



BOARD OF TRUSTEES STURGEON PUBLIC SCHOOLS

Public Board Meeting

AGENDA

Date: April 23, 2025 **Start Time:** 10:00 a.m.

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

1. [Call to Order](#)
2. [Land Acknowledgement](#) - Trustee Briggs
3. [Approval of Agenda](#)
4. [Approval of Minutes](#)
 - 4.1 Approval of the Minutes of the Regular Board Meeting of March 19, 2025
 - 4.2 Approval of the Minutes of the Special Board Meeting of March 20, 2025
 - 4.3 Approval of the Minutes of the Special Board Meeting of April 9, 2025
5. [Business Arising From The Minutes](#)
6. [Presentations/Delegations](#)
 - 6.1 Minister's Youth Council for Education - Kylie McGuire - Sturgeon Composite High School
7. [Action Item](#)
 - 7.1 2025-2026 Budget Assumptions
 - 7.2 Policy 500: Student Transportation Services and Policy 500: Student Transportation Services - Exhibit 1 - Transportation Fee Schedule
 - 7.3 Omnibus Motion for Board Policies
 - 7.4 Policy 215: Organization Chart

7.5 Policy 800: Religious Education and Instruction

8. Administrative Reports

- 8.1 Education Planning Report 2024/25
- 8.2 Learning Services Report 2024/25
- 8.3 Quarterly Financial Report and Forecast - April 2025
- 8.4 Communications Report - March & April 2025
- 8.5 Superintendent Report
- 8.6 Administrative Procedures - Education Services Department
- 8.7 Administrative Procedure 464: Fees
- 8.8 Administrative Procedure 700: Staffing
- 8.9 Administrative Procedure 721: Staff Professional Development

9. Reports from Trustees and Standing Committees

- 9.1 Chair's Report
- 9.2 Trustees' Reports
- 9.3 Committee of the Whole Report
- 9.4 Policy Committee Report
- 9.5 Position Statement 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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MINUTES OF THE PUBLIC BOARD MEETING

Meeting held virtually

On Wednesday, March 19, 2025, at 10:00 a.m.

Attendance:

*Tasha Oatway-McLay, Board Chair

*Stacey Buga, Vice Chair

*Cindy Briggs, Trustee

*Irene Gibbons, 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

Darwin Krips, Principal, Sturgeon Composite High School

Left at 10:33 a.m.

Lesa Mueller, Rotarian Advisor

Left at 10:33 a.m.

Ken Stanski, Teacher Advisor

Left at 10:33 a.m.

Leah Kirsop, President, Interact Club

Left at 10:33 a.m.

Hailey O'Rourke, Vice President, Interact Club

Left at 10:33 a.m.

Danika Pickell, Secretary/Treasurer, Interact Club

Left at 10:33 a.m.

Easha L'heureux, Grade 11 Representative, Interact Club

Left at 10:33 a.m.

Kaleb Hunting, Grade 12 Representative, Interact Club

Left at 10:33 a.m.

Nicole Farwell, Coordinator, Curriculum

Left at 11:50 a.m.

Robert Litchfield, Director, Technology Services

Left at 11:58 a.m.

Steven Holkham, Director Facility Services

Left at 10:40 a.m.

Michelle Wilde, Recording Secretary

*Online Attendance

Regrets:

Janine Pequin, Trustee

Chair Oatway-McLay Opening Statement:

Welcome to the March 19, 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 labour situation with one of our employee groups. We are pleased to share that a tentative agreement has been reached with CUPE and is now moving to the ratification process. This means that the members will now vote on whether to accept the agreement or not. The vote will take place between 11:00 a.m. today until 11:00 a.m. tomorrow (Thursday, March 20). If CUPE ratifies, the Board will hold a Special Board meeting tomorrow at 4:00 p.m. to vote on the agreement. We recognize that the past two months have been difficult for our staff, students and families, and we greatly appreciate your patience and cooperation during this time. As the agreement is subject to ratification, discussions related to CUPE labour action, negotiations, or other confidential matters remain restricted in this public forum and will continue to be addressed privately in alignment with Board Policy, the Education Act, and related legislation.

While we await the ratification process, our Division continues to focus on supporting students and maintaining a safe and effective learning environment. The Ministerial Order granting Sturgeon Public Schools an exemption from the In-Person Learning Regulation remains in place.

We understand that this situation has placed strain on families, and we thank you for your patience. We are optimistic that the ratification process will soon bring resolution, and we appreciate everyone's cooperation during this transition.

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 10:10 a.m.

Land Acknowledgement

Trustee Buga read the Land Acknowledgement Statement.

Approval of Agenda

[013/2025 - Moved by Trustee Buga](#) that the agenda be approved as presented.

CARRIED UNANIMOUSLY

Approval of Minutes

[014/2025 - Moved by Trustee Gibbons](#) that the following minutes be approved as presented:

Minutes of the Regular Board Meeting of February 26, 2025;
Minutes of the Special Board Meeting of March 5, 2025; and
Minutes of the Special Board Meeting of March 12, 2025.

CARRIED UNANIMOUSLY

Business Arising From The Minutes

No business arising from the minutes.

Presentations/Delegations

Interact Club at Sturgeon Composite High School presented by Darwin Krips, Principal; Lesa Mueller, Rotarian Advisor; Ken Stanski, Teacher Advisor; Leah Kirsop, President; Hailey O'Rourke, Vice President; Danika Pickell, Secretary/Treasurer; Easha L'heureux, Grade 11 Representative; and Kaleb Hunting, Grade 12 Representative.

Action Items

2026/2027 School Year Calendar

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 proposition 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.

015/2025 - Moved by Trustee Briggs the Board of Trustees approve the 2026/2027 School Year Calendar as presented at the March 19, 2025 Public Board meeting.

CARRIED UNANIMOUSLY

2025-2028 Three-Year Capital Plan

The Division is required to prepare and update its Three-Year Capital Plan and submit it to Alberta Education on or prior to April 1 of each year. The Capital Plan is intended for review and approval by the Government and subsequently, fund the approved projects. The Division prepares all the planning and design of the projects in collaboration with members of the community and other stakeholders.

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

016/2025 - Moved by Trustee Buga THAT the Board of Trustees approve the 2025-2028 Three Year Capital Plan as presented at the March 19, 2025 Public Board Meeting.

CARRIED UNANIMOUSLY

Evaluation of Superintendent of Schools

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.

017/2025 - Moved by Trustee Gibbons 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.

CARRIED 5/1

Opposed: Trustee Dwyer

Gibbons School Amalgamation

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.

018/2025 - Moved by Trustee Gibbons 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.

DEFEATED 3/3
Opposed: Trustee Briggs
Trustee Dwyer
Trustee Murray-Elliott

Meeting recessed for break at 10:58 a.m. Meeting resumed at 11:10 a.m.

Establishment of an Advocacy Committee or an Ad Hoc Position Statement Committee

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.

019/2025 - Moved by Trustee Buga 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:

1. **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.
- 2. Membership:
 - Three Trustees, appointed by Board motion.
 - One Administration support member to assist with research, drafting and coordination.
- 3. 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 Gibbons
- Trustee Murray-Elliott
- Trustee Buga

CARRIED UNANIMOUSLY

Omnibus Motion for Board Policies

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.

020/2025 - Moved by Trustee Buga 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

Amendment to the motion:

021/2025 - Moved by Trustee Murray- Elliott THAT the Board of Trustees approve the amended 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 805: Home Education
Board Policy 810: Off-Site Activities
Board Policy 815: Outreach Programs
Board Policy 910: School Resource Officer

Excluding
Board Policy 215: Organization Chart
Board Policy 800: Religious Education and Instruction

DEFEATED 3/3
Opposed: Trustee Buga
Trustee Gibbons
Chair Oatway-McLay

Original motion:

020/2025 - Moved by Chair Oatway-McLay 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

DEFEATED 3/3
Opposed: Trustee Briggs
Trustee Dwyer
Trustee Murray-Elliott

Administrative Reports

Edwin Parr First Year Teacher Division Nominee

Shawna Warren, Superintendent and Jonathan Konrad, Deputy Superintendent, Education Services, presented the Edwin Parr First Year Teacher Division Nominee.

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.

Numeracy Support in Sturgeon Public Schools, 2024/25

Jonathan Konrad, Deputy Superintendent, Education Services and Nicole Farwell, Coordinator, Curriculum presented the Numeracy Support in Sturgeon Public Schools, 2024/25 report.

Alberta Education defines numeracy as the ability, confidence and willingness to engage with quantitative and spatial information to make informed decisions in all aspects of daily living. A numerate individual has the confidence and awareness to know when and how to apply quantitative and spatial understandings at home, at school, at work 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.

Technology Services Report Spring 2025 Update

Jonathan Konrad, Deputy Superintendent, Education Services and Robert Litchfield, Director, Technology Services presented the Technology Services Report Spring 2025 Update..

1. 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.

Stakeholder Engagement Adjustment

Jonathan Konrad, Deputy Superintendent, Education Services presented the Stakeholder Engagement Adjustment report.

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.

Communications Report - February & March 2025

Jonathan Konrad, Deputy Superintendent, Education Services presented the Communications Report - February & March 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. 28*)
- Alberta Rural Education Symposium (*Mar. 2 - 4*)
- ASBA PD Session (*Mar. 24*)
- Committee of the Whole (*Mar. 5 & Mar. 19*)
- Public Board (*Mar. 19*)
- Special Board Meeting (*Mar. 5 & Mar. 12*)
- TEBA Monthly Engagement Session (*Mar. 12*)

ASBA Friends of Education Award Nomination

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.

Trustees' Reports

Below are the submitted Trustee Reports.

Trustee Briggs (Bon Accord/Legal)

Trustee Briggs reported that she attended:

- Committee of the Whole (*Mar. 5 & Mar. 19*)
- Negotiation Meeting (*Mar. 10, Mar. 14 & Mar. 18*)

- Public Board Meeting (Mar. 19)
- Special Board Meeting (Mar. 5 & Mar. 12)

Trustee Buga (Morinville Area)

Trustee Buga reported that she attended:

- Agenda Review (Mar. 13)
- Alberta Rural Education Symposium (Mar. 2-4)
- ASBA PD Session (Mar. 24)
- ASBA Zone 2/3 (Mar. 14)
- Committee of the Whole (Mar. 5 & Mar. 19)
- Policy Committee (Mar. 12)
- Public Board Meeting (Mar. 19)
- Rural Caucus Meeting (Mar. 2)
- Special Board Meeting (Mar. 5 & Mar. 12)

Trustee Dwyer (Alcomdale/Villeneuve Area)

Trustee Dwyer reported that he attended:

- Committee of the Whole (Mar. 5 & Mar. 19)
- Public Board (Mar. 19)
- Special Board Meeting (Mar. 5 & Mar. 12)

Trustee Gibbons (Gibbons/Lamoureux)

Trustee Gibbons reported that she attended:

- Committee of the Whole (Mar. 5 & Mar. 19)
- Negotiation Meeting (Mar. 10, Mar. 14 & Mar. 18)
- Policy Committee Meeting (Mar. 12)
- Public Board Meeting (Mar. 19)
- Special Board Meeting (Mar. 5 & Mar. 12)
- Zone 2/3 Edwin Parr Selection Committee (Mar. 21)

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

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

- ASBA Speaker's Corner (Mar. 24)
- Committee of the Whole (Mar. 5 & Mar. 19)
- Negotiation Meeting (Mar. 10, Mar. 14 & Mar. 18)
- Public Board Meeting (Mar. 19)
- Special Board Meeting (Mar. 5 & Mar. 12)

Trustee Pequin (Redwater/Coronado Area)

Trustee Pequin reported that she attended:

- Committee of the Whole (Mar. 5 & Mar. 19)
- Policy Committee (Mar. 12)

- Special Board Meeting (*Mar. 5 & Mar. 12*)

Committee of the Whole

The Board of Trustees received as information the approved minutes of the February 26, 2025, Committee of the Whole meeting and the unapproved minutes of the meeting from the March 5, 2025, Committee of the Whole meeting.

Policy Committee

Trustee Buga presented the Policy Committee Report.

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.

Reports from Special Committees/Task Groups

Alberta School Boards Association Representative

Trustee Buga shared a verbal report.

Public School Boards Associate of Alberta Representative

Trustee Briggs shared a verbal report.

Rotary Report

Trustee Dwyer shared verbally that the Interact group was the report.

Chamber of Commerce Meetings

No Chamber of Commerce meetings were attended.

Community Services Advisory Board

Trustee Briggs shared a verbal report.

Unfinished Business

No unfinished business.

Comment and Question Period

No comments or questions from the public.

In Camera

022/2025 - Moved by Trustee Briggs that the Board of Trustees move to In Camera at 12:30 p.m.

CARRIED UNANIMOUSLY

Meeting recessed for break at 12:30 p.m. Meeting resumed at 1:04 p.m.

023/2025 - Moved by Trustee Buga that the Board of Trustees revert to a public meeting at 2:57 p.m.

CARRIED UNANIMOUSLY

Adjournment

Trustee Gibbons adjourned the meeting at 2:57 p.m.

Chair

Date

Associate Superintendent,
Corporate Services



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**Sturgeon
Public Schools**

**MINUTES OF THE
SPECIAL BOARD MEETING**

Virtual Meeting
Frank Robinson Education Centre
On Thursday, March 20, 2025, at 12:45 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
- *Michelle Wilde, Recording Secretary
- *Attended Meeting Virtually

Call to Order

Board Chair Oatway-McLay called the meeting to order at 12:46 p.m.

Ratification of the March 18, 2025, Memorandum of Agreement between Sturgeon Public School Division and CUPE Local 4625

S-25/2025 - Moved by Trustee Murray-Elliott THAT the Board of Trustees accepts and ratifies the Canadian Union of Public Employees (CUPE) Local 4625, Memorandum of Agreement, as recommended by the CUPE Negotiations Committee at the Special Board Meeting of March 20, 2025.

CARRIED UNANIMOUSLY

Close of the Meeting

The meeting adjourned at 12:49 p.m.

Chair

Date

Associate Superintendent,
Corporate Services



**Sturgeon
Public Schools**

**MINUTES OF THE
SPECIAL BOARD MEETING**

Meeting held at the Frank Robinson Education Centre
Boardroom, in Morinville, Alberta
On Wednesday, April 9, 2025, at 9:00 a.m.

UNAPPROVED DRAFT

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Motions

Resolution #

DRAFT



**Sturgeon
Public Schools**

**MINUTES OF THE
SPECIAL BOARD MEETING**

Meeting held at the Frank Robinson Education Centre
Boardroom, in Morinville, Alberta
On Wednesday, April 9, 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

Call to Order

Board Chair Oatway-McLay called the meeting to order at 9:08 a.m.

Legal Matter

S-26/2025 - Moved by Trustee Pequin that the Board of Trustees move to In Camera at 9:09 a.m.

CARRIED UNANIMOUSLY

S-27/2025 - Moved by Trustee Buga that the Board of Trustees revert to a public meeting at 9:56 a.m.

CARRIED UNANIMOUSLY

Close of the Meeting

The meeting adjourned at 9:56 a.m.

Chair

Date

Associate Superintendent,
Corporate Services



Date: April 23, 2025 **Agenda Item:** 7.1

To: Board of Trustees

From: Shawna Warren, Superintendent

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

Subject: **2025-2026 Budget Assumptions**

Recommended Motion:

THAT the Board of Trustees approve Budget Assumptions for 2025 - 2026 as presented at the April 23, 2025, Public Board meeting.

Background:

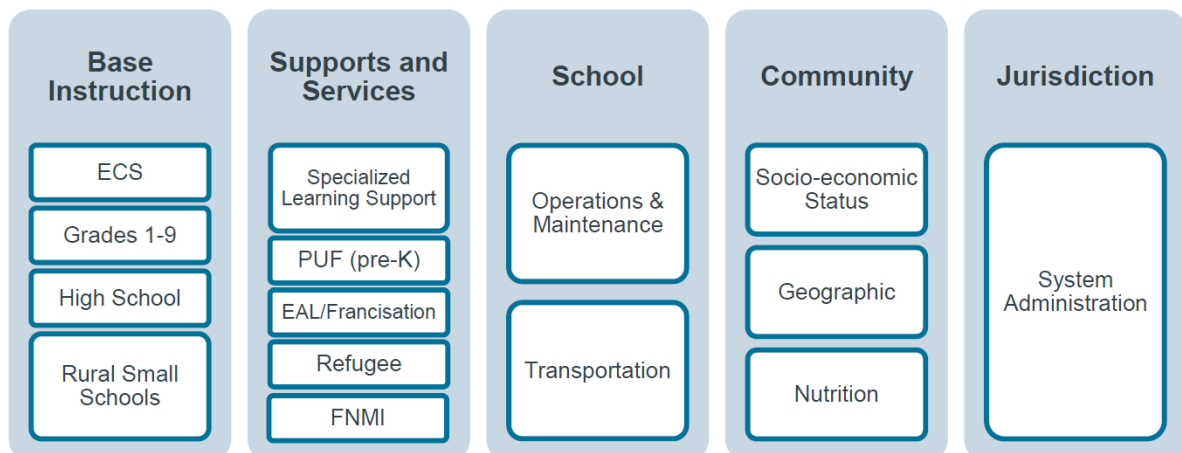
Governance Implication

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

Alberta Education Funding:

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

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



Transportation Funding:

Transportation is centrally managed by Transportation Services. Funding for the next school year is currently based on estimates from the division's most recent grant submission. Funding estimates will be updated when the application is complete and approved by Alberta Education.

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

Facility Operations and Maintenance Funding:

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

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

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

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

Centrally Managed Instructional Programs:

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

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

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

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

- **Supports & Services (S&S):**

The Supports & Services (**S&S**) Grants provide additional funding for the entire school jurisdiction to provide a continuum of supports and services to children/students in an inclusive learning environment. School jurisdictions are

responsible for ensuring their **S&S** funding is disbursed based on child/student needs related to supports required for learning.

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

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

- **Alternative Programming:**

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

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

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

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

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

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

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

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

- **Jordan's Principle:**

Is centrally managed and allocation is based on application to the Federal Government for funding to support First Nations students. This is dependent on approval of funding from the Federal Government or provincial legislation.

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

The First Nations, Métis and Inuit (FNMI) Grant is allocated to assist school authorities in providing system, program and instructional supports while adhering to Assurance Framework requirements. School authorities must plan and monitor education outcomes for First Nations, Métis and Inuit students. The FNMI Grant enables school authorities to drive the closure of the systemic education gap. The FNMI Grant supports the implementation of Truth and Reconciliation Commission recommendations. Some funding is allocated centrally to provide common support across the Division.

- **Curriculum & Instruction:**

The Curriculum Learning and Teaching Resources Grant is provided to school authorities for learning and teaching resources to support the implementation of the new curriculum in grades 4 to 6. The Curriculum Professional Learning and Collaboration Grant is provided to school authorities to support teachers in implementing the new curriculum. Grant funding will be calculated using the actual September count date enrolments for the current school year.

Funding is allocated to:

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

- **School Leadership Support**

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

Funding is allocated to ensure teaching and leadership excellence occurs in all schools for the success and high achievement of students. This includes providing professional development opportunities and working alongside school Principals in the development of instructional practice, supervision of staff and scheduling and planning for the successful operation of a school facility. This also includes creating

opportunities for Vice Principals and aspiring Sturgeon Public leaders to build capacity and community in alignment with the Division's vision and values.

- **Technology Services:**

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

Equitable access to reliable and secure technology is essential for teaching, learning and operations across the Division. It is assumed that funds will continue to be allocated to sustain core technology infrastructure and services, including network maintenance, device and hardware renewal, software licensing, Division website support and virtual learning platforms. Investment in technology is viewed as foundational to student engagement, staff efficiency and responsive service delivery.

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

School Allocation:

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

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

This is a funding allocation model only; the allocation factors below do not represent targeted spending. Each school can utilize its funding allocation, with proper consultation

within its community, in the best way possible to meet student needs so that the goals of the Board can be achieved.

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

- **Service and Supports Allocation**

Each school is intended to support specialized learning needs who may require additional support from the school. Four allocations are provided in consultation with Education Services to help support this objective:

- Program Unit Funding (**PUF**): Each eligible school is provided an allocation from the Centrally managed PUF funding to support coded PUF students in their schools.
- First Nations, Métis and Inuit (**FNMI**) Allocation: An allocation is provided to each school based on the number of self-identified First Nations, Métis and Inuit students in their school.
- Specialized Learning Supports (**SLS**) Allocation: Each school is provided an allocation based on a Tiered System that has been developed to group grades one to twelve students of various needs together and fund them at different rates.
- English as an Additional Language (**EAL**): Each school is provided with an allocation based on the number of students who have been assessed as needing additional language support

- **Other Allocations:**

Other Allocations may be provided for items such as Knowledge and Employability Grades 8-12 Allocation (K&E), Nutrition Programs, School Council Engagement and Dual Credit, as funding is received based on students' need or application for funding.

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

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

- | | |
|--------------------|---|
| COMPETENCY: | (6) School Authority Operations and Resources |
| INDICATORS: | <ul style="list-style-type: none"> 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: | <ul style="list-style-type: none"> 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 f. supporting the board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms. |

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

Financial reporting to the Minister

139(2) The board shall, in each year, do the following:

(a) on or before May 31, or another date specified by the Minister, prepare and submit to the Minister a budget for the fiscal year beginning on the following September 1

Funding Manual for School Authorities 2025/26 School Year

The funding manual assists school jurisdictions, charter schools, accredited funded private schools and private ECS operators in accessing and understanding Alberta Education funding. It provides details on the funding available for the school year and includes applicable formulas, funding rates, criteria and reporting requirements. Funding from Alberta Education supports the provision of approved education programs for students and children in Early Childhood Services (ECS) to Grade 12.

Policy 225: Role of the Board

Resource Stewardship

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

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

46. Approve student fees annually.

Policy 230: Appendix A - Committee of the Whole

In addition, the Board gathers privately for professional development, to review the function of the Board and strategic planning purposes. The Board also uses this opportunity to explore matters to a greater depth, seek clarification from Administration and discuss matters requiring a deeper level of understanding prior to consideration of the matter at a Regular Board meeting.

Policy 700: Superintendent of Schools

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

Administrative Procedure 400: Budget Development

The allocation of funds is a consultative process that is key to the system and its schools operating in an effective and efficient manner. The appropriate distribution of funds is a

necessity for a healthy school division. Involvement by stakeholders in the development of the budget process is key to having the final budget understood, accepted and properly administered.

[Administrative Procedure 410: School Budget Allocations](#)

The school allocation of funds shall be administered through a consultative process.

Administration is prepared to respond to questions at the April 23, 2025, Public Board meeting.

Attachment(s):

1. 2025-2026 Assumptions and Risk Summary

2025/2026 Budget Assumptions and Risk Summary

Category	Assumption	Basis for Assumption	Associated Budget Risk
Revenues and Resources Available:			
Operating Reserves	The Division maintains operating reserves within the caps identified by Alberta Education.	The maximum limit has increased recently to 6% of operating expenses	Any reserves in excess of the reserve limits will require approval to carry forward or will be clawed back by Alberta Education. There is currently a level of uncertainty around if any fund from the recent Job Action will be clawed back, which will affect reserves balances.
Alberta Government Funding	Funding is calculated based on the most recent funding manual.	The funding manual drives the methodology for determining the Provincial funding for the Division.	The risk of the funding manual changing in year is low, but the Division receives most of its funding and any changes to provincial funding manual could have a significant impact. The removal of Stabilization funding in an example of this
Enrolment	The Division enrolments are projected to see a slight increase but are expected to remain relatively stable for the upcoming year.	The Division enrolments have been estimated using Barager, feedback from school leaders and historical data. Some adjustments have been made based on current registrations	The risk is high as funding is based on the AEM enrolment. Any change in estimate will affect the funding received though an adjustment in February/March of each school year.
Transportation Program	Transportation operates within its funding envelope (grants and fees).	The cost of running the regional transportation system will be supported through transportation grants and transportation user fees. Service will be adjusted as required to operate within the funding envelope.	Risk is high. Variables such as ridership and the impacts of inflation elevate the risk. The change in eligibility criteria will result in a loss of funding and how the bridge funding will be provided is currently unknown
Operations & Maintenance / Infrastructure Maintenance Renewal Funding	Operations & Maintenance will attempt to operate within the funding received.	Operations and Maintenance will adjust projects and services based on the amount of available funding.	Risk is High with rising construction costs, inflation, and utilities always in flux. Recent uncertainty around tariffs will create additional unknown costs
Fees	School and Transportation fees are set at cost recovery.	The sites forecast fee for the following year is based on the best information available at the time.	The risk is high for Transportation fees as final ridership is unknown and the impact of inflation could change rapidly along with changes in funding from the Government of Alberta will cause the division to look at all of the transportation rates. This has been proven with the change in the eligibility criteria for the upcoming school year. A 10% increase in fees has been projected The risk is low for School fees as they are charged on a cost recovery basis and expenditures are adjusted as needed.
Other Revenues	Other revenues have been based on historical trends and projections.	The division receives other revenues from the federal government, Alberta Health services and Children and Family Services.	The risk is low as most revenues change come with a chance in expenses. Investment income risk is moderate as this depends on the bank of Canada rate increase/decrease
Expenses:			

<p>Teacher compensation</p>	<p>Average teacher compensation (salary + Benefits) will increase to \$112,800 for the 2025/2026 School Year (2024-2025: \$111,070)</p>	<p>A reduction in staff and an increase in benefits has led to an increase in the cost of current staff.</p> <p>The following benefit rate will increase: Life 4% Accidental Death & Dismemberment - No Change Extended Disability Benefits 9% Extended Health (1%) Dental (0.25%) Vision (5%)</p>	<p>Risk is moderate as local bargaining has been completed and the average cost can change as staffing levels change.</p> <p>Historically these increase have been funded by the Government of Alberta</p>
<p>Support Staff- Compensation</p>	<p>Average costs will be budgeted on current salaries. Benefits will be budgeted based on forecasted rates by group</p>	<p>Average salaries are used for all school-based positions and are determined by using actual salaries for current staffing and projected increases.</p> <p>The following benefit rate will increase: Life 4% Accidental Death & Dismemberment - No Change Extended Disability Benefits 9% Extended Health (1%)</p>	<p>The risk is moderate as The Canadian Union of Public Employees (CUPE) collective agreement has recently been ratified</p>
<p>Human Resources</p>	<p>Staffing will be budgeted by site, based on the staffing requirements determined by the site administrator, to meet the needs of the students within the allocations provided to the schools.</p>	<p>Staffing decisions are made according to availability of resources and delivery of educational programming and services.</p>	<p>Risk is moderate as staffing will be based on projected enrolments and school allocations.</p>
<p>Insurance</p>	<p>Rates increases will be at inflationary level.</p>	<p>The Division's insurance reciprocal (ARMIC) expects rate increases to inflationary levels.</p>	<p>Risk is moderate. ARMIC's rates could change based on the plans claim history and catastrophic events across the globe.</p>
<p>Utilities</p>	<p>Utilities have been budgeted based on estimated consumption, current usage, and projected rates.</p>	<p>Current contract rates were used, and consumption was estimated based on past experience and market projections</p>	<p>Risk is moderate to high as the division is locked into a fixed rate, but usage can vary depending on weather. The removal of the carbon tax should create some cost relief.</p>
<p>Services and Supplies Costs</p>	<p>It is assumed that goods and services costs will increase in 2024-2025 with imposed tariffs. Sites will budget costs within their given allocations.</p>	<p>Although inflation is still a factor, recent tariffs have created a potential for increased costs. This effect of this is still unknown.</p>	<p>Risk is moderate, inflation will decrease purchasing power.</p>



Date: April 23, 2025 **Agenda Item:** 7.2

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Sean Nicholson, Associate Superintendent, Corporate Services
Amy Kolesar, Manager, Transportation Services

Subject: **Policy 500: Student Transportation Services and
Policy 500: Student Transportation Services - Exhibit 1 -
Transportation Fee Schedule**

Recommended Motion:

THAT the Board of Trustees approve the edits to Board Policy 500: Student Transportation Services and Policy 500: Student Transportation Services - Exhibit 1 - Transportation Fee Schedule as presented at the Public Board meeting of April 23, 2025.

Background:

Administration would like the Board to consider the following changes to *Policy 500: Student Transportation Services* to include updating the fee name of “Outside Boundary Rider” to “Non-Resident Rider” to align Division terminology and add the new Policy 500 Student Transportation Services - Exhibit 1 - Transportation Fee Schedule.

The Board of Trustees is responsible for reviewing and approving Transportation Fees as captured in Board Policy 225: Role of the Board.

The Fee and Allowances for 2025-2026 are being presented with a fee increase from the 2024-2025 school year for approval. The fee increase is due to the continued increase in operating costs incurred by Contractors, including fuel, resulting in a higher rate being paid each month. We are also looking ahead to additional costs of software and equipment purchased through the Division. We anticipate that this fee increase will generate an additional revenue of \$62,000 in the 2025-2026 school year.

We have included an anticipated adjustment of 8% to account for items such as fee waivers, family rates and partial year service. We will have the family rate more visible for the upcoming school year to ensure parents and guardians are able to ask for this to be applied to their accounts. We have also included an anticipated uncollected fee rate of 4% for fees which are not paid. An additional change from 2024-2025 is the updated fee name of “Outside Boundary Rider” to “Non-Resident Rider” to align with Division terms.

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

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

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

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

School fees

57(1) Notwithstanding section 13, a board may charge a parent of a student fees in accordance with the regulations.

Policy 225: Role of the Board

Resource Stewardship

The Board shall ensure effective stewardship of the Board's resources [Education Act s.33(1)(1)].
46. Approve student fees annually

Policy 500: Student Transportation Services

The Board establishes and operates a student transportation system to provide service to students who reside within the boundaries of the Sturgeon Public School Division to attend their designated school. This service is available to all students within the Division who qualify for this service in accordance with the criteria outlined in the *Education Act and Regulations* and Board Policy.

4.0 Transportation Fees

4.1 Student transportation fees shall be reviewed and approved annually by the Board.

Administrative Procedure 464: Fees

Within the Definitions is Transportation Fees: Shall refer to fees that are charged for bus services for transportation to and from school and will include the link to the Policy 500-Exhibit 1 Transportation Fee Schedule.



Administration is prepared to respond to questions at the April 23, 2025, Public Board meeting.

Attachment(s):

1. Policy 500: Student Transportation Services - Clean Copy
2. Policy 500: Student Transportation Services - Tracked Copy
3. Policy 500: Student Transportation Services - Exhibit 1- Transportation Fee Schedule

Policy 500

Student Transportation Services

1.0 POLICY

The Board establishes and operates a student transportation system to provide service to students who reside within the boundaries of the Sturgeon Public School Division to attend their designated school. This service is available to all students within the Division who qualify for this service in accordance with the criteria outlined in the *Education Act and Regulations* and Board Policy.

The Board believes that the responsibility for the provision of safe student transportation service is shared by employees of the Division, school bus contractors, school bus operators, parents/guardians and students.

2.0 DEFINITIONS

2.1 Student – an individual who is registered in Grades K – 12.

2.2 Eligible Rider - any Pre-K to Grade 6 student/child who lives 1.6 km or farther from their designated school and attends their designated school, and any Grade 7 to 12 student who lives 2.0 km or farther from their designated school and attends their designated school.

2.3 Choice Rider - any student who attends a school other than their designated school.

2.4 Ineligible Rider - any Pre-K to Grade 6 student/child who lives less than 1.6 km from their school of attendance and any Grade 7 to 12 student who lives less than 2.0 km from their school of attendance.

2.5 Supplemental Bus - any student who is accessing an additional bus to an alternate address.

2.6 Non-Resident Rider - any student who lives outside of the Sturgeon Public School Division boundary and attends a Sturgeon Public School.

2.7 Family Rate – applicable for families of more than 3 students accessing the same category of transportation services.

3.0 GUIDELINES

3.1 Subject to the regulations, a Board must provide for the transportation of a student to and from their designated school if the student resides within the boundaries of the school division.

3.1.1 Ineligible Riders may be provided with transportation service only if space is available on an existing route.

3.1.2 A Non-Resident Rider may be provided with transportation services if there is space available on an existing route, if there is no significant diversion from regular routing, and the parent/guardian has completed the [Transfer of Student Transportation Funding Parent Declaration Form](#)

prior to October 31.

3.1.3 The Board considers the contracting of bus services to be an acceptable way of providing student transportation.

3.1.4 The Board shall approve school attendance areas for each school.

4.0 TRANSPORTATION FEES

4.1 Student transportation fees shall be reviewed and approved annually by the Board. See Policy 500: Student Transportation Services - Exhibit 1 – Transportation Fee Schedule.

4.2 Transportation fees shall be paid prior to accessing busing.

4.3 Payment options and plans shall be made available for transportation fees.

4.4 A waiver process shall be in place for transportation fees to the designated school.

References:

[Policy 245 - Appeals Regarding Student Matters](#)

[Administrative Procedure 464 - Fees](#)

[Administrative Procedure 550 - Contract Bus Service](#)

[Education Act](#): Sections 7(1), 4(1)(8), 59(1)

[School Transportation Regulation](#) AR96/2019

[Transfer of Student Transportation Funding Parent Declaration Form](#)

Policy 500: Student Transportation Services - Exhibit 1 – Transportation Fee Schedule.

History

2019 Mar 27 Initial Approval

2020 Apr 22 Reviewed

2020 May 27 Amended

2021 Oct 27 Reviewed

2022 Jun 22 Amended

2023 Aug 23 Amended

2025 April 23 Amended

Policy Administrative Procedure 500

Student Transportation Services

1656013140

1.0 POLICY

The Board establishes and operates a student transportation system to provide service to students who reside within the boundaries of the Sturgeon Public School Division to attend their designated school. This service is available to all students within the Division who qualify for this service in accordance with the criteria outlined in the *Education Act and Regulations* and Board Policy.

The Board believes that the responsibility for the provision of safe student transportation service is shared by employees of the Division, school bus contractors, school bus operators, parents/guardians and students.

2.0 DEFINITIONS

2.1 Student – an individual who is registered in Grades K – 12.

2.2 Eligible Rider - any Pre-K to Grade 6 student/child who lives ~~1.61.0~~ km or farther from their designated school and attends their designated school, and any Grade 7 to 12 student who lives 2.0 km or farther from their designated school and attends their designated school.

2.3 Choice Rider - any student who attends a school other than their designated school.

2.4 Ineligible Rider - any Pre-K to Grade 6 student/child who lives less than ~~1.01.6~~ km from their school of attendance and any Grade 7 to 12 student who lives less than 2.0 km from their school of attendance.

2.5 Supplemental Bus - any student who is accessing an additional bus to an alternate address.

2.6 ~~Non-Resident Outside Boundary~~ Rider - any student who lives outside of the Sturgeon Public School Division boundary and attends a Sturgeon Public School.

2.7 Family Rate – applicable for families of more than 3 students accessing the same category of transportation services.

3.0 GUIDELINES

3.1 Subject to the regulations, a Board must provide for the transportation of a student to and from their designated school if the student resides within the boundaries of the school division.

3.1.1 Ineligible Riders may be provided with transportation service only if space is available on an existing route.

3.1.2 A ~~Non-Resident n Outside Boundary~~ Rider may be provided with transportation services if there is space ~~is~~ available on an existing route, if there is no significant diversion from regular routing, and the parent/guardian has completed the ~~Transfer of Student Transportation Funding Parent Declaration Form~~ Transfer of Student Transportation Funding Parent Declaration Form

prior to October 31.

3.1.3 The Board considers the contracting of bus services to be an acceptable way of providing student transportation.

3.1.4 The Board shall approve school attendance areas for each school.

4.0 TRANSPORTATION FEES

4.1 Student transportation fees shall be reviewed and approved annually by the Board. See Policy 500: Student Transportation Services - Exhibit 1 – Transportation Fee Schedule.

4.2 Transportation fees shall be paid prior to accessing busing.

4.3 Payment options and plans shall be made available for transportation fees.

4.4 A waiver process shall be in place for transportation fees to the designated school.

References:

[Policy 245 - Appeals Regarding Student Matters](#)

[Administrative Procedure 464 - Fees](#)

[Administrative Procedure 550 - Contract Bus Service](#)

[Education Act](#): Sections 7(1), 4(1)(8), 59(1)

[School Transportation Regulation](#) AR96/2019

~~[Transfer of Student Transportation Funding Parent Declaration Form](#)~~ [Transfer of Student Transportation Funding Parent Declaration Form](#)

[Policy 500: Student Transportation Services - Exhibit 1 – Transportation Fee Schedule.](#)

History

2019 Mar 27 Initial Approval

2020 Apr 22 Reviewed

2020 May 27 Amended

2021 Oct 27 Reviewed
2022 Jun 22 Amended
2023 Aug 23 Amended

2025 April 23 Amended

Policy 500: Student Transportation Services - Exhibit 1 - Transportation Fee Schedule

Please refer to [Board Policy 500- Transportation](#) for more information on each fee.

1. Eligible Rider Fee

	2025-2026	2024-2025
PreK & Kindergarten	\$85	\$75
Grades 1-12	\$145	\$130
Family Rate	\$435	\$390

2. Choice Rider Fee

	2025-2026	2024-2025
PreK & Kindergarten	\$165	\$150
Grades 1-12	\$300	\$275
Family Rate	\$900	\$825

3. Ineligible Rider Fee

	2025-2026	2024-2025
PreK & Kindergarten	\$210	\$190
Grades 1-12	\$380	\$345
Family Rate	\$1,140	\$1,035

4. Non-Resident Rider Fee (Previously Outside Boundary Rider)

	2025-2026	2024-2025
PreK & Kindergarten	\$475	\$430
Grades 1-12	\$540	\$490
Family Rate	\$1,620	\$1,470

5. Other Transportation Fees

	2025-2026	2024-2025
Supplemental Bus	\$145	\$180
Replacement Bus Pass	\$25	\$20

Date: April 23, 2025 **Agenda Item:** 7.3

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 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.

Review and Recommendation:

Administration conducted a thorough review of the policies, referring to the G-Tech Model, and reviewing other School Boards who use the G-Tech Model. The Policy Committee reviewed the policies at the February 24, 2025, Policy Committee meeting and referred them to the March 19, 2025, Public Board meeting, where the Omnibus Motion was defeated. The policies were reviewed again at the April 16, 2025, Policy Committee meeting and the Policy Committee recommended that Policies 215 and 800 be removed from the Omnibus Motion and brought forward as independent motions. 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 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:
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;
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 April 23, 2025, Public Board meeting.

Attachment(s):

1. Board Policy 805: Home Education
2. Board Policy 810: Off-Site Activities
3. Board Policy 815: Outreach Programs
4. Board Policy 910: School Resource Officer

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: April 23, 2025 **Agenda Item:** 7.4

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Policy Committee
Shawna Warren, Superintendent

Subject: **Policy 215: Organization Chart**

Recommended Motion:

THAT the Board of Trustees rescind Policy 215: Organization Chart to align with the Board's governance responsibilities and principles of effective policy development.

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 the Superintendent and staff.

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 Development:

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.

Review and Recommendation:

Administration conducted a thorough review of the policies, referring to the G-Tech Model, and reviewing other School Boards that use the G-Tech Model. The Policy Committee reviewed the policies that were grouped into an Omnibus Motion at the February 24, 2025, Policy Committee meeting and referred them to the March 19, 2025, Public Board meeting, where the Omnibus Motion was defeated. The policies were reviewed again at the April 16, 2025, Policy Committee meeting and the Policy Committee recommended that Policy 215 be removed from the Omnibus Motion and brought forward as an independent motion. The Policy Committee recommends that the Board of Trustees rescind Board Policy 215: Organization Chart.

Board Policy 215: Organization Chart

Organizational structures are dynamic and best managed through an administrative procedure rather than a fixed policy. As outlined in the Public School Boards' Association of Alberta (PSBAA) Module 7: Exercising Authentic Governance, strong school boards develop and maintain policies that “provide clear direction without micromanaging administrative functions”.

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.
 - The Education Act does not prescribe or require the establishment of an organizational chart as a governance responsibility for Boards of Trustees; operational structuring remains the responsibility of the Superintendent.
- **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 this policy, 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 [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; 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 April 23, 2025, Public Board meeting.

Attachment(s):

1. Board Policy 215: Organization Chart

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

Date: April 23, 2025 **Agenda Item:** 7.5

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Policy Committee
Shawna Warren, Superintendent

Subject: **Policy 800: Religious Education and Instruction**

Recommended Motion:

THAT the Board of Trustees rescind Policy 800: Religious Education and Instruction to align with the Board's governance responsibilities and the principles of effective policy development.

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 the Superintendent and staff.

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 Development:

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.

Review and Recommendation:

Administration conducted a thorough review of the policies, referring to the G-Tech Model, and reviewing other School Boards that use the G-Tech Model. The Policy Committee reviewed the policies that were grouped into an Omnibus Motion at the February 24, 2025, Policy Committee meeting and referred them to the March 19, 2025, Public Board meeting, where the Omnibus Motion was defeated. The policies were reviewed again at the April 16, 2025, Policy Committee meeting and the Policy Committee recommended that Policy 800 be removed from the Omnibus Motion and brought forward as an independent motion. The Policy Committee recommends that the Board of Trustees rescind Board Policy 800: Religious Education and Instruction.

Board Policy 800: Religious Education and Instruction

As outlined in the Public School Boards' Association of Alberta (PSBAA) Module 7: Exercising Authentic Governance, strong school boards develop and maintain policies that “ensure compliance with legislation and government requirements”.

The contents of Policy 800 are clearly captured in the Education Act, specifically:

- Section 19: Alternative programs,
- Section 58: Religious and Patriotic Instruction and Exercises, and
- Section 58.1: Parental Notice Requirements

Governance Implications:

- **Clarity in Roles and Responsibilities:**

- Rescinding this policy reinforces the Board's role in setting strategic direction, with operational matters delegated to the Superintendent.

- **Legal and Regulatory Compliance:**

- Eliminating policies that duplicate statutory requirements ensures that the Board's governance work remains focused and compliant with the Education Act.

- **Efficiency and Accountability:**

- **Reducing unnecessary policy volume** allows the Board to focus on high-impact **governance work** that supports 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**.

Conclusion:

Rescinding Policy 800 will streamline the Division's policy framework, eliminate redundancies and enhance governance efficiency in alignment with legislative requirements and best practices. This action supports the Board's commitment to high-quality, effective governance that best serves students, families and the broader community.

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

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**

Alternative programs

19(1) In this section, "alternative program" means an education program offered by a board that

- (a) emphasizes a particular language, culture, religion or subject-matter, or
- (b) uses a particular teaching philosophy,

(2) A board may offer an alternative program to a student whose parent requests it where, in the opinion of the board,

- (a) the board has sufficient resources and facilities to offer the alternative program, and
- (b) the alternative program is appropriate to meet the student's education needs.

Religious and patriotic instruction or exercises

58(1) A board may

- (a) prescribe religious instruction to be offered to its students;
- (b) prescribe religious exercises for its students;
- (c) prescribe patriotic instruction to be offered to its students;
- (d) prescribe patriotic exercises for its students;
- (e) permit persons other than teachers to provide religious instruction or exercises to its students.

Notice to parent

58.1(1) A board shall provide notice to a parent of a student where courses, programs of study or instructional materials, or instruction or exercises, include subject-matter that deals primarily and explicitly with religion or human sexuality.

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 April 23, 2025, Public Board meeting.

Attachment(s):

1. Board Policy 800: Religious Education and Instruction

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



Date: April 23, 2025 **Agenda Item:** 8.1

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Jonathan Konrad, Deputy Superintendent, Education Services
Shannon Campbell-Requa, Director, Education Planning
Nicole Farwell, Coordinator, Curriculum
Maxine Hildebrandt, Coordinator, Indigenous Education

Subject: **Education Planning Report 2024/25**

Background:

The Education Planning department plays a central role in supporting student learning across Sturgeon Public Schools through curriculum implementation, professional development, instructional leadership, and data-informed decision making.

In 2024/25, the department provided key support in several areas, including the implementation of new K–6 Science and French Immersion Language Arts and Literature curricula, early literacy and numeracy intervention, and the piloting of outcome-based reporting and new math resources. Ongoing professional learning for school leaders and beginning teachers helped strengthen instructional capacity across the Division.

Education Planning also led Division-wide initiatives in educational technology and artificial intelligence, supported the development of a new grading framework, and coordinated Indigenous education initiatives through land-based learning, cultural partnerships and the Call to Action cohort. In addition, the team played a key operational role during CUPE Labour Action, helping ensure stability and continuity in school operations.

Through data analysis, stakeholder engagement, and collaborative planning, the department continues to guide school-based improvement efforts and advance the goals of the Division Education Plan: Empowered Learning, Healthy Communities and Responsible Leadership.

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

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

- | | |
|--------------------|---|
| COMPETENCY: | (2) Modeling Commitment to Professional Learning |
| INDICATORS: | b. collaborating with teachers, principals, school jurisdiction leaders and other superintendents to build professional capacities and expertise; and |
| | f. engaging teachers, principals, school jurisdiction leaders, |

school community and local community members to establish a shared understanding of current trends and priorities in the education system.

**COMPETENCY:
INDICATORS:**

- (3) Visionary Leadership
- b. promoting innovation and continuous improvement by building structures and developing strategies to support staff in professional collaboration; and
 - c. promoting in the school community a common understanding of and support for the school authority's goals, priorities and strategic initiatives.

**COMPETENCY:
INDICATORS:**

- (4) Leading Learning
- b. providing learning opportunities, based on research-informed principles of effective teaching, learning and leadership, to support building the capacity of all members of the school community to fulfill their educational roles;
 - 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:
INDICATORS:**

- (5) Ensuring First Nations, Métis and Inuit Education for All Students
- a. supporting staff in accessing the professional learning and capacity building needed to meet the learning needs of First Nations, Métis, Inuit and all other students; and
 - e. pursuing opportunities and engaging in practices to facilitate reconciliation within the school community.

**COMPETENCY:
INDICATORS:**

- (6) School Authority Operations and Resources
- e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts; and
 - h. implementing programs and procedures for the effective management of human resources in support of mentorship, capacity building and succession planning.

Governance Implications:**Education Act**

Courses, programs of study, etc.

18(1) The Minister may do the following:

- (a) prescribe courses or programs of study

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

Policy 105: Vision, Mission and Values**VALUES**

Belonging. Students must be able to learn in healthy environments where they feel safe; have strong connections; are free from bullying; and where their physical, intellectual and emotional needs are met. We are a school division and a family.

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.

Policy 110: Welcoming Inclusive, Safe and Healthy Environments

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

Policy 225: Role of the Board

Education Planning and Programming

1. Review and approve the vision for the Division.
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.
6. Reviews Division performance, on an ongoing basis, and approves the Annual Education Results Report.

Stakeholder Engagement and Communication

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.

Safe, Caring, Respectful and Healthy Environments

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

Supports and Services

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

[Policy 700: Superintendent of Schools](#)

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

Administration is prepared to respond to questions at the April 23, 2025, Public Board meeting.

Attachment(s):

1. Education Planning Report and Presentation



Education Planning Report 2024/25

Leadership Support & PD

Providing direct support to school leaders and formal organized professional development continues to be central to the work of Education Planning. This year, aligned with the Division Education Plan goals of empowered learning, healthy communities and responsible Leadership, the team focused on developing skills around effective relationships and data-informed and research-based decision making. Sessions included strengthening compassionate leadership, collaborative data review, School Education Plan development, risk mitigation and human rights (with Attorney Teresa Haykowski), and a Christmas team-building celebration.

All sessions modeled best instructional practice and included elements leaders could incorporate into their school-based instructional leadership. Additionally, the team provided acting administration support to Legal School and direct support to Administrators regarding various stakeholder concerns. The Education Planning Coordinators played a key role in supporting administrators and school operations during the CUPE Labour Action, helping to maintain continuity and address staffing challenges.

Beginning Teachers

This year, the Beginning Teacher Cohort focused on building effective relationships, supporting diverse learners, classroom management, Indigenous Education and maximizing technology tools. The cohort met twice and had 20 members from 11 schools. Feedback from participants highlighted the value of connecting with peers across the division.

Data Analysis

The Sturgeon Public Schools Annual Education Results Report (AERR), School Education Plan support, analysis of provincial and local data measures at divisional and school levels and completing the Early Stakeholder Engagement Report make up the bulk of the Division's work around data analysis and education planning. This analysis informs school improvement planning, resource allocation and the development of targeted supports.

Curriculum Implementation

In the 2024/25 school year, Sturgeon Public Schools implemented a 4-6 Science and French Immersion Language Arts and Literature curriculum for the first time. Continued support was provided for the newly implemented curricula in English Language Arts and Literature, Mathematics and K-3 Science. In addition to this, over 50 teachers elected to pilot the new K-6 Social Studies curriculum.





Highlights

- Facilitated a professional development series for K-6 Science teachers with Karen West, an instructor with the Aboriginal Teachers Education Program at the University of Alberta and an Indigenous Scholar.
- A writing cohort collaborated throughout the year to develop common rubrics and writing exemplars for each grade (K–6), promoting consistent assessment practices. This will provide guidance to teachers when they are looking at their students' writing and create consistency throughout the division.
- Modeled English Language Arts and Literature lessons using research and new curricular outcomes in K-3 classrooms
- Worked with a pilot group to explore a new math resource aligned to the new math curriculum.
- Kindergarten cohort was able to meet once in person, once online, to support the Alberta Education screener implementation and how to use the data to support classroom instruction.
- Continued to communicate with teachers through the Curriculum Connections Newsletter.
- Supported Curriculum Lead teachers by sending regular lesson ideas, resources and learning opportunities that they were able to share with their colleagues.
- Continued working with Learning Coaches to support curriculum implementation through strong teaching practices that support empowered learning.

Assessment and Reporting

This year saw an increase in the frequency and volume of screeners required by Alberta Education, as well as the inclusion of kindergarten students in January 2025. Sturgeon Public Schools was able to respond to this increase by providing collaboration time as well as direct support from the Education Planning team. The pilot aims to align assessment practices with curricular outcomes and support clear communication of student learning.

In addition, Sturgeon Public Schools has begun the process of redesigning our grading system with an emphasis on consistency throughout the Division and based on current best practices in educational research.

Highlights

- Met with 14 teachers and administrators throughout the year to build a common understanding of assessment and reporting and design a new grade scale
- Worked at school sites to support teachers to better understand the data collected from the Alberta Education Literacy and Numeracy screeners.
- Supported a high school pilot of outcome-based reporting





Literacy and Numeracy Intervention

We were able to continue our literacy and numeracy intervention with grade four students in the Division. We provided six weeks of intervention for over 80 students. The focus of the intervention was on foundational literacy skills, number sense and number operations. The goal of this intervention was to develop a strong base of skills to continue to grow on throughout the students' time in school.

Educational Technology

Support continued with Division-wide licenses and new technologies that were introduced to our Division. We were able to support schools with Diploma exams in November and January and worked alongside Technology Services to ensure a smooth transition between the programs Alberta Education permitted to deliver these Digital Assessments. As teacher and student experiences were impacted by these changes, specific and targeted support was provided to develop competency with the platform.

Artificial Intelligence

The Brisk Teaching Chrome extension was deployed to all staff, providing opportunities to explore AI-supported lesson planning and differentiation. This allowed teachers to explore ways that AI could enhance their current practices and provide additional support for assignment creation and differentiation. Access to Google's chatbot, Gemini, was also enabled for all staff to use. This tool is different from other chatbots in that it does not train on the information that is entered into the platform and can still provide very valuable feedback and ideas to support teaching and learning, particularly in planning, feedback and adaptation for diverse learners.

Media Literacy and Digital Citizenship

Resources for teachers across all grade levels were shared and posted on the SPS Ed Tech website to participate in Media Literacy Week and Digital Citizen's Day in October and in Computer Science Education Week in December. These resources continue to be accessible for teachers to include in their lessons.

Engagement with Technology (STEAM)

The STEAM Cohort, which consisted of 9 teachers from multiple schools and grade levels, met twice between October and January to discuss technology usage in their schools and to begin planning STEAM Games. Informal connections between members of the cohort continue as STEAM Games planning is coming to an end. The culminating event will take place on May 1 and will showcase students' abilities across all grade levels. The event is designed to showcase student innovation and problem-solving skills through hands-on, cross-curricular challenges.





Indigenous Education: Division PD & Leadership Support

The Indigenous Education Lead Team consisted of three members in the roles of: Indigenous Education Coordinator; First Nations Cultural Liaison; and Métis Learning Coach. These members worked collaboratively to bring Division-wide professional development to educators and school administrators. Some of the professional development sessions included: moving towards an understanding of Truth and Reconciliation in education; resources to support land-based learning and Métis culture; Indigenous pedagogical approaches in teaching; Cree language support; and Traditional Indigenous teachings (Medicine Wheel Teachings, Seven Sacred Teachings). These efforts aimed to deepen educator understanding of Indigenous perspectives and support the integration of culturally responsive practices.

Highlights

- Initiated Indigenous Education Plans with school leadership teams
- Elementary/Secondary learning supports for Truth and Reconciliation Week
- Elementary/Secondary learning supports for Métis Week
- Updating the Métis resource learning kits to lend out to schools
- Meetings between divisional staff and school administrators to facilitate student success in schools, as well as Indigenous students on KEC/SPS education services agreements

Indigenous Education: Cultural & Community Connections

- Strengthened partnership with Dr. Jennifer Markides through attendance in the Language and Culture Teachers Gathering.
- Legacy of Hope project creation with Elder Adam North Peigan, solidified an agreement to initiate a Museum created exhibit installment at Sturgeon Composite High School in May, 2026.
- Maintain ongoing partnership with Kipohtakaw Education Centre (Alexander First Nation) for participating in traditional feasts, cultural camps, cultural activities (including pen pal cultural exchange program, round dances, Cree language instruction) and Legacy of Hope Project (May, 2026).

Indigenous Education: Student Support

- Class visits to provide cultural teachings and traditional knowledge (medicine wheel teachings, seven grandfather teachings, thirteen-moons teachings, Cree language)
- Provided division-wide land-based learning, place-based learning, and hands-on learning experiences for students at schools in all grade levels
- One-on-one student support meetings: providing cultural connections and building relationships with students, liaising with elementary and junior-high students and school staff for student success





- Provided one-on-one support for students/parents/school personnel for high school student success
- Provided tutoring assistance opportunities for Indigenous students at the high school level
- Team-teaching assistance provided for students in Grades 10-12 for Aboriginal Studies classes (second semester)

Indigenous Education: Call to Action Cohort

- The Call to Action cohort is composed of 31 dedicated staff, and drives positive change and fosters authentic engagement with Indigenous ways of knowing and being in their respective schools across the Division
- Call to Action cohort members have expanded upon and further developed community connections with other educators committed to Indigenizing educational initiatives in the wider community. Key collaborations included educator networks in Elk Island Public Schools and project work with the Legacy of Hope Foundation.

Advocacy Points

1. Phased Rollout of Grades 7–12 Curriculum

Current Challenge: Implementing the full Grades 7–12 curriculum all at once places significant strain on teachers and system supports and risks inconsistent implementation across subjects and schools.

Advocacy Ask: Advocate for a phased, grade-by-grade rollout of the Grades 7–12 curriculum to provide time for resource development, professional learning and curriculum alignment—ensuring students remain within one curricular stream per subject.

2. Rescheduling of Literacy and Numeracy Screeners to October

Current Challenge: The current September administration date does not allow sufficient time for teachers to build relationships or classroom routines prior to assessment, which may affect data quality and interpretation.

Advocacy Ask: Request that Alberta Education shift the administration of Literacy and Numeracy Screeners to October to support more valid data collection and responsive intervention planning.

3. Establishment of Provincial Standards for Artificial Intelligence in Education





Current Challenge: Schools across Alberta are facing increased demand for clarity on the ethical, safe, and pedagogically appropriate use of AI by both staff and students. Without provincial direction, policy and practice vary widely between school divisions.

Advocacy Ask: Recommend that Alberta Education develop provincial standards and guidance on the responsible use of Artificial Intelligence in K–12 education. This would support consistent expectations across divisions and align local practices with broader ethical and instructional frameworks.



2024/2025

3698

Indigenous Education
Lead Team
Connections with K-12
Students

1206

Indigenous Education
Lead Team
Connections with
Educators

113

Student connections
during Métis Week

110

“What is Reconciliation”
Division PD Session attendees

51

Teachers Piloting New
Social Studies Curriculum
Division-wide

59

K-6 Teachers participated
in Curriculum Working
Group

90

Grade 4 students received
Literacy and/or Numeracy
Intervention

700+

Writing exemplars
examined to build division
standards K-6

64

Breakout Sessions offered
on Division PD Day

15 +

Teachers opting-in to
Math Up pilot group.
Growing daily

72+

Connections with experts,
collaborators, and
community partnerships

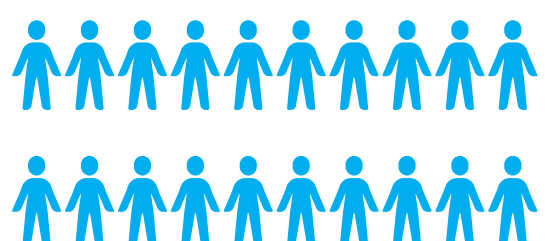
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Students Participating in
STEAM Games (2024)

Responsible Leadership

23

In-school connections for
School Education Plans &
Presentations

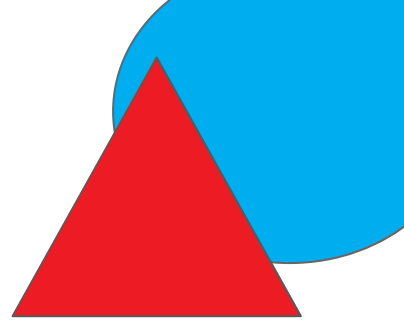


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In-School Connections for
Indigenous Education Plans

17

Connection points planned
with AFNE /KEC to date



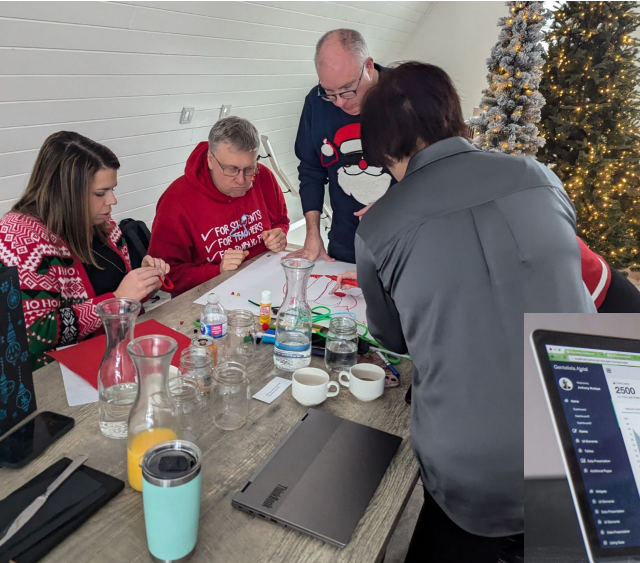
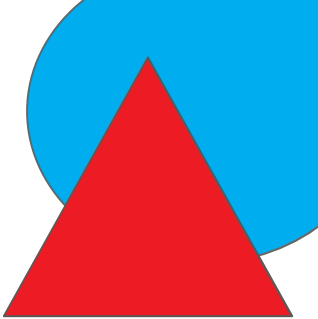
Education Planning

April 2025

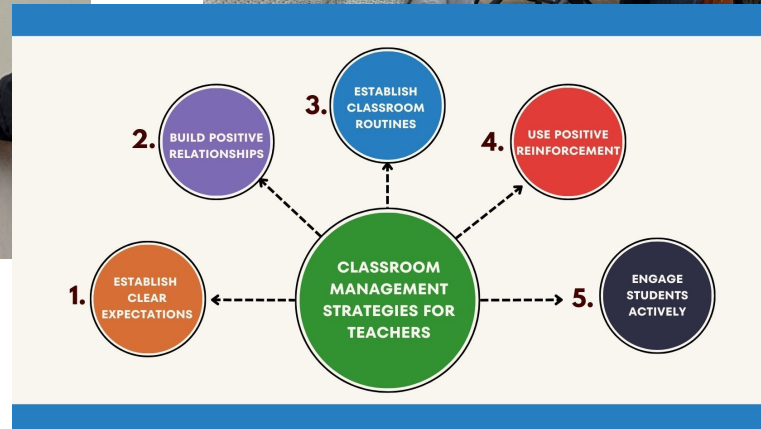
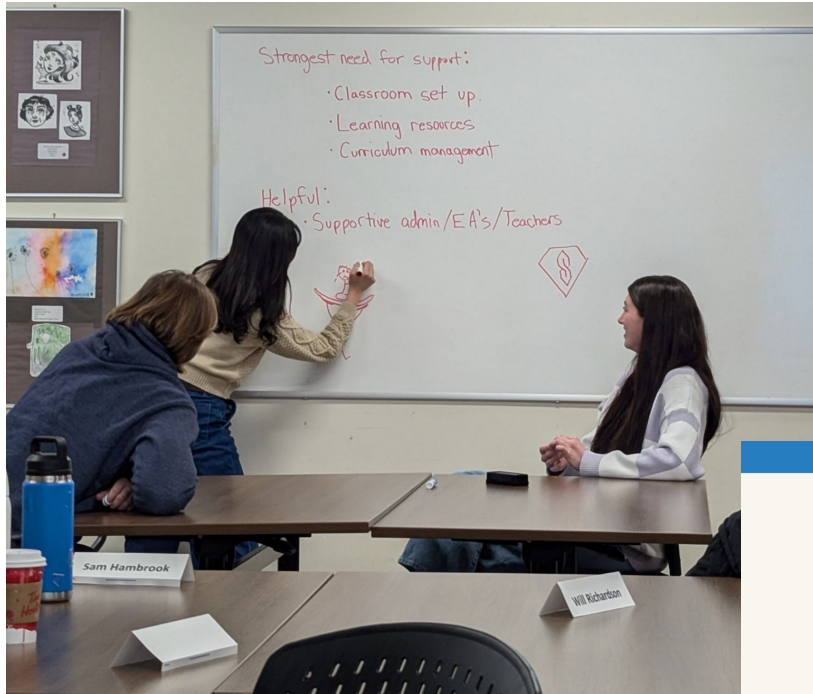


Sturgeon
Public Schools

Leadership Support and PD

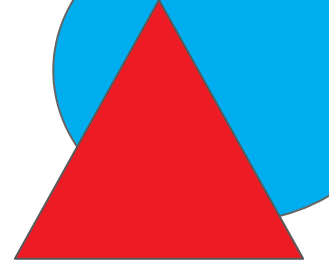


Beginning Teachers' Cohort



New Curriculum Implementation K-6

- Writing Assessment and Reporting Cohort
- Pilot of new Social Studies Curriculum
- Math Up pilot
- Learning Coaches
- Resource Website and newsletter

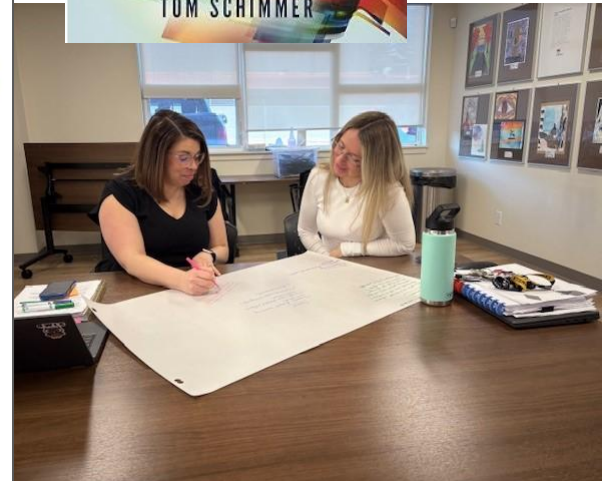
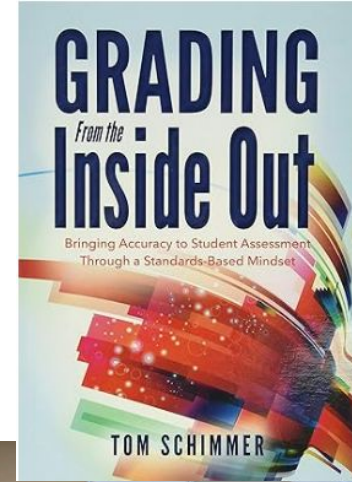
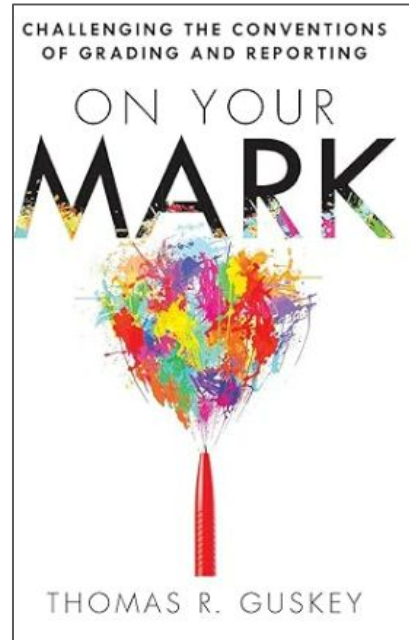


MATH UP



Assessment and Reporting

- Division Assessment and Reporting Cohort
- Common Grading Scale
- High school pilot of an outcome based reporting system
- Direct teacher support



Educational Technology:

- Division License Management
- Device and Software Support
- Supporting Digital Assessment and Reporting

Gemini

Mathletics



Alberta

Digital Assessment Platform

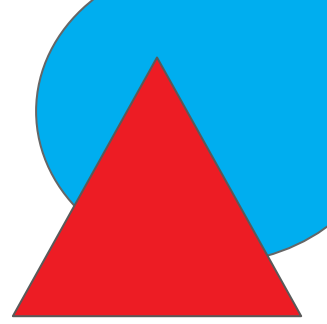


BRISK TEACHING



chromebook

Student Engagement with Technology



Computer Science
Education Week

December 9 - 15, 2024



**MAGIC
STUDENT**

AI literacy for every student.

Media Literacy and Digital Citizenship



Digital Citizen's Day - October 23, 2024

Focus on spreading positivity online through kindness and respect.



CommonSense Lessons

Kindergarten to Grade 5

Monday	What Is a Digital Citizen?
Tuesday	Digital Well-Being
Wednesday	Our School Community
Thursday	Media Literacy
Friday	Cyberbullying & Upstanders

Grades 6 to 8

Monday	Artificial Intelligence
Tuesday	Tech Design & Well-Being
Wednesday	Cellphone Bans
Thursday	News & the Elections
Friday	Privacy & Security

Grades 9 to 12

Monday	Artificial Intelligence
Tuesday	Digital Well-Being
Wednesday	Cellphone Bans
Thursday	AI & the Elections
Friday	Positive Relationships

STEAM Education

- Sturgeon STEAM Games
2025: An Aquatic Adventure



Sturgeon
STEAM GAMES
2025

An Aquatic Adventure

Thursday, May 1, 2025

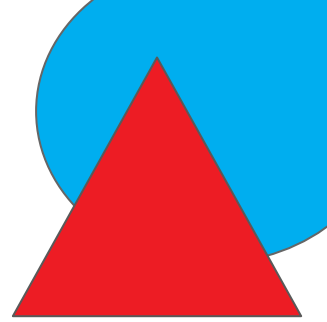
Sturgeon Composite High School

10:00 AM - 2:00 PM




STEAM

Indigenous Education: Division PD



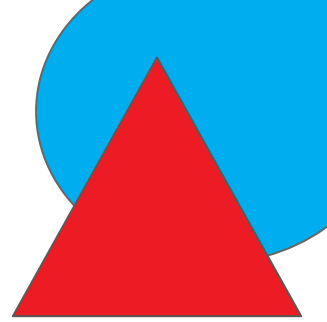
What Is Reconciliation –
And How Do I know If I'm
Teaching it Right?



Maxine Hildebrandt
Indigenous Education Coordinator
maxine.hildebrandt@sturgeon.ab.ca



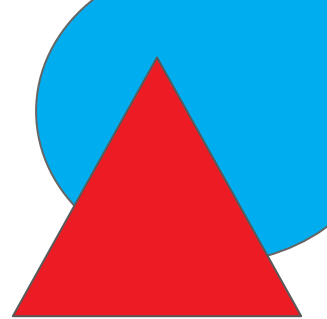
Indigenous Education: Cultural Connections



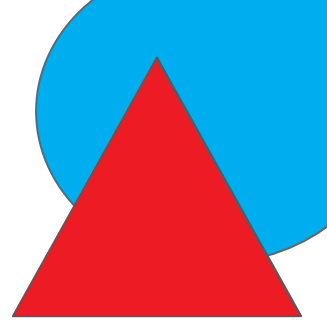
Indigenous Education: Indigenous Student Support



Indigenous Education: Call to Action Cohort



Thank you!



Date: April 23, 2025 **Agenda Item:** 8.2

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Jonathan Konrad, Deputy Superintendent, Education Services
Shelley Greenwood, Director, Learning Services
Shaylene Hobbs, Coordinator, Learning Services

Subject: **Learning Services Report 2024/25**

Background:

The 2024–2025 Learning Services Report provides an overview of how Sturgeon Public Schools continues to operationalize its commitment to inclusive education, mental health and wellness, and collaborative service delivery. The report highlights key developments from the past year, including expanded therapeutic supports, enhanced coaching models for staff, innovative programming such as CASA Classrooms, and system-wide trauma-informed practices like TCIS. Data-informed planning, family partnerships, and community collaborations remain central to the division’s approach in supporting students from Pre-Kindergarten through Grade 12.

The Learning Services team coordinates resources and agencies with schools and SPSD families to facilitate a variety of programming and support services. This work is grounded in the principles and obligations outlined in the Education Act and guided by the standards for inclusive education in Alberta.

Specific to Learning Services, the Education Act outlines the Board’s responsibilities 33(1) as follows: 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. 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,
- c. provide a continuum of supports and services to students that is consistent with the principles of inclusive education,
- d. 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.

The vision for student learning in Alberta, as per the Ministerial Order on Student Learning, is that “students will gain the knowledge and skills to form the foundations for successful and fulfilling lives, and make meaningful contributions to their communities and the world.”

In addition to the Education Act and the Ministerial Order on Student Learning, we are guided by the Standards for Special Education (2004) and the Six Principles of Inclusive Education as outlined by Alberta Education:

- Anticipate, value and support diversity and learner differences
- High expectations for all learners
- Understand learners’ strengths and needs
- Remove barriers within learning environments
- Build capacity
- Collaborate for success.

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; and
e. establishing constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations. |
| 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: | (7) Supporting Effective Governance |
| INDICATORS: | c. ensuring that all students in the school authority have the opportunity to meet the standards of education set by the Minister of Education. |

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
- (d) ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging
- (e) provide a continuum of supports and services to students that is consistent with the principles of inclusive education
- (f) collaborate with municipalities, other boards and community-based service agencies in order to effectively address the needs of all students and manage the use of public resources

Ministerial Order 005/2024 - Student Learning

A ministerial order to adopt or approve goals and standards applicable to the provision of education in Alberta.

Standards for Special Education

Requirements contained in this document apply to grades 1-12 special education in public and separate school boards, including Francophone regional education authorities, but excluding charter schools, in accordance with Ministerial Order 015/2004 and are effective September 1, 2004. Standards for Special Education, Amended June 2004 supports Alberta Learning's Business Plan goal to have high quality learning opportunities that ensure the learning system meets the needs of all learners and society.

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

Policy 225: Role of the Board

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

[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 535: Learning Support Services](#)

Sturgeon Public Schools recognizes the right of all students to have access to educational programming in accordance with the Education Act and accepts responsibility for the provision of educational services and programs.

Administration is prepared to respond to questions at the April 23, 2025, Public Board meeting.

Attachment(s):

1. Learning Services Report and Presentation



Student Supports and Services Report 2024/25

Introduction

Sturgeon Public Schools (SPS) is committed to providing a comprehensive and responsive model of support for students, staff, and families. Grounded in evidence-based practices and guided by a vision of inclusive, safe, and caring schools, the Learning Services team works collaboratively to build capacity across the division. This report outlines current supports and services, highlighting key initiatives and evolving practices that reflect SPS's commitment to student success and well-being.

Vision and Approach

The vision of Learning Services is to “put the pieces together” for student success. This is represented through a puzzle framework that reflects interconnected supports for students, staff, families, mental health and programming. The work is guided by collaboration, creativity and a consistent focus on student-centered service delivery.

Data-Informed Practice: Gaps Analysis

A previous internal Gaps Analysis conducted by Learning Services continues to guide practice for the 2023–2024 and 2024–2025 school years. Analysis of service delivery revealed the following:

- Mental Health: 12%
- Direct Service: 18%
- Building Teacher Capacity: 16%
- Divisional Supports: 15%
- Behaviour Supports: 14%
- Programming: 12%
- EA Supports: 3%
- Family Supports: 4%
- Trauma-Focused Supports: 6%

Reframed through the vision puzzle:

- Staff Supports: 32%
- Student Supports: 27%
- Family Supports: 13%
- Mental Health: 13%
- Programming: 15%





This data underscores the importance of a holistic and responsive approach that meets the evolving needs of students, staff, and families. It continues to shape divisional priorities and capacity-building efforts in pursuit of safe, caring and respectful learning environments for all.

Student Supports

School-Based Teams play a central role in responding to the needs of students, celebrating successes, and identifying areas for growth. These teams, comprised of administrators, Learning Support Leads (LSLs), teachers and support staff, share responsibility for:

- 1372 students supported through the IPPs or Learning Plans
- 142 students supported through Behaviour Plans
- 67 students supported through Safety Plans

This collaborative model ensures students are met where they are, relationships are nurtured, and multiple adults are invested in their success. School-Based Teams coordinate therapeutic and academic services, implement accommodations and build internal staff capacity to serve diverse student needs.

Learning Services provides a wide range of therapeutic supports through both internal staff and contracted specialists, including Occupational Therapists, Speech-Language Pathologists, Psychologists and Behaviour Consultants. These services are timely, student-centered and aligned to a cohesive model of care.

Staff Supports

Learning Services prioritizes staff capacity-building and well-being through a variety of initiatives:

- Cohorts for Learning Support Leads (LSLs), counsellors, behaviour consultants, and therapists
- A Professional Development (PD) Menu aligned to staff roles and needs
- The HUB: a centralized platform for consent forms, referral processes and resources

Recognizing a gap in support for Educational Assistants and other support staff, the Division has expanded its coaching model through the roles of EA Coaches and the Inclusive Programming Coach. These coaches provide mentorship, implementation support, modeling, and direct in-classroom assistance, enhancing the skills of support staff and improving student learning experiences.





These roles are grounded in a continuous-reflection model focused on what is best for students. Additional PD opportunities are in development for 2025–2026, including a division-wide Support Staff PD Day and kickoff event.

Programming

Inclusive programming at SPS reflects a commitment to belonging, inclusion and student safety. Programs are designed to meet a range of student needs, including:

- Specialized programming for students with complex needs
- Knowledge and Employability (K&E) programs that support career readiness
- Early intervention programs, including Pre-K

Inclusive programming is supported through:

- Individualized learning plans and accommodations
- Collaboration across multidisciplinary teams
- Flexible learning environments
- Engagement of student voice and parent partnership

This approach ensures students are supported in the most enabling environments, including their community schools when appropriate and reflects SPS's commitment to inclusion and success for all learners.

Family Supports

Sturgeon Public Schools recognizes that strong family partnerships are essential to student success. Learning Services offers a variety of supports and initiatives that engage families directly and foster community connection:

- Community Connections – partnerships with FCSS and other agencies
- Pre-K Hub and Pre-K Portal – family learning opportunities through live-streamed and recorded sessions with therapists
- Transition to Adulthood Fair – a collaborative event supporting families in navigating post-secondary transitions and accessing disability supports
- Division Social Work – direct support for students and families across all schools

This year, the Pre-K Portal was introduced to provide families with direct access to expert-led learning opportunities, both live and asynchronous. Additionally, a family engagement event—the Pre-K Puppet Show—offered children and caregivers an interactive and educational experience.





The Transition to Adulthood Fair, hosted in rotation with partner school divisions, connects students and families with community organizations, government services, and post-secondary institutions. Sturgeon Public Schools will host the event in 2025–2026.

Social Work Services

Division Social Workers play a critical role in supporting families, responding to 91 referrals this year. Areas of support include:

- Recent diagnoses and support coordination (e.g., FSCD, SHINE)
- Custody and immigration challenges
- Parenting capacity and in-home supports
- Navigation of legal, health, and educational systems
- School-related concerns (absenteeism, behavioural needs, transitions)
- Mental health connections (e.g., AHS referrals, local counselling)
- High-level concerns (e.g., violence in the home, addictions, grief)
- Application support (e.g., AISH, Jordan’s Principle, Alberta Works)

Social Workers also serve as key members of the Crisis Response Team, providing support within and beyond the division. All schools are represented in the referral data, with the exception of Oak Hill and The Colony schools.

Charts included in this section illustrate:

- Referral types
- Referrals by school
- Referrals by grade

Therapeutic Crisis Intervention for Schools (TCIS)

TCIS continues to expand as a trauma-informed framework for creating safe, supportive, and inclusive school environments. The model emphasizes emotional regulation, de-escalation, and relationship-building.

To date:

- 194 staff trained
- 20 certified TCIS trainers
- 39 additional staff trained in the current year

SPS is recognized as a provincial leader in TCIS implementation. Divisions such as Calgary Board of Education, Winnipeg School Division, and Medicine Hat Public Schools have





consulted with SPS trainers. The Division has also shared practices with Cornell University, the developers of the TCIS model.

Upcoming plans include:

- May 2025: TXT Recertification for all TCIS Trainers
- August 2025: 3-hour refresher for all staff and 6-hour overview for new staff
- October 2025 & January 2026: Two new training cohorts
- Staff PD Days: Safety intervention training for CUPE support staff

CASA Classrooms

Sturgeon Public Schools proudly supports CASA Classrooms at both Guthrie School (Grades 7–9) and Sturgeon Composite High School (Grades 10–12) through a strong partnership with CASA Mental Health. These classrooms offer integrated academic and mental health supports for students requiring intensive intervention.

Guthrie School (Grades 7–9):

- Originally developed as segregated classrooms, now integrated into the broader school community
- Emphasizes peer interaction and social-emotional learning (SEL)
- Incorporates flexible reintegration planning, with transitions beginning as early as six weeks
- Includes hybrid models for therapeutic access alongside participation in regular classes

Sturgeon Composite High School (Grades 10–12):

- Transitioned from a traditional classroom to a Mental Health Hub
- Centrally located in the school's Learning Commons for visibility and accessibility
- Offers rolling registration to ensure responsive entry
- Supports school-wide awareness and mental health education
- Enables peer connection and academic engagement in inclusive environments

These evolving models reflect SPS's leadership in reducing stigma, fostering inclusion, and improving access to mental health supports in rural settings.

Mental Health and Wellness

Mental health and wellness supports in SPS are structured around six dimensions of well-being: social, emotional, spiritual, mental, physical, and environmental. Using the CASEL





5 framework and a tiered intervention model, supports are delivered collaboratively by school counsellors and Mindful Mentors.

- **Tier I – Universal Supports:**
Led by Counsellors and Mindful Mentors, these include classroom-based wellness promotion, school-wide activities, and proactive strategies. Mindful Mentors currently serve five schools.
- **Tier II – Targeted Supports:**
Small group interventions and targeted support from school counsellors to promote social-emotional wellness.
- **Tier III – Individualized Supports:**
Intensive services for students experiencing crisis or urgent needs, including assessments and referrals to external providers.

SPS continues to leverage the Mental Health Capacity Building (MHCB) initiative (in partnership with Alberta Health Services) and the Mental Health in Schools (MHIN) Grant to strengthen mental health programming.

As of June, the Mindful Mentors will conclude their work with SPS. Their legacy includes lasting school-community partnerships and expanded awareness of wellness strategies across the division.

Redwater HYPE, originally based at Redwater, has expanded outreach to Guthrie, Four Winds Public School, Morinville Public School and Sturgeon Composite High School—extending its positive mental health messaging and community engagement across more division communities.

Looking Ahead

Learning Services remains committed to responsive, student-centered support across the division. Key priorities for the 2025–2026 school year include:

- **Reflection and Renewal:**
Conduct a follow-up to the 2023–2024 Gaps Analysis, evaluating changes in service delivery and identifying new opportunities based on current context, climate, and culture.
- **Division-Wide TCIS Integration:**
Continue implementing TCIS as a system-wide framework that supports safe, respectful, and caring learning and working environments.





- **Inclusive Programming and Family Learning:**
Expand family engagement through the Pre-K Portal and other expert-led opportunities that increase access to therapeutic strategies and tools.
- **Student-Centered Service Delivery:**
Maintain high-quality, timely support for students with a focus on continual improvement and equitable access to learning.
- **Least Restrictive Environments:**
Support inclusive education by ensuring students can access meaningful learning opportunities in community schools, when appropriate.
- **Collaboration with School-Based Teams:**
Deepen partnerships with school teams to ensure shared understanding of student needs and coordinated access to supports.
- **Mental Health Promotion:**
Remain responsive to the increasing need for mental health prevention and wellness initiatives that serve the whole school community.
- **Community Partnerships:**
Sustain and grow collaborative relationships with external partners to ensure students have access to holistic, community-based supports.

Conclusion

Learning Services at Sturgeon Public Schools continues to lead with compassion, evidence-informed practice, and a belief in every student's potential. Through a robust network of supports, inclusive programming, mental health initiatives and staff capacity-building, the division remains focused on creating safe, supportive, and equitable learning environments.

Guided by data, strengthened by collaboration, and grounded in a student-first philosophy, Learning Services is proud of the progress made and committed to ongoing growth in service of students, staff and families.

Advocacy Points

1. Sustained and Predictable Funding for Mental Health in Schools

Current Challenge: Mental health programming across Alberta remains reliant on short-term or pilot-based funding (e.g., MHIN grants), which limits the ability of





school divisions to build sustainable, long-term supports for student wellness and crisis prevention.

Advocacy Ask: Advocate for long-term, predictable provincial funding for school-based mental health programming, enabling divisions to retain staff, deepen partnerships, and provide continuous support for students and families.

2. Expansion of Therapeutic Supports in Rural Areas

Current Challenge: Access to specialized therapeutic services (e.g., speech-language, psychology, occupational therapy) in rural divisions is limited by both funding and availability of professionals, placing additional strain on internal staff and limiting timely interventions for students.

Advocacy Ask: Encourage Alberta Education and Alberta Health to increase investment in rural service access—whether through mobile teams, shared-service models, or incentive programs for specialists—to reduce wait times and increase student access to vital supports.

3. Re-establishment of Regional Collaborative Service Delivery (RCSD) Framework

Current Challenge: Since the discontinuation of dedicated RCSD funding and formal structures, rural school divisions have faced increasing difficulty coordinating timely, equitable access to cross-ministry supports—particularly in the areas of health, mental health, and social services. The absence of a formal framework has contributed to inconsistent collaboration and barriers to integrated service delivery for students and families.

Advocacy Ask: Encourage the Government of Alberta to re-establish a Regional Collaborative Service Delivery model—bringing together school authorities, Alberta Health Services, Children’s Services, and community agencies under a funded and regionally coordinated structure. This would enhance access, reduce duplication, and improve outcomes for children and youth across systems.



2024/2025

1372

IPPS & LPs

232 in Pre-K and Kinder
1140 in grades 1-12

824

Students with AB Code

232 in Pre-K and K
606 in Grades 1-12

23

CASA Students

14 Gibbons, 9 SCHS

2

VTRAs

1

Crisis Response

98%

Students in Specialized
Programming are learning in
an inclusive setting

43

Students currently
accessing Specialized
Programming

328

Students on the Learning
Services Caseload

91

Referrals to Division Social
Workers

61

Students accessing supports
through Jordan's Principle

167

Students accessing
Pre-Kindergarten

252

Students/Families serviced
through Crisis Response

101

New Social Worker
Referrals

STAFF TRAINING

182

TCIS Trained Staff
20 Certified Trainers



65

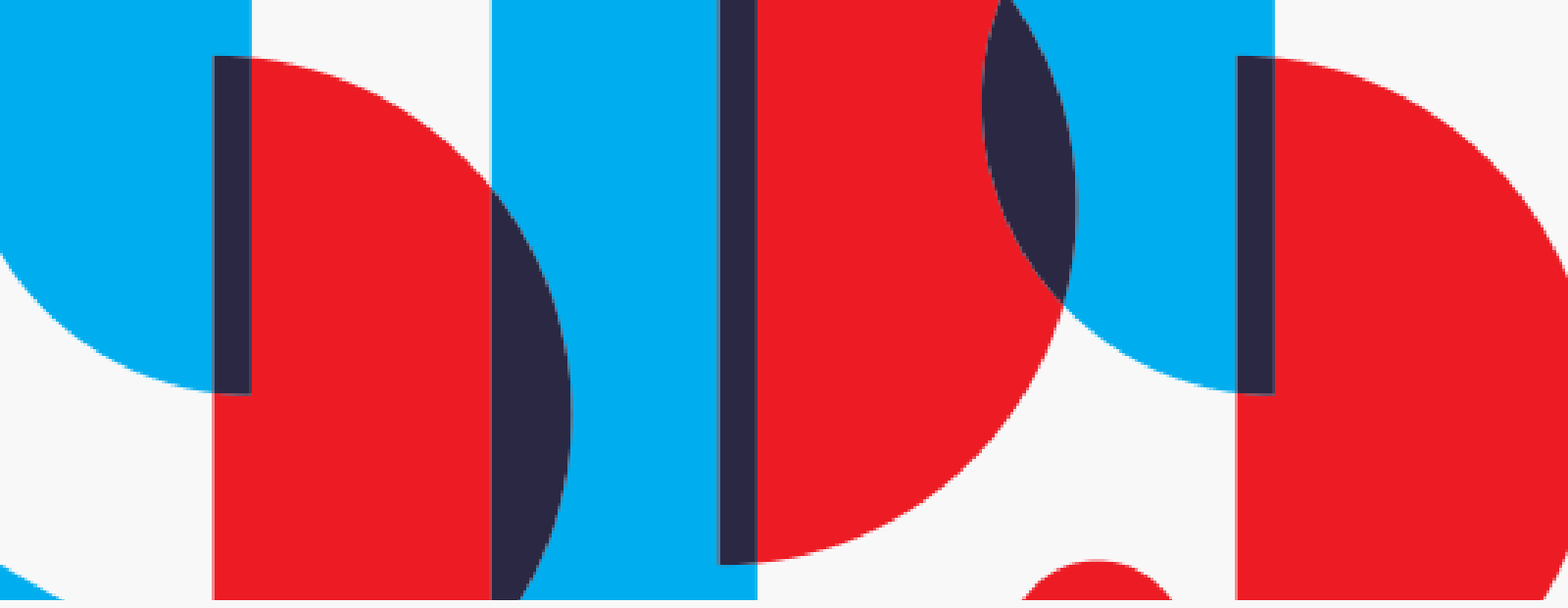
Staff are VTRA Trained

34

Staff are ASIST Trained

23

Participated in the VTRA
1 Refresher Training



STUDENT SUPPORTS

- Registered Nurse
- Vision Consultant
- Deaf and Hard of Hearing Consultant
- Occupational Therapists and OTAs
- Speech Language Therapists and SLPAs
- Physiotherapists
- Social Workers
- EA Coaches
- Psychologists
- Autism Consultant
- Inclusive Programming Coach
- Inclusive Behaviour Advisor
- Behaviour Consultants

STAFF SUPPORTS

- PD Menu
- TCIS Training
- Safe Contact Cohort
- Behaviour Lead Cohort
- LSL Cohort
- Specialized Programming Cohort
- ABLLS-R Cohort
- Counsellor Cohort
- HUB
- PD for Teachers
- PD for Educational Assistants
- EA Training PD Days

PROGRAMMING SUPPORTS

- Specialized Programming
- Knowledge & Employability (K&E)
- Pre-K
- ABLLS-R and AFLS
- EAL- English as an Additional Language
- Inclusive Programming Coach

MENTAL HEALTH AND WELLNESS SUPPORTS

- Counsellors
- Social Workers
- Mental Health Capacity Building - HYPE
- Safe Contact
- Mindful Mentors

FAMILY SUPPORTS

- S.H.I.N.E
- Family Learning Nights
- Mental Health and Wellness Supports
- Social Workers
- Transition to Adulthood Fair
- Pre- K Advisor
- Pre - K EXPO

Learning Services in Sturgeon Public

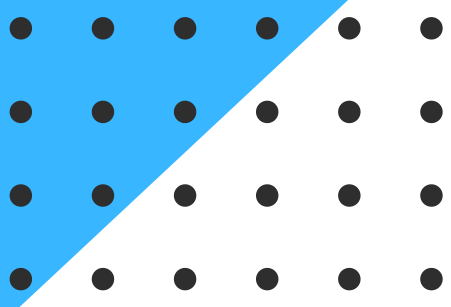


PRESENTED BY:

Shelley Greenwood: Director of Learning Services

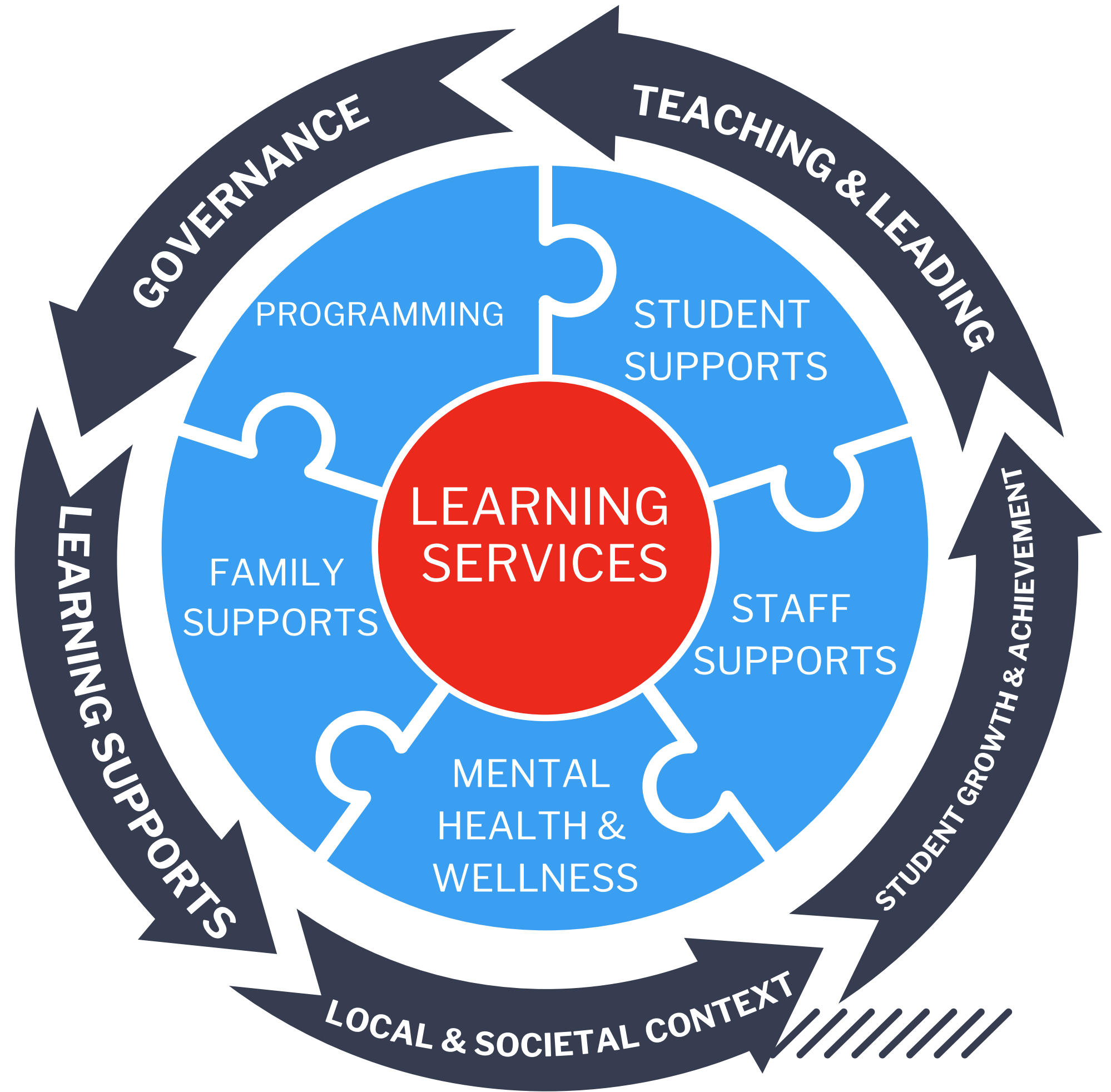
Putting the Pieces Together: Student Supports in Sturgeon Public Schools





Our Vision

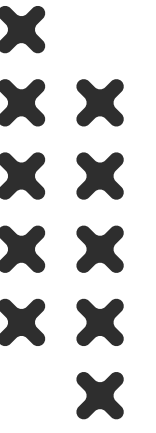
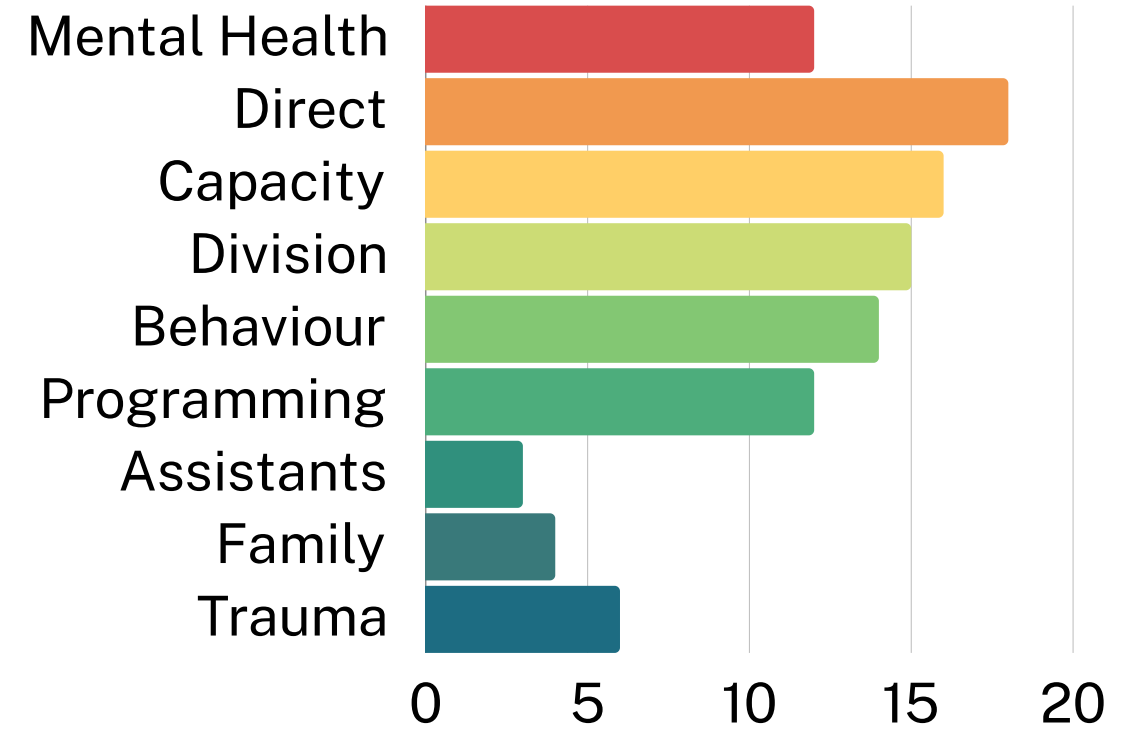
A Cohesive Model of Support



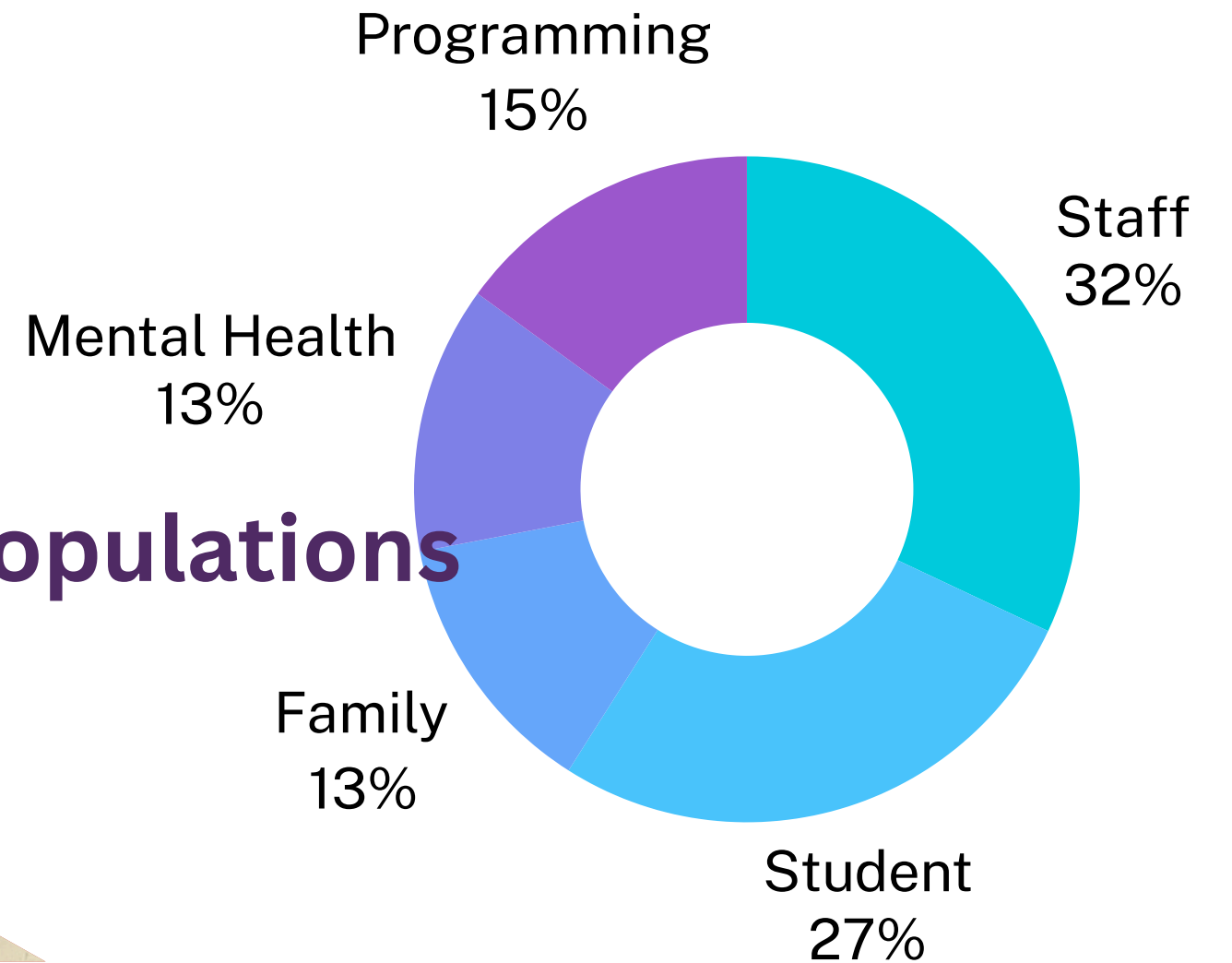
How our Gaps Analysis has Informed our Practice from 2023-2025



Support Types



Target Populations



Student Supports

Shared Responsibility: Responsive and Critical

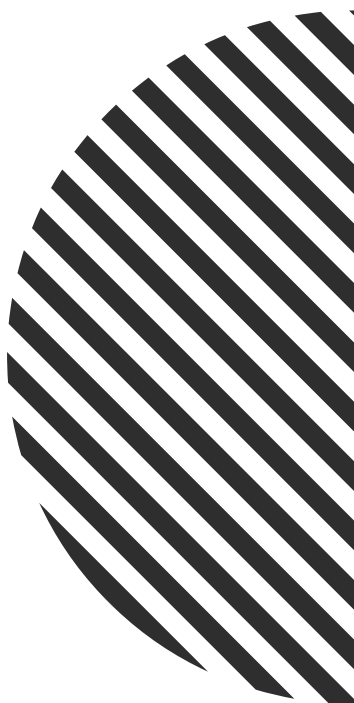
- School Based Teams
 - Learning Support Leads (LSLs), administrators, teachers, support staff
- Divisionally supporting:
 - 1372 students who have IPPs or Learning Plans
 - 142 students who have Behaviour Plans
 - 67 students who have safety Plans



Student Supports

Therapists and Specialists: Cohesive Service:

- Registered Nurse
- Vision and Deaf and Hard of Hearing Consultants
- Occupational Therapists
- Speech Language Therapists
- Physiotherapists
- Social Workers
- EA Coaches
- Psychologists
- Behaviour Consultants
- Trauma Consultants



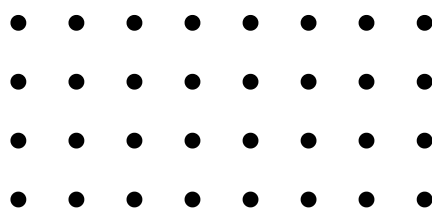
Staff Supports – Lifting Up Staff: Building Capacity and Confidence



- PD Menu
- Teacher Capacity Building & Cohorts
- HUB
- PD for Teachers
- PD for Support Staff
- Staff Coaching

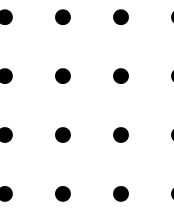
"The Learning Hub is a centralized location for all information that creates a clear focus and structure"

~ Admin Member during the Gaps Analysis



Programming with Purpose: Inclusion, Belonging, Equity

- Specialized Programming
- Flexible Models
- Knowledge & Employability (K&E)
- Pre-K

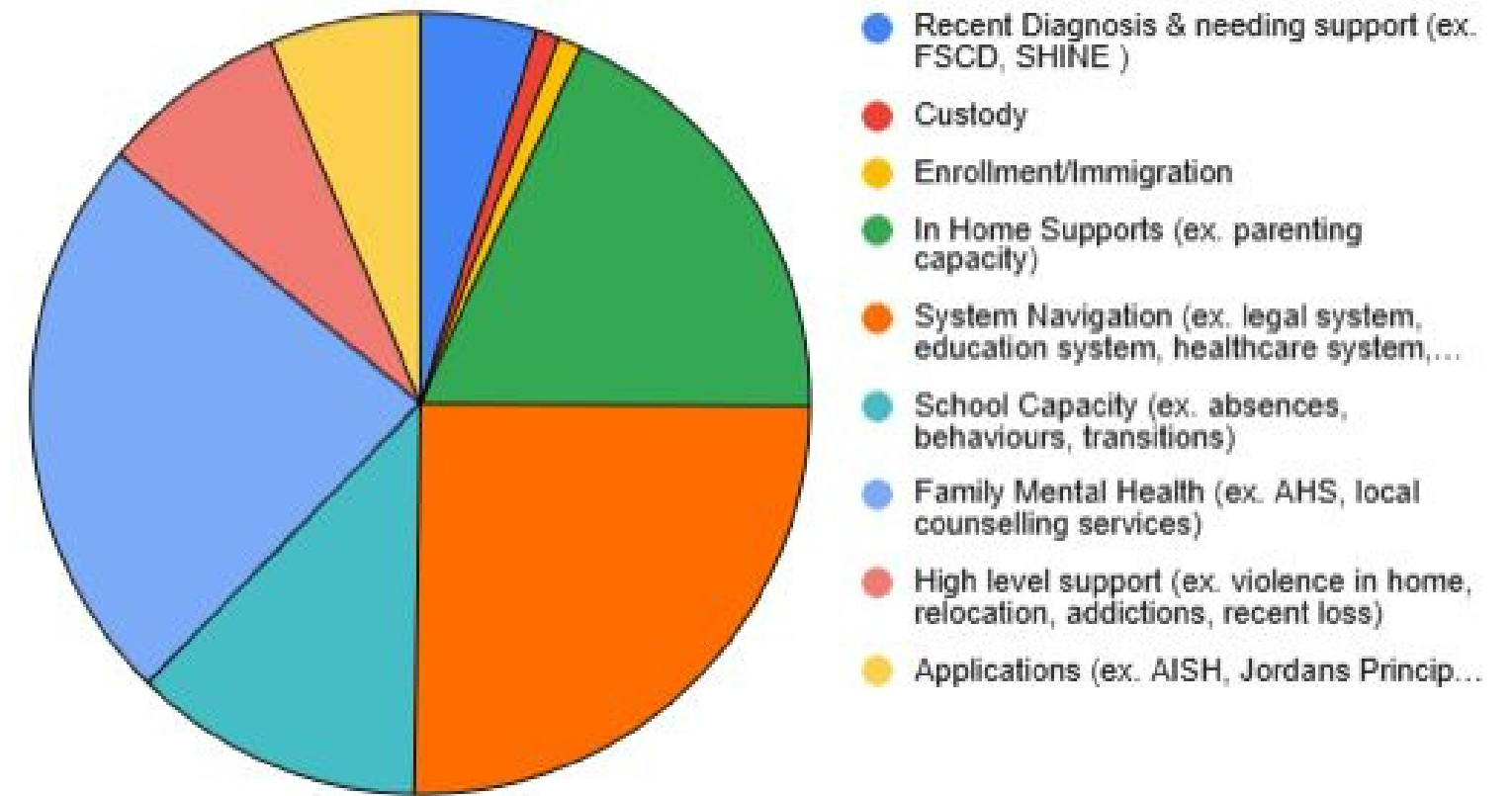


Family Supports- Removing Barriers

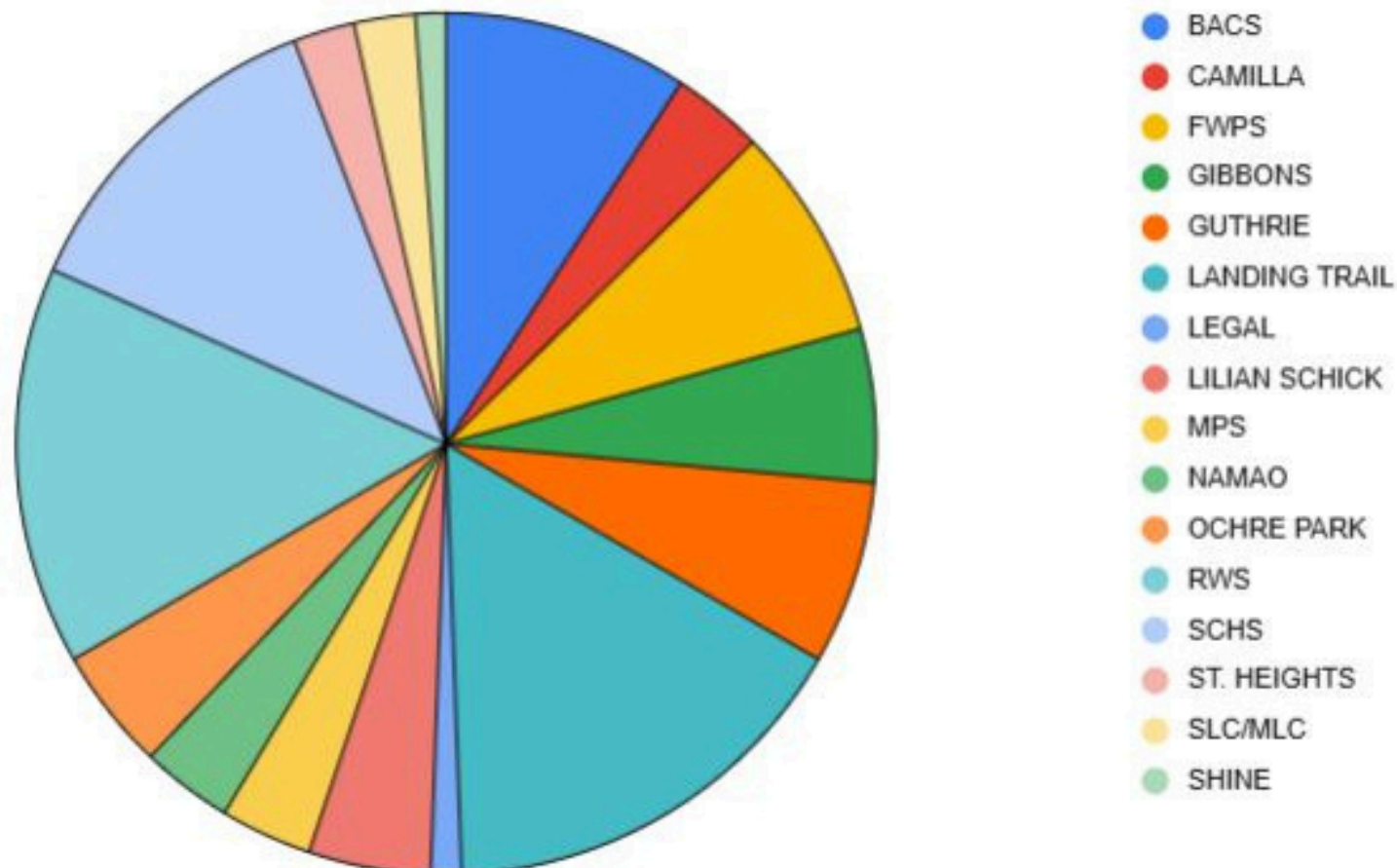
- Community connections – FCSS
- Family Learning – Pre-K Portal
- Transition to Adulthood Fair
- Division Social Workers

Social Work Highlight

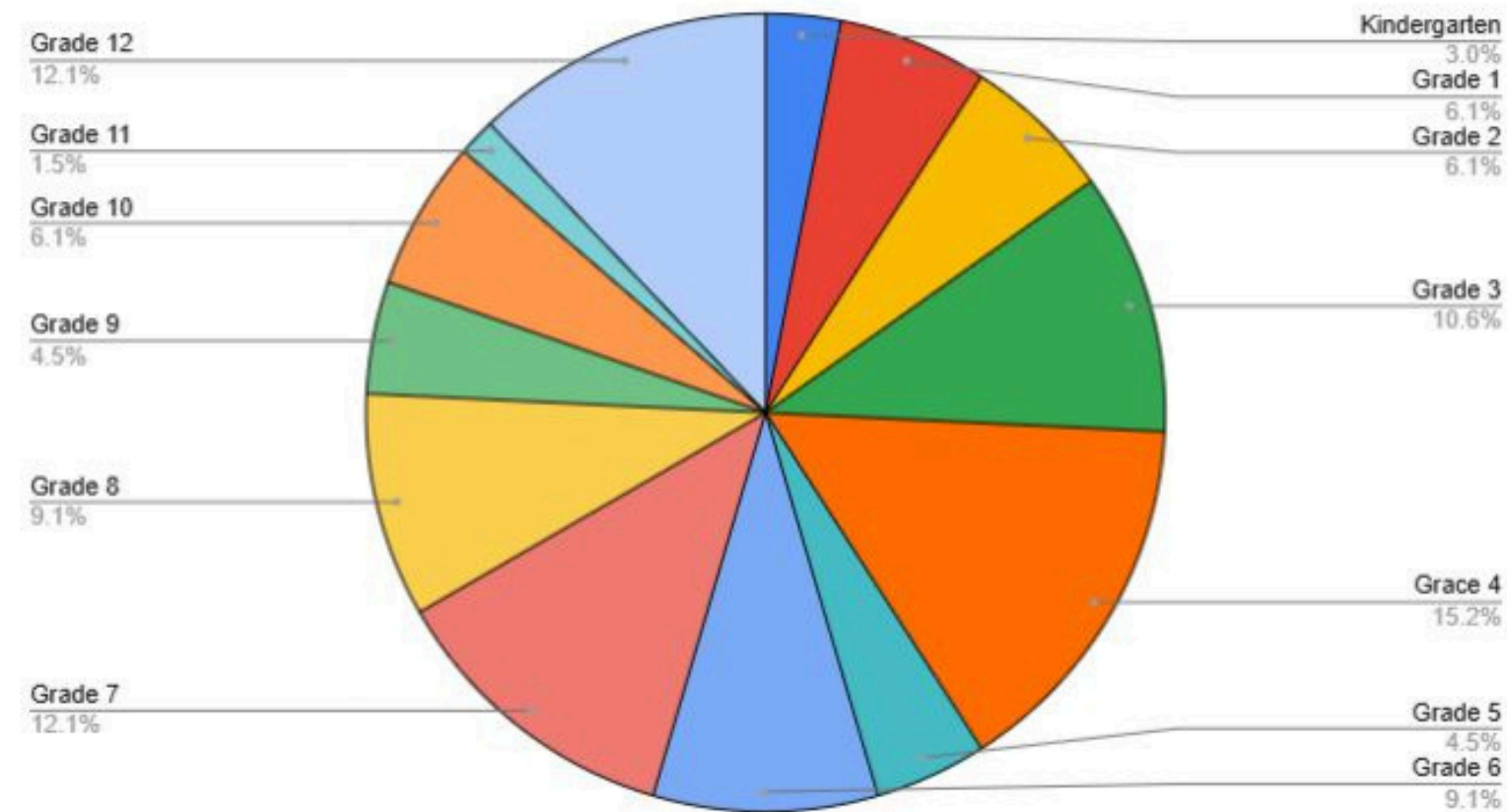
Referral Type



Referrals by School



Referrals by Grade





Trained: 194 staff

Train the Trainers

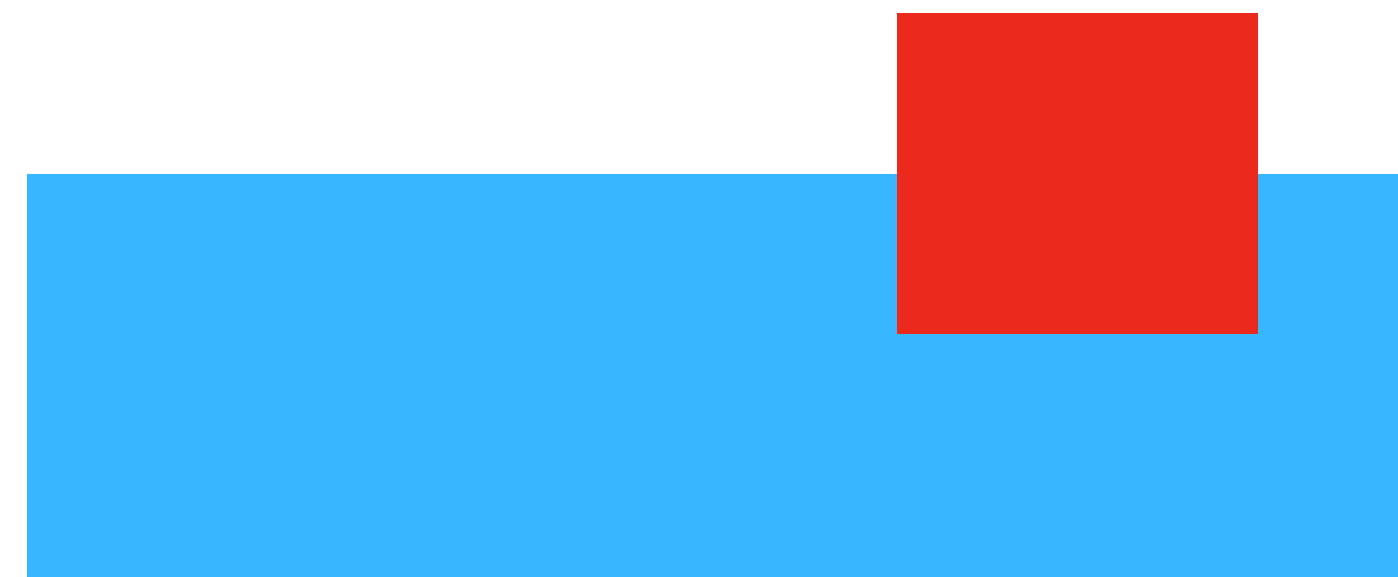
Divisionally - 20

Yearly Projected Growth - 40-60 Staff fully trained!

A systems approach to understanding ourselves and others



**TCIS: Belonging,
Safety, and Caring
Environments**





CASA Classroom: Mental Health Meets Inclusion

Guthrie School- Gr. 7-9



SCHS - Gr. 10-12

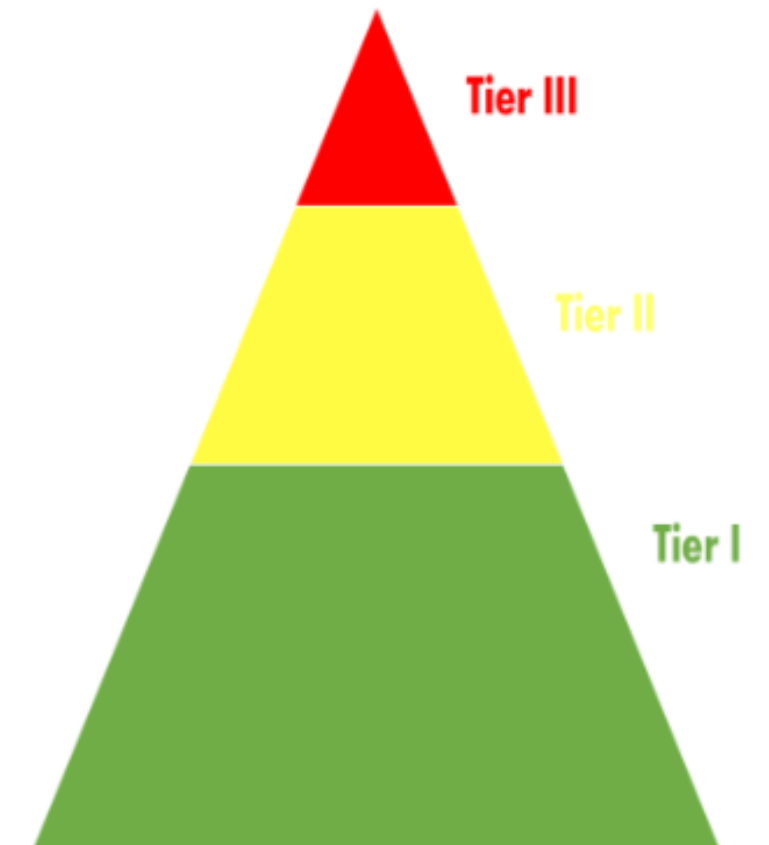
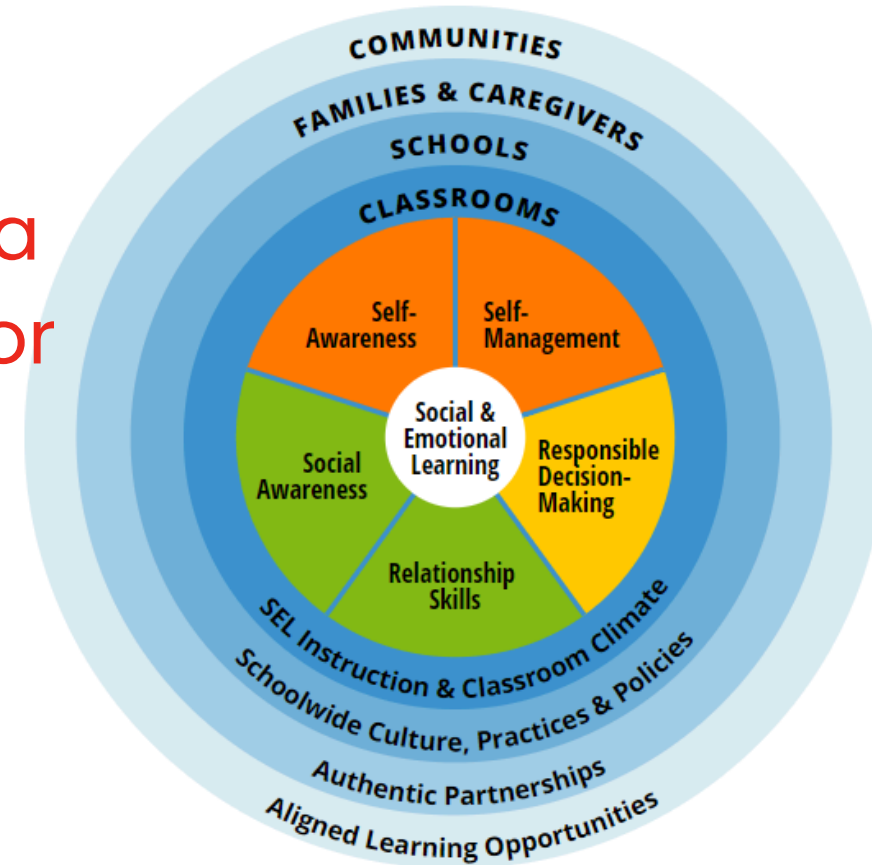


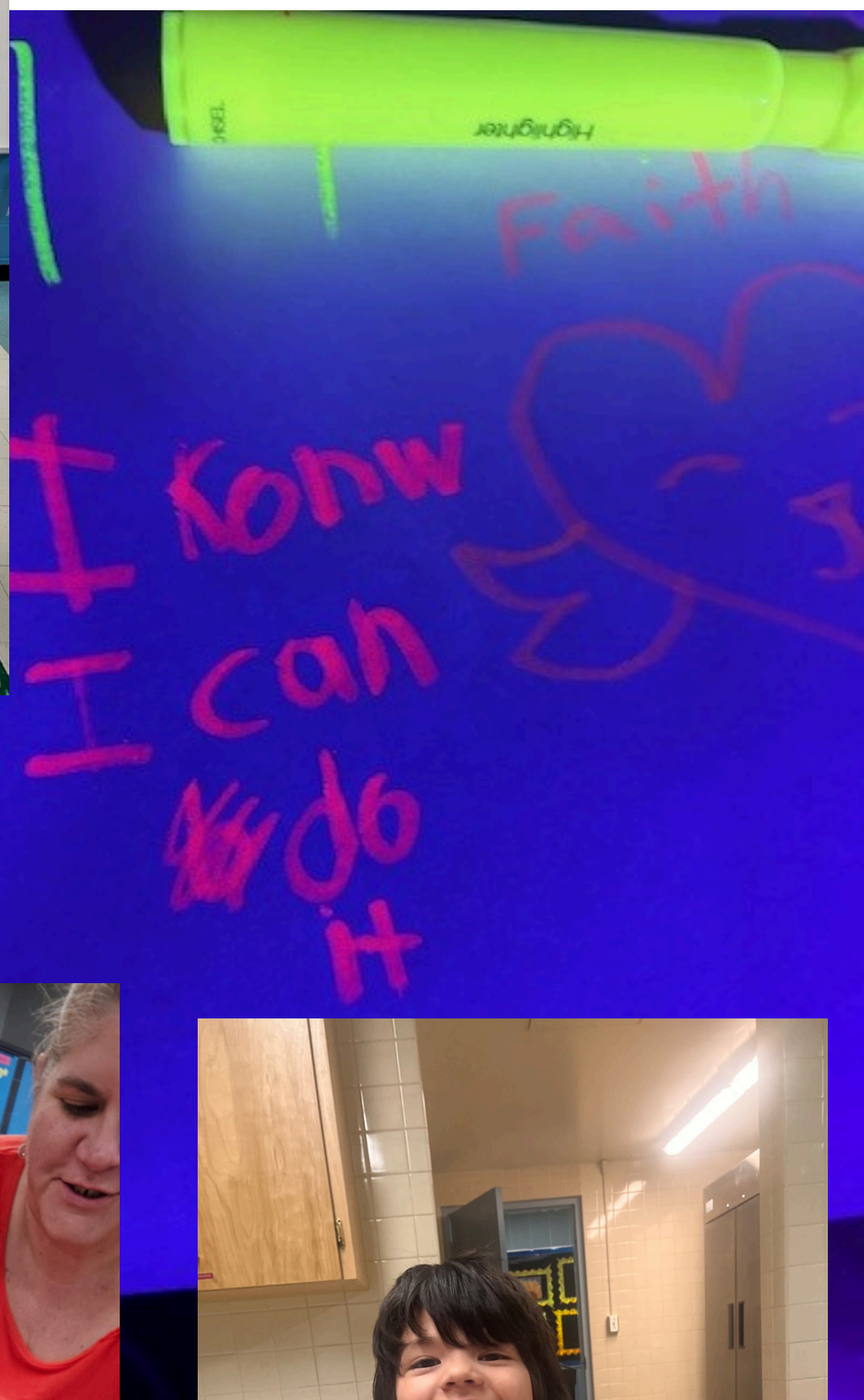
Mental Health & Wellness

- Counsellors
- Mental Health Capacity Building – HYPE
- Mental Health in Schools – (MHIN) M&Ms

"The Mental Health and Wellness Initiative has provided resources and opportunities to create a collaborative, supportive learning environment for staff, students and parents around social emotional wellness."

~ SPS Counsellor & Mental Health and Wellness Coach







Thank You!

Date: April 23, 2025 **Agenda Item:** 8.3

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Sean Nicholson, Associate Superintendent, Corporate Services
Franco Maisano, Executive Director, Corporate Services

Subject: **Quarterly Financial Report and Forecast - April 2025**

Background:

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

The fiscal year for The Sturgeon Public School Division (SPS) is September 1 to August 31. Administration will be providing three quarterly financial reports and an annual financial report as follows:

- First Quarterly Report (January)
- Second Quarterly Report (April)
- Third Quarterly Report (June)
- Audited Financial Statement (November of the subsequent school year)

The "Schedule of Revenues and Expenses" shows revenues and expenses from the Spring Budget, Quarter Two (Q2) Forecast, Year to Date as of February 28, 2025, and percentage comparisons of Year to Date to Spring Budget and Quarter Two Forecast.

As of February 28, 2025, the Division should expect revenues and expenses between 50% (6/12 months) & 60% (6/10 months). Overall, actual revenues are at 51% of the Q2 Forecasted budget, while expenses are at 48% of the Q2 Forecasted budget.

- Year-to-date revenues as of February 28, 2025: \$40.3 million or 50 per cent of total forecasted revenues.
- Year-to-date expenses as of February 28, 2025: \$38.5 million or 48 per cent of total forecasted expenses.
- Year-to-date operating surplus as of February 28, 2025: \$1.8 million
- The Quarter 2 projected operating deficit goes to \$0.6 million versus Spring Budget operating deficit of \$1.2 million.

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

Governance Implications:**Education Act**

Board responsibilities

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

Policy 220: Trustee Code of Conduct

2.3.5 Trustees must be mindful of the fact that they are accountable to exercise the powers and discharge the duties of their office honestly and in good faith. To this end, Trustees shall exercise the degree of care, diligence and skill that a reasonably prudent person would exercise in comparable circumstances.

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)].

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 400: Budget Development](#)

The allocation of funds is a consultative process that is key to the system and its schools operating in an effective and efficient manner. The appropriate distribution of funds is a necessity for a healthy school division. Involvement by stakeholders in the development of the budget process is key to having the final budget understood, accepted and properly administered.

Administration is prepared to respond to questions at the April 23, 2025, Public Board meeting.

Attachment(s):

1. Sturgeon Public School Division Quarterly Report for Q2 ending February 28, 2025

QUARTERLY FINANCIAL REPORT

SECOND QUARTER (Q2)

September 1, 2024 to February 28, 2025

Purpose of Quarterly Report:

- Monitor Activity
- Review Variances
- Highlight Key Points

Schedule of Revenues and Expenses

2024-2025

For the quarter ending February 28, 2025

In Thousand's

Percentage of Fiscal Year Completed

50%

REVENUES	Spring Budget	Q1 Forecast	Q2 Forecast	Year to Date as at Feb 28, 25	% Actual to Spring Budget	% Actual to Q2 Forecast
Alberta Education	\$ 69,224	\$ 70,489	\$ 70,376	\$34,347	50%	49%
Alberta Infrastructure	3,321	3,321	3,371	1,662	50%	49%
Other - Government of Alberta	1,404	1,598	1,602	804	57%	50%
Federal Government and First Nations	2,134	2,348	2,385	909	43%	38%
Other Alberta school authorities	40	50	50	29	73%	58%
Fees	2,050	2,150	2,152	1,223	60%	57%
Sales of services and products	240	224	226	117	49%	52%
Investment income	450	450	538	295	66%	55%
Gifts and donations	334	407	423	283	85%	67%
Rental of facilities	119	134	142	79	66%	56%
Fundraising	135	147	161	107	79%	66%
Gains on disposal of tangible capital assets	-	-	-	0	-	-
Other Revenues	71	477	497	475	669%	96%
TOTAL REVENUES	\$ 79,522	\$ 81,795	\$ 81,923	\$ 40,330	51%	49%

EXPENSES BY CATEGORY	Spring Budget	Q1 Forecast	Q2 Forecast	Year to Date as at Feb 28, 25	% Actual to Spring Budget	% Actual to Q2 Forecast
Certificated salaries	\$ 31,579	\$ 31,574	\$ 31,672	\$15,744	50%	50%
Certificated benefits	8,140	8,159	8,187	3,441	42%	42%
Non-certificated salaries and wages	14,500	14,862	14,776	6,759	47%	46%
Non-certificated benefits	4,640	4,744	4,700	1,916	41%	41%
SUB - TOTAL	\$ 58,859	\$ 59,338	\$ 59,335	\$ 27,860	47%	47%
Services, contracts and supplies	\$ 16,949	\$ 18,367	\$ 18,256	\$ 8,123	48%	44%
Amortization of Capital	4,902	4,919	4,919	2,442	50%	50%
Other interest and finance charges	57	55	59	33	58%	56%
Losses on disposal of tangible capital assets	-	-	-	-	-	-
Other expense	-	-	-	-	-	-
TOTAL EXPENSES	\$ 80,767	\$ 82,679	\$ 82,569	\$ 38,458	48%	47%
Annual Operating Surplus (Deficit)	\$ (1,245)	\$ (884)	\$ (646)	\$ 1,872		

EXPENSES BY PROGRAM OPERATION	Spring Budget	Q1 Forecast	Q2 Forecast	Year to Date as at Feb 28, 25	% Actual to Spring Budget	% Actual to Q2 Forecast
Instruction: ECS	\$ 3,716	\$ 3,766	\$ 3,744	\$ 1,702	46%	45%
Instruction: Grades 1 to 12	57,424	59,284	59,278	26,801	47%	45%
Operations & Maintenance	10,461	10,362	10,361	5,220	50%	50%
Transportation	5,863	5,948	5,923	3,207	55%	54%
System Administration	2,886	2,948	2,898	1,345	47%	46%
External Services	417	371	365	183	44%	50%
TOTAL EXPENSES	\$ 80,767	\$ 82,679	\$ 82,569	\$ 38,458	48%	47%
Annual Operating Surplus (Deficit)	\$ (1,245)	\$ (884)	\$ (646)	\$ 1,872		

Revenues By Month

2024-2025

In Thousand's

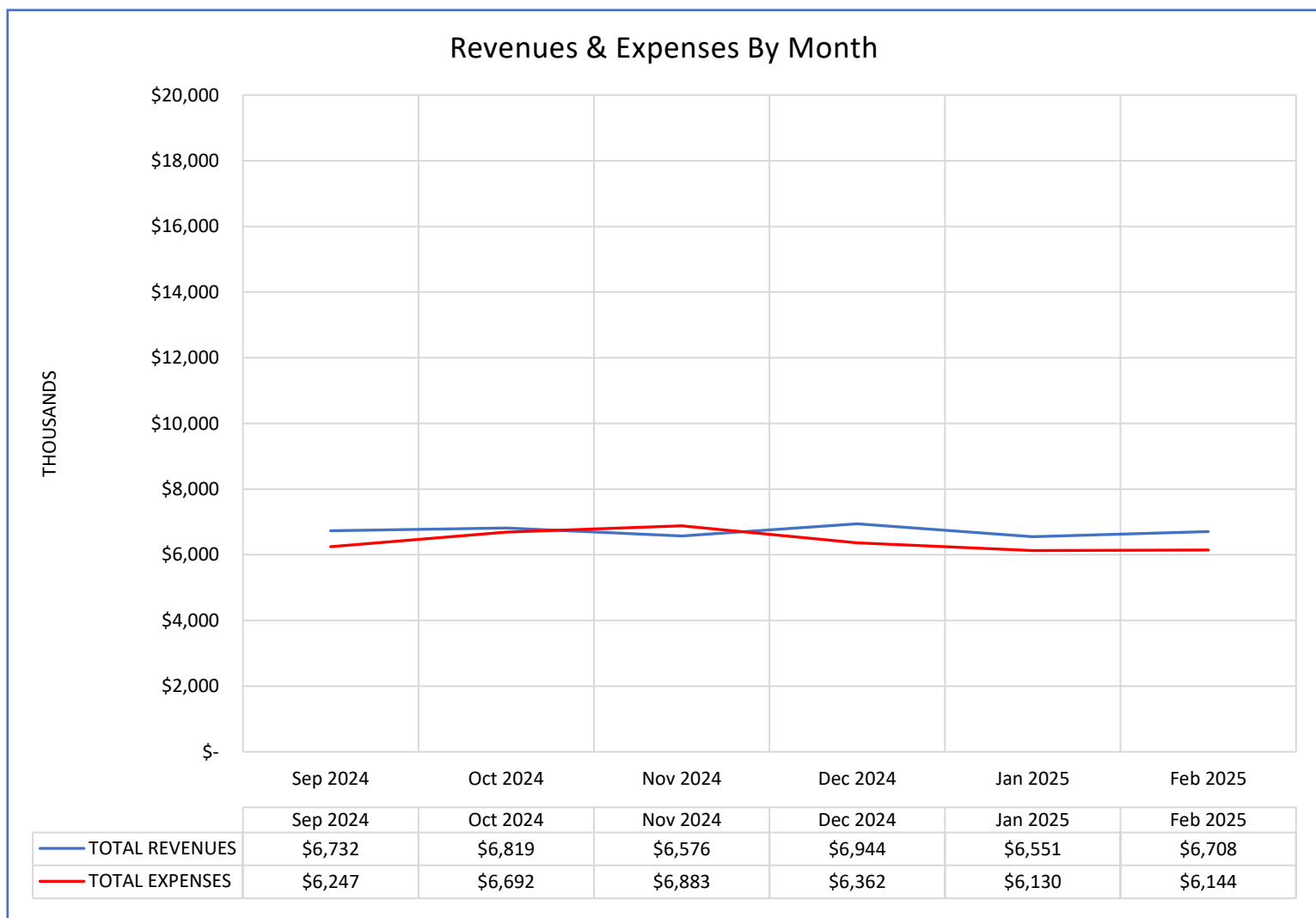
Revenues	Sep 2024	Oct 2024	Nov 2024	Dec 2024	Jan 2025	Feb 2025	Totals
Alberta Education	\$ 5,620	\$ 5,880	\$ 5,757	\$ 5,671	\$ 5,814	\$ 5,605	\$ 34,347
Alberta Infrastructure	277	277	277	277	277	277	1,662
Other - Government of Alberta	126	157	137	129	125	130	804
Federal Government and First Nations	88	92	77	149	85	418	909
Other Alberta school authorities	1	15	4	4	1	4	29
Fees	446	229	148	146	131	123	1,223
Sales of services and products	16	23	21	24	16	17	117
Investment income	42	46	37	36	35	99	295
Gifts and donations	55	75	48	30	22	53	283
Rental of facilities	15	9	19	11	14	11	79
Fundraising	7	14	50	24	7	5	107
Gains on disposal of tangible capital assets	-	-	-	-	-	-	-
Other Revenues	39	2	1	443	24	(34)	475
TOTAL REVENUES	\$ 6,732	\$ 6,819	\$ 6,576	\$ 6,944	\$ 6,551	\$ 6,708	\$ 40,330

Expenses By Month

2024-2025

In Thousand's

Expenses	Sep 2024	Oct 2024	Nov 2024	Dec 2024	Jan 2025	Feb 2025	Totals
Certificated salaries	\$ 2,563	\$ 2,643	\$ 2,608	\$ 2,605	\$ 2,652	\$ 2,673	\$ 15,744
Certificated benefits	551	553	490	479	681	687	3,441
Non-certificated salaries and wages	1,359	1,298	1,312	1,276	883	631	6,759
Non-certificated benefits	370	362	351	418	244	171	1,916
SUB - TOTAL	\$ 4,843	\$ 4,856	\$ 4,761	\$ 4,778	\$ 4,460	\$ 4,162	\$ 27,860
Services, contracts and supplies	\$985	\$1,423	\$1,711	\$1,173	\$1,259	\$1,572	8,123
Amortization of Capital	407	407	407	407	407	407	2,442
Other interest and finance charges	12	6	4	4	4	3	33
Losses on disposal of tangible capital assets	-	-	-	-	-	-	-
Other expense	-	-	-	-	-	-	-
TOTAL EXPENSES	\$ 6,247	\$ 6,692	\$ 6,883	\$ 6,362	\$ 6,130	\$ 6,144	\$ 38,458



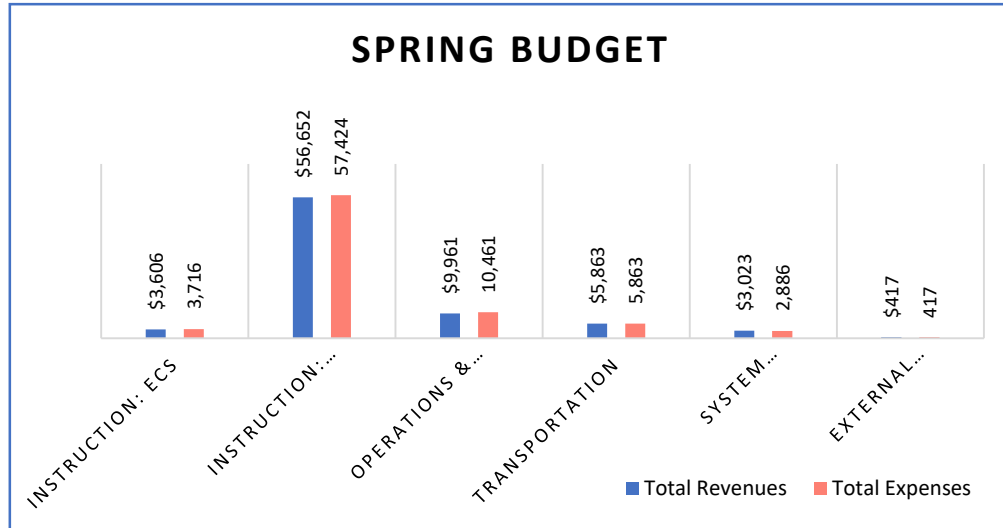
SUMMARY BY PROGRAM OPERATIONS

2024-2025

SPRING BUDGET SUMMARY

The Spring Budget Summary shows the total revenues and expenses by program operations as taken from the Spring Budget approved by the Board of Trustees on May 28, 2024.

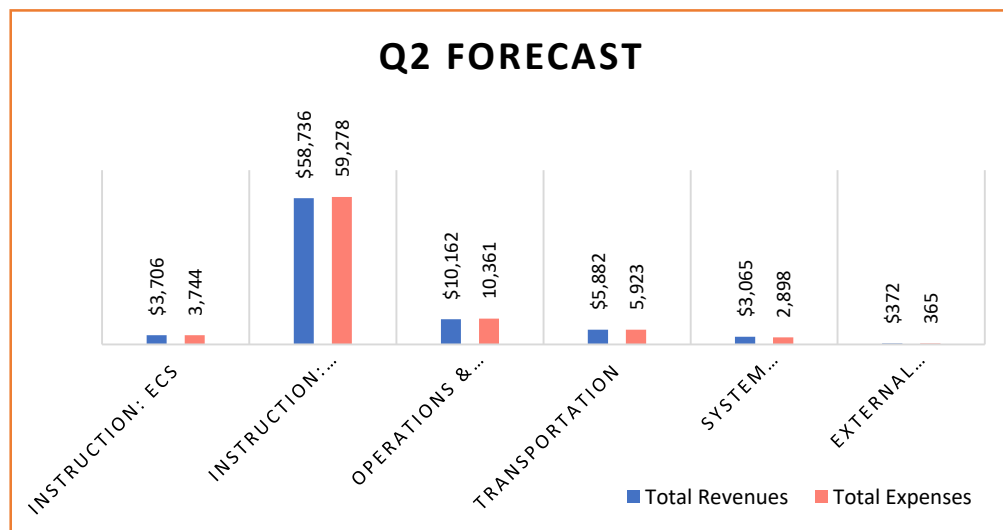
Spring Budget	Instruction: ECS	Instruction: Grades 1 to 12	Operations & Maintenance	Transportation	System Administration	External Services	TOTALS
Total Revenues	\$ 3,606	\$ 56,652	\$ 9,961	\$ 5,863	\$ 3,023	\$ 417	\$ 79,522
Total Expenses	3,716	57,424	10,461	5,863	2,886	417	80,767
Annual Operating Surplus (Deficit)	\$ (110)	\$ (772)	\$ (500)	\$ -	\$ 137	\$ -	\$ (1,245)



QUARTER 2 FORECAST SUMMARY

The Quarter 2 Forecast Summary shows the total revenues and expenses by program operations as forecasted.

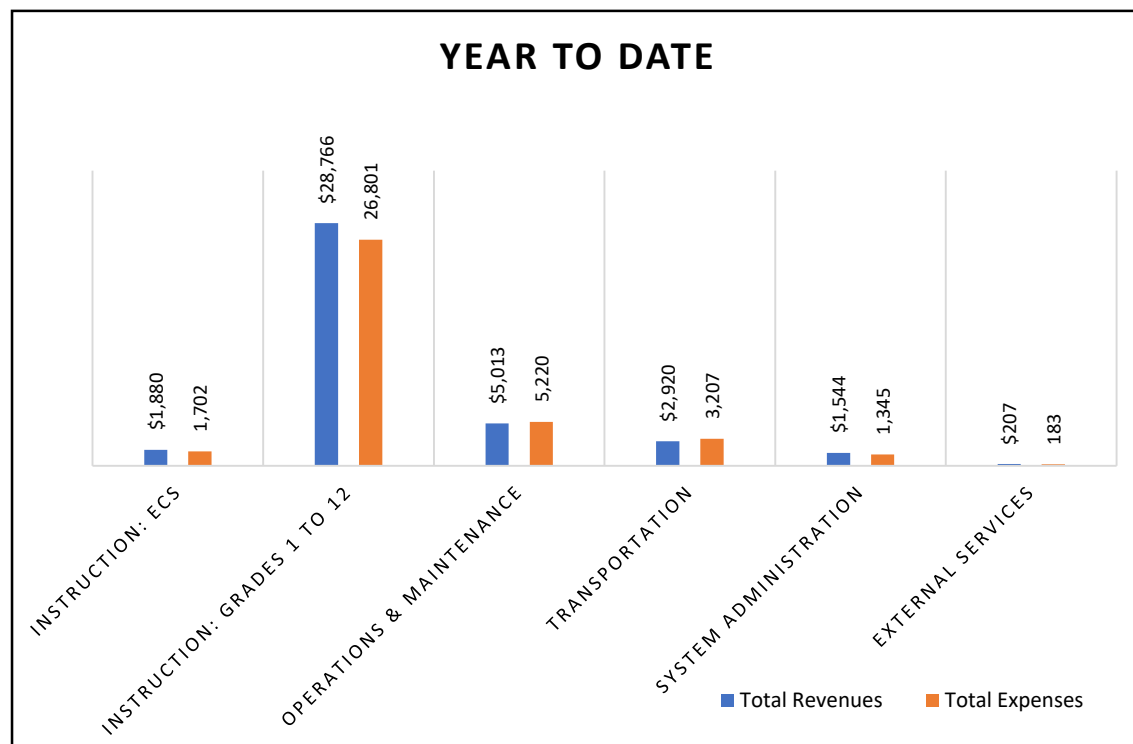
Q2 Forecast	Instruction: ECS	Instruction: Grades 1 to 12	Operations & Maintenance	Transportation	System Administration	External Services	TOTALS
Total Revenues	\$ 3,706	\$ 58,736	\$ 10,162	\$ 5,882	\$ 3,065	\$ 372	\$ 81,923
Total Expenses	3,744	59,278	10,361	5,923	2,898	365	82,569
Annual Operating Surplus (Deficit)	\$ (38)	\$ (542)	\$ (199)	\$ (41)	\$ 167	\$ 7	\$ (646)



YEAR TO DATE AS AT FEB 28, 25 SUMMARY

The Year to Date Summary shows the total revenues and expenses as recorded in the Division's financial system at the end of the this quarter.

Year to Date as at Feb 28, 25	Instruction: ECS	Instruction: Grades 1 to 12	Operations & Maintenance	Transportation	System Administration	External Services	TOTALS
Total Revenues	\$ 1,880	\$ 28,766	\$ 5,013	\$ 2,920	\$ 1,544	\$ 207	\$ 40,330
Total Expenses	1,702	26,801	5,220	3,207	1,345	183	38,458
Annual Operating Surplus (Deficit)	\$ 178	\$ 1,965	\$ (207)	\$ (287)	\$ 199	\$ 24	\$ 1,872





Date: April 23, 2025 **Agenda Item:** 8.4

To: Board of Trustees

From: Shawna Warren, Superintendent

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

Subject: **Communications Report March & April 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 March and April 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 April 23, 2025, Public Board meeting.



Attachment(s):

1. Communications Report for March and April 2025

Communications Report

March & April, 2025



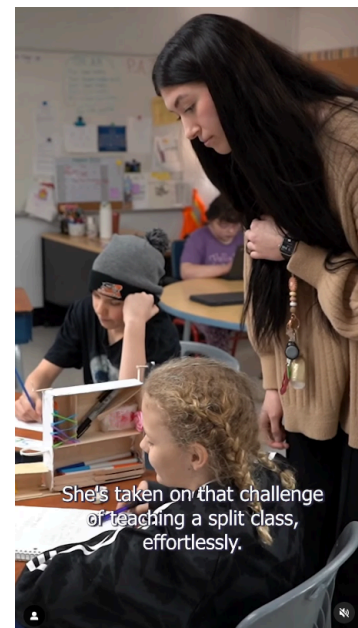
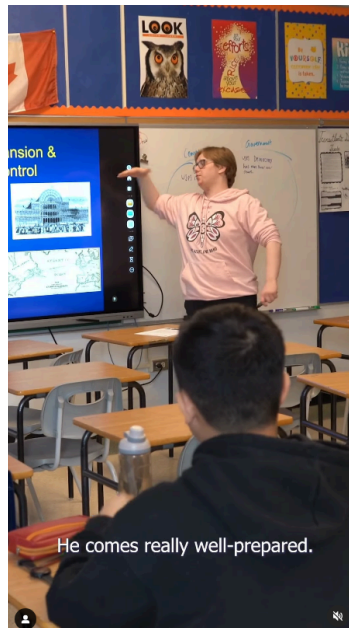
Overview of Goals

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 March & April has been focused on:

Aligns with Marketing Goal #1

- Celebrating our seven Edwin Parr Division Nominees. Each nominee was featured in a video that captured them in action, accompanied by a heartfelt message from their Principal or Vice Principal explaining why they were nominated. The series saw impressive engagement, garnering over 25,000 views across Facebook and Instagram.



Aligns with Marketing Goals #4 & #5

- Highlighting Month of the Military Child and Teal Up Day. Communications developed a variety of engaging content to inform and celebrate with our school community. We launched a [dedicated webpage](#), shared multiple social media posts, and created an interactive trivia game in Instagram Stories to raise awareness of the month's significance.

Aligns with Marketing Goals #4 & #5

- Celebrating the news that the provincial government has invested design funding into building a replacement school for Morinville Public School. We assisted in planning the official announcement and invited the media to attend. Additionally, we shared the exciting news on our social media channels and website. This month, Communications has also been focused on providing promotional material for events, including the SPSD Business & Community Partners Engagement Event and the Horse Hill Community League Easter Egg Hunt.

Aligns with Marketing Goal #5

- Publishing the April edition of the [*Sturgeon Public Scoop*](#), featuring a variety of highlights and updates. This edition included information about Month of the Military Child, the upcoming Sturgeon Creative Arts Festival, school bus safety reminders, and more.

Sturgeon Public in the Media

- March 22, 2025 — Sturgeon Public Schools strike over
[St. Albert Gazette](#)
- April 2, 2025 — Guthrie School Hosts Teal Up Day to Honour Military Families
[Heartland News](#)
- April 2, 2025 — Alberta Invests in New Morinville School to Address Growth and Aging Infrastructure
[Heartland News](#)
- April 9, 2025 — Sturgeon Public Schools Celebrates Design Funding for Morinville Public School Replacement
[Morinville Press](#)
- April 3, 2025 — New School Coming to Replace Morinville Public School
[CTV News](#)

Upcoming Events:

- Earth Day: April 22nd
- Bus Driver Appreciation Day: May 5th
- Hats on for Mental Health: May 7th

Date: April 23, 2025 **Agenda Item:** 8.5
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.

Board Goals for the Superintendent

As part of the Superintendent's 2024–2025 Evaluation Summary, presented on February 12, 2025, the Board of Trustees established three key goals. These goals, set by the Board, are intended to guide and focus the Superintendent's leadership throughout the school year.

- **Goal 1** ▾ : It is essential that a positive culture be maintained and enhanced in the coming years.
- **Goal 2** ▾ : Student Learning must be a focus, especially in the areas of literacy and numeracy.
- **Goal 3** ▾ : The Board and Superintendent must be “first team”. This is the responsibility of both the Board and the Superintendent.

Throughout the Superintendent's Report, coloured tabs will indicate where specific items align with each of the goals established by the Board.

Building Effective Relationships

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

- ★ The SHINE Beyond Limits and Landing Trail School framework was developed to foster collaboration and consistency in supporting students across home and school environments. Starting in January 2025, SHINE team members planned twice-monthly visits to schools, with each visit guided by clear objectives such as sharing strategies, monitoring student progress and creating cross-environment focus areas. Teams tailored their support based on individual student needs, with roles clearly defined for each professional involved.

Key elements included obtaining family consent, documenting observations and actionable follow-ups and engaging in reflective practices after visits. Quarterly reviews in March and June 2025 are scheduled to assess student progress, refine strategies and strengthen collaboration. The framework emphasized building consistency, sharing support and strengthening success through structured communication, regular evaluations and peer feedback.

- ★ Throughout the end of March and into early April, the Sturgeon Public Schools Communication Team celebrated the Division's Edwin Parr Award candidates through a series of spotlight videos on social media. The campaign highlighted the contributions of [Jade Hamilton](#) (Oak Hill), [Diane Lee](#) (Landing Trail School), [Zane Klics](#) (Redwater School), [Mya Baumle](#) and [Damon Davies](#) (Four Winds Public School), [Lauren Chorkawy](#) (Namao School), and Division nominee [Ella Stanley](#) (Sturgeon Heights School), showcasing their dedication and impact as first-year teachers.
- ★ On April 4, Central Office hosted *Puppet Treehouse* in the Coronado Room, welcoming young children and their families for a joyful, energy-filled event.
- ★ On April 10, the Joy Squad hosted an Easter-themed Scavenger Hunt for Central Office staff, following an invitation sent out earlier in the month. The event brought a festive spirit to the workplace, offering staff an "eggs-travaganza" of fun and a chance to connect, laugh and build camaraderie in a joyful setting.
- ★ On April 7, Sturgeon Public Schools shared a message with families inviting them to provide feedback on their child's education experience. The communication emphasized the importance of parent input in identifying strengths and areas for growth, aligned with the three goals of the 2024–2027 Education Plan: Empowered Student and Staff Learning, Healthy and Safe School Communities and Responsible Leadership and Opportunity.

- ★ On Friday, April 11, 2025, Guthrie School hosted Teal Up Day, an event that celebrated and supported military families. The day began with a pancake breakfast, followed by welcome and opening remarks and military displays and activities. The Superintendent and Board Chair attended the event and actively assisted with the breakfast, demonstrating their support and presence within the school community. The event was held at Guthrie School in Lancaster Park and provided an opportunity to strengthen connections with military families and the broader community.

- ★ On the evening of April 15, 2025, the Division hosted a Business Partner Engagement Session to facilitate meaningful dialogue with local businesses, industry partners and community members. Using a World Café format, the event featured collaborative table discussions focused on exploring new partnership opportunities and identifying ways business partners can support student preparation for future success. Participants shared insights, provided feedback and helped shape the Division's understanding of how to enhance student learning through community collaboration. The evening also served as a valuable networking opportunity, strengthening relationships between the Division and its broader community.

- ★ **Goal 1** - On Wednesday, April 23, 2025, Administrative Professionals' Day will be recognized to celebrate and honour the vital contributions of administrative staff across our schools. This day will serve as an opportunity to express appreciation for the dedication, professionalism and essential support that administrative professionals provide every day. The celebration will aim to acknowledge their hard work and commitment, reinforcing the value they bring to the smooth operation of our school communities.

- ★ On April 23, the Superintendent will be attending Sturgeon County's Volunteer Night, hosted at Sturgeon Composite High School. While this is a Sturgeon County-led event, the school will play a significant role, with students from the Foods class preparing the meal, the football team assisting with service and cleanup, and the band providing entertainment. This event highlights a strong partnership with the County and showcases the meaningful involvement of our students in community celebrations.

- ★ On April 25, 2025, the Superintendent will attend the Creative Arts Festival at Sturgeon Composite High School, a vibrant, all-ages, ticket-free event celebrating student creativity. The festival will run from 3:30 to 6:00 p.m. and showcase a wide array of student artwork, with opportunities for families to engage in student-led art workshops. Select pieces may be displayed at the Winspear Centre in support of the Division's music program, with top works later exhibited at Central Office. The event is a celebration of artistic talent and community connection, highlighting the importance of the arts in education.

- ★ On April 28, 2025, the Superintendent will attend the annual Sturgeon Night of Music at the Winspear Centre, a showcase of musical talent from students across the Division. This

highly anticipated event brings together families, staff and community members to celebrate the achievements of student musicians in a professional concert setting. The evening highlights the importance of the arts in education and fosters a sense of pride and connection within the school community.

- ★ **Goal 1** - On April 29, the Superintendent will host the next *Open Mic with the Superintendent*, an open forum designed to give all staff across the Division an opportunity to connect directly with the Superintendent. This ongoing initiative fosters open dialogue, encourages the sharing of ideas and feedback and strengthens relationships across all levels of the organization in a supportive and collaborative environment.
- ★ In 2025, Sturgeon Public Schools will continue its long-standing tradition of honouring staff through the Annual Staff Recognition Event, now in its 40th year. This year marks a thoughtful shift in format, with a more intimate evening celebration taking place on May 14, dedicated to retirees and staff reaching the significant milestone of 25 or more years of service. The redesigned event reflects the Division's growth and feedback from past years, offering a personalized setting where honourees can be celebrated alongside invited guests. While the main event will spotlight long-serving staff, all employees will still be acknowledged for milestone years of service through a division-wide brochure, certificates, personalized gift options and new digital eCards, ensuring that all contributions are recognized and appreciated.
- ★ Two Central Office staff members will be participating in the 2025/26 Supervisory Development Program, a leadership initiative offered by Sturgeon County, one of our valued community partners. This cohort-based program is designed to enhance leadership skills through a blend of classroom learning and collaborative cohort experiences. Rooted in a comprehensive needs analysis, the program emphasizes practical application, ongoing peer support and sustained professional growth.
- ★ 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.
- ★ **Goal 1** - 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.
- ★ **Goal 1** - The Superintendent has continued an initiative introduced in January 2023 aimed at recognizing Central Office staff members' birthdays each month.
- ★ **Goal 1** - The Superintendent writes a “Welcome to the Sturgeon Public Team” card to all new staff who join Central Office. This gesture reflects the Superintendent's commitment to fostering a welcoming workplace culture.
- ★ **Goal 1** - The Superintendent continues to write personalized thank you cards to various Division staff members for their contributions and celebrations occurring throughout the Division.
- ★ **Goal 3** - The Superintendent transitioned her “Superintendent Week-at-a-Glance” to a weekly newsletter titled “From the Desk of the Superintendent” that is shared every Friday with the Board of Trustees, school leadership and Central Office leadership. This new format includes a blog post and key information items from the government.
- ★ **Goal 1** - The Superintendent continues the leadership and central office staff engagement meetings from 2022-2023 to support collaboration and professional development in 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.

- ★ Throughout April, Pre-K screening assessments were conducted in preparation for the 2025/2026 school year. These screenings involved Speech-Language Pathologists and Occupational Therapists, who worked with young children to assess key developmental

areas such as communication, fine motor skills, sensory regulation and school readiness. The results of any formal assessments will be shared directly with families to support early learning planning and interventions.

- ★ On April 7, Sturgeon Public Schools shared an [article](#) on the Rural Caucus of Alberta website announcing the launch of *Building Futures* - an innovative Grade 10 program where students will complete their academic coursework while gaining hands-on experience building a house alongside industry professionals. The program blends core curriculum with real-world learning in the trades, offering a unique, immersive high school experience.
- ★ Participants in the April 2025 Therapeutic Crisis Interventions for Schools (TCIS) training cohort were invited to attend sessions on April 15th, April 17th and April 23rd, 2025. The agenda covered topics such as crisis communication, behaviour support techniques, emotional first aid and crisis intervention strategies, with workbook readings and practice exercises emphasized. Participants were required to complete all three days of training to qualify for certification, with materials and guidance provided to support their learning and application.
- ★ **Goal 3** - On April 15, 2025, the Deputy Superintendent and Trustees met with the Student Advisory Committee for a meaningful meeting focused on student leadership, engagement and voice. The session began with a review of key themes from the October 2024 meeting, including how students like to learn, their experiences with technology and social media and strategies for managing stress. Students explored the concept of responsible leadership through peer conversation practice and were invited to lead student feedback sessions in their schools. Discussions addressed what helps students learn best, how schools can enhance safety and respect and how students can be more involved in school decisions. The group also debated the role of cell phones in schools and envisioned empowered learning environments and the characteristics of an ideal teacher. The meeting concluded with open dialogue, student feedback collection and elections for next year's Student Advisory Committee, along with a discussion on how school boards, councils and administration work together to support public education.
- ★ A system leader and school principal participated in the Screen Break Roundtable on April 15, a collaborative event aimed at examining the early impacts, challenges and support needs related to Alberta's phone restriction policy in schools. Hosted by the Dais at Toronto Metropolitan University, the session brought together educators, policymakers, parents and researchers to share insights, discuss implementation strategies and reflect on how device restrictions are influencing student well-being and academic outcomes.
- ★ **Goal 2** - K-6 math teachers across the Division have been piloting a new math resource that aligns with the updated Math Curriculum. Feedback from the pilot has been positive and participating teachers recently met to begin developing a rollout plan for the resource in

K–6, with the intention to expand into Division 3 in alignment with the upcoming curriculum implementation. To support effective use of this vetted, pedagogically sound resource, teaching staff will require dedicated time in June for preparation and planning.

- ★ Sturgeon Public Schools is excited to host the 6th annual STEAM Games on May 1, 2025, at Sturgeon Composite High School. This dynamic event invites students from Grades 1 to 12 to participate in collaborative challenges rooted in science, technology, engineering, arts and mathematics, with a focus on aquatic ecosystems. Teams will engage in critical thinking and creative problem-solving through hands-on tasks like prototype creation and device testing. The event aims to foster innovation, teamwork and a love for STEAM learning in a fun, competitive environment.
- ★ **Goal 2** - Starting May 1, the final round of Alberta Education Literacy and Numeracy Screeners, along with the RCAT assessments, will need to be implemented for students in Grades 1 through 12. These assessments are essential for identifying learning needs and informing instructional decisions as part of the division's commitment to supporting student success.

Modeling Commitment to Professional Learning

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

- ★ The Superintendent subscribes to the monthly Pendulum Law newsletter. Each month, Pendulum Law shares interesting education law cases relevant to different professional environments.
 - The March 2025 edition featured cases on a range of topics, including a parent's failed human rights application due to the lack of a defined service relationship with a school board, a teacher's successful workers' compensation appeal related to student aggression and a privacy review concerning reference check disclosure. It also highlighted a certified class action regarding abuse at a Northern Alberta school and a criminal sentencing decision for sexual exploitation by a teacher. These cases inform ongoing professional learning and help school leaders remain current on legal trends affecting education.
- ★ From April 6–8, 2025, administrative teams from the Division attended the uLead 2025 conference in Banff, Alberta. Hosted by the Council for School Leadership of the Alberta Teachers' Association, the event brought together educational leaders from across the world to explore innovative and transformative models of school and system leadership. Through keynote presentations, breakout sessions and collaborative discussions, administrators engaged in professional dialogue that emphasized future-focused leadership and inspired new ways to drive positive change in education.

- ★ Throughout the month of April, the Superintendent participated in a variety of interviews to support leadership hiring across the Division. These interviews provided opportunities to engage with candidates, assess alignment with divisional priorities and ensure strong leadership for school communities moving forward.

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.

- ★ On the morning of Thursday, April 10, the Assessment Lead Cohort gathered with the objective of finalizing a grade proficiency scale for K–6 in all subjects and for 7–9 non-core subjects.
- ★ During the week of April 7-11, Sturgeon Public Schools recognized Education Week by celebrating the vital role education plays in the lives of students, staff and the broader community. The Division highlighted the achievements of learners and educators, promoted the value of public education and acknowledged the collective efforts that contribute to student success.
- ★ During the week of April 14, the Division Principal, along with a representative from Sturgeon County, visited schools to promote the upcoming Sturgeon County Youth Emergency Services Camp. This free, three-day overnight camp - scheduled for July 21–23 at the RQB Rec Center - will provide students aged 14–17 with hands-on exposure to careers in emergency services. The Division Principal is also exploring the possibility of students earning high school credits for their participation.
- ★ Beginning April 24 and continuing into early May, the Superintendent will be visiting all schools across the Division. These school-based meetings are an opportunity to check in with each site, review Principal Professional Growth Plans (PGPs) and team goals, and engage in forward-looking conversations about each principal’s vision for the 2025/26 school year. These visits reflect a commitment to collaborative leadership, ongoing professional dialogue and alignment of school-based priorities with divisional goals.
- ★ **Goal 1** - To promote innovation and continuous improvement, the Superintendent continues to hold Leadership Strategic Planning meetings every few months with central office leadership. The most recent meeting was on April 22, 2025. Based on the book “The Pruning Principle”, the focus was "our takeaways from Labour Action" - Pruning Principle questions: 1. What aspects of our current approach might be unnecessary or overcomplicating? 2. What could be taken away to achieve the desired outcome? 3. How can we streamline our approach to focus only on what truly matters and still get most of the upside? 4. Are there any resources or tools that we are using that might be redundant or unneeded? Or are there tools or resources that we should be using that would help us do less better?

- ★ The Building Futures Program received an impressive response in its inaugural year, with over 40 student applications. The final class list will consist of 24 to 30 students who demonstrate a strong fit for the program. Over the coming weeks, principals will be contacted to discuss potential candidates, with the goal of finalizing the list by the end of April.
- ★ The application window for Dual Credit Grants is now open. The Division plans to apply for up to \$100,000 through an Enhancement Grant, with the Redwater Foods Lab identified as the primary focus. Additionally, up to \$50,000 is available through a Start-Up Grant, with potential projects under consideration including an Aboriginal Studies Dual Credit with the University of Alberta and a Design Studies - Architecture course with Athabasca University. The application deadline is May 2, though responses from Alberta Education typically arrive in September.
- ★ **Goal 1** - To reinforce common understanding, the Superintendent's weekly "From the Desk of the Superintendent" always includes a tailored message informed by research on effective learning, teaching and leadership that reinforces the Division's vision, mission and values.

Ensuring First Nations Métis and Inuit Education for all Students

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

- ★ In April, the Indigenous Education Hub chose "Connections to the Land" as its monthly focus, underscoring the importance of land-based learning across all educational levels. For students in Kindergarten through Grade 3, as well as Grades 4-6, the hub is introducing resources from the KTCEA's initiative to develop a Common, Consistent Curriculum. This curriculum aims to harmonize teaching and learning across schools and grades, embedding it deeply in Cree language and culture, local ways of knowing and being, and, crucially, land-based education. This approach is extended to students in grades 7-12, ensuring a consistent and culturally grounded educational experience throughout their schooling. Additionally, a YouTube video on Métis land-based learning is included among the resources, offering a broadened perspective on the diverse indigenous approaches to education that connect students more deeply with their heritage and the environment.
- ★ On April 14, the Indigenous Parent Advisory Committee meeting was held at Sturgeon Composite High School. The evening featured tea, bannock and meaningful conversations with families, creating a welcoming space for dialogue and connection. The gathering fostered a sense of community and provided an opportunity to strengthen relationships and support Indigenous voices within the school division.

- ★ From April to mid-June, the Coordinator of Indigenous Education will visit schools on a rotating basis to provide in-school Indigenous programming, available to individual classes as scheduling allows. A sign-up spreadsheet was shared with schools, allowing Principals to register for a two-day residency. This initiative is designed to bring meaningful Indigenous learning experiences directly into classrooms, supporting cultural understanding and curriculum connections across grade levels.

- ★ From April 30 to May 2, 2025, the Superintendent will attend the 2025 First Nations, Métis, and Inuit Education Gathering, an event focused on deepening educational leaders' understanding and commitment to reconciliation. The Gathering will honour the legacy of the Truth and Reconciliation Commission and explore how to apply its Calls to Action within education. Through collaboration with Elders, Indigenous leaders, and community members, the event aims to enhance foundational knowledge, build capacity to support Indigenous students, and develop leadership practices that foster reconciliation and respect for First Nations, Métis, and Inuit cultures within schools and systems.
 - Women's Pipe Teachings - An opportunity to learn traditional teachings from a Métis female pipe holder.
 - Truth, Reconciliation and the Classroom: Empowering Educators with Foundational Indigenous Resources - A session highlighting how the Alberta Professional Learning Consortia (APLC) is empowering educators through culturally rich, land-based learning resources developed with Elders and Knowledge Keepers.
 - Fostering Connection and Reconciliation: The Role of Indigenous Kinship Clubs and TRC Recommendations in Our Schools - A look into Indigenous Kinship Clubs and how they bring communities together through traditional teachings and elder engagement.
 - Education for Reconciliation: Cultivating Social-Emotional Intelligence in Social Studies - A deep dive into a Grade 11 social studies curriculum rooted in the 7 Sacred Teachings, designed to build critical thinking and cultivate empathy through Indigenous worldviews and experiential learning.
 - Walking Alongside You(th) Research Partnership Opportunities - A session exploring a research partnership project focused on youth voice and Indigenous community leadership, offering strategies for collaborative planning that supports culturally responsive education in rural and Indigenous school contexts.

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.

- ★ On March 11, 2025, the Joint Worksite Health & Safety Committee held a meeting to review key safety items across the division. The agenda included a review of hazard assessment forms available on PublicSchoolWorks and a discussion on Safe Job Procedures, which are now accessible for all staff to view by position on the same platform. The committee also

examined incident and injury data, noting that 63 incident reports were filed between August 26, 2024, and March 10, 2025.

- ★ On April 1, Sturgeon Public Schools hosted a Local Podium event at Morinville Public School with MLA Dale Nally, representing St. Albert-Morinville. During the event, the provincial government announced funding for a replacement school, marking a significant investment in the future of education within the community.



- ★ All schools are expected to have reviewed and posted their updated school supply lists to their respective school websites by Friday, April 18, 2025. This task ensures that families have timely access to the information they need to prepare for the upcoming school year.
- ★ **Goal 1** A full-day Administrative Assistant Training will be held on Monday, April 28, at the Frank Robinson Education Centre in Morinville. Designed to support school office staff, the session will cover key operational topics like registration, re-enrolment, awards, documentation and year-end tasks. Attendees will engage in hands-on activities, work through real-life scenarios and have opportunities to ask questions and connect with various departments. With a focus on building confidence and clarity, this session aims to equip administrative staff with the tools and support they need to effectively close out the school year.
- ★ The Windows 11 Deployment Project continues across the Division, though initial delays have started to impact the preparation timeline for scheduled device swaps. To address this,

staffing roles have been adjusted: one team member will now handle on-site swaps, another will focus on device preparation and a third will manage support tickets.

- ★ **Goal 1** - The Senior Leadership Team has approved a new Chromebook Deployment Project, set to begin in the 2025/2026 school year. Over the course of four years, 3-4 school sites per year will transition staff to Chromebooks. This shift aims to enhance financial sustainability, with projected annual savings of over \$100,000 once fully implemented. Additionally, Chromebooks require less technical support, enabling the Technical team to take on a more proactive role in schools. The project is in its early planning stages and staff input - especially around software needs and workflows - will be vital to ensuring a smooth transition. Ongoing updates will be shared as planning continues.

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.

- ★ 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.
- ★ On April 9, 2025, the Superintendent attended a virtual information session hosted by Alberta Education regarding proposed amendments to the Education Act. The session provided board chairs and superintendents from across the province with an update on the upcoming legislation, which aims to enhance clarity, transparency, processes and choice within the education system.
- ★ **Goal 3** - The Superintendent meets with the Board Chair and Vice Chair to review agenda packages before the Committee of the Whole and Public Board meetings, as per Board policy.
- ★ **Goal 3** - 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.

- ★ **Goal 3** ▾ On September 27, 2024, the Superintendent extended an offer to the Board of Trustees to schedule regular one-on-one meetings, either monthly or bi-monthly, based on individual preference and availability. These meetings could be held in person or virtually to accommodate Trustee schedules. Two Trustees accepted the offer and began meeting with the Superintendent on a monthly basis to support ongoing communication and collaboration.

- ★ 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: | <ul style="list-style-type: none"> 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 April 23, 2025, Public Board meeting.

Attachment(s):

Not applicable.



Date: April 23, 2025 **Agenda Item:** 8.6
To: Board of Trustees
From: Shawna Warren, Superintendent
Originator(s): Jonathan Konrad, Deputy Superintendent, Education Services
Subject: **Administrative Procedures - Education Services Department**

Background:

Attached for Trustee information are Administrative Procedures under the administration of the Education Services Department that have been reviewed and/or revised.

As part of this review, Administrative Procedure 310: Off-Site Activities has been divided into two separate procedures to improve clarity and specificity:

- Administrative Procedure 310 – Off-Site Activities: Day Trips and In-Province
- Administrative Procedure 312 – Off-Site Activities: Out-of-Province and International

Because this is a structural change resulting in two new Administrative Procedures, they are attached as new documents, rather than shown with tracked changes. The original Administrative Procedure 310: Off-Site Activities is also linked below.

Additional Administrative Procedures with edits are attached in PDF format with tracked changes visible (as additions and/or strikeouts in coloured text from the Google Workspace revision history):

- Administrative Procedure 815 – Senior High School Credit Load
- Administrative Procedure 820 – Locally Developed Courses

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: (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;
c. ensuring that all instruction in the school authority addresses learning outcomes outlined in programs of study; and
f. building principals' and school jurisdiction leaders' capacities and holding them accountable for providing instructional leadership through effective support, supervision and evaluation practices.

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;
e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts; and
h. implementing programs and procedures for the effective management of human resources in support of mentorship, capacity building and succession planning.

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
g. implementing board policies and supporting the regular review and evaluation of their impact.

Governance Implications:

Education Act

Courses, programs of study, etc.

18(1) The Minister may do the following:

- (d) authorize learning and teaching resources for use in schools

Alternative programs

19(1) In this section, "alternative program" means an education program offered by a board that

- (a) emphasizes a particular language, culture, religion or subject-matter, or
- (b) uses a particular teaching philosophy

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

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

[Policy 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.

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

Education Planning and Programming

3. Set governance standards for reviewing and approving educational programming.

Administration is prepared to respond to questions at the April 23, 2025, Public Board meeting.

Attachment(s):

1. Administrative Procedure 310 - Off-Site Activities Day Trips and in Province - New
2. Administrative Procedure 312 - Off-Site Activities Out of Province and International - New
3. Administrative Procedure 310 - Off-Site Activities (Existing)
4. Administrative Procedure 815 - Senior High School Credit Load - Tracked Changes
5. Administrative Procedure 820 - Name - Locally Developed Courses - Tracked Changes

310: Off-Site Activities - Day Trips and in Province Overnight

Responsible Administrator: Deputy Superintendent Education Services

PURPOSE

Student learning can be enhanced through off-site activities. 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.

Sturgeon Public Schools will not compromise the safety and security of staff and students. Therefore, all decisions related to off-site activities will be based on a safety and security-first criteria.

PROCESS

The Superintendent or designate will be responsible for the process involving approval of off-site activities.

The Superintendent may cancel or interrupt any approved off-site activity at any time up to the point of return from that activity where the Superintendent considers the safety and well-being of students and supervisors to be at unusual risk, real or potential, due to emergent circumstances.

DEFINITIONS

Low-Risk Day Trips: Activities conducted off school grounds during the day, without transportation or overnight stay. Students walk to the location. Examples include walks to a community center or park.

Moderate- to High-Risk Day Trips: These activities involve a higher level of physical exertion, specialized equipment, or transportation. Principal approval is required. Examples include swimming, hiking, skiing, canoeing, and snowboarding.

Overnight Trips: Any school-sanctioned trip that includes an overnight stay within Alberta. These must be approved by the Principal and Superintendent or designate. Proposals must be submitted to the Principal at least 30 days before the planned departure.

Extra-Curricular Season of Play: Competitive activities that occur during the school year and involve events at school, other schools, or public venues (e.g., volleyball, football, basketball). These may involve higher risk and require Principal approval.

SUPERVISION AND PLANNING

1. **Teacher-in-Charge**
 - 1.1. Each trip must have a designated teacher-in-charge, who is responsible for all planning, supervision, and emergency procedures.
2. **Adult-to-Student Ratios:**
 - 2.1. For day trips, ensure appropriate ratios based on risk level and student needs.
 - 2.2. Overnight trips require adequate co-ed supervision for mixed-gender student groups.
3. **Safety and Itinerary:**
 - 3.1. Teachers must submit a trip plan that includes safety measures, medical needs, and an itinerary.
 - 3.2. No major deviations from the approved itinerary are permitted without notification to parents/guardians.
 - 3.3. To ensure appropriate student behavior and safety, the Principal must ensure adequate supervision is in place based on the activity type and risk, as outlined in the "Safety Guidelines for Physical Activity in Alberta Schools".
 - 3.4. Employees are always expected to comply with the Division's Administrative Procedure 713: Alcohol and Substances in the Workplace while on off-site activities.
 - 3.5. Volunteers must comply with the requirements of Administrative Procedure 315: Volunteers.
 - 3.6. Overnight trips require volunteer parent/guardian supervisors to provide a current (within the last three years) clean criminal record check and a vulnerable sector check. In consultation with the Superintendent or designate, unclean record checks will be reviewed.
4. **Trip Planning and Eligibility**
 - 4.1. Trip proposals must be submitted to the Principal at least:
 - 4.1.1. 10 school days prior to departure for day trips
 - 4.1.2. 30 school days prior to departure for overnight trips
 - 4.2. Proposals must include:
 - 4.2.1. A clear educational purpose aligned with curricular outcomes
 - 4.2.2. A proposed student count and appropriate supervision ratios
 - 4.2.3. An itinerary with estimated times and key locations
 - 4.2.4. A budget plan that considers student accessibility
 - 4.2.5. Identified medical needs and required safety measures
 - 4.2.6. Details about transportation and emergency communication plans
 - 4.3. Teachers should consult with colleagues to minimize the impact on student programming.
 - 4.4. Day trips may be approved for students in all grades.

- 4.5. In-province overnight trips are typically limited to students in Grades 4–12, with consideration given to student readiness, activity type, and available supervision.
- 4.6. No communication with parents/guardians or students should occur until the trip has received administrative approval.

5. Student Behaviour Expectations

- 5.1. Students participating in off-site activities are expected to follow the school's code of conduct and demonstrate respectful, responsible behavior at all times. Teachers and supervisors must ensure students understand the expectations in advance, and any breaches of conduct will be addressed in accordance with school and Division policies.

6. Emergency Procedures:

- 6.1. Supervisors must have access to reliable communication devices and a clear emergency action plan in place.
- 6.2. Supervisors must carry or be able to access First-aid kits and emergency contact information for all students.
- 6.3. In the case of a serious injury, ambulance call-out, or hospital visit during a trip:
 - 6.3.1. The supervising teacher must immediately notify the Principal and the Superintendent or designate.
 - 6.3.2. A Student Injury Report must be completed and submitted within 48 hours of the incident or as soon as possible upon return.
- 6.4. To protect the privacy of individuals, the teacher shall ensure the information is kept secure at all times as per *Administrative Procedure 300: Security of Personal and Division Information.*

PARENT / GUARDIAN CONSENT

7. For all off-site activities involving transportation, an *Off-Site Activity Permission Form* must be signed by a parent/guardian before the trip.
8. For activities classified as high risk (e.g., skiing, canoeing), the specific risks must be clearly outlined in the *Off-Site Activity Permission Form* for parent/guardian review. These risks must also be detailed in the application submitted for Principal approval.
9. For school activities that include multiple off-site sessions—such as swimming lessons, outdoor education, or league sports—a single parent/guardian consent is sufficient if a complete schedule and list of dates is provided in advance. Any changes to this schedule must be communicated in writing to parents/guardians with enough time to respond or ask questions.
10. A signed *Off-Site Activities Annual Consent Form – Low Risk Activities* is required for students to participate in low-risk walking trips within the school's

neighborhood. This form is typically completed by parents/guardians during student registration and is accessible through the Parent Portal.

PROHIBITED ACTIVITIES

11. The Division, as a member of the Alberta Risk Managed Insurance Consortium (ARMIC), follows the SPHEREs Guidelines.
12. **Prohibited activities** are those not permitted by Sturgeon Public Schools due to unacceptable levels of risk. These activities are outlined in Appendix A - Prohibited Activities. Schools must not participate in any prohibited activity unless it is delivered by a certified third-party vendor that carries appropriate insurance and qualifications.

REFERENCES

- Board Policy 810: Off-Site Activities
- Administrative Procedure 300: Security of Personal and Division Information
- Administrative Procedure 312: Off-Site Activities - Out of Province and International Trips
- Administrative Procedure 315: Volunteers
- Administrative Procedure 713: Alcohol and Substances in the Workplace
- Appendix A - Prohibited Activities
- Safety Guidelines for Physical Activity in Alberta Schools
- Off-Site Activity Permission Form

HISTORY

2025 April 16 Initial Approval

312: Off-Site Activities - Out of Province and International Trips

Responsible Administrator: Deputy Superintendent Education Services

PURPOSE

Student learning can be enhanced through student travel. 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.

Sturgeon Public Schools will not compromise the safety and security of staff and students. Therefore, all decisions related to out of province and international trips will be based on a safety and security-first criteria.

PROCESS

The Superintendent or designate is responsible for the approval process related to off-site activities.

The Superintendent may cancel or interrupt any approved off-site activity at any time prior to the trip's completion where the Superintendent considers the safety and well-being of students and supervisors to be at unusual risk, real or potential, due to emergent circumstances.

DEFINITIONS

Overnight – High Risk Learning experiences outside Alberta involving overnight stays and high-risk activities (e.g., canoeing, skiing).

Principal and Superintendent or designate approval is required.

National Trips - High Risk Pre Authorization by the Superintendent or designate is required prior to planning or parent/student communication. Submit a written proposal a minimum of 6 months in advance. National trips may be considered for Grades 7–12.

Principal and Superintendent or designate approval is required.

International Trips – High Risk Pre Authorization by the Superintendent or designate is required prior to planning or parent/student communication. Submit a written proposal a minimum of 6 months in advance. International trips are limited to Grades 10–12.

Principal and Superintendent approval is required.

Consideration for national and international trips is based on student readiness, alignment to curriculum outcomes, and appropriate supervision.

APPROVAL PROCESS

1. **Preauthorization:** Preauthorization must be obtained from the Superintendent or designate before any planning or communication
2. **Proposal Submission:**
 - 2.1. A written proposal must be submitted to the Superintendent or designate **six months prior** to any planned national or international trip.
 - 2.2. The proposal must include detailed learning objectives, risk assessments, budget, and a comprehensive itinerary.
3. **Approval:**
 - 3.1. The Superintendent may modify or cancel any approved national or international trip due to emergent safety or security concerns.
 - 3.2. No communication with parents/guardians or students shall occur until the trip has received administrative approval.
 - 3.3. Trips must not exceed five school days.

SUPERVISION AND PLANNING

4. **Teacher-in-Charge:** Each trip must have a designated teacher-in-charge, responsible for all planning, supervision, and emergency procedures.
5. **Adult-to-Student Ratios:**
 - 5.1. For out-of-province and international trips, the minimum recommended ratio is 1 adult per 8 students, with co-ed supervision required when both genders are participating.
 - 5.2. A minimum of two adult supervisors is required for all trips. Co-ed supervision must reflect the gender makeup of students participating.
6. **Safety and Insurance:**
 - 6.1. Trip organizers must ensure adequate insurance coverage, including travel accident insurance for international trips.
 - 6.2. Schools must check for Canadian Consulate travel advisories both during planning and just prior to departure.
7. **Risk Management:**
 - 7.1. Teachers must ensure that all safety protocols and risk assessments are in place, including first aid, emergency communication plans, and staff preparedness for any unexpected events. They are also required to carry emergency contact information.

- 7.2. To protect the privacy of individuals, the teacher shall ensure the information is kept secure at all times as per Administrative Procedure 300: Security of Personal and Division Information.
 - 7.3. Site assessments and a review of regional safety conditions must be completed and documented before travel.
8. **Supervisory Staff:**
- 8.1. Supervisors must be Division employees, and their expenses may be covered through collected trip fees.
 - 8.2. Volunteers must comply with the requirements of Administrative Procedure 315: Volunteers.
 - 8.3. Overnight trips require volunteer parent/guardian supervisors to provide a current (within the last three years) clean criminal record check and a vulnerable sector check. In consultation with the Superintendent or designate, unclean record checks will be reviewed.
 - 8.4. To ensure appropriate student behavior and safety, the Principal is responsible for adhering adequate supervision for different activities as outlined in the "Safety Guidelines for Physical Activity in Alberta Schools".
 - 8.5. The teacher-in-charge is responsible for ensuring that student behavior is managed consistently with the Division's expectations, including adherence to the school code of conduct during all off-site activities
 - 8.6. Employees are always expected to comply with the Division's Administrative Procedure 713: Alcohol and Substances in the Workplace while on off-site activities.
 - 8.7. All supervisors must be familiar with the itinerary, expectations, and emergency response procedures.
 - 8.8. Non-supervisory adults are not permitted to accompany national or international trips.
9. **Student Behaviour Expectations**
- 9.1. Students participating in off-site activities are expected to follow the school's code of conduct and demonstrate respectful, responsible behavior at all times. Teachers and supervisors must ensure students understand the expectations in advance, and any breaches of conduct will be addressed in accordance with school and Division policies.

PARENTAL / GUARDIAN CONSENT

10. Parental/guardian consent is mandatory, with details about the trip's itinerary and risk factors provided in writing.
11. For international trips, follow the Government of Canada's **Consent Letter** guidelines for minors.

12. For activities classified as high risk (e.g., skiing, canoeing), the specific risks must be clearly outlined in the Off-Site Activity Permission Form for parent/guardian review. These risks must also be detailed in the application submitted for Principal approval.

EMERGENCY PROCEDURES

13. Supervisors must have access to reliable communication devices and a clear emergency action plan in place.
14. Supervisors must carry or be able to access First-aid kits and emergency contact information for all students.
15. In the case of a serious injury, ambulance call-out, or hospital visit during a trip:
 - 15.1. The supervising teacher must immediately notify the Principal and the Superintendent or designate.
 - 15.2. A Student Injury Report must be completed and submitted within 48 hours of the incident or as soon as possible upon return.
16. To protect the privacy of individuals, the teacher shall ensure the information is kept secure at all times as per Administrative Procedure 300: Security of Personal and Division Information.

PROHIBITED ACTIVITIES

17. The Division, as a member of the Alberta Risk Managed Insurance Consortium (ARMIC), follows the SPHEREs Guidelines.
18. **Prohibited activities** are those not permitted by Sturgeon Public Schools due to unacceptable levels of risk. These activities are outlined in Appendix A - Prohibited Activities. Schools must not participate in any prohibited activity unless it is delivered by a certified third-party vendor that carries appropriate insurance and qualifications.

REFERENCES

- Board Policy 810: Off-Site Activities
- Administrative Procedure 300: Security of Personal and Division Information
- Administrative Procedure 310: Off-Site Activities - Day Trips and In Province Overnight
- Administrative Procedure 315: Volunteers
- Administrative Procedure 713: Alcohol and Substances in the Workplace
- Appendix A - Prohibited Activities
- Canadian Consulate Travel Advisory Website
- Consent Letters for International Travel (Government of Canada)

- Safety Guidelines for Physical Activity in Alberta Schools

HISTORY

2025 April 16 Initial Approval

310: Off-Site Activities

Responsible Administrator: Deputy Superintendent Education Services

PURPOSE

Student learning can be enhanced through off-site activities. 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.

Sturgeon Public Schools will not compromise the safety and security of staff and students. Therefore, all decisions related to off-site activities will be based on a safety and security-first criteria.

PROCESS

The Superintendent or designate will be responsible for the process involving approval of off-site activities.

The Superintendent may cancel or interrupt any approved off-site activity at any time up to the point of return from that activity where the Superintendent considers the safety and well-being of students and supervisors to be at unusual risk, real or potential, due to emergent circumstances.

DEFINITIONS

Low Risk are learning experiences conducted off school grounds during the day which do not extend overnight, and transportation is not involved. Students walk to the activity. Trips may include but are not limited to a walk to the senior's center to perform.

Day Trips – Low Risk to Moderate are learning experiences conducted off school grounds during the day which do not extend overnight and present themselves as moderate to low risk activities. Trips may include but are not limited to Fort Edmonton Park and the TELUS World of Science.

Principal approval is required.

Day Trips – High Risk are learning experiences conducted off school grounds during the day which do not extend overnight and present themselves as high risk activities. Trips may include but are not limited to canoeing, skiing, and snowboarding.

Principal approval is required.

Extra-Curricular Season of Play are competitions conducted on school property and / or at opposing schools or public venues during the day, evenings and weekends which do not extend overnight and present themselves as high risk activities. Competitions may include but are not limited to basketball, volleyball, and football.

Principal approval is required.

Overnight – Moderate Risk are learning experiences within Alberta that are conducted off school grounds where students remain overnight at a destination and are involved in low to moderate risk activities. Trips may include but are not limited to sports tournaments, band festivals, and hiking.

Principal and Superintendent or designate approval is required.

Overnight – High Risk are learning experiences outside of Alberta that are conducted off school grounds where students remain overnight at a destination and are involved in high risk activities. Trips may include but are not limited to canoeing, skiing, and snowboarding.

Principal and Superintendent or designate approval is required.

National Trips - High Risk *School Leadership requires preauthorization by the Superintendent or designate prior to exploration* of any National Trip and subsequent communication with parents or students. **A written proposal must be submitted to the Superintendent or designate a minimum of six (6) months prior to any planned National Trip.**

Principal and Superintendent or designate approval is required.

International Trips – High Risk *School Leadership requires preauthorization by the Superintendent or designate prior to exploration* of any International Trip and subsequent communication with parents or students. **A written proposal must be submitted to the Superintendent or designate a minimum of six (6) months prior to any planned International Trip.**

Principal and Superintendent or designate approval is required.

PROCEDURE

1. The Superintendent or designate has the power to authorize requests for off-site activities provided that the proposal includes:

1.1 Attention to the safety, security, and appropriate supervision of students.

1.2 Attention to risk management of the proposed activities.

1.3 Protection of students, staff, and volunteers of the Division.

1.4 An itinerary that would be deemed safe by a reasonable parent/guardian and meets the needs of all students.

1.4.1 Supervisors shall not entertain major deviations to the proposed itinerary of any trip once parental consent has been received.

1.5 Accommodation and travel arrangements that would be deemed safe by a reasonable parent/guardian.

1.6 A budget that is reasonable, not prohibitive and addresses the costs associated with the trip.

1.6.1 Excludes academies, athletic teams, year-end celebrations, and extended trips or tours not necessary to meet learning expectations in a grade or course.

1.7 Provision for alternative educational programs for those students whose parents do not wish them to participate.

1.8 No communication with students or parents/guardians shall occur prior to obtaining the applicable approvals.

1.9 Parent/guardian permission or approval.

1.10 No trip that exceeds five (5) school days.

1.11 The Superintendent or designate has the right to modify or cancel a national or international trip without compensation.

1.11.1 If a trip needs to be cancelled for any reason, attempts will be made to refund trip fees that may have been paid by students and/or parents/guardians; and

1.11.2 In the event a national or international trip or trip outside of Alberta is modified or cancelled, the Superintendent or designate shall bear no responsibility for the costs incurred.

2. Supervision

2.1 No teacher shall be assigned instructional time specifically to organize off-site activities.

2.2 Each off-site activity shall have a designated teacher-in-charge. The teacher shall be in attendance for the duration of any high risk, overnight or out-of-province trips.

2.2.1 The teacher shall provide a report by phone or email to the Superintendent or designate in the event of unusual circumstances resulting in a major modification to the itinerary of the trip.

2.3 The teacher shall immediately report any serious injury, ambulance call out, or hospital visit to the Superintendent or designate.

2.4 The teacher must always have overall responsibility for the off-site activity to ensure compliance with this procedure. The teacher shall ensure that supervision is always available and that supervisors are prepared to deal with any emergencies that may arise. The supervisory arrangements shall consider:

2.4.1 Student age, maturity, needs, and ability;

2.4.2 The inherent risk of the activity; and

2.4.3 The circumstances of the activity.

2.5 The teacher shall be familiar with and conduct a safety assessment of the proposed off-site activity.

2.6 The teacher shall ensure that training, preparation, orientation, and expectations are provided to all students and supervisors.

2.7 The teacher shall be responsible for ensuring that the following items are present and readily available on off-site activities:

2.7.1 List of student participants;

2.7.2 Phone contact numbers of parents/guardians/emergency contacts listed on the *Off-Site Activity Permission Form*;

2.7.3 Information regarding medication and medi-alert needs of participants; and

2.7.4 An appropriately equipped portable first aid kit.

2.8 To protect the privacy of individuals, the teacher shall ensure the information in articles 2.7.1, 2.7.2 and 2.7.3 is kept secure at all times as per [Administrative Procedure 300: Security of Personal and Division Information](#).

2.9 On overnight trips involving students of both genders, male and female supervisors shall be present.

2.10 For high-risk activities, competent instruction and supervision in these activities are mandatory. Competence may be established by virtue of a certificate from a governing body for activities such as skiing and canoeing. In areas where certificates are not

issued, competency may be recognized by virtue of experience and demonstrated expertise in the activity.

2.11 A Principal may authorize persons other than teachers to provide supervision or instruction when warranted by the nature of the specific activity to meet the safety requirements of this administrative procedure.

2.12 Only assigned teachers and authorized supervisors shall accompany students on an off-site activity. Volunteers must be approved as a supervisor by the Principal and are required to have a current criminal record check and vulnerable sector check as per [Administrative Procedure 315: Volunteers – section 2](#).

2.13 When necessary, Principals are expected to seek advice and assistance from experts in planning off-site activities and in assessing risk.

3. Guidelines for approval

3.1 All grades will be considered for approval of day trips.

3.2 Students in Grades 4-6 will only be considered for travel within Alberta.

3.3 Students in Grades 7-9 may be considered for national travel.

3.4 Students in Grades 10-12 may be considered for international travel.

4. Planning Procedures

4.1 Teachers are expected to submit an Off-Site Activity/Excursion Request via CLEVR to the Principal in accordance with the following timelines:

Day Trip – The Principal must provide written approval to the teacher organizer at least ten (10) days prior to the Trip.

Overnight Trip – The Principal must provide written approval to the teacher organizer at least thirty (30) days prior to the Trip.

National or International Trips – The Principal *requires preauthorization by the Superintendent or designate prior to exploration* of any National Trip and subsequent communication with parents or students. **A written proposal must be submitted to the Superintendent or designate a minimum of six (6) months prior to any planned National Trip.**

The Request must address the following:

4.1.1 Educational goals established for the activity which are compatible with the objectives of the course(s) being taught;

4.1.2 The extent to which the off-site activity will interfere with the student's entire educational program;

4.1.3 The budget, ensuring that students who are unable to pay associated fees are not excluded from the off-site activity (with the exceptions noted in 1.6.1);

4.1.4 The type of transportation required;

4.1.5 When deemed appropriate based on activity and distance travelled, access to an emergency support vehicle is recommended if one is not readily available;

4.1.6 An itinerary outlining approximate times at which the off-site activity will be conducted at specific locations;

4.1.7 The numbers and names of adults who will attend as supervisors and the proposed level or ratio of supervision;

4.1.8 Information related to safety procedures and medical procedures for those that may require such; and

4.1.9 A thorough review of the excluded activities and the variety of risks involved.

4.2 For school activities that involve more than one trip outside the boundaries of the school such as swimming lessons, physical education classes, outdoor education classes and interschool sports within a league, a single parent consent will suffice if the information to the parent/guardian includes both a schedule and dates of all activities. Any changes to the schedule must be communicated to the parent/guardian in writing. Should any of these be high-risk activities, separate off-site parental consent must be obtained.

A single parent consent will suffice for walking trips in the neighborhood of the school. The *Off-Site Activities Annual Consent Form - Low Risk Activities* is accessed via the *Parent Portal*.

4.3 Teachers are also responsible to:

4.3.1 Review staff, supervision and liability implications;

4.3.2 Estimate the costs associated with the activity;

4.3.3 Have an initial discussion with the Principal to review policy requirements and obtain approval to proceed with planning;

4.3.4 Consult with other teachers who teach courses to students who will be affected by the trip; and

4.3.5 Ensure meaningful alternative in-school learning experiences are made available for those students not participating in the off-site activity.

4.4 Employees are always expected to comply with the Division's *Administrative Procedure 713: Alcohol and Substances in the Workplace* while on off-site activities.

4.5 For Out-of-Province and International Trips, teachers must consult the Canadian Consulate Web Page at <http://travel.gc.ca/travelling/advisories> for Travel Advisory information at the initial and final stages of the planning process.

4.5.1 One (1) day prior to the trip the teacher must verify that the Canadian Consulate is permitting travel to that specific destination.

4.6 Off-site activities/excursions that are not directly sponsored by a school or the Division are the total responsibility of the planners, tour agencies and transportation agencies involved.

4.6.1 Division staff is advised that they must not in any way be involved, even on an advisory basis, in such trips/excursions as outlined in 4.6 above.

4.6.2 Division staff are not to recruit students, or photocopy and/or distribute material on behalf of community-based tours and trips.

4.6.3 Any staff who participate in community trips shall communicate leave requests to the Associate Superintendent Human Resources.

4.7 All staff and authorized supervisors are included in the Division's liability insurance when acting within the scope of their duties as approved by school administration. It is incumbent upon off-site activity planners to ensure that appropriate insurance coverage exists for the activity to be undertaken.

4.7.1 Student Accident Insurance coverage is limited to trips within Canada. Travel accident insurance is required for international trips. The Student Accident Insurance policy provides protection while students are attending school events within their own province. There is very limited coverage available under the policy when a student is out of country for a school event, therefore it should not be solely relied upon.

4.7.2 When using a private contractor to transport children (e.g., private bus), the supervisory teacher must make certain that the vehicle has adequate insurance, the driver is appropriately licensed, and the Principal is informed of the driver's name.

4.7.3 For any off-site activities involving participation in sports and other physical activities, all staff members must adhere to the Safety Guidelines for Physical Activity in Alberta Schools.

4.8 A student representing their school at school sponsored events shall be transported in Principal approved transportation, by their own parents, by him/herself or by staff with parental permission. Parents shall advise the Principal or supervising teacher in writing, in advance of the activity if the student is not traveling with the rest of the students.

4.8.1 The student will not transport any other student other than a sibling; and

4.8.2 Dismissing a student directly from an off-site activity venue to the care of the custodial parent/guardian is permitted, however, if the student is to be dismissed to a parent/guardian of a friend, the parent/guardian must advise the Principal or supervising teacher in writing.

5. Supervision and Volunteers

5.1 All off-site activities/excursions must be under the direct supervision of at least one (1) teacher.

5.2 Both male and female supervisors will be provided for overnight (or longer) co-educational trips.

5.3 The teacher is responsible for ensuring that an acceptable level of student discipline is maintained.

5.4 To ensure appropriate student behavior and safety, the Principal is responsible for adhering adequate supervision for different activities as outlined in the "[Safety Guidelines for Physical Activity in Alberta Schools](#)".

5.5 Instructors who are not employed by the Division are eligible to be supervisors.

5.6 Everyone involved in the off-site activity/excursion must be dressed/equipped in a manner appropriate to the activities to be undertaken.

5.7 Volunteers must comply with the requirements of [Administrative Procedure 315: Volunteers](#). In addition, volunteers are expected to:

5.7.1 Know the details of the planned activity, and their specific duties and authority prior to departure;

5.7.2 Support and follow the school code of conduct;

5.7.3 Report any inappropriate conduct to the teacher-in-charge;

5.7.4 Adhere to the schedule on the itinerary;

5.7.5 Dress appropriately according to the type of activity; and

5.7.6 Fulfill their duties for the duration of the trip/excursion.

5.8 The teacher-in-charge will ensure that appropriate communication devices are taken on the off-site activity so that constant communication within the group and access to external communication is available as required.

5.9 Overnight trips require volunteer parent/guardian supervisors to provide a current (within the last three years) clean criminal record check and a vulnerable sector check. In consultation with the Superintendent or designate, unclean record checks will be reviewed.

5.9.1 For information related to recommended supervision ratios and instructional considerations, visit: Safety Guidelines for Physical Activity in Alberta Schools which is available on the website at:

https://education.alberta.ca/media/160206/sg_pa_final_2014.pdf

5.10 For safety reasons, only students and staff may attend off-site activities.

6. Safety Guidelines

With respect to student safety, the Principal and staff are to take reasonable measures to minimize the risk to students participating in off-site activities. Safety guidelines are as follows:

6.1 Outdoor activities should not be conducted when extreme environmental factors present a danger to student health and safety.

6.2 There is a pre-planned itinerary from which the trip supervisor will not deviate unless, in the opinion of the supervising teacher, it is necessary to do so in emergency or extenuating circumstances.

6.3 When off-site activities/excursions are planned for remote wilderness areas, the supervising teacher shall:

6.3.1 Provide to the Principal a report written by the supervising teacher or other qualified individual that provides an on-site visit review of the area prior to requesting permission to take students on a trip to that particular location; such previews are to be undertaken whenever a new location is being considered for use, or when a location is being used for a different season of the year;

6.3.2 Be familiar with the area and with seasonal variations for the location they plan to visit;

6.3.3 Use professional guides when appropriate or as directed;

6.3.4 Have established safety and emergency procedures understood by all participants;

6.3.5 Ensure that appropriate communication devices are taken on the trip;

6.3.6 Ensure constant communication within the group and access to external communication as needed;

6.3.7 Inform appropriate local authorities such as the RCMP, forestry or park officials about the program, the location and route;

6.3.8 Establish procedures to contact the Principal via RCMP, forestry, or park officials in the event of an emergency;

6.3.9 Be aware of the location of the nearest accessible medical station;

6.3.10 Ensure that required permits, fishing licenses, and area use permits have been obtained from appropriate authorities; and

6.3.11 Ensure that if a group splits into two (2) or more independent travelling groups, each group must have a Division approved supervisor.

6.4 The possession and use of alcohol and/or illegal drugs by any participant, including staff and volunteer supervisors, is strictly prohibited during the duration of the off-site activity and applies to all off-site activities regardless of the age of the participants or local laws, customs and culture. All participants shall be made aware of the local laws and customs that may impact their conduct and decisions.

7. Service Providers

If the school does not have qualified staff or volunteers or the necessary equipment to instruct a specialized activity, a reputable service provider should be used. The service provider should be expected to instruct and supervise students in addition to school supervisors. Although a service provider is used, the teacher-in-charge is still required to complete a site assessment and risk analysis.

7.1 Most service providers require waivers to be completed by the client, however, since this measure is not valid or applicable in the case of minors it is necessary for the school to enter into an alternate contractual agreement. The Principal must ensure that the service provider has adequate insurance to cover the activity. Schools, teachers and students are not permitted to sign waivers from service providers where the school, teacher or student/guardian sign away their legal rights.

Specialized Activities

The Division is a member of the Alberta Risk Managed Insurance Consortium (ARMIC), which requires all members to follow the [SPHEREs Guidelines](#).

As schools plan activities for students, the SPHEREs guidelines should be reviewed. Including the Fundamental Reading. These should be reviewed in conjunction with ARMIC's Activities List as ARMIC prohibits some high-risk activities. Both documents will evolve over time as the educational curriculum changes and as new standards emerge in school athletics program.

If a school wants to engage in activity that is not identified in SPHEREs, every effort should be made to compare the elements of the activity to recognized activities to identify and assess the risks.

If an element of the activity is prohibited by ARMIC, the whole activity is considered prohibited.

If the division remains uncertain of the risk and whether the activity might be prohibited due to some of its elements, the Division should seek guidance from the Risk Management Committee.

For all activities undertaken, the following should be considered:

- Have the SPHEREs Guidelines been reviewed?
- Is the activity prohibited by ARMIC?
- Is the school board the most appropriate host or sponsor of the activity? (i.e. should the activity be sponsored by a community or parent association or should the decision to engage in the activity rest solely with parents?)
- Does the activity have to be practiced or can it be demonstrated to reach the learning outcome?
- Are there safer alternatives that would achieve the same educational benefit?
- Is First Aid and CPR support available?
- Has an Emergency Action Plan been developed?
- Is emergency communication available?
- Are the instructors and supervisors of the activity qualified and have the appropriate certifications?
- Does the instructor have liability insurance, as required by SPHEREs?
- Are appropriate supervisors/chaperones available?
- Is the activity appropriate for the age, abilities, and size of the student group?
- Is there sufficient equipment available for the activity? Has it been inspected?
- Is safe transportation available?
- Have risk mitigation strategies been identified?

In the event the Division chooses to use a third-party vendor to host an activity and/or provide specialized training, school boards must take the following steps:

- Ensure all instructors are appropriately certified;

- Ensure an appropriate number of chaperones;
- Obtain a certificate of liability insurance.

In the event a third-party vendor refuses to provide a certificate of insurance, the school board should consider avoiding the activity or choosing another vendor. Additionally, if the vendor requires a waiver of liability:

- The school should consider avoiding the activity;
- A school cannot sign waivers on behalf of minors;

The use of a third-party vendor can help limit the risk exposure to the Division and a prohibited activity can be conducted through a third-party vendor but a Certificate of Insurance for Commercial General Liability must be obtained with a minimum of \$2 million or \$5 million coverage identified, depending on the activity. The Division also should be listed as an additional insurer. All approvals for prohibited activity and certificated required must be submitted to Corporate Services for review and approval.

8. Prohibited Activities

Prohibited activity: shall mean an activity that is not acceptable by the Sturgeon Public School Division and are those activities included, but not limited to: [Appendix A - Prohibited Activities](#). Schools should not participate in prohibited activities unless through a third-party vendor

9. Water Activities

9.1 Each off-site activity that includes water-related activities must have a safety assessment, unless the activity is on an approved activities list.

9.2 All participants involved in sailing or boating activities must wear a Transport Canada approved lifejacket or Personal Flotation Device.

9.3 For activities involving canoeing, sailing or power craft, the activity must meet or exceed the Safety Guidelines for Physical Activity in Alberta Schools.

9.4 When canoe activities take place on lakes or rivers, the teacher must have visited the site prior to the trip and be familiar with the proposed route and the seasonal conditions at the time of the activity.

9.5 Adequate instruction and demonstration must be given to all participants involved before allowing the participants to undertake any water-related activity.

10. Skiing and Snowboarding

10.1 Downhill skiing and snowboarding, while considered High Risk activities, are acceptable for students in grades 4 to 12, if the following conditions are met:

10.1.1 Skiing or snowboarding are part of a well-balanced yearly program and reflect the school's commitment to quality physical education.

10.1.2 The activity includes, at a minimum, one (1) mandatory ski/snowboard lesson by a qualified instructor to identify student level of proficiency and provide safety guidelines on the hill.

10.1.3 Prior to the skiing or snowboarding trip, the teacher must:

10.1.3.1 Be familiar with the ski resort;

10.1.3.2 Contact the ski operator in order to arrange student identification and controls procedure; and

10.1.3.3 Understand the ski resort's emergency protocol.

10.2 Upon arrival at the ski resort, the teacher must:

10.2.1 Divide students into levels of ability as described by the parent's signed acknowledgement of the student's skier or snowboarder's classification.

10.2.2 Assist the ski resort staff with grouping students for their mandatory lesson.

10.2.3 Along with the ski resort staff, emphasize to the students that they will be given permission to use specified slopes or trails, and that the use of other slopes or trails is prohibited.

10.2.4 Assist the ski resort staff with controlling student access to slopes or trails.

10.3 At the conclusion of the mandatory lesson:

10.3.1 The ski resort instructor will identify the level of ability of the students and assign appropriate ski or snowboarding slopes or trails.

10.3.2 Students may begin supervised skiing and snowboarding on the assigned slopes or trails.

10.3.3 During the supervised ski time, students must ski in pairs or groups of three (3) or four (4).

10.3.4 The minimum supervision ratio for skiing and snowboarding is one (1) supervisor to fifteen (15) students: Grades 4 – 6; twenty (20) students: Grades 7 – 9; thirty (30) students: Grades 10 -12, including at least one (1) supervisor in the ski lodge.

10.3.5 Supervision of ski slopes must be carried out by supervising on a constant rotation system by supervisors.

10.3.6 All participants in skiing and snowboarding activities must:

10.3.6.1 Wear a CSA approved ski helmet; and

10.3.6.2 Ski or snowboard only on open runs within the ski area that match the student's level of ability as determined by the parent/guardian.

10.3.7 Snowboard Terrain Parks are excluded.

10.3.8 Use of snowblades, mini-skiing and ski boards are high risk activities and are not permitted.

11. Accidents and Emergencies

11.1 If an accident occurs during an off-site activity/excursion, the supervising teacher must:

11.1.1 Assess the situation and if injuries have occurred, attend to the immediate medical concerns.

11.1.2 Determine whether the off-site activity/excursion will continue based upon all the circumstances.

11.1.3 Notify the Principal or designate at the earliest opportunity, if serious injuries have occurred so that the Principal or designate may inform the parent(s)/guardian(s).

11.1.4 Complete a Student Injury Report within forty-eight (48) hours of the incident, or as soon as possible upon return to the school, and forward it to the Superintendent or designate.

12. National and International Trips

12.1 Protocol: School Leadership requires preauthorization by the Superintendent or designate prior to exploration of any International Trip and subsequent communication with parents/guardians or students. **A written proposal must be submitted to the Superintendent or designate a minimum of six (6) months prior to any planned trip.**

12.2 Travel requests may be considered only after the following criteria has been applied:

12.2.1 Has there been investigation to determine if this experience can be achieved in Canada?

12.2.2 Does this experience directly align with Student Learning Outcomes in the curriculum?

12.2.3 Is the potential destination considered safe to travel by Canadian Government Travel alert websites?

12.3 International Trips are considered only for grades 10 - 12.

12.4 The guideline for adult supervisor/student ratio is one to eight (1-8), with co-ed supervisors if both genders of students are attending the trip. Additional supervision is required for students with special needs or who require accommodations.

12.5 All trips require a minimum of two (2) supervisors.

12.6 Supervisors are expected to be Division employees of the school community.

12.7 All suitable staff must be notified by the Principal of possible international trip(s) at the school.

12.8 In order to meet the minimum number of required adult supervisors, staff supervisor's expenses are to be paid through the collection of international trip fees.

12.9 Non-supervisory adults cannot participate in a field trip.

12.10 Travel credits are not to be used for personal or family use; these credits must be turned over to the school to offset the cost of travel for students or to purchase merchandise for student use.

12.11 The Government of Canada strongly recommends that Canadian children carry a consent letter if they are travelling abroad alone, with only one parent/guardian, with friends, relatives, or with a group. Guidelines regarding Consent Letters are provided by the Government of Canada on their website:

<https://travel.gc.ca/travelling/children/consent-letter>

13. Approval

13.1 **For all off-site activities which occur during the school day**, written approval for the off-site activity is obtained by the teacher from the Principal prior to any expectations on the part of the students and/or parents/guardians that the off-site activity will occur. In seeking this approval, the teacher will complete the Off-Site Activity Proposal in CLEVR and submit to the Principal.

13.2 Parents/guardians are to be advised of the nature of the off-site activity and written permission for the child(ren) to attend is to be provided once all approvals have been granted.

13.3 **For activities which take place overnight**, written approval for the trip is obtained by the teacher from the Principal, and the Principal will obtain written approval from the

Superintendent or designate, prior to any expectations on the part of the students and/or parents/guardians that the trip will occur. In seeking this approval, the teacher will complete the proposal in CLEVR and submit to the Principal, who will in turn submit to the Superintendent or designate.

13.4 The Superintendent or designate will review the proposed trip and may, depending on the type of trip, grant preliminary approval, which would indicate permission to proceed with the planning and communication processes or final approval.

13.5 Parents/guardians are to be advised of the nature of the trip and written permission for the child(ren) to attend is to be provided once all approvals have been granted.

References:

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

[Board Policy 810: Off-Site Activities](#)

[Administrative Procedure: 315 Volunteers](#)

[Administrative Procedure 425: Purchasing Authority and Procedure](#)

[Administrative Procedure 464: Fees](#)

[Administrative Procedure 713: Alcohol and Substances in the Workplace](#)

[Student Injury Report Form](#)

[Off-Site Activities Annual Consent Form - Low Risk Activities](#)

[Appendix A - Prohibited Activities](#)

[Safety Guidelines for Physical Activity in Alberta Schools](#)

History

2020 Jan 29 Initial Approval

2021 Aug 31 Amended

2024 Jun 19 Amended

Administrative Procedure 815

Senior High School Credit Load

Responsible Administrator: Associate Superintendent Education Services

PURPOSE

Sturgeon Public Schools expects that a student enrolled in a regular Senior High school program will register in sufficient courses each year in order to allow for graduation.

PROCESS

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

PROCEDURE

1. Each student in a regular Grade 10 program is expected to take a minimum credit load of 40 credits for a full year's work.
2. Each student in a regular Grade 11 program is recommended to take a minimum credit load of ~~35~~40 credits for a full year's work.
3. Each student in a regular Grade 12 program is recommended to take a minimum credit load of ~~30~~35 credits for a full year's work.
4. A Principal may waive these requirements if it is deemed to be in the best interest of the student's educational program

History

2020 Jan 29 Initial Approval

2020 Jul 24 Amended

2025 April 16 Amended

Administrative Procedure 820

Locally Developed Courses

Responsible Administrator: ~~Deputy Associate~~ Superintendent Education Services

PURPOSE

Sturgeon Public Schools believes that locally developed courses meet specific educational needs of students.

PROCESS

The ~~Deputy Associate~~ Superintendent, Education Services, is responsible for locally developed courses offered in schools.

DEFINITIONS

Locally Developed/Acquired and Authorized Courses (LDCs): are developed by school divisions and acquired and authorized by the division to provide students with learning opportunities that complement provincially authorized programs. LDCs allow schools to be innovative and responsive in accommodating students' special interests and abilities, and to address local community interests.

PROCEDURE

1. Learning resources to be used in any locally developed course shall be selected in accordance with all policies, regulations and Administrative Procedures.
2. The division makes provisions for locally developed/acquired and authorized junior and senior high school complementary courses.
3. All locally developed/acquired and authorized courses and learning resources shall be consistent with the Guide to Education: ECS to Grade 12.
4. Locally developed/acquired and authorized courses are only applicable to junior and senior high schools.
5. All locally developed/acquired and authorized courses shall be approved for a maximum of four years.
6. Schools submit requests to offer LDCs to the Deputy Superintendent. Timelines are based on the grade level, time of offering and whether the course is newly developed or acquired.
7. Courses recommended for approval will be presented annually to the Board for approval.
- ~~2. Revalidation of locally developed courses shall take place in accordance with Alberta Education regulations and is the responsibility of the school principal.~~
8. The Deputy Superintendent's office will forward requests for authorizations of credit courses to Alberta Education as required.
9. ~~3.~~ The Principal of a school shall ensure that any locally developed course has the approval of both the Board and the Minister of Education before the course is offered in a school.

References:

Education Act: Sections 18(1), 53(2)

Guide to Education: Locally Developed Courses
Alberta Education Policy 1.2.1 –Locally Developed/Acquired and Authorized Junior and Senior
High School Complementary Courses

History

2020 Jan 29 Initial Approval

2020 Jul 24 Amended

2025 April 16 Amended



Date: April 23, 2025 **Agenda Item:** 8.7
To: Board of Trustees
From: Shawna Warren, Superintendent
Originator(s): Sean Nicholson, Associate Superintendent, Corporate Services
Subject: **Administrative Procedure 464: Fees**

Background:

Administrative Procedures are the written directives, procedures and assignment of responsibilities established and approved by the Superintendent that direct the implementation of and achievement of desired outcomes of Board policy, Division Vision, Mission and Values and the effective operation of the Division ([AP 205 Developing Administrative Procedures](#)).

Administrative Procedures are reviewed and developed on a regularly scheduled basis.

Administrative Procedure 464: Fees has been reviewed and updated as part of the review of Policy 500: Student Transportation Services. Fees are assessed to students to offset the cost of providing educational and transportation services. Fees shall be utilized for the purpose for which it was obtained.

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

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

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

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

School fees

- 57(1) Notwithstanding section 13, a board may charge a parent of a student fees in accordance with the regulations.

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

Resource Stewardship

46. Approve student fees annually.

[Policy 500: Student Transportation Services](#)

4.0 TRANSPORTATION FEES

- 4.1 Student transportation fees shall be reviewed and approved annually by the Board

[Administrative Procedure 205: Developing Administrative Procedures](#)

Administrative Procedures are the written directives, procedures and assignment of responsibilities established and approved by the Superintendent that direct the implementation of and achievement of desired outcomes of Board policy, Division Vision, Mission and Values, and the effective operation of the Division.

Administration is prepared to respond to questions at the April 23, 2025, Public Board meeting.

Attachment(s):

1. AP 464: Fees - Clean Copy
2. AP 464: Fees - Tracked Copy
3. AP 464: Fees - Exhibit 1 - Fees - Clean Copy
4. AP 464: Fees - Exhibit 1 - Fees - Tracked Copy
5. AP 464: Fees - Exhibit 2 - Fee Waiver Application - Clean Copy
6. AP 464: Fees - Exhibit 2 - Fee Waiver Application - Tracked Copy
7. Policy 500: Student Transportation Services - Exhibit 1 - Transportation Fee Schedule

Administrative Procedure 464

Fees

Responsible Administrator: Associate Superintendent Corporate Services

PURPOSE

Fees are assessed to students to offset the cost of providing educational and transportation services. Fees shall be utilized for the purpose which it was obtained

DEFINITIONS

School Fees: shall refer to fees charged by the schools to enhance student learning opportunities; including field trip fees, event fees, student union fees, middle and high school option courses and instrument fees.

Transportation Fees: shall refer to fees that are charged for bus services for transportation to and from school. Transportation Fees are located in Policy 500: Student Transportation Services Exhibit 1 – Transportation Fee Schedule.

Adult Fees: shall refer to fees charged to a student who is 20 years of age or older by the start of the school year. The Alberta Government will no longer fund education for students who are 20 years of age as outlined in the Funding Manual and those wishing to acquire a high school diploma (or equivalent) must cover the cost of their education.

Extra-curricular Fees: shall refer to fees, charged on a cost recovery basis, for non-curricular items such as sports, clubs, travel, and other non-curriculum programs. Participation in an extra-curricular activity is on a voluntary basis.

Non-resident Tuition Fees: shall refer to tuition fees, with respect of an individual who attends a school operated by the board, and who is not a resident student of the board or any other board or the Government, and as legislated in the *Education Act* s. 13(2).

Designated School: shall refer to the school, assigned by the Board to a specific geographical area, and as legislated by the *Education Act* (S.10): "Enrolment in school operated by board".

PROCESS

No parent shall pay a fee to offset basic educational services, or that is prohibited under provincial legislation, the *Alberta School Fees Regulation*, and the *Alberta School Transportation Regulation*.

Non- Resident Tuition Fees, Pre-Kindergarten Fees, Kindergarten Fees, Dual Credit Fee, Adult Tuition Fee, and High School Equivalency Evaluation are all set annually by the Division in AP 464 Exhibit 1 - Fees for 2024-2025.

The principal may assign other fees at the school within the limits set by the Division on a cost recovery basis. Prior to charging the fee, the principal shall consult with the School Council on the amount and the reason for the fee. This consultation shall:

- Ensure the fees are on the School Council agenda to provide all parents with the opportunity to ask questions and provide feedback; and
- Provide sufficient information as to the purpose of the fee and its intended use.

School Fee schedules shall be posted on each school's website and shall clearly define Division Fees and School Fees, in addition to mandatory versus optional fees.

The Fee Schedule shall be posted electronically on the Division website.

A student transferring in after the start of the school term or out prior to the end of the school term, may have fees prorated or refunded as applicable. Requests for refunds from families transferring out of the Division during the school year will be assessed based on fee type, usage, and time of year.

The principal shall ensure the return of any underutilized fees as specifically levied for an activity or event as prudent to do so.

Collection of Fees

The Division is responsible for the collection of Transportation Fees and the school Principal is responsible for ensuring the collection of all other fees.

All fees are due within 30 days of receipt. Overdue notices will be sent to parents who have not submitted payments.

, A notice will be sent to parents with delinquent accounts. Outstanding accounts, other than those on payment plans or approved requests for waived fees, may be placed with a collection agency.

Waiver of Fees

An *Application for Waiver of Fees* shall be made available, based on income level of **all parents** as defended by s. 47 of the *Family Law Act* unless there is a court order that directs financial responsibility.

The *Application for Waiver of Fees* shall be completed, the final decision for such waiver rests with the Associate Superintendent, Corporate Services.

An *Application for Waiver of Fees* will not be considered for Choice Rider, Ineligible Rider, Non-Resident Rider, Supplemental Bus, or other fees such as Academies, Textbook/Library Fines. Some special program fees may not be waived at the discretion of the principal.

Fees for Damaged Goods

Principals shall be responsible for ensuring that all curricular, co-curricular and extra-curricular goods are returned by students and the appropriate charges are assessed for lost or damaged goods.

References:

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

[*Board Policy: 500 Student Transportation Services*](#)

[*Education Act: Sections 13, 57, 59*](#)

[*School Fees Alberta Regulation 95/2019*](#)

[*School Transportation Alberta Regulation 96/2019*](#)

AP 464 [Exhibit 1 - Fees for 2024-2025](#)

[AP 464 Exhibit 2- Fee Waiver Application](#)

Policy 500: Student Transportation Services Exhibit 1 – Transportation Fee Schedule.

History

2023 August 23

2024 November 22

2024 April 23

Administrative Procedure 464

Fees

1692638100

Responsible Administrator: Associate Superintendent Corporate Services

PURPOSE

Fees are assessed to students to offset the cost of providing educational and transportation services. Fees shall be utilized for the purpose which it was obtained

DEFINITIONS

School Fees: shall refer to fees charged by the schools to enhance student learning opportunities; including field trip fees, event fees, student union fees, middle and high school option courses and instrument fees.

Transportation Fees: shall refer to fees that are charged for bus services for transportation to and from school. [Transportation Fees are located in Policy 500: Student Transportation Services Exhibit 1 – Transportation Fee Schedule.](#)

Adult Fees: shall refer to fees charged to a student who is 20 years of age or older by the start of the school year. The Alberta Government will no longer fund education for students who are 20 years of age as outlined in the ~~2023-2024~~ Funding Manual and those wishing to acquire a high school diploma (or equivalent) must cover the cost of their education.

Extra-curricular Fees: shall refer to fees, charged on a cost recovery basis, for non-curricular items such as sports, clubs, travel, and other non-curriculum programs. Participation in an extra-curricular activity is on a voluntary basis.

Non-resident Tuition Fees: shall refer to tuition fees, with respect of an individual who attends a school operated by the board, and who is not a resident student of the board or any other board or the Government, and as legislated in the *Education Act* s. 13(2).

Designated School: shall refer to the school, assigned by the Board to a specific geographical area, and as legislated by the *Education Act* (S.10): "Enrolment in school operated by board".

~~**Eligible Rider**—any Pre-K to Grade 6 student/child who lives 1.0 km or farther from their designated school and attends their designated school, and any Grade 7 to 12 student who lives 2.0 km or farther from their designated school and attends their designated school.~~

~~**Choice Rider**—any student who attends a school other than their designated school.~~

- ~~• This excludes French Immersion and Redwater students enrolled in CTS programming at Sturgeon Composite High School, not offered at Redwater. These students will be assessed an Eligible Rider fee.~~

~~**Ineligible Rider**—any Pre-K to Grade 6 student/child who lives less than 1.0 km from their school of attendance and any Grade 7 to 12 student who lives less than 2.0 km from their school of attendance.~~

~~**Supplemental Bus**—any student who is accessing an additional bus to an alternate address.~~

~~**Outside Boundary Rider**—any student who lives outside of the Sturgeon Public School Division boundary and attends a Sturgeon Public School.~~

PROCESS

~~The Board shall annually approve the type and amount of fees that may be charged by the Division as part of the budget process to ensure effective stewardship of the Board's resources [Education Act s. 33(1)(i)].~~

No parent shall pay a fee to offset basic educational services, or that is prohibited under provincial legislation, the *Alberta School Fees Regulation*, and the *Alberta School Transportation Regulation*.

Non- Resident Tuition Fees, Pre-Kindergarten Fees, Kindergarten Fees, Dual Credit Fee, Adult Tuition Fee, and High School Equivalency Evaluation are all set annually by the Division in AP 464 Exhibit 1 - Fees for 2024-2025.

~~The Principal shall ensure the return of any underutilized fees as specifically levied for an activity or event as prudent to do so.~~

The Principal may assign other fees at the school within the limits set by the ~~Division~~Board on a cost recovery basis. Prior to charging the fee, the Principal shall consult with the School Council on the amount and the reason for the fee. This consultation shall:

- Ensure the fees are on the School Council agenda to provide all parents with the opportunity to ask questions and provide feedback; and
- Provide sufficient information as to the purpose of the fee and its intended use.

School Fee schedules shall be posted on each school's website and shall clearly define Division Fees and School Fees, in addition to mandatory versus optional fees.

The Fee Schedule shall be posted electronically on the Division website.

A student transferring in after the start of the school term or out prior to the end of the school term, may have fees prorated or refunded as applicable. Requests for refunds from families

transferring out of the Division during the school year will be assessed based on fee type, usage, and time of year.

The Principal shall ensure the return of any underutilized fees as specifically levied for an activity or event as prudent to do so.

Collection of Fees

The Division is responsible for the collection of Transportation Fees and the school Principal is responsible for ensuring the collection of all other fees.

All fees are due within 30 days of receipt. Overdue notices will be sent to parents who have not submitted payments. ~~A payment plan may be established for transportation fees. Once Transportation Fees are paid, Bus Passes shall be obtained.~~

~~In December and March, a~~ A notice will be sent to parents with delinquent accounts. Outstanding accounts, other than those on payment plans or approved requests for waived fees, may be placed with a collection agency.

Waiver of Fees

An *Application for Waiver of Fees* shall be made available, based on income level ~~or extenuating circumstances~~ of **all parents** as defended by s. 47 of the *Family Law Act* unless there is a court order that directs financial responsibility.

The *Application for Waiver of Fees* shall be completed, the final decision for such waiver rests with the Associate Superintendent, Corporate Services.

An *Application for Waiver of Fees* will not be considered for Choice Rider, Ineligible Rider, ~~non~~Non-resident Resident Rider, ~~students, supplemental~~ Supplemental bus~~Bus~~, or other fees such as Academies, Textbook/Library Fines. Some special program fees may not be waived at the discretion of the principal.

Fees for Damaged Goods

Principals shall be responsible for ensuring that all curricular, co-curricular and extra-curricular goods are returned by students and the appropriate charges are assessed for lost or damaged goods.

References:

[Board Policy: 225 Role of the Board](#)
[Board Policy: 500 Student Transportation Services](#)
[Education Act: Sections 13, 57, 59](#)
[School Fees Alberta Regulation 95/2019](#)
[School Transportation Alberta Regulation 96/2019](#)
[AP 464 Exhibit 1 - Fees for 2024-2025](#)
[AP 464 Exhibit 2-- Fee Waiver Application](#)

[Policy 500: Student Transportation Services Exhibit 1 – Transportation Fee Schedule.](#)

History

2023 August 23
2024 November 22

[2024 April 23](#)

AP 464: - Exhibit 1: Fees

1.0 Non-Resident Tuition Fees

International / out of province student tuition	\$12,000
International student application fee	\$250

2.0 Program Fees:

Pre-Kindergarten Fees	\$200
Kindergarten Fees	\$150
Dual Credit Fee	\$50/course
Adult Tuition Fee	\$140/credit
High School Equivalency Evaluation	\$100

3.0 Other Fees:

- 3.1 Other fees such as option courses, extra-curricular activities, agendas, yearbooks, Commencement, Academy fees, etc. are set by each individual school and posted to their website annually.

AP 464: - Exhibit 1: Fees for 2023-2024

1.0 Transportation Fees:

Transportation Fee Schedule	
Eligible Rider	
— Grades 1 to 12	\$130
— PreK & Kindergarten	\$75
Choice Rider	
— Grades 1 to 12	\$276
— PreK & Kindergarten	\$152
Ineligible Rider	
— Grades 1 to 12	\$345
— PreK & Kindergarten	\$190
Supplemental Bus	\$180
Outside Boundary Rider	
— Grades 1 to 12	\$489
— PreK & Kindergarten	\$431
Replacement Bus Pass	\$20

21.0 Non-Resident Tuition Fees

International / out of province student tuition	\$12,000
International student application fee	\$250

32.0 Program Fees:

Pre-Kindergarten Fees	\$200
Kindergarten Fees	\$150
Dual Credit Fee	\$50/course
Adult Tuition Fee	\$140/credit
High School Equivalency Evaluation	\$100

43.0 Other Fees:

- 43.1 Other fees such as option courses, extra-curricular activities, agendas, yearbooks, Commencement, Academy fees, etc. are set by each individual school and posted to their website annually.

AP 464: Fees - Exhibit 2 - Fee Waiver Application

To support parents who encounter financial hardship, the division can reduce fees as outlined in [Administrative Procedure 464 - Fees](#) . When completing the form:

- Both Section A and Section B must be completed and submitted with supporting documentation to be reviewed.
- Waiver of Fees does not cover fees related to students Choice Rider, Ineligible Rider, Non-Resident Rider, Supplemental Bus, extra-curricular activities (including Sports Fees), or other fees such as Academies, Textbook/Library Fines, Summer Schools, and Options. Some Special program fees may not be waived at the discretion of the principal.
- Completed Fee Waiver form and supporting documents should be forwarded to the Principal of the student’s school

SECTION A: Application Information (Parent, Guardian, Independent Student)	
Last name: _____	First name: _____
Street _____	City: _____
Address: _____	
Province: _____	Postal Code: _____
Home phone _____	Cell phone: _____
Email: _____	
Number of people residing in household: _____ Adults _____ Children	

Name of Student	School(s) Attending	Grade	Description of Fees to be Waived (school fees, transportation fees, etc)	Fee Amount

_____ Signature of Applicant	_____ Date
_____ Signature of Principal or Transportation Manager	_____ Date
_____ Signature of Associate Superintendent Corporate Services	_____ Date

SECTION B Confidential Financial Information (Please Check One)

<input type="checkbox"/>	I have attached a copy of a 2023 Proof of Income statement from the Canada Revenue Agency for ALL PARENTS as defined by the S47 of the Family Law Act, unless there is a court order. If Proof of Income statement is not provided for ALL PARENTS, this option will not be considered. To obtain a Proof of Income Statement, call the Canada Revenue Agency 1-800-959-8281.
<input type="checkbox"/>	I have attached a copy of a valid Social Services Health Benefits card (must list dependent student(s)).
<input type="checkbox"/>	I have attached a copy of my Alberta Works Health benefit card WITH proof of eligibility letter (must list dependent student(s)).
<input type="checkbox"/>	I have attached a cheque stub for Employment Insurance Benefits (Name and amount received must be visible)

Instructions

Please complete both section A and B, sign and submit the completed application form with supporting document(s) to your school if school fees are being waived. If transportation fees are included with school fees, the school will submit to Corporate Services once reviewed.

If students from multiple schools are listed on the form signatures are required from both school principals.

If **only** Transportation Fees are being requested to be waived, please submit the completed form to SPSDtransportation@sturgeon.ab.ca

It is important to note: Until you have been notified that your request for a waiver has been approved, you are liable for your assessed fees. It is our goal to process waiver of fees applications within 3 weeks of their receipt. If you submitted a waiver of fees application and have not heard back within this time frame, please contact our office.

Fee Waiver Income Guidelines

The following chart from Statistic Canada of family income levels will be used to determine fee waivers.

Number in Family	100% Waiver	50% Waiver
1 Person	<\$26,662	\$26,662 - \$35,461
2 Persons	<\$32,830	\$32,830 - \$43,664
3 Persons	<\$40,359	\$40,359 - \$53,678
4 Persons	<\$49,003	\$49,003 - \$65,174
5 Persons	<\$55,579	\$55,579 - \$73,920
6 Persons	<\$62,685	\$62,685 - \$83,371
7 or more Persons	<\$69,789	\$69,789 - \$92,820

AP 464: Fees - Exhibit 2 - Fee Waiver Application

To support parents who encounter financial hardship, the division can reduce fees as outlined in [Administrative Procedure 464 - Fees](#). ~~Please Refer to AP 464—Fees for more detailed information.~~ When completing the form:

- Both Section A and Section B must be completed and submitted with supporting documentation to be reviewed.
- Waiver of Fees does not cover fees related to students Choice Rider, Ineligible Rider, ~~non-resident students~~ **Non-Resident Rider**, ~~supplemental~~ **Supplemental bus** ~~Bus~~, extra-curricular activities (including Sports Fees), or other fees such as Academies, Textbook/Library Fines, Summer Schools, and Options. Some Special program fees may not be waived at the discretion of the principal.
- Completed Fee Waiver form and supporting documents should be forwarded to the Principal of the student's school

SECTION A: Application Information (Parent, Guardian, Independent Student)

Last name: _____	First name: _____
Street _____	City: _____
Address: _____	
Province: _____	Postal Code: _____
Home phone _____	Cell phone: _____
Email: _____	
Number of people residing in household: _____ Adults _____ Children	

Name of Student	School(s) Attending	Grade	Description of Fees to be Waived (school fees, transportation fees, etc)	Fee Amount

Signature of Applicant

Date

Signature of Principal or Transportation Manager

Date

Signature of Associate Superintendent Corporate Services

Date

SECTION B Confidential Financial Information (Please Check One)

<input type="checkbox"/>	I have attached a copy of a 2023 Proof of Income statement from the Canada Revenue Agency for ALL PARENTS as defined by the S47 of the Family Law Act, unless there is a court order. If Proof of Income statement is not provided for ALL PARENTS, this option will not be considered. To obtain a Proof of Income Statement, call the Canada Revenue Agency 1-800-959-8281.
<input type="checkbox"/>	I have attached a copy of a valid Social Services Health Benefits card (must list dependent student(s)).
<input type="checkbox"/>	I have attached a copy of my Alberta Works Health benefit card WITH proof of eligibility letter (must list dependent student(s)).
<input type="checkbox"/>	I have attached a cheque stub for Employment Insurance Benefits (Name and amount received must be visible)

Instructions

Please complete both section A and B, sign and submit the completed application form with supporting document(s) to your school if school fees are being waived. If transportation fees are included with school fees, the school will submit to Corporate Services once reviewed.

If students from multiple schools are listed on the form signatures are required from both school principals.

If **only** Transportation Fees are being requested to be waived, please submit the completed form to SPSDtransportation@sturgeon.ab.ca

It is important to note: Until you have been notified that your request for a waiver has been approved, you are liable for your assessed fees. It is our goal to process waiver of fees applications within 3 weeks of their receipt. If you submitted a waiver of fees application and have not heard back within this time frame, please contact our office.

Fee Waiver Income Guidelines

The following chart from Statistic Canada of family income levels will be used to determine fee waivers.

Number in Family	100% Waiver	50% Waiver
1 Person	<\$26,662	\$26,662 - \$35,461
2 Persons	<\$32,830	\$32,830 - \$43,664
3 Persons	<\$40,359	\$40,359 - \$53,678
4 Persons	<\$49,003	\$49,003 - \$65,174
5 Persons	<\$55,579	\$55,579 - \$73,920

6 Persons	<\$62,685	\$62,685 - \$83,371
7 or more Persons	<\$69,789	\$69,789- \$92,820

Policy 500: Student Transportation Services - Exhibit 1 - Transportation Fee Schedule

Please refer to [Board Policy 500- Transportation](#) for more information on each fee.

1. Eligible Rider Fee

	2025-2026	2024-2025
PreK & Kindergarten	\$85	\$75
Grades 1-12	\$145	\$130
Family Rate	\$435	\$390

2. Choice Rider Fee

	2025-2026	2024-2025
PreK & Kindergarten	\$165	\$150
Grades 1-12	\$300	\$275
Family Rate	\$900	\$825

3. Ineligible Rider Fee

	2025-2026	2024-2025
PreK & Kindergarten	\$210	\$190
Grades 1-12	\$380	\$345
Family Rate	\$1,140	\$1,035

4. Non-Resident Rider Fee (Previously Outside Boundary Rider)

	2025-2026	2024-2025
PreK & Kindergarten	\$475	\$430
Grades 1-12	\$540	\$490
Family Rate	\$1,620	\$1,470

5. Other Transportation Fees

	2025-2026	2024-2025
Supplemental Bus	\$145	\$180
Replacement Bus Pass	\$25	\$20



Date: April 23, 2025 **Agenda Item:** 8.8
To: Board of Trustees
From: Shawna Warren, Superintendent
Originator(s): Lisa Lacroix, Associate Superintendent Human Resources
Subject: **Administrative Procedure 700: Staffing**

Background:

Administrative Procedures are the written directives, procedures and assignments of responsibilities established and approved by the Superintendent that direct the implementation of and achievement of desired outcomes of Board policy, Division Vision, Mission and Values and the effective operation of the Division ([AP 205 Developing Administrative Procedures](#)).

Administrative Procedures are reviewed and developed on a regularly scheduled basis to ensure they remain relevant, efficient and align with legislative requirements, collective agreements and operational needs.

Administrative Procedure 700: Staffing has been restructured and consolidated to replace Administrative Procedures 700, 701, 702 and 703. The previous administrative procedures covered overlapping areas of staffing, including hiring, selection processes and staff assignments, which created redundancy. Combining these administrative procedures into a single, comprehensive Administrative Procedure provides greater clarity, consistency and alignment in how staffing decisions are made across the Division.

The updated administrative procedure streamlines recruitment and hiring processes, clarifies roles and responsibilities and ensures greater transparency in staffing 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:**
- a. collaborating with community and provincial agencies to address the needs of students and their families;
 - b. employing team-building strategies and using solution focused processes to resolve challenges;
 - 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: (2) Modeling Commitment to Professional Learning
INDICATORS: b. collaborating with teachers, principals, school jurisdiction leaders and other superintendents to build professional capacities and expertise.

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;
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
f. building principals' and school jurisdiction leaders' capacities and holding them accountable for providing instructional leadership through effective support, supervision and evaluation practices.

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;
c. delegating responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness;
d. providing for the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities; and
h. implementing programs and procedures for the effective management of human resources in support of mentorship, capacity building and succession planning.

COMPETENCY: (7) Supporting Effective Governance
INDICATORS: e. ensuring that the board's fiscal and resource management is in accordance with all statutory, regulatory and board requirements; and
h. ensuring the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities.

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

197 A principal of a school must

- (i) evaluate the teachers employed in the school

Sections 202–213: Covering teacher assignments, contracts, transfers, suspensions and terminations.

Sections 222-223: Governs the appointment of a Superintendent.

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.

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.

Administrative Procedure 205: Developing Administrative Procedures

Administrative Procedures are the written directives, procedures and assignment of responsibilities established and approved by the Superintendent that direct the implementation of and achievement of desired outcomes of Board policy, Division Vision, Mission and Values, and the effective operation of the Division.

Administrative Procedure 210: Role of School Administration

As outlined in the Education Act (Section 197), the Principal is the instructional leader of the school and is responsible for the management of the school.

Administration is prepared to respond to questions at the April 23, 2025, Public Board meeting.

Attachment(s):

1. AP700: Staffing - New
2. AP701: Certificated Staff - Old Version
3. AP702: Support Staff - Old Version
4. AP703: Summer Staff Learning Centres - Old Version

AP700: Staffing **New AP to replace 700, 701, 702, 703**
Responsible Administrator: Associate Superintendent Human Resources

PURPOSE

Sturgeon Public Schools is committed to ensuring the best-qualified candidates are selected for all positions across the division. Staff play a vital role in supporting the system, and the Division's goal is to ensure the effective placement of support, certificated and custodial staff to meet the needs of students and the division.

The Board delegates the responsibility for staffing to the Superintendent.

Sturgeon Public Schools is committed to fair and equitable hiring practices, ensuring that all candidates are considered based on qualifications, experiences and alignment with Division priorities. The Division adheres to the principles outlined in Policy 110: Welcoming Inclusive, Safe and Healthy Environments and Administrative Procedure 711.

PROCESS

The Associate Superintendent Human Resources is responsible for the administration of this administrative procedure within the context of applicable government statutes and related Sturgeon Public School Division policies and administrative procedures.

PROCEDURE

1. Staffing

- 1.1. The school Principal is responsible and accountable for staffing plans at the school level based on student and program needs and according to the resources available to the school.
- 1.2. The Principal will generate a projected student enrolment figure for the following school year.
- 1.3. Corporate Services shall provide each Principal with a tentative budget based upon the projected enrolment figure.
- 1.4. The Principal shall develop, within the context of the projected budget, a school staffing plan which will best accommodate the needs of the students and programs in the school.
- 1.5. If significant changes in enrolment occur after staffing decisions have been made, the Superintendent or designate may review and adjust staffing allocations as necessary.
- 1.6. The Superintendent or designate may initiate a review of a proposed school staffing plan, or the Principal may request such a review by the Superintendent.
- 1.7. The Principal shall develop the staffing plan, considering the following factors:

- Assignment of existing staff;
- Surplus staff (if applicable); and
- Staff required to fulfill the staffing plan (if applicable).

The Principal will communicate with the Associate Superintendent Human Resources to ensure all proper procedures are followed in executing the staffing plan.

- 1.8. The Principal shall ensure that instructional and assignable time aligns with all legislation, collective agreements and division policies.
- 1.9. School plans will be monitored by the Senior Executive Team to ensure alignment with division priorities.

2. Classification of Vacant Positions

All vacant positions shall be classified in one of the following ways:

- 2.1 Open to external and/or internal competition.
- 2.2 Not open to competition.

3. Filling Vacant Positions

3.1 Positions classified under 1.1 will be:

- 3.1.1 advertised according to an approved procedure or
- 3.1.2 filled through an approved selection process.

3.2 Positions classified under 1.2 apply in specific circumstances:

- 3.2.1 when system surplus staff need to be accommodated as per collective agreements or
- 3.2.2 when short-term temporary positions need to be filled.

3.3 The Superintendent may approve emergency staffing measures when an immediate hire is required to maintain continuity of instruction or operations.

4. Selection Process

4.1 The Associate Superintendent Human Resources or designate will manage the selection process.

4.2 Relevant data such as education, training, experience, evaluation reports, and references will be considered.

4.3 The selection process will involve interviews, with a short list developed by the relevant administrator. (Principal, Director, etc.). Where appropriate the Director of Learning Services shall be included in the selection process.

4.4 Reference checks will be completed by the administrator prior to an offer being presented.

4.5 The Superintendent or Associate Superintendent Human Resources shall authorize all offers of employment prior to speaking with the successful candidate. The Human Resources Department shall confirm all offers of employment in writing to the successful candidate.

4.6 The responsible administrator shall contact the unsuccessful candidates to advise of the outcome of the interview.

4.7 A commitment to confidentiality and professionalism must be maintained throughout the hiring process.

All applications will be retained on file for one (1) year.

5. Hiring Substitutes and Casual Staff

5.1 The Associate Superintendent Human Resources or designate is responsible for administering a pool of substitute teachers and casual support staff to be utilized by schools.

5.2 Only casual support staff on the registered casual support list may be called for a replacement shift.

5.3 Individuals wishing to register as substitute teachers or casual support staff should be referred to Human Resources.

5.4 Substitute teachers and casual support staff must provide a criminal record and vulnerable sector check prior to being engaged for employment.

5.5 Substitute teachers are scheduled through Employee Self Service (ESS) or the substitute services desk.

5.6 For emergent situations or unfilled vacancies, phone calls to substitute teachers by the substitute services desk are made between 6:30 and 7:30 a.m.

5.7 Principals/teachers may request preferred substitutes through ESS or the substitute services desk.

5.8 Casual support staff are scheduled through Employee Self Service (ESS) or the Principal or designate will make arrangements for the hiring of casual support staff at the school level.

5.9 Principals who have concerns about the performance of a substitute teacher or casual support staff should advise the employee and the Associate Superintendent Human Resources.

6. Teachers Employed on a Part-Time Basis:

6.1. Teachers employed on a part-time basis will work and be paid according to their full-time equivalency (FTE) as per the Alberta Teachers Association Collective Agreement.

6.2. The school year is divided into “Instructional” and “Non-Instructional” days. These days will be prorated when assigning duties to a part-time teacher.

6.3. It is the responsibility of the Principal to assign other duties to part-time teachers in proportion to the FTE of the teacher.

6.3.1 The teaching assignment FTE needs to be communicated in written form at the time of assigning duties.

6.4. Notwithstanding any of the above, all teachers have a professional responsibility to dedicate time to carry out their professional duties which may extend beyond the normally scheduled working time.

7. Documentation Required at Time of Hiring

7.1 As outlined in the ATRIEVE Onboarding package.

7.2 New hires must complete all onboarding requirements, including submission of relevant certifications, employment agreements and criminal records checks, before their official start date.

7.3 All employee records shall be maintained in accordance with Division policies and applicable privacy legislation.

8. Special Employment Considerations

8.1 Employees may hold two distinct positions within the division, provided total work hours do not exceed 40 hours per week.

8.2 Teachers employed on a part-time basis will be paid according to their full-time equivalency (FTE).

8.3 Part-time teachers' duties will be assigned proportionally to their FTE and must be clearly outlined in their assignment letter.

8.4 Employees on medical, parental or other statutory leaves shall have the right to return to their previous position or an equivalent role, in accordance with legislation and Division policies.

9. Mobility and Growth

9.1 Mobility is encouraged for staff to support personal and professional growth.

9.2 The Board encourages placements based on staffing needs, employee competency, and program requirements.

9.3 Internal transfers may be facilitated to enhance staff career development, provided they align with operational needs.

10. Substitutes and Teacher Re-hiring

10.1 Substitute teachers are hired based on availability and subject needs.

10.2 Teachers seeking part-time work while collecting a pension may be eligible for temporary contracts depending on division needs.

11. Summer School Staff

11.1 Regular hiring procedures will be followed.

11.2 Advertising of Summer School positions will be internal and/or external as determined by the Associate Superintendent Human Resources, in consultation with the Summer School Principal.

11.3 Certificated Staff:

11.3.1 Rate of pay will be ATA salary grid as per the ATA Collective Agreement.

11.3.2 Salary will be paid upon receipt of a completed and approved "Summer School Staff Timesheet" in the Payroll Department and paid in accordance with payroll timelines.

11.4 Support Staff

11.4.1 Support staff will be hired under the terms of the Support Staff Collective Agreement.

11.4.5 Salary will be paid upon receipt of a completed and approved “Summer School Staff Timesheet” in the Payroll Department and paid in accordance with payroll timelines.

REFERENCES

Alberta Teachers Association Collective Agreement

CUPE Collective Agreement

General Employment Conditions

Alberta Employment Standards Code

Education Act

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

[Policy 700: Superintendent of Schools](#)

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

[Admin Procedure 210: Role of School Administration](#)

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

[Admin Procedure 711: Welcoming Inclusive, Safe and Healthy Environments](#)

[Admin Procedure 720: Teacher Staffing, Certification and Placement](#)

HISTORY

2020 Jan 29: Initial Approval

2022 Aug 24: Amended

2025 Apr 17: Amended



700: Certificated Staff

Responsible Administrator: Associate Superintendent Human Resources

PURPOSE

Sturgeon Public Schools believes that an effective instructional program is determined by the quality of its staff. The division is committed to ensuring that the best possible employees are hired.

PROCESS

The Associate Superintendent Human Resources will coordinate the hiring of staff for the Division.

PROCEDURE

1. Sturgeon Public School's goal is to retain the best employees and to place them to the advantage of the school division, the students and the employee concerned.
2. The Board delegates the responsibility for staffing to the Superintendent.
3. Mobility is beneficial to staff members, schools and the division. Mobility provides staff with a growth opportunity through a change in setting.
4. The Board recognizes that only certificated staff who hold a valid Alberta Teaching Certificate, as required by The Education Act, shall be employed as teachers within the Division.

5. The Associate Superintendent Human Resources will provide a template to principals for reporting school program plans to the Superintendent.

Program Plans:

6. The school Principal is responsible and accountable for staffing plans at the school level based on student and program needs and according to the resources available to the school.

7. The Principal will generate a projected student enrolment figure for the following school year.

8. The Director of Finance shall provide each Principal with a tentative budget based upon the projected enrolment figure.

9. The Principal shall develop, within the context of the projected budget, a school program plan which will best accommodate the needs of the students and programs in the school.

10. The Superintendent or designate may initiate a review of a proposed school program plan, or the Principal may request such a review by the Superintendent.

11. Once the Principal has formalized the program plan, a copy will be sent to the Superintendent or designate indicating the following:

11.1 How existing staff will be deployed;

11.2 Staff surplus to the program plan; and

11.3 Staff required to meet the needs of the program plan.

12. In planning and implementing the school program plan, the Principal shall ensure that sufficient levels of staffing, professional and/or support staff are maintained for division and school programs in keeping with the needs of the students and programs in the school, as well as Alberta Education expectations. Program plans will be monitored by the Senior Executive Committee.

Hiring Procedure:

13. All vacant positions shall be classified in one of the following ways:

13.1 Open to external and/or internal competition.

13.2 Not open to competition.

14. For all vacant positions classified under Guidelines 13.1, the Associate Superintendent Human Resources shall:

14.1 advertise internally on the Division website and may advertise externally in appropriate magazines, newspapers or by other means;
and

14.2 fill the position through an approved selection process.

15. Guideline 13.2 shall apply whenever:

15.1 division surplus staff need to be accommodated;

15.2 short-term temporary positions must be filled.

15.3 In the event that a position, which has been filled under Guideline 15.2 develops into a long-term position, then Guideline 13.1 shall apply.

16. Placements involving transfer requests and placement requests from staff returning from leave of absence, subject to experience, academic qualifications and relative competency will be finalized prior to the placement of new staff.

17. The Associate Superintendent Human Resources shall establish a shortlisting criteria process that involves the school Principal and where appropriate the Director of Learning Support in accordance with Guideline 19.

18. The Associate Superintendent Human Resources or designate with the assistance of the Principal of the school where the opening exists may interview applicants selected under Guideline 17.

19. All relevant data such as training, experience related to the position, evaluation reports, student teaching reports, and references shall be considered in the selection of certificated staff.

20. The Associate Superintendent Human Resources or designate with the assistance of the Principal of the school, where the opening exists, will select the most suitable applicant after careful consideration and application of the criteria established in the Purpose, and Guidelines 16, 17, 19.

21. The Principal will check references and advise the Superintendent or designate of their preferred candidate. Upon approval of the Superintendent or designate the Principal will make an offer to the successful candidate. The Principal will advise the Associate Superintendent Human Resources of the verbal acceptance. The Principal will phone “regrets” to unsuccessful applicants.

22. All placements will be made in writing by the Superintendent or designate.

Substitute Teachers:

23. Substitute teachers, to replace teachers temporarily absent from their duties, will be engaged according to the process outlined.

24. Prior to a substitute teacher being engaged, the substitute teacher will provide a Criminal Record and Vulnerable Sector Check for his/her file to ensure the security of the students and staff.

25. All substitute teachers are engaged through the Human Resources Information System (HRIS) or the substitute services desk. For emergent situations or unfilled vacancies, phone calls to substitute teachers are made between 6:30 and 7:30 a.m.

26. Principals/teachers may request preferred substitute teachers through the HRIS or the substitute services desk for their schools. However, principals/teachers are not to contact substitutes directly.

27. Principals who have concerns about the performance of a substitute teacher should advise the substitute teacher and the Associate Superintendent Human Resources.

Teachers Employed on a Part-Time Basis:

28. Teachers employed on a part-time basis will work and be paid according to their full-time equivalency (FTE) as per the Alberta Teachers Associate Collective Agreement.

29. The school year is divided into “Instructional” and “Non-Instructional” days. These days will be pro-rated when assigning duties to a part-time teacher.

30. It is the responsibility of the Principal to assign other duties to part-time teachers in proportion to the FTE of the teacher.

30.1 The teaching assignment as outlined in Guideline 29 needs to be communicated in written form at the time of assigning duties.

31. Notwithstanding any of the above, all teachers have a professional responsibility to dedicate time to carry out their professional duties which may extend beyond the normally scheduled working time.

Pension and Re-hiring Teachers:

32. A teacher may be eligible to teach part-time and collect their pension simultaneously during a school year. This may be considered by Sturgeon Public Schools depending on circumstances and needs of the Division.

33. Eligible teachers, who wish to participate in this plan, must forward a letter to the Superintendent by September 30.

34. The Superintendent will consider the request and either approve or reject the request in light of the staffing needs of the Division. The Superintendent or designate will inform the teacher of the decision in writing.

35. If the request is approved, the teacher must submit a letter of resignation to the Superintendent or designate by December 1 effective date. Upon receipt of the letter of resignation, a temporary contract of employment effective January 1 to June 30 shall be prepared by the Superintendent or designate and sent to the teacher for signature.

36. Teachers participating in this plan will be subject to the rules and regulations of the Alberta School Employees Benefit Plan.

37. Teachers who participate in this plan may be re-hired on a temporary contract in future years as long as the contract does not exceed 0.6 FTE during any one school year.

38. Teachers considering this plan must check with the Alberta Teachers Retirement Fund to determine how this plan would affect them personally.

39. The timelines reflected in this administrative procedure are the usual timelines for entering into this plan. Other timelines may be considered at the discretion of the Superintendent.

Documentation Required at the time of Hiring:

40. All new, and returning staff who had their employment with Sturgeon Public School Division terminated more than six (6) months prior, are required to obtain a criminal record check and vulnerable sector check. A criminal record check and vulnerable sector check - which is no older than six (6) months will be accepted.*

40.1 An additional criminal record check and vulnerable sector check must be provided to Sturgeon Public School Division every five (5) years after the employee last provided a criminal record check and vulnerable check to the Division.

41. Banking Information

All staff are paid by direct deposit and must submit a void cheque or complete a direct deposit banking information form upon hiring. Faxes/copies are acceptable.

42. Social Insurance Number (SIN)

Employee must provide their SIN to Human Resources within three (3) days of their employment start date.

43. TD1 Personal Tax Credits Return

44. Benefits (excludes substitute teachers)

All new staff complete and return to the Human Resources Advisor their benefit package.

45. Birth Certificate

A copy of the employee's birth certificate within two (2) weeks of commencement of their employment.

46. Teaching Certificate

A copy of the employee's valid Alberta Teaching Certificate or Letter of Authority must be on file prior to employment.

47. Evaluation of Teacher Training*

48. Proof of Past Teaching Experience*

*Original documents may be photocopied, the copy stamped "Copy of Original", dated and signed by the receiver and the original returned to the employee.

References

Admin Procedure: 720 Teacher Staffing, Certification and Placement

Education Act: Sections 208, 212

History

2020 Jan 29 Initial Approval

2022 Aug 24 Amended

Administrative Procedures VII. Personnel and Employee Relations (Hiring)



701: Support Staff

Responsible Administrator: Associate Superintendent Human Resources

PURPOSE

Support staff play a vital role in supporting the system therefore the best-qualified candidates shall be selected.

PROCESS

The Associate Superintendent Human Resources is responsible for maintaining a process to select support staff.

PROCEDURE

1. All of the vacant positions shall be classified by the Associate Superintendent Human Resources in one of the following ways:
 - 1.1 Open to external and/or internal competition.
 - 1.2 Not open to competition.
2. All vacant positions classified under Procedure 1.1
 - 2.1 Will be advertised according to an approved procedure; and
 - 2.2 Will be filled through an approved selection process.
3. Guideline 1.2 shall apply whenever:
 - 3.1 System surplus school support staff need to be accommodated, in accordance with the Collective Agreement.

3.2 Short-term temporary positions must be filled.

4. All relevant data, such as training and experience related to the position, evaluation reports, and references shall be considered in the selection of support staff.
5. Applications for vacant positions shall be reviewed using the data available and selected qualified applicants will be interviewed.
6. Prior to offering the most suitable applicant the position reference checks will be made to ensure the security of the students and staff. Prior to the first day of employment, a police check shall be completed.
7. Support staff positions funded at the school level shall be determined by the Principal each school year.
8. Requests for support staff in Division level programs will be made to the Director of Learning Support. The Director of Learning Support will request that the Associate Superintendent Human Resources or designate proceed with staffing the position.
9. When a vacancy occurs, the Principal or designate shall advise the Associate Superintendent Human Resources or designate, forward a written job description, hours per day to be worked, and effective start and end dates.
10. The Associate Superintendent Human Resources or designate shall determine how Guideline 1.0 is applied.
11. All internal and external job postings will be prepared by the Associate Superintendent Human Resources or designate. All internal staff receive notification via SPS email of same. External postings may be placed in the appropriate media for advertising.
12. The Principal, in consultation with the Associate Superintendent Human Resources or designate, will develop a short list of applicants to be interviewed.
13. Human Resources will set up the interviews.

14. The Associate Superintendent Human Resources or designate, in conjunction with the Principal or designate, will conduct the interviews and recommend a successful candidate to the Associate Superintendent Human Resources or designate. A list of interview questions and a record of the interview process followed shall be kept on file by Human Resources for one (1) year.

15. The Associate Superintendent Human Resources or designate will:

15.1 Ensure that reference checks are conducted by the Principal or designate where necessary and ensure that the individual provides a police check.

15.2 Authorize all offers of employment.

15.3 Advise the successful candidate of work expectations and the appropriate Board policies.

15.4 Confirm the offer of employment in writing.

15.5 Retain all applications on file for one (1) year.

Hiring Substitutes for School Support Staff:

16. The Associate Superintendent Human Resources or designate is responsible for administering a pool of support staff substitutes that will be utilized by schools.

17. The Principal or designate will make the arrangements for the hiring of substitutes for support staff at the school level.

18. Only support staff on the registered substitute list may be hired.

19. Individuals wishing to register as substitutes should be referred to Human Resources.

Documentation Required at the Time of Hiring:

Section A: All Staff (including Casuals)

20. Criminal Record and Vulnerable Sector Check (Security Clearance)*

This Security Clearance must be no older than six (6) months. This is required of new staff and staff who had terminated their employment with Sturgeon Public Schools more than six (6) months previously.

21. Banking Information

All staff are paid by direct deposit and must submit a void cheque or complete a direct deposit banking information form upon hiring. Faxes/copies are acceptable.

22. Social Insurance Number (SIN)

Employee must provide their SIN to Human Resources within three (3) days of their employment start date.

23. TD1 Personal Tax Credits Return.

24. Benefits

All new staff complete the required documentation and return to the Human Resources Advisor, if they meet qualifications.

25. Birth Certificate

A copy of the employee's birth certificate within two (2) weeks of commencement of their employment.

*Original documents may be photocopied, the copy stamped "Copy of Original", dated and signed by the receiver and the original returned to the employee.

Multiple Employment Positions:

26. An employee may hold two distinct employment positions with the Board. However, since administration does not encourage working overtime as a general rule, the combined time of an employee holding two or more positions with the Board shall not exceed 40 hours per week. [Reference: Employment Standards Code, Section 21(a)]

References

CUPE Collective Agreement

General Employment Conditions

Alberta Employment Standards Code

History

2020 Jan 29 Initial Approval

Administrative Procedures VII. Personnel and Employee Relations (Hiring)



702: Custodial Caretaking and Facilities Staff

Responsible Administrator: Associate Superintendent Human Resources

PURPOSE

Support staff employees play a vital role in supporting the system, therefore, the best qualified candidates for custodial, caretaking and maintenance staff shall be selected.

PROCESS

The Associate Superintendent Human Resources is responsible for maintaining a process to select custodial, caretaking and facilities staff.

PROCEDURE

1. The Associate Superintendent Human Resources, will classify all vacant positions in one of the following ways:
 - 1.1 Open to external and/or internal competition.
 - 1.2 Not open to competition.
2. All vacant positions classified under Guideline 1.1. will be:
 - 2.1 Advertised according to an approved procedure; and
 - 2.2 filled through an approved selection process.

3. Guideline 1.2 will apply whenever:

3.1 System surplus staff need to be accommodated;

3.2 Short-term temporary positions must be filled.

4. The Director of Facilities shall develop a short list of applicants to be interviewed in consideration of the criteria in Guideline 5 and present the list to the Associate Superintendent Human Resources or designate, who will set up the interviews.

5. All relevant data such as training, experience related to the position, and references will be considered in the selection of custodial, caretaking and maintenance staff for interview.

6. The Associate Superintendent Human Resources or designate will establish a selection process that involves the Director of Facilities.

7. The Director of Facilities will conduct the interviews with the Associate Superintendent Human Resources or designate. A list of interview questions will be kept on file by the Human Resources Department.

8. Prior to offering the most suitable applicant the position, reference checks will be completed by the Director of Facilities and a recommendation brought forth to the Associate Superintendent Human Resources for approval.

9. The Director of Facilities will:

9.1 Offer the position to the successful candidate after approval from the Associate Superintendent Human Resources.

9.2 Phone “regrets” to the unsuccessful candidates.

10. The Associate Superintendent Human Resources, or designate, will:

10.1 Confirm the offer of employment in writing.

10.2 Keep all applications on file in accordance with Sturgeon’s record management directives.

Documentation Required at the Time of Hiring:

11. Criminal Record and Vulnerable Sector Check (Security Clearance)*

This Security Clearance must be no older than six (6) months. This is required of new staff and staff who had terminated their employment with Sturgeon Public Schools more than six (6) months previously.

12. Banking Information

All staff are paid by direct deposit and must submit a void cheque or complete a direct deposit banking information form upon hiring. Faxes/copies are acceptable.

13. Social Insurance Number (SIN)

Employee must provide their SIN to Human Resources within three (3) days of their employment start date.

14. TD1 Personal Tax Credits Return

15. Benefits

All new staff, who meet the qualifications, will complete the benefit forms and return to the Human Resources Advisor.

16. Birth Certificate

A copy of the employee's birth certificate within two (2) weeks of commencement of their employment.

*Original documents may be photocopied, the copy stamped "Copy of Original", dated and signed by the receiver and the original returned to the employee.

Reference:

General Employment Conditions

Alberta Employment Standards

History

2020 Jan 29 Initial Approval

Administrative Procedures VII. Personnel and Employee Relations (Hiring)



703: Summer Staff Learning Centres

Responsible Administrator: Associate Superintendent Human Resources

PURPOSE

Sturgeon Public Schools seeks individuals who are dedicated to public education and share the belief that the educational best interest of the child is paramount to ensure that the best possible employees are hired to staff our Learning Centers during the summer months.

PROCESS

Human Resources will coordinate the hiring of summer staff for the Learning Centers.

PROCEDURE

1. Regular hiring procedures will be followed.
2. Advertising of Summer School positions will be internal and/or external as determined by the Associate Superintendent Human Resources in consultation with the Principal.
3. Professional Staff
 - 3.1 Rate of pay: 1/200th per day of the teacher's placement on the Sturgeon Public Schools ATA salary grid as per the ATA Collective Agreement.
 - 3.2 All statutory deductions shall apply.

3.3 There will be no deductions made for contributions to ATRF.

3.4 No deductions for benefits.

3.5 Salary will be paid upon receipt of a completed “Substitute Teacher Time Sheet” in Payroll in accordance with Payroll timelines.

4. Support Staff

4.1 Support staff will be hired under the terms of the Support Staff Collective Agreement.

4.2 All statutory deductions shall apply.

4.3 There will be no deductions made for contributions to LAPP.

4.4 No deductions for benefits.

4.5 Salary will be paid upon receipt of a completed “Support Staff Timesheet” in Payroll in accordance with regular Payroll timelines.

References:

Admin Procedure: 700 Hiring - Professional Staff

Admin Procedure: 701 Hiring - Support Staff

Alberta Employment Standards

History

2020 Jan 29 Initial Approval

Administrative Procedures VII. Personnel and Employee Relations (Hiring)



Date: April 23, 2025 **Agenda Item:** 8.9

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Shawna Warren, Superintendent
Lisa Lacroix, Associate Superintendent Human Resources
Jonathan Konrad, Deputy Superintendent, Education Services

Subject: **Administrative Procedure 721: Staff Professional Development**

Background:

Administrative Procedures are the written directives, procedures and assignment of responsibilities established and approved by the Superintendent that direct the implementation of and achievement of desired outcomes of Board policy, Division Vision, Mission and Values and the effective operation of the Division ([AP 205 Developing Administrative Procedures](#)).

Administrative Procedures are reviewed and developed on a regularly scheduled basis.

As part of the regular review cycle, *Administrative Procedure 721: Teachers and Professional Development* has undergone a comprehensive review. During this process, all Administrative Procedures related to professional learning across the Division were examined. To improve clarity and consistency, relevant content from *Administrative Procedure 715: Division Staff Development* and *Administrative Procedure 727: Support Staff and Professional Development* has been consolidated into a single, updated procedure. The revised procedure has been renamed *Administrative Procedure 721: Staff Professional Development* to better reflect its inclusive scope, encompassing all staff rather than focusing solely on teachers. The updated Administrative Procedure was developed with input from Education Services team members at Central Office and school Principals.

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

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

- COMPETENCY:** (2) Modeling Commitment to Professional Learning
- INDICATORS:**
 - b. collaborating with teachers, principals, school jurisdiction leaders and other superintendents to build professional capacities and expertise;
 - e. providing leadership to support school authority research initiatives, where appropriate; and
 - f. engaging teachers, principals, school jurisdiction leaders, school community and local community members to establish a shared understanding of current trends and priorities in the education system.

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
f. building principals' and school jurisdiction leaders' capacities and holding them accountable for providing instructional leadership through effective support, supervision and evaluation practices.

COMPETENCY: (6) School Authority Operations and Resources
INDICATORS: d. providing for the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities; and
h. implementing programs and procedures for the effective management of human resources in support of mentorship, capacity building and succession planning.

Governance Implications:

Education Act

Principals

197 A principal of a school must

- (i) evaluate the teachers employed in the school

Sections 202–213: Covering teacher assignments, contracts, transfers, suspensions and terminations.

Sections 222-223: Governs the appointment of a Superintendent.

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.

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.

[Administrative Procedure 205: Developing Administrative Procedures](#)

Administrative Procedures are the written directives, procedures and assignment of responsibilities established and approved by the Superintendent that direct the implementation of and achievement of desired outcomes of Board policy, Division Vision, Mission and Values, and the effective operation of the Division.

Administration is prepared to respond to questions at the April 23, 2025, Public Board meeting.

Attachment(s):

1. AP721: Staff Professional Development - New
2. AP715: Division Staff Development - Old Version
3. AP721: Teachers and Professional Development - Old Version
4. AP727: Support Staff and Professional Development - Old Version

Administrative Procedure 721: Staff Professional Development NEW AP to replace 715, 721, 727
Responsible Administrator: Deputy Superintendent Education Services and Associate Superintendent Human Resources

Purpose

Sturgeon Public Schools is committed to fostering lifelong professional learning among teachers, aligned with the Teaching Quality Standard (TQS). Professional development supports the development of knowledge, skills, and abilities needed to enhance student learning and promote innovative and inclusive teaching practices.

Definitions

Professional Development (PD): Refers to formal and informal learning opportunities intended to improve teaching, student outcomes and the professional knowledge, skills and effectiveness of staff.

Professional Growth Plan (PGP): An annual plan prepared by teachers that outlines growth strategies and measures. PGPs must align with the Teaching Quality Standard (TQS) and consider school, Division and provincial goals.

Self-Directed PD: Learning activities initiated by staff to address their professional growth needs with prior approval from the Principal.

Site-Directed PD: Professional learning activities organized at the school level under the direction of the Principal or supervisor.

System-Directed PD: Professional learning opportunities organized at the Division level, directed by the Superintendent or designate.

Process

The Deputy Superintendent Education Services and the Associate Superintendent Human Resources or designate are responsible for overseeing, maintaining and reviewing this Administrative Procedure to ensure alignment with provincial regulations, Division goals and best practices.

Procedures

Professional Growth Plans

All professional staff employees must develop and implement a Professional Growth Plan (PGP) annually by October 15 ,or within 45 days after the first teaching day if the certificated staff member is hired after September 15. Multi-year plans may be considered but must include yearly breakdowns of objectives. Refer to [AP725: Teacher Growth, Supervision and Evaluation](#) for additional information.

PGPs shall:

Be based on self-assessed learning needs, goals and objectives of the teacher.

Demonstrate alignment with the TQS and reference relevant competencies and indicators.

Reflect school, Division and provincial education goals.

Be informed by data sources, such as Principal feedback, student results, parent feedback, individual reflections and collaborative initiatives.

Teachers must submit their PGPs to the Principal for review and approval.

Principals may reject a plan if it does not align with TQS or other relevant standards.

Principals shall meet with teachers to review PGPs at the beginning of the school year and provide ongoing feedback during periodic reviews throughout the year.

Unless agreed upon by the teacher, the content of a PGP shall not be used for evaluation purposes.

Professional Development Activities

Teachers are expected to participate in professional development activities that align with their PGPs and Division priorities. PD activities may include workshops, conferences, collaborative learning initiatives and mentorship opportunities.

PD activities shall be categorized as follows:

Self-Directed PD: Teachers may initiate professional learning activities related to their PGP, with prior approval from the Principal.

Site-Directed PD: Principals shall organize PD activities to address school-specific goals and align with Division frameworks.

System-Directed PD: Division-wide initiatives directed by the Superintendent or designate to address broader educational goals.

Out-of-province PD requires justification by the Principal and prior approval from the Superintendent. Such opportunities should only be pursued when local or provincial alternatives are unavailable.

Annual Reporting and Accountability

Principals must submit a draft Professional Development Plan to the Deputy Superintendent, Education Services by June 30 for the upcoming school year. The draft shall be shared with school staff by the end of September and the final draft must be submitted to the Superintendent by October 30th each year. The plan shall:

- Identify school-specific areas for growth.
- Align with Division and provincial education priorities.
- Outline the use of non-instructional days for PD activities.

Principals must ensure staff are informed of site-directed PD agendas at least seven days prior to the scheduled activities.

Teachers must provide updates to their Principal on self-directed PD alignment with their PGP at set times throughout the year or as requested.

Evaluation of Professional Development

The Superintendent or designate shall annually evaluate the effectiveness of professional development activities in enhancing teaching practices and student learning outcomes. Feedback from these evaluations will inform future PD programming.

Equity and Accessibility

The Division is committed to ensuring equitable access to professional development opportunities for all staff, including part-time and specialized staff. Flexible scheduling and consideration of assignable time shall be employed to accommodate individual needs.

Cultural Competency and Innovation

Professional learning shall include opportunities to deepen understanding of Indigenous worldviews, cultures, and histories to enhance inclusive practices.

The Division encourages collaborative professional learning through Professional Learning Communities (PLCs), mentorship programs and team-based initiatives that promote shared leadership and innovation.

Resource Allocation

The Division will allocate funding for professional development activities, including school-based, system-based and ATA Local contributions. Funding details shall be communicated annually to all staff.

School-based administrators have access to dedicated professional learning funds, as per Division policy, to support attendance at leadership development opportunities.

References

Education Act: 196, 197, 222

Freedom of Information and Protection of Privacy Act

Certification of Teachers and Teacher Leaders Regulation

Professional Conduct and Competency for Teachers and Teachers Leaders Regulation

Alberta Education Teaching Quality Standard (TQS)

Alberta Education Leadership Quality Standard (LQS)

Alberta Education Teacher Growth, Supervision and Evaluation Policy

[AP725: Teacher Growth, Supervision and Evaluation](#)

[AP865 Information and Communication Technology](#)

Collective Agreement with ATA Local

History

2020 Jan 29 Initial Approval

2024 Jan 06 Amended

2025 Apr 16 Amended



715: Division Staff Development

Responsible Administrator: Associate Superintendent Human Resources

PURPOSE

Sturgeon Public Schools may desire staff to obtain staff development in order to fulfill the goals and objectives of the Division as outlined in the Board's Education Plan.

PROCESS

The Associate Superintendent Human Resources is responsible for administering this Administrative Procedure.

PROCEDURE

1. The Superintendent or designate will identify a requirement or priority for staff development where Division staff must access in-service in order to train other Division staff. This training should be accessed within the work schedule of the staff involved when possible or the employee will be compensated for extra time as per the applicable Collective Agreement and approved in advance by the Superintendent or designate.

History

2020 Jan 29 Initial Approval



721: Teachers and Professional Development

Responsible Administrator: Superintendent

PURPOSE

Sturgeon Public Schools teachers benefit from opportunities to continue to develop skills and acquire knowledge in order to meet the needs of students.

PROCESS

The Superintendent or designate is responsible for maintaining this Administrative Procedure.

PROCEDURE

1. All professional staff employees are responsible for identifying their professional growth needs and preparing and executing a Professional Growth Plan as identified in regulations and legislation.
2. Professional staff employees are expected to participate in staff development activities subject to budget limitations and time availability.
3. Each Principal shall supervise and monitor Professional Growth Plans as identified in regulations and legislation.
4. The Principal, in cooperation with other Division personnel, will establish a process and budget to support a professional staff development program.

5. Each Division school Principal shall report in writing to the Superintendent the school's professional staff development plan by October 30th of each school year. The format for submission of this plan may be established by the Superintendent.

References:

Admin Procedures: 715 Division Staff Development

Admin Procedures: 865 Information and Communication Technology

History

2020 Jan 29 Initial Approval

Administrative Procedures VII. Personnel and Employee Relations (Teacher Staffing, Certification and Placement)



727: Support Staff and Professional Development

Responsible Administrator: Associate Superintendent Human Resources

PURPOSE

Sturgeon Public Schools support staff benefit from opportunities to continue to develop skills and acquire knowledge in order to meet the needs of students. The Division provides a means for support staff to continue their learning.

Support staff may participate in professional development activities that take place when the support staff member is not scheduled for regular duties.

PROCESS

The Associate Superintendent Human Resources is responsible for administering this Administrative Procedure.

PROCEDURE

1.0 Support staff are expected to participate in staff development activities subject to budget limitations and time availability as determined by their supervisor or Principal.

2.0 Support staff participating in professional development activities that occur outside their normal working hours will not receive any compensation for same, unless they are directed to attend the professional development activity by their Principal/supervisor.

3.0 If the Principal/supervisor directs the support staff member to attend a professional development activity that falls outside the member's normal working hours, the employee shall be compensated according to the provisions of the CUPE Collective Agreement.

References:

CUPE Collective Agreement

History

2020 Jan 29 Initial Approval

2024 Sep 03 Reviewed

Administrative Procedures VII. Personnel and Employee Relations (Teacher Staffing, Certification and Placement)



Date: April 23, 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:

- April 1, 2025 Funding Announcement: MPS
- April 3, 2025 Agenda Review
- April 7, 2025 Meeting with Legal
- April 9, 2025 Committee of the Whole
- April 11, 2025 Teal Up - Guthrie School
- April 14, 2025 Namao School Council
- April 17, 2025 Agenda Review
- April 23, 2025 Public Board Meeting / Committee of the Whole



Date: April 23, 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:

- Apr 9, 2025 Committee of the Whole
- Apr 10, 2025 Ochre Park School Council
- Apr 15, 2025 Redwater School Council
- Apr 16, 2025 Policy Committee
- Apr 23, 2025 Public Board Meeting



Date: April 23, 2025
To: Board of Trustees
From: Cindy Briggs, Ward 2
Subject: Trustee Report - April

Purpose:
For information.

Background:

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

- April 01 -Funding Announcement Morinville Public School
- April 04 -Legal,Bon Accord and Lilian Schick School Visit
- April 09 -Committee of the Whole Meeting
- April 09 -MLA Engagement
- April 10 -Public School Boards Association
- April 11 -Public School Boards Association
- April 15 -Business Partner Engagement
- April 16-Policy Committee Meeting
- April 17-Lilian Schick and Bon Accord School Visit
- April 17 - Legal Public School Council
- April 22- Bon Accord Community School Council
- April 23- April Public Board Meeting
- April 28 - Sturgeon Night of Music (upcoming)



Date: April 23, 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:

- April 1, 2025 Funding Announcement for Morinville Replacement School
- April 9, 2025 Committee of the Whole
- April 10, 2025 PSBC Dinner and Speaker
- April 14, 2025 School Council, Sturgeon Heights School
- April 15, 2025 Student Advisory Committee
- April 15, 2025 Community Engagement Meeting
- April 16, 2025 Policy Committee Meeting
- April 23, 2025 Public Board Meeting / Committee of the Whole
- April 28, 2025 Sturgeon Night of Music



Date: April 23, 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:

4/1/2025	Funding announcement at MPS with MLA Nally
4/2/2025	Morinville Chamber of Commerce meeting
4/3/2025	Agenda Review Meeting
4/9/2025	Committee of the Whole
4/10/2025	Principal Meeting
4/11/2025	Student Advisory Agenda Review
4/14/2025	Principal Meeting
4/15/2025	Student Advisory Committee
4/15/2025	Business Engagement Evening
4/16/2025	Principal Meeting
4/16/2025	Policy Committee Meeting
4/17/2025	Principal Meeting
4/17/2025	Agenda Review Meeting
4/23/2025	Public Board/Committee of the Whole
4/24/2025	Four Winds Open House
4/25/2025	Creative Arts Festival - SCHS
4/25/2025	PSBAA Webinar
4/28/2025	Sturgeon Night of Music



Date: April 23, 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:

- April 7, 2025 - Zone 2/3 Edwin Parr Committee Interview
- April 8, 2025 - Zone 2/3 Edwin Parr Committee Interview
- April 9, 2025 - Committee of the Whole
- April 16, 2025 - Policy Committee Meeting
- April 23, 2025 - Public Board Meeting / Committee of the Whole



Date: April 23, 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 April 23, 2025, Public Board meeting.

Attachment(s):

1. Approved Minutes of the Meeting - March 19, 2025.
2. Unapproved Minutes of the Meeting - April 9, 2025 (To be brought forward for approval at the April 23, 2025, Committee of the Whole).



MINUTES OF THE COMMITTEE OF THE WHOLE

Meeting held virtually

On Wednesday, March 19, 2025, at 9:16 a.m.

Attendance:

*Tasha Oatway-McLay, Board Chair

*Stacey Buga, Vice Chair

*Cindy Briggs, Trustee

*Irene Gibbons, Trustee

*Janine Pequin, Trustee

Left at 9:53 a.m.

*Joe Dwyer, Trustee

Arrived at 9:20 a.m.

*Trish Murray-Elliott, Trustee

Shawna Warren, Superintendent

Jonathan Konrad, Deputy Superintendent, Education Services

Lisa Lacroix, Associate Superintendent, Human Resources

Sean Nicholson, Associate Superintendent, Corporate Services

*Online Attendance

1. Call to Order

Vice Chair Buga called the meeting to order at 9:16 a.m.

2. Approval of the Agenda

Moved by Trustee Oatway-McLay that the Board of Trustees accept the agenda with the addition of 8.3.2 PSBAA Awards.

CARRIED UNANIMOUSLY

3. Approval of the Committee Minutes

Moved by Trustee Oatway-McLay that the Board of Trustees accept the Committee Meeting Minutes of March 5, 2025, as presented.

CARRIED UNANIMOUSLY

4. Policy 235: Board Operations

The Board of Trustees reviewed the suggested changes to Policy 235: Board Operations.

Meeting recessed for Public Board at 9:53 a.m. Meeting resumed at 2:57 p.m.

5. Policy 220: Trustee Code of Conduct

Agenda item deferred.

6. Environmental Scan

Agenda item deferred.

7. Governance

7.1 PSBAA Professional Development

Agenda item deferred.

7.2 Trustee Handbook Review

Agenda item deferred.

7.3 Work Plan 2024-2025

Agenda item deferred.

7.4 2025-2026 SPS Board Policy List and Review Schedule

Agenda item deferred.

8. Advocacy

8.1 2024-2025 Big Rocks

Nothing new to discuss. Agenda item deferred.

8.2 ASBA

Agenda item deferred.

8.3 PSBAA

8.3.2 PSBAA Awards

The Board of Trustees discussed nominations to the 2025 PSBAA Special Recognition Awards: Promoting and Advancing the Calls to Action of the Truth and Reconciliation Commission of Canada in Education within Alberta and Special Contribution to Public Education.

8.4 Correspondence Review

The Board of Trustees reviewed correspondence documents received and discussed a PUF Advocacy letter. The letter will be further reviewed and discussed at the next Committee of the Whole meeting.

8.5 Upcoming School Events/Trustee Attendance

Agenda item deferred.

9. Audit, Finance and Human Resources

9.1 2024-2025 Budget Assumptions

Agenda item deferred.

9.2 Budget Retrenchment Plan

Agenda item deferred.

9.3 Monthly Trustee Financial Report

Agenda item deferred. Trustees were asked to review independently.

10. Capital Projects and Facility Services

10.1 Capital Plan

Linked as reference. Agenda item deferred.

11. Transportation - No update.

12. Adjournment

Trustee Oatway-McLay adjourned the meeting at 3:15 p.m.

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

**MINUTES OF THE
COMMITTEE OF THE WHOLE**

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

On Wednesday, April 9, 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

Arrived at 9:06 a.m.

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

Michelle Wilde, Recording Secretary

Franco Maisano, Executive Director, Corporate Services Arrived at 10:03 a.m. Left at 2:24 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 Dwyer that the Board of Trustees accept the agenda with the addition of 10.5 - Community Engagement as amended.

CARRIED UNANIMOUSLY

3. Approval of the Committee Minutes

Moved by Trustee Oatway-McLay that the Board of Trustees accept the Committee Meeting Minutes of March 19, 2025, as presented.

CARRIED UNANIMOUSLY

Meeting recessed at 9:07 a.m. Meeting resumed at 10:03 a.m.

4. Audit, Finance and Human Resources

4.1 2025-2026 Budget Assumptions

The Board of Trustees held discussion on the 2025-2026 Budget Assumptions.

4.2 Budget Retrenchment Plan

The Board of Trustees reviewed and discussed the Budget Retrenchment Plan.

4.3 Jurisdiction Profile

Sean Nicholson, Associate Superintendent, Corporate Services provided the Jurisdiction Profile for the 2025-2026 School Year to the Board of Trustees.

4.4 2025-2026 Fee Proposal and 500: Exhibit 1 - Transportation Fee Schedule Policy 500: Student Transportation Services

Sean Nicholson, Associate Superintendent, Corporate Services provided the 2025-2026 Fee Proposal for Board of Trustees discussion.

[2025-2026 Fee Proposal and 500: Exhibit 1 - Transportation Fee Schedule Policy 500: Student Transportation Services to be brought to the April 16, 2025, Policy Committee meeting.](#)

Meeting recessed for lunch at 12:13 p.m. Meeting resumed at 1:00 p.m.

4.5 2025-2026 Funding Manual

2025-2026 Funding Manual linked for budget discussions.

5. Policy 235: Board Operations

Agenda item deferred.

6. Policy 220: Trustee Code of Conduct

Agenda item deferred.

7. Environmental Scan

Agenda item deferred.

8. Governance**8.1 March 19, 2025 Public Board Review**

The Board of Trustees discussed Board Meeting Procedures moving forward.

8.2 PSBAA Professional Development

Agenda item deferred.

8.3 Trustee Handbook Review

Agenda item deferred.

8.4 Work Plan 2024-2025

Agenda item deferred.

8.5 2025-2026 SPS Board Policy List and Review Schedule

Agenda item deferred.

9. Agenda Review - April Public Board Meeting

The Board of Trustees reviewed the current April 23, 2025, Public Board meeting agenda.

10. Advocacy**10.1 Student Advisory Committee - April 15, 2025**

The Board of Trustees reviewed the agenda for the Student Advisory Committee meeting scheduled for April 15, 2025.

10.2 School Nutrition Data Survey

The Board of Trustees reviewed the responses submitted for the School Nutrition Data Survey.

10.3 ASBA Collective Bargaining Survey

The Board of Trustees reviewed the responses to the survey and approved their submission to ASBA.

10.4 School Board Survey - Financial Impact of 2025 Support Staff Strike

Sean Nicholson, Associate Superintendent, Corporate Services provided an overview of the request from Alberta Education and will provide an update at a future Committee of the Whole meeting.

10.5 SPSD Business & Community Partners Engagement Event

The Board of Trustees asked questions about the event and how it would run.

10.5 2024-2025 Big Rocks

Nothing new to discuss. Agenda item deferred.

10.6 ASBA

Agenda item deferred.

10.7 PSBAA

Agenda item deferred.

10.8 Correspondence Review

Agenda item deferred.

10.9 Upcoming School Events/Trustee Attendance

Agenda item deferred.

11. Capital Projects and Facility Services

11.1 Capital Plan

Linked as reference. Agenda item deferred.

11.2 Joint Use and Planning Agreement - City of St. Albert JUPA

Linked as reference for the Board of Trustees to review and discuss.

[Joint Use and Planning Agreement - City of St. Alberta JUPA to be brought to the April 23, 2025, Public Board meeting.](#)

11.3 Joint Use and Planning Agreement - Town of Morinville JUPA

Linked as reference for the Board of Trustees to review and discuss.

[Joint Use and Planning Agreement - Town of Morinville JUPA to be brought to the April 23, 2025, Public Board meeting.](#)

Meeting recessed for break at 2:26 p.m. Meeting resumed at 2:33 p.m.

12. Transportation - No update.

13. Adjournment

Trustee Buga adjourned the meeting at 3:20 p.m.

Next meeting: Wednesday, April 23, 2025, at 9:00 a.m.

Date: April 23, 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 April 16, 2025. The following is a summary of that meeting:

- Policy 235: Board Operations was discussed along with Appendices D & E.
 - Will come to April 23, 2025, CoW for Board Discussion
- The Committee reviewed the Omnibus Motion for Board Policies from March 19, 2025 and decided to pull out policies 215 and 800 and bring them individually to the April 23 Public Board. The other policies will remain in an Omnibus Motion and will be brought to the April 23, 2025, Public Board.
- 2025-2026 Fee Proposal and 500: Exhibit 1 - Transportation Fee Schedule Policy 500: Student Transportation was referred from the Committee of the Whole and discussed.
 - Will come to April 23, 2025, Public Board for final review and approval.
- Policy 700: Appendix A - Evaluation of Superintendent of Schools was brought forward with recommended changes from the Committee.
 - Will come back to the Policy Committee with the changes recommended for another review.
- No new meeting date at this time.

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

This report aligns with the [SLOS](#) 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.