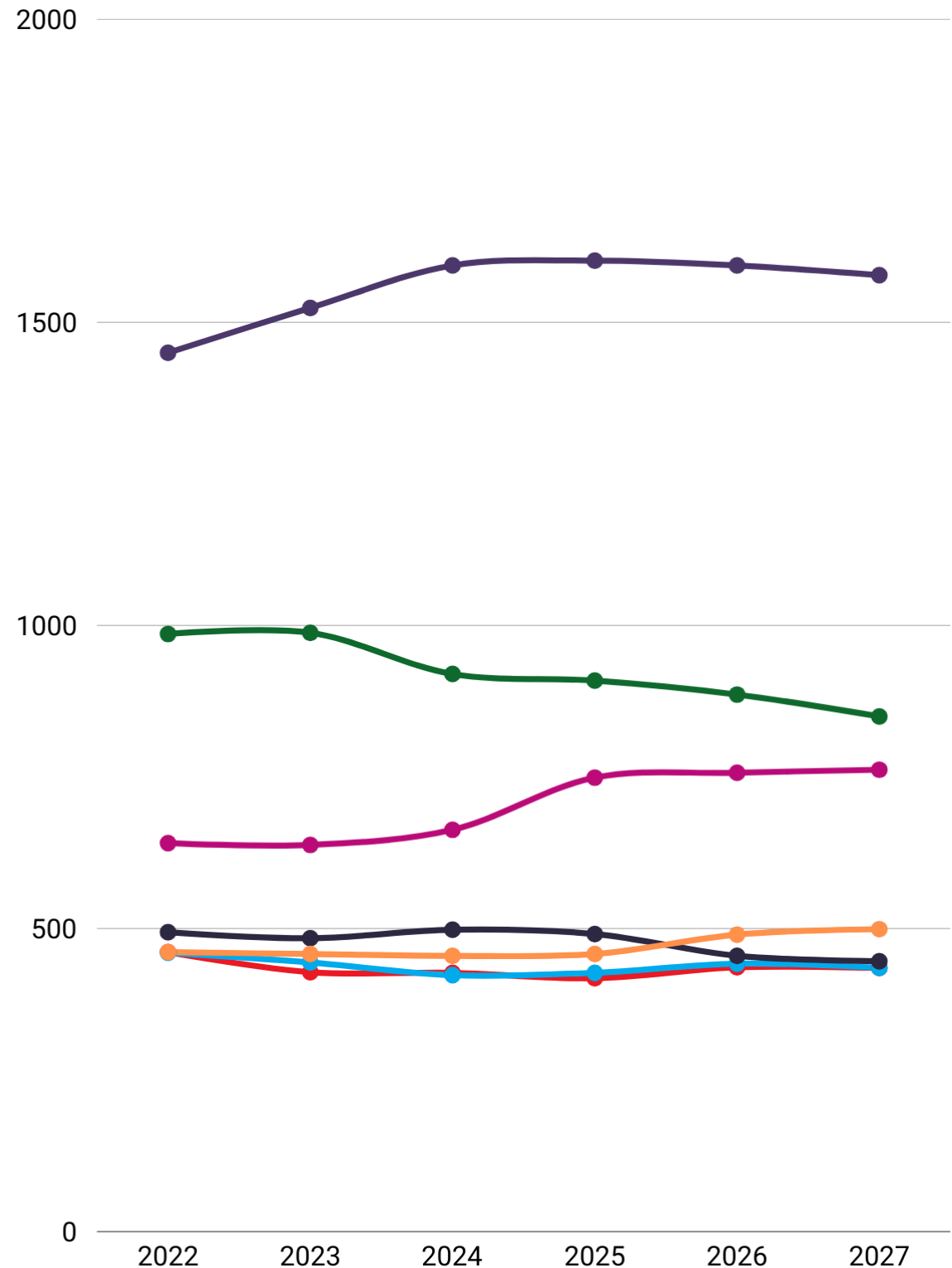
WARD 6

Namao School
Guthrie School
Sturgeon Composite High School

WARD 7

Town of Gibbons

Gibbons School
Landing Trail School



APPENDIX A: FACILITIES DATA

School Code	School	Grade Configuration	Original Construction Year	Renovated In	Facility Condition Index (FCI)	FCI	FCI Last Evaluated	Five-Year Deferred Maintenance	Instructional Area (m2)	Gross Area	Net Capacity	Utilization
2504	Gibbons School	5-9	1958	1966, 1974, 1978, 1993, 1994	30%	Fair	2022	\$10,028,921	1,377	4,812	441	69%
2512	Landing Trail School	K-4	1981	2014	35%	Fair	2022	\$8,517,955	1,679	4,370	484	75%
2506	Sturgeon Heights School	K-9	1971	1987, 1999, 2001, 2015, 2017, 2019	27%	Fair	2022	\$7,256,680	1,998	4,665	518	90%
2507	Namao School	K-9	1959	1970, 1981, 1983, 1994, 2011	19%	Good	2016	\$6,372,236	1,789	5,085	536	85%
2514	Lilian Schick School	5-9	1982	1993	42%	Poor	2022	\$4,859,843	1,254	3,644	387	63%
2623	Redwater School	5-12	1957	1952, 1957, 1961, 1985, 2022	32%	Fair	2022	\$4,859,655	1,301	4,535	393	74%
2513	Ochre Park School	K-4	1982	N/A	29%	Fair	2022	\$4,796,141	1,001	3,216	288	62%
2501	Bon Accord Community School	K-4	1957	1969, 1976, 1992, 1997	27%	Fair	2022	\$4,647,230	1,128	3,260	325	68%
2510	Sturgeon Composite High School	10-12	1976	1980, 1985, 1987, 1991, 1993, 2014, 2018	28%	Fair	2016	\$4,566,430	3,494	12,056	1217	75%
1582	École Morinville Public School	K-4	1957	1965, 1966, 1976, 1984, 1990, 1991, 2002, 2015, 2021	31%	Fair	2022	\$4,247,495	2,598	5,392	749	71%
3392	Guthrie School	K-9	2003	N/A	11%	Good	2016	\$1,537,500	1,878	4,968	560	43%
2502	Camilla School	K-9	2020	N/A	0%	Excellent	N/A	\$1,531,250	5,264	5,264	640	81%
2248	Four Winds Public School	5-9	2020	N/A	0%	Excellent	N/A	\$1,468,750	5,570	5,570	605	83%

Date: March 19, 2025 **Agenda Item:** 7.3
From: Board of Trustees
Originator(s): Chris Smeaton, CDSmeaton Consulting
Subject: **Evaluation of Superintendent of Schools**

Recommended Motion:

THAT the Board of Trustees approve the Superintendent’s Evaluation Report, developed in the facilitated evaluation workshop of February 12, 2025, as an accurate reflection of the Superintendent’s performance for the period from February 1, 2024, to February 1, 2025;

AND FURTHER, that the Board of Trustees authorizes the Board Chair to finalize the report by making any necessary technical edits and signing it on the Board’s behalf.

Background:

The Board recognizes that a structured and transparent performance evaluation of the Superintendent is essential for ensuring effective governance and continuous improvement within the school division. According to Administrative Procedure 700, the Superintendent is directly accountable to the Board of Trustees and is tasked with leading the Division in accordance with the *Education Act*, *Alberta Education regulations*, and the *Superintendent Leadership Quality Standard (SLQS)*.

Performance evaluations align with “Supporting Effective Governance,” a key responsibility of the Superintendent, while also emphasizing “Building Effective Relationships” and “Leading Learning,” as outlined in the SLQS. The Board values structured feedback and ongoing dialogue between the Superintendent and Trustees as essential for fostering a collaborative and high-functioning division.

By conducting evaluations, the Board ensures alignment between the Superintendent’s leadership and the Division’s mission, vision and strategic goals. This process demonstrates the Board’s commitment to accountability and transparency in public education governance, as stated in the Board Procedures Regulation.

Current Situation:

At the September 23, 2024, Public Board meeting, the Board of Trustees passed the following motion:

075/2024 - Moved by Trustee Murray-Elliott that the Board of Trustees approve that we conduct a Superintendent Evaluation for the 2024-2025 school year that does not include a 360 to be conducted by a mutually agreed upon external consultant.

CARRIED UNANIMOUSLY

Growth Goals and Positive Paths Forward

The Board recognizes the exceptional challenges of the past year and wishes to establish some goals and paths forward for the 2025/26 school year:

1. It is essential that a positive culture be maintained and enhanced in the coming years. This will be especially true given the job action of the current year. Ensure that fostering effective relationships is a key priority going forward.
2. Student learning must be a focus especially in the areas of literacy and numeracy.
3. The Board and Superintendent must be “first team.” This is the responsibility of both the Board and the Superintendent. Continue to find ways to build stronger relationships with all board members.

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

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

COMPETENCY:	(1) Building Effective Relationships
INDICATORS:	e. establishing constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations.
COMPETENCY:	(7) Supporting Effective Governance
INDICATORS:	a. establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity; d. ensuring that the board’s plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities; f. supporting the board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms; and g. implementing board policies and supporting the regular review and evaluation of their impact.

Governance Implications:

[Education Act](#)

Board Responsibilities

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

(j) recruit the superintendent and entrust the day-to-day management of the school division to the staff through the superintendent

Superintendent of schools

222 (3) The superintendent is the chief executive officer of the board and the chief education officer of the school division.

(4) The superintendent shall carry out the duties assigned to the superintendent by the board.

(5) The superintendent shall supervise the operation of schools and the provision of education programs in the school division, including, but not limited to, the following:

(a) implementing education policies established by the Minister;

- (b) ensuring that students have the opportunity in the school division to meet the standards of education set by the Minister;
 - (c) ensuring that the fiscal management of the school division by the treasurer or secretary-treasurer is in accordance with the terms or conditions of any grants received by the board under this Act or any other Act;
 - (d) providing leadership in all matters relating to education in the school division.
- (6) The superintendent shall report to the Minister with respect to the matters referred to in subsection (5)(a) to (d) at least once a year.

[Superintendent of Schools Regulation](#)

The Superintendent of Schools Regulation sets out the qualifications that an individual must meet in order to be appointed as a school board superintendent or acting superintendent. The Regulation also provides for Minister approval of the superintendent appointment and sets out terms and conditions of employment including a compensation framework.

[Superintendent Leadership Quality Standard](#)

2. The Superintendent Leadership Quality Standard:

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.

3. The Superintendent Leadership Quality Standard applies to superintendents. All superintendents are expected to meet the Superintendent Leadership Quality Standard throughout their careers. The superintendent of schools as referred to in the Education Act is accountable for the demonstration of all of the competencies identified in the Superintendent Leadership Quality Standard. The chief deputy superintendent is accountable for the demonstration of all of the competencies directly related to their assigned role(s) under the direction of the superintendent of schools. In any given context, reasoned professional judgment must be used to determine whether the Superintendent Leadership Quality Standard is being met.

[Policy 700: Superintendent of Schools](#)

The Superintendent of Schools, as referred to in the Education Act, is the Chief Executive Officer of the Board of Trustees and Chief Education Officer of the Division. The Superintendent directly reports to the Board of Trustees and is accountable to the Board of Trustees on behalf of students and the public, for the total operation of the school system in a manner that is consistent with the requirements of the Education Act, Alberta Education regulations, the Superintendent Leadership Quality Standard, Board policies, Division vision, mission and values, and the Education Plan goals. All Board authority delegated to the staff of the Division is delegated through the Superintendent.



[Policy 700: Appendix A - Evaluation of the Superintendent of Schools](#)

The Superintendent of Schools evaluation process has been developed by the Board of Trustees to be consistent with the expectations of the role identified in Board Policy, the Education Act, the Superintendent Leadership Quality Standard (referred to as SLQS throughout this document), and the Superintendent of Schools Regulation.

The Chair is prepared to respond to questions at the March 19, 2025, Public Board meeting.

Attachment(s):

Not applicable.



Date: March 19, 2025 **Agenda Item:** 7.4
To: Board of Trustees
From: Shawna Warren, Superintendent
Originator(s): Sean Nicholson, Associate Superintendent, Corporate Services
Subject: **Gibbons School Amalgamation**

Recommended Motion:

THAT the Board of Trustees approve the Gibbons School Amalgamation if the Gibbons & Landing Trail Solution is approved for construction as part of the Board’s Three-Year Capital Plan as presented at the March 19, 2025 Public Board Meeting

Background:

On February 26, 2025, administration provided a summary of the Gibbon's Community Engagement Event. This report highlights the success of the community engagement and the feedback from stakeholders in the community.

As outlined in Board Policy 600: School Closure, once the public meeting is held, the decision around the amalgamation has to be made through Board Resolution.

Board Policy 600, Section 2.4 states:

2.4.1 The Board shall not make a final decision on the proposed closure until at least 3 weeks have passed since the date of the public meeting.

2.4.2 The Board shall give due consideration to any written submissions on the proposed closure that it receives after the public meeting.

2.4.3 The Board shall by resolution decide whether to close the school.

The Division's number one priority on its capital plan is proposing to combine Gibbons School and Landing Trail School into one new Kindergarten to Grade 9 school building. In an effort to strengthen the project proposal to the government and provide effective stewardship, the Division engaged with their school communities as part of informing any future decisions.

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

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

COMPETENCY: (1) Building Effective Relationships

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

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

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

COMPETENCY: (7) Supporting Effective Governance
INDICATORS: d. ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities;
k. supporting the board in its engagement with the school community to develop a vision of a preferred future for student success; and
l. facilitating ongoing public communication about the board's operations and the achievement of its goals and priorities.

Governance Implications:

[Education Act](#)

Closure of schools

62(1) A board may, only by resolution, permanently or temporarily

(a) close a school, or

(5) A policy established pursuant to subsection (2) related to the permanent closure of a school must provide for

(a) adequate opportunity for the public to respond to the board's proposal to permanently close a school,



[Board Policy 600: School Closure](#)

The Board understands that changing populations and conditions of buildings may necessitate school closure. A decision to close a school shall be made after considering the input from stakeholders.

Administration is prepared to respond to questions at the March 19, 2025, Public Board meeting.

Attachment(s):

Not applicable.

Date: March 19, 2025 **Agenda Item:** 7.5

To: Board of Trustees

From: Shawna Warren, Superintendent

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

Subject: **Establishment of an Advocacy Committee or an Ad Hoc Position Statement Committee**

Recommended Motion - Option 1: Reinstating the Advocacy Committee

THAT the Board of Trustees approve the reinstatement of the Advocacy Committee for the 2024-2025 school year, with the following mandate, membership and term:

1. Mandate:
 - Set the agenda for advocacy initiatives and obtain Board approval.
 - Make recommendations to the Board regarding advocacy priorities and strategies.
 - Recommend and review policies related to advocacy.
 - Integrate advocacy priorities and strategies into the Board’s work plan.
 - Undertake advocacy-related committee work in alignment with ASBA and PSBAA initiatives.
2. Membership:
 - Three Trustees, elected by the Board at the Annual Organizational Meeting.
 - Deputy Superintendent, Education Services and Superintendent as administrative support.
3. Term:
 - The committee will operate for the 2024-2025 school year, with meetings held at the call of the Chair and/or assigned administrator.
 - The committee will report to the Board through the Committee Chair.

Recommended Motion - Option 2: Establishing an Ad Hoc Position Statement Committee

THAT the Board of Trustees approve the establishment of an Ad Hoc Position Statement Committee for the 2024-2025 school year, with the following mandate, membership and term:

4. Mandate:
 - Review, draft and refine position statements that reflect the Board’s advocacy priorities.
 - Ensure alignment of position statements with the Division’s mission, vision and strategic direction.
 - Engage in research and consultation, where necessary, to support evidence-based advocacy.

- Recommend finalized position statements to the Board for approval and use in advocacy initiatives.
- 5. Membership:
 - Three Trustees, appointed by Board motion.
 - One Administration support member to assist with research, drafting and coordination.
- 6. Term:
 - The committee will operate for the 2024-2025 school year and will be dissolved upon completion of its mandate or at the discretion of the Board.

Further, THAT the Board of Trustees appoint the following members to the selected committee for the 2024-2025 school year:

- Trustee_____
- Trustee_____
- Trustee_____

Background:

The Board of Trustees of Sturgeon Public Schools recognizes the importance of having clear, well-defined position statements to guide its advocacy efforts and engagement with stakeholders, including government entities, community partners and the public. Position statements serve as formal expressions of the Board’s stance on key educational matters, ensuring consistency and alignment with the Division’s values, strategic priorities and legislative framework.

In accordance with *Board Policy 230: Board Committees*, the Board has the authority to establish temporary committees to address specific issues or projects requiring focused discussion and deliberation. Ad Hoc Committees are created by Board motion and consist of members appointed for a defined purpose and duration, with a mandate to complete a specific task before being dissolved.

Historically, the Board operated an Advocacy Committee, which was responsible for guiding advocacy priorities, setting the agenda for advocacy efforts and integrating advocacy into Board policies and work plans. The Advocacy Committee provided a continuous framework for engaging with government entities, community partners and other stakeholders to advance the Division’s interests.

To enhance the effectiveness of the Board’s advocacy efforts and ensure that position statements are developed in a timely and strategic manner, the Board is proposing either the creation of an Ad Hoc Position Statement Committee or the reinstatement of the Advocacy Committee. This committee will be responsible for:

- Reviewing, drafting and refining position statements that reflect the Board’s priorities and advocacy goals.
- Ensuring that all position statements align with the Division’s mission, vision and strategic direction.
- Engaging in research and consultation, where necessary, to support evidence-based advocacy.
- Recommending finalized position statements for Board approval and subsequent use in advocacy initiatives.

The committee will be composed of three Trustees and one administrative support member to assist with research, drafting and coordination. This approach will provide a structured yet flexible framework for advancing the Board’s advocacy priorities while leveraging the expertise of Trustees and administration.

The Board must determine the most effective structure for advancing its advocacy work:

- Reinstating the Advocacy Committee would restore a standing committee that provides ongoing oversight and strategic direction for advocacy initiatives.
- Establishing an Ad Hoc Position Statement Committee would allow for a targeted, time-limited approach, focusing specifically on position statements.

By approving this motion, the Board of Trustees will establish a dedicated team to enhance its advocacy efforts, ensuring that position statements are well-researched, effectively communicated and aligned with the best interests of Sturgeon Public Schools and its stakeholders.

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

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

COMPETENCY: (3) Visionary Leadership
INDICATORS: c. promoting in the school community a common understanding of and support for the school authority’s goals, priorities and strategic initiatives.

COMPETENCY: (7) Supporting Effective Governance
INDICATORS: d. ensuring that the board’s plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities;
f. supporting the board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms;
j. building the capacity of the board and staff to predict, communicate and respond to emergent circumstances, including emergency readiness and crisis management, and to political, social, economic, legal and cultural contexts and trends; and

I. facilitating ongoing public communication about the board's operations and the achievement of its goals and priorities.

Governance Implications:

Education Act

Delegation of power

52(1) Subject to subsections (4) and (5), a board may authorize

(b) a committee of the board or a committee established by the board to do any act or thing or exercise any power that the board may do or exercise or is required to do or exercise.

Policy 230: Board Committees

The Board believes that the work of the Board may be facilitated through committees, both standing and ad hoc, task groups, and/or other structures as determined from time to time.

2.2 The Board may establish additional committees, task groups, and/or any other structures, as deemed necessary by Board motion. The mandate, membership and term of such ad hoc committees, task groups and/or other structures shall be determined by Board motion.

The Vice Chair is prepared to respond to questions at the March 19, 2025, Public Board meeting.

Attachment(s):

1. Previous Appendix K - Advocacy Committee

Board Committees

EFFECTIVE: January 30, 2019

REVISED:

REVIEW: 2023-2024

APPENDIX K - ADVOCACY COMMITTEE

1.0 Committee Powers:

- 1.1 To set the agenda for the Committee and obtain Board approval.
- 1.2 To make recommendations to the Board regarding the advocacy priorities and strategies to be undertaken by the Board of Trustees
- 1.3 To recommend and review policies related to advocacy.
- 1.4 To make recommendations to the Board regarding the inclusion of advocacy related priorities and strategies to the Board's work plan.
- 1.5 To undertake ad hoc Committee work relative to ASBA and PSBAA.

2.0 Committee Terms of Reference

- 2.1 Membership: Three Trustees, with a quorum of two, elected by the Board at the Annual Organizational Meeting of the Board.
- 2.2 Voting Privileges: All Committee members may vote.
- 2.3 Administrative Support: Deputy Superintendent, Education Services and Superintendent.
- 2.4 Record of Proceedings of Committee Meetings: Kept by the Superintendent and reviewed by the Committee at its next meeting. Proceedings circulated to all Committee members, all Trustees and the Superintendent.
- 2.5 Meetings: Held at the call of the Chair and/or administrator assigned, where applicable. Meetings are closed to the public.
- 2.6 Reporting: The Committee Chair will report to the Board.

3.0 Committee Authority

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

References: Education Act: Sections 51, 52 (1) (b)
Board Procedures Regulation 82/2019
Administrative Procedure: AP250 – Student Advisory Committee



Date: March 19, 2025 **Agenda Item:** 7.6
To: Board of Trustees
From: Shawna Warren, Superintendent
Originator(s): Policy Committee
Shawna Warren, Superintendent
Subject: **Omnibus Motion for Board Policies**

Recommended Motion:

THAT the Board of Trustees approve the following Omnibus Motion to rescind the following Board Policies, in alignment with the Board’s governance responsibilities and principles of effective policy making:

- Board Policy 100: History of Sturgeon Public Schools*
- Board Policy 215: Organization Chart*
- Board Policy 800: Religious Education and Instruction*
- Board Policy 805: Home Education*
- Board Policy 810: Off-Site Activities*
- Board Policy 815: Outreach Programs*
- Board Policy 910: School Resource Officer*

Background:

The Board of Trustees is committed to maintaining a policy framework that is strategic, relevant and aligned with the Division’s mission and legal obligations. Research demonstrates that student achievement and well-being are best supported when boards focus on governance policies that provide clear direction while delegating administrative matters to staff (Leithwood, 2013). Regular policy reviews are essential to ensure that policies remain relevant and effective. In line with this commitment, the Policy Committee has identified several policies for rescission, as they are either outdated, redundant or better addressed through administrative procedures.

Board Policy 225: Role of the Board establishes that the Board’s core governance responsibilities include:

- Developing policies that guide the Division’s mission, vision and improvement efforts.
- Ensuring that policies focus on accountability, equity and student success.
- Delegating operational details to administration.

Furthermore, Section 33(1)(i) of the Education Act mandates that the Board has the responsibility to "ensure effective stewardship of the Board’s resources". Streamlining policies by removing redundancies and transferring operational matters to administrative procedures supports this requirement.

Principles of Effective Policy making:

As outlined in the Public School Boards' Association of Alberta (PSBAA) *Module 7: Exercising Authentic Governance*, strong school boards develop and maintain policies that:

- Focus on student achievement and well-being.
- Provide clear direction without micromanaging administrative functions.
- Ensure compliance with legislation and government requirements.
- Engage stakeholders through open and accountable policy development.
- Enable effective decision-making and risk management.
- Align with evidence-based practices and board goals.

Administration has conducted a thorough review of the policies, referring to the G-Tech Model, and reviewing other School Boards who use the G-Tech Model and the Policy Committee reviewed the policies at the February 24, 2025, Policy Committee meeting. The Policy Committee recommends to the Board of Trustees rescinding the following Board Policies:

Board Policy 100: History of Sturgeon Public Schools

The historical context of the Division is well-documented and does not require a standalone policy. The history of the Division has a dedicated section on the Sturgeon Public [website](#).

Board Policy 215: Organization Chart

Organizational structures are dynamic and best managed through an administrative procedure rather than a fixed policy.

Board Policy 800: Religious Education and Instruction

Captured clearly in Legislation - Education Act Section 19 “Alternative Programs”, Section 58 “Religious and Patriotic Instruction and Exercises” including Section 58.1 Notice to Parent.

Board Policy 805: Home Education

The Education Act (Section 20) defines home education as an operational function. It is recommended that this Board Policy be moved to an administrative procedure.

Board Policy 810: Off-Site Activities

Guidelines for off-site activities are already outlined in [Administrative Procedure 310: Off-Site Activities](#), eliminating the need for a separate Board policy.

Board Policy 815: Outreach Programs

Outreach initiatives are operational matters and are best addressed through administrative procedure. Outreach Programs are addressed in [Administrative Procedure 855: Alternate Programs and Learning Opportunities](#), section 27.

Board Policy 910: School Resource Officer

The roles and responsibilities of School Resource Officers are defined through an operational service agreement.

Governance Implications:

- **Clarity in Roles and Responsibilities:**
 - The Board is responsible for setting **direction and priorities**, while the Superintendent oversees **operational implementation**.
- **Legal and Regulatory Compliance:**
 - These changes ensure alignment with the **Education Act**, which requires policies to focus on **board governance** rather than operational matters.
- **Efficiency and Accountability:**
 - **Reducing policy clutter** allows the Board to concentrate on **strategic priorities** that impact student success and system improvement.
- **Transparency and Public Confidence:**
 - By focusing on **high-impact policies**, the Board ensures that its governance efforts remain **student-centered and publicly accountable**.

By rescinding these policies, the Board aims to streamline its policy framework, eliminate redundancies and enhance governance efficiency, thereby better serving the Division's stakeholders.

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

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

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

COMPETENCY: (6) School Authority Operations and Resources
INDICATORS: a. providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements;
c. delegating responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness; and
e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts.

COMPETENCY: (7) Supporting Effective Governance
INDICATORS: d. ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities;
f. supporting the board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms; and
g. implementing board policies and supporting the regular review and evaluation of their impact.

Governance Implications:

Education Act

Board responsibilities

33(1) A board, as a partner in education, has the responsibility to
(i) ensure effective stewardship of the board's resources,

Board Procedures Regulation

Policies and procedures

4 The board must

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

Policy 225: Role of the Board

Governance and Organization

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

28. Monitor the development, revision and implementation of policy

Administration is prepared to respond to questions at the March 19, 2025, Public Board meeting.



Attachment(s):

1. Board Policy 215: Organization Chart
2. Board Policy 800: Religious Education and Instruction
3. Board Policy 805: Home Education
4. Board Policy 810: Off-Site Activities
5. Board Policy 815: Outreach Programs
6. Board Policy 910: School Resource Officer

215: Organization Chart - To be rescinded and replaced with an AP.

1.0 POLICY

The Board of Trustees, which is responsible for providing high quality educational programs for students, acknowledges the necessity of discharging this responsibility through a wellordered administrative and management structure.

2.0 GUIDELINES

2.1 The Superintendent of Schools, as the Chief Executive and Educational Officer for the division, is responsible for the effective functioning of an appropriate administrative and management structure within the budget guidelines established by the Board.

2.2 The Board expects the Superintendent to keep the management structure current and able to respond to the changing needs of the school system.

2.3 To this end, the Superintendent may re-organize lines of authority and revise the Organizational Chart, subject to Board approval. Any permanent changes to the Organization Chart shall be implemented only upon Board approval.

2.4 Additional staff positions may be added on a temporary basis, from time to time, as required and as approved by the Superintendent, and as advised to the Board.

2.5 All division employees are accountable to the Superintendent. The Superintendent is accountable to the Board of Trustees.

[Download Organization Chart](#)

History

2019 Mar 27 Initial Approval

2020 Jan 29 Amended

2021 Oct 27 Reviewed

2022 Jun 22 Amended

800: Religious Education and Instruction - Recommend to Rescind

Captured in Legislation - Education Act Section 19 “Alternative Programs”, Section 58 “Religious and Patriotic Instruction or Exercises” including Section 58.1 Notice to Parent

History -

References for the Board: Administrative Procedures: AP 830, 825 AND 835

1.0 POLICY

The Board believes that our schools have a role in helping children develop emotionally, intellectually, physically, morally and spiritually.

The Board believes in religious tolerance, the acknowledgement of religious diversity, the maintenance of inclusive environments in its schools, and the provision of appropriate opportunities for students to give expression to their religious beliefs.

The Board believes that while many education activities may be perceived to include incidental or indirect reference to religion or religious themes, these may provide valuable learning and cultural opportunities for students, serve to acknowledge the religious diversity that exists among students, and provide students with opportunity to express their personal beliefs, when done in an inclusive and non-discriminatory manner and does not involve indoctrination.

2.0 GUIDELINES

2.1 In accordance with the Education Act, the Alberta Act, the School Ordinance of the Northwest Territories, the Constitution of Canada, and the Alberta Human Rights Act, the Board encourages the practice of providing opportunities for students to take part in religious instruction during the day and may prescribe religious instruction to be offered to its students.

2.2 Offering religious instruction

2.2.1 The Principal shall annually:

2.2.1.1 Inquire of parents/guardians as to whether or not they wish to have their child(ren) participate in a religious instruction course, and

2.2.1.2 Facilitate receipt of written approval for students whose parents/guardians wish them to participate in any religious instruction course.

2.2.1.3 In accordance with the Education Act, the Alberta Act, the School Ordinance of the Northwest Territories, the Constitution of Canada and the Alberta Human Rights Act:

2.2.1.3.1 Receive indication from any parents/ guardians who do not wish to have their child(ren) participate in a religious instruction course, and

2.2.1.3.2 Make provision to provide an alternate course of instruction for any student(s) whose parents/guardians do not wish them to participate in a religious instruction course.

2.2.2 Approval Process

2.2.2.1 Whenever parents/guardians request that religious instruction courses be made available at a school, the Principal shall advise the Superintendent, who will advise the Board of Trustees.

2.2.2.2 The Board of Trustees may, through the Superintendent, direct the Principal to determine the degree of parent/guardian interest around such request for religious instruction courses through surveys, meetings or any other appropriate means of gathering information, and establish a timeframe for such undertaking.

2.2.2.3 The Principal shall present information obtained, including the rationale for the request for religious instruction courses and the determined degree of parent/guardian interest in the request, to the Board and seek Board prescription of such courses.

2.2.2.4 The Board shall consider the rationale presented, including the tradition and culture of the school community, as well as the determined degree of parent/guardian interest and may prescribe the religious instruction courses to be included in the school's course offerings.

2.2.2.5 For schools where the Board prescribes religious instruction courses, the Principal shall typically present information regarding such courses as part of the school's instructional program plan for the coming school year. Such information shall include:

2.2.2.5.1 The grades or grade groupings for which religious instruction will be offered,

2.2.2.5.2 The scheduling, as per legislation, of instruction per week,

2.2.2.5.3 The process by which parents/guardians will indicate their approval or non-approval for their child(ren) to participate in a religious instruction course,

2.2.2.5.4 The course of instruction to be offered to any student whose parents/guardians indicate that their child is not to participate in a religious instruction course, and

2.2.2.5.5 If any persons other than teachers are to provide the religious instruction to the students.

2.3 Alternative Programs

In accordance with The Education Act the Board may establish an alternative program that emphasizes religion and includes:

2.3.1 Courses of study

2.3.2 Instructional materials, and

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

2.4 Participation in Activities

2.4.1 The Board authorizes student participation in the following activities which may include incidental or indirect reference to religion or religious themes:

2.4.1.1 A moment of silence at a special event such as a Remembrance Day ceremony,

2.4.1.2 Appropriate and inclusive ceremonial prayer at special events such as graduation exercises,

2.4.1.3 Participation in extra-curricular activities such as religious clubs,

2.4.1.4 Preparation for, and performance of, musical or dramatic selections with incidental religious themes or content, with the understanding that such selections shall not contain religious exercises such as prayers or bible readings and where the preparation and performance of those selections takes place in an inclusive, nondiscriminatory manner and do not involve indoctrination.

2.4.1.5 Concerts and activities in recognition of holidays with a religious basis, where such concerts and activities do not contain religious exercises such as prayers or bible readings and the concert or activity takes place in an inclusive, non-discriminatory manner and do not involve indoctrination.

2.4.1.6 Activities of a religious nature associated with the study of other cultures, and activities as part of provincially authorized courses of study such as Religious Ethics 20, Religious Meanings 20, and World Religions 30 where sufficient student interest warrants the offering of such courses.

2.4.2 Parent Notification and Exemption Provisions

2.4.2.1 In accordance with the Education Act, parents/guardians shall be provided notice where courses of study, educational programs or instructional materials, or instruction or exercises include subject matter that deals primarily and explicitly with religion.

2.4.2.2 Exemptions from Participation Principals shall ensure that:

2.4.2.2.1 Provision is made to accommodate the wishes of parents/guardians who make written request that their child(ren) be exempted from participating in activities dealing primarily and explicitly with religious theme or content,

2.4.2.2.2 An appropriate alternate activity is provided for nonparticipants

2.4.2.2.3 Depending on the parent request, the students are permitted to leave the classroom or place where the activity is taking place for the duration of the activity that includes the primary and explicit religious theme or content, or the students are permitted to remain in the classroom or place of activity without taking part in the activity, and

2.4.2.2.4 Non-participants are treated discreetly and with respect at all times.

2.5 Wearing Faith-Based Symbols

Students may wear faith-based jewelry, objects or articles of clothing at school or during school sponsored activities, as long as these are worn discreetly, do not have a proselytizing message, and meet the requirements of the school's standards of dress and grooming.

References:

Education Act: Sections 16, 61, 58 (1) (a) (b), and 58.1

Alberta Act, 1905: Section 17

School Ordinance of the Northwest Territories, 1901: Sections 137 and 138

Constitution Act, 1867: Section 93

Alberta Human Rights Act Preamble

History

2019 Mar 27 Initial Approval

2019 Oct 23 Reviewed

2020 Jan 29 Amended

2021 Oct 27 Reviewed

805: Home Education

Captured in Legislation - Education Act Section 20 - Home Education Programs

Move to an AP. Home Education is operational and not governance.

<https://www.psd.ca/board/administrative-procedures/4754>

<https://www.fmpsdschools.ca/board/procedures/5013>

Moving this policy to an AP places it with:

AP 855 Alternate Programs and Learning Opportunities

AP 800 Language Programs

AP 845 Off Campus Education

1.0 POLICY

The Board recognizes that parents/guardians have a right and responsibility to make decisions regarding the education of their children.

The Board recognizes and affirms the right of resident parents/guardians to provide a home education program for their child within the parameters of provincial policy, regulation and procedures.

The Board recognizes that it has a responsibility to ensure that the student has access to an education program according to Section 20 of the Education Act.

2.0 GUIDELINES

2.1 Special circumstances may warrant consideration and approval being granted for a resident student of Sturgeon Public Schools to be excused from school attendance providing that the necessary steps or actions have been discharged certifying that the student is under effective instruction at home or elsewhere.

2.2 The provision of home education services shall be approved and monitored through the Deputy Superintendent, Education Services or designate.

2.3 In recognizing any parental request for home education, the Deputy Superintendent, Education Services shall ensure that the educational welfare of the student is maintained in accordance with the Education Act and Home Education Regulation.

2.4 In recognizing any parental request for home education, the Deputy Superintendent, Education Services shall ensure that the legal commitment by the parents to the educational welfare of the student is understood and executed.

2.5 Applications

2.5.1 Applications for home education shall be completed by the parent in accordance with Home Education Regulation 89/2019.

2.5.2 Applications for home education shall, if possible, be filed on or prior to the commencement of the school academic year.

2.6 Monitoring

2.6.1 One to four visitations shall be carried out under the supervision of the Deputy Superintendent, Education Services or designate.

2.6.2 To include two assessments per year for each student.

2.6.3 Official student records to be kept by the student's resident school.

2.7 Use of School Neighborhood school facilities will be accessible when appropriate supervision is available.

2.8 Funding

2.8.1 The Division will provide to parents/guardians of home education students an amount equal to 50% of the Alberta Education Home Education grants received subject to the following conditions:

2.8.1.1 The home education student must have been enrolled with the Division by September 30th of the school year.

2.8.1.2 The funds are for the purchase of learning resources and directly related to educational material.

2.8.1.3 The parent/guardian must provide receipts for such materials.

2.8.2 The Division may pay Alberta Distance Learning Centre fees on behalf of parents/guardians of home education students enrolled with the Division by September 30th of the school year, and such payments will be considered part of the 50% payment.

2.9 Non-compliance

2.9.1 Should parents/guardians and/or students not comply with requirements of the Education Act and Home Education Regulation and Board policy relative to home education:

2.9.2 Parents/guardians will be notified and asked to meet requirements.

2.9.3 A further meeting to resolve the issue shall be called.

2.9.4 Parents/guardians will be given sufficient time to comply.

2.9.5 If parents/guardians refuse to comply, the Division shall terminate the home education program pursuant to Section 8 of the Home Education Regulation.

References:

Education Act: Section 20
Home Education Regulation 89/2019

History

2019 Mar 27 Initial Approval
2020 Jan 29 Amended
2021 Oct 27 Reviewed

810: Off-Site Activities - Recommend to Rescind

Related: [AP310 Off Site Activities](#)

1.0 POLICY

The Board of Trustees believes that off-site school sponsored activities can enhance student learning and development. Off-site activities enable students to participate in quality educational experiences that are at the heart of the educational process and connected to the Guide to Education, Programs of Study, curriculum and learning outcomes.

The Superintendent or designate shall be responsible for approving and monitoring off-site activity requirements and expectations to promote learning, and ensure student and staff safety.

References:

Board Policy: [410 – Student Fees](#)

Administrative Procedure: [AP310 – Off-Site Activities](#)

History

2019 Apr 24 Initial Approval

2020 Jan 29 Reviewed

2021 Oct 27 Reviewed

2021 Nov 24 Amended

2023 Mar 22 Amended

815: Outreach Programs **Recommend to Rescind**

Outreach Programs are addressed in AP 855 Alternate Programs and Learning Opportunities section 27.

1.0 POLICY

The Board recognizes that it has a responsibility to ensure students have access to an education program according to the Education Act. The Board believes that Outreach Programs provide an alternative to regular school programs and services for resident High School students, who for a variety of reasons, find that regular school programs and services do not meet their needs.

2.0 GUIDELINES

2.1 The Board delegates the Superintendent or designate the responsibility of establishing and monitoring operational procedures to provide alternate learning opportunities when required.

2.2 The Division Outreach Program is consistent with the Alberta Education Outreach Programs Handbook.

2.3 The primary goal of Outreach Programs is to assist students to complete high school or upgrade high school course marks.

References:

Education Act: 3, 11(1)

Alberta Education Outreach Programs Handbook

Administrative Procedure AP 855 – Alternate Programming and Learning Opportunities

History

2021 Feb 24 Initial Approval

2021 Oct 27 Reviewed

910: School Resource Officer

Greater St Albert Catholic does not have a policy or AP regarding the school resource officer and they are partners in the agreement.

This is an operational service agreement. The Board does not have any AP's that address service agreements therefore this Policy is an outlier.

1.0 POLICY

The Board believes in the importance of, and is committed to, establishing and maintaining a welcoming, caring, respectful and safe working and learning environment.

The Board believes that a regular onsite presence of a police officer helps prevent anti-social, destructive, illegal and unacceptable behavior at school and in the community. Having one RCMP peace officer as a School Resource Officer (SRO) provides a direct connection between the community, the school and the police.

To recognize the need to be proactive and preventative in providing policing support resources for Sturgeon Composite High School students, Sturgeon Public School Division, Greater St. Albert Roman Catholic Separate School Division and the Town of Morinville have signed a triparty School Resource Officer Agreement.

2.0 GUIDELINES

2.1 The School Resource Officer at Sturgeon Composite High School is not an employee of the Division and is, at all times, a police officer managed and supervised through the Morinville RCMP Detachment.

2.2 As a member of the RCMP, the SRO's primary authorities and duties first come from those being a Police Officer of the RCMP.

References:

Section 31, 33 Education Act
Child, Youth and Family Enhancement Act
Children First Act
Controlled Drugs and Substances Act
Youth Criminal Justice Act
Criminal Code (Canada)

History

2020 Nov 25 Initial Approval
2021 Oct 27 Reviewed

Date: March 19, 2025 **Agenda Item:** 8.1

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Committee of the Whole
Jonathan Konrad, Deputy Superintendent, Education Services

Subject: **Edwin Parr First Year Teacher Division Nominee**

Background:

This year, Sturgeon Public Schools proudly received seven Edwin Parr First Year Teacher Award nominations from school principals, the highest number of nominees the Division has had in many years. This is a testament to the exceptional and dedicated first-year teachers Sturgeon is privileged to have and attract to its schools.

Typically, the Board would review and make a decision regarding the Division's nominee during the public Board meeting in March. However, because the Alberta School Boards Association (ASBA) advanced the submission deadline to March 18, 2025 – prior to this public meeting – a special meeting of the Board of Trustees was held on March 5, 2025.

During that special meeting, Trustees reviewed all seven nomination packages and letters of support, engaged in thoughtful discussion and selected **Ella Stanley**, a first-year teacher currently teaching at Sturgeon Heights School, as the Division's 2025 Edwin Parr First Year Teacher Award nominee. Each School Board in the province may submit only one nominee to their ASBA Zone Chair. Ella's nomination will now move on to the ASBA Zone 2/3 selection committee. The Board wishes her the very best of luck in the next stage of the selection process.

The Board of Trustees was deeply impressed with the quality of all seven nominees and wishes to congratulate each of these exceptional first-year teachers for their dedication, professionalism and positive impact on students and schools. Ms. Stanley's ability to take on a complex Grade 5/6 split class, navigate eight different curriculums and support cognitively impacted students during a strike – all while coaching, leading working groups and championing Indigenous Education – speaks to her incredible dedication and capacity as an educator. Her infectious optimism, deep commitment to students and leadership among colleagues are qualities that inspired her selection.

History

Edwin Parr homesteaded in the Meanook area near Athabasca in 1920. Prior to 1925, he began his long career in educational affairs as a member of the board with the George Lake School District. He served as Chair of the Board with the Athabasca School Division and was on the Council of the County of Athabasca from its formation in 1959 until his death in January 1963. Edwin Parr was President of the Alberta School Trustees' Association from

1956 to 1962. Ed Parr, as he was known to all, instituted an “Annual Teacher Award” in his school system. Each year, a member of the teaching staff was chosen to receive a gold watch and an appropriate certificate for long and meritorious service.

In searching for a way in which his memory might be perpetuated and to honour the profession he so dearly respected, the Alberta School Trustees’ Association established the *Edwin Parr Teacher Award* in 1964.

Criteria:

- Any first year Kindergarten - Grade 12 teacher is eligible for nomination
- A minimum of 100 full-time equivalent days of teaching within the current school year is required (ie. September 2024 to June 20, 2025)
- May have up to 120 days of teaching service prior to signing a full-time contract.

The Board’s nomination for the Edwin Parr First Year Teacher Award was submitted to the ASBA Zone 2/3 Selection Committee by March 18, 2025, according to the Association’s required deadline.

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

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

COMPETENCY: (1) Building Effective Relationships
INDICATORS: e. establishing constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations.

COMPETENCY: (7) Supporting Effective Governance
INDICATORS: b. ensuring that all students and staff are provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

Governance Implications:

[Education Act](#)

Board responsibilities

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

(d) ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

[Board Policy 710: Employee Recognition](#)

In recognizing the diverse contributions of Division employees and/or community members, the Board of Trustees supports a variety of programs, awards and certificates of recognition.

Edwin Parr/Excellence in Teaching Award Programs

3.3 The Superintendent or designate shall coordinate nomination procedures for both programs.

Administration is prepared to respond to questions at the March 19, 2025, Public Board meeting.

Attachment(s):

1. Edwin Parr Nominees

Edwin Parr Nominees



DAMON DAVIES

Four Winds Public
School
French Immersion
Social Studies, 7,8,9;
Health 7; Jr High
Band, Foods, FSL 5



DIANE LEE

Landing Trail
School
Grade 1& 2,
Kindergarten Music



ELLA STANLEY
**STURGEON
HEIGHTS SCHOOL**
Grade 5/6 Core
Classes



JADE HAMILTON

Oak Hill
School
Math 4-9 with
Outdoor Education
and Mad Scientist



ZANE KLICS

Redwater
School
SH/JH Humanities



MYA BAUMLE

Four Winds Public
School
ELA 5; Science 5 & 8;
Health 8 & 9; CTF;
Sports Academy



LAUREN CHORKAWY

Namao School
Specialized
Programming



Date: March 19, 2025 **Agenda Item:** 8.2

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Jonathan Konrad, Deputy Superintendent, Education Services
Nicole Farwell, Coordinator, Curriculum

Subject: **Numeracy Support in Sturgeon Public Schools, 2024/25**

Background:

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 and in the community.

The Numeracy Report provides an overview of the Division's numeracy intervention and instructional processes, aligned to the 2024/25 Education Plan goal of promoting empowered learning environments for staff and students. The report highlights current screening and intervention practices, recent Provincial Achievement Test (PAT) and Diploma Examination results in mathematics and planned supports aligned with new curriculum implementation.

In addition, points of advocacy have been identified for consideration by the Board of Trustees. These reflect key system challenges related to provincial screening tools, curriculum rollout and funding for intervention. Trustees may choose to advance these advocacy priorities in conversations with Alberta Education and other government representatives.

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

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

COMPETENCY: (3) Visionary Leadership
INDICATORS: a. ensuring that the vision is informed by research on effective learning, teaching and leadership; and
c. promoting in the school community a common understanding of and support for the school authority's goals, priorities and strategic initiatives.

COMPETENCY: (4) Leading Learning
INDICATORS: c. ensuring that all instruction in the school authority addresses learning outcomes outlined in programs of study;
e. ensuring that staff have access to resources, programs and expertise to support them in meeting their professional

responsibilities and in addressing the learning needs of all students;
and
g. ensuring school authority student assessment and evaluation procedures are fair, appropriate, evidence-informed and used to enhance learning, teaching and leadership.

COMPETENCY: (6) School Authority Operations and Resources
INDICATORS: e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts.

COMPETENCY: (7) Supporting Effective Governance
INDICATORS: d. ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities; and
f. supporting the board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms.

Governance Implications:

Education Act

Courses, programs of study, etc.

18(1) The Minister may do the following:

- (a) prescribe courses or programs of study
- (b) prescribe requirements for the granting of credits, certificates and diplomas, including requirements for high school completion
- (c) prescribe requirements with respect to course sequencing or advancement
- (d) authorize learning and teaching resources for use in schools

Board responsibilities

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

- (a) deliver appropriate education programming to meet the needs of all students enrolled in a school operated by the board and to enable their success
- b) be accountable and provide assurances to students, parents, the community and the Minister for student achievement of learning outcomes
- (c) provide, where appropriate, for the engagement of parents, students, staff and the community, including municipalities and the local business community, in board matters, including the board's plans and the achievement of goals and targets within those plans
- (e) provide a continuum of supports and services to students that is consistent with the principles of inclusive education
- (h) establish and maintain governance and organizational structures that promote student well-being and success, and monitor and evaluate their effectiveness

Superintendent of schools

222 (5) The superintendent shall supervise the operation of schools and the provision of education programs in the school division, including, but not limited to, the following:

(a) implementing education policies established by the Minister

(b) ensuring that students have the opportunity in the school division to meet the standards of education set by the Minister

(d) providing leadership in all matters relating to education in the school division

(6) The superintendent shall report to the Minister with respect to the matters referred to in subsection (5)(a) to (d) at least once a year.

[Board Policy 105: Vision, Mission and Values](#)

MISSION

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

VALUES

Excellence in teaching. We know that magic can happen when students are engaged, excited and feel connected to their learning and their teachers.

Shared responsibility. We all have an important part to play in the education process. Working together, we strive for excellence so we can build a stronger future for us all.

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

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

Education Planning and Programming

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

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.

Supports and Services

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

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

Collaboration

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

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

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

23. Identifies issues for advocacy on an ongoing basis.

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

The Superintendent of Schools, as referred to in the Education Act, is the Chief Executive Officer of the Board of Trustees and Chief Education Officer of the Division. The Superintendent directly reports to the Board of Trustees and is accountable to the Board of Trustees on behalf of students and the public, for the total operation of the school system in a manner that is consistent with the requirements of the Education Act, Alberta Education regulations, the Superintendent Leadership Quality Standard, Board policies, Division vision, mission and values, and the Education Plan goals.

[Administrative Procedure 240: System, School and Program Evaluation](#)

Schools, programs and the school system may be evaluated to determine if objectives and outcomes are appropriate for the attainment of a high level of student achievement and for the optimal use of physical, human and economic resources.

[Administrative Procedure 241: Annual Education Results Report](#)

Sturgeon Public School Division is required by Alberta Education to prepare an Annual Education Results Report (AERR). As part of a continuous improvement cycle school divisions are expected to assess and interpret the results arising from implementing the Three-Year Education Plan and report on the progress toward achieving identified outcomes. School divisions must also report on their performance and the actions taken to meet their responsibilities in key assurance domains.

[Administrative Procedure 242: Three-Year Education Plan](#)

The Division is required by Alberta Education to prepare an education plan that aligns with the Alberta Education Three-Year Business Plan and focus on the priorities for student learning in the Division. The planning and reporting processes used will reflect the guiding principles, domains, and enabling processes outlined in Alberta Education's Assurance Framework.

Administration is prepared to respond to questions at the March 19, 2025, Public Board meeting.

Attachment(s):

1. Numeracy Support in Sturgeon Public Schools, 2024/25



Numeracy Support in Sturgeon Public Schools

Numeracy support in Sturgeon Public Schools aligns with the 2024/25 Education Plan goal of creating empowered learning environments for both staff and students. This work focuses on the early identification of student needs through numeracy screeners and targeted supports, alongside the implementation of the new K-6 curriculum to strengthen instruction and improve student outcomes.

Numeracy Assessments in 2024/25

Alberta Education Numeracy Screener

Students in grades 1-4 will complete the Alberta Education Numeracy Screener in September, January and May. Kindergarten students will complete the Alberta Education Numeracy Screener in January. This screener assesses a broad range of number skills in students from early verbal counting to arithmetic fluency to address early gaps in number knowledge.

Math Intervention/Programming Instrument (MIPI)

Due to the shift to a new math curriculum, schools with Grades 7-10 were given the option to use the MIPI screener in September to support local programming decisions. As this tool is no longer used consistently across all schools, and results are not reported to Central Office, division-wide year-over-year MIPI data is no longer available.

As part of the Division's planned supports, exploration of a new universal screener to replace the MIPI is underway.

Alberta Education Numeracy Screener (in English)

The following analysis summarizes key trends from the Alberta Education Numeracy Screener results in English programming.

Require Additional Support (%)	Fall Norms			Change Year over year	Winter Norms			Change Year over year
	Sept. 2022	Sept. 2023	Sept. 2024		January 2023	January 2024	January 2025	
Kindergarten				n/a			20	n/a
Gr 1			23	n/a	33	18	20	+2%
Gr 2	36	26	17	-9%			22	n/a
Gr. 3	28	17	20	+3%			18	n/a
Gr. 4		29	23	-6%			24	n/a





Analysis of the Alberta Education Numeracy Screener data shows fluctuations across grades, with some year-over-year improvements (e.g., Grade 4 reduced by 6%) and areas where additional support may be needed (e.g., Grade 1 increased by 2%). The addition of Kindergarten data provides an earlier look at numeracy development, highlighting a need to continue building early numeracy skills.

Alberta Education Numeracy Screener (in French Immersion)

The following analysis highlights trends within French Immersion programs based on Alberta Education Numeracy Screener results.

Require Additional Support (%)	Fall Norms			Change Year over year	Winter Norms			Change Year over year
	Sept. 2022	Sept. 2023	Sept. 2024		January 2023	January 2024	January 2025	
Kindergarten				n/a			9	n/a
Gr 1			42	n/a	61	35	16	-19%
Gr 2	58	56	0	-56%			0	n/a
Gr. 3	28	25	11	-14%			11	n/a
Gr. 4		10	7	-3%			4	n/a

French Immersion data shows notable improvements, particularly in Grade 1 (a reduction from 35% to 16% at-risk), but also highlights persistent challenges in upper grades that will require continued attention.

2023/24 Provincial Achievement Tests and Diploma Results - Mathematics

2024 Provincial Achievement Tests by Course All Students		Sturgeon Public School Division			Alberta		Sturgeon Public School		
		2023	2024	Prev 3 Year Average	2024	Prev 3 Year Average	AB Gap	Previous Year	To SPS Average
Course	Measure						+/-	+/-	+/-
Mathematics 9	Number Writing	287	392	316	58577	55447			
	Acceptable Standard %	59.2	43.6	53.8	52.7	54.4	-9.1	-15.6	-10.2
	Standard of Excellence %	12.5	7.1	11.4	14.0	13.5	-6.9	-5.4	-4.3
K&E Mathematics 9	Number Writing	33	30	36	1967	1815			
	Acceptable Standard %	81.8	70.0	75.0	52.2	52.7	-17.8	-11.8	-5.0
	Standard of Excellence %	39.4	3.3	36.1	9.9	11.3	-6.6	-36.1	-32.8





2024 Diploma Results by Course All Students		Sturgeon Public School Division			Alberta		Sturgeon Public School		
		2023	2024	Prev 3 Year Average	2024	Prev 3 Year Average	AB Gap	Previous Year	To Average
Course	Measure						+/-	+/-	+/-
Mathematics 30-1	Number Writing	67	76	67	21035	19763			
	Acceptable Standard %	67.2	53.9	67.2	75.4	70.8	-21.5	-13.3	-13.3
	Standard of Excellence %	25.4	7.9	25.4	34.9	29.0	-27.0	-17.5	-17.5
Mathematics 30-2	Number Writing	66	77	66	15676	14418			
	Acceptable Standard %	72.7	58.4	72.7	70.9	71.1	-12.5	-14.3	-14.3
	Standard of Excellence %	10.6	3.9	10.6	15.4	15.2	-11.5	-6.7	-6.7

Analysis of the 2024 PAT and Diploma results in Mathematics indicates that performance in Math 9 and Math 30-1/30-2 is below provincial averages, both at the Acceptable Standard and Standard of Excellence. These results underscore the need for continued focus on foundational math skills and targeted supports as students transition into higher grades.

Teaching and Leading: Implemented Support for Improved Math Instruction

- Continued use of Fact Fluency Kits in Grades K-6 to build basic computation skills.
- Common math manipulatives are available in every K-6 classroom to support hands-on learning and deepen conceptual understanding.
- Pilot group of teachers exploring a new math resource to align with the new curriculum and enhance instructional strategies.
- Development of a division-wide math intervention plan, accessible on the Teaching Resource Hub, to guide targeted student supports.

Planned Supports

Instructional Supports:

The following instructional supports are designed to strengthen mathematics teaching and learning, and to align classroom practices with the new curriculum.

- Focused support on the use of math manipulatives in Grades K-6.
- Targeted supports for piloting teachers and schools as Grades 7-9 implement the new curriculum.
- Continued exploration of a universal screener to replace the MIPI.

Data and Monitoring:

The following data and monitoring strategies will guide instructional responses and division-level planning to address identified student needs.

- Ongoing analysis of assessment data, including development of classroom profiles from screener results.





- In-depth review of Grade 6 PAT results in Fall 2025 to assess the impact of the new curriculum.

Learning Interruption Grant - Numeracy Intervention

For the 2023/24 school year, Sturgeon Public Schools received just over \$30,000 through the Learning Interruption Grant. With this money, SPS has hired one Literacy/Numeracy Intervention teacher to provide daily small group instruction for up to 5-6 weeks to grade 4 students in a pull-out model. Students will be chosen for this extra support based on numeracy screening data and classroom teacher recommendations.

Due to reduced funding this year, only one intervention teacher was hired, limiting support to Grade 4 students. While the intervention model remains targeted and effective, the reduction in staffing limits the division's capacity to provide timely support to all students identified through screening data.

Points of Advocacy for the Board of Trustees

To strengthen numeracy outcomes and ensure Sturgeon Public Schools has the tools and resources needed to support student success, the following areas are identified for Board advocacy with Alberta Education and the Government of Alberta:

1. Rescheduling of K-4 Alberta Numeracy Screeners to October
 - Current Challenge: The September screener timeline does not allow students adequate time to settle into classroom routines before being assessed, potentially skewing results and limiting their value for identifying true learning gaps.
 - Advocacy Ask: Advocate for Alberta Education to adjust the K-4 Numeracy Screener administration timeline to October to enable more accurate assessments and responsive supports.
2. Faster Turnaround of Screener Results from Alberta Education
 - Current Challenge: Delays between completion of the Numeracy Screeners and the return of results hinder schools' ability to provide timely interventions for students identified as needing support.
 - Advocacy Ask: Request that Alberta Education provide schools with Numeracy Screener results within a reasonable and expedited time frame (e.g., within 2-3 weeks) to enable immediate planning and intervention.
3. Phased Rollout of the New Grades 7-12 Mathematics Curriculum





- Current Challenge: A full-scale implementation of the new math curriculum across all grades simultaneously will create significant pressure on teachers, schools, and system supports, impacting the quality of instruction and outcomes.
- Advocacy Ask: Advocate for a gradual, phased implementation of the Grades 7-12 mathematics curriculum (one grade level at a time) to allow time for resource development, professional learning, and thoughtful instructional planning.

Through a continued focus on early identification, targeted interventions, and teacher capacity building, Sturgeon Public Schools is committed to supporting all students in developing strong numeracy skills. Ongoing analysis of assessment data and alignment with the new curriculum will guide Division efforts to address identified gaps and strengthen math outcomes for all learners.





Date: March 19, 2025 **Agenda Item:** 8.3

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Jonathan Konrad, Deputy Superintendent, Education Services
Robert Litchfield, Director, Technology Services

Subject: **Technology Services Report Spring 2025 Update**

Background:

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.

Attached is the Technology Services Report Spring 2025 Update.

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

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

COMPETENCY: (3) Visionary Leadership
INDICATORS: a. ensuring that the vision is informed by research on effective learning, teaching and leadership; and
 c. promoting in the school community a common understanding of and support for the school authority’s goals, priorities and strategic initiatives.

COMPETENCY: (4) Leading Learning
INDICATORS: b. providing learning opportunities, based on research informed principles of effective teaching, learning and leadership, to support building the capacity of all members of the school community to fulfill their educational roles; and
 e. ensuring that staff have access to resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students.

COMPETENCY: (6) School Authority Operations and Resources
INDICATORS: a. providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements;

- c. delegating responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness;
- e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts.

COMPETENCY:
INDICATORS:

- (7) Supporting Effective Governance
 - d. ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities; and
 - j. building the capacity of the board and staff to predict, communicate and respond to emergent circumstances, including emergency readiness and crisis management, and to political, social, economic, legal and cultural contexts and trends.

Governance Implications:

[Education Act](#)

Board responsibilities

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

- (a) deliver appropriate education programming to meet the needs of all students enrolled in a school operated by the board and to enable their success
- (i) ensure effective stewardship of the board's resources

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

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:

35. 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.

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

All Board authority delegated to the staff of the Division is delegated through the Superintendent. The Superintendent of Schools is the Board's sole point of connection to the operational organization. The Board will direct the operational organization only through the Superintendent of Schools, functioning as the Chief Executive Officer.

[Administrative Procedure 300: Security of Personal and Division Information](#)

The Division has a responsibility to protect the privacy of individuals by appropriately securing confidential personal information.

[Administrative Procedure 865: Information and Communication Technology](#)

To ensure technology is used in the service of learning and supports efficient system administration and operations.

Administration is prepared to respond to questions at the March 19, 2025, Public Board meeting.

Attachment(s):

1. Technology Services Report Spring 2025 Update



Technology Services Report, Spring 2025

In the October 2023 report, the critical challenge of mitigating accumulated technical debt was underscored, emphasizing the need for strategic investments and improvements. This report extends that narrative by outlining significant advancements made to enhance the Division's digital infrastructure, cybersecurity and operational efficiency.

Enterprise ID Standardization

Authentication is a cornerstone of digital security, ensuring that only authorized users gain access to critical systems and data. The transition to a unified @sturgeon.ab.ca domain for all staff and student accounts was initiated last year but was temporarily paused to allow staff time to transition their accounts for external services and to manage the Chromebook re-enrolment process.

With these challenges now addressed, the final phase of implementation is scheduled for August 2025. This transition will:

- Standardize all Google services under the new domain, ensuring consistent access and management.
- Finalize Chromebook re-enrolment, ensuring seamless access to school resources for students and staff.

Careful planning and communication will continue to ensure a smooth transition, with minimal disruption to daily workflows. The Division remains committed to supporting staff throughout this change with necessary training and resources.

Windows 11 Deployment

As Microsoft ends support for Windows 10 in October 2025, the Division has embarked on a structured upgrade plan to ensure that all Windows-based devices are updated efficiently. Rather than upgrading each device individually, which is time-consuming, a device swap process is being implemented:

- Pre-configured Windows 11 devices will be deployed in each school, minimizing disruption.
- Staff will experience only 30–60 minutes of downtime per device swap.
- Dedicated on-site technical support will be provided to assist with the transition.





The deployment schedule was delayed this year due to Job Action. The deployment began in March 2025 and continuing through September 2025, ensures all devices meet modern security and compatibility standards.

Standardized Collaboration Platform & Email Transition

To improve productivity, interoperability and security, the Division is fully transitioning to Google Workspace for email and collaboration. This shift includes:

- Gmail will replace Microsoft Outlook as the Division's primary email client.
- The phasing out of SharePoint, with all documents migrated to Google Drive for a unified storage solution.
- Google Meet is becoming the preferred video conferencing tool, reducing fragmentation across communication platforms.

This transition aligns with the broader move to Google services and will ensure greater consistency across schools.

Wireless Network Modernization

Reliable, high-performance Wi-Fi is essential for modern education. The Division has been systematically upgrading network infrastructure, and the next phase focuses on replacing aging Wi-Fi equipment at:

- Gibbons School (40 devices)
- Sturgeon Heights School (33 devices)
- Bon Accord School (30 devices)
- Oak Hill and Colony Schools (smaller-scale updates)

This initiative strengthens security, improves connection stability, and enhances overall network performance. The updates will be completed in Fall 2024 through Summer 2025.

Student Registration System Overhaul

A significant improvement to the student registration process is underway, moving away from manual, labour-intensive workflows. The new registration system, integrated with PowerSchool SIS, will:

- Streamline the enrolment process for both new and returning students.
- Reduce administrative workload and improve data accuracy.
- Enhance reporting capabilities to ensure proper funding allocation.





The project is progressing as planned, with the new system set to be fully operational for the 2025–26 school year.

Exploring Chromebook Transition for Staff

As part of ongoing efforts to enhance technology access, reduce costs and simplify device management, the Division has begun exploring a transition to Enhanced Chromebooks for staff. This initiative is in the early design phase and will be approached gradually over multiple years, ensuring a thoughtful and well-supported transition.

Key considerations include:

- Transitioning entire schools at once to allow for focused support and training.
- Engaging staff in the evaluation process to ensure Chromebooks meet their workflow needs.
- Providing a phased rollout, learning from each stage before wider adoption.

This transition has the full support of the Senior Leadership Team as a strategic move toward a more sustainable technology environment. Staff feedback will be instrumental in shaping this transition, and further updates will be provided as planning progresses.

Technical Support & Staffing Optimization

Technology Services continues to refine its support model to enhance service delivery and response times. Key improvements include:

- Restructuring the technical team to ensure broader expertise and coverage.
- Encouraging tech support ticket usage to improve tracking and response efficiency.
- Analyzing workload data to inform future staffing and budget planning.

Conclusion

The initiatives outlined in this report represent significant strides in modernizing the Division's technological infrastructure. By enhancing security, streamlining operations and investing in reliable network and software solutions, these projects support both staff and student success. The Division remains committed to minimizing disruption while ensuring long-term sustainability and security across its digital landscape.





Date: March 19, 2025 **Agenda Item:** 8.4

To: Board of Trustees

From: Shawna Warren, Superintendent

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

Subject: **Stakeholder Engagement Adjustment**

Background:

The purpose of this memo is to inform the Board of an adjustment to one element of the Stakeholder Engagement commitments outlined in the 2024–2027 Education Plan.

Within the Education Plan, under Measures and Stakeholder Voice, the Division committed to various engagement strategies to gather feedback from students, parents, staff and community members. One of these planned strategies was to host in-person School Council Guided Conversations, designed to ensure direct input from parents and guardians.

However, due to the current Labour Action, many School Councils have been suspended, or have been inactive for several months during the 2024–2025 school year. As a result, the Division has been unable to proceed with School Council Guided Conversations as originally intended for this year.

Adjustment to the Engagement Plan

While the School Council Guided Conversations will not occur this year, the Division remains committed to gathering parent voice through the following:

- Alberta Education Assurance (AEA) Survey – provincially administered.
- Sturgeon Public Schools' Annual Parent and Guardian Survey – our locally developed survey.

Together, these surveys will ensure that parents and guardians continue to have opportunities to share their perspectives, which will inform Division planning and continuous improvement efforts.

In addition, the Division will continue to host the in-person Business and Community Engagement evening, as originally planned, to ensure meaningful dialogue with local businesses, industry partners and community members. This event is designed to gather valuable insights on how schools and the Division can strengthen partnerships that support student success, including questions such as: *Where are there additional opportunities to partner with local businesses?* and *How can business partners help*

prepare students for success? The evening will also include table conversations, collaborative discussions and recorded feedback using a World Café format, inviting participants to share what has been missed and what they would like the Division to know. The engagement will provide opportunities for networking and relationship building, while shaping the Division’s understanding of how to best prepare students for the future in partnership with the community.

Summary of 2024–2025 Engagements (As Adjusted)

- Survey – Student (including AEA and Division local survey)
- Survey – Parent and Guardian (including AEA and Division local survey)
- Survey – Staff Professional Learning (including AEA and Division local survey)
- In-Person – Business and Community Engagement (Planned for April 15, 2025)
- In-Person – Student Advisory Committee
- Review – School Education Plans
- Feedback – Leadership Development Teams (Admin Council, VP Cohort, Learning Coaches, SALT)

Despite the temporary pause in School Council meetings, the Division continues to provide multiple robust avenues for parent and community engagement, ensuring a diversity of perspectives are included in Division planning. The Division remains committed to relationship building and continuous improvement as key elements of educational leadership and governance.

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

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

- | | |
|--------------------|---|
| COMPETENCY: | (1) Building Effective Relationships |
| INDICATORS: | a. collaborating with community and provincial agencies to address the needs of students and their families;
e. establishing constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations; and
f. facilitating the meaningful participation of members of the school community and local community in decision-making. |
| COMPETENCY: | (3) Visionary Leadership |
| INDICATORS: | c. promoting in the school community a common understanding of and support for the school authority’s goals, priorities and strategic initiatives. |

COMPETENCY: (6) School Authority Operations and Resources
INDICATORS: f. respecting cultural diversity and appreciating differing perspectives expressed in the school community.

COMPETENCY: (7) Supporting Effective Governance
INDICATORS: a. establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity;
k. supporting the board in its engagement with the school community to develop a vision of a preferred future for student success; and
l. facilitating ongoing public communication about the board's operations and the achievement of its goals and priorities.

Governance Implications:

[Education Act](#)

Board responsibilities

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

(c) provide, where appropriate, for the engagement of parents, students, staff and the community, including municipalities and the local business community, in board matters, including the board's plans and the achievement of goals and targets within those plans.

General powers and duties of boards

53(1) A board shall

(c) in co-operation with school councils, provide for parental and community engagement in schools

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

Stakeholder Engagement and Communication

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.

Collaboration

19. Promotes positive community engagement within the Division.

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

[Administrative Procedure 215: Community Partnerships](#)

Strong community partnerships are integral to building strong schools and strong communities.

Sturgeon Public Schools believes that community partnerships encourage schools to:

- Cooperate with community agencies in the development of programs and services.
- Establish and maintain close communication with families in the neighbourhood.
- Reflect on Division and Community Values.
- Contribute to a strong community in support of public education.

[Administrative Procedure 241: Annual Education Results Report](#)

3. The AERR will contain the results on mandatory and optional measures gathered throughout the year as on-going reviews, evaluations, surveys, planning sessions and professional development activities.

Administration is prepared to respond to questions at the March 19, 2025, Public Board meeting.

Attachment(s):

Not applicable.



Date: March 19, 2025 **Agenda Item:** 8.5

To: Board of Trustees

From: Shawna Warren, Superintendent

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

Subject: **Communications Report February & March 2025**

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 February and March 2025.

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

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

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

- COMPETENCY:** (3) Visionary Leadership
- INDICATORS:** c. promoting in the school community a common understanding of and support for the school authority’s goals, priorities and strategic initiatives.

- COMPETENCY:** (6) School Authority Operations and Resources
- INDICATORS:** e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts.

- COMPETENCY:** (7) Supporting Effective Governance
- INDICATORS:** l. facilitating ongoing public communication about the board’s operations and the achievement of its goals and priorities.

Governance Implications:**Education Act**

Board responsibilities

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

- (b) be accountable and provide assurances to students, parents, the community and the Minister for student achievement of learning outcomes,
- (c) provide, where appropriate, for the engagement of parents, students, staff and the community, including municipalities and the local business community, in board matters, including the board's plans and the achievement of goals and targets within those plans,

Policy 225: Role of the Board

Stakeholder Engagement and Communication

The Board shall provide, where appropriate, for the engagement of parents, students, staff and the community, including municipalities and the local business community, in Board matters, including the Board's plans and the achievement of goals and targets within those plans [Education Act s. 33(1)(c)]. Specifically, the Board:

- 7. Establish processes to engage the community and stakeholders in a dialogue about Division programs and future planning.
- 8. Make informed decisions that consider community values and represent the interests of the entire Division.
- 9. Promote the schools' programs which reflect the needs and desires of the Community.
- 10. Report Division outcomes to the community annually.

Policy 700: Superintendent of Schools

The Superintendent directly reports to the Board of Trustees and is accountable to the Board of Trustees on behalf of students and the public, for the total operation of the school system in a manner that is consistent with the requirements of the Education Act, Alberta Education regulations, the Superintendent Leadership Quality Standard, Board policies, Division vision, mission and values, and the Education Plan goals.

Administrative Procedure 220: Communications

The development of a strategic communication plan facilitates timely and coordinated sharing of information regarding the priorities and operation of the school division. As such, it is an important component in the process of increasing awareness, understanding and support of public education and the division.

- 3. Preparation of the strategic communications plan shall be coordinated by the Superintendent or designate and will be provided to the Board as information.



Administration is prepared to respond to questions at the March 19, 2025, Public Board meeting.

Attachment(s):

1. Communications Report for February and March 2025

Communications Report

February & March, 2025



Overview of Goals

1. Highlight Staff Expertise & Excellence
 2. Consistency in Communication and Messaging
 3. Building Staff Capacity
 4. Improve Broad Public Perception
 5. Improve Division Wide Communication
-

Communications in February & March has been focused on:

Aligns with Marketing Goal #2

- Launching registration for the 2025-2026 school year. Updates were made to the Division website and school websites to ensure families had access to key registration information. A multi-channel communications strategy was implemented, including social media posts, email outreach, blog posts, and other communication tools to inform families that registration was live.

Aligns with Marketing Goals #1 & #4

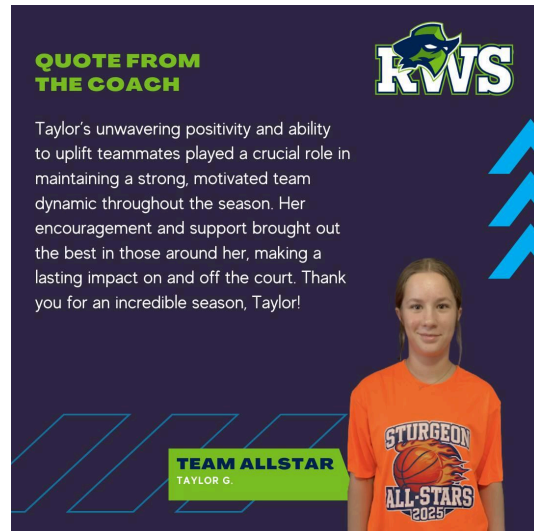
- Wrapping up the Guthrie School advertising campaign, which included digital ads, billboards, and radio promotions in support of the school's Open House event. These efforts successfully contributed to more than 25 new families registering for Guthrie School as of March 11th, 2025.

Aligns with Marketing Goals #2 & #5

- Preparing for the launch of Summer School, ensuring families had access to updated information. Work included:
 - Website updates to the [Summer School](#) page
 - Social media posts to promote program offerings
 - Email outreach to all families with students in Grades 9, 10, and 11
 - Print materials to support awareness and engagement

Aligns with Marketing Goal #4

- For the second year in a row, Communications highlighted student athletes through a social media campaign celebrating the basketball all-stars from each of the Division's schools. This initiative continues to recognize and celebrate student achievements in athletics.



Aligns with Marketing Goals #2 & #5

- Collaborating with the Division Principal to support the launch of the new Building Futures program, which will begin next school year. A dedicated [webpage](#) was created to provide prospective families with key details about the program, ensuring they have all the information needed to explore this opportunity.

Aligns with Marketing Goal #5

- Publishing the March edition of the [Sturgeon Public Scoop](#), featuring a variety of highlights and updates. This edition included 2025-2026 registration information, Labour Action updates, a wrap up of Pink Shirt Day 2025, and more.

Sturgeon Public in the Media

- March 7, 2025 — Alberta school looks to stop abuse before it starts

[CTV News](#)

Upcoming Events:

- Spring Break: March 24th - 28th
- Teal Up Day: April 11th
- Education Week: April 7th to 11th
- Earth Day: April 22nd

Date: March 19, 2025 **Agenda Item:** 8.6
To: Board of Trustees
From: Shawna Warren, Superintendent
Originator(s): Shawna Warren, Superintendent
Subject: **Superintendent Report**

Background:

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

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

As per Ministerial Order 003/2020 (AMENDED 2023), the Superintendent Leadership Quality Standard applies to superintendents. All superintendents are expected to meet the Superintendent Leadership Quality Standard throughout their careers. The superintendent of schools as referred to in the Education Act is accountable for the demonstration of all of the competencies identified in the Superintendent Leadership Quality Standard.

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.

- ★ The Division celebrated Substitute Appreciation Week from March 10-14, recognizing the valuable contributions of substitute teachers. A small token of appreciation was shared to express gratitude for their dedication and support in ensuring the continuity of student learning.
- ★ On February 28, the Superintendent visited SCHS to check in with staff and provide support during a difficult time for the school community. Two of our neighbouring divisions reached out and shared their crisis response team members to support the Division and the school. We are grateful to our neighbours for being willing to share human resources during such a difficult time.

- ★ Throughout the next few months, schools across the Division will be hosting [Open Houses](#), providing families with the opportunity to connect with their school community, meet educators and explore learning environments. Open Houses play a vital role in building relationships, fostering a sense of belonging and ensuring families feel informed and engaged in their child's education. Attendees will have the chance to tour the school, ask questions and learn about the various programs and opportunities available for students.
 - The Manager of SHINE has offered to attend school open houses to share information about SHINE Beyond Limits, a family-centered FSCD Service Provider supporting children with disabilities in Sturgeon County. SHINE focuses on fostering growth, resilience and independence, helping each child reach their unique potential. This partnership enhances community connections and ensures families have access to valuable resources.

- ★ March 10-14, the Division celebrated Substitute Appreciation Week. To celebrate the wonderful substitute teachers who work in Sturgeon Public Schools, central office provided all schools with packages of Lifesavers with a personal note attached to them.

- ★ On March 13, the Superintendent attended a Citizenship Ceremony at Four Winds Public School, welcoming new Canadian citizens and celebrating this significant milestone with them. By bringing words of encouragement and support, the Superintendent reinforced the school division's commitment to inclusivity, diversity and community engagement.

- ★ On March 15, 2025, the Superintendent attended the *International Women's Day: Reflections of Her* event in Morinville, thanks to the invite from Trustee Buga. This event provided an opportunity for reflection, discussion and celebration of women's achievements in leadership and education. Attendees engaged in insightful sessions on empowerment and equity while networking with community members. The Superintendent's participation reinforced a commitment to fostering inclusive leadership and supporting meaningful connections within the school division and beyond.

- ★ SPS families are invited to participate in Spring Break Blitz Programming, facilitated by the SPS Mindful Mentors, offering creative and engaging activities over spring break. From March 26 to March 28, students will have the opportunity to explore their creativity through hands-on projects, including transforming pinecones into unique animal creations, crafting and decorating spring-themed Rice Krispie treats, and painting and assembling whimsical Easter Gnomes with kits provided by Avedonia Art in Bon Accord. These sessions provide a fun and inclusive environment for students to connect, create and enjoy meaningful experiences outside the classroom.

- ★ The Superintendent holds bi-weekly meetings with the Communications Team to ensure strategic and effective communication across the Division. These meetings focus on aligning messaging and marketing with divisional goals, addressing emerging issues and

fostering transparent and consistent engagement with stakeholders, including staff, students, families and the broader community.

- ★ The [Sturgeon Public Scoop](#) is the Division's newsletter, providing important updates and information to the school community. It serves as a key communication tool, sharing news, events and essential resources with staff, students and families throughout the school year.
- ★ The Superintendent continues the "Woot Woot Wagon" initiative throughout the school year. Each month, a Senior Executive team member brings the wagon through Central Office, offering treats to staff as part of an ongoing effort to promote a positive and supportive work environment.
- ★ The Superintendent continues to connect monthly with neighbouring school division Superintendents. These regular meetings promote collaboration, the sharing of best practices and the discussion of common challenges, strengthening relationships and fostering regional cooperation.
- ★ The Superintendent has continued an initiative introduced in January 2023 aimed at recognizing Central Office staff members' birthdays each month.
- ★ The Superintendent writes a "Welcome to the Sturgeon Public Team" card to all new staff who join Central Office. This gesture reflects the Superintendent's commitment to fostering a welcoming workplace culture.
- ★ The Superintendent continues to write personalized thank you cards to various Division staff members for their contributions and celebrations occurring throughout the Division.
- ★ The Superintendent transitioned her "Superintendent Week-at-a-Glance" to a weekly newsletter titled, "From the Desk of the Superintendent" that is shared every Friday with the Board of Trustees, school leadership and Central Office leadership. This new format includes a blog post and key information items from the government.
- ★ The Superintendent continues the leadership and central office staff engagement meetings from 2022-2023 to support collaboration and professional development in 2024-2025.
 - Monthly Principal meetings, grouped by school type, with the Superintendent and the Education Services leadership team.
 - Weekly Senior Executive Committee meetings.
 - Regular 1:1 meetings with direct reports to focus on mentorship and growth.
 - A new monthly Central Office leadership meeting will focus on strategic planning and clear roles and responsibilities across departments.

Leading Learning

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

- ★ The Culinary Arts Dual Credit program at Redwater School, in partnership with NAIT, launched on February 20 and will run every Thursday afternoon until June. This program provides students with the opportunity to work toward their Cook Apprenticeship while still in high school. Out of 12 available spots, 10 have been filled—seven by Redwater students and three by SCHS students—while the remaining two are expected to be filled as interest grows. This initiative enhances student learning by providing hands-on experience and career pathways in the culinary field.
- ★ The Grade 9 to 10 course selection process took place from March 3rd to 7th, with school visits conducted as scheduled. Schools received electronic course selection packages in advance, and students ensured their selection sheets were signed by a parent/guardian and a homeroom teacher or counselor before participating. Course selections were based on students' current Grade 9 marks and only those who had chosen SCHS as their school for the following year were able to complete their selections. During the sessions, students accessed Chromebooks and used their PowerSchool logins to finalize their choices. The process was organized by the homeroom to maximize efficiency, ensuring a smooth and well-structured transition to high school.
- ★ At the March 5, 2025, Special Board meeting, Ella Stanley from Sturgeon Heights was selected as Sturgeon Public Schools' nominee for the Edwin Parr First Year Teacher Award from a group of seven nominees. The award, presented by the Alberta School Boards Association, recognizes outstanding first-year teachers who demonstrate excellence in instruction and positively impact their school communities. The Board of Trustees acknowledged the dedication, passion and innovation of all nominees, emphasizing the difficulty of selecting just one candidate. While only one nominee advances to the ASBA Zone 2/3 selection committee, all were celebrated for their contributions to student success.
- ★ Sturgeon families were informed about [Raising Digitally Resilient Kids](#), a new self-guided workshop from MediaSmarts designed to help parents navigate digital challenges. Based on youth research, the workshop provides strategies for managing online risks, evaluating apps, and setting household media guidelines. With practical resources and handouts, it fosters informed conversations about digital literacy at home and in schools.

Modeling Commitment to Professional Learning

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

- ★ The Superintendent subscribes to the monthly Pendulum Law newsletter. Each month, Pendulum Law shares interesting education law cases relevant to different professional environments.
 - January 2025 edition included selected compelling cases about the evidence required to substantiate a human rights claim, expectations of professionalism with colleagues, and a harrowing criminal sentencing decision for a longstanding high school football coach convicted of sexual offences against student athletes.
 - The February 2025 edition featured notable cases, including the summary dismissal of a human rights claim regarding meaningful access to education, a court decision upholding the dismissal of a teacher’s human rights complaint due to timeliness and a ruling that restricting a teacher’s duties during a school confrontation investigation did not constitute reprisal. Additionally, the edition covered a class action certification holding a school board vicariously liable for alleged abuse at a Calgary school and an upcoming trial addressing the government’s obligation to provide Inuit language instruction in Nunavut public schools.

- ★ March 2, 2025, the Superintendent listened to the ASBA recorded presentation on Learn ASBA titled “Board Dynamics” with Jane Halford and then listened to the presentation again with the entire Board on March 5, 2025.

- ★ On March 7, 2025, the Superintendent attended the International Women's Day: Voices of Women Education Leaders Webinar, an event focused on empowering and inspiring women in educational leadership. The webinar featured keynote speakers Colleen Russell-Rawlins and Jerri Kemble, who shared insights on leadership, equity and the impact of women in education. This event provided an opportunity for professional learning and reflection on leadership practices within the education sector.

- ★ The Superintendent attended the CASS Zone 2/3 meeting on March 14, 2025, engaging in discussions with education leaders on key topics such as restorative practices, inclusive education, curriculum and human resources. The event included presentations from Alberta Education, updates from the CASS Board and a session on implementing restorative practices to foster positive school climates. This meeting provided an opportunity to collaborate with colleagues, share best practices and strengthen leadership strategies to support student success and school improvement.

- ★ On March 17, the Superintendent attended a webinar on Occupational Health & Safety, Privacy and Human Rights, which provided key legal updates relevant to education and

workplace environments. The session covered significant Occupational Health & Safety cases from 2024, potential changes to Alberta's sentencing framework and recent Supreme Court decisions impacting workplace safety. Privacy discussions focused on legislative updates, emerging trends and practical considerations for adapting to evolving expectations. The Human Rights segment explored recent cases related to wrongful termination, duty to accommodate, and trends in damages awards.

- ★ March 19, 2025 - The Superintendent will be hosting one of the tables for the CASS Community of Practice - Superintendents and Deputy Superintendents - session on the first evening of the CASS Annual Learning Conference. This session will provide an opportunity for Communities of Practice to connect in person, revisit their purpose statements and engage in reflective practice. Participants will collaborate to solidify and activate their Community of Practice's plan. The Superintendent will facilitate discussions which will focus on fostering effective governance and strengthening the working relationship between superintendents and their boards.
- ★ During the CASS Annual Learning Conference, the Superintendent will participate as a panelist in a 75-minute session alongside other Chief Superintendents. Each panelist will share a high-quality mistake they made and the valuable lesson learned, followed by an open Q&A. This session fosters professional learning and reflective practice among educational leaders.
- ★ CASS Conference - March 19-21 - The Superintendent will be attending several sessions at the CASS Annual Learning Conference, focusing on emerging trends and best practices in education leadership.
 - *Empowering Educators and Students with AI: Enhancing Teaching and Learning*, will explore the role of artificial intelligence in reducing teacher workload, personalizing student learning and providing immediate feedback. The session will also address ethical considerations and highlight how four school divisions are integrating AI strategically.
 - *Understanding, Honouring, and Learning Cultural Protocol in Relationship with Indigenous Peoples and Communities*, will provide insights into a province-wide research study on cultural protocol. Leaders will share their experiences in fostering respectful relationships with Indigenous communities and applying their learning to strengthen student success.
 - *Shaping the Future: Modernizing Alberta's Apprenticeship Education*, will highlight how Alberta's evolving apprenticeship system is expanding pathways for students. This session will explore how K-12 education leaders can support and champion apprenticeship opportunities within their school authorities.
 - *The Need for Transformative Leadership to Ensure Equitable Educational Outcomes*, will examine systemic barriers affecting equity-deserving students. Participants will

engage in reflective discussions on transformative leadership practices to drive meaningful change in school systems.

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.

- ★ March Admin Council, Principals and central office leaders spent dedicated time just focusing on business operations. The meeting, just like the January and February Admin Council meetings, was shortened to one hour and held virtually to keep our leaders in our school buildings during Labour Action.
- ★ To “promote in the school community a common understanding of and support for the school authority’s goals, priorities, and strategic initiatives”, the Superintendent ensures all communication about Labour Action is clear and factual. All relevant information is uploaded to the [website](#) and stakeholders are directed to the website for most up-to-date information.
- ★ To reinforce common understanding, the Superintendent’s weekly “From the Desk of the Superintendent” always includes a tailored message informed by research on effective learning, teaching and leadership that reinforces the Division’s vision, mission and values.

Ensuring First Nations Métis and Inuit Education for all Students

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

- ★ In March, the monthly focus is dedicated to celebrating and learning about Nehiyawak (Cree) Culture, with a wealth of resources available on the Indigenous Education Hub. This initiative aims to deepen understanding and appreciation of Cree traditions and perspectives. Among the featured resources are an informative video on wahkohtowin, which explores the principles of Cree natural law, and Tipi teachings that offer insights into the cultural significance and symbolism of the Tipi in Cree society. Additionally, a Cree Meditation playlist is available for those seeking to connect with Cree spirituality and relaxation practices. These resources, along with others on the hub, are designed to provide a comprehensive and immersive learning experience about Nehiyawak culture, catering to a broad audience interested in Indigenous education and cultural preservation.
- ★ On March 10th, a Call-to-Action meeting took place during the PD Day, where attendees received a package of instructional support materials to assist in planning and hosting events within their school communities for National Indigenous People’s Day. Additionally, a

Google document outlining these supports was distributed to Call-to-Action representatives for use in their respective schools.

- ★ The Indigenous Parent Advisory Committee met online on March 11, 2025. Facilitated by the Indigenous Education Coordinator, the meeting provided an opportunity for families to share feedback, engage in meaningful discussions and support Indigenous education initiatives within the Division.

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.

- ★ [Registration for the 2025-2026 school year](#) opened on February 18, 2025. Current families were notified through PowerSchool, and the school registration process is actively being promoted on the Division website and through various social media platforms.
- ★ Division staff were informed that the Employee and Family Assistance Program (EFAP) will transition from Inkblot to GreenShield Health, effective March 17, 2025. The core services, including counseling and work-life support, will remain unchanged, with new enhancements such as children's mental health support, Indigenous mental health services and a well-being program. Employees will receive welcome emails with registration details, and informational resources will be shared in staff rooms throughout the Division to ensure awareness and accessibility.
- ★ Annually, school divisions throughout Alberta are mandated to submit a Three-Year Capital Plan by April 1st to Alberta Education that must be approved by the School Board. The Superintendent collaborated closely with the Associate Superintendent of Corporate Services and the Facilities Director to prepare the draft Three-Year Capital Plan to be first presented at the March CoW for Board input and in turn the Public Board for approval. This strategic preparation is aimed at ensuring the plan receives thorough review and subsequent approval from the Board of Trustees, aligning with the requirements set forth by Alberta Education and ensuring the Division's infrastructure needs and priorities are adequately planned for.

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.

- ★ Information about the 2024-25 Provincial Satisfaction Surveys was shared with SPS families to inform them about the Ministry of Education's efforts to gather feedback on Alberta's education system. The surveys, conducted between January and May 2025, collect perceptions from various stakeholders, including parents, students, teachers and employers of recent graduates. Topics include the quality of education, school safety and inclusivity and system effectiveness in preparing students for future success. Participation is encouraged as the results would help identify strengths and areas for improvement, contributing to a more effective and accountable education system.
- ★ The Superintendent, Chair Oatway-McLay and Vice Chair Buga attended the Rural Caucus Meeting on March 2, 2025, participating in a World Café-style discussion covering key topics such as advocacy, transportation challenges, community partnerships, classroom complexity, rural school funding and student governance. This engagement provided an opportunity to collaborate with trustees and other stakeholders, exchanging insights on issues impacting rural education.
- ★ The Superintendent, Board Chair Oatway-McLay and Vice Chair Buga attended the Alberta Rural Education Symposium (ARES) at the River Cree Resort and Casino from March 2 to 4, 2025. This event provided valuable insights into rural education, featuring discussions on advocacy, career pathways, family and community engagement and the impact of generative AI on education. The Superintendent participated in key sessions, including an evening with the Minister, networking with MLAs, and expert presentations on transformational engagement and equitable outcomes. This opportunity fostered collaboration with education leaders, supporting strategic planning for rural school divisions.
- ★ March 5, 2025, the Superintendent and Board of Trustees listened to the ASBA recorded presentation on Learn ASBA titled "Board Dynamics" with Jane Halford.
- ★ A dedicated website has been designed to provide comprehensive information and resources for the [Trustee Election - 2025](#). This user-friendly platform offers guidance for prospective candidates, key election details and insights into the role of a Trustee. Additionally, a [Trustee Election Handbook](#) has been created to support individuals interested in running for election. The handbook serves as an essential resource, outlining the responsibilities, expectations and contributions of Trustees in shaping the future of education within the Division. Together, the website and handbook aim to inform and inspire candidates while promoting transparency and engagement in the election process.
- ★ The Superintendent meets with the Board Chair and Vice Chair to review agenda packages before the Committee of the Whole and Public Board meetings, as per Board policy.

- ★ The Superintendent created a "Big Rocks" list for 2024-2025, highlighting key strategic planning items. These are standing agenda item topics at each Committee of the Whole meeting to support the Board's governance role.

- ★ The Superintendent remains committed to creating and distributing the "Trustee Talk" newsletter on a monthly basis, ensuring transparent communication across the Division. The newsletter is shared throughout the Division and published on the website and school web pages, providing updates and insights from the Trustees to keep the school community informed.

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

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

COMPETENCY:	(7) Supporting Effective Governance
INDICATORS:	a. establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity; c. ensuring that all students in the school authority have the opportunity to meet the standards of education set by the Minister of Education; d. ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities; e. ensuring that the board's fiscal and resource management is in accordance with all statutory, regulatory and board requirements; and h. ensuring the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities.

Governance Implications:[Education Act](#)

Superintendent of schools

222 (1.1) Unless otherwise authorized under this Act, a board must appoint as a superintendent of schools only a teacher who holds a superintendent leadership certificate prescribed by the regulations and issued under this Act.

(3) The superintendent is the chief executive officer of the board and the chief education officer of the school division.

(4) The superintendent shall carry out the duties assigned to the superintendent by the board.

(5) The superintendent shall supervise the operation of schools and the provision of education programs in the school division, including, but not limited to, the following:

- (a) implementing education policies established by the Minister;
- (b) ensuring that students have the opportunity in the school division to meet the standards of education set by the Minister;

- (c) ensuring that the fiscal management of the school division by the treasurer or secretary-treasurer is in accordance with the terms or conditions of any grants received by the board under this Act or any other Act;
- (d) providing leadership in all matters relating to education in the school division.

[Superintendent of Schools Regulation](#) (Alberta Regulation 98/2019)

Qualifications

2(1) No individual may be appointed as a superintendent unless the individual has a superintendent leadership certificate issued under the *Certification of Teachers and Teacher Leaders Regulation* (AR 84/2019).

[Policy 700: Superintendent of Schools](#)

The Superintendent of Schools, as referred to in the Education Act, is the Chief Executive Officer of the Board of Trustees and Chief Education Officer of the Division. The Superintendent directly reports to the Board of Trustees and is accountable to the Board of Trustees on behalf of students and the public, for the total operation of the school system in a manner that is consistent with the requirements of the Education Act, Alberta Education regulations, the Superintendent Leadership Quality Standard, Board policies, Division vision, mission and values, and the Education Plan goals. The Superintendent of Schools provides the Board with information, advice, and support required for the fulfillment of its governance role. The Superintendent plays a critical and collaborative role in supporting the leadership of the Board by advising, informing, and supporting the Board to address current and emerging issues. Specific Areas of Responsibility:

[Policy 701: Board Delegation of Authority](#)

The Superintendent is the Chief Executive Officer of the Board and the Chief Education Officer of the Division and is accountable to the Board of Trustees for the conduct and operations of the Division. All authority delegated to the staff of the Division is delegated through the Superintendent.

The Superintendent plays a critical collaborative role in supporting the leadership of the Board by advising, informing, and supporting the Board by recommending actions to address current and emerging issues in alignment with the mission, vision, and value statements of the Division

Administration is prepared to respond to questions at the March 19, 2025, Public Board meeting.

Attachment(s):

Not applicable.

Date: March 19, 2025 **Agenda Item:** 9.1.1
To: Board of Trustees
From: Shawna Warren, Superintendent
Originator(s): Committee of the Whole
Senior Administrative Team
Subject: **ASBA Friends of Education Award Nomination**

Background:

The Alberta School Boards' Association (ASBA) Friends of Education Award recognizes individuals or organizations that have made exceptional contributions to education within Alberta's public, Catholic and francophone school divisions. This prestigious award highlights those who foster learning opportunities, demonstrate leadership in education and provide meaningful benefits to students and school communities. The Sturgeon Public School Division Board of Trustees is proud to nominate the Jessica Martel Memorial Foundation (JMMF) for the 2025 Friends of Education Award in recognition of its transformative contributions to student well-being and community-based learning.

The Jessica Martel Memorial Foundation was established in memory of Jessica Martel, a mother who tragically lost her life to domestic violence. In her honour, the foundation was created to advocate for victims, provide safe shelter and offer educational programming to prevent cycles of violence. Over the years, JMMF has expanded its impact beyond crisis intervention, launching proactive initiatives to equip students with the knowledge and skills necessary for personal growth, leadership and resilience.

One of the foundation's most significant contributions to education is the Inspire Program, a groundbreaking initiative embedded within Four Winds Public School in Morinville. The program provides students with access to mentorship, leadership development and holistic wellness support while also fostering cultural awareness and community engagement. Through dedicated on-site staff and a collaborative relationship with educators, the Inspire Program delivers meaningful, hands-on learning experiences that extend beyond the traditional classroom. By focusing on positive peer relationships, Indigenous education, volunteerism and self-empowerment, the Inspire Program has become an essential support system for students, particularly those facing personal and social challenges.

The Board of Trustees firmly believes that JMMF exemplifies the values of the Friends of Education Award. The foundation's unwavering commitment to student success, its dedication to fostering strong relationships within the education community and its ability to deliver lasting benefits to students make it a deserving recipient. By bridging the gap between education and community services, the Jessica Martel Memorial Foundation has

had a profound and measurable impact on student well-being and achievement, making it an invaluable partner in public education.

This nomination reflects Sturgeon Public School Division's appreciation for the foundation's leadership in fostering a supportive and inclusive learning environment. Through this recognition, we aim to highlight the Jessica Martel Memorial Foundation's innovative approach to student empowerment and the extraordinary role it plays in strengthening the educational landscape of our community.

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

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

- | | |
|--------------------|--|
| COMPETENCY: | (1) Building Effective Relationships |
| INDICATORS: | a. collaborating with community and provincial agencies to address the needs of students and their families; and
f. facilitating the meaningful participation of members of the school community and local community in decision-making. |
| COMPETENCY: | (3) Visionary Leadership |
| INDICATORS: | c. promoting in the school community a common understanding of and support for the school authority's goals, priorities and strategic initiatives. |
| COMPETENCY: | (4) Leading Learning |
| INDICATORS: | b. providing learning opportunities, based on research informed principles of effective teaching, learning and leadership, to support building the capacity of all members of the school community to fulfill their educational roles; and
d. promoting collegial relations, collaboration, critical thinking and innovation in the school community. |

Governance Implications:

[Education Act](#)

Board responsibilities

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

- (d) ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
- (e) provide a continuum of supports and services to students that is consistent with the principles of inclusive education; and

(f) collaborate with municipalities, other boards and community-based service agencies in order to effectively address the needs of all students and manage the use of public resources.

[Policy 105: Vision, Mission and Values](#)

MISSION

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

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

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

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

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

Stakeholder Engagement and Communication

9. Promote the schools' programs which reflect the needs and desires of the community.

Supports and Services

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

Collaboration

19. Promotes positive community engagement within the Division;
20. Represents the community's needs, hopes and desires for education;
21. Supports the schools' programs, needs and desires to the community;

The Board Chair is prepared to respond to questions at the March 19, 2025, Public Board meeting.

Attachment(s):

Not applicable.



Date: March 19, 2025
To: Board of Trustees
From: Tasha Oatway-McLay, Chair
Subject: Trustee Report

Purpose:
For information.

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

- Feb 28, 2025 Agenda Review
- March 2-4, 2025 Alberta Rural Education Symposium
- March 5, 2025 Committee of the Whole
- March 5, 2025 Special Board Meeting
- March 12, 2025 TEBA Monthly Engagement Session
- March 12, 2025 Special Board Meeting
- March 19, 2025 Public Board/Committee of the Whole
- March 24, 2025 ASBA PD Session
- March 27, 2025 ASBA Board Chair Engagement



Date: March 19, 2025
To: Board of Trustees
From: Janine Pequin, Ward 1
Subject: Trustee Report

Purpose:
For information.

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

- March 5, 2025 Committee of the Whole
- March 12, 2025 Special Board Meeting
- March 12, 2025 Policy Committee
- March 19, 2025 Committee of the Whole



Date: March 19, 2025
To: Board of Trustees
From: Cindy Briggs, Ward 2
Subject: Trustee Report - March

Purpose:
For information.

Background:

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

- March 5, 2025- Committee of the Whole
- March 5, 2025- Special Board Meeting
- March 10, 2025- Negotiation Meeting
- March 12, 2025- Special Board Meeting
- March 14, 2025- Negotiation Meeting
- March 18, 2025- Negotiation Meeting
- March 19, 2025- Committee of the Whole
- March 19, 2025- March Public Board Meeting



Date: March 19, 2025
To: Board of Trustees
From: Trish Murray-Elliott, Ward 4
Subject: Trustee Report

Purpose:
For information.

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

- March 5, 2025 CoW Meeting
- March 5, 2025 Special Board Meeting
- March 10, 2025 Negotiations with CUPE and Mediator online
- March 12, 2025 Special Board Meeting
- March 14, 2025 Negotiations with CUPE and Mediator
- March 17, 2025 CUPE Negotiation Committee Meeting online
- March 18, 2025 Negotiations with CUPE and Mediator
- March 19, 2025 CoW / Public Board Meetings
- March 24, 2025 ASBA Speakers Corner – Collective Bargaining



Date: March 19, 2025
To: Board of Trustees
From: Stacey Buga, Trustee Ward 5
Subject: Trustee Report

Purpose:
For information.

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

March 2, 2025	Rural Caucus Meeting
March 2-4, 2025	Alberta Rural Education Symposium
March 5, 2025	Committee of the Whole
March 5, 2025	Special Board Meeting
March 12, 2025	Special Board Meeting
March 12, 2025	Policy Committee Meeting
March 13, 2025	Agenda Review
March 14, 2025	ASBA Zone 2/3
March 19, 2025	Public Board/COW
March 24, 2025	ASBA PD session



Date: March 19, 2025
To: Board of Trustees
From: Irene Gibbons, Ward 7
Subject: Trustee Report

Purpose:

For information.

Background:

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

- March 5, 2025 Committee of the Whole
- March 5, 2025 Special Board Meeting
- March 10, 2025 Negotiations
- March 12, 2025 Special Board Meeting
- March 12, 2025 Policy Committee Meeting
- March 14, 2025 Negotiations
- March 17, 2025 Negotiation Committee Meeting
- March 18, 2025 Negotiations
- March 19, 2025 Public Board Meeting and Committee of the Whole Meeting
- March 21, 2025 Zone 2/3 Edwin Parr Selection Committee



Date: March 19, 2025 **Agenda Item:** 9.3
To: Board of Trustees
From: Shawna Warren, Superintendent
Originator(s): Committee of the Whole
Senior Administrative Team
Subject: **Committee of the Whole Report**

Background:

The Committee of the Whole meets to discuss a number of topics chosen in advance by both the Board of Trustees and the Senior Administrative Team. The following report attached is a record of this meeting.

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

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

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

opportunity to meet the standards of education set by the Minister of Education;

d. ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities; and

m. promoting constructive relations between the board and staff, as well as provincial authorities, post-secondary institutions and education stakeholder organizations.

Governance Implications:**Education Act**

Delegation of power

52(1) Subject to subsections (4) and (5), a board may authorize

(b) a committee of the board or a committee established by the board, or to do any act or thing or exercise any power that the board may do or exercise or is required to do or exercise.

Policy 230: Board Committees

The Board believes that the work of the Board may be facilitated through committees, both standing and ad hoc, task groups, and/or other structures as determined from time to time.

Policy 230: Appendix A - Committee of the Whole

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

Policy 221: Role of the Trustee

2.4 Trustees shall be prepared for Board deliberations by attending in person or by electronic means:

2.4.1 All regularly scheduled or special meetings of the Board of Trustees and any committee meetings to which they are assigned, on a regular and punctual basis.

The Board Chair is prepared to respond to questions at the March 19, 2025, Public Board meeting.

Attachment(s):

1. Approved Minutes of the Meeting - February 26, 2025.
2. Unapproved Minutes of the Meeting - March 5, 2025 (To be brought forward for approval at the March 19, 2025, Committee of the Whole).



MINUTES OF THE COMMITTEE OF THE WHOLE

Meeting held virtually

On Wednesday, February 26, 2025, at 9:00 a.m.

Attendance:

- *Tasha Oatway-McLay, Board Chair
- *Stacey Buga, Vice Chair
- *Cindy Briggs, Trustee
- *Irene Gibbons, Trustee
- *Janine Pequin, Trustee
- *Joe Dwyer, Trustee
- *Trish Murray-Elliott, Trustee
- *Shawna Warren, Superintendent
- *Jonathan Konrad, Deputy Superintendent, Education Services
- *Lisa Lacroix, Associate Superintendent, Human Resources
- *Sean Nicholson, Associate Superintendent, Corporate Services
- *Franco Maisano, Executive Director, Corporate Services (1:00 p.m.)
- *Steven Holkham, Director, Facility Services (1:00 p.m.)
- *Online Attendance

1. Call to Order

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

2. Approval of the Agenda

Moved by Trustee Gibbons that the Board of Trustees accept the agenda as presented.

CARRIED UNANIMOUSLY

3. Approval of the Committee Minutes

Moved by Trustee Oatway-McLay that the Board of Trustees accept the Committee Meeting Minutes of January 29, 2025, as presented.

CARRIED UNANIMOUSLY

4. Environmental Scan

A roundtable discussion ensued where Trustees shared local concerns.

4.1 Board Chair

The Board Chair provided information to the Board of Trustees about her recent meeting with the Board Chair from GSACRD and MLA Nally.

4.2 Superintendent

The Superintendent shared an update on School Presentations and that they will be postponed for this school year.

Meeting recessed for Public Board at 9:44 a.m. Meeting resumed at 1:01 p.m.

5. Governance

5.1 Board Dynamics Presentation

Agenda item deferred.

5.2 PSBAA Professional Development

Agenda item deferred.

5.2 Trustee Handbook Review

Agenda item deferred.

5.3 Work Plan 2024-2025

The Board of Trustees reviewed their Work Plan 2024-2025 and the items they have made progress on.

5.4 Policy 220: Trustee Code of Conduct

Agenda item deferred.

6. Advocacy

6.1 2024-2025 Big Rocks

Agenda item deferred.

6.2 Subcommittee - Challenging Behaviour Document

Shawna Warren, Superintendent provided the Challenging Behaviour Document that the subcommittee has been working on to the Board of Trustees.

6.3 Legacy of Hope Project

Shawna Warren, Superintendent and Jonathan Konrad, Deputy Superintendent, Education Services, shared with the Board of Trustees an update on the Legacy of Hope Project that the project will be delayed for one year.

6.4 June Committee of the Whole Meeting

The Board of Trustees chose the date of June 10, 2025, for the June Committee of the Whole meeting as the original date is in conflict with the PSBAA Spring General Meeting.

A Special Board meeting will also be scheduled for March 5, 2025, after the Committee of the Whole meeting. The Committee of the Whole meeting will start at 9:00 a.m.

6.5 ASBA

The Board of Trustees reviewed the responses submitted to ASBA for the Real Property Governance Act survey.

Discussion held on a submission for the 2025 Friends of Education Award.

6.3 PSBAA

The Board of Trustees discussed PSBAA resolutions and documents provided by the representative.

6.4 Correspondence Review

The Board of Trustees reviewed correspondence documents received and discussed a PUF Advocacy letter.

6.5 Upcoming School Events/Trustee Attendance

Agenda item deferred due to Labour Action and Trustee attendance in schools.

7. Audit, Finance and Human Resources

7.1 2024-2025 Budget Assumptions

The agenda item will remain as a standing item. Trustee Murray-Elliott's two comments on the document were answered by the Associate Superintendent Corporate Services.

7.2 Budget Retrenchment Plan

The Board of Trustees discussed the budget and received an update from the Associate Superintendent, Corporate Services.

7.3 Monthly Trustee Financial Report

The Board of Trustees reviewed the Monthly Trustee Financial Report.

7.4 Representatives Memberships

The Board of Trustees reviewed current memberships to the Chambers of Commerce and Rotary Club to decide whether to maintain a membership. To be reviewed again at the March 5, 2025, Committee of the Whole.

8. Capital Projects and Facility Services

8.1 Capital Plan

Linked as reference.

8.2 Three Year Capital Plan Beginning Discussions

The Board of Trustees had beginning discussions on the Draft 2025-2028 Three Year Capital Plan.

9. Transportation - No update.

10. Adjournment

Trustee Oatway-McLay adjourned the meeting at 3:11 p.m.

Next meeting: Wednesday, March 5, 2025, at 9:00 a.m.

**MINUTES OF THE
COMMITTEE OF THE WHOLE**

Meeting held at the St. Albert Inn & Suites

St. Albert, Alberta

On Wednesday, March 5, 2025, at 9:00 a.m.

Attendance:

Tasha Oatway-McLay, Board Chair

Stacey Buga, Vice Chair

Cindy Briggs, Trustee

Irene Gibbons, Trustee

Janine Pequin, Trustee

Joe Dwyer, Trustee

Trish Murray-Elliott, Trustee

Shawna Warren, Superintendent

Jonathan Konrad, Deputy Superintendent, Education Services

Lisa Lacroix, Associate Superintendent, Human Resources

Sean Nicholson, Associate Superintendent, Corporate Services

Arrived at 9:12 a.m.

Arrived at 12:00 p.m.

Arrived at 12:00 p.m.

1. Call to Order

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

2. Approval of the Agenda

Moved by Trustee Gibbons that the Board of Trustees accept the agenda as presented.

CARRIED UNANIMOUSLY

3. Approval of the Committee Minutes

Moved by Chair Oatway-McLay that the Board of Trustees accept the Committee Meeting Minutes of February 26, 2025, with the change below.

Trustee Murray-Elliott Questions were answered 7.1 - 2024-2025 change questions to comments.

CARRIED UNANIMOUSLY

4. Environmental Scan

A roundtable discussion ensued where Trustees shared local concerns.

4.1 Board Chair

The Board Chair provided information to the Board of Trustees about attending the Budget meeting. Trustees discussed school council meetings and current events.

5. Governance

5.1 Board Dynamics Presentation

The Board of Trustees watched the ASBA presentation titled “Board Dynamics”.

Meeting recessed for break at 10:05 a.m. Meeting resumed at 10:13 a.m.

5.2 PSBAA Professional Development

Agenda item deferred.

5.3 Trustee Handbook Review

Agenda item deferred.

5.4 Work Plan 2024-2025

The Board of Trustees reviewed their Work Plan 2024-2025 and the items they have made progress on.

A memo for the creation of an Ad Hoc Position Statement Committee is to be brought to the March 19, 2025, Public Board meeting.

5.5 Policy 235: Board Operations

The Board of Trustees discussed Policy 235: Board Operations. This policy is to be brought back for further discussion at the next Committee of the Whole meeting.

5.6 Policy 220: Trustee Code of Conduct

Agenda item deferred.

5.7 Policies to be Rescinded at the March Public Board Meeting

The Board of Trustees discussed the following policies, which were recommended to be rescinded by the Policy Committee:

- Policy 100: History of Sturgeon Public Schools
- Policy 215: Organization Chart
- Policy 800: Religious Education and Instruction
- Policy 805: Home Education
- Policy 810: Off-Site Activities
- Policy 815: Outreach Programs
- Policy 910: School Resource Officer

An omnibus memo for these policies to be rescinded is to be brought to the March 19, 2025, Public Board meeting.

Meeting recessed for lunch at 12:00 p.m. Meeting resumed at 12:32 p.m.

6. Advocacy

6.1 2024-2025 Big Rocks

Agenda item deferred.

6.2 Edwin Parr Teacher Nomination

The Board of Trustees reviewed and discussed the nomination packages for the Edwin Parr Teacher Award.

A motion will be made at the Special Board meeting on March 5, 2025, for the Board of Trustees' nominee of 2024-2025.

6.3 Stakeholder Engagement Adjustment

Administration provided an update to changes regarding this year's Stakeholder Engagement.

6.4 ASBA

The Board of Trustees reviewed the nomination package for the Friends of Education Nomination package.

An information memo will be brought to the March 19, 2025, Public Board meeting on the ASBA Friends of Education Award nomination.

6.5 PSBAA

Agenda item deferred.

6.6 Correspondence Review

Agenda item deferred.

6.7 Upcoming School Events/Trustee Attendance

Agenda item deferred due to Labour Action and Trustee attendance in schools.

7. Agenda Review - March Public Board Meeting

The Board of Trustees reviewed the current agenda for the March Public Board meeting.

8. Audit, Finance and Human Resources

8.1 2024-2025 Budget Assumptions

The agenda item will remain as a standing item. Agenda item deferred.

8.2 Budget Retrenchment Plan

The Board of Trustees discussed the budget and received an update from the Associate Superintendent, Corporate Services.

8.3 2026/2027 School Calendar

The Board of Trustees reviewed changes to the 2026/2027 School Calendar.

The 2026/2027 School Calendar will be brought to the March 19, 2025, Public Board meeting.

8.4 Representatives Memberships

The Board of Trustees reviewed current memberships to the Chambers of Commerce and Rotary Club to decide whether to maintain a membership.

Meeting recessed for break at 1:57 p.m. Meeting resumed at 2:05 p.m.

9. Capital Projects and Facility Services

9.1 Capital Plan

Linked as reference.

9.2 DRAFT 2025-2028 Three Year Capital Plan

The Board of Trustees held a discussion on the current DRAFT 2025-2028 Three Year Capital Plan.

The DRAFT 2025-2028 Three Year Capital Plan will be brought to the March 19, 2025, Public Board meeting.

10. Transportation

10.1 Transportation Fee Scenarios 2025-2026

The Board of Trustees reviewed the recommended Transportation Fees for the 2025-2026 school year.

11. Adjournment

Trustee Buga adjourned the meeting at 3:04 p.m.

Next meeting: Wednesday, March 19, 2025, at 9:00 a.m.

Date: March 19, 2025 **Agenda Item:** 9.4
To: Board of Trustees
From: Shawna Warren, Superintendent
Originator(s): Policy Committee
Senior Administrative Team
Subject: **Policy Committee Report**

Background:

At the Public Board meeting on August 28, 2024, the Board established an ad hoc Policy Committee for the 2024-2025 school year.

Report Summary:

The Policy Committee held a meeting on March 12, 2025. The following is a summary of that meeting:

- Discussion on the G-Tech Model, review of the proposed policy list and recommendations for the Board to consider for a final policy list.
- Policy 220: Trustee Code of Conduct was discussed along with Appendices A, B, C and D.
 - Will come to March 19, 2025, CoW for Board Discussion
 - Recommendation to bring the Policy to the April Public Board Meeting
- Discussion on the Trustee Handbook and progress for updating.
- No new meeting date at this time.

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

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

COMPETENCY: (6) School Authority Operations and Resources
INDICATORS: a. providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements; and
c. delegating responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness.

COMPETENCY: (7) Supporting Effective Governance
INDICATORS: a. establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity;
d. ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities;

- f. supporting the board in the fulfillment of its governance functions in the fiduciary, strategic and generative realms; and
- g. implementing board policies and supporting the regular review and evaluation of their impact.

Governance Implications:**Education Act**

Delegation of power

52(1) Subject to subsections (4) and (5), a board may authorize

- (b) a committee of the board or a committee established by the board to do any act or thing or exercise any power that the board may do or exercise or is required to do or exercise.

Board Procedures Regulation (Education Act - Alberta Regulation 82/2019)

Policies and procedures

4 The board must

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

Policy 230: Board Committees

The Board believes that the work of the Board may be facilitated through committees, both standing and ad hoc, task groups, and/or other structures as determined from time to time.

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.

Policy 221: Role of the Trustee

2.4 Trustees shall be prepared for Board deliberations by attending in person or by electronic means:

- 2.4.1 All regularly scheduled or special meetings of the Board of Trustees and any committee meetings to which they are assigned, on a regular and punctual basis.

The Committee Chair is prepared to respond to questions at the March 19, 2025, Public Board meeting.

Attachment(s):

Not applicable.